

NYSESLAT

Turnkey Training

2007

Grades 7–8

Training Activity



Writing

Items and Student

Responses

SCORING TOOL: WRITING

CRITERIA	Definition	A	B	C	D	E
Complexity Score Pt. Range: 0-4		<input type="checkbox"/>				
Relevant Details Score Pt. Range: 0-4		<input type="checkbox"/>				
Mechanics and Structure Score Pt. Range: 0-4		<input type="checkbox"/>				
Organization Score Pt. Range: 0-4		<input type="checkbox"/>				
Appropriate Vocabulary/ Sentence Structure Score Pt. Range: 0-4		<input type="checkbox"/>				

**TOTAL
HOLISTIC
SCORE**

Score Pt. Range: 0-4

Writing



DIRECTIONS

Write an essay about how the lessons that young people learn from their peers *in school* and *in sports* can help them when they grow up. Make sure your essay is well organized and of sufficient length. You may use your ideas from the Pre-Writing questions to help you write.

1



Writing



Item:

Write an essay about how the lessons that young people learn from their peers *in school* and *in sports* can help them when they grow up. Make sure your essay is well organized and of sufficient length. You may use your ideas from the Pre-Writing questions to help you write.

Student Response:

1

Peers in school and sports.

Things that you can learn from peers in school are if people are peer in school they can learn how to think about many ideas and help each other with the ideas that have one it can but together with the other ideas that the other people have so their work that they are doing can have a good grade and a good job from each other.

Peers in sports.

Some thing that they can to when they are playing sports like baseball it that you can communicate from each other when they are playing. They also can learn to play like when somebody can't play they help each other so they can win when they have a game. Besides that they can learn how to friendly with each other.

The Lessons.

The lessons that they learn is that does thing help them when they get old to be intelligent and with a good healthy body.

That also help them to have a good

ideas in their mine. Besides that help them when they start working they have a lot of energy.

They also learn how to help other people that need help with sports or in school.

Writing



Item:

Write an essay about how the lessons that young people learn from their peers *in school* and *in sports* can help them when they grow up. Make sure your essay is well organized and of sufficient length. You may use your ideas from the Pre-Writing questions to help you write.

Student Response:

1

I thing when you and other persons are working together like a group they can help each other like How to do Homework, Study, read, writi, and How to listen to your peers because you need to respect also you need to begaba in the class don't trouf paper and no goqm.

IF you need help with sports tell
me I can help you with everything
you want because if some body
is down you ~~to~~ need to ~~to~~ help
them to go up and up because
you want to be something in your
live. remember ask For help if
you don't know something.

IF I graduate From the college
in the Future I want to
help people that don't know
something.

Writing



Item:

Write an essay about how the lessons that young people learn from their peers *in school* and *in sports* can help them when they grow up. Make sure your essay is well organized and of sufficient length. You may use your ideas from the Pre-Writing questions to help you write.

Student Response:

1

The students can learn the lessons from their peers in school and in sports and these lessons will help the students when they grow up. The students often make a studying group or peers that includes people in a same age to study. The students also create team in sports to practice. Young people can learn many good things from these experiments to help them become successful in the future.

The peers are very important that students can learn in school. The students usually make group to study in the library or at home. That is a good thing because students can share

their ideas with their friends. Those ideas may be right or may be wrong, so their friends can help them to fix those ideas. Another example, if the students didn't pay attention in classes or they didn't understand the lessons. The peers can help them to analyze and study, so they can understand it. The student can also do their homework with the peers. They read the books together and answer the questions. They work together to complete the homework, help each other to understand, get a good grade and become successful in class. Those experiments will suppose for students can learn more when they grow up.

The peers are very important that students learn to play sports. Every students play in a team. That will make them to learn about team works. Team works are very

necessary because without team works, people never get successful. One person can not do better job than many people. The peers in the team help young people how to play. Through that, young people will learn experiments. From the team, the students have many friends. That brings a lot of fun so young people will love the life more. The peers help young people to be kind, to have fun, to learn experiments, to play in team and become successful, so it is very important.

The peers are very very necessary for young people to get achievement when they grow up. However, human can't work alone in everything because they won't learn experiments. The peers help we do better and faster. The peers are the most important things to help young people become successful in the future.

Writing



Item:

Write an essay about how the lessons that young people learn from their peers *in school* and *in sports* can help them when they grow up. Make sure your essay is well organized and of sufficient length. You may use your ideas from the Pre-Writing questions to help you write.

Student Response:

1

The lesson that young people learn from their peer in school. Is how to have confident in your self. And how to work as a group. And learn from the mistakes that you have done.

An other one is how to be respectful to one an other, and feel great about what you have done. An other reason that could help you as a lesson is to respectful rules and learn that without them, there is no peace.

One of the important things that young people can learn from there peers

10/ by: playing a sports. Is by learning how to have fun playing the sport that you are playing. An other reason why sport is so important is that you need to know how to play as a team and work with one another.

An other reason is that when you are done with high school and college and you want to work in something that you are interesting in doing. You could look back on say. Look I realized that what I learn in high school are from my peers is that no matter what job you take. You need to work together. And respect one another. In order to keep that job.

Writing



Item:

Write an essay about how the lessons that young people learn from their peers *in school* and *in sports* can help them when they grow up. Make sure your essay is well organized and of sufficient length. You may use your ideas from the Pre-Writing questions to help you write.

Student Response:

1

Peers are people of the same age group. Young people can learn many important things from their peers that will help them when they grow up. What are some important things that students can learn from their peers in school? What are some important things that young people can learn from their peers by playing a sport together? How can the lessons that young people learn from their peers help them when they grow up?

Students can learn from their peers many different things like how to behave properly and to become a good friend. Peers are encouraged to teach the students bad things and good things. For example in cases like drugs or abuse, the peers are already prepared in order to help the other students to understand what's right or wrong. Peers also have a bright future and

The idea to understand them is just to listening what they teach us as students. The peers have good challenges and reveal information on any case and the reason why peers are more positive than other is because they don't give up and the reason why they help each other is because they want to help other not to be behind and also to prepare them on the future.

Some important things that young people can learn from their peers by playing sport together are to create and develop a physical, healthy body challenge and I think the point of view of each peer is that together and united we will never be destroyed and the goal is to support each one. Fat students don't like to do exercise because they feel tired but the peers give them animation, strength and support them every moment the student need. Being a peer is not easy as we see, but we must be prepare and ready to help other, not other help us but to show Society how this generation can be active.

Every peer teach a lesson and some young people learn from it but some doesn't learn from them but is very clearly that they (peers) show a good message, and that message have a significant on each student. Therefore, we can learn from each peer what to do in case of emergency or accident. In the future, if we pay attention to what they say, we wouldn't have difficulties on our life. We need to learn that if we don't listen to needs we would not be professional. Students learn about drugs, and we know that drugs has negative consequences, also alcohol don't guide us to the right way. Also, as students, we have to keep going and never give up because life is not fair and we have get use to it by studying and not stopping.

Young people can learn many important things from their peers that will help them when they grow up. And to keep in mind this, we, as students have to listen and understand what are some important ideas and to conclude with our own creations. Therefore, we have to learn from peers because they know what

Writing



Item:

Write an essay about how the lessons that young people learn from their peers *in school* and *in sports* can help them when they grow up. Make sure your essay is well organized and of sufficient length. You may use your ideas from the Pre-Writing questions to help you write.

Student Response:

i

and school we like to see books it is
good to see education and school
we like to see from are things
that can learn some like sports can
learn them we

Grades 2–12 Writing Rubric

Score Point	Description
Score Point 4	<p>NEAR MASTERY</p> <ul style="list-style-type: none"> • 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 well-developed • Vocabulary and sentence structure are varied and appropriate for students within the grade span
Score Point 3	<p>GENERAL CONTROL</p> <ul style="list-style-type: none"> • 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 developed • Vocabulary and sentence structure are appropriate for students within the grade span
Score Point 2	<p>SOME CONTROL</p> <ul style="list-style-type: none"> • 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 minimally developed • Vocabulary and sentence structure are basic for students within the grade span
Score Point 1	<p>LITTLE CONTROL</p> <ul style="list-style-type: none"> • Demonstrates limited understanding of the topic • Includes very few relevant details, or a few details that are redundant • Serious errors in spelling and/or grammar that cause confusion about meaning • Is disorganized and undeveloped • Vocabulary and sentence structure are not appropriate for students within the grade span
Score Point 0	<p>NO CONTROL</p> <ul style="list-style-type: none"> • Demonstrates no understanding of the topic • Includes no relevant details • Is incomprehensible or illegible • May be copy of the prompt • Solely in a language other than English • No response

* 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 graphic-based with very little text, if a student chooses to write about a recognizable part of the graphic or only addresses the writing prompt, the response should be considered relevant and should be scored according to the rubric.

SCORING GRID
Writing
Grades 7-8

Seq. #	Student Sample	Score
1	A	2
2	B	1
3	C	3
4	D	2
5	E	4
6	F	0

Thinking About Our Thinking....

Activity	What did we do?	Presentation Modifications	Applications to Future Training	Questions
Breakout Session-Writing				

NYSESLAT

Turnkey Training

2007

Grades 2–4

Training Activity



Pre-Writing

Items and Student

Responses

SCORING TOOL: PRE-WRITING

CRITERIA	J	K	L
<p>Number of Relevant Ideas Score Pt. Range: 0-2</p>	<div style="text-align: right; margin-right: 10px;"> <input style="width: 40px; height: 20px;" type="text"/> </div>	<div style="text-align: right; margin-right: 10px;"> <input style="width: 40px; height: 20px;" type="text"/> </div>	<div style="text-align: right; margin-right: 10px;"> <input style="width: 40px; height: 20px;" type="text"/> </div>
<p>Thinking Level Score Pt. Range: 0-2</p>	<div style="text-align: right; margin-right: 10px;"> <input style="width: 40px; height: 20px;" type="text"/> </div>	<div style="text-align: right; margin-right: 10px;"> <input style="width: 40px; height: 20px;" type="text"/> </div>	<div style="text-align: right; margin-right: 10px;"> <input style="width: 40px; height: 20px;" type="text"/> </div>

TOTAL HOLISTIC SCORE
 Score Pt. Range: 0-2

SCORING TOOL: PRE-WRITING

CRITERIA	M	N	O
<p>Number of Relevant Ideas Score Pt. Range: 0-2</p>	<div style="text-align: right; margin-right: 10px;"> <input style="width: 40px; height: 20px;" type="text"/> </div>	<div style="text-align: right; margin-right: 10px;"> <input style="width: 40px; height: 20px;" type="text"/> </div>	<div style="text-align: right; margin-right: 10px;"> <input style="width: 40px; height: 20px;" type="text"/> </div>
<p>Thinking Level Score Pt. Range: 0-2</p>	<div style="text-align: right; margin-right: 10px;"> <input style="width: 40px; height: 20px;" type="text"/> </div>	<div style="text-align: right; margin-right: 10px;"> <input style="width: 40px; height: 20px;" type="text"/> </div>	<div style="text-align: right; margin-right: 10px;"> <input style="width: 40px; height: 20px;" type="text"/> </div>

TOTAL HOLISTIC SCORE
 Score Pt. Range: 0-2

Pre-Writing



DIRECTIONS It is important to be healthy. There are many ways to stay healthy. Look carefully at the pictures. Answer the questions. This will help you later to write about staying healthy.



Pre-Writing



1

Describe what you see in the pictures.

2

What are some things you see in the pictures that help keep you healthy?

3

What are some other ways to stay healthy?

Pre-Writing



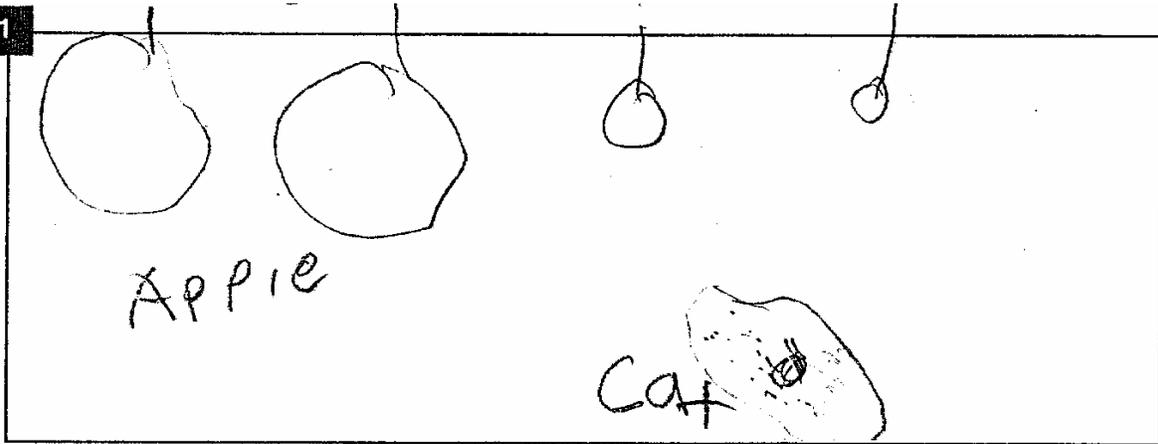
Item:

1

Describe what you see in the pictures.

Student Response:

1





Item:

1

Describe what you see in the pictures.

Student Response:

1

The boy and girl play together the
bike. When the boys and girl
Finish boys and girl eat healthy.
the boys and girls was So Happy
with the healthy food.



Item:

3

What are some other ways to stay healthy?

Student Response:

3

by eating the right way and
go to your doctor once
a year, ~~and~~ or do actives
like swimming, playing sports.

Pre-Writing



Item:

2

What are some things you see in the pictures that help keep you healthy?

Student Response:

2

on one of the pictures that I see is to chose the rite foods for you to stay healthy.

Pre-Writing



Item:

3

What are some other ways to stay healthy?

Student Response:

3

FRUIT
EXERCISES
GO TO DO PARK
LAI
it G

Pre-Writing



Item:

2

What are some things you see in the pictures that help keep you healthy?

Student Response:

2

walk and eat some food.



Item:

1

Describe what you see in the pictures.

Student Response:

1

YO VE O UN PERRO.
YO VE O UNA VECICICLITA
YO VE O UNA PERSONA.



Item:

2

What are some things you see in the pictures that help keep you healthy?

Student Response:

2

I think people when to
brother, sister, mom, father
she may a flowers.

Pre-Writing



Item:

3

What are some other ways to stay healthy?

Student Response:

3

its Well in The FROM a boy
To do you can good? OF FROM
About in our Will is good For
Never about is is good for you

Grades 2–12 Pre-Writing Rubric

Score Point	Description
Score Point 2	<p>FULL AND CLEAR RESPONSE TO THE QUESTION</p> <ul style="list-style-type: none"> • Contains two or more relevant ideas that may be displayed in phrases or a list • Shows thinking about the topic
Score Point 1	<p>LIMITED RESPONSE TO THE QUESTION</p> <ul style="list-style-type: none"> • Contains at least one relevant idea that may be displayed in phrases, a list or as a word • Shows minimal thinking about the topic
Score Point 0	<p>IRRELEVANT OR NO RESPONSE TO THE QUESTION</p> <ul style="list-style-type: none"> • Insufficient to score • Incoherent • Illegible • Irrelevant • Copy of the question • Solely in a language other than English • No response

SCORING GRID
Pre-Writing
Grades 2–4

Seq. #	Student Sample	Score
1	J	1
2	K	2
3	L	2
4	M	1
5	N	1
6	O	2
7	X	0
8	Y	0
9	Z	0

NYSESLAT

Turnkey Training

2007

Grades K–1

Training Activity



Sentence Writing

Items and Student

Responses

SCORING TOOL: SENTENCE WRITING

CRITERIA	A	B	C	D
<p>Level of Control Score Pt. Range: 0-2</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Mechanics Score Pt. Range: 0-2</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Appropriate Word Spacing Score Pt. Range: 0-2</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Phonetic Awareness Score Pt. Range: 0-2</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Word Order Score Pt. Range: 0-2</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**TOTAL
 HOLISTIC
 SCORE**

Score Pt. Range: 0-2

Writing



DIRECTIONS

You will hear a sentence. Write the sentence on the lines.

Dictated Text:

Put your finger on number 8.

Listen to this sentence.

“How old are you?”

Now write the sentence on the lines for number 8.

“How—old—are—you?” (Pause)

“How old are you?”

8

Blank writing area with six horizontal lines for the student to write the sentence.

Writing



DIRECTIONS You will hear a sentence. Write the sentence on the lines.

Student Response:

8

how old are you

Writing



DIRECTIONS You will hear a sentence. Write the sentence on the lines.

Student Response:

8

How old are you

are

Writing



DIRECTIONS You will hear a sentence. Write the sentence on the lines.

Student Response:

8

Haw or are

You

Writing



DIRECTIONS You will hear a sentence. Write the sentence on the lines.

Student Response:

8

how old are you?

Writing



DIRECTIONS You will hear a sentence. Write the sentence on the lines.

Student Response:

8

Handwritten response on lined paper: ONL aLOZOL AZI

Writing



DIRECTIONS You will hear a sentence. Write the sentence on the lines.

Student Response:

8

hau-0-0

K–1 Sentence Writing Rubric

Score Point	Description
Score Point 2	SHOWS CONTROL OF WRITTEN ENGLISH CONVENTIONS <ul style="list-style-type: none">• Errors do not impede communication• May contain minimal capitalization and punctuation errors• Maintains appropriate word spacing• Demonstrates phonetic awareness• Uses correct word order• May contain slanting or a few letter reversals
Score Point 1	SHOWS SOME CONTROL OF WRITTEN ENGLISH CONVENTIONS <ul style="list-style-type: none">• Errors may impede communication• May contain capitalization and punctuation errors• May maintain appropriate word spacing• Demonstrates some phonetic awareness• Most of the words are present in the correct word order• May contain slanting or letter reversals
Score Point 0	SHOWS NO CONTROL OF WRITTEN ENGLISH CONVENTIONS <ul style="list-style-type: none">• Illegible• In a language other than English• Irrelevant• No response

SCORING GRID
Sentence Writing
Grades K–1

Seq. #	Student Sample	Score
1	A	2
2	B	1
3	C	1
4	D	2
5	E	0
6	F	0

NYSESLAT

Turnkey Training

2007

Grades K–1

Training Activity



Word Writing

Items and Student

Responses

SCORING TOOL: WORD WRITING

CRITERIA	A	B	C	D
<p>Recognizable as Correct Word Score Pt. Range: 0-2</p>	<div style="text-align: right; margin-right: 20px;"><input type="text"/></div>			
<p>Spelling Score Pt. Range: 0-2</p>	<div style="text-align: right; margin-right: 20px;"><input type="text"/></div>			

**TOTAL
 HOLISTIC
 SCORE**

Score Pt. Range: 0-2



Writing

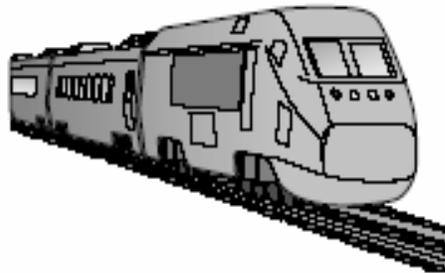
DIRECTIONS

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

Dictated Text:

Look at number 6.
This is a picture of a train.
Write the word “*train*” on the line.

6





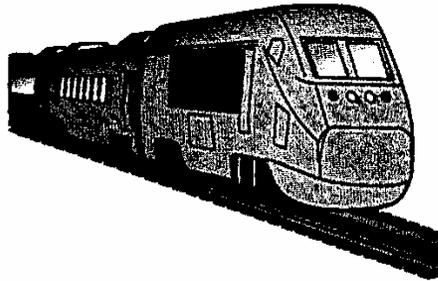
Writing

Item:

DIRECTIONS Look at the picture. Listen to the word. Write the word on the line.

Student Response:

6



train



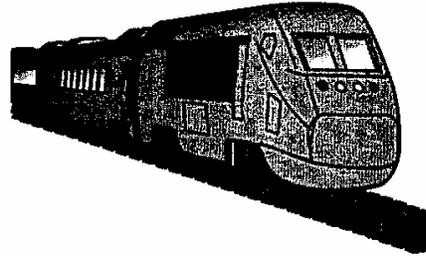
Writing

Item:

DIRECTIONS Look at the picture. Listen to the word. Write the word on the line.

Student Response:

6



Crane



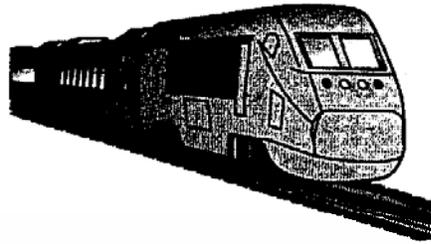
Writing

Item:

DIRECTIONS Look at the picture. Listen to the word. Write the word on the line.

Student Response:

6



train



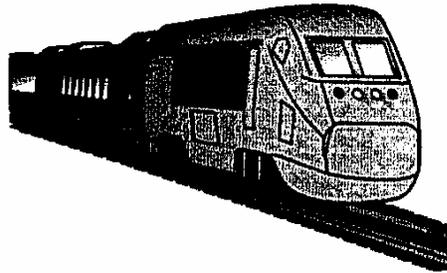
Writing

Item:

DIRECTIONS Look at the picture. Listen to the word. Write the word on the line.

Student Response:

6



train



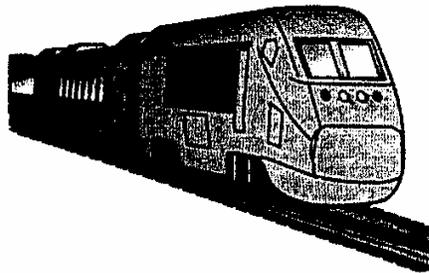
Writing

Item:

DIRECTIONS Look at the picture. Listen to the word. Write the word on the line.

Student Response:

6



Chan



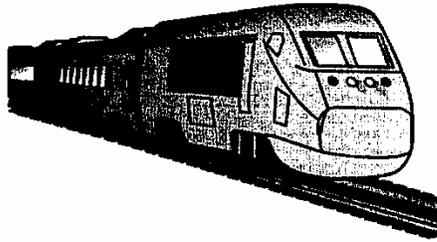
Writing

Item:

DIRECTIONS Look at the picture. Listen to the word. Write the word on the line.

Student Response:

6



tin

K–1 Word Writing Rubric

Score Point	Description
Score Point 2	CLEARLY RECOGNIZABLE AS THE CORRECT WORD <ul style="list-style-type: none">• No spelling errors• May be upper case, lower case, or both• Letters may be reversed if word meaning does not change
Score Point 1	SOMEWHAT RECOGNIZABLE AS THE CORRECT WORD <ul style="list-style-type: none">• May be upper case, lower case, or both• Letters may be reversed• May be a single phoneme
Score Point 0	NOT RECOGNIZABLE AS THE CORRECT WORD <ul style="list-style-type: none">• Incorrect word• In a language other than English• Illegible• No response

SCORING GRID
Word Writing
Grades K–1

Seq. #	Student Sample	Score
1	A	2
2	B	1
3	C	1
4	D	2
5	E	0
6	F	0