

New York State Testing Program

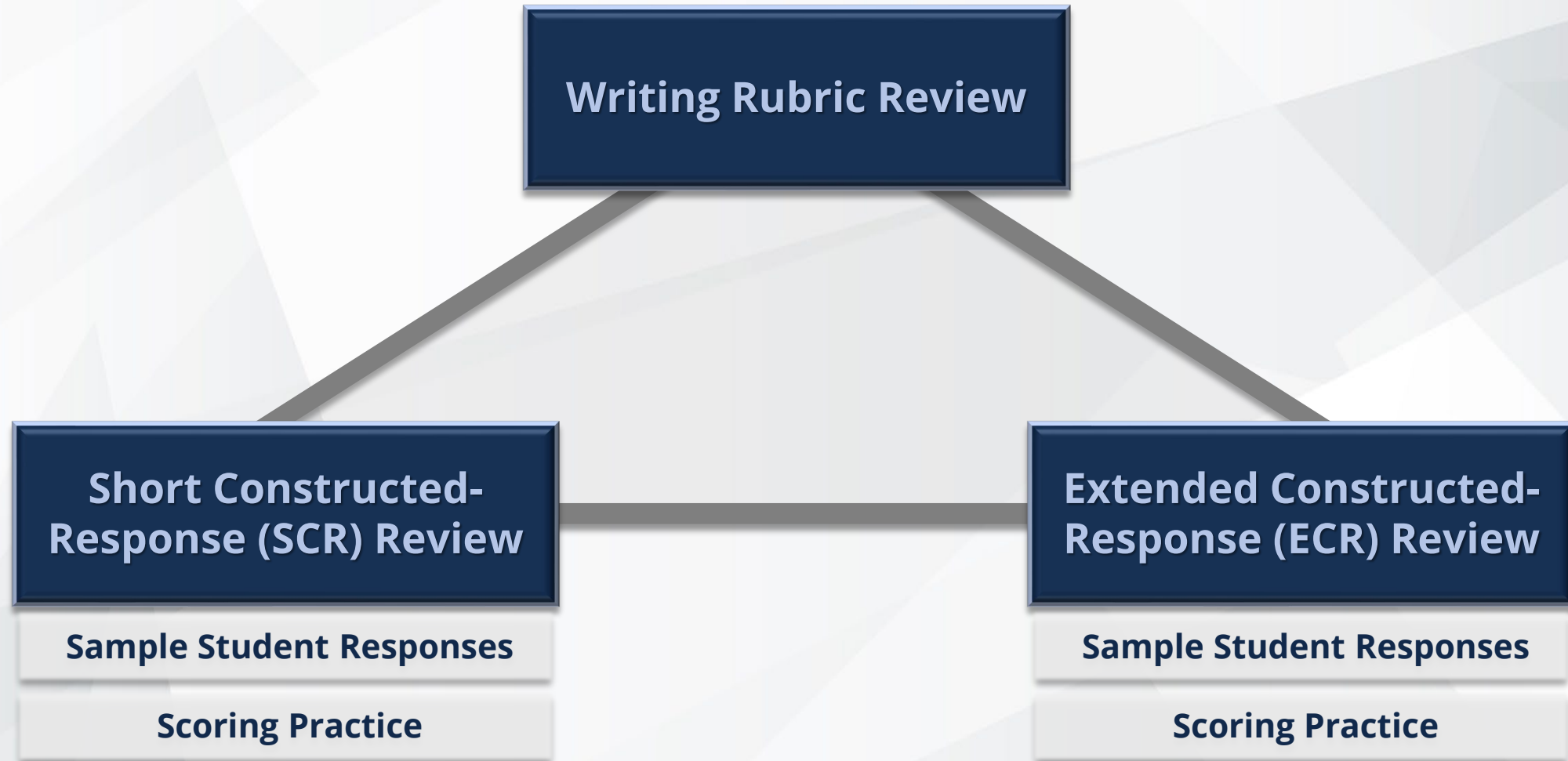


NYSESLAT

Training for Administering and Scoring Writing

Grade 1

Grade 1 Writing Scoring: Training Overview



Statewide Scoring Rules for Writing

- All of the student responses to the constructed-response questions must be scored by committees of New York State teachers who are specially trained in the scoring of the NYSESLAT.
 - ◆ The Grades 1–12 NYSESLAT is composed of three Listening/Reading/Writing test sessions. Each session contains one constructed-response task. Student responses to the three Writing tasks on the tests must be divided among three scorers, so that no one teacher scores more than one constructed-response task per student.
- No teacher who is a student's English as a New Language, Bilingual Education, or English Language Arts teacher may score any of the constructed-response questions in that student's test booklets. The principal is responsible for making the final determination as to whether or not a teacher may score specific students' responses based on this scoring policy.

NYSESLAT Writing Rubric Overview

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
	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
	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
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.

Five Rubric Dimensions

CL

Complexity of Language

I like eating ice cream.

Simple Sentence

I like eating ice cream on a hot day.

Expanded Sentence

I like eating ice cream, and chocolate is my favorite flavor.

Compound Sentence

I like eating ice cream because it tastes delicious.

Complex Sentence

Five Rubric Dimensions

CL

Complexity of Language

Grade 1	0 Entering	<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
	1 Emerging	<ul style="list-style-type: none">◆ Contains some words, short phrases, and occasionally simple sentences◆ Includes at least one simple sentence
	2 Transitioning	<ul style="list-style-type: none">◆ Contains mostly words, phrases and simple sentences◆ Includes at least one expanded or compound sentence
	3 Expanding	<ul style="list-style-type: none">◆ Contains mostly simple sentences; may contain some phrases◆ Contains a few expanded and/or compound sentences
	4 Commanding	<ul style="list-style-type: none">◆ Contains a variety of simple, expanded and/or compound (or complex) sentences

Five Rubric Dimensions

QL

Quality of Language

Grade 1	0 Entering	◆ Contains at most frequently used words
	1 Emerging	◆ Contains common words and short phrases
	2 Transitioning	◆ Contains a few grade-level words and phrases
	3 Expanding	◆ Contains some grade-level words and phrases
	4 Commanding	◆ Contains many grade-level words and phrases

Five Rubric Dimensions

CR

Coherence of Response

Grade 1	0 Entering	◆ Lacks a clear introduction or completion of a thought or an idea due to brevity
	1 Emerging	◆ Includes a basic introduction or completion of a thought or ideas
	2 Transitioning	◆ Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both
	3 Expanding	◆ Includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both
	4 Commanding	◆ Includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both

Five Rubric Dimensions

DR

Degree of Response (SCR)

Grade 1	0 Entering	◆ Lacks descriptions of thoughts, feelings, or ideas
	1 Emerging	◆ Includes basic descriptions of at least one thought or an idea
	2 Transitioning	◆ Includes some minimally detailed descriptions of thoughts, ideas, or both
	3 Expanding	◆ Includes partially detailed descriptions of thoughts, ideas, or both
	4 Commanding	◆ Includes sufficiently detailed descriptions of thoughts, ideas, or both

Five Rubric Dimensions

M

Mechanics

Grade 1	0 Entering	<ul style="list-style-type: none">◆ Contains numerous errors that totally obscure meaning◆ Contains words that are unclear
	1 Emerging	<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
	2 Transitioning	<ul style="list-style-type: none">◆ Contains some errors that may obscure meaning◆ Is mostly clear◆ May include inventive spelling
	3 Expanding	<ul style="list-style-type: none">◆ Contains occasional errors that rarely obscure meaning◆ Is clear◆ May include inventive spelling
	4 Commanding	<ul style="list-style-type: none">◆ Contains minimal or no errors; errors do not obscure meaning◆ Is clear◆ May include inventive spelling

Application of the Holistic Writing Rubrics

- Become familiar with the Grade 1 rubric
- Become familiar with the passage and prompt
- Read the response to the prompt
- Student responses are evaluated for total, overall performance
- Scores are assigned based on the criteria delineated in the **rubric**
 - ◆ Match evidence from the response to the language of the rubric
 - ◆ Look for what is included in the response, not what is missing
- The highest point on a rubric scale does *not* measure a “perfect” response
- On the written tests, factual accuracy and handwriting do *not* count in scoring

WRITING

Directions

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

Ants



Ants are insects. Ants eat seeds and other insects. They are strong and can work together to carry heavy things. Ants live in many different places.

Go On 

WRITING

23. Now read the directions below.

You just learned about what ants eat and where they live. Think about your favorite animal.

Write as much as you can about your favorite animal. You can write about what it looks like, what it likes to eat, and where it lives.

Grade 1: SCR Sample 1

Score: **4** Commanding

CL

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

QL

Response contains many grade-level words and phrases (e.g., *fish, milk, cute, fluffy tail, snuggle*).

CR

Response includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both (has an introduction, conclusion, and clear and organized progression of ideas).

DR

Response includes sufficiently detailed descriptions of thoughts, ideas, or both (lists many characteristics of cats and elaborates on them with specific details).

M

Response is clear and contains minimal errors; errors do not obscure meaning.

My favorite animal is kitty
kittys eat fish and kittys drink water
and milk. kitty are cute fluffy kitty
have fluffy tail kitty can be
as to fluffy to snuggle. I love
kittys becuase it is so cute!

Go On



Grade 1: SCR Sample 2

Score: **3** Expanding

CL

Response contains a few compound and complex sentences (does not demonstrate a variety of sentence structures).

QL

Response contains some grade-level words and phrases (e.g., *soft*, *really small*, *make you comfortable*).

CR

Response includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both (has an introduction, related ideas, and conclusion; repetitive language at times hinders organization of ideas).

DR

Response includes partially detailed descriptions of thoughts, ideas, or both (lists multiple specific descriptions, but ideas lack sufficient detail).

M

Response is clear and contains occasional errors that rarely obscure meaning (e.g., spelling errors: *fravirt* for *favorite*, *comeferball* for *comfortable*; missing words: *that's why I pups*).

my fravirt animal IS a PuP because they are
really soft and they are really comeferball
and they are really small and they make
you comeferball thats why I PUPS
because I like them I love them

Go On



Grade 1: SCR Sample 3

Score: **2** Transitioning

CL

Response contains mostly simple sentences and includes at least one compound sentence.

QL

Response contains a few grade-level words and phrases (e.g., *grass*).

CR

Response includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both (has an introduction and a few related ideas).

DR

Response includes some minimally detailed descriptions of thoughts, ideas, or both (a few brief descriptions with minimal elaboration).

M

Response is mostly clear, but contains some errors that may obscure meaning (e.g., spelling errors: *it* for *eat*, *libe* for *life*, *vac* for *walk*).

My favorite animal is a Zebra

Zebra it gras and He libe in

Africa Zebra's vac together.

Go On



Score: **1** Emerging

CL

Response includes at least one simple sentence.

QL

Response contains a few grade-level words and phrases (e.g., *teeth*; errors often obscure language).

CR

Response includes a basic introduction or completion of a thought or ideas (errors often obscure ideas).

DR

Response includes basic descriptions of at least one thought or an idea (errors often obscure descriptions).

M

Response contains frequent errors that often obscure meaning (frequent impeding spelling errors).

in the water now
is living living eat
doct living have big
shock teeth


Go On



Grade 1: SCR Sample 5

Score: **0** Entering

I like fech
Waeo y/oe
to et

Go On 

CL

Response contains few words or short phrases (errors impede successful development of sentence structure; only words and short phrases are comprehensible).

QL

Response contains at most frequently used words (errors obscure most language).

CR

Response lacks a clear introduction or completion of a thought or an idea due to brevity (no clear, complete thought).

DR

Response lacks descriptions of thoughts, feelings, or ideas (no clear, complete thought).

M

Response contains numerous errors that totally obscure meaning (no clear, complete thought).

Practice Time



Grade 1: SCR Practice 1


My firns' atis is cat because cat is cagu.

First, I can play with my cat because

it figes my cat happy. Next, I can say

with my cat because it is good. Then, I

can eat with my cat because it is good.

Lasty I can go to the Park with **Go On** 

my cat becae it is good.

		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

Grade 1: SCR Practice 1

My firns' atis is cat because cat is cagu.
First, I can play with my cat because
it figus my cat happy. Next, I can say
with my cat because it is good. Then, I
can eat with my cat because it is good.
Lasty I can go to the Park with **Go On** →
my cat becae it is good.

Score: **2** Transitioning

CL

Response includes at least one complex sentence (consists primarily of a single repetitive sentence structure).

QL

Response contains a few grade-level words and phrases (e.g., *park* ; errors often obscure language).

CR

Response includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both (has varied transitions throughout to provide some organization, but impeding errors often obscure ideas and limit the organization and connection of ideas).


DR

Response includes some minimally detailed descriptions of thoughts, ideas, or both (a few descriptions with some repetitive details; errors obscure multiple descriptions).

M

Response contains frequent errors that often obscure meaning (frequent impeding spelling errors).

Grade 1: SCR Practice 2

My favorite animal is a panda because it look cute. First, Because it eats bamboo when it eat it's very cute. Next, It also have a red panda too the red panda is also very cute. Then, They live in china and an air  with a lots fo bambu last, Bcause the color are beautifult.

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
	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
	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
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

Grade 1: SCR Practice 2

My favorite animal is a panda
because it look cute. First, Because it
eats bamboo when it eat it's very cute
Next, It also have a red panda too
the red panda is also very cute. Then,
They live in china and am air~~ec~~ Go On →
with a lots fo bambu last,
Bcause the color are beautifull.

Score: **4** Commanding

CL

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

QL

Response contains many grade-level words and phrases (e.g., *look cute, bamboo, red panda, live in China, beautiful*).

CR

Response includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both (has an introduction, conclusion, and varied transitions throughout to provide clear organization of ideas).

DR

Response includes sufficiently detailed descriptions of thoughts, ideas, or both (lists many ideas about pandas and provides specific elaborating details).

M

Response contains occasional errors that rarely obscure meaning (e.g. spelling errors: *amair~~ec~~* for *America*, *fo* for *of*, *beautifull* for *beautiful*).

Grade 1: SCR Practice 3

I like rabbit because
 is it cute and is pink
 and they live in the
 cool and hot place and
 they eat food and they
 nice and they has a good day. *Go On* →

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Score: **3** Expanding

I like rabbit because
is it cute and is pink
and they live in the
cool and hot place and
they eat food and they
nice and they has a good day. Go On →

CL

Response contains a few expanded, compound, and complex sentences (one long compound sentence with expanded and complex clauses; sentence structures are repetitive and lack variety).

QL

Response contains some grade-level words and phrases (e.g., *rabbit, pink, cool and hot*).

CR

Response includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both (has an introduction and connected ideas; repetitive "and" transitions at times hinder clear organization of thoughts).

DR


Response includes partially detailed descriptions of thoughts, ideas, or both (lists many ideas about rabbits with a few details, but at times descriptions are brief and general, lacking sufficient detail or elaboration).

M

Response contains occasional errors that rarely obscure meaning (e.g., syntax errors: *because is it cute, and they nice*).

Grade 1: SCR Practice 4

My favorite animal is the dog

Go On 

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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

Grade 1: SCR Practice 4

Score: **1** Emerging

My favorite animal is the dog.

Go On →

CL

Response includes at least one simple sentence.

QL

Response contains common words and short phrases.

CR

Response includes a basic introduction or completion of a thought or ideas (single complete thought).

DR


Response includes basic descriptions of at least one thought or an idea (single complete thought).

M

Response is mostly clear, but contains some errors that may obscure meaning (e.g., spelling errors: *td* for *the*, *bol* for *bull*).

Grade 1: SCR Practice 5

Handwritten text on a writing line: MY FAVORITE ANIMAL


Go On 

NYSELAT 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

Grade 1: SCR Practice 5

Score: **0** Entering

MY FAVORITE
ANIMAL

Go On 

CL

Response contains few words or short phrases.

QL

Response contains at most frequently used words (majority of language is copied from prompt text).

CR

Response lacks a clear introduction or completion of a thought or an idea due to brevity (incomplete idea).

DR

Response lacks descriptions of thoughts, feelings, or ideas (incomplete idea).

M

Response contains numerous errors that totally obscure meaning (does not express a complete idea).