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**

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](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.

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*In the Test Booklet, the students will see:*

**Directions:**

Read this passage again. Then you will be asked to write one paragraph 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.

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.

<table>
<thead>
<tr>
<th>TARGET OF MEASUREMENT: TOM.W.5–6.1</th>
<th>HOW ITEM MEASURES TOM.W.5–6.1</th>
<th>THIS ITEM MEASURES ALL PERFORMANCE LEVELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can use grade-appropriate language to orient the reader, logically develop ideas using transitions, and provide closure in a written text.</td>
<td>This item requires students to provide an orientation, develop ideas logically using transitions, and provide closure when writing about an invention that helps people.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TARGET OF MEASUREMENT: TOM.W.5–6.2</th>
<th>HOW ITEM MEASURES TOM.W.5–6.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>This item requires students to use grade-level words and phrases to precisely describe detailed ideas and facts about an invention that helps people.</td>
</tr>
<tr>
<td>Dimension</td>
<td>Score 0 – Entering</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Complexity of Language</strong></td>
<td>Contains zero or few 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</td>
</tr>
<tr>
<td><strong>Quality of Language</strong></td>
<td>Contains at most frequently used Tier 1 words or predictable phrases</td>
</tr>
<tr>
<td><strong>Coherence of Response</strong></td>
<td>Lacks a clear orientation, or development of an idea, or closure due to brevity</td>
</tr>
<tr>
<td><strong>Degree of Response</strong></td>
<td>Lacks descriptions of ideas or facts</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Contains numerous errors that totally obscure meaning • Contains words that are unclear</td>
</tr>
</tbody>
</table>

NOTE: RESPONSES THAT ARE **COMPLETELY IRRELEVANT** TO THE PROMPT CAN BE SCORED NO HIGHER THAN 1.