

**New York State English As A  
Second Language Achievement Test**

**NYSESLAT**

**Grades  
K-12**



**2015**

**School Administrator's  
Manual**

**THE UNIVERSITY OF THE STATE OF NEW YORK**  
**Regents of The University**

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## General Information about the NYSESLAT

The New York State English as a Second Language Achievement Test (NYSESLAT) is designed to annually assess the English language proficiency of all English Language Learners (ELLs) enrolled in Grades K–12 in New York State schools. The test gives the State and schools important information about the English language development of English Language Learners, and is part of the State’s compliance with federal laws that mandate the annual assessing and monitoring of English language proficiency of all ELLs. The results of the 2015 NYSESLAT will drive the provision of ELL services in Bilingual Education and English as a New Language programs as of the 2015–2016 school year as prescribed in Commissioner’s Regulations Part 154-2 and 154-3.

In the classroom, the NYSESLAT results will provide important information about each ELL’s English language development and help inform and drive instruction aligned to the NYS Common Core Learning Standards (CCLS), Bilingual Common Core Initiative (BCCI), and the New Language Arts Progressions (NLAP), thereby ensuring that all ELLs are college and career-ready upon graduating high school in New York State.

As in 2013–2014, the statewide scoring rules continue to require that the Speaking session must be scored by a teacher who is not the student’s teacher of English as a Second Language or English Language Arts. Schools have three options for administering and scoring the Speaking session:

- Assign someone other than the student’s teacher to administer and simultaneously score the Speaking session.
- Have the student’s teacher administer the Speaking session while a disinterested teacher in the room listens to and simultaneously scores the student’s responses.
- Have the student’s teacher administer the Speaking session and record the student’s responses. The recording would subsequently be scored by a disinterested teacher.

All student responses to the constructed-response Writing prompts must be scored by committees of teachers. The NYSESLAT is comprised of three test sessions. Each session contains one constructed-response prompt. No one teacher is to score more than one constructed-response prompt for a student. No teacher who is a student’s English as a Second Language or English language arts teacher may score any of the constructed-response questions in that student’s test booklets.

The principal is responsible for making the final determination as to whether or not a teacher may score specific students’ responses based on this scoring policy.

### **Changes for the 2015 NYSESLAT**

The 2015 NYSESLAT is aligned to the linguistic demands of grade-level Common Core instruction delivered to English Language Learners. There are five major changes, or shifts, associated with the 2015 NYSESLAT:

- 1: Common Core Learning Standards (CCLS) and New Language Arts Progressions
- 2: Performance levels
- 3: Integrated approach to modalities

- 4: Complexity: grade-level text with a content focus for all levels
- 5: Instructionally relevant academic language

## **1. CCLS and New Language Arts Progressions**

The first shift has to do with the 2015 NYSESLAT measuring the Linguistic Demands necessary to meet the discipline-specific standards at the corresponding grade-band level (K, 1–2, 3–4, 5–6, 7–8, and 9–12).

The Linguistic Demands are derived from the New Language Arts Progressions of the BCCI. In the classroom, the demands identify the words, phrases, and forms of language that students need to understand and use in order to meet discipline-specific standards in K–12, across all four modalities (Listening, Speaking, Reading, and Writing).

The Linguistic Demands are articulated for the purposes of assessment development as Targets of Measurement (ToMs). ToMs are what New York State designates as the standards measured by the 2015 NYSESLAT. Finally, to capture performance with the necessary level of precision, every grade-band level ToM has been delineated across five levels, which are known as the Performance Level Descriptions (PLDs).

Each question on the 2015 NYSESLAT targets a specific modality and specific grade-band ToM at one of five PLDs.

## **2. Performance Levels**

The second shift is that the 2015 NYSESLAT now measures five performance levels instead of the four performance levels measured in 2013–2014. These performance levels reflect where an ELL is along the continuum of English language acquisition. The five performance levels are Entering (formerly Beginning), Emerging (formerly Low Intermediate), Transitioning (formerly Intermediate), Expanding (formerly Advanced), and Commanding (formerly Proficient).

Note that students who score at the Commanding level—which is the highest performance level—will have met the exiting criteria specified in the Commissioner’s Regulations Part 154-2, having met the linguistic demands necessary to demonstrate proficiency in academic contexts within their grade level.

## **3. Integrated Approach to Modalities**

The third shift is the integrated approach to assessing the modalities. Organizing theme and topics underlie the Listening and Reading passages and items, the Writing prompts that are associated with one of the two Reading passages, and the Speaking stimuli. The intent of using organizing themes and topics is to provide students with an assessment experience that is cohesive and interconnected across modalities, and as such, similar to a relevant instructional experience provided by a well-developed unit of study.

The 2015 NYSESLAT is designed to measure the language that is embedded in content rather than content itself.

## **4. Complexity: Grade-Level Text with a Content Focus for All Levels**

The fourth shift has to do with the complexity of grade-level text. In order to effectively prepare students for college and successful careers, the Common Core standards require students to engage with text of greater complexity, and the NYSESLAT reflects this requirement. The 2015 NYSESLAT focuses on aspects of instruction that students encounter in content-area classrooms, with close attention paid to text complexity.

## 5. Instructionally Relevant Academic Language

Finally, the fifth shift is in keeping with Common Core instruction and the other changes for 2015 and relates to instructionally relevant academic language. The NYSESLAT questions come from content-area classroom activities and are based in academics as opposed to personal experience or background. However, the questions focus on the language and language structures that support and convey the content rather than on the content itself.

### Administration

The NYSESLAT is administered annually to all English Language Learners in Grades K–12. The test is configured to consist of six grade bands: K, 1–2, 3–4, 5–6, 7–8, and 9–12. Each grade band assesses four language modalities: Speaking, Listening, Reading, and Writing.

The Test Overview provided in Appendix B shows the estimated test administration times and the number of test questions per session for each grade band. A form will test either one modality (Speaking) or three modalities (Listening/Reading/Writing). Listening/Reading/Writing will consist of three test booklets, each containing a theme-based Listening/Reading/Writing section. The three Listening/Reading/Writing booklets will be administered in three sessions. The NYSESLAT is an untimed test, so the testing times provided are for planning purposes only. The time allotment indicated should be adequate for most students. **Allow any student working productively to have as much time as he or she needs to complete the test.**

All school personnel administering any session of the NYSESLAT or overseeing the administration and scoring of the NYSESLAT must be provided with and read the “Instructions for Administering the Test” section of this manual. This manual is not secure and may be photocopied. School personnel may retain this manual after the testing is completed.

Teachers may not score their own students’ responses for the Speaking and Writing questions. See Page 21, “After Testing,” for specific instructions and additional information.

### Materials

For the NYSESLAT administration, MetriTech, Inc. (MetriTech) will provide materials as listed on Pages 11–13. All schools—public, nonpublic, and charter—must obtain answer sheets and scanning services from a Regional Information Center (RIC) or a large-city scanning center. The answer sheets will be used to record student responses for all Listening and Reading questions. The answer sheets also provide fields in which raters will record student scores on constructed-response questions.

Schools must provide the CD players for the administration of the Listening components.

### Contact Information

For any questions about the materials or administration procedures for this test, please contact MetriTech at 800-747-4868 or e-mail [nyseslat@metritech.com](mailto:nyseslat@metritech.com). Additional contact information is provided in Appendix A of this manual. Please also check the Office of State Assessment (OSA) web site periodically at <http://www.p12.nysed.gov/assessment/nyseslat> for any scoring clarifications.

## Testing Accommodations

The Department's Office of Special Education provides information on test access and accommodations for students with disabilities on its web site: <http://www.p12.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>. School personnel may contact that office via e-mail to [speced@mail.nysed.gov](mailto:speced@mail.nysed.gov) if they have any questions on this topic for which they are unable to find answers in this manual or on the web site.

### English Language Learners

The NYSESLAT is designed specifically for English Language Learners. Therefore, testing accommodations ordinarily permitted for English Language Learners taking other State tests are not permitted for the NYSESLAT.

### Students Who Incur Disabilities Shortly Before Test Administration

Principals may provide accommodations when testing general education students who incur an injury (e.g., broken arm) or experience the onset of either a short- or long-term disability (either cognitive or physical) within 30 days prior to test administration. Eligibility for such accommodations is based on the principal's professional judgment. The principal may confer with the CSE/504 Multi-Disciplinary Team members, the school physician, or other school personnel in making such a determination. These accommodations must not significantly change the constructs/student skills being tested and are limited to the following:

- administering the test in a special location,
- recording the student's answers in any manner (when answering questions designed to measure writing ability, students must provide all punctuation, paragraphing, and spelling of more difficult words), and
- reading the test to the student. (This accommodation is allowed only for students whose vision is impaired. This accommodation is not permitted for the Reading questions on the test.)

Prior permission need not be obtained from the Department for the principal to authorize these testing accommodations for general education students. However, a full written report concerning each authorization must be sent to the OSA via fax to 518-474-1989. The report must be on **school letterhead**, must be signed by the principal, and must include the following information:

- the initials or I.D. number of the student,
- the title of the test including the grade,
- a brief description of the student's injury or disability, and
- a listing of the accommodations that were authorized by the principal.

If the student is expected to continue to need testing accommodations, the principal must immediately make the appropriate referral for the consideration of an Individualized Education Program (IEP) or a Section 504 Accommodation Plan (504 Plan).

## **Students with an IEP or 504 Plan**

In general, students with disabilities must be provided with the testing accommodations specified in their IEPs or 504 Plans when taking these tests, with two exceptions:

- The Reading portion in each Listening/Reading/Writing session booklet may not be read to any student.
- For the Writing portions, students may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation.

It is the principal's responsibility to ensure that staff members providing testing accommodations be trained appropriately. Proctors are advised to become familiar with the accommodations specific to the particular test being administered. As explained in this manual, only those testing accommodations that do not alter the constructs measured by the test are permitted on elementary- and intermediate-level State assessments.

For the Listening questions, which are ordinarily presented to K–2 students via script included in the Directions for Administration (DFA) and 3–12 students on a pre-recorded CD, passages may be signed using American Sign Language (ASL) to hearing-impaired students who know ASL. Hearing-impaired students who are not proficient in ASL may read those passages. To obtain a copy of the Listening scripts for this purpose, please contact MetriTech's Customer Service at 800-747-4868 or e-mail [nyseslat@metritech.com](mailto:nyseslat@metritech.com). Listening Scripts for Grades 3–12 may be provided only to students with hearing impairments needing this accommodation as specified in their IEP.

For students who are unable to speak, the interactions between student and teacher required for the Speaking session may be conducted through the exchange of notes written in English by the teacher and student. All notes written by the student and teacher must be returned to MetriTech with the other test materials.

Students who have been declassified must be provided the permissible testing accommodations recommended upon declassification and documented in the notice to the Board of Education and in prior written notice to the parent. It is also recommended that a 504 Plan be considered to document recommendations for declassified students. Principals must ensure that only the accommodations specified in each student's IEP, 504 Plan, or those recommended upon declassification are allowed for the student. Plan all necessary arrangements for implementing testing accommodations well in advance of the test date.

## **Use of Scribes and Tape Recorders**

The use of scribes or tape recorders is an allowable accommodation for NYSESLAT; however, instead of using a scribe, the Department encourages the use of a word processor (with thesaurus, spell-checking, grammar-checking applications, and Internet access disabled) or tape recorder. Most students have some experience with computers, and word processing allows the student more control over his or her environment, fosters independence, and is less labor-intensive than using a scribe.

When taking the NYSESLAT Writing portion in each Listening/Reading/Writing session test booklet, students using scribes or tape recorders must provide all information—including spelling of difficult words, punctuation, paragraphing, and grammar. Scribes must use the following sequence of procedures:

- The scribe must record word-for-word what the student dictates or records, leaving out punctuation and capitalization, and must circle all words that are difficult to spell.
- The scribe must use lined paper and must write on every other line.

- When the dictation/tape transcription is completed, the scribe must ask the student to spell aloud any difficult-to-spell words; then the scribe must write the student's spelling above the circled words.
- The scribe must show the student the written response and ask him or her to indicate the capitalization, punctuation, and paragraphing to be used.
- The student must read the completed dictation/transcription and indicate on the skipped lines any further changes to be transcribed.
- The scribe must then transfer the student's completed response into the test booklet exactly as dictated or recorded.
- The scribe must write the student's name and the BEDS Code on each sheet used and attach the lined paper with the student's dictation to the back of the test booklet, preferably by stapling, to ensure against the student's response being lost.

Additional information on scribing may be found in Chapter VI of *Test Access & Accommodations for Students with Disabilities: Policy and Tools to Guide Decision-Making and Implementation*. This publication is available at the web site <http://www.p12.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>.

## **Large Type Editions**

For students who use large type editions of the tests, or large type answer sheets, or whose testing accommodation allows the circling of answers in the test booklet rather than darkening circles on the answer sheet, teachers should transcribe the students' responses onto regular test answer sheets and test booklets exactly as dictated or recorded.

## **Test Format Change Requests**

Schools must receive prior written approval from the Department for any changes to the test format. This includes but is not limited to the re-spacing of questions, enlargement beyond the standard large type edition provided, and colorization. Note that the reformatting of State assessments may never change the wording of questions, nor may additional examples be included.

In order for the Department to process school requests for reformatting, requests for approval should be submitted to the OSA at least one week before the first scheduled date of the test administration. Requests should include a cover letter from the school signed by the school principal. Each request must include assurance that such reformatting will be consistent with the accommodations listed in the student's IEP or 504 Plan. Requests may be faxed to 518-474-1989. Department approvals will be provided by fax. However, regardless of approval, under no circumstances may the shrink-wrapped packages of test booklets be opened prior to the morning of the day that the test is to be administered in the school.

## Administration Schedule

### Important Dates

<b>Speaking</b> session material delivered to participating schools	Thursday, April 9–Monday, April 13, 2015
<b>Speaking</b> session administration period	Tuesday, April 14–Friday, May 15, 2015
<b>Listening/Reading/Writing</b> session materials delivered to participating schools	Monday, April 27–Friday, May 1, 2015
<b>Listening/Reading/Writing</b> session administration period	Monday, May 4–Friday, May 15, 2015
<b>Writing</b> scoring materials delivered to participating schools	Wednesday, May 13–Friday, May 15, 2015
Scoring of <b>Writing</b> questions	Monday, May 18–Thursday, May 28, 2015*
Deadline to submit answer sheets to scanning centers	Thursday, May 28, 2015
Deadline to return secure materials to MetriTech	Tuesday, June 9, 2015
<b>NOTE:</b> All schools must complete the NYSESLAT administration by Friday, May 15, 2015. All secure materials must be returned to MetriTech no later than Tuesday, June 9, 2015.	

\*The scoring of the Writing questions may commence earlier than May 18, 2015, provided that school personnel not engage in scorer training for the specific Writing constructed-response questions or scoring of student responses until the initial administration of the Listening/Reading/Writing sessions has been completed in the school for that grade band.

Speaking session materials will arrive in schools—in a separate shipment—earlier than other test materials. The Speaking session must be administered to students individually at a location separate from other students and may be administered only between April 14 and May 15, 2015. Scoring is done at the time of administration unless student responses are being electronically recorded so that they can be scored at a later time by a disinterested teacher.

The three Listening/Reading/Writing sessions must be administered to groups of students between May 4–15, 2015. Each school may choose its own testing days and times within that date range. The make-up test dates are any dates that remain in the primary administration period. The NYSESLAT is an untimed test. Suggested time allotments for various parts of the test are listed in the overview in Appendix B.

For all grade bands, the Department suggests that schools administer the written test sessions in the following sequence:

- Administration 1—Listening/Reading/Writing Session 1
- Administration 2—Listening/Reading/Writing Session 2
- Administration 3—Listening/Reading/Writing Session 3

For all grade bands, the Speaking test session must be individually administered to students on any date(s) within the Speaking session administration period. Schools may schedule the sessions in a different sequence for some or all students if doing so will facilitate the school's completion of this testing.

Scoring of the writing questions in each of the Listening/Reading/Writing sessions must be done locally, but may not begin until scoring guides and training sets arrive in schools on May 13–15, 2015. Scorers must be cautioned not to discuss the test content and specific scoring rubrics outside of the scoring sessions.

Once scores have been entered on the machine-scannable answer sheets, schools must submit their answer sheets to the scanning centers by May 28, 2015.

## *Students to Be Tested*

All public and charter schools must administer the NYSESLAT to all English Language Learners in Grades K–12 regardless of physical location of the student, classification as disabled, or number of years of service (including six or more years), until proficiency is attained as reflected in the score achieved on the NYSESLAT. Nonpublic schools must administer the NYSESLAT or an equivalent test annually to any ELLs receiving services from a public school district funded under Title III. Nonpublic schools are strongly encouraged to administer the NYSESLAT to all English Language Learners. General Educational Development (GED) programs should not administer the NYSESLAT to their students. Valid scores and Score Reports will not be provided for students enrolled in GED programs.

### **Students with Disabilities**

All English Language Learners with disabilities identified by the Committee on Special Education (CSE) or by a Multidisciplinary Team, including those participating in the New York State Alternate Assessment (NYSAA), must participate in the NYSESLAT. Use the chart in Appendix I to determine which NYSESLAT grade-level assessment to administer to students with disabilities who, according to their IEP, are not assigned to a grade level. In planning for the administration of this test, be sure to consider ELLs with disabilities who attend programs operated by the Board of Cooperative Educational Services (BOCES) as well as any other programs located outside the school.

### **Medically Excused**

Students who are incapacitated by illness or injury during the test administration and make-up periods and have on file documentation from a medical practitioner that they were too incapacitated to complete the test at the school, at home, or in a medical setting are considered medically excused, are considered to have no valid test score, and must be reported with a final score of 999 and a Standard Achieved Code of “93” in the Student Information Repository System (SIRS).

## Test Security

This manual is available at <http://www.p12.nysed.gov/assessment/nyseslat/home.html>.

In order to maintain the security of the test materials, the principal must arrange for the following measures to be taken:

- The sealed packages of secure test materials must be stored in a secure location and maintained under strict security conditions.
- An inventory of the test materials should be conducted as soon after delivery as is practical. Contact MetriTech Customer Service at 800-747-4868 or by e-mail at [nyseslat@metritech.com](mailto:nyseslat@metritech.com) if any of the quantities of secure test materials the school receives differ from those on the packing slip or if any of the packages of secure test materials are not properly sealed when received. The sealed packages of secure test materials must be replaced inside the secure location immediately after the inventory is completed.
- The sealed packages of secure test materials must not be removed from the secure location until the day(s) on which the test is administered. The only exceptions are the scoring materials for the Speaking session and the inventory of test materials shipped to the school.
- The sealed packages of secure test materials, with the exception of the scoring materials for the Speaking session, may not be opened until the day(s) on which the test is administered.
- Teachers who have been given the scoring materials to review for the Speaking session must safeguard these materials and must not leave them unattended.
- To preserve the integrity of the test materials, advise all staff that they are not to discuss test questions or other specific test content with each other, with others online via e-mail or listserv, or through any other electronic means. Please note that test booklets must not be opened prior to the distribution of tests to students.

Following testing, schools must return all secure test materials to MetriTech. These include all used and unused test booklets (regular, large type, and braille editions), Directions for Administration, scoring guides, pre-recorded Listening CDs, and Listening scripts supplied by MetriTech. Any recordings of student Speaking responses must be destroyed or returned to MetriTech. Prepaid address labels for returning all test materials are provided by MetriTech.

The school principal must sign the Examination Storage Certificate (in Appendix K) by June 9, 2015, documenting that each of the security procedures listed on the certificate was followed, and must retain the certificate in the school files for one year. Please see Appendix K for more information.

**DO NOT send any answer sheets to MetriTech.** All answer sheets **MUST** be sent to the RIC or large-city scanning center.

## Inventory Test Materials

Test materials will arrive in separate shipments. Answer sheets and student labels will be sent from a RIC or a large-city scanning center. All other test materials and scoring guides will be sent by MetriTech.

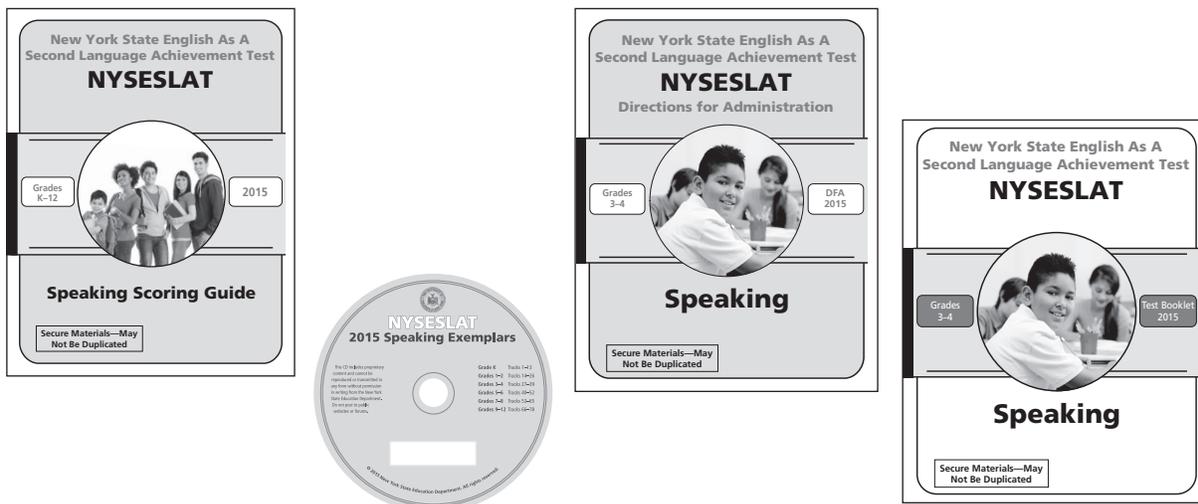
- **Inventory the materials received from your local scanning center.** These will include answer sheets and may include pre-coded student identification labels. Please follow the directions provided with the shipment.
- **Inventory the materials received in your shipments from MetriTech.** Test materials will be sent by MetriTech in three shipments, as detailed below and on the following pages. All shipments of secure test materials should be inventoried as soon as practical after delivery. Use the Packing List provided in Box 1 of each shipment to verify the contents of each shipment.

If any items are missing from the shipment listed on the Packing List, please contact MetriTech Customer Service at 800-747-4868 or by e-mail at [nyseslat@metritech.com](mailto:nyseslat@metritech.com). Also call MetriTech if the school requires items that were not originally requested or items necessary to accommodate new students.

**Note: The shrink-wrapped packages must not be opened until the day of test administration.** All test materials must be kept secure throughout test administration. Boxes used for delivering materials to the school should be kept for returning materials after test administration and scoring.

### Shipment 1: Speaking Session Materials

The following materials for administering and scoring the **Speaking** session of the NYSESLAT will be provided by MetriTech in Shipment 1, delivered to schools Thursday, April 9–Monday, April 13, 2015. There are separate Directions for Administration and test booklets for each grade band; a single Speaking Scoring Guide covers all grade bands. A Speaking Exemplars CD will also be included in this shipment. One Speaking test booklet is provided for every fifteen students. No school will receive fewer than two Speaking session booklets per grade band in the event that the person scoring the student responses is different from the test administrator.



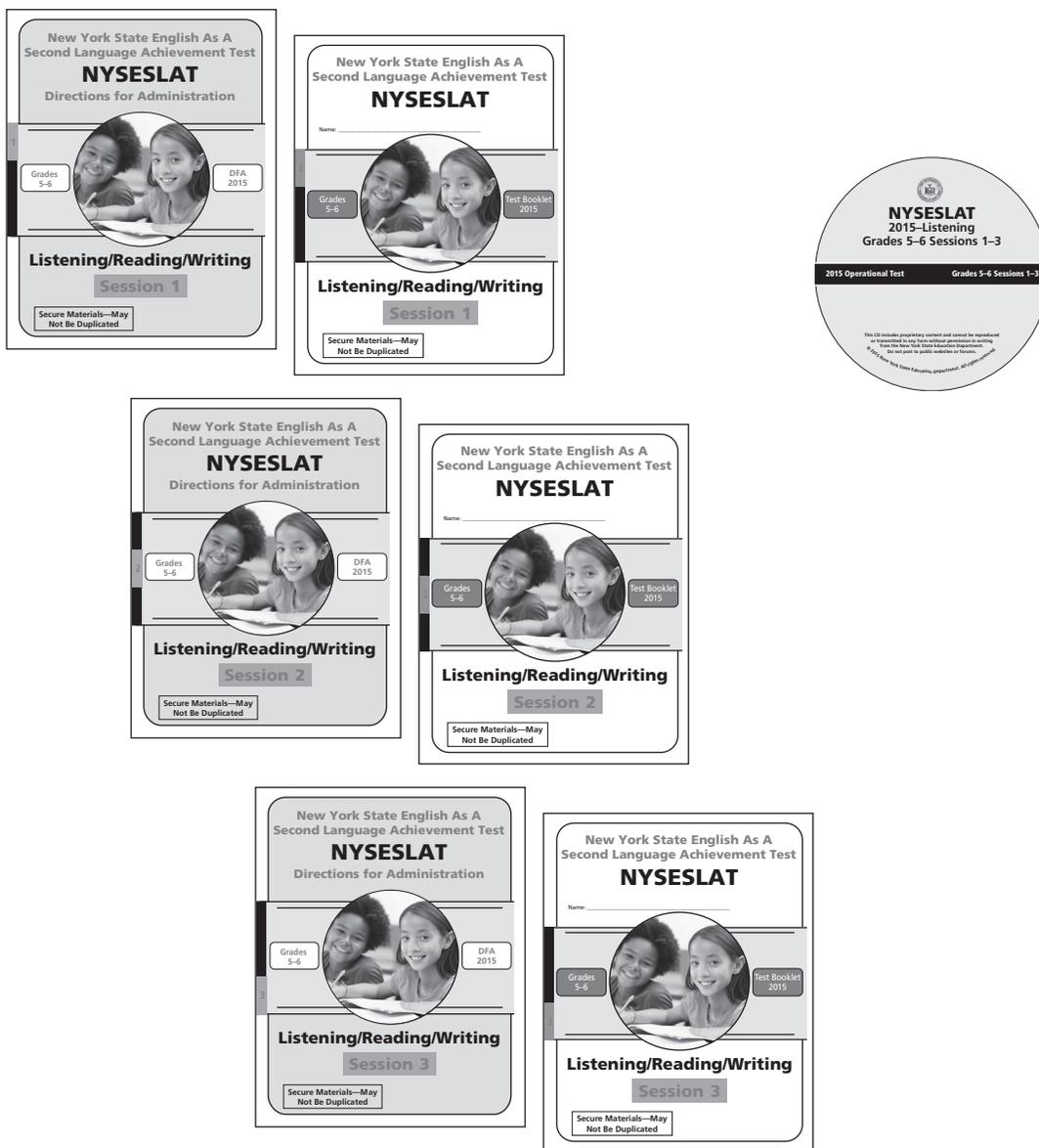
## Shipment 2: Listening, Reading, and Writing Session Materials

The following materials for administering the **Listening/Reading/Writing** sessions of the NYSESLAT will be provided by MetriTech in Shipment 2, delivered to schools Monday, April 27–Friday, May 1, 2015. For each grade band, there are separate test booklets for each of the three Listening/Reading/Writing sessions.

The Directions for Administration will be provided for each K–12 Listening/Reading/Writing session booklet. The Listening Scripts for K and 1–2 will be included in the Directions for Administration for those grade bands, but for all other grade bands, the Listening Scripts have been recorded and are provided on a CD.

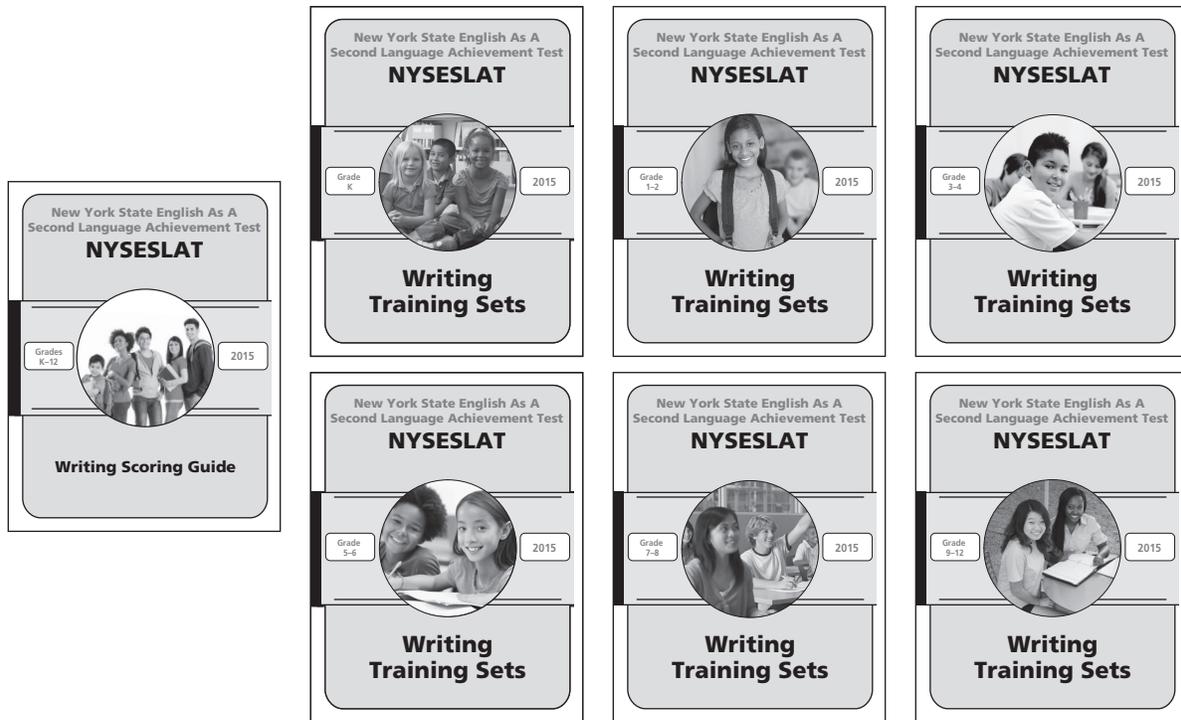
A Test Coordinator’s Kit, including a cover letter, Return Summary Sheet, MetriTech return shipping labels, UPS Ground shipping labels, and three sets of pre-ID student labels for the Listening/Reading/Writing session booklets, will also be provided in Shipment 2.

The school must supply CD players for administering the Listening sections to students in Grades 3–12.



### Shipment 3: Writing Scoring Materials

The quantity of writing scoring materials delivered will be based on the school's order. Schools will receive enough Writing Scoring Guides and Writing Training Sets for practice scoring and for adequate training of scorers for the May 2015 constructed-response questions for all grade bands represented at the school location. These materials will be delivered to schools May 13–15, 2015.



### Orientation of Test Administrators

The person responsible for administering the NYSESLAT must be a teacher or administrator able to carry out standard examination procedures and must have special training in administering the NYSESLAT. To ensure accurate and reliable results, everyone who will be administering these tests should become familiar with the “Instructions for Administering the Test” section in this manual.

The school should schedule an orientation session to allow the test administrators to become familiar with this manual and to provide test administrators with training in the administration and scoring of the test. All test materials are secure, except for this manual. Schools must keep all secure test materials, other than the Speaking scoring materials, in their sealed packaging until the test administration date. Administrators of the Speaking session must be trained in scoring prior to administration. To minimize the number of testing irregularities, principals should conduct a review of the test administration procedures prior to each test administration with all faculty and staff members who will be involved in the test administration and scoring.

## **Orientation of Students**

Inform English Language Learners about the NYSESLAT a few days before its administration. Tell students that the test is designed to show how well they can listen to, read, write, and speak the English language. Make announcements in such a way as to increase the students' interest in the test and at the same time not cause them to become overly anxious. Explain the general types of questions they should expect to see on the test and the procedures they should follow in recording their answers.

## **Notification of Parents**

Parents/guardians should also be informed of the dates of testing and the purpose of the test and notified of the prohibition of all cell phones and other electronic devices during testing (see Page 15). Ask them to encourage their students to do their best and to ensure that their students are well rested on the dates of testing.

## **Preparing the Answer Sheets**

Before the day(s) that the NYSESLAT is to be administered, prepare answer sheets for each student taking the test. Follow the directions from the RIC or large-city scanning center when filling out the answer sheets.

## **Preparing the Testing Room(s)**

The school may decide whether to administer the NYSESLAT Listening/Reading/Writing sessions in the students' classroom(s) or elsewhere, and whether to test students in class groups or in groups of other sizes. The Speaking session must be administered to students individually in a separate location from all other students. If tests are to be administered in a classroom, clear desks and shelves of all books, papers, and other materials. Completely cover or remove all charts and board work. Make sure that each testing room is adequately lit and ventilated, and free from noise and other distractions. It is recommended that the teacher check the audio player (for the Listening CD) in the testing room prior to administering the test to make sure it works and can be heard clearly throughout the room.

# *Instructions for Administering the Test*

## **Administering the Tests**

Prior to the start of each session of the NYSESLAT, test administrators must do the following:

- Remove all books, notes, or other aids from students' reach or sight during the test.
- Tell students to read and/or listen to the questions carefully and follow instructions.
- Make sure students' names are written on all answer sheets being used.
- Make sure students' names are written or otherwise recorded on all Listening/Reading/Writing session test booklets in the space provided.

Explain to students that the questions on the NYSESLAT are designed to measure English skills ranging from beginner (Entering) to proficient (Commanding). As a result, students with high levels of language ability may find some test questions simple, particularly at the beginning of each session. Similarly, some Entering or Emerging level students may find some test questions very challenging, particularly toward the end of each session. Encourage students to do their best to answer as many of the questions as they can. Advise them not to be concerned if they think some questions are too easy or too difficult to answer correctly.

Be sure that any students with disabilities are provided with the testing accommodations authorized by their IEP or 504 Plan, with two exceptions:

- The Reading questions may not be read to any student.
- For the Writing questions, students may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation.

## **Use of Communication Devices**

All students are prohibited from bringing cell phones and certain other electronic devices (as defined in the following script) into a classroom or other location during the NYSESLAT. Test proctors, test monitors, and school officials shall retain the right to collect and hold any prohibited electronic devices prior to the start of the test administration. Admission to the test shall be denied to any student who is in possession of a cell phone or other prohibited electronic device and refuses to relinquish it.

*At the beginning of each test administration, examiners must read the following statement to all students in Grades 3–12 taking the NYSESLAT:*

You cannot have any communication devices, including a cell phone, with you during this exam or during any breaks (such as a restroom visit). Such devices include, but are not limited to:

- Smart phones (any brand or type)
- Cell phones (any brand or type)
- iPods and MP3 players
- iPads, tablets, and other eReaders
- Laptops, notebooks, or any other personal computing devices
- Camera or other photographic equipment
- Headphones, headsets, or in-ear headphones such as earbuds, and
- Any other device capable of recording audio, photographic or video content, or capable of viewing or playing back such content

If you brought any of these items to the building today, and have not already stored it in your locker or turned it over to me, a test monitor, or school official, you must give it to me now. You may not keep your cell phone or any of these items with you, or near you, including in your pockets, backpack, desk, etc. If you keep a cell phone or any of these items with you, your exam will be invalidated and you will get no score. Is there anyone who needs to give me any of these items now?

This is your last opportunity to do so before the test begins.

*For Principals and Proctors:*

- a. Any student observed with any prohibited device while taking the NYSESLAT must be directed to turn it over to the proctor or monitor immediately. To allow for all possible outcomes of procedural due process, the student should be allowed to complete the exam. The incident must be reported promptly to the school principal. If the principal determines that the student had a prohibited device in his or her possession during the test administration, the student's test must be invalidated. No score may be calculated for that student.
- b. The incident must be promptly reported, in writing, to the OSA by fax at 518-474-1989 or by e-mail to [emscassessinfo@nysed.gov](mailto:emscassessinfo@nysed.gov), as is the case for all testing irregularities, misadministrations, or other violations of State testing policy and procedures.

**Note:** Some students with disabilities may use certain recording/playback devices only if this accommodation is specifically required as a provision of the student's IEP or 504 Plan. In addition, a student may be allowed to retain an otherwise prohibited device in his or her possession if there is documentation on file at the school from a medical practitioner that the student requires such a device during testing. Without such documentation, the general policy on communications devices as provided above is in effect, and the school may not allow the student to retain any such equipment while testing.

## Speaking Session

The Speaking session requires individual administration and scoring at the time of administration. Test administrators must administer the Speaking session individually to students in locations separate from other students. To ensure accurate and reliable results, persons responsible for scoring the NYSESLAT must have special training prior to administration. MetriTech will provide printed scoring manuals for the Speaking sessions.

Statewide scoring rules require that the Speaking session must be scored by a teacher who is not the student's teacher of English as a Second Language or English Language Arts. Schools have three options for administering and scoring the Speaking session:

- Assign someone other than the student's teacher to administer and simultaneously score the Speaking session.
- Have the student's teacher administer the Speaking session while a disinterested teacher in the room listens to and simultaneously scores the student's responses.
- Have the student's teacher administer the Speaking session and record the student's responses. The recording would subsequently be scored by a disinterested teacher.\*

\*If this third option is chosen, the principal must approve the process the teacher will use to record students' Speaking sessions and to safeguard the recordings.

The packages containing the scoring materials for the Speaking session may be opened prior to the date of administration of this part of the test so that teachers can familiarize themselves with the procedures and rubrics for scoring. The Speaking Score Sheets for Individual Administration (Appendix D) must be photocopied from this manual or the DFA and distributed to the test scorers prior to the administration of the Speaking session. The test scorer must use a Score Sheet, which contains the Abbreviated Scoring Rubrics for reference, to record the student's score. After the test is completed, the scores must be transcribed onto the student's machine-scannable answer sheet. (**Note:** the Listening/Reading/Writing sessions must have been administered prior to transcribing.)

**In addition, photocopies of each completed score sheet must be provided to the principal by no later than one school day after the administration of the Speaking session has been completed for all students in the school who are taking the test. The school must retain these copies of the completed student score sheets for a minimum of one year.**

## Listening/Reading/Writing Sessions

The Listening/Reading/Writing sessions of the NYSESLAT may be group administered. Students in Grades 3–12 mark their answers to multiple-choice questions on the separate, machine-scannable answer sheets.

**Students in Grades K–2** will mark their answers in their test booklets. A teacher or aide must transcribe the students' responses onto the machine-scannable answer sheets exactly as the students recorded them in the test booklets. Transcribers **MUST** place their names on the answer sheets.

Be sure that any students with disabilities are provided with the testing accommodations authorized by their IEP or 504 Plan, with two exceptions:

- The Reading questions may not be read to any student.
- For the Writing questions, students may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation.

At the end of each Listening and Reading section of a test session, Grades K–2 students are informed that they have come to the end of that particular section. At that point, they are given a short two-minute break, where they may stand by their seats and stretch quietly, but they may not talk. At Grades 3–12, students are given a two-minute break between the Reading and Writing sections of a test session. Answer sheets are collected between the Reading and Writing sections. They will not be redistributed, as students will record their written responses in the test booklet. At Grades K–2, students record all answers directly into their test booklets. Students will be instructed to put down their pencils and close their test booklets so the front cover is on top once a section of the test has ended. At all grade levels, after the break is completed, the test administrator should proceed with the next section (Reading and/or Writing) of the NYSESLAT.

## Proctoring

Proctors must circulate around the room during the administration of the test to ensure that students are recording their responses in the proper manner. While circulating, proctors should point out to students if they have left answers blank, if they have darkened more than one circle for the same multiple-choice question, or if they do not appear to be recording their answers in the proper place (on the answer sheet for multiple-choice questions or in the test booklet for multiple-choice questions in Grades K–2 and constructed-response questions at all grades). Only answers recorded in the appropriate place will be scored and used in determining a student's final score.

Proctors may not comment to the student on the correctness or content of any answer.

Only the student may transfer answers marked in his or her test booklet to the multiple-choice answer sheet. This does not apply to students whose IEP or Section 504 Plan allows scribes to transfer answers from the test booklet to an answer sheet. This also does not apply to students in Grades K–2, as they will mark their answers in their test booklets. For Grades K–2, a teacher or aide must transcribe the students' responses onto the machine-scannable answer sheets exactly as the students recorded them in the test booklets.

## Aid to Students

Except where indicated in the *Directions for Administration*, test administrators must **not** give students help in interpreting test questions. However, test administrators may give students all the assistance required in the mechanics of taking the test, such as pointing out the correct page in the test booklet and explaining how to record responses in the test booklet or on the answer sheet.

No one, under any circumstances, may interpret or explain test questions to students, nor may anyone review or comment on a student's answers while the test is in progress. In response to inquiries by students concerning the meaning or interpretation of test questions, proctors should advise students to use their own best judgment.

## Unauthorized Materials

Students should be under close supervision at all times during the administration of the tests and may not use any of the following: unauthorized notes, printed materials, scrap paper, or electronic tools or devices. When students enter the testing room, proctors must ensure that students do not bring any unauthorized materials such as those listed above. Students should be informed that they may not use cell phones or other communication devices during the test. Use of a cell phone during testing invalidates a student's test regardless of the content of the communication (See Use of Communications Devices, Page 15.).

## Student Cheating

If cheating is suspected, the test administrator must warn the student(s) that any further attempts will result in the termination of their tests. If necessary, move the students to another location. If these steps fail to end attempts to obtain or give information, notify the principal immediately and terminate the student's test(s). At the conclusion of the test(s), any and all suspected cheating must be reported to the principal.

If cheating has occurred, the principal must follow the school's disciplinary procedure for student cheating and invalidate the student's test(s). Score reports will not be produced for invalidated tests. When reporting student assessment data to the Department under such circumstances, the principal must report these students' scores as "administrative error." In addition, in the SIRS, in the Assessment Standard Achieved Code field, code each such student's test as an administrative error with Standard Achieved Code of "97" and in the numeric field enter "999" indicating no valid score. Please refer to the section in this manual on "Reporting Irregularities or Misadministrations" on Page 23 for additional reporting instructions.

## Temporary Absence from the Testing Room

No student may be permitted to leave and then return to the testing room during any part of the test unless the student is accompanied by a proctor for the duration of his or her absence from the testing room.

## Illness

If a student becomes ill during a part of the test, excuse the student until he or she is well enough to continue. When the student is well enough to complete the test (and as long as the testing or make-up period has not ended), the student may be given the opportunity to complete the test. **Under no circumstance may the NYSESLAT be administered later than May 15, 2015.** When the student is taking a partially completed session of the test, the student must be closely supervised so that he or she does not go back to previously completed questions.

## Emergency Evacuation of a School Building

In the event of an emergency evacuation, the principal has full authority to interrupt the test immediately. Students should be kept under supervision during the emergency. If work can be resumed, allow students the opportunity to complete the test. A written report of the circumstances should be sent by mail or fax to the OSA. Please refer to the section in this manual on "Reporting Irregularities or Misadministrations" on Page 23 for additional reporting instructions.

## Make-up Testing

Plan to administer the test at a later date to all students who are absent when the test is initially given. Exclude these students from any classroom discussions about the test prior to the time they take it. The make-up date(s) can be any time within the designated testing period. **No official make-ups for any session may be administered after May 15, 2015.** Any student who is absent for any session of the assessment and does not make up that part will not receive a scale score or overall proficiency level for the test.

**Note:** Under no circumstances may anyone, including the student, alter the student's responses on the test once the student has handed in his or her test materials. Teachers and administrators who engage in inappropriate conduct with respect to administering and scoring State examinations may be subject to disciplinary action in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

### Selecting and Assigning Teachers for the Writing Session Scoring Committees

All of the student responses to the constructed-response questions are to be scored by committees of teachers. The NYSESLAT is comprised of three Listening/Reading/Writing test sessions. The Kindergarten test includes 10 short constructed-response writing tasks. No one teacher is to score more than four of these. For Grades 1–12, each session contains one constructed-response task. No one teacher is to score more than one constructed-response task. No teacher who is a student’s English as a Second Language or English Language Arts teacher may score any of the constructed-response questions in that student’s test booklets. The principal is responsible for making the final determination as to whether or not a teacher may score specific students’ responses based on this scoring policy.

### Scoring the Tests

Each school is responsible for making the necessary arrangements for scoring the NYSESLAT. To ensure accurate and reliable results, scorers must become thoroughly familiar with the procedures explained below before scoring the test. Persons responsible for scoring the NYSESLAT must be:

- teachers or administrators,
- able to carry out standard examination procedures, and
- specially trained in scoring the NYSESLAT.

MetriTech will provide printed scoring manuals for the Speaking and Writing Sessions of the NYSESLAT. Raters must score responses to the Speaking and Writing questions of the NYSESLAT and record those scores on the students’ answer sheets. Speaking scoring materials must be opened and distributed prior to test administration so that raters may become familiar with the procedures for scoring this session, as student responses are usually rated at the time of administration (see Page 17 for details). For schools’ convenience, the Speaking and Writing Rubrics, as well as Speaking Score Sheets for Individual Administration, are provided in this manual (see Appendices D–H). Scores for the Speaking session, entered on the Speaking Score Sheets (Appendix D), must be transcribed onto the student’s machine-scannable answer sheet after all sessions have been administered.

Student responses to the constructed-response questions in the Writing sections of the Listening/Reading/Writing sessions are scored by teachers after administration of all three sessions, and the scores are entered on the machine-scannable answer sheets prior to submission to the scanning centers. Scoring of the Writing session may not begin until scoring materials arrive in schools. The scoring materials for the Writing session may not be opened until after the complete test has been administered by the school. All scoring must be completed before the Listening/Reading/Writing session test booklets are returned to MetriTech. MetriTech will not score students’ Listening/Reading/Writing session test booklets, and schools will not have ready access to the test booklets once they are returned.

The machine-scannable answer sheets include a section labeled “Print Scorers’ Names” with the letters A–E. Each scorer must be assigned a letter, and the scorer’s name must be clearly printed on the answer sheet next to the letter the scorer has been assigned. The letter used to identify each of the scorers (A–E) must be clearly written in the designated space next to the section that each scorer completes on the answer sheet. Note that there will be one scorer for the Speaking session and a minimum of three scorers listed for the Writing tasks.

Grades K–2 students’ responses to the multiple-choice questions, which have been marked in their Listening/Reading/Writing session test booklets, must also be transcribed by a teacher or aide onto the machine-scannable answer sheets exactly as the student recorded them in the test booklets. This must be done before returning the test booklets to MetriTech and before submitting the answer sheets to the scanning center. Teachers or aides who transcribe the students’ responses must clearly record their names on the machine-scannable answer sheets in the boxes that state “Print Transcriber’s Name.”

For questions regarding scoring the constructed responses on the NYSESLAT, please call MetriTech at 800-747-4868 or e-mail [nyseslat@metritech.com](mailto:nyseslat@metritech.com).

Schools should review the answer sheets to verify that the Speaking and Writing scores and all demographic information have been entered correctly, then contact their scanning center concerning the procedure to follow in preparing answer sheets for machine scanning. They should also determine whether there is a locally specified deadline for submission of the answer sheets for scanning. **Answer sheets must be submitted to the RIC or large-city scanning center by May 28, 2015.** A complete list of the scanning centers is included in Appendix J of this manual.

## **Completing the Scoring Process**

Once the Writing sections for a set of student Listening/Reading/Writing session test booklets have been completely scored, the answer sheets should be reviewed to ensure that all questions have been scored, the scores have been recorded, and there are no stray marks on the answer sheets. Preparations should then be made for returning the sets of student test booklets and all other test materials to MetriTech, as specified on Pages 26–28.

When the teacher scoring committee completes the scoring process, test scores must be considered final. Principals and other administrative staff in a school or district do not have the authority to set aside the scores arrived at by the teacher scoring committee, to rescore student examination papers, or to change any scores assigned through the procedures described in this manual and in the scoring materials provided by MetriTech and the Department. Any principal or administrator found to have done so, except in the circumstances described below, will be in violation of Department policy regarding the scoring of these tests. Teachers and administrators who violate Department policy with respect to scoring State examinations may be subject to disciplinary action in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

If an administrator has substantial reason to believe that the teacher scoring committee has failed to accurately score student responses on any examination, the administrator must first obtain permission in writing from the Department before arranging for or permitting a rescoring of student responses. The written request to the Department must come from the superintendent of a public school district or the chief administrative officer of a nonpublic or charter school and must include the examination title, date of administration, and number of students whose responses would be subject to such rescoring. This request must also include a statement

explaining why the administrator believes that the teacher scoring committee failed to score appropriately and, thus, why he or she believes rescoring the examination responses is necessary. As part of this submission, the school administrator must make clear his or her understanding that such extraordinary re-rating may be carried out only by a committee of teachers constituted in accordance with the scoring guidelines and by fully utilizing the scoring materials for this test provided by MetriTech and the Department.

The Department occasionally finds it necessary to notify schools of a revision to the scoring guide for an examination. Should this occur after the scoring committee has completed its work, the principal is authorized to have appropriate members of the scoring committee review students' responses only to the specific question(s) referenced in the notification. Only in such circumstances is the school not required to obtain approval from the Department to engage in this limited rescoring of student answer papers.

At the conclusion of the administration and scoring of the NYSESLAT, school personnel must complete the Examination Storage Certificate, the Deputy and Proctor Certificate, and the Exam Scoring Certificate found in Appendix K. After completion, retain certificates in school files for one year.

## **Reporting Irregularities or Misadministrations**

Pursuant to Section 102.3 of the Regulations of the Commissioner of Education, "Building principals are responsible for administering Department examinations and maintaining the integrity of examination content and programs, in accordance with directions and procedures established by the Commissioner." Accordingly, the building principal is responsible for all aspects of the school's test administration and must take appropriate measures both to prevent, as much as possible, and to investigate all security breaches and irregularities associated with the administration and scoring of the test. In addition, the principal must report the following testing irregularities and misconduct by students in writing, on school letterhead and signed by the principal, to the OSA via fax to 518-474-1989 or by e-mail to [emscassessinfo@nysed.gov](mailto:emscassessinfo@nysed.gov):

- All student infractions of the Department's policy prohibiting the possession or use of cell phones and other communications devices during State exams
- All confirmed cases of students cheating
- All interruptions of testing sessions, including those caused by power outages or fire alarms
- All instances in which a State exam is administered without Department authorization on a date outside the published statewide administration or make-up schedule
- All instances in which scorers do not rate State exams in accordance with the scoring materials provided by the Department
- All cases in which student test booklets or answer sheets are lost prior to either the scoring of the tests or submission of the answer sheets to the RIC or large-city scanning center
- All instances of school officials or staff members providing students with unauthorized/inappropriate testing accommodations or tools (such as the use of a spell-checking device)
- All instances of school officials or staff members providing students with other nonstandard test administrations, unrelated to cheating

## **Mandatory Reporting of Testing Improperities by Adults**

The Department's Test Security Unit (TSU) handles all reports of testing improprieties by adults involved in the administration and scoring of State assessments. School officials and personnel are required to report any incident of testing misconduct by an educator or other adult involved in testing. Reports should be made via the TSU web site at <http://www.highered.nysed.gov/tsei/> by submitting the incident report form located on the main page under "Report Educator Test Fraud."

No adverse action, including dismissal and any disciplinary action, may be taken against an employee who files a mandatory report of testing misconduct, because the employee filed a report. Anyone who takes such unwarranted adverse action against another employee may face disciplinary action by the Department.

The following are examples of improper testing conduct that must be reported to the TSU:

- All suspected or confirmed cases of a school official or staff member giving aid or impromptu lessons on specific test content to students immediately before or during a State exam
- All cases in which a school official or staff member does not adhere to the Department policy concerning finality of examination scores as determined by the teacher scoring committees (explained on Page 22 under the heading "Completing the Scoring Process")
- All instances of an administrator or teacher instructing another administrator or teacher to alter or interfere with a student's exam score
- Any instance where it has been determined that students, teachers, administrators, or paraprofessionals have had access to the specific content of a test, except for the Speaking session administration and scoring materials, prior to the day of the test
- All instances of teachers, administrators, or paraprofessionals altering student responses to test questions

## **Coding of Invalid Tests**

The Department may invalidate a student's test due to any breaches or irregularities described on Page 23. In cases where a student's test has been invalidated, the principal must:

1. Darken the circle on the affected student's answer sheet denoting "administrative error."
2. Notify the RIC or large-city scanning center of the administrative error. In order to expedite accurate reporting, provide the BEDS Code, School Name, Subject, Grade, and NYSSIS IDs.
3. In the SIRS, in the Assessment Standard Achieved Code field, a student's test will be coded as administrative error with Standard Achieved Code of "97."
4. On the verification reports, a student for whom an administrative error occurred will not receive a valid score and will appear as "not tested."
5. If a student's test is deemed to be an administrative error after the student's answer sheet has been scanned by the scanning center and the file has been transmitted to MetriTech, the scanning center must be contacted and asked to submit a request to the Department's Office of Information and Reporting Services for permission to override the score to an Assessment Standard Achieved Code of "97," indicating administrative error.

## Circumstances That Should Not Be Reported as Administrative Errors

Circumstance	Corrective Procedures
Scanning center scans an answer sheet containing inaccurate or incorrect demographic data	<ol style="list-style-type: none"> <li>1. Communicate the problem to the scanning center.</li> <li>2. Correct the demographic data in the local Student Management System (SMS).</li> <li>3. The scanning center will reload the data into SIRS. Once loaded, check data to make sure the correction has been made.</li> </ol>
Student uses blank/extra answer sheet in place of the preprinted answer sheet with incorrect demographic data	<ol style="list-style-type: none"> <li>1. Do not code the original answer sheet as an administrative error.</li> <li>2. Communicate the problem to the scanning center.</li> <li>3. Do not submit the incorrect answer sheet for processing.</li> </ol>
Scanning center sends an answer sheet for a student who is no longer enrolled	<ol style="list-style-type: none"> <li>1. Communicate the problem to the scanning center.</li> <li>2. Correct the enrollment record in the local SMS to reflect the ending enrollment date.</li> <li>3. The scanning center will reload the data into SIRS. Once loaded, check data to make sure the correction has been made.</li> </ol>
Student is originally reported with an incorrect grade level	<ol style="list-style-type: none"> <li>1. Do not submit the incorrect answer sheet to the scanning center.</li> <li>2. Communicate the problem to the scanning center.</li> <li>3. Correct the student information in the local SMS.</li> <li>4. The scanning center will reload the data into SIRS. Once loaded, check data to make sure the correction has been made.</li> </ol>

Communicate any concerns or questions to the RIC or large-city scanning center prior to or at the time of delivery of the answer sheets.

## Returning Test Materials to MetriTech

All schools participating in the NYSESLAT are held accountable for the secure test materials received from MetriTech. Each item schools receive for testing has a security bar code. Upon receipt, MetriTech scans the material returned by a school and notifies the Department if any materials are missing. The Department uses that report to hold every school accountable for all testing materials and for preserving the integrity of the NYSESLAT.

**DO NOT SEND MACHINE-SCANNABLE ANSWER SHEETS TO METRITECH.** Any materials mistakenly packaged with the secure materials and sent to MetriTech may NOT be available for return to schools.

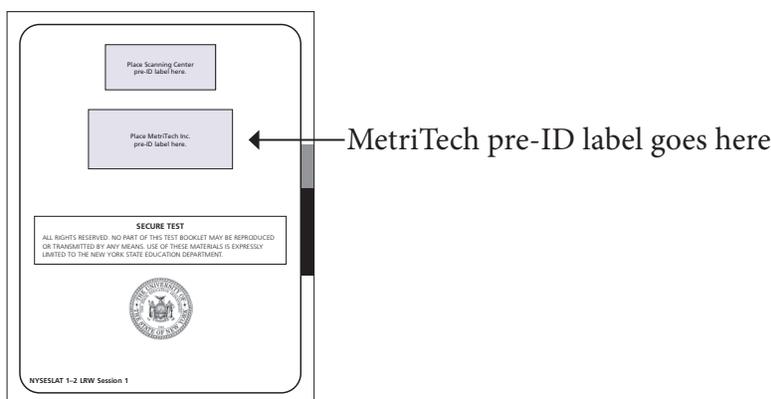
After each school has administered all sessions of the NYSESLAT and raters have recorded all Speaking and Writing session constructed-response scores on students' answer sheets, the school must return **ALL** of the following test materials to MetriTech, including:

- Used test booklets (Speaking, Listening/Reading/Writing session test booklets), including large type and braille editions,
- Unused test booklets (Speaking, Listening/Reading/Writing session test booklets), including large type and braille editions,
- All electronic recordings of student Speaking responses (unless securely destroyed by school),
- Directions for Administration (DFAs),
- Listening CDs for Grades 3–12,
- Listening Scripts for Grades 3–12 (if received by school),
- Scoring Guides for Speaking,
- Speaking Exemplar CDs,
- Scoring Guides for Writing, and
- Training Sets for Writing.

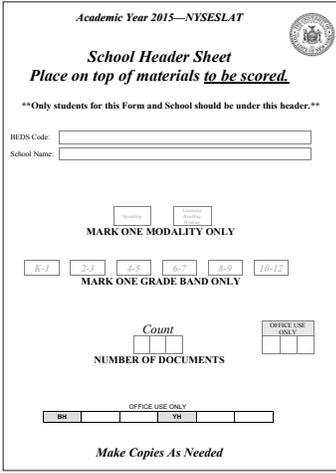
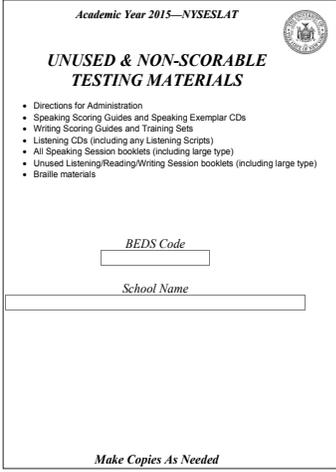
Prior to packaging the Listening/Reading/Writing session test booklets for return to MetriTech, please affix the appropriate student pre-ID labels (found in the Return Kit provided by MetriTech with the school's shipment of testing materials) on the back covers of each student's used test booklets in the space provided as indicated below.

**Note:** If the school did not receive a set of pre-ID labels from MetriTech for any given student, such as a student newly enrolled in the school, the school should return the test booklets used by that student without pre-ID labels affixed.

### Listening/Reading/Writing Session Test Booklet Back Cover



# Packaging Materials for Return Shipping

Instructions	Form
<p><b>School Header Sheet (blue)</b></p> <p>Use this form to return:</p> <ul style="list-style-type: none"> <li>Used Speaking and Listening/Reading/Writing session test booklets</li> <li>Use one header for each <b>Listening/Reading/Writing session</b> test booklet form by grade span</li> </ul> <p>This form may be copied.</p>	 <p>Academic Year 2015—NYSESLAT</p> <p><b>School Header Sheet</b> Place on top of materials <u>to be scored</u>.</p> <p><b>**Only students for this Form and School should be under this header.**</b></p> <p>BEDS Code: <input type="text"/></p> <p>School Name: <input type="text"/></p> <p>Listening <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/></p> <p><b>MARK ONE MODALITY ONLY</b></p> <p>K-1 <input type="checkbox"/> 2-3 <input type="checkbox"/> 4-5 <input type="checkbox"/> 6-7 <input type="checkbox"/> 8-9 <input type="checkbox"/> 10-12 <input type="checkbox"/></p> <p><b>MARK ONE GRADE BAND ONLY</b></p> <p>Count <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p><b>NUMBER OF DOCUMENTS</b></p> <p>OFFICE USE ONLY <input type="checkbox"/></p> <p>OFFICE USE ONLY <input type="checkbox"/></p> <p>SH <input type="checkbox"/> YR <input type="checkbox"/></p> <p><b>Make Copies As Needed</b></p>
<p><b>Unused &amp; Non-Scorable Test Materials (cherry)</b></p> <p>Use this form to return:</p> <ul style="list-style-type: none"> <li>Directions for Administration</li> <li>Speaking Scoring Guides and Speaking Exemplar CDs</li> <li>Writing Scoring Guides and Writing Training Sets</li> <li>Listening CDs (including any Listening Recording Scripts)</li> <li>All Speaking session booklets (including large type)</li> <li>Unused Listening/Reading/Writing session test booklets (including large type)</li> <li>Braille materials</li> </ul> <p>This form may be copied.</p>	 <p>Academic Year 2015—NYSESLAT</p> <p><b>UNUSED &amp; NON-SCORABLE TESTING MATERIALS</b></p> <ul style="list-style-type: none"> <li>Directions for Administration</li> <li>Speaking Scoring Guides and Speaking Exemplar CDs</li> <li>Writing Scoring Guides and Training Sets</li> <li>Listening CDs (including any Listening Scripts)</li> <li>All Speaking Session booklets (including large type)</li> <li>Unused Listening/Reading/Writing Session booklets (including large type)</li> <li>Braille materials</li> </ul> <p>BEDS Code <input type="text"/></p> <p>School Name <input type="text"/></p> <p><b>Make Copies As Needed</b></p>
<p><b>Return Materials Packing Instructions (bright orange)</b></p> <ul style="list-style-type: none"> <li>Use the box/boxes in which you received test materials to return test materials.</li> <li>DO NOT USE copier paper boxes or similar lightweight boxes.</li> <li>DO NOT USE overly large boxes.</li> <li>Place the unused test materials in the bottom of the box or in the last box/boxes.</li> <li>Next, place the Unused and Non-Scorable Test Materials (cherry) header on top.</li> <li>Finally, place the Listening/Reading/Writing session material in the box/boxes under the School Header (blue).</li> </ul> <p>Place any paperwork at the top of Box 1.</p>	 <p>Academic Year 2015—NYSESLAT</p> <p><b>RETURN MATERIALS PACKING INSTRUCTIONS</b></p> <p><b>STEP ONE</b> Under the Unused and Non-Scorable Testing Materials (cherry) form, place:</p> <ul style="list-style-type: none"> <li>Directions for Administration</li> <li>Speaking Scoring Guides and Speaking Exemplar CDs</li> <li>Writing Scoring Guides and Training Sets</li> <li>Listening CDs (including any Listening Scripts)</li> <li>All Speaking Session booklets (including large type)</li> <li>Unused Listening/Reading/Writing Session booklets (including large type)</li> <li>Braille materials</li> </ul> <p><b>STEP TWO</b> Under the School Header Sheet (blue) form, place:</p> <ul style="list-style-type: none"> <li>Listening/Reading/Writing Session booklets by form and by grade band</li> </ul> <p><b>STEP THREE</b> Packing:</p> <ul style="list-style-type: none"> <li>Use the boxes that you received test materials in to return test materials.</li> <li>DO NOT USE copier paper boxes or similar lightweight boxes.</li> <li>DO NOT USE overly large boxes.</li> <li>Place the unused and non-scorable test materials in the bottom of the box or in the last box/boxes.</li> <li>Place the Unused and Non-Scorable Testing Materials (cherry) form on top.</li> <li>Place the Listening/Reading/Writing Session materials in the box/boxes.</li> <li>Place any paperwork in the top of Box 1.</li> </ul> <p>See other side.</p> <p>Questions? Contact MetEdTech at 1-800-747-4868</p>

## Instructions

## Form

### Return Shipping Instructions Shipping Form (bright blue)

- Complete the Shipping Form with the number of boxes being returned, date shipped, signature of responsible party, and telephone number.
- Place at the top of Box 1.
- If box is not full, fill empty space with enough packing material to prevent crushing during shipping.
- Use packing tape on the top and bottom of the box to seal box securely and prevent it from opening during shipping.

**Academic Year 2015—NYSESLAT**  
**Shipping Form**

1. Prepare materials for shipping. Follow the *Return Materials Packing Instructions*.
2. Pack testing materials in boxes. Follow the *Return Materials Packing Instructions*.
3. Complete the *Shipping Form* information below. Place in the top of Box #1.
4. Use the RS labels and follow the instructions on the *Returning Materials to MetriTech* sheet.

School Name: \_\_\_\_\_  
BEDS Code: \_\_\_\_\_  
Contact Name: \_\_\_\_\_

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**Place this completed form in the top of Box 1.**

Number of boxes being returned

Date Shipped: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Signature of responsible party \_\_\_\_\_  
*Print name here*  
Telephone (\_\_\_\_) \_\_\_\_\_



Make a copy of this form for your records.

### Returning Materials to MetriTech (bright green)

- Instructions for filling out and affixing the Return Service shipping label to the box
- How to arrange a UPS pickup
- The number for UPS is 800-823-7459

**Academic Year 2015—NYSESLAT**  
**RETURNING MATERIALS TO METRITECH**

**Using the UPS Return Service (RS) Label**

Your district should have one UPS RS Label for each box being returned.



- Remove the backing from the label and place the label over the original shipping label only. The original shipping label must be covered or crossed out so that the UPS scanner cannot read the bar code information displayed on the label.
- If the district/school does not have regular UPS service, call 1-800-823-7459 and arrange an RS pickup. (You will need an RS tracking number to complete this process.) The seller will need the following information:
  - The phone number of the location where the shipment will be picked up.
  - The address of the location where the shipment will be picked up.
  - The RS tracking number on the package(s) being picked up.
- The seller should also ask if the shipment is ready to be picked up and what time the location closes.
- Boxes should be picked up within 48 hours.
- Please make sure the shipment was picked up.

### Return Service Shipping Labels

- Complete the top section of the label as instructed on the Returning Materials to MetriTech, Inc. form (bright green).
- Affix the label to the box on top of the original shipping label.
- Do not cover or cross out the pink label identifying the school.
- Use only ONE label for each box.

TEST COORDINATOR (L)  
SAMPLE SCHOOL DISTRICT  
4106 FIELDSTONE ROAD  
CHAMPAIGN, IL 61822

**10 LBS 1 OF 1**  
**RS**

SHIP TO: DICK DUNN (217) 398-4868  
METRITECH, INC.  
4106 FIELDSTONE ROAD  
CHAMPAIGN IL 61822



**UPS GROUND**  
TRACKING #: 1Z 600 543 90 5690 8636

BILLING: PIP  
DESC: TEST MATERIALS  
RETURN SERVICE

LOW 8.0.14 HP Label 4 60.1A.10.2006

## Reporting of NYSESLAT Results

The NYSESLAT test results will be available to school administrators via the Department's Level 2 Reports (L2RPT) Resources and Information.

**Level 2 Reports** (L2RPT), reflecting data in the Student Information Repository System (SIRS), are made available through distributed applications at the regional (Level 1) Data Centers. A variety of reports are available at the district, school, and student levels and are only available on this secure site to school administrators with an educational interest.

L2RPT reports are designed to help districts verify a variety of demographic, enrollment, program, and assessment data in support of accountability and other requirements, as well as Reasonableness reports designed to flag significant deltas between expected and actual outcomes or values.

Contact your Level 1 Regional Information Center (RIC) or Big 5 City District data center to access these reports.

See <http://www.p12.nysed.gov/irs/level2reports/home.html> for additional guidance on accessing L2RPT. In addition to Verification Reports, the NYSESLAT Score Reports and District and/or School Summary Reports will be available via L2RPT for all public, charter, and nonpublic schools that have properly submitted their NYSESLAT data to their scanning center. For additional information on SIRS (Reporting students, Standard Achieved Codes, Validity Rules, and Administrative Errors), please see the SIRS Manual posted on the Department's web site at: <http://www.p12.nysed.gov/irs/sirs/>.

## Appendix A

### Contacts for Assistance

For Assistance With:	Contact:
Questions regarding operational materials shipments (errors in shipment of test booklets, Directions for Administration, CDs, etc.)	<b>MetriTech Customer Service</b> E-mail: <a href="mailto:nyseslat@metritech.com">nyseslat@metritech.com</a> Phone: 800-747-4868 Fax: 217-398-5798
Requesting additional materials (including large type and braille checklists)	<b>MetriTech Customer Service</b> E-mail: <a href="mailto:nyseslat@metritech.com">nyseslat@metritech.com</a> Phone: 800-747-4868 Fax: 217-398-5798
Scannable Answer Sheets and Local Scanning Center Pre-ID Labels  Completing or Updating Student Demographic Data	<b>Local Scanning Center</b> Refer to Appendix J
Testing policies regarding accommodations, security breaches, sensitive student responses, etc.	<b>OSA</b> E-mail: <a href="mailto:emscassessinfo@nysed.gov">emscassessinfo@nysed.gov</a> Phone: 518-474-5902 Fax: 518-474-1989
Questions regarding the scoring of Speaking and Writing constructed-response items	<b>MetriTech Customer Service</b> E-mail: <a href="mailto:nyseslat@metritech.com">nyseslat@metritech.com</a> Phone: 800-747-4868 Fax: 217-398-5798
Sending completed answer sheets to Local Scanning Centers after testing and scoring	<b>Local Scanning Center</b> Refer to Appendix J
Returning NYSESLAT secure materials once all test administration activities are complete	<b>MetriTech Customer Service</b> E-mail: <a href="mailto:nyseslat@metritech.com">nyseslat@metritech.com</a> Phone: 800-747-4868 Fax: 217-398-5798
<b>For all inquiries—Please provide BEDS Code and School Name—Thank You</b>	

**Important Reminder:** Check the Department’s web site regularly for updates on the NYSESLAT Testing Program (<http://www.p12.nysed.gov/assessment/nyseslat>).

## Appendix B

### Test Overview

The table below shows the estimated testing times. A test form will consist of either one modality (Speaking) or a combination of modalities (Listening, Reading, and Writing). Listening/Reading/Writing will consist of three test booklets, each containing a theme-based Listening, Reading, and Writing section. Each Listening/Reading/Writing test booklet will be administered in a separate session. The testing times given are for planning purposes only. The time allotment indicated should be adequate for most students to complete testing. However, if necessary, additional time should be allowed for a student to complete the test. Provide students with as much time as they need to complete the test while still working productively.

Session	Grade Band	Number of Questions/ Tasks	Total Number of Questions/ Tasks	Estimated Testing Time (minutes)
Speaking	K–12	13 questions	13	15
Listening/Reading/Writing Session 1	K	Listening: 7	17	30–35
		Reading: 6		
		Writing: 4 Short CR		
Listening/Reading/Writing Session 2	K	Listening: 6	15	30–35
		Reading: 6		
		Writing: 3 Short CR		
Listening/Reading/Writing Session 3	K	Listening: 6	15	30–35
		Reading: 6		
		Writing: 3 Short CR		
Listening/Reading/Writing Session 1	1–12	Listening: 8	17	35–55
		Reading: 8		
		Writing: 1 Short CR		
Listening/Reading/Writing Session 2	1–12	Listening: 8	17	35–55
		Reading: 8		
		Writing: 1 Short CR		
Listening/Reading/Writing Session 3	1–12	Listening: 8	20	35–55
		Reading: 11		
		Writing: 1 Extended CR		

### **Testing Accommodations Categories**

The types of testing accommodations that a student may receive are listed on Pages 4–6 of *Test Access & Accommodations for Students with Disabilities: Policy and Tools to Guide Decision-Making and Implementation*, published by the Department’s Office of Special Education and reproduced here. To access the complete online publication, see <http://www.p12.nysed.gov/specialed/lawsregs/home.html>.

**Please note that not all accommodations defined in that publication and reproduced here are permitted on all parts of the NYSESLAT.** For these tests, testing accommodations that change the constructs measured by the test are not permitted. For further information, see <http://www.p12.nysed.gov/specialed/publications/policy/changeaccom.htm> and Pages 4–6 of this manual.

#### **FLEXIBILITY IN SCHEDULING/TIMING**

- Administer tests with frequent breaks (specify duration, e.g., sessions not to exceed 30 minutes with 10-minute breaks)

#### **FLEXIBILITY IN SETTING**

- Separate location/room—administer test individually
- Separate location/room—administer test in small group (3–5 students)
- Adaptive or special equipment/furniture (specify type, e.g., study carrel)
- Special lighting (specify type, e.g., 75-watt incandescent light on desk)
- Special acoustics (specify manner, e.g., minimal extraneous noises)
- Location with minimal distraction (specify type, e.g., minimal visual distraction)
- Preferential seating

#### **METHOD OF PRESENTATION**

- Revised Test Format<sup>1</sup>
- Braille editions of tests
- Large type editions of tests
- Increased spacing between test questions
- Increased size of answer blocks/bubbles
- Reduced number of test questions per page
- Multiple-choice questions in vertical format with answer bubble to right of response choices
- Reading passages with one complete sentence per line
- Test read

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<sup>1</sup> For State assessments, any reproduction and/or reformatting of test booklets by the school requires the advance written permission of the OSA, and, even with such permission, may not occur until the day that the test booklet will be administered.

## **Testing Accommodations Categories (continued)**

### **Revised Test Directions<sup>2</sup>**

- Directions read to student
- Directions reread for each page of questions
- Language in directions simplified
- Verbs in directions underlined or highlighted
- Cues (e.g., arrows and stop signs) on answer form

### **Use of Aids/Assistive Technology**

- Audio tape
- Tape recorder
- Computer (including talking word processor)
- Masks or markers to maintain place
- Papers secured to work area with tape/magnets
- Questions and multiple-choice responses read to student
- Questions and multiple-choice responses signed to student
- Magnification devices (specify type)
- Amplification devices (specify type)
- Listening section repeated more than the standard number of times (for English Language Arts Tests)
- Listening section signed more than the standard number of times (for English Language Arts Tests)

### **METHOD OF RESPONSE**

- Marking of answers in book rather than on answer sheet
- Use of additional paper for math calculations
- Use of a scribe

### **Use of Aids/Assistive Technology**

- Amanuensis (scribe)
- Tape recorder
- Word processor

### **OTHER**

- On-task focusing prompts

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<sup>2</sup>Revision of test directions is an accommodation that is limited to oral or written instructions provided to all students that explain where and how responses must be recorded, how to proceed in taking the test upon completion of sections, and what steps are required upon completion of the examination. The term “test directions” does not refer to any part of a question or passage that appears solely on a student’s test booklet.

# Appendix D

## Speaking Score Sheet for Individual Administration



The University of the State of New York  
THE STATE EDUCATION DEPARTMENT

### 2015 NYSESLAT Speaking Score Sheet Grades Kindergarten through 12

Student Name: \_\_\_\_\_ Test Scored By: \_\_\_\_\_

Test Level: \_\_\_\_\_ Testing Date: \_\_\_\_\_

After students complete the warm-up questions, administrators will record the score for each test question. Use the space in the column below labeled "Write Student Score." Use the corresponding rubric to assist with scoring each question.

**NOTE:** If the Skipping Rule feature is used, do not enter a score or any other mark on the score sheet for items that are not administered. Leave the box(es) blank in the column "Write Student Score" for any item(s) that were skipped because of a Skipping Rule.

Question Number	Write Student Score	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
<b>1</b> Entering		<ul style="list-style-type: none"> <li>No response, non-English response, or unintelligible response</li> </ul>	<ul style="list-style-type: none"> <li>Uses one word to respond</li> <li>May use multiple words, short phrases, or sentences</li> <li>May not express a complete thought or idea</li> <li>Errors may totally obscure meaning</li> </ul>	N/A
<b>2</b> Emerging		<ul style="list-style-type: none"> <li>Uses inappropriate word to respond</li> <li>Does not express a complete thought or idea</li> <li>Non-response</li> <li>Non-English or unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>Uses appropriate word or multiple words to respond</li> <li>May use short phrases or sentences</li> <li>May only partially express thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	N/A

Question Number	Write Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
<b>3</b> Transitioning		<ul style="list-style-type: none"> <li>Uses one word to respond or gives no response, non-English response, or unintelligible response</li> <li>Does not express a complete thought or idea</li> <li>Errors may totally obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple words to respond</li> <li>Partially expresses thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected phrases or a simple sentence to respond</li> <li>May use multiple sentences</li> <li>Expresses complete thoughts and ideas</li> <li>Occasional errors in words and structures may obscure some meaning</li> </ul>
<b>4</b> Expanding		<ul style="list-style-type: none"> <li>Uses at most multiple words to respond</li> <li>Does not express complete thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected phrases or a simple sentence to respond</li> <li>Expresses complete thoughts and ideas</li> <li>Occasional errors in words and structures may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected simple sentences to respond</li> <li>May use limited complex sentences</li> <li>Expresses connected and complete thoughts and ideas</li> <li>Infrequent errors in words and structure may obscure some meaning</li> </ul>

## Speaking Score Sheet for Individual Administration (*continued*)

Student Name: \_\_\_\_\_

Question Number	Write Student Score	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
<b>5</b> Entering		<ul style="list-style-type: none"> <li>No response, non-English response, or unintelligible response</li> </ul>	<ul style="list-style-type: none"> <li>Uses one word to respond</li> <li>May use multiple words, short phrases, or sentences</li> <li>May not express a complete thought or idea</li> <li>Errors may totally obscure meaning</li> </ul>	N/A
<b>6</b> Emerging		<ul style="list-style-type: none"> <li>Uses inappropriate word to respond</li> <li>Does not express a complete thought or idea</li> <li>Non-response</li> <li>Non-English or unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>Uses appropriate word or multiple words to respond</li> <li>May use short phrases or sentences</li> <li>May only partially express thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	N/A

Question Number	Write Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
<b>7</b> Transitioning		<ul style="list-style-type: none"> <li>Uses one word to respond or gives no response, non-English response, or unintelligible response</li> <li>Does not express a complete thought or idea</li> <li>Errors may totally obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple words to respond</li> <li>Partially expresses thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected phrases or a simple sentence to respond</li> <li>May use multiple sentences</li> <li>Expresses complete thoughts and ideas</li> <li>Occasional errors in words and structures may obscure some meaning</li> </ul>
<b>8</b> Expanding		<ul style="list-style-type: none"> <li>Uses at most multiple words to respond</li> <li>Does not express complete thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected phrases or a simple sentence to respond</li> <li>Expresses complete thoughts and ideas</li> <li>Occasional errors in words and structures may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected simple sentences to respond</li> <li>May use limited complex sentences</li> <li>Expresses connected and complete thoughts and ideas</li> <li>Infrequent errors in words and structure may obscure some meaning</li> </ul>
<b>9</b> Commanding		<ul style="list-style-type: none"> <li>Uses at most connected phrases or a simple sentence to respond</li> <li>May express complete thoughts and ideas</li> <li>Occasional or frequent errors in words and structures may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected simple sentences to respond</li> <li>Expresses connected and complete thoughts and ideas</li> <li>Infrequent errors in words and structure may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected complex sentences</li> <li>Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas</li> <li>No errors or infrequent errors that do not obscure meaning</li> </ul>

## Speaking Score Sheet for Individual Administration (*continued*)

Student Name: \_\_\_\_\_

Question Number	Write Student Score	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
<b>10</b> Emerging		<ul style="list-style-type: none"> <li>• Uses inappropriate word to respond</li> <li>• Does not express a complete thought or idea</li> <li>• Non-response</li> <li>• Non-English or unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>• Uses appropriate word or multiple words to respond</li> <li>• May use short phrases or sentences</li> <li>• May only partially express thoughts and ideas</li> <li>• Frequent errors may obscure meaning</li> </ul>	N/A

Question Number	Write Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
<b>11</b> Transitioning		<ul style="list-style-type: none"> <li>• Uses one word to respond or gives no response, non-English response, or unintelligible response</li> <li>• Does not express a complete thought or idea</li> <li>• Errors may totally obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses multiple words to respond</li> <li>• Partially expresses thoughts and ideas</li> <li>• Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected phrases or a simple sentence to respond</li> <li>• May use multiple sentences</li> <li>• Expresses complete thoughts and ideas</li> <li>• Occasional errors in words and structures may obscure some meaning</li> </ul>
<b>12</b> Expanding		<ul style="list-style-type: none"> <li>• Uses at most multiple words to respond</li> <li>• Does not express complete thoughts and ideas</li> <li>• Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected phrases or a simple sentence to respond</li> <li>• Expresses complete thoughts and ideas</li> <li>• Occasional errors in words and structures may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected simple sentences to respond</li> <li>• May use limited complex sentences</li> <li>• Expresses connected and complete thoughts and ideas</li> <li>• Infrequent errors in words and structure may obscure some meaning</li> </ul>
<b>13</b> Commanding		<ul style="list-style-type: none"> <li>• Uses at most connected phrases or a simple sentence to respond</li> <li>• May express complete thoughts and ideas</li> <li>• Occasional or frequent errors in words and structures may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected simple sentences to respond</li> <li>• Expresses connected and complete thoughts and ideas</li> <li>• Infrequent errors in words and structure may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected complex sentences</li> <li>• Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas</li> <li>• No errors or infrequent errors that do not obscure meaning</li> </ul>

## Appendix E

### Grades K–12 Speaking Rubrics



### 2015 NYSESLAT Speaking Rubric Grades Kindergarten through 12

Item Level	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
Entering	<ul style="list-style-type: none"> <li>No response, non-English response, or unintelligible response</li> </ul>	<ul style="list-style-type: none"> <li>Uses one word to respond</li> <li>May use multiple words, short phrases, or sentences</li> <li>May not express a complete thought or idea</li> <li>Errors may totally obscure meaning</li> </ul>	N/A
Emerging	<ul style="list-style-type: none"> <li>Uses inappropriate word to respond</li> <li>Does not express a complete thought or idea</li> <li>Non-response</li> <li>Non-English or unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>Uses appropriate word or multiple words to respond</li> <li>May use short phrases or sentences</li> <li>May only partially express thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	N/A

Item Level	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
Transitioning	<ul style="list-style-type: none"> <li>Uses one word to respond or gives no response, non-English response, or unintelligible response</li> <li>Does not express a complete thought or idea</li> <li>Errors may totally obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple words to respond</li> <li>Partially expresses thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected phrases or a simple sentence to respond</li> <li>May use multiple sentences</li> <li>Expresses complete thoughts and ideas</li> <li>Occasional errors in words and structures may obscure some meaning</li> </ul>
Expanding	<ul style="list-style-type: none"> <li>Uses at most multiple words to respond</li> <li>Does not express complete thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected phrases or a simple sentence to respond</li> <li>Expresses complete thoughts and ideas</li> <li>Occasional errors in words and structures may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected simple sentences to respond</li> <li>May use limited complex sentences</li> <li>Expresses connected and complete thoughts and ideas</li> <li>Infrequent errors in words and structure may obscure some meaning</li> </ul>
Commanding	<ul style="list-style-type: none"> <li>Uses at most connected phrases or a simple sentence to respond</li> <li>May express complete thoughts and ideas</li> <li>Occasional or frequent errors in words and structures may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected simple sentences to respond</li> <li>Expresses connected and complete thoughts and ideas</li> <li>Infrequent errors in words and structure may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected complex sentences</li> <li>Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas</li> <li>No errors or infrequent errors that do not obscure meaning</li> </ul>

## Appendix F

### Grade K Short Constructed-Response Writing Rubrics and Scoring Notes

Score	Grade Kindergarten – Letters
Entering  0	<p><b>Letter forming:</b> Student does not produce letters accurately.</p> <p><b>Legibility:</b> Student production of letters is not recognizable.</p>
Emerging-Transitioning  1	<p><b>Letter forming:</b> Student produces letters accurately.</p> <p><b>Legibility:</b> Student production of single letters is recognizable as the correct letter.</p>

Writing – Grade K Letters Scoring Notes		
	Entering 0	Emerging-Transitioning 1
Scoring Notes	<ul style="list-style-type: none"> <li>• Blank, no response</li> <li>• Language other than English</li> <li>• Illegible response</li> <li>• Unintelligible response</li> <li>• Incorrect letter</li> <li>• Upside down letter</li> </ul>	<ul style="list-style-type: none"> <li>• May be “sloppy” but is legible as the correct letter</li> <li>• May be upper- or lowercase</li> <li>• May be cursive</li> <li>• May be backwards if the reversal doesn’t change it into a different letter</li> <li>• Score the correct letter even if there are other letters before or after the correct letter</li> </ul>

Score	Grade Kindergarten – Words
Entering  0	<p><b>Letter forming:</b> Student cannot produce letters accurately.</p> <p><b>Accuracy:</b> Student cannot produce sight words or commonly spelled words with short vowel sounds.</p>
Emerging-Transitioning  1	<p><b>Letter forming:</b> Student can produce letters accurately.</p> <p><b>Accuracy:</b> Student can produce sight words and commonly spelled words with short vowel sounds.</p>

Writing – Grade K Words Scoring Notes		
	Entering 0	Emerging-Transitioning 1
Scoring Notes	<ul style="list-style-type: none"> <li>• Blank, no response</li> <li>• Language other than English</li> <li>• Illegible response</li> <li>• Unintelligible response</li> <li>• Incorrect word</li> <li>• Incorrect spelling</li> <li>• Upside down letter</li> </ul>	<ul style="list-style-type: none"> <li>• Legible letters</li> <li>• Correct word</li> <li>• No spelling errors</li> <li>• Letters may be uppercase, lowercase, or both</li> <li>• May be cursive</li> <li>• Letters may be backwards if word meaning does not change</li> </ul>

## Grade K Short Constructed-Response Writing Rubrics and Scoring Notes (continued)

Score	Grade Kindergarten – Sentences
<b>Entering- Emerging</b>  <b>0</b>	<b>Letter forming:</b> Student cannot produce letters accurately. <b>Words:</b> Student cannot differentiate letters and words. <b>Accuracy:</b> Student can produce some or no sight words or commonly spelled words with short vowel sounds.
<b>Transitioning- Expanding</b>  <b>1</b>	<b>Letter forming:</b> Student can produce some letters accurately. <b>Words:</b> Student can sometimes separate words with spaces and may not produce words in the correct sequence. <b>Accuracy:</b> Student can often produce sight words and some commonly spelled words with short vowel sounds.
<b>Commanding</b>  <b>2</b>	<b>Letter forming:</b> Student can produce letters accurately. <b>Words:</b> Student can often separate words with spaces and produce words in the correct sequence. <b>Accuracy:</b> Student can often produce sight words and commonly spelled words with short vowel sounds.

Writing – Grade K Sentences Scoring Notes			
	Entering-Emerging 0	Transitioning-Expanding 1	Commanding 2
<b>Scoring Notes</b>	<ul style="list-style-type: none"> <li>• Blank, no response</li> <li>• Language other than English</li> <li>• Illegible response</li> <li>• Unintelligible response</li> <li>• Irrelevant</li> <li>• Minimal response</li> <li>• A single word</li> </ul>	<ul style="list-style-type: none"> <li>• First word of the sentence may or may not be capitalized</li> <li>• Includes most of the words in the correct order</li> <li>• Word spacing may be erratic</li> <li>• Spelling may not be grade appropriate (i.e., NOT phonetic or inventive)</li> <li>• Several letters may be backwards</li> <li>• May or may not use appropriate end punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• First word of the sentence may or may not be capitalized</li> <li>• Includes all words in the correct order</li> <li>• Maintains appropriate spacing</li> <li>• Uses grade appropriate spelling (phonetic or inventive spelling)</li> <li>• May contain a few backwards letters</li> <li>• May or may not use appropriate end punctuation</li> </ul>

## Grade K Short Constructed-Response Writing Rubrics and Scoring Notes (continued)

Score	Grade Kindergarten – SCR
<p><b>Entering</b></p> <p><b>0</b></p>	<p><b>Complexity/Quality of Language:</b> Response contains zero or a few words in non-English to respond to the prompt.</p> <p><b>Coherence of Response:</b> Response includes zero or a few words in non-English or no drawings to provide descriptions and events to develop a story or write about a topic</p> <p><b>Mechanics:</b> Response may contain errors that totally obscure meaning.</p>
<p><b>Emerging</b></p> <p><b>1</b></p>	<p><b>Complexity/Quality of Language:</b> Response contains mostly words, short phrases, and occasionally simple sentences.</p> <p><b>Coherence of Response:</b> Response includes only drawings , OR word(s) and phrases and drawing(s), OR only words and phrases to minimally provide descriptions and events to develop a story or write about a topic</p> <p><b>Mechanics:</b> Response may have frequent errors that obscure meaning.</p>
<p><b>Transitioning</b></p> <p><b>2</b></p>	<p><b>Complexity/Quality of Language:</b> Response contains mostly short phrases and simple sentences.</p> <p><b>Coherence of Response:</b> Response includes only very detailed drawing(s), OR phrases and sentences and drawings, OR only phrases and sentences to somewhat provide descriptions and events to develop a story or write about a topic</p> <p><b>Mechanics:</b> Response may have occasional errors that obscure meaning.</p>
<p><b>Expanding</b></p> <p><b>3</b></p>	<p><b>Complexity/Quality of Language:</b> Response contains mostly simple sentences.</p> <p><b>Coherence of Response:</b> Response includes drawing(s) and a string of phrases and sentences, OR only a string of phrases and sentences to partially provide descriptions and events to develop a story or write about a topic</p> <p><b>Mechanics:</b> Response rarely contains errors that obscure meaning.</p>
<p><b>Commanding</b></p> <p><b>4</b></p>	<p><b>Complexity/Quality of Language:</b> Response contains simple and occasionally grade-appropriate compound sentences.</p> <p><b>Coherence of Response:</b> Response includes drawing(s) and a string a phrases and sentences, OR only a string of phrases and sentences to provide descriptions and events to develop a story or write about a topic</p> <p><b>Mechanics:</b> Response has few or no errors that obscure meaning.</p>

# Grade K Short Constructed-Response Writing Rubrics and Scoring Notes (continued)

## 2015 NYSESLAT Writing – Scoring Notes

Writing – Grade K SCR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity/ Quality of Language	Blank, no response Language other than English Illegible response Unintelligible response	Response contains mostly words, short phrases, and occasionally simple sentences	Response contains mostly short phrases and simple sentences	Response contains mostly simple sentences	Response contains simple sentences and occasionally grade-appropriate compound sentences; response may be one complex sentence although this is not expected for Kindergarteners
Coherence of Response	Response includes zero or a few words in non-English or no drawings to provide descriptions and events to develop a story or write about a topic	Response includes only drawings, OR word(s) and phrases and drawing(s), OR only words and phrases to minimally provide descriptions and events to develop a story or write about a topic	Response includes only very detailed drawing(s), OR phrases and sentences and drawings, OR only phrases and sentences to somewhat provide descriptions and events to develop a story or write about a topic	Response includes drawing(s) and a string of phrases and sentences, OR only a string of phrases and sentences to partially provide descriptions and events to develop a story or write about a topic	Response includes drawing(s) and a string of phrases and sentences, OR only a string of phrases and sentences to provide descriptions and events to develop a story or write about a topic
Mechanics	Response may contain errors that totally obscure meaning	May use grade-appropriate spelling (phonetic or inventive spelling) May or may not use appropriate capitalization and punctuation Response may have frequent errors that obscure meaning	May use grade-appropriate spelling (phonetic or inventive spelling) May or may not use appropriate capitalization and punctuation Response may have occasional errors that obscure meaning	May use grade-appropriate spelling (phonetic or inventive spelling) May or may not use appropriate capitalization and punctuation Response rarely contains errors that obscure meaning	May use grade-appropriate spelling (phonetic or inventive spelling) May or may not use appropriate capitalization and punctuation Response has few or no errors that obscure meaning

**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

## Appendix G

### Grades 1–12 Short Constructed-Response Writing Rubrics and Scoring Notes

Score	Grades 1–2 SCR
<b>Entering</b>  <b>0</b>	<p><b>Complexity of Language:</b> Response contains zero or few grade-appropriate words or short phrases to introduce or complete thoughts and ideas in a written text.</p> <p><b>Quality of Language:</b> Response contains most common literal use of Tier 1 grade-appropriate vocabulary to describe detailed thoughts, feelings and ideas in a written text.</p> <p><b>Coherence of Response:</b> Response includes zero or few transitional words that introduce and complete thoughts and ideas in a written text.</p> <p><b>Degree of Response:</b> Response contains no or at least one detailed thought, feeling, or idea in a written text.</p> <p><b>Mechanics:</b> Response may contain errors that totally obscure meaning.</p>
<b>Emerging</b>  <b>1</b>	<p><b>Complexity of Language:</b> Response contains some grade-appropriate words, short phrases, and a few simple sentences to introduce and complete thoughts and ideas in a written text.</p> <p><b>Quality of Language:</b> Response contains literal use of Tier 1 and a few Tier 2 and Tier 3 grade-appropriate vocabulary to describe detailed thoughts, feelings and ideas in a written text.</p> <p><b>Coherence of Response:</b> Response includes a few transitional words and at least one sentence that introduce and complete thoughts and ideas in a written text.</p> <p><b>Degree of Response:</b> Response contains a few detailed thoughts, feelings, and ideas in a written text.</p> <p><b>Mechanics:</b> Response may have frequent errors that obscure meaning.</p>
<b>Transitioning</b>  <b>2</b>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and at least one compound sentence to introduce and complete thoughts and ideas in a written text.</p> <p><b>Quality of Language:</b> Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to describe detailed thoughts, feelings, and ideas in a written text.</p> <p><b>Coherence of Response:</b> Response includes some transitional words and a few sentences to introduce and complete thoughts and ideas in a written text.</p> <p><b>Degree of Response:</b> Response contains some detailed thoughts, feelings, and ideas in a written text.</p> <p><b>Mechanics:</b> Response may have occasional errors that obscure meaning.</p>
<b>Expanding</b>  <b>3</b>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and some compound sentences to introduce and complete thoughts and ideas in a written text.</p> <p><b>Quality of Language:</b> Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to describe detailed thoughts, feelings, and ideas in a written text.</p> <p><b>Coherence of Response:</b> Response includes many transitional words and some sentence structures to introduce and complete thoughts and ideas in a written text.</p> <p><b>Degree of Response:</b> Response contains many detailed thoughts, feelings, and ideas in a written text.</p> <p><b>Mechanics:</b> Response rarely contains errors that obscure meaning.</p>
<b>Commanding</b>  <b>4</b>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple and compound sentences to introduce and complete thoughts and ideas in a written text.</p> <p><b>Quality of Language:</b> Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to describe detailed thoughts, feelings, and ideas in a written text.</p> <p><b>Coherence of Response:</b> Response includes many and varied transitional words and sentence structures to introduce and complete thoughts and ideas in a written text.</p> <p><b>Degree of Response:</b> Response contains varied and sufficient detailed thoughts, feelings, and ideas in a written text.</p> <p><b>Mechanics:</b> Response has few or no errors that obscure meaning.</p>

# Grades 1–12 Short Constructed-Response Writing Rubrics and Scoring Notes (continued)

Writing – Grades 1–2 SCR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible response Unintelligible response				
	Completely copied text	Adapted text if one clear, well-constructed sentence is provided			
Quality of Language	Isolated words or a list of words or short phrases	Response must include at least one sentence	Response must include one sentence beyond a simple sentence	Response includes both simple and some compound sentences; may include sentences beyond these	Response includes both simple and compound sentences; may include sentences beyond these
	Words represent only Tier 1 (most common, everyday words)	Mostly Tier 1 words with a few Tier 2 words possible	Tier 1, 2, and possibly Tier 3 words are present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Coherence of Response	No coherence due to brevity	An attempt at introduction or conclusion should be present (i.e., "I like...because")	Some use of transitions, introductory words, or concluding words to establish a sense of organization	Use of transition words, introductory words, and concluding words makes organization evident	Organization is clear with an introduction and a conclusion
Degree of Response	At most one detail expressed by single words	More than one detail is included in the response	Response includes some details to express thoughts, feelings, or ideas	Response contains relevant details to support thoughts, feelings, or ideas	Response contains varied and sufficient details to support thoughts, feelings, or ideas
Mechanics	Words are unclear and meaning is mostly obscured May include inventive spelling	Some words are clear so that meaning is evident though there may be many errors May include inventive spelling	Response is mostly clear though there may be errors; L <sub>1</sub> * errors may be present May include inventive spelling	Response is always clear, though there may be errors; L <sub>1</sub> errors may be present May include inventive spelling	Response is always clear with very few errors; L <sub>1</sub> errors may be present but don't interfere with meaning May include inventive spelling

\*L<sub>1</sub> errors refer to errors that are directly related to the structure or grammar of the native language.  
**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

## Grades 1–12 Short Constructed-Response Writing Rubrics and Scoring Notes (continued)

Score	Grades 3–4 SCR
<p><b>Entering</b></p> <p><b>0</b></p>	<p><b>Complexity of Language:</b> Response contains zero or few grade-appropriate words or short phrases.</p> <p><b>Quality of Language:</b> Response contains most common literal use of Tier 1 grade-appropriate vocabulary to describe detailed ideas and facts.</p> <p><b>Coherence of Response:</b> Response includes zero or few transitional words that introduce, develop, link, or complete ideas and facts.</p> <p><b>Degree of Response:</b> Response contains no or at least one detailed idea or fact in response to the prompt.</p> <p><b>Mechanics:</b> Response may contain errors that totally obscure meaning.</p>
<p><b>Emerging</b></p> <p><b>1</b></p>	<p><b>Complexity of Language:</b> Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p><b>Quality of Language:</b> Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary to describe detailed ideas and facts.</p> <p><b>Coherence of Response:</b> Response includes a few transitional words and at least one sentence structure that introduces, develops, links, or completes ideas and facts.</p> <p><b>Degree of Response:</b> Response contains a few detailed ideas and facts in response to the prompt.</p> <p><b>Mechanics:</b> Response may have frequent errors that obscure meaning.</p>
<p><b>Transitioning</b></p> <p><b>2</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p><b>Quality of Language:</b> Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to describe detailed ideas and facts.</p> <p><b>Coherence of Response:</b> Response includes some transitional words and a few sentence structures that introduce, develop, link, or complete ideas and facts.</p> <p><b>Degree of Response:</b> Response contains some detailed ideas and facts in response to the prompt.</p> <p><b>Mechanics:</b> Response may have occasional errors that obscure meaning.</p>
<p><b>Expanding</b></p> <p><b>3</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p><b>Quality of Language:</b> Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to describe detailed ideas and facts.</p> <p><b>Coherence of Response:</b> Response includes many transitional words and some sentence structures that introduce, develop, link, or complete ideas and facts.</p> <p><b>Degree of Response:</b> Response contains many detailed ideas and facts in response to the prompt.</p> <p><b>Mechanics:</b> Response rarely contains errors that obscure meaning.</p>
<p><b>Commanding</b></p> <p><b>4</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple and complex sentences.</p> <p><b>Quality of Language:</b> Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to describe detailed ideas and facts.</p> <p><b>Coherence of Response:</b> Response includes many and varied transitional words and sentence structures that introduce, develop, link, or complete ideas and facts.</p> <p><b>Degree of Response:</b> Response contains varied and sufficient detailed ideas and facts in response to the prompt.</p> <p><b>Mechanics:</b> Response has few or no errors that obscure meaning.</p>

# Grades 1–12 Short Constructed-Response Writing Rubrics and Scoring Notes (continued)

Writing – Grades 3–4 SCR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible response Unintelligible response	Adapted text if one clear, well-constructed sentence is provided	Response must include one sentence beyond a simple sentence (may be expanded or complex)	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
Quality of Language	Completely copied text	Response must include at least one sentence	Tier 1, 2, and possibly Tier 3 words are present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Coherence of Response	Words represent only Tier 1 (most common, everyday words)	Mostly Tier 1 words with a few Tier 2 or Tier 3 words possible	Some use of words or phrases that establish a sense of organization (introduction, linking, development, or conclusion)	Use of transition words, introductory words, and concluding words makes organization evident	Organization is clear with an introduction and a conclusion
Degree of Response	No coherence to the response due to brevity	An attempt at organization is evident	Response includes some details to express ideas or facts	Response contains relevant details to support ideas or facts	Response contains varied and sufficient details to support ideas or facts
Mechanics	At most one detail expressed by single words	More than one detail is included in the response	Response is mostly clear though there may be errors; L <sub>1</sub> errors may be present	Response is always clear, though there may be errors; L <sub>1</sub> errors may be present	Response is always clear with very few errors; L <sub>1</sub> errors may be present but don't interfere with meaning
	Words are unclear and meaning is mostly obscured	Some words are clear so that meaning is evident though there may be many errors	May include inventive spelling	May include inventive spelling	May include very little inventive spelling

\* L<sub>1</sub> errors refer to errors that are directly related to the structure or grammar of the native language.  
**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

## Grades 1–12 Short Constructed-Response Writing Rubrics and Scoring Notes (continued)

Score	Grades 5–6 SCR
<p><b>Entering</b></p> <p><b>0</b></p>	<p><b>Complexity of Language:</b> Response contains zero or few grade-appropriate words and short phrases.</p> <p><b>Quality of Language:</b> Response contains most common literal use of Tier 1 grade-appropriate vocabulary to precisely describe detailed ideas and facts.</p> <p><b>Coherence of Response:</b> Response includes zero or few transitional words that orient the reader, logically develop ideas using transitions, or provide closure in a written text.</p> <p><b>Degree of Response:</b> Response contains no or at least one precisely described detailed idea or fact in a written text.</p> <p><b>Mechanics:</b> Response may contain errors that totally obscure meaning.</p>
<p><b>Emerging</b></p> <p><b>1</b></p>	<p><b>Complexity of Language:</b> Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p><b>Quality of Language:</b> Response contains literal use of Tier 1 and a few Tier 2 and Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts.</p> <p><b>Coherence of Response:</b> Response includes a few transitional words and at least one sentence structure that orient the reader, logically develop ideas using transitions, or provide closure in a written text.</p> <p><b>Degree of Response:</b> Response contains a few precisely described detailed ideas and facts in a written text.</p> <p><b>Mechanics:</b> Response may have frequent errors that obscure meaning.</p>
<p><b>Transitioning</b></p> <p><b>2</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p><b>Quality of Language:</b> Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text.</p> <p><b>Coherence of Response:</b> Response includes some transitional words and a few sentence structures that orient the reader, logically develop ideas using transitions, or provide closure in a written text.</p> <p><b>Degree of Response:</b> Response contains some precisely described detailed ideas and facts in a written text.</p> <p><b>Mechanics:</b> Response may have occasional errors that obscure meaning.</p>
<p><b>Expanding</b></p> <p><b>3</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p><b>Quality of Language:</b> Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text.</p> <p><b>Coherence of Response:</b> Response includes many transitional words and some sentence structures that orient the reader, logically develop ideas using transitions, or provide closure in a written text.</p> <p><b>Degree of Response:</b> Response contains many precisely described detailed ideas and facts in a written text.</p> <p><b>Mechanics:</b> Response rarely contains errors that obscure meaning.</p>
<p><b>Commanding</b></p> <p><b>4</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple and complex sentences.</p> <p><b>Quality of Language:</b> Response contains literal, figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text.</p> <p><b>Coherence of Response:</b> Response includes many and varied transitional words and sentence structures that orient the reader, logically develop ideas using transitions, or provide closure in a written text.</p> <p><b>Degree of Response:</b> Response contains varied and sufficient precisely described detailed ideas and facts in a written text.</p> <p><b>Mechanics:</b> Response has few or no errors that obscure meaning.</p>

# Grades 1–12 Short Constructed-Response Writing Rubrics and Scoring Notes (continued)

Writing – Grades 5–6 SCR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible response Unintelligible response				
	Completely copied text	Adapted text if one clear, well-constructed sentence is provided			
	Isolated words or a list of words or short phrases	Response must include at least one sentence	Response must include one sentence beyond a simple complex	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
Quality of Language	Words represent only Tier 1 (most common, everyday words)	Mostly Tier 1 words with a few Tier 2 or Tier 3 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Coherence of Response	No coherence to the response due to brevity	The use of transition words and at least one sentence to attempt organization is evident	Some use of transition words and sentences that establish a sense of organization (orientation, linking, development, or conclusion)	Use of transition words and sentences provides clear organization (orientation, linking, development, or conclusion)	Organization is clear with an orientation, linking, development, and conclusion
Degree of Response	At most one detail expressed by single words	More than one detail is included in the response	Response includes some precise details to express ideas or facts	Response contains relevant and precise details to support ideas or facts	Response contains varied and sufficient precise details to support ideas or facts
Mechanics	Words are unclear and meaning is mostly obscured May include inventive spelling	Some words are clear so that meaning is evident though there may be many errors May include inventive spelling	Response is mostly clear though there may be errors; L <sub>1</sub> errors may be present May include inventive spelling	May include inventive spelling Response is always clear, though there may be errors; L <sub>1</sub> errors may be present	Response is always clear with very few errors; L <sub>1</sub> errors may be present but don't interfere with meaning

\* L<sub>1</sub> errors refer to errors that are directly related to the structure or grammar of the native language.  
**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

## Grades 1–12 Short Constructed-Response Writing Rubrics and Scoring Notes (continued)

Score	Grades 7–8 SCR
<p style="text-align: center;"><b>Entering</b></p> <p style="text-align: center; font-size: 2em;"><b>0</b></p>	<p><b>Complexity of Language:</b> Response contains zero or few grade-appropriate words and at least one short phrase.</p> <p><b>Quality of Language:</b> Response contains most common literal use of Tier 1 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text.</p> <p><b>Coherence of Response:</b> Response includes zero or few transitional words that orient the reader, logically organize and connect ideas, or provide closure in a written text.</p> <p><b>Degree of Response:</b> Response contains no or at least one precisely described detailed idea or fact in a written text.</p> <p><b>Mechanics:</b> Response may contain errors that totally obscure meaning.</p>
<p style="text-align: center;"><b>Emerging</b></p> <p style="text-align: center; font-size: 2em;"><b>1</b></p>	<p><b>Complexity of Language:</b> Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p><b>Quality of Language:</b> Response contains literal use of Tier 1 and a few Tier 2 and Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text.</p> <p><b>Coherence of Response:</b> Response includes a few transitional words and at least one sentence structure that orient the reader, logically organize and connect ideas, or provide closure in a written text.</p> <p><b>Degree of Response:</b> Response contains a few precisely described detailed ideas and facts in a written text.</p> <p><b>Mechanics:</b> Response may have frequent errors that obscure meaning.</p>
<p style="text-align: center;"><b>Transitioning</b></p> <p style="text-align: center; font-size: 2em;"><b>2</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p><b>Quality of Language:</b> Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text.</p> <p><b>Coherence of Response:</b> Response includes some transitional words and a few sentence structures that orient the reader, logically organize and connect ideas, or provide a closure in a written text.</p> <p><b>Degree of Response:</b> Response contains some precisely described detailed ideas and facts in a written text.</p> <p><b>Mechanics:</b> Response may have occasional errors that obscure meaning.</p>
<p style="text-align: center;"><b>Expanding</b></p> <p style="text-align: center; font-size: 2em;"><b>3</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p><b>Quality of Language:</b> Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text.</p> <p><b>Coherence of Response:</b> Response includes many transitional words and some sentence structures that orient the reader, logically organize and connect ideas, or provide a closure in a written text.</p> <p><b>Degree of Response:</b> Response contains many precisely described detailed ideas and facts in a written text.</p> <p><b>Mechanics:</b> Response rarely contains errors that obscure meaning.</p>
<p style="text-align: center;"><b>Commanding</b></p> <p style="text-align: center; font-size: 2em;"><b>4</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple and complex sentences.</p> <p><b>Quality of Language:</b> Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to precisely describe detailed ideas and facts in a written text.</p> <p><b>Coherence of Response:</b> Response includes many and varied transitional words and sentence structures that orient the reader, logically organize and connect ideas, or provide a closure in a written text.</p> <p><b>Degree of Response:</b> Response contains varied and sufficient precisely described detailed ideas and facts in a written text.</p> <p><b>Mechanics:</b> Response has few or no errors that obscure meaning.</p>

# Grades 1–12 Short Constructed-Response Writing Rubrics and Scoring Notes (continued)

Writing – Grades 7–8 SCR Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible response Unintelligible response	Adapted text if one clear, well-constructed sentence is provided			
	Completely copied text	Response must include at least one sentence	Response must include one sentence beyond a simple sentence (may be expanded or complex)	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
Quality of Language	Isolated words or a list of words or short phrases	Mostly Tier 1 words with a few Tier 2 or Tier 3 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Coherence of Response	Words represent only Tier 1 (most common, everyday words)	The use of transition words and at least one sentence to attempt organization is evident	Some use of transition words and sentences that establish a sense of organization (orientation, linked and connected ideas, or conclusion)	Use of transition words and sentences provides clear organization (orientation, linked and connected ideas, or conclusion)	Organization is clear with an orientation, linking, development, and conclusion
Degree of Response	No coherence to the response due to brevity	More than one detail is included in the response	Response includes some precise details to express ideas or facts	Response contains relevant and precise details to support ideas or facts	Response contains varied and sufficient precise details to support ideas or facts
Mechanics	At most one detail expressed by single words	Some words are clear so that meaning is evident though there may be many errors May include inventive spelling	Response is mostly clear though there may be errors; L <sub>1</sub> errors may be present May include inventive spelling	Response is always clear, though there may be errors; L <sub>1</sub> errors may be present May include inventive spelling	Response is always clear with very few errors; L <sub>1</sub> errors may be present but don't interfere with meaning May include inventive spelling

\* L<sub>1</sub> errors refer to errors that are directly related to the structure or grammar of the native language.  
**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

## Grades 1–12 Short Constructed-Response Writing Rubrics and Scoring Notes (continued)

Score	Grades 9–12 SCR
<p style="text-align: center;"><b>Entering</b></p> <p style="text-align: center;"><b>0</b></p>	<p><b>Complexity of Language:</b> Response contains zero or few grade-appropriate words or short phrases to provide an orientation, logically explained, organized and cohesive ideas, and closure in a coherent written text.</p> <p><b>Quality of Language:</b> Response contains most common literal use of Tier 1 grade-appropriate vocabulary to precisely describe detailed thoughts, feelings, and ideas in a written text.</p> <p><b>Coherence of Response:</b> Response includes zero or few grade-appropriate words that orient the reader, logically organize and connect ideas, or provide closure in a written text.</p> <p><b>Degree of Response:</b> Response contains no or at least one precisely described detailed idea or fact in a written text.</p> <p><b>Mechanics:</b> Response may contain errors that totally obscure meaning.</p>
<p style="text-align: center;"><b>Emerging</b></p> <p style="text-align: center;"><b>1</b></p>	<p><b>Complexity of Language:</b> Response contains some grade-appropriate words, short phrases, and a few simple sentences to provide an orientation, logically explained, organized and cohesive ideas, and closure in a coherent written text.</p> <p><b>Quality of Language:</b> Response contains literal use of Tier 1 and a few Tier 2 and Tier 3 grade-appropriate vocabulary to precisely describe detailed thoughts, feelings, and ideas in a written text.</p> <p><b>Coherence of Response:</b> Response includes a few grade-appropriate words and phrases that orient the reader, logically organize and connect ideas, or provide closure in a written text.</p> <p><b>Degree of Response:</b> Response contains a few precisely described detailed ideas and facts in a written text.</p> <p><b>Mechanics:</b> Response may have frequent errors that obscure meaning.</p>
<p style="text-align: center;"><b>Transitioning</b></p> <p style="text-align: center;"><b>2</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and at least one complex sentence to provide an orientation, logically explained, organized and cohesive ideas, and closure in a coherent written text.</p> <p><b>Quality of Language:</b> Response contains literal use and a few figurative uses of Tier 1, Tier 2 and Tier 3 grade-appropriate vocabulary to precisely describe detailed thoughts, feelings, and ideas in a written text.</p> <p><b>Coherence of Response:</b> Response includes some grade-appropriate words and sentence structures that orient the reader, logically organize and connect ideas, or provide closure in a written text.</p> <p><b>Degree of Response:</b> Response contains some precisely described detailed ideas and facts in a written text.</p> <p><b>Mechanics:</b> Response may have occasional errors that obscure meaning.</p>
<p style="text-align: center;"><b>Expanding</b></p> <p style="text-align: center;"><b>3</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and some complex sentences to provide an orientation, logically explained, organized and cohesive ideas, and closure in a coherent written text.</p> <p><b>Quality of Language:</b> Response contains literal use and some figurative uses of Tier 1, Tier 2 or Tier 3 grade-appropriate vocabulary to precisely describe detailed thoughts, feelings, and ideas in a written text.</p> <p><b>Coherence of Response:</b> Response includes many grade-appropriate words and sentence structures that orient the reader, logically organize and connect ideas, or provide closure in a written text.</p> <p><b>Degree of Response:</b> Response contains many precisely described detailed ideas and facts in a written text.</p> <p><b>Mechanics:</b> Response rarely contains errors that obscure meaning.</p>
<p style="text-align: center;"><b>Commanding</b></p> <p style="text-align: center;"><b>4</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple and complex sentences to provide an orientation, logically explained, organized and cohesive ideas, and closure in a coherent written text.</p> <p><b>Quality of Language:</b> Response contains literal, figurative uses of Tier 1, Tier 2 and Tier 3 grade-appropriate vocabulary to precisely describe detailed thoughts, feelings, and ideas in a written text.</p> <p><b>Coherence of Response:</b> Response includes many and varied grade-appropriate words and sentence structures that orient the reader, logically organize and connect ideas, or provide closure in a written text.</p> <p><b>Degree of Response:</b> Response contains varied and sufficient precisely described detailed ideas and facts in a written text.</p> <p><b>Mechanics:</b> Response has few or no errors that obscure meaning.</p>

# Grades 1–12 Short Constructed-Response Writing Rubrics and Scoring Notes (continued)

Writing – Grades 9–12 SCR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible response Unintelligible response	Adapted text if one clear, well-constructed sentence is provided	Response must include one sentence beyond a simple sentence (may be expanded or complex)	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
Quality of Language	Only Tier 1 words (most common everyday words)	Mostly Tier 1 words with a few Tier 2 or 3 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Coherence of Response	No coherence to the response due to brevity	The use of transition words and at least one sentence to attempt organization is evident	Some use of transition words and sentences that establish a sense of organization (orientation, linked and connected ideas, or conclusion)	Use of transition words and sentences provides clear organization (orientation, linked and connected ideas, or conclusion)	Use of varied words and sentences provide clear and logical organization with an orientation, linking, development, and conclusion
Degree of Response	At most one detail expressed by single words	More than one detail is included in the response	Response includes some precise details to express ideas or facts	Response contains relevant and precise details to support ideas or facts	Response contains varied and sufficient precise details to support ideas or facts
Mechanics	Words are unclear and meaning is mostly obscured May include inventive spelling	Some words are clear so that meaning is evident though there may be many errors May include inventive spelling	Response is mostly clear though there may be errors; L <sub>1</sub> * errors may be present May include inventive spelling	Response is always clear, though there may be errors; L <sub>1</sub> errors may be present May include inventive spelling	Response is always clear with very few errors; L <sub>1</sub> errors may be present but don't interfere with meaning May include inventive spelling

\* L<sub>1</sub> errors refer to errors that are directly related to the structure or grammar of the native language.  
**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

## Appendix H

### Grades 1–12 Extended Constructed-Response Writing Rubrics and Scoring Notes

Score	Grades 1–2 ECR (Informational)
<b>Entering</b>  <b>0</b>	<p><b>Complexity of Language:</b> Response contains zero or few grade-appropriate words or short phrases.</p> <p><b>Quality of Language:</b> Response contains most common literal use of Tier 1 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes zero or few transitional words that may or may not introduce or complete thoughts and ideas in a topic.</p> <p><b>Degree of Response:</b> Response contains no or at least one opinion with a reason, additional information, or a closure in response to the prompt.</p> <p><b>Mechanics:</b> Response contains errors that totally obscure meaning.</p>
<b>Emerging</b>  <b>1</b>	<p><b>Complexity of Language:</b> Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p><b>Quality of Language:</b> Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes a few transitional words and at least one sentence structure that minimally introduce or complete thoughts and ideas in a topic.</p> <p><b>Degree of Response:</b> Response contains a few opinions with reasons, additional information, or a closure in response to the prompt.</p> <p><b>Mechanics:</b> Response may have frequent errors that obscure meaning.</p>
<b>Transitioning</b>  <b>2</b>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and at least one compound sentence.</p> <p><b>Quality of Language:</b> Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes some transitional words and a few sentence structures that partially introduce or complete thoughts and ideas in a topic.</p> <p><b>Degree of Response:</b> Response contains some opinions with reasons, additional information, and a closure in response to the prompt.</p> <p><b>Mechanics:</b> Response may have occasional errors that obscure meaning.</p>
<b>Expanding</b>  <b>3</b>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and some compound sentences.</p> <p><b>Quality of Language:</b> Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes many transitional words and some sentence structures that introduce or complete thoughts and ideas in a topic.</p> <p><b>Degree of Response:</b> Response contains many opinions with reasons, additional information, and a closure in response to the prompt.</p> <p><b>Mechanics:</b> Response rarely contains errors that obscure meaning.</p>
<b>Commanding</b>  <b>4</b>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple and compound sentences.</p> <p><b>Quality of Language:</b> Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes many and varied transitional words and sentence structures that introduce or complete thoughts and ideas in a topic.</p> <p><b>Degree of Response:</b> Response contains varied and sufficient opinions with reasons, additional information, and a closure in response to the prompt.</p> <p><b>Mechanics:</b> Response has few or no errors that obscure meaning.</p>

# Grades 1–12 Extended Constructed-Response Writing Rubrics and Scoring Notes (continued)

Writing – Grades 1–2 ECR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible response Unintelligible response	Adapted text if one clear, well-constructed sentence is provided	Response must include at least one sentence	Response includes both simple and some compound sentences; may include sentences beyond these	Response includes both simple and compound sentences; may include sentences beyond these
	Completely copied text	Response must include at least one sentence	Response must include one sentence beyond a simple sentence	Response includes both simple and some compound sentences; may include sentences beyond these	Response includes both simple and compound sentences; may include sentences beyond these
Quality of Language	Isolated words or a list of words or short phrases	Response must include at least one sentence	Response must include one sentence beyond a simple sentence	Response includes both simple and some compound sentences; may include sentences beyond these	Response includes both simple and compound sentences; may include sentences beyond these
	Words represent only Tier 1 (most common, everyday words)	Mostly Tier 1 words with a few Tier 2 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Coherence of Response	Narrative Prompt	At least one sentence that attempts to introduce or complete a narrative	At least some transition words and sentences that attempt to introduce or complete a narrative	Use of transition words and sentence structures to establish a narrative	Organization is clear with an introduction and a conclusion
	Informational Prompt	At least one sentence that attempts to introduce or complete a thought or idea	At least some transition words and sentences that attempt to introduce or complete thought and ideas	Use of transition words and sentence structures to introduce and complete thoughts and ideas	Organization is clear with an introduction and a conclusion
Degree of Response	Narrative Prompt	At least one detail or event expressed by single words or short phrases	Some descriptive details, at least two events in sequence, and a closure	Response contains relevant descriptive details, events, and closure	Response contains varied and sufficient details, events, and a closure
	Informational Prompt	At least one idea or opinion expressed by single words or short phrases	Response contains an opinion with a reason, new ideas, and a closure	Response contains relevant opinions, reasons, new ideas, and closure	Response contains varied and sufficient opinions, reasons, information, and a closure
Mechanics	Words are unclear and meaning is mostly obscured	Response may have frequent errors that obscure meaning	Response is mostly clear though there may be errors; L <sub>1</sub> * errors may be present May include inventive spelling	Response is always clear, though there may be errors; L <sub>1</sub> errors may be present May include inventive spelling	Response is always clear with very few errors; L <sub>1</sub> errors may be present but don't interfere with meaning May include inventive spelling

\* L<sub>1</sub> errors refer to errors that are directly related to the structure or grammar of the native language.

**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

**Note:** Due to the holistic nature of the rubric, a response that is less than two paragraphs but meets the majority of criteria for the dimensions of the performance level will receive the score for that performance level.

## Grades 1–12 Extended Constructed-Response Writing Rubrics and Scoring Notes (continued)

Score	Grades 1–2 ECR (Narrative)
<p><b>Entering</b></p> <p><b>0</b></p>	<p><b>Complexity of Language:</b> Response contains zero or few grade-appropriate words or short phrases.</p> <p><b>Quality of Language:</b> Response contains most common literal use of Tier 1 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes zero or few transitional words that may or may not introduce or complete a narrative.</p> <p><b>Degree of Response:</b> Response contains no or at least one detailed description, event or a closure in response to the prompt.</p> <p><b>Mechanics:</b> Response contains errors that totally obscure meaning.</p>
<p><b>Emerging</b></p> <p><b>1</b></p>	<p><b>Complexity of Language:</b> Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p><b>Quality of Language:</b> Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes a few transitional words and at least one sentence structure that minimally introduces and completes a narrative.</p> <p><b>Degree of Response:</b> Response contains a few descriptions with details, two or more events in sequence, or a closure in response to the prompt.</p> <p><b>Mechanics:</b> Response may have frequent errors that obscure meaning.</p>
<p><b>Transitioning</b></p> <p><b>2</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and at least one compound sentence.</p> <p><b>Quality of Language:</b> Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes some transitional words and a few sentence structures that partially introduce and complete a narrative.</p> <p><b>Degree of Response:</b> Response contains some descriptions with details, two or more events in sequence, and a closure in response to the prompt.</p> <p><b>Mechanics:</b> Response may have occasional errors that obscure meaning.</p>
<p><b>Expanding</b></p> <p><b>3</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and some compound sentences.</p> <p><b>Quality of Language:</b> Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes many transitional words and some sentence structures that introduce and complete a narrative.</p> <p><b>Degree of Response:</b> Response contains many descriptions with details, two or more events in sequence, and a closure in response to the prompt.</p> <p><b>Mechanics:</b> Response rarely contains errors that obscure meaning.</p>
<p><b>Commanding</b></p> <p><b>4</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple and compound sentences.</p> <p><b>Quality of Language:</b> Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes many and varied transitional words and sentence structures that introduce and complete a narrative.</p> <p><b>Degree of Response:</b> Response contains varied and sufficient descriptions with details, two or more events in sequence, and a closure in response to the prompt.</p> <p><b>Mechanics:</b> Response has few or no errors that obscure meaning.</p>

# Grades 1–12 Extended Constructed-Response Writing Rubrics and Scoring Notes (continued)

Writing – Grades 1–2 ECR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible response Unintelligible response	Adapted text if one clear, well-constructed sentence is provided			
	Completely copied text	Response must include at least one sentence	Response must include one sentence beyond a simple sentence	Response includes both simple and some compound sentences; may include sentences beyond these	Response includes both simple and compound sentences; may include sentences beyond these
Quality of Language	Isolated words or a list of words or short phrases	Mostly Tier 1 words with a few Tier 2 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
	Words represent only Tier 1 (most common, everyday words)	At least one sentence that attempts to introduce or complete a narrative	At least some transition words and sentences that attempt to introduce or complete a narrative	Use of transition words and sentence structures to establish a narrative	Organization is clear with an introduction and a conclusion
Coherence of Response	No coherence to the response due to brevity	At least one sentence that attempts to introduce or complete a thought or idea	At least some transition words and sentences that attempt to introduce or complete thought and ideas	Use of transition words and sentence structures to introduce and complete thoughts and ideas	Organization is clear with an introduction and a conclusion
	No coherence to the response due to brevity	At least one detail, or two events in sequence, or a closure	Some descriptive details, at least two events in sequence, and a closure	Response contains relevant descriptive details, events, and closure	Response contains varied and sufficient details, events, and a closure
Degree of Response	At most one detail or event expressed by single words or short phrases	At least one opinion, new idea, or a closure	Response contains an opinion with a reason, new ideas, and a closure	Response contains relevant opinions, reasons, new ideas, and closure	Response contains varied and sufficient opinions, reasons, information, and a closure
	At most one idea or opinion expressed by single words or short phrases	Response may have frequent errors that obscure meaning	Response is mostly clear though there may be errors; L <sub>1</sub> * errors may be present	Response is always clear, though there may be errors; L <sub>1</sub> errors may be present	Response is always clear with very few errors; L <sub>1</sub> errors may be present but don't interfere with meaning
Mechanics	Words are unclear and meaning is mostly obscured	May include inventive spelling	May include inventive spelling	May include inventive spelling	May include inventive spelling

\* L<sub>1</sub> errors refer to errors that are directly related to the structure or grammar of the native language.

**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

**Note:** Due to the holistic nature of the rubric, a response that is less than two paragraphs but meets the majority of criteria for the dimensions of the performance level will receive the score for that performance level.

## Grades 1–12 Extended Constructed-Response Writing Rubrics and Scoring Notes (continued)

Score	Grades 3–4 ECR (Informational)
<p><b>Entering</b></p> <p><b>0</b></p>	<p><b>Complexity of Language:</b> Response contains zero or few grade-appropriate words or short phrases.</p> <p><b>Quality of Language:</b> Response contains most common literal use of Tier 1 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes zero or few transitional words that may or may not introduce, develop, link, or complete a topic.</p> <p><b>Degree of Response:</b> Response contains no or at least one supported, relevant, connected idea or a closure in response to the prompt.</p> <p><b>Mechanics:</b> Response contains errors that totally obscure meaning.</p>
<p><b>Emerging</b></p> <p><b>1</b></p>	<p><b>Complexity of Language:</b> Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p><b>Quality of Language:</b> Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes a few transitional words and at least one sentence structure that minimally introduce, develop, link, or complete a topic.</p> <p><b>Degree of Response:</b> Response contains a few supported, relevant, connected ideas, or a closure in response to the prompt.</p> <p><b>Mechanics:</b> Response may have frequent errors that obscure meaning.</p>
<p><b>Transitioning</b></p> <p><b>2</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p><b>Quality of Language:</b> Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes some transitional words and a few sentence structures that partially introduce, develop, link, and complete a topic.</p> <p><b>Degree of Response:</b> Response contains some supported, relevant, connected ideas, and closure in response to the prompt.</p> <p><b>Mechanics:</b> Response may have occasional errors that obscure meaning.</p>
<p><b>Expanding</b></p> <p><b>3</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p><b>Quality of Language:</b> Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes many transitional words and some sentence structures that introduce, develop, link, and complete a topic.</p> <p><b>Degree of Response:</b> Response contains many supported, relevant, connected ideas, and closure in response to the prompt.</p> <p><b>Mechanics:</b> Response rarely contains errors that obscure meaning.</p>
<p><b>Commanding</b></p> <p><b>4</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple and complex sentences.</p> <p><b>Quality of Language:</b> Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes many and varied transitional words and sentence structures that introduce, develop, link, and complete a topic.</p> <p><b>Degree of Response:</b> Response contains varied and sufficient supported, relevant, connected ideas, and closure in response to the prompt.</p> <p><b>Mechanics:</b> Response has few or no errors that obscure meaning.</p>

# Grades 1–12 Extended Constructed-Response Writing Rubrics and Scoring Notes (continued)

Writing – Grades 3–4 ECR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible response Unintelligible response	Adapted text if one clear, well-constructed sentence is provided	Response must include one complex sentence	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
	Completely copied text	Response must include at least one sentence	Response must include one complex sentence	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
Quality of Language	Isolated words or a list of words or short phrases	Response must include at least one sentence	Response must include one complex sentence	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
	Words represent only Tier 1 (most common, everyday words)	Mostly Tier 1 words with a few Tier 2 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Coherence of Response	Narrative Prompt	At least one sentence that attempts to organize a narrative	At least some transition words and sentences that partially organize a narrative	Use of transition words and sentence structures to establish and organize a narrative	Organization is clearly established with a variety of words and sentences
	Informational Prompt	At least one sentence that attempts to introduce, link, or complete a thought or idea	At least some transition words and sentences that partially organize linked ideas on a topic	Use of transition words and sentence structures to organize and link ideas on a topic	Organization and development are clearly established with a variety of words and sentences
Degree of Response	Narrative Prompt	At most one detail, event, or closure expressed by single words or short phrases	Some descriptive details, events in sequence, and a closure	Response contains relevant descriptive details, events, and closure	Response contains varied and sufficient details, events, and a closure
	Informational Prompt	At most one connected idea expressed by single words or short phrases	Some supported, connected ideas, and a closure	Response contains relevant supported and connected ideas and closure	Response contains varied and sufficient supported and linked ideas, and a closure
Mechanics	Words are unclear and meaning is mostly obscured May include inventive spelling	Some words are clear so that meaning is evident though there may be many errors May include inventive spelling	Response is mostly clear though there may be errors; L <sub>1</sub> * errors may be present May include inventive spelling	Response is always clear, though there may be errors; L <sub>1</sub> errors may be present May include inventive spelling	Response is always clear with very few errors; L <sub>1</sub> errors may be present but don't interfere with meaning May include inventive spelling

\* L<sub>1</sub> errors refer to errors that are directly related to the structure or grammar of the native language.

**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

**Note:** Due to the holistic nature of the rubric, a response that is less than two paragraphs but meets the majority of criteria for the dimensions of the performance level will receive the score for the performance level.

## Grades 1–12 Extended Constructed-Response Writing Rubrics and Scoring Notes (continued)

Score	Grades 3–4 ECR (Narrative)
<p><b>Entering</b></p> <p><b>0</b></p>	<p><b>Complexity of Language:</b> Response contains zero or few grade-appropriate words or short phrases.</p> <p><b>Quality of Language:</b> Response contains most common literal use of Tier 1 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes zero or few transitional words that may or may not introduce, develop, link, or complete a narrative.</p> <p><b>Degree of Response:</b> Response contains no or at least one detailed description, event or a closure in response to the prompt.</p> <p><b>Mechanics:</b> Response contains errors that totally obscure meaning.</p>
<p><b>Emerging</b></p> <p><b>1</b></p>	<p><b>Complexity of Language:</b> Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p><b>Quality of Language:</b> Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes a few transitional words and at least one sentence structure that minimally introduce, develop, link, or complete a narrative.</p> <p><b>Degree of Response:</b> Response contains a few detailed descriptions, events in sequence, or a closure in response to the prompt.</p> <p><b>Mechanics:</b> Response may have frequent errors that obscure meaning.</p>
<p><b>Transitioning</b></p> <p><b>2</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p><b>Quality of Language:</b> Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes some transitional words and a few sentence structures that partially introduce, develop, link, and complete a narrative.</p> <p><b>Degree of Response:</b> Response contains some detailed descriptions, events in sequence, and a closure in response to the prompt.</p> <p><b>Mechanics:</b> Response may have occasional errors that obscure meaning.</p>
<p><b>Expanding</b></p> <p><b>3</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p><b>Quality of Language:</b> Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes many transitional words and some sentence structures that introduce, develop, link, and complete a narrative.</p> <p><b>Degree of Response:</b> Response contains many detailed descriptions, events in sequence, and a closure in response to the prompt.</p> <p><b>Mechanics:</b> Response rarely contains errors that obscure meaning.</p>
<p><b>Commanding</b></p> <p><b>4</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple and complex sentences.</p> <p><b>Quality of Language:</b> Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes many and varied transitional words and sentence structures that introduce, develop, link, and complete a narrative.</p> <p><b>Degree of Response:</b> Response contains varied and sufficient detailed descriptions, events in sequence, and a closure in response to the prompt.</p> <p><b>Mechanics:</b> Response has few or no errors that obscure meaning.</p>

# Grades 1–12 Extended Constructed-Response Writing Rubrics and Scoring Notes (continued)

Writing – Grades 3–4 ECR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible response Unintelligible response	Adapted text if one clear, well-constructed sentence is provided	Response must include one complex sentence	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
	Completely copied text	Response must include at least one sentence	Response must include one complex sentence	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
Quality of Language	Isolated words or a list of words or short phrases	Response must include at least one sentence	Response must include one complex sentence	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
	Words represent only Tier 1 (most common, everyday words)	Mostly Tier 1 words with a few Tier 2 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Coherence of Response	Narrative Prompt	At least one sentence that attempts to organize a narrative	At least some transition words and sentences that partially organize a narrative	Use of transition words and sentence structures to establish and organize a narrative	Organization is clearly established with a variety of words and sentences
	Informational Prompt	At least one sentence that attempts to introduce, link, or complete a thought or idea	At least some transition words and sentences that partially organize linked ideas on a topic	Use of transition words and sentence structures to organize and link ideas on a topic	Organization and development are clearly established with a variety of words and sentences
Degree of Response	Narrative Prompt	At most one detail, event, or closure expressed by single words or short phrases	Some descriptive details, events in sequence, and a closure	Response contains relevant descriptive details, events, and closure	Response contains varied and sufficient details, events, and a closure
	Informational Prompt	At most one connected idea expressed by single words or short phrases	Some supported, connected ideas, and a closure	Response contains relevant supported and connected ideas and closure	Response contains varied and sufficient supported and linked ideas, and a closure
Mechanics	Words are unclear and meaning is mostly obscured May include inventive spelling	Some words are clear so that meaning is evident though there may be many errors May include inventive spelling	Response is mostly clear though there may be errors; L <sub>1</sub> * errors may be present May include inventive spelling	Response is always clear, though there may be errors; L <sub>1</sub> errors may be present May include inventive spelling	Response is always clear with very few errors; L <sub>1</sub> errors may be present but don't interfere with meaning May include inventive spelling

\* L<sub>1</sub> errors refer to errors that are directly related to the structure or grammar of the native language.

**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

**Note:** Due to the holistic nature of the rubric, a response that is less than two paragraphs but meets the majority of criteria for the dimensions of the performance level will receive the score for the performance level.

## Grades 1–12 Extended Constructed-Response Writing Rubrics and Scoring Notes (continued)

Score	Grades 5–6 ECR (Informational)
<p><b>Entering</b></p> <p><b>0</b></p>	<p><b>Complexity of Language:</b> Response contains zero or few grade-appropriate words or short phrases.</p> <p><b>Quality of Language:</b> Response contains most common literal use of Tier 1 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes zero or few transitional words that may or may not orient the reader, logically develop ideas using transitions, or provide closure to a topic.</p> <p><b>Degree of Response:</b> Response contains no or at least one precisely stated and linked idea, a variety of support, or closure in response to the prompt.</p> <p><b>Mechanics:</b> Response contains errors that totally obscure meaning.</p>
<p><b>Emerging</b></p> <p><b>1</b></p>	<p><b>Complexity of Language:</b> Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p><b>Quality of Language:</b> Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes a few transitional words and at least one sentence structure that minimally orient the reader, logically develop ideas using transitions, or provide closure to a topic.</p> <p><b>Degree of Response:</b> Response contains a few precisely stated and linked ideas, a variety of support, or closure in response to the prompt.</p> <p><b>Mechanics:</b> Response may have frequent errors that obscure meaning.</p>
<p><b>Transitioning</b></p> <p><b>2</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p><b>Quality of Language:</b> Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes some transitional words and a few sentence structures that partially orient the reader, logically develop ideas using transitions, and provide closure to a topic.</p> <p><b>Degree of Response:</b> Response contains some precisely stated and linked ideas, a variety of support, and closure in response to the prompt.</p> <p><b>Mechanics:</b> Response may have occasional errors that obscure meaning.</p>
<p><b>Expanding</b></p> <p><b>3</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p><b>Quality of Language:</b> Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes many transitional words and some sentence structures that orient the reader, logically develop ideas using transitions, and provide closure to a topic.</p> <p><b>Degree of Response:</b> Response contains many precisely stated and linked ideas, a variety of support, and closure in response to the prompt.</p> <p><b>Mechanics:</b> Response rarely contains errors that obscure meaning.</p>
<p><b>Commanding</b></p> <p><b>4</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple and complex sentences.</p> <p><b>Quality of Language:</b> Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes many and varied transitional words and sentence structures that orient the reader, logically develop ideas using transitions, and provide closure to a topic.</p> <p><b>Degree of Response:</b> Response contains varied and sufficient precisely stated and linked ideas, a variety of support, and closure in response to the prompt.</p> <p><b>Mechanics:</b> Response has few or no errors that obscure meaning.</p>

# Grades 1–12 Extended Constructed-Response Writing Rubrics and Scoring Notes (continued)

Writing – Grades 5–6 ECR Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible response Unintelligible response	Adapted text if one clear, well-constructed sentence is provided	Response must include at least one sentence	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
	Completely copied text	Response must include at least one sentence	Response must include one complex sentence	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
Quality of Language	Isolated words or a list of words or short phrases	Mostly Tier 1 words with a few Tier 2 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
	Words represent only Tier 1 (most common, everyday words)	Mostly Tier 1 words with a few Tier 2 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Coherence of Response	Narrative Prompt	No coherence to the response due to brevity	At least one sentence that attempts to organize a narrative	At least some transition words and sentences that partially organize a narrative	Organization is clearly established with a variety of words and sentences
	Informational Prompt	No coherence to the response due to brevity	At least one sentence that attempts to orient, logically develop, or close a topic	At least some transition words and sentences that partially orient, logically develop, or close a topic	Organization and development are clearly established with a variety of words and sentences
Degree of Response	Narrative Prompt	At most one character detail, event, or closure expressed by single words or short phrases	At least two references to characters, details, events, or a closure	Some references to multiple characters, descriptive details, events in sequence, and a closure	Response contains varied and sufficient character references, details, events, and a closure
	Informational Prompt	At most one linked idea expressed by single words or short phrases	At least one linked idea with support or a closure	Some precisely stated, supported, and linked ideas, and a closure	Response contains varied and sufficient supported and linked ideas that are precisely stated, and a closure
Mechanics	Words are unclear and meaning is mostly obscured May include inventive spelling	Some words are clear so that meaning is evident though there may be many errors May include inventive spelling	Response is mostly clear though there may be errors; L <sub>1</sub> errors may be present May include inventive spelling	Response is always clear, though there may be errors; L <sub>1</sub> errors may be present May include inventive spelling	Response is always clear with very few errors; L <sub>1</sub> errors may be present but don't interfere with meaning May include inventive spelling

\* L<sub>1</sub> errors refer to errors that are directly related to the structure or grammar of the native language.

**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

**Note:** Due to the holistic nature of the rubric, a response that is less than two paragraphs but meets the majority of criteria for the dimensions of the performance level will receive the score for the performance level.

## Grades 1–12 Extended Constructed-Response Writing Rubrics and Scoring Notes (continued)

Score	Grades 5–6 ECR (Narrative)
<p style="text-align: center;"><b>Entering</b></p> <p style="text-align: center;"><b>0</b></p>	<p><b>Complexity of Language:</b> Response contains zero or few grade-appropriate words or short phrases.</p> <p><b>Quality of Language:</b> Response contains most common literal use of Tier 1 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes zero or few transitional words that may or may not orient the reader, logically develop ideas using transitions, or provide closure in a narrative.</p> <p><b>Degree of Response:</b> Response contains no or at least one reference to multiple characters or provides one or no precise detail, sequenced event, or closure in response to the prompt.</p> <p><b>Mechanics:</b> Response contains errors that totally obscure meaning.</p>
<p style="text-align: center;"><b>Emerging</b></p> <p style="text-align: center;"><b>1</b></p>	<p><b>Complexity of Language:</b> Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p><b>Quality of Language:</b> Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes a few transitional words and at least one sentence structure that minimally orient the reader, logically develop ideas using transitions, or provide closure in a narrative.</p> <p><b>Degree of Response:</b> Response contains a few references to multiple characters or provides a few precise details, sequenced events, or closure in response to the prompt.</p> <p><b>Mechanics:</b> Response may have frequent errors that obscure meaning.</p>
<p style="text-align: center;"><b>Transitioning</b></p> <p style="text-align: center;"><b>2</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p><b>Quality of Language:</b> Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes some transitional words and a few sentence structures that partially orient the reader, logically develop ideas using transitions, and provide closure in a narrative.</p> <p><b>Degree of Response:</b> Response contains some references to multiple characters or provides some precise details, sequenced events, and closure in response to the prompt.</p> <p><b>Mechanics:</b> Response may have occasional errors that obscure meaning.</p>
<p style="text-align: center;"><b>Expanding</b></p> <p style="text-align: center;"><b>3</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p><b>Quality of Language:</b> Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes many transitional words and some sentence structures that orient the reader, logically develop ideas using transitions, and provide closure in a narrative.</p> <p><b>Degree of Response:</b> Response contains many references to multiple characters or provides many precise details, sequenced events, and closure in response to the prompt.</p> <p><b>Mechanics:</b> Response rarely contains errors that obscure meaning.</p>
<p style="text-align: center;"><b>Commanding</b></p> <p style="text-align: center;"><b>4</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple and complex sentences.</p> <p><b>Quality of Language:</b> Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes many and varied transitional words and sentence structures that orient the reader, logically develop ideas using transitions, and provide closure in a narrative.</p> <p><b>Degree of Response:</b> Response contains varied and sufficient references to multiple characters or provides varied, sufficient and precise details, sequenced events, and closure in response to the prompt.</p> <p><b>Mechanics:</b> Response has few or no errors that obscure meaning.</p>

# Grades 1–12 Extended Constructed-Response Writing Rubrics and Scoring Notes (continued)

Writing – Grades 5–6 ECR Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible response Unintelligible response	Adapted text if one clear, well-constructed sentence is provided			
	Completely copied text	Response must include at least one sentence	Response must include one complex sentence	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
Quality of Language	Isolated words or a list of words or short phrases	Mostly Tier 1 words with a few Tier 2 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
	Words represent only Tier 1 (most common, everyday words)				
Coherence of Response	Narrative Prompt	No coherence to the response due to brevity	At least one sentence that attempts to organize a narrative	At least some transition words and sentences that partially organize a narrative	Use of transition words and sentence structures to establish and organize a narrative
	Informational Prompt	No coherence to the response due to brevity	At least one sentence that attempts to orient, logically develop, or close a topic	At least some transition words and sentences that partially orient, logically develop, or close a topic	Use of transition words and sentence structures that logically orient, develop, and close a topic
Degree of Response	Narrative Prompt	At most one character detail, event, or closure expressed by single words or short phrases	At least two references to characters, details, events, or a closure	Some references to multiple characters, descriptive details, events in sequence, and a closure	Response contains multiple characters, relevant descriptive details, sequenced events, and closure
	Informational Prompt	At most one linked idea expressed by single words or short phrases	At least one linked idea with support or a closure	Some precisely stated, supported, and linked ideas, and a closure	Response contains varied and sufficient character references, details, events, and a closure
Mechanics	Words are unclear and meaning is mostly obscured May include inventive spelling	Some words are clear so that meaning is evident though there may be many errors May include inventive spelling	Response is mostly clear though there may be errors; L <sub>1</sub> errors may be present May include inventive spelling	Response is always clear, though there may be errors; L <sub>1</sub> errors may be present May include inventive spelling	Response is always clear with very few errors; L <sub>1</sub> errors may be present but don't interfere with meaning May include inventive spelling

\* L<sub>1</sub> errors refer to errors that are directly related to the structure or grammar of the native language.

**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

**Note:** Due to the holistic nature of the rubric, a response that is less than two paragraphs but meets the majority of criteria for the dimensions of the performance level will receive the score for the performance level.

## Grades 1–12 Extended Constructed-Response Writing Rubrics and Scoring Notes (continued)

Score	Grades 7–8 ECR (Informational)
<p><b>Entering</b></p> <p><b>0</b></p>	<p><b>Complexity of Language:</b> Response contains zero or few grade-appropriate words or short phrases.</p> <p><b>Quality of Language:</b> Response contains most common literal use of Tier 1 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes zero or few transitional words that may or may not orient the reader, logically organize or connect ideas, or provide closure to a topic.</p> <p><b>Degree of Response:</b> Response contains no or at least one precisely stated and linked claims and evidence, a variety of support, or closure in response to the prompt.</p> <p><b>Mechanics:</b> Response contains errors that totally obscure meaning.</p>
<p><b>Emerging</b></p> <p><b>1</b></p>	<p><b>Complexity of Language:</b> Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p><b>Quality of Language:</b> Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes a few transitional words and at least one sentence structure that minimally orient the reader, logically organize and connect ideas, or provide closure to a topic.</p> <p><b>Degree of Response:</b> Response contains a few precisely stated and linked claims and evidence, a variety of support, or closure in response to the prompt.</p> <p><b>Mechanics:</b> Response may have frequent errors that obscure meaning.</p>
<p><b>Transitioning</b></p> <p><b>2</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p><b>Quality of Language:</b> Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes some transitional words and a few sentence structures that partially orient the reader, logically organize and connect ideas, and provide closure to a topic.</p> <p><b>Degree of Response:</b> Response contains some precisely stated and linked claims and evidence, a variety of support, and closure in response to the prompt.</p> <p><b>Mechanics:</b> Response may have occasional errors that obscure meaning.</p>
<p><b>Expanding</b></p> <p><b>3</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p><b>Quality of Language:</b> Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes many transitional words and some sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic.</p> <p><b>Degree of Response:</b> Response contains many precisely stated and linked claims and evidence, a variety of support, and closure in response to the prompt.</p> <p><b>Mechanics:</b> Response rarely contains errors that obscure meaning.</p>
<p><b>Commanding</b></p> <p><b>4</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple and complex sentences.</p> <p><b>Quality of Language:</b> Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes many and varied transitional words and sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic.</p> <p><b>Degree of Response:</b> Response contains varied and sufficient precisely stated and linked claims and evidence, a variety of support, and closure in response to the prompt.</p> <p><b>Mechanics:</b> Response has few or no errors that obscure meaning.</p>

# Grades 1–12 Extended Constructed-Response Writing Rubrics and Scoring Notes (continued)

Writing – Grades 7–8 ECR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible response Unintelligible response				
	Completely copied text	Adapted text if one clear, well-constructed sentence is provided			
Quality of Language	Isolated words or a list of words or short phrases	Response must include at least one sentence	Response must include one complex sentence	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
	Words represent only Tier 1 (most common, everyday words)	Mostly Tier 1 words with a few Tier 2 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Coherence of Response	Narrative Prompt	No coherence to the response due to brevity	At least one sentence that attempts to organize a narrative	At least some transition words and sentences that partially organize a narrative	Use of transition words and sentence structures to establish and organize a narrative
	Informational Prompt	No coherence to the response due to brevity	At least one sentence that attempts to orient, logically develop, or close a topic	At least some transition words and sentences that partially orient, logically develop, or close a topic	Use of transition words and sentence structures that logically orient, develop, and close a topic
Degree of Response	Narrative Prompt	At most one character detail, event, or closure expressed by single words or short phrases	At least two references to characters, details, events, or a closure	Some references to multiple characters, descriptive details, events in sequence, and a closure	Response contains multiple characters, relevant descriptive details, sequenced events, and closure
	Informational Prompt	At most one claim or supportive idea expressed by single words or short phrases	At least one linked claim and evidence or a closure	Some precisely stated and linked claims and evidence, and a closure	Response contains varied and sufficient character references, details, events, and a closure
Mechanics	Words are unclear and meaning is mostly obscured May include inventive spelling	Some words are clear so that meaning is evident though there may be many errors May include inventive spelling	Response is mostly clear though there may be errors; L <sub>1</sub> * errors may be present May include inventive spelling	Response is always clear, though there may be errors; L <sub>1</sub> errors may be present May include inventive spelling	Response is always clear with very few errors; L <sub>1</sub> errors may be present but don't interfere with meaning May include inventive spelling

\* L<sub>1</sub> errors refer to errors that are directly related to the structure or grammar of the native language.  
**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.  
**Note:** Due to the holistic nature of the rubric, a response that is less than two paragraphs but meets the majority of criteria for the dimensions of the performance level will receive the score for the performance level.

## Grades 1–12 Extended Constructed-Response Writing Rubrics and Scoring Notes (continued)

Score	Grades 7–8 ECR (Narrative)
<p><b>Entering</b></p> <p><b>0</b></p>	<p><b>Complexity of Language:</b> Response contains zero or few grade-appropriate words or short phrases.</p> <p><b>Quality of Language:</b> Response contains most common literal use of Tier 1 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes zero or few transitional words that may or may not orient the reader, logically organize and connect ideas, or provide a closure in a narrative.</p> <p><b>Degree of Response:</b> Response contains no or at least one reference to multiple characters or provides one or no precise detail, sequenced event, or closure in response to the prompt.</p> <p><b>Mechanics:</b> Response contains errors that totally obscure meaning.</p>
<p><b>Emerging</b></p> <p><b>1</b></p>	<p><b>Complexity of Language:</b> Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p><b>Quality of Language:</b> Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes a few transitional words and at least one sentence structure that minimally orient the reader, logically organize and connect ideas, or provide closure in a narrative.</p> <p><b>Degree of Response:</b> Response contains a few references to multiple characters or provides a few precise details, sequenced events, or closure in response to the prompt.</p> <p><b>Mechanics:</b> Response may have frequent errors that obscure meaning.</p>
<p><b>Transitioning</b></p> <p><b>2</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p><b>Quality of Language:</b> Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes some transitional words and a few sentence structures that partially orient the reader, logically organize and connect ideas, and provide closure in a narrative.</p> <p><b>Degree of Response:</b> Response contains some references to multiple characters or provides some precise details, sequenced events, and closure in response to the prompt.</p> <p><b>Mechanics:</b> Response may have occasional errors that obscure meaning.</p>
<p><b>Expanding</b></p> <p><b>3</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p><b>Quality of Language:</b> Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes many transitional words and some sentence structures that orient the reader, logically organize and connect ideas, and provide closure in a narrative.</p> <p><b>Degree of Response:</b> Response contains many references to multiple characters or provides many precise details, sequenced events, and closure in response to the prompt.</p> <p><b>Mechanics:</b> Response rarely contains errors that obscure meaning.</p>
<p><b>Commanding</b></p> <p><b>4</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple and complex sentences.</p> <p><b>Quality of Language:</b> Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes many and varied transitional words and sentence structures that orient the reader, logically organize and connect ideas, and provide closure in a narrative.</p> <p><b>Degree of Response:</b> Response contains varied and sufficient references to multiple characters or provides varied, sufficient and precise details, sequenced events, and closure in response to the prompt.</p> <p><b>Mechanics:</b> Response has few or no errors that obscure meaning.</p>

# Grades 1–12 Extended Constructed-Response Writing Rubrics and Scoring Notes (continued)

Writing – Grades 7–8 ECR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible response Unintelligible response				
	Completely copied text	Adapted text if one clear, well-constructed sentence is provided			
Quality of Language	Isolated words or a list of words or short phrases	Response must include at least one sentence	Response must include one complex sentence	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
	Words represent only Tier 1 (most common, everyday words)	Mostly Tier 1 words with a few Tier 2 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
Coherence of Response	Narrative Prompt	No coherence to the response due to brevity	At least one sentence that attempts to organize a narrative	At least some transition words and sentences that partially organize a narrative	Organization is clearly established with a variety of words and sentences
	Informational Prompt	No coherence to the response due to brevity	At least one sentence that attempts to orient, logically develop, or close a topic	At least some transition words and sentences that partially orient, logically develop, or close a topic	Organization and development are clearly established with a variety of words and sentences
Degree of Response	Narrative Prompt	At most one character detail, event, or closure expressed by single words or short phrases	At least two references to characters, details, events, or a closure	Some references to multiple characters, descriptive details, events in sequence, and a closure	Response contains varied and sufficient character references, details, events, and a closure
	Informational Prompt	At most one claim or supportive idea expressed by single words or short phrases	At least one linked claim and evidence or a closure	Some precisely stated and linked claims and evidence, and a closure	Response contains varied and sufficient claims and evidence that are precisely stated, and a closure
Mechanics	Words are unclear and meaning is mostly obscured May include inventive spelling	Some words are clear so that meaning is evident though there may be many errors May include inventive spelling	Response is mostly clear though there may be errors; L <sub>1</sub> * errors may be present May include inventive spelling	Response is always clear, though there may be errors; L <sub>1</sub> errors may be present May include inventive spelling	Response is always clear with very few errors; L <sub>1</sub> errors may be present but don't interfere with meaning May include inventive spelling

\* L<sub>1</sub> errors refer to errors that are directly related to the structure or grammar of the native language.

**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

**Note:** Due to the holistic nature of the rubric, a response that is less than two paragraphs but meets the majority of criteria for the dimensions of the performance level will receive the score for the performance level.

## Grades 1–12 Extended Constructed-Response Writing Rubrics and Scoring Notes (continued)

Score	Grades 9–12 ECR (Informational)
<p><b>Entering</b></p> <p><b>0</b></p>	<p><b>Complexity of Language:</b> Response contains zero or few grade-appropriate words or short phrases.</p> <p><b>Quality of Language:</b> Response contains most common literal use of Tier 1 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes zero or few transitional words that may or may not orient the reader, logically organize or connect ideas, or provide closure to a topic.</p> <p><b>Degree of Response:</b> Response contains no or at least one precise, well-chosen, cohesive claims and evidence, a variety of support, or closure in response to the prompt.</p> <p><b>Mechanics:</b> Response contains errors that totally obscure meaning.</p>
<p><b>Emerging</b></p> <p><b>1</b></p>	<p><b>Complexity of Language:</b> Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p><b>Quality of Language:</b> Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes a few transitional words and at least one sentence structure that minimally orient the reader, logically organize and connect ideas, or provide closure to a topic.</p> <p><b>Degree of Response:</b> Response contains a few precise, well-chosen, cohesive claims and evidence, a variety of support, or closure in response to the prompt.</p> <p><b>Mechanics:</b> Response may have frequent errors that obscure meaning.</p>
<p><b>Transitioning</b></p> <p><b>2</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p><b>Quality of Language:</b> Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes some transitional words and a few sentence structures that partially orient the reader, logically organize and connect ideas, and provide closure to a topic.</p> <p><b>Degree of Response:</b> Response contains some precise, well-chosen, cohesive claims and evidence, a variety of support, and closure in response to the prompt.</p> <p><b>Mechanics:</b> Response may have occasional errors that obscure meaning.</p>
<p><b>Expanding</b></p> <p><b>3</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p><b>Quality of Language:</b> Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes many transitional words and some sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic.</p> <p><b>Degree of Response:</b> Response contains many precise, well-chosen, cohesive claims and evidence, a variety of support, and closure in response to the prompt.</p> <p><b>Mechanics:</b> Response rarely contains errors that obscure meaning.</p>
<p><b>Commanding</b></p> <p><b>4</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple and complex sentences.</p> <p><b>Quality of Language:</b> Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary to develop a topic.</p> <p><b>Coherence of Response:</b> Response includes many and varied transitional words and sentence structures that orient the reader, logically organize and connect ideas, and provide closure to a topic.</p> <p><b>Degree of Response:</b> Response contains varied and sufficient precise, well-chosen, cohesive claims and evidence, a variety of support, and closure in response to the prompt.</p> <p><b>Mechanics:</b> Response has few or no errors that obscure meaning.</p>

# Grades 1–12 Extended Constructed-Response Writing Rubrics and Scoring Notes (continued)

Writing – Grades 9–12 ECR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible response Unintelligible response	Adapted text if one clear, well-constructed sentence is provided			
	Completely copied text	Response must include at least one sentence	Response must include one complex sentence	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
Quality of Language	Isolated words or a list of words or short phrases	Mostly Tier 1 words with a few Tier 2 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
	Words represent only Tier 1 (most common, everyday words)	At least one sentence that attempts to organize a narrative	At least some transition words and sentences that partially organize a narrative	Use of transition words and sentence structures to establish and organize a narrative	Organization is clearly established with a variety of words and sentences
Coherence of Response	No coherence to the response due to brevity	At least one sentence that attempts to orient, logically develop, or close a topic	At least some transition words and sentences that partially orient, logically develop, or close a topic	Use of transition words and sentence structures that logically orient, develop, and close a topic	Organization and development are clearly established with a variety of words and sentences
	No coherence to the response due to brevity	At least two references to characters, details, events, or a closure	Some references to multiple characters, well-chosen details, events in sequence, and a closure	Response contains multiple characters, relevant well-chosen details, sequenced events, and closure	Response contains varied and sufficient character references, well-chosen details, events, and a closure
Degree of Response	At most one character detail, event, or closure expressed by single words or short phrases	At least one well-chosen claim and evidence or a closure	Some precisely stated and well-chosen claims and evidence, and a closure	Response contains precisely stated, well-chosen claims and evidence with varied support and closure	Response contains varied and sufficient cohesive claims and evidence that are precisely stated, and a closure
	At most one claim or supportive idea expressed by single words or short phrases	Some words are clear so that meaning is evident though there may be many errors	Response is mostly clear though there may be errors; L <sub>1</sub> * errors may be present	Response is always clear, though there may be errors; L <sub>1</sub> errors may be present	Response is always clear with very few errors; L <sub>1</sub> errors may be present but don't interfere with meaning
Mechanics	Words are unclear and meaning is mostly obscured	May include inventive spelling	May include inventive spelling	May include inventive spelling	May include inventive spelling
	May include inventive spelling				

\* L<sub>1</sub> errors refer to errors that are directly related to the structure or grammar of the native language.

**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

**Note:** Due to the holistic nature of the rubric, a response that is less than two paragraphs but meets the majority of criteria for the dimensions of the performance level will receive the score for the performance level.

## Grades 1–12 Extended Constructed-Response Writing Rubrics and Scoring Notes (continued)

Score	Grades 9–12 ECR (Narrative)
<p><b>Entering</b></p> <p><b>0</b></p>	<p><b>Complexity of Language:</b> Response contains zero or few grade-appropriate words or short phrases.</p> <p><b>Quality of Language:</b> Response contains most common literal use of Tier 1 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes zero or few transitional words that may or may not orient the reader, logically organize and connect ideas, or provide closure in a narrative.</p> <p><b>Degree of Response:</b> Response contains no or at least one reference to multiple characters or provides one or no well-chosen detail, sequenced event, or closure in response to the prompt.</p> <p><b>Mechanics:</b> Response contains errors that totally obscure meaning.</p>
<p><b>Emerging</b></p> <p><b>1</b></p>	<p><b>Complexity of Language:</b> Response contains some grade-appropriate words, short phrases, and a few simple sentences.</p> <p><b>Quality of Language:</b> Response contains literal use of Tier 1 and a few Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes a few transitional words and at least one sentence structure that minimally orient the reader, logically organize and connect ideas, or provide closure in a narrative.</p> <p><b>Degree of Response:</b> Response contains a few references to multiple characters or provides a few well-chosen details, sequenced events, or closure in response to the prompt.</p> <p><b>Mechanics:</b> Response may have frequent errors that obscure meaning.</p>
<p><b>Transitioning</b></p> <p><b>2</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and at least one complex sentence.</p> <p><b>Quality of Language:</b> Response contains literal use and a few figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes some transitional words and a few sentence structures that partially orient the reader, logically organize and connect ideas, and provide closure in a narrative.</p> <p><b>Degree of Response:</b> Response contains some references to multiple characters or provides some well-chosen details, sequenced events, and closure in response to the prompt.</p> <p><b>Mechanics:</b> Response may have occasional errors that obscure meaning.</p>
<p><b>Expanding</b></p> <p><b>3</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple sentences and some complex sentences.</p> <p><b>Quality of Language:</b> Response contains literal use and some figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes many transitional words and some sentence structures that orient the reader, logically organize and connect ideas, and provide closure in a narrative.</p> <p><b>Degree of Response:</b> Response contains many references to multiple characters or provides many well-chosen details, sequenced events, and closure in response to the prompt.</p> <p><b>Mechanics:</b> Response rarely contains errors that obscure meaning.</p>
<p><b>Commanding</b></p> <p><b>4</b></p>	<p><b>Complexity of Language:</b> Response contains mostly grade-appropriate simple and complex sentences.</p> <p><b>Quality of Language:</b> Response contains literal and figurative uses of Tier 1 and Tier 2 or Tier 3 grade-appropriate vocabulary in a narrative.</p> <p><b>Coherence of Response:</b> Response includes many and varied transitional words and sentence structures that orient the reader, logically organize and connect ideas, and provide closure in a narrative.</p> <p><b>Degree of Response:</b> Response contains varied and sufficient references to multiple characters or provides varied, sufficient and well-chosen details, sequenced events, and closure in response to the prompt.</p> <p><b>Mechanics:</b> Response has few or no errors that obscure meaning.</p>

# Grades 1–12 Extended Constructed-Response Writing Rubrics and Scoring Notes (continued)

Writing – Grades 9–12 ECR / Explanatory Footnotes to the Rubric					
Dimension	Entering 0	Emerging 1	Transitioning 2	Expanding 3	Commanding 4
Complexity of Language	Blank, no response Language other than English Illegible response Unintelligible response	Adapted text if one clear, well-constructed sentence is provided			
	Completely copied text	Response must include at least one sentence	Response must include one complex sentence	Response includes both simple and some complex sentences; may include sentences beyond these	Response includes both simple and complex sentences; may include sentences beyond these
Quality of Language	Isolated words or a list of words or short phrases	Mostly Tier 1 words with a few Tier 2 words possible	Tier 1, 2, and possibly Tier 3 words are present; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are present and used appropriately; some figurative language may be present	Tier 1, 2, and possibly Tier 3 words are used consistently and appropriately; some figurative language may be present
	Words represent only Tier 1 (most common, everyday words)				
Coherence of Response	Narrative Prompt	No coherence to the response due to brevity	At least one sentence that attempts to organize a narrative	At least some transition words and sentences that partially organize a narrative	Use of transition words and sentence structures to establish and organize a narrative
	Informational Prompt	No coherence to the response due to brevity	At least one sentence that attempts to orient, logically develop, or close a topic	At least some transition words and sentences that partially orient, logically develop, or close a topic	Use of transition words and sentence structures that logically orient, develop, and close a topic
Degree of Response	Narrative Prompt	At most one character detail, event, or closure expressed by single words or short phrases	At least two references to characters, details, events, or a closure	Some references to multiple characters, well-chosen details, events in sequence, and a closure	Response contains multiple characters, relevant well-chosen details, sequenced events, and closure
	Informational Prompt	At most one claim or supportive idea expressed by single words or short phrases	At least one well-chosen claim and evidence or a closure	Some precisely stated and well-chosen claims and evidence, and a closure	Response contains varied and sufficient cohesive claims and evidence that are precisely stated, and a closure
Mechanics	Words are unclear and meaning is mostly obscured May include inventive spelling	Some words are clear so that meaning is evident though there may be many errors May include inventive spelling	Response is mostly clear though there may be errors; L <sub>1</sub> * errors may be present May include inventive spelling	Response is always clear, though there may be errors; L <sub>1</sub> errors may be present May include inventive spelling	Response is always clear with very few errors; L <sub>1</sub> errors may be present but don't interfere with meaning May include inventive spelling

\* L<sub>1</sub> errors refer to errors that are directly related to the structure or grammar of the native language.

**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

**Note:** Due to the holistic nature of the rubric, a response that is less than two paragraphs but meets the majority of criteria for the dimensions of the performance level will receive the score for the performance level.

## Appendix I

### Assessments by Birth Date/Age for Ungraded Students in the 2014–15 School Year

English Language Learners who are graded must take the State examination for the grade level in which they are enrolled. The chart below is to be used solely to ascertain the appropriate NYSESLAT grade band test to administer to those English Language Learners with disabilities who are ungraded.

#### Age Ranges for Testing on NYSESLAT for Ungraded Students with Disabilities in the 2014–15 School Year

Assessments	Birth Dates	Reaches This Age Between September 1, 2014 and August 31, 2015
Grade K: NYSESLAT	Any date after August 31, 2008	6
Grade 1: NYSESLAT	September 1, 2007—August 31, 2008	7
Grade 2: NYSESLAT	September 1, 2006—August 31, 2007	8
Grade 3: NYSESLAT	September 1, 2005—August 31, 2006	9
Grade 4: NYSESLAT	September 1, 2004—August 31, 2005	10
Grade 5: NYSESLAT	September 1, 2003—August 31, 2004	11
Grade 6: NYSESLAT	September 1, 2002—August 31, 2003	12
Grade 7: NYSESLAT	September 1, 2001—August 31, 2002	13
Grade 8: NYSESLAT	September 1, 2000—August 31, 2001	14
Grade 9: NYSESLAT	September 1, 1999—August 31, 2000	15
Grade 10: NYSESLAT	September 1, 1998—August 31, 1999	16
Grade 11: NYSESLAT	September 1, 1997—August 31, 1998	17
Grade 12: NYSESLAT	Born on or before August 31, 1997	18

## Appendix J

### RICs and Large-City Scanning Centers

Location	Primary Contact	Secondary Contact
<b>Buffalo Public Schools</b> Office of Shared Accountability 808 City Hall Buffalo, NY 14202	<b>Answer Sheets &amp; Scanning</b> Edward Kuzan <a href="mailto:ekuzan@buffaloschools.org">ekuzan@buffaloschools.org</a> Ph: 716-816-3035 Fx: 716-851-3044	<b>Answer Sheets &amp; Scanning</b> Dr. Genelle Morris <a href="mailto:gmmorris@buffaloschools.org">gmmorris@buffaloschools.org</a> Ph: 716-816-3035 Fx: 716-851-3044
<b>CNYRIC</b> Central New York Regional Information Center OCM BOCES 6075 East Molloy Rd. P.O. Box 4866 Syracuse, NY 13221	<b>Answer Sheets &amp; Scanning</b> Noelle Hickok <a href="mailto:nhickok@cnyric.org">nhickok@cnyric.org</a> Ph: 315-433-8327 Fx: 315-433-2221	<b>Answer Sheets &amp; Scanning</b> Pamela Dowse <a href="mailto:pdowse@cnyric.org">pdowse@cnyric.org</a> Ph: 315-433-2213 Fx: 315-433-2221
<b>GST BOCES</b> Greater Southern Tier Regional Information Center Computer Services Center 459 Philo Road Elmira, NY 14903	<b>Answer Sheets &amp; Scanning</b> Melissa Zelko Wood <a href="mailto:mzelko@gstboces.org">mzelko@gstboces.org</a> Ph: 607-795-5342 Fx: 607-795-5307	<b>Answer Sheets</b> Steve Updike <a href="mailto:Supdike@gstboces.org">Supdike@gstboces.org</a> Ph: 607-795-5338 Fx: 607-795-5307  <b>Scanning</b> Andy Patros <a href="mailto:apatros@gstboces.org">apatros@gstboces.org</a> Ph: 607-795-5338 Fx: 607-795-5307
<b>LHRIC</b> Lower Hudson Regional Information Center Southern Westchester BOCES 44 Executive Blvd. Elmsford, NY 10523 <a href="http://www.lhric.org/reporting.cfm">http://www.lhric.org/reporting.cfm</a>	<b>Answer Sheets &amp; Scanning</b> Rob Mahig <a href="mailto:rmahig@lhric.org">rmahig@lhric.org</a> Ph: 914-592-4203 x3287 Fx: 914-345-3719	<b>Answer Sheets &amp; Scanning</b> Todd Moore <a href="mailto:tmoore@lhric.org">tmoore@lhric.org</a> Ph: 914-592-4203 x3279 Fx: 914-345-3719
<b>MHRIC</b> Mid-Hudson Regional Information Center Ulster BOCES 175 Route 32 North New Paltz, NY 12561	<b>Answer Sheets &amp; Scanning</b> Loretta Zaoutis <a href="mailto:lzaoutis@mhric.org">lzaoutis@mhric.org</a> Ph: 845-255-1450 x1212 Fx: 845-256-9587	<b>Answer Sheets &amp; Scanning</b> Rosemary Zesutek <a href="mailto:rzesutek@mhric.org">rzesutek@mhric.org</a> Ph: 845-255-1450 x1285 Fx: 845-256-9587

Location	Primary Contact	Secondary Contact
<p><b>Monroe</b> Regional Information Center BOCES MAARS (Monroe/Orleans Accountability, Assessment and Reporting Services) 3625 Buffalo Road Rochester, NY 14624</p>	<p><b>Answer Sheets &amp; Scanning</b> Mari-Ellen Maloney <a href="mailto:mmaloney@bocesmaars.org">mmaloney@bocesmaars.org</a> Ph: 585-349-9025 Fx: 585-349-9090</p>	<p><b>Answer Sheets &amp; Scanning</b> Kathy Kuper <a href="mailto:kkuper@bocesmaars.org">kkuper@bocesmaars.org</a> Ph: 585-349-9022 Fx: 585-349-9090</p>
<p><b>MORIC</b> Mohawk Regional Information Center Madison Oneida BOCES 4937 Spring Road Verona, NY 13478 Web resources: <a href="http://www.moric.org">www.moric.org</a></p>	<p><b>Answer Sheets &amp; Scanning</b> Data Readiness Team <a href="mailto:datareadiness@moriconic.org">datareadiness@moriconic.org</a> Ph: 315-361-2700 or Ph: 866-986-6742 Fx: 315-361-5768</p>	
<p><b>Nassau</b> BOCES Regional Information Center Robert E. Lupinskie Center for Curriculum, Instruction and Technology 1 Merrick Avenue Westbury, NY 11590</p>	<p><b>Answer Sheets &amp; Scanning</b> Jane Boyd <a href="mailto:jboyd@mail.nasboces.org">jboyd@mail.nasboces.org</a> Ph: 516-832-2744 Fx: 516-608-6616</p>	<p><b>Answer Sheets &amp; Scanning</b> Valerie D'Aguanno <a href="mailto:vdaguann@mail.nasboces.org">vdaguann@mail.nasboces.org</a> Ph: 516-608-6616</p>
<p><b>NERIC</b> Northeastern Regional Information Center 900 Watervliet-Shaker Road Albany, NY 12205 Web resources: <a href="http://neric.org/ServiceGuide/Testing.cfm">http://neric.org/ServiceGuide/Testing.cfm</a></p>	<p><b>Answer Sheets</b> Gail Newcomb <a href="mailto:testing@neric.org">testing@neric.org</a> Ph: 518-862-5355 Fx: 518-862-5378</p> <p><b>Scanning</b> William Adam <a href="mailto:testing@neric.org">testing@neric.org</a> Ph: 518-862-5310 Fx: 518-862-5378</p>	<p><b>Answer Sheets</b> William Adam <a href="mailto:testing@neric.org">testing@neric.org</a> Ph: 518-862-5310 Fx: 518-862-5378</p> <p><b>Scanning</b> Gail Newcomb <a href="mailto:testing@neric.org">testing@neric.org</a> Ph: 518-862-5355 Fx: 518-862-5378</p>
<p><b>New York City Department of Education</b> Office of Assessment Operations and Scan Center (for Public Schools) 44-36 Vernon Blvd. Room 207 Long Island City, NY 11101</p>	<p><b>Answer Sheets &amp; Scanning</b> NYC DOE Service Center 212-374-6646 <a href="mailto:servicecenter@schools.nyc.gov">servicecenter@schools.nyc.gov</a></p>	<p>NYC DOE Charter School Office <a href="mailto:charterschools@schools.nyc.gov">charterschools@schools.nyc.gov</a></p>

Location	Primary Contact	Secondary Contact
<b>Rochester City School District</b> Office of Accountability 131 West Broad Street Rochester, NY 14614	<b>Answer Sheets &amp; Scanning</b> Stephen LaMorte <a href="mailto:Stephen.LaMorte@rcsdk12.org">Stephen.LaMorte@rcsdk12.org</a> Ph: 585-262-8328	<b>Answer Sheets</b> Steve Kingdom <a href="mailto:Stephen.Kingdom@rcsdk12.org">Stephen.Kingdom@rcsdk12.org</a> Ph: 585-262-8753  <b>Scanning</b> Bob Lau <a href="mailto:Bob.Lau@rcsdk12.org">Bob.Lau@rcsdk12.org</a> Ph: 585-262-8556
<b>SCRIC</b> South Central Regional Information Center Broome Tioga BOCES Mail Drop #31 435 Glenwood Road Binghamton, NY 13905	<b>Answer Sheets &amp; Scanning</b> Timothy Farnham <a href="mailto:SIRSHHELP@btboces.org">SIRSHHELP@btboces.org</a> Ph: 607-763-3592 Fx: 607-757-3000 Web resources: <a href="http://www.southcentralric.org/DDC.aspx">http://www.southcentralric.org/DDC.aspx</a>	<b>Answer Sheets &amp; Scanning</b> Lisa Callahan <a href="mailto:SIRSHHELP@btboces.org">SIRSHHELP@btboces.org</a> Ph: 607-763-3592 Fx: 607-757-3000
<b>Suffolk</b> Regional Information Center Eastern Suffolk BOCES Student Data Services 15 Andrea Road Holbrook, NY 11741	<b>Answer Sheets &amp; Scanning</b> Margaret Leuzze <a href="mailto:mleuzze@esboces.org">mleuzze@esboces.org</a> Ph: 631-419-1678 Fx: 631-218-4117  Lisa Zwerling <a href="mailto:lzwerlin@esboces.org">lzwerlin@esboces.org</a> Ph: 631-218-4103 Fx: 631-218-4117	
<b>Syracuse City School District</b> Office of Shared Accountability 258 E. Adams Street Syracuse, NY 13202	<b>Answer Sheets &amp; Scanning</b> Margaret Bailey <a href="mailto:mbailey@scsd.us">mbailey@scsd.us</a> Ph: 315-435-4486 Fx: 315-435-4978	<b>Answer Sheets &amp; Scanning</b> Brandan Keaveny <a href="mailto:bkeaveny@scsd.us">bkeaveny@scsd.us</a> Ph: 315-435-4338 Fx: 315-435-4978
<b>EduTech/Wayne-Finger Lakes BOCES</b> Eisenhower Building 131 Drumlin Ct. Newark, NY 14513	<b>Answer Sheets &amp; Scanning</b> Lisa Roberts <a href="mailto:lroberts@edutech.org">lroberts@edutech.org</a> Ph: 315-332-7413 Fx: 315-332-7370	<b>Answer Sheets &amp; Scanning</b> Camille Sorenson <a href="mailto:csorenson@edutech.org">csorenson@edutech.org</a> Ph: 315-332-7244 Fx: 315-331-7480

Location	Primary Contact	Secondary Contact
<b>WNYRIC</b> Western New York Regional Information Center Erie 1 BOCES 355 Harlem Road West Seneca, NY 14224-1892	<b>Answer Sheets &amp; Scanning</b> Karen Halbert <a href="mailto:khalbert@e1b.org">khalbert@e1b.org</a> Ph: 716-821-7173 Fx: 716-821-7432	<b>Answer Sheets &amp; Scanning</b> Dennis Atkinson <a href="mailto:datkinson@e1b.org">datkinson@e1b.org</a> Ph: 716-821-7088 Fx: 716-821-7432
<b>Yonkers City School District</b> 1 Larkin Center Yonkers, NY 10701	<b>Answer Sheets &amp; Scanning</b> Carla Collins <a href="mailto:ccollins@yonkerspublicschools.org">ccollins@yonkerspublicschools.org</a> Ph: 914-376-8234 Fx: 914-376-9144	<b>Answer Sheets &amp; Scanning</b> David Beaver <a href="mailto:dbeaver@yonkerspublicschools.org">dbeaver@yonkerspublicschools.org</a> Ph: 914-376-8234 Fx: 914-376-9144

## Appendix K

### Certificates

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Office of State Assessment  
Albany, New York 12234

### **Examination Storage Certificate NYSESLAT 2015**

School Name: \_\_\_\_\_

I, the undersigned principal of the school named above, do hereby declare that each of the security procedures listed below was fully and faithfully observed for the current administration of the 2015 NYSESLAT.

1. The sealed packages of secure test materials were stored in a secure location.
2. The secure location was maintained under strict security conditions.
3. The contents of the test were not divulged generally or specifically to anyone.
4. No photocopies or written notes were made of any part of the test or test questions.
5. An inventory of the test materials was conducted as soon after delivery as was practical. MetriTech was notified if any of the packages of secure test materials were not properly sealed when received. The sealed packages of secure test materials were placed inside the secure location immediately after the inventory was completed.
6. The sealed packages of secure test materials were not removed from the secure location, except for the inventory of test materials shipped to the school, until the day(s) on which the test was administered.
7. The sealed packages of secure test materials, except for the scoring materials for the Speaking session, were not opened until the day(s) on which the test was administered.
8. All of the secure test materials were accounted for following the administration of the test. They were all returned to MetriTech promptly after administration and scoring.

Note: Schools may permit teachers to retain copies of the School Administrator's Manual.

Name of Principal (print or type): \_\_\_\_\_

Signature of Principal: \_\_\_\_\_

Date: \_\_\_\_\_  
(Month/Day/Year)

**After completion, retain in school files for one year.**



## Deputy and Proctor Certificate NYSESLAT 2015

School Name: \_\_\_\_\_

We, the undersigned deputies and proctors who assisted in the administration of the 2015 NYSESLAT, hereby declare our belief in the correctness of the following statement. The rules and regulations for administering the test were fully and faithfully observed, and in particular:

1. The "Instructions for Administering the Test" section of the NYSESLAT 2015 School Administrator's Manual and the applicable Directions for Administration were read by each person who assisted in administering the test.
2. The testing was held within the prescribed dates.
3. The secure test materials, except for the scoring materials for the Speaking session, were kept in the sealed packages until the administration date.
4. The students were given appropriate instructions before beginning the test.
5. Students were not given help in interpreting or answering test questions.
6. The students were seated in such a way as to prevent collusion.
7. Adequate supervision was maintained throughout the administration of the test.
8. The test booklets and answer sheets were collected from the students immediately at the close of administration of each session.
9. All secure test materials were collected and returned to the principal at the close of administration of each session.
10. The students' responses to constructed-response questions were scored in accordance with the detailed instructions provided in the NYSESLAT Scoring Guides for Speaking and Writing.

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**After completion, retain in school files for one year.  
Make copies as necessary.**



## Exam Scoring Certificate NYSESLAT 2015

School Name: \_\_\_\_\_

As one of the undersigned scorers who participated in the scoring of the 2015 NYSESLAT, I hereby declare my belief in the correctness of the following statement: The rules and guidance materials for scoring the above tests were fully and faithfully observed, and in particular:

1. As a scorer, I trained using the procedures and materials described in the applicable Scoring Guides.
2. I scored the student responses in Speaking and Writing only for students for whom I am not the teacher of English as a Second Language or English Language Arts.
3. Where required, my name was clearly recorded on the answer sheet or scoring record.
4. The answer sheets and exam booklets were safeguarded during scoring.

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As principal, I attest that the rules and regulations for scoring, as listed above, were fully and faithfully observed.

Name of Principal (print or type): \_\_\_\_\_

Signature of Principal: \_\_\_\_\_ Date: \_\_\_\_\_  
(Month/Day/Year)

**After completion, retain in school files for one year.  
(Make copies and attach additional sheets as necessary.)**





