



SCORING SAMPLER

DRAFT

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I. Acknowledgements

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II. Introduction

This document contains some constructed response stimuli (prompts) that were administered to small groups of LEP/ELL children in Suffolk County, NY. Teachers volunteered to find items or develop their own items. They met as a group to review the student work and use the generic NYSESLAT rubrics to score both writing and speaking responses.

One of the writing prompts used with children in grades 2, 3, and 4 was actually an ELA test item from the January 2003 exam. The responses are from LEP/ELL children who did not take the grade 4 ELA exam. The NYSESLAT rubric was used to score these papers, not the ELA rubric.

Several of the speaking prompts are from the old LAB test. Again the NYSESLAT rubric was used to score these exemplars, not the LAB rubric.

In order to use these papers as exemplars, readers should

- review the stimulus for each
- review the appropriate rubric
- read each student response with annotations

See **Appendix A** for a review of the process. Keep in mind that you should use rubric language to discuss the student work.

By reviewing the student work in this way teachers can become familiar with the rubrics and the scoring process. See **Appendix E** for general information about rubrics.

To use the exemplars as practice sets make copies that do not have the suggested scores or annotations. **Appendix B** discusses the process for scoring items. There is a glossary of scoring terms in **Appendix C**.

III. Rubrics

**GRADES K-1
WRITING RUBRIC – 1 W**

Single, Dictated Words

SCORE	CHARACTERISTICS OF RESPONSE
2	The dictated word is spelled correctly.
1	The response shows phonetic awareness, but the dictated word is spelled incorrectly.
0	There is no response, or the response shows extremely limited phonetic awareness.

GRADES K - 1
WRITING RUBRIC - 2 W
Short, Dictated Sentences

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

GRADES K – 1
WRITING RUBRIC – 3 W
Picture Description

SCORE	CHARACTERISTICS OF RESPONSE
2	The student's response: <ul style="list-style-type: none">• describes most of the activity in the picture• may display some spelling errors or invented spellings, but these misspellings show phonetic awareness and the words can be identified by a trained primary-level teacher• shows some control of the conventions of written English (capitalization, word spacing, punctuation), but may not be written in complete sentences
1	The student's response: <ul style="list-style-type: none">• describes at least some of the activity in the picture• displays many spelling errors or invented spellings that may not be identifiable as words• shows some limited phonetic awareness, and some attempt to use conventions (capitalization, word spacing, punctuation)
0	There is no response, or the response is not recognizable as written English.

**GRADES 2-4
PREWRITING RUBRIC
(4 W)**

SCORE	CHARACTERISTICS OF RESPONSE
2	The student fills in at least four of the boxes with clear and relevant ideas. The responses in most of the boxes have enough detail to show thinking, imagination, or insight into the topic.
1	The student attempts to write something relevant to the topic in some of the boxes. All or most of the responses are single words or very simple phrases.
0	The boxes are blank, or only one box is filled in, or the information written in the boxes is irrelevant or incoherent.

PREWRITING RUBRICS (GRADES 5-12)

SCORE	GRADE 5 – 6 (WR-1a) CHARACTERISTICS OF RESPONSE	GRADE 7 – 8 (WR-1b) CHARACTERISTICS OF RESPONSE	GRADE 9 - 12 (WR-1c) CHARACTERISTICS OF RESPONSE
3	<p>The student fills in all five boxes with clear and relevant ideas. The responses in all or most of the boxes provide specific details and show thinking, imagination, or insight into the topic.</p>	<p>The student fills in all seven circles with clear and relevant ideas. The responses in all or most of the circles provide specific details and show thinking, imagination, or insight into the topic.</p>	<p>The student:</p> <ul style="list-style-type: none"> • completes the brainstorming chart according to the instructions • writes in all three organization boxes • provides an appropriate rationale for the way he or she filled in the organization boxes
2	<p>The student writes a relevant response in the top box and in at least half of the other boxes. Some of these responses provide specific details and show thinking, imagination, or insight into the topic.</p>	<p>The student writes a relevant response in the center circle and in at least half of the other circles. Some of these responses provide specific details and show thinking, imagination, or insight into the topic.</p>	<p>The student:</p> <ul style="list-style-type: none"> • completes the brainstorming chart according to the instructions • writes in all three organization boxes. • attempts to give an appropriate rationale for the way he or she filled in the organization boxes, but the rationale may be incomplete or insufficiently described <p>OR, the student:</p>

			<ul style="list-style-type: none"> • completes either the brainstorming chart or the organizational boxes according to the instructions • gives an appropriate rationale for writing about the changes in a particular order
1	<p>Responses are general and may lack development or insight into the topic; however, the responses show some understanding of the task.</p>	<p>The student writes in some of the boxes. The responses are general and may lack development or insight into the topic; however, the responses show some understanding of the task.</p>	<p>The student:</p> <ul style="list-style-type: none"> • writes something relevant to the topic in at least one of the boxes in the brainstorming chart • writes in at least one of the organization boxes • does not provide an appropriate rationale for writing about the changes in a particular order
0	<p>The response does not address the questions at all, or the information is irrelevant or incoherent.</p>	<p>The response does not address the questions at all, or the information is irrelevant or incoherent.</p>	<p>There is no response, the response does not address the questions at all, or the information is irrelevant or incoherent.</p>

**Writing the Story/Essay Rubric
(WR-2)**

SCORE	CHARACTERISTICS OF RESPONSE
4	<p>The student's response:</p> <ul style="list-style-type: none"> • is completely and easily comprehensible; has an appropriate main idea or theme • provides appropriate and specific details, examples and, if required, supporting evidence; and develops in a coherent and connected way • contains language that flows in well-developed sentences, with some variety in sentence structure • shows well-developed vocabulary resources (the student usually finds appropriate words to convey meaning) • displays few errors in grammar, spelling and punctuation; errors do not interfere with communication
3	<p>The student's response:</p> <ul style="list-style-type: none"> • is comprehensible, though the reader may have to make an effort to understand it; has an identifiable main idea or purpose • provides some appropriate details, examples and, if required, supporting evidence; and develops in a coherent and connected way • is written entirely, or almost entirely, in complete sentences; displays some variety in sentence structure • shows emerging vocabulary resources (the student often finds appropriate words to convey meaning) • displays some errors in grammar (for example, in the use of articles and prepositions), spelling and punctuation, but these errors do not impede communication
2	<p>The student's response:</p> <ul style="list-style-type: none"> • is somewhat comprehensible but often requires a marked effort on the part of the reader to understand it; may lack a main idea • often fails to provide appropriate details, examples, or evidence • displays little or no variety in sentence structure; the writing may be choppy or abrupt • shows basic vocabulary resources; errors in word choice sometimes interfere with communication • displays frequent errors in grammar, spelling, punctuation, and other conventions, and avoids more difficult structures; errors may interfere with communication
1	<p>The student's response:</p> <ul style="list-style-type: none"> • is often incomprehensible; has no main idea or clear purpose; and may not

	<p>address every part of the question/prompt</p> <ul style="list-style-type: none">• provides few, if any, details, examples, or evidence• contains few, if any, complete sentences; the writing may seem inappropriate or incoherent• shows a limited range of vocabulary, which interferes with communication• shows little control of grammar and of the conventions of written English
0	The student's response is not recognizable as written English, does not address the question at all, or is completely irrelevant or incoherent.

**GRADES 2 - 12
EDITING RUBRIC
(WR-3)**

SCORE	ITEMS INCORRECT
3	0 - 2
2	3 - 6
1	7 - 9
0	10 - 12

SPEAKING

2-1-0 SCALE

(SP-1)

SCORE	CHARACTERISTICS OF RESPONSE
2	<p>The student's response:</p> <ul style="list-style-type: none">• is understandable and appropriate• is basically grammatically correct• presents appropriate word choices for the grade level• may have minor errors, but the errors are infrequent and they do not interfere with communication
1	<p>The student's response:</p> <ul style="list-style-type: none">• is understandable• displays noticeable errors in grammar• displays noticeable errors in word choice• displays limited English proficiency
0	<p>The student gives no response, gives a response that cannot be understood as English, or does not demonstrate an understanding of English.</p>

SPEAKING 3-2-1-0 SCALE (SP-2)

SCORE	CHARACTERISTICS OF RESPONSE
3	<p>The student's response:</p> <ul style="list-style-type: none"> • is completely and easily comprehensible • is coherent • is fluent • provides appropriate and specific details and/or examples • shows well-developed vocabulary resources (the student can usually find the right word) • may display grammatical mistakes (for example, in the use of articles or prepositions), but mistakes do not generally interfere with communication • may display an accent, but errors of pronunciation and intonation do not interfere with communication
2	<p>The student's response:</p> <ul style="list-style-type: none"> • is comprehensible, but may require effort on the part of the listener • develops in a somewhat coherent way • is somewhat fluent • provides some appropriate and specific details and/or examples • displays a basic, but not wide or extensive vocabulary (the student sometimes cannot find the right word) • grammatical errors sometimes interfere with comprehension • may display errors in pronunciation and/or intonation that interfere with communication
1	<p>The student's response:</p> <ul style="list-style-type: none"> • is somewhat comprehensible • presents limited ideas (the student has difficulty expressing a complete thought without prompting) • is spoken haltingly (the student usually does not produce no more than one or two words at a time) • provides few, if any, details or examples • shows a very limited range of vocabulary, which interferes with communication (the student often cannot find the right word) • makes numerous grammatical errors that interfere with communication • shows little control of pronunciation, intonation, or stress
0	<p>The student gives no response, gives a response that cannot be understood as English, or does not demonstrate an understanding of English.</p>

IV Scoring Samples Continued

Grade K-1 Dictated Words

Dictated Word

2. met



Score 2

The dictated word is spelled correctly.

Dictated Word

2. wont
(wet)



Score 1

The response shows phonetic awareness. The word can be understood even though it is misspelled.

Dictated Word

1. play



Score 2

The dictated word is spelled correctly.

Dictated Word

1. Play
(play)



Score 1

The response shows phonetic awareness. The word can be understood even though it is misspelled.

IV Scoring Samples Continued

Grade K-1 Dictated Sentence

Dictated Sentences

1. What is on your lap?
2. Look for bugs on the hill.

Dictated Sentence

3.

*spelling error doesn't
interfere with communication*
What is on your lap?



Score 2

All of the words in the sentence are present in the correct order. The spelling error does not interfere with communication. Shows control of the conventions.

Dictated Sentence

3. *What is on your lap?*



Score 1

Most or all of the words in the sentence are present in the correct order.

Dictated Sentence

both shows
attempt to
spell words
and use
conventions.

water on jaw
4. look for a way
on the hill



Score 1

Both sentences show an attempt to spell words correctly and use conventions.

Dictated Sentence

4. Look for bugs in the hill!
doesn't interfere
with communication even though it should
be on.



Score 2

All of the words in the sentence are present in the correct order. The one ("in" instead of "on") error does not interfere with communication. Shows control of the conventions.

Dictated Sentence

4. Look for on the hill!



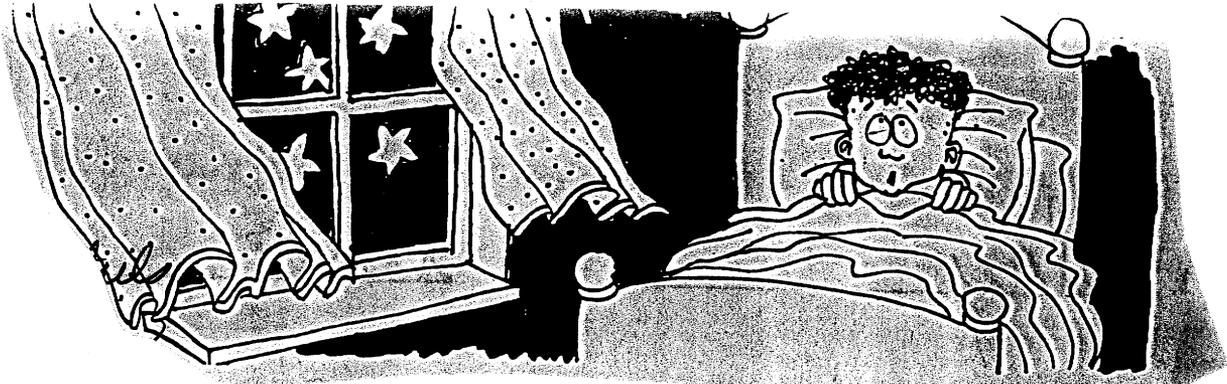
Score 1

Most or all of the words in the sentence are present in the correct order.

IV. Scoring Samples with Annotations

Grades K-1 Picture Description

Picture Description.



There there where a boy who
was scared all the kids called him
scare cat but he was not a scare
cat when he went to bed he
was still scared he couldn't sleep
then he called mom and dad
then they said what is the problem
i'm scared then momma gived him
two kiss and a hug and dad gived
him a kiss and a hug so and want
to sleep the next day and said
I am not scared and now pam is scoo

Picture Description

Score 2

There are many details. There are some misspellings, but the response shows phonetic awareness.

Picture Description

One day there was
a little girl that bro
her arm in school
then she went to
the nurse but her mom
was nervous about her but the
next day she was better.



Score 2

Shows phonetic awareness. Some conventions (one capital, one period and appropriate word spacing).

Picture Description

sim hurt hod
hen bekus
shid fol dan



Score 1

States some activity in picture. Says child is hurt and why. Displays invented spelling and some phonetic awareness.

Picture Description

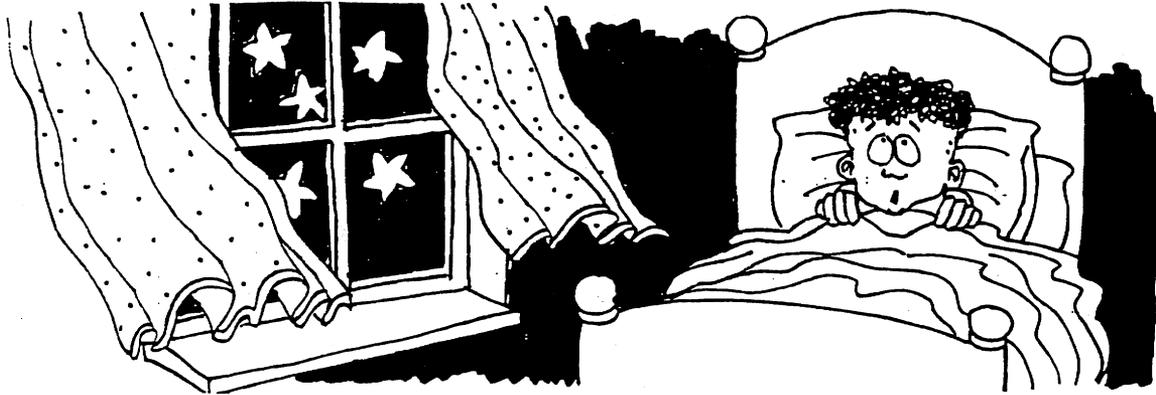
she has a beakin
around the mite
but her hand
is broken.



Score 1

Describes some activity in picture. There are many spelling errors. Limited phonetic awareness, but some attempt to use conventions (period).

Picture Description



he is awake at the
clock he can not sleep
because he is awake of
the clock.

Score 1

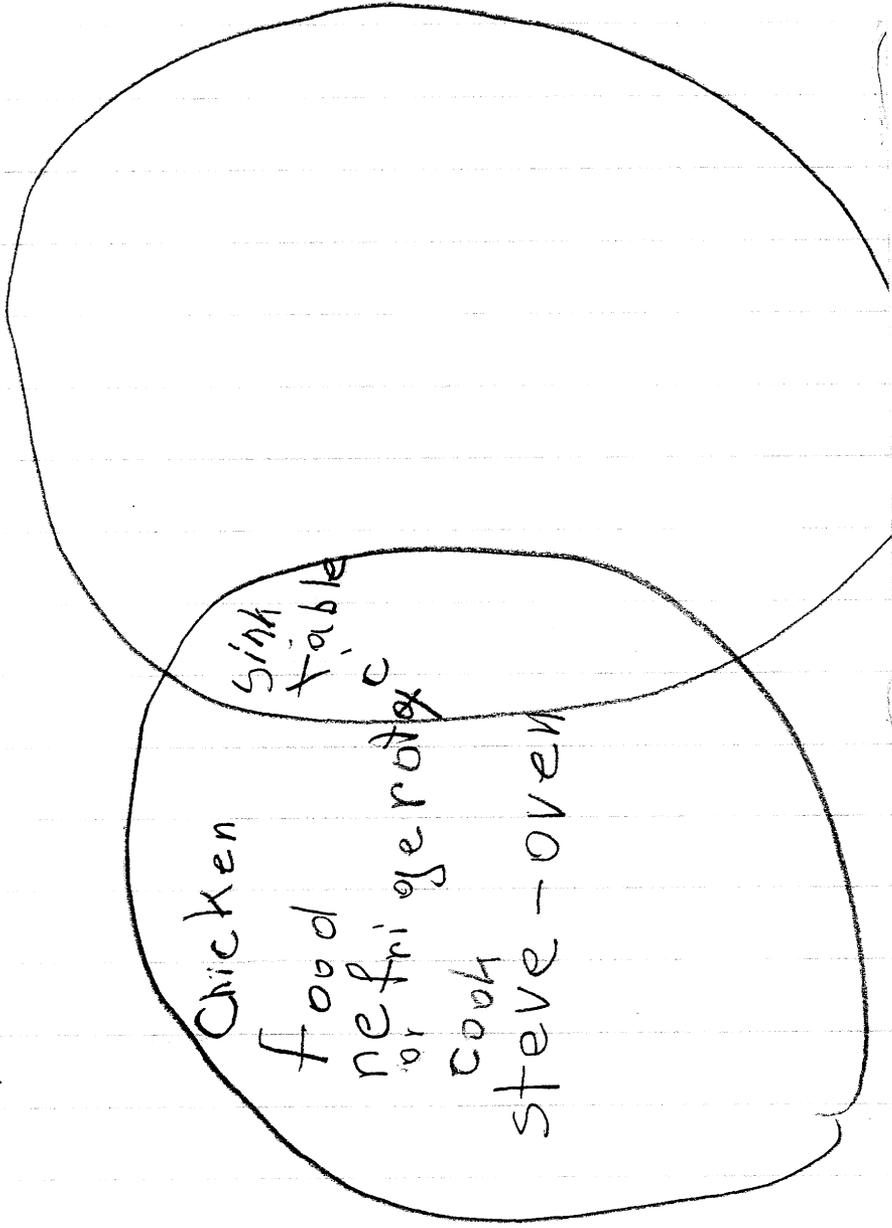
The response shows phonetic awareness and limited use of conventions (i.e. period and spacing). It uses some description (nighttime, dark) of the activity in the picture.

IV Scoring Samples Continued

Grade 2-4 Prewriting

]

Vann Gram
Comparing kitchen and classroom

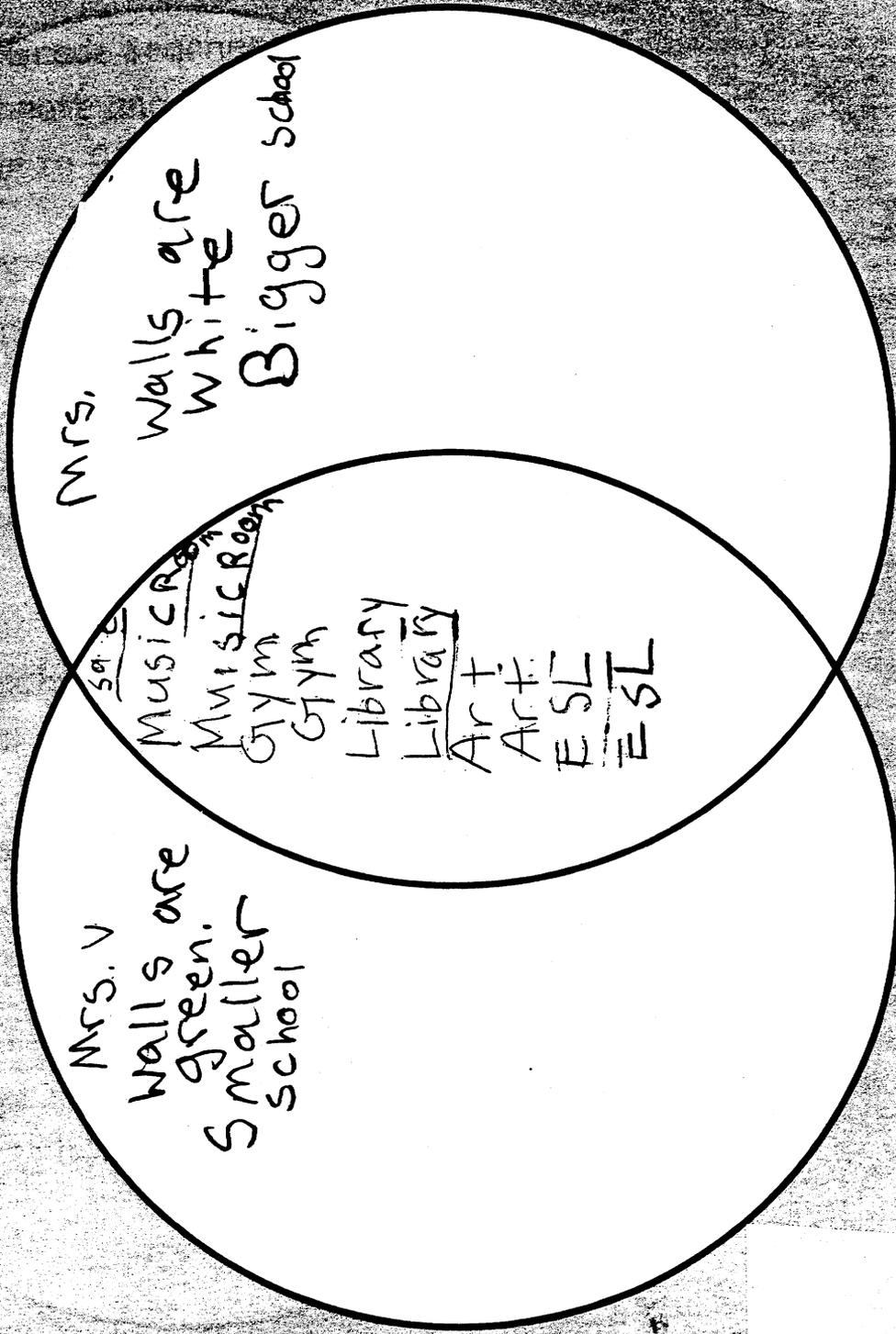


Student completes two of the three sections with relevant information.

Overall Score: 1

Compare and contrast the school you attended last year to _____ or _____ school.

Student did not label what was being compared.



Responds to all parts of the Venn diagram, yet did not label the sections being compared on the diagram. Minimal information provided. Single words. Responses show minimal insight.

Overall Score: 1

IV Scoring Samples Continued

Grade 2-4 Essay

Write a story about a time a person gave you some good advice. Tell why the person gave you advice, what the advice was, and how the advice helped you. You may make up a story or write about something that really happened.

In your story, be sure to include

- ✓ why someone gave you advice
- what the advice was
- ✓ how the advice helped you
- details to make your story interesting

Group 2 - Grades 2-4
Writing the Story / ESSAY
Item #6



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

One day my mom said to me
"You better do your homework"
I said I will. My mom gave
me that advice because in
first grade I did not like
to study my words that
my teacher gave me. The advice
helped me because I almost got
left back. Even now I got
One hundred on my words and did
not study. I passed the grade.
My teacher gave me a big hug
when I passed the grade. My Mom

gave
details

Spelling

Go On

Made a party for me
and my big sister. That
advised helped me on passing
the grade and never getting
left back. Since first
grade I have never gotten left
back ever in my whole entire life.
That advised also helped
me learn how to write
and read.

Story is comprehensible, coherent and addressed all elements of the
task. Is written almost entirely in complete sentences with some
variety. Spelling errors do not impede communication.

Score 3

STOP

■ SECURE MATERIAL ■

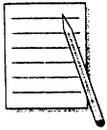
Do not reproduce. Do not discuss contents
until end of designated make-up schedule.

Write a story about a time a person gave you some good advice. Tell why the person gave you advice, what the advice was, and how the advice helped you. You may make up a story or write about something that really happened.

Grades 2-4
Item # 5
Writing the Story/Essay

In your story, be sure to include

- ✓ why someone gave you advice
- ✓ what the advice was
- ✓ how the advice helped you
- ✓ details to make your story interesting



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

title

Good advice

One day I was feeling sad because someone took my puppy that I had. And it was a baby puppy. We don't know what happened. It started last Thursday when I came from school. My mom told me that the puppy we just had that it is not in the house. I looked everywhere I looked outside but there I needed to do my homework.

awk

Go On

Then days past I was so
said. Everyone in my house
gave me advice. I said
thank you ^(Sp) but I was still
sad. When I had to do
something in my class I
always think of the puppy
and then the teacher said write something
you lost and you liked it.
I wrote what happened to
my puppy then I felt better
and I drew a picture of him.

The writing is comprehensible. It develops in a coherent and
connected way. Displays some errors in grammar and spelling but do
not impede communication.

Score 3

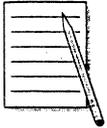
STOP

Write a story about a time a person gave you some good advice. Tell why the person gave you advice, what the advice was, and how the advice helped you. You may make up a story or write about something that really happened.

In your story, be sure to include

- why someone gave you advice
- what the advice was
- how the advice helped you
- details to make your story interesting

Grade 2-4
Writing the Story/Essay
Item #17



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

One day, I was doing a project outside. A girl stopped by and asked me "Need help" she asked, "Yes, I need some some advice for my project about wolves" I said, so she told me some advice. The advice she told me was, what does wolves eat, what color are they and other things, so I said "Thank you." Finally I finished and I bring it to school I told it to the class about it and I got an A+. Then I got home and saw the girl again so I ask her "want to go to the mall." It was the best day I had.

Score 3

Go On

Comprehensible with logical development, (beginning, middle and end). Elaboration does not show a well developed vocabulary.

Overall Score: 3

Write a story about a time a person gave you some good advice. Tell why the person gave you advice, what the advice was, and how the advice helped you. You may make up a story or write about something that really happened.

In your story, be sure to include

- why someone gave you advice
- what the advice was
- how the advice helped you
- details to make your story interesting

unclear of vocabulary

Doesn't address the task



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

One day I was working down the street. A man said to me you want a advice I said want advice a advice they is a car that run really fast at the milky. That mitgeh I went to the car it was real and really cool. When I took the car then the car start then I run up a tree, I saw the car then the car run really fast then the tree fiter down me too. Then a man told me to take out the tar. That ruffinor I take out the tar then

unclear

no quotations

Repetitive

limited vocabulary interferes with comprehension

often incomprehensible

Confusing use of vocabulary

Go On

I went home. That night, I saw
the car. Then I went to touch it. The
car started then ran up a really big
tree. Then the car cannot turn then the
car splutter.

Limited
control of
English grammar

Does not address the task at hand. Is often incomprehensible.

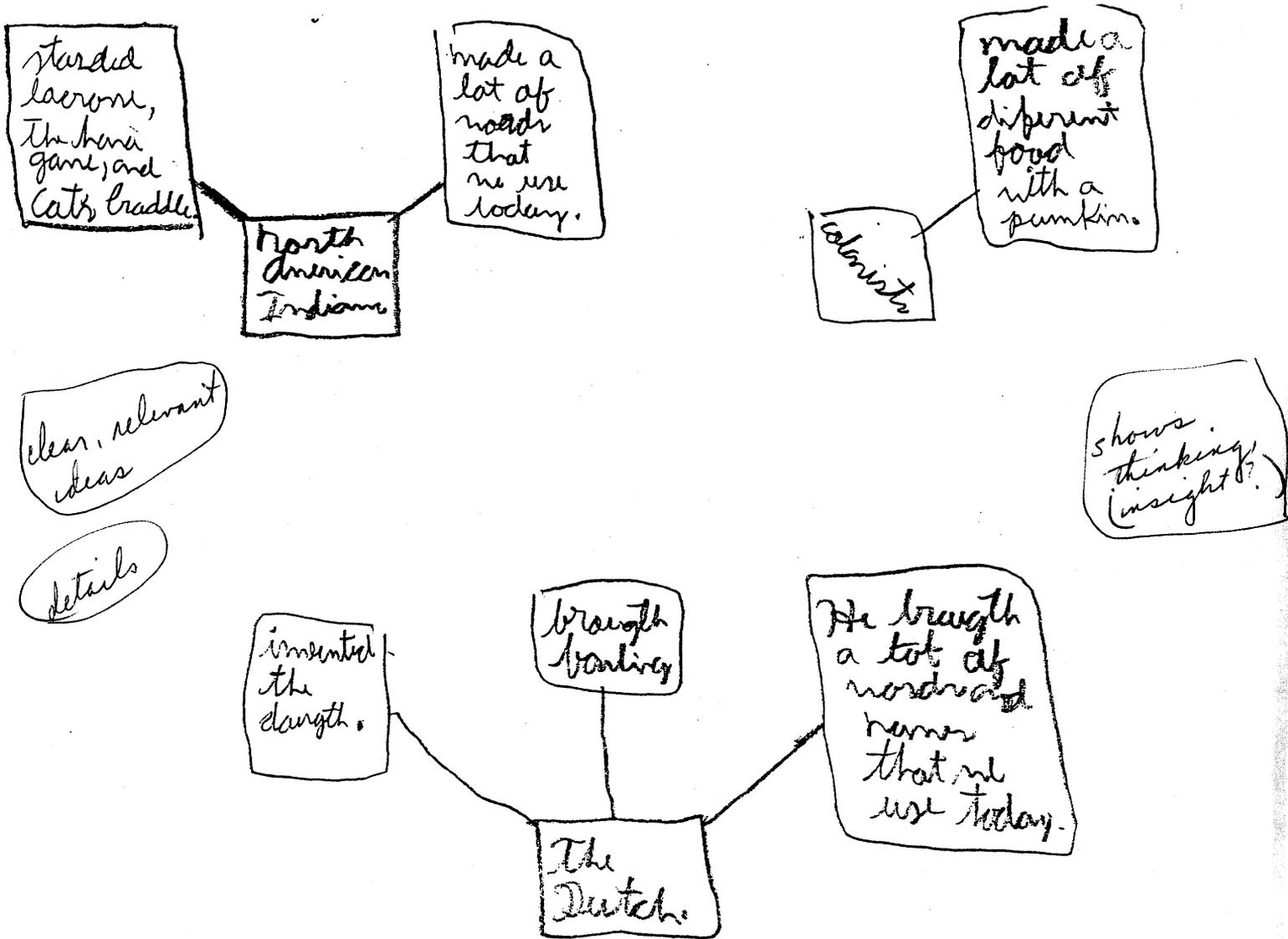
Shows a limited range of vocabulary, which interferes with
communication. Shows limited control of the conventions of
written English.

Score 1

IV Scoring Samples Continued

Grade 5-6 Prewriting

Directions: Write a well-organized essay using the documents, the answers to the questions in Part A, and your knowledge of social studies.



Because there was not a pre-constructed organizer provided and the child created his own, a rating of 3 was given. If the organizer was provided we felt this would not have been detailed enough for a rating of three. The child filled in most of the boxes and demonstrated insight into the topic.

Score: 3

IV Scoring Samples Continued

Grade 5-6 Writing



- Grade 5 Elementary-Level Social Studies Test
 Grade 8 Intermediate-Level Social Studies Test

ESSAY ANSWER BOOKLET

Student Name _____

School Name _____ Date _____

Start your essay for Part IIIB on the lines below:

Some of the words, foods, games and social customs that are a part of our culture had their beginnings in the early history of New York state. Native Americans, Indians, the Dutch, and the English have all made contributions to our culture today.

The Native Americans, Indians made up a lot of the games we play today some of them are lacrosse, the "band game" and "Cati Cradle". In document 4, they made a lot of words that we use today like moose, opossum and raccoon, or food and plant names like tomatoes, chocolate, tobacco and other names.

The colonists too have made up a lot of customs like punking, they made almost everything like punking soups, pie and other things. ³

comprehensibility suffers

The dutch brought many of customs and words to be invented the dutch but the pilgrims pirated the recipe and peracted it, the Dutch brought bowling but they used a pin instead of 10 that was in document 6 and in Document 5 the Dutch brought a lot of word that we use today. ⁴

was on sentence

In conclusion the North American indians, the colonists, and the Dutch brought a lot of customs and words that we use today and if it wasn't for them i think we would never have had any of those words.

was on

Rating of 3

Cohesive, organized, sentence structure varied at the beginning. Comprehensibility suffers after the third paragraph. Quite a few errors in grammar and punctuation but it does not impede communication.



Grade 5 Elementary-Level Social Studies Test

Grade 8 Intermediate-Level Social Studies Test

ESSAY ANSWER BOOKLET

Student Name _____

School Name _____ Date _____

Start your essay for Part IIIB on the lines below:

main idea?

control games

Two different games originally played native American Indians that are still played today are token Han and little Brother-of-war. What the native American Indians trade or sell to the English colonists are pumpkin pudding, pumpkin pancakes, pumpkin soup, Bake pumpkin, and of course pumpkin pie. Two food items that English colonists made from pumpkin are pumpkin pie, and pumpkin pudding. The pilgrims invented the fried doughnut a fried doughnut is kind of a machine that makes doughnuts, because is a machine that makes doughnut the pilgrims pirated the pilgrims if they could borrowed their recipe so they could bring it to new England. In native American and the English language they have food, plants, animals, city, and state, the animals names that come from Indian words. include moose, opossum, raccoon, skunk, wood chuck, peccary, squash, and succotash. The Foods were avocado, canoe, chili, chocolate, coyote, hurricane, tobacco, tomato, and many other words. and the plants were hickory, Hamming

writing choppy, abrupt

poor word choice

words

peran, ... Squash, and Succotash. The cities are Chicago, Milwaukee, Omaha, and Detroit. The states are Alabama, Connecticut, Illinois, Iowa, Kansas, Utah, and Wyoming.

Rating of 2

Writing was choppy. A lot of inappropriate detail given

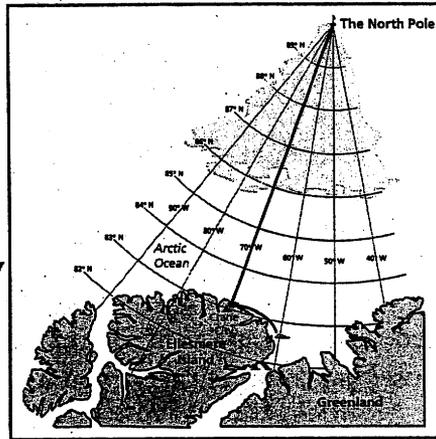
Disorganized

Somewhat comprehensible and required great effort to understand. Lacked a main idea.

IV Scoring Samples Continued

Grade 7-8 Prewriting

In the boxes below, list three things Matthew Henson did in order to reach the North Pole.



✓
1 Learn to speak the Eskimo language.

✓
2 He had to walk and sail through terrible temperatures.

3 Spend long days without eating and resting.

(INACCURATE)

Score 2

The student wrote a relevant response in each graphic organizer box. However, the student shows some misunderstanding through inclusion of at least one inaccurate fact.

IV Scoring Samples Continued

Grade 7-8 Essay

The article states, "one way to solve a problem is to ask the people who are closest to it how they would solve it." Describe how this method was used by the author. Explain why it is a good method for problem solving and discuss how it could be improved.

In your answer, be sure to include

- a description of the method used by the author
- an explanation of why this is a good method for problem solving
- suggestions for how this method might be improved
- details from the article to support your answer



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

DIRECTLY
REFERS
TO ARTICLE

One way to solve a problem is to ask the person closest to it how they would solve it. It's a good method for problem solving because if you do this method and ask a lot of people how they would solve it you would get many suggestions and find the best one to use.

SENTENCE
STRUCTURE
&
MAIN IDEAS
ARE
COMPREHENSIBLE

Although "one way to solve a problem is to ask the person closest to it how they would solve it" isn't always a good method for problem solving because in many cases you don't ask the person next to or closest to it to solve it.

ONE
Suggestion
offered.

Some suggestions for how this method could be improved is by going to many different schools, talk to them about book bags and finally ask them some advice they would give to other students. Another suggestion would be to talk to some people who have been affected by this and ask for advice.

Score 3

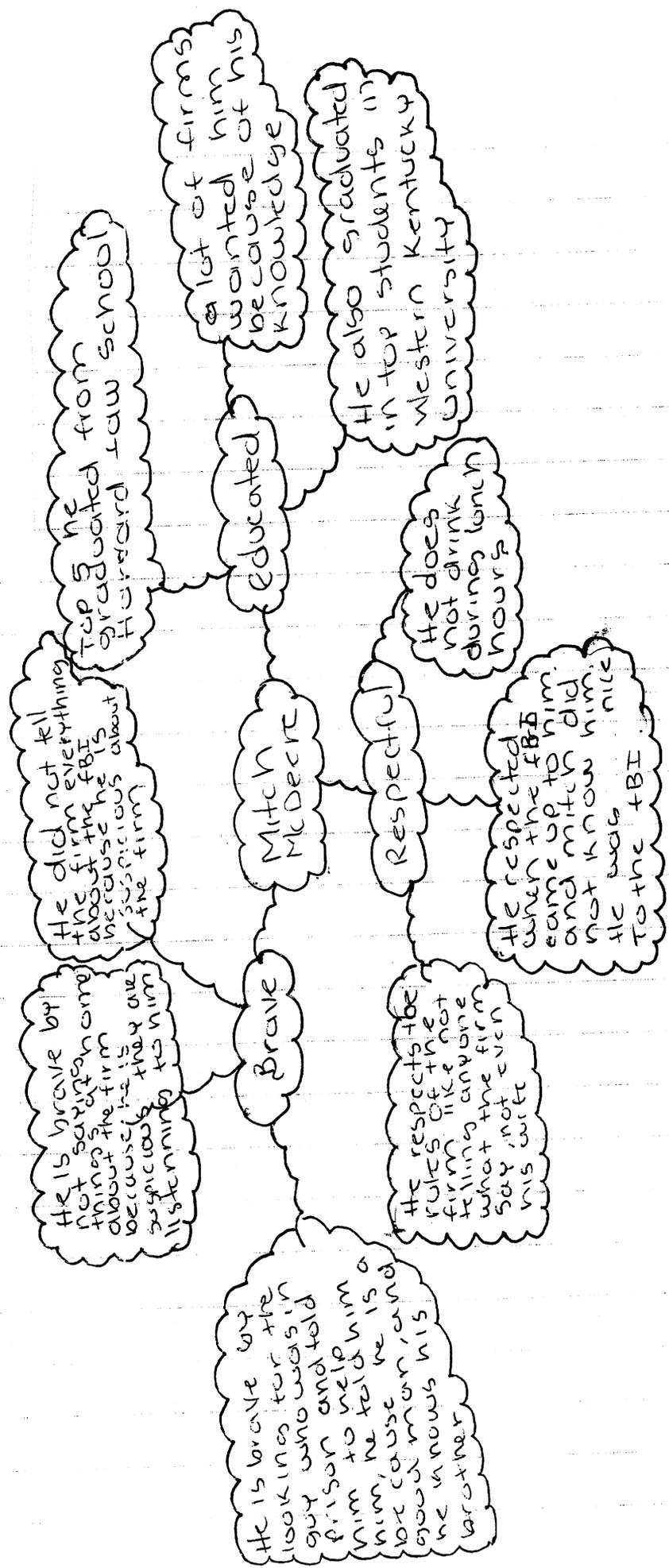
This response fulfills most of the requirements of the task.

It gives an explanation of why this is a good method for problem solving. It gives one suggestion for how this method might be improved. However, it does not provide sufficient details to support the method used by the author in the article.

IV Scoring Samples Continued

Grade 9-12 Prewriting

A character web



Score: 3

The response provides an appropriate rationale for all the organization boxes. The student has filled all organization boxes and has provided extensive details.

Look like

It have alot of houses
all around and the
ocean and Beach
is near the home and
the school. There
are alot of fruit
trees like cocco tree,
mango, ~~apples~~ apples
tree, flowers and
alot of plants.

HOME
IN EL Salvador

for fun

We go to the
beach, fishing,
Play any kind
of games,
go to school.

Make Place special
What make the place
special is the place
food, the games,
like.

Food of CUS to MES
Foods are rice, beans,
soup, pupusas, tortilla
meat, chicken, tortilla
They are (Cus to mes)
Cus to mes - They wear
Cus to mes use uniforms
of school.

Score: 2

The response attempts to give an appropriate rationale, but the rationale is somewhat incomplete and not sufficiently developed. The student has filled all organization boxes but could use more details.

IV Scoring Samples Continued

Grade 9-12 Essay

ESSAY

Provides some appropriate details, examples and, if required, supporting evidence and a coherent connected way.

Should oppression be tolerated? **No!**
Oppression must not be tolerated.

The two literary works that prove this are "As I grew older" by Langston Hughes and "The Loophole of Retreat" by Harriet Jacobs.

The first one "As I grew older" by Langston Hughes proves that oppression

must not be tolerated, using a simile "bright like the sun - my dream". This describes

the sun as a freedom. Langston Hughes also uses symbolism to describe the

"the wall" as slavery.

The second literary work that proves this is "The Loophole of Retreat" by

Harriet Jacobs. This proves that oppression must not be tolerated by using a

paradox "There was joy and there was sadness in the South". She was happy because she

was saved from Dr. Flint and sad because she was separated from her children.

The author also proves that oppression is wrong using a simile "But for weeks I was

tormented by hundreds of little red insects

fine as needle's point, that pierced through my skin, and produced an intolerable burning. This means she would rather struggle for her freedom than be tormented by her master.

Oppression must not be tolerated. The two works which show this are "As I grew older" by Langston Hughes and "The Lophole of retreat" by Harriet Jacobs. My opinion is that oppression must not be used in the world and it must be illegal to oppress others.

Score: 3

The response provides some appropriate details, examples, and supporting evidence. Evidence is developed in a coherent and connected way (second sentence). It displays some variety in sentence structure, in several places. It is written almost entirely in complete sentences.

My Resolutions

This year I would like to make some changes. I want to change my attitude. I'd also like to get better grades. I have to obey my parents. And I will help more at home.

I also want to be nicer with my friends. I will help with homework. I will try to have good times with them at school or make parties.

At my home this year I would like to help my mother take care of my brothers. When I have free time I can take them to the park. I can also help them with their homework. I will also help them clean their rooms.

I also want to change in the school with every one will be nicer. Because it is the only way can you be a good person. I will try to do my best to get my Diploma. because I want to have a good future. Then I want to give good things to the people who are around me.

Score: 3

The response displays some errors in grammar. It lacks transitional words which would aid in sentence flow. It provides some relevant details and examples, however they are general.

- Some errors in grammar.

- Lacks transitional words which would aid in sentence flow

- Provides some appropriate details, but examples, however does not provide appropriate and specific details and examples.



Comprehensive Examination in English

ESSAY BOOKLET

Circle Appropriate Session:

Session One

Session Two

Student Name _____

School Name _____

Start your essay for Part A on the lines below:

- displays frequent errors in grammar
 - is somewhat comprehensible but often requires a marked effort on the part of the reader
- Do you know that back in the days women's have no rights to vote, even this happened many years ago, in 1908 women's have to lived in bad conditions that led them to seek their rights of voting.

For many years women have to suffer with bad conditions of living, by being abuse by unjust men's that created "Marriage law" for women's. This law made married women to give up economic independence and to quit their jobs. Referring to the speaker the man ~~provide~~ provide the women shelter of somekind food of somekind and cloth of somekind, man decide how much to expend and what to give to the women. Women have no legal vote and they have no choice of the man decisions, in some cases is the husband died the mother have to stay along and sometimes with kids to take care that led the women with no financial ~~security~~ security.

Also in those days women was not considered a parent; the father was the only parent to decide the future of the child. After training to get an education women have nothing to do that stay at home because mens were having more opportunities than womens to get a job and earn money.

After all this condition women were start fighting to ~~the~~ get the right of voting, the thought that the house was not just a "four wall" it was considered the place were they can live with their husband and childrens in peace.

The conditions of life in those days make womens to fight for their rights of voting and decided their ~~at~~ conditions of living, ~~the~~ also this womens contributed to the new generation of womens to live a better life with equals rights.

Score: 2

The response displays frequent errors in grammar. It is somewhat comprehensible but often requires a marked effort on the part of the reader to understand.

September 15 Independence.

I do to collaborate with the school March
and my family likes go to see the march

In my country the people go to practise
with some drums, the musics what is
necessary for that day. The people go to
see.

December 14 is the carnaval in my country
many people go to the carnaval, to dance
and to hear the singers, and to see the
carts.

December 24 Birth of Jesus Christ
Birthday.

Score: 1

The response contains few, if any, complete sentences. It shows a limited range of vocabulary and little control of grammar.

IV Scoring Samples Continued

Grades K-1 Speaking

Speaking Grade K

NOTE: See NYSESLAT Speaking exemplar CD.

Questions asked were:

1. What is your name?
Response – My name is Shirley
2. What's This?
Response – fingers
3. Touch your head
4. Close your eyes

Read story about a girl named Dora

Dora has a flower.

The flower is white.

It is a rose.

Q: Who has a flower?

Response – a girl

Q: What color is Dora's flower?

Response – white

Show picture of children in a classroom

Q: Shirley, what's this?

Response – seat

Q: Another word -

Response – to sit some people

Q: Whose picture is this?

Response – about the little boy

Q: What is this girl doing?

Response – writing

Q: Why is the girl watering the plant?

Response – to get bigger and bigger and bigger

Q: Why are these children wearing boots?

Response – They're going out.

I'm going to ask questions without pictures.

Q: Shirley, what would you like to do on your next birthday?

Response – I want to buy my cake.

Q: What would you like to do after school today?

Response – I should better to do – I should better do some work.

Q: Can you tell me about a television program you watch?

Response – I watch cartoons.

Q: Can you tell me about something you did last Sunday?

Response – I play with my little toys

Score – 2

- basically grammatically correct, understandable and appropriate
- minor errors that are infrequent but do not interfere with communication

Note: On the operational NYSESLAT test, each speaking question will be scored separately.

Grade 2-4 Speaking

Speaking Grade 4

NOTE: See NYSESLAT Speaking exemplar CD.

Q: Tell me about an interesting trip

Response – An interesting trip to go to is Disney World. I went to aquarium.

Q: What would you like to do after school today?

Response – Study and do my homework.

Q: Tell me something you did last Sunday.

Response – Last Sunday I played snowball fight.

Q: Tell me why you might want to borrow a game from a friend.

Response – Because I like her game and I wanted to borrow it to play for one day.

The student responded coherently, appropriately with correct basic grammar and word choice.

Score: 3

Note: On the operational NYSESLAT test, each speaking question will be scored separately.

Speaking Grade 4

Q: Tell me about an interesting trip

Response – What is interesting? I don't get it.

Score: 0

Q: What would you like to do after school today?

Response – Watching TV - Doing drawing. Do homework or eating.

The response is comprehensible, fluent and displays basic, appropriate vocabulary.

Score: 2

Q: Tell me something you did last Sunday.

Response – Last Sunday I go out to Gramma's house. They have party for my Gramma. They have cake and cookies. That's it.

The response is in present tense (I go out, we have...). It has specific details and used basic vocabulary.

Score: 2

Q: Tell me why you might want to borrow a game from a friend.

Response – Because that game is nice. I like to play it.

The response displayed a lack of detail. It used basic, but not wide or extensive vocabulary.

Score: 2

Appendix A

TASK FOR REVIEWING EXEMPLARS

INDIVIDUALLY:

1. Read the directions for each constructed response. (You may want to refer to the Draft Test Sampler.)
2. Review the criteria (rubric) for scoring the constructed response.
3. Read/listen to each exemplar (student responses with annotations) to see how it was scored.

SMALL GROUP:

Share your comments/questions, using the criteria (rubric) to explain your concerns.

LARGE GROUP:

After completing this exercise, list the concerns/questions that were resolved by the group. Use the rubric language for your conversation. What is still unclear or concerns you?

Appendix B

TASK FOR OPERATIONAL EXAM

INDIVIDUALLY:

1. Read the directions for each constructed response. (You may want to refer to the sample exemplars.)
2. Review the criteria (rubric) for scoring the constructed response.
3. Read/listen to each student's response and score it based on the criteria.

SMALL GROUP:

Share your results and using the criteria (rubric) explain your scoring.

LARGE GROUP:

After completing this exercise, list what surprised you, pleased you, concerned you or was unclear to you. Use the rubric language for your conversation.

Appendix C

Glossary of Scoring Terms

- **Constructed response item:** Item on a test that requires a response other than filling in a circle on the answer sheet.
- **Stimulus:** Provides information and directions necessary for a student to generate a response. (a.k.a. prompt)
- **Rubric:** Clearly described criteria set to a scale; a rubric acquires meaning in relation to student work.
- **Exemplar:** A student response that is scored and annotated using rubric language.
- **Practice response:** Unscored, unannotated student response that is used for scorer training.
- **Scoring guide:** Description of scoring process, rubrics, exemplars, and practice responses. The scoring guide must be used by raters to ensure that every student's response is rated the same way throughout the State.

Appendix D

SAMPLE Scoring Guide for Operational Exams

The NYSESLAT scoring guide contains a description of the scoring process, rubrics, exemplars, and practice responses. The guide must be used by raters to ensure that every student's response is rated the same way throughout the state.

The constructed response items on the NYSESLAT test are scored holistically, which means that a student's work is evaluated for its total, overall, or whole effect based on the rubric and accompanying exemplar responses.

Holistic scoring is similar to learning a new language or a new way of thinking, and it is crucial that all raters put aside their own beliefs, ideas, and theories about how to evaluate students' work. For any large scale scoring project to be successful and have meaningful results, all raters must score using the established criteria.

Before beginning to score, raters need to understand and internalize the criteria as exemplified by the rubric, along with student exemplars for each score.

Accurate scoring comes from using the Scoring Guide effectively—the rubric description for a particular score point should always be referenced in conjunction with the exemplars for that score point. The exemplary responses act to elaborate upon the rubric and help the raters to interpret them correctly. The student exemplars can be used effectively for reference and comparison.

1. Description of the Scoring Process

Follow your school's procedures for training raters. This process should include:

Introduction to the constructed response—

- Raters read the stimulus.
- Raters discuss possible answers and summarize expectations for student responses.

Introduction to the rubric and exemplars—

- Trainer leads review of rubric with reference to the stimulus.
- Trainer reviews procedures for assigning holistic scores, i.e., matching evidence from the response to the rubric.
- Trainer leads review of each exemplar and annotation.

Practice scoring individually—

- Raters score a set of papers independently without looking at the scores and annotations provided.

- Trainer records scores and leads discussion until the raters feel confident enough to move on to actual rating.
2. When actual rating begins, each rater should record his or her individual rating for a student's response on the rating sheet provided, *not* directly on the student's response or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.
 3. Each writing test must be rated by at least two raters. One rater will rate one question, and the other will rate two questions. The speaking test will be rated by the teacher administering the test.
 4. General information—
 5. Rating test papers—
 - When writing test books are handed in, they must not pass from the custody of the teachers nor should they be removed from the school building until the rating has been completed and the test scores have been recorded on students' permanent records.
 - Teachers must rate the writing and speaking responses strictly according to the rating materials provided by the State Education Department.
 - In the interest of uniform rating standards, all teachers involved in rating should be thoroughly familiar with the rating instructions provided by the Department.
 6. **Sensitive papers.** Occasionally, a teacher will read a student response that reveals a sensitive issue. A sensitive response would include:
 - evidence of parental or teacher abuse,
 - suicidal tendencies, and/or
 - other psychological problem.

The rater should score the response according to the ordinary rules. Then the rater should immediately notify the school principal.

Appendix E

Using Rubrics to Score

1. The criteria in a rubric must be clearly described. The criteria consist of a fixed scale and a list of characteristics. A rubric acquires meaning in relation to student work.
2. The two most frequently used rubric types are
 - a) Holistic which considers a performance as a whole
 - b) Analytic which examines a performance by breaking it into component partsNYSESLAT will be scored with holistic rubrics.
3. Scores are determined by matching evidence from the response to the language of the rubric.
4. Rubric scoring is the introduction of objectivity into what might be a largely subjective process.
5. Training to score is not the time to critique the test questions, the rubric, or the scoring decisions. The purpose of the training is to learn to apply the scoring criteria, not to give opinions of how to alter the test or the criteria.
6. Use rubrics as an asset model rather than a deficit model. That is what's there, rather than what's missing.
7. As you read a response, think in the rubric language, not in percentile language.
8. Don't be fooled by context. A good response may appear great if read or heard after weak responses.
9. The highest point on a rubric scale does not measure a perfect response. Each point on a rubric scale measures a body of evidence, not a single response. Thus, responses at a certain rubric point, as a whole, show the characteristics described.
10. Be aware of what rubric language is used to indicate the differences between adjacent score points.
11. Responses can be high, middle or low in a score point (a high 5, a low 3, etc).
12. On the written tests, handwriting does not count.
13. Rubrics are powerful tools to improve performance and instruction.
14. Share with kids.