



State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

English I

STAAR Alternate 2

Administered April 2023

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

English I		Cluster 1
Reporting Category 1	Reading	
Strand 2	Comprehension Skills	
Knowledge and Skills Statement	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	
Item 1 Prerequisite Skill	synthesize information to create new understanding (3)	
Item 2 Prerequisite Skill	evaluate details read to determine key ideas (4)	
Item 3 Prerequisite Skill	make inferences and use evidence to support understanding (5)	
Item 4 Prerequisite Skill	make inferences and use evidence to support understanding (6)	

English I		Cluster 2
Reporting Category 1	Reading	
Strand 2	Comprehension Skills	
Knowledge and Skills Statement	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.	
Item 5 Prerequisite Skill	synthesize information to create new understanding (3)	
Item 6 Prerequisite Skill	evaluate details read to determine key ideas (4)	
Item 7 Prerequisite Skill	explain the author's purpose and message within a text (5)	
Item 8 Prerequisite Skill	make inferences and use evidence to support understanding (6)	

English I		Cluster 3
Reporting Category 2	Writing	
Strand 6	Composition – Writing Process and Genres	
Knowledge and Skills Statement	Composition: listening, speaking, reading, writing, and thinking using multiple texts – writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	
Item 9 Prerequisite Skill	capitalization of official titles of people, holidays, and geographical names and places (3)	
Item 10 Prerequisite Skill	edit drafts using standard English conventions, including pronouns, including reflexive (4)	
Item 11 Prerequisite Skill	edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences (4)	
Item 12 Prerequisite Skill	edit drafts using standard English conventions, including complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (6)	

English I		Cluster 4
Reporting Category 2	Writing	
Strand 6	Composition – Writing Process and Genres	
Knowledge and Skills Statement	Composition: listening, speaking, reading, writing, and thinking using multiple texts – writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	
Item 13 Prerequisite Skill	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (3)	
Item 14 Prerequisite Skill	edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms (4)	
Item 15 Prerequisite Skill	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (5)	
Item 16 Prerequisite Skill	edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor (6)	

English I		Cluster 5
Reporting Category 1	Reading	
Strand 4	Literary Elements and Genres	
Knowledge and Skills Statement	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts – literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	
Item 17 Prerequisite Skill	explain the influence of the setting on the plot (3)	
Item 18 Prerequisite Skill	analyze plot elements, including the rising action, climax, falling action, and resolution (4)	
Item 19 Prerequisite Skill	analyze the relationships of and conflicts among the characters (5)	
Item 20 Prerequisite Skill	analyze how the characters' internal and external responses develop the plot (6)	

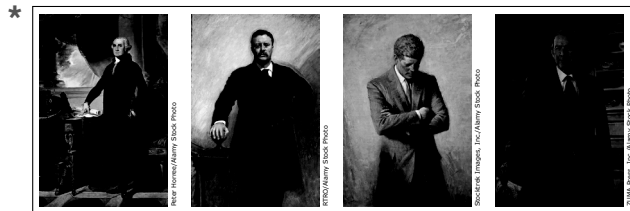
ENGLISH I

Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate*: Here is the article “Painting the Presidents.”
- *Direct* the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate*: Find the portraits of four U.S. presidents.

Stimulus 1

Painting the Presidents



U.S. presidents have an official portrait painted after they have left office. Each painting has its own story to tell.

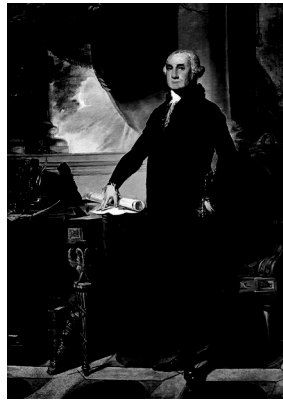
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the portraits of four U.S. presidents,	➡	mark A for question 1 and move to question 2.
If the student does not find the portraits of four U.S. presidents,	➡	<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 portraits of four U.S. presidents,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the portraits of four U.S. presidents,	➡	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 “Painting the Presidents.”
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate:* **This painting shows George Washington as a general at Valley Forge. This painting shows George Washington as a statesman speaking at the Constitutional Convention.**
- *Communicate:* Find the painting of George Washington as a statesman.

Stimulus 2a



The portrait of *George Washington* shows the president as if he is about to give a speech. Washington is dressed as a statesman rather than as a military leader.

Stimulus 2b



Scoring Instructions

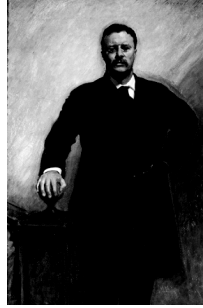
Student Action	Test Administrator Action
If the student finds George Washington speaking at the Constitutional Convention in Stimulus 2b,	➡ mark A for question 2 and move to question 3.
If the student does not find George Washington speaking at the Constitutional Convention in Stimulus 2b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding George Washington speaking at the Constitutional Convention in Stimulus 2b and <i>communicate</i> “The artist presents George Washington as a statesman speaking to the Constitutional Convention”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds George Washington speaking at the Constitutional Convention in Stimulus 2b,	➡ mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find George Washington speaking at the Constitutional Convention 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 “Painting the Presidents.”
- *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 how the portraits of Theodore Roosevelt and John F. Kennedy are different.

Stimulus 3a

Theodore Roosevelt’s portrait is painted in a different style from the portrait of George Washington. Roosevelt is dressed in a black suit against a plain background. Roosevelt looks the viewer right in the eye.



When the artist was trying to find the right background and pose for the painting, President Roosevelt became impatient. During an argument, the artist told Roosevelt that he did not know how to pose properly. The president swung around to angrily reply, “Don’t I?” He had placed his right hand on a post at the bottom of a staircase and put his left hand on his hip. The artist loved the pose so much he told Roosevelt not to move. Roosevelt was very pleased with the finished painting.

Like Roosevelt’s portrait, the painting of John F. Kennedy from 1970 presents him against a plain background without details that would identify him as a political leader. However, the similarity ends there because instead of facing the viewer, Kennedy has his arms crossed and his head bent down, as if deep in thought.



The portrait of Kennedy was especially challenging because it was painted seven years after the president died. The artist had never met Kennedy and only had photographs to work with. While some people disliked the portrait, the artist defended his work, saying, “I painted him with his head bowed . . . because I wanted to show him as a president who was a thinker.”

Stimulus 3b

Roosevelt’s portrait has a detailed background, and Kennedy’s portrait has a plain beige background.

* Roosevelt looks directly into the eyes of the viewer, and Kennedy has his head bowed, looking down.

Roosevelt was painted seven years after he died, and Kennedy was painted while he was still in office.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Roosevelt looks directly into the eyes of the viewer, and Kennedy has his head bowed, looking down” in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find “Roosevelt looks directly into the eyes of the viewer, and Kennedy has his head bowed, looking down” in Stimulus 3b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student describe the portraits of Roosevelt and Kennedy in Stimulus 3a. OR • Highlight “detailed background/plain beige background,” “into the eyes of the viewer/head bowed, looking down,” and “after he died/while he was still in office” in Stimulus 3b. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Roosevelt looks directly into the eyes of the viewer, and Kennedy has his head bowed, looking down” in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “Roosevelt looks directly into the eyes of the viewer, and Kennedy has his head bowed, looking down” 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 “Painting the Presidents.”
- 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 why the presentation of the presidential portrait is an important event.

Stimulus 4a

The portrait of George W. Bush has something in common with the portraits of Washington, Roosevelt, and Kennedy. Similar to Washington in his portrait, Bush stands in the middle of the Oval Office, which is the presidential office in the White House. Like Roosevelt, Bush looks as if he has just stepped away from his desk, perhaps to meet a visitor. Finally, like Kennedy in his portrait, Bush seems to be lost in thought, looking off to the side rather than at the viewer.



President Bush's and Laura Bush's portraits were presented in a ceremony at the White House. Bush's successor Barack Obama, who lived in the White House and belonged to a different political party, hosted the event. The collection of presidential portraits in the National Portrait Gallery in Washington, D.C., is the only collection outside the White House.

Stimulus 4b

* The event is an opportunity to put aside political differences and celebrate the presidential portraits painted by American artists.

The event is an opportunity for the American public to see all the portraits exhibited in the White House.

The event is an opportunity for the president to have a party in the White House for people who lived there in the past.

Scoring Instructions

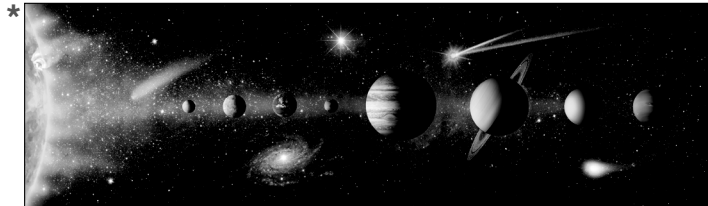
Student Action	Test Administrator Action
If the student finds “The event is an opportunity to put aside political differences and celebrate the presidential portraits painted by American artists” in Stimulus 4b,	➡ mark A for question 4 and move to question 5.
If the student does not find “The event is an opportunity to put aside political differences and celebrate the presidential portraits painted by American artists” in Stimulus 4b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The event is an opportunity to put aside political differences and celebrate the presidential portraits painted by American artists” 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 “The event is an opportunity to put aside political differences and celebrate the presidential portraits painted by American artists” 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 article “Saturn.”
- *Direct* the student to the picture in Stimulus 5. *Communicate*: This is our solar system. Saturn is a planet in our solar system. *Communicate* the title and the text.
- *Communicate*: Find the planets in our solar system.

Stimulus 5

Saturn



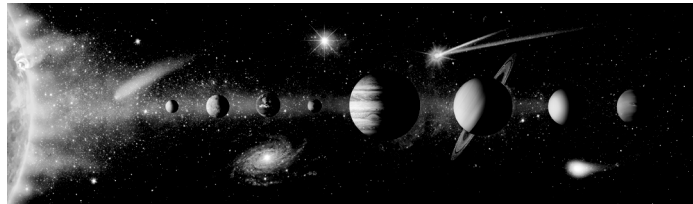
Saturn is the sixth planet from the sun and the second largest planet in our solar system. Astronomers have learned that Saturn is made mostly of gas and that it is surrounded by rings and many moons.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the planets in our solar system,	➡	mark A for question 5 and move to question 6.
If the student does not find the planets in our solar system,	➡	<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 planets in our solar system,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the planets in our solar system,	➡	mark C for question 5 and move to question 6.

Presentation Instructions for Question 6

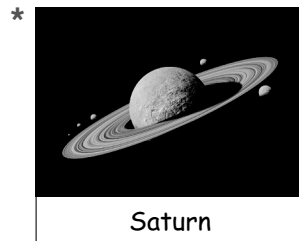
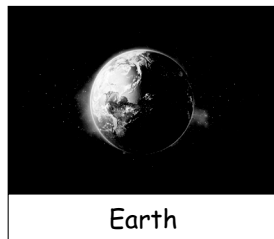
- Present Stimulus 6a and 6b. *Communicate:* **Here is more of the article “Saturn.”**
- Direct the student to Stimulus 6a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 6b. *Communicate:* **This is Earth. This is Saturn.**
- *Communicate:* **Find the planet that takes about 29 years to orbit the sun.**

Stimulus 6a



Saturn is about nine times as wide as Earth. If you compare the size of Earth to the size of Saturn, Earth would be the size of a nickel and Saturn would be the size of a volleyball. It takes about 29 years for Saturn to orbit the sun, but Saturn’s days are much shorter than a day on Earth.

Stimulus 6b



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds Saturn in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find Saturn in Stimulus 6b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding Saturn in Stimulus 6b and <i>communicate</i> “It takes about 29 years for Saturn to orbit the sun”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds Saturn in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find Saturn 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 article “Saturn.”
- 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 author’s purpose for this section of the article.

Stimulus 7a

Earth is a rocky planet covered with a large amount of water. But Saturn is a large ball of gas. It is one of the four planets in the outer part of the solar system that are made mostly of gas. Jupiter, Uranus, and Neptune are the other three. If you were to approach Saturn, you might notice wind in the atmosphere moving faster than the strongest hurricanes on Earth. When you reached Saturn, you would discover that instead of a surface to walk on, there are just swirling gases.



Stimulus 7b

to warn the reader about the hurricane-strength winds on Saturn

*

to describe the ways Earth and Saturn are different

to explain how the gases on Saturn turn into a water-like liquid

Scoring Instructions

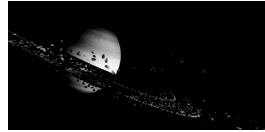
Student Action	Test Administrator Action
If the student finds “to describe the ways Earth and Saturn are different” in Stimulus 7b,	➡ mark A for question 7 and move to question 8.
If the student does not find “to describe the ways Earth and Saturn are different” in Stimulus 7b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student tell what he or she knows about Saturn. OR • Highlight “to warn,” “to describe,” and “to explain” in Stimulus 7b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “to describe the ways Earth and Saturn are different” in Stimulus 7b,	➡ mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “to describe the ways Earth and Saturn are different” 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 article “Saturn.”
- 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 why scientists believe that Saturn’s moons may be able to support some form of life.

Stimulus 8a

While all the planets that are gas balls have rings, Saturn’s are the most famous and, some might say, the most beautiful. Each ring orbits the planet at a different speed.



When you look at a picture of Saturn, its rings look very smooth and even. However, they are made from pieces of ice and rock that might come from broken-up comets, asteroids, and moons. Some of the pieces are as tiny as specks of dust, while others are as big as a house or even larger.

Titan is the largest of Saturn’s 53 moons. Scientists have discovered liquid on its surface, but the liquid is not water. Instead, gases rain down and collect in huge lakes on Titan’s ice-covered surface. Titan also has an ocean of liquid water below its icy surface. The presence of the water, as well as other chemicals found on Titan, suggest that Titan might be able to support life, though that life would be different from what could live on Earth.



The moon named Enceladus might also be able to support life. Scientists saw jets of liquid water spraying out from its south pole. Scientists think these jets of water are similar to the deep ocean vents



on Earth, where many living things live. The water and heat, as well as a food source on Enceladus, suggest that the conditions are there for simple forms of life to develop, if those forms of life are not already there.

Scientists still have many questions about Saturn’s rings, its moons, and the giant gas planet. Some of the questions may be answered in 2035, when NASA plans to land a drone called Dragonfly, which will travel for about eight years to reach Titan.

Stimulus 8b

The rings around Saturn are made of many sizes of ice particles and rock.

* Scientists have found evidence of water on the moons Titan and Enceladus.

A drone named Dragonfly will travel for about eight years to reach Titan.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Scientists have found evidence of water on the moons Titan and Enceladus” in Stimulus 8b,	➡	mark A for question 8 and move to question 9.
If the student does not find “Scientists have found evidence of water on the moons Titan and Enceladus” in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Scientists have found evidence of water on the moons Titan and Enceladus” 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 “Scientists have found evidence of water on the moons Titan and Enceladus” in Stimulus 8b,	➡	mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9.
- *Direct* the student to the photograph and the sentence above the photograph in Stimulus 9. *Communicate* the text.
- *Direct* the student to the sentence below the photograph. *Communicate*: **This sentence has been edited for the correct use of capital letters.**
- *Communicate*: **Find the edited sentence that uses capital letters correctly.**

Stimulus 9

Stand-up paddleboarding is a variation of surfing that originated in hawaii.



* Stand-up paddleboarding is a variation of surfing that originated in Hawaii.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Stand-up paddleboarding is a variation of surfing that originated in Hawaii,”	➡	mark A for question 9 and move to question 10.
If the student does not find “Stand-up paddleboarding is a variation of surfing that originated in Hawaii,”	➡	<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 “Stand-up paddleboarding is a variation of surfing that originated in Hawaii,”	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find “Stand-up paddleboarding is a variation of surfing that originated in Hawaii,”	➡	mark C for question 9 and move to question 10.

Presentation Instructions for Question 10

- *Present* Stimulus 10a and 10b. *Communicate*: **Here is more information about paddleboarding.**
- *Direct* the student to Stimulus 10a. *Communicate* the text. *Communicate*: **This sentence needs to be edited for the correct use of pronouns.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the pronoun that correctly edits the sentence.**

Stimulus 10a



Unlike surfers who wait for a wave, stand-up paddleboarders use a paddle to move himself through the water.

Stimulus 10b

themselves

* themselves

Scoring Instructions

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

Presentation Instructions for Question 11

- *Present* Stimulus 11a and 11b. *Communicate*: Here is more information about paddleboarding.
- *Direct* the student to Stimulus 11a. *Communicate* the text. *Communicate*: **The two underlined sentences can be edited to form a compound sentence.**
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that has been correctly edited to form a compound sentence.**

Stimulus 11a



Stand-up paddleboard yoga is doing yoga on a paddleboard while floating in the water. Poses and exercises from yoga improve flexibility. Balancing on the paddleboard helps strengthen muscles. Yoga and paddleboarding combined work different areas of the body. And floating on the water makes exercising even more fun.

Stimulus 11b

The poses and exercises from yoga improve flexibility, or balancing on the paddleboard helps strengthen muscles.

The poses and exercises from yoga improve flexibility, but balancing on the paddleboard helps strengthen muscles.

* The poses and exercises from yoga improve flexibility, and balancing on the paddleboard helps strengthen muscles.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “The poses and exercises from yoga improve flexibility, and balancing on the paddleboard helps strengthen muscles” in Stimulus 11b,	<p>➔ mark A for question 11 and move to question 12.</p>
If the student does not find “The poses and exercises from yoga improve flexibility, and balancing on the paddleboard helps strengthen muscles” in Stimulus 11b,	<p>➔ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight “or,” “but,” and “and” in Stimulus 11b. OR • Have the student describe how yoga and paddleboard yoga are similar. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “The poses and exercises from yoga improve flexibility, and balancing on the paddleboard helps strengthen muscles” in Stimulus 11b,	<p>➔ mark B for question 11 and move to question 12.</p>
After the selected teacher assistance, if the student does not find “The poses and exercises from yoga improve flexibility, and balancing on the paddleboard helps strengthen muscles” in Stimulus 11b,	<p>➔ mark C for question 11 and move to question 12.</p>

Presentation Instructions for Question 12

- *Present* Stimulus 12a and 12b. *Communicate*: Here is more information about paddleboarding.
- *Direct* the student to Stimulus 12a. *Communicate* the text. *Communicate*: **The two underlined phrases are fragments. These phrases can be edited and combined into a complete complex sentence.**
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the correctly edited complete sentence about paddleboarding.**

Stimulus 12a



To stand up on a paddleboard, place the paddle across the front of the board. Place your feet in the center of the board where your knees were. Standing up slowly holding on to the paddle. Keeping your knees bent. Your feet should be about shoulder width apart and parallel to each other.

Stimulus 12b

* Stand up slowly, holding on to the paddle while keeping your knees bent.

Stand up slowly, holding on to the paddle keep your knees bent.

Standing up slowly, holding on to the paddle and keeping your knees bent.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Stand up slowly, holding on to the paddle while keeping your knees bent” in Stimulus 12b,	➡ mark A for question 12 and move to question 13.
If the student does not find “Stand up slowly, holding on to the paddle while keeping your knees bent” in Stimulus 12b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Stand up slowly, holding on to the paddle while keeping your knees bent” 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 “Stand up slowly, holding on to the paddle while keeping your knees bent” 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 the photograph and the sentence above the photograph in Stimulus 13. *Communicate* the text.
- *Communicate*: **This sentence can be revised.**
- *Direct* the student to the sentence below the photograph in Stimulus 13. *Communicate* the text.
- *Communicate*: **Find the revised sentence about potbellied pigs.**

Stimulus 13

Potbellied pigs are great pets.



* Potbellied pigs are great pets because they are very clean animals.

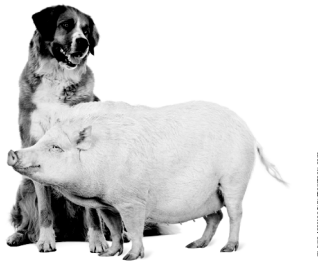
Scoring Instructions

Student Action		Test Administrator Action
If the student finds “Potbellied pigs are great pets because they are very clean animals,”	➡	mark A for question 13 and move to question 14.
If the student does not find “Potbellied pigs are great pets because they are very clean animals,”	➡	<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 “Potbellied pigs are great pets because they are very clean animals,”	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find “Potbellied pigs are great pets because they are very clean animals,”	➡	mark C for question 13 and move to question 14.

Presentation Instructions for Question 14

- Present Stimulus 14a and 14b. *Communicate*: Here is more information about potbellied pigs.
- Direct the student to Stimulus 14a. *Communicate* the text. *Communicate*: The underlined word in the last sentence needs to be edited.
- Direct the student to each answer choice in Stimulus 14b. *Communicate* the answer choices.
- *Communicate*: Find the word that correctly edits the sentence.

Stimulus 14a



Potbellied pigs are small pigs, also known as "mini pigs." They can live inside if they are trained. Potbellied pigs can grow to weigh about 150 pounds. That's small than a farm hog but big compared to even a large dog.

Stimulus 14b

*

smaller

smallest

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "smaller" in Stimulus 14b,	➡	mark A for question 14 and move to question 15.
If the student does not find "smaller" in Stimulus 14b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding "smaller" in Stimulus 14b and <i>communicate</i> " 'Smaller' is the form of the word 'small' that correctly completes the sentence"; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "smaller" in Stimulus 14b,	➡	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find "smaller" 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 information about potbellied pigs.
 - Direct the student to Stimulus 15a. *Communicate* the text.
 - Direct the student to the empty box in Stimulus 15a. *Communicate:* The last sentence of the paragraph is missing.
 - Direct the student to each answer choice in Stimulus 15b. *Communicate:* One of these sentences can be added to the paragraph to give more information. *Communicate* the text in each answer choice.
 - *Communicate:* Find the sentence that can be added to the paragraph about how pets get along.
-

Stimulus 15a



Like dogs, potbellied pigs are curious animals that love to explore. When first introduced, a dog and a potbellied pig might not be best friends. But if the dog is not aggressive, the two will begin to get along. They will need some time to get used to each other.

Stimulus 15b

They both need to drink water.

* They might even become playmates.

They can be trained to follow commands.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “They might even become playmates” in Stimulus 15b,	<p>➡ mark A for question 15 and move to question 16.</p>
If the student does not find “They might even become playmates” in Stimulus 15b,	<p>➡ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight “water,” “playmates,” and “commands” in Stimulus 15b. OR • Have the student describe another fact about potbellied pigs to add to the paragraph. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “They might even become playmates” in Stimulus 15b,	<p>➡ mark B for question 15 and move to question 16.</p>
After the selected teacher assistance, if the student does not find “They might even become playmates” in Stimulus 15b,	<p>➡ mark C for question 15 and move to question 16.</p>

Presentation Instructions for Question 16

- *Present* Stimulus 16a and 16b. *Communicate*: Here is more information about potbellied pigs.
- *Direct* the student to Stimulus 16a. *Communicate* the text.
- *Communicate*: **Two sentences in the paragraph can be combined to form a complex sentence.**
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that has been edited correctly to form a complex sentence.**

Stimulus 16a



There is important information to consider when deciding if a potbellied pig is the right pet for you. Potbellied pigs are very small at birth. They grow to be very large. Most are between 13 and 20 inches tall and can be up to 150 pounds when fully grown. Potbellied pigs like to eat and can become obese without a healthy diet and exercise. Obesity can cause many health problems. Potbellied pigs can live from 12 to 15 years and therefore can be a responsibility for many years.



Stimulus 16b

* Although potbellied pigs are very small at birth, they grow to be very large.

Unless potbellied pigs like to eat, they can become obese without a healthy diet and exercise.

Because obesity can cause many health problems, potbellied pigs can live from 12 to 15 years.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Although potbellied pigs are very small at birth, they grow to be very large” in Stimulus 16b,	➡ mark A for question 16 and move to question 17.
If the student does not find “Although potbellied pigs are very small at birth, they grow to be very large” in Stimulus 16b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Although potbellied pigs are very small at birth, they grow to be very large” 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 “Although potbellied pigs are very small at birth, they grow to be very large” 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 story “The Bake Sale.”
- Direct the student to Stimulus 17. *Communicate* the title and the text.
- *Communicate:* Find Abby and Sophia in Sophia’s kitchen.

Stimulus 17

The Bake Sale



Abby is watching Sophia make churros for the freshman class bake sale.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds Abby and Sophia in Sophia’s kitchen,	➡	mark A for question 17 and move to question 18.
If the student does not find Abby and Sophia in Sophia’s kitchen,	➡	<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 Abby and Sophia in Sophia’s kitchen,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find Abby and Sophia in Sophia’s kitchen,	➡	mark C for question 17 and move to question 18.

Presentation Instructions for Question 18

- Present Stimulus 18a and 18b. *Communicate:* Here is more of the story “The Bake Sale.”
- Direct the student to Stimulus 18a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 18b. *Communicate:* This is an apple pie. This is a plate of churros.
- *Communicate:* Find what Abby made for the bake sale.

Stimulus 18a

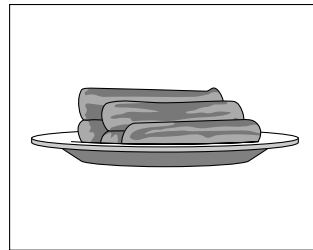
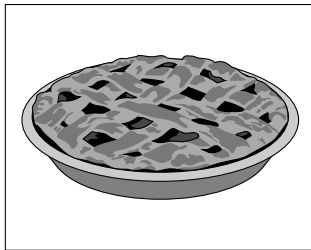


Abby finished making her apple pie that morning. She is surprised to see nine bags of churros on Sophia's kitchen table.

"This is the last dozen," Sophia says as she scoops the fried dough onto paper towels. After the fried dough dries, she sprinkles on the cinnamon and sugar.

Stimulus 18b

*



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the apple pie in Stimulus 18b,	➔ mark A for question 18 and move to question 19.
If the student does not find the apple pie in Stimulus 18b,	➔ <ul style="list-style-type: none"> • model the desired student action by finding the apple pie in Stimulus 18b and <i>communicate</i> “Abby made an apple pie for the bake sale”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the apple pie in Stimulus 18b,	➔ mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find the apple pie in Stimulus 18b,	➔ mark C for question 18 and move to question 19.

Presentation Instructions for Question 19

- *Present* Stimulus 19a and 19b. *Communicate*: Here is more of the story “The Bake Sale.”
- *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 why Abby decides to make oatmeal raisin cookies for the bake sale.

Stimulus 19a

Abby can't believe that Sophia is taking ten dozen churros to the bake sale after school tomorrow. When Abby returns home, she looks at her one apple pie with disappointment.



"I'm going to make oatmeal raisin cookies," Abby says to her mother.

"But, Abby, the sale is tomorrow. Do you have enough time?" her mom asks.

Quickly, Abby gathers the ingredients: butter, flour, eggs, vanilla, cinnamon, and baking soda. But she cannot find any oatmeal in the pantry.

"May I walk up to the store to get some oatmeal?" she asks.

Her mother checks the time and says, "O.K. But hurry back to get that homework done." She points at a stack of books on the corner of the table.



When she returns home, Abby mixes the ingredients. She gets ready to stir in the raisins, but there are no raisins in the pantry.

Abby is irritated with herself as she walks to the store for a second time that day. By the time she gets back, it is dinnertime, so she has to wait until later that evening to bake the cookies.

After she pulls the last tray from the oven, Abby opens her books to start her homework.

I'm not going to be outdone by Sophia's churros, she thinks. I've made just as many cookies, and I bet they sell out in no time!

Abby finally gets to bed, much later than her usual bedtime. She is tired but pleased with what she has accomplished.



Stimulus 19b

Abby decides to bake oatmeal raisin cookies because —

she worries that no one will buy her apple pie

* she thinks that her one apple pie is not as impressive as Sophia's ten dozen churros

she remembers that she needs to take something to sell at the school bake sale

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “she thinks that her one apple pie is not as impressive as Sophia’s ten dozen churros” in Stimulus 19b,	➡	mark A for question 19 and move to question 20.
If the student does not find “she thinks that her one apple pie is not as impressive as Sophia’s ten dozen churros” in Stimulus 19b,	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight “worries,” “thinks,” and “remembers” in Stimulus 19b. OR • Have the student retell what happens in the story when Abby goes to Sophia’s house. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “she thinks that her one apple pie is not as impressive as Sophia’s ten dozen churros” in Stimulus 19b,	➡	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “she thinks that her one apple pie is not as impressive as Sophia’s ten dozen churros” 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 story “The Bake Sale.”
- *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 why Abby is no longer embarrassed about her apple pie at the bake sale.

Stimulus 20a

Because Abby stayed up late doing her homework, she oversleeps the next morning. When she rushes into the kitchen, she is horrified to see her older brother opening one of the bags of oatmeal raisin cookies.



“Marcus, no!” Abby hollers, but it is too late. He stuffs a whole cookie into his mouth.

“Yuck,” Marcus says as he spits the cookie into the trash, “what are these, diet cookies?”

What does he mean, diet cookies? Quickly, Abby grabs a cookie from the open bag and tastes it. Marcus is right. She forgot to add sugar to the batter, and the cookies taste awful.



Thankfully, Marcus hadn't discovered the apple pie. Abby grabs it on her way out the door to school.



At the community center after school, the students are at the bake sale tables. Abby gets a spot right next to Sophia. Abby's apple pie looks lonely sitting on the table by itself while Sophia's bags of churros make an appetizing presentation. Sophia's churros look delicious. *They will probably be the first thing to sell out*, Abby thinks, feeling embarrassed by her lonely apple pie.

"I'm glad the dozen churros I made look so much like the nine dozen I got from the Mexican bakery," Sophia whispers to Abby.

"You mean you didn't make all 120 churros?" Abby asks.

"Oh, no," Sophia says. "The Mexican bakery donated ten dozen, but our dog grabbed a bag off the table. That's why I was making a batch when you came over. I wanted to replace what my dog ate."

"So you didn't spend all that time making every one of these?" Abby asks.

"No way!" Sophia answers. "I wouldn't have wanted to spend all that time making 120 of these! Would you?"

Stimulus 20b

Abby thinks that she may also have forgotten to add the sugar to the apple pie.

Abby believes that Sophia's contribution to the bake sale is much better than hers.

* Abby realizes that Sophia is not competing with her for the best dessert at the bake sale.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds "Abby realizes that Sophia is not competing with her for the best dessert at the bake sale" in Stimulus 20b,	➡	mark A for question 20.
If the student does not find "Abby realizes that Sophia is not competing with her for the best dessert at the bake sale" in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Abby realizes that Sophia is not competing with her for the best dessert at the bake sale" in Stimulus 20b,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find "Abby realizes that Sophia is not competing with her for the best dessert at the bake sale" in Stimulus 20b,	➡	mark C for question 20.

**TEST
INSTRUCTIONS**

**STAAR ALTERNATE 2
English I
April 2023**

