

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.

A Trip to the City³



The train came to a shaky stop. Isabella looked up at her grandfather.

“Are you ready to go into the city?” he asked.

Isabella nodded and her eyes widened with excitement. The last time she had been in the city was nine years ago. She was a baby then, so she did not remember anything. Since then, she had spent most of her life living in the mountains, far from the city.

“You’ll notice it is a lot different here in the city than in the mountains,” Grandfather said, as a smile appeared on his face. He had spent most of his childhood in the city.

They quickly walked off the train and up some stairs. Isabella felt the warm August air as they reached the city street.

“It’s a lot warmer here,” Isabella noticed.

But that wasn’t the only thing she noticed. The noise was new to her, too. There were people talking, cars driving, and horns honking. Instead of trees and forests, buildings of all shapes and sizes lined the city streets. Lights and signs blinked on and off.

It was so different from home.

Isabella loved it. “Thank you for bringing me here, Grandfather,” she said. “I can’t wait to see more.”

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>.

(SAY) Look at Question 21 on Page 20 in your test booklet.
Now read the directions below to yourself as I read them out loud.

In the passage "A Trip to the City," Isabella travels to a new place. Where have you traveled? Write at least two paragraphs to tell where you have traveled and what you did there. Use information from the passage and your own ideas to support your answer.

Pause and point out the Planning Page box.

(SAY) You may plan your writing for Question 21 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 21 and 22.

Pause.

(SAY) Look at Page 21 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 21.

(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, tell where you have traveled and what you did there. Remember to use information 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 to answer any procedural questions the students may have.

(SAY) You may begin.

Directions:

Read this passage again. Then you will be asked to write at least two paragraphs⁴ based on the passage.

A Trip to the City



The train came to a shaky stop. Isabella looked up at her grandfather.

“Are you ready to go into the city?” he asked.

Isabella nodded and her eyes widened with excitement. The last time she had been in the city was nine years ago. She was a baby then, so she did not remember anything. Since then, she had spent most of her life living in the mountains, far from the city.

“You’ll notice it is a lot different here in the city than in the mountains,” Grandfather said, as a smile appeared on his face. He had spent most of his childhood in the city.

They quickly walked off the train and up some stairs. Isabella felt the warm August air as they reached the city street.

“It’s a lot warmer here,” Isabella noticed.

But that wasn’t the only thing she noticed. The noise was new to her, too. There were people talking, cars driving, and horns honking. Instead of trees and forests, buildings of all shapes and sizes lined the city streets. Lights and signs blinked on and off.

It was so different from home.

Isabella loved it. “Thank you for bringing me here, Grandfather,” she said. “I can’t wait to see more.”

21 Now read the directions below.

In the passage “A Trip to the City,” Isabella travels to a new place. Where have you traveled? Write at least two paragraphs to tell where you have traveled and what you did there. Use information from the passage and your own ideas to support your answer.

You may plan your writing for Question 21 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 21 and 22.

[A blank box labeled “Planning Page” is provided for student planning.]

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.

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, tell where you have traveled and what you did there. Remember to use information from the passage and your own ideas to support your answer.

BASED ON THE GRADE 3–4 ECR RUBRIC, THIS SAMPLE RESPONSE WOULD SCORE AT THE ENTERING LEVEL (SCORE POINT 0)

Tell where you have traveled and what you did there. china eat and play

Go On 

<u>TARGET OF MEASUREMENT: TOM.W.3-4.1</u>	<u>HOW ITEM MEASURES TOM.W.3-4.1</u>	<u>THIS ITEM MEASURES ALL PERFORMANCE LEVELS</u>
Students can use grade-appropriate language to <i>introduce, develop, link, and complete thoughts and ideas</i> in a written text.	This item requires students to <i>introduce, develop, link, and complete thoughts and ideas</i> about where the students have traveled and what the students did there.	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.
<u>TARGET OF MEASUREMENT: TOM.W.3-4.2</u> Students can use grade-appropriate words and phrases, including grade-level Tier 2 words, to <i>describe detailed ideas and facts</i> in a written text.	<u>HOW ITEM MEASURES TOM.W.3-4.2</u> This item requires students to use grade-level words and phrases to <i>describe detailed ideas and facts</i> about where the students have traveled and what the students did there.	
<u>TARGET OF MEASUREMENT: TOM.W.3-4.3</u> Students can use grade-appropriate language to <i>provide or refer to detailed descriptions and events in sequence</i> to develop a narrative text.	<u>HOW ITEM MEASURES TOM.W.3-4.3</u> This item requires students to <i>provide or refer to the detailed descriptions and sequenced events</i> from the passage in developing a narrative text about where the students have traveled and what the students did there.	

2016 NYSESLAT ECR Writing Rubric—Grades 3–4

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 frequently used Tier 1 words or predictable 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 words and phrases 	<ul style="list-style-type: none"> • Contains Tier 1 and some grade-level Tier 2 words and phrases 	<ul style="list-style-type: none"> • Contains Tier 1 and many grade-level Tier 2 words and phrases
Coherence of Response	<ul style="list-style-type: none"> • Lacks a clear introduction, or development of a thought or an idea, or completion due to brevity 	<ul style="list-style-type: none"> • Includes at least one sentence to introduce, develop, or complete thoughts or ideas 	<ul style="list-style-type: none"> • Includes words and sentences that provide a limited introduction, development, and/or completion of linked thoughts, ideas, or both 	<ul style="list-style-type: none"> • Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide partial organization 	<ul style="list-style-type: none"> • Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide clear and sufficient organization
Degree of Response Narrative	<ul style="list-style-type: none"> • Lacks development of descriptions or events 	<ul style="list-style-type: none"> • Includes at least one description or event 	<ul style="list-style-type: none"> • Includes some detailed descriptions and/or two or more events in sequence 	<ul style="list-style-type: none"> • Includes many detailed descriptions and events in sequence 	<ul style="list-style-type: none"> • Includes many and varied detailed descriptions and events in sequence
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.