



State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

GRADE 8 Social Studies STAAR Alternate 2

Administered April 2023

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Social Studies Grade 8		Cluster 1
Reporting Category 2	Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.	
Knowledge and Skills Statement 8.10	The student understands the location and characteristics of places and regions of the United States, past and present.	
Essence Statement	Recognizes the physical characteristics of the United States and the effects of these on historical and contemporary events.	
Item 1 Prerequisite Skill	identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes (2)	
Item 2 Prerequisite Skill	identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes (2)	
Item 3 Prerequisite Skill	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)	
Item 4 Prerequisite Skill	describe political and economic regions in the United States that result from patterns of human activity (5)	

Social Studies Grade 8		Cluster 2
Reporting Category 1	History: The student will demonstrate an understanding of issues and events in U.S. history.	
Knowledge and Skills Statement 8.3	The student understands the foundations of representative government in the United States.	
Essence Statement	Recognizes the foundations of representative government in the United States.	
Item 5 Prerequisite Skill	describe how people and events have influenced local community history (2)	
Item 6 Prerequisite Skill	describe how people and events have influenced local community history (2)	
Item 7 Prerequisite Skill	compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation (3)	
Item 8 Prerequisite Skill	describe how individuals, events, and ideas have changed communities, past and present (3)	

Social Studies Grade 8		Cluster 3
Reporting Category 4	Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.	
Knowledge and Skills Statement 8.13	The student understands how various economic forces resulted in the Industrial Revolution in the 19th century.	
Essence Statement	Recognizes the causes of industrialization and urbanization in the United States.	
Item 9 Prerequisite Skill	identify the role of markets in the exchange of goods and services (1)	
Item 10 Prerequisite Skill	identify the role of markets in the exchange of goods and services (1)	
Item 11 Prerequisite Skill	identify examples of the benefits of the free enterprise system such as choice and opportunity (4)	
Item 12 Prerequisite Skill	describe the impact of mass production, specialization, and division of labor on the economic growth of the United States (5)	

Social Studies Grade 8		Cluster 4
Reporting Category 3	Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.	
Knowledge and Skills Statement 8.19	The student understands the rights and responsibilities of citizens of the United States.	
Essence Statement	Recognizes the rights and responsibilities of U.S. citizens.	
Item 13 Prerequisite Skill	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)	
Item 14 Prerequisite Skill	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)	
Item 15 Prerequisite Skill	explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects (4)	
Item 16 Prerequisite Skill	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)	

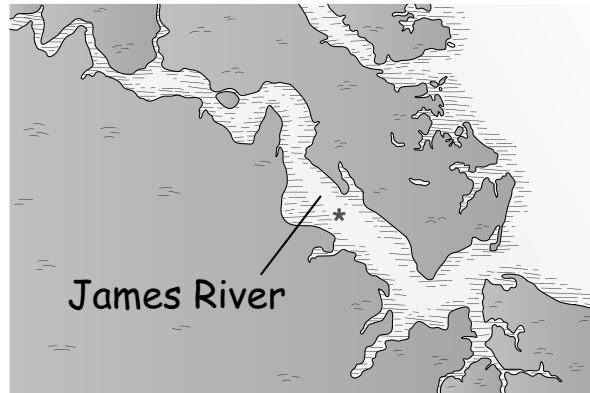
Social Studies Grade 8		Cluster 5
Reporting Category 4	Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.	
Knowledge and Skills Statement 8.27	The student understands the impact of science and technology on the economic development of the United States.	
Essence Statement	Recognizes the impact of scientific discoveries and technological innovation on the economic growth of the United States.	
Item 17 Prerequisite Skill	explain how science and technology have affected the ways in which people meet basic needs (2)	
Item 18 Prerequisite Skill	explain how science and technology have affected the ways in which people meet basic needs (2)	
Item 19 Prerequisite Skill	describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas (4)	
Item 20 Prerequisite Skill	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)	

SOCIAL STUDIES

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate*: **This is the James River. It flows through Virginia into the Chesapeake Bay.**
- *Communicate*: **Find the James River.**

Stimulus 1



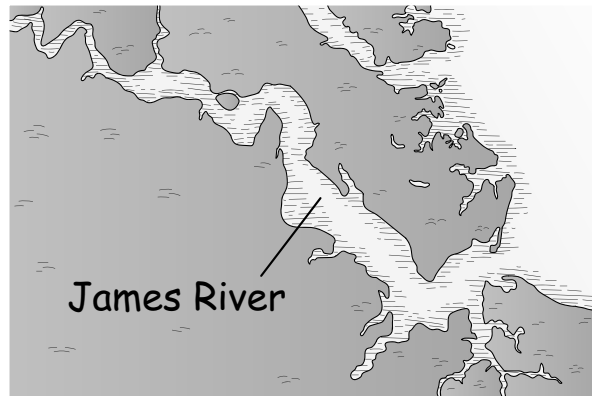
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the James River,	➡	mark A for question 1 and move to question 2.
If the student does not find the James River,	➡	<ul style="list-style-type: none">• remove the stimulus;• wait at least five seconds; and• replicate the initial presentation instructions.
After the five-second wait time, if the student finds the James River,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the James River,	➡	mark C for question 1 and move to question 2.

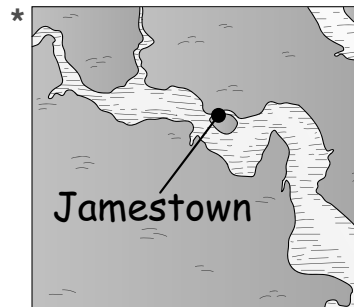
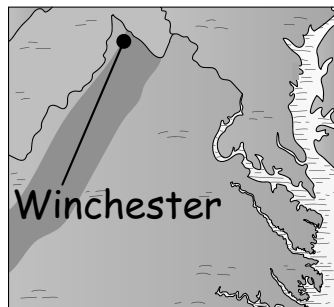
Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. *Communicate:* This is the James River, which flows into the Chesapeake Bay. English settlers built the Jamestown settlement next to the river in 1607.
- Direct the student to each answer choice in Stimulus 2b. *Communicate:* This is Winchester near the Shenandoah Valley. This is Jamestown near the James River.
- *Communicate:* Find Jamestown near the James River.

Stimulus 2a



Stimulus 2b



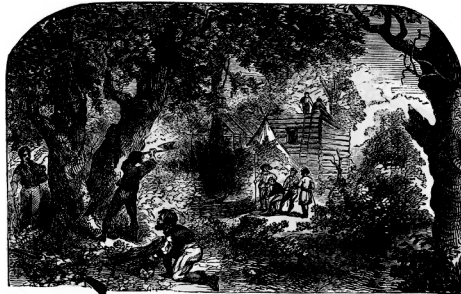
Scoring Instructions

Student Action	Test Administrator Action
If the student finds Jamestown near the James River in Stimulus 2b,	➡ mark A for question 2 and move to question 3.
If the student does not find Jamestown near the James River in Stimulus 2b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the place where English settlers built Jamestown in Stimulus 2b and <i>communicate</i> “This is Jamestown near the James River”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds Jamestown near the James River in Stimulus 2b,	➡ mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find Jamestown near the James River in Stimulus 2b,	➡ mark C for question 2 and move to question 3.

Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. *Communicate*: These are English settlers building the Jamestown settlement. Because there were forests along the James River, English settlers used wood to make their homes and a fort.
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate*: Find how English settlers at Jamestown modified their physical environment.

Stimulus 3a



BUILDING JAMESTOWN.

Stimulus 3b

English settlers modified their physical environment by —

making homes out of sand and stone

* using trees for their buildings

hunting bison on the prairie

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “using trees for their buildings” in Stimulus 3b,	➡ mark A for question 3 and move to question 4.
If the student does not find “using trees for their buildings” in Stimulus 3b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student describe the illustration in Stimulus 3a. OR • Define “modify.” Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “using trees for their buildings” in Stimulus 3b,	➡ mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “using trees for their buildings” in Stimulus 3b,	➡ mark C for question 3 and move to question 4.

Presentation Instructions for Question 4

- Present Stimulus 4a and 4b.
 - Direct the student to Stimulus 4a. *Communicate*: The Jamestown settlement was a part of the Virginia Colony. During the 1600s and 1700s, many English people settled in the Virginia Colony.
 - Direct the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
 - *Communicate*: Find one reason why people settled in the Virginia Colony.
-

Stimulus 4a



Stimulus 4b

to find better medical care

to enjoy the warm weather

* to own land in a new country

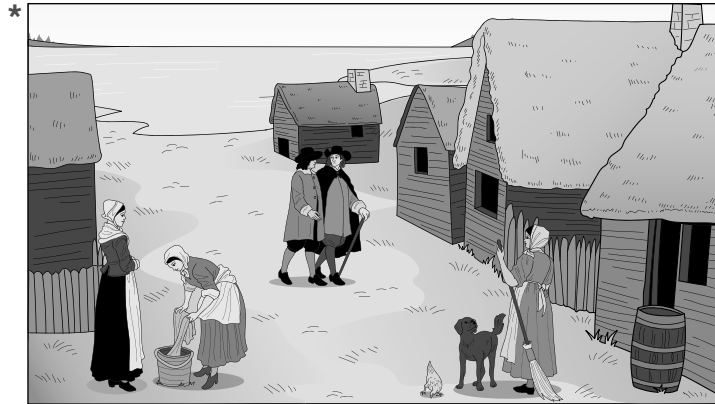
Scoring Instructions

Student Action	Test Administrator Action
If the student finds “to own land in a new country” in Stimulus 4b,	➡ mark A for question 4 and move to question 5.
If the student does not find “to own land in a new country” in Stimulus 4b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “to own land in a new country” 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 “to own land in a new country” in Stimulus 4b,	➡ mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5.
- *Direct* the student to Stimulus 5. *Communicate:* These are colonists living in the Massachusetts Bay Colony. In 1630 they traveled from England to America to have religious freedom.
- *Communicate:* Find the colonists living in the Massachusetts Bay Colony.

Stimulus 5



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the colonists living in the Massachusetts Bay Colony,	➡	mark A for question 5 and move to question 6.
If the student does not find the colonists living in the Massachusetts Bay Colony,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the colonists living in the Massachusetts Bay Colony,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the colonists living in the Massachusetts Bay Colony,	➡	mark C for question 5 and move to question 6.

Presentation Instructions for Question 6

- Present Stimulus 6a and 6b.
- Direct the student to Stimulus 6a. **Communicate:** The Massachusetts Bay Colony was founded by a religious group called the Puritans. Some colonists disagreed with the Puritans' laws and moved away to start their own colony in Connecticut.
- Direct the student to each answer choice in Stimulus 6b. **Communicate:** These are colonists traveling to the Massachusetts Bay Colony. These are colonists building a new colony in Connecticut.
- **Communicate:** Find the colonists building a new colony in Connecticut.

Stimulus 6a



Stimulus 6b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the colonists building a new colony in Connecticut in Stimulus 6b,	➡ mark A for question 6 and move to question 7.
If the student does not find the colonists building a new colony in Connecticut in Stimulus 6b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the colonists building a new colony in Connecticut in Stimulus 6b and <i>communicate</i> “These are colonists building a new colony in Connecticut”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the colonists building a new colony in Connecticut in Stimulus 6b,	➡ mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the colonists building a new colony in Connecticut in Stimulus 6b,	➡ mark C for question 6 and move to question 7.

Presentation Instructions for Question 7

- Present Stimulus 7a and 7b.
- Direct the student to Stimulus 7a. *Communicate:* These colonists who left Massachusetts Bay are writing the Fundamental Orders of Connecticut. The Fundamental Orders of Connecticut created a new government in the Connecticut Colony.
- Direct the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate:* Find one reason why the colonists created the Fundamental Orders of Connecticut.

Stimulus 7a



Stimulus 7b

to start a new religion

* to make laws for the community

to build a fort for protection

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “to make laws for the community” in Stimulus 7b,	➡ mark A for question 7 and move to question 8.
If the student does not find “to make laws for the community” in Stimulus 7b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student explain what a government is. OR • Highlight “start a new religion,” “make laws,” and “build a fort” in Stimulus 7b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “to make laws for the community” in Stimulus 7b,	➡ mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “to make laws for the community” in Stimulus 7b,	➡ mark C for question 7 and move to question 8.

Presentation Instructions for Question 8

- *Present* Stimulus 8a and 8b.
 - *Direct* the student to Stimulus 8a. *Communicate*: This is Thomas Hooker, who helped write the **Fundamental Orders of Connecticut**.
 - *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
 - *Communicate*: Find why Thomas Hooker was important to America.
-

Stimulus 8a



Stimulus 8b

* He helped make a representative government.

He helped end slavery in the colonies.

He helped discover new ways of farming.

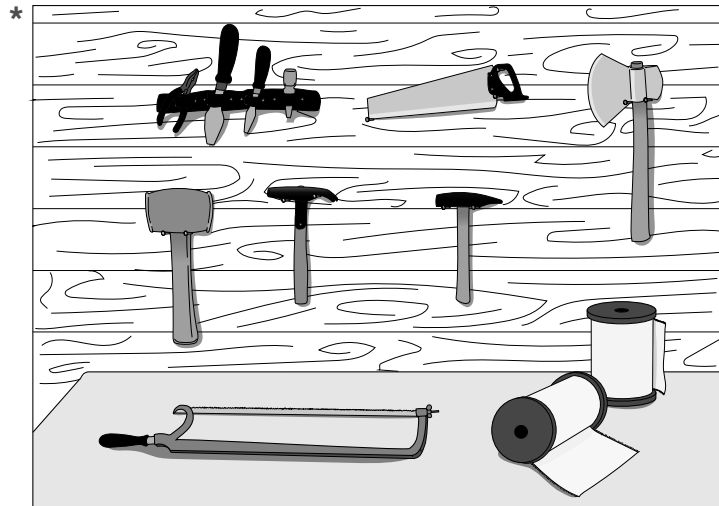
Scoring Instructions

Student Action	Test Administrator Action
If the student finds “He helped make a representative government” in Stimulus 8b,	➡ mark A for question 8 and move to question 9.
If the student does not find “He helped make a representative government” in Stimulus 8b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “He helped make a representative government” 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 “He helped make a representative government” in Stimulus 8b,	➡ mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to Stimulus 9. *Communicate*: **In the past, Americans bought goods they did not make themselves from Great Britain.**
- *Communicate*: **Find the goods from Great Britain.**

Stimulus 9

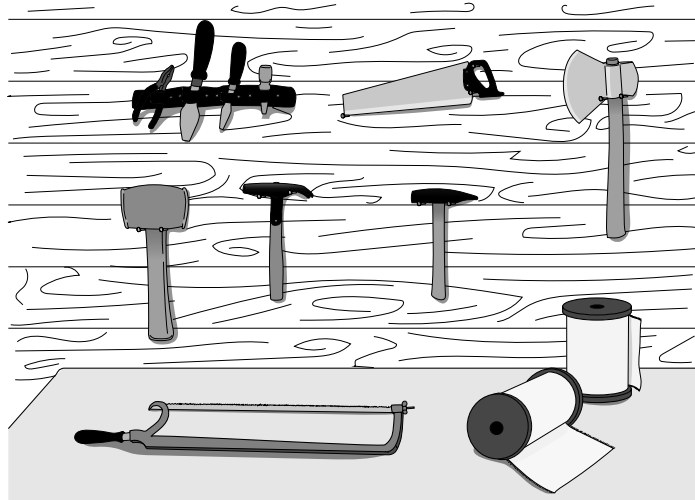


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the goods from Great Britain,	➡	mark A for question 9 and move to question 10.
If the student does not find the goods from Great Britain,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the goods from Great Britain,	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the goods from Great Britain,	➡	mark C for question 9 and move to question 10.

Presentation Instructions for Question 10

- Present Stimulus 10a and 10b.
- Direct the student to Stimulus 10a. *Communicate:* **The Embargo Act of 1807 stopped trade between the United States, Great Britain, and other countries. This made it more expensive for Americans to buy goods from these countries.**
- Direct the student to Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the goods that were more expensive for Americans to buy after the Embargo Act.**

Stimulus 10a



Stimulus 10b



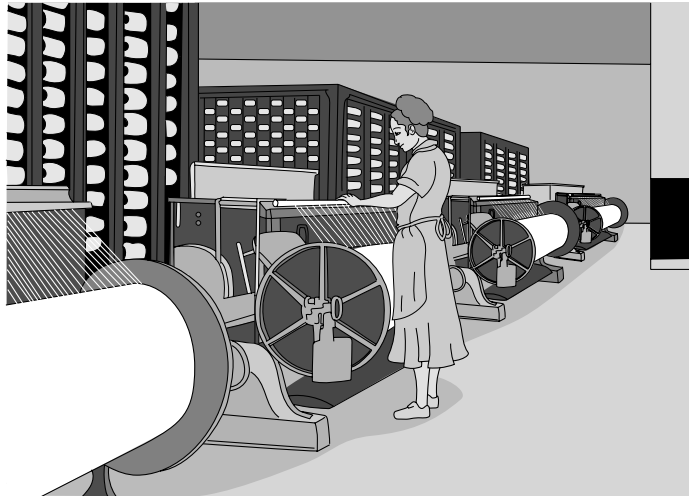
Scoring Instructions

Student Action	Test Administrator Action
If the student finds “goods from Great Britain” in Stimulus 10b,	<p>➡ mark A for question 10 and move to question 11.</p>
If the student does not find “goods from Great Britain” in Stimulus 10b,	<p>➡</p> <ul style="list-style-type: none"> • model the desired student action by finding the goods that were made in Great Britain in Stimulus 10b and <i>communicate</i> “These goods were more expensive for Americans to buy after the Embargo Act”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “goods from Great Britain” in Stimulus 10b,	<p>➡ mark B for question 10 and move to question 11.</p>
After teacher modeling, if the student does not find “goods from Great Britain” in Stimulus 10b,	<p>➡ mark C for question 10 and move to question 11.</p>

Presentation Instructions for Question 11

- Present Stimulus 11a and 11b.
- Direct the student to Stimulus 11a. *Communicate:* **The United States purchased fewer goods made in factories in Great Britain during the early 1800s.**
- Direct the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the effect on Americans of purchasing fewer goods from factories in Great Britain.**

Stimulus 11a



Stimulus 11b

Americans had to grow new kinds of crops.

* Americans had to build more factories.

Americans had to collect more taxes from citizens.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Americans had to build more factories” in Stimulus 11b,	<p>➡ mark A for question 11 and move to question 12.</p>
If the student does not find “Americans had to build more factories” in Stimulus 11b,	<p>➡ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Define “purchase.” OR • Have the student explain the purpose of factories. OR • Highlight “crops,” “factories,” and “taxes” in Stimulus 11b. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Americans had to build more factories” in Stimulus 11b,	<p>➡ mark B for question 11 and move to question 12.</p>
After the selected teacher assistance, if the student does not find “Americans had to build more factories” in Stimulus 11b,	<p>➡ mark C for question 11 and move to question 12.</p>

Presentation Instructions for Question 12

- Present Stimulus 12a and 12b.
- Direct the student to Stimulus 12a. *Communicate*: During the 1800s, factories used division of labor to make goods. Each worker was assigned one task to do over and over again.
- Direct the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate*: Find how division of labor in factories helped the U.S. economy grow during the 1800s.

Stimulus 12a



Stimulus 12b

* Factories produced goods more quickly.

Workers in factories were paid more money.

Goods from factories became more expensive.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Factories produced goods more quickly” in Stimulus 12b,	➡ mark A for question 12 and move to question 13.
If the student does not find “Factories produced goods more quickly” in Stimulus 12b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Factories produced goods more quickly” 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 “Factories produced goods more quickly” in Stimulus 12b,	➡ mark C for question 12 and move to question 13.

Presentation Instructions for Question 13

- *Present* Stimulus 13.
- *Direct* the student to Stimulus 13. **Communicate:** Sojourner Truth was a former enslaved person who worked to expand the rights of others.
- *Communicate:* **Find Sojourner Truth.**

Stimulus 13



Scoring Instructions

Student Action		Test Administrator Action
If the student finds Sojourner Truth,	➡	mark A for question 13 and move to question 14.
If the student does not find Sojourner Truth,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds Sojourner Truth,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find Sojourner Truth,	➡	mark C for question 13 and move to question 14.

Presentation Instructions for Question 14

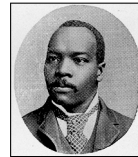
- *Present* Stimulus 14a and 14b.
- *Direct* the student to Stimulus 14a. *Communicate:* **In the 1800s, African Americans and women did not have the same rights as other people. Sojourner Truth demonstrated good citizenship by seeing this problem and working for equal rights.**
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate:* **This is Sojourner Truth, who worked for equal rights. This is Granville T. Woods, who invented a new type of telegraph.**
- *Communicate:* **Find the person who worked for equal rights.**

Stimulus 14a



Stimulus 14b

*



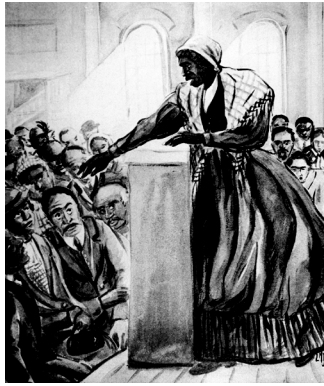
Scoring Instructions

Student Action	Test Administrator Action
If the student finds the person who worked for equal rights in Stimulus 14b,	➡ mark A for question 14 and move to question 15.
If the student does not find the person who worked for equal rights in Stimulus 14b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the person who worked for equal rights in Stimulus 14b and <i>communicate</i> “This is the person who worked for equal rights”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the person who worked for equal rights in Stimulus 14b,	➡ mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the person who worked for equal rights in Stimulus 14b,	➡ mark C for question 14 and move to question 15.

Presentation Instructions for Question 15

- Present Stimulus 15a and 15b.
- Direct the student to Stimulus 15a. **Communicate: This is Sojourner Truth showing civic participation by giving a speech. As an activist, she traveled the country giving speeches about rights for women and ending slavery.**
- Direct the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate: Find how Sojourner Truth showed civic participation.*

Stimulus 15a



Stimulus 15b

She invented new ways to make clothes.

She traveled to many different countries.

* She told others about important issues.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “She told others about important issues” in Stimulus 15b,	<p>➡ mark A for question 15 and move to question 16.</p>
If the student does not find “She told others about important issues” in Stimulus 15b,	<p>➡ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student describe the illustration in Stimulus 15a. OR • Have the student identify what it means to give a speech. OR • Highlight “invented,” “traveled,” and “told” in Stimulus 15b. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “She told others about important issues” in Stimulus 15b,	<p>➡ mark B for question 15 and move to question 16.</p>
After the selected teacher assistance, if the student does not find “She told others about important issues” in Stimulus 15b,	<p>➡ mark C for question 15 and move to question 16.</p>

Presentation Instructions for Question 16

- Present Stimulus 16a and 16b.
- Direct the student to Stimulus 16a. *Communicate:* **This list shows some of the contributions of Sojourner Truth.**
- *Communicate* the text in Stimulus 16a.
- Direct the student to the empty box in Stimulus 16a. *Communicate:* **One contribution is missing from the list.**
- Direct the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate:* **Find another contribution of Sojourner Truth.**

Stimulus 16a

Contributions of Sojourner Truth

- encouraged African American soldiers to enlist in the Union Army
- gave speeches against slavery around the country

•

Stimulus 16b

*

advocated for women to have the right to vote

published a newspaper called *The Liberator*

became a civil rights leader only for women

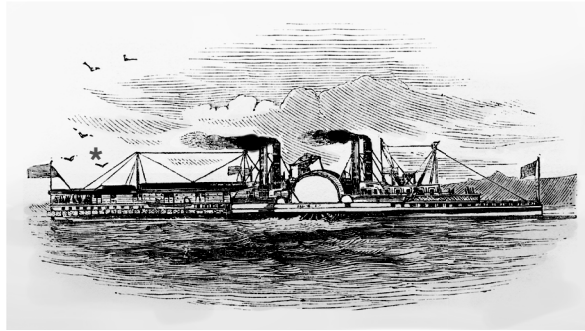
Scoring Instructions

Student Action	Test Administrator Action
If the student finds “advocated for women to have the right to vote” in Stimulus 16b,	➡ mark A for question 16 and move to question 17.
If the student does not find “advocated for women to have the right to vote” in Stimulus 16b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “advocated for women to have the right to vote” in Stimulus 16b,	➡ mark B for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find “advocated for women to have the right to vote” in Stimulus 16b,	➡ mark C for question 16 and move to question 17.

Presentation Instructions for Question 17

- *Present* Stimulus 17.
- *Direct* the student to Stimulus 17. *Communicate*: **This is a steamboat from the 1800s. Steamboats are large boats that use steam energy to move through the water.**
- *Communicate*: **Find the steamboat from the 1800s.**

Stimulus 17

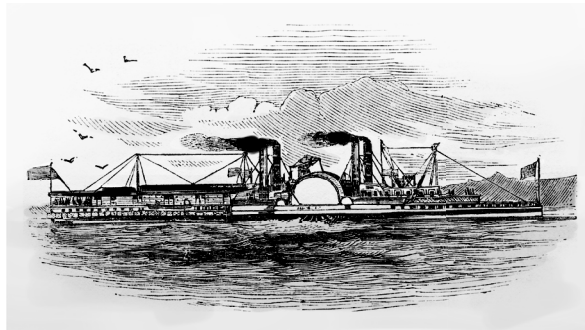


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the steamboat from the 1800s,	➡	mark A for question 17 and move to question 18.
If the student does not find the steamboat from the 1800s,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the steamboat from the 1800s,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find the steamboat from the 1800s,	➡	mark C for question 17 and move to question 18.

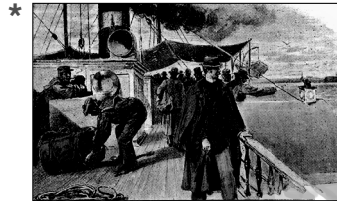
Presentation Instructions for Question 18

- Present Stimulus 18a and 18b.
- Direct the student to Stimulus 18a. *Communicate:* This is a steamboat from the 1800s. The steamboat changed how people traveled by water.
- Direct the student to each answer choice in Stimulus 18b. *Communicate:* These people are using a canoe to travel on a river. These people are using a steamboat to travel on a river.
- *Communicate:* Find the people using a steamboat to travel on a river.

Stimulus 18a



Stimulus 18b



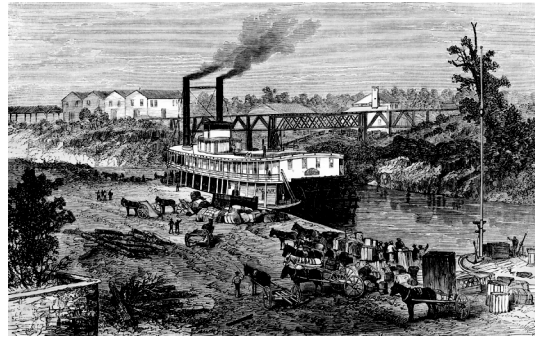
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the people using a steamboat to travel on a river in Stimulus 18b,	➡	mark A for question 18 and move to question 19.
If the student does not find the people using a steamboat to travel on a river in Stimulus 18b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the steamboat in Stimulus 18b and <i>communicate</i> “These people are using a steamboat to travel on a river”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the people using a steamboat to travel on a river in Stimulus 18b,	➡	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find the people using a steamboat to travel on a river in Stimulus 18b,	➡	mark C for question 18 and move to question 19.

Presentation Instructions for Question 19

- *Present* Stimulus 19a and 19b.
- *Direct* the student to Stimulus 19a. *Communicate*: **Steamboats helped carry people and goods in Texas. Before steamboats were invented, boats relied on paddles or the river's current in order to move.**
- *Direct* the student to the stem and each answer choice in Stimulus 19b. *Communicate* the text in the stem and each answer choice.
- *Communicate*: **Find how steamboats benefited Texans.**

Stimulus 19a



Stimulus 19b

Steamboats made travel —

* faster

quieter

cleaner

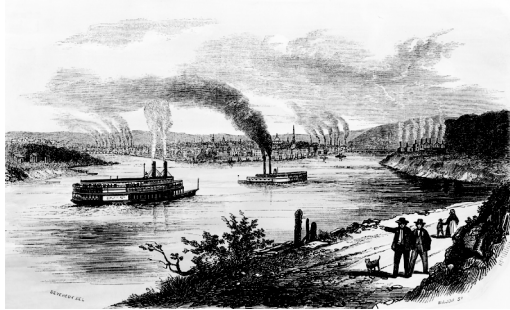
Scoring Instructions

Student Action	Test Administrator Action
If the student finds “faster” in Stimulus 19b,	<p>➡ mark A for question 19 and move to question 20.</p>
If the student does not find “faster” in Stimulus 19b,	<p>➡ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student describe a steamboat. OR • Have the student compare steamboats with other types of boats. OR • Describe what makes a steamboat move. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “faster” in Stimulus 19b,	<p>➡ mark B for question 19 and move to question 20.</p>
After the selected teacher assistance, if the student does not find “faster” in Stimulus 19b,	<p>➡ mark C for question 19 and move to question 20.</p>

Presentation Instructions for Question 20

- Present Stimulus 20a and 20b.
- Direct the student to Stimulus 20a. *Communicate*: **Between the 1830s and 1850s, people learned how to design better steamboats. They built larger steamboats that carried bigger and heavier loads.**
- Direct the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate*: **Find how steamboats helped the United States grow.**

Stimulus 20a



Stimulus 20b

Safer ports could be built because of steamboats.

* More goods and people could be transported because of steamboats.

Healthier livestock could be raised because of steamboats.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “More goods and people could be transported because of steamboats” in Stimulus 20b,	➡ mark A for question 20.
If the student does not find “More goods and people could be transported because of steamboats” in Stimulus 20b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “More goods and people could be transported because of steamboats” in Stimulus 20b,	➡ mark B for question 20.
After the teacher repeats the instructions, if the student does not find “More goods and people could be transported because of steamboats” in Stimulus 20b,	➡ mark C for question 20.

**TEST
INSTRUCTIONS**

**STAAR ALTERNATE 2
GRADE 8
Social Studies
April 2023**

