



# New York State Testing Program

2006

## NYSESLAT SAMPLER

GRADES

2-4



**DIRECTIONS FOR ADMINISTERING**



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## **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 (NYSESLAT) so that students will be familiar with the types of questions that appear on the test. It offers the teacher an opportunity to review the questions and directions with the students and to help them become familiar with the mechanics of using a separate response page. The test administrator (e.g., teacher) will become familiar with the rubrics used to score the Pre-Writing, Writing, and Speaking performance tasks. These scoring forms are located in the Sampler booklet.

The Sampler is for practice purposes only. 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.

## 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.

**SAY** Today we are going to do some interesting activities. I am going to give each of you a booklet. Write your name on the front of the booklet, but do not open your booklet 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.

**SAY** Carefully detach page 17 from your booklet. (Demonstrate.) Write your name at the top of the page. Make sure the response page is facing up. (Point.) You will mark the answers to the questions on this response page. There are numbered answer spaces for each question.

Demonstrate. Then walk around the room to make sure that all students have properly detached the response page.

Begin the Sampler.

### 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 correct circle on your response page.

**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.

## Listening (continued)

**SAY** That's right. The correct answer is "B," the donkey. Fill in circle "B" for number 1 on your response page 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 answer did you choose?

Pause for responses.

**SAY** Yes, that's right. You should have marked "A," because the picture above the letter "A" 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.

Give students as much explanation as necessary. Then go on to the Reading section.

## Reading

**SAY** Look at page 3, where you see a closed book at the top of the page. 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 correct circle on your response page.**

**1** Move your finger under number 1. You will do this row on your own. Mark the correct answer on your response page.

## Reading (continued)

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 "C," because the correct answer is *boat*. The other words in this row, *box* and *book*, do not tell about this picture. If you marked "A" or "B," erase your mark and mark the correct answer. 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 correct circle on your response page.

**2** Now do number 2 on your own. Read the sentences silently and mark the correct answer on your response page.

Pause. Give students enough time to mark their answer.

**SAY** Which answer did you choose?

Pause for responses.

**SAY** Yes, "A" is the correct answer. It shows a black-and-white puppy playing in the grass, doesn't it?

Now look at 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 correct circle on your response page.

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 page 4.

**SAY**

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

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

## Reading (continued)

**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?”

**Which answer did you mark?**

Pause for replies.

**SAY** That’s right, the first answer, “Sunny and cool,” is the correct choice. You should have marked “A” on your response 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, so you should have marked “B” on your response page. 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 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.

**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 correct circle on your response page.**

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

Pause.

## Writing Conventions *(continued)*

**SAY** Which answer did you choose?

Pause for responses.

**SAY** Yes, you should have chosen “B,” because the answer is *fish*. It is spelled *f-i-s-h*. The other words in this row, *fist* and *fifth*, do not tell about this picture.

Now look at the directions in the middle of the page. Listen as I tell you what to do next.

**Directions:** Read the question and four answers. Fill in the correct circle on your response page.

Pause.

**SAY**

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

Pause. Give students time to mark their answer.

**SAY** Which answer did you choose?

Pause for responses.

**SAY** You should have chosen “C,” because “He came home” is the correct answer. It is the only sentence that is written correctly. If you did not mark the correct answer, erase your mark completely and mark letter “C.” Does everyone understand how to mark the answers?

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

### Pre-Writing

**SAY** Look at the top of page 6. This is the Pre-Writing section.

Make sure all students have the Pre-Writing section showing.

**SAY** You will answer some questions about the picture. You will use your ideas from these questions to write about the picture later.

Point out the picture on page 6 to the students. Pause a few seconds while the students look at the picture.

**SAY** Now look at the top of the page. Read the directions to yourself as I read them aloud.

**Directions:** Look carefully at the picture. Answer the questions about the picture, and be sure to think about who, what, when, where, and why. This will help you write a story about the picture later.

## Pre-Writing *(continued)*

### **1 Look at the top of the next page. Look at number 1. What happened first?**

Pause long enough for everyone to finish writing.

**SAY**

### **2 Look at number 2. What happens next?**

Pause long enough for everyone to finish writing.

**SAY**

### **3 Look at number 3. What will happen last?**

Pause long enough for everyone to finish writing. When all students have finished,

**SAY Stop.**

## Writing

**SAY Turn to page 8, where you see a picture of a pencil and open notebook at the top of the page. This is the Writing section. You will write your response to the Writing question on the lines after the picture.**

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 a story about what you see in the picture. Use your ideas from the Pre-Writing questions to add details to your story.**

**You will write on the lines below the picture and on page 9. Do you understand what you need to do? 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 picture 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.

Give the students as much time as they need to finish writing.

When students are finished writing, collect the Sampler booklets. Use the Sampler Pre-Writing and Writing Scoring Forms in the back of each student's Sampler booklet to score each student's writing.

# Speaking

## Speaking

### IMPORTANT NOTE

The Speaking Sampler is individually administered. Each student will need his or her Sampler booklet to look at the Speaking questions when taking the test. The test administrator or teacher should use the Sampler Speaking Scoring Forms, 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 Sampler 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 the Sampler Speaking Scoring Forms 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:** Look at the words above the picture and read them silently as I read them aloud. 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 his or her best English the words that would be appropriate to complete the sentence.

Pause for about 15 seconds.

Score the 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 do you like to have for lunch?

## Speaking *(continued)*

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

Score the 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 an example of when someone might ask this question.

Score the student's response.

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

**This is the end of this activity. Close your booklet so that the front cover is facing up.  
In a few days, we will do some more activities like this.**

Collect the booklet. This concludes the Sampler.

# GRADES 2–4

## SAMPLER CORRECT RESPONSES

### ■ Listening

1. B
2. A

### ■ Reading

1. C
2. A
3. A
4. B

### ■ Writing Conventions

1. B
2. C

### ■ Pre-Writing

- 1–3. Use the Sampler Pre-Writing Scoring Form in the test booklet to score each student's responses. Enter scores in the score boxes on the student's response page.

### ■ Writing

1. Use the Sampler Writing Scoring Form in the test booklet to score each student's response. Enter score in the score box on the student's response page.

### ■ Speaking

1. Use the Sentence Completion Scoring Form in the test booklet to score each student's response. Enter score in the score box on the student's response page.
- 2–3. Use the Social Interaction Scoring Form in the test booklet to score each student's responses. Enter scores in the score boxes on the student's response page.