

New York State Testing Program **NYSESLAT**



Grades 9–12

TEST SAMPLER **DIRECTIONS for ADMINISTRATION**

Table of Contents

Introduction to the Test Sampler	3
Directions for Administering the Test Sampler	4
Speaking Test.....	5
Listening Test.....	7
Reading Test.....	11
Writing Test.....	12
Question Key	16
Speaking Rubrics, Scoring Forms, and Exemplars	17
Writing Rubrics, Scoring Forms, and Exemplars	27

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 17–26 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 think is the biggest environmental problem right now?

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. Before Oki takes the test, he . . .

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 do you think he is doing that?

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 pie chart. Answer the questions based on the information provided.

4 Look at number 4. What does the pie chart show about Roberto's study plan? (Pause for at least 15 seconds for the student to respond.) **Compare the amount of time Roberto will spend studying Earth Science to the amount of time he will spend studying English.**

Pause for at least 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 something that is edible? . . . Which picture shows something that is edible?

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 listen to a science teacher talking.

Now listen.

“There are four microscopes set up at each lab table. You and your lab partner will share a microscope for this final lab assignment. You will be distinguishing types of cells in the human body. Next to each microscope is a worksheet and a small box of slides labeled with letters. First, remove one of the slides. Then note what letter is on the label. Place the slide beneath the lens, look through the eyepiece, and focus the image. Record what you see on the worksheet next to that slide’s letter. After you have looked at all the slides, please turn in your worksheet.”

Pause for about 4 seconds.

SAY

2 Look at number 2. What should you and your lab partner do first?

- A** Focus the image
- B** Remove one of the slides
- C** Record what you see
- D** Look into the eyepiece

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 science lesson. Listen carefully.

When the fall air turns cooler in the United States and Canada, the monarch butterflies know it's time to leave. Monarch butterflies cannot survive cold winters, and neither can the plants that supply them with food. So, every fall, millions of butterflies migrate south for the winter. Some butterflies fly as far as 3,000 miles to reach their winter home!

Monarchs that live west of the Rocky Mountains migrate to small groves of trees in Southern California. Monarchs that live east of the Rocky Mountains migrate to forests high in the mountains of central Mexico. Amazingly, the butterflies migrate to the same trees every year. This is incredible because different butterflies migrate each year. Yet somehow the butterflies know where to go!

During the migration, the butterflies may travel between 50 and 80 miles a day. Along the way, they stop to extract nectar from flowers. This food gives them the energy they need to travel such long distances.

Once the monarchs have reached the forests of Mexico, tens of thousands of monarchs will gather on a single tree. Gathering in such large clusters helps the butterflies stay warm and protects them from rain or from being blown away.

The butterflies remain in their winter home in Mexico until about March, when they begin their journey back north. As they travel, they lay eggs and then die. The eggs become a new generation of butterflies that continue the journey north. It takes three or four generations for the monarch butterflies to finally return to their summer home in the northern United States and Canada.

Pause.

SAY Now you will hear the lesson again.

(Repeat the lesson.)

SAY Now please turn the page.

3 Look at number 3. According to the lesson, what is *most* amazing about the migration of these butterflies?

- A** The fact that they stop to sip nectar while flying south
- B** The fact that they end up in the same trees every year
- C** The fact that they migrate in large numbers every year
- D** The fact that their migration takes place in the fall

Pause for about 10 seconds.

Listening

SAY

4 Look at number 4. According to the lesson, why do the butterflies gather in large clusters?

- A** It gives them additional energy.
- B** It helps keep them on course.
- C** It helps them extract nectar.
- D** It protects them from rain and wind.

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 Please turn the page. Look at the top of 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.

1–6 You will do questions 1 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,

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 look at the top of page 17. 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 Please turn the page. Look at the top of page 18. 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 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 the setting, and what is the weather like?
- Who are the people, and what are they doing?
- What might the people be thinking or feeling?

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 two time lines. They show information about inventions and advances in transportation and communication.

Choose *one* of these time lines. In your own words, write a well-organized essay about how the inventions and advances in either transportation or communication have changed people’s daily lives up to, and including, the present.

In your essay, remember to:

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

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

Look at page 24 in your booklet. Use this blank Planning Page to take notes and plan your writing. (Hold up Student Booklet and point to page 24.) **What you write on the Planning Page will not be scored. Write your essay on pages 25 and 26.** (Point to the correct pages.)

There is a Writing Checklist at the top of page 25. 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 time line. 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,

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 27–44 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 9–12 TEST SAMPLER
QUESTION KEY

Listening

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

Reading

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

Writing

1. A
2. C
3. D
4. C

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

Speaking Rubrics, Scoring Forms, and Exemplars

Social & Academic Interaction Exemplars

Question	Prompt	Transcription	Score	Comment
1	What do you think is the biggest environmental problem right now?	In my opinion, the biggest environmental problem, problem right now is, the global warming.	2	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 think is the biggest environmental problem right now?	The biggest problem of the environment... are off because we are destroying the...beosph...the biosphere.	1	Ideas are expressed somewhat clearly; demonstrates only partial command of the conventions of standard English grammar and usage.
1	What do you think is the biggest environmental problem right now?	Is the creses this time.	0	Incoherent 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	<p>Relevant response that approximates grade-level fluency</p> <ul style="list-style-type: none"> ▪ Appropriately describes the person, thing, or event in the graphic ▪ Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate) ▪ Demonstrates command of the conventions of standard English grammar and usage (i.e., uses correct verb tense, subject-verb agreement)
Score Point 1	<p>Relevant response that falls below grade-level fluency</p> <ul style="list-style-type: none"> ▪ Somewhat appropriately describes the person, thing, or event in the graphic ▪ Uses overly simplified vocabulary ▪ 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
Score Point 0	<p>Irrelevant or unintelligible response</p> <ul style="list-style-type: none"> ▪ Is incoherent ▪ Solely in a language other than English ▪ Only repeats the prompt ▪ Minimal or no response

Speaking Rubrics, Scoring Forms, and Exemplars

Sentence Completion Exemplars

Question	Prompt	Transcription	Score	Comment
2	Before Oki takes the test, he...	sharpens his pencil so his pencil is not dull.	2	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	Before Oki takes the test, he...	he umm using the pencil.	1	Somewhat appropriately describes the event in the graphic; demonstrates only partial command of the conventions of standard English and grammar usage.
2	Before Oki takes the test, he...	he wa uh (unintelligible).	0	Minimal response; 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	<p>Relevant response that approximates grade-level fluency</p> <ul style="list-style-type: none"> ▪ Is complete (i.e., addresses both parts of the oral prompt) ▪ Appropriately integrates and evaluates the visual information (i.e., is plausible) ▪ Ideas are expressed clearly (i.e., response is coherent and cohesive) ▪ Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate for the task) ▪ Demonstrates command of the conventions of standard English grammar and usage
Score Point 1	<p>Relevant response that falls below grade-level fluency</p> <ul style="list-style-type: none"> ▪ Addresses only part of the prompt ▪ Somewhat integrates and evaluates the visual information (i.e., is partially plausible) ▪ Ideas are expressed somewhat clearly ▪ Uses overly simplified vocabulary ▪ Demonstrates only partial command of the conventions of standard English grammar and usage
Score Point 0	<p>Irrelevant or unintelligible response</p> <ul style="list-style-type: none"> ▪ Does not address the prompt ▪ Is incoherent ▪ Solely in a language other than English ▪ Only repeats the prompt ▪ Minimal or no response

Speaking Rubrics, Scoring Forms, and Exemplars

Picture Description Exemplars

Question	Prompt	Transcription	Score	Comment
3	What is the man doing, and why do you think he is doing that?	He is examining cuneiform or some sort of hieroglyphics, and he is doing that because it's important to learn about past lives of people.	2	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 do you think he is doing that?	He's, He's looking at some words and find something.	1	Addresses only part of the prompt; uses overly simplified vocabulary; demonstrates only partial command of the conventions of standard English grammar and usage.
3	What is the man doing, and why do you think he is doing that?	Umm, the man's lifes search like something, and I think it like ahh...skip it.	0	Irrelevant response.

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

Speaking Rubrics, Scoring Forms, and Exemplars

Response to Graphic Information Exemplars

Question	Prompt	Transcription	Score	Comment
4	<p>What does the pie chart show about Roberto's study plan?</p> <p>Compare the amount of time Roberto will spend studying Earth Science to the amount of time he will spend studying English.</p>	<p>Part 1: Umm, in his study plan, there's geom, ah, three hours of Geometry and three hours of History and two and a half hours of Algebra and four and a half hours of English and two hours of Science.</p> <p>Part 2: Umm, he's, ah, I think Robo, Roberto is really good at Earth Science so he's only planning to study for two hours, and for English he's, he's planning to study four and a half hours.</p>	2	Approximates grade-level fluency; addresses both parts of the prompt; appropriately integrates and evaluates the graphic information; ideas are expressed clearly; uses vocabulary that is context-related; demonstrates command of the conventions of standard English grammar and usage.
4	<p>What does the pie chart show about Roberto's study plan?</p> <p>Compare the amount of time Roberto will spend studying Earth Science to the amount of time he will spend studying English.</p>	<p>Part 1: He is study the plan for the week for for doing...ah... ah...homework.</p> <p>Part 2: In Science and English? In Earth Science, he take two hours in English, he take four and half hour.</p>	1	Relevant but falls below grade-level fluency; ideas are expressed somewhat clearly; demonstrates only partial command of the conventions of standard English grammar and usage.
4	<p>What does the pie chart show about Roberto's study plan?</p> <p>Compare the amount of time Roberto will spend studying Earth Science to the amount of time he will spend studying English.</p>	<p>Part 1: Um...English (mumble) I think Puerto Rico.</p> <p>Part 2: Because... I...I...don because him...he wanted, he wanted taste some berry and he wanted student.</p>	0	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>Native-like fluent response</p> <ul style="list-style-type: none"> ▪ Is well organized and logically developed ▪ Includes many relevant and descriptive details and task-appropriate vocabulary ▪ Uses coherent, fluent sentences ▪ Speech is clear and pace is appropriate
Score Point 3	<p>Slightly below native-like fluency</p> <ul style="list-style-type: none"> ▪ Is somewhat organized and developed ▪ Includes some relevant details and mostly task-appropriate vocabulary ▪ Uses mostly coherent, fluent sentences ▪ Speech may not be entirely clear; pace may be somewhat slow
Score Point 2	<p>Considerably below native-like fluency</p> <ul style="list-style-type: none"> ▪ Is poorly organized ▪ Includes few details; vocabulary is overly simplified ▪ Uses some coherent sentences ▪ Speech is somewhat difficult to understand; may be slow and halting
Score Point 1	<p>Very limited fluency</p> <ul style="list-style-type: none"> ▪ Is not organized ▪ Includes very limited vocabulary ▪ May be limited to phrases rather than sentences ▪ Speech is difficult to understand
Score Point 0	<p>No fluency demonstrated</p> <ul style="list-style-type: none"> ▪ Completely irrelevant or incoherent ▪ Solely in a language other than English ▪ Only repeats the prompt ▪ Minimal or no response

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.	Maria and Ciara are outside umm gardening some tomatoes, then, I mean next, the tomatoes have grown in a week and Ciara's outside picking them out so she can bring them inside. Last, umm Maria and Ciara are both in the kitchen cutting tomatoes so they can make a very delicious sauce.	4	Well organized and logically developed; includes many relevant and descriptive details (<i>gardening, picking, kitchen, cutting, delicious sauce</i>); speech is clear and pace is appropriate.
5	Look at the three pictures. Tell a story about what you see in the pictures.	One day Christina and Anna... ahh...is planting the fruits. And...umm...few weeks later Christina is...was...picking the tomatoes which they planted. And...umm...they cooked the tomatoes for their dinner.	3	Somewhat organized; includes some relevant details (<i>planting, picking, cooked the tomatoes for their dinner</i>); pace is slow.
5	Look at the three pictures. Tell a story about what you see in the pictures.	Da...The first they got the girl... the girl...umm do something... put the water on the the flowers. Then second, they, ahh, da, da, flowers gave da foods. And they take...she takes...some fu... some some foods. And tird, the girls eat da foods.	2	Includes few details; vocabulary is overly simplified; somewhat difficult to understand.
5	Look at the three pictures. Tell a story about what you see in the pictures.	Ahh...They...They are... uh...planting...ah...(another language) of tomato. And in the next picture...ah...she is...she's (another language) the tomato. And the next picture they are... they are (another language) the tomato for eating.	1	Demonstrates limited fluency; includes very limited vocabulary; speech is difficult to understand.
5	Look at the three pictures. Tell a story about what you see in the pictures.	Um...The woman and girl (giggle)...I don't know.	0	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	The Response: <ul style="list-style-type: none">▪ Addresses the task▪ Includes many and varied descriptive details▪ Is clear, coherent, and well organized▪ Uses concrete words and phrases and sensory details▪ Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 3	The Response: <ul style="list-style-type: none">▪ Mostly addresses the task▪ Includes some descriptive details▪ Is mostly clear, coherent, and organized▪ Uses vocabulary that is mostly appropriate to the task▪ Demonstrates some command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 2	The Response: <ul style="list-style-type: none">▪ Partially addresses the task▪ Includes a few descriptive details▪ May lack clarity and coherence and/or be somewhat disorganized▪ May use basic vocabulary▪ Demonstrates limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

Writing Rubrics, Scoring Forms, and Exemplars

Descriptive Writing Paragraph (continued)	
Score Point 1	The Response: <ul style="list-style-type: none">▪ Minimally addresses the task▪ May be somewhat disorganized and incoherent▪ Uses vocabulary that is inappropriate or insufficient for the task▪ Demonstrates minimal command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 0	The Response: <ul style="list-style-type: none">▪ Does not address the task▪ Is illegible▪ Is incoherent▪ Is solely in a language other than English▪ Is irrelevant▪ No response

Writing Rubrics, Scoring Forms, and Exemplars

Descriptive Writing Paragraph Exemplars

Descriptive Writing Paragraph	
Score Point 4	<ul style="list-style-type: none">▪ Addresses the task (in narrative structure)▪ Includes varied descriptive details (<i>her newly bought brown bag, beautiful light white flakes of snow falling, a bright yellow umbrella</i>)▪ Is clear, coherent, and well organized▪ Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

5

On a winter evening Destiny was leaving her job wearing a black p^o-coat with her hair out holding her newly bought brown bag. "Good night" she said to her fellow co-workers as she left. Destiny walked her town's main street to see beautiful light white flakes of snow falling. "Watch out" said a man on a bicycle that looked like it could of been 100 years old. As the man came to a stop he gave her a bright yellow umbrella and said "You dont want your hair getting messed up". Destiny came to a halt and grabbed the umbrella and said "Thank you" but quickly the bike and man rode off. As she saw the bike disappear she starting walking off into the snow.

Writing Rubrics, Scoring Forms, and Exemplars

Descriptive Writing Paragraph	
Score Point 3	<ul style="list-style-type: none">▪ Mostly addresses the task▪ Includes some descriptive details (<i>cold winter night, simply white, streets are getting filled with snow</i>)▪ Demonstrates some command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling (<i>trees are cover/covered; in/by a fire; shuffeling/shoveling; their for there</i>)

5

In the picture, it shows a cold winter night. Its snowing a lot, everything is simply white. People are taking a walk, some are shuffeling to clean the side walk and roads, theirs a women ridding on a bike, and theirs a young lady with an umbrella walking for she doesn't get snow all over her hair theirs also lots of bikes parked. The trees are cover with snow, the streets are getting filled with snow, also the buildings are filled with snow. The people in the picture are feeling happy that theirs snow because they get to drink their hot chocolate while being in a fire, and some are just enjoying the weather by taking a walk and ridding bikes

Writing Rubrics, Scoring Forms, and Exemplars

Descriptive Writing Paragraph	
Score Point 2	<ul style="list-style-type: none">▪ Partially addresses the task▪ Includes a few descriptive details (<i>looks like there is a storm; everithing/ everything is withe/white</i>)▪ Demonstrates limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling (<i>clothes in their bodies, withe/white, almos/almost can't see nothing</i>)

5

In the Picture what's happening is that is snowing and all of the people that are in the picture are trying to covered with their umbrella. It looks like there is a storm, and all of the tree are withe, and the stree is cover with snow, everithing is withe, and every people have to covered their body because if they don't cover their body they are going to get sick. Almost all of the people don't like the snow because they always have put a lot of clothes in their bodies. The buildings nobody can't see it because of the snow. The snow is very withe and nobody almos can't see nothing.

Writing Rubrics, Scoring Forms, and Exemplars

Descriptive Writing Paragraph	
Score Point 1	<ul style="list-style-type: none">▪ Minimally addresses the task▪ Somewhat incoherent (<i>a Bike with a people of and snow</i>)▪ Demonstrates minimal command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

5

I see a Bike with a People of
and snow, and A lot People
in the stree in a time of winter
and I see fo four Bike in The
stree, a lot TREE, and A lot
building and umbrella in the
stree.

Writing Rubrics, Scoring Forms, and Exemplars

Descriptive Writing Paragraph

Score Point 0	<ul style="list-style-type: none">▪ Does not address the task▪ Is irrelevant
---------------	---

5

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

Writing Rubrics, Scoring Forms, and Exemplars

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

Writing Rubrics, Scoring Forms, and Exemplars

Fact-Based Essay Exemplars

Fact-Based Essay	
Score Point 4	<ul style="list-style-type: none">▪ Addresses the task and includes reasons supported by relevant details from the source material▪ Is clear, coherent, and well organized▪ Uses precise language and domain-specific vocabulary (<i>revolutionize, economic boom, technology sector, social media</i>)

6

Technology advances have played in shaping the culture and connectivity of our country and the world. There have been advances in many fields, in transportation, communication, and others. The communication advances such as the telephone, radio and internet dramatically changed the lives of people around the world. Because of these advances we have many things that we can do now and that we couldn't do before.

Because of inventions, like telephone people can talk to each other without leaving the comfort of their home. These advances would also become things like cell phones, and iPhones in the future. Other advances include internet which would revolutionize the way we communicate and do other things like working.

The advances would play a part in 1990's economic boom. There were a lot of jobs created in the technology sector, and even continues to be created today. Another technology breakthrough would be social media, which changed the way people can talk to one another. The social media also played a large role in the revolutions going in the Arab world. Because of social media people can now plan to create large gatherings which protest the way their government is working. These effects have had and continue to have a lasting effect on the world.

In conclusion I believe that technology has played a big role in the way that our world works. Because of these advances there will be a lot of great changes to come for the better.

Writing Rubrics, Scoring Forms, and Exemplars

Fact-Based Essay	
Score Point 3	<ul style="list-style-type: none">▪ Mostly addresses the task and includes reasons supported by relevant details from the source material▪ Is mostly clear, coherent, and organized▪ Uses language that is mostly appropriate to the task▪ Demonstrates some command of the conventions of standard English (insufficient use of punctuation)

6

Inventions And Advances in Communication
Without the Advances we had over a long Period of time,
these inventions are helping us to make the world an easy
place to live in and succeed in life. New invention
really changed people's daily lives.
First in 1843 typewriter invented and that helped to print books
and papers that are used daily like the newspaper and magazines.
and during this time period the world was still developing.
here is an example of the world's most important inventions
and it's still developing, the PC (Personal Computer)
was invented in 1973 the PC helped a lot of people
to do their jobs easy and efficiently, so the company that
made personal computers are the Microsoft company
and they still developing new softwares and new parts that
could help people to organize their time and still do the
job they want to do. another example in communication
inventions is the cell phone inventions, today's cell
phones are being called "Smart Phones" they are really smart

Writing Rubrics, Scoring Forms, and Exemplars

because it's really fast respond and it kind of talks to the owner and without cell phones people would just have hard time talking to close friends and family members that are in different countries.

Another invention that really helped every single person like knows how to use it is the World Wide Web (www). This invention was in 1990 so really it only been around about 20 years and look at the advancement that they got to the web is really helpful for searching and learning new stuff, following the news and blogging and even communicating with friends, using facebook or twitter to friend and follow people and see what they are doing or who they are hanging out with.

Really the list of inventions is so long in fact it's getting longer every second because so many people are coming up with such brilliant ideas. Because without invention and new ways of communication we would be ignorant and we can't talk to families and friends in different countries. So that's why communication is a great effect on people's lives in the present and the good future.

Writing Rubrics, Scoring Forms, and Exemplars

Fact-Based Essay

Score Point 2

- Partially addresses the task
- Lacks clarity (Errors in grammar impede comprehension.)
- Demonstrates limited command of the conventions of standard English grammar and usage (*people can do impossible thing that in the old days no one can't dreamed to do that*)

6

Modern science change people ability likes by inventing new technology. New technology makes life easier than before. Now people can do their work or communicate with each other easily even though they are far away. Science is like magic. Magicians can do everything by using their magic. But science can do more than a magician. Today people can do impossible things that in the old days no one can't dreamed to do that. Science's new inventions takes people far away where they have ability to do impossible things.

More new invention more hardy lives gets easier. Comparing today and old day we had lot of change. for example. In 1825 through 1900 Scientist invented typewriter, Telephone, radio broadcast. After that invention people no longer have use pen to write book or any

Writing Rubrics, Scoring Forms, and Exemplars

other thing they can use typewriter which faster and easier. Because before it took people like almost one year to published one book. But ^{now} they can do that only 2 or 3 days. Also after TV invented people no longer have to go far away to know the world. By watching TV in home they can still know the world and what's going on. By staying home they can still know whole world, spend their free time watching drama etc. It's look like everything but if we look the invention during 1925 to 2007. We can see the scientist make life more easier than before. For example by using telephone, we can communicate with each other different part of the world. How amazing science is. People no longer have to walk to go somewhere or didn't have write with pen to published anything and their communication. By seeing people live style we can tell that what magical stuff science gave to us only for our benefits.

Therefore, all the invention scientist invented is to make world in better place, so people can do impossible thing and they didn't have work hard to do anything.

Writing Rubrics, Scoring Forms, and Exemplars

Fact-Based Essay

Score Point 1

- Minimally addresses the task
- Is primarily copied from source material with minimal use of student's own words
- Demonstrates minimal command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

6

Inventions and Advances in Communication.

In this paragraph I will tell you all about the Inventions and Advances in Communications. In 1876 the first telephone invented in the city.

In the 1824 to 2004 the advance in the communication grow. In 1906 the first Radio Program broadcast was made. The first world wide web invented in 1990. The more alot of think from 1824 to 2004 how I know that they are more think that the made like some internet web sites. how In this world they is alot of electronic in this world.

Writing Rubrics, Scoring Forms, and Exemplars

What do you know that P's made
how in 2012.

We'll try make new electronic and new
card, and video games. the world have advance alot
from 1825 to 2002.

Writing Rubrics, Scoring Forms, and Exemplars

Fact-Based Essay	
Score Point 0	<ul style="list-style-type: none">Does not address the task (copied directly from the time line)

6

Underground
railroad invented
gas-powered
motor to cycle
invented

Copyright © 2013 by the New York State Education Department. Permission is hereby granted for school administrators and educators to reproduce these materials, located online at <http://www.p12.nysed.gov/assessment>, in the quantities necessary for their school's use, but not for sale, provided copyright notices are retained as they appear in these publications. This permission does not apply to distribution of these materials, electronically or by other means, other than for school use. Questar Assessment, Inc. and the Questar Assessment, Inc. logo are trademarks, in the U.S. and/or other countries, of Questar Assessment, Inc. or its affiliate(s). Printed in the United States of America.

NYSESLAT 9–12 SLRW DFA Sampler



QA111433