

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

NYSESLAT

Directions for Administration

Grade
K

SPEAKING
LISTENING
READING
WRITING

DFA

TEST SAMPLER

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	14
Reading Instructions	14
Writing Administration	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
Kindergarten/Emerging (Question 1)	25
Kindergarten/Transitioning (Question 2)	26
Kindergarten/Expanding (Question 3)	27
Kindergarten/Commanding (Question 4)	28
Kindergarten/Expanding (Question 5)	29
Kindergarten/Commanding (Question 6)	30
Writing Rubric and Exemplars	31
Evaluating the Writing of the English Language	
Learner Using the Kindergarten Writing Scoring Rubric	31
Kindergarten Writing Rubric	33
Exemplar Letter Writing Response	35
Exemplar Word Writing Response #1	36
Exemplar Word Writing Response #2	38
Exemplar Sentence Writing Response	40
Exemplar Write a Story Response	42

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 make sure to 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.

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 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 write the student's name on the front cover prior to administering the test sampler.

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. 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 In the fall, animals get ready for winter. These animals need to stay warm and have enough to eat.

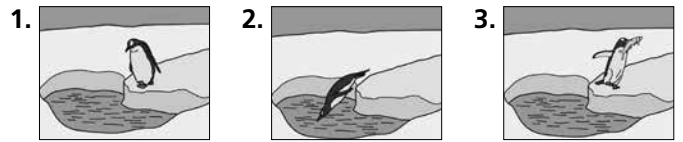
[POINT to BEAR] The bear is eating fish.

Question 1: Tell me how animals get ready for winter.

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

[REPHRASING]: In the fall, animals get ready for winter. [POINT to BEAR] This bear eats fish. How do animals get ready for winter?

QUESTION 2



SAY Please turn the page.

Pause for the student to turn the page.

SAY [POINT to PICTURE 1] Most penguins live on the ice. They have a special way of getting food.

Question 2: [POINT to EACH PICTURE] Tell me how penguins get food.

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 **Animals that live in hot places do different things to cool off.** [POINT to MEERKAT ON THE RIGHT] **Some go underground.**

Question 4: Tell me what other animals do when it is hot outside.

Pause for about 5 seconds for the student to respond.

QUESTION 4

1.



2.



SAY Please turn the page.

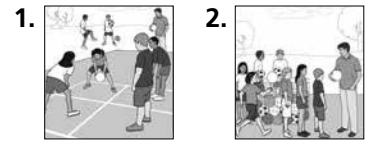
Pause for the student to turn the page.

SAY **Polar bears' bodies help them to live where it is cold and icy. Polar bears have two layers of fur and fat to keep them warm. They can walk on ice because of their wide feet, and they can also swim in the cold water.**

Question 4: Tell me what helps polar bears to live in cold places.

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 [POINT to PICTURE 1] **These students are playing outside.**

[POINT to PICTURE 2] **Then the teacher calls everyone to line up. It is time to go inside.**

Question 5: Tell me what happens when the teacher says it is time to go inside.

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.

SAY **It is morning and these students are walking into their classroom. They have coats and backpacks. Some students have lunchboxes. There are a lot of things to do to get ready for the day.**

Question 6: How do you get ready for the school day?

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 has a copy of the sampler test booklet.

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:

- Circle only one answer for each question. If you circle more than one answer, your answer will not count.
- If you change your mind about an answer, erase it completely.

Do you understand how to mark your answers 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 story and then answer questions about the story. After I ask you a question, you will circle 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 Page 9. Listen to the story.**

A School Rule

The teacher tells the rules for talking in the classroom. First, the teacher tells the children to take turns when they talk. David and Katya follow the rules. They raise their hands. David talks. Katya sits quietly.

Pause for about 5 seconds.

QUESTION 1

SAY Now turn to Page 10. Hold up your test booklet and point to Page 10.

Directions: Answer Questions 1 through 2. Circle the correct answer for each question in your test booklet.

Pause.

SAY Question 1. Listen to these sentences from the story again. Then I will ask you a question about what happens first in the story.

"First, the teacher tells the children to take turns when they talk. David and Katya follow the rules."

Which picture shows what happens first in the story?

Circle the correct picture.

Pause. Give the students time to mark their answer.

QUESTION 2

SAY Now look at Page 11. Hold up your test booklet and point to Page 11.

Pause.

SAY Question 2. Listen to these sentences from the story again.

"The teacher tells the rules for talking in the classroom."

"First, the teacher tells the children to take turns when they talk."

"They raise their hands."

In the story, how does Katya follow the rules?

Circle the correct picture.

Pause. Give the students time to mark their answer.

SAY Turn to Page 12. Hold up your test booklet and point to Page 12.

Now you will listen to a new story.

Julia's Best Friend

Julia takes care of her kitten, Scout. She brushes him. Julia feeds the hungry kitten. She gives Scout water. Every day, she takes him outside. Scout smells the flowers. He tries to catch butterflies.

Pause.

QUESTION 3

SAY Now look at Page 13. Hold up your test booklet and point to Page 13.

Directions: Answer Questions 3 and 4. Circle the correct answer for each question in your test booklet.

Pause.

SAY Question 3. Which picture shows what the story is about?

Circle the correct picture.

Pause. Give the students time to mark their answer.

QUESTION 4

SAY Now turn to Page 14. Hold up your test booklet and point to Page 14.

Pause.

SAY Question 4. Which group of pictures shows how Julia takes care of Scout?

Circle the correct group of pictures.

Pause. Give the students time to mark their answer.

QUESTION 5

SAY Now look at Page 15. Hold up your test booklet and point to Page 15.

Now we will do something different.

Directions: Listen to some short stories. After each story, you will answer one question about that story. Circle the correct answer.

Pause.

SAY Question 5. Sandra moves to a new house. It is small with trees and grass.

Which picture shows Sandra's house?

Circle the correct picture.

Pause. Give the students time to mark their answer.

QUESTION 6

SAY Now turn to Page 16. Hold up your test booklet and point to Page 16.

Pause.

SAY Question 6. Robert is hungry. He has an apple. He eats the apple.

Which picture shows Robert eating an apple?

Circle the correct picture.

Pause. Give the students time to mark their answer.

QUESTION 7

SAY Now look at Page 17. Hold up your test booklet and point to Page 17.

Pause.

SAY Question 7. Listen to this sentence.

"The children are playing with a ball."

What are the children doing?

Circle the correct picture.

Pause. Give the students time to mark their answer.

QUESTION 8

SAY Now turn to Page 18. Hold up your test booklet and point to Question 8.

Question 8. "The girl holds her puppy. She likes to pet the little dog. His fur is soft."

Which words help tell what puppy means?

Answer A says "girl holds"

Answer B says "likes to"

Answer C says "little dog"

Circle the words that help tell what puppy means.

Pause. Give the students time to mark their answer.

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 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.

QUESTION 1

SAY Look at the directions at the top of the page.

Directions: Listen to the name of the letter. Circle the letter of the alphabet.

Now look at Question 1. Hold up your test booklet and point to Question 1.

Question 1. g.

Circle the letter g.

Pause. Give the students time to mark their answer.

QUESTION 2

SAY Look at the directions for Question 2. Hold up your test booklet and point to Question 2.

Directions: Listen to a letter sound. Circle the letter that makes the sound.

Question 2. Listen to the word ice.

Circle the letter that makes the sound /ī/ in the word ice.

Pause. Give the students time to mark their answer.

QUESTION 3

SAY Now turn to Page 22. Look at the directions at the top of the page. Hold up your test booklet and point to Question 3.

Directions: Circle the answer that shows the missing letter of the alphabet.

Question 3. k l blank n o

These letters are in alphabetical order. Which letter comes after the letter l?

Pause. Give the students time to mark their answer.

QUESTION 4

SAY Look at the directions on Page 23. Hold up your test booklet and point to Question 4.

Directions: Listen to the word. Circle the correct word.

Question 4. This is a picture of a nut.

Circle the word that spells nut.

Pause. Give the students time to mark their answer.

QUESTION 5

SAY Now turn to Page 24. Hold up your test booklet and point to Question 5.

Question 5. like.

Circle the word that spells like.

Pause. Give the students time to mark their answer.

QUESTION 6

SAY Look at the directions on Page 25. Hold up your test booklet and point to Question 6.

Directions: Listen to the sentence. Circle the word that is missing from the sentence.

Question 6. The horse is fast.

Circle the word that is missing in the sentence.

Pause. Give the students time to mark their answer.

QUESTION 7

SAY Now turn to Page 26. Hold up your test booklet and point to Question 7.

Directions: Read the sentence to yourself. Then circle the picture that goes with the sentence.

Question 7. Read the sentence. Circle the picture that goes with the sentence.

Pause. Give the students time to mark their answer.

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.

Writing 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, but the Writing prompt must be read out loud exactly as it is written.

SAY **Now turn to Page 29. This is a Writing activity.**

Hold up your demonstration test booklet and point to Page 29. Check that the students have their test booklets open to the correct page.

QUESTION 1

SAY **Look at the directions at the top of Page 29.** Hold up your demonstration test booklet and point to Question 1.

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

Question 1. Now you will write a letter.

On the line, write the letter y as in yes.

Pause. Give the students time to write the letter y.

QUESTION 2

SAY **Look at the directions for Question 2.** Hold up your demonstration test booklet and point to Question 2.

Directions: You will hear a word. Write the word on the line.

Question 2. Now you will write a word.

This is a picture of a cat.

On the line, write the word cat.

Pause. Give the students time to write the word cat.

SAY Please turn the page.

Pause for about 10 seconds.

QUESTION 3

SAY Look at the directions on Page 30. Hold up your demonstration test booklet and point to Question 3.

Directions: You will listen to a sentence and write a word on the line.

Question 3. Now you will listen to a sentence and write a word.

The ball belongs to him.

On the line, write the word him.

Pause. Give the students time to write the word him.

QUESTION 4

SAY Look at the directions on Page 31. Look at Question 4. Hold up your demonstration test booklet and point to Question 4.

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

Question 4. Now you will write a sentence.

I run fast.

On the lines, write the sentence I run fast. Pause. I run fast.

Pause. Give the students time to write the sentence I run fast.

SAY Now turn to Page 33. We will do something different.

Hold up your demonstration test booklet and point to Page 33. Check that all students have their test booklets open to the correct page.

SAY Directions: I will read a story called "Sam the Zookeeper." Then you will draw and write a story.

Sam works at the zoo. He takes care of the birds. Sam spends a lot of time at the zoo. First, he makes food for the birds. Then, he feeds them. Some birds eat during the day. Others eat at night. The birds also need to have fresh water to drink and take a bath. Last, Sam makes sure they are healthy and safe. Caring for the birds makes him happy.

This story is about the birds at a zoo. Some people have birds as pets. Which animal do you think is a good pet? I will give you time to draw a picture about the animal you think is a good pet. Then, I will ask you to write about the animal you think is a good pet. You will be able to go back and work on your drawing when you are finished writing.

Pause.

QUESTION 5

SAY Now turn to Page 34. Hold up your demonstration test booklet and point to Page 34. Check that students have their test booklets open to the correct page.

Question 5. Look at the box at the top of the page. The words in the box say "Use this box for your drawing." In the box, draw a picture of the animal you think is a good pet.

Pause. Give the students time to draw.

SAY Now look at the lines below the box. Use these lines for your writing. Write as much as you can about the animal you think is a good pet.

Pause. Give the students time to write. When students finish writing, they may return to drawing.

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 K Test Sampler Answer Key

Listening

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

Reading

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

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.



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.

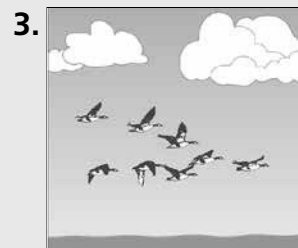
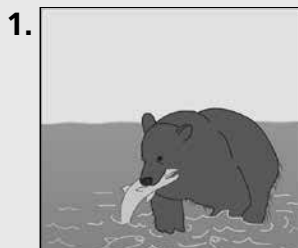
Question Number	Student Score	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
1		<ul style="list-style-type: none"> No response Responds with "yes," "no," or "I don't know" Responds completely in a language other than English Uses one word to respond Does not express a complete thought 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

Kindergarten/Emerging (Question 1)



Introduction: In the fall, animals get ready for winter. These animals need to stay warm and have enough to eat.

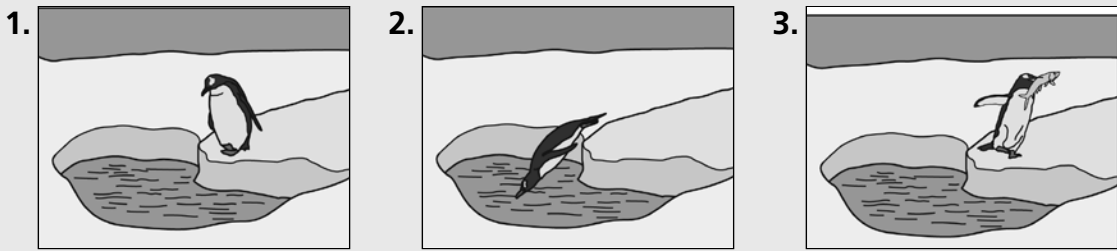
Modeling: [POINT to BEAR] The bear is eating fish.

Question: Tell me how animals get ready for winter.

[REPHRASING]: In the fall, animals get ready for winter. [POINT to BEAR] This bear eats fish. How do animals get ready for winter?

Response	Score	Justification
"They eat."	1	The student responds with one very short, simple sentence. Although only partial thoughts or ideas need to be present to receive full credit for an Emerging-level response, the idea here is clear. This response is scored a "1."

Kindergarten/Transitioning (Question 2)



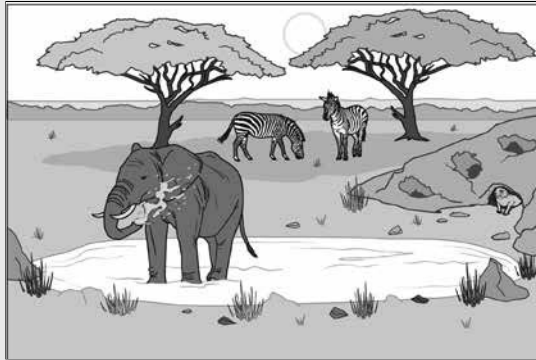
Introduction: [POINT to PICTURE 1] Most penguins live on the ice. They have a special way of getting food.

Question: [POINT to EACH PICTURE] Tell me how penguins get food.

[FOLLOW-UP]: Tell me more.

Response	Score	Justification
"The pen—the penguin go into the water. And then...and then...umm, he comes out of the water. He has a fish."	2	The student responds with three expanded sentences that convey complete thoughts and are relevant to the prompt. Technically, this is more language than is needed to achieve the score of "2" on this question. "The penguin [goes] into the water" or "He has a fish" also would have earned the student full credit for this Transitioning-level prompt.

Kindergarten/Expanding (Question 3)



Introduction: Animals that live in hot places do different things to cool off.

[POINT to MEERKAT ON THE RIGHT] Some go underground.

Question: Tell me what other animals do when it is hot outside.

Response	Score	Justification
"The animals get in the water, and they can splash."	2	In scoring Speaking, clauses may be considered sentences so long as they contain "subject + verb" text structures. Keeping this in mind, this response contains two connected sentences to respond—one expanded, and one simple. The thoughts expressed are clear and relevant to the topic. At the Expanding level, this response is scored a "2."

Kindergarten/Commanding (Question 4)

1.



2.

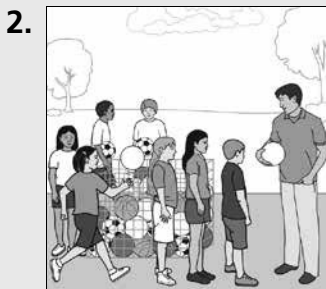


Introduction: Polar bears’ bodies help them to live where it is cold and icy. Polar bears have two layers of fur and fat to keep them warm. They can walk on ice because of their wide feet, and they can also swim in the cold water.

Question: Tell me what helps polar bears to live in cold places.

Response	Score	Justification
"It is cold and, and, and so they like to be warm. They like, they like, have some fur. They have some fur, and they are warm."	2	The student responds with multiple expanded sentences that flow logically from one idea to the next. Though there are some starts and stops in the response, they do not obscure meaning. At the Commanding level, this is scored a "2."

Kindergarten/Expanding (Question 5)



Introduction: [POINT to PICTURE 1] These students are playing outside.

[POINT to PICTURE 2] Then the teacher calls everyone to line up. It is time to go inside.

Question: Tell me what happens when the teacher says it is time to go inside.

Response	Score	Justification
"They have to put the the ball away... and after that they have to line up."	2	The student responds with connected simple sentences and uses sequencing words ("after that") to show the order of events. There is some hesitation and pausing, but the student's response is clear and comprehensible. This is scored a "2" at the Expanding level.

Kindergarten/Commanding (Question 6)



Introduction: It is morning and these students are walking into their classroom. They have coats and backpacks. Some students have lunchboxes. There are a lot of things to do to get ready for the day.

Question: How do you get ready for the school day?

Response	Score	Justification
"The things I do is my dad walks me to school and then I put away my coat. I have to—to sit in my chair so Ms. Jones call my name."	2	The student responds with connected expanded sentences to sequence thoughts and ideas. Errors in syntax are infrequent and do not obscure meaning. This is scored a "2" at the Commanding level.

Evaluating the Writing of the English Language Learner Using the Kindergarten Writing Scoring Rubrics

Kindergarten student writing is scored using four different Writing rubrics.

The Letter Writing rubric evaluates the dimensions of Letter Forming and Legibility. To earn full credit, Kindergarteners produce the recognizable correct letter. Responses with the recognizable correct letter will receive a score of 1.

The Word Writing rubric evaluates the dimensions of Letter Forming and Accuracy. To earn full credit, Kindergartners produce letters legibly and in the correct sequence. Spelling is a key evaluative measure in Word Writing. Responses with inventive or phonetic spelling can receive a score of 1. Responses with correct spelling will receive a score of 2.

The Sentence Writing rubric evaluates the dimensions of Letter Forming, Words, and Accuracy. To earn full credit, Kindergartners produce letters accurately, separate words with spaces, and produce words in the correct sequence. Responses with inventive or phonetic spelling can receive a score of 2.

Kindergarten Letter Writing, Word Writing, and Sentence Writing require students to produce letters and sequence letters to produce grade-appropriate words. Therefore, letter reversals can receive the highest score unless reversal changes the letter into a different letter (e.g., b for d).

The Write a Story rubric is the short constructed-response rubric, and evaluates three dimensions:

- The **Complexity/Quality of Language (CL/QL)** dimension evaluates the language and sentence structures used, including the number, type, and variety of sentences.

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.

- The **Coherence of Response (CR)** dimension evaluates the sufficiency of descriptions, allowing students to draw and/or write to provide descriptions and events about a story or topic.

- The **Mechanics (M)** dimension evaluates clarity of meaning and the degree to which errors in spelling, capitalization, punctuation, and grammar obscure meaning. Because inventive spelling is developmentally appropriate for Kindergartners, responses with inventive or phonetic spelling can receive the highest possible score.

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 precision of word choice, the complexity of grammatical structures, and the relevance and coherence of ideas. 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.

Kindergarten Writing Rubric

2019 NYSESLAT Writing Rubrics—Kindergarten			
Letter Writing			
Dimension	Score 0 – Entering A response at this level:	Score 1 – Emerging–Transitioning A response at this level:	
<ul style="list-style-type: none"> Letter Forming Legibility 	<ul style="list-style-type: none"> Is blank Is not a recognizable letter Is an incorrect letter Is upside down Is illegible or unintelligible 	<ul style="list-style-type: none"> Is recognizable as the correct letter Is acceptable if it: <ul style="list-style-type: none"> Is “sloppy” Is upper- or lowercase Is cursive Is backward (if the reversal does not change it into a different letter) Includes other letters before and/or after the correct letter 	

Word Writing			
Dimension	Score 0 – Entering–Emerging A response at this level:	Score 1 – Transitioning–Expanding A response at this level:	Score 2 – Commanding A response at this level:
<ul style="list-style-type: none"> Letter Forming Accuracy 	<ul style="list-style-type: none"> Does not sequence letters needed to produce the recognizable correct word Is blank Is in a language other than English Is illegible or unintelligible Is spelled incorrectly (without phonemic awareness) Includes upside-down letter(s) 	<ul style="list-style-type: none"> Sequences most of the letters needed to produce the recognizable correct word Demonstrates phonemic awareness by using grade-appropriate spelling (phonetic or inventive spelling) Is acceptable if it: <ul style="list-style-type: none"> Includes legible letters Includes letters that may be uppercase, lowercase, or both Is cursive Includes backward letters 	<ul style="list-style-type: none"> Sequences all letters needed to produce the correct word Is acceptable if it: <ul style="list-style-type: none"> Includes legible letters Has no spelling errors Includes letters that may be uppercase, lowercase, or both Is cursive Includes backward letters (so long as the reversal does not change them into different letters)

Sentence Writing			
Dimension	Score 0 – Entering–Emerging A response at this level:	Score 1 – Transitioning–Expanding A response at this level:	Score 2 – Commanding A response at this level:
<ul style="list-style-type: none"> Letter Forming Words Accuracy 	<ul style="list-style-type: none"> Does not differentiate letters and words Includes few or no words Is blank Is completely in a language other than English Is completely illegible or unintelligible Is irrelevant Is a single word 	<ul style="list-style-type: none"> Includes most of the words in the correct order Is acceptable if it: <ul style="list-style-type: none"> Does not have an initial capital letter Includes erratic word spacing Includes some incorrect spelling that is NOT phonetic or inventive Includes several backward letters (if the reversal does not change it into a different letter) Does not include appropriate end punctuation 	<ul style="list-style-type: none"> Includes all words in the correct order Is acceptable if it: <ul style="list-style-type: none"> Does not have an initial capital letter Maintains appropriate spacing Includes grade-appropriate spelling (phonetic or inventive spelling) Includes a few backward letters (if the reversal does not change it into a different letter) Does not include appropriate end punctuation

Kindergarten Writing Rubric (continued)

2019 NYSESLAT Writing Rubrics—Kindergarten					
Write a Story					
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/ Quality of Language	<ul style="list-style-type: none"> Contains zero words or short phrases Is blank Is completely in a language other than English Is illegible or unintelligible Is completely copied text from the test booklet 	<ul style="list-style-type: none"> Contains words, short phrases, and/or predictable sentences 	<ul style="list-style-type: none"> Contains phrases and simple sentences 	<ul style="list-style-type: none"> Contains simple and/or expanded sentences 	<ul style="list-style-type: none"> Contains simple and/or expanded sentences, and one or more compound or complex sentence
Coherence of Response	<ul style="list-style-type: none"> Includes zero words or a few words in a language other than English OR no drawing(s) to write a story or write about a topic 	<ul style="list-style-type: none"> Includes only drawing(s), OR word(s) and phrases and drawing(s), OR only words and phrases to minimally provide descriptions and events to write a story or write about a topic 	<ul style="list-style-type: none"> Includes only very detailed drawing(s), OR phrases and sentences and drawings, OR only phrases and sentences to somewhat provide descriptions and events to write a story or write about a topic 	<ul style="list-style-type: none"> Includes drawing(s) and a string of phrases and sentences, OR only a string of phrases and sentences to partially provide descriptions and events to write a story or write about a topic 	<ul style="list-style-type: none"> Includes drawing(s) and a string of phrases and sentences, OR only a string of phrases and sentences to provide descriptions and events to write a story or write about a topic
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.

Exemplar Letter Writing Response

QUESTION 1

SAY Look at Question 1. Hold up your demonstration test booklet and point to Question 1.

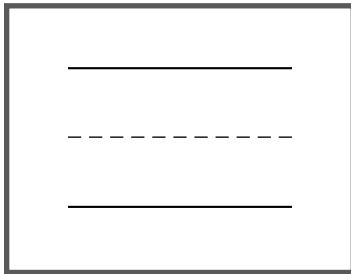
Question 1. Now you will write a letter.

On the line, write the letter y as in the word yes.

Pause. Give the students time to write the letter y.

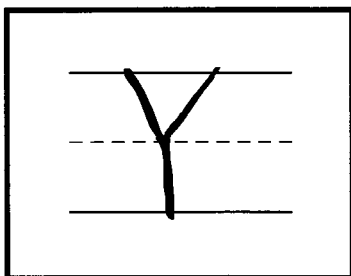
Directions You will hear a letter of the alphabet. Write the letter on the line.

1



Letter Writing Response

1



Score 1 – Emerging–Transitioning

- Response is recognizable as the correct letter.
- Response is acceptable as upper- or lowercase.

Exemplar Word Writing Response #1

QUESTION 2

SAY Look at Question 2. Hold up your demonstration test booklet and point to Question 2.

Question 2. Now you will write a word.

This is a picture of a cat.

On the line, write the word cat.

Pause. Give the students time to write the letter cat.

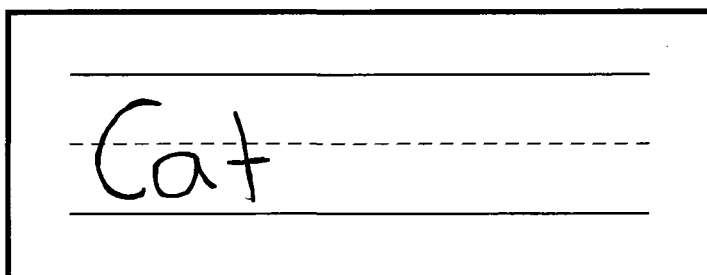
Directions

You will hear a word. Write the word on the line.

2



2



Score 2 – Commanding

- Response sequences all letters needed to produce the correct word (target word is spelled correctly).

Exemplar Word Writing Response #2

QUESTION 3

SAY Look at Question 3. Hold up your demonstration test booklet and point to Question 3.

Question 3. Now you will listen to a sentence and write a word.

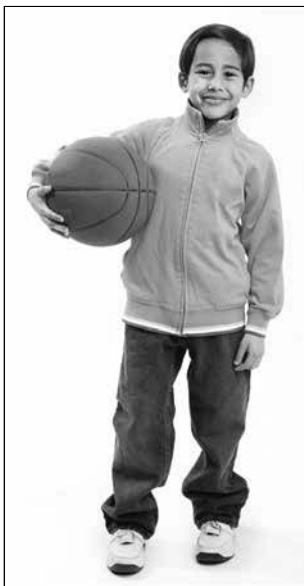
The ball belongs to him.

Pause. Give the students time to write the word him.

Directions

You will listen to a sentence and write a word on the line.

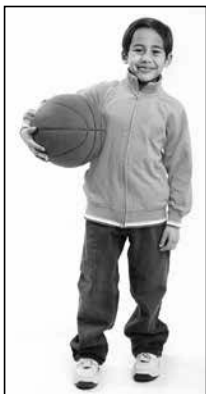
3



The ball belongs to

.

6



The ball belongs to

him

Score 2 – Commanding

- Response is recognizable as the correct letter.
- Response is acceptable as upper- or lowercase.

Exemplar Sentence Writing Response

QUESTION 4

SAY Look at Question 4. Hold up your demonstration test booklet and point to Question 4.

Question 4. Now you will write a sentence.

I run fast.

On the lines, write the sentence I run fast. Pause. I run fast.

Pause. Give the students time to write the word him.

Directions

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

4





I run

Fast

Score 2 – Commanding

- Response includes all words in the correct order.
 - Response does not have an initial capital letter (acceptable for full credit).
 - Response does not include appropriate end punctuation (acceptable for full credit).
- Note: Responses containing unnecessary capitalization are acceptable for full credit.

Exemplar Write a Story Response

QUESTION 5

SAY Directions: I will read a story called “Sam the Zookeeper.” Then you will draw and write a story.

Sam works at the zoo. He takes care of the birds. Sam spends a lot of time at the zoo. First, he makes food for the birds. Then, he feeds them. Some birds eat during the day. Others eat at night. The birds also need to have fresh water to drink and take a bath. Last, Sam makes sure they are healthy and safe. Caring for the birds makes him happy.

This story is about the birds at a zoo. Some people have birds as pets. Which animal do you think is a good pet? I will give you time to draw a picture about the animal you think is a good pet. Then, I will ask you to write about the animal you think is a good pet. You will be able to go back and work on your drawing when you are finished writing.

Pause.

Use this box for your drawing.

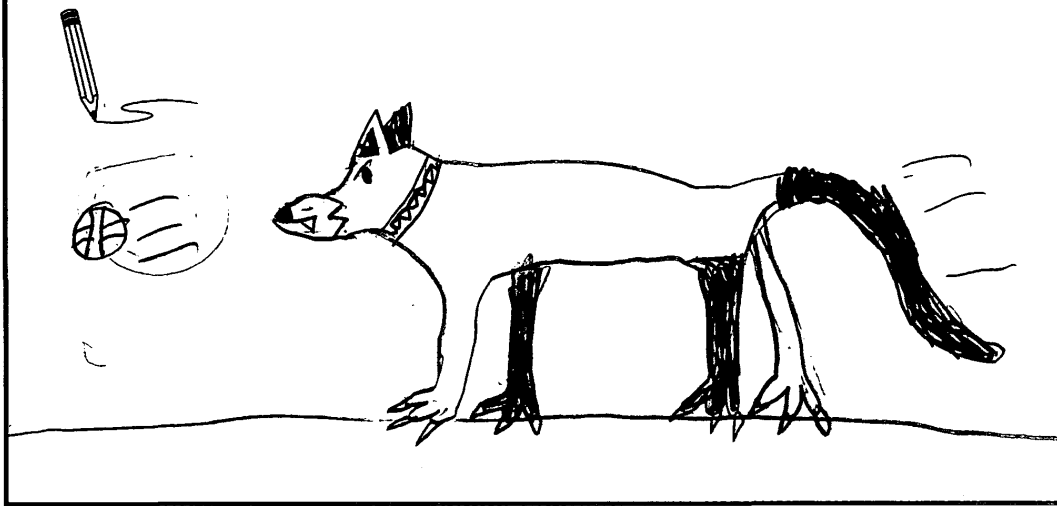


Use these lines for your writing.

Four sets of horizontal lines for writing practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Write a Story Response

Use this box for your drawing.



Use these lines for your writing.

I think a big
dog is a good
pet. Because big dog

Score 4 – Commanding

CL/QL: Response contains complex and simple sentences.

CR: Response includes a drawing and sentences to provide descriptions and events to write about a topic.

M: Response is clear and contains minimal errors that obscure meaning (punctuation error).

Writing, continued

can run very
fast. And they had
sharp teeth.

