

Spec Title	Language Domain	Grade Level	Tier	Standard	Item Format	Key Use	Topic	Proficiency Range
S45_LS	Speaking	4–5	All	LS	Constructed Response	Recount	Inventors	1, 3, 5
<b>Purpose</b>								
The computer-administered Speaking Test allows ELLs in grades 4–5 to demonstrate their English language proficiency through speaking about inventors using language used in language arts/social studies.								
<b>Model Performance Indicators</b>								
<b>P1</b>	<b>LA:</b> Name characters, settings, or objects depicted in illustrated stories <b>SS:</b> Identify inventors or inventions that contributed to the advancement of society							
<b>P3</b>	<b>LA:</b> Summarize storylines, issues, or conflicts by providing details of people, events, objects, or situations in various genres <b>SS:</b> State reasons for inventions							
<b>P5</b>	<b>LA:</b> Propose options or solutions to issues in various genres and support responses in detail <b>SS:</b> Explain, with details, contributions of inventors to history							
<b>Key academic language use:</b> RECOUNT. Tasks are designed to elicit student responses characteristic of recount as appropriate for students in grades 4–5.								
<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND important inventions in history and provide details of their contribution to society.								
<b>Connection to Content Standards</b>								
<b>CCSS.ELA-LITERACY.SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points.								
<b>CCSS.ELA-LITERACY.SL.4.4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.								
<b>CCSS.ELA-LITERACY.SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.								
<b>Virginia Gr. 4 Social Studies Standard USII.4:</b> The student will demonstrate knowledge of how life changed after the Civil War by: d) explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms								
<b>Maryland Gr. 5 Social Studies Standard 4.0: Economics</b> INDICATOR 3. Analyze how technological changes affected production and consumption in Colonial America OBJECTIVES Explain how the development of new products and new technologies affected the way people lived								

## Guidelines for Choosing a Theme

- Think broadly of historical figures who could be considered inventors. Pioneers in different fields may be considered inventors. Try and think of a lesser-known inventor whose story is grade-level appropriate, but who is likely unfamiliar to all students.
- Ask yourself the following questions to think of a good theme about an inventor:
  - What kind of invention would students in grades 4–5 find interesting and teachers find appropriate?
  - Does enough verifiable information exist on the inventor that a full folder can be created?
  - Can the inventor’s story be easily described using both simple and complex sentences?
  - How will language arts and social studies interact when explaining this invention?
  - Can the invention be shown easily in graphics?
- Keep in mind that some students have had limited exposure to technical vocabulary. Take care to explain tools, parts, and machinery if you choose to include them in your theme.
- For legal reasons, anyone you include in this folder must be deceased.
- Avoid previous inventors/inventions: Elisha Otis/safety elevator, Jan Matzeliger/shoe machine, safety bicycle, Stephanie Kwolek/Kevlar

**Theme ID:** S45\_LS\_Title\_502

**Theme Title:** \_\_\_\_\_

### Orientation

Write one or more sentences that signal a new topic to the student and that introduce the panel.  
For example:

Now we are going to talk about [this topic].

### Theme Passage/Prompt

None for Speaking panels (leave this field blank).

### Theme Graphic Description

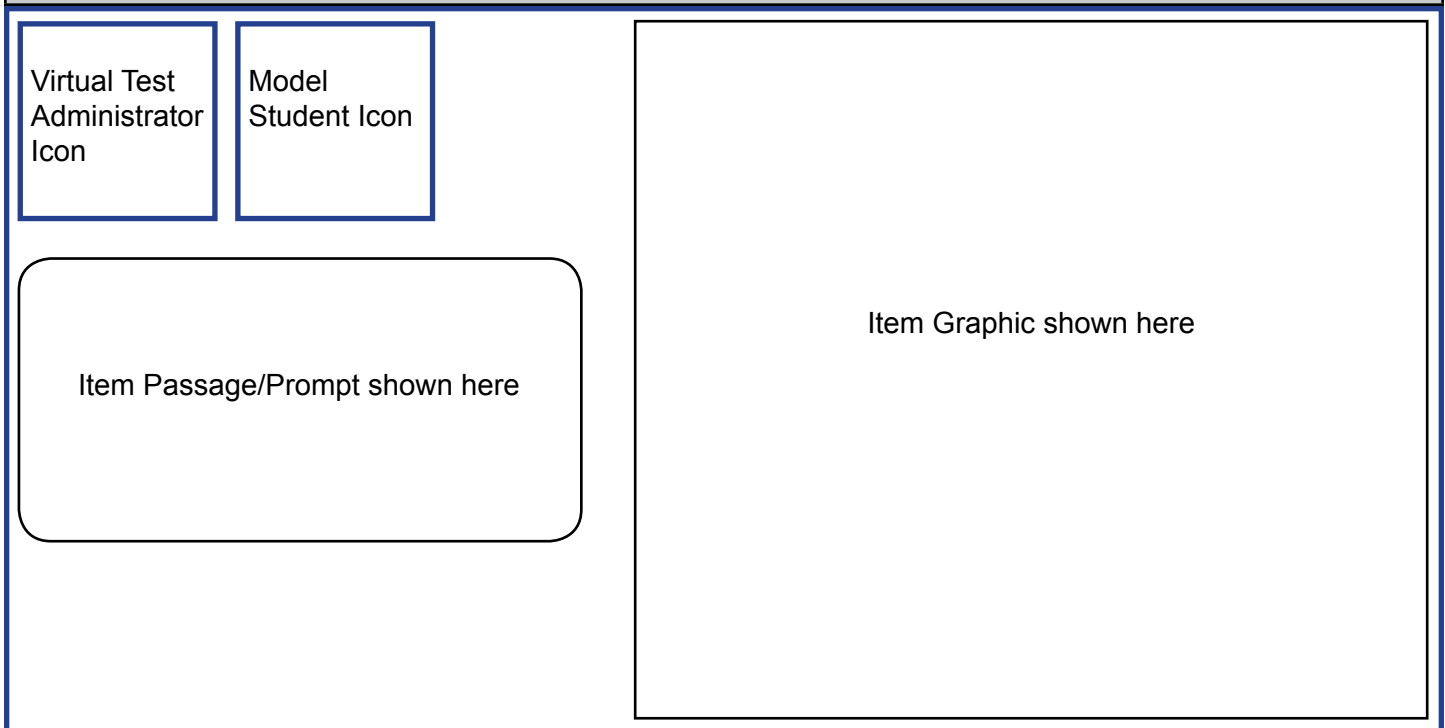
None for Speaking panels (leave this field blank).

## Building a Theme Across Tasks

This thematic panel contains three tasks that all relate to the same theme. When developing a theme, “spiral up” the content of the theme. Consider how the theme can be developed across all tasks. Start with basic information in Task 1 (P1) that will lead to Task 2 (P3) and then Task 3 (P5). Tier A students will take Task 1 (P1) and Task 2 (P3) and Tier B/C students will take Task 2 (P3) and Task 3 (P5).

- Task 1 (P1) should briefly orient the student to the topic and the graphic.
- Task 2 (P3) should orient the student to the topic and the graphic with some content.
- Task 3 (P5) should introduce the content in more depth and build upon Task 2.

## Speaking Screen Layout



## Speaking Test Elements

- **Virtual Test Administrator:** All task input and task prompts will be delivered by a Virtual Test Administrator, represented by a photograph of a teacher wearing a computer headset.
- **Model Student:** A Model Student responds to tasks that are parallel to the student tasks. A model student response is provided for each test task. The Model Student will be represented by a photograph of an age-appropriate student wearing a computer headset.
- **Task input:** Task input provides the background and content necessary for the student to respond to the prompt. Task input is presented both in text (in the speaker box) and via audio.
- **Task graphic:** One or more graphics are presented on the screen.
- **Audio recording mechanism:** Students record their answers to speaking prompts using audio recording buttons presented on the screen.

**Model Performance Indicator:****LA:** Name characters, settings, or objects depicted in illustrated stories**SS:** Identify inventors or inventions that contributed to the advancement of society**Item Seq No:** 1**Prof Level:** 1**Prompt Attributes****Item Passage/Prompt (delivered via text and audio by the Virtual Test Administrator)**

Develop a prompt to set up the task that:

- Introduces an inventor or invention in history that contributed to the advancement of society in some way. You may choose to begin by introducing the person or invention, providing relevant background information (why was this invention necessary?), or describing the inventor’s life.
- Is 3–8 sentences long. (Each screen will typically present 2 sentences of text at a time. The prompt may be delivered across multiple screens.)

**Item Graphic (what the student sees)****Note:** Be creative! Describe/sketch what you think will be most meaningful to students who are being asked to speak about inventors. Specific areas of the image may be emphasized using highlights or fading. This graphic need not necessarily be a classroom scene.

Write a description and/or sketch an image that:

- Clearly depicts important information or supports the description given in the prompt.
- Is labeled correctly and inspires students to use language arts/social studies vocabulary.
- If necessary, include a series of images which are clearly numbered (e.g., PICTURE 1; PICTURE 2; etc.) or a timeline.

**Model Student Task Statement/Question (delivered via text and audio by the Virtual Test Administrator)***Enter this information into Task Statement/Question field of the Online Item Writer*

Write a task statement or question that:

- Asks the model student to name two objects from the picture (i.e., “Nina, what are two things you see in this picture?”)
- Can be responded to using single words or set phrases and high frequency vocabulary.

**Model Student Response (delivered via audio by the Model Student)***Enter this information into Task Statement/Question field of the Online Item Writer*Write the script for a model student **response** that:

- Uses vocabulary and content from the item prompt (rather than additional or external information).
- Responds to the task using two noun phrases (e.g., “Students and the teacher”) that could realistically be produced by a grade 4–5 student. The model student response should include both a singular (e.g., “the teacher”) and a plural (e.g., “students”) element.

**Task Statement/Question (delivered via text and audio by the Virtual Test Administrator)**

Write a task statement/question that:

- Ask the student to name/identify other elements from the graphic. The task statement/question should be worded so that the model student response is unavailable or off-limits (i.e., “What other things do you see in this picture?”).
- Can be responded to using single words or set phrases and high frequency vocabulary.

**Response Attributes**

This item should elicit responses from students that display these characteristics in order to meet the task level expectations of proficiency level 1. (From WIDA Performance Definitions)

Discourse Level	Sentence Level	Word Level
<b>Linguistic Complexity</b>	<b>Language Forms and Conventions</b>	<b>Vocabulary Usage</b>
<ul style="list-style-type: none"> <li>• Words, phrases, or chunks of language</li> <li>• Single words used to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)</li> <li>• Phrasal patterns associated with common social and instructional situations</li> </ul>	<ul style="list-style-type: none"> <li>• General content-related words</li> <li>• Everyday social and instructional words and familiar expressions</li> </ul>

**Model Performance Indicator:**

**LA:** Summarize story lines, issues, or conflicts by providing details of people, events, objects, or situations in various genres

**SS:** State reasons for inventions

**Item Seq No: 2**

**Prof Level: 3**

### Prompt Attributes

**Item Passage/Prompt (delivered via text and audio by the Virtual Test Administrator)**

Develop a prompt to set up the task that:

- Introduces an inventor or invention in history that contributed to the advancement of society in some way. You may choose to begin by introducing the person or invention, providing relevant background information (why was this invention necessary?), or describing the inventor's life.
- Relates to the same theme that was used in the Tier A folder for this standard.
- Is 8–15 sentences long. (Each screen will typically present 2 sentences of text at a time. The prompt may be delivered across multiple screens.)

**Item Graphic (what the student sees)**

**Note:** Be creative! Describe/sketch what you think will be most meaningful to students who are being asked to speak about inventors. Specific areas of the image may be emphasized using highlights or fading. This graphic need not necessarily be a classroom scene.

Write a description and/or sketch an image that:

- Clearly depicts important information or supports the description given in the prompt.
- Is labeled correctly and inspires students to use language arts/social studies vocabulary.
- If necessary, include a series of images which are clearly numbered (e.g., PICTURE 1; PICTURE 2; etc.) or a timeline.

**Model Student Task Statement/Question (delivered via text and audio by the Virtual Test Administrator)**

*Enter information into Task Statement/Question field of OIW that:*

- Asks the model student to state reasons that led the person to create their invention, or to state reasons for why the invention was necessary.
- Can be answered in simple or expanded oral sentences.

**Model Student Response (delivered via audio by the Model Student)**

*Enter this information into Task Statement/Question field of the Online Item Writer*

Write the script for a model student **response** that:

- Reflects the Model Performance Indicators.
- Uses vocabulary and content from the item prompt (rather than additional or external information).
- Demonstrates the quality and quantity of language the student is expected to produce at this level but does not go above the proficiency level of the task. Although the length of the model student response will vary by task demands, target about 30 words.

**Task Statement/Question (delivered via text and audio by the Virtual Test Administrator)**

Write a task statement or question that is parallel to but different from the Model Student Task (the task statement/question should be worded so that the model student response choice is unavailable or off-limits) and:

- Asks the student to summarize reasons that led the person to create their invention, state reasons for why the invention was necessary, etc.
- Elicits responses that include general and some specific language arts and social studies language.
- Can be answered in simple or expanded oral sentences.

### Response Attributes

This item should elicit responses from students that display these characteristics in order to meet the task level expectations of proficiency level 3. (From WIDA Performance Definitions)

Discourse Level	Sentence Level	Word Level
Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
<ul style="list-style-type: none"> <li>• Short and some expanded sentences with emerging complexity</li> <li>• Expanded expression of one idea or emerging expression of multiple related ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Repetitive grammatical structures with occasional variation and emerging use of conventions</li> <li>• Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Specific content words and expressions (including content-specific cognates)</li> <li>• Words or expressions related to content areas</li> </ul>

**Model Performance Indicators:****LA:** Propose options or solutions to issues in various genres and support responses in detail**SS:** Explain, with details, contributions of inventors to history**Item Seq No: 3****Prof Level: 5****Prompt Attributes****Item Passage/Prompt (delivered via text and audio by the Virtual Test Administrator)**

Develop a prompt to set up the task that:

- Describes how the inventor/invention contributed to the advancement of society as a whole.
- Expands the theme established in the previous task.
- Is 8–15 sentences long.

**Item Graphic (what the student sees)****Note:** You may wish to highlight certain areas of the image by using boxes to draw the learner's attention to them, fading irrelevant portions of the image to the background, etc.

Write a description and/or sketch an image that:

- Inspires the student to explain in detail how the inventor/invention changed the lives of people or organizations.
- Contains enough information to prompt an extended response.
- If necessary, include a series of images which are clearly numbered (e.g., PICTURE 1; PICTURE 2; etc.) or a timeline.

**Model Student Task Statement/Question (delivered via text and audio by the Virtual Test Administrator)***Enter information into Task Statement/Question field of OIW that:*

- Asks the model student to describe the process or parts of the operation described in the prompt (if possible, avoid using the word 'explain' in task statement/question wording to maintain Key Use delineations).
- Can be answered in simple or expanded oral sentences.

**Model Student Response (delivered via audio by the Model Student)***Enter this information into Task Statement/Question field of the Online Item Writer*Write the script for a model student **response** that:

- Reflects the Model Performance Indicators.
- Uses vocabulary and content from the item prompt (rather than additional or external information).
- Demonstrates the quality and quantity of language the student is expected to produce at this level but does not go above the proficiency level of the task. Although the length of the model student response will vary by task demands, target a minimum of 50 words.
- Reflects the Key Use of Recount (e.g., temporal connectors).

**Task Statement/Question (delivered via text and audio by the Virtual Test Administrator)**

Write a task statement or question that is parallel to but different from the Model Student Task (the task statement/question should be worded so that the model student response choice is unavailable or off-limits) and:

- Asks the student to propose options and/or solutions to a problem that might be solved by the inventor/invention, or explain with details the inventor/invention's contribution to history and how it changed society (if possible, avoid using the word 'explain' in task statement/question wording to maintain Key Use delineations).
- Requires the student to use technical vocabulary.
- Can be answered in sentences of varying lengths and linguistic complexity.
- Elicits the Key Use of Recount.

**Response Attributes**

This item should elicit responses from students that display these characteristics in order to meet the task level expectations of proficiency level 5. (From WIDA Performance Definitions)

Discourse Level	Sentence Level	Word Level
<b>Linguistic Complexity</b>	<b>Language Forms and Conventions</b>	<b>Vocabulary Usage</b>
<ul style="list-style-type: none"> <li>• Multiple, complex sentences</li> <li>• Organized, cohesive, and coherent expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect</li> <li>• A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Technical and abstract content-area language</li> <li>• Words and expressions with precise meaning related to content area topics</li> </ul>

## For Internal (CAL) Use Only:

Spec Identification								
Spec Title	Language Domain	Grade Level	Tier	Standard	Item Format	Key Use	Topic	Proficiency Range
S45_LS	Speaking	4–5	All	LS	Constructed Response	Recount	Inventors	1, 3, 5

Model Performance Indicators			
	P1	P3	P5
Original MPIs		<i>Language Arts:</i> Provide details of people, objects, or situations in non-fiction	<i>Language Arts:</i> Tell stories about people, objects, or situations in non-fiction
		<i>Social Studies:</i> State reasons for exploration from maps, charts, or timelines	<i>Social Studies:</i> Explain, with details, contributions of explorers to history
Transformed MPIs (none made)	<i>Language Arts:</i> Name characters, settings, or objects depicted in illustrated stories	<i>Language Arts:</i> Summarize story lines, issues, or conflicts by providing details of people, events, objects, or situations in various genres	<i>Language Arts:</i> Propose options or solutions to issues in various genres and support responses in detail
	<i>Social Studies:</i> Identify inventors or inventions that contributed to the advancement of society	<i>Social Studies:</i> State reasons for inventions	<i>Social Studies:</i> Explain, with details, contributions of inventors to history

### Notes

Adapted from 303Spec\_S35\_LS\_Explorers

Paper-based spec notes:

301 Results: 5 good/ 7 poor/ 2 reject

303 Results: 4 good/ 10 poor/ 2 reject. Even the good folders had limitations with graphics, and the poor cards were too technical, wouldn't elicit enough language from students, or were unfamiliar (like voting) or uninteresting (cartography) or may have gender bias (Madame CJ Walker). The rejects were completely inappropriate (animals being forced out of natural habitat) and fact checking would be an issue (history not clear who/when invented telescope).

402 Results: 2/3 good. Developed all three candidates, but one required a complete rewrite. Difficult to get enough content without bringing in technical language not appropriate for grade cluster.