

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

NYSESLAT

Directions for Administration

SPEAKING
LISTENING
READING
WRITING

Grade 1

DFA

TEST SAMPLER

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INTRODUCTION TO THE NYSESLAT TEST SAMPLER

Each spring across New York State, English Language Learners 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 website for more information and updates regarding the NYSESLAT: <https://www.nysed.gov/state-assessment/new-york-state-english-second-language-achievement-test-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 22–23 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 <https://www.nysed.gov/state-assessment/new-york-state-english-second-language-achievement-test-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 22–23, 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.

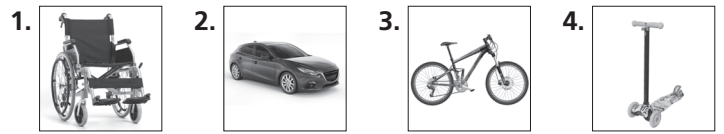
SAY Look at the top of the page. Read the directions to yourself as I read them out loud.

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 We see wheels on many different things.

[POINT to PICTURE 1] We see wheels on the wheelchair.

Question 1: Tell me where you can see wheels.

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

[REPHRASING]: *Many different things have wheels.* [POINT to PICTURE 1] *The wheelchair has wheels. What else has wheels?*

QUESTION 2



SAY Please turn the page.

Pause for the student to turn the page.

SAY [POINT to EACH PICTURE] Wheels can help people in different ways.

[POINT to PICTURE 1] A bike with wheels can help people go somewhere.

Question 2: Tell me about other ways wheels can help people.

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

[FOLLOW-UP]: *Tell me more.*

QUESTION 3



SAY Look at Page 3.

Pause for the student to look at Page 3.

SAY [POINT to PICTURE 1] On a snowy day, Ana and her friends wear coats and hats.

[POINT to PICTURE 2] On a warm day, Ana and her friends wear clothes that keep them cool.

Question 3: Do you wear different clothes when it is cold and when it is warm?

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

[FOLLOW-UP]: Why? [OR] Why not?

QUESTION 4



SAY Please turn the page.

Pause for the student to turn the page.

SAY [POINT to PICTURE 1] In New York, it is cold in the winter. There is often snow. When it snows, children can do outside activities like making snowballs.

[POINT to PICTURE 2] In the summer it is warm. There is no snow. Children can do outside activities like playing soccer.

Question 4: What activities do you like to do outside?

Pause for about 5 seconds for the student to respond.

QUESTION 5



SAY Look at Page 5.

Pause for the student to look at Page 5.

SAY Directions: Now let's talk about Ferris wheels.

[POINT to PICTURE] **A Ferris wheel is the name of a ride. It has a big wheel that spins slowly. There are seats attached to the wheel. People can sit on the seats to go for a ride! Today there are many Ferris wheel rides all over the world. They can be large or small. Some can carry a lot of people.**

Question 5: Tell me about Ferris wheels.

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 Ferris wheels.

Question 6: Do you think it would be fun to go on a Ferris wheel?

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

[FOLLOW-UP]: Why? [OR] Why not?

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

Do you understand how to fill in the circles 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 circle 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, then answer Questions 1 through 6. Fill in the correct circle in your test booklet for each question.**

Now listen carefully.

The title of the passage is "Riding Bikes."

Jon is getting ready to ride his bike in the park. His sister Malinda says, "First, put on the helmet. Next, hold on to the handlebars."

"Wait for me!" says Dad. "I need to put on my helmet too." Dad puts on his helmet. Now they can all ride bikes.

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, "What does Dad put on before they ride bikes?"

" 'I need to put on my helmet too.' Dad puts on his helmet. Now they can all ride bikes."

What does Dad put on before they ride bikes?

- A Need
- B Helmet
- C Now

Pause for about 15 seconds.

SAY Look at Question 2. Listen to this sentence again. Then I will ask you, "Which word tells where the story takes place?"

"Jon is getting ready to ride his bike in the park."

Which word tells where the story takes place?

- A Jon
- B Bike
- C Park

Pause for about 15 seconds.

SAY Look at Question 3.

Which sentence tells what the story is mostly about?

- A Now they can all ride bikes.
- B Dad puts on his helmet.
- C Next, hold on to the handlebars.

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 handlebars?”

“Jon is getting ready to ride his bike in the park. His sister Malinda says, ‘First, put on the helmet. Next, hold on to the handlebars.’ ”

Which words help tell the meaning of handlebars?

- A Ride his bike in the park
- B Put on the helmet
- C Hold on to

Pause for about 15 seconds.

SAY Look at Question 5. Listen to these sentences again. Then I will ask you, “Which words help tell what Jon does first?”

“Jon is getting ready to ride his bike in the park. His sister Malinda says, ‘First, put on the helmet. Next, hold on to the handlebars.’ ”

Which words help tell what Jon does first?

- A Ride his bike
- B Put on the helmet
- C Hold on to the handlebars

Pause for about 15 seconds.

SAY Look at Question 6.

Which sentence tells why Dad asks Jon and Malinda to wait?

- A Next, hold on to the handlebars.
- B I need to put on my helmet too.
- C Now they can all ride bikes.

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 ADMINISTRATION

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 circle 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 16, 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 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 17.

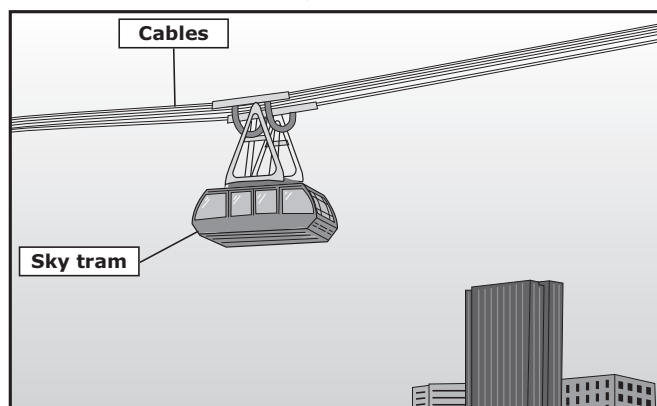
Hold up the demonstration sampler test booklet and turn to the correct page. Check that all students have their sampler test booklets open to the correct page.

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

Directions: Read this again. Then you will be asked to write.

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

Sky Trams



A sky tram is a special way for people to travel. It can take people up a mountain or a hill. It can also take people down from a high place. A sky tram has strong, steel cables that look like long ropes. The cables hold the tram cars. The cables help the sky tram move. Many people can sit in each tram car to go for a ride.

People can ride sky trams for fun. They can ride sky trams to go somewhere. Some people ride them to go to work. There are sky trams in many places around the world. There is a sky tram in New York City.

SAY Turn to Page 18. 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.

In the passage, you learned about sky trams. Think about how you travel from place to place.

Write as much as you can about what you think is the best way to travel. Tell why you think that is the best way.

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. You can draw or write about your ideas. Write your final answer on Pages 19 and 20.

Pause.

SAY Look at Page 19 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:

- Did you write about the topic?
- Did you check for capital letters and punctuation?
- Did you re-read your writing and fix any mistakes?

Pause.

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

Pause.

SAY On the lines below, write about the best way to travel and why.

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 21.

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.

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

Trains in New York



There are many trains in New York. People can ride a train to different places. Some trains go to big cities. Other trains go to small towns. People can take a train from New York to many other states. There are trains that go all the way across the United States.

SAY Look at Question 14 on Page 22 in your test booklet.

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

In the passage, you learned that trains are one way to travel to different places. Think about a place you would like to go and how you would like to get there.

Write as much as you can about where you would go and how you would get there.

Pause.

SAY Look at Page 23 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 23 of the demonstration sampler test booklet.

SAY The checklist says:

- Did you write about the topic?
- Did you check for capital letters and punctuation?
- Did you re-read your writing and fix any mistakes?

Pause.

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

Pause.

SAY On the lines below, write about where you would go and how you would get there.

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).

Grade 1 Test Sampler Answer Key

Listening

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

Reading

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

SPEAKING RUBRIC AND SCORE SHEET

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



2023 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

SPEAKING EXEMPLARS

Grade 1/Emerging (Question 1)

1.



2.



3.



4.



Introduction: We see wheels on many different things.

Modeling: [POINT to PICTURE 1] We see wheels on the wheelchair.

Question: Tell me where you can see wheels.

[REPHRASING]: Many different things have wheels. [POINT to PICTURE 1] The wheelchair has wheels. What else has wheels?

Response	Score	Justification
"Bike has wheels"	1	The student responds with what is almost a simple sentence. This is scored a "1" at the Emerging level.

Grade 1/Transitioning (Question 2)

1. 
2. 
3. 

Introduction:

[POINT to EACH PICTURE] Wheels can help people in different ways.
[POINT to PICTURE 1] A bike with wheels can help people go somewhere.

Question: Tell me about other ways wheels can help people.

[FOLLOW-UP]: Tell me more.

Response	Score	Justification
"He can pull the suitcase with wheels."	2	This response contains a sentence with a complete thought. This is scored a "2" at the Transitioning level.

Grade 1/Expanding (Question 3)



Introduction:

[POINT to PICTURE 1] On a snowy day, Ana and her friends wear coats and hats.

[POINT to PICTURE 2] On a warm day, Ana and her friends wear clothes that keep them cool.

Question: Do you wear different clothes when it is cold and when it is warm?

[FOLLOW-UP]: Why? [OR] Why not?

Response	Score	Justification
"When it is warm I wear clothes like shorts and shirts to not feel hot."	2	This student responds with an expanded sentence. Minor errors in word order do not affect the listener's understanding. This is scored a "2" at the Expanding level.

Grade 1/Commanding (Question 4)



Introduction:

[POINT to PICTURE 1] In New York, it is cold in the winter. There is often snow. When it snows, children can do outside activities like making snowballs.

[POINT to PICTURE 2] In the summer it is warm. There is no snow. Children can do outside activities like playing soccer.

Question: What activities do you like to do outside?

Response	Score	Justification
"In winter I like to play outside with my brother. We make some balls of snow and throw them. In summer we like to play tag at the park."	2	This response contains several connected expanded sentences that are detailed. This is a "2" at the Commanding level.

Grade 1/Expanding (Question 5)

Introduction: Now let’s talk about Ferris wheels.



[POINT to PICTURE] A Ferris wheel is the name of a ride. It has a big wheel that spins slowly. There are seats attached to the wheel. People can sit on the seats to go for a ride! Today there are many Ferris wheel rides all over the world. They can be large or small. Some can carry a lot of people.

Question: Tell me about Ferris wheels.

Response	Score	Justification
"Ferris wheels are big. Umm...One time I went on one. The big wheel goes around and around."	2	The student responds with simple and expanded sentences to express connected ideas that are relevant to the topic. This is a "2" at the Expanding level.

Grade 1/Commanding (Question 6)

Introduction: You just learned about Ferris wheels.



[POINT to PICTURE] A Ferris wheel is the name of a ride. It has a big wheel that spins slowly. There are seats attached to the wheel. People can sit on the seats to go for a ride! Today there are many Ferris wheel rides all over the world. They can be large or small. Some can carry a lot of people.

Question: Do you think it would be fun to go on a Ferris wheel?

[FOLLOW-UP]: Why? [OR] Why not?

Response	Score	Justification
"One time I went on a Ferris wheel. It was me and my dad. I don't like going on Ferris wheel. I feeled scared at the top. It started slow but then it went real fast."	2	This student responds with multiple connected sentences and one compound sentence. There is a minor error with the irregular past tense of "to feel," but the error does not obscure meaning. This is a "2" at the Commanding level.

WRITING RUBRIC AND EXEMPLARS

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 (ELL) 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 • 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 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.

Grade 1 Writing Rubric

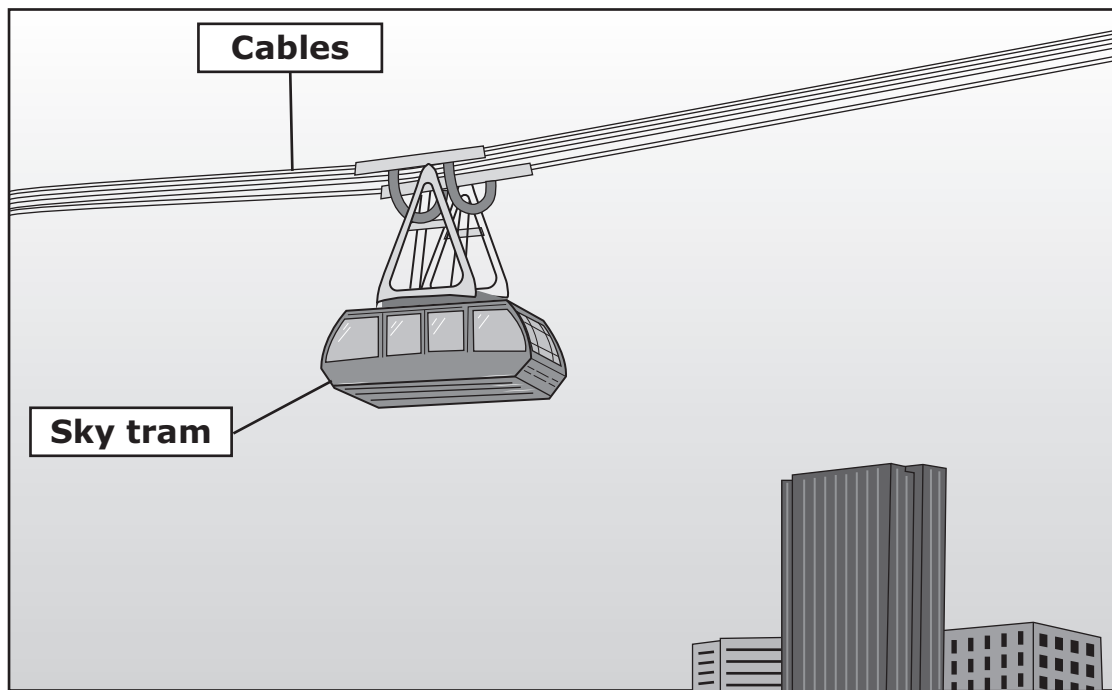
NYSESLAT Writing Rubric—Grade 1						
Dimension		Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity of Language		<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 Contains 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 simple sentence 	<ul style="list-style-type: none"> Contains mostly words, phrases and simple sentences Includes at least one expanded or compound sentence 	<ul style="list-style-type: none"> Contains mostly simple sentences; may contain some phrases Contains a few expanded and/or compound sentences 	<ul style="list-style-type: none"> Contains a variety of simple, expanded and/or 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 a basic introduction or completion of a thought or ideas 	<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 basic descriptions of at least one 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 partially detailed descriptions of thoughts, ideas, or both 	<ul style="list-style-type: none"> Includes 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 basic development of descriptions or an event 	<ul style="list-style-type: none"> Includes limited development of descriptions with details and/or an event 	<ul style="list-style-type: none"> Includes partial development of descriptions with details and one or more events in sequence 	<ul style="list-style-type: none"> Includes sufficient development of descriptions with 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 basic development of an opinion or additional information 	<ul style="list-style-type: none"> Includes limited development of an opinion with a reason and/or additional information 	<ul style="list-style-type: none"> Includes partial development of an opinion with a reason and additional information 	<ul style="list-style-type: none"> Includes sufficient development of an opinion with a reason 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 frequent 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 may obscure meaning Is mostly clear May include inventive spelling 	<ul style="list-style-type: none"> Contains occasional errors that rarely obscure meaning Is clear May include inventive spelling 	<ul style="list-style-type: none"> Contains minimal or no errors; errors do not 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 again. Then you will be asked to write.

Sky Trams



A sky tram is a special way for people to travel. It can take people up a mountain or a hill. It can also take people down from a high place. A sky tram has strong, steel cables that look like long ropes. The cables hold the tram cars. The cables help the sky tram move. Many people can sit in each tram car to go for a ride.

People can ride sky trams for fun. They can ride sky trams to go somewhere. Some people ride them to go to work. There are sky trams in many places around the world. There is a sky tram in New York City.

13 Now read the directions below.

In the passage, you learned about sky trams. Think about how you travel from place to place.

Write as much as you can about what you think is the best way to travel. Tell why you think that is the best way.

You may plan your writing for Question 13 here. Use the space below to organize your ideas about what to write. You can draw or write about your ideas.

Use this box to plan your writing.



Checklist ☒

- ☐ Did you write about the topic?
- ☐ Did you check for capital letters and punctuation?
- ☐ Did you re-read your writing and fix any mistakes?

On the lines below, write about the best way to travel and why.

I think going in the car
is the best. In the car
you don't sit with
strangers. I sit with my
brother in the back.
You can go when you

Score 4 – Commanding

CL: Response contains a variety of simple, expanded and/or compound (or complex) sentences.

QL: Response contains many grade-level words and phrases (e.g., *is the best*, *buy a ticket*).

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

DR: Response includes sufficient development of an opinion with a reason and additional information.

M: Response contains minimal or no errors; errors do not obscure meaning.

Writing, continued

want and not need to
buy a ticket. You can
also stop to get food
and stuff.

Directions

Read this passage. Then you will be asked to write.

Trains in New York



There are many trains in New York. People can ride a train to different places. Some trains go to big cities. Other trains go to small towns. People can take a train from New York to many other states. There are trains that go all the way across the United States.

14 Now read the directions below.

In the passage, you learned that trains are one way to travel to different places. Think about a place you would like to go and how you would like to get there.

Write as much as you can about where you would go and how you would get there.

Checklist ☒

- ☐ Did you write about the topic?
- ☐ Did you check for capital letters and punctuation?
- ☐ Did you re-read your writing and fix any mistakes?

On the lines below, write about where you would go and how you would get there.

I would go see my family. They I live very far away. To get there you have to take a plane across the ocean for a long time. I think you could take a big boat but it would take more time.

Score 4 – Commanding

CL: Response contains a variety of simple, expanded, and/or compound (or complex) sentences.

QL: Response contains many grade-level words and phrases.

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

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

M: Response contains minimal or no errors; errors do not obscure meaning.

Writing, continued

I would go see my aunt and my
uncle and my cuzins. I would play
with my cuzins and eat yummy food.

