



New York State Testing Program

2006

NYSESLAT SAMPLER

GRADES

9-12



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



A



B



C

**DIRECTIONS**

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

2

What will you receive when you fill out an application?

- A** A free Pizza House menu
- B** Some extra money
- C** A license to work
- D** A piece of pizza

3

What kind of work would you probably do at the Pizza House?

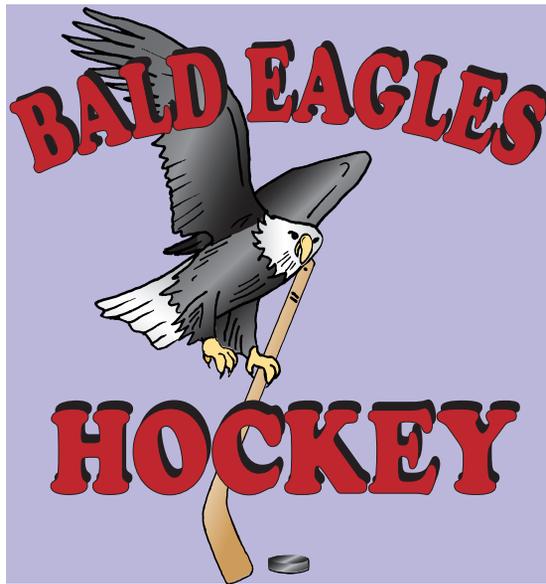
- A** Bake pizzas
- B** Deliver pizzas
- C** Clean the kitchen
- D** Carry menus around the town



DIRECTIONS

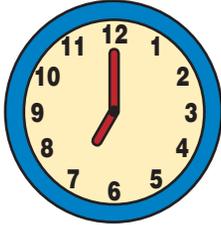
Listen to the person talking. Read the question and look at the four small pictures. Fill in the correct circle on your response page.

Your city ice hockey team, the Bald Eagles, is playing three home games. You and your friend are planning to go to a game together.



4

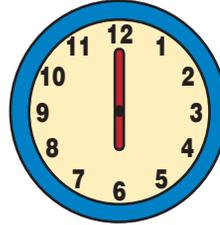
What time will you meet your friend on Saturday evening?



A



B



C



D

5

What do you need to do to win a prize?



A



B



C



D



DIRECTIONS

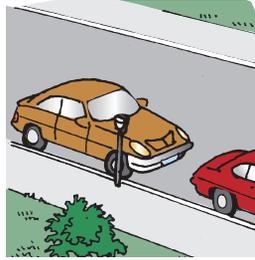
Read the question. Look at the three pictures. Fill in the correct circle on your response page.

1

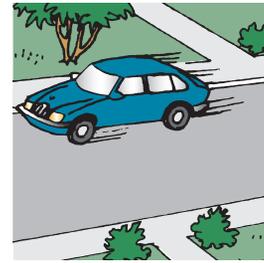
Which car is parked?



A



B



C

**DIRECTIONS**

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

One Giant Leap for Mankind

On the morning of July 16, 1969, the United States prepared to try something that had never been done before—send men to the moon. At 4:15 A.M., astronauts Neil Armstrong, Buzz Aldrin, and Michael Collins awoke and enjoyed a breakfast of steak and eggs. Next the men put on space suits and were driven to the *Apollo 11* rocket.

Apollo 11 was a complex piece of equipment. It weighed 50 tons and consisted of more than one million separate parts. The men rode an elevator up 320 feet, entered *Apollo 11*, and then took their seats. At 9:30 A.M. the rocket's engines roared to life, shooting out clouds of flame and smoke. *Apollo 11* rose into the sky, accelerating each second. By the time the rocket was in orbit over 100 miles above Earth, it was traveling at a speed of 17,400 miles per hour.

After circling Earth, the three astronauts turned *Apollo 11* toward the moon. Four days later, the ship went into orbit around Earth's nearest neighbor. Astronauts Armstrong and Aldrin entered a smaller vessel, called a lunar module, for the descent to the moon, while Collins remained in orbit 70 miles above. Carefully, Armstrong guided the lunar module down to the surface.

All around the world, people watched by television. Armstrong, followed by Aldrin, descended a ladder and finally stood on the lunar surface. They had done it! By radio, Armstrong announced, "That's one small step for a man, one giant leap for mankind."





2

According to this passage, what do you know about the astronauts on *Apollo 11*?

- A** They were quite young.
- B** They had a strict schedule.
- C** They knew how to fly an airplane.
- D** They had never been in space before.

3

What was Michael Collins doing while Armstrong and Aldrin walked on the moon?

- A** Orbiting the moon
- B** Repairing *Apollo 11*
- C** Eating steak and eggs
- D** Flying the lunar module

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?



plate

A

plane

B

place

C

DIRECTIONS

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

2

Which sentence is correct?

- A** I thought breakfast was good.
- B** I was think breakfast was good.
- C** I thinking breakfast was good.
- D** I am think breakfast was good.

3

Which answer is correct?

- A** Was funny the movie you saw?
- B** Was the movie funny you saw?
- C** Was funny you saw the movie?
- D** Was the movie you saw funny?



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

Our new English book is much thicker than the old one.

Which answer is correct?

- A** much more thicker
- B** very more thick
- C** very thick
- D** Correct as is

5

The soccer team to my sister's has won every game this season.

Which answer is correct?

- A** The soccer team it is of my sister
- B** My sister is soccer team
- C** My sister's soccer team
- D** Correct as is





DIRECTIONS

Look carefully at the pictures. Answer the questions about the pictures. This will help you write an essay about the pictures later.

1

How are the students in the pictures spending their time? List as many things as you can.



2

What are some different ways to spend free time? List as many things as you can.



3

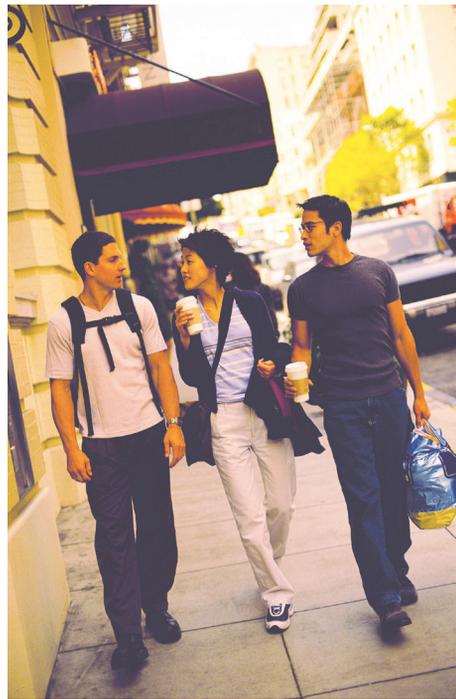
How do you prefer to spend your free time? Give as many details as you can.



DIRECTIONS

There are a variety of activities you can do during the day. Look at the activities in the pictures. How are the activities the same? How are the activities different? Which activity do you like the best? Give as many reasons as you can. Use your ideas from the Pre-Writing questions to help you write your essay.

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 aloud. Then look at the picture and finish saying the sentence. Use the picture to choose your words.

1

Before going to bed at 10:30, Lisa usually . . .



2

The family had finished dinner, so Daniel . . .





DIRECTIONS

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

3

What time do you usually get home from school?

4

My favorite subject in school is math. What's yours?

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. Then enter the score in the score box 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
-----------------	----------------------------	-------------------------------	----------------------------	------------------------------	--------------------------

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

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.

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"/>
2.	<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
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score Point 2
<ul style="list-style-type: none">• Response appropriate*• Vocabulary precise• Error free or a few minor errors
Score Point 1
<ul style="list-style-type: none">• Response somewhat appropriate• Vocabulary somewhat precise• A few serious errors, but intelligible
Score Point 0
<ul style="list-style-type: none">• Response unintelligible• No response• Response in a 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 9–12

Listening



Page 2

1. (A) (B) (C)
-

Page 3

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

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

Page 5

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

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

Reading



Page 6

1. (A) (B) (C)
-

Page 8

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

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

Writing Conventions



Page 9

1. (A) (B) (C)
-

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

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

Page 10

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

4. Score

