

NYSESLAT

Turnkey Training

2007



Training Guide for

Scoring Writing

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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	Expository essay	10 minutes	4
5-6	Expository essay	15 minutes	4
7-8	Expository 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 items that measure fundamental writing skills, including letter formation, spelling, word spacing, word order, capitalization, and punctuation. Students first copy two sentences. Next, students write two dictated letters. Students then write two words which are dictated to them. 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 Writing prompt at each of the other 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. In all four grade spans, the Writing prompt consists of several sentences of text and is supported by 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 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 prompt at each grade span asks students to write on a particular topic taken from the New York State content-area curricula for that grade span. For example, students in one grade span might write on a topic from the Science curriculum for that grade span; students in another grade span might write on a topic from the Social Studies curriculum for their grade span. The two photographs provide visual support for the topic. In the 2–4 and 5–6 tests, one or two of the Pre-Writing questions refer directly to the photographs, though the other questions do not. In the 7–8 and 9–12 tests, none of the Pre-Writing questions refer directly to the photographs. In all grade spans, students may draw information from the photographs in order to construct the expository essays which they write in response to the Writing prompt, but this is not required.

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 Span 2–4 Checklist

Checklist

- Use details in your writing.
- Use complete sentences.
- Include a beginning, middle, and end.
- Check your work for capitalization, punctuation, and spelling.

Grade Spans 5–6, 7–8, and 9–12 Checklist

Checklist

- Write about the topic.
- 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 complexity of thought, organization, mechanics and spelling, sentence structure, 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	Description
Score Point 2	Shows control of written English conventions <ul style="list-style-type: none">• Contains all correct capitalization and punctuation• Maintains appropriate word spacing• Uses correct spelling and 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">• Contains some correct capitalization and punctuation• May demonstrate word spacing• May have spelling and word order errors• May contain slanting or letter reversals
Score Point 0	Shows no control of written English conventions <ul style="list-style-type: none">• Illegible• No response

Letter Writing

Score Point	Description
Score Point 2	Clearly recognizable as the correct letter <ul style="list-style-type: none">• May be upper case, lower case, or both• Cannot be reversed
Score Point 1	Somewhat recognizable as the correct letter <ul style="list-style-type: none">• May be upper case, lower case, or both• May be reversed or difficult to decipher
Score Point 0	Not recognizable as the correct letter <ul style="list-style-type: none">• Incorrect letter• Illegible• No response

K–1 Writing Rubrics (continued)

Word Writing

Score Point	Description
Score Point 2	<p>Clearly recognizable as the correct word</p> <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	<p>Somewhat recognizable as the correct word</p> <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	<p>Not recognizable as the correct word</p> <ul style="list-style-type: none"> • Incorrect word • In a language other than English • Illegible • No response

Sentence Writing

Score Point	Description
Score Point 2	<p>Shows control of written English conventions</p> <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	<p>Shows some control of written English conventions</p> <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	<p>Shows no control of written English conventions</p> <ul style="list-style-type: none"> • Illegible • In a language other than English • Irrelevant • No response

K–1 Writing Rubrics (continued)

Picture Description

Score Point	Description
Score Point 2	Near mastery <ul style="list-style-type: none">• Describes most of the activity in the picture• Shows thinking about the topic• May display some spelling errors or invented spellings• Demonstrates phonetic awareness• Shows some control of written English conventions (capitalization, punctuation, and word spacing)• May be written in sentence fragments
Score Point 1	Some control <ul style="list-style-type: none">• Describes some of the activity in the picture• Shows some thinking about the topic, but may be redundant• May display many spelling errors or invented spellings• Demonstrates limited phonetic awareness• Attempts control of written English conventions (capitalization, punctuation, and word spacing)• May be written in sentence fragments
Score Point 0	No control <ul style="list-style-type: none">• Illegible• Incomprehensible• Solely in a language other than English• Irrelevant• No response

Grades 2–12 Pre-Writing Rubric

Score Point	Description
Score Point 2	Full and clear response to the question <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	Limited response to the question <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	Irrelevant or no response to the question <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

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

Grades 2–12 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?

Score Point	Description
<p align="center">Score Point 4</p>	<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
<p align="center">Score Point 3</p>	<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
<p align="center">Score Point 2</p>	<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
<p align="center">Score Point 1</p>	<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
<p align="center">Score Point 0</p>	<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.

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

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

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.	<p>12. Become familiar with some conventions of American English.</p> <p>15. Apply self-monitoring and self-correcting strategies for language production.</p> <p>16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.</p>
	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.	<p>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.</p> <p>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.</p> <p>16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.</p>
	Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.	<p>5. Recognize and explain how structural features affect readers’ and listeners’ understanding and appreciation of text.</p> <p>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.</p> <p>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.</p>

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.	<p>5. Formulate, ask, and respond to questions to obtain, clarify, and extend information and meaning.</p> <p>8. Select a focus, organization, and point of view for oral and written presentations.</p> <p>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.</p> <p>16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.</p>
	Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.	<p>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.</p> <p>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.</p> <p>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.</p>

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.	<p>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.</p> <p>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.</p> <p>16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.</p>
	Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.	<p>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.</p> <p>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.</p>
	Standard 5: Students will demonstrate cross-cultural knowledge and understanding.	<p>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.</p>

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.	<p>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.</p> <p>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.</p> <p>16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.</p>
	Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.	<p>5. Recognize and explain how structural features affect readers' and listeners' understanding and appreciation of text.</p> <p>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.</p> <p>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.</p>

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.	<p>5. Formulate, ask, and respond to questions to obtain, clarify, and extend information and meaning.</p> <p>8. Select a focus, organization, and point of view for oral and written presentations.</p> <p>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.</p> <p>16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.</p>
	Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.	<p>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.</p> <p>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.</p> <p>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.</p>
	Standard 4: Students will listen, speak, read, and write in English for classroom and social interaction.	<p>3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.</p>

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.	<p>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.</p> <p>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.</p> <p>16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.</p>
	Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.	<p>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.</p> <p>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.</p>
	Standard 5: Students will demonstrate cross-cultural knowledge and understanding.	<p>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.</p>

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.	<p>5. Formulate, ask, and respond to various question forms to obtain, clarify, and extend information and meaning.</p> <p>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.</p> <p>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.</p> <p>16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.</p>
	Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.	<p>5. Recognize and explain how structural features affect readers' and listeners' understanding and appreciation of text.</p> <p>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.</p> <p>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.</p>

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.	<p>5. Formulate, ask, and respond to questions to obtain, clarify, and extend information and meaning.</p> <p>8. Select a focus, organization, and point of view for oral and written presentations.</p> <p>9. Convey and organize information, using facts, details, illustrative examples, and a variety of patterns and structures.</p> <p>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.</p> <p>16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.</p>
	Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.	<p>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.</p> <p>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.</p> <p>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.</p>
	Standard 4: Students will listen, speak, read, and write in English for classroom and social interaction.	<p>3. Request and provide information and assistance, orally or in writing, for personal, social, and academic purposes.</p>

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.	<p>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.</p> <p>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.</p> <p>16. Apply learning strategies to acquire information and make oral and written texts comprehensible and meaningful.</p>
	Standard 3: Students will listen, speak, read, and write in English for critical analysis and evaluation.	<p>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.</p> <p>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.</p>
	Standard 5: Students will demonstrate cross-cultural knowledge and understanding.	<p>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.</p>