



TEST ADMINISTRATOR MANUAL

GRADE 4 Reading STAR Alternate 2

Administered April 2019

RELEASED

Grade 4 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 4.11	Students analyze, make inferences, and draw conclusions about expository texts and provide evidence from text to support their understanding.	
Essence Statement	Identifies the main idea and supporting details in informational texts.	
Item 13 Prerequisite Skill	Use titles and illustrations to make predictions about text (K)	
Item 14 Prerequisite Skill	Identify the topic and details in expository text heard or read, referring to the words and/or illustrations (K)	
Item 15 Prerequisite Skill	Identify important facts or details in text, heard or read (1)	
Item 16 Prerequisite Skill	Locate the facts that are clearly stated in a text (2)	

Grade 4 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 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 2

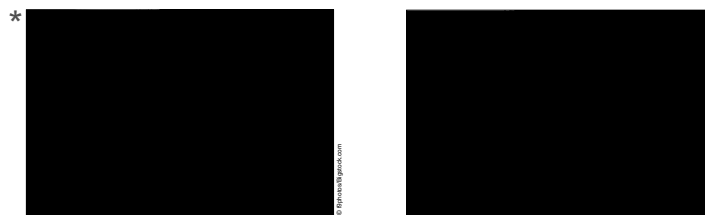
- € Present Stimulus 2a and 2b.
- € Direct the student to Stimulus 2a. Communicate the text.
- € Direct the student to each answer choice in Stimulus 2b. Communicate: This is saltwater in the ocean. This is freshwater in a glass.
- € Communicate: Find where ocean animals, fish, and plants live.

Stimulus 2a

Animals, fish, and plants in the ocean live in saltwater.



Stimulus 2b



Scoring Instructions	
Student Action	Test Administrator Action
If the student finds the saltwater in the ocean in Stimulus 2b,	mark A for question 2 and move to question 3.
If the student does not find the saltwater in the ocean in Stimulus 2b,	€ model the desired student action by finding the saltwater in Stimulus 2b and communicate “This is the saltwater in the ocean, where animals, fish, and plants live” ; and € replicate the initial presentation instructions.
After teacher modeling, if the student finds the saltwater in the ocean in Stimulus 2b,	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the saltwater in the ocean in Stimulus 2b,	mark C for question 2 and move to question 3.

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Scoring Instructions

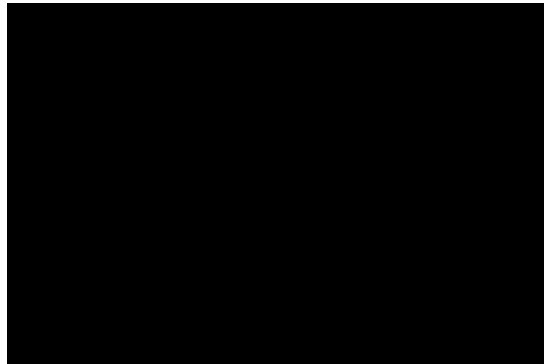
Student Action	Test Administrator Action
If the student finds •sea, shellŽ in Stimulus 3b,	mark A for question 3 and move to question 4.
If the student does not find •sea, shellŽ in Stimulus 3b,	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> € Have the student talk about or describe the seashell in Stimulus 3a. OR € Highlight the first word of each answer choice in Stimulus 3b. OR € Have the student talk about or describe each word in Stimulus 3b. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds •sea, shellŽ in Stimulus 3b,	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find •sea, shellŽ in Stimulus 3b,	mark C for question 3 and move to question 4.

Presentation Instructions for Question 4

- € Present Stimulus 4a and 4b.
- € Direct the student to Stimulus 4a. Communicate the text.
- € Direct the student to the empty box in Stimulus 4a. Communicate: One of the words is missing.
- € Direct the student to each answer choice in Stimulus 4b. Communicate the text in each answer choice.
- € Communicate: Find the compound word that correctly completes the sentence.

Stimulus 4a

A boy uses a shovel, bucket, and sand to play in a .



Stimulus 4b

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Scoring Instructions	
Student Action	Test Administrator Action
If the student finds •sandboxŽ in Stimulus 4b,	mark A for question 4 and move to question 5.
If the student does not find •sandboxŽ in Stimulus 4b,	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds •sandboxŽ 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 •sandboxŽ in Stimulus 4b,	mark C for question 4 and move to question 5.

Presentation Instructions for Question 8

- € Present Stimulus 8a and 8b. Communicate: Here are the last two stanzas of the poem “Lemonade Stand.”
 - € Direct the student to the text in Stimulus 8a. Communicate the text.
 - € Direct the student to each answer choice in Stimulus 8b. Communicate the text in each answer choice.
 - € Communicate: Find the lines from the poem with words that rhyme.
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Stimulus 8a

But when the sun
moves into the shade
it gets too hot
to sell lemonade.

Nobody stops
so we put things away
and drink what s left
and start to play.

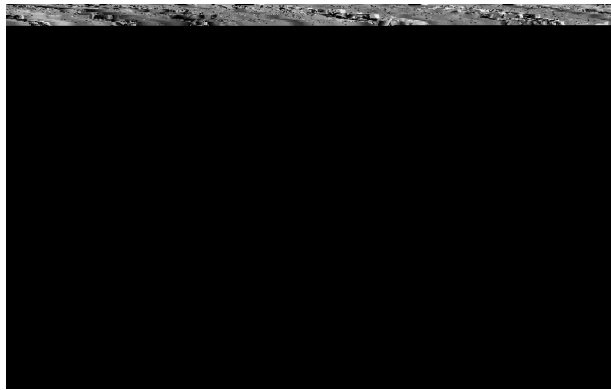
Scoring Instructions

Student Action	Test Administrator Action
If the student finds •so we put things away/and start to playŽ in Stimulus 8b,	mark A for question 8 and move to question 9.
If the student does not find •so we put things away/and start to playŽ in Stimulus 8b,	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds •so we put things away/and start to playŽ 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 •so we put things away/and start to playŽ in Stimulus 8b,	mark C for question 8 and move to question 9.

Presentation Instructions for Question 11

- € Present Stimulus 11a and 11b. Communicate: Here is more of the article “Meet Mr. President and The First Lady.”
- € 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 the caption that tells about the photograph.

Stimulus 11a



Mr. President and The First Lady picked a good spot for their home. They chose a large, strong tree for their nest. The tree needed to be strong because their nest was very large. There was a river nearby where they caught plenty of fish to eat.

Soon after the nest was finished, The First Lady laid two eggs. About a month later, two little eaglets hatched. Mr. President and The First Lady kept them warm and brought them food.

People from around the world were watching the eaglets on their computers. Many thought of names for these two new American bald eagles. After people voted on their favorite names, the eaglets were called Freedom and Liberty.

Stimulus 11b

* A mother eagle feeds her eaglets tiny pieces of food.

An eagle catches fish in a river to feed its eaglets.

People from around the world voted to name the eaglets Freedom and Liberty.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •A mother eagle feeds her eaglets tiny pieces of foodŽ in Stimulus 11b,		mark A for question 11 and move to question 12.
If the student does not find •A mother eagle feeds her eaglets tiny pieces of foodŽ in Stimulus 11b,		provide one of these allowable teacher assists to the student: € Have the student tell about the photograph. OR € Try out each answer choice in the caption box in Stimulus 11a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds •A mother eagle feeds her eaglets tiny pieces of foodŽ in Stimulus 11b,		mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find •A mother eagle feeds her eaglets tiny pieces of foodŽ in Stimulus 11b,		mark C for question 11 and move to question 12.

Presentation Instructions for Question 12

- € Present Stimulus 12a and 12b. Communicate: Here is more of the article “Meet Mr. President and The First Lady.”
 - € 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 the author included the photographs of the eagles.
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Stimulus 12a

When Freedom and Liberty were first born, they were covered with fuzz. As they grew, the eaglets' fuzz became feathers, and they were ready to learn to fly.

Stimulus 12b

to show how parent eagles teach their eaglets to fly

* to show how eagles change as they grow

to show different food that parent eagles feed their eaglets

Scoring Instructions

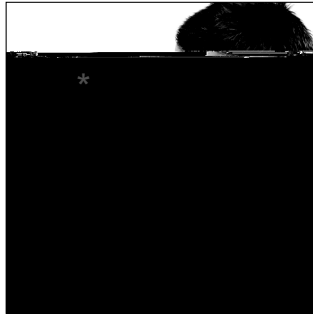
Student Action		Test Administrator Action
If the student finds •to show how eagles change as they growŽ in Stimulus 12b,		mark A for question 12 and move to question 13.
If the student does not find •to show how eagles change as they growŽ in Stimulus 12b,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds •to show how eagles change as they growŽ 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 show how eagles change as they growŽ in Stimulus 12b,		mark C for question 12 and move to question 13.

Presentation Instructions for Question 13

- € Present Stimulus 13. Communicate: This is an article titled “Microchips for Pets.”
- € Direct the student to Stimulus 13. Communicate the text.
- € Communicate: Find the dog that has a microchip.

Stimulus 13

Microchips for Pets



This dog was lost, but a microchip under her skin helped get her back to her owner.

Scoring Instructions	
Student Action	Test Administrator Action
If the student finds the dog,	mark A for question 13 and move to question 14.
If the student does not find the dog,	€ 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 dog,	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the dog,	mark C for question 13 and move to question 14.

Presentation Instructions for Question 14

- € Present Stimulus 14a and 14b. Communicate: Here is more of the article “Microchips for Pets.”
 - € Direct the student to Stimulus 14a. Communicate the text.
 - € Direct the student to each answer choice in Stimulus 14b. Communicate: This is a lost dog at an animal shelter. This dog is back home with its owner.
 - € Communicate: Find the dog that is back home with its owner.
-

Stimulus 14a

Scoring Instructions

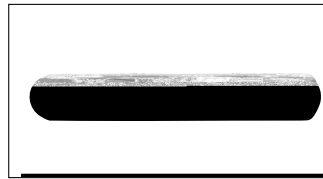
Student Action	Test Administrator Action
If the student finds the dog with its owner in Stimulus 14b,	mark A for question 14 and move to question 15.
If the student does not find the dog with its owner in Stimulus 14b,	€ model the desired student action by finding the dog with its owner in Stimulus 14b and communicate “This dog had a microchip and got back to its owner when it was lost” ; and € replicate the initial presentation instructions.
After teacher modeling, if the student finds the dog with its owner in Stimulus 14b,	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the dog with its owner in Stimulus 14b,	mark C for question 14 and move to question 15.

Presentation Instructions for Question 15

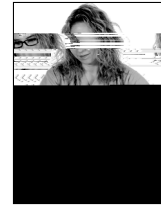
- € Present Stimulus 15a and 15b. Communicate: Here is more of the article “Microchips for Pets.”
- € Direct the student to Stimulus 15a. Communicate the text.
- € Direct the student to each answer choice in Stimulus 15b. Communicate the text in each answer choice.
- € Communicate: Find why the microchip is always put under the animal’s skin between the shoulders.

Stimulus 15a

Microchips help dogs and cats get back to their owners if they get lost. The microchip is a tiny glass tube. It is about the size of a grain of rice.



The vet gives the pet a shot to put the microchip under the animal’s skin between the shoulders. It is always put in the same place so that any animal shelter worker or vet will know where to look for it on a lost pet.



After the pet is microchipped, the pet’s owner gives the worker his or her name, address, and phone number. This information is stored on a computer.

Stimulus 15b

Microchips are always put under the animal's skin between the shoulders so that „

the microchip can be only about the size of a grain of rice

* the animal shelter workers will know where to look for it on a lost pet

the pet owner can give the worker his or her name, address, and phone number

Scoring Instructions	
Student Action	Test Administrator Action
If the student finds •the animal shelter workers will know where to look for it on a lost petŽ in Stimulus 15b,	mark A for question 15 and move to question 16.
If the student does not find •the animal shelter workers will know where to look for it on a lost petŽ in Stimulus 15b,	provide one of these allowable teacher assists to the student: € Highlight the second paragraph in Stimulus 15a. OR € Describe the microchip. OR € Read the beginning of the sentence in Stimulus 15b three times and insert each answer choice at the end. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds •the animal shelter workers will know where to look for it on a lost petŽ in Stimulus 15b,	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find •the animal shelter workers will know where to look for it on a lost petŽ in Stimulus 15b,	mark C for question 15 and move to question 16.

Presentation Instructions for Question 16

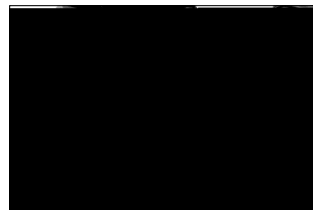
- € Present Stimulus 16a and 16b. Communicate: Here is more of the article “Microchips for Pets.”
 - € Direct the student to Stimulus 16a. Communicate the text.
 - € Direct the student to each answer choice in Stimulus 16b. Communicate the text in each answer choice.
 - € Communicate: Find the sentence that explains why microchips are better than tags for keeping pets safe.
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Stimulus 16a



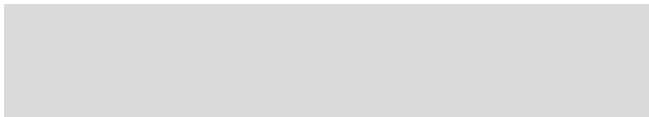
Some pet owners think that putting tags on pet collars is enough to identify their pets if they are lost. Tags do help if a neighbor finds a lost

pet. But collars might get removed or slip off, and then the tags are lost. Since microchips are placed under the pet's skin, they cannot be taken off like a collar can.



Animal shelter manager Valerie Robinson encourages all pet owners to microchip their pets.

The animal shelter workers feel happy when a pet is returned to its owner because of a microchip. •Microchips can save an animal's life,Ž Robinson says, •and get them back home where they belong.Ž





Presentation Instructions for Question 18



Scoring Instructions

Student Action	Test Administrator Action
If the student finds Eric in Stimulus 18b,	mark A for question 18 and move to question 19.
If the student does not find Eric in Stimulus 18b,	€ model the desired student action by finding Eric in Stimulus 18b and communicate “This is Eric. He is not interested in Megan’s bucket of seashells”; and € replicate the initial presentation instructions.
After teacher modeling, if the student finds Eric in Stimulus 18b,	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find Eric 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 the story “Cracked Seashells.”
 - € 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 why Megan’s seashells are broken.
-

Stimulus 19a

Eric saw Megan’s bucket of seashells on the ground next to the other things going into the car. Annoyed with T* (the gs /T114.0r5 :

Scoring Instructions

Student Action	Test Administrator Action
If the student finds •Eric dropped the ice chest on top of the seashellsŽ in Stimulus 19b,	mark A for question 19 and move to question 20.
If the student does not find •Eric dropped the ice chest on top of the seashellsŽ in Stimulus 19b,	<p>provide one of these allowable teacher assists to the student:</p> <p>€ Describe the illustrations to retell the story. OR</p> <p>€ Highlight •sat on the seashells,Ž •dropped the beach chair,Ž and •dropped the ice chestŽ in Stimulus 19b.</p> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds •Eric dropped the ice chest on top of the seashellsŽ in Stimulus 19b,	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find •Eric dropped the ice chest on top of the seashellsŽ in Stimulus 19b,	mark C for question 19 and move to question 20.

Presentation Instructions for Question 20

- € Present Stimulus 20a and 20b. Communicate: Here is more of the story "Cracked Seashells."
 - € Direct the student to Stimulus 20a. Communicate the text.
 - € Direct
-

The next morning Eric was waiting for Megan with the bucket of shell pieces, a set of paints, a paintbrush, and some strong glue. He also had a framed picture of the two of them at the beach.

Eric helped Megan look through the bucket. They found several shells that were not broken and still be used. The glued shells

Stimulus 20b

Megan is worried about going back to the beach next summer.

* Megan is excited to work on the art project with Eric.

Megan is upset about the breakfast Eric made.

Scoring Instructions	
Student Action	Test Administrator Action
If the student finds •Megan is excited to work on the art project with EricŽ in Stimulus 20b,	mark A for question 20.
If the student does not find •Megan is excited to work on the art project with EricŽ in Stimulus 20b,	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds •Megan is excited to work on the art project with EricŽ in Stimulus 20b,	mark B for question 20.
After the teacher repeats the instructions, if the student does not find •Megan is excited to work on the art project with EricŽ in Stimulus 20b,	mark C for question 20.

TEST
ADMINISTRATOR
MANUAL

STAAR ALTERNATE 2
GRADE 4
Reading
April 2019