



New York State Testing Program

2006

NYSESLAT SAMPLER

GRADES

7-8



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 girl is going faster than the other girls?

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 show girls playing on a scooter and walking, but they are not going fast. Mark circle “C” 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 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 radio ad for a concert. There will be two questions to answer.

Look at number 2. For which days can you still buy concert tickets?

- A** Friday and Sunday
- B** Saturday and Sunday
- C** Friday and Saturday
- D** Thursday and Saturday

Pause for about 4 seconds.

SAY Look at number 3. Who does not have to pay the regular price to go to the concert?

- A** A parent with an ID
- B** A student who plays in a band
- C** A ten-year-old child with a student ID
- D** A child older than eight who comes with a parent

Pause for about 4 seconds.

SAY Now listen to the radio ad.

The Roadrunners will be in town for concerts on Friday, Saturday, and Sunday. Tickets are going fast. The Saturday concert is already sold out. Thursday is the last day of advance ticket sales, so you’d better hurry if you want to catch any of their concerts. Student tickets are regularly \$10, but are only \$5 with a student ID. Adults are \$15, and children under eight are free when accompanied by an adult.

2 Look at number 2. For which days can you still buy concert tickets?

Listening *(continued)*

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

SAY

- 3** Look at number 3. Who does not have to pay the regular price to go to the concert?

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.

You are working part-time at a small grocery store after school. The store manager is asking you to do some things for her.

- 4** Look at the top of the next page. Look at number 4. What will you put in the bag for Mr. Owens?

Now listen to the store manager.

Mr. Owens called in an order. Could you bag it up for him? He'd like a box of chocolate chip cookies, three large red apples, and two pounds of hamburger. He'll be by to pick it up in about 15 minutes.

What will you put in the bag for Mr. Owens?

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

SAY

- 5** Look at number 5. Who will you give the bag to?

Now listen to the store manager.

I will tell you what Mr. Owens looks like so you can give him his bag when he comes into the store. You already know his father, the short, white-haired man who comes in almost every day. Mr. Owens looks a lot like his dad, only he has dark curly hair and he's very tall.

Who will you give the bag to?

Listening (continued)

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

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

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. Then go on.

SAY Look at the top of the next page. You will see a reading passage called "At the Shore." 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. What is the meaning of the word precious in the second paragraph? What answer did you choose for number 2?

Pause.

SAY That's right, the answer is "D," Valuable.

Reading (continued)

Pause.

SAY

3 Look at number 3. What did King Aquatilu create to help Mother Bird?

Pause for replies.

SAY That's right. The correct answer is "B," *A gentle wind*. 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. "Instantly he took in a deep breath and exhaled." Exhaled means "to breathe out air." 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 look at the top of 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 clouds. Answer "B" shows how to write the word "clouds," so it is correct.

Give as much explanation as 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.

Writing Conventions *(continued)*

SAY Did anyone have trouble finding the correct answers?

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. What things are the same about the activities in the pictures? List as many things as you can.

Pause long enough for everyone to finish writing.

SAY

2 Look at number 2. What things are different about the activities in the pictures? List as many things as you can.

Pre-Writing (continued)

Pause long enough for everyone to finish writing.

SAY

- 3** Look at number 3. Which activity do you like the best? Give as many reasons as you can.

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

SAY Stop.

Go on to the Writing section.

Writing

- 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 different things you can do after school. Look at the activities in the pictures. How are the activities the same? How are the activities different? Which activity do you prefer? 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. While he was doing his homework . . .

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. Mary wanted an ice cream cone so . . .

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 would you like to do on Saturday?

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. Here's your pen back.

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 7–8

SAMPLER CORRECT RESPONSES

■ Listening

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

■ Reading

1. B
2. D
3. B

■ Writing Conventions

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

■ Pre-Writing

- 1–3. Teachers: 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 on the back of the writing response page 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.

