



New York State Testing Program

NYSESLAT SAMPLER

GRADES

5-6



NAME _____



Listening



DIRECTIONS

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

1



A



B



C

**DIRECTIONS**

Read the question and answers silently as I read them out loud. Listen carefully. Fill in the correct circle on your answer sheet.

2

What will you buy at the park?

- A** Fruit
- B** Cookies
- C** Ice cream
- D** Sandwiches



Listening

DIRECTIONS

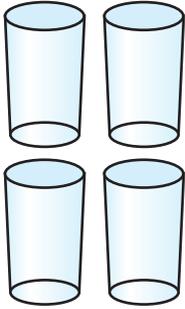
Listen to the person talking. Read the question and look at the pictures. Fill in the correct circle on your answer sheet.

Your aunt is helping you prepare a meal for your family and your grandmother, who is coming to visit.

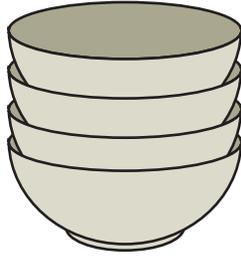


3

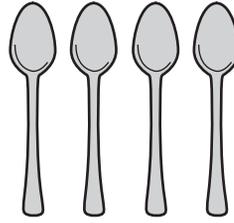
What should you take from the cabinet?



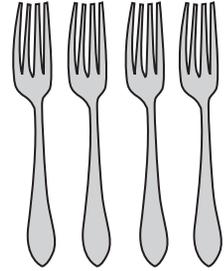
A



B



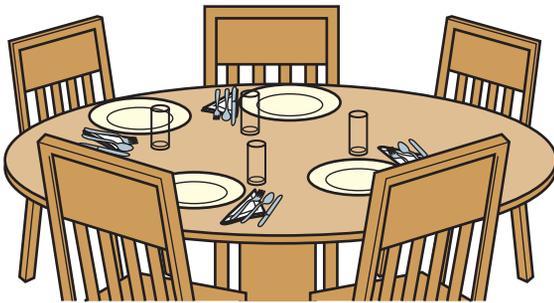
C



D

4

How will you set the table?



A



C



B



D



DIRECTIONS

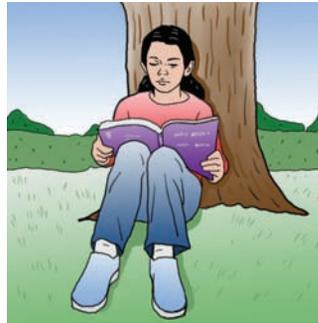
Read the question. Look at the three pictures. Fill in the correct circle on your answer sheet.

1

Which picture shows a girl reading under a tree?



A



B



C

**CONTINUE
ON TO THE
NEXT PAGE**



DIRECTIONS

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

Home

by Nancy Beaulieu

When my grandmother tells tales of when she was my age,
her hands wave like the tree branches outside her childhood window, and
she chatters like the river as it ran past her village.
But when my grandmother finishes,
she grows still as a summer's night when she was young.
So I listen and I see with my grandmother's eyes.
Then my grandmother starts a new tale about a garden she is growing.
Her brown eyes are as warm as the earth where she is planting seeds.
So I listen and I see with my grandmother's eyes.



2

What does the grandmother in the poem do when she is finished telling a tale?

- A** Worries
- B** Sits still
- C** Chatters
- D** Waves her hands

4

Which words from the poem contain a simile?

- A** . . . as it ran past her village.
- B** Then my grandmother starts . . .
- C** When my grandmother tells tales . . .
- D** . . . her hands wave like the tree branches . . .

3

What can you tell about the grandmother after reading the poem?

- A** She is a patient listener.
- B** She once lived in a large city.
- C** She has detailed memories of her youth.
- D** She does not like to talk much anymore.

5

With which statement would the author of the poem most likely agree?

- A** Grandmothers are good sources of interesting tales.
- B** Worrying about things makes them go away faster.
- C** Grandmothers were more valued in the past.
- D** Adults do not have clear memories.

Writing Conventions

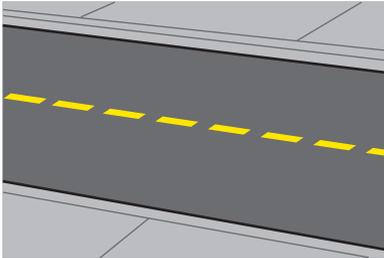


DIRECTIONS

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?



stream

A

streak

B

street

C

DIRECTIONS

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

2

Which sentence is correct?

- A** The students needed a pencil, an eraser, but two sheets of paper.
- B** The students needed a pencil, an eraser, and two sheets of paper.
- C** The students needed a pencil, an eraser, yet two sheets of paper.
- D** The students needed a pencil, an eraser, however, two sheets of paper.

**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.

3

When my cousin visits us, we do fun things, such like canoe on the river.

Which answer is correct?

- A** that
- B** such
- C** such as
- D** Correct as is

Pre-Writing



DIRECTIONS

Immigrants from many different countries and cultures have played an important part in the history of the United States. Immigrants have had a great effect on American society. Look carefully at the pictures. Answer the questions. This will help you write an essay later.





1

Describe what you see in each of the pictures.

2

What do the objects in the pictures represent?

3

Give some examples of how immigrants have contributed to American society.



DIRECTIONS

Write an essay about the effect of immigrants on American society. Use your ideas from the Pre-Writing questions to add details to your writing. Make sure your essay is well organized and of sufficient length.

1





A large rectangular area with a blue border, containing 20 horizontal black lines for writing.

Speaking

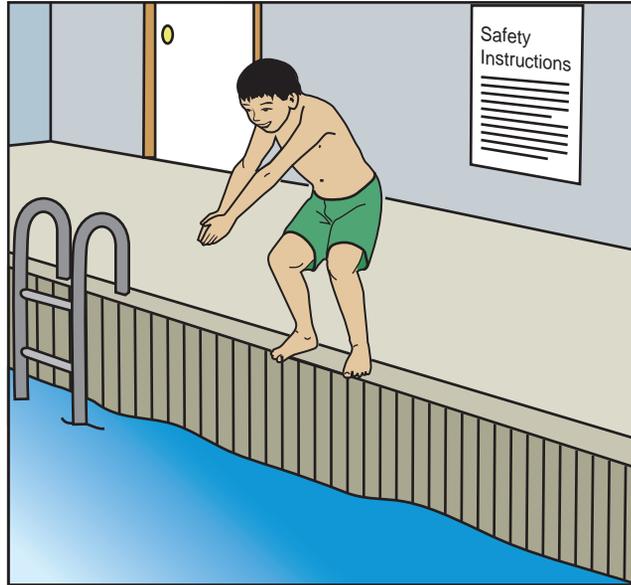


DIRECTIONS

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

1

Ravi went to the edge of the pool . . .



**DIRECTIONS**

Look at the three pictures. Tell a story about what you see in the pictures. Tell what happened first, what happened next, and what happened last.

2**First
1****Next
2****Last
3**



Speaking

DIRECTIONS

Look at the picture. Listen to the question about the picture. Then answer the question. Be sure to answer both parts of the question.

3

What is the woman doing and why?





DIRECTIONS

Imagine that we are having a conversation. I will say something to you. Listen and then answer.

4

What will you do after lunch?

5

I really like chocolate ice cream.

Student Name: _____

Sampler Pre-Writing Scoring Form

Directions: After the student has completed the Pre-Writing questions, use the rubric below to score the student's writing. Enter the scores in the score boxes provided on the student's answer sheet.

Question Number	Score
1	
2	
3	

Score Point	Pre-Writing
Score 2	Full and clear response to the question <ul style="list-style-type: none">• Contains two or more relevant ideas that may be displayed in phrases or a list• Shows thinking about the topic
Score 1	Limited response to the question <ul style="list-style-type: none">• Contains at least one relevant idea that may be displayed in phrases, a list or as a word• Shows minimal thinking about the topic
Score 0	Irrelevant or no response to the question <ul style="list-style-type: none">• Insufficient to score• Incoherent• Illegible• Irrelevant• Copy of the question• Solely in a language other than English• No response

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



Student Name: _____

Sampler Writing Scoring Form

Directions: After the student has completed the Writing question, use the rubric below to score the student's writing. Enter the score in the score box provided on the student's answer sheet.

Question Number	Score
1	

Score Point	Writing
Score 4	<p>Near mastery</p> <ul style="list-style-type: none"> • Demonstrates complex thinking about the topic • Includes many relevant and meaningful details • Few errors in spelling and/or grammar that do not cause confusion about meaning • Is well organized and well developed • Vocabulary and sentence structure are varied and appropriate for students within the grade span
Score 3	<p>General control</p> <ul style="list-style-type: none"> • Demonstrates some complex thinking about the topic • Includes some relevant and meaningful details • Some errors in spelling and/or grammar that do not cause confusion about meaning • Is organized and developed • Vocabulary and sentence structure are appropriate for students within the grade span
Score 2	<p>Some control</p> <ul style="list-style-type: none"> • Demonstrates basic understanding of the topic • Includes a few relevant details that may be redundant • Numerous errors in spelling and/or grammar that may cause confusion about meaning • May be somewhat disorganized and minimally developed • Vocabulary and sentence structure are basic for students within the grade span
Score 1	<p>Little control</p> <ul style="list-style-type: none"> • Demonstrates limited understanding of the topic • Includes very few relevant details, or a few details that are redundant • Serious errors in spelling and/or grammar that cause confusion about meaning • Is disorganized and undeveloped • Vocabulary and sentence structure are not appropriate for students within the grade span
Score 0	<p>No control</p> <ul style="list-style-type: none"> • Demonstrates no understanding of the topic • Includes no relevant details • Is incomprehensible or illegible • May be copy of the prompt • Solely in a language other than English • No response

* If a response is completely off-topic and has no contextual relevancy to the Writing prompt, it should be given the score point zero, regardless of how well written it is. However, since the Writing prompts are graphic-based with very little text, if a student chooses to write about a recognizable part of the graphic or only addresses the writing prompt, the response should be considered relevant and should be scored according to the rubric.

Student Name: _____

Sampler Speaking Scoring Form

Directions: Use this Speaking Scoring Form to score the Speaking questions. After the student responds to each Speaking question, mark the appropriate score. Enter the scores in the score boxes provided on the student's answer sheet.

Question Number	Score
1	

Score Point	Sentence Completion
Score 2	<p>Relevant response free of linguistic errors*</p> <ul style="list-style-type: none"> • Approximates native-like fluency • Precise vocabulary • Grammatically correct (e.g., in subject-verb agreement, correct verb tense, etc.)
Score 1	<p>Relevant response with some linguistic errors</p> <ul style="list-style-type: none"> • Intelligible • Appropriate vocabulary • Some grammatical errors (e.g., in subject-verb agreement, verb tense, etc.)
Score 0	<p>Irrelevant or invalid response</p> <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Only repeating the prompt** • No response

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

** Student may repeat the prompt as part of his or her response.

Question Number	Score
2	

Score Point	Storytelling (Abbreviated Rubric)
Score 4	<p>Shows native-like fluency</p> <ul style="list-style-type: none"> • Complex and organized structures and precise vocabulary • Very few errors
Score 3	<p>Shows strong ability approaching native-like fluency</p> <ul style="list-style-type: none"> • Varied structure and vocabulary • Some errors that do not impede communication
Score 2	<p>Shows some ability</p> <ul style="list-style-type: none"> • Basic structures and simple vocabulary • Numerous errors impede communication or cause confusion
Score 1	<p>Shows very limited ability</p> <ul style="list-style-type: none"> • Limited structures and vocabulary • Numerous and/or serious errors impede communication
Score 0	<p>Shows no ability</p> <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Irrelevant • No response



Student Name: _____

Sampler Speaking Scoring Form

Directions: Use this Speaking Scoring Form to score the Speaking questions. After the student responds to each Speaking question, mark the appropriate score. Enter the scores in the score boxes provided on the student's answer sheet.

Question Number	Score
3	

Score Point	Picture Description
Score 2	<p>Relevant response that approximates native-like fluency</p> <ul style="list-style-type: none"> • Addresses both parts of the prompt • Complex and varied structure and vocabulary • No or very few minor errors that do not impede communication • Demonstrates strong inference skills • Well organized, coherent, and cohesive
Score 1	<p>Somewhat relevant response</p> <ul style="list-style-type: none"> • May address only one part of the prompt • Somewhat varied structure and vocabulary • Serious errors, but intelligible • May demonstrate basic inference skills • Somewhat organized and plausible
Score 0	<p>Irrelevant or invalid response</p> <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Only repeating the prompt • No response

Question Number	Score
4	
5	

Score Point	Social Interaction
Score 2	<p>Response addresses the prompt*</p> <ul style="list-style-type: none"> • Vocabulary is context-related and precise • Free of grammatical errors
Score 1	<p>Response somewhat addresses the prompt</p> <ul style="list-style-type: none"> • Some appropriate vocabulary that is somewhat context-related • Some grammatical errors, but intelligible
Score 0	<p>Response does not address the prompt</p> <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Only repeating the prompt • No response

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

ANSWER SHEET Grades 5–6

Listening



1. (A) (B) (C)
2. (A) (B) (C) (D)
3. (A) (B) (C) (D)
4. (A) (B) (C) (D)

Reading



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

Writing Conventions



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

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
4. Score
5. Score

