New York State Testing Program

NYSESLAT

2015 Turnkey Training
for
Writing and Speaking

Changes

- 13 items

- Thematic item sets

  - Items are presented in thematic items sets tied to content areas, although content-area knowledge is not tested nor does a response with incorrect content information result in a lower score

- Alignment to Performance Level Descriptions (PLDs)

  - Each item type is designed to measure a specific PLD (Entering, Emerging, Transitioning, Expanding, Commanding)

- Item rubrics

  - Each item type has its own rubric aligned to PLDs

Speaking 2015–Training Overview

- **Rubrics, Sample Questions, and Spoken Responses**

  - Entering-level items (approximates Beginning)

  - Emerging-level items (approximates Low Intermediate)

  - Transitioning-level items (approximates Intermediate)

  - Expanding-level items (approximates Advanced)

  - Commanding-level items (approximates Proficient)

- **Examples from grade bands 1–2 and 9–12**

  - Generalizable item types

  - Sample rubrics for each item type
    (remains the same regardless of grade band)

  - More grade bands are available in your binder and in the scoring
    guide that you will receive

Tips for rating the Speaking test

- ■ The rubric is **holistic.**

    - ◇ Look at **all** aspects of the rubric

    - ◇ Performance does not have to include **all** aspects of the rubric to merit a rating at that level

    - ◇ Conversely, performance should include **most** aspects of the rubric to merit a rating at that level

    - ◇ Listen carefully and judge which rubric level best matches **all** aspects of the response.

- ■ **Content knowledge**

    - ◇ NYSESLAT is a test of **language.**

    - ◇ Do **not** penalize students for responses with incorrect content (e.g., New York is a southern state). Rate the **language**.

Speaking 2015–Test Format

Content Area	# of Tasks	Target PLD	Features
Classroom Basics	4	Entering–Expanding	Graphics-based questions
Science/Math Social Studies	5	Entering–Commanding	Graphics-based questions
ELA / Social Studies	4	Emerging–Commanding	Graphics- and text-based questions

Administration Tips

- Script provides modeling and rephrasing support at lower levels. ONLY rephrase when rephrasing is provided and use ONLY the rephrasing provided.
  - This keeps the test consistent for all students

- Remember to read slowly, but naturally
  - Read over the whole form before administration
  - Practice administering with pointing, page turns, etc.

- Wait 5 seconds for response
  - Offer rephrasing **after** 5 seconds if the item includes rephrasing in its script
  - Move on to the next question **5 seconds after re-phrasing** so that the student is at ease
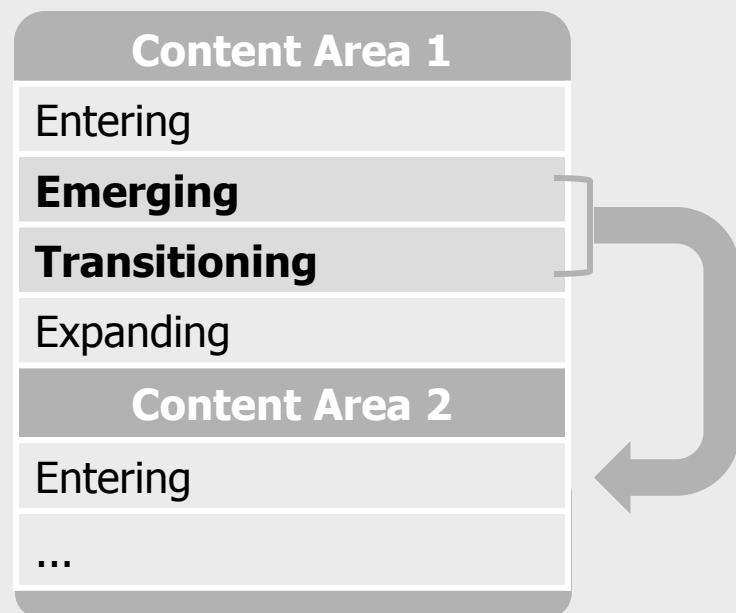
Skipping Rules

After some items, the examiner will see [SKIPPING RULE].

This is an opportunity to skip more difficult items if a student has been unable to answer earlier questions.

Goal: To minimize test anxiety and student discomfort

Example:

Content Area 1
Entering
Emerging
Transitioning
Expanding
Content Area 2
Entering
...

If a student cannot complete the Emerging and Transitioning item, the Skipping Rules allow the examiner to skip the more difficult Expanding question and advance to the Entering question that begins the next section.

Entering Level Items
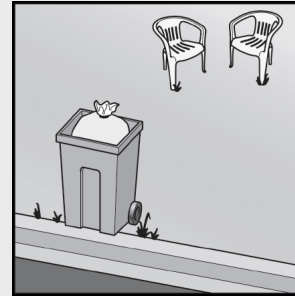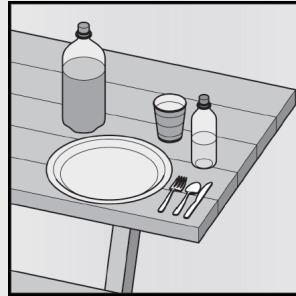
- **Basic language** at the **single-word level**

- Always accompanied by **graphic**

- Examiner gives **context**

  ◇ *Sara's family had a picnic. Sometimes when people have picnics, they use items made of plastic. These pictures show some things from the picnic that are made of plastic.*

- Examiner **models** a sample response

  ◇ *I see a plastic cup.* [Point to PLASTIC CUP]

- Examiner **asks question**

  ◇ *What do you see that could be made of plastic?*

- Examiner **rephrases** if examinee does not respond

  ◇ *A plastic cup is on the table. What other things do you see?*
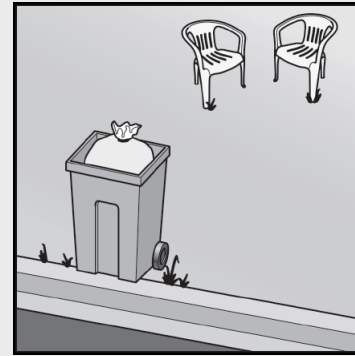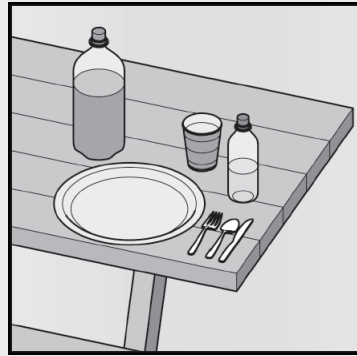
Entering Level Item Rubric

Score Point 0

◇ No response

◇ Non-English response

◇ Unintelligible response

Score Point 1

◇ Uses one word to respond

◇ May use multiple words, short phrases, or sentences

◇ May not express a complete thought or idea

◇ Errors may totally obscure meaning

Context: *Sara's family had a picnic. Sometimes when people have picnics, they use items made of plastic. These pictures show some things from the picnic that are made of plastic.*

Model: *I see a plastic cup* [Point to PLASTIC CUP]

Question: *What do you see that could be made of plastic?*

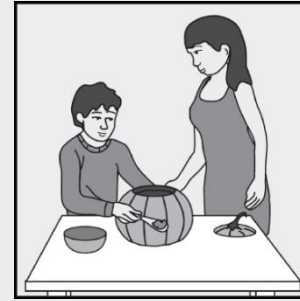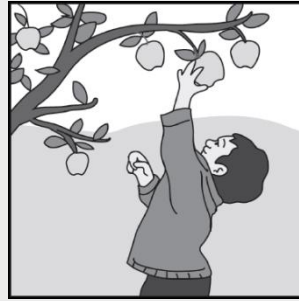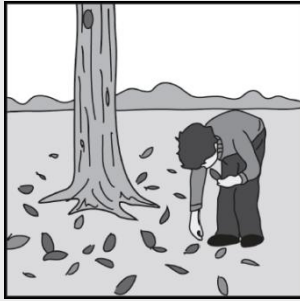**Optional rephrasing**: *A plastic cup is on the table. What other things do you see?*

Score Point 0	Score Point 1
▶	▶

Emerging Level Items

- Basic language with multiple word <u>or longer </u>responses

- **Always** accompanied by **graphic**

- Examiner gives **context**
  - ◇ *This is James. He likes to do things outside in the fall.*

- Examiner **models** a sample response
  - ◇ *I see James picking up leaves.* [Point to FIRST PICTURE]

- Examiner **asks question**
  - ◇ *What else does James do?*

- Examiner **rephrases** if examinee does not respond
  - ◇ *James picks up the leaves.* [Point to FIRST PICTURE]
    What else do you see here? [Point to OTHER PICTURES]

Emerging Level Item Rubric

Score Point 0

◇ Uses inappropriate word to respond

◇ Does not express a complete thought or idea

◇ Non-response

◇ Non-English or unintelligible

Score Point 1

◇ Uses appropriate word or multiple words to respond

◇ May use short phrases or sentences

◇ May only partially express thoughts and ideas

◇ Frequent errors may obscure meaning

1–2 Emerging Samples

Context: *This is James. He likes to do things outside in the fall.*

Model: *I see James picking up leaves.* [Point to FIRST PICTURE]

Question: *What else does James do?*

Optional rephrasing: *James picks up the leaves.* [Points to FIRST PICTURE]
What else do you see here? [Point to OTHER PICTURES]

Score Point 0	Score Point 1
▶	▶

Transitioning Level Items

- Connected phrases and simple sentences

- **Always** accompanied by **graphic**

- Examiner gives **context**
  - ◇ *Stuart and his friends are running. They see a pond that has some cans and bottles* [Point to PICTURE 2]. *They want to fix it.*

- Examiner **does not model** a sample response

- Examiner **asks question**
  - ◇ *Now tell me about the problem that Stuart and his friends want to fix.*

- Examiner **does not rephrase or repeat** if examinee does not respond

Transitioning Level Item Rubric

Score Point 0

◇ Uses at most one word to respond or gives no response, non-English response, or unintelligible response

◇ Does not express a complete thought or idea

◇ Errors may totally obscure meaning

Score Point 1

◇ Uses multiple words to respond

◇ Partially expresses thoughts and ideas

◇ Frequent errors may obscure meaning

Score Point 2

◇ Uses connected phrases or a simple sentence to respond

◇ May use multiple sentences

◇ Expresses complete thoughts and ideas

◇ Occasional errors in words and structures may obscure meaning

Context: *Stuart and his friends are running. They see a pond that has some cans and bottles* [Point to PICTURE 1]. *They want to fix it.*

Question: *Now tell me about the problem that Stuart and his friends want to fix.*
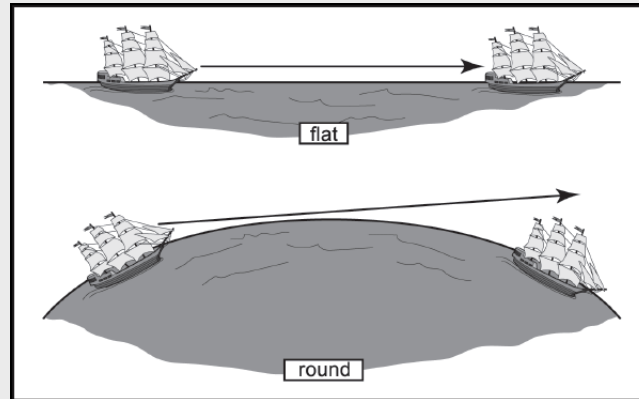
Score Point 0	Score Point 1	Score Point 2
▶	▶	▶

Expanding Level Items

- Connected simple sentences and some emerging complex sentences

- Accompanied by **graphic** or by a **passage**

- Examiner gives **context**

  - *People on ships were some of the first people to think that the Earth was not flat [Point to FIRST PICTURE]. This picture [Point to SECOND PICTURE] shows what people on ships could see because the Earth is round. Ships on the ocean would slowly disappear from view as they got farther away. People changed their minds about how the Earth was shaped.*

- Examiner **asks question**

  - *Why did people on ships change their minds about how Earth was shaped?*

- No modeling, rephrasing, or repeating

Expanding Level Item Rubric

Score Point 0

◇ Uses at most multiple words to respond

◇ Does not express complete thoughts and ideas

◇ Frequent errors may obscure meaning

Score Point 1

◇ Uses connected phrases or a simple sentence to respond

◇ Expresses complete thoughts and ideas

◇ Occasional errors in words and structures may obscure some meaning

Score Point 2

◇ Uses connected simple sentences to respond

◇ May use limited complex sentences

◇ Expresses connected and complete thoughts and ideas

◇ Infrequent errors in words and structure may obscure some meaning

1−2 Expanding Samples
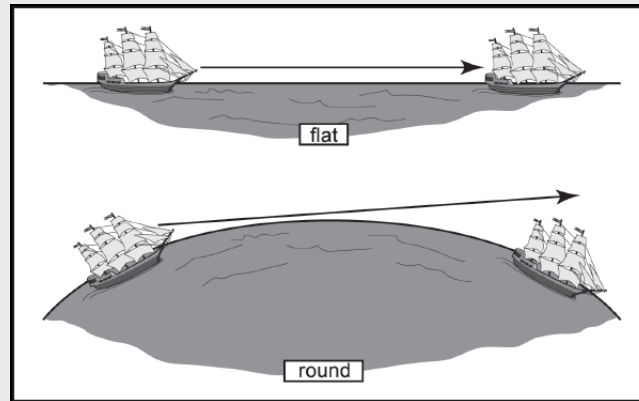
Context: *People on ships were some of the first people to think that the Earth was not flat* [Point to FIRST PICTURE]. *This picture* [Point to SECOND PICTURE] *shows What people on ships could see because the Earth is round. Ships on the ocean would slowly disappear from view as they got farther away. People Changed their mind about how the Earth was shaped.*

Question: *Why did people on ships change their minds about how the Earth was shaped?*

Score Point 0	Score Point 1	Score Point 2
▶	▶	▶

Commanding Level Items

- Connected by complex sentences
- Accompanied by **graphic** or by a **passage**

> Aqueducts helped to improve the public health of citizens throughout the ancient Roman Empire.
>
> The Romans were able to drink clean water because they developed advanced waterway systems called aqueducts. Aqueducts were built from stone, brick, and cement. They were constructed both above and below the ground. Aqueducts brought water to different locations through a system of pipes. For example, aqueducts carried clean water from mountain lakes and streams to lower elevations where people lived. In addition to bringing clean drinking water, aqueducts allowed Romans to have fountains, public baths, and public toilets. Different aqueducts were used for underground sewage systems, which took the dirty water out of cities.

- Examiner **asks question**
  - *Why do you think aqueducts improved public health?*
- No modeling, rephrasing, or repeating

Commanding Level Item Rubric

Score Point 0

◇ Uses at most connected phrases or a simple sentence to respond

◇ May express complete thoughts and ideas

◇ Occasional or frequent errors in words and structures may obscure meaning

Score Point 1

◇ Uses connected simple sentences to respond

◇ Expresses connected and complete thoughts and ideas

◇ Infrequent errors in words and structure may obscure some meaning

Score Point 2

◇ Uses connected complex sentences

◇ Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas

◇ No errors or infrequent errors that do not obscure meaning

Passage: Aqueducts helped to improve the public health of citizens throughout the ancient Roman Empire.

The Romans were able to drink clean water because they developed advanced waterway systems called aqueducts. Aqueducts were built from stone, brick, and cement. They were constructed both above and below the ground. Aqueducts brought water to different locations through a system of pipes. For example, aqueducts carried clean water from mountain lakes and streams to lower elevations where people lived. In addition to bringing clean drinking water, aqueducts allowed Romans to have fountains, public baths, and public toilets. Different aqueducts were used for underground sewage systems, which took the dirty water out of cities.

Question: *Why do you think aqueducts improved public health?*

Score Point 0	Score Point 1	Score Point 2
▶	▶	▶

Rating Tips

- This is a language test

  - ◇ NYSESLAT is a **language** test, **not a content** test. Students may demonstrate language competence without content accuracy.

- Entering

  - ◇ Entering means very minimal language. Only a "yes," "no," "I don't know," non-English, or blank response are scored "0."

- Commanding

  - ◇ Commanding reflects a high level of proficiency with grade-level language. Students can produce a full simple sentence and still be rated "0."

- Rubrics are tailored for the difficulty of specific items

  - ◇ The rubric reflects the item level. Remember to adjust your expectations when evaluating responses.

Contact Information

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Questions

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Thank You.