

In the Directions for Administration, the examiner will read<sup>3</sup>:

QUESTION 7

**SAY** Look at Page 9.

Pause for student to look at Page 9.

**SAY** This is James. He likes to do things outside in the fall.

I see James picking up leaves [Point to PICTURE 1].

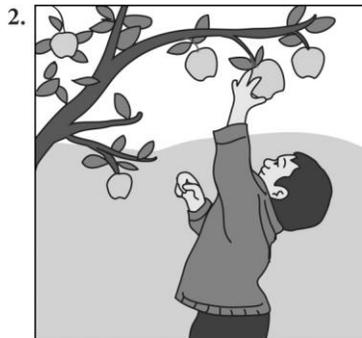
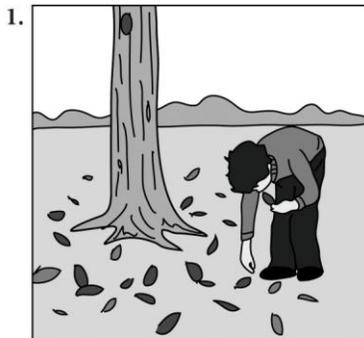
What else does James do?

Pause for about 5 seconds for the student to respond. If student gives no response,

**[REPHRASING]:** James picks up the leaves [Point to PICTURE 1]. What else do you see here [Point to OTHER PICTURES]?

In the Test Booklet, the students will see:

This is James. He likes to do things outside in the fall.



**7** What else does James do?

<sup>1</sup> Due to the length of the Speaking administration window, Speaking is a stand-alone session. Speaking is administered to individual students.

<sup>2</sup> Each Speaking question is developed to elicit student language aligned to a specific performance level—Emerging, Transitioning, Expanding, or Commanding. A student’s performance on the question is based on how the response is scored against the rubric. An Emerging level performance on an Emerging level question is rated as 0 because a performance at this level does not meet the expectations of the question as scored according to the rubric.

<sup>3</sup> *Rephrasing* applies only to questions aligned to the Emerging performance level. *Rephrasing* text is provided to use when a student does not respond to the question.

<p><b><u>TARGET OF MEASUREMENT:</u></b> <b><u>TOM.S.1-2.1</u></b></p> <p>Students can use grade-appropriate language <b>to ask questions and contribute to a conversation.</b></p>	<p><b><u>HOW ITEM MEASURES TOM.S.1-2.1</u></b></p> <p>This item asks the students to use the pictures to have a conversation about what James likes to do in the fall.</p>	<p><b><u>HOW ITEM TARGETS THE EMERGING PERFORMANCE LEVEL</u></b></p> <p>At the Emerging level, students use phrases and simple sentences to ask questions and contribute to a conversation. To respond to this item, students are required to use phrases or simple sentences to tell about what James likes to do in the fall. The pictures and input provide an opportunity for students to contribute to the conversation.</p>
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<b><u>SCORE POINT AND DESCRIPTION</u></b>	<b><u>SAMPLE RESPONSE</u></b>	<b><u>WHY ITEM RECEIVES THE SCORE</u></b>
<p><b>0—Does Not Meet Expectations</b></p> <ul style="list-style-type: none"> <li>- Responds with “yes,” “no,” or “I don’t know”</li> <li>- Uses one word to respond</li> <li>- Does not express a complete thought or idea</li> <li>- Errors may totally obscure meaning</li> <li>- Non-response</li> <li>- Unintelligible</li> </ul> <p>Responds completely in a language other than English</p>	<p>No</p>	<p>At the Emerging level and all levels, a score point of zero is awarded to responses that consist of simply “yes,” “no,” or “I don’t know.”</p>
<p><b>1—Meets Expectations</b></p> <ul style="list-style-type: none"> <li>- Uses multiple words to respond</li> <li>- Partially expresses thoughts and ideas</li> <li>- Frequent errors may obscure meaning</li> </ul>	<p>Pick apple</p>	<p>Student uses two words to respond to prompt. Although the student in this case has included a verb, it is not necessary for the response to be a full sentence.</p>