

# New York State Testing Program

# **NYSESLAT**



**Grades 3-4**

# **TEST SAMPLER**

## **DIRECTIONS for ADMINISTRATION**

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# Introduction to the Test Sampler

The NYSESLAT Test Sampler consists of three separate sets of materials:

- Student Booklets (one for each grade band),
- Directions for Administration (one for each grade band), and
- *Guide to the 2013 NYSESLAT*.

The purpose of the Test Sampler materials is to introduce teachers, test administrators, and students to the directions and types of questions that appear on the New York State English as a Second Language Achievement Test (NYSESLAT).

In addition to the sample test administrator script, these Directions for Administration contain the Speaking and Writing rubrics that will be used in scoring the NYSESLAT and examples of student responses to the open-ended questions in the Speaking and Writing sections.

The Student Booklets and Directions for Administration together can be used to “administer” the Test Sampler to students as a way of introducing them to and preparing them for taking the actual test. In particular, the Test Sampler can be used to help students become familiar with the mechanics of using a scannable answer sheet. This is a good time to make sure students understand the procedures for filling in the circles for answer choices:

- filling in the circle completely,
- not filling in more than one circle per question, and
- thoroughly erasing any responses they wish to change.

Since the Sampler is for practice purposes only, students may be given as much help as they need to complete the questions and the answer sheet successfully. It is recommended that the Sampler be administered to students approximately one week before the regular NYSESLAT administration.

The *Guide to the 2013 NYSESLAT* provides more in-depth and technical information about the question types and the specifications for the NYSESLAT. The *Guide* also makes specific reference to the questions in the Test Sampler Student Booklets.

Please make sure to visit the Office of State Assessment Web site for all updates regarding the NYSESLAT: <http://www.p12.nysed.gov/assessment/nyseslat>.

## Directions for Administering the Test Sampler

To administer the Sampler as a practice test, read aloud the boldfaced text next to the word “SAY.” Instructions for the test administrator are printed in plain text and should not be read aloud to the students.

**SAY Today we are going to do some practice questions. I am going to give each of you a booklet. Write your name on the front of the booklet, but do not open your booklet until I tell you to do so.**

Distribute the Sampler Student Booklets with the front covers facing up. Be sure each student has a booklet and a pencil with an eraser.

**SAY Remove the answer sheet from your booklet. (Demonstrate.) Write your name at the top of the page. Make sure the answer sheet is facing up. You will mark the answers to some of the questions on this answer sheet. There are numbered answer spaces for each question.**

Make sure all students have properly detached the answer sheet.

**SAY When you mark your answers remember this:**

- **Fill in the circle completely.** (Illustrate on the chalkboard if necessary.)
- **Fill in only one circle per question. If you fill in more than one circle, your answer will not count.**
- **If you change your mind about an answer, erase it completely.**
- **Do not make any stray marks on your answer sheet.**

**Does everyone understand how to fill in the circles? Do you have any questions?**

Answer any questions the students may have about marking their answer sheets.

## SPEAKING

### IMPORTANT NOTE

The Speaking Sampler, like the actual Speaking Test, is individually administered. Each student will need his or her Sampler Student Booklet to view the Speaking questions when taking the test. The teacher may reproduce the Speaking rubrics and scoring forms, located on pages 16–25 in this booklet, to use when scoring a student’s responses. Speaking scores may also be recorded on the Score Sheet at the back of the Student Booklet. It is important to review and become thoroughly familiar with the rubrics prior to the administration of the Speaking Sampler.

Note that during actual test administration, the Speaking prompts may not be repeated.

**SAY** Open your booklet to page 2. This is the Speaking section.

Make sure the student has the Student Booklet open to page 2. Prepare to score the Speaking section using the Sampler Speaking rubrics and scoring forms.

**SAY** Look at the top of the page. Read the directions to yourself as I read them out loud.

**Directions:** I will say something to you. Listen and then answer.

**1** Look at number 1. What do you like about learning math?

Pause for about 15 seconds for the student to respond.

**SAY** Now look at the top of page 3.

**Read the directions to yourself as I read them out loud.**

**Directions:** Look at the words above the picture, and read them silently as I read them out loud. Then look at the picture and finish the sentence. Use the picture to choose your words.

**2** Look at number 2. The teacher asked Bao what the temperature was, so . . .

Pause for about 15 seconds for the student to respond.

**SAY** Please turn the page. Look at the top of page 4. Read the directions to yourself as I read them out loud.

**Directions:** Look at the picture. Listen to the question about the picture. Then answer the question. Be sure to answer both parts of the question.

## Speaking

**3** Look at number 3. What are the children doing, and what are they probably thinking?

Pause for about 15 seconds for the student to respond.

**SAY** Look at the top of page 5. Read the directions to yourself as I read them out loud.

**Directions:** Look carefully at the map. Answer the questions based on the information provided.

**4** Look at number 4. This is a map. What does the map show? (Pause for about 15 seconds for the student to respond.) **Based on the map, explain how to get from the home to the school.**

If the student responds by simply pointing, say “Tell me without using your finger.” Pause for about 15 seconds for the student to respond.

**SAY** Please turn the page.

**5** Look at the three pictures in number 5. Tell a story about what you see in the pictures. Think about your story before you begin. Include as many details as you can. You may name the characters in your story. Tell what happened first, what happened next, and what happened last. You may begin when you are ready.

Allow the student as much time as he or she needs to respond.

**SAY** This is the end of the Speaking section. Do you have any questions about the Speaking section?

Answer any questions the student may have.

## LISTENING

### IMPORTANT NOTE

In this Sampler, the teacher reads the boldfaced text. In the NYSESLAT Operational Test for Grades 3–12, the Listening subtest is administered using a CD.

**SAY** Look at the top of page 7. This is the Listening section.

Make sure all students have found the Listening section.

**SAY** There are some directions at the top of the page. Read them to yourself as I read them out loud.

**Directions:** Listen to the question. Find the picture that answers the question. Fill in the correct circle on your answer sheet.

**1** Look at number 1. Which picture shows an insect with wings? . . . Which picture shows an insect with wings?

Pause for about 10 seconds.

**SAY** Please turn the page. Look at the top of page 8. Read the directions to yourself as I read them out loud.

**Directions:** You will hear a brief story or conversation. Then you will hear a question. Find the picture that answers the question. Fill in the correct circle on your answer sheet.

You will only hear the story once, so listen carefully.

**2** Look at number 2. After you hear what the history teacher said, I will ask you a question about what the class will learn today.

Now listen.

“All week, we have been learning about important inventions. So far, we have studied inventions like the light bulb and the radio. Today, we will learn about how Alexander Graham Bell helped invent the first telephone.”

Which invention will the class learn about today?

Pause for about 10 seconds.

**SAY** Look at the top of page 9. Read the directions to yourself as I read them out loud.

**Directions:** You will hear a brief story or conversation. Then read the question and answers silently as I read them out loud. Fill in the correct circle on your answer sheet.

## Listening

You will only hear the story once, so listen carefully.

Now you will hear a teacher speaking to her class. Then I will ask you a question about where the teacher said you should stand.

Now listen.

“I enjoyed reading your poems about your family and your pets. When I call your name, please come to my desk and take your poem. Stand in front of the class and read loudly and clearly. Then you will answer questions from the class. Emily, please go first. Tell us about your pet rabbit.”

- 3 Look at number 3. Where should you stand?
- A In front of the class
  - B Beside your desk
  - C In a circle
  - D By the door

Pause for about 10 seconds.

**SAY** Please turn the page. Look at the top of page 11. Read the directions to yourself as I read them out loud.

**Directions:** You will hear a lesson. I will read the lesson twice. After you hear the lesson, you will answer several questions about it, so listen carefully.

The first time you hear the lesson, listen carefully but do not take notes. As you listen to the lesson the second time, you may take notes in the space below. You may use these notes to answer the questions that follow. Your notes on this page will NOT be scored. Do NOT turn the page until I tell you to do so.



## Listening

Now you will hear a history lesson. Listen carefully.

Let's talk about mail. Today, people send e-mail, or electronic mail, that can arrive in a few minutes. People also write letters and drop them in a mailbox. Trucks and planes carry the letters and deliver them in a few days. However, long ago, if you mailed a letter, it probably would have traveled by horseback.

About 150 years ago, some Americans used a service called the Pony Express to send their mail. This service was started to deliver the mail more quickly between the middle of the country and the West Coast. Men on horseback carried mailbags full of mail over a 2,000-mile trail that ran from Missouri to California. One horse and rider couldn't make the difficult journey without stopping, so each rider galloped an average of six hours. Also, every hour riders got a fresh horse at relay stations they stopped at along the way.

The Pony Express was a success and could deliver letters in as little as ten days. However, the Pony Express lasted less than two years. As soon as telegraph wires were strung all the way to California, people no longer needed the Pony Express. People could communicate much more quickly using the telegraph.

Pause.

**SAY** Now you will hear the lesson again. You may take notes.

(Repeat the lesson.)

**SAY** Now please turn the page.

**4** Look at number 4. What is this lesson mainly about?

- A Writing letters long ago
- B Delivering the mail long ago
- C Sending e-mail long ago
- D Riding horses long ago

Pause for about 10 seconds.

**SAY**

**5** Look at number 5. What ended the Pony Express?

- A Tired horses and riders
- B Danger along the trail
- C Telegraph wires
- D The invention of computers

Pause for about 10 seconds.

**SAY** This is the end of the Listening section. Does anyone have any questions about the Listening section?

Answer any questions the students may have.

## READING

**SAY** Look at the top of page 13. This is the Reading section.

Make sure all students have found the Reading section.

**SAY** Read the directions to yourself as I read them out loud.

**Directions:** Choose the word that answers the question. Fill in the correct circle on your answer sheet.

**1** You will do question 1 by yourself. Read the question silently and mark the correct answer on your answer sheet. You may begin now.

When students have finished number 1,

**SAY** Please turn the page.

Look at the top of page 14. Read the directions to yourself as I read them out loud.

**Directions:** Choose the picture that answers the question. Fill in the correct circle on your answer sheet.

**2** You will do question 2 by yourself. Read the question silently and mark the correct answer on your answer sheet. You may begin now.

When students have finished number 2,

**SAY** Look at the top of page 15. Read the directions to yourself as I read them out loud.

**Directions:** Read the story. Then choose the picture that answers the question. Fill in the correct circle on your answer sheet.

**3** You will do question 3 by yourself. You may begin now.

When students have finished number 3,

**SAY** Please turn the page.

Look at the top of page 16. Read the directions to yourself as I read them out loud.

**Directions:** Read the passage. Then answer the questions. Fill in the correct circle on your answer sheet.

**4–6** You will do questions 4 through 6 by yourself. When you have finished question 6, stop, put your pencil down, and look up. You may begin now.

When all students have finished number 6,

## Reading

**SAY** This is the end of the Reading section. Does anyone have any questions about the Reading section?

Answer any questions the students may have.

## WRITING

**SAY** Now turn to page 18. This is the Writing section.

Make sure all students have found the Writing section.

**SAY** Look at the directions at the top of the page. Read the directions to yourself as I read them out loud.

**Directions:** Read the question and four answers. Fill in the correct circle on your answer sheet.

**1–2** You will do questions 1 and 2 by yourself. When you have finished question 2, stop, put your pencil down, and look up. You may begin now.

When students have finished number 2,

**SAY** Look at the top of page 19. Read the directions to yourself as I read them out loud.

**Directions:** Read the sentence and look at the underlined part. There may be a mistake. If you find a mistake, choose the correct answer. If there is no mistake, choose *Correct as is*. Fill in the correct circle on your answer sheet.

**3–4** You will do questions 3 and 4 by yourself. When you have finished question 4, stop, put your pencil down, and look up. You may begin now.

When students have finished number 4,

**SAY** Please turn the page.

Look at the top of page 20. Read the directions to yourself as I read them out loud.

## Writing

- 5** Directions: Write a paragraph that describes what is happening in the picture. Include as many details as you can. Someone who reads your paragraph should be able to imagine the entire scene.

Before you start writing, look at the picture carefully and think about the following:

- What is happening in the picture?
- What is the animal doing?
- What is the weather like?

Look at page 21 in your booklet. (Hold up Student Booklet and point to page 21.) This is where you will write your paragraph.

There is a Writing Checklist at the top of the page. Use this checklist to check your work. (Point to the Writing Checklist.)

The checklist says:

- Write one paragraph about the picture.
- Write a topic sentence.
- Use details in your writing.
- Use complete sentences.
- Write a concluding sentence.
- Check your work for capitalization, punctuation, and spelling.

As soon as you are finished, put your pencil down and look up. You may begin now.

When all students have finished writing,

**SAY** Stop. Please turn the page.

Look at the top of page 22. Read the directions to yourself as I read them out loud.

## Writing

- 6** Directions: Look at the diagram. It shows six different areas at a children’s museum. Imagine that your class is planning a field trip to this museum. Your teacher wants you to choose two areas to visit.

In your own words, write a well-organized essay about which *two* areas you would like to visit. Tell why you want to visit them.

In your essay, remember to:

- Include an introduction, body, and conclusion.
- Use information from the diagram.
- Include details, examples, or reasons.
- Use your own words.

You may also include other information that you know about this topic.

Look at page 23 in your booklet. Use this blank Planning Page to take notes and plan your writing. (Hold up Student Booklet and point to page 23.) **What you write on the Planning Page will not be scored. Write your essay on pages 24 and 25.** (Point to the correct pages.)

There is a Writing Checklist at the top of page 24. Use this checklist to check your work. (Point to the Writing Checklist.)

The checklist says:

- Write about the topic.
- Include an introduction, body, and conclusion.
- Include details, examples, or reasons.
- Use complete sentences and paragraphs.
- Use correct grammar, punctuation, and spelling.

**Do not copy any complete sentences directly from the diagram. Use your own words. You may begin now.**

Allow students as much time as they need to write their essays.

When all students have finished writing,

**SAY Stop. This is the end of the Writing section. Does anyone have any questions about the Writing section?**

Answer any questions the students may have. Collect the booklets and answer sheets from the students. This concludes the Sampler.

The teacher may reproduce the Writing rubrics and scoring forms, located on pages 26–40 in this booklet, to use when scoring a student’s responses to the questions in the Test Sampler. Writing scores may be recorded on the Score Sheet at the back of the Student Booklet.

**GRADES 3–4 TEST SAMPLER**  
**QUESTION KEY**

**Listening**

1. C
2. B
3. A
4. B
5. C

**Reading**

1. A
2. C
3. C
4. A
5. C
6. A

**Writing**

1. C
2. B
3. D
4. B

## Speaking Rubrics, Scoring Forms, and Exemplars

Student Name: \_\_\_\_\_

### Sampler Social & Academic Interaction Rubric and Scoring Form

**Directions:** Use this rubric and scoring form to score the Social & Academic Interaction question. After the student responds to the question, enter the appropriate score in the box provided below or on the Score Sheet at the back of the Student Booklet. Exemplars of scored responses are provided as a reference.

Question Number	Score
1	

Social & Academic Interaction	
Score Point 2	<b>Relevant response that approximates grade-level fluency</b> <ul style="list-style-type: none"><li>▪ Ideas are expressed clearly and effectively</li><li>▪ Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate)</li><li>▪ Demonstrates command of the conventions of standard English grammar and usage</li></ul>
Score Point 1	<b>Relevant response that falls below grade-level fluency</b> <ul style="list-style-type: none"><li>▪ Ideas are expressed somewhat clearly or effectively</li><li>▪ Uses overly simplified vocabulary</li><li>▪ Demonstrates only partial command of the conventions of standard English grammar and usage</li></ul>
Score Point 0	<b>Irrelevant or unintelligible response</b> <ul style="list-style-type: none"><li>▪ Is incoherent</li><li>▪ Solely in a language other than English</li><li>▪ Only repeats the prompt</li><li>▪ Minimal or no response</li></ul>



## Speaking Rubrics, Scoring Forms, and Exemplars

### Social & Academic Interaction Exemplars

Question	Prompt	Transcription	Score	Comment
1	What do you like about learning math?	Something that I like about learning math is that I get to use different strategies to do different problems and I get to underline the key words to do the problem.	<b>2</b>	Ideas are expressed clearly and effectively; uses vocabulary that is context-related and precise; demonstrates command of the conventions of standard English grammar and usage.
1	What do you like about learning math?	I like about learning math is that...is when we do fractions.	<b>1</b>	Demonstrates only partial command of conventions of standard English grammar and usage.
1	What do you like about learning math?	Plus.	<b>0</b>	Minimal response.

## Speaking Rubrics, Scoring Forms, and Exemplars

Student Name: \_\_\_\_\_

### Sampler Sentence Completion Rubric and Scoring Form

**Directions:** Use this rubric and scoring form to score the Sentence Completion question. After the student responds to the question, enter the appropriate score in the box provided below or on the Score Sheet at the back of the Student Booklet. Exemplars of scored responses are provided as a reference.

Question Number	Score
2	

Sentence Completion	
Score Point 2	<b>Relevant response that approximates grade-level fluency</b> <ul style="list-style-type: none"><li>▪ Appropriately describes the person, thing, or event in the graphic</li><li>▪ Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate)</li><li>▪ Demonstrates command of the conventions of standard English grammar and usage (i.e., uses correct verb tense, subject-verb agreement)</li></ul>
Score Point 1	<b>Relevant response that falls below grade-level fluency</b> <ul style="list-style-type: none"><li>▪ Somewhat appropriately describes the person, thing, or event in the graphic</li><li>▪ Uses overly simplified vocabulary</li><li>▪ Demonstrates only partial command of the conventions of standard English grammar and usage (e.g., may contain errors in verb tense or subject-verb agreement), but is still intelligible</li></ul>
Score Point 0	<b>Irrelevant or unintelligible response</b> <ul style="list-style-type: none"><li>▪ Is incoherent</li><li>▪ Solely in a language other than English</li><li>▪ Only repeats the prompt</li><li>▪ Minimal or no response</li></ul>

## Speaking Rubrics, Scoring Forms, and Exemplars

### Sentence Completion Exemplars

Question	Prompt	Transcription	Score	Comment
2	The teacher asked Bao what the temperature was, so...	he got up and looked at the temperature, and he said it was 80 degrees Fahrenheit.	<b>2</b>	Appropriately describes the event in the graphic; uses vocabulary that is context-related and precise; demonstrates command of the conventions of standard English grammar and usage.
2	The teacher asked Bao what the temperature was, so...	it was eighteen degrees.	<b>1</b>	Somewhat appropriately describes the event in the graphic; demonstrates only partial command of the conventions of standard English grammar and usage.
2	The teacher asked Bao what the temperature was, so...	so happy.	<b>0</b>	Response is irrelevant.

## Speaking Rubrics, Scoring Forms, and Exemplars

Student Name: \_\_\_\_\_

### Sampler Picture Description Rubric and Scoring Form

**Directions:** Use this rubric and scoring form to score the Picture Description question. After the student responds to the question, enter the appropriate score in the box provided below or on the Score Sheet at the back of the Student Booklet. Exemplars of scored responses are provided as a reference.

Question Number	Score
3	

Picture Description	
Score Point 2	<b>Relevant response that approximates grade-level fluency</b> <ul style="list-style-type: none"><li>▪ Is complete (i.e., addresses both parts of the oral prompt)</li><li>▪ Appropriately integrates and evaluates the visual information (i.e., is plausible)</li><li>▪ Ideas are expressed clearly (i.e., response is coherent and cohesive)</li><li>▪ Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate for the task)</li><li>▪ Demonstrates command of the conventions of standard English grammar and usage</li></ul>
Score Point 1	<b>Relevant response that falls below grade-level fluency</b> <ul style="list-style-type: none"><li>▪ Addresses only part of the prompt</li><li>▪ Somewhat integrates and evaluates the visual information (i.e., is partially plausible)</li><li>▪ Ideas are expressed somewhat clearly</li><li>▪ Uses overly simplified vocabulary</li><li>▪ Demonstrates only partial command of the conventions of standard English grammar and usage</li></ul>
Score Point 0	<b>Irrelevant or unintelligible response</b> <ul style="list-style-type: none"><li>▪ Does not address the prompt</li><li>▪ Is incoherent</li><li>▪ Solely in a language other than English</li><li>▪ Only repeats the prompt</li><li>▪ Minimal or no response</li></ul>

## Speaking Rubrics, Scoring Forms, and Exemplars

### Picture Description Exemplars

Question	Prompt	Transcription	Score	Comment
3	What are the children doing, and what are they probably thinking?	They're looking at the...ehh...at the um model dinosaur. They're thinking that it's so huge.	<b>2</b>	Addresses both parts of the prompt; appropriately integrates and evaluates the visual information; uses vocabulary that is context-related and precise; demonstrates command of the conventions of standard English grammar and usage.
3	What are the children doing, and what are they probably thinking?	Uh they are thinking of...of, of, of...a... dinosaur and maybe they are dri-, and probably the, the dinosaur's about to eat them.	<b>1</b>	Addresses only part of the prompt; somewhat integrates and evaluates the visual information; ideas are expressed somewhat clearly.
3	What are the children doing, and what are they probably thinking?	The tree, the dinosaurs, the boy, and a girl.	<b>0</b>	Does not address the prompt.

## Speaking Rubrics, Scoring Forms, and Exemplars

**Student Name:** \_\_\_\_\_

### Sampler Response to Graphic Information Rubric and Scoring Form

**Directions:** Use this rubric and scoring form to score the Response to Graphic Information question. After the student responds to the question, enter the appropriate score in the box provided below or on the Score Sheet at the back of the Student Booklet. Exemplars of scored responses are provided as a reference.

Question Number	Score
4	

Response to Graphic Information	
Score Point 2	<p><b>Relevant response that approximates grade-level fluency</b></p> <ul style="list-style-type: none"> <li>▪ Is complete (i.e., addresses both parts of the oral prompt)</li> <li>▪ Appropriately integrates and evaluates the graphic information (i.e., response is accurate)</li> <li>▪ Ideas are expressed clearly (i.e., response is coherent and cohesive)</li> <li>▪ Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate to the task)</li> <li>▪ Demonstrates command of the conventions of standard English grammar and usage</li> </ul>
Score Point 1	<p><b>Relevant but incomplete response that falls below grade-level fluency</b></p> <ul style="list-style-type: none"> <li>▪ Addresses only part of the prompt</li> <li>▪ Partially misinterprets the graphic information</li> <li>▪ Ideas are expressed somewhat clearly</li> <li>▪ Uses overly simplified vocabulary</li> <li>▪ Demonstrates only partial command of the conventions of standard English grammar and usage</li> </ul>
Score Point 0	<p><b>Irrelevant or invalid response</b></p> <ul style="list-style-type: none"> <li>▪ Completely misinterprets the graphic information</li> <li>▪ Is incoherent</li> <li>▪ Solely in a language other than English</li> <li>▪ Only repeats the prompt</li> <li>▪ Minimal or no response</li> </ul>

## Speaking Rubrics, Scoring Forms, and Exemplars

### Response to Graphic Information Exemplars

Question	Prompt	Transcription	Score	Comment
4	<p>What does the map show?</p> <p>Based on the map, explain how to get from the home to the school.</p>	<p>Part 1: Umm...ah a little town.</p> <p>Part 2: There...you gotta make a turn on m-Main Street, and then turn to King Street, and then they're at school.</p>	<b>2</b>	Addresses both parts of the prompt; appropriately integrates and evaluates the graphic information; ideas are expressed clearly; uses vocabulary that is context-related and precise.
4	<p>What does the map show?</p> <p>Based on the map, explain how to get from the home to the school.</p>	<p>Part 1: The mash- the map shows where are...the...the...the things like hospital, school, home, and library. And what street they are.</p> <p>Part 2: You should go left, then up, then left- I mean right. And... first you need to go right, then up, then right.</p>	<b>1</b>	Falls below grade-level fluency; ideas are expressed somewhat clearly; uses overly simplified vocabulary; demonstrates only partial command of the conventions of standard English grammar and usage.
4	<p>What does the map show?</p> <p>Based on the map, explain how to get from the home to the school.</p>	<p>Part 1: Uh they want to go.</p> <p>Part 2: Um forty.</p>	<b>0</b>	Does not address the prompt.

## Speaking Rubrics, Scoring Forms, and Exemplars

**Student Name:** \_\_\_\_\_

### Sampler Storytelling Rubric and Scoring Form

**Directions:** Use this rubric and scoring form to score the Storytelling question. After the student responds to the question, enter the appropriate score in the box provided below or on the Score Sheet at the back of the Student Booklet. Exemplars of scored responses are provided as a reference.

Question Number	Score
5	

Storytelling	
Score Point 4	<p><b>Native-like fluent response</b></p> <ul style="list-style-type: none"> <li>▪ Is well organized and logically developed</li> <li>▪ Includes many relevant and descriptive details and task-appropriate vocabulary</li> <li>▪ Uses coherent, fluent sentences</li> <li>▪ Speech is clear and pace is appropriate</li> </ul>
Score Point 3	<p><b>Slightly below native-like fluency</b></p> <ul style="list-style-type: none"> <li>▪ Is somewhat organized and developed</li> <li>▪ Includes some relevant details and mostly task-appropriate vocabulary</li> <li>▪ Uses mostly coherent, fluent sentences</li> <li>▪ Speech may not be entirely clear; pace may be somewhat slow</li> </ul>
Score Point 2	<p><b>Considerably below native-like fluency</b></p> <ul style="list-style-type: none"> <li>▪ Is poorly organized</li> <li>▪ Includes few details; vocabulary is overly simplified</li> <li>▪ Uses some coherent sentences</li> <li>▪ Speech is somewhat difficult to understand; may be slow and halting</li> </ul>
Score Point 1	<p><b>Very limited fluency</b></p> <ul style="list-style-type: none"> <li>▪ Is not organized</li> <li>▪ Includes very limited vocabulary</li> <li>▪ May be limited to phrases rather than sentences</li> <li>▪ Speech is difficult to understand</li> </ul>
Score Point 0	<p><b>No fluency demonstrated</b></p> <ul style="list-style-type: none"> <li>▪ Completely irrelevant or incoherent</li> <li>▪ Solely in a language other than English</li> <li>▪ Only repeats the prompt</li> <li>▪ Minimal or no response</li> </ul>



## Speaking Rubrics, Scoring Forms, and Exemplars

### Storytelling Exemplars

Question	Prompt	Transcription	Score	Comment
5	Look at the three pictures. Tell a story about what you see in the pictures.	Gabriella and Sam were running around the house. Sam fell down and hurt his knee. Gabriella helped Sam up. Gabriella and Sam sat down and read a book.	<b>4</b>	Well organized and logically developed; includes many relevant and descriptive details (naming the characters, <i>knee</i> ) and task-appropriate vocabulary; uses coherent, fluent sentences.
5	Look at the three pictures. Tell a story about what you see in the pictures.	Aaa, I see the little girl chasing the little brother. And the second part is that her little brother falls and she helps him. And the last part, they, er the big sister helps her . . . helps him to read a book.	<b>3</b>	Somewhat organized; includes some relevant details ( <i>little brother, big sister</i> ) and task-appropriate vocabulary.
5	Look at the three pictures. Tell a story about what you see in the pictures.	Hmm, the first, the sister run to catch, catch his brother. Next, the brother got hurt and the sister help the brother makes. Last, the sister read a story um her brother.	<b>2</b>	Includes few details; speech is somewhat difficult to understand.
5	Look at the three pictures. Tell a story about what you see in the pictures.	Run, play, sad, read.	<b>1</b>	Includes very limited vocabulary; limited to single words rather than sentences.
5	Look at the three pictures. Tell a story about what you see in the pictures.	Oy, (unintelligible) first, next, he (unintelligible) and then, (another language).	<b>0</b>	Minimal response; in a language other than English.

## Writing Rubrics, Scoring Forms, and Exemplars

**Student Name:** \_\_\_\_\_

### Sampler Descriptive Writing Paragraph Rubric and Scoring Form

**Directions:** After the student has completed the Descriptive Writing Paragraph, use the rubric below to score the student's writing. Enter the score in the box provided below or on the Score Sheet at the back of the Student Booklet. Exemplars of scored responses are provided as a reference.

Question Number	Score
5	

Descriptive Writing Paragraph	
Score Point 4	<p><b>The Response:</b></p> <ul style="list-style-type: none"> <li>▪ Addresses the task</li> <li>▪ Includes many and varied descriptive details</li> <li>▪ Is clear, coherent, and well organized</li> <li>▪ Uses concrete words and phrases and sensory details</li> <li>▪ Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li> </ul>
Score Point 3	<p><b>The Response:</b></p> <ul style="list-style-type: none"> <li>▪ Mostly addresses the task</li> <li>▪ Includes some descriptive details</li> <li>▪ Is mostly clear, coherent, and organized</li> <li>▪ Uses vocabulary that is mostly appropriate to the task</li> <li>▪ Demonstrates some command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li> </ul>
Score Point 2	<p><b>The Response:</b></p> <ul style="list-style-type: none"> <li>▪ Partially addresses the task</li> <li>▪ Includes a few descriptive details</li> <li>▪ May lack clarity and coherence and/or be somewhat disorganized</li> <li>▪ May use basic vocabulary</li> <li>▪ Demonstrates limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li> </ul>
Score Point 1	<p><b>The Response:</b></p> <ul style="list-style-type: none"> <li>▪ Minimally addresses the task</li> <li>▪ May be somewhat disorganized and incoherent</li> <li>▪ Uses vocabulary that is inappropriate or insufficient for the task</li> <li>▪ Demonstrates minimal command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li> </ul>
Score Point 0	<p><b>The Response:</b></p> <ul style="list-style-type: none"> <li>▪ Does not address the task</li> <li>▪ Is illegible</li> <li>▪ Is incoherent</li> <li>▪ Is solely in a language other than English</li> <li>▪ Is irrelevant</li> <li>▪ No response</li> </ul>

## Writing Rubrics, Scoring Forms, and Exemplars

### Descriptive Writing Paragraph Exemplars

Descriptive Writing Paragraph	
Score Point 4	<ul style="list-style-type: none"><li>▪ Addresses the task</li><li>▪ Includes many and varied descriptive details (<i>blustery, winter evening; yummy, scrumshious carrot; red and white elegant hat; bent twig</i>)</li><li>▪ Is clear, coherent, and well organized</li><li>▪ Uses concrete words and sensory details (<i>sparkling snow</i>)</li><li>▪ Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li></ul>

5

One blustery, winter evening, there lived a little deer who lived in the woods. The trees were covered in white sparkling snow and the ground was occupied with massive snow. The little brown and white deer was starving, so he went seeking for a yummy scrumshious carrot. He went searching, searching and sniffing and sniffing until he found a snowman near an old remoted shed. The snowman had a red and white elegant hat on top, two eyes which were rocks, a carrot on its face, a bent twig for its mouth, and a scarf around its neck. The carrot! The little deer took the carrot out of the snowman's face and nibbled it all about.

What is happening in the picture is the little deer with the small antlers and big ears is staring at the snowman with such eyes. It certainly looks like the little small deer made a new companion or is just admiring the carrot!

## Writing Rubrics, Scoring Forms, and Exemplars

### Descriptive Writing Paragraph

Score Point 3

- Mostly addresses the task
- Is mostly clear, coherent, and organized
- Demonstrates some command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

5

The thing that is happening in the picture is someone made a snow-man, then a reindeer came. Maybe the reindeer is trying to eat the carrot or maybe the reindeer is trying to communicate with the snowman. But the reindeer ~~is~~ doesn't know that the snowman is not real.

The weather is cold. I know that because I can see the snow and the snowman. Peoples can't make a snowman in a warm day.

As you can see I wrote an essay about what is the animal doing? and what is the weather like?

## Writing Rubrics, Scoring Forms, and Exemplars

Descriptive Writing Paragraph	
Score Point 2	<ul style="list-style-type: none"><li>▪ Partially addresses the task</li><li>▪ Includes a few descriptive details</li><li>▪ Uses basic vocabulary</li></ul>

5

A animal is standing right in front  
of the snow man.  
The seson is winter and the  
animal is looking at the snow man  
right in front of him. The animal  
thinks the snow man is a person.

## Writing Rubrics, Scoring Forms, and Exemplars

Descriptive Writing Paragraph	
Score Point 1	<ul style="list-style-type: none"><li>Minimally addresses the task</li></ul>

5

I know that the deer is  
watching that a  
snowman.

## Writing Rubrics, Scoring Forms, and Exemplars

Descriptive Writing Paragraph	
Score Point 0	<ul style="list-style-type: none"><li>▪ Does not address task (copies prompt)</li><li>▪ Is incoherent</li><li>▪ Is irrelevant</li></ul>

5

WEI RE HE + AN YA ET FEI GE H HEH YA DA  
picture. Include as many details  
as you can. Someone who  
reads your paragraph should  
be able to imagine the entire  
scene. Before you start  
write

## Writing Rubrics, Scoring Forms, and Exemplars

Student Name: \_\_\_\_\_

### Sampler Fact-Based Essay Rubric and Scoring Form

**Directions:** After the student has completed the Fact-Based Essay, use the rubric below to score the student's writing. Enter the score in the box provided below or on the Score Sheet at the back of the Student Booklet. Exemplars of scored responses are provided as a reference.

Question Number	Score
6	

Fact-Based Essay	
Score Point 4	<p><b>The Response:</b></p> <ul style="list-style-type: none"><li>▪ Addresses the task and includes reasons supported by relevant details from the source material provided</li><li>▪ Integrates information from the source material using student's own words</li><li>▪ Is clear, coherent, and well organized</li><li>▪ Uses precise language and domain-specific vocabulary that is appropriate to the task</li><li>▪ Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li></ul>
Score Point 3	<p><b>The Response:</b></p> <ul style="list-style-type: none"><li>▪ Mostly addresses the task and includes reasons supported by relevant details from the source material provided</li><li>▪ Mostly integrates information from the source material using student's own words</li><li>▪ Is mostly clear, coherent, and organized</li><li>▪ Uses language and vocabulary that is mostly appropriate to the task</li><li>▪ Demonstrates some command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li></ul>
Score Point 2	<p><b>The Response:</b></p> <ul style="list-style-type: none"><li>▪ Partially addresses the task and includes reasons supported by a few details from the source material provided</li><li>▪ Partially integrates information from the source material using student's own words, but may be largely copied</li><li>▪ May lack clarity and coherence and/or be somewhat disorganized</li><li>▪ Uses some vocabulary that is inappropriate to the task</li><li>▪ Demonstrates limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li></ul>



## Writing Rubrics, Scoring Forms, and Exemplars

Fact-Based Essay	
Score Point 1	<p><b>The Response:</b></p> <ul style="list-style-type: none"><li>▪ Minimally addresses the task</li><li>▪ Is primarily copied from the source material with minimal use of student's own words</li><li>▪ Is somewhat incoherent and disorganized</li><li>▪ Uses vocabulary that is inappropriate or insufficient for the task</li><li>▪ Demonstrates minimal command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li></ul>
Score Point 0	<p><b>The Response:</b></p> <ul style="list-style-type: none"><li>▪ Does not address the task</li><li>▪ Is illegible</li><li>▪ Is incoherent</li><li>▪ Is solely in a language other than English</li><li>▪ Is irrelevant</li><li>▪ No response</li></ul>

## Writing Rubrics, Scoring Forms, and Exemplars

### Fact-Based Essay Exemplars

Fact-Based Essay	
Score Point 4	<ul style="list-style-type: none"><li>• Addresses the task and includes reasons supported by relevant details from the source material (<i>like to paint and draw; like to cook; want to learn how to cook more</i>)</li><li>• Integrates information from the source material using student's own words</li><li>• Is clear, coherent, and well organized</li></ul>

6

The two areas that I will like to visit are Be an Artist, and Let's Eat!

One reason why I will like to visit Be an Artist is because I like to paint and draw. Another reason why I will like to visit Be an Artist is because I know how to draw cartoons and I want to learn how to draw a real living thing.

One reason why I will like to visit Let's Eat is because I like to cook macaron and cheese with my mom and I want to help her cook. Another reason why I would like to go to Let's Eat! is because I want to learn how to cook more than just macaron and cheese so then when I grow up

Writing Rubrics, Scoring Forms, and Exemplars

I would already know how to cook  
and it would be easy for me to  
cook.

Now you know where I want to  
go in the museum and why I want to  
go.

## Writing Rubrics, Scoring Forms, and Exemplars

### Fact-Based Essay

Score Point 3

- Mostly addresses the task and includes reasons supported by relevant details from the source material
- Mostly integrates information from the source material using student's own words
- Is mostly clear, coherent, and organized
- Demonstrates some command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

6

My class is planning a trip to the museum. My teacher wants me to choose two areas to visit. I would like to go to fun in d' Garden. I could learn how different bugs help different plants or flowers and I would like to take home my own plant and watch them grow big and beautiful. I also like to go to Let's Eat. I could make my own cookies and make a special cookie for my grandma and the rest for my family. I'll make some for me and extra for my brother because I want to be nice. And he is the best brother ever. I'm looking forward to this trip.

## Writing Rubrics, Scoring Forms, and Exemplars

Fact-Based Essay	
Score Point 2	<ul style="list-style-type: none"><li>▪ Partially addresses the task and includes reasons supported by a few details in the source material</li><li>▪ Partially integrates information from the source material using student's own words</li><li>▪ Is somewhat disorganized</li><li>▪ Demonstrates limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li></ul>

6

I would like to go to  
Be an Artist because  
you can make some  
things out of clay, you can  
also make you own t-shirt  
with anything you want on  
it. I would also like to  
go to Let's Eat! because  
you can make dilshas  
cookies and other tasty snacks  
Then you can enjoy them  
with your friends and family

Writing Rubrics, Scoring Forms, and Exemplars

I would like to go to the  
Be an Artist because you can  
make something cool out of  
clay and you can also  
make your own cool t-shirt  
with anything that you want on  
it.

## Writing Rubrics, Scoring Forms, and Exemplars

### Fact-Based Essay

Score Point 1

- Minimally addresses the task (does not include a conclusion or an introduction)
- Is somewhat incoherent and disorganized
- Demonstrates minimal command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

6

I choose Helping others because  
I like to help others is fun to  
help others because one day  
I needed help and my brother  
help me my brother allways help  
me on other day a friend kind  
has ball den I went to find it.  
I choose that because I like  
to help others. I choose  
Build something because if  
a house is in fire is de stoct  
I will fish ogen.  
I choose Build something.

Writing Rubrics, Scoring Forms, and Exemplars

Fact-Based Essay	
Score Point 0	<ul style="list-style-type: none"> <li>Is solely in a language other than English</li> </ul>

6

Me gusta viajar en el extranjero  
 porque me gusta viajar como sur  
 de la vida. También que vive en el  
 mundo. Sobre un poco de la vida de  
 la vida. Me gusta viajar de  
 el que me gusta de de el  
 mundo. Así que me gusta  
 para ser un viajero que  
 tomar muchas responsabilidades.

Me gusta viajar es que viajar  
 a un día sobre modo en el extranjero  
 como la vida. También que  
 los tres de la vida. Como son  
 los días.

me gusta viajar de que sea  
 me gusta viajar como viajar  
 lo NO.





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NYSESLAT 3–4 SLRW DFA Sampler

