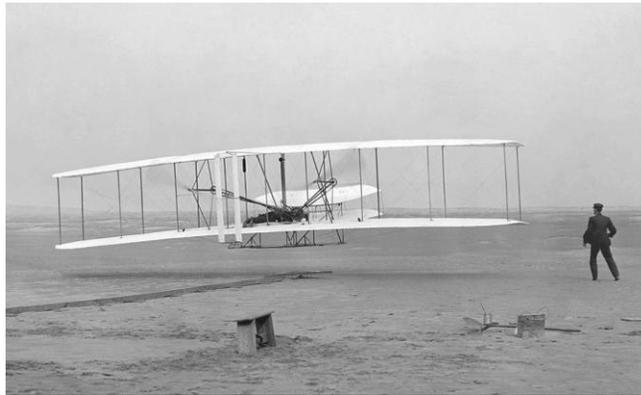


In the Directions for Administration, the examiner will read:

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 Flight³



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 and his brother Orville Wright 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

¹ Writing is a section within a Listening, Reading, Writing / Global Theme NYSESLAT Session.

² The directions for an ECR ask for at least two paragraphs. However, it is acceptable for students to write one paragraph or more than two paragraphs.

³ To reflect the integrated model of literacy, each Writing prompt in Grades 1–12 refers to a passage that students first encountered in the Reading section. Students listen to and read the passage again, but do not have the opportunity to return to the Reading section to change any answers. This provides meaningful context in the form of language and graphics to act as a springboard for ideas as the students demonstrate their writing skills. For further explanation, please see the introduction to the Writing section and the NYSESLAT Webinette Series on <https://www.engageny.org/content/nyseslat-webinettes>.

wings. Because the body of a 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 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 24.

Look at Question 23 in your test booklet.

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 information from the passage and your own ideas to support your response.

Pause and point out the Planning Page box.

(SAY) You may plan your writing for Question 23 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 25 and 26.

Look at Page 25 in your test booklet.

Pause.

(SAY) There is a checklist at the top of the page. Use this checklist to guide your work as you are writing.

Point to the checklist on Page 25.

(SAY) 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 details from the passage and your own ideas to support your answer.

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) Does everyone understand the directions?

Pause.

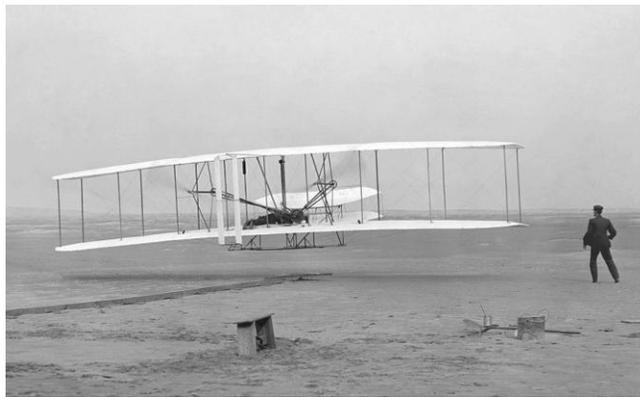
(SAY) You may begin.

In the Test Booklet, the students will see:

Directions:

Read this passage again. Then you will be asked to write at least two paragraphs⁴ 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 and his brother Orville Wright 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

⁴ The directions for an ECR ask for at least two paragraphs. However, it is acceptable for students to write one paragraph or more than two paragraphs.

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 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.

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23 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 information from the passage and your own ideas to support your response.

You may plan your writing for Question 23 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 25 and 26.

[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 details from the passage and your own ideas to support your answer.

It is important never give up. Speak english is not easy. When I come to united States I did not speak english. I only speak vietnamese. In vietnam everybody speak vietnamese so I do too. I went to school every day and learned very good how to read and write. I liked school because I learned many new thing.

Then I come to united States. Some people from Vietnam live near by my house so I can speak Vietnamese to them. I was very happy. but school was very difficult. I did not understand what teacher and kid saying. Sience and math books very hard to me. I knew math in Vietnam. I can solve problem there, but here it very hard. I try and I try again and again. Finally I can solve problem and get good grade.

Go On



<p><u>TARGET OF MEASUREMENT:</u> <u>TOM.W.9–12.1</u></p> <p>Students can use grade-appropriate language to <i>orient the reader, logically organize and connect ideas, and provide closure</i> in a written text.</p>	<p><u>HOW ITEM MEASURES TOM.W.9–12.1</u></p> <p>This item requires students to <i>provide an orientation, logically organize and connect ideas, and provide closure</i> when writing about a person who failed but did not give up.</p>	<p><u>THIS ITEM MEASURES ALL PERFORMANCE LEVELS</u></p> <p>This item measures all performance levels because the student’s performance level is determined by holistic scoring using the Writing Rubric (see attached ECR Writing Rubric). The application of the writing rubric determines the performance level of the written response. Training for Writing scoring will be turnkeyed by the Regional Bilingual Education Resource Networks.</p>
<p><u>TARGET OF MEASUREMENT:</u> <u>TOM.W.9–12.2</u></p> <p>Students can use grade-appropriate words and phrases, including grade-level Tier 2 and Tier 3 words, to <i>precisely describe detailed ideas and facts</i> in a written text.</p>	<p><u>HOW ITEM MEASURES TOM.W.9–12.2</u></p> <p>This item requires students to use grade-level words and phrases to <i>precisely describe detailed ideas and facts</i> about a person who failed but did not give up.</p>	
<p><u>TARGET OF MEASUREMENT:</u> <u>TOM.W.9–12.4</u></p> <p>Students can use grade-level language to provide <i>precise, well-chosen, cohesive claims and evidence, a variety of support, and closure</i> to develop an informational text.</p>	<p><u>HOW ITEM MEASURES TOM.W.9–12.4</u></p> <p>This item requires students to use grade-level language to provide <i>precise, well-chosen, cohesive claims, evidence with support, and closure</i> writing about a person who failed but did not give up.</p>	

2016 NYSESLAT ECR Writing Rubric—Grades 9–12

Dimension	Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity of Language	<ul style="list-style-type: none"> • Contains zero or few words or short phrases • Is blank • Is completely in a language other than English • Is illegible or unintelligible • Is completely copied text • Is isolated words or a list of words or short phrases 	<ul style="list-style-type: none"> • Contains some words, short phrases, and occasionally simple sentences • Includes at least one sentence • May include adapted text in a well-constructed sentence 	<ul style="list-style-type: none"> • Contains mostly simple sentences • Includes at least one expanded or complex sentence 	<ul style="list-style-type: none"> • Contains simple, expanded, and complex sentences 	<ul style="list-style-type: none"> • Contains a variety of simple, expanded, and complex sentences
Quality of Language	<ul style="list-style-type: none"> • Contains at most commonly used Tier 1 words or short phrases 	<ul style="list-style-type: none"> • Contains Tier 1 and common grade-level Tier 2 words and short phrases 	<ul style="list-style-type: none"> • Contains Tier 1 and a few grade-level Tier 2 and/or Tier 3 words and phrases 	<ul style="list-style-type: none"> • Contains Tier 1 and some grade-level Tier 2 and/or Tier 3 words and phrases used appropriately 	<ul style="list-style-type: none"> • Contains Tier 1 and many grade-level Tier 2 and/or Tier 3 words and phrases used appropriately
Coherence of Response	<ul style="list-style-type: none"> • Lacks a clear orientation, or organized or connected ideas, or closure due to brevity 	<ul style="list-style-type: none"> • Includes at least one sentence that provides an orientation, organized or connected ideas, transitions, or closure 	<ul style="list-style-type: none"> • Includes words and sentences that provide limited orientation, organized or connected ideas, transitions, and/or closure 	<ul style="list-style-type: none"> • Includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure 	<ul style="list-style-type: none"> • Includes sufficient orientation, logically organized and connected ideas, and closure to provide clear organization
Degree of Response Informational	<ul style="list-style-type: none"> • Lacks development of claims and evidence or support 	<ul style="list-style-type: none"> • Includes at least one claim with evidence, support, or closure 	<ul style="list-style-type: none"> • Includes some cohesive claims and evidence, a variety of support, and/or closure 	<ul style="list-style-type: none"> • Includes many well-chosen cohesive claims and evidence, a variety of support, and closure 	<ul style="list-style-type: none"> • Includes many and varied precise, well-chosen, cohesive claims and evidence, a variety of support, and closure
Mechanics	<ul style="list-style-type: none"> • Contains numerous errors that totally obscure meaning • Contains words that are unclear 	<ul style="list-style-type: none"> • Contains many errors that often obscure meaning • Contains words that may be unclear, but meaning is evident • May include inventive spelling 	<ul style="list-style-type: none"> • Contains some errors that occasionally obscure meaning • Is mostly clear • May include inventive spelling 	<ul style="list-style-type: none"> • Contains few errors that rarely obscure meaning • Is clear • May include inventive spelling 	<ul style="list-style-type: none"> • 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 1.