

In the Directions for Administration, the examiner will read³:

QUESTION 13

SAY Look at Page 15.

Pause for student to look at Page 15.

SAY Question 13: [Point to WOMAN IN PICTURE 1] This is Ms. Santiago’s biology lab. Her students are studying plants and plant cells.

[Point to PICTURE 2] I see students looking at leaves.

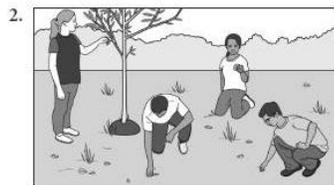
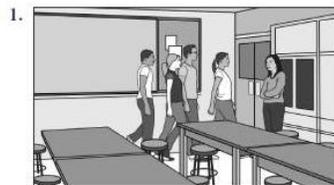
Tell me how students study plants and plant cells.

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

[REPHRASING]: [Point to PICTURE 2] The students look at leaves. How do students learn about plants and plant cells?

In the Test Booklet, the students will see:

This is Ms. Santiago’s biology lab. Her students are studying plants and plant cells.



13 Tell me how students study plants and plant cells.

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. An Entering 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.

³ *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><u>TARGET OF MEASUREMENT:</u> <u>TOM.S.9–12.2</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.9–12.2</u></p> <p>This item asks the students to describe relevant details in the pictures, including the instruments students use to learn about plant cells.</p>	<p><u>HOW ITEM TARGETS THE EMERGING PERFORMANCE LEVEL</u></p> <p>At the Emerging level, students use phrases and/or simple sentences to describe partially or convey some relevant details and narrate a story or process in a sequence. To respond to this item, students are required to use phrases and/or simple sentences to explain different ways that the students use the instruments or observation to learn about plants.</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 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 	<p>Leaves.</p>	<p>At the Emerging level, a response consisting of only a single word receives a score of zero. It does not express a complete thought.</p>
<p>1—Meets Expectations</p> <ul style="list-style-type: none"> - Uses multiple words, short phrases, or sentences to respond - Partially expresses thoughts and ideas - Frequent errors may obscure meaning 	<p>Student . . . outside . . . take grass . . . study.</p>	<p>The student uses multiple words to respond and attempts to describe the picture, but there is no structure present that creates a complete thought.</p>