STAAR®
Alternate 2
State of Texas
Assessments of
Academic Readiness
—— Alternate 2 ——

WRITING
Grade 4

2015 Released Test Questions

TEST ADMINISTRATOR
INSTRUCTIONS

Question 1

Grade	4	Subject	Writing	Question	1
Reporting Category 2		Revision: The student will demonstrate an ability to revise a variety of written texts.			
Knowledge and Skill Statement 4.15		Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (Readiness)			
Essence Statement		Revises text to clarify and improve meaning.			
Prerequisite Skill		revise drafts by adding details or sentences (K)			

Question 2

Grade	4	Subject	Writing	Question	2
Reporting Category 2		Revision: The student will demonstrate an ability to revise a variety of written texts.			
Knowledge and Skill Statement 4.15		Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (Readiness)			
Essence Statement		Revises text to clarify and improve meaning.			
Prerequisite Skill		revise drafts by adding details or sentences (K)			

Question 3

Grade	4	Subject	Writing	Question	3
Reporting Category 2		Revision: The student will demonstrate an ability to revise a variety of written texts.			
Knowledge and Skill Statement 4.15		Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (Readiness)			
Essence Statement		Revises text to clarify and improve meaning.			
Prerequisite Skill		revise drafts by adding or deleting a word, phrase, or sentence (1)			

Question 4

Grade	4	Subject	Writing	Question	4
Reporting Category 2		Revision: The student will demonstrate an ability to revise a variety of written texts.			
Knowledge and Skill Statement 4.15		Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (Readiness)			
Essence Statement		Revises text to clarify and improve meaning.			
Prerequisite Skill		revise drafts by adding or deleting words, phrases, or sentences (2)			

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to the first sentence. *Communicate:* **Sarah was excited. This sentence does not tell why Sarah was excited.**
- *Direct* the student to the second sentence. *Communicate:* **Sarah was excited about a summer vacation.**
- *Communicate:* **Find the sentence that tells why Sarah was excited.**

Stimulus 1

Sarah was excited.

* Sarah was excited about a summer vacation.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Sarah was excited about a summer vacation,"	➡	mark **A** for question 1 and move to question 2.
If the student does not find "Sarah was excited about a summer vacation,"	➡	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds "Sarah was excited about a summer vacation,"	➡	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find "Sarah was excited about a summer vacation,"	➡	mark **C** 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:* **Sarah was excited about a summer vacation. This sentence can be revised to tell even more about Sarah's vacation.**
- – *Direct* the student to each answer choice in Stimulus 2b. *Communicate* the text in each answer choice.
- – *Communicate:* **Find the revised sentence that tells even more about Sarah's summer vacation.**

Stimulus 2a

Sarah was excited about a summer vacation.

Stimulus 2b

*
Sarah was excited about camping in the mountains on her summer vacation.

Sarah was excited about doing her homework in her bedroom on her summer vacation.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Sarah was excited about camping in the mountains on her summer vacation,"	➡	mark **A** for question 2 and move to question 3.
If the student does not find "Sarah was excited about camping in the mountains on her summer vacation,"	➡	• model the desired student action by finding and reading the sentence "Sarah was excited about camping in the mountains on her summer vacation" in Stimulus 2b and *communicate* **"This sentence tells more about what Sarah did on her summer vacation"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "Sarah was excited about camping in the mountains on her summer vacation,"	➡	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find "Sarah was excited about camping in the mountains on her summer vacation,"	➡	mark **C** 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* the title and text.
- – *Direct* the student to the empty box. *Communicate:* **A sentence can be added here to provide more details.**
- – *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- – *Communicate:* **Find the sentence that can be added to tell why the family was gathering branches.**

Stimulus 3a
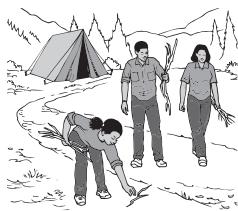
Sarah's Vacation

Sarah and her family drove through the mountains and arrived at a campsite. After putting up the tent, the family took a walk to gather small branches. ☐ They enjoyed cooking outdoors.

Stimulus 3b

The family wanted to build a log cabin.

The family wanted to build a fence.
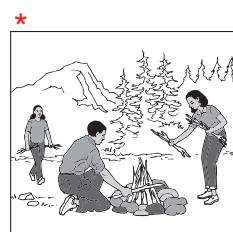
The family wanted to build a campfire.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "The family wanted to build a campfire" in Stimulus 3b,	➡	mark **A** for question 3 and move to question 4.
If the student does not find "The family wanted to build a campfire" in Stimulus 3b,	➡	provide ***one*** of these allowable teacher assists to the student: • Have the student identify activities that people do when camping. **OR** • Read the paragraph, inserting each answer choice into the empty box. **OR** • Highlight the sentences before and after the empty box. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "The family wanted to build a campfire" in Stimulus 3b,	➡	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "The family wanted to build a campfire" 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 of the story "Sarah's Vacation."**
- *Direct* the student to Stimulus 4a. *Communicate* the text.
- *Direct* the student to the underlined sentence. *Communicate:* **The underlined sentence can be revised to give more information about the end of the story.**
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the revised sentence that gives more information about the end of the story.**

Stimulus 4a

   The campsite was near a lake. Sarah and her parents fished all morning. Sarah caught the most fish. Later that evening the family ate the fish for dinner. **<u>Sarah liked the fish.</u>**

Stimulus 4b

> Sarah was unhappy because she had to clean the fish.

* > Sarah thought it was the best fish she had ever eaten.

> Sarah laughed when her father dropped his fish in the lake.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Sarah thought it was the best fish she had ever eaten" in Stimulus 4b,	➡	mark **A** for question 4.
If the student does not find "Sarah thought it was the best fish she had ever eaten" in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Sarah thought it was the best fish she had ever eaten" in Stimulus 4b,	➡	mark **B** for question 4.
After the teacher repeats the instructions, if the student does not find "Sarah thought it was the best fish she had ever eaten" in Stimulus 4b,	➡	mark **C** for question 4.