



TEST SAMPLER

DRAFT

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I. INTRODUCTION

A. How to use the NYSESLAT Test Sampler

The tasks in the Sampler may be administered in the classroom to help teachers plan for instruction. Teachers may use the tasks as exemplars to develop similar tasks for use in the classroom. Research indicates that language achievement depends upon the extent to which the learner is engaged in actual acts of reading, writing, listening and speaking for meaningful purposes.

Before taking the operational test, students should be introduced to the test format and sample tasks.

In considering implications of students' results on these tasks, teachers may want to ask the following questions:

- On which parts did students seem to be most successful? Least successful?
- To what extent did students follow the directions included with each task?
- With which qualities used in scoring did students seem to have the most difficulty (coherence, fluency, vocabulary resources, providing appropriate and specific details)?
- What learning experiences do students need to perform well on each task?

B. How the NYSESLAT Test Questions Were Developed

Using the *New York State Learning Standards for English as a Second Language*, the Department worked with teachers from New York State to draft a pool of questions for the assessments. Educational Testing Service (ETS) staff worked with teachers from New York to expand the pool. ETS staff and the Department completed the development work and assembled the NYSESLAT Field Test.

C. The New York State Learning Standards for English As a Second Language

The New York State Learning Standards for English as a Second Language (ESL standards) are meant to serve as the foundation for ESL curriculum, instruction, and assessment for all LEP/ELL students in the State. They provide the framework for interweaving teaching, learning, assessment, and student work. The ESL standards also serve as the framework for the New York State English as a Second Language Achievement Test, (NYSESLAT), which will be administered to all LEP/ELLs in New York starting in the May 2003.

The ESL standards are based on the premise that second language education must consist of learning English for authentic purposes in both social and academic settings. The ESL standards identify the skills and abilities LEP/ELL students must master as they become proficient in English and enter the English mainstream. The ESL standards are meant to be used for all LEP/ELL students at all levels of English proficiency. The ESL standards can be regarded as a springboard to content area standards; they provide the knowledge and skill development for high-level student achievement in the non-ESL content classroom.

The ESL standards are based on an alignment between the New York State English language arts (ELA) learning standards and the ESL standards developed by the National Association of Teachers of English to Speakers of Other Languages (TESOL). The New York State ESL standards reflect the standards-based curriculum and assessment initiatives in New York State. With the assistance of the Center for Applied Linguistics, the ESL Standards Committee aligned the TESOL standards with the ELA standards for each grade level cluster, and developed new performance indicators for each standard as needed. Simultaneously, teams of teachers around the State identified and developed sample classroom tasks that addressed the standards and performance indicators that illustrated standards-based ESL instruction.

There are five New York State ESL standards. While the first four resemble the four State ELA standards, there are significant differences in the performance indicators that distinguish the ESL

standards from those in ELA . These standards are: Standard 1 — English for information and understanding; Standard 2 — English for literary response, enjoyment, and expression; Standard 3 — English for critical analysis and evaluation; and Standard 4 — English for social and classroom interaction. The fifth standard, English for cross-cultural knowledge and understanding, articulates the components of acquiring a "second culture" in both a social and academic context. Interactions and knowledge that are subsumed under Standard 5 are designed to help LEP/ELL students entering the United States to be successful in their new host culture.

The five New York State ESL standards and sample classroom tasks were reviewed and edited by other committees and researchers in the fields of bilingual education and ESL and comprise the ESL learning standards, performance indicators, and classroom tasks delineated in the document, *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language*.

The sample classroom tasks outlined in this standards document provide educators of LEP/ELL students with suggested tasks that address one or more performance indicators within a particular standard. The tasks describe instructional practices that are designed for authentic, meaningful, and purposeful learning and student engagement.

D. State Assessment of LEP/ELL Students

LEP/ELLs have participated in the State testing program from its beginning.

New Tests for LEP/ELLs: Action Step 9 of the Twelve Action Steps to Assist Limited English Proficient/English Language Learners Meet the English Language Arts Standards called for improvement of the identification and assessment of LEP/ELLs. This was approached in a number of ways. The work of the statewide committee on testing resulted in the development of two instruments for LEP/ELLs.

- **Identification Test:** The New York City Department of Education revised the Language Assessment Battery (LAB) and aligned it with the State's new English as a second language standards. The test will be used statewide to help identify students with limited English proficiency. The LAB-R has been field tested statewide and has been used in New York City since September 2002. Plans are under way to train teachers from the rest of the State on the administration of the LAB-R, which will be the required identification instrument starting in August 2003.
- **Achievement Test:** The Department's Office of State Assessment, with the collaboration of the Educational Testing Services (ETS), developed the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT will be administered annually for five grade clusters: K-1, 2-4, 5-6, 7-8, and 9-12. Each test will assess the four language modalities of listening, reading, speaking, and writing. New York State teachers using the ESL learning standards developed the initial test items. ETS staff worked with teachers from New York State to expand the pool. ETS and the Department completed the development work and assembled the test for field testing in fall 2002. The operational test will be administered in May 2003. The test has been approved by the U.S. Department of Education as the instrument to measure proficiency in English as a second language. New York is one of only a few states with approval to administer this type of test instrument to meet the accountability provisions under the No Child Left Behind (NCLB) Act.

All LEP/ELL students, in grades K-12, must take the NYSESLAT in the spring of 2003. LEP/ELL students must take this assessment to evaluate English proficiency even if they took or will be taking the Grade 4 or 8 English Language Arts Test, the Comprehensive Regents Examination in English, or, for certain LEP/ELL students with disabilities, the Regents Competency Test in Reading or Writing during the 2002-03 school year.

All fourth-and eighth-grade LEP/ELL students who have attended school in the United States (not including Puerto Rico) for three or more consecutive school years are required to take the Grade 4 or 8 English Language Arts Test in 2003, unless an exemption is granted as described below. This policy supersedes the Department's previous policy that allowed LEP/ELL students who scored below the 30th percentile on a standardized test of English reading to use alternative reading tests to meet assessment requirements. LEP/ELL students now enrolled in grade 4 or 8 who were enrolled in United States (not including Puerto Rico) schools on January 2, 2000 and in each succeeding year were required to take the Grade 4 or 8 English Language Arts Test in 2003.

NCLB allows for some exemptions to this rule. For LEP/ELL students who have attended school in the United States (not including Puerto Rico) for four or five consecutive years, districts or charter schools may determine annually, on an individual basis, that the NYSESLAT, rather than the Grade 4 or 8 English Language Arts Test, would likely yield more accurate and reliable information on what a student knows and can do. Districts and charter schools must ensure that records of such individual exemptions are maintained. No exemption is available for student's beyond fifth year, and such students must take the Grade 4 or 8 English Language Arts Tests.

II. DESCRIPTION OF THE NYSESLAT ASSESSMENTS

The NYSESLAT assessments reflect the *New York State Learning Standards for English as a Second Language*.

There are five grade-level assessments, including:

- Grades K-1
- Grades 2-4
- Grades 5-6
- Grades 7-8
- Grades 9-12

The language modalities assessed at each grade level, include:

- Listening
- Reading
- Speaking
- Writing

The NYSESLAT Test Design for 2003 is included as Appendix A. The assessments have the following features.

Features of the NYSESLAT for Grades K-1

Test Section	Administration	Estimated Time *	Basic Format
LISTENING	To a group of students	25 minutes	The teacher reads the assessment to the students. All the questions are multiple-choice, with pictures for the options. The students circle their answers in their test books. Tasks range from simple identification of pertinent information to understanding the elements of a brief story.
READING	To a group of students	25 minutes	The teacher reads a script to guide the students through the K-1 Reading assessment. All questions are multiple-choice, with single letters, words, and pictures for the options. Tasks range from identification of letters and sounds to choosing answers to questions about stories of a few sentences. The students circle their answers in their test books.
SPEAKING	To individual students	10 minutes	The teacher instructs the student to look at pictures in a test book and asks the student questions about those pictures. The student speaks in response to these questions.
WRITING	To a group of students	15 minutes	The teacher asks the students to write single words; short, dictated sentences; and a short description of a picture they see.

* These times include time for the teacher to give instructions to the students as well as for the students to take the test.

Features of the NYSESLAT for Grades 2-12

Test Section	Administration	Estimated Time *	Basic Format
LISTENING	To a group of students	45 minutes	Students listen to stimuli on audiotapes and answer questions printed in their test books.
READING	To a group of students	50 minutes	Students answer multiple-choice questions based on reading passages printed in their test books.
SPEAKING	To individual students	15 minutes	The student speaks in response to questions and stimuli that are read by the teacher and printed in his or her test book.
WRITING	To a group of students	50 minutes	Students write and perform writing exercises in response to questions and stimuli printed in their test books.

* These times include time for the teacher to give instructions to the students as well as for the students to take the test.

A. Listening

For grades K-4, the students answer questions based on pictures and photographs. Students are also asked to choose pictorial answers in response to brief oral questions as well as short stories. This is delivered by the instructor for grades K-1 and presented in a prerecorded tape for grades 2-4. The short stories, poems, and rhymes are said twice.

For grades 5-12, the Listening assessments present four types of listening activities on a prerecorded tape. The short and extended conversations are stated twice.

- In the first, students look at photographs while they listen to four statements, only one of which accurately describes what the photograph shows. The statements are said only once.
- In the second, students listen for details in brief, everyday conversation.
- In the third, students answer questions based on what is said or implied in conversations about everyday topics.
- In the fourth, students respond to questions based on conversations about general and academic subjects.

B. Reading

The teacher reads a script to guide students through the K-1 reading assessment. Tasks range from identification of letters and sounds to choosing answers to questions about stories of a few sentences.

Each reading assessment (Grades 2-12) contains reading passages with multiple-choice questions.

- The passages offer a range of content that includes everyday topics and language; examples of social communication; literature texts for children; texts based on maps, charts, schedules, and calendars; and other academic subject matter.
- The multiple-choice questions assess cognitive and analytical proficiencies stressed in the standards. The questions focus on main ideas, facts, inferences, vocabulary, sequences of events, interpretation of non-fiction and literary texts, and social communication.

C. Speaking

Students will demonstrate their command of spoken English for everyday and academic purposes.

- In grades K-4, some descriptive tasks are based on picture stimuli.
- In grades 5-12, students are asked to perform a variety of cognitive tasks, such as: narrating a brief story based on a picture sequence, making predictions based on given stimuli, explaining a situation based on personal experience, giving directions to describe a process, expressing an opinion and/or persuading an audience, and interpreting visual material such as a graph, chart, or diagram.

D. Writing

The K-1 writing assessment is designed to measure how well a student writes letters, words, and simple sentences in English. The assessment presents three kinds of tasks:

- writing single dictated words
- writing short dictated sentences
- writing a short description of a picture printed in the student's test book.

Each writing assessment (Grades 2-12) presents three exercises: prewriting, writing an essay or story; and editing. The students perform and are evaluated on different parts of “The Writing Process” as indicated in the *New York State Learning Standards for English as a Second Language*.

- In the **prewriting** exercise, students plan a story or essay by writing ideas and notes in a graphic organizer. The exercise is scored on a 2-1-0 scale for grades 2-4 and as 3-2-1-0 for grades 5-12, based on how completely and thoughtfully the student develops the information in the graphic organizer.
- In the **essay or story-writing** exercise, each student composes the imaginative story or personal essay that was planned for in the prewriting exercise. The exercise is evaluated on 4-3-2-1-0 scale which includes both content and development of the response and use of language.
- In the **editing** exercise, the student corrects errors in a writing sample. The score is based on the number of correct revisions.

III. SCORING OF SPEAKING AND WRITING

The constructed response items on the NYSESLAT Speaking and Writing tests are scored holistically, which means that a student's work is evaluated for its total, overall, or whole effect based on the rubric and accompanying exemplar responses.

Holistic scoring is similar to learning a new language or a new way of thinking, and it is crucial that all raters put aside their own beliefs, ideas, and theories about how to evaluate students' work. For any large scale scoring project to be successful and have meaningful results, all raters must score using the established criteria.

The NYSESLAT Scoring Guides for Writing and Speaking will be sent to schools with the NYSESLAT test materials. They will contain a description of the scoring process, rubrics, exemplars, and practice responses. The Scoring Guides must be used by raters to ensure that every student's response is rated the same way throughout the state. Before beginning to score, raters need to understand and internalize the criteria as exemplified by the rubric, along with student exemplars for each score.

Accurate scoring comes from using the Scoring Guides effectively—the rubric description for a particular score point should always referenced in conjunction with the exemplars for that score point. The exemplary responses act to elaborate upon the rubric and help the raters to interpret them correctly. The student exemplars can be used effectively for reference and comparison.

The secure rubrics and student exemplars for scoring the Speaking and Writing operational tests will be provided in the NYSESLAT Scoring Guides. A compact disk with exemplars of student speech will also be provided for scoring the Speaking tests.

This section contains generic rubrics for Speaking and Writing. Each scale includes both a content and development of response and language use within the response. Please refer to Appendix B for additional guidelines on using rubrics to score.

A. Speaking Rubrics

SPEAKING RUBRIC FOR GRADES K-1 AND 2-4* 2-1-0 SCALE

SCORE	CHARACTERISTICS OF RESPONSE
2	The student's response: <ul style="list-style-type: none">• is understandable and appropriate• is basically grammatically correct• presents appropriate word choices for the grade level• may have minor errors, but the errors are infrequent and they do not interfere with communication
1	The student's response: <ul style="list-style-type: none">• is understandable• displays noticeable errors in grammar• displays noticeable errors in word choice• displays limited English proficiency
0	The student gives no response, gives a response that cannot be understood as English, or does not demonstrate an understanding of English.

* This scale is used to score the first 3 test items for students in grades 2-4. The last two test items (#4 and #5) for students in grades 2-4 are scored on a 3-point scale.

**SPEAKING RUBRIC
FOR GRADES 2 - 12
3-2-1-0 SCALE**

SCORE	CHARACTERISTICS OF RESPONSE
3	<p>The student's response:</p> <ul style="list-style-type: none"> • is completely and easily comprehensible • is coherent • is fluent • provides appropriate and specific details and/or examples • shows well-developed vocabulary resources (the student can usually find the right word) • may display grammatical mistakes (for example, in the use of articles or prepositions), but mistakes do not generally interfere with communication • may display an accent, but errors of pronunciation and intonation do not interfere with communication
2	<p>The student's response:</p> <ul style="list-style-type: none"> • is comprehensible, but may require effort on the part of the listener • develops in a somewhat coherent way • is somewhat fluent • provides some appropriate and specific details and/or examples • displays a basic, but not wide or extensive vocabulary (the student sometimes cannot find the right word) • grammatical errors sometimes interfere with comprehension • may display errors in pronunciation and/or intonation that interfere with communication
1	<p>The student's response:</p> <ul style="list-style-type: none"> • is somewhat comprehensible • presents limited ideas (the student has difficulty expressing a complete thought without prompting) • is spoken haltingly (the student usually does not produce no more than one or two words at a time) • provides few, if any, details or examples • shows a very limited range of vocabulary, which interferes with communication (the student often cannot find the right word) • makes numerous grammatical errors that interfere with communication • shows little control of pronunciation, intonation, or stress
0	<p>The student gives no response, gives a response that cannot be understood as English, or does not demonstrate an understanding of English.</p>

B. Writing Rubrics

WRITING RUBRIC – 1 W

Single, Dictated Words

SCORE	CHARACTERISTICS OF RESPONSE
2	The dictated word is spelled correctly.
1	The response shows phonetic awareness, but the dictated word is spelled incorrectly.
0	There is no response, or the response shows extremely limited phonetic awareness.

GRADES K - 1
WRITING RUBRIC - 2 W
Short, Dictated Sentences

SCORE	CHARACTERISTICS OF RESPONSE
2	The response shows control of the conventions of written English (capitalization, word spacing, and punctuation) and may display a small number of spelling errors that do not interfere with communication. All of the words in the dictated sentences are present in the correct order.
1	The response shows some attempt to spell words and to use conventions (capitalization, word spacing, and punctuation) but errors may impede communication. Most or all of the words in the dictated sentences are present in the correct order.
0	There is no response, or the response is not recognizable as the dictated sentence.

GRADES K – 1
WRITING RUBRIC – 3 W
Picture Description

SCORE	CHARACTERISTICS OF RESPONSE
2	The student's response: <ul style="list-style-type: none">• describes most of the activity in the picture• 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
1	The student's response: <ul style="list-style-type: none">• 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)
0	There is no response, or the response is not recognizable as written English.

**GRADES 2-4
PREWRITING RUBRIC
(4 W)**

SCORE	CHARACTERISTICS OF RESPONSE
2	The student fills in at least four of the boxes with clear and relevant ideas. The responses in most of the boxes have enough detail to show thinking, imagination, or insight into the topic.
1	The student attempts to write something relevant to the topic in some of the boxes. All or most of the responses are single words or very simple phrases.
0	The boxes are blank, or only one box is filled in, or the information written in the boxes is irrelevant or incoherent.

PREWRITING RUBRICS (GRADES 5-12)

SCORE	<u>GRADE 5 – 6 (WR-1a)</u> <u>CHARACTERISTICS OF RESPONSE</u>	<u>GRADE 7 – 8 (WR-1b)</u> <u>CHARACTERISTICS OF RESPONSE</u>	<u>GRADE 9 - 12 (WR-1c)</u> <u>CHARACTERISTICS OF RESPONSE</u>
3	The student fills in all five boxes with clear and relevant ideas. The responses in all or most of the boxes provide specific details and show thinking, imagination, or insight into the topic.	The student fills in all seven circles with clear and relevant ideas. The responses in all or most of the circles provide specific details and show thinking, imagination, or insight into the topic.	The student: <ul style="list-style-type: none"> • completes the brainstorming chart according to the instructions • writes in all three organization boxes • provides an appropriate rationale for the way he or she filled in the organization boxes
2	The student writes a relevant response in the top box and in at least half of the other boxes. Some of these responses provide specific details and show thinking, imagination, or insight into the topic.	The student writes a relevant response in the center circle and in at least half of the other circles. Some of these responses provide specific details and show thinking, imagination, or insight into the topic.	The student: <ul style="list-style-type: none"> • completes the brainstorming chart according to the instructions • writes in all three organization boxes. • attempts to give an appropriate rationale for the way he or she filled in the organization boxes, but the rationale may be incomplete or insufficiently described <p>OR, the student:</p> <ul style="list-style-type: none"> • completes either the brainstorming chart or the organizational boxes according to the instructions • gives an appropriate rationale for writing about the changes in a particular order
1	Responses are general and may lack development or insight into the topic; however,	The student writes in some of the boxes. The responses are general and may lack development	The student:

	the responses show some understanding of the task.	or insight into the topic; however, the responses show some understanding of the task.	<ul style="list-style-type: none"> • writes something relevant to the topic in at least one of the boxes in the brainstorming chart • writes in at least one of the organization boxes • does not provide an appropriate rationale for writing about the changes in a particular order
0	The response does not address the questions at all, or the information is irrelevant or incoherent.	The response does not address the questions at all, or the information is irrelevant or incoherent.	There is no response, the response does not address the questions at all, or the information is irrelevant or incoherent.

**Writing the Story/Essay Rubric
GRADES 2-12**

SCORE	CHARACTERISTICS OF RESPONSE
4	<p>The student's response:</p> <ul style="list-style-type: none"> • is completely and easily comprehensible; has an appropriate main idea or theme • provides appropriate and specific details, examples and, if required, supporting evidence; and develops in a coherent and connected way • contains language that flows in well-developed sentences, with some variety in sentence structure • shows well-developed vocabulary resources (the student usually finds appropriate words to convey meaning) • displays few errors in grammar, spelling and punctuation; errors do not interfere with communication
3	<p>The student's response:</p> <ul style="list-style-type: none"> • is comprehensible, though the reader may have to make an effort to understand it; has an identifiable main idea or purpose • provides some appropriate details, examples and, if required, supporting evidence; and develops in a coherent and connected way • is written entirely, or almost entirely, in complete sentences; displays some variety in sentence structure • shows emerging vocabulary resources (the student often finds appropriate words to convey meaning) • displays some errors in grammar (for example, in the use of articles and prepositions), spelling and punctuation, but these errors do not impede communication
2	<p>The student's response:</p> <ul style="list-style-type: none"> • is somewhat comprehensible but often requires a marked effort on the part of the reader to understand it; may lack a main idea • often fails to provide appropriate details, examples, or evidence • displays little or no variety in sentence structure; the writing may be choppy or abrupt • shows basic vocabulary resources; errors in word choice sometimes interfere with communication • displays frequent errors in grammar, spelling, punctuation, and other conventions, and avoids more difficult structures; errors may interfere with communication
1	<p>The student's response:</p> <ul style="list-style-type: none"> • is often incomprehensible; has no main idea or clear purpose; and may not address every part of the question/prompt • provides few, if any, details, examples, or evidence • contains few, if any, complete sentences; the writing may seem inappropriate or incoherent • shows a limited range of vocabulary, which interferes with communication • shows little control of grammar and of the conventions of written English
0	<p>The student's response is not recognizable as written English, does not address the question at all, or is completely irrelevant or incoherent.</p>

**GRADES 2 - 12
EDITING RUBRIC**

SCORE	ITEMS INCORRECT
3	0 - 2
2	3 - 6
1	7 - 9
0	10 - 12

IV. SAMPLE TEST ITEMS

Grades K-1

Listening

Teacher says:

Draw a circle around the picture of the tallest tree.

A. (medium) B. (small/medium) C. (smallest) D. (tallest)

Reading

Teacher says:

What sound do you hear at the beginning of the word shoe?

Teacher says the consonant sounds in the choices.

A. TH B. SH C. CH D. PH

ANS: B

Speaking

Teacher says:

Tell me about a book you like.

Writing

Teacher says:

Please write your first and last name in English.

Grades 2-4

Reading

"One Way to Cook Rice"

Ingredients:

1 cup of uncooked rice
3 cups of water
2 tablespoon of cooking oil or butter
1 teaspoon of salt

Directions:

- First, you pour water, salt, and oil into a medium-sized pot.
- Bring water to a boil. Bubbles will appear on the surface.
- Add rice.
- Stir rice carefully.
- Let water boil again.
- Cover the pot with a lid.
- Lower the temperature and cook for 20 minutes.

1. The last step that you need to follow in the recipe is
 - A. Add salt to water.
 - B. Cover the pot with a lid.
 - C. Cook for twenty minutes.
 - D. Let the water boil a second time.

ANS: C

2. The rice is added:
 - A. before the water boils
 - B. after the water boils
 - C. before the salt is added
 - D. after the heat is lowered

ANS: B

3. How much salt does the recipe ask for?
 - A. one teaspoon
 - B. one cup
 - C. two teaspoons
 - D. two tablespoons

ANS: A

4. How do you know if water is boiling?
 - A. Bubbles will come to the surface.
 - B. The rice will be ready.
 - C. The water temperature is lower.
 - D. Water boils after twenty minutes.

ANS: A

Speaking

Teacher says:

Pretend you want to become president of your classroom.

- Tell me your name and what position you are running for.
- Tell me two reasons why your classmates should vote for you.

PreWriting

Pretend that you went to a party at a friend's house. Fill in the boxes with details about the party.

Who was at the party?	What did you eat at the party?
What did you do at the party?	What did you enjoy the most at the party?

Writing

Using the information from the boxes, write a letter to a friend telling about the party.

In your letter, be sure to include:

- Who was at your party
- What you ate
- What you did
- What you enjoyed the most about the party

Editing

Example

There

1

2

3

Their is a frog in the **pond** **It** is spring so he is **happy**, **At** last he can **swimming**

4

5

6

7

8

and **Hopping again** He can **mak** his **croking** sounds. He can **hidden** in the tall

9

10

11

12

grass **Dont** you wish you **cood** swim **too**

Grades 5-6

Listening

Frank: I would like to see the baseball game tonight, but our television broke last night. I'm afraid I'm going to miss the game.

Jesse: I was thinking of having a few friends come over tonight to watch the game at my house. Would you be interested in coming over?

Frank: Sure, is 7:00 alright?

Frank will probably

- A. Miss the baseball game
- B. See a different game that night
- C. See the baseball game that night
- D. See another baseball game tomorrow

ANS: C

Prewriting

You will be writing an essay in which you describe three activities you consider to be fun. Complete the chart below to help you think about this.

THREE ACTIVITIES I CONSIDER TO BE FUN

What is the Name of the Activity?	What Happens During the Activity?	Why do you Consider This Activity Fun?

Writing

Now that you have done some planning for your essay, it is time to write. Write an essay about three activities you consider to be fun.

Use your notes from your chart to help you write a well-constructed essay.

Be sure to:

- Write in complete sentences
- Check your writing for correct grammar, punctuation, and spelling

Grade 7-8

Reading

About Paper

Paper is believed to have been invented by Ts'ai Lun almost 2,000 years ago in China. Chinese paper was a mixture of rags and plant fiber.*

The craft of papermaking didn't spread to Europe until 1,200 years later. Until 1700, paper was made from cotton and linen fibers. Paper was made by hand, one sheet at a time.

In 1798, Nicholas Robert of France invented the first machine to make paper, which he sold to Henry and Sealy Fourdrinier of England. Paper making machines are still known as Fourdriniers.

Now paper is thin flat sheets of tissue, made usually from wood pulp.* The many types of paper include stationery,* wax paper, cardboard, contact paper, newspaper, wallpaper, index cards, boxes and wrapping paper.

* fiber: stringy part of a plant

* wood pulp: part of the wood that is soft and mushy

* stationery: cards and paper used for writing letters and notes

1. According to this passage, paper was most likely invented
 - A. by the French
 - B. by the Chinese
 - C. using a paper making machine
 - D. in Europe

ANS: B

2. The story says that the Chinese made paper from
 - A. stationery
 - B. rags and plant fiber
 - C. wood pulp
 - D. tissues

ANS: B

3. Nicholas Robert was famous because he
- A. made paper by hand
 - B. sold paper to Europe in 1700
 - C. invented a paper making machine
 - D. bought paper from China 2,000 years ago

ANS: C

4. Which of the following is stationery paper?
- A. cardboard
 - B. newspaper
 - C. note paper
 - D. index cards

ANS: C

5. What is the story mostly about?
- A. Chinese inventors
 - B. Sealy Fourdinier
 - C. Types of paper today
 - D. Papermaking

ANS: D

Speaking

Teacher says:

There is an expression, "It is better to give than to receive." Do you agree with this statement?

Tell me why or why not?

Prewriting

Working as a Team

Working as a team can be very beneficial, or helpful, when you and others can put your ideas together and share in the efforts to complete a task. Working together can also be more fun than completing an activity by yourself

Complete the prewriting activity below first.

Who was on the team?	What was the team purpose or task?
Where did the team participate in this activity?	How could you have changed things to make the team work better?

Writing

Write about a time that you worked on or completed an activity as a team or group. Explain how this worked out and how the team worked together.

Be sure to:

- Write in complete sentences
- Check your writing for correct grammar, punctuation, and spelling
- Include details to make your writing interesting

Grades 9-12

Listening

Narrator: You will hear a conversation between Sari and Churla. They are cousins who have not seen each other in ten years.

Sari: Hi Churla, I am so excited about seeing you again. I have changed a lot in the last ten years. I have grown a lot since I last saw you. I have long black hair and brown eyes.

Churla: Wow. Do you look the same? Will I recognize you?

Sari: I will be wearing a red sweatshirt with a hood. I will be wearing a purple and yellow ribbon in my hair. I will be carrying a brown backpack. How will I recognize you?

Churla: I will wear a red sweater and red sneakers. My hair is brown and short.

Sari: I will be arriving on Flight 707 on January 5th at 4:00 p.m. I can't wait to see you.

1. Sari will arrive at the airport in the
 - A. morning
 - B. late at night
 - C. evening
 - D. afternoon

ANS: D

2. Sari is feeling:
 - A. nervous
 - B. sad
 - C. happy
 - D. embarrassed

ANS: C

3. Sari describes herself because she:
 - A. has not seen her cousin in a long time
 - B. has taken many vacations
 - C. has never met her cousin before
 - D. has visited New York many times

ANS: A

Reading

A town is like a colonial animal. A town has a nervous system and a head and shoulders and feet. A town is a thing separate from all other towns, so that there are no two towns alike. And a town has a whole emotion. How news travels through a town is a mystery not easily to be solved. News seems to move faster than small boys can scramble and dart to tell it, faster than woman can call it over the fences.

Before Kino and Juana and the other fishers had come to Kino's brush house, the nerves of the town were pulsing and vibrating with the news—Kino had found the Pearl of the World. Before panting little boys could strangle out the words, their mothers knew it. The news swept on past the brush houses, and it washed in a foaming wave into the town of stone and plaster. It came to the priest walking in his garden, and it put a thoughtful look in his eyes and a memory of certain repairs necessary to the church. He wondered what the pearl would be worth. And he wondered whether he had baptized Kino's baby, or married him for that matter. The news came to the shopkeepers, and they looked at men's clothes that had not sold so well.

Excerpt from *The Pearl* by John Steinbeck

1. In lines 1 – 2, "A town has a nervous system and a head and shoulders and feet" represents what literary element?

- A. hyperbole
- B. foreshadowing
- C. personification
- D. setting

ANS: C

2. What was the "it" that came to the priest and to the shopkeepers on lines 13 – 18?

- A. the pearl
- B. the news
- C. the nerves
- D. the clothes

ANS: B

Speaking

Teacher says:

Many students in a local high school have said that they do not like the school lunch. Please look at the typical school lunch menu in the high school in your test book.

Weekly Lunch Menu

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
Turkey & Cheese Pita Pocket	Hot dog on a bun	2 Tacos	Gyro with lettuce & onions	Pizza
Green Beans	Corn	Beans	Rice	Vegetable Mix
Choice of fruit	Choice of fruit	Choice of fruit	Choice of fruit	Choice of fruit
1/2 Pint Milk	1/2 Pint Milk	1/2 Pint Milk	1/2 Pint Milk	1/2 Pint Milk

Teacher says: Are there foods that should be eliminated? Explain why.

Teacher says: Are there foods that students would enjoy that should be added to the school lunch menu?

Prewriting

Think of a hero who has influenced you or your country. Fill in the graphic organizer to plan your writing.

The background of your hero (family life, where he or she grew up)	What qualities do you admire in this person?
Why did you choose this person?	Any significant achievements?

Writing

Using your notes from the graphic organizer, write an article for your school newspaper on a hero who has influenced you or your country.

Be sure to:

- Write in complete sentences
- Check your writing for correct grammar, punctuation, and spelling
- Include details to make your writing interesting

Appendix A

NYSESLAT OPERATIONAL TEST DESIGN

GRADE LEVEL	MODALITY	QUESTIONS	TYPE	SCORING
K-1	Speaking	5	open-ended	2-1-0 Scoring
K-1	Writing	8	open-ended	3 scales 2-1-0 Scoring
K-1	Reading	25	Multiple choice.	Multiple choice
K-1	Listening	22	Multiple choice	Multiple choice
2-4	Speaking	5	open-ended	1 scale for questions 1-3: 2-1-0; 1 scale for questions 4-5: 3-2-1-0
2-4	Writing	3	Open ended (Prewriting, Writing) and Constructed Response (Editing)	1 scale for prewriting 2-1-0; 1 scale for writing 4-3-2-1-0, and 1 scale for editing 3-2-1-0
2-4	Reading	25	Multiple choice	Multiple choice
2-4	Listening	24	Multiple choice	Multiple choice
5-6	Speaking	5	open-ended	3-2-1-0 scoring
5-6	Writing	3	Open ended (Prewriting, Writing) and Constructed Response (Editing)	1 scale for prewriting 3-2-1-0; 1 scale for writing 4-3-2-1-0, and 1 scale for editing 3-2-1-0
5-6	Reading	25	Multiple choice	Multiple choice
5-6	Listening	24	Multiple choice	Multiple choice
7-8	Speaking	5	open-ended	3-2-1-0 Scoring
7-8	Writing	3	Open ended (Prewriting, Writing) and Constructed Response (Editing)	1 scale for prewriting 3-2-1-0; 1 scale for writing 4-3-2-1-0, and 1 scale for editing 3-2-1-0
7-8	Reading	25	Multiple choice	Multiple choice
7-8	Listening	24	Multiple choice	Multiple choice
9-12	Speaking	5	open-ended	3-2-1-0 Scoring
9-12	Writing	3	Open ended (Prewriting, Writing) and Constructed Response (Editing)	1 scale for prewriting 3-2-1-0; 1 scale for writing 4-3-2-1-0, and 1 scale for editing 3-2-1-0
9-12	Reading	25	Multiple choice	Multiple choice
9-12	Listening	24	Multiple choice	Multiple choice

Appendix B

USING RUBRICS TO SCORE

1. The criteria in a rubric must be clearly described. The criteria consist of a fixed scale and a list of characteristics. A rubric acquires meaning in relation to student work.
2. The two most frequently used rubric types are
 - a) Holistic which considers a performance as a whole
 - b) Analytic which examines a performance by breaking it into component parts
NYSESLAT will be scored with holistic rubrics.
3. Scores are determined by matching evidence from the response to the language of the rubric.
4. Rubric scoring is the introduction of objectivity into what might be a largely subjective process.
5. Training to score is not the time to critique the test questions, the rubric, or the scoring decisions. The purpose of the training is to learn to apply the scoring criteria, not to give opinions of how to alter the test or the criteria.
6. Use rubrics as an asset model rather than a deficit model. That is what's there, rather than what's missing.
7. As you read a response, think in the rubric language, not in percentile language.
8. Don't be fooled by context. A good response may appear great if read or heard after weak responses.
9. The highest point on a rubric scale does not measure a perfect response. Each point on a rubric scale measures a body of evidence, not a single response. Thus, responses at a certain rubric point, as a whole, show the characteristics described.
10. Be aware of what rubric language is used to indicate the differences between adjacent score points.
11. Responses can be high, middle or low in a score point (a high 4, a low 3, etc).
12. On the written tests, handwriting does not count.
13. Rubrics are powerful tools to improve performance and instruction.