

TEST ADMINISTRATOR MANUAL

GRADE 8 Reading STAAR Alternate 2

Administered April 2016

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 8 Reading	Cluster 1
Reporting Category 2	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.
Knowledge and Skills Statement 8.6	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
Essence Statement	Recognizes how elements of fiction contribute to plot development.
Item 1 Prerequisite Skill	describe the main characters in works of fiction, including their traits, motivations, and feelings (2)
Item 2 Prerequisite Skill	describe the main characters in works of fiction, including their traits, motivations, and feelings (2)
Item 3 Prerequisite Skill	describe the interaction of characters including their relationships and the changes they undergo (3–4)
Item 4 Prerequisite Skill	explain the roles and functions of characters in various plots, including their relationships and conflicts (5)

Grade 8 Reading	Cluster 2
Reporting Category 2	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.
Knowledge and Skills Statement 8.5	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.
Essence Statement	Identifies the structure and elements of drama.
Item 5 Prerequisite Skill	identify the elements of dialogue and use them in informal plays (2)
Item 6 Prerequisite Skill	explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed (3)
Item 7 Prerequisite Skill	explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed (3)
Item 8 Prerequisite Skill	describe the structural elements particular to dramatic literature (4)

Grade 8 Reading		Cluster 3
Reporting Category 3	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
Knowledge and Skills Statement 8.10	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	
Essence Statement	Recognizes how organizational patterns impact main idea and details in informational texts.	
Item 9 Prerequisite Skill	locate the facts clearly stated in a text (2)	
Item 10 Prerequisite Skill	identify the details or facts that support the main idea (3)	
Item 11 Prerequisite Skill	summarize the main idea and supporting details in text in ways that maintain meaning (4)	
Item 12 Prerequisite Skill	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order (5)	

Grade 8 Reading		Cluster 4
Reporting Category 1	Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	
Knowledge and Skills Statement 8.2	Students understand new vocabulary and use it when reading and writing.	
Essence Statement	Identifies new vocabulary words in text using a variety of strategies.	
Item 13 Prerequisite Skill	use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow) (2)	
Item 14 Prerequisite Skill	use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow) (2)	
Item 15 Prerequisite Skill	identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots (3)	
Item 16 Prerequisite Skill	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes (4–8)	

Grade 8 Reading	Cluster 5
Reporting Category 3	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.
Knowledge and Skills Statement 8.11	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.
Essence Statement	Recognizes the arguments presented in persuasive texts.
Item 17 Prerequisite Skill	identify what the author is trying to persuade the reader to think or do (3)
Item 18 Prerequisite Skill	identify what the author is trying to persuade the reader to think or do (3)
Item 19 Prerequisite Skill	identify what the author is trying to persuade the reader to think or do (3)
Item 20 Prerequisite Skill	identify the author’s viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument (5)

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/>

READING

Presentation Instructions for Question 1

- Present Stimulus 1. *Communicate:* **This is the story “A First-Place Surprise.”**
- Direct the student to Stimulus 1. *Communicate* the text.
- Direct the student to the boy in Stimulus 1. *Communicate:* **This is Gilberto.**
- *Communicate:* **Find the boy who is playing his guitar at Grandma’s party.**

Stimulus 1

A First-Place Surprise

Gilberto played the last chords of the song on his guitar at his grandmother’s party. The guests went wild with applause. Gilberto’s grandmother proudly said to her friends, “I told you my grandson is a musical genius!”



Scoring Instructions

Student Action		Test Administrator Action
If the student finds Gilberto,	➡	mark A for question 1 and move to question 2.
If the student does not find Gilberto,	➡	<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 Gilberto,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find Gilberto,	➡	mark C for question 1 and move to question 2.

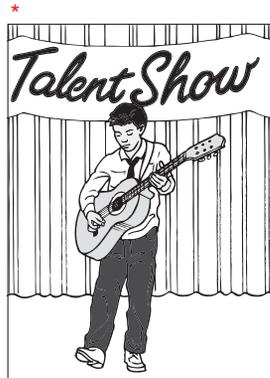
Presentation Instructions for Question 2

- Present Stimulus 2a and 2b. *Communicate*: **Here is more of the story “A First-Place Surprise.”**
- Direct the student to Stimulus 2a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 2b.
- *Communicate*: **Find what Grandma wants Gilberto to do.**

Stimulus 2a

“I’m so lucky that he would play at my party!” said Grandma. “He won the middle school talent show when he was just a sixth grader. He’s in eighth grade now. I hope he’ll enter again. I’m sure he’ll bring home that first-place trophy. No one is as talented as Gilberto!”

Stimulus 2b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds Gilberto playing the guitar,	➡	mark A for question 2 and move to question 3.
If the student does not find Gilberto playing the guitar,	➡	<ul style="list-style-type: none"> • model the desired student action by finding Gilberto playing the guitar and <i>communicate</i> “Grandma wants Gilberto to enter the talent show”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds Gilberto playing the guitar,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find Gilberto playing the guitar,	➡	mark C for question 2 and move to question 3.

Presentation Instructions for Question 3

- Present Stimulus 3a and 3b. *Communicate:* **Here is more of the story “A First-Place Surprise.”**
- *Direct* the student to Stimulus 3a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that tells why Gilberto listens to music instead of practicing.**

Stimulus 3a

Gilberto had won the middle school talent show when he was a sixth grader. He had missed the talent show as a seventh grader because he had the flu. Now he was in eighth grade and hoped to win again this year.



Marisol, his younger sister, also planned to enter the talent show. She was in sixth grade, so this would be her first talent show. Gilberto didn't think she really had a chance of winning—especially not over him.

A couple of days later, Gilberto was in his room listening to music when Marisol walked in. He was irritated that she had bothered him. He took off his headphones and asked, "What do you want?"

"I'm trying to learn a new song on my violin," Marisol said. "Would you help me?"

"I'm busy," Gilberto said. "I need to experience the work of other musicians, so go practice outside and don't bother me again." Without waiting for her to leave, he put his headphones back on and closed his eyes.

As the weeks passed, Gilberto spent many days listening instead of practicing. Sometimes he just sat and smiled as he pictured himself being named the winner of the talent show.

Stimulus 3b

Gilberto wants to learn a new song.

Gilberto won the talent show in sixth grade.

* Gilberto wants to experience the work of other musicians.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Gilberto wants to experience the work of other musicians” in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find “Gilberto wants to experience the work of other musicians” in Stimulus 3b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none">• Highlight the answer choices in the text. OR• Have the student retell the conversation between Gilberto and Marisol. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Gilberto wants to experience the work of other musicians” in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “Gilberto wants to experience the work of other musicians” in Stimulus 3b,	➡	mark C for question 3 and move to question 4.

Presentation Instructions for Question 4

- Present Stimulus 4a and 4b. *Communicate*: **Here is the conclusion of the story “A First-Place Surprise.”**
- *Direct* the student to Stimulus 4a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate*: **Find how Gilberto feels after the talent show.**

Stimulus 4a

The day of the talent show, Gilberto and the other kids waited backstage for their turn to perform. Gilberto saw Marisol. Her knuckles were white, and she was holding on to her violin as if it might float away. Touching her arm, he smiled and said, “Hey, don’t worry. You’ll do fine.” He felt a little guilty that he had not listened to Marisol practice her new song. She wasn’t as used to performing as he was. He hoped she wouldn’t embarrass herself. But if she did, Gilberto thought it would be a learning experience for her.

Gilberto had chosen to sing while he played a slow, sad song on his guitar. He sat down and sang his song. When it was over, the audience clapped politely.



Then Marisol walked onstage. She had chosen to perform a lively folk song on her violin. At first her playing was unsure. Gilberto felt bad for her. But then Marisol seemed to find her courage. Her bow began to fly over the strings of the violin. Someone in the audience began to clap with her song. Soon everyone was clapping. Gilberto watched in amazement as Marisol finished playing.

Gilberto was shocked at the end of the show when the judges awarded the first-place prize to Marisol. He stood at the edge of the stage as his younger sister received her trophy. He could not move when her friends rushed onstage to congratulate her.



Stimulus 4b

Gilberto is thankful that someone from his family won the talent contest.

* Gilberto is surprised that he did not win the talent contest.

Gilberto is happy that Marisol's friends rushed onstage.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Gilberto is surprised that he did not win the talent contest" in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find "Gilberto is surprised that he did not win the talent contest" in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Gilberto is surprised that he did not win the talent contest" 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 "Gilberto is surprised that he did not win the talent contest" in Stimulus 4b,	➡	mark C for question 4 and move to question 5.

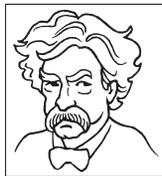
Presentation Instructions for Question 5

- Present Stimulus 5.
- Direct the student to Mark Twain. *Communicate:* **This is the drama “Tom and the Whitewashed Fence.” The author, Mark Twain, introduces the drama.**
- Communicate the text.
- Direct the student to Tom Sawyer. *Communicate:* **This is Tom Sawyer.**
- Communicate: **Find the boy who does not like to work.**

Stimulus 5

Tom and the Whitewashed Fence

This drama is about something that happened during my childhood. At that time there were many chores and very few toys. In this drama Tom Sawyer is the main character. He is a boy who does not like to work.



Scoring Instructions

Student Action		Test Administrator Action
If the student finds Tom Sawyer,	➡	mark A for question 5 and move to question 6.
If the student does not find Tom Sawyer,	➡	<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 Tom Sawyer,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find Tom Sawyer,	➡	mark C for question 5 and move to question 6.

Presentation Instructions for Question 6

- Present Stimulus 6a and 6b. *Communicate:* **This begins the dialogue from the drama “Tom and the Whitewashed Fence.” The dialogue spoken is between Tom Sawyer and Aunt Polly.**
- *Direct* the student to the character's icon in Stimulus 6a before *communicating* the character's name.
- *Communicate* the character's dialogue with dramatic flair and inflection and any stage directions in the order they appear in the text.
- *Direct* the student to the illustration in Stimulus 6a. *Communicate:* **Aunt Polly is telling Tom to use the whitewash in the can to paint the fence.**
- *Direct* the student to each answer choice in Stimulus 6b.
- *Communicate:* **Find what Aunt Polly wants Tom to do.**

Stimulus 6a



TOM: [*Enters carrying a fishing rod.*] At last! Saturday! Finally I don't have to suffer in school!



POLLY: [*Enters through a gate in the fence.*] Tom! Tom! Don't forget that today's the day to whitewash the fence.



TOM: [*Sadly.*] But Aunt Polly, it's Saturday.

[*Aunt Polly puts paintbrushes and a can of white paint into Tom's hands.*]



TOM: [*Sighing.*] That fence is huge—about a million miles long.

[*Tom slowly picks up the paintbrush, dips it in the paint, and spreads the paint on the fence.*]



Stimulus 6b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds Tom Sawyer whitewashing the fence in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find Tom Sawyer whitewashing the fence in Stimulus 6b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding Tom Sawyer whitewashing the fence in Stimulus 6b and <i>communicate</i> “Aunt Polly wants Tom to whitewash the fence”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds Tom Sawyer whitewashing the fence in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find Tom Sawyer whitewashing the fence in Stimulus 6b,	➡	mark C for question 6 and move to question 7.

Presentation Instructions for Question 7

- Present Stimulus 7a and 7b. *Communicate:* **Here is more dialogue from the drama “Tom and the Whitewashed Fence.”**
- *Direct* the student to Stimulus 7a. *Communicate* the stage directions and each character’s name in the order they appear in the text and before *communicating* the character’s dialogue with dramatic flair and inflection.
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate:* **Find how Tom solves his problem of having to paint the fence.**

Stimulus 7a

[Tom is carefully whitewashing the fence, not looking up from his work.]

BEN: *[Enters eating an apple.]* Hi, Tom! Too bad for you. Got to work on Saturday!



TOM: It all depends on what you call work, you know.

BEN: Isn't that work? *[Ben points to the fence.]*

TOM: Maybe it is, and maybe it isn't. All I know is it suits me fine.

BEN: You like whitewashing?

[Tom continues to move the paintbrush slowly and carefully. He steps back to study his work.]

TOM: Not everyone gets to whitewash every day.

BEN: *[Stops eating his apple.]* Hey, Tom! Let me have a turn.

TOM: No way, Ben. Aunt Polly needs the job done right. This is the front fence, after all. She's really picky about how it looks. There's not one boy in a thousand, maybe two thousand, that can complete this job the way it's got to be done.

BEN: Aw, please, Tom! I'll give you my toy soldier! *[Ben shows Tom the toy soldier.]*

TOM: I don't know, Ben. Well, all right. Just for a minute.

[Ben hands Tom the toy soldier and picks up the paintbrush. Tom sits down and plays with the toy.]



Stimulus 7b

* Tom makes his friend think that whitewashing the fence is fun.

Tom begs his friend to go fishing.

Tom talks his friend into giving him his toy.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence "Tom makes his friend think that whitewashing the fence is fun" in Stimulus 7b,	➔	mark A for question 7 and move to question 8.
If the student does not find the sentence "Tom makes his friend think that whitewashing the fence is fun" in Stimulus 7b,	➔	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify what happened to Ben. OR • Role-play the scene. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the sentence "Tom makes his friend think that whitewashing the fence is fun" in Stimulus 7b,	➔	mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find the sentence "Tom makes his friend think that whitewashing the fence is fun" in Stimulus 7b,	➔	mark C for question 7 and move to question 8.

Presentation Instructions for Question 8

- Present Stimulus 8a and 8b. *Communicate*: **Here is the conclusion of the drama “Tom and the Whitewashed Fence.”**
- *Direct* the student to Stimulus 8a. *Communicate* the stage directions and each character’s name in the order they appear in the text and before *communicating* the character’s dialogue with dramatic flair and inflection.
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that describes Tom based on the dialogue in the play.**

Stimulus 8a

[Ben is whitewashing the fence. Tom is sitting on the ground playing with the toy soldier. Billy enters. Billy is carrying a kite.]



BILLY: Hey, guys! What’s happening?

BEN: [*Proudly.*] Look at me! I’m whitewashing! Everyone in the whole town is going to see how bright and white I am painting this fence!

[*Ben paints a section of the fence carefully and then stands back to admire his work.*]

BILLY: Wow! I want a turn! Let me whitewash, too!

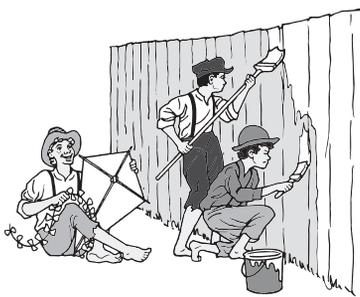
BEN: [*To Billy.*] No, it’s my turn. I traded Tom a toy soldier so I could get to whitewash.

TOM: [*To Billy.*] I’m not sure, Billy. Aunt Polly needs this fence to look professional—really clean and smooth and white.

BILLY: Please, Tom. I’ll trade you for my new kite!

TOM: Well, O.K. I guess. Here are some paintbrushes.

[*Billy gives Tom the kite. Tom sits down on the ground to play with it, a smile on his face.*]



Stimulus 8b

Tom is helpful and kind.

Tom is messy and hardworking.

* Tom is smart and tricky.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence "Tom is smart and tricky" in Stimulus 8b,	➡	mark A for question 8 and move to question 9.
If the student does not find the sentence "Tom is smart and tricky" in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the sentence "Tom is smart and tricky" 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 sentence "Tom is smart and tricky" in Stimulus 8b,	➡	mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- Present Stimulus 9. *Communicate*: **This is an article about mariachi bands.**
- Direct the student to Stimulus 9. *Communicate* the title and the text.
- *Communicate*: **Find the mariachi band.**

Stimulus 9

Challenging Tradition and Winning



Mariachi bands are part of Mexico's culture. They play a special style of music. They wear charro suits and wide-brimmed hats.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the mariachi band,	➡	mark A for question 9 and move to question 10.
If the student does not find the mariachi band,	➡	<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 mariachi band,	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the mariachi band,	➡	mark C for question 9 and move to question 10.

Presentation Instructions for Question 10

- Present Stimulus 10a and 10b. *Communicate*: **Here is more of the article “Challenging Tradition and Winning.”**
- *Direct* the student to Stimulus 10a. *Communicate* the text.
- *Direct* the student to Stimulus 10b. *Communicate*: **Find the all-female mariachi band.**

Stimulus 10a



Mariachi bands play a special style of music. For many years only men could play in a mariachi band. Now there are all-female mariachi bands. They also wear charro suits and wide-brimmed hats.

Stimulus 10b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the all-female mariachi band in Stimulus 10b,	➡	mark A for question 10 and move to question 11.
If the student does not find the all-female mariachi band in Stimulus 10b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the all-female mariachi band in Stimulus 10b and <i>communicate</i> “This is an all-female mariachi band”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the all-female mariachi band in Stimulus 10b,	➡	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find the all-female mariachi band 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 the article “Challenging Tradition and Winning.”**
- Direct the student to Stimulus 11a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate*: **Find why Laura Sobrino worked to become a female mariachi musician.**

Stimulus 11a

Women were not allowed to play mariachi music. It was thought that women could not handle some of the instruments.



In the United States, Laura Sobrino is a well-known mariachi band member. While she was studying the violin at college, she became interested in mariachi music. Though her family did not like the idea, Laura decided to become a mariachi musician. Her love for mariachi music gave her the will to enter a profession that had only been open to men. She quickly became a leader in her band. This upset some of the men who had to follow her lead. She became the director of the first all-female mariachi band in the United States.

In 2008 she performed at the Olympic opening ceremonies in China. She still tours with her band as a violinist and director.

Stimulus 11b

Laura's family encouraged her to play mariachi music.

Laura wanted to play mariachi music at the Olympics.

* Laura loved playing mariachi music.

Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds “Laura loved playing mariachi music” in Stimulus 11b,	→	mark A for question 11 and move to question 12.
If the student does not find “Laura loved playing mariachi music” in Stimulus 11b,	→	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student identify what happened to Laura at college. OR • Highlight the first four sentences in the second paragraph. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Laura loved playing mariachi music” in Stimulus 11b,	→	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “Laura loved playing mariachi music” 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 the article “Challenging Tradition and Winning.”**
- Direct the student to Stimulus 12a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* **Find how mariachi music has changed.**

Stimulus 12a

Today there are many successful all-female mariachi bands in Mexico and the United States. One band from San Antonio, Texas, has performed several times in Hollywood to huge crowds. Mariachi Las Alteñas is thought to be one of the finest female mariachi bands in the country.



Although there are not as many female mariachi bands as male mariachi bands, the all-female bands continue to be as good as the all-male bands. The all-female bands are proof of the changing attitudes about mariachi music. This music is no longer a tradition passed down only from father to son. Now it is music for mothers, fathers, sons, and daughters.

Stimulus 12b

Mariachi music has a different sound.

* Mariachi music provides opportunities for women.

Mariachi music is played by fewer men.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Mariachi music provides opportunities for women” in Stimulus 12b,	➡	mark A for question 12 and move to question 13.
If the student does not find “Mariachi music provides opportunities for women” in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Mariachi music provides opportunities for women” 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 “Mariachi music provides opportunities for women” in Stimulus 12b,	➡	mark C for question 12 and move to question 13.

Presentation Instructions for Question 14

- Present Stimulus 14a and 14b. *Communicate*: The root word “converse” means “to talk.”
- Direct the student to Stimulus 14a. *Communicate* the text, emphasizing the underlined word.
- Direct the student to each answer choice in Stimulus 14b. *Communicate*: **These boys are riding bikes. These boys are conversing.**
- *Communicate*: Find the boys who are conversing.

Stimulus 14a

These two girls are conversing about their homework assignment.



Stimulus 14b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the boys conversing in Stimulus 14b,	➔	mark A for question 14 and move to question 15.
If the student does not find the boys conversing in Stimulus 14b,	➔	<ul style="list-style-type: none"> • model the desired student action by finding the boys conversing and <i>communicate</i> “These boys are conversing”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the boys conversing in Stimulus 14b,	➔	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the boys conversing in Stimulus 14b,	➔	mark C for question 14 and move to question 15.

Presentation Instructions for Question 15

- Present Stimulus 15a and 15b. *Communicate*: The word “spectate” means “to look at.”
- Direct the student to Stimulus 15a. *Communicate* the text, emphasizing the underlined word.
- Direct the student to the stem and each answer choice in Stimulus 15b. *Communicate* the text in the stem and each answer choice.
- *Communicate*: Find the meaning of the word “spectator.”

Stimulus 15a

spectate—to look at



Mom loved baseball. Whenever I was pitching, I knew Mom was a spectator in the stands cheering for our team to win.

Stimulus 15b

In this sentence, the word spectator means a person who —

* watches a game

keeps score at a game

announces the players at a game

Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds “watches a game” in Stimulus 15b,	→	mark A for question 15 and move to question 16.
If the student does not find “watches a game” in Stimulus 15b,	→	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify what the people in the photograph are doing. OR • Highlight the verb in each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “watches a game” in Stimulus 15b,	→	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “watches a game” in Stimulus 15b,	→	mark C for question 15 and move to question 16.

Presentation Instructions for Question 16

- Present Stimulus 16a and 16b.
- Direct the student to Stimulus 16a. *Communicate* the text, emphasizing the underlined word.
- *Communicate*: **The word “mementos” comes from the root word *mem*, which means “to remember.”**
- Direct the student to the stem and each answer choice in Stimulus 16b. *Communicate* the text in the stem and each answer choice.
- *Communicate*: **Find the meaning of the word “mementos.”**

Stimulus 16a

It was time to plan for the school's end-of-year party. Kendra asked Libby to take photographs during the event. "Sure!" Libby said with a big smile. "I'm sure I can take some great photographs."



"I know you're fantastic with a camera," Kendra said. "You always take great pictures."

"I'll catch students in some funny poses," Libby added. "And I'll take pictures of the teachers too. It would be nice to have mementos of them as well."

Stimulus 16b

In this sentence, mementos are items that —

reward someone for a great job

tell someone how to plan a party

* remind someone of a special event

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “remind someone of a special event” in Stimulus 16b,	➔	mark A for question 16 and move to question 17.
If the student does not find “remind someone of a special event” in Stimulus 16b,	➔	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “remind someone of a special event” 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 “remind someone of a special event” in Stimulus 16b,	➔	mark C for question 16 and move to question 17.

Presentation Instructions for Question 17

- Present Stimulus 17. *Communicate:* **This is a letter that a student, Olivia Jones, wrote to the school principal.**
- Direct the student to the “No junk food” sign in Stimulus 17. *Communicate:* **This sign means “No junk food.”**
- Direct the student to the letter. *Communicate* the text.
- *Communicate:* **Find the “No junk food” sign.**

Stimulus 17

<input type="radio"/>	Wednesday, February 10
<input type="radio"/>	Dear Principal Patterson,
<input type="radio"/>	Junk food should not be served at lunch in the school cafeteria.



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the “No junk food” sign,	➡	mark A for question 17 and move to question 18.
If the student does not find the “No junk food” sign,	➡	<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 “No junk food” sign,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find the “No junk food” sign,	➡	mark C for question 17 and move to question 18.

Presentation Instructions for Question 18

- Present Stimulus 18a and 18b. *Communicate:* **Here is more of Olivia’s letter to Principal Patterson.**
- *Direct* the student to the letter. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **This is junk food. This is healthy food.**
- *Communicate:* **Find what Olivia thinks should be served for lunch in the school cafeteria.**

Stimulus 18a

<input type="radio"/>	Wednesday, February 10
<input type="radio"/>	Dear Principal Patterson, Junk food should not be served at lunch in the school cafeteria. Instead of junk food, healthy food is needed for keeping a body fit and strong.
<input type="radio"/>	

Stimulus 18b



Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds the healthy food in Stimulus 18b,	→	mark A for question 18 and move to question 19.
If the student does not find the healthy food in Stimulus 18b,	→	<ul style="list-style-type: none"> • model the desired student action by finding the healthy food and <i>communicate</i> “This is the healthy food Olivia thinks should be served”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the healthy food in Stimulus 18b,	→	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find the healthy food 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 of Olivia’s letter to Principal Patterson.**
- *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 how Olivia supports her request to Principal Patterson.**

Stimulus 19a

	2
<input type="radio"/>	Junk food is served all the time at school, but healthy food is hard to find. That’s why I’m asking that you ban junk food and offer healthy food choices for a healthier student body.
<input type="radio"/>	My friends fall asleep in class after eating a burger and drinking a soda at lunch. Without healthy food, their brains and bodies are not working at their best.
<input type="radio"/>	Thankfully, there are changes happening, and some schools are banning junk food from their lunch menu.

	3
<input type="radio"/>	It has been proved that students will make better drink choices if given the chance. In some schools sugary soft drinks have been replaced with milk, fruit juice, and bottled water.
<input type="radio"/>	Some schools are serving more healthy foods like vegetarian pizza, raisins, and nuts. Other schools are serving fresh fruits and vegetables.
<input type="radio"/>	

Stimulus 19b

Olivia states that sugary sodas are good for you.

Olivia writes that healthy foods make students sleepy.

* Olivia lists healthy foods that other schools serve.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Olivia lists healthy foods that other schools serve” in Stimulus 19b,	➡	mark A for question 19 and move to question 20.
If the student does not find “Olivia lists healthy foods that other schools serve” in Stimulus 19b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none">• Highlight the last two paragraphs. OR• Have the student identify examples of healthy foods and junk foods. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Olivia lists healthy foods that other schools serve” in Stimulus 19b,	➡	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “Olivia lists healthy foods that other schools serve” 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 the conclusion of Olivia’s letter to Principal Patterson.**
- *Direct* the student to Stimulus 20a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate*: **Find why Olivia wrote the letter to Principal Patterson.**

Stimulus 20a

	4
<input type="radio"/>	Making healthy food choices now helps children become healthier adults. Students who eat junk food every day are more likely to have health problems in the future.
<input type="radio"/>	Eating healthy food is important for many reasons. Please, Principal Patterson, take action to improve the school’s menu so that students can have healthy foods now and grow to be healthy adults.
	Thank you, Olivia Jones
<input type="radio"/>	

Stimulus 20b

* to persuade the principal to change the menu in the cafeteria

to explain the difference between junk food and healthy food

to invite the principal to eat in the school cafeteria

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “to persuade the principal to change the menu in the cafeteria” in Stimulus 20b,	➡	mark A for question 20.
If the student does not find “to persuade the principal to change the menu in the cafeteria” in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “to persuade the principal to change the menu in the cafeteria” in Stimulus 20b,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find “to persuade the principal to change the menu in the cafeteria” in Stimulus 20b,	➡	mark C for question 20.

**TEST
ADMINISTRATOR
MANUAL**

**STAAR ALTERNATE 2
GRADE 8
Reading
April 2016**