

TEST ADMINISTRATOR MANUAL

GRADE 8 Social Studies STAAR Alternate 2

Administered April 2019

RELEASED

Texas Essential Knowledge and Skills (TEKS) Curriculum Assessed

Grade 8 Social Studies		Cluster 1
Reporting Category 3	Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.	
Knowledge and Skills Statement 8.17	The student understands the dynamic nature of the powers of the national government and state governments in a federal system.	
Essence Statement	Recognizes the powers of the national and states governments under the U.S. federal system.	
Item 1 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 2 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 3 Prerequisite Skill	Identify services commonly provided by local, state, and national governments (3)	
Item 4 Prerequisite Skill	Distinguish between national and state governments and compare their responsibilities in the U.S. federal system (5)	

Grade 8 Social Studies		Cluster 2
Reporting Category 4	Economics, Science, Technology and Society: The student will demonstrate an understanding of economic and technological influences on historical issues and events.	
Knowledge and Skills Statement 8.13	The student understands how various economic forces resulted in the Industrial Revolution in the 19th century.	
Essence Statement	Recognizes the causes of industrialization and urbanization in the United States.	
Item 5 Prerequisite Skill	Explain how basic human needs can be met such as through self-producing, purchasing, and trading (K)	
Item 6 Prerequisite Skill	Explain how basic human needs can be met such as through self-producing, purchasing, and trading (K)	
Item 7 Prerequisite Skill	Explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting (4)	
Item 8 Prerequisite Skill	Identify major industries of colonial America (5)	

Grade 8 Social Studies		Cluster 3
Reporting Category 2	Geography and Culture: The student will demonstrate an understanding of geographic and cultural influences on historical issues and events.	
Knowledge and Skills Statement 8.11	The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century.	
Essence Statement	Recognizes the physical characteristics of North America and how humans adapted to and modified the environment.	
Item 9 Prerequisite Skill	Identify ways people can conserve and replenish natural resources (2)	
Item 10 Prerequisite Skill	Identify ways people can conserve and replenish natural resources (2)	
Item 11 Prerequisite Skill	Describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape (3)	
Item 12 Prerequisite Skill	Describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs (5)	

Grade 8 Social Studies		Cluster 4
Reporting Category 1	History: The student will demonstrate an understanding of issues and events in U.S. history.	
Knowledge and Skills Statement 8.6	The student understands westward expansion and its effects on the political, economic, and social development of the nation.	
Essence Statement	Recognizes westward expansion of the United States and its effects on the development of the nation.	
Item 13 Prerequisite Skill	Explain how people and events have influenced local community history (2)	
Item 14 Prerequisite Skill	Explain how people and events have influenced local community history (2)	
Item 15 Prerequisite Skill	Describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Onate, have contributed to the expansion of existing communities or to the creation of new communities (3)	
Item 16 Prerequisite Skill	Identify reasons people moved west (5)	

Grade 8 Social Studies		Cluster 5
Reporting Category 3	Government and Citizenship: The student will demonstrate an understanding of the role of government and the civic process on historical issues and events.	
Knowledge and Skills Statement 8.21	The student understands the importance of the expression of different points of view in a constitutional republic.	
Essence Statement	Recognizes the importance of the expression of different points of view on historical and current issues.	
Item 17 Prerequisite Skill	Identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting (1-3)	
Item 18 Prerequisite Skill	Identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting (1-3)	
Item 19 Prerequisite Skill	Explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects (4)	
Item 20 Prerequisite Skill	Describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney (5)	

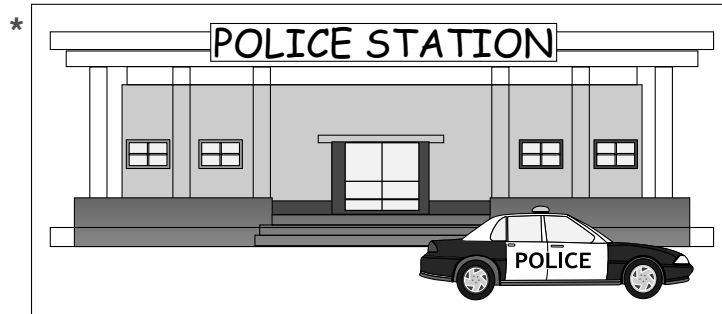
Additional resources for STAAR Alternate 2, including the STAAR Alternate 2 Test Administrator Manual and the STAAR Alternate 2 Educator Guide, are available online: <http://tea.texas.gov/student.assessment/special-ed/staaralt/>

SOCIAL STUDIES

Presentation Instructions for Question 1

- *Present* Stimulus 1.
- *Direct* the student to Stimulus 1. *Communicate*: **This is a police station. Police officers who work at the station enforce laws in the community.**
- *Communicate*: **Find the police station.**

Stimulus 1



Scoring Instructions

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

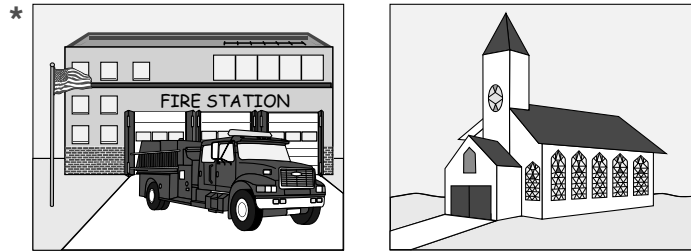
Presentation Instructions for Question 2

- Present Stimulus 2a and 2b.
- Direct the student to Stimulus 2a. *Communicate:* **This is a police station. A police station is a governmental service.**
- Direct the student to each answer choice in Stimulus 2b. *Communicate:* **This is a fire station. This is a church.**
- *Communicate:* **Find another governmental service.**

Stimulus 2a



Stimulus 2b



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the fire station in Stimulus 2b,	➔	mark A for question 2 and move to question 3.
If the student does not find the fire station in Stimulus 2b,	➔	<ul style="list-style-type: none"> • model the desired student action by finding the fire station in Stimulus 2b and <i>communicate</i> “A fire station is a governmental service”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the fire station in Stimulus 2b,	➔	mark B for question 2 and move to question 3.
After teacher modeling, if the student does not find the fire station 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 is a list of services provided by local governments.** *Communicate* the text in Stimulus 3a.
- Direct the student to the empty box in Stimulus 3a. *Communicate:* **One of the services is missing.**
- Direct the student to each answer choice in Stimulus 3b. *Communicate* the text in each answer choice.
- *Communicate:* **Find another service that is provided by local governments that goes in the empty box.**

Stimulus 3a

Services

- fire department
- police department
- libraries
- schools
-

Stimulus 3b

*

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “parks” in Stimulus 3b,	➡ mark A for question 3 and move to question 4.
If the student does not find “parks” in Stimulus 3b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student try each answer choice in the empty box in Stimulus 3a. OR • Identify the services that people use for free. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “parks” in Stimulus 3b,	➡ mark B for question 3 and move to question 4.
After the selected teacher assistance, if the student does not find “parks” 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*: **These charts list some of the powers of the national government and the state governments.** *Communicate* the text in the charts.
- Direct the student to the empty box in the chart in Stimulus 4a. *Communicate*: **One of the powers of the national government is missing.**
- Direct the student to each answer choice in Stimulus 4b. *Communicate* the text in each answer choice.
- *Communicate*: **Find a power of the national government that goes in the empty box.**

Stimulus 4a

National Government	State Governments
power to tax	power to tax
declare war	establish local governments
provide an army and a navy	regulate trade within the state
	build colleges

Stimulus 4b

establish hospitals

* print money

collect trash

Scoring Instructions

Student Action		Test Administrator Action
If the student finds "print money" in Stimulus 4b,	➡	mark A for question 4 and move to question 5.
If the student does not find "print money" in Stimulus 4b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "print money" 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 "print money" 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*: **This is cotton. In the 1800s, cotton was an important crop. Farmers grew cotton to earn an income.**
- *Communicate*: **Find the cotton.**

Stimulus 5



Scoring Instructions		
Student Action		Test Administrator Action
If the student finds any section of the cotton boll,	➡	mark A for question 5 and move to question 6.
If the student does not find any section of the cotton boll,	➡	<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 any section of the cotton boll,	➡	mark B for question 5 and move to question 6.
After the five-second wait time, if the student does not find any section of the cotton boll,	➡	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*: **This is cotton grown by farmers to earn an income. In the 1800s, farmers traded cotton to get additional products they needed for their families.**
- Direct the student to each answer choice in Stimulus 6b. *Communicate* the text in each answer choice.
- *Communicate*: **Find a way farmers got the additional products they needed for their families.**

Stimulus 6a



Stimulus 6b



bartering



harvesting

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “bartering” in Stimulus 6b,	➡	mark A for question 6 and move to question 7.
If the student does not find “bartering” in Stimulus 6b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding “bartering” in Stimulus 6b and <i>communicate</i> “Bartering is a way farmers got the additional products they needed for their families”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds “bartering” in Stimulus 6b,	➡	mark B for question 6 and move to question 7.
After teacher modeling, if the student does not find “bartering” 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*: **This is a buffalo.**
- *Direct* the student to each answer choice in Stimulus 7b. *Communicate* the text in each answer choice.
- *Communicate*: **Find a reason why the American Indians hunted buffaloes.**

Stimulus 7a



Stimulus 7b

* American Indians used parts of buffaloes to make clothing, shelter, food, and tools.

American Indians moved buffaloes to ranches and zoos.

American Indians trained buffaloes to plow fields and carry heavy supplies.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “American Indians used parts of buffaloes to make clothing, shelter, food, and tools” in Stimulus 7b,	➡ mark A for question 7 and move to question 8.
If the student does not find “American Indians used parts of buffaloes to make clothing, shelter, food, and tools” in Stimulus 7b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify why buffaloes were important to the American Indians. OR • Have the student identify basic needs of all humans. OR • Highlight “used parts of buffaloes,” “moved buffaloes,” and “trained buffaloes” in Stimulus 7b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “American Indians used parts of buffaloes to make clothing, shelter, food, and tools” in Stimulus 7b,	➡ mark B for question 7 and move to question 8.
After the selected teacher assistance, if the student does not find “American Indians used parts of buffaloes to make clothing, shelter, food, and tools” in Stimulus 7b,	➡ 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:* **This is a list of major industries of colonial America.** *Communicate* the text in Stimulus 8a.
- Direct the student to the empty box in the list in Stimulus 8a. *Communicate:* **One of the industries is missing.**
- Direct the student to each answer choice in Stimulus 8b. *Communicate* the text in each answer choice.
- *Communicate:* **Find another industry of colonial America that goes in the empty box.**

Stimulus 8a

Major Industries of Colonial America

<ul style="list-style-type: none"> • fishing • iron making • textiles • <input type="text"/>
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Stimulus 8b

<input type="text" value="railroads"/>	<input type="text" value="*shipbuilding"/>	<input type="text" value="automobiles"/>
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Scoring Instructions

Student Action		Test Administrator Action
If the student finds "shipbuilding" in Stimulus 8b,	➡	mark A for question 8 and move to question 9.
If the student does not find "shipbuilding" in Stimulus 8b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds "shipbuilding" 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 "shipbuilding" in Stimulus 8b,	➡	mark C for question 8 and move to question 9.

Presentation Instructions for Question 9

- *Present* Stimulus 9. *Communicate*: **Trees are a natural resource.**
- *Direct* the student to Stimulus 9. *Communicate*: **Sometimes people remove trees to build new roads. Sometimes people plant new trees to replace this natural resource.**
- *Communicate*: **Find the people planting a new tree.**

Stimulus 9



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the people planting a tree,	➡	mark A for question 9 and move to question 10.
If the student does not find the people planting a tree,	➡	<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 people planting a tree,	➡	mark B for question 9 and move to question 10.
After the five-second wait time, if the student does not find the people planting a tree,	➡	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:* **This is a man and a boy planting a tree. They are replacing a natural resource.**
 - *Direct* the student to each answer choice in Stimulus 10b. *Communicate:* **This is a woman and a girl planting a tree. This is a man cutting down a tree.**
 - *Communicate:* **Find one way people can replace a natural resource.**
-

Stimulus 10a



Stimulus 10b



Scoring Instructions

Student Action	Test Administrator Action
If the student finds the woman and the girl planting a tree in Stimulus 10b,	➡ mark A for question 10 and move to question 11.
If the student does not find the woman and the girl planting a tree in Stimulus 10b,	➡ <ul style="list-style-type: none"> • model the desired student action by finding the woman and the girl planting a tree in Stimulus 10b and <i>communicate</i> “This is one way people can replace a natural resource”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the woman and the girl planting a tree in Stimulus 10b,	➡ mark B for question 10 and move to question 11.
After teacher modeling, if the student does not find the woman and the girl planting a tree in Stimulus 10b,	➡ mark C for question 10 and move to question 11.

Presentation Instructions for Question 11

- *Present* Stimulus 11a and 11b.
- *Direct* the student to Stimulus 11a. *Communicate*: **Many settlers who came to the United States built log houses.**
- *Direct* the student to each answer choice in Stimulus 11b. *Communicate* the text in each answer choice.
- *Communicate*: **Find one way building a log house uses natural resources.**

Stimulus 11a



Stimulus 11b

* People remove trees from the environment.

People have a place to live.

People are safe inside.

Scoring Instructions

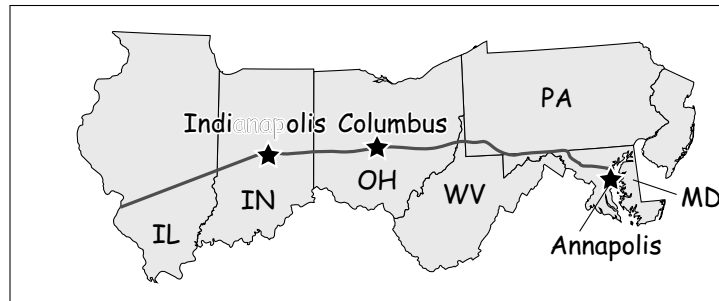
Student Action	Test Administrator Action
If the student finds “People remove trees from the environment” in Stimulus 11b,	➡ mark A for question 11 and move to question 12.
If the student does not find “People remove trees from the environment” in Stimulus 11b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify the materials used to build the house in Stimulus 11a. OR • Highlight the words “remove trees,” “a place to live,” and “safe inside” in each answer choice in Stimulus 11b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “People remove trees from the environment” in Stimulus 11b,	➡ mark B for question 11 and move to question 12.
After the selected teacher assistance, if the student does not find “People remove trees from the environment” in Stimulus 11b,	➡ 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:* **This is a map of the National Road. It was built between 1811 and 1834.** *Communicate* the title and the text on the map.
- Direct the student to each answer choice in Stimulus 12b. *Communicate* the text in each answer choice.
- *Communicate:* **Find why early Americans built this road.**

Stimulus 12a

National Road



Stimulus 12b

The road was made out of layers of stone with a ditch on each side.

* The road made it easier for people to travel and trade goods.

The road took many years to build.

Scoring Instructions

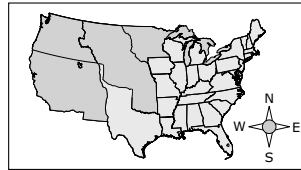
Student Action	Test Administrator Action
If the student finds “The road made it easier for people to travel and trade goods” in Stimulus 12b,	➡ mark A for question 12 and move to question 13.
If the student does not find “The road made it easier for people to travel and trade goods” in Stimulus 12b,	➡ replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “The road made it easier for people to travel and trade goods” 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 “The road made it easier for people to travel and trade goods” 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 Stimulus 13. *Communicate*: **This is a map of the United States in 1848. This is a map of the United States today.**
- *Communicate*: **Find the map that shows the United States in 1848.**

Stimulus 13

* United States
in 1848



United States
Today



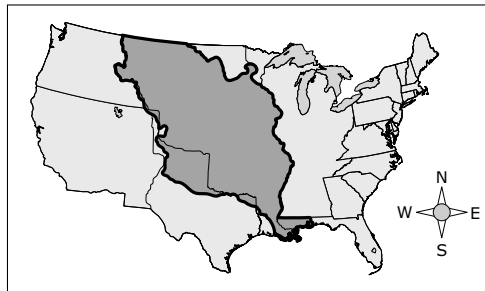
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the map of the United States in 1848,	➡	mark A for question 13 and move to question 14.
If the student does not find the map of the United States in 1848,	➡	<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 map of the United States in 1848,	➡	mark B for question 13 and move to question 14.
After the five-second wait time, if the student does not find the map of the United States in 1848,	➡	mark C for question 13 and move to question 14.

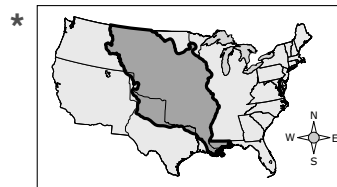
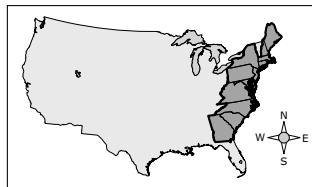
Presentation Instructions for Question 14

- Present Stimulus 14a and 14b.
- Direct the student to Stimulus 14a. *Communicate:* **Thomas Jefferson was president when the United States bought land from France. This purchase of the Louisiana Territory increased the land size of the United States.**
- Direct the student to each answer choice in Stimulus 14b. *Communicate:* **This map shows the original thirteen states. This map shows the Louisiana Purchase.**
- *Communicate:* **Find the map that shows the Louisiana Purchase.**

Stimulus 14a



Stimulus 14b



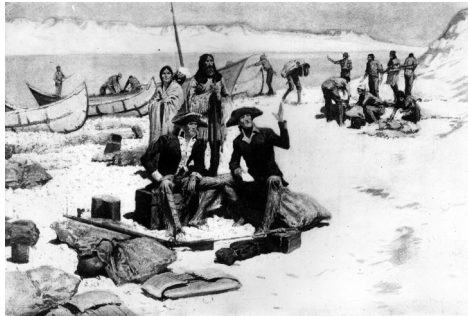
Scoring Instructions

Student Action		Test Administrator Action
If the student finds the map of the Louisiana Purchase in Stimulus 14b,	➡	mark A for question 14 and move to question 15.
If the student does not find the map of the Louisiana Purchase in Stimulus 14b,	➡	<ul style="list-style-type: none"> • model the desired student action by finding the map of the Louisiana Purchase in Stimulus 14b and <i>communicate</i> “This is the map that shows the Louisiana Purchase”; and • replicate the initial presentation instructions.
After teacher modeling, if the student finds the map of the Louisiana Purchase in Stimulus 14b,	➡	mark B for question 14 and move to question 15.
After teacher modeling, if the student does not find the map of the Louisiana Purchase in Stimulus 14b,	➡	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*: **This is Meriwether Lewis and William Clark. Lewis and Clark were explorers. After the United States bought the Louisiana Purchase, President Jefferson sent Lewis and Clark to explore the new land.**
- *Direct* the student to each answer choice in Stimulus 15b. *Communicate* the text in each answer choice.
- *Communicate*: **Find how Lewis and Clark helped people find their way west.**

Stimulus 15a



Stimulus 15b

They saw grizzly bears.

They slept in tents.

* They made maps for others.

Scoring Instructions

Student Action	Test Administrator Action
If the student finds "They made maps for others" in Stimulus 15b,	➡ mark A for question 15 and move to question 16.
If the student does not find "They made maps for others" in Stimulus 15b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Highlight "saw," "bears," "slept," "tents," and "made maps" in Stimulus 15b. OR • Have the student describe what an explorer does. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds "They made maps for others" in Stimulus 15b,	➡ mark B for question 15 and move to question 16.
After the selected teacher assistance, if the student does not find "They made maps for others" in Stimulus 15b,	➡ 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*: **People moved west where they could raise their families. This list shows some of the reasons people moved west during the 1840s and 1850s.** *Communicate* the text in the list.
- Direct the student to the empty box in Stimulus 16a. *Communicate*: **One of the reasons is missing from the list.**
- Direct the student to each answer choice in Stimulus 16b. *Communicate* the text in each answer choice.
- *Communicate*: **Find another reason people moved west during the 1840s and 1850s that goes in the empty box.**

Stimulus 16a

Reasons People Moved West

- Manifest Destiny
- cheap land

•

Stimulus 16b

*

the Gold Rush

the invention of the telephone

American Indians

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “the Gold Rush” in Stimulus 16b,	➡	mark A for question 16 and move to question 17.
If the student does not find “the Gold Rush” in Stimulus 16b,	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “the Gold Rush” 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 “the Gold Rush” in Stimulus 16b,	➡	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*: **This citizen shares his point of view at a town hall meeting.**
- *Communicate*: **Find the citizen sharing his point of view at a town hall meeting.**

Stimulus 17



Scoring Instructions

Student Action		Test Administrator Action
If the student finds the citizen at a town hall meeting,	➡	mark A for question 17 and move to question 18.
If the student does not find the citizen at a town hall meeting,	➡	<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 citizen at a town hall meeting,	➡	mark B for question 17 and move to question 18.
After the five-second wait time, if the student does not find the citizen at a town hall meeting,	➡	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:* **This is a citizen at a town hall meeting.**
- *Direct* the student to each answer choice in Stimulus 18b. *Communicate:* **This citizen shops for food in a market. This citizen votes during an election.**
- *Communicate:* **Find a citizen who participates in government.**

Stimulus 18a



Stimulus 18b



Scoring Instructions

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

Presentation Instructions for Question 19

- *Present* Stimulus 19a and 19b.
 - *Direct* the student to Stimulus 19a. *Communicate*: **This citizen writes a letter to his representative in government. He writes about a problem in his community.**
 - *Direct* the student to each answer choice in Stimulus 19b. *Communicate* the text in each answer choice.
 - *Communicate*: **Find another way a citizen can participate in government.**
-

Stimulus 19a



Stimulus 19b

borrow money from a bank

* serve on a jury

eat at a restaurant

Scoring Instructions

Student Action	Test Administrator Action
If the student finds “serve on a jury” in Stimulus 19b,	➡ mark A for question 19 and move to question 20.
If the student does not find “serve on a jury” in Stimulus 19b,	➡ provide one of these allowable teacher assists to the student: <ul style="list-style-type: none"> • Have the student identify ways to participate in government. OR • Highlight “borrow,” “serve,” and “eat” in Stimulus 19b. Replicate the initial presentation instructions.
After the selected teacher assistance, if the student finds “serve on a jury” in Stimulus 19b,	➡ mark B for question 19 and move to question 20.
After the selected teacher assistance, if the student does not find “serve on a jury” in Stimulus 19b,	➡ mark C for question 19 and move to question 20.

Presentation Instructions for Question 20

- *Present* Stimulus 20.
- *Direct* the student to Stimulus 20. *Communicate*: **Many rights for people in the United States are guaranteed by the amendments in the Bill of Rights. Here are some rights of people in the United States.**
- *Direct* the student to each answer choice in Stimulus 20. *Communicate* the text in each answer choice.
- *Communicate*: **Find some of the rights guaranteed by the First Amendment.**

Stimulus 20

* freedom of religion, speech, assembly, and the press

the ability to own a home

life, liberty, and the pursuit of happiness

Scoring Instructions

Student Action		Test Administrator Action
If the student finds “freedom of religion, speech, assembly, and the press,”	➡	mark A for question 20.
If the student does not find “freedom of religion, speech, assembly, and the press,”	➡	replicate the initial presentation instructions.
After the teacher repeats the instructions, if the student finds “freedom of religion, speech, assembly, and the press,”	➡	mark B for question 20.
After the teacher repeats the instructions, if the student does not find “freedom of religion, speech, assembly, and the press,”	➡	mark C for question 20.

**TEST
ADMINISTRATOR
MANUAL**

**STAAR ALTERNATE 2
GRADE 8
Social Studies
April 2019**