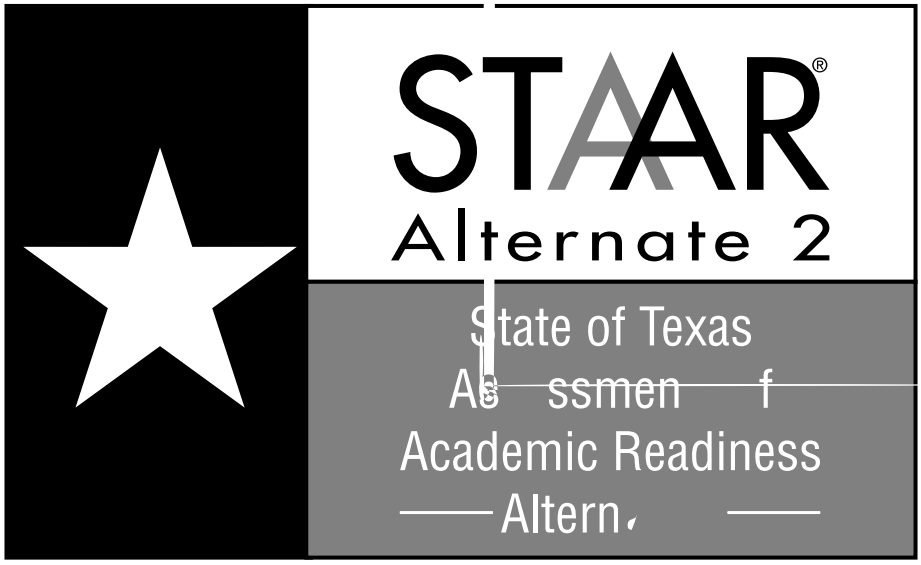


TEST ADMINISTRATOR MANUAL

GRADE 4
Writing
STAAR Alternate 2

Administered April 2019

RELEASED

Grade 4 Writing	Close 5
Reporting Category 3	Editing: The student will demonstrate an ability to edit a variety of texts.
Knowledge and Skills Statement 4.21	[Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.
Evidence [Oral an-dh-0.00s0.004n73 24.83 re f 55.579 5216 T1_0 1 Tf 0ct capi	

WRITING

Presentation Instructions for Question 1

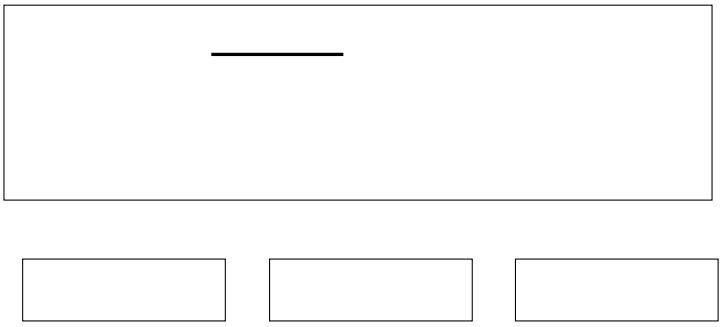
- Present

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Erica likes to go to the library for story time” in Stimulus 2b,	➨	mark A for question 2 and move to question 3.
If the student does not find “Erica likes to go to the library for story time” in Stimulus 2b,	➨	• model the desired student action by finding “Erica likes to go to the library for story time” in Stimulus 2b and communicate “This is the sentence that gives more details about Erica’s visit to the library” ; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “Erica likes to go to the library for story time” in Stimulus 2b,	➨	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find “Erica likes to go to the library for story time” in Stimulus 2b,	➨	mark C for question 2 and move to question 3.

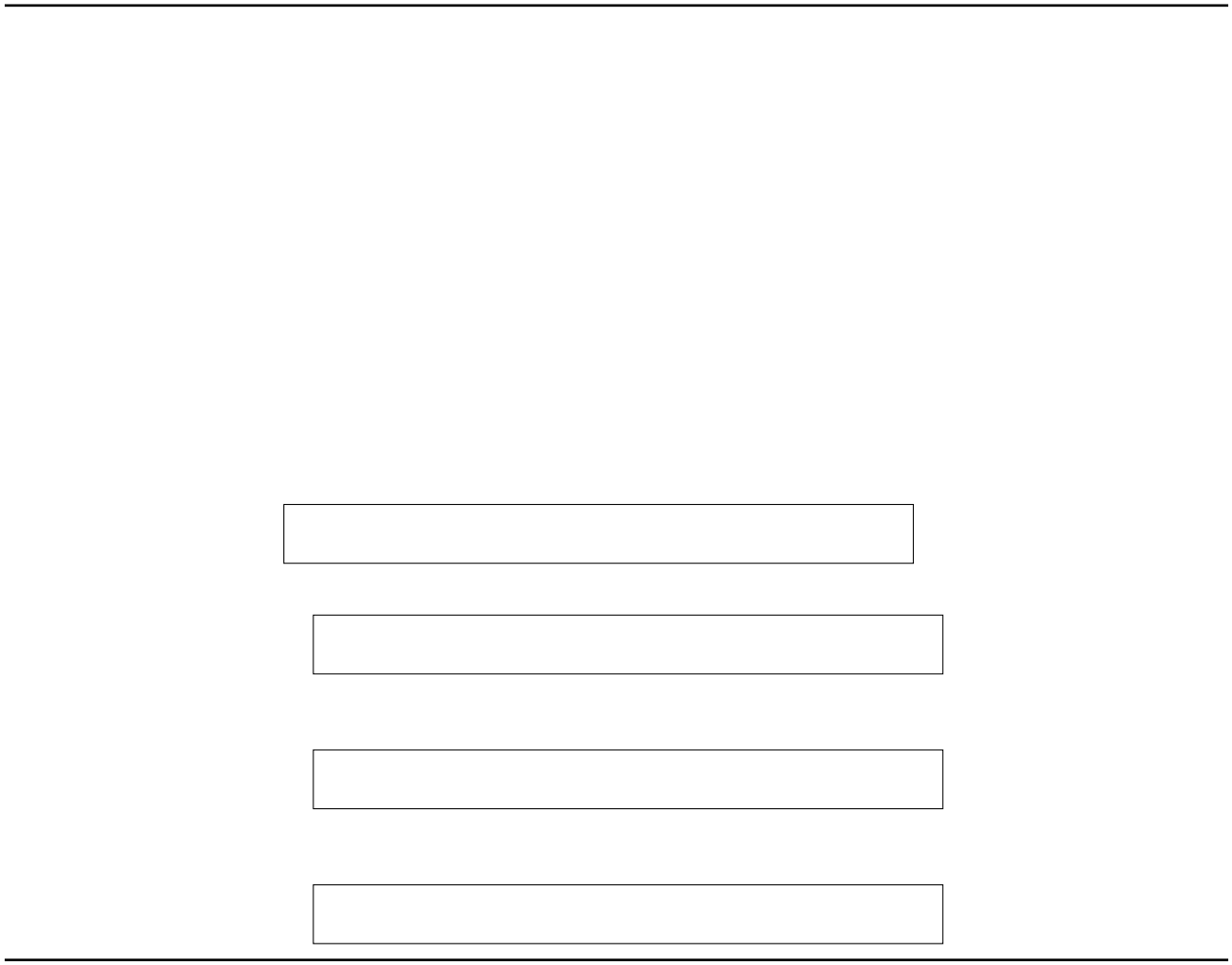
Presentation Instructions for Question 3

- Present Stimulus 3a and 3b. Communicate: Here is more about Erica's visit to the library.
- Direct the student to Stimulus 3a. Communicate the text.
- Direct the student to the underlined word in Stimulus 3a. Communicate: The word "cooking" does not make sense in this sentence.
- Direct the student to each answer choice in Stimulus 3b. Communicate the text in each answer choice.
- Communicate: Find the word that correctly replaces the underlined word.

Stimulus 3a



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “story” in Stimulus 3b,	➨	mark A for question 3 and move to question 4.
If the student does not find “story” in Stimulus 3b,	➨	provide one of these allowable teacher assists to the student: • Have the student describe what happens at the library. OR • Have the student describe what is happening in the picture. OR • Read the first sentence, inserting each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “story” in Stimulus 3b,	➨	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “story” in Stimulus 3b,	➨	mark C for question 3 and move to question 4.

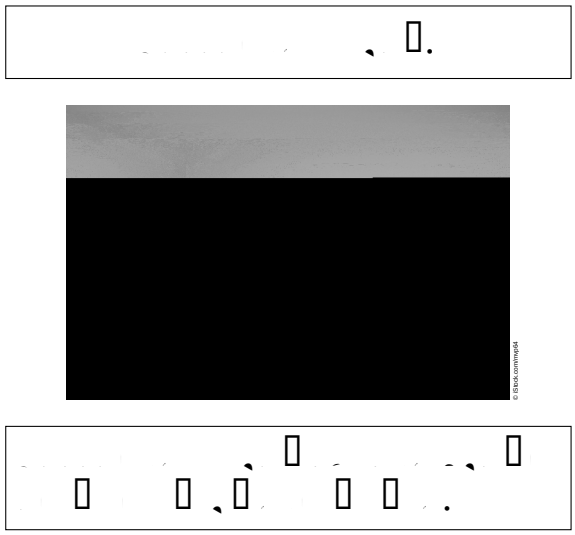


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Later, Erica began writing her book” in Stimulus 4b,	➨	mark A for question 4 and move to question 5.
If the student does not find “Later, Erica began writing her book” in Stimulus 4b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Later, Erica began writing her book” 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 “Later, Erica began writing her book” in Stimulus 4b,	➨	mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- Present Stimulus 5. Communicate: Here are sentences about cotton.
- Direct the student to the first sentence in Stimulus 5. Communicate the text.
- Direct the student to the second sentence in Stimulus 5. Communicate the text.
- Communicate: Find the sentence that gives more details about cotton.

Stimulus 5



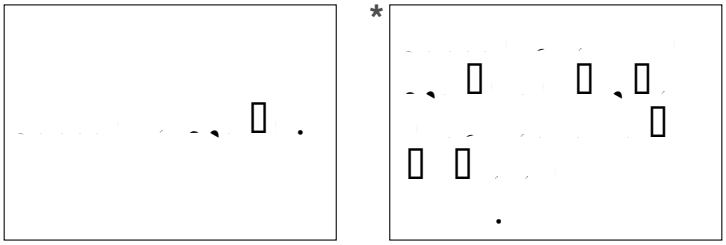
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Cotton is a crop that is grown on many farms in Texas,”	➨	mark A for question 5 and move to question 6.
If the student does not find “Cotton is a crop that is grown on many farms in Texas,”	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds “Cotton is a crop that is grown on many farms in Texas,”	➨	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find “Cotton is a crop that is grown on many farms in Texas,”	➨	mark C for question 5 and move to question 6.

Presentation Instructions for Question 6

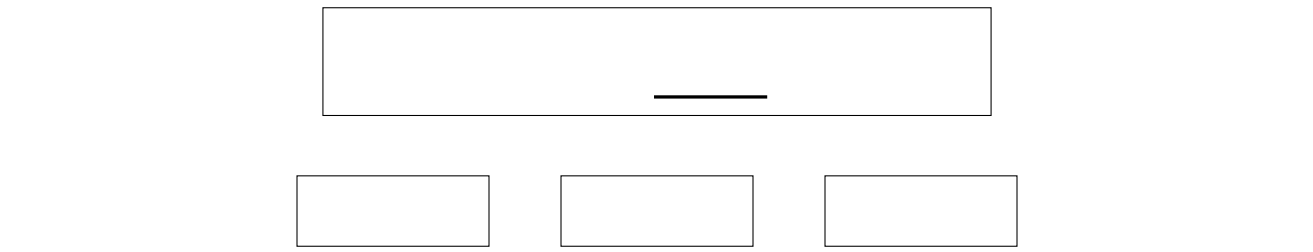
- Present Stimulus 6a and 6b. Communicate: Here is more information about cotton.
- Direct the student to Stimulus 6a. Communicate the text.
- Direct the student to each answer choice in Stimulus 6b. Communicate the text in each answer choice.
- Communicate: Find the sentence that gives more details about cotton.

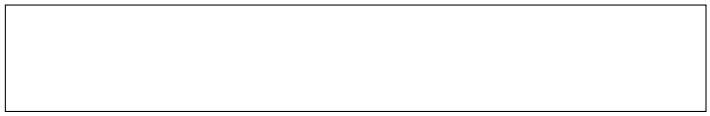
Stimulus 6a

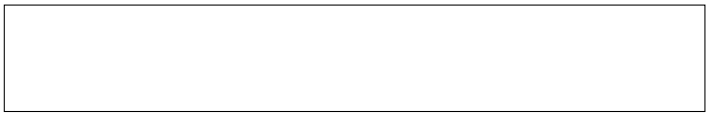
Stimulus 6b



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the more detailed sentence in Stimulus 6b,	➨	mark A for question 6 and move to question 7.
If the student does not find the more detailed sentence in Stimulus 6b,	➨	• model the desired student action by finding the more detailed sentence in Stimulus 6b and communicate “This sentence gives more details about cotton”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the more detailed sentence in Stimulus 6b,	➨	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the more detailed sentence in Stimulus 6b,	➨	mark C for question 6 and move to question 7.





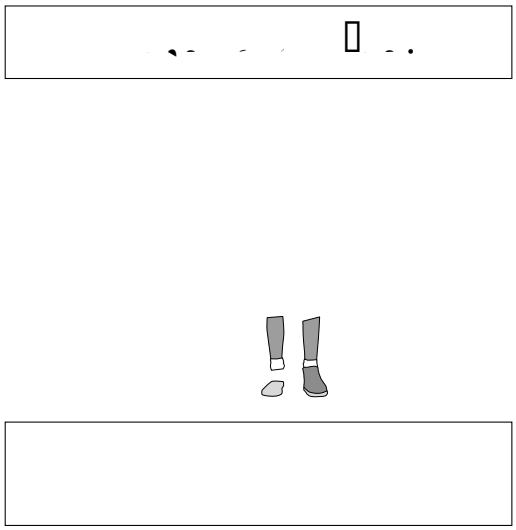


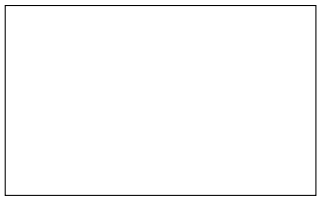
Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Cotton seeds can be made into many new things” in Stimulus 8b,	➨	mark A for question 8 and move to question 9.
If the student does not find “Cotton seeds can be made into many new things” in Stimulus 8b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Cotton seeds can be made into many new things” 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 “Cotton seeds can be made into many new things” in Stimulus 8b,	➨	mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- Present Stimulus 9. Communicate: These sentences tell about George.
- Direct the student to the first sentence in Stimulus 9. Communicate the text in the first sentence.
- Direct the student to the second sentence in Stimulus 9. Communicate the text in the second sentence.
- Communicate: Find the sentence that gives more details about George and his dog.

Stimulus 9



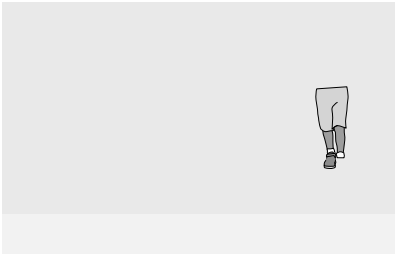


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “They have fun playing together with their dogs” in Stimulus 11b,	➨	mark A for question 11 and move to question 12.
If the student does not find “They have fun playing together with their dogs” in Stimulus 11b,	➨	provide one of these allowable teacher assists to the student: • Read the paragraph using each answer choice. OR • Have the student describe what is happening in the picture. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “They have fun playing together with their dogs” in Stimulus 11b,	➨	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “They have fun playing together with their dogs” 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 about the children and their dogs.
- Direct the student to Stimulus 12a. Communicate the text.
- Direct the student to Stimulus 12a. Communicate: One of the underlined sentences is not about the children or their dogs.
- Direct the student to each answer choice in Stimulus 12b. Communicate the text in each answer choice.
- Communicate: Find the sentence that does not belong in the story.

Stimulus 12a

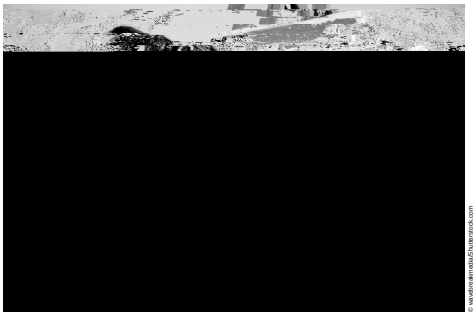


Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “There are three slides at the park” in Stimulus 12b,	➨	mark A for question 12 and move to question 13.
If the student does not find “There are three slides at the park” in Stimulus 12b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “There are three slides at the park” 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 “There are three slides at the park” in Stimulus 12b,	➨	mark C for question 12 and move to question 13.

Presentation Instructions for Question 13

- Present Stimulus 13. Communicate: Here is a sentence about a boy named Greg.
- Direct the student to Stimulus 13. Communicate the text.
- Communicate: Find the sentence about a boy named Greg.

Stimulus 13



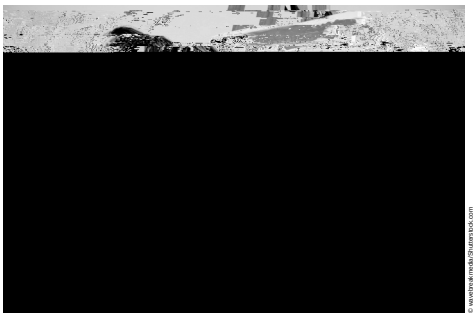
* [redacted]

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the sentence about a boy named Greg,	➨	mark A for question 13 and move to question 14.
If the student does not find the sentence about a boy named Greg,	➨	• 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 sentence about a boy named Greg,	➨	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the sentence about a boy named Greg,	➨	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 Greg.
- Direct the student to Stimulus 14a. Communicate the text.
- Direct the student to each answer choice in Stimulus 14b. Communicate the text in each answer choice.
- Communicate: Find the sentence that uses the underlined word correctly.

Stimulus 14a



Stimulus 14b

* pictures

picture

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the sentence with “pictures” in Stimulus 14b,	➨	mark A for question 14 and move to question 15.
If the student does not find the sentence with “pictures” in Stimulus 14b,	➨	• model the desired student action by finding the sentence with “pictures” in Stimulus 14b and communicate “This is the sentence that uses the underlined word correctly”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the sentence with “pictures” in Stimulus 14b,	➨	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the sentence with “pictures” 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 about art class.
- Direct the student to Stimulus 15a. Communicate the text.
- Direct the student to Stimulus 15b. Communicate: Here are three sets of sentences about Greg and his friend Jill.
- Direct the student to each answer choice in Stimulus 15b. Communicate the text in each answer choice.
- Communicate: Find the set of sentences that is written correctly.

Stimulus 15a

Stimulus 15b

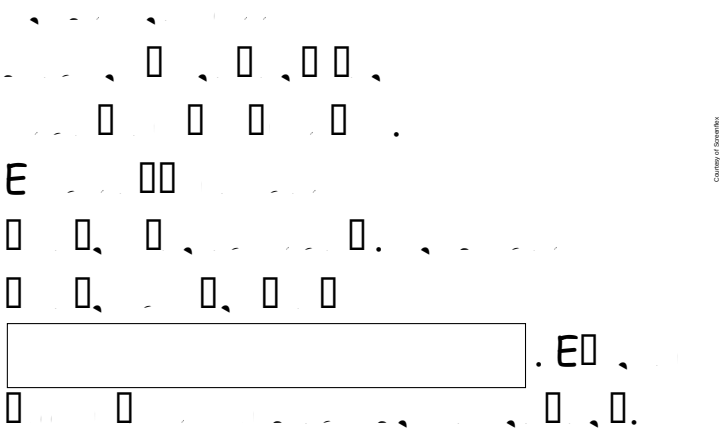
*

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the set of sentences that is written correctly in Stimulus 15b,	➨	mark A for question 15 and move to question 16.
If the student does not find the set of sentences that is written correctly in Stimulus 15b,	➨	provide one of these allowable teacher assists to the student: • Highlight the words “marker” and “markers” in each sentence while rereading the answer choices. OR • Have the student tell the difference between “marker” and “markers.” Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the set of sentences that is written correctly 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 set of sentences that is written correctly 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 about art class.
- Direct the student to the empty box in Stimulus 16a. Communicate: Some of the words in this sentence are missing. 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 belong in the empty box.

Stimulus 16a



Stimulus 16b

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “one house and three trees” in Stimulus 16b,	➨	mark A for question 16 and move to question 17.
If the student does not find “one house and three trees” in Stimulus 16b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “one house and three trees” in Stimulus 16b,	➨	mark B for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find “one house and three trees” in Stimulus 16b,	➨	mark C for question 16 and move to question 17.

Presentation Instructions for Question 17

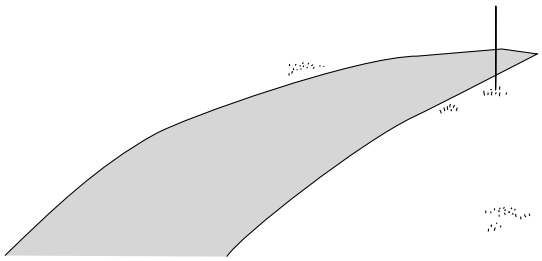
- Present Stimulus 17. Communicate: Here is a sentence about riding a bicycle.
- Direct the student to Stimulus 17. Communicate the text.
- Direct the student to the beginning of the sentence. Communicate: The first letter in a sentence should be capitalized.
- Communicate: Find the sentence that begins with a capitalapitali3 reP gs2Q2Q2 W nH2LBody <</9CID 8 >>BDC /T

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the sentence with “Danny” in Stimulus 18b,	➨	mark A for question 18 and move to question 19.
If the student does not find the sentence with “Danny” in Stimulus 18b,	➨	• model the desired student action by finding the sentence with “Danny” in Stimulus 18b and communicate “This is the sentence that uses the capital letter correctly for the name of a person” ; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the sentence with “Danny” in Stimulus 18b,	➨	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find the sentence with “Danny” in Stimulus 18b,	➨	mark C for question 18 and move to question 19.

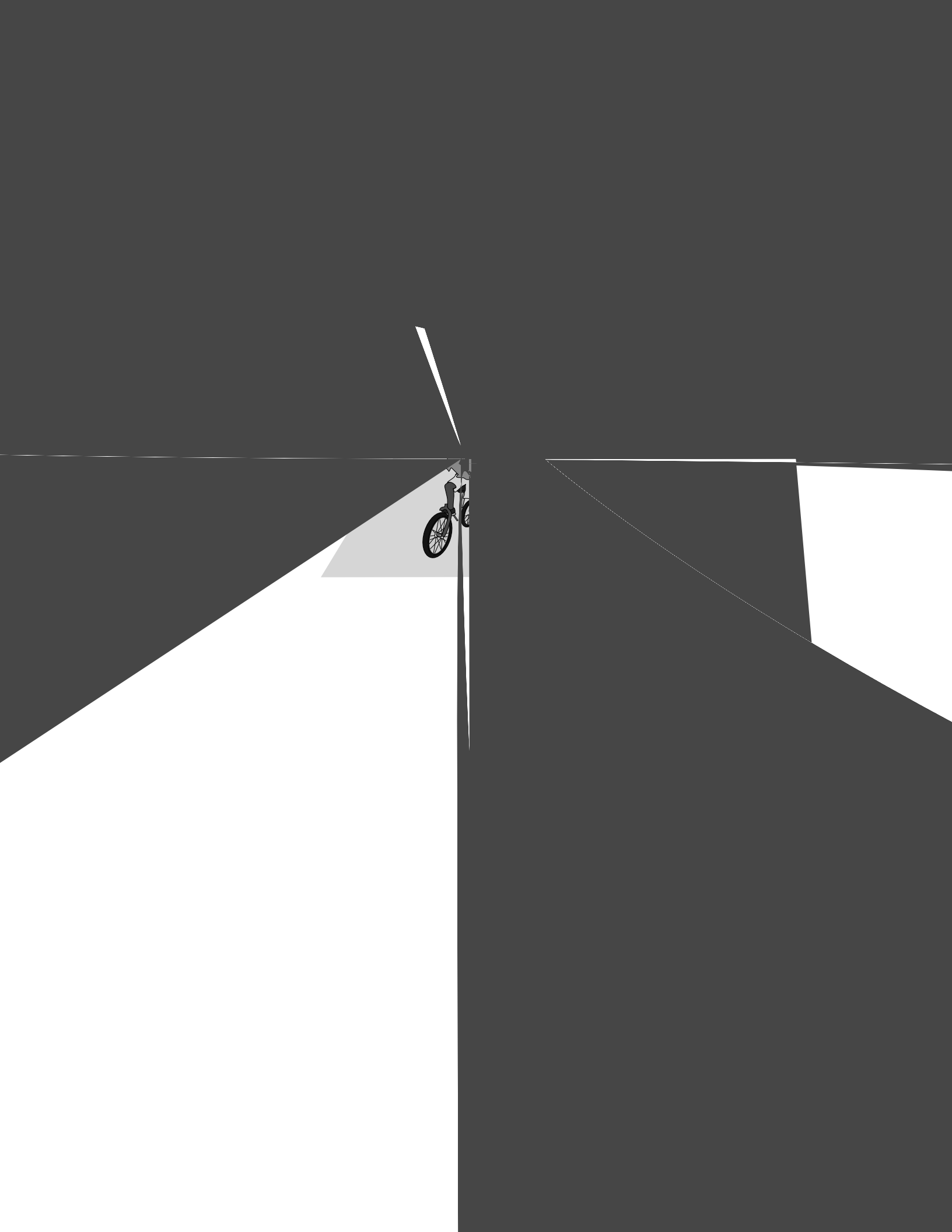
Presentation Instructions for Question 19

- Present Stimulus 19a and 19b. Communicate: Here are sentences about riding a bicycle.
- Communicate: Capital letters are used for the names of people. Names of people can be anywhere in a sentence.
- Direct the student to Stimulus 19a. Communicate the text.
- Direct the student to the underlined words in Stimulus 19a. Communicate: One of the underlined words should be capitalized. Communicate the underlined words.
- Direct the student to each answer choice in Stimulus 19b. Communicate the text in each answer choice.
- Communicate: Find the underlined word that should begin with a capital letter.

Stimulus 19a



Scoring Instructions		
Student Action		Test Administrator Action



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Saturday, May” in		

TEST ADMINISTRATOR MANUAL

STAAR ALTERNATE 2
GRADE 4
Writing
April 2019

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