

# TEST ADMINISTRATOR MANUAL

## GRADE 4 Reading STAAR Alternate 2

Administered April 2016

# RELEASED



Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

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 4.10	Students analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.
Essence Statement	Identifies topic and author's purpose in informational texts.



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 4.6	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	Identifies plot and character interaction in literary texts.
Item 17 Prerequisite Skill	describe characters in a story and the reasons for their actions (K)
Item 18 Prerequisite Skill	describe characters in a story and the reasons for their actions (K)
Item 19 Prerequisite Skill	describe characters in a story and the reasons for their actions and feelings (1)
Item 20 Prerequisite Skill	describe main characters in works of fiction, including their traits, motivations, and feelings (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/>



# READING





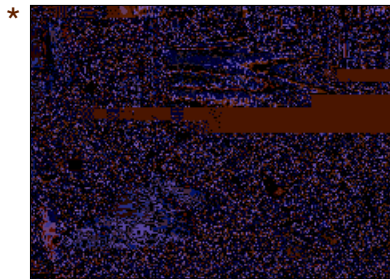
## Presentation Instructions for Question 1

- *Presentation*: 1. *Communicate*: This is an article about a special reading program.
- *Directions*: *Communicate*: This girl is reading a book to a dog.
- *Communicate*
- *Communicate*: Find the girl reading to a dog.

Stimulus 1



Pa Read i a g a he e d g  
 e child e ead b a he  
 b a .



Student Action		Test Administrator Action
<p>• • • • •</p>		<p>• • • • •</p>
<p>A - • • • • •</p>		<p>i C • 1 • 2.</p>

## Presentation Instructions for Question 2

- *Presentation*: 2 . 2 . *Communicate*: Here is more of the article "Paws to Read."
- *Direct* . *Communicate* .
- *Direct* . *Communicate* 2 .
- *Communicate*: Find the boy reading to a dog.

Stimulus 2a

Student Action		Test Administrator Action
<p>• • • • •</p>		<p>communicate          "This is the boy reading to a dog";</p>
<p>A • • • • •</p>		<p>2 • 3.</p>



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## Presentation Instructions for Question 7

**Presentation Instructions for Question 8**

- Present 8 . 8 .
- Directly 8 . Communicate

## Presentation Instructions for Question 9

- Present 9. Communicate: This is an article about a cat that welcomes people to a train station.
- Direct 9. Communicate
- Communicate: Find the photograph of the cat that greets people.

Stimulus 9

### A Hardworking Cat

\*

Ta ai a ca ha g ee e Te a a  
 ai ai .

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Student Action	Test Administrator Action

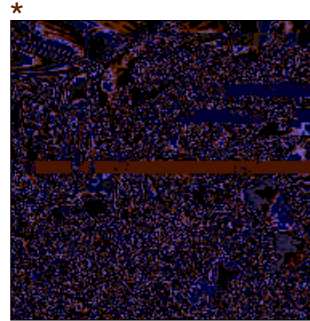
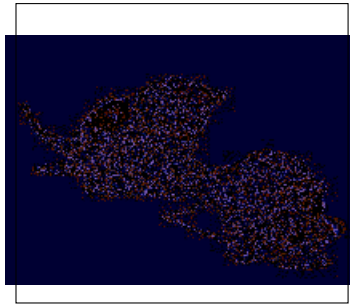
## Presentation Instructions for Question 10

- *Present*: 10 • 10 . *Communicate*: Here is more of the article "A Hardworking Cat."
- *Direct*: • 10 . *Communicate* .
- *Direct*: • 10 .
- *Communicate*: Find the photograph of the cat that works at the train station.

Stimulus 10a

Ta a a ca ih ah e. Ta a  
 a a ai ai . She  
 gee a e ge bef e he ge  
 he ai .

Stimulus 10b



Student Action		Test Administrator Action
<p>• • •</p>		<p>• • • • •  <i>communicate</i> "This is the photograph of the cat that works at the train station"; •</p>
<p>A • • • • •</p>		<p>• C • 10 •          11.</p>

## Presentation Instructions for Question 11


- *Presentation*: 11 • 11 . *Communicate*: Here is more of the article "A Hardworking Cat."
- *Direct* • 11 . *Communicate* .
- *Direct* • 11 . *Communicate* .
- *Communicate*: Find the sentence that tells about the photograph and supports the story.

Stimulus 11b

Ta a e he if he he de  
he ai.

\* Ta a e he if hi g  
a he ai ai.

Ta a e he if a a  
ai ide he ai ai.

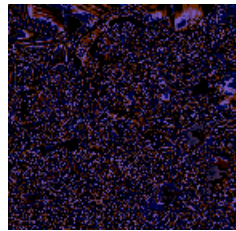
Student Action		Test Administrator Action
		
		

## Presentation Instructions for Question 12

- Present 12 • 12 . Communicate: Here is more of the article "A Hardworking Cat."
- Direct • 12 . Communicate .
- Direct • 12 . Communicate .
- Communicate: Find why the author used this photograph.

Stimulus 12a

Ta a c n i e d h e j b e She  
 a a d h e g i i h e if  
 d d g e e h e a e g e . She  
 a e g e e h e d d a e  
 h g a h i h e . P e c e  
 h e a i a i j e e T a a .  
 W h e c e h e a i a i  
 e e T a a , h e d e a i  
 i c e d d g i f . T h i h e h e a i  
 a i T a a h a d h a h e e d  
 h e a i a i a e .  
 T a a i f a . H e h g a h h a  
 b e e i d e a e d d a g a i e  
 i e . S h e h a b e e T V a d i  
 i d e . T h e e i e e a b c a l l e d  
 D i a f T a a , h e S a i M a e .  
 L i f e i g d f h i h a d i g c a !









Stimulus 12b

h h ca ꞑ diffe e f  
he a i aꞑ

h ha ca ꞑ e bea d  
e ꞑ a ai ai

\* h ha a eciꞑca ha ꞑ e i  
a ai ai ꞑ ꞑ e

Student Action		Test Administrator Action
		
		

### Presentation Instructions for Question 13

- *Presentation*: 13.
- *Direct*: 13. *Communicate*.
- *Direct*: *Communicate*: This boy is reading a book. This boy is eating ice cream.
- *Communicate*: Find the boy eating ice cream.

Stimulus 13

### The History of Ice Cream

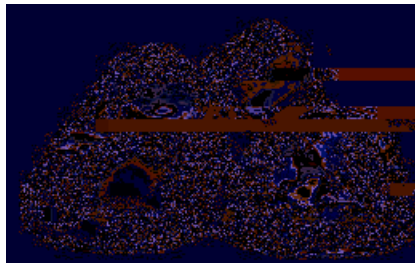
Pe he U i ed S a e ea e  
ice c ea hd i d he c i  
he d.

## Presentation Instructions for Question 14

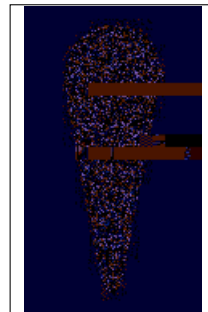
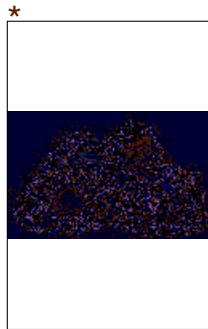
- *Present*: 14 • 14 . *Communicate*: Here is more of the article "The History of Ice Cream."
- *Direct*: • • 14 . *Communicate* .
- *Direct*: • • . *Communicate*: This is ice.
- *Direct*: • • • 14 . *Communicate*: Ice is needed to make ice cream.
- *Communicate*: Find the ice that is needed to make ice cream.

Stimulus 14a

All ingredients are found  
 in ice cream. People did have the ice  
 that is needed to make ice cream.



Stimulus 14b



Student Action		Test Administrator Action
<p>14 ,</p>		<p>14 communicate          "This is ice that is needed to make ice          cream";</p>
<p>A 14 ,</p>		<p>14          15.</p>

## Presentation Instructions for Question 15

Present Stimulus 15a and 15b. Communicate: Here is more of the article “The History of Ice Cream.”

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 what helped people get ice cream more easily.

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[Redacted]		
[Redacted]	[Redacted]	[Redacted]
[Redacted]		
[Redacted]	[Redacted]	[Redacted]

## Presentation Instructions for Question 16

Present Stimulus 16a and 16b. Communicate: Here is more of the article “The History of Ice Cream.”

Direct the student to Stimulus 16a. Communicate the subtitles and the text.

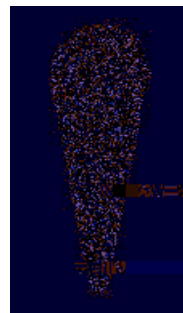
Direct the student to the stem and each answer choice in Stimulus 16b. Communicate the text in the stem and each answer choice.

Communicate: Find why ice cream was put on a stick.

### Stimulus 16a

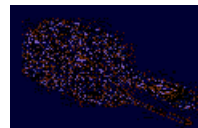
#### Ice-Cream Cones

A man selling waffles at a fair saw that people would buy waffles at his booth and then go to the ice-cream booth. They would drop their ice cream onto his waffles. This gave him the idea of rolling a waffle into a cone shape. He had invented the ice-cream cone!



#### Ice-Cream Bars

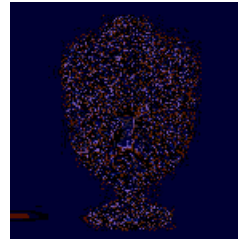
Years later another man who was a candy maker covered a block of vanilla ice cream with chocolate. His daughter said it was good but too messy. His son had the idea to put the ice cream on a stick like a lollipop. He had invented the first ice-cream bar on a stick.



Stimulus 16a

### Ice-Cream Flavors

Every year ice-cream companies spend lots of time testing new flavors such as Chunky Chocolate and Very Berry. Still, the most popular flavor is vanilla.



Stimulus 16b

Ice cream was put on a stick —

to keep the vanilla ice cream from melting in the waffle

\* to make the ice cream covered with chocolate easier to eat

to test the new ice-cream flavors invented each year

Student Action		Test Administrator Action
If the student does not find “to make the ice cream covered with chocolate easier to eat” in Stimulus 16b,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student does not find “to make the ice cream covered with chocolate easier to eat” 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 the title and the text.
- Communicate: Find a girl riding her bike.

Stimulus 17



## Presentation Instructions for Question 18

Present Stimulus 18a and 18b. Communicate: Here is more of the story “Laura’s Neighborhood Surprise.”

Direct the student to Stimulus 18a. Communicate the text.

Direct the student to each answer choice in Stimulus 18b. Communicate: This neighbor is mowing the grass. This neighbor is working in the garden.

Communicate: Find the neighbor who watches the children from her garden.

Stimulus 18a





Stimulus 19b

An empty rectangular box with a thin black border, positioned horizontally in the center of the page.A second empty rectangular box, identical to the one above, positioned horizontally in the center of the page.

## Presentation Instructions for Question 20

Present Stimulus 20a and 20b. Communicate: Here is the conclusion of the story “Laura’s Neighborhood Surprise.”

Direct the student to Stimulus 20a. Communicate the text.

Direct the student to each answer choice in Stimulus 20b. Communicate the text in each answer choice.

Communicate: Find why Mrs. Ryan being part of a nrect

Stimulus 20a

Student Action		Test Administrator Action
If the student does not find the sentence “It tells why Mrs. Ryan checks on the children” in Stimulus 20b,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student does not find the sentence “It tells why Mrs. Ryan checks on the children” in Stimulus 20b,		mark C for question 20.



