

New York State Testing Program



# NYSESLAT

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## 2015 Turnkey Training for Writing and Speaking

March 27, 2015




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### 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		

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### 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		

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## 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)

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## 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**

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## 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

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## 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

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## 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

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## 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

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## NYSESLAT Foundations: PLDs

3-4	Target of Measurement	Entering (Formerly Beginning)	Emerging (Formerly Intermediate)	Transferring (Formerly High Intermediate)	Expanding (Formerly Advanced)	Commanding (Formerly Proficient)
<b>READING GENERAL CLAIM 1:</b> Students determine the main topic or message of a grade-level text.	<b>TAH.R.3-4.1</b> 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.
	<b>TAH.R.3-4.2</b> 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 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.

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## 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

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## 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

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## 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

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## 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](http://www.engageny.org/resource/spring-2015-NYSESLAT-resources)

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## 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

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## 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.

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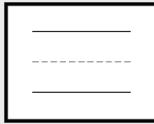
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## Kindergarten: Letter Writing



**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.

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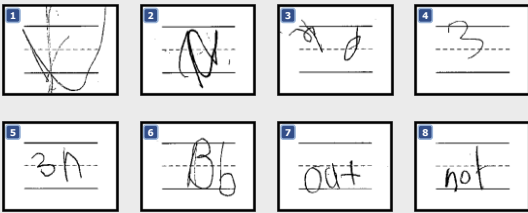
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## Kindergarten: Letter Writing

### Score Point 0

**Letter forming:** Student does not produce letters accurately.

**Legibility:** Student production of letters is not recognizable.



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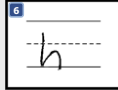
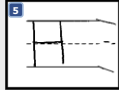
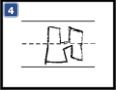
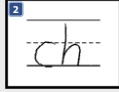
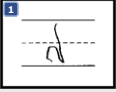
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## Kindergarten: Letter Writing

### Score Point 1

**Letter forming:** Student produces letters accurately.

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



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## 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.

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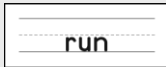
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## Kindergarten: Word Copying



**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**.

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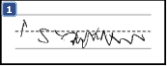
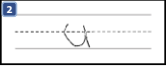
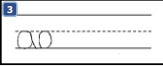
## Kindergarten: Word Copying

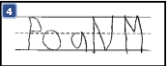
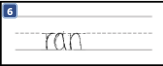
### Score Point 0

**Letter forming:** Student cannot produce letters accurately.

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

run

1  2  3 

4  5  6 

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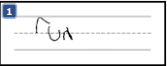
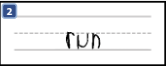
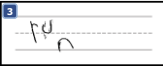
## Kindergarten: Word Copying

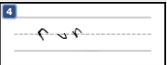
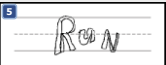
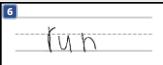
### Score Point 1

**Letter forming:** Student can produce letters accurately.

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

run

1  2  3 

4  5  6 

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## 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.

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## 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

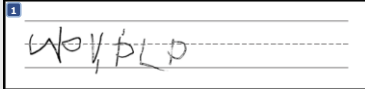
### Score Point 0

**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.

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## Kindergarten: Sentence Writing

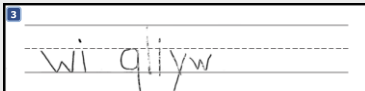
### Score Point 0

**Letter forming:** Student cannot produce letters accurately.

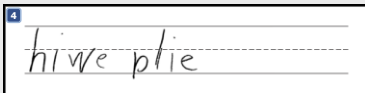
**Words:** Student cannot differentiate letters and words.

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

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## Kindergarten: Sentence Writing

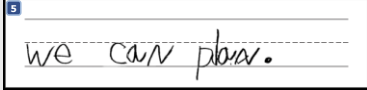
### Score Point 0

**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.

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## Kindergarten: Sentence Writing

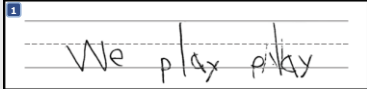
### Score Point 1

**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.

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## Kindergarten: Sentence Writing

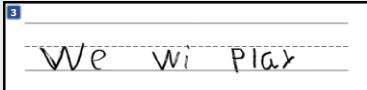
### Score Point 1

**Letter forming:** Student can produce some letters accurately.

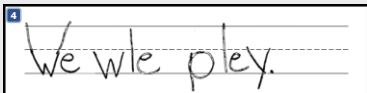
**Words:** Student can sometimes separate words with spaces and may not produce words in the correct sequence.

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

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## Kindergarten: Sentence Writing

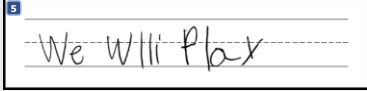
### Score Point 1

**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.

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## Kindergarten: Sentence Writing

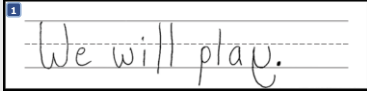
### Score Point 2

**Letter forming:** Student can produce letters accurately.

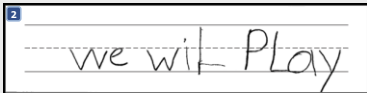
**Words:** Student can often separate words with spaces and produce words in the correct sequence.

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

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## Kindergarten: Sentence Writing

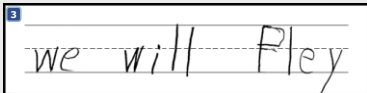
### Score Point 2

**Letter forming:** Student can produce letters accurately.

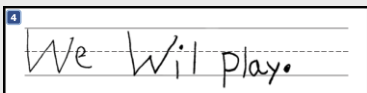
**Words:** Student can often separate words with spaces and produce words in the correct sequence.

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

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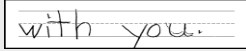
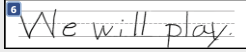
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# Kindergarten: Sentence Writing

## 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.



# Kindergarten: SCR Rubric

Entering 0	<b>Complexity/Quality of Language:</b> Response contains zero or few words in non-English to respond to the prompt. <b>Coherence of Response:</b> 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. <b>Mechanics:</b> Response may contain errors that totally obscure meaning.
Emerging 1	<b>Complexity/Quality of Language:</b> Response contains mostly words, short phrases, and occasionally simple sentences. <b>Coherence of Response:</b> 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. <b>Mechanics:</b> Response may have frequent errors that obscure meaning.
Transiting 2	<b>Complexity/Quality of Language:</b> Response contains mostly short phrases and simple sentences. <b>Coherence of Response:</b> 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. <b>Mechanics:</b> Response may have occasional errors that obscure meaning.
Expanding 3	<b>Complexity/Quality of Language:</b> Response contains mostly simple sentences. <b>Coherence of Response:</b> 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. <b>Mechanics:</b> Response rarely contains errors that obscure meaning.
Commanding 4	<b>Complexity/Quality of Language:</b> Response contains simple and occasionally grade-appropriate compound sentences. <b>Coherence of Response:</b> 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. <b>Mechanics:</b> Response has few or no errors that obscure meaning.

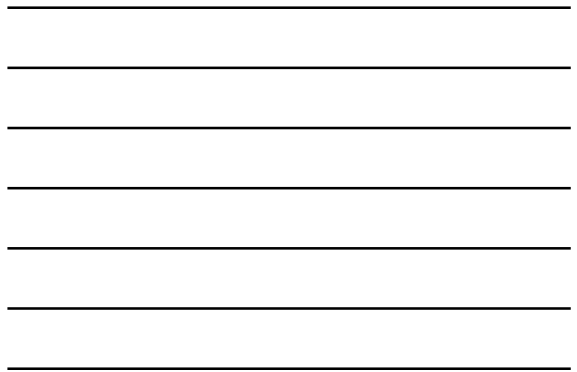


# Kindergarten: SCR Scoring Notes

## 2015 NYSESLAT Writing – Scoring Notes

Dimension	Writing – Grade K SCR Notes / Explanatory Footnotes to the Rubric				
	Entering 0	Emerging 1	Transiting 2	Expanding 3	Commanding 4
Complexity/Quality of Language	Blank, no response Language other than English Repetitive Intelligible 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 complete sentence, although this is not expected for handwriting.
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 a string of 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 capitalization and punctuation (letters); May or may not use appropriate capitalization and punctuation. Response may have frequent errors that obscure meaning.	May use grade-appropriate capitalization and punctuation (letters); May or may not use appropriate capitalization and punctuation. Response rarely contains errors that obscure meaning.	May use grade-appropriate capitalization and punctuation (letters); May or may not use appropriate capitalization and punctuation. Response rarely contains errors that obscure meaning.	May use grade-appropriate capitalization and punctuation (letters); 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.

2015 NYSESLAT Turnkey Training

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## Kindergarten: Short Constructed Response

### Score Point 0

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

\*Please see your binder for a full rubric\*

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## Kindergarten: Short Constructed Response

### Score Point 0

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

\*Please see your binder for a full rubric\*

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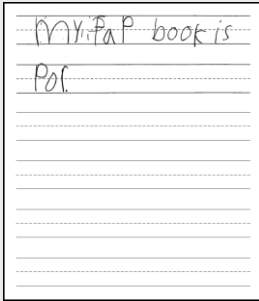
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## Kindergarten: Short Constructed Response



### Score Point 1

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

\*Please see your binder for a full rubric\*

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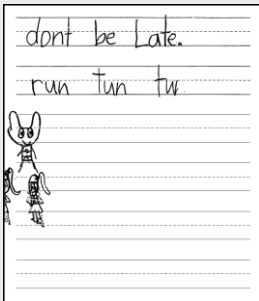
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## Kindergarten: Short Constructed Response



### 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\*

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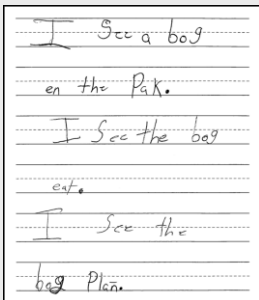
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## Kindergarten: Short Constructed Response



### Score Point 1

- ◇ Response is completely irrelevant to the prompt

\*Please see your binder for a full rubric\*

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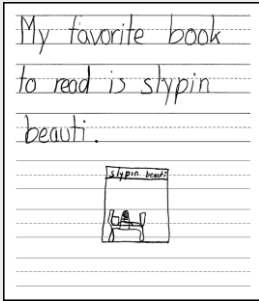
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## Kindergarten: Short Constructed Response



\*Please see your binder for a full rubric\*

2015 NYSESLAT Turnkey Training

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### 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

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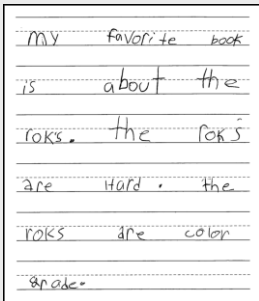
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## Kindergarten: Short Constructed Response



\*Please see your binder for a full rubric\*

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### Score Point 3

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

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## Kindergarten: Short Constructed Response



\*Please see your binder for a full rubric\*

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### 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

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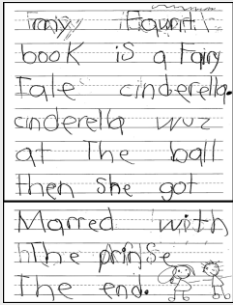
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## Kindergarten: Short Constructed Response



### 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\*

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## Grade 1–2: SCR Rubric

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

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## Grade 1–2: SCR Scoring Notes

Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Completeness of Language	Blank, no response Language other than English Unintelligible response	Completely copied text	Adapted text if one clear, well-constructed sentence is provided	Response must include one sentence beyond a simple sentence	Response includes both simple and some compound sentences and compound sentences may include sentences beyond these three
Quality of Language	Words repeat 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., "This...because")	Some use of transitions, introductory words, or connecting words to establish a sense of organization	Use of transition words, introductory words, and connecting 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 support thoughts, feelings, or ideas	Response contains relevant details to support thoughts, feelings, or ideas	Response is always clear with 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 or that meaning is evident though there may be errors May include inventive spelling	Response is mostly clear though there may be errors, L errors may be present May include inventive spelling	Response is always clear though there may be errors, L errors may be present May include inventive spelling	Response is always clear with very few errors, L errors may be present but don't interfere with meaning May include inventive spelling

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

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## 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.

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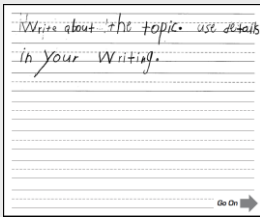
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## Grades 1–2: Short Constructed Response

### Score Point 0



◊ Completely copied text

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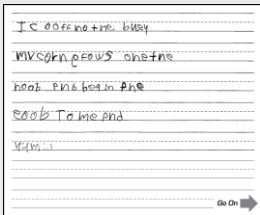
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## Grades 1–2: Short Constructed Response

### Score Point 0



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

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## Grades 1–2: Short Constructed Response

### Score Point 1



- ◊ 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

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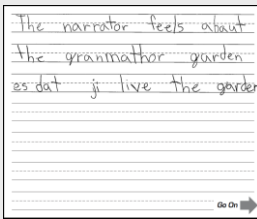
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## Grades 1–2: Short Constructed Response

### Score Point 1



- ◊ 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\*

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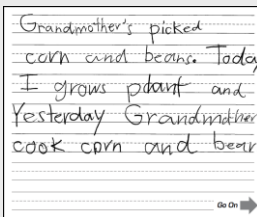
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## Grades 1–2: Short Constructed Response

### Score Point 2



- ◊ 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\*

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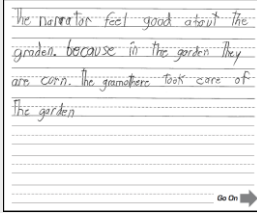
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## Grades 1–2: Short Constructed Response

### Score Point 2



- ◊ 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\*

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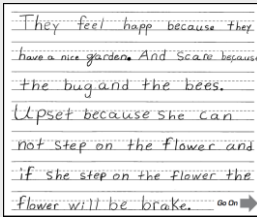
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## Grades 1–2: Short Constructed Response

### 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\*

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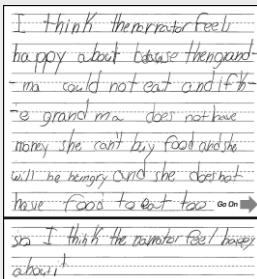
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## Grades 1–2: Short Constructed Response

### Score Point 3



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

\*Please see your binder for a full rubric\*

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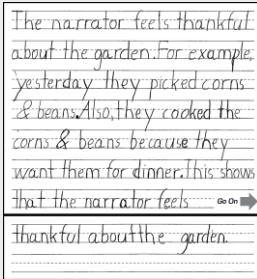
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## Grades 1–2: Short Constructed Response



### 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\*

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## Grades 5–6: SCR Rubric

Emerging 0	Emerging 1	Transitional 2	Expanding 3	Commanding 4
<p><b>Complexity of Language:</b> Response contains zero or few grade-appropriate words and short phrases.</p> <p><b>Quality of Language:</b> Response contains minimal literal use of Tier 1 grade-appropriate vocabulary to precisely describe detailed ideas and facts.</p> <p><b>Coherence of Response:</b> 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><b>Degree of Response:</b> Response contains no or at least one precisely described detailed idea or fact in a written text.</p> <p><b>Mechanics:</b> Response may contain errors that totally obscure meaning.</p>	<p><b>Complexity of Language:</b> Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p><b>Quality of Language:</b> 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 in a written text.</p> <p><b>Coherence of Response:</b> 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><b>Degree of Response:</b> Response contains a few precisely described detailed ideas and facts in a written text.</p> <p><b>Mechanics:</b> Response may have frequent errors that obscure meaning.</p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p><b>Quality of Language:</b> 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><b>Coherence of Response:</b> 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><b>Degree of Response:</b> Response contains some precisely described detailed ideas and facts in a written text.</p> <p><b>Mechanics:</b> Response may have occasional errors that obscure meaning.</p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p><b>Quality of Language:</b> 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><b>Coherence of Response:</b> 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><b>Degree of Response:</b> Response contains many precisely described detailed ideas and facts in a written text.</p> <p><b>Mechanics:</b> Response rarely contains errors that obscure meaning.</p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple and complex sentences.</p> <p><b>Quality of Language:</b> 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><b>Coherence of Response:</b> 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><b>Degree of Response:</b> Response contains varied and sufficient precisely described detailed ideas and facts in a written text.</p> <p><b>Mechanics:</b> Response has few or no errors that obscure meaning.</p>

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## Grades 5–6: SCR Scoring Notes

Dimension	Emerging 0	Emerging 1	Transitional 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Single-word response Unintelligible response	Adapted text if one clear, well-constructed sentence is provided	Response must include at least one sentence	Response must include one complete sentence beyond a simple sentence (may be expanded or complex)	Response includes both simple and complex sentences; may include sentences beyond these
Quality of Language	Isolated words or a list of words or short phrases	Mostly Tier 1 words with a few Tier 2 or 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/or at least one sentence to attempt organization is evident	Some use of transition words and sentences that establish a sense of organization (orientation, listing, development, or conclusion)	Use of transition words and sentences provides clear organization (orientation, listing, development, or conclusion)	Organization is clear with an orientation, listing, 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 or that meaning is mostly clear though there may be many errors May include inventive spelling	Response is mostly clear though there may be errors; errors may be present May include inventive spelling	Response is always clear though there may be errors; errors may be present	Response is always clear with very few errors; errors may be present but don't interfere with meaning

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

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## 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



- 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.
- Nepal's climate is arctic in the mountain's 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.
- 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 porridge served with yak butter.
- 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.

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## Grades 5–6: Short Constructed Response

### Score Point 0

Nepal's climate

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STOP

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

\*Please see your binder for a full rubric\*

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## 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. 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 porridge served with yak butter.

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STOP

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

\*Please see your binder for a full rubric\*

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## Grades 5–6: Short Constructed Response

### Score Point 1

The only Sherm live around the Siberian base of Mount Everest, which is the tallest mountain in the world. The mountains are so steep the sherpas can't use a car. Because of this, they like everglades and carry them that they need another mode. 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 will 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 sherpas meal is a soup of dried porcine served with yak butter. And that's 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

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## Grades 5–6: Short Constructed Response

### Score Point 1

a tale about people and yaks. The people used to be in a train is used the animals. Like if the people want to take something is sent. Take used animals is sent take that. Yaks is cows but is used people. Example the people is used yaks for their snow. The people is used yaks for their snow. If it is used.

STOP

- ◊ 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

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## Grades 5–6: Short Constructed Response

### Score Point 2

I think the yaks are important because they carry heavy loads, and the people can't use cars because the mountains are so steep. Yaks give milk and butter (for soup). You can use the skins for to make warm clothes.

STOP

- ◊ 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

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## Grades 5–6: Short Constructed Response

### Score Point 3

One reason that yaks are important in the Sherpa people because the sherpa people use the yaks to carry every thing a load for work. Sometimes they use some to carry they have loads of butter reason is that sherpa people use the yak wool to make warm clothes but another is that they use yak to make milk and butter.

STOP

- ◇ 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

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## Grades 5–6: Short Constructed Response

### Score Point 3

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

STOP

- ◇ 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

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## 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. For instance, due to Sherpa, so they don't use the car, so they use yaks to carry heavy loads that they needed. Second reason to support the claim is that Sherpa people use yak wool to make warm cloth because of the location and climate of Sherpa. Sherpa always live in a cold weather, so they need to get more warm clothes according to the passage. Third, Sherpa people of Sherpa. It shows that the yaks are use woolen. It shows that the yaks are so warm and it keeps use warm from the cold weather. In addition, Sherpa use yak milk to make butter, and they use it to make the butter use and use yak butter. Now, more the uses of Sherpa, easier and better.

STOP

- ◇ 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

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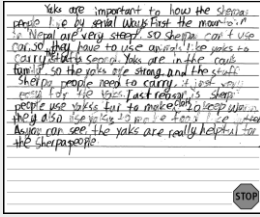
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## Grades 5–6: Short Constructed Response

### Score Point 4



- ◊ 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

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## Break Time



15 Minutes

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## Grades 3–4: ECR Rubric (Narrative)

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

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## Grades 3–4: ECR Scoring Notes

Dimension	Writing – Grades 3–4 ECR / Explanatory Footnotes to the Rubric			
	Emerging 0	Emerging 1	Emerging 2	Emerging 3
<b>Consistency of Language</b>	Meets minimum language when the English Language Learners Program is in place.	Adjusted but if one-but, well-constructed sentence is possible		
<b>Quality of Language</b>	Includes words on a list of words or descriptions.	Response must include at least one sentence.	Response must include one complete sentence.	Response includes both topic and topic sentence. The topic sentence is clearly defined.
<b>Coherence of Response</b>	Includes at least one reference to the response.	At least one sentence that attempts to organize a response.	At least one sentence that connects the ideas in a response.	Use of transition words and sentences that connect the ideas in a response.
<b>Degree of Response</b>	At least one detail, event, or choice mentioned by grade.	At least one detail, event, or choice mentioned by grade.	At least one detail, event, or choice mentioned by grade.	Response contains several and sufficient details, events, and choices.
<b>Mechanics</b>	Work on at least one mechanical error.	Some words are clear or legible.	Response is mostly clear.	Response is mostly clear and legible.

**Notes:**  
 - Students must write on the lines provided on the response sheet.  
 - This dimension of the rubric is used to determine if a student is eligible for the ELL/English Language Learners Program.  
 - This dimension of the rubric is used to determine if a student is eligible for the ELL/English Language Learners Program.

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## Grades 3–4: Extended Constructed Response

### Directions

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

### A Trip to the City

- The train came to a shaky stop. Isabella looked up at her grandfather.
- "Are you ready to go into the city?" he asked.
- 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.
- "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.
- They quickly walked off the train and up some stairs. A host of warm August air hit Isabella as they reached the city street.
- "It's a lot warmer here," Isabella said.
- 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.
- It was nothing like home.
- Isabella loved it. "Thank you for bringing me here, Grandfather," she said. "I can't wait to see more."



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.

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## Grades 3–4: Extended Constructed Response

### Score Point 0

*trees and forests and lights and signs.*

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(10 Ch)

- ◇ 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\*

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## 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

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## 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 by 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

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## Grades 3–4: Extended Constructed Response

### Score Point 1

One of the benches with the seat next to it had some seats lights and signs lit 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

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## Grades 3–4: Extended Constructed Response

### Score Point 1

The snowy mountain was cold. Adam  
land the snow and it was crunchy  
under his boots. He went down the  
mountain on his sled, but when the  
wolves howled he went faster and  
boom! over the cliff. He was jared!

- ◊ Response is completely irrelevant to the prompt

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## Grades 3–4: Extended Constructed Response

### Score Point 2

Imbale her city come de her  
sands and warm. And lights  
and signs is beautiful.  
And rickie train.

- ◊ 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

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## 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 a 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.

- ◊ 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

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## Grades 3–4: Extended Constructed Response

### Score Point 4

Isabella and Grandpa went to a city on a train. They looked at the buildings 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

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## Grades 3–4: Extended Constructed Response

### Score Point 4

What should we do after this? asked Isabella. Grandpa says it's to go to a soccer game!

They rode the subway to the soccer stadium in Brooklyn. They grabbed some popcorn and found their seats. They decided who to cheer for. Grandpa cheered the Brazil and Isabella cheered for the USA. They yelled so much they lost their voices! Brazil won the match by 1 point and Isabella was so happy. Grandpa and Isabella had a wonderful 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

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## Grades 7–8: ECR Rubric (Informational)

Entering	<p><b>Quality of Language:</b> Response contains zero or few grade-appropriate words or short phrases.</p> <p><b>Coherence of Response:</b> Response contains most common literal use of Tier 1 grade-appropriate vocabulary to develop a topic.</p> <p><b>Quality of Language:</b> 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><b>Coherence of Response:</b> Response contains one or at least one precisely stated and linked claim and evidence, a variety of support, or closure in response to prompt.</p> <p><b>Mechanics:</b> Response contains errors that totally obscure meaning.</p>
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Entering	<p><b>Quality of Language:</b> Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p><b>Coherence of Response:</b> Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Quality of Language:</b> Response includes a few transitional words and at least one sentence structure that orient the reader, logically organize and connect ideas, or provide closure to a topic.</p> <p><b>Coherence of Response:</b> Response contains a few precisely stated and linked claims and evidence, a variety of support, or closure in response to prompt.</p> <p><b>Mechanics:</b> Response may have frequent errors that obscure meaning.</p>
1	
Transferring	<p><b>Quality of Language:</b> Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p><b>Coherence of Response:</b> Response contains literal use of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Quality of Language:</b> Response includes some transitional words and a few sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic.</p> <p><b>Coherence of Response:</b> Response contains some precisely stated and linked claims and evidence, a variety of support, and closure in response to prompt.</p> <p><b>Mechanics:</b> Response may have occasional errors that obscure meaning.</p>
2	
Expanding	<p><b>Quality of Language:</b> Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p><b>Coherence of Response:</b> Response contains literal use and some figurative use of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Quality of Language:</b> 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><b>Coherence of Response:</b> Response contains many precisely stated and linked claims and evidence, a variety of support, and closure in response to prompt.</p> <p><b>Mechanics:</b> Response rarely contains errors that obscure meaning.</p>
3	
Continuing	<p><b>Quality of Language:</b> Response contains mostly grade-appropriate simple and complex sentences.</p> <p><b>Coherence of Response:</b> Response contains literal and figurative use of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Quality of Language:</b> 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><b>Coherence of Response:</b> Response contains varied and sufficient precisely stated and linked claims and evidence, a variety of support, and closure in response to prompt.</p> <p><b>Mechanics:</b> Response has few or no errors that obscure meaning.</p>
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## Grades 7–8: Extended Constructed Response

### Score Point 0

I was on road

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

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## Grades 7–8: Extended Constructed Response

### Score Point 1

We walk I shut off the

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

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## Grades 7–8: Extended Constructed Response

### Score Point 1

Last night we went to a great...  
I was on road...  
When I go to college...  
I will definitely work for the best job for me

- ◊ Response is completely irrelevant to the prompt

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## Grades 7–8: Extended Constructed Response

### Score Point 2

The steps to protect environment 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.

- ◊ 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

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## Grades 7–8: Extended Constructed Response

### Score Point 2

My school recyap paper. We use blue box. We prefer because a good for earth. Keep elecronic sources such as cell phones, ipads, laptops, as long as possible. Use water bottles that can be refilled. Don't buy plastic water bottles that likely be thrown away. Buy row and share things such as books, movies or tools. This also saves resources.

- ◊ 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

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## 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 I will see waste bags built up the side of the cafeteria.  
The next place we help is at home. Use only the 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 grandmothers and aunts. It is our job to keep our planet happy.  
GO GREEN!

- ◊ 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\*

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## 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 WATERS POLLUTION, WE CAN SAVE THE ENVIRONMENT AND GO GREEN IN MANY WAYS. FIRST WE CAN BUY ONE WATER BOTTLE AND KEEP FILLING IT WITH WATER. SECOND, WE CAN REMOVE THE HEADS IN OUR HAIR IN THE BATH AND NOT POUR IN SINKS OR LET THEM RUN DAILY. THIRD WE CAN USE BATTER AND MOVIES FROM OTHER STORES 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 A BOTTLE OR RECYCLE OLD ONES. GOING GREEN IS THE WAY TO PROTECT THE BIRTH OF \_\_\_\_\_ DO 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

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## Lunch Break



30 Minutes

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