NYSESLAT
New York State English As A Second Language Achievement Test
2019 Turnkey Training

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Turnkey Training Power Point

Enclosed CD contains all printed material and Speaking student audio clips

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New York State Testing Program

NYSESLAT

**Turnkey Training
for Speaking and Writing**

Introduction and Overview

NYSESLAT Turnkey Training

- Welcome
  - ◇ New York State Education Department
- Introductions
  - ◇ Presenters from MetriTech, Inc. and Center for Applied Linguistics (CAL)

2019 NYSESLAT Turnkey Training

- One Day Training of Trainers—Activities

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  - ◇ Writing Scoring Training

    - Grades 1–12 Short Constructed-Response (SCR) Rubric Review
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    - Grades 1–12 Annotated Student ECR Responses Review & Practice Scoring
    - Kindergarten Writing Rubrics and Sample Responses
    - Kindergarten Practice Scoring

Training Binder and Purposes

- Review of Training Binder Content

- Training Purposes

  - ◇ To provide an overview of the 2019 NYSESLAT

  - ◇ To explain and highlight the dimensions and content of the Speaking and Writing Scoring Rubrics

  - ◇ To demonstrate the application of the Speaking and Writing Scoring Rubrics to audio and written student responses

  - ◇ To provide an opportunity to practice scoring in a guided setting

What Is the NYSESLAT?

- NYSESLAT annually assesses English language proficiency of NYS English Language Learners/Multilingual Learners (ELLs/MLLs) in Grades K–12

- Provides information about English language development of ELLs/MLLs

- NYSESLAT results help determine the level of language education services provided to ELLs/MLLs

Key NYSESLAT Characteristics

- Targets of Measurement
  - ◇ Designated as the standards to be measured by NYSESLAT and aligned to the Linguistic Demands of grade-level instruction

- Five Performance Levels
  - ◇ Entering, Emerging, Transitioning, Expanding, and Commanding

- Integrated Approach to Modalities – Thematic Approach
  - ◇ A cohesive assessment experience similar to classroom instruction
  - ◇ Designed to measure language and language structures that are embedded in content, not content knowledge itself
  - ◇ Test questions do not require prior knowledge or personal experience

NYSESLAT Test Structure: Kindergarten

- Testing times are estimates and are for planning purposes only
- Additional time is allowable for a student to complete the untimed tests

Session	Grade Band	Number of Items/Tasks	Total Number of Items/Tasks	Estimated Testing Time (minutes)
Speaking	K	12 questions	12	15
Listening	K	19 questions	19	35–40
Reading	K	18 questions	18	35–40
Writing	K	8 Constructed Response questions	8	35-40

Sequencing of Test Sessions: Kindergarten

- Each test booklet tests one modality (Speaking, Listening, Reading, or Writing), each of which will be administered in a separate session.
- Speaking is individually administered; L/R/W is group administered
- Except for make-up testing, only one modality should be administered per day
- No requirement to administer modalities on consecutive days

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Administering the NYSESLAT: Kindergarten

Administration Information	
Highlights	Test by modality, one modality per day except for make-up testing
	Students circle answers in test booklets; Examiner or aide transcribes responses onto answer sheets
	Braille Checklist available
	1 set of student identification labels – for Writing only
	All test booklets are returned to MetriTech after scoring
Materials Needed by Examiners	Directions for Administration (DFA) for each modality
	Student test booklets for each modality
	Student multiple choice answer sheets, 1 per student for Listening and Reading (responses transcribed by examiner or aide)
Materials Needed by Students	Test booklets for each modality
	No. 2 pencils

2019 Kindergarten Test Administration Reminder

- Listening/Reading Machine-Scannable Answer Sheets
  - ◇ "U" for a student "Unable to Respond"
  - ◇ Student was administered the test, but did not respond to any multiple choice questions in the session
  - ◇ Examiner or aide fills in the "U" circle

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NYSESLAT Test Structure: Grades 1–12

- Testing times are estimates and for planning purposes only
- Additional time is allowable for a student to complete the untimed tests

Session	Grade Band	Number of Items/Tasks	Total Number of Items/Tasks	Estimated Testing Time (minutes)
Speaking	1–12	12 questions	12	15/student
Session 1 Listening/ Reading/Writing	1–12	Listening: 8 Reading: 8 Writing: 1 SCR	17	35–55/session
Session 2 Listening/ Reading/Writing	1–12	Listening: 8 Reading: 8 Writing: 1 SCR	17	35–55/session
Session 3 Listening/ Reading/Writing	1–12	Listening: 8 Reading: 11 Writing: 1 ECR	20	35–55/session

Sequencing of Test Sessions: Grades 1–12

- Grades 1–12
  - ◇ Administer in grade bands: 1–2, 3–4, 5–6, 7–8, 9–12
  - ◇ Administer Speaking and L/R/W sessions in testing windows
  - ◇ Speaking is administered individually
  - ◇ Three L/R/W Sessions, each session group administered
  - ◇ Administer L/R/W sessions in numerical sequence (1, 2, then 3)
  - ◇ Do not break up L/R/W session by modality
  - ◇ Except for make-up testing, only one session should be administered per day
  - ◇ Not required to administer sessions on consecutive days

2019 Test Enhancements: Grades 1–12

- Listening
  - ◇ Passage excerpt with question preview–Question is given to the student before the excerpt is read and then repeated after the excerpt so that students hear it twice.
  - ◇ Grades 5–6 Sample NYSESLAT question

    Listen to these sentences from the passage again. Then I will ask you, "Which words tell about the actions of the fox?"

    "One hot summer's day, a fox was walking through a vineyard. He came to a bunch of grapes growing on a vine."

    Which words tell about the actions of the fox? Fill in the correct circle on your answer sheet.

    A   One hot summer's day
    B   Walking through a vineyard
    C   A bunch of grapes
    D   Growing on a vine

2019 Test Enhancement: Speaking

- Speaking – Kindergarten and Grades 1–12
  - ◇ Warm-up questions have been replaced with questions more easily answered by students
  - ◇ Pointing directions have been changed to facilitate administration
  - ◇ Skipping Rule directions include the page number the examiner will turn to in the DFA

Statewide Scoring Rules for Speaking

- Speaking must be scored during administration by a teacher who is not the student's teacher of:
  - ◇ English as a New Language
  - ◇ Bilingual Education, or
  - ◇ English Language Arts

Statewide Scoring Rules for Speaking

- Three administration options:
  - ◇ An educator other than the student's teacher administers and simultaneously scores the student's responses,
  - ◇ The student's teacher administers the test; another, disinterested teacher present in the room scores the student's responses, or
  - ◇ The student's teacher administers the test and records the student's responses; this audio recording is subsequently scored by a disinterested teacher.
    - The recording device cannot have internet access, or the internet access must be disabled until after scoring.
    - Once the recorded student responses are scored, the audio recordings must be destroyed.

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Administering the NYSESLAT: Grades 1–12

Administration Information	
	Four testing sessions: Speaking and three L/R/W sessions
	Three L/R/W test booklets, each containing a Listening, Reading, Writing subtest
Highlights	Braille checklists available for Grades 1-2; Braille tests for Grades 3–12
	3 student identification labels – one for each L/R/W test booklet
	CD player needed for Listening for each of the Grades 3–12 L/R/W testing sessions
	All test booklets are returned to MetriTech after scoring
Materials Needed by Examiners	DFA for Speaking and L/R/W Sessions 1, 2, and 3
	Student test booklets for Speaking and L/R/W Session 1, 2, and 3
	Grades 1–2, student answers marked in test booklet are transcribed by examiner or aide Grades 3–12, 1 multiple choice answer sheet per student
	Pre-recorded Listening CD (and CD player), Grades 3–12
Materials Needed by Students	Speaking test booklet and L/R/W test booklets for Sessions 1, 2, and 3
	Grades 3-12 NYSESLAT Answer Sheets for Sessions 1, 2, and 3
	No. 2 pencils

Selecting Teachers for Scoring Writing

- Committees of teachers must score the student responses to the Writing prompts,

- A student's English as a New Language, Bilingual Education, or English Language Arts teacher may NOT score any of that student's constructed-responses

- The principal is responsible for making the final determination about whether or not a teacher may score specific students' responses

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Selecting Teachers for Scoring Writing

- Kindergarten
  - ◇ Includes eight short constructed-response writing tasks
  - ◇ The task of scoring student responses must be divided among a minimum of three scorers, so that no one teacher scores more than three tasks per student.

- Grades 1-12
  - ◇ There are three L/R/W test sessions
  - ◇ Each session contains one constructed-response writing task.
  - ◇ Student responses to the three writing tasks on the test must be divided among three scorers, so no one teacher scores more than one constructed-response task per student.

2019 Administration Reminders

- Writing - Kindergarten and Grades 1–12
  - ◇ Writing Machine-Scannable Answer Sheets
  - ◇ Student Writing Score Marked by Scorer
  - ◇ "A" circle denotes student provided "No Response" to Writing Prompt
  - ◇ Marking of the "A" circle differentiates between "No Response" and a score of "0"

Important Dates

Activity	2019 Dates	
	Beginning	**Ending**
Speaking materials delivered to schools	Mon, April 1	Thurs, April 4
Speaking administration period	**Mon, April 8**	**Fri, May 17**
L/R/W materials delivered to schools	Mon, April 22	Fri, April 26
L/R/W administration period	**Mon, May 6**	**Fri, May 17**
Writing scoring materials delivered to schools	Tue, May 14	Fri, May 17
Scoring of Writing responses	Mon, May 20	Thurs, May 30
Deadline to submit answer sheets to scanning centers		Thurs, May 30
Deadline to return secure materials to MetriTech, Inc.		Fri, June 14

Operational Scoring Materials

- Speaking Scoring Guide and CD with Exemplars
- Writing Scoring Guide (K–12) and Training Sets (K, 1–2, 3– 4, 5–6, 7–8, and 9–12)
- Prior to scoring the operational NYSESLAT, scorers must train to score the NYSESLAT using the operational scoring materials
- Security Reminder: All test materials must be stored in a secure location at all times

Additional Information

- Details regarding Spring 2019 NYSESLAT will be found in:
  - ◇ School Administrator's Manual (SAM): Contains general information about administering the NYSESLAT, Speaking and Writing Rubrics, and Speaking Score Sheet for Individual Administration. It will be posted at the following URL: http://www.p12.nysed.gov/assessment/manuals/
  - ◇ Directions for Administration (DFA): Contains secure information and instructions for administering each session of the NYSESLAT. It will arrive with the Operational Test, and must be returned to MetriTech by 6/14/19.
- Materials available on the engage^{ny} web site:

    www.engageny.org/resource/new-york-state-english-a-second-language-achievement-test-nyseslat-resources

2019 NYSESLAT Resources

For Information or Assistance	Contact
Questions regarding testing policies, accommodations, security breaches and sensitive student responses	Office of State Assessment Email: emscassessinfo@nysed.gov Call: 518-474-5902
Questions regarding the provisions of ELL/MLL services in Bilingual Education and English as a New Language programs	Office of Bilingual Education and World Languages Email: obewl@nysed.gov Phone: 518-474-8775 (Albany office) Phone: 718-722-2445 (NYC office)
Questions regarding scoring of Speaking and Writing constructed-response questions or shipment of materials	MetriTech, Inc. Customer Service Email: nyseslat@metritech.com Phone: 800-747-4868 Fax: 217-398-5798

2019 NYSESLAT Resources (Continued)

For Information or Assistance	Contact
For regulatory or training assistance:	Regional Bilingual Education Resource Networks http://www.nysed.gov/bilingual-ed/regional-supportrberns
Machine-scannable answer sheets and local scanning services	RIC or Large-City Scanning Center http://www.p12.nysed.gov/irs/sirs/ric-big5.html
Information about the NYSESLAT and regular updates including the turnkey training materials and School Administrators Manual (SAM)	NYSESLAT Homepage http://www.p12.nysed.gov/assessment/nyseslat

New York State Testing Program

NYSESLAT

Turnkey Training
for Speaking

Outcomes for Participants

- Understand how to administer the NYSESLAT Speaking test

- Gain experience in scoring the NYSESLAT Speaking test

- Develop skills in providing local training in NYSESLAT administration and scoring

Speaking Test Format

12 Items*

Theme 1	1	Emerging
	2	Transitioning
	3	Expanding
	4	Commanding
Theme 2	5	Emerging
	6	Transitioning
	7	Expanding
	8	Commanding
Theme 3	9	Emerging
	10	Transitioning
	11	Expanding
	12	Commanding

*The Speaking test does not include items targeted to the Entering level. Instead, a score of Entering is determined based on student performance on Emerging-level Speaking questions.

Rubric

- Scoring rubric is aligned to item level
- Two-point rubric for Emerging items
- Three-point rubric for Transitioning, Expanding, and Commanding items

Educator Review

- NYS teachers reviewed and provided extensive feedback on all field test items.
- Examples of how recent educator feedback has shaped the Speaking test:
  - ◇ Page number in the Directions for Administration (DFA) is given for examiner if Skipping Rule is used
  - ◇ Changes to pointing directions to facilitate administration
  - ◇ Updated warm-up questions
  - ◇ Test question numbers in the DFA are now next to the prompt rather than the introduction to the question
  - ◇ Addition of *[FOLLOW-UP]: Tell me more* to Transitioning items where appropriate for the student response
  - ◇ Addition of *Why?* **[OR]** *Why not?* to Expanding and Commanding items where appropriate for the prompt

Administration—Tips

- Test starts with **warm-up and sample questions**

- Provides an opportunity for the examiner to remind students to respond in English using their own words and to speak loudly enough so the examiner can hear

- Allows the examiner to practice working with the student so that the scored portion goes smoothly

- Script provides modeling and rephrasing support at the Emerging level

Administration—Tips (Continued)

- Remember to read slowly, but naturally, and exactly as written in the Directions for Administration
  - ◇ Read over the whole DFA and Test Booklet before administration
  - ◇ Practice administering with pointing, page turns, etc.
  - ◇ Remind your colleagues to do the same

Administration—Tips (Continued)

- Wait a minimum of 5 seconds for response
  - ◇ After every question before going on to the next question
  - ◇ Offer rephrasing **after** 5 seconds **only if** it is an **Emerging question** and the DFA includes rephrasing
  - ◇ Move on to the next question **5 seconds after rephrasing** so that the student is at ease
 - ◇ The **examiner can provide additional wait time** if it appears that the student is still thinking about how to answer.

Skipping Rules

- **Follow the Skipping Rule in the DFA instructions precisely**. In general, the Skipping Rule applies if the student provides:
  - ◇ no response
  - ◇ only "yes," "no," or "I don't know" to the two previous questions
  - ◇ a response completely in a language other than English
- If the student gives no response to previous items, **Skipping Rule** applies to items:
  - ◇ 3 and 4
  - ◇ 7 and 8
  - ◇ 11 and 12
- For questions where the skipping rule is allowed, the text is marked with a *[SKIPPING RULE]* bracket.

Skipping Rules in Practice

Theme 1	Emerging
	Transitioning
	Skip?
	Expanding
	Commanding
Theme 2	Emerging
	Transitioning
	Skip?
	Expanding
	Commanding
Theme 3	Emerging
	Transitioning
	Skip?
	Expanding
	Commanding
END	

For any items that are skipped, write the letter "S" on the Speaking Score Sheet, instead of a score for that item. This is also described on the Score Sheet.

Score Point 0

▶

Track 01
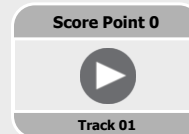
Q1: Student says "No."

[Teacher uses rephrasing.]

Student says "No."

Q2: Student says "No."

Pointing

- Pointing directions are provided for Speaking questions. These pointing directions should be used as scripted.

- Practice pointing when reading through the DFA.

- Pointing directions are usually at the beginning of a sentence or a clause, however, the placement of directions can vary.

SAY **Question 1:** [POINT to WOMAN] **The principal is visiting this school's art show.**
[POINT to CHILD IN FRONT OF DOG PICTURE] **This child drew a dog.**
Tell me about the other pictures.

Rephrasing (Emerging Level Only)

◇ Rephrasing text is provided to use when a student:
- **does not respond to the question**,
- **does not respond to the question in English**, or
- **does not understand the question**.

◇ Rephrasing may only be used once per question and must be read as written.

◇ In the specific questions where it appears, rephrasing text is marked with a *[REPHRASING]* bracket, and the text to be read out loud to the examinee is printed in ***bold italic text***.

SAY **Question 1:** [POINT to WOMAN] **The principal is visiting this school's art show.**

[POINT to CHILD IN FRONT OF DOG PICTURE] **This child drew a dog.**

Tell me about the other pictures.

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

[REPHRASING]: [POINT to CHILD IN FRONT OF DOG PICTURE] ***One student made a picture of a dog. What else do you see?***

## Rephrasing Samples

Track 02

"Racing? Um... I don't understand."

<u>Note</u>: Teacher should have used rephrasing, but did not.

Track 03

Tell me ways to do research at the library.

(Student does not respond)

[Teacher uses rephrasing.]

Gregory uses different things to do research. He can use books. What can Gregory use at the library?

"Information"

Track 04

Tell me ways to do research at the library.

"mm...can you repeat please?"

[Teacher uses rephrasing.]

Gregory uses different things to do research. He can use books. What can Gregory use at the library?

"I don't know."

Modeling

- In the DFA, all **Emerging** items include a model of the expected response.

- The purpose of modeling is to provide students with an example of what their response should sound like.

- The Modeling text is NOT printed in the student test booklet.

- Please emphasize in your local training that Modeling provides additional support to students.

> SAY **Question 1:** [POINT to WOMAN] **The principal is visiting this school's art show.**
>
> [POINT to CHILD IN FRONT OF DOG PICTURE] **This child drew a dog.**   This is Modeling text
>
> **Tell me about the other pictures.**
>
> Pause for about 5 seconds for the student to respond. If the student gives no response,
>
> *[REPHRASING]:* [POINT to CHILD IN FRONT OF DOG PICTURE] ***One student made a picture of a dog. What else do you see?***

Repetition

Scenario	Response
Student does not understand initial directions (*before* the test items are presented).	All <u>directions and sample questions</u> may be repeated to students as necessary. ***You may supplement only the directions with your own explanations <u>in English</u> to assist the students with test-taking procedures.***
Examiner cannot hear the student response because of student volume or an interruption.	If, during testing, a student response is inaudible because of the volume of a student's voice, or an interruption, such as the bell, ask that student, "Please repeat that so that I can hear you."
Student asks for repetition of a prompt.	1. Do not repeat the prompt. 2. If a student asks about a specific test item ("Is this right?"), give a neutral response, such as "You should simply say what you think is right."

Application of the Holistic Speaking Rubric

- Review the rubric, the Speaking Scoring Guide, the test questions, and practice applying the rubric using the Speaking Exemplars CD.

- Student responses are evaluated for total, overall performance.

- Scores are assigned based on the criteria delineated in the rubric.
  - Look at **all** aspects of the rubric.
  - Response does not have to include **all** aspects of the rubric to merit a rating at that level.
  - Conversely, response should include **most** aspects of the rubric to merit a rating at that level.
  - Listen carefully and judge which rubric level **best** matches **all** aspects of the response.
  - The NYSESLAT is a test of **language**.
  - Do **not** penalize students for response with incorrect content (e.g., New York City is the capital of New York). Rate the **language**.

Emerging Level Items

1. 2. 3.
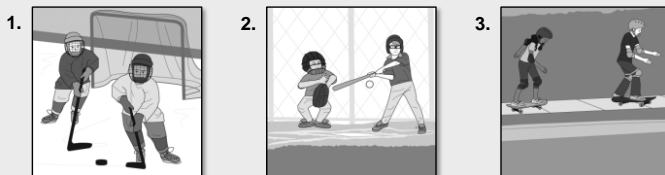
- **Always** accompanied by a **graphic**
- Examiner gives **context**
  - *People use things made of wood to play sports. These pictures show children using wooden equipment to play sports.*
- Examiner **models** a sample response
  - [POINT to PICTURE 1] *These children are using wooden hockey sticks to play hockey.*
- Examiner **asks** question
  - *Tell me other ways children can use wooden equipment.*
- Examiner **rephrases** if examinee does not respond
  - *Wood is used for some sports.* [POINT to PICTURE 1] *These children are playing hockey with wooden sticks.*

    [POINT to PICTURES 2 AND 3] *What are the other children doing with things made of wood?*

Emerging Level Item Rubric

|	
Score 0	- No response - Responds with "yes," "no," or "I don't know" - Responds completely in a language other than English - Uses one word to respond - Does not express a complete thought or idea - Unintelligible
Score 1	- Uses multiple words, short phrases, or sentences to respond - Partially expresses thoughts and ideas - Frequent errors may obscure meaning
Score 2	N/A

Grades 1–2 Emerging Samples
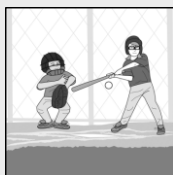
1. 2. 3.

Context: People use things made of wood to play sports. These pictures show children using wooden equipment to play sports.

Modeling: [POINT to PICTURE 1] These children are using wooden hockey sticks to play hockey.

Question: Tell me other ways children can use wooden equipment.

Rephrasing: Wood is used for some sports. [POINT to PICTURE 1] These children are playing hockey with wooden sticks. [POINT to PICTURES 2 AND 3] What are the other children doing with things made of wood?

"Skating . . . I don't know."

Score Point 0
▶
Track 05

Score Point 1
▶
Track 06

"Other children could use . . . um . . . To play . . . um . . . baseball because it's a wood . . ."

Transitioning Level Items

- **Always** accompanied by a **graphic**
- Examiner gives **context**
  - ◇ *Visitors to some historical sites can experience how people lived long ago. These students are preparing food the same way the Seneca people did long ago when they lived at this site.*
- Examiner **does not model** a sample response
- Examiner **asks** question
  - ◇ *Tell me how they are preparing food.*
- Examiner **does not rephrase or repeat** if examinee does not respond
- Examiner may use follow-up when more language is needed "*Tell me more.*"

Transitioning Level Item Rubric

Score 0	▪ No response ▪ Responds with "yes," "no," or "I don't know" ▪ Responds completely in a language other than English ▪ Uses one word to respond ▪ Does not express a complete thought or idea ▪ Unintelligible ▪ Errors may totally obscure meaning
Score 1	▪ Uses multiple words to respond ▪ Partially expresses thoughts and ideas ▪ Frequent errors may obscure meaning
Score 2	▪ Uses connected phrases or a simple sentence to respond ▪ May use multiple sentences ▪ Expresses complete thoughts and ideas relevant to the topic ▪ Occasional errors in words and structures may obscure some meaning

Grades 9–12 Transitioning Samples

1.

2.

Context: Visitors to some historical sites can experience how people lived long ago. These students are preparing food the same way the Seneca people did long ago when they lived at this site.

Question: Tell me how they are preparing food.

Score Point 0	Score Point 1	Score Point 2
▶	▶	▶
Track 07	Track 08	Track 09

"*Can't, sorry I don't know.*"

"*They prepare food like Seneca people did long…long ago when they lived in this . . . Mm . . . lived at this site.*"

"*It is student? . . . The students are preparing soup, to the corn.*"

Expanding Level Items

1.
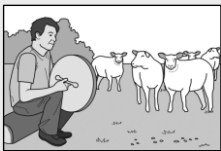
2.

3.

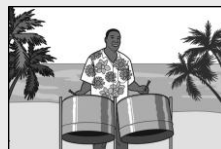- Accompanied by a **graphic** or by a **passage and graphic**
- Examiner gives **context**
  - ◇ *Drum music is thousands of years old and is played all over the world. Almost every culture has its own kind of drum.* [POINT to PICTURE 1] *For example, in Ireland, people play a bodhrán [bau-rawn] drum, which is made of wood and animal skin.* [POINT to PICTURE 2] *In parts of West Africa, women play an udu drum, which is made of clay.* [POINT to PICTURE 3] *In the Caribbean, people play steel drums, which are made of metal.*
- Examiner **asks question**
  - ◇ *Tell me about how drums around the world are made of different things.*
- No modeling, rephrasing, or repeating

Expanding Level Item Rubric

Score 0	▪ 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
Score 1	▪ 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
Score 2	▪ 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

Grades 3–4 Expanding Samples

Context: Drum music is thousands of years old and is played all over the world. Almost every culture has its own kind of drum. [POINT to PICTURE 1] For example, in Ireland, people play a bodhrán [bau-rawn] drum, which is made of wood and animal skin. [POINT to PICTURE 2] In parts of West Africa, women play an udu drum, which is made of clay. [POINT to PICTURE 3] In the Caribbean, people play steel drums, which are made of metal.

Question: Tell me about how drums around the world are made of different things.

Score Point 0	Score Point 1	Score Point 2
▶	▶	▶
Track 10	Track 11	Track 12
"Em I eh... oh mm the drum eh and all the world is have like um some brr- mm mm mm bo- some br- bo- mm"	*"They can be made it- build it fr- from the trees... earth, um and me- and metal"*	*"Um in in uh inland, I don't know how to say this word, in this place you gotta get skin from animals, then put it in a wood, and then you make a drum. In West Africa, you g- you gotta get clay and then make it to a drum, and in Cariddean, you gotta get metal and built it with your hands."*

Special Focus: Text-Based Items

- Text-based items (Grades 1–12) include both a graphic and text with the focus on the text.

- Text is read out loud **once** by the Examiner

- Consecutive Expanding and Commanding items use the same text, read once for the Expanding item only

- Student can read along in test booklet

Tips for Scoring Text-Based Items

- In some cases, students may read or repeat language directly from the text. It is important to listen for the student's **authentic** language.

- Sometimes students respond with only language from the text. If they do not create any new language on their own, the response is scored zero.

- Some students respond with a combination of their own words and language from the text. Rate the students' **own** language.

Expanding Level Text-Based Items

- Accompanied by **graphic** or by a **passage and graphic**
- Examiner gives **context**
  - ◇ *It is very difficult for many countries to produce all the goods their populations need. Therefore, trade between countries is extremely important.*

    Trade is the exchange of one thing for another thing. Trade can include the following: exchanging goods, like salt, for other goods; exchanging goods for services, like engineering; or selling goods for money. Usually, countries trade goods that they have too much of in return for goods and services that they do not have enough of. For example, Saudi Arabia has a lot of oil. However, because Saudi Arabia is mostly desert, it does not have enough water to grow enough food for all its people. Therefore, Saudi Arabia sells oil to other countries and uses the money to buy food such as chicken, rice, and milk from other countries.

    Countries do well when they are able to trade goods with other countries in order to have enough goods for their people. In this way, countries also become interdependent, which means that they depend on each other for some of their needs.
- Examiner **asks question**
  - ◇ *Tell me about how countries trade with other countries.*
- No modeling, rephrasing, or repeating

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Expanding Level Item Rubric

Score 0	• 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
Score 1	• 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
Score 2	• 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

Grades 7–8 Expanding Text-Based Samples

Context: It is very difficult for many countries to produce all the goods their populations need. Therefore, trade between countries is extremely important.

Trade is the exchange of one thing for another thing. Trade can include the following: exchanging goods, like salt, for other goods; exchanging goods for services, like engineering; or selling goods for money. Usually, countries trade goods that they have too much of in return for goods and services that they do not have enough of. For example, Saudi Arabia has a lot of oil. However, because Saudi Arabia is mostly desert, it does not have enough water to grow enough food for all its people. Therefore, Saudi Arabia sells oil to other countries and uses the money to buy food such as chicken, rice, and milk from other countries.

Countries do well when they are able to trade goods with other countries in order to have enough goods for their people. In this way, countries also become interdependent, which means that they depend on each other for some of their needs.

Question: Tell me about how countries trade with other countries.

Score Point 0	Score Point 1	Score Point 2
▶	▶	▶
Track 13	Track 14	Track 15
"Coun . . . The countries . . . In order to have a lot of the goods for their people. In this way, countries also became independent, which means they depend on for some of their needs."	*"They trade with other countries by changing one thing by another."*	*"Mm they produce . . . Mm . . . food and they send to the other countries."*

Commanding Level Text-Based Items

Cirrus   Stratus   Fog

- Accompanied by a **graphic** or by a **passage and graphic**
- Examiner gives **context**
  - *You just learned about clouds. There are several different kinds of clouds. One kind of cloud is a cirrus cloud. These clouds are thin and long and look like white lines on a sunny day. Dark gray clouds in the sky are called stratus clouds. They cover the sky like a blanket. Other clouds aren't in the sky at all! Fog is a special kind of cloud that floats close to the ground. Fog can be dangerous because it makes it hard for people to see.*
- Examiner **asks** question
  - *Tell me how fog is different from other clouds.*
- No modeling, rephrasing, or repeating

Commanding Level Item Rubric

Score 0	- Responds with "yes," "no," or "I don't know" - 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 may obscure meaning
Score 1	- Uses connected simple sentences to respond - Expresses connected and complete thoughts and ideas relevant to the topic - Infrequent errors in words and structure may obscure some meaning
Score 2	- Uses connected expanded sentences - Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic - No errors or infrequent errors that do not obscure meaning

Grades 1–2 Commanding Text-Based Samples

1. **Cirrus**

2. **Stratus**

3. **Fog**

Context: [You just learned about clouds. There are several different kinds of clouds. One kind of cloud is a cirrus cloud. These clouds are thin and long and look like white lines on a sunny day. Dark gray clouds in the sky are called stratus clouds. They cover the sky like a blanket. Other clouds aren't in the sky at all! Fog is a special kind of cloud that floats close to the ground. Fog can be dangerous because it makes it hard for people to see.]

Question: Tell me how fog is different from other clouds.

Score Point 0	Score Point 1	Score Point 2
▶	▶	▶
Track 16	Track 17	Track 18
"*I think fog are different from other clouds because . . . I don't get it . . . I don't know it…*"	"*Because they're floating on the ground. They're dangerous.*"	"*Because they are close to ground and some people do not see it.*"

Commanding Level Items

- Accompanied by a **graphic** or by a **passage and graphic**
- Examiner gives **context**
    - ◇ *A Gamelan [gah-meh-lahn] music group is made up mostly of people who play drum instruments. These instruments are made out of wood, metal, or iron. Musicians play the instruments with their hands or with a stick called a mallet. [POINT to GONG] Some instruments, like the gong, only make one note. Larger instruments make lower notes. [POINT to SMALLER INSTRUMENTS] Smaller instruments make higher notes. Together, the group plays a melody using these different notes.*
- Examiner **asks** question
    - ◇ *Why does a Gamelan group use instruments that are different sizes?*
- No modeling, rephrasing, or repeating

Commanding Level Item Rubric

Score 0	▪ Responds with "yes," "no," or "I don't know" ▪ 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 may obscure meaning
Score 1	▪ Uses connected simple sentences to respond ▪ Expresses connected and complete thoughts and ideas relevant to the topic ▪ Infrequent errors in words and structure may obscure some meaning
Score 2	▪ Uses connected expanded sentences ▪ Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic ▪ No errors or infrequent errors that do not obscure meaning

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Grades 3–4 Commanding Samples

Context: A Gamelan [gah-meh-lahn] music group is made up mostly of people who play drum instruments. These instruments are made out of wood, metal, or iron. Musicians play the instruments with their hands or with a stick called a mallet. [POINT to GONG] Some instruments, like the gong, only make one note. Larger instruments make lower notes. [POINT to SMALLER INSTRUMENTS] Smaller instruments make higher notes. Together, the group plays a melody using these different notes.

Question: Why does a Gamelan group use instruments that are different sizes?

Score Point 0	Score Point 1	Score Point 2
▶	▶	▶
Track 19	Track 20	Track 21
"*To make special sounds.*"	"*Because if if the big sizes make the low noise, and the little ones made loud noise*"	"*Because these Gamelan use eh different size of instrument because they make uh the more sound uh and they make like more notes. Like large instruments make lower notes, small instruments make higher notes, and together they make one song, good song.*"

Scoring Recap

- NYSESLAT is a language test, not a content test. Students may demonstrate language competence without content accuracy.

- Emerging means that student fluency is still emerging. Only a "yes," "no," "I don't know," non-English, single word, or blank response is scored "0."

- Commanding reflects a high level of proficiency with grade-level language. Students can produce a full simple sentence with a complete thought and still be rated "0."

- Rubrics are tailored for the difficulty of specific items. Remember to adjust your expectations when evaluating responses.

Practice Time

(binder page 4 for practice)

New York State Testing Program

NYSESLAT

Turnkey Training
for Writing

Overview and Short Constructed Responses

Writing Scoring Training Overview

- Writing Rubric Overview
- Grades 3–4, 5–6, and 9–12 Short Constructed Response (SCR)
  - Sample student responses and practice items
- Grades 1–2 and 7–8 Extended Constructed Response (ECR)
  - Sample student responses and practice items
- Kindergarten
- Post-Training Q&A Session
- Evaluations

Writing Rubric Overview

- Five dimensions of the rubric in the first column
- Five performance levels across the top
- Score the response based on the best performance level for the majority of the dimensions
- Responses that are completely irrelevant to the prompt can score no higher than a 1
- Degree of Response is split into SCR, ECR Narrative, and ECR Informational
- Wording comes from Writing Targets of Measurement and Performance Level Descriptions

Five Rubric Dimensions

- Complexity of Language (CL)
  - ◇ Sentence Types:
    - Simple: The dog is barking.
    - Expanded: The dog is barking in the yard.
    - Compound: The dog is barking and it is making noise.
    - Complex: The dog is barking because he sees a squirrel.

Five Rubric Dimensions (Continued)

- Quality of Language (QL)
  - ◇ Grade-level vocabulary:
    - Tier 1: Basic vocabulary for communicative purposes
      - picture, drawing
    - Tier 2: General academic vocabulary
      - diagram of a cell
      - Venn diagram
    - Tier 3: Specific content-area vocabulary
      - mitochondria (in the cell diagram)
      - separation of powers (in a social studies Venn diagram)
- Glossary in binder appendix has additional examples

Five Rubric Dimensions (Continued)

- Coherence of Response (CR): Level of organization
- Degree of Response (DR): Level of Detail
- Mechanics (M): Use of English conventions; same across *all* grade levels

Application of the Holistic Writing Rubrics

- Become familiar with the rubric for the particular grade band
- Become familiar with the passage and prompt
- Read the response to the prompt
- Student responses are evaluated for total, overall performance
- Scores are assigned based on the criteria delineated in the **rubric**
  - ◇ Match evidence from the response to the language of the rubric
  - ◇ Look for what is included in the response, not what is missing
- The highest point on a rubric scale does *not* measure a "perfect" response
- On the written tests, handwriting *does not* count

(binder page 36 for samples and practice)

New York State Testing Program

NYSESLAT

Turnkey Training

for Writing

Extended Constructed Responses

Extended Constructed Response (ECR)

- Extended Constructed-Response Training
  - ◇ Grades 1–2 and 7–8
  - ◇ Sample student responses and practice items
- ECR Task Type
  - ◇ Two-or-more-paragraph response
  - ◇ Narrative: Characters, sequenced events, details
  - ◇ Informational: Ideas, claims, evidence

Writing Rubric Overview

- Five dimensions of the rubric in the first column
- Five performance levels across the top
- Score the response based on the best performance level for the majority of the dimensions
- Responses that are completely irrelevant to the prompt can score no higher than a 1
- Degree of Response is split into SCR, ECR Narrative, and ECR Informational
- Wording comes from Writing Targets of Measurement and Performance Level Descriptions

Five Rubric Dimensions

- Complexity of Language (CL)
  - ◇ Sentence Types:
    - Simple: The dog is barking.
    - Expanded: The dog is barking in the yard.
    - Compound: The dog is barking and it is making noise.
    - Complex: The dog is barking because he sees a squirrel.

Five Rubric Dimensions (Continued)

- Quality of Language (QL)
  - ◇ Grade-level vocabulary:
    - Tier 1: Basic vocabulary for communicative purposes
      - picture, drawing
    - Tier 2: General academic vocabulary
      - diagram of a cell
      - Venn diagram
    - Tier 3: Specific content-area vocabulary
      - mitochondria (in the cell diagram)
      - separation of powers (in a social studies Venn diagram)
- Glossary in binder appendix has additional examples

Five Rubric Dimensions (Continued)

- Coherence of Response (CR): Level of organization
- Degree of Response (DR): Level of Detail
- Mechanics (M): Use of English conventions; same across *all* grade levels

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Application of the Holistic Writing Rubrics

- Become familiar with the rubric for the particular grade band
- Become familiar with the passage and prompt
- Read the response to the prompt
- Student responses are evaluated for total, overall performance
- Scores are assigned based on the criteria delineated in the **rubric**
  - ◇ Match evidence from the response to the language of the rubric
  - ◇ Look for what is included in the response, not what is missing
- The highest point on a rubric scale does *not* measure a "perfect" response
- On the written tests, handwriting *does not* count

(binder page 86 for samples and practice)

New York State Testing Program

NYSESLAT

Turnkey Training
for Writing
Kindergarten Writing Training

Kindergarten Writing Training

- Kindergarten Writing: Four Constructed-Response Types
  - ◇ Letter Writing (0–1 score point scale)
    - Sample student responses and practice items
  - ◇ Word Writing (0–2 score point scale)
    - Sample student responses and practice items
  - ◇ Sentence Writing (0–2 score point scale)
    - Sample student responses and practice items
  - ◇ SCR: Write a Story (0–4 score point scale)
    - Sample student responses and practice items

Write A Story Writing Rubric

- Dimensions of the rubric in the first column
- Performance levels across the top
- Score the response based on the best performance level for the majority of the dimensions
- Responses that are completely irrelevant to the prompt can score no higher than a 1
- Wording comes from Writing Targets of Measurement and Performance Level Descriptions

Write A Story Writing Rubric (Continued)

- Complexity of Language/Quality of Language (C/QL)
  - ◇ Sentence Types:
    - Simple: The dog is barking.
    - Expanded: The dog is barking in the yard.
    - Compound: The dog is barking and it is making noise.
    - Complex: The dog is barking because he sees a squirrel.
- Coherence of Response (CR): To provide descriptions and events to write a story or write about a topic
- Mechanics (M): Use of English conventions; same across *all* grade levels

Application of the Holistic Writing Rubrics

- Become familiar with the rubric for the particular grade band
- Become familiar with the prompt (or passage and prompt)
- Read the response to the prompt
- Student responses are evaluated for total, overall performance
- Scores are assigned based on the criteria delineated in the **rubric**
  - ◇ Match evidence from the response to the language of the rubric
  - ◇ Look for what is included in the response, not what is missing
- The highest point on a rubric scale does *not* measure a "perfect" response
- On the written tests, handwriting *does not* count

(binder page 130 for samples and practice)

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Table of Contents

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New York State English As A Second Language Achievement Test

NYSESLAT

2019 Turnkey Training

Speaking

Practice and Additional Scored Samples

Grades K–12

Question Level	Score 0 **Does Not Meet Expectations**	Score 1 **Meets Expectations**	
Emerging	• No response • Responds with "yes," "no," or "I don't know" • Responds completely in a language other than English • Uses one word to respond • Does not express a complete thought or idea • Unintelligible	• Uses multiple words, short phrases, or sentences to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning	N/A

| Question Level	Score 0 **Does Not Meet Expectations**	Score 1 **Approaches Expectations**	Score 2 **Meets Expectations**
Transitioning	• No response • Responds with "yes," "no," or "I don't know" • Responds completely in a language other than English • Uses one word to respond • Does not express a complete thought or idea • Unintelligible • Errors may totally obscure meaning	• Uses multiple words to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning	• Uses connected phrases or a simple sentence to respond • May use multiple sentences • Expresses complete thoughts and ideas relevant to the topic • Occasional errors in words and structures may obscure some meaning
Expanding	• 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	• 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	• 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
Commanding	• Responds with "yes," "no," or "I don't know" • 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 may obscure meaning	• Uses connected simple sentences to respond • Expresses connected and complete thoughts and ideas relevant to the topic • Infrequent errors in words and structure may obscure some meaning	• Uses connected expanded sentences • Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic • No errors or infrequent errors that do not obscure meaning

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1. **2.** **3.**
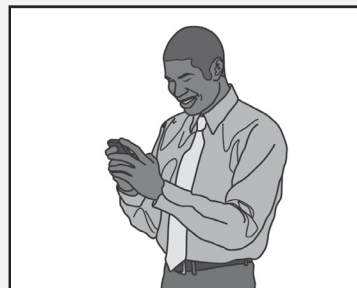
Context: A long time ago, people wrote letters on paper to communicate. These letters took a long time to arrive by mail. Today many people use computers to write messages to friends and family. We can send emails on the computer. We can also send text messages on our phones. These types of messages get to people much faster than writing and mailing letters.

Modeling: [POINT to PICTURE 1] This woman is writing an e-mail.

Question: [POINT to PICTURES 2 AND 3] Tell me what other people do to communicate

Rephrasing: [POINT to PICTURE 1] This woman is writing an email.
[POINT to PICTURES 2 AND 3] How do other people write?

Score 0	Score 1	Score 2
• No response • Responds with "yes," "no," or "I don't know" • Responds completely in a language other than English • Uses one word to respond • Does not express a complete thought or idea • Unintelligible	• Uses multiple words, short phrases, or sentences to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning	N/A

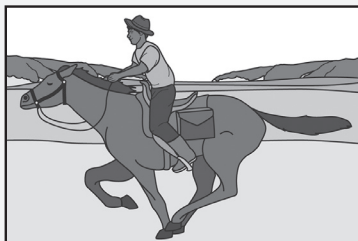| Track 44	Track 45
Score:	Score:
☐	☐
Practice #1	Practice #2

Context: In the summertime, insects do a lot of things outside.

Modeling: [POINT to CATERPILLAR] A caterpillar is crawling in the dirt.

Question: Tell me some things that insects do in the summertime.

Rephrasing: Insects are very active in the summer. [POINT to CATERPILLAR] Here is a caterpillar crawling. What else is happening in the picture?

Score 0	Score 1	Score 2
• No response • Responds with "yes," "no," or "I don't know" • Responds completely in a language other than English • Uses one word to respond • Does not express a complete thought or idea • Unintelligible	• Uses multiple words, short phrases, or sentences to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning	N/A

Track 46	Track 47
Score:	Score:
☐	☐
Practice #1	Practice #2

1. **2.** **3.**

Context: In the 1860s, there were no phones or computers to communicate with people who were far away. People wrote letters to their friends and families, and men rode horses across the United States to deliver the letters. This service was called the Pony Express.

Question: [POINT to WOMAN IN PICTURE 1] Tell me how this woman's letter got delivered to her friend.

Score 0	Score 1	Score 2
• No response • Responds with "yes," "no," or "I don't know" • Responds completely in a language other than English • Uses one word to respond • Does not express a complete thought or idea • Unintelligible • Errors may totally obscure meaning	• Uses multiple words to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning	• Uses connected phrases or a simple sentence to respond • May use multiple sentences • Expresses complete thoughts and ideas relevant to the topic • Occasional errors in words and structures may obscure some meaning

Track 48	Track 49	Track 50
Score:	Score:	Score:
☐	☐	☐
Practice #1	Practice #2	Practice #3

1. **2.** **3.**

Introduction: Pollination is very important for plants. [POINT to PICTURE 1] In the summertime, honeybees drink nectar from flowers. [POINT to PICTURE 2] When they do, pollen gets stuck to their bodies. [POINT to PICTURE 3] They carry it to a different flower where the pollen falls off. By doing this, honeybees pollinate plants and help them to create seeds.

Question: Tell me how honeybees help plants.

Score 0	Score 1	Score 2
• No response • Responds with "yes," "no," or "I don't know" • Responds completely in a language other than English • Uses one word to respond • Does not express a complete thought or idea • Unintelligible • Errors may totally obscure meaning	• Uses multiple words to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning	• Uses connected phrases or a simple sentence to respond • May use multiple sentences • Expresses complete thoughts and ideas relevant to the topic • Occasional errors in words and structures may obscure some meaning

Track 51	Track 52	Track 53
Score:	**Score:**	**Score:**
☐	☐	☐
Practice #1	**Practice #2**	**Practice #3**

1.
Cirrus

2.
Stratus

3.
Fog

Context: [Now let's talk about clouds.] There are several different kinds of clouds. One kind of cloud is a cirrus cloud. These clouds are thin and long and look like white lines on a sunny day. Dark gray clouds in the sky are called stratus clouds. They cover the sky like a blanket. Other clouds aren't in the sky at all! Fog is a special kind of cloud that floats close to the ground. Fog can be dangerous because it makes it hard for people to see.

Question: Tell me about different kinds of clouds.

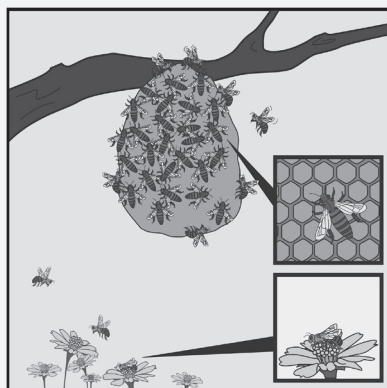| Score 0	Score 1	Score 2
• Responds with "yes," "no," or "I don't know" • Uses at most multiple words to respond • Does not express complete thoughts and ideas • Frequent errors may obscure meaning	• Uses connected phrases or a simple sentence to respond • Expresses complete thoughts and ideas relevant to the topic • Occasional errors in words and structures may obscure some meaning	• 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

Track 54
Score:
☐
Practice #1

Track 55
Score:
☐
Practice #2

Track 56
Score:
☐
Practice #3

Context: [Now let's talk about the history of writing.] Today many people know how to write. But a long time ago, only a few people knew how to write. Writing was their job. These people were called scribes. Scribes often came from rich and powerful families. They wore special clothes to show they were important. Today, people have found ancient statues of scribes. People have also found their tools, which were sometimes made of gold.

Question: Tell me about scribes.

Score 0	Score 1	Score 2
• 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	• 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	• 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

Track 57	Track 58	Track 59
Score:	**Score:**	**Score:**
☐	☐	☐
Practice #1	**Practice #2**	**Practice #3**

Context: [Now let's talk about honeybees.] Honeybees make honey by collecting nectar from flowers. They have special "honey stomachs" that turn the nectar into sugar and remove some of the water from it. They carry the nectar back to the hive where it is put into cells. Then all the bees flap their wings to dry even more water out of the nectar. When enough water is evaporated, what is left is the sweet mixture we call honey. Because honeybees build their hives in hollow spaces, humans can get bees to live in boxes the humans have built. This is called beekeeping. Beekeepers help the bees stay alive by providing them with places to live. In addition, the beekeepers can collect the wax and honey that the bees make. By beekeeping, humans can help ensure that honey is produced and that there are enough bees to pollinate nearby crops and plants.

Question: Tell me how honeybees make honey.

Score 0	Score 1	Score 2
• 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	• 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	• 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

Track 60	Track 61	Track 62
Score:	Score:	Score:
□	□	□
Practice #1	Practice #2	Practice #3

Context: You just learned about the history of writing. Today many people know how to write. But a long time ago, only a few people knew how to write. Writing was their job. These people were called scribes. Scribes often came from rich and powerful families. They wore special clothes to show they were important. Today, people have found ancient statues of scribes. People have also found their tools, which were sometimes made of gold.

Question: Tell me why you think scribes were important and respected.

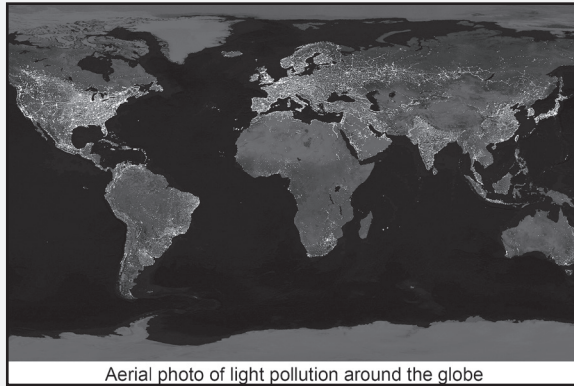| Score 0	Score 1	Score 2
• Responds with "yes," "no," or "I don't know" • Uses at most connected phrases or a simple sentence to respond • May express complete thoughts and ideas • Occasional or frequent errors in words and structures may obscure meaning	• Uses connected simple sentences to respond • Expresses connected and complete thoughts and ideas relevant to the topic • Infrequent errors in words and structure may obscure some meaning	• Uses connected expanded sentences • Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic • No errors or infrequent errors that do not obscure meaning

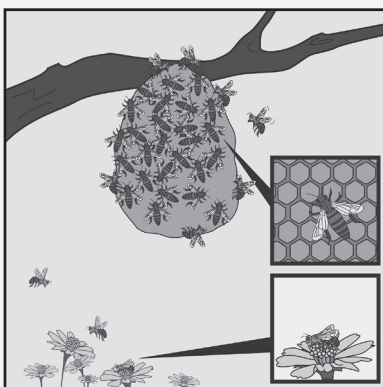| Track 63	Track 64	Track 65
Score:	Score:	Score:
☐	☐	☐
Practice #1	Practice #2	Practice #3

Aerial photo of light pollution around the globe

Context: You just learned about light pollution. Electric light helps us see at night. But it also can cause a problem called light pollution. Light pollution refers to the electric light that shines at night around the world. Because of light pollution, the sky never gets completely dark in many parts of cities.

Scientists think that light pollution has dangerous effects on people and wildlife. Animals who hunt at night can become confused by light pollution. Light pollution can also disrupt our natural sleep patterns. The human body thinks it doesn't need to sleep because of the light.

Question: Tell me why light pollution is bad for people and the environment.

Score 0	Score 1	Score 2
• Responds with "yes," "no," or "I don't know" • 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 may obscure meaning	• Uses connected simple sentences to respond • Expresses connected and complete thoughts and ideas relevant to the topic • Infrequent errors in words and structure may obscure some meaning	• Uses connected expanded sentences • Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic • No errors or infrequent errors that do not obscure meaning

Track 66	Track 67	Track 68
Score:	Score:	Score:
☐	☐	☐
Practice #1	Practice #2	Practice #3

Context: You just learned about honeybees. Honeybees make honey by collecting nectar from flowers. They have special "honey stomachs" that turn the nectar into sugar and remove some of the water from it. They carry the nectar back to the hive where it is put into cells. Then all the bees flap their wings to dry even more water out of the nectar. When enough water is evaporated, what is left is the sweet mixture we call honey. Because honeybees build their hives in hollow spaces, humans can get bees to live in boxes the humans have built. This is called beekeeping. Beekeepers help the bees stay alive by providing them with places to live. In addition, the beekeepers can collect the wax and honey that the bees make. By beekeeping, humans can help ensure that honey is produced and that there are enough bees to pollinate nearby crops and plants.

Question: Tell me why bees are important for humans and the environment.

Score 0	Score 1	Score 2
• Responds with "yes," "no," or "I don't know" • 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 may obscure meaning	• Uses connected simple sentences to respond • Expresses connected and complete thoughts and ideas relevant to the topic • Infrequent errors in words and structure may obscure some meaning	• Uses connected expanded sentences • Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic • No errors or infrequent errors that do not obscure meaning

Track 69	Track 70	Track 71
Score:	Score:	Score:
☐	☐	☐
Practice #1	Practice #2	Practice #3

1.

2.

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Context: These students learned a lot by visiting this Native American historical site. Because of all the things they did and saw, they have a lot of information about the lives of Native Americans that they can share with other students.

Question: Why do you think it was important for the students to visit a historical site?

Score 0	Score 1	Score 2
• Responds with "yes," "no," or "I don't know" • 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 may obscure meaning	• Uses connected simple sentences to respond • Expresses connected and complete thoughts and ideas relevant to the topic • Infrequent errors in words and structure may obscure some meaning	• Uses connected expanded sentences • Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic • No errors or infrequent errors that do not obscure meaning

Track 72	Track 73	Track 74
Score:	Score:	Score:
☐	☐	☐
Practice #1	Practice #2	Practice #3

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Speaking—Transcripts, Scores, and Justifications for Practice Items

Track	PLD/Page Question	Transcription	Score	Justification
44	**Grades: 3–4 Emerging #1** Tell me what other people do to communicate.	*[No response; rephrasing is read]* "Draw."	0	At first, the student does not respond to the prompt. After rephrasing is read, the student responds with one word. The administrator pauses before moving on with the test. This is scored a "0" at the Emerging level.
45	**Grades: 3–4 Emerging #2** Tell me what other people do to communicate.	*"Call the other people... with the phone... Write with with with paper... and use the computer."*	1	Student uses short phrases to respond. There are some hesitations and pauses throughout the response but meaning is generally clear. This is scored as a "1" at the Emerging level.
46	**Grades: 7–8 Emerging #1** Tell me some things that insects do in the summertime.	*"In the summertime, insects such as a worm, they . . . They go on their . . . Ladybugs go on leaves. . . . Mm . . . Bees find honey. Butterflies fly."*	1	Student responds with phrases and sentences to express thoughts and ideas. This is scored a "1" at the Emerging level.
47	**Grades: 7–8 Emerging #2** Tell me some things that insects do in the summertime.	*"I don't know."*	0	Student responds with "I don't know." This is scored a "0" at the Emerging level.
48	**Grades: 3–4 Transitioning #1** Tell me how this woman's letter got delivered to her friend.	*"Mmm the different people."*	1	Student uses multiple words to respond. Although the intended meaning is somewhat obscured, the response partially expresses an idea. This is rated a "1" at the Transitioning level.
49	**Grades: 3–4 Transitioning #2** Tell me how this woman's letter got delivered to her friend.	*"Mmm... To be- to b- bu- one... mmm... one. [?] Mmm..."*	0	Student uses a single word and an incomplete phrase to respond to the prompt. Although there is an attempt to produce language, the response does not express a complete thought or idea. This is scored a "0" at the Transitioning level.
50	**Grades: 3–4 Transitioning #3** Tell me how this woman's letter got delivered to her friend.	*"With uh with with a person. That's called Pony Express."*	2	Student responds with a phrase and a simple sentence to express a complete thought. This is rated a "2" at the Transitioning level.

Track	PLD/Page Question	Transcription	Score	Justification
51	**Grades: 7–8 Transitioning #1** Tell me how honeybees help plants.	*"They . . . They . . ."*	0	Student responds with one word in an attempt to express thoughts and ideas. This is scored a "0" at the Transitioning level.
52	**Grades: 7–8 Transitioning #2** Tell me how honeybees help plants.	*"Cause they put more, . . . more plants inside . . . the flowers once they drop it."*	2	Student responds with at least a simple sentence to express complete thoughts and ideas relevant to the topic.
53	**Grades: 7–8 Transitioning #3** Tell me how honeybees help plants.	*"Um . . . After they drink from the flower, and then something's . . . Um . . . What's stuck on their body."*	1	Student responds with multiple words to partially express thoughts and ideas. This is scored a "1" at the Transitioning level.
54	**Grades: 1–2 (Text) Expanding #1** Tell me about different kinds of clouds.	*"There are rainy . . . rainy clouds, thunder clouds, and snowballs."*	1	Student responds with a simple sentence to express complete thoughts and ideas relevant to the topic. This is scored a "1" at the Expanding level.
55	**Grades: 1–2 (Text) Expanding #2** Tell me about different kinds of clouds.	*"Different kind of cloud can come on space."*	0	Student responds with a sentence which is not relevant to the topic. This is scored a "0" at the Expanding level.
56	**Grades: 1–2 (Text) Expanding #3** Tell me about different kinds of clouds.	*"They . . . Uh . . . frog clouds can m . . . can make people see weird. Gray cloud is cold. Strings clouds . . . what, white lines on a sunny day. There's different kinds of cloud in the sky."*	2	Student responds with simple and expanded sentences to express complete thoughts and ideas relevant to the topic. This is scored a "2" at the Expanding level.
57	**Grades: 3–4 (Text) Expanding #1** Tell me about scribes.	*"Scribes are the onl- the onl- the only some people used to write. And then only the rich people knew knew how to write. And, and then um uh the gold is there into the write. I think."*	2	Student responds using simple and expanded sentences. Although meaning is obscured in the final sentence ("gold is there into the write"), overall the response expresses connected and complete thoughts. This qualifies as a "2" at the Expanding level.
58	**Grades: 3–4 (Text) Expanding #2** Tell me about scribes.	*"They're rich and powerful families."*	1	Student uses a simple sentence to provide a relevant response to the topic. Although part of the response is taken directly from the text ("rich and powerful families"), it is used to form a new sentence. This is rated a "1" at the Expanding level.
59	**Grades: 3–4 (Text) Expanding #3** Tell me about scribes.	*"He no happy."*	0	Student uses a simple sentence to respond, but the response is not relevant to the topic. This is rated a "0" at the Expanding level.

Track	PLD/Page Question	Transcription	Score	Justification
60	**Grades: 7–8 (Text) Expanding #1** Tell me how honeybees make honey.	*"The honey bees make [?] honey by collecting, mm, the [?] from the flower, and they put it into theirtheir, uh, their home, and then they, uh… and then they turn into sugar, and… [?] then they remove the water. And then it just became honey."*	2	Student uses connected sentences to respond to the prompt. The response integrates original language and language from the question. Although the response contains grammatical errors and some words are not audible, it expresses connected ideas and meets the requirements for a "2" at the Expanding level.
61	**Grades: 7–8 (Text) Expanding #2** Tell me how honeybees make honey.	*"Honeybees make honey because the human take a honey."*	1	Student responds with an expanded sentence but it does not express connected and completed thoughts, which does not qualify for a "2." This is scored a "1" at the Expanding level.
62	**Grades: 7–8 (Text) Expanding #3** Tell me how honeybees make honey.	*"To take some food to the flower."*	0	Although the student uses phrases to respond to the prompt, this does not express a complete thought. This is rated a "0" at the Expanding level.
63	**Grades: 3–4 (Text) Commanding #1** Tell me why you think scribes were important and respected.	*"They were important because they gave people other things."*	1	Student uses a short expanded sentence to respond to the topic. This is rated a "1" at the Commanding level.
64	**Grades: 3–4 (Text) Commanding #2** Tell me why you think scribes were important and respected.	*"Scribes were important and respected because they were one of the only ones that knew how to write. So they… a lot of people also wanted to write 'cause also in the past, it was way um harder and different from now these days."*	2	Student uses connected expanded sentences to respond in a fluid manner. The student uses linking words and phrases to sequence and organize thoughts ("because," "so they," "different from"). This is a "2" at the Commanding level.
65	**Grades: 3–4 (Text) Commanding #3** Tell me why you think scribes were important and respected.	*"Umm… scribes became rich and powerful families… and they they w- they wore special clotheses…and found ancient statues… And people found tools, which sometimes made of gold."*	0	Although this response includes connected simple sentences, the language is entirely repeated from the text and it does not express clear ideas. This is rated a "0" at the Commanding level.

Speaking—Transcripts, Scores, and Justifications for Practice Items

Track	PLD/Page Question	Transcription	Score	Justification
66	**Grades: 5–6 (Text) Commanding #1** Tell me why light pollution is bad for people and the environment.	*"Um . . . Because it can burn your eyes and you cannot see"*	1	Student responds with connected simple sentences to express complete thoughts and ideas relevant to the topic. This is scored a "1" at the Commanding level.
67	**Grades: 5–6 (Text) Commanding #2** Tell me why light pollution is bad for people and the environment.	*"Light pollution is very . . . um . . . bad or dangerous for the people and the environment because . . . um . . . The light pollution to people . . . um . . .the human body does . . . um . . . Thinks that it doesn't need to sleep because of the light. And for the environment, because animals who hunt at night become really confused by the light pollution."*	0	Student responds with both original language and language directly from the prompt. The student's original language is made up of phrases that do not express complete thoughts. This is scored a "0" at the Commanding level.
68	**Grades: 5–6 (Text) Commanding #3** Tell me why light pollution is bad for people and the environment.	*"Light pollution is bad for people and the environment cause the human body thinks it doesn't need to sleep because of the light."*	2	Response is fluid, using connected expanded sentences with linking words to express complete thoughts and ideas relevant to the topic. This is scored a "2" at the Commanding level.
69	**Grades: 7–8 (Text) Commanding #1** Tell me why bees are important for humans and the environment.	*"Well, honeybee, they give us honey, so… [?] but it was honey. And um, they can pollinate crops and plants."*	1	Student uses connected simple sentences to respond to the prompt. The response integrates both original language and language from the passage. This is rated a "1" at the Commanding level.
70	**Grades: 7–8 (Text) Commanding #2** Tell me why bees are important for humans and the environment.	*"Mm, I- it helps, um, th- it helps the bees themselves to grow."*	0	Student uses a simple sentence to express a complete thought that is relevant to the topic. This is rated a "0" at the Commanding level.
71	**Grades: 7–8 (Text) Commanding #3** Tell me why bees are important for humans and the environment.	*"I think bees are important for the um, the um, bees are important for humans and the environment because it helps humans by providing food, like honey, and it helps the environment by, um, by- for bees to keep on, um, pollinating nearby crops and plants."*	2	Student uses expanded connected sentences to respond. Although there is some hesitation, overall the response is fluid and natural. Some phrases are borrowed from the question, but these are incorporated into original language structures. This is rated a "2" at the Commanding level.

Speaking—Transcripts, Scores, and Justifications for Practice Items

Track	PLD/Page Question	Transcription	Score	Justification
72	**Grades: 9–12 Commanding #1** Why do you think it was important for the students to visit a historical site?	*"Because they are know how to make or how to produce like corns or to make food."*	0	Student responds with a simple sentence that contains multiple phrases to express a complete thought relevant to the topic. The response contains occasional errors, but they do not obscure meaning. This is scored a "0" at the Commanding level.
73	**Grades: 9–12 Commanding #2** Why do you think it was important for the students to visit a historical site?	*"The important reason for the students visiting the historical site is for they can know how their like past um work, and how they cooked meals back back in those times."*	2	Student responds with connected expanded sentences to express complete thoughts relevant to the topic and generates the response in a fluid manner. This is scored a "2" at the Commanding level.
74	**Grades: 9–12 Commanding #3** Why do you think it was important for the students to visit a historical site?	*"It was im- um it was important for the students to visit the historical site because they have a homework.*	1	Student responds with an expanded sentence. This is scored a "1" at the Commanding level.

Additional Scored Speaking Samples

Context:
These students are in the art classroom.

Modeling:
[POINT to BOY WITH SCISSORS] I see a boy cutting with scissors.

Question:
Tell me what students do in art class.

Rephrasing:
You can do a lot of things in art class. [POINT to BOY WITH SCISSORS]
He is using scissors. What else is happening in art class?

Track 22	**Score 0**

Student responds with a single word. This response is scored "0" at the Emerging level.

Track 23	**Score 1**

Student responds with multiple words and short phrases that partially express an idea.
This is a "1" at the Emerging level.

Context:
There are many different projects students can make in art class.

Question:
Tell me how the students' art projects are different.

Track 24	**Score 0**

Student responds with a single word repeated from the examiner.
This is a "0" at the Transitioning level.

Track 25	**Score 1**

Student responds by listing multiple words that do not constitute a sentence.
This is a "1" at the Transitioning level.

Track 26	**Score 2**

Student responds with multiple disconnected sentences. There are occasional errors but the meaning is generally clear. This is a "2" at the Transitioning level.

1. **2.**
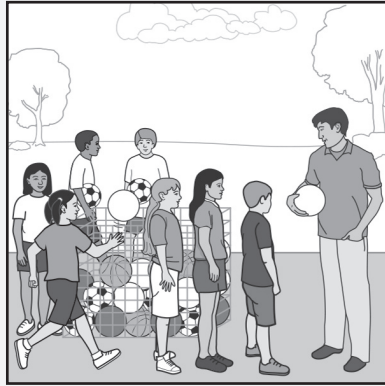
Context:

[POINT to PICTURE 1] These students are playing outside.
[POINT to PICTURE 2] Then the teacher calls everyone to line up. It is time to go inside.

Question:

Tell me what happens when the teacher says it is time to go inside.

Track 27	Score 0

Student responds with multiple words that do not constitute a sentence.
This is rated a "0" at the Expanding level.

Track 28	Score 1

Student responds with a simple sentence. This is scored a "1" at the Expanding level.

Track 29	Score 2

Student responds with connected simple sentences and uses sequencing words
("after that") to show the order of events. There is some hesitation and pausing, but the students' response is clear and comprehensible. This is a "2" at the Expanding level.

Context:

It is morning and these students are walking into their classroom. They have coats and backpacks. Some students have lunchboxes. There are a lot of things to do to get ready for the day.

Question:

How do you get ready for the school day?

Track 30	Score 0

Student responds with one sentence and a complete thought, which merits a score of "0" at the Commanding level. Note that the examiner makes a mistake in reading the text ("some questions have lunchboxes" instead of "some students have lunchboxes.") but this does not have an impact on the response.

Track 31	Score 1

Student responds with connected but simple constructions. The student speaks slowly and makes a few minor errors but they minimally interfere with his meaning. This is a "1" at the Commanding level because of the student's lack of fluidity and use of simple sentences.

Track 32	Score 2

Student responds with a series of fluid connected sentences.
This is a "2" at the Commanding level.
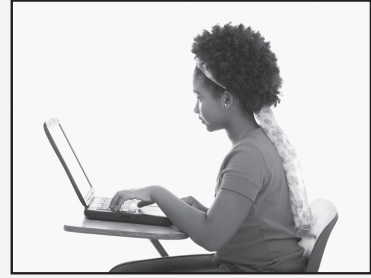
Context:

People write in different ways. Sometimes people write letters, e-mails, or messages to their friends. [POINT to PICTURE 1] This person is writing with a pen.

Question:

Tell me about how people can write.

Rephrasing:

You can write in many ways. [POINT to PICTURE 1] You can use a pen. What are some ways to write?

Track 33	Score 0

Student responds with "no." The examiner rephrases the question, and the student repeats the word "no." This is scored a "0" at the Emerging level.

Track 34	Score 1

Student uses a sentence to express thoughts and ideas.
This is scored a "1" at the Emerging level.

Context:
People who work on ships need to communicate with people on land. They use flags to help communicate. In these pictures, the man on the boat used flags to communicate with his co-worker on land.

Question:
Tell me why it is important for people on boats to communicate with people on land.

Track 35	Score 0

Student responds with a repetition of the prompt and "I don't know."
This is scored a "0" at the Transitioning level.

Track 36	Score 1

Student uses multiple words to respond. An error obscures some meaning ("cannot lost"), and the response partially expresses thoughts and ideas. This is scored a "1" at the Transitioning level.

Track 37	Score 2

Student responds with connected phrases to completely express thoughts and ideas relevant to the topic. This is scored a "2" at the Transitioning level.

Context:
This person is reading braille by touching dots on a page. People who are visually impaired may read braille. When they touch the dots, they also feel the different shapes. That way, they know what the words are.

Question:
Tell me how people use braille.

Track 38	Score 0

Student responds with multiple words that do not constitute a connected phrase or simple sentence. This is scored a "0" at the Expanding level.

Track 39	Score 1

Student responds with connected phrases. This is a "1" at the Expanding level.

Track 40	Score 2

Student responds with multiple connected sentences, which contain some errors in word choice, but these errors minimally obscure meaning. This response qualifies as a "2" at the Expanding level.
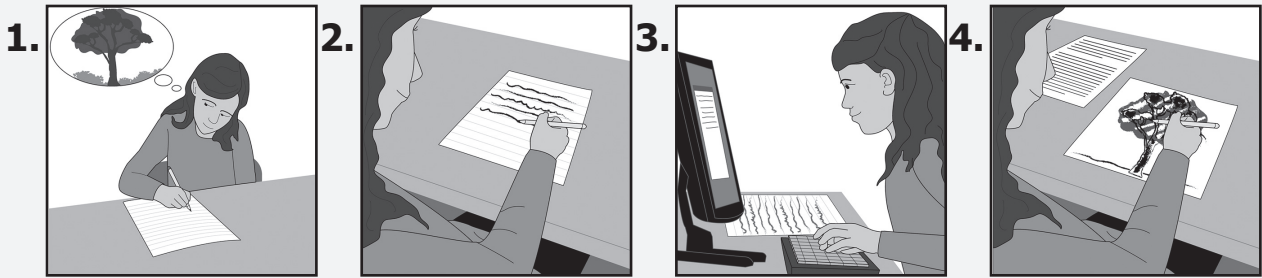
Context:

Marlena used several steps to write her report on the forest. She came up with ideas, did research, and then she wrote a first draft. Finally, she rewrote the draft and typed the final version to give to her teacher.

Question:

Tell me how following these steps helps her to write a good report.

Track 41	Score 0

Student responds with a simple sentence containing errors in structures that obscure meaning ("do she don't"). This is scored a "0" at the Commanding level.

Track 42	Score 1

Student responds with connected sentences and phrases, but is disfluent with many starts and stops, and some meaning is obscured. This is a "1" at the Commanding level.

Track 43	Score 2

Student responds with connected expanded sentences in a fluid manner and uses a sequencing word to connect relevant and complete thoughts. This is rated a "2" at the Commanding level.

Speaking—Transcripts, Scores, and Justifications for K and 5–6 Samples

Track	PLD/Page Question	Transcription	Score	Justification
22	**Grade: K Emerging #1** Tell me what students do in art class.	*"Draw?"*	0	Student responds with a single word. This response is scored "0" at the Emerging level.
23	**Grade: K Emerging #2** Tell me what students do in art class.	*"Mm boy paint... Cut in the- in the paper, and then this boy in make in a triangle, in square and then [?] he's make in the pink house sunny in [?]"*	1	Student responds with multiple words and short phrases that partially express an idea. This is a "1" at the Emerging level.
24	**Grade: K Transitioning #1** Tell me how the students' art projects are different.	*"Different."*	0	Student responds with a single word repeated from the examiner. This is a "0" at the Transitioning level.
25	**Grade: K Transitioning #2** Tell me how the students' art projects are different.	*"Uhh, mm, painting scissors drawing [?] flower."*	1	Student responds by listing multiple words that do not constitute a sentence. This is a "1" at the Transitioning level.
26	**Grade K Transitioning #3** Tell me how the students' art projects are different.	*"The girl with a paint um painting a house. Eh... A girl was cuttering with the papers. She draw... a tree. A boy was playing a play dough he are making a fan."*	2	Student responds with multiple disconnected sentences. There are occasional errors but the meaning is generally clear. This is a "2" at the Transitioning level.
27	**Grade: K Expanding #1** Tell me what happens when the teacher says it is time to go inside.	*"Go... to... listen."*	0	Student responds with multiple words that do not constitute a sentence. This is rated a "0" at the Expanding level.
28	**Grade: K Expanding #2** Tell me what happens when the teacher says it is time to go inside.	*"They put the ball inside the basket."*	1	Student responds with a simple sentence. This is scored a "1" at the Expanding level.
29	**Grade: K Expanding #3** Tell me what happens when the teacher says it is time to go inside.	*"They have to put the the the ball away... and after that they have to line up."*	2	Student responds with connected simple sentences and uses sequencing words ("after that") to show the order of events. There is some hesitation and pausing, but the students' response is clear and comprehensible. This is a "2" at the Expanding level.

Track	PLD/Page Question	Transcription	Score	Justification
30	**Grade: K Commanding #1** How do you get ready for the school day?	*"I, I hung up all my stuff."*	0	Student responds with one sentence and a complete thought, which merits a score of "0" at the Commanding level. Note that the examiner makes a mistake in reading the text ("some questions have lunchboxes" instead of "some students have lunchboxes.") but this does not have an impact on the response.
31	**Grade: K Commanding #2** How do you get ready for the school day?	*"Mmm, mmm, I get ready for school, and then I can unpack my folder and my noteback and my backpack and my and my things to give to give thing to teachers."*	1	Student responds with connected but simple constructions. The student speaks slowly and makes a few minor errors but they minimally interfere with his meaning. This is a "1" at the Commanding level because of the student's lack of fluidity and use of simple sentences.
32	**Grade: K Commanding #3** How do you get ready for the school day?	*"I put on my jacket and my sweater, and I brush my teeth, I eat snack, and I go to school, and I go inside and take out my homework out and give it to the teacher, and we go like we go sit down on the rug."*	2	Student responds with a series of fluid connected sentences. This is a "2" at the Commanding level.
33	**Grades: 5–6 Emerging #1** Tell me about how people can write.	"No" (Teacher uses rephrasing) "No"	0	Student responds with "no." The examiner rephrases the question, and the student repeats the word "no." This is scored a "0" at the Emerging level.
34	**Grades: 5–6 Emerging #2** Tell me about how people can write.	*"They can write by . . . Uh . . . Uh by the ink."*	1	Student uses a sentence to express thoughts and ideas. This is scored a "1" at the Emerging level.
35	**Grades: 5–6 Transitioning #1** Tell me why it is important for people on boats to communicate with people on land.	*Hm . . . People on boats to communicate with people on land? . . . I don't know.*	0	Student responds with a repetition of the prompt and "I don't know." This is scored a "0" at the Transitioning level.
36	**Grades: 5–6 Transitioning #2** Tell me why it is important for people on boats to communicate with people on land.	*"They cannot lost"*	1	Student uses multiple words to respond. An error obscures some meaning ("cannot lost"), and the response partially expresses thoughts and ideas. This is scored a "1" at the Transitioning level.

Speaking—Transcripts, Scores, and Justifications for K and 5–6 Samples

Track	PLD/Page Question	Transcription	Score	Justification
37	**Grades: 5–6** **Transitioning #3** Tell me why it is important for people on boats to communicate with people on land.	*"It's important for people to communicate in a boat because if the person . . . Um . . . They waiting for, it's not the person they wanted them to come . . . "*	2	Student responds with connected phrases to completely express thoughts and ideas relevant to the topic. This is scored a "2" at the Transitioning level.
38	**Grades: 5–6** **Expanding #1** Tell me how people use braille.	*"To read…to read."*	0	Student responds with multiple words that do not constitute a connected phrase or simple sentence. This is scored a "0" at the Expanding level.
39	**Grades: 5–6** **Expanding #2** Tell me how people use braille.	*"By touching them and they feeling it, um… that's it."*	1	Student responds with connected phrases. This is a "1" at the Expanding level.
40	**Grades: 5–6** **Expanding #3** Tell me how people use braille.	*"By they using their hands, and like they can't see because they have blind eyes, like they use it for like computers something like that and to [?]"*	2	Student responds with multiple connected sentences, which contain some errors in word choice, but these errors minimally obscure meaning. This response qualifies as a "2" at the Expanding level.
41	**Grades: 5–6** **Commanding #1** Tell me how following these steps helps her to write a good report.	*"mm do she don't get confused."*	0	Student responds with a simple sentence containing errors in structures that obscure meaning ("do she don't"). This is scored a "0" at the Commanding level.
42	**Grades: 5–6** **Commanding #2** Tell me how following these steps helps her to write a good report.	*"Oh, she she she she think and and go to the computer and research about the forest how…wha… what the forest, ah, how to say this word. How how is the forest is and think how to put it um in and think and write write what she saw in the in the switch but eh not like just make uh how to say this uh again just make a, make a review about the forest and put it and write it and that's it."*	1	Student responds with connected sentences and phrases, but is disfluent with many starts and stops, and some meaning is obscured. This is a "1" at the Commanding level.
43	**Grades: 5–6** **Commanding #3** Tell me how following these steps helps her to write a good report.	*"Um it helps her because she first like make mistakes in the draft, then she, then in the printing, she could like uh correct it."*	2	Student responds with connected expanded sentences in a fluid manner and uses a sequencing word to connect relevant and complete thoughts. This is rated a "2" at the Commanding level.

Speaking—Score Sheet for Scoring Practice

Emerging Grades 3–4

Track 44

Score: [ ]

Track 45

Score: [ ]

Emerging Grades 7–8

Track 46

Score: [ ]

Track 47

Score: [ ]

Transitioning Grades 3–4

Track 48

Score: [ ]

Track 49

Score: [ ]

Track 50

Score: [ ]

Transitioning Grades 7–8

Track 51

Score: [ ]

Track 52

Score: [ ]

Track 53

Score: [ ]

Expanding Grades 1–2

Track 54

Score: [ ]

Track 55

Score: [ ]

Track 56

Score: [ ]

Expanding Grades 3–4

Track 57

Score: [ ]

Track 58

Score: [ ]

Track 59

Score: [ ]

Expanding Grades 7–8

Track 60

Score: [ ]

Track 61

Score: [ ]

Track 62

Score: [ ]

Commanding Grades 3–4

Track 63

Score: [ ]

Track 64

Score: [ ]

Track 65

Score: [ ]

Commanding Grades 5–6

Track 66

Score: [ ]

Track 67

Score: [ ]

Track 68

Score: [ ]

Commanding Grades 7–8

Track 69

Score: [ ]

Track 70

Score: [ ]

Track 71

Score: [ ]

Commanding Grades 9–12

Track 72

Score: [ ]

Track 73

Score: [ ]

Track 74

Score: [ ]

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New York State English As A Second Language Achievement Test

NYSESLAT

2019 Turnkey Training

Writing: SCR

Samples and Practice—Grades 1–12

Dimension		Score 0 Entering	Score 1 Emerging	Score 2 Transitioning	Score 3 Expanding	Score 4 Commanding
		A response at this level:	A response at this level:	A response at this level:	A response at this level:	A response at this level:
Complexity of Language		• Contains zero or few words or short phrases • Is blank • Is completely in a language other than English • Is illegible or unintelligible • Is completely copied text • Is isolated words or a list of words or short phrases	• Contains some words, short phrases, and occasionally simple sentences • Includes at least one sentence • May include adapted text in a well-constructed sentence	• Contains mostly simple sentences • Includes at least one expanded or complex sentence	• Contains simple, expanded, and complex sentences	• Contains a variety of simple, expanded, and complex sentences
Quality of Language		• Contains at most frequently used Tier 1 words or predictable phrases	• Contains Tier 1 and common grade-level Tier 2 words and short phrases	• Contains Tier 1 and a few grade-level Tier 2 words and phrases	• Contains Tier 1 and some grade-level Tier 2 words and phrases	• Contains Tier 1 and many grade-level Tier 2 words and phrases
Coherence of Response		• Lacks a clear introduction, or development of a thought or an idea, or completion due to brevity	• Includes at least one sentence to introduce, develop, or complete thoughts or ideas	• Includes words and sentences that provide a limited introduction, development, and/ or completion of linked thoughts, ideas, or both	• Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide partial organization	• Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide clear and sufficient organization
Degree of Response	SCR	• Lacks descriptions of ideas or facts	• Includes at least one description of an idea or a fact	• Includes some minimally detailed descriptions of ideas, facts, or both	• Includes many detailed descriptions of ideas, facts, or both	• Includes many sufficiently detailed descriptions of ideas, facts, or both
	ECR Narrative	• Lacks development of descriptions or events	• Includes at least one description or event	• Includes some detailed descriptions and/or two or more events in sequence	• Includes many detailed descriptions and events in sequence	• Includes many and varied detailed descriptions and events in sequence
	ECR Informational	• Lacks development of connected ideas	• Includes at least one original idea or two ideas that are connected	• Includes some supported and/or connected ideas	• Includes many supported and connected ideas	• Includes many and varied supported and connected ideas
Mechanics		• Contains numerous errors that totally obscure meaning • Contains words that are unclear	• Contains many errors that often obscure meaning • Contains words that may be unclear, but meaning is evident • May include inventive spelling	• Contains some errors that occasionally obscure meaning • Is mostly clear • May include inventive spelling	• Contains few errors that rarely obscure meaning • Is clear • May include inventive spelling	• Contains minimal or no errors that obscure meaning • Is clear • May include inventive spelling

NOTE: Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

CL	**(CL) = Complexity of Language**
QL	**(QL) = Quality of Language**
CR	**(CR) = Coherence of Response**
DR	**(DR) = Degree of Response**
M	**(M) = Mechanics**

WRITING

Directions

Read this passage again. Then you will be asked to write one paragraph based on the passage.

Travel in the 1800s

Today it is easy to travel in the United States. Cars, airplanes, and buses make travel fast and simple. But in the 1800s, travel was slow and difficult. In those days, there were no cars, airplanes, or buses. Trains went only to places that were near railroad tracks. Also, trains were dirty and dangerous.

Go On

WRITING

In the 1800s, stagecoaches were often the best way people could travel. Stagecoaches were closed wagons pulled by horses. Nine passengers could sit inside a stagecoach. Six or more riders could sit on the roof. Only one or two riders could sit next to the driver. The inside seats were made of wood and covered by leather (animal skin). The seats were hard, and stagecoaches were crowded. There was no glass in the windows. Instead, the windows had leather curtains. The curtains did not keep out the dust and rain.

Stagecoaches traveled regular routes. They stopped to get different horses at stations along the route. Stagecoaches often went to cities in the eastern part of the United States.

In the western part of the United States, there were no large cities. Stagecoach stations were far apart. Every 50 miles, there were stations with food and places to sleep. A 3,000-mile trip from the east coast to the west coast of the United States took about 3 weeks.

Today cars, airplanes, and trains are cleaner and safer. They have softer seats. Airplanes can travel 3,000 miles in one-half of a day or less. Travel has become easier and much faster.

17 **Now read the directions below.**

> The passage tells about travel during the early 1800s. Write one paragraph telling how travel in the 1800s is the same or different from travel today. Use your own ideas and ideas from the passage to help you write.

WRITING

Checklist ☑
- ☐ Write about the topic.
- ☐ Plan your writing from beginning to end.
- ☐ Use your own ideas and ideas from the passage.
- ☐ Support your answer with details.
- ☐ Use complete sentences.
- ☐ Check your writing for grammar, capitalization, punctuation, and spelling.

On the lines below, compare travel in the 1800s with travel today. Remember to use your own ideas and ideas from the passage to help you write.

STOP
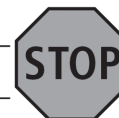
The topic of the storys are Traveling. Traveling is you going to sertent Places liK your on a train, airelan and stage coaches. Thats how you go to the Places you wan't to go. For example you want to go to the Park or to you'r house you could take a stagechoacher Thats what I learned about the storys that I Just read Now that im alive we have cars, subways, Buses even bigger air Plains that could fly how much they want. Now we have something called gas that could make every Kind of engine going how much speed they want they could even go the fastest that the cars could go. This is how my life is now that i am alive I how that back then you did not have all of these things that i named so i guess you don't Know what i am talking about.

STOP

Score 4: Commanding

CL	Response contains a variety of expanded and complex sentences.
QL	Response contains many Tier 2 words and phrases (e.g., *topic, certain places, stagecoach, now that I'm alive, engine, speed*).
CR	Response includes words and sentences that provide an introduction, development, and completion of linked thoughts and ideas to provide clear and sufficient organization.
DR	Response includes many sufficiently detailed descriptions of ideas and facts.
M	Response is clear and contains few errors that rarely obscure meaning (spelling error: *sertent* for *certain*; punctuation errors; some awkward phrases).

In the 1800s the people use to use horses and not cars. But today, we have cars, trains, Buses, and subwas. The difrence bitwen the past of 1800s and present toyay, is that in the 1800s you couldent travel as fast as today. And also the difrence is in the 1800s you couldent use difrent veicals you could only yse hoarses. The similer thing is you can travle to difrent places like today. And also the similer thing is anething you do you can still travel fast.

STOP

	Score 3: Expanding
CL	Response contains expanded and complex sentences (repetitive structures *the difference is* and *the similar thing is* limit variety of sentences).
QL	Response contains some Tier 2 words (e.g., *vehicles*, *similar*).
CR	Response includes words and sentences that provide an introduction, development, and completion of linked thoughts and ideas to provide partial organization (the first two sentences function as an introduction to the topic; the rest of the response is grouped by similarities and differences, but ideas lack sufficient development).
DR	Response includes many detailed descriptions of ideas and facts (many similarities and differences are provided, but descriptions lack sufficient detail at times).
M	Response is clear and contains few errors that rarely obscure meaning (e.g., spelling error: *subwas* for *subways*).

Today we get a car, airplanes, and trains and is good to sit on it but at 1800s they have horst to sit on and a they have a wodr to sit on and some people sit on the top and in frut of the sete and but now we have a suf sete in the frut and in the back of the car but 1800s they are no airplanes.

STOP

Score 2: Transitioning	
CL	Response includes at least one expanded sentence.
QL	Response contains at most frequently used Tier 1 words or predictable phrases.
CR	Response includes words and sentences that provide a limited introduction, development, and/or completion of linked thoughts, ideas, or both (ideas are linked and progression is evident, but additional organization and development are impeded by errors).
DR	Includes some minimally detailed descriptions of ideas, facts, or both (additional details obscured by errors).
M	Meaning is evident, but response contains many errors that often obscure meaning (e.g., missing words; spelling errors: *horst* for *horse*, *wodr* for *wood*, *frut* for *front*, *suf* for *soft*; usage error: *they* for *there*).

I Thak wantk need mond Buut
They dont have mond.buut nunt
We have Mond. Thay do have Car
and airplanes and trains are Cleaher
and Safer. In the 1800 go on the
wantls for 3 We eks, and Thay have
hornt, and dant need to Swant
sunt time. Ever 50 miles, There
were Stations With food and
Places to Sleep. Buut went we go
to School We teh g a school Bus, we
Brem to houme and We cames
Travel.

STOP
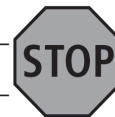
Score 1: Emerging

CL	Response includes at least one expanded sentence (errors obscure sentence structures in much of response; some text is copied from passage).
QL	Response contains at most frequently used Tier 1 words or predictable phrases.
CR	Response includes at least one sentence to introduce, develop, or complete thoughts or ideas (errors obscure organizational elements in much of response).
DR	Response includes at least one description of an idea or a fact (errors obscure details in much of response).
M	Meaning is evident, but response contains many errors that often obscure meaning (spelling errors obscure meaning throughout the response).

Corsare Aan, fere og fast 1800s tavb The passoge

tad MY thet no car no thane and on are Pne in

The 1800s

STOP

Score 0: Entering

CL	Response contains few words or short phrases.
QL	Response contains at most frequently used Tier 1 words or predictable phrases.
CR	Response lacks a clear introduction, or development of a thought or an idea, or completion due to brevity.
DR	Response lacks descriptions of ideas or facts.
M	Response contains numerous errors that totally obscure meaning.

1

> Also trains were dirty and dangerous. No cars airplanes, antbo can't travel because The ils Rlbook isk They travel horse Fast.

STOP

Grade 3—4

Score:

☐

Practice #1

2

I think from 1800 transportation and todays transportation
is alote of diferent. For example in the passege in
1800 the train and plan is dirty and danger. That time
the train is danger is because the train can be broken.
One reason is that in 1800 the transportation is made
out of woods. But now todays Transportation is alote
safer and cleaner. For example in 1800 the transportation
is made ~~of~~ of ·of wood and most of it is hours
pulling to move. Now the transportation move by engine.
One reson is that in 1800 the transportation travel
3,000 miles trip for airplane three week. Now we
only need one day or less. It may be hafe day.
Last 1800 and today is alote of different
because the transportation now is clean and good.

STOP

Grade 3–4

Score:

Practice #2

3

Today cars, airPlanes, and trains are cleaner and safer. They have soffer seats Airplanes can travel 3000 miles in one-half of a day or less. Travel has become easier and much faster. In the 1800s, Stagecoaches were often the best way People could travel. Steagrecoacoaches were closed wagons pulled by horses. Nine Passengers could sit inside a stagecoach. six more riders could sit on the roof. only one or two riders could sit nexteothe driver.

STOP

Grade 3–4

Score:

☐

Practice #3

4 I 1800s travel was difficut, but now in the present travel is saferant faster. In the 1800s people hat tu travel in stagecoach there were no cars ant plaines there were only stagecoaches. Stagecoaches were a little safer for Transportation than riting a trian. Stagecoache are slow, Ther hat leather as wintos but they didnt keep out dust ant rain. Now in the present cars have wintos, car can now keep dust ant rain out, also planes have softer seats. It was a ruff year back then, now its better.

STOP

Grade 3–4

Score:

[ ]

Practice #4

5 Travel today is the same from the 1800's are the same. By today we have trains still in the United States. Traveling is different from 1800s to today because people don't have to ride in stagecoaches anymore. I know that because in the story it says " today people have Cars, airplanes and buses make traveling faster and safer. Also it says "In those days there were no cars, no airplanes, or No buses only trains.

STOP

Grade 3–4

Score:

Practice #5

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Writing—Grades 3–4: SCR Practice Item Key

Practice 1

Emerging

Score: 1

CL: Response contains short phrases and simple sentences (elements that would create a complex sentence are obscured by errors).

QL: Response contains at most frequently used Tier 1 words or predictable phrases.

CR: Response contains at least one sentence to introduce, develop, or complete thoughts or ideas.

DR: Response includes at least one description of an idea or fact.

M: Response contains many errors that often obscure meaning (spelling and grammar errors).

Practice 2

Expanding

Score: 3

CL: Response contains simple, expanded, and complex sentences (does not demonstrate sufficient command of a variety of sentence structures).

QL: Response contains a few Tier 2 words and phrases (e.g., *transportation*, *engine*).

CR: Response includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide partial organization (has an introduction, conclusion, and connected ideas, but errors occasionally impede the clear progression of ideas).

DR: Response includes many detailed descriptions of ideas, facts, or both (errors occasionally obscure details).

M: Response is mostly clear, but contains some errors that occasionally obscure meaning (e.g., spelling errors: *hafe* for *half*; word usage errors: *transportation*, *danger*; awkward/unclear phrases: *train is danger is because*, *most of it is hours pulling to move*, *is alote of different*).

Practice 3

Entering

Score: 0

CL: Response is completely copied text (copied from passage).

QL: Response contains at most frequently used Tier 1 words or predictable phrases (completely copied from passage).

CR: Response lacks a clear introduction, or development of a thought or an idea, or completion due to brevity (completely copied from passage).

DR: Response lacks descriptions of ideas or facts (completely copied from passage).

M: Response is completely copied.

Practice 4

Commanding

Score: 4

CL: Response contains simple and expanded sentences.

QL: Response contains many Tier 2 words and phrases (e.g., *in the present*, *stagecoach*, *transportation*, *leather*, *a rough year*).

CR: Response includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide clear and sufficient organization.

DR: Response includes many sufficiently detailed descriptions of ideas and facts.

M: Response is clear and contains few errors that rarely obscure meaning (punctuation errors; spelling errors: *I* for *in*, *trian* for *train*).

Practice 5

Transitioning

Score: 2

CL: Response contains expanded and complex sentences.

QL: Response contains Tier 1 and common Tier 2 words and short phrases.

CR: Response includes words and sentences that provide a limited introduction, development, and/or completion of linked thoughts, ideas, or both (has a few transitional devices to provide some connection of ideas; response is mainly organized by grouping similarities and differences).

DR: Response includes some minimally detailed descriptions of ideas, facts, or both.

M: Response is mostly clear, but contains some errors that occasionally obscure meaning (first two sentences have awkward structure).

1 Score: [ ] Grades 3–4 Short Constructed Response

2 Score: [ ] Grades 3–4 Short Constructed Response

3 Score: [ ] Grades 3–4 Short Constructed Response

4 Score: [ ] Grades 3–4 Short Constructed Response

5 Score: [ ] Grades 3–4 Short Constructed Response

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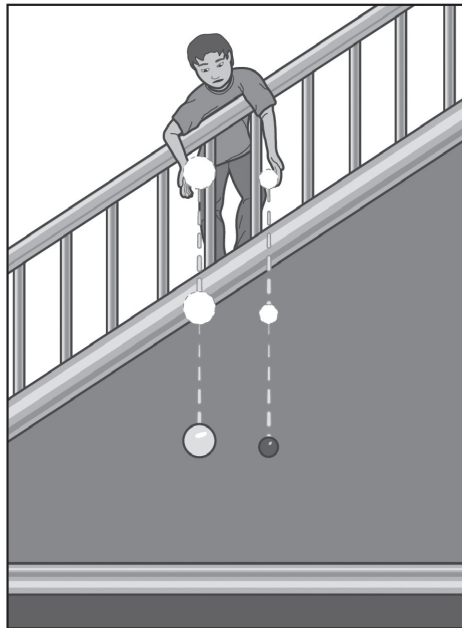| Dimension	Score 0 Entering	Score 1 Emerging	Score 2 Transitioning	Score 3 Expanding	Score 4 Commanding
	A response at this level:	A response at this level:	A response at this level:	A response at this level:	A response at this level:
Complexity of Language	• Contains zero or few words or short phrases • Is blank • Is completely in a language other than English • Is illegible or unintelligible • Is completely copied text • Is isolated words or a list of words or short phrases	• Contains some words, short phrases, and occasionally simple sentences • Includes at least one sentence • May include adapted text in a well-constructed sentence	• Contains mostly simple sentences • Includes at least one expanded or complex sentence	• Contains simple, expanded, and complex sentences	• Contains a variety of simple, expanded, and complex sentences
Quality of Language	• Contains at most frequently used Tier 1 words or predictable phrases	• Contains Tier 1 and common grade-level Tier 2 words and short phrases	• Contains Tier 1 and a few grade-level Tier 2 words and phrases	• Contains Tier 1 and some grade-level Tier 2 words and phrases	• Contains Tier 1 and many grade-level Tier 2 words and phrases
Coherence of Response	• Lacks a clear orientation, or development of an idea, or closure due to brevity	• Includes words and at least one sentence to introduce, develop, transition, or conclude ideas	• Includes words and sentences that provide limited orientation, development of ideas, transitions, and/or closure	• Includes words and sentences that provide partial orientation, logical development of ideas, transitions, and closure	• Includes sufficient orientation, logical development of ideas, and closure to provide clear organization
Degree of Response — SCR	• Lacks descriptions of ideas or facts	• Includes at least one description of an idea or a fact	• Includes some minimally detailed descriptions of ideas, facts, or both	• Includes many detailed descriptions of ideas, facts, or both	• Includes many sufficiently and precisely detailed descriptions of ideas, facts, or both
Degree of Response — ECR Narrative	• Lacks development of characters, details, or events	• Includes at least two references to characters, details, events, or closure	• Includes some references to characters, and limited development of details, sequenced events and/or closure	• Includes many references to characters, and partial development of details, sequenced events, and closure	• Includes many and varied references to characters, and sufficiently precise details, sequenced events, and closure
Degree of Response — ECR Informational	• Lacks development of ideas or support	• Includes at least one idea with support, or closure	• Includes some linked ideas, a variety of support, and/or closure	• Includes many stated and linked ideas, a variety of support, and closure	• Includes many and varied precisely stated and linked ideas, a variety of support, and closure
Mechanics	• Contains numerous errors that totally obscure meaning • Contains words that are unclear	• Contains many errors that often obscure meaning • Contains words that may be unclear, but meaning is evident • May include inventive spelling	• Contains some errors that occasionally obscure meaning • Is mostly clear • May include inventive spelling	• Contains few errors that rarely obscure meaning • Is clear • May include inventive spelling	• Contains minimal or no errors that obscure meaning • Is clear • May include inventive spelling

NOTE: Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

Directions

Read this passage again. Then you will be asked to write one paragraph based on the passage.

The Wonders of Gravity

Gravity is the force that keeps people and things from floating away from Earth. Imagine a boy standing on a staircase six feet above the floor with a heavy ball in one hand and a lighter ball in the other hand. He drops both balls at the same time. Will the heavy ball reach the ground first? No! The two objects will hit the ground at the same time. This is because the effect of Earth's gravity is equal for all objects. All objects fall at the same speed regardless of their mass.

Go On ➡

WRITING

However, it is possible to slow the speed of a falling object. If a paper ball drops, for example, it will fall to the ground rapidly. On the other hand, if the paper is opened flat, it will fall more slowly. The flat paper floats on the air around it, which decreases the speed of the falling paper.

When you jump into the air, you come back down because of Earth's gravity. Earth has gravity because it has mass. Mass is how much there is of an object. All objects have mass and a gravitational pull. The larger the mass of an object, the greater its gravitational pull. Compared to Earth, the Sun is huge and has a much stronger gravitational pull. This is what keeps Earth revolving around the Sun.

17   **Now read the directions below.**

> Think about the passage "The Wonders of Gravity." How is gravity important? Write one paragraph to tell how gravity is important. Use your own ideas and ideas from the passage to help you write.

WRITING

Checklist ☑
- ☐ Write about the topic.
- ☐ Plan your writing from beginning to end.
- ☐ Use your own ideas and ideas from the passage.
- ☐ Support your answer with details.
- ☐ Use complete sentences.
- ☐ Check your writing for grammar, capitalization, punctuation, and spelling.

On the lines below, write about how gravity is important. Remember to use your own ideas and ideas from the passage to help you write.

_____

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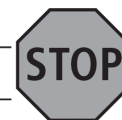
Gravity is important for us and the entire universe because without gravity people and things would float away from Earth. Gravity also helps create new planets and without gravity we were not exist becacause earth was created with the help of gravity. Another thing that gravity is important is that the sun has more gravitational force because it is bigger and this is what keeps earth around the sun. The last gravitational fact that is important for me is that all objects has mass and gravitational pull because thats what keep us on the ground.

STOP

Score 4: Commanding

CL	Response contains a variety of expanded and complex sentences.
QL	Response contains many Tier 2 words and phrases (e.g., *entire universe*, *create new planets*, *exist*, *gravitational force*, *objects*, *mass*).
CR	Response includes words and sentences that provide partial orientation, logical development of ideas, transitions, and closure (has an introduction and organized and connected ideas, but lacks a clear conclusion, and at times lacks a smooth flow between ideas).
DR	Response includes many sufficiently and precisely detailed descriptions of ideas, facts, or both.
M	Response is clear and has minimal errors that obscure meaning (e.g., *were not exist* for *would not exist*).

Gravity is good! Gravity Help's you too stay on earth instead of Floating towards space. Gravity makes thing stay on earth. Just I magine a Heavy Building on Earth it's the Highest and Heavyiest OF all time and Gravity Hold's that! mother nautre created something weird! Gravity! iF Gravity wasint Here weBe Floating too Space by now! All Humanity would Be endanger 'iF Gravity wan't Here.

STOP

Score 3: Expanding

CL	Response contains simple, expanded, and complex sentences (does not demonstrate sufficient command of a variety of sentence structures).
QL	Response contains some Tier 2 words and phrases (e.g., *floating towards space*, *mother nature*, *humanity*).
CR	Response includes words and sentences that provide limited orientation, development of ideas, transitions, and/or closure (has an introductory and concluding statement and connected ideas, but ideas are often repetitive and lack a clear and logical progression).
DR	Response includes some detailed descriptions of ideas, facts, or both (many of the details provided repetitively describe the idea that gravity holds objects down).
M	Response is clear and contains few errors that rarely obscure meaning (spelling errors: *endanger* for *endangered*, *wan't* for *weren't* or *wasn't*).

> Gravity is important.
>
> If the Earth would not has Gravity, we should be flying or... death. Because, no food, no drinks and our body needs do exercise; walking Gravity is a force that keeps people and things from floating away from Earth.

STOP

Score 2: Transitioning

CL	Response includes at least one expanded or complex sentence (first and last sentences are copied from the passage/prompt).
QL	Response contains a few Tier 2 words and phrases (e.g., *exercise*).
CR	Response includes words and sentences that provide limited orientation, development of ideas, transitions, and/or closure (has an introduction, but only one of the following sentences is clearly connected; other original sentence is not connected well enough to create a logical development of ideas).
DR	Response includes some detailed descriptions of ideas, facts, or both (relevant details are occasionally present in the response; *Because no food no drinks* is not clearly tied to central idea of the response).
M	Response is mostly clear, but contains some errors that occasionally obscure meaning (word choice errors: *has* for *have*, *should* for *would*; sentence structure error: *Because, no food, no drinks and our body needs do exercise; walking*).

The Keeps people and things from Earth
Imagine a boy standing on a staircase six
feet above the floor. One ball was mor
heavy that other boll. If a paper ball drops
for exumple it will fall to the ground
rapidly the Sun in huge and has much
stronger gravitational pull.

STOP
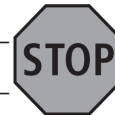
	Score 1: Emerging
CL	Response includes at least one sentence (majority of response is copied from passage, with one original sentence: *One ball was mor heavy that other boll*; elements that would make original sentence expanded are obscured by errors).
QL	Response contains Tier 1 and common Tier 2 words and short phrases (more advanced Tier 2 vocabulary is only present in copied text).
CR	Response includes words and at least one sentence to introduce, develop, transition, or conclude ideas (single original sentence).
DR	Response includes at least one description of an idea or a fact (single original sentence compares the two balls).
M	Response is mostly clear, but contains some errors that occasionally obscure meaning (spelling error *that* for *than* obscures structure of original sentence).

There many in the Earth
Sun is huge and has a much
Stronger gravitational pull This
is what keep Earth revolving the sun
ground First NO The two objects
will the heavy ball reach the

STOP

	Score 0: Entering
CL	Response contains short phrases (most of response is copied from passage; only first line is original).
QL	Response contains at most frequently used Tier 1 words or predictable phrases.
CR	Response lacks a clear orientation, or development of an idea, or closure due to brevity (original text does not clearly express an idea).
DR	Response lacks descriptions of ideas or facts.
M	Response contains errors that totally obscure meaning (original text does not clearly express an idea).

1

The gravity is important becouse help people to state in the earth and don't let float in the air or go fixing to the space if the earth don't has gravity we can go to space and died because in the exterior space there are not oxigen and people cannot take oxigen to breeth that's why gravity is important to state in the floor of the earth.

STOP

Grade 5–6

Score:

Practice #1

2

gravity is important

STOP

Grade 5–6

Score:

Practice #2

3

Imagine you're standing on the grass, and suddenly you are flying. Higher, and higher you're getting, and smaller, and smaller the objects on earth is getting. Suddenly, ... you're looking a little further, and there is... you're friend. "Why are we flying?" you're asking you're friend. "Cause you're on the moon" you're friend answers you. A shudder went through my bones. "Where is my parents? Where is my siblings?" I sobbed. Suddenly... "we're going back to earth!" You're friend yelled. When you touched the ground you're screaming. "ah, gravity." Yes, this is gravity. If it wouldn't be such a thing as gravity, it wouldn't be a school, a house where to live, and a road where cars wouldn't ride there. Gravity is a very important thing, and we have to appreciate it. Yes this is gravity. Now everyone... lets say: "Ah, gravity!"

STOP

Grade 5–6

Score:

Practice #3

4

Once I threw down a big octag from the 6th floor. a minute later threw down my brothers heavy boot-by brothers heavy ~~shoe~~ boot arived at the earth first!

STOP

Grade 5–6

Score:

Practice #4

5

Gravity have you ever wonder how is gravity important to us? Well gravity is important in every way now im sure youre asking how is it importan here let m tell you. Gravity is important because gravity is the force that keeps people and things from floating away from earth. Here is on exsample when you jump into the air you come back down because of earths gravity. Another reason why gravity is important is because if we dinit have gravity the earth wodent be revolving around the sun. And that why gravity is important to us.

STOP

Grade 5–6

Score:

☐

Practice #5

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Writing—Grades 5–6: SCR Practice Item Key

Practice 1

Transitioning

Score: 2

CL: Response contains complex sentences.

QL: Response contains some Tier 2 words and phrases (e.g., *float in the air, exterior space, oxygen*).

CR: Response includes words and sentences that provide limited orientation, development of ideas, transitions, and/or closure (has an introduction, conclusion, and a very brief body of connected ideas).

DR: Response includes some minimally detailed descriptions of ideas, facts, or both.

M: Response is mostly clear, but contains some errors that occasionally obscure meaning (e.g., grammar errors; missing punctuation; spelling error: *state* for *stay*).

Practice 2

Entering

Score: 0

CL: Response is completely copied text (copied from prompt directions).

QL: Response contains at most frequently used Tier 1 words or predictable phrases (completely copied from prompt directions).

CR: Response lacks a clear orientation, or development of an idea, or closure due to brevity (completely copied from prompt directions).

DR: Response lacks descriptions of ideas or facts (completely copied from prompt directions).

M: Response is completely copied text.

Practice 3

Commanding

Score: 4

CL: Response contains a variety of simple, expanded, and complex sentences.

QL: Response contains many Tier 2 words and phrases (e.g., *objects on earth, a shudder went through my bones, siblings, gravity*).

CR: Response includes sufficient orientation, logical development of ideas, and closure to provide clear organization.

DR: Response includes many sufficiently and precisely detailed descriptions of ideas, facts, or both (details are consistently present throughout the response in precise ways; uses narrative elements to explain how gravity is important).

M: Response is clear and contains no errors that obscure meaning.

Practice 4

Emerging

Score: 1

Responses that are completely irrelevant to the prompt can score no higher than 1. (describes the effects of throwing objects from a high place but does not discuss the importance of gravity).

CL: Response includes expanded sentences.

QL: Response contains a few Tier 2 words and phrases (e.g., *arrived*).

CR: Response includes words and sentences that provide limited orientation, development of ideas, transitions, and/or closure (has several connected, briefly developed ideas).

DR: Response includes some minimally detailed descriptions of ideas, facts, or both.

M: Response is clear and contains few errors that rarely obscure meaning (e.g., missing subject: *a minute later threw down*; spelling errors: *octag* for ?, *by* for *my*).

Practice 5

Expanding

Score: 3

CL: Response contains a variety of simple, expanded, and complex sentences.

QL: Response contains some Tier 2 words and phrases (e.g., *force, floating away, revolving*).

CR: Response includes sufficient orientation, logical development of ideas, and closure to provide clear organization (has an introduction, conclusion, and well-organized ideas linked by transitions).

DR: Response includes many detailed descriptions of ideas, facts, or both (descriptions found throughout response, but at times they lack sufficient elaboration).

M: Response is clear and contains few errors that rarely obscure meaning (e.g., missing punctuation; missing verb in the last sentence: *And that why gravity is important to us.*).

1 **Score:** [ ] Grades 5–6 Short Constructed Response

2 **Score:** [ ] Grades 5–6 Short Constructed Response

3 **Score:** [ ] Grades 5–6 Short Constructed Response

4 **Score:** [ ] Grades 5–6 Short Constructed Response

5 **Score:** [ ] Grades 5–6 Short Constructed Response

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Dimension	Score 0 Entering	Score 1 Emerging	Score 2 Transitioning	Score 3 Expanding	Score 4 Commanding
	A response at this level:	A response at this level:	A response at this level:	A response at this level:	A response at this level:
Complexity of Language	• Contains zero or few words or short phrases • Is blank • Is completely in a language other than English • Is illegible or unintelligible • Is completely copied text • Is isolated words or a list of words or short phrases	• Contains some words, short phrases, and occasionally simple sentences • Includes at least one sentence • May include adapted text in a well-constructed sentence	• Contains mostly simple sentences • Includes at least one expanded or complex sentence	• Contains simple, expanded, and complex sentences	• Contains a variety of simple, expanded, and complex sentences
Quality of Language	• Contains at most commonly used Tier 1 words or short phrases	• Contains Tier 1 and common grade-level Tier 2 words and short phrases	• Contains Tier 1 and a few grade-level Tier 2 and/or Tier 3 words and phrases	• Contains Tier 1 and some grade-level Tier 2 and/or Tier 3 words and phrases used appropriately	• Contains Tier 1 and many grade-level Tier 2 and/or Tier 3 words and phrases used appropriately
Coherence of Response	• Lacks a clear orientation, or organized or connected ideas, or closure due to brevity	• Includes at least one sentence that provides an orientation, organized or connected ideas, transitions, or closure	• Includes words and sentences that provide limited orientation, organized or connected ideas, transitions, and/or closure	• Includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure	• Includes sufficient orientation, logically organized and connected ideas, and closure to provide clear organization
Degree of Response — SCR	• Lacks descriptions of ideas or facts	• Includes at least one description of an idea or a fact	• Includes some minimally detailed descriptions of ideas, facts, or both	• Includes many detailed descriptions of ideas, facts, or both	• Includes many sufficiently and precisely detailed descriptions of ideas, facts, or both
Degree of Response — ECR Narrative	• Lacks development of characters, details, or events	• Includes at least two references to characters, details, events, or closure	• Includes some references to characters, and limited development of details, sequenced events, and/or closure	• Includes many references to characters, and partial development of details, sequenced events, and closure	• Includes many and varied references to characters, and sufficiently precise details, sequenced events, and closure
Degree of Response — ECR Informational	• Lacks development of claims and evidence or support	• Includes at least one claim with evidence, support, or closure	• Includes some cohesive claims and evidence, a variety of support, and/or closure	• Includes many well-chosen cohesive claims and evidence, a variety of support, and closure	• Includes many and varied precise, well-chosen, cohesive claims and evidence, a variety of support, and closure
Mechanics	• Contains numerous errors that totally obscure meaning • Contains words that are unclear	• Contains many errors that often obscure meaning • Contains words that may be unclear, but meaning is evident • May include inventive spelling	• Contains some errors that occasionally obscure meaning • Is mostly clear • May include inventive spelling	• Contains few errors that rarely obscure meaning • Is clear • May include inventive spelling	• Contains minimal or no errors that obscure meaning • Is clear • May include inventive spelling

NOTE: Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

WRITING

Directions

Read this passage again. Then you will be asked to write one paragraph based on the passage.

Oral Histories: New and Old

An oral history involves obtaining, recording, and preserving people's memories. It is a kind of interview in which one person recalls events or circumstances from the past and another person records the interview in order to preserve it. The means of recording can vary from taking notes by hand to using audio and video technologies.

Since an oral history is based on an individual's personal memories and experiences, it must take place during the lifetime of the person being interviewed. For this reason, there is often a sense of urgency about oral histories. For example, the men and women who served in World War II during the 1940s are now in their eighties and nineties. Soon there will be no survivors still living. There is an urgency to collect any stories the survivors have not yet told. No one else can recall what happened in the same way that the survivors can.

Go On ➡

WRITING

Oral histories focus on the lives of ordinary people and also enhance what we know about public figures. Shortly after Abraham Lincoln's death in 1865, his secretary and law partner, William Herndon, gathered recollections of Lincoln from people who had known and worked with him. Similarly, soon after Bill Clinton left the presidency, former officials from his administration began to record their memories of what they had experienced while working with Clinton. These oral histories greatly improve our understanding about these presidencies.

The story of the Civil Rights Movement in this country also has been told through oral histories. Many projects begun over the last 50 years have captured the voices of men, women, and children who participated in the national effort by black people and others in the 1950s and 1960s to eliminate segregation and gain equal rights.

Still other oral history projects have been conducted within communities to document the lives of long-time residents or local leaders. Students in middle and high schools frequently conduct oral history projects as part of their education. Although these projects are of a smaller scale, they serve to record people's experiences that would otherwise be lost.

Oral history is not new. Although technologies may have changed the methods, it remains the oldest type of historical documentation. Over the years, the goal has remained the same—to tell history in the voices of those who experienced it.

17   **Now read the directions below.**

> The passage "Oral Histories: New and Old" mentions several oral history projects. Who would you like to interview for an oral history project and why? Write one paragraph to tell who you would interview for an oral history project and why you would choose that person. Use your own ideas and ideas from the passage to help you write.

WRITING

Checklist ☑
- ☐ Write about the topic.
- ☐ Plan your writing from beginning to end.
- ☐ Use your own ideas and ideas from the passage.
- ☐ Support your answer with details.
- ☐ Use complete sentences.
- ☐ Check your writing for grammar, capitalization, punctuation, and spelling.

On the lines below, tell who you would interview for an oral history project and why you would choose that person. Remember to use your own ideas and ideas from the passage to help you write.

_____

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STOP

1

I would interview for an oral history project like about the changing the way we view the world because all this passed but many people don't belief that. Also, I choose that oral history because it reflect about the beginning of the world. Forthemore, I really want to learn more about what happened in this courses. How did the person do to the other people believe in that. In addition,

STOP

Grade 9–12

Score:

Practice #1

2

For an oral history project I would like to interview The man who made DC Comics, I would like to interview him because I want to know why he created it. And also I would like to record what he has to say. And I would choose him because I like reading DC comics.

STOP

Grade 9–12

Score:

Practice #2

3

game
square
key
lamp
solar
power line
hot
upstair
lemon
telephone
paper
shower

STOP

Grade 9–12

Score:

Practice #3

4 The person I would interview for an oral history project would be Martin Luther King Jr. The reason i would interview him is because I wanna know what gave him the courage to stand up for what he believes in. I wanna hear the memories and stories about back them and how he felt. What changed for him once he stood up for what he believed in and if he was ever scared for what he did. I would wanna interview him and ask if he knew that what he did helped us now to live in a place where were not judged by the color of our skin and we could all live together. I wanna thank him couse he stood up for something that he believed so hard in and never gave up on fighting for equall rights.

STOP

Grade 9–12

Score:

Practice #4

5 This story talking about the histories people and how was it. I would like to interview an old person because if ask any old person then I can learn more about history how people act the time and now. If I choose an old person then I can have everything about history and now like what what people did the time and what people doing now. The histories is like something to memorize. That's why the old person can tell about the history and new, but the new person can't tell about the history if he doesn't learn.

STOP

Grade 9–12

Score:

[ ]

Practice #5

Writing—Grades 9–12: SCR Practice Item Key

Practice 1

Emerging

Score: 1

Responses that are completely irrelevant to the prompt can score no higher than 1 (student discusses wanting to do an oral history project instead of whom the student would like to interview).

CL: Response contains expanded and complex sentences (does not demonstrate sufficient command of a variety of sentence structures).

QL: Response contains a few Tier 2 and/or Tier 3 words and phrases (e.g., *changing the way we view the world*).

CR: Response includes words and sentences that provide limited orientation and connected ideas (has an introduction and transitions to connect ideas, but lacks a conclusion, and the smooth progression of ideas is occasionally impeded by errors).

DR: Response includes some minimally detailed descriptions of ideas (details are occasionally obscured by errors).

M: Response is mostly clear but contains some errors that occasionally obscure meaning (sentence structure errors: e.g., *because it reflect about the beginning of the world...*, *How did the person do to the other people believe in that*).

Practice 2

Expanding

Score: 3

CL: Response contains complex sentences (repetitive *I would* structure limits variety of sentences).

QL: Response contains a few Tier 2 and/or Tier 3 words and phrases (e.g., *interview*).

CR: Response includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure (has an introduction, connected ideas, and a transition, but at times repetitive structures impede the smooth progression of ideas, and response lacks a conclusion).

DR: Response includes some minimally detailed descriptions of ideas, facts, or both (descriptions are present, but they lack precision and elaboration).

M: Response is clear and contains no errors that obscure meaning.

Practice 3

Entering

Score: 0

CL: Response is a list of words and short phrases (lists random objects rather than discussing whom the student would interview).

QL: Response contains at most commonly used Tier 1 words or short phrases.

CR: Response lacks a clear orientation, or organized or connected ideas, or closure due to brevity.

DR: Response lacks descriptions of ideas or facts.

M: Response contains numerous errors that totally obscure meaning (response is a list of words that does not convey a complete thought).

Practice 4

Commanding

Score: 4

CL: Response contains expanded and complex sentences (repetitive structure *I wanna* limits variety of sentences).

QL: Response contains many Tier 2 and/or Tier 3 words and phrases used appropriately (e.g., *interview*, *courage to stand up*, *judged by the color of our skin*, *fighting for equal rights*).

CR: Response includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure (has an introduction, conclusion, and connected ideas, but repetitive structure *I wanna* impedes smooth progression of ideas).

DR: Response includes many sufficiently and precisely detailed descriptions of ideas, facts, or both (details are consistently present throughout the response).

M: Response is clear and contains minimal errors that obscure meaning.

Practice 5

Transitioning

Score: 2

CL: Response contains expanded and complex sentences (does not demonstrate sufficient command of a variety of sentence structures).

QL: Response contains Tier 1 and common Tier 2 words and short phrases.

CR: Response includes words and sentences that provide limited orientation and connected ideas (has an introductory statement and some connected ideas, but errors obscure connection and progression of ideas).

DR: Response includes some minimally detailed descriptions of ideas (some descriptions are present, but they are vague, and first half of response repeats the same idea).

M: Response contains some errors that occasionally obscure meaning (e.g., spelling errors; missing words; awkward phrases).

1 | **Score:** ☐ | **Grades 9–12 Short Constructed Response**

2 | **Score:** ☐ | **Grades 9–12 Short Constructed Response**

3 | **Score:** ☐ | **Grades 9–12 Short Constructed Response**

4 | **Score:** ☐ | **Grades 9–12 Short Constructed Response**

5 | **Score:** ☐ | **Grades 9–12 Short Constructed Response**

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Table of Contents

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New York State English As A Second Language Achievement Test

NYSESLAT

2019 Turnkey Training

Writing: ECR

Samples and Practice—Grades 1–12

Dimension	Score 0 Entering	Score 1 Emerging	Score 2 Transitioning	Score 3 Expanding	Score 4 Commanding
	A response at this level:	A response at this level:	A response at this level:	A response at this level:	A response at this level:
Complexity of Language	• Contains zero or few words or short phrases • Is blank • Is completely in a language other than English • Is illegible or unintelligible • Is completely copied text • Is isolated words or a list of words or short phrases	• Contains some words, short phrases, and occasionally simple sentences • Includes at least one sentence • May include adapted text in a well-constructed sentence	• Contains mostly simple sentences • Includes at least one expanded or compound sentence	• Contains simple, expanded, and compound sentences	• Contains a variety of simple, expanded, and compound (or complex) sentences
Quality of Language	• Contains at most frequently used words	• Contains common words and short phrases	• Contains a few grade-level words and phrases	• Contains some grade-level words and phrases	• Contains many grade-level words and phrases
Coherence of Response	• Lacks a clear introduction or completion of a thought or an idea due to brevity	• Includes at least one sentence in an attempt to introduce or complete a thought or an idea	• Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both	• Includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both	• Includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both
Degree of Response — SCR	• Lacks descriptions of thoughts, feelings, or ideas	• Includes at least one description of a thought or an idea	• Includes some minimally detailed descriptions of thoughts, ideas, or both	• Includes many detailed descriptions of thoughts, ideas, or both	• Includes many sufficiently detailed descriptions of thoughts, ideas, or both
Degree of Response — ECR Narrative	• Lacks development of descriptions or events in sequence	• Includes at least one description or two events in sequence	• Includes some descriptions with minimal details and/or two or more events in sequence	• Includes descriptions with many details and two or more events in sequence	• Includes descriptions with many and varied details and two or more events in sequence
Degree of Response — ECR Informational	• Lacks development of an opinion or additional information	• Includes at least one opinion and/or additional information	• Includes an opinion with some reasons and/or additional information	• Includes an opinion with many reasons and additional information	• Includes an opinion with many and varied reasons and additional information
Mechanics	• Contains numerous errors that totally obscure meaning • Contains words that are unclear	• Contains many errors that often obscure meaning • Contains words that may be unclear, but meaning is evident • May include inventive spelling	• Contains some errors that occasionally obscure meaning • Is mostly clear • May include inventive spelling	• Contains few errors that rarely obscure meaning • Is clear • May include inventive spelling	• Contains minimal or no errors that obscure meaning • Is clear • May include inventive spelling

NOTE: Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

CL	**(CL) = Complexity of Language**
QL	**(QL) = Quality of Language**
CR	**(CR) = Coherence of Response**
DR	**(DR) = Degree of Response**
M	**(M) = Mechanics**

Directions

Read this passage again. Then you will be asked to write two paragraphs based on the passage.

Tom Goes to the Library

1   The library is a quiet place to read and learn new things. There are a lot of books about different topics in the library. Tom goes to the library to learn about dinosaurs.

2   First, Tom goes to the big library desk. Next, he asks the woman behind the desk for help. The woman is a librarian. She helps people at the library.

3   Then, the librarian shows Tom some books about dinosaurs. These are non-fiction books. Non-fiction books have facts in them. These non-fiction books have facts about dinosaurs. Some of the books are short. Other books are long. All of them have pictures. Finally, Tom is happy to read and learn a lot about dinosaurs.

Go On ➡

22 **Now read the directions below.**

> The passage "Tom Goes to the Library" is a story about a boy at the library. Write two paragraphs to tell a story about going to the library. Use your own ideas and ideas from the passage to help you write.

You may plan your writing for Question 22 here, if you wish. Use the space below to organize your ideas about what to write. Your writing on this planning page will NOT count toward your final score.

Write your final answer on Pages 21 and 22.

Planning Page

WRITING

Checklist ☑
- ☐ Write about the topic.
- ☐ Plan your writing from beginning to end.
- ☐ Use your own ideas and ideas from the passage.
- ☐ Support your answer with details.
- ☐ Use complete sentences.
- ☐ Check your writing for grammar, capitalization, punctuation, and spelling.

On the lines below, write a story about going to the library. Remember to use ideas from the passage and your own ideas to help you write.

Go On ➡

WRITING

Writing, continued

Every second Friday we
go to a library. ones we
went to a library to give
back books but the library
was closed already so we
knocked on the door of *Go On* ➡

Response continued on the next page

> the person who ones the library to ask if we cood give back the books and take new books they agreed but they olny gave us 10 minuts.

Score 4: Commanding

CL	Response contains a variety of expanded, compound, and complex sentences.
QL	Response contains some grade-level words and phrases (e.g., *every second Friday*, *agreed*, *gave us 10 minutes*).
CR	Response includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both.
DR	Response includes descriptions with many and varied details and two or more events in sequence.
M	Response is clear and contains minimal errors that obscure meaning.

First I have to get a book about How to make a ice cream. If I don't find it I need to ask a librarian and she will tell me and then I can *Go On*

Response continued on the next page

> get it and I find a lots
> of books about it and
> then I can find a
> book about ice cream to
> do it.

	Score 3: Expanding
CL	Response contains simple, expanded, compound, and complex sentences (repetitive *and* structure limits variety of sentences).
QL	Response contains a few grade-level words and phrases (e.g., *librarian*).
CR	Response includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both (has an introduction and connected ideas, but the smooth progression of ideas is at times impeded by the repetitive use of the conjunction *and*).
DR	Response includes descriptions with many details and two or more events in sequence (repetitive description of getting/finding a book limits variety of details).
M	Response is clear and contains no errors that obscure meaning.

Ones I wentto the libraryand there was hundredsof books. They put a stampand you tace it houme.

Go On

Score 2: Transitioning

CL	Response contains compound sentences.
QL	Response contains a few grade-level words and phrases (e.g., *hundreds*, *stamp*).
CR	Response includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both (has an introduction and a very brief body of connected ideas).
DR	Response includes some descriptions with minimal detail and/or two or more events in sequence (some details in a brief response).
M	Response is clear and contains few errors that rarely obscure meaning (spelling errors: *ones* for *once*).

I Went to a lobry it wus so so s.
in tring to rid.

Go On ➡

Score 1: Emerging

CL	Response includes at least one expanded sentence (the first sentence is expanded and the attempt at a second expanded sentence is impeded by errors).
QL	Response contains common words and short phrases.
CR	Response includes at least one sentence in an attempt to introduce or complete a thought or an idea.
DR	Response includes at least one description or two events in sequence.
M	Meaning is evident, but response contains many errors that often obscure meaning (spelling errors obscure most of the response).

book mi favt book f f a ri f l l book mid labri

Go On ➡

Score 0: Entering

CL	Response contains few words and short phrases (any sentence structure present is obscured by errors).
QL	Response contains at most frequently used words (most words are obscured by errors).
CR	Response lacks a clear introduction or completion of a thought or an idea due to brevity (errors obscure meaning in most of response).
DR	Response lacks development of descriptions or events in sequence.
M	Response contains numerous errors that totally obscure meaning.

1

I went to the library.
First I returned my
books. Then I went
downstairs to get childrens
books. I got two nonfiction
books they are about *Go On* ➡

animals. I got a lot of
fiction books. Next I
went back upstairs to
get a bag. I got a bag and
puted my books in the bag.
Then I went home.

Grade 1–2

Score:

Practice #1

2

Today I read a story "Tom goes to the library." I read about a boy that wanted to read about dinisours. Then he finaly was so happyto learn about dinisours.

Go On ➡

Grade 1–2

Score:

☐

Practice #2

3

I Were to go Mito Socct
to Wid.

Go On

Grade 1–2

Score:

Practice #3

4

ue look for books. menny pepol come. and evryboty taks books. and then they being it bake.

Go On ➡

Grade 1–2

Score:

Practice #4

5

I went to the library one time and thar.
Was so mach book's and I got one of
them it was a non-fiction book the name
of the book was Whar do baer's live I raed
it it was so good and I went home.

Go On

Grade 1–2

Score:

☐

Practice #5

Writing—Grades 1–2: ECR Practice Item Key

Practice 1

Commanding

Score: 4

CL: Response contains simple and expanded sentences.

QL: Response contains many grade-level words and phrases (e.g., *returned my books, children's books, non-fiction, fiction, went back upstairs*).

CR: Response includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both.

DR: Response includes descriptions with many and varied details and two or more events in sequence.

M: Response is clear and contains minimal errors that obscure meaning.

Practice 2

Emerging

Score: 1

Responses that are completely irrelevant to the prompt can score no higher than 1.
(student summarizes the passage instead of writing a new story about going to the library).

CL: Response contains simple and expanded sentences.

QL: Response contains a few grade-level words and phrases (e.g., *dinosaurs*).

CR: Response includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both.

DR: Response includes some descriptions with minimal details and/or two or more events in sequence.

M: Response is clear and contains minimal errors that obscure meaning.

Practice 3

Entering

Score: 0

CL: Response contains few words and short phrases (development of sentence structure is obscured by errors).

QL: Response contains at most frequently used words (most words are obscured by errors).

CR: Response lacks a clear introduction or completion of a thought or an idea due to brevity (errors obscure meaning in most of response).

DR: Response lacks development of descriptions or events in sequence.

M: Response contains numerous errors that totally obscure meaning.

Practice 4

Transitioning

Score: 2

CL: Response contains mostly simple sentences and includes one compound sentence.

QL: Response contains common words and short phrases.

CR: Response includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both (several brief, connected ideas).

DR: Response includes some descriptions with minimal details and two or more events in sequence.

M: Response is clear and contains few errors that rarely obscure meaning (spelling errors: *being* for *bring*, *bake* for *back*).

Practice 5

Expanding

Score: 3

CL: Response contains simple, expanded, and compound sentences.

QL: Response contains a few grade-level words and phrases (e.g., *non-fiction*).

CR: Response includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both (has an introduction and conclusion; ideas are logically connected, but punctuation errors impede flow at times).

DR: Response includes descriptions with many details and two or more events in sequence.

M: Response is clear and contains few errors that rarely obscure meaning (punctuation errors; spelling errors: *thar* for *there*, *mach* for *much*, *raed* for *read*).

1 | **Score:** [ ] | **Grades 1–2 Extended Constructed Response**

2 | **Score:** [ ] | **Grades 1–2 Extended Constructed Response**

3 | **Score:** [ ] | **Grades 1–2 Extended Constructed Response**

4 | **Score:** [ ] | **Grades 1–2 Extended Constructed Response**

5 | **Score:** [ ] | **Grades 1–2 Extended Constructed Response**

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Writing—Grades 7–8 ECR (Informational) Rubric

Dimension	Score 0 Entering	Score 1 Emerging	Score 2 Transitioning	Score 3 Expanding	Score 4 Commanding
	A response at this level:	A response at this level:	A response at this level:	A response at this level:	A response at this level:
Complexity of Language	• Contains zero or few words or short phrases • Is blank • Is completely in a language other than English • Is illegible or unintelligible • Is completely copied text • Is isolated words or a list of words or short phrases	• Contains some words, short phrases, and occasionally simple sentences • Includes at least one sentence • May include adapted text in a well-constructed sentence	• Contains mostly simple sentences • Includes at least one expanded or complex sentence	• Contains simple, expanded, and complex sentences	• Contains a variety of simple, expanded, and complex sentences
Quality of Language	• Contains at most commonly used Tier 1 words or short phrases	• Contains Tier 1 and common grade-level Tier 2 words and short phrases	• Contains Tier 1 and a few grade-level Tier 2 and/or Tier 3 words and phrases	• Contains Tier 1 and some grade-level Tier 2 and/or Tier 3 words and phrases used appropriately	• Contains Tier 1 and many grade-level Tier 2 and/or Tier 3 words and phrases used appropriately
Coherence of Response	• Lacks a clear orientation, or organized or connected ideas, or closure due to brevity	• Includes at least one sentence that provides an orientation, organized or connected ideas, transitions, or closure	• Includes words and sentences that provide limited orientation, organized or connected ideas, transitions, and/or closure	• Includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure	• Includes sufficient orientation, logically organized and connected ideas, and closure to provide clear organization
Degree of Response — SCR	• Lacks descriptions of ideas or facts	• Includes at least one description of an idea or a fact	• Includes some minimally detailed descriptions of ideas, facts, or both	• Includes many detailed descriptions of ideas, facts, or both	• Includes many sufficiently and precisely detailed descriptions of ideas, facts, or both
Degree of Response — ECR Narrative	• Lacks development of characters, details, or events	• Includes at least two references to characters, details, events, or closure	• Includes some references to characters, and limited development of details, sequenced events, and/or closure	• Includes many references to characters, and partial development of details, sequenced events, and closure	• Includes many and varied references to characters, and sufficiently precise details, sequenced events, and closure
Degree of Response — ECR Informational	• Lacks development of claims and evidence or support	• Includes at least one claim with evidence, support, or closure	• Includes some linked claims and evidence, a variety of support, and/or closure	• Includes many stated and linked claims and evidence, a variety of support, and closure	• Includes many and varied precisely stated and linked claims and evidence, support, and closure
Mechanics	• Contains numerous errors that totally obscure meaning • Contains words that are unclear	• Contains many errors that often obscure meaning • Contains words that may be unclear, but meaning is evident • May include inventive spelling	• Contains some errors that occasionally obscure meaning • Is mostly clear • May include inventive spelling	• Contains few errors that rarely obscure meaning • Is clear • May include inventive spelling	• Contains minimal or no errors that obscure meaning • Is clear • May include inventive spelling

NOTE: Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

Directions

Read this passage again. Then you will be asked to write at least two paragraphs based on the passage.

Smaller World, Higher Food Prices

A century ago in the United States, a gallon of milk cost just 30 cents. Today it costs an average of $3.50. A dozen eggs were just 37 cents, and now they cost about $1.90. The prices of milk and eggs are two examples of how all food prices have risen over the last 100 years. Changes in the value of money were a main reason for food price increases. The cost of many items like clothing and houses also rose.

Food costs continue to rise. In the United States, they increased by about 5% in 2011 alone. Today, globalization is an important reason food costs keep increasing. Globalization means countries all over the world have become closely connected to one another through

Go On ➡

WRITING

communication and the exchange of products. People, money, goods, and services are constantly moving between countries. As a result, any change in one country can quickly affect what happens in another because countries are no longer isolated from one another.

Globalization provides American consumers with a variety of items they can purchase, such as fish raised in Asia, cheese made in Europe, and fruit grown in South America. They can purchase these foods during a single visit to their local grocery store and not even think about where the food originated. The United States also exports many foods, including grains and milk, to other countries. People living on the other side of Earth now eat bread that was made from wheat grown in the United States.

As food is shipped all over the globe, changes in one country affect prices in other countries. Another reason food costs are rising today is the growing population of the world. India and China have the fastest growing populations. The increase in the number of people in these countries is causing a higher need for food. When need increases, prices usually rise as well. Prices also rise when supply (the amount of food available) becomes lower. As more people consume more food, the supply decreases unless producers can grow more. The number of people in the world is higher than ever, and it keeps growing. This is another reason food prices are increasing.

Issues that affect the price of one type of food also affect the prices of other foods. For example, when grain costs rise because of increased demand, the cost of meat also rises. This happens because the farmers who raise the animals have to pay more for the grain to feed them. For example, in 2007, there was a shortage of water, or drought, in Australia. This drought resulted in higher grain prices, and it also caused the price of meat to become more expensive all over the world.

The United States' connection to other countries can affect food prices in other ways. In 2012, the United States imported 40% of its oil supplies from other countries. When the price of oil rose overseas, it also caused the cost of food to rise. This happened because U.S. food producers had to pay more for the fuel they used to operate farming equipment.

As countries become even more connected to one another, globalization increases. This is good for many consumers. Average Americans can choose from a variety of food that was unimaginable in the past. They can buy fresh fruits and vegetables even when snow covers the ground. Although globalization can cause food prices to increase, consumers in the United States still benefit from globalization.

WRITING

54 **Now read the directions below.**

> The passage "Smaller World, Higher Food Prices" describes globalization and its effects on people everywhere. Based on the passage, what are some of the advantages to globalization? What are some of the disadvantages? Write at least two paragraphs in your own words to explain the positive and negative effects of globalization. Use your own ideas and ideas from the passage to help you write.

You may plan your writing for Question 54 here, if you wish. Use the space below to organize your ideas about what to write. Your writing on this planning page will NOT count toward your final score.

Write your final answer on Pages 21 and 22.

Planning Page

Checklist ☑
☐ Write about the topic.
☐ Plan your writing from beginning to end.
☐ Use your own ideas and ideas from the passage.
☐ Support your answer with details.
☐ Use complete sentences.
☐ Check your writing for grammar, capitalization, punctuation, and spelling.

On the lines below, explain the positive and negative effects of globalization. Remember to use your own ideas and ideas from the passage to help you write.

Go On ➡

WRITING

Writing, continued

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Todays Globalization May seem good and bad in a few ways. In the passage "Smaller World, Higher Food Prices" it explains reasons for globalization.

As the world gets "Smaller" because of technology. Our food prices rise. Globalization is good because you can always have food as stated in the Passage" They can buy fresh fruits and vegetables even when snow covers the ground." All year round you can eat foods that erent in season currently. Another reason globalization is good is because eating food from accross the country now is no bigdal and very convenient it also gives a variety as Stated "Globalization provides American consumers with a variety of items they can purchase"

In Some ways Globalization is not appreciated. The prices always go up constantly due to the growing population and demands for food but the lack of supply affects all countries. Also if in a country across the world the price goes up the entier world's food goes up As stated "When grain costs rise because of increced demands, the cost of meat **Go On** ➡️

also rises".

In this writing we see why Globalization is good and why its also bad. We have to see it both ways.

Score 4: Commanding

CL	Response contains a variety of simple, expanded, and complex sentences.
QL	Response contains many Tier 2 and/or Tier 3 words and phrases used appropriately (e.g., *technology*, *in season*, *convenient*, *growing population and demands for food*, *lack of supply*).
CR	Response includes sufficient orientation, logically organized and connected ideas, and closure to provide clear organization.
DR	Response includes many and varied precisely stated and linked claims and evidence, support, and closure.
M	Response is clear and contains minimal errors that obscure meaning (e.g., spelling errors: *eren't* for *aren't*).

Globalization has positive effects & advantages, and on the flip side of the coin, there are also some disadvantages.

Some disadvantages would include raised prices. That can happen because of globalization. Globalization is when all countries are extremeley well connected

Some advantages would be that you can go to the store and in a single visit you can buy stuff from 5 different countries, or get everything you need. They can also buy many products that were unimaginable in the past.

Go On ➡

Score 3: Expanding

CL	Response contains expanded and complex sentences.
QL	Response contains many Tier 2 and/or Tier 3 words and phrases used appropriately (e.g., *flip side of the coin*, *extremely well connected*, *in a single visit*, *unimaginable in the past*).
CR	Response includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure (has an introduction and connected ideas, but response lacks closure and at times lacks a smooth and clear progression of ideas).
DR	Response includes many stated and linked claims and evidence, support, and closure (some supported claims are present, but they lack sufficient elaboration).
M	Response is clear and contains no errors that obscure meaning

Globalization has good and bad effects. It's good and beneficial because it provides a huge variety of foods of any sort. For example there is a huge variety of fruits according to that the time before Globalization.

Its disadvantages are that the prices change are affecting the countries.

Go On ➡

Score 2: Transitioning

CL	Response contains expanded and complex sentences.
QL	Response contains a few Tier 2 and/or Tier 3 words and phrases (e.g., *beneficial*, *variety of foods*).
CR	Response includes words and sentences that provide limited orientation, organized or connected ideas, transitions, and/or closure (has an introductory statement, a very brief body of connected ideas, and an abrupt ending).
DR	Response includes some linked claims and evidence (brief response with few claims and minimal support).
M	Response is clear and contains few errors that rarely obscure meaning (awkward phrases: *there is a huge variety of fruits according to the time before Globalization, the prices change are affecting the countries*).

* in this asamen and goin to toc about Food prices like egg and milke.

* in the united States, a gallon of milk costs an average of 3.50. A dozen egg we just 37 cents, and now they cots about $1.90. The prices of milk and eggs are two examples of how all food prices have risen over the last 100 years.

* Food costs continue to rise. In the united states, they increasing by about 5% in 2011 alone.

Go On ➡

	Score 1: Emerging
CL	Response includes at least one expanded sentence (the first sentence is original while the following two paragraphs are completely copied from the passage).
QL	Response contains Tier 1 and common Tier 2 words and phrases.
CR	Response includes at least one sentence that provides an orientation (has an introductory statement that provides an orientation, but the rest of the response is copied from the passage).
DR	Response lacks development of claims and evidence or support (support is found only in copied text).
M	Meaning is evident, but response contains many errors that often obscure meaning (original sentence is impeded by spelling and word choice errors: *In this asamen and goin to toc about food prices like egg and milke* for *In this assignment I'm going to talk about food prices like eggs and milk*).

Globalization is good because

_Go On_ ➡️

Score 0: Entering

CL Response includes at least one sentence (has a complete independent clause that expresses a complete thought).

QL Response contains at most commonly used Tier 1 words or short phrases (the usage of *globalization* does not clearly demonstrate knowledge of its meaning).

CR Response lacks a clear orientation, or organized or connected ideas, or closure due to brevity.

DR Response lacks development of claims and evidence or support (has a claim, but no support or evidence is provided).

M Response is clear but lacks sufficient original language to rate Mechanics.

1

The Globalization at its Positive Side, and its
negative side. first of all the Globalization's positive
side. The Positive side about Globalization is People can
be buying the same kind of food and have almost the
Price, this is a good think because if the price is
almost the same then it not going to be overprice so
People will buy your product. And Globalization can let People
buy different kind of food from other Conries this can
help other Conries to gain more Population, and economy.
According to the "Smaller world, Higher Food Prices" it states "Globalization
Provides Consumers with a variety of items they can
purchase these food such as. fish raised in Asia,
cheese made in Europe, and fruit grown in South America"
Then People can have more choice and to buy more items they
need. On the other hand globalizion have its negative
Side it can also let food price go higher because when **Go On** ➡️

one Conries' Population increason, then they need to produce
More food that they need but when they produce
More food then the Price will increase as well. And this
can impact other conries' Price to increase. According
to a smaller world, higher food prices" it states, "in 2007,
there was a shortage of water, or drought, in
Australia. This drought resulted in higher grain
prices." Then People need to spend more money on
grain, and it will impact other Contries to increase Price too.

Grade 7–8

Score:

Practice #1

2 One positive effect of globalization is than countries all over the world have become closely connected to another through communication and the exchange of products. A negative effect is any change in our country can quickly effect what happens in Another because countries are no longer isolated from one another.

Go On →

Grade 7–8

Score:

Practice #2

3

The positive and negative about the smaller world, Higher Food Prices, I going to start with the Positive the Positive OF the story is that the Unite State exports Foods, including grains and milk, to other countries, I said that because in Page 20 State the "The Unite State also Exports Many Food, including grains and milk to other countries.

Go On →

Grade 7–8

Score:

☐

Practice #3

4

Globalization effect people all around the world. These effects cause advantages and disadvantages. In the passage, "Smaller World, Higher food Prices". explains how glabalization can have a positive and negative effect countries.

One positive effect is that people can buy food from other countries in a single store. In the passage it says "Globalization provide American consumers with a variety of Items they can purchase." This means that if you are from another country and miss your food you can find the food from your country in a local store.

Globalization also has a negative **Go On**

impact for example in the passage it says "Globalizations can cause food prices to increase.". This means that because of trading the prices go up because it exported from other countries.

In conclusion, globalization will have adv and disadvantages because it comes from other countries to provide more variety for people

Grade 7–8

Score:

☐

Practice #4

5

food money People are constantly moving Between countries. globalization Provides American Consomers with a variety of items they can Purchase. as food is Shipped all over the globe changes in one COUNTRY affect Prices in other countries.

Go On ➡

Grade 7–8

Score:

☐

Practice #5

Writing—Grades 7–8: ECR Practice Item Key

Practice 1

Expanding

Score: 3

CL: Response contains expanded and complex sentences (does not demonstrate sufficient command of a variety of sentence structures).

QL: Response contains some Tier 2 and/or Tier 3 words and phrases used appropriately (e.g., *globalization*, *overpriced*, *economy*).

CR: Response includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure (has a weak introduction and connected ideas that are well-organized, but lacks closure and at times smooth progression of ideas is impeded by errors).

DR: Response includes many stated and linked claims and evidence (at times errors obscure some of the details).

M: Response is mostly clear, but contains some errors that occasionally obscure meaning (e.g., missing words; punctuation errors; spelling errors: *think* for *thing*, *increasion* for *increases*).

Practice 2

Emerging

Score: 1

CL: Response includes adapted text (both sentences are minimally altered from passage text).

QL: Response contains Tier 1 and common Tier 2 words and phrases (response is minimally altered from passage text).

CR: Response includes at least one sentence that provides an orientation, organized or connected ideas, transitions, or closure (response is minimally altered from passage text).

DR: Response includes at least one claim with evidence, support, or closure (response is minimally altered from passage text).

M: Response is clear but lacks sufficient original language to accurately rate Mechanics (response is minimally altered from passage text).

Practice 3

Transitioning

Score: 2

CL: Response contains expanded and complex sentences.

QL: Response contains a few Tier 2 and/or Tier 3 words and phrases (e.g., *exports*).

CR: Response includes words and sentences that provide limited orientation, organized or connected ideas, transitions, and/or closure (has connected ideas, but response ends abruptly and has an unclear introduction).

DR: Response includes at least one claim with evidence, support, or closure.

M: Response is mostly clear, but contains some errors that occasionally obscure meaning (e.g., sentence fragment; missing words; punctuation errors).

Practice 4

Commanding

Score: 4

CL: Response contains a variety of simple, expanded and complex sentences.

QL: Response contains many Tier 2 and/or Tier 3 words and phrases used appropriately (e.g., *advantages and disadvantages*, *negative impact*, *exported*, *provide more variety*).

CR: Response includes sufficient organization, logically organized and connected ideas, and closure to provide clear organization.

DR: Response includes many and varied precisely stated and linked claims and evidence, support, and closure.

M: Response is clear and contains few errors that rarely obscure meaning (e.g., missing words: *have a positive and negative effect countries*, *...because it exported*; subject-verb disagreement: *Globalization effect people*).

Practice 5

Entering

Score: 0

CL: Response is completely copied text (copied from the passage).

QL: Response contains at most commonly used Tier 1 words or short phrases (completely copied from the passage).

CR: Response lacks a clear orientation, or organized or connected ideas, or closure due to brevity (completely copied from the passage).

DR: Response lacks development of claims and evidence or support (completely copied from the passage).

M: Response is completely copied.

1   **Score:** ☐   **Grades 7–8 Extended Constructed Response**

2   **Score:** ☐   **Grades 7–8 Extended Constructed Response**

3   **Score:** ☐   **Grades 7–8 Extended Constructed Response**

4   **Score:** ☐   **Grades 7–8 Extended Constructed Response**

5   **Score:** ☐   **Grades 7–8 Extended Constructed Response**

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TABBED DIVIDER – VIOLET (Front Page)

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Table of Contents

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NYSESLAT

2019 Turnkey Training

Writing: Kindergarten

Samples and Practice—Grade K

Dimensions Letter Forming • Legibility	
Score 0 **Entering** A response at this level:	• Is blank • Is not a recognizable letter • Is an incorrect letter • Is upside down • Is illegible or unintelligible
Score 1 **Emerging–Transitioning** A response at this level:	• Is recognizable as the correct letter Is acceptable if it: • Is "sloppy" • Is upper- or lowercase • Is cursive • Is backward (if the reversal does not change it into a different letter) • Includes other letters before and/or after the correct letter

SAY **Now you will write a letter.**

On the line, write the letter y as in the word yes.

Pause. Give the students time to write the letter y.

_____
- - - - - - - - - -
_____

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Writing—Grade K: Letter Writing Samples 1–8

1
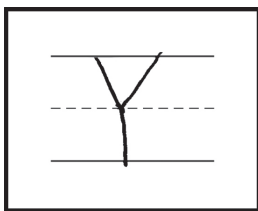
Score: 1 (Emerging-Transitioning)

Response is recognizable as the correct letter.
Response is uppercase.

2
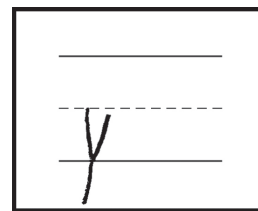
Score: 1 (Emerging-Transitioning)

Response is recognizable as the correct letter.
Response is lowercase.

3
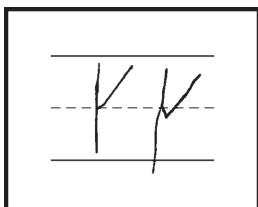
Score: 1 (Emerging-Transitioning)

Response is recognizable as the correct letter.
Response includes other letters before or after the correct letter.
Response is backward (reversal does not change it into a different letter).

4
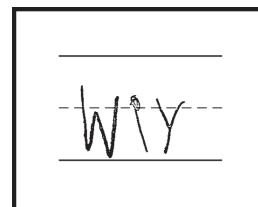
Score: 1 (Emerging-Transitioning)

Response is recognizable as the correct letter.
Response includes other letters before the correct letter.

5
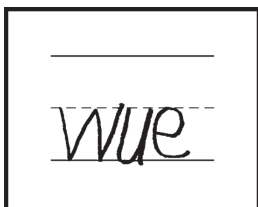
Score: 0 (Entering)

Response is incorrect letters.

6
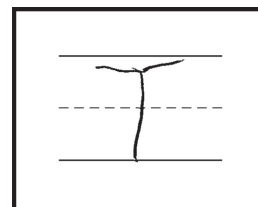
Score: 0 (Entering)

Response is an incorrect letter.

7
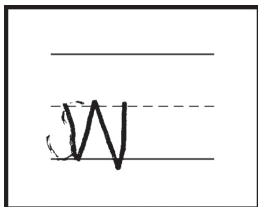
Score: 0 (Entering)

Response is an incorrect letter.

8
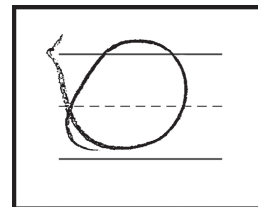
Score: 0 (Entering)

Response is not a recognizable letter.

1

Score: ☐

2

Score: ☐

3

Score: ☐

4

Score: ☐

Writing—Grade K: Letter Writing—Practice Item Key

Practice 1

Score: 1

Emerging-Transitioning

Response is recognizable as the correct letter.

Response is backward (reversal does not change it into a different letter).

Practice 2

Score: 0

Entering

Response is an incorrect letter.

Practice 3

Score: 1

Emerging-Transitioning

Response is recognizable as the correct letter.

Practice 4

Score: 0

Entering

Response is incorrect letters.

1 Score: ☐ **Grade K: Letter Writing**

2 Score: ☐ **Grade K: Letter Writing**

3 Score: ☐ **Grade K: Letter Writing**

4 Score: ☐ **Grade K: Letter Writing**

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Dimensions
Letter Forming • Accuracy

Score 0 **Entering–Emerging** A response at this level:	• Does not sequence letters needed to produce the recognizable correct word • Is blank • Is in a language other than English • Is illegible or unintelligible • Is spelled incorrectly (without phonemic awareness) • Includes upside-down letter(s)
Score 1 **Transitioning–Expanding** A response at this level:	• Sequences most of the letters needed to produce the recognizable correct word • Demonstrates phonemic awareness by using grade-appropriate spelling (phonetic or inventive spelling) Is acceptable if it: • Includes legible letters • Includes letters that may be uppercase, lowercase, or both • Is cursive • Includes backward letters
Score 2 **Commanding** A response at this level:	• Sequences all letters needed to produce the correct word Is acceptable if it: • Includes legible letters • Has no spelling errors • Includes letters that may be uppercase, lowercase, or both • Is cursive • Includes backward letters (so long as the reversal does not change them into different letters)

SAY   **Now you will write a word.**

     This is a picture of a <u>cat</u>.

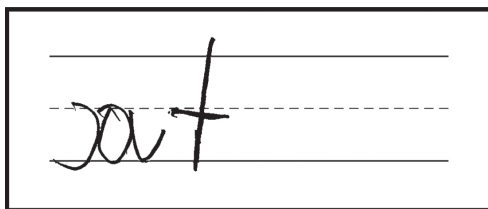   **On the line, write the word <u>cat</u>.**

Pause. Give the students time to write the word <u>cat</u>.

Writing—Grade K: Word Writing *cat* Samples 1–6

1

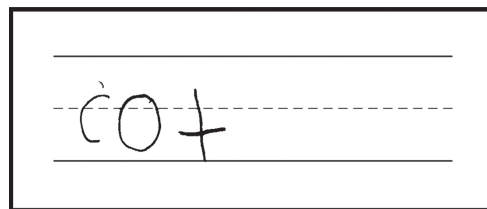*cat* (handwritten with backward c)

Score: 2 (Commanding)

Response sequences all letters needed to produce the correct word.

Response includes a backward letter (reversal does not change it into a different letter).
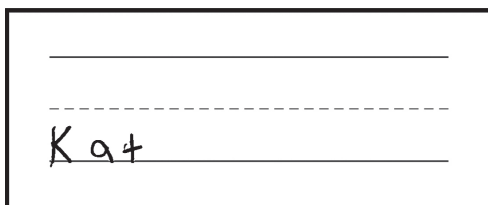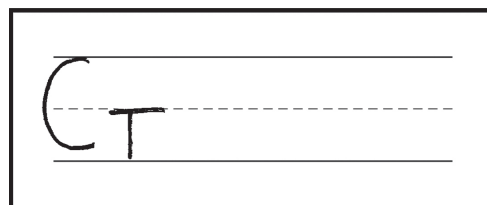
2

cot (handwritten)

Score: 1 (Transitioning-Expanding)

Response sequences most of the letters needed to produce the recognizable correct word (contains the correct initial and terminal phonemes and letters, with an incorrect vowel).

Response demonstrates phonemic awareness by using grade-appropriate spelling.

3

Kat (handwritten)

Score: 1 (Transitioning-Expanding)

Response sequences most of the letters needed to produce the recognizable correct word (contains the correct initial phoneme with the rest of the letters correctly produced and sequenced).

Response demonstrates phonemic awareness by using grade-appropriate spelling.

Response includes letters that may be both uppercase and lowercase.

4

CT (handwritten)

Score: 1 (Transitioning-Expanding)

Response sequences most of the letters needed to produce the recognizable correct word (contains the correct initial and terminal phonemes and letters, with a missing middle phoneme and letter).

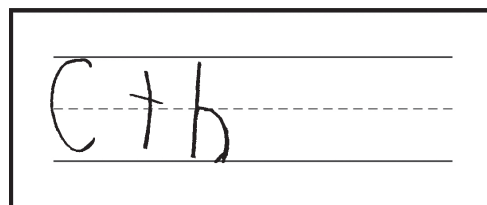Response demonstrates phonemic awareness by using grade-appropriate spelling.

5
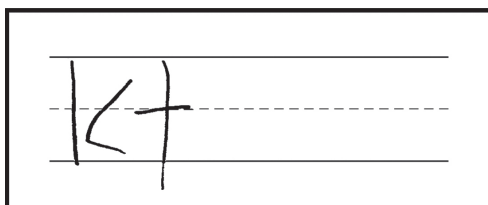
Kt (handwritten)

Score: 0 (Entering-Emerging)

Response does not sequence letters needed to produce the recognizable correct word (while the student demonstrates some phonemic awareness of the initial and terminal phonemes, the response does not produce and sequence most of the correct letters in the correct order).

6

Cth (handwritten)

Score: 0 (Entering-Emerging)

Response does not sequence letters needed to produce the recognizable correct word.

Response is spelled incorrectly.

1

K

Score: ☐

2

coP

Score: ☐

3

cad

Score: ☐

4

MI

Score: ☐

5

Cto

Score: ☐

6

cet

Score: ☐

Writing—Grade K: Word Writing *cat* Practice Items 1–6 Key

Practice 1

Score: 0

Entering-Emerging

Response does not sequence letters needed to produce the recognizable correct word.

Response is spelled incorrectly (without phonemic awareness).

Practice 2

Score: 0

Entering-Emerging

Response does not sequence letters needed to produce the recognizable correct word.

Response is spelled incorrectly (without phonemic awareness).

Practice 3

Score: 1

Transitioning-Expanding

Response sequences most of the letters needed to produce the recognizable correct word (contains the correct initial and middle phonemes and letters, with an incorrect terminal phoneme and letter).

Response demonstrates phonemic awareness by using grade-appropriate spelling.

Practice 4

Score: 0

Entering-Emerging

Response does not sequence letters needed to produce the recognizable correct word.

Response is spelled incorrectly (without phonemic awareness).

Practice 5

Score: 0

Entering-Emerging

Response does not sequence letters needed to produce the recognizable correct word (most of the letters are out of sequence).

Response is spelled incorrectly.

Practice 6

Score: 1

Transitioning-Expanding

Response sequences most of the letters needed to produce the recognizable correct word (contains the correct initial and terminal phonemes and letters, with an incorrect vowel).

Response demonstrates phonemic awareness by using grade-appropriate spelling.

1 | **Score:** [ ] | **Grade K: Word Writing**

2 | **Score:** [ ] | **Grade K: Word Writing**

3 | **Score:** [ ] | **Grade K: Word Writing**

4 | **Score:** [ ] | **Grade K: Word Writing**

5 | **Score:** [ ] | **Grade K: Word Writing**

6 | **Score:** [ ] | **Grade K: Word Writing**

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Writing—Grade K: Sentence Writing Rubric and Prompt

Dimensions Letter Forming • Words • Accuracy	
Score 0 **Entering–Emerging** A response at this level:	• Does not differentiate letters and words • Includes few or no words • Is blank • Is completely in a language other than English • Is completely illegible or unintelligible • Is irrelevant • Is a single word
Score 1 **Transitioning–Expanding** A response at this level:	• Includes most of the words in the correct order Is acceptable if it: • Does not have an initial capital letter • Includes erratic word spacing • Includes some incorrect spelling that is NOT phonetic or inventive • Includes several backward letters (if the reversal does not change it into a different letter) • Does not include appropriate end punctuation
Score 2 **Commanding** A response at this level:	• Includes all words in the correct order Is acceptable if it: • Does not have an initial capital letter • Maintains appropriate spacing • Includes grade-appropriate spelling (phonetic or inventive spelling) • Includes a few backward letters (if the reversal does not change it into a different letter) • Does not include appropriate end punctuation

SAY Now you will write a sentence.

We will play.

On the lines, write the sentence We will play.

Pause. **We will play.**

Pause. Give the students time to write the sentence <u>We will play.</u>

1

We wil Plae

Score: 2 (Commanding)

Response includes all words in the correct order.

Response includes grade-appropriate spelling (phonetic or inventive spelling).

Response does not include appropriate end punctuation.

2

we will Fley

Score: 2 (Commanding)

Response includes all words in the correct order.

Response does not have an initial capital letter.

Response includes grade-appropriate spelling (phonetic or inventive spelling).

Response does not include appropriate end punctuation.

3

We will play, We Will plax

Score: 2 (Commanding)

Response includes all words in the correct order.

4

we PlaY

Score: 1 (Transitioning-Expanding)

Response includes most of the words in the correct order (initial and terminal words).

Response does not have an initial capital letter.

Response does not include appropriate end punctuation.

5

we with play.

Score: 1 (Transitioning-Expanding)

Response includes most of the words in the correct order (initial and terminal words).

Response does not have an initial capital letter.

Response includes some incorrect spelling that is not phonetic or inventive.

6

we will qlay

Score: 1 (Transitioning-Expanding)

Response includes most of the words in the correct order.

Response does not have an initial capital letter.

Response includes some incorrect spelling that is not phonetic or inventive (letter reversal turns a *p* into a *q*).

Response does not include appropriate end punctuation.

7

We wiol plaY

Score: 1 (Transitioning-Expanding)

Response includes most of the words in the correct order.

Response includes some incorrect spelling that is not phonetic or inventive (*wiol* is unacceptable for *will*).

Response does not include appropriate end punctuation.

8

as

Score: 0 (Entering-Emerging)

Response is irrelevant.

Response is a single word.

1

we   dog

Score: ☐

2

We Wil play.

Score: ☐

3

We WIll Plax

Score: ☐

4

We will Play.

Score: ☐

5

We wle pley.

Score: ☐

6

WiL Wi Lpiy

Score: ☐

Writing—Grade K: Sentence Writing—Practice Items 1–6 Key

Practice 1

Score: 0

Entering-Emerging

Response includes few or no target words (single relevant word).

Response is irrelevant.

Practice 2

Score: 2

Commanding

Response includes all words in the correct order.

Response includes grade-appropriate spelling (phonetic or inventive spelling).

Practice 3

Score: 1

Transitioning-Expanding

Response includes most of the words in the correct order (initial and terminal words).

Response includes some incorrect spelling that is not phonetic or inventive.

Response does not include appropriate end punctuation.

Practice 4

Score: 2

Commanding

Response includes all words in the correct order.

Practice 5

Score: 1

Transitioning-Expanding

Response includes most of the words in the correct order (initial and terminal words).

Response includes some incorrect spelling that is not phonetic or inventive.

Practice 6

Score: 0

Entering-Emerging

Response includes one target word (*Wil*).

Response does not include most of the target words in the correct order.

Response includes two incorrect spellings that are not phonetic or inventive (*Wi, LPiY*).

1 | Score: [ ] | **Grade K: Sentence Writing**

2 | Score: [ ] | **Grade K: Sentence Writing**

3 | Score: [ ] | **Grade K: Sentence Writing**

4 | Score: [ ] | **Grade K: Sentence Writing**

5 | Score: [ ] | **Grade K: Sentence Writing**

6 | Score: [ ] | **Grade K: Sentence Writing**

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Dimension	Score 0 Entering	Score 1 Emerging	Score 2 Transitioning	Score 3 Expanding	Score 4 Commanding
	A response at this level:	A response at this level:	A response at this level:	A response at this level:	A response at this level:
Complexity/ Quality of Language	• Contains zero words or short phrases • Is blank • Is completely in a language other than English • Is illegible or unintelligible • Is completely copied text from the test booklet	• Contains words, short phrases, and/or predictable sentences	• Contains phrases and simple sentences	• Contains simple and/or expanded sentences	• Contains simple and/or expanded sentences, and one or more compound or complex sentence
Coherence of Response	• Includes zero words or a few words in a language other than English OR no drawing(s) to write a story or write about a topic	• Includes only drawing(s), OR word(s) and phrases and drawing(s), OR only words and phrases to minimally provide descriptions and events to write a story or write about a topic	• Includes only very detailed drawing(s), OR phrases and sentences and drawings, OR only phrases and sentences to somewhat provide descriptions and events to write a story or write about a topic	• Includes drawing(s) and a string of phrases and sentences, OR only a string of phrases and sentences to partially provide descriptions and events to write a story or write about a topic	• Includes drawing(s) and a string of phrases and sentences, OR only a string of phrases and sentences to provide descriptions and events to write a story or write about a topic
Mechanics	• Contains numerous errors that totally obscure meaning • Contains words that are unclear	• Contains many errors that often obscure meaning • Contains words that may be unclear, but meaning is evident • May include inventive spelling	• Contains some errors that occasionally obscure meaning • Is mostly clear • May include inventive spelling	• Contains few errors that rarely obscure meaning • Is clear • May include inventive spelling	• Contains minimal or no errors that obscure meaning • Is clear • May include inventive spelling

NOTE: Responses that are **completely irrelevant** to the prompt can be scored no higher than 1.

SAY **Directions: I will read a story called "Sam the Zookeeper." Then you will draw and write about the story.**

> Sam works at the zoo. He takes care of the birds. Sam spends a lot of time at the zoo. First, he makes food for the birds. Then, he feeds them. Some birds eat during the day. Others eat at night. The birds also need to have fresh water to bathe in and drink. Last, Sam makes sure they are healthy and safe. Caring for the birds makes him happy.

This story is about the birds at a zoo. Some people have birds as pets. Which animal do you think is a good pet? I will give you time to draw a picture about the animal you think is a good pet. Then, I will ask you to write about the animal you think is a good pet. You will be able to go back and work on your drawing when you are finished writing.

Pause.

SAY **Now turn to Page 10.** Hold up your demonstration test booklet and point to Question 8.

Question 8. Look at the box at the top of the page. The words in the box say "Use this box for your drawing." In the box, draw a picture about the animal you think is a good pet.

Pause. Give the students time to draw. Keep in mind that this is an untimed test.

SAY **Now look at the lines below the box. Use these lines for your writing. Write about the animal you think is a good pet. Write why you think that animal is a good pet.**
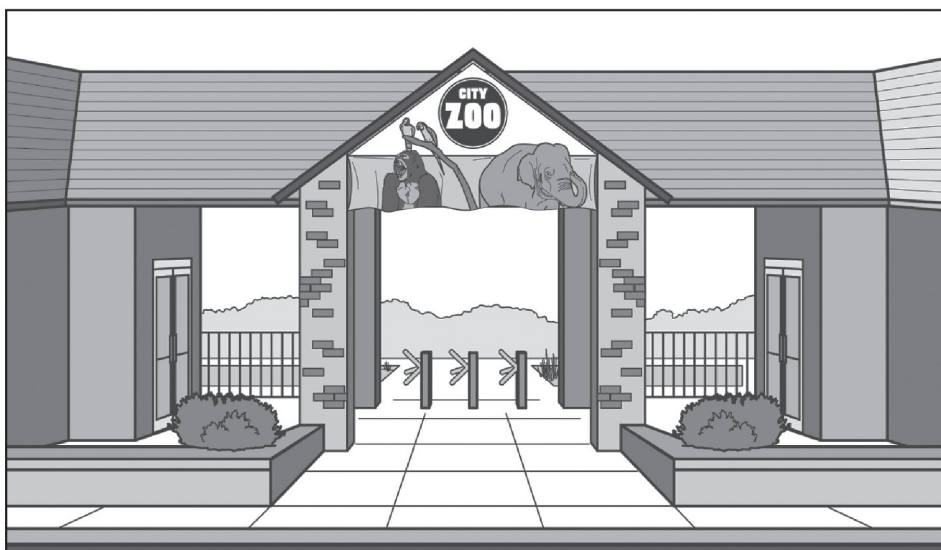
Pause. Give the students time to write. When students finish writing, they may return to drawing.

Directions

I will read a story called "Sam the Zookeeper." Then you will draw and write about the story.

Sam the Zookeeper

WRITING

8

Use this box for your drawing.

Use these lines for your writing.

Writing, continued

STOP

Use this box for your drawing.
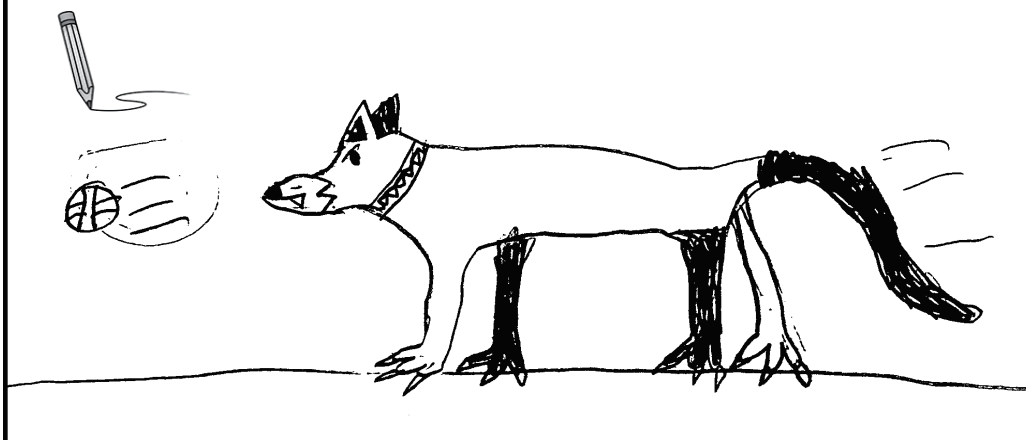
Use these lines for your writing.

I think a big
dog is a good
pet. Because big dog

Response continued on the next page

can run very
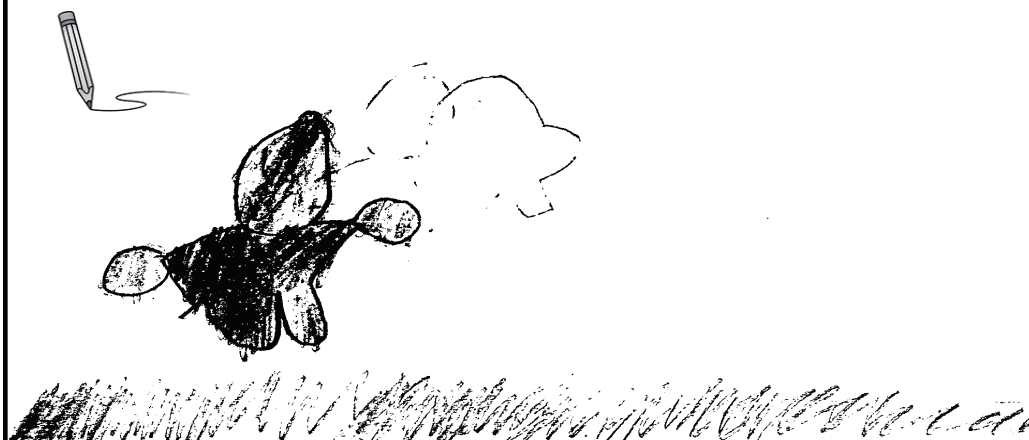fast. And they had
sharp teeth.

	Score 4: Commanding
C/QL	Response contains complex and simple sentences.
CR	Response includes a drawing and sentences to provide descriptions and events to write about a topic
M	Response is clear and contains minimal errors that obscure meaning (punctuation error).

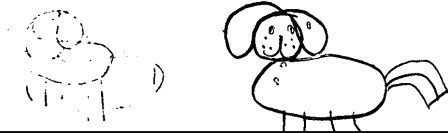**Use this box for your drawing.**

Use these lines for your writing.

I like a BRD
becuse a BRD
can fliy

Score 3: Expanding	
C/QL	Response contains a complex sentence.
CR	Response includes a drawing and a sentence to somewhat provide descriptions and events.
M	Response is clear and contains few errors that rarely obscure meaning (spelling error: *brd* for *bird*).

Use this box for your drawing.

Use these lines for your writing.

MY bog can Jamp.

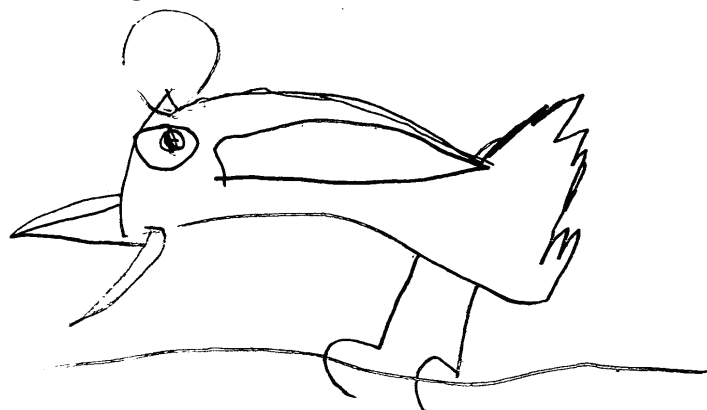|	Score 2: Transitioning
C/QL	Response contains a simple sentence.
CR	Response includes a drawing and a sentence to somewhat provide descriptions and events to write about a topic.
M	Response is mostly clear, but contains some errors that occasionally obscure meaning (spelling errors in a brief response: *bog* for *dog*, *jamp* for *jump*).

Use this box for your drawing.

Use these lines for your writing.

Note: If a response contains no text or incomprehensible text, but includes a drawing related to the prompt, the response will be scored as a holistic 1 (or a holistic 2, on the rare occasion that a drawing is very detailed).

Score 1: Emerging	
C/QL	Response is unintelligible.
CR	Response includes a drawing to minimally provide descriptions and events (see note below).
M	Response contains numerous errors that totally obscure meaning (text is a string of letters).

Use this box for your drawing.

Use these lines for your writing.
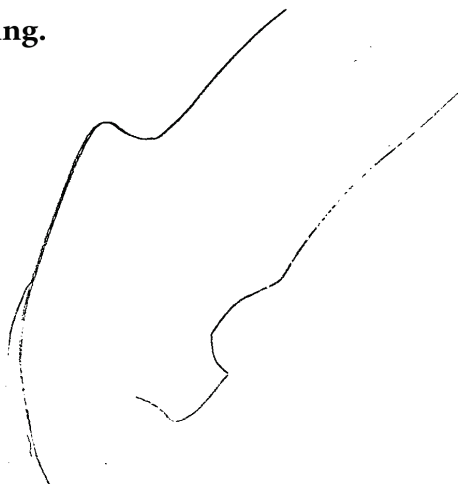
I sa Dog

	Score 1: Emerging
C/QL	Response contains words and a short phrase.
CR	Response includes only words and phrases to minimally provide descriptions.
M	Response contains errors that often obscure meaning (unsuccessful attempted sentence).

Use this box for your drawing.

Use these lines for your writing.

Score 0: Entering

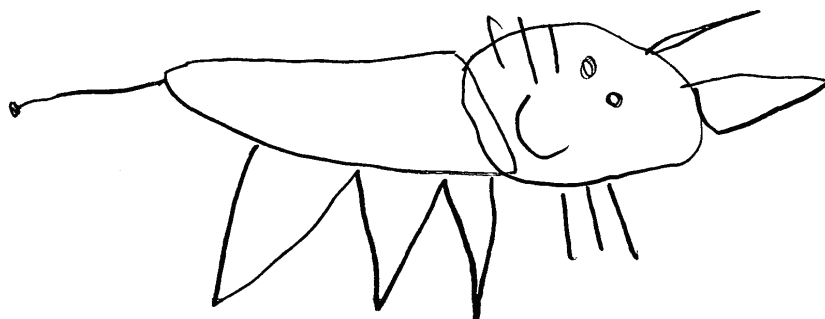|	
C/QL	Response contains zero words or short phrases.
CR	Response includes zero words and no drawings to write about a topic (drawing is not recognizable as being related to the prompt).
M	Response contains zero words written in response to the prompt.

1

Use this box for your drawing.

Use these lines for your writing.

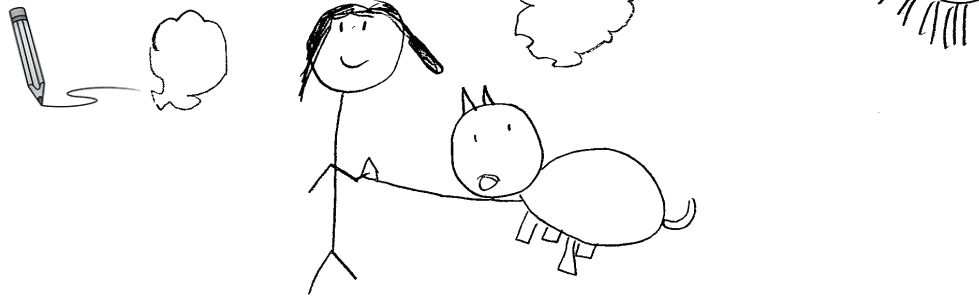cat way

ba ug

ay wayeseiocf9

Grade K

Score:

Practice #1

2

Use this box for your drawing.

Use these lines for your writing.

I like my dog
Kos she is fun
to play wit.

Grade K

Score:

☐

Practice #2

3

Use this box for your drawing.

Use these lines for your writing.

1D 10 1010101 010 101010

Grade K

Score:

Practice #3

4

Use this box for your drawing.

Siela   Dog   Mi   Senwn

Use these lines for your writing.

This is A good Pet

bkuzs I vfgi hrle

fur hrble

Grade K

Score:

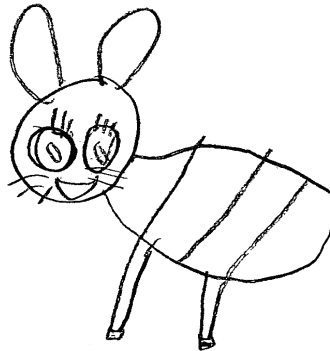**Practice #4**

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5

Use this box for your drawing.

Use these lines for your writing.

I thing this pet is the
best because he needs
watr and he bark

**Response continued
on the next page**

Some time he gos to Sleep and goes for a walk and goes to the Park. Some time he wants to eat dog Food and dogs make a mess.

Grade K

Score:

☐

Practice #5

Writing—Grade K: SCR—Practice Item Key

Practice 1

Emerging

Score: 1

C/QL: Response contains words.

CR: Response includes a drawing and words to minimally provide descriptions and events to write about a topic.

M: Response contains numerous errors that totally obscure meaning.

Practice 2

Expanding

Score: 3

C/QL: Response contains one complex sentence.

CR: Response includes a drawing and sentences to partially provide descriptions and events to write about a topic.

M: Response is clear and contains few errors that rarely obscure meaning (spellings errors in a brief response: *kos* for *'cause/because*, *wit* for *with*).

Practice 3

Entering

Score: 0

C/QL: Response is illegible or unintelligible (response is a string of letters and numbers).

CR: Response includes zero words and no drawings to write about a topic.

M: Response contains numerous errors that totally obscure meaning (string of incomprehensible letters or numbers).

Practice 4

Transitioning

Score: 2

C/QL: Response contains a simple sentence (attempt at more advanced sentence structure is impeded by errors).

CR: Response includes a drawing and a sentence to somewhat provide descriptions and events to write about a topic.

M: Meaning is evident, but response contains many errors that often obscure meaning (frequent spelling errors).

Practice 5

Commanding

Score: 4

C/QL: Response contains expanded, compound, and complex sentences.

CR: Response includes a drawing and sentences to provide descriptions and events to write about a topic.

M: Response is clear and contains minimal errors that obscure meaning.

1   **Score:** ☐   **Grade K: Short Constructed Response**

2   **Score:** ☐   **Grade K: Short Constructed Response**

3   **Score:** ☐   **Grade K: Short Constructed Response**

4   **Score:** ☐   **Grade K: Short Constructed Response**

5   **Score:** ☐   **Grade K: Short Constructed Response**

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Appendix

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Working definitions of terms as used in the development of NYSESLAT Writing Performance Level Descriptions (PLDs) and Writing Rubrics.

Complexity	Definition
Predictable sentence	A sentence that is easily learned or memorized; student generally is unable to expand beyond the memorized statement (e.g., I don't like. I'm fine. My name is . . .)
Phrase	A group of words that does not include a subject and a verb, but may express a complete feeling, detail, idea, or thought
Simple sentence	Contains one subject and one verb; expresses a complete thought; may contain other elements such as a personal pronoun or a helping verb
Expanded sentence	Contains a subject and a verb; further developed through the use of a variety of grammatical structures (e.g., prepositional phrase, compound subject or predicate, adjective or adverb phrase, participial or infinitive phrase)
Compound sentence	Contains two independent clauses (each with a subject and a verb) joined by a coordinating conjunction (e.g., and, but, or, so, yet)
Complex sentence	Contains an independent clause and one or more dependent clauses joined by a subordinating conjunction (e.g., because, since, after, although, when) or a relative pronoun (e.g., that, who, or which)
Quality	**Definition**
Tier 1 words	The most basic words; rarely require direct instruction; words of everyday speech; often sight words/high-frequency words (e.g., book, run, numbers, colors)
Tier 2 words	Words that frequently occur across a variety of domains; used within mature language situations such as adult conversations and literature; may have multiple meanings and/or have multiple synonyms; used across a variety of subjects or environments (e.g., experiment, difference, exaggerate, masterpiece)
Tier 3 words	Used in specific content areas or domains; words that are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content— examples include terms within the areas of science, mathematics, and literature (e.g., circulatory system, hypotenuse, protagonist)
Coherence	**Definition**
Basic	Occurring in a way that indicates a fundamental understanding of organizational components in writing (such as the use of an introduction; the development of a topic; the use of transitions; making a conclusion) but an inability to incorporate more than one of these
Limited	Occurring in a way that indicates a fundamental understanding of organizational components in writing (such as the use of an introduction; the development of a topic; the use of transitions; making a conclusion) and an ability to incorporate some of these

Coherence	Definition
Partial	Occurring in a way that indicates a complete understanding of organizational components in writing (such as the use of an introduction; the development of a topic; the use of transitions; making a conclusion) and an ability to incorporate most of these
Sufficient	Occurring in a way that indicates a complete understanding of organizational components in writing (such as the use of an introduction; the development of a topic; the use of transitions; making a conclusion) and an ability to incorporate nearly all of these

Degree	Definition
Few/A few	1–2 in a student response
Some	Evidence and/or details are occasionally present in the response OR the response has support throughout but is brief
Many	Evidence and/or details are present in the majority of the response (with occasional lapses in detail) OR evidence and/or details are found throughout the response, but they lack variety and precision
Varied	Evidence and/or details are consistently present throughout the response in precise and diverse ways

Mechanics	Definition
Totally obscures meaning	Frequency of errors renders the response virtually incomprehensible; only one or two words may be recognizable
Often obscures, but meaning is evident	Frequency of errors interferes with comprehension of the response, but minimal control of conventions is evident (e.g., a subject and a verb; an adjective and a noun)
Occasionally obscures meaning	Errors are evident throughout the response, but the general meaning of the response is clear
Rarely obscures meaning	Few errors are evident throughout the response, and those errors do not interfere with the meaning of the response
Minimal or no errors that obscure meaning	An occasional error that does not interfere with the meaning of the response; includes errors that are also made by native speakers

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