

# **TEST ADMINISTRATOR MANUAL**

## **GRADE 4 Writing STAAR Alternate 2**

**Administered April 2016**

# **RELEASED**



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

<b>Grade 4 Writing</b>		<b>Cluster 1</b>
<b>Reporting Category 3</b>	Editing: The student will demonstrate an ability to edit a variety of texts.	
<b>Knowledge and Skills Statement 4.15</b>	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (Readiness)	
<b>Essence Statement</b>	Edits text using correct grammar, mechanics, and spelling.	
<b>Item 1 Prerequisite Skill</b>	use punctuation at the end of a sentence (K)	
<b>Item 2 Prerequisite Skill</b>	use punctuation at the end of a sentence (K)	
<b>Item 3 Prerequisite Skill</b>	recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences (1)	
<b>Item 4 Prerequisite Skill</b>	recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences (1)	

<b>Grade 4 Writing</b>		<b>Cluster 2</b>
<b>Reporting Category 3</b>	Editing: The student will demonstrate an ability to edit a variety of texts.	
<b>Knowledge and Skills Statement 4.20</b>	Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.	
<b>Essence Statement</b>	Edits text for correct word usage.	
<b>Item 5 Prerequisite Skill</b>	use a wide variety of words to label and describe people, places, things, and actions (P-K)	
<b>Item 6 Prerequisite Skill</b>	understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance): nouns (singular/plural) (K)	
<b>Item 7 Prerequisite Skill</b>	understand and use the following parts of speech in the context of reading, writing, and speaking: nouns (singular/plural, common/proper) (1)	
<b>Item 8 Prerequisite Skill</b>	understand and use the following parts of speech in the context of reading, writing, and speaking: nouns (singular/plural, common/proper) (2)	

<b>Grade 4 Writing</b>		<b>Cluster 3</b>
<b>Reporting Category 2</b>	Revision: The student will demonstrate an ability to revise a variety of written texts.	
<b>Knowledge and Skills Statement 4.18</b>	Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes.	
<b>Essence Statement</b>	Revises topic sentence and supporting details in expository text.	
<b>Item 9 Prerequisite Skill</b>	revise drafts by adding details or sentences (K)	
<b>Item 10 Prerequisite Skill</b>	revise drafts by adding details or sentences (K)	
<b>Item 11 Prerequisite Skill</b>	revise drafts by adding or deleting a word, phrase, or sentence (1)	
<b>Item 12 Prerequisite Skill</b>	revise drafts by adding or deleting words, phrases, or sentences (2)	

<b>Grade 4 Writing</b>		<b>Cluster 4</b>
<b>Reporting Category 2</b>	Revision: The student will demonstrate an ability to revise a variety of written texts.	
<b>Knowledge and Skills Statement 4.15</b>	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	
<b>Essence Statement</b>	Revises text to clarify and improve meaning.	
<b>Item 13 Prerequisite Skill</b>	revise drafts by adding details or sentences (K)	
<b>Item 14 Prerequisite Skill</b>	revise drafts by adding details or sentences (K)	
<b>Item 15 Prerequisite Skill</b>	revise drafts by adding or deleting a word, phrase, or sentence (1)	
<b>Item 16 Prerequisite Skill</b>	revise drafts by adding or deleting words, phrases, or sentences (2)	

<b>Grade 4 Writing</b>		<b>Cluster 5</b>
<b>Reporting Category 3</b>	Editing: The student will demonstrate an ability to edit a variety of texts.	
<b>Knowledge and Skills Statement 4.21</b>	Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.	
<b>Essence Statement</b>	Edits text for correct capitalization and punctuation.	
<b>Item 17 Prerequisite Skill</b>	capitalize the first letter in a sentence (K)	
<b>Item 18 Prerequisite Skill</b>	capitalize the first letter in a sentence (K)	
<b>Item 19 Prerequisite Skill</b>	recognize and use basic capitalization for names of people (1)	
<b>Item 20 Prerequisite Skill</b>	use capitalization for months and days of the week (2)	

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/>



# WRITING





## Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to the first sentence. Communicate the text.
- Communicate: **This sentence is missing a period at the end.**
- Direct the student to the second sentence. Communicate the text.
- Communicate: **This sentence has a period at the end.**
- Communicate: **Find the sentence that ends with a period.**

### Stimulus 1



Hamsters make great pets

\* Hamsters make great pets.

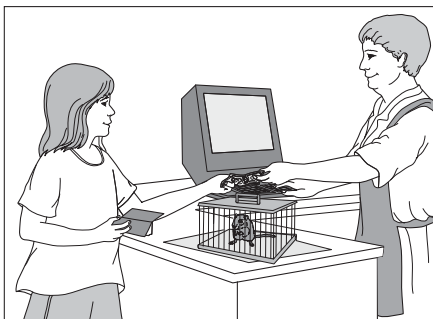
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence with the period,	➡	mark <b>A</b> for question 1 and move to question 2.
If the student does not find the sentence with the period,	➡	<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 sentence with the period,	➡	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 sentence with the period,	➡	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* the text.
- *Communicate*: **This sentence is written correctly. It has a period at the end.**
- Direct the student to each answer choice in Stimulus 2b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that is written correctly.**

### Stimulus 2a



I bought a hamster at the pet store.

### Stimulus 2b

I feed my hamster lettuce

\* I feed my hamster lettuce.

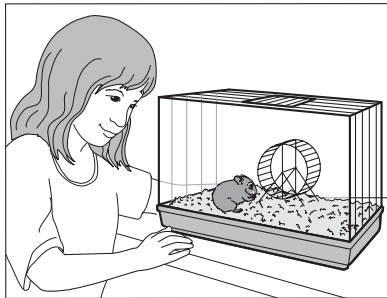
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence with a period in Stimulus 2b,	➡	mark <b>A</b> for question 2 and move to question 3.
If the student does not find the sentence with a period in Stimulus 2b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding and reading the sentence with a period in Stimulus 2b and <i>communicate</i> “<b>This sentence is written correctly with a period at the end</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the sentence with a period 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 sentence with a period 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. *Communicate*: **Not all sentences end with the same punctuation mark.**
- Direct the student to Stimulus 3a. *Communicate* the title and text without using inflection.
- Direct the student to the underlined sentence. *Communicate*: **This sentence does not have any end punctuation.**
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice, using the correct inflection for the sentence type.
- *Communicate*: **Find the sentence with the correct end punctuation.**

#### Stimulus 3a



#### My New Pet

I have a new pet hamster. What should I name my hamster I will name my hamster Sam.

#### Stimulus 3b

What should I name my hamster.

What should I name my hamster!

\* What should I name my hamster?

## Scoring Instructions

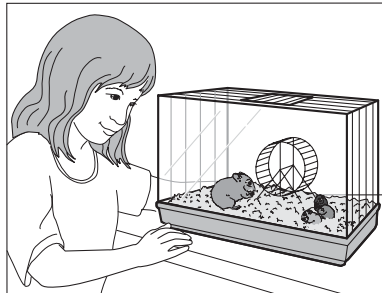
Student Action	➡	Test Administrator Action
If the student finds the sentence with the question mark,	➡	mark <b>A</b> for question 3 and move to question 4.
If the student does not find the sentence with the question mark,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student identify the kinds of sentences and their end punctuation. <b>OR</b></li> <li>• Highlight the end punctuation of each answer choice.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the sentence with the question mark,	➡	mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the sentence with the question mark,	➡	mark <b>C</b> for question 3 and move to question 4.

## Presentation Instructions for Question 4

- Present Stimulus 4a and 4b. *Communicate:* **Here is more of the story “My New Pet.”**
- *Direct* the student to Stimulus 4a. *Communicate* the text, using the inflection indicated by the end punctuation.
- *Direct* the student to the underlined sentences. *Communicate:* **One of the underlined sentences has a punctuation mistake.**
- *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice, using the inflection indicated by the end punctuation.
- *Communicate:* **Find the sentence that corrects the punctuation.**

### Stimulus 4a

One morning I didn't see Sam in his cage? I looked around the cage. Where could he be?



I finally found him curled up in some shavings in his cage. What a surprise to find three tiny hamsters beside him! I realized that my hamster wasn't a boy. Wow, Sam was a girl!

### Stimulus 4b

\* One morning I didn't see Sam in his cage.

Where could he be.

Wow, Sam was a girl?


## Scoring Instructions

Student Action		Test Administrator Action
If the student finds “One morning I didn’t see Sam in his cage.” in Stimulus 4b,	➡	mark <b>A</b> for question 4 and move to question 5.
If the student does not find “One morning I didn’t see Sam in his cage.” in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “One morning I didn’t see Sam in his cage.” 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 “One morning I didn’t see Sam in his cage.” in Stimulus 4b,	➡	mark <b>C</b> for question 4 and move to question 5.

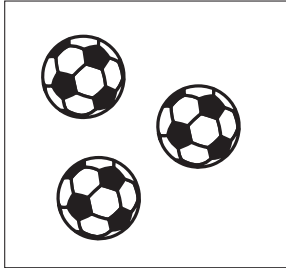
## Presentation Instructions for Question 5

- Present Stimulus 5.
- Direct the student to the one ball and the words underneath the picture. *Communicate:* **One ball.**
- Direct the student to the three balls and the words underneath the picture. *Communicate:* **Three balls.**
- *Communicate:* **Find the words that name three balls.**

**Stimulus 5**



one ball



\* three balls

<b>Scoring Instructions</b>		
Student Action	➡	Test Administrator Action
If the student finds the words “three balls,”	➡	mark <b>A</b> for question 5 and move to question 6.
If the student does not find the words “three balls,”	➡	<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 words “three balls,”	➡	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 words “three balls,”	➡	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 the picture and sentence in Stimulus 6a. *Communicate* the text.
- *Communicate*: **The sentence does not match what the boy is doing. The boy feeds one dog.**
- Direct the student to each answer choice in Stimulus 6b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that tells what the boy is doing.**

### Stimulus 6a



The boy feeds many dogs.

### Stimulus 6b

The boy feeds a dogs.

\*  
The boy feeds a dog.

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds "The boy feeds a dog" in Stimulus 6b,	➡	mark <b>A</b> for question 6 and move to question 7.
If the student does not find "The boy feeds a dog" in Stimulus 6b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding and reading the sentence "The boy feeds a dog" in Stimulus 6b and <i>communicate</i> "<b>This is the sentence that tells what the boy is doing</b>"; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds "The boy feeds a dog" 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 boy feeds a dog" in Stimulus 6b,	➡	mark <b>C</b> for question 6 and move to question 7.



## Presentation Instructions for Question 7

- Present Stimulus 7a and 7b.
- Direct the student to Stimulus 7a. Communicate the text.
- Direct the student to the underlined sentence. Communicate: **The underlined sentence has a mistake.**
- Direct the student to each answer choice in Stimulus 7b. Communicate the text in each answer choice.
- Communicate: **Find the sentence that corrects the mistake.**

### Stimulus 7a

My brother and I will bake cakes for a party. My brother will bake a cake. I will bake two cake.



### Stimulus 7b

I wills bake two cake.

I will bakes two cake.

\* I will bake two cakes.

## Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds “I will bake two cakes” in Stimulus 7b,	➡	mark <b>A</b> for question 7 and move to question 8.
If the student does not find “I will bake two cakes” in Stimulus 7b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Read the paragraph, inserting each answer choice for the underlined sentence. <b>OR</b></li> <li>• Highlight the words that end in “s” in the answer choices.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “I will bake two cakes” 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 “I will bake two cakes” 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*: **One of the underlined words in this paragraph needs editing to correct a mistake.** *Communicate* the text.
- Direct the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the word that will correct the mistake.**

### Stimulus 8a

My favorite place in Grandma's house is the attic. It is full of treasures. There are several old pictures of my dad when he was young. There are boxes filled with many toy. There is even one old bicycle.

### Stimulus 8b

picture

\*

toys

bicycles

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds the word "toys" in Stimulus 8b,	➡	mark <b>A</b> for question 8 and move to question 9.
If the student does not find the word "toys" in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the word "toys" in Stimulus 8b,	➡	mark <b>B</b> for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find the word "toys" 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 the sentence. *Communicate:* **This is a topic sentence: “Chimpanzees are animals.”**
- Direct the student to the chimpanzees. *Communicate:* **These are chimpanzees.**
- *Communicate:* **Find what the topic sentence is about.**

### Stimulus 9

Chimpanzees are animals.

\*



Chimpanzees

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the chimpanzees,	➡	mark <b>A</b> for question 9 and move to question 10.
If the student does not find the chimpanzees,	➡	<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 chimpanzees,	➡	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 chimpanzees,	➡	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 the sentences in Stimulus 10a. *Communicate* the text.
- *Communicate*: **The two sentences can be combined into one sentence.**
- Direct the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that combines both sentences.**

### Stimulus 10a

Chimpanzees are animals.  
Chimpanzees live in the forest.



### Stimulus 10b

\* Chimpanzees are animals that live in the forest.

Chimpanzees are animals with black hair.

## Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds “Chimpanzees are animals that live in the forest” in Stimulus 10b,	→	mark <b>A</b> for question 10 and move to question 11.
If the student does not find “Chimpanzees are animals that live in the forest” in Stimulus 10b,	→	<ul style="list-style-type: none"> <li>• model the desired student action by finding and reading the sentence “Chimpanzees are animals that live in the forest” in Stimulus 10b and <i>communicate</i> “<b>This sentence combines both sentences</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds “Chimpanzees are animals that live in the forest” in Stimulus 10b,	→	mark <b>B</b> for question 10 and move to question 11.
After teacher modeling, if the student does not find “Chimpanzees are animals that live in the forest” 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. *Communicate:* **This is an article about chimpanzees.**
- *Communicate:* **The paragraph includes a word that does not belong and needs to be changed.**
- *Direct* the student to Stimulus 11a. *Communicate* the title and text.
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the word that needs to be changed to the word “chimp.”**

### Stimulus 11a



### Chimpanzees

Chimpanzees are clever animals. Chimps have learned to use tools. A chimp can use a stick as a club. A lion can use a stone as a hammer.

### Stimulus 11b

animals

\*

lion

stone

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds “lion” in Stimulus 11b,	➔	mark <b>A</b> for question 11 and move to question 12.
If the student does not find “lion” in Stimulus 11b,	➔	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student identify the topic of the paragraph. <b>OR</b></li> <li>• Have the student tell about the pictures.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “lion” 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 “lion” 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. *Communicate:* **Here is more of the article “Chimpanzees.”**
- Direct the student to Stimulus 12a. *Communicate* the text.
- *Communicate:* **The paragraph includes a sentence that does not belong.**
- Direct the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that does not belong in the paragraph.**

### Stimulus 12a



Chimpanzees use tools to find food. For example, chimps poke sticks deep into termite nests. When they pull out the sticks, some termites come out too. Chimps sleep and travel in small groups. Then the chimpanzees eat a delicious meal of termites.

### Stimulus 12b

\* Chimps sleep and travel in small groups.

For example, chimps poke sticks deep into termite nests.

Then the chimpanzees eat a delicious meal of termites.



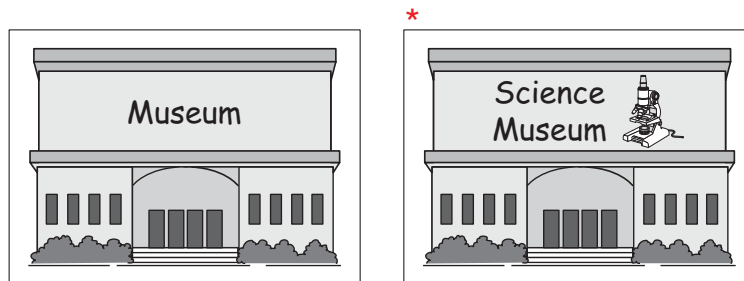
## Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds “Chimps sleep and travel in small groups” in Stimulus 12b,	➡	mark <b>A</b> for question 12 and move to question 13.
If the student does not find “Chimps sleep and travel in small groups” in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Chimps sleep and travel in small groups” 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 “Chimps sleep and travel in small groups” 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 the word "Museum." *Communicate:* **Museum. This word tells us this building has objects to learn about. It is not clear what kind of objects are in this building.**
- Direct the student to the words "Science Museum." *Communicate:* **Science museum. The word "Science" has been added to tell that the museum has science objects.**
- *Communicate:* **Find the words that tell where science objects are found.**

### Stimulus 13



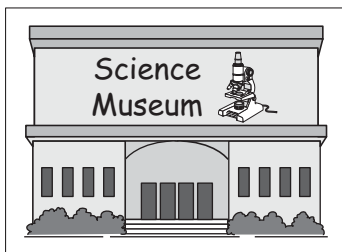
### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the words "Science Museum,"	➡	mark <b>A</b> for question 13 and move to question 14.
If the student does not find the words "Science Museum,"	➡	<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 words "Science Museum,"	➡	mark <b>B</b> for question 13 and move to question 14.
After the five-second wait time, if the student does not find the words "Science Museum,"	➡	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*: **Science museum.**
- Direct the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that tells more about the science museum.**

### Stimulus 14a



### Stimulus 14b

\*

The science museum is a great place to learn about the world.

This is the science museum.

## Scoring Instructions

Student Action		Test Administrator Action
If the student finds "The science museum is a great place to learn about the world,"	➡	mark <b>A</b> for question 14 and move to question 15.
If the student does not find "The science museum is a great place to learn about the world,"	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding and reading the sentence "The science museum is a great place to learn about the world" and <i>communicate</i> "<b>This sentence tells more about the science museum</b>"; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds "The science museum is a great place to learn about the world,"	➡	mark <b>B</b> for question 14 and move to question 15.
After teacher modeling, if the student does not find "The science museum is a great place to learn about the world,"	➡	mark <b>C</b> for question 14 and move to question 15.

## Presentation Instructions for Question 15

- Present Stimulus 15a and 15b. *Communicate:* **This is a topic sentence for a paragraph about the science museum.**
- Direct the student to Stimulus 15a. *Communicate* the text.
- Direct the student to the empty box in Stimulus 15a. *Communicate:* **A sentence can be added here.**
- Direct the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that adds a detail to support the topic sentence.**

### Stimulus 15a

The science museum is a great place to learn about the world.

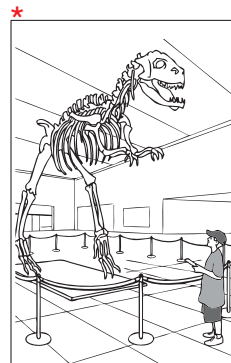
### Stimulus 15b



The boy enjoys buying a gift at the museum.



The boy walks a long way to get to the museum.



The boy finds out the names of dinosaurs at the museum.

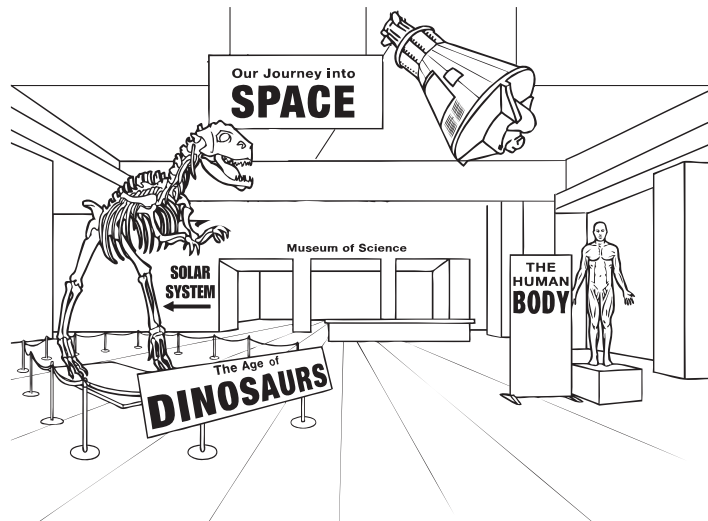
## Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds “The boy finds out the names of dinosaurs at the museum,”	➡	mark <b>A</b> for question 15 and move to question 16.
If the student does not find “The boy finds out the names of dinosaurs at the museum,”	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student identify the details in each of the pictures. <b>OR</b></li> <li>• Highlight the words “learn about the world” in the topic sentence in Stimulus 15a.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “The boy finds out the names of dinosaurs at the museum,”	➡	mark <b>B</b> for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “The boy finds out the names of dinosaurs at the museum,”	➡	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* the text.
- Direct the student to the underlined sentence. *Communicate*: **This is the topic sentence for the paragraph. The sentence can be changed to better describe what the paragraph is about.**
- Direct the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the topic sentence that better describes what the paragraph is about.**

### Stimulus 16a



The science museum is a great place to learn about the world. The boy finds out the names of dinosaurs at the museum. There is a space exhibit with a model of the solar system. Another exhibit shows how the human body works. The boy can easily spend the whole day at the museum.

**Stimulus 16b**

The science museum helps people learn new things.

\* The science museum is filled with great exhibits that help people learn about the world.

The science museum is a great place.

**Scoring Instructions**

<b>Student Action</b>		<b>Test Administrator Action</b>
If the student finds “The science museum is filled with great exhibits that help people learn about the world” in Stimulus 16b,	➡	mark <b>A</b> for question 16 and move to question 17.
If the student does not find “The science museum is filled with great exhibits that help people learn about the world” in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The science museum is filled with great exhibits that help people learn about the world” 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 “The science museum is filled with great exhibits that help people learn about the world” 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* the text in the first sentence.
- Direct the student to the lowercase “s” at the beginning of the first sentence. *Communicate: The first letter in a sentence should be capitalized.*
- Direct the student to the second sentence. *Communicate* the text in the second sentence.
- *Communicate: This sentence begins with a capital letter.*
- *Communicate: Find the sentence that begins with a capital letter.*

### Stimulus 17

some animals live in deserts.



\* Some animals live in deserts.

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence that begins with a capital letter,	➡	mark <b>A</b> for question 17 and move to question 18.
If the student does not find the sentence that begins with a capital letter,	➡	<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 sentence that begins with a capital letter,	➡	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 sentence that begins with a capital letter,	➡	mark <b>C</b> for question 17 and move to question 18.



## Presentation Instructions for Question 18

- Present Stimulus 18a and 18b. *Communicate*: **Sentences should begin with a capital letter.**
- *Direct* the student to Stimulus 18a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence where the capital letter is used correctly to begin a sentence.**

### Stimulus 18a



jackrabbits have very long ears.

### Stimulus 18b

\* Jackrabbits have very long ears.

jackrabbits have very long Ears.

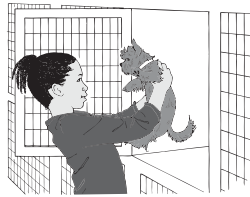
## Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence that begins with a capital letter in Stimulus 18b,	➡	mark <b>A</b> for question 18 and move to question 19.
If the student does not find the sentence that begins with a capital letter in Stimulus 18b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding and reading the sentence that begins with a capital letter in Stimulus 18b and <i>communicate</i> “<b>This sentence begins with a capital letter</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the sentence that begins with a capital letter 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 sentence that begins with a capital letter 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. *Communicate*: **Sometimes capital letters are needed on words that do not come at the beginning of the sentence.**
- Direct the student to Stimulus 19a. *Communicate* the text.
- Direct the student to the underlined words. *Communicate*: **One of these words needs to begin with a capital letter.**
- Direct the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the word that should replace one of the underlined words in the paragraph.**

### Stimulus 19a



A dog named Oliver had been in the animal shelter for many weeks. A family had not chosen him. Then one day it happened. A little girl named lupita pointed at him. She took Oliver out of his cage and took him home. Finally Oliver had a real home.

### Stimulus 19b

Animal

Family

\* Lupita

## Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the word “Lupita” in Stimulus 19b,	➡	mark <b>A</b> for question 19 and move to question 20.
If the student does not find the word “Lupita” in Stimulus 19b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student identify what kind of words need to begin with a capital letter. <b>OR</b></li> <li>• Highlight the words in the paragraph that are capitalized.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the word “Lupita” 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 the word “Lupita” 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*: **There are two words in the paragraph that need to be capitalized.**
- *Communicate* the text.
- Direct the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the pair of words that should be capitalized in the paragraph.**

### Stimulus 20a



Taylor is learning to play the violin. She practices every day. She has a lesson every monday. Taylor plans to perform at a talent show in february.

### Stimulus 20b

Violin	Lesson
--------	--------

\* 

Monday	February
--------	----------

Day	Show
-----	------

## Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds “Monday February” in Stimulus 20b,	➡	mark <b>A</b> for question 20.
If the student does not find “Monday February” in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Monday February” in Stimulus 20b,	➡	mark <b>B</b> for question 20.
After the teacher repeats the instructions, if the student does not find “Monday February” in Stimulus 20b,	➡	mark <b>C</b> for question 20.

**TEST  
ADMINISTRATOR  
MANUAL**

**STAAR ALTERNATE 2  
GRADE 4  
Writing  
April 2016**