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 one paragraph based on the passage.

You may now read this passage to yourself as I read it out loud.

Inventors[3]

   What is an inventor? An inventor is someone who creates a product, or an invention, from an idea or experiment.

   Many inventors create things to improve our lives. Some inventions, such as the automobile and airplane, improved the way we travel. Other inventions, such as the telephone and the computer, improved the way we communicate.

   There are also many inventions that help people with medical needs. For example, inventors have created man-made limbs to help people who are missing arms or legs. The inventors use technology to make these artificial limbs, called *prostheses*, move and feel like real arms and legs. The invention of these artificial limbs has helped many people. Artificial limbs help people do everyday activities, like eat, drink, run, and play games. They also provide opportunities for people to enjoy other physical activities. For instance, artificial limbs can be used for running, swimming, and even mountain climbing. There are athletes with artificial limbs who compete in sporting events and competitions.

   Inventors' ideas not only create new inventions, but they also improve old ones. For example, artificial arms and legs are not new, but the ones created today are lighter, stronger, and more comfortable than they were in the past. Inventors are now working on new technology to create prostheses that will be controlled directly by the brain.

   Thanks to inventors, we all can live fuller lives.

(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.

   The passage "Inventors" tells about some inventions that help people. What is another invention that helps people? Write one paragraph to tell about an invention and how it helps people. Use information from the passage and your own ideas to support your answer.

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

[2] The directions for an SCR ask for one paragraph. However, it is acceptable for students to write more than one paragraph.

[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.

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 about an invention and how it helps people. 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.**

In the Test Booklet, the students will see:

Directions:

  Read this passage again. Then you will be asked to write one paragraph[4] based on the passage.

Inventors

  What is an inventor? An inventor is someone who creates a product, or an invention, from an idea or experiment.

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[4] The directions for an SCR ask for one paragraph. However, it is acceptable for students to write more than one paragraph.

Many inventors create things to improve our lives. Some inventions, such as the automobile and airplane, improved the way we travel. Other inventions, such as the telephone and the computer, improved the way we communicate.

There are also many inventions that help people with medical needs. For example, inventors have created man-made limbs to help people who are missing arms or legs. The inventors use technology to make these artificial limbs, called *prostheses*,

move and feel like real arms and legs. The invention of these artificial limbs has helped many people. Artificial limbs help people do everyday activities, like eat, drink, run, and play games. They also provide opportunities for people to enjoy other physical activities. For instance, artificial limbs can be used for running, swimming, and even mountain climbing. There are athletes with artificial limbs who compete in sporting events and competitions.

Inventors' ideas not only create new inventions, but they also improve old ones. For example, artificial arms and legs are not new, but the ones created today are lighter, stronger, and more comfortable than they were in the past. Inventors are now working on new technology to create prostheses that will be controlled directly by the brain.

Thanks to inventors, we all can live fuller lives.

21 **Now read the directions below.**

> The passage "Inventors" tells about some inventions that help people. What is another invention that helps people? Write one paragraph to tell about an invention and how it helps people. Use information from the passage and your own ideas to support your answer.

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 about an invention and how it helps people. Remember to use information from the passage and your own ideas to support your answer.

Inventions help peoples. one people invent sell phone. phone we use evry plase. use the phone on strete, on bus, in car. You looked at a person when you are talk. That's fun.

STOP

TARGET OF MEASUREMENT: TOM.W.5–6.1	HOW ITEM MEASURES TOM.W.5–6.1	THIS ITEM MEASURES ALL PERFORMANCE LEVELS
Students can use grade-appropriate language *to orient the reader, logically develop ideas using transitions, and provide closure* in a written text.	This item requires students to provide *an orientation, develop ideas logically using transitions, and provide closure* when writing about an invention that helps people.	This item measures all performance levels because the student's performance level is determined by holistic scoring using the Writing Rubric (see attached SCR 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.
TARGET OF MEASUREMENT: TOM.W.5–6.2	**HOW ITEM MEASURES TOM.W.5–6.2**	
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.	This item requires students to use *grade-level words and phrases to precisely describe detailed ideas and facts* about an invention that helps people.	

2016 NYSESLAT SCR Writing Rubric—Grades 5–6

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	• 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	• Contains some words, short phrases, and occasionally simple sentences • Includes at least one sentence • May include adapted text in a well-constructed sentence	• Contains mostly simple sentences • Includes at least one expanded or complex sentence	• Contains simple, expanded, and complex sentences	• Contains a variety of simple, expanded, and complex sentences
Quality of Language	• Contains at most frequently used Tier 1 words or predictable phrases	• Contains Tier 1 and common grade-level Tier 2 words and short phrases	• Contains Tier 1 and a few grade-level Tier 2 words and phrases	• Contains Tier 1 and some grade-level Tier 2 words and phrases	• Contains Tier 1 and many grade-level Tier 2 words and phrases
Coherence of Response	• Lacks a clear orientation, or development of an idea, or closure due to brevity	• Includes words and at least one sentence to introduce, develop, transition, or conclude ideas	• Includes words and sentences that provide limited orientation, development of ideas, transitions, and/or closure	• Includes words and sentences that provide partial orientation, logical development of ideas, transitions, and closure	• Includes sufficient orientation, logical development of ideas, and closure to provide clear organization
Degree of Response	• Lacks descriptions of ideas or facts	• Includes at least one description of an idea or a fact	• Includes some minimally detailed descriptions of ideas, facts, or both	• Includes many detailed descriptions of ideas, facts, or both	• Includes many sufficiently and precisely detailed descriptions of ideas, facts, or both
Mechanics	• Contains numerous errors that totally obscure meaning • Contains words that are unclear	• Contains many errors that often obscure meaning • Contains words that may be unclear, but meaning is evident • May include inventive spelling	• Contains some errors that occasionally obscure meaning • Is mostly clear • May include inventive spelling	• Contains few errors that rarely obscure meaning • Is clear • May include inventive spelling	• 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.