

TEST ADMINISTRATOR MANUAL

U.S. History

STAAR Alternate 2

Administered April 2016

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

U.S. History		Cluster 1
Reporting Category 4	Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on U.S. history.	
Knowledge and Skills Statement USH 18	The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century.	
Essence Statement	Recognizes the economic impact of increased worldwide interdependence.	
Item 1 Prerequisite Skill	identify the role of markets in the exchange of goods and services (1)	
Item 2 Prerequisite Skill	identify ways in which people are both producers and consumers (2)	
Item 3 Prerequisite Skill	identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world (4)	
Item 4 Prerequisite Skill	analyze the impact of national and international markets and events on the production of goods and services in Texas such as agriculture, oil and gas, and computer technology (7)	

U.S. History		Cluster 2
Reporting Category 4	Economics, Science, Technology, and Society: The student will demonstrate an understanding of economic and technological influences on U.S. history.	
Knowledge and Skills Statement USH 28	The student understands the influence of scientific discoveries, technological innovations, and the free enterprise system on the standard of living in the United States.	
Essence Statement	Recognizes the influence of scientific discoveries, technological innovations, and the free enterprise system on the U.S. standard of living.	
Item 5 Prerequisite Skill	describe how science and technology change communication, transportation, and recreation (2)	
Item 6 Prerequisite Skill	describe how science and technology change communication, transportation, and recreation (2)	
Item 7 Prerequisite Skill	explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States (5)	
Item 8 Prerequisite Skill	compare types and uses of technology, past and present (7)	

U.S. History		Cluster 3
Reporting Category 3	Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process in U.S. history.	
Knowledge and Skills Statement USH 19	The student understands changes over time in the role of government.	
Essence Statement	Recognizes the impact of changes over time in the role of government.	
Item 9 Prerequisite Skill	identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community (2)	
Item 10 Prerequisite Skill	identify services commonly provided by local, state, and national governments (3)	
Item 11 Prerequisite Skill	describe the structure and functions of government at municipal, county, and state levels (7)	
Item 12 Prerequisite Skill	describe the structure and functions of government at municipal, county, and state levels (7)	

U.S. History		Cluster 4
Reporting Category 2	Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on U.S. history.	
Knowledge and Skills Statement USH 13	The student understands the causes and effects of migration and immigration on American society.	
Essence Statement	Recognizes the causes and effects of migration and immigration on American society.	
Item 13 Prerequisite Skill	identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields (2)	
Item 14 Prerequisite Skill	identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields (2)	
Item 15 Prerequisite Skill	analyze the positive and negative consequences of human modification of the environment in the United States, past and present (5)	
Item 16 Prerequisite Skill	identify ways in which Texans have adapted to and modified the environment and analyze the positive and negative consequences of the modifications (7)	

U.S. History		Cluster 5
Reporting Category 1	History: The student will demonstrate an understanding of issues and events in U.S. history.	
Knowledge and Skills Statement USH 9	The student understands the impact of the American civil rights movement.	
Essence Statement	Recognizes the impact of the American civil rights movement.	
Item 17 Prerequisite Skill	identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation (1)	
Item 18 Prerequisite Skill	describe how individuals, events, and ideas have changed communities, past and present (3)	
Item 19 Prerequisite Skill	identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics (5)	
Item 20 Prerequisite Skill	evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present (6)	

Additional resources for STAAR Alternate 2, including the STAAR Alternate 2 Test Administrator Manual and the STAAR Alternate 2 Educator Guide, are available online: <http://tea.texas.gov/student.assessment/special-ed/staaralt/>

U.S. HISTORY

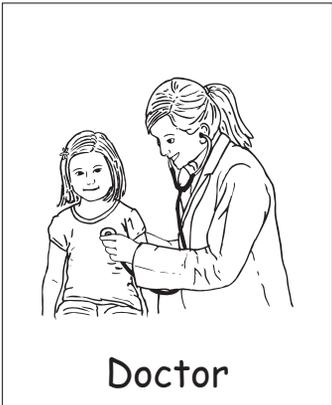
Presentation Instructions for Question 1

- Present Stimulus 1.
- Direct the student to each answer choice. *Communicate:* **This woman is a dressmaker. She makes dresses. She produces goods that people want. This woman is a doctor. She cares for sick people. She provides a service for people who need it.**
- *Communicate:* **Find the woman producing goods.**

Stimulus 1



Dressmaker



Doctor

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds the dressmaker producing goods,	➡	mark A for question 1 and move to question 2.
If the student does not find the dressmaker producing goods,	➡	<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 dressmaker producing goods,	➡	mark B for question 1 and move to question 2.
After the five-second wait time, if the student does not find the dressmaker producing goods,	➡	mark C for question 1 and move to question 2.

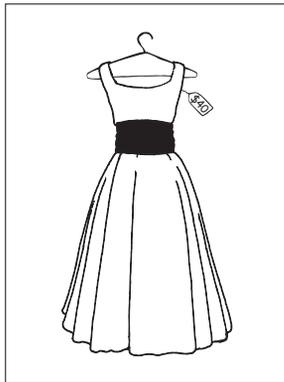
Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. *Communicate:* **The dressmaker is making a dress to sell.**
- Direct the student to the answer choices in Stimulus 2b. *Communicate:* **The dress is one of the goods that has been produced by the dressmaker. The girl is a consumer who bought the dress.**
- *Communicate:* **Find the consumer who bought the goods.**

Stimulus 2a



Stimulus 2b



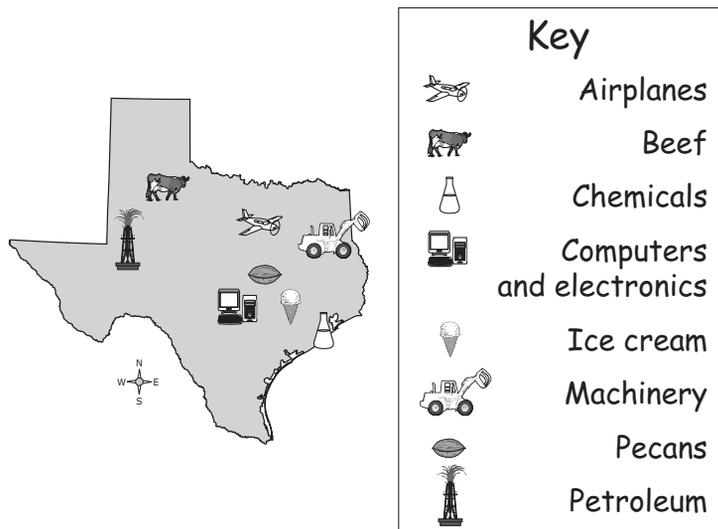
Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the consumer who bought the goods in Stimulus 2b,	➡	mark A for question 2 and move to question 3.
If the student does not find the consumer who bought the goods in Stimulus 2b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the girl wearing the dress in Stimulus 2b and <i>communicate</i> “This is the consumer who bought the goods”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the consumer who bought the goods in Stimulus 2b,	➡	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the consumer who bought the goods 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:* **This map of Texas has symbols that represent some products made in Texas. The key explains each symbol.**
- Communicate each symbol on the key.
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the sentence that is supported by the map.**

Stimulus 3a



Stimulus 3b

Texas produces only food products.

*

Texas produces many different products.

Texas produces large amounts of metal.

Scoring Instructions

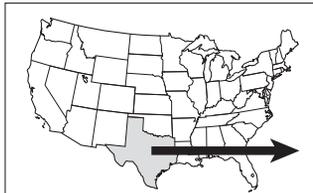
Student Action	➡	Test Administrator Action
If the student finds the sentence “Texas produces many different products” in Stimulus 3b,	➡	mark A for question 3 and move to question 4.
If the student does not find the sentence “Texas produces many different products” in Stimulus 3b,	➡	<p>provide one of these allowable teacher assists to the student:</p> <ul style="list-style-type: none"> • Have the student tell about each symbol in the key. OR • Have the student identify each symbol on the map as each name is read. OR • Highlight the symbols on the Texas map. <p>Replicate the initial presentation instructions.</p>
After the selected teacher assistance, if the student finds the sentence “Texas produces many different products” in Stimulus 3b,	➡	mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find the sentence “Texas produces many different products” 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.
- Direct the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate*: **Find the sentence that tells how exporting goods to other countries helps the people in Texas.**

Stimulus 4a

Exporting Goods out of Texas



Send out goods from
Texas to sell in other
countries

Stimulus 4b

Businesses
bring in a
greater
variety of
goods at a
cheaper price.

Businesses
save money on
transportation
by selling
fewer goods.

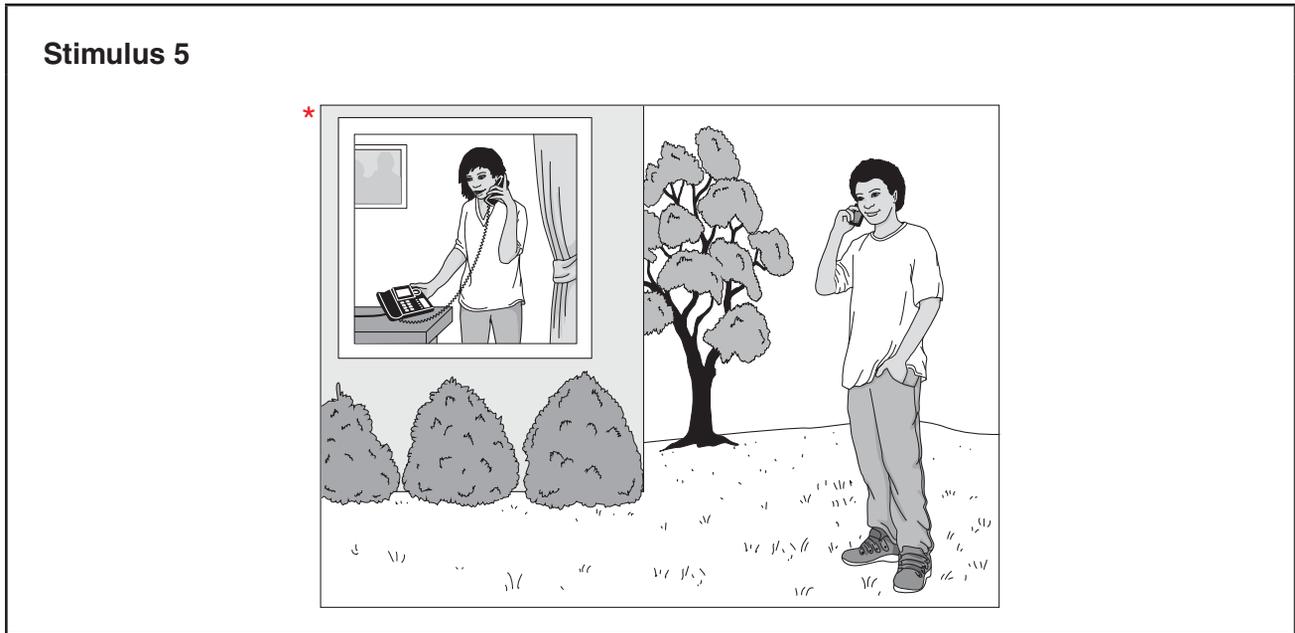
*
Businesses
sell more
goods, which
creates
profits and
jobs.

Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds “Businesses sell more goods, which creates profits and jobs” in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find “Businesses sell more goods, which creates profits and jobs” in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Businesses sell more goods, which creates profits and jobs” 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 “Businesses sell more goods, which creates profits and jobs” in Stimulus 4b,	➡	mark C for question 4 and move to question 5.

Presentation Instructions for Question 5

- Present Stimulus 5.
- Direct the student to Stimulus 5. *Communicate*: **A cell phone allows a boy to easily talk with his friend from different locations. His friend's phone can be used only in the house, since it is connected to a landline.**
- *Communicate*: **Find the boy and girl talking to each other by phone.**



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the boy and girl talking on the phone,	➡	mark A for question 5 and move to question 6.
If the student does not find the boy and girl talking on the phone,	➡	<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 boy and girl talking on the phone,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find the boy and girl talking on the phone,	➡	mark C for question 5 and move to question 6.

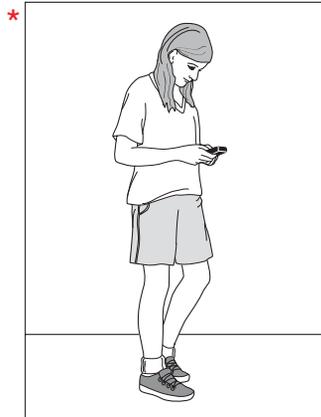
Presentation Instructions for Question 6

- Present Stimulus 6a and 6b.
- Direct the student to Stimulus 6a. *Communicate:* **A girl communicates with a friend who lives far away by talking on a cell phone. The girl can also communicate with her friend by sending her a written text message.**
- Direct the student to each answer choice in Stimulus 6b.
- *Communicate:* **Find the girl using her cell phone to send a written text message.**

Stimulus 6a



Stimulus 6b



Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds the girl sending a text in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find the girl sending a text in Stimulus 6b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the girl sending a text in Stimulus 6b and <i>communicate</i> “This is the girl using her cell phone to send a written text message”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the girl sending a text in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find the girl sending a text in Stimulus 6b,	➡	mark C for question 6 and move to question 7.

Presentation Instructions for Question 7

- Present Stimulus 7a and 7b.
- Direct the student to Stimulus 7a. *Communicate*: **Here are people working together in an office. This man can do his work and communicate with the people in his office through computer technology.**
- Direct the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate*: **Find one way technology has changed the way people do their job.**

Stimulus 7a



Stimulus 7b

People spend more time working at their office.

*
People can do their job from different locations.

People use more paper to get their job done.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds the sentence “People can do their job from different locations,”	➡
If the student does not find the sentence “People can do their job from different locations,”	➡
After the selected teacher assistance, if the student finds the sentence “People can do their job from different locations,”	➡
After the selected teacher assistance, if the student does not find the sentence “People can do their job from different locations,”	➡

mark **A** for question 7 and move to question 8.

provide **one** of these allowable teacher assists to the student:

- Have the student describe the technology in Stimulus 7a. **OR**
- Highlight “time working,” “different locations,” and “more paper.”

Replicate the initial presentation instructions.

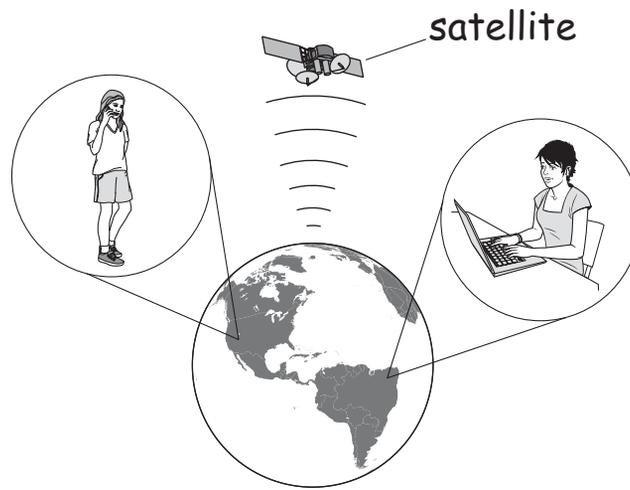
mark **B** for question 7 and move to question 8.

mark **C** for question 7 and move to question 8.

Presentation Instructions for Question 8

- Present Stimulus 8a and 8b.
- Direct the student to Stimulus 8a. *Communicate*: **Many years ago connecting with people far away by phone or computer took a long time. The use of current satellite technology has changed the way people interact around the world.**
- Direct the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate*: **Find how satellite technology has changed the way people interact.**

Stimulus 8a



Stimulus 8b

by decreasing the use of the computer

*
by increasing the speed of communications

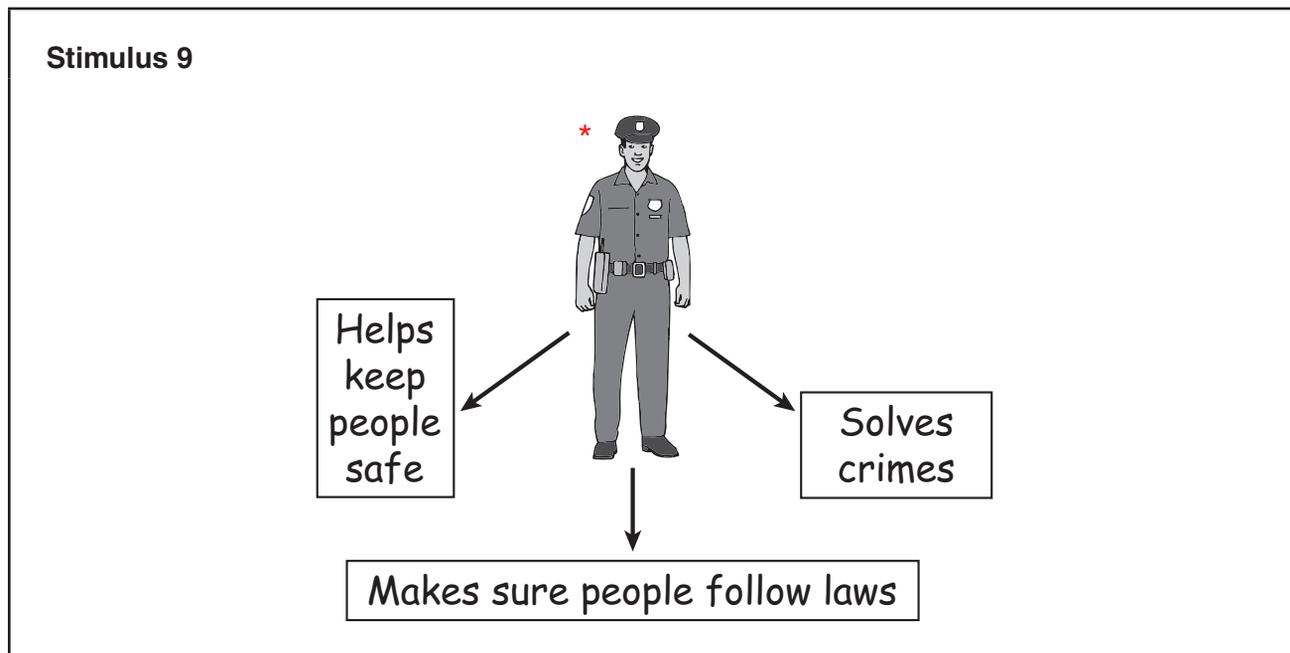
by expanding the exploration of space

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “by increasing the speed of communications,”	➡	mark A for question 8 and move to question 9.
If the student does not find “by increasing the speed of communications,”	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “by increasing the speed of communications,”	➡	mark B for question 8 and move to question 9.
After the teacher repeats the instructions, if the student does not find “by increasing the speed of communications,”	➡	mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- Present Stimulus 9.
- Direct the student to Stimulus 9. *Communicate:* **A police officer is a government worker who provides many services for the community.**
- *Communicate* the text.
- *Communicate:* **Find the police officer who provides many services for the community.**



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the police officer,	➡	mark A for question 9 and move to question 10.
If the student does not find the police officer,	➡	<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 police officer,	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the police officer,	➡	mark C for question 9 and move to question 10.

Presentation Instructions for Question 10

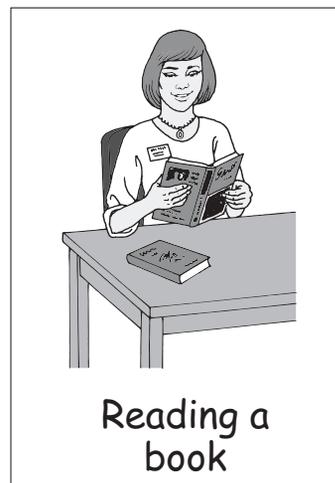
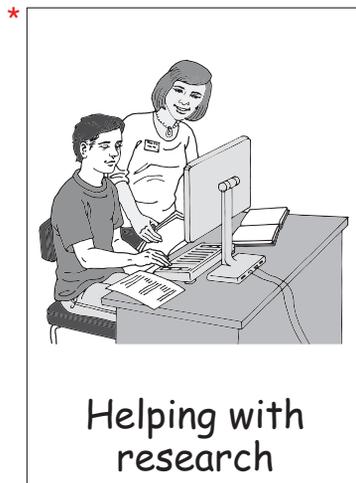
- Present Stimulus 10a and 10b.
- Direct the student to Stimulus 10a. *Communicate:* **A librarian provides services for the people in the community.**
- Direct the student to each answer choice in Stimulus 10b. *Communicate:* **This is the librarian helping a boy with research. This is the librarian reading a book by herself.**
- *Communicate:* **Find the community service the librarian would provide.**

Stimulus 10a



Librarian

Stimulus 10b



Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds “Helping with research,”	→	mark A for question 10 and move to question 11.
If the student does not find “Helping with research,”	→	<ul style="list-style-type: none"> • model the desired student action by finding and reading “Helping with research” and <i>communicate</i> “Here is the librarian providing a service by helping a boy with research”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “Helping with research,”	→	mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find “Helping with research,”	→	mark C for question 10 and move to question 11.

Presentation Instructions for Question 11

- Present Stimulus 11. *Communicate*: **Some services are provided by the government. Other services are provided by private citizens.**
- Direct the student to Stimulus 11. *Communicate* the text, including the name of each building.
- *Communicate*: **Find the service that is provided by the government.**

Stimulus 11

Banking services Veterinarian services Postal services

Scoring Instructions		
Student Action		Test Administrator Action
If the student finds "Postal services,"	➡	mark A for question 11 and move to question 12.
If the student does not find "Postal services,"	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight the name of the building in each answer choice. OR • Have the student tell about the services in the answer choices. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "Postal services,"	➡	mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find "Postal services,"	➡	mark C for question 11 and move to question 12.

Presentation Instructions for Question 12

- Present Stimulus 12a and 12b.
- Direct the student to Stimulus 12a. *Communicate:* **Here is a list of topics for which a department of the State of Texas government is responsible.**
- Communicate the text in Stimulus 12a.
- Direct the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* **Find the department of the State of Texas government that provides specific information about all the topics on the list.**

Stimulus 12a

- Fire prevention in campgrounds
- Plants and animals
- Camping permits
- Hiking trails

Stimulus 12b

The department of —

public
safety

*
parks and
wildlife

agriculture

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “parks and wildlife,”	➡	mark A for question 12 and move to question 13.
If the student does not find “parks and wildlife,”	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “parks and wildlife,”	➡	mark B for question 12 and move to question 13.
After the teacher repeats the instructions, if the student does not find “parks and wildlife,”	➡	mark C for question 12 and move to question 13.

Presentation Instructions for Question 13

- Present Stimulus 13.
- Direct the student to Stimulus 13. *Communicate:* **Here is a dam built in a river. The dam was built by people to control the flow of water.**
- *Communicate:* **Find the dam that controls the flow of water.**

Stimulus 13



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the dam,	➡	mark A for question 13 and move to question 14.
If the student does not find the dam,	➡	<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 dam,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the dam,	➡	mark C for question 13 and move to question 14.

Presentation Instructions for Question 14

- Present Stimulus 14a and 14b.
- Direct the student to Stimulus 14a. *Communicate:* **Here is another dam. A dam can be used to provide water for farming.**
- Direct the student to each answer choice in Stimulus 14b. *Communicate:* **Here is a wind-powered system that provides electricity. Here is an irrigation system that provides water.**
- *Communicate:* **Find the system that uses water from the dam.**

Stimulus 14a



Stimulus 14b



*



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the irrigation system,	➔	mark A for question 14 and move to question 15.
If the student does not find the irrigation system,	➔	<ul style="list-style-type: none"> • model the desired student action by finding the irrigation system and <i>communicate</i> “A dam can provide water for an irrigation system”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the irrigation system,	➔	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the irrigation system,	➔	mark C for question 14 and move to question 15.

Presentation Instructions for Question 15

- Present Stimulus 15a and 15b.
- Direct the student to Stimulus 15a. *Communicate:* **Here is an oil refinery. An oil refinery changes crude oil into fuel.**
- Direct the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate:* **Find a result of building an oil refinery.**

Stimulus 15a



Stimulus 15b

*

An oil refinery makes gasoline to use in cars.

An oil refinery improves the look of the land.

An oil refinery cleans the air.

Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds “An oil refinery makes gasoline to use in cars,”	→	mark A for question 15 and move to question 16.
If the student does not find “An oil refinery makes gasoline to use in cars,”	→	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student tell about the picture in Stimulus 15a. OR • Highlight the words “makes gasoline,” “improves . . . land,” and “cleans the air.” Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “An oil refinery makes gasoline to use in cars,”	→	mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find “An oil refinery makes gasoline to use in cars,”	→	mark C for question 15 and move to question 16.

Presentation Instructions for Question 16

- Present Stimulus 16a and 16b.
- Direct the student to Stimulus 16a. *Communicate*: **An oil refinery can create advantages for a community. As people move into the community to work at the refinery, there are more job opportunities to provide the goods and services that the people need.**
- Direct the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate*: **Find another advantage that an oil refinery brings to a community.**

Stimulus 16a



Stimulus 16b

Extra time for recreational activities with families and friends

Increased conservation of natural resources in the area

* More tax money from people and businesses

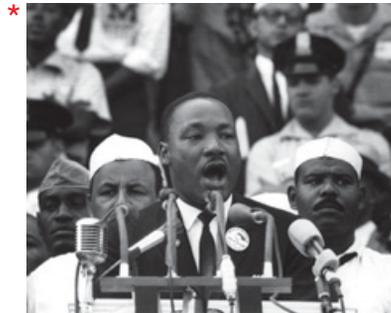
Scoring Instructions

Student Action	→	Test Administrator Action
If the student finds “More tax money from people and businesses,”	→	mark A for question 16 and move to question 17.
If the student does not find “More tax money from people and businesses,”	→	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “More tax money from people and businesses,”	→	mark B for question 16 and move to question 17.
After the teacher repeats the instructions, if the student does not find “More tax money from people and businesses,”	→	mark C for question 16 and move to question 17.

Presentation Instructions for Question 17

- Present Stimulus 17.
- Direct the student to Stimulus 17. *Communicate:* **Martin Luther King Jr. was a civil rights leader. He gave a speech in support of equal rights for all people.**
- *Communicate:* **Find Martin Luther King Jr. giving a speech.**

Stimulus 17



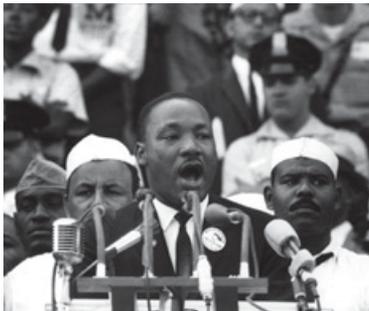
Scoring Instructions

Student Action		Test Administrator Action
If the student finds Martin Luther King Jr.,	➡	mark A for question 17 and move to question 18.
If the student does not find Martin Luther King Jr.,	➡	<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 Martin Luther King Jr.,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find Martin Luther King Jr.,	➡	mark C for question 17 and move to question 18.

Presentation Instructions for Question 18

- Present Stimulus 18a and 18b.
- Direct the student to Stimulus 18a. *Communicate:* **Martin Luther King Jr. spoke to encourage others to support equal rights for all people.**
- Direct the student to each answer choice in Stimulus 18b. *Communicate:* **Here Martin Luther King Jr. is speaking to a crowd. Here Martin Luther King Jr. is receiving an award.**
- *Communicate:* **Find Martin Luther King Jr. encouraging others.**

Stimulus 18a



Stimulus 18b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds Martin Luther King Jr. encouraging others in Stimulus 18b,	➔	mark A for question 18 and move to question 19.
If the student does not find Martin Luther King Jr. encouraging others in Stimulus 18b,	➔	<ul style="list-style-type: none"> • model the desired student action by finding Martin Luther King Jr. speaking to a crowd in Stimulus 18b and <i>communicate</i> “Here is Martin Luther King Jr. encouraging others to support equal rights for all people”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds Martin Luther King Jr. encouraging others in Stimulus 18b,	➔	mark B for question 18 and move to question 19.
After teacher modeling, if the student does not find Martin Luther King Jr. encouraging others in Stimulus 18b,	➔	mark C for question 18 and move to question 19.

Presentation Instructions for Question 19

- Present Stimulus 19. *Communicate*: **Martin Luther King Jr. spoke to encourage others to support equal rights for all people.**
- Direct the student to Stimulus 19. *Communicate*: **These words are parts of speeches given by inspiring leaders.**
- Direct the student to each answer choice. *Communicate* the text in each answer choice.
- *Communicate*: **Find the words spoken by Martin Luther King Jr.**

Stimulus 19

"And so, my fellow Americans: ask not what your country can do for you —ask what you can do for your country."

"...government of the people, by the people, for the people, shall not perish from the earth."

*
"I have a dream that . . . children . . . will not be judged by the color of their skin but by the content of their character."

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "I have a dream..."	➡	mark A for question 19 and move to question 20.
If the student does not find "I have a dream..."	➡	provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify what Martin Luther King Jr. was fighting for. OR • Highlight the first part of each speech. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "I have a dream..."	➡	mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find "I have a dream..."	➡	mark C for question 19 and move to question 20.

Presentation Instructions for Question 20

- Present Stimulus 20a and 20b.
- Direct the student to Stimulus 20a. *Communicate*: **Martin Luther King Jr. played an important role in history. He is remembered for helping African Americans gain equal rights.**
- *Communicate* the text in Stimulus 20a.
- Direct the student to the empty box in Stimulus 20a. *Communicate*: **One of Martin Luther King Jr.'s actions is missing from the list.**
- Direct the student to each answer choice in Stimulus 20b. *Communicate* the text in each answer choice.
- *Communicate*: **Find another way Martin Luther King Jr. helped people gain equal rights.**

Stimulus 20a



Martin Luther King Jr.

- Led the Montgomery bus boycott
- Spoke at the March on Washington
- Supported equal rights for all people
-

Stimulus 20b

Refused to work with any government leaders

* Worked against unfair laws through peaceful protest

Used military forces to break up protests

Scoring Instructions

Student Action	➡	Test Administrator Action
If the student finds “Worked against unfair laws through peaceful protest,”	➡	mark A for question 20.
If the student does not find “Worked against unfair laws through peaceful protest,”	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “Worked against unfair laws through peaceful protest,”	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find “Worked against unfair laws through peaceful protest,”	➡	mark C for question 20.

**TEST
ADMINISTRATOR
MANUAL**

**STAAR ALTERNATE 2
U.S. History
April 2016**