



New York State Testing Program

NYSESLAT SAMPLER

GRADES

7-8



NAME _____



Listening



DIRECTIONS

Listen to the question. Look at the three pictures. Fill in the correct circle on your answer sheet.

1



A



B



C

**DIRECTIONS**

Read the questions and answers silently as I read them out loud. Listen carefully. Fill in the correct circle for each of the questions on your answer sheet.

2

Where will you get a map?

- A** From the librarian
- B** From the Internet
- C** From a teacher
- D** From a book

3

What will you do after you draw the explorer's route on the map?

- A** Find a map
- B** Write a paragraph
- C** Choose an explorer
- D** Look for information

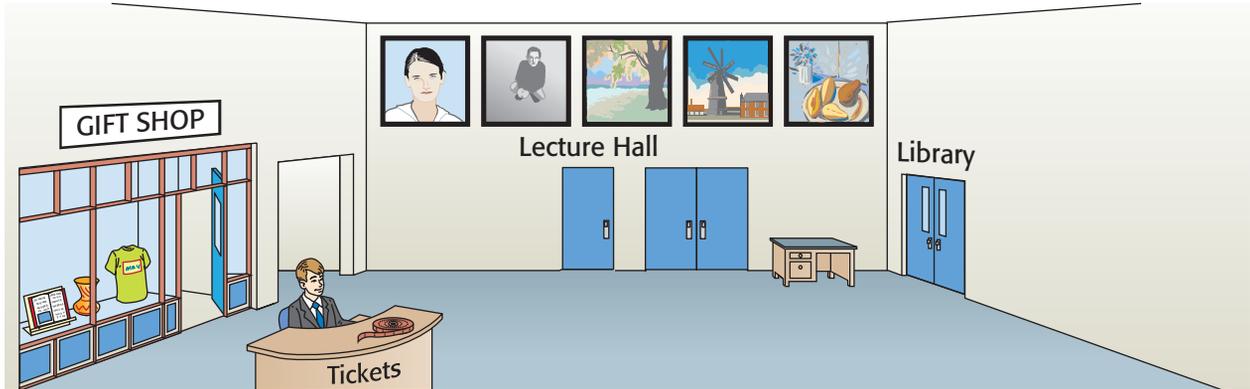


Listening

DIRECTIONS

Listen to the person talking. Read the question and look at the pictures. Fill in the correct circle on your answer sheet.

Your class is going on a field trip to a photography museum. Listen to your teacher as he tells you what to do.



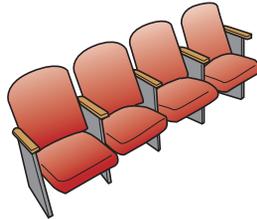


4

What should you do first if you want to attend the lecture?



A



B



C



D

5

What should you put in a locker?



A



B



C



D



DIRECTIONS

Read the question. Look at the three pictures. Fill in the correct circle on your answer sheet.

1

Which picture shows the most pumpkins?



A



B



C

**CONTINUE
ON TO THE
NEXT PAGE**



DIRECTIONS

Read the poem and each question. Fill in the correct circle on your answer sheet.

Rainy Day in the City

by Angie Mullenmeister

Wet and cold the rain falls
In the city where it's busy
People coming, people going

Cars splashing
Horns honking
Buses running

Rivers gushing in the gutter
Rain splish splashing
Drops dropping down

Sidewalks filling
People rushing
Don't be late, hurrying

Drinking hot drinks
Shivering with cold
Dripping wet drops

Umbrellas up, it's raining down
Pittering pattering into puddles
Jumping puddles, dodging people

Rain, rain, icy cold
Don't walk, red light
Hurry on, green light

Taxi, taxi, people yelling
Lots of people going
Lots of rain, cold rain falling



2

What do people yell in this poem?

- A** "Taxi, taxi!"
- B** "Don't be late!"
- C** "Umbrellas up!"
- D** "Rain, rain, icy cold!"

3

Which literary device is used in the line, "Pittering pattering into puddles"?

- A** Irony
- B** Simile
- C** Metaphor
- D** Alliteration

4

What is the main purpose of this poem?

- A** To describe a scene
- B** To persuade the reader
- C** To make the reader laugh
- D** To imitate a journal entry

5

With which statement would the author most likely agree?

- A** When it rains in the city, there is a lot to see.
- B** Rainy days in the city are quieter than sunny days.
- C** When it rains in the city, most people stay indoors.
- D** It is easier to go places in the city when it is raining.

6

Based on the poem, which of the following statements is a fact?

- A** People slow down when it starts to rain.
- B** Buses keep running when it rains.
- C** Hot drinks taste better when it is raining.
- D** Rain that falls over a city is usually warm.

Writing Conventions



DIRECTIONS

Look at the picture. Read the question and three answers. Fill in the correct circle on your answer sheet.

1

Which word goes with the picture?



glow

A

glove

B

globe

C

DIRECTIONS

Read the question and four answers. Fill in the correct circle on your answer sheet.

2

Which sentence is correct?

- A** A car is fast than a bicycle.
- B** A car is faster than a bicycle.
- C** A car is more faster than a bicycle.
- D** A car is the most fast than a bicycle.

**DIRECTIONS**

Read the sentence and look at the underlined part. There may be a mistake. If you find a mistake, choose the correct answer. If there is no mistake, choose *Correct as is*. Fill in the correct circle on your answer sheet.

3

I definitely do no want pizza for lunch again.

Which answer is correct?

- A** does not want
- B** did no want
- C** do not want
- D** Correct as is

Pre-Writing



DIRECTIONS

Peers are people of the same age group. Young people can learn many important things from their peers that will help them when they grow up. Look carefully at the pictures. Answer the questions. This will help you write an essay later.





1

What are some important things that students can learn from their peers in school?

2

What are some important things that young people can learn from their peers by playing a sport together?

3

How can the lessons that young people learn from their peers help them when they grow up?



DIRECTIONS

Write an essay about how the lessons that young people learn from their peers in school and in sports can help them when they grow up. Make sure your essay is well organized and of sufficient length. You may use your ideas from the Pre-Writing questions to help you write.

1





A large rectangular area with a blue border, containing 20 horizontal black lines for writing.

Speaking



DIRECTIONS

Look at the words above the picture, and read them silently as I read them out loud. Then look at the picture and finish the sentence. Use the picture to choose your words.

1

Mary's grandmother came for a visit and . . .



**DIRECTIONS**

Look at the three pictures. Tell a story about what you see in the pictures. Tell what happened first, what happened next, and what happened last.

2**First
1****Next
2****Last
3**



Speaking

DIRECTIONS

Look at the picture. Listen to the question about the picture. Then answer the question. Be sure to answer both parts of the question.

3

What is the woman doing, and what might she be thinking?





DIRECTIONS

Imagine that we are having a conversation. I will say something to you. Listen and then answer.

4

Tell me about your favorite food.

5

How has your day been?

Student Name: _____

Sampler Pre-Writing Scoring Form

Directions: After the student has completed the Pre-Writing questions, use the rubric below to score the student's writing. Enter the scores in the score boxes provided on the student's answer sheet.

Question Number	Score
1	
2	
3	

Score Point	Pre-Writing
Score 2	Full and clear response to the question <ul style="list-style-type: none">• Contains two or more relevant ideas that may be displayed in phrases or a list• Shows thinking about the topic
Score 1	Limited response to the question <ul style="list-style-type: none">• Contains at least one relevant idea that may be displayed in phrases, a list or as a word• Shows minimal thinking about the topic
Score 0	Irrelevant or no response to the question <ul style="list-style-type: none">• Insufficient to score• Incoherent• Illegible• Irrelevant• Copy of the question• Solely in a language other than English• No response

* Accuracy of spelling does not affect score in this section.



Student Name: _____

Sampler Writing Scoring Form

Directions: After the student has completed the Writing question, use the rubric below to score the student's writing. Enter the score in the score box provided on the student's answer sheet.

Question Number	Score
1	

Score Point	Writing
Score 4	<p>Near mastery</p> <ul style="list-style-type: none"> • Demonstrates complex thinking about the topic • Includes many relevant and meaningful details • Few errors in spelling and/or grammar that do not cause confusion about meaning • Is well organized and well developed • Vocabulary and sentence structure are varied and appropriate for students within the grade span
Score 3	<p>General control</p> <ul style="list-style-type: none"> • Demonstrates some complex thinking about the topic • Includes some relevant and meaningful details • Some errors in spelling and/or grammar that do not cause confusion about meaning • Is organized and developed • Vocabulary and sentence structure are appropriate for students within the grade span
Score 2	<p>Some control</p> <ul style="list-style-type: none"> • Demonstrates basic understanding of the topic • Includes a few relevant details that may be redundant • Numerous errors in spelling and/or grammar that may cause confusion about meaning • May be somewhat disorganized and minimally developed • Vocabulary and sentence structure are basic for students within the grade span
Score 1	<p>Little control</p> <ul style="list-style-type: none"> • Demonstrates limited understanding of the topic • Includes very few relevant details, or a few details that are redundant • Serious errors in spelling and/or grammar that cause confusion about meaning • Is disorganized and undeveloped • Vocabulary and sentence structure are not appropriate for students within the grade span
Score 0	<p>No control</p> <ul style="list-style-type: none"> • Demonstrates no understanding of the topic • Includes no relevant details • Is incomprehensible or illegible • May be copy of the prompt • Solely in a language other than English • No response

* If a response is completely off-topic and has no contextual relevancy to the Writing prompt, it should be given the score point zero, regardless of how well written it is. However, since the Writing prompts are graphic-based with very little text, if a student chooses to write about a recognizable part of the graphic or only addresses the writing prompt, the response should be considered relevant and should be scored according to the rubric.

Student Name: _____

Sampler Speaking Scoring Form

Directions: Use this Speaking Scoring Form to score the Speaking questions. After the student responds to each Speaking question, mark the appropriate score. Enter the scores in the score boxes provided on the student's answer sheet.

Question Number	Score
1	

Score Point	Sentence Completion
Score 2	<p>Relevant response free of linguistic errors*</p> <ul style="list-style-type: none"> • Approximates native-like fluency • Precise vocabulary • Grammatically correct (e.g., in subject-verb agreement, correct verb tense, etc.)
Score 1	<p>Relevant response with some linguistic errors</p> <ul style="list-style-type: none"> • Intelligible • Appropriate vocabulary • Some grammatical errors (e.g., in subject-verb agreement, verb tense, etc.)
Score 0	<p>Irrelevant or invalid response</p> <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Only repeating the prompt** • No response

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

** Student may repeat the prompt as part of his or her response.

Question Number	Score
2	

Score Point	Storytelling (Abbreviated Rubric)
Score 4	<p>Shows native-like fluency</p> <ul style="list-style-type: none"> • Complex and organized structures and precise vocabulary • Very few errors
Score 3	<p>Shows strong ability approaching native-like fluency</p> <ul style="list-style-type: none"> • Varied structure and vocabulary • Some errors that do not impede communication
Score 2	<p>Shows some ability</p> <ul style="list-style-type: none"> • Basic structures and simple vocabulary • Numerous errors impede communication or cause confusion
Score 1	<p>Shows very limited ability</p> <ul style="list-style-type: none"> • Limited structures and vocabulary • Numerous and/or serious errors impede communication
Score 0	<p>Shows no ability</p> <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Irrelevant • No response



Student Name: _____

Sampler Speaking Scoring Form

Directions: Use this Speaking Scoring Form to score the Speaking questions. After the student responds to each Speaking question, mark the appropriate score. Enter the scores in the score boxes provided on the student's answer sheet.

Question Number	Score
3	

Score Point	Picture Description
Score 2	<p>Relevant response that approximates native-like fluency</p> <ul style="list-style-type: none"> • Addresses both parts of the prompt • Complex and varied structure and vocabulary • No or very few minor errors that do not impede communication • Demonstrates strong inference skills • Well organized, coherent, and cohesive
Score 1	<p>Somewhat relevant response</p> <ul style="list-style-type: none"> • May address only one part of the prompt • Somewhat varied structure and vocabulary • Serious errors, but intelligible • May demonstrate basic inference skills • Somewhat organized and plausible
Score 0	<p>Irrelevant or invalid response</p> <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Only repeating the prompt • No response

Question Number	Score
4	
5	

Score Point	Social Interaction
Score 2	<p>Response addresses the prompt*</p> <ul style="list-style-type: none"> • Vocabulary is context-related and precise • Free of grammatical errors
Score 1	<p>Response somewhat addresses the prompt</p> <ul style="list-style-type: none"> • Some appropriate vocabulary that is somewhat context-related • Some grammatical errors, but intelligible
Score 0	<p>Response does not address the prompt</p> <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Only repeating the prompt • No response

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

ANSWER SHEET Grades 7–8

Listening



1. (A) (B) (C)
2. (A) (B) (C) (D)
3. (A) (B) (C) (D)
4. (A) (B) (C) (D)
5. (A) (B) (C) (D)

Reading



1. (A) (B) (C)
2. (A) (B) (C) (D)
3. (A) (B) (C) (D)
4. (A) (B) (C) (D)
5. (A) (B) (C) (D)
6. (A) (B) (C) (D)

Writing Conventions



1. (A) (B) (C)
2. (A) (B) (C) (D)
3. (A) (B) (C) (D)

FOR TEACHER USE ONLY

Pre-Writing



Enter student's scores in the boxes below.

1. Score
2. Score
3. Score

Writing



Enter student's score in the box below.

1. Score

Speaking



Enter student's scores in the boxes below.

1. Score
2. Score
3. Score
4. Score
5. Score

