



Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed





ENG

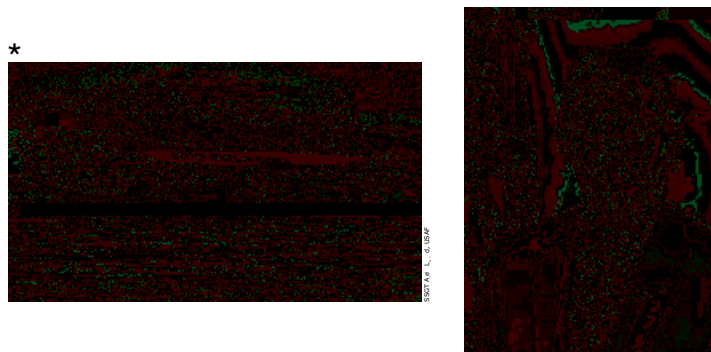
Presentation Instructions for Question 2

- Present Stimulus 2a and 2b. *Communicate*: **Appositives are punctuated by commas.**
- Direct the student to Stimulus 2a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 2b.
- *Communicate*: **Find Air Force One.**

Stimulus 2a

... , an aircraft used by the United States
Air Force, ...

Stimulus 2b



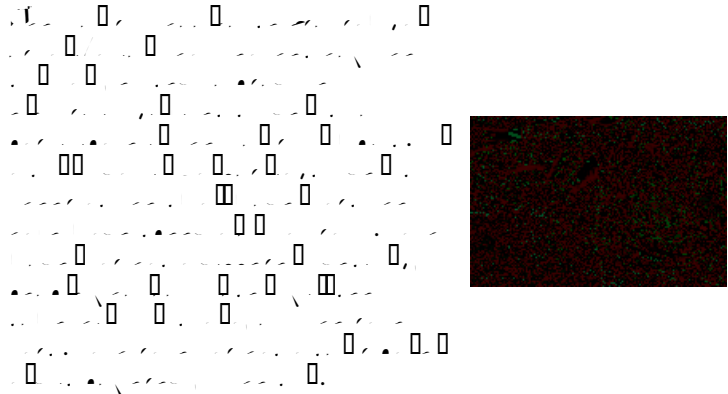
Scoring Instructions

Student Action	Test Administrator Action
If the student finds Air Force One in Stimulus 2b,	mark A for question 2 and move to question 3.
If the student does not find Air Force One in Stimulus 2b,	<ul style="list-style-type: none"> • model the desired student action by finding Air Force One and <i>communicate</i> “This is the airplane known as Air Force One”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds Air Force One in Stimulus 2b,	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find Air Force One in Stimulus 2b,	mark C for question 2 and move to question 3.

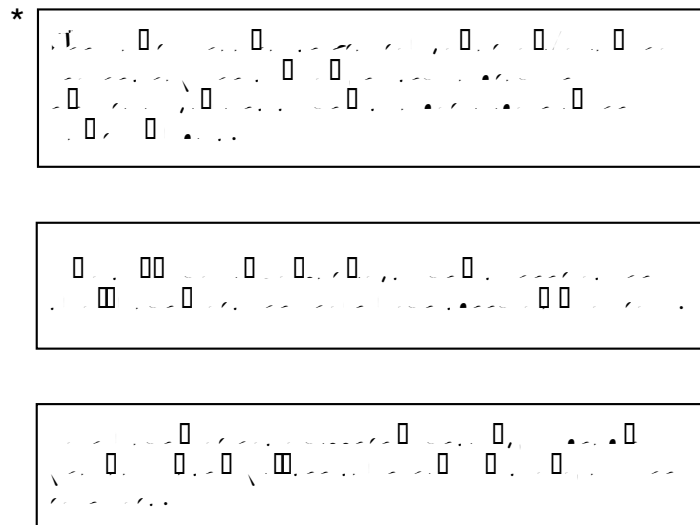
Presentation Instructions for Question 3

- Present Stimulus 3a and 3b. *Communicate:* **Appositives rename or define a person, place, thing, or idea. Appositives are punctuated by commas.**
- *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 sentence with the appositive.**

Stimulus 3a



Stimulus 3b

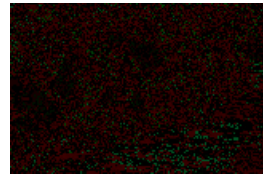
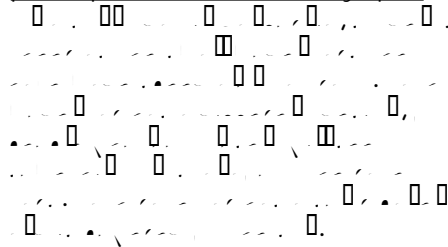


Presentation Instructions for Question 4

- Present Stimulus 4a and 4b.
- Direct the student to Stimulus 4a. Communicate the text.
- Direct the student to each answer choice in Stimulus 4b. Communicate the text in each answer choice.
- Communicate: **Find the conclusion that is provided from the appositive in the text.**

Stimulus 4a

The Solar Schoolhouse Program, an organization that teaches how the sun can be used to produce electricity, invites students to participate in the Solar Olympics.



Stimulus 4b

The Solar Schoolhouse Program, an organization that teaches how the sun can be used to produce electricity, invites students to participate in the Solar Olympics.

The Solar Schoolhouse Program, an organization that teaches how the sun can be used to produce electricity, invites students to participate in the Solar Olympics.

* The Solar Schoolhouse Program, an organization that teaches how the sun can be used to produce electricity, invites students to participate in the Solar Olympics.

Scoring Instructions

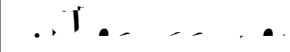
Student Action	Test Administrator Action
If the student finds "The Solar Schoolhouse Program provides opportunities to learn about solar energy" in Stimulus 4b,	mark A for question 4 and move to question 5.
If the student does not find "The Solar Schoolhouse Program provides opportunities to learn about solar energy" in Stimulus 4b,	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "The Solar Schoolhouse Program provides opportunities to learn about solar energy" in Stimulus 4b,	mark B for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find "The Solar Schoolhouse Program provides opportunities to learn about solar energy" in Stimulus 4b,	mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- Present Stimulus 5. *Communicate:* **Here are steps for “How to Do a Google Search.”**
- *Direct* the student to the chart. *Communicate* the title and the steps.
- *Communicate:* **Find the steps on the chart.**

Stimulus 5

* **How to Do a Google Search**

1.  
2.  **www.google.com** 
3.  
4.  **Google** 
5.  

Presentation Instructions for Question 6

- Present Stimulus 6a and 6b. *Communicate:* **Here are the same steps for “How to Do a Google Search.”**
- Direct the student to Stimulus 6a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 6b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the step that shows where to type the topic you want to learn more about.**

Stimulus 6a

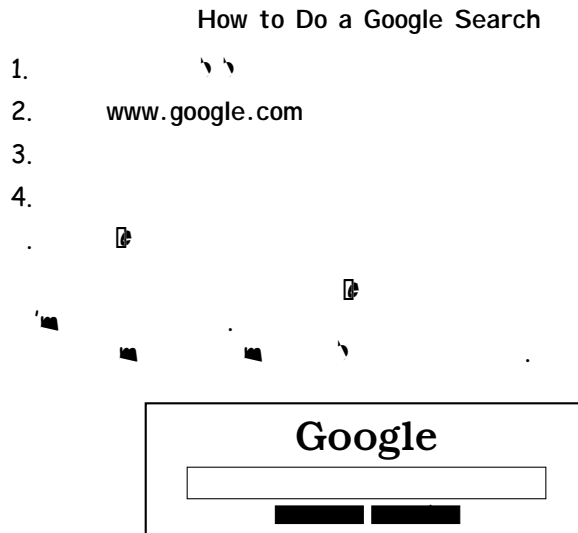
Scoring Instructions

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds Step 4 in Stimulus 6b,		mark A for question 6 and move to question 7.
If the student does not find Step 4 in Stimulus 6b,		<ul style="list-style-type: none"> • model the desired student action by finding Stimulus 6b, “<i>topic</i>” and <i>communicate</i> •

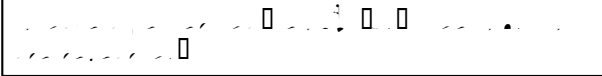

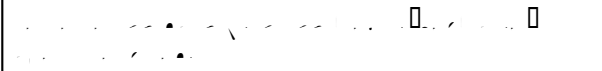
Presentation Instructions for Question 7

- Present Stimulus 7a and 7b. *Communicate:* **Here is more information for "How to Do a Google Search."**
- *Direct* the student to Stimulus 7a. *Communicate* the text in Step 5 and the note that follows.
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate:* **Find why a Google user would click "I'm Feeling Lucky."**

Stimulus 7a



Stimulus 7b

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- * 

Presentation Instructions for Question 8

- Present Stimulus 8a and 8b. *Communicate*: **Here is more information for “How to Do a Google Search.”**
- *Direct* the student to Stimulus 8a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate*: **Find why the “NOTE:” section is included with the steps for how to do a Google search.**

Stimulus 8a

How to Do a Google Search

1. 
2. www.google.com
3. 
4. 



Presentation Instructions for Question 9

- *Present* Stimulus 9. *Communicate*: **This is a story about a boy on a basketball team.**
- *Direct* the student to Stimulus 9. *Communicate* the title and text.
- *Communicate*:

Presentation Instructions for Question 10

- *Present* Stimulus 10a and 10b. *Communicate*: **This is more of the story “Changes in Attitude.”**
- *Direct* the student to the poster in Stimulus 10a. *Communicate*: **This is the poster in Mike’s locker.**
- *Communicate* the text and poster in Stimulus 10a.
- *Direct*

Scoring Instructions

Student Action		Test Administrator Action
If the student finds Mike reading the poster in the locker room in Stimulus 10b,		mark A for question 10 and move to question 11.
If the student does not find Mike reading the poster in the locker room in Stimulus 10b,		<ul style="list-style-type: none"> • model the desired student action by finding Mike reading the poster in the locker room in Stimulus 10b and <i>communicate</i> “Mike is in the locker room reading the poster in his locker that says ‘A good attitude takes you to high places’ ”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds Mike reading the poster in the locker room in Stimulus 10b,		mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find Mike reading the poster in the locker room in Stimulus 10b,		mark C for question 10 and move to question 11.

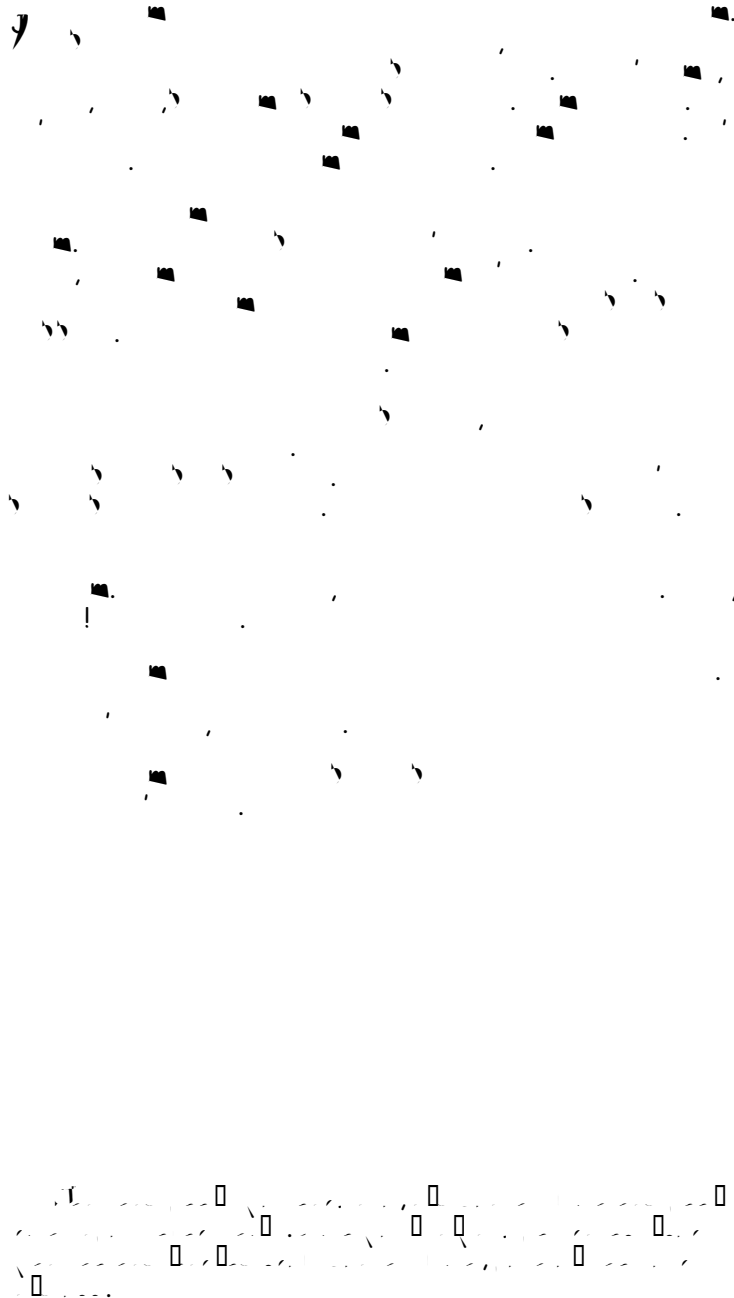
Presentation Instructions for Question 11

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Presentation Instructions for Question 12

- Present Stimulus 12a and 12b. *Communicate*: **This is the conclusion of "Changes in Attitude."**
- *Direct* the student to Stimulus 12a. *Communicate* the text.
- *Direct* the student to the stem and each answer choice in Stimulus 12b. *Communicate* the text in the stem and each answer choice.
- *Communicate*: **Find why Coach Smith talks to Mike about his own physical challenges.**

Stimulus 12a



Stimulus 12b

The teacher said, "I want to inspire Mike to keep trying to play basketball."

The teacher said, "I want to inspire Mike to keep trying to play basketball."

The teacher said, "I want to inspire Mike to keep trying to play basketball."

* The teacher said, "I want to inspire Mike to keep trying to play basketball."

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "to inspire Mike to keep trying to play basketball" in Stimulus 12b,		mark A for question 12 and move to question 13.
If the student does not find "to inspire Mike to keep trying to play basketball" in Stimulus 12b,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "to inspire Mike to keep trying to play basketball" 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 "to inspire Mike to keep trying to play basketball" 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 the first two sentences in Stimulus 13.

Scoring Instructions

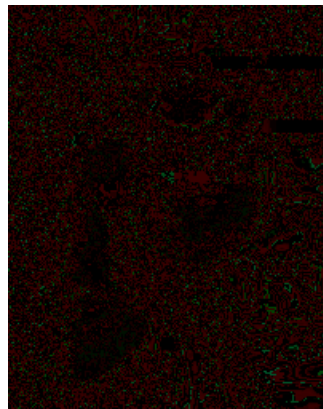
Student Action	Test Administrator Action
If the student finds "However, much of the land where pandas live has been cleared for farming" in Stimulus 14b,	mark A for question 14 and move to question 15.
If the student does not find "However, much of the land where pandas live has been cleared for farming" in Stimulus 14b,	<ul style="list-style-type: none"> • model the desired student action by finding the sentence "However, much of the land where pandas live has been cleared for farming" in Stimulus 14b and <i>communicate</i> "The word 'however' was added to provide a transition and connect the ideas between the sentences"; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "However, much of the land where pandas live has been cleared for farming" in Stimulus 14b,	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find "However, much of the land where pandas live has been cleared for farming" in Stimulus 14b,	mark C for question 14 and move to question 15.

Presentation Instructions for Question 15

- Present Stimulus 15a and 15b. *Communicate*: **Here is more information about pandas.**
- Direct the student to Stimulus 15a. *Communicate* the text.
- *Communicate*: **The two underlined sentences can be revised using a transition word to connect the ideas.**
- Direct the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the revised sentence that connects the ideas.**

Stimulus 15a

The baby panda weighs three or four ounces at birth. It can weigh 75 pounds by its first birthday.



Stimulus 15b

Instead _____

Suddenly _____

*

Although _____



Presentation Instructions for Question 16

- Present Stimulus 16a and 16b. *Communicate:* **Here is more information about pandas.**
- Direct the student to the empty box in Stimulus 16a. *Communicate:* **The last paragraph needs a concluding sentence.**
- *Communicate* the text.
- Direct the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that could be added to conclude the last paragraph.**


Stimulus 16a

11

Presentation Instructions for Question 17

- Present Stimulus 17.
- Direct the student to Stimulus 17. *Communicate:* **This is the Alamo, where Texas fought Mexico for independence.**
- Direct the student to the first date. *Communicate:* **March 6, 1836, was the day the Battle of the Alamo ended.**
- *Communicate* the text in the sentence, emphasizing the capital letter in "March."
- *Communicate:* **Find the date that has a capital letter.**

Stimulus 17



1

* March 6, 1836.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds "March 6, 1836" in the sentence,		mark A for question 17 and move to question 18.
If the student does not find "March 6, 1836" in the sentence,		<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 "March 6, 1836" in the sentence,		mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find "March 6, 1836" in the sentence,		mark C for question 17 and move to question 18.

Presentation Instructions for Question 19

- *Present* Stimulus 19a and 19b. *Communicate:* **Here is more information about the Battle of the Alamo.**
- *Direct* the student to Stimulus 19a. *Communicate:* **Most abbreviations, initials, and the names of organizations begin with capital letters.**
- *Direct*

Scoring Instructions

Student Action	Test Administrator Action
If the student finds "William B. Travis" in Stimulus 19b,	mark A for question 19 and move to question 20.
If the student does not find "William B. Travis" in Stimulus 19b,	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student tell how abbreviations, initials, and the names of organizations are capitalized. OR • Highlight the answer choices in the text. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "William B. Travis" in Stimulus 19b,	

Presentation Instructions for Question 20

- Present Stimulus 20a and 20b. *Communicate:* **Here is more information about the Battle of the Alamo.**
- Direct the student to Stimulus 20a. *Communicate:* **One of the sentences in this paragraph has a mistake.** *Communicate* the text.
- Direct the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that is edited for capitalization or punctuation.**

Stimulus 20a

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11
12
13
14
15
16
17
18
19
20
21, 1

Stimulus 20b

1
2
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4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21, 1

Scoring Instructions

Student Action	Test Administrator Action
If the student finds "This inspired many settlers from the United States to join the Texas army" in Stimulus 20b,	mark A for question 20.
If the student does not find "This inspired many settlers from the United States to join the Texas army" in Stimulus 20b,	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "This inspired many settlers from the United States to join the Texas army" in Stimulus 20b,	mark B for question 20.
After the teacher repeats the instructions, if the student does not find "This inspired many settlers from the United States to join the Texas army" in Stimulus 20b,	mark C for question 20.

