

# New York State Testing Program



# NYSESLAT

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## Turnkey Training for Writing

Extended Constructed Responses

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L.I. Regional Turnkey Training  
March 15, 2019

# 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

# 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)**

# Grades 1–2: ECR Rubric (Narrative)

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		<ul style="list-style-type: none"> <li>Contains zero or few 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</li> <li>Is isolated words or a list of words or short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains some words, short phrases, and occasionally simple sentences</li> <li>Includes at least one sentence</li> <li>May include adapted text in a well-constructed sentence</li> </ul>	<ul style="list-style-type: none"> <li>Contains mostly simple sentences</li> <li>Includes at least one expanded or compound sentence</li> </ul>	<ul style="list-style-type: none"> <li>Contains simple, expanded, and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>Contains a variety of simple, expanded, and compound (or complex) sentences</li> </ul>
Quality of Language		<ul style="list-style-type: none"> <li>Contains at most frequently used words</li> </ul>	<ul style="list-style-type: none"> <li>Contains common words and short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains a few grade-level words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains some grade-level words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains many grade-level words and phrases</li> </ul>
Coherence of Response		<ul style="list-style-type: none"> <li>Lacks a clear introduction or completion of a thought or an idea due to brevity</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one sentence in an attempt to introduce or complete a thought or an idea</li> </ul>	<ul style="list-style-type: none"> <li>Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both</li> </ul>
Degree of Response	SCR	<ul style="list-style-type: none"> <li>Lacks descriptions of thoughts, feelings, or ideas</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one description of a thought or an idea</li> </ul>	<ul style="list-style-type: none"> <li>Includes some minimally detailed descriptions of thoughts, ideas, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes many detailed descriptions of thoughts, ideas, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes many sufficiently detailed descriptions of thoughts, ideas, or both</li> </ul>
	ECR Narrative	<ul style="list-style-type: none"> <li>Lacks development of descriptions or events in sequence</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one description or two events in sequence</li> </ul>	<ul style="list-style-type: none"> <li>Includes some descriptions with minimal details and/or two or more events in sequence</li> </ul>	<ul style="list-style-type: none"> <li>Includes descriptions with many details and two or more events in sequence</li> </ul>	<ul style="list-style-type: none"> <li>Includes descriptions with many and varied details and two or more events in sequence</li> </ul>
	ECR Informational	<ul style="list-style-type: none"> <li>Lacks development of an opinion or additional information</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one opinion and/or additional information</li> </ul>	<ul style="list-style-type: none"> <li>Includes an opinion with some reasons and/or additional information</li> </ul>	<ul style="list-style-type: none"> <li>Includes an opinion with many reasons and additional information</li> </ul>	<ul style="list-style-type: none"> <li>Includes an opinion with many and varied reasons and additional information</li> </ul>
Mechanics		<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 a 1.

# Grades 1–2: ECR Prompt

## WRITING

### 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 

## WRITING

- 22** Now read the directions below.

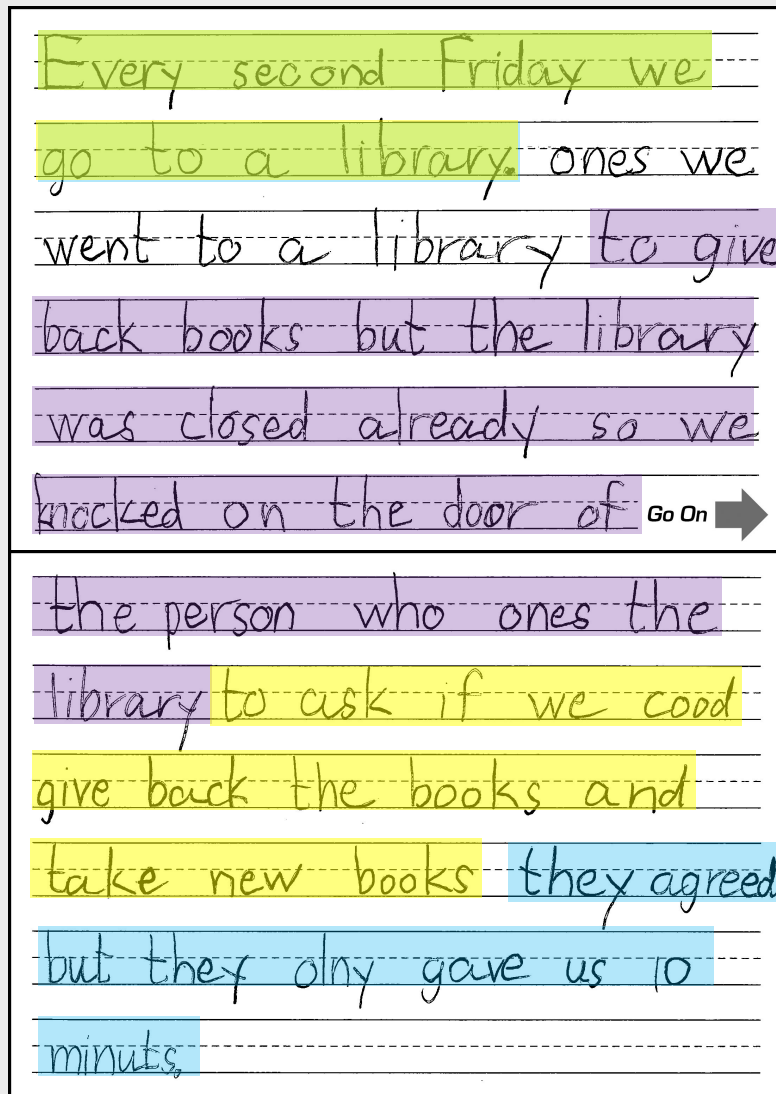
The passage “Tom Goes to the Library” is a story about a boy at the library. Write two paragraphs to tell a story about going to the library. Use your own ideas and ideas from the passage to help you write.

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

# Grades 1–2: ECR Sample 1



## 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.

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

# Grades 1–2: ECR Sample 2

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 ➡

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.

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

# Grades 1–2: ECR Sample 3

Ones I went to the library and  
there was hundredsof books.  
They put a stamp and you take  
it home.

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*).

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



# Grades 1–2: ECR Sample 4

I Went to a lobby it was se ses.  
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).

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

# Grades 1–2: ECR Sample 5

book mi fave book f f a r i f l book mi d l a b r i

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.

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

# Practice Time



**(binder page 99 for practice)**

# Grades 1–2: ECR Practice 1

I went to the library.  
First I returned my  
books. Then I went  
downstairs to get children's  
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  
put my books in the bag.  
Then I went home.

## Score 4: Commanding

**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.


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

# Grades 1–2: ECR Practice 2

**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).

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

Go On 

## Score 1: Emerging

**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.

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

# Grades 1–2: ECR Practice 3

I Were to go Mito Soccer  
to Mid.

Go On 

## Score 0: Entering

**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.

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

# Grades 1–2: ECR Practice 4

we look for books. menny pepol  
come. and evryboty laks books.  
and then they being it bake.

Go On 

## Score 2: Transitioning

**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*).

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

# Grades 1–2: ECR Practice 5

I went to the library one time and there  
was so much books and I got one of  
them it was a non-fiction book the name  
of the book was What do bears live I read  
it it was so good and I went home.

Go On



## Score 3: Expanding

**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*).

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



# Grades 7–8: ECR Rubric (Informational)

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		<ul style="list-style-type: none"> <li>Contains zero or few 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</li> <li>Is isolated words or a list of words or short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains some words, short phrases, and occasionally simple sentences</li> <li>Includes at least one sentence</li> <li>May include adapted text in a well-constructed sentence</li> </ul>	<ul style="list-style-type: none"> <li>Contains mostly simple sentences</li> <li>Includes at least one expanded or complex sentence</li> </ul>	<ul style="list-style-type: none"> <li>Contains simple, expanded, and complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>Contains a variety of simple, expanded, and complex sentences</li> </ul>
Quality of Language		<ul style="list-style-type: none"> <li>Contains at most commonly used Tier 1 words or short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and common grade-level Tier 2 words and short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and a few grade-level Tier 2 and/or Tier 3 words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and some grade-level Tier 2 and/or Tier 3 words and phrases used appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and many grade-level Tier 2 and/or Tier 3 words and phrases used appropriately</li> </ul>
Coherence of Response		<ul style="list-style-type: none"> <li>Lacks a clear orientation, or organized or connected ideas, or closure due to brevity</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one sentence that provides an orientation, organized or connected ideas, transitions, or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide limited orientation, organized or connected ideas, transitions, and/or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes sufficient orientation, logically organized and connected ideas, and closure to provide clear organization</li> </ul>
Degree of Response	SCR	<ul style="list-style-type: none"> <li>Lacks descriptions of ideas or facts</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one description of an idea or a fact</li> </ul>	<ul style="list-style-type: none"> <li>Includes some minimally detailed descriptions of ideas, facts, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes many detailed descriptions of ideas, facts, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes many sufficiently and precisely detailed descriptions of ideas, facts, or both</li> </ul>
	ECR Narrative	<ul style="list-style-type: none"> <li>Lacks development of characters, details, or events</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least two references to characters, details, events, or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes some references to characters, and limited development of details, sequenced events, and/or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes many references to characters, and partial development of details, sequenced events, and closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes many and varied references to characters, and sufficiently precise details, sequenced events, and closure</li> </ul>
	ECR Informational	<ul style="list-style-type: none"> <li>Lacks development of claims and evidence or support</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one claim with evidence, support, or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes some linked claims and evidence, a variety of support, and/or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes many stated and linked claims and evidence, a variety of support, and closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes many and varied precisely stated and linked claims and evidence, support, and closure</li> </ul>
Mechanics		<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 a 1.

# Grades 7–8: ECR Prompt

## WRITING

### 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.

(binder page 108 for prompt and samples)

# Grades 7–8: ECR Prompt (Continued)

## 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

# Grades 7–8: ECR Sample 1

<p>Today's Globalization may seem good and bad in a few ways. In the passage "Smaller World, Higher Food Prices" it explains reasons for globalization.</p> <p>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 aren't in season currently. Another reason globalization is good is because eating food from across the country now is no bigger deal and very convenient. It also gives variety as stated "Globalization provides American consumers with a variety of items they can purchase."</p> <p>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 entire world's food goes up. As stated "When grain costs rise because of increased demands, the cost of meat also rises."</p> <p>In this writing we see why globalization is good and why it's also bad. We have to see it both ways.</p>	
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## 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*).


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

# Grades 7–8: ECR Sample 2

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 ~~can~~ countries are extremely 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~~ buy many products that were ~~was~~ 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.

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

# Grades 7–8: ECR Sample 3

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

Its disadvantages are that the prices change<sup>are</sup> 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*).

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




# Grades 7–8: ECR Sample 4

\*in this asamen and goin to for 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 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.

\* 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 for about food prices like egg and milke* for *In this assignment I'm going to talk about food prices like eggs and milk*).

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

## Grades 7–8: ECR Sample 5

Globalization is good because

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 <i>globalization</i> 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.

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



# Practice Time



**(binder page 119 for practice)**

# Grades 7–8: ECR Practice 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 ~~ate~~ 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 countries this can help other countries 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 <sup>and</sup> to buy more items they need. On the other hand globalization have its negative side it can also let food price go higher because when Go On

one countries' population increase, then they need to produce more food than they need but when they produce more food then the price will increase as well. And this can impact other countries' price to increase. According to "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 countries to increase price too.

## Score 3: Expanding

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*).

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

# Grades 7–8: ECR Practice 2

One positive effect of globalization is that 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 affect what happens in another because countries are no longer isolated from one another.

Go On 

## Score 1: Emerging

**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).

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

# Grades 7–8: ECR Practice 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 

## 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., 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).

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

# Grades 7–8: ECR Practice 4

Globalization effect people all around the world. These effects cause advantages and disadvantages. In the passage, "Smaller World, Higher Food Prices", explains how globalization 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 

Impact for example in the passage it says "Globalization 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

## 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., *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*).

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

## Grades 7–8: ECR Practice 5

Food Money People are constantly moving Between countries. Globalization provides American consumers 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**

## Score 0: Entering

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.

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

# 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?