

# New York State Testing Program **NYSESLAT**



**Grades 1-2**

## **TEST SAMPLER** **DIRECTIONS for ADMINISTRATION**

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# Introduction to the Test Sampler

The NYSESLAT Test Sampler consists of three separate sets of materials:

- Student Booklets (one for each grade band),
- Directions for Administration (one for each grade band), and
- *Guide to the 2013 NYSESLAT*.

The purpose of the Test Sampler materials is to introduce teachers, test administrators, and students to the directions and types of questions that appear on the New York State English as a Second Language Achievement Test (NYSESLAT).

In addition to the sample test administrator script, these Directions for Administration contain the Speaking and Writing rubrics that will be used in scoring the NYSESLAT and examples of student responses to the open-ended questions in the Speaking and Writing sections.

The Student Booklets and Directions for Administration together can be used to “administer” the Test Sampler to students as a way of introducing them to and preparing them for taking the actual test. In particular, the Test Sampler can be used to help students become familiar with the mechanics of filling in the circles for their answers in the test booklet.

Since the Sampler is for practice purposes only, students may be given as much help as they need to answer the questions successfully. It is recommended that the Sampler be administered to students approximately one week before the regular NYSESLAT administration.

The *Guide to the 2013 NYSESLAT* provides more in-depth and technical information about the question types and the specifications for the NYSESLAT. The *Guide* also makes specific reference to the questions in the Test Sampler Student Booklets.

Please make sure to visit the Office of State Assessment Web site for all updates regarding the NYSESLAT: <http://www.p12.nysed.gov/assessment/nyseslat>.

## **Directions for Administering the Test Sampler**

To administer the Sampler as a practice test, read aloud the boldfaced text next to the word “SAY.” Instructions for the test administrator are printed in plain text and should not be read aloud to the students.

**SAY Today we are going to do some practice questions. I am going to give each of you a booklet. Write your name on the front of the booklet, but do not open your booklet until I tell you to do so.**

Distribute the Sampler Student Booklets with the front covers facing up. Be sure each student has a booklet and a pencil with an eraser.

## SPEAKING

### IMPORTANT NOTE

The Speaking Sampler, like the actual Speaking Test, is individually administered. Each student will need his or her Sampler Student Booklet to view the Speaking questions when taking the test. The teacher may reproduce the Speaking rubrics and scoring forms, located on pages 16–25 in this booklet, to use when scoring a student’s responses. Speaking scores may also be recorded on the Score Sheet at the back of the Student Booklet. It is important to review and become thoroughly familiar with the rubrics prior to the administration of the Speaking Sampler.

Note that during actual test administration, the Speaking prompts may not be repeated.

**SAY** Open your booklet to page 2. This is the Speaking section.

Make sure the student has the Student Booklet open to page 2. Prepare to score the Speaking section using the Sampler Speaking rubrics and scoring forms.

**SAY** Directions: I will say something to you. Listen and then answer.

**1** Look at number 1. (Point.) What is the first thing you do when you get to school?

Pause for about 15 seconds for the student to respond.

**SAY** Look at the top of page 3.

**Directions:** Look at the picture. Listen to the first part of the sentence. Then finish the sentence. Use the picture to choose your words.

**2** Look at number 2. (Point.) After Juan found a paintbrush . . .

Pause for about 15 seconds for the student to respond.

## Speaking

**SAY** Please turn the page. Look at the top of page 4.

**Directions:** Look at the picture. Listen to the questions about the picture. Answer each question.

- 3** Look at number 3. (Point.) **What is the girl doing?** (Pause for about 8 seconds for the student to respond.) **What is she probably thinking?**

Pause for about 8 seconds for the student to respond.

**SAY** Look at the top of page 5.

**Directions:** Look carefully at the chart. Answer the questions based on the information provided.

- 4** Look at number 4. (Point.) **This chart shows how many books each student read. How do you know who read the *most* books?** (Pause for about 15 seconds for the student to respond.) **Look at how many books Carlos read. Look at how many books Sara read. What do you notice?**

Pause for about 15 seconds for the student to respond.

**SAY** Please turn the page.

- 5** Look at the three pictures in number 5. (Point.) **Tell a story about what you see in the pictures. Think about your story before you begin. Include as many details as you can. You may name the characters in your story. Tell what happened first, what happened next, and what happened last. You may begin when you are ready.**

Allow the student as much time as he or she needs to respond.

**SAY** This is the end of the Speaking section. Do you have any questions about the Speaking section?

Answer any questions the student may have.

## LISTENING

**SAY** Look at the top of page 7. This is the Listening section.

Make sure all students have found the Listening section.

**SAY** Read the directions to yourself as I read them out loud.

**Directions:** Listen to the question. Then fill in the circle under the picture that answers the question.

During administration of the questions in this section, monitor students to make sure that all students are marking their responses in an appropriate way. It is not necessary for students to completely fill in the circle. An X over the circle, a circle around the circle, or even a circle around the picture is also acceptable.

**SAY**

**1** Look at number 1. Which picture shows a boy who is using his sense of smell? . . .  
Which picture shows a boy who is using his sense of smell?

Pause for about 10 seconds.

**SAY** Please turn the page.

**Now we will do something different. Look at the top of page 8. Read the directions to yourself as I read them out loud.**

**Directions:** You will hear a story. Then you will hear a question about it. Fill in the circle under the picture that answers the question.

**2** Look at number 2. You will hear a story. Then I will ask you a question about which shape Han took out last.

**Now listen.**

**Han found some shapes in a box. First he took out a circle. Then he took out a square. Finally, he took out a rectangle.**

**Which shape did Han take out last?**

Pause for about 10 seconds.

## Listening

**SAY** Now we will do something different. Look at the top of page 9. Read the directions to yourself as I read them out loud.

**Directions:** You will hear a brief story or conversation. Then read the question and answers to yourself as I read them out loud. Fill in the circle next to the correct answer.

You will hear a science teacher talking to her class. Then I will ask a question about what you should do every night.

Now listen.

“In Science, we’re starting a unit on the moon and stars. Your homework over the next four weeks is to look at the moon each night. Then fill in a chart showing what the moon looks like. In the first column of your chart, write the date. In the second column, draw a small picture showing the shape of the moon that night.”

**3** Look at number 3. What should you do every night?

- A Look at the moon
- B Study the stars
- C Compare your chart
- D Circle the date

Pause for about 10 seconds.

**SAY** Please turn the page.

Look at the top of page 11. Now we will do something different. Read the directions to yourself as I read them out loud.

**Directions:** You will hear a lesson. I will read the lesson twice. After you hear the lesson, you will answer several questions about it, so listen carefully.

Do not turn the page until I tell you to do so.

## Listening

Now you will hear a health lesson. Listen carefully.

Today we are going to talk about germs. Germs are everywhere around you, but you can't actually see them. They are so tiny, they can only be seen through a microscope. Not all germs are bad, but some germs are. When bad germs get inside your body, they can make you sick.

If someone is sick, bad germs come out when the person coughs or sneezes. The germs spread when they land on things, like a doorknob. When you touch the doorknob, the invisible germs stick to your hand. If you then touch your eye, mouth, or nose, the germs may get into your body. You don't even know they got inside your body until you begin to feel sick.

The best way to keep the germs out of your body is to wash your hands often. Be sure to wash your hands after you play outside, before you eat, and after you blow your nose or sneeze.

Pause.

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

Today we are going to talk about germs. Germs are everywhere around you, but you can't actually see them. They are so tiny, they can only be seen through a microscope. Not all germs are bad, but some germs are. When bad germs get inside your body, they can make you sick.

If someone is sick, bad germs come out when the person coughs or sneezes. The germs spread when they land on things, like a doorknob. When you touch the doorknob, the invisible germs stick to your hand. If you then touch your eye, mouth, or nose, the germs may get into your body. You don't even know they got inside your body until you begin to feel sick.

The best way to keep the germs out of your body is to wash your hands often. Be sure to wash your hands after you play outside, before you eat, and after you blow your nose or sneeze.

Pause.

**SAY** Now please turn the page.

**4** Look at number 4. According to the lesson, when are germs spread?

- A** When someone sneezes
- B** When someone sleeps
- C** When someone washes his hands
- D** When someone takes a bath

Pause for about 10 seconds.

## Listening

**SAY**

**5** Look at number 5. According to the lesson, what is the *best* way to keep bad germs out of your body?

- A** Play outside
- B** Touch your mouth
- C** Open doors
- D** Wash your hands

Pause for about 10 seconds.

**SAY** This is the end of the Listening section. Does anyone have any questions about the Listening section?

Answer any questions the students may have.

## READING

**SAY** Look at the top of page 13. This is the Reading section.

Make sure all students have found the Reading section.

**SAY** Read the directions to yourself as I read them out loud.

**Directions:** Listen to the word. Fill in the circle under the letter or letters that make the sound in the word.

I may ask you to listen for the *first* sound, the *middle* sound, or the *last* sound in the word. So listen carefully to the question.

During administration of the questions in this section, monitor students to make sure that all students are marking their responses in an appropriate way. It is not necessary for students to completely fill in the circle. An X over the circle, a circle around the circle, or even a circle around the letter is also acceptable.

**SAY**

**1** Look at number 1. Which letters make the *first* sound in the word *snow*? . . . Which letters make the *first* sound in the word *snow*?

Pause for about 10 seconds.

**SAY**

**2** Look at number 2. Which letter makes the *middle* sound in the word *dress*? . . . Which letter makes the *middle* sound in the word *dress*?

Pause for about 10 seconds.

**SAY** Please turn the page.

**3** Look at number 3. Which letters make the *last* sound in the word *ring*? . . . Which letters make the *last* sound in the word *ring*?

Pause for about 10 seconds.

**SAY** Now we will do something different. Look at the top of page 15. Read the directions to yourself as I read them out loud.

**Directions:** Read the question. Fill in the circle under the word that answers the question.

**4** Look at number 4. You will do question 4 by yourself. Read silently and mark your answer. You may begin now.

When students have finished number 4,

**SAY** Please turn the page.

Now we will do something different. Look at the top of page 16. Read the directions to yourself as I read them out loud.

## Reading

**Directions:** Read the question. Fill in the circle under the picture that answers the question.

- 5** Look at number 5. You will do question 5 by yourself. Read silently and mark your answer. You may begin now.

When students have finished number 5,

**SAY** Now we will do something different. Look at the top of page 17. Read the directions to yourself as I read them out loud.

**Directions:** Read the story. Then read the question. Fill in the circle under the picture that answers the question.

- 6** Look at number 6. You will do question 6 by yourself. Read silently and mark your answer. You may begin now.

When students have finished number 6,

**SAY** Please turn the page.

**Now we will do something different.** Look at the top of page 18. Read the directions to yourself as I read them out loud.

**Directions:** Read the story, then answer the questions. Fill in the circle beside your answer.

- 7–9** You will do questions 7 through 9 by yourself. Be sure to read the story before you answer the questions. When you have finished question 9, stop, put your pencil down, and look up. You may begin now.

When all students have finished number 9,

**SAY** This is the end of the Reading section. Does anyone have any questions about the Reading section?

Answer any questions the students may have.

## WRITING

**SAY** Please turn the page. This is the Writing section.

Make sure all students have found the Writing section.

**SAY** Look at the top of page 20. Read the directions to yourself as I read them out loud.

**Directions:** Read the question and answers. Fill in the circle next to the correct answer.

The first question has 3 answers to choose from, and the second question has 4. Be sure to read all of the answers before you choose the correct one.

**1–2** You will do questions 1 and 2 by yourself. When you have finished question 2, stop, put your pencil down, and look up. You may begin now.

For questions 1 and 2, monitor students to make sure that all students are marking their responses in an appropriate way. It is not necessary for students to completely fill in the circle. An X over the circle, a circle around the circle, or even a circle around the sentence is also acceptable.

When all students have finished number 2,

**SAY** Look at the top of page 21. Read the directions to yourself as I read them out loud.

**Directions:** Look at the picture. Listen to the word. Write the word on the line.

**3** Look at number 3. This is a picture of a fire. Write the word “fire” on the line.

Give the students as much time as they need to finish writing.

**SAY** Please turn the page.

Look at the top of page 22. Read the directions to yourself as I read them out loud.

**Directions:** You will hear a sentence. Write the sentence on the lines.

**4** Put your finger on number 4. Listen to this sentence. I like to read stories. Now write the sentence on the lines for number 4. I—like—to—read—stories. (Pause.) I like to read stories.

Give the students as much time as they need to finish writing.

**SAY** Please turn the page.

Look at the top of page 24. Read the directions to yourself as I read them out loud.

**Directions:** Look at the picture. Write a story about the picture. Write as much as you can. Check your work.

## Writing

- 5** Think about who you see in the picture. Think about what is happening. You can make up names for people in the story. You can make up what happened before or what will happen next. Write as much as you can.

**Remember to start your sentences with a capital letter and end your sentences with the right punctuation.**

**You may begin now.**

Give the students as much time as they need to finish writing.

When all students have finished,

**SAY Stop. This is the end of the Writing section. Does anyone have any questions about the Writing section?**

Answer any questions the students may have. Collect the booklets from the students. This concludes the Sampler.

The teacher may reproduce the Writing rubrics and scoring forms, located on pages 26–40 in this booklet, to use when scoring a student's responses to the questions in the Test Sampler. Writing scores may be recorded on the Score Sheet at the back of the Student Booklet.

**GRADES 1–2 TEST SAMPLER**  
**QUESTION KEY**

**Listening**

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

**Reading**

1. C
2. B
3. B
4. C
5. B
6. A
7. A
8. C
9. A

**Writing**

1. C
2. B

## Speaking Rubrics, Scoring Forms, and Exemplars

Student Name: \_\_\_\_\_

### Sampler Social & Academic Interaction Rubric and Scoring Form

**Directions:** Use this rubric and scoring form to score the Social & Academic Interaction question. After the student responds to the question, enter the appropriate score in the box provided below or on the Score Sheet at the back of the Student Booklet. Exemplars of scored responses are provided as a reference.

Question Number	Score
1	

Social & Academic Interaction	
Score Point 2	<b>Relevant response that approximates grade-level fluency</b> <ul style="list-style-type: none"><li>▪ Ideas are expressed clearly and effectively</li><li>▪ Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate)</li><li>▪ Demonstrates command of the conventions of standard English grammar and usage</li></ul>
Score Point 1	<b>Relevant response that falls below grade-level fluency</b> <ul style="list-style-type: none"><li>▪ Ideas are expressed somewhat clearly or effectively</li><li>▪ Uses overly simplified vocabulary</li><li>▪ Demonstrates only partial command of the conventions of standard English grammar and usage</li></ul>
Score Point 0	<b>Irrelevant or unintelligible response</b> <ul style="list-style-type: none"><li>▪ Is incoherent</li><li>▪ Solely in a language other than English</li><li>▪ Only repeats the prompt</li><li>▪ Minimal or no response</li></ul>

## Speaking Rubrics, Scoring Forms, and Exemplars

### Social & Academic Interaction Exemplars

Question	Prompt	Transcription	Score	Comment
1	What is the first thing you do when you get to school?	I hang up my backpack.	<b>2</b>	Ideas are expressed clearly and effectively; vocabulary is context-related and precise; demonstrates command of the conventions of standard English grammar and usage.
1	What is the first thing you do when you get to school?	I going in my classroom.	<b>1</b>	Ideas are expressed somewhat clearly; demonstrates only partial command of the conventions of standard English grammar and usage.
1	What is the first thing you do when you get to school?	I do...um....	<b>0</b>	Minimal response.

## Speaking Rubrics, Scoring Forms, and Exemplars

Student Name: \_\_\_\_\_

### Sampler Sentence Completion Rubric and Scoring Form

**Directions:** Use this rubric and scoring form to score the Sentence Completion question. After the student responds to the question, enter the appropriate score in the box provided below or on the Score Sheet at the back of the Student Booklet. Exemplars of scored responses are provided as a reference.

Question Number	Score
2	

Sentence Completion	
Score Point 2	<b>Relevant response that approximates grade-level fluency</b> <ul style="list-style-type: none"><li>▪ Appropriately describes the person, thing, or event in the graphic</li><li>▪ Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate)</li><li>▪ Demonstrates command of the conventions of standard English grammar and usage (i.e., uses correct verb tense, subject-verb agreement)</li></ul>
Score Point 1	<b>Relevant response that falls below grade-level fluency</b> <ul style="list-style-type: none"><li>▪ Somewhat appropriately describes the person, thing, or event in the graphic</li><li>▪ Uses overly simplified vocabulary</li><li>▪ Demonstrates only partial command of the conventions of standard English grammar and usage (e.g., may contain errors in verb tense or subject-verb agreement), but is still intelligible</li></ul>
Score Point 0	<b>Irrelevant or unintelligible response</b> <ul style="list-style-type: none"><li>▪ Is incoherent</li><li>▪ Solely in a language other than English</li><li>▪ Only repeats the prompt</li><li>▪ Minimal or no response</li></ul>

## Speaking Rubrics, Scoring Forms, and Exemplars

### Sentence Completion Exemplars

Question	Prompt	Transcription	Score	Comment
2	After Juan found a paintbrush . . .	he started to paint.	<b>2</b>	Appropriately describes the person and event in the graphic; uses vocabulary that is context-related; demonstrates command of the conventions of standard English grammar and usage.
2	After Juan found a paintbrush . . .	they paints.	<b>1</b>	Demonstrates only partial command of the conventions of standard English grammar and usage.
2	After Juan found a paintbrush . . .	la.	<b>0</b>	Irrelevant response.

## Speaking Rubrics, Scoring Forms, and Exemplars

**Student Name:** \_\_\_\_\_

### Sampler Picture Description Rubric and Scoring Form

**Directions:** Use this rubric and scoring form to score the Picture Description question. After the student responds to the question, enter the appropriate score in the box provided below or on the Score Sheet at the back of the Student Booklet. Exemplars of scored responses are provided as a reference.

Question Number	Score
3	

Picture Description	
Score Point 2	<p><b>Relevant response that approximates grade-level fluency</b></p> <ul style="list-style-type: none"> <li>▪ Is complete (i.e., addresses both parts of the oral prompt)</li> <li>▪ Appropriately integrates and evaluates the visual information (i.e., is plausible)</li> <li>▪ Ideas are expressed clearly (i.e., response is coherent and cohesive)</li> <li>▪ Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate for the task)</li> <li>▪ Demonstrates command of the conventions of standard English grammar and usage</li> </ul>
Score Point 1	<p><b>Relevant response that falls below grade-level fluency</b></p> <ul style="list-style-type: none"> <li>▪ Addresses only part of the prompt</li> <li>▪ Somewhat integrates and evaluates the visual information (i.e., is partially plausible)</li> <li>▪ Ideas are expressed somewhat clearly</li> <li>▪ Uses overly simplified vocabulary</li> <li>▪ Demonstrates only partial command of the conventions of standard English grammar and usage</li> </ul>
Score Point 0	<p><b>Irrelevant or unintelligible response</b></p> <ul style="list-style-type: none"> <li>▪ Does not address the prompt</li> <li>▪ Is incoherent</li> <li>▪ Solely in a language other than English</li> <li>▪ Only repeats the prompt</li> <li>▪ Minimal or no response</li> </ul>

## Speaking Rubrics, Scoring Forms, and Exemplars

### Picture Description Exemplars

Question	Prompt	Transcription	Score	Comment
3	What is the girl doing? What is she probably thinking?	Part 1: The girl is writing on the board.  Part 2: She's probably thinking about 24 plus 3.	<b>2</b>	Response is complete and addresses both parts of the prompt; appropriately integrates and evaluates the visual information; ideas are expressed clearly and effectively; uses vocabulary that is context-related and precise.
3	What is the girl doing? What is she probably thinking?	Part 1: Writing on the board numbers.  Part 2: That girl is probably thinking that she will do it good.	<b>1</b>	Response somewhat integrates the visual information; ideas are expressed somewhat clearly; demonstrates only partial command of the conventions of standard English grammar and usage.
3	What is the girl doing? What is she probably thinking?	Ah...seven. Seven.	<b>0</b>	Minimal response.

## Speaking Rubrics, Scoring Forms, and Exemplars

Student Name: \_\_\_\_\_

### Sampler Response to Graphic Information Rubric and Scoring Form

**Directions:** Use this rubric and scoring form to score the Response to Graphic Information question. After the student responds to the question, enter the appropriate score in the box provided below or on the Score Sheet at the back of the Student Booklet. Exemplars of scored responses are provided as a reference.

Question Number	Score
4	

Response to Graphic Information	
Score Point 2	<b>Relevant response that approximates grade-level fluency</b> <ul style="list-style-type: none"><li>▪ Is complete (i.e., addresses both parts of the oral prompt)</li><li>▪ Appropriately integrates and evaluates the graphic information (i.e., response is accurate)</li><li>▪ Ideas are expressed clearly (i.e., response is coherent and cohesive)</li><li>▪ Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate to the task)</li><li>▪ Demonstrates command of the conventions of standard English grammar and usage</li></ul>
Score Point 1	<b>Relevant but incomplete response that falls below grade-level fluency</b> <ul style="list-style-type: none"><li>▪ Addresses only part of the prompt</li><li>▪ Partially misinterprets the graphic information</li><li>▪ Ideas are expressed somewhat clearly</li><li>▪ Uses overly simplified vocabulary</li><li>▪ Demonstrates only partial command of the conventions of standard English grammar and usage</li></ul>
Score Point 0	<b>Irrelevant or invalid response</b> <ul style="list-style-type: none"><li>▪ Completely misinterprets the graphic information</li><li>▪ Is incoherent</li><li>▪ Solely in a language other than English</li><li>▪ Only repeats the prompt</li><li>▪ Minimal or no response</li></ul>

## Speaking Rubrics, Scoring Forms, and Exemplars

### Response to Graphic Information Exemplars

Question	Prompt	Transcription	Score	Comment
4	<p>How do you know who read the most books?</p> <p>Look at how many books Carlos read. Look at how many books Sara read. What do you notice?</p>	<p>Part 1: By looking at the chart and counting the books.</p> <p>Part 2: That Carlos has one more book than Sara.</p>	<b>2</b>	Addresses both parts of the prompt; appropriately integrates and evaluates the graphic information; ideas are expressed clearly and effectively; uses vocabulary that is context-related and precise; demonstrates command of the conventions of standard English grammar and usage.
4	<p>How do you know who read the most books?</p> <p>Look at how many books Carlos read. Look at how many books Sara read. What do you notice?</p>	<p>Part 1: Umm...Ann, Ann?</p> <p>Part 2: Carlos read three books.</p>	<b>1</b>	Incomplete response; addresses only part of the prompt (does not answer the first question).
4	<p>How do you know who read the most books?</p> <p>Look at how many books Carlos read. Look at how many books Sara read. What do you notice?</p>	<p>Part 1: Umm...two books?</p> <p>Part 2: Mmm...nine.</p>	<b>0</b>	Invalid response.

## Speaking Rubrics, Scoring Forms, and Exemplars

**Student Name:** \_\_\_\_\_

### Sampler Storytelling Rubric and Scoring Form

**Directions:** Use this rubric and scoring form to score the Storytelling question. After the student responds to the question, enter the appropriate score in the box provided below or on the Score Sheet at the back of the Student Booklet. Exemplars of scored responses are provided as a reference.

Question Number	Score
5	

Storytelling	
Score Point 4	<p><b>Native-like fluent response</b></p> <ul style="list-style-type: none"> <li>▪ Is well organized and logically developed</li> <li>▪ Includes many relevant and descriptive details and task-appropriate vocabulary</li> <li>▪ Uses coherent, fluent sentences</li> <li>▪ Speech is clear and pace is appropriate</li> </ul>
Score Point 3	<p><b>Slightly below native-like fluency</b></p> <ul style="list-style-type: none"> <li>▪ Is somewhat organized and developed</li> <li>▪ Includes some relevant details and mostly task-appropriate vocabulary</li> <li>▪ Uses mostly coherent, fluent sentences</li> <li>▪ Speech may not be entirely clear; pace may be somewhat slow</li> </ul>
Score Point 2	<p><b>Considerably below native-like fluency</b></p> <ul style="list-style-type: none"> <li>▪ Is poorly organized</li> <li>▪ Includes few details; vocabulary is overly simplified</li> <li>▪ Uses some coherent sentences</li> <li>▪ Speech is somewhat difficult to understand; may be slow and halting</li> </ul>
Score Point 1	<p><b>Very limited fluency</b></p> <ul style="list-style-type: none"> <li>▪ Is not organized</li> <li>▪ Includes very limited vocabulary</li> <li>▪ May be limited to phrases rather than sentences</li> <li>▪ Speech is difficult to understand</li> </ul>
Score Point 0	<p><b>No fluency demonstrated</b></p> <ul style="list-style-type: none"> <li>▪ Completely irrelevant or incoherent</li> <li>▪ Solely in a language other than English</li> <li>▪ Only repeats the prompt</li> <li>▪ Minimal or no response</li> </ul>

## Speaking Rubrics, Scoring Forms, and Exemplars

### Storytelling Exemplars

Question	Prompt	Transcription	Score	Comment
5	Look at the three pictures. Tell a story about what you see in the pictures.	First the momma duck is sitting on the eggs. She is sitting for a long time. And then the baby ducks are hatching out from the eggs. There are so many baby ducks. Last, the momma duck and her babies go swimming in the pond.	<b>4</b>	Response is well organized and logically developed; includes many relevant and descriptive details ( <i>sitting for a long time, hatching, so many baby ducks, in the pond</i> ) and task-appropriate vocabulary; speech is clear and pace is appropriate.
5	Look at the three pictures. Tell a story about what you see in the pictures.	Ok, first the mom duck, first she sit on the eggs. And then... then, three babies, they come out. Last, they are swimming together.	<b>3</b>	Response is somewhat organized; includes some relevant details ( <i>eggs, babies, swimming</i> ) and task-appropriate vocabulary.
5	Look at the three pictures. Tell a story about what you see in the pictures.	Hmm...the first, the duck is on the eggs and then the baby ducks, and then swim.	<b>2</b>	Includes few details; vocabulary is overly simplified.
5	Look at the three pictures. Tell a story about what you see in the pictures.	Mother duck, then eggs, open, and ... baby ducks	<b>1</b>	Includes limited vocabulary; limited to phrases rather than sentences.
5	Look at the three pictures. Tell a story about what you see in the pictures.	(Another language)	<b>0</b>	Solely in a language other than English.

## Writing Rubrics, Scoring Forms, and Exemplars

Student Name: \_\_\_\_\_

### Sampler Word Writing Rubric and Scoring Form

**Directions:** After the student has completed the Word Writing question, use the rubric below to score the student's writing. Enter the score in the box provided below or on the Score Sheet at the back of the Student Booklet. Exemplars of scored responses are provided as a reference.

Question Number	Score
3	

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

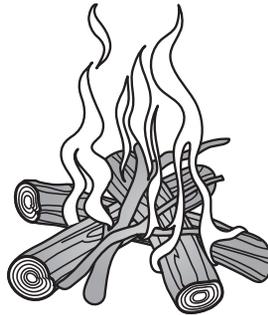
Scoring Note for Score Point 1: Even if the phonetic spelling of the word inadvertently creates a different word, the phonetic spelling should be given credit as such; the response should not be considered an "incorrect word." For example, if the target word is *pine* and the student wrote *pin*, this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

## Writing Rubrics, Scoring Forms, and Exemplars

### Word Writing Exemplars

Word Writing	
Score Point 2	<ul style="list-style-type: none"><li>▪ Response is clearly recognizable as the correct word</li><li>▪ No spelling errors</li><li>▪ Letters may be uppercase, lowercase, or both</li></ul>

3

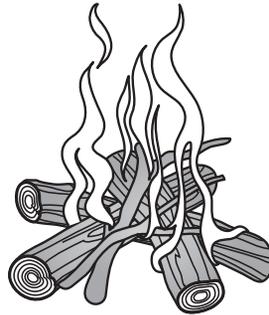


Fire

## Writing Rubrics, Scoring Forms, and Exemplars

Word Writing	
Score Point 1	<ul style="list-style-type: none"><li>▪ Response is somewhat recognizable as the correct word</li><li>▪ Demonstrates phonemic awareness (<i>fivr</i> for <i>fire</i>)</li></ul>

3

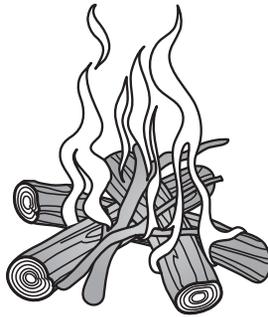


fivr

## Writing Rubrics, Scoring Forms, and Exemplars

Word Writing	
Score Point 0	<ul style="list-style-type: none"><li>▪ Response is not recognizable as the correct word</li><li>▪ Demonstrates no phonemic awareness</li><li>▪ Illegible</li></ul>

3



urept

## Writing Rubrics, Scoring Forms, and Exemplars

**Student Name:** \_\_\_\_\_

### Sampler Sentence Writing Rubric and Scoring Form

**Directions:** After the student has completed the Sentence Writing question, use the rubric below to score the student's writing. Enter the score in the box provided below or on the Score Sheet at the back of the Student Booklet. Exemplars of scored responses are provided as a reference.

Question Number	Score
4	

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

## Writing Rubrics, Scoring Forms, and Exemplars

### Sentence Writing Exemplars

Sentence Writing	
Score Point 2	<ul style="list-style-type: none"><li>▪ Response shows grade-appropriate control of written English conventions</li><li>▪ Uses grade-appropriate spelling (i.e., a mix of phonetic and conventional spelling of common words in grades 1–2) (<i>Lik</i> for <i>like</i>, <i>storys</i> for <i>stories</i>)</li><li>▪ Uses appropriate end punctuation</li></ul>

4

I Lik to Read Storys.

## Writing Rubrics, Scoring Forms, and Exemplars

Sentence Writing	
Score Point 1	<ul style="list-style-type: none"><li>▪ Response shows some control of written English conventions</li><li>▪ Includes most of the words in the correct order</li><li>▪ Response is missing end punctuation</li></ul>

4

I to read stars

## Writing Rubrics, Scoring Forms, and Exemplars

Sentence Writing	
Score Point 0	<ul style="list-style-type: none"><li>▪ Response shows no control of written English conventions</li><li>▪ Incomprehensible</li></ul>

4

A sample of handwriting on a set of four horizontal lines. The text is written in a cursive, illegible style and reads "i 10i fde 25." The first line is empty, the second line contains the text, and the third and fourth lines are empty.

## Writing Rubrics, Scoring Forms, and Exemplars

**Student Name:** \_\_\_\_\_

### Sampler Picture-Based Story Rubric and Scoring Form

**Directions:** After the student has completed the Picture-Based Story, use the rubric below to score the student's writing. Enter the score in the box provided below or on the Score Sheet at the back of the Student Booklet. Exemplars of scored responses are provided as a reference.

Question Number	Score
5	

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

## Writing Rubrics, Scoring Forms, and Exemplars

<b>Picture-Based Story</b>	
Score Point 1	<b>The Response:</b> <ul style="list-style-type: none"><li>▪ Minimally addresses the task</li><li>▪ May include only one relevant detail</li><li>▪ Is somewhat incoherent</li><li>▪ May include only single words or disconnected phrases</li><li>▪ Demonstrates minimal phonemic awareness</li><li>▪ Demonstrates no use of initial capitalization and end punctuation</li></ul>
Score Point 0	<b>The Response:</b> <ul style="list-style-type: none"><li>▪ Does not address the task</li><li>▪ Is illegible</li><li>▪ Is incoherent</li><li>▪ Is solely in a language other than English</li><li>▪ Is irrelevant</li><li>▪ No response</li></ul>

## Writing Rubrics, Scoring Forms, and Exemplars

### Picture-Based Story Exemplars

Picture-Based Story	
Score Point 4	<ul style="list-style-type: none"><li>▪ Addresses the task</li><li>▪ Includes many relevant and meaningful details (<i>many families, Alicia, buy some food, jump on the house game</i>)</li><li>▪ Includes a variety of complete sentences</li><li>▪ Uses conventional spelling</li><li>▪ Demonstrates correct use of initial capitalization and end punctuation</li></ul>

5

There is Many families  
At the fair. Alicia is  
watching her brother play  
game. They will go buy  
some food after game  
and then jump on the  
house game. Then they  
will go home.

## Writing Rubrics, Scoring Forms, and Exemplars

### Picture-Based Story

Score Point 3

- Mostly addresses the task
- Includes some relevant and meaningful details (*children and mom, some with a dad, doing the game, friend is eating*)
- Is mostly clear and coherent
- Uses conventional spelling for many words and other spelling demonstrates phonemic awareness

5

I see children and  
MOM And some with a  
dad at the party. They  
all are going to each  
place. A girl and brother  
are doing the game and  
her friend is eating.

## Writing Rubrics, Scoring Forms, and Exemplars

### Picture-Based Story

Score Point 2

- Partially addresses the task
- Includes some complete sentences
- Demonstrates somewhat limited phonemic awareness
- Demonstrates limited use of initial capitalization and end punctuation

5

I see pepots.

I see grits and brother

and dad

some ar pte r

face painting

## Writing Rubrics, Scoring Forms, and Exemplars

### Picture-Based Story

Score Point 1

- Minimally addresses the task
- Is somewhat incoherent
- Demonstrates minimal phonemic awareness (*shutn* for *shooting*, *bol* for *ball*, *chumpen* for *jumping*, *eet* for *eat*, *otdoc* for *hotdog*)

5

the boy is shutn a  
bol in the boy is chumpen  
and eet otdoc.

## Writing Rubrics, Scoring Forms, and Exemplars

### Picture-Based Story

Score Point 0

- Does not address the task
- Is incoherent
- In a language other than English

5

Esti mittos pl en es ta  
pa lopa hen su do  
fr enpis se



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NYSESLAT 1–2 SLRW DFA Sampler

