



New York State Testing Program

NYSESLAT SAMPLER



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, 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 coding identifying information and using separate answer documents. The test administrator (e.g., teacher) will also become familiar with the rubrics used to score the Writing and Speaking performance tasks. These Writing and Speaking Scoring Forms are located in the Sampler booklet.

The Sampler is not scored. 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.

Write each student's name on the Sampler booklet, if desired, before the Sampler administration begins.

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. The number of the test question being discussed is shown next to the directions.

SAY Today we are going to do some interesting activities. I am going to give each of you a booklet. Leave your booklet closed 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.

Note: If you have already entered or will be entering the identification information for each student on the back cover of the booklet, begin reading at the asterisk on page 5.

If you want your students to practice filling in a name grid, continue reading here.

SAY Turn your booklet over so that you see the name grid on the back cover.

Demonstrate.

SAY Find the section labeled “Last Name.” (Point.) In the *white* boxes, carefully print your last name, putting one letter in each white box. If your last name does not fit, write as many letters of it as there are white boxes. Are there any questions?

Answer students’ questions. When students have finished printing their last names,

SAY Under each box where you printed a letter of your last name, fill in the circle with the same letter. For each box you left empty, fill in the empty circle at the top of the column. For example, if your last name were Lee, you would fill in circle “L” in the first column, circle “E” in the second column, circle “E” in the third column, and the empty circle at the top of each of the other columns for the last name. Does everyone understand what to do?

Answer students’ questions. Then, after students have finished,

SAY In the section labeled “First Name,” print the letters of your first name in the white boxes only, just as you did for your last name. If your first name does not fit, write as many letters of it as you can.

After students have finished,

SAY Now, beneath each box in which you printed a letter of your first name, fill in the circle that has the same letter. For each blank box, fill in the empty circle at the top of the column.

After students have finished,

SAY In the section labeled “MI,” write the first letter of your middle name in the white box. Then fill in the circle with the same letter. If you do not have a middle name, fill in the empty circle at the top of this column.

After students have finished,

SAY We are finished filling in the name grid.

Carefully detach page 17 from your booklet. (Demonstrate.) **Write your name at the top of the page. Make sure the answer sheet is facing up.** (Point.) **You will mark all your answers on this answer sheet. There are numbered answer spaces for each question in the booklet.** (Point.) **Do not mark your answers in the booklet.**

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

SAY Turn your booklets back over so the front cover is facing up.

Begin the Sampler.

Listening

***SAY** Open your booklet to page 3, where you see a picture of headphones at the top of the page. This is the Listening section.

Demonstrate. Walk around the room to make sure all students have page 3 showing and have properly detached their answer sheets.

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 answer sheet.

Show students how to mark their answer spaces by drawing an answer circle on the chalkboard and filling it in. Students need to keep their marks within the answer circles. Show students how to erase an answer they might want to change. After you begin to administer the test, move quietly around the room to make sure that the directions are being followed correctly.

SAY

1 Look at number 1. In this first row, you see three pictures. Which picture shows a man driving a bus?

Pause for replies.

SAY Yes, that’s right. The correct answer is the third picture, letter “C,” isn’t it? The first and second pictures do not show a bus. Mark circle “C” on the line for number 1 on your answer sheet.

Listening (continued)

Walk quietly around the room to make sure students are marking their answer sheets 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 Now move down to the middle of the page. Read the directions to yourself as I read them aloud. Directions: Listen to the person talking. Read the question and the answers. Fill in the correct circle on your answer sheet.

In this Sampler, “the person talking” is the teacher reading the dictated text. In the regular test, “the person talking” is either the test administrator or a voice recorded on cassette tape, if districts choose that option for test administration.

SAY

2 Look at number 2. How many flowers are in the garden today? Now listen. It has rained for the last two days. The first spring flower just grew out of the ground today. We will have many flowers in the garden soon.

How many flowers are in the garden today?

Pause for about 8 seconds.

SAY Which answer did you choose?

Pause for responses.

SAY Yes, that’s right. You should have chosen “A,” because the answer is *one flower*. Be sure you have filled in the circle for “A” on your answer sheet.

Walk around to see if students have marked their answer sheets correctly.

SAY If you are changing your answer, be sure to erase your first mark completely. Then mark the answer that is right. Is there anyone who does not understand how to mark answers?

Give students as much explanation as necessary. Then go on.

SAY

3 Now look at number 3. What will your teacher write first on the chalkboard? Now listen to your teacher. This afternoon we will read for about 30 minutes. Our story begins on page 15. I will put that on the chalkboard. After we are finished reading, I will let the class write some poems and I will put a few of them on the chalkboard.

What will your teacher write first on the chalkboard?

Pause for about 8 seconds.

SAY What answer did you choose?

Pause for responses.

Listening (continued)

SAY Yes, that's right. The answer is *Start on page 15.*, which is letter "B." Are there any questions about what we are doing?

Walk around to make sure students are marking their answer sheets correctly.
Answer any questions the students may have.

SAY Turn the page. Look at the top of page 4, where you will see some directions. 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 answer sheet.

Now look at the picture and the paragraph. Read the paragraph to yourself as I read it aloud. You are helping your teacher get ready for reading hour. He is asking you to do some things for him.

4 Look at number 4 on the next page. How many chairs will you put in a circle by the window? Now listen.

Will you please set up three reading circles? Put three chairs in the back of the room and four chairs by the window. Then set up the last circle in the front of the room. Put five chairs there.

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

Pause about 15 seconds for students to mark their answers.

SAY

5 Look at number 5. Where will you find Mr. Sellers? Now listen. Would you take this book to Mr. Sellers, the new art teacher? From here on the first floor, take the stairs at the end of the hall to the second floor. I don't remember the room number, but it's the third door down from the stairway.

Where will you find Mr. Sellers?

Pause about 15 seconds for students to mark their answers.

SAY Does everyone understand what we just did?

Explain the correct answers as necessary.

Writing Conventions

SAY Now turn the page. At the top of the page you should see a picture of an open notebook and a pencil. This is the Writing Conventions section.

Make sure everyone has page 6, the Writing Conventions section, showing.

Writing Conventions *(continued)*

SAY 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 answer sheet.

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

Pause.

SAY Which answer did you choose?

Pause for responses.

SAY Yes, you should have marked the space for the second word, *bridge*. It is spelled *b-r-i-d-g-e*. The other words in this row, *brick* and *bright*, do not tell about this picture.

2 Look at number 2. Read the directions to yourself as I read them aloud. Directions: Read the question and four answers. Fill in the correct circle on your answer sheet.

Pause.

SAY Which sentence is correct?

Pause. Give students time to mark their answers.

SAY Which answer did you choose?

Pause for responses.

SAY *The bird flew away.*, answer "A," is the correct answer, isn't it? The word "flew" is a verb and it is not in the right place in the other 3 sentences. If you did not mark the correct answer, erase your mark completely and fill in the correct circle on your answer sheet.

Give help as needed so that students know how to mark their answer sheets.

SAY

3 Look at number 3. Which sentence is correct?

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

SAY Which answer did you choose?

Pause for replies.

SAY Yes, that's right. The correct answer is *The children are going to the store.*, answer "D." The other three sentences have verbs that are not correct. Does anyone have a question?

Answer all questions. Then go on to number 4.

Writing Conventions *(continued)*

SAY Look at the top of the next page. You will do the next two questions on your own. Follow along as I read the directions to you. 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 Read number 4. Which answer is correct?

Pause. Give students time to mark their answers.

SAY

5 Read number 5. Which answer is correct?

Pause. Give students time to mark their answers.

Reading

SAY Turn the page. You should see a closed book at the top of the page. This is the Reading section. Follow along as I read the directions to you. Directions: Read the question. Look at the three pictures. Fill in the correct circle on your answer sheet.

1 Read number 1. Which boy is writing a story?

Pause. Give enough time for students to mark their answers. Go on to number 2.

SAY Now look at the top of the next page where you see a story called "Dog Gone." Read the directions to yourself as I read them aloud. Directions: Read the story and each question. Fill in the correct circle on your answer sheet. You will read this story and answer the two questions on your own. Does everyone see the story and the two questions on this page?

Pause and point out the story and the questions on page 9.

SAY Read the story silently to yourself. When you are done, read the questions and mark the best answer. We will talk about each question when you are done. 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. The story is about a girl named Sandy and her dog. One Saturday, Sandy left the house. The question is "What was Sandy going to do early Saturday morning?"

What answer did you choose?

Pause for replies.

Reading (continued)

SAY That's right, the first answer, *Go to the park*, is the correct choice. You should have marked letter "A" on your answer sheet. Sandy and her father went to the park to roller-skate. If you did not mark the correct answer, erase your mark completely and mark the correct answer now.

Walk around and see if students are correctly marking their answer sheets.

SAY

3 Look at number 3. Why is the story called *Dog Gone*?

Pause for replies.

SAY That's right. The correct answer is "C," *Sandy could not find her dog when she first got home*. Another way to say that would be "Sandy thought her dog was gone." That is why the title of the passage is *Dog Gone*. Are there any questions?

Make sure students understand the story and how to answer the question. Then go on to the next page.

Writing

SAY Carefully detach page 13 from your booklet. (Demonstrate.) You will use this page for the writing task. Write your name at the top of the page. Make sure you have the page facing up. (Point.)

Demonstrate. Walk around the room to make sure that all students have properly detached the writing response page and have it face up.

SAY Turn to page 10, where you see a picture of a pencil and eraser at the top of the page. This is the Writing section.

Make sure everyone has page 10 of the Writing section showing.

SAY Read the directions to yourself as I read them aloud. Directions: Look at the picture. Write about what you see in the picture. Tell a story about this picture.

Do you understand what you need to do? You will have five minutes to write a story. You may begin now.

Make sure students understand what they are to do. Students can be encouraged to write about what they see in the picture 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.

Pause for five minutes so that students have time to write the words and/or story.

When students are finished writing, collect the Sampler booklets, the students' answer sheets, and the writing response page. For the Sampler only, teachers will use the Sampler Writing Scoring Form on the back of the writing response page to score each student's writing sample.

Speaking

IMPORTANT NOTE

The Speaking Sampler is individually administered. Each student will need their Sampler booklet to look at the Speaking questions when taking the test. The test administrator or teacher should cut out the Sampler Scoring Form, located on pages 15 and 16 of each Sampler booklet, to score the student's responses. Review the Directions for Scoring on the form prior to test administration. Following procedures for scoring the Speaking test is important because it mimics the way teachers will score the actual test.

SAY Turn to page 11. This is the Speaking section. You will have three 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 or teacher should have cut out the Sampler Speaking Scoring Form and be prepared to fill in the appropriate circle to score each student's responses.

SAY Read the directions to yourself as I read them aloud. 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 Look at number 1. To make the balloon bigger . . .

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

Pause about 15 seconds.

Score student's response.

SAY Turn the page. The next question is like having a conversation with another person. 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.

2 Look at number 2. What do you like best about school?

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

Score student's response.

Speaking *(continued)*

SAY

3 Look at number 3. I can't move this desk by myself.

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

Score student's response.

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

That is the end of this activity. In a few days, we will do some more activities like this. Put your pencil down and close your booklet so that the front cover is facing up.

Collect the booklet. This concludes the Sampler.

GRADES 5–6

SAMPLER CORRECT RESPONSES

■ Listening

1. 3
2. 1
3. 2
4. 3
5. 3

■ Writing Conventions

1. 2
2. 1
3. 4
4. 2
5. 3

■ Reading

1. 1
2. 1
3. 3

■ Writing

1. Teacher: Use the Sampler Writing Scoring Form on the back of the writing response page to score students' writing. Enter student's score in the Writing score box on the student's answer sheet.

■ Speaking

- 1–3. Teacher: Use the Sampler Speaking Scoring Form on pages 15 and 16 in the Sampler booklet to score students' responses. Enter student's score in the Speaking score boxes on the student's answer sheet.

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

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