

TEST ADMINISTRATOR MANUAL

**GRADE 8
Reading
STAAR Alternate 2 ~~2003~~**

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 8 Reading		Cluster 1
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 8.6	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 1 Prerequisite Skill	describe the main characters in works of fiction, including their traits, motivations, and feelings (2)	
Item 2 Prerequisite Skill	describe the main characters in works of fiction, including their traits, motivations, and feelings (2)	
Item 3 Prerequisite Skill	describe the interaction of characters including their relationships and the changes they undergo (3–4)	
Item 4 Prerequisite Skill	explain the roles and functions of characters in various plots, including their relationships and conflicts (5)	

Grade 8 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 8.5	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.	
Essence Statement	Identifies the structure and elements of drama.	
Item 5 Prerequisite Skill	identify the elements of dialogue and use them in informal plays (2)	
Item 6 Prerequisite Skill	explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed (3)	
Item 7 Prerequisite Skill	explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed (3)	
Item 8 Prerequisite Skill	describe the structural elements particular to dramatic literature (4)	

Grade 8 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 8.10	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 9 Prerequisite Skill	locate the facts clearly stated in a text (2)	
Item 10 Prerequisite Skill	identify the details or facts that support the main idea (3)	
Item 11 Prerequisite Skill	summarize the main idea and supporting details in text in ways that maintain meaning (4)	
Item 12 Prerequisite Skill	summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order (5)	

Grade 8 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 8.2	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	use prefixes and suffixes to determine the meaning of words (e.g., allow/disallow) (2)	
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	determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes (4–8)	

Grade 8 Reading	Cluster 5
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 8.11	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.
Essence Statement	Recognizes the arguments presented in persuasive texts.
Item 17 Prerequisite Skill	identify what the author is trying to persuade the reader to think or do (3)
Item 18 Prerequisite Skill	identify what the author is trying to persuade the reader to think or do (3)
Item 19 Prerequisite Skill	identify what the author is trying to persuade the reader to think or do (3)
Item 20 Prerequisite Skill	identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument (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

P a l c Q 1

-

P a i r c Q 2

- Present Stimulus 2a and 2b. *Communicate:* **Here is more of the story "A First-Place Surprise."**
- Direct the student to Stimulus 2a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 2b.
- *Communicate:* **Find what Grandma wants Gilberto to do.**

Stimulus 2a

"I m so lucky that he would play at my party!" said Grandma. "He won the middle school talent show when he was just a sixth grader. He s in eighth grade now. I hope he ll enter again. I m sure he ll bring home that first-place trophy. No one is as talented as Gilberto!"

Stimulus 2b



P a i c Q 3

- Present Stimulus 3a and 3b. *Communicate:* **Here is more of the story "A First-Place Surprise."**
- *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 that tells why Gilberto listens to music instead of practicing.**

Stimulus 3a

Gilberto had won the middle school talent show when he was a sixth grader. He had missed the talent show as a seventh grader because he had the flu. Now he was in eighth grade and hoped to win again this year.

Marisol, his younger sister, also planned to enter the talent show. She was in sixth grade, so this would be her first talent show. Gilberto didn't think she really had a chance of winning—especially not over him.

A couple of days later, Gilberto was in his room listening to music when Marisol walked in. He was irritated that she had bothered him. He took off his headphones and asked, "What do you want?"

Stimulus 3b





Present Stimulus 4a and 4b. **Communicate:** Here is the conclusion of the story “A First-Place Surprise.”

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 how Gilberto feels after the talent show.

Stimulus 4a

•

•

•

•

•

P0605

00006

- Stimulus 6a and 6b. This begins the dialogue from the drama "Tom and the

Stimulus 6b

Presentation Instructions for Question 7

Present Stimulus 7a and 7b. Communicate: Here is more dialogue from the drama “Tom and the Whitewashed Fence.”

Direct the student to Stimulus 7a. Communicate the stage directions and each character’s name in the order they appear in the text and before communicating the character’s dialogue with dramatic flair and inflection.

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

Communicate: Find how Tom solves his problem of having to paint the fence.

Stimulus 7a

BEN:
BEN12

Presentation Instructions for Question 8

Present Stimulus 8a and 8b. Communicate: Here is the conclusion of the drama “Tom and the Whitewashed Fence.”

Direct the student to Stimulus 8a. Communicate the stage directions and each character’s name in the order they appear in the text and before communicating the character’s dialogue with dramatic flair and inflection.

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

Communicate: Find the sentence that describes Tom based on the dialogue in the play.

Stimulus 8a

• • •
•
• • •
• • •
•
BILLY:
BEN: • • •
• • •
• • •
• • • • • • • • • •
• • • • • • • • • •

Stimulus 8b

Tom is helpful and kind.

Tom is messy and hardworking.

* Tom is smart and tricky.

Scoring Instructions

Student Action		Test Administrator Action

Presentation Instructions for Question 9

Present Stimulus 9. Communicate: This is an article about mariachi bands.

Direct the student to Stimulus 9. Communicate the title and the text.

Communicate: Find the mariachi band.

Stimulus 9

Challenging Tradition and Winning

*

©2004 Pearson Education, Inc.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the mariachi band,		mark A for question 9 and move to question 10.
If the student does not find the mariachi band,		<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 mariachi band,		mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the mariachi band,		mark C for question 9 and move to question 10.

Presentation Instructions for Question 10

Present Stimulus 10a and 10b. Communicate: Here is more of the article “Challeng/8q Tradition and Winn/8q.”

Direct the student to Stimulus 10a. Communicate the text.

Direct the student to Stimulus 10b. Communicate: Find the all-female mariachi band.

Stimulus 10a



Mariachi bands play a special style of music. For many years only men could play in a mariachi band. Now there are all-female mariachi bands. They also wear charro suits and wide-brimmed hats.

Stimulus 10b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the all-female mariachi band in Stimulus 10b,	mark A for question 10 and move to question 11.
If the student does not find the all-female mariachi band in Stimulus 10b,	<ul style="list-style-type: none"> model the desired student action by finding the all-female mariachi band in Stimulus 10b and communicate “This is an all-female mariachi band”; and replicate the initial presentation instructions.
After teacher modeling, if the student finds the all-female mariachi band in Stimulus 10b,	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find the all-female mariachi band 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 is more of the article “Challenging Tradition and Winning.”

Direct the student to Stimulus 11a. Communicate the text.

Direct the student to each answer choice in Stimulus 11b. Communicate the text in each answer choice.

Communicate: Find why Laura Sobrino worked to become a female mariachi musician.

Stimulus 11a

Women were not allowed to play mariachi music. It was thought that women could not handle some of the instruments.

In the United States, Laura Sobrino is a well-known mariachi band member. While she was studying the violin at college, she became interested in mariachi music. Though her family did not like the idea, Laura decided to become a mariachi musician. Her love for mariachi music gave her the will to enter a profession that had only been open to men. She quickly became a leader in her band. This upset some of the men who had to follow her lead. She became the director of the first all-female mariachi band in the United States.

In 2008 she performed at the Olympic opening ceremonies in China. She still tours with her band as a violinist and director.

ARANDA VARGAS PINEA/ISTOCK

Stimulus 11b

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Laura loved playing mariachi music” in Stimulus 11b,ct94 0 5 1t6h loved playing		

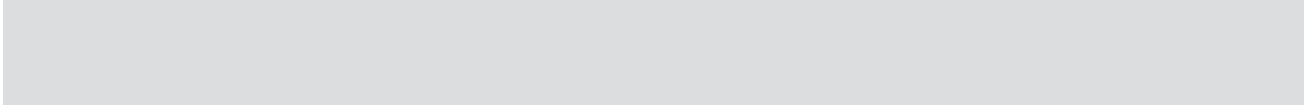
Presentation Instructions for Question 12

Present Stimulus 12a and 12b. Communicate: Here is more of the article “Challenging Tradition and Winning.”

Direct the student to Stimulus 12a. Communicate the text.

Direct

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



P a i r Q 13

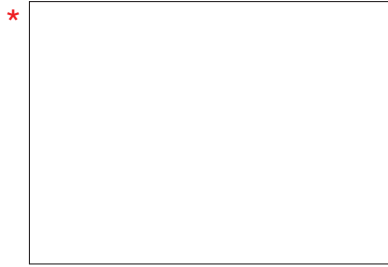
Present Stimulus 13. **Communicate:** The root word “converse” means “to talk.”

Direct the student to Stimulus 13. **Communicate** the text, emphasizing the underlined word.

Communicate: Find the girls who are conversing.

Stimulus 13

converse—to talk



These two girls are conversing. They are talking about their homework assignment.

Presentation Instructions for Question 14

Present Stimulus 14a and 14b. Communicate: The root word “converse” means “to talk.”

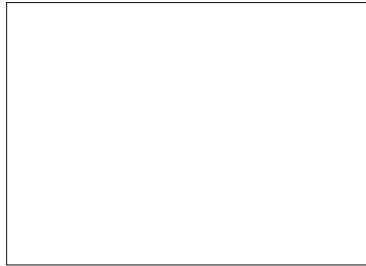
Direct the student to Stimulus 14a. Communicate the text, emphasizing the underlined word.

Direct the student to each answer choice in Stimulus 14b. Communicate: These boys are riding bikes. These boys are conversing.

Communicate: Find the boys who are conversing.

Stimulus 14a

These two girls are conversing about their homework assignment.



Stimulus 14b



Presentation Instructions for Question 15

Present Stimulus 15a and 15b. Communicate: The word “spectate” means “to look at.”

Direct the student to Stimulus 15a. Communicate the text, emphasizing the underlined word.

Direct the student to the stem and each answer choice in Stimulus 15b. Communicate the text in the stem and each answer choice.

Communicate: Find the meaning of the word “spectator.”

Stimulus 15a

spectate—to look at



Mom loved baseball. Whenever I was pitching, I knew Mom was a spectator in the stands cheering for our team to win.

Stimulus 15b

In this sentence, the word spectator means a person who —

* watches a game

keeps score at a game

announces the players at a game

Presentation Instructions for Question 16

Scoring Instructions

1eone of a

Student Action	Ant in Stimulus	Test Administrator Action
If the student finds "remind someone of a special event" in Stimulus 16b,		mark AI5S0 e student finds "does no23r

Presentation Instructions for Question 17

Present Stimulus 17. Communicate:

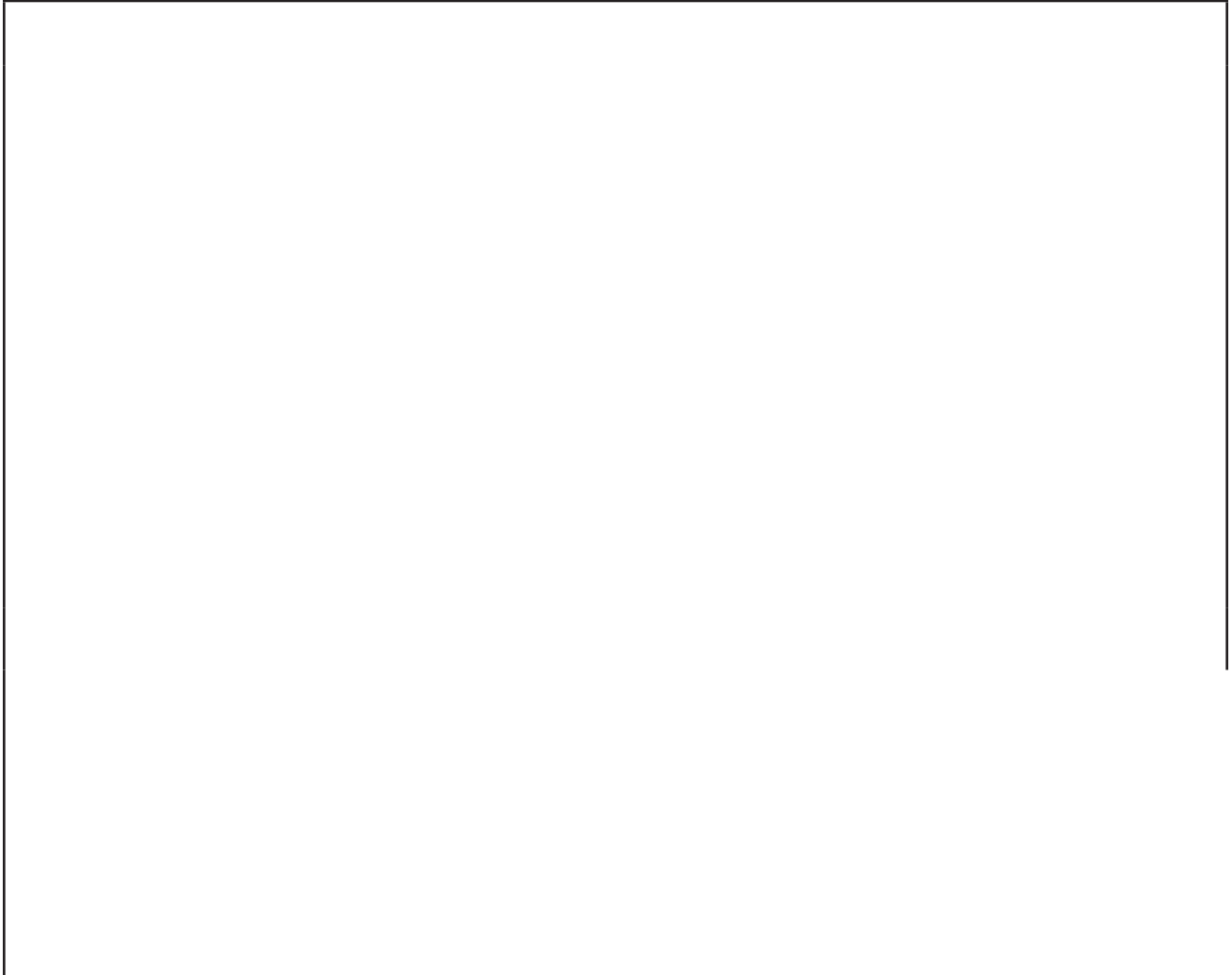
Presentation Instructions for Question 18

Present Stimulus 18a and 18b. Communicate: Here is more of Olivia’s letter to Principal Patterson.

Direct the student to the letter. Communicate the text.

Direct the student to each answer choice in Stimulus 18b. Communicate: This is junk food. This is healthy food.

Communicate: Find what Olivia thinks should be served for lunch in the school cafeteria.



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the healthy food in Stimulus 18b,	mark A for question 18 and move to question 19.
If the student does not find the healthy food in Stimulus 18b,	<ul style="list-style-type: none"> • model the desired student action by finding the healthy food and communicate “This is the healthy food Olivia thinks should be served”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the healthy food in Stimulus 18b,	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find the healthy food in Stimulus 18b,	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 Olivia’s letter to Principal Patterson.

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 how Olivia supports her request to Principal Patterson.

Stimulus 19a



Stimulus 19b

Olivia states that sugary sodas are good for you.

Olivia writes that healthy foods make students sleepy.

* Olivia lists healthy foods that other schools serve.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Olivia lists healthy foods that other schools serve” in Stimulus 19b,		mark A for question 19 and move to question 20.
If the student does not find “Olivia lists healthy foods that other schools serve” in Stimulus 19b,		provide one of these allowable teacher assists to the student: • Highlight the last two paragraphs. OR

Presentation Instructions for Question 20

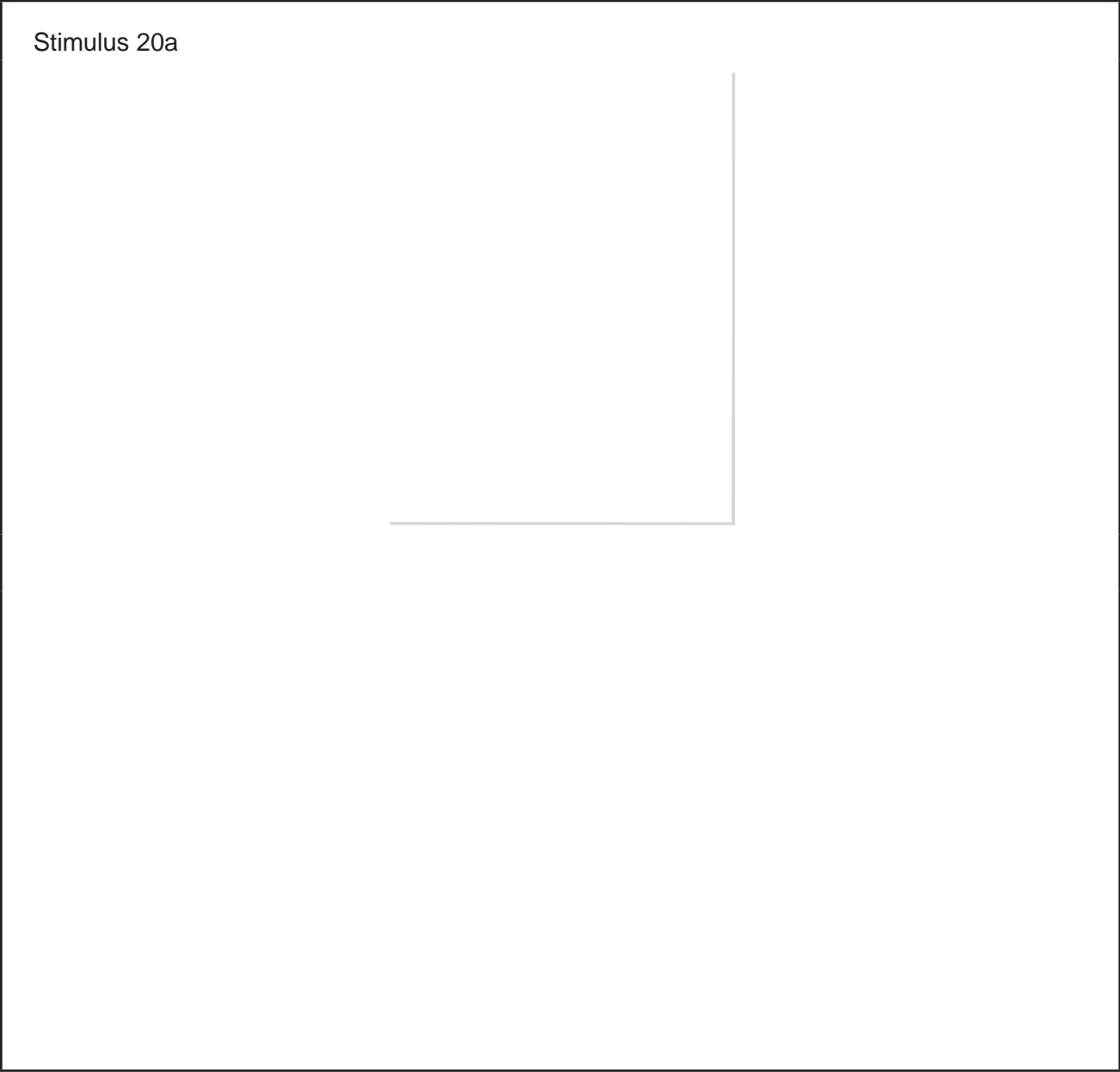
Present Stimulus 20a and 20b. Communicate: Here is the conclusion of Olivia's letter to Principal Patterson.

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 Olivia wrote the letter to Principal Patterson.

Stimulus 20a



Scoring Instructions

Student Action		Test Administrator Action
If the student finds "to persuade the principal to change the menu in the cafeteria" in Stimulus 20b,	➡	mark A for question 20.
If the student does not find "to persuade the principal to change the menu in the cafeteria" in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "to persuade the principal to change the menu in the cafeteria" in Stimulus 20b,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find "to persuade the principal to change the menu in the cafeteria" in Stimulus 20b,	➡	mark C for question 20.

**TEST
ADMINISTRATOR
MANUAL**

**STAAR ALTERNATE 2
GRADE 8
Reading
April 2016**