

In the Directions for Administration, the examiner will read:

QUESTION 11

SAY Look at Page 13.

Pause for student to look at Page 13.

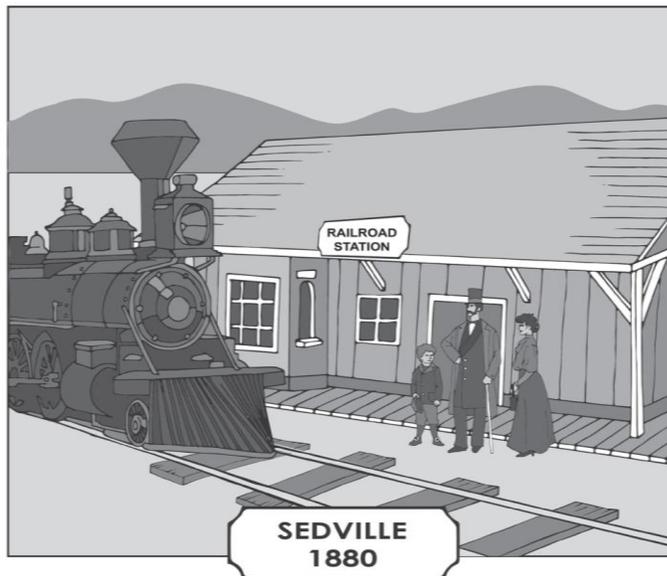
SAY Question 11: In the 1880s, Sedville was a small town. There were two big cities nearby. After the railroad station was built, Sedville grew bigger. The train stopped at the Sedville Railroad Station, and connected the two big cities. Later, because of the train, Sedville grew into a much larger town.

Tell me how the train and railroad station changed the town of Sedville.

Pause for about 5 seconds for the student to respond.

In the Test Booklet, the students will see:

In the 1880s, Sedville was a small town. There were two big cities nearby. After the railroad station was built, Sedville grew bigger. The train stopped at the Sedville Railroad Station, and connected the two big cities. Later, because of the train, Sedville grew into a much larger town.



11 Tell me how the train and railroad station changed the town of Sedville.

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

² 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.

TARGET OF MEASUREMENT: TOM.S.7–8.1	HOW ITEM MEASURES TOM.S.7–8.1	HOW ITEM TARGETS THE TRANSITIONING PERFORMANCE LEVEL
Students can use grade-appropriate language to ask questions, paraphrase information, and contribute to a conversation.	This item asks the students to talk with the examiner and explain how building the train station changed Sedville.	At the Transitioning level, students use simple and/or expanded sentences to ask questions, paraphrase information, and contribute to a conversation. To respond to this item, students are required to use simple and/or expanded sentences to explain how the train station affected Sedville. The picture and input provide an opportunity for students to contribute to a conversation with the examiner.

SCORE POINT AND DESCRIPTION	SAMPLE RESPONSE	WHY ITEM RECEIVES THE SCORE
0—Does Not Meet Expectations <ul style="list-style-type: none"> - Responds with “yes,” “no,” or “I don’t know” - Uses one word to respond - Does not express a complete thought or idea - Non-response - Unintelligible - Responds completely in a language other than English 	Hay . . . un tren.	Responses in a language other than English are always scored as zero. In this example, the student responded with a Spanish sentence: “There is . . . a train.”
1—Approaches Expectations <ul style="list-style-type: none"> - Uses multiple words to respond - Partially expresses thoughts and ideas - Frequent errors may obscure meaning 	Family . . . train . . . go places	Student responds with multiple words to partially express thoughts about the picture. It is not a fully grammatical sentence or connected phrase, thus it approaches expectations at the Transitioning level.
2—Meets Expectations <ul style="list-style-type: none"> - Uses connected phrases or a simple sentence to respond - May use multiple sentences - Expresses complete thoughts and ideas relevant to the topic - Occasional errors in words and structures may obscure some meaning 	Train let people go to cities.	Student responds with a simple sentence to express complete thoughts relevant to the topic. Although the response includes some grammatical mistakes, meaning is still there.