STAAR®
Alternate 2

State of Texas
Assessments of
Academic Readiness
——— Alternate 2 ———

READING
Grade 8

2015 Released Test Questions

TEST ADMINISTRATOR INSTRUCTIONS

Question 1

Grade	8	Subject	Reading	Question	1
Reporting Category 1		Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.			
Knowledge and Skill Statement 8.2		Students understand new vocabulary and use it when reading and writing.			
Essence Statement		Identifies new vocabulary words in text using a variety of strategies.			
Prerequisite Skill		use context to determine the relevant meaning of unfamiliar words or multiple-meaning words (2)			

Question 2

Grade	8	Subject	Reading	Question	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 Skill Statement 8.2		Students understand new vocabulary and use it when reading and writing.			
Essence Statement		Identifies new vocabulary words in text using a variety of strategies.			
Prerequisite Skill		use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs (3)			

Question 3

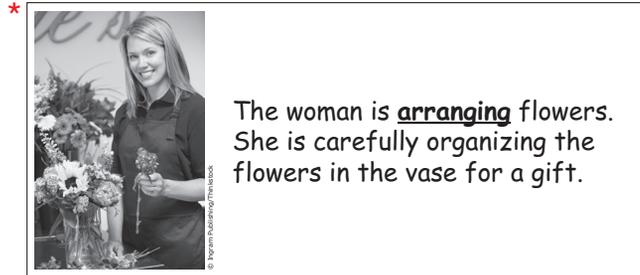| Grade	8	Subject	Reading	Question	3
Reporting Category 1		Understanding and Analysis Across Genres: The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.			
Knowledge and Skill Statement 8.2		Students understand new vocabulary and use it when reading and writing.			
Essence Statement		Identifies new vocabulary words in text using a variety of strategies.			
Prerequisite Skill		use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words (4)			

Question 4

Grade	8	Subject	Reading	Question	4
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 Skill Statement 8.2		Students understand new vocabulary and use it when reading and writing.			
Essence Statement		Identifies new vocabulary words in text using a variety of strategies.			
Prerequisite Skill		use the context of the sentence (e.g., in-sentence example or definition) to determine the meaning of unfamiliar words or multiple meaning words (4)			

Presentation Instructions for Question 1

 – *Present* Stimulus 1.
 – *Direct* the student to Stimulus 1. *Communicate* the text, emphasizing the underlined word.
 – *Communicate:* **Find the woman arranging flowers.**

Stimulus 1

* The woman is <u>**arranging**</u> flowers. She is carefully organizing the flowers in the vase for a gift.

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

Presentation Instructions for Question 2

- – *Present* Stimulus 2a and 2b.
- – *Direct* the student to Stimulus 2a. *Communicate* the text, emphasizing the underlined word.
- – *Direct* the student to each answer choice in Stimulus 2b.
- – *Communicate:* **Find the woman arranging pictures.**

Stimulus 2a

The woman is <u>**arranging**</u> pictures by size on the wall.

Stimulus 2b

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the woman arranging pictures in Stimulus 2b,	➡	mark **A** for question 2 and move to question 3.
If the student does not find the woman arranging pictures in Stimulus 2b,	➡	• model the desired student action by finding the woman arranging pictures on the wall and *communicate* **"This woman is arranging pictures on the wall"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the woman arranging pictures in Stimulus 2b,	➡	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find the woman arranging pictures in Stimulus 2b,	➡	mark **C** for question 2 and move to question 3.

Presentation Instructions for Question 3

- *Present* Stimulus 3a and 3b.
- *Direct* the student to Stimulus 3a. *Communicate* the text, emphasizing the underlined word.
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the meaning of the word "shortage."**

Stimulus 3a

It did not rain for many months in some towns. Because of the water **shortage**, people could not water their grass or flowers very often. The grass turned brown, and the flowers wilted.

Stimulus 3b

a time to start planting

* a lack of something needed

a plan to prevent flooding

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "a lack of something needed" in Stimulus 3b,	➡	mark **A** for question 3 and move to question 4.
If the student does not find "a lack of something needed" in Stimulus 3b,	➡	provide *one* of these allowable teacher assists to the student: • Have the student identify the problem described in the paragraph. **OR** • Highlight the first two words of each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "a lack of something needed" in Stimulus 3b,	➡	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "a lack of something needed" in Stimulus 3b,	➡	mark **C** for question 3 and move to question 4.

Presentation Instructions for Question 4

- – *Present* Stimulus 4a and 4b.
- – *Direct* the student to Stimulus 4a. *Communicate* the text, emphasizing the underlined word.
- – *Direct* the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- – *Communicate:* **Find the words that help tell the meaning of the word "extravagant."**

Stimulus 4a

The older son was very happy with his good fortune and quickly began living an **extravagant** lifestyle. He was eating expensive foods and spending money on anything he wanted. He didn't understand why his younger brother was happy living in the simple house their father had given him.

Stimulus 4b

| living in the simple house |

| very happy with his good fortune |

* | eating expensive foods and spending money |

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "eating expensive foods and spending money" in Stimulus 4b,	➡	mark **A** for question 4.
If the student does not find "eating expensive foods and spending money" in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "eating expensive foods and spending money" in Stimulus 4b,	➡	mark **B** for question 4.
After the teacher repeats the instructions, if the student does not find "eating expensive foods and spending money" in Stimulus 4b,	➡	mark **C** for question 4.