

In the Directions for Administration, the examiner will read:

QUESTION 10

SAY Please turn the page.

Pause for student to turn the page.

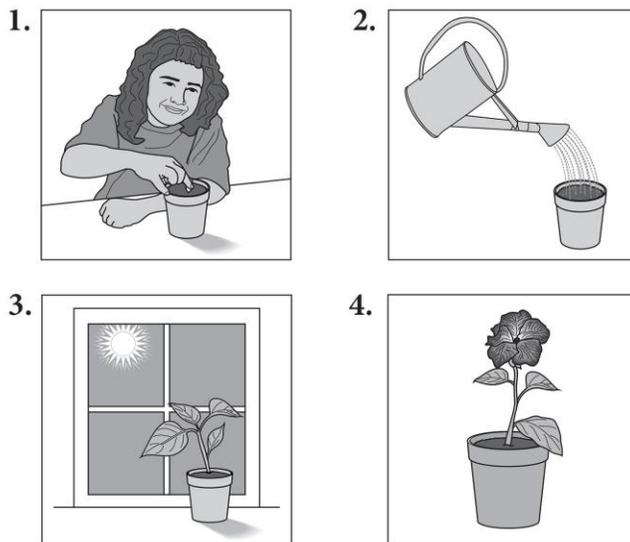
SAY [Point to CHILD PLANTING SEED]. **This is Maria. She is growing a plant. Maria waters her plant. She makes sure the plant gets sun. Maria watches her plant grow from a small plant with a few leaves to a pretty flower.**

What helps Maria's plant grow to become a flower?

Pause for about 5 seconds for the student to respond.

In the Test Booklet, the students will see:

This is Maria. She is growing a plant. Maria waters her plant. She makes sure the plant gets sun. Maria watches her plant grow from a small plant with a few leaves to a pretty flower.



10 What helps Maria's plant grow to become a flower?

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 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.

<u>TARGET OF MEASUREMENT: TOM.S.K.2</u>	<u>HOW ITEM MEASURES TOM.S.K.2</u>	<u>HOW ITEM TARGETS THE COMMANDING PERFORMANCE LEVEL</u>
Students can use grade-appropriate language to describe or convey relevant details and narrate a story.	This item asks the students to use the pictures to explain the steps that Maria takes to take care of her plant as it becomes a flower.	At the Commanding level, students use simple and expanded sentences and fluid language to describe or convey relevant details and narrate a story. To respond to this item, students are required to use multiple connected sentences to describe what Maria does to help her plant grow to become a flower. The series of pictures and the input provide an opportunity for students to describe these steps in detail.

<u>SCORE POINT AND DESCRIPTION</u>	<u>SAMPLE RESPONSE</u>	<u>WHY ITEM RECEIVES THE SCORE</u>
<p>0—Does Not Meet Expectations</p> <ul style="list-style-type: none"> - Uses at most connected phrases or a simple sentence to respond - May express complete thoughts and ideas - Occasional or frequent errors in words and structures that may obscure meaning 	It grow . . . like a flower.	The student responds with only one simple sentence. A single simple sentence is rated at the 0 level for a Commanding level item. A student may also respond with less than one simple sentence, including a phrase or word.
<p>1—Approaches Expectations</p> <ul style="list-style-type: none"> - Uses connected simple sentences to respond - Expresses connected and complete thoughts and ideas - Infrequent errors in words and structure that may obscure some meaning 	It's a pot and there water. I see Sun.	The student responds with multiple sentences with some errors, like the omission of "is" from "there water" or "Sun" instead of "the Sun."
<p>2—Meets Expectations</p> <ul style="list-style-type: none"> - Uses connected complex sentences - Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas - No errors or infrequent errors that do not obscure meaning 	<p>She plants her flower in a pot and gives water.</p> <p>It gets sun . . . then it makes flower. Maria is happy.</p>	The student responds with several sentences. Although the sentences have errors, the errors do not interfere with meaning. The response includes subordinate clauses and connectors.