



# New York State Testing Program

2006

## NYSESLAT SAMPLER

GRADES

9-12



**DIRECTIONS FOR ADMINISTERING**



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## **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 and to help them become familiar with the mechanics of using separate response pages. The test administrator (e.g., 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.

## 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 gets a booklet, a pencil, and an eraser.

**SAY** Carefully detach page 23 from your booklet. (Demonstrate.) Write your name at the top of the page. Make sure the response page is facing up. (Point.) You will mark the answers to the questions on this response page. There are numbered answer spaces for each question.

Demonstrate. Then walk around the room to make sure that all students have properly detached the response page.

Begin the Sampler.

### Listening

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

Demonstrate. Walk around the room to make sure all students have page 2 showing and have properly detached their response pages.

**SAY** Read the directions to yourself as I read them aloud.

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

**1** Look at number 1. In this row, you see three pictures. Which boy is playing music?

Pause for replies.

**SAY** Yes, that’s right. The correct answer is the first picture, letter “A,” isn’t it? The second and third pictures show a boy playing a game and looking at CDs. Mark circle “A” for number 1 on your response page.

## Listening (continued)

Walk quietly around the room to make sure students are marking their response pages correctly. For the next two Listening questions, stress to students that they need to listen carefully to the paragraph that is being read. The answers to the questions will come from the information that they hear.

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

**Directions:** Read the questions and answers silently as I read them aloud. Listen carefully. Fill in the correct circle for each of the questions on your response page.

In this Sampler, “the person talking” is the teacher reading the dictated text. In the regular test, “the person talking” could be either the test administrator (e.g., teacher) or a voice recorded on a cassette tape.

**SAY** You will listen to a school announcement for a job. There will be two questions to answer.

**Look at number 2. What will you receive when you fill out an application?**

- A A free Pizza House menu**
- B Some extra money**
- C A license to work**
- D A piece of pizza**

Pause for about 4 seconds.

**SAY** Look at number 3. What kind of work would you probably do at the Pizza House?

- A Bake pizzas**
- B Deliver pizzas**
- C Clean the kitchen**
- D Carry menus around the town**

Pause for about 4 seconds.

**SAY** Now listen to the school announcement.

**Are you a high school student looking for some extra cash? Then come work at the Pizza House—we have the biggest menu in town! If you have experience with customer service, have a valid driver’s license, are dependable, and are looking for part-time work, then look no further! Stop by the Pizza House, fill out an application, have a free slice of pizza, and go home with a job.**

**2** Look at number 2. What will you receive when you fill out an application?

Pause for about 10 seconds so students can mark their response pages.

## Listening *(continued)*

**SAY**

**3** Look at number 3. What kind of work would you probably do at the Pizza House?

Pause for about 10 seconds so students can mark their response pages.

**SAY** Are there any questions about what we just did?

Give students more explanation as needed.

**SAY** Look at the top of the next page. Look at the directions at the top of the page. Follow along as I read them to you.

**Directions:** Listen to the person talking. Read the question and look at the four small pictures. Fill in the correct circle on your response page.

Now read the paragraph to yourself as I read it aloud.

Your city ice hockey team, the Bald Eagles, is playing three home games. You and your friend are planning to go to a game together.

**4** Look at the top of the next page. Look at number 4. What time will you meet your friend on Saturday evening?

Now listen to this phone message from your friend.

Game time is usually seven o'clock, but they're starting a half hour early Saturday night. Can you come by my house at 5:30 so we can get something to eat before the game? That way we can be in line for our tickets by 6 o'clock.

What time will you meet your friend on Saturday evening?

Pause for about 10 seconds for students to mark their answers.

**SAY**

**5** Look at number 5. What do you need to do to win a prize?

Now listen to the attendant at the ticket booth.

Remember the new rules about refreshments—eating is permitted only at the tables under the awnings. If you put your ticket stub in the large barrel by the entrance gate, you can win one of the prizes. And you'll get a free Bald Eagles T-shirt for coming on opening night of the series.

What do you need to do to win a prize?

Pause for about 10 seconds for students to mark their answers.

## Listening (continued)

**SAY** If you are changing answers, be sure to erase your first mark completely. Then mark the correct answer. Is there anyone who does not understand how to do the Listening questions?

Give students as much explanation as necessary. Then go on to the Reading section.

## Reading

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**SAY**

**1** Turn to page 6. This is the Reading section. Look at the directions at the top of the page. Follow along as I read them to you.

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

**Do number 1 and mark your answer.**

Pause. Give enough time for students to mark their answers.

**SAY** Does anyone have a question?

Answer all questions.

**SAY** Look at the top of the next page. You will see a reading passage called "One Giant Leap for Mankind." Read the directions to yourself as I read them aloud.

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

Pause and point out the story and the questions on pages 7 and 8.

**SAY** Read the story silently to yourself. Then read the questions and mark the best answer. You may begin.

Pause for a few minutes so that students have time to read the story and answer the questions.

**SAY**

**2** Look at number 2. According to this passage, what do you know about the astronauts on *Apollo 11*?

Pause.

**SAY** That's right, the answer is "B," *They had a strict schedule.*

Pause.

## Reading (continued)

**SAY**

- 3** Look at number 3. What was Michael Collins doing while Armstrong and Aldrin walked on the moon?

Pause for replies.

**SAY** That's right. The correct answer is "A," *Orbiting the moon*. Where in the passage do you find that answer?

Pause for replies.

**SAY** That's right. You find it in the second to the last paragraph. "Astronauts Armstrong and Aldrin entered a smaller vessel, called a lunar module, for the descent to the moon, while Collins remained in orbit 70 miles above." Are there any questions?

Make sure students understand the story and how to answer the questions. Then go on to the Writing Conventions section.

## Writing Conventions

**SAY** Now turn to page 9. This is the Writing Conventions section.

Read the directions to yourself as I read them aloud.

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

- 1** Now look at number 1. Which word goes with the picture?

Pause for students to mark their answers.

**SAY** This is a picture of a plane. Answer "B" shows how to write the word "plane," so it is correct.

Give further explanation if necessary.

**SAY**

- 2–3** Look at the middle of the page. Read the directions to yourself as I read them aloud.

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

Do numbers 2 and 3. When you finish these two questions, stop and look up.

Pause to allow students to mark their answers.

**SAY** Did anyone have trouble finding the correct answers?

## Writing Conventions (continued)

Give explanations as needed.

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

**4–5** 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 response page.

**Do numbers 4 and 5 and mark your answers. When you finish, stop and look up.**

Pause. Give students time to mark their answers.

**SAY** Did anyone have trouble finding the correct answers?

Give explanations as needed. Make sure all students understand the “Correct as is” option. Go on to the Pre-Writing section.

### Pre-Writing

**SAY** Look at the top of page 11. This is the Pre-Writing section.

Make sure all students have the Pre-Writing section showing.

**SAY** You will answer some questions about the pictures. You will use your ideas from these questions to write about the pictures later.

Point out the pictures on page 11 to the students. Pause a few seconds while the students look at the pictures.

**SAY** Now look at the top of the next page. Read the directions to yourself as I read them aloud.

**Directions:** Look carefully at the pictures. Answer the questions about the pictures. This will help you write an essay about the pictures later.

**1** Look at number 1. How are the students in the pictures spending their time? List as many things as you can.

Pause long enough for everyone to finish writing.

**SAY**

**2** Look at number 2. What are some different ways to spend free time? List as many things as you can.

Pause long enough for everyone to finish writing.

## Pre-Writing *(continued)*

### SAY

- 3** Look at number 3. How do you prefer to spend your free time? Give as many details as you can.

Pause long enough for everyone to finish writing. When all students have finished,

**SAY** Stop.

## Writing

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**SAY** Look at the top of the next page. This is the Writing section. You will write your response to the Writing question on the lines after the pictures.

Make sure everyone has page 13 showing.

### SAY

- 1** Now look at number 1. Read the directions to yourself as I read them aloud.

**Directions:** There are a variety of activities you can do during the day. Look at the activities in the pictures. How are the activities the same? How are the activities different? Which activity do you like the best? Give as many reasons as you can. Use your ideas from the Pre-Writing questions to help you write your essay.

**Do you understand what you need to do? You may begin now.**

Students should be encouraged to write about what they see in the pictures and to use different words to describe what they see. Students should also try to write in complete sentences. The main thing is for students to write the best they can.

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

When students are finished writing, collect the Sampler booklets. Use the Sampler Pre-Writing and Writing Scoring Forms in the back of each student's Sampler booklet to score each student's writing.

# Speaking

## 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 use the Sampler Speaking Scoring Forms, located in the back of each Sampler booklet, to score the student's responses. Review the Directions for Scoring on the forms 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 16. This is the Speaking section. You will have four questions to answer. You will not have to mark or write anything in your booklet. You will only have to speak.

Pause. The test administrator and/or teacher should have the Sampler Speaking Scoring Forms to score each student's responses.

**SAY** Read the directions to yourself as I read them aloud.

**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** Look at number 1. Before going to bed at 10:30, Lisa usually . . .

Encourage the student to complete the sentence by looking at the picture and saying in his or her best English the words that would be appropriate to complete the sentence.

Pause for about 15 seconds.

Score the student's response.

**SAY**

**2** Look at number 2. The family had finished dinner, so Daniel . . .

Pause for about 15 seconds. Score the student's response.

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

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

## **Speaking** *(continued)*

### **3** Look at number 3. What time do you usually get home from school?

Pause for about 15 seconds. Give the student time to think of an appropriate response.

Score the student's response.

**SAY**

### **4** Look at number 4. My favorite subject in school is math. What's yours?

Pause for about 15 seconds. Give the student time to think of an appropriate response.

Score the student's response.

**SAY** Do you have any questions about what we have just done?

**This is the end of this activity. 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 9–12

## SAMPLER CORRECT RESPONSES

### ■ Listening

1. A
2. D
3. B
4. D
5. C

### ■ Reading

1. B
2. B
3. A

### ■ Writing Conventions

1. B
2. A
3. D
4. D
5. C

### ■ Pre-Writing

- 1–3. Use the Sampler Pre-Writing Scoring Form in the test booklet to score each student's responses. Enter scores in the score boxes on the student's response page.

### ■ Writing

1. Use the Sampler Writing Scoring Form in the test booklet to score each student's response. Enter score in the score box on the student's response page.

### ■ Speaking

- 1–2. Use the Sentence Completion Scoring Form in the test booklet to score each student's responses. Enter scores in the score boxes on the student's response page.
- 3–4. Use the Social Interaction Scoring Form in the test booklet to score each student's responses. Enter scores in the score boxes on the student's response page.

