



# New York State Testing Program

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## NYSESLAT SAMPLER

**GRADES**

**7-8**



**DIRECTIONS FOR ADMINISTERING**



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## General 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 answer sheets. The test administrator (e.g., the 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.

Please make sure to visit the NYSESLAT web page for all updates regarding the NYSESLAT exam. <http://www.emsc.nysed.gov/osa/nyseslat/home.shtml>

## 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 has a booklet and a pencil with an eraser.

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

Make sure all students have properly detached the answer sheet. Begin the Sampler.

### Listening

#### IMPORTANT NOTE

In this Sampler, the teacher reads the dictated text. In the NYSESLAT Operational Test, the Listening section is administered using a CD.

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

Make sure all students have found the Listening section.

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

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

If you decide to change your answer, remember to erase your first mark completely. Then mark the correct answer.

**1** Look at number 1. In this row, you see three pictures. Which cook is holding a spoon? . . . Which cook is holding a spoon?

## Listening (continued)

Call on a student and encourage a reply.

**SAY** The correct answer is the third picture, because the cook in the picture is holding a spoon. You should have filled in circle "C" for number 1 on your answer sheet. Does anyone have a question?

Answer any questions the students may have.

**SAY** Next you will hear a story and two questions about the story. Listen carefully, because the story will only be read one time. The answers to the questions will come from the story.

Look at the top of the next page. Read the directions to yourself as I read them out loud.

**Directions:** Read the questions and answers silently as I read them out loud. Listen carefully. Fill in the correct circle for each of the questions on your answer sheet.

You will listen to a teacher talking. There will be two questions to answer.

Look at number 2. Where will you get a map?

- A From the librarian
- B From the Internet
- C From a teacher
- D From a book

Look at number 3. What will you do after you draw the explorer's route on the map?

- A Find a map
- B Write a paragraph
- C Choose an explorer
- D Look for information

Pause for about 5 seconds.

**SAY** Now listen to the teacher.

Today we're going to start our research project about explorers. Each group will choose one explorer from the list, and then we'll go to the library. First, you'll look for information about the explorer's life. Next, you need to print a map from the Internet and draw the explorer's route on it. Finally, you will each write a paragraph about some important discoveries the explorer made.

**2** Look at number 2. Where will you get a map?

Pause for about 10 seconds.

## Listening *(continued)*

**SAY** Look at number 3. What will you do after you draw the explorer's route on the map?

Pause for about 10 seconds.

**SAY** Does anyone have any questions?

Answer any questions the students may have.

**SAY** Turn to page 4. There are some directions at the top of the page. Read them to yourself as I read them out loud.

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

Now read the sentences above the picture.

Your class is going on a field trip to a photography museum. Listen to your teacher as he tells you what to do.

Pause for about 10 seconds.

**SAY** Look at the top of the next page.

**4** Look at number 4. What should you do first if you want to attend the lecture?

Now listen.

If you enjoy photography, you'll enjoy the lecture offered at eleven o'clock! According to the phone call I just received, seats for the lecture are limited, so you should write your name on this sign-up sheet right away. Then you won't have to stand in line. You can get more information about the lecture at the ticket counter.

What should you do first if you want to attend the lecture?

Pause for about 10 seconds.

**SAY**

**5** Look at number 5. What should you put in a locker?

Now listen.

We aren't allowed to take backpacks into the museum. You will have to put yours in a locker. Take a notebook out of your backpack first; you're going to need it. But be sure to put your lunch in the locker, too. Keep your purse or wallet with you—don't leave money in the lockers.

What should you put in a locker?

## Listening (continued)

Pause for about 10 seconds.

**SAY** Does anyone have a question about the Listening section?

Answer any questions the students may have.

## Reading

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**SAY** Turn to page 6. This is the Reading section. Look at the directions at the top of the page. Read them to yourself as I read them out loud.

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

**1** Look at number 1. Read the question and mark your answer.

Pause for about 10 seconds.

**SAY** Which answer did you choose?

Call on a student and encourage a reply.

**SAY** The correct answer is “C,” so you should have filled in circle “C” for number 1 on your answer sheet. The picture shows the most pumpkins. Does anyone have a question?

Answer any questions the students may have.

**SAY** Look at the top of page 8. You will see a poem called “Rainy Day in the City.” Read the directions to yourself as I read them out loud.

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

**Now read the poem silently to yourself. Then read the questions and mark the best answers. You may begin.**

Pause while students read the poem and answer the questions. When all students have finished,

**SAY** Does anyone have a question about the Reading section?

Answer any questions the students may have. Make sure students understand the poem and how to answer the questions.

# Writing Conventions

## Writing Conventions

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**SAY** Now turn to page 10. This is the Writing Conventions section. Read the directions at the top of the page to yourself as I read them out loud.

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

**1** Now look at number 1. Read the question and mark your answer.

Pause while students mark their answers.

**SAY** Which answer did you choose?

Call on a student and encourage a reply.

**SAY** This is a picture of a globe. Answer “C” shows how to write the word “globe,” so it is correct. Does anyone have a question?

Answer any questions the students may have.

**SAY** Look at the middle of the page. Read the directions to yourself as I read them out loud.

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

**2** Now you will answer number 2. When you are finished, stop and look up.

Pause while students mark their answers.

**SAY** Does everyone understand how to answer the question?

Answer any questions the students may have.

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

**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** Now you will answer number 3. When you are finished, stop and look up.

Pause while students mark their answers.

**SAY** Does anyone have a question about the Writing Conventions section?

Answer any questions the students may have.

## Pre-Writing

### Pre-Writing

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**SAY** Now turn to page 12. This is the Pre-Writing section.

**You will answer some questions about the pictures. You will use your ideas later.**

Pause while students look at the pictures.

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

**Directions: Peers are people of the same age group. Young people can learn many important things from their peers that will help them when they grow up. Look carefully at the pictures. Answer the questions. This will help you write an essay later.**

**Look at the top of the next page. Read the first question to yourself as I read it out loud. Then write your answer in the box.**

**1** Look at number 1. What are some important things that students can learn from their peers in school?

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

**SAY**

**2** Look at number 2. What are some important things that young people can learn from their peers by playing a sport together?

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

**SAY**

**3** Look at number 3. How can the lessons that young people learn from their peers help them when they grow up?

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

**SAY** This is the end of the Pre-Writing section.

### Writing

**SAY** Turn to page 14. This is the Writing section.

**Now you will write an essay. You will write on the lines after the pictures. There is a checklist to help you write your essay. Read the directions to yourself as I read them out loud.**

## Writing (continued)

**Directions:** Write an essay about how the lessons that young people learn from their peers in school and in sports can help them when they grow up. Make sure your essay is well organized and of sufficient length. You may use your ideas from the Pre-Writing questions to help you write.

**Does anyone have a question?**

Answer any questions the students may have.

**SAY** You may begin writing now.

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

### 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 remove the Sampler Speaking Scoring Forms, located in the back of each Sampler booklet, and use them to score the student's responses. Review the directions for scoring 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 18. This is the Speaking section. You will answer some questions in English. You will not have to mark or write anything in your booklet. You will only have to speak.

Prepare to score the Speaking section using the Sampler Speaking Scoring Forms.

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

**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 saying the sentence. Use the picture to choose your words.

**1** Look at number 1. Mary's grandmother came for a visit and . . .

## Speaking (continued)

Pause for about 15 seconds. Score the response.

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

**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** Look at the pictures in number 2. Think about your story before you begin. Include as many details as you can. You may name the characters in your story. You may begin when you are ready.

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

**SAY** Turn to page 20. There are some directions at the top of the page. Read them to yourself as I read them out loud.

**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** Look at number 3. What is the woman doing, and what might she be thinking?

Pause for about 15 seconds. Score the response.

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

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

**4** Look at number 4. Tell me about your favorite food.

Pause for about 15 seconds. Score the response.

**SAY**

**5** Look at number 5. How has your day been?

Pause for about 15 seconds. Score the response.

**SAY** This is the end of the Speaking section. Do you have any questions about what we have just done?

Answer any questions the student may have.

**SAY** 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 7–8 SAMPLER CORRECT RESPONSES

## ■ Listening

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

## ■ Reading

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

## ■ Writing Conventions

1. C
2. B
3. C

## ■ Pre-Writing

Use the Sampler Pre-Writing Scoring Form in the Sampler booklet to score each student's responses. Enter scores in the score boxes on the student's answer sheet.

## ■ Writing

Use the Sampler Writing Scoring Form in the Sampler booklet to score each student's responses. Enter scores in the score boxes on the student's answer sheet.

## ■ Speaking

Use the Sampler Speaking Scoring Form in the Sampler booklet to score each student's responses. Enter scores in the score boxes on the student's answer sheet.