

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

NYSESLAT

Directions for Administration

Grades
3–4

SPEAKING
LISTENING
READING
WRITING

DFA

TEST SAMPLER

TABLE OF CONTENTS

Introduction to the NYSESLAT Test Sampler	1
NYSESLAT Test Sampler Materials	2
Materials Required by the Examiner	2
Materials Required for Each Student	2
Administering the NYSESLAT Test Sampler	2
Test Sampler Administration	2
Evaluating Test Sampler Responses	3
Speaking Administration	4
Speaking Instructions	4
Starting Listening, Reading, and Writing	8
Instructions for Starting Administration of Listening, Reading, and Writing	8
Listening Administration	9
Listening Instructions	9
Reading Administration	13
Reading Instructions	13
Writing Administration	14
Writing Instructions—Short Constructed Response	14
Writing Instructions—Extended Constructed Response	17
Listening and Reading Answer Key	20
Speaking Rubric and Score Sheet	21
Holistic Scoring	21
Speaking Rubric	22
Speaking Score Sheet	23

TABLE OF CONTENTS (continued)

Speaking Exemplars	25
Grades 3–4/Emerging (Question 1).....	25
Grades 3–4/Transitioning (Question 2)	26
Grades 3–4/Expanding (Question 3).....	27
Grades 3–4/Commanding (Question 4)	28
Grades 3–4/Expanding (Question 5).....	29
Grades 3–4/Commanding (Question 6)	30
Writing Rubric and Exemplars	31
Evaluating the Writing of the English Language Learner Using the Five Dimensions of the Writing Scoring Rubric	31
Grades 3–4 Writing Rubric	33
Exemplar Short Constructed Writing Response	34
Exemplar Extended Constructed Writing Response	37
Test Sampler Answer Sheet	43

INTRODUCTION TO THE NYSESLAT TEST SAMPLER

Each spring across New York State, English Language Learners and Multilingual Learners (ELLs/MLLs) in Kindergarten and Grades 1–12 take the New York State English as a Second Language Achievement Test (NYSESLAT) in order to assess their English language proficiency and determine appropriate services in Bilingual Education and English as a New Language programs.

NYSESLAT test samplers, or practice tests, are available for educators, students, and parents to show the types of directions and questions students will encounter when they take the NYSESLAT. It is also an opportunity for educators to clarify directions or answer any questions that the student may have. The NYSESLAT Test Sampler may be used to help students become familiar with the mechanics of using an answer sheet. These samplers are not the full length of the actual test.

The NYSESLAT Test Sampler consists of two separate sets of materials:

- Test booklets (one for each grade band)
- Directions for Administration (DFA) manuals (one for each grade band)

In addition to the administration script, the DFAs contain rubrics that will be used to score Speaking and Writing responses. Examples of student responses to the Speaking and Writing prompts are also included.

In-depth information about the logistics of administering the NYSESLAT will be available in both the School Administrator's Manual and grade specific DFAs used in the spring administration of the NYSESLAT.

Please visit the Office of State Assessment web site for more information and updates regarding the NYSESLAT: <http://www.p12.nysed.gov/assessment/nyseslat>.

NYSESLAT TEST SAMPLER MATERIALS

Materials Required by the Examiner

- A copy of the NYSESLAT Test Sampler Directions for Administration (DFA)
- A supply of NYSESLAT Test Sampler test booklets, including one for demonstration
- A supply of NYSESLAT Test Sampler Speaking Score Sheets
- A supply of sharpened soft-lead (No. 2) pencils with erasers; extra pencils must be on hand

Materials Required for Each Student

- One NYSESLAT Test Sampler test booklet
- One NYSESLAT Test Sampler answer sheet (located at the end of this DFA)
- Two sharpened soft-lead (No. 2) pencils with erasers

ADMINISTERING THE NYSESLAT TEST SAMPLER

Test Sampler Administration


Educators, students, and parents are welcome and encouraged to use the test sampler in whichever way will best benefit students and help them prepare for the NYSESLAT. The instructions in the sampler DFA have been developed to closely resemble those used during the operational administration. You may choose to practice administration of all sections, just a few, or only one.

The answer sheet for the test sampler can be found at the end of this DFA. Detach the answer sheet and make enough copies for each student taking the test sampler.

Be sure to use your demonstration sampler test booklet as instructed.

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.

If you make a mistake in reading a direction or question, stop and say, “No, that is wrong. I’ll say it again. Please listen.” Then read the direction or question again.

All directions that should be read out loud to students are printed in **boldface text** with a  icon beside them. These should be read exactly as they are written. If necessary, you may supplement the directions with your own explanations in English or repeat them.

Students will encounter two types of Writing prompts on the NYSESLAT: short constructed response and extended constructed response. This test sampler includes one of each, so that students may practice responding to either type, or both. During operational administration, however, each of the three NYSESLAT Listening/Reading/Writing sessions will include only one Writing prompt. Some educators may find it useful to present students with both prompts for practice, and others may wish to present only one.

Evaluating Test Sampler Responses

To review and evaluate student responses to questions on the test sampler, refer to the “Listening and Reading Answer Key” section of this manual. The NYSESLAT Speaking Test Sampler Score Sheet on Pages 23–24 should be used to evaluate a student’s Speaking responses during test administration. Rubrics have also been provided for evaluating students’ Speaking and Writing responses. These reference materials have been provided so that you may evaluate students’ responses and provide feedback to them if you wish; there is no requirement to score responses to the NYSESLAT Test Sampler questions.

If you would like to learn more about scoring responses for the NYSESLAT, please refer to the Turnkey Training Speaking and Writing materials and webinar modules available at <http://www.p12.nysed.gov/assessment/nyseslat>.

SPEAKING ADMINISTRATION

Speaking Instructions

IMPORTANT NOTE

The Speaking section requires individual administration in a location separate from other students. Each student will need his or her sampler test booklet to view the Speaking questions when taking the test.

The examiner should use a copy of the Speaking Score Sheet on Pages 23–24, which contains language from the Speaking rubrics for reference, to evaluate a student's spoken responses during test administration. It is important to review and become familiar with the Speaking rubrics prior to administration of the Speaking test sampler.

SAY Today we are going to answer some practice NYSESLAT questions. These questions will help you get ready to take the NYSESLAT. While we practice taking the test, I will be able to answer your questions about the directions and the kinds of questions that are on the test. I am going to give you a test booklet. Write your name on the front of the test booklet. We will start with the Speaking questions. Do not open your test booklet until I tell you to do so.

Pause.

SAY Are you ready to start?

Pause.

SAY Open your booklet to Page 1. This is the first page of the Speaking activity.

Make sure the student has Page 1 of the sampler test booklet showing.

SAY Look at the top of the page. Read the directions to yourself as I read them out loud.

Directions: I am going to ask you some questions. Listen and then answer. Be sure to answer in English using your own words.

Do you understand what to do? Do you have any questions?

Proceed with administration after answering any questions that the student may have.

QUESTION 1



SAY Look at Page 1.

Pause for the student to look at Page 1.

SAY [POINT to PICTURE 1] **A long time ago, people wrote letters on paper to communicate. These letters took a long time to arrive by mail.**

[POINT to PICTURES 2 AND 3] **Today many people use computers and cell phones to write messages to friends and family. We can send e-mails on the computer. We can also send text messages on our cell phones. These types of messages get to people much faster than writing and mailing letters.**

[POINT to PICTURE 2] **This woman is writing an e-mail.**

Question 1: Tell me what other people do to communicate.

Pause for about 5 seconds for the student to respond. If the student gives no response,

[REPHRASING]: [POINT to PICTURE 2] ***This woman is writing an e-mail. How do other people write?***

QUESTION 2



SAY Please turn the page.

Pause for the student to turn the page.

SAY **In the 1860s, there were no phones or computers to communicate with people who were far away. People wrote letters to their friends and families, and men rode horses across the United States to deliver the letters. This service was called the Pony Express.**

Question 2: [POINT to PICTURE 1] **Tell me how this woman's letter got delivered to her friend.**

Pause for about 5 seconds for the student to respond. If more language is needed,

[FOLLOW-UP]: ***Tell me more.***

QUESTION 3



SAY Look at Page 3.

Pause for the student to look at Page 3.

SAY Drum music is thousands of years old and is played all over the world. Almost every culture has its own kind of drum.

[POINT to PICTURE 1] For example, in Ireland, people play a bodhrán [BAU-rawn] drum, which is made of wood and animal skin.

[POINT to PICTURE 2] In parts of West Africa, women play an udu drum, which is made of clay.

[POINT to PICTURE 3] In the Caribbean, people play steel drums, which are made of metal.

Question 3: Tell me how drums around the world are made of different things.

Pause for about 5 seconds for the student to respond.

QUESTION 4



SAY Please turn the page.

Pause for the student to turn the page.

SAY A Gamelan [GAH-meh-lahn] music group is made up mostly of people who play drum instruments. These instruments are made out of wood, metal, or iron. Musicians play the instruments with their hands or with a stick called a mallet.

[POINT to GONG] Some instruments, like the gong, only make one sound. Larger instruments make lower sounds.

[POINT to SMALLER INSTRUMENTS] Smaller instruments make higher sounds. Together, the group plays a melody using these different sounds.

Question 4: Why does a Gamelan group use instruments that are different sizes?

Pause for about 5 seconds for the student to respond.

QUESTION 5



SAY Look at Page 5.

Pause for the student to look at Page 5.

SAY Directions: Now let's talk about a group of people in South America.

The Yanomami [YAH-no-MAH-mee] are a group of people who live in South American rain forests. They settle in villages near rivers. Everyone in the village lives together in one big house shaped like a circle. In the middle is a shared open space used for activities like games and feasts. Each family has its own area with a fireplace to cook their meals. At night, they build a fire in the middle to keep everyone warm. For food, everyone shares what they bring back from hunting and gathering crops.

Question 5: Tell me what a Yanomami village is like.

Pause for about 5 seconds for the student to respond.

QUESTION 6



SAY Please turn the page.

Pause for the student to turn the page. NOTE: The passage is reprinted in the test booklet to orient the student. Do not read it out loud.

SAY You just learned about a group of people in South America.

Question 6: Do you think building their village in a circle helps the Yanomami people?

Pause for about 5 seconds for the student to respond. If more language is needed,

SAY *Why?* [OR] *Why not?*

When the student is finished with their response,

SAY Thank you. We are finished with the Speaking activity. Please close your test booklet so that the front cover is on top.

If you plan to continue with administration of Listening, Reading, and Writing, proceed to Page 8 of the DFA.

STARTING LISTENING, READING, AND WRITING

Instructions for Starting Administration of Listening, Reading, and Writing

Ensure each student has a copy of the sampler test booklet and sampler answer sheet.

SAY We are going to practice answering some more NYSESLAT questions. You will need to use an answer sheet to mark your answers to the questions.

Hold up a demonstration answer sheet.

SAY Make sure the answer sheet is facing up. Write your name at the top of the page in the box labeled Student Name. You will mark the answers to some of the questions by filling in circles on this answer sheet. There are numbered answer spaces for each question.

When you mark your answers, remember to:

- Fill in the circle completely. (Illustrate on the board if necessary.)
- Fill in only one circle per question. If you fill in more than one circle, your answer will not count.
- If you change your mind about an answer, erase it completely.
- Do not make any stray marks on your answer sheet.

Do you understand how to fill in the circles? Do you have any questions?

Answer any questions that the students may have about marking their answer sheets.

Listening Instructions

IMPORTANT NOTE

The NYSESLAT Listening section of the test sampler is administered by the examiner, who reads questions out loud from a script. This differs from the Grades 3–12 NYSESLAT Listening test, administered during the operational testing window, which is designed to be administered to groups of students using a Listening CD.

Before administering the Listening section of the test sampler to students, thoroughly familiarize yourself with the directions in this manual. The material that should be read out loud to students is printed in **boldface text** next to a **SAY** icon. This material should be read exactly as it is written. If necessary, you may supplement the directions with your own explanations in English, but all questions must be read out loud exactly as they are written.

SAY **Open your test booklet to Page 9. This is the Listening section.**

Hold up the demonstration sampler test booklet and turn to the correct page. Check that all students have their sampler test booklets open to the correct page.

SAY **In this part of the practice test, you will listen to a passage and then answer questions about the passage. After I ask you a question, use your answer sheet to fill in the circle for the answer you think is correct.**

Do you understand what to do? Do you have any questions?

Pause to answer any questions that the students may have.

SAY **Look at the directions on Page 9. Directions: Listen to the passage. Then answer Questions 1 through 6. Fill in the correct circle on your answer sheet.**

Now listen carefully.

SAY The title of the passage is “Broadway.”

Broadway is a famous street in New York City. There are many theaters on this street near the center of the city. In these theaters, actors perform in plays and musical shows. In a play, actors speak the words; in a musical, they sing to tell the story. Sometimes Broadway is called the “Great White Way” because there are bright white lights on the many theater signs.

The first theater in New York City was built in 1732. Later, more theaters were built. By the early 1900s, people went to the theater often. About 150 years after the first theater was built, people began to make movies on film to tell stories. The first movies had no sound. Then in 1927, there was a movie with talking and singing actors. This was exciting. People started going to the movies, so the live theaters did not make much money. However, a play or musical is different from a movie because live actors are on the stage. This is one reason people started going to the theater again. Today, many people go to movies and to the theater.

Pause for about 5 seconds.

SAY Please turn the page.

Pause for about 10 seconds.

SAY Look at Question 1. Listen to these sentences from the passage again. Then I will ask you, “Which word or words tell when the first theater in New York City was built?”

“The first theater in New York City was built in 1732. Later, more theaters were built. By the early 1900s, people went to the theater often.”

Which word or words tell when the first theater in New York City was built?

- A Later
- B In 1732
- C Early 1900s
- D Often

Pause for about 15 seconds.

SAY Look at Question 2.

The passage says, "Broadway is a famous street in New York City."

Which words from the passage tell something else about the street?

- A Many theaters
- B On film
- C Tell stories
- D Much money

Pause for about 15 seconds.

SAY Look at Question 3. Listen to this sentence from the passage again. Then I will ask you, "Which words help tell the meaning of movies?"

"About 150 years after the first theater was built, people began to make movies on film to tell stories."

Which words help tell the meaning of movies?

- A 150 years
- B First theater
- C People began
- D Tell stories

Pause for about 15 seconds.

SAY Look at Question 4.

Which words from the passage tell what an actor does in a musical?

- A Speak the words
- B Sing to tell the story
- C Not make much money
- D Go to movies

Pause for about 15 seconds.

SAY Look at Question 5. Listen to these sentences from the passage again. Then I will ask you, “Which words help tell the meaning of perform?”

“There are many theaters on this street near the center of the city. In these theaters, actors perform in plays and musical shows. In a play, actors speak the words; in a musical, they sing to tell the story. Sometimes Broadway is called the ‘Great White Way’ because there are bright white lights on the many theater signs.”

Which words help tell the meaning of perform?

- A Street, city
- B Theaters, center
- C Speak, sing
- D Lights, signs

Pause for about 15 seconds.

SAY Look at Question 6.

Which words from the passage tell how going to a theater is different from going to a movie?

- A Near the center of the city
- B Speak the words
- C Sing to tell the story
- D Live actors are on the stage

Pause for about 15 seconds.

When the last student has completed the Listening section,

SAY Put your pencil down and close your test booklet so that the front cover is on top. This is the end of the Listening activity.

Reading Instructions

IMPORTANT NOTE

The material that should be read out loud to students is printed in **boldface text** next to a **SAY** icon. This material should be read exactly as it is written. If necessary, you may supplement the directions with your own explanations in English.

SAY Now you are going to practice answering some Reading questions. Open your test booklet to Page 13.

Hold up the demonstration sampler test booklet and turn to the correct page. Check that all students have their sampler test booklets open to the correct page.

SAY In this part of the practice test, you will read a passage and answer questions about the passage. You will use your answer sheet to fill in the circle for the answer you think is correct.

You will now read a passage by yourself and answer some questions about the passage. For each question, mark the correct answer on your answer sheet. When you come to the stop sign on Page 17, you will be finished with this section of the test. You may review the current section, but do not return to the Listening section or go on to the next section. When you are finished, put your pencil down, close your test booklet so that the front cover is on top, and look up.

Pause.

SAY Do you understand what to do? Do you have any questions?

Pause to answer any questions that the students may have.

SAY You may begin.

When the last student has completed the Reading section,

SAY Put your pencil down and close your test booklet so that the front cover is on top. This is the end of the Reading activity.

To administer the short constructed response Writing task, proceed to the next page of this DFA.

WRITING ADMINISTRATION

Writing Instructions—Short Constructed Response

IMPORTANT NOTE

The material that should be read out loud to students is printed in **boldface text** next to a **SAY** icon. This material should be read exactly as it is written. If necessary, you may supplement the directions with your own explanations in English, but the Writing prompt must be read out loud exactly as it is written.

SAY Now we will practice a Writing activity. Open your test booklet to Page 19.

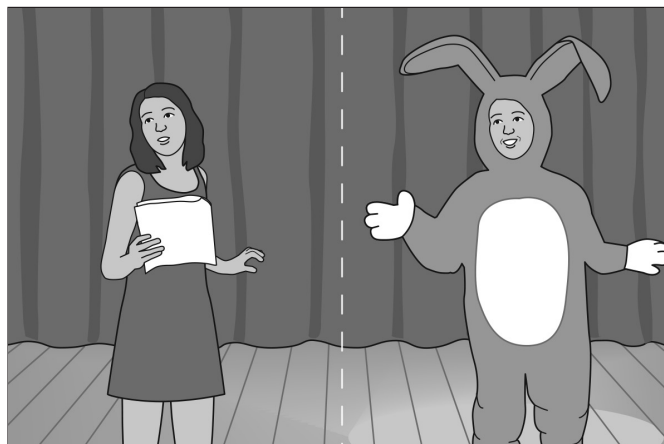
Hold up the demonstration sampler test booklet and turn to the correct page. Check that all students have their sampler test booklets open to the correct page.

SAY Read the directions to yourself as I read them out loud.

Directions: Read this passage. Then you will be asked to write one paragraph based on the passage.

You may now read this passage to yourself as I read it out loud.

The First Practice



Jessica looked out the car window as her mother drove up to the large doors of the theater. It was the first day of practice for the play, and Jessica was going to be a rabbit. She had never acted before, and she was nervous.

"See you in two hours," her mother said. "Good luck!"

Jessica took a deep breath and entered the building. The director, a tall woman with a kind face, stood in the hall. Jessica felt more comfortable knowing that this woman would be in charge of the play.

(Continued on next page)

"Jessica, I'm so glad you're joining our cast. Here's your script." She gave Jessica a small book with each actor's lines from the play. "Oh, and you can call me Ms. G."

Jessica was not sure what to say. "I'm nervous," she finally admitted.

"I understand," Ms. G. smiled. "But all you have to do today is read some lines from the play and meet the other actors. After that, I'll tell you exactly where to stand and walk."

"That's not too hard," Jessica thought.

"Soon you'll learn the lines and we'll give you a rabbit costume. By opening night, you'll be ready to perform."

"That sounds like a lot of fun," Jessica thought. As she entered the practice room to meet everyone, she relaxed.

SAY Look at Question 13 on Page 20 in your test booklet.

Now read the directions below to yourself as I read them out loud.

In the passage, both Jessica's mother and the director of the play help Jessica. Think about a person who helps you. Write one paragraph to tell who helps you and how the person helps you. Use your own ideas and from the passage to help you write.

Pause.

SAY Look at Page 21 in your test booklet.

Pause.

SAY There is a checklist at the top of the page. Use this checklist to guide your work as you are writing.

Point to the checklist on Page 21 of the demonstration sampler test booklet.

SAY The checklist says:

- Write about the topic.
- Plan your writing from beginning to end.
- Use your own ideas and ideas from the passage.
- Support your answer with details.
- Use complete sentences.
- Check your writing for grammar, capitalization, punctuation, and spelling.

Pause.

SAY Read the directions below to yourself as I read them out loud.

Pause.

SAY On the lines below, tell who helps you and how the person helps you. Remember to use your own ideas and ideas from the passage to help you write.

Pause.

SAY When you have finished writing, check your work. Then, put your pencil down, close your test booklet so that the front cover is on top, and look up.

Pause.

SAY Do you understand what to do? Do you have any questions?

Pause to answer any questions that the students may have.

SAY You may begin.

When the last student has finished responding to the Writing prompt,

SAY Put your pencil down and close your test booklet so that the front cover is on top.

To administer the extended constructed response Writing task, proceed to the next page of this DFA.

Writing Instructions—Extended Constructed Response

IMPORTANT NOTE

The material that should be read out loud to students is printed in **boldface text** next to a **SAY** icon. This material should be read exactly as it is written. If necessary, you may supplement the directions with your own explanations in English, but the Writing prompt must be read out loud exactly as it is written.

SAY Now we will practice a Writing activity. Open your test booklet to Page 23.

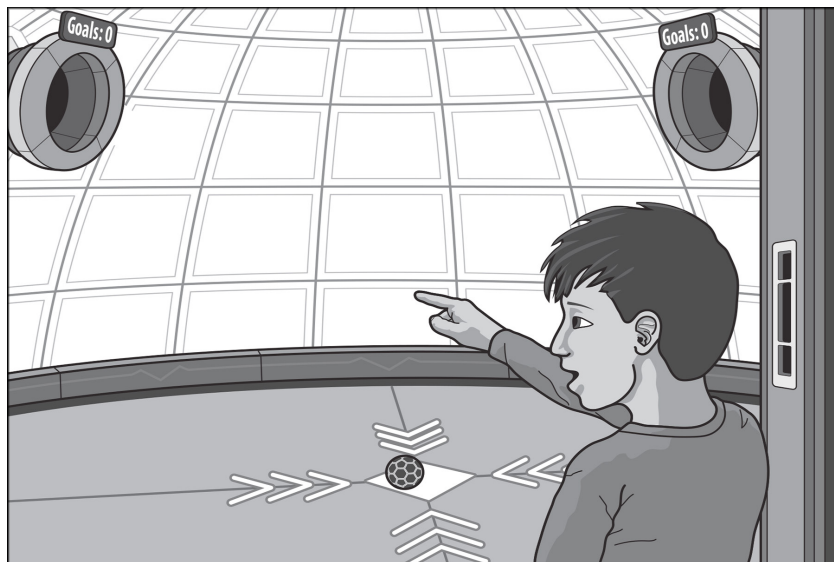
Hold up the demonstration sampler test booklet and turn to the correct page. Check that all students have their sampler test booklets open to the correct page.

SAY Read the directions to yourself as I read them out loud.

Directions: Read this passage. Then you will be asked to write at least two paragraphs based on the passage.

You may now read this passage to yourself as I read it out loud.

Moon Ball



Ms. Hernandez is reading a story to her fourth-grade class. The story is about a boy, Sam, who lives in the future. The story begins on his first day of school.

"Sam loves school because he learns new things. And now, in fourth grade, he can play Moon Ball in gym class.

(Continued on next page)

After breakfast, Sam grabbed his computer. It was thin, square, and lightweight, like a small book. The computer could show any of Sam's schoolbooks on the computer screen. His mother said that long ago his grandparents carried all their books in a backpack. He couldn't imagine that! Sam rushed outside to ride the bus to school.

At school, Sam enjoyed his classes and listened closely. After lunch, he hurried to the gym to play Moon Ball. The students were divided into two teams. The Moon Ball room was round and white with a high ceiling. A ball and two goals were inside the room. Each team tries to throw the ball into the other team's goal.

When the students were ready, the teacher turned off the gravity. Gravity is the force that keeps people on the ground. When it was turned off, everyone started to move slowly around the room. Sam laughed because he liked the feeling of floating. He thought, "This must be what it is like to be on the Moon!" The students enjoyed floating around the room, but no one was able to score.

Then Sam's friend Ana threw the ball. Sam tried to get to the ball quickly, but he had trouble since the gravity was turned off. He kicked his feet and moved his arms like he was swimming. Finally, he got close and grabbed the ball. Although he was floating upside down, he threw it into the goal. Sam's team won! Sam thought Moon Ball was great fun. He looked forward to playing again."

Ms. Hernandez smiled when she finished reading the story. "I think all of you would love Moon Ball," she said.

SAY Turn to Page 26. Look at Question 14.

Now read the directions below to yourself as I read them out loud.

In the story, Sam likes to play Moon Ball. Think about a game, sport, or activity you like. Write at least two paragraphs to describe a game, sport, or activity that you like. Use your own ideas and ideas from the passage to help you write.

Pause and point out the Planning Page box.

SAY You may plan your writing for Question 14 here, if you wish. Use the space below to organize your ideas about what to write. Write your final answer on Pages 27 and 28.

Pause.

SAY Look at Page 27 in your test booklet.

Pause.

SAY There is a checklist at the top of the page. Use this checklist to guide your work as you are writing.

The checklist says:

- Write about the topic.
- Plan your writing from beginning to end.
- Use your own ideas and ideas from the passage.
- Support your answer with details.
- Use complete sentences.
- Check your writing for grammar, capitalization, punctuation, and spelling.

Pause.

SAY Read the directions below to yourself as I read them out loud.

Pause.

SAY On the lines below, describe a game, sport, or activity that you like. Remember to use your own ideas and ideas from the passage to help you write.

Pause.

SAY When you have finished writing, check your work. Then, put your pencil down, close your test booklet so the front cover is on top, and look up.

Pause.

SAY Do you understand what to do? Do you have any questions?

Pause to answer any questions that the students may have.

SAY You may begin.

When the last student has finished responding to the Writing prompt,

SAY Put your pencil down and close your test booklet so that the front cover is on top. This is the end of the Writing activity.

Collect the test booklet(s).

**Grades 3–4 Test Sampler
Answer Key****Listening**

1	B
2	A
3	D
4	B
5	C
6	D

Reading

7	C
8	D
9	C
10	A
11	B
12	D

Holistic Scoring

The Speaking assessment is scored holistically. Holistic scoring consists of assigning a single score that is based on a scorer's overall impression of a student's spoken response. Scorers should look at **all** aspects of the rubric. Performance does not have to include all aspects of the rubric to merit a rating at that level. Conversely, performance should include **most** aspects of the rubric to merit a rating at that level. A scorer should listen carefully and judge which rubric level best matches **all** aspects of the response.



2019 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

Speaking Score Sheet



NYSESLAT Speaking Test Sampler Score Sheet

Grades Kindergarten through 12

Student Name: _____

Grade Level: _____

Test administrators giving the Test Sampler will record the student's score for each test question in the column below labeled "Student Score." Use the corresponding rubric to assist with scoring each question.

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		<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

Student Name: _____

Question Number	Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
4		<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
5		<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
6		<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

Grades 3–4/Emerging (Question 1)

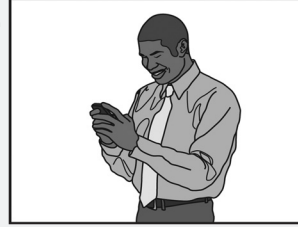
1.



2.



3.



Introduction: [POINT to PICTURE 1] A long time ago, people wrote letters on paper to communicate. These letters took a long time to arrive by mail.

[POINT to PICTURES 2 AND 3] Today many people use computers and cell phones to write messages to friends and family. We can send e-mails on the computer. We can also send text messages on our cell phones. These types of messages get to people much faster than writing and mailing letters.

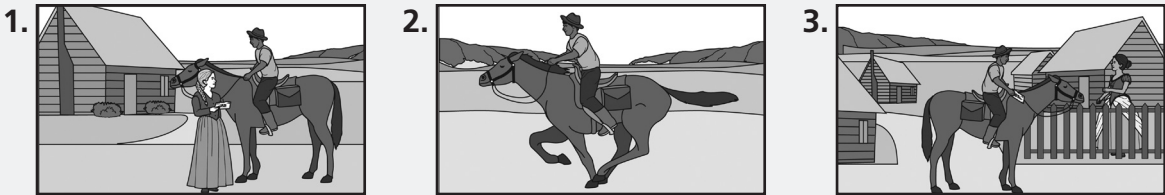
Modeling: [POINT to PICTURE 2] This woman is writing an e-mail.

Question: Tell me what other people do to communicate.

[REPHRASING]: [POINT to PICTURE 2] This woman is writing an e-mail. How do other people write?

Response	Score	Justification
Call [unintelligible] the other people... with the phone...Write with with paper... and use the computer.	1	Student uses short phrases to respond. There are some hesitations and pauses throughout the response but meaning is generally clear. This is scored as a "1" at the Emerging level.

Grades 3–4/Transitioning (Question 2)



Introduction: In the 1860s, there were no phones or computers to communicate with people who were far away. People wrote letters to their friends and families, and men rode horses across the United States to deliver the letters. This service was called the Pony Express.

Question: [POINT to PICTURE 1] Tell me how this woman’s letter got delivered to her friend.

[FOLLOW-UP]: Tell me more.

Response	Score	Justification
“With uh with with a person. That’s called Pony Express.”	2	Student responds with a phrase and a simple sentence to express a complete thought. This is rated a “2” at the Transitioning level.

Grades 3–4/Expanding (Question 3)



Introduction: Drum music is thousands of years old and is played all over the world. Almost every culture has its own kind of drum.

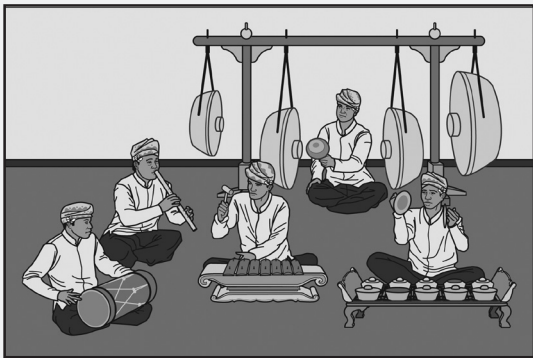
[POINT to PICTURE 1] For example, in Ireland, people play a bodhrán [bau-rawn] drum, which is made of wood and animal skin.

[POINT to PICTURE 2] In parts of West Africa, women play an udu drum, which is made of clay.

[POINT to PICTURE 3] In the Caribbean, people play steel drums, which are made of metal.

Question: Tell me how drums around the world are made of different things.

Response	Score	Justification
<p>"Um in in uh inland, I don't know how to say this word, in this place you gotta get skin from animals, then put it in a wood, and then you make a drum. In West Africa, you g- you gotta get clay and then make it to a drum, and in Cariddean, you gotta get metal and built it with your hands."</p>	2	<p>Student responds with multiple connected sentences. The response contains infrequent errors but these generally do not obscure meaning and the student expresses complete thoughts relevant to the topic. This is scored a "2" at the Expanding level.</p>



Introduction: A Gamelan music group is made up mostly of people who play drum instruments. These instruments are made out of wood, metal, or iron. Musicians play the instruments with their hands or with a stick called a mallet.

[POINT to GONG] Some instruments, like the gong, only make one sound. Larger instruments make lower sounds.

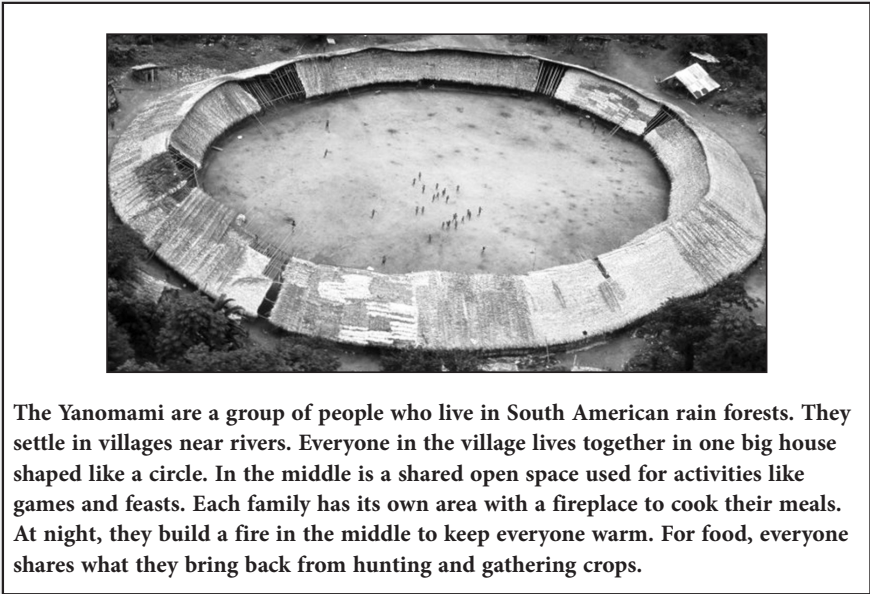
[POINT to SMALLER INSTRUMENTS] Smaller instruments make higher sounds. Together, the group plays a melody using these different sounds.

Question: Why does a Gamelan group use instruments that are different sizes?

Response	Score	Justification
"Because these Gamelan use eh different size of instrument because they make uh the more sound uh and they make like more notes. Like large instruments make lower notes, small instruments make higher notes, and together they make one song, good song."	2	Although the response includes some language taken directly from the item, the original language includes connected expanded sentences that express complete thoughts relevant to the topic. This is scored a "2" at the Commanding level.

Grades 3–4/Expanding (Question 5)

Introduction: Now let’s talk about a group of people in South America.



The Yanomami are a group of people who live in South American rain forests. They settle in villages near rivers. Everyone in the village lives together in one big house shaped like a circle. In the middle is a shared open space used for activities like games and feasts. Each family has its own area with a fireplace to cook their meals. At night, they build a fire in the middle to keep everyone warm. For food, everyone shares what they bring back from hunting and gathering crops.

Question: Tell me what a Yanomami village is like.

Response	Score	Justification
"The Ya—the Yammmm...ummm... [unintelligible] They all live together in a big circle. They go in the middle for games and stuff. And they make fires."	2	This response uses some expanded sentences, and it clearly expresses thoughts and ideas. The student seems to stumble over the pronunciation of "Yanomami" at the beginning of the response, but otherwise, the response is fairly fluid. This response would score a "2" at the Expanding level.

Introduction: You just learned about a group of people in South America.



The Yanomami are a group of people who live in South American rain forests. They settle in villages near rivers. Everyone in the village lives together in one big house shaped like a circle. In the middle is a shared open space used for activities like games and feasts. Each family has its own area with a fireplace to cook their meals. At night, they build a fire in the middle to keep everyone warm. For food, everyone shares what they bring back from hunting and gathering crops.

Question: Do you think building their village in a circle helps the Yanomami people?

Response	Score	Justification
"Umm I think so?" [examiner prompts "Why?"] "Well...they can make fires in the middle part to stay warm...and then everybody can come out and cook some food. They can share the food so everyone gets some."	2	The student responds with a fluid response that clearly sequences thoughts and ideas. This is scored a "2" at the Commanding level.

Evaluating the Writing of the English Language Learner Using the Five Dimensions of the Writing Scoring Rubric

Complexity of Language (CL)

Since typical sentence markers—a capital letter at the beginning and a period at the end—are often absent in English Language Learner/Multilingual Learner (ELL/MLL) writing, it is necessary to look for the elements of a basic sentence in English—a subject, a verb, and, perhaps, an object. When these elements are present and in the correct order (S-V-O), the student has produced a sentence. An increased number of sentences representing different ideas and varying structures is one indication of the complexity or development seen in higher-proficiency writing.

Language complexity is also demonstrated in the type and accuracy of grammatical structures used. With the addition of structures such as prepositional and infinitive phrases, simple sentences take on some complexity and become expanded sentences. Advanced structures, like subordinate clauses (beginning with “because,” “when,” “if,” etc.), can also be found sometimes in higher-proficiency writing.

Quality of Language (QL)

In the scoring rubric, the dimension of Quality of Language references Tier 1 and Tier 2 words—and at Grades 7–12 only, Tier 3 words. The table shown below explains tier vocabulary and provides some examples.

Tier 1 – Everyday Words	Examples	“Fire”
<ul style="list-style-type: none"> • Include the most basic words used in everyday speech • Require direct instruction only for Entering and some Emerging ELLs/MLLs • Rarely have multiple meanings 	<i>big, cat, chair, child, clock, family, happy, house, pizza, sad, school, walk</i>	<i>fire, flame</i>
Tier 2 – Cross-Subject Words	Examples	<i>blaze, fiery</i>
<ul style="list-style-type: none"> • Include words frequently used across a variety of content domains • Often have multiple meanings • Often have multiple synonyms 	<i>complex, contrast, element, establish, evidence, formulate, negative, measure, relative, segment, shift, structure, vary</i>	
Tier 3 – Subject-Specific Words	Examples	<i>combustion, inferno</i>
<ul style="list-style-type: none"> • Include words that are specific to a field of study, a hobby, an occupation, or a geographic region 	<i>lava, isotope, peninsula, legislature, circumference, mitosis, protagonist, circulatory system</i>	

Another feature that differentiates higher-proficiency from lower-proficiency writing is word choice. In higher-proficiency writing, choice of vocabulary will become more precise and descriptive; for example, “the dilapidated building” might be used instead of “the old building.” As a student’s writing ability develops, a few idiomatic words and phrases may be used. Although the use might be somewhat inappropriate, the attempt to incorporate idiomatic language is a developmental sign of higher-proficiency writing. It is not uncommon for words like “cool” and “stuff,” which are more appropriate for spoken language, to occur more frequently in lower-proficiency writing.

Coherence of Response (CR)

Organization as delineated in Coherence of Response is an important dimension in the rubric. The logical progression of ideas, linking words (“so,” “then,” “next,” etc.), and, to a much lesser extent, the use of paragraphs, contribute to organization in writing. In higher-proficiency writing, where students are capable of expressing more ideas, the ability to organize the ideas becomes a characteristic that can help differentiate between score points 3 and 4.

Degree of Response (DR)

Another important dimension in the rubric is Degree of Response, or the level at which ideas include details or support. This dimension is the only dimension that is specific to the type of Writing prompt presented to the students. For a short constructed response (SCR), Degree would include details and descriptions of ideas. For a narrative extended constructed response (ECR), Degree would include details, descriptions, and references to characters and events in sequence. For an informational extended constructed response (ECR), Degree would include opinions with reasons, connected or linked ideas, support, and claims and evidence. In upper-level writing, where students are capable of expressing their thoughts and ideas more completely, the ability to present ideas with adequate and precise details and support helps differentiate between score points 3 and 4.

Mechanics (M)

One of the most visible and pervasive characteristics of the writing of ELLs/MLLs at all ability levels is inventive or phonetic spelling. Incorrect spelling should be considered an error primarily when it interferes with comprehension or when a word is not easily recognizable as an English word. By the same token, capitalization and punctuation are only considered to the extent to which errors obscure meaning.

A sentence that is recognizable without capitalization and punctuation is considered a sentence (for example, “dad sed I am Bize” (Dad said, “I am busy.”)). In upper-level writing (score points 3 and 4), there are usually fewer errors in mechanics than in lower-level writing (score points 1 and 2), but these types of errors may still be found at all levels of writing.

In general, judgments about writing will be based on the number of ideas expressed and supported (with sentences), the precision of word choice, the complexity of grammatical structures, the relevance and coherence of ideas, and the way in which all these elements are organized. Attention to mechanics depends on the extent to which meaning is obscured by errors. From lower to higher ability levels of writing, there is progressively greater fluency with fewer errors, more idiomatic language, and increased complexity.

Grades 3–4 Writing Rubric

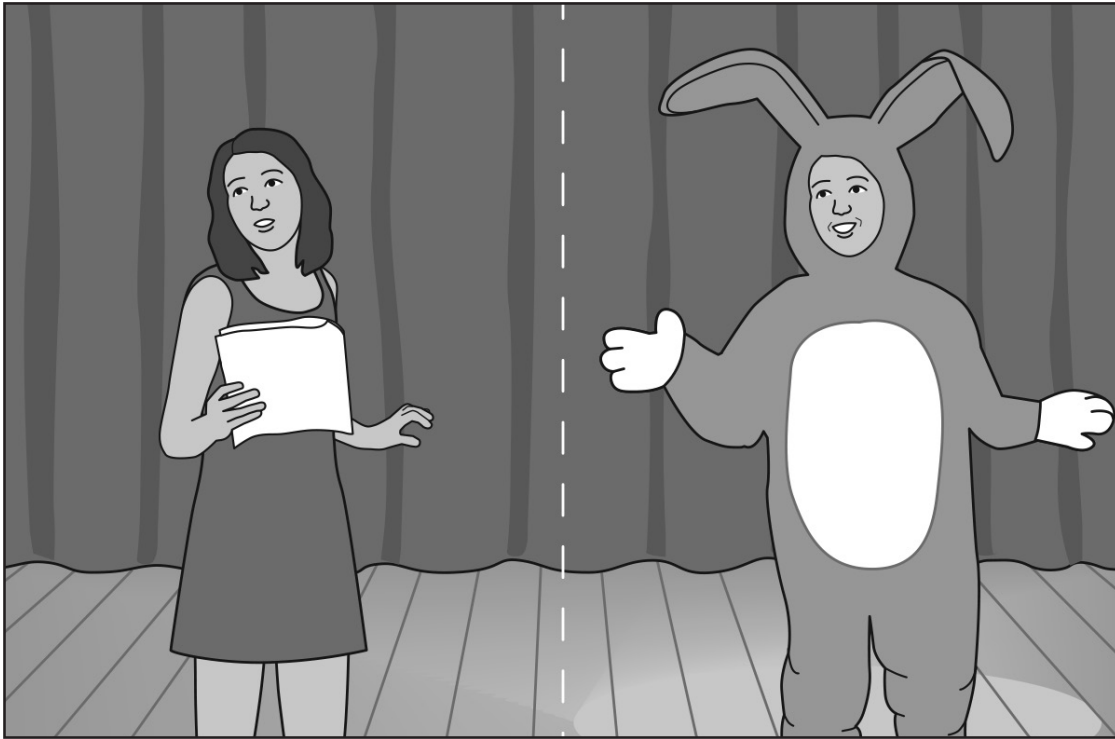
2020 NYSESLAT Writing Rubric—Grades 3–4						
Dimension		Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity of Language		<ul style="list-style-type: none"> Contains zero or few words or short phrases Is blank Is completely in a language other than English Is illegible or unintelligible Is completely copied text Is isolated words or a list of words or short phrases 	<ul style="list-style-type: none"> Contains some words, short phrases, and occasionally simple sentences Includes at least one sentence May include adapted text in a well-constructed sentence 	<ul style="list-style-type: none"> Contains mostly simple sentences Includes at least one expanded or complex sentence 	<ul style="list-style-type: none"> Contains simple, expanded, and complex sentences 	<ul style="list-style-type: none"> Contains a variety of simple, expanded, and complex sentences
Quality of Language		<ul style="list-style-type: none"> Contains at most frequently used Tier 1 words or predictable phrases 	<ul style="list-style-type: none"> Contains Tier 1 and common grade-level Tier 2 words and short phrases 	<ul style="list-style-type: none"> Contains Tier 1 and a few grade-level Tier 2 words and phrases 	<ul style="list-style-type: none"> Contains Tier 1 and some grade-level Tier 2 words and phrases 	<ul style="list-style-type: none"> Contains Tier 1 and many grade-level Tier 2 words and phrases
Coherence of Response		<ul style="list-style-type: none"> Lacks a clear introduction, or development of a thought or an idea, or completion due to brevity 	<ul style="list-style-type: none"> Includes at least one sentence to introduce, develop, or complete thoughts or ideas 	<ul style="list-style-type: none"> Includes words and sentences that provide a limited introduction, development, and/or completion of linked thoughts, ideas, or both 	<ul style="list-style-type: none"> Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide partial organization 	<ul style="list-style-type: none"> Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide clear and sufficient organization
Degree of Response	SCR	<ul style="list-style-type: none"> Lacks descriptions of ideas or facts 	<ul style="list-style-type: none"> Includes at least one description of an idea or a fact 	<ul style="list-style-type: none"> Includes some minimally detailed descriptions of ideas, facts, or both 	<ul style="list-style-type: none"> Includes many detailed descriptions of ideas, facts, or both 	<ul style="list-style-type: none"> Includes many sufficiently detailed descriptions of ideas, facts, or both
	ECR Narrative	<ul style="list-style-type: none"> Lacks development of descriptions or events 	<ul style="list-style-type: none"> Includes at least one description or event 	<ul style="list-style-type: none"> Includes some detailed descriptions and/or two or more events in sequence 	<ul style="list-style-type: none"> Includes many detailed descriptions and events in sequence 	<ul style="list-style-type: none"> Includes many and varied detailed descriptions and events in sequence
	ECR Informational	<ul style="list-style-type: none"> Lacks development of connected ideas 	<ul style="list-style-type: none"> Includes at least one original idea or two ideas that are connected 	<ul style="list-style-type: none"> Includes some supported and/or connected ideas 	<ul style="list-style-type: none"> Includes many supported and connected ideas 	<ul style="list-style-type: none"> Includes many and varied supported and connected ideas
Mechanics		<ul style="list-style-type: none"> Contains numerous errors that totally obscure meaning Contains words that are unclear 	<ul style="list-style-type: none"> Contains many errors that often obscure meaning Contains words that may be unclear, but meaning is evident May include inventive spelling 	<ul style="list-style-type: none"> Contains some errors that occasionally obscure meaning Is mostly clear May include inventive spelling 	<ul style="list-style-type: none"> Contains few errors that rarely obscure meaning Is clear May include inventive spelling 	<ul style="list-style-type: none"> Contains minimal or no errors that obscure meaning Is clear May include inventive spelling

Note: Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

Directions

Read this passage again. Then you will be asked to write one paragraph based on the passage.

The First Practice



Jessica looked out the car window as her mother drove up to the large doors of the theater. It was the first day of practice for the play, and Jessica was going to be a rabbit. She had never acted before, and she was nervous.

“See you in two hours,” her mother said. “Good luck!”

Jessica took a deep breath and entered the building. The director, a tall woman with a kind face, stood in the hall. Jessica felt more comfortable knowing that this woman would be in charge of the play.

“Jessica, I’m so glad you’re joining our cast. Here’s your script.” She gave Jessica a small book with each actor’s lines from the play. “Oh, and you can call me Ms. G.”

Jessica was not sure what to say. “I’m nervous,” she finally admitted.

“I understand,” Ms. G. smiled. “But all you have to do today is read some lines from the play and meet the other actors. After that, I’ll tell you exactly where to stand and walk.”

“That’s not too hard,” Jessica thought.

“Soon you’ll learn the lines and we’ll give you a rabbit costume. By opening night, you’ll be ready to perform.”

“That sounds like a lot of fun,” Jessica thought. As she entered the practice room to meet everyone, she relaxed.



Now read the directions below.

In the passage, both Jessica’s mother and the director of the play help Jessica. Think about a person who helps you. Write one paragraph to tell who helps you and how the person helps you. Use your own ideas and ideas from the passage to help you write.

Short Constructed Response

Checklist ☒

- ☐ Write about the topic.
- ☐ Plan your writing from beginning to end.
- ☐ Use your own ideas and ideas from the passage.
- ☐ Support your answer with details.
- ☐ Use complete sentences.
- ☐ Check your writing for grammar, capitalization, punctuation, and spelling.

On the lines below, tell who helps you and how the person helps you. Remember to use your own ideas and ideas from the passage to help you write.

My teacher helps me every day. If I don't understand something about a homework or a quiz, she helps make it easy. First she helps me have fun in class. We always learn a song or play a game to start the day. I don't feel it's in school because it's fun. It helps what I'm learning stay in my brain. Next she helps me remember things by talking them over and over. Then they are memorized and I can help my friends who don't get it. Finally just like the director helped Jessica, my teacher helps me stop being nervous. And relax. This is how my teacher helps me every day.



Score 4 – Commanding

CL: Response contains a variety of simple, expanded, and complex sentences.

QL: Response contains many Tier 2 words and phrases (e.g., homework, quiz, memorized, director).

CR: Response includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide clear and sufficient organization.

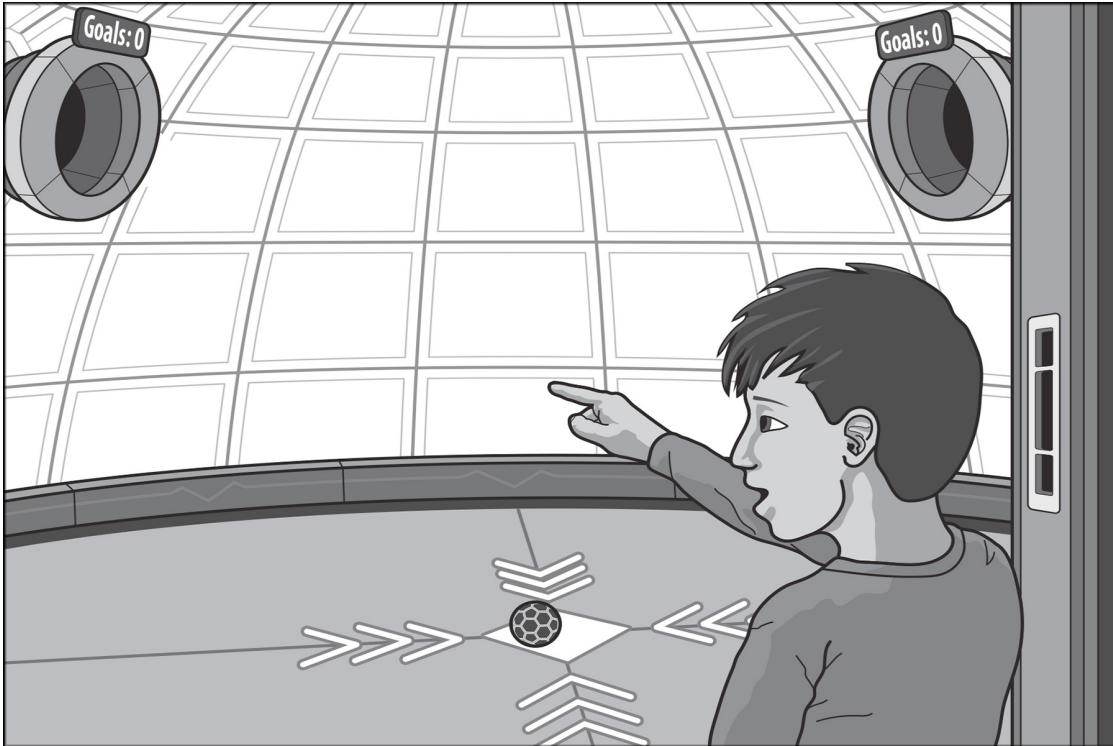
DR: Response includes many sufficiently detailed descriptions of ideas.

M: Response is clear and contains minimal errors that obscure meaning.

Directions

Read this passage again. Then you will be asked to write at least two paragraphs based on the passage.

Moon Ball



Ms. Hernandez is reading a story to her fourth-grade class. The story is about a boy, Sam, who lives in the future. The story begins on his first day of school.

“Sam loves school because he learns new things. And now, in fourth grade, he can play Moon Ball in gym class.

After breakfast, Sam grabbed his computer. It was thin, square, and lightweight, like a small book. The computer could show any of Sam’s schoolbooks on the computer screen. His mother said that long ago his grandparents carried all their books in a backpack. He couldn’t imagine that! Sam rushed outside to ride the bus to school.

At school, Sam enjoyed his classes and listened closely. After lunch, he hurried to the gym to play Moon Ball. The students were divided into two teams. The Moon Ball room was round and white with a high ceiling. A ball and two goals were inside the room. Each team tries to throw the ball into the other team's goal.

When the students were ready, the teacher turned off the gravity. Gravity is the force that keeps people on the ground. When it was turned off, everyone started to move slowly around the room. Sam laughed because he liked the feeling of floating. He thought, "This must be what it is like to be on the Moon!" The students enjoyed floating around the room, but no one was able to score.

Then Sam's friend Ana threw the ball. Sam tried to get to the ball quickly, but he had trouble since the gravity was turned off. He kicked his feet and moved his arms like he was swimming. Finally, he got close and grabbed the ball. Although he was floating upside down, he threw it into the goal. Sam's team won! Sam thought Moon Ball was great fun. He looked forward to playing again."

Ms. Hernandez smiled when she finished reading the story. "I think all of you would love Moon Ball," she said.

14 Now read the directions below.

In the story, Sam likes to play Moon Ball. Think about a game, sport, or activity you like. Write at least two paragraphs to describe a game, sport, or activity that you like. Use your own ideas and ideas from the passage to help you write.

You may plan your writing for Question 14 here, if you wish. Use the space below to organize your ideas about what to write.

Write your final answer on Pages 27 and 28.

Planning Page

Extended Constructed Response

Checklist ☒

- ☐ Write about the topic.
- ☐ Plan your writing from beginning to end.
- ☐ Use your own ideas and ideas from the passage.
- ☐ Support your answer with details.
- ☐ Use complete sentences.
- ☐ Check your writing for grammar, capitalization, punctuation, and spelling.

On the lines below, describe a game, sport, or activity that you like. Remember to use your own ideas and ideas from the passage to help you write.

If I could have a fun game invented it would be red line football. The reason why I pick this is because you could win easily!

This game will be in a gym with many people cheering and shouting because I would like it if red line football will be the best game in the world. The rules of this game will be you have to wear sneakers. If you don't you will be out of the game. Also you have to have a 2 feet wide and 2 inch tall football. However, if you don't have the right football we will let the other team have a lighter football.

This is how you play the game. First, you need to have at least 12 people in your team. Next, you have to prepare them in their spots. Then, someone will drop the ball in the

Go On 

Score 4 – Commanding

CL: Response contains a variety of expanded and complex sentences.

QL: Response contains many Tier 2 words and phrases (e.g., *sneakers*, *prepare*, *special power*, *invented*).

CR: Response includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide clear and sufficient organization.

DR: Response includes many and varied detailed descriptions and events in sequence.

M: Response is clear and contains few errors that obscure meaning.

Writing, continued

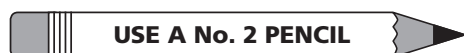
middle. Your team has to get it first or else the other team will get it and throw to their team. You have to try to score a touch down to score one point.

The special power of the red line football is that if you stand on a red line in the gym and you throw it, it goes into your team's hand and you can do a touch down.

I hope that game would be invented.

Student Name	School	Teacher	Date

MARKING INSTRUCTIONS: Make heavy BLACK marks. Erase cleanly. Make no stray marks.



CORRECT: ●

INCORRECT: ✓ ✗ ○ ●

**New York State
English as a Second Language Achievement Test
Test Sampler
Grades 3–4**

Listening

- | | | | | |
|----------|-----|-----|-----|-----|
| 1 | (A) | (B) | (C) | (D) |
| 2 | (A) | (B) | (C) | (D) |
| 3 | (A) | (B) | (C) | (D) |
| 4 | (A) | (B) | (C) | (D) |
| 5 | (A) | (B) | (C) | (D) |
| 6 | (A) | (B) | (C) | (D) |

Reading

- | | | | | |
|-----------|-----|-----|-----|-----|
| 7 | (A) | (B) | (C) | (D) |
| 8 | (A) | (B) | (C) | (D) |
| 9 | (A) | (B) | (C) | (D) |
| 10 | (A) | (B) | (C) | (D) |
| 11 | (A) | (B) | (C) | (D) |
| 12 | (A) | (B) | (C) | (D) |

FOR TEACHERS ONLY

Speaking

Question	Score Points		
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1	0	1	
2	0	1	2
3	0	1	2
4	0	1	2
5	0	1	2
6	0	1	2

Writing

Question	Score Points					No Response
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13	0	1	2	3	4	A
14	0	1	2	3	4	A

