



# New York State Testing Program

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## NYSESLAT SAMPLER



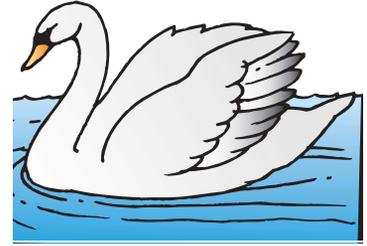
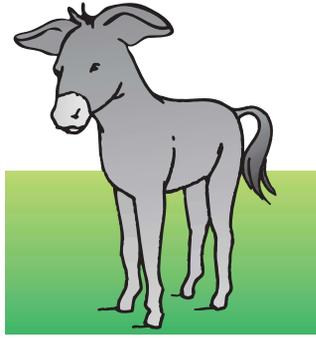
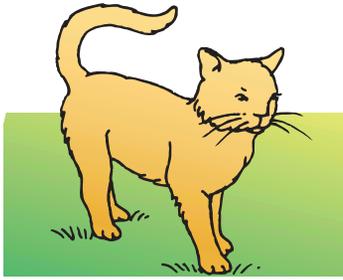
# Listening



## DIRECTIONS

Listen to the question. Look at the three pictures. Fill in the circle under the correct picture.

1



2



# Writing Conventions

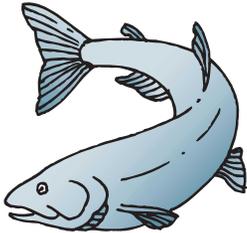


## DIRECTIONS

Look at the picture. Read the question and three answers. Fill in the circle under the correct answer.

1

Which word goes with the picture?



fist

fish

fifth



## Writing Conventions

### DIRECTIONS

Read the question and three answers. Fill in the circle next to the correct answer.

2

Which sentence is correct?

- He has came home.
- He did came home.
- He came home.



## DIRECTIONS

Read the question. Look at the picture and read the answers. Fill in the circle under the correct answer.

1

Which word tells what is in the picture?



box

book

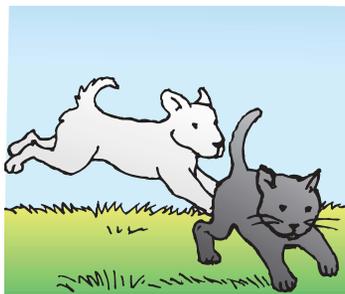
boat

## DIRECTIONS

Read the question. Look at the three pictures. Fill in the circle under the correct picture.

2

The black and white puppy is playing in the grass. Which picture shows the puppy?





**DIRECTIONS**

Read the story and each question. Fill in the circle next to the correct answer.

## Rainy Day Walk

by Carol Levin

My friend Mike and I think it's a good day for a walk in the woods. The sky is blue, and the cool air is fresh. Leaves and twigs crunch under our feet.

Then gray clouds begin to hide the sun. It's starting to rain and leaves on the trees are shining. We cover our heads with our coats and walk faster now. A light wind blows some rain into our faces, and we laugh. We are getting a little wet so we hurry home.

We'll walk in the woods another day.

3

What kind of day was it at the beginning of the story?

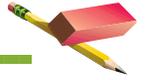
- Sunny and cool
- Cloudy and cool
- Windy and rainy



4

Why did the boys put their coats over their heads?

- They didn't want leaves to get in their hair.
- They were trying to keep themselves dry.
- They were tired of wearing their coats.



## DIRECTIONS

Look at the picture. Write about what you see in the picture. Tell a story about this picture.

1



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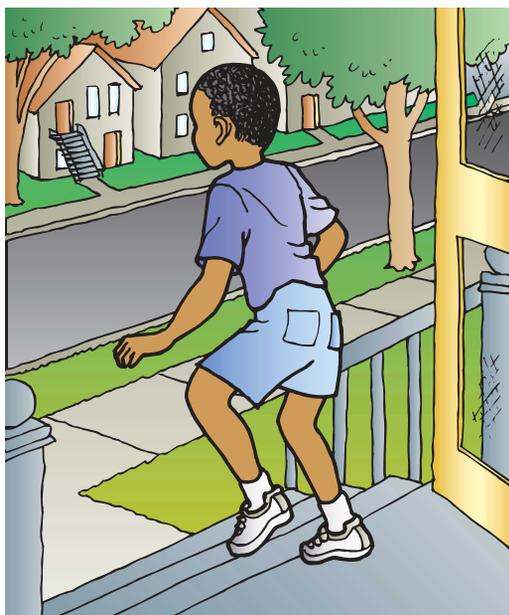


## DIRECTIONS

Listen to the words and read them. Then look at the picture and finish saying the sentence. Use the picture to choose your words.

1

The boy got dressed and then . . .



Score #1



**DIRECTIONS**

A person will say something to you. Listen and then answer. Say something back to the person.

**2**

What did you have for lunch?

**3**

Hi, how are you?

Score #2

Score #3

Student Name: \_\_\_\_\_

**FOR TEACHER USE ONLY**

**SAMPLER WRITING SCORING FORM**

**Directions:** After the student has completed the writing task, use the rubric below to holistically score the student's writing. Use the key words above each score point to guide your decision. If you need further help in making a decision, look at the descriptions for the score points below. Fill in the circle for each student's score. Then enter the student's score in the score box provided on page 9.

Question Number	Near Mastery Score Point 4	General Control Score Point 3	Some Control Score Point 2	Little Control Score Point 1	No Control Score Point 0
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1.                                                                                                             

**Score Point 4**

**Near Mastery** of writing conventions

- Occasional errors in spelling or structure do not cause confusion about meaning
- Writing is of sufficient length and complexity
- Vocabulary is appropriate

**Score Point 3**

**General Control** of writing conventions

- May still have a number of structure and spelling errors that do not cause confusion about meaning
- Writing is generally of sufficient length and shows some evidence of complex ideas
- Vocabulary is generally appropriate

**Score Point 2**

**Some Control** of writing conventions

- Errors in structure, mechanics, and spelling may be numerous and may cause confusion about meaning
- Writing may not be sufficient in length and consists of simple sentence structures
- Vocabulary is basic

**Score Point 1**

**Little Control** of writing conventions

- Serious errors in structure, mechanics, and spelling cause confusion about meaning
- Writing may be insufficient or minimal (one or two words) and incoherent
- Writing might contain some correct words

**Score Point 0**

**No Control** of writing conventions in structure, mechanics, and spelling

- Incoherent and confusing
- No writing, or very minimal

Student Name: \_\_\_\_\_

**FOR TEACHER USE ONLY**

**SAMPLER SPEAKING SCORING FORM**

**Directions for Scoring:** Cut out this Speaking Scoring Form and use it to individually administer and score the Speaking questions. After the student responds to each Speaking question, fill in the appropriate circle for the score. Fill in only one circle per question. Use a soft-lead (No. 2) pencil. A description of each score point is listed below.

**Sentence Completion**

Question Number	Good Structure Precise Vocabulary Score Point 2	Some Structure Some Vocabulary Score Point 1	No Structure Unintelligible Score Point 0
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1.                                                                 

**Score Point 2**

- **Good structure**
- **Precise vocabulary**
- Information appropriate
- Error free or a few minor errors

**Score Point 1**

- **Some structure**
- **Some vocabulary**
- Information somewhat appropriate
- A few serious errors, but intelligible

**Score Point 0**

- **No structure**
- **Unintelligible**
- Insufficient information
- No response
- Response in a language other than English
- Repeating prompt only



**SAMPLER SPEAKING SCORING FORM**

**Social Interaction**

<b>Question Number</b>	<b>Response Appropriate Score Point 2</b>	<b>Response Somewhat Appropriate Score Point 1</b>	<b>Response Unintelligible Score Point 0</b>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Score Point 2**

- **Response appropriate\***
- Vocabulary precise
- Error free or a few minor errors

**Score Point 1**

- **Response somewhat appropriate**
- Vocabulary somewhat precise
- A few serious errors, but intelligible

**Score Point 0**

- **Response unintelligible**
- No response
- Response in language other than English
- Repeating prompt only

\* A one-word response can receive a score of 2 if all criteria are met.



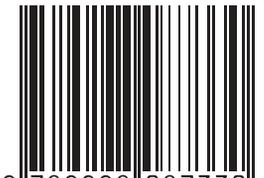


# Name Grid

LAST NAME										FIRST NAME										MI
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
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X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

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