



# New York State Testing Program

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## NYSESLAT SAMPLER

**GRADES**

**K-1**



**DIRECTIONS FOR ADMINISTERING**



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## **General 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 become 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. The test administrator (e.g., the teacher) will also 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.

Please make sure to visit the NYSESLAT web page for all updates regarding the NYSESLAT exam. <http://www.emsc.nysed.gov/osa/nyseslat/home.shtml>

## 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 practice questions. 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 has a booklet and a pencil with an eraser.

### Listening

**SAY** Open your booklet to page 2. We will start with the Listening section.

Make sure all students have found the Listening section.

**SAY** 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.

**If you decide to change your answer, remember to erase your first mark completely. Then mark the correct answer.**

**1** Look at number 1. In this row, you see three pictures. Listen for the first sound in the word *like*. . . . What is the first sound in the word *like*?

Call on a student and encourage a reply.

**SAY** The correct answer is the second picture, because it shows the letter “L.” “L” is the first sound in the word *like*. You should have filled in the circle under the letter “L” for number 1. Does anyone have a question?

Answer any questions the students may have.

**SAY**

**2** Look at number 2. Which picture shows a duck in the water? . . . Which picture shows a duck in the water?

## Listening (continued)

Pause while students mark their answers.

**SAY** Look at the top of the next page. You will hear a question and a short story. Then you will hear the question again. Choose the picture that answers the question.

**3** Look at number 3. Which picture shows what the dog did first?

Now listen.

The dog ran out the door, ran by a man, and then sat under a tree.

Which picture shows what the dog did first?

Pause while students mark their answers.

**SAY** Does anyone have a question about the Listening section?

Answer any questions the students may have.

## Reading

**SAY** Turn to page 4. This is the Reading section. Look at the directions at the top of the page. Read them to yourself as I read them out loud.

**Directions:** Read the question. Look at the picture and read the answers. Fill in the circle under the word that answers the question.

**1** Look at number 1. Read the question and mark your answer.

Pause for about 10 seconds.

**SAY** Which answer did you choose?

Call on a student and encourage a reply.

**SAY** The correct answer is "boat," so you should have filled in the circle under the word "boat" for number 1. The picture shows a boat. Does anyone have a question?

Answer any questions the students may have.

**SAY** Now look at the middle of the page. Read the directions to yourself as I read them out loud.

**Directions:** Read the question. Look at the three pictures. Fill in the circle under the picture that answers the question.

**2** Look at number 2. Read the question and mark your answer.

## Reading (continued)

Pause for about 10 seconds.

**SAY** Look at the top of the next page.

**3** Look at number 3. Read the story and the question and mark your answer.

Pause for about 10 seconds.

**SAY** Does anyone have a question about the Reading section?

Answer any questions the students may have.

## Writing Conventions

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**SAY** Now turn to page 6. This is the Writing Conventions section. Read the directions at the top of the page to yourself as I read them out loud.

**Directions:** Look at the picture. Listen to the question. Fill in the circle under the correct answer.

**1** Now look at number 1. This is a picture of a pig. Which letter *begins* the word *pig*?

Pause while students mark their answers.

**SAY** Which answer did you choose?

Call on a student and encourage a reply.

**SAY** The word *pig* begins with the letter “p,” so you should have filled in the circle under the letter “p.” Does anyone have a question?

Answer any questions the students may have.

**SAY**

**2** Now look at number 2. This is a picture of a tree. Which letters *begin* the word *tree*?

Pause while students mark their answers.

**SAY** Look at the top of the next page.

**3** Now look at number 3. This is a picture of a car. Which letter *ends* the word *car*?

Pause while students mark their answers.

**SAY** Does anyone have a question about the Writing Conventions section?

Answer any questions the students may have.

# Writing

## Writing

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**SAY** Now turn to page 8. This is the Writing section.

There are some directions at the top of the page. Listen as I tell you what to do next.

**Directions:** Read the sentence silently as I read it out loud. Then copy the sentence on the lines.

**1** Look at number 1. Did–you–see–Pedro–run? Copy the sentence now.

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

**SAY** Look at the directions in the middle of the page. Listen as I tell you what to do next.

**Directions:** You will hear a letter of the alphabet. Write the letter on the line.

**2** Put your finger on number 2. “A” is the first letter in the word *and*. Write the letter “A” in the box for number 2.

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

**SAY** Look at the top of the next page. There are some directions at the top of the page. Listen as I tell you what to do next.

**Directions:** Look at the picture. Listen to the word. Write the word on the line.

**3** Look at number 3. This is a picture of a *school*. Write the word “school” on the line.

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

**SAY** Look at the directions in the middle of the page. Listen as I tell you what to do next.

**Directions:** You will hear a sentence. Write the sentence on the lines.

**4** Put your finger on number 4. Listen to this sentence. That is my toy. Now write the sentence on the lines for number 4. That–is–my–toy. (Pause.) That is my toy.

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

**SAY** Turn to page 10. There are some directions at the top of the page. Listen as I tell you what to do next.

## Writing (continued)

**Directions:** Look at the picture. Write a story about what is happening in the picture. Write as much as you can.

**You may begin now.**

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

## 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 remove the Sampler Speaking Scoring Forms, located in the back of each Sampler booklet, and use them 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 12. This is the Speaking section. You will answer some questions in English. You will not have to mark or write anything in your booklet. You will only have to speak.

Prepare to score the Speaking section using the Sampler Speaking Scoring Forms.

**SAY** Look at the top of the page. Read the directions to yourself as I read them out loud.

**Directions:** Look at the picture. Listen to the first part of a sentence. Then finish the sentence. Use the picture to choose your words.

**1** Look at number 1. When Joseph pulled the wagon . . .

Pause for about 15 seconds. Score the response.

**SAY** Look at the top of the next page. Read the directions to yourself as I read them out loud.

**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** Look at the pictures in number 2. Think about your story before you begin. Include as many details as you can. You may name the characters in your story. You may begin when you are ready.

## Speaking *(continued)*

Allow the student as much time as he or she needs to respond. Score the response.

**SAY** Turn to page 14. There are some directions at the top of the page. Read them to yourself as I read them out loud.

**Directions:** Look at the picture. Listen to the questions about the picture. Answer each question.

**3** Look at number 3. What is the child doing? (Pause for about 8 seconds.) Why?

Pause for about 15 seconds. Score the entire response.

**SAY** Look at the top of the next page. Read the directions to yourself as I read them out loud.

**Directions:** I will say something to you. Listen and then answer.

**4** Look at number 4. What did you do before you came to school today?

Pause for about 15 seconds. Score the response.

**SAY**

**5** Look at number 5. I really like stories about cats.

Pause for about 15 seconds. Score the response.

**SAY** This is the end of the Speaking section. Do you have any questions about what we have just done?

Answer any questions the student may have.

**SAY** 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 K–1 SAMPLER CORRECT RESPONSES

## ■ Listening

1. B
2. C
3. B

## ■ Reading

1. C
2. A
3. B

## ■ Writing Conventions

1. C
2. B
3. A

## ■ Writing

Use the Sampler Writing Scoring Form in the Sampler booklet to score each student's responses.

## ■ Speaking

Use the Sampler Speaking Scoring Form in the Sampler booklet to score each student's responses.