



# New York State Testing Program

2006

# NYSESLAT SAMPLER

GRADES

2-4



NAME \_\_\_\_\_



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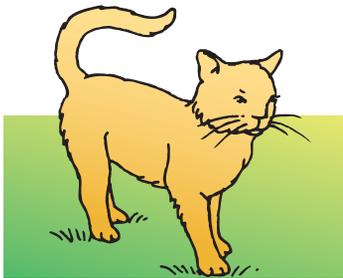
# Listening



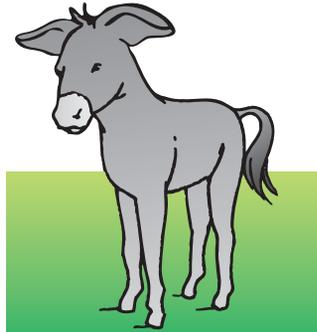
## DIRECTIONS

Listen to the question. Look at the three pictures. Fill in the correct circle on your response page.

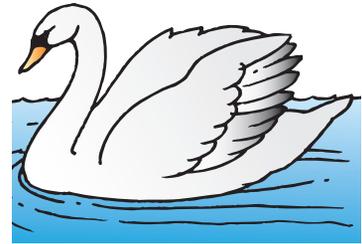
1



A



B



C

2



A



B



C



## DIRECTIONS

Read the question. Look at the picture and read the answers. Fill in the correct circle on your response page.

1

Which word tells what is in the picture?



box

**A**

book

**B**

boat

**C**

## DIRECTIONS

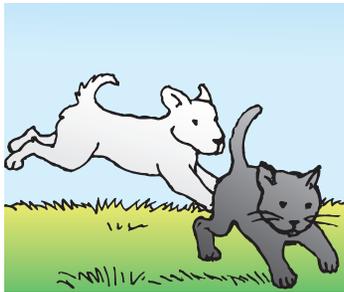
Read the question. Look at the three pictures. Fill in the correct circle on your response page.

2

The black-and-white puppy is playing in the grass. Which picture shows the puppy?



**A**



**B**



**C**



**DIRECTIONS**

Read the story and each question. Fill in the correct circle on your response page.

**Rainy Day Walk**

by Carol Levin

My friend Mike and I think it's a good day for a walk in the woods. The sky is blue, and the cool air is fresh. Leaves and twigs crunch under our feet.

Then gray clouds begin to hide the sun. It's starting to rain and leaves on the trees are shining. We cover our heads with our coats and walk faster now. A light wind blows some rain into our faces, and we laugh. We are getting a little wet, so we hurry home.

We'll walk in the woods another day.

**3**

What kind of day was it at the beginning of the story?

- A** Sunny and cool
- B** Cloudy and cool
- C** Windy and rainy
- D** Cloudy and rainy

**4**

Why did the boys put their coats over their heads?

- A** They didn't want leaves to get in their hair.
- B** They were trying to keep themselves dry.
- C** They didn't want the sun in their eyes.
- D** They were tired of wearing their coats.

# Writing Conventions

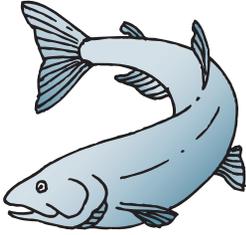


## DIRECTIONS

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

1

Which word goes with the picture?



fist

**A**

fish

**B**

fifth

**C**

## DIRECTIONS

Read the question and four answers. Fill in the correct circle on your response page.

2

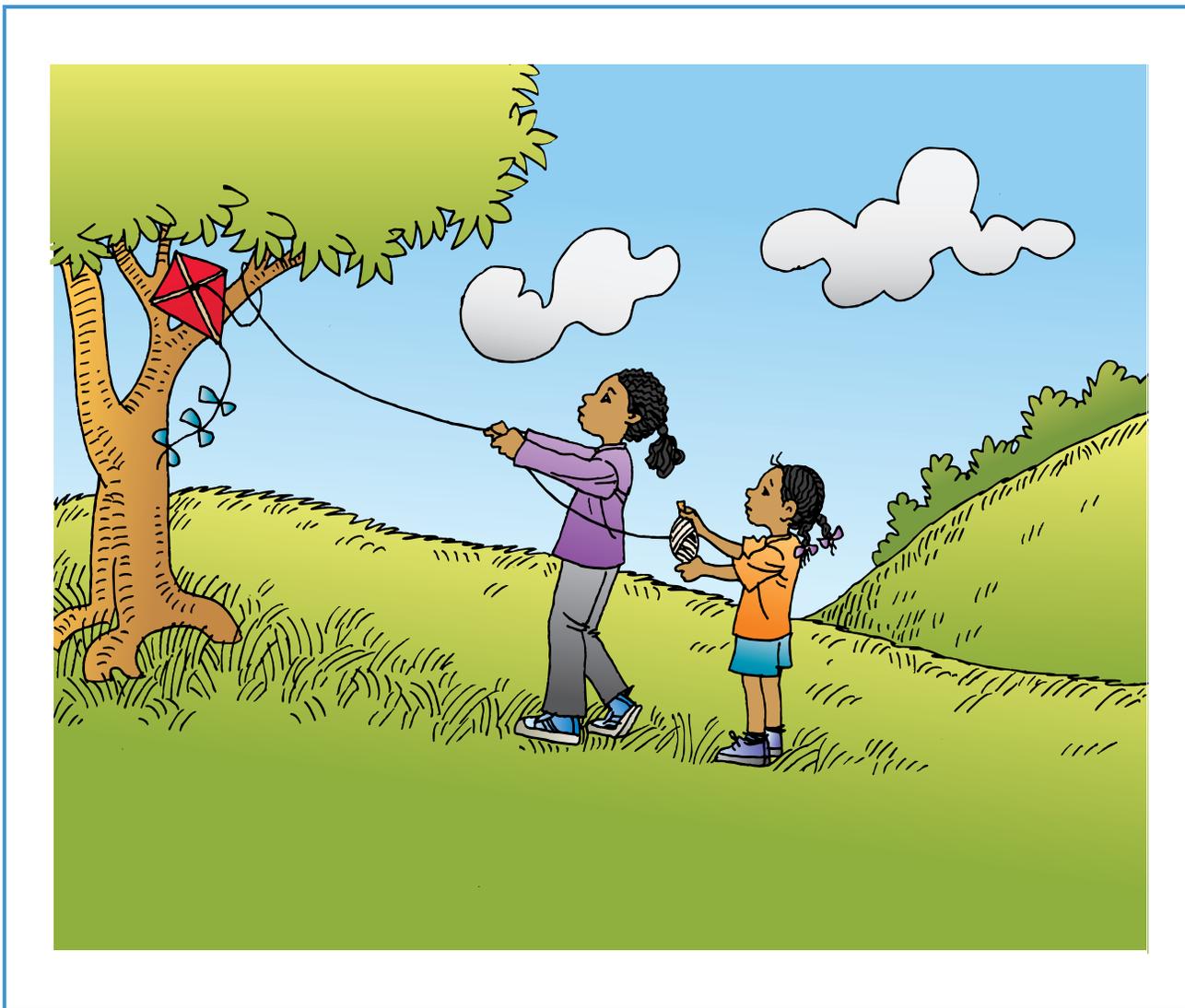
Which sentence is correct?

- A** He was come home.
- B** He did came home.
- C** He came home.
- D** He come home.



## DIRECTIONS

Look carefully at the picture. Answer the questions about the picture, and be sure to think about who, what, when, where, and why. This will help you write a story about the picture later.





1

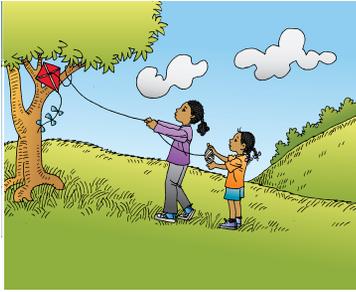
What happened first?

2

What happens next?

3

What will happen last?





## DIRECTIONS

Look at the picture. Write a story about what you see in the picture. Use your ideas from the Pre-Writing questions to add details to your story.

1



1

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# Speaking

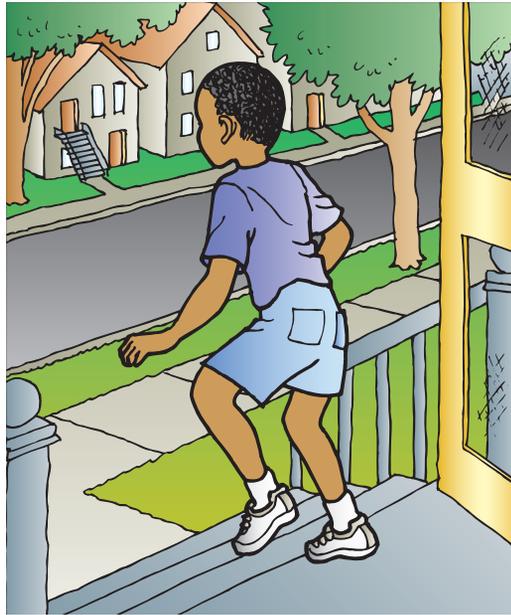


## DIRECTIONS

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

1

The boy got dressed and then . . .





**DIRECTIONS**

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

**2**

What do you like to have for lunch?

**3**

Hi, how are you?

**BLANK PAGE**

Student Name: \_\_\_\_\_

**FOR TEACHER USE ONLY**

**SAMPLER PRE-WRITING SCORING FORM**

**Directions for Scoring:** After the student has completed the Pre-Writing task, use the rubric below to holistically score the student's writing. Fill in the circles for each student's scores. Enter the scores in the score boxes provided on the student's response page.

**Sentence Completion**

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

Score Point	Description
<b>Score 2</b>	<ul style="list-style-type: none"><li>• Full and clear response to the question</li><li>• Contains two or more relevant ideas</li><li>• May be displayed in phrases or a list of words</li><li>• Shows thinking about the topic</li></ul>
<b>Score 1</b>	<ul style="list-style-type: none"><li>• Limited response to the question</li><li>• Contains at least one relevant idea</li><li>• May consist of one or more words</li><li>• Shows minimal thinking about the topic</li></ul>
<b>Score 0</b>	<ul style="list-style-type: none"><li>• No response</li><li>• Insufficient to score, incoherent, illegible, incomprehensible</li><li>• Numbers, copy of prompt</li><li>• Solely in a language other than English</li></ul>

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



Student Name: \_\_\_\_\_

**FOR TEACHER USE ONLY**

**SAMPLER WRITING SCORING FORM**

**Directions for Scoring:** After the student has completed the Writing task, use the rubric below to holistically score the student's writing. Fill in the circle for each student's score. Enter the score in the score box provided on the student's response page.

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	Description
<b>Score 4</b>	<p><b>NEAR MASTERY</b></p> <ul style="list-style-type: none"> <li>• Demonstrates complex thinking about the topic</li> <li>• Includes many relevant and meaningful details</li> <li>• Few errors in spelling and/or grammar that do not cause confusion about meaning</li> <li>• Is well organized and coherent</li> <li>• Vocabulary and sentence structure are varied and appropriate for grade level</li> </ul>
<b>Score 3</b>	<p><b>GENERAL CONTROL</b></p> <ul style="list-style-type: none"> <li>• Demonstrates some complex thinking about the topic</li> <li>• Includes some relevant and meaningful details</li> <li>• Some errors in spelling and/or grammar that do not cause confusion about meaning</li> <li>• Is organized and coherent</li> <li>• Vocabulary and sentence structure are appropriate for grade level</li> </ul>
<b>Score 2</b>	<p><b>SOME CONTROL</b></p> <ul style="list-style-type: none"> <li>• Demonstrates basic understanding of the topic</li> <li>• Includes a few relevant details that may be redundant</li> <li>• Numerous errors in spelling and/or grammar that may cause confusion about meaning</li> <li>• May be somewhat disorganized and lack coherence</li> <li>• Vocabulary and sentence structure are basic for grade level</li> </ul>
<b>Score 1</b>	<p><b>LITTLE CONTROL</b></p> <ul style="list-style-type: none"> <li>• Demonstrates limited understanding of the topic</li> <li>• Includes very few details, or a few details that are redundant</li> <li>• Serious errors in spelling and/or grammar that cause confusion about meaning</li> <li>• Is disorganized and incoherent</li> <li>• Vocabulary and sentence structure are not appropriate for grade level</li> </ul>
<b>Score 0</b>	<p><b>NO CONTROL</b></p> <ul style="list-style-type: none"> <li>• Demonstrates no understanding of the topic</li> <li>• Includes no relevant details</li> <li>• Is incomprehensible, incoherent, or illegible</li> <li>• May be copy of the prompt or numbers</li> <li>• Lacks appropriate vocabulary and structure for grade level</li> <li>• Solely in a language other than English</li> </ul>

Student Name: \_\_\_\_\_

**FOR TEACHER USE ONLY**

**SAMPLER SPEAKING SCORING FORM**

**Directions for Scoring:** Use this Speaking Scoring Form to individually administer and score the Speaking questions. After the student responds to each Speaking 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. Enter the score in the score box provided on the student’s response page.

**Sentence Completion**

Question Number	Good Structure Precise Vocabulary Score Point 2	Some Structure Some Vocabulary Score Point 1	No Structure Unintelligible Score Point 0
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1.                                                                 

<b>Score Point 2</b> <ul style="list-style-type: none"><li>• <b>Good structure</b></li><li>• <b>Precise vocabulary</b></li><li>• Information appropriate</li><li>• Error free or a few minor errors</li></ul>
<b>Score Point 1</b> <ul style="list-style-type: none"><li>• <b>Some structure</b></li><li>• <b>Some vocabulary</b></li><li>• Information somewhat appropriate</li><li>• A few serious errors, but intelligible</li></ul>
<b>Score Point 0</b> <ul style="list-style-type: none"><li>• <b>No structure</b></li><li>• <b>Unintelligible</b></li><li>• Insufficient information</li><li>• No response</li><li>• Response in a language other than English</li><li>• Repeating prompt only</li></ul>



Student Name: \_\_\_\_\_

**FOR TEACHER USE ONLY**

**SAMPLER SPEAKING SCORING FORM**

**Directions for Scoring:** Use this Speaking Scoring Form to individually administer and score the Speaking questions. After the student responds to each Speaking 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. Enter the scores in the score boxes provided on the student’s response page.

**Social Interaction**

Question Number	Response Appropriate Score Point 2	Response Somewhat Appropriate Score Point 1	Response 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.



# RESPONSE PAGE Grades 2–4

## Listening



Page 2

1. (A) (B) (C)

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2. (A) (B) (C)

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## Reading



Page 3

1. (A) (B) (C)

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2. (A) (B) (C)

---

Page 4

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

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

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## Writing Conventions



Page 5

1. (A) (B) (C)

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

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### 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



