New York State Identification Test for English Language Learners

NYSITELL

Guide to the NYSITELL

Levels I–VIII

2018 Edition

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General Information

Effective February 1, 2018, the newly designed New York State Identification Test for English Language Learners (NYSITELL), 2018 Edition, will replace the 2014 edition of the NYSITELL as the statewide identification assessment of English Language Learners (ELLs)/Multilingual Learners (MLLs).

The purpose of this guide is to provide an introduction to, and an overview of, the NYSITELL for test coordinators, school administrators, and teachers. This guide is meant to be a general overview of the test, not specific instructions for administration by subtest or NYSITELL level. The NYSITELL test materials will be provided by the State Education Department's Office of State Assessment (OSA).

General information about the procedures for administering the NYSITELL is provided in this *Guide to the NYSITELL*. The specific procedures for administering the NYSITELL tests at each level are contained in the *Directions for Administration* (DFA). Please keep in mind that the NYSITELL is an <u>untimed test</u>. The Speaking subtest can be administered before, or following, administration of the Listening, Reading, and Writing (L/R/W) subtests. However, the L/R/W subtests must be administered in the sequence found in the test booklet.

Questions about general administration procedures for the NYSITELL should be directed to OSA by phone at 518-474-5902 or by e-mail at <u>emscassessinfo@nysed.gov</u>.

Purpose of the NYSITELL

The NYSITELL serves as the State's formal English language proficiency assessment in the process for initially identifying English Language Learners/Multilingual Learners in New York State. The NYSITELL must be administered to eligible students within ten school days of their initial enrollment. All public and charter schools must follow the steps outlined in the initial and reentry processes prescribed by <u>Commissioner's Regulations (CR) Part 154-2.3 (d)</u>, which includes administering the Home Language Questionnaire (HLQ) and conducting an individual interview with students who have indicated on the HLQ that a language other than English is spoken at home. Information gathered from the HLQ and the individual interview should be assessed carefully to determine if the student is required to take the NYSITELL. Further guidance regarding the identification of ELLs/MLLs and this process can be found on the ELL Identification & Placement web page at <u>http://www.nysed.gov/bilingual-ed/schools/ell-identification-placementhome-language-questionnaire</u>. Religious and independent schools, though not required to do so, are encouraged to administer the NYSITELL for identifying English Language Learners.

If the results of the NYSITELL indicate that the student is at the Entering, Emerging, Transitioning, or Expanding level of English language proficiency, the student must be placed in a Bilingual Education or English as a New Language (ENL) program in accordance with the provisions of CR Part 154.2, and the parent/guardian must be notified of such placement and their options in the language that they understand, as set forth in sections CR Part 154-2.3 (a) 5 and CR Part 154-2.3 (f). Students who score at the Commanding level should be placed in the general education program without a Bilingual Education or ENL program unless the parent/guardian requests that his or her child participate in a dual-language Bilingual Education program.

Foundations of the NYSITELL

The 2018 NYSITELL will include many of the same question types as the New York State English as a Second Language Achievement Test (NYSESLAT) and will cover the same four modalities of Speaking, Listening, Reading, and Writing. The NYSITELL questions are grounded in the Linguistic Demands of grade-level instruction delivered to ELLs/MLLs and are based on the New York State Learning Standards. The Linguistic Demands have been articulated for the purposes of assessment development as Targets of Measurement (ToMs). ToMs are what New York State designates as the standards measured by the NYSESLAT and, by extension, the NYSITELL. Each test question measures one of the NYSESLAT ToMs for the appropriate grade band. For more specific information and a complete description of each ToM, see "NYSESLAT Targets of Measurement" at: www.engageny.org/resource/new-york-state-english-a-second-language-achievement-test-nyseslat-resources.

Finally, to capture performance with the necessary level of precision, every NYSITELL test level has been delineated across five levels, which are known as the Performance Level Descriptions (PLDs) for Entering, Emerging, Transitioning, Expanding, and Commanding. Each question on the NYSITELL targets a specific modality and ToM at one of the five PLDs.

Sample test questions are available at the end of this *Guide to the NYSITELL*.

Levels of the NYSITELL

The NYSITELL is composed of eight distinct levels: I–VIII. The NYSITELL test content is aligned with the expectations for an English Language Learner/Multilingual Learner, depending on the grade and when in the school year the new student arrives. For example, a student arriving in September of Grade 3 would be given the Level III NYSITELL. This test contains questions from the Grades 1–2 NYSESLAT and is therefore grade-appropriate for a third grade student in the fall of the school year. A student arriving in April of Grade 3 would be given the Level IV NYSITELL. This test contains questions from the Grades 3–4 NYSESLAT and is therefore grade-appropriate for a third grade student in the spring of the school year.

Table 1 on page 3 shows the eight NYSITELL levels and identifies which level to administer to each new entrant, depending on the grade in which the student is enrolling and the date on which the test administration begins.

Table 1: Test Administration Schedule

Level	Grade in which student is enrolling	Dates on which test will be administered
I	Grade K	June 1–January 31
II	Grade K Grade 1	February 1–June 30 July 15–January 31
III	Grade 1 Grade 2 Grade 3	February 1–June 30 July 15–June 30 July 15–January 31
IV	Grade 3 Grade 4	February 1–June 30 July 15–January 31
V	Grade 4 Grade 5	February 1–June 30 July 15–January 31
VI	Grade 5 Grade 6 Grade 7	February 1–June 30 July 15–June 30 July 15–January 31
VII	Grade 7 Grade 8 Grade 9	February 1–June 30 July 15–June 30 July 15–January 31
VIII	Grade 9 Grades 10–12	February 1–June 30 July 15–June 30

The Level I test may be administered starting June 1 only to new students who will not begin Kindergarten until September. Schools that are registering students prior to June 1 for enrollment in Kindergarten for the upcoming school year should not administer the NYSITELL to those students until June 1.

With the exception of Level I, the NYSITELL should be administered during the month of June only to students entering school for the remainder of the current school year and/or students enrolling in a summer school program. The testing of new students who are enrolling in New York State schools in Grade 1 and above for the fall may begin no earlier than July 15. Schools are not permitted to administer Levels II–VIII of the NYSITELL from July 1–July 14.

TEST SPECIFICATIONS

Table 2 provides an overview of the NYSITELL subtests, response types, number of questions, and total points per each NYSITELL Level.

Table 2: Test Specifications

Subtest	Response Type*	Number of Questions							
Level		I	II	III	IV	V	VI	VII	VIII
Listening	MC	16	10	11	11	11	11	11	11
Reading	MC	—	9	14	14	14	14	14	14
Writing	Letter	—	1 (1 pt)	—	—	—	—	—	—
	Word	—	1 (2 pts)	—	—	—	—	—	—
	Sentence	—	1 (2 pts)	—	—	—	—	—	—
	CR	—	1 (4 pts)	1 (4 pts)	1 (4 pts)	1 (4 pts)	1 (4 pts)	1 (4 pts)	1 (4 pts)
Speaking	CR	9 (16 pts)	6 (11 pts)	6 (11 pts)	6 (11 pts)	6 (11 pts)	6 (11 pts)	6 (11 pts)	6 (11 pts)
Total Questions		25	29	32	32	32	32	32	32
Total Points		32	39	40	40	40	40	40	40

* Response Type: MC = multiple-choice question; CR = constructed-response (open-ended) question

TEST ADMINISTRATION

NYSITELL Subtests

Except for Level I, which consists of only integrated Listening and Speaking questions in a single student test booklet, the NYSITELL assesses language proficiency in four modalities: Listening, Reading, Writing, and Speaking. The Listening, Reading, and Writing subtests are contained in one test booklet; the Speaking subtest is in a separate test booklet. Administration of all Levels II–VIII subtests, covering all four modalities, is mandatory.

As with the NYSESLAT, the NYSITELL Speaking subtest is administered individually. During the Speaking subtest, the student answers questions orally. The student's spoken responses are scored at the time of administration. **Examiners experienced in administering and scoring the NYSESLAT Speaking subtest should not need additional training to administer and score the NYSITELL Speaking subtest.** The *NYSITELL Speaking and Writing Scoring Guide*(s), along with the Speaking Exemplars CDs, will be available for training purposes.

The Listening, Reading, and Writing subtests for Levels II–VIII may be administered individually or in a group setting. (*Note:* The entire Level I test must be individually administered. It is recommended that Levels II and III also be individually administered.) Students answer multiple-choice questions and write their answers to constructed-response questions. All written responses to constructed-response questions are scored by local school personnel. The rubrics used to score the NYSITELL Writing responses are the same rubrics used to score the NYSESLAT Writing responses. **Examiners experienced in scoring the NYSESLAT Writing responses should not need additional training to score the NYSITELL Writing responses.**

In addition to the *NYSITELL Speaking and Writing Scoring Guide*(s), the *NYSESLAT Turnkey Training Materials for Scoring Writing and Speaking* are available on the OSA web site: http://www.p12.nysed.gov/assessment/nyseslat. These materials are also applicable to the NYSITELL Speaking and Writing questions.

Who May Administer the NYSITELL

Only qualified personnel should administer the NYSITELL. Qualified personnel should be teachers or administrators able to carry out standard examination procedures and should have special training in administering the NYSITELL or NYSESLAT and may include:

- New York State certified English to Speakers of Other Languages or Bilingual Education teachers

- New York State certified teachers

- New York State certified teachers who have been trained in cultural competency, language development, and the needs of English Language Learners (ELLs)/Multilingual Learners (MLLs)

In public and charter schools, the staff administering the NYSITELL should be certified teachers. In religious and independent schools, it is *highly recommended* that the staff administering the NYSITELL be certified teachers.

An examiner who has administered the NYSESLAT will be familiar with all question types on the NYSITELL. Nevertheless, to ensure accurate and reliable results, the examiner should read—and become thoroughly familiar with—the procedures outlined in the *Directions for Administration* (DFA) before attempting to administer the NYSITELL. The specific administration instructions for each subtest (Listening, Reading, Writing, and Speaking) should be read thoroughly before administering the NYSITELL.

NYSITELL Answer Sheets

Schools are required to contract with a Regional Information Center (RIC) or a large-city scanning center in order to receive machine-scannable answer sheets and examination data processing services for the 2018 edition of the NYSITELL. The complete list of RICs and large-city scanning centers is available on the New York State Education Department's web site at http://www.p12.nysed.gov/irs/sirs/ric-big5.html. New York City religious and independent schools must contract with a scanning center outside of the city. Questions about the requirement to scan answer sheets should be directed to OSA. Questions about data collection and reporting services should be directed to your RIC or large-city scanning center, or to the Office of Information and Reporting Services (IRS) at 518-474-7965.

The answer sheets will be used to record student responses for all Listening and Reading multiple-choice questions. The answer sheets also provide fields in which examiners will record student scores for all Speaking and Writing constructed-response questions. Scoring of the completed NYSITELL to determine Performance Level will be conducted by the RIC or large-city scanning center with whom the school contracts. Hand scoring, including the use of overlays, will not be allowed.

Estimated Administration Times

The NYSITELL is, in effect, an abbreviated version of the NYSESLAT. Because it has fewer questions, it takes less time to administer. Table 3 shows estimated administration times for each level and subtest of the NYSITELL. The NYSITELL is an untimed test. These estimated testing times are provided for planning purposes only.

Table 3: Estimated Administration Times

Level	Listening	Reading	Writing	Speaking	Estimated Total Time*
I**		—	—		25 min
II	15–20 min	15–20 min	10–15 min	10 min	1 hour 5 min
III	20–25 min	15–20 min	10–15 min	10 min	1 hour 10 min
IV	20–25 min	15–20 min	10–15 min	10 min	1 hour 10 min
V	20–25 min	15–20 min	10–15 min	10 min	1 hour 10 min
VI	20–25 min	15–20 min	10–15 min	10 min	1 hour 10 min
VII	25–30 min	20–25 min	15–20 min	10 min	1 hour 25 min
VIII	25–30 min	20–25 min	15–20 min	10 min	1 hour 25 min

* This time does not include the recommended breaks.

**Level I is an integrated Listening and Speaking test booklet; therefore, subtest administration times have not been estimated.

Stopping Rule

A Stopping Rule has been incorporated into the NYSITELL Speaking, Listening, and Reading subtests. Specific instructions, which direct the administrator to stop the subtest if the student is unable to answer the first three questions (not including the warm-up or sample questions), are provided within the subtest DFAs. Examiners should follow the Stopping Rule instructions precisely.

For Speaking, if an examiner is uncertain whether a student's response is in English, they should not apply the Stopping Rule, but continue with the test questions in the order they are presented. One or more intelligible English words following either an initial or rephrased test question counts as a response to that question.

For Listening and Reading, the Stopping Rule instructions are modified based on an individual or group administration. Refer to the particular level DFA for specific instructions.

If a subtest is discontinued for any student, the examiner must be sure to mark the appropriate "Tested but unable to answer any questions" circle corresponding to the appropriate subtest on that student's machine-scannable answer sheet.

TEST ACCOMMODATIONS

The New York State Education Department's Office of Special Education provides information on test access and accommodations for students with disabilities on its web site: http://www.p12.nysed.gov/specialed. School personnel may contact that office via e-mail at speced@nysed.gov if they have any questions on this topic for which they are unable to find answers in this manual or on the web site.

English Language Learners/Multilingual Learners

As the NYSITELL is composed of the NYSESLAT questions designed specifically for ELLs/MLLs, the testing accommodations ordinarily permitted for ELLs/MLLs taking other State tests are not permitted for the NYSITELL.

Students Who Incur Disabilities Shortly Before Test Administration

Principals may provide accommodations when testing general education students who incur an injury (e.g., broken arm) or experience the onset of either a short- or long-term disability (either cognitive or physical) within 30 days prior to test administration. Eligibility for such accommodations is based on the principal's professional judgment. The principal may confer with the Committee on Special Education (CSE)/504 Multi-Disciplinary Team members, the school physician, or other school personnel in making such a determination. These accommodations must not significantly change the constructs/skills being tested and are limited to the following:

- Administering the test in a special location

- Recording the student's answers in any manner (when answering questions designed to measure writing ability, students must provide all punctuation, paragraphing, and spelling of more difficult words)

- Reading the test to the student (this accommodation is allowed for students whose vision is impaired)

Prior permission need not be obtained from OSA for the principal to authorize these testing accommodations for general education students. However, a full written report concerning each authorization must be sent to OSA via fax to 518-474-1989. The report must be on school letterhead, must be signed by the principal, and must include the following information:

- The student's New York State Student Identification System (NYSSIS) ID number (if available)

- The title of the test including the student's grade and test level

- A brief description of the student's injury or disability

- A listing of the accommodations that were authorized by the principal

If the student is expected to continue to need testing accommodations, the principal must immediately make the appropriate referral for the consideration of an Individualized Education Program (IEP) or a Section 504 Accommodation Plan (504 Plan).

Students with an IEP or 504 Plan

In general, students with disabilities must be provided with the testing accommodations specified in their IEPs/504 Plans when taking the NYSITELL. It is the principal's responsibility to ensure that staff members providing testing accommodations are trained appropriately. Proctors are advised to become familiar with the accommodations specific to the particular test being administered. As explained in this manual, only those testing accommodations that do not alter the constructs measured by the test are permitted on State assessments.

For the **Listening** questions, which are presented in Listening scripts within the Directions for Administration (DFA), the passages may be signed using American Sign Language (ASL) to hearing-impaired students who know ASL. Hearing-impaired students who are not proficient in ASL may read those passages. Listening Scripts may be provided only to students with hearing impairments needing this accommodation as specified in their IEP/504 Plan.

For the **Reading** questions, students with disabilities whose IEPs/504 Plans recommend the "tests read" accommodation must have tests read to them in accordance with the testing conditions and implementation recommendations specified on the student's IEP/504 Plan. When administering the testing accommodation of "tests read," passages, questions, and answer choices must be read in their entirety, word for word, without any clarification or explanation. The test must be read in a neutral manner, without intonation or emphasis, and without otherwise drawing attention to key words or phrases. If the question and/or the answer choices make reference to part of a reading passage solely as line numbers or paragraph numbers, the reader should reread the specified part(s) of the passage to the student. In addition, directions, passages, parts of passages, questions, and answer choices may be reread to the student upon the student's request.

In the **Writing** section, students may not receive assistance with, or have their responses corrected for, spelling, grammar, paragraphing, or punctuation.

The use of a scribe is an allowable accommodation for the NYSITELL. When scribing a student's dictation on the Writing subtest, scribes must use the following procedures:

- When "use of a scribe" is indicated as a testing accommodation on an IEP/504 Plan, the student may dictate responses directly to the scribe or into a recording device which may be played back by a scribe for transcription. If a recording device is recommended to implement this testing accommodation, this should be indicated accordingly as an implementation specification on the student's IEP/504 Plan.

- Scribes must record word-for-word what the student dictates or records. Scribes may capitalize the first letter of each sentence and provide punctuation at the end of a sentence. Scribes must leave out additional punctuation (e.g., commas or quotation marks) and capitalization of proper nouns.

- A word processor may be used by a scribe to type a student's dictation, and scribes should write/type a student's dictation on every other line.

- When the student's dictation is complete, the scribe shows the student the written response and asks him or her to indicate where capitalization of proper nouns, additional punctuation, and paragraphing should be used.

- The student reads the completed dictation/transcription and indicates if there are any further changes to be scribed on the skipped lines.

- The scribe must then transfer the student's completed response into the test booklet exactly as dictated or recorded.

- The scribe must write the student's name/identification number on each sheet used, and attach the paper with the student's dictation to the back of the test booklet, preferably by stapling, to ensure against the student's response being lost.

For students who are unable to speak, the interactions between student and teacher required for the **Speaking** session may be conducted through the exchange of notes written in English by the teacher and student. All notes written by the student and teacher must be returned to the test administrator with the other test materials. Also, the use of a voice-output device is allowed for students who are unable to speak, if documented as a testing accommodation on a student's IEP/504 Plan.

Large Type Editions

For students who use large type editions of the tests, or large type answer sheets, or whose testing accommodation allows the circling of answers in the test booklet, rather than darkening circles on the answer sheet, teachers should transcribe the students' responses onto regular test answer sheets and test booklets exactly as dictated or recorded.

Test Format Change Requests

Schools must receive prior written approval from the New York State Education Department for any changes to the test format. This includes, but is not limited to, the re-spacing of questions, enlargement beyond the standard large type edition provided, and colorization. Note that the reformatting of State assessments may never change the wording of questions, nor may additional examples be included.

In order for the New York State Education Department to process school requests for reformatting, requests for approval should be submitted to the OSA before the first scheduled date of the test administration. Requests should include a cover letter from the school signed by the school principal. Each request must include assurance that such reformatting will be consistent with the accommodations listed in the student's IEP/504 Plan. Requests may be faxed to 518-474-1989. Department approvals will be provided by fax.

TEST MATERIALS

Materials Required by the Examiner

- *Guide to the NYSITELL* (this document)

- A copy of the *Directions for Administration* (DFA), one per level

- A supply of student test booklets (there are two booklets for Levels II–VIII: Listening/Reading/Writing and Speaking; there is only one booklet for Level I: Listening/Speaking)

- A supply of NYSITELL machine-scannable answer sheets (supplied by a Regional Information Center, or a large-city scanning center)

- A supply of Speaking Score Sheets found in the Speaking DFA (Levels II–VIII) and the Level I Score Sheet found in the Level I DFA

- *Speaking Scoring Guide* (Level I only)

- *Speaking and Writing Scoring Guide* (one for Levels II–V; one for Levels VI–VIII)

- Speaking Exemplars CD (one for Level I; one for Levels II–V; one for Levels VI–VIII)

- A "Testing—Do Not Disturb" sign (not provided)

- A soft-lead (No. 2) pencil (not provided)

To ensure accurate and reliable results, scorers must become familiar with the procedures in the *NYSITELL Speaking and Writing Scoring Guide*(s) before scoring the Speaking or Writing subtests. Only qualified personnel should administer or score the NYSITELL. Scoring of the completed NYSITELL to determine Performance Level will be conducted by the RIC or large-city scanning center with whom the school contracts. Hand scoring, including the use of overlays, will not be allowed.

Listening/Reading

For Level I, students respond to the Listening multiple-choice questions by pointing to an answer choice. Student responses are recorded by the examiner on the Level I Score Sheet and then transcribed to the student's machine-scannable answer sheet after the test has been administered.

For Levels II and III, the Listening and Reading multiple-choice responses are transcribed by school personnel from the test booklet to the student's machine-scannable answer sheet exactly as the student recorded them in the test booklet. Make sure that the student information on the test booklet matches the information on the answer sheet <u>before</u> transcribing any information.

For Levels IV–VIII, no transcription is required; students mark their answers on the NYSITELL machine-scannable answer sheet.

Writing

The *Speaking and Writing Scoring Guide* is used to train and familiarize educators with the scoring process in order to score each student's written response in Levels II–VIII. There is one *Speaking and Writing Scoring Guide* for Levels II–V, and one for Levels VI–VIII. Level I does not contain a Writing subtest, and therefore does not have a corresponding Writing scoring guide.

For Levels II–VIII, students respond to the Writing subtest in their test booklets. Student responses are scored by qualified personnel in accordance with the criteria outlined in the *Speaking and Writing Scoring Guide*(s) and Writing Rubrics. For schools' convenience, the Writing Rubrics are provided in this manual. Students' scores are recorded on their individual machine-scannable answer sheets.

Speaking

The *Speaking and Writing Scoring Guide* and the Speaking Exemplars CD are used to train and familiarize educators with the scoring process in order to score each student's verbal response in Levels II–VIII (Level I will have a *Speaking Scoring Guide* only).

To ensure accurate and reliable results, examiners must become thoroughly familiar with the *Speaking and Writing Scoring Guide*(s) and the Speaking Exemplars CD prior to administering and scoring the Speaking subtest.

For Level I, the entire test is individually administered. Examiners will use a Level I Score Sheet to record student responses to Listening questions and to record students' individual scores for Speaking questions. Speaking scores from the Level I Score Sheet must be transcribed onto the student's machine-scannable answer sheet after the test has been administered.

For Levels II–VIII, the Speaking subtest is administered individually to students and their responses are scored at the time of administration. Students' individual scores will be recorded on the *NYSITELL Speaking Score Sheet (2018 Edition)*. Sufficient copies of the Speaking Score Sheet should be photocopied from this manual and distributed to the examiners prior to the administration of the Speaking subtest. For schools' convenience, the Speaking Rubrics as well as the NYSITELL Speaking Score Sheet are provided in this manual. Scores from the Speaking Score Sheet must be transcribed onto the student's machine-scannable answer sheet after all other subtests have been administered.

SPEAKING RUBRICS

2018 Edition NYSITELL Speaking Rubric—Level I

Question Level	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
Emerging	• No response • Responds with "yes," "no," or "I don't know" • Responds completely in a language other than English • Unintelligible	• Uses at least one word to respond • Partially expresses a thought and idea • Frequent errors may obscure meaning	N/A

Question Level	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
Transitioning	• No response • Responds with "yes," "no," or "I don't know" • Responds completely in a language other than English • Uses one word • Does not express a complete thought or idea • Unintelligible • Errors may totally obscure meaning	• Uses multiple words to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning	• Uses at least one simple phrase to respond • Expresses complete thoughts and ideas • Occasional errors in words and structures may obscure some meaning
Expanding	• Responds with "yes," "no," or "I don't know" • Uses at most multiple words to respond • Partially expresses complete thoughts and ideas • Frequent errors may obscure meaning	• Uses at least one simple phrase to respond • Expresses complete thoughts and ideas • Occasional errors in words and structures may obscure some meaning	• Uses at least one simple sentence to respond • Expresses complete thoughts and ideas • Infrequent errors in words and structure may obscure some meaning
Commanding	• Responds with "yes," "no," or "I don't know" • Uses at most multiple words and simple phrases to respond • May express complete thoughts and ideas • Occasional or frequent errors in words and structures may obscure meaning	• Uses at least one simple sentence to respond • Expresses complete thoughts and ideas • Infrequent errors in words and structure may obscure some meaning	• Uses connected or expanded sentences to respond • Generates a fluid response to express complete thoughts and ideas • May use linking words and phrases to sequence thoughts and ideas • No errors or infrequent errors that do not obscure meaning

2018 Edition NYSITELL Speaking Rubric—Levels II–VIII

Question Level	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
Emerging	• 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	• 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	• 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	• Uses multiple words to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning	• 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	• 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	• 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	• 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	• 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	• 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	• 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

2018 Edition NYSITELL Writing Rubrics—Level II

Letter Writing

Dimension	Score 0 – Entering A response at this level:	Score 1 – Emerging–Transitioning A response at this level:
• Letter Forming • Legibility	• Is blank • Is not a recognizable letter • Is an incorrect letter • Is upside down • Is illegible or unintelligible	• Is recognizable as the correct letter Is acceptable if it: • 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:
• Letter Forming • Accuracy	• 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)	• 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: • Includes legible letters • Includes letters that may be uppercase, lowercase, or both • Is cursive • Includes backward letters	• Sequences all letters needed to produce the correct word Is acceptable if it: • 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:
• Letter Forming • Words • Accuracy	• 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	• Includes most of the words in the correct order Is acceptable if it: • 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	• Includes all words in the correct order Is acceptable if it: • 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

2018 Edition NYSITELL Writing Rubrics—Level II

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	• 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	• Contains words, short phrases, and/ or predictable sentences	• Contains phrases and simple sentences	• Contains simple and/or expanded sentences	• Contains simple and/or expanded sentences, and one or more compound or complex sentence
Coherence of Response	• 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	• 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	• 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	• 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	• 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	• Contains numerous errors that totally obscure meaning • Contains words that are unclear	• Contains many errors that often obscure meaning • Contains words that may be unclear, but meaning is evident • May include inventive spelling	• Contains some errors that occasionally obscure meaning • Is mostly clear • May include inventive spelling	• Contains few errors that rarely obscure meaning • Is clear • May include inventive spelling	• 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.

2018 Edition NYSITELL Writing Rubric—Level III

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 • Is isolated words or a list of words or short phrases	• Contains some words, short phrases, and occasionally simple sentences • Includes at least one sentence • May include adapted text in a well-constructed sentence	• Contains mostly simple sentences • Includes at least one expanded or compound sentence	• Contains simple, expanded, and compound sentences	• Contains a variety of simple, expanded, and 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 at least one sentence in an attempt to introduce or complete a thought or an idea	• 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
	SCR	• Lacks descriptions of thoughts, feelings, or ideas	• Includes at least one description of a thought or an idea	• Includes some minimally detailed descriptions of thoughts, ideas, or both	• Includes many detailed descriptions of thoughts, ideas, or both	• Includes many sufficiently detailed descriptions of thoughts, ideas, or both
	ECR Narrative	• Lacks development of descriptions or events in sequence	• Includes at least one description or two events in sequence	• Includes some descriptions with minimal details and/ or two or more events in sequence	• Includes descriptions with many details and two or more events in sequence	• Includes descriptions with many and varied details and two or more events in sequence
	ECR Informational	• Lacks development of an opinion or additional information	• Includes at least one opinion and/or additional information	• Includes an opinion with some reasons and/or additional information	• Includes an opinion with many reasons and additional information	• Includes an opinion with many and varied reasons and additional information
Mechanics		• Contains numerous errors that totally obscure meaning • Contains words that are unclear	• Contains many errors that often obscure meaning • Contains words that may be unclear, but meaning is evident • May include inventive spelling	• Contains some errors that occasionally obscure meaning • Is mostly clear • May include inventive spelling	• Contains few errors that rarely obscure meaning • Is clear • May include inventive spelling	• Contains minimal or no errors that obscure meaning • Is clear • May include inventive spelling

Degree of Response (label spanning SCR, ECR Narrative, ECR Informational rows)

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

When using the rubric to score writing, use the correct row (SCR, ECR-Narrative, ECR-Informational) to determine Degree of Response.

2018 Edition NYSITELL Writing Rubric—Level IV

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 • Is isolated words or a list of words or short phrases	• Contains some words, short phrases, and occasionally simple sentences • Includes at least one sentence • May include adapted text in a well-constructed sentence	• Contains mostly simple sentences • Includes at least one expanded or complex sentence	• Contains simple, expanded, and complex sentences	• Contains a variety of simple, expanded, and complex sentences
Quality of Language		• Contains at most frequently used Tier 1 words or predictable phrases	• Contains Tier 1 and common grade-level Tier 2 words and short phrases	• Contains Tier 1 and a few grade-level Tier 2 words and phrases	• Contains Tier 1 and some grade-level Tier 2 words and phrases	• Contains Tier 1 and many grade-level Tier 2 words and phrases
Coherence of Response		• Lacks a clear introduction, or development of a thought or an idea, or completion due to brevity	• Includes at least one sentence to introduce, develop, or complete thoughts or ideas	• Includes words and sentences that provide a limited introduction, development, and/or completion of linked thoughts, ideas, or both	• Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide partial organization	• Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide clear and sufficient organization
Degree of Response	SCR	• Lacks descriptions of ideas or facts	• Includes at least one description of an idea or a fact	• Includes some minimally detailed descriptions of ideas, facts, or both	• Includes many detailed descriptions of ideas, facts, or both	• Includes many sufficiently detailed descriptions of ideas, facts, or both
	ECR Narrative	• Lacks development of descriptions or events	• Includes at least one description or event	• Includes some detailed descriptions and/or two or more events in sequence	• Includes many detailed descriptions and events in sequence	• Includes many and varied detailed descriptions and events in sequence
	ECR Informational	• Lacks development of connected ideas	• Includes at least one original idea or two ideas that are connected	• Includes some supported and/ or connected ideas	• Includes many supported and connected ideas	• Includes many and varied supported and connected ideas
Mechanics		• Contains numerous errors that totally obscure meaning • Contains words that are unclear	• Contains many errors that often obscure meaning • Contains words that may be unclear, but meaning is evident • May include inventive spelling	• Contains some errors that occasionally obscure meaning • Is mostly clear • May include inventive spelling	• Contains few errors that rarely obscure meaning • Is clear • May include inventive spelling	• 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.

When using the rubric to score writing, use the correct row (SCR, ECR-Narrative, ECR-Informational) to determine Degree of Response.

2018 Edition NYSITELL Writing Rubric—Level V

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 • Is isolated words or a list of words or short phrases	• Contains some words, short phrases, and occasionally simple sentences • Includes at least one sentence • May include adapted text in a well-constructed sentence	• Contains mostly simple sentences • Includes at least one expanded or complex sentence	• Contains simple, expanded, and complex sentences	• Contains a variety of simple, expanded, and complex sentences
Quality of Language		• Contains at most frequently used Tier 1 words or predictable phrases	• Contains Tier 1 and common grade-level Tier 2 words and short phrases	• Contains Tier 1 and a few grade-level Tier 2 words and phrases	• Contains Tier 1 and some grade-level Tier 2 words and phrases	• Contains Tier 1 and many grade-level Tier 2 words and phrases
Coherence of Response		• Lacks a clear introduction, or development of a thought or an idea, or completion due to brevity	• Includes at least one sentence to introduce, develop, or complete thoughts or ideas	• Includes words and sentences that provide a limited introduction, development, and/or completion of linked thoughts, ideas, or both	• Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide partial organization	• Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide clear and sufficient organization
Degree of Response	SCR	• Lacks descriptions of ideas or facts	• Includes at least one description of an idea or a fact	• Includes some minimally detailed descriptions of ideas, facts, or both	• Includes many detailed descriptions of ideas, facts, or both	• Includes many sufficiently detailed descriptions of ideas, facts, or both
	ECR Narrative	• Lacks development of descriptions or events	• Includes at least one description or event	• Includes some detailed descriptions and/or two or more events in sequence	• Includes many detailed descriptions and events in sequence	• Includes many and varied detailed descriptions and events in sequence
	ECR Informational	• Lacks development of connected ideas	• Includes at least one original idea or two ideas that are connected	• Includes some supported and/or connected ideas	• Includes many supported and connected ideas	• Includes many and varied supported and connected ideas
Mechanics		• Contains numerous errors that totally obscure meaning • Contains words that are unclear	• Contains many errors that often obscure meaning • Contains words that may be unclear, but meaning is evident • May include inventive spelling	• Contains some errors that occasionally obscure meaning • Is mostly clear • May include inventive spelling	• Contains few errors that rarely obscure meaning • Is clear • May include inventive spelling	• 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.

When using the rubric to score writing, use the correct row (SCR, ECR-Narrative, ECR-Informational) to determine Degree of Response.

2018 Edition NYSITELL Writing Rubric—Level VI

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 • Is isolated words or a list of words or short phrases	• Contains some words, short phrases, and occasionally simple sentences • Includes at least one sentence • May include adapted text in a well-constructed sentence	• Contains mostly simple sentences • Includes at least one expanded or complex sentence	• Contains simple, expanded, and complex sentences	• Contains a variety of simple, expanded, and complex sentences
Quality of Language	• Contains at most frequently used Tier 1 words or predictable phrases	• Contains Tier 1 and common grade-level Tier 2 words and short phrases	• Contains Tier 1 and a few grade-level Tier 2 words and phrases	• Contains Tier 1 and some grade-level Tier 2 words and phrases	• Contains Tier 1 and many grade-level Tier 2 words and phrases
Coherence of Response	• Lacks a clear orientation, or development of an idea, or closure due to brevity	• Includes words and at least one sentence to introduce, develop, transition, or conclude ideas	• Includes words and sentences that provide limited orientation, development of ideas, transitions, and/or closure	• Includes words and sentences that provide partial orientation, logical development of ideas, transitions, and closure	• Includes sufficient orientation, logical development of ideas, and closure to provide clear organization
Degree of Response — SCR	• Lacks descriptions of ideas or facts	• Includes at least one description of an idea or a fact	• Includes some minimally detailed descriptions of ideas, facts, or both	• Includes many detailed descriptions of ideas, facts, or both	• Includes many sufficiently and precisely detailed descriptions of ideas, facts, or both
Degree of Response — ECR Narrative	• Lacks development of characters, details, or events	• Includes at least two references to characters, details, events, or closure	• Includes some references to characters, and limited development of details, sequenced events, and/or closure	• Includes many references to characters, and partial development of details, sequenced events, and closure	• Includes many and varied references to characters, and sufficiently precise details, sequenced events, and closure
Degree of Response — ECR Informational	• Lacks development of ideas or support	• Includes at least one idea with support, or closure	• Includes some linked ideas, a variety of support, and/or closure	• Includes many stated and linked ideas, a variety of support, and closure	• Includes many and varied precisely stated and linked ideas, a variety of support, and closure
Mechanics	• Contains numerous errors that totally obscure meaning • Contains words that are unclear	• Contains many errors that often obscure meaning • Contains words that may be unclear, but meaning is evident • May include inventive spelling	• Contains some errors that occasionally obscure meaning • Is mostly clear • May include inventive spelling	• Contains few errors that rarely obscure meaning • Is clear • May include inventive spelling	• 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.

When using the rubric to score writing, use the correct row (SCR, ECR-Narrative, ECR-Informational) to determine Degree of Response.

2018 Edition NYSITELL Writing Rubric—Level VII

Dimension	Score 0 – Entering	Score 1 – Emerging	Score 2 – Transitioning	Score 3 – Expanding	Score 4 – Commanding
	A response at this level:	A response at this level:	A response at this level:	A response at this level:	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 • Is isolated words or a list of words or short phrases	• Contains some words, short phrases, and occasionally simple sentences • Includes at least one sentence • May include adapted text in a well-constructed sentence	• Contains mostly simple sentences • Includes at least one expanded or complex sentence	• Contains simple, expanded, and complex sentences	• Contains a variety of simple, expanded, and complex sentences
Quality of Language	• Contains at most commonly used Tier 1 words or short phrases	• Contains Tier 1 and common grade-level Tier 2 words and short phrases	• Contains Tier 1 and a few grade-level Tier 2 and/or Tier 3 words and phrases	• Contains Tier 1 and some grade-level Tier 2 and/or Tier 3 words and phrases used appropriately	• Contains Tier 1 and many grade-level Tier 2 and/or Tier 3 words and/or phrases used appropriately
Coherence of Response	• Lacks a clear orientation, or organized or connected ideas, or closure due to brevity	• Includes at least one sentence that provides an orientation, organized or connected ideas, transitions, or closure	• Includes words and sentences that provide limited orientation, organized or connected ideas, transitions, and/or closure	• Includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure	• Includes sufficient orientation, logically organized and connected ideas, and closure to provide clear organization
Degree of Response — SCR	• Lacks descriptions of ideas or facts	• Includes at least one description of an idea or a fact	• Includes some minimally detailed descriptions of ideas, facts, or both	• Includes many detailed descriptions of ideas, facts, or both	• Includes many sufficiently and precisely detailed descriptions of ideas, facts, or both
Degree of Response — ECR Narrative	• Lacks development of characters, details, or events	• Includes at least two references to characters, details, events, or closure	• Includes some references to characters, and limited development of details, sequenced events, and/or closure	• Includes many references to characters, and partial development of details, sequenced events, and closure	• Includes many and varied references to characters, and sufficiently precise details, sequenced events, and closure
Degree of Response — ECR Informational	• Lacks development of claims and evidence or support	• Includes at least one claim with evidence, support, or closure	• Includes some linked claims and evidence, a variety of support, and/or closure	• Includes many stated and linked claims and evidence, a variety of support, and closure	• Includes many and varied precisely stated and linked claims and evidence, support, and closure
Mechanics	• Contains numerous errors that totally obscure meaning • Contains words that are unclear	• Contains many errors that often obscure meaning • Contains words that may be unclear, but meaning is evident • May include inventive spelling	• Contains some errors that occasionally obscure meaning • Is mostly clear • May include inventive spelling	• Contains few errors that rarely obscure meaning • Is clear • May include inventive spelling	• 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.

When using the rubric to score writing, use the correct row (SCR, ECR-Narrative, ECR-Informational) to determine Degree of Response.

2018 Edition NYSITELL Writing Rubric—Level VIII

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 • Is isolated words or a list of words or short phrases	• Contains some words, short phrases, and occasionally simple sentences • Includes at least one sentence • May include adapted text in a well-constructed sentence	• Contains mostly simple sentences • Includes at least one expanded or complex sentence	• Contains simple, expanded, and complex sentences	• Contains a variety of simple, expanded, and complex sentences
Quality of Language	• Contains at most commonly used Tier 1 words or short phrases	• Contains Tier 1 and common grade-level Tier 2 words and short phrases	• Contains Tier 1 and a few grade-level Tier 2 and/or Tier 3 words and phrases	• Contains Tier 1 and some grade-level Tier 2 and/or Tier 3 words and phrases used appropriately	• Contains Tier 1 and many grade-level Tier 2 and/or Tier 3 words and phrases used appropriately
Coherence of Response	• Lacks a clear orientation, or organized or connected ideas, or closure due to brevity	• Includes at least one sentence that provides an orientation, organized or connected ideas, transitions, or closure	• Includes words and sentences that provide limited orientation, organized or connected ideas, transitions, and/or closure	• Includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure	• Includes sufficient orientation, logically organized and connected ideas, and closure to provide clear organization
Degree of Response — SCR	• Lacks descriptions of ideas or facts	• Includes at least one description of an idea or a fact	• Includes some minimally detailed descriptions of ideas, facts, or both	• Includes many detailed descriptions of ideas, facts, or both	• Includes many sufficiently and precisely detailed descriptions of ideas, facts, or both
Degree of Response — ECR Narrative	• Lacks development of characters, details, or events	• Includes at least two references to characters, details, events, or closure	• Includes some references to characters, and limited development of details, sequenced events, and/or closure	• Includes many references to characters, and partial development of details, sequenced events, and closure	• Includes many and varied references to characters, and sufficiently precise details, sequenced events, and closure
Degree of Response — ECR Informational	• Lacks development of claims and evidence or support	• Includes at least one claim with evidence, support, or closure	• Includes some cohesive claims and evidence, a variety of support, and/or closure	• Includes many well-chosen cohesive claims and evidence, a variety of support, and closure	• Includes many and varied precise, well-chosen, cohesive claims and evidence, a variety of support, and closure
Mechanics	• Contains numerous errors that totally obscure meaning • Contains words that are unclear	• Contains many errors that often obscure meaning • Contains words that may be unclear, but meaning is evident • May include inventive spelling	• Contains some errors that occasionally obscure meaning • Is mostly clear • May include inventive spelling	• Contains few errors that rarely obscure meaning • Is clear • May include inventive spelling	• 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.

When using the rubric to score writing, use the correct row (SCR, ECR-Narrative, ECR-Informational) to determine Degree of Response.

NYSITELL Score Sheet (2018 Edition)
Level I

Student Name: _____   Testing Date: _____

After each student completes the Practice Story, begin marking the student's response for each Listening question in the column labeled "Student Response." If the student gives no response, put a checkmark in the column labeled "No Response." Mark the student's score for each Speaking question in the column labeled "Student Score." For the Speaking questions, use the corresponding rubric to assist with scoring. **If the Stopping Rule is used** following the administration of Questions 1, 2, and 3, place a checkmark in the column next to "Stopping Rule." On the student's machine-scannable answer sheet, leave the answer choices blank for Questions 1, 2, and 3, **and** fill in the "Tested but unable to answer any questions" circle. Filling in the "Tested but unable to answer any questions" circle indicates that the student was tested and will receive a valid score.

Question Number		Student Response (A / B / C)	No Response
Listening	**1**		
	2		

Question Number		Student Score	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
Speaking	**3**		• No response • Responds with "yes," "no," or "I don't know" • Responds completely in a language other than English • Unintelligible	• Uses at least one word to respond • Partially expresses a thought and idea • Frequent errors may obscure meaning	**N/A**
Stopping Rule			• Student has given "No Response" for Questions 1, 2, and 3. • Gradually bring the session to a close, and leave the rest of the Level I Score Sheet blank.		

Question Number		Student Response (A / B / C)	No Response
Listening	**4**		
	5		

Question Number		Student Score	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
Speaking	**6**		• No response • Responds with "yes," "no," or "I don't know" • Responds completely in a language other than English • Unintelligible	• Uses at least one word to respond • Partially expresses a thought and idea • 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
Speaking	**7**		• No response • Responds with "yes," "no," or "I don't know" • Responds completely in a language other than English • Uses one word • Does not express a complete thought or idea • Unintelligible • Errors may totally obscure meaning	• Uses multiple words to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning	• Uses at least one simple phrase to respond • Expresses complete thoughts and ideas • Occasional errors in words and structures may obscure some meaning

Question Number		Student Response (A / B / C)	No Response
Listening	**8**		
	9		
	10		

Question Number		Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
Speaking	**11**		• No response • Responds with "yes," "no," or "I don't know" • Responds completely in a language other than English • Uses one word • Does not express a complete thought or idea • Unintelligible • Errors may totally obscure meaning	• Uses multiple words to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning	• Uses at least one simple phrase to respond • Expresses complete thoughts and ideas • Occasional errors in words and structures may obscure some meaning

Question Number		Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
Speaking	12		• Responds with "yes," "no," or "I don't know" • Uses at most multiple words to respond • Partially expresses complete thoughts and ideas • Frequent errors may obscure meaning	• Uses at least one simple phrase to respond • Expresses complete thoughts and ideas • Occasional errors in words and structures may obscure some meaning	• Uses at least one simple sentence to respond • Expresses complete thoughts and ideas • Infrequent errors in words and structure may obscure some meaning

Question Number		Student Response (A / B / C)	No Response
Listening	13		
	14		
	15		

Question Number		Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
Speaking	16		• Responds with "yes," "no," or "I don't know" • Uses at most multiple words to respond • Partially expresses complete thoughts and ideas • Frequent errors may obscure meaning	• Uses at least one simple phrase to respond • Expresses complete thoughts and ideas • Occasional errors in words and structures may obscure some meaning	• Uses at least one simple sentence to respond • Expresses complete thoughts and ideas • Infrequent errors in words and structure may obscure some meaning

Question Number		Student Response (A / B / C)	No Response
Listening	17		
	18		
	19		

Question Number		Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
Speaking	**20**		• Responds with "yes," "no," or "I don't know" • Uses at most multiple words and simple phrases to respond • May express complete thoughts and ideas • Occasional or frequent errors in words and structures may obscure meaning	• Uses at least one simple sentence to respond • Expresses complete thoughts and ideas • Infrequent errors in words and structure may obscure some meaning	• Uses connected or expanded sentences to respond • Generates a fluid response to express complete thoughts and ideas • May use linking words and phrases to sequence thoughts and ideas • No errors or infrequent errors that do not obscure meaning

Question Number		Student Response (A / B / C)	No Response
Listening	**21**		
	22		
	23		

Question Number		Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
Speaking	**24**		• Responds with "yes," "no," or "I don't know" • Uses at most multiple words and simple phrases to respond • May express complete thoughts and ideas • Occasional or frequent errors in words and structures may obscure meaning	• Uses at least one simple sentence to respond • Expresses complete thoughts and ideas • Infrequent errors in words and structure may obscure some meaning	• Uses connected or expanded sentences to respond • Generates a fluid response to express complete thoughts and ideas • May use linking words and phrases to sequence thoughts and ideas • No errors or infrequent errors that do not obscure meaning
Speaking	**25**		• Responds with "yes," "no," or "I don't know" • Uses at most multiple words and simple phrases to respond • May express complete thoughts and ideas • Occasional or frequent errors in words and structures may obscure meaning	• Uses at least one simple sentence to respond • Expresses complete thoughts and ideas • Infrequent errors in words and structure may obscure some meaning	• Uses connected or expanded sentences to respond • Generates a fluid response to express complete thoughts and ideas • May use linking words and phrases to sequence thoughts and ideas • No errors or infrequent errors that do not obscure meaning

NYSITELL Speaking Score Sheet (2018 Edition)
Levels II–VIII

Student Name: _____ Grade Level: _____ Testing Date: _____

After students complete the warm-up and sample questions, begin recording the scores for each test question in the column labeled "Student Score." Use the corresponding rubric to assist with scoring. **If the Stopping Rule is used,** (1) place a checkmark in the column next to "Stopping Rule," and (2) after the student has completed the other subtests, fill in the "Tested but unable to answer any questions" circle for Speaking on the student's machine-scannable answer sheet.

Question Number	Student Score	Score 0 — Does Not Meet Expectations	Score 1 — Meets Expectations	
1		• 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	• 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		• 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	• Uses multiple words to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning	• 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 **Stopping Rule**		• 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	• 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	• 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
4		• 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	• 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	• 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		• 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	• 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	• 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		• 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	• 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	• 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

NYSITELL SAMPLE TEST QUESTIONS

Level II: Sample 1—Listening   Question Type: Descriptions
Target of Measurement 2 / Performance Level 5: Commanding

In the Directions for Administration, the examiner will read:

> **SAY** **Please turn to Page X. Now you will listen to a new story. Do not answer out loud. You will circle each answer in your test booklet.**
>
> **Listen to the story.**
>
> > ### Eating a Snack
> >
> > **Tom and Lisa eat food from the garden. Tom eats an apple. It tastes good. Lisa eats carrots. The carrots taste good, too. Both children like their snacks.**
>
> Pause.

> **QUESTION 1**
>
> **SAY** **Look at Page X.** Point to Page X in the student's test booklet.
>
> **Directions: Answer Questions 1 and 2. Circle the correct answer for each question in your test booklet.**
>
> Pause.
>
> **Question 1. Listen to these sentences from the story again. Then I will ask you, "Which picture shows what is happening?"**
>
> **"Lisa eats carrots. The carrots taste good, too."**
>
> **Which picture shows what is happening?**
>
> **Circle the correct picture.**
>
> Pause. Give the student time to mark an answer.

In the Test Booklet, the student will see:

Directions

Listen to the story.
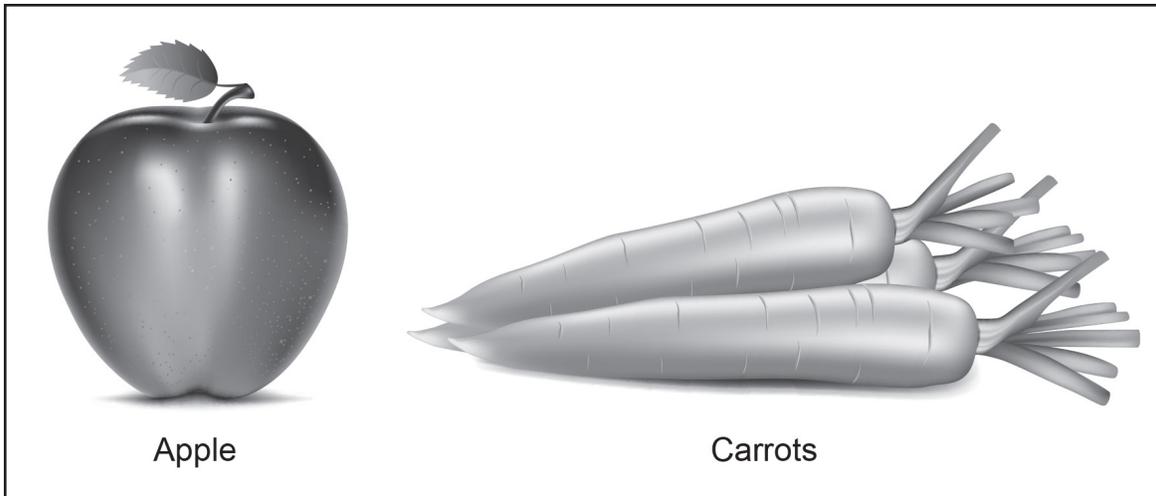
Eating a Snack

Apple   Carrots

NOTE: Student will see a supportive passage graphic followed by test questions associated with the passage.

In the Test Booklet, the student will see:

Directions

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

1 | **Which picture shows what is happening?**

Ⓐ

Ⓑ

Ⓒ

Sample Question Key:

KEY: A
WHY "A" IS CORRECT: Students who select A are able to identify the illustrated sentence that signals the key detail that Lisa eats carrots.
WHY OTHER CHOICES ARE INCORRECT: Answer choices B and C illustrate other similar ideas related to the story but do not signal the key detail requested.

In the Directions for Administration, the examiner will read:

QUESTION 2

SAY **Now turn to Page X.** Point to Question 2 in the student's test booklet.

Question 2. Listen to these sentences from the story again. Then I will ask you, "Which group of words helps tell what <u>children</u> means?"

"Tom and Lisa eat food from the garden."

"Both <u>children</u> like their snacks."

Which group of words helps tell what <u>children</u> means?

Answer A says "Tom and Lisa"

Answer B says "from the garden"

Answer C says "like their snacks"

Circle the group of words that helps tell what <u>children</u> means.

Pause. Give the student time to mark an answer.

In the Test Booklet, the student will see:

2 **Which group of words helps tell what <u>children</u> means?**

Ⓐ ☐ Tom and Lisa

Ⓑ ☐ from the garden

Ⓒ ☐ like their snacks

Sample Question Key:

KEY: A
WHY "A" IS CORRECT: Students who select A are able to determine the phrase in the repeated text that provides context clues for the target word, in this case the Tier 1 word, "children."

WHY OTHER CHOICES ARE INCORRECT: Answer choices B and C are other phrases in the repeated text but do not provide context clues for the word "children."

In the Directions for Administration, the examiner will read:

SAY   **Look at Page X.** Point to Page X in the student's test booklet.

Now you will listen to a new story.

> **Making Lunch**
>
> **Today, Angie and Mom are making a salad for lunch. First, Mom finds a big bowl. She puts lettuce into it. Next, Angie adds a large cup of onions, peppers, and carrots. Mom mixes everything together. Then, Angie helps Mom put the salad into small bowls. Finally, Angie puts the salad on the table while Mom makes sandwiches. When everything is ready, they will eat!**

Pause.

QUESTION 3

SAY   **Now turn to Page X.** Point to Page X in the student's test booklet.

Directions: Answer Question 3. Circle the correct group of pictures in your test booklet.

Pause.

SAY   **Question 3. Which group of pictures shows what Angie and Mom use to make the salad?**

Circle the correct group of pictures.

Pause. Give the student time to mark an answer.

In the Test Booklet, the student will see:

Directions

Now you will listen to a new story.

Making Lunch

NOTE: Student will see a supportive passage graphic followed by test questions associated with the passage.

In the Test Booklet, the student will see:

Directions

Answer Question 3. Circle the correct group of pictures in your test booklet.

3 **Which group of pictures shows what Angie and Mom use to make the salad?**

(A)

(B)

(C)

Sample Question Key:

KEY: A
WHY "A" IS CORRECT: Students who select A are able to identify the group of pictures that shows what Mom and Angie use to make the salad; in this case, a bowl, a cup, and carrots.
WHY OTHER CHOICES ARE INCORRECT: Answer choices B and C are pictures showing items that do not relate to the development of the story.

In the Directions for Administration, the examiner will read:

SAY **Look at Page X.** Point to Page X in the student's test booklet.

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

Pause.

QUESTION 4

SAY **Question 4. Marta is sleeping in her bed. She needs rest. Tomorrow is another school day!**

Which picture shows Marta sleeping in her bed?

Circle the correct picture.

Pause. Give the student time to mark an answer.

Continue to the next page for test booklet content for Sample 4.

In the Test Booklet, the student will see:

Directions

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

4 Which picture shows Marta sleeping in her bed?

(A)

(B)
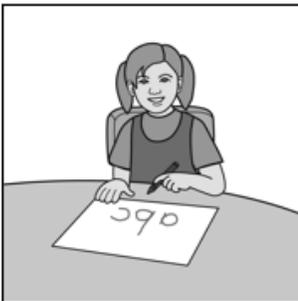
(C)

Sample Question Key:

KEY: A
WHY "A" IS CORRECT: Students who select A are able to identify the correct illustration that signals the important event of Marta sleeping in her bed.
WHY OTHER CHOICES ARE INCORRECT: Answer choices B and C illustrate other ideas.

In the Directions for Administration, the examiner will read:

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

🔵**SAY** **Look at Question 5.** Point to Question 5 in the student's test booklet.

Question 5. y.

Circle the letter y.

Pause. Give the student time to mark an answer.

In the Test Booklet, the student will see:

Directions

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

5	t	p	y
	Ⓐ	Ⓑ	Ⓒ

Sample Question Key:

KEY: C
WHY "C" IS CORRECT: Students who select C are able to identify the printed letter "y" after listening to the name of the letter.

WHY OTHER CHOICES ARE INCORRECT: Answer choices A and B are other letters of the alphabet, but are not the targeted letter.

In the Directions for Administration, the examiner will read:

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

SAY **Look at Question 6.** Point to Question 6 in the student's test booklet.

Question 6. Listen to the word <u>jump</u>.

Circle the letter that makes the sound /j/ in the word <u>jump</u>.

Pause. Give the student time to mark an answer.

In the Test Booklet, the student will see:

Directions

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

6

k	j	p
Ⓐ	Ⓑ	Ⓒ

Sample Question Key:

KEY: B   **WHY "B" IS CORRECT:** Students who select B are able to identify the letter that makes the /j/ sound in the word "jump."
WHY OTHER CHOICES ARE INCORRECT: Answer choices A and C are other letters, one of which is also a sound in the word, although not the targeted sound.

In the Directions for Administration, the examiner will read:

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

SAY **Look at Page X.** Point to Question 7 in the student's test booklet.

Question 7. d e blank g h

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

Pause. Give the student time to mark an answer.

In the Test Booklet, the student will see:

Directions

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

7   d e ___ g h

f	m	i
Ⓐ	Ⓑ	Ⓒ

Sample Question Key:

KEY: A
WHY "A" IS CORRECT: Students who select A are able to identify the missing letter of the alphabet, f, in a series of letters, d e ___ g h, in alphabetical order.

WHY OTHER CHOICES ARE INCORRECT: Answer choices B and C are other letters of the alphabet, but not the missing letter in the sequence.

In the Directions for Administration, the examiner will read:

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

🔘 **SAY** **Look at Page X.** Point to Question 8 in the student's test booklet.

Question 8. This is a picture of a <u>mom</u>.

Circle the word that spells <u>mom</u>.

Pause. Give the student time to mark an answer.

In the Test Booklet, the student will see:

Directions

Listen to the word. Circle the correct word.

8

(A) mom

(B) mop

(C) mod

Sample Question Key:

KEY: A
WHY "A" IS CORRECT: Students who select A are able to identify the word "mom" after looking at a picture depicting the word.

WHY OTHER CHOICES ARE INCORRECT: Answer choices B and C are other words with similar beginning sounds, but are not the targeted word.

In the Directions for Administration, the examiner will read:

> **Directions: Listen to the word. Circle the correct word.**
>
> 🔴**SAY** **Look at Question 9.** Point to Question 9 in the student's test booklet.
>
> **Question 9. <u>can</u>.**
>
> **Circle the word that spells <u>can</u>.**
>
> Pause. Give the student time to mark an answer.

In the Test Booklet, the student will see:

> ## *Directions*
>
> **Listen to the word. Circle the correct word.**
>
> **9**
>
> Ⓐ ran
>
> Ⓑ man
>
> Ⓒ can

Sample Question Key:

KEY: C   **WHY "C" IS CORRECT:** Students who select C are able to identify the correct spelling of the word "can."
WHY OTHER CHOICES ARE INCORRECT: Answer choices A and B are other words that have the same ending, but are not the targeted word.

In the Directions for Administration, the examiner will read:

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

SAY **Look at Page X.** Point to Question 10 in the student's test booklet.

Question 10. The balloon goes <u>up</u>.

Circle the word that is missing in the sentence.

Pause. Give the student time to mark an answer.

Continue to the next page for test booklet content for Sample 10.

In the Test Booklet, the student will see:

Directions

Listen to the sentence. Circle the word that is missing in the sentence.

| 10 | The balloon goes _____. |

Ⓐ | at |

Ⓑ | up |

Ⓒ | on |

Sample Question Key:

KEY: B
WHY "B" IS CORRECT: Students who select B are able to identify the word "up" as the word that correctly completes the sentence.

WHY OTHER CHOICES ARE INCORRECT: Answer choices A and C are other prepositions, but they are not the correct ones.

In the Directions for Administration, the examiner will read:

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

🔘 **SAY**   **Now turn to Page X.** Point to Question 11 in the student's test booklet.

Question 11. Now you will write a letter.

On the line, write the letter <u>d</u> as in the word <u>dog</u>.

Pause. Give the student time to write the letter <u>d</u>.

In the Test Booklet, the student will see:

Directions

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

11
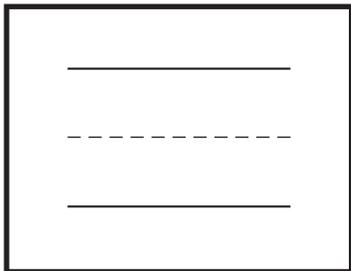
In the Directions for Administration, the examiner will read:

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

SAY **Now turn to Page X.** Point to Question 12 in the student's test booklet.

Question 12. Now you will write a word.

This is a picture of a <u>tub</u>.

On the line, write the word <u>tub</u>.

Pause. Give the student time to write the word <u>tub</u>.

In the Test Booklet, the student will see:

Directions

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

12

In the Directions for Administration, the examiner will read:

> **Directions: You will hear a sentence. Write the sentence on the lines.**
>
> **SAY** **Now turn to Page X. Look at Question 13.** Hold up your test booklet and point to the Question 13.
>
> **Question 13. Now you will write a sentence.**
>
> **He can run.**
>
> **On the lines, write the sentence He can run.** Pause. **He can run.**
>
> Pause. Give the student time to write the sentence <u>He can run.</u>

In the Test Booklet, the student will see:

> ## *Directions*
>
> **You will hear a sentence. Write the sentence on the lines.**
>
> **13**
>
>
>
> _____
>
> -
>
> _____
>
> _____
>
> -
>
> _____

In the Directions for Administration, the examiner will read:

QUESTION 14

SAY   **Look at Page X.**

Pause for the student to look at Page X.

SAY   **Question 14: This is James. He likes to do things outside in the fall.**

   [POINT to PICTURE 1] **I see James picking up leaves.**

   What else does James do?

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

[REPHRASING]:   [POINT to PICTURE 1] ***James picks up the leaves.*** [POINT to OTHER PICTURES]
   What else do you see here?

In the Test Booklet, the student will see:

This is James. He likes to do things outside in the fall.

1.

2.

3.

14 **What else does James do?**

In the Directions for Administration, the examiner will read:

SAY **Look at the Directions on Page X.**

Directions: Listen to the passage. Then answer Question 15. Fill in the correct oval in your test booklet.[1]

The question will be read only once. Now listen carefully.

The title of the text is "Tulips."

> **Tulips are pretty flowers that grow in many colors. They can be light or dark. They can be tall or short.**

Pause for about 5 seconds.

SAY **Look at Question 15. Listen to these sentences from the passage again.**

"Tulips are pretty flowers that grow in many colors. They can be light or dark."

Which word helps tell the meaning of they?

A   Pretty

B   Flowers

C   Grow

D   Many

Pause for about 15 seconds.

[1]In Level III, the student fills in the correct oval in the test booklet. In Levels IV and V, the student fills in the correct circle on an answer sheet.

In the Test Booklet, the student will see:

Directions

Listen to the passage. Then answer Question 15. Fill in the correct oval in your test booklet.

Tulips

NOTE: Student will see a supportive passage graphic followed by test questions associated with the passage.

---

15 **Which word helps tell the meaning of <u>they</u>?**

(A) Pretty

(B) Flowers

(C) Grow

(D) Many

Sample Question Key:

KEY: B
WHY "B" IS CORRECT: Students who selected B are able to identify a word from a repeated excerpt of the passage which signals an important idea indicated by "they."
WHY OTHER CHOICES ARE INCORRECT: Answer choices A, C, and D are other words from the excerpt that signal details.

In the Directions for Administration, the examiner will read:

SAY **Look at the directions on Page X. Directions: Listen to the passage. Then answer Question 16. Fill in the correct oval in your test booklet.[1]**

The question will be read only once. Now listen carefully.

The title of the text is "The Water Cycle."

> Water goes through a process called the water cycle. The cycle begins when the Sun heats up water in rivers, lakes, and oceans. The heat from the Sun turns water into a gas, called vapor, which rises into the air. Next, the vapor travels high into the sky. There, the vapor cools and turns back into water drops. Over time, many drops join together to form clouds. As more vapor becomes water drops, the clouds get heavier. When the clouds get too heavy, the water falls back to Earth as rain. Finally, the rain collects in the rivers, lakes, and oceans. The water cycle starts again.

Pause for about 5 seconds.

SAY **Look at Question 16. Listen to these sentences from the passage again.**

"The cycle begins when the Sun heats up water in rivers, lakes, and oceans. The heat from the Sun turns water into a gas, called vapor, which rises into the air. Next, the vapor travels high into the sky."

Which group of words tells what happens to the vapor?

A   The cycle begins

B   When the Sun heats up water

C   The heat from the Sun turns water

D   Travels high into the sky

Pause for about 15 seconds.

[1]In Level III, the student fills in the correct oval in the test booklet. In Levels IV and V, the student fills in the correct circle on an answer sheet.

In the Test Booklet, the student will see:

Directions

Listen to the passage. Then answer Question 16. Fill in the correct oval in your test booklet.

The Water Cycle

NOTE: Student will see a supportive passage graphic followed by test questions associated with the passage.

---

16 **Which group of words tells what happens to the vapor?**

Ⓐ The cycle begins

Ⓑ When the Sun heats up water

Ⓒ The heat from the Sun turns water

Ⓓ Travels high into the sky

Sample Question Key:

KEY: D
WHY "D" IS CORRECT: Students who select D are able to identify a phrase from the passage that tells what happens to vapor.

WHY OTHER CHOICES ARE INCORRECT: Answer choices A, B, and C are other phrases from the passage that give other information.

In the Directions for Administration, the examiner will read:

SAY **Turn to Page X. You will now read three passages by yourself and answer some questions about each passage. For each question, mark the correct answer in your test booklet.[1] When you come to the stop sign on Page X, you will be finished with this section of the test. When you are finished, put your pencil down, close your test booklet so the front cover is on top, and look up.**

Pause.

SAY **Do you understand the directions?**

Pause to answer any procedural questions the student may have.

SAY **You may begin.**

---

[1] In Level III, the student fills in the correct oval in the test booklet. In Levels IV and V, the student fills in the correct circle on an answer sheet.

In the Test Booklet, the student will see:

Directions

Read the passage. Then answer Question 17. Fill in the correct oval in your test booklet.

The National Symbol

Latin words that mean "out of many, one"

Stars represent the first 13 colonies

E PLURIBUS UNUM

Olive branch represents peace

Arrows represent a strong country

Shield

Stripes represent the first 13 colonies
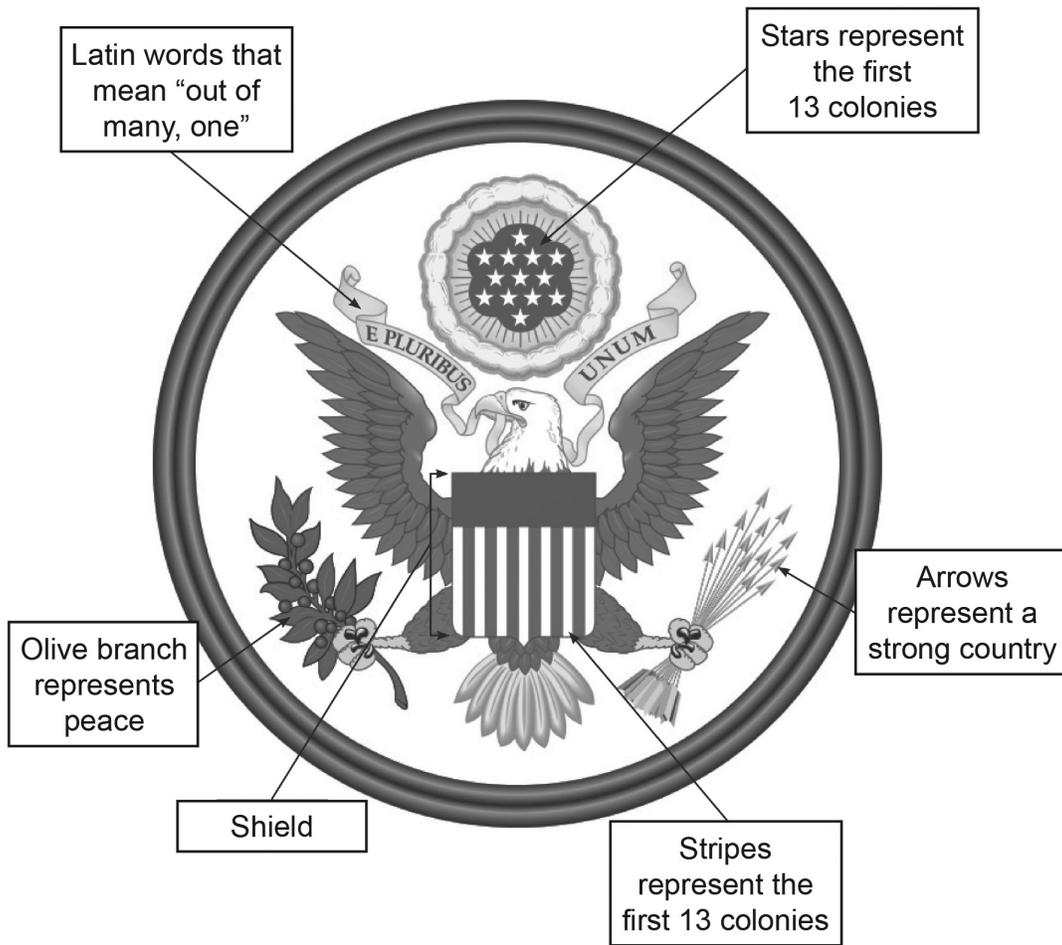
The national symbol of the United States is called the Great Seal. The Great Seal is a circle with a picture of a bald eagle inside of it. A bald eagle is a large bird with a white head, wide wings, and strong claws. The Great Seal also has red and white stripes and white stars as in the flag of the United States. There are also objects that represent peace and a strong country.

In the Test Booklet, the student will see:

---

17 **Read these sentences again.**

"The Great Seal is a circle with a picture of a <u>bald eagle</u> inside of it. A bald eagle is a large bird with a white head, wide wings, and strong claws. The Great Seal also has red and white stripes and white stars as in the flag of the United States."

Which group of words helps tell the meaning of <u>bald eagle</u>?

Ⓐ A circle with a picture

Ⓑ A large bird with a white head

Ⓒ White stripes and white stars

Ⓓ The flag of the United States

Sample Question Key:

| |
|---|
| **KEY: B** |
| **WHY "B" IS CORRECT:** Students who select B are able to identify a context clue in the passage that determines the meaning of a grade-level Tier 2 phrase, "bald eagle." |
| **WHY OTHER CHOICES ARE INCORRECT:** Answer choices A, C, and D are other words from the passage that do not provide a context clue for the target phrase. |

In the Test Booklet, the student will see:

Directions

Read the passage. Then answer Question 18. Fill in the correct oval in your test booklet.[1]

Learning About Leaves
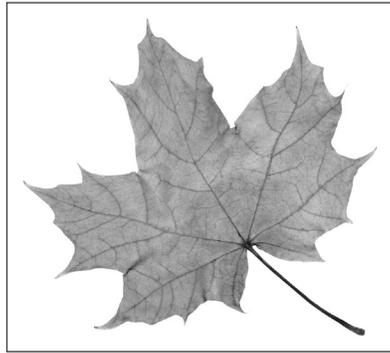
Leaf

It is fall, and the students look at a leaf. The teacher points to the lines on the leaf. The lines help the tree get food and water.

18 **Which group of words from the passage tells what the students do?**

Ⓐ Look at a leaf

Ⓑ Points to the lines

Ⓒ Help the tree

Ⓓ Get food and water

[1]In Level III, the student fills in the correct oval in the test booklet. In Levels IV and V, the student fills in the correct circle on an answer sheet.

Sample Question Key:

KEY: A
WHY "A" IS CORRECT: Students who select A are able to identify words from an expanded sentence in the passage that signals the important event telling what the students do.
WHY OTHER CHOICES ARE INCORRECT: Answer choices B, C, and D are other words in the passage that signal other events.

In the Directions for Administration, the examiner will read:

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

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

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

A Trip to the City

The train came to a shaky stop. Isabella looked up at her grandfather.

"Are you ready to go into the city?" he asked.

Isabella nodded and her eyes widened with excitement. The last time she had been in the city was nine years ago. She was a baby then, so she did not remember anything. Since then, she had spent most of her life living in the mountains, far from the city.

"You'll notice it is a lot different here in the city than in the mountains," Grandfather said, as a smile appeared on his face. He had spent most of his childhood in the city.

They quickly walked off of the train and up some stairs. Isabella felt the warm August air as they reached the city street.

"It's a lot warmer here," Isabella noticed.

But that wasn't the only thing she noticed. The noise was new to her, too. There were people talking, cars driving, and horns honking. Instead of trees and forests, buildings of all shapes and sizes lined the city streets. Lights and signs blinked on and off.

It was so different from home.

Isabella loved it. "Thank you for bringing me here, Grandfather," she said. "I can't wait to see more."

In the Directions for Administration, the examiner will read:

SAY **Look at Question 19 on Page X.**

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

> In the passage "A Trip to the City," Isabella travels to a new place. Where have you traveled? Write two paragraphs to tell where you have traveled and what you did there. Use your own ideas and ideas from the passage to help you write.

Pause and point out the Planning Page box.

SAY **You may plan your writing for Question 19 here, if you wish. Use the space below to organize your ideas about what to write. Your writing on this planning page will NOT count toward your final score.**

Write your <u>final answer</u> on Pages X and X.

Pause.

SAY **Now look at Page X. Look at the checklist at the top of the page. Use this checklist to guide your work as you are writing.**

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

Pause.

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

Pause.

SAY **On the lines below, tell where you have traveled and what you did there. Remember to use your own ideas and ideas from the passage to help you write.**

Pause.

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

Pause.

SAY **Do you understand the directions?**

Pause to answer any procedural questions the student may have.

SAY **You may begin.**

In the Test Booket, the student will see:

Directions

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

A Trip to the City

The train came to a shaky stop. Isabella looked up at her grandfather.

"Are you ready to go into the city?" he asked.

Isabella nodded and her eyes widened with excitement. The last time she had been in the city was nine years ago. She was a baby then, so she did not remember anything. Since then, she had spent most of her life living in the mountains, far from the city.

"You'll notice it is a lot different here in the city than in the mountains," Grandfather said, as a smile appeared on his face. He had spent most of his childhood in the city.

They quickly walked off of the train and up some stairs. Isabella felt the warm August air as they reached the city street.

"It's a lot warmer here," Isabella noticed.

But that wasn't the only thing she noticed. The noise was new to her, too. There were people talking, cars driving, and horns honking. Instead of trees and forests, buildings of all shapes and sizes lined the city streets. Lights and signs blinked on and off.

It was so different from home.

Isabella loved it. "Thank you for bringing me here, Grandfather," she said. "I can't wait to see more."

In the Test Booklet, the student will see:

---

19 **Now read the directions below.**

> In the passage "A Trip to the City," Isabella travels to a new place. Where have you traveled? Write at least two paragraphs to tell where you have traveled and what you did there. Use your own ideas and ideas from the passage to help you write.

You may plan your writing for Question 19 here, if you wish. Use the space below to organize your ideas about what to write. Your writing on this planning page will NOT count toward your final score.

Write your final answer on Pages X and X.

Note: A blank box labeled "Planning Page" is provided for student planning.

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

On the lines below, tell where you have traveled and what you did there. Remember to use your own ideas and ideas from the story to help you write.

In the Directions for Administration, the examiner will read:

QUESTION 20

SAY **Look at Page X.**

Pause for the student to look at Page X.

SAY **Question 20: This picture shows two different types of money that equal one dollar in the United States.** [POINT to DOLLAR BILL] **The dollar bill has a picture of George Washington, the first U.S. President.** [POINT to COIN] **The dollar coin has a picture of Susan B. Anthony, who helped women gain the right to vote.**

Tell me how the dollar bill and the dollar coin are different.

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

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

In the Test Booklet, the student will see:

This picture shows two different types of money that equal one dollar in the United States. The dollar bill has a picture of George Washington, the first U.S. President. The dollar coin has a picture of Susan B. Anthony, who helped women gain the right to vote.

20 **Tell me how the dollar bill and the dollar coin are different.**

In the Directions for Administration, the examiner will read:

SAY **Look at the directions on Page X. Directions: Listen to the passage. Then answer Question 21. Fill in the correct circle on your answer sheet. The question will be read only once.**

Now listen carefully.

The title of the passage is "A Musical Decision."

> **A career in music offers a variety of advantages. Several types of musical careers allow musicians to exhibit their talents. For example, some musicians perform on stage, while others create music used by the television and movie industries. Famous musicians have the opportunity to travel to international destinations. Furthermore, those musicians fortunate enough to achieve fame might enjoy the benefits of being a well-known superstar.**

Pause for about 5 seconds.

SAY **Look at Question 21. Listen to these sentences from the passage again.**

"A career in music offers a variety of advantages. Several types of musical careers allow musicians to exhibit their talents."

Which phrase tells the main idea of the passage?

A   Career in music

B   Several types

C   Allow musicians

D   Exhibit their talents

Pause for about 15 seconds.

Continue to the next page for test booklet content for Sample 21.

In the Test Booklet, the students will see:

Directions

Listen to the passage. Then answer Question 21. Fill in the correct circle on your answer sheet.

A Musical Decision

NOTE: Student will see a supportive passage graphic followed by test questions associated with the passage.

---

21 **Which phrase tells the main idea of the passage?**

   A   Career in music

   B   Several types

   C   Allow musicians

   D   Exhibit their talents

Sample Question Key:

KEY: A   **WHY "A" IS CORRECT:** Students who select A are able to identify a phrase from the passage excerpt that signals the main idea.
WHY OTHER CHOICES ARE INCORRECT: Answer choices B, C, and D are other phrases from the passage that indicate other ideas in the passage, but not the main idea.

In the Directions for Administration, the examiner will read:

> **SAY** **Look at the directions on Page X. Directions: Listen to the passage. Then answer Questions 22 and 23. Fill in the correct circle on your answer sheet.**
>
> **The question will be read only once. Now listen carefully.**
>
> **The title of the passage is "Monarchs and Milkweed."**
>
> > **Each autumn, a generation of orange and black butterflies migrates south from the United States to Mexico. In the spring, they return north so the females can reproduce. They lay their eggs exclusively on a special plant called milkweed. When the eggs hatch, the young caterpillars feed only on milkweed in order to have the vitamins they need to grow and change. Later, they will form cocoons, which are protective coverings where the caterpillars will eventually transform into butterflies.**
>
> Pause for about 5 seconds.
>
> **Look at Question 22.**
>
> **Which pair of phrases from the passage helps tell what a generation of monarchs does each autumn?**
>
> **A   Migrates south; to Mexico**
>
> **B   Return north; females can reproduce**
>
> **C   Lay their eggs; grow and change**
>
> **D   Will form cocoons; transform into butterflies**
>
> Pause for about 15 seconds.

Continue to the next page for test booklet content for Sample 22.

In the Test Booklet, the students will see:

Directions

Listen to the passage. Then answer Questions 22 and 23. Fill in the correct circle on your answer sheet.

Monarchs and Milkweed

Monarch butterfly

NOTE: Student will see a supportive passage graphic followed by test questions associated with the passage.

---

22 **Which pair of phrases from the passage helps tell what a generation of monarchs does each autumn?**

   A   Migrates south; to Mexico

   B   Return north; females can reproduce

   C   Lay their eggs; grow and change

   D   Will form cocoons; transform into butterflies

Sample Question Key:

KEY: A   **WHY "A" IS CORRECT:** Students who select A are able to identify a pair of phrases from the passage that together develop a description of what a generation of monarchs does each autumn.
WHY OTHER CHOICES ARE INCORRECT: Answer choices B, C, and D are other pairs of from the passage that develop descriptions of what monarchs do at times other than autumn.

In the Directions for Administration, the examiner will read:

SAY **Look at Question 23. Listen to these sentences from the passage again.**

"When the eggs hatch, the young caterpillars feed only on milkweed in order to have the vitamins they need to grow and change. Later, they will form <u>cocoons</u>, which are protective coverings where the caterpillars will eventually transform into butterflies."

Which phrase tells the meaning of <u>cocoons</u>?

A   The eggs hatch

B   Feed only on milkweed

C   Grow and change

D   Protective coverings

Pause for about 15 seconds.

In the Test Booklet, the students will see:

---

23   **Which phrase tells the meaning of <u>cocoons</u>?**

   A   The eggs hatch

   B   Feed only on milkweed

   C   Grow and change

   D   Protective coverings

Sample Question Key:

KEY: D   **WHY "D" IS CORRECT:** Students who select D are able to identify a context clue in the passage that determines the literal meaning of "cocoons."
WHY OTHER CHOICES ARE INCORRECT: Answer choices A, B, and C are other phrases or sentences from the passage that do not provide a context clue for the target word.

In the Directions for Administration, the examiner will read:

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

Pause.

SAY **Does everyone understand the directions?**

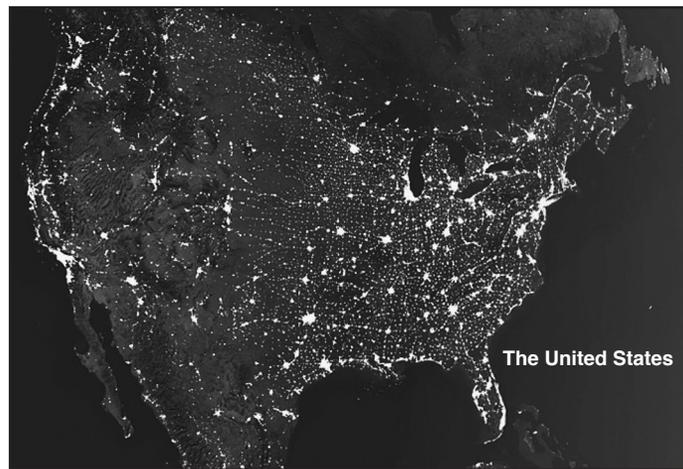Pause to answer any procedural questions the student may have.

SAY **You may begin**

In the Test Booklet, the students will see:

Directions

Listen to the passage. Then answer Questions 24 and 25. Fill in the correct circle on your answer sheet.

Electricity Use Worldwide

The United States

For many people around the world, electricity is available day and night. Today, people depend on electricity to light homes and recharge items like cell phones. When people lose power even for a short time, they are anxious for it to work again.

One way to gain an appreciation for the amount of electricity used worldwide is to think about lights at night. People who live in the city are surrounded by electric lights constantly. At night, streets are brighter with lights, signs shine with lights, and the windows of buildings twinkle with lights. As a result, it is often difficult to see many stars in the sky because the various lights block the view. On the other hand, in the countryside, fewer lights are on streets and in buildings, so the stars create a natural light show that brightens the night sky.

People often wonder how electric lights look from above Earth. From the sky, passengers flying in airplanes at night often notice differences in the number of lights visible over farmland, small towns, and large cities. From space, satellites can send us pictures like the one above. Also, astronauts who have traveled in space can tell us stories about the spectacular view that lights create at night around the globe. The view from high above Earth is quite different from what we observe on the ground.

In the Test Booklet, the students will see:

A common description of the electric lights viewed from above Earth is of a web of light surrounding the globe. People who have had the chance to see the vast number of lights from airplanes or spacecraft share their stories of amazement. This huge interconnected network of lights reveals just how much electricity people on Earth use. Seeing the electricity used at night is a visual reminder of the amount of electricity used worldwide.

---

24 **Read this sentence from the passage again.**

"At night, streets are brighter with lights, signs shine with lights, and the windows of buildings twinkle with lights."

Which word tells when streets are brighter with lights?

A Night

B Signs

C Windows

D Buildings

Sample Question Key:

KEY: A   **WHY "A" IS CORRECT:** Students who select A are able to identify a word from the passage that signals the key detail telling when streets are brighter with lights.
WHY OTHER CHOICES ARE INCORRECT: Answer choices B, C, and D are other words from the passage excerpt that provide other key details.

In the Test Booklet, the students will see:

---

25 The end of the passage states, "Seeing the electricity used at night is a visual reminder of the amount of electricity used worldwide."

Which pair of phrases or sentences from the passage gives examples of this visual reminder?

A "For many people around the world, electricity is available day and night."
"People often wonder how electric lights look from above Earth."

B "People who live in the city are surrounded by electric lights constantly."
". . . in the countryside, fewer lights are on streets and in buildings . . . ."

C ". . . passengers flying in airplanes at night often notice differences in the number of lights visible . . . ."
". . . astronauts who have traveled in space can tell us stories about the spectacular view that lights create . . . ."

D ". . . people depend on electricity to light homes and recharge items like cell phones."
". . . so the stars create a natural light show that brightens the night sky."

Sample Question Key:

| |
|---|
| **KEY: C**
 WHY "C" IS CORRECT: Students who select C are able to identify a pair of phrases from the passage that work together to develop the topic of how seeing the electricity used at night is a visual reminder of the amount of electricity used worldwide. |
| **WHY OTHER CHOICES ARE INCORRECT:** Answer choices A, B, and D are other phrases or sentences from the passage that develop other topics. |

In the Test Booklet, the students will see:

Directions

Read the passage. Then answer Question 26. Fill in the correct circle on your answer sheet.

Bangkok (Krung Thep), Thailand's History
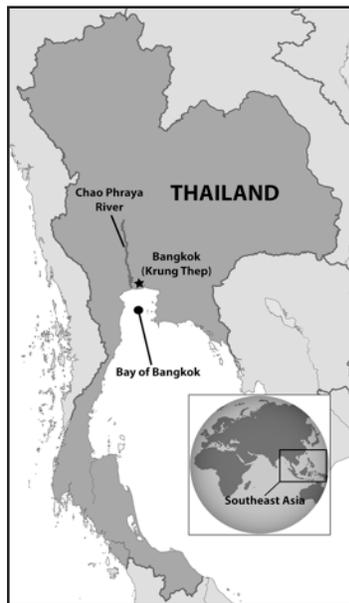
Often, the capital city is the most well-known city in a country. This is especially true for Thailand, a country in Southeast Asia. Many historians consider Bangkok, the capital city of Thailand, to be the center of Thailand's history. Bangkok is also called Krung Thep.

Bangkok has been an important city since the 1400s. During the city's early years, Bangkok was Thailand's major center of trade because the Chao Phraya River flowed through the city and into the Bay of Bangkok. Artificial waterways and canals also ran through the capital, allowing goods to be delivered by water traffic. These waterways were initially designed for travel by the royal family. Eventually, the waterways expanded to create a network of travel for many different people.

As Thailand began doing business with neighboring countries, international trade grew. At the same time, Europe was in the midst of colonial expansion and conquest. Countries such as France, Portugal, and Britain each wanted to conquer and claim the land of the Asian kingdom as their own. In the early 1800s, Bangkok remained small. Still, the rulers and people of Bangkok defended themselves against the European powers. In 1855, instead of being conquered,

In the Test Booklet, the students will see:

Thailand, then known as Siam, signed the Bowring Treaty with Britain. The agreement increased foreign trade in Thailand. Because of this, Britain and other European countries continued to have an immense amount of influence on education, art, and industry throughout Thailand.

Much of Bangkok's past is still present today. Dozens of waterways still cross Bangkok. Trade by water transport remains just as important for Thailand now as it was centuries ago. However, roads and railroads, signs of European influence, can now be seen alongside canals and rivers in the capital and the rest of Thailand.

---

26   **Read these phrases from the passage again.**

"As Thailand began doing business with neighboring countries . . . ."

"The agreement increased foreign trade . . . ."

"Trade by water transport remains just as important for Thailand now . . . ."

Which idea do these phrases support?

A   Thailand has decreased its foreign trade.

B   Thailand depends on trading goods with other countries.

C   Foreign trade is not important in Thailand.

D   Foreign trade occurs only by roads and railroads in Thailand.

Sample Question Key:

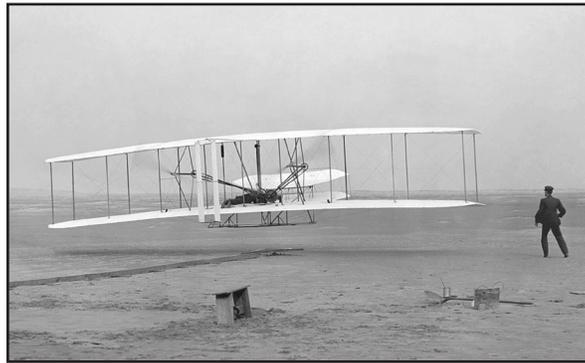| |
|---|
| **KEY: B**
 WHY "B" IS CORRECT: Students who select "B" are able to identify the correct significant theme that has been established by the phrases from the passage. |
| **WHY OTHER CHOICES ARE INCORRECT:** Answer choices A, C, and D are not supported by the three phrases given in the item stem. |

In the Directions for Administration, the examiner will read:

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

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

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

The Early Years of Flight

Modern travelers enjoy flying in airplanes to destinations all over the world. Every day, flights take off from airports worldwide. Thousands of airplanes are flying in the air at all times. Most people would agree that aviation has come a long way since the day in 1903 when Wilbur Wright and his brother Orville made the first successful airplane flight in Kitty Hawk, North Carolina.

The Wright brothers became interested in flying after receiving a helicopter-type toy from their father when they were boys in Dayton, Ohio. The fact that the helicopter flew with the help of two propellers intrigued the brothers. This resulted in their desire to learn more about flying.

In 1896, a few years before the Wright brothers began their journey toward flight, a German engineer named Otto Lilienthal built gliders in an attempt to allow people to fly. These gliders were actually kites large enough to carry a person. Lilienthal proved that unpowered human flight was possible. Unfortunately, Lilienthal was not able to proceed with his flying experiments.

As Wilbur and Orville Wright imagined building an airplane, they studied the flight of birds. They studied the ways birds' wings worked to determine what made them so efficient for flying. The brothers discovered that birds could fly because of the ability to twist and rotate their wings.

The Wright brothers determined that they would need to design wings that could move like a bird's wings to make an aircraft fly. By experimenting with gliders, the brothers learned what it would take to control a plane during flight. Their experiments led to something called "wing warping." This design could twist and rotate like a bird's wings. Because the body of a man differs

In the Directions for Administration, the examiner will read:

from that of a bird, a man could not possibly move the wings of an aircraft like a bird does. At least, not long enough to make the aircraft fly long distances. To make the wings work, a pilot would need to operate them with cables that would allow the wings to twist and rotate. The Wright brothers tried several methods to get their flying machines to remain in the air. Using their gliders, they made over a thousand glides in Kitty Hawk to discover how they could build a plane that could fly for sustained periods of time.

What made the Wright brothers successful in building a flying machine was that they looked beyond birds for inspiration. They knew they could keep an aircraft in the air for a brief period of time, but they wanted to fly for longer distances. Wilbur and Orville Wright realized that a powered engine was the key to developing an airplane that could continue flying a long distance once it was in the air.

On December 17, 1903, the brothers proved that an engine was the key to longer flight. On that day, Wilbur and Orville Wright flew an engine-powered airplane over 120 feet for 12 seconds. They made three more flights that day, with a final flight of 859 feet, which lasted 59 seconds. The dream of flying became a reality.

SAY   **Turn to Page X. Look at Question 27.**

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

The passage "The Early Years of Flight" tells how the Wright brothers tried many different ideas in order to successfully fly an airplane. Even when they failed, they never gave up on their dream. What is another example of someone who failed but did not give up? Write at least two paragraphs to give an example of a person who failed but did not give up. You may write about yourself or about another person. Use your own ideas and ideas from the passage to help you write.

Pause and point out the Planning Page box.

In the Directions for Administration, the examiner will read:

SAY You may plan your writing for Question 27 here, if you wish. Use the space below to organize your ideas about what to write. Your writing on this planning page will NOT count toward your final score.

Write your <u>final answer</u> on Pages X and X.

Now look at Page X. Look at the checklist at the top of the page. Use this checklist to guide your work as you are writing.

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

Pause.

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

Pause.

SAY On the lines below, give an example of a person who failed but did not give up. Remember to use your own ideas and ideas from the passage to help you write.

Pause.

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

Pause.

SAY Do you understand the directions?

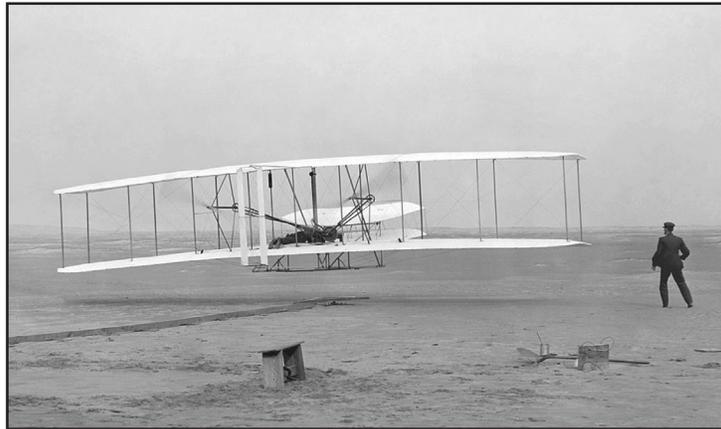Pause to answer any procedural questions the student may have.

SAY You may begin.

In the Test Booklet, the students will see:

Directions

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

The Early Years of Flight

Modern travelers enjoy flying in airplanes to destinations all over the world. Every day, flights take off from airports worldwide. Thousands of airplanes are flying in the air at all times. Most people would agree that aviation has come a long way since the day in 1903 when Wilbur Wright and his brother Orville made the first successful airplane flight in Kitty Hawk, North Carolina.

The Wright brothers became interested in flying after receiving a helicopter-type toy from their father when they were boys in Dayton, Ohio. The fact that the helicopter flew with the help of two propellers intrigued the brothers. This resulted in their desire to learn more about flying.

In 1896, a few years before the Wright brothers began their journey toward flight, a German engineer named Otto Lilienthal built gliders in an attempt to allow people to fly. These gliders were actually kites large enough to carry a person. Lilienthal proved that unpowered human flight was possible. Unfortunately, Lilienthal was not able to proceed with his flying experiments.

As Wilbur and Orville Wright imagined building an airplane, they studied the flight of birds. They studied the ways birds' wings worked to determine what made them so efficient for flying. The brothers discovered that birds could fly because of the ability to twist and rotate their wings.

The Wright brothers determined that they would need to design wings that could move like a bird's wings to make an aircraft fly. By experimenting with gliders, the brothers learned what it would take to control a plane during flight. Their experiments led to something called "wing warping." This design could twist and rotate like a bird's wings. Because the body of man differs from that of a bird, a man could not possibly move the wings of an aircraft like a bird does. At least, not long enough to make the

(continued on next page)

In the Test Booklet, the students will see:

aircraft fly long distances. To make the wings work, a pilot would need to operate them with cables that would allow the wings to twist and rotate. The Wright brothers tried several methods to get their flying machines to remain in the air. Using their gliders, they made over a thousand glides in Kitty Hawk to discover how they could build a plane that could fly for sustained periods of time.

What made the Wright brothers successful in building a flying machine was that they looked beyond birds for inspiration. They knew they could keep an aircraft in the air for a brief period of time, but they wanted to fly for longer distances. Wilbur and Orville Wright realized that a powered engine was the key to developing an airplane that could continue flying a long distance once it was in the air.

On December 17, 1903, the brothers proved that an engine was the key to longer flight. On that day, Wilbur and Orville Wright flew an engine-powered airplane over 120 feet for 12 seconds. They made three more flights that day, with a final flight of 859 feet, which lasted 59 seconds. The dream of flying became a reality.

In the Test Booklet, the students will see:

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27 **Now read the directions below.**

> The passage "The Early Years of Flight" tells how the Wright brothers tried many different ideas in order to successfully fly an airplane. Even when they failed, they never gave up on their dream. What is another example of someone who failed but did not give up? Write at least two paragraphs to give an example of a person who failed but did not give up. You may write about yourself or about another person. Use your own ideas and ideas from the passage to help you write.

You may plan your writing for Question 27 here, if you wish. Use the space below to organize your ideas about what to write. Your writing on this planning page will NOT count toward your final score.

Write your <u>final answer</u> on Pages X and X.

Note: A blank box labeled "Planning Page" is provided for student planning.

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

On the lines below, give an example of a person who failed but did not give up. Remember to use your own ideas and ideas from the passage to help you write.

In the Directions for Administration, the examiner will read:

QUESTION 28

SAY **Look at Page X.**

Pause for the student to look at Page X.

SAY **Directions: Now we are going to read and talk about how water was distributed in the ancient Roman Empire.**

Question 28: The Romans were able to drink clean water because they developed advanced waterway systems called aqueducts. Aqueducts were built from stone, brick, and cement. They were constructed both above and below the ground. Aqueducts brought water to different locations through a system of pipes. For example, aqueducts carried clean water from mountain lakes and streams to lower elevations where people lived. In addition to bringing clean drinking water, aqueducts allowed Romans to have fountains, public baths, and public toilets. Different aqueducts were used for underground sewage systems, which took the dirty water out of cities.

Tell me about aqueducts in ancient Rome in your own words.

Pause for about 5 seconds for the student to respond.

In the Test Booklet, the student will see:

Directions

Now we are going to read and talk about how water was distributed in the ancient Roman Empire.

The Romans were able to drink clean water because they developed advanced waterway systems called aqueducts. Aqueducts were built from stone, brick, and cement. They were constructed both above and below the ground. Aqueducts brought water to different locations through a system of pipes. For example, aqueducts carried clean water from mountain lakes and streams to lower elevations where people lived. In addition to bringing clean drinking water, aqueducts allowed Romans to have fountains, public baths, and public toilets. Different aqueducts were used for underground sewage systems, which took the dirty water out of cities.

28 **Tell me about aqueducts in ancient Rome in your own words.**

In the Directions for Administration, the examiner will read:

QUESTION 29

SAY **Look at Page X.**

Pause for the student to look at Page X. NOTE: The passage is reprinted in the test booklet to orient the student. Do not read it out loud.

SAY **Question 29: You just learned about how water was distributed in the ancient Roman Empire.**

Why do you think aqueducts improved public health?

Pause for about 5 seconds for the student to respond.

In the Test Booklet, the student will see:

You just learned about how water was distributed in the ancient Roman Empire.

The Romans were able to drink clean water because they developed advanced waterway systems called aqueducts. Aqueducts were built from stone, brick, and cement. They were constructed both above and below the ground. Aqueducts brought water to different locations through a system of pipes. For example, aqueducts carried clean water from mountain lakes and streams to lower elevations where people lived. In addition to bringing clean drinking water, aqueducts allowed Romans to have fountains, public baths, and public toilets. Different aqueducts were used for underground sewage systems, which took the dirty water out of cities.

29 **Why do you think aqueducts improved public health?**

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