



New York State Testing Program

English Language Arts Test Writing Mechanics

Grade **4**

2006—2009 Scoring Guide

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**Writing Mechanics Rubric
(Questions 31 and 35)**

3 points

The writing demonstrates control of the conventions of written English. There are few, if any, errors and none that interfere with comprehension. Grammar, syntax, capitalization, punctuation, and paragraphing are essentially correct. Any misspellings are minor or repetitive; they occur primarily when a student takes risks with sophisticated vocabulary.

2 points

The writing demonstrates partial control of the conventions of written English. It contains errors that may interfere somewhat with readability but do not substantially interfere with comprehension. There may be some errors of grammar, syntax, capitalization, punctuation, or spelling.

1 point

The writing demonstrates minimal control of the conventions of written English. There may be many errors of grammar, syntax, capitalization, punctuation, and spelling that interfere with readability and comprehension.

0 points

The writing demonstrates a lack of control of the conventions of written English. The errors make the writing incomprehensible.

Writing Mechanics Rubric Chart
(Questions 31 and 35)

Quality	3 Points	2 Points	1 Point
<p>Conventions: The extent to which the response exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar, and usage.</p>	<p>The writing demonstrates control of the conventions of written English. There are few, if any, errors and none that interfere with comprehension. Grammar, syntax, capitalization, punctuation, and paragraphing are essentially correct. Any misspellings are minor or repetitive; they occur primarily when a student takes risks with sophisticated vocabulary.</p>	<p>The writing demonstrates partial control of the conventions of written English. It contains errors that may interfere somewhat with readability but do not substantially interfere with comprehension. There may be some errors of grammar, syntax, capitalization, punctuation, or spelling.</p>	<p>The writing demonstrates minimal control of the conventions of written English. There may be many errors of grammar, syntax, capitalization, punctuation, and spelling that interfere with readability and comprehension.</p>

SCORE POINT 0 = The writing demonstrates a lack of control of the conventions of written English. The errors make the writing incomprehensible.

English Language Arts Grade 4 Scoring Considerations

Reading/Multiple Choice (Questions 1–28)

- In the multiple-choice segment of the test, a student receives credit only for those questions that are answered correctly. An answer left blank receives no credit. There is no additional penalty for not answering questions.

For the Listening/Writing and Reading/Writing sections of the test, first apply the English Language Arts scoring rubric. Then apply the following rules as appropriate. The lowest score a student can receive is zero.

Listening/Writing (Questions 29, 30, 31)

- Deduct one point if either Question 29 or 30 is not answered.
- If neither Question 29 *nor* 30 (the short-response questions) is answered, the total maximum Listening/Writing score possible is 2.
- If Question 31 (the extended-response question) is not answered *or* is not responsive to the task, the total maximum Listening/Writing score possible is 2.
- If the student answers only one question, and that question is *not* the extended-response question, the score is zero.
- If none of the questions are answered, condition code A (blank) should be applied.

Reading/Writing (Questions 32, 33, 34, 35)

- Deduct one point if any two short-response questions (32 and 33 *or* 33 and 34 *or* 32 and 34) are not answered.
- If none of the short-response questions (32, 33, 34) are answered, the total maximum Reading/Writing score possible is 2.
- If Question 35 (the extended-response question) is not answered *or* is not responsive to the task, the total maximum Reading/Writing score possible is 2.
- If the student answers only one question, and that question is *not* the extended response (Question 35), the score is zero.
- If none of the questions are answered, condition code A (blank) should be applied.

For Writing Mechanics score, check for sufficient response before applying the appropriate rubric.

Writing Mechanics (Questions 31 and 35)

- Students must answer both extended-response questions for the responses to be scored for Writing Mechanics. If the student answers only one extended-response question, the score is zero.

New York State Testing Program
English Language Arts Condition Codes

Score of Zero

Responses to the Listening/Writing cluster, Reading/Writing cluster, or Writing Mechanics cluster are scored a zero if the entire response:

- is illegible or consists of only scribbling, or
- consists of an indication of the student's refusal to respond, or
- is written in a language other than English, or
- corresponds to a description of a score of zero in the English Language Arts Scoring Considerations, or
- corresponds to a description of a score of zero in the English Language Arts scoring rubrics.

Condition Code A

Condition Code A is applied to the Listening/Writing cluster, Reading/Writing cluster, or the Writing Mechanics cluster when a student who is present for a test session leaves all of the questions in that section blank.

Annotation Key

Abbreviations

cap	faulty capitalization
lc	lowercase
lu	language usage
ow	omitted word
p	faulty punctuation
r-o	run-on sentence
sf	sentence fragment
sp	error in spelling

31

How does Shadowtail act at the beginning of the story? How does he act at the end of the story? What happens that makes Shadowtail change? Use details from the story to support your answer.

In your answer, be sure to include

- how Shadowtail acts at the beginning of the story
- how Shadowtail acts at the end of the story
- what happens that makes Shadowtail change
- details from the story to support your answer



Check your writing for correct spelling, grammar, capitalization, and punctuation.

(r-o)

In the beginning of the story Shadowtail would always play around and wrestle squirrels, also kick acorns.

(lc)

Shadowtail's mother says "This has got to stop." So mother thought and thought. Shadowtail acts very foolish in the beginning of the story.

At the end of the story Shadowtail plays mice and doesn't knock

(sp)

down squirrels. Shadowtail doesn't act foolish at the end of the story

(r-o)

Cluster Score Point 3

He actually acts nice to the squirrels.]
Shadowtail's mother tells Shadowtail
that spinning acorn was a better
game. Shadow and the squirrels (sp)
played the new game and
Shadowtail almost always won.

That is how Shadowtail changed
and acted from the beginning to the
end of the story. [Also how he (sf)
changed at the end.]

Think of Mom in "Inside Outside Dogs." Explain how the information in "Training Your Puppy" would be helpful to Mom. What steps should she use to change the way Sandy behaves? Be sure to include information from **both** the story and the article in your answer.

In your answer, be sure to

- explain why Mom has a problem with the way Sandy behaves
- explain how the information in the article would be helpful to Mom
- tell what steps Mom should use to change the way Sandy behaves
- use information from **both** the story and the article in your answer



Check your writing for correct spelling, grammar, capitalization, and punctuation.

In the story Inside Outside Dogs Mom needs help. She needs help teaching Sandy to sit still.

Mom should use the steps from training your puppy. She should use them because there are steps for teaching your puppy how to sit. All of the steps would be useful for Mom.

sp

That is why I think Mom
needs help teaching Sandy
to sit still and what can
help Mom teach Sandy to sit
still. Bye for now!

Cluster Score = 3

Taken as a whole, the responses indicate control of the conventions of written English. In both papers, there are a few errors in spelling and syntax, but they do not affect comprehension.

Cluster Score Point 3

31

How does Shadowtail act at the beginning of the story? How does he act at the end of the story? What happens that makes Shadowtail change? Use details from the story to support your answer.

In your answer, be sure to include

- how Shadowtail acts at the beginning of the story
- how Shadowtail acts at the end of the story
- what happens that makes Shadowtail change
- details from the story to support your answer



Check your writing for correct spelling, grammar, capitalization, and punctuation.

*

ShadowTail acts different from
the beginning of the story towards
the end of the story, In this essay
I will tell you how.

sp

First, shadowTail acts
like he won't let his mom teach him
things. For example, ShadowTail
always played and when his mother
tried to teach him how to burrie
nuts but when she did shadowTail
ran away.

r-o

sp

*The student consistently misspells Shadowtail with a capital "T" (ShadowTail).

Cluster Score Point 2

Second, ShadowTail acts like he loves to burrie nuts. For example ShadowTail's mother turns burrying nuts into a game. (sp)

(cap) Third, Shadowtail's feelings change because some thing happens. For example, ShadowTail's Mother turns nut burrying into a game. The steps are snatch up (sp)

(sp) an a corn, then spin the acorn, then dig a hole in the ground that is at least 2 inches deep and then push the acorn into the hole. (two words)

In conclusion, ShadowTail acts different From the beginning of the story towards the end of the story. In this essay I just told you how and why. (lc)

35

Think of Mom in "Inside Outside Dogs." Explain how the information in "Training Your Puppy" would be helpful to Mom. What steps should she use to change the way Sandy behaves? Be sure to include information from **both** the story and the article in your answer.

In your answer, be sure to

- explain why Mom has a problem with the way Sandy behaves
- explain how the information in the article would be helpful to Mom
- tell what steps Mom should use to change the way Sandy behaves
- use information from **both** the story and the article in your answer



Check your writing for correct spelling, grammar, capitalization, and punctuation.

Information from Training Your puppy would help mom train Sandy. Sandy doesn't listen to mom and sandy goes wild whenever she is let into the house. [With is not often but she still needs training so she can come in the house.] Sit and come would help mom. Sit would help mom when Sandy is running in the house or jumping on someone. Come would help when Sandy is going to knock over something. It says

Cluster Score Point 2

in Training Your Puppy to train Sandy
 to sit mom would have to hold Sandy's
 collar with her right hand put her
 left had on sandy's back near her
 shoulders. Then command Sandy to
 sit with a firm but kind voice
 run her left hand gently down
 Sandy's back into a sitting position.
 Reward her by saying "Good" remove
 your hands and let Sandy stand.

To teach *Sandy come mom would
 take *Sandy to a safe place where
 she can run walk away from
 *Sandy and crouch down. Then
 show Sandy a toy and call to her in a
 wellcoming voice reward her with praise,
 hugs, and pats. That's how information from
 Training Your Puppy will help mom.

*"s" appears to be lowercase

Cluster Score = 2

Taken as a whole, the responses indicate partial control of the conventions of written English. In both papers, there are errors in spelling, sentence structure, and capitalization. The errors affect readability, but do not create a serious interruption in the flow of communication.

Cluster Score Point 2

31

How does Shadowtail act at the beginning of the story? How does he act at the end of the story? What happens that makes Shadowtail change? Use details from the story to support your answer.

In your answer, be sure to include

- how Shadowtail acts at the beginning of the story
- how Shadowtail acts at the end of the story
- what happens that makes Shadowtail change
- details from the story to support your answer



Check your writing for correct spelling, grammar, capitalization, and punctuation.

This is how shadowtail

acks in the beging of the story and end and what
mack him change.

In the beging shadowtail
acks like he does not
wont to learn how to ~~x~~

barry acorns he wonts
to play and have
fun by himsele.

In the end he

X unnecessary letter

Cluster Score Point 1

acks happy because
his mom made up
some cool game
so he can learn
how to dig them
up For the winter
comes he was
the best at these
game

That is how
shadowtail acks through
out the story and
how he changes,

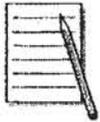
Annotations: (sp) points to 'so'; (lc) and (lu) point to 'up'; (lu) points to 'these'; (p) points to 'game'; (sp) points to 'through'.

35

Think of Mom in "Inside Outside Dogs." Explain how the information in "Training Your Puppy" would be helpful to Mom. What steps should she use to change the way Sandy behaves? Be sure to include information from **both** the story and the article in your answer.

In your answer, be sure to

- explain why Mom has a problem with the way Sandy behaves
- explain how the information in the article would be helpful to Mom
- tell what steps Mom should use to change the way Sandy behaves
- use information from **both** the story and the article in your answer



Check your writing for correct spelling, grammar, capitalization, and punctuation.

Mom has a problem
with Sandy behaves, Sandy
makes a mess when nobody
is looking, she runs and does
some stuff bad stuff

It could help mom
by howing to know how
to control her dogs. Sandy
is really actaive, and playful,
~~used~~ when she is in the
house she is bad she
makes tons of messes

X unnecessary word

Cluster Score Point 1

I think this articil could
help by cloming her dog
when Sandy comes right
in.

Mom should take
steps, steps that help her
like: tran her how to sit,
or come here I think mom
sle help Sandy more then
living her alone outside I
think she could help sandy

Cluster Score = 1
Taken as a whole, the responses show limited understanding of the conventions of written English. In both papers, there are numerous errors in spelling, sentence structure, and punctuation. Readability and comprehension are impaired.

Cluster Score Point 1

31

How does Shadowtail act at the beginning of the story? How does he act at the end of the story? What happens that makes Shadowtail change? Use details from the story to support your answer.

In your answer, be sure to include

- how Shadowtail acts at the beginning of the story
- how Shadowtail acts at the end of the story
- what happens that makes Shadowtail change
- details from the story to support your answer



Check your writing for correct spelling, grammar, capitalization, and punctuation.

cap all he ded, plae sp
ow
cap he was sad
sp becos than lu
wh no acors
ow snow p

Cluster Score Point 0

35

Think of Mom in “Inside Outside Dogs.” Explain how the information in “Training Your Puppy” would be helpful to Mom. What steps should she use to change the way Sandy behaves? Be sure to include information from **both** the story and the article in your answer.

In your answer, be sure to

- explain why Mom has a problem with the way Sandy behaves
- explain how the information in the article would be helpful to Mom
- tell what steps Mom should use to change the way Sandy behaves
- use information from **both** the story and the article in your answer



cap Check your writing for correct spelling, grammar, capitalization, and punctuation.

sf

because the puppy

sp

Don't hale.

lc

Cluster Score = 0

Taken as a whole, the responses indicate less than minimal understanding of the conventions of written English. In these brief papers, there are errors in capitalization, spelling, grammar, punctuation, and sentence structure. Overall, the writing is incomprehensible.

Cluster Score Point 0

