STAAR
Alternate 2
ssments of
Readiness
Alternate 2

ENGLISH I

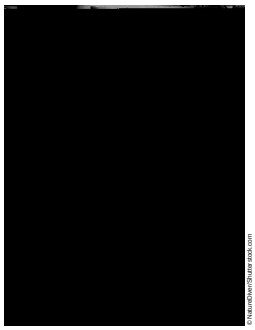
Presentation Instructions for Question 1

€

Presentation Instructions for Question 3

- € Present Stimulus 3a and 3b. Communicate: Here is more of the article about Old Faithful.
- € 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 meaning of the word “erupts.”

Stimulus 3a



Explorers named the geyser ÒOld FaithfulÓ because they were able to predict when it would shoot boiling hot water and steam into the air. Old Faithful erupts an average of 20 times a day, every 60 to 90 minutes.

Stimulus 3b

travels excites * bursts

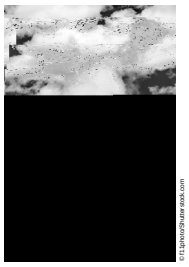
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •burstsŽ in Stimulus 3b,		mark A for question 3 and move to question 4.
If the student does not find •burstsŽ in Stimulus 3b,		provide one of these allowable teacher assists to the student: € Read the last sentence, inserting each of the answer choices. OR € Demonstrate the meaning of each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds •burstsŽ in Stimulus 3b,		mulus 3b,

Presentation Instructions for Question 4

- Present Stimulus 4a and 4b. Communicate: Here is more of the article about Old Faithful.
- 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 the sentence that uses the word “duration” correctly.

Stimulus 4a

Park rangers at Yellowstone National Park observe Old Faithful s eruptions to predict the time of the next eruption. When Old Faithful starts to erupt, the hot water shoots up from the ground. Sometimes it is as high as a two-story building. Park rangers time the duration of the geyser from when the water first shoots up until the last splash of water. The longer the eruption lasts, the longer the time until the next eruption.



Stimulus 4b

* The duration of the eruption is between 2 and 5 minutes.

The duration of the eruption is between 90 and 185 feet high.

The duration of the eruption is between 204 and 350 degrees Fahrenheit.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •The duration of the eruption is between 2 and 5 minutesŽ in Stimulus 4b,		mark A for question 4 and move to question 5.
If the student does not find •The duration of the eruption is between 2 and 5 minutesŽ in Stimulus 4b,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds •The duration of the eruption is between 2 and 5 minutesŽ 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 •The duration of the eruption is between 2 and 5 minutesŽ in Stimulus 4b,		mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- € Present Stimulus 5. Communicate: Here is the article “Ocean Pollution: Learning from Our Mistakes.”
- € Direct the student to Stimulus 5. Communicate the text.
- € Communicate: Find what covers three-fourths of Earth’s surface.

Stimulus 5

Ocean Pollution: Learning from Our Mistakes

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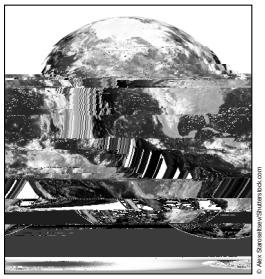


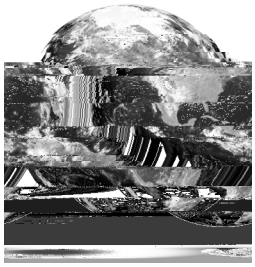
The oceans are huge bodies of water that cover three-fourths of Earth s surface.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the oceans,		mark A for question 5 and move to question 6.
If the student does not find the oceans,		€ 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 oceans,		mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the oceans,		mark C for question 5 and move to question 6.

Presentation Instructions for Question 6

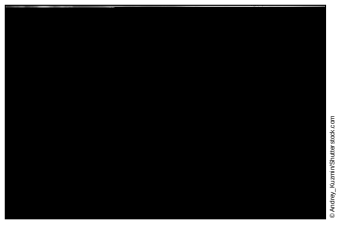
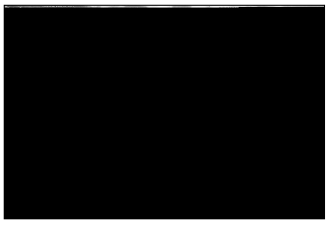
- € Present Stimulus 6a and 6b. Communicate: Here is more of the article “Ocean Pollution: Learning from Our Mistakes.”
- € Direct the student to Stimulus 6a. Communicate the text.
- € Direct the student to each answer choice in Stimulus 6b. Communicate: This is clean ocean water. This is polluted ocean water.
- € Communicate: Find what humans need to survive on Earth.

Stimulus 6a



For hundreds of years people thought they could use the oceans like a trash can. Many things that people didn t need or want anymore were dumped in the oceans. This caused the oceans to become polluted. Very few people understood that humans depend on having clean, healthy oceans to survive.

Stimulus 6b

*  

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the clean ocean water in Stimulus 6b,		mark A for question 6 and move to question 7.
If the student does not find the clean ocean water in Stimulus 6b,		€ model the desired student action by finding the clean ocean water in Stimulus 6b and communicate “This is clean ocean water, which humans need to survive” ; and € replicate the initial presentation instructions.
After teacher modeling, if the student finds the clean ocean water in Stimulus 6b,		mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the clean ocean water in Stimulus 6b,		mark C for question 6 and move to question 7.

Presentation Instructions for Question 7

- € Present Stimulus 7a and 7b. Communicate: Here is more of the article “Ocean Pollution: Learning from Our Mistakes.”
- € 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 what the author is trying to convince the reader to think about ocean pollution.

Stimulus 7a

Waste and trash dumped in the ocean can block the sunlight that ocean plants need in order to make oxygen. Half the oxygen in the air that humans breathe is made by ocean plant life, and ocean pollution that blocks sunlight reduces the amount of oxygen in the air. When ocean plants are unable to produce oxygen, fish also cannot get the oxygen they need from the water to survive.

In 1972, scientists recognized the huge problem ocean pollution was causing for the planet. A law was passed to keep fish safe and to protect the food chain. Whales and other sea mammals, which eat fish, are also safer because of this law.

This law also made it illegal to dump plastics into the ocean because of the terrible damage plastics cause to ocean life.

Seabirds think plastic is food and feed their chicks plastic pellets. Young birds die because their stomachs are full of plastic. Sea mammals mistake plastic for food and swallow plastic pieces that damage their organs. Fish also eat plastic, which causes problems all the way up the food chain.

Stimulus 8b

Most plastic that finds its way into the ocean will stay there for a very long time.

Boyan Slat is a young man from Holland who got an idea as a teenager.

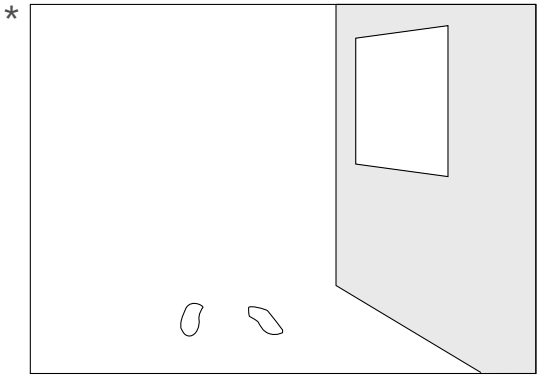
*

Presentation Instructions for Question 9

- € Present Stimulus 9. Communicate: Here is the story “Yoga for Football Players.”
- € Direct the student to Stimulus 9. Communicate the text.
- € Communicate: Find the football players.

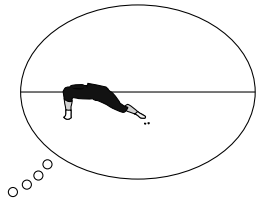
Stimulus 9

Yoga for Football Players



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds Donovan, the quarterback on the football team, in Stimulus 10b,		mark A

ÒGood job, Tony,Ó Kim said. ÒThis will really help improve your football game. Did you know that some professional football teams have included yoga as part of their team training?Ó



Tony thought, ÒIf yoga is good enough for pro football players, then it is good enough for me, too.Ó

Tony came back the next week and the week after that.

Presentation Instructions for Question 12

- € Present Stimulus 12a and 12b. Communicate: Here is more of the story “Yoga for Football Players.”
- € 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 the sentence that explains how Tony’s football skills improve.

Stimulus 12a

That September, Tony became a regular member of the yoga class. At football practice he began to notice that he could run faster, jump higher, and throw the football farther.

The football coach also noticed Tony s improvement. One day the coach asked, ÒWhat s your secret, Tony? You re starting to play as well as Donovan!Ó

Tony told Coach about the yoga class.

ÒCongratulations!Ó said the coach. ÒYou ve been promoted to be the team s yoga instructor!Ó

Tony s yoga teacher helped him get the program started. By April, Tony found himself leading the whole football team in yoga every afternoon before practice.

Stimulus 12b

* *At football practice he began to notice that he could run faster, jump higher, and throw the football farther.*

By April, Tony found himself leading the whole football team in yoga every afternoon before practice.

Tony enjoyed the quiet stillness of yoga in between the tough workouts on the field.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds "At football practice he began to notice that he could run faster, jump higher, and throw the football farther" in Stimulus 12b,		mark A for question 12 and move to question 13.
If the student does not find "At football practice he began to notice that he could run faster, jump higher, and throw the football farther" in Stimulus 12b,		replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "At football practice he began to notice that he could run faster, jump higher, and throw the football farther" r, jump higher, and throw the football		

Presentation Instructions for Question 13

- € Present Stimulus 13. Communicate: Here is information about shopping malls.
- € Direct the student to Stimulus 13. Communicate the text.
- € Direct the student to the underlined sentences in Stimulus 13. Communicate: The underlined sentences can be combined to make them clearer.
- € Communicate: Find the revised sentence that combines the underlined sentences.

Stimulus 13

America s first suburban shopping mall opened in 1954.
Shopping malls are common these days. In the 1950s
the idea was unique.

* Shopping malls are common these days, but in the 1950s the idea was unique.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •Shopping malls are common these days, but in the 1950s the idea was unique,Ž		mark A for question 13 and move to question 14.
If the student does not find •Shopping malls are common these days, but in the 1950s the idea was unique,Ž		€ remove the stimulus; € wait at least five seconds; and € replicate the initial presentation instructions.
After the five-second wait time, if the student finds •Shopping malls are common these days, but in the 1950s the idea was unique,Ž		mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find •Shopping malls are common these days, but in the 1950s the idea was unique,Ž		mark C for question 13 and move to question 14.

Presentation Instructions for Question 14

- € Present Stimulus 14a and 14b. Communicate: Here is more about shopping malls.
- € Direct the student to Stimulus 14a. Communicate the text.
- € Direct the student to the underlined sentence in Stimulus 14a. Communicate: The underlined sentence can be revised to give more detail.
- € Direct the student to each answer choice in Stimulus 14b. Communicate the text in each answer choice.
- € Communicate: Find the revised sentence that gives more detail than the underlined sentence.

Stimulus 14a

Presentation Instructions for Question 15

- Present Stimulus 15a and 15b. Communicate: Here is more about shopping malls.
- Direct the student to Stimulus 15a. Communicate the text. Communicate: The underlined word can be replaced to give more specific information.
- Direct the student to each answer choice in Stimulus 15b. Communicate the text in each answer choice.
- Communicate: Find the word that best replaces the underlined word to give more specific information.

Stimulus 15a

Presentation Instructions for Question 16

- € Present Stimulus 16a and 16b. Communicate: Here is more about shopping malls.
- € Direct the student to Stimulus 16a. Communicate the text.
- € Direct the student to the underlined sentences in Stimulus 16a. Communicate: The two underlined sentences can be combined during revision.
- € Direct the student to each answer choice in Stimulus 16b. Communicate the text in each answer choice.
- € Communicate: Find the best compound sentence to replace the two underlined sentences.

Stimulus 16a

Modern shopping malls have many stores and restaurants. Shoppers can get from one store to the next without having to go outside. Many malls also have movie theaters. Some have an amusement park inside!

Stimulus 16b

* Many malls also have movie theaters, and some have an amusement park inside!

Many malls also have movie theaters, or some have an amusement park inside!

Many malls also have movie theaters, so some have an amusement park inside!

Presentation Instructions for Question 17

- € Present Stimulus 17. Communicate: Here is a story about two friends.
- € Direct the student to Stimulus 17. Communicate the text.
- € Direct the student to the underlined sentence in Stimulus 17. Communicate: The underlined sentence has two words that can be combined using a contraction.
- € Communicate: Find the sentence with a contraction.

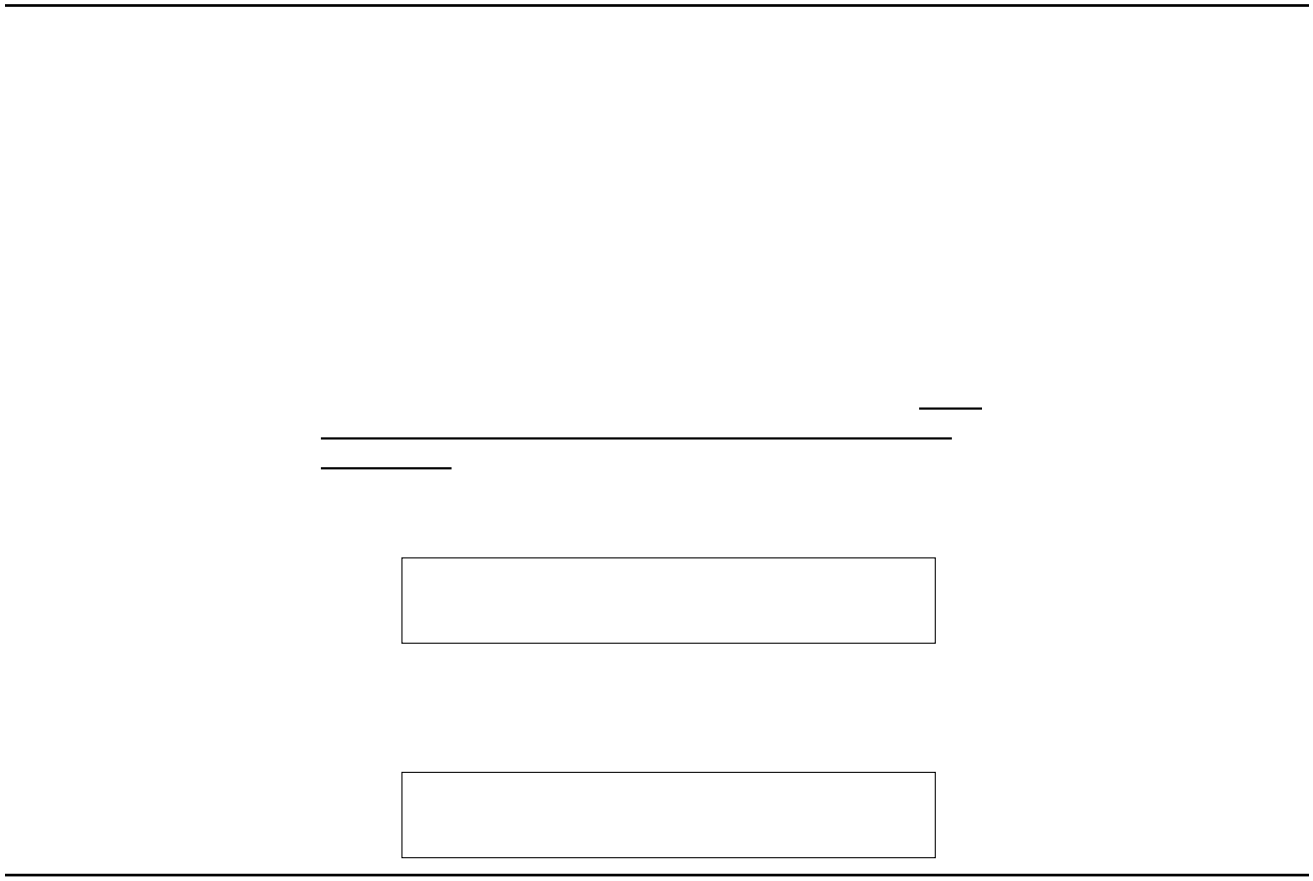
Stimulus 17

Katie and Carter have been friends since they were in preschool. Now they are in high school. For the first time ever, they do not have any classes together.

* For the first time ever, they don t have any classes together.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •For the first time ever, they don•t have any classes together,Ž		mark A for question 17 and move to question 18.
If the student does not find •For the first time ever, they don•t have any classes together,Ž		€ remove the stimulus; € wait at least five seconds; and € replicate the initial presentation instructions.
After the five-second wait time, if the student finds •For the first time ever, they don•t have any classes together,Ž		mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find •For the first time ever, they don•t have any classes together,Ž		mark C for question 17 and move to question 18.

Presentation Instructions for Question 18



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds •Now, for the first time ever, Carter isn•t finishing his homeworkŽ in Stimulus 18b,		mark A for question 18 and move to question 19.
If the student does not find •Now, for the first time ever, Carter isn•t finishing his homeworkŽ in Stimulus 18b,		€ model the desired student action by finding •Now, for the first time ever, Carter isn•t finishing his homeworkŽ in Stimulus 18b and communicate "This sentence correctly uses a contraction" ; and € replicate the initial presentation instructions.
After teacher modeling, if the student finds •Now, for the first time ever, Carter isn•t finishing his homeworkŽ in Stimulus 18b,		mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find •Now, for the first time ever, Carter isn•t finishing his homeworkŽ 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 about Carter and Katie.
- € Direct the student to Stimulus 19a. Communicate the text. Communicate: There are quotation marks in the underlined sentence.
- € Direct the student to each answer choice in Stimulus 19b. Communicate: Exclamation mark, question mark, quotation marks.
- € Communicate: Find the punctuation used in the underlined sentence to let the reader know that Carter is talking to Katie.

Stimulus 19a

Carter is happy to have a gooccm 0TJ r/T1_0 1 Tf 10 0 5 gs .0502.8829 Tm [(€)] T5 PT75a gooccm 0

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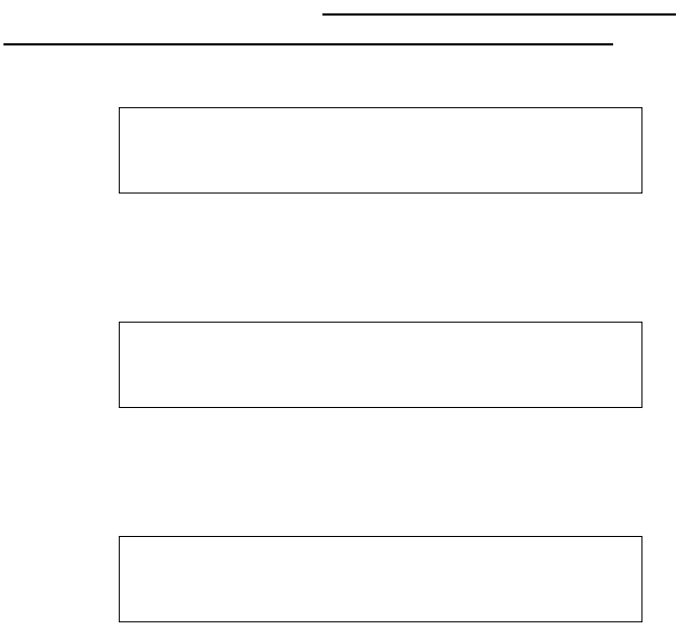
Presentation Instructions for Question 20

- € Present Stimulus 20a and 20b. Communicate: Here is more about Carter and Katie.
- € Direct the student to Stimulus 20a. Communicate the text. Communicate: The underlined sentence is missing quotation marks.
- € Direct the student to each answer choice in Stimulus 20b.
- € Communicate the text in each answer choice, saying •open quotation marksŽ or •closed quotation marksŽ while communicating the text.
- € Communicate: Find the sentence with the correct placement of the quotation marks.

Stimulus 20a



TEST ADMINISTRATOR MANUAL

STAAR ALTERNATE 2
English I

April 2019

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