

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 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) |

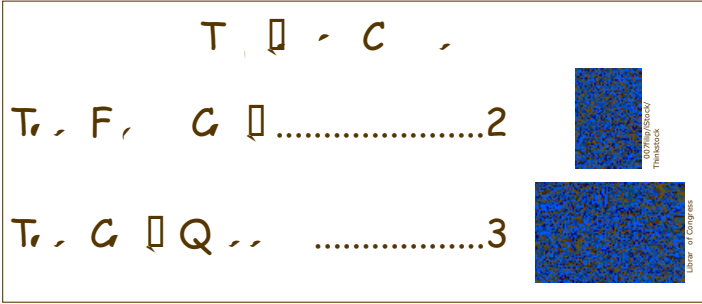
Additional resources for STAAR Alternate 2, including the STAAR Alternate 2 [Answer Key](#)



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

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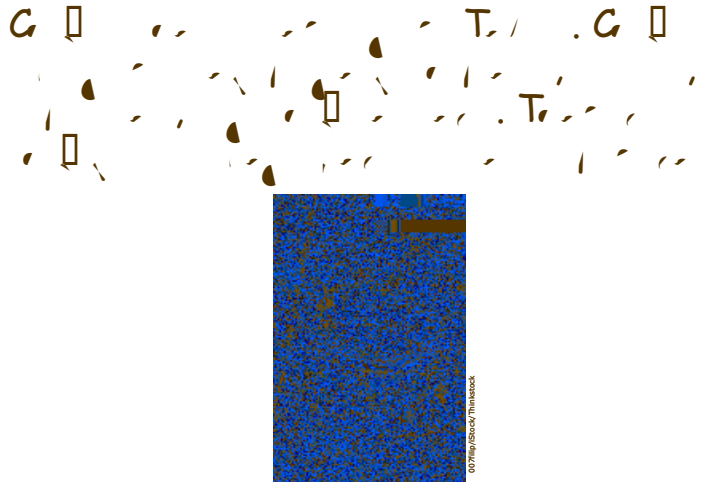
Scoring Instructions

| 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



Stimulus 2b



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

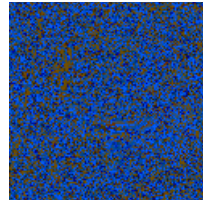
- Present Stimulus 3a and 3b. *Communicate:* **This is the article “It’s Chili in Texas.”**
- *Direct* the student to Stimulus 3a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the information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

Stimulus 3a

It's Chili in Texas

The First Chili

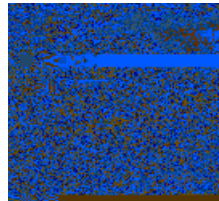
Chili is a popular food in Texas. It is a spicy mixture of ground beef, tomatoes, beans, and cheese. The first chili was made in the 1800s in the city of El Paso. It was made by a man named John Seaman. He was a soldier in the Mexican army. He was captured by the Americans and taken to El Paso. He was held in a prison. He was hungry and he had no money. He decided to make chili. He used the ground beef that he was given. He added tomatoes, beans, and cheese. He cooked it for hours. The chili was so good that the other prisoners wanted to eat it. The warden was so impressed that he let Seaman out of prison. Seaman went back to his home in New York. He wrote a book about chili. The book was called "The First Chili".



© 2017 by iStockPhoto.com

The Chili Queens

There are many different types of chili in Texas. One of the most popular is called "Chili Queens". It is a spicy mixture of ground beef, tomatoes, beans, and cheese. It is named after the women who used to sell chili in the streets of El Paso. They were called "Chili Queens" because they were so good at making chili. They used to sell chili in the streets of El Paso. They were so good at making chili that they were called "Chili Queens".



© Courtesy of the New York Public Library

Stimulus 3b

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Scoring Instructions

| Student Action | | Test Administrator Action |
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| 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:*

Stimulus 4b

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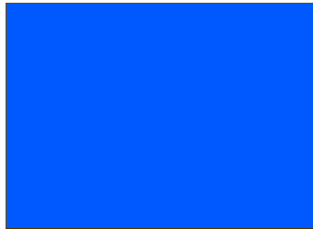
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Presentation Instructions for Question 5

- *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.”**
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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, | ➡ | <p>provide one of these allowable teacher assists to the student:</p> <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. <p>Replicate the initial presentation instructions.</p> |
| 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. |

Stimulus 8b

The boy worked hard to grow the tomatoes.

* The boy worked hard to grow the tomatoes.

The boy worked hard to grow the tomatoes.

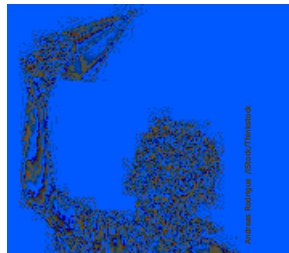
Scoring Instructions

| 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. |

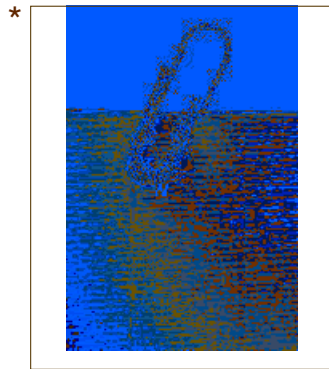
Presentation Instructions for Question 10

- 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



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>and</i> |
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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

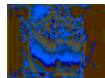
How to Make a Paper Airplane



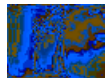
1. Grab a piece of paper and fold it in half.



2. Fold the top corners of the paper towards the center crease.



3. Fold the bottom corners of the paper towards the center crease.



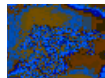
4. Fold the top corners of the paper back outwards.



5. Fold the bottom corners of the paper back outwards.



6. Fold the top corners of the paper back outwards.



7. Fold the bottom corners of the paper back outwards.

Photos courtesy of Ken Blalock from PaperPlane.org

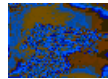
Stimulus 11b



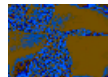
Presentation Instructions for Question 12

- 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, PaperPlane.org

Stimulus 12b



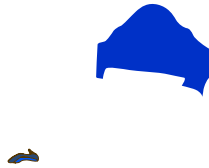
Scoring Instructions

| 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 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.**

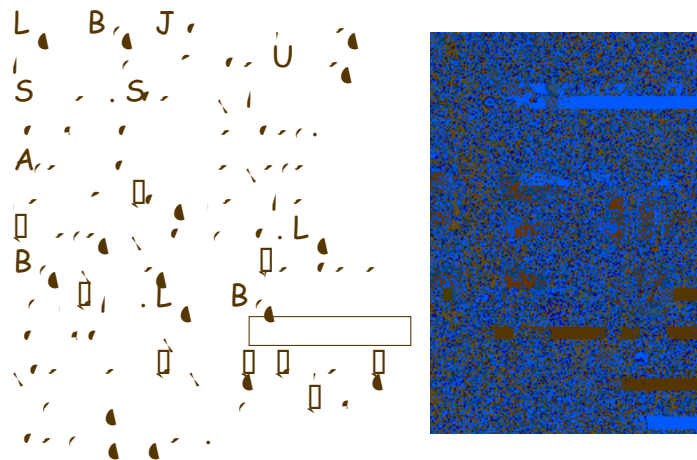
Stimulus 14a



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



Stimulus 15b

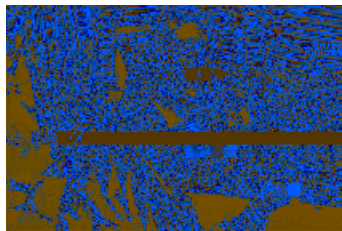
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Presentation Instructions for Question 16

- 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. S. M
Dr. S. H
Tr
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Dr. S. E
displeased
B
Dr. S. S
S



Stimulus 16b

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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

R

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:*

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."

**TEST
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MANUAL**

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GRADE 7
Reading
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