

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.

### Electricity Use Worldwide<sup>3</sup>



For many people around the world, electricity is available day and night. Today, people depend on electricity to light homes and recharge items like cell phones. When people lose power even for a short time, they are anxious for it to work again.

One way to gain an appreciation for the amount of electricity used worldwide is to think about lights at night. People who live in the city are surrounded by electric lights constantly. At night, streets are brighter with lights, signs shine with lights, and the windows of buildings twinkle with lights. As a result, it is often difficult to see many stars in the sky because the various lights block the view. On the other hand, in the countryside, fewer lights are on streets and in buildings, so the stars create a natural light show that brightens the night sky.

People often wonder how electric lights look from above Earth. From the sky, passengers flying in airplanes at night often notice differences in the number of lights visible over farmland, small towns, and large cities. From space, satellites can send us pictures like the one above. Also, astronauts who have traveled in space can tell us stories about the spectacular view that lights create at night around the globe. The view from high above Earth is quite different from what we observe on the ground.

A common description of the electric lights viewed from above Earth is of a web of light surrounding the globe. People who have had the chance to see the vast number of lights from airplanes or spacecraft share their stories of amazement. This huge interconnected network of lights reveals just how much electricity people on Earth use. Seeing the electricity used at night is a visual reminder of the amount of electricity used worldwide.

<sup>1</sup> Writing is a section within a Listening, Reading, Writing / Global Theme NYSESLAT Session.

<sup>2</sup> The directions for an SCR ask for one paragraph. However, it is acceptable for students to write more than one paragraph.

<sup>3</sup> 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 24 on Page 22 in your test booklet.

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

The passage "Electricity Use Worldwide" says, "For many people around the world, electricity is available day and night." How do people use electricity? Write one paragraph to tell how people use electricity. Use information from the passage and your own ideas to help you write.

Pause.

**(SAY)** Look at Page 23 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 23.

**(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 how people use electricity. 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 one paragraph<sup>4</sup> based on the passage.

### Electricity Use Worldwide



For many people around the world, electricity is available day and night. Today, people depend on electricity to light homes and recharge items like cell phones. When people lose power even for a short time, they are anxious for it to work again.

One way to gain an appreciation for the amount of electricity used worldwide is to think about lights at night. People who live in the city are surrounded by electric lights constantly. At night, streets are brighter with lights, signs shine with lights, and the windows of buildings twinkle with lights. As a result, it is often difficult to see many stars in the sky because the various lights block the view. On the other hand, in the countryside, fewer lights are on streets and in buildings, so the stars create a natural light show that brightens the night sky.

People often wonder how electric lights look from above Earth. From the sky, passengers flying in airplanes at night often notice differences in the number of lights visible over farmland, small towns, and large cities. From space, satellites can send us pictures like the one above. Also, astronauts who have traveled in space can tell us stories about the spectacular view that lights create at night around the globe. The view from high above Earth is quite different from what we observe on the ground.

A common description of the electric lights viewed from above Earth is of a web of light surrounding the globe. People who have had the chance to see the vast number of lights from airplanes or spacecraft share their stories of amazement. This huge interconnected network of lights reveals just how much electricity people on Earth use. Seeing the electricity used at night is a visual reminder of the amount of electricity used worldwide.

**24** Now read the directions below.

The passage "Electricity Use Worldwide" says, "For many people around the world, electricity is available day and night." How do people use electricity? Write one paragraph to tell how people use electricity. Use information from the passage and your own ideas to help you write.

<sup>4</sup> The directions for an SCR ask for one paragraph. However, it is acceptable for students to write more than one paragraph.

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 how people use electricity. Remember to use information from the passage and your own ideas to support your answer.

BASED ON THE GRADE 7–8 SCR RUBRIC, THIS SAMPLE RESPONSE WOULD SCORE AT THE EMERGING LEVEL (SCORE POINT 1)

use electrierty day and nite I have tv And in chiken food hot It is good.



<b><u>TARGET OF MEASUREMENT: TOM.W.7–8.1</u></b>	<b><u>HOW ITEM MEASURES TOM.W.7–8.1</u></b>	<b><u>THIS ITEM MEASURES ALL PERFORMANCE LEVELS</u></b>
<p>Students can use grade-appropriate language to <i>orient the reader, logically organize and connect ideas, and provide closure</i> in a written text.</p>	<p>This item requires students to <i>provide an orientation, logically organize and connect ideas, and provide closure</i> when writing about how people use electricity.</p>	<p>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.</p>
<p>Students can use grade-appropriate words and phrases, including grade-level Tier 2 and Tier 3 words, to <i>precisely describe detailed ideas and facts</i> in a written text.</p>	<p>This item requires students to use grade-level words and phrases to <i>precisely describe detailed ideas and facts</i> about how people use electricity.</p>	

## 2016 NYSESLAT SCR Writing Rubric—Grades 7–8

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:
<b>Complexity of Language</b>	<ul style="list-style-type: none"> <li>• Contains zero or few words or short phrases</li> <li>• Is blank</li> <li>• Is completely in a language other than English</li> <li>• Is illegible or unintelligible</li> <li>• Is completely copied text</li> <li>• Is isolated words or a list of words or short phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Contains some words, short phrases, and occasionally simple sentences</li> <li>• Includes at least one sentence</li> <li>• May include adapted text in a well-constructed sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Contains mostly simple sentences</li> <li>• Includes at least one expanded or complex sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Contains simple, expanded, and complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Contains a variety of simple, expanded, and complex sentences</li> </ul>
<b>Quality of Language</b>	<ul style="list-style-type: none"> <li>• Contains at most commonly used Tier 1 words or short phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Contains Tier 1 and common grade-level Tier 2 words and short phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Contains Tier 1 and a few grade-level Tier 2 and/or Tier 3 words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Contains Tier 1 and some grade-level Tier 2 and/or Tier 3 words and phrases used appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Contains Tier 1 and many grade-level Tier 2 and/or Tier 3 words and/or phrases used appropriately</li> </ul>
<b>Coherence of Response</b>	<ul style="list-style-type: none"> <li>• Lacks a clear orientation, or organized or connected ideas, or closure due to brevity</li> </ul>	<ul style="list-style-type: none"> <li>• Includes at least one sentence that provides an orientation, organized or connected ideas, transitions, or closure</li> </ul>	<ul style="list-style-type: none"> <li>• Includes words and sentences that provide limited orientation, organized or connected ideas, transitions, and/or closure</li> </ul>	<ul style="list-style-type: none"> <li>• Includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure</li> </ul>	<ul style="list-style-type: none"> <li>• Includes sufficient orientation, logically organized and connected ideas, and closure to provide clear organization</li> </ul>
<b>Degree of Response</b>	<ul style="list-style-type: none"> <li>• Lacks descriptions of ideas or facts</li> </ul>	<ul style="list-style-type: none"> <li>• Includes at least one description of an idea or a fact</li> </ul>	<ul style="list-style-type: none"> <li>• Includes some minimally detailed descriptions of ideas, facts, or both</li> </ul>	<ul style="list-style-type: none"> <li>• Includes many detailed descriptions of ideas, facts, or both</li> </ul>	<ul style="list-style-type: none"> <li>• Includes many sufficiently and precisely detailed descriptions of ideas, facts, or both</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>• Contains numerous errors that totally obscure meaning</li> <li>• Contains words that are unclear</li> </ul>	<ul style="list-style-type: none"> <li>• Contains many errors that often obscure meaning</li> <li>• Contains words that may be unclear, but meaning is evident</li> <li>• May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Contains some errors that occasionally obscure meaning</li> <li>• Is mostly clear</li> <li>• May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Contains few errors that rarely obscure meaning</li> <li>• Is clear</li> <li>• May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Contains minimal or no errors that obscure meaning</li> <li>• Is clear</li> <li>• May include inventive spelling</li> </ul>

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