

In the Directions for Administration, the examiner will read:

SAY Directions: I will read a story called “Dr. Seuss.”⁴ Then you will draw and write about the story.

Theodor Geisel wrote books. He used the name Dr. Seuss when he wrote his books. His stories usually had an important message.

Dr. Seuss also liked to draw all of the pictures in his books. He drew many different types of animals. He also drew funny creatures. His books are colorful.

Dr. Seuss wrote almost 50 children’s books. Some teachers read *The Cat in the Hat* to their students. People all over the world read his books.

Dr. Seuss was a famous author who wrote children's books. Write about a book you like to read. I will give you time to draw a picture about a book you like to read. Then, I will ask you to write about a book you like to read. You will be able to go back and work on your drawing when you are finished writing.

Pause.

QUESTION 9

SAY Now turn to Page 12. Hold up your test booklet and point to Question 9.

Question 9. Look at the box at the top of the page. The words in the box say “Use this box for your drawing.” In the box, draw a picture about a book you like to read.

Pause. Give the students time to draw. Keep in mind that this is an untimed test.

SAY Now look at the lines below the box. Use these lines for your writing. Write about a book you like to read.

Pause. Give the students time to write. When students finish writing, they may return to drawing.

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 “Write a Story,” students listen to a story they first heard in the Listening Session, then they draw and write about the story in response to a prompt.

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.

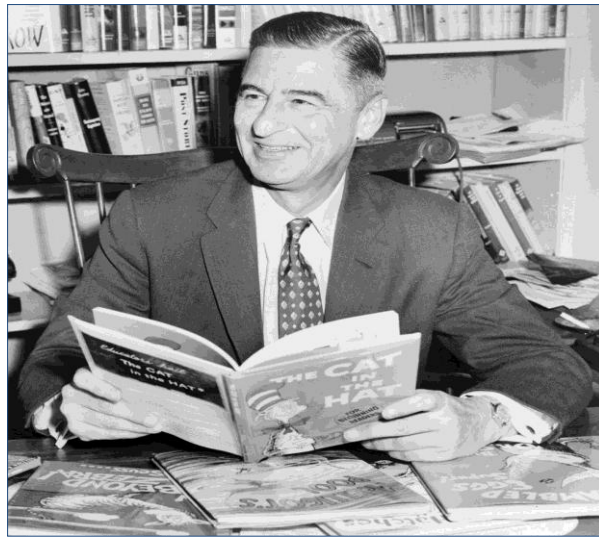
⁴ To reflect the integrated model of literacy, each Writing prompt in Kindergarten refers to a passage that students first encountered in the Listening Session. This provides meaningful context in the form of language and graphics to act as a springboard for ideas as the students demonstrate their writing skills.

In the Test Booklet⁵, the student will see:

Directions

I will read a story called "Dr. Seuss." Then you will draw and write about the story.

Dr. Seuss



⁵ During the Kindergarten Writing test, students answer one Write a Story question. One question of this type is presented here as a sample.

9

Use this box for your drawing.



Use these lines for your writing.

Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

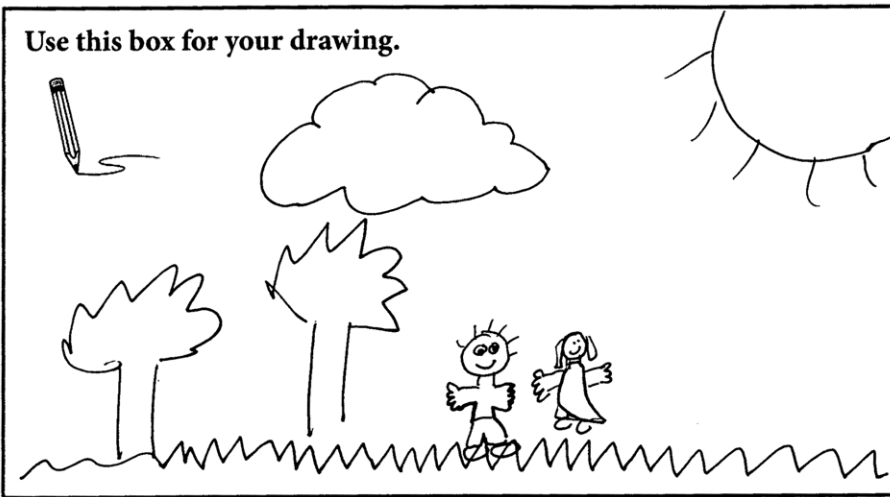
Writing, continued

The writing area is a large rectangle containing ten sets of horizontal lines. Each set is composed of three lines: a solid top line, a dashed midline, and a solid bottom line. These lines are spaced evenly down the page to provide a guide for handwriting practice.

BASED ON THE KINDERGARTEN "WRITE A STORY" RUBRIC, THIS SAMPLE RESPONSE WOULD SCORE AT THE COMMANDING LEVEL (SCORE POINT 4)

9

Use this box for your drawing.



Use these lines for your writing.

My favret book is

SNOWE white. she was

slain and then the prince

~~he~~ kised her and ^{she} WOK up.

TARGET OF MEASUREMENT: ToM.W.K.1	HOW ITEM MEASURES ToM.W.K.1	THIS ITEM MEASURES ALL PERFORMANCE LEVELS
Students can produce letters, sequence letters to produce grade-appropriate words, and separate words with spaces.	This item requires students to produce letters, words, and sentences when writing about a book they like to read.	This item measures all performance levels because the student's performance level is determined by holistic scoring using the Writing Rubric (see attached Kindergarten Write a Story 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.
TARGET OF MEASUREMENT: ToM.W.K.2	HOW ITEM MEASURES ToM.W.K.2	
Students can draw or write to provide descriptions and events to write a story or write about a topic.	This item requires students to draw a picture about a book they like to read and then write to provide descriptions and events to tell about the book they like to read.	

2016 NYSESLAT Writing Rubrics—Grade Kindergarten

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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Contains words, short phrases, and/or predictable sentences 	<ul style="list-style-type: none"> • Contains phrases and simple sentences 	<ul style="list-style-type: none"> • Contains simple and/or expanded sentences 	<ul style="list-style-type: none"> • Contains simple and/or expanded sentences, and one or more compound or complex sentence
Coherence of Response	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<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.