

TEST ADMINISTRATOR MANUAL

U.S. History

STAAR Alternate 2

Administered April 2019

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

United States History		Cluster 1
Reporting Category 2	Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history.	
Knowledge and Skills Statement USH 13	The student understands the causes and effects of migration and immigration on American society.	
Essence Statement	Recognizes the causes and effects of migration and immigration on American society.	
Item 1 Prerequisite Skill	Identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns (2)	
Item 2 Prerequisite Skill	Identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns (2)	
Item 3 Prerequisite Skill	Describe and explain the location and distribution of various towns and cities in Texas, past and present (4)	
Item 4 Prerequisite Skill	Identify and describe the types of settlement and patterns of land use in the United States (5)	

United States History		Cluster 2
Reporting Category 3	Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.	
Knowledge and Skills Statement USH 21	The student understands the impact of constitutional issues on American society.	
Essence Statement	Recognizes the impact of constitutional issues on American society.	
Item 5 Prerequisite Skill	Identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights (3)	
Item 6 Prerequisite Skill	Identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights (3)	
Item 7 Prerequisite Skill	Compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights (7)	
Item 8 Prerequisite Skill	Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights (8)	

United States History		Cluster 3
Reporting Category 3	Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.	
Knowledge and Skills Statement USH 19	The student understands changes over time in the role of government.	
Essence Statement	Recognizes the impact of changes over time in the role of government.	
Item 9 Prerequisite Skill	Identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions (2)	
Item 10 Prerequisite Skill	Identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions (2)	
Item 11 Prerequisite Skill	Identify and compare the systems of government of early European colonists, including representative government and monarchy (5)	
Item 12 Prerequisite Skill	Identify and give examples of governments with rule by one, few, or many (6)	

United States History		Cluster 4
Reporting Category 1	History: The student will demonstrate an understanding of issues and events in U.S. history.	
Knowledge and Skills Statement USH 9	The student understands the impact of the American civil rights movement.	
Essence Statement	Recognizes the impact of the American civil rights movement.	
Item 13 Prerequisite Skill	Identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation (1)	
Item 14 Prerequisite Skill	Identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation (1)	
Item 15 Prerequisite Skill	Identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics (5)	
Item 16 Prerequisite Skill	Evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present (6)	

United States History		Cluster 5
Reporting Category 4	Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on U.S. history.	
Knowledge and Skills Statement USH 27	The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States.	
Essence Statement	Recognizes the impact of scientific discoveries, technological innovations, and the free enterprise system on U.S. economic development.	
Item 17 Prerequisite Skill	Describe how science and technology change communication, transportation, and recreation (2)	
Item 18 Prerequisite Skill	Describe how science and technology change communication, transportation, and recreation (2)	
Item 19 Prerequisite Skill	Identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program (5)	
Item 20 Prerequisite Skill	Explain how technological innovations brought about economic growth such as how the factory system contributed to rapid industrialization and the Transcontinental Railroad led to the opening of the west (8)	

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/>

U.S. HISTORY

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate*: **This is an urban community. An urban community is a town or city that is usually crowded and busy.**
- *Communicate*: **Find the urban community.**

Stimulus 1



Scoring Instructions

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

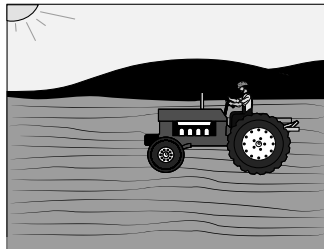
Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. *Communicate:* **This is an urban community. In urban communities many people work in offices or factories.**
- Direct the student to each answer choice in Stimulus 2b. *Communicate:* **This is a worker on a farm. This is a worker in an office.**
- *Communicate:* **Find the worker in an urban community.**

Stimulus 2a



Stimulus 2b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the woman working in an office in Stimulus 2b,	➡ mark A for question 2 and move to question 3.
If the student does not find the woman working in an office in Stimulus 2b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the woman working in an office in Stimulus 2b and <i>communicate</i> “This worker is in an urban community”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the woman working in an office in Stimulus 2b,	➡ mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the woman working in an office in Stimulus 2b,	➡ 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:* **This map shows some of the largest cities in Texas.** *Communicate* the text in Stimulus 3a.
- Direct the student to Houston on the map in Stimulus 3a. *Communicate:* **This is the city of Houston.**
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that tells the location of Houston on the map.**

Stimulus 3a



Stimulus 3b

* Houston is in East Texas.

Houston is in West Texas.

Houston is in North Texas.

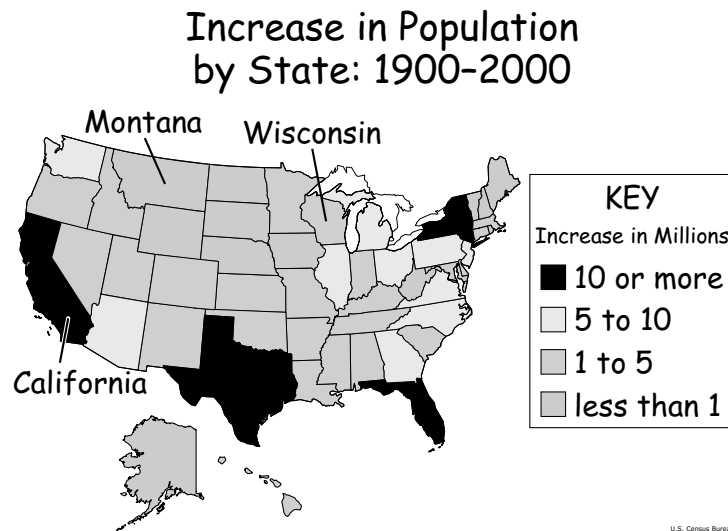
Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Houston is in East Texas" in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find "Houston is in East Texas" in Stimulus 3b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight the location of Houston on the map in Stimulus 3a. OR • Highlight the directions of north, south, east, and west on the compass rose in Stimulus 3a. OR • Highlight the compass rose in Stimulus 3a. OR • Highlight "East," "West," and "North" in Stimulus 3b. OR • Have the student identify what the letters on the compass rose stand for. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds "Houston is in East Texas" in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "Houston is in East Texas" in Stimulus 3b,	➡	mark C for question 3 and move to question 4.

Presentation Instructions for Question 4

- Present Stimulus 4a and 4b.
- Direct the student to Stimulus 4a. *Communicate*: **This map is about population changes in the United States. It shows how much the population increased in each state from 1900 to 2000.** *Communicate* the title, text, and key in Stimulus 4a.
- Direct the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the state that had the largest increase in population.**

Stimulus 4a



Stimulus 4b

Montana

* California

Wisconsin

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "California" in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find "California" in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "California" 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 "California" in Stimulus 4b,	➡	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:* **The U.S. Constitution created the current government of the United States.**
- *Communicate:* **Find the U.S. Constitution.**

Stimulus 5



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the U.S. Constitution,	➡	mark A for question 5 and move to question 6.
If the student does not find the U.S. Constitution,	➡	<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 U.S. Constitution,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the U.S. Constitution,	➡	mark C 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 Founding Fathers added the Bill of Rights to the U.S. Constitution. The Bill of Rights protects rights such as freedom of speech and freedom of religion.**
 - *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **These citizens are participating in a peaceful protest. These citizens are watching a movie.**
 - *Communicate:* **Find the citizens using their right to free speech.**
-

Stimulus 6a



Stimulus 6b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the citizens using their right to free speech in Stimulus 6b,	➡ mark A for question 6 and move to question 7.
If the student does not find the citizens using their right to free speech in Stimulus 6b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the citizens using their right to free speech in Stimulus 6b and <i>communicate</i> “These citizens are using their right to free speech”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the citizens using their right to free speech in Stimulus 6b,	➡ mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the citizens using their right to free speech 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 Stimulus 7a. *Communicate:* **This is a table that compares the Texas Constitution with the U.S. Constitution.** *Communicate* the information in the table.
- Direct the student to the empty box in the table in Stimulus 7a. *Communicate:* **The person who leads the executive branch under the Texas Constitution is missing.**
- Direct the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the person who leads the executive branch under the Texas Constitution.**

Stimulus 7a

Branch of Government	Texas Constitution	U.S. Constitution
Executive		President
Legislative	Legislature	Congress
Judicial	Supreme Court	Supreme Court

Stimulus 7b

Mayor

* Governor

Lawyer

Scoring Instructions

Student Action	Test Administrator Action
If the student finds "Governor" in Stimulus 7b,	➡ mark A for question 7 and move to question 8.
If the student does not find "Governor" in Stimulus 7b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Identify the role of each person in the answer choices in Stimulus 7b. OR • Have the student identify the differences between the Texas Constitution and the U.S. Constitution. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Governor" in Stimulus 7b,	➡ mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find "Governor" in Stimulus 7b,	➡ mark C for question 7 and move to question 8.

Presentation Instructions for Question 8

- *Present* Stimulus 8a and 8b.
- *Direct* the student to Stimulus 8a. *Communicate*: **These words are from the U.S. Constitution.** *Communicate* the text in the excerpt.
- *Direct* the student to the stem and each answer choice in Stimulus 8b. *Communicate* the text in the stem and each answer choice.
- *Communicate*: **Find the government principle that completes the sentence.**

Stimulus 8a

"Every Bill which shall have passed the House of Representatives and the Senate, shall, before it become a Law, be presented to the President of the United States; If he approve he shall sign it, but if not he shall return it. . . ."

—U.S. Constitution

Stimulus 8b

These words from the U.S. Constitution are an example of —

* checks and balances

federalism

popular sovereignty

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "checks and balances" in Stimulus 8b,	➡	mark A for question 8 and move to question 9.
If the student does not find "checks and balances" in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "checks and balances" 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 "checks and balances" in Stimulus 8b,	➡	mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to Stimulus 9. *Communicate*: **This citizen is sending an e-mail message to her government representative about an issue. This citizen is talking on the phone to her friend about her new job.**
- *Communicate*: **Find the citizen sending an e-mail message to her government representative.**

Stimulus 9



Scoring Instructions	
Student Action	Test Administrator Action
If the student finds the citizen sending an e-mail message to her representative,	➡ mark A for question 9 and move to question 10.
If the student does not find the citizen sending an e-mail message to her representative,	➡ <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 citizen sending an e-mail message to her representative,	➡ mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the citizen sending an e-mail message to her representative,	➡ mark C 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*: **Citizens can contact their government representative after learning about a government issue that is important to them.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate*: **This citizen is reading a grocery store ad. This citizen is reading about a transportation bill.** *Communicate* the text in each answer choice.
- *Communicate*: **Find the citizen learning about a government issue.**

Stimulus 10a



Stimulus 10b



*



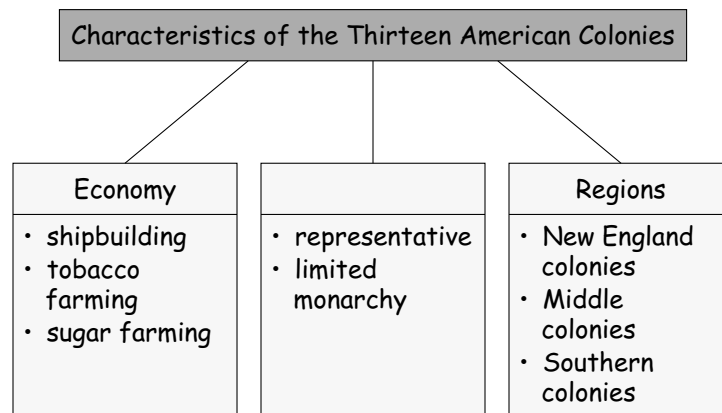
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the citizen reading about a transportation bill in Stimulus 10b,	➔	mark A for question 10 and move to question 11.
If the student does not find the citizen reading about a transportation bill in Stimulus 10b,	➔	<ul style="list-style-type: none"> • model the desired student action by finding the citizen reading about a transportation bill in Stimulus 10b and <i>communicate</i> “This citizen is learning about a government issue”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the citizen reading about a transportation bill in Stimulus 10b,	➔	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find the citizen reading about a transportation bill in Stimulus 10b,	➔	mark C for question 10 and move to question 11.

Presentation Instructions for Question 11

- Present Stimulus 11a and 11b.
- Direct the student to Stimulus 11a. *Communicate:* **This graphic organizer shows some of the characteristics of the thirteen American colonies.** *Communicate* the text in Stimulus 11a.
- Direct the student to the empty box in the graphic organizer in Stimulus 11a. *Communicate:* **One of the words is missing.**
- Direct the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the word that completes the graphic organizer.**

Stimulus 11a



Stimulus 11b

Religion

* Government

Entertainment

Scoring Instructions

Student Action	Test Administrator Action
If the student finds "Government" in Stimulus 11b,	➡ mark A for question 11 and move to question 12.
If the student does not find "Government" in Stimulus 11b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Define each term in the answer choices in Stimulus 11b. OR • Have the student identify how the American colonies were governed. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Government" in Stimulus 11b,	➡ mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "Government" in Stimulus 11b,	➡ mark C for question 11 and move to question 12.

Presentation Instructions for Question 12

- Present Stimulus 12a and 12b.
- Direct the student to Stimulus 12a. *Communicate:* **This table gives some examples of types of governments in some countries around the world.** *Communicate* the text in Stimulus 12a.
- Direct the student to the empty box in Stimulus 12a. *Communicate:* **One of the types of governments is missing.**
- Direct the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the type of government that is missing.**

Stimulus 12a

Types of Governments

oligarchy	governed by a small group of people
monarchy	governed by a king or queen
	governed by one person with total power

Stimulus 12b

*

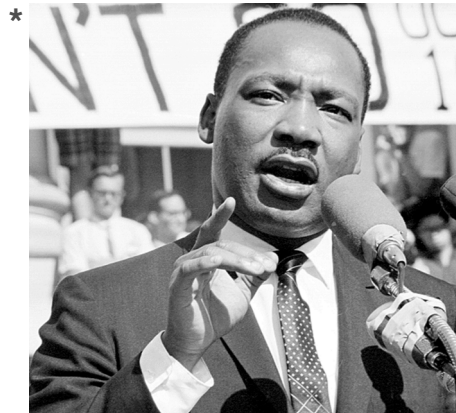
Scoring Instructions

Student Action		Test Administrator Action
If the student finds "dictatorship" in Stimulus 12b,	➡	mark A for question 12 and move to question 13.
If the student does not find "dictatorship" in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "dictatorship" 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 "dictatorship" 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*: **This is Martin Luther King, Jr. He was an important civil rights leader.**
- *Communicate*: **Find Martin Luther King, Jr.**

Stimulus 13



Scoring Instructions

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

Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b.
- *Direct* the student to Stimulus 14a. *Communicate*: **Martin Luther King, Jr., was put in jail for advocating for civil rights. When he was in jail, he wrote what is called the “Letter from Birmingham Jail.”** *Communicate* the text in Stimulus 14a.
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the type of injustice that Martin Luther King, Jr., wrote about in this letter.**

Stimulus 14a



“I am in Birmingham because injustice is here. . . . Injustice anywhere is a threat to justice everywhere.”

Stimulus 14b

*

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “racial discrimination” in Stimulus 14b,	➡ mark A for question 14 and move to question 15.
If the student does not find “racial discrimination” in Stimulus 14b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding “racial discrimination” in Stimulus 14b and <i>communicate</i> “This is the type of injustice Martin Luther King, Jr., wrote about in this letter”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “racial discrimination” in Stimulus 14b,	➡ mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find “racial discrimination” in Stimulus 14b,	➡ mark C for question 14 and move to question 15.

Presentation Instructions for Question 15

- *Present* Stimulus 15a and 15b.
- *Direct* the student to Stimulus 15a. *Communicate*: **This is Rosa Parks. She was part of the Civil Rights movement. This is a quote from Rosa Parks.** *Communicate* the text in the quotation in Stimulus 15a.
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate*: **Find how Rosa Parks advocated for civil rights.**

Stimulus 15a



"I was arrested . . . for refusing to stand up on the orders of the bus driver, after the white seats had been occupied in the front. . . ."

—Rosa Parks

Stimulus 15b

*

by refusing to give up her seat

by refusing to wait at the bus stop

by refusing to walk places

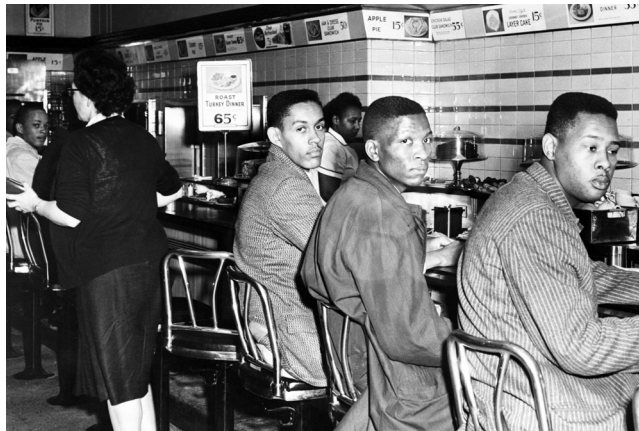
Scoring Instructions

Student Action	Test Administrator Action
If the student finds “by refusing to give up her seat” in Stimulus 15b,	➡ mark A for question 15 and move to question 16.
If the student does not find “by refusing to give up her seat” in Stimulus 15b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight “refusing to stand” in the quotation in Stimulus 15a. OR • Identify ways that people can advocate for civil rights. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “by refusing to give up her seat” in Stimulus 15b,	➡ mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “by refusing to give up her seat” in Stimulus 15b,	➡ mark C for question 15 and move to question 16.

Presentation Instructions for Question 16

- *Present* Stimulus 16a and 16b.
- *Direct* the student to Stimulus 16a. *Communicate*: **These are African American students sitting at a lunch counter in North Carolina in 1960. They sat in a whites-only area.**
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate*: **Find how these students helped make political and social changes in the United States.**

Stimulus 16a



Stimulus 16b

by working in the restaurant

by trying new types of foods

* by working to end discrimination

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “by working to end discrimination” in Stimulus 16b,	➡ mark A for question 16 and move to question 17.
If the student does not find “by working to end discrimination” in Stimulus 16b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “by working to end discrimination” 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 “by working to end discrimination” 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 Transcontinental Railroad connected the eastern and western United States.**
- *Communicate*: **Find the train on the Transcontinental Railroad.**

Stimulus 17



Scoring Instructions

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

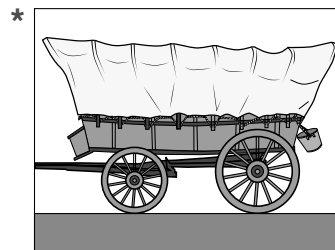
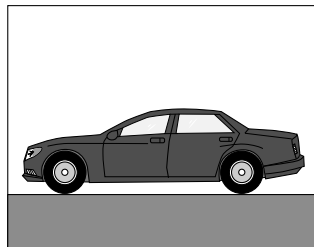
Presentation Instructions for Question 18

- *Present* Stimulus 18a and 18b.
- *Direct* the student to Stimulus 18a. *Communicate*: **The railroad made it much faster for Americans to travel long distances across the country.**
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate*: **This is a car. This is a covered wagon.**
- *Communicate*: **Find the way most Americans traveled long distances before the railroad.**

Stimulus 18a



Stimulus 18b



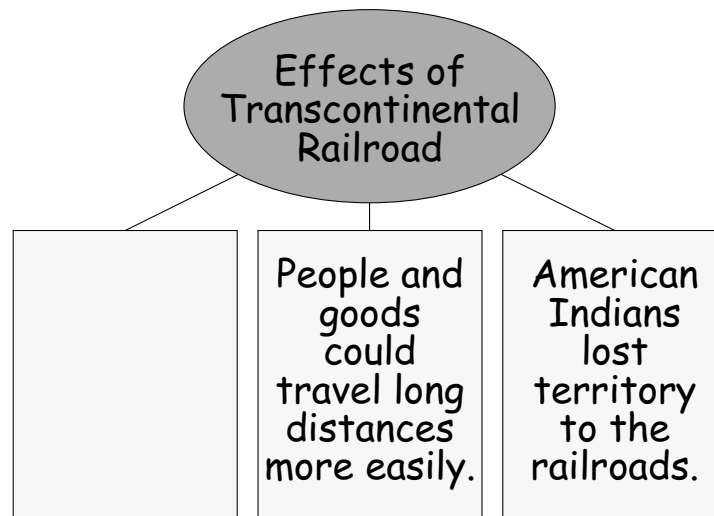
Scoring Instructions

Student Action	Test Administrator Action
If the student finds the covered wagon in Stimulus 18b,	➔ mark A for question 18 and move to question 19.
If the student does not find the covered wagon in Stimulus 18b,	➔ <ul style="list-style-type: none"> • model the desired student action by finding the covered wagon in Stimulus 18b and <i>communicate</i> “This is the way most Americans traveled long distances before the railroad”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the covered wagon in Stimulus 18b,	➔ mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find the covered wagon in Stimulus 18b,	➔ mark C for question 18 and move to question 19.

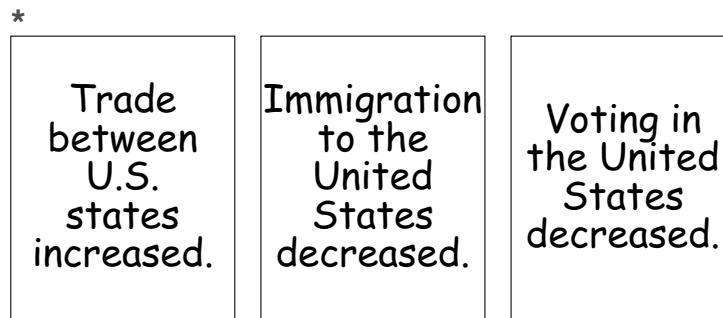
Presentation Instructions for Question 19

- Present Stimulus 19a and 19b.
- Direct the student to Stimulus 19a. *Communicate*: **This graphic organizer shows some effects of the Transcontinental Railroad.** *Communicate* the information in the graphic organizer.
- Direct the student to the empty box in the graphic organizer in Stimulus 19a. *Communicate*: **One of the effects of the Transcontinental Railroad is missing.**
- Direct the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the effect that completes this graphic organizer.**

Stimulus 19a



Stimulus 19b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Trade between U.S. states increased” in Stimulus 19b,	➡	mark A for question 19 and move to question 20.
If the student does not find “Trade between U.S. states increased” in Stimulus 19b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify how the Transcontinental Railroad affected the economic development of the United States. OR • Highlight “People and goods could travel long distances” in the middle box in the graphic organizer in Stimulus 19a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Trade between U.S. states increased” in Stimulus 19b,	➡	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “Trade between U.S. states increased” in Stimulus 19b,	➡	mark C for question 19 and move to question 20.

Presentation Instructions for Question 20

- *Present* Stimulus 20a and 20b.
- *Direct* the student to Stimulus 20a. *Communicate*: **This map shows the route of the Transcontinental Railroad from New York to California and cities along the route.** *Communicate* the information on the map.
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that explains how the Transcontinental Railroad affected the cities along the route.**

Stimulus 20a

Route of the Transcontinental Railroad



Stimulus 20b

The Transcontinental Railroad caused a decrease in trade among the cities.

* The Transcontinental Railroad caused an increase in the population of the cities.

The Transcontinental Railroad caused a decrease in immigration to the cities.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “The Transcontinental Railroad caused an increase in the population of the cities” in Stimulus 20b,	➡ mark A for question 20.
If the student does not find “The Transcontinental Railroad caused an increase in the population of the cities” in Stimulus 20b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The Transcontinental Railroad caused an increase in the population of the cities” in Stimulus 20b,	➡ mark B for question 20.
After the teacher repeats the instructions, if the student does not find “The Transcontinental Railroad caused an increase in the population of the cities” in Stimulus 20b,	➡ mark C for question 20.

**TEST
ADMINISTRATOR
MANUAL**

**STAAR ALTERNATE 2
U.S. History**

April 2019