



State of Texas Assessments of Academic Readiness

# **TEST INSTRUCTIONS**

## **GRADE 8 Social Studies STAAR Alternate 2**

**Administered Spring 2025**

**RELEASED**



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

<b>Social Studies Grade 8</b>		<b>Cluster 1</b>
<b>Reporting Category 4</b>	Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.	
<b>Knowledge and Skills Statement 8.28</b>	The student understands the impact of scientific discoveries and technological innovations on daily life in the United States.	
<b>Essence Statement</b>	Recognizes the impact of scientific discoveries and technological innovations on daily life in the United States.	
<b>Item 1 Prerequisite Skill</b>	explain how science and technology have affected the ways in which people meet basic needs (2)	
<b>Item 2 Prerequisite Skill</b>	explain how science and technology have affected the ways in which people meet basic needs (2)	
<b>Item 3 Prerequisite Skill</b>	identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions (4)	
<b>Item 4 Prerequisite Skill</b>	explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States (5)	

<b>Social Studies Grade 8</b>		<b>Cluster 2</b>
<b>Reporting Category 2</b>	Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.	
<b>Knowledge and Skills Statement 8.11</b>	The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century.	
<b>Essence Statement</b>	Recognizes the physical characteristics of North America and how humans adapted to and modified the environment.	
<b>Item 5 Prerequisite Skill</b>	identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil (2)	
<b>Item 6 Prerequisite Skill</b>	identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil (2)	
<b>Item 7 Prerequisite Skill</b>	identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains (3)	
<b>Item 8 Prerequisite Skill</b>	explain the geographic factors that influence patterns of settlement and the distribution of population in the United States (5)	

<b>Social Studies Grade 8</b>		<b>Cluster 3</b>
<b>Reporting Category 1</b>	History: The student will demonstrate an understanding of issues and events in U.S. history.	
<b>Knowledge and Skills Statement 8.1</b>	The student understands traditional historical points of reference in U.S. history through 1877.	
<b>Essence Statement</b>	Recognizes important dates and time periods in U.S. history through 1877.	
<b>Item 9 Prerequisite Skill</b>	sequence and categorize information (K–1)	
<b>Item 10 Prerequisite Skill</b>	sequence and categorize information (K–1)	
<b>Item 11 Prerequisite Skill</b>	organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps (4–5)	
<b>Item 12 Prerequisite Skill</b>	analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (4–5)	

Social Studies Grade 8		Cluster 4
<b>Reporting Category 1</b>	History: The student will demonstrate an understanding of issues and events in U.S. history.	
<b>Knowledge and Skills Statement 8.3</b>	The student understands the foundations of representative government in the United States.	
<b>Essence Statement</b>	Recognizes the foundations of representative government in the United States.	
<b>Item 13 Prerequisite Skill</b>	describe how people and events have influenced local community history (2)	
<b>Item 14 Prerequisite Skill</b>	describe how people and events have influenced local community history (2)	
<b>Item 15 Prerequisite Skill</b>	compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation (3)	
<b>Item 16 Prerequisite Skill</b>	describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present (6)	

Social Studies Grade 8		Cluster 5
<b>Reporting Category 3</b>	Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.	
<b>Knowledge and Skills Statement 8.22</b>	The student understands the importance of effective leadership in a constitutional republic.	
<b>Essence Statement</b>	Recognizes the importance of effective leadership and the contributions of significant leaders of the United States.	
<b>Item 17 Prerequisite Skill</b>	identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting (1–3)	
<b>Item 18 Prerequisite Skill</b>	identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting (1–3)	
<b>Item 19 Prerequisite Skill</b>	identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship (3)	
<b>Item 20 Prerequisite Skill</b>	identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Henry B. González, Wallace Jefferson, and other local individuals (4)	





# SOCIAL STUDIES





## Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate:* **This is an elevator from the 1800s. Elevators are machines that can be used to raise or lower people or objects.**
- *Communicate:* **Find the elevator from the 1800s.**

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### Stimulus 1



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Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the elevator,	➡	mark <b>A</b> for question 1 and move to question 2.
If the student does not find the elevator,	➡	<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 elevator,	➡	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 elevator,	➡	mark <b>C</b> for question 1 and move to question 2.

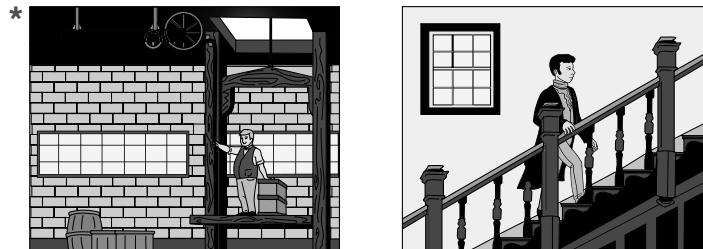
## Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b.
  - *Direct* the student to Stimulus 2a. *Communicate:* **This is an elevator from the 1800s. Before the elevator, people could only use stairs to travel between stories in a building.**
  - *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **This person is using an elevator to travel between stories. This is a person using stairs to travel between stories.**
  - *Communicate:* **Find the person using an elevator to travel between stories.**
- 

Stimulus 2a



Stimulus 2b

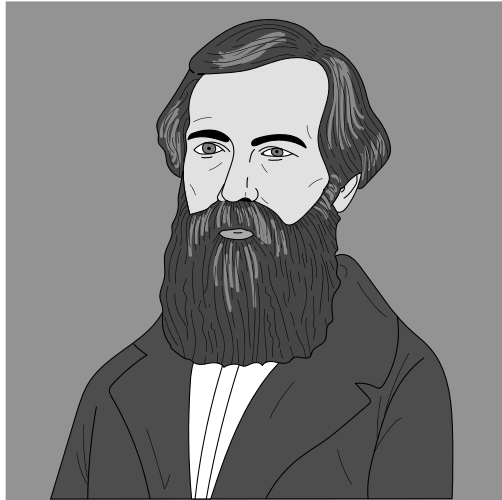


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the person using an elevator to travel in Stimulus 2b,	➡	mark <b>A</b> for question 2 and move to question 3.
If the student does not find the person using an elevator to travel in Stimulus 2b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the person using an elevator to travel in Stimulus 2b and <i>communicate</i> <b>“This person is using an elevator to travel between stories”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the person using an elevator to travel 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 person using an elevator to travel 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 Stimulus 3a. *Communicate*: **This is Elisha Otis. He invented a device that kept the elevator from falling if the cable broke.**
  - *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
  - *Communicate*: **Find how Elisha Otis improved elevators.**
- 

#### Stimulus 3a



#### Stimulus 3b

Elisha Otis made elevators —

quieter

faster

\* safer

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## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “safer” in Stimulus 3b,	➡	mark <b>A</b> for question 3 and move to question 4.
If the student does not find “safer” in Stimulus 3b,	➡	<p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Have the student describe Elisha Otis's invention. <b>OR</b></li> <li>• Describe the purpose of a cable in an elevator.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “safer” in Stimulus 3b,	➡	mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “safer” in Stimulus 3b,	➡	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 Stimulus 4a. *Communicate*: During the 1800s, many people moved to large cities. As more people moved to cities, there was less land available for people to use.
  - *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
  - *Communicate*: Find how elevators helped cities grow when there was limited land available.
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### Stimulus 4a



### Stimulus 4b

\* Taller buildings could be built because of elevators.

Less expensive buildings could be built because of elevators.

Safer buildings could be built because of elevators.

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## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Taller buildings could be built because of elevators” in Stimulus 4b,	➡	mark <b>A</b> for question 4 and move to question 5.
If the student does not find “Taller buildings could be built because of elevators” in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Taller buildings could be built because of elevators” in Stimulus 4b,	➡	mark <b>B</b> for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find “Taller buildings could be built because of elevators” in Stimulus 4b,	➡	mark <b>C</b> 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 a log cabin. Some pioneers built log cabins as they moved west.**
- *Communicate:* **Find the log cabin.**

### Stimulus 5



### Scoring Instructions

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



## Presentation Instructions for Question 6

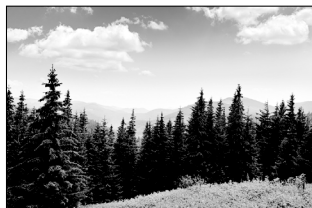
- *Present* Stimulus 6a and 6b.
- *Direct* the student to Stimulus 6a. *Communicate*: **This is a log cabin made out of logs from trees. Pioneers adapted to their environment by building their homes from materials they could find nearby.**
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate*: **This is a forest. This is a desert.**
- *Communicate*: **Find the environment where pioneers built log cabins.**

Stimulus 6a



Stimulus 6b

★



### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the forest in Stimulus 6b,	➡	mark <b>A</b> for question 6 and move to question 7.
If the student does not find the forest in Stimulus 6b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the forest in Stimulus 6b and <i>communicate</i> “<b>This is a forest where pioneers built log cabins</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the forest 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 forest 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.
- *Direct* the student to Stimulus 7a. *Communicate*: **This is a sod house built by pioneers on the Great Plains. Because there were very few trees on the Great Plains, pioneers used large pieces of earth called sod to make homes.**
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate*: **Find how pioneers on the Great Plains adapted to their physical environment.**

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### Stimulus 7a



### Stimulus 7b

Pioneers adapted to their physical environment by —

making tools with metal

catching fish in the ocean

\* using local materials for building

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Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “using local materials for building” in Stimulus 7b,	➡	mark <b>A</b> for question 7 and move to question 8.
If the student does not find “using local materials for building” in Stimulus 7b,	➡	<p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Have the student describe the photograph in Stimulus 7a. <b>OR</b></li> <li>• Define “sod.” <b>OR</b></li> <li>• Highlight “making tools,” “catching fish,” and “using local materials” in Stimulus 7b.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “using local materials for building” in Stimulus 7b,	➡	mark <b>B</b> for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “using local materials for building” in Stimulus 7b,	➡	mark <b>C</b> 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*: During the 1800s, many people began to move to the western part of the United States. This time period is known as Westward Expansion.
  - *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
  - *Communicate*: Find one reason people moved west.
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### Stimulus 8a



### Stimulus 8b

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The land was good for ranching and farming in the West.

The weather was warm all year round in the West.

There were more cities and railroads in the West.

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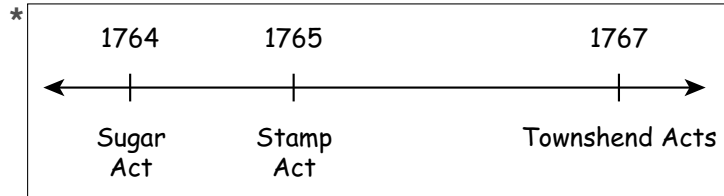
## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “The land was good for ranching and farming in the West” in Stimulus 8b,	➡	mark <b>A</b> for question 8 and move to question 9.
If the student does not find “The land was good for ranching and farming in the West” in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The land was good for ranching and farming in the West” in Stimulus 8b,	➡	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 land was good for ranching and farming in the West” in Stimulus 8b,	➡	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*: **This time line shows events from U.S. history in the order they happened.**
- *Communicate* the information in the time line.
- *Communicate*: **Find the time line.**

### Stimulus 9

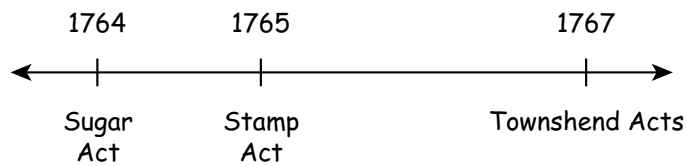


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the time line,	➡	mark <b>A</b> for question 9 and move to question 10.
If the student does not find the time line,	➡	<ul style="list-style-type: none"> <li>• remove the stimulus;</li> <li>• wait at least five seconds; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After the five-second wait time, if the student finds the time line,	➡	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 time line,	➡	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:* **This time line shows events from U.S. history in the order they happened.**
- *Direct* the student to each part of the time line in Stimulus 10a. *Communicate:* **The Sugar Act happened in 1764. The Stamp Act happened in 1765. The Townshend Acts happened in 1767.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate:* **Sugar Act. Stamp Act.**
- *Communicate:* **Find the event that happened in 1764.**

### Stimulus 10a



### Stimulus 10b

\* Sugar Act

Stamp Act

## Scoring Instructions

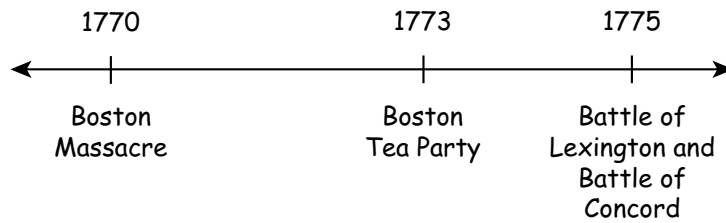
Student Action		Test Administrator Action
If the student finds "Sugar Act" in Stimulus 10b,	➡	mark <b>A</b> for question 10 and move to question 11.
If the student does not find "Sugar Act" in Stimulus 10b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding "Sugar Act" in Stimulus 10b and <i>communicate</i> <b>"This is the event that happened in 1764"</b>;</li> <li>and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds "Sugar Act" in Stimulus 10b,	➡	mark <b>B</b> for question 10 and move to question 11.
After teacher modeling, if the student does not find "Sugar Act" in Stimulus 10b,	➡	mark <b>C</b> for question 10 and move to question 11.

## Presentation Instructions for Question 11

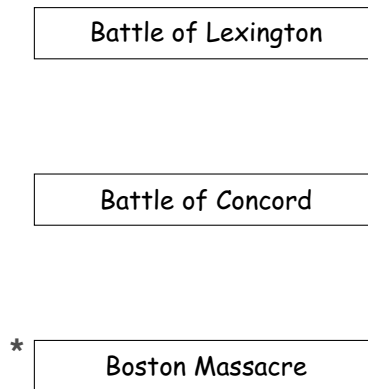
- *Present* Stimulus 11a and 11b.
- *Direct* the student to Stimulus 11a. *Communicate*: **This time line shows events from U.S. history in the order they happened.**
- *Direct* the student to each part of the time line in Stimulus 11a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the event that happened before the Boston Tea Party.**

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### Stimulus 11a



### Stimulus 11b





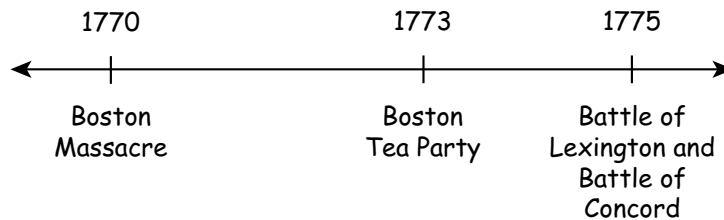
## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Boston Massacre” in Stimulus 11b,	➡	mark <b>A</b> for question 11 and move to question 12.
If the student does not find “Boston Massacre” in Stimulus 11b,	➡	<p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Highlight the events on the time line in Stimulus 11a. <b>OR</b></li> <li>• Have the student tell the difference between “before” and “after.”</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Boston Massacre” in Stimulus 11b,	➡	mark <b>B</b> for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “Boston Massacre” in Stimulus 11b,	➡	mark <b>C</b> 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 time line shows events from U.S. history in the order they happened.**
- *Direct* the student to each part of the time line. *Communicate* the text.
- *Direct* the student to the stem and each answer choice in Stimulus 12b. *Communicate* the text in the stem and each answer choice.
- *Communicate:* **Find how the events shown on the time line are important in U.S. history.**

### Stimulus 12a



### Stimulus 12b

The time line shows events that —

\* led to the American Revolution

were the result of the American Revolution

led to the Civil War

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds “led to the American Revolution” in Stimulus 12b,	➡	mark <b>A</b> for question 12 and move to question 13.
If the student does not find “led to the American Revolution” in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “led to the American Revolution” in Stimulus 12b,	➡	mark <b>B</b> for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find “led to the American Revolution” in Stimulus 12b,	➡	mark <b>C</b> for question 12 and move to question 13.

## Presentation Instructions for Question 13

- *Present* Stimulus 13.
- *Direct* the student to Stimulus 13. *Communicate:* These are colonists on a ship called the **Mayflower**. In 1620, colonists from England traveled to America on the **Mayflower**.
- *Communicate:* Find the colonists on the **Mayflower**.

### Stimulus 13



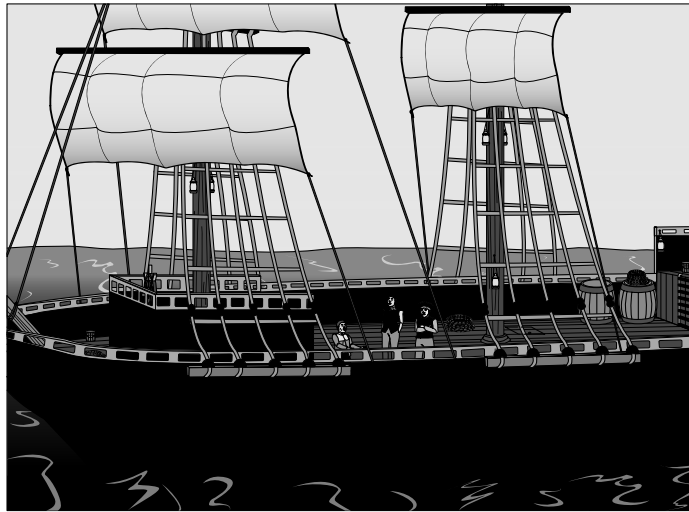
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the colonists on the <i>Mayflower</i> ,	➡	mark <b>A</b> for question 13 and move to question 14.
If the student does not find the colonists on the <i>Mayflower</i> ,	➡	<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 colonists on the <i>Mayflower</i> ,	➡	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 colonists on the <i>Mayflower</i> ,	➡	mark <b>C</b> 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:* **These are colonists traveling to America on the *Mayflower*. Before they arrived, some colonists argued about what kind of rules they should follow.**
  - *Direct* the student to each answer choice in Stimulus 14b. *Communicate:* **These are colonists eating together. These are colonists arguing.**
  - *Communicate:* **Find the colonists who are arguing.**
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Stimulus 14a



Stimulus 14b

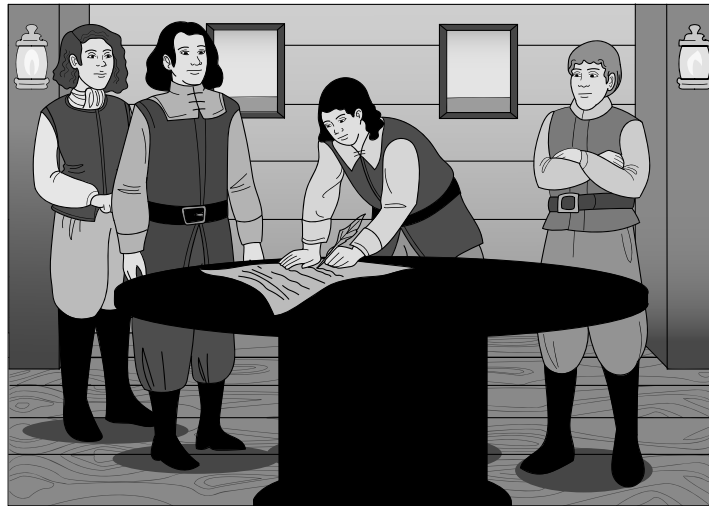


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the colonists who are arguing in Stimulus 14b,	➡	mark <b>A</b> for question 14 and move to question 15.
If the student does not find the colonists who are arguing in Stimulus 14b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the colonists who are arguing in Stimulus 14b and <i>communicate</i> “<b>These are colonists arguing</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the colonists who are arguing in Stimulus 14b,	➡	mark <b>B</b> for question 14 and move to question 15.
After teacher modeling, if the student does not find the colonists who are arguing in Stimulus 14b,	➡	mark <b>C</b> 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*: **These are colonists signing the Mayflower Compact. The Mayflower Compact was a set of rules that the colonists worked together to create.**
  - *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
  - *Communicate*: **Find one reason why the colonists created the Mayflower Compact.**
- 

### Stimulus 15a



### Stimulus 15b

to divide work between  
the people on the ship

to form an army to  
protect the colony

\*

to make laws that  
everyone would follow

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## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “to make laws that everyone would follow” in Stimulus 15b,	➡	mark <b>A</b> for question 15 and move to question 16.
If the student does not find “to make laws that everyone would follow” in Stimulus 15b,	➡	<p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Have the student describe the illustration in Stimulus 15a. <b>OR</b></li> <li>• Have the student describe the purpose of rules. <b>OR</b></li> <li>• Highlight “work,” “army,” and “laws” in Stimulus 15b.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “to make laws that everyone would follow” in Stimulus 15b,	➡	mark <b>B</b> for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “to make laws that everyone would follow” in Stimulus 15b,	➡	mark <b>C</b> 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 colonists at Plymouth Colony. The colonists signed the Mayflower Compact. Then they created Plymouth Colony.**
  - *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
  - *Communicate*: **Find how the Mayflower Compact helped Plymouth Colony become successful.**
- 

### Stimulus 16a



### Stimulus 16b

The Mayflower Compact helped —

colonists make peace with  
American Indians

\* colonists with different ideas  
work together

colonists decide how large to make  
Plymouth Colony

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## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “colonists with different ideas work together” in Stimulus 16b,	➡	mark <b>A</b> for question 16 and move to question 17.
If the student does not find “colonists with different ideas work together” in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “colonists with different ideas work together” in Stimulus 16b,	➡	mark <b>B</b> for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find “colonists with different ideas work together” in Stimulus 16b,	➡	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:** This is Clara Barton. She risked her life to help wounded soldiers during the Civil War.
- *Communicate:* Find Clara Barton.

### Stimulus 17



### Scoring Instructions

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

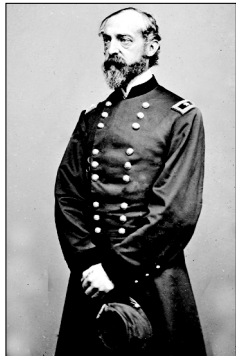
## Presentation Instructions for Question 18

- *Present* Stimulus 18a and 18b.
  - *Direct* the student to Stimulus 18a. *Communicate:* **Clara Barton was a leader who respected and cared for others. As a citizen, Barton gave out medical supplies to Civil War soldiers who were hurt.**
  - *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **This is George Meade, who was a Union general during the Civil War. This is Clara Barton, a citizen who gave out medical supplies to Civil War soldiers.**
  - *Communicate:* **Find the citizen who gave out medical supplies to Civil War soldiers.**
- 

### Stimulus 18a



### Stimulus 18b



\*



## Scoring Instructions

Student Action		Test Administrator Action
If the student finds the citizen who gave out medical supplies to Civil War soldiers in Stimulus 18b,	➡	mark <b>A</b> for question 18 and move to question 19.
If the student does not find the citizen who gave out medical supplies to Civil War soldiers in Stimulus 18b,	➡	<ul style="list-style-type: none"> <li>model the desired student action by finding the citizen who gave out medical supplies to Civil War soldiers in Stimulus 18b and <i>communicate</i> <b>“This is the citizen who gave out medical supplies to Civil War soldiers”</b>; and</li> <li>replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the citizen who gave out medical supplies to Civil War soldiers in Stimulus 18b,	➡	mark <b>B</b> for question 18 and move to question 19.
After teacher modeling, if the student does not find the citizen who gave out medical supplies to Civil War soldiers in Stimulus 18b,	➡	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*: **After the Civil War, Clara Barton started the Missing Soldiers Office.**
  - *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
  - *Communicate*: **Find why Clara Barton is remembered as a good citizen.**
- 

### Stimulus 19a



### Stimulus 19b

\*

She created a program to help the families of Civil War soldiers.

She was elected president of the United States.

She invented new kinds of medicine for soldiers.

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## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “She created a program to help the families of Civil War soldiers” in Stimulus 19b,	➡	mark <b>A</b> for question 19 and move to question 20.
If the student does not find “She created a program to help the families of Civil War soldiers” in Stimulus 19b,	➡	<p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Have the student describe the characteristics of leaders. <b>OR</b></li> <li>• Highlight “created a program,” “elected president,” and “invented” in Stimulus 19b.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “She created a program to help the families of Civil War soldiers” 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 “She created a program to help the families of Civil War soldiers” 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.
  - *Direct* the student to Stimulus 20a. *Communicate*: **This list shows some of the contributions of Clara Barton.** *Communicate* the text in Stimulus 20a.
  - *Direct* the student to the empty box in Stimulus 20a. *Communicate*: **One contribution is missing from the list.**
  - *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
  - *Communicate*: **Find another contribution of Clara Barton.**
- 

### Stimulus 20a

#### Contributions of Clara Barton

- started the Missing Soldiers Office
- cared for the wounded and became known as the "Angel of the Battlefield"

- 

### Stimulus 20b

passed laws to end slavery

became the first female federal employee

\* collected bandages and supplies for Civil War hospitals

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Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “collected bandages and supplies for Civil War hospitals” in Stimulus 20b,	➡	mark <b>A</b> for question 20.
If the student does not find “collected bandages and supplies for Civil War hospitals” in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “collected bandages and supplies for Civil War hospitals” in Stimulus 20b,	➡	mark <b>B</b> for question 20.
After the teacher repeats the instructions, if the student does not find “collected bandages and supplies for Civil War hospitals” in Stimulus 20b,	➡	mark <b>C</b> for question 20.





**TEST  
INSTRUCTIONS**

**STAAR ALTERNATE 2  
GRADE 8  
Social Studies  
Spring 2025**

