



State of Texas Assessments of Academic Readiness

TEST INSTRUCTIONS

GRADE 7 Reading Language Arts STAAR Alternate 2

Administered April 2023

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Reading Language Arts Grade 7		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 with adult assistance (1)	
Item 2 Prerequisite Skill	evaluate details read to determine key ideas (2)	
Item 3 Prerequisite Skill	evaluate details read to determine key ideas (3)	
Item 4 Prerequisite Skill	use text evidence to support an appropriate response (4)	

Reading Language Arts Grade 7		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	evaluate details to determine what is most important with adult assistance (1)	
Item 6 Prerequisite Skill	synthesize information to create new understanding (2)	
Item 7 Prerequisite Skill	evaluate details read to determine key ideas (3)	
Item 8 Prerequisite Skill	evaluate details read to determine key ideas (3)	

Reading Language Arts Grade 7		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	revise drafts by adding details in pictures or words (1)	
Item 10 Prerequisite Skill	past, present, and future verb tense (2)	
Item 11 Prerequisite Skill	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (3)	
Item 12 Prerequisite Skill	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (4)	

Reading Language Arts Grade 7		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 by adding, deleting, or rearranging words, phrases, or sentences (2)	
Item 14 Prerequisite Skill	edit drafts using standard English conventions, including punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series (3)	
Item 15 Prerequisite Skill	revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (4)	
Item 16 Prerequisite Skill	edit drafts using standard English conventions, including subordinating conjunctions to form complex sentences (5)	

Reading Language Arts Grade 7		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	identify and describe the main character(s) (K)	
Item 18 Prerequisite Skill	describe the setting (1)	
Item 19 Prerequisite Skill	describe the main character's (characters') internal and external traits (2)	
Item 20 Prerequisite Skill	explain the interactions of the characters and the changes they undergo (4)	

READING LANGUAGE ARTS

Presentation Instructions for Question 1

- *Present* Stimulus 1. *Communicate*: Here is the article “Texas Waterfalls.”
- *Direct* the student to Stimulus 1. *Communicate* the title and the text.
- *Communicate*: Find the waterfall in Austin, Texas.

Stimulus 1

Texas Waterfalls



The double waterfall at Zilker Botanical Garden in Austin is one of the many waterfalls throughout the state of Texas.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the waterfall in Austin, Texas,	➡	mark A for question 1 and move to question 2.
If the student does not find the waterfall in Austin, Texas,	➡	<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 waterfall in Austin, Texas,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the waterfall in Austin, Texas,	➡	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 “Texas Waterfalls.”**
- *Direct* the student to Stimulus 2a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 2b. *Communicate*: **This is a waterfall. This is a lake.**
- *Communicate*: **Find where water from a stream or a river falls over the side of a cliff.**

Stimulus 2a



A waterfall is a place in a stream or a river where running water falls from a high place, such as over the side of a cliff. Texas has many waterfalls in different shapes and sizes to be discovered and explored.

Stimulus 2b

*



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the waterfall in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find the waterfall in Stimulus 2b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the waterfall in Stimulus 2b and <i>communicate</i> “A waterfall forms when water from a stream or a river falls over the side of a cliff”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the waterfall in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the waterfall in Stimulus 2b,	➡	mark C for question 2 and move to question 3.

Presentation Instructions for Question 3

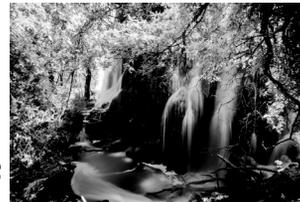
- *Present* Stimulus 3a and 3b. *Communicate*: Here is more of the article “Texas Waterfalls.”
- *Direct* the student to Stimulus 3a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate*: Find why the state’s tallest waterfalls are in West Texas.

Stimulus 3a



One popular waterfall in the Texas Hill Country is found at Hamilton Pool Preserve. Not far from where Hamilton Creek meets the Pedernales River, water rushes over a tall limestone cliff and falls into a shallow pool at the opening of a small grotto, or cave, formed by years of water erosion. Swimmers enjoy jumping from the rocky ledges into the pool of water below.

One of the most famous waterfalls in Texas is in Colorado Bend State Park. At the end of a one-and-a-half-mile hike along a steep trail is Gorman Falls, where the water falls over plant-covered rock walls. Many Texas waterfalls flow only during the rainy season. However, Gorman Falls flows even during the hot, dry summer months.



West Texas may not seem like the best place to find waterfalls. But huge cliffs and deep canyons are the perfect home for some of the tallest waterfalls in the state, such as Madrid Falls at Big Bend Ranch State Park. Visitors willing to make the challenging uphill hike can see a waterfall that is over 100 feet tall and drops two levels.



Stimulus 3b

West Texas has grottoes formed by years of erosion.

* West Texas has huge cliffs and deep canyons.

West Texas has plant-covered rock walls.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “West Texas has huge cliffs and deep canyons” in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find “West Texas has huge cliffs and deep canyons” in Stimulus 3b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight “grottoes,” “cliffs,” and “rock walls” in Stimulus 3b. OR • Have the student describe the waterfalls in each of the photographs in Stimulus 3a. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “West Texas has huge cliffs and deep canyons” in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “West Texas has huge cliffs and deep canyons” 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 “Texas Waterfalls.”
- *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 describes how waterfalls in Texas are evidence of the past.

Stimulus 4a



A series of smaller waterfalls along a river is called a cascade.

Boykin Springs is a cascade of waterfalls, each under 4 feet tall, that are part of the Neches River. The river water rushes by the old Aldridge Sawmill, in Angelina National Forest near Zavalla in East Texas.

At Pedernales Falls, water cascades over limestone rocks and creates shallow pools where fish gather. Pedernales Falls are not tall, but they are magnificent in the way they spread across the Pedernales River. The falls are a popular swimming place during the summer, but the water currents can become very strong and dangerous.



Dinosaur Valley State Park near Fort Worth is best known for the fossil footprints in the rocky riverbed of the Paluxy River. People like to follow the trail of the dinosaur tracks to the huge waterfall at Wildcat Hollow to learn about life long ago.

Whether people want to be impressed by rushing water falling over a tall cliff or the wide spread of shorter waterfalls that cascade across a river, Texas has hundreds of waterfalls to be discovered and explored.

Stimulus 4b

Boykin Springs is a cascade of waterfalls, each under 4 feet tall, that are part of the Neches River.

The Falls are a popular swimming place during the summer, but the water currents can become very strong and dangerous.

* *People like to follow the trail of the dinosaur tracks to the huge waterfall at Wildcat Hollow to learn about life long ago.*

Scoring Instructions

Student Action	Test Administrator Action
If the student finds <i>“People like to follow the trail of the dinosaur tracks to the huge waterfall at Wildcat Hollow to learn about life long ago”</i> in Stimulus 4b,	➡ mark A for question 4 and move to question 5.
If the student does not find <i>“People like to follow the trail of the dinosaur tracks to the huge waterfall at Wildcat Hollow to learn about life long ago”</i> in Stimulus 4b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds <i>“People like to follow the trail of the dinosaur tracks to the huge waterfall at Wildcat Hollow to learn about life long ago”</i> 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 <i>“People like to follow the trail of the dinosaur tracks to the huge waterfall at Wildcat Hollow to learn about life long ago”</i> 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 “The World Balloon Contest.”
- *Direct* the student to Stimulus 5. *Communicate* the title and the text.
- *Communicate*: **Find the balloon artists.**

Stimulus 5

The World Balloon Contest



At the World Balloon Convention, almost 900 balloon artists from around the world come together to make balloon sculptures of animals, cartoon characters, hats, and clothing.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the balloon artists,	➡	mark A for question 5 and move to question 6.
If the student does not find the balloon artists,	➡	<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 balloon artists,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the balloon artists,	➡	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 “The World Balloon Contest.”
- Direct the student to Stimulus 6a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 6b. *Communicate:* This is a balloon. This is a balloon sculpture.
- *Communicate:* Find the balloon sculpture.

Stimulus 6a



The most exciting part of every World Balloon Convention is the balloon sculpture contest. Teams of artists have 27 hours to work together using their skills and imagination to create amazing works of art. These artists work with balloons in different sizes, shapes, and colors to make giant sculptures and beautiful costumes.

Stimulus 6b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the balloon sculpture in Stimulus 6b,	➡ mark A for question 6 and move to question 7.
If the student does not find the balloon sculpture in Stimulus 6b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the balloon sculpture in Stimulus 6b and <i>communicate</i> “Teams of artists work together to create balloon sculptures”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the balloon sculpture in Stimulus 6b,	➡ mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the balloon sculpture 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 “The World Balloon Contest.”
- *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 sentence that summarizes this section of the article.

Stimulus 7a

In 2018 the winning team for the large sculpture competition traveled all the way from Taiwan. The team of artists used more than 50,000 balloons to build a giant standing tiger. The 15-foot-tall tiger wore colorful jewel-covered armor and looked like it was walking across the roof of a building.



© 2018 World Balloon Convention

A team from the United States won third prize in the large sculpture competition for its giant sculpture of Ursula the Sea Witch from *The Little Mermaid*.



© 2018 World Balloon Convention

Ursula's evil smile and black tentacles were all made of balloons. So was the underwater scene around her, filled with balloon rocks, plants, and sea creatures.

Stimulus 7b

Teams spend time during the competition counting the balloons needed for a large balloon sculpture.

The team from Taiwan won first place because it created a taller balloon sculpture than the team from the United States did.

* Members of each team of balloon artists work together to create a large balloon sculpture.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “Members of each team of balloon artists work together to create a large balloon sculpture” in Stimulus 7b,	➡	mark A for question 7 and move to question 8.
If the student does not find “Members of each team of balloon artists work together to create a large balloon sculpture” in Stimulus 7b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student describe what the teams do during the competition. OR • Highlight “counting the balloons,” “created a taller balloon sculpture,” and “worked together to create” in the answer choices in Stimulus 7b. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “Members of each team of balloon artists work together to create a large balloon sculpture” in Stimulus 7b,	➡	mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “Members of each team of balloon artists work together to create a large balloon sculpture” 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 “The World Balloon Contest.”
- *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 artists do not save their balloon sculptures at the end of the convention.

Stimulus 8a

Other competitors at the 2018 World Balloon Convention used balloons to create things to wear. The first-place winner in the fashion and costume category used balloons to create a cloak and pair of boots that looked like they came straight out of a *Star Wars* movie. The second-place winner created a dress made mostly out of pink balloons.



Some teams of artists created amazing balloon hats. One of the winning teams created a black-and-silver hat decorated with balloon flowers. Another winning team made a fairy-tale crown with bright balloon jewels.



The balloon designs created at the convention are not meant to last forever. So, when the convention ends, participants must pop the balloons. Small pieces of the burst balloons cover the floor like confetti. And even though this party is over, the balloon artists are already beginning to imagine the fantastic designs they might want to create for the next World Balloon Convention.

Stimulus 8b

* It is difficult for the artists to take the sculptures home without popping the balloons.

The artists want to reuse the balloons at the next World Balloon Convention.

The artists want to use the small pieces of popped balloons to create other works of art.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds “It is difficult for the artists to take the sculptures home without popping the balloons” in Stimulus 8b,	➡	mark A for question 8 and move to question 9.
If the student does not find “It is difficult for the artists to take the sculptures home without popping the balloons” in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “It is difficult for the artists to take the sculptures home without popping the balloons” 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 “It is difficult for the artists to take the sculptures home without popping the balloons” 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 first sentence in Stimulus 9. *Communicate*: **Here is a sentence about the Texas State Capitol.** *Communicate* the text.
- *Direct* the student to the second sentence in Stimulus 9. *Communicate*: **This sentence has been revised by adding more details.**
- *Communicate*: **Find the revised sentence about the Texas State Capitol.**

Stimulus 9

The Texas State Capitol is a tall building.



* The Texas State Capitol in Austin, Texas, today is taller than the nation's capitol in Washington, D.C.

Scoring Instructions

Student Action		Test Administrator Action
If the student finds the revised sentence,	➡	mark A for question 9 and move to question 10.
If the student does not find the revised sentence,	➡	<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 revised sentence,	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the revised sentence,	➡	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 the Texas State Capitol.**
- *Direct* the student to Stimulus 10a. *Communicate* the text. *Communicate*: **This sentence needs to be edited for correct verb tense.**
- *Direct* the student to each answer choice in Stimulus 10b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the word that correctly replaces the underlined word.**

Stimulus 10a



The Texas State Capitol was completed in 1888. It take more than six and a half years for workmen to build the capitol.

Stimulus 10b

takes

* took

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “took” in Stimulus 10b,	➡	mark A for question 10 and move to question 11.
If the student does not find “took” in Stimulus 10b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “took” in Stimulus 10b and <i>communicate</i> “The word ‘took’ correctly replaces the underlined word in the sentence. It took more than six and a half years for workmen to build the capitol”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “took” in Stimulus 10b,	➡	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find “took” 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 the Texas State Capitol.
- Direct the student to Stimulus 11a. *Communicate* the text.
- *Communicate:* This paragraph needs to be revised. One of the sentences does not belong and needs to be deleted.
- Direct the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate:* Find the sentence that needs to be deleted to revise the paragraph.

Stimulus 11a



The current Texas State Capitol is the third version of the building. The first was a wooden building that was the national capitol of the Texas Republic until Texas became a state. The governor of Texas has an office in the Texas State Capitol. The second Texas capitol was built in 1853, on the same site as the present capitol in Austin. It was destroyed by fire in 1881, but plans had already been made to replace it.

Stimulus 11b

The current Texas State Capitol is the third version of the building.

* *The governor of Texas has an office in the Texas State Capitol.*

It was destroyed by fire in 1881, but plans had already been made to replace it.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds <i>“The governor of Texas has an office in the Texas State Capitol”</i> in Stimulus 11b,	<p>➔ mark A for question 11 and move to question 12.</p>
If the student does not find <i>“The governor of Texas has an office in the Texas State Capitol”</i> in Stimulus 11b,	<p>➔ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Highlight each of the answer choices in Stimulus 11a. OR • Have the student describe what the paragraph is about. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds <i>“The governor of Texas has an office in the Texas State Capitol”</i> 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 <i>“The governor of Texas has an office in the Texas State Capitol”</i> 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 about the Texas State Capitol.
- *Direct* the student to Stimulus 12a. *Communicate* the text. *Communicate*: The underlined sentences can be combined to improve the sentence structure in the paragraph.
- *Direct* the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate*: Find the revised sentence that combines the information and improves the sentence structure in the paragraph.

Stimulus 12a

The dome of the Texas State Capitol rises above the roof and sits on top of the four-story capitol that is made of thick stone walls. The Goddess of Liberty is on top of the capitol dome. The Goddess of Liberty watches over the state of Texas. The Goddess of Liberty holds the sword of justice in one hand and a gold Lone Star in the other.



Stimulus 12b

The Goddess of Liberty holds the sword of justice in one hand and a gold Lone Star and stands on top of the capitol dome and watches over the state of Texas.

* On top of the capitol dome, the Goddess of Liberty watches over the state of Texas with the sword of justice in one hand and a gold Lone Star in the other.

Watching over the state of Texas from the top of the capitol dome and the Goddess of Liberty holds a sword and a gold Lone Star.

Scoring Instructions

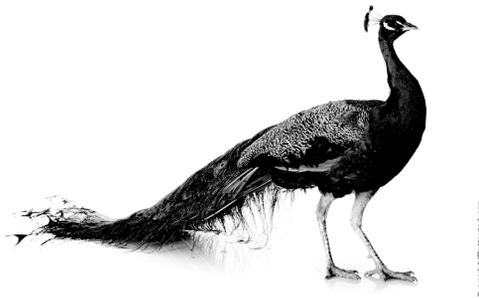
Student Action	Test Administrator Action
If the student finds “On top of the capitol dome, the Goddess of Liberty watches over the state of Texas with the sword of justice in one hand and a gold Lone Star in the other” in Stimulus 12b,	➡ mark A for question 12 and move to question 13.
If the student does not find “On top of the capitol dome, the Goddess of Liberty watches over the state of Texas with the sword of justice in one hand and a gold Lone Star in the other” in Stimulus 12b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “On top of the capitol dome, the Goddess of Liberty watches over the state of Texas with the sword of justice in one hand and a gold Lone Star in the other” 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 “On top of the capitol dome, the Goddess of Liberty watches over the state of Texas with the sword of justice in one hand and a gold Lone Star in the other” 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 first sentence in Stimulus 13. *Communicate:* **This is a sentence about peacocks.** *Communicate* the text.
- Direct the student to the second sentence in Stimulus 13. *Communicate:* **This sentence has been revised by adding more detail about peacocks.** *Communicate* the text.
- *Communicate:* **Find the revised sentence about peacocks.**

Stimulus 13

Peacocks are large birds.



* Peacocks are large, colorful birds with beautiful tail feathers.

Scoring Instructions

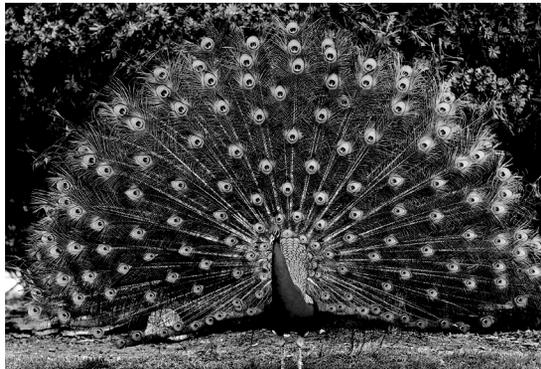
Student Action		Test Administrator Action
If the student finds the revised sentence,	➡	mark A for question 13 and move to question 14.
If the student does not find the revised sentence,	➡	<ul style="list-style-type: none"> • remove the stimulus; • wait at least five seconds; and • replicate the initial presentation instructions.
After the five-second wait time, if the student finds the revised sentence,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the revised sentence,	➡	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 peacocks.
- 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 word that has been edited with the correct placement of the apostrophe.

Stimulus 14a

The tail feathers spread out in a fan that reaches across the peacocks back and touches the ground on both sides.



Stimulus 14b

*

Scoring Instructions	
Student Action	Test Administrator Action
If the student finds “peacock’s” in Stimulus 14b,	➡ mark A for question 14 and move to question 15.
If the student does not find “peacock’s” in Stimulus 14b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding “peacock’s” in Stimulus 14b and <i>communicate</i> “The word ‘peacock’s’ has been edited with the correct placement of the apostrophe”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “peacock’s” in Stimulus 14b,	➡ mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find “peacock’s” 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 peacocks.*
- Direct the student to Stimulus 15a. *Communicate* the text.
- *Communicate: The paragraph needs to be revised. One of the sentences does not belong in the paragraph. Communicate* the text in each answer choice.
- *Communicate: Find the sentence that does not belong in the paragraph.*

Stimulus 15a

The word for this kind of bird is "peafowl." Only the males are "peacocks." The females are "peahens." And the babies are called "peachicks." A peacock lives in the wild for about 20 years. A family of peafowl is called a "pride."



Stimulus 15b

Only the males are "peacocks."

* *A peacock lives in the wild for about 20 years.*

A family of peafowl is called a "pride."

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “ <i>A peacock lives in the wild for about 20 years</i> ” in Stimulus 15b,	<p>➡ mark A for question 15 and move to question 16.</p>
If the student does not find “ <i>A peacock lives in the wild for about 20 years</i> ” in Stimulus 15b,	<p>➡ provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student describe what the paragraph is about. OR • Highlight each answer choice in the paragraph in Stimulus 15a. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds “ <i>A peacock lives in the wild for about 20 years</i> ” 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 “ <i>A peacock lives in the wild for about 20 years</i> ” 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 about peacocks.
- *Direct* the student to Stimulus 16a. *Communicate* the text. *Communicate*: **The two underlined sentences can be combined.**
- *Direct* the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence about peacocks that is edited to correctly combine the underlined sentences.**

Stimulus 16a

A peacock's tail feathers can grow to be five feet long. A peacock has feathers that are larger than its body. A peacock can fly, but not very far.



Stimulus 16b

* **Even though** a peacock has feathers that are larger than its body, it can fly, but not very far.

Even if a peacock has feathers that are larger than its body, it can fly, but not very far.

Even when a peacock has feathers that are larger than its body, it can fly, but not very far.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “Even though a peacock has feathers that are larger than its body, it can fly, but not very far” in Stimulus 16b,	➡ mark A for question 16 and move to question 17.
If the student does not find “Even though a peacock has feathers that are larger than its body, it can fly, but not very far” in Stimulus 16b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Even though a peacock has feathers that are larger than its body, it can fly, but not very far” 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 “Even though a peacock has feathers that are larger than its body, it can fly, but not very far” 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 “Football and Fine Art.”
- *Direct* the student to Stimulus 17. *Communicate* the title and the text.
- *Communicate*: Find Katrina painting at the kitchen table.

Stimulus 17

Football and Fine Art



Katrina is painting a large watercolor at the kitchen table. Katrina’s dad comes to the doorway and calls out, “Let’s go, Katrina. Jackson is already in the car, and we want to arrive at the stadium before kickoff.”

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds Katrina painting at the kitchen table,	➡	mark A for question 17 and move to question 18.
If the student does not find Katrina painting at the kitchen table,	➡	<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 Katrina painting at the kitchen table,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find Katrina painting at the kitchen table,	➡	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 “Football and Fine Art.”
- Direct the student to Stimulus 18a. *Communicate* the text.
- Direct the student to each answer choice in Stimulus 18b. *Communicate:* This is the AT&T Stadium. This is Katrina’s house.
- *Communicate:* Find where Katrina’s dad wants to watch the Dallas Cowboys football game.

Stimulus 18a

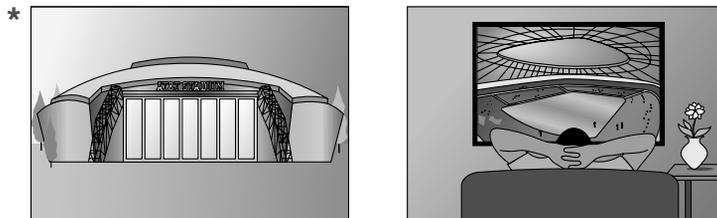


Katrina’s dad is thrilled when a coworker gives him tickets to the Dallas Cowboys football game. He is especially excited about watching the game in the AT&T Stadium. And Katrina’s older brother Jackson is just as excited as her dad.

“Can’t I stay home?” Katrina asks. “You know sports just aren’t my thing.”

Her father smiles and says, “Katrina, I promise, you are going to love this!”

Stimulus 18b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the AT&T Stadium in Stimulus 18b,	➡ mark A for question 18 and move to question 19.
If the student does not find the AT&T Stadium in Stimulus 18b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the AT&T Stadium in Stimulus 18b and <i>communicate</i> “Katrina’s dad wants to watch the Dallas Cowboys football game at the AT&T Stadium”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the AT&T Stadium in Stimulus 18b,	➡ mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find the AT&T Stadium 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 “Football and Fine Art.”
- *Direct* the student to Stimulus 19a. *Communicate* the text.
- *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
- *Communicate*: Find why Katrina is surprised when she arrives at the AT&T Stadium.

Stimulus 19a

For Katrina, watching football is about as exciting as watching paint dry—although if she was watching the paint on her newest piece of art, it actually would be exciting. She puts a small sketch pad and a pencil in her purse, hoping that she might see something for a future art project while she is at the football game.

As the car gets closer to the stadium, Katrina is completely surprised by the building she sees.



“It’s really something, isn’t it?” Jackson asks. “The AT&T Stadium is supported by the two largest single-span arches in the world.”

Katrina’s dad parks the car, and as the family enters the stadium, Katrina sees a huge polished ball that is three stories high mounted on an enormous black granite base.



"That's by Anish Kapoor, and it's called 'Sky Mirror,' " her father says.

The side that tilts upward reflects the blue sky with puffy white clouds. When Katrina walks around to the other side of the mirror, she sees all the people waiting to enter the stadium. Katrina waves at herself in the huge mirror.

"That sculpture cost ten million dollars," her father says, "and it's just the beginning of what I want to show you."

Stimulus 19b

* The stadium is more beautiful than Katrina expected.

The two arches are longer than Katrina pictured.

The "Sky Mirror" is taller than Katrina imagined.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds "The stadium is more beautiful than Katrina expected" in Stimulus 19b,	➔	mark A for question 19 and move to question 20.
If the student does not find "The stadium is more beautiful than Katrina expected" in Stimulus 19b,	➔	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight "stadium," "arches," and " 'Sky Mirror' " in Stimulus 19b. OR • Have the student describe what Katrina sees when she arrives at the stadium. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "The stadium is more beautiful than Katrina expected" in Stimulus 19b,	➔	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find "The stadium is more beautiful than Katrina expected" in Stimulus 19b,	➔	mark C for question 19 and move to question 20.

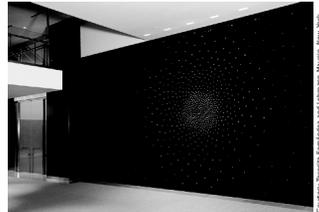
Presentation Instructions for Question 20

- *Present* Stimulus 20a and 20b. *Communicate*: Here is the conclusion of the story “Football and Fine Art.”
- *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 how the reader knows that Katrina changes her mind about going to the AT&T Stadium.

Stimulus 20a

As they walk through the levels inside, Katrina is stunned to see so many gigantic artworks on display. There are sculptures, paintings, photographs, and graphic pieces.

On the way to their seats, Katrina sees hundreds of mirrored glass cubes on an aluminum background, making Katrina feel as if she is in another galaxy. “Starfield” by Teresita Fernández, the sign reads.



When the family finally sits down in their seats, Katrina finds herself caught up in the excitement of the football game and the ability to see instant replays on one of the two huge video screens.



As they both watch the big screen, her brother elbows her in the side and says, “That’s a little bigger than our television at home, wouldn’t you say?”

“Everything’s bigger here,” Katrina admits with a laugh, “and really cool. Who could have imagined a football stadium and an art gallery all under one roof?”



"And the roof over the field opens up to let the sunshine in," her father points out.

"Hey," he says to Katrina, "the first half is almost over, so do you want to take some time to walk around and look at more of the art?"

"I could spend forever here," she answers. "In fact, could we stay awhile after the game ends? I never want to leave."

Stimulus 20b

Katrina thinks watching the large screens inside the stadium is like watching their big-screen TV at home.

Katrina is surprised when the roof of the stadium opens, and she can see the sky.

* Katrina wants to stay after the game to look at more of the artwork in the stadium.

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds "Katrina wants to stay after the game to look at more of the artwork in the stadium" in Stimulus 20b,	➡	mark A for question 20.
If the student does not find "Katrina wants to stay after the game to look at more of the artwork in the stadium" in Stimulus 20b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "Katrina wants to stay after the game to look at more of the artwork in the stadium" in Stimulus 20b,	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find "Katrina wants to stay after the game to look at more of the artwork in the stadium" in Stimulus 20b,	➡	mark C for question 20.

**TEST
INSTRUCTIONS**

**STAAR ALTERNATE 2
GRADE 7
Reading Language Arts
April 2023**

