

**New York State English As A
Second Language Achievement Test**
NYSESLAT

**Grades
K-12**

**Test
Administration
Overview**

**TAO
2017**

Speaking

TABLE OF CONTENTS

Test Materials.	2
Materials Required by the Examiner	2
Materials Required for Each Student	2
Test Personnel	2
Responsibilities of Test Personnel	2
Preparing for the Test.	3
Test and Environment Preparation	3
Administering the Test.	4
General Test Management.	4
During Testing	4
Scoring Reminder.	5
After Testing	5
2017 NYSESLAT Speaking Rubric	7
2017 NYSESLAT Speaking Score Sheet.	8

TEST MATERIALS

Materials Required by the Examiner

- A copy of the Directions for Administration (DFA)
- A NYSESLAT Speaking test booklet
- Copies of the NYSESLAT Speaking Score Sheet
- A “Testing—Do Not Disturb” sign (not provided)
- A pencil or pen (not provided)
- The students’ answer sheets (These are needed later, not during administration of the Speaking test.)

Materials Required for Each Student

- A NYSESLAT Speaking test booklet (The same booklet will be used for more than one student.)

TEST PERSONNEL

Responsibilities of Test Personnel

- The person responsible for administering the NYSESLAT Speaking test should be a certified teacher or administrator, should be able to carry out standard examination procedures, should have special training in administering the NYSESLAT, and should be familiar with the *School Administrator’s Manual*, which is located at: www.p12.nysed.gov/assessment/.
- To ensure accurate and reliable results, the examiner should become thoroughly familiar with the procedures outlined in this Directions for Administration manual before attempting to administer the test. The specific administration instructions for the Speaking test should be read thoroughly before administering the test to the students. Prior to scoring, the examiner should review the scorer training materials and sample responses in the Scoring Guide.
- The examiner should be a proficient speaker of English (i.e., have complete command of pronunciation, intonation, and fluency).
- Examiners and administrators must safeguard the test materials and maintain them in a secure location at all times.

IMPORTANT NOTE

Statewide scoring rules require that the Speaking test must be scored by a teacher who is not the student's teacher of English as a New Language, Bilingual Education, or English Language Arts. Schools have three options for administering and scoring the Speaking test:

- Assign someone other than the student's teacher to administer and simultaneously score the Speaking test.
- Have the student's teacher administer the Speaking test while a disinterested teacher in the room listens to and simultaneously scores the student's responses.
- Have the student's teacher administer the Speaking test and record the student's responses. The audio recording would subsequently be scored by a disinterested teacher. Any device used for recording cannot have internet access, or it must have internet access disabled until the test is scored and the recording is removed from the device. Once the recorded student responses are scored, the audio recordings must be destroyed.

The scores are marked on the Speaking Score Sheet. Be sure to have a sufficient number of copies of the Speaking Score Sheet on hand. After the Listening/Reading/Writing subtests are administered, transcribe the Speaking score onto each student's machine-scannable answer sheet. **The Listening/Reading/Writing subtests must have been administered prior to transcribing.**

PREPARING FOR THE TEST

Test and Environment Preparation

- Familiarize yourself with the test by reading the examiner directions and following along in the test booklet. Please keep in mind that this is an untimed test.
- For each student in the class, verify that you have the correct *pre-coded answer sheets*. If there is no pre-coded answer sheet for a student, complete the data grids on a generic answer sheet for that student. The answer sheets will be used for transcribing the Speaking scores after the Listening/Reading/Writing subtests have been administered.

***Note:* The scores are marked on the Speaking Score Sheet. Be sure to have a sufficient number of copies of the Speaking Score Sheet on hand. After the Listening/Reading/Writing subtests are administered, the Speaking scores are transcribed onto each student's answer sheet.**

- The Speaking test must be administered to students individually in a location separate from all other students. Make sure the physical conditions in the testing room are satisfactory. There should be adequate lighting, adequate ventilation, and freedom from noise and distractions.
- Prepare your English Language Learners for taking the test. Some students are inexperienced at taking standardized tests, and students may not be familiar with taking a Speaking test and may be anxious about taking it. The important thing is to be sure that students are told to do their best and to say as much as they can in English, using their own words in response to each test question. In the Speaking test, three warm-up questions and one sample question are asked prior to the scored test questions.

ADMINISTERING THE TEST

General Test Management

- Post a “Testing—Do Not Disturb” sign on the door or near the testing room.
- Administer all items in the order presented in the test booklet.
- All directions and warm-up/sample questions may be repeated to students as necessary. You may supplement only the directions with your own explanations in English to assist the students with test-taking procedures. Do not give help on specific test questions. The test questions may not be modified.
- Be sure to follow all directions, including pointing to graphics in the student test booklet. This is for the benefit of students who may not fully understand the task.
- Use a natural tone and manner throughout testing. Enunciate, use appropriate intonation, speak at a normal pace, and speak loudly enough for students to hear you.
- Try to make the testing experience as natural as possible. Encourage students to do their best, to say as much as they can in English, using their own words in response to each question, and advise them not to get discouraged by questions that they feel they cannot answer.
- If you make a mistake in reading a direction or question, stop and say, “No, that is wrong. Please listen again.” Then read the direction or question again.

During Testing

- All directions that should be read out loud to students are printed in **boldface text** with a **SAY** icon beside them. These should be read exactly as they are written. For some questions, there will be additional text presented in the DFA to be read to students that is not printed in the test booklet. This additional text models the type of response expected from students. If necessary, you may supplement the directions (and only the directions) with your own explanations in English or repeat them, but do not give help on specific test questions.
- **REPHRASING**: The test includes optional rephrasing text for specific test questions, and you must use that phrasing as written. Rephrasing text is provided to use when a student does not respond to the question, does not respond to the question in English, or does not understand the question. If you decide to use the rephrasing, it may only be used once per question. In the specific questions where it appears, rephrasing text is marked with a **[REPHRASING]** bracket, and the text to be read out loud to the student is printed in **bold italic text**.

- **SKIPPING RULE:** The text also includes boxed instructions for using the Skipping Rule after specific test questions and instructs the administrator to skip ahead to later questions if the student provides no response, a response completely in a language other than English, or says only “I don’t know/don’t know/no/yes” to the two previous questions. For those questions that may be skipped, a **[SKIPPING RULE]** bracket appears. The text that should be read out loud to the student if this rule is used is printed in **bold italic text**. Follow the Skipping Rule instructions precisely. If you are not certain whether the student gave a response in English or not, do not use the Skipping Rule, but continue with the test questions in the order they are presented. One or more intelligible English words following either an initial or rephrased test question count as a response to that question.

Note: For any items that are skipped, pursuant to the Skipping Rule, the scorer should write the letter “S” on the Speaking Scoring Sheet in the column titled “Student Score.” The items that may be skipped are identified in the “Student Score” column.

- If a student asks about a specific test item (“Is this right?”), give a neutral response, such as, “You should simply say what you think is right.”
- Avoid any unusual interruptions, distractions, or loud noises that might affect the student.
- It is essential that you can hear the students’ responses. During the sample questions, encourage quiet students to speak up so that you can hear them. If, during testing, a student response is inaudible because of the volume of a student’s voice, or an interruption such as the bell, say to that student, “Please repeat that so I can hear you.”

Scoring Reminder

- Remember to focus on the language that students produce themselves, bearing in mind what language is provided in the test booklet. Some students respond with a combination of their own words and language from the text. Score the students’ own language. If students respond with only language from the text, and they do not create any new language on their own, these responses are scored zero. Refer to scorer training materials for examples.
- The examiner should become thoroughly familiar with the Speaking passage-based questions to be able to identify whether students are simply repeating the text when responding to the question.

After Testing

- At the end of the testing session, collect the test booklet from the student. Instruct the student not to discuss test questions.
- Verify that each student’s Speaking Score Sheet has been filled out completely. Transcribe these scores onto the student’s answer sheet after all the Listening/Reading/Writing subtests have been administered.
- In addition, students’ completed Speaking Score Sheets must be provided to the principal no later than one school day after the administration of the Speaking session has been completed for all students in the school who are taking the test. The school must retain these completed Speaking Score Sheets for a minimum of one year.

- The NYSESLAT is a secure test. Once all test sessions have been completed, examiners/administrators must safeguard the test materials. Test materials may be stored overnight in the classroom only if they are in a securely locked cabinet, drawer, or closet. No copies of, or notes about, these materials may be made. The materials must be kept secure until their return to MetriTech. This includes all used and unused test booklets (regular, large-type, and braille editions), Directions for Administration, scoring manuals, and pre-recorded CDs supplied by MetriTech. Refer to the NYSESLAT *School Administrator's Manual* for information on returning test materials to MetriTech.

Refer to the appropriate grade band *Directions for Administration* (DFA) for specific administration directions. These complete DFA's will be included in the 2017 NYSESLAT Speaking materials shipment.



2017 NYSESLAT Speaking Rubric

Grades Kindergarten through 12

Question Level	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
Emerging	<ul style="list-style-type: none"> • No response • Responds with "yes," "no," or "I don't know" • Responds completely in a language other than English • Uses one word to respond • Does not express a complete thought or idea • Unintelligible 	<ul style="list-style-type: none"> • Uses multiple words, short phrases, or sentences to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning 	N/A

Question Level	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
Transitioning	<ul style="list-style-type: none"> • No response • Responds with "yes," "no," or "I don't know" • Responds completely in a language other than English • Uses one word to respond • Does not express a complete thought or idea • Unintelligible • Errors may totally obscure meaning 	<ul style="list-style-type: none"> • Uses multiple words to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning 	<ul style="list-style-type: none"> • Uses connected phrases or a simple sentence to respond • May use multiple sentences • Expresses complete thoughts and ideas relevant to the topic • Occasional errors in words and structures may obscure some meaning
Expanding	<ul style="list-style-type: none"> • Responds with "yes," "no," or "I don't know" • Uses at most multiple words to respond • Does not express complete thoughts and ideas • Frequent errors may obscure meaning 	<ul style="list-style-type: none"> • Uses connected phrases or a simple sentence to respond • Expresses complete thoughts and ideas relevant to the topic • Occasional errors in words and structures may obscure some meaning 	<ul style="list-style-type: none"> • Uses connected simple sentences to respond • May use limited expanded sentences • Expresses connected and complete thoughts and ideas relevant to the topic • Infrequent errors in words and structure may obscure some meaning
Commanding	<ul style="list-style-type: none"> • Responds with "yes," "no," or "I don't know" • Uses at most connected phrases or a simple sentence to respond • May express complete thoughts and ideas • Occasional or frequent errors in words and structures may obscure meaning 	<ul style="list-style-type: none"> • Uses connected simple sentences to respond • Expresses connected and complete thoughts and ideas relevant to the topic • Infrequent errors in words and structure may obscure some meaning 	<ul style="list-style-type: none"> • Uses connected expanded sentences • Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic • No errors or infrequent errors that do not obscure meaning



2017 NYSESLAT Speaking Score Sheet

Grades Kindergarten through 12

Student Name: _____ Test Scored By: _____

Grade Level: _____ Testing Date: _____

After students complete the warm-up and sample questions, test administrators will record the score for each test question. Use the space in the column below labeled "Student Score." Use the corresponding rubric to assist with scoring each question.

NOTE: Write the letter "S" in the Student Score Column for any questions that are skipped, pursuant to the Skipping Rule.

Question Number	Student Score	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
1		<ul style="list-style-type: none"> • No response • Responds with "yes," "no," or "I don't know" • Responds completely in a language other than English • Uses one word to respond • Does not express a complete thought or idea • Unintelligible 	<ul style="list-style-type: none"> • Uses multiple words, short phrases, or sentences to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning 	N/A

Question Number	Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
2		<ul style="list-style-type: none"> • No response • Responds with "yes," "no," or "I don't know" • Responds completely in a language other than English • Uses one word to respond • Does not express a complete thought or idea • Unintelligible • Errors may totally obscure meaning 	<ul style="list-style-type: none"> • Uses multiple words to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning 	<ul style="list-style-type: none"> • Uses connected phrases or a simple sentence to respond • May use multiple sentences • Expresses complete thoughts and ideas relevant to the topic • Occasional errors in words and structures may obscure some meaning
3	Question may be skipped	<ul style="list-style-type: none"> • Responds with "yes," "no," or "I don't know" • Uses at most multiple words to respond • Does not express complete thoughts and ideas • Frequent errors may obscure meaning 	<ul style="list-style-type: none"> • Uses connected phrases or a simple sentence to respond • Expresses complete thoughts and ideas relevant to the topic • Occasional errors in words and structures may obscure some meaning 	<ul style="list-style-type: none"> • Uses connected simple sentences to respond • May use limited expanded sentences • Expresses connected and complete thoughts and ideas relevant to the topic • Infrequent errors in words and structure may obscure some meaning

Question Number	Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
4	Question may be skipped	<ul style="list-style-type: none"> • Responds with "yes," "no," or "I don't know" • Uses at most connected phrases or a simple sentence to respond • May express complete thoughts and ideas • Occasional or frequent errors in words and structures may obscure meaning 	<ul style="list-style-type: none"> • Uses connected simple sentences to respond • Expresses connected and complete thoughts and ideas relevant to the topic • Infrequent errors in words and structure may obscure some meaning 	<ul style="list-style-type: none"> • Uses connected expanded sentences • Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic • No errors or infrequent errors that do not obscure meaning

Question Number	Student Score	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
5		<ul style="list-style-type: none"> • No response • Responds with "yes," "no," or "I don't know" • Responds completely in a language other than English • Uses one word to respond • Does not express a complete thought or idea • Unintelligible 	<ul style="list-style-type: none"> • Uses multiple words, short phrases, or sentences to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning 	N/A

Question Number	Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
6		<ul style="list-style-type: none"> • No response • Responds with "yes," "no," or "I don't know" • Responds completely in a language other than English • Uses one word to respond • Does not express a complete thought or idea • Unintelligible • Errors may totally obscure meaning 	<ul style="list-style-type: none"> • Uses multiple words to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning 	<ul style="list-style-type: none"> • Uses connected phrases or a simple sentence to respond • May use multiple sentences • Expresses complete thoughts and ideas relevant to the topic • Occasional errors in words and structures may obscure some meaning
7	Question may be skipped	<ul style="list-style-type: none"> • Responds with "yes," "no," or "I don't know" • Uses at most multiple words to respond • Does not express complete thoughts and ideas • Frequent errors may obscure meaning 	<ul style="list-style-type: none"> • Uses connected phrases or a simple sentence to respond • Expresses complete thoughts and ideas relevant to the topic • Occasional errors in words and structures may obscure some meaning 	<ul style="list-style-type: none"> • Uses connected simple sentences to respond • May use limited expanded sentences • Expresses connected and complete thoughts and ideas relevant to the topic • Infrequent errors in words and structure may obscure some meaning

Question Number	Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
8	Question may be skipped	<ul style="list-style-type: none"> • Responds with "yes," "no," or "I don't know" • Uses at most connected phrases or a simple sentence to respond • May express complete thoughts and ideas • Occasional or frequent errors in words and structures may obscure meaning 	<ul style="list-style-type: none"> • Uses connected simple sentences to respond • Expresses connected and complete thoughts and ideas relevant to the topic • Infrequent errors in words and structure may obscure some meaning 	<ul style="list-style-type: none"> • Uses connected expanded sentences • Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic • No errors or infrequent errors that do not obscure meaning

Question Number	Student Score	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
9		<ul style="list-style-type: none"> • No response • Responds with "yes," "no," or "I don't know" • Responds completely in a language other than English • Uses one word to respond • Does not express a complete thought or idea • Unintelligible 	<ul style="list-style-type: none"> • Uses multiple words, short phrases, or sentences to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning 	N/A

Question Number	Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
10		<ul style="list-style-type: none"> • No response • Responds with "yes," "no," or "I don't know" • Responds completely in a language other than English • Uses one word to respond • Does not express a complete thought or idea • Unintelligible • Errors may totally obscure meaning 	<ul style="list-style-type: none"> • Uses multiple words to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning 	<ul style="list-style-type: none"> • Uses connected phrases or a simple sentence to respond • May use multiple sentences • Expresses complete thoughts and ideas relevant to the topic • Occasional errors in words and structures may obscure some meaning

Question Number	Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
11	Question may be skipped	<ul style="list-style-type: none"> • Responds with "yes," "no," or "I don't know" • Uses at most multiple words to respond • Does not express complete thoughts and ideas • Frequent errors may obscure meaning 	<ul style="list-style-type: none"> • Uses connected phrases or a simple sentence to respond • Expresses complete thoughts and ideas relevant to the topic • Occasional errors in words and structures may obscure some meaning 	<ul style="list-style-type: none"> • Uses connected simple sentences to respond • May use limited expanded sentences • Expresses connected and complete thoughts and ideas relevant to the topic • Infrequent errors in words and structure may obscure some meaning
12	Question may be skipped	<ul style="list-style-type: none"> • Responds with "yes," "no," or "I don't know" • Uses at most connected phrases or a simple sentence to respond • May express complete thoughts and ideas • Occasional or frequent errors in words and structures may obscure meaning 	<ul style="list-style-type: none"> • Uses connected simple sentences to respond • Expresses connected and complete thoughts and ideas relevant to the topic • Infrequent errors in words and structure may obscure some meaning 	<ul style="list-style-type: none"> • Uses connected expanded sentences • Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic • No errors or infrequent errors that do not obscure meaning

SECURE TEST

ALL RIGHTS RESERVED. NO PART OF THIS TEST BOOKLET MAY BE REPRODUCED OR TRANSMITTED BY ANY MEANS. USE OF THESE MATERIALS IS EXPRESSLY LIMITED TO THE NEW YORK STATE EDUCATION DEPARTMENT.

