

New York State Testing Program
NYSESLAT



2013 Turnkey Training

Scoring Guide



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Description of the 2013 NYSESLAT Writing Test

Developmental Writing		
Grade Band	Description of Task	Maximum Possible Points
K	Write a dictated letter	1
K-2	Write a dictated word	2
K-2	Write a dictated sentence	2

Extended-Response Writing		
Grade Band	Description of Task	Maximum Possible Points
1-2	Write a story based on a picture prompt	4
3-12	Write a descriptive paragraph based on a picture prompt	4
3-12	Write a fact-based essay based on information provided	4

Letter Writing (Grade K only)

DIRECTIONS

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

1

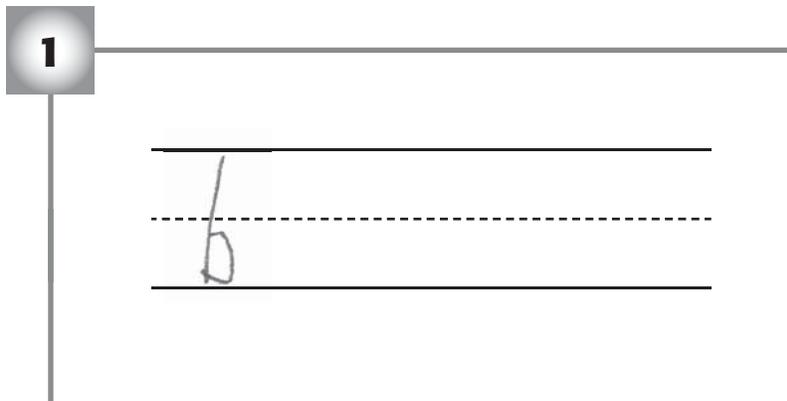
SAY

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

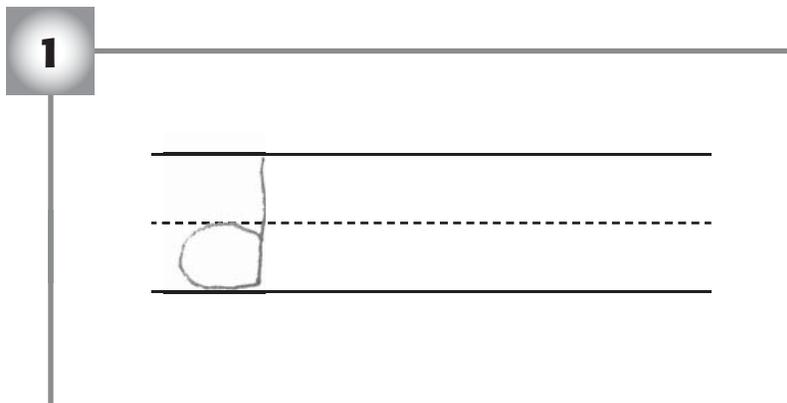
Give the students as much time as they need to finish writing.

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

Letter Writing Student Responses



Letter Writing	
Score Point 1	<ul style="list-style-type: none"> Response is clearly recognizable as the correct letter May be uppercase or lowercase

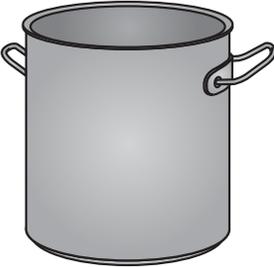


Letter Writing	
Score Point 0	<ul style="list-style-type: none"> Incorrect letter

Word Writing (Grades K and 1–2)
Grade K

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

2



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

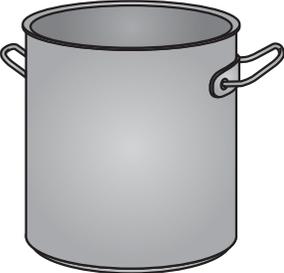
Give the students as much time as they need to finish writing.

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

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

Word Writing Student Responses

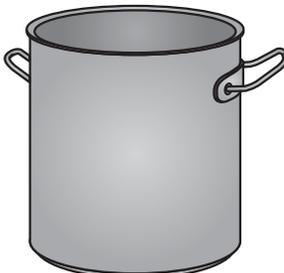
2



pot

Word Writing	
Score Point 2	<ul style="list-style-type: none"> Response is clearly recognizable as the correct word Letters may be uppercase, lowercase, or both

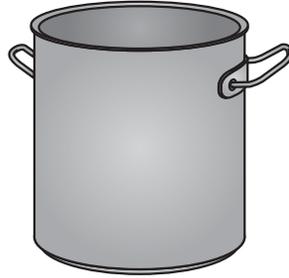
2



Pf

Word Writing	
Score Point 1	<ul style="list-style-type: none"> Response is somewhat recognizable as the correct word Demonstrates phonemic awareness

2

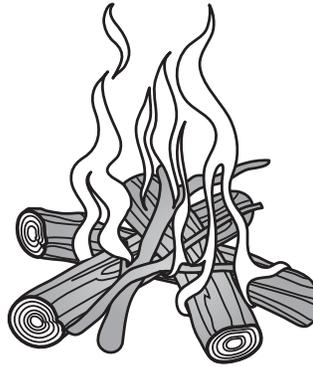


bu

Word Writing	
Score Point 0	▪ Response is not recognizable as the correct word

Grades 1–2

3



SAY

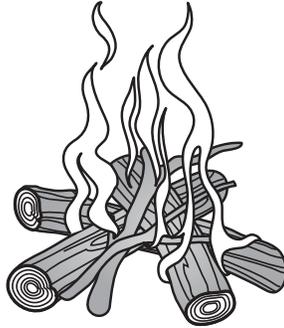
3 Look at number 3. This is a picture of a fire. Write the word “fire” on the line.

Give the students as much time as they need to finish writing.

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

Word Writing Student Responses

3



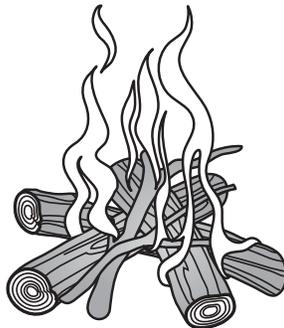
Fire

Word Writing

Score Point 2

- Response is clearly recognizable as the correct word
- No spelling errors
- Letters may be uppercase, lowercase, or both

3



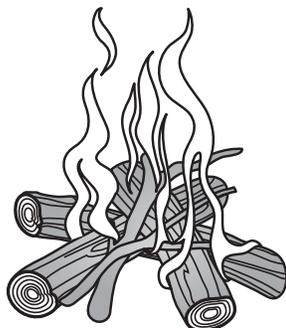
fyr

Word Writing

Score Point 1

- Response is somewhat recognizable as the correct word
- Demonstrates phonemic awareness (*fyr* for *fire*)

3



u/eP/

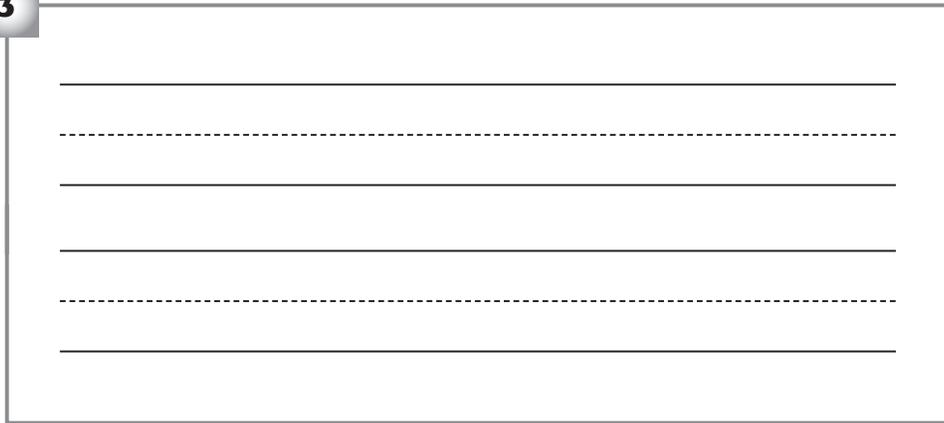
Word Writing	
Score Point 0	<ul style="list-style-type: none"> ▪ Response is not recognizable as the correct word ▪ Demonstrates no phonemic awareness ▪ Illegible

Sentence Writing (Grades K and 1–2)

Grade K

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

3



SAY

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

Give the students as much time as they need to finish writing.

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

Sentence Writing Student Responses

3

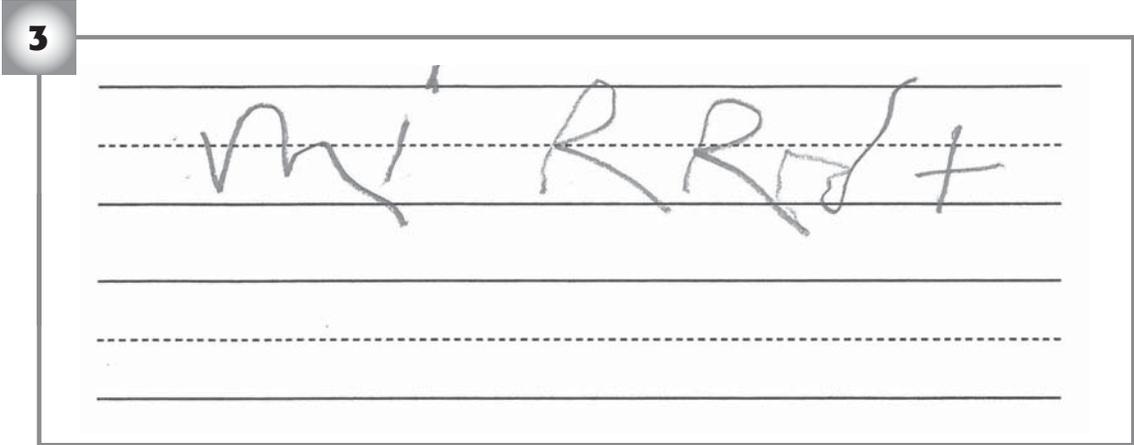
A student's handwritten response on a set of four horizontal lines (top, dashed midline, baseline, and bottom). The sentence "My hat is red." is written in cursive. The first letter 'M' is capitalized. There is a period at the end of the sentence. The words are spaced consistently.

Sentence Writing	
Score Point 2	<ul style="list-style-type: none"> ▪ Capitalizes first word in the sentence ▪ Includes all words in the correct order ▪ Maintains appropriate word spacing

3

A student's handwritten response on a set of four horizontal lines (top, dashed midline, baseline, and bottom). The sentence "my hat is red." is written in cursive. The first letter 'm' is not capitalized. There is a period at the end of the sentence. The words are spaced consistently.

Sentence Writing	
Score Point 1	<ul style="list-style-type: none"> ▪ Does not capitalize first word in the sentence ▪ Word spacing is erratic



Sentence Writing	
Score Point 0	<ul style="list-style-type: none">▪ No control of written English conventions▪ Incomprehensible

Grades 1-2

DIRECTIONS

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

4

SAY

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

Give the students as much time as they need to finish writing.

Sentence Writing Student Responses

4

Sentence Writing

Score Point 2

- Response shows grade-appropriate control of written English conventions
- Uses grade-appropriate spelling (i.e., a mix of phonetic and conventional spelling of common words in grades 1-2) (*Lik* for *like*, *storys* for *stories*)
- Uses appropriate end punctuation

4

The image shows a sample of handwriting on a four-line grid. The text 'I to read stors' is written in a cursive style. The word 'stors' is misspelled. The sentence is missing an end punctuation mark.

Sentence Writing	
Score Point 1	<ul style="list-style-type: none"> ▪ Response shows some control of written English conventions ▪ Includes most of the words in the correct order ▪ Response is missing end punctuation

4

The image shows a sample of handwriting on a four-line grid. The text 'i lo i fde 25.' is written in a cursive style. The words are illegible and misspelled. The sentence is missing an end punctuation mark.

Sentence Writing	
Score Point 0	<ul style="list-style-type: none"> ▪ Response shows no control of written English conventions ▪ Incomprehensible

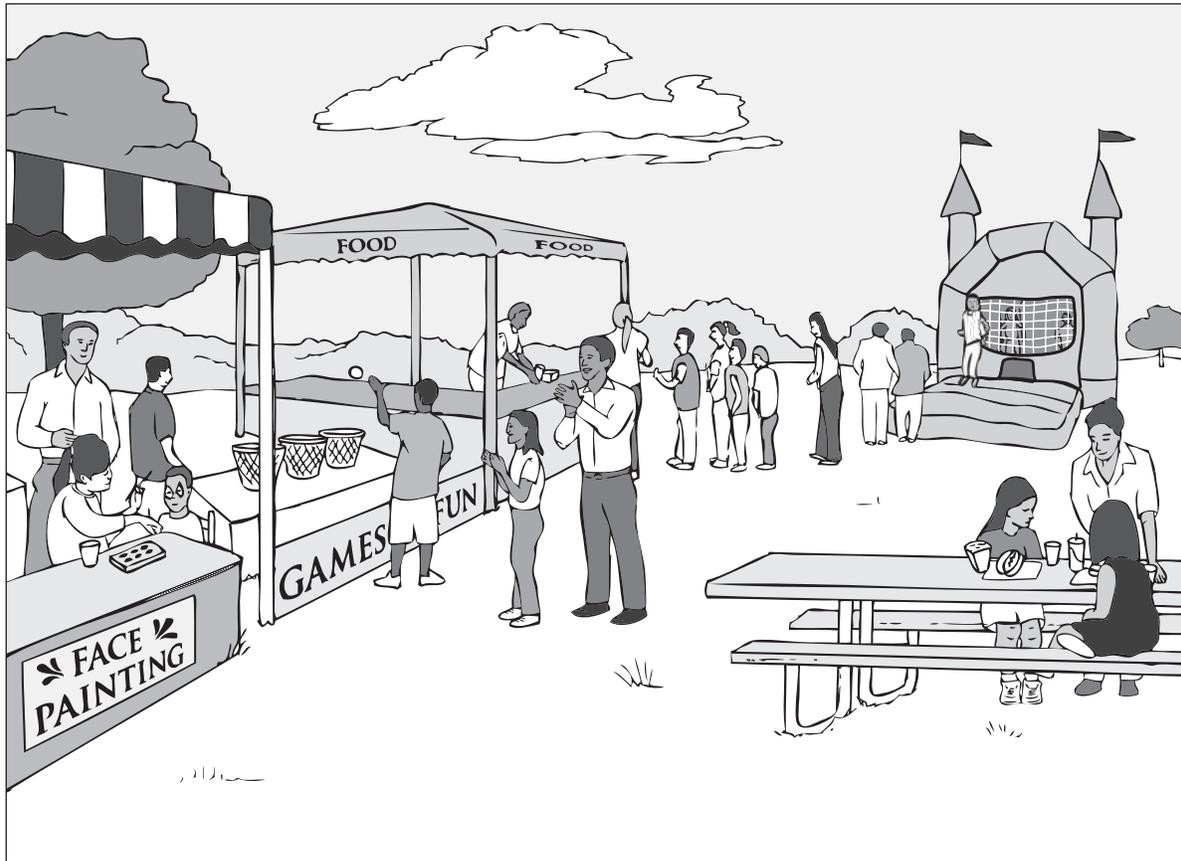
Picture-Based Story

Grades 1-2

DIRECTIONS

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

5



Picture-Based Story	
Score Point 4	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Addresses the task ▪ Includes many relevant and meaningful details ▪ Is clear and coherent ▪ Includes a variety of complete sentences ▪ Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words; other spelling demonstrates phonemic awareness ▪ Demonstrates correct use of initial capitalization and end punctuation
Score Point 3	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Mostly addresses the task ▪ Includes some relevant and meaningful details ▪ Is mostly clear and coherent ▪ Includes complete sentences ▪ Uses conventional spelling for many words with common spelling patterns; other spelling demonstrates phonemic awareness ▪ Demonstrates some use of initial capitalization and end punctuation
Score Point 2	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Partially addresses the task ▪ Includes a few relevant details ▪ May lack coherence ▪ Includes some complete sentences ▪ Uses mostly invented spelling and may demonstrate somewhat limited phonemic awareness ▪ Demonstrates limited use of initial capitalization and end punctuation
Score Point 1	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Minimally addresses the task ▪ May include only one relevant detail ▪ Is somewhat incoherent ▪ May include only single words or disconnected phrases ▪ Demonstrates minimal phonemic awareness ▪ Demonstrates no use of initial capitalization and end punctuation
Score Point 0	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Does not address the task ▪ Is illegible ▪ Is incoherent ▪ Is solely in a language other than English ▪ Is irrelevant ▪ No response

Picture-Based Story Student Responses

5

There is many families
 At the fair. Alicia is
 watching her brother play
 game. They will go buy
 some food after game
 and then jump on the
 house game. Then they
 will go home.

Picture-Based Story

Score Point 4

- Addresses the task
- Includes many relevant and meaningful details (*many families, Alicia, buy some food, jump on the house game*)
- Includes a variety of complete sentences
- Uses conventional spelling
- Demonstrates correct use of initial capitalization and end punctuation

5

I see children and
 MOM And some With a
 dad at the party. They
 all are going to each
 place. A girl and brother
 are doing the game and
 her freind is Eating.

Picture-Based Story

Score Point 3

- Mostly addresses the task
- Includes some relevant and meaningful details (*children and mom, some with a dad, doing the game, freind is eating*)
- Is mostly clear and coherent
- Uses conventional spelling for many words and other spelling demonstrates phonemic awareness

5

I see pepots.
I see grits and brother
and dad
some ar etern
face painting

Picture-Based Story	
Score Point 2	<ul style="list-style-type: none">▪ Partially addresses the task▪ Includes some complete sentences▪ Demonstrates somewhat limited phonemic awareness▪ Demonstrates limited use of initial capitalization and end punctuation

5

the boy is shu~~tn~~ a
 bol in the boy is chumpen
 and ~~E~~ gril eet otdoc.

Picture-Based Story

Score Point 1

- Minimally addresses the task
- Is somewhat incoherent
- Demonstrates minimal phonemic awareness (*shu~~tn~~* for *shooting*, *bol* for *ball*, *chumpen* for *jumping*, *eet* for *eat*, *otdoc* for *hotdog*)

5

Handwritten text on a set of primary-ruled lines:

Esti mittos pl en es ta
pa lopa hen su do
fr enpis se

Picture-Based Story	
Score Point 0	<ul style="list-style-type: none">▪ Does not address the task▪ Is incoherent▪ In a language other than English

Scoring Practice: Picture-Based Story

Practice Sample A

I + Is A clowde dey at the park.

I see the sister happy for her brodder.

The childern eet at the table

I like the face game.

Score _____

Practice Sample B

I sefud

som pepol ar claph

He is jumpen

A familia en park

Score _____

Practice Sample C

the girl is painting ~~the~~
box fast on the boxes
shutting

Score _____

Practice Sample D

There is lots of
games at the fair.
Face painting is fun.
Tom will throw balls
in the basket,
and his dad will clap.
Sam can jump in the castle.
They will be tired
and then go home.

Score _____

Practice Sample E

A handwriting practice sheet with ten sets of horizontal lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. The first set of lines contains the handwritten text "Opeolshface Pain Bes" in a cursive script. The remaining nine sets of lines are blank.

Score _____

Picture-Based Story Grades 1–2 Scoring Practice Answer Key

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

Descriptive Writing Paragraph (Grades 3–12)

Grades 9–12

DIRECTIONS

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

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

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

5



Descriptive Writing Paragraph	
Score Point 4	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Addresses the task ▪ Includes many and varied descriptive details ▪ Is clear, coherent, and well organized ▪ Uses concrete words and phrases and sensory details ▪ Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 3	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Mostly addresses the task ▪ Includes some descriptive details ▪ Is mostly clear, coherent, and organized ▪ Uses vocabulary that is mostly appropriate to the task ▪ Demonstrates some command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 2	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Partially addresses the task ▪ Includes a few descriptive details ▪ May lack clarity and coherence and/or be somewhat disorganized ▪ May use basic vocabulary ▪ Demonstrates limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 1	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Minimally addresses the task ▪ May be somewhat disorganized and incoherent ▪ Uses vocabulary that is inappropriate or insufficient for the task ▪ Demonstrates minimal command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 0	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Does not address the task ▪ Is illegible ▪ Is incoherent ▪ Is solely in a language other than English ▪ Is irrelevant ▪ No response

Descriptive Writing Paragraph Student Responses

5

On a winter evening Destiny was leaving her job wearing a black p-coat with her hair out holding her newly bought brown bag. "Good night" she said to her fellow co-workers as she left. Destiny walked her town's main street to see beautiful light white flakes of snow falling. "Watch out" said a man on a bicycle that looked like it could of been 100 years old. As the man came to a stop he gave her a bright yellow umbrella and said "you dont want your hair getting messed up". Destiny came to a halt and grabbed the umbrella and said "Thank you" but quickly the bike and man rode off. As she sat the bike disappered she starting walking off into the snow.

Descriptive Writing Paragraph

Score Point 4

- Addresses the task (in narrative structure)
- Includes varied descriptive details (*her newly bought brown bag, beautiful light white flakes of snow falling, a bright yellow umbrella*)
- Is clear, coherent, and well organized
- Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

5

In the picture, it shows a cold winter night. Its snowing a lot, everything is simply white. People are taking a walk, some are shuffling to clean the side walk and roads, theirs a women ridding on a bike, and theirs a young lady with an umbrella walking for she doesn't get snow all over her hair theirs also lots of bikes parked. The trees are cover with snow, the streets are getting filled with snow, also the buildings are filled with snow. The people in the picture are feeling happy that theirs snow because they get to drink their hot chocolate while being in a fire, and some are just enjoying the weather by taking a walk and ridding bikes

Descriptive Writing Paragraph

Score Point 3

- Mostly addresses the task
- Includes some descriptive details (*cold winter night, simply white, streets are getting filled with snow*)
- Demonstrates some command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling (*trees are cover/covered; in/by a fire; shuffling/shoveling; their for there*)

5

In the Picture what's happening is that is snowing and all of the people that are in the picture are trying to covered with their umbrella. It looks like there is a storm, and all of the tree are withe, and the stree is cover with snow, everithing is withe, and every people have to covered their body because if they don't cover their body they are going to get sick. Almost all of the people don't like the snow because they always have put a lot of clothes in their bodies. The buildings nobody can't see it because of the snow. The snow is very withe and nobody almos can't see nothing.

Descriptive Writing Paragraph

Score Point 2

- Partially addresses the task
- Includes a few descriptive details (*looks like there is a storm; everithing/ everything is withe/white*)
- Demonstrates limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling (*clothes in their bodies, withe/white, almos/almost can't/can't see nothing*)

5

I see a Bike with a People of
 and snow, and A lot People
 in the stree in a time of winter
 and I see fo Four Bike in The
 stree, a lot TREE, and A lot
 building and umbrella in the
 stree.

Descriptive Writing Paragraph

Score Point 1

- Minimally addresses the task
- Somewhat incoherent (*a Bike with a people of and snow*)
- Demonstrates minimal command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

Scoring Practice: Descriptive Writing Paragraph**Practice Sample A**

16

The setting of the this place is winter and the weather is not good because it's snowing. The people are citizens and they are trying to leave this place. People are cold and they are freezing. Some people are riding a bike, some people are walking and some people are shuffling the snow. Nowadays snow is common in all over the world for example New York get snow every year, Canada gets snow every year. So it's so common in all over the world. Some people love snow and some people don't like snow. People get new clothes for winter, they get jackets and all kinds of winter clothes. They get new clothes for winter so then they can be safe from the sickness.

Score _____

Practice Sample B

16

This is a beautiful picture, it shows a variety of things, like the snow, the people, the bicycles and the houses. This is a pretty obvious thing that really happens here in New York City and is called snowing! I love the snow I think it looks so pretty and makes the Earth look cleaner. In this picture I see many people that it looks like they are about to go to work or maybe some are walking to school. I see many people with jackets on and I see a guy with an umbrella looks like he doesn't like to get wet by snow because snow usually dissolves to water. It looks like a busy town it could be Manhattan. It really looks like winter because none of the trees have leaves, that's nature. It looks like a guy is cleaning the streets also. In conclusion, winter could be a busy season.

Score _____

Practice Sample C

16

in the picture is smoggy.

I have 3 person in the picture.

I have bicycle in the picture.

I have lamp in the picture.

Score _____

Practice Sample D

16

wasup new enad people with
and wasup new people and Bicycle and
tree wasup and lapam and
may wasup I am people you
Bicycle.

Score _____

Practice Sample E

16

The setting of the picture is that is winter and the weather is cold and its snowing. The people are men and women. They are riding the bicycle, walking with an umbrella, shoveling or cleaning the snow by the store. The people in this picture might be thinking or feeling cold or mad because maybe they had plans to go outside but then it started to snow really hard and they had to stay in their houses. Also they feel cold because you can see them with sweaters, jackets, hats, boots, gloves, and sweat pants so they are very cold. In this picture there is a lot of snow covering everything and many people are walking around so they are probably going to their houses or they are gonna go buy something to eat at the store.

Score _____

Descriptive Writing Paragraph Grades 9–12 Scoring Practice Answer Key

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

Fact-Based Essay (Grades 3–12)

Grades 3–4

DIRECTIONS

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

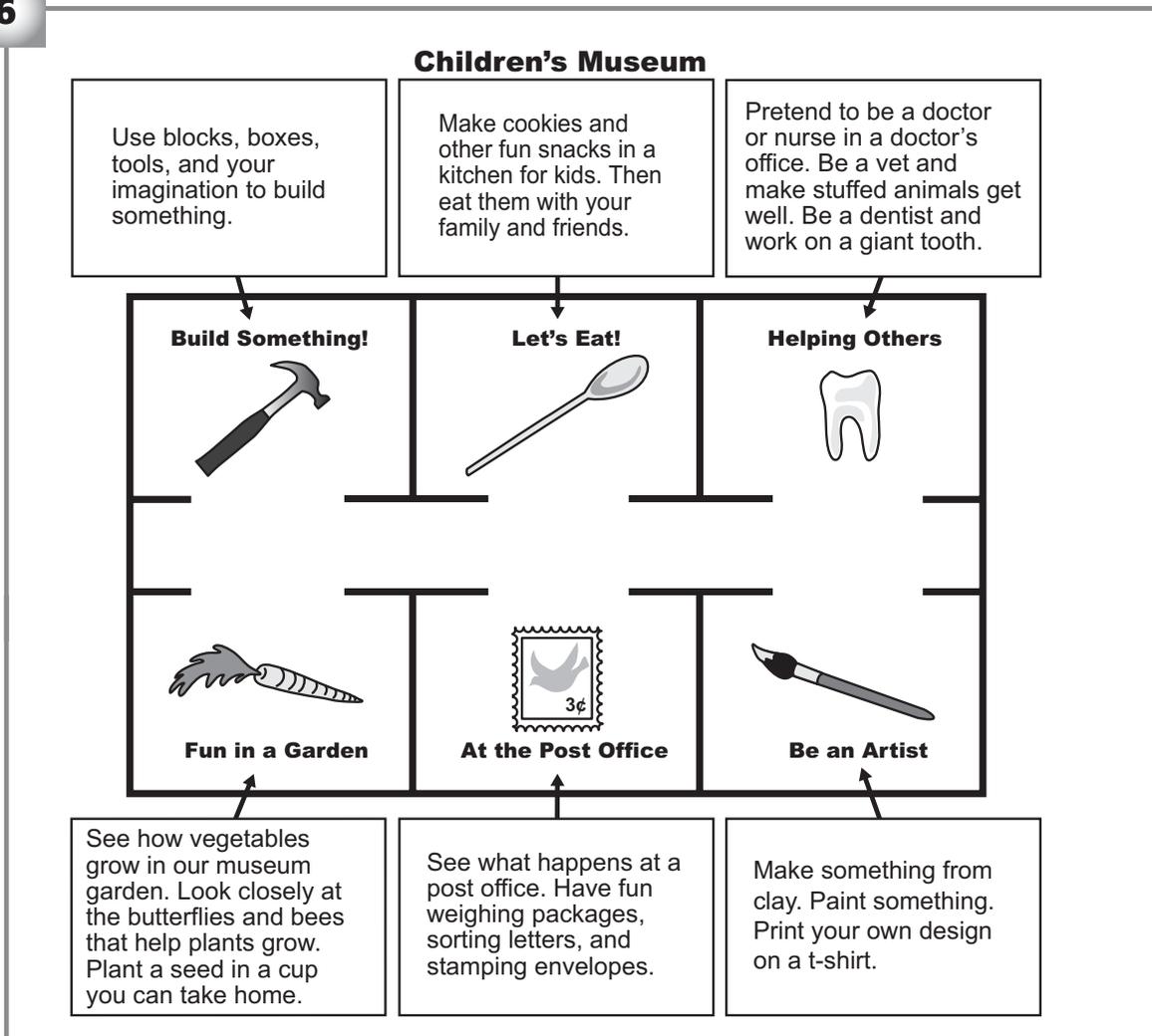
In your own words, write a well-organized essay about which **two** areas you would like to visit. Tell why you want to visit them.

In your essay, remember to:

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

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

6



Fact-Based Essay	
Score Point 4	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Addresses the task and includes reasons supported by relevant details from the source material provided ▪ Integrates information from the source material using student's own words ▪ Is clear, coherent, and well organized ▪ Uses precise language and domain-specific vocabulary that is appropriate to the task ▪ Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 3	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Mostly addresses the task and includes reasons supported by relevant details from the source material provided ▪ Mostly integrates information from the source material using student's own words ▪ Is mostly clear, coherent, and organized ▪ Uses language and vocabulary that is mostly appropriate to the task ▪ Demonstrates some command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 2	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Partially addresses the task and includes reasons supported by a few details from the source material provided ▪ Partially integrates information from the source material using student's own words, but may be largely copied ▪ May lack clarity and coherence and/or be somewhat disorganized ▪ Uses some vocabulary that is inappropriate to the task ▪ Demonstrates limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 1	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Minimally addresses the task ▪ Is primarily copied from the source material with minimal use of student's own words ▪ Is somewhat incoherent and disorganized ▪ Uses vocabulary that is inappropriate or insufficient for the task ▪ Demonstrates minimal command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 0	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Does not address the task ▪ Is illegible ▪ Is incoherent ▪ Is solely in a language other than English ▪ Is irrelevant ▪ No response

Fact-Based Essay Student Responses

6

The two areas that I will like to visit are Be an Artist, and Let's Eat!

One reason why I will like to visit Be an Artist is because I like to paint and draw. Another reason why I will like to visit Be an Artist is because I know how to draw carbons and I want to learn how to draw a real living thing.

One reason why I will like to visit Let's Eat is because I like to cook macaron and cheese with my mom and I want to help her cook. Another reason why I would like to go to Let's Eat is because I want to learn how to cook more than just macosone and cheese so then when I grow up I would already know how to cook and it would be easy for me to cook.

Now you know where I want to go in the museum and why I want to go.

Fact-Based Essay

Score Point 4

- Addresses the task and includes reasons supported by relevant details from the source material (*like to paint and draw; like to cook; want to learn how to cook more*)
- Integrates information from the source material using student's own words
- Is clear, coherent, and well organized

6

M My class is planning a trip to the museum. My teacher wants me to choose two areas to visit. I would like to go to fun in a garden. I could learn how different bugs help different plants or flowers and I would like to take home my own plant and watch them grow big and beautiful. I also like to go to Let's Eat. I could make my own cookies and make a special cookie for my grandma and the rest for my family. I'll make some for me and extra for my brother because I want to be nice. And for his my the best brother ever. I'm looking forward to this trip.

Fact-Based Essay

Score Point 3

- Mostly addresses the task and includes reasons supported by relevant details from the source material
- Mostly integrates information from the source material using student's own words
- Is mostly clear, coherent, and organized
- Demonstrates some command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

6

I would like to go to
 Be an Artist because
 you can make some
 things out of clay, you can
 also make your own t-shirt
 with anything you want on
 it. I would also like to
 go to Let's Eat! because
 you can make delicious
 cookies and other tasty snacks
 Then you can enjoy them
 with your friends and family.

I would like to go to the
 Be an Artist because you can
 make something cool out of
 clay and you can also
 make your own cool t-shirt
 with anything that you want on
 it.

Fact-Based Essay

Score Point 2

- Partially addresses the task and includes reasons supported by a few details in the source material
- Partially integrates information from the source material using student's own words
- Is somewhat disorganized
- Demonstrates limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

6

I choose Helping others because
 I like to help others is fun to
 help others because one day
 I needed help and my brother
 help me my brother allways help
 me on other day a friend kind
 has ball den I went to find it.
 I choose that because I like
 to help others. I choose
 Build something because if
 a house is in fire is de stock
 I will fish ogen.
 I choose Build something.

Fact-Based Essay

Score Point 1

- Minimally addresses the task (does not include conclusion and/or introduction)
- Is somewhat incoherent and disorganized
- Demonstrates minimal command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

6

Me gusta viajar en el extranjero
 porque me gusta viajar como sur
 de la playa. También que viva en el
 de arriba. Sobre un poco de la vida de
 la vida. Me gusta viajar de
 cir lo que haces así que de el
 amana. Así que así que
 para ser un viajero que
 tomar muchas responsabilidades.

Me gusta viajar es que viajar
 a donde sobre modo de viajar
 como la fundación. Cuando fue
 los tres de la vida. Como son
 las cosas.
 me gusta viajar de que se
 mentan el bien como las cosas.
 lo NO.

Fact-Based Essay

Score Point 0

• Is solely in a language other than English

Scoring Practice: Fact-Based Essay

Practice Sample A

16

The two areas I want to visit is be an artist and build something.

One reason is because I like building things and I like to do art.

Another reason is because when I build things I feel happy and when I do art I feel happy too.

Also, because when I build thing I help people and when I do art I help people too.

Thas why I would like to visit those two areas

Score _____

Practice Sample B

16

To the children's museum if I could only go to two places I would go to Let's Eat and helping others. If you want to know why I want to go to these places read my essay to find out

A reason why I want to go to Let's eat is because you learn recipes like how to make cookies.

Another reason why I want to go to Let's Eat is because you get to do it yourself but, you can ask for help.

Additionally, I want to go to Let's Eat it's because it's fun because

Practice Sample B (Continued)

you can cook and cooking is fun.

A reason why I want to go to helping others is because you can pretend to be a doctor or a nurse and even a vet.

Another reason why I want to go to helping people is because you learn how to work like a doctor or nurse or vet.

Additionally, I want to go to helping people is because you follow your dream like if you want to be a doctor or nurse or vet you can practice for when you grow up.

In conclusion, you know why I want to go to let's eat and helping people. And I hope you try these places and have fun with it.

Score _____

Practice Sample C

16

I want Helping others and Be an
artirst because I like docter they
clean your teeth and be a artist
is cool you could draw I want
to visit those places

Score _____

Practice Sample D

16

If I went to the kids museum I would like to go to be an artist and let's eat because I would like to bake cookies and make other snacks and I would love to go to be an artist because it would be fun and exciting to make one. I would like to go to let's eat because we get to make fun snacks and other things. If I went to the section be an artist I would make a pot out of the clay. In the let's eat section I would like to make chocolate chip cookies and make a fruit salad and a ice cream sunday and other snacks. In the be an artist section I would like to make a tie die shirt with my name on it. And I would make a vase out of the clay too. And at the let's eat section I would also make mini sandwiches and popcorn. I bet the teacher would help us make the cookies.

Score _____

Fact-Based Essay Grades 3–4 Scoring Practice Answer Key

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

Speaking Scoring Guide

Description of the 2013 NYSESLAT Speaking Test

The Speaking test is individually administered in approximately 15 minutes and consists of 15–16 questions depending on the grade band. The questions are read to the student by the examiner from the Directions for Administration (DFA). With the exception of part of the kindergarten test, the Speaking test questions, along with graphics, are also printed in the test booklet for each student to read while the examiner is speaking.

The tables below give a detailed description of the types of activities in the Speaking test

SPEAKING TEST Grade K			
Question Numbers	Activity	Description of Task	Max Points per Question
A–C	Warm-up	Student responds to simple, warm-up questions.	0
1–4	Social & Academic Interaction	Student answers a conversational or academic question.	2
5–9	Sentence Completion	Student orally completes a sentence based on a picture prompt. The beginning of the sentence is read by the examiner.	2
10–14	Picture Description	Student answers two questions about a photo prompt.	2
15	Storytelling	Student makes up and tells a story based on a three-picture prompt.	4

SPEAKING TEST Grades 1–12			
Question Numbers	Activity	Description of Task	Max Points per Question
A–C	Warm-up	Student responds to simple, warm-up questions.	0
1–4	Social & Academic Interaction	Student answers a conversational or academic question.	2
5–9	Sentence Completion	Student orally completes a sentence based on a picture prompt. The beginning of the sentence is read by the examiner.	2
10–14	Picture Description	Student answers a two-part question about a photo prompt.	2

SPEAKING TEST Grades 1–12			
Question Numbers	Activity	Description of Task	Max Points per Question
15	Response to Graphic Information	Student answers two questions about information presented in a map, table, or graph.	2
16	Storytelling	Student makes up and tells a story based on a three-picture prompt.	4

Turnkey Training Speaking Exemplars CD Guidelines

Included with this training manual is a CD of recorded student responses. The CD contains responses from all grade bands and ability levels, representing a varied range of score points from each of the rubrics. Score points, transcriptions, and commentary for students’ responses are included in this manual.

Guidelines for using the CD:

1. Trainees should first review the Speaking Test tables above and read and review the rubrics following each question before listening to the CD. Trainees should have a good understanding of what is being measured in each speaking activity and of the criteria that are used to evaluate student responses.
2. Insert the Turnkey Training Speaking Exemplars CD into a CD player and begin listening to the audio.
3. The CD corresponds with pages 60–77 of this manual. The sample questions are shown with the scoring rubrics and with the scores given by Questar’s Scoring Center (QSC) and approved by the New York State Education Department.

Social & Academic Interaction (Grades K–12)

Grade K

DIRECTIONS

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

SAY

1 What are some of the rules in your classroom?

Pause for about 15 seconds for the student to respond.

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

Anchor Responses: Tracks 1–3

Track	Prompt	Transcription	Score	Comment
1	What are some of the rules in your classroom?	Be kind to friends and...listen to the teacher.	2	Ideas are expressed clearly and effectively; uses vocabulary that is context-related and precise; demonstrates command of the conventions of standard English grammar and usage.
2	What are some of the rules in your classroom?	Umm to not hit.	1	Ideas are expressed somewhat effectively (response only mentions one rule).
3	What are some of the rules in your classroom?	People.	0	Irrelevant response.

Scoring Practice: Tracks 4–6

Social & Academic Interaction Practice Question Grades 3–4

DIRECTIONS

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

1

What do you like about learning math?

SAY

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

Pause for about 15 seconds for the student to respond.

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

Practice Responses: Tracks 4–6

Track	Prompt	Score
4	What do you like about learning math?	
5	What do you like about learning math?	
6	What do you like about learning math?	

Scoring Practice Answer Key

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

Sentence Completion (Grades K–12)

Grades 1–2

DIRECTIONS

Look at the picture. Listen to the first part of the sentence. Then finish the sentence. Use the picture to choose your words.

2

After Juan found a paintbrush . . .



SAY

2 Look at number 2. (Point.) After Juan found a paintbrush . . .

Pause for about 15 seconds for the student to respond.

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

Anchor Responses: Tracks 7–9

Track	Prompt	Transcription	Score	Comment
7	After Juan found a paintbrush . . .	he started to paint.	2	Appropriately describes the person and event in the graphic; uses vocabulary that is context-related; demonstrates command of the conventions of standard English grammar and usage.
8	After Juan found a paintbrush . . .	they paints.	1	Demonstrates only partial command of the conventions of standard English grammar and usage.
9	After Juan found a paintbrush . . .	la.	0	Irrelevant response.

Picture Description (Grades K-12)

Grades 9-12

DIRECTIONS

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

3

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



SAY

3 Look at number 3. What is the man doing, and why do you think he is doing that?

Pause for about 15 seconds for the student to respond.

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

Anchor Responses: Tracks 10–12

Track	Prompt	Transcription	Score	Comment
10	What is the man doing, and why do you think he is doing that?	He is examining cuneiform or some sort of hieroglyphics, and he is doing that because it's important to learn about past lives of people.	2	Addresses both parts of the prompt; appropriately integrates and evaluates the visual information; ideas are expressed clearly and effectively; uses vocabulary that is context-related and precise; demonstrates command of the conventions of standard English grammar and usage.
11	What is the man doing, and why do you think he is doing that?	He's, he's looking at some words and find something.	1	Addresses only part of the prompt; uses overly simplified vocabulary; demonstrates only partial command of the conventions of standard English grammar and usage.
12	What is the man doing, and why do you think he is doing that?	Umm, the man's lifes search like something, and I think it like ahh...skip it.	0	Irrelevant response.

Response to Graphic Information (Grades 1–12)

Grades 9–12

DIRECTIONS

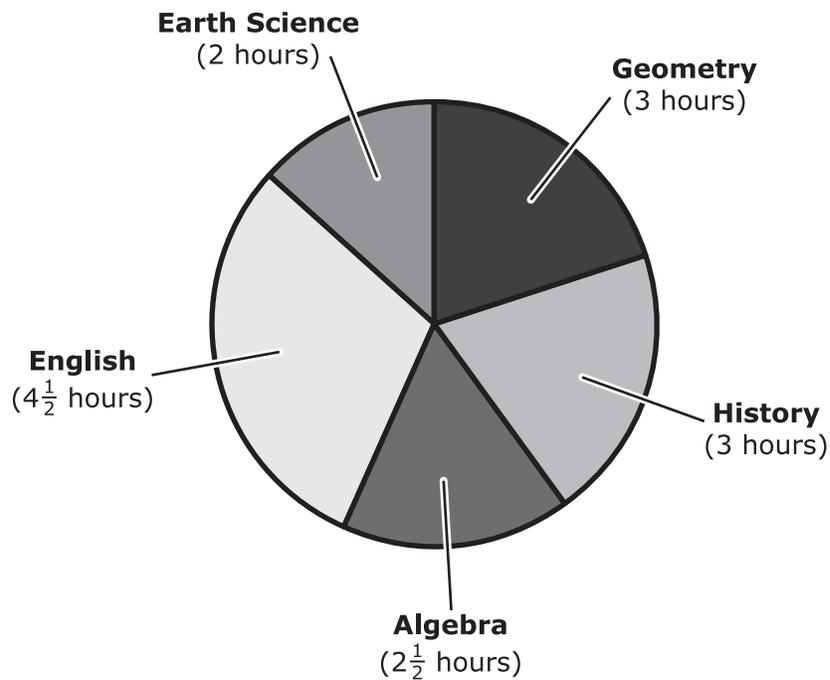
Look carefully at the pie chart. Answer the questions based on the information provided.

4

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

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

Roberto's Study Plan for This Week



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

Anchor Responses: Tracks 13–15

Track	Prompt	Transcription	Score	Comment
13	<p>What does the pie chart show about Roberto’s study plan?</p> <p>Compare the amount of time Roberto will spend studying Earth Science to the amount of time he will spend studying English.</p>	<p>Part 1: Umm, in his study plan, there’s geom, ah, three hours of Geometry and three hours of History and two and a half hours of Algebra and four and a half hours of English and two hours of Science.</p> <p>Part 2: Umm, he’s, ah, I think Robo, Roberto is really good at Earth Science so he’s only planning to study for two hours, and for English he’s, he’s planning to study four and a half hours.</p>	2	Approximates grade-level fluency; addresses both parts of the prompt; appropriately integrates and evaluates the graphic information; ideas are expressed clearly; uses vocabulary that is context-related; demonstrates command of the conventions of standard English grammar and usage.
14	<p>What does the pie chart show about Roberto’s study plan?</p> <p>Compare the amount of time Roberto will spend studying Earth Science to the amount of time he will spend studying English.</p>	<p>Part 1: He is study the plan for the week for for doing...ah...ah... homework.</p> <p>Part 2: In Science and English? In Earth Science, he take two hours in English, he take four and half hour.</p>	1	Relevant but falls below grade-level fluency; ideas are expressed somewhat clearly; demonstrates only partial command of the conventions of standard English grammar and usage.
15	<p>What does the pie chart show about Roberto’s study plan?</p> <p>Compare the amount of time Roberto will spend studying Earth Science to the amount of time he will spend studying English.</p>	<p>Part 1: Um...English (mumble) I think Puerto Rico.</p> <p>Part 2: Because... I...I...don because him...he wanted, he wanted taste some berry and he wanted student.</p>	0	Irrelevant response; misinterprets the graphic.

Scoring Practice: Tracks 16–18**Response to Graphic Information Practice Question****Grades 5–6****DIRECTIONS**

Look carefully at the table. Answer the questions based on the information provided.

4

What does this table show?

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

Major Rivers in New York State

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

SAY

4 Look at number 4. What does this table show? (Pause for about 15 seconds for the student to respond.) What can you say about the length of the Hudson River compared to the length of the Mohawk River?

Pause for about 15 seconds for the student to respond.

Practice Responses: Tracks 16–18

Track	Prompt	Score
16	<p>What does this table show?</p> <p>What can you say about the length of the Hudson River compared to the length of the Mohawk River?</p>	
17	<p>What does this table show?</p> <p>What can you say about the length of the Hudson River compared to the length of the Mohawk River?</p>	
18	<p>What does this table show?</p> <p>What can you say about the length of the Hudson River compared to the length of the Mohawk River?</p>	

Scoring Practice Answer Key

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

Storytelling (Grades K–12)
Grades 7–8

DIRECTIONS

Look at the three pictures. Tell a story about what you see in the pictures.

5

First
1



Next
2



Last
3



SAY

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

Allow the student as much time as he or she needs to respond.

Storytelling	
Score Point 4	<p>Native-like fluent response</p> <ul style="list-style-type: none"> ▪ Is well organized and logically developed ▪ Includes many relevant and descriptive details and task appropriate vocabulary ▪ Uses coherent, fluent sentences ▪ Speech is clear and pace is appropriate
Score Point 3	<p>Slightly below native-like fluency</p> <ul style="list-style-type: none"> ▪ Is somewhat organized and developed ▪ Includes some relevant details and mostly task appropriate vocabulary ▪ Uses mostly coherent, fluent sentences ▪ Speech may not be entirely clear; pace may be somewhat slow
Score Point 2	<p>Considerably below native-like fluency</p> <ul style="list-style-type: none"> ▪ Is poorly organized ▪ Includes few details; vocabulary is overly simplified ▪ Uses some coherent sentences ▪ Speech is somewhat difficult to understand; may be slow and halting
Score Point 1	<p>Very limited fluency</p> <ul style="list-style-type: none"> ▪ Is not organized ▪ Includes very limited vocabulary ▪ May be limited to phrases rather than sentences ▪ Speech is difficult to understand
Score Point 0	<p>No fluency demonstrated</p> <ul style="list-style-type: none"> ▪ Completely irrelevant or incoherent ▪ Solely in a language other than English ▪ Only repeats the prompt ▪ Minimal or no response

Anchor Responses: Tracks 19–23

Track	Prompt	Transcription	Score	Comment
19	Look at the three pictures. Tell a story about what you see in the pictures.	First, Rosa was in the super-market and she went to checkout when suspiciously she saw this golden, umm, bracelet. Next, she went to the cashier and told the man that she saw this bracelet. So she left it with the cashier to see if somebody else comes and, and picks it up. Last, the woman, the cashier tell the woman that she had left her bracelet here. The woman was happy that she found her bracelet and she went home knowing that she found it.	4	Well organized and logically developed; includes many relevant and descriptive details (<i>supermarket, went to checkout, golden bracelet, left with cashier</i>) and task-appropriate vocabulary; uses coherent, fluent sentences.
20	Look at the three pictures. Tell a story about what you see in the pictures.	In the first story, the woman is walking by and she see a bracelet on the floor, on the floor. Next, she goes, she goes to the man, tellin her that she found the bracelet on the floor, floor. Then after that, last, the man who sells it, sells the bracelet to a, to a woman.	3	Somewhat organized; includes some relevant details (<i>walking by, see a bracelet on the floor, man...sells the bracelet</i>); speech is not entirely clear and pace is somewhat slow at times.
21	Look at the three pictures. Tell a story about what you see in the pictures.	Mary found a, a jewelry. She gave it to John. Then she told John that sh, um, Mary found a jewelry on the floor. Next, and last, John gave it the jewelry to the, to someone who lost that.	2	Includes few details; speech is somewhat difficult to understand and is slow and halting at times.
22	Look at the three pictures. Tell a story about what you see in the pictures.	She's picking up something, and, and some guy find it.	1	Demonstrates limited fluency; includes very limited vocabulary.
23	Look at the three pictures. Tell a story about what you see in the pictures.	Ring. Ring and ring.	0	Minimal response.

**CONTINUE
ON TO THE
NEXT PAGE**

Practice Question Score Sheet

Writing

Picture-Based Story	
Sample	Score
A	
B	
C	
D	
E	

Descriptive Writing Paragraph	
Sample	Score
A	
B	
C	
D	
E	

Fact-Based Essay	
Sample	Score
A	
B	
C	
D	
E	

Speaking

Social & Academic Interaction		
Track	Prompt	Score
4	What do you like about learning math?	
5	What do you like about learning math?	
6	What do you like about learning math?	

Response to Graphic Information		
Track	Prompt	Score
16	What does this table show?	
	What can you say about the length of the Hudson River compared to the length of the Mohawk River?	
17	What does this table show?	
	What can you say about the length of the Hudson River compared to the length of the Mohawk River?	
18	What does this table show?	
	What can you say about the length of the Hudson River compared to the length of the Mohawk River?	



QAI12215