

2018 NYSESLAT TARGETS OF MEASUREMENT

WRITING – GRADE K			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p>GENERAL CLAIM 1</p> <p>Students can structure thoughts and ideas in writing.</p>	<p style="text-align: center;">ANCHOR 1</p> <p>Students can produce the foundational features of the English language in writing.</p>	<p>TOM.W.K.1</p> <p>Students can produce letters, sequence letters to produce grade-level words, and separate words with spaces.</p>	<p>Write letters of the alphabet</p> <p>Write high-frequency, grade-level words</p> <p>Write simple (s + v) sentences</p>
<p>GENERAL CLAIM 2</p> <p>Students can write about literary and informational texts and topics.</p>	<p style="text-align: center;">ANCHOR 2</p> <p>Students can create and structure a written text.</p>	<p>TOM.W.K.2</p> <p>Students can draw or write to provide descriptions and events to write a story or write about a topic.</p>	<p>provide or describe:</p> <p>an individual, an event, a place, or an object</p> <p>a feeling or a reaction</p> <p>one or more events (in order)</p> <p>an opinion</p> <p>information on a topic</p>

2018 NYSESLAT TARGETS OF MEASUREMENT

WRITING – GRADE BAND 1–2			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p>GENERAL CLAIM 1</p> <p>Students can structure thoughts and ideas in writing.</p>	<p>ANCHOR 1</p> <p>Students can create and structure a written text.</p>	<p>TOM.W.1–2.1</p> <p>Students can use grade-appropriate language to introduce and complete thoughts and ideas in a written text.</p>	<p>produce:</p> <p>a brief introduction a complete thought or idea</p>
<p>GENERAL CLAIM 2</p> <p>Students can write about literary and informational texts and topics.</p>	<p>ANCHOR 2</p> <p>Students can adapt vocabulary appropriately when writing.</p>	<p>TOM.W.1–2.2</p> <p>Students can use grade-appropriate words and phrases to describe detailed thoughts, feelings, and ideas in a written text.</p>	<p>provide or describe:</p> <p>an individual, an event, a place, or an object a feeling or a reaction relevant details for description</p>
	<p>ANCHOR 3</p> <p>Students can develop a narrative written text.</p>	<p>TOM.W.1–2.3</p> <p>Students can use grade-appropriate language to provide descriptions with details and two or more events in sequence to develop a narrative text.</p>	<p>produce or develop:</p> <p>details for a description two or more events in order</p>
	<p>ANCHOR 4</p> <p>Students can develop an informational written text.</p>	<p>TOM.W.1–2.4</p> <p>Students can use grade-appropriate language to provide an opinion with a reason and additional information to develop an informational text.</p>	<p>produce or develop:</p> <p>an opinion about a topic a reason for an opinion facts or information about a topic</p>

2018 NYSESLAT TARGETS OF MEASUREMENT

WRITING – GRADE BAND 3–4			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p>GENERAL CLAIM 1</p> <p>Students can structure thoughts and ideas in writing.</p>	<p>ANCHOR 1</p> <p>Students can create and structure a written text.</p>	<p>TOM.W.3–4.1</p> <p>Students can use grade-appropriate language to introduce, develop, link, and complete thoughts and ideas in a written text.</p>	<p>produce:</p> <p>an introduction a complete thought or idea linking words to develop ideas</p>
<p>GENERAL CLAIM 2</p> <p>Students can write about literary and informational texts and topics.</p>	<p>ANCHOR 2</p> <p>Students can adapt vocabulary appropriately when writing.</p>	<p>TOM.W.3–4.2</p> <p>Students can use grade-appropriate words and phrases, including grade-level Tier 2 words, to describe detailed ideas and facts in a written text.</p>	<p>provide or describe:</p> <p>an individual, an event, a place, or an idea relevant details for a description relevant detailed facts grade-level Tier 2 words to explain ideas or facts</p>
	<p>ANCHOR 3</p> <p>Students can develop a narrative written text.</p>	<p>TOM.W.3–4.3</p> <p>Students can use grade-appropriate language to provide or refer to detailed descriptions and events in sequence to develop a narrative text.</p>	<p>establish or develop:</p> <p>narrative elements (narrator, characters, setting, situation) details for a description two or more events sequentially</p>
	<p>ANCHOR 4</p> <p>Students can develop an informational written text.</p>	<p>TOM.W.3–4.4</p> <p>Students can use grade-appropriate language to provide supported, relevant, connected ideas to develop an informational text.</p>	<p>produce or develop:</p> <p>relevant information or facts about a topic information or facts that support a topic reasons linked to an opinion</p>

2018 NYSESLAT TARGETS OF MEASUREMENT

WRITING – GRADE BAND 5–6			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p>GENERAL CLAIM 1</p> <p>Students can structure thoughts and ideas in writing.</p>	<p>ANCHOR 1</p> <p>Students can create and structure a written text.</p>	<p>TOM.W.5–6.1</p> <p>Students can use grade-appropriate language to orient the reader, logically develop ideas using transitions, and provide closure in a written text.</p>	<p>produce:</p> <p>a clear introduction or orientation logically ordered ideas linking words or phrases to connect and develop ideas concluding words or phrases</p>
<p>GENERAL CLAIM 2</p> <p>Students can write about literary and informational texts and topics.</p>	<p>ANCHOR 2</p> <p>Students can adapt vocabulary appropriately when writing.</p>	<p>TOM.W.5–6.2</p> <p>Students can use grade-appropriate words and phrases, including grade-level Tier 2 words, to precisely describe detailed ideas and facts in a written text.</p>	<p>provide or describe:</p> <p>an individual, an event, a place, or an idea precisely precise, relevant details for a description precise, relevant detailed facts grade-level Tier 2 words to explain ideas or facts</p>
	<p>ANCHOR 3</p> <p>Students can create a narrative written text.</p>	<p>TOM.W.5–6.3</p> <p>Students can use grade-appropriate language to provide or refer to multiple characters, precise details, sequenced events, and closure to develop a narrative text.</p>	<p>establish or develop:</p> <p>narrative elements (narrator, characters, setting, situations, events) descriptive details to create precise images transitions between sequential events closure to a narrative</p>
	<p>ANCHOR 4</p> <p>Students can create an informational written text.</p>	<p>TOM.W.5–6.4</p> <p>Students can use grade-appropriate language to provide precisely stated and linked ideas, a variety of support, and closure to develop an informational text.</p>	<p>produce or develop:</p> <p>relevant information, facts, or examples about a topic supportive ideas from a text logical transitions between ideas a logical sequence of information closure to a topic</p>

2018 NYSESLAT TARGETS OF MEASUREMENT

WRITING – GRADE BAND 7–8			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p>GENERAL CLAIM 1</p> <p>Students can structure thoughts and ideas in writing.</p>	<p style="text-align: center;">ANCHOR 1</p> <p>Students can create and structure a written text.</p>	<p>TOM.W.7–8.1</p> <p>Students can use grade-appropriate language to orient the reader, logically organize and connect ideas, and provide closure in a written text.</p>	<p>produce:</p> <p>a clear introduction or orientation ideas presented and connected in an organized manner concluding words or phrases</p>
<p>GENERAL CLAIM 2</p> <p>Students can write about literary and informational texts and topics.</p>	<p style="text-align: center;">ANCHOR 2</p> <p>Students can adapt vocabulary appropriately when writing.</p>	<p>TOM.W.7–8.2</p> <p>Students can use grade-appropriate words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text.</p>	<p>provide or describe:</p> <p>an individual, an event, a place, or an idea precisely precise, relevant details precise, relevant facts, claims, or evidence grade-level Tier 2 or Tier 3 words to explain ideas, claims, or evidence</p>
	<p style="text-align: center;">ANCHOR 3</p> <p>Students can create a narrative written text.</p>	<p>TOM.W.7–8.3</p> <p>Students can use grade-appropriate language to provide or refer to multiple characters, precise details, sequenced events, and closure to develop a narrative text.</p>	<p>establish or develop:</p> <p>narrative elements (a narrator, characters, setting, events, situation) descriptive details to create precise images transitions between sequential events and shifts in time closure to a narrative</p>
	<p style="text-align: center;">ANCHOR 4</p> <p>Students can create an informational written text.</p>	<p>TOM.W.7–8.4</p> <p>Students can use grade-appropriate language to provide precisely stated and linked claims and evidence, a variety of support, and closure to develop an informational text.</p>	<p>produce or develop:</p> <p>a topic with claims an opinion or claim supported by evidence from a text logical transitions between ideas to create cohesion closure to a topic</p>

2018 NYSESLAT TARGETS OF MEASUREMENT

WRITING – GRADE BAND 9–12			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p>GENERAL CLAIM 1</p> <p>Students can structure thoughts and ideas in writing.</p>	<p>ANCHOR 1</p> <p>Students can create and structure a written text.</p>	<p>TOM.W.9–12.1</p> <p>Students can use grade-appropriate language to orient the reader, logically organize and connect ideas, and provide closure in a written text.</p>	<p>produce:</p> <p>a clear introduction or orientation ideas presented and connected in an organized manner concluding words or phrases</p>
<p>GENERAL CLAIM 2</p> <p>Students can write about literary and informational texts and topics.</p>	<p>ANCHOR 2</p> <p>Students can adapt vocabulary appropriately when writing.</p>	<p>TOM.W.9–12.2</p> <p>Students can use grade-appropriate words and phrases, including grade-level Tier 2 and Tier 3 words, to precisely describe detailed ideas and facts in a written text.</p>	<p>provide or describe:</p> <p>an individual, an event, a place, or an idea precisely precise, relevant details precise, relevant facts, claims, or evidence grade-level Tier 2 and Tier 3 words to explain ideas, claims, or evidence</p>
	<p>ANCHOR 3</p> <p>Students can create a narrative written text.</p>	<p>TOM.W.9–12.3</p> <p>Students can use grade-appropriate language to provide or refer to multiple characters, well-chosen details, sequenced events, and closure to develop a narrative text.</p>	<p>establish or develop:</p> <p>narrative elements (a narrator, characters, setting, events, situation) well-chosen descriptive details to create precise images a well-sequenced, cohesive narrative closure to a narrative</p>
	<p>ANCHOR 4</p> <p>Students can create an informational written text.</p>	<p>TOM.W.9–12.4</p> <p>Students can use grade-appropriate language to provide precise, well-chosen, cohesive claims and evidence; a variety of support; and closure to develop an informational text.</p>	<p>produce or develop:</p> <p>a topic with claims and evidence well-chosen evidence (facts and details) to support a claim or an opinion logical transitions and connections between ideas to create cohesion closure to a topic</p>