

**STAR**  
Alte

State of Texas  
Assessments of  
Academic Readiness

— Alternate 2 —



**Te a E e / a K ed e a d S / (TEKS) C / c A e e d**

<b>G a d e 7 W / /</b>		<b>C e 1</b>
<b>Re</b> / <b>Ca e 2</b>		Revision: The student will demonstrate an ability to revise a variety of written texts.
<b>K ed e a d S / S a e e 7.18</b>		Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.
<b>E e ce S a e e</b>		Revises persuasive text.
<b>I e 1 P e e / / e S /</b>		Revise drafts by adding or deleting a word, phrase, or sentence (1)
<b>I e 2 P e e / / e S /</b>		Revise drafts by adding or deleting a word, phrase, or sentence (1)
<b>I e 3 P e e / / e S /</b>		Revise drafts by adding or deleting words, phrases, or sentences (2)
<b>I e 4 P e e / / e S /</b>		Revise drafts for coherence, organization, use of simple and compound sentences, and audience (3-4)

<b>G a d e 7 W / /</b>		<b>C e 2</b>
<b>Re</b> / <b>Ca e 2</b>		Revision: The student will demonstrate an ability to revise a variety of written texts.
<b>K ed e a d S / S a e e 7.14</b>		Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
<b>E e ce S a e e</b>		Revises text using appropriate word choice.
<b>I e 5 P e e / / e S /</b>		Revise drafts by adding or deleting a word, phrase, or sentence (1)
<b>I e 6 P e e / / e S /</b>		Revise drafts by adding or deleting words, phrases, or sentences (2)
<b>I e 7 P e e / / e S /</b>		Revise drafts for coherence, organization, use of simple and compound sentences, and audience (3-4)
<b>I e 8 P e e / / e S /</b>		Revise drafts for coherence, organization, use of simple and compound sentences, and audience (3-4)

Grade 7 Writing		Cluster 3
Reporting Category 2	Revision: The student will demonstrate an ability to revise a variety of written texts.	
Knowledge and Skills Statement 7.14	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	
Essence Statement	Revises text using appropriate word choice.	
Item Prerequisite SK	Revise drafts by adding or deleting a word, phrase, or sentence (1)	
Item 1 Prerequisite SK	Revise drafts by adding or deleting words, phrases, or sentences (2)	
Item 11 Prerequisite SK	Revise drafts for coherence, organization, use of simple and compound sentences, and audience (3-4)	
Item 12 Prerequisite SK	Revise drafts for coherence, organization, use of simple and compound sentences, and audience (3-4)	

Grade 7 Writing		Cluster 4
Reporting Category 3	Editing: The student will demonstrate an ability to edit a variety of texts.	
Knowledge and Skills Statement 7.2	Oral and Written Conventions/ Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.	
Essence Statement	Edits text for correct capitalization and punctuation.	
Item 13 Prerequisite SK	Recognize and use basic capitalization for: (i) the beginning of sentences; (ii) the pronoun "I"; and (iii) names of people (1)	
Item 14 Prerequisite SK		





# WRITING





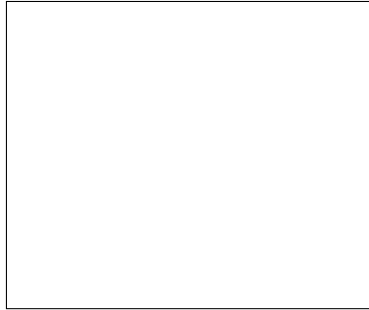
## Presentation Instructions for Question 1

- Present Stimulus 1. Communicate: Here is information written by a student to convince readers to have a guinea pig as a pet.
- Direct the student to Stimulus 1. Communicate the text.
- Communicate: Find the sentence that tells more about having a guinea pig as a pet.

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### Stimulus 1

Guinea pigs are pets.



\* Guinea pigs are fun to play with and make the best pets.

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### Scoring Instructions

Student Action	Test Administrator Action
If the student finds the second sentence,	mark <b>A</b> for question 1 and move to question 2.
If the student does not find the second sentence,	<ul style="list-style-type: none"><li>• remove the stimulus;</li><li>• wait at least five seconds; and</li><li>• replicate the initial presentation instructions.</li></ul>
After the five-second wait time, if the student finds the second sentence,	mark <b>B</b> for question 1 and move to question 2.
After the five-second wait time, if the student does not find the second sentence,	mark <b>C</b> for question 1 and move to question 2.

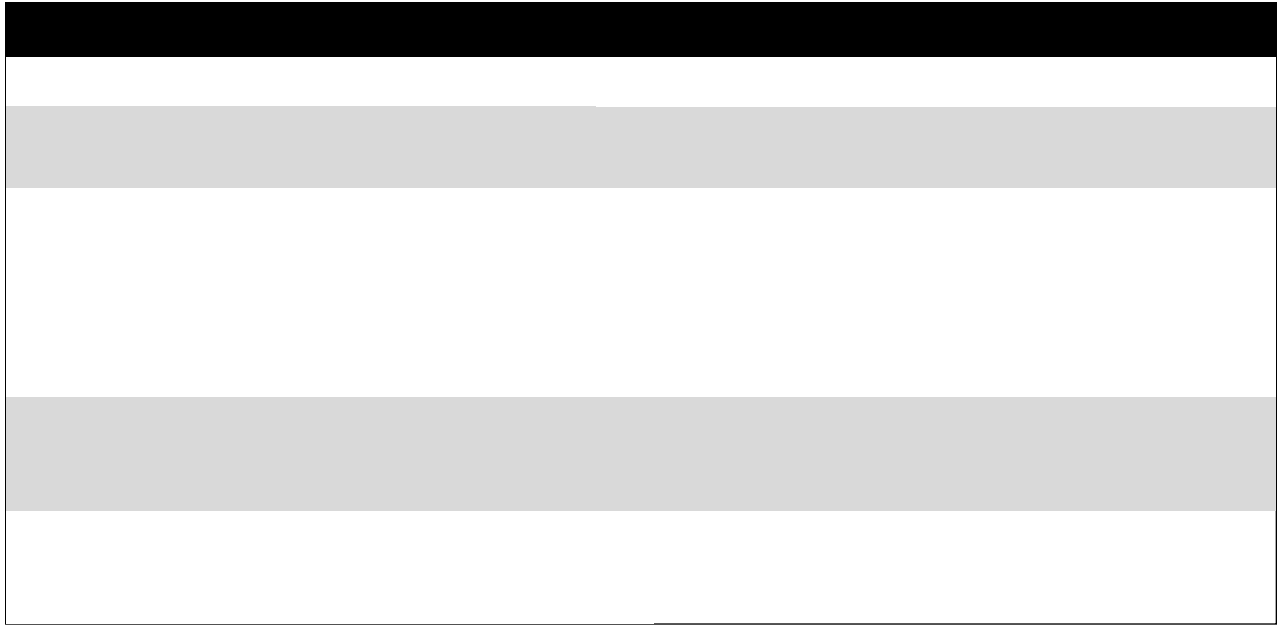
## Presentation Instructions for Question 2

- Present Stimulus 2a and 2b. Communicate: Here is more information to convince readers to have

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## Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Guinea pigs are cute little mammals that are fun to watch" in Stimulus 3b,		mark A

## Presentation Instructions for Question 4

- Present Stimulus 4a and 4b. **Communicate:** Here is more information to convince readers to have a guinea pig as a pet.
- Direct the student to Stimulus 4a. **Communicate** the text.
- Direct the student to the underlined sentences in Stimulus 4a. **Communicate:** These sentences can be combined to give the same information.
- Direct the student to each answer choice in Stimulus 4b. **Communicate** the text in each answer choice.
- **Communicate:** Find the sentence that best combines the underlined sentences.

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### Stimulus 4a



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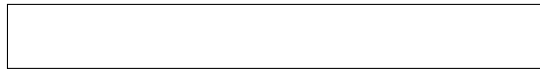
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## Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Guinea pigs are better pets than birds because guinea pigs like to play and snuggle" in Stimulus 4b,		mark A






## Presentation Instructions for Question 6

- Present Stimulus 6a and 6b. Communicate: Here is more about the Alamo.
- DisiSID/1d05uudf 1.to DisiSID/1d0text26a and 6b.

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## Scoring Instructions

Student Action	Test Administrator Action
If the student finds "The Alamo is in San Antonio and is 300 years old" in Stimulus 6b,	mark <b>A</b> for question 6 and move to question 7.
If the student does not find "The Alamo is in San Antonio and is 300 years old" in Stimulus 6b,	<ul style="list-style-type: none"> <li>• model the desired student action by finding "The Alamo is in San Antonio and is 300 years old" in Stimulus 6b and <b>communicate "This sentence gives the same information with fewer words"</b> ; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds "The Alamo is in San Antonio and is 300 years old" in Stimulus 6b,	mark <b>B</b> for question 6 and move to question 7.
After teacher modeling, if the student does not find "The Alamo is in San Antonio and is 300 years old" in Stimulus 6b,	mark <b>C</b> for question 6 and move to question 7.

## Presentation Instructions for Question 7

- Present Stimulus 7a and 7b. **Communicate:** Here is more about the Alamo.
- Direct the student to Stimulus 7a. **Communicate** the text. **Communicate:** The underlined sentences can be combined to organize the ideas into one sentence.
- Direct the student to each answer choice in Stimulus 7b. **Communicate** the text in each answer choice.
- **Communicate:** Find the sentence that best combines the ideas from the underlined sentences.

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### Stimulus 7a



The Alamo is a popular place for students to visit with their classes.  
Many students have the whole day to tour the building and gardens. They also tour the museum.

### Stimulus 7b

\* Many students have the whole day to tour the building, gardens, and museum.

Many students have the whole day

## Scoring Instructions

Student Action	Test Administrator Action
If the student finds "Many students have the whole day to tour the building, gardens, and museum" in Stimulus 7b,	mark <b>A</b> for question 7 and move to question 8.
If the student does not find "Many students have the whole day to tour the building, gardens, and museum" in Stimulus 7b,	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Highlight "and" and "or" in the answer choices. <b>OR</b></li> <li>• Have the student tell in their own words how to combine the two sentences.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Many students have the whole day to tour the building, gardens, and museum" in Stimulus 7b,	mark <b>B</b> for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find "Many students have the whole day to tour the building, gardens, and museum" in Stimulus 7b,	mark <b>C</b> for question 7 and move to question 8.

## Presentation Instructions for Question 8

- Present Stimulus 8a and 8b. **Communicate:** Here is more about the Alamo.
- Direct the student to Stimulus 8a. **Communicate** the text.
- Direct the student to the empty box in Stimulus 8a. **Communicate:** The sentence that belongs in the empty box is missing.
- Direct the student to each answer choice in Stimulus 8b. **Communicate** the text in each answer choice.
- **Communicate:** Find the sentence that tells what visitors do after they tour the mission grounds.

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### Stimulus 8a

A tour of the Alamo begins at the information center. First a tour guide leads the visitors around the mission grounds.



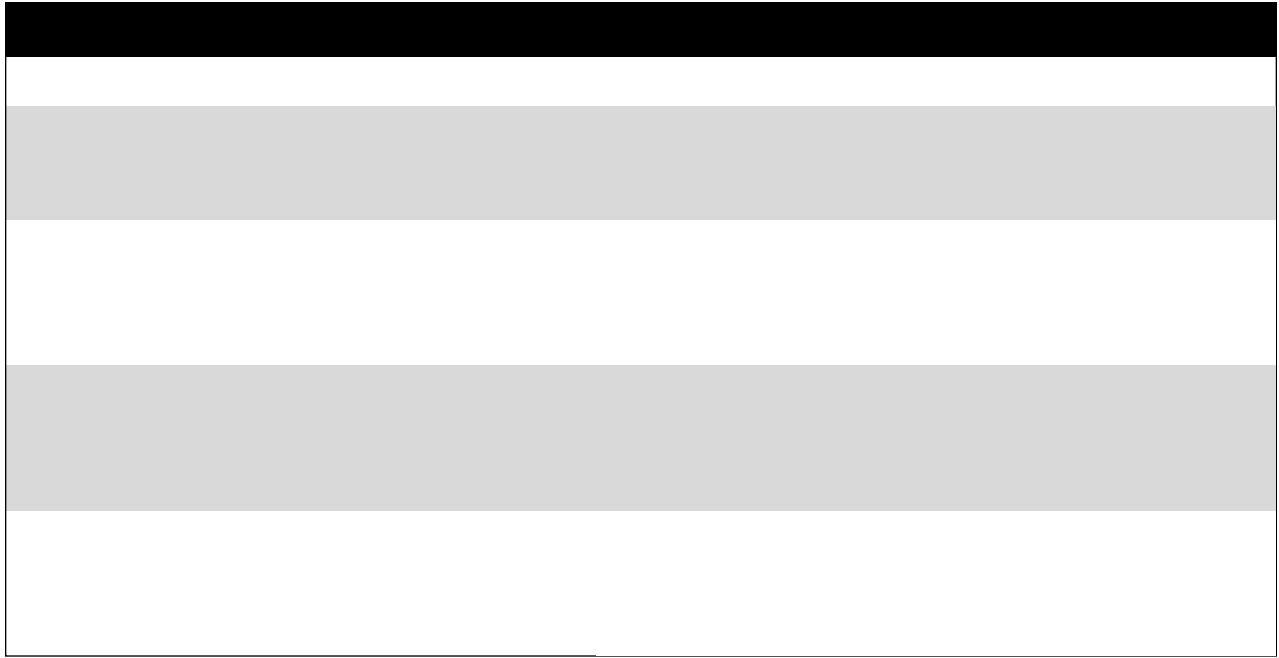
Finally, when the tour ends, visitors can exit through the gift shop to see a model of the Alamo in 1836.

### Stimulus 8b

First the visitors exit through the gift shop where they leave.

Finally the tour is over, and the visitors leave the mission grounds.

\* Then visitors can walk inside the buildings and see old uniforms, cannons, and paintings.





## Presentation Instructions for Question 10

- Present Stimulus 10a and 10b. **Communicate:** Here is more about Ming.
  - Direct the student to Stimulus 10a. **Communicate** the text. **Communicate:** This sentence can be changed to add more detail.
  - Direct the student to each answer choice in Stimulus 10b. **Communicate** the text in each answer choice.
  - **Communicate:** Find the revised sentence that gives more detail about Ming.
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Stimulus 10a



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## Scoring Instructions

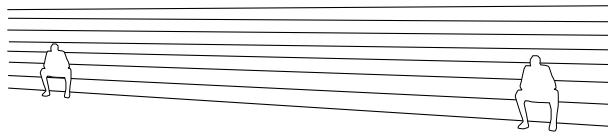
Student Action	Test Administrator Action
If the student finds "Ming practices bouncing the ball and making baskets to become a better basketball player" in Stimulus 10b,	mark <b>A</b> for question 10 and move to question 11.
If the student does not find "Ming practices bouncing the ball and making baskets to become a better basketball player" in Stimulus 10b,	<ul style="list-style-type: none"> <li>• model the desired student action by finding "Ming practices bouncing the ball and making baskets to become a better basketball player" in Stimulus 10b and <b>communicate "This is the revised sentence that gives more detail about Ming"</b> ; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds "Ming practices bouncing the ball and making baskets to become a better basketball player" in Stimulus 10b,	mark <b>B</b> for question 10 and move to question 11.
After teacher modeling, if the student does not find "Ming practices bouncing the ball and making baskets to become a better basketball player" in Stimulus 10b,	mark <b>C</b> for question 10 and move to question 11.

## Presentation Instructions for Question 11

- Present Stimulus 11a and 11b. **Communicate:** Here is more about Ming playing basketball.
- Direct the student to Stimulus 11a. **Communicate** the text.
- Direct the student to the underlined sentences in Stimulus 11a. **Communicate:** The two underlined sentences can be combined into one compound sentence.
- Direct the student to each answer choice in Stimulus 11b. **Communicate** the text in each answer choice.
- **Communicate:** Find the compound sentence that correctly combines the two underlined sentences.

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### Stimulus 11a



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## Scoring Instructions

Student Action	Test Administrator Action
If the student finds the sentence with "teams, and" in Stimulus 11b,	mark <b>A</b> for question 11 and move to question 12.
If the student does not find the sentence with "teams, and" in Stimulus 11b,	<p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Highlight "but," "or," and "and" in the answer choices. <b>OR</b></li> <li>• Have the student tell how he or she would combine the sentences.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds the sentence with "teams, and" in Stimulus 11b,	mark <b>B</b> for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find the sentence with "teams, and" in Stimulus 11b,	mark <b>C</b> for question 11 and move to question 12.

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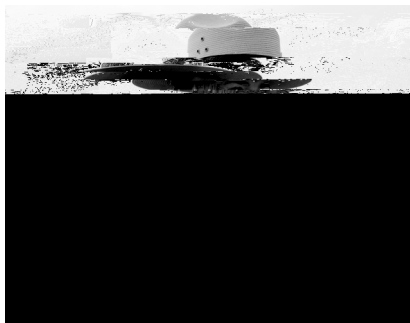


## Presentation Instructions for Question 14

- Present Stimulus 14a and 14b. **Communicate:** Here is more information about Donna Shaver.
- 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 with the proper nouns capitalized correctly.

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### Stimulus 14a



Donna Shaver became interested in sea turtles more than 30 years ago.

### Stimulus 14b

donna shaver leads a sea turtle conservation program at padre island national seashore.

\* Donna Shaver leads a sea turtle conservation program at Padre Island National Seashore.

## Scoring Instructions

Student Action	Test Administrator Action
If the student finds sentence with the proper nouns capitalized in Stimulus 14b,	mark <b>A</b> for question 14 and move to question 15.
If the student does not find the sentence with the proper nouns capitalized in Stimulus 14b,	<ul style="list-style-type: none"> <li>• model the desired student action by finding the sentence with the proper nouns capitalized in Stimulus 14b and <b>communicate</b> “<b>This is the sentence with the proper nouns capitalized correctly</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the sentence with the proper nouns capitalized in Stimulus 14b,	mark <b>B</b> for question 14 and move to question 15.
After teacher modeling, if the student does not find the sentence with the proper nouns capitalized in Stimulus 14b,	mark <b>C</b> for question 14 and move to question 15.



### Presentation Instructions for Question 15

- Present Stimulus 15a and 15b. Communicate: Here is more information about Donna Shaver.
- Direct the student to Stimulus 15a. Communicate the text. Communicate: There are some proper nouns in this paragraph that need to be capitalized.
- Direct the student to each answer choice in Stimulus 15b. Communicate the text in each answer choice.
- Communicate: Find the proper nouns that need to be capitalized in the paragraph.

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#### Stimulus 15a

Donna Shaver attended college and studied wildlife biology in new york. She had never seen the ocean until she moved to texas to help with the research and rescue of sea turtles.



#### Stimulus 15b

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New York	Texas
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Wildlife	Texas
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New York	Ocean
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## Scoring Instructions

Student Action	Test Administrator Action
If the student finds "New York/Texas" in Stimulus 15b,	mark A for question 15 and move to question 16.
If the student does not find "New York/Texas" 0 1B36eexa<0 a.New York/9 5 670.9485 e 8 4 >> BDC /T1_3 1 Tf 10 0 0 10 295.50546>> BDC /GS8provide	

## Presentation Instructions for Question 16

- Present Stimulus 16a and 16b. Communicate: Here is more information about Donna Shaver.
- Direct the student to Stimulus 16a. Communicate the text. Communicate: A magazine title is underlined in the paragraph and needs editing to correct the capitalization.
- Direct the student to each answer choice in Stimulus 16b. Communicate the text in each answer choice.
- Communicate: Find the magazine title that is capitalized correctly.

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### Stimulus 16a

Donna Shaver is a park ranger for the National Park Service. Her main job is sea turtle research. She has been written about in texas monthly magazine and interviewed on *ABC News*.



### Stimulus 16b

*texas monthly*

*Texas monthly*

\* *Texas Monthly*

## Scoring Instructions

Student Action		Test Administrator Action

## Presentation Instructions for Question 17

- Present Stimulus 17. **Communicate:** Here is a sentence about a boy riding a bicycle.
  - Direct the student to the sentence in Stimulus 17. **Communicate** the text.
  - **Communicate:**
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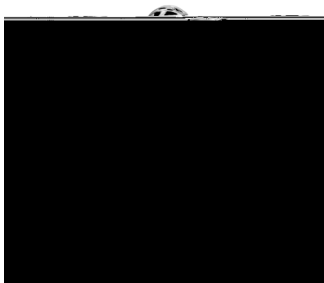
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## Presentation Instructions for Question 18

- Present Stimulus 18a and 18b. Communicate: Here is more information about the boy riding the bicycle.
- Direct the student to Stimulus 18a. Communicate the text. Communicate: The underlined sentence needs editing to tell the correct location of the helmet.
- Direct the student to each answer choice in Stimulus 18b. Communicate the text in each answer choice.
- Communicate: Find the sentence that was edited correctly.

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### Stimulus 18a



The boy is on the bicycle. He is wearing a helmet into his head.

### Stimulus 18b

He is wearing a helmet through his head.

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He is wearing a helmet on his head.

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Presentation Instructions for Question 19





## Scoring Instructions

Student Action	Test Administrator Action
If the student finds "in" in Stimulus 19b,	mark <b>A</b> for question 19 and move to question 20.
If the student does not find "in" in Stimulus 19b,	<p>provide <b>one</b> of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> <li>• Read the sentence with the underlined word in Stimulus 19a, replacing the underlined word with each answer choice. <b>OR</b></li> <li>• Have the student show what each answer choice means. <b>OR</b></li> <li>• Insert each answer choice in place of the underlined word in Stimulus 19a.</li> </ul> <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds "in" in Stimulus 19b,	mark <b>B</b> for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find "in" in Stimulus 19b,	mark <b>C</b> for question 19 and move to question 20.

## Presentation Instructions for Question 20

- Present Stimulus 20a and 20b. **Communicate:** Here is more information about bicycles at school.
- Direct the student to Stimulus 20a. **Communicate** the text. **Communicate:** The sentence with the underlined word needs editing to tell the correct location of the bicycles.
- Direct the student to each answer choice in Stimulus 20b. **Communicate** the text in each answer choice.
- **Communicate:** Find the sentence that was edited correctly.

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### Stimulus 20a



There are many students who ride their bicycles to school. During the school day, the bicycles are parked underneath each other.

### Stimulus 20b

During the school day, the bicycles are parked instead of each other.

\* During the school day, the bicycles are parked next to each other.

During the school day, the bicycles are parked on top of each other.

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## Scoring Instructions

Student Action	Test Administrator Action
If the student finds "During the school day, the bicycles are parked next to each other" in Stimulus 20b,	mark <b>A</b> for question 20.
If the student does not find "During the school day, the bicycles are parked next to each other" in Stimulus 20b,	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "During the school day, the bicycles are parked next to each other" in Stimulus 20b,	mark <b>B</b> for question 20.
After the teacher repeats the instructions, if the student does not find "During the school day, the bicycles are parked next to each other" in Stimulus 20b,	mark <b>C</b> for question 20.

TEST  
ADMINISTRATOR  
MANUAL

STAAR ALTERNATE 2  
GRADE 7  
Writing  
April 2019