

# **TEST ADMINISTRATOR MANUAL**

## **GRADE 3 Reading STAAR Alternate 2**

**Administered April 2016**

**RELEASED**



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

<b>Grade 3 Reading</b>		<b>Cluster 1</b>
<b>Reporting Category 1</b>	Understanding Across Genres: The student will demonstrate an ability to understand a variety of written texts across reading genres.	
<b>Knowledge and Skills Statement 3.4</b>	Students understand new vocabulary and use it when reading and writing.	
<b>Essence Statement</b>	Identifies new vocabulary words using a variety of strategies.	
<b>Item 1 Prerequisite Skill</b>	demonstrate understanding of terms used in the instructional language of the classroom (P-K)	
<b>Item 2 Prerequisite Skill</b>	demonstrate understanding of terms used in the instructional language of the classroom (P-K)	
<b>Item 3 Prerequisite Skill</b>	identify and use words that name actions, directions, positions, sequences, and locations (K)	
<b>Item 4 Prerequisite Skill</b>	identify words that name actions (verbs) and words that name persons, places, or things (nouns) (1)	

<b>Grade 3 Reading</b>		<b>Cluster 2</b>
<b>Reporting Category 3</b>	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
<b>Knowledge and Skills Statement 3.15</b>	Students understand how to glean and use information in procedural texts and documents.	
<b>Essence Statement</b>	Uses information from graphic features in procedural texts.	
<b>Item 5 Prerequisite Skill</b>	show understanding by following two-step oral directions and usually follow three-step directions (P-K)	
<b>Item 6 Prerequisite Skill</b>	show understanding by following two-step oral directions and usually follow three-step directions (P-K)	
<b>Item 7 Prerequisite Skill</b>	follow pictorial directions (e.g., recipes, science experiments) (K)	
<b>Item 8 Prerequisite Skill</b>	follow written multi-step directions with picture cues to assist with understanding (1)	

<b>Grade 3 Reading</b>		<b>Cluster 3</b>
<b>Reporting Category 3</b>	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
<b>Knowledge and Skills Statement 3.13</b>	Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.	
<b>Essence Statement</b>	Identifies the main idea and supporting details in informational texts.	
<b>Item 9 Prerequisite Skill</b>	use information learned from books by describing, relating, categorizing, or comparing and contrasting (P-K)	
<b>Item 10 Prerequisite Skill</b>	show understanding by following two-step oral directions and usually follow three-step directions (P-K)	
<b>Item 11 Prerequisite Skill</b>	retell important facts in a text, heard or read (K)	
<b>Item 12 Prerequisite Skill</b>	restate the main idea, heard or read (1)	

<b>Grade 3 Reading</b>		<b>Cluster 4</b>
<b>Reporting Category 2</b>	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
<b>Knowledge and Skills Statement 3.6</b>	Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.	
<b>Essence Statement</b>	Identifies the structure and elements of poetry.	
<b>Item 13 Prerequisite Skill</b>	produce a word that rhymes with a given word (P-K)	
<b>Item 14 Prerequisite Skill</b>	produce a word that rhymes with a given word (P-K)	
<b>Item 15 Prerequisite Skill</b>	respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds (K)	
<b>Item 16 Prerequisite Skill</b>	respond to and use rhythm, rhyme, and alliteration in poetry (1)	

<b>Grade 3 Reading</b>	<b>Cluster 5</b>
<b>Reporting Category 2</b>	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.
<b>Knowledge and Skills Statement 3.19</b>	Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.
<b>Essence Statement</b>	Uses a variety of strategies to demonstrate comprehension of literary texts.
<b>Item 17 Prerequisite Skill</b>	retell or re-enact a story after it is read aloud (P-K)
<b>Item 18 Prerequisite Skill</b>	retell or re-enact a story after it is read aloud (P-K)
<b>Item 19 Prerequisite Skill</b>	retell or act out important events in stories (K)
<b>Item 20 Prerequisite Skill</b>	retell or act out important events in stories in logical order (1)

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

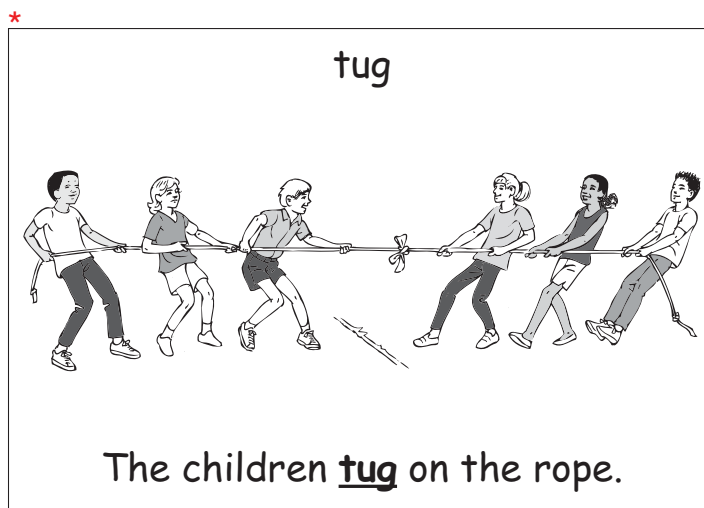




## Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to the children playing tug-of-war. *Communicate:* **The children play a game called tug-of-war.**
- Direct the student to the word “tug.” *Communicate:* **This is the word “tug.”**
- Direct the student to the sentence. *Communicate* the text, emphasizing the underlined word.
- *Communicate:* **Find the children who tug on the rope.**

### Stimulus 1



### Scoring Instructions

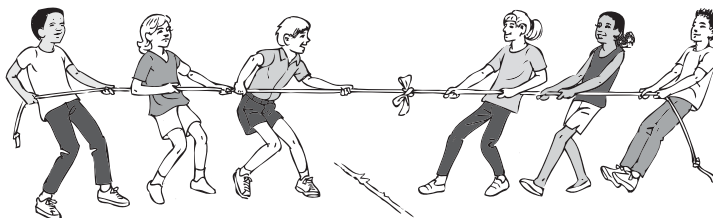
Student Action		Test Administrator Action
If the student finds the children who tug on the rope,	➡	mark <b>A</b> for question 1 and move to question 2.
If the student does not find the children who tug on the rope,	➡	<ul style="list-style-type: none"> <li>• remove the stimulus;</li> <li>• wait at least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

## Presentation Instructions for Question 2

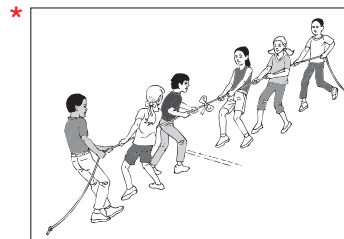
- Present Stimulus 2a and 2b.
- Direct the student to the sentence in Stimulus 2a. *Communicate* the text, emphasizing the underlined word.
- Direct the student to each answer choice in Stimulus 2b. *Communicate*: **These children jump rope.**  
**These children tug on the rope.**
- *Communicate*: **Find the children who tug on the rope.**

### Stimulus 2a

The children tug on the rope.



### Stimulus 2b



## Scoring Instructions


Student Action		Test Administrator Action
If the student finds the children who tug on the rope in Stimulus 2b,	➡	mark <b>A</b> for question 2 and move to question 3.
If the student does not find the children who tug on the rope in Stimulus 2b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the children playing tug-of-war in Stimulus 2b and <i>communicate</i> “<b>These are the children who tug on the rope</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the children who tug on the rope in Stimulus 2b,	➡	mark <b>B</b> for question 2 and move to question 3.
After teacher modeling, if the student does not find the children who tug on the rope in Stimulus 2b,	➡	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 the word “nibble” in Stimulus 3a. Communicate: **This is the word “nibble.”**
- Direct the student to the mouse in Stimulus 3a. Communicate the text, emphasizing the underlined word.
- Direct the student to each answer choice in Stimulus 3b. Communicate the text in each answer choice.
- Communicate: **Find the meaning of the word “nibble.”**

**Stimulus 3a**

The hungry mouse likes to nibble the cheese.



**Stimulus 3b**

smell

\*  
eat

hold

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the word “eat,”	➡	mark <b>A</b> for question 3 and move to question 4.
If the student does not find the word “eat,”	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>Have the student identify what the mouse is doing. <b>OR</b></li> <li>Read the sentence, inserting each answer choice for the underlined word.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the word “eat,”	➡	mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the word “eat,”	➡	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 word and the definition in Stimulus 4a. *Communicate*: “**Perch**” means to rest in a high place.
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that uses the word “perch” correctly.**

### Stimulus 4a

perch—to rest in a high place

### Stimulus 4b



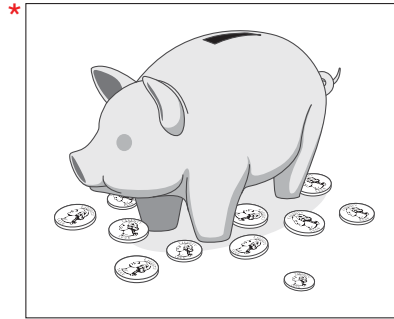
## Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence “The birds perch in the tree,”	➡	mark <b>A</b> for question 4 and move to question 5.
If the student does not find the sentence “The birds perch in the tree,”	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the sentence “The birds perch in the tree,”	➡	mark <b>B</b> for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find the sentence “The birds perch in the tree,”	➡	mark <b>C</b> for question 4 and move to question 5.

## Presentation Instructions for Question 5

- Present Stimulus 5. *Communicate:* **People save coins in a piggy bank.**
- *Direct* the student to the piggy bank. *Communicate:* **This is a piggy bank.**
- *Communicate* the text.
- *Communicate:* **Find the piggy bank.**

### Stimulus 5



Children can make a piggy bank from an empty milk jug.

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the piggy bank,	➡	mark <b>A</b> for question 5 and move to question 6.
If the student does not find the piggy bank,	➡	<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 piggy bank,	➡	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 piggy bank,	➡	mark <b>C</b> for question 5 and move to question 6.

## Presentation Instructions for Question 6

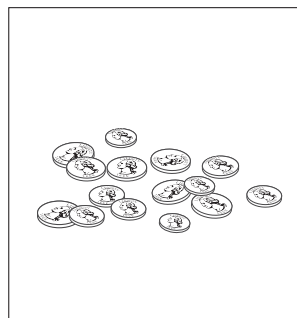
- Present Stimulus 6a and 6b.
- Direct the student to Stimulus 6a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 6b. *Communicate*: **This is a milk jug. These are coins.**
- *Communicate*: **Find what can be used to make a piggy bank.**

### Stimulus 6a



A large, empty milk jug can be used to make a piggy bank.

### Stimulus 6b



## Scoring Instructions









Student Action		Test Administrator Action
If the student finds the milk jug in Stimulus 6b,	➡	mark <b>A</b> for question 6 and move to question 7.
If the student does not find the milk jug in Stimulus 6b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the milk jug and <i>communicate</i> “<b>A milk jug can be used to make a piggy bank</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the milk jug 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 milk jug in Stimulus 6b,	➡	mark <b>C</b> for question 6 and move to question 7.

## Presentation Instructions for Question 7

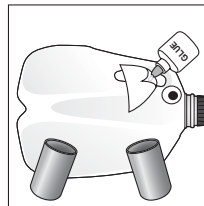
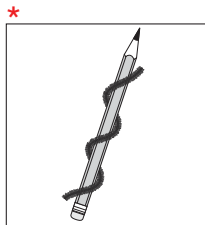
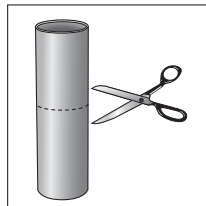
- Present Stimulus 7a and 7b. *Communicate:* **These are the first four steps for making a piggy bank.**
- *Direct* the student to Stimulus 7a. *Communicate* the title and the text.
- *Direct* the student to each answer choice in Stimulus 7b.
- *Communicate:* **Find what shows how to make the pig's tail.**

### Stimulus 7a

#### How to Make a Piggy Bank

1.  Cut paper tubes  in half for legs.
2.  Cut two paper triangles  for ears.
3. Twist a pipe cleaner  around a pencil  to make a tail.
4.  Glue the legs, ears, and tail to an empty milk jug .

### Stimulus 7b



## Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the pipe cleaner wrapped around the pencil,	➡	mark <b>A</b> for question 7 and move to question 8.
If the student does not find the pipe cleaner wrapped around the pencil,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student identify what the pig's tail is made of. <b>OR</b></li> <li>• Have the student find the step in the directions about how to make the tail. <b>OR</b></li> <li>• Highlight the materials used in each step.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the pipe cleaner wrapped around the pencil,	➡	mark <b>B</b> for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find the pipe cleaner wrapped around the pencil,	➡	mark <b>C</b> for question 7 and move to question 8.

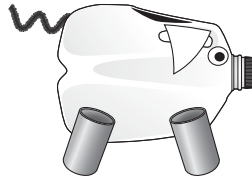

















## Presentation Instructions for Question 8

- Present Stimulus 8a and 8b. *Communicate:* **Here are more steps for “How to Make a Piggy Bank.”**
- Direct the student to the empty box in Step 8. *Communicate:* **The last step is missing.**
- Direct the student to Stimulus 8a. *Communicate* each step.
- Direct the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the last step needed to finish the piggy bank.**

### Stimulus 8a

### How to Make a Piggy Bank



1.   Cut paper tubes in half for legs.
2.   Cut two paper triangles for ears.
3.   Twist a pipe cleaner around a pencil to make a tail.
4.   Glue the legs, ears, and tail to an empty milk jug.
5.  Paint the pig.
6.   Glue one button on the lid of the milk jug for a nose.
7.     Glue two buttons on the milk jug for eyes.
8.

**Stimulus 8b**

\* Cut a hole in the top of the milk jug to put money in the bank.

Glue the eyes, ears, and tail on the milk jug.

Paint the milk jug to make it look like a pig.

**Scoring Instructions**

Student Action		Test Administrator Action
If the student finds the sentence "Cut a hole in the top of the milk jug to put money in the bank,"	➡	mark <b>A</b> for question 8 and move to question 9.
If the student does not find the sentence "Cut a hole in the top of the milk jug to put money in the bank,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the sentence "Cut a hole in the top of the milk jug to put money in the bank,"	➡	mark <b>B</b> for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find the sentence "Cut a hole in the top of the milk jug to put money in the bank,"	➡	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 the title and the text.
- Direct the student to the horse-drawn wagon. Communicate: **These are the horses that pulled a wagon to a fire.**
- Direct the student to the firehouse. Communicate: **This is an old firehouse.**
- Communicate: **Find the firehouse.**

### Stimulus 9

## The History of the Firehouse

The first firehouses were buildings for the horses that pulled wagons to a fire.



### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the firehouse,	➡	mark <b>A</b> for question 9 and move to question 10.
If the student does not find the firehouse,	➡	<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 firehouse,	➡	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 firehouse,	➡	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 title and the text.
- Direct the student to each answer choice in Stimulus 10b.
- *Communicate*: **Find the horse-drawn fire wagon.**

### Stimulus 10a

## The History of the Firehouse



The first firehouses were buildings for the horses that pulled wagons to the fire. The wagons carried firefighters and a large tank filled with water.

### Stimulus 10b



## Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the fire wagon in Stimulus 10b,	➡	mark <b>A</b> for question 10 and move to question 11.
If the student does not find the fire wagon in Stimulus 10b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the horse-drawn fire wagon in Stimulus 10b and <i>communicate</i> <b>“This is the horse-drawn fire wagon”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the fire wagon 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 fire wagon in Stimulus 10b,	➡	mark <b>C</b> 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 “The History of the Firehouse.”**
- 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 where the firefighters slept in the firehouse.**

### Stimulus 11a

Firefighters and horses lived together in the first firehouses so that they could be ready for a fire. Horses lived on the first floor of the firehouse. Firefighters lived and slept on the second floor. Firefighters ate in the kitchen and slept in the bedrooms. Fireplaces kept the firefighters warm on cold nights.

### Stimulus 11b

\*

on the second floor

on the first floor

in the kitchen

## Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds “on the second floor,”	→	mark <b>A</b> for question 11 and move to question 12.
If the student does not find “on the second floor,”	→	<p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Have the student identify what happened on each floor in the firehouse. <b>OR</b></li> <li>• Highlight each answer choice where it is found in Stimulus 11a.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “on the second floor,”	→	mark <b>B</b> for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “on the second floor,”	→	mark <b>C</b> 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 “The History of the Firehouse.”**
- 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 why the firefighters wanted the horses to stay on the first floor.**

### Stimulus 12a

Firefighters and horses lived together in the first firehouses. The firefighters slept and ate on the second floor. They tossed hay down to the first floor for the horses at feeding time. The horses learned that the second floor was the warmer place to be and learned to climb the stairs. The problem was that the horses could not go down the stairs. When there was a fire, the firefighters didn't have time to get a horse that was stuck on the second floor down the stairs to the fire wagon.

To solve the problem, many firehouses put in circular staircases that the horses couldn't climb up. But these stairs slowed the firefighters when they needed to rush to a fire.

One firefighter had the idea to cut a hole in the second floor and put a wooden pole from the second floor to the horses on the first. Firefighters could grab the pole and slide down to the first floor. Now firefighters were getting to the fires faster than ever!





**Stimulus 12b**

Firefighters lived on the second floor,  
and the horses lived on the first floor.

Firefighters tossed hay down to the  
horses at feeding time.

\* Firefighters needed to get the horses  
ready quickly when there was a fire.

**Scoring Instructions**

Student Action		Test Administrator Action
If the student finds the sentence "Firefighters needed to get the horses ready quickly when there was a fire,"	➡	mark <b>A</b> for question 12 and move to question 13.
If the student does not find the sentence "Firefighters needed to get the horses ready quickly when there was a fire,"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the sentence "Firefighters needed to get the horses ready quickly when there was a fire,"	➡	mark <b>B</b> for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find the sentence "Firefighters needed to get the horses ready quickly when there was a fire,"	➡	mark <b>C</b> for question 12 and move to question 13.

## Presentation Instructions for Question 13

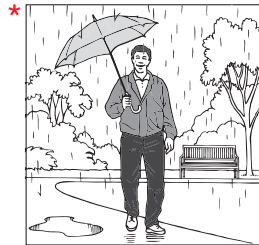
- Present Stimulus 13. *Communicate*: **This is a poem about rain.**
- Direct the student to Stimulus 13. *Communicate* the title, the poet's name, and the text.
- *Communicate*: **Find what "tickles your face."**

### Stimulus 13

#### Rain Sizes

by John Ciardi

Rain comes in various sizes.  
Some rain is as small as a mist.  
It tickles your face with surprises,  
And tingles as if you'd been kissed.



### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the rain,	➡	mark <b>A</b> for question 13 and move to question 14.
If the student does not find the rain,	➡	<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 rain,	➡	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 rain,	➡	mark <b>C</b> for question 13 and move to question 14.

## Presentation Instructions for Question 14

- Present Stimulus 14a and 14b. *Communicate:* Here is the same part from the poem “Rain Sizes.”
- *Direct* the student to the text in Stimulus 14a. *Communicate* the text, emphasizing the underlined words.
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
- *Communicate:* Find the word that rhymes with “mist.”

### Stimulus 14a

Rain comes in various sizes.  
Some rain is as small as a mist.  
It tickles your face with surprises,  
And tingles as if you'd been kissed.



### Stimulus 14b



## Scoring Instructions

Student Action		Test Administrator Action
If the student finds the child being kissed,	➡	mark <b>A</b> for question 14 and move to question 15.
If the student does not find the child being kissed,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the picture of the child being kissed in Stimulus 14b and <i>communicate</i> “‘<b>Kissed</b>’ rhymes with ‘mist’ ”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the child being kissed,	➡	mark <b>B</b> for question 14 and move to question 15.
After teacher modeling, if the student does not find the child being kissed,	➡	mark <b>C</b> for question 14 and move to question 15.

## Presentation Instructions for Question 15

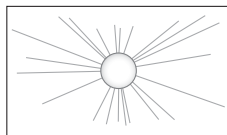
- Present Stimulus 15a and 15b. *Communicate:* **Here is more of the poem “Rain Sizes.”**
- Direct the student to the empty box in Stimulus 15a. *Communicate:* **A rhyming word is missing from the poem.**
- Direct the student to the text in Stimulus 15a. *Communicate* the text in the poem, emphasizing the underlined word.
- Direct the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the word that belongs in the empty box and rhymes with “sprinkle.”**

### Stimulus 15a

Some rain is the size of a sprinkle  
And doesn't put out all the sun.  
You can see the drops sparkle  
and ,



### Stimulus 15b



shine



twinkle



fall

## Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds “twinkle,”	→	mark <b>A</b> for question 15 and move to question 16.
If the student does not find “twinkle,”	→	<p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Highlight the word “sprinkle” in the poem.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• <i>Communicate</i> “sprinkle/shine,” “sprinkle/twinkle,” and “sprinkle/fall.”</li> <li>• Provide an example of words that rhyme without using rhymes with “sprinkle.”</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “twinkle,”	→	mark <b>B</b> for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “twinkle,”	→	mark <b>C</b> for question 15 and move to question 16.

## Presentation Instructions for Question 16

- Present Stimulus 16a and 16b. *Communicate*: **Here is more of the poem “Rain Sizes.”**
- *Direct* the student to both stanzas of the poem in Stimulus 16a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that tells what happens when the rain stops.**

### Stimulus 16a

## Rain Sizes

by John Ciardi



Rain comes in various sizes.  
Some rain is as small as a mist.  
It tickles your face with surprises,  
And tingles as if you'd been kissed.

Some rain is the size of a sprinkle  
And doesn't put out all the sun.  
You can see the drops sparkle and twinkle,  
And a rainbow comes out when it's done.

With permission from the Ciardi Family Trust, John L. Ciardi, Trustee

### Stimulus 16b

It tickles your face with surprises,  
And tingles as if you'd been kissed.

Some rain is the size of a sprinkle  
And doesn't put out all the sun.

\* You can see the drops sparkle and twinkle,  
And a rainbow comes out when it's done.

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence “You can see the drops . . . ,”	➡	mark <b>A</b> for question 16 and move to question 17.
If the student does not find the sentence “You can see the drops . . . ,”	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the sentence “You can see the drops . . . ,”	➡	mark <b>B</b> for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find the sentence “You can see the drops . . . ,”	➡	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 the text.
- Communicate: **Find the giant pumpkin.**

### Stimulus 17

Jimmy wants to grow a giant pumpkin like the one on the poster.



### Scoring Instructions

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

## Presentation Instructions for Question 18

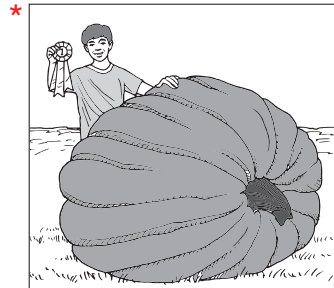
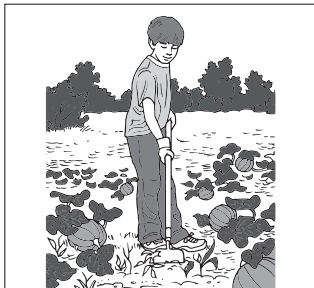
- Present Stimulus 18a and 18b.
- Direct the student to Stimulus 18a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 18b.
- *Communicate*: **Find Jimmy with a first-place ribbon.**

### Stimulus 18a

Jimmy wants to grow a giant pumpkin and win a first-place ribbon at the fall fair.



### Stimulus 18b



## Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds Jimmy with a ribbon,	➡	mark <b>A</b> for question 18 and move to question 19.
If the student does not find Jimmy with a ribbon,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the boy winning the ribbon in Stimulus 18b and <i>communicate</i> “<b>Here is Jimmy with a first-place ribbon</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds Jimmy with a ribbon,	➡	mark <b>B</b> for question 18 and move to question 19.
After teacher modeling, if the student does not find Jimmy with a ribbon,	➡	mark <b>C</b> for question 18 and move to question 19.

## Presentation Instructions for Question 19

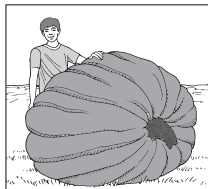
- Present Stimulus 19a and 19b.
- Direct the student to Stimulus 19a. *Communicate* the title and the text.
- Direct the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate*: **Find what Jimmy did in the story to grow a giant pumpkin.**

### Stimulus 19a

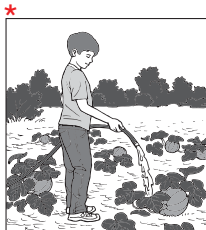
## The Runaway Pumpkin

Jimmy wanted to grow a giant pumpkin. Jimmy planted the pumpkin seeds in dirt piles he made in the garden. Every day Jimmy dragged the water hose through the yard and watered the plants so they would not dry up. The seeds grew into pumpkins. Jimmy chose the biggest pumpkin in the garden to take to the fair.

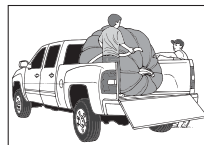
### Stimulus 19b



Jimmy chose the biggest pumpkin.



Jimmy used a hose to water the pumpkin plants.



Jimmy and his father loaded his pumpkin onto the truck.

## Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds “Jimmy used a hose to water the pumpkin plants” in Stimulus 19b,	→	mark <b>A</b> for question 19 and move to question 20.
If the student does not find “Jimmy used a hose to water the pumpkin plants” in Stimulus 19b,	→	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student identify what Jimmy did to make his pumpkin grow. <b>OR</b></li> <li>• Have the student retell the story.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Jimmy used a hose to water the pumpkin plants” in Stimulus 19b,	→	mark <b>B</b> for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “Jimmy used a hose to water the pumpkin plants” in Stimulus 19b,	→	mark <b>C</b> for question 19 and move to question 20.

## Presentation Instructions for Question 20

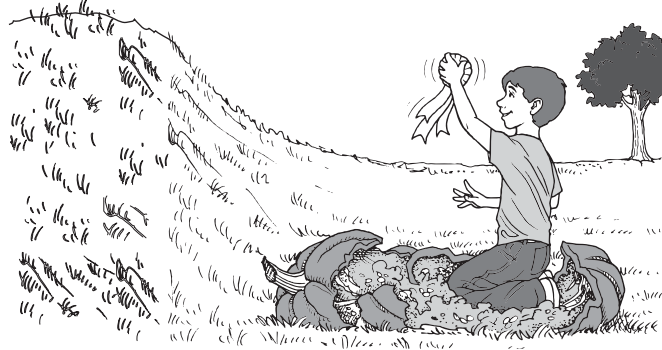
- Present Stimulus 20a and 20b. *Communicate*: **Here is more of the story “The Runaway Pumpkin.”**
- Direct the student to Stimulus 20a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate*: **Find what caused Jimmy’s pumpkin to become a big orange mess.**

### Stimulus 20a

At the fair Jimmy wanted the judges to see his pumpkin first. Jimmy put his giant pumpkin in a grassy spot on the top of a hill. Jimmy’s dad said, “I hope your pumpkin doesn’t roll down the hill.” Then Jimmy and his dad walked around the fair to see the other pumpkins in the contest.

When they got back, Jimmy’s pumpkin was gone. A big orange mess covered the grass at the bottom of the hill.

Jimmy ran down the hill and picked up a shiny bit of his first-place ribbon from the mess. Jimmy’s pumpkin had won a prize!



**Stimulus 20b**

Jimmy won a first-place ribbon for his pumpkin.

\* Jimmy put his pumpkin on the top of a hill.

Jimmy and his dad walked around to see the other pumpkins in the contest.

**Scoring Instructions**

Student Action		Test Administrator Action
If the student finds the sentence "Jimmy put his pumpkin on the top of a hill" in Stimulus 20b,	➡	mark <b>A</b> for question 20.
If the student does not find the sentence "Jimmy put his pumpkin on the top of a hill" in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the sentence "Jimmy put his pumpkin on the top of a hill" in Stimulus 20b,	➡	mark <b>B</b> for question 20.
After the teacher repeats the instructions, if the student does not find the sentence "Jimmy put his pumpkin on the top of a hill" in Stimulus 20b,	➡	mark <b>C</b> for question 20.

**TEST  
ADMINISTRATOR  
MANUAL**

**STAAR ALTERNATE 2  
GRADE 3  
Reading  
April 2016**