

New York State Testing Program **NYSESLAT**



Grades 5–6

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 using a scannable answer sheet. This is a good time to make sure students understand the procedures for filling in the circles for answer choices:

- filling in the circle completely,
- not filling in more than one circle per question, and
- thoroughly erasing any responses they wish to change.

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

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

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

Directions for Administering the Test Sampler

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

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

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

SAY Remove the answer sheet from your booklet. (Demonstrate.) Write your name at the top of the page. Make sure the answer sheet is facing up. You will mark the answers to some of the questions on this answer sheet. There are numbered answer spaces for each question.

Make sure all students have properly detached the answer sheet.

SAY When you mark your answers remember this:

- **Fill in the circle completely.** (Illustrate on the chalkboard if necessary.)
- **Fill in only one circle per question. If you fill in more than one circle, your answer will not count.**
- **If you change your mind about an answer, erase it completely.**
- **Do not make any stray marks on your answer sheet.**

Does everyone understand how to fill in the circles? Do you have any questions?

Answer any questions the students may have about marking their answer sheets.

SPEAKING

IMPORTANT NOTE

The Speaking Sampler, like the actual Speaking Test, is individually administered. Each student will need his or her Sampler Student Booklet to view the Speaking questions when taking the test. The teacher may reproduce the Speaking rubrics and scoring forms, located on pages 15–25 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 Look at the top of the page. Read the directions to yourself as I read them out loud.

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

1 Look at number 1. What kind of books do you like to read?

Pause for about 15 seconds for the student to respond.

SAY Now look at the top of page 3. Read the directions to yourself as I read them out loud.

Directions: Look at the words above the picture, and read them silently as I read them out loud. Then look at the picture and finish the sentence. Use the picture to choose your words.

2 Look at number 2. Chin wanted to read a book about dinosaurs, so . . .

Pause for about 15 seconds for the student to respond.

SAY Please turn the page.

Look at the top of page 4. Read the directions to yourself as I read them out loud.

Directions: Look at the picture. Listen to the question about the picture. Then answer the question. Be sure to answer both parts of the question.

Speaking

3 Look at number 3. What is the boy doing, and what might he be thinking?

Pause for about 15 seconds for the student to respond.

SAY Look at the top of page 5. Read the directions to yourself as I read them out loud.

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

4 Look at number 4. What does this table show? (Pause for about 15 seconds for the student to respond.) What can you say about the length of the Hudson River compared to the length of the Mohawk River?

Pause for about 15 seconds for the student to respond.

SAY Please turn the page.

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

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

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

Answer any questions the student may have.

LISTENING

IMPORTANT NOTE

In this Sampler, the teacher reads the boldfaced text. In the NYSESLAT Operational Test for Grades 3–12, the Listening subtest is administered using a CD.

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

Make sure all students have found the Listening section.

SAY There are some directions at the top of the page. Read them to yourself as I read them out loud.

Directions: Listen to the question. Find the picture that answers the question. Fill in the correct circle on your answer sheet.

1 Look at number 1. Which car is descending? . . . Which car is descending?

Pause for about 10 seconds.

SAY Please turn the page. Look at the top of page 8.

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

Directions: You will hear a brief story or conversation. Then read the question and answers silently as I read them out loud. Fill in the correct circle on your answer sheet.

You will only hear the story once, so listen carefully.

Now you will hear a teacher speaking to her class. Then I will ask you a question about what you will observe first.

Now listen.

“Today we’ll continue studying the structure of trees. Turn to page 125 in your textbooks. Look at the diagram of a tree’s roots. First, notice whether the roots are shallow or deep. Next, look how far the roots stretch beyond the tree trunk.”

2 Look at number 2. What will you observe first about the roots?

- A If they are deep
- B If they are thick
- C How many there are
- D What they do

Pause for about 10 seconds.

Listening

SAY Look at the top of page 9. Read the directions to yourself as I read them out loud.

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

The first time you hear the lesson, listen carefully but do not take notes. As you listen to the lesson the second time, you may take notes in the space below. You may use these notes to answer the questions that follow. Your notes on this page will NOT be scored. Do NOT turn the page until I tell you to do so.

Now you will hear a lesson about an interesting person. Listen carefully.

As a girl, Ellen Ochoa dreamed about space and exploring the unknown. By the time she was in college, more women were joining the space program in the United States, and Sally Ride had become the first American woman in space. To Ochoa, space travel now changed from a dream into a real possibility. She had already become a scientist and engineer, so Ochoa was well qualified when she applied to the astronaut program in 1991. Two years later, she became the first Hispanic American woman in space.

Ochoa has flown on four shuttle flights. During her first mission, she helped launch a satellite to study the sun. Her third shuttle mission was especially exciting; her crew was the first to dock at the International Space Station. On board the Space Shuttle were supplies for the astronauts who would be living and working on the Space Station.

Ochoa's fourth voyage was aboard the 13th Space Shuttle mission to the International Space Station. This time, the girl who once only dreamed about space guided other astronauts as they walked from the station out into space.

Pause.

SAY Now you will hear the lesson again. You may take notes.

(Repeat the lesson.)

SAY Now please turn the page.

3 Look at number 3. Who is this lesson about?

- A** The first woman to join the space program
- B** The first person to fly the Space Shuttle
- C** The first astronaut to walk in space
- D** The first Hispanic American woman in space

Pause for about 10 seconds.

Listening

SAY

4 Look at number 4. What made Ochoa realize that she could become an astronaut?

- A** More women were joining the space program.
- B** More engineers were joining the space program.
- C** More guides were joining the space program.
- D** More scientists were joining the space program.

Pause for about 10 seconds.

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

Answer any questions the students may have.

READING

SAY Please turn the page. Look at the top of page 12. This is the Reading section.

Make sure all students have found the Reading section.

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

Directions: Read the passage. Then answer the questions. Fill in the correct circle on your answer sheet.

1–6 You will do questions 1 through 6 by yourself. When you have finished question 6, stop, put your pencil down, and look up. You may begin now.

When all students have finished number 6,

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

Answer any questions the students may have.

WRITING

SAY Now turn to page 16. This is the Writing section.

Make sure all students have found the Writing section.

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

Directions: Read the question and four answers. Fill in the correct circle on your answer sheet.

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

When all students have finished number 2,

SAY Look at the top of page 17. Read the directions to yourself as I read them out loud.

Directions: Read the sentence and look at the underlined part. There may be a mistake. If you find a mistake, choose the correct answer. If there is no mistake, choose *Correct as is*. Fill in the correct circle on your answer sheet.

3–4 You will do questions 3 and 4 by yourself. When you have finished question 4, stop, put your pencil down, and look up. You may begin now.

When all students have finished number 4,

SAY Please turn the page. Look at the top of page 18. Read the directions to yourself as I read them out loud.

Writing

- 5** Directions: Write a paragraph that describes what is happening in the picture. Include as many details as you can. Someone who reads your paragraph should be able to imagine the entire scene.

Before you start writing, look at the picture carefully and think about the following:

- Where are the people?
- Who are the people, and what are they doing?
- What might the people be thinking or feeling?

Look at page 19 in your booklet. (Hold up Student Booklet and point to page 19.) This is where you will write your paragraph.

There is a Writing Checklist at the top of the page. Use this checklist to check your work. (Point to the Writing Checklist.)

The checklist says:

- Write one paragraph about the picture.
- Write a topic sentence.
- Use details in your writing.
- Use complete sentences.
- Write a concluding sentence.
- Check your work for capitalization, punctuation, and spelling.

As soon as you are finished, put your pencil down and look up. You may begin now.

When all students have finished writing,

SAY Stop. Please turn the page.

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

Writing

- 6** Directions: Look at the graphics. They show information about conserving resources by reducing, reusing, and recycling. Look at the information in all of them.

In your own words, write a well-organized essay about how people your age can help the environment—and why they should do it.

In your essay, remember to:

- Include an introduction, body, and conclusion.
- Use information from all three graphics.
- Include details, examples, or reasons.
- Use your own words.

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

Look at page 21 in your booklet. Use this blank Planning Page to take notes and plan your writing. (Hold up Student Booklet and point to page 21.) What you write on the Planning Page will not be scored. Write your essay on pages 22 and 23. (Point to the correct pages.)

There is a Writing Checklist at the top of page 22. Use this checklist to check your work. (Point to the Writing Checklist.)

The checklist says:

- Write about the topic.
- Include an introduction, body, and conclusion.
- Include details, examples, or reasons.
- Use complete sentences and paragraphs.
- Use correct grammar, punctuation, and spelling.

Do not copy any complete sentences directly from the graphics. Use your own words. You may begin now.

Allow students as much time as they need to write their essays.

When all students have finished writing,

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

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

The teacher may reproduce the Writing rubrics and scoring forms, located on pages 26–43 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 5–6 TEST SAMPLER
QUESTION KEY

Listening

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

Reading

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

Writing

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

Speaking Rubrics, Scoring Forms, and Exemplars

Student Name: _____

Sampler Social & Academic Interaction Rubric and Scoring Form

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

Question Number	Score
1	

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

Speaking Rubrics, Scoring Forms, and Exemplars

Social & Academic Interaction Exemplars

Question	Prompt	Transcription	Score	Comment
1	What kind of books do you like to read?	I like to read books about sports, like the baseball books.	2	Ideas are expressed clearly and effectively; uses vocabulary that is context-related and precise.
1	What kind of books do you like to read?	I like read the books funny.	1	Ideas are expressed somewhat clearly or effectively; demonstrates only partial command of the conventions of standard English grammar and usage.
1	What kind of books do you like to read?	Umm.	0	No response.

Speaking Rubrics, Scoring Forms, and Exemplars

Student Name: _____

Sampler Sentence Completion Rubric and Scoring Form

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

Question Number	Score
2	

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

Speaking Rubrics, Scoring Forms, and Exemplars

Sentence Completion Exemplars

Question	Prompt	Transcription	Score	Comment
2	Chin wanted to read a book about dinosaurs, so . . .	Chin wanted to read a book about dinosaurs so he went to the library to look for one.	2	Appropriately describes the event in the graphic; uses vocabulary that is context-related and precise; demonstrates command of the conventions of standard English grammar and usage.
2	Chin wanted to read a book about dinosaurs, so . . .	he find a book, then he read it.	1	Ideas are expressed somewhat clearly; demonstrates only partial command of the conventions of standard English and grammar usage.
2	Chin wanted to read a book about dinosaurs, so . . .	He doing, he doing, uh	0	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	Relevant response that approximates grade-level fluency <ul style="list-style-type: none">▪ Is complete (i.e., addresses both parts of the oral prompt)▪ Appropriately integrates and evaluates the visual information (i.e., is plausible)▪ Ideas are expressed clearly (i.e., response is coherent and cohesive)▪ Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate for the task)▪ Demonstrates command of the conventions of standard English grammar and usage
Score Point 1	Relevant response that falls below grade-level fluency <ul style="list-style-type: none">▪ Addresses only part of the prompt▪ Somewhat integrates and evaluates the visual information (i.e., is partially plausible)▪ Ideas are expressed somewhat clearly▪ Uses overly simplified vocabulary▪ Demonstrates only partial command of the conventions of standard English grammar and usage
Score Point 0	Irrelevant or unintelligible response <ul style="list-style-type: none">▪ Does not address the prompt▪ Is incoherent▪ Solely in a language other than English▪ Only repeats the prompt▪ Minimal or no response

Speaking Rubrics, Scoring Forms, and Exemplars

Picture Description Exemplars

Question	Prompt	Transcription	Score	Comment
3	What is the boy doing, and what might he be thinking?	He is looking at sneakers and he was thinking, "Which one is better, the black or the white?"	2	Addresses both parts of the prompt; appropriately integrates and evaluates the visual information; ideas are expressed clearly and effectively; uses vocabulary that is context-related and precise.
3	What is the boy doing, and what might he be thinking?	The... the boy is... is doing is picking shoes and he thinks those are not right.	1	Somewhat integrates and evaluates 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 boy doing, and what might he be thinking?	He got a (unintelligible). I don't know, he (unintelligible).	0	Irrelevant response; unintelligible.

Speaking Rubrics, Scoring Forms, and Exemplars

Student Name: _____

Sampler Response to Graphic Information Rubric and Scoring Form

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

Question Number	Score
4	

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

Speaking Rubrics, Scoring Forms, and Exemplars

Response to Graphic Information Exemplars

Question	Prompt	Transcription	Score	Comment
4	<p>What does this table show?</p> <p>What can you say about the length of the Hudson River compared to the length of the Mohawk River?</p>	<p>Part 1: This table shows major rivers in New York state.</p> <p>Part 2: The Hudson River is 315 miles compared to the 100, compared to the Mohawk River. It is 140 miles, which means that the Mohawk River is shorter, is shorter than the Hudson River, and the Hudson River is, is longer.</p>	2	Addresses both parts of the prompt; appropriately integrates and evaluates the graphic information; ideas are expressed clearly; demonstrates command of the conventions of standard English grammar and usage.
4	<p>What does this table show?</p> <p>What can you say about the length of the Hudson River compared to the length of the Mohawk River?</p>	<p>Part 1: The table shows the major river in the New York state, uh how long is the river.</p> <p>Part 2: The Hudson River is more longer than the, the Mosk River.</p>	1	Ideas are expressed somewhat clearly; demonstrates only partial command of the conventions of standard English grammar and usage.
4	<p>What does this table show?</p> <p>What can you say about the length of the Hudson River compared to the length of the Mohawk River?</p>	<p>What can you say about the lengs the Hunson River compared to the lake of how Moowwa....</p>	0	Irrelevant response (responds by reading second prompt in Student Booklet).

Speaking Rubrics, Scoring Forms, and Exemplars

Student Name: _____

Sampler Storytelling Rubric and Scoring Form

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

Question Number	Score
5	

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

Speaking Rubrics, Scoring Forms, and Exemplars

Storytelling Exemplars

Question	Prompt	Transcription	Score	Comment
5	Look at the three pictures. Tell a story about what you see in the pictures.	Kayla wanted to play the piano so she hired a tutor to play the piano. Then, when she got, when she learned how to play the song, she played by herself. Then after that, she performed it a live audience.	4	Well organized and logically developed; includes many relevant and descriptive details (<i>wanted to play the piano, hired a tutor, performed, live audience</i>); speech is clear and pace is appropriate.
5	Look at the three pictures. Tell a story about what you see in the pictures.	One day the girl, one day, a the girl had piano piano lessons, and the teacher told her that she were gonna have a concert in her house. And then she left. Next, the girl, the first, the, the teacher told her you have to practice ever, you have to practice so you can get, so you can impress the audience. Next, the, the girl practiced really hard so she could remember the songs without, without looking at the paper. Last, the, she was playing her piano and when she finished everybody li... loved it and they started to clap.	3	Is somewhat organized and developed; includes some relevant details (<i>piano lessons, concert, practice so you can impress the audience, started to clap</i>); speech is not entirely clear and pace is somewhat slow at times.
5	Look at the three pictures. Tell a story about what you see in the pictures.	First, Emma mother show her how to, hmm, how to do like the piano, the music of the piano? And next, she was doing alone. And last, there was a lot of people watching her.	2	Includes few details and vocabulary is overly simplified; speech is somewhat difficult to understand.

Speaking Rubrics, Scoring Forms, and Exemplars

Question	Prompt	Transcription	Score	Comment
5	Look at the three pictures. Tell a story about what you see in the pictures.	Playing piano? Teaching play piano. Umm, watching play piano.	1	Includes very limited vocabulary; limited to phrases rather than sentences.
5	Look at the three pictures. Tell a story about what you see in the pictures.	Umm, touch piano?	0	Minimal response.

Writing Rubrics, Scoring Forms, and Exemplars

Student Name: _____

Sampler Descriptive Writing Paragraph Rubric and Scoring Form

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

Question Number	Score
5	

Descriptive Writing Paragraph	
Score Point 4	The Response: <ul style="list-style-type: none">▪ Addresses the task▪ Includes many and varied descriptive details▪ Is clear, coherent, and well organized▪ Uses concrete words and phrases and sensory details▪ Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 3	The Response: <ul style="list-style-type: none">▪ Mostly addresses the task▪ Includes some descriptive details▪ Is mostly clear, coherent, and organized▪ Uses vocabulary that is mostly appropriate to the task▪ Demonstrates some command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 2	The Response: <ul style="list-style-type: none">▪ Partially addresses the task▪ Includes a few descriptive details▪ May lack clarity and coherence and/or be somewhat disorganized▪ May use basic vocabulary▪ Demonstrates limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

Writing Rubrics, Scoring Forms, and Exemplars

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

Writing Rubrics, Scoring Forms, and Exemplars

Descriptive Writing Paragraph Exemplars

Descriptive Writing Paragraph	
Score Point 4	<ul style="list-style-type: none">▪ Addresses the task▪ Includes many and varied descriptive details (<i>father is standing with his young daughter in front of two ziraffs/giraffes; baloon/balloon in her hand; sitting on the shoulder of her father; giant rocks behind</i>)▪ Is clear, coherent and well organized▪ Uses concrete words and phrases (<i>see the animals clearly; enjoying their moment in the zoo</i>)▪ Demonstrates command of the conventions of standard English grammar, usage, and capitalization

5

In the picture we can see a zoo. A father is standing with his young daughter in front of two ziraffs. In the middle of the ziraffs and the father and the daughter there is a big wall made of net. This wall is made so no animal can hurt the visitors and, the visitors can see the animals clearly. The daughter has a baloon in her hand. She is sitting on the shoulder of her father. There are some giant rocks behind the ziraffs. There is also a tall tree behind the ziraffs. One ziraff is eating the leaves from the tree. The father and the daughter are enjoying their moment in the zoo. The daughter is having fun by watching the animals.

Writing Rubrics, Scoring Forms, and Exemplars

Descriptive Writing Paragraph	
Score Point 3	<ul style="list-style-type: none">▪ Mostly addresses the task▪ Includes some descriptive details (<i>sunny day; saw the amazing creature; put his child on his shoulder</i>)▪ Is mostly clear, coherent, and organized▪ Uses vocabulary that is mostly appropriate to the task (<i>monkeys; zebras; elephants</i>)▪ Demonstrates some command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

5

It is a sunny day the dad and his son were so excited they were going to the zoo. When they got there they saw monkeys and zebras and elephants they stopped and looked at the most exciting thing they looked at it. The child said "dad can you buy me a ballon" the dad said "sure". When they got back he saw the amazing creature he put his child on his shoulder. stare at it and had a amazing time.

the end

Writing Rubrics, Scoring Forms, and Exemplars

Descriptive Writing Paragraph	
Score Point 2	<ul style="list-style-type: none">▪ Partially addresses the task▪ Includes a few details (<i>people in the photo are guest/guests who visited the zoo; looking at the giraffes; amazed by the girafes/giraffes</i>)▪ Uses basic vocabulary (<i>people, zoo, animals</i>)

5

The people in the photo
are guest who visited the zoo
they are looking at the giraffes.
The poeple are amazed by the
girafes and ore exited to see more
animals.

Writing Rubrics, Scoring Forms, and Exemplars

Descriptive Writing Paragraph	
Score Point 1	<ul style="list-style-type: none">Minimally addresses the taskVocabulary is insufficient for the task (<i>sum/some; grath/giraffe; fell/feel</i>)Demonstrates minimal command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

5

I see sum peopl at the zoo. I see AT
the Big grath. And the people fell
Happy. And the Kided is hoding a
bloon on his hand

Writing Rubrics, Scoring Forms, and Exemplars

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

5

I see that there is two

Writing Rubrics, Scoring Forms, and Exemplars

Student Name: _____

Sampler Fact-Based Essay Rubric and Scoring Form

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

Question Number	Score
6	

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

Writing Rubrics, Scoring Forms, and Exemplars

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

Writing Rubrics, Scoring Forms, and Exemplars

Fact-Based Essay Exemplars

Fact-Based Essay	
Score Point 4	<ul style="list-style-type: none">▪ Addresses the task and includes reasons supported by relevant details from the source material (<i>We can use containers that can be used more than once.</i>)▪ Integrates information from the source material using student's own words (<i>We can also use less electricity by unplugging...; That will decrease the amount of money each family spends since it costs about \$100 a year for the electricity we use just for lights.</i>)▪ Is clear, coherent, and well organized▪ Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

6

How can we help the environment? There are three major things that we can do to help keep the environment healthy. If we reduce our use of water and electricity, reuse some of our old items, and recycle more glass and aluminum we will all help our world. It is important because we want to have plenty of clean water and enough energy for everyone in the future. Also, if we keep throwing things away, our landfills will become overcrowded.

One way to help the environment is to reduce our use. We can reduce the use of water by turning off the faucet when we are brushing our teeth. We can also use less electricity by unplugging TVs and computers and remembering to turn off lights when we are not using them. That will decrease the

Writing Rubrics, Scoring Forms, and Exemplars

amount of money each family spends since it costs about \$100 a year for the electricity we use just for lights.

Another way to help the environment is to reuse our items. For example, we can donate old toys, books, and clothes. We can also give our old shoes to someone else. We can use containers that can be used more than once. Also, we can use rechargeable batteries and a battery charger instead of sending them to a landfill.

Another way to help the environment is to recycle. We can recycle aluminum, paper, glass, and plastic. Recycling just one glass container saves enough energy to run a light bulb for 4 hours and one aluminum can saves enough energy to keep a TV turned on for 3 hours.

As you can see, we can do a lot of things to help the environment so that we can keep our earth clean and save energy for the future. We can all reduce, reuse, and recycle. Let's do it now!

Writing Rubrics, Scoring Forms, and Exemplars

Fact-Based Essay

Score Point 3

- Mostly addresses the task and includes reasons supported by relevant details from the source material (*and insted/instead of thowing/ throwing it out after one clean you can was/wash it and let it dry so you can use it again*)
- Mostly integrates information from the source material using student's own words
- Is mostly clear and well organized (includes an introduction, body, and conclusion)
- Demonstrates some command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

6

There are many ways kids can help our environment. They can Reduce, Reuse, and Recycle.

Kids can Reduce by using about 400 gallons of water everyday to save water. Another way they can Reduce is by saving electricity. How? They can unplug the things they are not using to save money. For example they can unplug the DVD player or the computer.

Kids can Reuse by cleaning and reusing food jars and plastic containers. They can also Donate toys, books etc. to the people who need it. Finally, they can reuse

paper towels by cleaning something that is dirty and instead of throwing it out after one clean you can wash it and let it dry so you can use it again

Kids can Recycle. They can do this by recycling paper, glass, Aluminum, and plastic. If everyone does this almost every day we will have a better environment in less than a year

Kid and adults should start to reduce, reuse, and recycle. There is a lot of things you can reduce, reuse, and recycle every day. I reduce, reuse, and recycle to make our environment healthy. What can you do?

Writing Rubrics, Scoring Forms, and Exemplars

Fact-Based Essay

Score Point 2

- Partially addresses the task (Student uses other information that he/she knows about this topic.)
- Partially integrates information from the source material using student's own words (*reducing, reusing, and recycling*)
- Demonstrates limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

6

Is reducing, reusing and recycling important?
Some people think is not some people do think
is important well my opinion is that it is very
important to reducing, reusing and recycling
thing that we already use because

Reducing, reusing and recycling is
very important because if we don't protect
our world and stop littering there will
be many diseases will come to this world
and many people are dying or are going
to die.

Also is very important because
to reusing, reducing and recycling because
if you litter in the ocean, sea or a beach
many animals are going to die because with
all the garbage that your throwing in they eat
it and that's not very healthy for them so
they die. Also a lot of trees will fall down.

Writing Rubrics, Scoring Forms, and Exemplars

To we keep littering and a lot of car pollution the ozone layer will get bigger and then will just going all to die if we stop the air pollution the ozone layer will stop for a moment cause is our fault that is getting bigger.

Do you want to die? If so not then stop littering like that will we not have alot of air pollution and animals dying and trees falling down. Stop now or die.

Writing Rubrics, Scoring Forms, and Exemplars

Fact-Based Essay

Score Point 1

- Minimally addresses the task (no conclusion)
- Is primarily copied from the source material with minimal use of student's own words (*donate old toys, book, clothes, and blankets*)
- Is somewhat incoherent and disorganized
- Demonstrates minimal command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

6

I think we should clean if we want a better life. I can help the environment by telling my friend to help clean to not throw food on the and clean or bring all my friend to clean with me that's what I would do to help the environment.

people should do because if they the world clean they need to help clean the parks, floor, paper, or also donate old toys, book, clothes, and blankets for kids who need it.

Clean thing that are in the river, ocean and beach for we can save the animals, and to swim in

Writing Rubrics, Scoring Forms, and Exemplars

in the beach or keep it clean
for we can eat fish and they
want die.

Writing Rubrics, Scoring Forms, and Exemplars

Fact-Based Essay

Score Point 0

- Does not address the task
- Is irrelevant

6

I quen doo some work but
not glaw but i quen due wen
my Dad, Mom and sisters. My friends
Keysha shi work wen he father
end shi help him. and me hlep
My dad el soom work.

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NYSESLAT 5–6 SLRW DFA Sampler



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