



New York State Testing Program

NYSESLAT SAMPLER



DIRECTIONS FOR ADMINISTERING



Copyright © 2005 by Harcourt Assessment, Inc. All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher. *HARCOURT* and the Harcourt Logo are trademarks of Harcourt, Inc., registered in the United States of America and/or other jurisdictions. Portions of this work were previously published. Printed in the United States of America.

999-8087-44-9

Directions for Administering the Sampler

The purpose of this Sampler is to prepare students for taking the New York State English as a Second Language Achievement Test, so that they will be familiar with the types of questions that appear on the test. They will learn to follow a row across the page from left to right, to mark their answers properly, and to change their answers when necessary. The test administrator (e.g., teacher) will become familiar with the rubrics used to score the Writing and Speaking performance tasks. These Writing and Speaking Scoring Forms are located in the Sampler booklet.

The Sampler is not scored. Therefore, students should be given as much help as they need to complete the questions successfully. For most effective use, the Sampler should be administered approximately one week before the regular NYSESLAT administration. You should become thoroughly familiar with these Directions before administering the Sampler. For your convenience, correct responses to the questions are printed in the back of these Directions.

Write each student's name on the Sampler booklet, if desired, before the Sampler administration begins.

Specific Directions for Administering

To administer the Sampler, read aloud the boldfaced text next to the word “SAY.” Instructions for the test administrator (e.g., the teacher) are printed in plain text and should not be read aloud to the students. The number of the test question being discussed is shown next to the directions.

SAY Today we are going to do some interesting activities. I am going to give each of you a booklet. Leave your booklet closed until I tell you what to do.

Distribute the Sampler booklets, with the front covers facing up. Be sure each student gets a booklet, a pencil, and an eraser.

Listening

SAY Open your booklet to page 2, where you see a picture of some headphones at the top of the page. This is the Listening section.

Demonstrate. Then walk around the room to make sure that all students have page 2 showing. Proceed with the Listening section directions.

SAY Look at the top of page 2. There are some directions at the top of the page. Listen as I tell you what to do next. Directions: Listen to the question. Look at the three pictures. Fill in the circle under the correct picture.

1 Look at number 1. When pictures go across the page like this, we say they are in a row.

Demonstrate by moving your finger from left to right across the pictures in question 1.

SAY In this first row, you see pictures of three animals. Which animal has long ears?

Call on a student and encourage a reply.

SAY That’s right. The correct answer is the donkey. We will fill in the circle under the picture of the donkey to show that it is the right answer. This is how you mark your answer with your pencil.

Show students how to mark the answer space by drawing an answer circle on the chalkboard and filling it in. Students need not keep their marks completely within the answer circles, and all the space within the circles does not have to be filled in. Show students how to erase an answer they might want to change. After you begin to administer the test, move quietly around the room to make sure that the directions are being followed correctly.

SAY Now put your finger under the next row. Listen to the question and look at the three pictures.

2 Look at number 2. Which picture shows where Jerry is? Now listen. Jerry, please come in and take a seat. Your mother is going to pick you up early from school to go to the dentist. You can wait for her in the office.

Which picture shows where Jerry is?

Pause for about 8 seconds.

SAY Which picture did you mark?

Pause for responses.

SAY Yes, that's right. You should have marked under the first picture, which shows the boy in the school office. This is where Jerry is right now. In the second picture, the boy is in the car, and in the third picture the boy is at the dentist. These two pictures show where Jerry will be later, which does not answer the question correctly.

Writing Conventions

SAY Now look at the next page. At the top of the page you should see a picture of an open notebook and a pencil. This is the Writing Conventions section.

Make sure everyone has page 3, the Writing Conventions section, showing.

SAY There are some directions at the top of the page. Listen as I tell you what to do next. Directions: Look at the picture. Read the question and three answers. Fill in the circle under the correct answer.

1 Now look at number 1. Which word goes with the picture?

Pause.

SAY Which word did you mark?

Pause for responses.

SAY Yes, you should have marked the second word, *fish*. It is spelled *f-i-s-h*. The other words in this row, *fist* and *fifth*, do not tell about this picture.

Now turn the page. Listen as I tell you what to do next. Directions: Read the question and three answers. Fill in the circle next to the correct answer.

Pause.

SAY

2 Now put your finger under number 2. Which sentence is correct?

Pause. Give students time to mark their answer.

SAY Which sentence did you choose?

Pause for responses.

SAY You should have chosen the third sentence, "He came home." The other two sentences are not correct because the word "came" should be "come." If you did not mark the correct answer, erase your mark completely and mark next to that sentence to show that it is the right answer. Does everyone understand how to mark the answers?

Give help as needed so that students understand how to answer the questions.

Reading

SAY Look at the top of the next page, where you see a closed book. This is the Reading section. There are some directions at the top of the page. Listen as I tell you what to do next. Directions: Read the question. Look at the picture and read the answers. Fill in the circle under the correct answer.

1 Move your finger under number 1. You will do this row on your own. Mark under the word that tells what is in the picture.

Pause. Give enough time for students to mark their answer.

SAY Which word did you mark?

Pause for replies. Make sure students understand how to answer the questions. Give further explanation if needed.

SAY Yes, that's right. You should have marked under the third word, *boat*. The other words in this row, *box* and *book*, do not tell about this picture. If you marked the first or second word, erase your mark and mark the correct word. Does anyone have a question?

Answer all questions. Then go on to number 2.

SAY Move your finger under number 2. There are more directions here. Listen as I tell you what to do next. Directions: Read the question. Look at the three pictures. Fill in the circle under the correct picture.

2 Now do number 2 on your own. Read the sentences silently and mark the picture that the sentences tell about.

Pause. Give students enough time to mark their answer.

SAY Which answer did you choose?

Pause for responses.

SAY Yes, the first picture is the correct answer. It shows a black and white puppy playing in the grass, doesn't it?

Now turn to the next page where you see a story called "Rainy Day Walk." There are some directions at the top of the page. Listen as I tell you what to do next. Directions: Read the story and each question. Fill in the circle next to the correct answer.

You will read this story and answer the questions on your own. Does everyone see the story and the questions?

Pause and point out the story and the questions on pages 6 and 7.

SAY

3-4 Read the story silently to yourself. When you are done, read the questions and mark the best answer. We will talk about each question when you are done. You may begin.

Pause for a few minutes so that students have time to read the story and answer the two questions.

SAY The story is about two boys who thought it was a good day to go for a walk in the woods. Then something happened. Number 3 says, "What kind of day was it at the beginning of the story?"

What answer did you mark?

Pause for replies.

SAY That's right, the first answer, "sunny and cool," is the correct choice.

On the next page, number 4 says, "Why did the boys put their coats over their heads?"

Pause for replies.

SAY That's right, the second sentence, "They were trying to keep themselves dry," is the correct answer. What happened in the story that the boys had to put their coats over their heads?

Pause for replies.

SAY That's right. It started to rain. What happens when you are outside and it begins to rain?

Pause for replies

SAY That's right, you get wet. So they covered their heads so they wouldn't get wet. Another way to say that is "they covered their heads to keep themselves dry."

Does anyone have a question?

Make sure students understand the story and how to answer the questions.

Writing

SAY Turn to page 8, where you see a picture of a pencil and eraser at the top of the page. This is the Writing section.

Make sure everyone has page 8 of the Writing section showing.

SAY

1 Now look at number 1. Listen as I tell you what to do next. Directions: Look at the picture. Write about what you see in the picture. Tell a story about this picture.

You will write on the lines below the picture and on page 9. Do you understand what you need to do? You will have five minutes to write a story. You may begin now.

Make sure students understand what they are to do. Students can be encouraged to write about what they see in the pictures and to use different words to describe what they see. Students should also try to write in complete sentences. The main thing is for students to write the best they can.

Pause for five minutes so that students have time to write the words and/or story.

When students are finished writing, collect the Sampler booklets. For the Sampler only, teachers will use the Sampler Writing Scoring Form in the back of each student's Sampler booklet to score each student's writing sample.

Speaking

IMPORTANT NOTE

The Speaking Sampler is individually administered. Each student will need their Sampler booklet to look at the Speaking questions when taking the test. The test administrator or teacher should cut out the Sampler Speaking Scoring Form, located in the back of each Sampler booklet, to score the student's responses. Review the directions for scoring prior to test administration. Following procedures for scoring the Speaking test is important because it mimics the way teachers will score the actual test.

SAY Turn to page 10. This is the Speaking section. You will have three questions to answer. You will not have to mark or write anything in your booklet. You will only have to speak.

Pause. The test administrator or teacher should have cut out the Sampler Speaking Scoring Form and be prepared to fill in the appropriate circle to score each student's responses.

SAY There are some directions at the top of the page. Listen as I tell you what to do next. 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 Look at number 1. The boy got dressed and then . . .

Encourage the student to complete the sentence by looking at the picture and saying in their best English the words that would be appropriate to complete the sentence.

Pause about 15 seconds.

Score student's response.

SAY Look at the next page. There are some directions at the top of the page. Listen as I tell you what to do next. Directions: A person will say something to you. Listen and then answer. Say something back to the person.

2 Look at number 2. What did you have for lunch?

Pause about 15 seconds. Give the student time to think of an appropriate response.

If a student is having trouble responding, encourage the student to pretend that their mother asked them what they had for lunch. What would they say back?

Score student's response.

SAY

3 Look at number 3. Hi, how are you?

Pause for about 15 seconds. Give the student time to think of an appropriate response. If needed, give the student help by giving an example of when someone might ask this question.

Score student's response.

SAY Do you have any questions about what we have just done?

That is the end of this activity. In a few days, we will do some more activities like this. Put your pencil down and close your booklet so that the front cover is facing up.

Collect the booklet. This concludes the Sampler.

GRADES 2–4

SAMPLER CORRECT RESPONSES

■ Listening

1. 2
2. 1

■ Writing Conventions

1. 2
2. 3

■ Reading

1. 3
2. 1
3. 1
4. 2

■ Writing

1. Teachers: Use the Sampler Writing Scoring Form in the test booklet to score each student's writing.

Enter each student's score in the score box on page 9 of the Sampler booklet.

■ Speaking

- 1–3. Use the Sampler Speaking Scoring Form in the test booklet to score student's responses.

Enter student's scores on the score boxes on pages 10 and 11 in the test booklet.

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

ISBN 999-8087-44-9



9 789998 087446