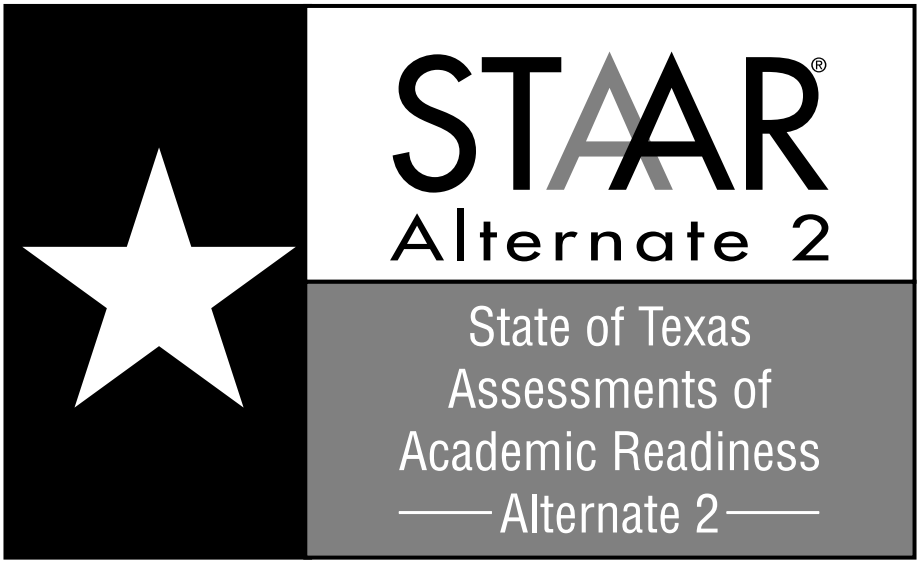


TEST ADMINISTRATOR MANUAL

GRADE 4
Writing
STAAR Alternate 2

Administered April 2019

RELEASED

Copyright © 2019, Texas Education Agency. All rights reserved. Reproduction of all or portions of this work is prohibited without express written permission from the Texas Education Agency.

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 4 Writing	Cluster 1
Reporting Category 2	Revision: The student will demonstrate an ability to revise a variety of written texts.
Knowledge and Skills Statement 4.15	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
Essence Statement	Revises text to clarify and improve meaning.
Item 1 Prerequisite Skill	Revise drafts by adding details or sentences (K)
Item 2 Prerequisite Skill	Revise drafts by adding details or sentences (K)
Item 3 Prerequisite Skill	Revise drafts by adding or deleting a word, phrase, or sentence (1)
Item 4 Prerequisite Skill	Revise drafts by adding or deleting words, phrases, or sentences (2)

Grade 4 Writing	Cluster 2
Reporting Category 2	Revision: The student will demonstrate an ability to revise a variety of written texts.
Knowledge and Skills Statement 4.18	Writing/Expository [and Procedural] Texts. Students write expository [and procedural or work-related] texts to communicate ideas and information to specific audiences for specific purposes.
Essence Statement	Revises topic sentence and supporting details in expository text.
Item 5 Prerequisite Skill	Revise drafts by adding details or sentences (K)
Item 6 Prerequisite Skill	Revise drafts by adding details or sentences (K)
Item 7 Prerequisite Skill	Revise drafts by adding or deleting a word, phrase, or sentence (1)
Item 8 Prerequisite Skill	Revise drafts by adding or deleting words, phrases, or sentences (2)

Grade 4 Writing	Cluster 3
Reporting Category 2	Revision: The student will demonstrate an ability to revise a variety of written texts.
Knowledge and Skills Statement 4.15	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
Essence Statement	Revises text to clarify and improve meaning.
Item 9 Prerequisite Skill	Revise drafts by adding details or sentences (K)
Item 10 Prerequisite Skill	Revise drafts by adding details or sentences (K)
Item 11 Prerequisite Skill	Revise drafts by adding or deleting a word, phrase, or sentence (1)
Item 12 Prerequisite Skill	Revise drafts by adding or deleting words, phrases, or sentences (2)

Grade 4 Writing	Cluster 4
Reporting Category 3	Editing: The student will demonstrate an ability to edit a variety of texts.
Knowledge and Skills Statement 4.20	[Oral and] Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.
Essence Statement	Edits text for correct word usage.
Item 13 Prerequisite Skill	Understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance): (i) past and future tenses when speaking; (ii) nouns (singular/plural); (iii) descriptive words; (iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and (v) pronouns (e.g., I, me) (K)
Item 14 Prerequisite Skill	Understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance): (i) past and future tenses when speaking; (ii) nouns (singular/plural); (iii) descriptive words; (iv) prepositions and simple prepositional phrases appropriately when speaking or writing (e.g., in, on, under, over); and (v) pronouns (e.g., I, me) (K)
Item 15 Prerequisite Skill	Understand and use the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future); (ii) nouns (singular/plural, common/proper); (iii) adjectives (e.g., descriptive: green, tall); (iv) adverbs (e.g., time: before, next); (v) prepositions and prepositional phrases; (vi) pronouns (e.g., I, me); and (vii) time-order transition words (1)
Item 16 Prerequisite Skill	Understand and use the following parts of speech in the context of reading, writing, and speaking: (i) verbs (past, present, and future); (ii) nouns (singular/plural, common/proper); (iii) adjectives (e.g., descriptive: old, wonderful; articles: a, an, the); (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully); (v) prepositions and prepositional phrases; (vi) pronouns (e.g., he, him); and (vii) time-order transition words (2)

Grade 4 Writing	Cluster 5
Reporting Category 3	Editing: The student will demonstrate an ability to edit a variety of texts.
Knowledge and Skills Statement 4.21	[Oral and] Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.
Essence Statement	Edits text for correct capitalization and punctuation.
Item 17 Prerequisite Skill	Capitalize the first letter in a sentence (K)
Item 18 Prerequisite Skill	Recognize and use basic capitalization for: (i) the beginning of sentences; (ii) the pronoun "I"; and (iii) names of people (1)
Item 19 Prerequisite Skill	Recognize and use basic capitalization for: (i) the beginning of sentences; (ii) the pronoun "I"; and (iii) names of people (1)
Item 20 Prerequisite Skill	Use capitalization for: (i) proper nouns; (ii) months and days of the week; and (iii) the salutation and closing of a letter (2)

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/

WRITING

Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate:* **This sentence tells about Erica.**
- *Direct* the student to the sentence. *Communicate* the text.
- *Communicate:* **Find the sentence that tells about Erica.**

Stimulus 1

* Erica is going to the library.

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

Presentation Instructions for Question 2

- *Present* Stimulus 2a and 2b. *Communicate:* **Here is more about Erica's visit to the library.**
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to Stimulus 2a. *Communicate:* **Stories are better when sentences have more details.**
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that gives more details about Erica's visit to the library.**

Stimulus 2a

Erica is going to the library.

Stimulus 2b

Erica likes the park.	* Erica likes to go to the library for story time.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Erica likes to go to the library for story time" in Stimulus 2b,	➨	mark **A** for question 2 and move to question 3.
If the student does not find "Erica likes to go to the library for story time" in Stimulus 2b,	➨	• model the desired student action by finding "Erica likes to go to the library for story time" in Stimulus 2b and *communicate* **"This is the sentence that gives more details about Erica's visit to the library"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "Erica likes to go to the library for story time" in Stimulus 2b,	➨	mark **B** for question 2 and move to question 3.
After teacher modeling, if the student does not find "Erica likes to go to the library for story time" 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 about Erica's visit to the library.**
- *Direct* the student to Stimulus 3a. *Communicate* the text.
- *Direct* the student to the underlined word in Stimulus 3a. *Communicate:* **The word "cooking" does not make sense in this sentence.**
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the word that correctly replaces the underlined word.**

Stimulus 3a

Erica likes <u>cooking</u> time at the library. On one of Erica's visits, a person who wrote a book was at the library to read it to the children.

Stimulus 3b

* story | people | clock

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "story" in Stimulus 3b,	➨	mark **A** for question 3 and move to question 4.
If the student does not find "story" in Stimulus 3b,	➨	provide ***one*** of these allowable teacher assists to the student: • Have the student describe what happens at the library. **OR** • Have the student describe what is happening in the picture. **OR** • Read the first sentence, inserting each answer choice. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "story" in Stimulus 3b,	➨	mark **B** for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find "story" 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 more about Erica.**
- *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 best ending to the paragraph.**

Stimulus 4a

On one of Erica's visits, a person who wrote a book was at the library to read it to the children. Erica liked the book so much that she decided to write her own story.

Stimulus 4b

Later, Erica walked her dog.

Later, Erica ate dinner.

* Later, Erica began writing her book.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Later, Erica began writing her book” in Stimulus 4b,	➨	mark **A** for question 4 and move to question 5.
If the student does not find “Later, Erica began writing her book” in Stimulus 4b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Later, Erica began writing her book” 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 “Later, Erica began writing her book” in Stimulus 4b,	➨	mark **C** for question 4 and move to question 5.

Presentation Instructions for Question 5

- *Present* Stimulus 5. *Communicate:* **Here are sentences about cotton.**
- *Direct* the student to the first sentence in Stimulus 5. *Communicate* the text.
- *Direct* the student to the second sentence in Stimulus 5. *Communicate* the text.
- *Communicate:* **Find the sentence that gives more details about cotton.**

Stimulus 5

Cotton is a crop.

* Cotton is a crop that is grown on many farms in Texas.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Cotton is a crop that is grown on many farms in Texas,"	➨	mark **A** for question 5 and move to question 6.
If the student does not find "Cotton is a crop that is grown on many farms in Texas,"	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds "Cotton is a crop that is grown on many farms in Texas,"	➨	mark **B** for question 5 and move to question 6.
After the five-second wait time, if the student does not find "Cotton is a crop that is grown on many farms in Texas,"	➨	mark **C** for question 5 and move to question 6.

Presentation Instructions for Question 6

- *Present* Stimulus 6a and 6b. *Communicate:* **Here is more information about cotton.**
- *Direct* the student to Stimulus 6a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 6b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that gives more details about cotton.**

Stimulus 6a

Cotton is grown on farms.

Stimulus 6b

Cotton is grown.	* Cotton has been grown on farms in the state of Texas since 1745.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the more detailed sentence in Stimulus 6b,	➨	mark **A** for question 6 and move to question 7.
If the student does not find the more detailed sentence in Stimulus 6b,	➨	• model the desired student action by finding the more detailed sentence in Stimulus 6b and *communicate* **"This sentence gives more details about cotton"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the more detailed sentence in Stimulus 6b,	➨	mark **B** for question 6 and move to question 7.
After teacher modeling, if the student does not find the more detailed sentence 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 information about cotton.**
- *Direct* the student to Stimulus 7a. *Communicate* the text.
- *Direct* the student to the underlined word in Stimulus 7a. *Communicate:* **The underlined word "family" does not make sense.**
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the word that can replace the underlined word.**

Stimulus 7a

Farmers grow more cotton in Texas than in any other **family**.

Stimulus 7b

store	* state	yard

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "state" in Stimulus 7b,	➨	mark **A** for question 7 and move to question 8.
If the student does not find "state" in Stimulus 7b,	➨	provide ***one*** of these allowable teacher assists to the student: • Read the text, replacing in the answer choices each time. **OR** • Have the student highlight the word "Texas" in the sentence. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "state" in Stimulus 7b,	➨	mark **B** for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find "state" in Stimulus 7b,	➨	mark **C** for question 7 and move to question 8.

Presentation Instructions for Question 8

- *Present* Stimulus 8a and 8b. *Communicate:* **This paragraph tells more information about cotton.**
- *Direct* the student to Stimulus 8a. *Communicate* the text.
- *Direct* the student to the empty box in Stimulus 8a. *Communicate:* **There is a sentence missing from this paragraph.**
- *Direct* the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that belongs in the empty box.**

Stimulus 8a

Cotton grows from seeds.

The seeds are used to make cooking oil and food for animals.

Stimulus 8b

*	Cotton seeds can be made into many new things.

Cotton needs water and sunlight to grow.

Cotton feels fluffy and soft.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Cotton seeds can be made into many new things” in Stimulus 8b,	➨	mark **A** for question 8 and move to question 9.
If the student does not find “Cotton seeds can be made into many new things” in Stimulus 8b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Cotton seeds can be made into many new things” 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 “Cotton seeds can be made into many new things” in Stimulus 8b,	➨	mark **C** for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9. *Communicate:* **These sentences tell about George.**
- *Direct* the student to the first sentence in Stimulus 9. *Communicate* the text in the first sentence.
- *Direct* the student to the second sentence in Stimulus 9. *Communicate* the text in the second sentence.
- *Communicate:* **Find the sentence that gives more details about George and his dog.**

Stimulus 9

George has a dog.

* George walks his dog every day.

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

Presentation Instructions for Question 10

- *Present* Stimulus 10a and 10b. *Communicate:* **Here is more about George and his dog.**
- *Direct* the student to Stimulus 10a. *Communicate* the text.
- *Direct* the student to Stimulus 10a. *Communicate:* **Adding details to sentences can make stories more interesting.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that gives more details about George and his dog.**

Stimulus 10a

George walks his dog every day.

Stimulus 10b

*	George walks his dog to the park every day after school.	George walks his dog.

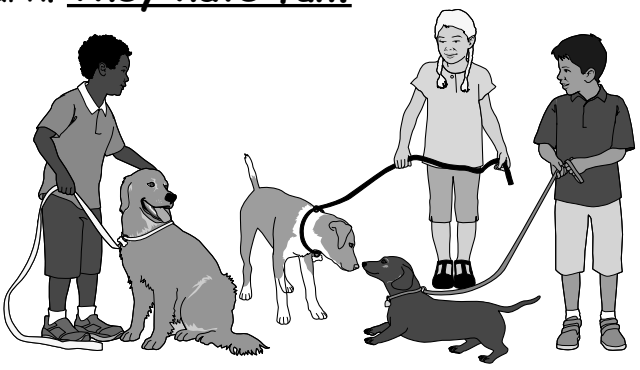
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "George walks his dog to the park every day after school" in Stimulus 10b,	➨	mark **A** for question 10 and move to question 11.
If the student does not find "George walks his dog to the park every day after school" in Stimulus 10b,	➨	• model the desired student action by finding "George walks his dog to the park every day after school" in Stimulus 10b and *communicate* **"This is the sentence that gives more details about George and his dog"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds "George walks his dog to the park every day after school" in Stimulus 10b,	➨	mark **B** for question 10 and move to question 11.
After teacher modeling, if the student does not find "George walks his dog to the park every day after school" 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 about George and his dog.**
- *Direct* the student to Stimulus 11a. *Communicate* the text.
- *Direct* the student to the underlined sentence in Stimulus 11a. *Communicate:* **This sentence needs to be changed to give more information about the fun they have at the park.**
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that gives more information about the fun they have.**

Stimulus 11a

George walks his dog to the park every day after school. On some days he meets his friends and their dogs at the park. **They have fun.**



Stimulus 11b

They have fun going to school together every day.

They have fun watching movies together.

* They have fun playing together with their dogs.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "They have fun playing together with their dogs" in Stimulus 11b,	➨	mark **A** for question 11 and move to question 12.
If the student does not find "They have fun playing together with their dogs" in Stimulus 11b,	➨	provide ***one*** of these allowable teacher assists to the student: • Read the paragraph using each answer choice. **OR** • Have the student describe what is happening in the picture. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "They have fun playing together with their dogs" in Stimulus 11b,	➨	mark **B** for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "They have fun playing together with their dogs" in Stimulus 11b,	➨	mark **C** for question 11 and move to question 12.

Presentation Instructions for Question 12

- *Present* Stimulus 12a and 12b. *Communicate:* **Here is more about the children and their dogs.**
- *Direct* the student to Stimulus 12a. *Communicate* the text.
- *Direct* the student to Stimulus 12a. *Communicate:* **One of the underlined sentences is not about the children or their dogs.**
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that does not belong in the story.**

Stimulus 12a

The children and their dogs race to the other side of the park. The children are laughing, and the dogs are breathing hard. **There are three slides at the park. All the dogs get a drink from the pond.**

Stimulus 12b

The children and their dogs race to the other side of the park.

* There are three slides at the park.

All the dogs get a drink from the pond.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “There are three slides at the park” in Stimulus 12b,	➨	mark **A** for question 12 and move to question 13.
If the student does not find “There are three slides at the park” in Stimulus 12b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “There are three slides at the park” 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 “There are three slides at the park” in Stimulus 12b,	➨	mark **C** for question 12 and move to question 13.

Presentation Instructions for Question 13

- *Present* Stimulus 13. *Communicate:* **Here is a sentence about a boy named Greg.**
- *Direct* the student to Stimulus 13. *Communicate* the text.
- *Communicate:* **Find the sentence about a boy named Greg.**

Stimulus 13

* Greg painted one picture in art class.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the sentence about a boy named Greg,	➨	mark **A** for question 13 and move to question 14.
If the student does not find the sentence about a boy named Greg,	➨	• 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 sentence about a boy named Greg,	➨	mark **B** for question 13 and move to question 14.
After the five-second wait time, if the student does not find the sentence about a boy named Greg,	➨	mark **C** for question 13 and move to question 14.

Presentation Instructions for Question 14

- *Present* Stimulus 14a and 14b. *Communicate:* **Here is more about Greg.**
- *Direct* the student to Stimulus 14a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 14b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that uses the underlined word correctly.**

Stimulus 14a

Greg painted one picture in art class on Monday.

Stimulus 14b

* Greg painted two **pictures** on Tuesday.

Greg painted two **picture** on Tuesday.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the sentence with "pictures" in Stimulus 14b,	➨	mark **A** for question 14 and move to question 15.
If the student does not find the sentence with "pictures" in Stimulus 14b,	➨	• model the desired student action by finding the sentence with "pictures" in Stimulus 14b and *communicate* **"This is the sentence that uses the underlined word correctly"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the sentence with "pictures" in Stimulus 14b,	➨	mark **B** for question 14 and move to question 15.
After teacher modeling, if the student does not find the sentence with "pictures" 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 about art class.**
- *Direct* the student to Stimulus 15a. *Communicate* the text.
- *Direct* the student to Stimulus 15b. *Communicate:* **Here are three sets of sentences about Greg and his friend Jill.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the set of sentences that is written correctly.**

Stimulus 15a

Jill and Greg like art class.

Stimulus 15b

Jill draws with many different marker.
Greg draws with one marker.

Jill draws with many different marker.
Greg draws with one markers.

*

Jill draws with many different
markers. Greg draws with one marker.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the set of sentences that is written correctly in Stimulus 15b,	➨	mark **A** for question 15 and move to question 16.
If the student does not find the set of sentences that is written correctly in Stimulus 15b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the words “marker” and “markers” in each sentence while rereading the answer choices. **OR** • Have the student tell the difference between “marker” and “markers.” Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds the set of sentences that is written correctly in Stimulus 15b,	➨	mark **B** for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find the set of sentences that is written correctly in Stimulus 15b,	➨	mark **C** for question 15 and move to question 16.

Presentation Instructions for Question 16

- *Present* Stimulus 16a and 16b. *Communicate:* **Here is more about art class.**
- *Direct* the student to the empty box in Stimulus 16a. *Communicate:* **Some of the words in this sentence are missing.** *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the words that belong in the empty box.**

Stimulus 16a

Greg's art class gathered artwork for a show on Wednesday. Each student chose a picture for the show. Greg chose a picture he drew of [ ]. Everyone will enjoy seeing the great artwork.

Stimulus 16b

one house and three tree

* one house and three trees

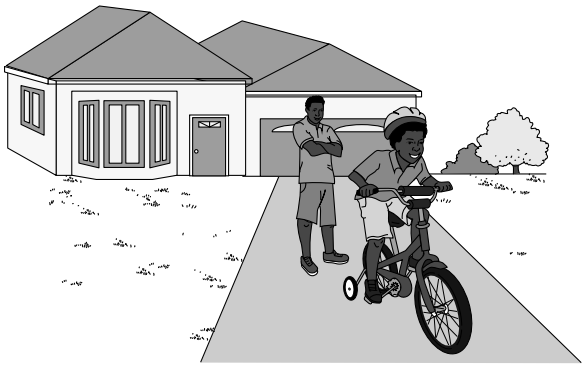
one houses and three trees

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “one house and three trees” in Stimulus 16b,	➨	mark **A** for question 16 and move to question 17.
If the student does not find “one house and three trees” in Stimulus 16b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “one house and three trees” 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 “one house and three trees” in Stimulus 16b,	➨	mark **C** for question 16 and move to question 17.

Presentation Instructions for Question 17

- *Present* Stimulus 17. *Communicate:* **Here is a sentence about riding a bicycle.**
- *Direct* the student to Stimulus 17. *Communicate* the text.
- *Direct* the student to the beginning of the sentence. *Communicate:* **The first letter in a sentence should be capitalized.**
- *Communicate:* **Find the sentence that begins with a capital letter.**

Stimulus 17



* Riding a bicycle can be fun.

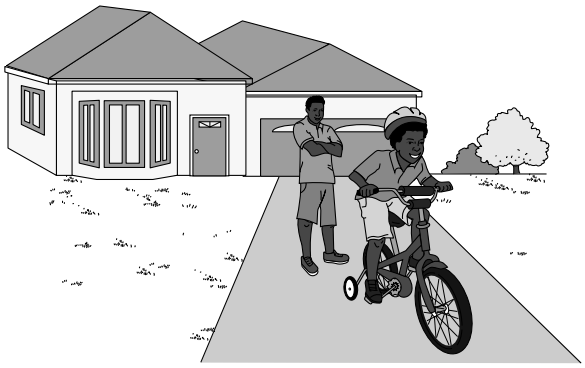
Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the sentence,	➨	mark **A** for question 17 and move to question 18.
If the student does not find the sentence,	➨	• remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the sentence,	➨	mark **B** for question 17 and move to question 18.
After the five-second wait time, if the student does not find the sentence,	➨	mark **C** for question 17 and move to question 18.

Presentation Instructions for Question 18

- *Present* Stimulus 18a and 18b. *Communicate:* **Here are sentences about riding a bicycle.**
- *Communicate:* **Capital letters are used for the names of people. Names of people can be anywhere in a sentence.**
- *Direct* the student to Stimulus 18a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence with the capital letter used correctly.**

Stimulus 18a

Danny knows that he should wear a helmet when he rides his bicycle.



Stimulus 18b

A helmet keeps danny safe.

* A helmet keeps Danny safe.

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds the sentence with "Danny" in Stimulus 18b,	➨	mark **A** for question 18 and move to question 19.
If the student does not find the sentence with "Danny" in Stimulus 18b,	➨	• model the desired student action by finding the sentence with "Danny" in Stimulus 18b and *communicate* **"This is the sentence that uses the capital letter correctly for the name of a person"**; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the sentence with "Danny" in Stimulus 18b,	➨	mark **B** for question 18 and move to question 19.
After teacher modeling, if the student does not find the sentence with "Danny" 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 are sentences about riding a bicycle.**
- *Communicate:* **Capital letters are used for the names of people. Names of people can be anywhere in a sentence.**
- *Direct* the student to Stimulus 19a. *Communicate* the text.
- *Direct* the student to the underlined words in Stimulus 19a. *Communicate:* **One of the underlined words should be capitalized.** *Communicate* the underlined words.
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the underlined word that should begin with a capital letter.**

Stimulus 19a

Danny is riding his **bicycle**. He is excited to show his friend **jody** how well he can ride. He will see her at the bicycle fair **tomorrow**.

Stimulus 19b

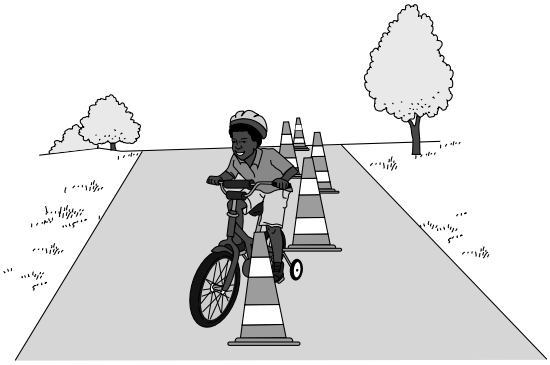
Bicycle	* Jody	Tomorrow

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds "Jody" in Stimulus 19b,	➨	mark **A** for question 19 and move to question 20.
If the student does not find "Jody" in Stimulus 19b,	➨	provide ***one*** of these allowable teacher assists to the student: • Highlight the underlined words in the paragraph while reading them. **OR** • Have the student identify when to use a capital letter. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Jody" in Stimulus 19b,	➨	mark **B** for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find "Jody" 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 a sentence about riding a bicycle.**
- *Direct* the student to Stimulus 20a. *Communicate* the text.
- *Communicate:* **Capital letters are used for days of the week and months of the year. There are some words in the sentence that should be capitalized.**
- *Direct* the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the words from the sentence that are capitalized correctly.**

Stimulus 20a



Danny's school has a bicycle fair every year on the first saturday in may.

Stimulus 20b

*	Saturday	May

School	May

Bicycle	First

Scoring Instructions		
Student Action		**Test Administrator Action**
If the student finds “Saturday, May” in Stimulus 20b,	➨	mark **A** for question 20.
If the student does not find “Saturday, May” in Stimulus 20b,	➨	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Saturday, May” in Stimulus 20b,	➨	mark **B** for question 20.
After the teacher repeats the instructions, if the student does not find “Saturday, May” in Stimulus 20b,	➨	mark **C** for question 20.

TEST ADMINISTRATOR MANUAL

STAAR ALTERNATE 2
GRADE 4
Writing
April 2019

1118839 1 2 3 4 5 A B C D E Printed in the USA ISD21060