



State of Texas Assessments of Academic Readiness

# **TEST INSTRUCTIONS**

## **U.S. History**

### **STAAR Alternate 2**

#### **Administered Spring 2025**

#### **RELEASED**



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

<b>U.S. History</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 U.S. history.	
<b>Knowledge and Skills Statement US.27</b>	The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States.	
<b>Essence Statement</b>	Recognizes the influence of scientific discoveries, technological innovations, and the free enterprise system on the U.S. standard of living.	
<b>Item 1 Prerequisite Skill</b>	describe how technology has affected communication, transportation, and recreation (1)	
<b>Item 2 Prerequisite Skill</b>	describe how technology has affected communication, transportation, and recreation (1)	
<b>Item 3 Prerequisite Skill</b>	describe how science and technology have affected communication, transportation, and recreation (2)	
<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>U.S. History</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 U.S. history.	
<b>Knowledge and Skills Statement US.14</b>	The student understands the relationship between population growth and the physical environment.	
<b>Essence Statement</b>	Recognizes the effects of population growth on the physical 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>	describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape (3)	
<b>Item 7 Prerequisite Skill</b>	describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape (3)	
<b>Item 8 Prerequisite Skill</b>	analyze the positive and negative consequences of human modification of the environment in the United States (5)	

<b>U.S. History</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 US.8</b>	The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States.	
<b>Essence Statement</b>	Recognizes the impact of national and international decisions and conflicts during the Cold War on the United States.	
<b>Item 9 Prerequisite Skill</b>	apply vocabulary related to chronology, including past, present, and future (2)	
<b>Item 10 Prerequisite Skill</b>	create and interpret timelines (3)	
<b>Item 11 Prerequisite Skill</b>	identify the historical context of an event (5)	
<b>Item 12 Prerequisite Skill</b>	analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions (6)	

<b>U.S. History</b>		<b>Cluster 4</b>
<b>Reporting Category 3</b>	Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.	
<b>Knowledge and Skills Statement US.23</b>	The student understands the importance of effective leadership in a constitutional republic.	
<b>Essence Statement</b>	Recognizes the importance of effective leadership in the United States.	
<b>Item 13 Prerequisite Skill</b>	identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth (2)	
<b>Item 14 Prerequisite Skill</b>	identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth (2)	
<b>Item 15 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)	
<b>Item 16 Prerequisite Skill</b>	identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States (7)	

<b>U.S. History</b>		<b>Cluster 5</b>
<b>Reporting Category 4</b>	Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on U.S. history.	
<b>Knowledge and Skills Statement US.26</b>	The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States.	
<b>Essence Statement</b>	Recognizes the impact of scientific discoveries, technological innovations, and the free enterprise system on U.S. economic development.	
<b>Item 17 Prerequisite Skill</b>	describe how science and technology have affected communication, transportation, and recreation (2)	
<b>Item 18 Prerequisite Skill</b>	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)	
<b>Item 19 Prerequisite Skill</b>	explain how resources, economic factors, and political decisions affect the use of technology (6)	
<b>Item 20 Prerequisite Skill</b>	identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world (6)	







# U.S. HISTORY

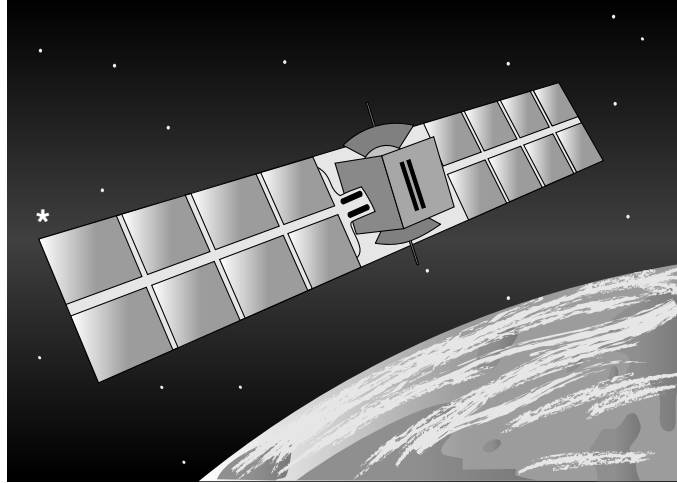


## Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate:* **This is a satellite. People use satellites to send and receive information.**
- *Communicate:* **Find the satellite.**

---

### Stimulus 1

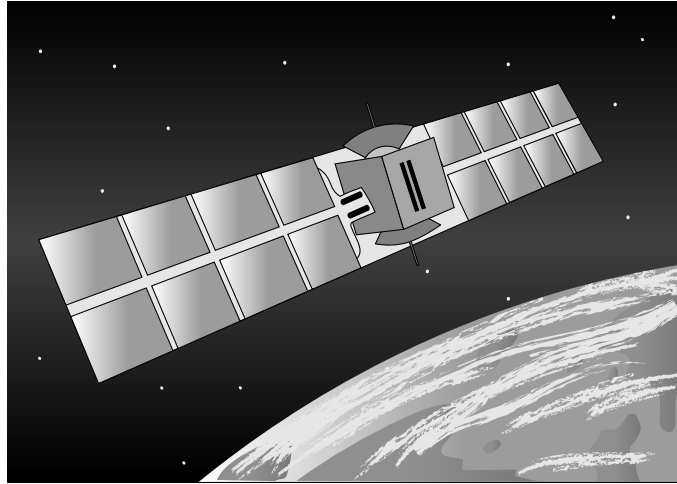


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the satellite,	➡	mark <b>A</b> for question 1 and move to question 2.
If the student does not find the satellite,	➡	<ul style="list-style-type: none"><li>• remove the stimulus;</li><li>• wait at least five seconds; and</li><li>• replicate the initial presentation instructions.</li></ul>
After the five-second wait time, if the student finds the satellite,	➡	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 satellite,	➡	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 a satellite in space. Satellites can be used to send television signals to satellite television antennas on Earth.**
  - *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **This house has a satellite television antenna. This house does not have a satellite television antenna.**
  - *Communicate:* **Find the house that uses a satellite to receive television signals.**
- 

Stimulus 2a



Stimulus 2b

\*

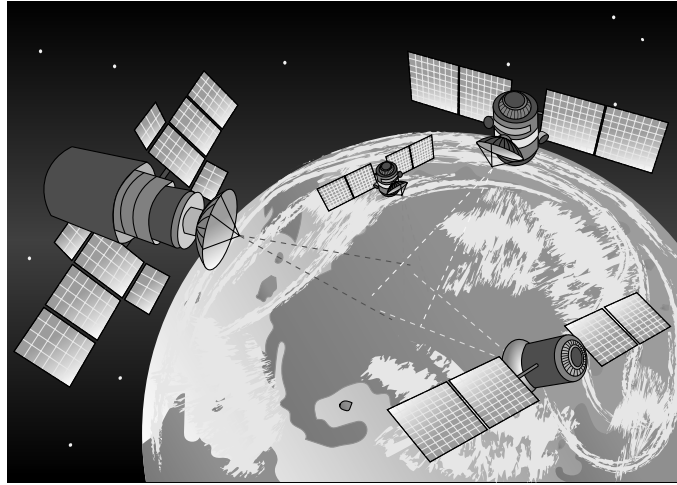


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the house with a satellite television antenna in Stimulus 2b,	➡	mark <b>A</b> for question 2 and move to question 3.
If the student does not find the house with a satellite television antenna in Stimulus 2b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the house with a satellite television antenna in Stimulus 2b and <i>communicate</i> “<b>This house uses a satellite to receive television signals</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the house with a satellite television antenna 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 house with a satellite television antenna 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*: **Satellites can be used to send GPS signals. GPS signals help people navigate to unknown places.**
  - *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
  - *Communicate*: **Find how people use GPS in their daily lives.**
- 

#### Stimulus 3a



#### Stimulus 3b

to heat their food in a microwave

\*

to get directions on their phone

to print instructions with a printer

---

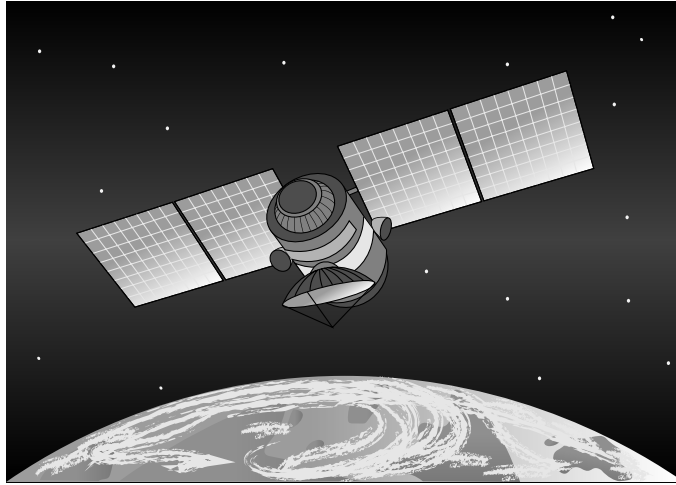


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “to get directions on their phone” in Stimulus 3b,	➡	mark <b>A</b> for question 3 and move to question 4.
If the student does not find “to get directions on their phone” in Stimulus 3b,	➡	<p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Have the student describe the illustration in Stimulus 3a. <b>OR</b></li> <li>• Have the student identify how satellites are used. <b>OR</b></li> <li>• Explain that GPS is short for “Global Positioning System.”</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “to get directions on their phone” 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 “to get directions on their phone” 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*: **Satellites can be used for different purposes. Satellites improve people's lives in many ways.**
  - *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
  - *Communicate*: **Find one way satellites improve people's lives.**
- 

Stimulus 4a



Stimulus 4b

Satellites help people —

wash the dishes

power electric cars

\* predict the weather

---

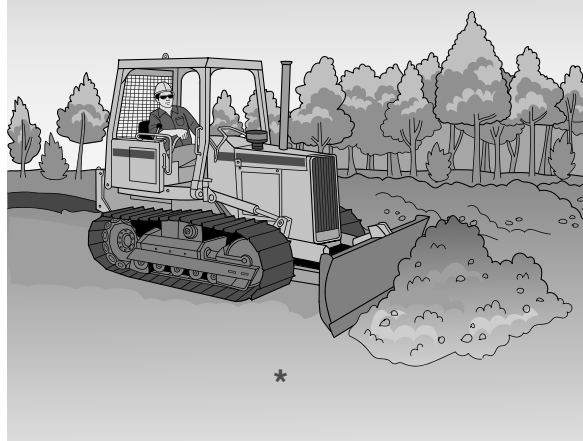
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “predict the weather” in Stimulus 4b,	➡	mark <b>A</b> for question 4 and move to question 5.
If the student does not find “predict the weather” in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “predict the weather” 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 “predict the weather” 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 land has been cleared to build new houses. When more people move to an area, more houses need to be built.**
- *Communicate:* **Find the land that has been cleared.**

---

### Stimulus 5



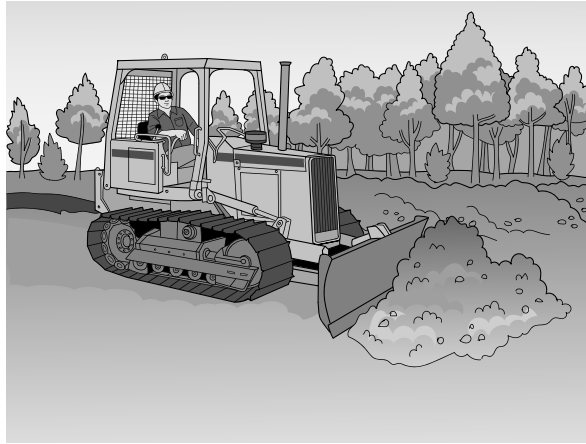
---

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the land that has been cleared,	➡	mark <b>A</b> for question 5 and move to question 6.
If the student does not find the land that has been cleared,	➡	<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 land that has been cleared,	➡	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 land that has been cleared,	➡	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 person is clearing land to build a new house. Clearing the land changes the physical environment.**
  - *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **This physical environment has not been changed by humans. This physical environment has been changed by humans building a new house.**
  - *Communicate:* **Find the physical environment that has been changed by humans.**
- 

Stimulus 6a



Stimulus 6b

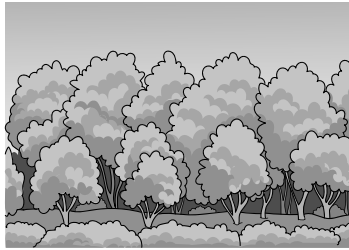


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the physical environment that has been changed by humans building a new house in Stimulus 6b,	➡	mark <b>A</b> for question 6 and move to question 7.
If the student does not find the physical environment that has been changed by humans building a new house in Stimulus 6b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the physical environment that has been changed in Stimulus 6b and <i>communicate</i> <b>“This physical environment has been changed by humans building a new house”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the physical environment that has been changed by humans building a new house 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 physical environment that has been changed by humans building a new house 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 the first illustration in Stimulus 7a. *Communicate:* **This is land before houses were built on it.**
  - *Direct* the student to the second illustration in Stimulus 7a. *Communicate:* **This is land after houses were built on it. Building houses changed the landscape.**
  - *Direct* the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
  - *Communicate:* **Find how building houses changed this landscape.**
- 

### Stimulus 7a



### Stimulus 7b

Lakes were removed.

Streets were removed.

\* Trees were removed.

---

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Trees were removed” in Stimulus 7b,	➡	mark <b>A</b> for question 7 and move to question 8.
If the student does not find “Trees were removed” 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 illustrations in Stimulus 7a. <b>OR</b></li> <li>• Highlight “Lakes,” “Streets,” and “Trees” in Stimulus 7b.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Trees were removed” 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 “Trees were removed” 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*: **Cities are areas where many people live close together. Changing the physical environment to build a city has positive and negative effects.**
- *Direct* the student to the table in Stimulus 8a. *Communicate* the information in the table.
- *Direct* the student to the empty box in the table in Stimulus 8a. *Communicate*: **One of the negative effects of building cities is missing.**
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate*: **Find another negative effect of building cities.**

---

### Stimulus 8a

#### Effects of Cities

Positive	Negative
easy access to transportation	increased noise level
more choices in healthcare	overcrowding
many jobs are available	

### Stimulus 8b

stores are farther away

\* air pollution is higher

power is less reliable

---

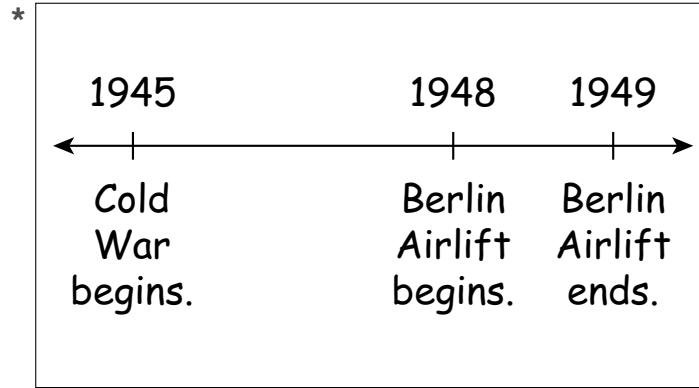
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “air pollution is higher” in Stimulus 8b,	➡	mark <b>A</b> for question 8 and move to question 9.
If the student does not find “air pollution is higher” in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “air pollution is higher” 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 “air pollution is higher” 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* the text in the time line.
- *Communicate*: **Find the time line.**

---

### Stimulus 9



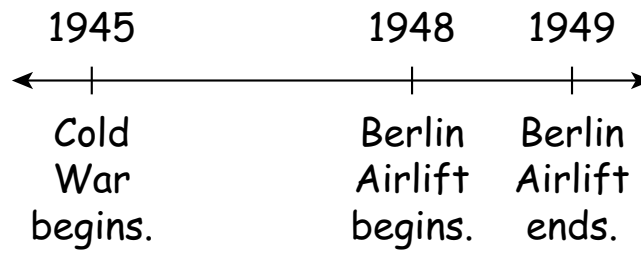
---

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 some of the events that happened during the Cold War.** *Communicate* the text in the time line.
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the event that happened in 1948.**

### Stimulus 10a



### Stimulus 10b

Cold War begins.

\*

Berlin Airlift begins.

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Berlin Airlift begins” in Stimulus 10b,	➡	mark <b>A</b> for question 10 and move to question 11.
If the student does not find “Berlin Airlift begins” in Stimulus 10b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding “Berlin Airlift begins” in Stimulus 10b and <i>communicate</i> <b>“This is the event that happened in 1948”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds “Berlin Airlift begins” in Stimulus 10b,	➡	mark <b>B</b> for question 10 and move to question 11.
After teacher modeling, if the student does not find “Berlin Airlift begins” 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*: **The Soviet Union blocked trade to Germany during the Cold War.**
  - *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
  - *Communicate*: **Find how the Berlin Airlift helped the people in Germany.**
- 

### Stimulus 11a



### Stimulus 11b

took people to other countries

\*

provided food and supplies

removed the Soviets from Berlin

---

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “provided food and supplies” in Stimulus 11b,	➡	mark <b>A</b> for question 11 and move to question 12.
If the student does not find “provided food and supplies” in Stimulus 11b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Highlight “other countries,” “food and supplies,” and “removed the Soviets.” <b>OR</b></li> <li>• Have the student describe the Berlin Airlift.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “provided food and supplies” 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 “provided food and supplies” 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*: **The Berlin Airlift was successful because it peacefully resolved a crisis in Berlin.**
  - *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 another outcome of the Berlin Airlift.**
- 

### Stimulus 12a



### Stimulus 12b

The Berlin Airlift —

\* demonstrated leadership by the United States

ended the Cold War

helped the Soviet Union gain power

---

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “demonstrated leadership by the United States” in Stimulus 12b,	➡	mark <b>A</b> for question 12 and move to question 13.
If the student does not find “demonstrated leadership by the United States” in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “demonstrated leadership by the United States” 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 “demonstrated leadership by the United States” 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:* **Ann Richards began her political career helping other women get elected to office.**
- *Communicate:* **Find Ann Richards.**

---

### Stimulus 13



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds Ann Richards,	➡	mark <b>A</b> for question 13 and move to question 14.
If the student does not find Ann Richards,	➡	<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 Ann Richards,	➡	mark <b>B</b> for question 13 and move to question 14.
After the five-second wait time, if the student does not find Ann Richards,	➡	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:* **Ann Richards demonstrated qualities of good citizenship.**
  - *Direct* the student to each answer choice in Stimulus 14b. *Communicate:* **This is Ann Richards as governor of Texas giving a speech to the Texas state legislature. This is Ann Richards going to the movies.**
  - *Communicate:* **Find Ann Richards demonstrating qualities of good citizenship.**
- 

### Stimulus 14a



### Stimulus 14b

\*



## Scoring Instructions

Student Action		Test Administrator Action
If the student finds Ann Richards as governor giving a speech in Stimulus 14b,	➡	mark <b>A</b> for question 14 and move to question 15.
If the student does not find Ann Richards as governor giving a speech in Stimulus 14b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding Ann Richards as governor giving a speech in Stimulus 14b and <i>communicate</i> <b>“This is Ann Richards demonstrating qualities of good citizenship”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds Ann Richards as governor giving a speech in Stimulus 14b,	➡	mark <b>B</b> for question 14 and move to question 15.
After teacher modeling, if the student does not find Ann Richards as governor giving a speech 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:* **As governor, Ann Richards fought for changes to public schools in Texas. She signed a law that gave taxes from wealthy schools to poorer schools.**
  - *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
  - *Communicate:* **Find why Ann Richards fought for changes to public schools in Texas.**
- 

### Stimulus 15a



### Stimulus 15b

She wanted to create new jobs for citizens.

She wanted more tourists to visit the state.

\* She wanted equal opportunities for all students.

---

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “She wanted equal opportunities for all students” in Stimulus 15b,	➡	mark <b>A</b> for question 15 and move to question 16.
If the student does not find “She wanted equal opportunities for all students” 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 role of governor. <b>OR</b></li> <li>• Highlight the words “create new jobs,” “more tourists,” and “equal opportunities” in the answer choices.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “She wanted equal opportunities for all students” 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 “She wanted equal opportunities for all students” 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*: **Ann Richards dedicated her career to making the government of Texas open to more people. She is remembered for her leadership in working to improve the lives of Texans.**
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate*: **Find why Ann Richards is remembered as a strong leader in Texas.**

---

### Stimulus 16a



### Stimulus 16b

\*

She showed determination when working for change.

She improved the economy by starting new companies.

She understood the importance of saving money.

---

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “She showed determination when working for change” in Stimulus 16b,	➡	mark <b>A</b> for question 16 and move to question 17.
If the student does not find “She showed determination when working for change” in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “She showed determination when working for change” 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 “She showed determination when working for change” 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 an assembly line. Factories use assembly lines to manufacture products.
- *Communicate:* Find the assembly line.

### Stimulus 17



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the assembly line,	➡	mark <b>A</b> for question 17 and move to question 18.
If the student does not find the assembly 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 assembly line,	➡	mark <b>B</b> for question 17 and move to question 18.
After the five-second wait time, if the student does not find the assembly line,	➡	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:* **Businesses use assembly lines to manufacture products in less time.**
  - *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **This employee is working on an assembly line. This is an employee giving a tour of a factory.**
  - *Communicate:* **Find the employee using technology to produce goods quickly.**
- 

### Stimulus 18a



### Stimulus 18b

\*



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the employee working on an assembly line in Stimulus 18b,	➡	mark <b>A</b> for question 18 and move to question 19.
If the student does not find the employee working on an assembly line in Stimulus 18b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the employee working on an assembly line in Stimulus 18b and <i>communicate</i> <b>“This is the employee using technology to produce goods quickly”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the employee working on an assembly line 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 employee working on an assembly line 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*: **Many factories use robots on their assembly lines through a process called automation. Robots can make products faster than humans can, without getting tired.**
  - *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
  - *Communicate*: **Find one reason why factories use robots.**
- 

### Stimulus 19a



### Stimulus 19b

Robots are easy to build.

Robots require a lot of food to operate.

\* Robots can work all day and all night.

---

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Robots can work all day and all night” in Stimulus 19b,	➡	mark <b>A</b> for question 19 and move to question 20.
If the student does not find “Robots can work all day and all night” 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 differences between people and robots. <b>OR</b></li> <li>• Show other photographs of robots doing work for people. <b>OR</b></li> <li>• Highlight “easy to build,” “require a lot of food,” and “work all day” in the answer choices in Stimulus 19b.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Robots can work all day and all night” 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 “Robots can work all day and all night” 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*: **Examples of automation include robots in hospitals and robot floor cleaners.**
  - *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
  - *Communicate*: **Find how automation has shaped the world we live in.**
- 

### Stimulus 20a



### Stimulus 20b

\* Robots can now do work that previously only people could do.

Robots can do everything.

People can now make things faster than robots can.

---

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Robots can now do work that previously only people could do” in Stimulus 20b,	➡	mark <b>A</b> for question 20.
If the student does not find “Robots can now do work that previously only people could do” in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Robots can now do work that previously only people could do” in Stimulus 20b,	➡	mark <b>B</b> for question 20.
After the teacher repeats the instructions, if the student does not find “Robots can now do work that previously only people could do” in Stimulus 20b,	➡	mark <b>C</b> for question 20.



**TEST  
INSTRUCTIONS**

**STAAR ALTERNATE 2  
U.S. History  
Spring 2025**

