

TEST ADMINISTRATOR MANUAL

GRADE 7 Reading STAAR Alternate 2

Administered April 2016

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 7 Reading	Cluster 1
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 7.10	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.
Essence Statement	Recognizes how organizational patterns impact main idea and details in informational texts.
Item 1 Prerequisite Skill	use text features (e.g., title, tables of contents, illustrations) to locate specific information in text (1)
Item 2 Prerequisite Skill	locate the facts that are clearly stated in the text (2)
Item 3 Prerequisite Skill	identify the details or facts that support the main idea (3)
Item 4 Prerequisite Skill	summarize the main idea and supporting details in text in ways that maintain meaning (4)

Grade 7 Reading	Cluster 2
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 7.4	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.
Essence Statement	Identifies structure and elements of poetry including graphical elements.
Item 5 Prerequisite Skill	respond to and use rhythm, rhyme, and alliteration in poetry (1)
Item 6 Prerequisite Skill	monitor and adjust comprehension (e.g. using background knowledge, creating sensory images, rereading a portion aloud, generating questions) (2)
Item 7 Prerequisite Skill	monitor and adjust comprehension (e.g. using background knowledge, creating sensory images, rereading a portion aloud, generating questions) (2)
Item 8 Prerequisite Skill	explain how figurative language (e.g. personification, metaphors, similes, hyperbole) contribute to the meaning of a poem (6)

Grade 7 Reading		Cluster 3
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 7.12	Students understand how to glean and use information in procedural texts and documents.	
Essence Statement	Uses graphic features to understand procedural texts.	
Item 9 Prerequisite Skill	follow written multi-step directions with picture cues to assist with understanding (1)	
Item 10 Prerequisite Skill	follow written multi-step directions (2)	
Item 11 Prerequisite Skill	follow and explain a set of written multi-step directions (3)	
Item 12 Prerequisite Skill	follow and explain a set of written multi-step directions (3)	

Grade 7 Reading		Cluster 4
Reporting Category 1	Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	
Knowledge and Skills Statement 7.2	Students understand new vocabulary and use it when reading and writing.	
Essence Statement	Identifies new vocabulary words in text using a variety of strategies.	
Item 13 Prerequisite Skill	read base words with inflectional endings (e.g., plurals, past tenses) (1)	
Item 14 Prerequisite Skill	use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow) (2)	
Item 15 Prerequisite Skill	identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots (3)	
Item 16 Prerequisite Skill	identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots (3)	

Grade 7 Reading	Cluster 5
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 7.6	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	Recognizes how elements of fiction contribute to plot development.
Item 17 Prerequisite Skill	describe characters in a story and the reasons for their actions and feelings (1)
Item 18 Prerequisite Skill	describe main characters in works of fiction, including their traits, motivations, and feelings (2)
Item 19 Prerequisite Skill	describe the interaction of characters including their relationships and the changes they undergo (3–4)
Item 20 Prerequisite Skill	explain the roles and functions of characters in various plots, including their relationships and conflicts (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/>

READING

Presentation Instructions for Question 1

- Present Stimulus 1. *Communicate:* Here is part of the table of contents for an article about chili in Texas.
- Direct the student to Stimulus 1. *Communicate* the title and the text in the table of contents.
- *Communicate:* Find the table of contents.

Stimulus 1

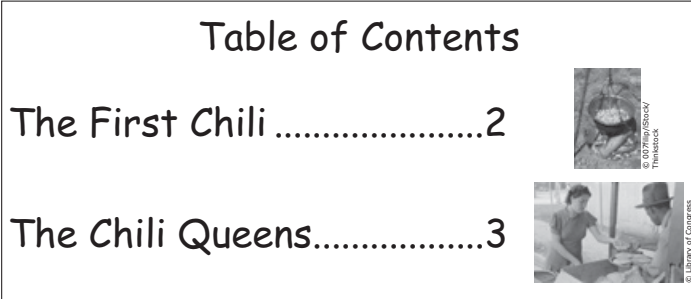
* 

Table of Contents	
The First Chili	2
The Chili Queens.....	3

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the table of contents,	➡	mark A for question 1 and move to question 2.
If the student does not find the table of contents,	➡	<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 table of contents,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the table of contents,	➡	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 the text.
- Direct the student to each answer choice in Stimulus 2b. Communicate the text in each answer choice.
- Communicate: Find the entry from the table of contents that tells where to find more information about the first chili.

Stimulus 2a

Chili is the state food of Texas. Chili is a kind of stew made with meat, onions, tomatoes, and chili peppers. The first chili was cooked over an open campfire.



Stimulus 2b

The Chili Queens.....3



*

The First Chili2



Scoring Instructions

Student Action	Test Administrator Action	
If the student finds the entry “The First Chili” in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find the entry “The First Chili” in Stimulus 2b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the entry “The First Chili” in Stimulus 2b and <i>communicate</i> “This is the entry from the table of contents that tells where to find more information about the first chili”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the entry “The First Chili” in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the entry “The First Chili” in Stimulus 2b,	➡	mark C for question 2 and move to question 3.

Presentation Instructions for Question 3

- Present Stimulus 3a and 3b. *Communicate*: This is the article “It’s Chili in Texas.”
- 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 information that can be found in both “The First Chili” and “The Chili Queens.”

Stimulus 3a

It’s Chili in Texas

The First Chili

Some people believe that chili was first made in San Antonio, Texas. The settlers in San Antonio only had tough meat. They had to find a way to make it taste better. They cooked the meat slowly over the fire for a long time with chili peppers. This made it taste better and the tough meat easier to chew.



The Chili Queens

The inventors of chili were a group of women known as “the chili queens.” These women made and sold chili from carts on the streets of San Antonio even before Texas became a state. They sold a bowl of chili for a few cents to anyone on the street. They competed with one another to see who could serve the best chili and attract the most customers.



Stimulus 3b

Chili used to cost just a few cents.

Chili must be cooked for a long time.

* Chili was first made in San Antonio.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Chili was first made in San Antonio" in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find "Chili was first made in San Antonio" in Stimulus 3b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none">• Highlight the words in the text that correspond to the answer choices. OR• Have the student identify details from each section. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Chili was first made in San Antonio" in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "Chili was first made in San Antonio" 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 the last section, “A Texas Tradition,” from the article “It’s Chili in Texas.”**
- 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 in Stimulus 4b.
- *Communicate:* **Find the question that can be answered from this section of the article.**

Stimulus 4a

Table of Contents	
The First Chili.....	2
The Chili Queens.....	3
A Texas Tradition.....	4

A Texas Tradition

People all over Texas were either making chili or eating chili. One man who sold chili from a wagon decided to sell his chili in cans. Since the canned chili could not spoil, it could be eaten at a later time. He named the chili after his pet wolf. Wolf Brand Chili can still be found in grocery stores today.

Chili became popular throughout the United States during the Great Depression. A bowl of chili was a cheap, filling meal for people who didn't have much money.

In San Antonio the tradition of eating chili on the street came to an end. The health department passed strict rules about the preparation and serving of food outdoors for safety reasons. Some of the chili queens opened their own restaurants in different parts of San Antonio.

For many Texans today, chili is more than just an everyday food. People compete in chili-making contests all over the state. Chili has been called a “bowl of blessedness.”



Stimulus 4b

* Why is chili no longer sold on the streets in San Antonio?

Why were the women who made chili called "chili queens"?

Why was chili called a "bowl of blessedness"?

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Why is chili no longer sold on the streets in San Antonio?"	➡	mark A for question 4 and move to question 5.
If the student does not find "Why is chili no longer sold on the streets in San Antonio?"	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Why is chili no longer sold on the streets in San Antonio?"	➡	mark B for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find "Why is chili no longer sold on the streets in San Antonio?"	➡	mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- Present Stimulus 5a and 5b. *Communicate:* **This is a poem about growing tomatoes.**
- Direct the student to Stimulus 5a. *Communicate* the title, the poet, and the text.
- Direct the student to each answer choice in Stimulus 5b. *Communicate:* **These are tomatoes ready to eat. These are tomato seedlings that have just been planted.**
- *Communicate:* **Find “those seedlings of mine.”**

Stimulus 5a

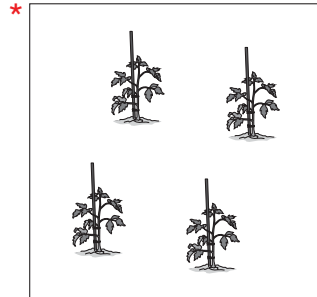
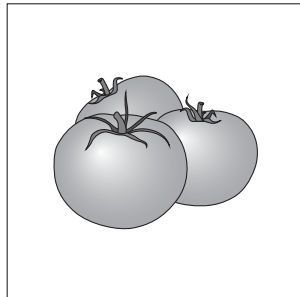


Tomato Harvest

by Robert D. San Souci

I watered and weeded those seedlings of mine
 Braced the stalks with stake and twine,

Stimulus 5b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the seedlings in Stimulus 5b,	➡	mark A for question 5 and move to question 6.
If the student does not find the seedlings in Stimulus 5b,	➡	<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 seedlings in Stimulus 5b,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the seedlings in Stimulus 5b,	➡	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 poem “Tomato Harvest.”**
- *Direct* the student to Stimulus 6a. *Communicate* the title, the poet, and the text.
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate*: **This is a snail eating a leaf. These are tomatoes.**
- *Communicate*: **Find the leaf described in the poem.**

Stimulus 6a

Tomato Harvest

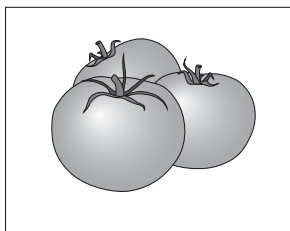
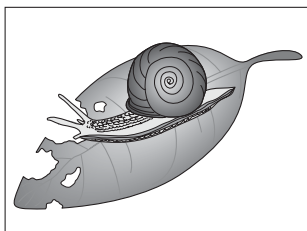
by Robert D. San Souci



I watered and weeded those seedlings of mine
 Braced the stalks with stake and twine,
 And watched for snails and worms—that bunch
 Of pests for whom green leaves mean lunch.

Stimulus 6b

*



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the leaf that has been eaten,	➡	mark A for question 6 and move to question 7.
If the student does not find the leaf that has been eaten,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the leaf that has been eaten in Stimulus 6b and <i>communicate</i> “This is the leaf the snail is eating”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the leaf that has been eaten,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the leaf that has been eaten,	➡	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 poem “Tomato Harvest.”**
- Direct the student to Stimulus 7a. *Communicate* the title, the poet, and the text.
- Direct the student to each answer choice in Stimulus 7b. *Communicate:* **These are words from the poem.**
- *Communicate* the text in each answer choice.
- *Communicate:* **Find the words the poet uses to describe how the tomato plants looked after the rainstorm.**

Stimulus 7a

Tomato Harvest

by Robert D. San Souci

I watered and weeded those seedlings of mine 
Braced the stalks with stake and twine, 
And watched for snails and worms—that bunch
Of pests for whom green leaves mean lunch. 

One night it rained so fiercely that
By dawn most plants were beaten flat;
I felt beaten splashing out to see 
How little garden was left to me.

Stimulus 7b

those seedlings of mine

green leaves mean lunch.

* plants were beaten flat;

Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the words “plants were beaten flat” in Stimulus 7b,	➡	mark A for question 7 and move to question 8.
If the student does not find the words “plants were beaten flat” in Stimulus 7b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify what happened to the tomato plants in the poem. OR • Have the student retell the poem. OR • Highlight the lines where each answer choice can be found in the poem. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the words “plants were beaten flat” in Stimulus 7b,	➡	mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find the words “plants were beaten flat” in Stimulus 7b,	➡	mark C for question 7 and move to question 8.




Presentation Instructions for Question 8


- Present Stimulus 8a. *Communicate*: Here is more of the poem “Tomato Harvest.”
- Direct the student to Stimulus 8a. *Communicate* the title, the poet, and the text.
- Direct the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate*: Find the sentence that tells why the boy says, “What sweetness and pride I found inside it.”


Stimulus 8a

Tomato Harvest

by Robert D. San Souci

I watered and weeded those seedlings of mine 
Braced the stalks with stake and twine, 
And watched for snails and worms—that bunch
Of pests for whom green leaves mean lunch. 

One night it rained so fiercely that
By dawn most plants were beaten flat;
I felt beaten splashing out to see 
How little garden was left to me.

Those losses made my harvest small:
One bucketful of fruit was all—
But when I picked my first and tried it, 
What sweetness and pride I found inside it.

“Tomato Harvest” by Robert D. San Souci, from Food Fight, edited by Michael J. Rosen, copyright © 1996 by Robert D. San Souci.
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Stimulus 8b

The boy planted different kinds of tomatoes.

* The boy worked hard to grow the tomatoes.

The boy liked to pick tomatoes.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the sentence "The boy worked hard to grow the tomatoes" in Stimulus 8b,	➡	mark A for question 8 and move to question 9.
If the student does not find the sentence "The boy worked hard to grow the tomatoes" in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the sentence "The boy worked hard to grow the tomatoes" 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 the sentence "The boy worked hard to grow the tomatoes" 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 the text.
- Communicate: **Find the paper airplane.**

Stimulus 9

This boy wants to learn to make an airplane with a piece of paper like the airplane his brother made for him.



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the paper airplane,	➡	mark A for question 9 and move to question 10.
If the student does not find the paper airplane,	➡	<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 paper airplane,	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the paper airplane,	➡	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 text.
- Direct the student to each answer choice in Stimulus 10b.
- Communicate: **Find what the boy needs to make the paper airplane.**

Stimulus 10a

The boy found directions for making a paper airplane in a book. He needs to get white paper and paper clips to make the airplane.



Stimulus 10b



Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds the white paper and the paper clip in Stimulus 10b,	→	mark A for question 10 and move to question 11.
If the student does not find the white paper and the paper clip in Stimulus 10b,	→	<ul style="list-style-type: none"> • model the desired student action by finding the white paper and the paper clip and <i>communicate</i> “This is the white paper and the paper clip the boy needs to make an airplane”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the white paper and the paper clip in Stimulus 10b,	→	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find the white paper and the paper clip 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 are the steps for making a paper airplane.**
- *Direct* the student to Stimulus 11a. *Communicate* each step.
- *Direct* the student to the empty box in Stimulus 11a. *Communicate*: **This step is missing.**
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the missing step for making a paper airplane.**

Stimulus 11a

How to Make a Paper Airplane



1. Get a piece of white paper and fold it the long way.



2. Fold one corner to the center fold line.



3. Fold the other corner to the center fold line.



4. Fold in half.



5. Fold one wing down.



6.



7. Open both wings back out.

© Photos courtesy Ken Balaban www.PaperPlane.org

Stimulus 11b

Fold the airplane in half again.

* Fold the other wing down.

Fold the back up to make the tail.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Fold the other wing down” in Stimulus 11b,	➡	mark A for question 11 and move to question 12.
If the student does not find “Fold the other wing down” in Stimulus 11b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight the steps before and after the missing direction. OR • Role-play making the paper airplane. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Fold the other wing down” in Stimulus 11b,	➡	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “Fold the other wing down” 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 are the last steps for making a paper airplane.**
- *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 why adding paper clips is an important step for making a paper airplane.**

Stimulus 12a



8. Add 3 small and 2 large paper clips to the nose of the airplane.



9. Bend the back of the wings up a little bit and throw the airplane gently forward.

If the airplane doesn't fly where you want it to go, add another paper clip to the nose.

© Photos courtesy Ken Blackburn www.PaperPlane.org

Stimulus 12b

Paper clips help the airplane have more speed when it flies.

Paper clips help the airplane land smoothly.

* Paper clips help the airplane fly in the right direction.

Scoring Instructions

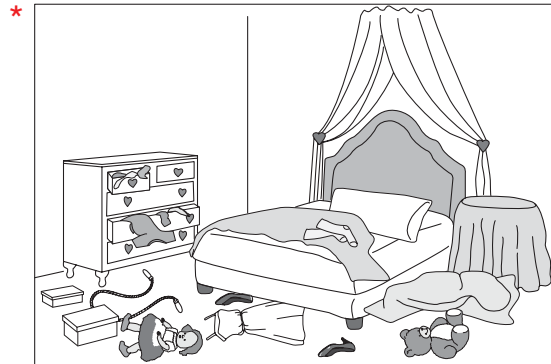
Student Action	Test Administrator Action
If the student finds the sentence “Paper clips help the airplane fly in the right direction” in Stimulus 12b,	➡ mark A for question 12 and move to question 13.
If the student does not find the sentence “Paper clips help the airplane fly in the right direction” in Stimulus 12b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the sentence “Paper clips help the airplane fly in the right direction” 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 the sentence “Paper clips help the airplane fly in the right direction” in Stimulus 12b,	➡ mark C for question 12 and move to question 13.

Presentation Instructions for Question 13

- Present Stimulus 13. *Communicate*: “Tidy” means to be neat.
- *Direct* the student to Stimulus 13. *Communicate* the text, emphasizing the underlined word.
- *Communicate*: **Find the untidy room.**

Stimulus 13

tidy—neat



Sara needs to clean up the mess in her room. It is untidy.

Scoring Instructions

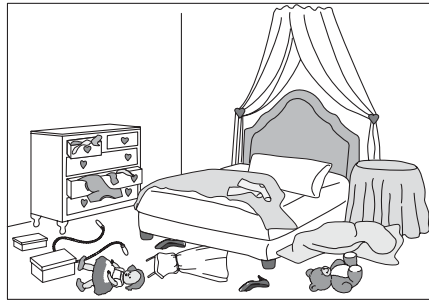
Student Action		Test Administrator Action
If the student finds the untidy room,	➡	mark A for question 13 and move to question 14.
If the student does not find the untidy room,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the untidy room,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the untidy room,	➡	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* the text, emphasizing the underlined word.
- Direct the student to Stimulus 14b. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 14b.
- *Communicate*: **Find John’s untidy room.**

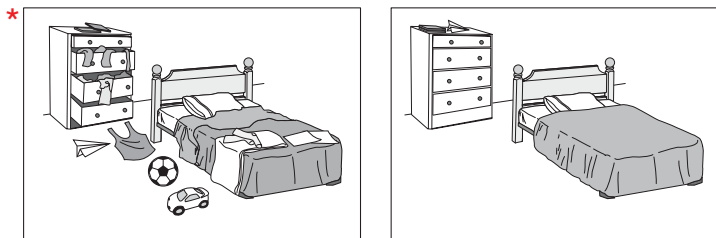
Stimulus 14a

Sara needs to clean up the mess in her untidy room.



Stimulus 14b

Sara’s brother John also needs to clean up his untidy room.



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the untidy room in Stimulus 14b,	➔	mark A for question 14 and move to question 15.
If the student does not find the untidy room in Stimulus 14b,	➔	<ul style="list-style-type: none"> • model the desired student action by finding John’s untidy room and <i>communicate</i> “This is John’s untidy room”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the untidy room in Stimulus 14b,	➔	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the untidy room 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 the empty box in Stimulus 15a. *Communicate:* **There is a word missing from the text.**
- Direct the student to Stimulus 15a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the word that is missing from the text.**

Stimulus 15a

Lady Bird Johnson visited many parts of the United States. She saw many things that upset her. Areas that once were beautiful had become littered with trash. Lady Bird wanted to solve these problems. Lady Bird thought it was a when people would leave old cars and auto parts along the roadsides.



© Sam Whymann/Time & Life Pictures/Getty Images

Stimulus 15b

disagree

*

disgrace

disobey

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “disgrace,”	➔	mark A for question 15 and move to question 16.
If the student does not find “disgrace,”	➔	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify what Lady Bird Johnson saw along the highways. OR • Read the sentence, inserting each answer choice for the empty box. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “disgrace,”	➔	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “disgrace,”	➔	mark C 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 each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the words that help the reader know the meaning of “displeased.”**

Stimulus 16a

Dr. Seuss wrote books in an unusual way. Most children’s authors write stories and then have an artist illustrate the story. Dr. Seuss drew the illustrations before writing the words. He put the pictures on a wall where he could easily see them. Then he would study the pictures until he thought of a story for the illustrations. It bothered



Dr. Seuss when the story and the rhymes did not work together. If he was **displeased** with his work, he would put it away. But it annoyed Dr. Seuss to have unfinished work. So he would

come back to it later when he had a new idea for a story that matched the pictures. Sometimes it would take him years to finish a book.

Stimulus 16b

writing, study

matched, finish

^{*}bothered, annoyed

Scoring Instructions

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

Presentation Instructions for Question 17

- Present Stimulus 17. *Communicate:* **This is a story about a young girl who is a bridesmaid in her big brother's wedding.**
- *Direct* the student to Stimulus 17. *Communicate* the title and the text.
- *Direct* the student to the young girl dressed as a bridesmaid in Stimulus 17. *Communicate:* **This is Rosa.**
- *Direct* the student to the young man dressed as the groom in Stimulus 17. *Communicate:* **This is Rosa's brother Juan.**
- *Communicate:* **Find Rosa.**

Stimulus 17

Sister of the Groom



Rosa is a bridesmaid in her brother Juan's wedding.

Scoring Instructions

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

Presentation Instructions for Question 18

- Present Stimulus 18a and 18b. *Communicate:* **Here is more of the story “Sister of the Groom.”**
- Direct the student to Rosa in the wedding party in Stimulus 18a. *Communicate:* **This is Rosa.**
- *Communicate* the title and the text.
- Direct the student to each answer choice in Stimulus 18b. *Communicate:* **This is Rosa happy about being a bridesmaid. This is Rosa worried that her brother won’t have time to spend with her.**
- *Communicate:* **Find Rosa, who is worried about her brother getting married.**

Stimulus 18a

Sister of the Groom

Rosa is a bridesmaid in her brother Juan’s wedding. She is worried that her brother Juan will not have time to spend with her after he gets married.



Stimulus 18b



*



Scoring Instructions

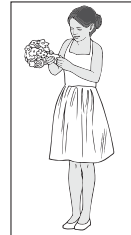
Student Action	→	Test Administrator Action
If the student finds Rosa with a worried face,	→	mark A for question 18 and move to question 19.
If the student does not find Rosa with a worried face,	→	<ul style="list-style-type: none"> • model the desired student action by finding Rosa with the worried face in Stimulus 18b and <i>communicate</i> “This is Rosa, who is worried about her brother getting married”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds Rosa with a worried face,	→	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find Rosa with a worried face,	→	mark C for question 18 and move to question 19.

Presentation Instructions for Question 19

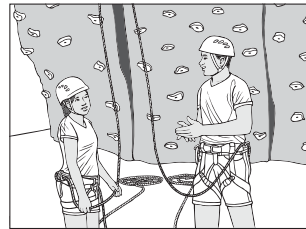
- Present Stimulus 19a and 19b. *Communicate:* **Here is more of the story “Sister of the Groom.”**
- Direct the student to Stimulus 19a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate:* **Find what makes Rosa feel better about Juan getting married.**

Stimulus 19a

Rosa is looking at her beautiful wedding flowers. She is waiting for her brother Juan’s wedding to begin.



Rosa remembers when she and her brother Juan went rock-climbing together. She worries that Juan will not have time to spend with her after he gets married.



Rosa receives a gift from her brother Juan before the wedding begins. She opens the gift and sees a photo album with pictures of the time they went rock-climbing. This makes Rosa feel like she and her brother Juan will still do things together after he gets married.



Stimulus 19b

looking at her flowers before her brother's wedding begins



remembering rock-climbing with her brother



* receiving a gift from her brother before the wedding begins



Scoring Instructions

Student Action		Test Administrator Action
If the student finds "receiving a gift from her brother before the wedding begins" in Stimulus 19b,	➔	mark A for question 19 and move to question 20.
If the student does not find "receiving a gift from her brother before the wedding begins" in Stimulus 19b,	➔	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify how Rosa's feelings change in the story. OR • Highlight the picture in each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "receiving a gift from her brother before the wedding begins" in Stimulus 19b,	➔	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find "receiving a gift from her brother before the wedding begins" 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 the conclusion of the story “Sister of the Groom.”**
- Direct the student to Stimulus 20a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 20b. *Communicate:* **These events happened in the story.**
- *Communicate* the text in each answer choice.
- *Communicate:* **Find what happens that shows Rosa is no longer worried about her brother getting married.**

Stimulus 20a

The bridesmaids help the bride put on her wedding dress. Just before the wedding begins, the bride's necklace breaks. Rosa asks the bride to wear her necklace for the wedding. The bride smiles and says to Rosa, "Thank you. I'm so glad that you are going to be my sister, too."



Rosa smiles and picks up her flowers. Now she is ready for the wedding to begin.

Stimulus 20b

* Rosa gives her necklace to the bride.

The bride's necklace breaks.

Rosa helps the bride put on her dress.

Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds “Rosa gives her necklace to the bride” in Stimulus 20b,	➡	mark A for question 20.
If the student does not find “Rosa gives her necklace to the bride” in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Rosa gives her necklace to the bride” in Stimulus 20b,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find “Rosa gives her necklace to the bride” in Stimulus 20b,	➡	mark C for question 20.

**TEST
ADMINISTRATOR
MANUAL**

**STAAR ALTERNATE 2
GRADE 7
Reading
April 2016**