



New York State Testing Program

English Language Arts Test Listening/Writing

Grade **3**

2009 Scoring Guide

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English Language Arts
Editing Paragraph Scoring Clarifications

1. Students should not be told how many errors to look for. Otherwise, students might stop reviewing the rest of the paragraph because they believe they have found all the targeted errors when, in fact, they have misidentified one or more elements in the paragraph as being incorrect. It is best to encourage students always to review the entire paragraph.
2. As indicated in the rubric, students receive credit for identifying the errors in mechanics or grammar that have been included in the editing paragraph. Conversely, points are deducted for errors introduced by students.
3. Introduced errors are errors made by students when they change correct elements in the paragraph to ones that are grammatically or mechanically incorrect. These may be errors in capitalization, word choice, verb tense, punctuation, sentence structure, etc. Students are **not** to be penalized for introduced spelling errors since spelling is not assessed via the editing paragraph.
4. A neutral revision is a revision made by the student to any part of the paragraph that does not result in a grammatical or mechanical error. The student is **not** penalized for such a revision. Examples of neutral revisions include the following:
 - If a student changes a word in a paragraph, but the word is grammatically correct and fits the sentence, then such a revision is acceptable, provided that the revision does not alter the meaning of the sentence to such a degree that it no longer fits the context of the paragraph. (Note: If the meaning of the sentence is significantly altered, then the change is considered an introduced error.)
 - Since the comma before “and” in a series is considered optional, crossing it out is acceptable.
5. If a verb tense correction is made but misspelled, the correction should be given credit, provided that the word clearly and accurately corrects the tense despite the misspelling.
6. In Grades 3, 5, and 7, students are held accountable for introducing grammar and/or usage errors.
7. Errors in homophones (words that have the same pronunciation but different meanings and different spellings) are considered to be usage errors. In Grades 5 and 7, students are held accountable for introducing such errors. Students in Grade 3 are **not** held accountable for introducing homophone errors since, according to the *Core Curriculum*, they are not expected to have mastery in this area. An example of a homophone error is confusing “to,” “two,” and “too.”

8. A student is not permitted to cross out an entire sentence to avoid making a correction. If a student crosses out a small portion of a sentence, but the sentence is still grammatically intact and the meaning of the sentence remains unchanged, such a revision is acceptable.
9. Proofreading marks are allowed, provided that the errors are clearly indicated and corrected by the proofreading marks. If a scorer is unfamiliar with proofreading marks, the scorer should contact the table facilitator or scoring leader for assistance.
10. A student who corrects an error by using means other than proofreading marks or the revision method described in the test directions may still receive full credit, provided the correction is made clearly and accurately. Some examples of acceptable correction methods include the following:
 - circling the error rather than crossing it out
 - crossing out the part of the word that is incorrect rather than crossing out and rewriting the entire word
 - crossing out a punctuation mark only rather than crossing out the word it is next to and rewriting the word without the mark above the revision
 - adding a punctuation mark only instead of crossing out the word it is next to and rewriting both above the revision

In each of these cases, as long as the correction made is accurate and clear to the scorer, the correction is acceptable.

11. If a student makes a correction but does not cross out the original error, then such a correction is acceptable, provided that the correction is completely clear without further interpretation being needed on the part of the scorer.
12. If a student makes more than one error of a particular type (e.g., failing to capitalize a proper noun), then additional scoring factors must be considered. In order to be considered a single error, the repeated error needs to be identical. For example, if a student repeatedly fails to capitalize a particular name, that is considered a single error, even though it occurs more than once. However, if the error occurs in two different names, then that is considered to be two separate errors.
13. Multiple capitalization errors within a unit are counted as one error. A unit is a group of words that are connected and part of a single concept, such as a book title, sports team, or a person's job title.

Additional examples of introduced errors:

- If a sentence is divided incorrectly, creating a sentence and a fragment, then the fragment is considered to be one error. If two fragments are created, then the paper is assessed for two errors.
- An introduced change in tense is counted as an error.

Additional examples of neutral revisions:

- The comma is optional following a short introductory element such as a prepositional phrase (e.g., *For several days*).
- The comma before a conjunction that links two or more independent clauses is optional.
- It is acceptable to begin a sentence with “And” or “But.”
- It is acceptable to divide a compound sentence into two individual sentences, provided that each sentence is grammatically correct.

Editing Task

Question 28

Here is a paragraph a student wrote about visiting cousins. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I visited my cousins in Florida last april. I had a lot of fun there. We saw alligators at an alligator park. My cousins and i played in the sand at the beach. then we swam in the ocean. I want to go back again?

Possible Exemplary Response:

I visited my cousins in Florida last ^{April}~~april~~. I had a lot of fun there. We saw alligators at an alligator park. My cousins ^I and ^{Then} ~~i~~ played in the sand at the beach. ~~then~~ we swam in the ocean. I want to go back again?

Rubric:

| | |
|----------|---|
| 3 points | no more than 1 error, either introduced or not corrected, remains after the student has corrected the paragraph |
| 2 points | no more than 2 errors, either introduced or not corrected, remain after the student has corrected the paragraph |
| 1 point | no more than 3 errors, either introduced or not corrected, remain after the student has corrected the paragraph |
| 0 points | 4 or more errors, either introduced or not corrected, remain after the student has corrected the paragraph |

NOTE: If the item is left blank, apply Condition Code A.

- 28** Here is a paragraph a student wrote about visiting cousins. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I visited my cousins in Florida last ~~April~~^A. I had a lot of fun ~~there~~^{their}. We saw alligators at an alligator park. My cousins and ~~I~~^T played in the sand at the beach. ~~Then~~^T we swam in the ocean. I want to go back again~~;~~[.]

There is no more than 1 error, either introduced or not corrected.

All the original errors are corrected.

0 introduced errors; 1 neutral revision

Neutral Revision:

- [there] – changed to “their (This is considered an above-grade-level skill)

0 errors total

Listening Score Point 3

- 28** Here is a paragraph a student wrote about visiting cousins. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I visited my ~~cousins~~^{Cousins} in Florida last ~~April~~^{April}. I had a lot of fun there. We saw alligators at an alligator park. My ~~cousins~~^{Cousins} and i played in the sand at the beach. ~~then~~^{Then} we swam in the ocean. I want to go back again?

There are no more than 2 errors, either introduced or not corrected.

1 of the original errors is not corrected

- [i] – should be capitalized

1 introduced error; 0 neutral revisions

Introduced Error:

- [cousins/cousins] – should not be capitalized (The student is only penalized once because the errors are identical.)

2 errors total

Listening Score Point 2

- 28** Here is a paragraph a student wrote about visiting cousins. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I visited my cousins in Florida last ^AApril. I had a lot of fun ~~there~~? We saw alligators at an alligator park. My cousins and ^I played in the sand at the ^Bbeach. ^Then we swam in the ocean. I want to go back again?

There are no more than 3 errors, either introduced or not corrected.

1 of the original errors is not corrected

- [?] – after “again” should be changed to a period

2 introduced errors; 0 neutral revisions

Introduced Errors:

- [.] – period after “there” should not be changed to a question mark
- [beach] – should not be capitalized

3 errors total

Listening Score Point 1

- 28** Here is a paragraph a student wrote about visiting cousins. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I visited my cousins in Florida last ~~4~~^April. I had a lot of fun there. We saw ~~A~~^Alligators at an alligator park. My cousins and ~~I~~^I played in the sand at the ~~s~~^Beach. then we swam in the ~~O~~^Ocean. I want to go back again ~~i~~ⁱ.

There are 4 or more errors, either introduced or not corrected.

1 of the original errors is not corrected

- [then] – should be capitalized

3 introduced errors; 0 neutral revisions

Introduced Errors:

- [alligators] – should not be capitalized
- [beach] – should not be capitalized
- [ocean] – should not be capitalized

4 errors total

Listening Score Point 0



New York State Testing Program

English Language Arts Test Listening/Writing

Grade **3**

2009 Practice Set

28 Here is a paragraph a student wrote about visiting cousins. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I visited my cousins in Florida last april. I had a lot of fun there. We saw alligators at an alligator park. My cousins and i played in the sand at the beach. then we swam in the ocean. I want to go back again?

28

Here is a paragraph a student wrote about visiting cousins. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I visited my cousins in Florida last april. I had a lot of fun there. We saw alligators,at an alligator park. My cousins and ^I~~I~~ played in the sand at the beach. ^{Then}~~then~~ we swam in the ocean. I want to go back again~~!~~.

28

Here is a paragraph a student wrote about visiting cousins. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I visited my cousins in Florida last ~~April~~^{April}. I had a lot of fun there. We saw ~~alligators~~^{Alligators} at ~~an~~^a alligator park. My cousins and ~~I~~^I played in the sand at the beach. then we swam in the ocean. I want to go back again. ~~!~~

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Here is a paragraph a student wrote about visiting cousins. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I visited my cousins in Florida last April. I had A lot of fun there. We saw Alligators at an Alligator park. My Cousins And I played in the sand at the beach. I then we swam in the ocean. I want to go back again to

28

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Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I visited my cousins in Florida last ~~year~~^{April}. I had a lot of fun there. We saw ~~all~~^Alligators at an ~~all~~^Alligator park. My cousins and i played in the sand at the beach. ~~Then~~^{Then} we swam in the ocean. I want to go back again[!]

- 28 Here is a paragraph a student wrote about visiting cousins. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I visited my cousins in Florida last ~~april~~^{April}. I had a lot of fun there. We saw alligators at an alligator park. My cousins and ~~I~~^I played in the sand at the beach. ~~then~~^{Then} we swam in the ~~ocean~~^{Ocean}. I want to go back again ~~!~~[!]

28

Here is a paragraph a student wrote about visiting cousins. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I visited my cousins' in Florida ~~last April~~. I had a lot of
fun there. [?] We saw alligator's at an alligator park. My cousins'
^I and ^I played in the sand at the beach. ~~then~~ we swam in the
ocean. I want to go back again?

28

Here is a paragraph a student wrote about visiting cousins. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I visited my ~~Cousin~~^{Cousin} in Florida last ~~April~~^{April}. I had a lot of fun there. We saw ~~Alagators~~^{Alagators} at an ~~Alagator~~^{Alagator} park. My ~~cousins~~^{Cousins} and ~~I~~^I played in the sand at the beach. then we swam in the ocean. I want to go back again[.]

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Here is a paragraph a student wrote about visiting cousins. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I visited my cousins in Florida last ~~april~~^{April}. I had a lot of fun there. We saw ~~alligators~~^{Alligators} at an alligator park. My cousins and ~~I~~^I played in the sand at the beach. ~~Then~~^{Then} we swam in the ~~ocean~~^{Ocean}. I want to go back again.

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I visited my cousins in Florida last april. I had a lot of fun there. We saw alligators at an alligator park. My cousins and i played in the sand at the beach. then we swam in the ocean. I want to go back again?

3rd GRADE LISTENING/WRITING

PRACTICE SET ANSWER KEY

Name: _____

| | | |
|--------------|-------|--|
| PS 1 | (0-2) | |
| PS 2 | (0-2) | |
| PS 3 | (0-2) | |
| PS 4 | (0-2) | |
| PS 5 | (0-2) | |
| PS 6 | (0-2) | |
| PS 7 | (0-2) | |
| PS 8 | (0-2) | |
| PS 9 | (0-2) | |
| PS 10 | (0-2) | |
| PS 11 | (0-2) | |
| PS 12 | (0-2) | |
| PS 13 | (0-2) | |
| PS 14 | (0-2) | |
| PS 15 | (0-2) | |

| | | |
|--------------|-------|--|
| PS 16 | (0-2) | |
| PS 17 | (0-2) | |
| PS 18 | (0-2) | |
| PS 19 | (0-2) | |
| PS 20 | (0-2) | |
| PS 21 | (0-3) | |
| PS 22 | (0-3) | |
| PS 23 | (0-3) | |
| PS 24 | (0-3) | |
| PS 25 | (0-3) | |
| PS 26 | (0-3) | |
| PS 27 | (0-3) | |
| PS 28 | (0-3) | |
| PS 29 | (0-3) | |
| PS 30 | (0-3) | |

