

TEST ADMINISTRATOR MANUAL

GRADE 7 Writing STAAR Alternate 2

Administered April 2019

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

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

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	Writing/Writing Process. 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 words, phrases, or sentences (2)	
Item 7 Prerequisite Skill	Revise drafts for coherence, organization, use of simple and compound sentences, and audience (3-4)	
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 7.14	Writing/Writing Process. 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 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 words, phrases, or sentences (2)	
Item 11 Prerequisite Skill	Revise drafts for coherence, organization, use of simple and compound sentences, and audience (3-4)	
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 3	Editing: The student will demonstrate an ability to edit a variety of texts.	
Knowledge and Skills Statement 7.20	[Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.	
Essence Statement	Edits text for correct capitalization and punctuation.	
Item 13 Prerequisite Skill	Recognize and use basic capitalization for: (i) the beginning of sentences; (ii) the pronoun "I"; and (iii) names of people (1)	
Item 14 Prerequisite Skill	Use capitalization for: (i) proper nouns; (ii) months and days of the week; and (iii) the salutation and closing of a letter (2)	
Item 15 Prerequisite Skill	Use capitalization for: (i) geographical names and places; (ii) historical periods; and (iii) official titles of people (3)	
Item 16 Prerequisite Skill	Use capitalization for: (i) historical events and documents; (ii) titles of books, stories, and essays; and (iii) languages, races, and nationalities (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 7.19	[Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.
Essence Statement	Edits text for correct word usage and variance in sentence patterns.
Item 17 Prerequisite Skill	Understand and use the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future); (ii) nouns (singular/plural, common/proper); (iii) adjectives (e.g., descriptive: green, tall); (iv) adverbs (e.g., time: before, next); (v) prepositions and prepositional phrases; (vi) pronouns (e.g., I, me); and (vii) time-order transition words (1)
Item 18 Prerequisite Skill	Understand and use the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future); (ii) nouns (singular/plural, common/proper); (iii) adjectives (e.g., descriptive: green, tall); (iv) adverbs (e.g., time: before, next); (v) prepositions and prepositional phrases; (vi) pronouns (e.g., I, me); and (vii) time-order transition words (1)
Item 19 Prerequisite Skill	Understand and use the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future); (ii) nouns (singular/plural, common/proper); (iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the); (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully); (v) prepositions and prepositional phrases; (vi) pronouns (e.g., he, him); and (vii) time-order transition words (2)
Item 20 Prerequisite Skill	Use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (i) verbs (irregular verbs); (ii) nouns (singular/plural, common/proper); (iii) adjectives (e.g., descriptive, including purpose: sleeping bag, frying pan) and their comparative and superlative forms (e.g., fast, faster, fastest); (iv) adverbs (e.g., frequency: usually, sometimes; intensity: almost, a lot); (v) prepositions and prepositional phrases to convey location, time, direction, or to provide details; (vi) reflexive pronouns (e.g., myself, ourselves); (vii) correlative conjunctions (e.g., either/or, neither/nor); and (viii) use time-order transition words and transitions that indicate a conclusion (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. *Communicate*: Here is information written by a student to convince readers to have a guinea pig as a pet.
- *Direct* the student to Stimulus 1. *Communicate* the text.
- *Communicate*: Find the sentence that tells more about having a guinea pig as a pet.

Stimulus 1

Guinea pigs are pets.



* Guinea pigs are fun to play with and make the best pets.

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

Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b. *Communicate*: **Here is more information to convince readers to have a guinea pig as a pet.**
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that gives the best reason to have a guinea pig as a pet.**

Stimulus 2a



Guinea pigs are fun to play with and make the best pets.

Stimulus 2b

* Guinea pigs are lovable and smart.

Guinea pigs are mammals that can bite.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Guinea pigs are lovable and smart” in Stimulus 2b,	➡ mark A for question 2 and move to question 3.
If the student does not find “Guinea pigs are lovable and smart” in Stimulus 2b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding “Guinea pigs are lovable and smart” in Stimulus 2b and <i>communicate</i> “This is the sentence that gives the best reason to have a guinea pig as a pet”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “Guinea pigs are lovable and smart” in Stimulus 2b,	➡ mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find “Guinea pigs are lovable and smart” in Stimulus 2b,	➡ mark C for question 2 and move to question 3.

Presentation Instructions for Question 3

- Present Stimulus 3a and 3b. *Communicate:* **Here is more information to convince readers to have a guinea pig as a pet.**
- Direct the student to Stimulus 3a. *Communicate* the text.
- Direct the student to the empty box in Stimulus 3a. *Communicate:* **The sentence that belongs in the empty box gives another reason to have a guinea pig as a pet.**
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that gives another reason to have a guinea pig as a pet.**

Stimulus 3a



Guinea pigs are friendly and loving pets.
They can have different colors of fur.

Stimulus 3b

Guinea pigs are mammals that smell bad and make loud noises.

Guinea pigs are mammals that chew on shoes and furniture.

*

Guinea pigs are cute little mammals that are fun to watch.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Guinea pigs are cute little mammals that are fun to watch” in Stimulus 3b,	➡ mark A for question 3 and move to question 4.
If the student does not find “Guinea pigs are cute little mammals that are fun to watch” in Stimulus 3b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student tell whether each answer choice is a good reason or a bad reason. OR • Highlight “smell bad,” “chew on shoes,” and “cute little mammals” in the answer choices. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Guinea pigs are cute little mammals that are fun to watch” in Stimulus 3b,	➡ mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “Guinea pigs are cute little mammals that are fun to watch” 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 more information to convince readers to have a guinea pig as a pet.**
- Direct the student to Stimulus 4a. *Communicate* the text.
- Direct the student to the underlined sentences in Stimulus 4a. *Communicate*: **These sentences can be combined to give the same information.**
- Direct the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that best combines the underlined sentences.**

Stimulus 4a



Guinea pigs are better pets than birds. Guinea pigs like to play and snuggle, but birds do not like that.
Having a guinea pig as a pet makes people feel loved and needed.

Stimulus 4b

* Guinea pigs are better pets than birds because guinea pigs like to play and snuggle.

Guinea pigs like to play and snuggle with birds.

Guinea pigs are better pets, and birds do not like that.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Guinea pigs are better pets than birds because guinea pigs like to play and snuggle” in Stimulus 4b,	➡ mark A for question 4 and move to question 5.
If the student does not find “Guinea pigs are better pets than birds because guinea pigs like to play and snuggle” in Stimulus 4b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Guinea pigs are better pets than birds because guinea pigs like to play and snuggle” 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 “Guinea pigs are better pets than birds because guinea pigs like to play and snuggle” in Stimulus 4b,	➡ mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5. *Communicate*: **Here is a sentence about the Alamo.**
- *Direct* the student to the sentence in Stimulus 5. *Communicate* the text.
- *Communicate*: **Find the sentence about the Alamo.**

Stimulus 5



* The Alamo is in San Antonio.

Scoring Instructions

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

Presentation Instructions for Question 6

- *Present* Stimulus 6a and 6b. *Communicate*: **Here is more about the Alamo.**
- *Direct* the student to Stimulus 6a. *Communicate* the text. *Communicate*: **Some words have been repeated in this sentence. This sentence can be changed to give the same information with fewer words.**
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the revised sentence that gives the same information with fewer words.**

Stimulus 6a



The Alamo is in San Antonio, and the Alamo is 300 years old.

Stimulus 6b

The Alamo is 300 years old.

* The Alamo is in San Antonio and is 300 years old.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “The Alamo is in San Antonio and is 300 years old” in Stimulus 6b,	➡ mark A for question 6 and move to question 7.
If the student does not find “The Alamo is in San Antonio and is 300 years old” in Stimulus 6b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding “The Alamo is in San Antonio and is 300 years old” in Stimulus 6b and <i>communicate</i> “This sentence gives the same information with fewer words”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “The Alamo is in San Antonio and is 300 years old” in Stimulus 6b,	➡ mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find “The Alamo is in San Antonio and is 300 years old” 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 about the Alamo.**
- Direct the student to Stimulus 7a. *Communicate* the text. *Communicate*: **The underlined sentences can be combined to organize the ideas into one sentence.**
- Direct the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that best combines the ideas from the underlined sentences.**

Stimulus 7a



The Alamo is a popular place for students to visit with their classes.
Many students have the whole day to tour the building and gardens. They also tour the museum.

Stimulus 7b

* Many students have the whole day to tour the building, gardens, and museum.

Many students have the whole day to tour the building, and to tour the Alamo, and to tour the museum.

Many students have the whole day to tour the building, or the gardens, or the museum.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Many students have the whole day to tour the building, gardens, and museum” in Stimulus 7b,	➡ mark A for question 7 and move to question 8.
If the student does not find “Many students have the whole day to tour the building, gardens, and museum” in Stimulus 7b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight “and” and “or” in the answer choices. OR • Have the student tell in their own words how to combine the two sentences. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Many students have the whole day to tour the building, gardens, and museum” in Stimulus 7b,	➡ mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “Many students have the whole day to tour the building, gardens, and museum” 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 more about the Alamo.**
- Direct the student to Stimulus 8a. *Communicate* the text.
- Direct the student to the empty box in Stimulus 8a. *Communicate:* **The sentence that belongs in the empty box is missing.**
- Direct the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that tells what visitors do after they tour the mission grounds.**

Stimulus 8a

A tour of the Alamo begins at the information center. First a tour guide leads the visitors around the mission grounds.



Finally, when the tour ends, visitors can exit through the gift shop to see a model of the Alamo in 1836.

Stimulus 8b

First the visitors exit through the gift shop where they leave.

Finally the tour is over, and the visitors leave the mission grounds.

* Then visitors can walk inside the buildings and see old uniforms, cannons, and paintings.

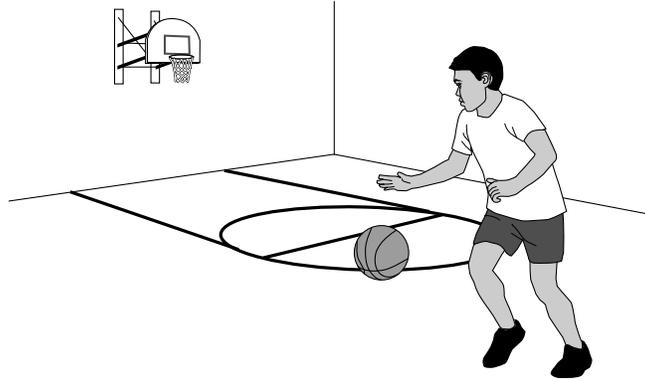
Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Then visitors can walk inside the buildings and see old uniforms, cannons, and paintings” in Stimulus 8b,	➡ mark A for question 8 and move to question 9.
If the student does not find “Then visitors can walk inside the buildings and see old uniforms, cannons, and paintings” in Stimulus 8b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Then visitors can walk inside the buildings and see old uniforms, cannons, and paintings” 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 “Then visitors can walk inside the buildings and see old uniforms, cannons, and paintings” in Stimulus 8b,	➡ mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- Present Stimulus 9. *Communicate*: Here is a sentence about a boy named Ming.
- Direct the student to the sentence in Stimulus 9. *Communicate* the text.
- *Communicate*: Find the sentence about a boy named Ming.

Stimulus 9



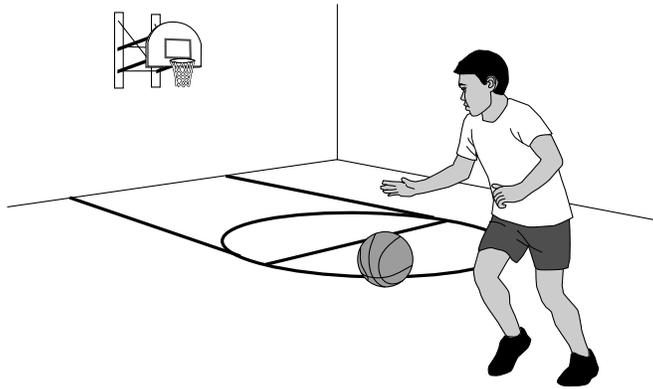
* Ming practices playing basketball to become a better basketball player.

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

Presentation Instructions for Question 10

- *Present* Stimulus 10a and 10b. *Communicate*: **Here is more about Ming.**
 - *Direct* the student to Stimulus 10a. *Communicate* the text. *Communicate*: **This sentence can be changed to add more detail.**
 - *Direct* the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
 - *Communicate*: **Find the revised sentence that gives more detail about Ming.**
-

Stimulus 10a



Ming practices to become a better basketball player.

Stimulus 10b

* Ming practices bouncing the ball and making baskets to become a better basketball player.

Ming practices basketball.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Ming practices bouncing the ball and making baskets to become a better basketball player” in Stimulus 10b,	➡ mark A for question 10 and move to question 11.
If the student does not find “Ming practices bouncing the ball and making baskets to become a better basketball player” in Stimulus 10b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding “Ming practices bouncing the ball and making baskets to become a better basketball player” in Stimulus 10b and <i>communicate</i> “This is the revised sentence that gives more detail about Ming”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “Ming practices bouncing the ball and making baskets to become a better basketball player” in Stimulus 10b,	➡ mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find “Ming practices bouncing the ball and making baskets to become a better basketball player” 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 about Ming playing basketball.**
- *Direct* the student to Stimulus 11a. *Communicate* the text.
- *Direct* the student to the underlined sentences in Stimulus 11a. *Communicate*: **The two underlined sentences can be combined into one compound sentence.**
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the compound sentence that correctly combines the two underlined sentences.**

Stimulus 11a



The coach picked the teams. He blew his whistle to start the game.

Stimulus 11b

The coach blew his whistle to start the game, but he picked the teams.

The coach picked the teams, or he blew his whistle to start the game.

* The coach picked the teams, and he blew his whistle to start the game.

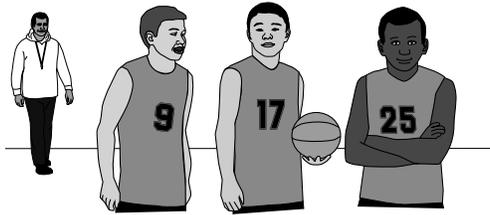
Scoring Instructions

Student Action	Test Administrator Action
If the student finds the sentence with “teams, and” in Stimulus 11b,	➡ mark A for question 11 and move to question 12.
If the student does not find the sentence with “teams, and” in Stimulus 11b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight “but,” “or,” and “and” in the answer choices. OR • Have the student tell how he or she would combine the sentences. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the sentence with “teams, and” in Stimulus 11b,	➡ mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find the sentence with “teams, and” 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 about Ming and his friends.**
- Direct the student to Stimulus 12a. *Communicate* the text. *Communicate*: **The underlined sentences can be combined to organize the ideas into one sentence.**
- Direct the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that combines the ideas from the underlined sentences.**

Stimulus 12a



When the game was over, Ming and the other players were tired. The coach talked to the players about things they could practice to become better. The boys were excited. They wanted to learn how to be better basketball players.

Stimulus 12b

The boys were excited and had fun.

* The boys were excited to become better basketball players.

All the boys were excited about basketball.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “The boys were excited to become better basketball players” in Stimulus 12b,	➡ mark A for question 12 and move to question 13.
If the student does not find “The boys were excited to become better basketball players” in Stimulus 12b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The boys were excited to become better basketball players” 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 “The boys were excited to become better basketball players” in Stimulus 12b,	➡ mark C for question 12 and move to question 13.

Presentation Instructions for Question 13

- *Present* Stimulus 13. *Communicate*: **Here is information about Donna Shaver. She rescues sea turtles in Texas.**
- *Direct* the student to Stimulus 13. *Communicate* the text.
- *Communicate*: **Proper nouns begin with capital letters. “Donna Shaver” is a proper noun.**
- *Communicate*: **Find the sentence with the proper noun capitalized.**

Stimulus 13



* Donna Shaver became interested in sea turtles more than 30 years ago.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the sentence,	➡	mark A for question 13 and move to question 14.
If the student does not find the 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 sentence,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the sentence,	➡	mark C for question 13 and move to question 14.

Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b. *Communicate*: **Here is more information about Donna Shaver.**
 - *Direct* the student to Stimulus 14a. *Communicate* the text.
 - *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
 - *Communicate*: **Find the sentence with the proper nouns capitalized correctly.**
-

Stimulus 14a



Donna Shaver became interested in sea turtles more than 30 years ago.

Stimulus 14b

donna shaver leads a sea turtle conservation program at padre island national seashore.

* Donna Shaver leads a sea turtle conservation program at Padre Island National Seashore.

Scoring Instructions

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

Presentation Instructions for Question 15

- Present Stimulus 15a and 15b. *Communicate*: **Here is more information about Donna Shaver.**
- Direct the student to Stimulus 15a. *Communicate* the text. *Communicate*: **There are some proper nouns in this paragraph that need to be capitalized.**
- Direct the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the proper nouns that need to be capitalized in the paragraph.**

Stimulus 15a

Donna Shaver attended college and studied wildlife biology in new york. She had never seen the ocean until she moved to texas to help with the research and rescue of sea turtles.



Stimulus 15b

*

New York	Texas
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Wildlife	Texas
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New York	Ocean
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Scoring Instructions

Student Action		Test Administrator Action
If the student finds “New York/Texas” in Stimulus 15b,	➡	mark A for question 15 and move to question 16.
If the student does not find “New York/Texas” in Stimulus 15b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight the words in Stimulus 15a that represent each answer choice. OR • Have the student identify other kinds of words that should be capitalized. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “New York/Texas” in Stimulus 15b,	➡	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “New York/Texas” 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 information about Donna Shaver.**
- Direct the student to Stimulus 16a. *Communicate* the text. *Communicate*: **A magazine title is underlined in the paragraph and needs editing to correct the capitalization.**
- Direct the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the magazine title that is capitalized correctly.**

Stimulus 16a

Donna Shaver is a park ranger for the National Park Service. Her main job is sea turtle research. She has been written about in texas monthly magazine and interviewed on *ABC News*.



Stimulus 16b

texas monthly

Texas monthly

*

Texas Monthly

Scoring Instructions

Student Action		Test Administrator Action
If the student finds " <i>Texas Monthly</i> " in Stimulus 16b,	➡	mark A for question 16 and move to question 17.
If the student does not find " <i>Texas Monthly</i> " in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds " <i>Texas Monthly</i> " 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>Texas Monthly</i> " in Stimulus 16b,	➡	mark C for question 16 and move to question 17.

Presentation Instructions for Question 17

- *Present* Stimulus 17. *Communicate*: **Here is a sentence about a boy riding a bicycle.**
- *Direct* the student to the sentence in Stimulus 17. *Communicate* the text.
- *Communicate*: **Find the sentence that tells the location of the boy.**

Stimulus 17



* The boy is on the bicycle.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence,	➡	mark A for question 17 and move to question 18.
If the student does not find the 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 sentence,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find the sentence,	➡	mark C for question 17 and move to question 18.

Presentation Instructions for Question 18

- Present Stimulus 18a and 18b. *Communicate*: **Here is more information about the boy riding the bicycle.**
- Direct the student to Stimulus 18a. *Communicate* the text. *Communicate*: **The underlined sentence needs editing to tell the correct location of the helmet.**
- Direct the student to each answer choice in Stimulus 18b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that was edited correctly.**

Stimulus 18a



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The boy is on the bicycle. He is wearing a helmet into his head.

Stimulus 18b

He is wearing a helmet through his head.

*

He is wearing a helmet on his head.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “He is wearing a helmet on his head” in Stimulus 18b,	➡ mark A for question 18 and move to question 19.
If the student does not find “He is wearing a helmet on his head” in Stimulus 18b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding “He is wearing a helmet on his head” in Stimulus 18b and <i>communicate</i> “This is the sentence that was edited correctly”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “He is wearing a helmet on his head” in Stimulus 18b,	➡ mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find “He is wearing a helmet on his head” 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 information about a boy and his bicycle.**
- *Direct* the student to Stimulus 19a. *Communicate* the text. *Communicate*: **The underlined word needs to be changed to tell the correct location of the bicycle.**
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the word that tells the correct location of the bicycle.**

Stimulus 19a



The boy parks his bicycle at school. He puts the bicycle before the bike rack.

Stimulus 23b

after

behind

* in

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “in” in Stimulus 19b,	➡ mark A for question 19 and move to question 20.
If the student does not find “in” in Stimulus 19b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Read the sentence with the underlined word in Stimulus 19a, replacing the underlined word with each answer choice. OR • Have the student show what each answer choice means. OR • Insert each answer choice in place of the underlined word in Stimulus 19a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “in” in Stimulus 19b,	➡ mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “in” 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 bicycles at school.**
- *Direct* the student to Stimulus 20a. *Communicate* the text. *Communicate*: **The sentence with the underlined word needs editing to tell the correct location of the bicycles.**
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that was edited correctly.**

Stimulus 20a



There are many students who ride their bicycles to school. During the school day, the bicycles are parked underneath each other.

Stimulus 20b

During the school day, the bicycles are parked instead of each other.

* During the school day, the bicycles are parked next to each other.

During the school day, the bicycles are parked on top of each other.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “During the school day, the bicycles are parked next to each other” in Stimulus 20b,	➡	mark A for question 20.
If the student does not find “During the school day, the bicycles are parked next to each other” in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “During the school day, the bicycles are parked next to each other” in Stimulus 20b,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find “During the school day, the bicycles are parked next to each other” in Stimulus 20b,	➡	mark C for question 20.

**TEST
ADMINISTRATOR
MANUAL**

**STAAR ALTERNATE 2
GRADE 7
Writing
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