

TEST ADMINISTRATOR MANUAL

GRADE 6 Reading STAAR Alternate 2

Administered April 2016

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 6 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 6.10	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	retell the order of events in a text by referring to the words and/or illustrations (1)
Item 2 Prerequisite Skill	retell the order of events in a text by referring to the words and/or illustrations (1)
Item 3 Prerequisite Skill	describe the order of events or ideas in a text (2)
Item 4 Prerequisite Skill	identify explicit cause and effect relationships among ideas in texts (3)

Grade 6 Reading	Cluster 2
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 6.2	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 5 Prerequisite Skill	identify what words mean from how they are used in a sentence (1)
Item 6 Prerequisite Skill	identify and sort words into conceptual categories (e.g., opposites, living things) (1)
Item 7 Prerequisite Skill	identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning (2)
Item 8 Prerequisite Skill	identify and use antonyms, synonyms, homographs, and homophones (3)

Grade 6 Reading	Cluster 3
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 6.6	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 9 Prerequisite Skill	describe characters in a story and the reasons for their actions and feelings (1)
Item 10 Prerequisite Skill	describe characters in a story and the reasons for their actions and feelings (1)
Item 11 Prerequisite Skill	describe main characters in works of fiction, including their traits, motivations, and feelings (2)
Item 12 Prerequisite Skill	describe the interaction of characters including their relationships and the changes they undergo (3–4)

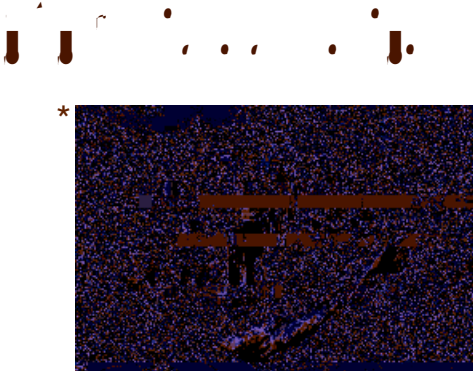
Grade 6 Reading	Cluster 4
Reporting Category 3	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.
Knowledge and Skills Statement 6.12	

READING

Presentation Instructions for Question 1

- Present Stimulus 1. Communicate: **This is an article about students who attend school on a boat.**
- Direct the student to Stimulus 1. Communicate the idea that the student should find the boat where students learn.
- Communicate: **Find the boat where students learn.**

Stimulus 1



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the boat,	⇒	1a d e 2.
If the student does not find the boat,	⇒	1a d e 2.
If the student finds the boat, if the student does not find the boat,	⇒	1a d e 2.
If the student finds the boat, if the student does not find the boat,	⇒	1a d e 2.

Presentation Instructions for Question 2

- Present Stimulus 2a and 2b. Communicate: **Here is more of the article "Sailing to School."**
- Direct the reader to Stimulus 2a. Communicate the idea that the reader should read each article choice in Stimulus 2b.
- Communicate: **Find where students in Bangladesh attend school.**

Stimulus 2a

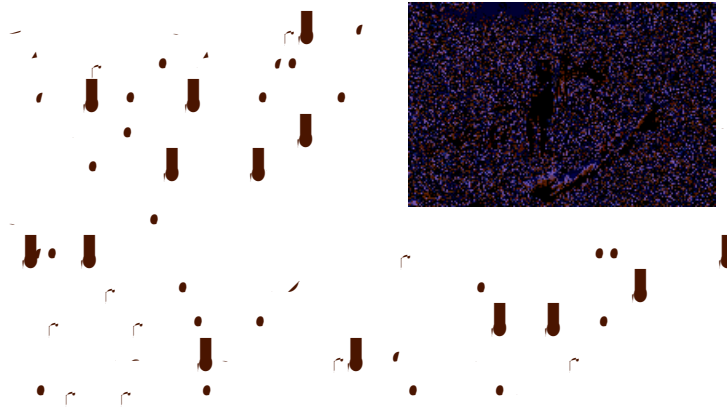


Stimulus 2b

Presentation Instructions for Question 3

- Present Stimulus 3a and 3b. **Communicate:** Here is more of the article "Sailing to School."
- Direct the student to Stimulus 3a. **Communicate:** Here is more of the article "Sailing to School."
- Direct the student to each alternative in Stimulus 3b. **Communicate:** Here is each alternative.
- **Communicate:** Find what Rezwan did to help students after he graduated from school.

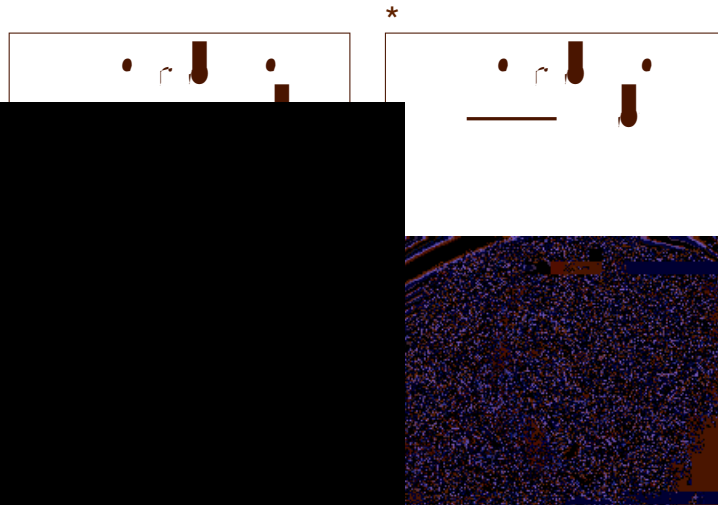
Stimulus 3a



Presentation Instructions for Question 5

- Present Stimulus 5. Communicate: The words "straight" and "curly" are opposites.
- Direct the student to the stimulus.
- Communicate the question: Find the girl with curly hair.
- Communicate: Find the girl with curly hair.

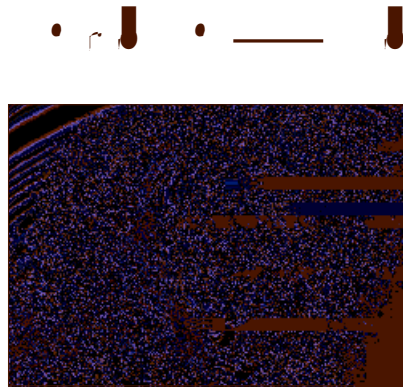
Stimulus 5



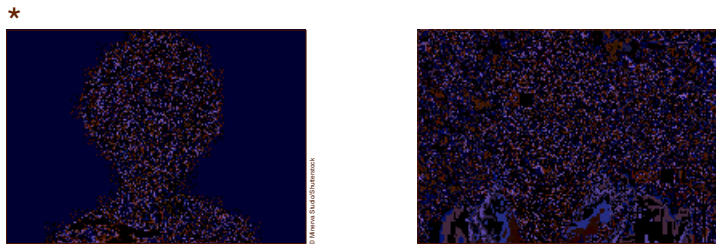
Presentation Instructions for Question 6

- Present Stimulus 6a and 6b.
- Direct the student to Stimulus 6a. Communicate the text, emphasizing the underlined word.
- Direct the student to each answer choice in Stimulus 6b.
- Communicate: **Find the boy with curly hair.**

Stimulus 6a



Stimulus 6b



Presentation Instructions for Question 7

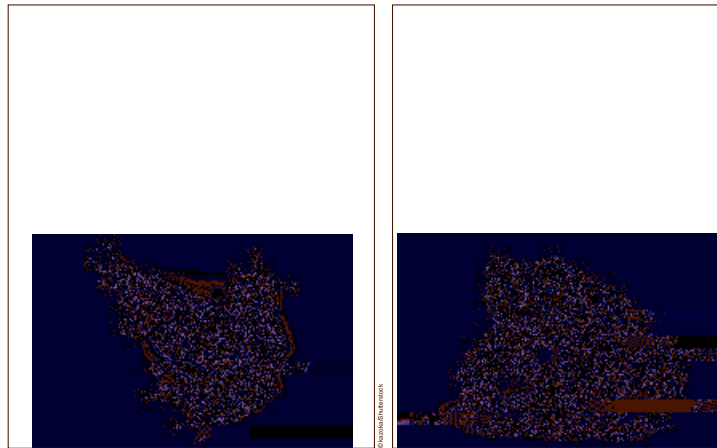
Present Stimulus 7a and 7b.

Direct the student to Stimulus 7a. Communicate the text.

Direct the student to each answer choice in Stimulus 7b. Communicate the text in each answer choice.

Communicate: Find the two words from the sentences that are opposites.

Stimulus 7a



Stimulus 7b

* smooth and bumpy

long and dry

webbed and strong

Scoring Instructions

Student Action	Test Administrator Action
If the student finds the words "smooth and bumpy" in Stimulus 7b,	mark A for question 7 and move to question 8.
If the student does not find the words "smooth and bumpy" in Stimulus 7b,	provide oneOR 308 55936:isto->0 1 DC /223sooth andighlight,

Presentation Instructions for Question 8

Present Stimulus 8a and 8b.

Direct the student to Stimulus 8a. Communicate the text, emphasizing the underlined word.

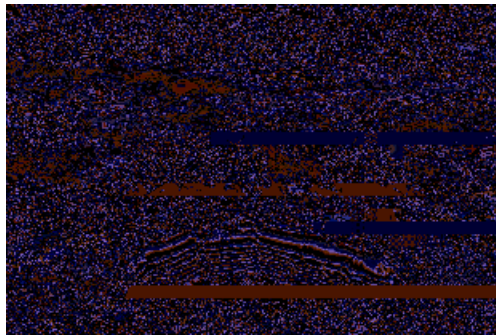
Direct the student to the empty box in Stimulus 8a. Communicate: There is a word missing from the text.

Direct the student to each answer choice in Stimulus 8b. Communicate the text in each answer choice.

Communicate: Find the word that is the opposite of “treacherous.”

Stimulus 8a

White-water rafting is a dangerous sport. The rushing waters can be very treacherous. People must wear life jackets in the rubber rafts to be



Stimulus 8b

happy

warm

*

safe

Presentation Instructions for Question 9

Present

Presentation Instructions for Question 10

Present Stimulus 10a and 10b.

Presentation Instructions for Question 11

Present Stimulus 11a and 11b. Communicate:

Stimulus 11b

*

Billy is worried about being rude to the coach.

Billy is proud he learned to swim last summer.

Billy is afraid to jump in the water with the other kids.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds "Billy is worried about being rude to the coach" in Stimulus 11b,	mark A for question 11 and move to question 12.
If the student does not find "Billy is worried about being rude to the coach" in Stimulus 11b,	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none">• Have the student tell what happened to Billy. OR• Highlight the words that describe Billy's feelings in the answer choices. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Billy is worried about being rude to the coach" in Stimulus 11b,	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "Billy is worried about being rude to the coach" in Stimulus 11b,	mark C for question 11 and move to question 12.

Presentation Instructions for Question 12

Present Stimulus 12a and 12b. Communicate: This is the conclusion to the story “The Super Swimmer.”

Direct

Stimulus 12b

Billy likes knowing that Coach Karen thinks he is a good swimmer.

Billy is worried that the other kids will not like him.

* Billy is not brave enough to tell Coach Karen that she is confused.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds "Billy is not brave enough to tell Coach Karen that she is confused" in Stimulus 12b,	mark A for question 12 and move to question 13.
If the student does not find "Billy is not brave enough to tell Coach Karen that she is confused" in Stimulus 12b,	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Billy is not brave enough to tell Coach Karen that she is confused" 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 "Billy is not brave enough to tell Coach Karen that she is confused" in Stimulus 12b,	mark C for question 12 and move to question 13.

Presentation Instructions for Question 13

Present Stimulus 13.

Direct the student to Stimulus 13. Communicate the text.

Communicate: Find George Washington writing a secret message with invisible ink.

Stimulus 13

George Washington used lemon juice
to write secret messages he did not

Presentation Instructions for Question 14

Scoring Instructions

Student Action	Test Administrator Action
If he de fi d he, e ice ed e he ec e e age i Si 14b,	➔ a Af e j 14 a d e e j 15.
If he de d e fi d he, e ice ed i e he ec e e age i Si 14b,	➔ de he de i ed de aci b fi di g he, e ice i Si 14b a d <i>communicate</i> "This lemon juice was used to write the secret message" ; a d e, ica e he i i a e e ai i ci
Af e eache de i g, if he de fi d he e ice ed e he ec e e age i Si 14b,	➔ a B f e j 14 a d e e j 15.
Af e eache de i g, if he de d e fi d he, e ice ed e he ec e e age i Si 14b,	➔ a C f e j 14 a d e e j 15.

Presentation Instructions for Question 15

- *Present Skills* → 15a and 15b. *Communicate*: **Here are the steps for "How to Send and Read a Secret Message."**

Scoring Instructions

Student Action	Test Administrator Action
If he de fi d he, igh, b, b i S i 15b,	a Af e j 15 a d e e j 16.
If he de d e fi d he, igh, b, b i S i 15b,	ide one f he e a, a b e eache a he de : R, e, a e di g a d eadi g a e e e age. OR H a e he de ide if h a each b, ea Re, i ca e he i i a e e a i i c i
A f e he e e c ed eache a a ce, if he de fi d he, igh, b, b i S i 15b,	a B f e j 15 a d e e j 16.
A f e he e e c ed eache a a ce, if he de d e fi d he, igh, b, b i S i 15b,	a C f e j 15 a d e e j 16.

Presentation Instructions for Question 16

- Present Stimulus 16a and 16b. **Communicate: Here is the last step for “How to Send and Read a Secret Message.”**
- Direct the student to Stimulus 16a. **Communicate: here is the last step for “How to Send and Read a Secret Message.”**
- Direct the student to read each alternative in Stimulus 16b. **Communicate: here is the last step for “How to Send and Read a Secret Message.”**
- **Communicate: Find what happens to the message when it is held over a lightbulb.**

Stimulus 16a



Scoring Instructions

Student Action	Test Administrator Action
<p>If he de fi d he d he a e ge da ha he e age ca be ead i Si 16b,</p>	<p>a Af e j 16 a d e e j 17.</p>
<p>If he de d e fi d he d he a e ge da ha he e age ca be ead i Si 16b,</p>	<p>e ,ica e he i i ja e e ai i c i</p>
<p>Af e he eache e ea he i c i if he de fi d he d he a e ge da ha he e age ca be ead i Si 16b,</p>	<p>a B f e j 16 a d e e j 17.</p>
<p>Af e he eache e ea he i c i if he de d e fi d he d he a e ge da ha he e age ca be ead i Si 16b,</p>	<p>a C f e j 16 a d e e j 17.</p>

Presentation Instructions for Question 17

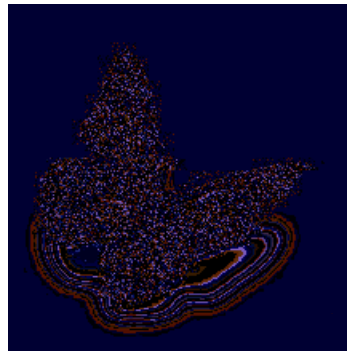
- *Present* *Self* → 17.
- *Direct*

Presentation Instructions for Question 18

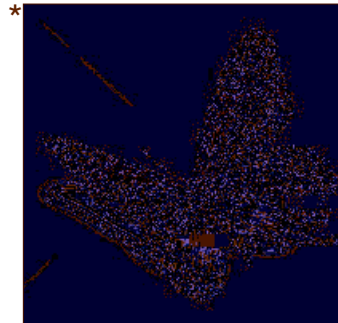
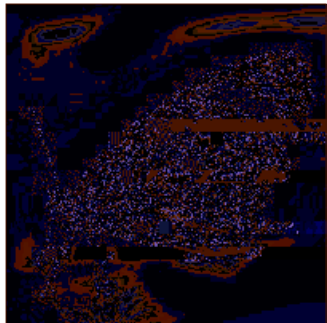
- Present Stimulus 18a and 18b.
- Direct the reader to Stimulus 18a. Communicate the evidence.
- Direct the reader to each alternative choice in Stimulus 18b. Communicate: **This butterfly's wings are closed. This butterfly's wings are open.**
- Communicate: **Find the butterfly with open wings that flap like flags in a parade.**

Stimulus 18a

The butterfly's open wings flap like flags in a parade.



Stimulus 18b



Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds the butterfly with open wings in Stimulus 18b,	→	mark A for question 18 and move to question 19.
If the student does not find the butterfly with open wings in Stimulus 18b,	→	<ul style="list-style-type: none"> • model the desired student action by finding the butterfly with open wings in Stimulus 18b and <i>communicate</i> “This butterfly has open wings that flap like flags in a parade”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the butterfly with open wings in Stimulus 18b,	→	mark B for question 18 and move to question 19.

Presentation Instructions for Question 19

- Present Stimulus 19a and 19b.
- Direct the student to Stimulus 19a. Communicate the evidence to the student.
- Direct the student to the evidence and each answer choice in Stimulus 19b. Communicate the evidence to the student and each answer choice.
- Communicate: **Find how the sensory language describes the fabric.**

Stimulus 19a

Mina took the silk scarf from the bottom drawer of the old chest. It was the scarf her grandma had worn when she was a little girl. The fabric that once was snow white was now frayed and had yellowed like the color of butter. Mina was surprised at how soft and fine the threads were. She couldn't believe that an ugly silkworm could make something so pretty.

Stimulus 19b

- A. The scarf was soft and fine.
- B. The scarf was frayed and yellowed.
- C. The scarf was snow white.
- D. The scarf was ugly.

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

Scoring Instructions

Student Action	Test Administrator Action
<p>If he de d e fi d Ma ia' face i e ac, i e he face f he he fe a e i he fa j i Si 20b,</p>	<p>a A f e j 20.</p>
<p>If he de d e fi d Ma ia' face i e ac, i e he face f he he fe a e i he fa j i Si 20b,</p>	<p>e , ica e he i i ia e e ai i c i</p>
<p>A f e he eache e ea he i c i if he de d e fi d Ma ia' face i e ac, i e he face f he he fe a e i he fa j i Si 20b,</p>	<p>a B f e j 20.</p>
<p>A f e he eache e ea he i c i if he de d e fi d Ma ia' face i e ac, i e he face f he he fe a e i he fa j i Si 20b,</p>	<p>a C f e j 20.</p>

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MANUAL**

**STAAR ALTERNATE 2
GRADE 6
Reading
April 2016**