

New York State Testing Program **NYSITELL**

New York State Identification Test for English Language Learners



Guide to the NYSITELL

Updated May 2014



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Scope and Organization of this Guide

The purpose of this Guide is to provide an introduction to, and overview of, the New York State Identification Test for English Language Learners (NYSITELL) for test coordinators, school administrators, and teachers.

The section entitled *Introduction to the NYSITELL* beginning on page 5 includes information about the levels and subtests of the NYSITELL, an administration schedule, administration requirements and estimated administration times, a list of NYSITELL materials, and scoring procedures.

Test specifications for the NYSITELL appear on page 9. These specifications show the number and types of questions that will appear on the NYSITELL at each level.

The section entitled *NYSITELL Question Types* beginning on page 10 provides examples of the types of questions on the NYSITELL. Note that these sample questions are released questions and are included only to show each question type. Actual NYSITELL questions do not appear in this Guide since the NYSITELL is a secure test. The tables on pages 10 and 11 of this section show the language skills tested by each question type within the four modalities of the NYSITELL.

The last section entitled *NYSITELL Writing and Speaking Rubrics* beginning on page 31 provides the rubrics for scoring the open-ended questions on the Writing and Speaking subtests.

Introduction to the NYSITELL

Purpose of the NYSITELL

Effective February 1, 2014, a new State test will take the place of the current test used for the statewide identification of English Language Learners (ELLs). This test, titled the New York State Identification Test for English Language Learners (NYSITELL), will replace the Language Assessment Battery-Revised (LAB-R) as the approved means of initially identifying ELLs in New York State.

The purpose of the NYSITELL is to assess the English language proficiency of new entrants whose home language is a language other than English, as indicated on their Home Language Questionnaire. It is used to determine if the student is in need of bilingual and/or English as a Second Language (ESL) services. Based on NYSITELL results, students will be categorized into one of four levels (Beginning, Intermediate, Advanced, and Proficient), which will determine the number of hours of services each student will receive. Please refer to the June 2013 memo at the following link for more information regarding the NYSITELL beginning in the 2013–2014 school year: <http://www.p12.nysed.gov/assessment/nysitell/nysitellmemo13.pdf>.

NYSITELL results will also help teachers inform instruction by determining a student’s relative strengths in each modality (Listening, Reading, Writing, and Speaking).

Levels of the NYSITELL

The NYSITELL has been developed into eight distinct levels. In K–3, the levels are different between the fall and spring for each grade to account for the significant developmental changes between semesters. Students entering in the middle of the school year will be expected to perform different developmentally appropriate tasks with different language expectations. Thus the NYSITELL provides level tests to determine students’ language proficiency relative to the expectations at that point in the school year. In the later grades, the tasks are more aligned between fall and spring, and thus the language expectations do not differ as significantly as in the earlier grades. Therefore, the students will be administered the same NYSITELL level regardless of the time of year.

The table below shows the eight NYSITELL levels and identifies which level to administer to each new entrant, depending on the grade in which the student is enrolling and the date on which the test administration begins.

Level	Grade in which student is enrolling	Dates on which test will be administered
I	Grade K	June 1* – January 31
II	Grade K Grade 1	February 1 – June 30 July 15 – January 31
III	Grade 1 Grade 2	February 1 – June 30 July 15 – January 31
IV	Grade 2 Grade 3	February 1 – June 30 July 15 – January 31
V	Grade 3 Grade 4	February 1 – June 30 July 15 – June 30
VI	Grades 5–6	July 15 – June 30
VII	Grades 7–8	July 15 – June 30
VIII	Grades 9–12	July 15 – June 30

* The Level I test may be administered during the month of June only to those new entrants who will not begin Kindergarten until September. The Level II test must be administered to any new entrants who are enrolling in Kindergarten for the current school year at any time between February 1 and June 30.

The testing of new entrants who are enrolling in New York State schools in Grade 1 and above for the fall semester may begin no earlier than July 15. The Level I test may be administered starting June 1 only to those new entrants who will not begin Kindergarten until September. Schools that are registering students prior to June 1 for enrollment in Kindergarten for the upcoming school year should not administer the NYSITELL to such students until that date. With the exception of Level I, NYSITELL should be administered during the month of June only to students entering school for the remainder of the current school year and/or students enrolling in a summer school program. Schools are not permitted to administer Levels II–VIII of NYSITELL from July 1–July 14.

NYSITELL Subtests

Except for Level I, which consists of only Listening and Speaking subtests, the NYSITELL assesses language proficiency in four modalities: Listening, Reading, Writing, and Speaking. These modalities are tested with separate subtests. All subtests are mandatory.

As with the New York State English as a Second Language Achievement Test (NYSESLAT), the NYSITELL Speaking subtest is administered individually. During the Speaking subtest, the student answers questions by speaking. The student’s spoken responses are scored at the time of administration. **Examiners experienced in administering and scoring the NYESLAT Speaking subtest will not need additional training to administer and score the NYSITELL Speaking subtest.**

The Listening, Reading, and Writing subtests are administered individually or in a group setting. (Note that the entire Level I Test must be individually administered. It is recommended that Levels II and III also be individually administered.) Students answer multiple-choice questions and write their answers to open-ended questions. All written responses to open-ended questions are scored by local school personnel. The rubrics used to score the NYSITELL Writing responses are the same rubrics used to score the NYESLAT Writing responses. **Scorers experienced in scoring the NYESLAT Writing responses will not need additional training to score the NYSITELL Writing responses.**

The table below shows the different question types that appear on the four subtests of the NYSITELL.

Question Types

NYSITELL Subtest	Multiple-Choice Questions	Open-Ended Questions		
		Short Written Response	Extended Written Response	Oral Response
Listening	✓			
Reading	✓			
Writing	✓	✓	✓	
Speaking				✓

Who May Administer the NYSITELL

Only qualified persons should administer the NYSITELL. Qualified persons include either an ESL or a bilingual teacher, or a teacher trained in language development, the needs of English language learners, and knowledge of diversity to address the needs of students. In public and charter schools, the persons administering the NYSITELL *must* be certified teachers; in nonpublic schools, it is *highly recommended* that the persons administering the NYSITELL be certified teachers. In addition, the persons responsible for administering the NYSITELL must have special training in administering the NYSITELL and/or NYESLAT. An examiner who has administered the NYESLAT will be familiar with all question types on the NYSITELL. Nevertheless, to ensure accurate and reliable results, the examiner should read through and become thoroughly familiar with these procedures before attempting to administer the NYSITELL.

Estimated Administration Times

The NYSITELL is, in effect, an abbreviated version of the NYSESLAT. Because it has fewer questions, it takes less time to administer. The table below shows estimated administration times for each level and subtest of the NYSITELL.

Level	Listening	Reading	Writing	Speaking	Estimated Total Time*
I	17 min	—	—	8 min	25 min
II	15 min	15 min	5 min	10 min	45 min
III	15 min	15 min	30 min	10 min	1 hour 10 min
IV	15 min	15 min	30 min	10 min	1 hour 10 min
V	15 min	20 min	35 min	10 min	1 hour 20 min
VI	15 min	25 min	50 min	10 min	1 hour 40 min
VII	15 min	25 min	50 min	10 min	1 hour 40 min
VIII	15 min	25 min	50 min	10 min	1 hour 40 min

*This time does not include the recommended breaks.

NYSITELL Materials

- *Guide to the NYSITELL* (this Guide)
- Student Test Booklets (There are two per level: Listening/Reading and Writing/Speaking, except for Level I, which has one booklet: Listening/Speaking.)
- Directions for Administration (one per level)
- Handscorable Answer Sheet (detachable; found at the back of the Listening/Speaking Test Booklet for Level I and at the back of the Listening/Reading Test Booklet for Levels II–VIII)
- Speaking Score Sheet (reproducible; found at the back of the Directions for Administration)
- Scoring Overlay (one per level)
- Writing and Speaking Scoring Guides (one for Levels I–IV; one for Levels V–VIII)
- Speaking Scoring CDs (one for Levels I–IV; one for Levels V–VIII)
- Conversion Chart (one per level/grade; will be available at <http://www.p12.nysed.gov/assessment/>)

Handscoring the NYSITELL

1. **Listening/Reading:** For Levels I–IV, the multiple-choice responses are transcribed by school personnel from the test booklet to the student’s answer sheet. For Levels V–VIII, no transcription is required; students mark their answers on the answer sheet. All multiple-choice sections on the answer sheet are scored using a scoring overlay. The total raw score for each subtest is then written in the boxes provided on the answer sheet.
2. **Writing:** The *Writing and Speaking Scoring Guides* are used to score each student’s writing. The scores are written on the student’s answer sheet. Levels IV–VIII include some multiple-choice grammar questions. These are scored using the overlay. The subtest’s total raw score is written in the box provided on the answer sheet.

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3. **Speaking:** Scores from the Speaking Score Sheet must be transcribed onto the student's answer sheet after all other subtests have been administered. The subtest's total raw score is written in the box provided.
 4. **Total Score:** The student's total NYSITELL raw score is calculated. Then a NYSITELL Conversion Chart (applicable to the student's grade and test level) is used to determine the student's overall proficiency level. The student's proficiency level is marked on the answer sheet.

NYSITELL Test Specifications

Subtest		Question Type	Response Type*	Number of Questions						
Level			I	II	III	IV	V	VI	VII	VIII
Listening	Word/Sentence Comprehension	MC	10	8	6	5	5	5	5	5
	Comprehension of Dialogue and Information 1	MC	8	8	4	4	4	—	—	—
	Comprehension of Dialogue and Information 2	MC	—	—	6	4	4	5	6	6
	Listening for Academic Content	MC	—	—	—	3	3	6	5	5
Total			18	16	16	16	16	16	16	16
Reading	Phonemic Understanding	MC	—	6	5	—	—	—	—	—
	Word Reading	MC	—	8	4	6	3	—	—	—
	Sentence Reading	MC	—	4	4	3	4	4	4	4
	Short Passage	MC	—	—	2	3	3	—	—	—
	Short Reading Comprehension	MC	—	—	—	—	—	2	2	2
	Comprehension	MC	—	—	3	6	8	12	12	12
Total			—	18	18	18	18	18	18	18
Writing	Mechanics & Structure 1	MC	—	—	—	4	4	4	4	4
	Mechanics & Structure 2	MC	—	—	—	—	4	4	4	4
	Letter Writing	CR	—	4	—	—	—	—	—	—
	Word Writing	CR	—	4	4	3	—	—	—	—
	Sentence Writing	CR	—	—	2	1	2	—	—	—
	Picture-Based Story	CR	—	—	1	1	—	—	—	—
	Descriptive Writing Paragraph	CR	—	—	—	—	1	1	1	1
	Fact-Based Essay	CR	—	—	—	—	—	1	1	1
Total			—	8	7	9	11	10	10	10
Speaking	Social & Academic Interaction	CR	4	5	3	3	3	3	3	3
	Sentence Completion	CR	—	—	3	3	3	3	3	3
	Picture Description	CR	3	4	3	3	3	3	3	3
	Storytelling	CR	1	1	1	1	1	1	1	1
Total			8	10	10	10	10	10	10	10

* Response Type: MC = multiple-choice question; CR = constructed-response (open-ended) question

NYSITELL Question Types

The question types on the NYSITELL are the same question types found on the NYSESLAT. For more specific information and a complete description of each question type, see the *Guide to the 2013 NYSESLAT* at <http://www.p12.nysed.gov/assessment/nyseslat/>. The samples in this section (beginning on page 12) illustrate the types of questions that appear across the eight levels and four subtests of the NYSITELL. Note that these specific samples are released questions which do not actually appear on the NYSITELL, since the NYSITELL is a secure test.

The tables below and on page 11 show the language skills tested by each question type within the four modalities of the NYSITELL.

NYSITELL Language Skills Tested

Listening

Question Type	Language Skills Tested
Word/Sentence Comprehension	<ul style="list-style-type: none">• Ability to understand common English nouns and verbs presented orally
Comprehension of Dialogue and Information 1 & 2	<ul style="list-style-type: none">• Ability to answer questions about key details in information presented orally or in overheard dialogue
Listening for Academic Content	<ul style="list-style-type: none">• Ability to grasp the main idea of an oral academic lesson• Ability to understand key details of an oral academic lesson

Reading

Question Type	Language Skills Tested
Phonemic Understanding	<ul style="list-style-type: none">• Ability to isolate a beginning, middle, or ending sound in a spoken word• Ability to associate a sound with a printed letter
Word Reading	<ul style="list-style-type: none">• Ability to decode and comprehend the meaning of grade-appropriate English nouns and verbs
Sentence Reading	<ul style="list-style-type: none">• Ability to decode and comprehend the meaning of (grade-appropriate) complete English sentences
Short Passage	<ul style="list-style-type: none">• Ability to decode and comprehend the meaning of very short narratives (3 or 4 sentences using grade-appropriate vocabulary)
Short Reading Comprehension & Reading Comprehension	<ul style="list-style-type: none">• Ability to decode and comprehend stories, poems, informational text, and functional text• Ability to infer main idea• Ability to answer detail questions about text• Ability to answer sequence questions about text• Ability to use context clues to determine the meaning of a word

NYSITELL Language Skills Tested continued

Writing

Question Type	Language Skills Tested
Mechanics & Structure 1	<ul style="list-style-type: none">Ability to recognize correct and incorrect uses of punctuation, capitalization, verb forms, pronouns, word order, etc. in printed English sentences
Mechanics & Structure 2	<ul style="list-style-type: none">Ability to recognize and correct a conventions error in a printed English sentence
Letter Writing	<ul style="list-style-type: none">Ability to physically write a named English letter
Word Writing	<ul style="list-style-type: none">Ability to write a dictated word using either phonetic or conventional spelling
Sentence Writing	<ul style="list-style-type: none">Ability to write a dictated English sentence using appropriate capitalization, punctuation, and spelling
Picture-Based Story	<ul style="list-style-type: none">Ability to write a story based on a picture promptAbility to write a coherent narrativeAbility to include details in writingAbility to use standard English conventions in writing
Descriptive Writing Paragraph	<ul style="list-style-type: none">Ability to write a coherent paragraphAbility to describe a scene (based on a picture prompt)Ability to use descriptive languageAbility to use standard English conventions in writing
Fact-Based Essay	<ul style="list-style-type: none">Ability to write an essay in EnglishAbility to incorporate facts and details from source materialAbility to write clearly and coherentlyAbility to use standard English conventions in writing

Speaking

Question Type	Language Skills Tested
Social & Academic Interaction	<ul style="list-style-type: none">Ability to express ideas clearly in spoken EnglishAbility to answer social and academic questions in EnglishAbility to use academic vocabulary
Sentence Completion	<ul style="list-style-type: none">Ability to speak English using complete sentencesAbility to speak using standard English conventions (appropriate verb forms, tenses, pronouns)Ability to use academic vocabulary
Picture Description	<ul style="list-style-type: none">Ability to describe actions, events, and feelings in EnglishAbility to speak using standard English conventions (appropriate verb forms, tenses, pronouns)Ability to use academic vocabulary
Storytelling	<ul style="list-style-type: none">Ability to tell a story in English with relevant descriptive detailsAbility to narrate actions in sequenceAbility to express ideas clearly

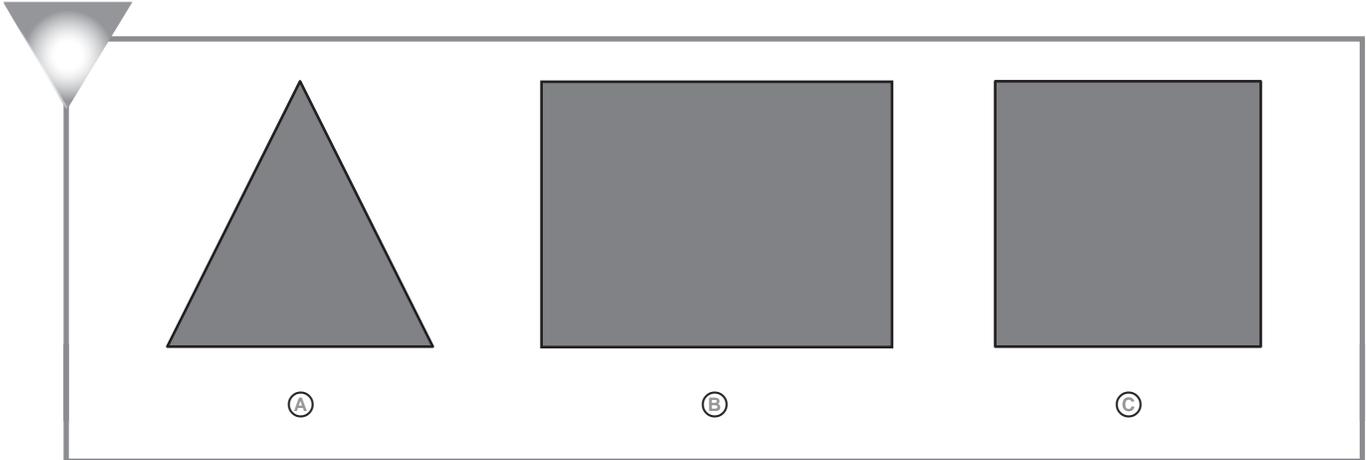
LISTENING QUESTIONS

Word/Sentence Comprehension (Levels I–VIII)

Example typical of Level II

Examiner says: Listen to the question. Then circle the picture that answers the question.

Which picture shows a triangle?...Which picture shows a triangle?



Comprehension of Dialogue and Information 1 (Levels I–V)

Example typical of Level V

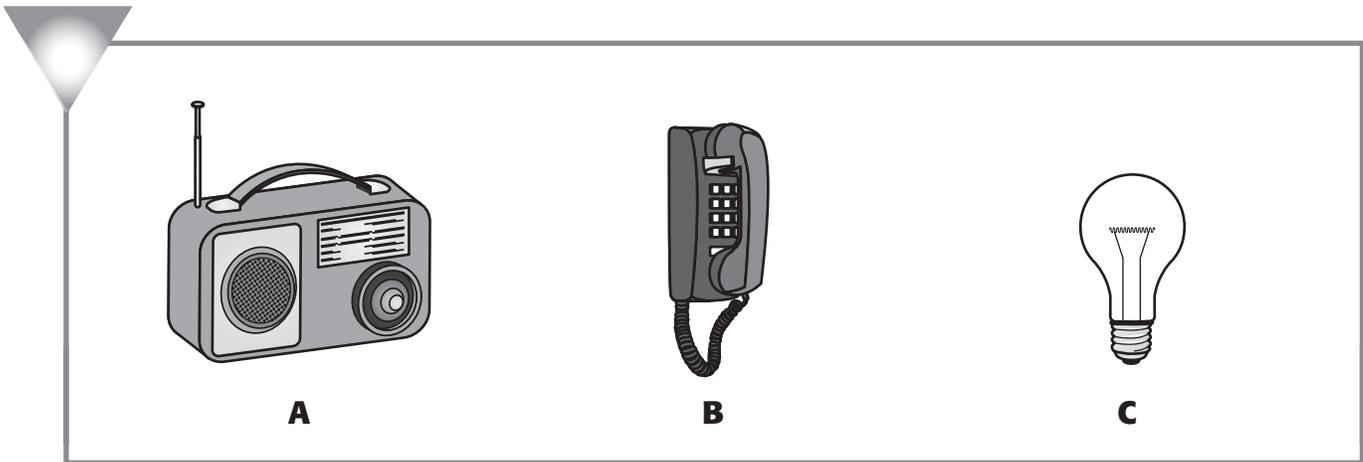
Examiner says: You will hear a brief story or conversation. Then you will hear a question. Find the picture that answers the question. Fill in the correct circle on your answer sheet.

After you hear what the history teacher said, I will ask you a question about what the class will learn today.

Now listen.

“All week, we have been learning about important inventions. So far, we have studied inventions like the light bulb and the radio. Today, we will learn about how Alexander Graham Bell helped invent the first telephone.”

Which invention will the class learn about today?



Comprehension of Dialogue and Information 2 (Levels III–VIII)

Example typical of Level VIII

Examiner says: You will hear a brief story or conversation. Then read the question and answers silently as I read them out loud. Fill in the correct circle on your answer sheet.

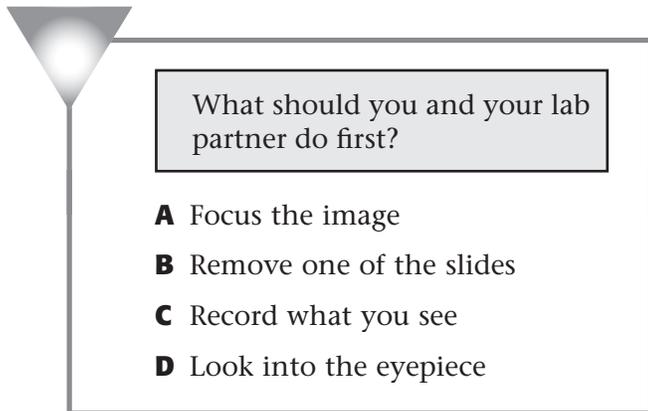
You will listen to a science teacher talking.

Now listen.

“There are four microscopes set up at each lab table. You and your lab partner will share a microscope for this final lab assignment. You will be distinguishing types of cells in the human body. Next to each microscope is a worksheet and a small box of slides labeled with letters. First, remove one of the slides. Then note what letter is on the label. Place the slide beneath the lens, look through the eyepiece, and focus the image. Record what you see on the worksheet next to that slide’s letter. After you have looked at all the slides, please turn in your worksheet.”

What should you and your lab partner do first?

- A. Focus the image
- B. Remove one of the slides
- C. Record what you see
- D. Look into the eyepiece



What should you and your lab partner do first?

- A** Focus the image
- B** Remove one of the slides
- C** Record what you see
- D** Look into the eyepiece

Listening for Academic Content (Levels IV–VIII)

Example typical of Level VI

Examiner says: You will hear a lesson. I will read the lesson twice. After you hear the lesson, you will answer several questions about it, so listen carefully.

The first time you hear the lesson, listen carefully but do not take notes. As you listen to the lesson the second time, you may take notes in the space below. You may use these notes to answer the questions that follow. Your notes on this page will NOT be scored. Do NOT turn the page until I tell you to do so.

Now you will hear a lesson about an interesting person. Listen carefully.

As a girl, Ellen Ochoa dreamed about space and exploring the unknown. By the time she was in college, more women were joining the space program in the United States, and Sally Ride had become the first American woman in space. To Ochoa, space travel now changed from a dream into a real possibility. She had already become a scientist and engineer, so Ochoa was well qualified when she applied to the astronaut program in 1991. Two years later, she became the first Hispanic American woman in space.

Ochoa has flown on four shuttle flights. During her first mission, she helped launch a satellite to study the sun. Her third shuttle mission was especially exciting; her crew was the first to dock at the International Space Station. On board the Space Shuttle were supplies for the astronauts who would be living and working on the Space Station.

Ochoa's fourth voyage was aboard the 13th Space Shuttle mission to the International Space Station. This time, the girl who once only dreamed about space guided other astronauts as they walked from the station out into space.

(Examiner repeats the lesson.)

Who is this lesson about?

- A. The first woman to join the space program
- B. The first person to fly the Space Shuttle
- C. The first astronaut to walk in space
- D. The first Hispanic American woman in space



Who is this lesson about?

- A** The first woman to join the space program
- B** The first person to fly the Space Shuttle
- C** The first astronaut to walk in space
- D** The first Hispanic American woman in space

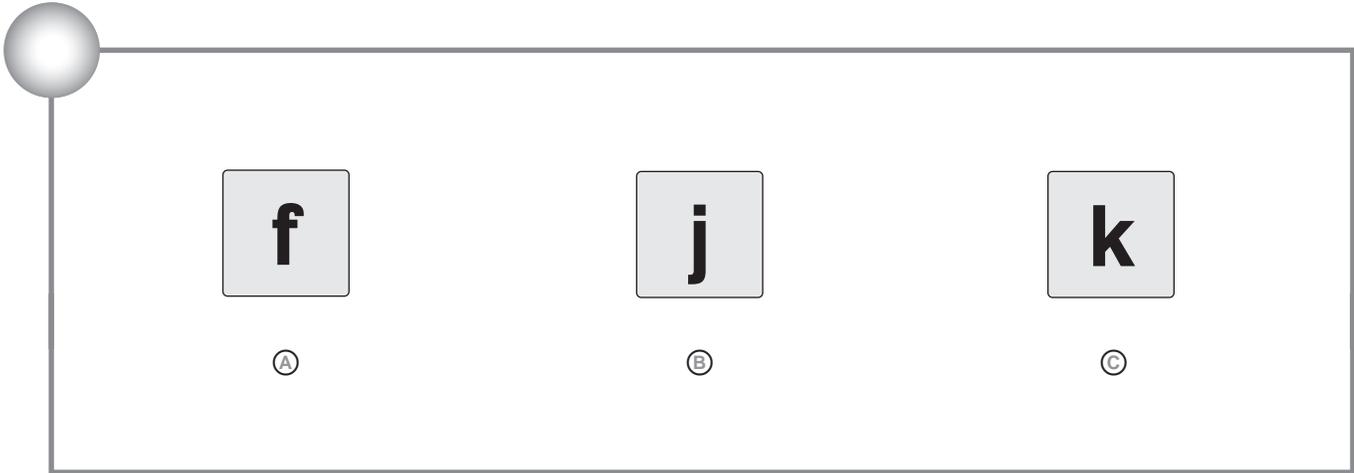
READING QUESTIONS

Phonemic Understanding (Levels II–III)

Example typical of Level II

Examiner says: You are going to listen to a word. Find the letter that makes the *first* sound in the word. Circle the letter that makes the *first* sound.

Which letter makes the *first* sound in the word *jar*?...Which letter makes the *first* sound in the word *jar*?



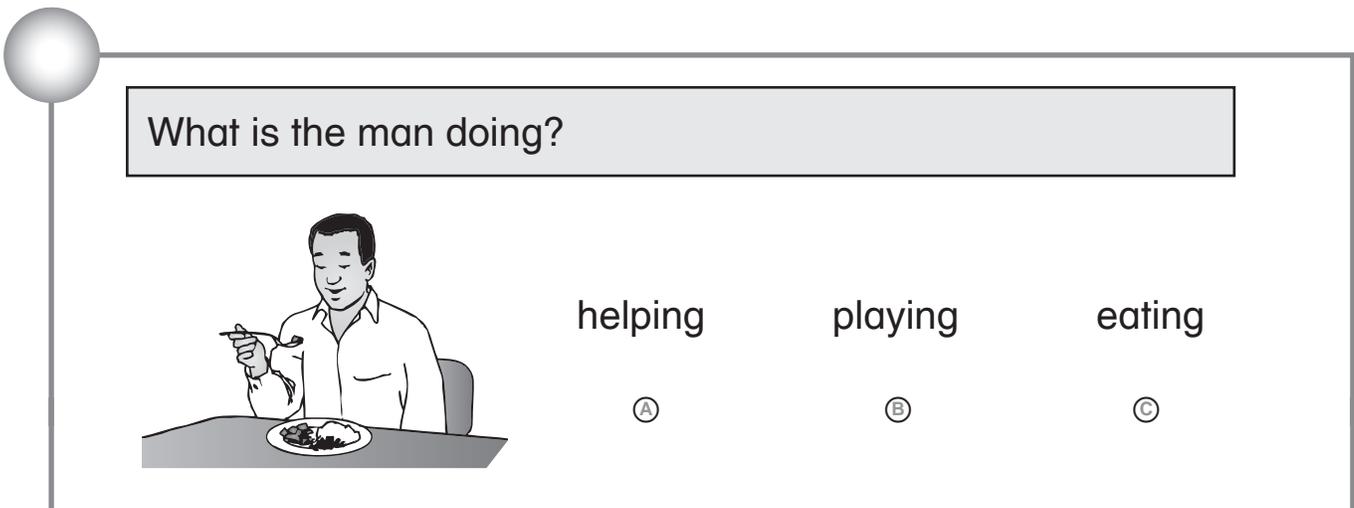
f **j** **k**

(A) (B) (C)

Word Reading (Levels II–V)

Example typical of Levels III and IV

DIRECTIONS → Read the question. Fill in the circle under the word that answers the question.



What is the man doing?



helping playing eating

(A) (B) (C)

Sentence Reading (Levels II–VIII)

Example typical of Level V

DIRECTIONS

Choose the picture that answers the question. Fill in the correct circle on your answer sheet.

Which picture shows someone receiving a note?



A



B



C

Short Passage (Levels III–V)

Example typical of Levels III and IV

DIRECTIONS

Read the story. Then read the question. Fill in the circle under the picture that answers the question.

Jan wrote a story about her new dog. Her teacher wants her to draw a picture to go with the story.

What will Jan use?



(A)



(B)



(C)

Short Reading Comprehension (Levels VI–VIII)

Example typical of Level VI

DIRECTIONS

Read the passage. Then answer the questions. Fill in the correct circle on your answer sheet.

Changing Rocks

- 1 Rocks may seem as if they will never change. However, they are always changing. Every day, rocks are broken down by wind, heat, cold, flowing water, or ice. This process is called weathering.
- 2 Weathering happens slowly over time. But weathering eventually breaks rocks down into pieces. Some rock pieces are large, like boulders. Other pieces are small, like pebbles and sand.
- 3 These pieces, big and small, become the building blocks for new rocks. Wind and water move the rock pieces and deposit them in new places. Over time, layers of rock pile up. These layers get pressed together and harden to form new rock. The new rock is called sedimentary rock.

According to the passage, what is true about sedimentary rock?

- A** It is not affected by heat.
- B** It is formed in layers.
- C** It is not affected by weathering.
- D** It is formed quickly.

Comprehension (Levels III–VIII)

Example typical of Level V

DIRECTIONS

Read the passage. Then answer the questions. Fill in the correct circle on your answer sheet.

The Bronx Zoo

1 The Bronx Zoo is one of the oldest zoos in the United States. The zoo opened over a hundred years ago with 843 animals. Today, more than 4,000 animals live there.

2 The Bronx Zoo has always worked to protect animals that are endangered. When the zoo opened, only about a thousand bison were alive in the United States. The Bronx Zoo put some of these big animals in the zoo. Over the years, more bison were born at the zoo. Later, they were released to live on protected lands around the country. The zoo was also one of the first places to have snow leopards. Snow leopards are endangered animals, but many new cubs have been born at the Bronx Zoo.

3 In the 1940s, the zoo began to move animals out of their cages and into more natural habitats. The first habitat to open was called Lion Island. The lions' new area looked more like their natural home. More habitats were added later. In 1999, the zoo opened the Congo Gorilla Forest. More than 20 gorillas live there. A few years later, Tiger Mountain opened. People could now look a tiger right in the eye. (Don't worry! The tigers are behind very thick glass.)



4 Every year, the Bronx Zoo continues to help endangered animals from all over the world. The zoo may be old, but it still has many new ideas.



According to the passage,
why do snow leopards
need protection?

- A** Snow leopards are so small and helpless.
- B** Some snow leopard cubs are born in zoos.
- C** Only a small number of snow leopards are alive worldwide.
- D** Snow leopards can only live in cold places.

WRITING QUESTIONS

Mechanics & Structure 1 (Levels IV–VIII)

Example typical of Level V

DIRECTIONS

Read the question and four answers. Fill in the correct circle on your answer sheet.



Which sentence is correct?

- A** It is the more tall mountain in the state.
- B** It is the most tallest mountain in the state.
- C** It is the tallest mountain in the state.
- D** It is the most tall mountain in the state.

Mechanics & Structure 2 (Levels V–VIII)

Example typical of Level VI

DIRECTIONS

Read the sentence and look at the underlined part. There may be a mistake. If you find a mistake, choose the correct answer. If there is no mistake, choose *Correct as is*. Fill in the correct circle on your answer sheet.

The Aztecs builded huge pyramids.

Which answer is correct?

- A** builds
- B** built
- C** building
- D** Correct as is

Letter Writing (Level II)

Example typical of Level II

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

“B” is the first letter in the word “ball.” Write the letter “B” in the box.

Word Writing (Levels II–IV)

Example typical of Levels III and IV

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

This is a picture of a fire. Write the word “fire” on the line.



Sentence Writing (Levels III–V)

Example typical of Levels III and IV

Examiner says: You will hear a sentence. Write the sentence on the lines.

Listen to this sentence. I like to read stories. Now write the sentence on the lines. I—like—to—read—stories.
(Pause.) I like to read stories.

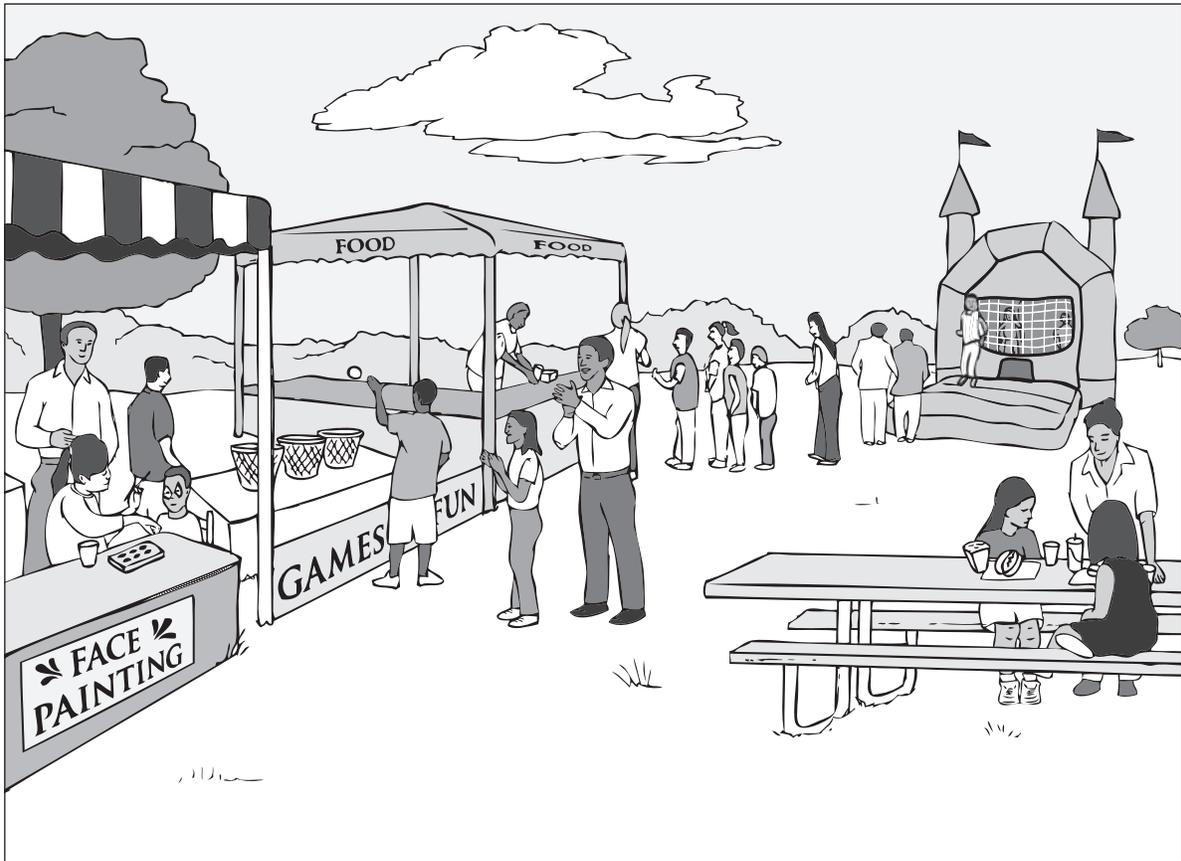


Picture-Based Story (Levels III–IV)

Example typical of Levels III and IV

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

Think about who you see in the picture. Think about what is happening. You can make up names for people in the story. You can make up what happened before or what will happen next. Write as much as you can.



Descriptive Writing Paragraph (Levels V–VIII)

Example typical of Level VII

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?
- Who is the person, and what is she doing?
- What might the person be thinking or feeling?



Fact-Based Essay (Levels VI–VIII)

Example typical of Level VI

DIRECTIONS

Look at the graphics. They show information about conserving resources by reducing, reusing, and recycling. Look at the information in all of them.

In your own words, write a well-organized essay about how people your age can help the environment—and why they should do it.

In your essay, remember to:

- Include an introduction, body, and conclusion.
- Use information from all three graphics.
- Include details, examples, or reasons.
- Use your own words.

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

	<p>REDUCE YOUR USE</p> <ul style="list-style-type: none">• Water: The average U.S. family uses 400 gallons of water <i>every day</i>.• Electricity: Electronic appliances—such as TVs, computers, and DVD players—still use electricity even if they are turned off but plugged in. The average family spends about \$110 a year on electricity <i>just for lights</i>.
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	<p>REUSE ITEMS</p> <ul style="list-style-type: none">• Clean and reuse food jars and plastic containers.• Use rechargeable batteries and a battery charger.• Use cloth napkins instead of paper napkins.• Use sponges, towels, and rags instead of paper towels for cleaning.• Donate old toys, books, clothes, and blankets.
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	<p>RECYCLE</p> <ul style="list-style-type: none">• Aluminum: One recycled aluminum can saves enough energy to keep a TV turned on for 3 hours.• Paper: Newspapers are recycled into phone books, cereal boxes, paper towels, egg cartons, and many other things.• Glass: Glass can be recycled many times. One recycled glass container saves enough energy to run a light bulb for 4 hours.• Plastic: Different types of plastic can be recycled into CD cases, picnic tables, sweatshirts, and many other things.
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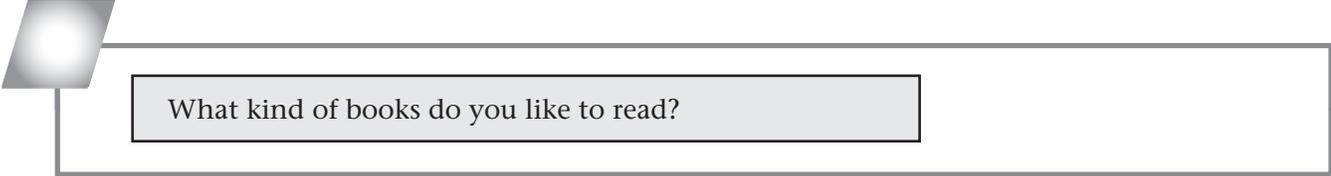
SPEAKING QUESTIONS

Social & Academic Interaction (Levels I–VIII)

Example typical of Level VI

Examiner says: I will say something to you. Listen and then answer.

What kind of books do you like to read?



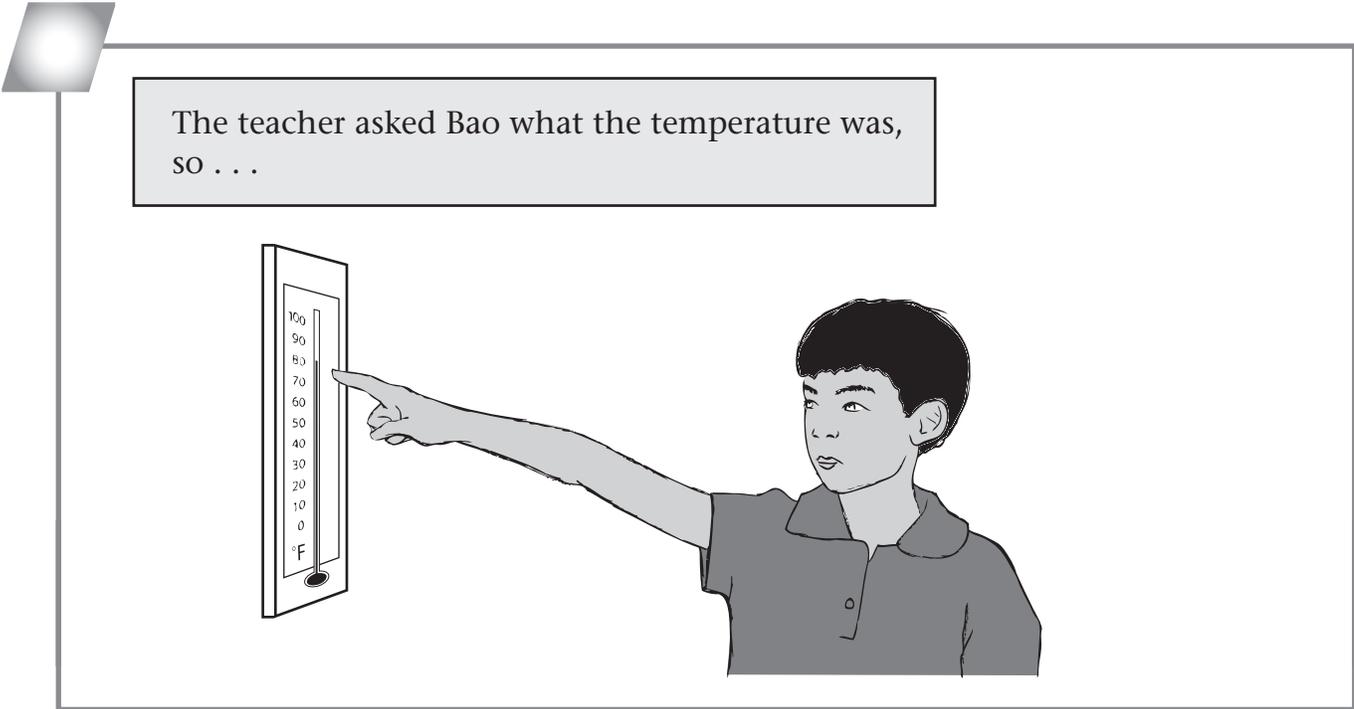
What kind of books do you like to read?

Sentence Completion (Levels III–VIII)

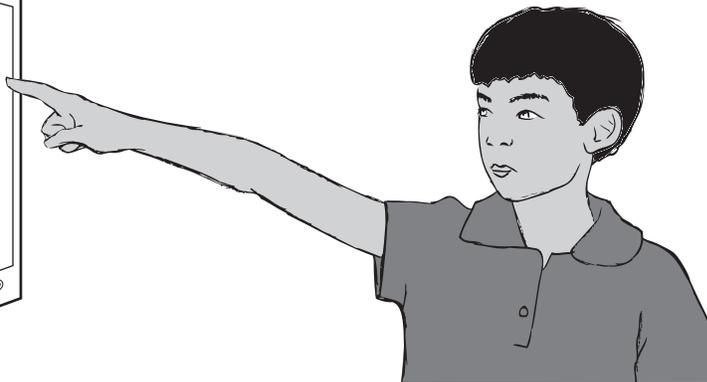
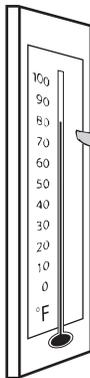
Example typical of Level V

Examiner says: Look at the words above the picture, and read them silently as I read them out loud. Then look at the picture and finish the sentence. Use the picture to choose your words.

The teacher asked Bao what the temperature was, so . . .



The teacher asked Bao what the temperature was,
so . . .



Picture Description (Levels I–VIII)

Example typical of Level VII

Examiner says: Look at the picture. Listen to the question about the picture. Then answer the question. Be sure to answer both parts of the question.

What is the man doing, and why?

What is the man doing, and why?



Storytelling (Levels I–VIII)

Example typical of Level VIII

Examiner says: Look at the three pictures. 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.

First
1



Next
2



Last
3



NYSITELL Writing and Speaking Rubrics

The Writing and Speaking rubrics used to score the NYSITELL are the same rubrics used for scoring the open-ended Writing and Speaking questions on the NYSESLAT. Teachers and administrators who are familiar with scoring the NYSESLAT will be fully prepared to score the NYSITELL. For more detailed scoring information pertaining to each rubric, see the *Guide to the 2013 NYSESLAT* at <http://www.p12.nysed.gov/assessment/nyseslat/>.

WRITING RUBRICS

Letter Writing (Level II)

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

Word Writing (Levels II–IV)

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

* Scoring Note for Score Point 1: Even if the phonetic spelling of the word inadvertently creates a different word, the phonetic spelling should be given credit as such; the response should not be considered an “incorrect word.” For example, if the target word is *pine* and the student wrote *pin*, this response would receive a score of 1 (demonstrates phonemic awareness) rather than a score of 0 (incorrect word).

Sentence Writing (Levels III–V)

Score Point	Description
Score Point 2	Shows grade-appropriate control of written English conventions <ul style="list-style-type: none">▪ Capitalizes first word in sentence▪ Includes all words in the correct order▪ Maintains appropriate word spacing▪ Uses grade-appropriate spelling (i.e., a mix of phonetic spelling and conventional spelling of common words in Grades 1–2, and conventional spelling of common words in grades 3–4)▪ May contain a few letter reversals▪ Uses appropriate end punctuation
Score Point 1	Shows some control of written English conventions <ul style="list-style-type: none">▪ May not have capitalized first word in sentence▪ Includes most of the words in the correct order▪ Word spacing may be erratic▪ Spelling may not be grade appropriate (i.e., a mix of phonetic spelling and conventional spelling of common words in Grades 1–2, and conventional spelling of common words in grades 3–4)▪ May contain several letter reversals▪ May have missing or inappropriate end punctuation
Score Point 0	Shows no control of written English conventions <ul style="list-style-type: none">▪ Incomprehensible▪ Illegible▪ Irrelevant▪ Solely in a language other than English▪ Minimal or no response

Picture-Based Story (Levels III–IV)

Score Point	Description
Score Point 4	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Addresses the task ▪ Includes many relevant and meaningful details ▪ Is clear and coherent ▪ Includes a variety of complete sentences ▪ Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words; other spelling demonstrates phonemic awareness ▪ Demonstrates correct use of initial capitalization and end punctuation
Score Point 3	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Mostly addresses the task ▪ Includes some relevant and meaningful details ▪ Is mostly clear and coherent ▪ Includes complete sentences ▪ Uses conventional spelling for many words with common spelling patterns; other spelling demonstrates phonemic awareness ▪ Demonstrates some use of initial capitalization and end punctuation
Score Point 2	<p>The Response:</p> <ul style="list-style-type: none"> ▪ 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	<p>The Response:</p> <ul style="list-style-type: none"> ▪ 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	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Does not address the task ▪ Is illegible ▪ Is incoherent ▪ Is solely in a language other than English ▪ Is irrelevant ▪ No response

Descriptive Writing Paragraph (Levels V–VIII)

Score Point	Description
Score Point 4	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Addresses the task ▪ Includes many and varied descriptive details ▪ Is clear, coherent, and well organized ▪ Uses concrete words and phrases and sensory details ▪ Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 3	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Mostly addresses the task ▪ Includes some descriptive details ▪ Is mostly clear, coherent, and organized ▪ Uses vocabulary that is mostly appropriate to the task ▪ Demonstrates some command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 2	<p>The Response:</p> <ul style="list-style-type: none"> ▪ 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	<p>The Response:</p> <ul style="list-style-type: none"> ▪ 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	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Does not address the task ▪ Is illegible ▪ Is incoherent ▪ Is solely in a language other than English ▪ Is irrelevant ▪ No response

Fact-Based Essay (Levels VI–VIII)

Score Point	Description
Score Point 4	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Addresses the task and includes reasons supported by relevant details from the source material provided ▪ Integrates information from the source material using student's own words ▪ Is clear, coherent, and well organized ▪ Uses precise language and domain-specific vocabulary that is appropriate to the task ▪ Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 3	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Mostly addresses the task and includes reasons supported by relevant details from the source material provided ▪ Mostly integrates information from the source material using student's own words ▪ Is mostly clear, coherent, and organized ▪ Uses language and vocabulary that is mostly appropriate to the task ▪ Demonstrates some command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 2	<p>The Response:</p> <ul style="list-style-type: none"> ▪ 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	<p>The Response:</p> <ul style="list-style-type: none"> ▪ 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	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Does not address the task ▪ Is illegible ▪ Is incoherent ▪ Is solely in a language other than English ▪ Is irrelevant ▪ No response

SPEAKING RUBRICS

Social & Academic Interaction (Levels I–VIII)

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

Sentence Completion (Levels III–VIII)

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

Picture Description (Levels I–VIII)

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

Storytelling (Levels I–VIII)

Score Point	Description
Score Point 4	Native-like fluent response <ul style="list-style-type: none">▪ Is well organized and logically developed▪ Includes many relevant and descriptive details and task-appropriate vocabulary▪ Uses coherent, fluent sentences▪ Speech is clear and pace is appropriate
Score Point 3	Slightly below native-like fluency <ul style="list-style-type: none">▪ Is somewhat organized and developed▪ Includes some relevant details and mostly task-appropriate vocabulary▪ Uses mostly coherent, fluent sentences▪ Speech may not be entirely clear; pace may be somewhat slow
Score Point 2	Considerably below native-like fluency <ul style="list-style-type: none">▪ 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 <ul style="list-style-type: none">▪ 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 <ul style="list-style-type: none">▪ Completely irrelevant or incoherent▪ Solely in a language other than English▪ Only repeats the prompt▪ Minimal or no response



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