



New York State Testing Program

NYSESLAT SAMPLER



Listening

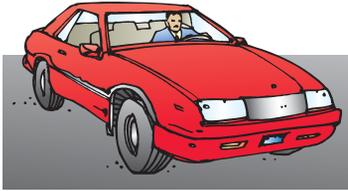


DIRECTIONS

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

1

Which picture shows a man driving a bus?



A



B



C

DIRECTIONS

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

2

How many flowers are in the garden today?

- A One flower
- B Two flowers
- C Lots of flowers
- D No flowers at all

3

What will your teacher write first on the chalkboard?

- A Write some poems.
- B Start on page 15.
- C Finish your reading.
- D Read for 30 minutes.



DIRECTIONS

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

You are helping your teacher get ready for reading hour. He is asking you to do some things for him.



4

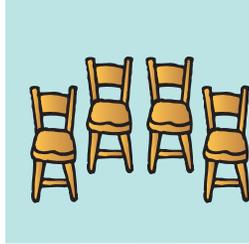
How many chairs will you put in a circle by the window?



A



B



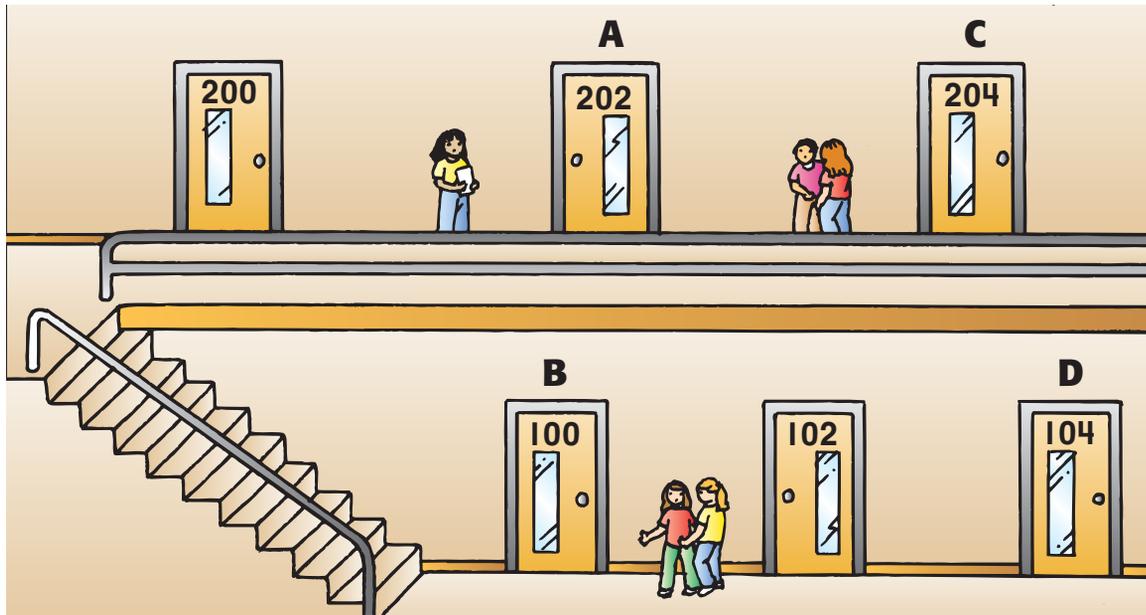
C



D

5

Where will you find Mr. Sellers?



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?



brick

A

bridge

B

bright

C

DIRECTIONS

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

2

Which sentence is correct?

- A** The bird flew away.
- B** Flew the bird away.
- C** The bird away flew.
- D** Away the flew bird.

3

Which sentence is correct?

- A** The children going to the store.
- B** The children is going to the store.
- C** The children are goes to the store.
- D** The children are going to the store.



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.

4

Could you the glass hand me?

Which answer is correct?

- A** hand the glass me
- B** hand me the glass
- C** the glass to me hand
- D** Correct as is

5

My mother us will pick up.

Which answer is correct?

- A** will pick up us
- B** will us pick up
- C** will pick us up
- D** Correct as is



DIRECTIONS

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

1

Which boy is writing a story?



A



B



C

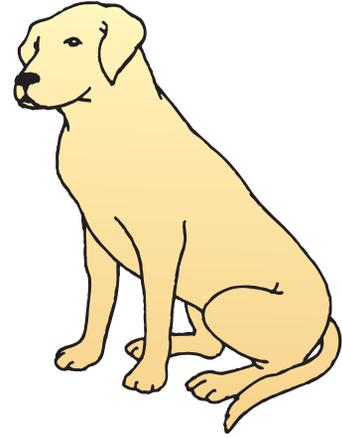
**DIRECTIONS**

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

Dog Gone

by Dee Stewart

Sandy stood at the back door early Saturday morning. She called to her big yellow dog to come outdoors, "Fletcher, come. Dad and I are going to the park to roller-skate, but you can't go with us. Play in the backyard while we're gone."



At lunch time when Sandy and her dad returned home, Fletcher was gone! He wasn't in the backyard. Sandy ran through the house calling, "Fletcher, Fletcher, Fletcher!"

Finally, she opened the front door and looked out. Fletcher was sitting at the end of the sidewalk where the school bus always stops. Fletcher was waiting for Sandy just as he did every day after school.

2

What was Sandy going to do early Saturday morning?

- A** Go to the park
- B** Find her father
- C** Look for her dog
- D** Play in the backyard

3

Why is the story called *Dog Gone*?

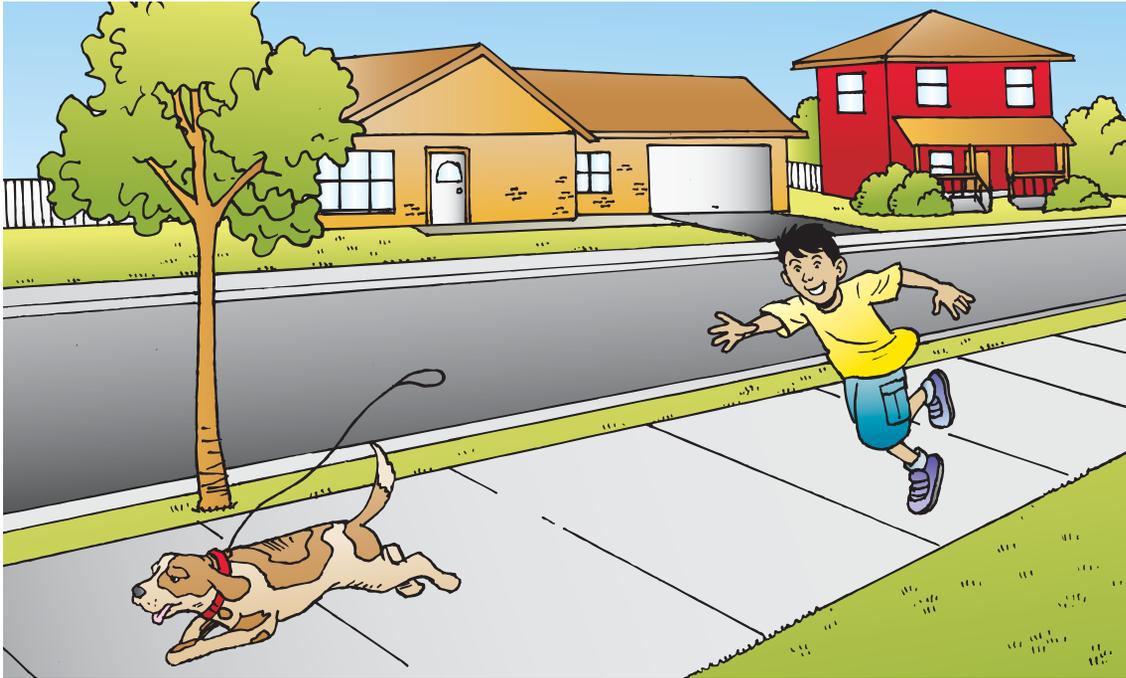
- A** Sandy's dog had run away from home.
- B** The dog got lost on the way to the park.
- C** Sandy could not find her dog when she first got home.
- D** Sandy and her father did not want to take the dog to the park.



DIRECTIONS

Look at the picture. Write about what you see in the picture. Tell a story about this picture. Write your story on page 13.

1



Speaking



DIRECTIONS

Listen to the words and read them. Then look at the picture and finish saying the sentence. Use the picture to choose your words.

1

To make the balloon bigger . . .





Speaking

DIRECTIONS

A person will say something to you. Listen and then answer. Say something back to the person.

2

What do you like best about school?

3

I can't move this desk by myself.

Student Name: _____

Writing



DIRECTIONS Look at the picture on page 10. Write about what you see in the picture. Tell a story about this picture.

1

Lined writing area for the student's response.



Student Name: _____

FOR TEACHER USE ONLY

SAMPLER WRITING SCORING FORM

Directions: After the student has completed the writing task, use the rubric below to holistically score the student's writing. Use the key words above each score point to guide your decision. If you need further help in making a decision, look at the descriptions for the score points below. Fill in the circle for each student's score. Then enter the student's score in the score box provided on page 17.

Question Number	Near Mastery Score Point 4	General Control Score Point 3	Some Control Score Point 2	Little Control Score Point 1	No Control Score Point 0
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1.

Score Point 4

Near Mastery of writing conventions

- Occasional errors in spelling or structure do not cause confusion about meaning
- Writing is of sufficient length and complexity
- Vocabulary is appropriate

Score Point 3

General Control of writing conventions

- May still have a number of structure and spelling errors that do not cause confusion about meaning
- Writing is generally of sufficient length and shows some evidence of complex ideas
- Vocabulary is generally appropriate

Score Point 2

Some Control of writing conventions

- Errors in structure, mechanics, and spelling may be numerous and may cause confusion about meaning
- Writing may not be sufficient in length and consists of simple sentence structures
- Vocabulary is basic

Score Point 1

Little Control of writing conventions

- Serious errors in structure, mechanics, and spelling cause confusion about meaning
- Writing may be insufficient or minimal (one or two words) and incoherent
- Writing might contain some correct words

Score Point 0

No Control of writing conventions in structure, mechanics, and spelling

- Incoherent and confusing
- No writing, or very minimal

Student Name: _____

FOR TEACHER USE ONLY

SAMPLER SPEAKING SCORING FORM

Directions for Scoring: Cut out this Speaking Scoring Form and use it to individually administer and score the Speaking test. After the student responds to each Speaking Sampler question, fill in the appropriate circle for the score. Fill in only one circle per question. Use a soft-lead (No. 2) pencil. A description of each score point is listed below.

Sentence Completion

Question Number	Good Structure Precise Vocabulary Score Point 2	Some Structure Some Vocabulary Score Point 1	No Structure Unintelligible Score Point 0
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score Point 2

- **Good structure**
- **Precise vocabulary**
- Information appropriate
- Error free or a few minor errors

Score Point 1

- **Some structure**
- **Some vocabulary**
- Information somewhat appropriate
- A few serious errors, but intelligible

Score Point 0

- **No structure**
- **Unintelligible**
- Insufficient information
- No response
- Response in a language other than English
- Repeating prompt only



SAMPLER SPEAKING SCORING FORM

Social Interaction

Question Number	Appropriate Score Point 2	Somewhat Appropriate Score Point 1	Unintelligible Score Point 0
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score Point 2

- **Response appropriate***
- Vocabulary precise
- Error free or a few minor errors

Score Point 1

- **Response somewhat appropriate**
- Vocabulary somewhat precise
- A few serious errors, but intelligible

Score Point 0

- **Response unintelligible**
- No response
- Response in language other than English
- Repeating prompt only

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



ANSWER SHEET Grades 5–6

Listening



Page 3

1. (A) (B) (C)

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

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

Page 5

4. (A) (B) (C) (D)

5. (A) (B) (C) (D)

Writing Conventions



Page 6

1. (A) (B) (C)

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

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

Page 7

4. (A) (B) (C) (D)

5. (A) (B) (C) (D)

Reading



Page 8

1. (A) (B) (C)

Page 9

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

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

FOR TEACHER USE ONLY

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

Name Grid

LAST NAME										FIRST NAME										MI
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

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