

In the Directions for Administration, the examiner will read:

QUESTION 1

**SAY** Now turn to Page 2. Look at Question 1. Hold up your test booklet and point to Question 1.

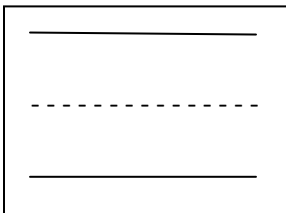
**Question 1. Now you will write a letter.**

**On the line, write the letter c as in the word can.**

Pause. Give the students time to write the letter c.

In the Test Booklet<sup>4</sup>, the students will see:

1



Page 2

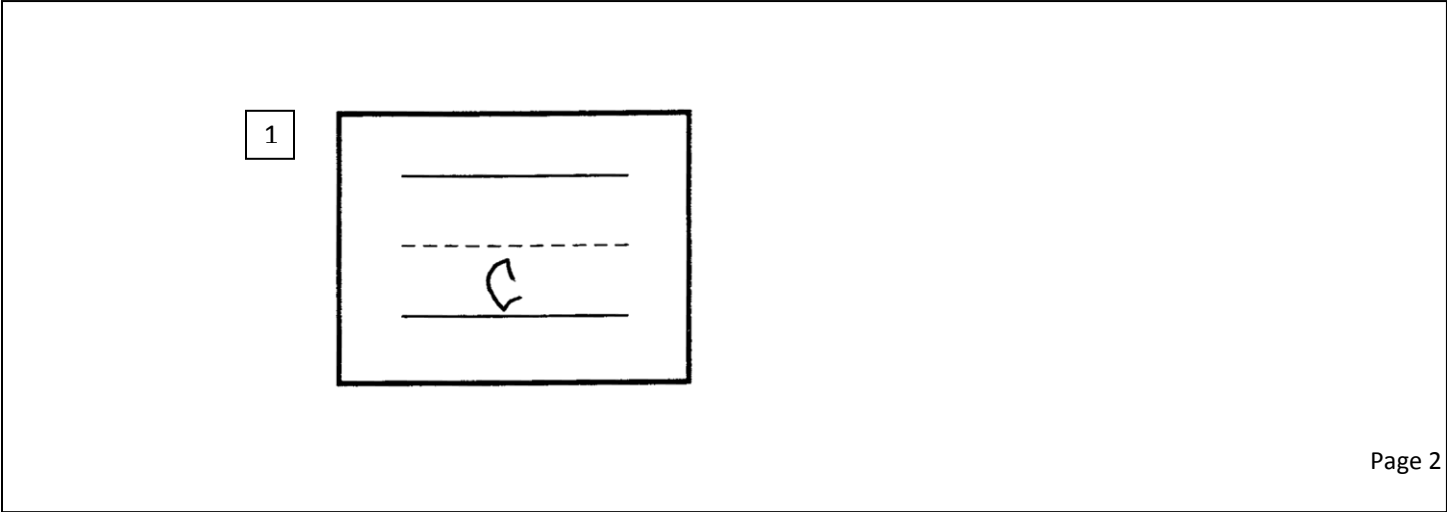
<sup>1</sup> More Kindergarten-specific resources are available at <https://www.engageny.org/resource/new-york-state-english-a-second-language-achievement-test-nyseslat-kindergarten> and NYSESLAT Webinette 6 at <https://www.engageny.org/content/nyseslat-webinettes>.

<sup>2</sup> Only the Kindergarten NYSESLAT uses specific item types to capture Targets of Measurement. In the Writing item type “Letter Writing,” students listen to a letter, then write the letter.

<sup>3</sup> 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.

<sup>4</sup> During the Kindergarten Writing test, students answer four Letter Writing questions. Only one question is presented here as a sample.

**BASED ON THE KINDERGARTEN LETTER WRITING RUBRIC, THIS SAMPLE RESPONSE WOULD SCORE AT THE EMERGING-TRANSITIONING LEVEL (SCORE POINT 1)**



<b>TARGET OF MEASUREMENT: TOM.W.K.1</b>	<b>HOW ITEM MEASURES TOM.W.K.1</b>	<b>HOW SAMPLE RESPONSE DEMONSTRATES THE EMERGING-TRANSITIONING<sup>5</sup> PERFORMANCE LEVEL</b>
<p>Students can <b>produce letters, sequence letters to produce grade-appropriate words, and separate words with spaces.</b></p>	<p>This item requires students to produce a letter of the alphabet; in this case, "c."</p>	<p>The student's performance level is determined by holistic scoring using the Writing Rubric (see attached Kindergarten Letter Writing Rubric). The application of the Writing Rubric determines the performance level of the written response; in this case, Emerging-Transitioning. Training for Writing scoring will be turnkeyed by the Regional Bilingual Education Resource Networks.</p>

<sup>5</sup> Kindergarten Letter Writing is designed to differentiate between Entering and Emerging students. As indicated on the Letter Writing Rubric, a score of 0 is Entering Performance Level. A score of 1 is Emerging-Transitioning.

## 2016 NYSESLAT Writing Rubrics—Grade Kindergarten

### Letter Writing

Dimensions	Score 0 – Entering A response at this level:	Score 1 – Emerging-Transitioning A response at this level:
<ul style="list-style-type: none"> <li>• Letter Forming</li> <li>• Legibility</li> </ul>	<ul style="list-style-type: none"> <li>• Is blank</li> <li>• Is not a recognizable letter</li> <li>• Is an incorrect letter</li> <li>• Is upside down</li> <li>• Is illegible or unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>• Is recognizable as the correct letter</li> </ul> <p>Is acceptable if it:</p> <ul style="list-style-type: none"> <li>• Is “sloppy”</li> <li>• Is upper- or lowercase</li> <li>• Is cursive</li> <li>• Is backward (if the reversal does not change it into a different letter)</li> <li>• Includes other letters before and/or after the correct letter</li> </ul>