

In the Directions for Administration, the examiner will read:

QUESTION 13

SAY Look at Page 15.

Pause for student to look at Page 15.

SAY Question 13: This picture shows two different types of money that equal one dollar in the United States. The dollar bill [Point to DOLLAR BILL] has a picture of George Washington, the first U.S. President. The dollar coin [Point to COIN] has a picture of Susan B. Anthony, who helped women gain the right to vote.

What is different about the dollar bill and the dollar coin?

Pause for about 5 seconds for the student to respond.

In the Test Booklet, the students will see:

This picture shows two different types of money that equal one dollar in the United States. The dollar bill has a picture of George Washington, the first U.S. President. The dollar coin has a picture of Susan B. Anthony, who helped women gain the right to vote.



13 What is different about the dollar bill and the dollar coin?

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.5–6.1	HOW ITEM MEASURES TOM.S.5–6.1	HOW ITEM TARGETS THE TRANSITIONING PERFORMANCE LEVEL
Students can use grade-appropriate language to ask questions and contribute to a conversation.	This item asks the students to use the pictures to have a conversation about the differences between the bill and the coin.	At the Transitioning level, students use simple and/or expanded sentences to ask questions and contribute to a conversation. To respond to this item, students are required to tell the interviewer about the differences between the bill and the coin. The pictures and input provide an opportunity for students to detail the differences.

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 - Errors may totally obscure meaning - Non-response - Unintelligible - Responds completely in a language other than English 	Dollar	A single word response at the Transitioning level receives a score of zero. In this case, the student used one word.
1—Approaches Expectations <ul style="list-style-type: none"> - Uses multiple words to respond - Partially expresses thoughts and ideas - Frequent errors may obscure meaning 	Dollar . . . es de papel [is paper] . . . coin . . . es redonda [is round].	The performance includes a combination of English and Spanish that express a complete thought together. Although the student has attempted to express a complete thought in English (“dollar” and “coin”), the English language produced is not sufficient to communicate a complete thought.
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 	Money . . . dollars . . . is in umm square. Dollar is coin is circle.	The performance includes a series of both words and phrases, and the listener may be a little confused at times. Note that, at the Transitioning level, responses sometimes include errors that prevent full comprehension. It is most important that a complete thought has been expressed—that the dollar coin is a circle.