

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

NYSESLAT

Directions for Administration

Grades
7–8

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.

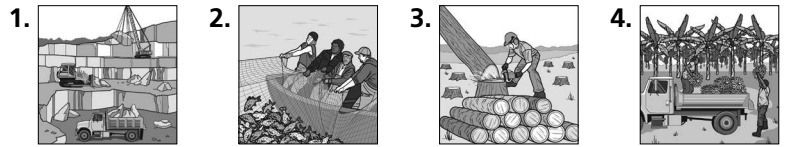
SAY Look at the top of the page. Read the directions to yourself as I read them out loud.

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 Different countries have different natural resources. Natural resources include food and building materials that come from that country's land and water. People use the resources that are available to them.

[POINT to PICTURE 1] I see machines moving stones.

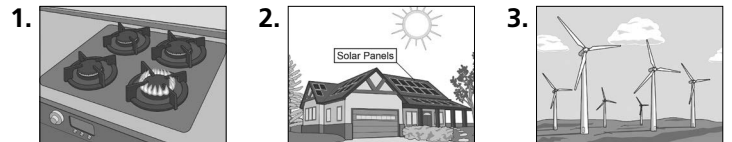
Question 1: Tell me what is happening in the pictures.

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

[REPHRASING]: Here we see people from around the world using natural resources.

[POINT to PICTURE 1] **These machines are moving stones. What else do you see?**

QUESTION 2



SAY Please turn the page.

Pause for the student to turn the page.

SAY Every country needs sources of energy. Energy is used to power our homes, factories, and cars.

[POINT to PICTURE 1] In our homes, gas can be used for heating and for cooking.

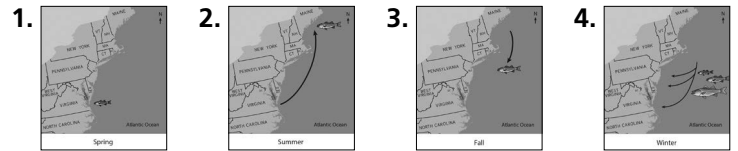
[POINT to PICTURE 2] Solar panels or [POINT to PICTURE 3] wind turbines can make electricity.

Question 2: Tell me about the ways energy can be made.

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 look at Page 3.

SAY The striped bass is a fish that takes a long journey every year. These fish like to be in water that is not too hot and not too cold, so they swim to a different location every season.

[POINT to PICTURE 1] Some striped bass are born near the Chesapeake Bay.

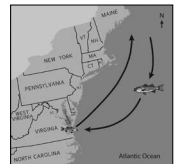
[POINT to PICTURE 2] In summer, they travel all the way to Maine to avoid the summer heat.

[POINT to PICTURES 3 AND 4] In the fall and winter, they travel south and return to the ocean near their birthplace once temperatures cool down.

Question 3: Tell me about the fishes' year-long journey.

Pause for about 5 seconds for the student to respond.

QUESTION 4



SAY Please turn the page.

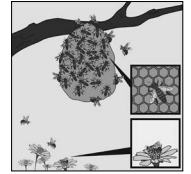
Pause for the student to turn the page.

SAY Striped bass travel all the time. Each season, these fish migrate to different locations along the Atlantic coast of the United States, looking for water that is at a certain temperature. Striped bass also travel back and forth between fresh water and salt water. They are born in freshwater rivers but spend their adult lives in the saltwater ocean where they have more space. When they are ready to lay their eggs, the striped bass travel back to fresh water again.

Question 4: Tell me why striped bass travel so much during their lifetime.

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 honeybees.

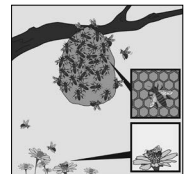
Honeybees make honey by collecting nectar from flowers. They have special "honey stomachs" that turn the nectar into sugar and remove some of the water from it. They carry the nectar back to the hive. Then all the bees flap their wings to remove even more water out of the nectar. When enough water is evaporated, only honey is left.

Honeybees build their hives in hollow spaces. Sometimes, humans can get bees to live in boxes. This is called beekeeping. Beekeepers help the bees stay alive by providing them with places to live. In addition, the beekeepers can collect honey that the bees make. By beekeeping, humans can help ensure that honey is produced and that there are enough bees to pollinate nearby crops and plants.

Question 5: Tell me how honeybees make honey.

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 honeybees.

Question 6: Do you think bees are important for humans 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 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 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 “Tree Farms and the Environment.”

Tree farms are areas of land where farmers grow and cultivate trees. Often, these farms are privately owned and focus on preserving woodland, in addition to providing lumber for houses, paper, and firewood.

Many tree farmers in the United States belong to the American Tree Farm System. Each farmer in this organization cultivates 10 acres or more of trees. The farmers are responsible for maintaining and promoting the health of trees. Instead of getting paid to maintain their land, they often spend their own money on farm expenses. They get paid when they eventually sell the lumber.

Tree farms offer benefits to the environment. Lumber is a building material that is more easily recyclable than materials like stone and iron. Tree farms also promote forest preservation. When trees are chopped down, new ones are immediately planted in their place. In addition, trees play a critical role in creating oxygen for us to breathe. Finally, trees protect soil from eroding and provide shelter to various types of wildlife. Tree farmers and the trees they grow are beneficial to humans and the environment.

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 phrase shows what can be made from lumber?”

“Tree farms are areas of land where farmers grow and cultivate trees. Often, these farms are privately owned and focus on preserving woodland, in addition to providing lumber for houses, paper, and firewood.

Many tree farmers in the United States belong to the American Tree Farm System. Each farmer in this organization cultivates 10 acres or more of trees. The farmers are responsible for maintaining and promoting the health of trees.”

Which phrase shows what can be made from lumber?

- A Areas of land
- B Houses, paper, and firewood
- C 10 acres or more
- D The health of trees

Pause for about 15 seconds.

SAY Look at Question 2.

Which sentence indicates the main idea of the passage?

- A Often, these farms are privately owned and focus on preserving woodland.
- B Many tree farmers in the United States belong to the American Tree Farm System.
- C Instead of getting paid to maintain their land, they often spend their own money on farm expenses.
- D Tree farmers and the trees they grow are beneficial to humans and the environment.

Pause for about 15 seconds.

SAY Look at Question 3. Listen to these sentences from the passage again. Then I will ask you, "Which word does ones refer to?"

"Tree farms also promote forest preservation. When trees are chopped down, new ones are immediately planted in their place."

Which word does ones refer to?

- A Farms
- B Forest
- C Trees
- D Place

Pause for about 15 seconds.

SAY Look at Question 4. Listen to this paragraph from the passage again. Then I will ask you, "Which phrase helps explain the meaning of expenses?"

"Many tree farmers in the United States belong to the American Tree Farm System. Each farmer in this organization cultivates 10 acres or more of trees. The farmers are responsible for maintaining and promoting the health of trees. Instead of getting paid to maintain their land, they often spend their own money on farm expenses. They get paid when they eventually sell the lumber."

Which phrase helps explain the meaning of expenses?

- A Cultivates 10 acres
- B Maintain their land
- C Spend their own money
- D Sell the lumber

Pause for about 15 seconds.

SAY Look at Question 5. Listen to these sentences from the passage again. Then I will ask you, "Which word or phrase tells what provides shelter to wildlife?"

"Finally, trees protect soil from eroding and provide shelter to various types of wildlife. Tree farmers and the trees they grow are beneficial to humans and the environment."

Which word or phrase tells what provides shelter to wildlife?

- A Trees
- B Soil
- C Tree farmers
- D The environment

Pause for about 15 seconds.

SAY Look at Question 6. Listen to this paragraph from the passage again. Then I will ask you, "Which word or phrase describes tree farms?"

"Tree farms are areas of land where farmers grow and cultivate trees. Often, these farms are privately owned and focus on preserving woodland, in addition to providing lumber for houses, paper, and firewood."

Which word or phrase describes tree farms?

- A Areas of land
- B Farmers
- C Houses
- D Paper and firewood

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 ADMINISTRATION

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 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.

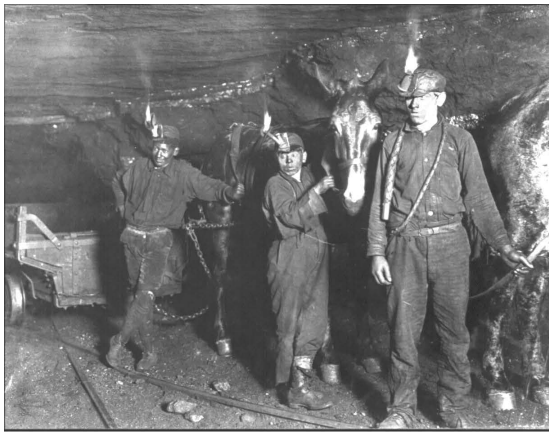
Hold up the demonstration sampler test booklet and turn to the correct page. Check that all students have their sampler test booklets open to the correct page.

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 Contest



Young coal miners in the early 1900s



Fiddle

Raymond played the song, then lowered his fiddle. Clapping, his mama said, "You're going to win that contest."

Raymond grinned and replied, "I want to make everyone in Logan County proud of me."

(Continued on next page)

A month earlier he had won the county fiddling contest. Before that day, he played his winning song hundreds of times. The 1902 State Fiddling Contest was in three months, and he thought he would practice the song 100 more times before then. After all, his intention was to win that contest, too.

He smiled and thought about the rest of his plan: to win the grand prize—lessons from well-known fiddler Luke Lucas—and to eventually become as famous as Luke.

From the porch, Raymond could see his father and his brother Tom, who appeared exhausted as they trudged up the road. Their faces were black with dust from the coal mine. They waved and his father shouted, “Great fiddling!”

Raymond’s mother called to Tom, “A letter arrived for you.”

Tom dashed inside. He reappeared shortly and exclaimed, “Mr. Stickler wants me to start working for him in Huntington—in two weeks! He’ll teach me to be a mechanic, so now I won’t have to work in a coal mine!”

Raymond smiled at Tom’s joy, but when he noticed the worried look on his father’s face, he asked hesitantly, “What’s wrong, Pa?”

“Raymond, your brother’s work is dangerous and he needs to leave the mine, but our family can’t survive on my earnings alone,” his father explained. “I will ensure you’re given a job in the mine that isn’t so dangerous, like removing pieces of rock from the coal.”

“If I work in the mine for hours a day, I can’t practice my fiddling,” Raymond said softly.

His father mumbled, “I’m sorry, son.” Raymond, feeling sad, glanced at Tom.

“Don’t despair,” Tom reassured him. “After I get trained, I’ll send money home, and you can quit working. Keep practicing so you can win the state contest in 1903.”

Raymond smiled weakly at his brother, put the fiddle in its case, and latched the lid. “Next year,” he whispered to himself.

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.

“The Contest” is about a boy named Raymond who likes to play the fiddle. How was Raymond’s life in 1902 different from your life today? Write one paragraph describing how Raymond’s life is different from your life. Give reasons for your answer. Use your own ideas and ideas 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, describe how Raymond's life is different from your life today. 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.

Smaller World, Higher Food Prices



A century ago in the United States, a gallon of milk cost just 30 cents. Today it costs an average of \$3.50. A dozen eggs were just 37 cents, and now they cost about \$1.90. The prices of milk and eggs are two examples of how all food prices have risen over the last 100 years. Changes in the value of money were a main reason for food price increases. The cost of many items like clothing and houses also rose.

Food costs continue to rise. In the United States, they increased by about 5% in 2011 alone. Today, globalization is an important reason food costs keep increasing. Globalization means countries all over the world have become closely connected to one another through communication and the exchange of products. People,

(Continued on next page)

money, goods, and services are constantly moving between countries. As a result, any change in one country can quickly affect what happens in another because countries are no longer isolated from one another.

Globalization provides American consumers with a variety of items they can purchase, such as fish raised in Asia, cheese made in Europe, and fruit grown in South America. They can purchase these foods during a single visit to their local grocery store and not even think about where the food originated. The United States also exports many foods, including grains and milk, to other countries. People living on the other side of Earth now eat bread that was made from wheat grown in the United States.

As food is shipped all over the globe, changes in one country affect prices in other countries. Another reason food costs are rising today is the growing population of the world. India and China have the fastest growing populations. The increase in the number of people in these countries is causing a higher need for food. When need increases, prices usually rise as well. Prices also rise when supply (the amount of food available) becomes lower. As more people consume more food, the supply decreases unless producers can grow more. The number of people in the world is higher than ever, and it keeps growing. This is another reason food prices are increasing.

Issues that affect the price of one type of food also affect the prices of other foods. For example, when grain costs rise because of increased demand, the cost of meat also rises. This happens because the farmers who raise the animals have to pay more for the grain to feed them. For example, in 2007, there was a shortage of water, or drought, in Australia. This drought resulted in higher grain prices, and it also caused the price of meat to become more expensive all over the world.

The United States' connection to other countries can affect food prices in other ways. In 2012, the United States imported 40% of its oil supplies from other countries. When the price of oil rose overseas, it also caused the cost of food to rise. This happened because U.S. food producers had to pay more for the fuel they used to operate farming equipment.

As countries become even more connected to one another, globalization increases. This is good for many consumers. Average Americans can choose from a variety of food that was unimaginable in the past. They can buy fresh fruits and vegetables even when snow covers the ground. Although globalization can cause food prices to increase, consumers in the United States still benefit from globalization.

SAY Turn to Page 26. Look at Question 14.

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

The passage “Smaller World, Higher Food Prices” describes globalization and its effects on people everywhere. Think about some of the positive and negative effects of globalization. Write at least two paragraphs in your own words to explain the positive and negative effects of globalization. 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. Your writing on this planning page will NOT count toward your final score. 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, explain the positive and negative effects of globalization. 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 7–8 Test Sampler
Answer Key****Listening**

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

Reading

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

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.

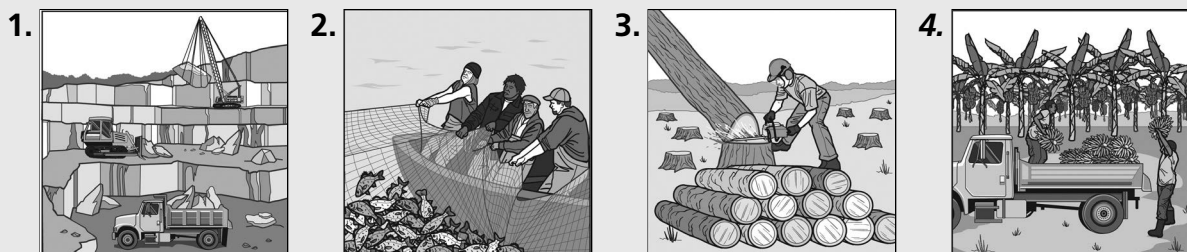
Question Number	Student Score	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
1		<ul style="list-style-type: none"> No response Responds with "yes," "no," or "I don't know" Responds completely in a language other than English Uses one word to respond Does not express a complete thought 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 7–8/Emerging (Question 1)



Introduction: Different countries have different natural resources. Natural resources include food and building materials that come from that country's land and water. People use the resources that are available to them.

Modeling: [POINT to PICTURE 1] I see machines moving stones.

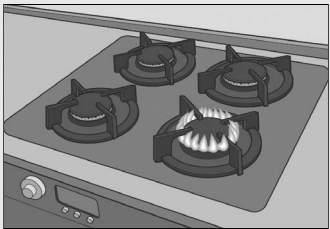
Question: Tell me what is happening in the pictures.

[REPHRASING]: Here we see people from around the world using natural resources. [POINT to PICTURE 1] These machines are moving stones. What else do you see?

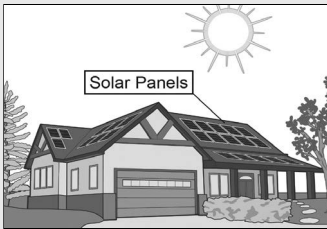
Response	Score	Justification
"Catching fish"	1	The student uses a short phrase to partially express an idea that is relevant to the prompt. This is scored a "1" at the Emerging level.

Grades 7–8/Transitioning (Question 2)

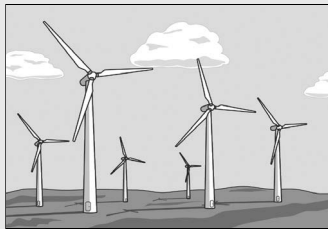
1.



2.



3.



Introduction: Every country needs sources of energy. Energy is used to power our homes, factories, and cars.

[POINT to PICTURE 1] In our homes, gas can be used for heating and for cooking.

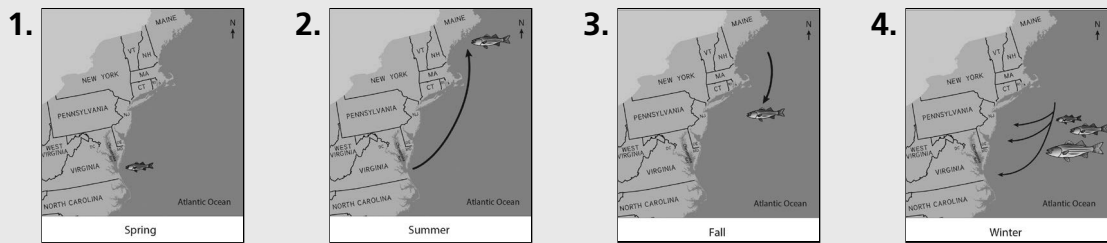
[POINT to PICTURE 2] Solar panels or [POINT to PICTURE 3] wind turbines can make electricity.

Question: Tell me about the ways energy can be made.

[FOLLOW-UP]: Tell me more.

Response	Score	Justification
"The sun makes energy."	2	This response partially expresses an idea in a complete simple sentence. This scores a "2" at the Transitioning level.

Grades 7–8/Expanding (Question 3)



Introduction: The striped bass is a fish that takes a long journey every year. These fish like to be in water that is not too hot and not too cold, so they swim to a different location every season.

[POINT to PICTURE 1] Some striped bass are born near the Chesapeake Bay.

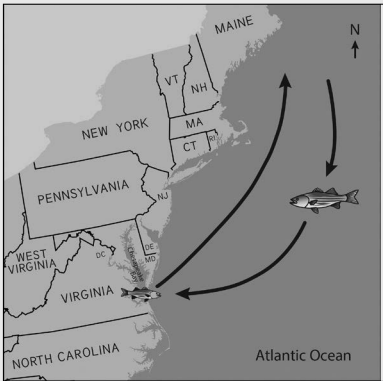
[POINT to PICTURE 2] In summer, they travel all the way to Maine to avoid the summer heat.

[POINT to PICTURES 3 AND 4] In the fall and winter, they travel south and return to the ocean near their birthplace once temperatures cool down.

Question: Tell me about the fishes’ year-long journey.

Response	Score	Justification
“Th-they swim from place to place when it’s cold and when it’s hot.”	2	Student responds with an expanded sentence that includes multiple complete clauses. The response concisely and fluently expresses complete thoughts and ideas. This is scored a “2” at the Expanding level.

Grades 7–8/Commanding (Question 4)



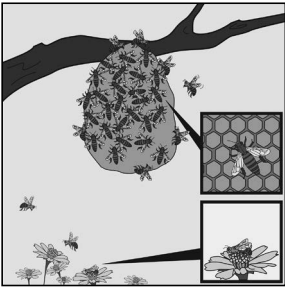
Introduction: Striped bass travel all the time. Each season, these fish migrate to different locations along the Atlantic coast of the United States, looking for water that is at a certain temperature. Striped bass also travel back and forth between fresh water and salt water. They are born in freshwater rivers but spend their adult lives in the saltwater ocean where they have more space. When they are ready to lay their eggs, the striped bass travel back to fresh water again.

Question: Tell me why striped bass travel so much during their lifetime.

Response	Score	Justification
"Uh stripers travel a lot in their lifetime so first of all they can find warm water so they don't like, so they don't like- okay stripers they travel a lot for one reason first they like- where they lay their eggs and like it's better, they need warm temperature for their eggs to properly hatch and it's healthier for the eggs to be in fresh water."	2	Student gives an extended response with connected expanded sentences. While the student does restart the response after beginning, it is a natural rephrasing, and is more indicative of the student thinking about what to say than trouble with language. Overall, the response is fluid. This is scored a "2" at the Commanding level.

Grades 7–8/Expanding (Question 5)

Directions: Now let’s talk about honeybees.



Honeybees make honey by collecting nectar from flowers. They have special “honey stomachs” that turn the nectar into sugar and remove some of the water from it. They carry the nectar back to the hive. Then all the bees flap their wings to remove even more water out of the nectar. When enough water is evaporated, only honey is left.

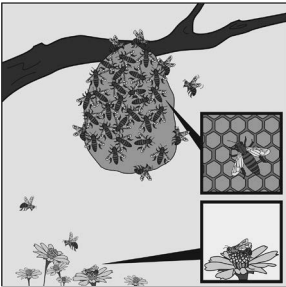
Honeybees build their hives in hollow spaces. Sometimes, humans can get bees to live in boxes. This is called beekeeping. Beekeepers help the bees stay alive by providing them with places to live. In addition, the beekeepers can collect honey that the bees make. By beekeeping, humans can help ensure that honey is produced and that there are enough bees to pollinate nearby crops and plants.

Question: Tell me how honeybees make honey.

Response	Score	Justification
“The honey bees make [unintelligible] honey by collecting, mm, the [unintelligible] from the flower, and they put it into their- their, uh, their home, and then they, uh... and then they turn into sugar, and... [unintelligible] then they remove the water. And then it just became honey.”	2	Student uses connected sentences to respond to the prompt. The response integrates original language and language from the question. Although the response contains grammatical errors and some words are not audible, it expresses connected ideas and meets the requirements for a “2” at the Expanding level.

Grades 7–8/Commanding (Question 6)

You just learned about honeybees.



Honeybees make honey by collecting nectar from flowers. They have special “honey stomachs” that turn the nectar into sugar and remove some of the water from it. They carry the nectar back to the hive. Then all the bees flap their wings to remove even more water out of the nectar. When enough water is evaporated, only honey is left.

Honeybees build their hives in hollow spaces. Sometimes, humans can get bees to live in boxes. This is called beekeeping. Beekeepers help the bees stay alive by providing them with places to live. In addition, the beekeepers can collect honey that the bees make. By beekeeping, humans can help ensure that honey is produced and that there are enough bees to pollinate nearby crops and plants.

Question: Do you think bees are important for humans and the environment?

Response	Score	Justification
"I think bees are important for the um, the um, bees are important for humans and the environment because it helps humans by providing food, like honey, and it helps the environment by, um, by-for bees to keep on, um, pollinating nearby crops and plants."	2	Student uses expanded connected sentences to respond. Although there is some hesitation, overall the response is fluid and natural. Some phrases are borrowed from the question, but these are incorporated into original language structures. This is rated 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 7–8 Writing Rubric

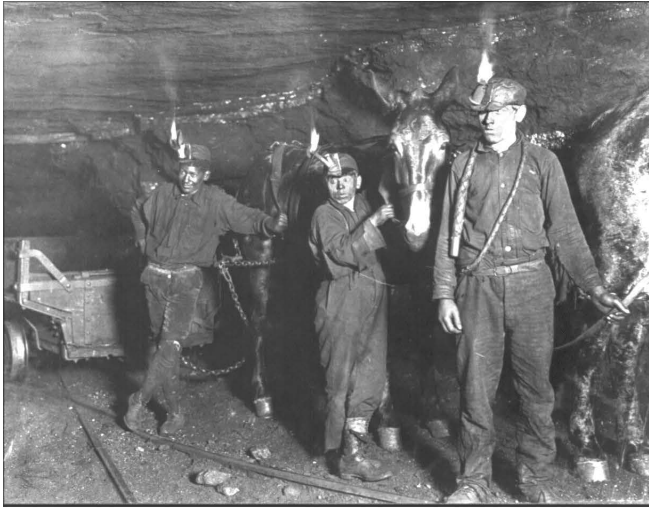
2019 NYSESLAT Writing Rubric—Grades 7–8						
Dimension		Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity 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 commonly used Tier 1 words or short 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 and/or Tier 3 words and phrases 	<ul style="list-style-type: none"> Contains Tier 1 and some grade-level Tier 2 and/or Tier 3 words and phrases used appropriately 	<ul style="list-style-type: none"> Contains Tier 1 and many grade-level Tier 2 and/or Tier 3 words and phrases used appropriately
Coherence of Response		<ul style="list-style-type: none"> Lacks a clear orientation, or organized or connected ideas, or closure due to brevity 	<ul style="list-style-type: none"> Includes at least one sentence that provides an orientation, organized or connected ideas, transitions, or closure 	<ul style="list-style-type: none"> Includes words and sentences that provide limited orientation, organized or connected ideas, transitions, and/or closure 	<ul style="list-style-type: none"> Includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure 	<ul style="list-style-type: none"> Includes sufficient orientation, logically organized and connected 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 claims and evidence or support 	<ul style="list-style-type: none"> Includes at least one claim with evidence, support, or closure 	<ul style="list-style-type: none"> Includes some linked claims and evidence, a variety of support, and/or closure 	<ul style="list-style-type: none"> Includes many stated and linked claims and evidence, a variety of support, and closure 	<ul style="list-style-type: none"> Includes many and varied precisely stated and linked claims and evidence, 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 one paragraph based on the passage.

The Contest



Young coal miners in the early 1900s



Fiddle

Raymond played the song, then lowered his fiddle. Clapping, his mama said, “You’re going to win that contest.”

Raymond grinned and replied, “I want to make everyone in Logan County proud of me.”

A month earlier he had won the county fiddling contest. Before that day, he played his winning song hundreds of times. The 1902 State Fiddling Contest was in three months, and he thought he would practice the song 100 more times before then. After all, his intention was to win that contest, too.

He smiled and thought about the rest of his plan: to win the grand prize—lessons from well-known fiddler Luke Lucas—and to eventually become as famous as Luke.

From the porch, Raymond could see his father and his brother Tom, who appeared exhausted as they trudged up the road. Their faces were black with dust from the coal mine. They waved and his father shouted, “Great fiddling!”

Raymond’s mother called to Tom, “A letter arrived for you.”

Tom dashed inside. He reappeared shortly and exclaimed, “Mr. Stickler wants me to start working for him in Huntington—in two weeks! He’ll teach me to be a mechanic, so now I won’t have to work in a coal mine!”

Raymond smiled at Tom’s joy, but when he noticed the worried look on his father’s face, he asked hesitantly, “What’s wrong, Pa?”

“Raymond, your brother’s work is dangerous and he needs to leave the mine, but our family can’t survive on my earnings alone,” his father explained. “I will ensure you’re given a job in the mine that isn’t so dangerous, like removing pieces of rock from the coal.”

“If I work in the mine for hours a day, I can’t practice my fiddling,” Raymond said softly.

His father mumbled, “I’m sorry, son.” Raymond, feeling sad, glanced at Tom.

“Don’t despair,” Tom reassured him. “After I get trained, I’ll send money home, and you can quit working. Keep practicing so you can win the state contest in 1903.”

Raymond smiled weakly at his brother, put the fiddle in its case, and latched the lid. “Next year,” he whispered to himself.

13 Now read the directions below.

“The Contest” is about a boy named Raymond who likes to play the fiddle. How was Raymond’s life in 1902 different from your life today? Write one paragraph describing how Raymond’s life is different from your life. Give reasons for your answer. Use your own ideas and ideas from the passage to help you write.

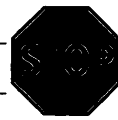
Short Constructed Response

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, describe how Raymond's life is different from your life today. Remember to use your own ideas and ideas from the passage to help you write.

Raymond was a poor boy who had to help in a dangerous coal mine in order to help with bringing in money for his family, even though he was young. Raymond's life is different from mine because he, a young boy had to help his father in a coal mine instead of going to school like I do. I also don't have to help earn money at such a young age. A coal mine is an especially dangerous place, and I wouldn't work there, especially so young and inexperienced. This is how my life is different than Raymond, who has to make money for his family, so young in a scary mine, instead of going to school like I do.



Score 4 – Commanding

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

QL: Response contains many Tier 2 and/or Tier 3 words and phrases used appropriately (e.g., *coal mine*, *bringing in money*, *dangerous place*).

CR: Response includes sufficient orientation, logically organized and connected ideas, and closure to provide clear organization.

DR: Response includes many sufficiently detailed descriptions of ideas, facts, or both.

M: Response 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.

Smaller World, Higher Food Prices



A century ago in the United States, a gallon of milk cost just 30 cents. Today it costs an average of \$3.50. A dozen eggs were just 37 cents, and now they cost about \$1.90. The prices of milk and eggs are two examples of how all food prices have risen over the last 100 years. Changes in the value of money were a main reason for food price increases. The cost of many items like clothing and houses also rose.

Food costs continue to rise. In the United States, they increased by about 5% in 2011 alone. Today, globalization is an important reason food costs keep increasing. Globalization means countries all over the world have become closely connected to one another through communication and the exchange of products. People, money, goods, and services are constantly moving between countries. As a result, any change in one country can quickly affect what happens in another because countries are no longer isolated from one another.

Globalization provides American consumers with a variety of items they can purchase, such as fish raised in Asia, cheese made in Europe, and fruit grown in South America. They can purchase these foods during a single visit to their local grocery store and not even think about where the food originated. The United States also exports many foods, including grains and milk, to other countries. People living on the other side of Earth now eat bread that was made from wheat grown in the United States.

As food is shipped all over the globe, changes in one country affect prices in other countries. Another reason food costs are rising today is the growing population of the world. India and China have the fastest growing populations. The increase in the number of people in these countries is causing a higher need for food. When need increases, prices usually rise as well. Prices also rise when supply (the amount of food available) becomes lower. As more people consume more food, the supply decreases unless producers can grow more. The number of people in the world is higher than ever, and it keeps growing. This is another reason food prices are increasing.

Issues that affect the price of one type of food also affect the prices of other foods. For example, when grain costs rise because of increased demand, the cost of meat also rises. This happens because the farmers who raise the animals have to pay more for the grain to feed them. For example, in 2007, there was a shortage of water, or drought, in Australia. This drought resulted in higher grain prices, and it also caused the price of meat to become more expensive all over the world.

The United States' connection to other countries can affect food prices in other ways. In 2012, the United States imported 40% of its oil supplies from other countries. When the price of oil rose overseas, it also caused the cost of food to rise. This happened because U.S. food producers had to pay more for the fuel they used to operate farming equipment.

As countries become even more connected to one another, globalization increases. This is good for many consumers. Average Americans can choose from a variety of food that was unimaginable in the past. They can buy fresh fruits and vegetables even when snow covers the ground. Although globalization can cause food prices to increase, consumers in the United States still benefit from globalization.

14 Now read the directions below.

The passage “Smaller World, Higher Food Prices” describes globalization and its effects on people everywhere. Think about some of the positive and negative effects of globalization. Write at least two paragraphs in your own words to explain the positive and negative effects of globalization. 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. Your writing on this planning page will NOT count toward your final score.

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, explain the positive and negative effects of globalization. Remember to use your own ideas and ideas from the passage to help you write.

In the passage 'Smaller World, Higher Food Prices' globalization had a major effect on people's everyday life all around the world. Whether it's the food price of the food changing rapidly or creating a strong bond between all the countries there are all effects of globalization. This is how globalization had a impact on people all around the globe.

According to the passage it states that "a gallon of milk use to costs 30 cents a century ago but now it costs an average of \$3.50. Also a dozen eggs was just 37 cents but now they cost about \$1.90". This demonstrates that a lot has changed over the past 100 years and that because of food prices increasing other objects also had a rise in price such as houses and clothings. This is all because countries all around the world have been closely connected and able to communicate through trading.

Go On 

Score 4 – Commanding

- CL: Response contains a variety of expanded and complex sentences.
- QL: Response contains many Tier 2 and/or Tier 3 words and/or phrases used appropriately (e.g., *creating a strong bond between*, *communicate through trading*, *get their hands on products*, *cultural diffusion*).
- CR: Response includes sufficient orientation, logically organized and connected ideas, and closure to provide clear organization.
- DR: Response includes many and varied precisely stated and linked claims and evidence, support, and closure.
- M: Response is clear and contains minimal errors that obscure meaning.

Writing, continued

The goods are constantly being shifted from all over the world which means people will get provided with anything they need that they aren't able to get where they live at. For example, American consumers can purchase fish from Asia, cheese made in Europe, and fruits from South America. People living on the other side of Earth can also get their hands on products grown from America. But as more people try to get their hands on these products the prices go up because of factors such as not being able to produce fast enough or there is too much people trying to get it. As a result, the prices are increased.

But on the other hand, even though globalization leads to products prices going up it creates a bond between the countries they traded with. For example, people can buy food even if their countries aren't able to produce it because there can choose from a variety that were made all over the world. Also everyone gets benefits such as cultural diffusion where we can spread our ideas and religion and other countries can also experience something new instead of always eating the same thing or wearing the same clothes.

As you can see, this is how globalization affects people's everyday life whether if it is good or bad in the passage "Smaller World, Higher Food Prices".

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 7–8

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

