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# NYSESLAT

## 2013 Turnkey Training

### Writing and Speaking

# Welcome & Introductions

- **New York State Department of Education**
- **Questar Assessment, Inc.**



# NYSESLAT 2013

- Phase 1
  - 2013 Administration
  - 2014 Administration
- Phase 2
  - Begins with 2015 Administration

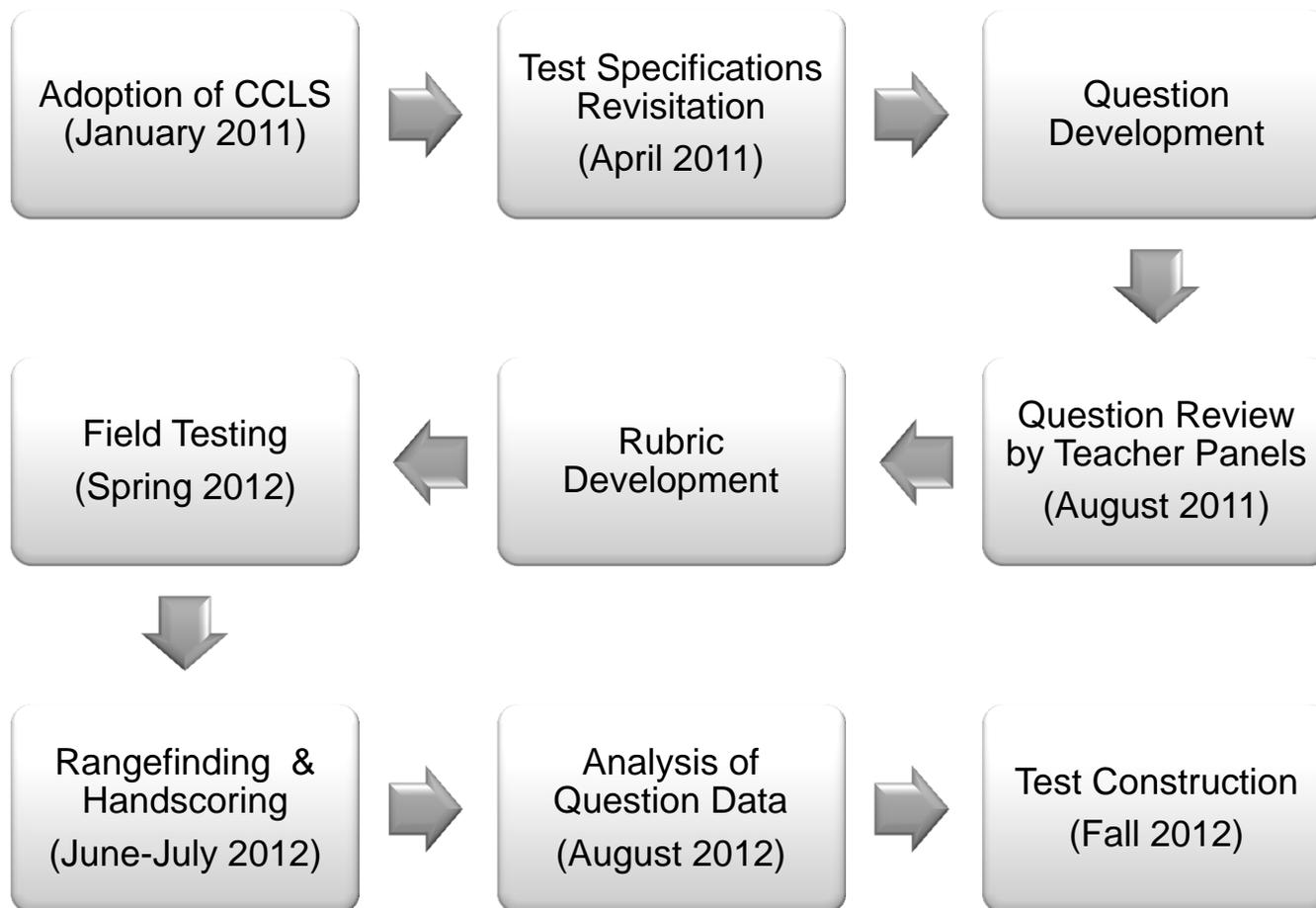


# Why is NYSESLAT Changing?

- In response to the State's adoption of the Common Core Learning Standards (CCLS)
- In an effort to assess the lower grades (K-2) with better-targeted, grade-specific content



# The Process of Change



# Spring 2013

**NYSESLAT  
Administration  
SPRING 2013**



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# Key Changes During Phase One

- Expansion to six grade bands
  - K, 1-2, 3-4, 5-6, 7-8, and 9-12
- Greater emphasis on academic language and contexts



# More Phase One Changes

- Some existing question types revised
- New question types added
- Speaking test made more challenging
- Writing and Speaking rubrics revised



# Subtest Changes

- Summary of Changes to NYSESLAT Subtests

	Speaking	Listening	Reading	Writing
Order of question types changed	X			
Question types revised		X		
New question type(s) added	X	X	X	X
Rubrics revised	X			X
Scoring procedures revised				X



# Changes to the Speaking Tests

- Speaking test now starts with the Social & Academic Interaction questions.
- Storytelling has been moved to the end of the test.
- A new question type (Response to Graphic Information) has been added.
  - Similar to Picture Description, but the prompt is a map, table, or chart instead of a picture.
  - Student responds orally to two questions about the graphic.



# Changes to the Writing Tests

- Extended writing response for K has been eliminated.
- Two new question types for grades 3-12
  - Descriptive Writing Paragraph
  - Fact-based Essay
- Pre-writing has been eliminated. A planning page (not scored) will be provided for the grades 3-12 essays.
- Rubrics have been revised.



# New Writing Question: Descriptive Writing Paragraph

- New for grades 3-12
- Students write a descriptive paragraph based on an illustrated scene.
- A writing checklist is provided.
- Four-point rubric evaluates: inclusion of descriptive details; clarity, coherence & organization; vocabulary; and conventions.



# New Writing Question: Fact-Based Essay

- New for grades 3-12
- Students are presented with information in graphs, tables, or charts.
- Students write an essay as directed in a prompt using the information in the graphics.
- Students are provided with a writing checklist and planning page for pre-writing.
- Four-point rubric evaluates: inclusion of relevant details; integration of information; clarity, coherence & organization; vocabulary; and conventions.



# Training Overview

- **2013 Writing Test**
  - **Rubrics, Sample Questions, and Exemplars**
    - Letter Writing (grade K)
    - Word Writing (Grades K and 1-2)
    - Sentence Writing (Grades K and 1-2)
    - Picture-Based Story (Grades 1-2) (*SCORING PRACTICE*)
    - Descriptive Paragraph Writing (Grades 3-12) **NEW!** (*SCORING PRACTICE*)
    - Fact-Based Essay (Grades 3-12) **NEW!** (*SCORING PRACTICE*)



# Training Overview

- **2013 Speaking Test**
  - **Rubrics, Sample Questions, and Spoken Responses**
    - Social and Academic Interaction (grades K-12) (*SCORING PRACTICE*)
    - Sentence Completion (Grades K-12)
    - Picture Description (Grades K-12)
    - Response to Graphic Information (Grades 1-12) **NEW!** (*SCORING PRACTICE*)
    - Storytelling (Grades K-12)



**NYSESLAT 2013**

# **Writing**



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# Letter Writing Rubric

- This type of constructed-response question (for grade K only) requires the student to write the letter dictated by the examiner.

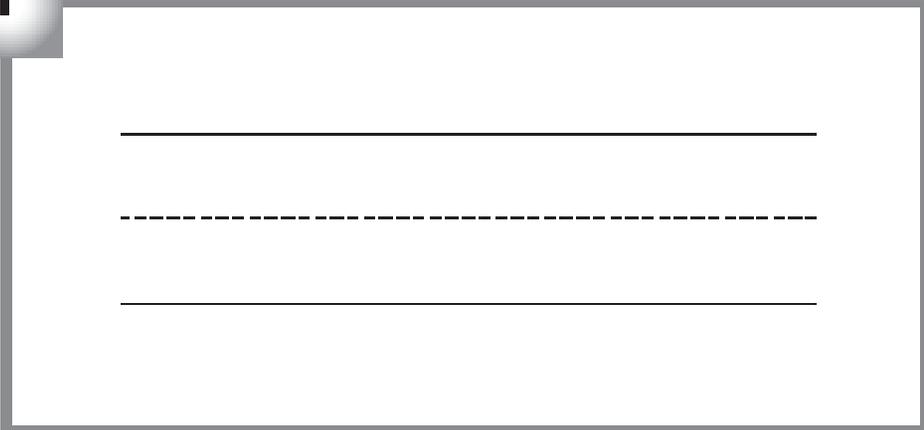
	Letter Writing (Kindergarten)
Score Point 1	<b>Recognizable as the correct letter</b> <ul style="list-style-type: none"><li>• May be uppercase or lowercase</li><li>• Letter may be reversed if a reversal does not turn it into a different letter</li></ul>
Score Point 0	<b>Not recognizable as the correct letter</b> <ul style="list-style-type: none"><li>• Incorrect letter</li><li>• Illegible</li><li>• No response</li></ul>

# Letter Writing (Grade K)

## DIRECTIONS

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

1



A large rectangular box for writing. In the top-left corner of the box is a small grey square containing the number '1'. Inside the box, there are three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

SAY

1

Put your finger on number 1. "B" is the first letter in the word "ball." Write the letter "B" in the box for number 1.



# Word Writing (Grades K and 1-2)

- This type of constructed-response question requires the student to write (and correctly spell) the word dictated by the examiner. Further support is provided by a picture prompt. Kindergarten words are Consonant-Vowel-Consonant (CVC) words.
- Word Writing questions are scored with a two-point rubric which requires that the word be recognizable as the target word, even if it is spelled phonetically. A letter may be reversed if the reversal does not make the word unrecognizable. Upper- and lowercase letters are both acceptable.





# Word Writing Rubric

	Word Writing (Grades K-2)
Score Point 2	<b>Clearly recognizable as the correct word</b> <ul style="list-style-type: none"><li>• No spelling errors</li><li>• Letters may be uppercase, lowercase, or both</li><li>• Letters may be reversed if word meaning does not change</li></ul>
Score Point 1	<b>Somewhat recognizable as the correct word</b> <ul style="list-style-type: none"><li>• Demonstrates phonemic awareness (e.g., dg for dog)</li><li>• Letters may be uppercase, lowercase, or both</li><li>• Letters may be reversed</li></ul>
Score Point 0	<b>Not recognizable as the correct word</b> <ul style="list-style-type: none"><li>• Demonstrates minimal or no phonemic awareness</li><li>• Incorrect word</li><li>• In a language other than English</li><li>• Illegible</li><li>• No response</li></ul>

# Word Writing (Grade K)

**DIRECTIONS**

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

2



SAY  
2

Look at number 2. This is a picture of a pot. Write the word "pot" on the line.



# Word Writing (Grades 1-2)

## DIRECTIONS

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

3



SAY

3

Look at number 3. This is a picture of a fire. Write the word "fire" on the line.



# Sentence Writing (Grades K and 1-2)

- This type of constructed-response question requires the student to write a short dictated sentence.
- Sentence Writing questions are scored with a two-point rubric which requires that the student's sentence include the following: initial capitalization, appropriate end punctuation (grades 1-2 only), phonetic spelling (grade K) or a mix of phonetic and conventional spelling (grades 1-2), appropriate word spacing, and correct word order.





# Sentence Writing Rubric

	Sentence Writing (Grades K-2)
Score Point 2	<p><b>Shows grade-appropriate control of written English conventions</b></p> <ul style="list-style-type: none"><li>• Capitalizes first word in sentence</li><li>• Includes all words in the correct order</li><li>• Maintains appropriate word spacing</li><li>• Uses grade-appropriate spelling (i.e., phonetic spelling in kindergarten, and a mix of phonetic spelling and conventional spelling of common words in grades 1-2)</li><li>• May contain a few letter reversals</li><li>• Uses appropriate end punctuation (expected for grades 1-2 only)</li></ul>
Score Point 1	<p><b>Shows some control of written English conventions</b></p> <ul style="list-style-type: none"><li>• May not have capitalized first word in sentence</li><li>• Includes most of the words in the correct order</li><li>• Word spacing may be erratic</li><li>• Spelling may not be grade appropriate (i.e., phonetic spelling in kindergarten, and a mix of phonetic spelling and conventional spelling of common words in grades 1-2)</li><li>• May contain several letter reversals</li><li>• May have missing or inappropriate end punctuation (expected for grades 1-2 only)</li></ul>
Score Point 0	<p><b>Shows no control of written English conventions</b></p> <ul style="list-style-type: none"><li>• Incomprehensible</li><li>• Illegible</li><li>• Irrelevant</li><li>• Solely in a language other than English</li><li>• Minimal or no response</li></ul>

# Sentence Writing (Grade K)

**DIRECTIONS**

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

**3**

A large rectangular box containing six horizontal lines for writing. The lines are arranged in three pairs: a solid top line, a dashed middle line, and a solid bottom line for each pair. A small square box with the number '3' is positioned at the top left corner of the writing area.

**SAY**

**3**

**Put your finger on number 3. Listen to this sentence. My hat is red. Now write the sentence on the lines for number 3. My—hat—is—red. (Pause.) My hat is red.**



# Sentence Writing (Grades 1-2)

**DIRECTIONS**

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

4

The form consists of a large rectangular box. On the left side of the box, there is a small square containing the number '4'. Inside the box, there are two sets of handwriting lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

**SAY**

4

Put your finger on number 4. Listen to this sentence. I like to read stories. Now write the sentence on the lines for number 4. I—like—to—read—stories. (Pause.) I like to read stories.



# Picture-Based Story (Grades 1-2 only)

- This type of constructed-response question (for grades 1-2 only) requires the student to write a story about an illustrated scene.
- The directions in the test booklet say: “Look at the picture. Write a story about the picture. Write as much as you can. Check your work.” The student is provided with two full pages of writing lines.





# Picture-Based Story Rubric

	Picture-Based Story (Grades 1-2)
Score Point 4	<p><b>The Response:</b></p> <ul style="list-style-type: none"><li>• Addresses the task</li><li>• Includes many relevant and meaningful details</li><li>• Is clear and coherent</li><li>• Includes a variety of complete sentences</li><li>• Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words; other spelling demonstrates phonemic awareness</li><li>• Demonstrates correct use of initial capitalization and end punctuation</li></ul>
Score Point 3	<p><b>The Response:</b></p> <ul style="list-style-type: none"><li>• Mostly addresses the task</li><li>• Includes some relevant and meaningful details</li><li>• Is mostly clear and coherent</li><li>• Includes complete sentences</li><li>• Uses conventional spelling for many words with common spelling patterns; other spelling demonstrates phonemic awareness</li><li>• Demonstrates some use of initial capitalization and end punctuation</li></ul>



# Picture-Based Story Rubric

*cont'd*

## Score Point 2

### The Response:

- Partially addresses the task
- Includes a few relevant details
- May lack coherence
- Includes some complete sentences
- Uses mostly invented spelling and may demonstrate somewhat limited phonemic awareness
- Demonstrates limited use of initial capitalization and end punctuation

## Score Point 1

### The Response:

- Minimally addresses the task
- May include only one relevant detail
- Is somewhat incoherent
- May include only single words or disconnected phrases
- Demonstrates minimal phonemic awareness
- Demonstrates no use of initial capitalization and end punctuation

## Score Point 0

### The Response:

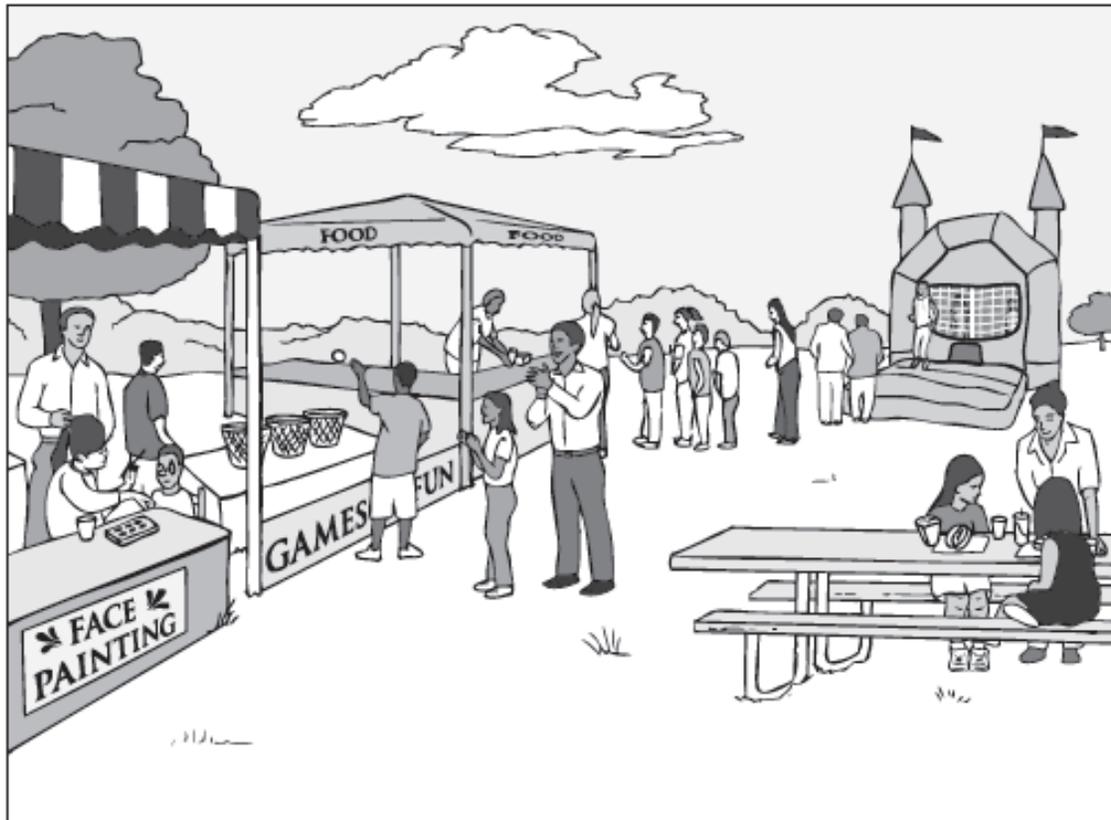
- Does not address the task
- Is illegible
- Is incoherent
- Is solely in a language other than English
- Is irrelevant
- No response

# Picture-Based Story

## Sample & Scoring Practice

### DIRECTIONS

Look at the picture. Write a story about the picture.  
Write as much as you can. Check your work.



# Picture-Based Story

## Grades 1-2 Answer Key

Sample	Comments	Score
A	<ul style="list-style-type: none"><li>▪ Mostly addresses the task</li><li>▪ Includes some relevant and meaningful details (<i>clowde/cloudy day, sister happe/happy for her brodder/brother, childern/children ect/eat at the table</i>)</li><li>▪ Includes complete sentences</li><li>▪ Demonstrates phonemic awareness</li></ul>	3
B	<ul style="list-style-type: none"><li>▪ Partially addresses the task</li><li>▪ Includes some complete sentences</li><li>▪ Demonstrates somewhat limited phonemic awareness</li><li>▪ Demonstrates limited use of initial capitalization and end punctuation</li></ul>	2
C	<ul style="list-style-type: none"><li>▪ Minimally addresses the task</li><li>▪ Is somewhat incoherent</li><li>▪ Demonstrates minimal phonemic awareness</li><li>▪ Demonstrates no use of initial capitalization and punctuation</li></ul>	1
D	<ul style="list-style-type: none"><li>▪ Addresses the task</li><li>▪ Includes many relevant details; lots of games, face painting is fun, throw balls, dad will clap</li><li>▪ Includes a variety of complete sentences</li><li>▪ Uses conventional spelling</li><li>▪ Demonstrates correct use of initial capitalization and end punctuation</li></ul>	4
E	<ul style="list-style-type: none"><li>▪ Incoherent</li></ul>	0



# Break – 15 minutes



# Descriptive Writing Paragraph

(Grades 3-12)

- This type of constructed-response question requires the student to write a descriptive paragraph based on an illustrated scene.
- The student is prompted to look at the picture and think about the people in the picture, where they are, what they are doing, and what they might be thinking or feeling. A writing checklist is provided along with two-thirds of a page of writing lines.





# Descriptive Writing Paragraph Rubric

	Descriptive Writing Paragraph (Grades 3-12)
Score Point 4	<p><b>The Response:</b></p> <ul style="list-style-type: none"><li>• Addresses the task</li><li>• Includes many and varied descriptive details</li><li>• Is clear, coherent, and well organized</li><li>• Uses concrete words and phrases and sensory details</li><li>• Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li></ul>
Score Point 3	<p><b>The Response:</b></p> <ul style="list-style-type: none"><li>• Mostly addresses the task</li><li>• Includes some descriptive details</li><li>• Is mostly clear, coherent, and organized</li><li>• Uses vocabulary that is mostly appropriate to the task</li><li>• Demonstrates some command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li></ul>



# Descriptive Writing Paragraph Rubric *cont'd*

## Score Point 2

### The Response:

- Partially addresses the task
- Includes a few descriptive details
- May lack clarity and coherence and/or be somewhat disorganized
- May use basic vocabulary
- Demonstrates limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

## Score Point 1

### The Response:

- Minimally addresses the task
- May be somewhat disorganized and incoherent
- Uses vocabulary that is inappropriate or insufficient for the task
- Demonstrates minimal command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

## Score Point 0

### The Response:

- Does not address the task
- Is illegible
- Is incoherent
- Is solely in a language other than English
- Is irrelevant
- No response

# Descriptive Writing Paragraph

(Grades 9-12)

## **DIRECTIONS**

Write a paragraph that describes what is happening in the picture. Include as many details as you can. Someone who reads your paragraph should be able to imagine the entire scene.

Before you start writing, look at the picture carefully and think about the following:

- What is the setting, and what is the weather like?
- Who are the people, and what are they doing?
- What might the people be thinking or feeling?



# Descriptive Writing Paragraph

## Scoring Practice

5



# Descriptive Writing Paragraph

## Grades 9-12 Answer Key

Sample	Comments	Score
A	<ul style="list-style-type: none"><li>▪ Partially addresses the task</li><li>▪ Includes a few descriptive details (<i>they are trying to leave this place; people are riding a bike; some people are walking</i>)</li><li>▪ Is somewhat disorganized (goes off task, especially in the second half of the paragraph)</li></ul>	2
B	<ul style="list-style-type: none"><li>▪ Addresses the task</li><li>▪ Includes varied descriptive details (<i>makes the Earth look cleaner; a guy with an umbrella looks like he doesn't/doesn't like to get wet</i>)</li><li>▪ Is clear and coherent</li><li>▪ Uses concrete words and phrases and sensory details (<i>Manhattan; trees; nature; cleaning the streets; snow usually dissolves to water</i>)</li></ul>	4
C	<ul style="list-style-type: none"><li>▪ Minimally addresses the task</li><li>▪ Uses vocabulary that is inappropriate and insufficient for the task (<i>smoggy</i>)</li><li>▪ Demonstrates minimal command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li></ul>	1
D	<ul style="list-style-type: none"><li>▪ Is incoherent</li></ul>	0
E	<ul style="list-style-type: none"><li>▪ Mostly addresses the task</li><li>▪ Is mostly clear, coherent, and organized</li><li>▪ Demonstrates some command of the conventions of standard English (good verb usage)</li></ul>	3



# Fact-Based Essay

(Grades 3-12)

- This type of constructed-response question requires the student to write an essay based on a text prompt as well as on relevant facts presented in one or more graphs, tables, or charts.
- The prompt includes a reminder to students to include key elements of an essay, use information from the graphics, support their ideas with details and examples, and use their own words.





# Fact-Based Essay Rubric

Fact-Based Essay (Grades 3-12)	
Score Point 4	<p><b>The Response:</b></p> <ul style="list-style-type: none"><li>• Addresses the task and includes reasons supported by relevant details from the source material provided</li><li>• Integrates information from the source material using student's own words</li><li>• Is clear, coherent, and well organized</li><li>• Uses precise language and domain-specific vocabulary that is appropriate to the task</li><li>• Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li></ul>
Score Point 3	<p><b>The Response:</b></p> <ul style="list-style-type: none"><li>• Mostly addresses the task and includes reasons supported by relevant details from the source material provided</li><li>• Mostly integrates information from the source material using student's own words</li><li>• Is mostly clear, coherent, and organized</li><li>• Uses language and vocabulary that is mostly appropriate to the task</li><li>• Demonstrates some command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li></ul>



# Fact-Based Essay Rubric *cont'd*

## Score Point 2

### The Response:

- Partially addresses the task and includes reasons supported by a few details from the source material provided
- Partially integrates information from the source material using student's own words, but may be largely copied
- May lack clarity and coherence and/or be somewhat disorganized
- Uses some vocabulary that is inappropriate to the task
- Demonstrates limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

## Score Point 1

### The Response:

- Minimally addresses the task
- Is primarily copied from the source material with minimal use of student's own words
- Is somewhat incoherent and disorganized
- Uses vocabulary that is inappropriate or insufficient for the task
- Demonstrates minimal command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

## Score Point 0

### The Response:

- Does not address the task
- Is illegible
- Is incoherent
- Is solely in a language other than English
- Is irrelevant
- No response

# Fact-Based Essay (Grades 3-4)

## DIRECTIONS

Look at the diagram. It shows six different areas at a children's museum. Imagine that your class is planning a field trip to this museum. Your teacher wants you to choose **two** areas to visit.

In your own words, write a well-organized essay about which **two** areas you would like to visit. Tell why you want to visit them.

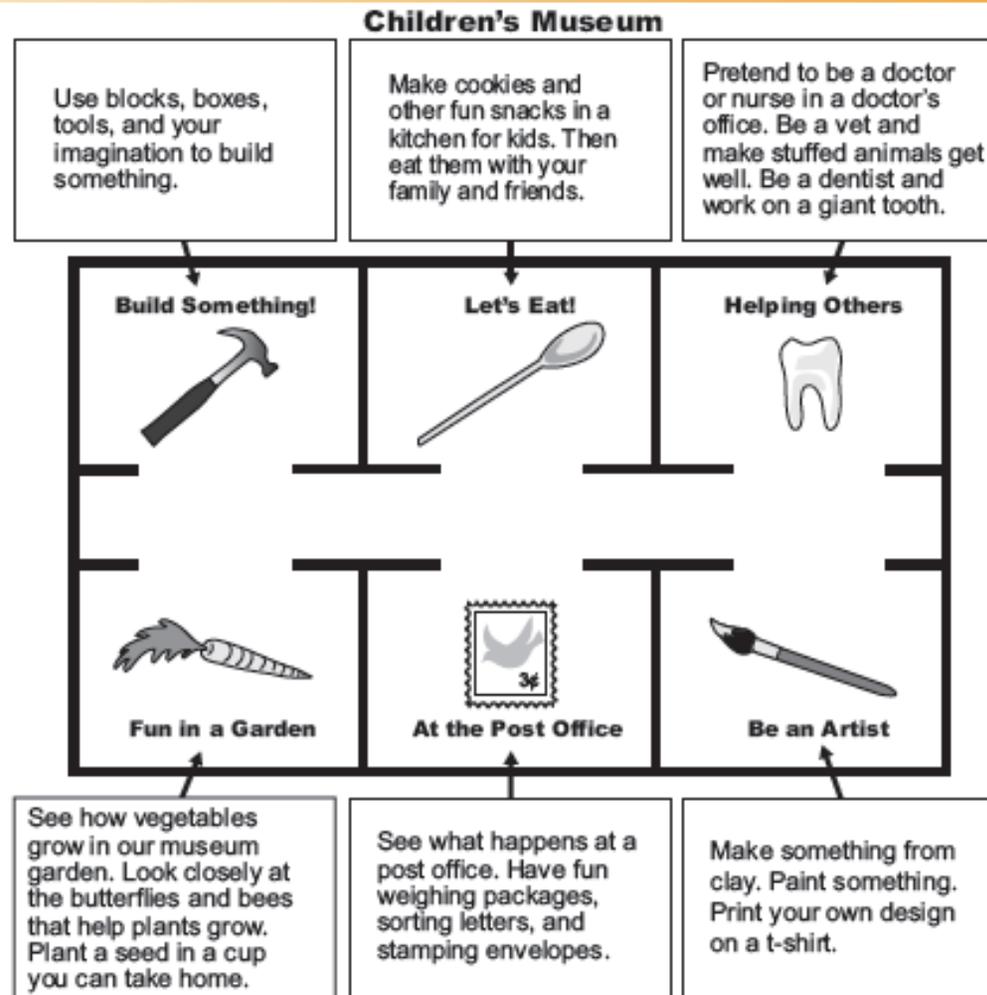
In your essay, remember to:

- Include an introduction, body, and conclusion.
- Use information from the diagram.
- Include details, examples, or reasons.
- Use your own words.

You may also include other information that you know about this topic.



# Fact-Based Essay *cont'd*



# Fact-Based Essay

## Grades 3-4 Answer Key

Sample	Comments	Score
A	<ul style="list-style-type: none"><li>Partially addresses the task and includes reasons supported by a few details from the source material</li><li>Demonstrates limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li></ul>	2
B	<ul style="list-style-type: none"><li>Addresses the task and includes reasons supported by relevant details from the source material</li><li>Integrates information from the source material using student's own words</li><li>Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li></ul>	4
C	<ul style="list-style-type: none"><li>Minimally addresses the task (no introduction)</li><li>Is somewhat incoherent</li><li>Demonstrates minimal command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li></ul>	1
D	<ul style="list-style-type: none"><li>Mostly addresses the task and includes reasons supported by relevant details from the source material</li><li>Mostly integrates information from the source material using student's own words (<i>bake cookies; make a pot out of the clay; make a tie die shirt with my name on it</i>)</li><li>Demonstrates some command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</li></ul>	3
E	<ul style="list-style-type: none"><li>Does not address the task</li></ul>	0



# Writing

# Questions



# Lunch – 30 minutes



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# Speaking



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# Social & Academic Interaction

- This type of constructed-response question requires the student to orally answer a conversational or academic question asked by the examiner. Some questions are more social or conversational in nature while others are more academic in nature.





# Social & Academic Interaction Rubric (Grades K-12)

Social & Academic Interaction (Grades K-12)	
Score Point 2	<p><b>Relevant response that approximates grade-level fluency</b></p> <ul style="list-style-type: none"> <li>Ideas are expressed clearly and effectively</li> <li>Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate)</li> <li>Demonstrates command of the conventions of standard English grammar and usage</li> </ul>
Score Point 1	<p><b>Relevant response that falls below grade-level fluency</b></p> <ul style="list-style-type: none"> <li>Ideas are expressed somewhat clearly or effectively</li> <li>Uses overly simplified vocabulary</li> <li>Demonstrates only partial command of the conventions of standard English grammar and usage</li> </ul>
Score Point 0	<p><b>Irrelevant or unintelligible response</b></p> <ul style="list-style-type: none"> <li>Is incoherent</li> <li>Solely in a language other than English</li> <li>Only repeats the prompt</li> <li>Minimal or no response</li> </ul>

# Social & Academic Interaction

(Grade K)

## **DIRECTIONS**

**I will say something to you. Listen and then answer.**

SAY

1 What are some of the rules in your classroom?

Pause for about 15 seconds for the student to respond.



# Social & Academic Interaction

## Scoring Practice (Grades 3-4)

### **DIRECTIONS**

I will say something to you. Listen and then answer.

**1**

What do you like about learning math?

**SAY**

**1** Look at number 1. What do you like about learning math?

Pause for about 15 seconds for the student to respond.



# Social & Academic Interaction

## Grades 3-4 Answer Key

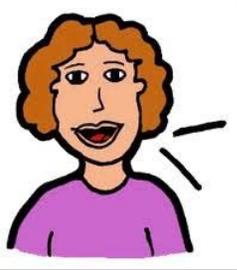
Track	Prompt	Transcription	Score	Comment
4	What do you like about learning math?	I like about learning math is that...is when we do fractions.	1	Demonstrates only partial command of conventions of standard English grammar and usage.
5	What do you like about learning math?	Something that I like about learning math is that I get to use different strategies to do different problems and I get to underline the key words to do the problem.	2	Ideas are expressed clearly and effectively; uses vocabulary that is context-related and precise; demonstrates command of the conventions of standard English grammar and usage.
6	What do you like about learning math?	Plus.	0	Minimal response.



# Sentence Completion

- Sentence completion questions require the student to orally complete a sentence based on a picture prompt. The beginning of the sentence is read by the examiner and is also reproduced in the test booklet.





# Sentence Completion Rubric (Grades K-12)

	Sentence Completion (Grades K-12)
Score Point 2	<b>Relevant response that approximates grade-level fluency</b> <ul style="list-style-type: none"><li>• Appropriately describes the person, thing, or event in the graphic</li><li>• Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate)</li><li>• Demonstrates command of the conventions of standard English grammar and usage (i.e., uses correct verb tense, subject-verb agreement)</li></ul>
Score Point 1	<b>Relevant response that falls below grade-level fluency</b> <ul style="list-style-type: none"><li>• Somewhat appropriately describes the person, thing, or event in the graphic</li><li>• Uses overly simplified vocabulary</li><li>• Demonstrates only partial command of the conventions of standard English grammar and usage (e.g., may contain errors in verb tense or subject-verb agreement), but is still intelligible</li></ul>
Score Point 0	<b>Irrelevant or unintelligible response</b> <ul style="list-style-type: none"><li>• Is incoherent</li><li>• Solely in a language other than English</li><li>• Only repeats the prompt</li><li>• Minimal or no response</li></ul>

# Sentence Completion

(Grades 1-2)

2

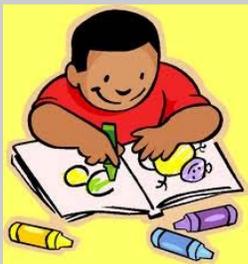
After Juan found a paintbrush . . .



# Picture Description

- Picture description questions require the student to orally answer a two-part question about a picture (photo) prompt.





# Picture Description Rubric

	Picture Description (Grades K-12)
<b>Score Point 2</b>	<b>Relevant response that approximates grade-level fluency</b> <ul style="list-style-type: none"><li>• Is complete (i.e., addresses both parts of the oral prompt)</li><li>• Appropriately integrates and evaluates the visual information (i.e., is plausible)</li><li>• Ideas are expressed clearly (i.e., response is coherent and cohesive)</li><li>• Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate for the task)</li><li>• Demonstrates command of the conventions of standard English grammar and usage</li></ul>
<b>Score Point 1</b>	<b>Relevant response that falls below grade-level fluency</b> <ul style="list-style-type: none"><li>• Addresses only part of the prompt</li><li>• Somewhat integrates and evaluates the visual information (i.e., is partially plausible)</li><li>• Ideas are expressed somewhat clearly</li><li>• Uses overly simplified vocabulary</li><li>• Demonstrates only partial command of the conventions of standard English grammar and usage</li></ul>
<b>Score Point 0</b>	<b>Irrelevant or unintelligible response</b> <ul style="list-style-type: none"><li>• Does not address the prompt</li><li>• Is incoherent</li><li>• Solely in a language other than English</li><li>• Only repeats the prompt</li><li>• Minimal or no response</li></ul>

# Picture Description

(Grades 9-12)

10

What is the man doing, and why do you think he is doing that?



# Response to Graphic Information NEW Question Type

- Grades 1-12
- This type of constructed-response question requires the student to orally answer two questions about a graph, table, chart, or map.





# Response to Graphic Information Rubric (Grades 1-12)

	Response to Graphic Information (Grades 1-12)
<p><b>Score Point 2</b></p>	<p><b>Relevant response that approximates grade-level fluency</b></p> <ul style="list-style-type: none"> <li>• Is complete (i.e., addresses both parts of the oral prompt)</li> <li>• Appropriately integrates and evaluates the graphic information (i.e., response is accurate)</li> <li>• Ideas are expressed clearly (i.e., response is coherent and cohesive)</li> <li>• Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate to the task)</li> <li>• Demonstrates command of the conventions of standard English grammar and usage</li> </ul>
<p><b>Score Point 1</b></p>	<p><b>Relevant but incomplete response that falls below grade-level fluency</b></p> <ul style="list-style-type: none"> <li>• Addresses only part of the prompt</li> <li>• Partially misinterprets the graphic information</li> <li>• Ideas are expressed somewhat clearly</li> <li>• Uses overly simplified vocabulary</li> <li>• Demonstrates only partial command of the conventions of standard English grammar and usage</li> </ul>
<p><b>Score Point 0</b></p>	<p><b>Irrelevant or invalid response</b></p> <ul style="list-style-type: none"> <li>• Completely misinterprets the graphic information</li> <li>• Is incoherent</li> <li>• Solely in a language other than English</li> <li>• Only repeats the prompt</li> <li>• Minimal or no response</li> </ul>

# Response to Graphic Information

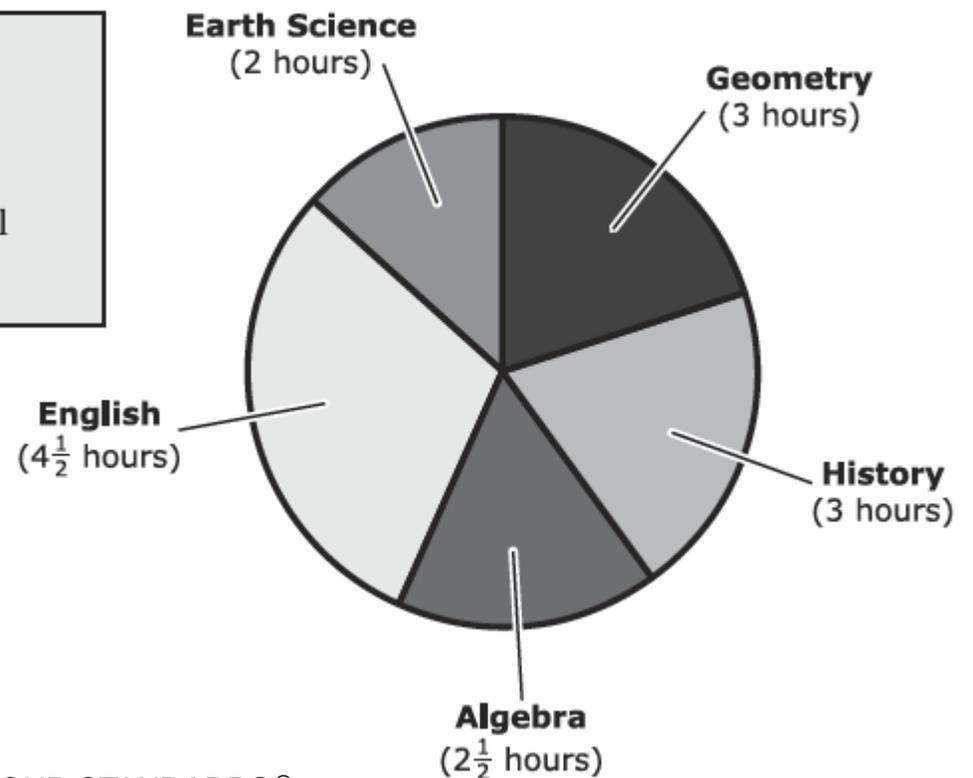
## (Grades 9-12)

4

**Roberto's Study Plan for This Week**

What does the pie chart show about Roberto's study plan?

Compare the amount of time Roberto will spend studying Earth Science to the amount of time he will spend studying English.



# Response to Graphic Information

## Practice Scoring (Grades 5-6)

4

What does this table show?

What can you say about the length of the Hudson River compared to the length of the Mohawk River?

**Major Rivers in New York State**

River	Length
Genesee River	158 miles
Hudson River	315 miles
Mohawk River	140 miles



# Response to Graphic Information

## Grades 5-6 Answer Key

Track	Prompt	Transcription	Score	Comment
16	<p>What does this table show?</p> <p>What can you say about the length of the Hudson River compared to the length of the Mohawk River?</p>	<p>Part 1: The table shows the major river in the New York State, uh how long is the river.</p> <p>Part 2: The Hudson River is more longer than the, the Mosk River.</p>	1	Ideas are expressed somewhat clearly; demonstrates only partial command of the conventions of standard English grammar and usage.
17	<p>What does this table show?</p> <p>What can you say about the length of the Hudson River compared to the length of the Mohawk River?</p>	<p>What can you say about the lengs the Hunson River compared to the lake of how Moowwa....</p>	0	Irrelevant response (responds by reading second prompt in Student Booklet).
18	<p>What does this table show?</p> <p>What can you say about the length of the Hudson River compared to the length of the Mohawk River?</p>	<p>Part 1: This table shows major rivers in New York State.</p> <p>Part 2: The Hudson River is 315 miles compared to the 100, compared to the Mohawk River. It is 140 miles, which means that the Mohawk River is shorter, is shorter than the Hudson River, and the Hudson River is, is longer.</p>	2	Addresses both parts of the prompt; appropriately integrates and evaluates the graphic information; ideas are expressed clearly; demonstrates command of the conventions of standard English grammar and usage.



# Storytelling

- Storytelling questions require the student to make up and tell a story based on a three-picture prompt.





# Storytelling Rubric

## (Grades K-12)

	Storytelling (Grades K-12)
Score Point 4	<b>Native-like fluent response</b> <ul style="list-style-type: none"><li>• Is well organized and logically developed</li><li>• Includes many relevant and descriptive details and task appropriate vocabulary</li><li>• Uses coherent, fluent sentences</li><li>• Speech is clear and pace is appropriate</li></ul>
Score Point 3	<b>Slightly below native-like fluency</b> <ul style="list-style-type: none"><li>• Is somewhat organized and developed</li><li>• Includes some relevant details and mostly task appropriate vocabulary</li><li>• Uses mostly coherent, fluent sentences</li><li>• Speech may not be entirely clear; pace may be somewhat slow</li></ul>



# Storytelling Rubric

(Grades K-12)  
*cont'd*

## Score Point 2

### Considerably below native-like fluency

- Is poorly organized
- Includes few details; vocabulary is overly simplified
- Uses some coherent sentences
- Speech is somewhat difficult to understand; may be slow and halting

## Score Point 1

### Very limited fluency

- Is not organized
- Includes very limited vocabulary
- May be limited to phrases rather than sentences
- Speech is difficult to understand

## Score Point 0

### No fluency demonstrated

- Completely irrelevant or incoherent
- Solely in a language other than English
- Only repeats the prompt
- Minimal or no response

# Storytelling (Grades 7-8)

## **DIRECTIONS**

**Look at the three pictures in number 5. Tell a story about what you see in the pictures. Think about your story before you begin. Include as many details as you can. You may name the characters in your story. Tell what happened first, what happened next, and what happened last. You may begin when you are ready.**



# Storytelling (Grades 7-8)

5

**First**  
**1**



**Next**  
**2**



**Last**  
**3**



# Speaking

Questions?



# NYSESLAT 2013

Thank you for your  
participation in this  
very important  
training session!

