

In the Directions for Administration, the examiner will read:

QUESTION 5

SAY Look at Page 7.

Pause for student to look at Page 7.

SAY Question 5: In this picture, we see three students. The students are reading a book with their teacher. They are reading a book about animals. The students take turns reading out loud. Then the teacher helps them with words they do not know. Sometimes the students help each other with the difficult words.

Now tell me about what the students do to practice reading.

Pause for about 5 seconds for the student to respond.

In the Test Booklet, the students will see:

In this picture, we see three students. The students are reading a book with their teacher. They are reading a book about animals. The students take turns reading out loud. Then the teacher helps them with words they do not know. Sometimes the students help each other with the difficult words.



5 Now tell me about what students do to practice reading.

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.

<p><u>TARGET OF MEASUREMENT:</u> <u>TOM.S.3-4.2</u></p> <p>Students can use grade-appropriate language to describe or convey relevant details and narrate a story or process in sequence.</p>	<p><u>HOW ITEM MEASURES TOM.S.3-4.2</u></p> <p>This item asks student to describe what students do to practice reading.</p>	<p><u>HOW ITEM TARGETS THE EXPANDING PERFORMANCE LEVEL</u></p> <p>At the Expanding level, students use simple, expanded, and/or complex sentences to describe or convey relevant details. To respond to this item, students are required to detail the different ways (reading aloud, helping each other, getting help from the teacher) students can practice reading.</p>
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<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"> - Responds with “yes,” “no,” or “I don’t know” - Uses at most multiple words to respond - Does not express complete thoughts and ideas - Frequent errors may obscure meaning 	<p>Read . . . teacher</p>	<p>At the Expanding level, a performance will receive a score of zero for a response that can include multiple words but does not constitute a full thought. In this case, the student used more than one word but did not exactly explain a full thought.</p>
<p>1—Approaches Expectations</p> <ul style="list-style-type: none"> - Uses connected phrases or a simple sentence to respond - Expresses complete thoughts and ideas relevant to the topic - Occasional errors in words and structures may obscure some meaning 	<p>They read books.</p>	<p>At a score level of 1, the performance must express a complete thought in at least one sentence or connected phrases. This response includes one complete thought expressed in a single sentence. This does not, however, meet the requirement of a 2 because multiple sentences are necessary to merit a higher score.</p>
<p>2—Meets Expectations</p> <ul style="list-style-type: none"> - Uses connected simple sentences to respond - May use limited expanded sentences - Expresses connected and complete thoughts and ideas relevant to the topic - Infrequent errors in words and structure may obscure some meaning 	<p>They read books. Sometimes they can take a turn reading.</p>	<p>A score level of 2 requires connected simple sentences, as evidenced by this sample response. This example has minor errors in word choice, but these errors have a small influence on the communication of meaning (“take a turn” versus “take turns”). The student has expressed two complete thoughts here: the idea of reading books and the idea of taking turns reading aloud.</p>