New York State Testing Program

NYSESLAT

Turnkey Training
for Writing

Overview and Short Constructed Responses

L.I. Regional Turnkey Training
March 2020

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

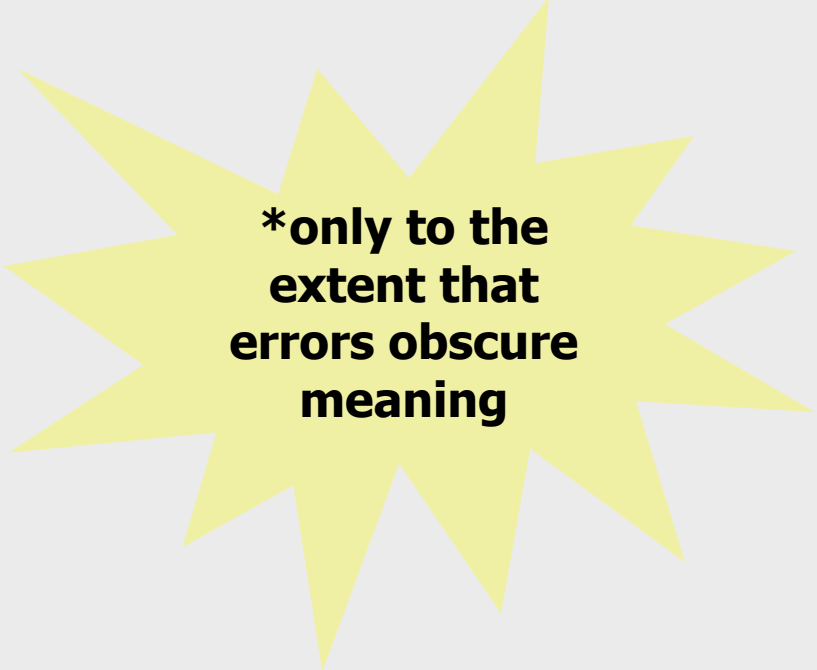# Five Rubric Dimensions

- 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

*only to the extent that errors obscure meaning

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)

Grades 3–4: SCR 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:
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
Degree of Response — 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
Degree of Response — 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.

Grades 3–4: SCR Prompt

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 ➡

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.

The topic of the storys are Traveling. Traveling is you going to sertent places liK your on a train,airplan and stagecoaches. Thats how you go to the places you wan't to go. For exampale you want to go to the Park or to your house you could take a stagechoaches. That's what I learned about the storys that I Just read. Now that im alive we have cars, subways, Buses even a bigger air plains that could fly how much they want. Now we have something called gas that could make every kind of engine going now 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 now 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).

Please see your binder for a full rubric

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 use 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*).

Please see your binder for a full rubric

Today we get a car, airplanes, and treins 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*).

Please see your binder for a full rubric

I Thak wantk need mond Buut
They dont have mond, buut nunt
We have Mond. Thay do have Car
and airplanes and trains are cleaner
and safer. In the 1200 go on the
wantk for 3 We eks, and Thay have
horn t, and dant need to s want
sunt time. Ever 50 mile s, 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).

Please see your binder for a full rubric

Cars are fani tere og fast 1800s tavb The Passage
tad my that no car no thane and on ore Pine in
The 1800s

	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.

Please see your binder for a full rubric

Practice Time

(binder page 46 for practice)

Grades 3–4: SCR Practice 1

A lso trains were dirty and da
ngerous. No cars airplanes, and bus
cant travel because the is r1000k 15R
They travel horse Fast.

STOP

Score 1: Emerging

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).

Please see your binder for a full rubric

Grades 3–4: SCR Practice 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

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 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*).

Please see your binder for a full rubric

Today cars, airPlanes, and trains are cleaner and safer. They have softer 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. Stagecoaches 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 next to the driver.

STOP

	Score 0: Entering
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.

Please see your binder for a full rubric

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

STOP

Score 4: Commanding

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*).

Please see your binder for a full rubric

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

	Score 2: Transitioning
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).

Please see your binder for a full rubric

Grades 5–6: SCR 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 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

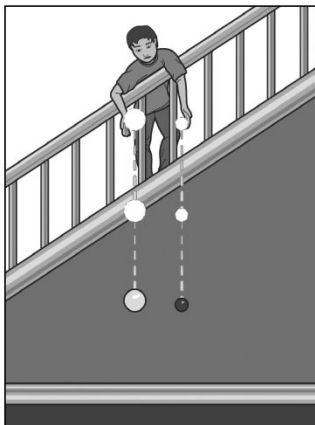**NOTE**: Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

Grades 5–6: SCR Prompt

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 ➡

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.

(binder page 56 for prompt and samples)

Grades 5–6: SCR Sample 1

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 becacauje 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*).

Please see your binder for a full rubric

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 we Be Floating ioo 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*).

Please see your binder for a full rubric

Grades 5–6: SCR Sample 3

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*).

Please see your binder for a full rubric

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 example 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).

Please see your binder for a full rubric

There many in the Earth
Sun is huge and has a much
Stronger gravitational pull This
is what keep Earth revolving the sun
groud 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).

Please see your binder for a full rubric

Practice Time

(binder page 64 for practice)

The gravity is important because 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

	Score 2: Transitioning
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*).

Please see your binder for a full rubric

Grades 5–6: SCR Practice 2

gravity is important

STOP

Score 0: Entering

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.

Please see your binder for a full rubric

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

	Score 4: Commanding
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.

Please see your binder for a full rubric

Grades 5–6: SCR Practice 4

Once I threw down a big octag from the 10th floo. a minute later threw down ~~my~~ brothers heavy boot. my brothers heavy ~~shoe~~ boot arived at the earth first!

STOP

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).

	Score 1: Emerging
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*).

Please see your binder for a full rubric

Grades 5–6: SCR Practice 5

Gravity have you ever wonder how is gravity important to us? Well gravity is important in every why now im sure your 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 an example 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

Score 3: Expanding

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.*).

Please see your binder for a full rubric

Grades 9–12: SCR 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:
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.

Grades 9–12: SCR Prompt

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 ➡

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.

(binder page 74 for prompt and practice)

Grades 9–12: SCR Practice 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

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).

	Score 1: Emerging
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*).

Please see your binder for a full rubric

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

Score 3: Expanding

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.

Please see your binder for a full rubric

Grades 9–12: SCR Practice 3

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

STOP

	Score 0: Entering
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).

Please see your binder for a full rubric

The person I would interview for an oral history project would be Marlin 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 cause he stood up for something that he believed so hard in and never gave up on fighting for equall rights.

STOP

Score 4: Commanding

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.

Please see your binder for a full rubric

Grades 9–12: SCR Practice 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 how 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

Score 2: Transitioning

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).

Please see your binder for a full rubric

Resources

- All PowerPoint presentations used during the Long Island Regional 2020 NYSESLAT Turnkey Training Sessions **will** be available for downloading on the L.I. RBE-RN website.

- https://www.esboces.org/Page/2778

- **For more information, contact MetriTech's Customer Service**

  - **Phone: 800-747-4868**

  - **Email: nyseslat@metritech.com**

2020 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

2020 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-support rberns
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

Questions?