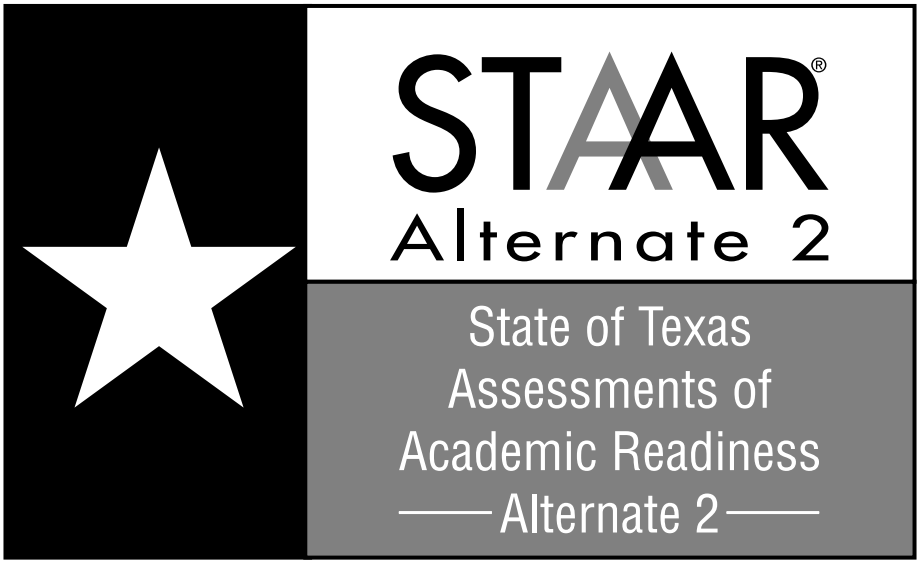

TEST ADMINISTRATOR MANUAL

English I

STAAR Alternate 2

Administered April 2019

RELEASED

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Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

English I	Cluster 1
Reporting Category 1	Understanding and Analysis Across Genres: The student will demonstrate the ability to understand and analyze a variety of written texts across reading genres.
Knowledge and Skills Statement English I (1)	Students understand new vocabulary and use it when reading and writing.
Essence Statement	Uses a variety of strategies and reference materials to confirm word meanings when reading.
Item 1 Prerequisite Skill	Identify and use antonyms, synonyms, homographs, and homophones (3)
Item 2 Prerequisite Skill	Use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words (4)
Item 3 Prerequisite Skill	Use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words (5)
Item 4 Prerequisite Skill	Use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words (6)

English I	Cluster 2
Reporting Category 3	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.
Knowledge and Skills Statement English I (10)	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.
Essence Statement	Uses text evidence to identify the author’s argument in persuasive texts.
Item 5 Prerequisite Skill	Identify what the author is trying to persuade the reader to think or do (3)
Item 6 Prerequisite Skill	Identify what the author is trying to persuade the reader to think or do (3)
Item 7 Prerequisite Skill	Identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument (5)
Item 8 Prerequisite Skill	Identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument (5)

English I	Cluster 3
Reporting Category 2	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.
Knowledge and Skills Statement English I (5)	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
Essence Statement	Uses text evidence to identify the elements of fiction in literary texts.
Item 9 Prerequisite Skill	Sequence and summarize the plot's main events and explain their influence on future events (3-4)
Item 10 Prerequisite Skill	Sequence and summarize the plot's main events and explain their influence on future events (3-4)
Item 11 Prerequisite Skill	Summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction (6)
Item 12 Prerequisite Skill	Explain the influence of the setting on plot development (7)

English I	Cluster 4
Reporting Category 5	Revision: The student will demonstrate an ability to revise a variety of written texts.
Knowledge and Skills Statement English I (13)	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
Essence Statement	Revises a text to improve writing.
Item 13 Prerequisite Skill	Revise drafts by adding or deleting words, phrases, or sentences (2)
Item 14 Prerequisite Skill	Revise drafts by adding or deleting words, phrases, or sentences (2)
Item 15 Prerequisite Skill	Revise drafts for coherence, organization, use of simple and compound sentences, and audience. (3-4)
Item 16 Prerequisite Skill	Revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed. (5-6)

English I	Cluster 5
Reporting Category 6	Editing: The student will demonstrate an ability to edit a variety of texts.
Knowledge and Skills Statement English I (13)	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
Essence Statement	Edits a variety of texts using correct grammar, mechanics, and spelling.
Item 17 Prerequisite Skill	Recognize and use punctuation marks, including: (i) ending punctuation in sentences; (ii) apostrophes and contractions: and (iii) apostrophes and possessives (2)
Item 18 Prerequisite Skill	Recognize and use punctuation marks including: (i) apostrophes in contractions and possessives; and (ii) commas in series and dates (3)
Item 19 Prerequisite Skill	Recognize and use punctuation marks including: (i) commas in compound sentences; and (ii) quotation marks (4)
Item 20 Prerequisite Skill	Recognize and use punctuation marks including: (i) commas in compound sentences; and (ii) proper punctuation and spacing for quotations (5)

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/

ENGLISH I

Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate:* **Here is an article about Old Faithful.**
- *Direct* the student to Stimulus 1. *Communicate* the text.
- *Communicate:* **Find the geyser named Old Faithful.**

Stimulus 1

*

geyser

People from all over the world travel to Yellowstone National Park to see a **geyser** called Old Faithful.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds Old Faithful,	➨	mark **A** for question 1 and move to question 2.
If the student does not find Old Faithful,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds Old Faithful,	➨	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find Old Faithful,	➨	mark **C** for question 1 and move to question 2.

Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b. *Communicate:* **Here is more of the article about Old Faithful.**
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **This is a geyser in Yellowstone National Park. This is a river in Yellowstone National Park.**
- *Communicate:* **Find the geyser.**

Stimulus 2a

Old Faithful is the most famous geyser in the world.
A **geyser** is a spring that shoots boiling hot water
and steam into the air.

Stimulus 2b

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the geyser in Stimulus 2b,	➨	mark **A** for question 2 and move to question 3.
If the student does not find the geyser in Stimulus 2b,	➨	• model the desired student action by finding the geyser in Stimulus 2b and *communicate* **"This is the geyser Old Faithful"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the geyser in Stimulus 2b,	➨	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the geyser in Stimulus 2b,	➨	mark **C** for question 2 and move to question 3.

Presentation Instructions for Question 3

- *Present* Stimulus 3a and 3b. *Communicate:* **Here is more of the article about Old Faithful.**
- *Direct* the student to Stimulus 3a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the meaning of the word "erupts."**

Stimulus 3a

Explorers named the geyser "Old Faithful" because they were able to predict when it would shoot boiling hot water and steam into the air. Old Faithful **erupts** an average of 20 times a day, every 60 to 90 minutes.

Stimulus 3b

travels　　excites　　* bursts

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "bursts" in Stimulus 3b,	➨	mark **A** for question 3 and move to question 4.
If the student does not find "bursts" in Stimulus 3b,	➨	provide ***one*** of these allowable teacher assists to the student: • Read the last sentence, inserting each of the answer choices. **OR** • Demonstrate the meaning of each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "bursts" in Stimulus 3b,	➨	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "bursts" in Stimulus 3b,	➨	mark **C** for question 3 and move to question 4.

Presentation Instructions for Question 4

- *Present* Stimulus 4a and 4b. *Communicate:* **Here is more of the article about Old Faithful.**
- *Direct* the student to Stimulus 4a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that uses the word "duration" correctly.**

Stimulus 4a

Park rangers at Yellowstone National Park observe Old Faithful's eruptions to predict the time of the next eruption. When Old Faithful starts to erupt, the hot water shoots up from the ground. Sometimes it is as high as a two-story building. Park rangers time the **duration** of the geyser from when the water first shoots up until the last splash of water. The longer the eruption lasts, the longer the time until the next eruption.

Stimulus 4b

* The **duration** of the eruption is between 2 and 5 minutes.

The **duration** of the eruption is between 90 and 185 feet high.

The **duration** of the eruption is between 204 and 350 degrees Fahrenheit.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “The duration of the eruption is between 2 and 5 minutes” in Stimulus 4b,	➨	mark **A** for question 4 and move to question 5.
If the student does not find “The duration of the eruption is between 2 and 5 minutes” in Stimulus 4b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The duration of the eruption is between 2 and 5 minutes” 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 “The duration of the eruption is between 2 and 5 minutes” in Stimulus 4b,	➨	mark **C** for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5. *Communicate:* **Here is the article "Ocean Pollution: Learning from Our Mistakes."**
- *Direct* the student to Stimulus 5. *Communicate* the text.
- *Communicate:* **Find what covers three-fourths of Earth's surface.**

Stimulus 5

Ocean Pollution: Learning from Our Mistakes

*

The oceans are huge bodies of water that cover three-fourths of Earth's surface.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the oceans,	➨	mark **A** for question 5 and move to question 6.
If the student does not find the oceans,	➨	• 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 oceans,	➨	mark **B** for question 5 and move to question 6.
After the five-second wait time, if the student does not find the oceans,	➨	mark **C** for question 5 and move to question 6.

Presentation Instructions for Question 6

- *Present* Stimulus 6a and 6b. *Communicate:* **Here is more of the article "Ocean Pollution: Learning from Our Mistakes."**
- *Direct* the student to Stimulus 6a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **This is clean ocean water. This is polluted ocean water.**
- *Communicate:* **Find what humans need to survive on Earth.**

Stimulus 6a

For hundreds of years people thought they could use the oceans like a trash can. Many things that people didn't need or want anymore were dumped in the oceans. This caused the oceans to become polluted. Very few people understood that humans depend on having clean, healthy oceans to survive.

Stimulus 6b

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the clean ocean water in Stimulus 6b,	➨	mark **A** for question 6 and move to question 7.
If the student does not find the clean ocean water in Stimulus 6b,	➨	• model the desired student action by finding the clean ocean water in Stimulus 6b and *communicate* **"This is clean ocean water, which humans need to survive"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the clean ocean water in Stimulus 6b,	➨	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find the clean ocean water in Stimulus 6b,	➨	mark **C** for question 6 and move to question 7.

Presentation Instructions for Question 7

- *Present* Stimulus 7a and 7b. *Communicate:* **Here is more of the article "Ocean Pollution: Learning from Our Mistakes."**
- *Direct* the student to Stimulus 7a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate:* **Find what the author is trying to convince the reader to think about ocean pollution.**

Stimulus 7a

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Waste and trash dumped in the ocean can block the sunlight that ocean plants need in order to make oxygen. Half the oxygen in the air that humans breathe is made by ocean plant life, and ocean pollution that blocks sunlight reduces the amount of oxygen in the air. When ocean plants are unable to produce oxygen, fish also cannot get the oxygen they need from the water to survive.

In 1972, scientists recognized the huge problem ocean pollution was causing for the planet. A law was passed to keep fish safe and to protect the food chain. Whales and other sea mammals, which eat fish, are also safer because of this law.

This law also made it illegal to dump plastics into the ocean because of the terrible damage plastics cause to ocean life.

Seabirds think plastic is food and feed their chicks plastic pellets. Young birds die because their stomachs are full of plastic. Sea mammals mistake plastic for food and swallow plastic pieces that damage their organs. Fish also eat plastic, which causes problems all the way up the food chain.

Stimulus 7b

Plant life creates the oxygen humans need to survive.

* Laws making it illegal to dump plastic into the ocean are necessary to protect ocean waters.

People should use more plastic plates, cups, straws, forks, and spoons.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Laws making it illegal to dump plastic into the ocean are necessary to protect ocean waters" in Stimulus 7b,	➨	mark **A** for question 7 and move to question 8.
If the student does not find "Laws making it illegal to dump plastic into the ocean are necessary to protect ocean waters" in Stimulus 7b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the second and third paragraphs. **OR** • Highlight "creates the oxygen," "protect ocean waters," and "use more plastic" in Stimulus 7b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Laws making it illegal to dump plastic into the ocean are necessary to protect ocean waters" in Stimulus 7b,	➨	mark **B** for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find "Laws making it illegal to dump plastic into the ocean are necessary to protect ocean waters" in Stimulus 7b,	➨	mark **C** for question 7 and move to question 8.

Presentation Instructions for Question 8

- *Present* Stimulus 8a and 8b. *Communicate:* **Here is more of the article "Ocean Pollution: Learning from Our Mistakes."**
- *Direct* the student to Stimulus 8a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that describes what the author believes needs to be done about ocean pollution.**

Stimulus 8a

Plastic in ocean waters is a problem. Each year about 8 million tons of plastic ends up in the ocean. Most plastic that finds its way into the ocean will stay there for a very long time.

Boyan Slat is a young man from Holland who got an idea as a teenager. His idea was to trap and collect plastics in the Pacific Ocean using huge floating screens and the energy from ocean currents. The V-shaped screens will block the plastic as the water runs through them and funnel the trash into large containers. From there the plastic will be removed and recycled to make larger plastic objects that would have less of a chance ending up back in the ocean. Slat's goal is to reduce half the plastic from the Great Pacific Garbage Patch, a gigantic area of water where most plastic in the Pacific Ocean ends up.

Unfortunately, even if Slat's project is a success, this will not completely solve all of the ocean's pollution problems. Materials that are less harmful to the oceans must be developed to replace plastics. The oceans are huge bodies of water that cannot be used as garbage dumps if humans are going to survive on this beautiful planet!

Stimulus 8b

Most plastic that finds its way into the ocean will stay there for a very long time.

Boyan Slat is a young man from Holland who got an idea as a teenager.

* *Materials that are less harmful to the oceans must be developed to replace plastics.*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds *"Materials that are less harmful to the oceans must be developed to replace plastics"* in Stimulus 8b,	➨	mark **A** for question 8 and move to question 9.
If the student does not find *"Materials that are less harmful to the oceans must be developed to replace plastics"* in Stimulus 8b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds *"Materials that are less harmful to the oceans must be developed to replace plastics"* 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 *"Materials that are less harmful to the oceans must be developed to replace plastics"* in Stimulus 8b,	➨	mark **C** for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9. *Communicate:* **Here is the story "Yoga for Football Players."**
- *Direct* the student to Stimulus 9. *Communicate* the text.
- *Communicate:* **Find the football players.**

Stimulus 9

Yoga for Football Players

*

Donovan and Tony are players on the Springdale High School football team. Donovan is the star quarterback. Tony is the defensive end.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the football players,	➨	mark **A** for question 9 and move to question 10.
If the student does not find the football players,	➨	• 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 football players,	➨	mark **B** for question 9 and move to question 10.
After the five-second wait time, if the student does not find the football players,	➨	mark **C** for question 9 and move to question 10.

Presentation Instructions for Question 10

- *Present* Stimulus 10a and 10b. *Communicate:* **Here is more of the story "Yoga for Football Players."**
- *Direct* the student to Stimulus 10a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate:* **This is the high school football coach. This is Donovan, the quarterback on the football team.**
- *Communicate:* **Find who suggests yoga to help with football practice.**

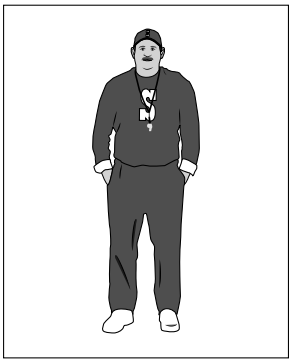
Stimulus 10a

"Tough day at football practice?" asked Donovan.

Tony nodded his head yes.

"I know how to fix your game," Donovan said. He looked at Tony and said one word: "Yoga."

Stimulus 10b



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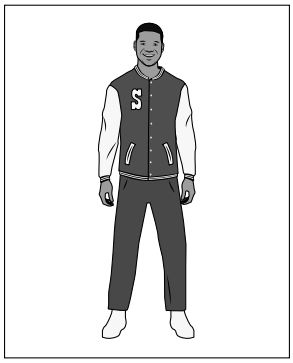


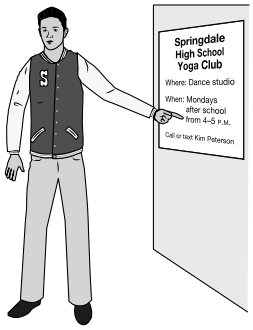
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds Donovan, the quarterback on the football team, in Stimulus 10b,	➨	mark **A** for question 10 and move to question 11.
If the student does not find Donovan, the quarterback on the football team, in Stimulus 10b,	➨	• model the desired student action by finding Donovan, the quarterback on the football team, in Stimulus 10b and *communicate* **"This is Donovan, the quarterback on the football team, who suggests that Tony try yoga"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds Donovan, the quarterback on the football team, in Stimulus 10b,	➨	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find Donovan, the quarterback on the football team, in Stimulus 10b,	➨	mark **C** for question 10 and move to question 11.

Presentation Instructions for Question 11

- *Present* Stimulus 11a and 11b. *Communicate:* **Here is more of the story "Yoga for Football Players."**
- *Direct* the student to Stimulus 11a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate:* **Find why Tony decides to come back to the yoga class.**

Stimulus 11a

"Yoga?" Tony asked. "You want me to sit in some pose wearing stretch pants? How's that going to get me ready to play football in the state championship game?"



"It will make you a better player," was all Donovan said as he laughed and walked down the hall.

"Wait!" Tony called after Donovan. "You don't really mean that! You're not in the yoga club, are you?"

On Monday afternoon when Kim the instructor arrived, Tony was waiting at the door with several students. The students went in, unrolled their yoga mats, and sat down. Tony, who didn't even know he needed a mat, sat down on the floor and waited for class to begin.

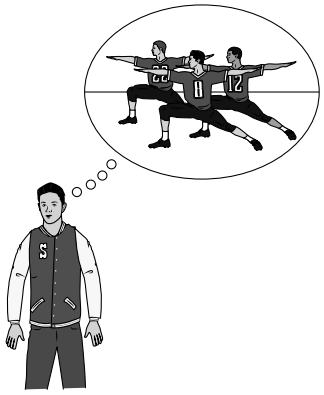
At the last minute Donovan burst in. "Sorry I'm late," he said. Then he saw Tony and smiled.

Kim started the class. She had the students balance on one leg with the other leg bent. Tony almost fell on his face. As the class continued, the poses became more difficult. Tony felt lost. By the end of the class, Tony was ready to quit yoga and go back to the football practice field.

"Good job, Tony," Kim said. "This will really help improve your football game. Did you know that some professional football teams have included yoga as part of their team training?"

Tony thought, "If yoga is good enough for pro football players, then it is good enough for me, too."

Tony came back the next week and the week after that.



Stimulus 11b

Tony finds out that Donovan is also in the Monday afternoon yoga class.

Tony wants to practice the yoga poses the instructor shows the students during class.

* Tony learns that pro football teams practice yoga as part of their training.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Tony learns that pro football teams practice yoga as part of their training" in Stimulus 11b,	➨	mark **A** for question 11 and move to question 12.
If the student does not find "Tony learns that pro football teams practice yoga as part of their training" in Stimulus 11b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student identify what is happening in each illustration. **OR** • Highlight "Donovan," "the instructor," and "pro football teams" in Stimulus 11b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Tony learns that pro football teams practice yoga as part of their training" in Stimulus 11b,	➨	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "Tony learns that pro football teams practice yoga as part of their training" in Stimulus 11b,	➨	mark **C** for question 11 and move to question 12.

Presentation Instructions for Question 12

- *Present* Stimulus 12a and 12b. *Communicate:* **Here is more of the story "Yoga for Football Players."**
- *Direct* the student to Stimulus 12a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that explains how Tony's football skills improve.**

Stimulus 12a

That September, Tony became a regular member of the yoga class. At football practice he began to notice that he could run faster, jump higher, and throw the football farther.

The football coach also noticed Tony's improvement. One day the coach asked, "What's your secret, Tony? You're starting to play as well as Donovan!"

Tony told Coach about the yoga class.

"Congratulations!" said the coach. "You've been promoted to be the team's yoga instructor!"

Tony's yoga teacher helped him get the program started. By April, Tony found himself leading the whole football team in yoga every afternoon before practice.

Did yoga really make Tony a better player, as Donovan said it would? Yes, it did. Donovan was still the star quarterback on the team, but Tony's game had really improved. Tony enjoyed the quiet stillness of yoga in between the tough workouts on the field.

Stimulus 12b

* *At football practice he began to notice that he could run faster, jump higher, and throw the football farther.*

By April, Tony found himself leading the whole football team in yoga every afternoon before practice.

Tony enjoyed the quiet stillness of yoga in between the tough workouts on the field.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds *"At football practice he began to notice that he could run faster, jump higher, and throw the football farther"* in Stimulus 12b,	➨	mark **A** for question 12 and move to question 13.
If the student does not find *"At football practice he began to notice that he could run faster, jump higher, and throw the football farther"* in Stimulus 12b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds *"At football practice he began to notice that he could run faster, jump higher, and throw the football farther"* 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 *"At football practice he began to notice that he could run faster, jump higher, and throw the football farther"* in Stimulus 12b,	➨	mark **C** for question 12 and move to question 13.

Presentation Instructions for Question 13

- *Present* Stimulus 13. *Communicate:* **Here is information about shopping malls.**
- *Direct* the student to Stimulus 13. *Communicate* the text.
- *Direct* the student to the underlined sentences in Stimulus 13. *Communicate:* **The underlined sentences can be combined to make them clearer.**
- *Communicate:* **Find the revised sentence that combines the underlined sentences.**

Stimulus 13

America's first suburban shopping mall opened in 1954. **Shopping malls are common these days. In the 1950s the idea was unique.**

* Shopping malls are common these days, but in the 1950s the idea was unique.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Shopping malls are common these days, but in the 1950s the idea was unique,"	➨	mark **A** for question 13 and move to question 14.
If the student does not find "Shopping malls are common these days, but in the 1950s the idea was unique,"	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds "Shopping malls are common these days, but in the 1950s the idea was unique,"	➨	mark **B** for question 13 and move to question 14.
After the five-second wait time, if the student does not find "Shopping malls are common these days, but in the 1950s the idea was unique,"	➨	mark **C** for question 13 and move to question 14.

Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b. *Communicate:* **Here is more about shopping malls.**
- *Direct* the student to Stimulus 14a. *Communicate* the text.
- *Direct* the student to the underlined sentence in Stimulus 14a. *Communicate:* **The underlined sentence can be revised to give more detail.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the revised sentence that gives more detail than the underlined sentence.**

Stimulus 14a

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Before shopping malls became popular, big department stores and specialty shops used to be located only in a city's downtown area. In the 1950s people started moving out of the cities into smaller communities called suburbs. **Shopping malls were good for suburban families.**

Stimulus 14b

Shopping malls were more practical for suburban families.

* Now families in the suburbs could easily shop at malls without going downtown.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Now families in the suburbs could easily shop at malls without going downtown" in Stimulus 14b,	➨	mark **A** for question 14 and move to question 15.
If the student does not find "Now families in the suburbs could easily shop at malls without going downtown" in Stimulus 14b,	➨	• model the desired student action by finding "Now families in the suburbs could easily shop at malls without going downtown" in Stimulus 14b and *communicate* **"This sentence gives more detail"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "Now families in the suburbs could easily shop at malls without going downtown" in Stimulus 14b,	➨	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find "Now families in the suburbs could easily shop at malls without going downtown" in Stimulus 14b,	➨	mark **C** for question 14 and move to question 15.

Presentation Instructions for Question 15

- *Present* Stimulus 15a and 15b. *Communicate:* **Here is more about shopping malls.**
- *Direct* the student to Stimulus 15a. *Communicate* the text. *Communicate:* **The underlined word can be replaced to give more specific information.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the word that best replaces the underlined word to give more specific information.**

Stimulus 15a

Shopping malls are for more than just shopping. Malls are common places to meet friends, get coffee, and spend the afternoon inside without worrying about the weather. There are kiosks for seasonal items, charging stations for your cell phone, and various shops to try on the latest **stuff**.

Stimulus 15b

things　　time　　* clothes

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "clothes" in Stimulus 15b,	➨	mark **A** for question 15 and move to question 16.
If the student does not find "clothes" in Stimulus 15b,	➨	provide ***one*** of these allowable teacher assists to the student: • Reread the last sentence using each answer choice. **OR** • Have the student describe each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "clothes" in Stimulus 15b,	➨	mark **B** for question 19 and move to question 16.
After the selected teacher assistance, if the student does not find "clothes" in Stimulus 15b,	➨	mark **C** for question 15 and move to question 16.

Presentation Instructions for Question 16

- *Present* Stimulus 16a and 16b. *Communicate:* **Here is more about shopping malls.**
- *Direct* the student to Stimulus 16a. *Communicate* the text.
- *Direct* the student to the underlined sentences in Stimulus 16a. *Communicate:* **The two underlined sentences can be combined during revision.**
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the best compound sentence to replace the two underlined sentences.**

Stimulus 16a

Modern shopping malls have many stores and restaurants. Shoppers can get from one store to the next without having to go outside. **Many malls also have movie theaters. Some have an amusement park inside!**

Stimulus 16b

* Many malls also have movie theaters, and some have an amusement park inside!

Many malls also have movie theaters, or some have an amusement park inside!

Many malls also have movie theaters, so some have an amusement park inside!

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Many malls also have movie theaters, and some have an amusement park inside!” in Stimulus 16b,	➨	mark **A** for question 16 and move to question 17.
If the student does not find “Many malls also have movie theaters, and some have an amusement park inside!” in Stimulus 16b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Many malls also have movie theaters, and some have an amusement park inside!” in Stimulus 20b,	➨	mark **B** for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find “Many malls also have movie theaters, and some have an amusement park inside!” in Stimulus 16b,	➨	mark **C** for question 16 and move to question 17.

Presentation Instructions for Question 17

- *Present* Stimulus 17. *Communicate:* **Here is a story about two friends.**
- *Direct* the student to Stimulus 17. *Communicate* the text.
- *Direct* the student to the underlined sentence in Stimulus 17. *Communicate:* **The underlined sentence has two words that can be combined using a contraction.**
- *Communicate:* **Find the sentence with a contraction.**

Stimulus 17

Katie and Carter have been friends since they were in preschool. Now they are in high school. <u>**For the first time ever, they do not have any classes together.**</u>

* For the first time ever, they don't have any classes together.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "For the first time ever, they don't have any classes together,"	➨	mark **A** for question 17 and move to question 18.
If the student does not find "For the first time ever, they don't have any classes together,"	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds "For the first time ever, they don't have any classes together,"	➨	mark **B** for question 17 and move to question 18.
After the five-second wait time, if the student does not find "For the first time ever, they don't have any classes together,"	➨	mark **C** for question 17 and move to question 18.

Presentation Instructions for Question 18

- *Present* Stimulus 18a and 18b. *Communicate:* **Here is more about two friends, Katie and Carter.**
- *Direct* the student to Stimulus 18a. *Communicate* the text.
- *Direct* the student to the underlined sentence in Stimulus 18a. *Communicate:* **The underlined sentence has two words that can be replaced with a contraction.**
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the edited sentence with the correct use of a contraction.**

Stimulus 18a

Katie and Carter have always been good students. **Now, for the first time ever, Carter is not finishing his homework.** The two friends agree to meet after school each day to work on homework.

Stimulus 18b

* Now, for the first time ever, Carter isn't finishing his homework.

Now, for the first time ever, Carter is not finishing his homework.

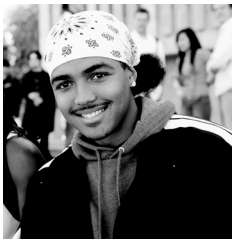
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Now, for the first time ever, Carter isn't finishing his homework" in Stimulus 18b,	➨	mark **A** for question 18 and move to question 19.
If the student does not find "Now, for the first time ever, Carter isn't finishing his homework" in Stimulus 18b,	➨	• model the desired student action by finding "Now, for the first time ever, Carter isn't finishing his homework" in Stimulus 18b and *communicate* **"This sentence correctly uses a contraction"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "Now, for the first time ever, Carter isn't finishing his homework" in Stimulus 18b,	➨	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find "Now, for the first time ever, Carter isn't finishing his homework" in Stimulus 18b,	➨	mark **C** for question 18 and move to question 19.

Presentation Instructions for Question 19

- *Present* Stimulus 19a and 19b. *Communicate:* **Here is more about Carter and Katie.**
- *Direct* the student to Stimulus 19a. *Communicate* the text. *Communicate:* **There are quotation marks in the underlined sentence.**
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate:* **Exclamation mark, question mark, quotation marks.**
- *Communicate:* **Find the punctuation used in the underlined sentence to let the reader know that Carter is talking to Katie.**

Stimulus 19a

Carter is happy to have a good friend to do his homework with. **Carter asks, "Katie, what other changes do you think will help me do better in school?"**



Stimulus 19b

!	?	* " "

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the quotation marks in Stimulus 19b,	➨	mark **A** for question 19 and move to question 20.
If the student does not find the quotation marks in Stimulus 19b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the punctuation marks in the last sentence. **OR** • Have the student identify when to use each punctuation mark. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the quotation marks in Stimulus 19b,	➨	mark **B** for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find the quotation marks in Stimulus 19b,	➨	mark **C** for question 19 and move to question 20.

Presentation Instructions for Question 20

- *Present* Stimulus 20a and 20b. *Communicate:* **Here is more about Carter and Katie.**
- *Direct* the student to Stimulus 20a. *Communicate* the text. *Communicate:* **The underlined sentence is missing quotation marks.**
- *Direct* the student to each answer choice in Stimulus 20b.
- *Communicate* the text in each answer choice, saying "open quotation marks" or "closed quotation marks" while communicating the text.
- *Communicate:* **Find the sentence with the correct placement of the quotation marks.**

Stimulus 20a

Carter realizes that he is not paying attention in class. He also forgets to write down the homework assignment. Carter knows that when he sits in the back of the classroom, there are too many distractions. **Katie says, Carter, you may focus better in class if you sit in the front row.**

Stimulus 20b

Katie says, Carter, "you may focus better in class if you sit in the front row."

* Katie says, "Carter, you may focus better in class if you sit in the front row."

"Katie says, Carter, you may focus better in class if you sit in the front row."

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the sentence with the correct placement of quotation marks in Stimulus 20b,	➨	mark **A** for question 20.
If the student does not find the sentence with the correct placement of quotation marks in Stimulus 20b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the sentence with the correct placement of quotation marks in Stimulus 20b,	➨	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find the sentence with the correct placement of quotation marks in Stimulus 20b,	➨	mark **C** for question 20.

TEST ADMINISTRATOR MANUAL

STAAR ALTERNATE 2
English I

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