

# New York State English As A Second Language Achievement Test



# NYSESLAT



## 2019 Turnkey Training

Speaking and Writing



### Table of Contents

#### Speaking Training K–12

• Speaking Rubric	2
• Speaking Practice Items	4
• Transcripts, Scores, and Justifications for Speaking Practice Items	16
• Additional Scored Speaking Samples	22
• Transcripts, Scores, and Justifications for Additional Scored Speaking Samples	30

#### Writing SCR Training 1–12

• Grades 3–4 SCR Rubric, Scored Samples, Practice Items, and Practice Item Annotated Key	36
• Grades 5–6 SCR Rubric, Scored Samples, Practice Items, and Practice Item Annotated Key	55
• Grades 9–12 Rubric, Practice Items and Practice Item Annotated Key	73

#### Writing ECR Training 1–12

• Grades 1–2 ECR Narrative Rubric, Scored Samples, Practice Items, and Practice Item Annotated Key	86
• Grades 7–8 ECR Informational Rubric, Scored Samples, Practice Items, and Practice Item Annotated Key	107

#### Writing Kindergarten Training

• Letter Writing Rubric, Scored Samples, Practice Items, and Practice Item Annotated Key	130
• Word Writing Rubric, Scored Samples, Practice Items, and Practice Item Annotated Key	137
• Sentence Writing Rubric, Scored Samples, Practice Items, and Practice Item Annotated Key	143
• Write a Story—SCR Rubric, Scored Samples, Practice Items, and Practice Item Annotated Key	149

#### Appendix

• Glossary	171
• Resources	173

## Speaking Section

# Table of Contents

2019 Speaking Rubric	p 2
Emerging Practice: Grades 3–4	p 4
Emerging Practice: Grades 7–8	p 5
Transitioning Practice: Grades 3–4	p 6
Transitioning Practice: Grades 7–8	p 7
Expanding Practice: Grades 1–2 (Text-Based)	p 8
Expanding Practice: Grades 3–4 (Text-Based)	p 9
Expanding Practice: Grades 7–8 (Text-Based)	p 10
Commanding Practice: Grades 3–4 (Text-Based)	p 11
Commanding Practice: Grades 5–6 (Text-Based)	p 12
Commanding Practice: Grades 7–8 (Text-Based)	p 13
Commanding Practice: Grades 9–12	p 14
<b>Transcripts, Scores, and Justifications for Speaking Practice Items</b>	<b>p 16</b>
Additional Scored Speaking Samples–Kindergarten	p 22
Additional Scored Speaking Samples–Grades 5–6	p 26
<b>Transcripts, Scores, and Justifications for K and 5–6 Samples</b>	<b>p 30</b>

# **New York State English As A Second Language Achievement Test**



# **NYSESLAT**

## **2019 Turnkey Training**

### **Speaking**

Practice and Additional Scored Samples

Grades K–12

## Speaking—Rubric

Question Level	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
<b>Emerging</b>	<ul style="list-style-type: none"> <li>• No response</li> <li>• Responds with “yes,” “no,” or “I don’t know”</li> <li>• Responds completely in a language other than English</li> <li>• Uses one word to respond</li> <li>• Does not express a complete thought or idea</li> <li>• Unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>• Uses multiple words, short phrases, or sentences to respond</li> <li>• Partially expresses thoughts and ideas</li> <li>• Frequent errors may obscure meaning</li> </ul>	N/A

Question Level	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
<b>Transitioning</b>	<ul style="list-style-type: none"> <li>• No response</li> <li>• Responds with “yes,” “no,” or “I don’t know”</li> <li>• Responds completely in a language other than English</li> <li>• Uses one word to respond</li> <li>• Does not express a complete thought or idea</li> <li>• Unintelligible</li> <li>• Errors may totally obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses multiple words to respond</li> <li>• Partially expresses thoughts and ideas</li> <li>• Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected phrases or a simple sentence to respond</li> <li>• May use multiple sentences</li> <li>• Expresses complete thoughts and ideas relevant to the topic</li> <li>• Occasional errors in words and structures may obscure some meaning</li> </ul>
<b>Expanding</b>	<ul style="list-style-type: none"> <li>• Responds with “yes,” “no,” or “I don’t know”</li> <li>• Uses at most multiple words to respond</li> <li>• Does not express complete thoughts and ideas</li> <li>• Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected phrases or a simple sentence to respond</li> <li>• Expresses complete thoughts and ideas relevant to the topic</li> <li>• Occasional errors in words and structures may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected simple sentences to respond</li> <li>• May use limited expanded sentences</li> <li>• Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>• Infrequent errors in words and structure may obscure some meaning</li> </ul>
<b>Commanding</b>	<ul style="list-style-type: none"> <li>• Responds with “yes,” “no,” or “I don’t know”</li> <li>• Uses at most connected phrases or a simple sentence to respond</li> <li>• May express complete thoughts and ideas</li> <li>• Occasional or frequent errors in words and structures may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected simple sentences to respond</li> <li>• Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>• Infrequent errors in words and structure may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected expanded sentences</li> <li>• Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic</li> <li>• No errors or infrequent errors that do not obscure meaning</li> </ul>

## Speaking—Emerging Practice: Grades 3–4

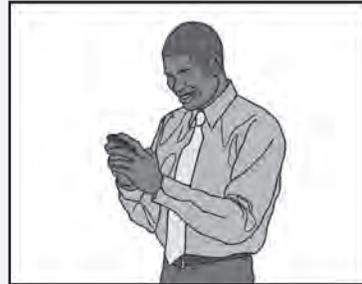
1.



2.



3.



**Context:** A long time ago, people wrote letters on paper to communicate. These letters took a long time to arrive by mail. Today many people use computers to write messages to friends and family. We can send emails on the computer. We can also send text messages on our phones. These types of messages get to people much faster than writing and mailing letters.

**Modeling:** [POINT to PICTURE 1] This woman is writing an e-mail.

**Question:** [POINT to PICTURES 2 AND 3] Tell me what other people do to communicate

**Rephrasing:** [POINT to PICTURE 1] This woman is writing an email.  
[POINT to PICTURES 2 AND 3] How do other people write?

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> <li>• No response</li> <li>• Responds with “yes,” “no,” or “I don’t know”</li> <li>• Responds completely in a language other than English</li> <li>• Uses one word to respond</li> <li>• Does not express a complete thought or idea</li> <li>• Unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>• Uses multiple words, short phrases, or sentences to respond</li> <li>• Partially expresses thoughts and ideas</li> <li>• Frequent errors may obscure meaning</li> </ul>	N/A

Track 44

Score:

Practice #1

Track 45

Score:

Practice #2

## Speaking—Emerging Practice: Grades 7–8



**Context:** In the summertime, insects do a lot of things outside.

**Modeling:** [POINT to CATERPILLAR] A caterpillar is crawling in the dirt.

**Question:** Tell me some things that insects do in the summertime.

**Rephrasing:** Insects are very active in the summer. [POINT to CATERPILLAR] Here is a caterpillar crawling. What else is happening in the picture?

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> <li>• No response</li> <li>• Responds with “yes,” “no,” or “I don’t know”</li> <li>• Responds completely in a language other than English</li> <li>• Uses one word to respond</li> <li>• Does not express a complete thought or idea</li> <li>• Unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>• Uses multiple words, short phrases, or sentences to respond</li> <li>• Partially expresses thoughts and ideas</li> <li>• Frequent errors may obscure meaning</li> </ul>	N/A

**Track 46**

Score:

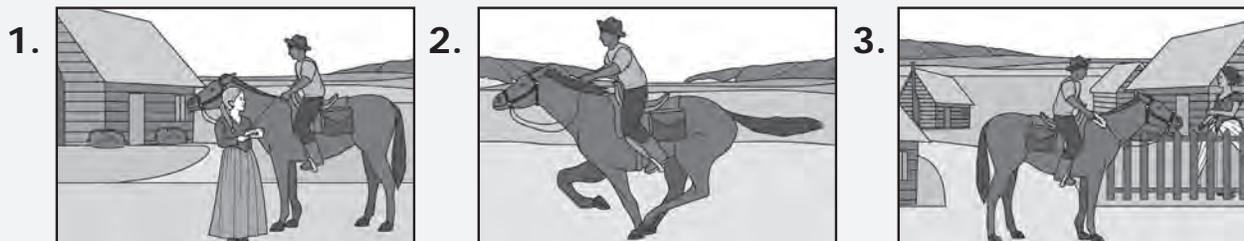
**Practice #1**

**Track 47**

Score:

**Practice #2**

## Speaking—Transitioning Practice: Grades 3–4



**Context:** In the 1860s, there were no phones or computers to communicate with people who were far away. People wrote letters to their friends and families, and men rode horses across the United States to deliver the letters. This service was called the Pony Express.

**Question:** [POINT to WOMAN IN PICTURE 1] Tell me how this woman's letter got delivered to her friend.

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> <li>• No response</li> <li>• Responds with "yes," "no," or "I don't know"</li> <li>• Responds completely in a language other than English</li> <li>• Uses one word to respond</li> <li>• Does not express a complete thought or idea</li> <li>• Unintelligible</li> <li>• Errors may totally obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses multiple words to respond</li> <li>• Partially expresses thoughts and ideas</li> <li>• Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected phrases or a simple sentence to respond</li> <li>• May use multiple sentences</li> <li>• Expresses complete thoughts and ideas relevant to the topic</li> <li>• Occasional errors in words and structures may obscure some meaning</li> </ul>

**Track 48**

Score:

**Practice #1**

**Track 49**

Score:

**Practice #2**

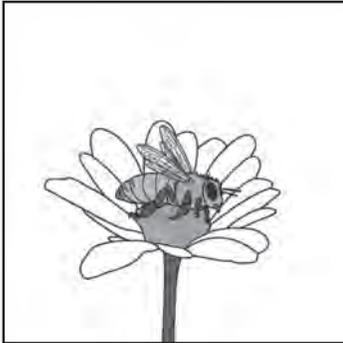
**Track 50**

Score:

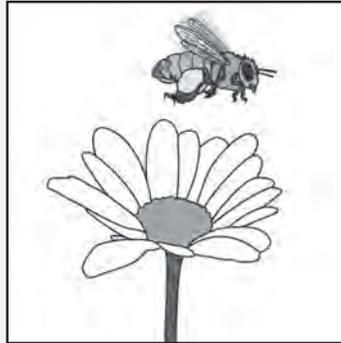
**Practice #3**

## Speaking—Transitioning Practice: Grades 7–8

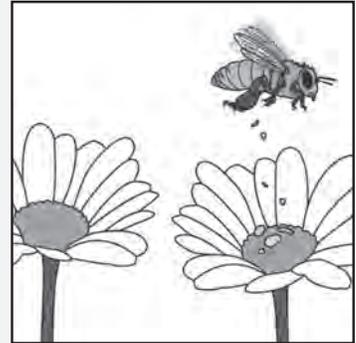
1.



2.



3.



**Introduction:** Pollination is very important for plants. [POINT to PICTURE 1] In the summertime, honeybees drink nectar from flowers. [POINT to PICTURE 2] When they do, pollen gets stuck to their bodies. [POINT to PICTURE 3] They carry it to a different flower where the pollen falls off. By doing this, honeybees pollinate plants and help them to create seeds.

**Question:** Tell me how honeybees help plants.

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> <li>• No response</li> <li>• Responds with “yes,” “no,” or “I don’t know”</li> <li>• Responds completely in a language other than English</li> <li>• Uses one word to respond</li> <li>• Does not express a complete thought or idea</li> <li>• Unintelligible</li> <li>• Errors may totally obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses multiple words to respond</li> <li>• Partially expresses thoughts and ideas</li> <li>• Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected phrases or a simple sentence to respond</li> <li>• May use multiple sentences</li> <li>• Expresses complete thoughts and ideas relevant to the topic</li> <li>• Occasional errors in words and structures may obscure some meaning</li> </ul>

Track 51

Score:

Practice #1

Track 52

Score:

Practice #2

Track 53

Score:

Practice #3

## Speaking—Expanding Practice: Grades 1–2 (Text-Based)

1.  Cirrus

2.  Stratus

3.  Fog

**Context:** [Now let's talk about clouds.] There are several different kinds of clouds. One kind of cloud is a cirrus cloud. These clouds are thin and long and look like white lines on a sunny day. Dark gray clouds in the sky are called stratus clouds. They cover the sky like a blanket. Other clouds aren't in the sky at all! Fog is a special kind of cloud that floats close to the ground. Fog can be dangerous because it makes it hard for people to see.

**Question:** Tell me about different kinds of clouds.

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> <li>• Responds with "yes," "no," or "I don't know"</li> <li>• Uses at most multiple words to respond</li> <li>• Does not express complete thoughts and ideas</li> <li>• Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected phrases or a simple sentence to respond</li> <li>• Expresses complete thoughts and ideas relevant to the topic</li> <li>• Occasional errors in words and structures may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected simple sentences to respond</li> <li>• May use limited expanded sentences</li> <li>• Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>• Infrequent errors in words and structure may obscure some meaning</li> </ul>

Track 54

Score:

Practice #1

Track 55

Score:

Practice #2

Track 56

Score:

Practice #3

## Speaking—Expanding Practice: Grades 3–4 (Text-Based)



**Context:** [Now let's talk about the history of writing.] Today many people know how to write. But a long time ago, only a few people knew how to write. Writing was their job. These people were called scribes. Scribes often came from rich and powerful families. They wore special clothes to show they were important. Today, people have found ancient statues of scribes. People have also found their tools, which were sometimes made of gold.

**Question:** Tell me about scribes.

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> <li>• Responds with "yes," "no," or "I don't know"</li> <li>• Uses at most multiple words to respond</li> <li>• Does not express complete thoughts and ideas</li> <li>• Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected phrases or a simple sentence to respond</li> <li>• Expresses complete thoughts and ideas relevant to the topic</li> <li>• Occasional errors in words and structures may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected simple sentences to respond</li> <li>• May use limited expanded sentences</li> <li>• Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>• Infrequent errors in words and structure may obscure some meaning</li> </ul>

Track 57

Score:

Practice #1

Track 58

Score:

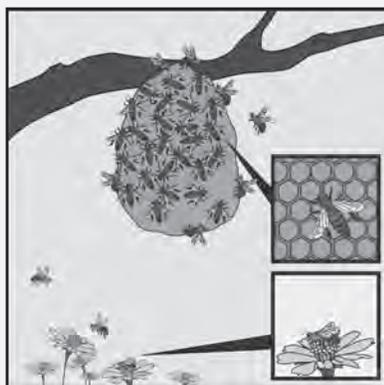
Practice #2

Track 59

Score:

Practice #3

## Speaking—Expanding Practice: Grades 7–8 (Text-Based)



**Context:** [Now let's talk about honeybees.] Honeybees make honey by collecting nectar from flowers. They have special "honey stomachs" that turn the nectar into sugar and remove some of the water from it. They carry the nectar back to the hive where it is put into cells. Then all the bees flap their wings to dry even more water out of the nectar. When enough water is evaporated, what is left is the sweet mixture we call honey. Because honeybees build their hives in hollow spaces, humans can get bees to live in boxes the humans have built. This is called beekeeping. Beekeepers help the bees stay alive by providing them with places to live. In addition, the beekeepers can collect the wax and honey that the bees make. By beekeeping, humans can help ensure that honey is produced and that there are enough bees to pollinate nearby crops and plants.

**Question:** Tell me how honeybees make honey.

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> <li>• Responds with "yes," "no," or "I don't know"</li> <li>• Uses at most multiple words to respond</li> <li>• Does not express complete thoughts and ideas</li> <li>• Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected phrases or a simple sentence to respond</li> <li>• Expresses complete thoughts and ideas relevant to the topic</li> <li>• Occasional errors in words and structures may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected simple sentences to respond</li> <li>• May use limited expanded sentences</li> <li>• Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>• Infrequent errors in words and structure may obscure some meaning</li> </ul>

Track 60

Score:

Practice #1

Track 61

Score:

Practice #2

Track 62

Score:

Practice #3

**Speaking—Commanding Practice: Grades 3–4 (Text-Based)**



**Context:** You just learned about the history of writing. Today many people know how to write. But a long time ago, only a few people knew how to write. Writing was their job. These people were called scribes. Scribes often came from rich and powerful families. They wore special clothes to show they were important. Today, people have found ancient statues of scribes. People have also found their tools, which were sometimes made of gold.

**Question:** Tell me why you think scribes were important and respected.

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> <li>• Responds with “yes,” “no,” or “I don’t know”</li> <li>• Uses at most connected phrases or a simple sentence to respond</li> <li>• May express complete thoughts and ideas</li> <li>• Occasional or frequent errors in words and structures may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected simple sentences to respond</li> <li>• Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>• Infrequent errors in words and structure may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected expanded sentences</li> <li>• Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic</li> <li>• No errors or infrequent errors that do not obscure meaning</li> </ul>

**Track 63**

Score:

**Practice #1**

**Track 64**

Score:

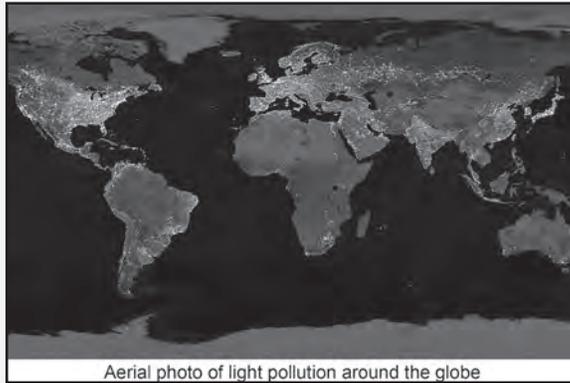
**Practice #2**

**Track 65**

Score:

**Practice #3**

## Speaking—Commanding Practice: Grades 5–6 (Text-Based)



**Context:** You just learned about light pollution. Electric light helps us see at night. But it also can cause a problem called light pollution. Light pollution refers to the electric light that shines at night around the world. Because of light pollution, the sky never gets completely dark in many parts of cities.

Scientists think that light pollution has dangerous effects on people and wildlife. Animals who hunt at night can become confused by light pollution. Light pollution can also disrupt our natural sleep patterns. The human body thinks it doesn't need to sleep because of the light.

**Question:** Tell me why light pollution is bad for people and the environment.

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> <li>• Responds with “yes,” “no,” or “I don’t know”</li> <li>• Uses at most connected phrases or a simple sentence to respond</li> <li>• May express complete thoughts and ideas</li> <li>• Occasional or frequent errors in words and structures may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected simple sentences to respond</li> <li>• Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>• Infrequent errors in words and structure may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected expanded sentences</li> <li>• Generates a fluid <b>response</b> using linking words and phrases to sequence complete thoughts and ideas relevant to the topic</li> <li>• No errors or infrequent errors that do not obscure meaning</li> </ul>

Track 66

Score:

Practice #1

Track 67

Score:

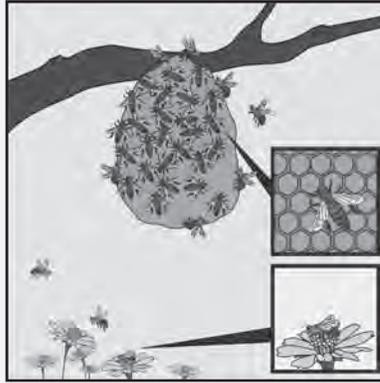
Practice #2

Track 68

Score:

Practice #3

## Speaking—Commanding Practice: Grades 7–8 (Text-Based)



**Context:** You just learned about honeybees. Honeybees make honey by collecting nectar from flowers. They have special “honey stomachs” that turn the nectar into sugar and remove some of the water from it. They carry the nectar back to the hive where it is put into cells. Then all the bees flap their wings to dry even more water out of the nectar. When enough water is evaporated, what is left is the sweet mixture we call honey. Because honeybees build their hives in hollow spaces, humans can get bees to live in boxes the humans have built. This is called beekeeping. Beekeepers help the bees stay alive by providing them with places to live. In addition, the beekeepers can collect the wax and honey that the bees make. By beekeeping, humans can help ensure that honey is produced and that there are enough bees to pollinate nearby crops and plants.

**Question:** Tell me why bees are important for humans and the environment.

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> <li>• Responds with “yes,” “no,” or “I don’t know”</li> <li>• Uses at most connected phrases or a simple sentence to respond</li> <li>• May express complete thoughts and ideas</li> <li>• Occasional or frequent errors in words and structures may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected simple sentences to respond</li> <li>• Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>• Infrequent errors in words and structure may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected expanded sentences</li> <li>• Generates a <b>fluid response</b> using linking words and phrases to sequence complete thoughts and ideas relevant to the topic</li> <li>• No errors or infrequent errors that do not obscure meaning</li> </ul>

Track 69

Score:

Practice #1

Track 70

Score:

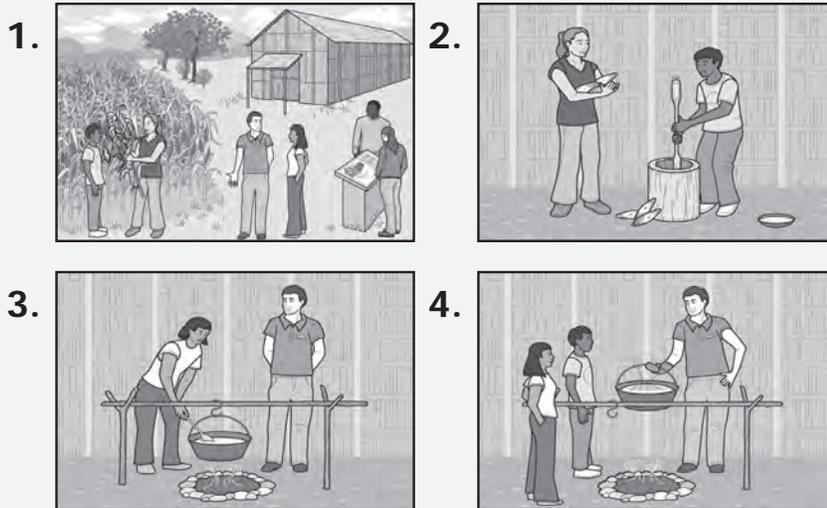
Practice #2

Track 71

Score:

Practice #3

## Speaking—Commanding Practice: Grades 9–12



**Context:** These students learned a lot by visiting this Native American historical site. Because of all the things they did and saw, they have a lot of information about the lives of Native Americans that they can share with other students.

**Question:** Why do you think it was important for the students to visit a historical site?

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> <li>• Responds with “yes,” “no,” or “I don’t know”</li> <li>• Uses at most connected phrases or a simple sentence to respond</li> <li>• May express complete thoughts and ideas</li> <li>• Occasional or frequent errors in words and structures may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected simple sentences to respond</li> <li>• Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>• Infrequent errors in words and structure may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected expanded sentences</li> <li>• Generates a fluid <b>response</b> using linking words and phrases to sequence complete thoughts and ideas relevant to the topic</li> <li>• No errors or infrequent errors that do not obscure meaning</li> </ul>

**Track 72**

Score:

**Practice #1**

**Track 73**

Score:

**Practice #2**

**Track 74**

Score:

**Practice #3**

**This page  
intentionally  
left blank**

## Speaking—Transcripts, Scores, and Justifications for Practice Items

Track	PLD/Page Question	Transcription	Score	Justification
44	<p><b>Grades: 3–4 Emerging #1</b></p> <p>Tell me what other people do to communicate.</p>	<p><i>[No response; rephrasing is read] "Draw."</i></p>	0	At first, the student does not respond to the prompt. After rephrasing is read, the student responds with one word. The administrator pauses before moving on with the test. This is scored a "0" at the Emerging level.
45	<p><b>Grades: 3–4 Emerging #2</b></p> <p>Tell me what other people do to communicate.</p>	<p><i>"Call the other people... with the phone... Write with with with paper... and use the computer."</i></p>	1	Student uses short phrases to respond. There are some hesitations and pauses throughout the response but meaning is generally clear. This is scored as a "1" at the Emerging level.
46	<p><b>Grades: 7–8 Emerging #1</b></p> <p>Tell me some things that insects do in the summertime.</p>	<p><i>"In the summertime, insects such as a worm, they . . . They go on their . . . Ladybugs go on leaves. . . . Mm . . . Bees find honey. Butterflies fly."</i></p>	1	Student responds with phrases and sentences to express thoughts and ideas. This is scored a "1" at the Emerging level.
47	<p><b>Grades: 7–8 Emerging #2</b></p> <p>Tell me some things that insects do in the summertime.</p>	<p><i>"I don't know."</i></p>	0	Student responds with "I don't know." This is scored a "0" at the Emerging level.
48	<p><b>Grades: 3–4 Transitioning #1</b></p> <p>Tell me how this woman's letter got delivered to her friend.</p>	<p><i>"Mmm the different people."</i></p>	1	Student uses multiple words to respond. Although the intended meaning is somewhat obscured, the response partially expresses an idea. This is rated a "1" at the Transitioning level.
49	<p><b>Grades: 3–4 Transitioning #2</b></p> <p>Tell me how this woman's letter got delivered to her friend.</p>	<p><i>"Mmm... To be- to b- bu- one... mmm... one. [?] Mmm..."</i></p>	0	Student uses a single word and an incomplete phrase to respond to the prompt. Although there is an attempt to produce language, the response does not express a complete thought or idea. This is scored a "0" at the Transitioning level.
50	<p><b>Grades: 3–4 Transitioning #3</b></p> <p>Tell me how this woman's letter got delivered to her friend.</p>	<p><i>"With uh with with a person. That's called Pony Express."</i></p>	2	Student responds with a phrase and a simple sentence to express a complete thought. This is rated a "2" at the Transitioning level.

## Speaking—Transcripts, Scores, and Justifications for Practice Items

Track	PLD/Page Question	Transcription	Score	Justification
51	<b>Grades: 7–8 Transibning #1</b> Tell me how honeybeeshelp plants.	<i>"They . . . They . . ."</i>	0	Studentrespondswith one word in an attempt to express thoughts and ideas. This is scored a "0" at the Transitioning level.
52	<b>Grades: 7–8 Transibning #2</b> Tell me how honeybeeshelp plants.	<i>"Cause they put more, . . . more plants inside . . . the flowers once they drop it."</i>	2	Student responds with at least a simple sentence to express complete thoughts and ideas relevant to the topic.
53	<b>Grades: 7–8 Transibning #3</b> Tell me how honeybeeshelp plants.	<i>"Um . . . After they drink from the flower, and then something's . . . Um . . . What's stuck on their body."</i>	1	Studentrespondswith multiple words to partially express thoughtsand ideas. This is scored a "1" at the Transitioning level.
54	<b>Grades: 1–2 (Text Expanding #1)</b> Tell me about different kinds of clouds.	<i>"There are rainy . . . rainy clouds, thunder clouds, and snowballs."</i>	1	Student responds with a simple sentence to express complete thoughts and ideas relevant to the topic. This is scored a "1" at the Expanding level.
55	<b>Grades: 1–2 (Text Expanding #2)</b> Tell me about different kinds of clouds.	<i>"Different kind of cloud can come on space."</i>	0	Student responds with a sentence which is not relevant to the topic. This is scored a "0" at the Expanding level.
56	<b>Grades: 1–2 (Text Expanding #3)</b> Tell me about different kinds of clouds.	<i>"They . . . Uh . . . frog clouds can m . . . can make people see weird. Gray cloud is cold. Strings clouds . . . what, white lines on a sunny day. There's different kinds of cloud in the sky."</i>	2	Studentrespondswith simple and expandedsentences to express completethoughtsand ideas relevant to the topic. This is scored a "2" at the Expanding level.
57	<b>Grades: 3–4 (Text Expanding #1)</b> Tell me about scribes.	<i>"Scribes are the onl- the onl- the only some people used to write. And then only the rich people knew knew how to write. And, and then um uh the gold is there into the write. I think."</i>	2	Studentrespondsusing simple and expandedsentences. Although meaning is obscured in the final sentence("god is there into the write"), overall the response expressesconnectedand complete thoughts. This qualifiesas a "2" at the Expanding level.
58	<b>Grades: 3–4 (Text Expanding #2)</b> Tell me about scribes.	<i>"They're rich and powerful families."</i>	1	Studentuses a simple sentenceto provide a relevant responseto the topic. Althoughpart of the response is taken directly from the text("rich and powerful families") it is used to form a new sentence. This is rated a "1" at the Expanding level.
59	<b>Grades: 3–4 (Text Expanding #3)</b> Tell me about scribes.	<i>"He no happy."</i>	0	Studentuses a simple sentenceto respond, but the responseis not relevant to the topic. This is rated a "0" at the Expanding level.

## Speaking—Transcripts, Scores, and Justifications for Practice Items

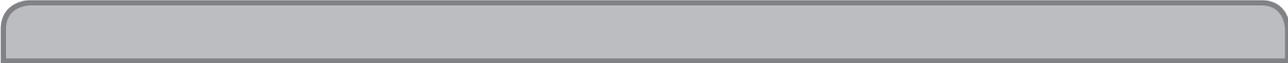
Track	PLD/Page Question	Transcription	Score	Justification
60	<b>Grades: 7–8 (Text Expanding #1)</b> Tell me how honeybees make honey	<i>"The honey bees make [?] honey by collecting, mm, the [?] from the flower, and they put it into their the, uh, their home, and then they, uh... and then they turn into sugar, and... [?] then they remove the water. And then it just became honey"</i>	2	Student uses connected sentences to respond to the prompt. The response integrates original language and language from the question. Although the response contains grammatical errors and some words are not audible, it expresses connected ideas and meets the requirements for a "2" at the Expanding level.
61	<b>Grades: 7–8 (Text Expanding #2)</b> Tell me how honeybees make honey	<i>"Honeybees make honey because the human take a honey"</i>	1	Student responds with an expanded sentence but it does not express connected and completed thoughts, which does not qualify for a "2." This is scored a "1" at the Expanding level.
62	<b>Grades: 7–8 (Text Expanding #3)</b> Tell me how honeybees make honey	<i>"To take some food to the flower."</i>	0	Although the student uses phrases to respond to the prompt, this does not express a complete thought. This is rated a "0" at the Expanding level.
63	<b>Grades: 3–4 (Text Commanding #1)</b> Tell me why you think scribes were important and respected.	<i>"They were important because they gave people other things."</i>	1	Student uses a short expanded sentence to respond to the topic. This is rated a "1" at the Commanding level.
64	<b>Grades: 3–4 (Text Commanding #2)</b> Tell me why you think scribes were important and respected.	<i>"Scribes were important and respected because they were one of the only ones that knew how to write. So they... a lot of people also wanted to write 'cause also in the past, it was way um harder and different from now these days."</i>	2	Student uses connected expanded sentences to respond in a fluid manner. The student uses linking words and phrases to sequence and organize thoughts ("because," "so they," "different from"). This is a "2" at the Commanding level.
65	<b>Grades: 3–4 (Text Commanding #3)</b> Tell me why you think scribes were important and respected.	<i>"Umm... scribes became rich and powerful families... and they they w- they wore special clothes... and found ancient statues... And people found tools, which sometimes made of gold."</i>	0	Although this response includes connected simple sentences, the language is entirely repeated from the text and it does not express clear ideas. This is rated a "0" at the Commanding level.

## Speaking—Transcripts, Scores, and Justifications for Practice Items

Track	PLD/Page Question	Transcription	Score	Justification
66	<b>Grades: 5–6 (Text Commanding #1)</b> Tell me why light pollution is bad for people and the environment.	<i>"Um . . . Because it can burn your eyes and you cannot see"</i>	1	Student responds with connected simple sentences to express complete thoughts and ideas relevant to the topic. This is scored a "1" at the Commanding level.
67	<b>Grades: 5–6 (Text Commanding #2)</b> Tell me why light pollution is bad for people and the environment.	<i>"Light pollution is very . . . um . . . bad or dangerous for the people and the environment because . . . um . . . The light pollution to people . . . um . . . the human body does . . . um . . . Thinks that it doesn't need to sleep because of the light. And for the environment, because animals who hunt at night become really confused by the light pollution."</i>	0	Student responds with both original language and language directly from the prompt. The student's original language is made up of phrases that do not express complete thoughts. This is scored a "0" at the Commanding level.
68	<b>Grades: 5–6 (Text Commanding #3)</b> Tell me why light pollution is bad for people and the environment.	<i>"Light pollution is bad for people and the environment cause the human body thinks it doesn't need to sleep because of the light."</i>	2	Response is fluid, using connected expanded sentences with linking words to express complete thoughts and ideas relevant to the topic. This is scored a "2" at the Commanding level.
69	<b>Grades: 7–8 (Text Commanding #1)</b> Tell me why bees are important for humans and the environment.	<i>"Well, honeybee, they give us honey, so... [?] but it was honey. And um, they can pollinate crops and plants."</i>	1	Student uses connected simple sentences to respond to the prompt. The response integrates both original language and language from the passage. This is rated a "1" at the Commanding level.
70	<b>Grades: 7–8 (Text Commanding #2)</b> Tell me why bees are important for humans and the environment.	<i>"Mm, I- it helps, um, th- it helps the bees themselves to grow."</i>	0	Student uses a simple sentence to express a complete thought that is relevant to the topic. This is rated a "0" at the Commanding level.
71	<b>Grades: 7–8 (Text Commanding #3)</b> Tell me why bees are important for humans and the environment.	<i>"I think bees are important for the um, the um, bees are important for humans and the environment because it helps humans by providing food, like honey, and it helps the environment by, um, by- for bees to keep on, um, pollinating nearby crops and plants."</i>	2	Student uses expanded connected sentences to respond. Although there is some hesitation, overall the response is fluid and natural. Some phrases are borrowed from the question, but these are incorporated into original language structures. This is rated a "2" at the Commanding level.

## Speaking—Transcripts, Scores, and Justifications for Practice Items

Track	PLD/Page Question	Transcription	Score	Justification
72	<p><b>Grades: 9–12</b> <b>Commanding #1</b></p> <p>Why do you think it was important for the students to visit a historical site?</p>	<p><i>"Because they are know how to make or how to produce like corns or to make food."</i></p>	0	<p>Student responds with a simple sentence that contains multiple phrases to express a complete thought relevant to the topic. The response contains occasional errors, but they do not obscure meaning. This is scored a "0" at the Commanding level.</p>
73	<p><b>Grades: 9–12</b> <b>Commanding #2</b></p> <p>Why do you think it was important for the students to visit a historical site?</p>	<p><i>"The important reason for the students visiting the historical site is for they can know how their like past um work, and how they cooked meals back back in those times."</i></p>	2	<p>Student responds with connected expanded sentences to express complete thoughts relevant to the topic and generates the response in a fluid manner. This is scored a "2" at the Commanding level.</p>
74	<p><b>Grades: 9–12</b> <b>Commanding #3</b></p> <p>Why do you think it was important for the students to visit a historical site?</p>	<p><i>"It was im- um it was important for the students to visit the historical site because they have a homework."</i></p>	1	<p>Student responds with an expanded sentence. This is scored a "1" at the Commanding level.</p>



**Additional Scored  
Speaking Samples**

## Speaking—Grades K Emerging

**Context:**

These students are in the art classroom.

**Modeling:**

[POINT to BOY WITH SCISSORS] I see a boy cutting with scissors.

**Question:**

Tell me what students do in art class.

**Rephrasing:**

You can do a lot of things in art class. [POINT to BOY WITH SCISSORS]  
He is using scissors. What else is happening in art class?

**Track 22****Score 0**

Student responds with a single word. This response is scored "0" at the Emerging level.

**Track 23****Score 1**

Student responds with multiple words and short phrases that partially express an idea. This is a "1" at the Emerging level.

## Speaking—Grades K Transitioning



**Context:**

There are many different projects students can make in art class.

**Question:**

Tell me how the students' art projects are different.

**Track 24**

**Score 0**

Student responds with a single word repeated from the examiner.  
This is a "0" at the Transitioning level.

**Track 25**

**Score 1**

Student responds by listing multiple words that do not constitute a sentence.  
This is a "1" at the Transitioning level.

**Track 26**

**Score 2**

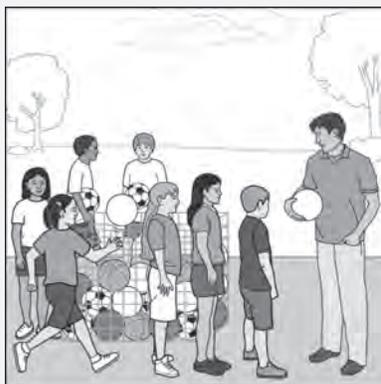
Student responds with multiple disconnected sentences. There are occasional errors but the meaning is generally clear. This is a "2" at the Transitioning level.

## Speaking—Grades K Expanding

1.



2.



### Context:

[POINT to PICTURE 1] These students are playing outside.

[POINT to PICTURE 2] Then the teacher calls everyone to line up. It is time to go inside.

### Question:

Tell me what happens when the teacher says it is time to go inside.

Track 27

Score 0

Student responds with multiple words that do not constitute a sentence. This is rated a "0" at the Expanding level.

Track 28

Score 1

Student responds with a simple sentence. This is scored a "1" at the Expanding level.

Track 29

Score 2

Student responds with connected simple sentences and uses sequencing words ("after that") to show the order of events. There is some hesitation and pausing, but the students' response is clear and comprehensible. This is a "2" at the Expanding level.

## Speaking—Grades K Commanding

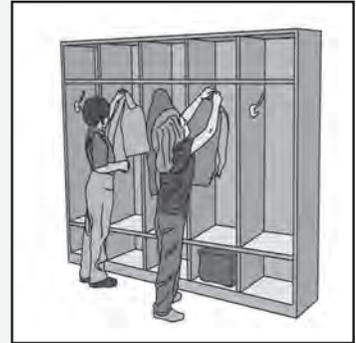
1.



2.



3.



### Context:

It is morning and these students are walking into their classroom. They have coats and backpacks. Some students have lunchboxes. There are a lot of things to do to get ready for the day.

### Question:

How do you get ready for the school day?

### Track 30

### Score 0

Student responds with one sentence and a complete thought, which merits a score of "0" at the Commanding level. Note that the examiner makes a mistake in reading the text ("some questions have lunchboxes" instead of "some students have lunchboxes.") but this does not have an impact on the response.

### Track 31

### Score 1

Student responds with connected but simple constructions. The student speaks slowly and makes a few minor errors but they minimally interfere with his meaning. This is a "1" at the Commanding level because of the student's lack of fluidity and use of simple sentences.

### Track 32

### Score 2

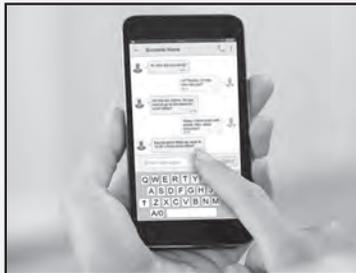
Student responds with a series of fluid connected sentences. This is a "2" at the Commanding level.

## Speaking—Grades 5–6 Emerging

1.



2.



3.



### Context:

People write in different ways. Sometimes people write letters, e-mails, or messages to their friends. [POINT to PICTURE 1] This person is writing with a pen.

### Question:

Tell me about how people can write.

### Rephrasing:

You can write in many ways. [POINT to PICTURE 1] You can use a pen. What are some ways to write?

### Track 33

### Score 0

Student responds with “no.” The examiner rephrases the question, and the student repeats the word “no.” This is scored a “0” at the Emerging level.

### Track 34

### Score 1

Student uses a sentence to express thoughts and ideas. This is scored a “1” at the Emerging level.

## Speaking—Grades 5–6 Transitioning

1.



2.



### Context:

People who work on ships need to communicate with people on land. They use flags to help communicate. In these pictures, the man on the boat used flags to communicate with his co-worker on land.

### Question:

Tell me why it is important for people on boats to communicate with people on land.

### Track 35

Score 0

Student responds with a repetition of the prompt and "I don't know."  
This is scored a "0" at the Transitioning level.

### Track 36

Score 1

Student uses multiple words to respond. An error obscures some meaning ("cannot lost"), and the response partially expresses thoughts and ideas. This is scored a "1" at the Transitioning level.

### Track 37

Score 2

Student responds with connected phrases to completely express thoughts and ideas relevant to the topic. This is scored a "2" at the Transitioning level.

## Speaking—Grades 5–6 Expanding

**Context:**

This person is reading braille by touching dots on a page. People who are visually impaired may read braille. When they touch the dots, they also feel the different shapes. That way, they know what the words are.

**Question:**

Tell me how people use braille.

**Track 38****Score 0**

Student responds with multiple words that do not constitute a connected phrase or simple sentence. This is scored a “0” at the Expanding level.

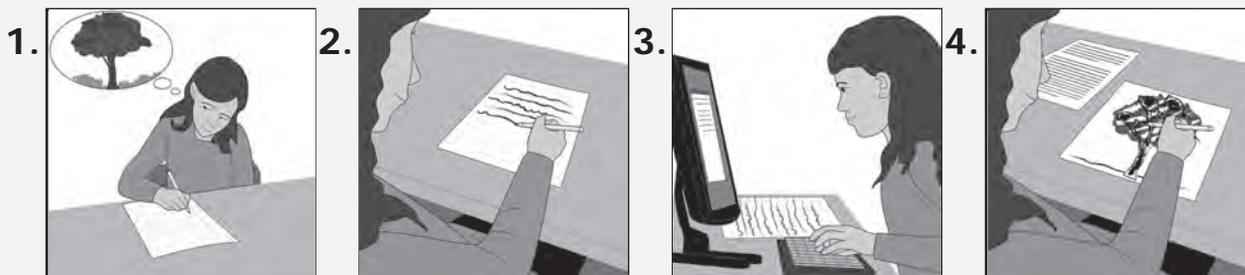
**Track 39****Score 1**

Student responds with connected phrases. This is a “1” at the Expanding level.

**Track 40****Score 2**

Student responds with multiple connected sentences, which contain some errors in word choice, but these errors minimally obscure meaning. This response qualifies as a “2” at the Expanding level.

## Speaking—Grades 5–6 Commanding



### Context:

Marlena used several steps to write her report on the forest. She came up with ideas, did research, and then she wrote a first draft. Finally, she rewrote the draft and typed the final version to give to her teacher.

### Question:

Tell me how following these steps helps her to write a good report.

### Track 41

### Score 0

Student responds with a simple sentence containing errors in structures that obscure meaning ("do she don't"). This is scored a "0" at the Commanding level.

### Track 42

### Score 1

Student responds with connected sentences and phrases, but is disfluent with many starts and stops, and some meaning is obscured. This is a "1" at the Commanding level.

### Track 43

### Score 2

Student responds with connected expanded sentences in a fluid manner and uses a sequencing word to connect relevant and complete thoughts. This is rated a "2" at the Commanding level.

## Speaking—Transcripts, Scores, and Justifications for K and 5–6 Samples

Track	PLD/Page Question	Transcription	Score	Justification
22	<b>Grade: K Emerging #1</b> Tell me what students do in art class.	<i>"Draw?"</i>	0	Student responds with a single word. This response is scored "0" at the Emerging level.
23	<b>Grade: K Emerging #2</b> Tell me what students do in art class.	<i>"Mm boy paint... Cut in the- in the paper, and then this boy in make in a triangle, in square and then [?] he's make in the pink house sunny in [?]"</i>	1	Student responds with multiple words and short phrases that partially express an idea. This is a "1" at the Emerging level.
24	<b>Grade: K Transitioning #1</b> Tell me how the students' art projects are different.	<i>"Different."</i>	0	Student responds with a single word repeated from the examiner. This is a "0" at the Transitioning level.
25	<b>Grade: K Transitioning #2</b> Tell me how the students' art projects are different.	<i>"Uhh, mm, painting scissors drawing [?] flower."</i>	1	Student responds by listing multiple words that do not constitute a sentence. This is a "1" at the Transitioning level.
26	<b>Grade K Transitioning #3</b> Tell me how the students' art projects are different.	<i>"The girl with a paint um painting a house. Eh... A girl was cuttering with the papers. She draw... a tree. A boy was playing a play dough he are making a fan."</i>	2	Student responds with multiple disconnected sentences. There are occasional errors but the meaning is generally clear. This is a "2" at the Transitioning level.
27	<b>Grade: K Expanding #1</b> Tell me what happens when the teacher says it is time to go inside.	<i>"Go... to... listen."</i>	0	Student responds with multiple words that do not constitute a sentence. This is rated a "0" at the Expanding level.
28	<b>Grade: K Expanding #2</b> Tell me what happens when the teacher says it is time to go inside.	<i>"They put the ball inside the basket."</i>	1	Student responds with a simple sentence. This is scored a "1" at the Expanding level.
29	<b>Grade: K Expanding #3</b> Tell me what happens when the teacher says it is time to go inside.	<i>"They have to put the the the ball away... and after that they have to line up."</i>	2	Student responds with connected simple sentences and uses sequencing words ("after that") to show the order of events. There is some hesitation and pausing, but the students' response is clear and comprehensible. This is a "2" at the Expanding level.

## Speaking—Transcripts, Scores, and Justifications for K and 5–6 Samples

Track	PLD/Page Question	Transcription	Score	Justification
30	<b>Grade: K Commanding #1</b> How do you get ready for the school day?	<i>"I, I hung up all my stuff."</i>	0	Student responds with one sentence and a complete thought, which merits a score of "0" at the Commanding level. Note that the examiner makes a mistake in reading the text ("some questions have lunchboxes" instead of "some students have lunchboxes.") but this does not have an impact on the response.
31	<b>Grade: K Commanding #2</b> How do you get ready for the school day?	<i>"Mmm, mmm, I get ready for school, and then I can unpack my folder and my notebook and my backpack and my and my things to give to give thing to teachers."</i>	1	Student responds with connected but simple constructions. The student speaks slowly and makes a few minor errors but they minimally interfere with his meaning. This is a "1" at the Commanding level because of the student's lack of fluidity and use of simple sentences.
32	<b>Grade: K Commanding #3</b> How do you get ready for the school day?	<i>"I put on my jacket and my sweater, and I brush my teeth, I eat snack, and I go to school, and I go inside and take out my homework out and give it to the teacher, and we go like we go sit down on the rug."</i>	2	Student responds with a series of fluid connected sentences. This is a "2" at the Commanding level.
33	<b>Grades: 5–6 Emerging #1</b> Tell me about how people can write.	"No" (Teacher uses rephrasing) "No"	0	Student responds with "no." The examiner rephrases the question, and the student repeats the word "no." This is scored a "0" at the Emerging level.
34	<b>Grades: 5–6 Emerging #2</b> Tell me about how people can write.	<i>"They can write by . . . Uh . . . Uh by the ink."</i>	1	Student uses a sentence to express thoughts and ideas. This is scored a "1" at the Emerging level.
35	<b>Grades: 5–6 Transitioning #1</b> Tell me why it is important for people on boats to communicate with people on land.	<i>Hm . . . People on boats to communicate with people on land? . . . I don't know.</i>	0	Student responds with a repetition of the prompt and "I don't know." This is scored a "0" at the Transitioning level.
36	<b>Grades: 5–6 Transitioning #2</b> Tell me why it is important for people on boats to communicate with people on land.	<i>"They cannot lost"</i>	1	Student uses multiple words to respond. An error obscures some meaning ("cannot lost"), and the response partially expresses thoughts and ideas. This is scored a "1" at the Transitioning level.

## Speaking—Transcripts, Scores, and Justifications for K and 5–6 Samples

Track	PLD/Page Question	Transcription	Score	Justification
37	<b>Grades: 5–6 Transitioning #3</b> Tell me why it is important for people on boats to communicate with people on land.	<i>"It's important for people to communicate in a boat because if the person . . . Um . . . They waiting for, it's not the person they wanted them to come . . ."</i>	2	Student responds with connected phrases to completely express thoughts and ideas relevant to the topic. This is scored a "2" at the Transitioning level.
38	<b>Grades: 5–6 Expanding #1</b> Tell me how people use braille.	<i>"To read...to read."</i>	0	Student responds with multiple words that do not constitute a connected phrase or simple sentence. This is scored a "0" at the Expanding level.
39	<b>Grades: 5–6 Expanding #2</b> Tell me how people use braille.	<i>"By touching them and they feeling it, um... that's it."</i>	1	Student responds with connected phrases. This is a "1" at the Expanding level.
40	<b>Grades: 5–6 Expanding #3</b> Tell me how people use braille.	<i>"By they using their hands, and like they can't see because they have blind eyes, like they use it for like computers something like that and to [?]"</i>	2	Student responds with multiple connected sentences, which contain some errors in word choice, but these errors minimally obscure meaning. This response qualifies as a "2" at the Expanding level.
41	<b>Grades: 5–6 Commanding #1</b> Tell me how following these steps helps her to write a good report.	<i>"mm do she don't get confused."</i>	0	Student responds with a simple sentence containing errors in structures that obscure meaning ("do she don't"). This is scored a "0" at the Commanding level.
42	<b>Grades: 5–6 Commanding #2</b> Tell me how following these steps helps her to write a good report.	<i>"Oh, she she she she think and and go to the computer and research about the forest how...wha... what the forest, ah, how to say this word. How how is the forest is and think how to put it um in and think and write write what she saw in the in the switch but eh not like just make uh how to say this uh again just make a, make a review about the forest and put it and write it and that's it."</i>	1	Student responds with connected sentences and phrases, but is disfluent with many starts and stops, and some meaning is obscured. This is a "1" at the Commanding level.
43	<b>Grades: 5–6 Commanding #3</b> Tell me how following these steps helps her to write a good report.	<i>"Um it helps her because she first like make mistakes in the draft, then she, then in the printing, she could like uh correct it."</i>	2	Student responds with connected expanded sentences in a fluid manner and uses a sequencing word to connect relevant and complete thoughts. This is rated a "2" at the Commanding level.

## Speaking—Score Sheet for Scoring Practice

Emerging  
Grades 3–4

Track 44

Score:

Track 45

Score:

Emerging  
Grades 7–8

Track 46

Score:

Track 47

Score:

Transitioning  
Grades 3–4

Track 48

Score:

Track 49

Score:

Track 50

Score:

Transitioning  
Grades 7–8

Track 51

Score:

Track 52

Score:

Track 53

Score:

Expanding  
Grades 1–2

Track 54

Score:

Track 55

Score:

Track 56

Score:

Expanding  
Grades 3–4

Track 57

Score:

Track 58

Score:

Track 59

Score:

Expanding  
Grades 7–8

Track 60

Score:

Track 61

Score:

Track 62

Score:

Commanding  
Grades 3–4

Track 63

Score:

Track 64

Score:

Track 65

Score:

Commanding  
Grades 5–6

Track 66

Score:

Track 67

Score:

Track 68

Score:

Commanding  
Grades 7–8

Track 69

Score:

Track 70

Score:

Track 71

Score:

Commanding  
Grades 9–12

Track 72

Score:

Track 73

Score:

Track 74

Score:

This page  
intentionally  
left blank

## **Table of Contents**

**Grades 3–4 SCR Rubric and Samples 1–5** p 36

**Grades 3–4 SCR Practice Items 1–5 and Key** p 46

**Grades 5–6 SCR Rubric and Samples 1–5** p 55

**Grades 5–6 SCR Practice Items 1–5 and Key** p 64

**Grades 9–12 SCR Rubric, Practice Items 1–5, and Key** p 73

**This page  
intentionally  
left blank**

# **New York State English As A Second Language Achievement Test**



# **NYSESLAT**

## **2019 Turnkey Training**

**Writing: SCR**

Samples and Practice—Grades 1–12

# Writing—Grades 3–4 SCR Rubric

Dimension	Score 0 Entering	Score 1 Emerging	Score 2 Transitioning	Score 3 Expanding	Score 4 Commanding
<b>Complexity of Language</b>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains zero or few words or short phrases</li> <li>Is blank</li> <li>Is completely in a language other than English</li> <li>Is illegible or unintelligible</li> <li>Is completely copied text</li> <li>Is isolated words or a list of words or short phrases</li> </ul>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains some words, short phrases, and occasionally simple sentences</li> <li>Includes at least one sentence</li> <li>May include adapted text in a well-constructed sentence</li> </ul>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains mostly simple sentences</li> <li>Includes at least one expanded or complex sentence</li> </ul>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains simple, expanded, and complex sentences</li> </ul>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains a variety of simple, expanded, and complex sentences</li> </ul>
<b>Quality of Language</b>	<ul style="list-style-type: none"> <li>Contains at most frequently used Tier 1 words or predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and common grade-level Tier 2 words and short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and a few grade-level Tier 2 words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and some grade-level Tier 2 words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and many grade-level Tier 2 words and phrases</li> </ul>
<b>Coherence of Response</b>	<ul style="list-style-type: none"> <li>Lacks a clear introduction, or development of a thought or an idea, or completion due to brevity</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one sentence to introduce, develop, or complete thoughts or ideas</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide a limited introduction, development, and/or completion of linked thoughts, ideas, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide partial organization</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide clear and sufficient organization</li> </ul>
<b>Degree of Response</b>	<ul style="list-style-type: none"> <li>Lacks descriptions of ideas or facts</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one description of an idea or a fact</li> </ul>	<ul style="list-style-type: none"> <li>Includes some minimally detailed descriptions of ideas, facts, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes many detailed descriptions of ideas, facts, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes many sufficiently detailed descriptions of ideas, facts, or both</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Contains numerous errors that totally obscure meaning</li> <li>Contains words that are unclear</li> </ul>	<ul style="list-style-type: none"> <li>Contains many errors that often obscure meaning</li> <li>Contains words that may be unclear, but meaning is evident</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains some errors that occasionally obscure meaning</li> <li>Is mostly clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains few errors that rarely obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains minimal or no errors that obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>

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

## Writing—Scoring Key Abbreviation Guide

CL	(CL) = Complexity of Language
QL	(QL) = Quality of Language
CR	(CR) = Coherence of Response
DR	(DR) = Degree of Response
M	(M) = Mechanics

WRITING

*Directions*

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

**Travel in the 1800s**



Today it is easy to travel in the United States. Cars, airplanes, and buses make travel fast and simple. But in the 1800s, travel was slow and difficult. In those days, there were no cars, airplanes, or buses. Trains went only to places that were near railroad tracks. Also, trains were dirty and dangerous.

Go On



**WRITING**

In the 1800s, stagecoaches were often the best way people could travel. Stagecoaches were closed wagons pulled by horses. Nine passengers could sit inside a stagecoach. Six or more riders could sit on the roof. Only one or two riders could sit next to the driver. The inside seats were made of wood and covered by leather (animal skin). The seats were hard, and stagecoaches were crowded. There was no glass in the windows. Instead, the windows had leather curtains. The curtains did not keep out the dust and rain.

Stagecoaches traveled regular routes. They stopped to get different horses at stations along the route. Stagecoaches often went to cities in the eastern part of the United States.

In the western part of the United States, there were no large cities. Stagecoach stations were far apart. Every 50 miles, there were stations with food and places to sleep. A 3,000-mile trip from the east coast to the west coast of the United States took about 3 weeks.

Today cars, airplanes, and trains are cleaner and safer. They have softer seats. Airplanes can travel 3,000 miles in one-half of a day or less. Travel has become easier and much faster.

**17** Now read the directions below.

The passage tells about travel during the early 1800s. Write one paragraph telling how travel in the 1800s is the same or different from travel today. Use your own ideas and ideas from the passage to help you write.



The topic of the stories are Traveling. Traveling is you going to sertent places lik your on a train, air plane and stage coaches. That's how you go to the places you want to go. For example you want to go to the park or to your house you could take a stage choacher. That's what I learned about the stories that I just read. Now that im alive we have cars, subway, buses even a bigger air plains that could fly how much they want. Now we have something called gas that could make every kind of engine going how much speed they want they could even go the fastest that the cars could go. This is how my life is now that I am alive I know that back then you did not have all of these things that I named so I guess you don't know what I am talking about.



Score 4: Commanding

CL	Response contains a variety of expanded and complex sentences.
QL	Response contains many Tier 2 words and phrases (e.g., <i>topic, certain places, stagecoach, now that I'm alive, engine, speed</i> ).
CR	Response includes words and sentences that provide an introduction, development, and completion of linked thoughts and ideas to provide clear and sufficient organization.
DR	Response includes many sufficiently detailed descriptions of ideas and facts.
M	Response is clear and contains few errors that rarely obscure meaning (spelling error: <i>sertent</i> for <i>certain</i> ; punctuation errors; some awkward phrases).

In the 1800s the people use to use horses and not cars. But today we have cars, trains, Buses and subwas. The difrence bitween the past of 1800s and present today is that in the 1800s you couldnt travel as fast as today. And also the difrence is in the 1800s you couldnt use difrent veicals you could only use hoarSES. The similer thing is you can travel to difrent places iike today. And also the similer thing is anething you do you can still travel fast.



Score 3: Expanding

CL	Response contains expanded and complex sentences (repetitive structures <i>the difference is</i> and <i>the similar thing is</i> limit variety of sentences).
QL	Response contains some Tier 2 words (e.g., <i>vehicles</i> , <i>similar</i> ).
CR	Response includes words and sentences that provide an introduction, development, and completion of linked thoughts and ideas to provide partial organization (the first two sentences function as an introduction to the topic; the rest of the response is grouped by similarities and differences, but ideas lack sufficient development).
DR	Response includes many detailed descriptions of ideas and facts (many similarities and differences are provided, but descriptions lack sufficient detail at times).
M	Response is clear and contains few errors that rarely obscure meaning (e.g., spelling error: <i>subwas</i> for <i>subways</i> ).

Today we get a car, airplanes, and trains and is good to sit on it but at 1800s they have horst to sit on and a they have a wodr to sit on and some people sit on the top and in frut of the sete and but now we have a suf sete in the frut and in the back of the car but 1800s they are no air planes.



Score 2: Transitioning

CL	Response includes at least one expanded sentence.
QL	Response contains at most frequently used Tier 1 words or predictable phrases.
CR	Response includes words and sentences that provide a limited introduction, development, and/or completion of linked thoughts, ideas, or both (ideas are linked and progression is evident, but additional organization and development are impeded by errors).
DR	Includes some minimally detailed descriptions of ideas, facts, or both (additional details obscured by errors).
M	Meaning is evident, but response contains many errors that often obscure meaning (e.g., missing words; spelling errors: <i>horst</i> for <i>horse</i> , <i>wodr</i> for <i>wood</i> , <i>frut</i> for <i>front</i> , <i>suf</i> for <i>soft</i> ; usage error: <i>they</i> for <i>there</i> ).

I Thak wantk need mond But  
 They dont have mond, but nunt  
 We have Mond. They do have car  
 and airplanes and trains are cleaner  
 and safer. In the 1900 go on the  
 wantk for 3 we eks, and they have  
 horn, and dont need to swant  
 sun + time. Ever 50 mile s, there  
 were stations with food and  
 places to sleep. But went we go  
 to school we teng a school bus, we  
 Brem to home and we comes  
 travel.



**Score 1: Emerging**

CL	Response includes at least one expanded sentence (errors obscure sentence structures in much of response; some text is copied from passage).
QL	Response contains at most frequently used Tier 1 words or predictable phrases.
CR	Response includes at least one sentence to introduce, develop, or complete thoughts or ideas (errors obscure organizational elements in much of response).
DR	Response includes at least one description of an idea or a fact (errors obscure details in much of response).
M	Meaning is evident, but response contains many errors that often obscure meaning (spelling errors obscure meaning throughout the response).

Writing—Grades 3–4: SCR Sample 5

Carriage Plan first of fast 1800s talk The passage  
had my that no can no there and on one line in  
The 1800s



Score 0: Entering

**CL** Response contains few words or short phrases.

**QL** Response contains at most frequently used Tier 1 words or predictable phrases.

**CR** Response lacks a clear introduction, or development of a thought or an idea, or completion due to brevity.

**DR** Response lacks descriptions of ideas or facts.

**M** Response contains numerous errors that totally obscure meaning.

1

Also trains were dirty and da  
ngerous. No cars airplanes, and bus  
cant travel because the is r book is r  
They travel horse fast.



Grade 3–4

Score:

Practice #1

2

I think from 1800 transportation and today's transportation is a lot of different. For example in the passage in 1800 the train and plan is dirty and danger. That time the train is danger is because the train can be broken. One reason is that in 1800 the transportation is made out of woods. But now today's Transportation is a lot safer and cleaner. For example in 1800 the transportation is made ~~of~~ of wood and most of it is hours pulling to move. Now the transportation move by engine. One reason is that in 1800 the transportation travel 3,000 miles trip for airplane three week. Now we only need one day or less. It may be half day. Last 1800 and today is a lot of different because the transportation now is clean and good.



Grade 3–4

Score:

Practice #2

3

Today cars, air planes, and trains are cleaner and safer. They have softer seats. Airplanes can travel 3,000 miles in one-half of a day or less. Travel has become easier and much faster.

In the 1800s, stagecoaches were often the best way people could travel. Stagecoaches were closed wagons pulled by horses. Nine passengers could sit inside a stagecoach. Six more riders could sit on the roof. Only one or two riders could sit next to the driver.



Grade 3–4

Score:

Practice #3

4

I 1800s travel was difficult, but now in the present travel is safer and faster. In the 1800s people had to travel in stagecoach there were no cars and planes there were only stagecoaches. Stagecoaches were a little safer for transportation than riding a train. Stagecoaches are slow, they had leather as windows but they didn't keep out dust and rain. Now in the present cars have windows, car can now keep dust and rain out, also planes have softer seats. It was a ruff year back then, now its better.



Grade 3–4

Score:

Practice #4

5

Travel today is the same from the 1800's are the same. By today we have trains still in the United States. Traveling is different from 1800's to today because people don't have to ride in stagecoaches anymore. I know that because in the story it says "today people have cars, airplanes and buses make traveling faster and safer. Also it says "In those days there were no cars, no airplanes, or no buses only trains.



Grade 3–4

Score:

Practice #5

**This page  
intentionally  
left blank**

## Writing—Grades 3–4: SCR Practice Item Key

<p><b>Practice 1</b></p> <p><b>Emerging</b></p> <p>Score: <span style="border: 1px solid black; padding: 2px 5px;">1</span></p>	<p><b>CL:</b> Response contains short phrases and simple sentences (elements that would create a complex sentence are obscured by errors).</p> <p><b>QL:</b> Response contains at most frequently used Tier 1 words or predictable phrases.</p> <p><b>CR:</b> Response contains at least one sentence to introduce, develop, or complete thoughts or ideas.</p> <p><b>DR:</b> Response includes at least one description of an idea or fact.</p> <p><b>M:</b> Response contains many errors that often obscure meaning (spelling and grammar errors).</p>
<p><b>Practice 2</b></p> <p><b>Expanding</b></p> <p>Score: <span style="border: 1px solid black; padding: 2px 5px;">3</span></p>	<p><b>CL:</b> Response contains simple, expanded, and complex sentences (does not demonstrate <b>sufficient command</b> of a variety of sentence structures).</p> <p><b>QL:</b> Response contains a few Tier 2 words and phrases (e.g., <i>transportation, engine</i>).</p> <p><b>CR:</b> Response includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide partial <b>organization</b> (has an introduction, conclusion, and connected ideas, but errors occasionally impede the clear progression of ideas).</p> <p><b>DR:</b> Response includes many detailed descriptions of ideas, facts, or both (errors occasionally obscure details).</p> <p><b>M:</b> Response is mostly clear, but contains some errors that occasionally obscure meaning (e.g., spelling errors: <i>hafe</i> for <i>half</i>; word usage errors: <i>transportation, danger, awkward</i>/unclear phrases: <i>train is danger is because, most of it is hours pulling to move, is alot of different</i>).</p>
<p><b>Practice 3</b></p> <p><b>Entering</b></p> <p>Score: <span style="border: 1px solid black; padding: 2px 5px;">0</span></p>	<p><b>CL:</b> Response is completely copied text (copied from passage).</p> <p><b>QL:</b> Response contains at most frequently used Tier 1 words or predictable phrases (completely copied from passage).</p> <p><b>CR:</b> Response lacks a clear introduction, or development of a thought or an idea, or completion due to brevity (completely copied from passage).</p> <p><b>DR:</b> Response lacks descriptions of ideas or facts (completely copied from passage).</p> <p><b>M:</b> Response is completely copied.</p>
<p><b>Practice 4</b></p> <p><b>Commanding</b></p> <p>Score: <span style="border: 1px solid black; padding: 2px 5px;">4</span></p>	<p><b>CL:</b> Response contains simple and expanded sentences.</p> <p><b>QL:</b> Response contains many Tier 2 words and phrases (e.g., <i>in the present, stagecoach, transportation, leather, a rough year</i>).</p> <p><b>CR:</b> Response includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide clear and sufficient organization.</p> <p><b>DR:</b> Response includes many sufficiently detailed descriptions of ideas and facts.</p> <p><b>M:</b> Response is clear and contains few errors that rarely obscure meaning (punctuation errors; spelling errors: <i>I</i> for <i>in</i>, <i>trian</i> for <i>train</i>).</p>
<p><b>Practice 5</b></p> <p><b>Transitioning</b></p> <p>Score: <span style="border: 1px solid black; padding: 2px 5px;">2</span></p>	<p><b>CL:</b> Response contains expanded and complex sentences.</p> <p><b>QL:</b> Response contains Tier 1 and common Tier 2 words and short phrases.</p> <p><b>CR:</b> Response includes words and sentences that provide a limited introduction, development, and/or completion of linked thoughts, ideas, or both (has a few transitional devices to provide some connection of ideas; response is mainly organized by grouping similarities and differences).</p> <p><b>DR:</b> Response includes some minimally detailed descriptions of ideas, facts, or both.</p> <p><b>M:</b> Response is mostly clear, but contains some errors that occasionally obscure meaning (first two sentences have awkward structure).</p>

## Writing—Grades 3–4 SCR Practice Item Score Sheet

**1**

Score:

Grades 3–4 Short Constructed Response

**2**

Score:

Grades 3–4 Short Constructed Response

**3**

Score:

Grades 3–4 Short Constructed Response

**4**

Score:

Grades 3–4 Short Constructed Response

**5**

Score:

Grades 3–4 Short Constructed Response

This page  
intentionally  
left blank

# Writing—Grades 5–6 SCR Rubric

Dimension	Score 0 Entering	Score 1 Emerging	Score 2 Transitioning	Score 3 Expanding	Score 4 Commanding
<b>Complexity of Language</b>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains zero or few words or short phrases</li> <li>Is blank</li> <li>Is completely in a language other than English</li> <li>Is illegible or unintelligible</li> <li>Is completely copied text</li> <li>Is isolated words or a list of words or short phrases</li> </ul>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains some words, short phrases, and occasionally simple sentences</li> <li>Includes at least one sentence</li> <li>May include adapted text in a well-constructed sentence</li> </ul>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains mostly simple sentences</li> <li>Includes at least one expanded or complex sentence</li> </ul>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains simple, expanded, and complex sentences</li> </ul>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains a variety of simple, expanded, and complex sentences</li> </ul>
<b>Quality of Language</b>	<ul style="list-style-type: none"> <li>Contains at most frequently used Tier 1 words or predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and common grade-level Tier 2 words and short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and a few grade-level Tier 2 words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and some grade-level Tier 2 words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and many grade-level Tier 2 words and phrases</li> </ul>
<b>Coherence of Response</b>	<ul style="list-style-type: none"> <li>Lacks a clear orientation, or development of an idea, or closure due to brevity</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and at least one sentence to introduce, develop, transition, or conclude ideas</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide limited orientation, development of ideas, transitions, and/or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide partial orientation, logical development of ideas, transitions, and closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes sufficient orientation, logical development of ideas, and closure to provide clear organization</li> </ul>
<b>SCR</b>	<ul style="list-style-type: none"> <li>Lacks descriptions of ideas or facts</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one description of an idea or a fact</li> </ul>	<ul style="list-style-type: none"> <li>Includes some minimally detailed descriptions of ideas, facts, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes many detailed descriptions of ideas, facts, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes many sufficiently and precisely detailed descriptions of ideas, facts, or both</li> </ul>
<b>Degree of Response</b>					
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Contains numerous errors that totally obscure meaning</li> <li>Contains words that are unclear</li> </ul>	<ul style="list-style-type: none"> <li>Contains many errors that often obscure meaning</li> <li>Contains words that may be unclear, but meaning is evident</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains some errors that occasionally obscure meaning</li> <li>Is mostly clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains few errors that rarely obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains minimal or no errors that obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>

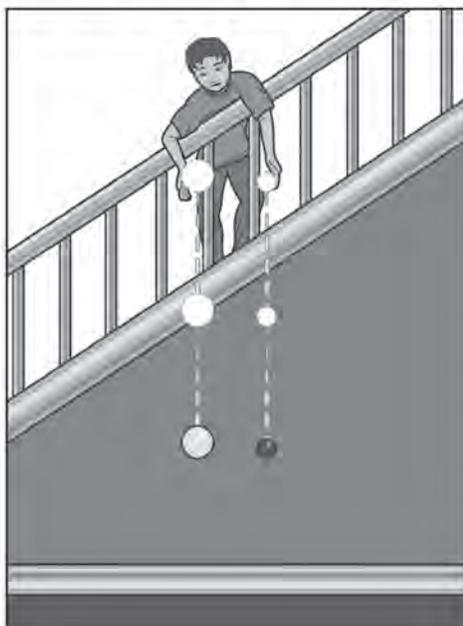
**NOTE:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

WRITING

*Directions*

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

**The Wonders of Gravity**



Gravity is the force that keeps people and things from floating away from Earth. Imagine a boy standing on a staircase six feet above the floor with a heavy ball in one hand and a lighter ball in the other hand. He drops both balls at the same time. Will the heavy ball reach the ground first? No! The two objects will hit the ground at the same time. This is because the effect of Earth's gravity is equal for all objects. All objects fall at the same speed regardless of their mass.

Go On



**WRITING**

However, it is possible to slow the speed of a falling object. If a paper ball drops, for example, it will fall to the ground rapidly. On the other hand, if the paper is opened flat, it will fall more slowly. The flat paper floats on the air around it, which decreases the speed of the falling paper.

When you jump into the air, you come back down because of Earth's gravity. Earth has gravity because it has mass. Mass is how much there is of an object. All objects have mass and a gravitational pull. The larger the mass of an object, the greater its gravitational pull. Compared to Earth, the Sun is huge and has a much stronger gravitational pull. This is what keeps Earth revolving around the Sun.

**17** Now read the directions below.

Think about the passage “The Wonders of Gravity.” How is gravity important? Write one paragraph to tell how gravity is important. Use your own ideas and ideas from the passage to help you write.



## Writing—Grades 5–6: SCR Sample 1

Gravity is important for us and the entire universe because without gravity people and things would float away from Earth. Gravity also help create new planets and without gravity we were not exist because earth was created with the help of gravity. Another thing that gravity is important is that the sun has more gravitational force because it is bigger and this is what keeps earth around the sun. The last gravitational fact that is important for me is that all objects has mass and gravitational pull because thats what keep us on the ground.



### Score 4: Commanding

CL	Response contains a variety of expanded and complex sentences.
QL	Response contains many Tier 2 words and phrases (e.g., <i>entire universe</i> , <i>create new planets</i> , <i>exist</i> , <i>gravitational force</i> , <i>objects</i> , <i>mass</i> ).
CR	Response includes words and sentences that provide partial orientation, logical development of ideas, transitions, and closure (has an introduction and organized and connected ideas, but lacks a clear conclusion, and at times lacks a smooth flow between ideas).
DR	Response includes many sufficiently and precisely detailed descriptions of ideas, facts, or both.
M	Response is clear and has minimal errors that obscure meaning (e.g., <i>were not exist</i> for <i>would not exist</i> ).

Gravity is good! Gravity Help's you too stay on earth instead of Floating towards space. Gravity makes thing stay on earth. Just I imagine a Heavy Building on Earth it's the Highest and Heaviest OF all time and Gravity Hold's that! mother nature created something weird! Gravity! if Gravity wasint Here we Be Floating too Space by now! All Humanity would Be endanger if Gravity want Here.



Score 3: Expanding

CL	Response contains simple, expanded, and complex sentences (does not demonstrate sufficient command of a variety of sentence structures).
QL	Response contains some Tier 2 words and phrases (e.g., <i>floating towards space</i> , <i>mother nature</i> , <i>humanity</i> ).
CR	Response includes words and sentences that provide limited orientation, development of ideas, transitions, and/or closure (has an introductory and concluding statement and connected ideas, but ideas are often repetitive and lack a clear and logical progression).
DR	Response includes some detailed descriptions of ideas, facts, or both (many of the details provided repetitively describe the idea that gravity holds objects down).
M	Response is clear and contains few errors that rarely obscure meaning (spelling errors: <i>endanger</i> for <i>endangered</i> , <i>want</i> for <i>weren't</i> or <i>wasn't</i> ).

Gravity is important.

If the Earth would not has Gravity, we should be flying or... death. Because, no food, no drinks and our body needs do exercise, walking.

Gravity is a force that keeps people and things from floating away from Earth.



Score 2: Transitioning

CL	Response includes at least one expanded or complex sentence (first and last sentences are copied from the passage/prompt).
QL	Response contains a few Tier 2 words and phrases (e.g., <i>exercise</i> ).
CR	Response includes words and sentences that provide limited orientation, development of ideas, transitions, and/or closure (has an introduction, but only one of the following sentences is clearly connected; other original sentence is not connected well enough to create a logical development of ideas).
DR	Response includes some detailed descriptions of ideas, facts, or both (relevant details are occasionally present in the response; <i>Because no food no drinks</i> is not clearly tied to central idea of the response).
M	Response is mostly clear, but contains some errors that occasionally obscure meaning (word choice errors: <i>has</i> for <i>have</i> , <i>should</i> for <i>would</i> ; sentence structure error: <i>Because, no food, no drinks and our body needs do exercise; walking</i> ).

Writing—Grades 5–6: SCR Sample 4

The Keeps people and things from Earth  
 Imagine a boy standing on a staircase six  
 feet above the floor. One ball was mor  
 heavy than other balls. If a paper ball drops  
 for example it will fall to the ground  
 rapidly. The sun is huge and has much  
 stronger gravitational pull.



Score 1: Emerging

CL	Response includes at least one sentence (majority of response is copied from passage, with one original sentence: <i>One ball was mor heavy than other boll</i> ; elements that would make original sentence expanded are obscured by errors).
QL	Response contains Tier 1 and common Tier 2 words and short phrases (more advanced Tier 2 vocabulary is only present in copied text).
CR	Response includes words and at least one sentence to introduce, develop, transition, or conclude ideas (single original sentence).
DR	Response includes at least one description of an idea or a fact (single original sentence compares the two balls).
M	Response is mostly clear, but contains some errors that occasionally obscure meaning (spelling error <i>that</i> for <i>than</i> obscures structure of original sentence).

There many in the Earth  
 Sun is huge and has a much  
 Stronger gravitational pull This  
 is what keep Earth revolving the sun  
 growd First No The two objects  
 will the heavy ball reach the



**Score 0: Entering**

- CL** Response contains short phrases (most of response is copied from passage; only first line is original).
- QL** Response contains at most frequently used Tier 1 words or predictable phrases.
- CR** Response lacks a clear orientation, or development of an idea, or closure due to brevity (original text does not clearly express an idea).
- DR** Response lacks descriptions of ideas or facts.
- M** Response contains errors that totally obscure meaning (original text does not clearly express an idea).

1

The gravity is important because help people to stay in the earth and don't let float in the air or go flying to the space if the earth don't has gravity we can go to space and died because in the exterior space there are not oxygen and people cannot take oxygen to breath that's why gravity is important to stay in the floor of the earth.



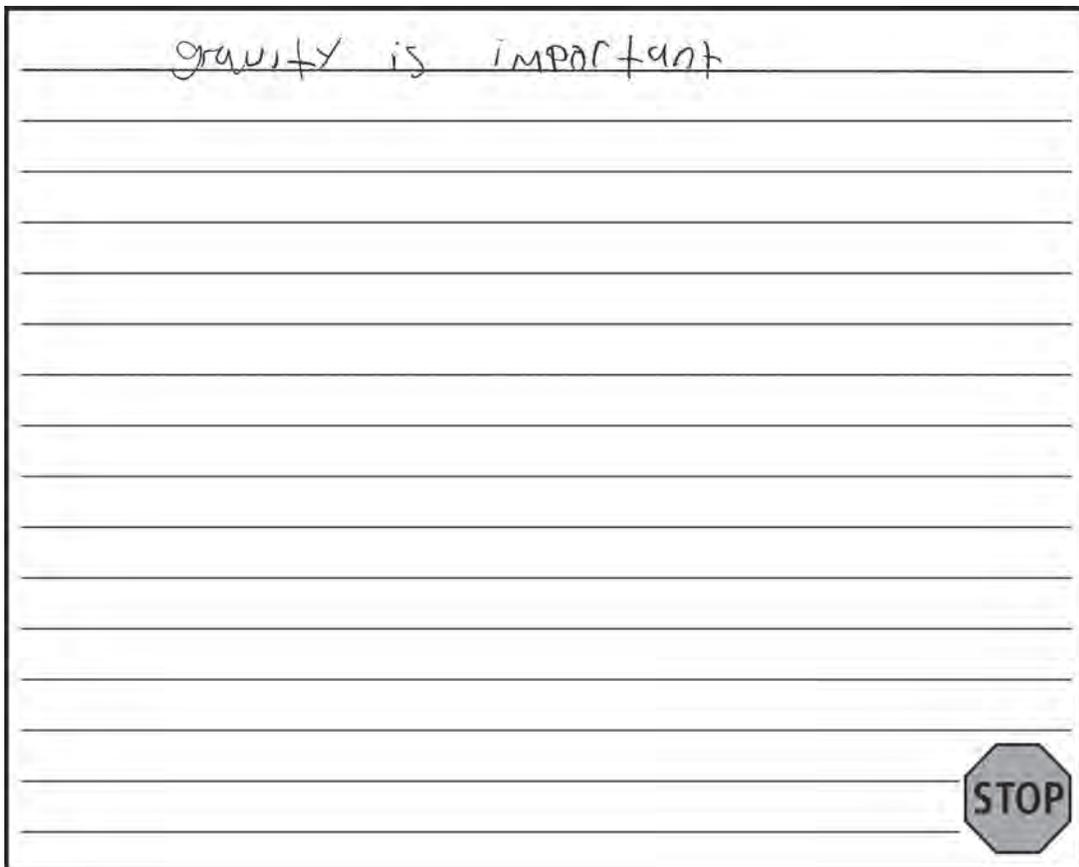
Grade 5–6

Score:

Practice #1

2

gravity is important



Grade 5–6

Score:

Practice #2

3

Imagine you're standing on the ground, and suddenly you are flying. Higher, and higher you're getting, and smaller, and smaller the objects on earth is getting. Suddenly, ... you're looking a little further, and there is ... your friend. "Why are we flying?" you're asking your friend. "Cause you're on the moon!" your friend answers you. A shudder went through my bones. "Where is my parents? Where is my siblings?" I asked. Suddenly ... "we're going back to earth!" your friend yelled. When you touched the ground you're screaming. "Oh, gravity." Yes, this is gravity. If it wouldn't be such a thing as gravity, it wouldn't be a school, a house where to live, and a road where cars wouldn't ride there. Gravity is a very important thing, and we have to appreciate it. Yes this is gravity. Now everyone ... let's say: "Oh, gravity!"



Grade 5–6

Score:



Practice #3

4

Once I threw down a big octag from the 10<sup>th</sup> floe.  
a minute later threw down my brothers  
heavy boot-by brothers heavy shoe boot  
arived at the earth first.



Grade 5–6

Score:

Practice #4

5

Gravity have you ever wonder how is gravity important to us? Well gravity is important in every way now im sure your asking how is it important here let me tell you. Gravity is important because gravity is the force that keeps people and things from floating away from earth. Here is an example when you jump into the air you come back down because of earths gravity. Another reason why gravity is important is because if we didnt have gravity the earth wldent be revolving around the sun. And that why gravity is important to us.



Grade 5–6

Score:

Practice #5

This page  
intentionally  
left blank

## Writing—Grades 5–6: SCR Practice Item Key

<p><b>Practice 1</b></p> <p><b>Transitioning</b></p> <p>Score: <b>2</b></p>	<p><b>CL:</b> Response contains complex sentences.</p> <p><b>QL:</b> Response contains some Tier 2 words and phrases (e.g., <i>float in the air, exterior space, oxygen</i>).</p> <p><b>CR:</b> Response includes words and sentences that provide limited orientation, development of ideas, transitions, and/or closure (has an introduction, conclusion, and a very brief body of connected ideas).</p> <p><b>DR:</b> Response includes some minimally detailed descriptions of ideas, facts, or both.</p> <p><b>M:</b> Response is mostly clear, but contains some errors that occasionally obscure meaning (e.g., grammar errors; missing punctuation; spelling error: <i>state</i> for <i>stay</i>).</p>
<p><b>Practice 2</b></p> <p><b>Entering</b></p> <p>Score: <b>0</b></p>	<p><b>CL:</b> Response is completely copied text (copied from prompt directions).</p> <p><b>QL:</b> Response contains at most frequently used Tier 1 words or predictable phrases (completely copied from prompt directions).</p> <p><b>CR:</b> Response lacks a clear orientation, or development of an idea, or closure due to brevity (completely copied from prompt directions).</p> <p><b>DR:</b> Response lacks descriptions of ideas or facts (completely copied from prompt directions).</p> <p><b>M:</b> Response is completely copied text.</p>
<p><b>Practice 3</b></p> <p><b>Commanding</b></p> <p>Score: <b>4</b></p>	<p><b>CL:</b> Response contains a variety of simple, expanded, and complex sentences.</p> <p><b>QL:</b> Response contains many Tier 2 words and phrases (e.g., <i>objects on earth, a shudder went through my bones, siblings, gravity</i>).</p> <p><b>CR:</b> Response includes sufficient orientation, logical development of ideas, and closure to provide clear organization.</p> <p><b>DR:</b> Response includes many sufficiently and precisely detailed descriptions of ideas, facts, or both (details are consistently present throughout the response in precise ways; uses narrative elements to explain how gravity is important).</p> <p><b>M:</b> Response is clear and contains no errors that obscure meaning.</p>
<p><b>Practice 4</b></p> <p><b>Emerging</b></p> <p>Score: <b>1</b></p>	<p><b>Responses that are completely irrelevant to the prompt can score no higher than 1.</b> (describes the effects of throwing objects from a high place but does not discuss the importance of gravity).</p> <p><b>CL:</b> Response includes expanded sentences.</p> <p><b>QL:</b> Response contains a few Tier 2 words and phrases (e.g., <i>arrived</i>).</p> <p><b>CR:</b> Response includes words and sentences that provide limited orientation, development of ideas, transitions, and/or closure (has several connected, briefly developed ideas).</p> <p><b>DR:</b> Response includes some minimally detailed descriptions of ideas, facts, or both.</p> <p><b>M:</b> Response is clear and contains few errors that rarely obscure meaning (e.g., missing subject: <i>a minute later threw down</i>; spelling errors: <i>octag</i> for <i>?</i>, <i>by</i> for <i>my</i>).</p>
<p><b>Practice 5</b></p> <p><b>Expanding</b></p> <p>Score: <b>3</b></p>	<p><b>CL:</b> Response contains a variety of simple, expanded, and complex sentences.</p> <p><b>QL:</b> Response contains some Tier 2 words and phrases (e.g., <i>force, floating away, revolving</i>).</p> <p><b>CR:</b> Response includes sufficient orientation, logical development of ideas, and closure to provide clear organization (has an introduction, conclusion, and well-organized ideas linked by transitions).</p> <p><b>DR:</b> Response includes many detailed descriptions of ideas, facts, or both (descriptions found throughout response, but at times they lack sufficient elaboration).</p> <p><b>M:</b> Response is clear and contains few errors that rarely obscure meaning (e.g., missing punctuation; missing verb in the last sentence: <i>And that why gravity is important to us.</i>).</p>

## Writing—Grades 5–6 SCR Practice Item Score Sheet

**1**

Score:

Grades 5–6 Short Constructed Response

**2**

Score:

Grades 5–6 Short Constructed Response

**3**

Score:

Grades 5–6 Short Constructed Response

**4**

Score:

Grades 5–6 Short Constructed Response

**5**

Score:

Grades 5–6 Short Constructed Response

This page  
intentionally  
left blank

# Writing—Grades 9–12 SCR Rubric

Dimension	Score 0 Entering	Score 1 Emerging	Score 2 Transitioning	Score 3 Expanding	Score 4 Commanding
<b>Complexity of Language</b>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains zero or few words or short phrases</li> <li>Is blank</li> <li>Is completely in a language other than English</li> <li>Is illegible or unintelligible</li> <li>Is completely copied text</li> <li>Is isolated words or a list of words or short phrases</li> </ul>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains some words, short phrases, and occasionally simple sentences</li> <li>Includes at least one sentence</li> <li>May include adapted text in a well-constructed sentence</li> </ul>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains mostly simple sentences</li> <li>Includes at least one expanded or complex sentence</li> </ul>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains simple, expanded, and complex sentences</li> </ul>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains a variety of simple, expanded, and complex sentences</li> </ul>
<b>Quality of Language</b>	<ul style="list-style-type: none"> <li>Contains at most commonly used Tier 1 words or short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and common grade-level Tier 2 words and short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and a few grade-level Tier 2 and/or Tier 3 words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and some grade-level Tier 2 and/or Tier 3 words and phrases used appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and many grade-level Tier 2 and/or Tier 3 words and phrases used appropriately</li> </ul>
<b>Coherence of Response</b>	<ul style="list-style-type: none"> <li>Lacks a clear orientation, or organized or connected ideas, or closure due to brevity</li> <li>Lacks descriptions of ideas or facts</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one sentence that provides an orientation, organized or connected ideas, transitions, or closure</li> <li>Includes at least one description of an idea or a fact</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide limited orientation, organized or connected ideas, transitions, and/or closure</li> <li>Includes some minimally detailed descriptions of ideas, facts, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure</li> <li>Includes many detailed descriptions of ideas, facts, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes sufficient orientation, logically organized and connected ideas, and closure to provide clear organization</li> <li>Includes many sufficiently and precisely detailed descriptions of ideas, facts, or both</li> </ul>
<b>SCR</b>					
<b>Degree of Response</b>					
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Contains numerous errors that totally obscure meaning</li> <li>Contains words that are unclear</li> </ul>	<ul style="list-style-type: none"> <li>Contains many errors that often obscure meaning</li> <li>Contains words that may be unclear, but meaning is evident</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains some errors that occasionally obscure meaning</li> <li>Is mostly clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains few errors that rarely obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains minimal or no errors that obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>

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

## WRITING

*Directions*

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

**Oral Histories: New and Old**

An oral history involves obtaining, recording, and preserving people's memories. It is a kind of interview in which one person recalls events or circumstances from the past and another person records the interview in order to preserve it. The means of recording can vary from taking notes by hand to using audio and video technologies.

Since an oral history is based on an individual's personal memories and experiences, it must take place during the lifetime of the person being interviewed. For this reason, there is often a sense of urgency about oral histories. For example, the men and women who served in World War II during the 1940s are now in their eighties and nineties. Soon there will be no survivors still living. There is an urgency to collect any stories the survivors have not yet told. No one else can recall what happened in the same way that the survivors can.

Go On



**WRITING**

Oral histories focus on the lives of ordinary people and also enhance what we know about public figures. Shortly after Abraham Lincoln’s death in 1865, his secretary and law partner, William Herndon, gathered recollections of Lincoln from people who had known and worked with him. Similarly, soon after Bill Clinton left the presidency, former officials from his administration began to record their memories of what they had experienced while working with Clinton. These oral histories greatly improve our understanding about these presidencies.

The story of the Civil Rights Movement in this country also has been told through oral histories. Many projects begun over the last 50 years have captured the voices of men, women, and children who participated in the national effort by black people and others in the 1950s and 1960s to eliminate segregation and gain equal rights.

Still other oral history projects have been conducted within communities to document the lives of long-time residents or local leaders. Students in middle and high schools frequently conduct oral history projects as part of their education. Although these projects are of a smaller scale, they serve to record people’s experiences that would otherwise be lost.

Oral history is not new. Although technologies may have changed the methods, it remains the oldest type of historical documentation. Over the years, the goal has remained the same—to tell history in the voices of those who experienced it.

**17** Now read the directions below.

The passage “Oral Histories: New and Old” mentions several oral history projects. Who would you like to interview for an oral history project and why? Write one paragraph to tell who you would interview for an oral history project and why you would choose that person. Use your own ideas and ideas from the passage to help you write.



1

I would interview for an oral history project like about the changing the way we view the world because all this passed but many people don't believe that. Also, I choose that oral history because it reflect about the beginning of the world. Furthermore, I really want to learn more about what happened in this courses, How did the person do to the other people believe in that. In addition,



Grade 9–12

Score:

Practice #1

2

For an oral history project I would like to interview the man who made DC comics, I would like to interview him because I want to know why he created it. And also I would like to record what he has to say. And I would choose him because I like reading DC comics.



Grade 9–12

Score:

Practice #2

3

game  
square  
key  
lamp  
solar  
power line  
hot  
upstair  
lemon  
telephone  
paper  
shower



Grade 9–12

Score:

Practice #3

4

The person I would interview for an oral history project would be Martin Luther King Jr. The reason I would interview him is because I wanna know what gave him the courage to stand up for what he believes in. I wanna hear the memories and stories about back then and how he felt. What changed for him once he stood up for what he believed in and if he was ever scared for what he did. I would wanna interview him and ask if he knew that what he did helped us now to live in a place where were not judged by the color of our skin and we could all live together. I wanna thank him cause he stood up for something that he believed so hard in and never gave up on fighting for equal rights.



Grade 9–12

Score:

Practice #4

5

This story talking about the histories  
 people and how was it. I would like  
 to interview an old person because  
 if ask any old person then I can  
 learn more about history how people  
 act the time and now. If I choose  
 an old person then I can have everything  
 about history and how like how  
 what people did the time and  
 what people doing now. The histories  
 is like something to memorize. That's  
 why the old person can tell about  
 the history and new, but the new  
 person can't tell about the history  
 if he doesn't learn.



Grade 9–12

Score:

Practice #5

## Writing—Grades 9–12: SCR Practice Item Key

<p><b>Practice 1</b></p> <p><b>Emerging</b></p> <p>Score: <b>1</b></p>	<p><b>Responses that are completely irrelevant to the prompt can score no higher than 1</b> (student discusses wanting to do an oral history project instead of whom the student would like to interview).</p> <p><b>CL:</b> Response contains expanded and complex sentences (does not demonstrate sufficient command of a variety of sentence structures).</p> <p><b>QL:</b> Response contains a few Tier 2 and/or Tier 3 words and phrases (e.g., <i>changing the way we view the world</i>).</p> <p><b>CR:</b> Response includes words and sentences that provide limited orientation and connected ideas (has an introduction and transitions to connect ideas, but lacks a conclusion, and the smooth progression of ideas is occasionally impeded by errors).</p> <p><b>DR:</b> Response includes some minimally detailed descriptions of ideas (details are occasionally obscured by errors).</p> <p><b>M:</b> Response is mostly clear but contains some errors that occasionally obscure meaning (sentence structure errors: e.g., <i>because it reflect about the beginning of the world...</i>, <i>How did the person do to the other people believe in that</i>).</p>
<p><b>Practice 2</b></p> <p><b>Expanding</b></p> <p>Score: <b>3</b></p>	<p><b>CL:</b> Response contains complex sentences (repetitive <i>I would</i> structure limits variety of sentences).</p> <p><b>QL:</b> Response contains a few Tier 2 and/or Tier 3 words and phrases (e.g., <i>interview</i>).</p> <p><b>CR:</b> Response includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure (has an introduction, connected ideas, and a transition, but at times repetitive structures impede the smooth progression of ideas, and response lacks a conclusion).</p> <p><b>DR:</b> Response includes some minimally detailed descriptions of ideas, facts, or both (descriptions are present, but they lack precision and elaboration).</p> <p><b>M:</b> Response is clear and contains no errors that obscure meaning.</p>
<p><b>Practice 3</b></p> <p><b>Entering</b></p> <p>Score: <b>0</b></p>	<p><b>CL:</b> Response is a list of words and short phrases (lists random objects rather than discussing whom the student would interview).</p> <p><b>QL:</b> Response contains at most commonly used Tier 1 words or short phrases.</p> <p><b>CR:</b> Response lacks a clear orientation, or organized or connected ideas, or closure due to brevity.</p> <p><b>DR:</b> Response lacks descriptions of ideas or facts.</p> <p><b>M:</b> Response contains numerous errors that totally obscure meaning (response is a list of words that does not convey a complete thought).</p>
<p><b>Practice 4</b></p> <p><b>Commanding</b></p> <p>Score: <b>4</b></p>	<p><b>CL:</b> Response contains expanded and complex sentences (repetitive structure <i>I wanna</i> limits variety of sentences).</p> <p><b>QL:</b> Response contains many Tier 2 and/or Tier 3 words and phrases used appropriately (e.g., <i>interview, courage to stand up, judged by the color of our skin, fighting for equal rights</i>).</p> <p><b>CR:</b> Response includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure (has an introduction, conclusion, and connected ideas, but repetitive structure <i>I wanna</i> impedes smooth progression of ideas).</p> <p><b>DR:</b> Response includes many sufficiently and precisely detailed descriptions of ideas, facts, or both (details are consistently present throughout the response).</p> <p><b>M:</b> Response is clear and contains minimal errors that obscure meaning.</p>
<p><b>Practice 5</b></p> <p><b>Transitioning</b></p> <p>Score: <b>2</b></p>	<p><b>CL:</b> Response contains expanded and complex sentences (does not demonstrate sufficient command of a variety of sentence structures).</p> <p><b>QL:</b> Response contains Tier 1 and common Tier 2 words and short phrases.</p> <p><b>CR:</b> Response includes words and sentences that provide limited orientation and connected ideas (has an introductory statement and some connected ideas, but errors obscure connection and progression of ideas).</p> <p><b>DR:</b> Response includes some minimally detailed descriptions of ideas (some descriptions are present, but they are vague, and first half of response repeats the same idea).</p> <p><b>M:</b> Response contains some errors that occasionally obscure meaning (e.g., spelling errors; missing words; awkward phrases).</p>

## Writing—Grades 9–12 SCR Practice Item Score Sheet

**1**

Score:

Grades 9–12 Short Constructed Response

**2**

Score:

Grades 9–12 Short Constructed Response

**3**

Score:

Grades 9–12 Short Constructed Response

**4**

Score:

Grades 9–12 Short Constructed Response

**5**

Score:

Grades 9–12 Short Constructed Response

This page  
intentionally  
left blank

## **Table of Contents**

**Grades 1–2 ECR (Narrative) Rubric and Samples 1–5** p 86

**Grades 1–2 ECR Practice Items 1–5 and Key** p 99

**Grades 7–8 ECR (Informational) Rubric and Samples 1–5** p 107

**Grades 7–8 ECR Practice Items 1–5 and Key** p 119

**This page  
intentionally  
left blank**

# **New York State English As A Second Language Achievement Test**



# **NYSESLAT**

## **2019 Turnkey Training**

**Writing: ECR**

Samples and Practice—Grades 1–12

# Writing—Grades 1–2 ECR (Narrative) Rubric

Dimension	Score 0 Entering	Score 1 Emerging	Score 2 Transitioning	Score 3 Expanding	Score 4 Commanding
<b>Complexity of Language</b>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains zero or few words or short phrases</li> <li>Is blank</li> <li>Is completely in a language other than English</li> <li>Is illegible or unintelligible</li> <li>Is completely copied text</li> <li>Is isolated words or a list of words or short phrases</li> </ul>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains some words, short phrases, and occasionally simple sentences</li> <li>Includes at least one sentence</li> <li>May include adapted text in a well-constructed sentence</li> </ul>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains mostly simple sentences</li> <li>Includes at least one expanded or compound sentence</li> </ul>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains simple, expanded, and compound sentences</li> </ul>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains a variety of simple, expanded, and compound (or complex) sentences</li> </ul>
<b>Quality of Language</b>	<ul style="list-style-type: none"> <li>Contains at most frequently used words</li> </ul>	<ul style="list-style-type: none"> <li>Contains common words and short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains a few grade-level words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains some grade-level words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains many grade-level words and phrases</li> </ul>
<b>Coherence of Response</b>	<ul style="list-style-type: none"> <li>Lacks a clear introduction or completion of a thought or an idea due to brevity</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one sentence in an attempt to introduce or complete a thought or an idea</li> </ul>	<ul style="list-style-type: none"> <li>Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both</li> </ul>
<b>Degree of Response</b>	<b>ECR</b>	<ul style="list-style-type: none"> <li>Lacks development of descriptions or events in sequence</li> </ul>	<ul style="list-style-type: none"> <li>Includes some descriptions with minimal details and/or two or more events in sequence</li> </ul>	<ul style="list-style-type: none"> <li>Includes descriptions with many details and two or more events in sequence</li> </ul>	<ul style="list-style-type: none"> <li>Includes descriptions with many and varied details and two or more events in sequence</li> </ul>
	<b>Narrative</b>	<ul style="list-style-type: none"> <li>Contains numerous errors that totally obscure meaning</li> <li>Contains words that are unclear</li> </ul>	<ul style="list-style-type: none"> <li>Contains many errors that often obscure meaning</li> <li>Contains words that may be unclear, but meaning is evident</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains some errors that occasionally obscure meaning</li> <li>Is mostly clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains few errors that rarely obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Contains numerous errors that totally obscure meaning</li> <li>Contains words that are unclear</li> </ul>	<ul style="list-style-type: none"> <li>Contains many errors that often obscure meaning</li> <li>Contains words that may be unclear, but meaning is evident</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains some errors that occasionally obscure meaning</li> <li>Is mostly clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains few errors that rarely obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains minimal or no errors that obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>

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

## Writing—Scoring Key Abbreviation Guide

CL	(CL) = Complexity of Language
QL	(QL) = Quality of Language
CR	(CR) = Coherence of Response
DR	(DR) = Degree of Response
M	(M) = Mechanics

WRITING

*Directions*

Read this passage again. Then you will be asked to write two paragraphs based on the passage.

**Tom Goes to the Library**



- 1 The library is a quiet place to read and learn new things. There are a lot of books about different topics in the library. Tom goes to the library to learn about dinosaurs.
- 2 First, Tom goes to the big library desk. Next, he asks the woman behind the desk for help. The woman is a librarian. She helps people at the library.
- 3 Then, the librarian shows Tom some books about dinosaurs. These are non-fiction books. Non-fiction books have facts in them. These non-fiction books have facts about dinosaurs. Some of the books are short. Other books are long. All of them have pictures. Finally, Tom is happy to read and learn a lot about dinosaurs.

Go On 

**WRITING**

**22** Now read the directions below.

The passage “Tom Goes to the Library” is a story about a boy at the library. Write two paragraphs to tell a story about going to the library. Use your own ideas and ideas from the passage to help you write.

You may plan your writing for Question 22 here, if you wish. Use the space below to organize your ideas about what to write. Your writing on this planning page will NOT count toward your final score.

Write your final answer on Pages 21 and 22.

Planning Page

**WRITING**

Checklist

- Write about the topic.
- Plan your writing from beginning to end.
- Use your own ideas and ideas from the passage.
- Support your answer with details.
- Use complete sentences.
- Check your writing for grammar, capitalization, punctuation, and spelling.

**On the lines below, write a story about going to the library. Remember to use ideas from the passage and your own ideas to help you write.**

Handwriting practice lines for writing a story. The lines consist of a solid top line, a dashed middle line, and a solid bottom line. At the bottom right of the writing area, there is a "Go On" label with a right-pointing arrow.

**WRITING**

Writing, continued

Handwriting practice area with 10 sets of lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



Every second Friday we  
go to a library. ones we  
went to a library to give  
back books but the library  
was closed already so we  
knocked on the door of

Go On



Response continued  
on the next page

the person who ones the  
 library to ask if we cood  
 give back the books and  
 take new books they agreed  
 but they olny gave us 10  
 minuts.

**Score 4: Commanding**

**CL** Response contains a variety of expanded, compound, and complex sentences.

**QL** Response contains some grade-level words and phrases (e.g., *every second Friday, agreed, gave us 10 minutes*).

**CR** Response includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both.

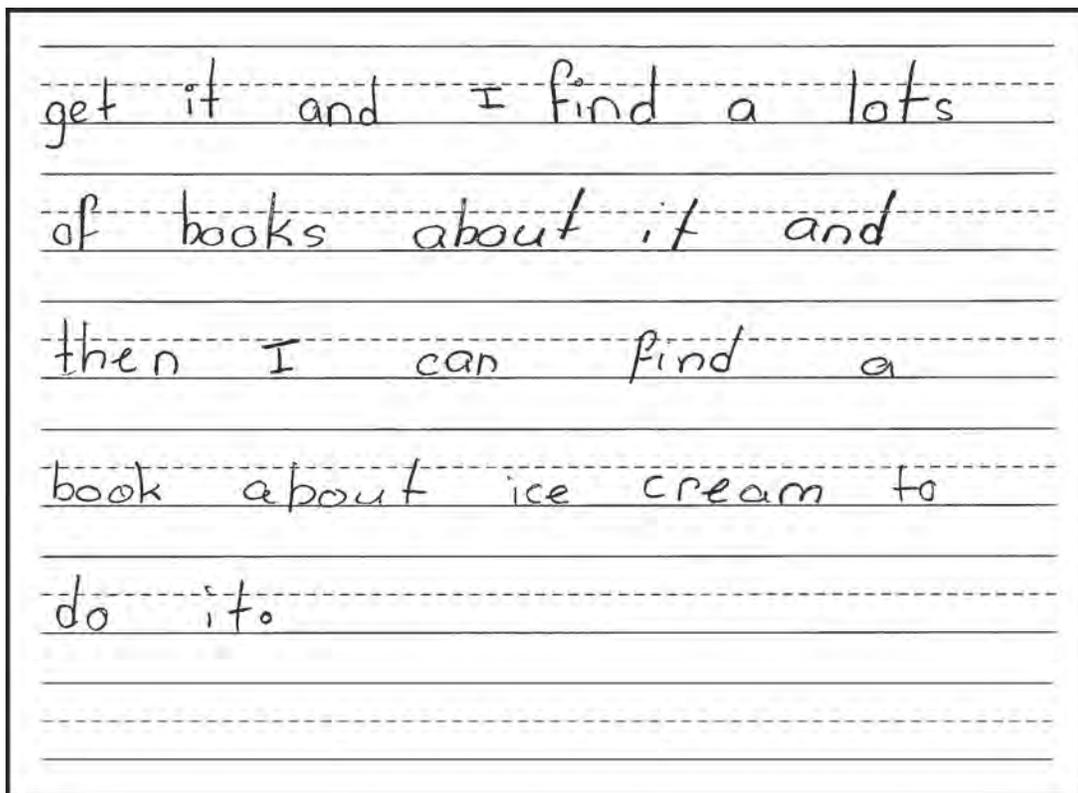
**DR** Response includes descriptions with many and varied details and two or more events in sequence.

**M** Response is clear and contains minimal errors that obscure meaning.

First I have to get a book  
about How to make a  
ice cream. If I don't find  
it I need to ask a  
librarian and she will tell  
me and then I can **Go On** 

**Response continued  
on the next page**

## Writing—Grades 1–2: ECR Sample 2 (Continued)



### Score 3: Expanding

CL	Response contains simple, expanded, compound, and complex sentences (repetitive <i>and</i> structure limits variety of sentences).
QL	Response contains a few grade-level words and phrases (e.g., <i>librarian</i> ).
CR	Response includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both (has an introduction and connected ideas, but the smooth progression of ideas is at times impeded by the repetitive use of the conjunction <i>and</i> ).
DR	Response includes descriptions with many details and two or more events in sequence (repetitive description of getting/finding a book limits variety of details).
M	Response is clear and contains no errors that obscure meaning.

Ones I went to the library and  
 there was hundreds of books.  
 They put a stamp and you take  
 it home.

Go On 

**Score 2: Transitioning**

<b>CL</b>	Response contains compound sentences.
<b>QL</b>	Response contains a few grade-level words and phrases (e.g., <i>hundreds</i> , <i>stamp</i> ).
<b>CR</b>	Response includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both (has an introduction and a very brief body of connected ideas).
<b>DR</b>	Response includes some descriptions with minimal detail and/or two or more events in sequence (some details in a brief response).
<b>M</b>	Response is clear and contains few errors that rarely obscure meaning (spelling errors: <i>ones</i> for <i>once</i> ).

I Went to a lobby it was so so so.  
 in trying to ride.

Go On 

**Score 1: Emerging**

CL	Response includes at least one expanded sentence (the first sentence is expanded and the attempt at a second expanded sentence is impeded by errors).
QL	Response contains common words and short phrases.
CR	Response includes at least one sentence in an attempt to introduce or complete a thought or an idea.
DR	Response includes at least one description or two events in sequence.
M	Meaning is evident, but response contains many errors that often obscure meaning (spelling errors obscure most of the response).

book mi favf book ff arifl book midlabri

Go On 

**Score 0: Entering**

CL	Response contains few words and short phrases (any sentence structure present is obscured by errors).
QL	Response contains at most frequently used words (most words are obscured by errors).
CR	Response lacks a clear introduction or completion of a thought or an idea due to brevity (errors obscure meaning in most of response).
DR	Response lacks development of descriptions or events in sequence.
M	Response contains numerous errors that totally obscure meaning.

1

I went to the library.  
First I returned my  
books. Then I went  
downstairs to get childrens  
books. I got two nonfiction  
books they are about

Go On



animals. I got a lot of  
fiction books. Next I  
went back upstairs to  
get a bag. I got a bag and  
putted my books in the bag.  
Then I went home.

Grade 1–2

Score:

Practice #1

2

Today I read a story "Tom goes to the library." I read about a boy that wanted to read about dinosaurs. Then he finally was so happy to learn about dinosaurs.

Go On 

Grade 1–2

Score:

Practice #2

3

I were to go Mito Soccer  
to win.

Go On



Grade 1–2

Score:

Practice #3

4

we look for books. menny pepol  
come. and evrybody laks books.  
and then they being it backe.

Go On 

Grade 1–2

Score:

Practice #4

5

I went to the library one time and there  
 was so much books and I got one of  
 them it was a non-fiction book the name  
 of the book was What do bats live I read  
 it it was so good and I went home.

Go On



Grade 1–2

Score:

Practice #5

## Writing—Grades 1–2: ECR Practice Item Key

<p><b>Practice 1</b></p> <p><b>Commanding</b></p> <p>Score: <span style="border: 1px solid black; padding: 2px 5px;">4</span></p>	<p><b>CL:</b> Response contains simple and expanded sentences.</p> <p><b>QL:</b> Response contains many grade-level words and phrases (e.g., <i>returned my books, children's books, non-fiction, fiction, went back upstairs</i>).</p> <p><b>CR:</b> Response includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both.</p> <p><b>DR:</b> Response includes descriptions with many and varied details and two or more events in sequence.</p> <p><b>M:</b> Response is clear and contains minimal errors that obscure meaning.</p>
<p><b>Practice 2</b></p> <p><b>Emerging</b></p> <p>Score: <span style="border: 1px solid black; padding: 2px 5px;">1</span></p>	<p><b>Responses that are completely irrelevant to the prompt can score no higher than 1.</b> (student summarizes the passage instead of writing a new story about going to the library).</p> <p><b>CL:</b> Response contains simple and expanded sentences.</p> <p><b>QL:</b> Response contains a few grade-level words and phrases (e.g., <i>dinosaurs</i>).</p> <p><b>CR:</b> Response includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both.</p> <p><b>DR:</b> Response includes some descriptions with minimal details and/or two or more events in sequence.</p> <p><b>M:</b> Response is clear and contains minimal errors that obscure meaning.</p>
<p><b>Practice 3</b></p> <p><b>Entering</b></p> <p>Score: <span style="border: 1px solid black; padding: 2px 5px;">0</span></p>	<p><b>CL:</b> Response contains few words and short phrases (development of sentence structure is obscured by errors).</p> <p><b>QL:</b> Response contains at most frequently used words (most words are obscured by errors).</p> <p><b>CR:</b> Response lacks a clear introduction or completion of a thought or an idea due to brevity (errors obscure meaning in most of response).</p> <p><b>DR:</b> Response lacks development of descriptions or events in sequence.</p> <p><b>M:</b> Response contains numerous errors that totally obscure meaning.</p>
<p><b>Practice 4</b></p> <p><b>Transitioning</b></p> <p>Score: <span style="border: 1px solid black; padding: 2px 5px;">2</span></p>	<p><b>CL:</b> Response contains mostly simple sentences and includes one compound sentence.</p> <p><b>QL:</b> Response contains common words and short phrases.</p> <p><b>CR:</b> Response includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both (several brief, connected ideas).</p> <p><b>DR:</b> Response includes some descriptions with minimal details and two or more events in sequence.</p> <p><b>M:</b> Response is clear and contains few errors that rarely obscure meaning (spelling errors: <i>being</i> for <i>bring</i>, <i>bake</i> for <i>back</i>).</p>
<p><b>Practice 5</b></p> <p><b>Expanding</b></p> <p>Score: <span style="border: 1px solid black; padding: 2px 5px;">3</span></p>	<p><b>CL:</b> Response contains simple, expanded, and compound sentences.</p> <p><b>QL:</b> Response contains a few grade-level words and phrases (e.g., <i>non-fiction</i>).</p> <p><b>CR:</b> Response includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both (has an introduction and conclusion; ideas are logically connected, but punctuation errors impede flow at times).</p> <p><b>DR:</b> Response includes descriptions with many details and two or more events in sequence.</p> <p><b>M:</b> Response is clear and contains few errors that rarely obscure meaning (punctuation errors; spelling errors: <i>thar</i> for <i>there</i>, <i>mach</i> for <i>much</i>, <i>raed</i> for <i>read</i>).</p>

## Writing—Grades 1–2 ECR Practice Item Score Sheet

1

Score:

Grades 1–2 Extended Constructed Response

2

Score:

Grades 1–2 Extended Constructed Response

3

Score:

Grades 1–2 Extended Constructed Response

4

Score:

Grades 1–2 Extended Constructed Response

5

Score:

Grades 1–2 Extended Constructed Response

**This page  
intentionally  
left blank**

# Writing—Grades 7–8 ECR (Informational) Rubric

Dimension	Score 0 Entering	Score 1 Emerging	Score 2 Transitioning	Score 3 Expanding	Score 4 Commanding
<b>Complexity of Language</b>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains zero or few words or short phrases</li> <li>Is blank</li> <li>Is completely in a language other than English</li> <li>Is illegible or unintelligible</li> <li>Is completely copied text</li> <li>Is isolated words or a list of words or short phrases</li> </ul>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains some words, short phrases, and occasionally simple sentences</li> <li>Includes at least one sentence</li> <li>May include adapted text in a well-constructed sentence</li> </ul>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains mostly simple sentences</li> <li>Includes at least one expanded or complex sentence</li> </ul>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains simple, expanded, and complex sentences</li> </ul>	<p>A response at this level:</p> <ul style="list-style-type: none"> <li>Contains a variety of simple, expanded, and complex sentences</li> </ul>
<b>Quality of Language</b>	<ul style="list-style-type: none"> <li>Contains at most commonly used Tier 1 words or short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and common grade-level Tier 2 words and short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and a few grade-level Tier 2 and/or Tier 3 words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and some grade-level Tier 2 and/or Tier 3 words and phrases used appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and many grade-level Tier 2 and/or Tier 3 words and phrases used appropriately</li> </ul>
<b>Coherence of Response</b>	<ul style="list-style-type: none"> <li>Lacks a clear orientation, or organized or connected ideas, or closure due to brevity</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one sentence that provides an orientation, organized or connected ideas, transitions, or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide limited orientation, organized or connected ideas, transitions, and/or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes sufficient orientation, logically organized and connected ideas, and closure to provide clear organization</li> </ul>
<b>Degree of Response</b>					
<b>ECR Informational</b>	<ul style="list-style-type: none"> <li>Lacks development of claims and evidence or support</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one claim with evidence, support, or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes some linked claims and evidence, a variety of support, and/or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes many stated and linked claims and evidence, a variety of support, and closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes many and varied precisely stated and linked claims and evidence, support, and closure</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Contains numerous errors that totally obscure meaning</li> <li>Contains words that are unclear</li> </ul>	<ul style="list-style-type: none"> <li>Contains many errors that often obscure meaning</li> <li>Contains words that may be unclear, but meaning is evident</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains some errors that occasionally obscure meaning</li> <li>Is mostly clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains few errors that rarely obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains minimal or no errors that obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>

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

## WRITING

**Directions**

Read this passage again. Then you will be asked to write at least two paragraphs based on the passage.

**Smaller World, Higher Food Prices**

A century ago in the United States, a gallon of milk cost just 30 cents. Today it costs an average of \$3.50. A dozen eggs were just 37 cents, and now they cost about \$1.90. The prices of milk and eggs are two examples of how all food prices have risen over the last 100 years. Changes in the value of money were a main reason for food price increases. The cost of many items like clothing and houses also rose.

Food costs continue to rise. In the United States, they increased by about 5% in 2011 alone. Today, globalization is an important reason food costs keep increasing. Globalization means countries all over the world have become closely connected to one another through

**Go On**

### WRITING

communication and the exchange of products. People, money, goods, and services are constantly moving between countries. As a result, any change in one country can quickly affect what happens in another because countries are no longer isolated from one another.

Globalization provides American consumers with a variety of items they can purchase, such as fish raised in Asia, cheese made in Europe, and fruit grown in South America. They can purchase these foods during a single visit to their local grocery store and not even think about where the food originated. The United States also exports many foods, including grains and milk, to other countries. People living on the other side of Earth now eat bread that was made from wheat grown in the United States.

As food is shipped all over the globe, changes in one country affect prices in other countries. Another reason food costs are rising today is the growing population of the world. India and China have the fastest growing populations. The increase in the number of people in these countries is causing a higher need for food. When need increases, prices usually rise as well. Prices also rise when supply (the amount of food available) becomes lower. As more people consume more food, the supply decreases unless producers can grow more. The number of people in the world is higher than ever, and it keeps growing. This is another reason food prices are increasing.

Issues that affect the price of one type of food also affect the prices of other foods. For example, when grain costs rise because of increased demand, the cost of meat also rises. This happens because the farmers who raise the animals have to pay more for the grain to feed them. For example, in 2007, there was a shortage of water, or drought, in Australia. This drought resulted in higher grain prices, and it also caused the price of meat to become more expensive all over the world.

The United States' connection to other countries can affect food prices in other ways. In 2012, the United States imported 40% of its oil supplies from other countries. When the price of oil rose overseas, it also caused the cost of food to rise. This happened because U.S. food producers had to pay more for the fuel they used to operate farming equipment.

As countries become even more connected to one another, globalization increases. This is good for many consumers. Average Americans can choose from a variety of food that was unimaginable in the past. They can buy fresh fruits and vegetables even when snow covers the ground. Although globalization can cause food prices to increase, consumers in the United States still benefit from globalization.

**WRITING**

**54** Now read the directions below.

The passage “Smaller World, Higher Food Prices” describes globalization and its effects on people everywhere. Based on the passage, what are some of the advantages to globalization? What are some of the disadvantages? Write at least two paragraphs in your own words to explain the positive and negative effects of globalization. Use your own ideas and ideas from the passage to help you write.

You may plan your writing for Question 54 here, if you wish. Use the space below to organize your ideas about what to write. Your writing on this planning page will NOT count toward your final score.

Write your final answer on Pages 21 and 22.

Planning Page





This page  
intentionally  
left blank

## Writing—Grades 7–8: ECR Sample 1

Today's Globalization may seem good and bad in a few ways. In the passage "Smaller World, Higher Food Prices" it explains reasons for globalization.

As the world gets "smaller" because of technology our food prices rise. Globalization is good because you can always have food as stated in the passage "They can buy fresh fruits and vegetables even when snow covers the ground." All year round you can eat foods that aren't in season currently. Another reason globalization is good is because eating food from across the country now is no bigger deal and very convenient it also gives a variety as stated "Globalization provides American consumers with a variety of items they can purchase"

In some ways Globalization is not appreciated. The prices always go up constantly due to the growing population and demands for food but the lack of supply affects all countries. Also if in a country across the world the price goes up the entire world's food goes up as stated "When grain costs rise because of increased demands, the cost of meat also rises." Go On 

In this writing we see why globalization is good and why it's also bad. We have to see it both ways.

### Score 4: Commanding

<b>CL</b>	Response contains a variety of simple, expanded, and complex sentences.
<b>QL</b>	Response contains many Tier 2 and/or Tier 3 words and phrases used appropriately (e.g., <i>technology, in season, convenient, growing population and demands for food, lack of supply</i> ).
<b>CR</b>	Response includes sufficient orientation, logically organized and connected ideas, and closure to provide clear organization.
<b>DR</b>	Response includes many and varied precisely stated and linked claims and evidence, support, and closure.
<b>M</b>	Response is clear and contains minimal errors that obscure meaning (e.g., spelling errors: <i>eren't</i> for <i>aren't</i> ).

## Writing—Grades 7–8: ECR Sample 2

Globalization has positive effects & advantages, and on the flip side of the coin, there are also some disadvantages.

Some disadvantages would include raised prices. That can happen because of globalization. Globalization is when all ~~can~~ countries are extremely well connected.

Some advantages would be that you can go to the store and in a single visit you can buy stuff from 5 different countries, or get everything you need. They can also ~~buy~~ buy many products that were ~~un~~ unimaginable in the past.

Go On 

### Score 3: Expanding

<b>CL</b>	Response contains expanded and complex sentences.
<b>QL</b>	Response contains many Tier 2 and/or Tier 3 words and phrases used appropriately (e.g., <i>flip side of the coin</i> , <i>extremely well connected</i> , <i>in a single visit</i> , <i>unimaginable in the past</i> ).
<b>CR</b>	Response includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure (has an introduction and connected ideas, but response lacks closure and at times lacks a smooth and clear progression of ideas).
<b>DR</b>	Response includes many stated and linked claims and evidence, support, and closure (some supported claims are present, but they lack sufficient elaboration).
<b>M</b>	Response is clear and contains no errors that obscure meaning

## Writing—Grades 7–8: ECR Sample 3

Globalization has good and bad affects. It's good and beneficial because it provides a huge variety of foods of any sort. For example ~~countries~~ there is a huge variety of fruits according to ~~what~~ the time before Globalization.

Its disadvantages are that the prices change <sup>are</sup> affecting the countries.

Go On 

### Score 2: Transitioning

<b>CL</b>	Response contains expanded and complex sentences.
<b>QL</b>	Response contains a few Tier 2 and/or Tier 3 words and phrases (e.g., <i>beneficial</i> , <i>variety of foods</i> ).
<b>CR</b>	Response includes words and sentences that provide limited orientation, organized or connected ideas, transitions, and/or closure (has an introductory statement, a very brief body of connected ideas, and an abrupt ending).
<b>DR</b>	Response includes some linked claims and evidence (brief response with few claims and minimal support).
<b>M</b>	Response is clear and contains few errors that rarely obscure meaning (awkward phrases: <i>there is a huge variety of fruits according to the time before Globalization, the prices change are affecting the countries</i> ).

\*in this asamen and goin to toc about  
 Food prices like egg and milke.

\*in the united states, a gallon of milk  
 costs an average of 3.50. A dozen egg  
 we just 37 cents, and now they cost  
 about \$ 1.90. The prices of milk and eggs  
 are two examples of how all food  
 prices have risen over the last 100  
 years.

\* Food costs continue to rise in the  
 united states, they increasing by  
 about 5% in 2011 alone.

Go On 

Score 1: Emerging

<b>CL</b>	Response includes at least one expanded sentence (the first sentence is original while the following two paragraphs are completely copied from the passage).
<b>QL</b>	Response contains Tier 1 and common Tier 2 words and phrases.
<b>CR</b>	Response includes at least one sentence that provides an orientation (has an introductory statement that provides an orientation, but the rest of the response is copied from the passage).
<b>DR</b>	Response lacks development of claims and evidence or support (support is found only in copied text).
<b>M</b>	Meaning is evident, but response contains many errors that often obscure meaning (original sentence is impeded by spelling and word choice errors: <i>In this asamen and goin to toc about food prices like egg and milke</i> for <i>In this assignment I'm going to talk about food prices like eggs and milk</i> ).

## Writing—Grades 7–8: ECR Sample 5

Globalization is good because

Go On 

### Score 0: Entering

CL	Response includes at least one sentence (has a complete independent clause that expresses a complete thought).
QL	Response contains at most commonly used Tier 1 words or short phrases (the usage of <i>globalization</i> does not clearly demonstrate knowledge of its meaning).
CR	Response lacks a clear orientation, or organized or connected ideas, or closure due to brevity.
DR	Response lacks development of claims and evidence or support (has a claim, but no support or evidence is provided).
M	Response is clear but lacks sufficient original language to rate Mechanics.

1

The globalization at its positive side, and its negative side. First of all the globalization's positive side. The positive side about globalization is people can be buying the same kind of food and have almost the price, this is a good thing because if the price is ~~at~~ almost the same then it not going to be over price so people will buy your product. And globalization can let people buy different kind of food from other countries this can help other countries to gain more population and economy. According to the "Smaller world, Higher Food Prices" it states "Globalization provides consumers with a variety of items they can purchase these food such as fish raised in Asia, cheese made in Europe, and fruit grown in South America" Then people can have more choice <sup>and</sup> to buy more items they need. On the other hand globalization have its negative side it can also let food price go higher because when **Go On** 

one countries' population increase, then they need to produce more food than they need but when they produce more food then the price will increase as well. And this can impact other countries' price to increase. According to "smaller world, higher food prices" it states, "in 2007, there was a shortage of water, or drought, in Australia. This drought resulted in higher grain prices." Then people need to spend more money on grain, and it will impact other countries to increase price too.

Grade 7–8

Score:

Practice #1

2

One positive effect of globalization is that countries all over the world have become closely connected to another through communication and the exchange of products. A negative effect is any change in our country can quickly affect what happens in another because countries are no longer isolated from one another.

Go On



Grade 7–8

Score:

Practice #2

3

The positive and negative about the smaller world,  
Higher Food Prices, I going to start with  
the positive the positive of the story is that  
the unite state exports foods, including  
grains and milk, to other countries, I said that  
because in Page 20 state the "The Unite State  
also exports many food, including grains and  
milk to other countries.

Go On



Grade 7–8

Score:

Practice #3

4

Globalization effect people all around the world. These effects cause advantages and disadvantages. In the passage, "Smaller World, Higher Food Prices", explains how globalization can have a positive and negative effect countries.

One positive effect is that people can buy food from other countries in a single store. In the passage it says "Globalization provide American consumers with a variety of items they can purchase. This means that if you are from another country and miss your food you can find the food from your country in a local store.

Globalization also has a negative Go On 

impact for example in the passage it says "Globalization can cause food prices to increase." This means that because of trading the prices go up because it exported from other countries.

In conclusion, globalization will have adv and disadvantages because it comes from other countries to provide more variety for people

Grade 7–8

Score:

Practice #4

5

Food Money People are constantly moving Between countries.

Globalization Provides American consumers with a variety of items they can purchase. as food is shipped all over the globe changes in one country affect prices in other countries.

Go On



Grade 7–8

Score:

Practice #5

## Writing—Grades 7–8: ECR Practice Item Key

<p><b>Practice 1</b></p> <p><b>Expanding</b></p> <p>Score: <b>3</b></p>	<p><b>CL:</b> Response contains expanded and complex sentences (does not demonstrate sufficient command of a variety of sentence structures).</p> <p><b>QL:</b> Response contains some Tier 2 and/or Tier 3 words and phrases used appropriately (e.g., <i>globalization, overpriced, economy</i>).</p> <p><b>CR:</b> Response includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure (has a weak introduction and connected ideas that are well-organized, but lacks closure and at times smooth progression of ideas is impeded by errors).</p> <p><b>DR:</b> Response includes many stated and linked claims and evidence (at times errors obscure some of the details).</p> <p><b>M:</b> Response is mostly clear, but contains some errors that occasionally obscure meaning (e.g., missing words; punctuation errors; spelling errors: <i>think</i> for <i>thing, increasion</i> for <i>increases</i>).</p>
<p><b>Practice 2</b></p> <p><b>Emerging</b></p> <p>Score: <b>1</b></p>	<p><b>CL:</b> Response includes adapted text (both sentences are minimally altered from passage text).</p> <p><b>QL:</b> Response contains Tier 1 and common Tier 2 words and phrases (response is minimally altered from passage text).</p> <p><b>CR:</b> Response includes at least one sentence that provides an orientation, organized or connected ideas, transitions, or closure (response is minimally altered from passage text).</p> <p><b>DR:</b> Response includes at least one claim with evidence, support, or closure (response is minimally altered from passage text).</p> <p><b>M:</b> Response is clear but lacks sufficient original language to accurately rate Mechanics (response is minimally altered from passage text).</p>
<p><b>Practice 3</b></p> <p><b>Transitioning</b></p> <p>Score: <b>2</b></p>	<p><b>CL:</b> Response contains expanded and complex sentences.</p> <p><b>QL:</b> Response contains a few Tier 2 and/or Tier 3 words and phrases (e.g., <i>exports</i>).</p> <p><b>CR:</b> Response includes words and sentences that provide limited orientation, organized or connected ideas, transitions, and/or closure (has connected ideas, but response ends abruptly and has an unclear introduction).</p> <p><b>DR:</b> Response includes at least one claim with evidence, support, or closure.</p> <p><b>M:</b> Response is mostly clear, but contains some errors that occasionally obscure meaning (e.g., sentence fragment; missing words; punctuation errors).</p>
<p><b>Practice 4</b></p> <p><b>Commanding</b></p> <p>Score: <b>4</b></p>	<p><b>CL:</b> Response contains a variety of simple, expanded and complex sentences.</p> <p><b>QL:</b> Response contains many Tier 2 and/or Tier 3 words and phrases used appropriately (e.g., <i>advantages and disadvantages, negative impact, exported, provide more variety</i>).</p> <p><b>CR:</b> Response includes sufficient organization, logically organized and connected ideas, and closure to provide clear organization.</p> <p><b>DR:</b> Response includes many and varied precisely stated and linked claims and evidence, support, and closure.</p> <p><b>M:</b> Response is clear and contains few errors that rarely obscure meaning (e.g., missing words: <i>have a positive and negative effect countries, ...because it exported</i>; subject-verb disagreement: <i>Globalization effect people</i>).</p>
<p><b>Practice 5</b></p> <p><b>Entering</b></p> <p>Score: <b>0</b></p>	<p><b>CL:</b> Response is completely copied text (copied from the passage).</p> <p><b>QL:</b> Response contains at most commonly used Tier 1 words or short phrases (completely copied from the passage).</p> <p><b>CR:</b> Response lacks a clear orientation, or organized or connected ideas, or closure due to brevity (completely copied from the passage).</p> <p><b>DR:</b> Response lacks development of claims and evidence or support (completely copied from the passage).</p> <p><b>M:</b> Response is completely copied.</p>

## Writing—Grades 7–8 ECR Practice Item Score Sheet

1

Score:

Grades 7–8 Extended Constructed Response

2

Score:

Grades 7–8 Extended Constructed Response

3

Score:

Grades 7–8 Extended Constructed Response

4

Score:

Grades 7–8 Extended Constructed Response

5

Score:

Grades 7–8 Extended Constructed Response

**This page  
intentionally  
left blank**

## **Table of Contents**

**Grade K Letter Writing Rubric, Samples, Practice, and Key** p 130

**Grade K Word Writing Rubric, Samples, Practice, and Key** p 137

**Grade K Sentence Writing Rubric, Samples, Practice, and Key** p 143

**Grade K SCR Write a Story Rubric, Samples, Practice, and Key** p 149

**This page  
intentionally  
left blank**

# **New York State English As A Second Language Achievement Test**



# **NYSESLAT**

## **2019 Turnkey Training**

**Writing: Kindergarten**

Samples and Practice—Grade K

## Writing—Grade K: Letter Writing Rubric and Prompt

<b>Dimensions</b>	
<b>Letter Forming • Legibility</b>	
<p><b>Score 0</b> <b>Entering</b></p> <p>A response at this level:</p>	<ul style="list-style-type: none"> <li>• Is blank</li> <li>• Is not a recognizable letter</li> <li>• Is an incorrect letter</li> <li>• Is upside down</li> <li>• Is illegible or unintelligible</li> </ul>
<p><b>Score 1</b> <b>Emerging–Transitioning</b></p> <p>A response at this level:</p>	<ul style="list-style-type: none"> <li>• Is recognizable as the correct letter</li> </ul> <p>Is acceptable if it:</p> <ul style="list-style-type: none"> <li>• Is "sloppy"</li> <li>• Is upper- or lowercase</li> <li>• Is cursive</li> <li>• Is backward (if the reversal does not change it into a different letter)</li> <li>• Includes other letters before and/or after the correct letter</li> </ul>

**SAY** Now you will write a letter.

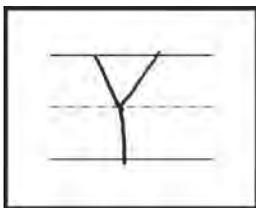
**On the line, write the letter y as in the word yes.**

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

This page  
intentionally  
left blank

## Writing—Grade K: Letter Writing Samples 1–8

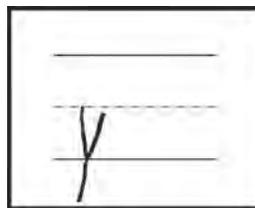
1



**Score: 1 (Emerging-Transitioning)**

Response is recognizable as the correct letter.  
Response is uppercase.

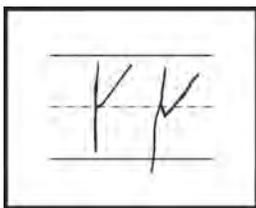
2



**Score: 1 (Emerging-Transitioning)**

Response is recognizable as the correct letter.  
Response is lowercase.

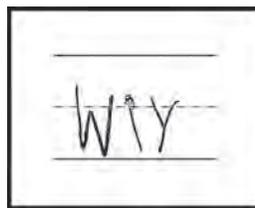
3



**Score: 1 (Emerging-Transitioning)**

Response is recognizable as the correct letter.  
Response includes other letters before or after the correct letter.  
Response is backward (reversal does not change it into a different letter).

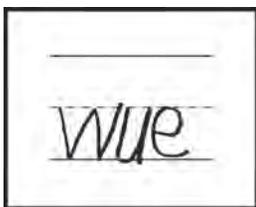
4



**Score: 1 (Emerging-Transitioning)**

Response is recognizable as the correct letter.  
Response includes other letters before the correct letter.

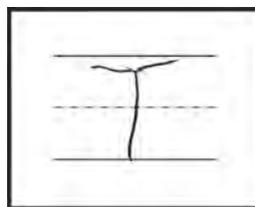
5



**Score: 0 (Entering)**

Response is incorrect letters.

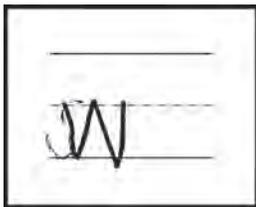
6



**Score: 0 (Entering)**

Response is an incorrect letter.

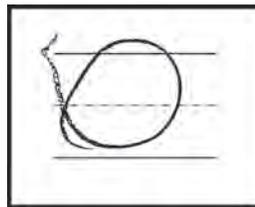
7



**Score: 0 (Entering)**

Response is an incorrect letter.

8

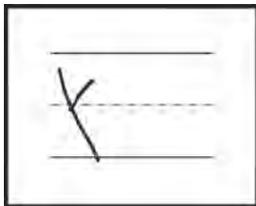


**Score: 0 (Entering)**

Response is not a recognizable letter.

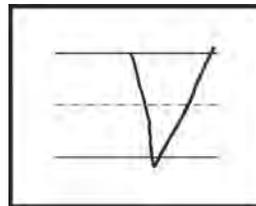
Writing—Grade K: Letter Writing Practice Items 1–4

1



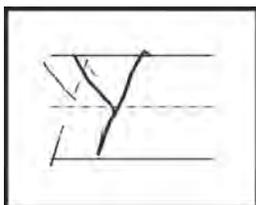
Score:

2



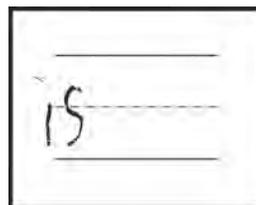
Score:

3



Score:

4



Score:

## Writing—Grade K: Letter Writing—Practice Item Key

### Practice 1

#### Emerging-Transitioning

Score: 1

Response is recognizable as the correct letter.

Response is backward (reversal does not change it into a different letter).

### Practice 2

#### Entering

Score: 0

Response is an incorrect letter.

### Practice 3

#### Emerging-Transitioning

Score: 1

Response is recognizable as the correct letter.

### Practice 4

#### Entering

Score: 0

Response is incorrect letters.

## Writing—Grade K: Letter Writing—Practice Item Score Sheet

1

Score:

Grade K: Letter Writing

2

Score:

Grade K: Letter Writing

3

Score:

Grade K: Letter Writing

4

Score:

Grade K: Letter Writing

**This page  
intentionally  
left blank**

## Writing—Grade K: Word Writing *cat* Rubric and Prompt

<b>Dimensions</b>	
<b>Letter Forming • Accuracy</b>	
<p style="text-align: center;"><b>Score 0</b></p> <p style="text-align: center;"><b>Entering—Emerging</b></p> <p>A response at this level:</p>	<ul style="list-style-type: none"> <li>• Does not sequence letters needed to produce the recognizable correct word</li> <li>• Is blank</li> <li>• Is in a language other than English</li> <li>• Is illegible or unintelligible</li> <li>• Is spelled incorrectly (without phonemic awareness)</li> <li>• Includes upside-down letter(s)</li> </ul>
<p style="text-align: center;"><b>Score 1</b></p> <p style="text-align: center;"><b>Transitioning—Expanding</b></p> <p>A response at this level:</p>	<ul style="list-style-type: none"> <li>• Sequences most of the letters needed to produce the recognizable correct word</li> <li>• Demonstrates phonemic awareness by using grade-appropriate spelling (phonetic or inventive spelling)</li> <li>Is acceptable if it:                             <ul style="list-style-type: none"> <li>• Includes legible letters</li> <li>• Includes letters that may be uppercase, lowercase, or both</li> <li>• Is cursive</li> <li>• Includes backward letters</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Score 2</b></p> <p style="text-align: center;"><b>Commanding</b></p> <p>A response at this level:</p>	<ul style="list-style-type: none"> <li>• Sequences all letters needed to produce the correct word</li> <li>Is acceptable if it:                             <ul style="list-style-type: none"> <li>• Includes legible letters</li> <li>• Has no spelling errors</li> <li>• Includes letters that may be uppercase, lowercase, or both</li> <li>• Is cursive</li> <li>• Includes backward letters (so long as the reversal does not change them into different letters)</li> </ul> </li> </ul>

**SAY** Now you will write a word.

This is a picture of a cat.

On the line, write the word cat.

Pause. Give the students time to write the word cat.



---



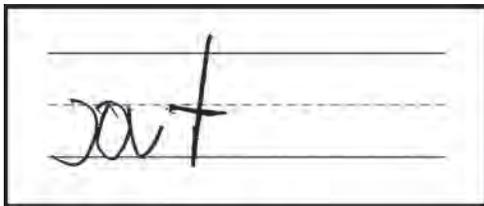
---



---

## Writing—Grade K: Word Writing *cat* Samples 1–6

1

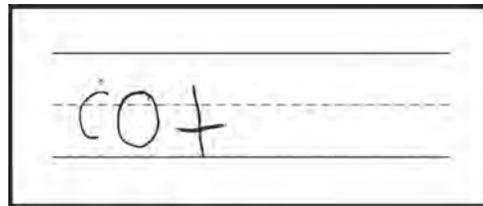


**Score: 2 (Commanding)**

Response sequences all letters needed to produce the correct word.

Response includes a backward letter (reversal does not change it into a different letter).

2

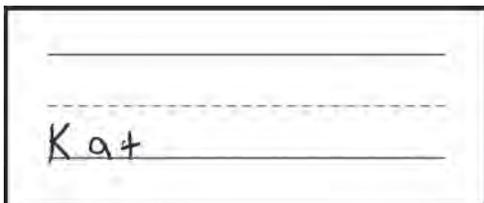


**Score: 1 (Transitioning-Expanding)**

Response sequences most of the letters needed to produce the recognizable correct word (contains the correct initial and terminal phonemes and letters, with an incorrect vowel).

Response demonstrates phonemic awareness by using grade-appropriate spelling.

3



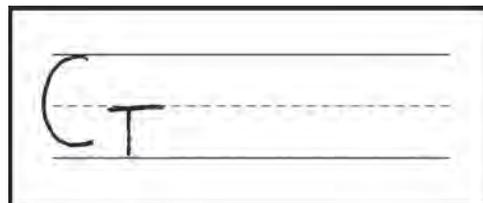
**Score: 1 (Transitioning-Expanding)**

Response sequences most of the letters needed to produce the recognizable correct word (contains the correct initial phoneme with the rest of the letters correctly produced and sequenced).

Response demonstrates phonemic awareness by using grade-appropriate spelling.

Response includes letters that may be both uppercase and lowercase.

4

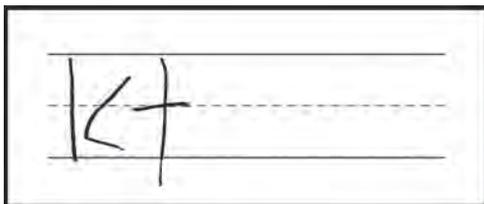


**Score: 1 (Transitioning-Expanding)**

Response sequences most of the letters needed to produce the recognizable correct word (contains the correct initial and terminal phonemes and letters, with a missing middle phoneme and letter).

Response demonstrates phonemic awareness by using grade-appropriate spelling.

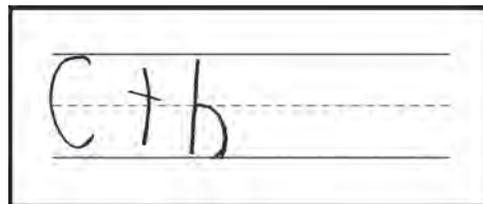
5



**Score: 0 (Entering-Emerging)**

Response does not sequence letters needed to produce the recognizable correct word (while the student demonstrates some phonemic awareness of the initial and terminal phonemes, the response does not produce and sequence most of the correct letters in the correct order).

6



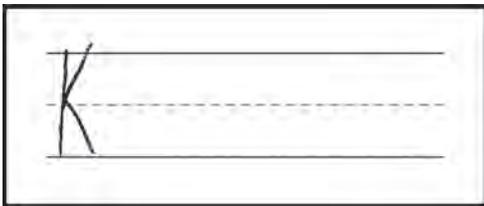
**Score: 0 (Entering-Emerging)**

Response does not sequence letters needed to produce the recognizable correct word.

Response is spelled incorrectly.

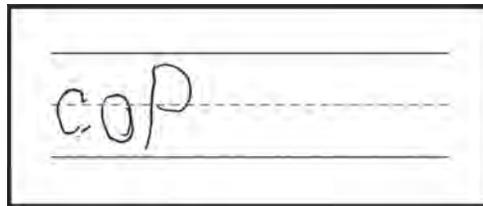
Writing—Grade K: Word Writing *cat* Practice Items 1–6

1



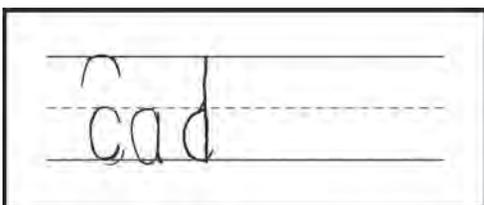
Score:

2



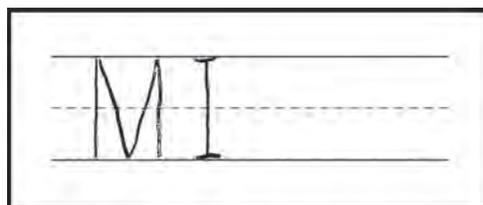
Score:

3



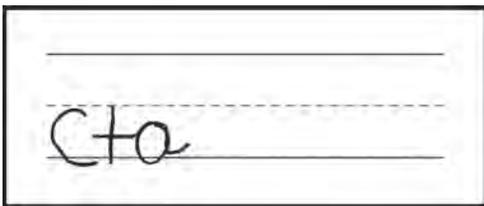
Score:

4



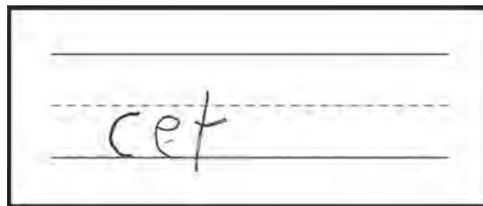
Score:

5



Score:

6



Score:

## Writing—Grade K: Word Writing *cat* Practice Items 1–6 Key

### Practice 1

#### Entering-Emerging

Response does not sequence letters needed to produce the recognizable correct word.

Response is spelled incorrectly (without phonemic awareness).

Score: 0

### Practice 2

#### Entering-Emerging

Response does not sequence letters needed to produce the recognizable correct word.

Response is spelled incorrectly (without phonemic awareness).

Score: 0

### Practice 3

#### Transitioning-Expanding

Response sequences most of the letters needed to produce the recognizable correct word (contains the correct initial and middle phonemes and letters, with an incorrect terminal phoneme and letter).

Response demonstrates phonemic awareness by using grade-appropriate spelling.

Score: 1

### Practice 4

#### Entering-Emerging

Response does not sequence letters needed to produce the recognizable correct word.

Response is spelled incorrectly (without phonemic awareness).

Score: 0

### Practice 5

#### Entering-Emerging

Response does not sequence letters needed to produce the recognizable correct word (most of the letters are out of sequence).

Response is spelled incorrectly.

Score: 0

### Practice 6

#### Transitioning-Expanding

Response sequences most of the letters needed to produce the recognizable correct word (contains the correct initial and terminal phonemes and letters, with an incorrect vowel).

Response demonstrates phonemic awareness by using grade-appropriate spelling.

Score: 1

## Writing—Grade K: Word Writing—Practice Item Score Sheet

1

Score:

Grade K: Word Writing

2

Score:

Grade K: Word Writing

3

Score:

Grade K: Word Writing

4

Score:

Grade K: Word Writing

5

Score:

Grade K: Word Writing

6

Score:

Grade K: Word Writing

This page  
intentionally  
left blank

## Writing—Grade K: Sentence Writing Rubric and Prompt

<b>Dimensions</b>	
<b>Letter Forming • Words • Accuracy</b>	
<p style="text-align: center;"><b>Score 0</b></p> <p style="text-align: center;"><b>Entering—Emerging</b></p> <p>A response at this level:</p>	<ul style="list-style-type: none"> <li>• Does not differentiate letters and words</li> <li>• Includes few or no words</li> <li>• Is blank</li> <li>• Is completely in a language other than English</li> <li>• Is completely illegible or unintelligible</li> <li>• Is irrelevant</li> <li>• Is a single word</li> </ul>
<p style="text-align: center;"><b>Score 1</b></p> <p style="text-align: center;"><b>Transitioning—Expanding</b></p> <p>A response at this level:</p>	<ul style="list-style-type: none"> <li>• Includes most of the words in the correct order</li> <li>Is acceptable if it:                             <ul style="list-style-type: none"> <li>• Does not have an initial capital letter</li> <li>• Includes erratic word spacing</li> <li>• Includes some incorrect spelling that is NOT phonetic or inventive</li> <li>• Includes several backward letters (if the reversal does not change it into a different letter)</li> </ul> </li> <li>• Does not include appropriate end punctuation</li> </ul>
<p style="text-align: center;"><b>Score 2</b></p> <p style="text-align: center;"><b>Commanding</b></p> <p>A response at this level:</p>	<ul style="list-style-type: none"> <li>• Includes all words in the correct order</li> <li>Is acceptable if it:                             <ul style="list-style-type: none"> <li>• Does not have an initial capital letter</li> <li>• Maintains appropriate spacing</li> <li>• Includes grade-appropriate spelling (phonetic or inventive spelling)</li> <li>• Includes a few backward letters (if the reversal does not change it into a different letter)</li> </ul> </li> <li>• Does not include appropriate end punctuation</li> </ul>



**SAY** Now you will write a sentence.

We will play.

On the lines, write the sentence **We will play.**

Pause. We will play.

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

---



---



---

---



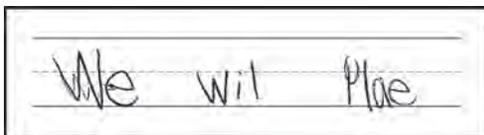
---



---

## Writing—Grade K: Sentence Writing—Samples 1–8

1

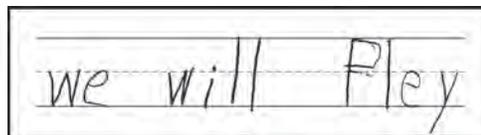


We wil Plae

**Score: 2 (Commanding)**

Response includes all words in the correct order.  
Response includes grade-appropriate spelling (phonetic or inventive spelling).  
Response does not include appropriate end punctuation.

2

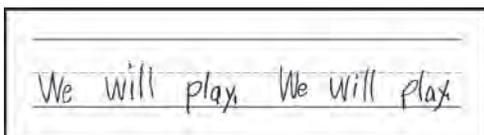


we will Pley

**Score: 2 (Commanding)**

Response includes all words in the correct order.  
Response does not have an initial capital letter.  
Response includes grade-appropriate spelling (phonetic or inventive spelling).  
Response does not include appropriate end punctuation.

3

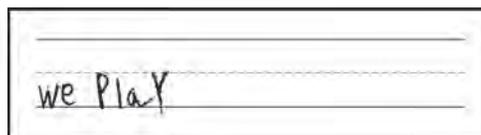


We will play, We Will play

**Score: 2 (Commanding)**

Response includes all words in the correct order.

4

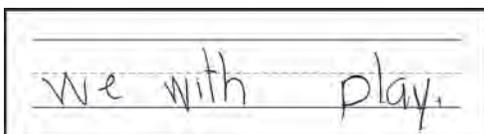


we Play

**Score: 1 (Transitioning-Expanding)**

Response includes most of the words in the correct order (initial and terminal words).  
Response does not have an initial capital letter.  
Response does not include appropriate end punctuation.

5

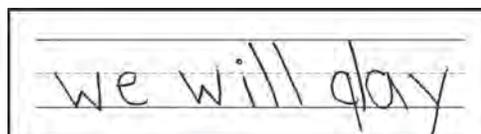


we with play.

**Score: 1 (Transitioning-Expanding)**

Response includes most of the words in the correct order (initial and terminal words).  
Response does not have an initial capital letter.  
Response includes some incorrect spelling that is not phonetic or inventive.

6

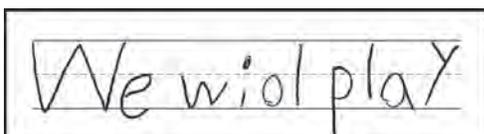


we will qay

**Score: 1 (Transitioning-Expanding)**

Response includes most of the words in the correct order.  
Response does not have an initial capital letter.  
Response includes some incorrect spelling that is not phonetic or inventive (letter reversal turns a *p* into a *q*).  
Response does not include appropriate end punctuation.

7

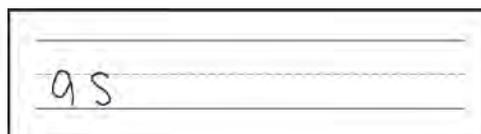


We wiol play

**Score: 1 (Transitioning-Expanding)**

Response includes most of the words in the correct order.  
Response includes some incorrect spelling that is not phonetic or inventive (*wiol* is unacceptable for *will*).  
Response does not include appropriate end punctuation.

8



as

**Score: 0 (Entering-Emerging)**

Response is irrelevant.  
Response is a single word.

Writing—Grade K: Sentence Writing—Practice Item 1–6

1

we dog

Score:

2

We Wil play.

Score:

3

We Willi Play

Score:

4

We will Play.

Score:

5

We wle pley.

Score:

6

Wil Wi Lpiy

Score:

## Writing—Grade K: Sentence Writing—Practice Items 1–6 Key

### Practice 1

#### Entering-Emerging

Response includes few or no target words (single relevant word).

Response is irrelevant.

Score: **0**

### Practice 2

#### Commanding

Response includes all words in the correct order.

Response includes grade-appropriate spelling (phonetic or inventive spelling).

Score: **2**

### Practice 3

#### Transitioning-Expanding

Response includes most of the words in the correct order (initial and terminal words).

Response includes some incorrect spelling that is not phonetic or inventive.

Response does not include appropriate end punctuation.

Score: **1**

### Practice 4

#### Commanding

Response includes all words in the correct order.

Score: **2**

### Practice 5

#### Transitioning-Expanding

Response includes most of the words in the correct order (initial and terminal words).

Response includes some incorrect spelling that is not phonetic or inventive.

Score: **1**

### Practice 6

#### Entering-Emerging

Response includes one target word (*Will*).

Response does not include most of the target words in the correct order.

Response includes two incorrect spellings that are not phonetic or inventive (*Wi*, *LPIY*).

Score: **0**

Writing—Grade K: Sentence Writing—Practice Item Score Sheet

1

Score:

Grade K: Sentence Writing

2

Score:

Grade K: Sentence Writing

3

Score:

Grade K: Sentence Writing

4

Score:

Grade K: Sentence Writing

5

Score:

Grade K: Sentence Writing

6

Score:

Grade K: Sentence Writing

This page  
intentionally  
left blank

# Writing—Grade K SCR Rubric

Dimension	Score 0 Entering	Score 1 Emerging	Score 2 Transitioning	Score 3 Expanding	Score 4 Commanding
<b>Complexity/ Quality of Language</b>	A response at this level: <ul style="list-style-type: none"> <li>Contains zero words or short phrases</li> <li>Is blank</li> <li>Is completely in a language other than English</li> <li>Is illegible or unintelligible</li> <li>Is completely copied text from the test booklet</li> </ul>	A response at this level: <ul style="list-style-type: none"> <li>Contains words, short phrases, and/or predictable sentences</li> </ul>	A response at this level: <ul style="list-style-type: none"> <li>Contains phrases and simple sentences</li> </ul>	A response at this level: <ul style="list-style-type: none"> <li>Contains simple and/or expanded sentences</li> </ul>	A response at this level: <ul style="list-style-type: none"> <li>Contains simple and/or expanded sentences, and one or more compound or complex sentence</li> </ul>
<b>Coherence of Response</b>	<ul style="list-style-type: none"> <li>Includes zero words or a few words in a language other than English OR no drawing(s) to write a story or write about a topic</li> </ul>	<ul style="list-style-type: none"> <li>Includes only drawing(s), OR word(s) and phrases and drawing(s), OR only words and phrases to minimally provide descriptions and events to write a story or write about a topic</li> </ul>	<ul style="list-style-type: none"> <li>Includes only very detailed drawing(s), OR phrases and sentences and drawings, OR only phrases and sentences to somewhat provide descriptions and events to write a story or write about a topic</li> </ul>	<ul style="list-style-type: none"> <li>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 write a story or write about a topic</li> </ul>	<ul style="list-style-type: none"> <li>Includes drawing(s) and a string of phrases and sentences, OR only a string of phrases and sentences to provide descriptions and events to write a story or write about a topic</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Contains numerous errors that totally obscure meaning</li> <li>Contains words that are unclear</li> </ul>	<ul style="list-style-type: none"> <li>Contains many errors that often obscure meaning</li> <li>Contains words that may be unclear, but meaning is evident</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains some errors that occasionally obscure meaning</li> <li>Is mostly clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains few errors that rarely obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains minimal or no errors that obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>

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

## Writing—Grade K SCR Prompt Instructions

**SAY** Directions: I will read a story called “Sam the Zookeeper.” Then you will draw and write about the story.

Sam works at the zoo. He takes care of the birds. Sam spends a lot of time at the zoo. First, he makes food for the birds. Then, he feeds them. Some birds eat during the day. Others eat at night. The birds also need to have fresh water to bathe in and drink. Last, Sam makes sure they are healthy and safe. Caring for the birds makes him happy.

This story is about the birds at a zoo. Some people have birds as pets. Which animal do you think is a good pet? I will give you time to draw a picture about the animal you think is a good pet. Then, I will ask you to write about the animal you think is a good pet. You will be able to go back and work on your drawing when you are finished writing.

Pause.

**SAY** Now turn to Page 10. Hold up your demonstration test booklet and point to Question 8.

**Question 8.** Look at the box at the top of the page. The words in the box say “Use this box for your drawing.” In the box, draw a picture about the animal you think is a good pet.

Pause. Give the students time to draw. Keep in mind that this is an untimed test.

**SAY** Now look at the lines below the box. Use these lines for your writing. Write about the animal you think is a good pet. Write why you think that animal is a good pet.

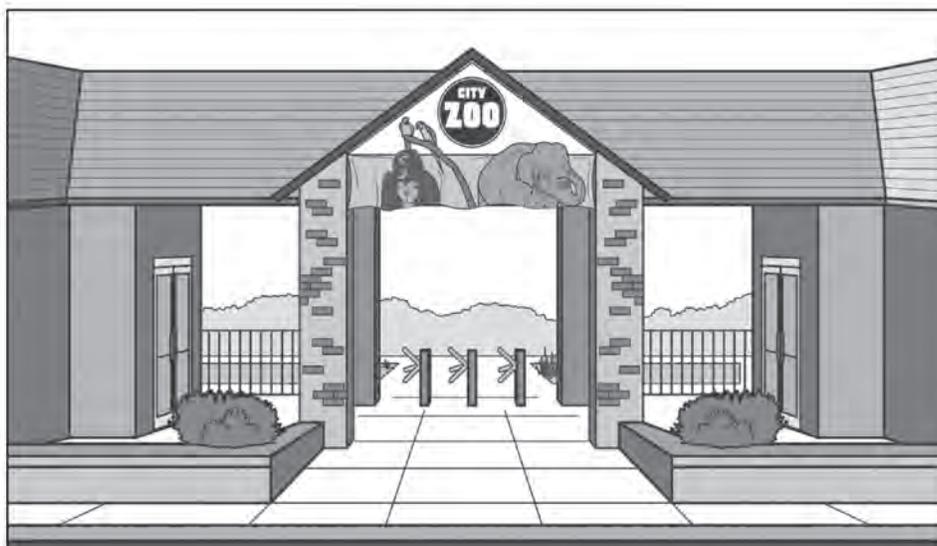
Pause. Give the students time to write. When students finish writing, they may return to drawing.

WRITING

*Directions*

I will read a story called “Sam the Zookeeper.” Then you will draw and write about the story.

Sam the Zookeeper



**WRITING**

**8**

Use this box for your drawing.



Use these lines for your writing.

A large rectangular box containing four sets of primary writing lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

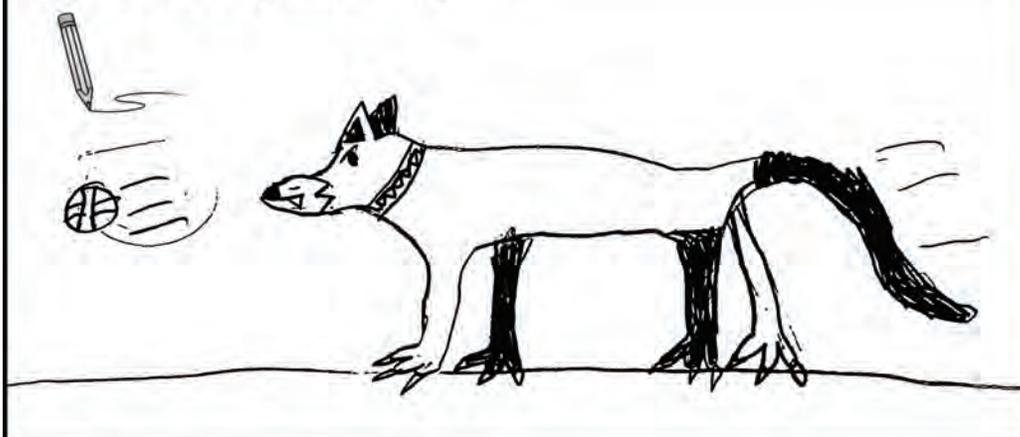
**WRITING**

**Writing, continued**

Handwriting practice area with 10 sets of lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



Use this box for your drawing.



Use these lines for your writing.

I think a big  
dog is a good  
pet. Because big dog

Response continued  
on the next page

can run very  
fast. And they had  
sharp teeth.

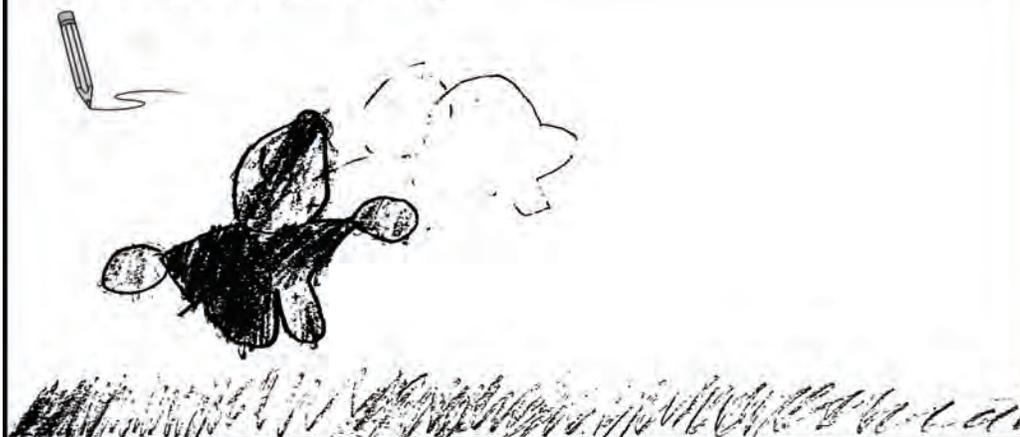
Score 4: Commanding

**C/QL** Response contains complex and simple sentences.

**CR** Response includes a drawing and sentences to provide descriptions and events to write about a topic

**M** Response is clear and contains minimal errors that obscure meaning (punctuation error).

Use this box for your drawing.



Use these lines for your writing.

I like a BRD  
because a BRD  
CAN FLY

Score 3: Expanding

**C/QL** Response contains a complex sentence.

**CR** Response includes a drawing and a sentence to somewhat provide descriptions and events.

**M** Response is clear and contains few errors that rarely obscure meaning (spelling error: *brd* for *bird*).

Use this box for your drawing.



Use these lines for your writing.

MY bog! can Jamp.

Score 2: Transitioning

C/QL Response contains a simple sentence.

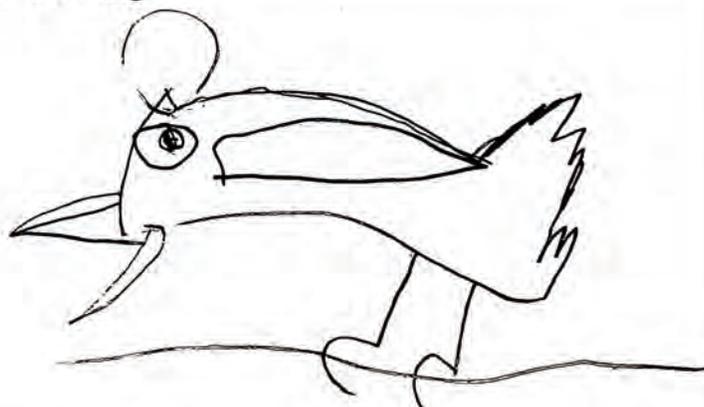
CR

Response includes a drawing and a sentence to somewhat provide descriptions and events to write about a topic.

M

Response is mostly clear, but contains some errors that occasionally obscure meaning (spelling errors in a brief response: *bog* for *dog*, *jamp* for *jump*).

Use this box for your drawing.



Use these lines for your writing.

Ibc

**Note:** If a response contains no text or incomprehensible text, but includes a drawing related to the prompt, the response will be scored as a holistic 1 (or a holistic 2, on the rare occasion that a drawing is very detailed).

**Score 1: Emerging**

**C/QL** Response is unintelligible.

**CR** Response includes a drawing to minimally provide descriptions and events (see note below).

**M** Response contains numerous errors that totally obscure meaning (text is a string of letters).

## Writing—Grade K: SCR—Sample 5

Use this box for your drawing.



Use these lines for your writing.

isaDog

### Score 1: Emerging

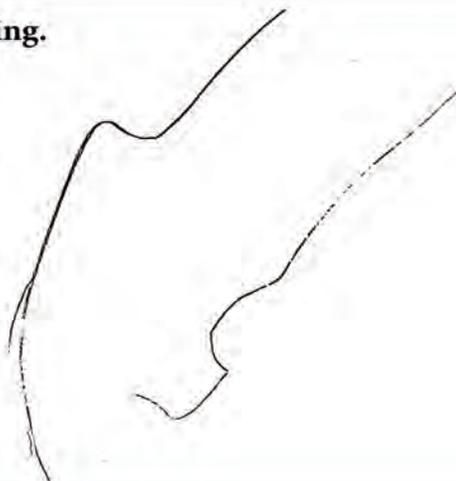
**C/QL** Response contains words and a short phrase.

**CR** Response includes only words and phrases to minimally provide descriptions.

**M** Response contains errors that often obscure meaning (unsuccessful attempted sentence).

## Writing—Grade K: SCR—Sample 6

Use this box for your drawing.



Use these lines for your writing.

Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

### Score 0: Entering

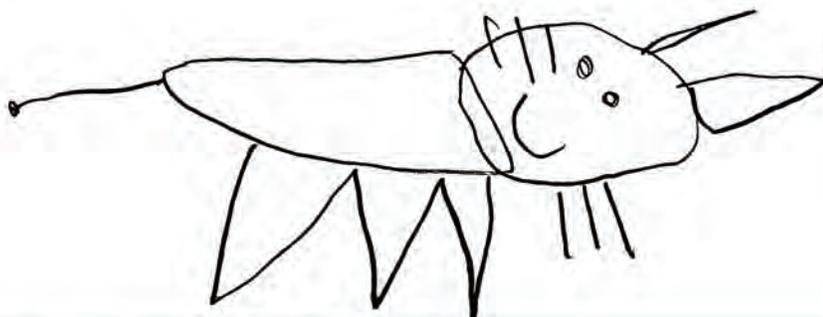
**C/QL** Response contains zero words or short phrases.

**CR** Response includes zero words and no drawings to write about a topic (drawing is not recognizable as being related to the prompt).

**M** Response contains zero words written in response to the prompt.

1

Use this box for your drawing.



Use these lines for your writing.

cat way

ba uq

ay waves electq

Grade K

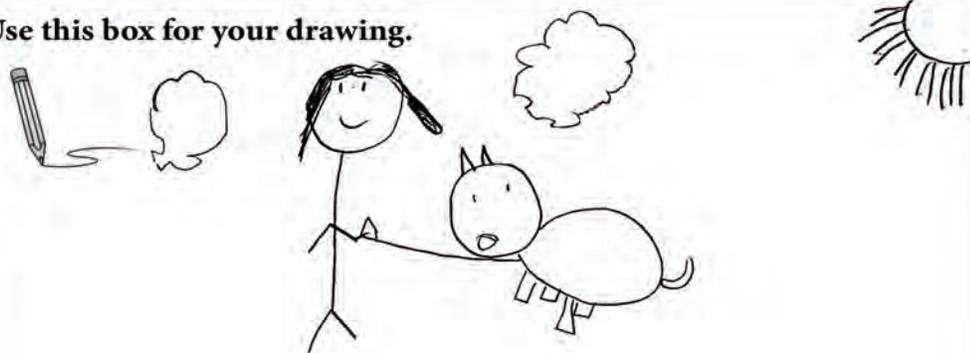
Score:



Practice #1

2

Use this box for your drawing.



Use these lines for your writing.

I like my dog  
Kos She is fun  
to play with.

Grade K

Score:

Practice #2

3

Use this box for your drawing.



Use these lines for your writing.

Handwriting practice lines with a sample of cursive writing: 10 10 10 10 10 10 10 10 10 10

Grade K

Score:

Practice #3

4

Use this box for your drawing.



Use these lines for your writing.

This is A good pet

bkuzs I vfgi hrie

fur hrie

Grade K

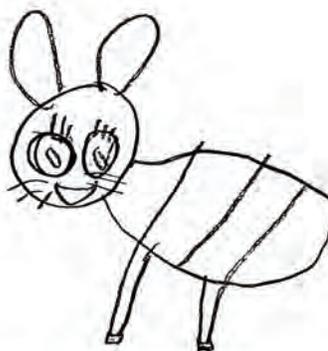
Score:

Practice #4

This page  
intentionally  
left blank

5

Use this box for your drawing.



Use these lines for your writing.

I think this pet is the  
best because he needs  
water and he bark

Response continued  
on the next page

Sometime he goes to Sleep  
and goes for a walk  
and goes to the park.  
Sometime he wants  
to eat dog Food and  
dog make a mess.

Grade K

Score:

Practice #5

## Writing—Grade K: SCR—Practice Item Key

<b>Practice 1</b>  <b>Emerging</b>  Score: <b>1</b>	<p><b>C/QL:</b> Response contains words.</p> <p><b>CR:</b> Response includes a drawing and words to minimally provide descriptions and events to write about a topic.</p> <p><b>M:</b> Response contains numerous errors that totally obscure meaning.</p>
<b>Practice 2</b>  <b>Expanding</b>  Score: <b>3</b>	<p><b>C/QL:</b> Response contains one complex sentence.</p> <p><b>CR:</b> Response includes a drawing and sentences to partially provide descriptions and events to write about a topic.</p> <p><b>M:</b> Response is clear and contains few errors that rarely obscure meaning (spellings errors in a brief response: <i>kos</i> for <i>cause/because</i>, <i>wit</i> for <i>with</i>).</p>
<b>Practice 3</b>  <b>Entering</b>  Score: <b>0</b>	<p><b>C/QL:</b> Response is illegible or unintelligible (response is a string of letters and numbers).</p> <p><b>CR:</b> Response includes zero words and no drawings to write about a topic.</p> <p><b>M:</b> Response contains numerous errors that totally obscure meaning (string of incomprehensible letters or numbers).</p>
<b>Practice 4</b>  <b>Transitioning</b>  Score: <b>2</b>	<p><b>C/QL:</b> Response contains a simple sentence (attempt at more advanced sentence structure is impeded by errors).</p> <p><b>CR:</b> Response includes a drawing and a sentence to somewhat provide descriptions and events to write about a topic.</p> <p><b>M:</b> Meaning is evident, but response contains many errors that often obscure meaning (frequent spelling errors).</p>
<b>Practice 5</b>  <b>Commanding</b>  Score: <b>4</b>	<p><b>C/QL:</b> Response contains expanded, compound, and complex sentences.</p> <p><b>CR:</b> Response includes a drawing and sentences to provide descriptions and events to write about a topic.</p> <p><b>M:</b> Response is clear and contains minimal errors that obscure meaning.</p>

## Writing—Grade K: SCR—Practice Item Score Sheet

1

Score:

Grade K: Short Constructed Response

2

Score:

Grade K: Short Constructed Response

3

Score:

Grade K: Short Constructed Response

4

Score:

Grade K: Short Constructed Response

5

Score:

Grade K: Short Constructed Response

This page  
intentionally  
left blank

# **Appendix**

**This page  
intentionally  
left blank**

## Glossary

Working definitions of terms as used in the development of NYSESLAT Writing Performance Level Descriptions (PLDs) and Writing Rubrics.

<b>Complexity</b>	<b>Definition</b>
Predictable sentence	A sentence that is easily learned or memorized; student generally is unable to expand beyond the memorized statement (e.g., I don't like. I'm fine. My name is . . .)
Phrase	A group of words that does not include a subject and a verb, but may express a complete feeling, detail, idea, or thought
Simple sentence	Contains one subject and one verb; expresses a complete thought; may contain other elements such as a personal pronoun or a helping verb
Expanded sentence	Contains a subject and a verb; further developed through the use of a variety of grammatical structures (e.g., prepositional phrase, compound subject or predicate, adjective or adverb phrase, participial or infinitive phrase)
Compound sentence	Contains two independent clauses (each with a subject and a verb) joined by a coordinating conjunction (e.g., and, but, or, so, yet)
Complex sentence	Contains an independent clause and one or more dependent clauses joined by a subordinating conjunction (e.g., because, since, after, although, when) or a relative pronoun (e.g., that, who, or which)
<b>Quality</b>	<b>Definition</b>
Tier 1 words	The most basic words; rarely require direct instruction; words of everyday speech; often sight words/high-frequency words (e.g., book, run, numbers, colors)
Tier 2 words	Words that frequently occur across a variety of domains; used within mature language situations such as adult conversations and literature; may have multiple meanings and/or have multiple synonyms; used across a variety of subjects or environments (e.g., experiment, difference, exaggerate, masterpiece)
Tier 3 words	Used in specific content areas or domains; words that are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content—examples include terms within the areas of science, mathematics, and literature (e.g., circulatory system, hypotenuse, protagonist)
<b>Coherence</b>	<b>Definition</b>
Basic	Occurring in a way that indicates a fundamental understanding of organizational components in writing (such as the use of an introduction; the development of a topic; the use of transitions; making a conclusion) but an inability to incorporate more than one of these
Limited	Occurring in a way that indicates a fundamental understanding of organizational components in writing (such as the use of an introduction; the development of a topic; the use of transitions; making a conclusion) and an ability to incorporate some of these

## Glossary (Continued)

Coherence	Definition
Partial	Occurring in a way that indicates a complete understanding of organizational components in writing (such as the use of an introduction; the development of a topic; the use of transitions; making a conclusion) and an ability to incorporate most of these
Sufficient	Occurring in a way that indicates a complete understanding of organizational components in writing (such as the use of an introduction; the development of a topic; the use of transitions; making a conclusion) and an ability to incorporate nearly all of these
Degree	Definition
Few/A few	1–2 in a student response
Some	Evidence and/or details are occasionally present in the response OR the response has support throughout but is brief
Many	Evidence and/or details are present in the majority of the response (with occasional lapses in detail) OR evidence and/or details are found throughout the response, but they lack variety and precision
Varied	Evidence and/or details are consistently present throughout the response in precise and diverse ways
Mechanics	Definition
Totally obscures meaning	Frequency of errors renders the response virtually incomprehensible; only one or two words may be recognizable
Often obscures, but meaning is evident	Frequency of errors interferes with comprehension of the response, but minimal control of conventions is evident (e.g., a subject and a verb; an adjective and a noun)
Occasionally obscures meaning	Errors are evident throughout the response, but the general meaning of the response is clear
Rarely obscures meaning	Few errors are evident throughout the response, and those errors do not interfere with the meaning of the response
Minimal or no errors that obscure meaning	An occasional error that does not interfere with the meaning of the response; includes errors that are also made by native speakers

**For Information  
or Assistance**

**Contact**

<p>Questions regarding testing policies, accommodations, security breaches and sensitive student responses</p>	<p><b>Office of State Assessment</b>                  Email: <a href="mailto:emscassessinfo@nysed.gov">emscassessinfo@nysed.gov</a>                  Call: 518-474-5902</p>
<p>Questions regarding the provisions of ELL/MLL services in Bilingual Education and English as a New Language programs</p>	<p><b>Office of Bilingual Education and World Languages</b>                  Email: <a href="mailto:obewl@nysed.gov">obewl@nysed.gov</a>                  Phone: 518-474-8775 (Albany office)                  Phone: 718-722-2445 (NYC office)</p>
<p>Questions regarding scoring of Speaking and Writing constructed-response questions or shipment of materials</p>	<p><b>MetriTech, Inc. Customer Service</b>                  Email: <a href="mailto:nyseslat@metritech.com">nyseslat@metritech.com</a>                  Phone: 800-747-4868                  Fax: 217-398-5798</p>
<p>For regulatory or training assistance:</p>	<p><b>Regional Bilingual Education Resource Networks</b>  <a href="http://www.nysed.gov/bilingual-ed/regional-supportrberns">http://www.nysed.gov/bilingual-ed/regional-supportrberns</a></p>
<p>Machine-scannable answer sheets and local scanning services</p>	<p><b>RIC or Large-City Scanning Center</b>  <a href="http://www.p12.nysed.gov/irs/sirs/ric-big5.html">http://www.p12.nysed.gov/irs/sirs/ric-big5.html</a></p>
<p>Information about the NYSESLAT and regular updates including the turnkey training materials and School Administrators Manual (SAM)</p>	<p><b>NYSESLAT Homepage</b>  <a href="http://www.p12.nysed.gov/assessment/nyseslat">http://www.p12.nysed.gov/assessment/nyseslat</a></p>

**This page  
intentionally  
left blank**