

New York State Testing Program



NYSESLAT

**2015 Turnkey Training
for
Writing and Speaking**

March 27, 2015



Test Times by Modality: Kindergarten

The table below shows the estimated testing time. A test form will consist of either one modality (Speaking) or a combination of modalities (Listening, Reading, and Writing). The latter will all be contained in a single test booklet. The testing times given are for planning purposes only. The time allotment indicated should be adequate for most students to complete testing. However, if necessary, additional time should be allowed for a student to complete the test. Provide students with as much time as they need to complete the test while still working productively

Session	Grade Band	Number of Items/Tasks	Total Number of Items/Tasks	Estimated Testing Time (minutes)
Speaking	K	13 questions	13	15
Listening/Reading/Writing Session 1	K	Listening: 7	17	30-35
		Reading: 6		
		Writing: 4 Short CR		
Listening/Reading/Writing Session 2	K	Listening: 6	15	30-35
		Reading: 6		
		Writing: 3 Short CR		
Listening/Reading/Writing Session 3	K	Listening: 6	15	30-35
		Reading: 6		
		Writing: 3 Short CR		

Test Times by Modality: Grades 1–12

The table below shows the estimated testing time. A test form will consist of either one modality (Speaking) or a combination of modalities (Listening, Reading, and Writing). The latter will all be contained in a single test booklet. The testing times given are for planning purposes only. The time allotment indicated should be adequate for most students to complete testing. However, if necessary, additional time should be allowed for a student to complete the test. Provide students with as much time as they need to complete the test while still working productively

Session	Grade Band	Number of Items/Tasks	Total Number of Items/Tasks	Estimated Testing Time (minutes)
Speaking	1–12	13 questions	13	15
Listening/Reading/Writing Session 1	1–12	Listening: 8	17	35-55
		Reading: 8		
		Writing: 1 Short CR		
Listening/Reading/Writing Session 2	1–12	Listening: 8	17	35-55
		Reading: 8		
		Writing: 1 Short CR		
Listening/Reading/Writing Session 3	1–12	Listening: 8	20	35-55
		Reading: 11		
		Writing: 1 Extended CR		

What is the NYSESLAT?

- NYSESLAT annually assesses English language proficiency of NYS English Language Learners (ELLs) in Grades K–12
- Provides information about ELL's English language development which drives instruction aligned to:
 - ◆ The NYS Common Core Learning Standards (CCLS)
 - ◆ Bilingual Common Core Initiative (BCCI)
 - ◆ New Language Arts Progressions (NLAP)

Who and What NYSESLAT Measures

Primary Test Design Goal:

To measure student English language proficiency relative to the linguistic demands of the grade-level classroom, which then drives the provision of ELL services

To be administered in six grade bands:

K

1–2

3–4

5–6

7–8

9–12

Administration Highlights

Similarities

- Speaking test is separate from Listening/Reading/Writing (L/R/W) test administration windows
- Still four testing sessions: One for Speaking and three for L/R/W, although L/R/W now have an integrated configuration
- Test remains untimed
- Speaking test administered individually
- L/R/W administered to groups of students
- Rubric-based scoring of Speaking and Writing

Administration Highlights

Differences

- Three L/R/W test booklets, each containing a theme-based Listening, Reading, and Writing section
- Each L/R/W booklet administered in a separate session
- A CD player is necessary for the Listening portion of each of the three L/R/W testing sessions
- Braille checklist available for all grades
- 3 student identification labels—one for each L/R/W booklet
- All test booklets to be returned to MetriTech after scoring

How the NYSESLAT is Changing

The NYSESLAT measures the linguistic demands of grade-level Common Core instruction delivered to ELLs.

There are 5 fundamental changes or shifts:

- 1 Measures CCLS and New Language Arts Progressions
- 2 Performance levels
- 3 Integrated approach to modalities
- 4 Text complexity
- 5 Instructionally relevant academic language

1: Measures CCLS and New Language Arts Progressions

- **New Language Arts Progressions**—analysis of CCLS showing Academic Demands vs. Linguistic Demands
- **Linguistic Demands**—the words, phrases, and forms of language that students will need to understand and use in order to participate successfully in instruction
- **Targets of Measurement (ToMs)**—information distilled from the linguistic demands and presented at a level for the four modalities of Reading, Listening, Writing, and Speaking that is necessary for the development of an assessment
- **Performance Levels**—the five levels (Entering, Emerging, Transitioning, Expanding, Commanding) at which each student is identified by the NYSESLAT to describe the student’s academic English language proficiency

NYSESLAT Foundations: ToMs

ToMs are the linguistic demands of the CCLS.

Items align to the ToMs.

READING FOR INFORMATION: GRADE BAND 3–4

Claim	Anchor	Target of Measurement	Language Purpose/Function	ELA Construct (in order to...)
GENERAL CLAIM 1 Students can determine information in a grade-level text.	ANCHOR 1 Students can determine key details, narrative elements, and central ideas in a grade-level text	ToM.R.3-4.1 Students can identify grade-appropriate words, phrases, or sentences that signal point of view, people, ideas, concepts, events, and the main topic or message in a grade-level text.	identify, introduce, describe, signal, target: characters and events actions, motivations, feelings an event, a topic the subject of an event a main topic, central message, lesson, moral, theme	demonstrate understanding of grade-level informational texts
	ANCHOR 2 Students can identify words and phrases used to structure and develop ideas in a grade-level text.	ToM.R.3-4.2 Students can identify grade-appropriate words, phrases, or sentences that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.	signal, suggest: a sequence of events connections cause and effect comparison or contrast of information problem and solution various points of view (own, author, reader, 1st/3rd person)	interpret information from grade-level informational texts
	ANCHOR 3 Students can determine the meaning of grade-appropriate vocabulary in a graded-level text	ToM.R.3-4.3 Students can determine the literal or figurative meaning of grade-appropriate Tier 1 and some Tier 2 and Tier 3 vocabulary in a grade-level text.	explain, identify, use: Tier 1, Tier 2, and Tier 3 vocabulary literal and non-literal meanings of words	determine the meaning of grade-level informational texts
GENERAL CLAIM 2 Students can determine the development of ideas in grade-level texts.	ANCHOR 4 Students can identify words and phrases that indicate key details, narrative elements, and central ideas in grade-level texts.	ToM.R.3-4.4 Students can identify grade-appropriate text structures that provide details, explain events, describe relationships, or develop a topic in grade-level texts.	convey, determine, explain: the development of key details or ideas the development of a topic the development of cause and effect relationships the development of problem and solution relationships how a character contributes to events	understand text development in grade-level informational texts
	ANCHOR 5 Students can determine how text structures work together to develop ideas, events, and relationships in grade-level texts.	ToM.R.3-4.5 Students can determine how the structure of grade-appropriate language develops details, connections, and topics in grade-level texts.	to refer to a stanza or scene to identify explicit details to support an idea to describe connections between sentences or paragraphs	analyze the structure of grade-level informational texts

NYSESLAT Foundations: ToMs

Formerly SLDs; Items focus on the Language Purpose/Function.

READING FOR INFORMATION: GRADE BAND 3–4

Claim	Anchor	Target of Measurement	Language Purpose/Function	ELA Construct (in order to...)
GENERAL CLAIM 1 Students can determine information in a grade-level text.	ANCHOR 1 Students can determine key details, narrative elements, and central ideas in a grade-level text	ToM.R.3-4.1 Students can identify grade-appropriate words, phrases, or sentences that signal point of view, people, ideas, concepts, events, and the main topic or message in a grade-level text.	identify, introduce, describe, signal, target: characters and events actions, motivations, feelings an event, a topic the subject of an event a main topic, central message, lesson, moral, theme	demonstrate understanding of grade-level informational texts
	ANCHOR 2 Students can identify words and phrases used to structure and develop ideas in a grade-level text.	ToM.R.3-4.2 Students can identify grade-appropriate words, phrases, or sentences that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.	signal, suggest: a sequence of events connections cause and effect comparison or contrast of information problem and solution various points of view (own, author, reader, 1st/3rd person)	interpret information from grade-level informational texts
	ANCHOR 3 Students can determine the meaning of grade-appropriate vocabulary in a graded-level text	ToM.R.3-4.3 Students can determine the literal or figurative meaning of grade-appropriate Tier 1 and some Tier 2 and Tier 3 vocabulary in a grade-level text.	explain, identify, use: Tier 1, Tier 2, and Tier 3 vocabulary literal and non-literal meanings of words	determine the meaning of grade-level informational texts
GENERAL CLAIM 2 Students can determine the development of ideas in grade-level texts.	ANCHOR 4 Students can identify words and phrases that indicate key details, narrative elements, and central ideas in grade-level texts.	ToM.R.3-4.4 Students can identify grade-appropriate text structures that provide details, explain events, describe relationships, or develop a topic in grade-level texts.	convey, determine, explain: the development of key details or ideas the development of a topic the development of cause and effect relationships the development of problem and solution relationships how a character contributes to events	understand text development in grade-level informational texts
	ANCHOR 5 Students can determine how text structures work together to develop ideas, events, and relationships in grade-level texts.	ToM.R.3-4.5 Students can determine how the structure of grade-appropriate language develops details, connections, and topics in grade-level texts.	to refer to a stanza or scene to identify explicit details to support an idea to describe connections between sentences or paragraphs	analyze the structure of grade-level informational texts

2: Performance Levels

Student performance will be reliably identified as:

- Entering (approximates Beginning)
- Emerging (approximates Low Intermediate)
- Transitioning (approximates Intermediate)
- Expanding (approximates Advanced)
- Commanding (approximates Proficient)

NYSESLAT Foundations: PLDs

3-4	Target of Measurement	Entering (Formerly Beginning)	Emerging (Formerly Intermediate)	Transitioning (Formerly High Intermediate)	Expanding (Formerly Advanced)	Commanding (Formerly Proficient)
READING GENERAL CLAIM 1: Students can determine information in grade-level text.	ToM.R.3-4.1 Students can identify grade-appropriate words, phrases, or sentences that signal point of view, people, ideas, concepts, events, and the main topic or message in a grade-level text.	Student cannot or can identify a few grade-appropriate words or short phrases that signal point of view, people, ideas, concepts, events, and the main topic or message in a grade-level text.	Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal point of view, people, ideas, concepts, events, and the main topic or message in a grade-level text.	Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal point of view, people, ideas, concepts, events, and the main topic or message in a grade-level text.	Student can identify most grade-appropriate simple and some complex sentences that signal point of view, people, ideas, concepts, events, and the main topic or message in a grade-level text.	Student can identify most grade-appropriate complex sentences that signal point of view, people, ideas, concepts, events, and the main topic or message in a grade-level text.
	ToM.R.3-4.2 Students can identify grade-appropriate words, phrases, or sentences that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.	Student cannot or can identify a few grade-appropriate words or short phrases that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.	Student can identify some grade-appropriate words and phrases, and a few simple sentences that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.	Student can identify most grade-appropriate phrases and simple sentences, and a few complex sentences that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.	Student can identify most grade-appropriate simple and some complex sentences that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.	Student can identify most grade-appropriate complex sentences that signal or convey key elements, sequence, connections, relationships, and point of view in a grade-level text.

3: Integrated Approach to Modalities

- Students integrate their listening, reading, writing, and speaking abilities in the classroom
- Organized themes and topics underlie the NYSESLAT Listening and Reading passages, the Writing prompts that are grounded in the Reading passages, and the Speaking stimuli
- The NYSESLAT provides a cohesive assessment experience similar to the instructional experience found in a well-developed unit of study
- The NYSESLAT is designed to measure the language that is embedded in content rather than the content itself

4: Text Complexity

- The Common Core Learning Standards require students to engage with text of grade-level complexity in order to effectively prepare students to be on track for college and successful careers
- The Spring 2015 NYSESLAT focuses on aspects of instruction that students encounter in content-area classrooms, with close attention paid to text complexity, thus reflecting the CCLS requirements

5: Instructionally Relevant Academic Language

- NYSESLAT test questions reflect content-area classroom activities
 - ◇ Questions are firmly based in academics as opposed to personal experience or background
- Due to the constructs being measured—and in alignment with the purpose of the exam—the questions focus on the language and language structures that support the content as opposed to the content itself

Summary

- Details regarding Spring 2015 NYSESLAT will be found in:
 - ◇ School Administrator's Manual (SAM)
 - ◇ Directions for Administration (DFA)
- Materials will also be available on the EngageNY website:
www.engageny.org/resource/spring-2015-NYSESLAT-resources

Application of the Holistic Writing Rubrics

- The score assigned is the overall proficiency level of the language in the written response.
 - ◇ Best describes the entire response
 - ◇ Reflects the descriptors of the writing dimensions that best define the response
- Become familiar with the prompt
- Become familiar with the rubric associated with the prompt
- Read the response to the prompt
 - ◇ Focus on the linguistic make-up of the response: the words, phrases, and sentences used by the student. The content of the response is not scored
- Consider the five Writing dimensions as they apply to the response
- Score the response based on the best proficiency level for the majority of the dimensions

Kindergarten: Letter Writing Rubric

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

Score Point 0

Letter forming: Student does not produce letters accurately.

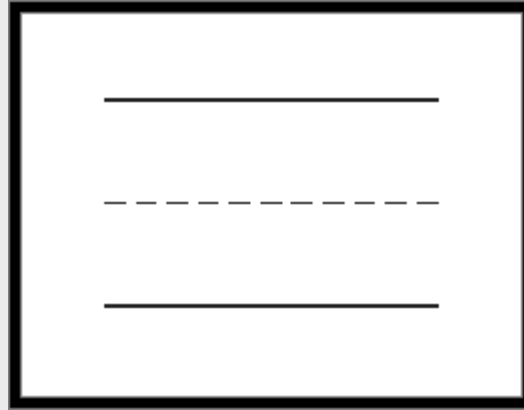
Legibility: Student production of letters is not recognizable.

Score Point 1

Letter forming: Student produces letters accurately.

Legibility: Student production of single letters is recognizable as the correct letter.

Kindergarten: Letter Writing



SAY Now you will write a letter.

Write the letter h as in hat on the blank line.

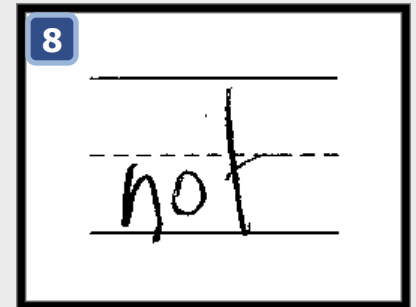
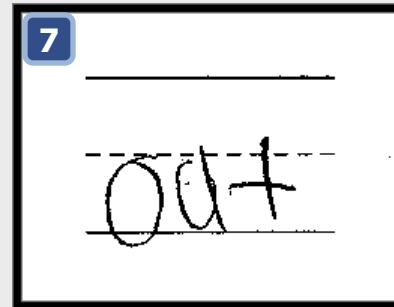
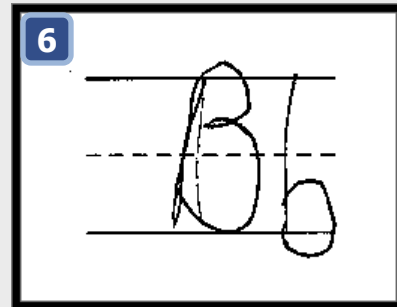
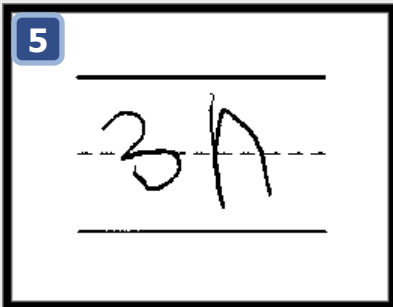
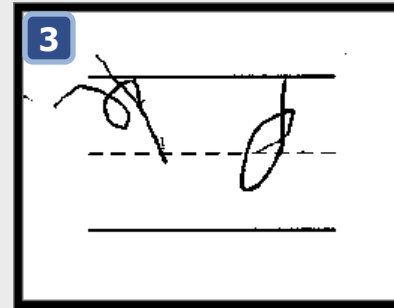
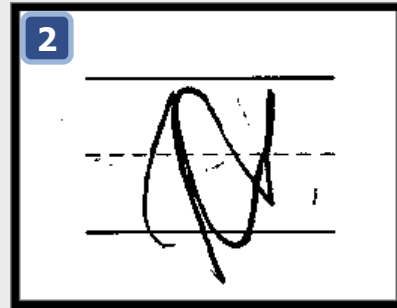
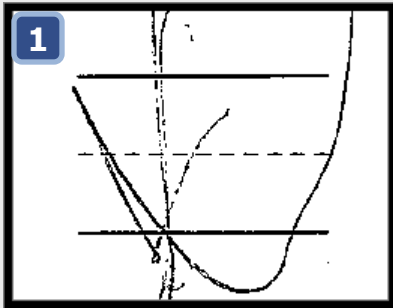
Pause. Give the students time to write the letter h.

Kindergarten: Letter Writing

Score Point 0

Letter forming: Student does not produce letters accurately.

Legibility: Student production of letters is not recognizable.

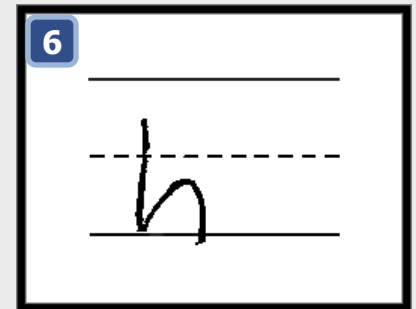
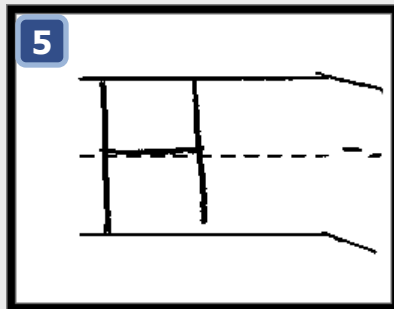
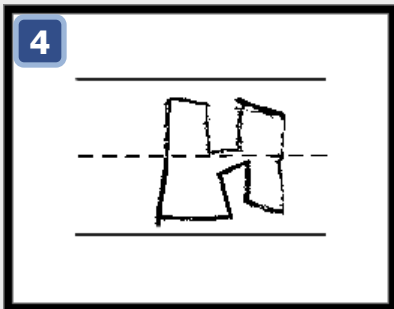
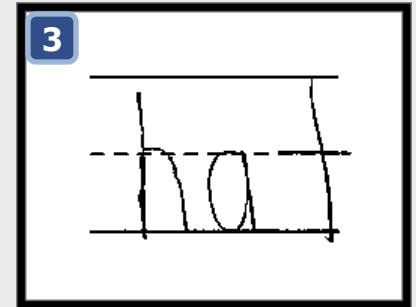
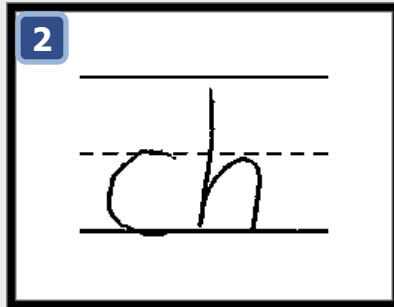
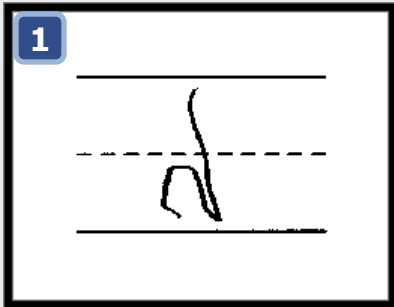


Kindergarten: Letter Writing

Score Point 1

Letter forming: Student produces letters accurately.

Legibility: Student production of single letters is recognizable as the correct letter.



Kindergarten: Word Copying Rubric

This type of constructed-response item requires students to copy and correctly spell the word they see in their test book.

Score Point 0

Letter forming: Student cannot produce letters accurately.

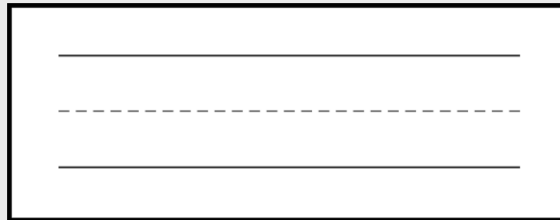
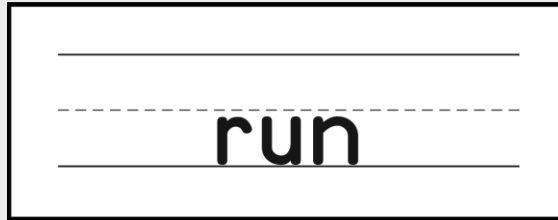
Accuracy: Student cannot produce sight words or commonly spelled words with short vowel sounds.

Score Point 1

Letter forming: Student can produce letters accurately.

Accuracy: Student can produce sight words and commonly spelled words with short vowel sounds.

Kindergarten: Word Copying



SAY Now you will copy a word.

This is the word run.

Copy the word run on the blank line.

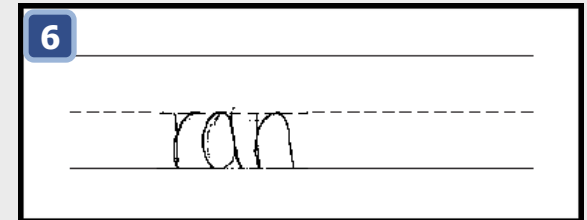
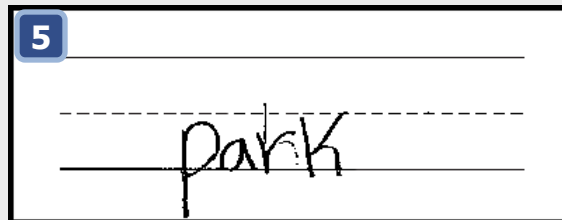
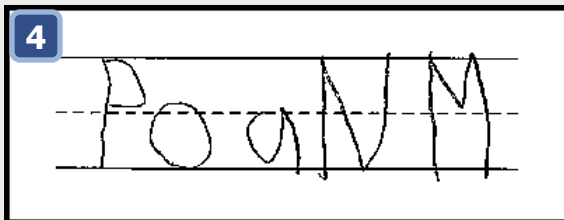
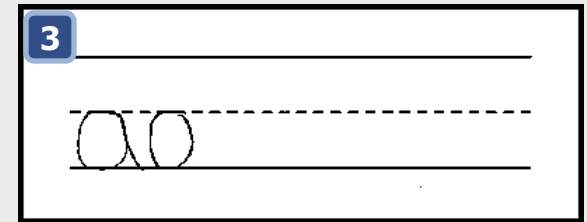
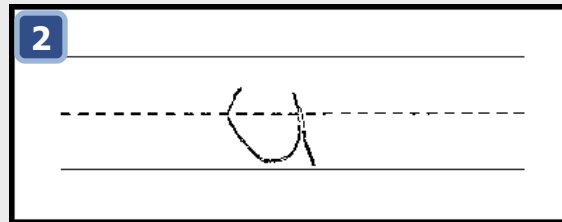
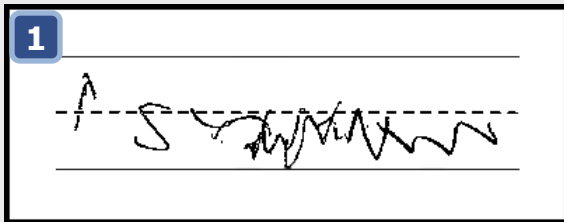
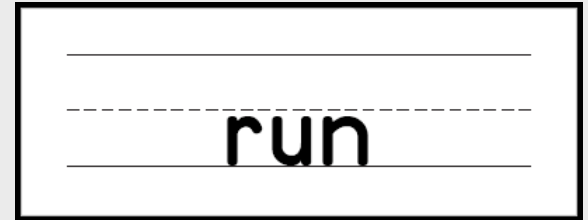
Pause. Give the students time to copy the word run.

Kindergarten: Word Copying

Score Point 0

Letter forming: Student cannot produce letters accurately.

Accuracy: Student cannot produce sight words or commonly spelled words with short vowel sounds.

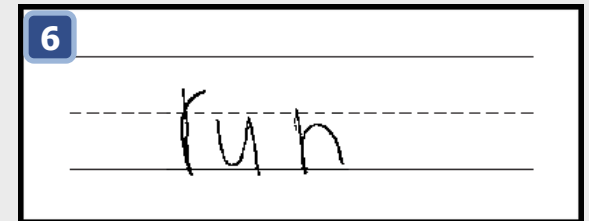
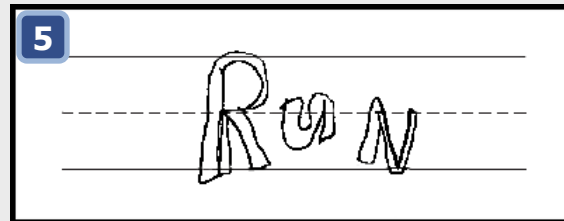
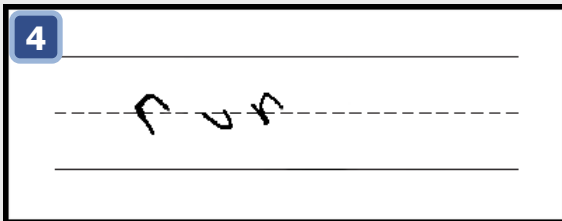
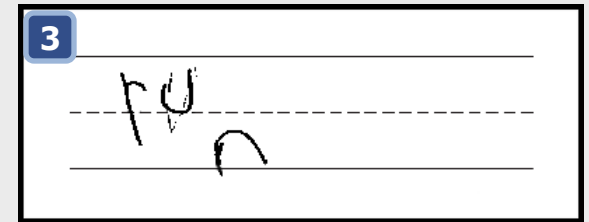
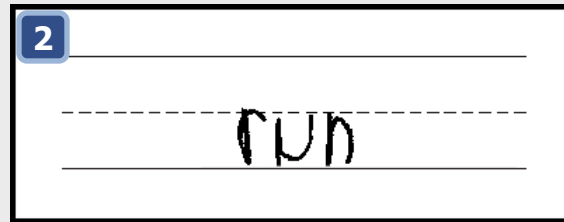
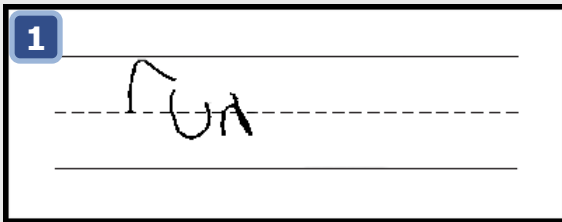
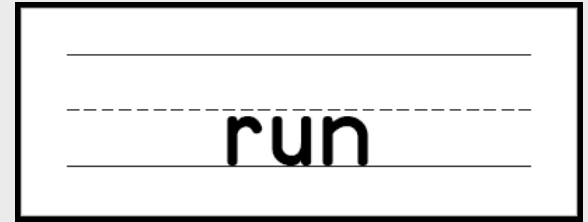


Kindergarten: Word Copying

Score Point 1

Letter forming: Student can produce letters accurately.

Accuracy: Student can produce sight words and commonly spelled words with short vowel sounds.



Kindergarten: Sentence Writing Rubric

Score Point 0

Letter forming: Student cannot produce letters accurately.

Words: Student cannot differentiate letters and words.

Accuracy: Student can produce some or no sight words or commonly spelled words with short vowel sounds.

Score Point 1

Letter forming: Student can produce some letters accurately.

Words: Student can sometimes separate words with spaces and may not produce words in the correct sequence.

Accuracy: Students can often produce sight words and some commonly spelled words with short vowel sounds.

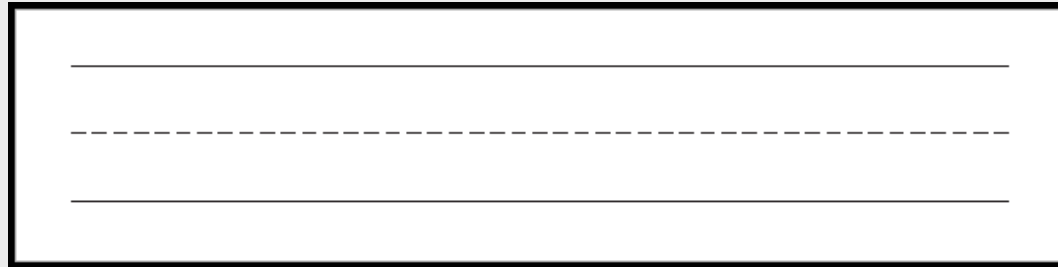
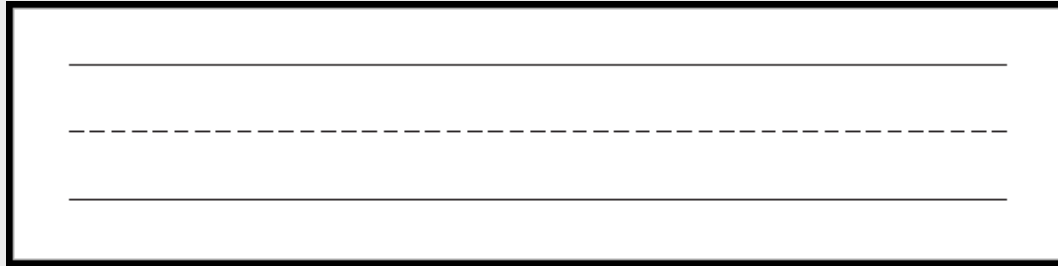
Score Point 2

Letter forming: Student can produce letters accurately.

Words: Student can often separate words with spaces and produce words in the correct sequence.

Accuracy: Student can often produce sight words and commonly spelled words with short vowel sounds.

Kindergarten: Sentence Writing



SAY Now you will write a sentence.

We will play.

Write the sentence We will play. on the blank lines.

Pause. Give the students time to write the sentence We will play.

Kindergarten: Sentence Writing

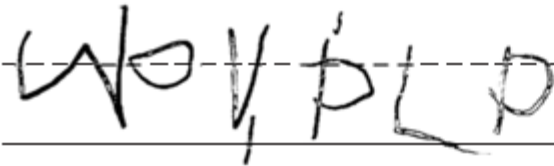
Score Point 0

Letter forming: Student cannot produce letters accurately.

Words: Student cannot differentiate letters and words.

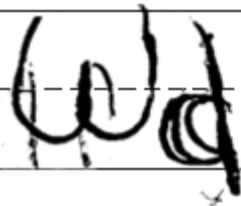
Accuracy: Student can produce some or no sight words or commonly spelled words with short vowel sounds.

1



Handwritten scribbles on a three-line writing grid. The scribbles are located between the top and bottom lines, crossing the dashed middle line. They appear to be a mix of vertical and diagonal strokes, resembling a jumble of letters or shapes.

2



Handwritten scribbles on a three-line writing grid. The scribbles are located between the top and bottom lines, crossing the dashed middle line. They appear to be a mix of vertical and diagonal strokes, resembling a jumble of letters or shapes.

Kindergarten: Sentence Writing

Score Point 0

Letter forming: Student cannot produce letters accurately.

Words: Student cannot differentiate letters and words.

Accuracy: Student can produce some or no sight words or commonly spelled words with short vowel sounds.

3

wi qiiyw

4

hiwe plie

Kindergarten: Sentence Writing

Score Point 0

Letter forming: Student cannot produce letters accurately.

Words: Student cannot differentiate letters and words.

Accuracy: Student can produce some or no sight words or commonly spelled words with short vowel sounds.

5

we can play.

6

we

Kindergarten: Sentence Writing

Score Point 1

Letter forming: Student can produce some letters accurately.

Words: Student can sometimes separate words with spaces and may not produce words in the correct sequence.

Accuracy: Students can often produce sight words and some commonly spelled words with short vowel sounds.

1

We play play

2

we Play

Kindergarten: Sentence Writing

Score Point 1

Letter forming: Student can produce some letters accurately.

Words: Student can sometimes separate words with spaces and may not produce words in the correct sequence.

Accuracy: Students can often produce sight words and some commonly spelled words with short vowel sounds.

3

We wi play

4

We wle pley.

Kindergarten: Sentence Writing

Score Point 1

Letter forming: Student can produce some letters accurately.

Words: Student can sometimes separate words with spaces and may not produce words in the correct sequence.

Accuracy: Students can often produce sight words and some commonly spelled words with short vowel sounds.

5

We Willi Play

6

We well Play.

Kindergarten: Sentence Writing

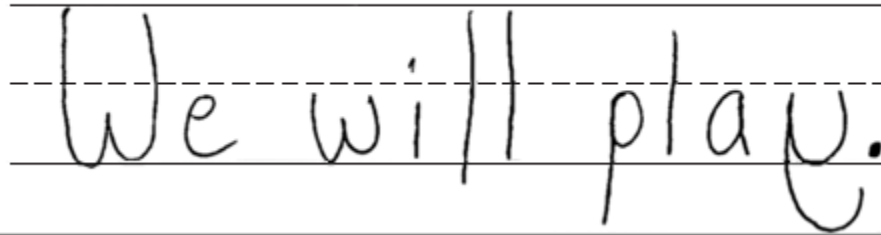
Score Point 2

Letter forming: Student can produce letters accurately.

Words: Student can often separate words with spaces and produce words in the correct sequence.

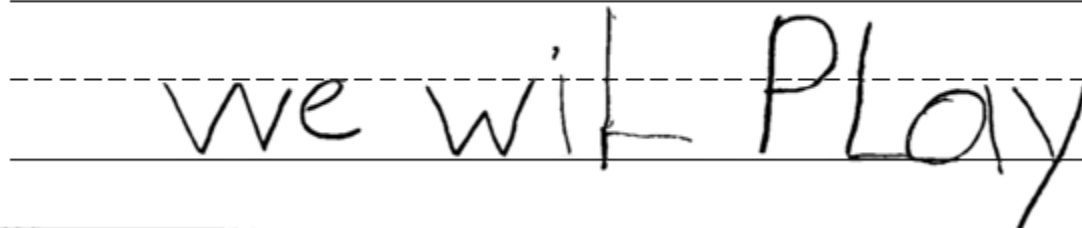
Accuracy: Student can often produce sight words and commonly spelled words with short vowel sounds.

1



We will play.

2



we will Play

Kindergarten: Sentence Writing

Score Point 2

Letter forming: Student can produce letters accurately.

Words: Student can often separate words with spaces and produce words in the correct sequence.

Accuracy: Student can often produce sight words and commonly spelled words with short vowel sounds.

3

we will play

4

We will play.

Kindergarten: Sentence Writing

Score Point 2

Letter forming: Student can produce letters accurately.

Words: Student can often separate words with spaces and produce words in the correct sequence.

Accuracy: Student can often produce sight words and commonly spelled words with short vowel sounds.

5

we will play

6

We will play.

with you.

Kindergarten: SCR Rubric

Entering 0	<p>Complexity/Quality of Language: Response contains zero or few words in non-English to respond to the prompt.</p> <p>Coherence of Response: Response includes zero or few words in non-English or no drawings to provide descriptions and events to develop a story or write about a topic.</p> <p>Mechanics: Response may contain errors that totally obscure meaning.</p>
Emerging 1	<p>Complexity/Quality of Language: Response contains mostly words, short phrases, and occasionally simple sentences.</p> <p>Coherence of Response: Response includes only drawings, OR word(s) and phrases and drawing(s), OR only words and phrases to minimally provide descriptions and events to develop a story or write about a topic.</p> <p>Mechanics: Response may have frequent errors that obscure meaning.</p>
Transitioning 2	<p>Complexity/Quality of Language: Response contains mostly short phrases and simple sentences.</p> <p>Coherence of Response: Response includes only very detailed drawing(s), OR phrases and sentences and drawings, OR only phrases and sentences to somewhat provide descriptions and events to develop a story or write about a topic.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
Expanding 3	<p>Complexity/Quality of Language: Response contains mostly simple sentences.</p> <p>Coherence of Response: Response includes drawing(s) and a string of phrases and sentences, OR only a string of phrases and sentences to partially provide descriptions and events to develop a story or write about a topic.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
Commanding 4	<p>Complexity/Quality of Language: Response contains simple and occasionally grade-appropriate compound sentences.</p> <p>Coherence of Response: Response includes drawing(s) and a string of phrases and sentences, OR only a string of phrases and sentences to provide descriptions and events to develop a story or write about a topic.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

Kindergarten: SCR Scoring Notes

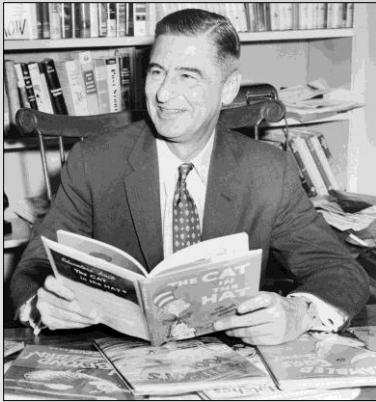
2015 NYSESLAT Writing – Scoring Notes

Writing – Grade K SCR Notes / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity/ Quality of Language	Blank, no response Language other than English Illegible Response Unintelligible Response				
		Response contains mostly words, short phrases, and occasionally simple sentences	Response contains mostly short phrases and simple sentences	Response contains mostly simple sentences	Response contains simple sentences and occasionally grade-appropriate compound sentences; response may be one complex sentence although this is not expected for Kindergarteners
Coherence of Response	Response includes zero or a few words in non-English or no drawings to provide descriptions and events to develop a story or write about a topic	Response includes only drawings, OR word(s) and phrases and drawing(s), OR only words and phrases to minimally provide descriptions and events to develop a story or write about a topic	Response includes only very detailed drawing(s), OR phrases and sentences and drawings, OR only phrases and sentences to somewhat provide descriptions and events to develop a story or write about a topic	Response includes drawing(s) and a string of phrases and sentences, OR only a string of phrases and sentences to partially provide descriptions and events to develop a story or write about a topic	Response includes drawing(s) and a string of phrases and sentences, OR only a string of phrases and sentences to provide descriptions and events to develop a story or write about a topic
Mechanics	Response may contain errors that totally obscure meaning	May use grade-appropriate spelling (phonetic or inventive spelling) May or may not use appropriate capitalization and punctuation Response may have frequent errors that obscure meaning	May use grade-appropriate spelling (phonetic or inventive spelling) May or may not use appropriate capitalization and punctuation Response may have occasional errors that obscure meaning	May use grade-appropriate spelling (phonetic or inventive spelling) May or may not use appropriate capitalization and punctuation Response rarely contains errors that obscure meaning	May use grade-appropriate spelling (phonetic or inventive spelling) May or may not use appropriate capitalization and punctuation Response has few or no errors that obscure meaning

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

Kindergarten: Short Constructed Response

Now I will read the story called "Dr. Seuss" again. Then you will write some sentences.



Theodor Geisel wrote books. He used the name Dr. Seuss when he wrote his books. His stories usually had an important message.

Dr. Seuss also liked to draw all of the pictures in his books. He drew many different types of animals. He also drew funny creatures. His books are colorful.

Dr. Seuss wrote almost 50 children's books. Many children know about his "Cat in the Hat" books. People all over the world read his books.

Dr. Seuss was a famous author who wrote children's books.

What is your favorite book to read? Write and draw to tell about this book.

Pause. Give the students time to finish writing and drawing.

Kindergarten: Short Constructed Response

HAPPY MATHS

MATHS

Score Point 0

- ◆ Response contains 0 words or drawings to respond to the prompt

Please see your binder for a full rubric

Kindergarten: Short Constructed Response

A handwriting practice sheet with ten sets of primary-ruled lines (top solid, middle dashed, bottom solid). The first set contains the words "mama" and "mama" written in cursive. The remaining nine sets are blank.

Score Point 0

- ◆ Response contains 0 words or drawings to respond to the prompt

Please see your binder for a full rubric

Kindergarten: Short Constructed Response

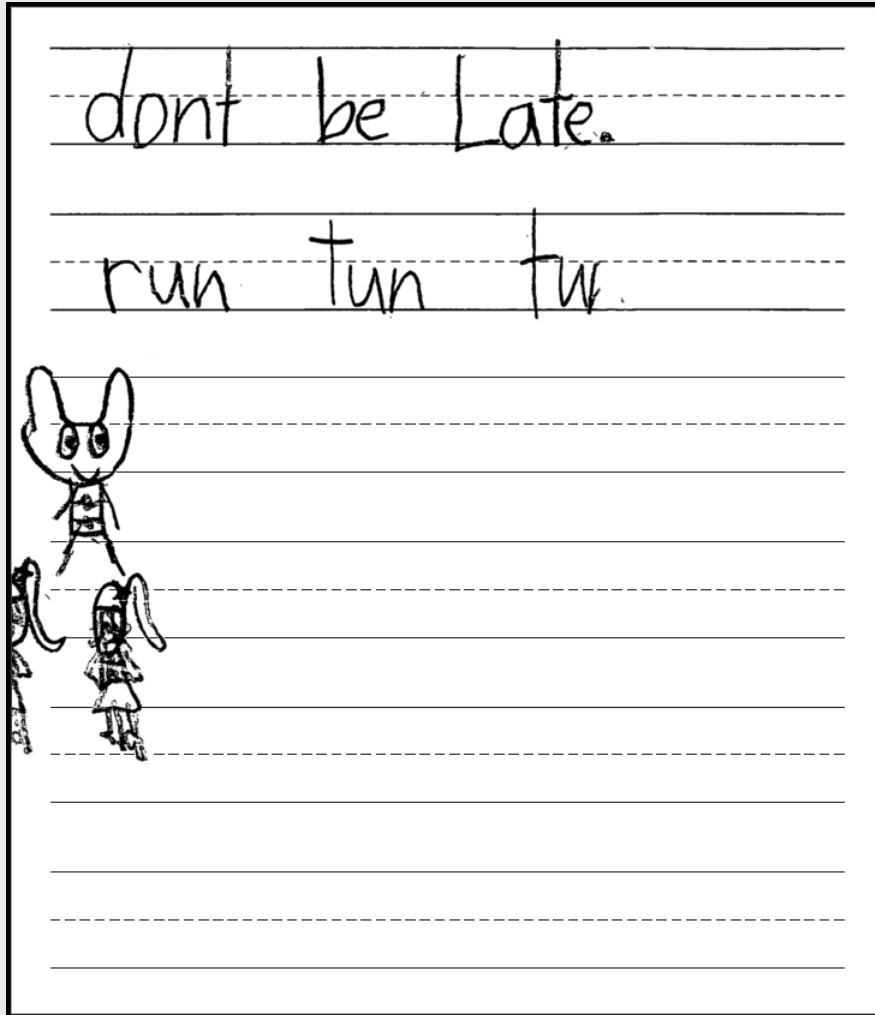
A handwriting practice box containing several sets of three horizontal lines (top, middle dashed, bottom). The first set contains the handwritten text "My favorite book is". The second set contains the handwritten text "Pop.". The remaining four sets of lines are empty.

Score Point 1

- ◆ Response contains simple sentence
- ◆ Response contains frequent errors that obscure meaning.

Please see your binder for a full rubric

Kindergarten: Short Constructed Response



Score Point 1

- ◆ Response contains simple sentence to minimally provide descriptions
- ◆ Response contains relevant or related drawing
- ◆ Response contains frequent errors that obscure meaning
- ◆ May or may not use appropriate capitalization and punctuation

Please see your binder for a full rubric

Kindergarten: Short Constructed Response

Score Point 1

- ◆ Response is completely irrelevant to the prompt

The image shows four separate lines of handwriting on a set of three horizontal lines (top, middle-dashed, bottom). Each line represents a different student response. The first response is 'I see a bog en the Pak.' The second is 'I see the bog eat.' The third is 'I see the bog Plan.'


Please see your binder for a full rubric

Kindergarten: Short Constructed Response

Score Point 2

- ◆ Response contains simple sentence as well as a drawing to somewhat provide description to write about the topic
- ◆ Response contains occasional errors that obscure meaning

My favorite book
to read is slypin
beauti.



Please see your binder for a full rubric

Kindergarten: Short Constructed Response

Score Point 3

- ◆ Response contains mostly simple sentences to partially provide descriptions to write about a topic
- ◆ Response rarely contains errors that obscure meaning

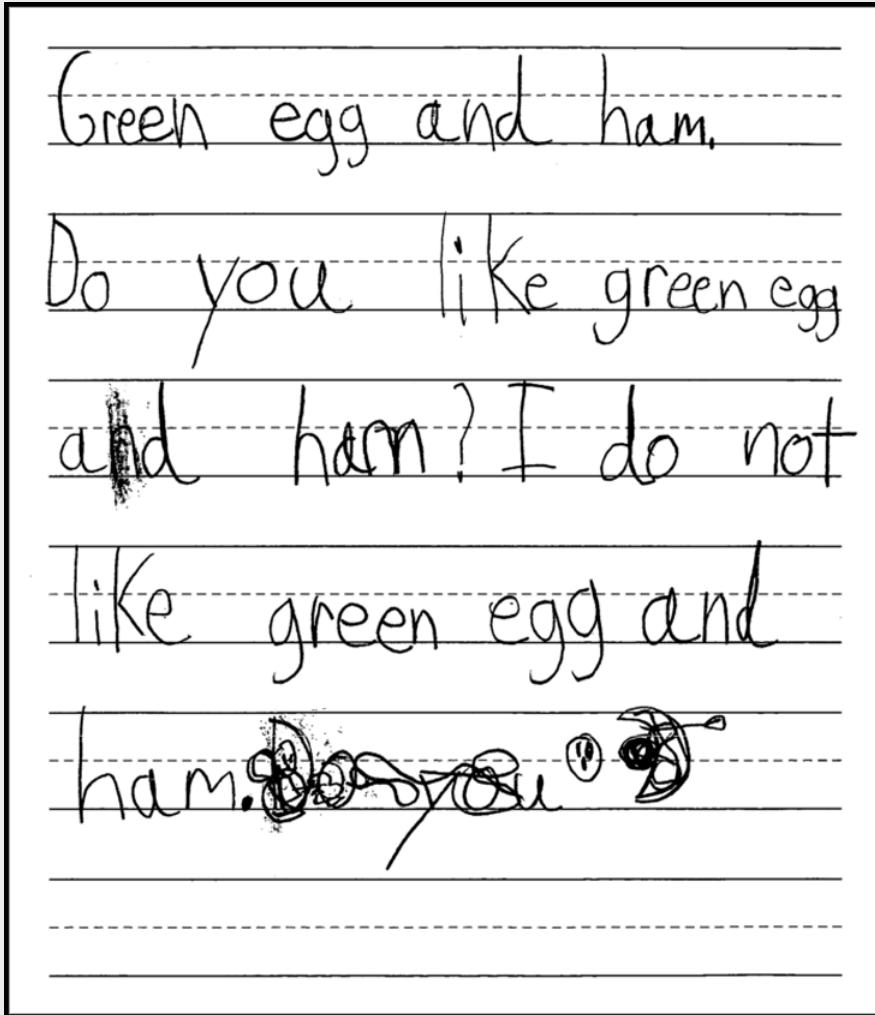
my favorite book
is about the
rocks. the rocks
are hard. the
rocks are color
spade.

Please see your binder for a full rubric

Kindergarten: Short Constructed Response

Score Point 3

- ◆ Response is at least partially relevant or related to prompt
- ◆ Response contains mostly simple sentences to partially provide descriptions to write about a topic
- ◆ Response rarely contains errors that obscure meaning

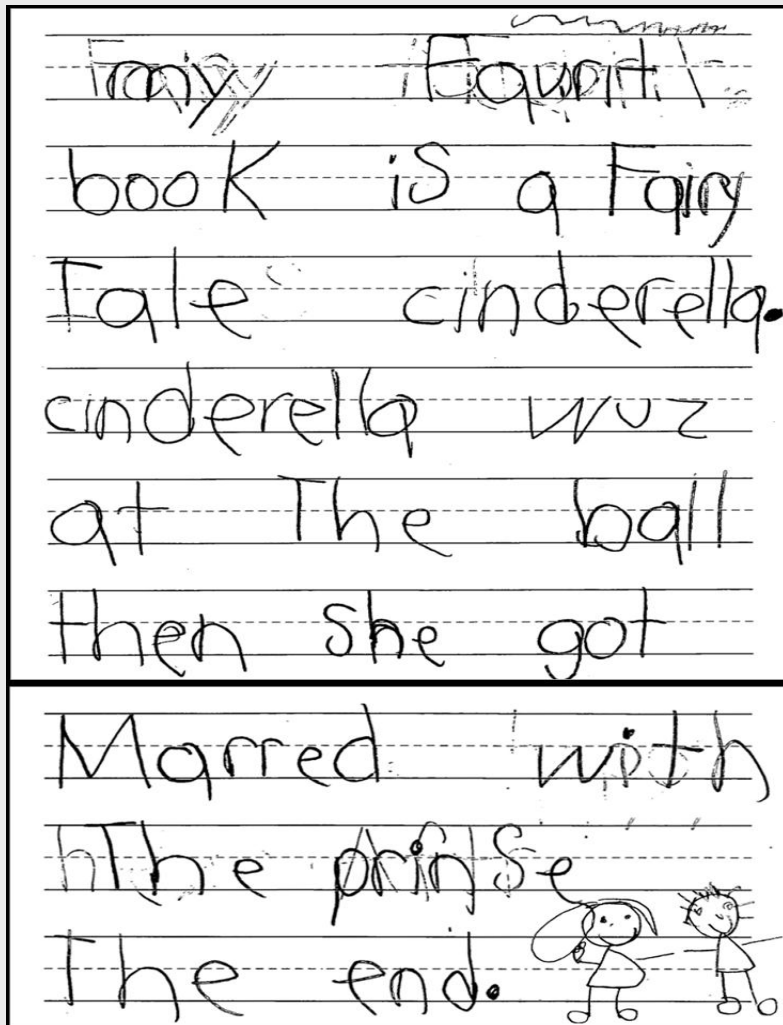


Please see your binder for a full rubric

Kindergarten: Short Constructed Response

Score Point 4

- ◆ Response contains simple sentences as well as drawings to provide descriptions to develop a story
- ◆ Response has few or no errors that obscure meaning



Please see your binder for a full rubric

Grade 1–2: SCR Rubric

<p>Entering</p> <p>0</p>	<p>Complexity of Language: Response contains zero or few grade-appropriate words or short phrases to introduce or complete thoughts and ideas in a written text.</p> <p>Quality of Language: Response contains most common literal use of Tier 1 grade-appropriate vocabulary to describe detailed thoughts, feelings, and ideas in a written text.</p> <p>Coherence of Response: Response includes zero or few transitional words that introduce and complete thoughts and ideas in a written text.</p> <p>Degree of Response: Response contains no or at least one detailed thought, feeling, or idea in a written text.</p> <p>Mechanics: Response contains errors that totally obscure meaning.</p>
<p>Emerging</p> <p>1</p>	<p>Complexity of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences to introduce and complete thoughts and ideas in a written text.</p> <p>Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary to describe detailed thoughts, feelings, and ideas in a written text.</p> <p>Coherence of Response: Response includes a few transitional words and at least one sentence that introduces and completes thoughts and ideas in a written text.</p> <p>Degree of Response: Response contains a few detailed thoughts, feelings, and ideas in a written text.</p> <p>Mechanics: Response may have frequent errors that obscure meaning.</p>
<p>Transitioning</p> <p>2</p>	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and at least one compound sentence to introduce and complete thoughts and ideas in a written text.</p> <p>Quality of Language: Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to describe detailed thoughts, feelings, and ideas in a written text.</p> <p>Coherence of Response: Response includes some transitional words and a few sentences to introduce and complete thoughts and ideas in a written text.</p> <p>Degree of Response: Response contains some detailed thoughts, feelings, and ideas in a written text.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
<p>Expanding</p> <p>3</p>	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and some compound sentences to introduce and complete thoughts and ideas in a written text.</p> <p>Quality of Language: Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to describe detailed thoughts, feelings, and ideas in a written text.</p> <p>Coherence of Response: Response includes many transitional words and some sentence structures to introduce and complete thoughts and ideas in a written text.</p> <p>Degree of Response: Response contains many detailed thoughts, feelings and ideas in a written text.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
<p>Commanding</p> <p>4</p>	<p>Complexity of Language: Response contains mostly grade-appropriate simple and compound sentences to introduce and complete thoughts and ideas in a written text.</p> <p>Quality of Language: Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to describe detailed thoughts, feelings, and ideas in a written text.</p> <p>Coherence of Response: Response includes many and varied transitional words and sentence structures to introduce and complete thoughts and ideas in a written text.</p> <p>Degree of Response: Response contains varied and sufficient detailed thoughts, feelings, and ideas in a written text.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

Grade 1–2: SCR Scoring Notes

Writing – Grades 1–2 SCR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible Response Unintelligible Response				
	Completely copied text	Adapted text if one clear, well-constructed sentence is provided			
	Isolated words or a list of words or short phrases	Response must include at least one sentence	Response must include one sentence beyond a simple sentence	Response includes both simple and some compound sentences; may include sentences beyond these	Response includes both simple and compound sentences; may include sentences beyond these
Quality of Language	Words represent only Tier 1 (most common, everyday words)	Mostly Tier 1 words with a few Tier 2 words possible	Tier 1, 2, and possibly Tier 3 words are present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Coherence of Response	No coherence due to brevity	An attempt at introduction or conclusion should be present (i.e., "I like...because")	Some use of transitions, introductory words, or concluding words to establish a sense of organization	Use of transition words, introductory words, and concluding words makes organization evident	Organization is clear with an introduction and a conclusion
Degree of Response	At most one detail expressed by single words	More than one detail is included in the response	Response includes some details to express thoughts, feelings, or ideas	Response contains relevant details to support thoughts, feelings, or ideas	Response contains varied and sufficient details to support thoughts, feelings, or ideas
Mechanics	Words are unclear and meaning is mostly obscured May include inventive spelling	Some words are clear so that meaning is evident though there may be many errors May include inventive spelling	Response is mostly clear though there may be errors; L ₁ errors may be present May include inventive spelling	Response is always clear, though there may be errors; L ₁ errors may be present May include inventive spelling	Response is always clear with very few errors; L ₁ errors may be present but don't interfere with meaning May include inventive spelling

* L₁ errors refer to errors that are directly related to the structure or grammar of the native language.

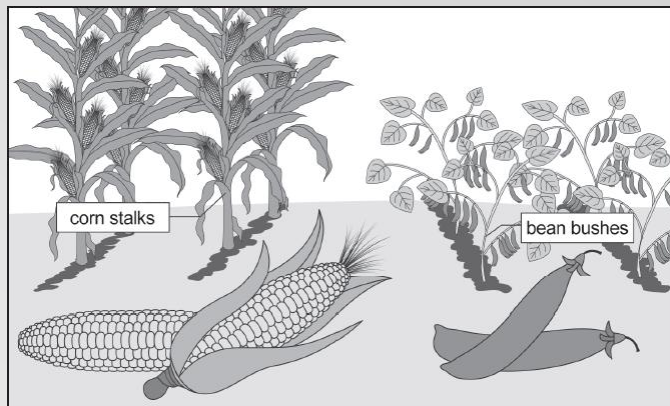
Note: Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

Grades 1–2: Short Constructed Response

Directions

Read the passage again. Then you will be asked to write a paragraph based on the passage.

A Special Day in the Garden



Word Box

grandmother	grows	yesterday
I	picked	today
corn	cook	beans

My grandmother grows corn and beans. Yesterday, she and I picked five ears of corn. Then, we picked some beans. Today, we will cook the corn and the beans because we want them for dinner.


Now read the directions below.

In the passage "A Special Day in the Garden," how does the narrator feel about the grandmother's garden? Write one paragraph about how the narrator feels about the garden. You can use the words in the Word Box to help you write your paragraph.

Grades 1–2: Short Constructed Response

Score Point 0

Write about the topic. Use details
in your writing.

Go On 


- ◆ Completely copied text

Please see your binder for a full rubric

Grades 1–2: Short Constructed Response

Score Point 0

I C 00ff ne +he busy
MVCOKN PFOUS onetne
noob Pn6 be9 m ph
e00b T0 me pnd
ny m :)

Go On 


- ◆ Response contains few grade-appropriate words
- ◆ Words are unclear and meaning is mostly obscured

Please see your binder for a full rubric

Grades 1–2: Short Constructed Response

Score Point 1

She cook good.
yesterday she growd them.
Today she pick them.
cooks good beans.
cooks good corn.
Grandmother is nice.

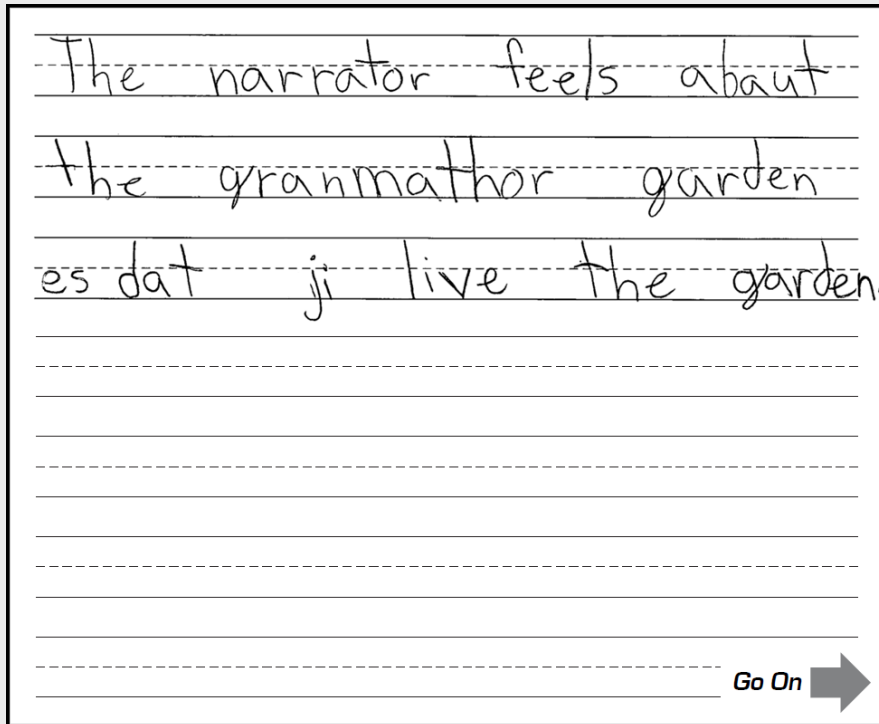
Go On 

- ◆ Response contains some grade-appropriate words and some simple sentences to introduce and complete thoughts in a written text
- ◆ Response contains a few detailed thoughts and ideas in a written text


Please see your binder for a full rubric

Grades 1–2: Short Constructed Response

Score Point 1



The narrator feels about
the granmathor garden
es dat ji live the garden.

Go On 


- ◆ Response includes at least one sentence that completes a thought in a written text
- ◆ Response may contain adapted text
- ◆ Response may have frequent errors that obscure meaning

Please see your binder for a full rubric

Grades 1–2: Short Constructed Response

Score Point 2

Grandmother's picked
corn and beans. Today
I grows plant and
Yesterday Grandmother's
cook corn and beans

Go On 


- ◆ Response contains mostly grade-appropriate simple sentences and at least one compound sentence to introduce and complete thoughts and ideas in a written text
- ◆ Response contains some detailed thoughts and ideas in a written text
- ◆ Response may have occasional errors that obscure meaning

Please see your binder for a full rubric

Grades 1–2: Short Constructed Response

Score Point 2

The narrator feel good about the garden. because in the garden they are corn. the grandmother took care of the garden

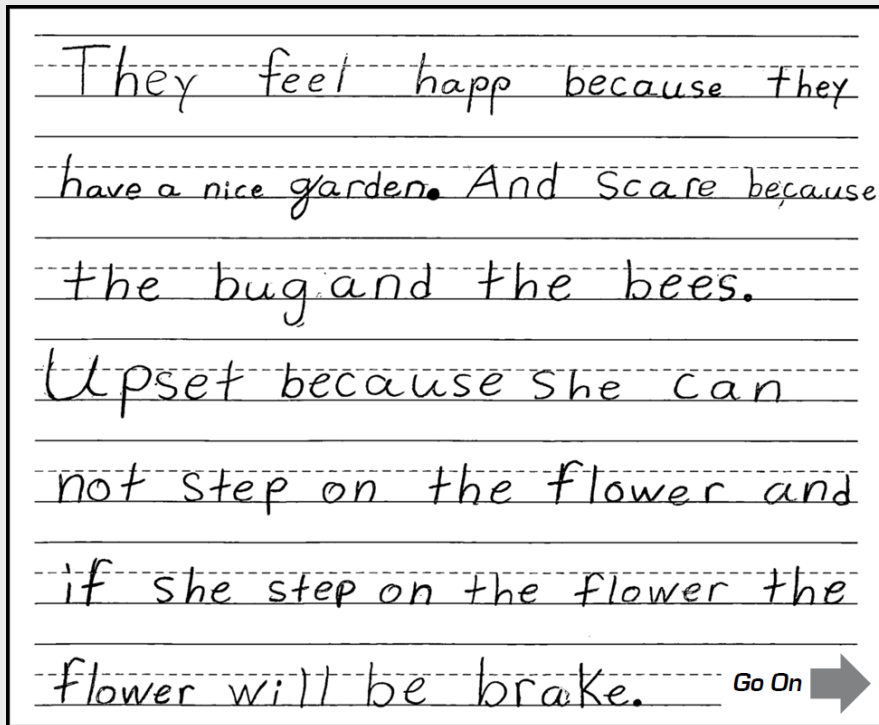
Go On 

- ◆ Response includes one sentence beyond a simple sentence
- ◆ Response includes a few sentences to introduce and complete thoughts and ideas in a written text
- ◆ Response may have occasional errors that obscure meaning

Please see your binder for a full rubric

Grades 1–2: Short Constructed Response

Score Point 3



- ◆ Response contains relevant details to support thoughts, feelings, or ideas
- ◆ Response includes complex sentences
- ◆ Response rarely contains errors that obscure meaning

Please see your binder for a full rubric

Grades 1–2: Short Constructed Response

Score Point 3

I think the narrator feels
happy about because the grand-
ma could not eat and if the
grand ma does not have
money she can't buy food and she
will be hungry and she does not
have food to eat too

Go On



- ◆ Use of introductory and concluding words makes organization evident
- ◆ Response includes complex sentences
- ◆ Response rarely contains errors that obscure meaning

so I think the narrator feels happy
about it

Please see your binder for a full rubric

Grades 1–2: Short Constructed Response

The narrator feels thankful about the garden. For example, yesterday they picked corns & beans. Also, they cooked the corns & beans because they want them for dinner. This shows that the narrator feels

Go On →

thankful about the garden.

Score Point 4

- ◆ Response includes varied and sufficient detailed thoughts, feelings, and ideas in a written text
- ◆ Organization is clear with an introduction and a conclusion
- ◆ Response has few or no errors that obscure meaning

Please see your binder for a full rubric

Grades 5–6: SCR Rubric

<p>Entering</p> <p>0</p>	<p>Complexity of Language: Response contains zero or few grade-appropriate words and short phrases.</p> <p>Quality of Language: Response contains most common literal use of Tier 1 grade-appropriate vocabulary to precisely describe detailed ideas and facts.</p> <p>Coherence of Response: Response includes zero or few transitional words that orient the reader, logically develop ideas using transitions, or provide closure in a written text.</p> <p>Degree of Response: Response contains no or at least one precisely described detailed idea or fact in written text.</p> <p>Mechanics: Response may contain errors that totally obscure meaning.</p>
<p>Emerging</p> <p>1</p>	<p>Complexity of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p>Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 and Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts.</p> <p>Coherence of Response: Response includes a few transitional words and at least one sentence structure that orient the reader, logically develop ideas using transitions, or provide closure in a written text.</p> <p>Degree of Response: Response contains a few precisely described detailed ideas and facts in a written text.</p> <p>Mechanics: Response may have frequent errors that obscure meaning.</p>
<p>Transitioning</p> <p>2</p>	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p>Quality of Language: Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text.</p> <p>Coherence of Response: Response includes some transitional words and a few sentence structures that orient the reader, logically develop ideas using transitions, or provide closure in a written text.</p> <p>Degree of Response: Response contains some precisely described detailed ideas and facts in a written text.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
<p>Expanding</p> <p>3</p>	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p>Quality of Language: Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text.</p> <p>Coherence of Response: Response includes many transitional words and some sentence structures that orient the reader, logically develop ideas using transitions, or provide closure in a written text.</p> <p>Degree of Response: Response contains many precisely described detailed ideas and facts in a written text.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
<p>Commanding</p> <p>4</p>	<p>Complexity of Language: Response contains mostly grade-appropriate simple and complex sentences.</p> <p>Quality of Language: Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text.</p> <p>Coherence of Response: Response includes many and varied transitional words and sentence structures that orient the reader, logically develop ideas using transitions, or provide closure in a written text.</p> <p>Degree of Response: Response contains varied and sufficient precisely described detailed ideas and facts in a written text.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

Grades 5–6: SCR Scoring Notes

Writing – Grades 5–6 SCR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible Response Unintelligible Response				
	Completely copied text	Adapted text if one clear, well-constructed sentence is provided			
	Isolated words or a list of words or short phrases	Response must include at least one sentence	Response must include one sentence beyond a simple sentence (may be expanded or complex)	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
Quality of Language	Words represent only Tier 1 (most common, everyday words)	Mostly Tier 1 words with a few Tier 2 or Tier 3 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Coherence of Response	No coherence to the response due to brevity	The use of transition words and at least one sentence to attempt organization is evident	Some use of transition words and sentences that establish a sense of organization (orientation, linking, development, or conclusion)	Use of transition words and sentences provides clear organization (orientation, linking, development, or conclusion)	Organization is clear with an orientation, linking, development, and conclusion
Degree of Response	At most one detail expressed by single words	More than one detail is included in the response	Response includes some precise details to express ideas or facts	Response contains relevant and precise details to support ideas or facts	Response contains varied and sufficient precise details to support ideas or facts
Mechanics	Words are unclear and meaning is mostly obscured May include inventive spelling	Some words are clear so that meaning is evident though there may be many errors May include inventive spelling	Response is mostly clear though there may be errors; L ₁ errors may be present May include inventive spelling	May include inventive spelling Response is always clear, though there may be errors; L ₁ errors may be present	Response is always clear with very few errors; L ₁ errors may be present but don't interfere with meaning

* L₁ errors refer to errors that are directly related to the structure or grammar of the native language.

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

Grades 5–6: Short Constructed Response

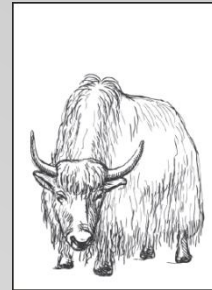
Directions

Read the passage again. Then you will be asked to write a paragraph based on the passage.

The Sherpa People of Nepal



Map of Nepal



Yak

- 1 Nepal is a country that lies between China and India. Most people in Nepal live in the central and southern regions. Nepal's northern side is formed by the Himalaya mountain range. One ethnic group that lives in Nepal are the Sherpa people. Many Sherpas live around the southern base of Mount Everest, which is the tallest mountain in the world.
- 2 Nepal's climate is arctic in the mountains' high altitudes. Severely cold winds blow. Glaciers and heavy snow are found in the mountains. The Sherpas are used to living at high altitudes in extreme weather. Their villages are located more than 10,000 feet above sea level.
- 3 The mountains are so steep the Sherpas can't use cars. Because of this, they hike everywhere and carry items that they need on their backs. Sometimes they use animals to carry very heavy loads. One animal they use is called a yak. A yak is like a cow, but it has thick fur. The fur keeps the yak warm. Its large feet with hooves help it successfully navigate snowy paths and icy slopes. The Sherpas use yak wool to make warm clothing. They use yak milk to make butter. A favorite Sherpa meal is a crisp potato pancake served with yak butter.
- 4 The Sherpa people are famous for their mountain-climbing ability. Every year, visitors come to Nepal to climb Mount Everest. Because the Sherpas are so good at hiking in the mountains, people often hire them as guides.

Now read the directions below.

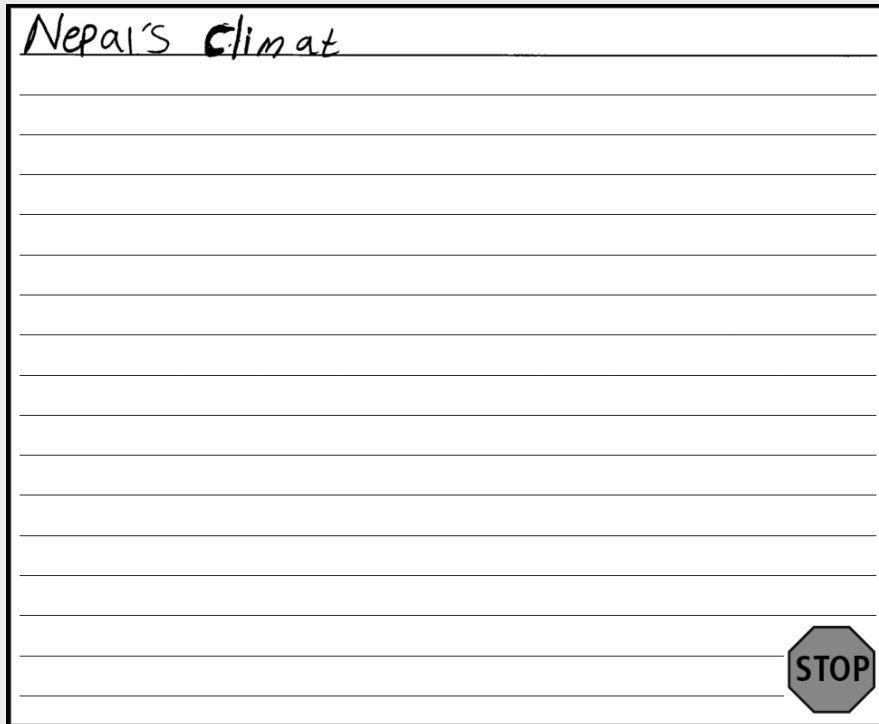
Think about where the Sherpa people live and how they live. Why are yaks important to how the Sherpa people live?

Write one paragraph explaining why yaks are important to the Sherpa people. Use information from the passage to support your reasons.

Grades 5–6: Short Constructed Response

Score Point 0

Nepal's climat




- ◆ Response contains no idea or fact (adapted or original)
- ◆ Copied phrase verbatim

Please see your binder for a full rubric

Grades 5–6: Short Constructed Response

Score Point 0

The mountains are steep the Sherpas can't use cars. Because of this, they hike everywhere and carry items that they need on their backs. Sometimes they use animals to carry very heavy loads. One animal they use is called a yak. A yak is like a cow, but it has thick fur. The fur keeps the yak warm. It's large feet with hoove help it successfully navigate snowy paths and ice slopes. The sherpas use yak wool to make warm clothing. They use yak milk to make butter. A favorite sherpa meal is a crisp potato pancake served with yak butter.



- ◆ Response contains no idea or fact (adapted or original)
- ◆ Copied paragraph verbatim

Please see your binder for a full rubric

Grades 5–6: Short Constructed Response

Score Point 1

The many Sherpas live around the Southern base of Mount Everest, which is the tallest mountain in the world. The mountain are so steep the sherpas can't use a cars. Because of this, they hike everywhere and carry items that they need on their backs. Sometimes they use animals to carry very heavy loads. One animal they use is called a yak. A yak is like a cow, but it has thick fur. The fur keeps the yak warm. Its large feet with hooves help it successfully navigate snowy paths and icy slopes. The sherpas use yak wool to make warm clothing. They use yak milk to make butter. A favorite Sherpa meal is a crisp Pottate parake served with yak butter. And thats why yaks important for sherpas people.

STOP


- ◆ Response contains some grade-appropriate words
- ◆ One adapted sentence
- ◆ Response includes at least one sentence structure that provides closure in a written text

Please see your binder for a full rubric

Grades 5–6: Short Constructed Response

Score Point 1

be take about people and yaks.
The people is no used tracks on
Train is used the animals. example
like if the people want take som-
thing is can't take. used animals for
take this.
yaks is cows but is help people.
example: the people is used yaks
for take something. oh the people
is rude. The yaks if is snow or
if is taild.




- ◆ Response contains some grade-appropriate words
- ◆ Response contains literal use of Tier 1 and a few Tier 2 grade-appropriate vocabulary words
- ◆ More than 1 detail is included in the response
- ◆ Response contains frequent errors that obscure meaning

Please see your binder for a full rubric

Grades 5–6: Short Constructed Response

Score Point 2

I think the yaks are important because they carry heavy stuff, and the people can't use cars because the mountains are so steep. Yaks give milk and butter (food) you can use the yaks fur to make warm cloths.




- ◆ Response contains mostly grade-appropriate simple sentences and at least one complex sentence
- ◆ Relevant to prompt
- ◆ Response includes some precise details
- ◆ Response is mostly clear; errors may occasionally obscure meaning
- ◆ Includes inventive spelling

Please see your binder for a full rubric

Grades 5–6: Short Constructed Response

Score Point 3

One reason that yaks are important to the Sherpa people because the sherpa people use the yaks to carry every heave load. For example "Sometimes they use animals to carry every heave loads." Another reason is that sherpa people use the yak wool to make warm clothing. Last example is that they use yak to make milk and butter.




- ◆ Response contains mostly grade-appropriate simple sentences and complex sentences
- ◆ Relevant to the prompt
- ◆ Response includes transitional words and some sentence structures that orient the reader, logically develop ideas, and provide closure in a written text
- ◆ Response contains some precisely detailed ideas and facts in a written text
- ◆ Response is clear; errors exist, but rarely obscure meaning

Please see your binder for a full rubric

Grades 5–6: Short Constructed Response

Score Point 3

Yaks are important to the sherpa's people because they need them for the food and clothes. sherpa's people could make out of them for example milk, butter, and warm clothes to keep the sherpa's people warm. In the text it says "The sherpa's use yak wool to make warm clothing." In addition in the text it says "They use yaks milk to make butter." That why yaks are important to sherpa's to help with their needs (food and clothes).




- ◆ Response contains mostly grade-appropriate simple sentences and some complex sentences
- ◆ Relevant to the prompt
- ◆ Response includes transitional words and some sentence structures that orient the reader, logically develop ideas, and provide closure in a written text
- ◆ Response contains many precisely detailed ideas and facts in a written text
- ◆ Response is clear; errors exist, but rarely obscure meaning

Please see your binder for a full rubric

Grades 5–6: Short Constructed Response

Score Point 4

Yaks are important to how the Sherpa people live. The first reason is that the yaks can carry heavy things for Sherpa people. Many Sherpa people live around the base of the mountains, therefore, people need to pass the mountain to get to another side. The mountains are so steep so they can't use the car, so they use yaks to carry heavy loads that they needed. Second reason to support my claim is that Sherpa people use yak wool to make warm cloth. Because of the location and climate of Nepal, Sherpas always live in a cold weather, so they need to get more warm cloths. According to the passage "The Sherpa people of Nepal." It says "The fur keeps the yak warm." It shows that the furs are so warm and it keeps yak warm from the cold weather. In addition, Sherpas use yak milk to make butter and they love to eat crisp potato cake served with yak butter. Yaks make the lives of Sherpas easier and better.




- ◆ Response contains mostly grade-appropriate simple sentences and complex sentences
- ◆ Relevant to the prompt
- ◆ Response includes many and varied transitional words and some sentence structures that orient the reader, logically develop ideas, and provide closure in a written text
- ◆ Response contains varied and sufficient precisely detailed ideas and facts in a written text
- ◆ Response has few or no errors that obscure meaning

Please see your binder for a full rubric

Grades 5–6: Short Constructed Response

Score Point 4

Yaks are important to how the shermas people live by serial ways. First the moun^{to} in Nepal are very steep, so shermas can't use car, so they have to use animals like yaks to carry ^{the} stuff. Second, Yaks are in the cows family, so the yaks are strong, and the stuff Sherpa people need to carry, it just very easy for the yaks. Last reason is sherp people use yak's fur to make ^{cloth} to keep warm. they also use yaks to make food like butter. As you can see, the yaks are really helpful for the sherpas people.



- ◆ Response contains mostly grade-appropriate simple sentences and complex sentences
- ◆ Relevant to the prompt
- ◆ Response includes many and varied transitional words and some sentence structures that orient the reader, logically develop ideas, and provide closure in a written text
- ◆ Response contains varied and sufficient precisely detailed ideas and facts in a written text
- ◆ Response has few or no errors that obscure meaning

Please see your binder for a full rubric

Break Time



15 Minutes

Grades 3–4: ECR Rubric (Narrative)

<p>Entering</p> <p>0</p>	<p>Complexity of Language: Response contains zero or few grade-appropriate words or short phrases.</p> <p>Quality of Language: Response contains most common literal use of Tier 1 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes zero or few transitional words that may or may not introduce, develop, link, or complete a narrative.</p> <p>Degree of Response: Response contains no or at least one detailed description, event, or a closure in response to prompt.</p> <p>Mechanics: Response contains errors that totally obscure meaning.</p>
<p>Emerging</p> <p>1</p>	<p>Complexity of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p>Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes a few transitional words and at least one sentence structure that minimally introduce, develop, link, or complete a narrative.</p> <p>Degree of Response: Response contains a few detailed descriptions, events in sequence, or a closure in response to prompt.</p> <p>Mechanics: Response may have frequent errors that obscure meaning.</p>
<p>Transitioning</p> <p>2</p>	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p>Quality of Language: Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes some transitional words and a few sentence structures that partially introduce, develop, link, and complete a narrative.</p> <p>Degree of Response: Response contains some detailed descriptions, events in sequence, and a closure in response to prompt.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
<p>Expanding</p> <p>3</p>	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p>Quality of Language: Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes many transitional words and some sentence structures that introduce, develop, link, and complete a narrative.</p> <p>Degree of Response: Response contains many detailed descriptions, events in sequence, and a closure in response to prompt.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
<p>Commanding</p> <p>4</p>	<p>Complexity of Language: Response contains mostly grade-appropriate simple and complex sentences.</p> <p>Quality of Language: Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in narrative.</p> <p>Coherence of Response: Response includes many and varied transitional words and sentence structures that introduce, develop, link, and complete a narrative.</p> <p>Degree of Response: Response contains varied and sufficient detailed descriptions, events in sequence, and a closure in response to the prompt.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

Grades 3–4: ECR Scoring Notes

Writing – Grades 3–4 ECR / Explanatory Footnotes to the Rubric						
Dimension		Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language		Blank, no response Language other than English Illegible Response Unintelligible Response				
		Completely copied text	Adapted text if one clear, well-constructed sentence is provided			
		Isolated words or a list of words or short phrases	Response must include at least one sentence	Response must include one complex sentence	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
Quality of Language		Words represent only Tier 1 (most common, everyday words)	Mostly Tier 1 words with a few Tier 2 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Coherence of Response	Narrative Prompt	No coherence to the response due to brevity	At least one sentence that attempts to organize a narrative	At least some transition words and sentences that partially organize a narrative	Use of transition words and sentence structures to establish and organize a narrative	Organization is clearly established with a variety of words and sentences
	Informational Prompt	No coherence to the response due to brevity	At least one sentence that attempts to introduce, link, or complete a thought or idea	At least some transition words and sentences that partially organize linked ideas on a topic	Use of transition words and sentence structures to organize and link ideas on a topic	Organization and development are clearly established with a variety of words and sentences
Degree of Response	Narrative Prompt	At most one detail, event, or closure expressed by single words or short phrases	At least one detail, event, or a closure	Some descriptive details, events in sequence, and a closure	Response contains relevant descriptive details, events, and closure	Response contains varied and sufficient details, events, and a closure
	Informational Prompt	At most one connected idea expressed by single words or short phrases	At least one connected idea or a closure	Some supported, connected ideas, and a closure	Response contains relevant supported and connected ideas and closure	Response contains varied and sufficient supported and linked ideas, and a closure
Mechanics		Words are unclear and meaning is mostly obscured May include inventive spelling	Some words are clear so that meaning is evident though there may be many errors May include inventive spelling	Response is mostly clear though there may be errors; L ₁ errors may be present May include inventive spelling	Response is always clear, though there may be errors; L ₁ errors may be present May include inventive spelling	Response is always clear with very few errors; L ₁ errors may be present but don't interfere with meaning May include inventive spelling

* L₁ errors refer to errors that are directly related to the structure or grammar of the native language.

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

Note: Due to the holistic nature of the rubric, a response that is less than two paragraphs but meets the majority of criteria for the dimensions of the performance level will receive the score for that performance level.

Grades 3–4: Extended Constructed Response

Directions

Read the passage again. Then you will be asked to write about the passage.

- 1 The train came to a shaky stop. Isabella looked up at her grandfather.
- 2 “Are you ready to go into the city?” he asked.
- 3 Isabella nodded and her brown eyes widened. The last time she had been in the city was nine years ago. She was a newborn baby then. She had spent most of her life living in the mountains, far from the city.
- 4 “You’ll notice it is a lot different here,” Grandfather said, as a smile appeared on his face. He had spent most of his childhood in the city.
- 5 They quickly walked off the train and up some stairs. A blast of warm August air hit Isabella as they reached the city street.
- 6 “It’s a lot warmer here,” Isabella said.
- 7 But that wasn’t the only thing she noticed. The noise was new to her, too. There were people talking, cars driving, and horns honking. Instead of forests, buildings of all shapes and sizes lined the city streets. Lights and signs blinked on and off.
- 8 It was nothing like home.
- 9 Isabella loved it. “Thank you for bringing me here, Grandfather,” she said. “I can’t wait to see more.”

A Trip to the City




Now read the directions below.

At the end of the passage “A Trip to the City,” Isabella says, “I can’t wait to see more.” What other things do you think Isabella saw on her trip? Write another part of the story that tells what she and her grandfather did and saw. Write at least two paragraphs. Use details from the passage and your own ideas to create your story.

Grades 3–4: Extended Constructed Response

Score Point 0

trees and forests and lights
and signs.

Go On 


- ◆ Copied words
- ◆ Response contains few grade-appropriate words or short phrases
- ◆ Response contains most common literal use of Tier 1 grade-appropriate vocabulary

Please see your binder for a full rubric

Grades 3–4: Extended Constructed Response

Score Point 0

What other things do you think Isabella saw on her trip? Write another part of the story that tells what she and her grandfather did and saw. Write at least two paragraphs. Use details.

Go On 


- ◆ All text is copied verbatim from the prompt

Please see your binder for a full rubric

Grades 3–4: Extended Constructed Response

Score Point 1

This is a story about Isabella and her grandfather. The last time she had been in the city was nine years ago. They quickly walked off the train and up some stairs. It was so different from home.

Go On 


- ◆ Single original sentence; remaining text is copied verbatim
- ◆ Response contains at least one sentence structure that minimally introduces a narrative
- ◆ Response contains literal use of Tier 1 grade-appropriate vocabulary

Please see your binder for a full rubric

Grades 3–4: Extended Constructed Response

Score Point 1

she go city. Grandpa with se. her excite. Is walked
train stairs. Lights and Signs blinked on and off.
Isabella loved.

Go On 

- ◆ Response contains some grade-appropriate words, short phrases, and simple sentences
- ◆ Response contains at least one sentence structure that minimally introduces a narrative
- ◆ Response contains literal use of Tier 1 grade-appropriate vocabulary
- ◆ Response contains frequent errors that obscure meaning

Please see your binder for a full rubric

Grades 3–4: Extended Constructed Response

Score Point 1

The snowy mountain was cold. Aden loved the snow and it was crunchy under his boot. He went down the mountain on his sled, but then the wolves howled! He went faster and BOOM! over the cliff. He was saved!

Go On




- ◆ Response is completely irrelevant to the prompt

Please see your binder for a full rubric

Grades 3–4: Extended Constructed Response

Score Point 2

Isabella luv city cause she luv
sands and warm. And lights
and signs is butiful.
And rides train.

Go On 


- ◆ Response contains grade-appropriate simple sentence and one complex sentence
- ◆ Response contains a few sentence structures that partially introduces a narrative
- ◆ Response contains some detail, and events in sequence
- ◆ Response contains occasional errors that obscure meaning

Please see your binder for a full rubric

Grades 3–4: Extended Constructed Response

Score Point 3

I think that Isabella saw a building and a train and some cars because the story said. Next it says that her + her Grandpa smiled. They rode the train and they got off. When they got off they saw the big city. Isabella liked it and she said thank you.

Go On 

- ◆ Response contains mostly grade-appropriate simple sentences and some complex sentences
- ◆ Response is related to the prompt
- ◆ Response includes some sentence structures that introduce, develop, and complete a narrative
- ◆ Response contains many details, events in sequence, and a closure in response to the prompt
- ◆ Response is always clear; though errors may be present, they rarely obscure meaning

Please see your binder for a full rubric


Grades 3–4: Extended Constructed Response

Score Point 4

Isabella and Grandpa went to a city on a train. They looked at the building and the lights and the signs. They liked the warm air because it was warmer than the mountain air.

Next they went to a play at a big theater. The theater had soft seats and a big red curtain. The play was funny.

Finally, Isabella and Grandpa rode the train home to the mountains. They looked forward to their next adventure in the city!

Go On 


- ◆ Response contains mostly grade-appropriate simple and complex sentences
- ◆ Response includes many and varied transitional words and sentence structures that introduce, develop, and complete a narrative
- ◆ Response contains varied and sufficient detailed descriptions, events in sequence, and a closure in response to the prompt
- ◆ Response is always clear, with very few errors or no errors that obscure meaning

Please see your binder for a full rubric

Grades 3–4: Extended Constructed Response

Score Point 4

"What should we do after this?" asked Isabella. Grandpa says, "lets go to a soccer game!" They rode the subway to the soccer stadium in Brooklyn. They grabed some popcorn and found ther seats! Then, they decided who to cheer for. Grandpa cheered for Brazil and Isabella cheered for USA. They yelled so much they lost there voices! Brazil won the match by 1 point and Isabella was so happy. Grandpa and Isabella had a wonderfull day together.

Go On 

- ◆ Response contains mostly grade-appropriate simple and complex sentences
- ◆ Response includes many and varied transitional words and sentence structures that introduce, develop, and complete a narrative
- ◆ Response contains varied and sufficient detailed descriptions, events in sequence, and a closure in response to the prompt
- ◆ Response is always clear, with very few errors or no errors that obscure meaning

Please see your binder for a full rubric

Grades 7–8: ECR Rubric (Informational)

<p>Entering</p> <p>0</p>	<p>Complexity of Language: Response contains zero or few grade-appropriate words or short phrases.</p> <p>Quality of Language: Response contains most common literal use of Tier 1 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes zero or few transitional words that may or may not orient the reader, logically organize or connect ideas, or provide closure to a topic.</p> <p>Degree of Response: Response contains no or at least one precisely stated and linked claim and evidence, a variety of support, or closure in response to prompt.</p> <p>Mechanics: Response contains errors that totally obscure meaning.</p>
<p>Emerging</p> <p>1</p>	<p>Complexity of Language: Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p>Quality of Language: Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes a few transitional words and at least one sentence structure that minimally orient the reader, logically organize and connect ideas, or provide closure to a topic.</p> <p>Degree of Response: Response contains a few precisely stated and linked claims and evidence, a variety of support, or closure in response to prompt.</p> <p>Mechanics: Response may have frequent errors that obscure meaning.</p>
<p>Transitioning</p> <p>2</p>	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p>Quality of Language: Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes some transitional words and a few sentence structures that partially orient the reader, logically organize and connect ideas, and provide closure to a topic.</p> <p>Degree of Response: Response contains some precisely stated and linked claims and evidence, a variety of support, and closure in response to prompt.</p> <p>Mechanics: Response may have occasional errors that obscure meaning.</p>
<p>Expanding</p> <p>3</p>	<p>Complexity of Language: Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p>Quality of Language: Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes many transitional words and some sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic.</p> <p>Degree of Response: Response contains many precisely stated and linked claims and evidence, a variety of support, and closure in response to prompt.</p> <p>Mechanics: Response rarely contains errors that obscure meaning.</p>
<p>Commanding</p> <p>4</p>	<p>Complexity of Language: Response contains mostly grade-appropriate simple and complex sentences.</p> <p>Quality of Language: Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p>Coherence of Response: Response includes many and varied transitional words and sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic.</p> <p>Degree of Response: Response contains varied and sufficient precisely stated and linked claims and evidence, a variety of support, and closure in response to prompt.</p> <p>Mechanics: Response has few or no errors that obscure meaning.</p>

Grades 7–8: ECR Scoring Notes

		Writing – Grades 7–8 ECR / Explanatory Footnotes to the Rubric				
Dimension		Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language		Blank, no response Language other than English Illegible Response Unintelligible Response				
		Completely copied text	Adapted text if one clear, well-constructed sentence is provided			
		Isolated words or a list of words or short phrases	Response must include at least one sentence	Response must include one complex sentence	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
Quality of Language		Words represent only Tier 1 (most common, everyday words)	Mostly Tier 1 words with a few Tier 2 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Coherence of Response	Narrative Prompt	No coherence to the response due to brevity	At least one sentence that attempts to organize a narrative	At least some transition words and sentences that partially organize a narrative	Use of transition words and sentence structures to establish and organize a narrative	Organization is clearly established with a variety of words and sentences
	Informational Prompt	No coherence to the response due to brevity	At least one sentence that attempts to orient, logically develop, or close a topic	At least some transition words and sentences that partially orient, logically develop, or close a topic	Use of transition words and sentence structures that logically orient, develop, and close a topic	Organization and development are clearly established with a variety of words and sentences
Degree of Response	Narrative Prompt	At most one character detail, event, or closure expressed by single words or short phrases	At least two references to characters, details, events, or a closure	Some references to multiple characters, descriptive details, events in sequence, and a closure	Response contains multiple characters, relevant descriptive details, sequenced events, and closure	Response contains varied and sufficient character references, details, events, and a closure
	Informational Prompt	At most one claim or supportive idea expressed by single words or short phrases	At least one linked claim and evidence or a closure	Some precisely stated and linked claims and evidence, and a closure	Response contains precisely stated claims and evidence with varied support and closure	Response contains varied and sufficient claims and evidence that are precisely stated, and a closure
Mechanics		Words are unclear and meaning is mostly obscured May include inventive spelling	Some words are clear so that meaning is evident though there may be many errors May include inventive spelling	Response is mostly clear though there may be errors; L ₁ errors may be present May include inventive spelling	Response is always clear, though there may be errors; L ₁ errors may be present May include inventive spelling	Response is always clear with very few errors; L ₁ errors may be present but don't interfere with meaning May include inventive spelling

* L₁ errors refer to errors that are directly related to the structure or grammar of the native language.

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

Note: Due to the holistic nature of the rubric, a response that is less than two paragraphs but meets the majority of criteria for the dimensions of the performance level will receive the score for that performance level.

Grades 7–8: Extended Constructed Response

Directions

Read the passage again. Then you will be asked to write about the passage.

1 The phrase "Going Green" is popular these days. "Going Green" means people are trying to protect Earth from pollution and other damage humans cause. On April 22 each year, people around the world celebrate "Earth Day." However, we should try to reduce pollution and recycle every day. "Going Green" really refers to a way of life that focuses on saving our environment.

2 We need to protect this planet so we have a clean, healthy place to live. One way to protect Earth is to keep garbage out of landfills, which are huge areas filled with trash. Picking up trash along roadsides and beaches can also help. Litter and landfill waste cause polluted soil, water, and air, and destroy the natural beauty of the land.

3 We can also protect the planet in other ways. First, we can take shorter showers to save water. Second, we can walk or ride a bicycle instead of using gasoline-powered vehicles to reduce air pollution. Another option is to purchase used or recycled products instead of using valuable resources to create new products.

4 How can we save our planet? The Worldwatch Institute offers helpful ideas about ways people can join "Going Green" efforts to be part of the solution, not part of the problem:

- 5
 - Use water bottles that can be refilled. Don't buy plastic water bottles that will likely be thrown away.
- 6
 - Save energy by turning down the heat in homes and unplugging appliances when they are not being used.
- 7
 - Borrow and share items such as books, movies, or tools. This also saves resources.
- 8
 - Keep electronic devices, such as cell phones and laptops, as long as possible. When it's time for a new device, don't throw old ones away. Instead, donate or recycle them.
- 9 Making better choices is good for all of us who want to live on a healthy planet. "Going Green" is one small step in the right direction.

Now read the directions below.

Think about the steps to protect the environment given in the passage. Which steps do you already do? What are some other ways you can help protect the environment? Write at least two paragraphs to explain how you and your friends can help protect the environment. Use information from the passage and your own ideas to support your response.


Going Green



Grades 7–8: Extended Constructed Response

Score Point 0

Write at least two paragraphs
to explain how you and your friends
can help protect the environment.
Use information

Go On 


- ◆ Response contains no claims, evidence, support, or closure (adapted or original)
- ◆ All text copied verbatim from the prompt

Please see your binder for a full rubric

Grades 7–8: Extended Constructed Response

Score Point 0

Tras on rod

Go On 


- ◆ Response contains a short phrase
- ◆ Response contains errors that totally obscure meaning

Please see your binder for a full rubric

Grades 7–8: Extended Constructed Response

Score Point 1

We recycle. I shut off lights.

Go On 

- ◆ Response contains some grade-appropriate simple sentences that minimally orient the reader
- ◆ Response contains a few precisely stated claims

Please see your binder for a full rubric

Grades 7–8: Extended Constructed Response

Score Point 1

- ◆ Response is completely irrelevant to the prompt

Last night, we went to a great new restaurant in NYC. The food was excellent and it looked really cool inside. It made me really think that being a chef would be a great job.

First, I love to eat and like to try all different kinds of food. I like Italian food and Chinese food and even Middle Eastern food.

I also do a lot of cooking at home. My Mom works late so I make dinner for my sister. Her favorite food is pizza.

Finally, working in a restaurant would be lots of fun. I would get to create new dishes and meet all kinds of people.


When I go to college, I will definitely work to be a chef. It will be the best job for me.

Please see your binder for a full rubric

Grades 7–8: Extended Constructed Response

Score Point 2

The steps fo protect envment
are keep garbage out Landfills
and pick up trash and I save
energy by turning down heat.
I got new cell phone, I gave old
one to My bro.

Go On 


- ◆ Response contains mostly grade-appropriate simple sentences and at least one complex sentence (adapted complex sentence)
- ◆ Response includes a sentence structure that partially orients the reader
- ◆ Response contains some precisely stated claims and evidence
- ◆ Response is mostly clear, though there may be occasional errors that obscure meaning

Please see your binder for a full rubric

Grades 7–8: Extended Constructed Response

Score Point 2

My skul recyc paper. We use blue box. We protect because is good for erth. Keep electronic devices such as cell phones and laptops, as long as possible. Use water bottles that can be re filled. Don't buy plastic water bottles that likely be thrown away. Borrow and share items such as books, movies or tools. This also saves resources.

Go On 

- ◆ Response contains mostly grade-appropriate simple sentences and at least one complex sentence (remaining text is copied verbatim from prompt)
- ◆ Response includes sentence structures that partially orient the reader
- ◆ Response contains some precisely stated claims and evidence, a variety of support in response to prompt
- ◆ Response is mostly clear; may have occasional errors that obscure meaning
- ◆ May include inventive spelling

Please see your binder for a full rubric

Grades 7–8: Extended Constructed Response

Score Point 4


The Earth is our home and we need to take care of it. There are many ways that the students at my school can work to protect our environment and resources.

The first place we can help is in the school cafeteria. There should be recycling stations to collect plastic and paper and glass. And compost bin for scrap food. Because of all the waste, they should ban the sale of bottle water.

The next place we help is at home. We can turn off lights, take shorter showers, and turn down the heat in the winter. Instead of riding to school in a car, we could use our bikes or skateboards.

The most important thing we do is work to educate our families, especially our younger brothers and sisters. It is our job to keep our planet happy.

GO GREEN!

Go On 

- ◆ Response contains mostly grade-appropriate simple and complex sentences
- ◆ Response is related to the prompt
- ◆ Response includes many and varied transitional words and sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic
- ◆ Response contains varied and sufficiently precisely stated and linked claims and evidence; a variety of support and closure
- ◆ Response has few or no errors that obscure meaning

Please see your binder for a full rubric


Grades 7–8: Extended Constructed Response

Score Point 4

GOING GREEN MEANS PROTECTING THE EARTH FROM POLLUTION. NOT JUST FOR EARTH DAY (APRIL 22) BUT EVERYDAY WE SHOULD RECYCLE. IT'S A WAY OF LIFE.

THE TEXT SAYS ACCORDING TO THE WORLD WATCH INSTITUTE, WE CAN HELP THE ENVIRONMENT AND GO GREEN. IN MANY WAYS, FIRST, WE CAN BUY ONE WATER BOTTLE AND KEEP FILLING IT WITH WATER. SECOND, WE CAN LOWER THE HEAT IN OUR HOME IN THE WINTER AND NOT PLUG IN APPLIANCES UNLESS WE ARE USING IT. THIRD WE CAN USE BOOKS AND MOVIES FROM OTHER PEOPLE AND NOT BUY NEW ONES.

IN ADDITION, WE SHOULD KEEP OUR ELECTRONICS AS LONG AS WE CAN. ONLY BUY NEW ONES WHEN YOU HAVE TO AND DONATE OR RECYCLE OLD ONES. GOING GREEN IS THE WAY TO PROTECT THE EARTH!

Go On 

- ◆ Response contains mostly grade-appropriate simple and complex sentences
- ◆ Response is relevant to the prompt
- ◆ Response includes many and varied transitional words and sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic
- ◆ Response contains varied and sufficiently precisely stated and linked claims and evidence; a variety of support and closure
- ◆ Response has few or no errors that obscure meaning
- ◆ May include inventive spelling

Please see your binder for a full rubric

Lunch Break



30 Minutes