

TEST ADMINISTRATOR MANUAL

GRADE 6 Reading STAAR Alternate 2

Administered April 2016

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 6 Reading		Cluster 1
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 6.10	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 1 Prerequisite Skill	retell the order of events in a text by referring to the words and/or illustrations (1)	
Item 2 Prerequisite Skill	retell the order of events in a text by referring to the words and/or illustrations (1)	
Item 3 Prerequisite Skill	describe the order of events or ideas in a text (2)	
Item 4 Prerequisite Skill	identify explicit cause and effect relationships among ideas in texts (3)	

Grade 6 Reading		Cluster 2
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 6.2	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 5 Prerequisite Skill	identify what words mean from how they are used in a sentence (1)	
Item 6 Prerequisite Skill	identify and sort words into conceptual categories (e.g., opposites, living things) (1)	
Item 7 Prerequisite Skill	identify and use common words that are opposite (antonyms) or similar (synonyms) in meaning (2)	
Item 8 Prerequisite Skill	identify and use antonyms, synonyms, homographs, and homophones (3)	

Grade 6 Reading		Cluster 3
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 6.6	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 9 Prerequisite Skill	describe characters in a story and the reasons for their actions and feelings (1)	
Item 10 Prerequisite Skill	describe characters in a story and the reasons for their actions and feelings (1)	
Item 11 Prerequisite Skill	describe main characters in works of fiction, including their traits, motivations, and feelings (2)	
Item 12 Prerequisite Skill	describe the interaction of characters including their relationships and the changes they undergo (3-4)	

Grade 6 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 6.12	Students understand how to glean and use information in procedural texts and documents.	
Essence Statement	Uses graphic features to understand procedural texts.	
Item 13 Prerequisite Skill	follow pictorial directions (K)	
Item 14 Prerequisite Skill	follow written multi-step directions with picture cues to assist with understanding (1)	
Item 15 Prerequisite Skill	follow written multi-step directions with picture cues to assist with understanding (1)	
Item 16 Prerequisite Skill	follow written multi-step directions (2)	

Grade 6 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 6.8	Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding.
Essence Statement	Recognizes the meaning of figurative and sensory language in literary texts.
Item 17 Prerequisite Skill	recognize sensory details in literary text (1)
Item 18 Prerequisite Skill	recognize sensory details in literary text (1)
Item 19 Prerequisite Skill	recognize that some words and phrases have literal and non-literal meanings (e.g., take steps) (2)
Item 20 Prerequisite Skill	identify language that creates a graphic visual experience and appeals to the senses (3)

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:* This is an article about students who attend school on a boat.
- Direct the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate:* Find the boat where students learn.

Stimulus 1

Sailing to School

In Bangladesh a boat comes down the river to pick up students for school.



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the boat,	➡	mark A for question 1 and move to question 2.
If the student does not find the boat,	➡	<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 boat,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the boat,	➡	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 “Sailing to School.”**
- Direct the student to Stimulus 2a. *Communicate* the title and the text.
- Direct the student to each answer choice in Stimulus 2b.
- *Communicate*: **Find where students in Bangladesh attend school.**

Stimulus 2a

Sailing to School

In Bangladesh a boat comes down the river to pick up the students for school. The students attend school on the boat!

Stimulus 2b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the boat in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find the boat in Stimulus 2b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the school boat and <i>communicate</i> “Students in Bangladesh attend school on a boat”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the boat in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the boat 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 “Sailing to School.”**
- *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 what Rezwan did to help students after he graduated from school.**

Stimulus 3a

Mohammed Rezwan grew up in Bangladesh. Because the country is very close to sea level, it is flooded for five months every year.



Rezwan was often frustrated when the flooding made it impossible for him to go to school. He wanted to solve the problem of getting kids to school when the river was flooded. After Rezwan graduated, he began designing boats that became schools.

The school boats travel along the rivers and pick up students for classes. When the class is over, the boat drops the students off at home and picks up more students. Teachers on the boats usually teach three or four classes every day.

Stimulus 3b

Rezwan picked up students in boats for classes and dropped them off at home.

Rezwan taught three to four classes in boats several times a day.

* Rezwan designed boats for students to attend classes when the river was flooding.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Rezwan designed boats for students to attend classes when the river was flooding” in Stimulus 3b,	➡ mark A for question 3 and move to question 4.
If the student does not find “Rezwan designed boats for students to attend classes when the river was flooding” in Stimulus 3b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify what Rezwan did to solve the problem of getting kids to school. OR • Highlight the second paragraph. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Rezwan designed boats for students to attend classes when the river was flooding” in Stimulus 3b,	➡ mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “Rezwan designed boats for students to attend classes when the river was flooding” 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 “Sailing to School.”**
- *Direct* the student to Stimulus 4a. *Communicate* the text.
- *Direct* the student to the text box in Stimulus 4b. *Communicate* the text in the text box.
- *Direct* the student to the stem and each answer choice in Stimulus 4b. *Communicate* the text in the stem and each answer choice.
- *Communicate*: **Find the statement that shows the effect of Rezwan’s work in Bangladesh.**

Stimulus 4a

In addition to designing and building school boats, Rezwan started an organization to help the people of Bangladesh receive an education.



Rezwan’s school boats are a great success. Today there are 88 boats in the waters around Bangladesh. Half the boats are used as schools. The other half are used as houses during the flooding season. There is also a floating computer center, a floating library that allows students to check out books, and a floating health-care center.

Parents in Bangladesh are happy to have the boats so their children can go to school. When a mother with a six-year-old daughter was asked about the program, she said, “It was difficult for my parents to send me to school. But now my daughter can study every day. I hope she will become a doctor or an engineer.”

Rezwan’s boats deliver more than books. They also bring hope to the many people who live in the flooded areas of Bangladesh.

Stimulus 4b

"It was difficult for my parents to send me to school. But now my daughter can study every day. I hope she will become a doctor or an engineer."

This mother's words show that —

Rezwan believes that his school boats will help many students become doctors and engineers

* Rezwan's school boats improved education for many families in Bangladesh

Rezwan's school boats have caused parents to worry about their children's education

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "Rezwan's school boats improved education for many families in Bangladesh" in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find "Rezwan's school boats improved education for many families in Bangladesh" in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Rezwan's school boats improved education for many families in Bangladesh" 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 "Rezwan's school boats improved education for many families in Bangladesh" in Stimulus 4b,	➡	mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- Present Stimulus 5. *Communicate*: The words “**straight**” and “**curly**” are opposites.
- *Direct* the student to the underlined words in Stimulus 5.
- *Communicate* the text, emphasizing the underlined words.
- *Communicate*: **Find the girl with curly hair.**

Stimulus 5

This girl has straight hair.



*

This girl has curly hair.



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the girl with curly hair,	➡	mark A for question 5 and move to question 6.
If the student does not find the girl with curly hair,	➡	<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 girl with curly hair,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the girl with curly hair,	➡	mark C for question 5 and move to question 6.

Presentation Instructions for Question 6

- Present Stimulus 6a and 6b.
- Direct the student to Stimulus 6a. *Communicate* the text, emphasizing the underlined word.
- Direct the student to each answer choice in Stimulus 6b.
- *Communicate*: **Find the boy with curly hair.**

Stimulus 6a

This girl has curly hair.



Stimulus 6b

*



Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the boy with curly hair,	➡	mark A for question 6 and move to question 7.
If the student does not find the boy with curly hair,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the boy with curly hair and <i>communicate</i> “‘Curly’ is the opposite of ‘straight.’ This boy has curly hair”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the boy with curly hair,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the boy with curly hair,	➡	mark C for question 6 and move to question 7.

Presentation Instructions for Question 7

- Present Stimulus 7a and 7b.
- 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 the two words from the sentences that are opposites.**

Stimulus 7a

Frogs live near the water. They have webbed feet for swimming and long legs for jumping. A frog's skin is smooth and slippery.



Toads live in dry areas. They have short, strong legs that are good for walking and hopping. A toad's skin is bumpy and dry.



Stimulus 7b

*

smooth and bumpy

long and dry

webbed and strong

Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the words “smooth and bumpy” in Stimulus 7b,	➡	mark A for question 7 and move to question 8.
If the student does not find the words “smooth and bumpy” in Stimulus 7b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify how the frog and the toad are different. OR • Highlight the describing words in the sentences in Stimulus 7a. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the words “smooth and bumpy” in Stimulus 7b,	➡	mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find the words “smooth and bumpy” in Stimulus 7b,	➡	mark C for question 7 and move to question 8.

Presentation Instructions for Question 8

- Present Stimulus 8a and 8b.
- Direct the student to Stimulus 8a. *Communicate* the text, emphasizing the underlined word.
- Direct the student to the empty box in Stimulus 8a. *Communicate*: **There is a word missing from the text.**
- Direct the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the word that is the opposite of “treacherous.”**

Stimulus 8a

White-water rafting is a dangerous sport. The rushing waters can be very treacherous. People must wear life jackets in the rubber rafts to be



Stimulus 8b

*

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the word “safe,”	➡	mark A for question 8 and move to question 9.
If the student does not find the word “safe,”	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds the word “safe,”	➡	mark B for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find the word “safe,”	➡	mark C for question 8 and move to question 9.

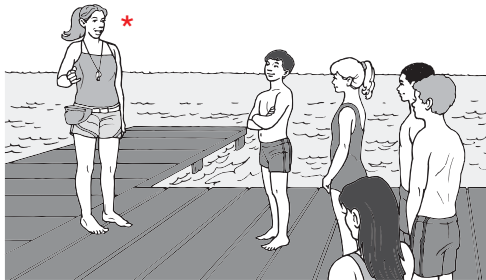
Presentation Instructions for Question 9

- Present Stimulus 9.
- Direct the student to Stimulus 9. *Communicate:* **Coach Karen is the swimming coach. She teaches kids to swim.**
- *Communicate* the title and the text.
- *Communicate:* **Find the swimming coach.**

Stimulus 9

The Super Swimmer

"O.K., people! It's time for swimming lessons!"
said Coach Karen to the kids standing on the pier.



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the swimming coach,	➡	mark A for question 9 and move to question 10.
If the student does not find the swimming coach,	➡	<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 swimming coach,	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the swimming coach,	➡	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 story “The Super Swimmer.”**
- Direct the student to Stimulus 10a. *Communicate* the title and the text.
- Direct the student to each answer choice in Stimulus 10b.
- *Communicate*: **Find the kids who want to jump in the water.**

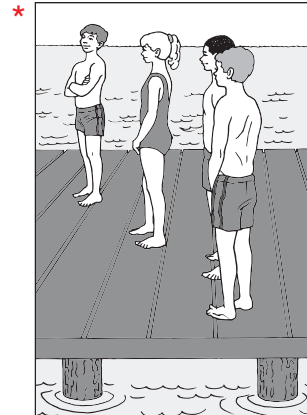
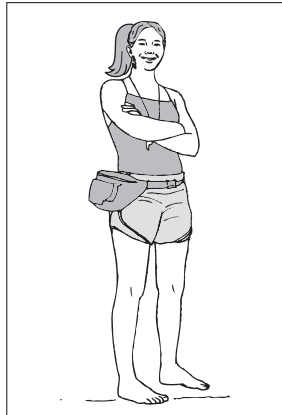
Stimulus 10a

The Super Swimmer

“O.K., people! It’s time for swimming lessons!”
said Coach Karen to the kids standing on the pier.

The kids groaned. They just wanted to jump in
the water and play.

Stimulus 10b



Scoring Instructions

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

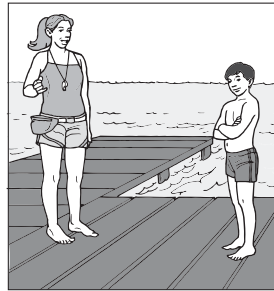
Presentation Instructions for Question 11

- Present Stimulus 11a and 11b. *Communicate*: **This is more from the story “The Super Swimmer.”**
- *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 sentence that tells how Billy is feeling.**

Stimulus 11a

“Attitude, people, attitude! You need the right attitude, just like Billy here! His progress learning to swim last year was awesome. He was so determined.”

Everyone looked at Billy. He turned red but did not say anything. He hadn’t learned to swim last summer. His brother Tommy had, but Billy hadn’t even gone to camp the year before.



Coach Karen asked, “Billy, did you keep practicing even when the lessons were over?”

Billy just couldn’t be rude to an adult in front of all the other kids. He nodded his head yes even though he knew that Coach Karen was talking about his brother Tommy.

Coach Karen continued talking. “By the end of the summer, Billy had earned a Super Swimmer award!”

Stimulus 11b

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Billy is worried about being rude to the coach.

Billy is proud he learned to swim last summer.

Billy is afraid to jump in the water with the other kids.

Scoring Instructions

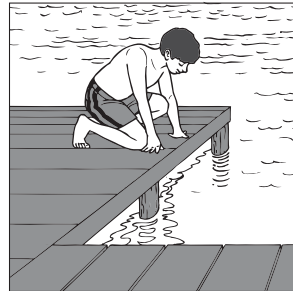
Student Action		Test Administrator Action
If the student finds “Billy is worried about being rude to the coach” in Stimulus 11b,	➡	mark A for question 11 and move to question 12.
If the student does not find “Billy is worried about being rude to the coach” in Stimulus 11b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none">• Have the student tell what happened to Billy.OR• Highlight the words that describe Billy’s feelings in the answer choices. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “Billy is worried about being rude to the coach” in Stimulus 11b,	➡	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “Billy is worried about being rude to the coach” in Stimulus 11b,	➡	mark C for question 11 and move to question 12.

Presentation Instructions for Question 12

- Present Stimulus 12a and 12b. *Communicate*: **This is the conclusion to the story “The Super Swimmer.”**
- *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 Billy waits to tell Coach Karen about his brother Tommy.**

Stimulus 12a

Billy had been confused, but now things were beginning to make sense. Billy and his brother Tommy looked a lot alike. And Tommy had gone to camp and learned to swim last summer. In fact, Tommy was so proud of his Super Swimmer award that he thought he could swim in the Olympics. Coach Karen thought Billy was his brother Tommy.



Coach Karen said to the other kids, “I want to see all of you working hard. You have to want it like Billy!”

Billy wanted to tell Coach Karen that he was Billy—not Tommy. But he didn’t want to embarrass the coach, and he was too afraid to speak up.

“You need to see Billy dive to the bottom of the lake,” said Coach Karen. Then she picked up a brick and dropped it off the end of the pier. The brick splashed into the water.

The lake water was deep and freezing cold.

Coach Karen said, “Dive in and get the brick, Billy. Show them how it is done.”

“Um, Coach Karen . . . ,” Billy said. Coach Karen gave Billy a funny look.

“I can’t,” said Billy. He knew he had to say something. Billy couldn’t dive into the water, but he could tell the truth. “My brother Tommy could,” Billy admitted. “I’m Billy, and I can’t swim.”

Stimulus 12b

Billy likes knowing that Coach Karen thinks he is a good swimmer.

Billy is worried that the other kids will not like him.

* Billy is not brave enough to tell Coach Karen that she is confused.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Billy is not brave enough to tell Coach Karen that she is confused” in Stimulus 12b,	➡	mark A for question 12 and move to question 13.
If the student does not find “Billy is not brave enough to tell Coach Karen that she is confused” in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Billy is not brave enough to tell Coach Karen that she is confused” 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 “Billy is not brave enough to tell Coach Karen that she is confused” in Stimulus 12b,	➡	mark C for question 12 and move to question 13.

Presentation Instructions for Question 13

- Present Stimulus 13.
- Direct the student to Stimulus 13. Communicate the text.
- Communicate: **Find George Washington writing a secret message with invisible ink.**

Stimulus 13

George Washington used lemon juice
to write secret messages he did not
want the enemy to read.



Scoring Instructions

Student Action		Test Administrator Action
If the student finds George Washington,	➡	mark A for question 13 and move to question 14.
If the student does not find George Washington,	➡	<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 George Washington,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find George Washington,	➡	mark C for question 13 and move to question 14.

Presentation Instructions for Question 14

- Present Stimulus 14a and 14b.
- Direct the student to Stimulus 14a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 14b. *Communicate*: **This bottle of ink was used to write a message that can be easily read. This bottle of lemon juice was used to write a message that could not be read.**
- *Communicate*: **Find what was used to write the secret message.**

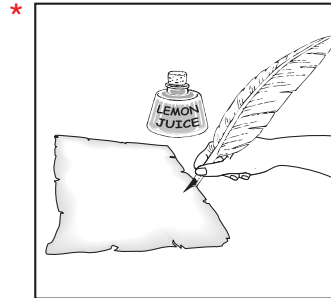
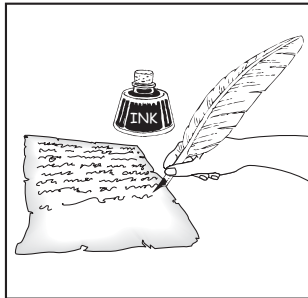
Stimulus 14a

George Washington
wrote secret
messages with
lemon juice.

The messages could
not be seen on
white paper.



Stimulus 14b



Scoring Instructions







Student Action	➡	Test Administrator Action
If the student finds the lemon juice used to write the secret message in Stimulus 14b,	➡	mark A for question 14 and move to question 15.
If the student does not find the lemon juice used to write the secret message in Stimulus 14b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the lemon juice in Stimulus 14b and <i>communicate</i> “This lemon juice was used to write the secret message”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the lemon juice used to write the secret message in Stimulus 14b,	➡	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the lemon juice used to write the secret message 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 are the steps for “How to Send and Read a Secret Message.”**
- Direct the student to Stimulus 15a. *Communicate* the title and the text.
- Direct the student to each answer choice in Stimulus 15b. *Communicate:* **Lemon. Feather. Lightbulb.**
- *Communicate:* **Find the symbol for what is needed to read the secret message.**

Stimulus 15a

How to Send and Read a Secret Message

1. Squeeze the juice from a lemon into a bowl. 
2. Find a writing tool—toothpick, small paintbrush, feather. 
3. Dip the tip of the writing tool in the lemon juice. 
4. Write your message on a blank piece of paper. 
5. Let the lemon juice get completely dry. 
6. Heat the paper by holding it near a lightbulb to read the secret message. 

Stimulus 15b



Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds the lightbulb in Stimulus 15b,	→	mark A for question 15 and move to question 16.
If the student does not find the lightbulb in Stimulus 15b,	→	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Role-play sending and reading a secret message. OR • Have the student identify what each symbol means. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds the lightbulb 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 lightbulb in Stimulus 15b,	→	mark C for question 15 and move to question 16.

Presentation Instructions for Question 16

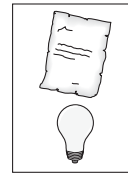
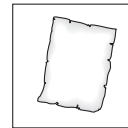
- Present Stimulus 16a and 16b. *Communicate*: **Here is the last step for “How to Send and Read a Secret Message.”**
- Direct the student to Stimulus 16a. *Communicate* the text.
- Direct the student to the stem and each answer choice in Stimulus 16b. *Communicate* the text in the stem and each answer choice.
- *Communicate*: **Find what happens to the message when it is held over a lightbulb.**

Stimulus 16a

6. Heat the paper by holding it near a lightbulb to read the secret message.



The lemon juice causes the fibers in the paper to weaken. When the paper is heated by the lightbulb, the fibers quickly get dark, and the message can be seen. However, if the paper is close to the lightbulb too long, the entire sheet of paper will get too dark, and the message will be lost.



Stimulus 16b

When the message is held over a lightbulb —

the paper becomes wrinkled and difficult to read

- * the words on the paper get dark so that the message can be read

the lemon juice cooks and produces a lovely smell

Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds “the words on the paper get dark so that the message can be read” in Stimulus 16b,	→	mark A for question 16 and move to question 17.
If the student does not find “the words on the paper get dark so that the message can be read” in Stimulus 16b,	→	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “the words on the paper get dark so that the message can be read” 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 “the words on the paper get dark so that the message can be read” in Stimulus 16b,	→	mark C for question 16 and move to question 17.

Presentation Instructions for Question 17

- Present Stimulus 17.
- Direct the student to Stimulus 17. *Communicate* the text.
- *Communicate*: **Find the wings on the butterfly.**

Stimulus 17

The butterfly's open wings flap like flags in a parade.



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Scoring Instructions

Student Action		Test Administrator Action
If the student finds any of the wings on the butterfly,	➡	mark A for question 17 and move to question 18.
If the student does not find any of the wings on the butterfly,	➡	<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 any of the wings on the butterfly,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find any of the wings on the butterfly,	➡	mark C for question 17 and move to question 18.

Presentation Instructions for Question 18

- Present Stimulus 18a and 18b.
- Direct the student to Stimulus 18a. Communicate the text.
- Direct the student to each answer choice in Stimulus 18b. Communicate: **This butterfly's wings are closed. This butterfly's wings are open.**
- Communicate: **Find the butterfly with open wings that flap like flags in a parade.**

Stimulus 18a

The butterfly's open wings flap like flags in a parade.



Stimulus 18b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the butterfly with open wings in Stimulus 18b,	➡	mark A for question 18 and move to question 19.
If the student does not find the butterfly with open wings in Stimulus 18b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the butterfly with open wings in Stimulus 18b and <i>communicate</i> “This butterfly has open wings that flap like flags in a parade”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the butterfly with open wings in Stimulus 18b,	➡	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find the butterfly with open wings in Stimulus 18b,	➡	mark C for question 18 and move to question 19.

Presentation Instructions for Question 19

- Present Stimulus 19a and 19b.
- Direct the student to Stimulus 19a. *Communicate* the text.
- Direct the student to the stem and each answer choice in Stimulus 19b. *Communicate* the text in the stem and each answer choice.
- *Communicate*: **Find how the sensory language describes the fabric.**

Stimulus 19a

Mina took the silk scarf from the bottom drawer of the old chest. It was the scarf her grandma had worn when she was a little girl. The fabric that once was snow white was now frayed and had yellowed like the color of butter. Mina was surprised at how soft and fine the threads were. She couldn't believe that an ugly silkworm could make something so pretty.

Stimulus 19b

The fabric was —

stiff and wrinkled

neatly folded

* old but beautiful

Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds “old but beautiful” in Stimulus 19b,	➡	mark A for question 19 and move to question 20.
If the student does not find “old but beautiful” in Stimulus 19b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student tell how the author describes the fabric. OR • Highlight the descriptive words in the text. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “old but beautiful” in Stimulus 19b,	➡	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “old but beautiful” in Stimulus 19b,	➡	mark C for question 19 and move to question 20.

Presentation Instructions for Question 20

- Present Stimulus 20a and 20b.
- Direct the student to Stimulus 20a. *Communicate* the text.
- Direct the student to the text box in Stimulus 20b. *Communicate* the text in the text box.
- Direct the student to the stem and each answer choice in Stimulus 20b. *Communicate* the text in the stem and each answer choice.
- *Communicate*: **Find how the author uses sensory language in this sentence.**

Stimulus 20a

Maria stared into the mirror. Her wild brown hair, the freckles on her cheeks, and her button nose made her look just like her mother, her grandmother, and her great-grandmother. Maria wanted to look different. Instead, Maria looked as though she had popped out of a copy machine.

Stimulus 20b

Instead, Maria looked as though she had popped out of a copy machine.

The author uses sensory language to show that —

*Maria's face is exactly like the faces of the other females in her family

Maria is the youngest female in her family

Maria wants to have many pictures of her female relatives

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Maria’s face is exactly like the faces of the other females in her family” in Stimulus 20b,	➡ mark A for question 20.
If the student does not find “Maria’s face is exactly like the faces of the other females in her family” in Stimulus 20b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Maria’s face is exactly like the faces of the other females in her family” in Stimulus 20b,	➡ mark B for question 20.
After the teacher repeats the instructions, if the student does not find “Maria’s face is exactly like the faces of the other females in her family” in Stimulus 20b,	➡ mark C for question 20.

**TEST
ADMINISTRATOR
MANUAL**

**STAAR ALTERNATE 2
GRADE 6
Reading
April 2016**