

New York State Testing Program

NYSESLAT



Guide to the 2013 NYSESLAT

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Introduction

The New York State English as a Second Language Achievement Test (NYSESLAT) is designed to annually assess the English proficiency of all English language learners enrolled in Grades K–12 in New York State schools. The test gives the State and schools important information about the English language development of English language learners (ELLs), and is part of the State’s compliance with federal laws that mandate the annual assessing and tracking of English proficiency of English language learners.

To align this assessment with the Common Core Learning Standards (CCLS) which were adopted by the Board of Regents in January 2011, the New York State Education Department (NYSED) will utilize a two-phase process. In Phase One, NYSED made revisions to the NYSESLAT that will be administered in 2013 and 2014 guided both by CCLS and feedback from the field. Specifically, a NYSESLAT Test Specification Review meeting was held in April 2011 to obtain guidance from New York State educators in three areas: 1) changes to existing question types and the creation of new question types to make the NYSESLAT more aligned with the CCLS; 2) changes to question types to accommodate rebanding in the lower grades; and 3) other changes that would improve the administration and/or the effectiveness of the NYSESLAT. Regarding this second area of change, the NYSESLAT has been expanded from five grade bands to six, and there are now separate forms for Kindergarten, Grades 1 and 2, and Grades 3 and 4.

In the spring of 2012, new question types were field-tested using the new grade bands. Results from outreach to the field and subsequent field-testing have demonstrated that the structure and format of the 2013 NYSESLAT does not require significant changes. The NYSESLAT that will be administered in 2013 and 2014 will continue to be mapped to the existing English as a Second Language (ESL) Standards. However, the test will feature greater emphasis on academic and classroom contexts and new items that address the Common Core shift to reading for information. It is important to remember that the NYSESLAT is not designed to test students’ knowledge of content, but rather their abilities to use and understand the language that supports content.

Changes have been made to the procedures for scoring the Speaking and Writing subtests. New statewide scoring rules require that the Speaking subtest must be scored by a teacher who is not the student’s teacher of English as a second language or English language arts. Schools have three options for administering and scoring the Speaking subtest:

- Assign someone other than the student’s teacher to administer and simultaneously score the Speaking subtest.
- Have the student’s teacher administer the Speaking subtest while a disinterested teacher in the room listens to and simultaneously scores the student’s responses.
- Have the student’s teacher administer the Speaking subtest and record the student’s responses. The recording would subsequently be scored by a disinterested teacher.

For the Writing subtest, all of the student responses to the constructed-response questions must be scored by committees of teachers. No one teacher is to score more than approximately one-half of the constructed-response questions in a student’s Writing subtest booklet. No teacher who is a student’s teacher of English as a second language or English language arts may score any of the constructed-response questions in that student’s Writing subtest booklet.

Summary of Phase One Changes to the NYSESLAT Subtests

	Speaking	Listening	Reading	Writing
Order of question types changed	✓			
Question types revised		✓		
New question type(s) added	✓	✓	✓	✓
Rubrics revised	✓			✓
Scoring procedures revised	✓			✓

In Phase Two, additional revisions will be made to the NYSESLAT to fully align it to the CCLS and new Bilingual Common Core Standards. It is anticipated that the first administration of the fully CCLS aligned NYSESLAT will occur in Spring 2015.

Introduction to this Test Sampler Guide

This Guide is part of the NYSESLAT Test Sampler which also includes Student Booklets and Directions for Administration for each grade band. The purpose of this Guide is to provide more in-depth and technical information about the types of questions that appear on the NYSESLAT. Note that the question types appear in the Guide in the order that students encounter them on the NYSESLAT subtests.

The test specifications for the NYSESLAT appear on page 6. These specifications show the number and types of questions that will appear on the NYSESLAT at each grade band.

The section entitled *Comprehensive Guide to the NYSESLAT Question Types* beginning on page 7 provides detailed information about types of questions on the NYSESLAT. Refer to the far right column, *Test Sampler Questions*, in each chart to identify the specific question in each Test Sampler Student Booklet that represents the question type.

For specific examples of the question types that appear on the NYSESLAT at each grade band, see the Test Sampler Student Booklets and Directions for Administration. 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. When reviewing these materials at any grade band, you may refer to this Guide for more information about each question type.

NYSESLAT 2013 Test Specifications

Subtest	Question Type	Response Type*	Number of Questions					
			K	1-2	3-4	5-6	7-8	9-12
Speaking	Social & Academic Interaction	CR	4	4	4	4	4	4
	Sentence Completion	CR	5	5	5	5	5	5
	Picture Description	CR	5	5	5	5	5	5
	Response to Graphic Information	CR	—	1	1	1	1	1
	Storytelling	CR	1	1	1	1	1	1
Total			15	16	16	16	16	16
Listening	Word/Sentence Comprehension	MC	12	11	5	5	5	7
	Comprehension of Dialogue and Information 1	MC	12	4	4	—	—	—
	Comprehension of Dialogue and Information 2	MC	—	5	7	10	10	6
	Listening for Academic Content	MC	—	4	8	10	10	12
Total			24	24	24	25	25	25
Reading	Phonemic Understanding	MC	7	4	—	—	—	—
	Identifying Rhyme	MC	2	—	—	—	—	—
	Word Reading	MC	10	5	3	—	—	—
	Sentence Reading	MC	6	5	4	—	—	—
	Short Passage	MC	—	3	2	—	—	—
	Short Reading Comprehension	MC	—	—	—	8	7	8
	Comprehension	MC	—	8	16	19	20	19
Total			25	25	25	27	27	27
Writing	Mechanics & Structure 1	MC	—	3	5	6	6	6
	Mechanics & Structure 2	MC	—	—	7	8	8	8
	Mechanics & Structure 3	MC	—	3	—	—	—	—
	Letter Writing	CR	4	—	—	—	—	—
	Word Writing	CR	4	3	—	—	—	—
	Sentence Writing	CR	2	2	—	—	—	—
	Picture-Based Story	CR	—	1	—	—	—	—
	Descriptive Writing Paragraph	CR	—	—	1	1	1	1
	Fact-Based Essay	CR	—	—	1	1	1	1
Total			10	12	14	16	16	16

*Response Type: MC = multiple-choice question; CR = constructed-response (open-ended) question.

Comprehensive Guide to the NYSESLAT Question Types

SPEAKING QUESTIONS

Social & Academic Interaction

This type of constructed-response question requires the student to orally answer a conversational or academic question asked by the examiner. Some questions are more social or conversational in nature while others are more academic in nature.

Question Type	Grade Bands	Maximum Points	Standard	Test Sampler Questions
Social & Academic Interaction	K–12	2	<p>1 Students will listen, speak, read, and write in English for information and understanding.</p> <p>2 Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.</p> <p>4 Students will listen, speak, read, and write in English for classroom and social interaction.</p>	<p>Grade K #1</p> <p>Grades 1–2 #1</p> <p>Grades 3–4 #1</p> <p>Grades 5–6 #1</p> <p>Grades 7–8 #1</p> <p>Grades 9–12 #1</p>

Social & Academic Interaction

Scoring Information: Social & Academic Interaction questions are scored with a two-point rubric which takes into account the fluency, clarity, coherence, grammatical accuracy, and precision of vocabulary of the student's response.

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

Sentence Completion

This type of constructed-response question requires the student to orally complete a sentence based on a picture prompt. The beginning of the sentence is read by the examiner and is also reproduced in the test booklet.

Question Type	Grade Bands	Maximum Points	Standard	Test Sampler Questions
Sentence Completion	K-12	2	<p>1 Students will listen, speak, read, and write in English for information and understanding.</p> <p>2 Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.</p> <p>4 Students will listen, speak, read, and write in English for classroom and social interaction.</p> <p>5 Students will demonstrate cross-cultural knowledge and understanding.</p>	<p>Grade K #2</p> <p>Grades 1-2 #2</p> <p>Grades 3-4 #2</p> <p>Grades 5-6 #2</p> <p>Grades 7-8 #2</p> <p>Grades 9-12 #2</p>

Sentence Completion

Scoring Information: Sentence Completion questions are scored with a two-point rubric which takes into account the fluency, grammatical accuracy, and precision of vocabulary of the student's response.

Sentence Completion	
Score Point 2	Relevant response that approximates grade-level fluency <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	Relevant response that falls below grade-level fluency <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	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

Picture Description

This type of constructed-response question requires the student to orally answer a two-part question about a picture (photo) prompt.

Question Type	Grade Bands	Maximum Points	Standard	Test Sampler Questions
Picture Description	K–12	2	<p>1 Students will listen, speak, read, and write in English for information and understanding.</p> <p>2 Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.</p> <p>3 Students will listen, speak, read, and write in English for critical analysis and evaluation.</p> <p>4 Students will listen, speak, read, and write in English for classroom and social interaction.</p> <p>5 Students will demonstrate cross-cultural knowledge and understanding.</p>	Grade K #3 Grades 1–2 #3 Grades 3–4 #3 Grades 5–6 #3 Grades 7–8 #3 Grades 9–12 #3

Picture Description

Scoring Information: Picture Description questions are scored with a two-point rubric which takes into account the fluency, plausibility, coherence, grammatical accuracy, precision of vocabulary, and completeness of the student's response.

Picture Description	
Score Point 2	Relevant response that approximates grade-level fluency <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	Relevant response that falls below grade-level fluency <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	Irrelevant or unintelligible response <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

Response to Graphic Information

This type of constructed-response question requires the student to orally answer two questions about a graph, table, chart, or map.

Question Type	Grade Bands	Maximum Points	Standard	Test Sampler Questions
Response to Graphic Information	1–12	2	1 Students will listen, speak, read, and write in English for information and understanding. 3 Students will listen, speak, read, and write in English for critical analysis and evaluation.	Grades 1–2 #4 Grades 3–4 #4 Grades 5–6 #4 Grades 7–8 #4 Grades 9–12 #4

Response to Graphic Information

Scoring Information: Response to Graphic Information questions are scored with a two-point rubric which takes into account the fluency, clarity, coherence, grammatical accuracy, and precision of vocabulary of the student's response.

Response to Graphic Information	
Score Point 2	Relevant response that approximates grade-level fluency <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	Relevant but incomplete response that falls below grade-level fluency <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	Irrelevant or invalid response <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

Storytelling

This type of constructed-response question requires the student to make up and tell a story based on a three-picture prompt.

Question Type	Grade Bands	Maximum Points	Standard	Test Sampler Questions
Storytelling	K-12	4	2 Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	Grade K #4 Grades 1-2 #5 Grades 3-4 #5 Grades 5-6 #5 Grades 7-8 #5 Grades 9-12 #5

Storytelling

Scoring Information: Storytelling questions are scored with a four-point rubric which takes into account the organization, development, fluency, coherence, clarity, and appropriateness of vocabulary of the student's response.

Storytelling	
Score Point 4	Native-like fluent response <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	Slightly below native-like fluency <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	Considerably below native-like fluency <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	Very limited fluency <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	No fluency demonstrated <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

LISTENING QUESTIONS

Word/Sentence Comprehension

This type of multiple-choice question requires the student to choose one of the three picture options provided in the test booklet that matches the sentence heard. The sentence (which is in the form of a question) is repeated twice.

Question Type	Grade Bands	Maximum Points	Standard	Test Sampler Questions
Word/Sentence Comprehension	K-12	1	1 Students will listen, speak, read, and write in English for information and understanding.	Grade K #1 Grades 1-2 #1 Grades 3-4 #1 Grades 5-6 #1 Grades 7-8 #1 Grades 9-12 #1

Comprehension of Dialogue and Information 1

This type of multiple-choice question requires the student to listen to a brief conversational or informational passage of 3–5 sentences (either read aloud by the examiner or played on a CD). Then the student listens to a question and chooses one of three graphic response options provided in the test booklet.

Question Type	Grade Bands	Maximum Points	Standard	Test Sampler Questions
Comprehension of Dialogue and Information 1	K–4	1	1 Students will listen, speak, read, and write in English for information and understanding. 3 Students will listen, speak, read, and write in English for critical analysis and evaluation. 4 Students will listen, speak, read, and write in English for classroom and social interaction. 5 Students will demonstrate cross-cultural knowledge and understanding.	Grade K #2 Grades 1–2 #2 Grades 3–4 #2

Comprehension of Dialogue and Information 2

This type of multiple-choice question requires the student to listen to a brief conversational or informational passage of 4–7 sentences (either read aloud by the examiner or played on a CD). Then the student listens to a question and four text response options. The question and response options are also provided in the test booklet. At grade bands 1–2, 3–4, and 5–6, there is only one question associated with a passage. At grade bands 7–8 and 9–12, there are two questions per passage.

Question Type	Grade Bands	Maximum Points	Standard	Test Sampler Questions
Comprehension of Dialogue and Information 2	1–12	1	1 Students will listen, speak, read, and write in English for information and understanding. 4 Students will listen, speak, read, and write in English for classroom and social interaction. 5 Students will demonstrate cross-cultural knowledge and understanding.	Grades 1–2 #3 Grades 3–4 #3 Grades 5–6 #2 Grades 7–8 #2 Grades 9–12 #2

Listening for Academic Content

This type of multiple-choice question requires the student to listen to an academic lesson (lengthier than the passages for the Comprehension of Dialogue and Information questions) that is either read aloud by the examiner or played on a CD. The lesson is heard twice. At grade bands 3–4 and 5–6, students are encouraged to take notes during the second reading of the lesson. At grade bands 7–8 and 9–12, students are encouraged to take notes during both readings of the lesson. Then the student listens to and answers several multiple-choice questions about the lesson. The questions may be main idea or detail questions.

Question Type	Grade Bands	Maximum Points	Standard	Test Sampler Questions
Listening for Academic Content	1–12	1	1 Students will listen, speak, read, and write in English for information and understanding.	Grades 1–2 #4–5 Grades 3–4 #4–5 Grades 5–6 #3–4 Grades 7–8 #3–4 Grades 9–12 #3–4

READING QUESTIONS

Phonemic Understanding

This type of multiple-choice question requires the student to listen to a target word and then choose the letter or letter combination that makes the first, last, or middle sound in the word.

Question Type	Grade Bands	Maximum Points	Standard	Test Sampler Questions
Phonemic Understanding	K-2	1	1 Students will listen, speak, read, and write in English for information and understanding.	Grade K #1-3 Grades 1-2 #1-3

Identifying Rhyme

This type of multiple-choice question (for grade K only) requires the student to listen to a target word and then pick out the word that rhymes with it.

Question Type	Grade Band	Maximum Points	Standard	Test Sampler Questions
Identifying Rhyme	K	1	1 Students will listen, speak, read, and write in English for information and understanding.	Grade K #4

Word Reading

This type of multiple-choice question requires the student to match a word to a picture. The student must be able to both decode and comprehend the printed word.

Question Type	Grade Bands	Maximum Points	Standard	Test Sampler Questions
Word Reading	K-4	1	1 Students will listen, speak, read, and write in English for information and understanding.	Grade K #5 Grades 1-2 #4 Grades 3-4 #1

Sentence Reading

This type of multiple-choice question requires the student to read (decode and comprehend) a grade-appropriate sentence and then choose one of three graphic response options provided in the test booklet.

Question Type	Grade Bands	Maximum Points	Standard	Test Sampler Questions
Sentence Reading	K-4	1	1 Students will listen, speak, read, and write in English for information and understanding.	Grade K #6 Grades 1-2 #5 Grades 3-4 #2

Short Passage

This type of multiple-choice question requires the student to read a very short passage (about 3 sentences) and then answer a multiple-choice question about it. There are three graphic response options provided in the test booklet.

Question Type	Grade Bands	Maximum Points	Standard	Test Sampler Questions
Short Passage	1–4	1	1 Students will listen, speak, read, and write in English for information and understanding.	Grades 1–2 #6 Grades 3–4 #3

Short Reading Comprehension

This type of multiple-choice question requires the student to read an informational passage (that is shorter and at an easier reading level than the Comprehension passages) and then answer multiple-choice questions about it.

Question Type	Grade Bands	Maximum Points	Standard	Test Sampler Questions
Short Reading Comprehension	5–12	1	1 Students will listen, speak, read, and write in English for information and understanding.	Grades 5–6 #1–3 Grades 7–8 #1–2 Grades 9–12 #1–2

Comprehension

This type of multiple-choice question requires the student to read a passage and then answer multiple-choice questions about it. Passages fall into four types: Story, Poem, Informational, and Functional.

Question Type	Grade Bands	Maximum Points	Standard	Test Sampler Questions
Comprehension	1–12	1	<p>1 Students will listen, speak, read, and write in English for information and understanding.</p> <p>2 Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.</p> <p>3 Students will listen, speak, read, and write in English for critical analysis and evaluation.</p>	<p>Grades 1–2 #7–9</p> <p>Grades 3–4 #4–6</p> <p>Grades 5–6 #4–6</p> <p>Grades 7–8 #3–5</p> <p>Grades 9–12 #3–6</p>

WRITING QUESTIONS

Mechanics & Structure 1

This type of multiple-choice question assesses students' knowledge of English writing conventions. It requires the student to identify the sentence that is correct in terms of punctuation, capitalization, grammar, or usage.

Question Type	Grade Bands	Maximum Points	Standard	Test Sampler Questions
Mechanics & Structure 1	1–12	1	1 Students will listen, speak, read, and write in English for information and understanding.	Grades 1–2 #2 Grades 3–4 #1–2 Grades 5–6 #1–2 Grades 7–8 #1–2 Grades 9–12 #1–2

Mechanics & Structure 2

This type of multiple-choice question also assesses students' knowledge of English writing conventions. It requires the student to identify the correct edit to a sentence if and when the sentence contains an error in punctuation, capitalization, grammar, or usage.

Question Type	Grade Bands	Maximum Points	Standard	Test Sampler Questions
Mechanics & Structure 2	3–12	1	1 Students will listen, speak, read, and write in English for information and understanding.	Grades 3–4 #3–4 Grades 5–6 #3–4 Grades 7–8 #3–4 Grades 9–12 #3–4

Mechanics & Structure 3

This type of multiple-choice question (for grades 1–2 only) is a variation on the Mechanics & Structure 1 question type. The only difference is that there are three answer choices rather than four.

Question Type	Grade Band	Maximum Points	Standard	Test Sampler Questions
Mechanics & Structure 3	1–2	1	1 Students will listen, speak, read, and write in English for information and understanding.	Grades 1–2 #1

Letter Writing

This type of constructed-response question (for grade K only) requires the student to write the letter dictated by the examiner.

Question Type	Grade Band	Maximum Points	Standard	Test Sampler Questions
Letter Writing	K	1	1 Students will listen, speak, read, and write in English for information and understanding.	Grade K #1

Scoring Information: Letter Writing questions are scored with a one-point rubric. The rubric requires that the letter be recognizable as the correct letter. The letter may be reversed if a reversal does not turn it into a different letter. Uppercase and lowercase letters are both acceptable.

Letter Writing	
Score Point 1	Recognizable as the correct letter <ul style="list-style-type: none">• May be uppercase or lowercase• Letter may be reversed if a reversal does not turn it into a different letter
Score Point 0	Not recognizable as the correct letter <ul style="list-style-type: none">• Incorrect letter• Illegible• No response

Word Writing

This type of constructed-response question requires the student to write (and correctly spell) a dictated word in the writing space provided. Further support is provided by a picture prompt. Kindergarten words are Consonant-Vowel-Consonant (CVC) words.

Question Type	Grade Bands	Maximum Points	Standard	Test Sampler Questions
Word Writing	K-2	2	1 Students will listen, speak, read, and write in English for information and understanding.	Grade K #2 Grades 1-2 #3

Word Writing

Scoring Information: Word Writing questions are scored with a two-point rubric which requires that the word be recognizable as the target word, even if it is spelled phonetically. A letter may be reversed if the reversal does not make the word unrecognizable. Uppercase and lowercase letters are both acceptable.

Word Writing	
Score Point 2	Clearly recognizable as the correct word <ul style="list-style-type: none">• No spelling errors• Letters may be uppercase, lowercase, or both• Letters may be reversed if word meaning does not change
Score Point 1	Somewhat recognizable as the correct word <ul style="list-style-type: none">• Demonstrates phonemic awareness (e.g., <i>dg</i> for <i>dog</i>)• Letters may be uppercase, lowercase, or both• Letters may be reversed
Score Point 0	Not recognizable as the correct word <ul style="list-style-type: none">• Demonstrates minimal or no phonemic awareness• Incorrect word• In a language other than English• Illegible• No response

Scoring Note for Score Point 1: Even if the phonetic spelling of the word inadvertently creates a different word, the phonetic spelling should be given credit as such; the response should not be considered an “incorrect word.” For example, if the target word is *pine* and the student wrote *pin*, this response would receive a score of 1 (*demonstrates phonemic awareness*) rather than a score of 0 (*incorrect word*).

Sentence Writing

This type of constructed-response question requires the student to write a short dictated sentence in the writing space provided.

Question Type	Grade Bands	Maximum Points	Standard	Test Sampler Questions
Sentence Writing	K-2	2	1 Students will listen, speak, read, and write in English for information and understanding.	Grade K #3 Grades 1-2 #4

Sentence Writing

Scoring Information: Sentence Writing questions are scored with a two-point rubric which requires that the student's sentence include the following: initial capitalization, appropriate end punctuation (grades 1–2 only), phonetic spelling (grade K) or a mix of phonetic and conventional spelling (grades 1–2), appropriate word spacing, and correct word order.

Sentence Writing	
Score Point 2	<p>Shows grade-appropriate control of written English conventions</p> <ul style="list-style-type: none"> • Capitalizes first word in sentence • Includes all words in the correct order • Maintains appropriate word spacing • Uses grade-appropriate spelling (i.e., phonetic spelling in kindergarten, and a mix of phonetic spelling and conventional spelling of common words in grades 1–2) • May contain a few letter reversals • Uses appropriate end punctuation (expected for grades 1–2 only)
Score Point 1	<p>Shows some control of written English conventions</p> <ul style="list-style-type: none"> • May not have capitalized first word in sentence • Includes most of the words in the correct order • Word spacing may be erratic • Spelling may not be grade appropriate (i.e., phonetic spelling in kindergarten, and a mix of phonetic spelling and conventional spelling of common words in grades 1–2) • May contain several letter reversals • May have missing or inappropriate end punctuation (expected for grades 1–2 only)
Score Point 0	<p>Shows no control of written English conventions</p> <ul style="list-style-type: none"> • Incomprehensible • Illegible • Irrelevant • Solely in a language other than English • Minimal or no response

Picture-Based Story

This type of constructed-response question (for grades 1–2 only) requires the student to write a story about an illustrated scene. The directions in the test booklet say: “Look at the picture. Write a story about the picture. Write as much as you can. Check your work.” The student is provided with two full pages of writing lines.

Question Type	Grade Band	Maximum Points	Standard	Test Sampler Questions
Picture-Based Story	1–2	4	3 Students will listen, speak, read, and write in English for critical analysis and evaluation.	Grades 1–2 #5

Picture-Based Story

Scoring Information: Picture-Based Story questions are scored with a four-point rubric which evaluates coherence of the narrative, inclusion of relevant details, spelling (correct or phonetically correct), and command of standard English grammar, usage, capitalization, and punctuation.

Picture-Based Story	
Score Point 4	The Response: <ul style="list-style-type: none">• Addresses the task• Includes many relevant and meaningful details• Is clear and coherent• Includes a variety of complete sentences• Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words; other spelling demonstrates phonemic awareness• Demonstrates correct use of initial capitalization and end punctuation
Score Point 3	The Response: <ul style="list-style-type: none">• Mostly addresses the task• Includes some relevant and meaningful details• Is mostly clear and coherent• Includes complete sentences• Uses conventional spelling for many words with common spelling patterns; other spelling demonstrates phonemic awareness• Demonstrates some use of initial capitalization and end punctuation
Score Point 2	The Response: <ul style="list-style-type: none">• Partially addresses the task• Includes a few relevant details• May lack coherence• Includes some complete sentences• Uses mostly invented spelling and may demonstrate somewhat limited phonemic awareness• Demonstrates limited use of initial capitalization and end punctuation

Picture-Based Story (continued)	
Score Point 1	<p>The Response:</p> <ul style="list-style-type: none"> • Minimally addresses the task • May include only one relevant detail • Is somewhat incoherent • May include only single words or disconnected phrases • Demonstrates minimal phonemic awareness • Demonstrates no use of initial capitalization and end punctuation
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

Descriptive Writing Paragraph

This type of constructed-response question requires the student to write a descriptive paragraph based on an illustrated scene. The directions in the test booklet say: “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.” The student is prompted to look at the picture and think about the people in the picture, where they are, what they are doing, and what they might be thinking or feeling. A writing checklist is provided along with two-thirds of a page of writing lines.

Question Type	Grade Bands	Maximum Points	Standard	Test Sampler Questions
Descriptive Writing Paragraph	3–12	4	1 Students will listen, speak, read, and write in English for information and understanding. 2 Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.	Grades 3–4 #5 Grades 5–6 #5 Grades 7–8 #5 Grades 9–12 #5

Descriptive Writing Paragraph

Scoring Information: Descriptive Writing Paragraph questions are scored with a four-point rubric that evaluates clarity, coherence and organization of the paragraph, inclusion of descriptive details, use of appropriate vocabulary, and command of standard English grammar, usage, capitalization, punctuation, and spelling.

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

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

Fact-Based Essay

This type of constructed-response question requires the student to write an essay based on a text prompt as well as on relevant facts presented in one or more graphs, tables, or charts. The prompt includes a reminder to students to include key elements of an essay, use information from the graphics, support their ideas with details and examples, and use their own words. A writing checklist is provided along with two full pages of writing lines.

Question Type	Grade Bands	Maximum Points	Standard	Test Sampler Questions
Fact-Based Essay	3–12	4	3 Students will listen, speak, read, and write in English for critical analysis and evaluation.	Grades 3–4 #6 Grades 5–6 #6 Grades 7–8 #6 Grades 9–12 #6

Fact-Based Essay

Scoring Information: Fact-Based Essay questions are scored with a four-point rubric that evaluates the clarity, coherence and organization of the essay, inclusion of relevant details, use of academic vocabulary that is appropriate to the task and purpose, and command of standard English grammar, usage, capitalization, punctuation, and spelling.

Fact-Based Essay	
Score Point 4	The Response: <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	The Response: <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	The Response: <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

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