ECR Informational Rubric: Degree of Response

DR Degree of Response (ECR)

Grade 1

0 Entering	Lacks development of an opinion or additional information
1 Emerging	Includes basic development of an opinion or additional information
2 Transitioning	Includes limited development of an opinion with a reason and/or additional information
3 Expanding	Includes partial development of an opinion with a reason and additional information
4 Commanding	Includes sufficient development of an opinion with a reason and additional information

ECR Narrative Rubric: Degree of Response

DR Degree of Response (ECR)

Grade 1

0	Entering	Lacks development of descriptions or events in sequence
1	Emerging	Includes basic development of descriptions or an event
2	Transitioning	Includes limited development of descriptions with details and/or an event
3	Expanding	Includes partial development of descriptions with details and one or more events in sequence
4	Commanding	Includes sufficient development of descriptions with details and two or more events in sequence

Grade 1: Informational ECR Prompt

WRITING

Directions

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

Wonderful Water

Did you use water today? People use water in many ways. We drink water. We wash with water. We use water when we brush our teeth. We even play in water! Some people swim. Some people ride on boats. Some people like to play in the rain.

We all need water to live. Water is something we all share. You can help save water by using less at home. Turn off the water when you brush your teeth.

We can keep trash out of lakes and rivers so the water stays clean. We can put litter in a trash can. We can all take care of Earth's water.

Go On

WRITING

22. Now read the directions below.

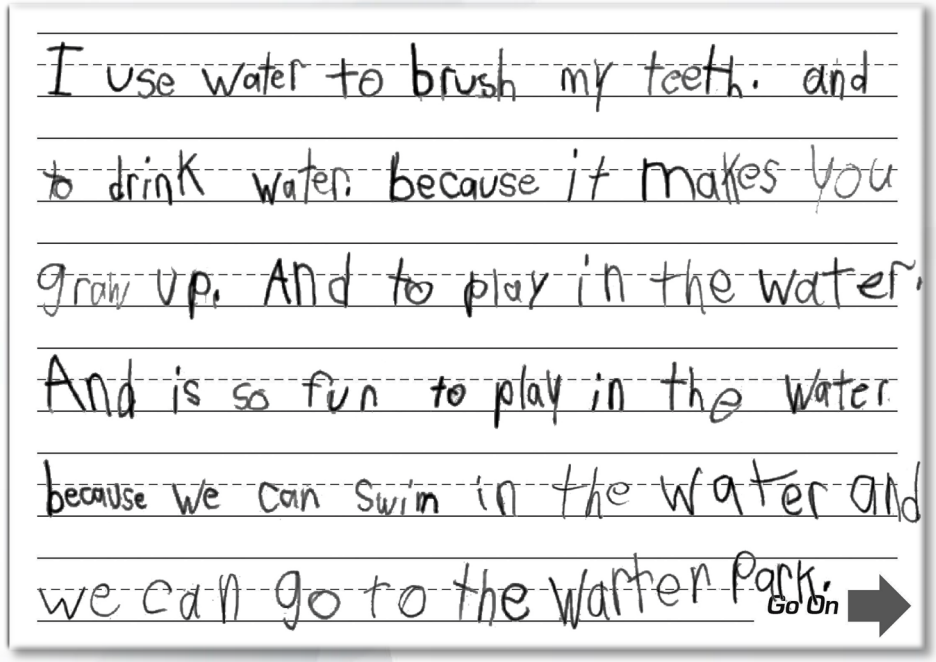
The passage tells about different ways people use water. What are some of the ways that you use water?

Write as much as you can about the ways that you use water.

You may plan your writing for Question 22 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.

Grade 1: ECR Sample 1



Score: 4 Commanding

CL Response contains a variety of expanded and complex sentences.

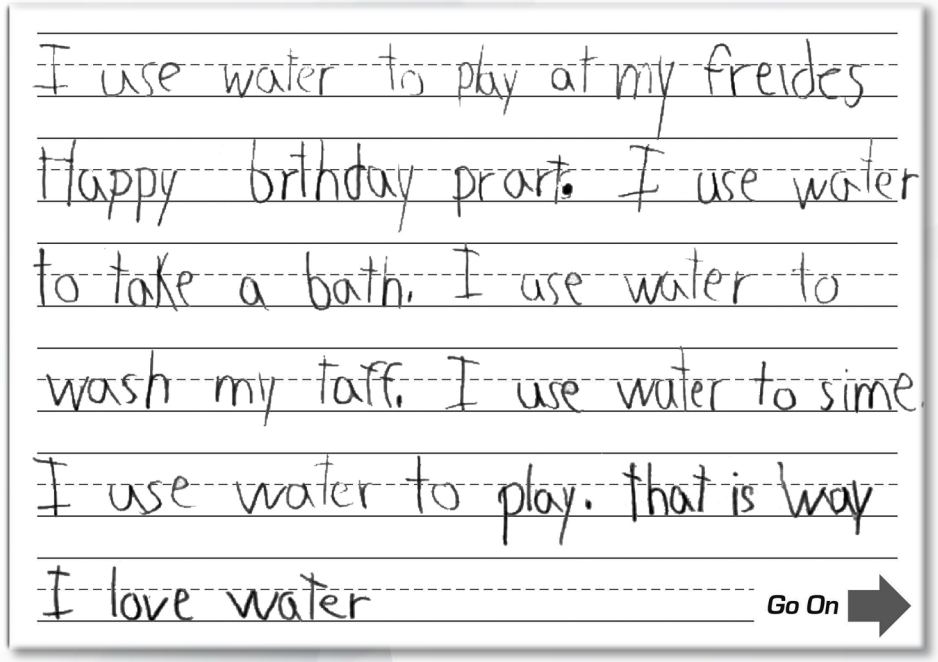
QL Response contains many grade-level words and phrases (e.g., *brush my teeth*, *grow up*, *swim*, *water park*).

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

DR Response includes sufficient development of an opinion with a reason and additional information (lists multiple specific uses for water and elaborates on most ideas with additional details).

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

Grade 1: ECR Sample 2



Score: 3 Expanding

CL Response contains expanded and complex sentences (repetitive structures limit variety of sentence structures).

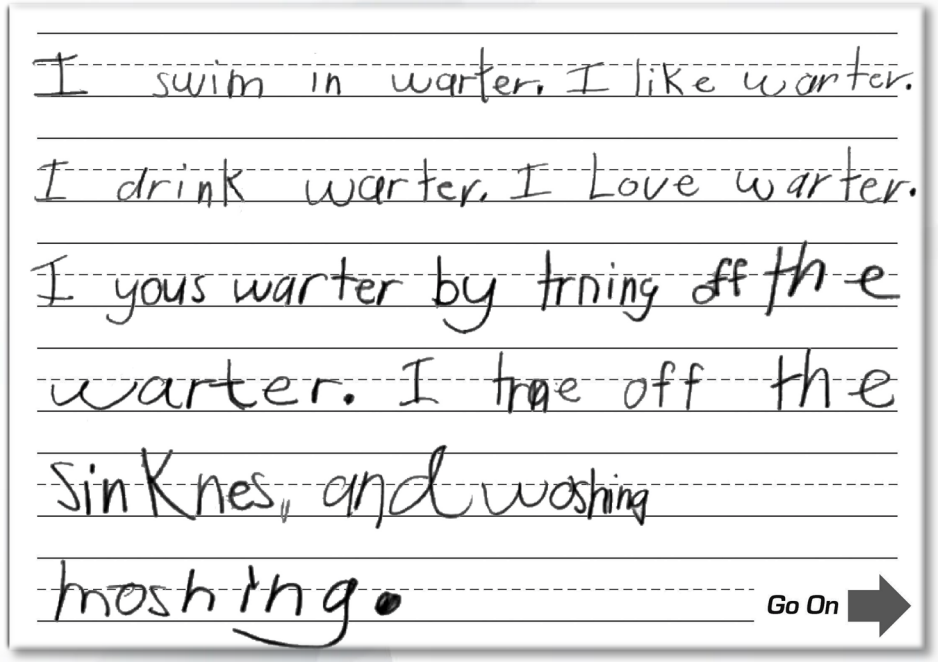
QL Response contains some grade-level words and phrases (e.g., *happy birthday*, *take a bath*, *wash* ; errors obscure some language).

CR Response includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both (has an introduction, conclusion, and some related ideas, but at times ideas are list-like and lack organization).

DR Response includes partial development of an opinion with a reason and additional information (many ideas are listed, but at times errors obscure development of ideas).

M Response is mostly clear, but contains some errors that may obscure meaning (e.g., spelling errors: *prart* for *party*, *taff* for *teeth*, *sime* for *swim*).

Grade 1: ECR Sample 3



Score: 2 Transitioning

CL Response contains simple sentences and a few expanded sentences.

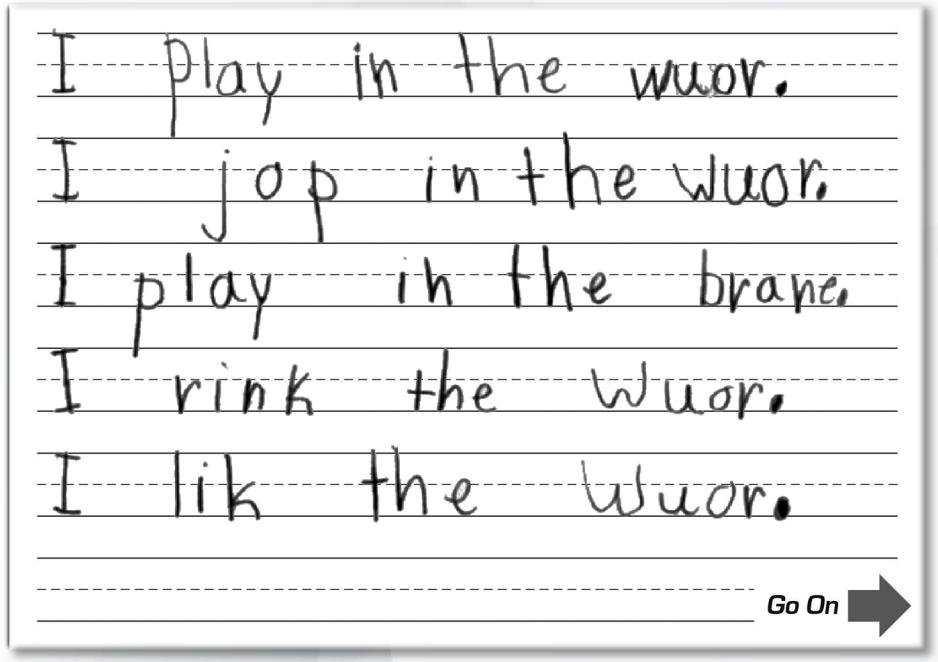
QL Response contains a few grade-level words and phrases (e.g., *swim*).

CR Response includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both (has multiple ideas about ways to use water, but ideas are repetitive and list-like, with limited organization).

DR Response includes limited development of an opinion with a reason and/or additional information (several ideas are listed with brief additional information, but ideas are often vague and minimally detailed, and some are repetitive).

M Response is mostly clear, but contains some errors that may obscure meaning (e.g., spelling errors: *sinknes* for *sink*, *moshing* for *machine*).

Grade 1: ECR Sample 4



Score: 1 Emerging

CL Response contains simple sentences and includes at least one expanded sentence (single repeated expanded structure).

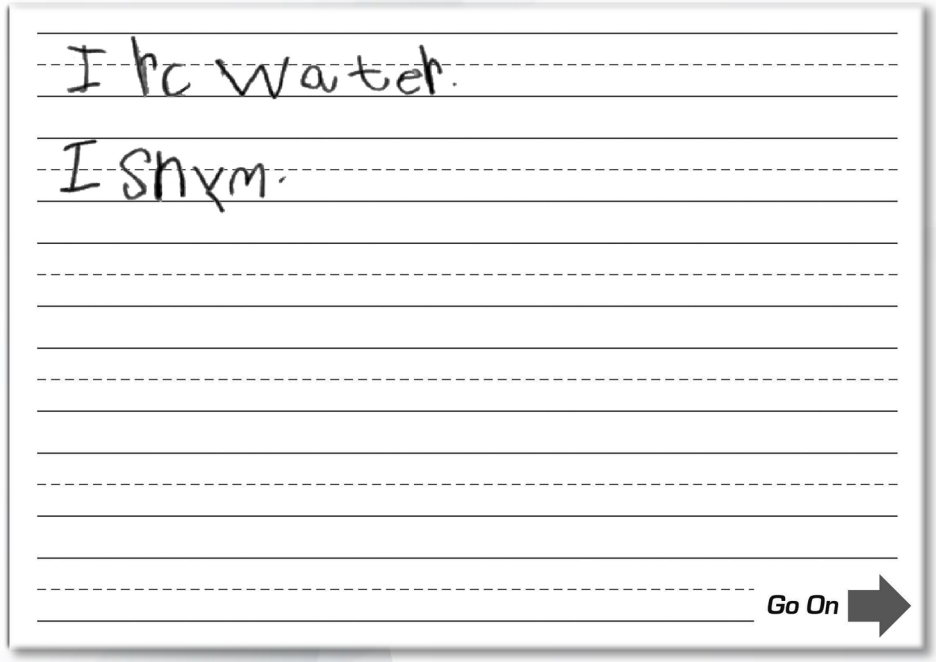
QL Response contains common words and short phrases (errors obscure much of the language in response).

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

DR Response includes basic development of an opinion or additional information (errors obscure further development of ideas).

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

Grade 1: ECR Sample 5



Score: 0 Entering

CL Response contains few words (errors impede successful development of sentence structure; only single words are comprehensible).

QL Response contains at most frequently used words.

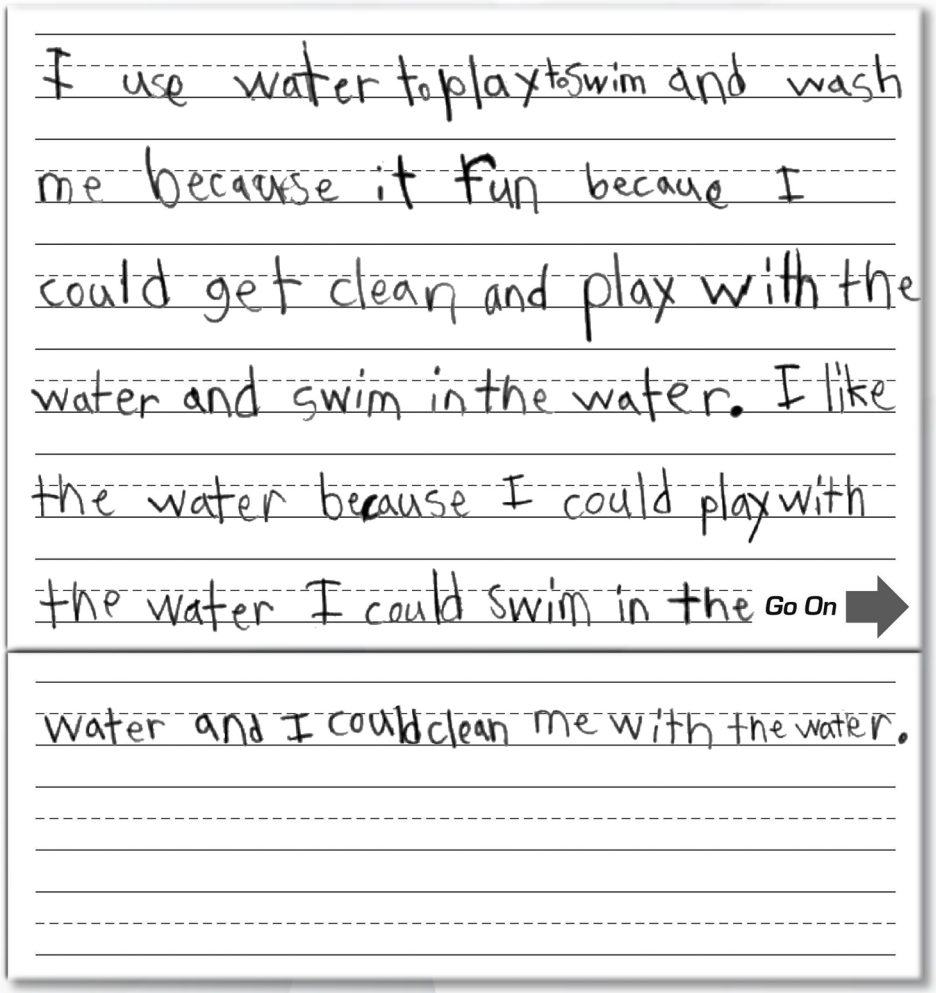
CR Response lacks a clear introduction or completion of a thought or an idea
due to brevity (majority of response is obscured by errors).

DR Response lacks development of an opinion or additional information (majority of response is obscured by errors).

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

Practice Time

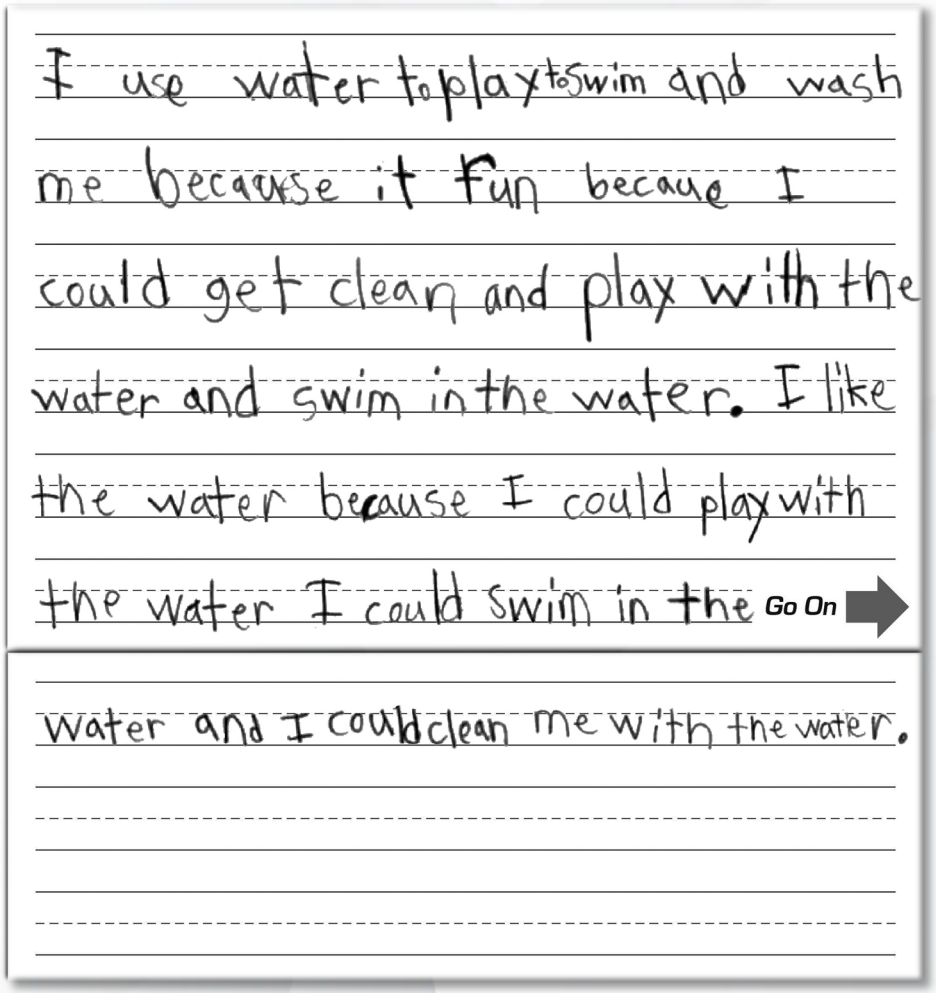
Grade 1: ECR Practice 1



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		• 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	• Contains some words, short phrases, and occasionally simple sentences • Includes at least one simple sentence	• Contains mostly words, phrases and simple sentences • Includes at least one expanded or compound sentence	• Contains mostly simple sentences; may contain some phrases • Contains a few expanded and/or compound sentences	• Contains a variety of simple, expanded and/or compound (or complex) sentences
Quality of Language		• Contains at most frequently used words	• Contains common words and short phrases	• Contains a few grade-level words and phrases	• Contains some grade-level words and phrases	• Contains many grade-level words and phrases
Coherence of Response		• Lacks a clear introduction or completion of a thought or an idea due to brevity	• Includes a basic introduction or completion of a thought or ideas	• Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both	• Includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both	• Includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both
Degree of Response	SCR	• Lacks descriptions of thoughts, feelings, or ideas	• Includes basic descriptions of at least one thought or an idea	• Includes some minimally detailed descriptions of thoughts, ideas, or both	• Includes partially detailed descriptions of thoughts, ideas, or both	• Includes sufficiently detailed descriptions of thoughts, ideas, or both
	ECR Narrative	• Lacks development of descriptions or events in sequence	• Includes basic development of descriptions or an event	• Includes limited development of descriptions with details and/or an event	• Includes partial development of descriptions with details and one or more events in sequence	• Includes sufficient development of descriptions with details and two or more events in sequence
	ECR Informational	• Lacks development of an opinion or additional information	• Includes basic development of an opinion or additional information	• Includes limited development of an opinion with a reason and/or additional information	• Includes partial development of an opinion with a reason and additional information	• Includes sufficient development of an opinion with a reason and additional information
Mechanics		• Contains numerous errors that totally obscure meaning • Contains words that are unclear	• Contains frequent errors that often obscure meaning • Contains words that may be unclear, but meaning is evident • May include inventive spelling	• Contains some errors that may obscure meaning • Is mostly clear • May include inventive spelling	• Contains occasional errors that rarely obscure meaning • Is clear • May include inventive spelling	• Contains minimal or no errors; errors do not obscure meaning • Is clear • May include inventive spelling

Grade 1: ECR Practice 1



Score: 3 Expanding

CL Response contains a few expanded, compound, and complex sentences (does not demonstrate a variety of sentences).

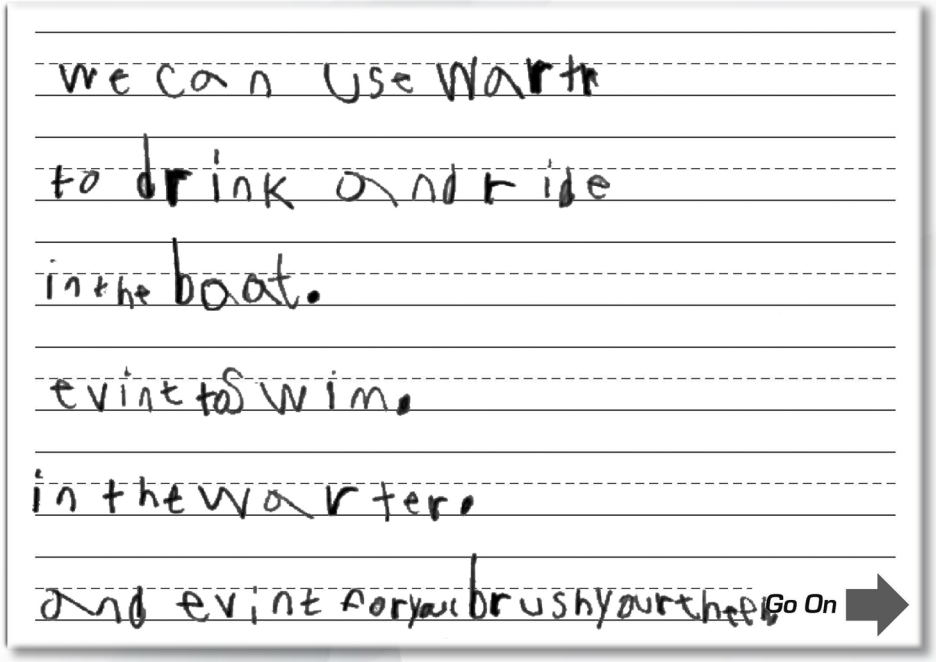
QL Response contains some grade-level words and phrases (e.g., *swim*, *wash me*, *get clean*).

CR Response includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both (has an introduction and logically connected ideas, but repetitive ideas limit clear sense of organization).

DR Response includes partial development of an opinion with a reason and additional information (multiple ideas are listed, along with some elaborating details, but ideas are at times repetitive).

M Response is clear and contains occasional errors that rarely obscure meaning (e.g., sentence structure errors: *to play to swim*, *because it fun*; missing punctuation).

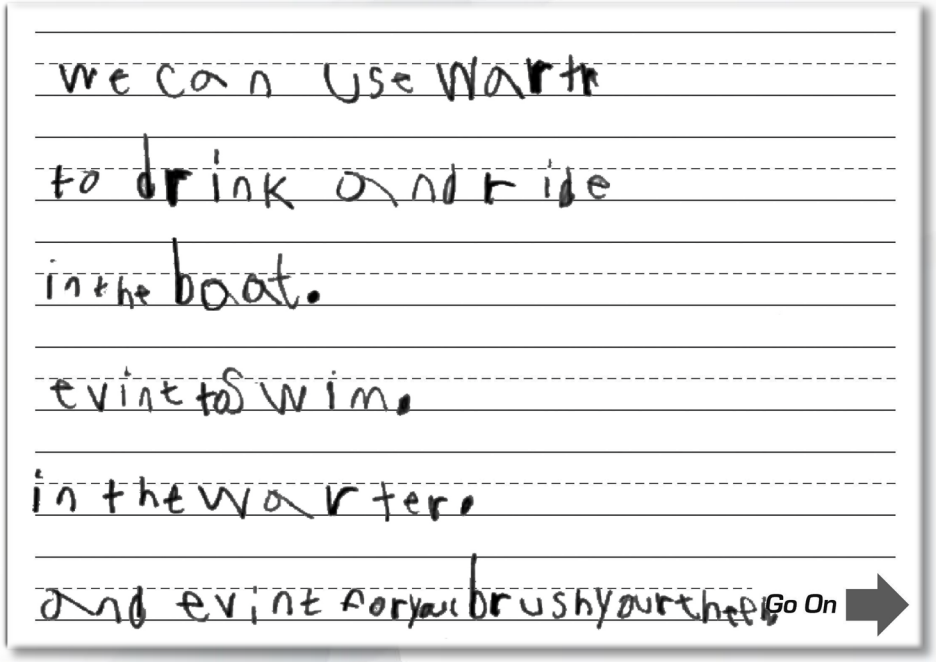
Grade 1: ECR Practice 2



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	• 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	• Contains some words, short phrases, and occasionally simple sentences • Includes at least one simple sentence	• Contains mostly words, phrases and simple sentences • Includes at least one expanded or compound sentence	• Contains mostly simple sentences; may contain some phrases • Contains a few expanded and/or compound sentences	• Contains a variety of simple, expanded and/or compound (or complex) sentences
Quality of Language	• Contains at most frequently used words	• Contains common words and short phrases	• Contains a few grade-level words and phrases	• Contains some grade-level words and phrases	• Contains many grade-level words and phrases
Coherence of Response	• Lacks a clear introduction or completion of a thought or an idea due to brevity	• Includes a basic introduction or completion of a thought or ideas	• Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both	• Includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both	• Includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both
Degree of Response – SCR	• Lacks descriptions of thoughts, feelings, or ideas	• Includes basic descriptions of at least one thought or an idea	• Includes some minimally detailed descriptions of thoughts, ideas, or both	• Includes partially detailed descriptions of thoughts, ideas, or both	• Includes sufficiently detailed descriptions of thoughts, ideas, or both
Degree of Response – ECR Narrative	• Lacks development of descriptions or events in sequence	• Includes basic development of descriptions or an event	• Includes limited development of descriptions with details and/or an event	• Includes partial development of descriptions with details and one or more events in sequence	• Includes sufficient development of descriptions with details and two or more events in sequence
Degree of Response – ECR Informational	• Lacks development of an opinion or additional information	• Includes basic development of an opinion or additional information	• Includes limited development of an opinion with a reason and/or additional information	• Includes partial development of an opinion with a reason and additional information	• Includes sufficient development of an opinion with a reason and additional information
Mechanics	• Contains numerous errors that totally obscure meaning • Contains words that are unclear	• Contains frequent errors that often obscure meaning • Contains words that may be unclear, but meaning is evident • May include inventive spelling	• Contains some errors that may obscure meaning • Is mostly clear • May include inventive spelling	• Contains occasional errors that rarely obscure meaning • Is clear • May include inventive spelling	• Contains minimal or no errors; errors do not obscure meaning • Is clear • May include inventive spelling

Grade 1: ECR Practice 2



Score: 2 Transitioning

CL Response contains phrases and includes at least one expanded sentence.

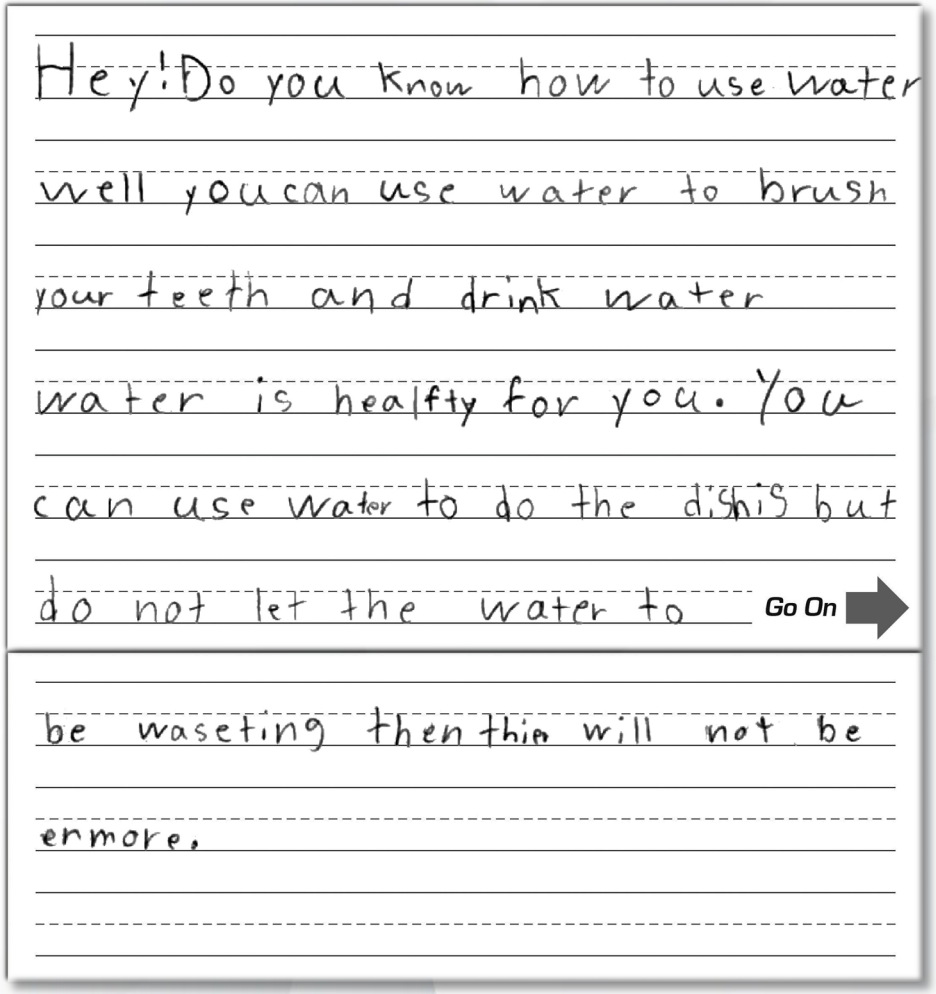
QL Response contains a few grade-level words and phrases (e.g., *ride in the boat*).

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, but ideas lack clear organization).

DR Response includes limited development of an opinion with a reason and/or additional information (lists several ideas about ways to use water, but they are described briefly with minimal development).

M Response is mostly clear, but contains some errors that may obscure meaning (e.g., spelling errors: *wartr/warter* for *water*, *evint* for *even*, *theeh* for *teeth*; sentence fragments).

Grade 1: ECR Practice 3



NYSESLAT Writing Rubric—Grade 1

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	ECR Informational	• Lacks development of an opinion or additional information	• Includes basic development of an opinion or additional information	• Includes limited development of an opinion with a reason and/or additional information	• Includes partial development of an opinion with a reason and additional information	• Includes sufficient development of an opinion with a reason and additional information
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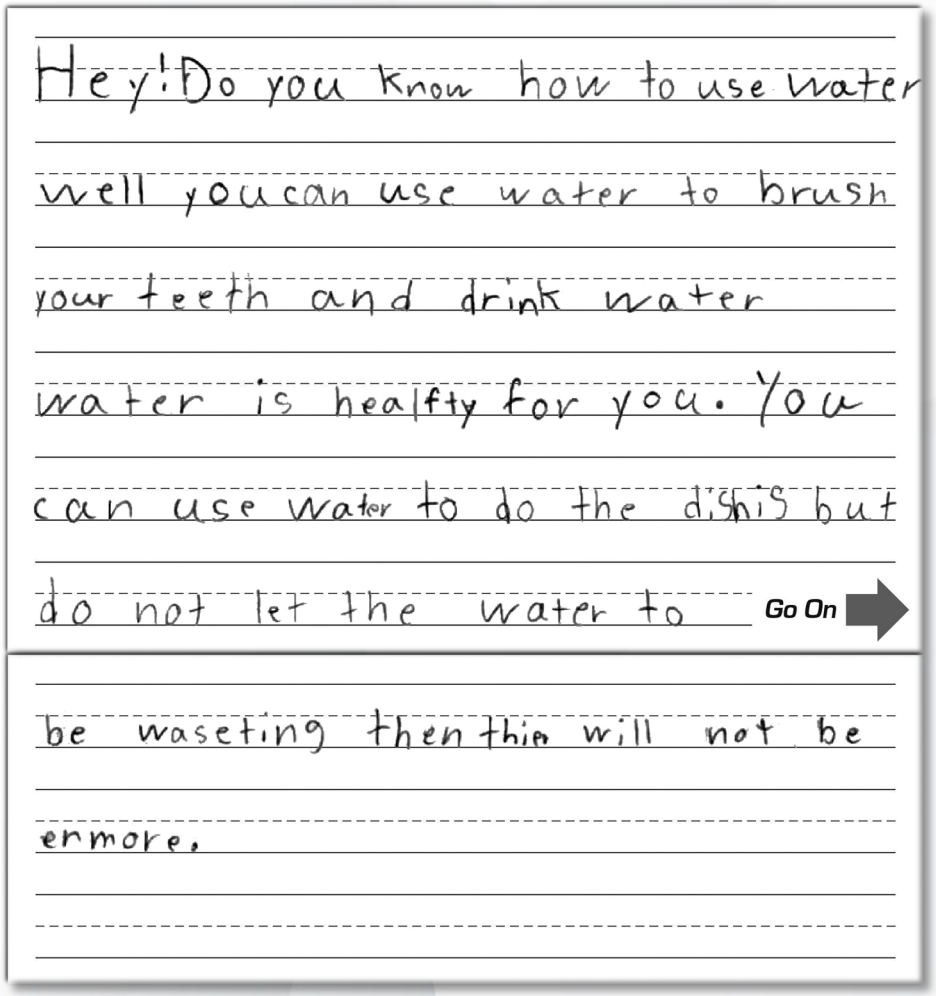
Grade 1: ECR Practice 3


Hey! Do you know how to use water well you can use water to brush your teeth and drink water water is healfty for you. You can use water to do the dishs but do not let the water to Go On

be waseting then this will not be ermore.

Score: 4 Commanding

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

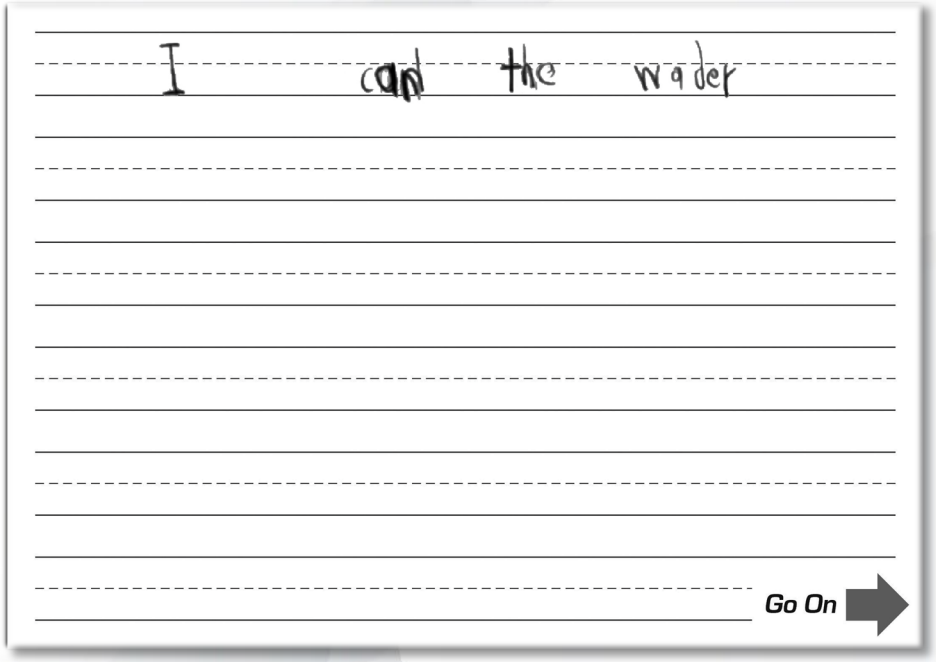
QL Response contains many grade-level words and phrases (e.g., *brush your teeth*, *healthy*, *do the dishes*, *wasting*).

CR Response includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both (has an introduction and a connected and cohesive progression of ideas).

DR Response includes sufficient development of an opinion with a reason and additional information (lists multiple uses for water and elaborates on most with additional details).

M Response is clear and contains occasional errors that rarely obscure meaning (e.g., punctuation errors).

Grade 1: ECR Practice 4



NYSESLAT Writing Rubric—Grade 1

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Quality of Language		• Contains at most frequently used words	• Contains common words and short phrases	• Contains a few grade-level words and phrases	• Contains some grade-level words and phrases	• Contains many grade-level words and phrases
Coherence of Response		• Lacks a clear introduction or completion of a thought or an idea due to brevity	• Includes a basic introduction or completion of a thought or ideas	• Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both	• Includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both	• Includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both
Degree of Response	SCR	• Lacks descriptions of thoughts, feelings, or ideas	• Includes basic descriptions of at least one thought or an idea	• Includes some minimally detailed descriptions of thoughts, ideas, or both	• Includes partially detailed descriptions of thoughts, ideas, or both	• Includes sufficiently detailed descriptions of thoughts, ideas, or both
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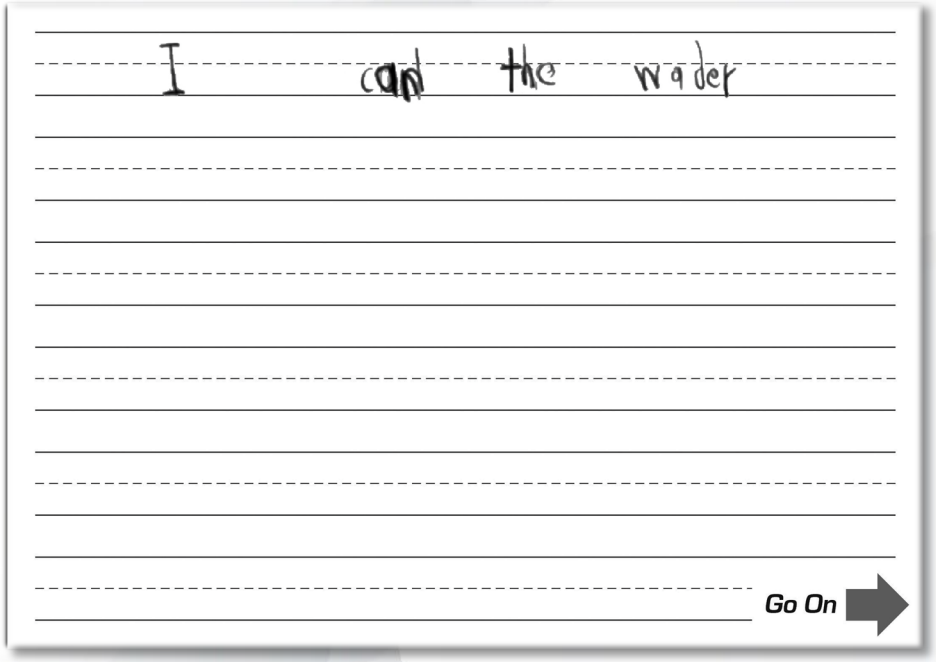
Mechanics		• Contains numerous errors that totally obscure meaning • Contains words that are unclear	• Contains frequent errors that often obscure meaning • Contains words that may be unclear, but meaning is evident • May include inventive spelling	• Contains some errors that may obscure meaning • Is mostly clear • May include inventive spelling	• Contains occasional errors that rarely obscure meaning • Is clear • May include inventive spelling	• Contains minimal or no errors; errors do not obscure meaning • Is clear • May include inventive spelling

Grade 1: ECR Practice 4



Score: 0 Entering

CL Response contains few words or short phrases (no complete sentence present).

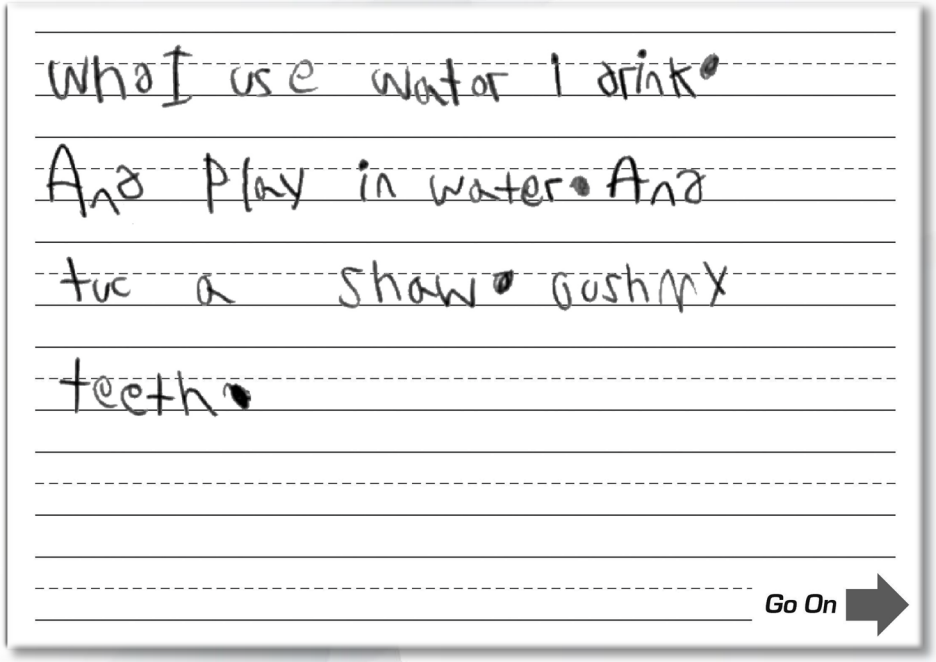
QL Response contains at most frequently used words.

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

DR Response lacks development of an opinion or additional information (no clear thought expressed).

M Response contains numerous errors that totally obscure meaning (no clear thought expressed).

Grade 1: ECR Practice 5



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		• 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	• Contains some words, short phrases, and occasionally simple sentences • Includes at least one simple sentence	• Contains mostly words, phrases and simple sentences • Includes at least one expanded or compound sentence	• Contains mostly simple sentences; may contain some phrases • Contains a few expanded and/or compound sentences	• Contains a variety of simple, expanded and/or compound (or complex) sentences
Quality of Language		• Contains at most frequently used words	• Contains common words and short phrases	• Contains a few grade-level words and phrases	• Contains some grade-level words and phrases	• Contains many grade-level words and phrases
Coherence of Response		• Lacks a clear introduction or completion of a thought or an idea due to brevity	• Includes a basic introduction or completion of a thought or ideas	• Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both	• Includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both	• Includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both
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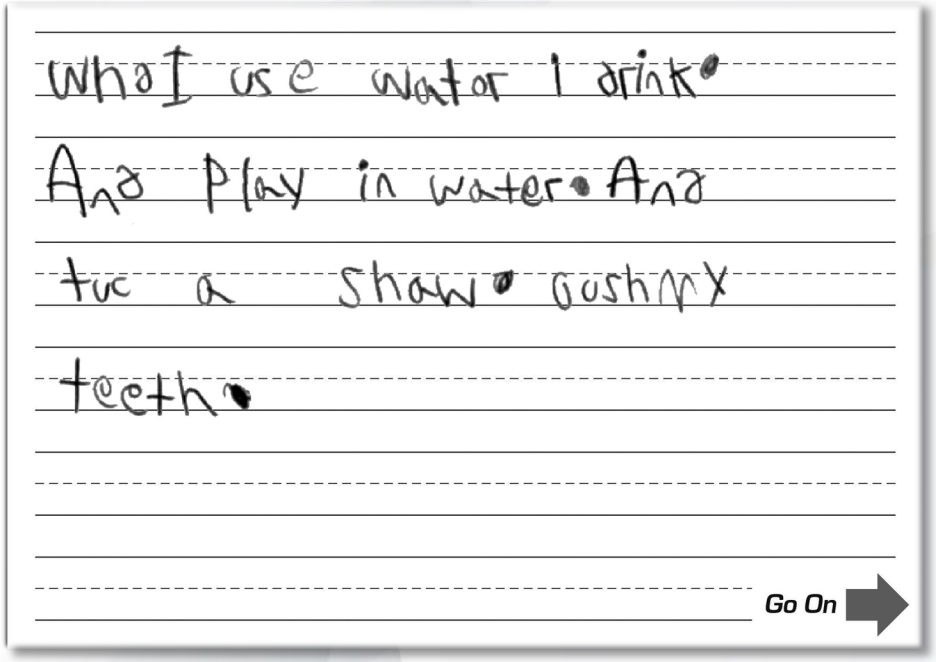
	ECR Informational	• Lacks development of an opinion or additional information	• Includes basic development of an opinion or additional information	• Includes limited development of an opinion with a reason and/or additional information	• Includes partial development of an opinion with a reason and additional information	• Includes sufficient development of an opinion with a reason and additional information
Mechanics		• Contains numerous errors that totally obscure meaning • Contains words that are unclear	• Contains frequent errors that often obscure meaning • Contains words that may be unclear, but meaning is evident • May include inventive spelling	• Contains some errors that may obscure meaning • Is mostly clear • May include inventive spelling	• Contains occasional errors that rarely obscure meaning • Is clear • May include inventive spelling	• Contains minimal or no errors; errors do not obscure meaning • Is clear • May include inventive spelling

Grade 1: ECR Practice 5



Score: 1 Emerging

CL Response contains short phrases and includes at least one simple sentence (errors obscure attempts at advanced sentence structure).

QL Response contains common words and short phrases (errors often obscure language).

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

DR Response includes basic development of an opinion or additional information (errors obscure development of most ideas).

M Response contains frequent errors that often obscure meaning (frequent grammar and spelling errors).

NYSESLAT Resources

For Information or Assistance	Contact
Questions regarding testing policies, accommodations, security breaches and sensitive student responses	**Office of State Assessment** emscassessinfo@nysed.gov 518.474.5902
Questions regarding the provisions of ELL services in Bilingual Education and World Languages programs	**Bilingual Education and World Languages programs** obewl@nysed.gov 518.474.8775 718.722.2445
Questions regarding scoring of Speaking and Writing constructed-response questions or shipment of materials	**MetriTech, Inc. Customer Service** nyseslat@metritech.com 800.747.4868
For regulatory or training assistance	**Regional Bilingual Education Resource Networks** www.nysed.gov/bilingual-ed/regional-supportrberns
Machine-scannable answer sheets and local scanning services	**RIC or Large-City Scanning Center** www.p12.nysed.gov/irs/sirs/ric-big5.html
Information about the NYSESLAT and regular updates including training materials and the School Administrator's Manual (SAM)	**NYSESLAT Homepage** www.nysed.gov/state-assessment/new-york-state-english-second-language-achievement-test-nyseslat