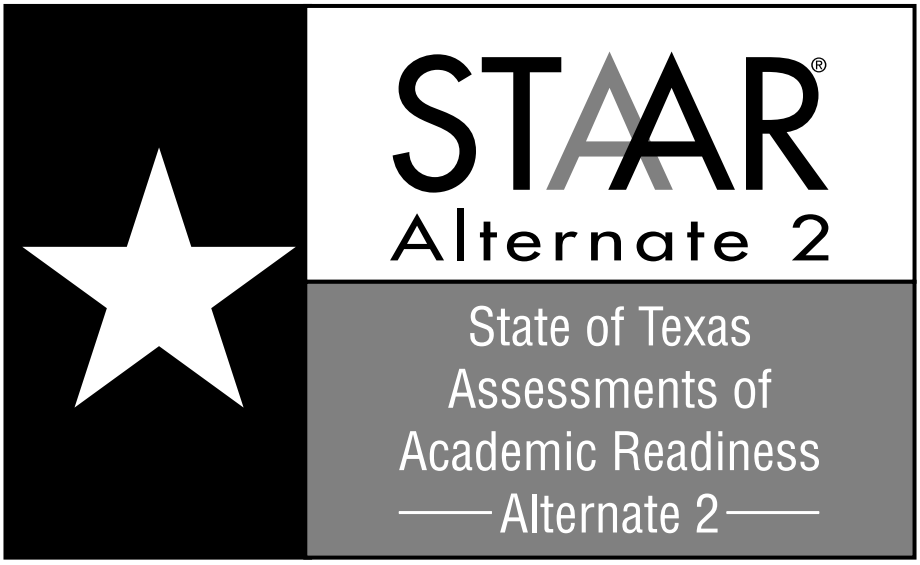

TEST ADMINISTRATOR MANUAL

GRADE 8
Reading
STAAR Alternate 2

Administered April 2019

RELEASED

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Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 8 Reading	Cluster 1
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 8.7	Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.
Essence Statement	Recognizes author's use of language in literary nonfiction.
Item 1 Prerequisite Skill	Ask and respond to questions about texts read aloud (K)
Item 2 Prerequisite Skill	Monitor and adjust comprehension (e.g. using background knowledge, creating sensory images, rereading a portion aloud) (K-1)
Item 3 Prerequisite Skill	Monitor and adjust comprehension (e.g. using background knowledge, creating sensory images, rereading a portion aloud, generating questions) (K-1)
Item 4 Prerequisite Skill	Make inferences about text and use textual evidence to support understanding (1-6)

Grade 8 Reading	Cluster 2
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 8.11	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.
Essence Statement	Recognizes the arguments presented in persuasive texts.
Item 5 Prerequisite Skill	Establish purposes for reading selected texts based upon desired outcome to enhance comprehension (1)
Item 6 Prerequisite Skill	Identify what the author is trying to persuade the reader to think or do (3)
Item 7 Prerequisite Skill	Identify what the author is trying to persuade the reader to think or do (3)
Item 8 Prerequisite Skill	Identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument (5)

Grade 8 Reading	Cluster 3
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 8.2	Students understand new vocabulary and use it when reading and writing.
Essence Statement	Identifies new vocabulary words in text using a variety of strategies.
Item 9 Prerequisite Skill	Identify words that name actions (verbs) and words that name persons, places, or things (nouns) (1)
Item 10 Prerequisite Skill	Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs (3)
Item 11 Prerequisite Skill	Use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words (4)
Item 12 Prerequisite Skill	Use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar or multiple meaning words (5)

Grade 8 Reading	Cluster 4
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 8.6	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	Recognizes how elements of fiction contribute to plot development.
Item 13 Prerequisite Skill	Describe main characters in works of fiction, including their traits, motivations, and feelings (2)
Item 14 Prerequisite Skill	Describe main characters in works of fiction, including their traits, motivations, and feelings (2)
Item 15 Prerequisite Skill	Describe the interaction of characters including their relationships and the changes they undergo (3-4)
Item 16 Prerequisite Skill	Explain the roles and functions of characters in various plots, including their relationships and conflicts (5)

Grade 8 Reading	Cluster 5
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 8.10	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.
Essence Statement	Recognizes how organizational patterns impact main idea and details in informational texts.
Item 17 Prerequisite Skill	Locate the facts that are clearly stated in a text (2)
Item 18 Prerequisite Skill	Identify the details or facts that support the main idea (3)
Item 19 Prerequisite Skill	Summarize the main idea and supporting details in text in ways that maintain meaning (4)
Item 20 Prerequisite Skill	Summarize the main ideas and supporting details in a text in ways that maintain meaning and logical order (5)

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. *Communicate:* **Here is the article "Brothers by Choice."**
- *Direct* the student to Stimulus 1. *Communicate* the text.
- *Communicate:* **Find the basketball players who are close friends.**

Stimulus 1

Brothers by Choice

*

Photo by Ronald Martinez/Getty Images

Kris Jenkins and Nate Britt are very close friends. They first met playing in a basketball tournament when they were 10 years old.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the basketball players,	➨	mark **A** for question 1 and move to question 2.
If the student does not find the basketball players,	➨	• 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 basketball players,	➨	mark **B** for question 1 and move to question 2.
After the five-second wait time, if the student does not find the basketball players,	➨	mark **C** for question 1 and move to question 2.

Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b. *Communicate:* **Here is more of the article "Brothers by Choice."**
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **These boys are playing basketball. These boys are playing football.**
- *Communicate:* **Find what Kris and Nate played in high school.**

Stimulus 2a

Photo by Ronald Martinez/Getty Images

Kris and Nate played basketball on the same team all the way through high school. Kris and Nate do not have the same parents but are as close as brothers.

Stimulus 2b

*

© Monkey Business Images/Shutterstock.com

© photobychance/Shutterstock.com

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the boys playing basketball in Stimulus 2b,	➨	mark **A** for question 2 and move to question 3.
If the student does not find the boys playing basketball in Stimulus 2b,	➨	• model the desired student action by finding the boys playing basketball in Stimulus 2b and *communicate* **"These boys are playing basketball, like Kris and Nate did in high school"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the boys playing basketball in Stimulus 2b,	➨	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the boys playing basketball 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 of the article "Brothers by Choice."**
- *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 why Kris's mother wanted him to live with Nate's family.**

Stimulus 3a

The story of how Kris and Nate became known as "brothers by choice" began when Kris's mother got a job as a college basketball coach in another state. She wanted Kris to continue to play on his high school basketball team. She also liked that Nate's dad was a police officer who made sure his children followed the rules and worked hard at school. So Kris's mom asked Nate's parents if Kris could stay with their family part-time.

Icon Sportswire via AP Images

After a few years of going between his mother's house and the Britts' home in Maryland, Kris realized that part-time was not enough for him. His mother asked the Britts if Kris could live with them full-time. She thought it was a decision she had to make for Kris to have the best opportunities. She believed that the Britts' home in Maryland was a better situation for Kris than moving around the country with her. He would be able to stay at the same school and play basketball.

Kris described the move as "tough at first, but the Britts accepted me. The whole family just made me feel so welcome." Kris says that the Britts helped him become a better person. "It's something that I'm always thankful for."

AP Photo/Eugene Tanner

Nate could have been upset about a new brother that was his age. But Nate welcomed Kris into the family. "Kris is a great person. He fit right in with my family. We're brothers now."

Stimulus 3b

* She wanted Kris to continue to play on his high school basketball team.

She hoped that Kris would become a police officer like Nate's dad.

She liked Nate and wanted the boys to become best friends.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "She wanted Kris to continue to play on his high school basketball team" in Stimulus 3b,	➨	mark **A** for question 3 and move to question 4.
If the student does not find "She wanted Kris to continue to play on his high school basketball team" in Stimulus 3b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the first paragraph. **OR** • Have the student identify what happened to Kris while he was in high school. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "She wanted Kris to continue to play on his high school basketball team" in Stimulus 3b,	➨	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "She wanted Kris to continue to play on his high school basketball team" in Stimulus 3b,	➨	mark **C** for question 3 and move to question 4.

Presentation Instructions for Question 4

- *Present* Stimulus 4a and 4b. *Communicate:* **Here is the conclusion of the article "Brothers by Choice."**
- *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 what the reader can learn about Kris and Nate's relationship.**

Stimulus 4a

Photo by Ronald Martinez/Getty Images

When Kris and Nate were high school seniors, they decided to play basketball for different colleges. Kris played for Villanova University, and Nate played for the University of North Carolina. The closeness of the brothers continued into college. But they were not rivals playing against each other until the 2016 college championship.

Kris and Nate were excited about the opportunity. "We know how much work we put into this game," Kris said. "For us to play against each other at the highest stage in our career is something special."

AP Photo/David J. Phillip, file

AP Photo/Matt Rourke, file

With three seconds left in a tied game, Kris shot the ball into the basket. The crowd cheered as Villanova celebrated its win. As the fans celebrated, Nate rushed over to congratulate Kris. These two young men would always be close friends, great rivals, and true brothers by choice.

Stimulus 4b

Kris and Nate wanted to play basketball at the same school while they were in college.

Kris and Nate would be closer if they were real brothers.

* Kris and Nate would have been just as happy if Nate had made the winning shot.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Kris and Nate would have been just as happy if Nate had made the winning shot" in Stimulus 4b,	➨	mark **A** for question 4 and move to question 5.
If the student does not find "Kris and Nate would have been just as happy if Nate had made the winning shot" in Stimulus 4b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Kris and Nate would have been just as happy if Nate had made the winning shot" 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 "Kris and Nate would have been just as happy if Nate had made the winning shot" 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 persuasive article "From the Farm to Your Table."**
- *Direct* the student to Stimulus 5. *Communicate* the text.
- *Communicate:* **Find the people shopping at the farmers' market.**

Stimulus 5

From the Farm to Your Table

People enjoy going to the farmers' market to buy fruits and vegetables that are grown nearby.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the people shopping at the farmers' market,	➨	mark **A** for question 5 and move to question 6.
If the student does not find the people shopping at the farmers' market,	➨	• 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 people shopping at the farmers' market,	➨	mark **B** for question 5 and move to question 6.
After the five-second wait time, if the student does not find the people shopping at the farmers' market,	➨	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 persuasive article "From the Farm to Your Table."**
- *Direct* the student to Stimulus 6a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **This woman is buying produce at a grocery store. This woman is buying produce at a farmers' market.**
- *Communicate:* **Find the woman buying produce at a farmers' market.**

Stimulus 6a

Fruits and vegetables are often called produce. Buying and eating produce that is grown nearby is called farm-to-table eating. Shopping at a farmers' market is a popular trend that provides healthy, tasty fruits and vegetables for a local community.

Stimulus 6b

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the woman buying produce at a farmers' market in Stimulus 6b,	➨	mark **A** for question 6 and move to question 7.
If the student does not find the woman buying produce at a farmers' market in Stimulus 6b,	➨	• model the desired student action by finding the woman buying produce at a farmers' market in Stimulus 6b and *communicate* **"This woman is shopping at the farmers' market"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the woman buying produce at a farmers' market in Stimulus 6b,	➨	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find the woman buying produce at a farmers' market 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 persuasive article "From the Farm to Your Table."**
- *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 why the author thinks that produce grown nearby is better than produce from the grocery store.**

Stimulus 7a

Produce can take many weeks to get from the farm to the grocery store. So farmers pick fruits and vegetables before they are ripe. The produce ripens in boxes rather than on the plants. Studies show that foods that don't ripen on the plant in the sun are less flavorful and also less nutritious than foods that do.

Produce that is sold at local farmers' markets is ripened on the plant and picked just before shoppers buy it. More importantly, some of these fruits and vegetables are grown using natural chemicals made from plants.

Stimulus 7b

Fruits and vegetables purchased at a farmers' market are —

* ripened on the plant in the sun

less nutritious

stored in boxes on trucks

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “ripened on the plant in the sun” in Stimulus 7b,	➨	mark **A** for question 7 and move to question 8.
If the student does not find “ripened on the plant in the sun” in Stimulus 7b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the first word in each answer choice. **OR** • Have the student describe how produce grown nearby is different from produce from the grocery store. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “ripened on the plant in the sun” in Stimulus 7b,	➨	mark **B** for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “ripened on the plant in the sun” 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 is the conclusion of the persuasive article "From the Farm to Your Table."**
- *Direct* the student to Stimulus 8a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate:* **Find how the author encourages people to try farm-to-table eating.**

Stimulus 8a

Farm-to-table eating is healthier for consumers, and it is also better for the community.

Large companies that raise animals for meat, eggs, and milk products have many animals to take care of. Local farms are usually family-owned and have fewer animals to take care of.

Best of all, buying foods from local farmers puts money back into the community. All citizens benefit when their community does well. More jobs are available, and the community can build more schools, libraries, and roads.

To keep the farm-to-table trend growing, people should ask for locally grown food in restaurants and grocery stores. If people continue to place an importance on farm-to-table eating, it might change the entire food industry.

Stimulus 8b

by showing the number of animals that live on farms

* by stating the benefits to the community of food grown nearby

by listing the reasons meat, eggs, and milk are important to eat

---

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “by stating the benefits to the community of food grown nearby” in Stimulus 8b,	➨	mark **A** for question 8 and move to question 9.
If the student does not find “by stating the benefits to the community of food grown nearby” in Stimulus 8b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “by stating the benefits to the community of food grown nearby” 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 “by stating the benefits to the community of food grown nearby” in Stimulus 8b,	➨	mark **C** for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9. *Communicate:* **How a word is used in a sentence helps the reader know the meaning of the word.**
- *Direct* the student to Stimulus 9. *Communicate:* **This word is "appliances."**
- *Communicate:* **Find the word "appliances."**

Stimulus 9

*

appliances

Appliances can help people with chores in their home.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the word "appliances,"	➨	mark **A** for question 9 and move to question 10.
If the student does not find the word "appliances,"	➨	• 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 word "appliances,"	➨	mark **B** for question 9 and move to question 10.
After the five-second wait time, if the student does not find the word "appliances,"	➨	mark **C** for question 9 and move to question 10.

Presentation Instructions for Question 10

- *Present* Stimulus 10a and 10b. *Communicate:* **How a word is used in a sentence helps the reader know the meaning of the word.**
- *Direct* the student to Stimulus 10a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate:* **This woman is putting her clothes into a washing machine. This woman is reading a book.**
- *Communicate:* **Find the woman using an appliance.**

Stimulus 10a

Appliances can help people with chores in their home. Stoves, refrigerators, microwaves, and washing machines are appliances many people use every day.

Stimulus 10b

*

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the woman putting her clothes into the washing machine in Stimulus 10b,	➨	mark **A** for question 10 and move to question 11.
If the student does not find the woman putting her clothes into the washing machine in Stimulus 10b,	➨	• model the desired student action by finding the woman putting her clothes into the washing machine in Stimulus 10b and *communicate* **"This woman is using an appliance"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the woman putting her clothes into the washing machine in Stimulus 10b,	➨	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find the woman putting her clothes into the washing machine in Stimulus 10b,	➨	mark **C** for question 10 and move to question 11.

Presentation Instructions for Question 11

- *Present* Stimulus 11a and 11b. *Communicate:* **How a word is used in a sentence helps the reader know the meaning of the word.**
- *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 what the word "fixture" means.**

Stimulus 11a

The worker is screwing a light bulb into a **fixture** on the ceiling. Now the kitchen will be light and bright.

Stimulus 11b

* something attached to a specific spot

the electricity in a new house

the switch that turns on a light

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "something attached to a specific spot" in Stimulus 11b,	➨	mark **A** for question 11 and move to question 12.
If the student does not find "something attached to a specific spot" in Stimulus 11b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the first two words in each answer choice. **OR** • Have the student describe what is happening in the photograph. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "something attached to a specific spot" in Stimulus 11b,	➨	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "something attached to a specific spot" in Stimulus 11b,	➨	mark **C** for question 11 and move to question 12.

Presentation Instructions for Question 12

- *Present* Stimulus 12a and 12b. *Communicate:* **How a word is used in a sentence helps the reader know the meaning of the word.**
- *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 words that help the reader know the meaning of the word "partitions."**

Stimulus 12a

Students are working in the computer lab. **Partitions** are on both sides of each student's work area. They separate the computer stations to help students stay focused on their own screen as they work.

Stimulus 12b

working in the computer lab

* *separate the computer stations*

focused on their own screen

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds *"separate the computer stations"* in Stimulus 12b,	➨	mark **A** for question 12 and move to question 13.
If the student does not find *"separate the computer stations"* in Stimulus 12b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds *"separate the computer stations"* 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 *"separate the computer stations"* in Stimulus 12b,	➨	mark **C** for question 12 and move to question 13.

Presentation Instructions for Question 13

- *Present* Stimulus 13. *Communicate:* **Here is the story "Starring the Set Designers." Set designers build the decorations that go on a stage.**
- *Direct* the student to Stimulus 13. *Communicate* the title and the text.
- *Communicate:* **Find the students who want to be in the school play.**

Stimulus 13

Starring the Set Designers

Lisa, Michael, and Emma wanted to be in the school play. They were reading the script and getting ready to try out for a part.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the students waiting to try out for the play,	➨	mark **A** for question 13 and move to question 14.
If the student does not find the students waiting to try out for the play,	➨	• 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 students waiting to try out for the play,	➨	mark **B** for question 13 and move to question 14.
After the five-second wait time, if the student does not find the students waiting to try out for the play,	➨	mark **C** for question 13 and move to question 14.

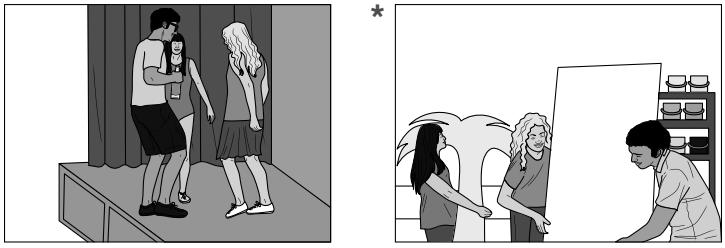
Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b. *Communicate:* **Here is more of the story "Starring the Set Designers."**
- *Direct* the student to Stimulus 14a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate:* **These students are acting in the school play. These students are working on sets for the school play.**
- *Communicate:* **Find what Mrs. Anderson wants Lisa, Michael, and Emma to do.**

Stimulus 14a

Mrs. Anderson, the drama teacher, called out the names of the students with acting parts in the play. Lisa, Michael, and Emma did not hear their names called. They did not have speaking parts in the play, but Mrs. Anderson asked them to be the set designers. Their job would be to build the decorations that go on the stage.

Stimulus 14b



Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the three students working on sets in Stimulus 14b,	➨	mark **A** for question 14 and move to question 15.
If the student does not find the three students working on sets in Stimulus 14b,	➨	• model the desired student action by finding the three students working on sets in Stimulus 14b and *communicate* **"Mrs. Anderson wants Lisa, Michael, and Emma to be the set designers for the school play"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the three students working on sets in Stimulus 14b,	➨	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find the three students working on sets 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 story "Starring the Set Designers."**
- *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 Emma is frustrated with Lisa.**

Stimulus 15a

Lisa was disappointed. She wanted a speaking part in the school play. She did not want to be a set designer. Lisa thought she had done a great job at the tryout. Lisa was angry that Mrs. Anderson did not select her for a part in the play. But she had an idea. "If the girl who got the starring part gets sick or something, I'll know the lines perfectly."

For the next month the set-design team met after school every day. Emma and Michael sawed, hammered, and painted, while Lisa sat in the corner, learning the lines of the starring part. She could see that the sets were going slowly, but she did not think it mattered. Lisa thought it was more important to learn the lines than to work on the sets.

Two weeks before opening night, Emma was very frustrated with Lisa. Emma pointed to a few pieces of wood with different colors of paint running into each other and dripping on the floor.

"This is awful," said Lisa. "Are those clouds supposed to be on fire?"

"Of course not," replied Emma. "The fire is supposed to be a rainbow. We need you to help us paint the sets."

That evening when Mrs. Anderson saw the sets before rehearsal, she was disappointed. "Maybe we should do the play without the sets."

Stimulus 15b

Lisa made a mess on the floor when she was painting the rainbow.

* Lisa spent time learning lines instead of helping with the sets.

Lisa told Mrs. Anderson not to use the sets for the play.

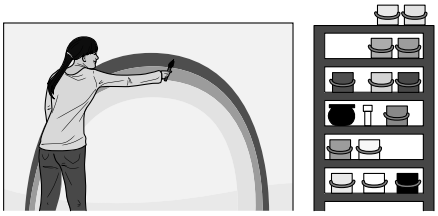
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Lisa spent time learning lines instead of helping with the sets" in Stimulus 15b,	➨	mark **A** for question 15 and move to question 16.
If the student does not find "Lisa spent time learning lines instead of helping with the sets" in Stimulus 15b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student tell what Lisa does in the story. **OR** • Highlight the second and third paragraphs in the text. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Lisa spent time learning lines instead of helping with the sets" in Stimulus 15b,	➨	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find "Lisa spent time learning lines instead of helping with the sets" 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 the conclusion of the story "Starring the Set Designers."**
- *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 shows Lisa realizes why the sets are important.**

Stimulus 16a

As Lisa watched the play rehearsal with no sets, she realized what she had done. She felt a lump in the bottom of her stomach and sweat on her forehead. "I imagined stepping in at the last minute to save the play, but instead, I am ruining it," she thought. "Without the sets, it is going to be hard for the audience to imagine the actors on a tropical island." Lisa decided that if she could not act, she could help tell the story with great sets. "I can be the star of set design," she thought.



Lisa, Michael, and Emma worked every afternoon and evening to get the sets finished and looking great. Emma and Michael were glad that Lisa was doing what she should have been doing all along.

At the end of the play on opening night, Mrs. Anderson had Lisa, Michael, and Emma come out to take a bow. The audience clapped for the set designers just as loudly as it had for the actors. It seemed that the sets were also stars of the show!

Stimulus 16b

* *"Without the sets, it is going to be hard for the audience to imagine the actors on a tropical island."*

Lisa, Michael, and Emma worked every afternoon and evening to get the sets finished and looking great.

At the end of the play on opening night, Mrs. Anderson had Lisa, Michael, and Emma come out to take a bow.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds *"'Without the sets, it is going to be hard for the audience to imagine the actors on a tropical island'"* in Stimulus 16b,	➨	mark **A** for question 16 and move to question 17.
If the student does not find *"'Without the sets, it is going to be hard for the audience to imagine the actors on a tropical island'"* in Stimulus 16b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds *"'Without the sets, it is going to be hard for the audience to imagine the actors on a tropical island'"* 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 *"'Without the sets, it is going to be hard for the audience to imagine the actors on a tropical island'"* in Stimulus 16b,	➨	mark **C** for question 16 and move to question 17.

Presentation Instructions for Question 17

- *Present* Stimulus 17. *Communicate:* **Here is the article "Pickleball."**
- *Direct* the student to Stimulus 17. *Communicate* the text.
- *Communicate:* **Find the students playing pickleball.**

Stimulus 17

Pickleball

*

Pickleball is a game for all ages. It has become part of the physical education program in many schools.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the students playing pickleball,	➨	mark **A** for question 17 and move to question 18.
If the student does not find the students playing pickleball,	➨	• 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 students playing pickleball,	➨	mark **B** for question 17 and move to question 18.
After the five-second wait time, if the student does not find the students playing pickleball,	➨	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 article "Pickleball."**
- *Direct* the student to Stimulus 18a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **These older adults are playing pickleball. These middle school students are playing pickleball.**
- *Communicate:* **Find who plays pickleball more than any other age group.**

Stimulus 18a

Although pickleball is a game for all ages, older adults play pickleball more than any other age group. Older adults can play the game without hip or knee pain because the paddle is lightweight and the ball must bounce before it can be hit over the net.

Stimulus 18b

*

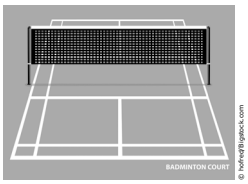
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the older adults playing pickleball in Stimulus 18b,	➨	mark **A** for question 18 and move to question 19.
If the student does not find the older adults playing pickleball in Stimulus 18b,	➨	• model the desired student action by finding the older adults playing pickleball in Stimulus 18b and *communicate* **"Older adults play pickleball more than any other age group"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the older adults playing pickleball in Stimulus 18b,	➨	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find the older adults playing pickleball in Stimulus 18b,	➨	mark **C** for question 18 and move to question 19.

Presentation Instructions for Question 19

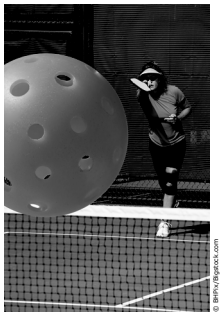
- *Present* Stimulus 19a and 19b. *Communicate:* **Here is more of the article "Pickleball."**
- *Direct* the student to Stimulus 19a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate:* **Find why the Pritchard kids created a new game.**

Stimulus 19a

Pickleball began on an island near Seattle, Washington, a little more than 50 years ago. Joel Pritchard and his family lived in a cabin that had an old badminton court in the back. When another family came to visit, all the kids were bored. Pritchard had a badminton set with a net, but he did not have any rackets. He did have ping-pong paddles and the family dog's plastic ball that was the size of a softball. Pritchard gave the paddles and the ball to the kids and left them on the court to play. When Pritchard returned hours later, the kids were playing a new, exciting game that had no rules or name.



The Pritchards' dog was named Pickles. Whenever the ball would come toward Pickles, he would take the ball and run off. And that is how the game got its name—pickleball.



Stimulus 19b

The kids wanted to play badminton, but they did not have enough players.

* The kids were bored, so they made up a new game using the equipment they had.

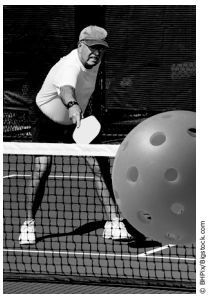
The kids wanted to play a game with their dog on the old badminton court.

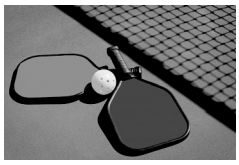
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "The kids were bored, so they made up a new game using the equipment they had" in Stimulus 19b,	➨	mark **A** for question 19 and move to question 20.
If the student does not find "The kids were bored, so they made up a new game using the equipment they had" in Stimulus 19b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight "wanted to play badminton," "were bored," and "wanted to play a game with their dog" in the answer choices. **OR** • Have the student describe what the kids did in the article. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "The kids were bored, so they made up a new game using the equipment they had" in Stimulus 19b,	➨	mark **B** for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find "The kids were bored, so they made up a new game using the equipment they had" 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 the conclusion of the article "Pickleball."**
- *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 what this section of the article is mainly about.**

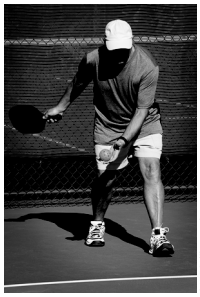
Stimulus 20a





Soon Pritchard and his friends also began playing the game his kids had made up. They decided to improve the equipment by making the wooden paddles bigger than ping-pong paddles. They lowered the net on the court to be like the net on a tennis court. And they made rules to make the game more balanced for all ages of players. Having balance in pickleball means that no player has a size or strength advantage. A small child can play and win against a large, powerful adult.

Pickleball is played in all 50 states and in countries throughout the world. In 10 years pickleball will likely be as well known as baseball, basketball, and football!



Stimulus 20b

The rules for pickleball are easy for everyone to remember.

* People of all ages in all 50 states can play and win pickleball.

Pickleball is played with wooden paddles.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “People of all ages in all 50 states can play and win pickleball” in Stimulus 20b,	➨	mark **A** for question 20.
If the student does not find “People of all ages in all 50 states can play and win pickleball” in Stimulus 20b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “People of all ages in all 50 states can play and win pickleball” in Stimulus 20b,	➨	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find “People of all ages in all 50 states can play and win pickleball” in Stimulus 20b,	➨	mark **C** for question 20.

TEST ADMINISTRATOR MANUAL

STAAR ALTERNATE 2
GRADE 8
Reading
April 2019

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