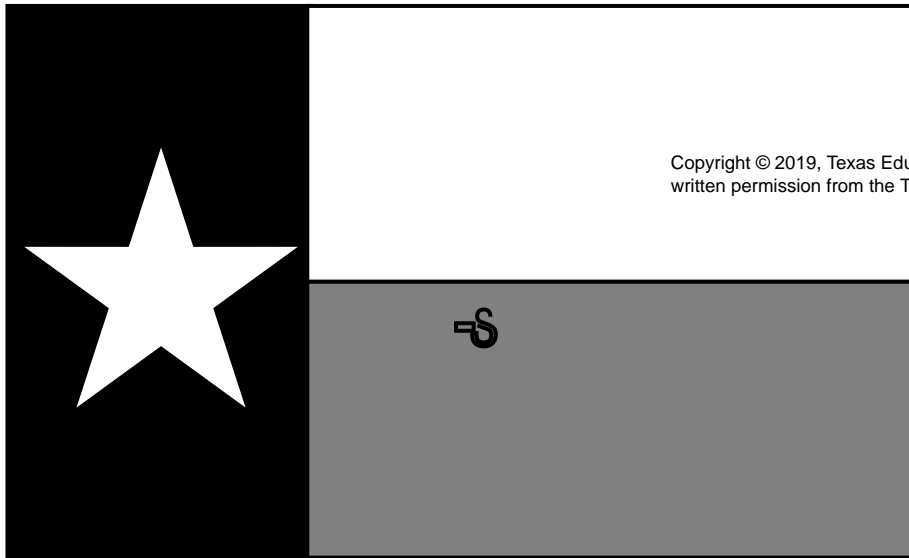


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Grade 7 Reading		Cluster 3
Reporting Category 3	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
Knowledge and Skills Statement 7.11	Students analyze, make inferences 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 9 Prerequisite Skill	Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language (2)	
Item 10 Prerequisite Skill	Identify what the author is trying to persuade the reader to think or do (3)	
Item 11 Prerequisite Skill	Identify what the author is trying to persuade the reader to think or do (3)	
Item 12 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)	

Grade 7 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 7.10	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 13 Prerequisite Skill	Restate the main idea, heard or read (1)	
Item 14 Prerequisite Skill	Locate the facts that are clearly stated in a text (2)	
Item 15 Prerequisite Skill	Identify the details or facts that support the main idea (3)	
Item 16 Prerequisite Skill	Summarize the main idea and supporting details in text in ways that maintain meaning (4)	

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 7.13	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.
Essence Statement	Recognizes the various techniques used in media that impact the meaning in literary texts.
Item 17 Prerequisite Skill	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) (K-1)
Item 18 Prerequisite Skill	Retell or act out important events in stories in logical order (1)
Item 19 Prerequisite Skill	Make inferences about text and use evidence to support understanding (1-6)
Item 20 Prerequisite Skill	Make inferences about text and use evidence to support understanding (1-6)

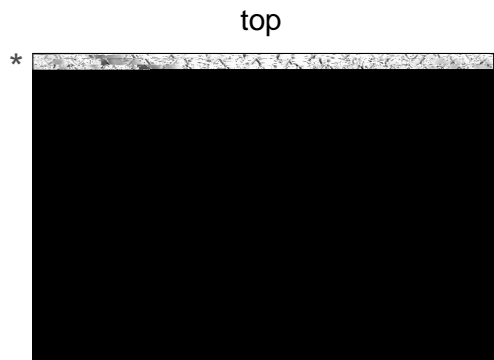
Additional resources for STAAR Alternate 2, including the STAAR Alternate 2 Test Administrator Manual and the STAAR Alternate 2 Educator Guide, are available online: <http://tea.texas.gov/student.assessment/special-ed/staaralt/>

READING

Presentation Instructions for Question 1

- € Present Stimulus 1.
- € Direct the student to Stimulus 1. Communicate: This word is *top.Ž Communicate the text.
- € Communicate: Find the boy wearing a baseball cap on the top of his head.

Stimulus 1



Eric is wearing a baseball cap on the top of his head.

Scoring Instructions	
Student Action	Test Administrator Action
If the student finds the boy wearing a cap,	mark A for question 1 and move to question 2.
If the student does not find the boy wearing a cap,	€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 boy wearing a cap,	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the boy wearing a cap,	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: This is a toy top. This is a cap.
 - € Communicate: Find what is on top of Eric's head.
-

Stimulus 2a

top

—

Scoring Instructions

Student Action	Test Administrator Action
If the student finds •material used to fix a hole in clothingŽ in Stimulus 3b,	mark A for question 3 and move to question 4.
If the student does not find •material used to fix a hole in clothingŽ in Stimulus 3b,	provide one of these allowable teacher assists to the student: €Have the student describe the photograph. OR €Discuss an example for each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds •material used to fix a hole in clothingŽ in Stimulus 3b,	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find •material used to fix a hole in clothingŽ in Stimulus 3b,	mark C for question 3 and move to question 4.

Presentation Instructions for Question 4



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Scoring Instructions

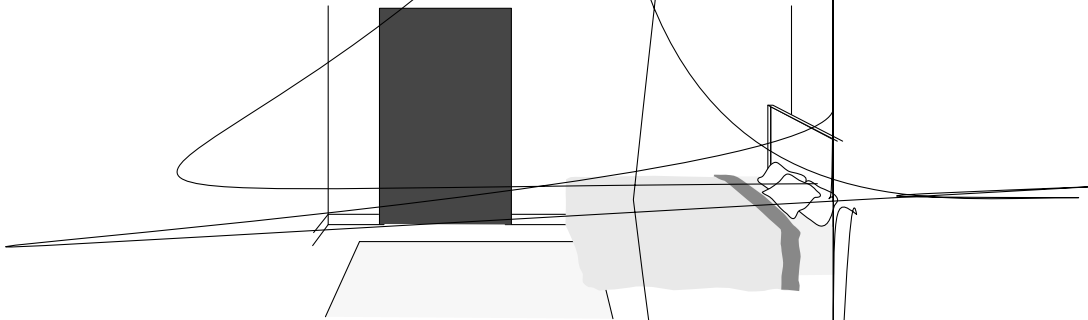
Student Action		Test Administrator Action
If the student finds •Mark could easily swing his bat because it was lightŽ in Stimulus 4b,		mark A for question 4 and move to question 5.
If the student does not find •Mark could easily swing his bat because it was lightŽ in Stimulus 4b,		

Presentation Instructions for Question 5

- € Present Stimulus 5. Communicate: Here is the story •A Self-Portrait Collage.Ž It is about a girl who makes an art project about herself.
- € Direct the student to Stimulus 5. Communicate the text.
- € Communicate: Find the girl frustrated with her art homework assignment.

Stimulus 5

A Self-Portrait Collage



[Redacted]			

Presentation Instructions for Question 6

€ Present Stimulus 6a and 6b. Communicate:

Stimulus 7b

Liza likes art, but Daniel does not.

* Liza and Daniel both like to run.

Liza and Daniel both like art.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds •Liza and Daniel both like to runŽ in Stimulus 7b,		mark A for question 7 and move to question 8.
If the student does not find •Liza and Daniel both like to runŽ in Stimulus 7b,		provide one of these allowable teacher assists to the student: €Have the student tell about the ways Liza and Daniel are alike. OR €Highlight the last three paragraphs. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds •Liza and Daniel both like to runŽ in Stimulus 7b,		mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find •Liza and Daniel both like to runŽ in Stimulus 7b,		mark C for question 7 and move to question 8.

Presentation Instructions for Question 8

[Redacted]

[Redacted]

[Redacted]

Presentation Instructions for Question 10

- € Present Stimulus 10a and 10b. Communicate: Here is more of the letter about the after-school video-gaming club.
 - € Direct the student to Stimulus 10a. Communicate the text.
 - € Direct the student to each answer choice in Stimulus 10b. Communicate: This is Ms. Rodriguez, the school counselor. This is Mr. Anderson, the school principal.
 - € Communicate: Find who has agreed to help with the after-school video-gaming club.
-

Stimulus 10a



Scoring Instructions

Student Action	Test Administrator Action
If the student finds Ms. Rodriguez in Stimulus 10b,	mark A for question 10 and move to question 11.
If the student does not find Ms. Rodriguez in Stimulus 10b,	<ul style="list-style-type: none"> •model the desired student action by finding Ms. Rodriguez in Stimulus 10b and communicate •Ms. Rodriguez has agreed to help with the after-school video-gaming club; and •replicate the initial presentation instructions.
After teacher modeling, if the student finds Ms. Rodriguez in Stimulus 10b,	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find Ms. Rodriguez in Stimulus 10b,	mark C for question 10 and move to question 11.

Presentation Instructions for Question 11

€

Stimulus 11b

* Stores will donate old computers and used equipment to the school.

The baseball team and the band will give money to the club s budget.

Students will sell their old games and used equipment to make money for the club.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •Stores will donate old computers and used equipment to the schoolŽ in Stimulus 11b,		mark A for question 11 and move to question 12.
If the student does not find •Stores will donate old computers and used equipment to the schoolŽ in Stimulus 11b,		provide one of these allowable teacher assists to the student: €Highlight the second paragraph. OR €Have the student describe who is willing to help the club with video-game equipment. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds •Stores will donate old computers and used equipment to the schoolŽ in Stimulus 11b,		mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find •Stores will donate old computers and used equipment to the schoolŽ 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 letter about the after-school video-gaming club.
 - € 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 one way the author makes an argument for the after-school video-gaming club.
-

Stimulus 12a

Many people believe that video games are a waste of time; however, some scientists actually

[Redacted]	
[Redacted]	
[Redacted]	

Presentation Instructions for Question 15

- € Present Stimulus 15a and 15b. Communicate: Here is more of the article •Malayan Tapirs: The Disappearing Species.Ž
 - € 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 fact about Malayan tapirs in this section of the article.
-

Stimulus 15a

Everything about how a tapir looks and acts makes it seem to disappear and helps protect it from its enemies,,especially tigers.



Stimulus 15b

The best time to see a Malayan tapir is during the daytime.

* The color of the Malayan tapir's body helps protect it from animal enemies.

The Malayan tapir spends most of its time in water.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •The color of the Malayan tapir's body helps protect it from animal enemiesŽ in Stimulus 15b,		mark A for question 15 and move to question 16.
If the student does not find •The color of the Malayan tapir's body helps protect it from animal enemiesŽ in Stimulus 15b,		provide one of these allowable teacher assists to the student: €Highlight the second paragraph. OR €Have the student describe what the tapir looks like. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds •The color of the Malayan tapir's body helps protect it from animal enemiesŽ 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 color of the Malayan tapir's body helps protect it from animal enemiesŽ 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 •Malayan Tapirs: The Disappearing Species.Ž
 - € 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 from the text that tells why Malayan tapirs are an endangered species.
-

Stimulus 16a

There are only about 2,000 Malayan tapirs left in the world. They are now an endangered species. Unfortunately, Malayan tapirs are not able to protect themselves from human hunters as easily as they can from other animals. People in Southeast Asia do not like the taste of the tapir s meat, and they think eating tapir meat brings bad luck. But because it can be difficult to find other meat, people are now eating Malayan tapirs. Other people use the Malayan tapir s tough skin to make equipment for horses.

The main reason Malayan tapirs are disappearing is that people want their land. People can live almost anywhere, but Malayan tapirs can live only in rain forests. The rain forests where tapirs live are being cut down so that the land can be used for growing crops.

People are now working to find ways to save and rebuild the rain forests in Southeast Asia. Saving the rain forests will slow down the extinction of the Malayan tapir and hopefully save other species from extinction as well.

Presentation Instructions for Question 18

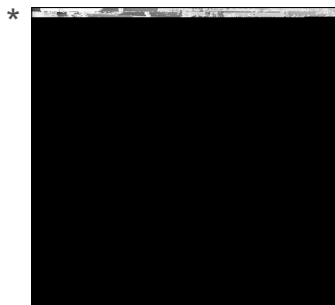
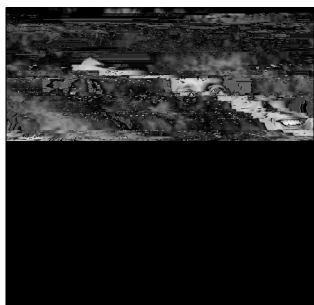
- € Present Stimulus 18a and 18b. Communicate: Here is more of the article •Going for Selfie Gold.Ž
- € Direct the student to Stimulus 18a. Communicate the text.
- € Direct the student to each answer choice in Stimulus 18b. Communicate: This is Brent Folan at home in Texas. This is Brent Folan at the 2016 Olympics in Brazil.
- € Communicate: Find Brent Folan at the 2016 Olympics.

Stimulus 18a



ÒI love America and I love sports and I figured what better place to share this love than at the Olympics,Ó Folan said. Folan wore a red, white, and blue flag suit. He took photos of himself with athletes and with Olympic events in the background.

Stimulus 18b





Presentation Instructions for Question 20

- € Present Stimulus 20a and 20b. Communicate: Here is more of the article •Going for Selfie Gold.Ž
- € Direct the student to Stimulus 20a. Communicate the text.
- € Direct the student to each answer choice in Stimulus 20b. Communicate the text.
- € Communicate: Find why a selfie with Michael Phelps was important to Brent Folan.

Stimulus 20a

After three weeks at the Olympics, Folan had taken selfies with just about every U.S. athlete. But he was missing a very famous one: Michael Phelps, the Olympic athlete with the most medals in history.



Throughout his time at the Olympics, Folan had been trying to find Phelps. Folan was even able to take a selfie with Phelps's mother! But he never was able to take a photo with Phelps himself.

Folan decided that he could not be a champion selfie-taker if he did not get the photo with Phelps. Then ABC's *Good Morning America* heard about his collection of selfies and asked him for an interview.

During the interview, the reporter asked Folan to teach him how to take a great selfie. Without Folan realizing it, the reporter placed Folan so that his back was to the stage entrance. Just as Folan held up the camera, Michael Phelps snuck up behind them and got into the photo!

“I just photobombed you,” Phelps said. He added that he had noticed Folan wearing his flag suit at a swimming event. “You can’t forget the suit,” Phelps said. “It’s awesome getting support, and there’s no better way to get a lot of attention than just going all out, and it’s great to see, and we love it.”



Stimulus 20b

Folan wanted a selfie with Michael Phelps to go with the selfie he had already taken with Phelps s mother.

Folan wanted a selfie with Michael Phelps to buy a new camera.

* Folan wanted a selfie with Michael Phelps because he knew Phelps was a famous Olympic athlete.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •Folan wanted a selfie with Michael Phelps because he knew Phelps was a famous Olympic athleteŽ in Stimulus 20b,		mark A for question 20.
If the student does not find •Folan wanted a selfie with Michael Phelps because he knew Phelps was a famous Olympic athleteŽ in Stimulus 20b,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds •Folan wanted a selfie with Michael Phelps because he knew Phelps was a famous Olympic athleteŽ in Stimulus 20b,		mark B for question 20.
After the teacher repeats the instructions, if the student does not find •Folan wanted a selfie with Michael Phelps because he knew Phelps was a famous Olympic athleteŽ in Stimulus 20b,		mark C for question 20.

TEST
ADMINISTRATOR
MANUAL

STAAR ALTERNATE 2
GRADE 7
Reading
April 2019