**TASK 4**

**QUESTION 1**

Point to PICTURE. **This is a science classroom. The class is learning about plants. The teacher is measuring a plant with a ruler. The plant is in a pot.**

Point to PICTURE. **Science classroom.**

**MODEL TASK FOR STUDENT:**

Point to BLANK LINE. **I’m going to write “science classroom” here.**

Write the phrase “SCIENCE CLASSROOM” on BLANK LINE. **Science classroom.**

**TASK:**

**Now it's your turn. You're going to write different words.**

Point to PICTURE. **Tell me about the picture.** PAUSE.

If student verbally responds:

Point to BLANK LINES. **Now write** (student response) **here.** PAUSE.

If meets, go to **MOVING ON** box.
If approaches or no response, continue.

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**Q1 EXPECT** The student writes 1 or more chunk(s) of language, phrase(s), or clause(s).
### TASK 4

#### QUESTION 2

Point to TEACHER. **The teacher is measuring the plant with a ruler.**
Point to TEACHER. **What is the teacher measuring?**
POINT TO BLANK LINE. **A plant. I am going to write “A p-l-.” Can you finish the word?**

If meets, go to **MOVING ON** box.
If approaches or no response, continue.

<table>
<thead>
<tr>
<th>Q2 EXPECT</th>
<th>The student writes 1 or more chunk(s) of language, phrase(s), or clause(s).</th>
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#### QUESTION 3

Point to POT. **This is a pot.**
Point to POT. **Pot. P-O-T. Pot. PAUSE.**
Point to BLANK LINES. **Now write that word here.** PAUSE.

Go to **MOVING ON** box.

<table>
<thead>
<tr>
<th>Q3 EXPECT</th>
<th>The student writes 1 single representation of something (e.g., number, letter, symbol).</th>
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### MOVING ON

If No Response or Incorrect on 3 CONSECUTIVE TASKS, stop the testing session.

- Record student's score in Student Response Booklet.
- Turn the page and go to **TASK 5**.
- **Good. Let's look at the next page.**
- Record student's score in Student Response Booklet.
- Record all remaining tasks Not Administered.
- **Good job. We are finished.**