

TEST ADMINISTRATOR MANUAL

GRADE 4 Reading STAAR Alternate 2

Administered April 2019

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 4 Reading		Cluster 1
Reporting Category 1	Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	
Knowledge and Skills Statement 4.2	Students understand new vocabulary and use it when reading and writing.	
Essence Statement	Identifies new vocabulary words using a variety of strategies.	
Item 1 Prerequisite Skill	Attempt to use new vocabulary and grammar in speech (PK)	
Item 2 Prerequisite Skill	Attempt to use new vocabulary and grammar in speech (PK)	
Item 3 Prerequisite Skill	Recognize that compound words are made up of shorter words (K)	
Item 4 Prerequisite Skill	Determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime) (1)	

Grade 4 Reading		Cluster 2
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 4.4	Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from the text to support their understanding.	
Essence Statement	Identifies the structure and elements of poetry.	
Item 5 Prerequisite Skill	Respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds (K)	
Item 6 Prerequisite Skill	Respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds (K)	
Item 7 Prerequisite Skill	Respond to and use rhythm, rhyme, and alliteration in poetry (1)	
Item 8 Prerequisite Skill	Respond to and use rhythm, rhyme, and alliteration in poetry (1)	

Grade 4 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 4.14	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.	
Essence Statement	Recognizes that informational media conveys meaning.	
Item 9 Prerequisite Skill	Use information learned from books by describing, relating, categorizing, or comparing and contrasting (Pre-K)	
Item 10 Prerequisite Skill	Ask and respond to questions about texts read aloud (K)	
Item 11 Prerequisite Skill	Recognize different purposes of media (e.g., informational, entertainment) (with adult assistance) (1)	
Item 12 Prerequisite Skill	Recognize different purposes of media (e.g., informational, entertainment) (2)	

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)	

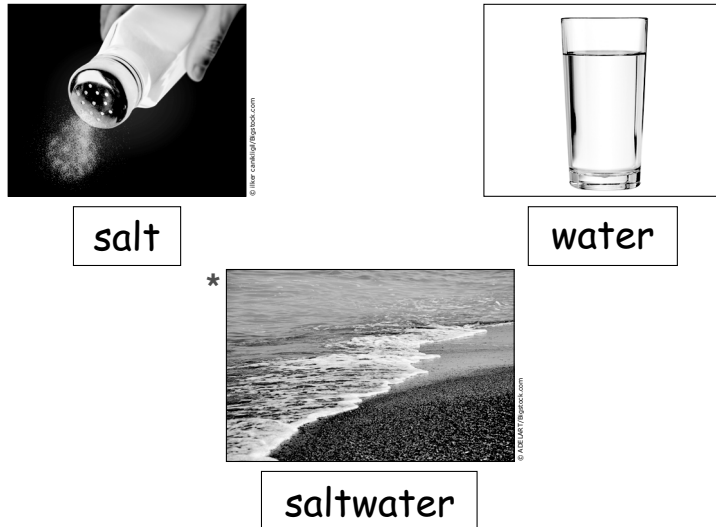
Additional resources for STAAR Alternate 2, including the STAAR Alternate 2 Test Administrator Manual and the STAAR Alternate 2 Educator Guide, are available online: <http://tea.texas.gov/student.assessment/special-ed/staaralt/>

READING

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate*: **This is salt from a saltshaker. This is water in a glass. This is saltwater in the ocean.**
- *Communicate*: **Find the saltwater.**

Stimulus 1



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the saltwater in the ocean,	➡	mark A for question 1 and move to question 2.
If the student does not find the saltwater in the ocean,	➡	<ul style="list-style-type: none"> • 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 saltwater in the ocean,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the saltwater in the ocean,	➡	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 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,	➔	<ul style="list-style-type: none"> • 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.

Presentation Instructions for Question 3

- Present Stimulus 3a and 3b.
- Direct the student to Stimulus 3a. *Communicate*: **This is a seashell that was found on the beach.**
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the words that make the word “seashell.”**

Stimulus 3a

seashell



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Stimulus 3b

beach	ball
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*

sea	shell
-----	-------

star	fish
------	------

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “sea, shell” in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find “sea, shell” in Stimulus 3b,	➡	provide one of these allowable teacher assists to the student: <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. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “sea, shell” 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, shell” 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

 *

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

Presentation Instructions for Question 5

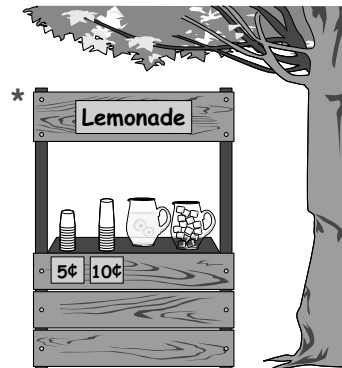
- *Present* Stimulus 5.
- *Direct* the student to Stimulus 5. *Communicate*: **This is a poem about a lemonade stand.**
- *Direct* the student to the title and the first stanza of the poem. *Communicate* the title, the poet's name, and the text.
- *Communicate*: **Find the lemonade stand.**

Stimulus 5

Lemonade Stand

by Myra Cohn Livingston

Every summer
under the shade
we fix up a stand
to sell lemonade.



Scoring Instructions

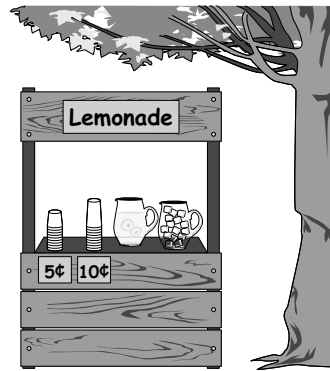
Student Action		Test Administrator Action
If the student finds the lemonade stand,	➡	mark A for question 5 and move to question 6.
If the student does not find the lemonade stand,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the lemonade stand,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the lemonade stand,	➡	mark C for question 5 and move to question 6.

Presentation Instructions for Question 6

- Present Stimulus 6a and 6b. *Communicate*: **Here is the next stanza of the poem “Lemonade Stand.”**
- *Direct* the student to Stimulus 6a. *Communicate* the text.
- *Direct* the student to the empty box in Stimulus 6a. *Communicate*: **One of the words is missing.**
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the word that finishes the line and rhymes with “ice.”**

Stimulus 6a

A stack of cups,
a pitcher of ice,
a shirtboard sign
to tell the .



Stimulus 6b

*

Scoring Instructions

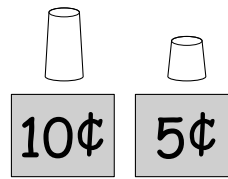
Student Action		Test Administrator Action
If the student finds “price” in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find “price” in Stimulus 6b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “price” in Stimulus 6b and <i>communicate</i> “This is the word ‘price.’ It rhymes with ‘ice’”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “price” in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find “price” 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 are the next two stanzas of the poem “Lemonade Stand.”**
- *Direct* the student to Stimulus 7a. *Communicate* the text.
- *Direct* the student to the empty box in Stimulus 7a. *Communicate:* **One of the words is missing.**
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the missing rhyming word that goes in the empty box.**

Stimulus 7a

A dime for the big,
A nickel for small.
The nickel cup's short.
The dime cup's tall.



Plenty of sugar
to make it sweet,
and sometimes cookies
for us to .



Stimulus 7b

meat * eat bake

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “eat” in Stimulus 7b,	➡	mark A for question 7 and move to question 8.
If the student does not find “eat” in Stimulus 7b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Read the second stanza, inserting each answer choice in the empty box. OR • Highlight “small,” “tall,” and “sweet” in Stimulus 7a. OR • Have the student describe each answer choice. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “eat” in Stimulus 7b,	➡	mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “eat” in Stimulus 7b,	➡	mark C for question 7 and move to question 8.

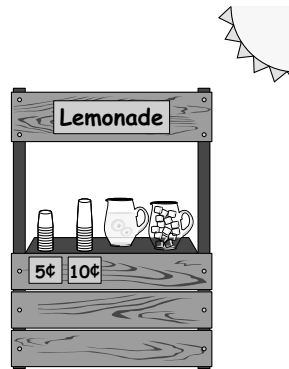
Presentation Instructions for Question 8

- 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.

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.



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Stimulus 8b

But when the sun
moves into the shade

Nobody stops
and drink what's left

*
so we put things away
and start to play.

Scoring Instructions


Student Action	Test Administrator Action
If the student finds “so we put things away/and start to play” 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 play” 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 play” 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 play” in Stimulus 8b,	➡ mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to Stimulus 9. *Communicate*: **This is an article titled “Meet Mr. President and The First Lady.”**
- *Communicate* the text.
- *Communicate*: **Find Mr. President and The First Lady.**

Stimulus 9

* **Meet Mr. President and The First Lady**



Mr. President and The First Lady are a pair of American bald eagles that built their nest in a large tree in Washington, D.C., the city where the real president and First Lady live.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds Mr. President and The First Lady,	➡	mark A for question 9 and move to question 10.
If the student does not find Mr. President and The First Lady,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds Mr. President and The First Lady,	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find Mr. President and The First Lady,	➡	mark C for question 9 and move to question 10.

Presentation Instructions for Question 10

- Present Stimulus 10a and 10b. *Communicate*: **Here is more of the article “Meet Mr. President and The First Lady.”**
- *Direct* the student to Stimulus 10a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate*: **This eagle nest is in a lighthouse. This eagle nest is in a tree.**
- *Communicate*: **Find where Mr. President and The First Lady built their nest.**

Stimulus 10a



A television camera was placed near the tree where Mr. President and The First Lady were building their nest. Every day people went to a special website on their computers to watch what the American bald eagles were doing.

Stimulus 10b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the eagle nest in the tree in Stimulus 10b,	➡	mark A for question 10 and move to question 11.
If the student does not find the eagle nest in the tree in Stimulus 10b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the eagle nest in the tree in Stimulus 10b and <i>communicate</i> “This eagle nest is in a tree”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the eagle nest in the tree in Stimulus 10b,	➡	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find the eagle nest in the tree in Stimulus 10b,	➡	mark C for question 10 and move to question 11.

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 food" 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 food" in Stimulus 11b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • 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 food" 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 food" 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.

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.



Once Freedom and Liberty were able to fly, Mr. President and The First Lady came only from time to time to bring food to their eaglets. Then one day in the summer, Freedom and Liberty flew away from the nest for the last time. Three days later Mr. President and The First Lady stopped coming to the nest. The cameras were turned off.



Someday Mr. President and The First Lady may raise more eaglets in their nest in Washington, D.C. When they return, the cameras will start filming again, and people will be able to watch the eagles in hopes of seeing future sisters and brothers of Freedom and Liberty.

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 grow” 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 grow” 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 grow” 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 grow” 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,	➡	<ul style="list-style-type: none">• 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

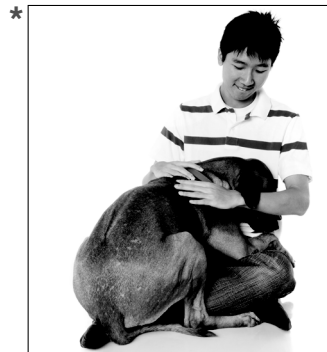
- Present Stimulus 14a and 14b. *Communicate:* **Here is more of the article “Microchips for Pets.”**
- *Direct* the student to Stimulus 14a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate:* **This is a lost dog at an animal shelter. This dog is back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

Stimulus 14a



Some lost animals go to an animal shelter, where workers scan them for a microchip. If the animal has a microchip, the workers use the information on the microchip to contact the dog's owner and get the dog back home.

Stimulus 14b



Scoring Instructions

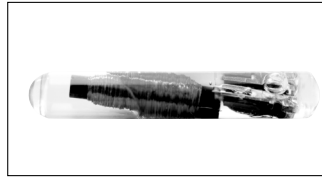
Student Action	Test Administrator Action
If the student finds the dog with its owner in Stimulus 14b,	➡ mark A for question 14 and move to question 15.
If the student does not find the dog with its owner in Stimulus 14b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the dog with its owner in Stimulus 14b and <i>communicate</i> “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

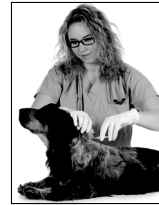
- *Present* Stimulus 15a and 15b. *Communicate*: **Here is more of the article “Microchips for Pets.”**
- *Direct* the student to Stimulus 15a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate*: **Find why 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 pet” 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 pet” in Stimulus 15b,	➔	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none">• 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 pet” 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 pet” 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.**

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,” Robinson says, “and get them back home where they belong.”

Stimulus 16b

Some pet owners think that putting tags on pet collars is enough to identify their pets if they are lost.

* *Since microchips are placed under the pet's skin, they cannot be taken off like a collar can.*

The animal shelter workers feel happy when a pet is returned to its owner because of a microchip.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds <i>"Since microchips are placed under the pet's skin, they cannot be taken off like a collar can"</i> in Stimulus 16b,	➡	mark A for question 16 and move to question 17.
If the student does not find <i>"Since microchips are placed under the pet's skin, they cannot be taken off like a collar can"</i> in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds <i>"Since microchips are placed under the pet's skin, they cannot be taken off like a collar can"</i> 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 <i>"Since microchips are placed under the pet's skin, they cannot be taken off like a collar can"</i> in Stimulus 16b,	➡	mark C for question 16 and move to question 17.

Presentation Instructions for Question 17

- Present Stimulus 17. *Communicate:* This is the story “Cracked Seashells.”
- Direct the student to Stimulus 17. *Communicate* the text.
- *Communicate:* Find who collects seashells on the beach.

Stimulus 17

Cracked Seashells

Megan was excited to show her brother Eric the bucket full of seashells she found on the beach.



Scoring Instructions

Student Action		Test Administrator Action
If the student finds Megan,	➡	mark A for question 17 and move to question 18.
If the student does not find Megan,	➡	<ul style="list-style-type: none">• remove the stimulus;• wait at least five seconds; and• replicate the initial presentation instructions.
After the five-second wait time, if the student finds Megan,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find Megan,	➡	mark C for question 17 and move to question 18.

Presentation Instructions for Question 18

- Present Stimulus 18a and 18b. *Communicate:* **Here is more of the story “Cracked Seashells.”**
- *Direct* the student to Stimulus 18a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **This is Megan’s dad. This is Eric.**
- *Communicate:* **Find who is not interested in the bucket of seashells.**

Stimulus 18a

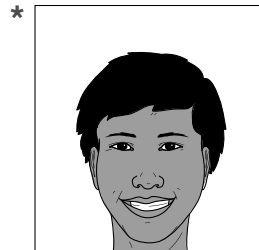
Megan was excited to show her brother Eric the bucket filled with seashells. Eric was not interested in seeing or hearing about the seashells. He was trying to help Dad get everything in the car so that they could go home after a long day at the beach.



Stimulus 18b



Dad



Eric

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,	➡	<ul style="list-style-type: none"> • model the desired student action by finding Eric in Stimulus 18b and <i>communicate</i> “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

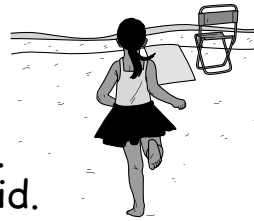
- Present Stimulus 19a and 19b. *Communicate*: **Here is more of the story “Cracked Seashells.”**
- *Direct* the student to Stimulus 19a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate*: **Find why Megan’s 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 his sister, he said, "You spent all day at the beach, and all you did was collect a bunch of old shells? What are you going to do with those silly things? Go dump out those shells. You can't take them home."



Megan began to feel tears in her eyes. "But I want them. Each one is a different shape and size. They are special," she said.



Suddenly Eric saw the water rising along the shore. "Oh no! The waves are about to take your beach chair and towel!"

As Megan ran to get her things, she called to Eric, "Please pack my shells!"

Eric was putting one of the beach chairs into the trunk when his foot accidentally knocked over Megan's bucket of seashells. The shells spilled onto the sand that covered the parking lot. As Eric lifted the heavy ice chest, his foot slipped, and he dropped the chest right on top of the seashells. Crunch!



Stimulus 19b

Eric sat on the seashells.

Eric dropped the beach chair on top of the seashells.

* Eric dropped the ice chest on top of the seashells.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Eric dropped the ice chest on top of the seashells” 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 seashells” in Stimulus 19b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Describe the illustrations to retell the story. OR • Highlight “sat on the seashells,” “dropped the beach chair,” and “dropped the ice chest” in Stimulus 19b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Eric dropped the ice chest on top of the seashells” 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 seashells” 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 student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate*: **Find how Megan is feeling by the end of the story.**

Stimulus 20a



Megan got back to the car with her towel dragging behind her. She saw the ice chest Eric had dropped on top of her seashells. She began to cry. Eric got down on the ground and started picking up the broken shell pieces and placing them carefully into the bucket.

Dad tried to explain to Megan that it was an accident. But Megan was very upset and cried softly until she fell asleep on the drive home.

Eric felt sad also. He stared out the window and thought about what he could do to make things better. He remembered a craft book he had in his room. When he got home, he looked for the book and smiled when he found the perfect idea.



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 could still be used. Together they painted and glued shells to the frame.



"I'm really sorry," Eric said. "I was very careless with something special to you, and that was not very nice of me."

It was easy for Megan to forgive Eric. "You're the best big brother ever!" Megan said. They finished painting and gluing seashells, making a very special memory!



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 Eric" in Stimulus 20b,	➡	mark A for question 20.
If the student does not find "Megan is excited to work on the art project with Eric" 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 Eric" 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 Eric" in Stimulus 20b,	➡	mark C for question 20.

**TEST
ADMINISTRATOR
MANUAL**

**STAAR ALTERNATE 2
GRADE 4
Reading
April 2019**