

In the Directions for Administration, the examiner will read:

QUESTION 3

SAY Now turn to Page 10. Look at Question 8. Hold up your test booklet and point to Question 8.

Question 8. Now you will write a sentence.

The boy can run.

On the lines, write the sentence The boy can run. Pause. The boy can run.

Pause. Give the students time to write the sentence The boy can run.

¹ 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>.

² Only the Kindergarten NYSESLAT uses specific item types to capture Targets of Measurement. In the Writing item type “Sentence Writing,” students listen to a sentence and see a picture, then write the sentence.

³ 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 Booklet⁴, the students will see:

8



A rectangular box containing two sets of handwriting lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

⁴ During the Kindergarten Writing test, students answer one Sentence Writing question. One question of this type is presented here as a sample.

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

8



the boy can
run

**TARGET OF MEASUREMENT:
TOM.W.K.1**

Students can **produce letters, sequence letters to produce grade-appropriate words, and separate words with spaces.**

HOW ITEM MEASURES TOM.W.K.1

This item requires students to include all words in the correct order ("The boy can run.") and use grade appropriate spelling (phonetic or inventive). The item also requires students to separate the words with spaces.

**HOW SAMPLE RESPONSE DEMONSTRATES THE
COMMANDING PERFORMANCE LEVEL**

The student's performance level is determined by holistic scoring using the Writing Rubric (see attached Kindergarten Sentence 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

Sentence 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"> • Letter Forming • Words • Accuracy | <ul style="list-style-type: none"> • Does not differentiate letters and words • Includes few or no words • Is blank • Is completely in a language other than English • Is completely illegible or unintelligible • Is irrelevant • Is a single word | <ul style="list-style-type: none"> • Includes most of the words in the correct order Is acceptable if it: • Does not have an initial capital letter • Includes erratic word spacing • Includes some incorrect spelling that is NOT phonetic or inventive • Includes several backward letters (if the reversal does not change it into a different letter) • Does not include appropriate end punctuation | <ul style="list-style-type: none"> • Includes all words in the correct order Is acceptable if it: • 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 |