

TEST ADMINISTRATOR MANUAL

GRADE 7 Writing STAAR Alternate 2

Administered April 2016

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 7 Writing		Cluster 1
Reporting Category 3	Editing: The student will demonstrate an ability to edit a variety of texts.	
Knowledge and Skills Statement 7.21	Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	
Essence Statement	Edits spelling using various resources.	
Item 1 Prerequisite Skill	use phonological knowledge to match sounds to letters to construct known words (1)	
Item 2 Prerequisite Skill	spell words with common orthographic patterns and rules: long vowels (e.g., VCe-hope) (2)	
Item 3 Prerequisite Skill	spell words with common orthographic patterns and rules: long vowels (e.g., VCe-hope) (2)	
Item 4 Prerequisite Skill	spell complex contractions (e.g., should've, won't) (3)	

Grade 7 Writing		Cluster 2
Reporting Category 2	Revision: The student will demonstrate an ability to revise a variety of written texts.	
Knowledge and Skills Statement 7.14	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	
Essence Statement	Revises text using appropriate word choice.	
Item 5 Prerequisite Skill	revise drafts by adding or deleting a word, phrase, or sentence (1)	
Item 6 Prerequisite Skill	revise drafts by adding or deleting a word, phrase, or sentence (1)	
Item 7 Prerequisite Skill	revise drafts by adding or deleting words, phrases, or sentences (2)	
Item 8 Prerequisite Skill	revise drafts for coherence, organization, use of simple and compound sentences, and audience (3-4)	

Grade 7 Writing		Cluster 3
Reporting Category 2	Revision: The student will demonstrate an ability to revise a variety of written texts.	
Knowledge and Skills Statement 7.17	Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes.	
Essence Statement	Revises an expository text.	
Item 9 Prerequisite Skill	revise drafts by adding or deleting a word, phrase, or sentence (1)	
Item 10 Prerequisite Skill	revise drafts by adding or deleting a word, phrase, or sentence (1)	
Item 11 Prerequisite Skill	revise drafts by adding or deleting words, phrases, or sentences (2)	
Item 12 Prerequisite Skill	revise drafts for coherence, organization, use of simple and compound sentences, and audience (3–4)	

Grade 7 Writing		Cluster 4
Reporting Category 2	Revision: The student will demonstrate an ability to revise a variety of written texts.	
Knowledge and Skills Statement 7.18	Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.	
Essence Statement	Revises persuasive text.	
Item 13 Prerequisite Skill	revise drafts by adding or deleting a word, phrase, or sentence (1)	
Item 14 Prerequisite Skill	revise drafts by adding or deleting a word, phrase, or sentence (1)	
Item 15 Prerequisite Skill	revise drafts by adding or deleting words, phrases, or sentences (2)	
Item 16 Prerequisite Skill	revise drafts for coherence, organization, use of simple and compound sentences, and audience (3–4)	

Grade 7 Writing		Cluster 5
Reporting Category 3	Editing: The student will demonstrate an ability to edit a variety of texts.	
Knowledge and Skills Statement 7.20	Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.	
Essence Statement	Edits text for correct capitalization and punctuation.	
Item 17 Prerequisite Skill	recognize and use basic capitalization for names of people (1)	
Item 18 Prerequisite Skill	use capitalization for proper nouns (2)	
Item 19 Prerequisite Skill	use capitalization for geographical names and places (3)	
Item 20 Prerequisite Skill	use capitalization for historical events and documents; titles of books, stories, and essays (4)	

Additional resources for STAAR Alternate 2, including the STAAR Alternate 2 Test Administrator Manual and the STAAR Alternate 2 Educator Guide, are available online: <http://tea.texas.gov/student.assessment/special-ed/staaralt/>

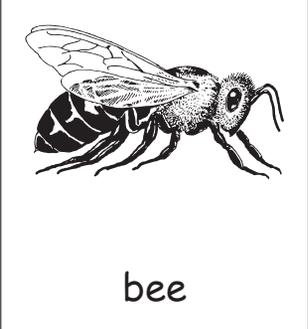
WRITING

Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to the word “be.” *Communicate:* This word is “be,” b-e. Will you be my friend?
- Direct the student to the bee and the word “bee.” *Communicate:* An “e” has been added to “b-e” to spell the word “bee,” b-e-e. This bee flies from flower to flower.
- *Communicate:* Find the “bee” that flies from flower to flower.

Stimulus 1

be

*


bee

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the word “bee,”	➡	mark A for question 1 and move to question 2.
If the student does not find the word “bee,”	➡	<ul style="list-style-type: none"> remove the stimulus; wait at least five seconds; and replicate the initial presentation instructions.
After the five-second wait time, if the student finds the word “bee,”	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the word “bee,”	➡	mark C for question 1 and move to question 2.

Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to the bee and the word “bee” in Stimulus 2a. Communicate the word “bee.”
- Direct the student to the sentence in Stimulus 2a. Communicate the text, pronouncing “tre” as “tree.”
- Communicate: **The word “tree” is misspelled in the sentence.**
- Direct the student to each answer choice in Stimulus 2b without reading the words.
- Communicate: **Find the correct spelling for the word “tree.”**

Stimulus 2a

bee



The bee lives in a hive in the trunk of an old tre.

Stimulus 2b

*

tree

tere

Scoring Instructions

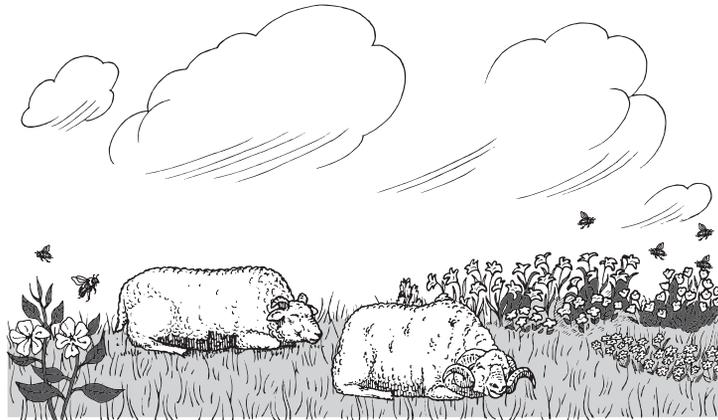
Student Action		Test Administrator Action
If the student finds the word “tree” in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find the word “tree” in Stimulus 2b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the word “tree” in Stimulus 2b and communicate “The word has two e’s like the word ‘bee.’ This is the word ‘tree.’”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the word “tree” in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the word “tree” in Stimulus 2b,	➡	mark C for question 2 and move to question 3.

Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to the sentence in Stimulus 3a. Communicate the text, pronouncing "sheep" and "asleep" correctly.
- Direct the student to the underlined words. Communicate: **Two of these words are misspelled.**
- Direct the student to each answer choice in Stimulus 3b.
- Communicate: **Find the pair of words that have been edited to correct the misspellings.**

Stimulus 3a

The bees buzz around the flowers in the green field where the shepe are aslep.



Stimulus 3b

thee	sheep
------	-------

green	aslepe
-------	--------

*	sheep	asleep
---	-------	--------

Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the words “sheep asleep” in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find the words “sheep asleep” in Stimulus 3b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight the vowels in the answer choices. OR • Ask the student to name the letters in each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the words “sheep asleep” in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the words “sheep asleep” in Stimulus 3b,	➡	mark C for question 3 and move to question 4.

Presentation Instructions for Question 4

- Present Stimulus 4a and 4b.
- Direct the student to Stimulus 4a. Communicate the text.
- Communicate: **Two words in the paragraph can be combined to make a contraction.**
- Direct the student to each answer choice in Stimulus 4b. Communicate the text in each answer choice.
- Communicate: **Find the contraction that combines two words in the paragraph.**

Stimulus 4a

A storm destroyed the fence, and sheep from the herd wandered up into the mountains. The sheep had not come back to the ranch, so the rancher told the workers, "We need to take the jeep and find the missing sheep. You will shear the sheep so that their thick woolly coats can be sold at market."

Stimulus 4b

*

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the word "hadn't" in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find the word "hadn't" in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the word "hadn't" in Stimulus 4b,	➡	mark B for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find the word "hadn't" in Stimulus 4b,	➡	mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- Present Stimulus 5.
- Direct the student to the first sentence. *Communicate:* **The family is sitting around the table. This sentence can be revised to tell more about the table.**
- Direct the student to the second sentence. *Communicate:* **The family is sitting around the picnic table. This sentence tells more about the table.**
- *Communicate:* **Find the sentence that tells more about the table.**

Stimulus 5

The family is sitting around the table.



* The family is sitting around the picnic table.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence about the picnic table,	➡	mark A for question 5 and move to question 6.
If the student does not find the sentence about the picnic table,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the sentence about the picnic table,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the sentence about the picnic table,	➡	mark C for question 5 and move to question 6.

Presentation Instructions for Question 6

- Present Stimulus 6a and 6b.
- Direct the student to the sentence in Stimulus 6a. Communicate the text.
- Direct the student to each answer choice in Stimulus 6b. Communicate the text in each answer choice.
- Communicate: **Find the sentence that tells more about what the family is doing.**

Stimulus 6a



The family is sitting around the picnic table.

Stimulus 6b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds “The family is eating food” in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find “The family is eating food” in Stimulus 6b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding and reading the sentence “The family is eating food” in Stimulus 6b and <i>communicate</i> “This sentence tells more about what the family is doing”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “The family is eating food” in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find “The family is eating food” in Stimulus 6b,	➡	mark C for question 6 and move to question 7.

Presentation Instructions for Question 7

- Present Stimulus 7a and 7b.
- Direct the student to the sentence in Stimulus 7a. Communicate the text.
- Direct the student to the underlined word. Communicate: **The word “things” does not give enough information.**
- Direct the student to each answer choice in Stimulus 7b. Communicate the text in each answer choice.
- Communicate: **Find the words that could replace “things” in the sentence and give more information.**

Stimulus 7a



The wind blows things off the table.

Stimulus 7b

leaves and grass

* napkins and paper plates

some stuff

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “napkins and paper plates” in Stimulus 7b,	➡	mark A for question 7 and move to question 8.
If the student does not find “napkins and paper plates” in Stimulus 7b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify the details in the picture. OR • Highlight the items that are blowing in the wind. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “napkins and paper plates” in Stimulus 7b,	➡	mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “napkins and paper plates” in Stimulus 7b,	➡	mark C for question 7 and move to question 8.

Presentation Instructions for Question 8

- Present Stimulus 8a and 8b.
- Direct the student to Stimulus 8a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 8b. *Communicate*: **One of these sentences gives more interesting details than the underlined sentence “The family goes inside.”**
- *Communicate* the text in each answer choice.
- *Communicate*: **Find the revised sentence that gives more details.**

Stimulus 8a



The sky gets dark. The wind blows. A storm is coming. Dad says, "Hurry up!"
The family goes inside.

Stimulus 8b

The family went inside the house.

The family shuts the door.

* The family rushes inside to keep from getting wet.

Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds “The family rushes inside to keep from getting wet” in Stimulus 8b,	➡	mark A for question 8 and move to question 9.
If the student does not find “The family rushes inside to keep from getting wet” in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The family rushes inside to keep from getting wet” in Stimulus 8b,	➡	mark B for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find “The family rushes inside to keep from getting wet” in Stimulus 8b,	➡	mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- Present Stimulus 9.
- Direct the student to the first title in Stimulus 9. *Communicate:* **The title of this paper is “Earth Friendly.” This title can be revised to tell more information.**
- Direct the student to the second title. *Communicate:* **“How to Be Earth Friendly.” This is the revised title that tells more information.**
- *Communicate:* **Find the revised title that tells more information.**

Stimulus 9

Earth Friendly



*

How to Be Earth Friendly



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the revised title “How to Be Earth Friendly,”	➡	mark A for question 9 and move to question 10.
If the student does not find the revised title “How to Be Earth Friendly,”	➡	<ul style="list-style-type: none"> remove the stimulus; wait at least five seconds; and replicate the initial presentation instructions.
After the five-second wait time, if the student finds the revised title “How to Be Earth Friendly,”	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the revised title “How to Be Earth Friendly,”	➡	mark C for question 9 and move to question 10.

Presentation Instructions for Question 10

- Present Stimulus 10a and 10b.
- Direct the student to Stimulus 10a. *Communicate:* **The title of this paper is “How to Be Earth Friendly.”**
- *Communicate:* **The topic sentence for this paper should tell only about taking care of Earth.**
- Direct the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that would stay on the topic of being Earth friendly.**

Stimulus 10a

How to Be Earth Friendly



Stimulus 10b



Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds “Everyone should take care of Earth” in Stimulus 10b,	→	mark A for question 10 and move to question 11.
If the student does not find “Everyone should take care of Earth” in Stimulus 10b,	→	<ul style="list-style-type: none"> • model the desired student action by finding and reading the sentence “Everyone should take care of Earth” in Stimulus 10b and <i>communicate</i> “This sentence is a better topic sentence because it is only about taking care of Earth”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “Everyone should take care of Earth” in Stimulus 10b,	→	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find “Everyone should take care of Earth” in Stimulus 10b,	→	mark C for question 10 and move to question 11.

Presentation Instructions for Question 11

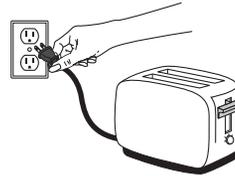
- Present Stimulus 11a and 11b. *Communicate*: **Here is more of “How to Be Earth Friendly.”**
- Direct the student to Stimulus 11a. *Communicate* the text.
- Direct the student to the underlined sentences. *Communicate*: **One of these sentences does not belong in the paragraph.**
- Direct the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that does not belong in the paragraph.**

Stimulus 11a

How to Be Earth Friendly



Everyone should take care of Earth. Be smart about using electricity. Turn off lights when leaving a room. Make the bed in the morning before leaving for school. Turn off the television when no one is watching it. Shut down computers that are not being used.



Stimulus 11b

Turn off lights when leaving a room.

*

Make the bed in the morning before leaving for school.

Shut down computers that are not being used.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Make the bed in the morning before leaving for school” in Stimulus 11b,	➡	mark A for question 11 and move to question 12.
If the student does not find “Make the bed in the morning before leaving for school” in Stimulus 11b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight the first three words in each answer choice. OR • Have the student tell about how each answer choice helps Earth. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Make the bed in the morning before leaving for school” in Stimulus 11b,	➡	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “Make the bed in the morning before leaving for school” in Stimulus 11b,	➡	mark C for question 11 and move to question 12.

Presentation Instructions for Question 12

- Present Stimulus 12a and 12b. *Communicate:* **Here is more of “How to Be Earth Friendly.”**
- Direct the student to Stimulus 12a. *Communicate* the text.
- Direct the student to the underlined sentence. *Communicate:* **This is the topic sentence.**
- Direct the student to the empty box. *Communicate:* **A sentence can be added to support the topic sentence.**
- Direct the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that can be added to support the topic sentence.**

Stimulus 12a

Recycling more can reduce the amount of trash in landfills.

Empty milk cartons, aluminum cans, and old newspapers can be sent to a recycling center and used to make new products.



Unwanted items such as clothing and furniture can be donated rather than thrown away. Even leftover food scraps can be used to make compost for a garden. These are just some of the ways everyone can work together to reduce trash in landfills.

Stimulus 12b

* Parts from old cell phones and computers can be reused to make electronics.

Landfills are provided by the community.

Many people work at the recycling center.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Parts from old cell phones and computers can be reused to make electronics” in Stimulus 12b,	➡	mark A for question 12 and move to question 13.
If the student does not find “Parts from old cell phones and computers can be reused to make electronics” in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Parts from old cell phones and computers can be reused to make electronics” in Stimulus 12b,	➡	mark B for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find “Parts from old cell phones and computers can be reused to make electronics” in Stimulus 12b,	➡	mark C for question 12 and move to question 13.

Presentation Instructions for Question 13

- Present Stimulus 13.
- Direct the student to Stimulus 13. *Communicate*: **This is the beginning of a paper written to convince others that living in the city is better than living in the country.**
- Direct the student to the first sentence. *Communicate* the text.
- *Communicate*: **This sentence can be revised to compare living in the city with living in the country.**
- Direct the student to the second sentence. *Communicate* the text.
- *Communicate*: **Find the revised sentence.**

Stimulus 13

I like living in the city.

*



Living in the city is better than living in the country.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the revised sentence,	➡	mark A for question 13 and move to question 14.
If the student does not find the revised sentence,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the revised sentence,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the revised sentence,	➡	mark C for question 13 and move to question 14.

Presentation Instructions for Question 14

- Present Stimulus 14a and 14b.
- Direct the student to Stimulus 14a. Communicate the text.
- Communicate: **This sentence can be revised to explain why living in the city is better than living in the country.**
- Direct the student to each answer choice in Stimulus 14b. Communicate the text in each answer choice.
- Communicate: **Find the revised sentence that explains why living in the city is better.**

Stimulus 14a



Living in the city is better than living in the country.

Stimulus 14b

* Living in the city is better because there are more things to do.

Living in the country is better because there are more things to do.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Living in the city is better because there are more things to do” in Stimulus 14b,	➡
If the student does not find “Living in the city is better because there are more things to do” in Stimulus 14b,	➡
After teacher modeling, if the student finds “Living in the city is better because there are more things to do” in Stimulus 14b,	➡
After teacher modeling, if the student does not find “Living in the city is better because there are more things to do” in Stimulus 14b,	➡

mark **A** for question 14 and move to question 15.

- model the desired student action by finding and reading the sentence “Living in the city is better because there are more things to do” and *communicate* “**This sentence tells why living in the city is better**”; and
- replicate the initial presentation instructions.

mark **B** for question 14 and move to question 15.

mark **C** for question 14 and move to question 15.

Presentation Instructions for Question 15

- Present Stimulus 15a and 15b. *Communicate*: **Here is the first paragraph for the paper “Give Me the City Life!”**
- *Direct* the student to Stimulus 15a. *Communicate* the title and text.
- *Direct* the student to the empty box. *Communicate*: **A sentence can be added to support the idea that living in the city is better.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that could be added to support the idea that living in the city is better.**

Stimulus 15a

Give Me the City Life!

Living in the city is better than living in the country because there are more things to do. It is a short walk to the library. I can walk to my favorite ice-cream store. I can walk or ride my bike to school in minutes. I can easily visit a science museum or the zoo.

Stimulus 15b

The zoo is filled with many people.

There is not much to do in the city.

*
Everything I need is close by in the city.

Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds “Everything I need is close by in the city” in Stimulus 15b,	➡	mark A for question 15 and move to question 16.
If the student does not find “Everything I need is close by in the city” in Stimulus 15b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify how to get to places in the city. OR • Highlight the words “short walk,” “ride my bike,” and “easily visit.” Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Everything I need is close by in the city” in Stimulus 15b,	➡	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “Everything I need is close by in the city” in Stimulus 15b,	➡	mark C for question 15 and move to question 16.

Presentation Instructions for Question 16

- Present Stimulus 16a and 16b. *Communicate*: **Here is more of “Give Me the City Life!”**
- Direct the student to Stimulus 16a. *Communicate*: **One of the sentences in the paragraph does not give a reason why the writer likes the city.**
- *Communicate* the text.
- Direct the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that does not support the writer’s feelings about living in the city.**

Stimulus 16a

The city offers many new experiences. The large population means there are many people to get to know. I have made interesting friends of all ages. I had many friends when I lived in the country too. I can travel around the city by bus and see new places. I can go to restaurants and eat foods from different cultures. I have missed my horseback rides in the country, but I have found many opportunities in the city.

Stimulus 16b

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I had many friends when I lived in the country too.

The large population means there are many people to get to know.

I can travel around the city by bus and see new places.

Scoring Instructions

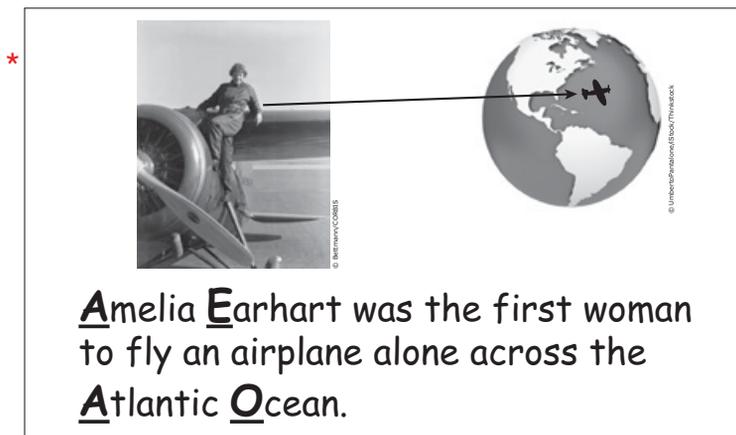
Student Action		Test Administrator Action
If the student finds “I had many friends when I lived in the country too” in Stimulus 16b,	➡	mark A for question 16 and move to question 17.
If the student does not find “I had many friends when I lived in the country too” in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “I had many friends when I lived in the country too” in Stimulus 16b,	➡	mark B for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find “I had many friends when I lived in the country too” in Stimulus 16b,	➡	mark C for question 16 and move to question 17.

Presentation Instructions for Question 17

- Present Stimulus 17.
- Direct the student to the first sentence. Communicate the text.
- Direct the student to the second sentence. Communicate: **Proper nouns begin with a capital letter. “Amelia Earhart” and “Atlantic Ocean” are proper nouns.**
- Communicate the text in the second sentence.
- Communicate: **Find the sentence with proper nouns that begin with a capital letter.**

Stimulus 17

amelia earhart was the first woman to fly
an airplane alone across the atlantic ocean.



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence with capital letters,	➡	mark A for question 17 and move to question 18.
If the student does not find the sentence with capital letters,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the sentence with capital letters,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find the sentence with capital letters,	➡	mark C for question 17 and move to question 18.

Presentation Instructions for Question 18

- Present Stimulus 18a and 18b. *Communicate*: Here is the beginning of a paper about **Amelia Earhart**.
- Direct the student to Stimulus 18a. *Communicate* the text in the sentence and in the graphic.
- Direct the student to each answer choice in Stimulus 18b. *Communicate* the text in each answer choice.
- *Communicate*: Find the sentence with proper nouns capitalized correctly.

Stimulus 18a



Amelia Earhart was the first woman to fly an airplane alone across the Atlantic Ocean.

Stimulus 18b

Her airplane took off from canada and landed in a sheep pasture in ireland.

* Her airplane took off from Canada and landed in a sheep pasture in Ireland.

Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds the sentence with capital letters in Stimulus 18b,	→	mark A for question 18 and move to question 19.
If the student does not find the sentence with capital letters in Stimulus 18b,	→	<ul style="list-style-type: none"> • model the desired student action by finding the sentence with capital letters in Stimulus 18b and <i>communicate</i> “This is the sentence that has the proper nouns capitalized”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the sentence with capital letters in Stimulus 18b,	→	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find the sentence with capital letters in Stimulus 18b,	→	mark C for question 18 and move to question 19.

Presentation Instructions for Question 19

- Present Stimulus 19a and 19b. *Communicate*: **Here is more information about Amelia Earhart.**
- Direct the student to Stimulus 19a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the pair of words that have been correctly capitalized.**

Stimulus 19a

Three years after Amelia Earhart's flight across the Atlantic Ocean, she became the first person to fly solo from hawaii to california.

Stimulus 19b

*

Hawaii	California
First	Person
She	Became

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Hawaii California" in Stimulus 19b,	➡	mark A for question 19 and move to question 20.
If the student does not find "Hawaii California" in Stimulus 19b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify the kinds of words that begin with capital letters. OR • Highlight the words "Three," "Amelia Earhart," and "Atlantic Ocean." Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Hawaii California" in Stimulus 19b,	➡	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find "Hawaii California" in Stimulus 19b,	➡	mark C for question 19 and move to question 20.

Presentation Instructions for Question 20

- Present Stimulus 20a and 20b. *Communicate:* **Here is more information about Amelia Earhart.**
- Direct the student to Stimulus 20a. *Communicate* the text.
- Direct the student to the underlined text. *Communicate:* **The title of the book, *Amelia Earhart: Courage in the Sky*, is not capitalized correctly in the paragraph.**
- Direct the student to the title in each answer choice in Stimulus 20b.
- *Communicate:* **Find the title that is capitalized correctly.**

Stimulus 20a

Amelia Earhart set many flying records and wrote best-selling books about her flying experiences. She tried to fly around the world, but she disappeared while flying over the Pacific Ocean. To learn more about this woman's exciting life and career, read amelia earhart: courage in the sky by Mona Kerby.

Stimulus 20b

Amelia Earhart: Courage In The Sky

Amelia Earhart: courage in the sky

* Amelia Earhart: Courage in the Sky

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “ <i>Amelia Earhart: Courage in the Sky</i> ” in Stimulus 20b,	➡	mark A for question 20.
If the student does not find “ <i>Amelia Earhart: Courage in the Sky</i> ” in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “ <i>Amelia Earhart: Courage in the Sky</i> ” in Stimulus 20b,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find “ <i>Amelia Earhart: Courage in the Sky</i> ” in Stimulus 20b,	➡	mark C for question 20.

**TEST
ADMINISTRATOR
MANUAL**

**STAAR ALTERNATE 2
GRADE 7
Writing
April 2016**