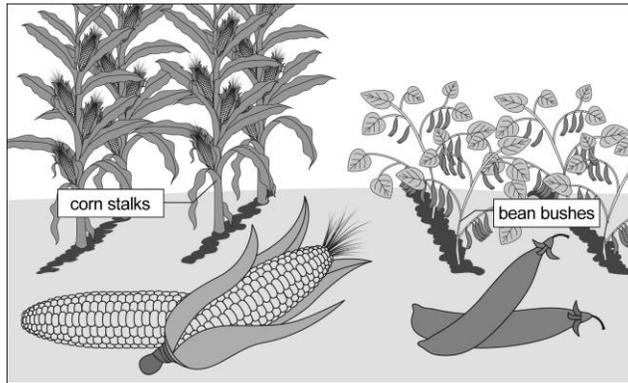*In the Directions for Administration, the examiner will read:*

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.

A Special Day in the Garden[3]

corn stalks

bean bushes

My grandmother grows corn and beans. Yesterday, she and I picked five ears of corn. Then, we picked some beans. Today, we will cook the corn and the beans because we want them for dinner.

My grandmother has a flower garden, too. She grows many kinds of flowers. We will cut some pretty flowers. Then, we will put them on the table to make it look nice.

Turn to Page 18. Look at Question 22 in your test booklet.

Now read the directions below to yourself as I read them out loud.

What kind of garden do you like? Write one paragraph to tell what you like in a garden. Use ideas from the passage and your own ideas to help you write.

Pause.

SAY **Look at Page 19 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 19.

SAY **The checklist says:**
- **Write about the topic.**
- **Plan your writing from beginning to end.**

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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.

- **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 what you like in a garden. Remember to use ideas from the passage and your own ideas to help you write.**

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?**

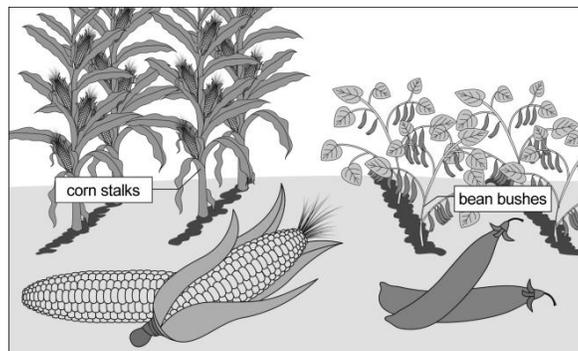Pause to answer any procedural questions the students may have.

(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.

A Special Day in the Garden

corn stalks   bean bushes

   My grandmother grows corn and beans. Yesterday, she and I picked five ears of corn. Then, we picked some beans. Today, we will cook the corn and the beans because we want them for dinner.

   My grandmother has a flower garden, too. She grows many kinds of flowers. We will cut some pretty flowers. Then we will put them on the table to make it look nice.

22   **Now read the directions below as I read them out loud.**

   What kind of garden do you like? Write one paragraph to tell what you like in a garden. Use ideas from the passage and your own ideas to help you write.

---

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

On the lines below, tell what you like in a garden. Remember to use ideas from the passage and your own ideas to help you write.

BASED ON THE GRADE 1–2 SCR RUBRIC, THIS SAMPLE RESPONSE WOULD SCORE AT THE COMMANDING LEVEL (SCORE POINT 4)

I like garden with flowers. It has yellow and red flowers to. I like to see them because they are very pretty to see. Flowers make meny peoples happy. That's why I want

Go On ➡

3

Writing, continued

a garden with flowers.

STOP

TARGET OF MEASUREMENT: TOM.W.1–2.1	HOW ITEM MEASURES TOM.W.1–2.1	THIS ITEM MEASURES ALL PERFORMANCE LEVELS
Students can use grade-appropriate language to *introduce and complete thoughts and ideas* in a written text.	This item requires students to *introduce and complete thoughts and ideas* about what they will plant in a garden.	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.1–2.2	**HOW ITEM MEASURES TOM.W.1–2.2**	
Students can use grade-appropriate words and phrases to *describe detailed thoughts, feelings, and ideas* in a written text.	This item requires students to use grade-level words to *provide detailed descriptions* when telling about what they will plant in a garden.	

2016 NYSESLAT SCR Writing Rubric—Grades 1–2

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 compound sentence	· Contains simple, expanded, and compound sentences	· Contains a variety of simple, expanded, and compound (or complex) sentences
Quality of Language	· Contains at most frequently used words	· Contains common words and short phrases	· Contains a few grade-level words and phrases	· Contains some grade-level words and phrases	· Contains many grade-level words and phrases
Coherence of Response	· Lacks a clear introduction or completion of a thought or an idea due to brevity	· Includes at least one sentence in an attempt to introduce or complete a thought or an idea	· Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both	· Includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both	· Includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both
Degree of Response	· Lacks descriptions of thoughts, feelings, or ideas	· Includes at least one description of a thought or an idea	· Includes some minimally detailed descriptions of thoughts, ideas, or both	· Includes many detailed descriptions of thoughts, ideas, or both	· Includes many sufficiently detailed descriptions of thoughts, ideas, 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.