

TEST ADMINISTRATOR MANUAL

GRADE 4 Reading STAAR Alternate 2

Administered April 2016

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 4 Reading		Cluster 1
Reporting Category 3	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
Knowledge and Skills Statement 4.10	Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	
Essence Statement	Identifies topic and author's purpose in informational texts.	
Item 1 Prerequisite Skill	identify the topic of an informational text heard (K)	
Item 2 Prerequisite Skill	identify the topic of an informational text heard (K)	
Item 3 Prerequisite Skill	identify the topic and explain the author's purpose in writing about the text (1)	
Item 4 Prerequisite Skill	identify the topic and explain the author's purpose in writing the text (2)	

Grade 4 Reading		Cluster 2
Reporting Category 1	Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	
Knowledge and Skills Statement 4.2	Students understand new vocabulary and use it when reading and writing.	
Essence Statement	Identifies new vocabulary words using a variety of strategies.	
Item 5 Prerequisite Skill	attempt to use new vocabulary and grammar in speech (P-K)	
Item 6 Prerequisite Skill	attempt to use new vocabulary and grammar in speech (P-K)	
Item 7 Prerequisite Skill	determine what words mean from how they are used in a sentence, either heard or read (1)	
Item 8 Prerequisite Skill	determine what words mean from how they are used in a sentence, either heard or read (1)	

Grade 4 Reading		Cluster 3
Reporting Category 2	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
Knowledge and Skills Statement 4.14	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.	
Essence Statement	Recognizes that literary media conveys meaning.	
Item 9 Prerequisite Skill	use information learned from books by describing, relating, categorizing, or comparing and contrasting (P-K)	
Item 10 Prerequisite Skill	ask and respond to questions about texts read aloud (K)	
Item 11 Prerequisite Skill	recognize different purposes of media (e.g., informational, entertainment) (with adult assistance) (1)	
Item 12 Prerequisite Skill	recognize different purposes of media (e.g., informational, entertainment) (2)	

Grade 4 Reading		Cluster 4
Reporting Category 3	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
Knowledge and Skills Statement 4.11	Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.	
Essence Statement	Identifies the main idea and supporting details in informational texts.	
Item 13 Prerequisite Skill	use titles and illustrations to make predictions about text (K)	
Item 14 Prerequisite Skill	identify the topic and details in expository text heard or read, referring to the words and/or illustrations (K)	
Item 15 Prerequisite Skill	identify important facts or details in text, heard or read (1)	
Item 16 Prerequisite Skill	locate the facts that are clearly stated in a text (2)	

Grade 4 Reading	Cluster 5
Reporting Category 2	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.
Knowledge and Skills Statement 4.6	Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
Essence Statement	Identifies plot and character interaction in literary texts.
Item 17 Prerequisite Skill	describe characters in a story and the reasons for their actions (K)
Item 18 Prerequisite Skill	describe characters in a story and the reasons for their actions (K)
Item 19 Prerequisite Skill	describe characters in a story and the reasons for their actions and feelings (1)
Item 20 Prerequisite Skill	describe main characters in works of fiction, including their traits, motivations, and feelings (2)

Additional resources for STAAR Alternate 2, including the STAAR Alternate 2 Test Administrator Manual and the STAAR Alternate 2 Educator Guide, are available online: <http://tea.texas.gov/student.assessment/special-ed/staaralt/>

READING

Presentation Instructions for Question 1

- Present Stimulus 1. *Communicate:* **This is an article about a special reading program.**
- Direct the student to the photograph. *Communicate:* **This girl is reading a book to a dog.**
- *Communicate* the title and the text.
- *Communicate:* **Find the girl reading to a dog.**

Stimulus 1



Paws to Read is a program where dogs listen to children read books at the library.



Scoring Instructions

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

Presentation Instructions for Question 2

- Present Stimulus 2a and 2b. *Communicate:* **Here is more of the article “Paws to Read.”**
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b.
- *Communicate:* **Find the boy reading to a dog.**

Stimulus 2a

In the Paws to Read program, children go to the library and sign up to read to a dog. When it is their turn, the children sit with a dog and read their book aloud to the dog.



Stimulus 2b



Scoring Instructions

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

Presentation Instructions for Question 3

- Present Stimulus 3a and 3b. *Communicate:* **Here is more of the article “Paws to Read.”**
- Direct the student to Stimulus 3a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find why children enjoy reading to dogs.**

Stimulus 3a

Even beginning readers like to read to dogs. Learning to read is difficult for some children. It can even be more difficult when other children or adults hear beginning readers make mistakes trying to read words. In the Paws to Read program, the dogs just sit and listen. The dogs never make fun of the readers. The children’s reading improves, and they enjoy reading more.



Stimulus 3b

The children want to help the dogs learn to be good pets.

The teachers want the children to read to dogs.

* The dogs do not care if the children make mistakes.

Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the sentence “The dogs do not care if the children make mistakes” in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find the sentence “The dogs do not care if the children make mistakes” in Stimulus 3b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify what happens in the Paws to Read program. OR • Have the student describe what is happening in the picture. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the sentence “The dogs do not care if the children make mistakes” 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 sentence “The dogs do not care if the children make mistakes” 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 article “Paws to Read.”**
- Direct the student to Stimulus 4a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate:* **Find why the author wrote this article.**

Stimulus 4a

The Paws to Read program has many children excited about reading. Children in the program check out more books from the library and read more. They get to practice reading as many books as they can to a dog that seems happy to listen. Reading to a dog has helped many children improve their reading skills and enjoy reading more.

Stimulus 4b

* to tell people about a program called Paws to Read

to invite children to visit the library

to describe how dogs are trained

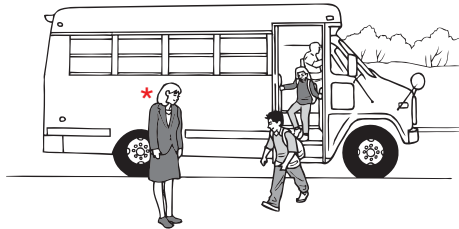
Scoring Instructions

Student Action		Test Administrator Action
If the student finds “to tell people about a program called Paws to Read,”	➡	mark A for question 4 and move to question 5.
If the student does not find “to tell people about a program called Paws to Read,”	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “to tell people about a program called Paws to Read,”	➡	mark B for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find “to tell people about a program called Paws to Read,”	➡	mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- Present Stimulus 5.
- Direct the student to Stimulus 5. *Communicate:* **This is the teacher. These are the students coming to school.**
- Direct the student to the sentence. *Communicate* the text.
- *Communicate:* **Find the teacher who says “Good morning.”**

Stimulus 5



The teacher says, "Good morning."

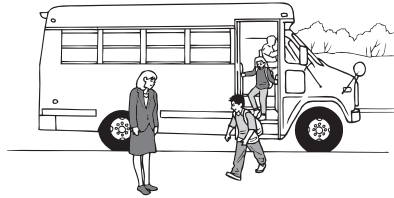
Scoring Instructions

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

Presentation Instructions for Question 6

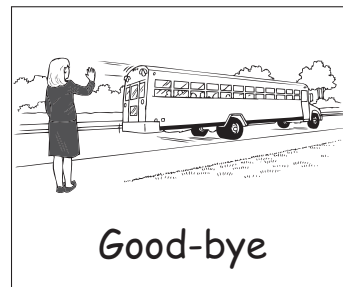
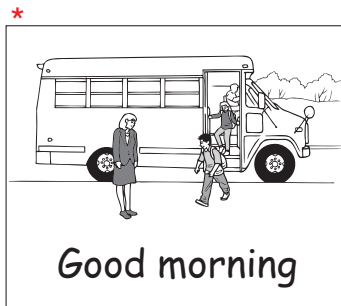
- Present Stimulus 6a and 6b.
- Direct the student to the sentence in Stimulus 6a. Communicate the text.
- Direct the student to each answer choice in Stimulus 6b. Communicate the text in each answer choice.
- Communicate: **Find the words that the teacher says as the students get off the bus.**

Stimulus 6a



The teacher says, "Good morning."

Stimulus 6b



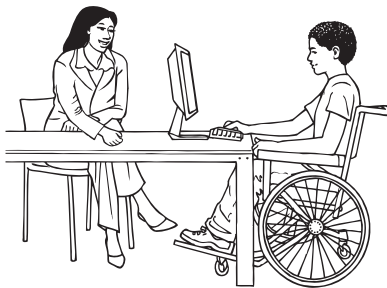
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the words "Good morning" in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find the words "Good morning" in Stimulus 6b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding "Good morning" in Stimulus 6b and communicate "The teacher says, 'Good morning' when the students get off the bus"; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the words "Good morning" in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the words "Good morning" in Stimulus 6b,	➡	mark C for question 6 and move to question 7.

Presentation Instructions for Question 7

- Present Stimulus 7a and 7b.
- Direct the student to the empty box in Stimulus 7a. *Communicate:* **This sentence is missing a word.**
- Communicate the text in Stimulus 7a.
- Direct the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the word that belongs in the empty box.**

Stimulus 7a



The teacher says, "You are doing good on the computer!"

Stimulus 7b

boy

*

work

fun

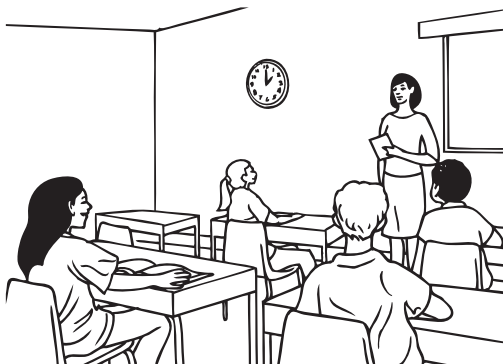
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the word "work,"	➡	mark A for question 7 and move to question 8.
If the student does not find the word "work,"	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify what the student is doing. OR • Read the sentence, inserting each answer choice into the empty box. OR • Highlight the empty box in the sentence. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the word "work,"	➡	mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find the word "work,"	➡	mark C for question 7 and move to question 8.

Presentation Instructions for Question 8

- Present Stimulus 8a and 8b.
- Direct the student to the sentence in Stimulus 8a. Communicate the text, emphasizing the underlined word.
- Direct the student to each answer choice in Stimulus 8b. Communicate the text in each answer choice.
- Communicate: **Find the meaning for the word “recess.”**

Stimulus 8a



The teacher says, “It’s time for recess. Put your books away.”

Stimulus 8b

lunchtime library time ^{*}playtime

Scoring Instructions

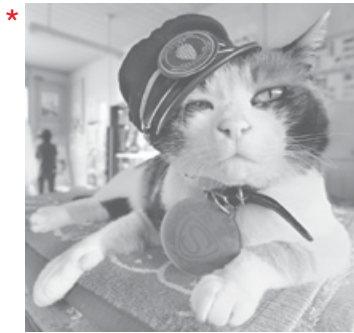
Student Action		Test Administrator Action
If the student finds the word “playtime,”	➡	mark A for question 8 and move to question 9.
If the student does not find the word “playtime,”	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the word “playtime,”	➡	mark B for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find the word “playtime,”	➡	mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- Present Stimulus 9. *Communicate*: **This is an article about a cat that welcomes people to a train station.**
- Direct the student to Stimulus 9. *Communicate* the title and the text.
- *Communicate*: **Find the photograph of the cat that greets people.**

Stimulus 9

A Hardworking Cat



Tama is a cat that greets people at a train station.

Scoring Instructions

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

Presentation Instructions for Question 10

- Present Stimulus 10a and 10b. *Communicate*: **Here is more of the article “A Hardworking Cat.”**
- *Direct* the student to Stimulus 10a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 10b.
- *Communicate*: **Find the photograph of the cat that works at the train station.**

Stimulus 10a

Tama was a cat without a home. Tama now works at a train station. She greets passengers before they get on the train.

Stimulus 10b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the photograph of the cat that works at the train station,	➡	mark A for question 10 and move to question 11.
If the student does not find the photograph of the cat that works at the train station,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the hardworking cat and <i>communicate</i> “This is the photograph of the cat that works at the train station”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the photograph of the cat that works at the train station,	➡	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find the photograph of the cat that works at the train station,	➡	mark C for question 10 and move to question 11.

Presentation Instructions for Question 11

- Present Stimulus 11a and 11b. *Communicate*: **Here is more of the article “A Hardworking Cat.”**
- 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 the sentence that tells about the photograph and supports the story.**

Stimulus 11a

A train company was losing money. Not enough people were riding the trains. The company could no longer pay the people who worked at the station. Now there were no workers left to help the passengers.

Tama was a cat without a home. She liked to watch people at the train station. She also liked the way people getting on the trains petted and talked to her.

Even though the workers were gone, Tama stayed at the train station. She greeted passengers with a soft purr and a warm nuzzle. People wanted to see the sweet cat that was always on duty.

The train company gave Tama a job. Her uniform is a simple black hat. She wears the hat every day at work. Instead of paying with money, the train company pays Tama with cat food.



Stimulus 11b

Tama wore the uniform when she rode the train.

* Tama wore the uniform while working at the train station.

Tama wore the uniform to stay warm inside the train station.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence "Tama wore the uniform while working at the train station" in Stimulus 11b,	➔	mark A for question 11 and move to question 12.
If the student does not find the sentence "Tama wore the uniform while working at the train station" in Stimulus 11b,	➔	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none">• Have the student identify when Tama wears her uniform. OR• Have the student tell what happens in the last paragraph. OR• Have the student tell about the photograph. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the sentence "Tama wore the uniform while working at the train station" 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 "Tama wore the uniform while working at the train station" in Stimulus 11b,	➔	mark C for question 11 and move to question 12.

Presentation Instructions for Question 12

- Present Stimulus 12a and 12b. *Communicate*: **Here is more of the article “A Hardworking Cat.”**
- 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 author used this photograph.**

Stimulus 12a

Tama continues to do her job well. She walks around the station in her uniform and greets the passengers. She lets passengers pet her and take photographs with her. People come to the train station just to see Tama.

When people come to the train station to see Tama, they spend money on train tickets and gifts. This helps the train station. Tama’s hard work has helped the train station stay open.

Tama is famous. Her photograph has been in many newspaper and magazine stories. She has been on TV and in videos. There is even a book called *Diary of Tama, the Station Master*. Life is good for this hardworking cat!



Stimulus 12b

to show how cats look different from other animals

to show that cats like to be around people in a train station

* to show what a special cat that lives in a train station looks like

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “to show what a special cat that lives in a train station looks like” in Stimulus 12b,	➡	mark A for question 12 and move to question 13.
If the student does not find “to show what a special cat that lives in a train station looks like” in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “to show what a special cat that lives in a train station looks like” 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 “to show what a special cat that lives in a train station looks like” in Stimulus 12b,	➡	mark C for question 12 and move to question 13.

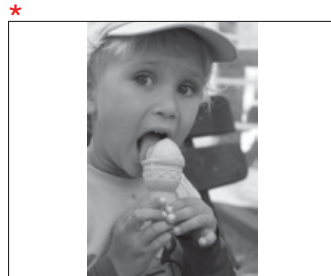
Presentation Instructions for Question 13

- Present Stimulus 13.
- Direct the student to Stimulus 13. *Communicate* the title and the text.
- Direct the student to each answer choice. *Communicate*: **This boy is reading a book. This boy is eating ice cream.**
- *Communicate*: **Find the boy eating ice cream.**

Stimulus 13

The History of Ice Cream

People in the United States eat more ice cream than in any other country in the world.



Scoring Instructions

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

Presentation Instructions for Question 14

- Present Stimulus 14a and 14b. *Communicate:* **Here is more of the article “The History of Ice Cream.”**
- *Direct* the student to Stimulus 14a. *Communicate* the text.
- *Direct* the student to the ice cubes. *Communicate:* **This is ice.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate:* **Ice is needed to make ice cream.**
- *Communicate:* **Find the ice that is needed to make ice cream.**

Stimulus 14a

A long time ago it was not easy to find ice cream. People did not have the ice that was needed to make ice cream.



Stimulus 14b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the ice in Stimulus 14b,	➡	mark A for question 14 and move to question 15.
If the student does not find the ice in Stimulus 14b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the ice in Stimulus 14b and <i>communicate</i> “This is ice that is needed to make ice cream”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the ice in Stimulus 14b,	➡	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the ice 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 of the article “The History of Ice Cream.”**
- *Direct* the student to Stimulus 15a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate*: **Find what helped people get ice cream more easily.**

Stimulus 15a

Even when people had ice, it took a long time to mix the ingredients and wait for the ice cream to freeze before it could be eaten.

Then the ice-cream maker was invented. An ice-cream maker let people make ice cream faster than they could mix it by hand. The machine froze the ice cream as it was being made. The ice-cream maker let people make ice cream in their homes.



Stimulus 15b

fewer
ingredients

cold
ice cubes

*
ice-cream
maker

Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds “ice-cream maker,”	→	mark A for question 15 and move to question 16.
If the student does not find “ice-cream maker,”	→	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify what made ice cream easy to make. OR • Have the student tell about the photograph. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “ice-cream maker,”	→	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “ice-cream maker,”	→	mark C for question 15 and move to question 16.

Presentation Instructions for Question 16

- Present Stimulus 16a and 16b. *Communicate*: **Here is more of the article “The History of Ice Cream.”**
- *Direct* the student to Stimulus 16a. *Communicate* the subtitles and the text.
- *Direct* the student to the stem and each answer choice in Stimulus 16b. *Communicate* the text in the stem and each answer choice.
- *Communicate*: **Find why ice cream was put on a stick.**

Stimulus 16a

Ice-Cream Cones

A man selling waffles at a fair saw that people would buy waffles at his booth and then go to the ice-cream booth. They would drop their ice cream onto his waffles. This gave him the idea of rolling a waffle into a cone shape. He had invented the ice-cream cone!



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Ice-Cream Bars

Years later another man who was a candy maker covered a block of vanilla ice cream with chocolate. His daughter said it was good but too messy. His son had the idea to put the ice cream on a stick like a lollipop. He had invented the first ice-cream bar on a stick.



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Stimulus 16a

Ice-Cream Flavors

Every year ice-cream companies spend lots of time testing new flavors such as Chunky Chocolate and Very Berry. Still, the most popular flavor is vanilla.



© DonnyHart/Book/Thinkstock

Stimulus 16b

Ice cream was put on a stick —

to keep the vanilla ice cream from melting in the waffle

* to make the ice cream covered with chocolate easier to eat

to test the new ice-cream flavors invented each year

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “to make the ice cream covered with chocolate easier to eat” in Stimulus 16b,	➡	mark A for question 16 and move to question 17.
If the student does not find “to make the ice cream covered with chocolate easier to eat” in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “to make the ice cream covered with chocolate easier to eat” 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 “to make the ice cream covered with chocolate easier to eat” in Stimulus 16b,	➡	mark C for question 16 and move to question 17.

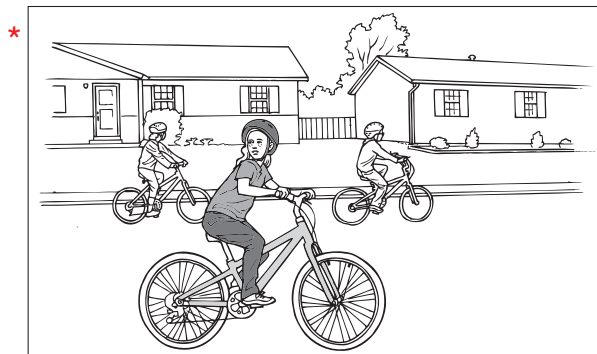
Presentation Instructions for Question 17

- Present Stimulus 17.
- Direct the student to Stimulus 17. Communicate the title and the text.
- Communicate: **Find a girl riding her bike.**

Stimulus 17

Laura's Neighborhood Surprise

Laura rode her bike in her new neighborhood with her new friends.



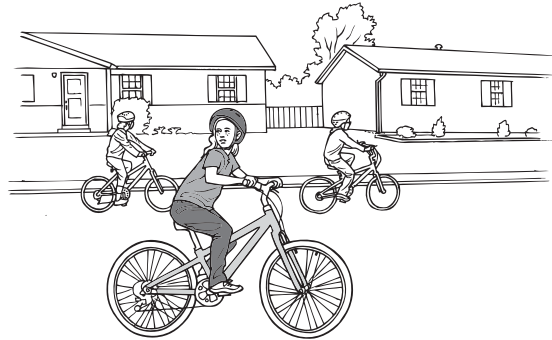
Scoring Instructions

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

Presentation Instructions for Question 18

- Present Stimulus 18a and 18b. *Communicate:* **Here is more of the story “Laura’s Neighborhood Surprise.”**
- Direct the student to Stimulus 18a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 18b. *Communicate:* **This neighbor is mowing the grass. This neighbor is working in the garden.**
- *Communicate:* **Find the neighbor who watches the children from her garden.**

Stimulus 18a



Laura rode on one side of the street.
Christa and Lily rode on the other side.

“I can’t believe you rode on Mrs.
Ryan’s side of the street,” said Christa.

“Mrs. Ryan is a mean woman who
doesn’t like children. She watches us
from her garden every day. She calls
our parents if she sees us do anything
wrong. We’re all afraid of Mrs. Ryan,
and you should be, too,” said Lily.

Stimulus 18b



Scoring Instructions

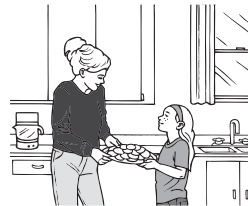
Student Action	→	Test Administrator Action
If the student finds the neighbor in the garden,	→	mark A for question 18 and move to question 19.
If the student does not find the neighbor in the garden,	→	<ul style="list-style-type: none"> • model the desired student action by finding the neighbor in the garden and <i>communicate</i> “This is the neighbor who watches the children from her garden”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the neighbor in the garden,	→	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find the neighbor in the garden,	→	mark C for question 18 and move to question 19.

Presentation Instructions for Question 19

- Present Stimulus 19a and 19b. *Communicate:* **Here is more of the story “Laura’s Neighborhood Surprise.”**
- Direct the student to Stimulus 19a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that shows Laura is afraid of Mrs. Ryan.**

Stimulus 19a

When Laura got home from riding bikes with her friends, Laura’s mother was waiting with a plate of cookies. “Please take these to our neighbor Mrs. Ryan.”



“But my friends say that she doesn’t like children. I’m afraid to go in her yard,” Laura said.

“I met Mrs. Ryan, and she is a nice woman. You should meet her and decide for yourself,” Mom said.

Laura took the cookies to Mrs. Ryan’s house. She tiptoed up the steps and knocked lightly on the door. When no one answered, Laura quickly set the cookies on the doorstep and hurried home.



Stimulus 19b

* Laura quickly left the cookies for Mrs. Ryan and ran home.

Laura took cookies to Mrs. Ryan's house.

Laura told Mrs. Ryan about her friends.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence "Laura quickly left the cookies for Mrs. Ryan and ran home" in Stimulus 19b,	➔	mark A for question 19 and move to question 20.
If the student does not find the sentence "Laura quickly left the cookies for Mrs. Ryan and ran home" in Stimulus 19b,	➔	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none">• Have the student tell what happens in paragraph four. OR• Highlight the verbs in the answer choices. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the sentence "Laura quickly left the cookies for Mrs. Ryan and ran home" in Stimulus 19b,	➔	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find the sentence "Laura quickly left the cookies for Mrs. Ryan and ran home" in Stimulus 19b,	➔	mark C for question 19 and move to question 20.

Presentation Instructions for Question 20

- Present Stimulus 20a and 20b. *Communicate*: Here is the conclusion of the story “Laura’s Neighborhood Surprise.”
- Direct the student to Stimulus 20a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate*: Find why Mrs. Ryan being part of a neighborhood watch is important to the story.

Stimulus 20a

Laura kept thinking about ways to stay away from Mrs. Ryan. But when Laura got home from school, Mrs. Ryan was sitting in her living room.



“I want you to meet Mrs. Ryan,” Mom said. “She said you ran off yesterday before she could thank you for the cookies.”

Mrs. Ryan shook Laura’s hand. “It’s nice to meet you. I think you will like living on this street. There are several children about your age to play with.

“When I am working in my garden, their laughter reminds me of when my own children were small,” Mrs. Ryan said.

“But the girls said you don’t like children and that you tattle on them all the time,” Laura said.

Stimulus 20a

Mrs. Ryan smiled. "I can understand why they might think that. I am part of the neighborhood watch. Their parents asked me to let them know if their children were in danger."



Laura had seen the signs for a neighborhood watch on their new street. Now it all made sense. She smiled at Mrs. Ryan.

"I hope you like your cookies." Laura couldn't wait to share the news about her neighbor with her new friends.

Stimulus 20b

It tells why Laura is afraid of talking to Mrs. Ryan.

It tells why Laura's mom wants to give Mrs. Ryan cookies.

* It tells why Mrs. Ryan checks on the children.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence “It tells why Mrs. Ryan checks on the children” in Stimulus 20b,	➡	mark A for question 20.
If the student does not find the sentence “It tells why Mrs. Ryan checks on the children” in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the sentence “It tells why Mrs. Ryan checks on the children” in Stimulus 20b,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find the sentence “It tells why Mrs. Ryan checks on the children” in Stimulus 20b,	➡	mark C for question 20.

**TEST
ADMINISTRATOR
MANUAL**

**STAAR ALTERNATE 2
GRADE 4
Reading
April 2016**