



# New York State Testing Program

2006

# NYSESLAT SAMPLER

**GRADES**

**K-1**



**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 will be familiar with the types of questions that appear on the test. Students will learn to follow a row across the page from left to right, to mark their answers properly, and to change their answers when necessary. The test administrator (e.g., teacher) will become familiar with the rubrics used to score the Speaking performance tasks. The Speaking 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 interesting activities. 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.

### Listening

**SAY** Open your booklet to page 2, where you see a picture of some headphones at the top of the page. This is the Listening section.

Demonstrate. Then walk around the room to make sure that all students have page 2 showing. Proceed with the Listening section directions.

**SAY** Look at the top of page 2. There are some directions at the top of the page. Listen as I tell you what to do next.

**Directions:** Listen to the question. Look at the three pictures. Fill in the circle under the correct picture.

**1** Look at number 1. When pictures go across the page like this, we say they are in a row.

Demonstrate by moving your finger from left to right across the pictures in question 1.

**SAY** In this first row, you see pictures of three different things. Which picture shows a toy? . . . Which picture shows a toy?

Call on a student and encourage a reply.

**SAY** That’s right. The correct answer is the toy truck. We will fill in the circle under the picture of the toy truck to show that it is the right answer. This is how you mark your answer with your pencil.

Show students how to mark the answer space by drawing an answer circle on the chalkboard and filling it in. Students need not keep their marks completely within the answer circles, and all the space within the circles does not have to be filled in. 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.

## Listening (continued)

**SAY** Now put your finger under the next row. Listen to the question and look at the three pictures.

**2** Look at number 2. Which picture shows a boy brushing his hair? . . . Which picture shows a boy brushing his hair?

Pause for about 8 seconds.

**SAY** Which picture did you mark?

Pause for responses.

**SAY** Yes, that's right. You should have marked under the first picture, which shows a boy brushing his hair. In the second picture, the boy is dusting a lamp, and in the third picture the boy is putting on a cap.

Give students as much explanation as necessary. Then go on to the Reading section.

## Reading

**SAY** Look at the top of the next page, where you see a closed book. This is the Reading section. There are some directions at the top of the page. Listen as I tell you what to do next.

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

**1** Move your finger under number 1. You will do this row on your own. Mark under the word that tells what you see in the picture.

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

**SAY** Which word did you mark?

Pause for replies. Make sure students understand how to answer the questions. Give further explanation if needed.

**SAY** Yes, that's right. You should have marked under the first word, *ten*. The other words in this row, *two* and *three*, do not tell about what you see in this picture. If you marked the second or third word, erase your mark and mark the correct word. Does anyone have a question?

Answer all questions. Then go on to number 2.

**SAY** Move your finger under number 2. There are more directions here. Listen as I tell you what to do next.

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

## Reading (Continued)

- 2** Now do number 2 on your own. Read the sentences silently and mark the picture that the sentences tell about.

Pause. Give students enough time to mark their answer.

**SAY** Which answer did you choose?

Pause for responses.

**SAY** Yes, the third picture is the correct answer. It shows a bird in the tree, doesn't it?

Give help as needed so that students understand how to answer the questions.

## Writing Conventions

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**SAY** Now look at page 4. 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 4, the Writing Conventions section, showing.

**SAY** There are some directions at the top of the page. Listen as I tell you what to do next.

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

- 1** Now look at number 1. This is a bee. Which letter *begins* the word bee?

Pause.

**SAY** Which letter did you mark?

Pause for responses.

**SAY** Yes, you should have marked the third letter, "b." The other letters in this row, "d" and "p," do not begin the word bee.

**Does everyone understand the question?**

Answer any questions the students may have.

# Writing

## Writing

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**SAY** Now look at the top of the next page. This is the Writing section. You will see a picture of a pencil and eraser at the top of the page.

Make sure all students have found the Writing section of the test booklet.

**SAY** There are some directions at the top of the page. Listen as I tell you what to do next.

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

**1** Look at number 1. Tom—has—a—red—kite. Copy the sentence now.

Give the students as much time as they need to finish writing.

**SAY** Now turn to page 6. There are some directions at the top of the page. Listen as I tell you what to do.

**Directions:** Look at the picture. Listen to the word. Write the word on the line.

**2** Look at number 2. This is a picture of a cat. Write the word *cat* on the line.

Give the students as much time as they need to finish writing.

**SAY**

**3** Look at the top of the next page. You will see a picture with some lines below it. You will write some sentences about what is in the picture. Be sure to start each sentence with a capital letter and end each sentence with the correct punctuation. Please remember to check your spelling.

There are some directions at the top of the page. Listen as I tell you what to do.

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

**You may begin now.**

Give the students as much time as they need to finish writing. When all students have finished,

**SAY** Stop. Put your pencil down now and close your booklet so that the front cover is on the top. This is the end of this activity.

Collect the Sampler booklets. Use the Sampler Writing Scoring Forms in the back of each student's Sampler booklet to score each student's writing. Then record the scores in the score boxes on the appropriate pages of the Sampler booklet.

# 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 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 8, where you see a microphone at the top of the page. This is the Speaking section. All you are going to do is answer some questions in English. Do the best you can. 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 the Sampler Speaking Scoring Forms and be prepared to fill in the appropriate circle to score each student's responses.

**SAY** There are some directions at the top of the page. Listen as I tell you what to do next.

**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** Look at number 1. We go to the park and . . .

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** Look at the top of the next page. There are some directions at the top of the page. Listen as I tell you what to do next.

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

**2** Look at number 2. What games do you like to play?

## Speaking *(continued)*

Pause for about 15 seconds. Give the student time to think of an appropriate response. If a student is having trouble responding, encourage the student to think about a game he or she plays with friends.

Score the student's response.

### **SAY**

#### **3 Look at number 3. Do you think school is fun?**

Pause for about 15 seconds. Give the student time to think of an appropriate response. If needed, give the student help by giving an example of when someone might ask this question.

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 K-1

## SAMPLER CORRECT RESPONSES

### ■ Listening

1. B
2. A

### ■ Reading

1. A
2. C

### ■ Writing Conventions

1. C

### ■ Writing

1. Use the Sentence Copying Scoring Form in the test booklet to score each student's response. Enter score in the score box on page 5 in the test booklet.
2. Use the Word Writing Scoring Form in the test booklet to score each student's response. Enter score in the score box on page 6 in the test booklet.
3. Use the Picture Description/Extended Writing Scoring Form in the test booklet to score each student's response. Enter score in the score box on page 7 in the test booklet.

### ■ Speaking

1. Use the Sentence Completion Scoring Form in the test booklet to score each student's response. Enter score in the score box on page 8 in the test booklet.
- 2-3. Use the Social Interaction Scoring Form in the test booklet to score each student's responses. Enter scores in the score boxes on page 9 in the test booklet.