



New York State Testing Program

2006

NYSESLAT SAMPLER

GRADES

K-1



NAME _____



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DIRECTIONS Listen to the question. Look at the three pictures. Fill in the circle under the correct picture.

1

(A)

(B)

(C)

2

(A)

(B)

(C)



DIRECTIONS

Read the question. Look at the picture and read the answers. Fill in the circle under the correct answer.

1

What do you see?

10

ten

(A)

two

(B)

three

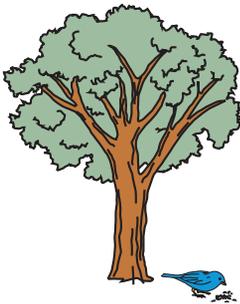
(C)

DIRECTIONS

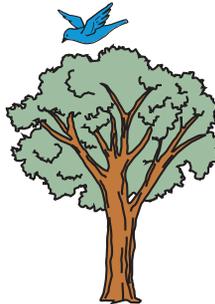
Read the question. Look at the three pictures. Fill in the circle under the correct picture.

2

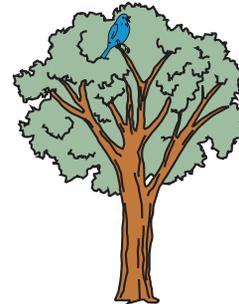
A bird is high up in the tree. Which picture shows the bird?



(A)



(B)



(C)

Writing Conventions



DIRECTIONS

Look at the picture. Listen to the question. Fill in the circle under the correct answer.

1



d

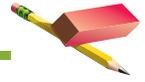
(A)

p

(B)

b

(C)



DIRECTIONS

Read the sentence silently as I read it aloud. Then copy the sentence on the lines.

1

Tom has a red kite.

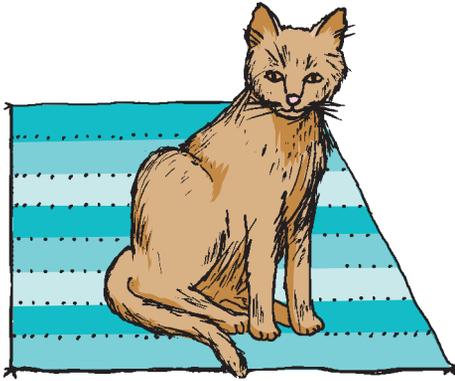
Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated twice.

Score #1



DIRECTIONS Look at the picture. Listen to the word. Write the word on the line.

2



Score #2



DIRECTIONS

Look at the picture. Write a story about what is happening in the picture. Write as much as you can.

3



Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are eight sets of these lines provided for writing.

Score #3

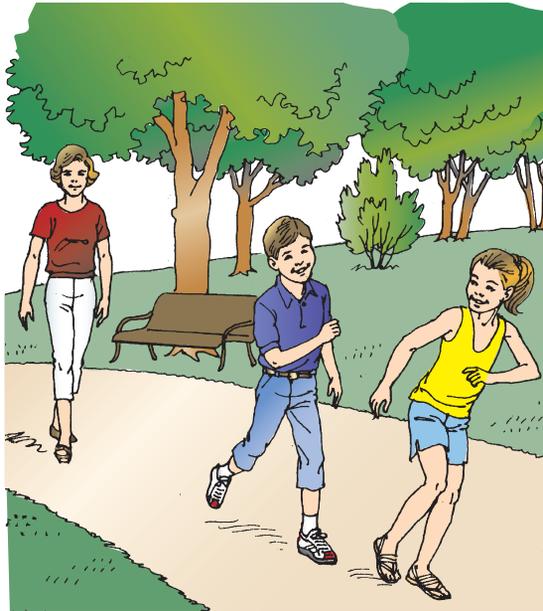


DIRECTIONS

Look at the picture. Listen to the first part of a sentence. Then finish the sentence. Use the picture to choose your words.

1

We go to the park and ...



Score #1



DIRECTIONS

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

2

What games do you like to play?

3

Do you think school is fun?

Score #2

Score #3

BLANK PAGE

Student Name: _____

FOR TEACHER USE ONLY

SAMPLER WRITING SCORING FORM

Directions for Scoring: After the student has completed the writing tasks, use the rubric below to holistically score the student's writing. Use the key words above each score point to guide your decision. If you need further help in making a decision, look at the descriptions for the score points below. Fill in the circle for each student's score. Then enter the student's score in the score box provided on page 5.

Sentence Copying

Question Number	Control Score Point 2	Some Control Score Point 1	No Control Score Point 0
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1.

Score Point 2

The response shows control of the conventions of written English (capitalization, word spacing, and punctuation). The response displays no spelling errors, though some letters may be disoriented (backwards, slanted).

Score Point 1

The response shows some attempt to spell words and use conventions (capitalization, word spacing, and punctuation) but errors may impede communication. Most of the words in the sentence and letters in each word are present and in the correct order.

Score Point 0

There is no response, the response is minimal, or the response is illegible.



Student Name: _____

FOR TEACHER USE ONLY

SAMPLER WRITING SCORING FORM

Directions for Scoring: After the student has completed the writing tasks, use the rubric below to holistically score the student's writing. Use the key words above each score point to guide your decision. If you need further help in making a decision, look at the descriptions for the score points below. Fill in the circle for each student's score. Then enter the student's score in the score box provided on page 6.

Word Writing

Question Number	Control Score Point 2	Some Control Score Point 1	No Control Score Point 0
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2.

Score Point 2

The dictated word is spelled correctly.

Score Point 1

The response shows some phonetic awareness, but the dictated word is spelled incorrectly.

Score Point 0

There is no response, the response shows no phonetic awareness, or the response is in a different language.



Student Name: _____

FOR TEACHER USE ONLY

SAMPLER WRITING SCORING FORM

Directions for Scoring: After the student has completed the writing tasks, use the rubric below to holistically score the student's writing. Use the key words above each score point to guide your decision. If you need further help in making a decision, look at the descriptions for the score points below. Fill in the circle for each student's score. Then enter the student's score in the score box provided on page 7.

Picture Description/Extended Writing

Question Number	Control Score Point 2	Some Control Score Point 1	No Control Score Point 0
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3.

Score Point 2

The student's response:

- Describes most of the activity in the picture; shows thinking about the topic.
- May display some spelling errors or invented spellings, but these misspellings show phonetic awareness, and the words can be identified by a trained primary-level teacher.
- Shows some control of the conventions of written English (capitalization, word spacing, punctuation) but may not be written in complete sentences.

Score Point 1

The student's response:

- Describes at least some of the activity in the picture.
- Displays many spelling errors or invented spellings that may not be identifiable as words.
- Shows some limited phonetic awareness and some attempt to use conventions (capitalization, word spacing, punctuation).

Score Point 0

There is no response or the response is illegible, incomprehensible, or written 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 student’s score in the score box on page 8.

Sentence Completion

Question Number	Good Structure Precise Vocabulary Score Point 2	Some Structure Some Vocabulary Score Point 1	No Structure Unintelligible Score Point 0
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1.

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 student's scores in the score boxes on page 9.

Social Interaction

Question Number	Response Appropriate Score Point 2	Response Somewhat Appropriate Score Point 1	Response 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.



