

New York State Testing Program **NYSESLAT**



Grade K

TEST SAMPLER **DIRECTIONS for ADMINISTRATION**

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Introduction to the Test Sampler

The NYSESLAT Test Sampler consists of three separate sets of materials:

- Student Booklets (one for each grade band),
- Directions for Administration (one for each grade band), and
- *Guide to the 2013 NYSESLAT*.

The purpose of the Test Sampler materials is to introduce teachers, test administrators, and students to the directions and types of questions that appear on the New York State English as a Second Language Achievement Test (NYSESLAT).

In addition to the sample test administrator script, these Directions for Administration contain the Speaking and Writing rubrics that will be used in scoring the NYSESLAT and examples of student responses to the open-ended questions in the Speaking and Writing sections.

The Student Booklets and Directions for Administration together can be used to “administer” the Test Sampler to students as a way of introducing them to and preparing them for taking the actual test. In particular, the Test Sampler can be used to help kindergarten students become familiar with the mechanics of circling their answers.

Since the Sampler is for practice purposes only, students may be given as much help as they need to answer the questions successfully. It is recommended that the Sampler be administered to students approximately one week before the regular NYSESLAT administration.

The *Guide to the 2013 NYSESLAT* provides more in-depth and technical information about the question types and the specifications for the NYSESLAT. The *Guide* also makes specific reference to the questions in the Test Sampler Student Booklets.

Please make sure to visit the Office of State Assessment Web site for all updates regarding the NYSESLAT: <http://www.p12.nysed.gov/assessment/nyseslat>.

Directions for Administering the Test Sampler

Before administering the Sampler as a practice test, clearly write each student's name on the front cover of the Student Booklet. To administer the Sampler, read aloud the boldfaced text next to the word "SAY." Instructions for the test administrator 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. Do not open your booklet until I tell you to do so.

Distribute the Sampler Student Booklets with the front covers facing up. Be sure each student has the booklet with his or her name on the front cover as well as a pencil with an eraser.

SPEAKING

IMPORTANT NOTE

The Speaking Sampler, like the actual Speaking Test, is individually administered. Each student will need his or her Sampler Student Booklet to view the Speaking questions when taking the test. The teacher may reproduce the Speaking rubrics and scoring forms, located on pages 12–19 in this booklet, to use when scoring a student’s responses. Speaking scores may also be recorded on the Score Sheet at the back of the Student Booklet. It is important to review and become thoroughly familiar with the rubrics prior to the administration of the Speaking Sampler.

Note that during actual test administration, the Speaking prompts may not be repeated.

SAY Let’s begin the Speaking section. I am going to ask you some questions. Please answer in English. Do the best you can.

1 What are some of the rules in your classroom?

Pause for about 15 seconds for the student to respond.

Now give the student the Student Booklet open to page 3.

SAY Now we will do something different.

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

2 Look at number 2. (Point.) When Ivan needs help . . .

Pause for about 15 seconds for the student to respond.

Speaking

SAY Please turn the page. Now we will do something different.

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

3 **Look at number 3.** (Point.) **What is happening in the picture?** (Pause for about 8 seconds for the student to respond.)

What do you think might happen next?

Pause for about 8 seconds for the student to respond.

SAY Now we will do something different.

4 **Look at the three pictures in number 4.** (Point.) **Tell a story about what you see in the pictures. Think about your story before you begin. Include as many details as you can. Tell what happened first, what happened next, and what happened last. You may begin when you are ready.**

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

SAY This is the end of the Speaking section. Do you have any questions about the Speaking section?

Answer any questions the student may have.

LISTENING

SAY Please turn to page 6. This is the Listening section.

Check that all students have their booklets open to page 6.

SAY Listen as I tell you what to do.

Listen to the question. Then circle the picture that answers the question.

Throughout this section, hold up the Sampler Student Booklet and point to each question. Monitor students to make sure they are working on the correct question. Help any students who don't understand what they are supposed to do (draw a circle around a picture).

SAY

1 Look at number 1. Which picture shows a triangle? ... Which picture shows a triangle?

Pause for about 10 seconds.

SAY Look at the next page. Now we will do something different. You will hear a story. Then you will hear a question about it. Circle the picture that answers the question.

2 Look at number 2. After you hear this story, I will ask you a question about where Sara was playing.

Now listen.

Sara ran to the playground and climbed onto a swing. She swung back and forth, higher and higher. It was her favorite thing to do at the playground.

Which picture shows where Sara was playing?

Pause for about 10 seconds.

SAY This is the end of the Listening section. Does anyone have any questions about the Listening section?

Answer any questions the students may have.

READING

SAY Please turn the page. Look at page 8. This is the Reading section.

Check that all students have their booklets open to page 8.

SAY You are going to listen to a word. Find the letter that makes the *first* sound in the word. Circle the letter that makes the *first* sound.

Throughout this section, hold up the Sampler Student Booklet and point to each question. Monitor students to make sure they are working on the correct question.

SAY

1 Look at number 1. Which letter makes the *first* sound in the word *jar*? . . . Which letter makes the *first* sound in the word *jar*?

Pause for about 10 seconds.

SAY Now we will do something different. You are going to listen to a word. Find the letter that makes the *middle* sound in the word. Circle the letter that makes the *middle* sound.

2 Look at number 2. Which letter makes the *middle* sound in the word *ten*? . . . Which letter makes the *middle* sound in the word *ten*?

Pause for about 10 seconds.

SAY Look at the next page.

Now we will do something different. You are going to listen to a word. Find the letter that makes the *last* sound in the word. Circle the letter that makes the *last* sound.

3 Look at number 3. Which letter makes the *last* sound in the word *hop*? . . . Which letter makes the *last* sound in the word *hop*?

Pause for about 10 seconds.

Reading

SAY Please turn the page.

Now we will do something different. You are going to listen to a word. Pick out the word that *rhymes* with the word I say. Circle the word that *rhymes*.

- 4 Look at number 4. Which word rhymes with *bike*? . . . *like* . . . *book* . . . *bake*. (Pause.)
Which word rhymes with *bike*? . . . *like* . . . *book* . . . *bake*.

Pause for about 10 seconds.

SAY Look at the next page.

Now we will do something different. Look at the picture. Circle the word that goes with the picture.

- 5 Look at number 5. Which word goes with the picture?

Pause while students read and respond.

SAY Please turn the page.

Now we will do something different. Read the sentence. Circle the picture that goes with the sentence.

- 6 Look at number 6. Which picture goes with the sentence?

Pause while students read and respond.

SAY This is the end of the Reading section. Does anyone have any questions about the Reading section?

Answer any questions the students may have.

WRITING

SAY Look at page 13. This is the Writing section.

Check that all students have their booklets open to page 13.

SAY You are going to write a letter. You will hear a letter of the alphabet. Write the letter on the line.

Throughout this section, monitor students to make sure they are writing in the correct boxes.

SAY

1 Put your finger on number 1. “B” is the first letter in the word “ball.” Write the letter “B” in the box for number 1.

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

SAY Please turn the page.

Now you are going to write a word. Look at the picture. Listen to the word. Write the word on the line. Be sure to write the word in English.

2 Look at number 2. This is a picture of a pot. Write the word “pot” on the line.

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

SAY Look at the next page.

Now you are going to write a sentence. You will hear a sentence. Write the sentence on the lines.

3 Put your finger on number 3. Listen to this sentence. My hat is red. Now write the sentence on the lines for number 3. My—hat—is—red. (Pause.) My hat is red.

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

When all the students have finished,

SAY Stop. This is the end of the Writing section. Does anyone have any questions about the Writing section?

Answer any questions the students may have. Collect the booklets from the students. This concludes the Sampler.

The teacher may reproduce the Writing rubrics and scoring forms, located on pages 20–29 in this booklet, to use when scoring a student’s responses to the questions in the Test Sampler. Writing scores may be recorded on the Score Sheet at the back of the Student Booklet.

GRADE K TEST SAMPLER
QUESTION KEY

Listening

1. A

2. A

Reading

1. B

2. B

3. B

4. A

5. C

6. A

Speaking Rubrics, Scoring Forms, and Exemplars

Student Name: _____

Sampler Social & Academic Interaction Rubric and Scoring Form

Directions: Use this rubric and scoring form to score the Social & Academic Interaction question. After the student responds to the question, enter the appropriate score in the box provided below or on the Score Sheet at the back of the Student Booklet. Exemplars of scored responses are provided as a reference.

Question Number	Score
1	

Social & Academic Interaction	
Score Point 2	Relevant response that approximates grade-level fluency <ul style="list-style-type: none">▪ Ideas are expressed clearly and effectively▪ Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate)▪ Demonstrates command of the conventions of standard English grammar and usage
Score Point 1	Relevant response that falls below grade-level fluency <ul style="list-style-type: none">▪ Ideas are expressed somewhat clearly or effectively▪ Uses overly simplified vocabulary▪ Demonstrates only partial command of the conventions of standard English grammar and usage
Score Point 0	Irrelevant or unintelligible response <ul style="list-style-type: none">▪ Is incoherent▪ Solely in a language other than English▪ Only repeats the prompt▪ Minimal or no response

Speaking Rubrics, Scoring Forms, and Exemplars

Social & Academic Interaction Exemplars

Question	Prompt	Transcription	Score	Comment
1	What are some of the rules in your classroom?	Be kind to friends and...listen to the teacher.	2	Ideas are expressed clearly and effectively; uses vocabulary that is context-related and precise; demonstrates command of the conventions of standard English grammar and usage.
1	What are some of the rules in your classroom?	Umm to not hit.	1	Ideas are expressed somewhat effectively (response only mentions one rule).
1	What are some of the rules in your classroom?	People.	0	Irrelevant response.

Speaking Rubrics, Scoring Forms, and Exemplars

Student Name: _____

Sampler Sentence Completion Rubric and Scoring Form

Directions: Use this rubric and scoring form to score the Sentence Completion question. After the student responds to the question, enter the appropriate score in the box provided below or on the Score Sheet at the back of the Student Booklet. Exemplars of scored responses are provided as a reference.

Question Number	Score
2	

Sentence Completion	
Score Point 2	Relevant response that approximates grade-level fluency <ul style="list-style-type: none">▪ Appropriately describes the person, thing, or event in the graphic▪ Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate)▪ Demonstrates command of the conventions of standard English grammar and usage (i.e., uses correct verb tense, subject-verb agreement)
Score Point 1	Relevant response that falls below grade-level fluency <ul style="list-style-type: none">▪ Somewhat appropriately describes the person, thing, or event in the graphic▪ Uses overly simplified vocabulary▪ Demonstrates only partial command of the conventions of standard English grammar and usage (e.g., may contain errors in verb tense or subject-verb agreement), but is still intelligible
Score Point 0	Irrelevant or unintelligible response <ul style="list-style-type: none">▪ Is incoherent▪ Solely in a language other than English▪ Only repeats the prompt▪ Minimal or no response

Speaking Rubrics, Scoring Forms, and Exemplars

Sentence Completion Exemplars

Question	Prompt	Transcription	Score	Comment
2	When Ivan needs help...	he raises his hand.	2	Appropriately describes the person in the graphic; uses vocabulary that is context-related and precise; demonstrates command of the conventions of standard English grammar and usage.
2	When Ivan needs help...	he ask for pencil.	1	Demonstrates only partial command of the conventions of standard English grammar and usage.
2	When Ivan needs help...	When Ivan needs help?	0	Only repeats the prompt.

Speaking Rubrics, Scoring Forms, and Exemplars

Student Name: _____

Sampler Picture Description Rubric and Scoring Form

Directions: Use this rubric and scoring form to score the Picture Description question. After the student responds to the question, enter the appropriate score in the box provided below or on the Score Sheet at the back of the Student Booklet. Exemplars of scored responses are provided as a reference.

Question Number	Score
3	

Picture Description	
Score Point 2	<p>Relevant response that approximates grade-level fluency</p> <ul style="list-style-type: none"> ▪ Is complete (i.e., addresses both parts of the oral prompt) ▪ Appropriately integrates and evaluates the visual information (i.e., is plausible) ▪ Ideas are expressed clearly (i.e., response is coherent and cohesive) ▪ Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate for the task) ▪ Demonstrates command of the conventions of standard English grammar and usage
Score Point 1	<p>Relevant response that falls below grade-level fluency</p> <ul style="list-style-type: none"> ▪ Addresses only part of the prompt ▪ Somewhat integrates and evaluates the visual information (i.e., is partially plausible) ▪ Ideas are expressed somewhat clearly ▪ Uses overly simplified vocabulary ▪ Demonstrates only partial command of the conventions of standard English grammar and usage
Score Point 0	<p>Irrelevant or unintelligible response</p> <ul style="list-style-type: none"> ▪ Does not address the prompt ▪ Is incoherent ▪ Solely in a language other than English ▪ Only repeats the prompt ▪ Minimal or no response

Speaking Rubrics, Scoring Forms, and Exemplars

Picture Description Exemplars

Question	Prompt	Transcription	Score	Comment
3	What is happening in the picture? What do you think might happen next?	Part 1: The teacher's writing something and the boy has to listen to her. Part 2: He will get the correct answer.	2	Addresses both parts of the prompt; appropriately integrates and evaluates the visual information; ideas are expressed clearly and effectively; uses vocabulary that is context-related; demonstrates command of the conventions of standard English grammar and usage.
3	What is happening in the picture? What do you think might happen next?	Part 1: Their teacher's painting a paper. Part 2: In the kid- and the kid don't know.	1	Somewhat integrates and evaluates the visual information; ideas are expressed somewhat clearly; demonstrates only partial command of the conventions of standard English grammar and usage.
3	What is happening in the picture? What do you think might happen next?	Part 1: He...(another language). Part 2: Next.	0	Solely in a language other than English; only repeats part of the prompt.

Speaking Rubrics, Scoring Forms, and Exemplars

Student Name: _____

Sampler Storytelling Rubric and Scoring Form

Directions: Use this rubric and scoring form to score the Storytelling question. After the student responds to the question, enter the appropriate score in the box provided below or on the Score Sheet at the back of the Student Booklet. Exemplars of scored responses are provided as a reference.

Question Number	Score
4	

Storytelling	
Score Point 4	<p>Native-like fluent response</p> <ul style="list-style-type: none"> ▪ Is well organized and logically developed ▪ Includes many relevant and descriptive details and task-appropriate vocabulary ▪ Uses coherent, fluent sentences ▪ Speech is clear and pace is appropriate
Score Point 3	<p>Slightly below native-like fluency</p> <ul style="list-style-type: none"> ▪ Is somewhat organized and developed ▪ Includes some relevant details and mostly task-appropriate vocabulary ▪ Uses mostly coherent, fluent sentences ▪ Speech may not be entirely clear; pace may be somewhat slow
Score Point 2	<p>Considerably below native-like fluency</p> <ul style="list-style-type: none"> ▪ Is poorly organized ▪ Includes few details; vocabulary is overly simplified ▪ Uses some coherent sentences ▪ Speech is somewhat difficult to understand; may be slow and halting
Score Point 1	<p>Very limited fluency</p> <ul style="list-style-type: none"> ▪ Is not organized ▪ Includes very limited vocabulary ▪ May be limited to phrases rather than sentences ▪ Speech is difficult to understand
Score Point 0	<p>No fluency demonstrated</p> <ul style="list-style-type: none"> ▪ Completely irrelevant or incoherent ▪ Solely in a language other than English ▪ Only repeats the prompt ▪ Minimal or no response

Speaking Rubrics, Scoring Forms, and Exemplars

Storytelling Exemplars

Question	Prompt	Transcription	Score	Comment
4	Look at the three pictures. Tell a story about what you see in the pictures.	Mm, first, the boy was trying to make his, his own kite with his dad. And then, next, the father was holding the kite and the kid was running so that the kite can fly. Then, last, the wind was blowing the kite so, so the boy was doing the kite.	4	Well organized and logically developed; includes many relevant details and task-appropriate vocabulary (<i>father was holding the kite; kid was running so that the kite can fly</i>); uses coherent, fluent sentences; speech is clear and pace is appropriate.
4	Look at the three pictures. Tell a story about what you see in the pictures.	Um...They are out building an, an kite. And they're, they're trying to see if the kite is gonna fly. And the kite is flying.	3	Somewhat organized and developed; includes some relevant details and mostly task-appropriate vocabulary (<i>building an kite; kite is flying</i>); uses mostly coherent, fluent sentences; speech is mostly clear and appropriately paced.
4	Look at the three pictures. Tell a story about what you see in the pictures.	In this, dad come boy (unintelligible). He, boy right there, he the he playing there with kite. He fly kite like this. He fly kite this. Kite, he playing kite. What.	2	Poorly organized; Includes few details; uses overly simplified vocabulary; uses some coherent and fluent sentences (<i>He fly kite like this.</i>); speech is sometimes difficult to understand (<i>He fly kite this; Kite, he playing kite.</i>); pace is varied.
4	Look at the three pictures. Tell a story about what you see in the pictures.	Kite. Wind. Fly.	1	Includes very limited vocabulary; limited to single words.
4	Look at the three pictures. Tell a story about what you see in the pictures.	First, next, last. First, next, last. First, next, last.	0	No fluency demonstrated; only repeats part of the prompt.

Writing Rubrics, Scoring Forms, and Exemplars

Student Name: _____

Sampler Letter Writing Rubric and Scoring Form

Directions: After the student has completed the Letter Writing question, use the rubric below to score the student's writing. Enter the score in the box provided below or on the Score Sheet at the back of the Student Booklet. Exemplars of scored responses are provided as a reference.

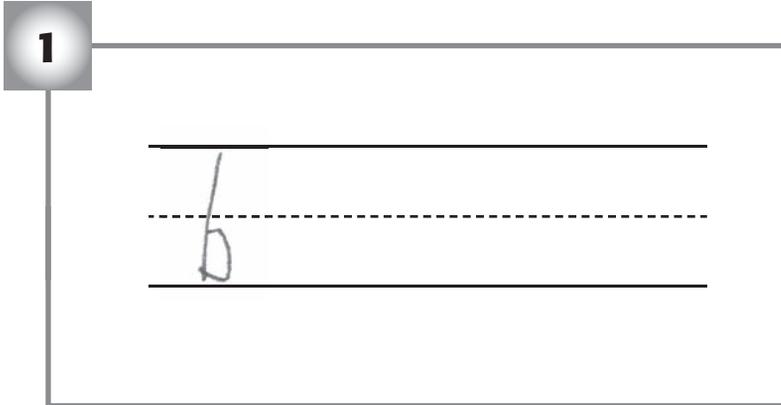
Question Number	Score
1	

Letter Writing	
Score Point 1	Recognizable as the correct letter <ul style="list-style-type: none">▪ May be uppercase or lowercase▪ Letter may be reversed if a reversal does not turn it into a different letter
Score Point 0	Not recognizable as the correct letter <ul style="list-style-type: none">▪ Incorrect letter▪ Illegible▪ No response

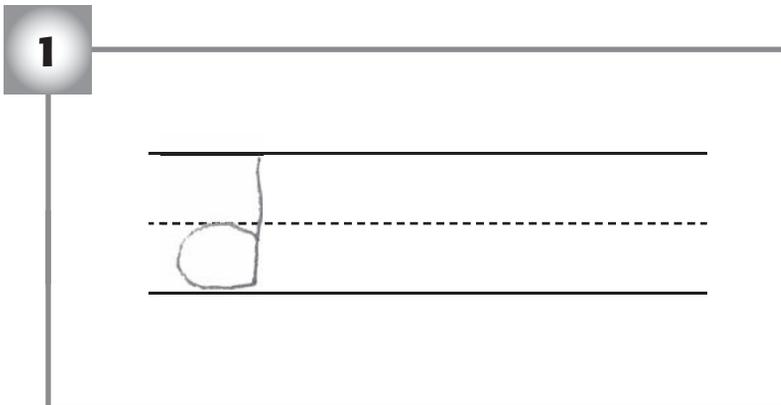
Writing Rubrics, Scoring Forms, and Exemplars

Letter Writing Exemplars

Letter Writing	
Score Point 1	<ul style="list-style-type: none">▪ Response is clearly recognizable as the correct letter▪ May be uppercase or lowercase



Letter Writing	
Score Point 0	<ul style="list-style-type: none">▪ Incorrect letter



Writing Rubrics, Scoring Forms, and Exemplars

Student Name: _____

Sampler Word Writing Rubric and Scoring Form

Directions: After the student has completed the Word Writing question, use the rubric below to score the student's writing. Enter the score in the box provided below or on the Score Sheet at the back of the Student Booklet. Exemplars of scored responses are provided as a reference.

Question Number	Score
2	

Word Writing	
Score Point 2	Clearly recognizable as the correct word <ul style="list-style-type: none">▪ No spelling errors▪ Letters may be uppercase, lowercase, or both▪ Letters may be reversed if word meaning does not change
Score Point 1	Somewhat recognizable as the correct word <ul style="list-style-type: none">▪ Demonstrates phonemic awareness (e.g., <i>dg</i> for <i>dog</i>)▪ Letters may be uppercase, lowercase, or both▪ Letters may be reversed
Score Point 0	Not recognizable as the correct word <ul style="list-style-type: none">▪ Demonstrates minimal or no phonemic awareness▪ Incorrect word▪ In a language other than English▪ Illegible▪ No response

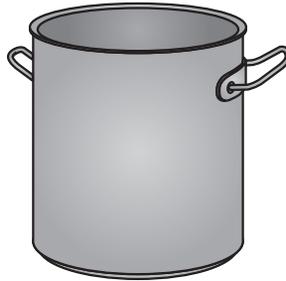
Scoring Note for Score Point 1: Even if the phonetic spelling of the word inadvertently creates a different word, the phonetic spelling should be given credit as such; the response should not be considered an "incorrect word." For example, if the target word is *pine* and the student wrote *pin*, this response would receive a score of 1 (*demonstrates phonemic awareness*) rather than a score of 0 (*incorrect word*).

Writing Rubrics, Scoring Forms, and Exemplars

Word Writing Exemplars

Word Writing	
Score Point 2	<ul style="list-style-type: none">▪ Response is clearly recognizable as the correct word▪ Letters may be uppercase, lowercase, or both

2

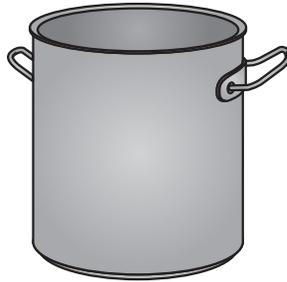


pot

Writing Rubrics, Scoring Forms, and Exemplars

Word Writing	
Score Point 1	<ul style="list-style-type: none">▪ Response is somewhat recognizable as the correct word▪ Demonstrates phonemic awareness

2

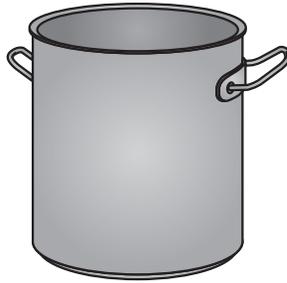


pf

Writing Rubrics, Scoring Forms, and Exemplars

Word Writing	
Score Point 0	▪ Response is not recognizable as the correct word

2



pu

Writing Rubrics, Scoring Forms, and Exemplars

Student Name: _____

Sampler Sentence Writing Rubric and Scoring Form

Directions: After the student has completed the Sentence Writing question, use the rubric below to score the student's writing. Enter the score in the box provided below or on the Score Sheet at the back of the Student Booklet. Exemplars of scored responses are provided as a reference.

Question Number	Score
3	

Sentence Writing	
Score Point 2	<p>Shows grade-appropriate control of written English conventions</p> <ul style="list-style-type: none"> ▪ Capitalizes first word in sentence ▪ Includes all words in the correct order ▪ Maintains appropriate word spacing ▪ Uses grade-appropriate spelling (i.e., phonetic spelling in kindergarten, and a mix of phonetic spelling and conventional spelling of common words in grades 1–2) ▪ May contain a few letter reversals ▪ Uses appropriate end punctuation (expected for grades 1–2 only)
Score Point 1	<p>Shows some control of written English conventions</p> <ul style="list-style-type: none"> ▪ May not have capitalized first word in sentence ▪ Includes most of the words in the correct order ▪ Word spacing may be erratic ▪ Spelling may not be grade appropriate (i.e., phonetic spelling in kindergarten, and a mix of phonetic spelling and conventional spelling of common words in grades 1–2) ▪ May contain several letter reversals ▪ May have missing or inappropriate end punctuation (expected for grades 1–2 only)
Score Point 0	<p>Shows no control of written English conventions</p> <ul style="list-style-type: none"> ▪ Incomprehensible ▪ Illegible ▪ Irrelevant ▪ Solely in a language other than English ▪ Minimal or no response

Writing Rubrics, Scoring Forms, and Exemplars

Sentence Writing Exemplars

Sentence Writing	
Score Point 2	<ul style="list-style-type: none">▪ Capitalizes first word in the sentence▪ Includes all words in the correct order▪ Maintains appropriate word spacing

3

My hat is red.

The image shows a handwriting practice box with three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line. The sentence "My hat is red." is written in a cursive script. The word "My" starts on the middle dashed line and ends on the bottom solid line. The word "hat" starts on the middle dashed line and ends on the bottom solid line. The word "is" starts on the middle dashed line and ends on the bottom solid line. The word "red." starts on the middle dashed line and ends on the bottom solid line. Below the first line, there are two more sets of three horizontal lines (solid top, dashed middle, solid bottom) that are empty.

Writing Rubrics, Scoring Forms, and Exemplars

Sentence Writing	
Score Point 1	<ul style="list-style-type: none">▪ Does not capitalize first word in the sentence▪ Word spacing is erratic

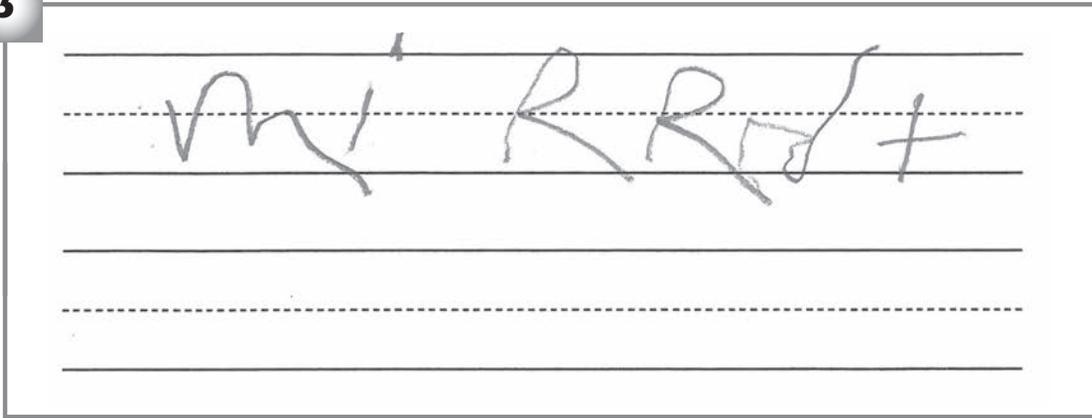
3

A writing line with four horizontal lines: a solid top line, a dashed middle line, a solid baseline, and a solid descender line. The sentence "my hair is red" is written in cursive on the line. The first word "my" is not capitalized. The words are "my", "hair", "is", and "red". The spacing between the words is irregular. The word "hair" is written with a large 'h' that goes above the dashed line. The word "red" is written with a 'd' that goes below the baseline. Below the first line, there are two more identical writing lines, each consisting of four horizontal lines (solid top, dashed middle, solid baseline, solid descender), which are currently blank.

Writing Rubrics, Scoring Forms, and Exemplars

Sentence Writing	
Score Point 0	<ul style="list-style-type: none">▪ No control of written English conventions▪ Incomprehensible

3



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NYSESLAT K SLRW DFA Sampler

