

# New York State Testing Program **NYSESLAT**



**Grades 7–8**

## **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 15–24 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. Tell me about something you learned in science class last week.

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. Mei is studying ecosystems in school, so she . . .

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 is the man doing, and why?**

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. What does this map show?** (Pause for about 15 seconds for the student to respond.) **Based on the map, explain how to get from the Ferris wheel to the roller coaster.**

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 astonishment? . . . Which picture shows astonishment?

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 read the question and answers silently as I read them out loud. Fill in the correct circle on your answer sheet.

You will only have a chance to hear the person talking one time, so listen carefully.

## Listening

You will hear a teacher talking.

Now listen.

“Today we are going to discuss similes. A simile is a type of figurative language that compares two things. It uses the words ‘like’ or ‘as.’ I’m going to read aloud a paragraph from a personal narrative. Listen for similes, and write down any that you hear. Then, get in your groups and discuss what the writer means by these similes and whether you think his use of figurative language is effective or not.”

Pause.

**SAY**

**2** Look at number 2. What will you do with your group?

- A** Copy figurative language
- B** Talk about similes
- C** Listen to a narrative
- D** Read a paragraph

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 lesson. I will read the lesson twice. After you hear the lesson, you will answer several questions about it, so listen carefully.

As you listen carefully, you may take notes on the lesson anytime you wish during the two readings. You may use these notes to answer the questions that follow. Use the blank space on this page for notetaking. 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 social studies lesson. Listen carefully.

The game of Double Dutch jump rope was first played in America on the streets of New Amsterdam. Dutch settlers brought it with them across the sea. But the game did not originate with the Dutch. It is believed to have begun in ancient times.

In ancient Phoenicia and Egypt, rope was very important to sailors. It was made of a plant fiber, and it was used on ships to rig sails and tie down cargo. Rope makers worked at seaports, tying the ends of the fiber strands to a wheel, and then walking backward as they twisted the strands into rope.

Runners would bring the rope makers more fiber when they needed it. They would have to jump over the twisting strands to make their deliveries. This probably led to the idea for making rope jumping a game. The fancy footwork needed to jump between two turning ropes was passed down over generations. Dutch traders saw the game and brought it home with them to the Netherlands.

Pause.

**SAY** Now you will hear the lesson again.

(Repeat the lesson.)

**SAY** Now please turn the page.

**3** Look at number 3. What is this lesson mainly about?

- A** Dutch trade with Egypt
- B** How to play Double Dutch jump rope
- C** Dutch settlements in New Amsterdam
- D** The history of a jump rope game

Pause for about 10 seconds.

**SAY**

**4** Look at number 4. According to the lesson, which group brought jump rope to America?

- A** The Egyptians
- B** The Phoenicians
- C** The Dutch
- D** The Native American Indians

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** Now turn to page 12. 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:** Read the passage. Then answer the questions. Fill in the correct circle on your answer sheet.

**1–5** You will do questions 1 through 5 by yourself. When you have finished question 5, stop, put your pencil down, and look up. You may begin now.

When all students have finished number 5,

**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 16. 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 all students have finished number 2,

**SAY** Look at the top of page 17. 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 all students have finished number 4,

**SAY** Please turn the page. Look at the top of page 18. 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 the setting?
- Who is the person, and what is she doing?
- What might the person be thinking or feeling?

Look at page 19 in your booklet. (Hold up Student Booklet and point to page 19.) 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 20. Read the directions to yourself as I read them out loud.

## Writing

- 6** Directions: Look at the information about Cheyenne and Chicago in the chart and map. If this were the year 1877, where would you rather live—in Cheyenne, a frontier town in the western part of the United States, or in Chicago, a large midwestern city?

In your own words, write a well-organized essay about in which place you would rather live in 1877.

In your essay, remember to:

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

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

Look at page 22 in your booklet. Use this blank Planning Page to take notes and plan your writing. (Hold up Student Booklet and point to page 22.) What you write on the Planning Page will not be scored. Write your essay on pages 23 and 24. (Point to the correct pages.)

There is a Writing Checklist at the top of page 23. 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 chart. 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 25–42 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 7–8 TEST SAMPLER**  
**QUESTION KEY**

**Listening**

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

**Reading**

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

**Writing**

1. A
2. B
3. A
4. D

## 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	Tell me about something you learned in science class last week.	I learned about chemical reactions.	<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	Tell me about something you learned in science class last week.	What are the name of some chemicals?	<b>1</b>	Ideas are expressed somewhat clearly; demonstrates only partial command of the conventions of standard English grammar and usage.
1	Tell me about something you learned in science class last week.	What umm, what do you learning, the, last week, ah science, um what, what you learning in last week science?	<b>0</b>	Only repeats the prompt.



## 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	Mei is studying ecosystems in school, so she . . .	went outside and jotted some notes.	<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	Mei is studying ecosystems in school, so she . . .	um, look around and take notes.	<b>1</b>	Somewhat appropriately describes the event in the graphic; demonstrates only partial command of the conventions of standard English and grammar usage.
2	Mei is studying ecosystems in school, so she . . .	um, the so she can help the, the, the there?	<b>0</b>	Irrelevant response.

## 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	<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 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	<p><b>Relevant response that falls below grade-level fluency</b></p> <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	<p><b>Irrelevant or unintelligible response</b></p> <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 is the man doing, and why?	The man is painting his house because he is going to have visitors next week.	<b>2</b>	Addresses both parts of the prompt; appropriately integrates and evaluates the visual information; 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.
3	What is the man doing, and why?	The man was doing the painting because is this is was, what was working for the owner.	<b>1</b>	Response falls below grade-level fluency; demonstrates only partial command of the conventions of standard English grammar and usage.
3	What is the man doing, and why?	Man is um, like, um, her house is like break, she's like is breaking, he, he is doing a round.	<b>0</b>	Irrelevant response; 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 this map show?</p> <p>Based on the map, explain how to get from the Ferris wheel to the roller coaster.</p>	<p>Part 1: The map shows different places in the, um carnival.</p> <p>Part 2: Um, from the Ferris wheel to the roller coaster you could go north then east, around the, the park, and then go east, and then go north again.</p>	<b>2</b>	Addresses both parts of the prompt; ideas are expressed clearly; uses vocabulary that is context-related.
4	<p>What does this map show?</p> <p>Based on the map, explain how to get from the Ferris wheel to the roller coaster.</p>	<p>Part 1: Um, it show pakr, park.</p> <p>Part 2: Um you have to go straight and then, you have to go right.</p>	<b>1</b>	Partially misinterprets the graphic information; ideas are expressed somewhat clearly; uses overly simplified vocabulary.
4	<p>What does this map show?</p> <p>Based on the map, explain how to get from the Ferris wheel to the roller coaster.</p>	<p>Part 1: He got water. . . uh food. . . how.</p> <p>Part 2: Hmm. . . I don't know.</p>	<b>0</b>	Irrelevant response; misinterprets the graphic.

## 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.	First, Rosa was in the super-market and she went to checkout when suspiciously she saw this golden, umm, bracelet. Next, she went to the cashier and told the man that she saw this bracelet. So she left it with the cashier to see if somebody else comes and, and picks it up. Last, the woman, the cashier tell the woman that she had left her bracelet here. The woman was happy that she found her bracelet and she went home knowing that she found it.	<b>4</b>	Well organized and logically developed; includes many relevant and descriptive details ( <i>supermarket, went to checkout, golden bracelet, left with cashier</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.	In the first movie, the woman is walking by and she see a bracelet on the floor, on the floor. Next, she goes, she goes to the man, tellin her that she found the bracelet on the floor, floor. Then after that, last, the man who sells it, sells the bracelet to a, to a woman.	<b>3</b>	Somewhat organized; includes some relevant details ( <i>walking by, see a bracelet on the floor, man...sells the bracelet</i> ); speech is not entirely clear and pace is somewhat slow at times.
5	Look at the three pictures. Tell a story about what you see in the pictures.	Mary found a, a jewelry. She gave it to John. Then she told John that sh, um, Mary found a jewelry on the floor. Next, and last, John gave it the jewelry to the, to someone who lost that.	<b>2</b>	Includes few details; speech is somewhat difficult to understand and is slow and halting at times.
5	Look at the three pictures. Tell a story about what you see in the pictures.	She's picking up something, and, and some guy find it.	<b>1</b>	Demonstrates limited fluency; includes very limited vocabulary.
5	Look at the three pictures. Tell a story about what you see in the pictures.	Ring. Ring, and ring	<b>0</b>	Minimal response.



## 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	<b>The Response:</b> <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	<b>The Response:</b> <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	<b>The Response:</b> <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>

## Writing Rubrics, Scoring Forms, and Exemplars

<b>Descriptive Writing Paragraph (continued)</b>	
Score Point 1	<b>The Response:</b> <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	<b>The Response:</b> <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>My name is Cindy Wong; 18 years old and on my way to college; on a Fairy express train taking me from New York to UCLA in California; head filled with thoughts</i>)</li><li>▪ Is clear, coherent, and well organized</li><li>▪ Uses concrete words and phrases and sensory details (<i>the ride is going to be extreemly/extremely long; thought of a day so difficult; cutting loose from the thing that you/I love most in the world</i>)</li></ul>

5

My name is Cindy Wong. I am 18 years old and on my way to college. Right now I'm on a Fairy express train taking me from New York to UCLA in California. My dream college! Right now as I look out the window something that comes to my mind besides the fact that the ride is going to be extreemly long, is when I left my parents. I had never thought of a day so difficult, it's like I'm cutting loose from the thing that you love most in the world. I am feeling that feeling you have when someone really important in your life leaves all of a sudden but except I'm the one who's leaving! The thought of being on my own frightens me. As I still look out the window with my head filled with many thoughts, I know that although not always having my parents by my side isn't easy but I'm ready to start my new life as a college girl and begin my journey.

## Writing Rubrics, Scoring Forms, and Exemplars

Descriptive Writing Paragraph	
Score Point 3	<ul style="list-style-type: none"><li>▪ Mostly addresses the task</li><li>▪ Includes some descriptive details (<i>sitting on a bus; enioing/enjoying the beautiful view of nature; thinking about the happy and awsome/ awesome things happend/happened in her life; feel to become one with nature; bus quickly passes</i>)</li><li>▪ Is mostly clear, coherent, and organized</li><li>▪ Demonstrates some command of the conventions of standard English grammar, usage, and spelling</li></ul>

5

One tourist is sitting in a Bus and looking out of window. she is enioing the beautiful view of nature and thinking about the happy and awsome things happend in her life. She is thinking that who awesome would it be If she lived here. She is wondering that how would it feel to become one with nature. she is loving the view as the bus quickly Passes, and she is feeling happily as ever.

## 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 (<i>in a traing/train; person is a women/ woman; how nice is the viwe/view; see her laffing/laughing</i>)</li><li>▪ Demonstrates limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li></ul>

5

The setting takes place in a train.  
The person is a woman. She is sitting  
down. I think the person is  
thinking of how her family or how  
nice is the view. I think she  
is feeling very happy because  
I see her laughing.

## Writing Rubrics, Scoring Forms, and Exemplars

Descriptive Writing Paragraph	
Score Point 1	<ul style="list-style-type: none"><li>▪ Minimally addresses the task</li><li>▪ Is somewhat incoherent (<i>The Pinture: is blach.</i>)</li><li>▪ Demonstrates minimal command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li></ul>


5

The Pinture.  
The Pinture: is blach. She one glaseSS AND  
one jacket. The Pinture is beautiful.  
The bus is large.

## Writing Rubrics, Scoring Forms, and Exemplars

Descriptive Writing Paragraph	
Score Point 0	<ul style="list-style-type: none"><li>▪ Does not address the task (partial copy of the prompt)</li></ul>

5

look at the picture 

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## 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

<b>Fact-Based Essay (continued)</b>	
Score Point 1	<b>The Response:</b> <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	<b>The Response:</b> <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 provided (<i>because Chicago was established/ established in 1837 so that city had more time to modernize/ modernize; had trains and horse-drawn cars as ways of transportation</i>)</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 (<i>that city had more time to modernize/modernize; in contrast to the town of Cheyenne; Ultimately, Chicago was a more modern city than the town of Cheyenne/Cheyenne</i>)</li><li>▪ Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li></ul>

6

If this were the year 1877, and I will have to choose to live in Cheyenne or Chicago, I would rather live in Chicago. Chicago is located in the state of Illinois in the Midwest. Chicago had many new innovations than Cheyenne in the year 1877. It would be better to live in Chicago in the year 1877.

One of the reasons why I would rather to live in Chicago if this were the year 1877 is because Chicago was established in the year 1837, so that city had more time to modernize for the year 1877. Another reason is that Chicago had trains and horse-drawn cars as ways of transportation. In addition Chicago had a department store zoo in the 1877.

Cheyenne had trains, too, in 1877 and had a postal service as Chicago did. But the

## Writing Rubrics, Scoring Forms, and Exemplars

City of Chicago, in contrast to the town of Chayenne, had telephones that the people could use and had a public library in the year 1877. Also, Chicago had an advantage of being near the Lake Michigan.

Ultimately, Chicago was a more modern city than the town of Chayenne in the year 1877. Chicago had many things like a public library and telephones that were very useful in the 1877. In conclusion I would rather live in Chicago than in Chayenne if this were the year 1877.

## 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 provided (*chicago because there are telephones; because chicago is right next to a lake; they do have Public libaray's/libraries*)
- Mostly integrates information from the source material using student's own words
- Is mostly clear, coherent, and organized
- Uses language and vocabulary that is mostly appropriate to the task (*I will rather live in Chicago*)
- Demonstrates some command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

6

If this were the year of 1877, I will rather live in chieago. were they said is a large midwestern city. I wouldnt like to live in cheyenne, were a frontier town in the western part of the united states is, because in the chiat of cheyenne, they have to telephones, so you can't be able to call your family members, and there's no Public libaray, which we need, so kids could go there and focus on their homework. and in cheyenne, there's no Lake, so people can get water.

I would rather live in chieago, because it's a larger country. I will also rather live in chieago because there are telephones, so people can communicate



## Writing Rubrics, Scoring Forms, and Exemplars

easily for example if you wanna talk to your mother, because you miss her, than you could, because in Chicago there are telephones. Another reason why I would rather live in Chicago is, because Chicago is right next to a lake, so people can get water to take a bath, or wash their clothes with. Another reason why I rather live in Chicago is, because in the chart you can see that they do have public libraries. For example I believe that children force much better on there homework in a public library, instead of at home.

In conclusion I learned that Cheyenne, the frontier town doesn't have no telephones, nor a public library. I also learned that Chicago had no electric lights at the time of 1877. Another thing I learned was that Chicago is right next to the Lake Michigan, because it tells you in the map.

## 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 provided (<i>Cheyenne is new/newer than Chicago; In Cheyenne They have Train Postal/postal service/service; dont/don't have to/too much/many people living in there; in Chicago is more cold because Chicago is closer to the michigan like/lake</i>)</li><li>Lacks clarity and coherence and is somewhat disorganized</li><li>Demonstrates limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li></ul>

6

I will live in Cheyenne because Cheyenne is a small frontire town. Cheyenne is new than Chicago and Cheyenne only people lives in the town.

In Cheyenne they have Train postal service and the most important thing is there is a small town there dont have to much people living in there. In Chicago there is a huge city 500,000 people live there. Maybe in Chicago is more cold because Chicago is closer to the michigan

Writing Rubrics, Scoring Forms, and Exemplars

like and Cheyenne is  
not close to any river.  
live in a small town  
is better in Chicago.  
The people is in every place  
but in Cheyenne is more  
different because Cheyenne is  
a town and Chicago is a  
City.

were you prefer to live  
in Chicago or Cheyenne?



## Writing Rubrics, Scoring Forms, and Exemplars

### Fact-Based Essay

Score Point 1

- Minimally addresses the task (*I like Chicago because Chicago is so beutifuel/beautiful and I more Family in Chicago*)
- Is somewhat incoherent and disorganized
- Uses vocabulary that is inappropriate or insufficient for the task (*partament; tambien pero*)
- Demonstrates minimal command of the conventions of standard English grammar, usage, capitalization, and spelling

6

I like chicago because  
chicago is so beutifuel  
and I more Family in  
chicago. Chicago is a  
city so beutiful and  
Department store too. In  
chicago the partament is  
so larg and beutiful.  
Whyoming Territory is good  
tambien pero I like chicago  
because my family is ther.  
Chicago is large city  
because more people is  
there and then is more  
it there trains, horse-drawn  
street cars. Approximately in  
population is the 500,000 is  
in michigan. approximately there.



## Writing Rubrics, Scoring Forms, and Exemplars

### Fact-Based Essay

Score Point 0

- Does not address the task
- Is incoherent

6

Two of a one do it  
go to Chicago from The  
bion. and a guana do it  
go to a bus vik and  
The gang is on my fan  
a guana do it contact on  
my fan. and a guana  
go to The Point. and  
a guana go to The Park.  
Len a guana do it iren  
alot foot. and go to The  
Park to play baseball on  
my bro the and my frent.  
and a guana do it sild  
and my fan. and use my  
computer. and a guana  
today is 4 pizza.

## Writing Rubrics, Scoring Forms, and Exemplars

and my opinion is a 125  
to go to Chicago because  
I don't go I should go  
often. and my conclusion  
is to visit and Chicago  
and visit a place to  
the point because I like  
to visit and Chicago  
is to visit and I  
like to visit and the



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NYSESLAT 7–8 SLRW DFA Sampler

