

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

NYSESLAT

Directions for Administration

Grades
5–6

SPEAKING
LISTENING
READING
WRITING

DFA

TEST SAMPLER

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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 **SAY** 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 25–26 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 25–26, which contains language from the Speaking rubrics for reference, to evaluate a student's spoken responses during test sampler administration. It is important to review and become familiar with the Speaking rubrics prior to administration of the Speaking section of the 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 People write in different ways. Sometimes people write letters, e-mails, or messages to their friends.

[POINT to PICTURE 1] This person is writing with a pen.

Question 1: Tell me how people can write.

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

[REPHRASING]: *You can write in many ways. [POINT to PICTURE 1] You can use a pen. What are some other ways to write?*

QUESTION 2



SAY Please turn the page.

Pause for the student to turn the page.

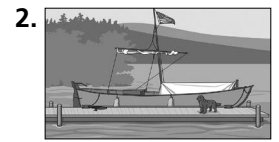
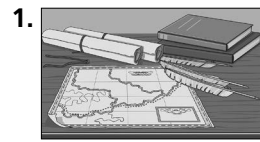
SAY In the early 1800s, two men named Lewis and Clark explored the western United States. They met many groups of Native American Indians who lived there. Lewis and Clark gave special medals to the Native American Indians from the U.S. government as a symbol of friendship.

Question 2: Tell me how the front and back sides of the medal are different.

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 In the early 1800s, two men named Lewis and Clark traveled through the western United States. Their journey was long and difficult.

[POINT to PICTURE 1, THEN PICTURE 2] Here are some different things that explorers took with them when they traveled.

Question 3: Which of these things do you think was most important for the explorers to take on their journey?

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

SAY Why?

QUESTION 4



SAY Please turn the page.

Pause for the student to turn the page.

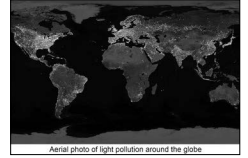
SAY Lewis and Clark led a group of explorers on a journey across the United States in the 1800s. The explorers drew maps of new places they visited, and they also collected information about new plants and animals they saw. However, the journey was long, difficult, and sometimes dangerous. The weather was often very hot or very cold. The explorers on this trip were away from home for more than two years.

Question 4: Would you like to be an explorer like Lewis and Clark?

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

SAY Why? [OR] Why not?

QUESTION 5



SAY Look at Page 5.

Pause for the student to look at Page 5.

SAY Directions: Now let's talk about light pollution.

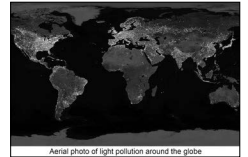
Electric light helps us see at night. But it also can cause a problem called light pollution. Light pollution refers to the electric light that shines at night around the world. In parts of many cities, the sky never gets completely dark because of light pollution.

Scientists think that light pollution has dangerous effects on people and wildlife. Animals who hunt at night can become confused by light pollution. Light pollution can also disturb our natural sleep patterns. The human brain thinks it doesn't need to sleep because of the light.

Question 5: Tell me about light pollution.

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 light pollution.

Question 6: Do you think light pollution is bad for people and the environment?

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 9 of this 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 ADMINISTRATION

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 “Community Project.”

Listen to this e-mail from Sehar to her friend Anika, who lives in India.

Dear Anika,

My social studies class created a great community awareness project. That means we identified a problem in our town and then worked together to find a solution.

We noticed a lot of litter around the creek by our school. It was on the creek’s shore and in the water. We discovered that most of the litter was food containers, plastic bags, and paper wrappers.

From doing research in our school library, we learned that plastic litter can injure and kill fish, birds, and other animals living near the creek. We then drew a map and marked the areas with the most litter. The areas we marked were near the creek, near the soccer field, and by a market.

As a class, we suggested ideas and decided on two solutions. First, we increased community awareness of the problem. We made signs to remind people not to litter. Second, we formed a volunteer club. The market owner gave us free garbage cans to place beside the creek. The club members helped by emptying the donated garbage cans after school.

We accomplished our goal—we helped people become more aware of litter and improved our town!

Your friend,
Sehar

Pause for about 5 seconds.

SAY Please turn the page.

Pause for about 10 seconds.

SAY Look at Question 1. Listen to this paragraph from the e-mail again. Then I will ask you, "Which word or phrase tells what the social studies class created?"

"My social studies class created a great community awareness project. That means we identified a problem in our town and then worked together to find a solution."

Which word or phrase tells what the social studies class created?

- A Awareness project
- B Problem
- C Our town
- D Together

Pause for about 15 seconds.

SAY Look at Question 2. Listen to these sentences from the e-mail again. Then I will ask you, "Which word helps tell the problem that Sehar talks about in her e-mail?"

"We identified a problem in our town and then worked together to find a solution.

We noticed a lot of litter around the creek by our school. It was on the creek's shore and in the water."

Which word helps tell the problem that Sehar talks about in her e-mail?

- A Litter
- B Creek
- C School
- D Water

Pause for about 15 seconds.

SAY Look at Question 3.

Which box shows the correct order of steps that Sehar's class took to complete the community awareness project?

- A Decided on two solutions
Identified a problem in our town
Accomplished our goal
- B Identified a problem in our town
Decided on two solutions
Accomplished our goal
- C Decided on two solutions
Accomplished our goal
Identified a problem in our town
- D Identified a problem in our town
Accomplished our goal
Decided on two solutions

Pause for about 15 seconds.

SAY Please turn the page.

Pause for about 10 seconds.

SAY Look at Question 4. Listen to this paragraph from the e-mail again. Then I will ask you, "Which phrase helps tell the meaning of we?"

"My social studies class created a great community awareness project. That means we identified a problem in our town and then worked together to find a solution."

Which phrase helps tell the meaning of we?

- A My social studies class
- B Community awareness project
- C Problem in our town
- D Find a solution

Pause for about 15 seconds.

SAY Look at Question 5. Listen to this paragraph from the e-mail again. Then I will ask you, "Which phrase helps explain the meaning of donated?"

"As a class, we suggested ideas and decided on two solutions. First, we increased community awareness of the problem. We made signs to remind people not to litter. Second, we formed a volunteer club. The market owner gave us free garbage cans to place beside the creek. The club members helped by emptying the donated garbage cans after school."

Which phrase helps explain the meaning of donated?

- A Decided on two solutions
- B Increased community awareness
- C Formed a volunteer club
- D Gave us free

Pause for about 15 seconds.

SAY Look at Question 6.

Which pair of phrases from the e-mail tells the two solutions that the class decided on?

- A Suggested ideas
Accomplished our goal
- B Identified a problem
Improved our town
- C Increased community awareness
Formed a volunteer club
- D Noticed a lot of litter
Marked the areas with the most litter

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

WRITING ADMINISTRATION

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 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 at least two paragraphs based on the passage.

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

Sharing Ideas

Country	Idea	How the United States Adopted the Idea
Germany	Kindergarten	The U.S. school system added kindergarten classes.
	Physical Education	U.S. schools added gyms for exercising and sports.
China	Farming	U.S. farmers adopted new farming methods.
	Food	Businesses began selling Chinese food.

Immigrants from many countries have moved to the United States. Immigrants are people who move to new countries to make a new home and start a new life. They take their cultural ideas to new places with them. Cultural ideas are beliefs, feelings, and ways of doing things. Many of the cultural ideas brought to the United States are now a part of American life.

(Continued on next page)

For example, German immigrants brought their ideas about education to the United States many years ago. People in Germany placed a high value on education. Their ideas affected the American school system. German immigrants started the first American kindergarten in 1855. Kindergarten classes already existed in Germany. Today, kindergarten continues to be an important part of the American school system. German immigrants had other ideas about schools, too. They believed in physical education in schools. Because of their ideas, gyms were also built in American schools.

Other examples of new cultural ideas brought to the United States are those from Chinese immigrants. Some ideas they shared long ago were good ways of farming. Their methods of farming were very successful in China. They brought these ideas to the United States and shared them with other people. In addition, Chinese ideas about food have also become a big part of American life. For example, Chinese food is popular in many restaurants and homes in the United States.

These are examples of ideas that have come to the United States from only two other countries: Germany and China. Many more ideas from many more countries and cultures have also become an important part of American life. Whenever people move from place to place, they take their culture with them. They share ideas from their culture, and those ideas spread to many other people in their new home.

SAY Turn to Page 22. Look at Question 13.

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

The passage “Sharing Ideas” gives information about ideas brought to the United States from Germany and China. These cultural ideas are now a regular part of life in the United States. Write at least two paragraphs describing a cultural idea, belief, or way of doing things. 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 13 here, if you wish. Use the space below to organize your ideas about what to write. Write your final answer on Pages 23 and 24.

Look at Page 23 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 23 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, write at least two paragraphs describing a cultural idea, belief, or way of doing things. 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 short constructed response Writing task, proceed to the next page of this DFA.

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 25.

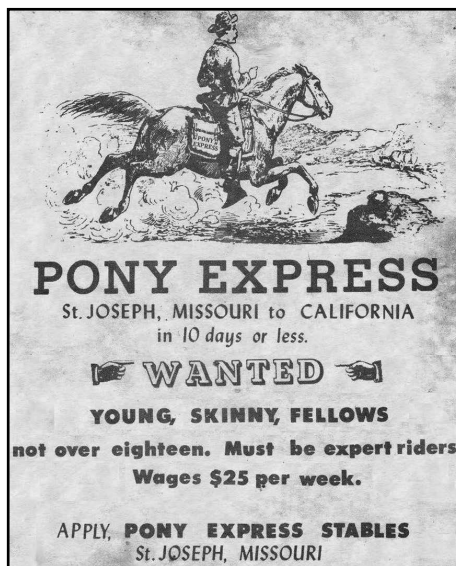
Hold up the demonstration sampler test booklet and turn to the correct page. Check that all students have their sampler test booklets open to the correct page.

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.

Todd and the Pony Express



Todd's mother slid the pan across the table.

"You have a difficult ride ahead," she said. "You need to take some food!"

"You know I can't, Ma," Todd said. "I can't weigh the horse down anymore. He already has to carry 20 pounds of mail for 15 miles. I have to ride as fast as I can, and he will be exhausted. I'll switch horses every 10 or 15 miles, but they can't manage

(Continued on next page)

any additional weight or they will get too tired. Once the next rider secures the mail, I'll get some food. I only have to travel about a hundred miles. Then I'll eat and relax until I get the mail from another rider and return in the morning."

In May of 1860, Todd was only 16 years old. He became a Pony Express rider for excitement and a job. Pony Express riders delivered the mail 2,000 miles in just 10 days! They started in Missouri and ended up in California.

Todd glanced across the table at his younger brother, Jim. "It's your responsibility to do the chores while I'm gone," Todd said.

Jim nodded solemnly. "Be careful, Todd. That ride is dangerous."

Todd smiled as he reached into his pocket. "You know I will. Now Ma, here's my first week's pay. This \$25 will pay the taxes on the farm."

Ma looked relieved as she accepted the money. "You're a good son, Todd," she said. "Now go, and come back to Jim and me safely."

SAY Look at Question 14 on Page 26 in your test booklet.

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

Think about Todd's job as a Pony Express rider. Think about what Todd did as part of his job and why it was difficult. Write one paragraph to explain why the job of a Pony Express rider was difficult. Be sure to give reasons for your answer. Use your own ideas and ideas from the passage to help you write.

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.

Point to the checklist on Page 27 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, explain why the job of a Pony Express rider was difficult. 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. This is the end of the Writing activity.

Collect the test booklet(s).

**Grades 5–6 Test Sampler
Answer Key****Listening**

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

Reading

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

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.

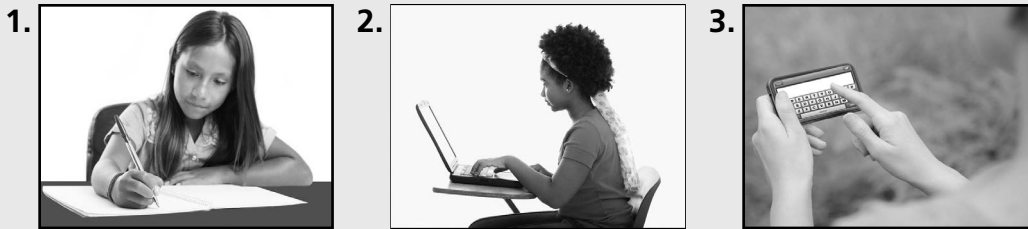
Question Number	Student Score	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
1		<ul style="list-style-type: none"> No response Responds with "yes," "no," or "I don't know" Responds completely in a language other than English Uses one word to respond Does not express a complete thought 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
Question Number	Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
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
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"> • 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 5–6/Emerging (Question 1)



Introduction: People write in different ways. Sometimes people write letters, e-mails, or messages to their friends.

Modeling: [POINT to PICTURE 1] This person is writing with a pen.

Question: Tell me how people can write.

[REPHRASING]: You can write in many ways. [POINT to PICTURE 1] You can use a pen. What are some other ways to write?

Response	Score	Justification
"Write with a pen... a computer...a phone."	1	This response contains at least one short phrase that expresses a thought or an idea—"write with a pen." Though the remainder of the response is list-like, this is enough for full credit, a score of "1" at the Emerging level.

Grades 5–6/Transitioning (Question 2)



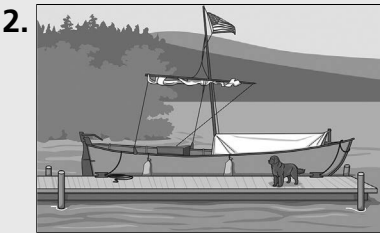
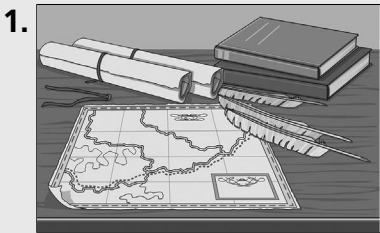
Introduction: In the early 1800s, two men named Lewis and Clark explored the western United States. They met many groups of Native American Indians who lived there. Lewis and Clark gave special medals to the Native American Indians from the U.S. government as a symbol of friendship.

Question: Tell me how the front and back sides of the medal are different.

[FOLLOW-UP]: Tell me more.

Response	Score	Justification
"One is a face and one is hands."	2	The student responds using two simple sentences (clauses may be considered sentences so long as they contain "subject + verb" text structures), and there are no errors that obscure meaning. This is scored a "2" at the Transitioning level.

Grades 5–6/Expanding (Question 3)



Introduction: In the early 1800s, two men named Lewis and Clark traveled through the western United States. Their journey was long and difficult.

[POINT to PICTURE 1, THEN PICTURE 2] Here are some different things that explorers took with them when they traveled.

Question: Which of these things do you think was most important for the explorers to take on their journey?

Why?

Response	Score	Justification
"The ship because how can you travel across water without a ship or a raft. And the map also, because if you don't have the ma-map, you don't know where you're going."	2	Student responds with multiple connected expanded sentences that express complete thoughts relevant to the topic. Note that the prompt only requires students to justify an answer for one "thing," but it is acceptable for students to choose multiple items in their responses. This is scored a "2" at the Expanding level.



Introduction: Lewis and Clark led a group of explorers on a journey across the United States in the 1800s. The explorers drew maps of new places they visited, and they also collected information about new plants and animals they saw. However, the journey was long, difficult, and sometimes dangerous. The weather was often very hot or very cold. The explorers on this trip were away from home for more than two years.

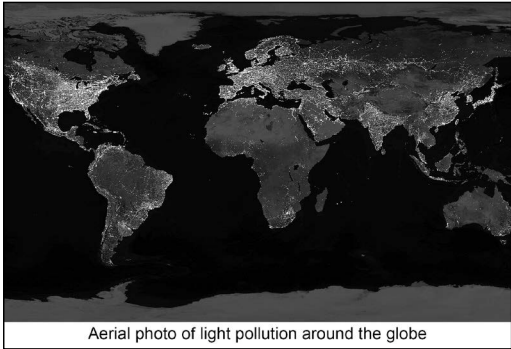
Question: Would you like to be an explorer like Lewis and Clark?

Why? [OR] *Why not?*

Response	Score	Justification
"No [examiner prompts for more language] Because if [unintelligible] I will b- I will be away from my family for two years and it'll be on the cold and the outside for a long time. And there could be like animals and predators and they like kill... [killer?] animals. And they can like I don't know...uh."	2	The student responds with connected expanded sentences to produce a fluid response that is relevant to the topic. The response uses linking words (<i>because, and</i>) to organize ideas. Although the response trails off at the end, the language use is sufficient to be scored a "2" at the Commanding level.

Grades 5–6/Expanding (Question 5)

Introduction: Now let’s talk about light pollution.



Electric light helps us see at night. But it also can cause a problem called light pollution. Light pollution refers to the electric light that shines at night around the world. In parts of many cities, the sky never gets completely dark because of light pollution.

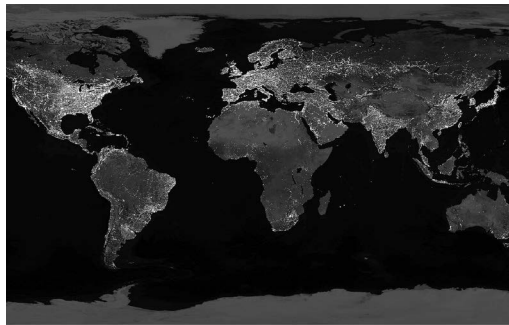
Scientists think that light pollution has dangerous effects on people and wildlife. Animals who hunt at night can become confused by light pollution. Light pollution can also disturb our natural sleep patterns. The human brain thinks it doesn’t need to sleep because of the light.

Question: Tell me about light pollution.

Response	Score	Justification
"Light pollution means that it—so that it is light in the sky at night. It’s bad for animals. And they can’t sleep."	2	The student uses limited expanded sentences to convey connected and complete thoughts and ideas. The response is relevant to the topic and contains infrequent syntax errors that do not obscure what the student is trying to say. This is scored a "2" at the Expanding level.

Grades 5–6/Commanding (Question 6)

Introduction: You just learned about light pollution.



Aerial photo of light pollution around the globe

Electric light helps us see at night. But it also can cause a problem called light pollution. Light pollution refers to the electric light that shines at night around the world. In parts of many cities, the sky never gets completely dark because of light pollution.

Scientists think that light pollution has dangerous effects on people and wildlife. Animals who hunt at night can become confused by light pollution. Light pollution can also disturb our natural sleep patterns. The human brain thinks it doesn't need to sleep because of the light.

Question: Do you think light pollution is bad for people and the environment?

Why? [OR] *Why not?*

Response	Score	Justification
"Light pollution can be bad for animals who hunt at night because they don't know if it's day or night and they are confused so maybe they don't hunt. And, um, you have to sleep because, um....If people are awake at night their brain can become confused and that is dangerous."	2	The student uses expanded sentences with many linking words and phrases to connect ideas. Though the response isn't perfectly fluid, the ideas are sequenced logically and there are no errors that obscure meaning. This would score 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 5–6 Writing Rubric

2019 NYSESLAT Writing Rubric—Grades 5–6						
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 orientation, or development of an idea, or closure due to brevity 	<ul style="list-style-type: none"> Includes words and at least one sentence to introduce, develop, transition, or conclude ideas 	<ul style="list-style-type: none"> Includes words and sentences that provide limited orientation, development of ideas, transitions, and/or closure 	<ul style="list-style-type: none"> Includes words and sentences that provide partial orientation, logical development of ideas, transitions, and closure 	<ul style="list-style-type: none"> Includes sufficient orientation, logical development of ideas, and closure to provide clear 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 and precisely detailed descriptions of ideas, facts, or both
	ECR Narrative	<ul style="list-style-type: none"> Lacks development of characters, details, or events 	<ul style="list-style-type: none"> Includes at least two references to characters, details, events, or closure 	<ul style="list-style-type: none"> Includes some references to characters, and limited development of details, sequenced events, and/or closure 	<ul style="list-style-type: none"> Includes many references to characters, and partial development of details, sequenced events, and closure 	<ul style="list-style-type: none"> Includes many and varied references to characters, and sufficiently precise details, sequenced events, and closure
	ECR Informational	<ul style="list-style-type: none"> Lacks development of ideas or support 	<ul style="list-style-type: none"> Includes at least one idea with support, or closure 	<ul style="list-style-type: none"> Includes some linked ideas, a variety of support, and/or closure 	<ul style="list-style-type: none"> Includes many stated and linked ideas, a variety of support, and closure 	<ul style="list-style-type: none"> Includes many and varied precisely stated and linked ideas, a variety of support, and closure
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 at least two paragraphs based on the passage.

Sharing Ideas

Country	Idea	How the United States Adopted the Idea
Germany	Kindergarten	The U.S. school system added kindergarten classes.
	Physical Education	U.S. schools added gyms for exercising and sports.
China	Farming	U.S. farmers adopted new farming methods.
	Food	Businesses began selling Chinese food.

Immigrants from many countries have moved to the United States. Immigrants are people who move to new countries to make a new home and start a new life. They take their cultural ideas to new places with them. Cultural ideas are beliefs, feelings, and ways of doing things. Many of the cultural ideas brought to the United States are now a part of American life.

For example, German immigrants brought their ideas about education to the United States many years ago. People in Germany placed a high value on education. Their ideas affected the American school system. German immigrants started the first American kindergarten in 1855. Kindergarten classes already existed in Germany. Today, kindergarten continues to be an important part of the American school system. German immigrants had other ideas about schools, too. They believed in physical education in schools. Because of their ideas, gyms were also built in American schools.

Other examples of new cultural ideas brought to the United States are those from Chinese immigrants. Some ideas they shared long ago were good ways of farming. Their methods of farming were very successful in China. They brought these ideas to the United States and shared them with other people. In addition, Chinese ideas about food have also become a big part of American life. For example, Chinese food is popular in many restaurants and homes in the United States.

These are examples of ideas that have come to the United States from only two other countries: Germany and China. Many more ideas from many more countries and cultures have also become an important part of American life. Whenever people move from place to place, they take their culture with them. They share ideas from their culture, and those ideas spread to many other people in their new home.

13 Now read the directions below.

The passage “Sharing Ideas” gives information about ideas brought to the United States from Germany and China. These cultural ideas are now a regular part of life in the United States. Write at least two paragraphs describing a cultural idea, belief, or way of doing things. Use your own ideas and ideas from the passage to help you write.

You may plan your writing for Question 13 here, if you wish. Use the space below to organize your ideas about what to write.

Write your final answer on Pages 23 and 24.

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, write at least two paragraphs describing a cultural idea, belief, or way of doing things. Remember to use your own ideas and ideas from the passage to help you write.

There many culture around the word, but are they all different? Yes. Some cultures help countries to another country. For example China help "United State by businesses began selling chinese food." However read more about my country, what we celebrate, and what we do in our holidays.

There are many reasons all about my culture. One reason is in Yemen we don't have streets like New York, our land is half of desert and some streets. Another reason is we have two holidays one is called Small Eid and the other one called Big Eid. These holidays are the same, but it just called Small and Big, moreover what we do in this holiday is the girls do a henna tattoo, we buy new cloths, and we buy alot of candies. When its Eid we wake up early like at 6:00am to

Go On



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., *culture*, *henna tattoo*, *cultural idea*, *tradition*).

CR: Response includes sufficient orientation, logical development of ideas, and closure to provide clear organization.

DR: Response includes many and varied precisely stated and linked ideas, a variety of support, and closure (specific details contrasting life in Yemen with life in New York are present throughout the response).

M: Response is clear and contains few errors that rarely obscure meaning (e.g., missing verbs: *There many culture around the word...*, *the other one called Big Eid...*, *it just called Small and Big*).

Writing, continued

7:00am because to go and pray and then when we are done we go home and people visit us and give us money after that my family and I plan to go somewhere like Six Flags.

In New York it very different from my country, because in New York people dress differently. In my country girls have to be covered, but in New York a lot of people wearing in their own religion. For example when people are celebrating Christmas, Halloween, and more. In our religion we don't celebrate these holidays only Eid.

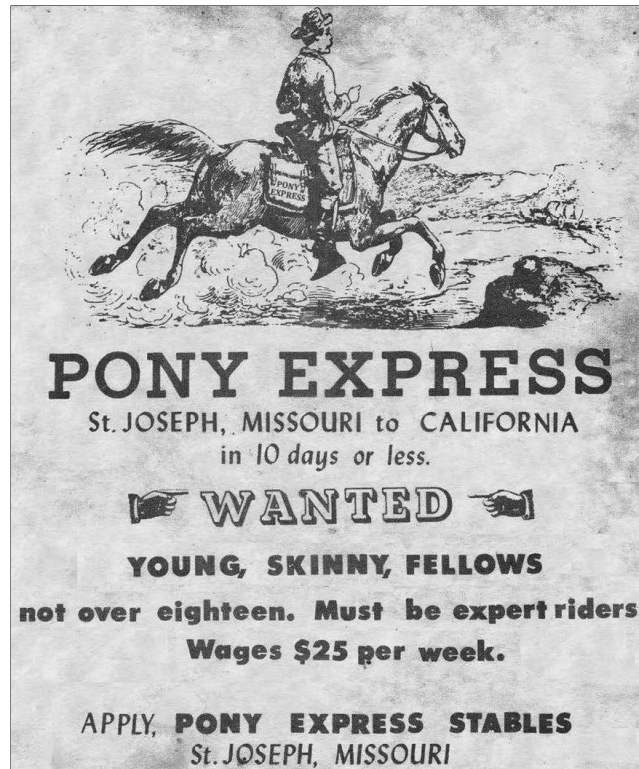
In conclusion, My Culture is very different from others and not only my country, all around the world have different religion, belief, tradition and more. I gave some information about my country and Culture. It's your turn to talk about is your Culture different mine. This is my Cultural idea, belief, and holiday.



Directions

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

Todd and the Pony Express



Todd's mother slid the pan across the table.

"You have a difficult ride ahead," she said. "You need to take some food!"

"You know I can't, Ma," Todd said. "I can't weigh the horse down anymore. He already has to carry 20 pounds of mail for 15 miles. I have to ride as fast as I can, and he will be exhausted. I'll switch horses every 10 or 15 miles, but they can't manage any additional weight or they will get too tired. Once the next rider secures the mail, I'll get some food. I only have to travel about a hundred miles. Then I'll eat and relax until I get the mail from another rider and return in the morning."

In May of 1860, Todd was only 16 years old. He became a Pony Express rider for excitement and a job. Pony Express riders delivered the mail 2,000 miles in just 10 days! They started in Missouri and ended up in California.

Todd glanced across the table at his younger brother, Jim. "It's your responsibility to do the chores while I'm gone," Todd said.

Jim nodded solemnly. "Be careful, Todd. That ride is dangerous."

Todd smiled as he reached into his pocket. "You know I will. Now Ma, here's my first week's pay. This \$25 will pay the taxes on the farm."

Ma looked relieved as she accepted the money. "You're a good son, Todd," she said. "Now go, and come back to Jim and me safely."

14 Now read the directions below.

Think about Todd's job as a Pony Express rider. Think about what Todd did as part of his job and why it was difficult. Write one paragraph to explain why the job of a Pony Express rider was difficult. Be sure to give reasons for your answer. 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, explain why the job of a Pony Express rider was difficult. Remember to use your own ideas and ideas from the passage to help you write.

Todd is a Pony Express rider. He's job as a Pony express rider was difficult. His job was difficult because he had to carry 20 pounds of mail for 2000 miles. According to the text it says that "Pony Express riders delivered the mail 2000 miles in just 10 days". This tells you that the ride was long and also was very dangerous. Todd didn't take any food with him. He had to wait to the next rider to secure the mail then he can get some food. In conclusion, Todd's ride was very long and dangerous.



Score 4 – Commanding

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

QL: Response contains some Tier 2 words and phrases (e.g., *secure*, *conclusion*, *according*).

CR: Response includes sufficient orientation, logical development of ideas, and closure to provide clear organization.

DR: Response includes many sufficiently and precisely detailed descriptions of ideas and facts.

M: Response is clear and contains minimal errors that obscure meaning (spelling error: *he's* for *his*).

Student Name	School	Teacher	Date

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

 USE A No. 2 PENCIL

CORRECT: 

INCORRECT:    

New York State
English as a Second Language Achievement Test
Test Sampler
Grades 5–6

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

