

# **TEST ADMINISTRATOR MANUAL**

## **GRADE 7 Reading STAAR Alternate 2**

**Administered April 2019**

**RELEASED**



## Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

<b>Grade 7 Reading</b>		<b>Cluster 1</b>
<b>Reporting Category 1</b>	Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.	
<b>Knowledge and Skills Statement 7.2</b>	Students understand new vocabulary and use it when reading and writing.	
<b>Essence Statement</b>	Identifies new vocabulary words in text using a variety of strategies.	
<b>Item 1 Prerequisite Skill</b>	Identify words that name actions (verbs) and words that name persons, places, or things (nouns) (1)	
<b>Item 2 Prerequisite Skill</b>	Use context to determine the relevant meaning of unfamiliar words or multiple-meaning words (2)	
<b>Item 3 Prerequisite Skill</b>	Use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs (3)	
<b>Item 4 Prerequisite Skill</b>	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)	

<b>Grade 7 Reading</b>		<b>Cluster 2</b>
<b>Reporting Category 2</b>	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.	
<b>Knowledge and Skills Statement 7.6</b>	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.	
<b>Essence Statement</b>	Recognizes how elements of fiction contribute to plot development.	
<b>Item 5 Prerequisite Skill</b>	Describe characters in a story and the reasons for their actions and feelings (1)	
<b>Item 6 Prerequisite Skill</b>	Describe main characters in works of fiction, including their traits, motivations, and feelings (2)	
<b>Item 7 Prerequisite Skill</b>	Describe the interaction of characters including their relationships and the changes they undergo (3-4)	
<b>Item 8 Prerequisite Skill</b>	Explain the roles and functions of characters in various plots, including their relationships and conflicts (5)	

<b>Grade 7 Reading</b>		<b>Cluster 3</b>
<b>Reporting Category 3</b>	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
<b>Knowledge and Skills Statement 7.11</b>	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	
<b>Essence Statement</b>	Recognizes the arguments presented in persuasive texts.	
<b>Item 9 Prerequisite Skill</b>	Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace, using the conventions of language (2)	
<b>Item 10 Prerequisite Skill</b>	Identify what the author is trying to persuade the reader to think or do (3)	
<b>Item 11 Prerequisite Skill</b>	Identify what the author is trying to persuade the reader to think or do (3)	
<b>Item 12 Prerequisite Skill</b>	Identify the author's viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument (5)	

<b>Grade 7 Reading</b>		<b>Cluster 4</b>
<b>Reporting Category 3</b>	Understanding and Analysis of Informational Texts: The student will demonstrate an ability to understand and analyze informational texts.	
<b>Knowledge and Skills Statement 7.10</b>	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	
<b>Essence Statement</b>	Recognizes how organizational patterns impact main idea and details in informational texts.	
<b>Item 13 Prerequisite Skill</b>	Restate the main idea, heard or read (1)	
<b>Item 14 Prerequisite Skill</b>	Locate the facts that are clearly stated in a text (2)	
<b>Item 15 Prerequisite Skill</b>	Identify the details or facts that support the main idea (3)	
<b>Item 16 Prerequisite Skill</b>	Summarize the main idea and supporting details in text in ways that maintain meaning (4)	

<b>Grade 7 Reading</b>	<b>Cluster 5</b>
<b>Reporting Category 2</b>	Understanding and Analysis of Literary Texts: The student will demonstrate an ability to understand and analyze literary texts.
<b>Knowledge and Skills Statement 7.13</b>	Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.
<b>Essence Statement</b>	Recognizes the various techniques used in media that impact the meaning in literary texts.
<b>Item 17 Prerequisite Skill</b>	Monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud) (K-1)
<b>Item 18 Prerequisite Skill</b>	Retell or act out important events in stories in logical order (1)
<b>Item 19 Prerequisite Skill</b>	Make inferences about text and use evidence to support understanding (1-6)
<b>Item 20 Prerequisite Skill</b>	Make inferences about text and use evidence to support understanding (1-6)

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 word is “top.”** *Communicate* the text.
- *Communicate:* **Find the boy wearing a baseball cap on the top of his head.**

### Stimulus 1

top



Eric is wearing a baseball cap on the top of his head.

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

## Presentation Instructions for Question 2

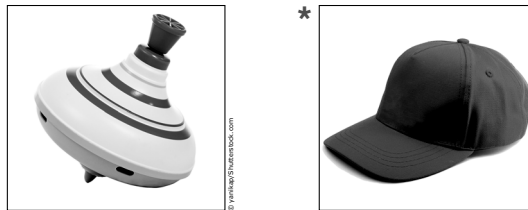
- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. Communicate the text.
- Direct the student to each answer choice in Stimulus 2b. Communicate: **This is a toy top. This is a cap.**
- Communicate: **Find what is on top of Eric’s head.**

### Stimulus 2a



Eric is wearing a baseball cap on the top of his head.

### Stimulus 2b



### Scoring Instructions

Student Action		Test Administrator Action
If the student finds the cap in Stimulus 2b,	➡	mark <b>A</b> for question 2 and move to question 3.
If the student does not find the cap in Stimulus 2b,	➡	<ul style="list-style-type: none"> <li>• model the desired student action by finding the cap in Stimulus 2b and <i>communicate</i> “<b>This is a cap</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds the cap in Stimulus 2b,	➡	mark <b>B</b> for question 2 and move to question 3.
After teacher modeling, if the student does not find the cap in Stimulus 2b,	➡	mark <b>C</b> 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* the text.
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate*: **Find what the word “patch” means in the sentence.**

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#### Stimulus 3a



Weston slid into third base and tore a hole in his baseball pants. After the baseball game his mother sewed a patch over the hole.

#### Stimulus 3b

to settle or smooth over an argument

\* material used to fix a hole in clothing

a small area of land

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## Scoring Instructions

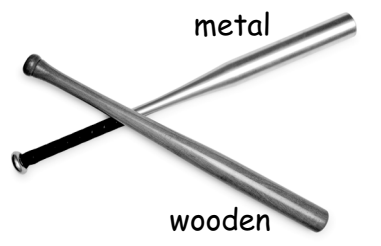
Student Action	Test Administrator Action
If the student finds “material used to fix a hole in clothing” in Stimulus 3b,	➡ mark <b>A</b> for question 3 and move to question 4.
If the student does not find “material used to fix a hole in clothing” in Stimulus 3b,	➡ provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student describe the photograph. <b>OR</b></li> <li>• Discuss an example for each answer choice.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “material used to fix a hole in clothing” in Stimulus 3b,	➡ mark <b>B</b> for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “material used to fix a hole in clothing” in Stimulus 3b,	➡ mark <b>C</b> 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 each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that uses the word “light” in the same way as the sentence under the photograph.**

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### Stimulus 4a



A wooden bat is heavy, but a metal bat is light.

### Stimulus 4b

The light at the baseball field was bright.

Mark could not find the baseball because it was a light color.

\* Mark could easily swing his bat because it was light.

## Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Mark could easily swing his bat because it was light” in Stimulus 4b,	➡ mark <b>A</b> for question 4 and move to question 5.
If the student does not find “Mark could easily swing his bat because it was light” in Stimulus 4b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Mark could easily swing his bat because it was light” in Stimulus 4b,	➡ mark <b>B</b> for question 4 and move to question 5.
After the teacher repeats the instructions, if the student does not find “Mark could easily swing his bat because it was light” in Stimulus 4b,	➡ mark <b>C</b> for question 4 and move to question 5.

## Presentation Instructions for Question 5

- *Present* Stimulus 5. *Communicate*: Here is the story “A Self-Portrait Collage.” It is about a girl who makes an art project about herself.
- *Direct* the student to Stimulus 5. *Communicate* the text.
- *Communicate*: Find the girl frustrated with her art homework assignment.

### Stimulus 5

#### A Self-Portrait Collage



Liza was frustrated as she looked at the words on the paper with her art homework assignment:  
*Create your own self-portrait. Make it original.  
 Make it show the real you.*

### Scoring Instructions

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

## Presentation Instructions for Question 6

- Present Stimulus 6a and 6b. *Communicate:* **Here is more of the story “A Self-Portrait Collage.”**
- *Direct* the student to Stimulus 6a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate:* **This is Liza drawing a picture at an easel. This is Liza running.**
- *Communicate:* **Find what Liza does to calm herself down.**

### Stimulus 6a



Liza had no idea how to draw a self-portrait. She decided to do something that calmed her down. Liza would go for a run. She was definitely a runner, not an artist.

### Stimulus 6b



## Scoring Instructions

Student Action		Test Administrator Action
If the student finds Liza running in Stimulus 6b,	➔	mark <b>A</b> for question 6 and move to question 7.
If the student does not find Liza running in Stimulus 6b,	➔	<ul style="list-style-type: none"> <li>• model the desired student action by finding Liza running in Stimulus 6b and <i>communicate</i> <b>“This is Liza running to calm herself down”</b>; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds Liza running in Stimulus 6b,	➔	mark <b>B</b> for question 6 and move to question 7.
After teacher modeling, if the student does not find Liza running in Stimulus 6b,	➔	mark <b>C</b> for question 6 and move to question 7.

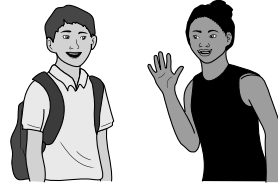


## Presentation Instructions for Question 7

- Present Stimulus 7a and 7b. *Communicate:* **Here is more of the story “A Self-Portrait Collage.”**
  - *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 Liza and Daniel become friends.**
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### Stimulus 7a

Just as Liza stepped outside, she saw her neighbor coming home from school. His name was Daniel, and she recognized him from the track team tryouts. She waved at him.



Daniel saw Liza and came over to talk to her. “Did you make the team?” he asked.

“Yes. I’ll be at practice tomorrow,” she said, “if I can finish my homework.”

“What’s up with your homework?” Daniel asked. Liza told him about her impossible art assignment.

“Well, what would you like to share about yourself in your project?” Daniel asked.

Liza thought for a minute. “I like to run,” she said. “I don’t like to draw. I’m not a good artist, and I’ve never had to take an art class before.”

“I’ve taken a lot of art classes,” Daniel said. “I think of an art project like a race. Every race is different, just like every art project is different,” he said.

Liza wasn’t really sure what Daniel meant. But she thanked him for his help, and the new friends made plans to go for a weekend run.

**Stimulus 7b**

Liza likes art, but Daniel does not.

\* Liza and Daniel both like to run.

Liza and Daniel both like art.

<b>Scoring Instructions</b>		
<b>Student Action</b>		<b>Test Administrator Action</b>
If the student finds "Liza and Daniel both like to run" in Stimulus 7b,	➡	mark <b>A</b> for question 7 and move to question 8.
If the student does not find "Liza and Daniel both like to run" in Stimulus 7b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"><li>• Have the student tell about the ways Liza and Daniel are alike. <b>OR</b></li><li>• Highlight the last three paragraphs.</li></ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Liza and Daniel both like to run" in Stimulus 7b,	➡	mark <b>B</b> for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find "Liza and Daniel both like to run" in Stimulus 7b,	➡	mark <b>C</b> for question 7 and move to question 8.

## Presentation Instructions for Question 8

- Present Stimulus 8a and 8b. *Communicate*: **Here is more of the story “A Self-Portrait Collage.”**
- *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 Liza gets the idea for her art homework.**

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### Stimulus 8a

That night Liza was back in her room, trying to figure out what to do for her assignment. She kept thinking about Daniel's words. *“I think of an art project like a race. Every race is different, just like every art project is different.”*

Liza tried to draw her face. She scrunched up the paper and threw it at a box in the corner of her room. The paper missed the box, so Liza went over to pick it up off the floor. As Liza leaned over, she saw a pair of her old running shoes in the box. “Too bad I can't turn a pair of running shoes into a self-portrait. Those shoes tell more about who I am than my silly drawings,” she thought.



Suddenly Liza understood what Daniel meant. Her project did not have to be like anyone else's in the class.

Liza pulled her old running shoes out of the box and glued them to a piece of cardboard. Then Liza found some photographs from past races. She also found photographs of her family. She glued the photographs around the shoes to finish her collage.



The next morning when Liza saw Daniel, she thanked him for his good advice. She showed him the cardboard self-portrait and told him how she put it together.

“Your idea is awesome!” Daniel said. They high-fived each other and walked to school.

## Stimulus 8b

\* Liza sees a pair of her old running shoes when she goes to pick up her drawing off the floor.

Liza finds a box of photographs from old races and of her family.

Liza realizes that Daniel thinks she should draw a race instead of her face.

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Liza sees a pair of her old running shoes when she goes to pick up her drawing off the floor” in Stimulus 8b,	➡	mark <b>A</b> for question 8 and move to question 9.
If the student does not find “Liza sees a pair of her old running shoes when she goes to pick up her drawing off the floor” in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Liza sees a pair of her old running shoes when she goes to pick up her drawing off the floor” in Stimulus 8b,	➡	mark <b>B</b> for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find “Liza sees a pair of her old running shoes when she goes to pick up her drawing off the floor” in Stimulus 8b,	➡	mark <b>C</b> for question 8 and move to question 9.

## Presentation Instructions for Question 9

- *Present* Stimulus 9. *Communicate*: Here is a letter a student wrote to the principal about an after-school video-gaming club.
- Direct the student to Stimulus 9. *Communicate* the text.
- *Communicate*: Find the student who wants to start an after-school video-gaming club.

### Stimulus 9



Dear Principal Anderson,

I would like to start an after-school video-gaming club at Highpoint Middle School. I hope I can convince you that this is a good idea for the coming school year.

### Scoring Instructions

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

## Presentation Instructions for Question 10

- Present Stimulus 10a and 10b. *Communicate:* **Here is more of the letter about the after-school video-gaming club.**
- *Direct* the student to Stimulus 10a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate:* **This is Ms. Rodriguez, the school counselor. This is Mr. Anderson, the school principal.**
- *Communicate:* **Find who has agreed to help with the after-school video-gaming club.**

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### Stimulus 10a



I have asked Ms. Rodriguez, the school counselor, to help us with our after-school gaming club. She will be responsible for approving the games we play in the club. I am willing to be the president of the club for the first year. I am ready to work very hard to make this idea a success.

### Stimulus 10b



## Scoring Instructions

Student Action	Test Administrator Action
If the student finds Ms. Rodriguez in Stimulus 10b,	➡ mark <b>A</b> for question 10 and move to question 11.
If the student does not find Ms. Rodriguez in Stimulus 10b,	➡ <ul style="list-style-type: none"> <li>• model the desired student action by finding Ms. Rodriguez in Stimulus 10b and <i>communicate</i> “<b>Ms. Rodriguez has agreed to help with the after-school video-gaming club</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds Ms. Rodriguez in Stimulus 10b,	➡ mark <b>B</b> for question 10 and move to question 11.
After teacher modeling, if the student does not find Ms. Rodriguez in Stimulus 10b,	➡ mark <b>C</b> for question 10 and move to question 11.

## Presentation Instructions for Question 11

- *Present* Stimulus 11a and 11b. *Communicate*: **Here is more of the letter about the after-school video-gaming club.**
- *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 an idea the author uses to convince the principal that money for the club is not a problem.**

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### Stimulus 11a

One concern people have is that kids who play video games lose interest in everything else. I agree that when people like to do something, they do a lot of it. This is true for students who play baseball or who play in a band as much as it is true for students who play video games. We are asking to meet once a week for an hour. Baseball and basketball players practice longer than that almost every day.



A second concern people have is that the school has no money in the budget for video games and equipment. The woman who runs the thrift store downtown offered to give us a few old computers and game consoles to get our club started. She told me about another store that donates video games and electronics to schools in need. Also, several students who are interested in the after-school club have consoles and games they are willing to share to get us started.





**Stimulus 11b**

\* Stores will donate old computers and used equipment to the school.

The baseball team and the band will give money to the club's budget.

Students will sell their old games and used equipment to make money for the club.

<b>Scoring Instructions</b>		
Student Action		Test Administrator Action
If the student finds "Stores will donate old computers and used equipment to the school" in Stimulus 11b,	➡	mark <b>A</b> for question 11 and move to question 12.
If the student does not find "Stores will donate old computers and used equipment to the school" in Stimulus 11b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Highlight the second paragraph. <b>OR</b></li> <li>• Have the student describe who is willing to help the club with video-game equipment.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Stores will donate old computers and used equipment to the school" in Stimulus 11b,	➡	mark <b>B</b> for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "Stores will donate old computers and used equipment to the school" in Stimulus 11b,	➡	mark <b>C</b> for question 11 and move to question 12.

## Presentation Instructions for Question 12

- *Present* Stimulus 12a and 12b. *Communicate*: **Here is more of the letter about the after-school video-gaming club.**
- *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 one way the author makes an argument for the after-school video-gaming club.**

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### Stimulus 12a

Many people believe that video games are a waste of time; however, some scientists actually think video games help the brain. People who play action video games must learn to make quick decisions or they lose.

Scientists have shown that people learn best when they are active. Video-gamers are much more active than people who just watch



television. When people only watch television, all they have to do is sit and watch. People who play video games are actively involved. If they lose their concentration, they make mistakes and lose.

An after-school video-gaming club could also help with grades. To become and remain a member of the club, students must have passing grades in all their classes.

There are students in this school who would like to join an after-school video-gaming club. This club would be for students who want to get together and share something they enjoy doing, just like the chess players and soccer players.

I look forward to meeting with you to discuss this.

Sincerely,

Alex Ayers

## Stimulus 12b

by providing the number of students who want to join the after-school video-gaming club

\* by explaining how playing video games helps improve the brain

by giving examples of how video games are a waste of time

### Scoring Instructions

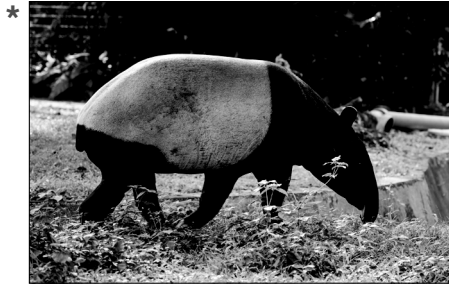
Student Action		Test Administrator Action
If the student finds “by explaining how playing video games helps improve the brain” in Stimulus 12b,	➡	mark <b>A</b> for question 12 and move to question 13.
If the student does not find “by explaining how playing video games helps improve the brain” in Stimulus 12b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “by explaining how playing video games helps improve the brain” in Stimulus 12b,	➡	mark <b>B</b> for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find “by explaining how playing video games helps improve the brain” in Stimulus 12b,	➡	mark <b>C</b> for question 12 and move to question 13.

**Presentation Instructions for Question 13**

- *Present* Stimulus 13. *Communicate*: **Here is the article “Malayan Tapirs: The Disappearing Species.”**
- *Direct* the student to Stimulus 13. *Communicate* the text.
- *Communicate*: **Find the Malayan tapir, which lives in the rain forests of Southeast Asia.**

**Stimulus 13**

**Malayan Tapirs: The Disappearing Species**



Malayan tapirs are shy mammals that live in the rain forests of Southeast Asia.

<b>Scoring Instructions</b>		
<b>Student Action</b>		<b>Test Administrator Action</b>
If the student finds the Malayan tapir,	➡	mark <b>A</b> for question 13 and move to question 14.
If the student does not find the Malayan tapir,	➡	<ul style="list-style-type: none"> <li>• remove the stimulus;</li> <li>• wait at least five seconds; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After the five-second wait time, if the student finds the Malayan tapir,	➡	mark <b>B</b> for question 13 and move to question 14.
After the five-second wait time, if the student does not find the Malayan tapir,	➡	mark <b>C</b> 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 “Malayan Tapirs: The Disappearing Species.”**
- *Direct* the student to Stimulus 14a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate*: **This Malayan tapir is eating. This Malayan tapir is swimming.**
- *Communicate*: **Find what Malayan tapirs spend most of their time doing.**

### Stimulus 14a



Malayan tapirs stay close to home. They are always busy looking for food and eating. They never eat other animals. They eat the leaves and twigs from plants or pieces of fruit that have fallen on the ground.

### Stimulus 14b



### Scoring Instructions

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

## Presentation Instructions for Question 15

- Present Stimulus 15a and 15b. *Communicate*: Here is more of the article “Malayan Tapirs: The Disappearing Species.”
- 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 the fact about Malayan tapirs in this section of the article.

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### Stimulus 15a

Everything about how a tapir looks and acts makes it seem to disappear and helps protect it from its enemies—especially tigers.



Tapirs are rarely seen in the daytime. And the way the tapir's body looks—black in front and on both sets of legs, with a white “saddle” on its back—helps the tapir hide from its

enemies. The black fur makes the tapir difficult for other animals to see in the dark. The white fur on its back looks like moonlight. In the daytime, while a tapir is resting, it looks like a large stone. At night, even while moving around looking for food, it seems shapeless. Its white-against-black coloring confuses animals that might be hunting for tapirs in the forest at night.

Tapirs are hunted by tigers. But the tapir can run through the jungle faster than a tiger. Malayan tapirs are also good swimmers. When necessary, a tapir can dive into a pool of water and hold its breath underwater until the tiger leaves to look somewhere else for food.



**Stimulus 15b**

The best time to see a Malayan tapir is during the daytime.

\* The color of the Malayan tapir's body helps protect it from animal enemies.

The Malayan tapir spends most of its time in water.

**Scoring Instructions**

Student Action		Test Administrator Action
If the student finds "The color of the Malayan tapir's body helps protect it from animal enemies" in Stimulus 15b,	➡	mark <b>A</b> for question 15 and move to question 16.
If the student does not find "The color of the Malayan tapir's body helps protect it from animal enemies" in Stimulus 15b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul data-bbox="841 1087 1347 1186" style="list-style-type: none"><li>• Highlight the second paragraph. <b>OR</b></li><li>• Have the student describe what the tapir looks like.</li></ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "The color of the Malayan tapir's body helps protect it from animal enemies" in Stimulus 15b,	➡	mark <b>B</b> for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find "The color of the Malayan tapir's body helps protect it from animal enemies" in Stimulus 15b,	➡	mark <b>C</b> 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 “Malayan Tapirs: The Disappearing Species.”
- 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 from the text that tells why Malayan tapirs are an endangered species.

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### Stimulus 16a

There are only about 2,000 Malayan tapirs left in the world. They are now an endangered species. Unfortunately, Malayan tapirs are not able to protect themselves from human



hunters as easily as they can from other animals. People in Southeast Asia do not like the taste of the tapir's meat, and they think eating tapir meat brings bad luck. But because it can be difficult to find other meat, people are now eating Malayan tapirs. Other people use the Malayan tapir's tough skin to make equipment for horses.

The main reason Malayan tapirs are disappearing is that people want their land. People can live almost anywhere, but Malayan tapirs can live only in rain forests. The rain forests where tapirs live are being cut down so that the land can be used for growing crops.

People are now working to find ways to save and rebuild the rain forests in Southeast Asia. Saving the rain forests will slow down the extinction of the Malayan tapir and hopefully save other species from extinction as well.



**Stimulus 16b**

*People in Southeast Asia do not like the taste of the tapir's meat, and they think eating tapir meat brings bad luck.*

\* *The rain forests where tapirs live are being cut down so that the land can be used for growing crops.*

*Saving the rain forests will slow down the extinction of the Malayan tapir and hopefully save other species from extinction as well.*

<b>Scoring Instructions</b>		
<b>Student Action</b>		<b>Test Administrator Action</b>
If the student finds <i>"The rain forests where tapirs live are being cut down so that the land can be used for growing crops"</i> in Stimulus 16b,	➡	mark <b>A</b> for question 16 and move to question 17.
If the student does not find <i>"The rain forests where tapirs live are being cut down so that the land can be used for growing crops"</i> in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds <i>"The rain forests where tapirs live are being cut down so that the land can be used for growing crops"</i> in Stimulus 16b,	➡	mark <b>B</b> for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find <i>"The rain forests where tapirs live are being cut down so that the land can be used for growing crops"</i> in Stimulus 16b,	➡	mark <b>C</b> for question 16 and move to question 17.

## Presentation Instructions for Question 17

- *Present* Stimulus 17. *Communicate*: Here is the article “Going for Selfie Gold.” Selfies are photos that people take of themselves.
- *Direct* the student to Stimulus 17. *Communicate* the text.
- *Communicate*: Find who wanted to take photos with athletes at the 2016 Olympics.

### Stimulus 17

#### Going for Selfie Gold



In 2016, Brent Folan of Fort Worth, Texas, went to the Olympics in Rio de Janeiro, Brazil. Folan had signed up to be a volunteer at the games. But his real goal was to take selfies with as many athletes and celebrities as he could.

### Scoring Instructions

Student Action		Test Administrator Action
If the student finds Brent Folan,	➡	mark <b>A</b> for question 17 and move to question 18.
If the student does not find Brent Folan,	➡	<ul style="list-style-type: none"> <li>• remove the stimulus;</li> <li>• wait at least five seconds; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After the five-second wait time, if the student finds Brent Folan,	➡	mark <b>B</b> for question 17 and move to question 18.
After the five-second wait time, if the student does not find Brent Folan,	➡	mark <b>C</b> 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 “Going for Selfie Gold.”**
- *Direct* the student to Stimulus 18a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **This is Brent Folan at home in Texas. This is Brent Folan at the 2016 Olympics in Brazil.**
- *Communicate:* **Find Brent Folan at the 2016 Olympics.**

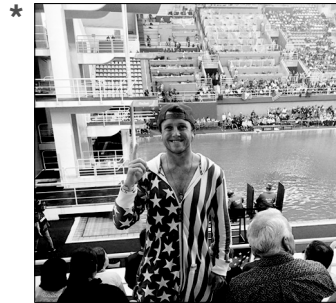
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### Stimulus 18a



“I love America and I love sports and I figured what better place to share this love than at the Olympics,” Folan said. Folan wore a red, white, and blue flag suit. He took photos of himself with athletes and with Olympic events in the background.

### Stimulus 18b



## Scoring Instructions

Student Action	Test Administrator Action
If the student finds Brent Folan at the 2016 Olympics in Stimulus 18b,	➡ mark <b>A</b> for question 18 and move to question 19.
If the student does not find Brent Folan at the 2016 Olympics in Stimulus 18b,	➡ <ul style="list-style-type: none"> <li>• model the desired student action by finding Brent Folan at the 2016 Olympics in Stimulus 18b and <i>communicate</i> “<b>This is Brent Folan at the 2016 Olympics in Brazil</b>”; and</li> <li>• replicate the initial presentation instructions.</li> </ul>
After teacher modeling, if the student finds Brent Folan at the 2016 Olympics in Stimulus 18b,	➡ mark <b>B</b> for question 18 and move to question 19.
After teacher modeling, if the student does not find Brent Folan at the 2016 Olympics in Stimulus 18b,	➡ mark <b>C</b> 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 “Going for Selfie Gold.”
- Direct the student to Stimulus 19a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 19b. *Communicate* the text.
- *Communicate*: Find why the author included selfies that Brent Folan took at the 2016 Olympics in the article.

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### Stimulus 19a

For three years Folan had saved money and planned for his trip to the 2016 Olympics. Before he even got on the plane, Folan met U.S. sprinter Allyson Felix, and she became the first of the many people he photographed. He took photos with several athletes and celebrities at the opening ceremonies. Then he posted the photos on social media for people everywhere to enjoy.



Before long Folan had taken selfies with runners, swimmers, and actors. He took a photo with athlete Virginia Thrasher and got to hold the first 2016 U.S. gold medal in his hands. Later he visited the Olympic village, where the athletes stay. In the village, he ran into the Final Five.

The Final Five was the nickname of the U.S. gymnastics team. Folan included the caption “I did a backflip after this photo was taken. Team USA Gymnastics!!! Bring home the gold!!!!” when he posted the picture on a social media site.



**Stimulus 19b**

to show what Olympic athletes were wearing in Brazil at the 2016 Olympics

\* to show examples of the selfies Brent took with the 2016 Olympic athletes

to show how to take a selfie with an athlete when at the Olympics

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “to show examples of the selfies Brent took with the 2016 Olympic athletes” in Stimulus 19b,	➡	mark <b>A</b> for question 19 and move to question 20.
If the student does not find “to show examples of the selfies Brent took with the 2016 Olympic athletes” in Stimulus 19b,	➡	provide <b>one</b> of these allowable teacher assists to the student: <ul style="list-style-type: none"> <li>• Have the student describe each of the selfies in this section of the article. <b>OR</b></li> <li>• Highlight the first paragraph.</li> </ul> Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “to show examples of the selfies Brent took with the 2016 Olympic athletes” in Stimulus 19b,	➡	mark <b>B</b> for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “to show examples of the selfies Brent took with the 2016 Olympic athletes” in Stimulus 19b,	➡	mark <b>C</b> for question 19 and move to question 20.

## Presentation Instructions for Question 20

- Present Stimulus 20a and 20b. *Communicate*: **Here is more of the article “Going for Selfie Gold.”**
- Direct the student to Stimulus 20a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 20b. *Communicate* the text.
- *Communicate*: **Find why a selfie with Michael Phelps was important to Brent Folan.**

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### Stimulus 20a

After three weeks at the Olympics, Folan had taken selfies with just about every U.S. athlete. But he was missing a very famous one: Michael Phelps, the Olympic athlete with the most medals in history.



Throughout his time at the Olympics, Folan had been trying to find Phelps. Folan was even able to take a selfie with Phelps's mother! But he never was able to take a photo with Phelps himself.

Folan decided that he could not be a champion selfie-taker if he did not get the photo with Phelps. Then ABC's *Good Morning America* heard about his collection of selfies and asked him for an interview.

During the interview, the reporter asked Folan to teach him how to take a great selfie. Without Folan realizing it, the reporter placed Folan so that his back was to the stage entrance. Just as Folan held up the camera, Michael Phelps snuck up behind them and got into the photo!

"I just photobombed you," Phelps said. He added that he had noticed Folan wearing his flag suit at a swimming event. "You can't forget the suit," Phelps said. "It's



awesome getting support, and there's no better way to get a lot of attention than just going all out, and it's great to see, and we love it."

**Stimulus 20b**

Folan wanted a selfie with Michael Phelps to go with the selfie he had already taken with Phelps's mother.

Folan wanted a selfie with Michael Phelps to buy a new camera.

\* Folan wanted a selfie with Michael Phelps because he knew Phelps was a famous Olympic athlete.

<b>Scoring Instructions</b>		
<b>Student Action</b>		<b>Test Administrator Action</b>
If the student finds "Folan wanted a selfie with Michael Phelps because he knew Phelps was a famous Olympic athlete" in Stimulus 20b,	➡	mark <b>A</b> for question 20.
If the student does not find "Folan wanted a selfie with Michael Phelps because he knew Phelps was a famous Olympic athlete" in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Folan wanted a selfie with Michael Phelps because he knew Phelps was a famous Olympic athlete" in Stimulus 20b,	➡	mark <b>B</b> for question 20.
After the teacher repeats the instructions, if the student does not find "Folan wanted a selfie with Michael Phelps because he knew Phelps was a famous Olympic athlete" in Stimulus 20b,	➡	mark <b>C</b> for question 20.





**TEST  
ADMINISTRATOR  
MANUAL**

**STAAR ALTERNATE 2  
GRADE 7  
Reading  
April 2019**