

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

QUESTION 3

**SAY** Now turn to Page 4. Look at Question 3. Hold up your test booklet and point to Question 3.

**Question 3. Now you will write a word.**

**This is a picture of a tub.**

**On the line, write the word tub.**

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

---

<sup>1</sup> More Kindergarten-specific resources are available at <https://www.engageny.org/resource/new-york-state-english-a-second-language-achievement-test-nyseslat-kindergarten> and NYSESLAT Webinette 6 at <https://www.engageny.org/content/nyseslat-webinettes>.

<sup>2</sup> Only the Kindergarten NYSESLAT uses specific item types to capture Targets of Measurement. In the Writing item type “Word Writing,” students listen to a word and see a picture of the word, then write the word.

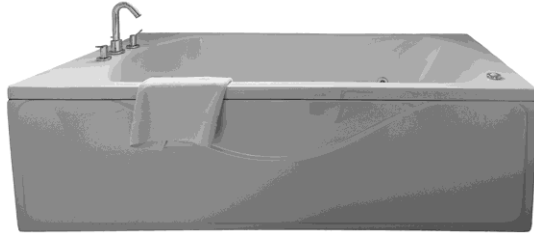
<sup>3</sup> All Writing tasks are aligned to the Commanding Performance Level Description (PLD), which reflects Kindergarten grade-level language. A student’s performance level for Writing (Entering, Emerging, Transitioning, Expanding, or Commanding) is determined by the overall performance on the Writing Session.

In the Test Booklet<sup>4</sup>, the students will see:

**Directions**

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

3



\_\_\_\_\_

-----

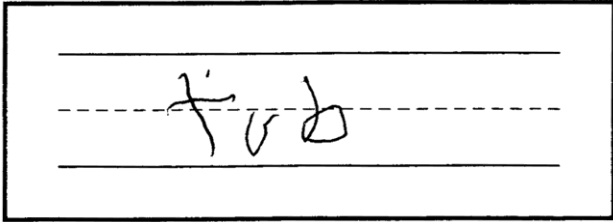
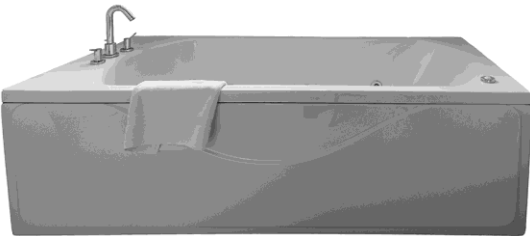
\_\_\_\_\_

---

<sup>4</sup> During the Kindergarten Writing test, students answer four Word Writing questions. Only one question is presented here as a sample.

**BASED ON THE KINDERGARTEN WORD WRITING RUBRIC, THIS SAMPLE RESPONSE WOULD SCORE AT THE COMMANDING LEVEL (SCORE POINT 2)**

3



Page 4

<b>TARGET OF MEASUREMENT: TOM.W.K.1</b>	<b>HOW ITEM MEASURES TOM.W.K.1</b>	<b>HOW SAMPLE RESPONSE DEMONSTRATES THE COMMANDING PERFORMANCE LEVEL</b>
Students can <b>produce letters, sequence letters to produce grade-appropriate words, and separate words with spaces.</b>	This item requires students to sequence letters to produce a grade-appropriate word; in this case, "tub."	The student's performance level is determined by holistic scoring using the Writing Rubric (see attached Kindergarten Word Writing Rubric). The application of the Writing Rubric determines the performance level of the written response; in this case, Commanding. Training for Writing scoring will be turnkeyed by the Regional Bilingual Education Resource Networks.

## 2016 NYSESLAT Writing Rubrics—Grade Kindergarten

### Word Writing

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