

# New York State Testing Program



# NYSESLAT

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## Turnkey Training for Writing

### Kindergarten Writing Training

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L.I. Regional Turnkey Training  
March 15, 2019

# 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

# Grade K: Letter Writing Rubric and Prompt

<b><u>Dimensions</u></b>	
<b>Letter Forming • Legibility</b>	
<b>Score 0</b> <b>Entering</b>  A response at this level:	<ul style="list-style-type: none"><li>• Is blank</li><li>• Is not a recognizable letter</li><li>• Is an incorrect letter</li><li>• Is upside down</li><li>• Is illegible or unintelligible</li></ul>
<b>Score 1</b> <b>Emerging–Transitioning</b>  A response at this level:	<ul style="list-style-type: none"><li>• Is recognizable as the correct letter</li></ul> Is acceptable if it: <ul style="list-style-type: none"><li>• Is "sloppy"</li><li>• Is upper- or lowercase</li><li>• Is cursive</li><li>• Is backward (if the reversal does not change it into a different letter)</li><li>• Includes other letters before and/or after the correct letter</li></ul>

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

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

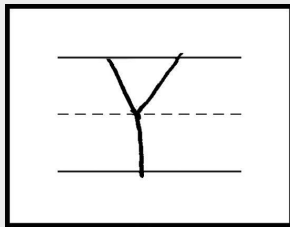
Pause. Give the students time to write the letter y.

_____
-----
_____

**(binder page 130 for prompt and samples)**

# Grade K: Letter Writing Samples

1

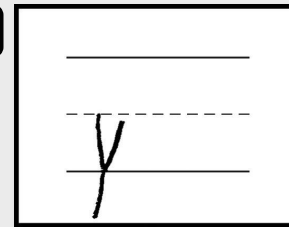


**Score: 1 (Emerging-Transitioning)**

Response is recognizable as the correct letter.

Response is uppercase.

2

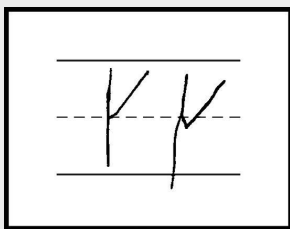


**Score: 1 (Emerging-Transitioning)**

Response is recognizable as the correct letter.

Response is lowercase.

3



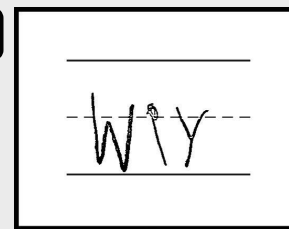
**Score: 1 (Emerging-Transitioning)**

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)**

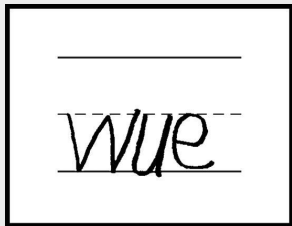
Response is recognizable as the correct letter.

Response includes other letters before the correct letter.

\*Please see your binder for a full rubric\*

# Grade K: Letter Writing Samples

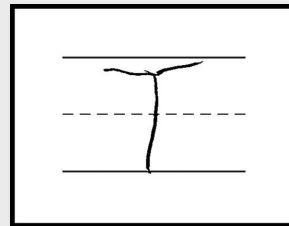
5



Score: 0 (Entering)

Response is incorrect letters.

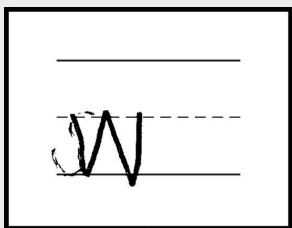
6



Score: 0 (Entering)

Response is an incorrect letter.

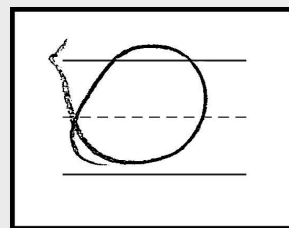
7



Score: 0 (Entering)

Response is an incorrect letter.

8



Score: 0 (Entering)

Response is not a recognizable letter.

\*Please see your binder for a full rubric\*

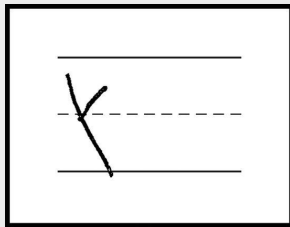
# Practice Time



**(binder page 133 for practice)**

# Grade K: Letter Writing Practice Items

1

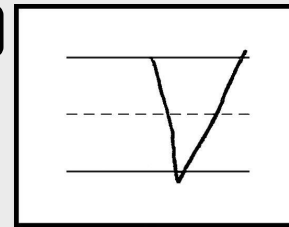


**Score: 1 (Emerging-Transitioning)**

Response is recognizable as the correct letter.

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

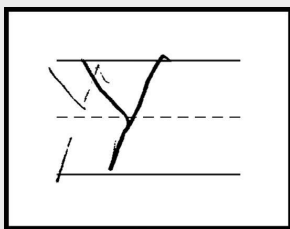
2



**Score: 0 (Entering)**

Response is an incorrect letter.

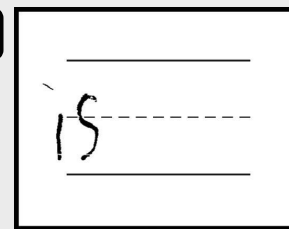
3



**Score: 1 (Emerging-Transitioning)**

Response is recognizable as the correct letter.

4



**Score: 0 (Entering)**

Response is incorrect letters.

# Grade K: Word Writing Rubric and Prompt

<b>Dimensions</b>	
<b>Letter Forming • Accuracy</b>	
<p><b>Score 0</b> <b>Entering–Emerging</b></p> <p>A response at this level:</p>	<ul style="list-style-type: none"> <li>• Does not sequence letters needed to produce the recognizable correct word</li> <li>• Is blank</li> <li>• Is in a language other than English</li> <li>• Is illegible or unintelligible</li> <li>• Is spelled incorrectly (without phonemic awareness)</li> <li>• Includes upside-down letter(s)</li> </ul>
<p><b>Score 1</b> <b>Transitioning–Expanding</b></p> <p>A response at this level:</p>	<ul style="list-style-type: none"> <li>• Sequences most of the letters needed to produce the recognizable correct word</li> <li>• Demonstrates phonemic awareness by using grade-appropriate spelling (phonetic or inventive spelling)</li> </ul> <p>Is acceptable if it:</p> <ul style="list-style-type: none"> <li>• Includes legible letters</li> <li>• Includes letters that may be uppercase, lowercase, or both</li> <li>• Is cursive</li> <li>• Includes backward letters</li> </ul>
<p><b>Score 2</b> <b>Commanding</b></p> <p>A response at this level:</p>	<ul style="list-style-type: none"> <li>• Sequences all letters needed to produce the correct word</li> </ul> <p>Is acceptable if it:</p> <ul style="list-style-type: none"> <li>• Includes legible letters</li> <li>• Has no spelling errors</li> <li>• Includes letters that may be uppercase, lowercase, or both</li> <li>• Is cursive</li> <li>• Includes backward letters (so long as the reversal does not change them into different letters)</li> </ul>

**SAY**

Now you will write a word.

This is a picture of a cat.

On the line, write the word cat.

Pause. Give the students time to write the word cat.

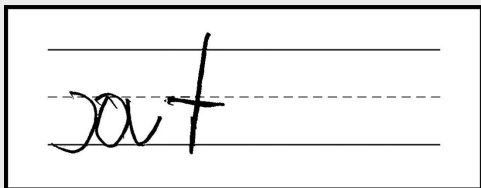


_____
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_____

**(binder page 137 for prompt and samples)**

# Grade K: Word Writing Samples—cat

1

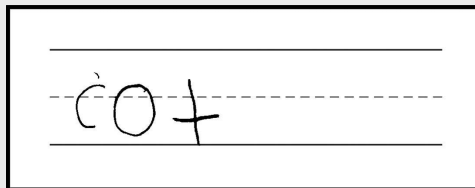


**Score: 2 (Commanding)**

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

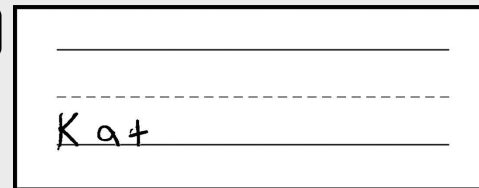


**Score: 1 (Transitioning-Expanding)**

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



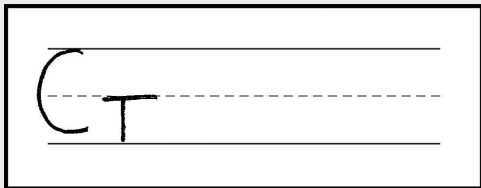
**Score: 1 (Transitioning-Expanding)**

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

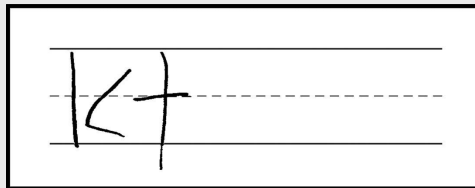


**Score: 1 (Transitioning-Expanding)**

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.

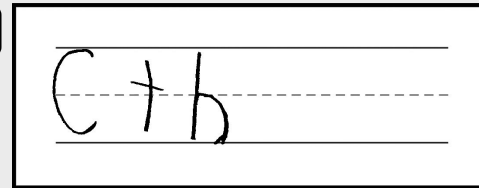
5



**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



**Score: 0 (Entering-Emerging)**

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

Response is spelled incorrectly.

\*Please see your binder for a full rubric\*

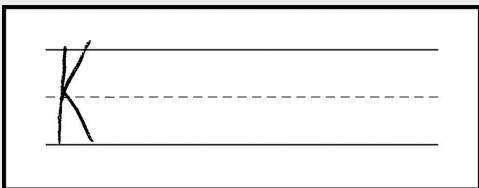
# Practice Time



**(binder page 139 for practice)**

# Grade K: Word Writing Practice—cat

1

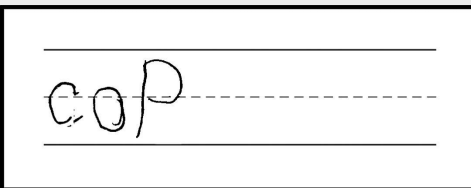


**Score: 0 (Entering-Emerging)**

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

Response is spelled incorrectly (without phonemic awareness).

2

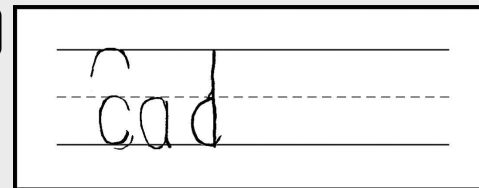


**Score: 0 (Entering-Emerging)**

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

Response is spelled incorrectly (without phonemic awareness).

3

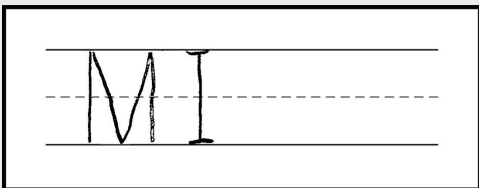


**Score: 1 (Transitioning-Expanding)**

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.

4

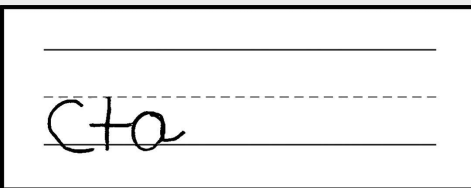


**Score: 0 (Entering-Emerging)**

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

Response is spelled incorrectly (without phonemic awareness).

5

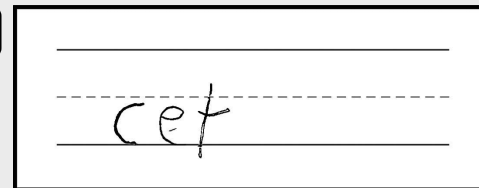


**Score: 0 (Entering-Emerging)**

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

Response is spelled incorrectly.

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.

# Grade K: Sentence Writing Rubric and Prompt

<b>Dimensions</b>	
<b>Letter Forming • Words • Accuracy</b>	
<b>Score 0</b> <b>Entering–Emerging</b>  A response at this level:	<ul style="list-style-type: none"> <li>• Does not differentiate letters and words</li> <li>• Includes few or no words</li> <li>• Is blank</li> <li>• Is completely in a language other than English</li> <li>• Is completely illegible or unintelligible</li> <li>• Is irrelevant</li> <li>• Is a single word</li> </ul>
<b>Score 1</b> <b>Transitioning–Expanding</b>  A response at this level:	<ul style="list-style-type: none"> <li>• Includes most of the words in the correct order</li> </ul> Is acceptable if it: <ul style="list-style-type: none"> <li>• Does not have an initial capital letter</li> <li>• Includes erratic word spacing</li> <li>• Includes some incorrect spelling that is NOT phonetic or inventive</li> <li>• Includes several backward letters (if the reversal does not change it into a different letter)</li> <li>• Does not include appropriate end punctuation</li> </ul>
<b>Score 2</b> <b>Commanding</b>  A response at this level:	<ul style="list-style-type: none"> <li>• Includes all words in the correct order</li> </ul> Is acceptable if it: <ul style="list-style-type: none"> <li>• Does not have an initial capital letter</li> <li>• Maintains appropriate spacing</li> <li>• Includes grade-appropriate spelling (phonetic or inventive spelling)</li> <li>• Includes a few backward letters (if the reversal does not change it into a different letter)</li> <li>• Does not include appropriate end punctuation</li> </ul>



**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 We will play.

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**(binder page 143 for prompt and samples)**

# Grade K: Sentence Writing Samples

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 play

**Score: 2 (Commanding)**

Response includes all words in the correct order.

4

we Play

**Score: 1 (Transitioning-Expanding)**

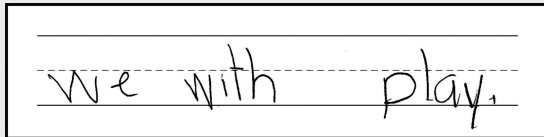
Response includes most of the words in the correct order (initial and terminal words).

Response does not have an initial capital letter.

Response does not include appropriate end punctuation.

# Grade K: Sentence Writing Samples

5



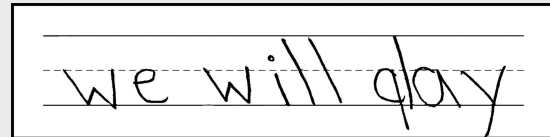
## Score: 1 (Transitioning-Expanding)

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



## Score: 1 (Transitioning-Expanding)

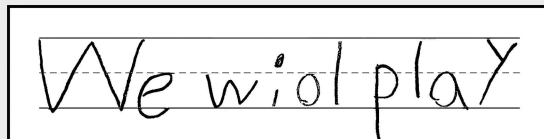
Response includes most of the words in the correct order.

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



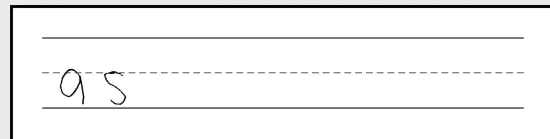
## Score: 1 (Transitioning-Expanding)

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



## Score: 0 (Entering-Emerging)

Response is irrelevant.

Response is a single word.

\*Please see your binder for a full rubric\*

# Practice Time



**(binder page 145 for practice)**

# Grade K: Sentence Writing Practice Items

1

we dog

**Score: 0 (Entering-Emerging)**

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

Response is irrelevant.

2

We Wil play.

**Score: 2 (Commanding)**

Response includes all words in the correct order.

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

3

We Will Play

**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.

4

We will Play.

**Score: 2 (Commanding)**

Response includes all words in the correct order.

5

We wle pley.

**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.

6

Wil Wi LPiY

**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*).

# Grade K: SCR Writing Rubric

Dimension	Score 0 Entering A response at this level:	Score 1 Emerging A response at this level:	Score 2 Transitioning A response at this level:	Score 3 Expanding A response at this level:	Score 4 Commanding A response at this level:
<b>Complexity/ Quality of Language</b>	<ul style="list-style-type: none"> <li>Contains zero words or short phrases</li> <li>Is blank</li> <li>Is completely in a language other than English</li> <li>Is illegible or unintelligible</li> <li>Is completely copied text from the test booklet</li> </ul>	<ul style="list-style-type: none"> <li>Contains words, short phrases, and/or predictable sentences</li> </ul>	<ul style="list-style-type: none"> <li>Contains phrases and simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Contains simple and/or expanded sentences</li> </ul>	<ul style="list-style-type: none"> <li>Contains simple and/or expanded sentences, and one or more compound or complex sentence</li> </ul>
<b>Coherence of Response</b>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Contains numerous errors that totally obscure meaning</li> <li>Contains words that are unclear</li> </ul>	<ul style="list-style-type: none"> <li>Contains many errors that often obscure meaning</li> <li>Contains words that may be unclear, but meaning is evident</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains some errors that occasionally obscure meaning</li> <li>Is mostly clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains few errors that rarely obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains minimal or no errors that obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>

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

# Grade K: SCR Prompt

**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.

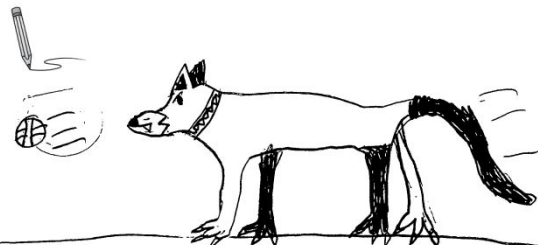
**SAY** Now look at the lines below the box. Use these lines for your writing. Write about the animal you think is a good pet. Write why you think that animal is a good pet.

Pause. Give the students time to write. When students finish writing, they may return to drawing.

**(binder page 150 for prompt and samples)**

# Grade K: SCR Sample 1

Use this box for your drawing.



Use these lines for your writing.

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

can run very  
fast. And they had  
sharp teeth.

## Score 4: Commanding

**C/QL**

Response contains complex and simple sentences.

**CR**

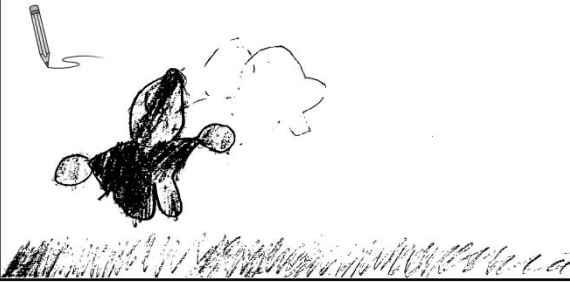
Response includes a drawing and sentences to provide descriptions and events to write about a topic.

**M**

Response is clear and contains minimal errors that obscure meaning (punctuation error).

# Grade K: SCR Sample 2

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*).

# Grade K: SCR Sample 3

Use this box for your drawing.



Use these lines for your writing.

MY bog! can jump.

## Score 2: Transitioning

**C/QL**

Response contains a simple sentence.

**CR**

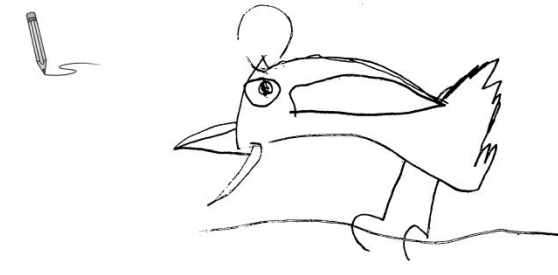
Response includes a drawing and a sentence to somewhat provide descriptions and events to write about a topic.

**M**

Response is mostly clear, but contains some errors that occasionally obscure meaning (spelling errors in a brief response: *bog* for *dog*, *jump* for *jump*).

# Grade K: SCR Sample 4

Use this box for your drawing.



Use these lines for your writing.

I b c

## 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).

**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).

# Grade K: SCR Sample 5

Use this box for your drawing.



Use these lines for your writing.

Isa Dog

## Score 1: Emerging

**C/QL**

Response contains words and a short phrase.

**CR**

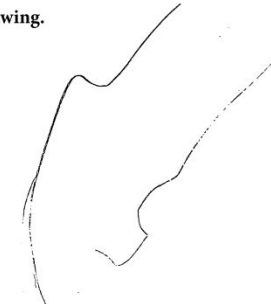

Response includes only words and phrases to minimally provide descriptions.

**M**

Response contains errors that often obscure meaning (unsuccessful attempted sentence).

# Grade K: SCR Sample 6

Use this box for your drawing.



Use these lines for your writing.

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## 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.


# Practice Time



**(binder page 161 for practice)**

# Grade K: SCR Practice Item 1

Use this box for your drawing.



Use these lines for your writing.

cat way

ba u

ay waves e i o c t g

## Score 1: Emerging

**C/QL**

Response contains words.

**CR**

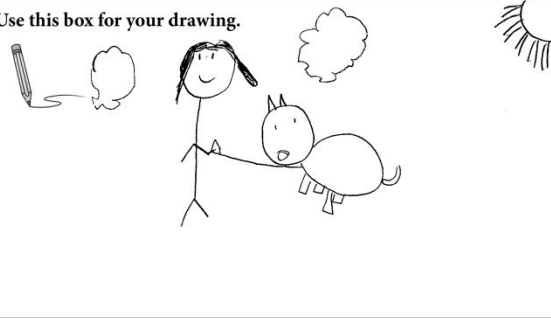
Response includes a drawing and words to minimally provide descriptions and events to write about a topic.

**M**

Response contains numerous errors that totally obscure meaning.

# Grade K: SCR Practice Item 2

Use this box for your drawing.



Use these lines for your writing.

I like my dog  
kos She is fun  
to play wit.

## Score 3: Expanding

**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*).

# Grade K: SCR Practice Item 3

Use this box for your drawing.



Use these lines for your writing.

1D 10 10 10 10 10 0 10 10 10 10

## Score 0: Entering

**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).

# Grade K: SCR Practice Item 4

Use this box for your drawing.



Use these lines for your writing.

This is A good pet

bkuzs I vfgi hrie

fur hrble

## Score 2: Transitioning

**C/QL**

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

**CR**

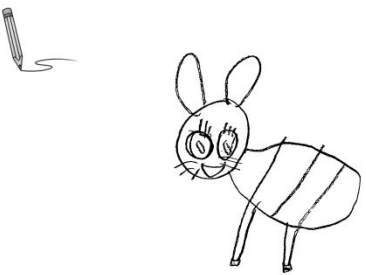
Response includes a drawing and a sentence to somewhat provide descriptions and events to write about a topic.

**M**

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

# Grade K: SCR Practice Item 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

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  
dog make a mess.

## Score 4: Commanding

**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.

# Resources

- All PowerPoint presentations used during the Long Island Regional 2019 NYSESLAT Turnkey Training Sessions **will** be available for downloading on the L.I. RBE-RN website.
- **For more information, contact MetriTech's Customer Service**
  - Phone: 800-747-4868
  - Email: [nyseslat@metritech.com](mailto:nyseslat@metritech.com)

# 2019 NYSESLAT Resources

For Information or Assistance	Contact
Questions regarding testing policies, accommodations, security breaches and sensitive student responses	Office of State Assessment Email: <a href="mailto:emscassessinfo@nysed.gov">emscassessinfo@nysed.gov</a> 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: <a href="mailto:obewl@nysed.gov">obewl@nysed.gov</a> 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: <a href="mailto:nyseslat@metritech.com">nyseslat@metritech.com</a> 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 <a href="http://www.nysed.gov/bilingual-ed/regional-support-rberns">http://www.nysed.gov/bilingual-ed/regional-support-rberns</a>
Machine-scannable answer sheets and local scanning services	RIC or Large-City Scanning Center <a href="http://www.p12.nysed.gov/irs/sirs/ric-big5.html">http://www.p12.nysed.gov/irs/sirs/ric-big5.html</a>
Information about the NYSESLAT and regular updates including the turnkey training materials and School Administrators Manual (SAM)	NYSESLAT Homepage <a href="http://www.p12.nysed.gov/assessment/nyseslat">http://www.p12.nysed.gov/assessment/nyseslat</a>

# Questions?

**Thank You**