



New York State Testing Program

2006

NYSESLAT SAMPLER

GRADES

5-6



NAME _____



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Listening

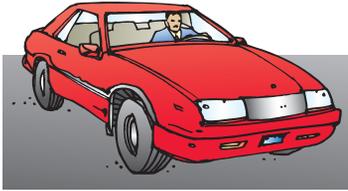


DIRECTIONS

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

1

Which picture shows a man driving a bus?



A



B



C

DIRECTIONS

Read the question and answers silently as I read them aloud. Listen carefully. Fill in the correct circle on your response page.

2

How many flowers are in the garden today?

- A One flower
- B Two flowers
- C Lots of flowers
- D No flowers at all

3

What will your teacher write first on the chalkboard?

- A Write some poems.
- B Start on page 15.
- C Finish your reading.
- D Read for 30 minutes.

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.

You are helping your teacher get ready for reading hour. He is asking you to do some things for him.





4

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



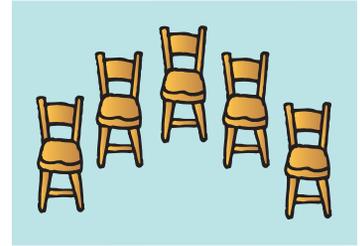
A



B



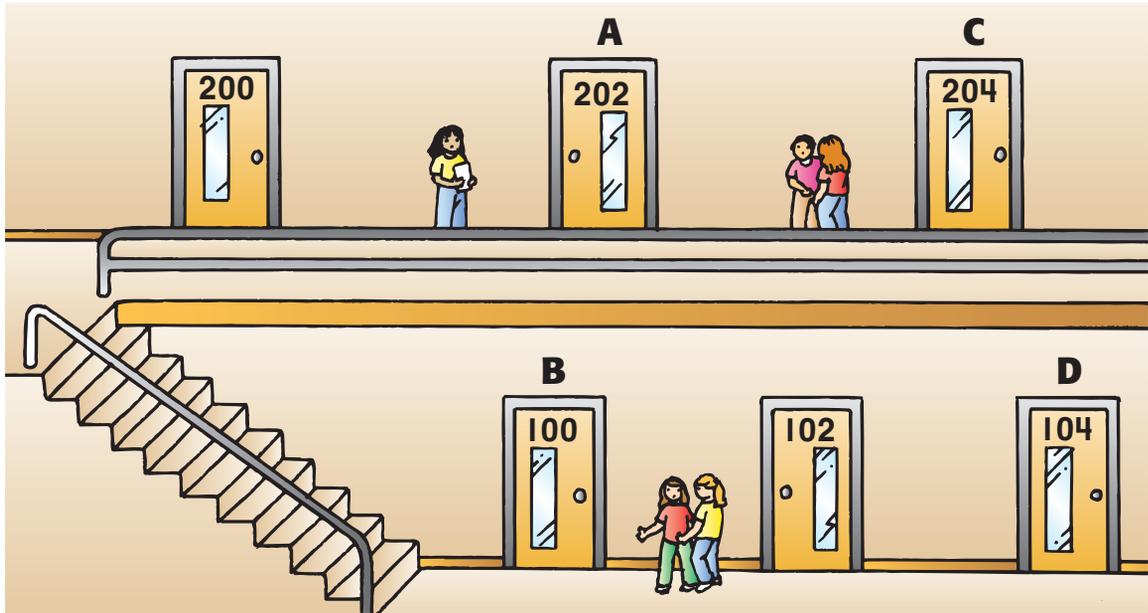
C



D

5

Where will you find Mr. Sellers?





DIRECTIONS

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

1

Which boy is writing a story?



A



B



C

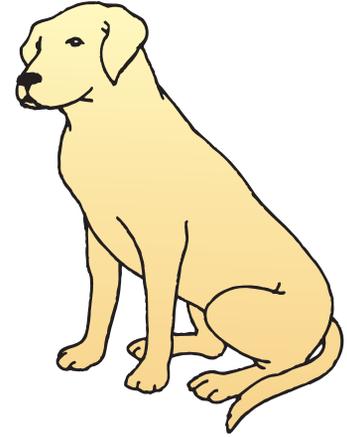


DIRECTIONS

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

Dog Gone

by Dee Stewart



Sandy stood at the back door early Saturday morning. She called to her big yellow dog to come outdoors. "Fletcher, come. Dad and I are going to the park to roller-skate, but you can't go with us. Play in the backyard while we're gone."

At lunchtime when Sandy and her dad returned home, Fletcher was gone! He wasn't in the backyard. Sandy ran through the house calling, "Fletcher, Fletcher, Fletcher!"

Finally, she opened the front door and looked out. Fletcher was sitting at the end of the sidewalk where the school bus always stops. Fletcher was waiting for Sandy just as he did every day after school.

2

What was Sandy going to do early Saturday morning?

- A Go to the park
- B Find her father
- C Look for her dog
- D Play in the backyard

3

Why is the story called *Dog Gone*?

- A Sandy's dog had run away from home.
- B The dog got lost on the way to the park.
- C Sandy could not find her dog when she got home.
- D Sandy and her father did not want to take the dog to the park.

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?



brick

A

bridge

B

bright

C

DIRECTIONS

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

2

Which sentence is correct?

- A** The bird flew away.
- B** Flew the bird away.
- C** The bird away flew.
- D** Away the flew bird.

3

Which sentence is correct?

- A** The children going to the store.
- B** The children is going to the store.
- C** The children are goes to the store.
- D** The children are going to the store.



Writing Conventions

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.

4

Could you the glass hand me?

Which answer is correct?

- A hand the glass me
- B hand me the glass
- C the glass to me hand
- D Correct as is

5

My mother us will pick up.

Which answer is correct?

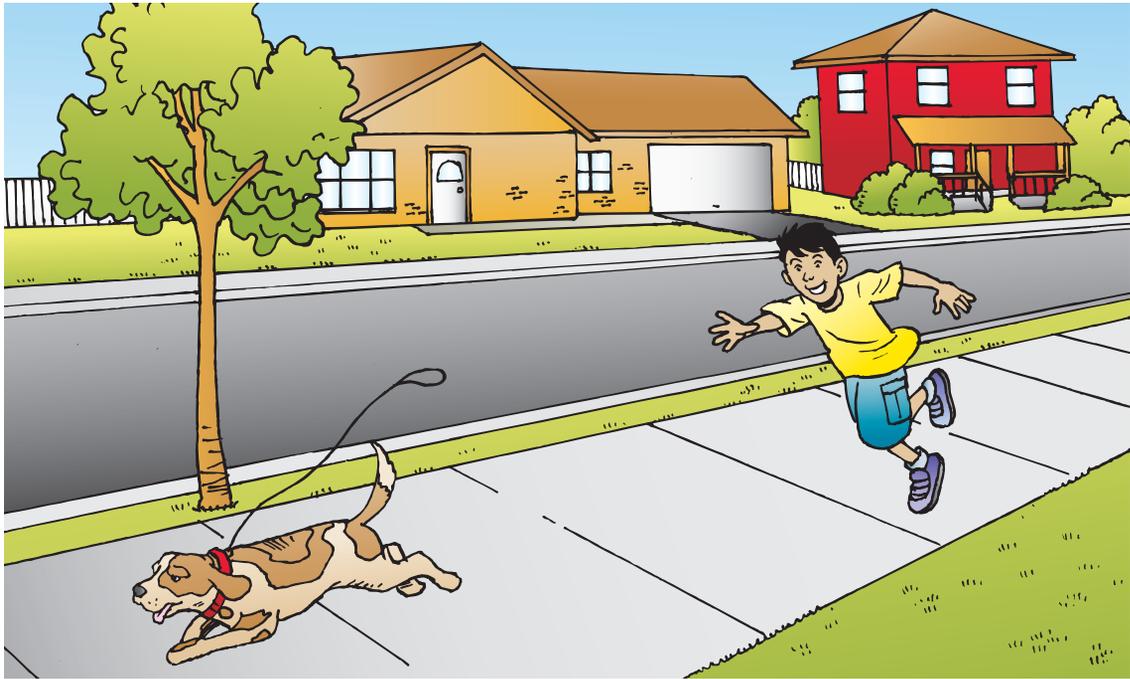
- A will pick up us
- B will us pick up
- C will pick us up
- D Correct as is

Pre-Writing



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.



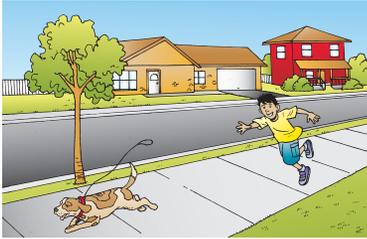


1

What happened first?

2

What happens next?



3

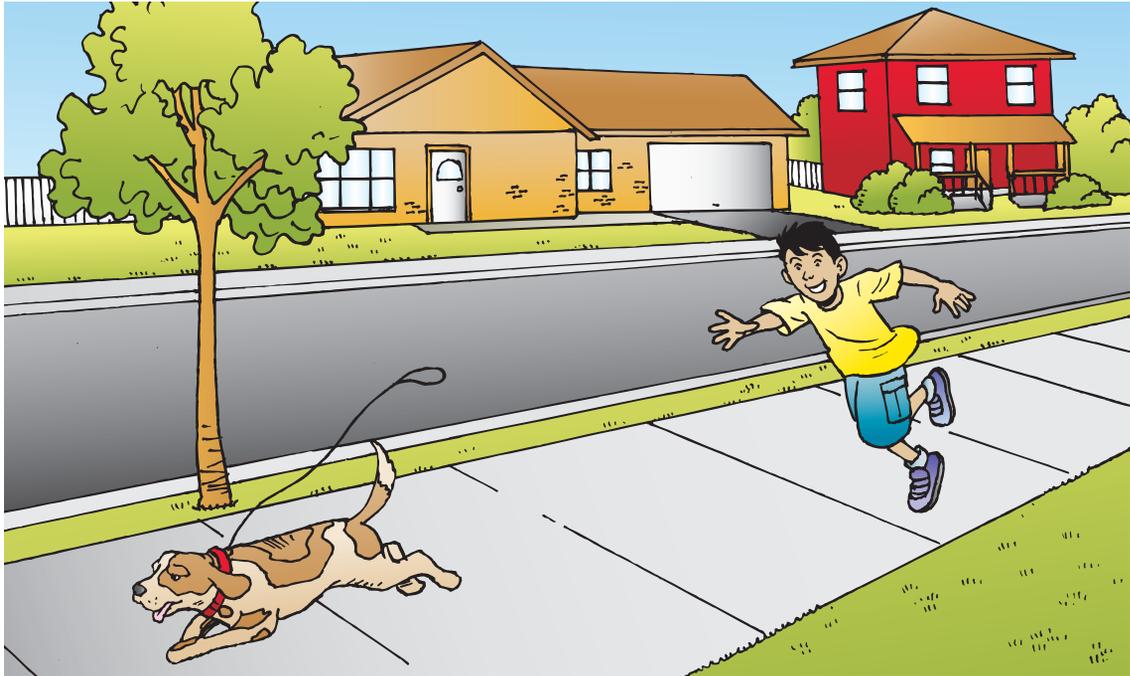
What will happen last?



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

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

To make the balloon bigger . . .





Speaking

DIRECTIONS

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

2

What do you like best about school?

3

I can't move this desk by myself.

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

***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 scores in the score boxes 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
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 coherent • Vocabulary and sentence structure are varied and appropriate for grade level
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 coherent • Vocabulary and sentence structure are appropriate for grade level
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 lack coherence • Vocabulary and sentence structure are basic for grade level
Score 1	<p>LITTLE CONTROL</p> <ul style="list-style-type: none"> • Demonstrates limited understanding of the topic • Includes very few details, or a few details that are redundant • Serious errors in spelling and/or grammar that cause confusion about meaning • Is disorganized and incoherent • Vocabulary and sentence structure are not appropriate for grade level
Score 0	<p>NO CONTROL</p> <ul style="list-style-type: none"> • Demonstrates no understanding of the topic • Includes no relevant details • Is incomprehensible, incoherent, or illegible • May be copy of the prompt or numbers • Lacks appropriate vocabulary and structure for grade level • Solely in a language other than English

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
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score Point 2

- **Good structure**
- **Precise vocabulary**
- Information appropriate
- Error free or a few minor errors

Score Point 1

- **Some structure**
- **Some vocabulary**
- Information somewhat appropriate
- A few serious errors, but intelligible

Score Point 0

- **No structure**
- **Unintelligible**
- Insufficient information
- No response
- Response in a language other than English
- Repeating prompt only



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	Appropriate Score Point 2	Somewhat Appropriate Score Point 1	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 5–6

Listening



Page 2

1. (A) (B) (C)

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

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

Page 4

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

5. (A) (B) (C) (D)

Reading



Page 5

1. (A) (B) (C)

Page 6

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

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

Writing Conventions



Page 7

1. (A) (B) (C)

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

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

Page 8

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

5. (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

