New York State Testing Program

2006

NYSESLAT

Training Guide for Scoring Writing

Harcourt

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Table of Contents

Description of the Open-Ended Writing Assessment 5
Timing of the Open-Ended Writing Assessment 7
Characteristics of ELL Writing 8
Holistic Scoring 9
K–1 Writing Rubrics 11
The Pre-Writing Rubric 13
The Writing Rubric 13
Writing Prompts and Examples of Student Writing 16
Alignment of the NYSESLAT Writing
Rubric to New York State ESL Standards 106
Writing Scoring Exercises 118
Answer Key for Writing Scoring Exercises 179

Description of the Open-Ended Writing Assessment

Developmental Writing			
Grade Span	**Description of the Writing Activity**	**Approximate Writing Time**	**Maximum Possible Points**
K–1	Copying two sentences	6 minutes	4 (2 each)
K–1	Writing two dictated letters	2 minutes	4 (2 each)
K–1	Writing two dictated words	4 minutes	4 (2 each)
K–1	Writing two dictated sentences	8 minutes	4 (2 each)

Pre-Writing Short Response			
Grade Span	**Description of the Writing Activity**	**Approximate Writing Time**	**Maximum Possible Points**
2–4	Brief answers to three questions	10 minutes	6 (2 each)
5–6	Brief answers to three questions	10 minutes	6 (2 each)
7–8	Brief answers to three questions	10 minutes	6 (2 each)
9–12	Brief answers to three questions	10 minutes	6 (2 each)

Writing Extended Response			
Grade Span	**Description of the Writing Activity**	**Approximate Writing Time**	**Maximum Possible Points**
K–1	Picture Description	10 minutes	2
2–4	Description or Narrative	10 minutes	4
5–6	Description or Narrative	10 minutes	4
7–8	Compare and Contrast essay	15 minutes	4
9–12	Expository essay	15 minutes	4

The New York State English as a Second Language Achievement Test (NYSESLAT) open-ended writing assessment is a direct writing assessment for students in grades K through 12. Students write their responses in their test booklets on the lines provided.

The open-ended writing assessment in the K–1 grade span begins with the fundamentals of writing. Students first copy two sentences. Next, students write the first letter of two dictated words. Students then write two words which are dictated to them. Students also look at pictures that correspond to the dictated words. Students then write two dictated sentences. The open-ended writing assessment in the K–1 grade span ends with a Writing prompt for which students must describe what is happening in a single, hand-drawn graphic. Thus, the prompt is designed to elicit descriptive writing.

There is one prompt per form at each of the following four grade spans: 2–4, 5–6, 7–8, and 9–12. The first component of the open-ended writing assessment at these four grade spans is Pre-Writing. Pre-Writing consists of three short-response questions related to the main Writing prompt. The second component of the open-ended writing assessment is the main Writing prompt. For grades 2–6, the Writing prompt consists of three sentences of direction text and one photograph, and for grades 7–12, the Writing prompt is a short paragraph of direction text and two photographs. Students are instructed to use the ideas that they developed in the Pre-Writing section of the test to help write their responses to the Writing prompt.

The text associated with the prompt is printed in the test booklet and is also read by the test administrator so that all students, even those with very low reading skills, can understand the Writing task. The prompts for grades 2–4 and 5–6 are meant to elicit descriptive and/or narrative writing. The prompt for grades 7–8 is meant to elicit compare and contrast writing, and the prompt for grades 9–12 is meant to elicit expository writing, both of which require the more advanced cognitive skills of older students. However, responses to all prompts that are on-topic but in another mode (e.g., persuasive) are also acceptable and should be scored.

Preceding the lined pages for the student response, a writing checklist is provided to help students focus on the components of their writing. The checklists are shown on the next page.

Grade Spans 2–4 and 5–6 Writing Checklist

Checklist ☑

Remember to:

- ☐ use details in your story.
- ☐ use complete sentences.
- ☐ include a beginning, middle, and end.
- ☐ check your work for capitalization, punctuation, and spelling.

Grade Spans 7–8 and 9–12 Writing Checklist

Checklist ☑

Make sure that you:

- ☐ write about the activities.
- ☐ add details.
- ☐ use a variety of words.
- ☐ use complete sentences and paragraphs.
- ☐ use correct grammar, punctuation, and spelling.

Timing of the Open-Ended Writing Assessment

The suggested times in this *Training Guide for Scoring Writing* and in the *Directions for Administration* are intended as an aid to teachers and test administrators and are for planning purposes only. **The open-ended writing assessment is an untimed test, as are all sections of the NYSESLAT. During the test administration, students who are using their time productively should be permitted to continue writing.**

The suggested times serve two purposes: (1) to provide schools and teachers with estimated times in order to plan a test administration schedule, and (2) to provide students with a general idea of the writing expectations. It is important that English language learners have some parameters within which to write. Without any guidance, it can be unclear to students what the scope of the writing task is—a few sentences, some paragraphs, or several pages.

Even if students in some schools are given more time for the Writing test than students in other schools, the Writing rubric acts as a leveling agent, since it does not focus on the length of the writing. The rubric addresses structure, mechanics and spelling, complexity, and vocabulary. In most cases an English language learner (ELL) student's writing ability can be determined from a fairly small writing sample. Students who are prolific writers may be able to create a longer text if given more time, but their writing will not necessarily improve with length. Students who are not fluent writers and who have a weak grasp of English structure and vocabulary will only write longer texts that still exhibit these features.

Characteristics of ELL Writing

One of the most visible and pervasive characteristics of ELL writing at all ability levels is phonetic spelling. However, spelling is only one component in the total evaluation of student writing and should not take on excessive importance, especially when it does not interfere with comprehension and when a word is easily recognizable as an English word. By the same token, capitalization and punctuation are only part of the criteria used in making a judgment. A sentence that is recognizable without capitalization and punctuation is considered a sentence. For example: "dad sed I am Bize" (Dad said, "I am busy."). In upper-level writing (score points 3 and 4), there are usually many fewer spelling and mechanics errors than in lower-level writing (score points 1 and 2), but these types of errors may still be found at all levels of ELL writing.

Since typical sentence markers—a capital letter at the beginning and a period at the end—are often absent in ELL writing, it is necessary to look for the elements of a basic English sentence—a subject, a verb, and maybe an object. When these are present and in the correct order (SVO), the student has produced a sentence. An increased number of sentences representing different ideas is one indication of the complexity, or development, seen in higher-level ELL writing.

Complexity is also demonstrated in the type and accuracy of grammatical structures used. With the addition of adjectival and adverbial words and phrases (e.g., relative clauses and prepositional phrases), simple sentences take on some complexity. Advanced structures like subordinate clauses (beginning with "because," "when," "if," etc.) can also be found sometimes in upper-level ELL writing.

Another feature that differentiates upper- from lower-level ELL writing is word choice. In upper-level writing, choice of vocabulary will become more precise and descriptive; for example "a student in the fifth grade" might be used instead of "a girl." As a student's writing ability develops, a few idiomatic words and phrases may be used. Although the register might be

somewhat inappropriate, the attempt to incorporate idiomatic language is a developmental sign of upper-level writing. It is not uncommon for words like "cool" and "stuff," which are more appropriate for spoken language, to be used in ELL writing.

Organization is an important element in the rubric. Logical progression of ideas, linking words (so, then, next, etc.), and, to a much lesser extent, use of paragraphs, contribute to organization of ELL writing. In upper-level writing, where students are capable of expressing more ideas, the ability to organize the ideas becomes a characteristic which can help differentiate between score point 3 and 4.

In general, judgments about ELL writing will be based on the number of ideas expressed (with sentences), the precision of word choice, the complexity and accuracy of grammatical structures, relevance, and coherence, and how all these elements are organized. From lower to higher ability levels of ELL writing, there is progressively greater fluency—fewer errors and more idiomatic language—and increased complexity.

Holistic Scoring

The open-ended writing assessment is scored holistically. Holistic scoring consists of assigning a single score that is based on a rater's disciplined overall impression of a student's written response. This kind of scoring depends on the rater balancing what the writer has done in several areas, such as clarity of meaning through structure and spelling, length and complexity, and appropriateness of vocabulary.

Many state-mandated assessments of writing employ some form of holistic scoring. There are several very good reasons for the popularity of holistic scoring. First of all, holistic scoring is extremely efficient. In the large-scale assessment of writing, readers are usually able to be trained very quickly, can read and make judgments on papers quickly, and have more flexibility in responding to the varied abilities and strategies of English language learner (ELL) writing.

Holistic scoring is also quite reliable because all successful large-scale holistically scored writing assessments adhere to generally accepted constraints: a scoring criteria guide (the rubric), use of sample papers, and record keeping. This adherence has resulted in high levels of reliability that meet the most stringent criteria.

Another positive aspect to holistic scoring is the link it provides between reader and writer. A "conversation," albeit sometimes quite brief, with an experienced holistic reader yields an enlightened reading and evaluation. Such individuals are open to the wide range of strategies that ELL students use to attain their purposes. By concentrating on comprehensible and

meaningful content rather than solely on concerns such as length of writing and sentence-level skills, holistic scoring is able to go beyond many conventional assessments. It provides a framework in which two people (writer and reader) are involved in a silent dialogue.

Finally, holistic scoring embodies a developmental awareness that many find quite attractive. At each grade level, emerging abilities—cognitive and linguistic—are given their due. It is also possible for holistic scoring to inform instruction and learning about specific aspects of written expression if the types of annotation modeled in this manual are included with the score.

K–1 Writing Rubrics

Sentence Copying	
Score Point	**Characteristics of Response**
Score 2	The response shows control of the conventions of written English (capitalization, word spacing, and punctuation). The response displays no spelling errors though some letters may be disoriented (backwards, slanted).
Score 1	The response shows some attempt to spell words and use conventions (capitalization, word spacing, and punctuation) but errors may impede communication. Most of the words in the sentence and letters in each word are present and in the correct order.
Score 0	There is no response, the response is minimal, or the response is illegible.

Letter Writing	
Score Point	**Characteristics of Response**
Score 2	The dictated letter is clearly recognizable as the correct upper or lower case letter.
Score 1	The dictated letter is somewhat recognizable as the correct upper or lower case letter but it may have significant errors in construction, be difficult to decipher, or be backwards.
Score 0	There is no response, the response may be an incorrect letter, or the response may be illegible.

Word Writing	
Score Point	**Characteristics of Response**
Score 2	The dictated word is spelled correctly.
Score 1	The response shows some phonetic awareness, but the dictated word is spelled incorrectly.
Score 0	There is no response, the response shows no phonetic awareness, or is in a different language.

Sentence Writing	
Score Point	**Characteristics of Response**
Score 2	The response shows control of the conventions of written English (capitalization, word spacing, and punctuation) and may display a small number of spelling errors that do not interfere with communication. All of the words in the dictated sentences are present in the correct order.
Score 1	The response shows some attempt to spell words and to use conventions (capitalization, word spacing, and punctuation) but errors may impede communication. Most or all of the words in the dictated sentences are present in the correct order.
Score 0	There is no response, or the response is not recognizable as the dictated sentence.

Picture Description	
Score Point	**Characteristics of Response**
Score 2	The student's response: • Describes most of the activity in the picture; shows thinking about the topic. • May display some spelling errors or invented spellings, but these misspellings show phonetic awareness, and the words can be identified by a trained primary-level teacher. • Shows some control of the conventions of written English (capitalization, word spacing, and punctuation), but may not be written in complete sentences.
Score 1	The student's response: • Describes at least some of the activity in the picture. • Displays many spelling errors or invented spellings that may not be identifiable as words. • Shows some limited phonetic awareness and some attempt to use conventions (capitalization, word spacing, and punctuation).
Score 0	There is no response, the response is illegible, incomprehensible, or is written in a language other than English.

The Pre-Writing Rubric

The NYSESLAT Pre-Writing rubric is a 2-point rubric used to holistically score the short response to each of the three Pre-Writing questions. This rubric is used for the following four grade spans: 2–4, 5–6, 7–8, and 9–12.

Pre-Writing Rubric *	
Score Point	**Description**
Score 2	• Full and clear response to the question • Contains two or more relevant ideas • May be displayed in phrases or a list of words • Shows thinking about the topic
Score 1	• Limited response to the question • Contains at least one relevant idea • May consist of one or more words • Shows minimal thinking about the topic
Score 0	• No response • Insufficient to score, incoherent, illegible, incomprehensible • Numbers, copy of prompt • Solely in a language other than English

***Accuracy of spelling does not affect score in this section.**

The Writing Rubric

The NYSESLAT Writing rubric is a 4-point rubric used to holistically score the extended response to the Writing prompt. This rubric is used for the following four grade spans: 2–4, 5–6, 7–8, and 9–12. Scoring the extended response to the Writing prompt can be considered a two-part decision—both decisions are based on the specific score point descriptions. *Decision one:* Is this paper upper-level writing (score point 3 or 4) or is it lower-level writing (score point 1 or 2)? *Decision two:* Which of the two score points does this writing represent?

Writing Rubric*	
Score Point	**Description**
Score 4	**NEAR MASTERY** • Demonstrates complex thinking about the topic • Includes many relevant and meaningful details • Few errors in spelling and/or grammar that do not cause confusion about meaning • Is well organized and coherent • Vocabulary and sentence structure are varied and appropriate for students within the grade span
Score 3	**GENERAL CONTROL** • Demonstrates some complex thinking about the topic • Includes some relevant and meaningful details • Some errors in spelling and/or grammar that do not cause confusion about meaning • Is organized and coherent • Vocabulary and sentence structure are appropriate for students within the grade span
Score 2	**SOME CONTROL** • Demonstrates basic understanding of the topic • Includes a few relevant details that may be redundant • Numerous errors in spelling and/or grammar that may cause confusion about meaning • May be somewhat disorganized and lack coherence • Vocabulary and sentence structure are basic for students within the grade span
Score 1	**LITTLE CONTROL** • Demonstrates limited understanding of the topic • Includes very few details, or a few details that are redundant • Serious errors in spelling and/or grammar that cause confusion about meaning • Is disorganized and incoherent • Vocabulary and sentence structure are not appropriate for students within the grade span
Score 0	**NO CONTROL** • Demonstrates no understanding of the topic • Includes no relevant details • Is incomprehensible, incoherent, or illegible • May be copy of the prompt or numbers • Lacks appropriate vocabulary and sentence structure for students within the grade span • Solely in a language other than English

* If a response is completely off-topic and has no contextual relevancy to the Writing prompt, it should be given the score point zero, regardless of how well-written it is. However, since the Writing prompts are graphics-based with very little text, if a student chooses to write about a recognizable part of the graphic, the response should be considered relevant and should be scored according to the rubric. Responses of students at a very low proficiency level can be addressing the prompt through the use of only one or two words that are relevant to the graphic, for example, "bunny" or "father." For more advanced students, relevancy to the prompt is demonstrated primarily through the use of appropriate vocabulary, but also through the complexity of ideas and structure, which are elements of the Writing rubric.

Writing Prompts and Examples of Student Writing

This section contains sample Writing responses for all grade spans: K–1, 2–4, 5–6, 7–8, and 9–12. Accompanying each student response is a detailed annotation commenting on elements of writing that helped determine the holistic score.

Grades K–1 Writing Samples

Writing Prompt: Sentence Copying

Directions: Read the sentence silently as I read it aloud. Then copy the sentence on the lines.

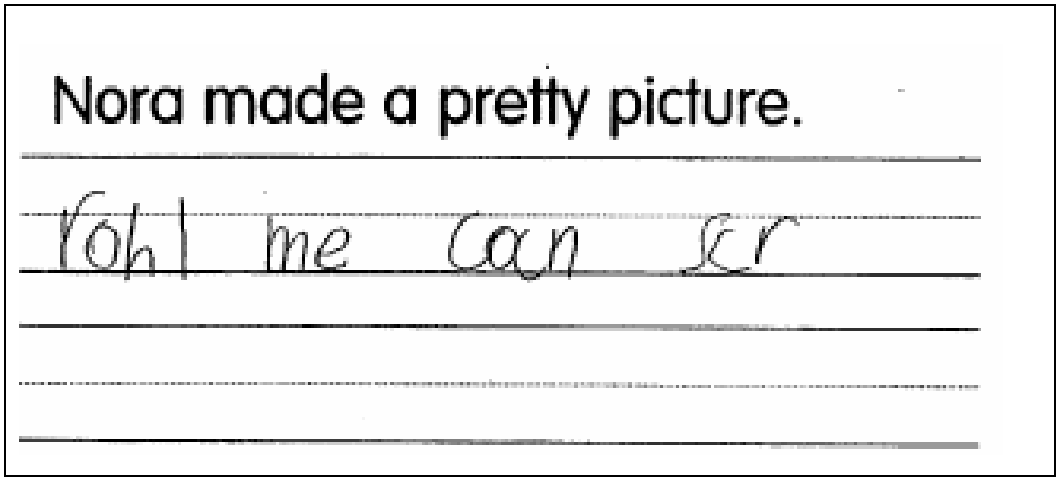
1

Nora made a pretty picture.

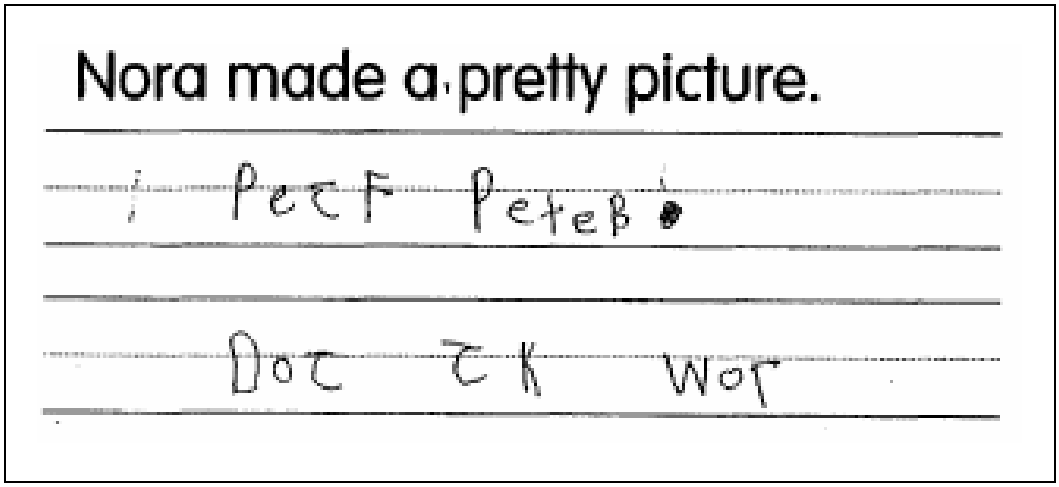
2

The dog wants some water.

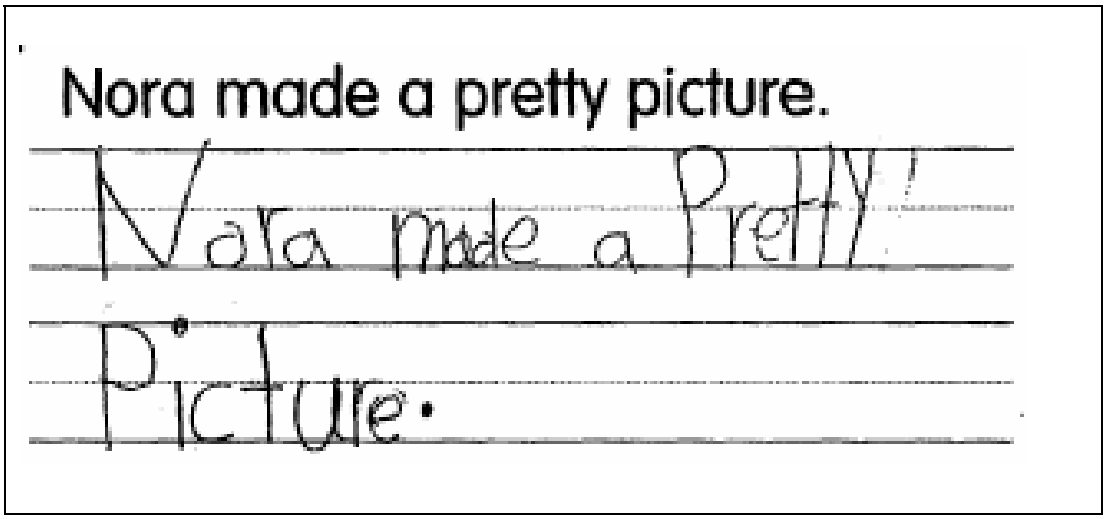
Student Responses



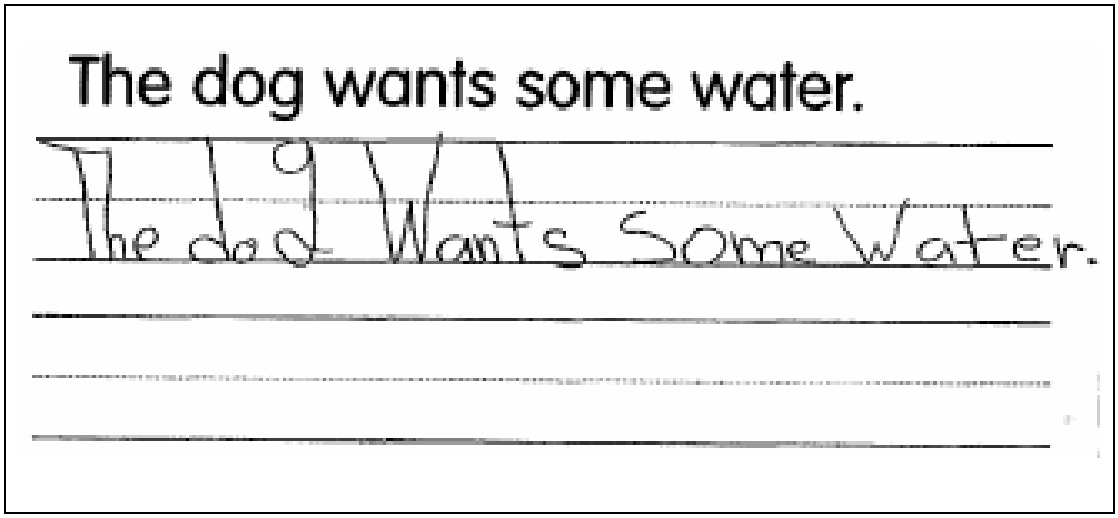
Score Point 0
The writing is an incorrect response to the prompt. The writing does not reflect the required task of copying the sentence.



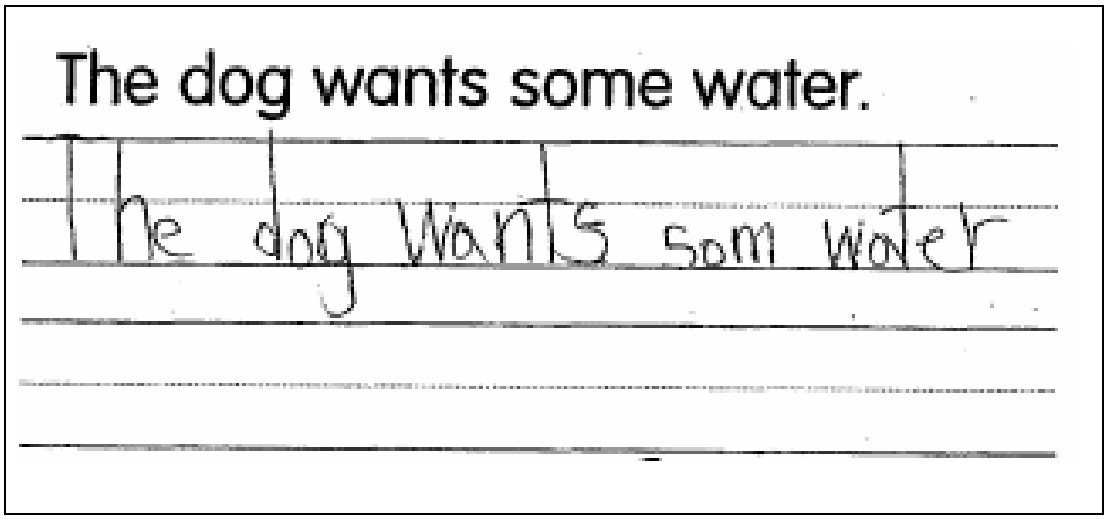
Score Point 0
The writing is an incorrect response to the prompt. Although the first two words of the writing begin with the letter *p*, as do two of the words in the prompt, the writing does not reflect the required task of copying the sentence.



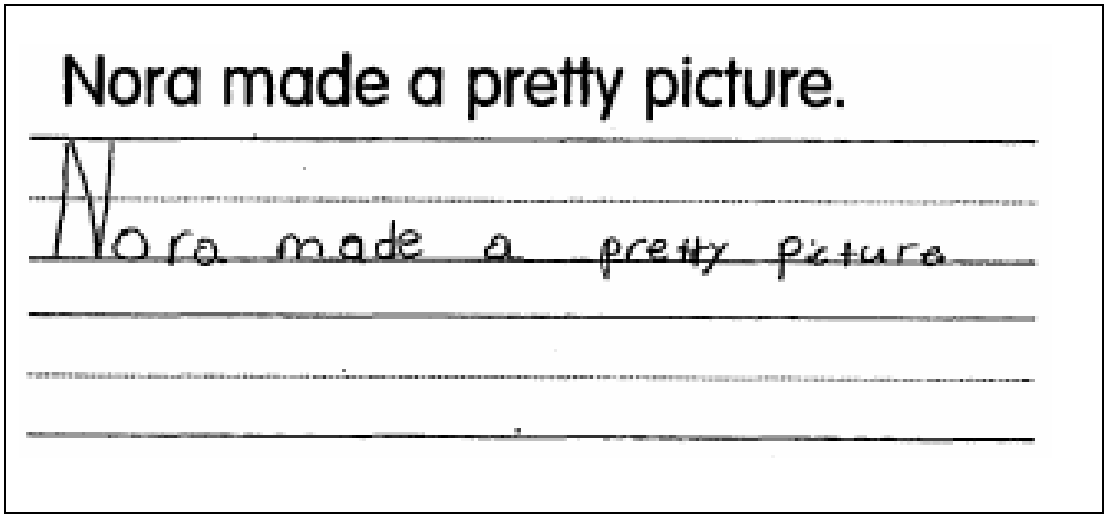
Score Point 1
The writing is a fairly good response to the prompt. The entire sentence is copied clearly. However, use of capitalization on the words *pretty* and *picture* indicates a still developing understanding of writing conventions in English. Writing like this for this item type receives a score point 1.



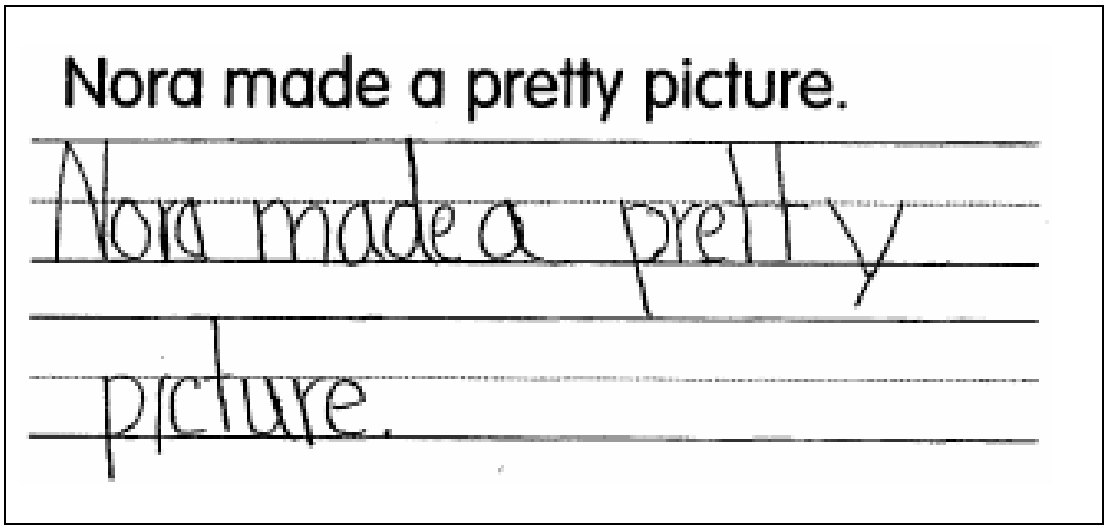
Score Point 1
The writing is a fairly good response to the prompt. The entire sentence is copied clearly. However, the placement of the *g* in *dog* and the use of capitalization on the verb *wants* indicate a still developing understanding of writing conventions in English.



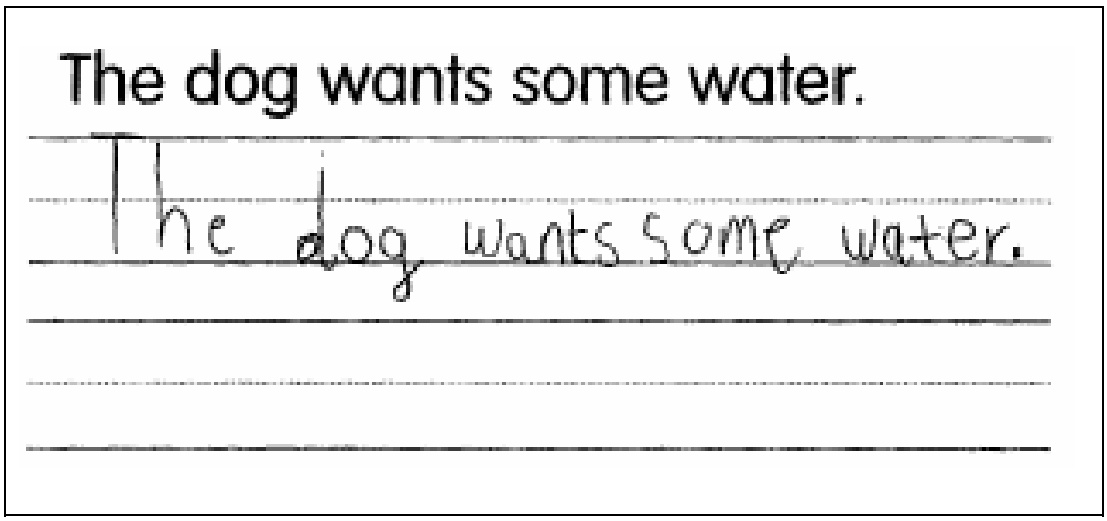
Score Point 1
The writing is a fairly good response to the prompt. All the words from the prompt are copied clearly, with the exception of *some*, which is missing the final *e*. In addition, the period is missing from the end of the sentence, indicating a still developing understanding of writing conventions in English.



Score Point 2
The writing is a good response to the prompt. Each word of the sentence is copied correctly, the name *Nora* is capitalized, and the sentence ends with a period. Although the letters are small, they are in proportion to each other.



Score Point 2
The writing is a good response to the prompt. Each word of the sentence is copied correctly and neatly. Correct capitalization and punctuation are used.



Score Point 2
The writing is a good response to the prompt. Each word of the sentence is copied correctly and neatly. Correct capitalization and punctuation are used.

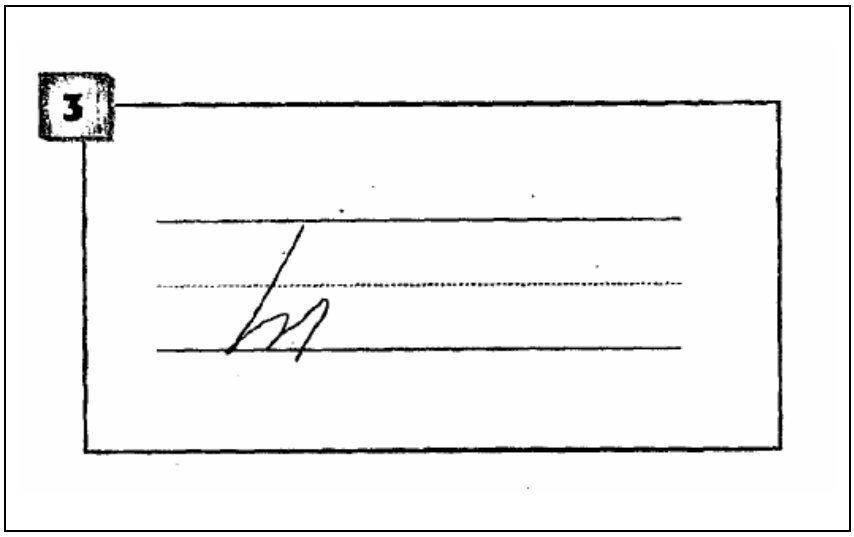
Writing Prompt: Letter Writing

Directions: You will hear a letter of the alphabet. Write the letter on the line.

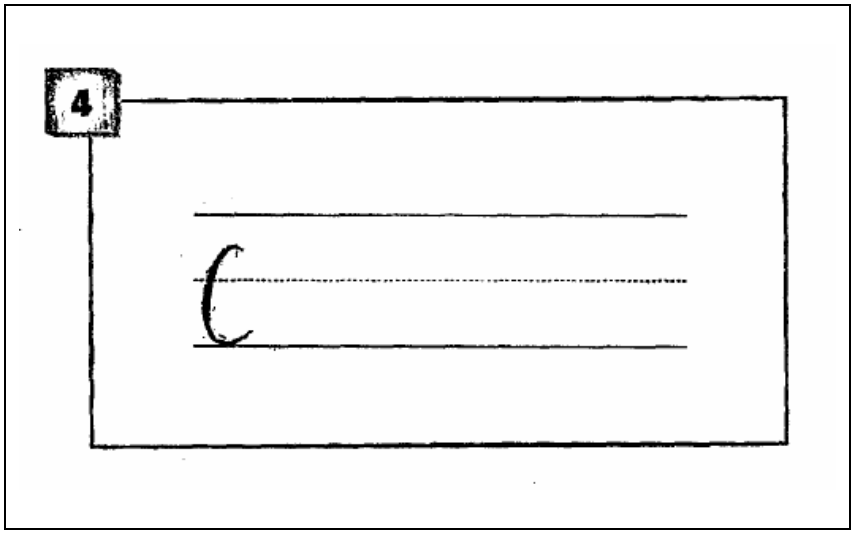
Dictated Text: Look at number 3. "H" is the first letter in the word *have*. Write the letter "H."

Dictated Text: Look at number 4. "S" is the first letter in the word *sun*. Write the letter "S."

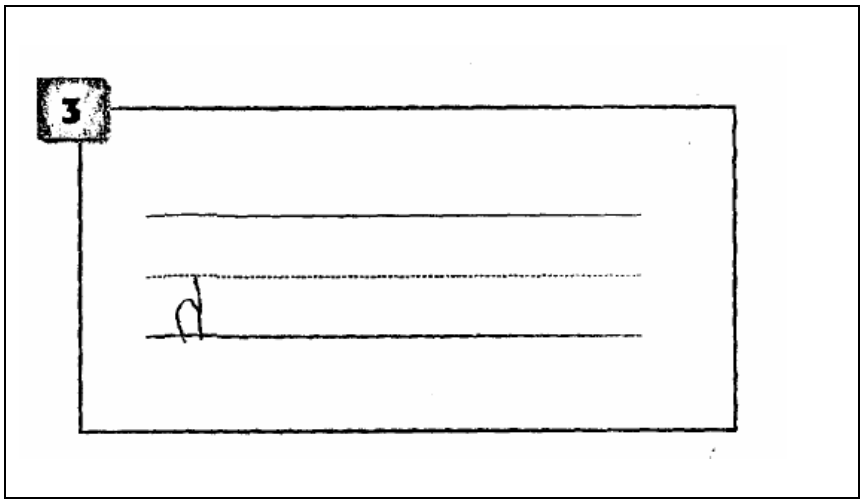
Student Responses



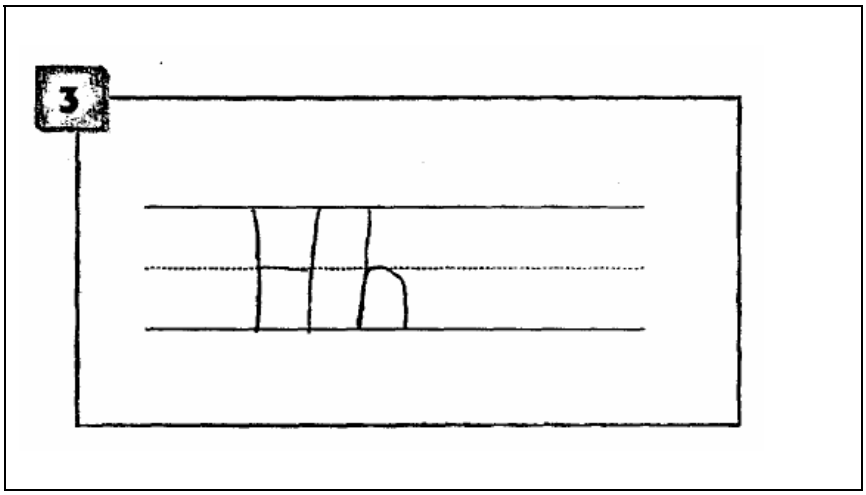
Score Point 0
The writing appears to be a combination of the two letters *h* and *m*. This reflects a lack of understanding of how to write the letter *h*.



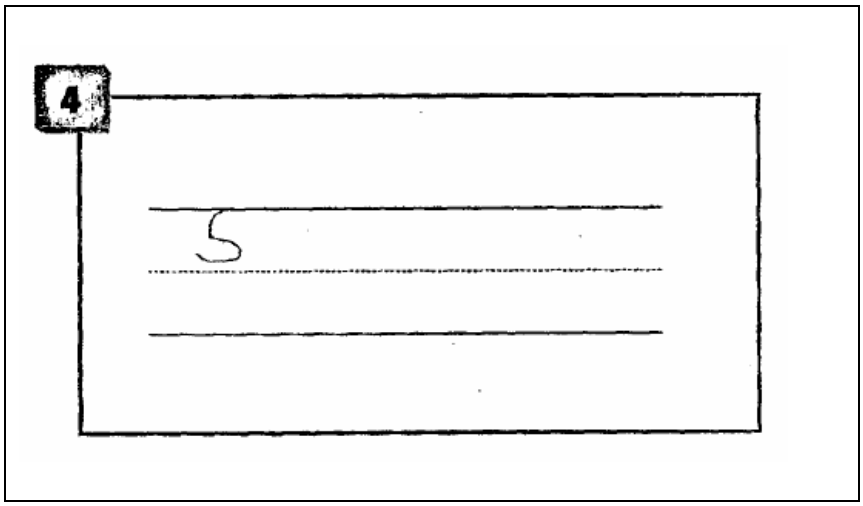
Score Point 0
The writing is an incorrect response to the prompt. A different letter has been written.



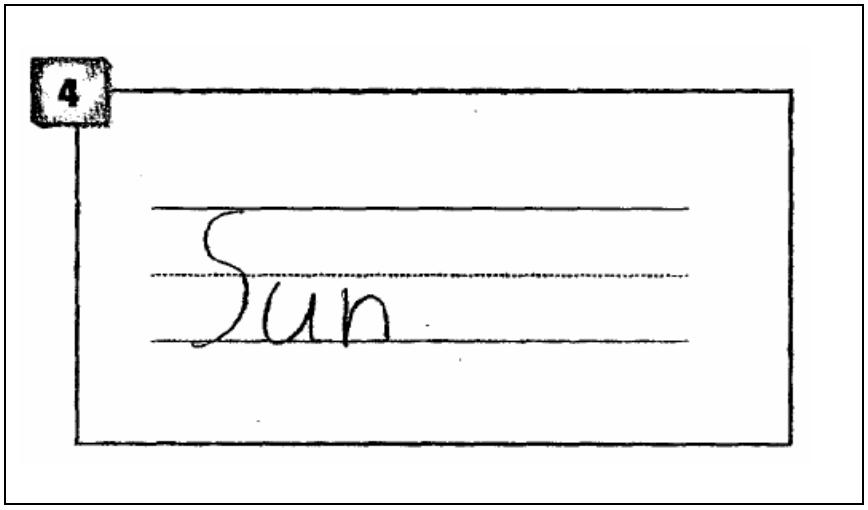
Score Point 1
The writing indicates some understanding of how to write the letter *h*, but the letter is written backwards. Writing like this for this item type receives a score point 1.



Score Point 2
The writing reflects a clear understanding of how to write the letter *h*. Either the upper case or the lower case letter by itself would also have received a score point 2.



Score Point 2
The writing reflects a clear understanding of how to write the letter *s*.

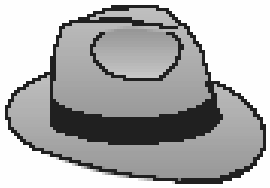


Score Point 2
The writing reflects a clear understanding of how to write the letter *s*.

Writing Prompt: Word Writing

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

5

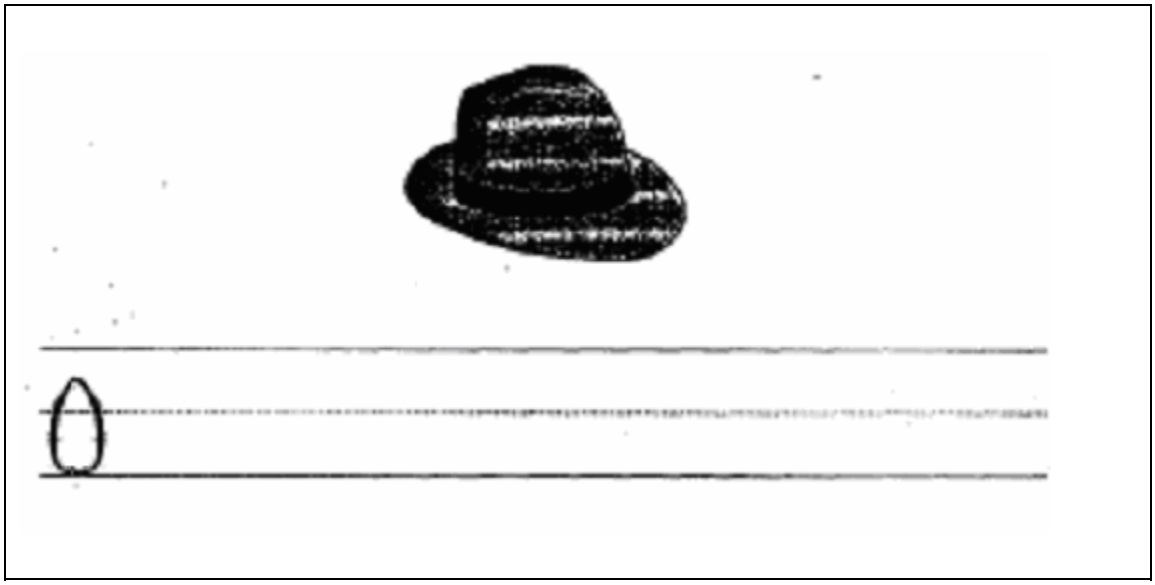


Dictated Text: This is a picture of a hat. Write the word "hat" on the line.

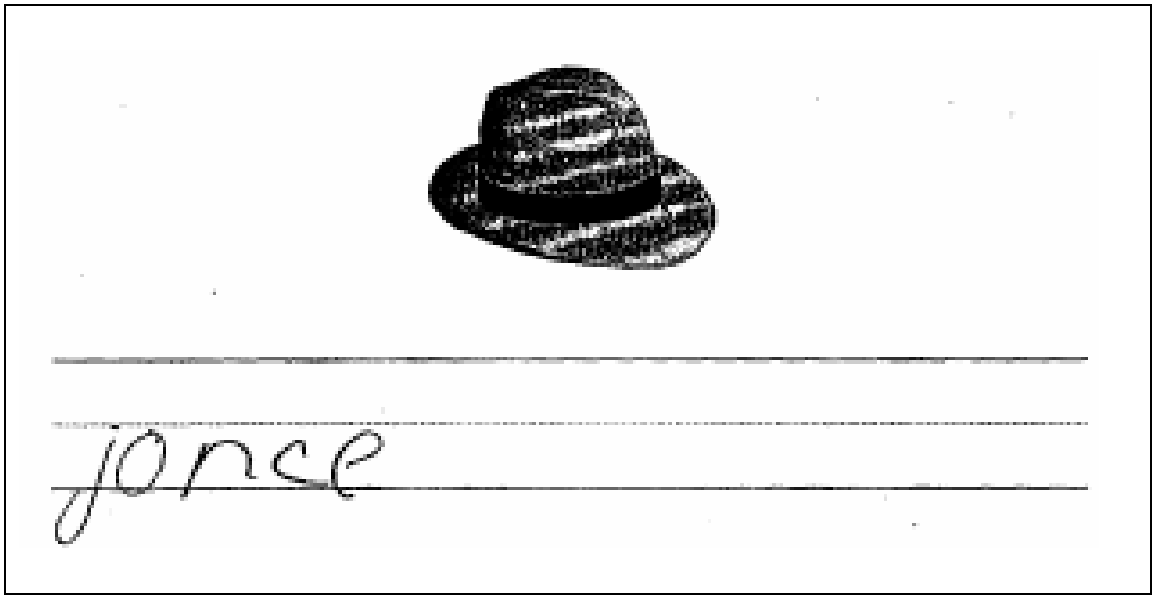
6

Dictated Text: This is a picture of a kite. Write the word "kite" on the line.

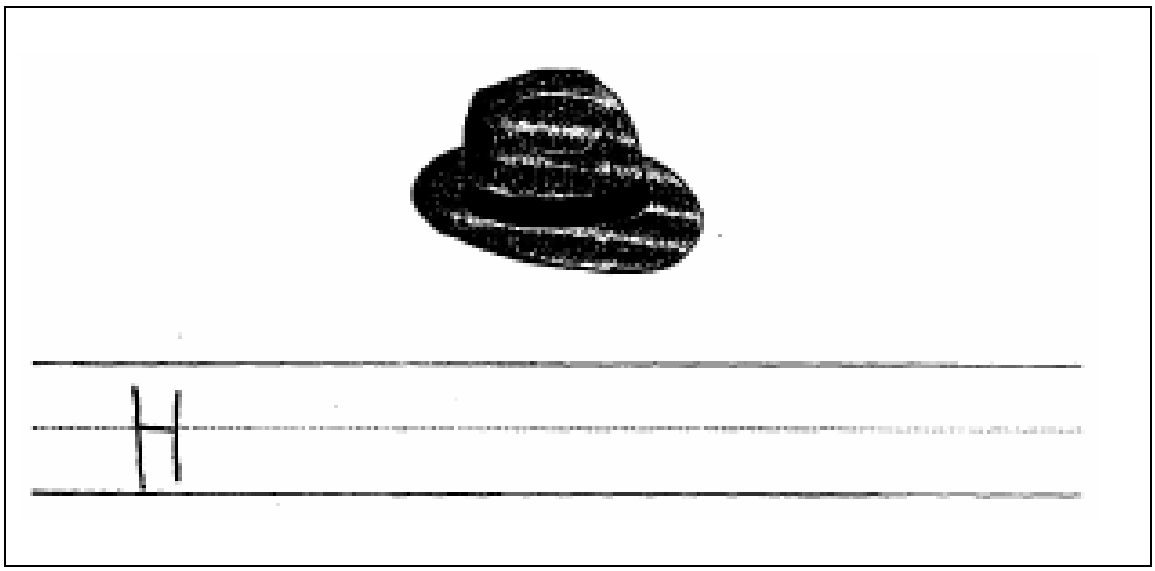
Student Responses



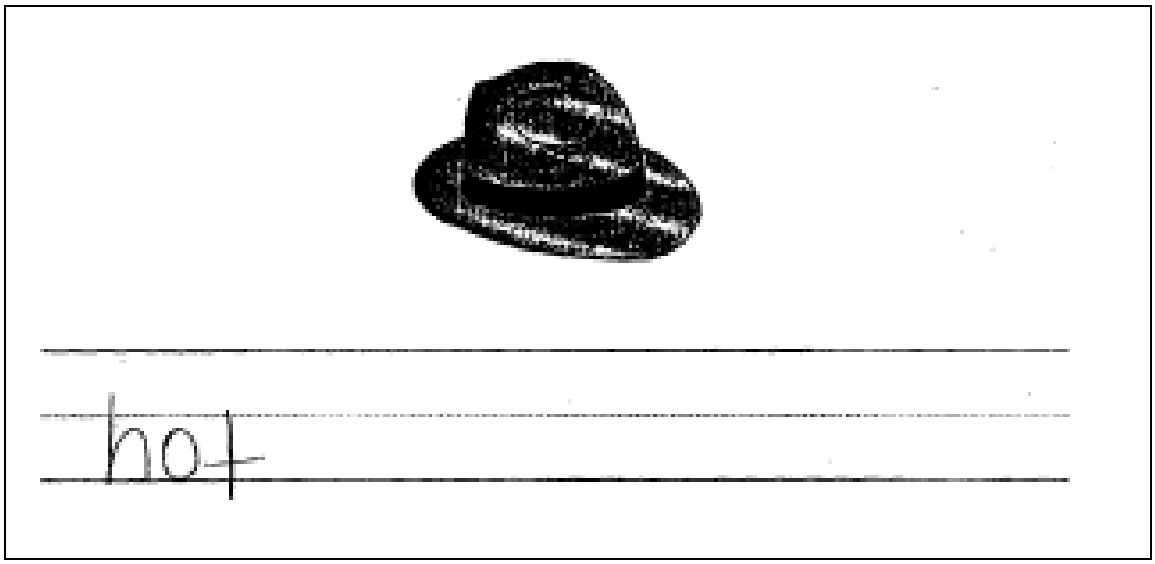
Score Point 0
The writing is an incorrect response to the prompt. The letter that is written does not represent the pictured object.



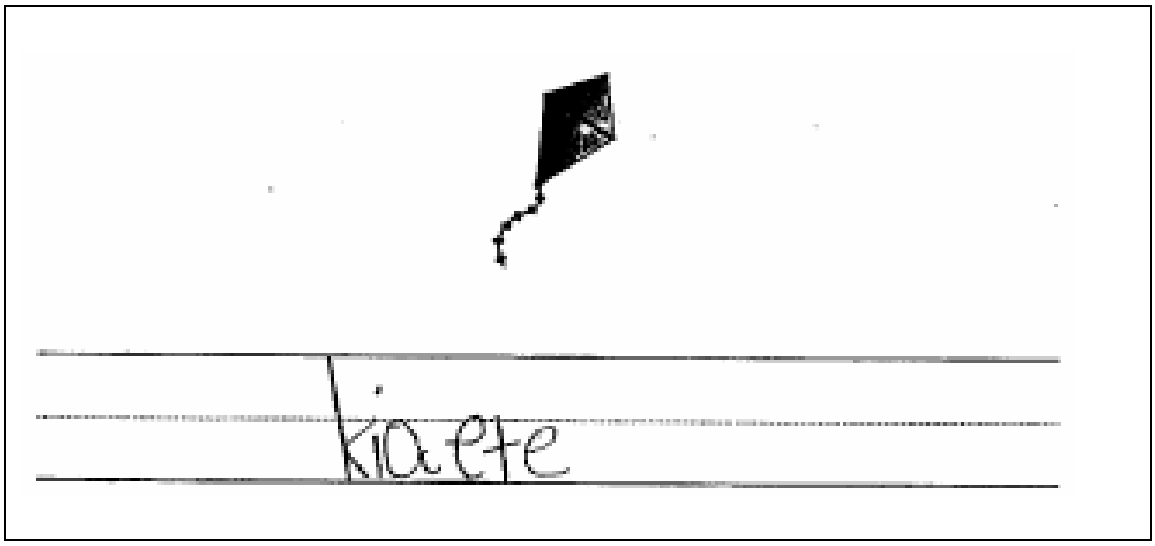
Score Point 0
The writing is an incorrect response to the prompt. The word that is written does not represent the pictured object.



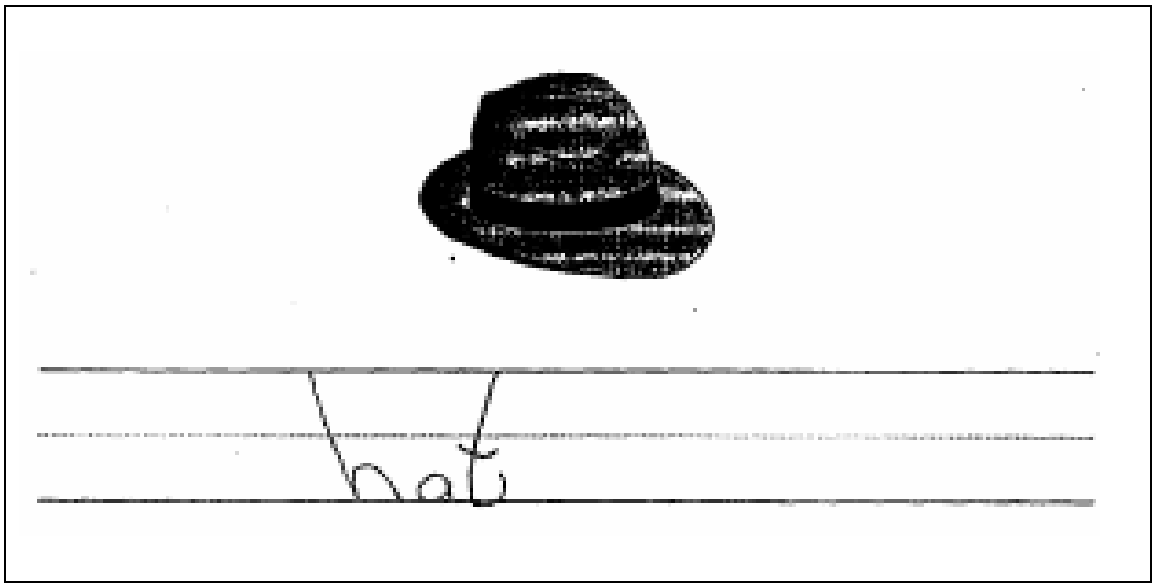
Score Point 1
The writing is a partial response to the prompt. The letter that is written is the first letter of the pictured object. Writing like this for this item type receives a score point 1.



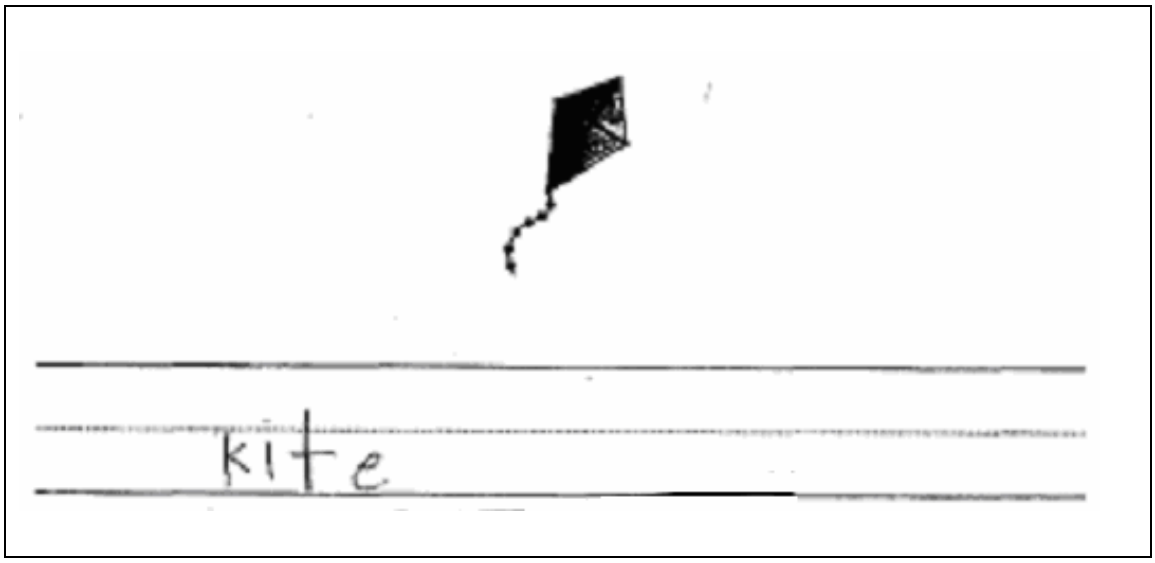
Score Point 1
The writing is a partially correct response to the prompt. One letter in the word that is written is not correct for the pictured object, but the other letters are correct. Writing like this for this item type receives a score point 1.



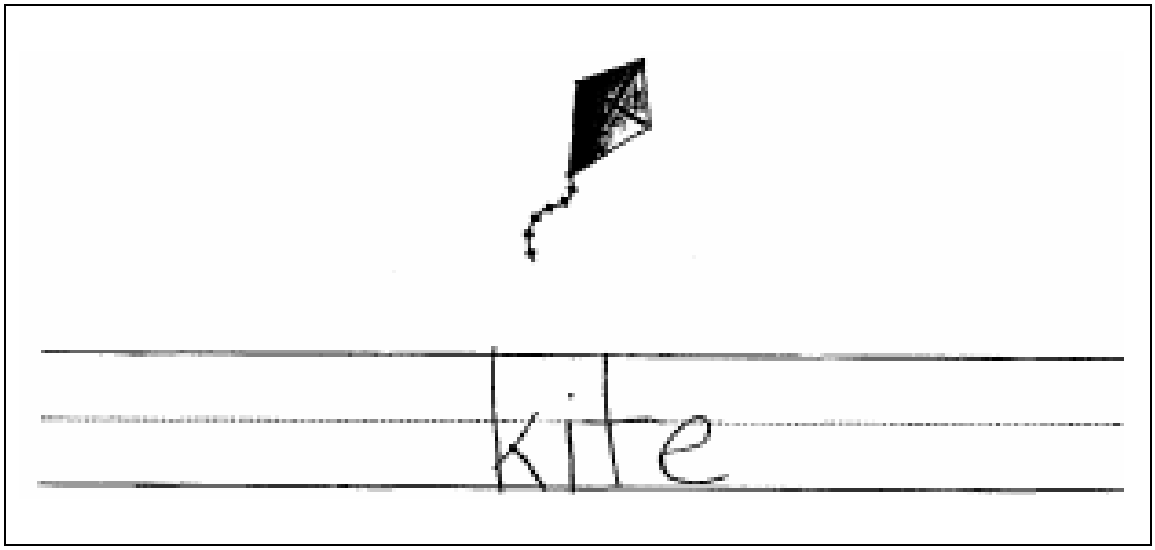
Score Point 1
The writing is a partially correct response to the prompt. The letters *ae* in the word indicate phonetic spelling. All the other letters are correct, though. Writing like this for this item type receives a score point 1.



Score Point 2
The writing is a good response to the prompt. The word is spelled correctly.



Score Point 2
The writing is a good response to the prompt. The word is spelled correctly.



Score Point 2
The writing is a good response to the prompt. The word is spelled correctly.

Writing Prompt: Sentence Writing

Directions: You will hear a sentence. Write the sentence on the line.

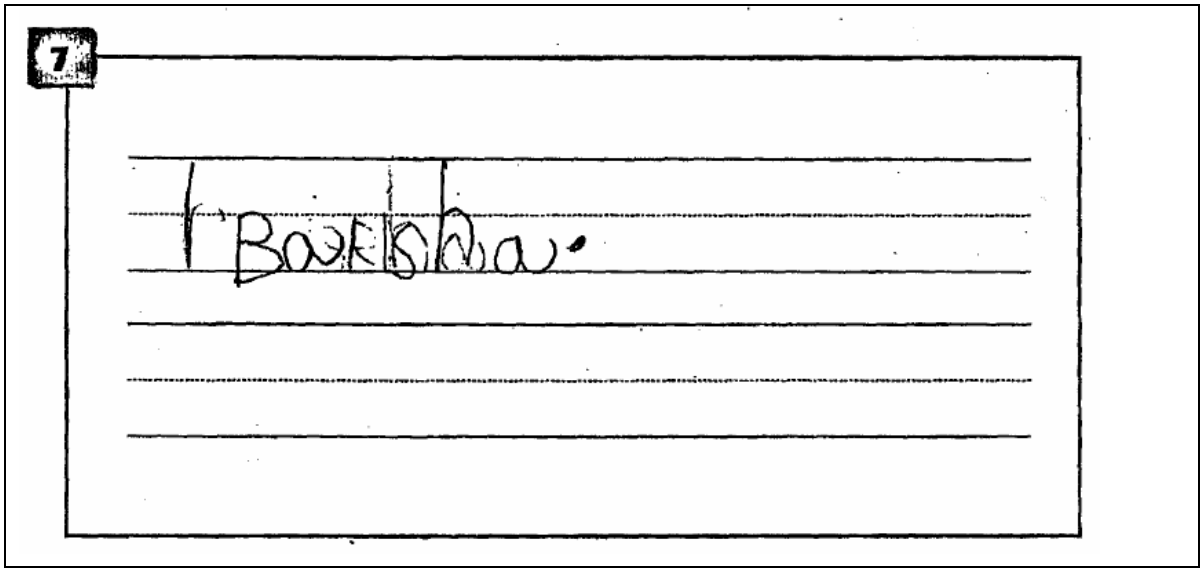
7

Dictated Text: Listen to this sentence. The boy is happy. Now write the sentence on the lines. The—boy—is—happy. The boy is happy.

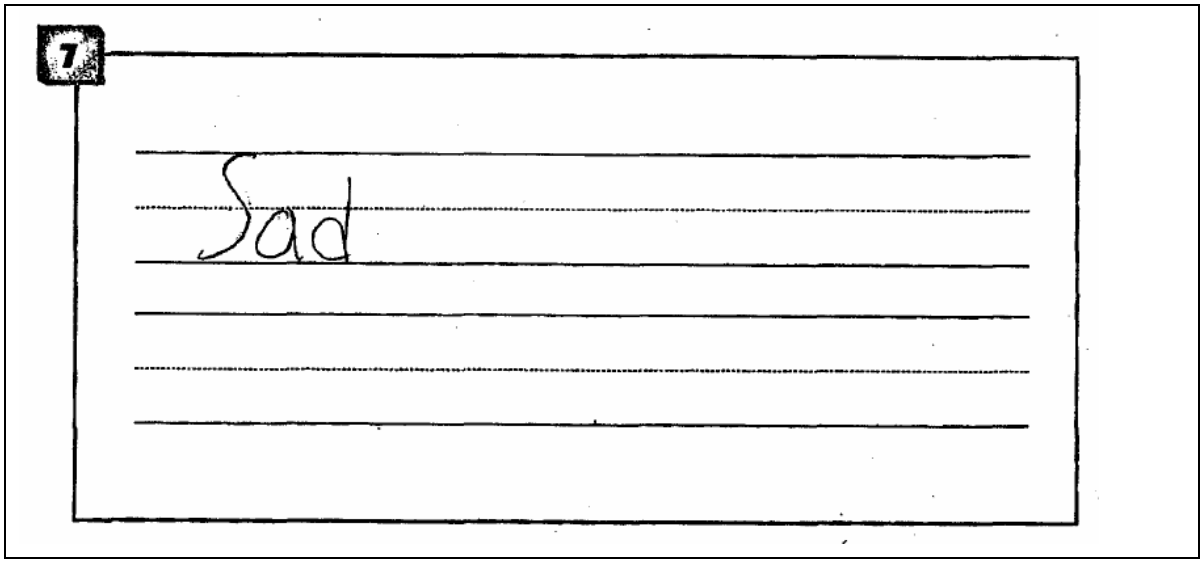
8

Dictated Text: Listen to this sentence. Can the car go fast? Now write the sentence on the lines. Can—the—car—go—fast? Can the car go fast?

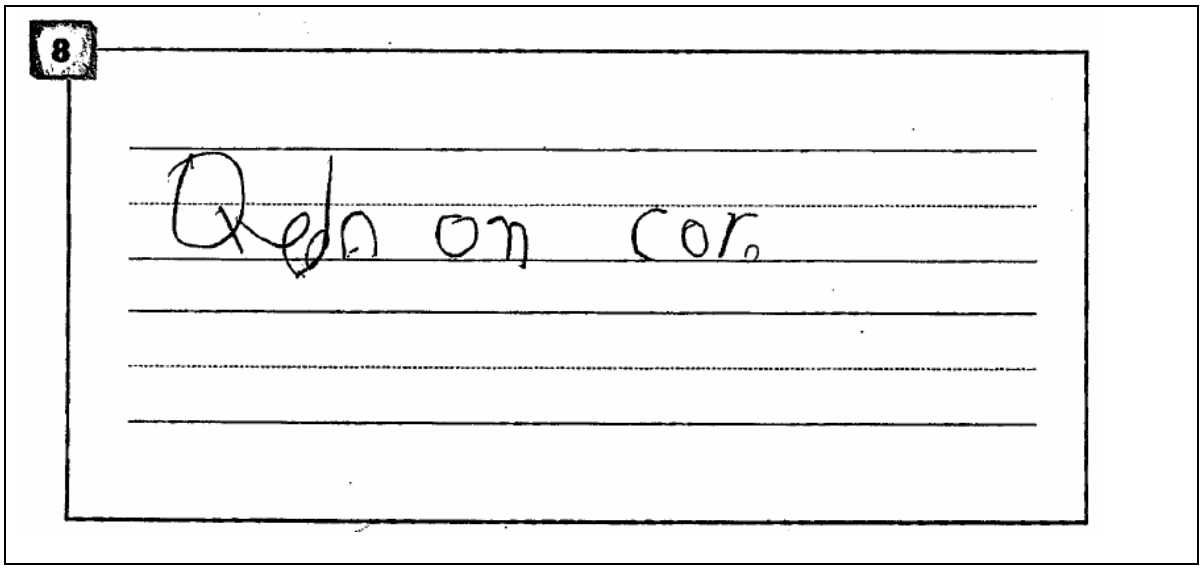
Student Responses



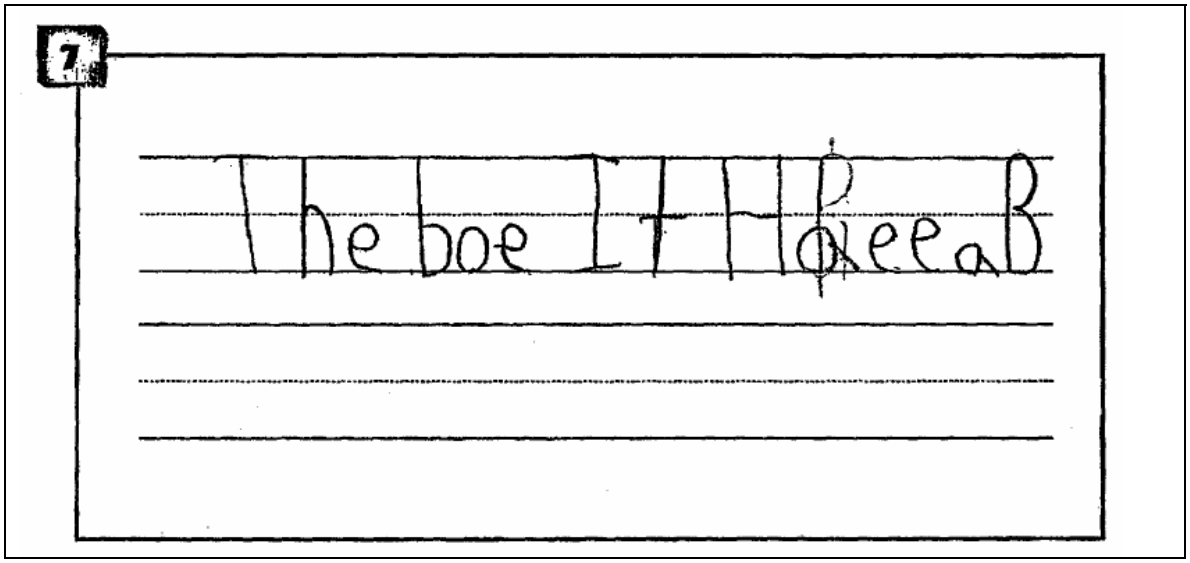
Score Point 0
The writing includes several letters—*b*, *s*, *h*, *a*—from the dictated sentence—*The boy is happy.*—but on the whole is incomprehensible.



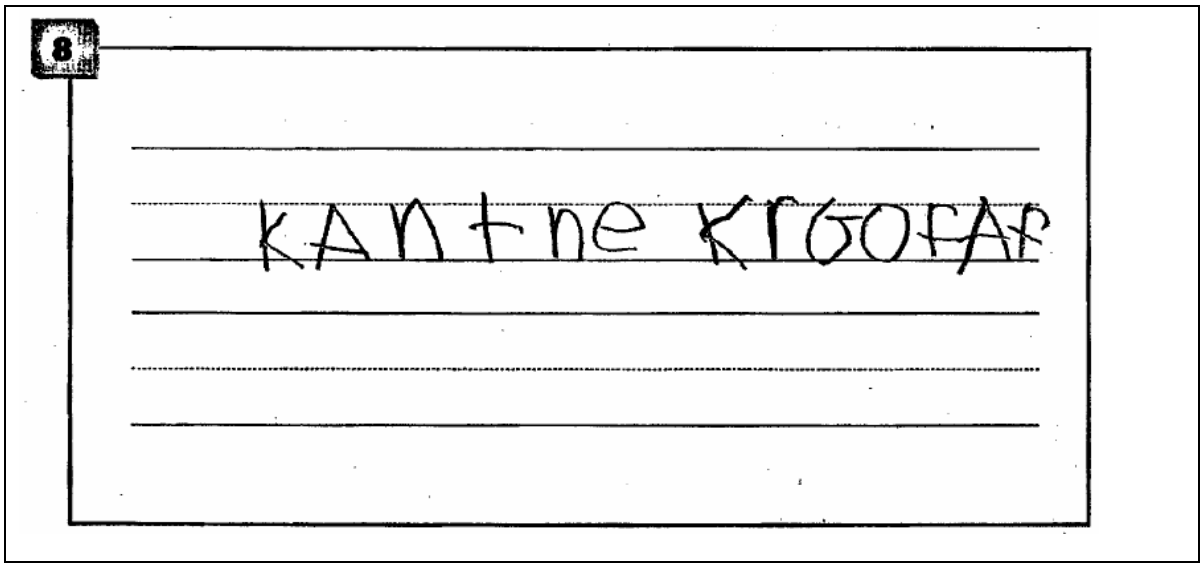
Score Point 0
The writing is an incorrect response to the prompt. The word that is written is related to the prompt—in that *sad* is the opposite of *happy*—but this does not reflect the required task of writing the dictated sentence.



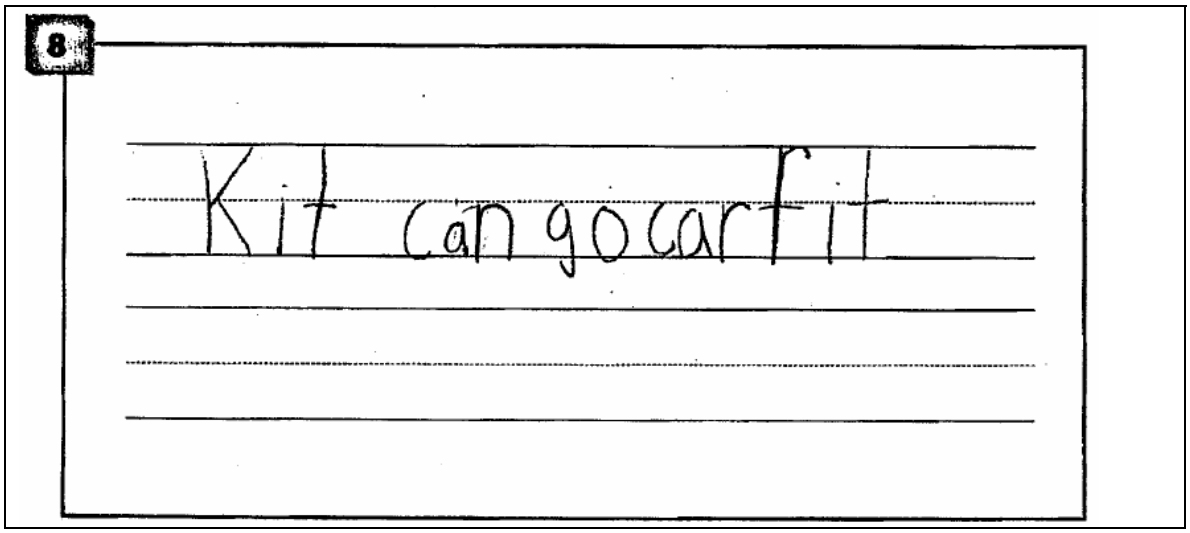
Score Point 0
The third word in the writing—*cor*—is close to one of the words in the dictated sentence—*Can the car go fast?*—but the writing is incomprehensible.



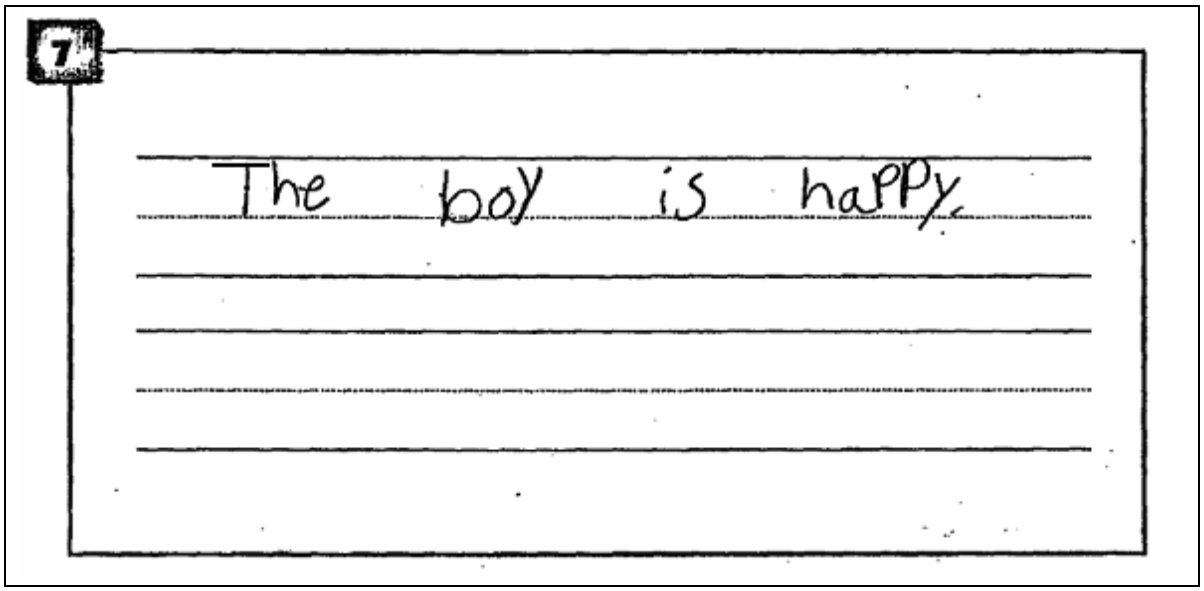
Score Point 1
The writing includes serious spelling errors—*boe* for *boy*, *HaPeeaB* for *happy*—and reflects a still developing understanding of writing conventions in English, but the first word is spelled and capitalized correctly, and the other three words contain phonetic spelling that indicates some understanding of the words from the dictated sentence. Writing like this for this item type receives a score point 1.



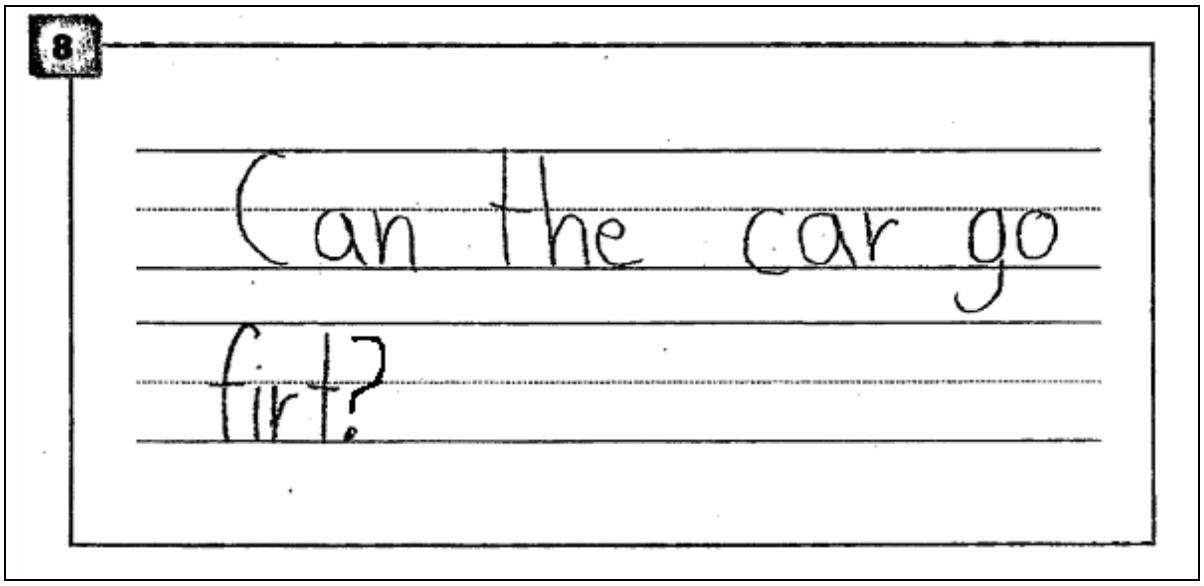
Score Point 1
The writing includes serious spelling errors—*kr* for *car*, *faf* for *fast*—and reflects limited understanding of writing conventions in English, but two words—*the*, *go*—are spelled correctly, and the other words are good attempts at phonetic spelling. Writing like this for this item type receives a score point 1.



Score Point 1
The writing includes spelling errors—*fit* for *fast*—and reflects a still developing understanding of writing conventions in English—the first word is capitalized but the sentence has no ending punctuation. Three of the words are spelled correctly, although *car* and *go* are in reverse order. Writing like this for this item type receives a score point 1.



Score Point 2
The writing is a good response to the prompt. The writing includes all the words from the dictated sentence, all spelled correctly. The sentence is correctly capitalized and ends with a period, showing control of English writing conventions.

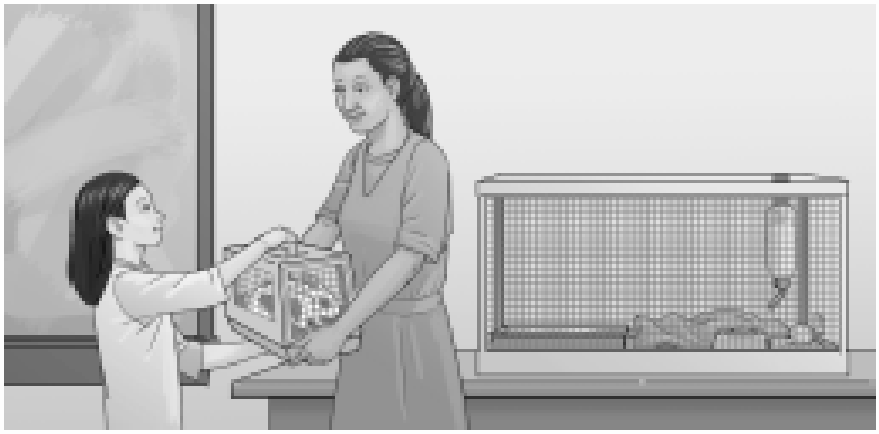


Score Point 2
The writing is a good response to the prompt. The writing includes all the words from the dictated sentence. One word—*firt*—is spelled incorrectly, though it is an attempt at phonetic spelling of the word *fast*. The sentence is capitalized and punctuated correctly. Writing for this item type that includes one or two such spelling errors receives a score point 2.

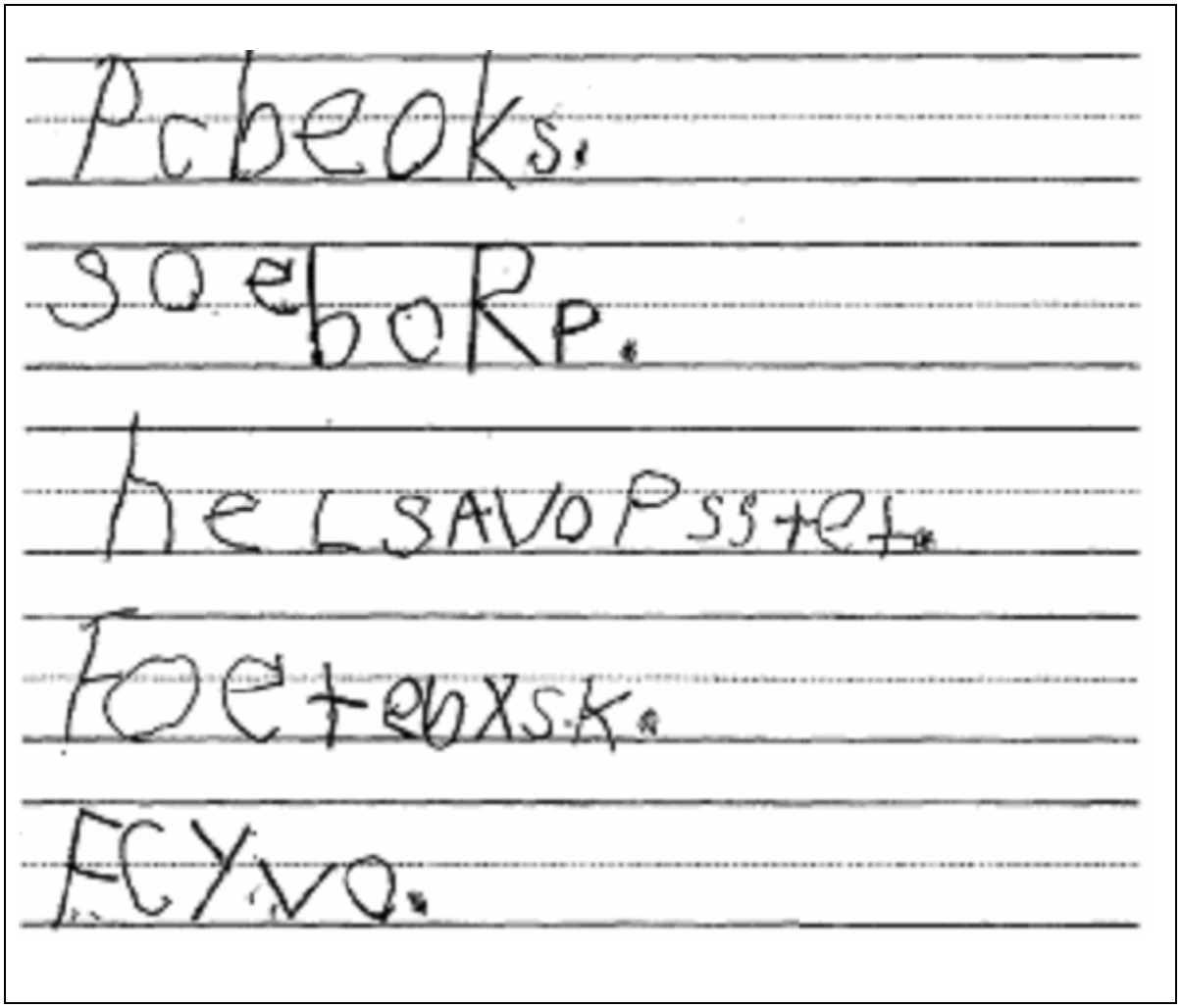
Writing Prompt: Picture Description

Directions: Look at the picture. Write a story about what is happening in the picture. Write as much as you can.

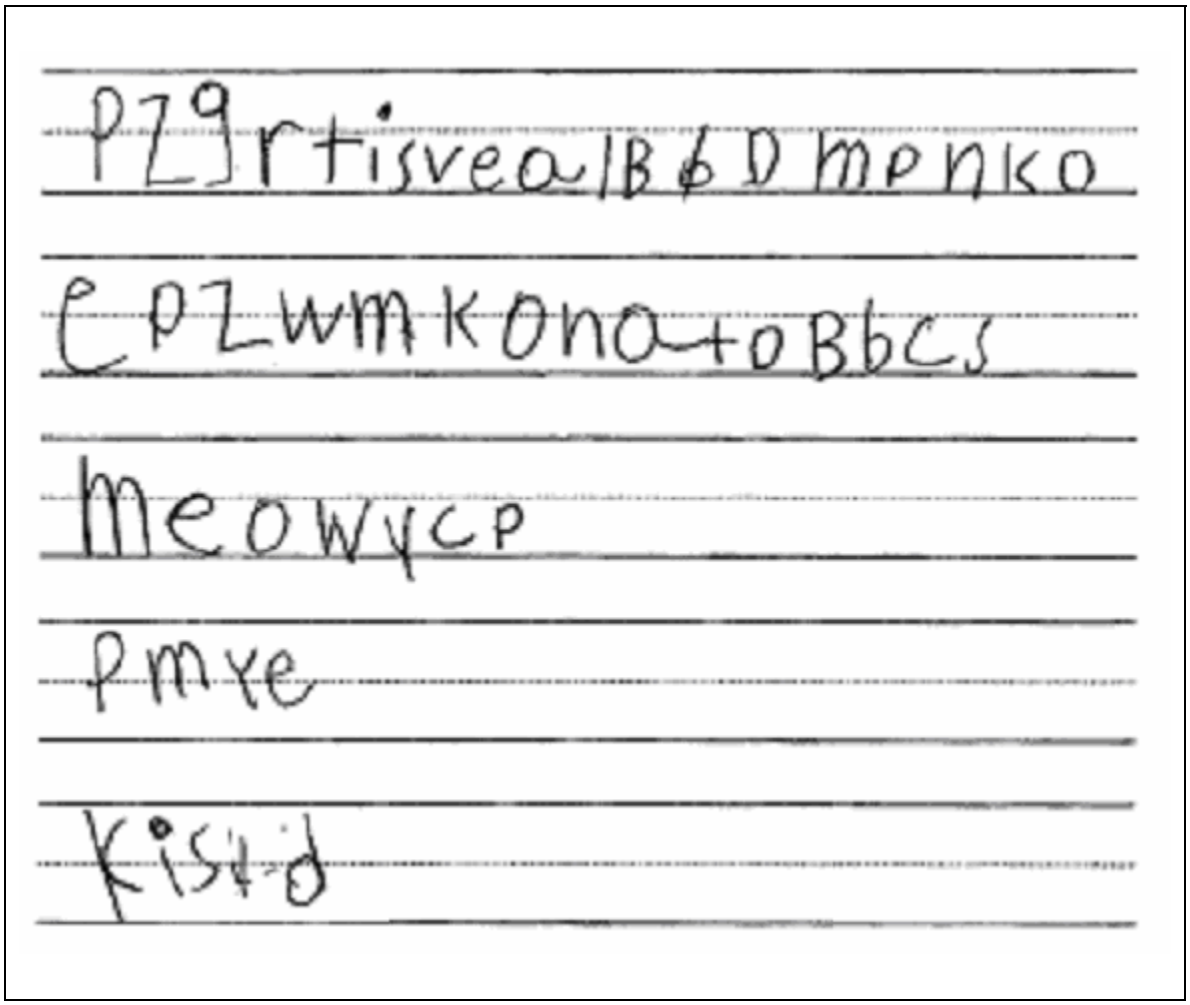
9



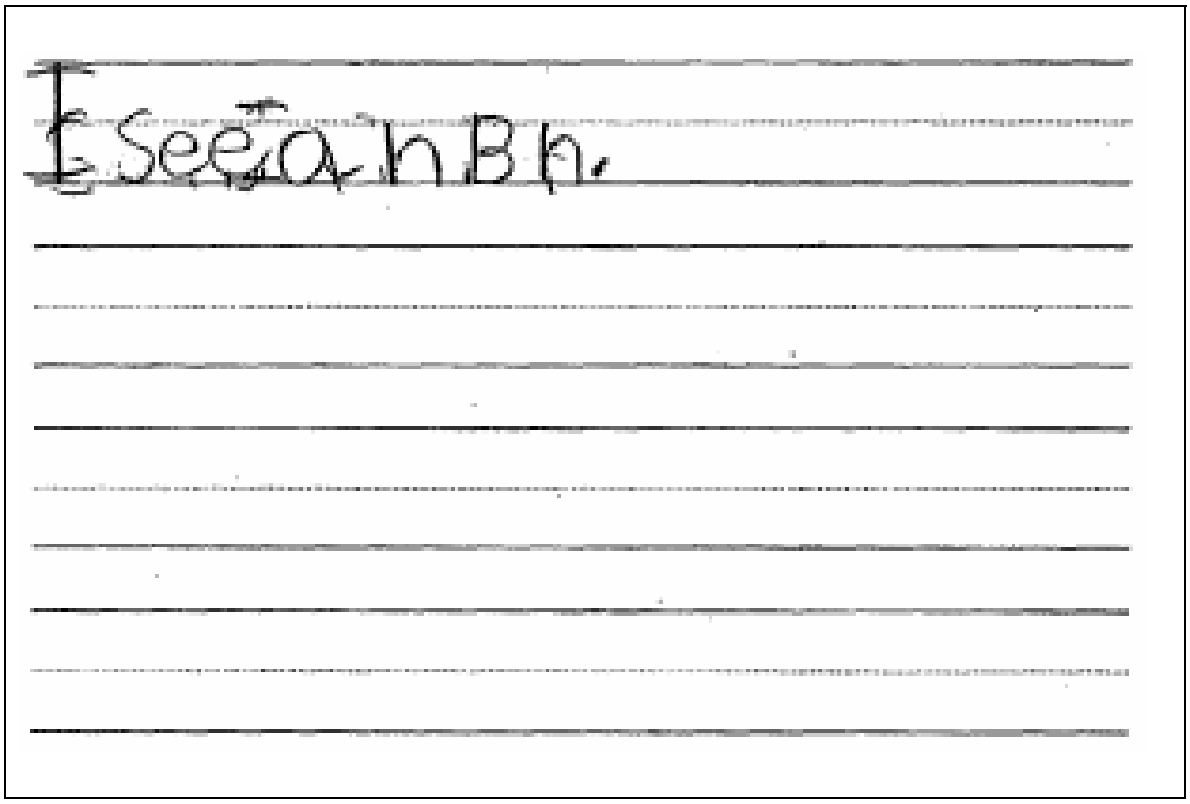
Student Responses



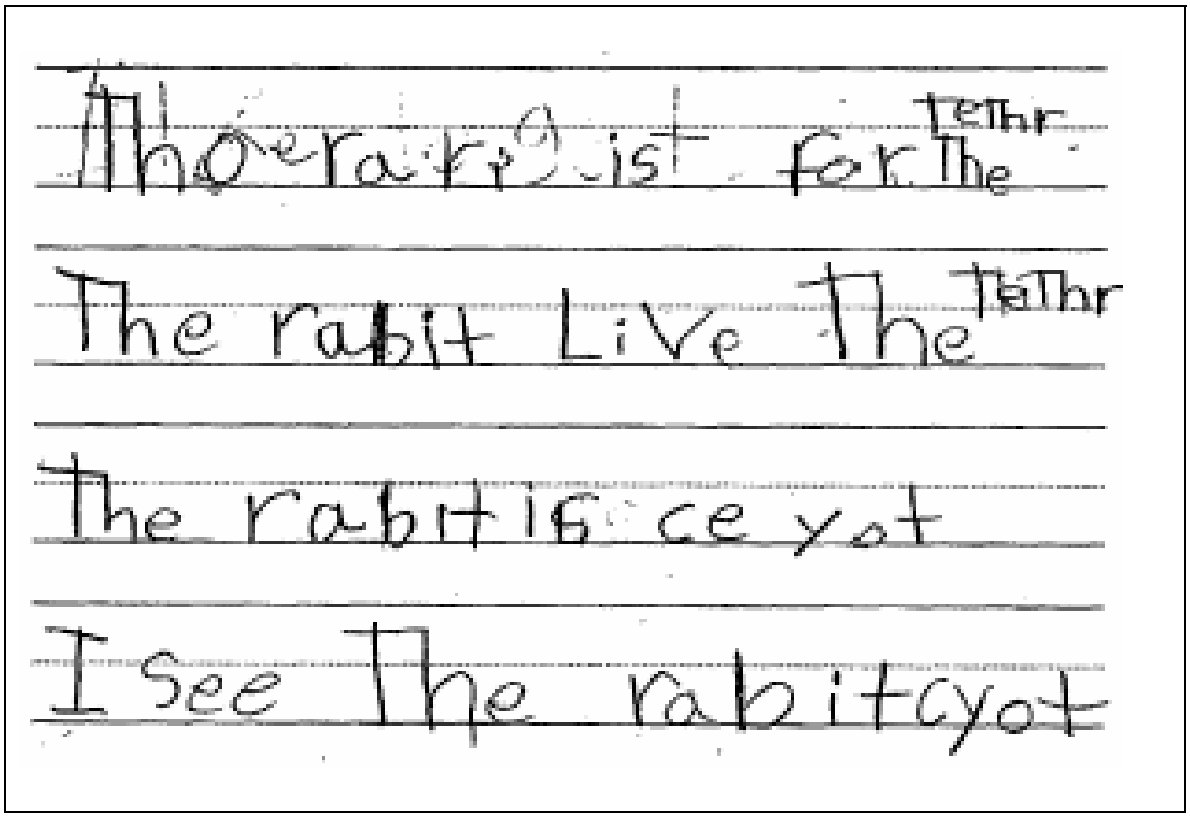
Score Point 0
The writing is incomprehensible.



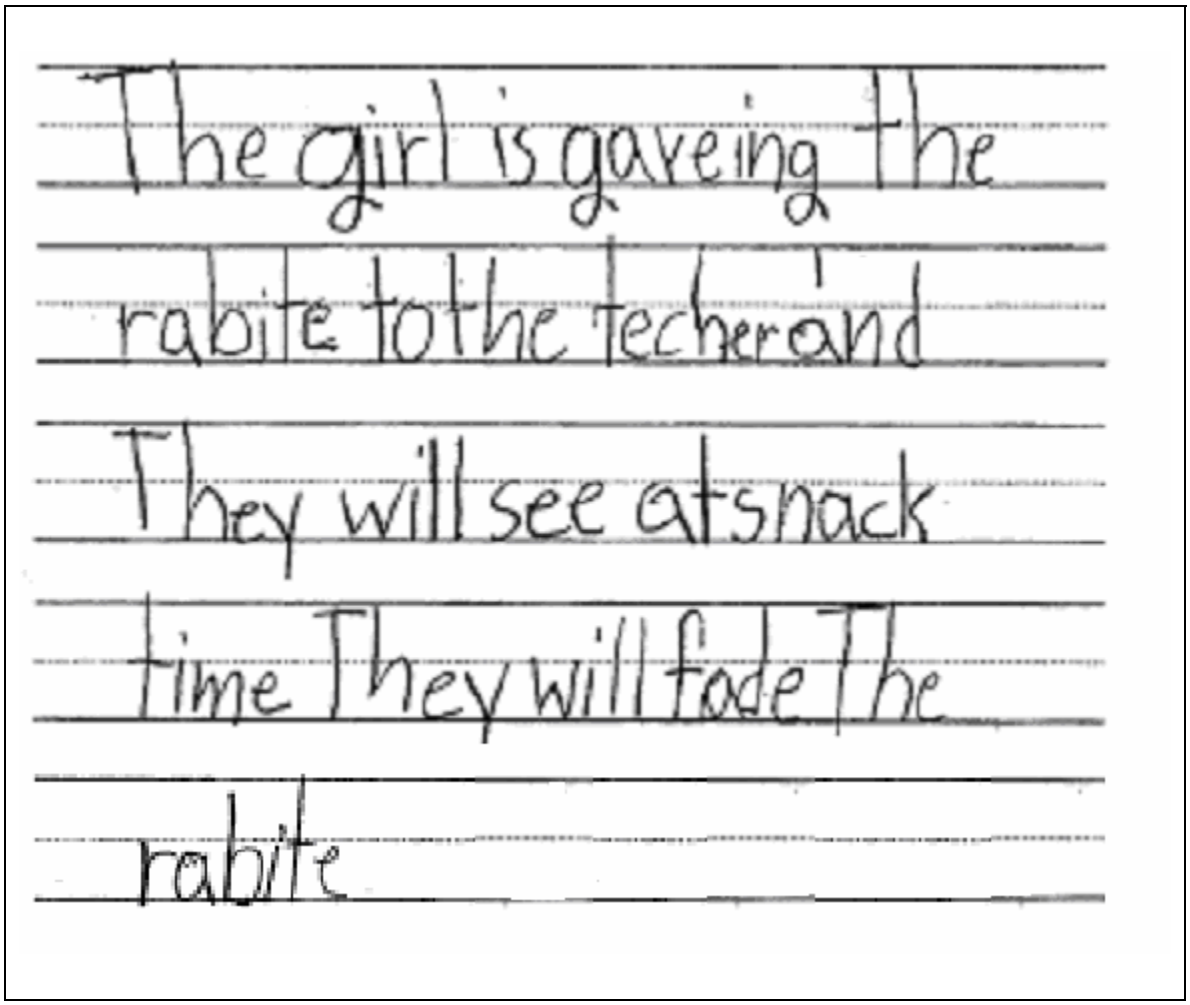
Score Point 0
The writing is incomprehensible.



Score Point 1
The writing is very limited, and contains a serious spelling error—*bn* for *bunny*—but it describes some of what is happening in the picture.



Score Point 1
The writing contains serious spelling errors—*tethr* for *teacher*, *ceyot* and *cyot* for *cute*—as well as grammar and punctuation errors. Vocabulary usage is limited to a few basic words. Despite these issues, the writing contains several ideas that describe the picture.


The girl is gaveing the
rabite tothe Techerand
They will see atsnack
time They will fode The
rabite

Score Point 2
The writing presents several ideas appropriate to the graphic, and the ideas are linked in a narrative. There is complexity of grammatical structure in the use of both the present progressive and simple future tenses. Several spelling errors and incomplete punctuation do not interfere with meaning expressed.

I See a redat in a cage and i see a tehra giving this redat to a tilet girl. and the telit girl has sota hare and has has branw ise.

Score Point 2
The writing presents an appropriate description of the graphic, including some detail—the little girl has soft (?) hair and brown eyes. The writing contains several serious spelling errors—*redat* for *rabbit*, *tehra* for *teacher*, *tilet* for *little*—but a trained primary-level teacher would likely be able to identify these words.

Grades 2–4 Writing Samples

Writing Prompt: Pre-Writing

Directions: Look carefully at the picture. Answer the questions about the picture, and be sure to think about who, what, when, where, and why. This will help you write a story about the picture later.

1

What happened first?

2

What happens next?

3

What will happen last?

Student Responses

What happened first?

esta Pasiando asu Pero

Score Point 0
The writing is in a language other than English.

What happens next?

one booy to one dog

Score Point 0
Although the writing contains words that relate to the graphic, it is not a sufficient response to the question "What happens next?"

What will happen last?

let Dagogcoy

Score Point 0
The writing is not comprehensible.

What happened first? it is wind

Score Point 1
The writing presents one idea, lacking any detail, related to the graphic.

What happens next?
the doy wallg the dag

Score Point 1
The writing presents one idea related to the graphic.

What will happen last?
Last I think they are going to go home.

Score Point 1
The writing presents one idea related to the graphic.

What happened first?

before school Peter took his dog for a Walk. It was a sunny day.

Score Point 2
The writing is a full response to the question. It presents several ideas—the time of day, what the boy is doing, and what the weather is like.

What happens next?

Then, the boy went to the vet. and the dog was scard.

Score Point 2
The writing is a full response to the question. It presents two clear ideas.

What will happen last?

fanaly he ran so fast he got tired and they got to the park

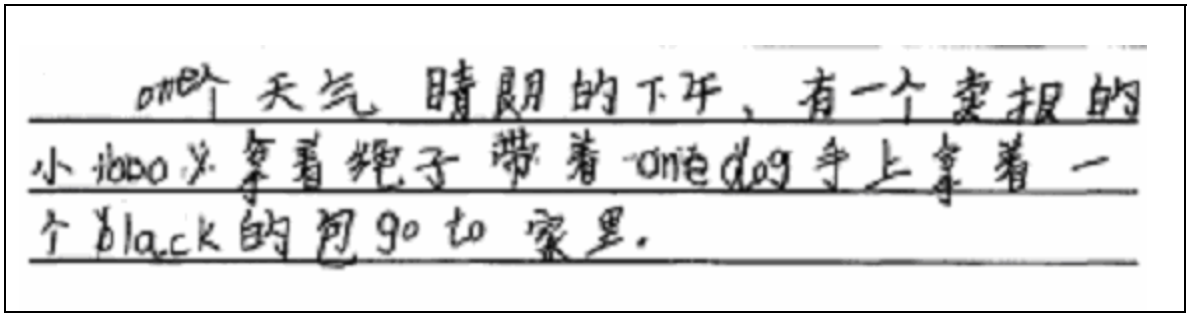
Score Point 2
The writing is a full response to the question. It presents several ideas.

Writing Prompt: Writing

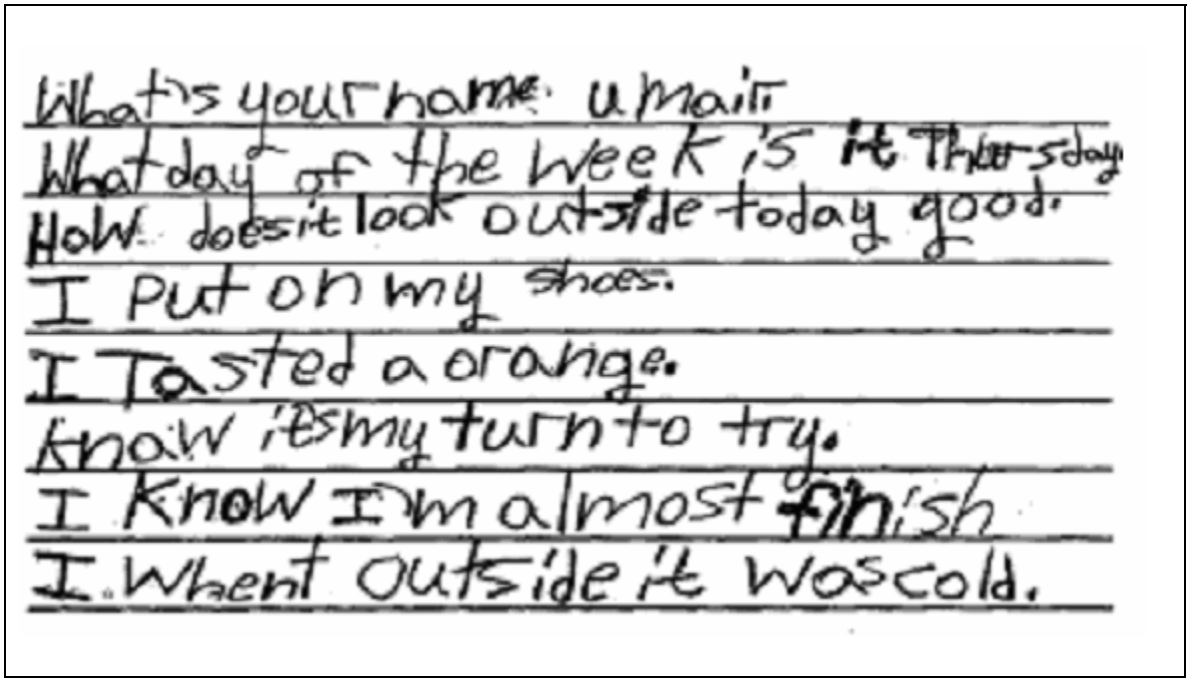
Directions: Look at the picture. Write a story about what you see in the picture. Use your ideas from the Pre-Writing questions to add details to your story.

1

Student Responses


哦 天气 晴朗的下午、有一个卖报的
小 boo 拿着绳子 带着 one dog 手上拿着 一
个 black 的包 go to 家里.

Score Point 0
Although the writing includes a few words in English, the bulk of the writing is in a language other than English.


What's your name. u mait
What day of the week is it Thursday
How does it look outside today good.
I put on my shoes.
I Tasted a orange.
Know it's my turn to try.
I Know I'm almost finish
I. Whent outside it was cold.

Score Point 0
The writing includes nothing that is relevant to the graphic or the prompt.

Today I see a litte boy wacin has
boy he is in the sirface with hasr bog.
He bretde to be a malumned today.
He is outsinde. I see a late a fo thse
today like tees pepole and bore house
and all can fo thins toc if. I see all
this thes ageo I cep saete a gend
and a gend I sait a late of time
like 100 time a day I olite
too.

Score Point 1
The writing contains several ideas relevant to the graphic and the prompt. Serious errors in spelling cause much of the writing to be incomprehensible.

The boy is wouccors the Park
The dog is wouccors the Park

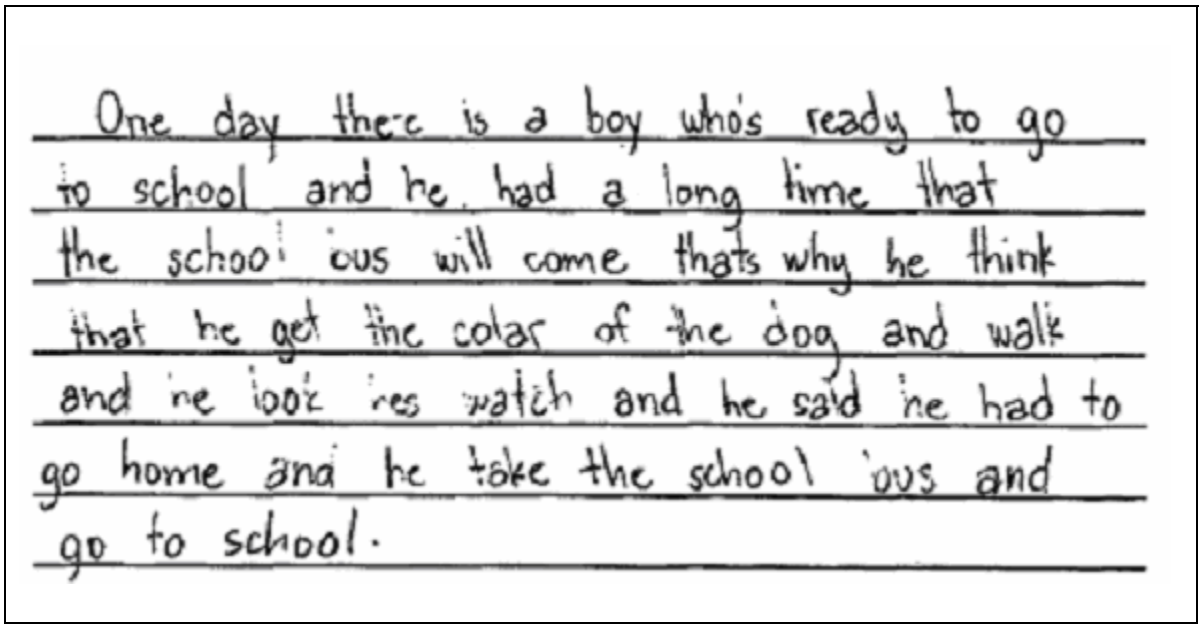
Score Point 1
The writing demonstrates a limited understanding of the topic and contains a serious spelling error.

The boy is walking his dog.
They stop for a rest. Then they
went home.

Score Point 2
The writing demonstrates basic understanding of the topic, presenting three relevant, coherent ideas. The vocabulary and grammatical structure of the sentences are basic for grades 2–4.

He want to walk his dog
to the street for a long walk
and maybe he is geteing out the
the, News papers. and when he
was done, He want back home
to eat his Lunch.

Score Point 2
The writing demonstrates basic understanding of the topic, presenting several clear, linked ideas. Sentence structure is basic. Spelling and grammar errors do not interfere with meaning.



One day there is a boy who's ready to go
to school and he had a long time that
the school bus will come thats why he think
that he get the colar of the dog and walk
and he look res watch and he said he had to
go home and he take the school bus and
go to school.

Score Point 3
The writing demonstrates some complex thinking on the topic—e.g., the idea that the boy decided to walk his dog because he had a while to wait for the school bus. The writing includes several details—e.g., the boy gets the dog's collar in order to take the walk. Although the writing is essentially one run-on sentence, the ideas are clearly organized and coherent. A few minor errors in spelling and grammar do not interfere with meaning.

One day tommy's mom tells
he to take the dog for a walk befor
Shcool. So the walk is over he tells
the dog time to go home So he
brings the dog back home. Tommy
it is time to go to Shcool. Then
he goe's to Shcool.

Score Point 3
The writing is a coherent narrative that demonstrates some complex thinking on the topic—e.g., the idea that Tommy's mother tells him to take the dog for a walk. A few minor errors in spelling and grammar do not interfere with meaning.

The story is about when Nick walbet his dog. it was a hot summero day. Nick took his dog walking around The park he let his leash go and The dog ran around, and he was reading a newspaper behind The tree. When it got dark he put the leash back on and they went home.

Score Point 4
The writing is a coherent, organized narrative that demonstrates complex thinking on the topic—e.g., the boy lets the dog off the leash so that the dog can run while the boy reads. The writing includes illustrative details—e.g., it was a hot summer day, the boy goes behind a tree to read. There is only one spelling error in the writing—*summero*.

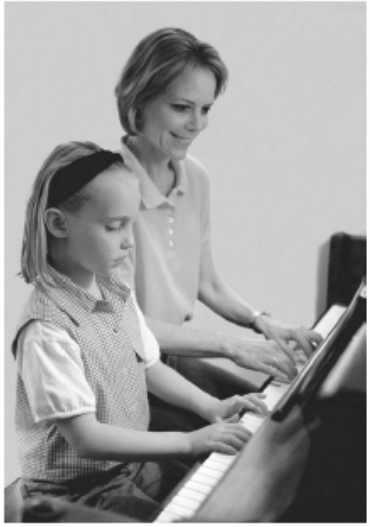
First, a little boy named Robert played viedio
games. He is very lazy you know! Then just as Robert
made a high-score his mother shouted "Robert! Take
your dog Husky for a walk. Remember your promised
that you would take care of him!" So Robert
lazily stood and called his dog and went outside.
Next, Robert un-pationtly walked Husky
a long his neighborhood. He said to him self
randomly "I wish I didn't have any homework!"
All of a sudden Robert saw a huge bear!
Of course Robert was so lazy so he didn't
care. The bear gazed at Robert and Husky
like they looked like a menu item.
Magiclly his home work fell out from his pocket
exactly when he walked past a garden
with two fences and a door. Then Husky
looked at his home work and ate it!
"Finnaly, thats how I don't have
my home work today Ms. Dewind!" said
Robert. Ms. Dewind repied "I'm really
sure about that!"

Score Point 4
The writing demonstrates complex thinking, includes many details, and is very well organized. Use of words like *lazily*, *randomly*, and *gazed*, use of complex sentence structure, and inclusion of quoted dialogue indicate a high level of language proficiency. A few spelling errors—*viedio*, *him self*, *magiclly*—do not interfere with meaning.

Grades 5–6 Writing Samples

Writing Prompt: Pre-Writing

Directions: Look carefully at the picture. Answer the questions about the picture, and be sure to think about who, what, when, where, and why. This will help you write a story about the picture later.



1. What happened first?

2. What happens next?

3. What will happen last?

Student Responses

What happened first?
what, who, when, where

Score Point 0
The writing consists only of words copied from the directions.

What happens next? of and The Pichors and The Pianot

Score Point 0
Although the word *piano* is evident in the writing, on the whole the writing is incomprehensible.

What will happen last?
~~Whatirday~~ of the week is It.
And It tist day in day
Mam.

Score Point 0
The writing does not express any idea that is relevant to the graphic or question.

What happened first?

My Frind and my Frind mother

Score Point 1
The writing presents one idea related to the graphic—that the people pictured are a friend and the friend's mother. The fact that the writing is not a complete sentence is not relevant to scoring this item type.

What happens next?

The girl was Playin the piano her self

Score Point 1
The writing presents one idea that is clearly related to the graphic.

What will happen last?

, became a wonderful piano player!

Score Point 1
The writing presents one idea related to the graphic.

What happened first?

Saturday, Mom and Mary Play Piano. Mary can't Play.

Score Point 2
The writing is a full and clear response to the question. It presents several ideas—the time of the scene, what the people are doing, and the fact that "Mary can't play."

What happens next?

Next, Carmen's Father called Francisco call to a piano teacher called Mrs. Pamela. she was teaching Carmen Friday and Saturday.

Score Point 2
The writing is a full response to the question. It presents several ideas.

What will happen last?

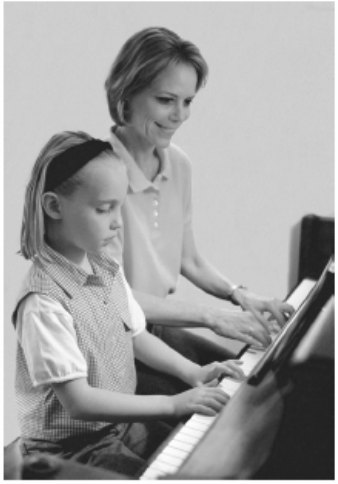
After the Song the mother Said nice job. You Played very well with me.

Score Point 2
The writing is a full response to the question. It presents several ideas.

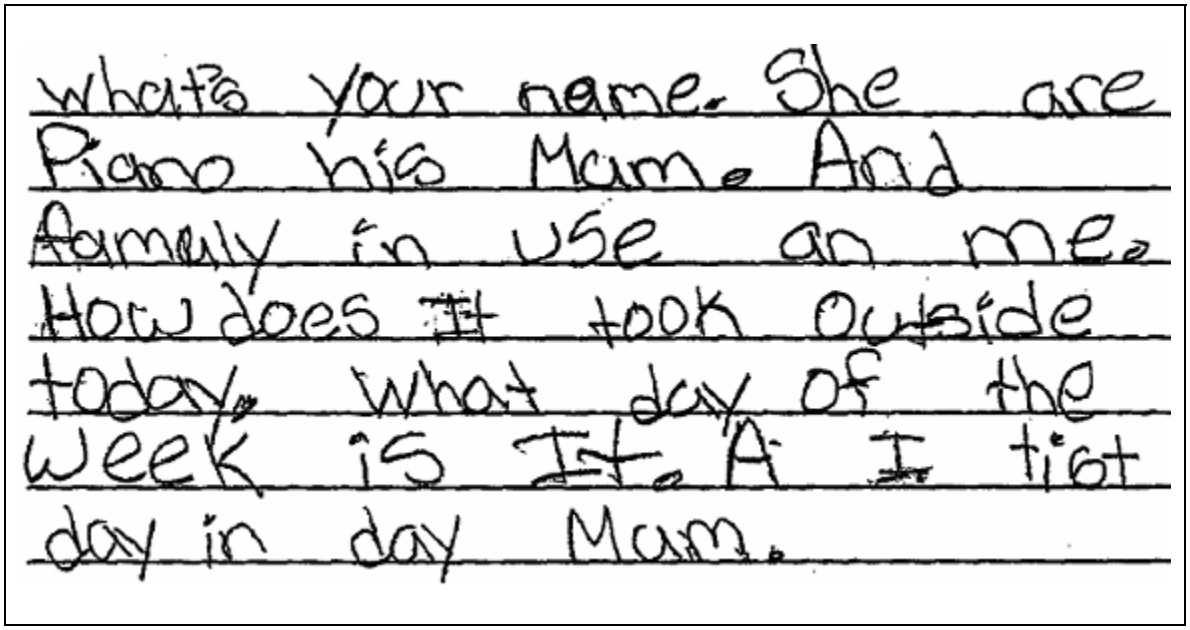
Writing Prompt: Writing

Directions: Look at the picture. Write a story about what you see in the picture. Use your ideas from the Pre-Writing questions to add details to your story. Make sure that your story is well organized and of sufficient length.

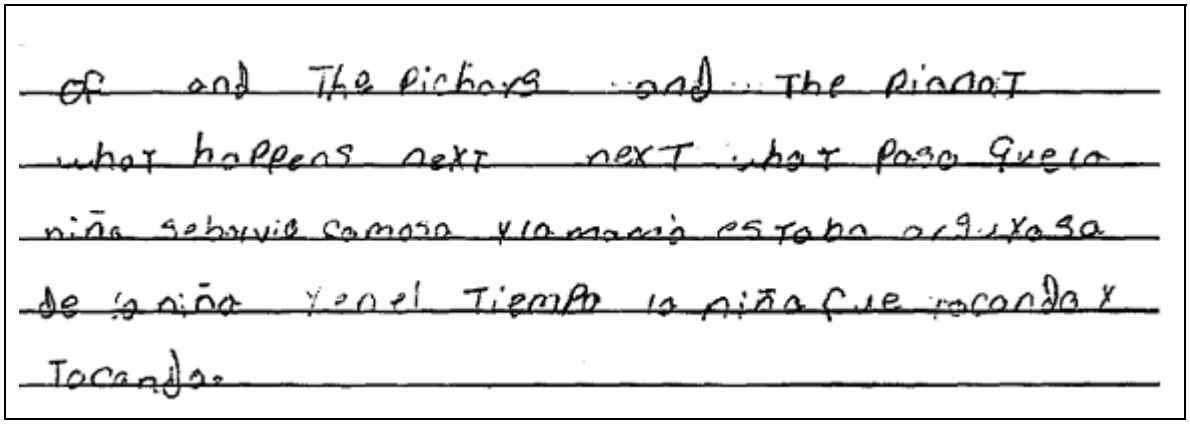
1



Student Responses


whats your name. She are
Piano his Mam. And
Aamely in use an me.
How does It took Outside
today. What day of the
week is It. A I tiot
day in day Mam.

Score Point 0
Although all the words in the writing are recognizable, only the word *piano* is clearly related to the graphic and prompt. Parts of the writing are incomprehensible, and on the whole the writing is not related to the graphic or prompt.


of and The Pichars and The Piano
what happens next next what Paso Que la
niña sebavie camara y la mamá estaba orgulosa
de la niña y en el Tiempo la niña Que tocando y
Tocando.

Score Point 0
The bulk of the writing is in a language other than English, and some of the writing is words copied from the Pre-Writing questions. Although the word *piano* is evident on the first line, the words that precede it are not comprehensible.

The she'llook the music she tock in the hot
mom hor mom in the i.go in the
music room hor mom in the
whpan she sat school in my
Fran Fite me bot me sad
mom sat ok I din in the
music in the sad my mom
an the music in the my mom
is the happy am so sad
the she go in the hor mom
in the music room in the
music room is in the badroom
she in the sad.

Score Point 1
A good deal of the writing is difficult to understand or incomprehensible. Some ideas that are relevant to the graphic and prompt are evident—the girl is looking at the music and talking to her mom, telling her mom about a fight she had with a friend at school (?)—indicating a limited understanding of the topic. Vocabulary and sentence structure are below grade level. Serious errors in spelling and grammar are evident throughout the writing.

The girl was here a with a lady because
she want a lesson and They both did
Together because she want did a good
and a lady was did a good too They
both did a good because she almost live
20 minutes she good live later. and she
was she did a Piano lesson. and Then
The lady going home. and Then she
guing another lesson soon she said
Yes.

Score Point 1
Spelling in the writing is good, and basic understanding of English sentence structure are evident, so it is clear that the writing is relevant to the graphic and prompt. Vocabulary choice is very limited, though—e.g., the word *good* appears frequently, and *did* occurs frequently to refer to an action. The writing presents basic ideas, but no real detail.

One day kim wanell to penud
parts. So kim said to her mom and
dad "if I can take penud parts
and her mom and dad they said "ok".
The next day kim want to penud
parts BAILEY Avnew. It was
like a school it had penuds. Kim
want to a wanman name Berenice.
"Hi" said Berenice I am your
teicheing you. Kin waw nurf
"let sart" said Berenice. "ok" said
kim. Berenice sarted play the penud
they kim sarted to play too.
Kim was happey to came evere
day Kim parts and parts and parts
playin the penud.

The End.

Score Point 2
The writing is a well-organized narrative with dialogue. Errors in spelling and grammar may cause confusion, but in general the ideas are clear. The writing does not present a lot of detail. The vocabulary and grammatical structure of the sentences are basic for grades 5–6.

First one day a girl named Sara
ask her mam named Maria that
she can help her whow to use a piano
and her mam sep yes.

Next her mam and Sara go to a
school for piano's and her mam
Maria buy a piano for her dora
Sara.

Finally her mam help her dora
Sara whow to use a piano
And Sara was so happy because
she lourne whow to use a piano.

Score Point 2
The writing is clearly organized and divided into paragraphs, each of which begins with an appropriate transition marker. A few serious spelling errors—*whow* for *how*, *dora* for *daughter*, *lourne* for *learn*—do not interfere with the overall meaning of the writing. The writing includes complex sentence structures—*Sara asked her mom, named Maria, if she could help her learn how to play a piano*—though not using the correct conjunctions or adverbs or the correct punctuation. Vocabulary choice is basic for grades 5–6.

In Sptember 3rd, a girl came to take pian lessen, but the girl looks uncontintable to play piano. So the piano teacher ask her about that. Then the girl answered that's she doesn't like to play piano. The the piano teacher teach her carefull and kindfull.

The girl still don't like to play piano, but as she take piano lessen, she began to play piano. Because the girl likes the piano teacher. Then, when she go back to her house she told her mother about that she like to play piano. Then the girl's mother allow her to play piano as many as she want. Then the girl take piano lessen like 3years.

After 2years the girl become a great pianist. May be the girl play piano at stage soon. But I don't know about her future, because I'm not go to write about it.

Score Point 3

The writing demonstrates some complex thinking on the topic—e.g., the idea that the girl is uncomfortable about playing the piano, and that the teacher tries to reassure the girl that she will teach her carefully and kindly. The writing is organized and coherent, relying on several basic transition words and prepositional phrases—*so, then, after two years*—to mark transitions. Vocabulary choice is fairly basic, with a few exceptions—e.g., *carefully, great pianist, future*.

This is a story about a girl and here mom. The girl dicides to play the piano with here mother. But they dont Know how so they tack piano lessons They tack lessons and learn how to play a song.

They go to there house and see if they can realy play the piano. The girl and here mom play together. They arnt playing for any special reason. They just play for fun.

So they get tired and decide to stop playing. The girl might have work to do like homwork or some choures. The mom might have to cook dinner or to clean the house.

I thinK they both had fun. They both played the piano together. The girl had some time to get to know here mother and have coulity time together.

Score Point 3

The writing demonstrates some complex thinking on the topic—e.g., the girl wants to play piano with her mother, but they don't know how, so they take lessons together. The writing is organized and coherent. Vocabulary choice is generally basic, though some higher level words and expressions are used—e.g., *any special reason*, *chores*, *quality time*.

The tuter comes to the girls house. Then the tuter asks the kid to play the song they practiced for a several days. The girl mixes up and the tuter says "you have to practice and for now I will help you". Then she helped and helped and finally the girl understand the song and she tried to play alone but she still made some mistakes but she said "keep practicing I will be back tomorrow to se if you understand it. Then the girl asked her mom to help she sat down and helped her daughter. They played and Played together. Then the mom asked to play it then the girl knew how to play. The next day the tuter come and asked her to play the song. The girl played and got everything right. Then the tuter said "Good Job" and started the next song.

Score Point 4
The writing is a coherent, organized narrative that demonstrates complex thinking on the topic. Although the vocabulary choice is generally basic, there are a few more advanced words and phrases—*tutor*, *several days*. Spelling and grammar errors are few in number.

Susy a Youg girl who loves Piano music allways tries to play the songs on her tape on her piano. Sadly She never Succeeds, her mom saw how much she loved trying to Play the Piano so She Surprised her one day. Susy was in her room watching television when her mom tolled her to come down stairs. when Susy was down stairs She saw woman Playing a piano beautifully. She was astounded by the calming music She was playing.

Susy politly asked the woman's name. The woman replied "Mrs. Dimond" and asked Susy if she wants to play the piano. Susy screamed and said "Yes, Yes, Yes." Susy and the teacher studied for 5 weeks and Susy Knew how to play over 15 songs. One day Susy was coming home from school and saw a poster saying "piano compition if you like Pianos Please come." She raced home to tell Mrs. Dimond about it and she agreed to go,

When they were at the Piano
compition they waited in line to sign
up. Susy was scared by so many Kids.
AS She gazed at them she was afraid, She
asked Mrs. Dimond "Can we go" and Mrs. Dimond
replied "why". Susy said "I'm afraid that someone
will be better then me and the croud wont
like me!" Then Mrs. Dimond was astonished
"don't be afraid of anyone, believe in your-
self and win that trophy." Susy was up next.
She Played her favirate song "Swan
lake." After the song the croud's claps
was as loud as thunderbolts rushing
in the building. When they were anouncing
the prize Susy crossed her fingers and
wished to win. Then they called the names,
"And the winner to this Piano compition is Susy."
Susy jumped up with happines and felt
joy in her heart. After a couple of years
She was a professional piano playing
artist.

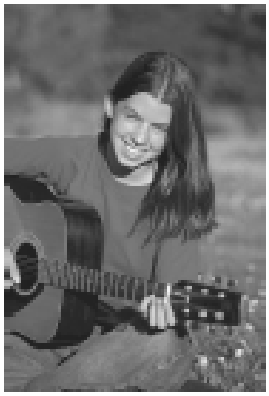
Score Point 4

The writing demonstrates complex thinking, includes many details, and is very well organized. Use of words like *astounded*, *competition*, *trophy*, *favorite*, use of complex sentence structure, and inclusion of dialogue indicate a high level of language proficiency. A few spelling errors—*allways*, *tolled*, *compition*, *favirate*—do not interfere with meaning.

Grades 7–8 Writing Samples

Writing Prompt: Pre-Writing

Directions: Look carefully at the pictures. Answer the questions about the pictures. This will help you write an essay about the pictures later.



1

What things are the same about the activities in the pictures?
List as many things as you can.

2

What things are different about the activities in the pictures?
List as many things as you can.

3

Which of the activities in the pictures do you like better?
Give as many reasons as you can to support your choice.

IMPORTANT NOTE

In response to feedback received at the Turnkey Training sessions in February, the third Pre-Writing question on the 7–8 Spring 2006 Operational Test will be slightly modified from the third Pre-Writing question that appeared on the 7–8 Fall 2005 Field Test. The revised question is shown above. The revised question also appears in several of the following student sample responses, as well as in the 7–8 Writing Scoring Exercises at the end of this document. The sample responses were, of course, written in response to the original question, but they are matched here with the revised question to fit the purpose of these training materials—to show teachers what to expect on the operational test.

Student Responses

What things are the same about the activities in the pictures? List as many things as you can.

Study of the class

Score Point 0
Although the response is clear, its relevance to the graphics and the question is not evident.

What things are different about the activities in the pictures? List as many things as you can.

1) He is read a
book of studies
2) He is in the
Livinroon
3) He have a
note book to
wrin'te

Score Point 0
The writing is a clear and full description of the second picture, but it does not respond to the question, which asks for a comparison of the two pictures.

Which of the activities in the pictures do you like better? Give as many reasons as you can to support your choice.

The picture two because, The she tade in the camp, because To be mas libre

Score Point 0
The writing is an attempt to show a preference for one of the activities, but the key words relating to the pictures—*camp(o)* and *mas libre*—are in Spanish.

What things are the same about the activities in the pictures? List as many things as you can.

They are doing something.

Score Point 1
Although the writing is short and presents a very general idea, it does answer the question by expressing something similar about the activities in the two pictures.

What things are different about the activities in the pictures? List as many things as you can.

- They are doing different thing.
- One is look it front
- The other one's looking at the book

Score Point 1
The writing represents a limited response to the question. The idea that the people in the two pictures are looking at different things is not really a full response to the question of how the activities in the pictures are different.

Which of the activities in the pictures do you like better? Give as many reasons as you can to support your choice.

The activity. I like the best is to listen to music.

Score Point 1
The writing presents one idea related to the graphic.

What things are the same about the activities in the pictures? List as many things as you can.

- The two people are consentra ted in somthing
- They are in a comfortable place.
- They like what they are doing.
- The two pictures has just one person
- The two people are wearing jeans.
- The two pictures has humans beens.

Score Point 2

The writing is a full and clear response to the question. The first three points describe similarities between the activities in the pictures. The last three points do not really respond to the question—they describe the pictures themselves rather than the activities pictured.

What things are different about the activities in the pictures? List as many things as you can.

The first picture is different then the second picture because the picture it shows a girl smilling and playing guitar. In the second picture it shows a guy reading a book.

Score Point 2
The writing fully responds to the question, showing what is different about the activities by describing what is happening in each picture.

Which of the activities in the pictures do you like better? Give as many reasons as you can to support your choice.

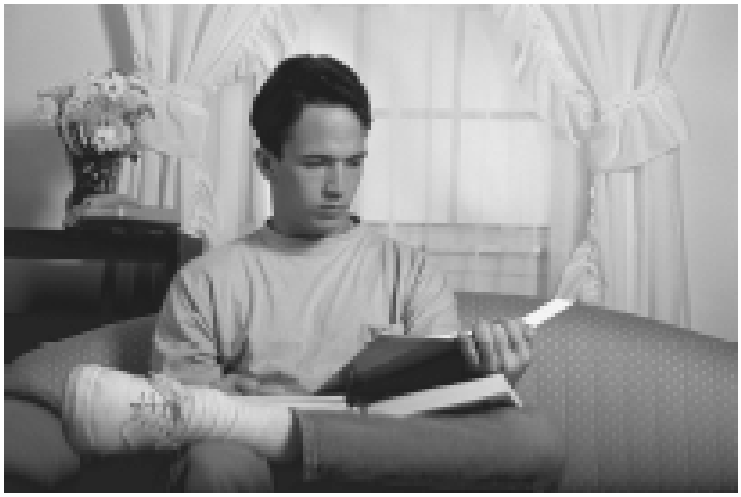
I like to play guitar the most because it's sounds cool and is fun because you can express your emotitions. if you are sad or happy.

Score Point 2
The writing fully responds to the question. It presents a preference for one of the activities and includes a detailed explanation for support.

Writing Prompt: Writing

Directions: There are different things you can do after school. Look at the activities in the pictures. How are the activities the same? How are the activities different? Which activity do you prefer? Give as many reasons as you can. Use your ideas from the Pre-Writing questions to help you write your essay. Make sure that your essay is well organized and of sufficient length.

1



Student Responses

She and Boy Tobe in comin what use sweater and Pants, and two Tobe Practicedow

Score Point 0
The writing is an attempt to answer one question in the prompt—"How are the activities the same?"—but the writing is too limited, essentially demonstrating no understanding of the topic.

A boy is read a book because he have a reading test for tomrrom, Today is firday if his test to in 3 hours in the reading test. 1 hour latr he done his test and his girl too. In 12 latr he and his Gtri. want to her house to listen her Mulce.

Score Point 0
The writing is comprehensible. It is a narrative about the two people in the pictures. However, this is not a response to the prompt. The writing demonstrates no understanding of the topic.

one grel and one Boy, they -
Read and singing withe other an
the Grel siting in Gaiden the Boy
Siting in the course - and the look
lik Sad. and Grel look like -
happy.

Score Point 1
The writing identifies the activity in both pictures, describes the setting of both activities—the girl is sitting in a garden, the boy is sitting on a couch (?), and describes how the people look as they engage in the activities—the boy looks sad and the girl looks happy. In short, the writing demonstrates limited understanding of the topic by comparing and contrasting the activities pictured, in a very basic way. Vocabulary and sentence structure are below grade level. Numerous spelling and grammar errors interfere with meaning.

I think the Activities is fun. I lik bo
activies because you get to Play and
read.

Score Point 1
The writing is very brief, but it does demonstrate limited understanding of the topic. It identifies both activities and answers the question "Which activity do you prefer?" Vocabulary choice is very limited.

The two activities is interesting. The boy
that is reading he is going to learned more
new word and Information about the word.
the girl is going to learned how use a
guitar and she get do some music with
her friend. the activitie that I like
the best is read book about biography.
I do not like to read romatic book because
they do not have sense. The girl activity
is good because you ge learne how to
use a guitar and more think and you
wouth to music by your self.

Score Point 2
The writing is a complete response to the prompt. It demonstrates basic understanding of the topic, comparing the two pictures by describing and giving some detail about each, and answering the question "Which activity do you prefer?" with several ideas. Vocabulary is basic for grade level, with a few exceptions—*information*, *biography*, *romantic*. Errors in spelling and grammar may cause confusion, but in general the ideas are clear. The grammatical structure of the sentences is basic for grades 7–8.

In this activities they same thing
that they both are humen.
They both are doing something
and they are learning. The second
thing that they are different also
because one is boy other one is
girl and The boy is reading a
book the girl is playing with the
giter and the boy is in his house
the gril is in outside. The third
is I like the second activity
because his reading a book he
is learning from the book. and
he is in his house his cosatrate
on his work if he doesn't
know anything he is learning
from the book.

Score Point 2
The writing is a complete response to the prompt, though a couple ideas are not answers to the prompt questions about the activities—*they both are human*, *one is a boy, the other one is a girl*. The writing is clearly organized, repeating *same* and *different* from the prompt and using *second* and *third* in order to organize ideas. Spelling is good, but grammar is basic for grades 7–8. Vocabulary is also basic.

There are different things I can do after school, in the picture one, the girl is plaing guitar, I would like to go play guitar but, I would like to go inside my house and seat in my couthc and relax and read a good book, but this two things, I would like to do are many things that are the same for example, about the two pictures, If I go outside and play my guitar or go inside and read a book, I will be comfortable in both places, but If I deside to go inside to watch tv or read, I realize that are things that are different, for example If I will be watching tv I will go out side and play.

So I prefer go out side I plaup with my friends, and then go and relax in my room watching tv or reading a magazine.

Score Point 3

The writing demonstrates some complex thinking on the topic—e.g., the difference between indoor and outdoor activities. The writing includes examples to support the ideas expressed. The writing is fairly well organized. The writing contains run-on sentences, but includes some more advanced grammar structures—e.g., *If I go outside and play my guitar or go inside and read a book, I will be comfortable in both places*. Vocabulary choice is slightly limited for grade level.

The both activies look fun and exceiting
They both look like they both like to do that
after school or when they have a changes.
I will like to play guitar and learned
how to seat down and read.

The most activities I like the
most is to play guitar because it looks
fun and I can make sounds or songs.
The girl in the picture show that she is
very good at it and I will like her to
teach me if I new her. I like about
the boy that he can seat down and
read but I can do that because I am
seeing tv or playing around.

I don't the boy is reading because
I don't like to read and he should do
something else after school I think he
should go outside with he's friends
and play or talk about anything.

I most I like the best is the
girl playing guitar because it look it
she having fun and she look like she
know what she is doing. If I new her
I will ask her to show me or give me
lesson about it.

I will like to learned both
but the one I really like is the
guitar. I like that the boy can read
and don't do nothing else and I hope
The girl comes a artist because it look
like that becoming a artists is her
dream.

Score Point 3
The writing demonstrates some complex thinking on the topic—e.g., the girl looks like she knows how to play a guitar and as such might be able to teach someone else to play. The writing presents various details to support the comparison of the two activities. There are some errors in spelling and grammar, but they generally don't cause confusion about meaning. Vocabulary choice is slightly limited for grade level.

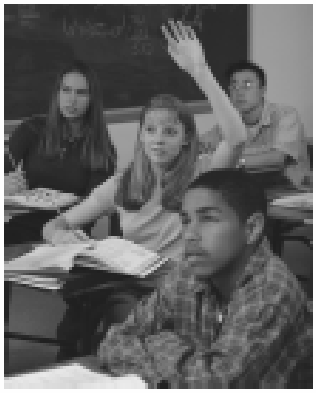
IMPORTANT NOTE

There were no instances of score point 4 essays for this item on the field test. The *NYSESLAT 2006 Scoring Guide for Writing* that teachers receive for the 2006 NYSESLAT administration will include sample essays that represent score point 4 for grades 7–8.

Grades 9–12 Writing Samples

Writing Prompt: Pre-Writing

Directions: Look carefully at the pictures. Answer the questions about the pictures. This will help you write an essay about the pictures later.



1

How are the students in the pictures spending their time? List as many details as you can.

2

How do you spend your time during class? List as many activities as you can.

3

Why do you think teachers choose various activities? List as many reasons as you can.

Student Responses

How do you spend your time during class? List as many activities as you can.

she up your hand for participation.

Score Point 0
The writing describes the activity in the second picture. It does not respond to the question.

How do you spend your time during class? List as many activities as you can.

- They working in the class
- They ask questions teacher
- They used during time workin is good

Score Point 0
The writing describes the activities in the pictures. It does not respond to the question.

Why do you think teachers choose various activities? List as many reasons as you can.

the Teacher SAY OPEN Your NOTEbook P.g. 29. looking The ACTIVITIe.

Score Point 0
The writing is clear but it does not respond to the question.

How are the students in the pictures spending their time? List as many details as you can.

they are writing
take a test

Score Point 1
The writing presents one relevant idea in response to the question.

Why do you think teachers choose various activities? List as many reasons as you can.

For learn more things
for Prapair the students

Score Point 1
The writing presents one relevant idea in response to the question.

Why do you think teachers choose various activities? List as many reasons as you can.

Because maybe that's a good way to answer a question that a student had ask in the past.

Score Point 1
The writing presents one relevant idea in response to the question.

How are the students spending their time? List as many details as you can.

- by writing
- reading
- thinking
- taking test
- asking questions from the teacher
- listening
- looking at book
- looking at board
- taking notes

Score Point 2
The writing is a full and clear response to the question, listing many ideas that describe what the students in the pictures are doing.

How do you spend your time during class? List as many activities as you can.

-I pay attention to the teacher.
-I take notes.
-I also participate.

Score Point 2
The writing presents three clear ideas in response to the question.

Why do you think teachers choose various activities? List as many reasons as you can.

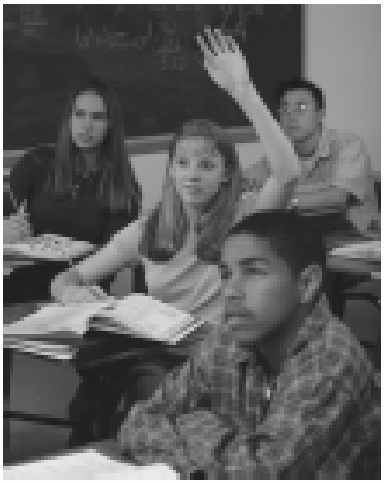
Teachers choose many activities for their students. because they want to help them to be moc focus. In what students are learning. They try to help students by asking question. and for them to answer they give students. Job to do during their class period. because by this way students can lear how to do their homework at home and also they help Students to search information that can be wefull when they are out of School.

Score Point 2
The writing is a full response to the question. It presents several ideas.

Writing Prompt: Writing

Directions: There are a variety of activities you can do during class. Use the pictures as the basis for an essay. Write a well-organized essay of sufficient length. You may use your ideas from the Pre-Writing questions to help you write.

1



Student Responses

the is writes in Pica the Peper
or Reading in the librery .
the study becaus Good studiant
and school

she Read only why like

Score Point 0
Although the writing contains several words that are in fact "activities you can do during class"—*write*, *study*, *read*—parts of the writing are incomprehensible, and on the whole the writing does not respond to the prompt.

It's picture is they're the student It's in
the class they are many busy in the homework
because is difficult.
And they're many intelligent they are will was
profesional in the future.

Score Point 1
The writing is a brief description of the two pictures. One of the ideas expressed does relate to the question of "activities you can do during class"—doing homework that is difficult. This indicates that the writing demonstrates limited understanding of the topic.

I think the class is very organise
Because the students they look
like very intelgent.
the Secon Picture the girl is raising
her hand because she has a
question and maybe she doesn't
understand the teacher what is
she talking about.
the first picture they take a test
and next the girl doesn't under=
stant the test.

Score Point 1
The writing demonstrates limited understanding of the topic. The writing is a description of the activities in the two pictures. Two activities that are identified—raising a hand to ask a question when a student doesn't understand the teacher and taking a test—are responses to the prompt. A few spelling errors do not cause confusion about meaning. Vocabulary and grammar are below grade level.

we can do a lot activity in class like
Math or Science. We can participate
in class or sometimes you don't
have work in class you can
read a book. If you don't know
Something you can ska to the
teacher. If you are in class
you can helps to yours friends.
you can show your homework
to your teacher. you have to
write the things your teacher
wrote in the board. you have
to think what they are writing
If you don't know you can ska to
the teacher. but never ska to
your friends because the can be
bayer with you.

Score Point 2
The writing lists several activities that students can do during class, and thus demonstrates basic understanding of the topic. Spelling is good, with a few exceptions—e.g., *ska* for *ask*. Three sentences in the conditional indicate some understanding of more advanced English grammar, but overall, grammar and vocabulary are basic for grades 9–12.

The according with many students in the schools alot of their spend their time to do take a test or quiz that it is the first reason that the students do but in the class many students also do the homework that it is important, or maybe do essay, and many of the studying.

During in class I spent my time do this or do that but I think the most important reason is, in many of my class work in group I like this because I related with my students and observe the capacity of each one, It is very important, also in class made a little debate about many thing this is very important too because I see many reason or capacity of the students to express the talk and participation in class it is very important.

finally Many Teacher choose
activities for that Many of the students
do something important in class. also
It is the most important reason
that is learn for this reason the Teacher
choose many activities also the students
Related with other students.

Score Point 2
The writing lists several activities that students can do during class, and thus demonstrates basic understanding of the topic. The writing is fairly well organized, with main ideas divided into paragraphs. Errors in spelling and especially in grammar cause some confusion—e.g., *a lot of their spend their time to do take a test or quiz*—but in general the ideas are clear. The writing includes some more advanced vocabulary—*according*, *related*, *observed*, *capacity*—but it is not always used correctly.

There are a variety of activities that we can do during class that help us to learn and increase our grades.

One way to succed in class is by paying attention to what the teacher is saying so that you will understand the lesson and won't have any questions.

Participating is another way to succes in class by participating you are showing the teacher that you have knowleage of the lesson and that you have interest in the lesson.

Taking notes is also another way to succed you take notes in order to answer any question that you have or to study for a test.

In conclusion in order to
be succesful in school you have
to put interest in it, pay attention
takin notes and participating

Score Point 3
The writing demonstrates some complex thinking on the topic—it focuses on three ways to "succeed in class" and elaborates briefly on each. The writing is well organized, starting with an introduction, presenting each of the three main points in a separate paragraph, and ending with a conclusion. Transition markers—*one way*, *another way*, *in conclusion*—contribute to the organization and coherence of the writing. Vocabulary and sentence structure are appropriate for grade level.

Control yourself during a class,
what are the advantage and desadvantage
to do it every day??
Remain yourself doing an activity phisical or
intelectual is more important than you think
because it help you to keep you brain prossesing
information and developing your skills.,
Skills that as we see in the picture one, they could
help you to remain focus in your task, in
the picture the school boys are doing a quiz
a quiz that at the end of the year it could
mean if you pass or you don't, and they
look pretty focus on what they are doing,
by the way if you do different activities at
school, you feel better than doing just
one thing.
In the other hand you know to learn when and
how you are going to talk and you
action in the classroom, it very important
the way that you express your ideas to

the teacher and your friends as we can see
in the second picture. the school Boy and girls
are doing a discussion about some topic
that capture their attention, and we can see
in the same picture that they are doing so
been respectfull and listening carefully and
what the other person is saying, that show us
a high level of organization in that classroom.
In essence, for me it important to know how
to act and how to have fun and how to talk
because there are moments that you have to
be serious, and I do a lot of activitivies
in my classes, maybe sometimes I don't
put to much attention and I get good
grades sometimes it becomes Ironic but
I know I have to study more in my close
future.

In other words education is the future.
! just depends how you want to build
it, and the school, one single class is
important is like the first step in your
career to get a better life in the future.

Score Point 3
The writing demonstrates some complex thinking on the topic—e.g., trying to remain focused on tasks in class, being respectful and listening carefully to what others are saying in class. Vocabulary is generally good, and includes a number of high-level words and phrases—e.g., *intellectual*, *processing information*, *capture their attention*. The writing is a bit weak in organization and coherence relative to the level of ideas expressed and vocabulary used.

What do you do in class?
Some students just talk to their friends all class period, others listen to the teacher talk. There's any kind students and ways to spend time in class from the ones who sleep to the ones who actually do work.

Some students spend their time in class doing some work like doing a test or a quiz. They can be doing some class work too. They also use class books to do their work and homework. Another thing they do is listen to the teacher talk and answer any question the teacher ask by raising their hands.

I spend my time in class by listening the teacher talk and answering his or her questions. I do the class work and maybe sometimes

we will do it in groups of
four or so. I do projects,
tests or even quizes. Another
thing I do is talk to my friends
and just have fun in class.
I think teachers makes
us do various activities so we
wont get bored by doing the
something every day. They make
us do some reading, class
work, groups work or even
just a tests or quiz every
week. In my opinion doing
some different work every
day is better then doing the
something every single day.
I mostly like when we do
group works or just talking.

Score Point 4
The writing is a full response to the prompt that demonstrates complex thinking about the topic and includes relevant and meaningful details. Vocabulary choice is generally basic for grades 9–12, but ideas are well organized and clearly expressed, and spelling and grammar errors are few in number.

There are many activities that we can do during class. These activities are for students to learn. Some activities are given from teacher and some students do to help them selves to learn

The activities that we can do during class are writing, reading, thinking, taking test, asking questions from the teacher. Writing in class help the student to remember or ~~to~~ read any time if they their notes with them. Reading help to understand the concept if they couldn't get it when teacher is explaining. Asking question is an activity that students do clear them selves if they have any problem.

Teacher always answer the question. Another great activity is that teachers do is that, taking test which help the teacher to understand whether the students understand or not. This activity also make students to learn something or at least understand the lesson.

There are also other activities like listening, looking at the book, and board, & taking notes. Listening is also an activity that students do which is basic activity of understanding. If they don't listen, they won't get any thing teachers. If they don't understand they can look at the book there might be any pictures which will help them understand.

Other great activity is looking
at board what is drawing
to help you understand and
taking notes is also one
of the activity which will
help them before they are
taking test. Taking notes also
helps in review for test.
These were all activities
that a student can do during
class and help them

Score Point 4
The writing demonstrates complex thinking—e.g., the idea that reading builds understanding of concepts, tests inform teachers whether students have learned information or not. The writing presents several ideas in response to the prompt and elaborates with many details on each. A solid introduction, full paragraphs, and a brief conclusion demonstrate good organization. A limited number of spelling and grammar errors do not affect meaning.

Alignment of the NYSESLAT Writing Rubric to New York State ESL Standards

Grades K–1

Writing Rubric Elements	Standard	Performance Indicator
Structure, mechanics, and spelling	Standard 1: Students will listen, speak, read, and write in English for information and understanding.	12. Become familiar with some conventions of American English. 15. Apply self-monitoring and self-correcting strategies for language production. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.
	Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.	5. Recognize how structural features affect readers' and listeners' understanding and appreciation of text. 8. Apply self-monitoring and self-correcting strategies to adjust language production to effectively express ideas and opinions. 9. Apply learning strategies to explore a variety of materials.

continued

Alignment of the NYSESLAT Writing Rubric to New York State ESL Standards

Grades K–1 (continued)

Writing Rubric Elements	Standard	Performance Indicator
Writing complexity	Standard 1: Students will listen, speak, read, and write in English for information and understanding.	5. Formulate, ask, and respond to questions to obtain and provide information and meaning. 8. Present ideas clearly in written form. 12. Become familiar with some conventions of American English. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.
	Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.	1. Form and express responses to ideas through reading, listening, viewing, discussing, and writing. 8. Apply self-monitoring and self-correcting strategies to adjust language production to effectively express ideas and opinions.

continued

Alignment of the NYSESLAT Writing Rubric to New York State ESL Standards

Grades K–1 (continued)

Writing Rubric Elements	Standard	Performance Indicator
Vocabulary	Standard 1: Students will listen, speak, read, and write in English for information and understanding.	12. Become familiar with some conventions of American English. 15. Apply self-monitoring and self-correcting strategies for language production. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.
	Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.	8. Apply self-monitoring and self-correcting strategies to adjust language production to effectively express ideas and opinions.
	Standard 5: Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate some familiarity with cultural and language patterns and norms in American English.

Alignment of the NYSESLAT Writing Rubric to New York State ESL Standards

Grades 2–4

Writing Rubric Elements	Standard	Performance Indicator
Structure, mechanics, and spelling	Standard 1: Students will listen, speak, read, and write in English for information and understanding.	12. Convey information and ideas through spoken and written language, using conventions and features of American English . . . Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, and paragraphing. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.
	Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.	5. Recognize and explain how structural features affect readers' and listeners' understanding and appreciation of text. 6. Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue) . . . Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. 8. Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and language production to effectively express opinions and evaluations.

continued

Alignment of the NYSESLAT Writing Rubric to New York State ESL Standards

Grades 2–4 (continued)

Writing Rubric Elements	Standard	Performance Indicator
Writing complexity	Standard 1: Students will listen, speak, read, and write in English for information and understanding.	5. Formulate, ask, and respond to questions to obtain, clarify, and extend information and meaning. 8. Select a focus, organization, and point of view for oral and written presentations. 12. Convey information and ideas through spoken and written language, using conventions and features of American English . . . Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, and paragraphing. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.
	Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.	1. Form and express responses to a variety of literary, informational, and persuasive material through reading, listening, viewing, discussing, and writing; use details and evidence as support. 6. Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue) . . . Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. 8. Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and language production to effectively express opinions and evaluations.

continued

Alignment of the NYSESLAT Writing Rubric to New York State ESL Standards

Grades 2–4 (continued)

Writing Rubric Elements	Standard	Performance Indicator
Vocabulary	Standard 1: Students will listen, speak, read, and write in English for information and understanding.	12. Convey information and ideas through spoken and written language, using conventions and features of American English . . . Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, and paragraphing. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.
	Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.	6. Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue) . . . Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. 8. Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and language production to effectively express opinions and evaluations.
	Standard 5: Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. Such patterns and norms include levels of formality, slang, humor, idioms, and rhetorical patterns.

Alignment of the NYSESLAT Writing Rubric to New York State ESL Standards

Grades 5–6 and 7–8

Writing Rubric Elements	Standard	Performance Indicator
Structure, mechanics, and spelling	Standard 1: Students will listen, speak, read, and write in English for information and understanding.	12. Convey information and ideas through spoken and written language, using conventions and features of American English . . . Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, and paragraphing. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.
	Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.	5. Recognize and explain how structural features affect readers' and listeners' understanding and appreciation of text. 6. Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue) . . . Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. 8. Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and language production to effectively express opinions and evaluations.

continued

Alignment of the NYSESLAT Writing Rubric to New York State ESL Standards

Grades 5–6 and 7–8 (continued)

Writing Rubric Elements	Standard	Performance Indicator
Writing complexity	Standard 1: Students will listen, speak, read, and write in English for information and understanding.	5. Formulate, ask, and respond to questions to obtain, clarify, and extend information and meaning. 8. Select a focus, organization, and point of view for oral and written presentations. 12. Convey information and ideas through spoken and written language, using conventions and features of American English . . . Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, and paragraphing. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.
	Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.	1. Form and express responses to a variety of literary, informational, and persuasive material through reading, listening, viewing, discussing, and writing; use details and evidence as support. 6. Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue) . . . Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. 8. Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and language production to effectively express opinions and evaluations.
	Standard 4: Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.

continued

Alignment of the NYSESLAT Writing Rubric to New York State ESL Standards

Grades 5–6 and 7–8 (continued)

Writing Rubric Elements	Standard	Performance Indicator
Vocabulary	Standard 1: Students will listen, speak, read, and write in English for information and understanding.	12. Convey information and ideas through spoken and written language, using conventions and features of American English . . . Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, and paragraphing. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.
	Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.	6. Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue) . . . Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. 8. Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and language production to effectively express opinions and evaluations.
	Standard 5: Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. Such patterns and norms include levels of formality, slang, humor, idioms, and rhetorical patterns.

Alignment of the NYSESLAT Writing Rubric to New York State ESL Standards

Grades 9–12

Writing Rubric Elements	Standard	Performance Indicator
Structure, mechanics, and spelling	Standard 1: Students will listen, speak, read, and write in English for information and understanding.	5. Formulate, ask, and respond to various question forms to obtain, clarify, and extend information and meaning. 12. Convey information and ideas through spoken and written language, using conventions and features of American English . . . Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, and paragraphing. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.
	Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.	5. Recognize and explain how structural features affect readers' and listeners' understanding and appreciation of text. 6. Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue) . . . Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. 8. Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and language production to effectively express opinions and evaluations.

continued

Alignment of the NYSESLAT Writing Rubric to New York State ESL Standards

Grades 9–12 (continued)

Writing Rubric Elements	Standard	Performance Indicator
Writing complexity	Standard 1: Students will listen, speak, read, and write in English for information and understanding.	5. Formulate, ask, and respond to questions to obtain, clarify, and extend information and meaning. 8. Select a focus, organization, and point of view for oral and written presentations. 9. Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures. 12. Convey information and ideas through spoken and written language, using conventions and features of American English . . . Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, and paragraphing. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.
	Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.	1. Form and express responses to a variety of literary, informational, and persuasive material through reading, listening, viewing, discussing, and writing; use details and evidence as support. 6. Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue) . . . Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. 8. Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and language production to effectively express opinions and evaluations.
	Standard 4: Students will listen, speak, read, and write in English for classroom and social interaction.	3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.

continued

Alignment of the NYSESLAT Writing Rubric to New York State ESL Standards

Grades 9–12 (continued)

Writing Rubric Elements	Standard	Performance Indicator
Vocabulary	Standard 1: Students will listen, speak, read, and write in English for information and understanding.	12. Convey information and ideas through spoken and written language, using conventions and features of American English . . . Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, capitalization, and paragraphing. 15. Apply self-monitoring and self-correcting strategies for accurate language production and oral and written presentation, using established criteria for effective presentation of information. 16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.
	Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.	6. Speak and write, using the conventions and features of American English, to effectively influence an audience (e.g., to persuade, negotiate, argue) . . . Such written language features include appropriate grammar, vocabulary, correct spelling, punctuation, and capitalization. 8. Apply self-monitoring and self-correcting strategies, using established criteria for effective oral and written presentation and standards for a particular genre (e.g., debate, speech, argument), to adjust presentation and language production to effectively express opinions and evaluations.
	Standard 5: Students will demonstrate cross-cultural knowledge and understanding.	1. Demonstrate familiarity with cultural and language patterns and norms in American English. Such patterns and norms include levels of formality, slang, humor, idioms, and rhetorical patterns.