

# **TEST ADMINISTRATOR MANUAL**

## **GRADE 8 Social Studies STAAR Alternate 2**

**Administered April 2016**

# **RELEASED**



## Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

<b>Grade 8 Social Studies</b>		<b>Cluster 1</b>
<b>Reporting Category 2</b>	Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.	
<b>Knowledge and Skills Statement 8.10</b>	The student understands the location and characteristics of places and regions of the United States, past and present.	
<b>Essence Statement</b>	Recognizes the physical characteristics of the United States and the effects of these on historical and contemporary events.	
<b>Item 1 Prerequisite Skill</b>	identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather (K)	
<b>Item 2 Prerequisite Skill</b>	identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather (1)	
<b>Item 3 Prerequisite Skill</b>	identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather (1)	
<b>Item 4 Prerequisite Skill</b>	identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation (4)	

<b>Grade 8 Social Studies</b>		<b>Cluster 2</b>
<b>Reporting Category 1</b>	History: The student will demonstrate an understanding of issues and events in U.S. history.	
<b>Knowledge and Skills Statement 8.3</b>	The student understands the foundations of representative government in the United States.	
<b>Essence Statement</b>	Recognizes the foundations of representative government in the United States.	
<b>Item 5 Prerequisite Skill</b>	identify contributions of patriots and good citizens who have shaped the community (K)	
<b>Item 6 Prerequisite Skill</b>	identify contributions of patriots and good citizens who have shaped the community (K)	
<b>Item 7 Prerequisite Skill</b>	describe how individuals, events, and ideas have changed communities, past and present (3)	
<b>Item 8 Prerequisite Skill</b>	identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics (5)	

<b>Grade 8 Social Studies</b>		<b>Cluster 3</b>
<b>Reporting Category 2</b>	Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.	
<b>Knowledge and Skills Statement 8.23</b>	The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries.	
<b>Essence Statement</b>	Recognizes the relationships among people from various groups and their effects on American society.	
<b>Item 9 Prerequisite Skill</b>	describe and explain the importance of various beliefs, customs, language, and traditions of families and communities (1)	
<b>Item 10 Prerequisite Skill</b>	compare ethnic and/or cultural celebrations (2)	
<b>Item 11 Prerequisite Skill</b>	identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio (4)	
<b>Item 12 Prerequisite Skill</b>	identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio (4)	

<b>Grade 8 Social Studies</b>		<b>Cluster 4</b>
<b>Reporting Category 4</b>	Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.	
<b>Knowledge and Skills Statement 8.28</b>	The student understands the impact of scientific discoveries and technological innovations on daily life in the United States.	
<b>Essence Statement</b>	Recognizes the impact of scientific discoveries and technological innovations on daily life in the United States.	
<b>Item 13 Prerequisite Skill</b>	describe how technology helps accomplish specific tasks and meet people's needs (K)	
<b>Item 14 Prerequisite Skill</b>	explain how science and technology change the ways in which people meet basic needs (2)	
<b>Item 15 Prerequisite Skill</b>	describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas (4)	
<b>Item 16 Prerequisite Skill</b>	describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas (4)	

<b>Grade 8 Social Studies</b>		<b>Cluster 5</b>
<b>Reporting Category 3</b>	Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.	
<b>Knowledge and Skills Statement 8.19</b>	The student understands the rights and responsibilities of citizens of the United States.	
<b>Essence Statement</b>	Recognizes the rights and responsibilities of U.S. citizens.	
<b>Item 17 Prerequisite Skill</b>	identify other individuals who exemplify good citizenship (1)	
<b>Item 18 Prerequisite Skill</b>	identify other individuals who exemplify good citizenship (2)	
<b>Item 19 Prerequisite Skill</b>	identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting (3)	
<b>Item 20 Prerequisite Skill</b>	explain the duty of the individual in state and local elections such as being informed and voting (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/>



# SOCIAL STUDIES



## Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to Stimulus 1. *Communicate:* **Enchanted Rock is a large granite landform located in Texas.**
- *Communicate:* **Find the large granite landform called Enchanted Rock.**

### Stimulus 1



Enchanted Rock

### Scoring Instructions

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

## Presentation Instructions for Question 2

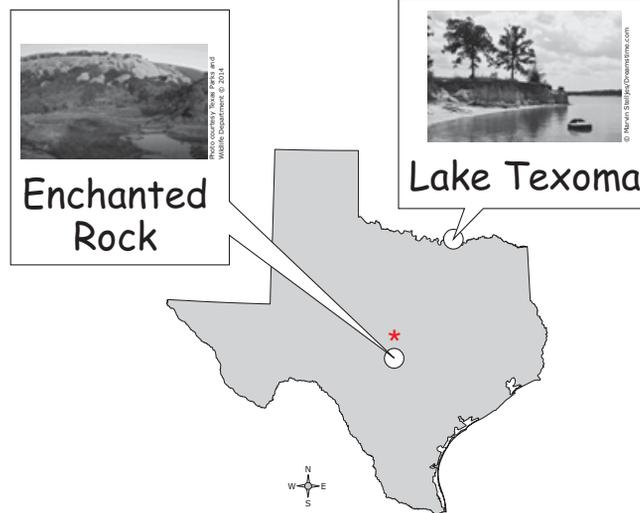
- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. *Communicate:* **Enchanted Rock is a large granite landform located near the middle of Texas.**
- Direct the student to the map in Stimulus 2b. *Communicate* the locations marked on the map.
- *Communicate:* **Find the landform Enchanted Rock on the map of Texas.**

### Stimulus 2a



Enchanted Rock

### Stimulus 2b



## Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the landform Enchanted Rock on the map,	➡	mark <b>A</b> for question 2 and move to question 3.
If the student does not find the landform Enchanted Rock on the map,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the landform Enchanted Rock on the map and <i>communicate</i> “<b>Here is Enchanted Rock near the middle of Texas</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the landform Enchanted Rock on the map,	➡	mark <b>B</b> for question 2 and move to question 3.
After teacher modeling, if the student does not find the landform Enchanted Rock on the map,	➡	mark <b>C</b> for question 2 and move to question 3.

### Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. *Communicate*: **This Texas landform was caused by water erosion. The Rio Grande river carved through the rock over a long period of time.**
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate*: **Find which landform was created by the flowing Rio Grande river.**

#### Stimulus 3a



#### Stimulus 3b

island

volcano

\*

canyon

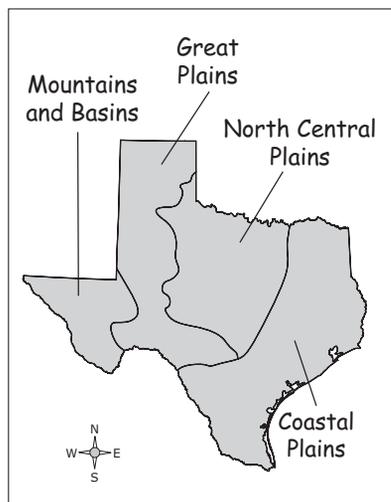
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds “canyon” in Stimulus 3b,	➡	mark <b>A</b> for question 3 and move to question 4.
If the student does not find “canyon” in Stimulus 3b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student identify how each of the land features named in the answer choices are formed. <b>OR</b></li> <li>• Have the student describe the picture in Stimulus 3a. <b>OR</b></li> <li>• Highlight the area where the arrow is pointing.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “canyon” in Stimulus 3b,	➡	mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “canyon” in Stimulus 3b,	➡	mark <b>C</b> for question 3 and move to question 4.

## Presentation Instructions for Question 4

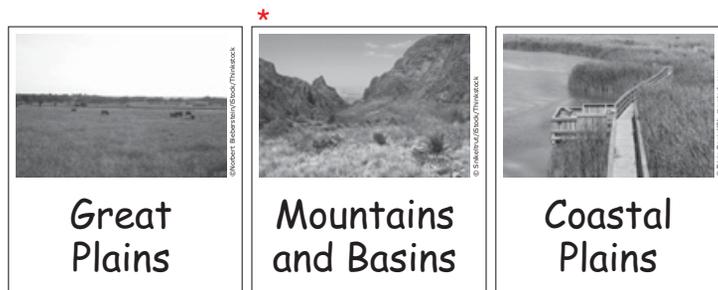
- Present Stimulus 4a and 4b.
- Direct the student to the map in Stimulus 4a. Communicate: **This is a map of the four major geographic regions of Texas.**
- Communicate the names of the regions.
- Direct the student to the list in Stimulus 4a. Communicate: **The information in this box describes one of the regions.**
- Communicate the list of information.
- Direct the student to each answer choice in Stimulus 4b. Communicate the text in each answer choice.
- Communicate: **Find the region that is described by the information in the box.**

### Stimulus 4a



- Dry climate
- Hard to farm
- Mostly desert
- Has cacti
- Few people live there

### Stimulus 4b

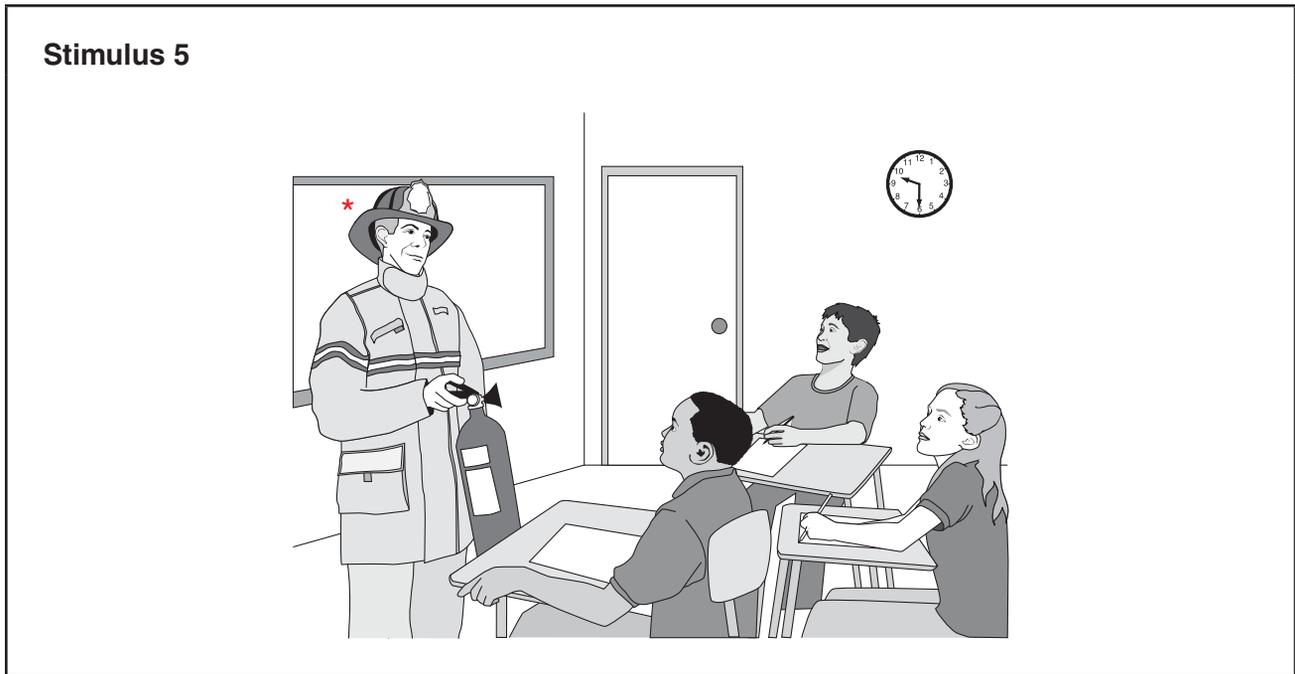


## Scoring Instructions

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

## Presentation Instructions for Question 5

- Present Stimulus 5.
- Direct the student to Stimulus 5. *Communicate:* **A firefighter is a community worker who puts out fires and teaches people how to be safe during an emergency.**
- *Communicate:* **Find the firefighter teaching people how to be safe.**



### Scoring Instructions

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

## Presentation Instructions for Question 6

- Present Stimulus 6a and 6b.
- Direct the student to Stimulus 6a. *Communicate:* **A firefighter teaches fire safety.**
- Direct the student to each answer choice in Stimulus 6b.
- *Communicate:* **Find the girl who is following what the firefighter taught her.**

Stimulus 6a



Stimulus 6b



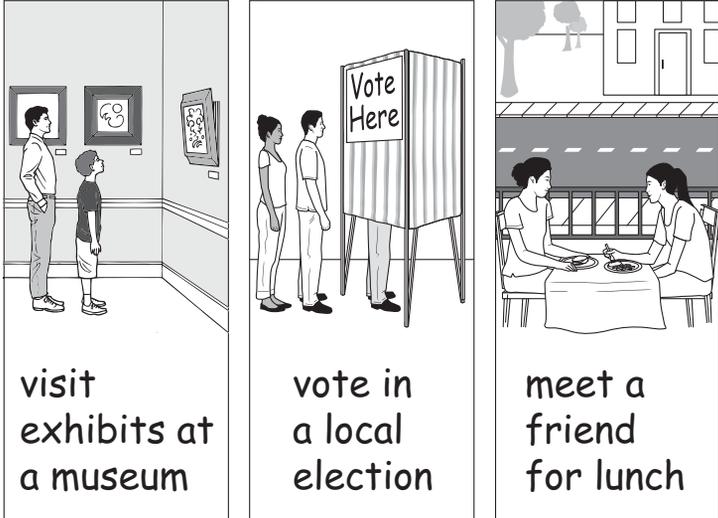
## Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the girl pointing to the fire extinguisher in Stimulus 6b,	➡	mark <b>A</b> for question 6 and move to question 7.
If the student does not find the girl pointing to the fire extinguisher in Stimulus 6b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the girl pointing to the fire extinguisher in Stimulus 6b and <i>communicate</i> <b>“This girl is following the firefighter’s lesson on using a fire extinguisher”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the girl pointing to the fire extinguisher in Stimulus 6b,	➡	mark <b>B</b> for question 6 and move to question 7.
After teacher modeling, if the student does not find the girl pointing to the fire extinguisher in Stimulus 6b,	➡	mark <b>C</b> for question 6 and move to question 7.

## Presentation Instructions for Question 7

- Present Stimulus 7.
- Direct the student to Stimulus 7. *Communicate:* **Here are three activities people can do in a community.**
- Direct the student to each answer choice. *Communicate* the text in each answer choice.
- *Communicate:* **Find the activity that could help change your community in a positive way.**

**Stimulus 7**



visit exhibits at a museum

vote in a local election

meet a friend for lunch

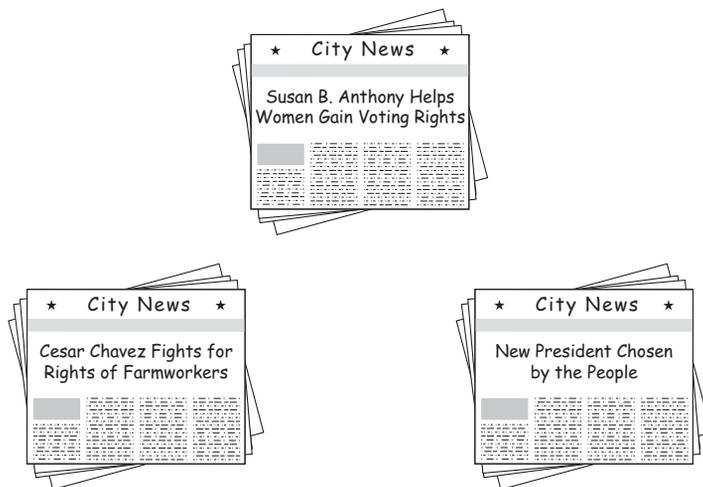
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds "vote in a local election,"	➡	mark <b>A</b> for question 7 and move to question 8.
If the student does not find "vote in a local election,"	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student identify what each activity does for the community. <b>OR</b></li> <li>• Highlight the verbs in the answer choices.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "vote in a local election,"	➡	mark <b>B</b> for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find "vote in a local election,"	➡	mark <b>C</b> for question 7 and move to question 8.

## Presentation Instructions for Question 8

- Present Stimulus 8a and 8b. *Communicate*: **Here are three newspaper headlines telling about important events.**
- *Direct* the student to Stimulus 8a. *Communicate* each headline.
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the conclusion that can be supported by these newspaper headlines.**

### Stimulus 8a



### Stimulus 8b

Citizens cannot change laws in communities.

Citizens have few individual freedoms.

\* Citizens can cause changes in government.

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Citizens can cause changes in government,"	➡	mark <b>A</b> for question 8 and move to question 9.
If the student does not find "Citizens can cause changes in government,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Citizens can cause changes in government,"	➡	mark <b>B</b> for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find "Citizens can cause changes in government,"	➡	mark <b>C</b> for question 8 and move to question 9.

## Presentation Instructions for Question 9

- Present Stimulus 9.
- Direct the student to Stimulus 9. *Communicate:* **Here is a mariachi band dressed in traditional clothing. The band members play musical instruments and sing. The mariachi band is part of Mexican American music and culture.**
- *Communicate:* **Find the mariachi band.**

### Stimulus 9



### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the mariachi band,	➡	mark <b>A</b> for question 9 and move to question 10.
If the student does not find the mariachi band,	➡	<ul style="list-style-type: none"> <li>• remove the stimulus;</li> <li>• wait at least five seconds; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After the five-second wait time, if the student finds the mariachi band,	➡	mark <b>B</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 <b>C</b> 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 mariachi band is a part of the Mexican American culture.**
- Direct the student to each answer choice in Stimulus 10b.
- *Communicate:* **Find the entertainers who are a part of the Mexican American culture.**

### Stimulus 10a



### Stimulus 10b



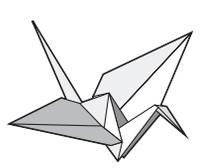
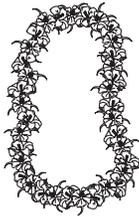
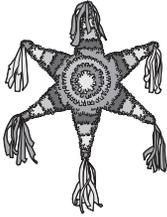
## Scoring Instructions

Student Action		Test Administrator Action
If the student finds the mariachi band at the restaurant in Stimulus 10b,	➡	mark <b>A</b> for question 10 and move to question 11.
If the student does not find the mariachi band at the restaurant in Stimulus 10b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the mariachi band at the restaurant in Stimulus 10b and <i>communicate</i> <b>“Here are entertainers who are a part of the Mexican American culture”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the mariachi band at the restaurant in Stimulus 10b,	➡	mark <b>B</b> for question 10 and move to question 11.
After teacher modeling, if the student does not find the mariachi band at the restaurant in Stimulus 10b,	➡	mark <b>C</b> for question 10 and move to question 11.

## Presentation Instructions for Question 11

- Present Stimulus 11.
- Direct the student to Stimulus 11. *Communicate*: **Each of these objects is part of a tradition from a different culture.**
- Direct the student to each answer choice. *Communicate* the text in each answer choice.
- *Communicate*: **Find the object that is part of the Mexican American culture.**

**Stimulus 11**

 <p><b>Origami</b> paper folded into a shape</p>	 <p><b>Lei</b> a necklace made of flowers</p>	<p style="color: red;">*</p>  <p><b>Piñata</b> a decoration filled with small toys and candy</p>
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### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the piñata,	➡	mark <b>A</b> for question 11 and move to question 12.
If the student does not find the piñata,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student identify objects associated with Mexican American cultural events. <b>OR</b></li> <li>• Highlight each picture.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the piñata,	➡	mark <b>B</b> for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find the piñata,	➡	mark <b>C</b> for question 11 and move to question 12.

## Presentation Instructions for Question 12

- Present Stimulus 12a and 12b. *Communicate*: **Here are three posters about events in Texas.**
- Direct the student to Stimulus 12a. *Communicate* the information in each poster.
- Direct the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the conclusion that can be supported by these posters.**

### Stimulus 12a

<p><b>Juneteenth</b> Houston, Texas June 19 3 P.M. to 6 P.M.</p> <p>Traditional songs Parade and speakers</p> <p>Celebrate African American freedom</p> 	<p><b>Cinco de Mayo</b> San Antonio, Texas May 5 6 P.M. to 8 P.M.</p> <p>Folklorico dancers Traditional music</p> <p>Experience Mexican heritage and pride</p> 	<p><b>Oktoberfest</b> Fredericksburg, Texas October 2 1 P.M. to 5 P.M.</p> <p>German food Arts and crafts</p> <p>Observe German customs and traditions</p> 
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### Stimulus 12b

Texans use marching bands and music in parades to celebrate.

\*  
Texans celebrate customs from different cultural groups.

Texans do arts and crafts during all celebrations.

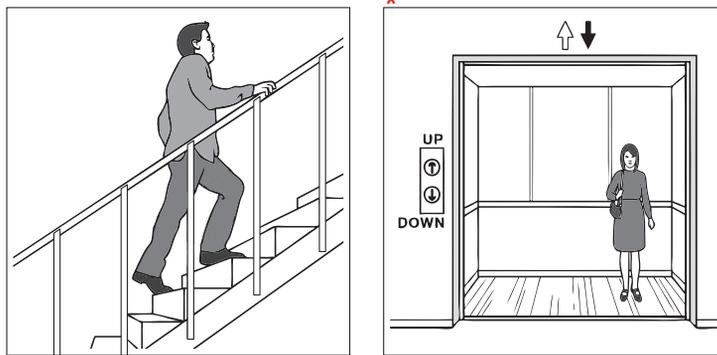
## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Texans celebrate customs from different cultural groups,”	➡	mark <b>A</b> for question 12 and move to question 13.
If the student does not find “Texans celebrate customs from different cultural groups,”	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Texans celebrate customs from different cultural groups,”	➡	mark <b>B</b> for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find “Texans celebrate customs from different cultural groups,”	➡	mark <b>C</b> for question 12 and move to question 13.

## Presentation Instructions for Question 13

- Present Stimulus 13.
- Direct the student to the stairs. *Communicate:* **Here are stairs. People walk up and down stairs to get to other floors in a building.**
- Direct the student to the elevator. *Communicate:* **Here is an elevator. An elevator moves people up and down to other floors in a building. An elevator makes it easier and quicker to get to other floors.**
- *Communicate:* **Find the elevator.**

Stimulus 13



### Scoring Instructions

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

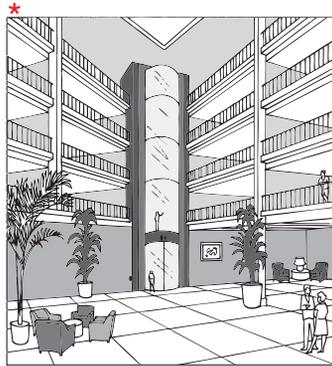
## Presentation Instructions for Question 14

- Present Stimulus 14a and 14b.
- Direct the student to Stimulus 14a. *Communicate:* **An elevator helps people travel up and down easily and quickly to other floors in a building.**
- Direct the student to each answer choice in Stimulus 14b.
- *Communicate:* **Find the building where an elevator would be most helpful.**

Stimulus 14a



Stimulus 14b



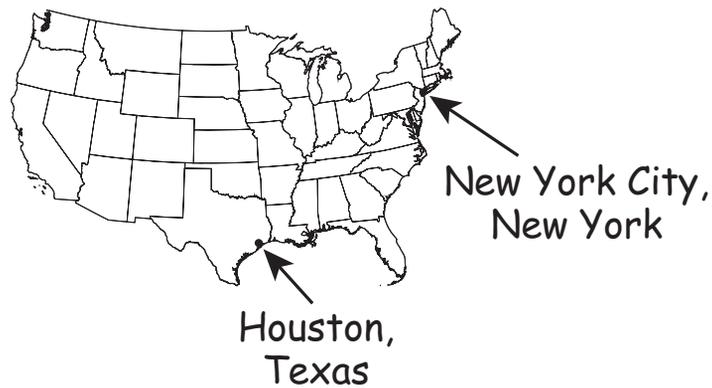
## Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds the elevator inside the building,	→	mark <b>A</b> for question 14 and move to question 15.
If the student does not find the elevator inside the building,	→	<ul style="list-style-type: none"> <li>• model the desired student action by finding the elevator inside the building and <i>communicate</i> <b>“The elevator would be most helpful in a building with many floors”</b>;</li> <li>and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the elevator inside the building,	→	mark <b>B</b> for question 14 and move to question 15.
After teacher modeling, if the student does not find the elevator inside the building,	→	mark <b>C</b> for question 14 and move to question 15.

## Presentation Instructions for Question 15

- Present Stimulus 15a and 15b.
- Direct the student to Stimulus 15a. *Communicate*: **Houston is located in the state of Texas. New York City is located in the state of New York. The distance between Houston and New York City is about 1,600 miles.**
- Direct the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the fastest way to travel between Houston and New York City.**

### Stimulus 15a



### Stimulus 15b



train



car



airplane

## Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the airplane,	➡	mark <b>A</b> for question 15 and move to question 16.
If the student does not find the airplane,	➡	<p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Have the student tell about the three modes of transportation in the answer choices. <b>OR</b></li> <li>• Draw a line on the map between Houston and New York City, with 1,600 miles noted.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds the airplane,	➡	mark <b>B</b> for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find the airplane,	➡	mark <b>C</b> 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*: **Here are some types of transportation that people use.**
- Direct the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate*: **Find how transportation has changed people’s lives.**

### Stimulus 16a



train



car



airplane

### Stimulus 16b

People can spend less money on transportation costs.

\* People can work farther away from home.

People can live in large cities with better air quality.

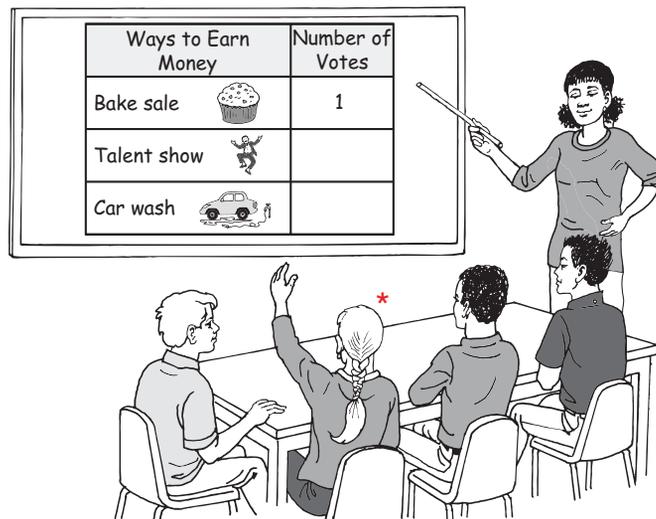
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds “People can work farther away from home,”	➔	mark <b>A</b> for question 16 and move to question 17.
If the student does not find “People can work farther away from home,”	➔	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “People can work farther away from home,”	➔	mark <b>B</b> for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find “People can work farther away from home,”	➔	mark <b>C</b> for question 16 and move to question 17.

## Presentation Instructions for Question 17

- Present Stimulus 17.
- Direct the student to Stimulus 17. *Communicate:* **Students are voting on a way to earn money to pay for a school trip. The students must raise their hand to vote for a bake sale, a talent show, or a car wash.**
- *Communicate:* **Find a student voting in the classroom.**

### Stimulus 17



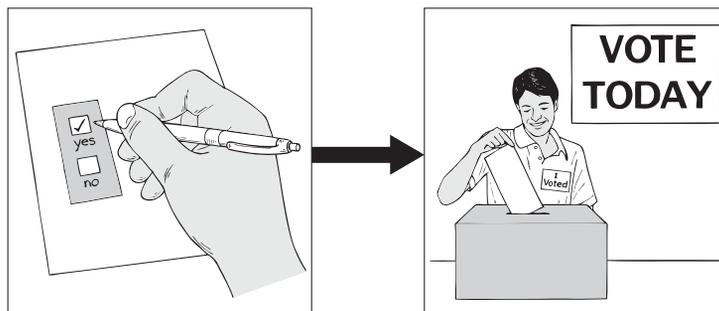
### Scoring Instructions

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

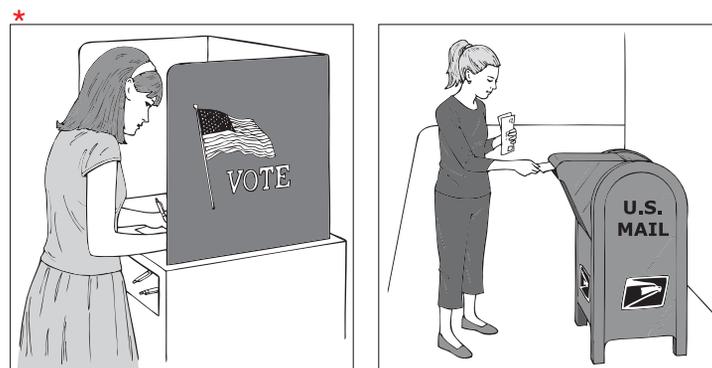
## Presentation Instructions for Question 18

- Present Stimulus 18a and 18b.
- Direct the student to Stimulus 18a. *Communicate:* **A man is being a responsible citizen by voting. He votes on an issue and then places his vote into a ballot box so his vote can be counted.**
- Direct the student to each answer choice in Stimulus 18b. *Communicate:* **This girl is voting. This girl is mailing a letter to a friend.**
- *Communicate:* **Find the person being a responsible citizen.**

### Stimulus 18a



### Stimulus 18b



## Scoring Instructions

Student Action		Test Administrator Action
If the student finds the woman in the voting booth in Stimulus 18b,	➔	mark <b>A</b> for question 18 and move to question 19.
If the student does not find the woman in the voting booth in Stimulus 18b,	➔	<ul style="list-style-type: none"> <li>• model the desired student action by finding the woman in the voting booth in Stimulus 18b and <i>communicate</i> <b>“This person is being a responsible citizen by voting”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the woman in the voting booth in Stimulus 18b,	➔	mark <b>B</b> for question 18 and move to question 19.
After teacher modeling, if the student does not find the woman in the voting booth in Stimulus 18b,	➔	mark <b>C</b> for question 18 and move to question 19.

## Presentation Instructions for Question 19

- Present Stimulus 19. *Communicate*: Students need to vote for a community service project from three possible projects.
- Direct the student to Stimulus 19. *Communicate* the text and the vote totals.
- *Communicate*: Find the community service project that was chosen based on the number of votes.

### Stimulus 19

Community Service Project	Number of Votes
Clean the neighborhood park 	
* Collect donated items for soldiers 	
Read books to elementary students 	

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Collect donated items for soldiers,"	➔	mark <b>A</b> for question 19 and move to question 20.
If the student does not find "Collect donated items for soldiers,"	➔	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Record the total number of votes for each row of the table. <b>OR</b></li> <li>• Highlight the number of votes in each row of the table.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Collect donated items for soldiers,"	➔	mark <b>B</b> for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find "Collect donated items for soldiers,"	➔	mark <b>C</b> for question 19 and move to question 20.

## Presentation Instructions for Question 20

- Present Stimulus 20a and 20b.
- Direct the student to Stimulus 20a. *Communicate:* **A group of citizens is in line to vote.**
- Direct the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate:* **Find what citizens should do before voting.**

### Stimulus 20a



### Stimulus 20b

\*  
register to vote and find out about  
the candidates and issues

complete a ballot and watch election  
results on the news

pay for the right to vote and tell  
others who to vote for

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “register to vote and find out about the candidates and issues,”	➡	mark <b>A</b> for question 20.
If the student does not find “register to vote and find out about the candidates and issues,”	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “register to vote and find out about the candidates and issues,”	➡	mark <b>B</b> for question 20.
After the teacher repeats the instructions, if the student does not find “register to vote and find out about the candidates and issues,”	➡	mark <b>C</b> for question 20.

**TEST  
ADMINISTRATOR  
MANUAL**

**STAAR ALTERNATE 2  
GRADE 8  
Social Studies  
April 2016**