

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

NYSESLAT

Directions for Administration

Grades
1-2

SPEAKING
LISTENING
READING
WRITING

DFA

TEST SAMPLER

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TABLE OF CONTENTS

Introduction to the NYSESLAT Test Sampler	1
NYSESLAT Test Sampler Materials	2
Materials Required by the Examiner	2
Materials Required for Each Student	2
Administering the NYSESLAT Test Sampler	2
Test Sampler Administration	2
Evaluating Test Sampler Responses	3
Speaking Administration	4
Speaking Instructions	4
Starting Listening, Reading, and Writing	8
Instructions for Starting Administration of Listening, Reading, and Writing	8
Listening Administration	9
Listening Instructions	9
Reading Administration	13
Reading Instructions	13
Writing Administration	14
Writing Instructions—Extended Constructed Response	14
Writing Instructions—Short Constructed Response	17
Listening and Reading Answer Key	20
Speaking Rubric and Score Sheet	21
Holistic Scoring	21
Speaking Rubric	22
Speaking Score Sheet	23

TABLE OF CONTENTS (continued)

Speaking Exemplars	25
Grades 1–2/Emerging (Question 1).....	25
Grades 1–2/Transitioning (Question 2)	26
Grades 1–2/Expanding (Question 3).....	27
Grades 1–2/Commanding (Question 4)	28
Grades 1–2/Expanding (Question 5).....	29
Grades 1–2/Commanding (Question 6)	30
Writing Rubric and Exemplars	31
Evaluating the Writing of the English Language Learner Using the Five Dimensions of the Writing Scoring Rubric	31
Grades 1–2 Writing Rubric	33
Exemplar Extended Constructed Writing Response.....	34
Exemplar Short Constructed Writing Response	38

INTRODUCTION TO THE NYSESLAT TEST SAMPLER

Each spring across New York State, English Language Learners and Multilingual Learners (ELLs/MLLs) in Kindergarten and Grades 1–12 take the New York State English as a Second Language Achievement Test (NYSESLAT) in order to assess their English language proficiency and determine appropriate services in Bilingual Education and English as a New Language programs.

NYSESLAT test samplers, or practice tests, are available for educators, students, and parents to show the types of directions and questions students will encounter when they take the NYSESLAT. It is also an opportunity for educators to clarify directions or answer any questions that the student may have. The NYSESLAT Test Sampler may be used to help students become familiar with marking their answers in the test booklet. These samplers are not the full length of the actual test.

The NYSESLAT Test Sampler consists of two separate sets of materials:

- Test booklets (one for each grade band)
- Directions for Administration (DFA) manuals (one for each grade band)

In addition to the administration script, the DFAs contain rubrics that will be used to score Speaking and Writing responses. Examples of student responses to the Speaking and Writing prompts are also included.

In-depth information about the logistics of administering the NYSESLAT will be available in both the School Administrator’s Manual and grade specific DFAs used in the spring administration of the NYSESLAT.

Please visit the Office of State Assessment web site for more information and updates regarding the NYSESLAT: <http://www.p12.nysed.gov/assessment/nyseslat>.

NYSESLAT TEST SAMPLER MATERIALS

Materials Required by the Examiner

- A copy of the NYSESLAT Test Sampler Directions for Administration (DFA)
- A supply of NYSESLAT Test Sampler test booklets, including one for demonstration
- A supply of NYSESLAT Test Sampler Speaking Score Sheets
- A supply of sharpened soft-lead (No. 2) pencils with erasers; extra pencils must be on hand

Materials Required for Each Student

- One NYSESLAT Test Sampler test booklet
- Two sharpened soft-lead (No. 2) pencils with erasers

ADMINISTERING THE NYSESLAT TEST SAMPLER

Test Sampler Administration

Educators, students, and parents are welcome and encouraged to use the test sampler in whichever way will best benefit students and help them prepare for the NYSESLAT. The instructions in the sampler DFA have been developed to closely resemble those used during the operational administration. You may choose to practice administration of all sections, just a few, or only one.

Be sure to use your demonstration sampler test booklet as instructed.

Use a natural tone and manner throughout testing. Enunciate, use appropriate intonation, speak at a normal pace, and speak loudly enough for students to hear you.

If you make a mistake in reading a direction or question, stop and say, “No, that is wrong. I’ll say it again. Please listen.” Then read the direction or question again.

All directions that should be read out loud to students are printed in **boldface text** with a **SAY** icon beside them. These should be read exactly as they are written. If necessary, you may supplement the directions with your own explanations in English or repeat them.

Students will encounter two types of Writing prompts on the NYSESLAT: short constructed response and extended constructed response. This test sampler includes one of each, so that students may practice responding to either type, or both. During operational administration, however, each of the three NYSESLAT Listening/Reading/Writing sessions will include only one Writing prompt. Some educators may find it useful to present students with both prompts for practice, and others may wish to present only one.

Evaluating Test Sampler Responses

To review and evaluate student responses to questions on the test sampler, refer to the “Listening and Reading Answer Key” section of this manual. The NYSESLAT Speaking Test Sampler Score Sheet on Pages 23–24 should be used to evaluate a student’s Speaking responses during test administration. Rubrics have also been provided for evaluating students’ Speaking and Writing responses. These reference materials have been provided so that you may evaluate students’ responses and provide feedback to them if you wish; there is no requirement to score responses to the NYSESLAT Test Sampler questions.

If you would like to learn more about scoring responses for the NYSESLAT, please refer to the Turnkey Training Speaking and Writing materials and webinar modules available at <http://www.p12.nysed.gov/assessment/nyseslat>.

SPEAKING ADMINISTRATION

Speaking Instructions

IMPORTANT NOTE

The Speaking section requires individual administration in a location separate from other students. Each student will need his or her sampler test booklet to view the Speaking questions when taking the test.

The examiner should use a copy of the Speaking Score Sheet on Pages 23–24, which contains language from the Speaking rubrics for reference, to evaluate a student’s spoken responses during test sampler administration. It is important to review and become familiar with the Speaking rubrics prior to administration of the Speaking section of the test sampler.

SAY Today we are going to answer some practice NYSESLAT questions. These questions will help you get ready to take the NYSESLAT. While we practice taking the test, I will be able to answer your questions about the directions and the kinds of questions that are on the test. I am going to give you a test booklet. Write your name on the front of the test booklet. We will start with the Speaking questions. Do not open your test booklet until I tell you to do so.

Pause.

SAY Are you ready to start?

Pause.

SAY Open your booklet to Page 1. This is the first page of the Speaking activity.

Make sure the student has Page 1 of the sampler test booklet showing.

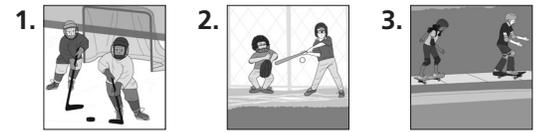
SAY Look at the top of the page. Read the directions to yourself as I read them out loud.

Directions: I am going to ask you some questions. Listen and then answer. Be sure to answer in English using your own words.

Do you understand what to do? Do you have any questions?

Proceed with administration after answering any questions that the student may have.

QUESTION 1



SAY Look at Page 1.

Pause for the student to look at Page 1.

SAY People use things made of wood to play sports. These pictures show children using wooden equipment to play sports.

[POINT to PICTURE 1] These children are using wooden hockey sticks to play hockey.

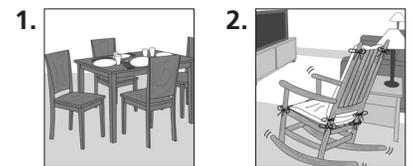
Question 1: Tell me other ways children can use wooden equipment.

Pause for about 5 seconds for the student to respond. If the student gives no response,

[REPHRASING]: Wood is used for some sports. [POINT to PICTURE 1] These children are playing hockey with wooden sticks.

[POINT to PICTURES 2 AND 3] What are the other children doing with things made of wood?

QUESTION 2



SAY Please turn the page.

Pause for the student to turn the page.

SAY People use wood to build furniture like chairs. Chairs come in different shapes and sizes and are used in different ways. You can find chairs in many different places.

Question 2: [POINT to the CHAIRS IN EACH PICTURE] Tell me how chairs can be different.

Pause for about 5 seconds for the student to respond. If more language is needed,

[FOLLOW-UP]: Tell me more.

QUESTION 3



SAY Please turn the page.

Pause for the student to turn the page.

SAY Students in Ms. Deere's class have rules to follow when using the computer station. One of the rules is that students must wash their hands before using the computer.

Question 3: What are some other rules that students should follow at the computer station?

Pause for about 5 seconds for the student to respond.

QUESTION 4



SAY Please turn the page.

Pause for the student to turn the page.

SAY Question 4: This school is having a fire drill. The students are lined up outside of the building. There are many people, like teachers, principals, secretaries, and custodians to help make sure that everyone leaves the building safely.

Tell me what people do during a fire drill.

Pause for about 5 seconds for the student to respond.

QUESTION 5



SAY Please turn the page.

Pause for the student to turn the page.

SAY Directions: Now let's talk about chopsticks.

Some people use forks and spoons to eat. Some people eat their food with two sticks called chopsticks. They hold the sticks between their fingers to pick up food. Chopsticks were first made in China long ago. Chopsticks are used in many restaurants and homes all over the world.

Question 5: Tell me about chopsticks.

Pause for about 5 seconds for the student to respond.

QUESTION 6



SAY Please turn the page.

Pause for the student to turn the page. NOTE: The passage is reprinted in the test booklet to orient the student. Do not read it out loud.

SAY You just learned about chopsticks.

Question 6: Tell me how you think eating with a fork is different from eating with chopsticks.

Pause for about 5 seconds for the student to respond.

When the student is finished with their response,

SAY Thank you. We are finished with the Speaking activity. Please close your test booklet so that the front cover is on top.

If you plan to continue with administration of Listening, Reading, and Writing, proceed to Page 8 of this DFA.

STARTING LISTENING, READING, AND WRITING

Instructions for Starting Administration of Listening, Reading, and Writing

Ensure each student is given the test booklet with his or her name on the front cover. Make sure students have at least one sharpened pencil on hand.

SAY We are going to practice answering some more NYSESLAT questions. You will need to use your test booklet to mark your answers to the questions.

Pause.

SAY When you mark your answers in your test booklet, remember to:

- **Fill in the ovals completely.** (Illustrate on the board if necessary.)
- **Fill in only one oval per question. If you fill in more than one oval, your answer will not count.**
- **If you change your mind about an answer, erase it completely.**

Do you understand how to fill in the ovals in your test booklet? Do you have any questions?

Answer any questions that the students may have about marking their answers in the test booklet.

Listening Instructions

IMPORTANT NOTE

Before administering the Listening section of the test sampler to students, thoroughly familiarize yourself with the directions in this manual. The material that should be read out loud to students is printed in **boldface text** next to a **SAY** icon. This material should be read exactly as it is written. If necessary, you may supplement the directions with your own explanations in English, but all questions must be read out loud exactly as they are written.

SAY **Open your test booklet to Page 9. This is the Listening section.**

Hold up the demonstration sampler test booklet and turn to the correct page. Check that all students have their sampler test booklets open to the correct page.

SAY **In this part of the practice test, you will listen to a passage and then answer questions about the passage. After I ask you a question, use your test booklet to fill in the oval for the answer you think is correct.**

Do you understand what to do? Do you have any questions?

Pause to answer any questions that the students may have.

SAY **Look at the directions on Page 9. Directions: Listen to the passage. Then answer Questions 1 through 6. Fill in the correct oval in your test booklet.**

Now listen carefully.

The title of the passage is “Time to Sleep.”

Mother Bear said, “In winter, bears need to sleep.”

“But my legs want to move!” Baby Bear said.

“Then we will take a walk,” Mother Bear said. “I know where we can find a good place to sleep.”

Baby Bear ran out into the cold woods. Snow was falling.

“We will stay warm if we walk,” Mother Bear said. “Follow me!”

(Continued on next page)

SAY

Baby Bear walked after her mother. She saw the stars in the dark sky.

"We are almost there," Mother Bear said. "Just turn here."

"We are back!" Baby Bear said.

"Yes," Mother Bear said. "And now it is time to sleep."

Baby Bear rolled into a ball by her mother.

Mother Bear said, "Are you sleepy now?"

Baby Bear did not answer. She was asleep.

Pause for about 5 seconds.

SAY

Please turn the page.

Pause for about 10 seconds.

SAY

Look at Question 1. Listen to these sentences again. Then I will ask you, "Which word tells what Mother Bear and Baby Bear did in the woods?"

"Mother Bear said, 'In winter, bears need to sleep.'

'But my legs want to move!' Baby Bear said.

'Then we will take a walk,' Mother Bear said. 'I know where we can find a good place to sleep.'

Baby Bear ran out into the cold woods. Snow was falling."

Which word tells what Mother Bear and Baby Bear did in the woods?

A Legs

B We

C Walk

D Snow

Pause for about 15 seconds.

SAY Look at Question 2. Listen to these sentences again. Then I will ask you, “Which word or words tell who she is?”

“Mother Bear said, ‘Are you sleepy now?’

Baby Bear did not answer. She was asleep.”

Which word or words tell who she is?

- A Now
- B Baby Bear
- C Answer
- D Was asleep

Pause for about 15 seconds.

SAY Look at Question 3.

Which sentence from the passage shows that Mother Bear and Baby Bear returned to their home?

- A Follow me!
- B We are almost there.
- C Just turn here.
- D We are back!

Pause for about 15 seconds.

SAY Look at Question 4. Listen to these sentences again. Then I will ask you, “Which words help tell the meaning of follow?”

“‘We will stay warm if we walk,’ Mother Bear said. ‘Follow me!’

Baby Bear walked after her mother. She saw the stars in the dark sky.

‘We are almost there,’ Mother Bear said. ‘Just turn here.’

‘We are back!’ Baby Bear said.”

Which words help tell the meaning of follow?

- A We will stay warm.
- B If we walk
- C Walked after her mother
- D Just turn here.

Pause for about 15 seconds.

SAY Look at Question 5. Listen to these sentences again. Then I will ask you, “Which words help tell the meaning of rolled?”

“‘We are back!’ Baby Bear said.

‘Yes,’ Mother Bear said. ‘And now it is time to sleep.’

Baby Bear rolled into a ball by her mother.”

Which words help tell the meaning of rolled?

- A We are back!
- B Time to sleep
- C Into a ball
- D By her mother

Pause for about 15 seconds.

SAY Look at Question 6.

Which sentence from the passage tells why Mother Bear said, “Then we will take a walk”?

- A Bears need to sleep.
- B But my legs want to move!
- C Snow was falling.
- D She saw the stars in the dark sky.

Pause for about 15 seconds.

When the last student has completed the Listening section,

SAY Put your pencil down and close your test booklet so that the front cover is on top. This is the end of the Listening activity.

Reading Instructions

IMPORTANT NOTE

The material that should be read out loud to students is printed in **boldface text** next to a **SAY** icon. This material should be read exactly as it is written. If necessary, you may supplement the directions with your own explanations in English.

SAY Now you are going to practice answering some Reading questions. Open your test booklet to Page 13.

Hold up the demonstration sampler test booklet and turn to the correct page. Check that all students have their sampler test booklets open to the correct page.

SAY In this part of the practice test, you will read a passage and answer questions about the passage. You will use your test booklet to fill in the oval for the answer you think is correct.

You will now read a passage by yourself and answer some questions about the passage. For each question, mark the correct answer in your test booklet. When you come to the stop sign on Page 17, you will be finished with this section of the test. You may review the current section, but do not return to the Listening section or go on to the next section. When you are finished, put your pencil down, close your test booklet so that the front cover is on top, and look up.

Pause.

SAY Do you understand what to do? Do you have any questions?

Pause to answer any questions that the students may have.

SAY You may begin.

When the last student has completed the Reading section,

SAY Put your pencil down and close your test booklet so that the front cover is on top. This is the end of the Reading activity.

To administer the extended constructed response Writing task, proceed to the next page of this DFA.

WRITING ADMINISTRATION

Writing Instructions—Extended Constructed Response

IMPORTANT NOTE

The material that should be read out loud to students is printed in **boldface text** next to a **SAY** icon. This material should be read exactly as it is written. If necessary, you may supplement the directions with your own explanations in English, but the Writing prompt must be read out loud exactly as it is written.

SAY Now we will practice a Writing activity. Open your test booklet to Page 19.

Hold up the demonstration sampler test booklet and turn to the correct page. Check that all students have their sampler test booklets open to the correct page.

SAY Read the directions to yourself as I read them out loud.

Directions: Read this passage. Then you will be asked to write two paragraphs based on the passage.

You may now read this passage to yourself as I read it out loud.

Tom Goes to the Library



The library is a quiet place to read and learn new things. There are a lot of books about different topics in the library. Tom goes to the library to learn about dinosaurs.

First, Tom goes to the big library desk. Next, he asks the woman behind the desk for help. The woman is a librarian. She helps people at the library.

(Continued on next page)

Then, the librarian shows Tom some books about dinosaurs. These are non-fiction books. Non-fiction books have facts in them. These non-fiction books have facts about dinosaurs. Some of the books are short. Other books are long. All of them have pictures. Finally, Tom is happy to read and learn a lot about dinosaurs.

SAY Turn to Page 20. Look at Question 13.

Turn the page in your demonstration booklet, and point out the directions.

SAY Now read the directions below to yourself as I read them out loud.

The passage "Tom Goes to the Library" is a story about a boy at the library. Write two paragraphs to tell a story about going to the library. Use your own ideas and ideas from the passage to help you write.

Pause and point out the Planning Page box.

SAY You may plan your writing for Question 13 here, if you wish. Use the space below to organize your ideas about what to write. Write your final answer on Pages 21 and 22.

Pause.

SAY Look at Page 21 in your test booklet.

Pause.

SAY There is a checklist at the top of the page. Use this checklist to guide your work as you are writing.

The checklist says:

- Write about the topic.
- Plan your writing from beginning to end.
- Use your own ideas and ideas from the passage.
- Support your answer with details.
- Use complete sentences.
- Check your writing for grammar, capitalization, punctuation, and spelling.

Pause.

SAY Read the directions below to yourself as I read them out loud.

Pause.

SAY On the lines below, write a story about going to the library. Remember to use your own ideas and ideas from the passage to help you write.

Pause.

SAY When you have finished writing, check your work. Then, put your pencil down, close your test booklet so the front cover is on top, and look up.

Pause.

SAY Do you understand what to do? Do you have any questions?

Pause to answer any questions that the students may have.

SAY You may begin.

When the last student has finished responding to the Writing prompt,

SAY Put your pencil down and close your test booklet so that the front cover is on top.

To administer the short constructed response Writing task, proceed to the next page of this DFA.

Writing Instructions—Short Constructed Response

IMPORTANT NOTE

The material that should be read out loud to students is printed in **boldface text** next to a **SAY** icon. This material should be read exactly as it is written. If necessary, you may supplement the directions with your own explanations in English, but the Writing prompt must be read out loud exactly as it is written.

SAY Now we will practice a Writing activity. Open your test booklet to Page 23.

Hold up the demonstration sampler test booklet and turn to the correct page. Check that all students have their sampler test booklets open to the correct page.

SAY Read the directions to yourself as I read them out loud.

Directions: Read this passage. Then you will be asked to write one paragraph based on the passage.

You may now read this passage to yourself as I read it out loud.

Exercise Is Fun!



Monkey Bars



Bike



Slide



Run



Swing

Exercise is moving your body to stay healthy. Your body needs exercise for at least 60 minutes each day. Luckily, exercise is easy and fun. You can go to the park and play. At the park, you can go down the slide or play on the monkey bars. A friend can push you on the swing. Also, you can go on a bike ride or have fun running. Exercise will keep you healthy.

SAY Look at Question 14 on Page 24 in your test booklet.

Now read the directions below to yourself as I read them out loud.

The passage tells about some ways you can exercise. What are some ways you exercise? Write one paragraph to tell some ways you exercise. Use your own ideas and ideas from the passage to help you write.

Pause.

SAY Look at Page 25 in your test booklet.

Pause.

SAY There is a checklist at the top of the page. Use this checklist to guide your work as you are writing.

Point to the checklist on Page 25 of the demonstration sampler test booklet.

SAY The checklist says:

- Write about the topic.
- Plan your writing from beginning to end.
- Use your own ideas and ideas from the passage.
- Support your answer with details.
- Use complete sentences.
- Check your writing for grammar, capitalization, punctuation, and spelling.

Pause.

SAY Read the directions below to yourself as I read them out loud.

Pause.

SAY On the lines below, tell some ways you exercise. Remember to use your own ideas and ideas from the passage to help you write.

Pause.

SAY When you have finished writing, check your work. Then, put your pencil down, close your test booklet so that the front cover is on top, and look up.

Pause.

SAY Do you understand what to do? Do you have any questions?

Pause to answer any questions that the students may have.

SAY You may begin.

When the last student has finished responding to the Writing prompt,

SAY Put your pencil down and close your test booklet so that the front cover is on top.
This is the end of the Writing activity.

Collect the test booklet(s).

**Grades 1–2 Test Sampler
Answer Key**

Listening

1	C
2	B
3	D
4	C
5	C
6	B

Reading

7	A
8	D
9	A
10	A
11	B
12	D

Holistic Scoring

The Speaking assessment is scored holistically. Holistic scoring consists of assigning a single score that is based on a scorer's overall impression of a student's spoken response. Scorers should look at **all** aspects of the rubric. Performance does not have to include all aspects of the rubric to merit a rating at that level. Conversely, performance should include **most** aspects of the rubric to merit a rating at that level. A scorer should listen carefully and judge which rubric level best matches **all** aspects of the response.

Speaking Rubric



2019 NYSESLAT Speaking Rubric Grades Kindergarten through 12

Question Level	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
Emerging	<ul style="list-style-type: none"> No response Responds with "yes," "no," or "I don't know" Responds completely in a language other than English Uses one word to respond Does not express a complete thought or idea Unintelligible 	<ul style="list-style-type: none"> Uses multiple words, short phrases, or sentences to respond Partially expresses thoughts and ideas Frequent errors may obscure meaning 	N/A

Question Level	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
Transitioning	<ul style="list-style-type: none"> No response Responds with "yes," "no," or "I don't know" Responds completely in a language other than English Uses one word to respond Does not express a complete thought or idea Unintelligible Errors may totally obscure meaning 	<ul style="list-style-type: none"> Uses multiple words to respond Partially expresses thoughts and ideas Frequent errors may obscure meaning 	<ul style="list-style-type: none"> Uses connected phrases or a simple sentence to respond May use multiple sentences Expresses complete thoughts and ideas relevant to the topic Occasional errors in words and structures may obscure some meaning
Expanding	<ul style="list-style-type: none"> Responds with "yes," "no," or "I don't know" Uses at most multiple words to respond Does not express complete thoughts and ideas Frequent errors may obscure meaning 	<ul style="list-style-type: none"> Uses connected phrases or a simple sentence to respond Expresses complete thoughts and ideas relevant to the topic Occasional errors in words and structures may obscure some meaning 	<ul style="list-style-type: none"> Uses connected simple sentences to respond May use limited expanded sentences Expresses connected and complete thoughts and ideas relevant to the topic Infrequent errors in words and structure may obscure some meaning
Commanding	<ul style="list-style-type: none"> Responds with "yes," "no," or "I don't know" Uses at most connected phrases or a simple sentence to respond May express complete thoughts and ideas Occasional or frequent errors in words and structures may obscure meaning 	<ul style="list-style-type: none"> Uses connected simple sentences to respond Expresses connected and complete thoughts and ideas relevant to the topic Infrequent errors in words and structure may obscure some meaning 	<ul style="list-style-type: none"> Uses connected expanded sentences Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic No errors or infrequent errors that do not obscure meaning

Speaking Score Sheet



NYSESLAT Speaking Test Sampler Score Sheet

Grades Kindergarten through 12

Student Name: _____

Grade Level: _____

Test administrators giving the Test Sampler will record the student's score for each test question in the column below labeled "Student Score." Use the corresponding rubric to assist with scoring each question.

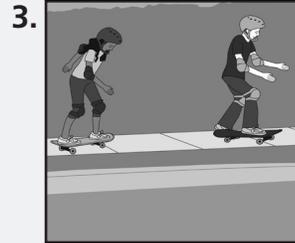
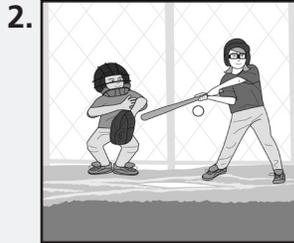
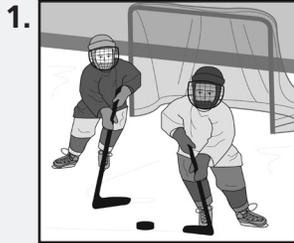
Question Number	Student Score	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
1		<ul style="list-style-type: none"> No response Responds with "yes," "no," or "I don't know" Responds completely in a language other than English Uses one word to respond Does not express a complete thought or idea Unintelligible 	<ul style="list-style-type: none"> Uses multiple words, short phrases, or sentences to respond Partially expresses thoughts and ideas Frequent errors may obscure meaning 	N/A

Question Number	Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
2		<ul style="list-style-type: none"> No response Responds with "yes," "no," or "I don't know" Responds completely in a language other than English Uses one word to respond Does not express a complete thought or idea Unintelligible Errors may totally obscure meaning 	<ul style="list-style-type: none"> Uses multiple words to respond Partially expresses thoughts and ideas Frequent errors may obscure meaning 	<ul style="list-style-type: none"> Uses connected phrases or a simple sentence to respond May use multiple sentences Expresses complete thoughts and ideas relevant to the topic Occasional errors in words and structures may obscure some meaning
3		<ul style="list-style-type: none"> Responds with "yes," "no," or "I don't know" Uses at most multiple words to respond Does not express complete thoughts and ideas Frequent errors may obscure meaning 	<ul style="list-style-type: none"> Uses connected phrases or a simple sentence to respond Expresses complete thoughts and ideas relevant to the topic Occasional errors in words and structures may obscure some meaning 	<ul style="list-style-type: none"> Uses connected simple sentences to respond May use limited expanded sentences Expresses connected and complete thoughts and ideas relevant to the topic Infrequent errors in words and structure may obscure some meaning

Student Name: _____

Question Number	Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
4		<ul style="list-style-type: none"> • Responds with "yes," "no," or "I don't know" • Uses at most connected phrases or a simple sentence to respond • May express complete thoughts and ideas • Occasional or frequent errors in words and structures may obscure meaning 	<ul style="list-style-type: none"> • Uses connected simple sentences to respond • Expresses connected and complete thoughts and ideas relevant to the topic • Infrequent errors in words and structure may obscure some meaning 	<ul style="list-style-type: none"> • Uses connected expanded sentences • Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic • No errors or infrequent errors that do not obscure meaning
5		<ul style="list-style-type: none"> • Responds with "yes," "no," or "I don't know" • Uses at most multiple words to respond • Does not express complete thoughts and ideas • Frequent errors may obscure meaning 	<ul style="list-style-type: none"> • Uses connected phrases or a simple sentence to respond • Expresses complete thoughts and ideas relevant to the topic • Occasional errors in words and structures may obscure some meaning 	<ul style="list-style-type: none"> • Uses connected simple sentences to respond • May use limited expanded sentences • Expresses connected and complete thoughts and ideas relevant to the topic • Infrequent errors in words and structure may obscure some meaning
6		<ul style="list-style-type: none"> • Responds with "yes," "no," or "I don't know" • Uses at most connected phrases or a simple sentence to respond • May express complete thoughts and ideas • Occasional or frequent errors in words and structures may obscure meaning 	<ul style="list-style-type: none"> • Uses connected simple sentences to respond • Expresses connected and complete thoughts and ideas relevant to the topic • Infrequent errors in words and structure may obscure some meaning 	<ul style="list-style-type: none"> • Uses connected expanded sentences • Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic • No errors or infrequent errors that do not obscure meaning

Grades 1–2/Emerging (Question 1)



Introduction: People use things made of wood to play sports. These pictures show children using wooden equipment to play sports.

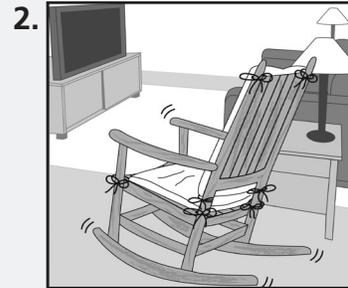
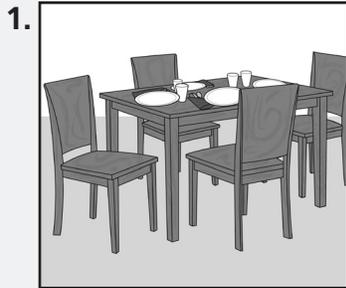
Modeling: [POINT to PICTURE 1] These children are using wooden hockey sticks to play hockey.

Question: Tell me other ways children can use wooden equipment.

[REPHRASING]: Wood is used for some sports. [POINT to PICTURE 1] These children are playing hockey with wooden sticks. [POINT to PICTURES 2 AND 3] What are the other children doing with things made of wood?

Response	Score	Justification
"Playing baseball"	1	The student responds with a short phrase that conveys part of an idea. This is scored a "1" at the Emerging level.

Grades 1–2/Transitioning (Question 2)



Introduction: People use wood to build furniture like chairs. Chairs come in different shapes and sizes and are used in different ways. You can find chairs in many different places.

Question: [POINT to the CHAIRS IN EACH PICTURE] Tell me how chairs can be different.

[FOLLOW-UP]: Tell me more.

Response	Score	Justification
"This chair is the biggest."	2	This response contains one simple sentence that expresses a complete thought. This is scored a "2" at the Transitioning level.

Grades 1–2/Expanding (Question 3)

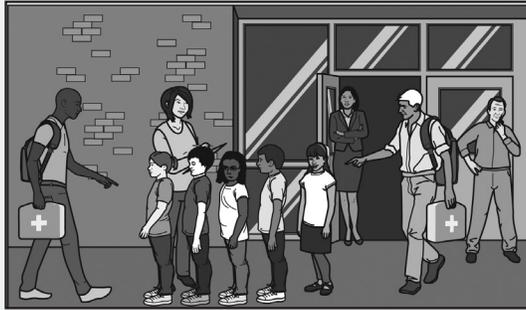


Introduction: Students in Ms. Deere’s class have rules to follow when using the computer station. One of the rules is that students must wash their hands before using the computer.

Question: What are some other rules that students should follow at the computer station?

Response	Score	Justification
“The rules of the computers is that...um, you can’t eat anything or... have a drink because it will spill.”	2	This response contains limited expanded sentences to express connected ideas that are relevant to the topic. There are minor errors in syntax present, but the intent of what the student is saying is clear. At the Expanding level, this response would be scored a “2.”

Grades 1–2/Commanding (Question 4)



Introduction: This school is having a fire drill. The students are lined up outside of the building. There are many people, like teachers, principals, secretaries, and custodians to help make sure that everyone leaves the building safely.

Question: Tell me what people do during a fire drill.

Response	Score	Justification
"Umm, the things that they do in the fire drill is that you have... that you have to umm be serious, and you can't just run in the fire drill because maybe there's a real fire, and and you could fall or something, and and um you have and you have to keep your hands to yourself."	2	Student responds with expanded connected sentences. The student pauses a few times and makes a few minor errors in grammar, but these do not prevent comprehension or obscure meaning. This is a "2" at the Commanding level.

Grades 1–2/Expanding (Question 5)

Introduction: Now let's talk about chopsticks.



Some people use forks and spoons to eat. Some people eat their food with two sticks called chopsticks. They hold the sticks between their fingers to pick up food. Chopsticks were first made in China long ago. Chopsticks are used in many restaurants and homes all over the world.

Question: Tell me about chopsticks.

Response	Score	Justification
"I know about chopsticks that long long time, I thought that China use chopsticks to eat like a spaghetti and and um and... and nothing else I remember of chopsticks that they are they're not a spoon that they are like a long thing?"	2	Student responds with connected sentences with some expanded sentences. The student draws both on personal experience and on the text. The speech is not entirely fluid and there are some minor errors that rarely obscure meaning. This is a "2" at the Expanding level.

Grades 1–2/Commanding (Question 6)

Introduction: You just learned about chopsticks.



Some people use forks and spoons to eat. Some people eat their food with two sticks called chopsticks. They hold the sticks between their fingers to pick up food. Chopsticks were first made in China long ago. Chopsticks are used in many restaurants and homes all over the world.

Question: Tell me how you think eating with a fork is different from eating with chopsticks.

Response	Score	Justification
"Eating with a fork is different from chopsticks because when you eat with a fork it's more easier than a chopstick because it um like uh for a fork you can just hold it with your hand but chopsticks you have to put your hand inside to to eat it, or you won't be able to eat the food."	2	Student responds with fluid expanded and connected sentences. Student makes some errors that are typical of children and language learners alike (e.g. "more easy") but these do not obscure any meaning. This is a "2" at the Commanding level.

Evaluating the Writing of the English Language Learner Using the Five Dimensions of the Writing Scoring Rubric

Complexity of Language (CL)

Since typical sentence markers—a capital letter at the beginning and a period at the end—are often absent in English Language Learner/Multilingual Learner (ELL/MLL) writing, it is necessary to look for the elements of a basic sentence in English—a subject, a verb, and, perhaps, an object. When these elements are present and in the correct order (S-V-O), the student has produced a sentence. An increased number of sentences representing different ideas and varying structures is one indication of the complexity or development seen in higher-proficiency writing.

Language complexity is also demonstrated in the type and accuracy of grammatical structures used. With the addition of structures such as prepositional and infinitive phrases, simple sentences take on some complexity and become expanded sentences. Advanced structures, like subordinate clauses (beginning with “because,” “when,” “if,” etc.), can also be found sometimes in higher-proficiency writing.

Quality of Language (QL)

In the scoring rubric, the dimension of Quality of Language references Tier 1 and Tier 2 words—and at Grades 7–12 only, Tier 3 words. The table shown below explains tier vocabulary and provides some examples.

Tier 1 – Everyday Words	Examples	“Fire”
<ul style="list-style-type: none"> • Include the most basic words used in everyday speech • Require direct instruction only for Entering and some Emerging ELLs/MLLs • Rarely have multiple meanings 	<i>big, cat, chair, child, clock, family, happy, house, pizza, sad, school, walk</i>	<i>fire, flame</i>
Tier 2 – Cross-Subject Words	Examples	<i>blaze, fiery</i>
<ul style="list-style-type: none"> • Include words frequently used across a variety of content domains • Often have multiple meanings • Often have multiple synonyms 	<i>complex, contrast, element, establish, evidence, formulate, negative, measure, relative, segment, shift, structure, vary</i>	
Tier 3 – Subject-Specific Words	Examples	<i>combustion, inferno</i>
<ul style="list-style-type: none"> • Include words that are specific to a field of study, a hobby, an occupation, or a geographic region 	<i>lava, isotope, peninsula, legislature, circumference, mitosis, protagonist, circulatory system</i>	

Another feature that differentiates higher-proficiency from lower-proficiency writing is word choice. In higher-proficiency writing, choice of vocabulary will become more precise and descriptive; for example, “the dilapidated building” might be used instead of “the old building.” As a student’s writing ability develops, a few idiomatic words and phrases may be used. Although the use might be somewhat inappropriate, the attempt to incorporate idiomatic language is a developmental sign of higher-proficiency writing. It is not uncommon for words like “cool” and “stuff,” which are more appropriate for spoken language, to occur more frequently in lower-proficiency writing.

Coherence of Response (CR)

Organization as delineated in Coherence of Response is an important dimension in the rubric. The logical progression of ideas, linking words (“so,” “then,” “next,” etc.), and, to a much lesser extent, the use of paragraphs, contribute to organization in writing. In higher-proficiency writing, where students are capable of expressing more ideas, the ability to organize the ideas becomes a characteristic that can help differentiate between score points 3 and 4.

Degree of Response (DR)

Another important dimension in the rubric is Degree of Response, or the level at which ideas include details or support. This dimension is the only dimension that is specific to the type of Writing prompt presented to the students. For a short constructed response (SCR), Degree would include details and descriptions of ideas. For a narrative extended constructed response (ECR), Degree would include details, descriptions, and references to characters and events in sequence. For an informational extended constructed response (ECR), Degree would include opinions with reasons, connected or linked ideas, support, and claims and evidence. In upper-level writing, where students are capable of expressing their thoughts and ideas more completely, the ability to present ideas with adequate and precise details and support helps differentiate between score points 3 and 4.

Mechanics (M)

One of the most visible and pervasive characteristics of the writing of ELLs/MLLs at all ability levels is inventive or phonetic spelling. Incorrect spelling should be considered an error primarily when it interferes with comprehension or when a word is not easily recognizable as an English word. By the same token, capitalization and punctuation are only considered to the extent to which errors obscure meaning.

A sentence that is recognizable without capitalization and punctuation is considered a sentence (for example, “dad sed I am Bize” (Dad said, “I am busy.”)). In upper-level writing (score points 3 and 4), there are usually fewer errors in mechanics than in lower-level writing (score points 1 and 2), but these types of errors may still be found at all levels of writing.

In general, judgments about writing will be based on the number of ideas expressed and supported (with sentences), the precision of word choice, the complexity of grammatical structures, the relevance and coherence of ideas, and the way in which all these elements are organized. Attention to mechanics depends on the extent to which meaning is obscured by errors. From lower to higher ability levels of writing, there is progressively greater fluency with fewer errors, more idiomatic language, and increased complexity.

Grades 1–2 Writing Rubric

2019 NYSESLAT Writing Rubric—Grades 1–2						
Dimension		Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity of Language		<ul style="list-style-type: none"> Contains zero or few words or short phrases Is blank Is completely in a language other than English Is illegible or unintelligible Is completely copied text Is isolated words or a list of words or short phrases 	<ul style="list-style-type: none"> Contains some words, short phrases, and occasionally simple sentences Includes at least one sentence May include adapted text in a well-constructed sentence 	<ul style="list-style-type: none"> Contains mostly simple sentences Includes at least one expanded or compound sentence 	<ul style="list-style-type: none"> Contains simple, expanded, and compound sentences 	<ul style="list-style-type: none"> Contains a variety of simple, expanded, and compound (or complex) sentences
Quality of Language		<ul style="list-style-type: none"> Contains at most frequently used words 	<ul style="list-style-type: none"> Contains common words and short phrases 	<ul style="list-style-type: none"> Contains a few grade-level words and phrases 	<ul style="list-style-type: none"> Contains some grade-level words and phrases 	<ul style="list-style-type: none"> Contains many grade-level words and phrases
Coherence of Response		<ul style="list-style-type: none"> Lacks a clear introduction or completion of a thought or an idea due to brevity 	<ul style="list-style-type: none"> Includes at least one sentence in an attempt to introduce or complete a thought or an idea 	<ul style="list-style-type: none"> Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both 	<ul style="list-style-type: none"> Includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both 	<ul style="list-style-type: none"> Includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both
Degree of Response	SCR	<ul style="list-style-type: none"> Lacks descriptions of thoughts, feelings, or ideas 	<ul style="list-style-type: none"> Includes at least one description of a thought or an idea 	<ul style="list-style-type: none"> Includes some minimally detailed descriptions of thoughts, ideas, or both 	<ul style="list-style-type: none"> Includes many detailed descriptions of thoughts, ideas, or both 	<ul style="list-style-type: none"> Includes many sufficiently detailed descriptions of thoughts, ideas, or both
	ECR Narrative	<ul style="list-style-type: none"> Lacks development of descriptions or events in sequence 	<ul style="list-style-type: none"> Includes at least one description or two events in sequence 	<ul style="list-style-type: none"> Includes some descriptions with minimal details and/or two or more events in sequence 	<ul style="list-style-type: none"> Includes descriptions with many details and two or more events in sequence 	<ul style="list-style-type: none"> Includes descriptions with many and varied details and two or more events in sequence
	ECR Informational	<ul style="list-style-type: none"> Lacks development of an opinion or additional information 	<ul style="list-style-type: none"> Includes at least one opinion and/or additional information 	<ul style="list-style-type: none"> Includes an opinion with some reasons and/or additional information 	<ul style="list-style-type: none"> Includes an opinion with many reasons and additional information 	<ul style="list-style-type: none"> Includes an opinion with many and varied reasons and additional information
Mechanics		<ul style="list-style-type: none"> Contains numerous errors that totally obscure meaning Contains words that are unclear 	<ul style="list-style-type: none"> Contains many errors that often obscure meaning Contains words that may be unclear, but meaning is evident May include inventive spelling 	<ul style="list-style-type: none"> Contains some errors that occasionally obscure meaning Is mostly clear May include inventive spelling 	<ul style="list-style-type: none"> Contains few errors that rarely obscure meaning Is clear May include inventive spelling 	<ul style="list-style-type: none"> Contains minimal or no errors that obscure meaning Is clear May include inventive spelling

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

Directions

Read this passage again. Then you will be asked to write two paragraphs based on the passage.

Tom Goes to the Library



The library is a quiet place to read and learn new things. There are a lot of books about different topics in the library. Tom goes to the library to learn about dinosaurs.

First, Tom goes to the big library desk. Next, he asks the woman behind the desk for help. The woman is a librarian. She helps people at the library.

Then, the librarian shows Tom some books about dinosaurs. These are non-fiction books. Non-fiction books have facts in them. These non-fiction books have facts about dinosaurs. Some of the books are short. Other books are long. All of them have pictures. Finally, Tom is happy to read and learn a lot about dinosaurs.

13 Now read the directions below.

The passage “Tom Goes to the Library” is a story about a boy at the library. Write two paragraphs to tell a story about going to the library. Use your own ideas and ideas from the passage to help you write.

You may plan your writing for Question 13 here, if you wish. Use the space below to organize your ideas about what to write.

Write your final answer on Pages 21 and 22.

Planning Page

Extended Constructed Response

Checklist

- Write about the topic.
- Plan your writing from beginning to end.
- Use your own ideas and ideas from the passage.
- Support your answer with details.
- Use complete sentences.
- Check your writing for grammar, capitalization, punctuation, and spelling.

On the lines below, write a story about going to the library. Remember to use your own ideas and ideas from the passage to help you write.

Every second Friday we
go to a library. ones we
went to a library to give
back books but the library
was closed already so we
knocked on the door of

Go On 

Score 4 – Commanding

CL: Response contains a variety of expanded, compound, and complex sentences.

QL: Response contains some grade-level words and phrases (e.g., *every second Friday*, *agreed*, *gave us 10 minutes*).

CR: Response includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both.

DR: Response includes descriptions with many and varied details and two or more events in sequence.

M: Response is clear and contains minimal errors that obscure meaning.

Writing, continued

the person who ones the
library to ask if we cood
give back the books and
take new books they agreed
but they olny gave us 10
minuts.

Directions

Read this passage again. Then you will be asked to write one paragraph based on the passage.

Exercise Is Fun!



Monkey Bars



Bike



Slide



Run



Swing

Exercise is moving your body to stay healthy. Your body needs exercise for at least 60 minutes each day. Luckily, exercise is easy and fun. You can go to the park and play. At the park, you can go down the slide or play on the monkey bars. A friend can push you on the swing. Also, you can go on a bike ride or have fun running. Exercise will keep you healthy.

14 Now read the directions below.

The passage tells about some ways you can exercise. What are some ways you exercise? Write one paragraph to tell some ways you exercise. Use your own ideas and ideas from the passage to help you write.

Short Constructed Response

Checklist

- Write about the topic.
- Plan your writing from beginning to end.
- Use your own ideas and ideas from the passage.
- Support your answer with details.
- Use complete sentences.
- Check your writing for grammar, capitalization, punctuation, and spelling.

On the lines below, tell some ways you exercise. Remember to use your own ideas and ideas from the passage to help you write.

Exercise is fun these are the
ways I exercise. Every Monday and
Wednesday I go to soccer practice.
And I move my body by
running and kicking the ball.
That helps my body to

Go On 

Score 4 – Commanding

CL: Response contains a variety of simple, expanded, and complex sentences.

QL: Response contains many Tier 2 words and phrases (e.g., *exercise*, *practice*, *move my body*).

CR: Response includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide clear and sufficient organization.

DR: Response includes many sufficiently detailed descriptions of ideas, facts, or both.

M: Response is clear and contains minimal errors that obscure meaning.

Writing, continued

exercise. A 2nd way is when
I go to school and go outside
and play soccer. That's how I
exercise. Every day.

