

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

NYSESLAT

Directions for Administration

Grades
9–12

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  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 27–28 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 27–28, which contains language from the Speaking rubrics for reference, to evaluate a student's spoken responses during test administration. It is important to review and become familiar with the Speaking rubrics prior to administration of the Speaking test sampler.

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

Pause.

SAY Are you ready to start?

Pause.

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

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

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

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

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

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

QUESTION 1

1.



2.



3.



4.



SAY Look at Page 1.

Pause for the student to look at Page 1.

SAY Scientists study many different things.

[POINT to PICTURE 1] This scientist looks at the stars with a telescope.

Question 1: Tell me what other scientists do.

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

[REPHRASING]: Different types of scientists study different things. [POINT to PICTURE 1]
This scientist watches stars. What do other scientists do?

QUESTION 2

1.



2.



3.



SAY Please turn the page.

Pause for the student to turn the page.

SAY For hundreds of years, scientists have used different tools to look at things that are very small.

[POINT to PICTURE 1, THEN PICTURE 2] In the past, they used things like special glasses and microscopes.

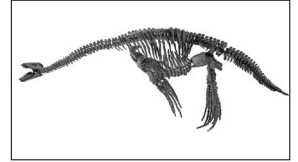
[POINT to PICTURE 3] More advanced and powerful versions of these tools have been developed over time. Some scientists today use computer technology.

Question 2: Tell me how scientific technology and tools are different today than in the past.

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 Now let's talk about a scientist named Mary Anning.

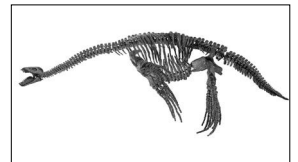
When an animal dies, its body may become covered by dirt, and over time, that dirt can turn into rock. This rock, shaped like the animal's body, is a fossil. Mary Anning has been called a great fossil hunter. In the early 1800s, she and her brother discovered the fossil of an entire dinosaur on the cliffs near their home in England. This led 10-year-old Mary Anning on a lifelong search for fossils. She eventually became a respected scientist known for her discoveries of many fossils. These fossils can be seen in various museums around the world today.

Before her time, Earth science was not considered to be as important as physics or chemistry. Thanks to the work of people like Mary Anning, scientists realized that the study of rocks and fossils helps us better understand Earth and its history. Today, Earth science is an important branch of science.

Question 3: Tell me about Mary Anning's work as a scientist.

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

SAY You just learned about a scientist named Mary Anning.

Question 4: Tell me why some people would say that Mary Anning made an important contribution to science.

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 Roman concrete.

The ancient Roman Empire is famous today for many of its buildings. Today we can still see the Coliseum, an arena that was used for sporting events, as well as the Pantheon, which is still used today as a church. We can also still see aqueducts, which were structures used for the transportation of water across the empire. All of these were built using concrete.

Today people are very interested in this concrete because it lasted for such a long time. These buildings were built nearly 2,000 years ago. In some ways, this concrete is not as strong as modern concrete; it cannot hold as much weight. However, Roman concrete lasts much longer. Scientists think that this durability comes from the ingredients used to make the concrete. One of the ingredients was ash from the eruption of a volcano. This ash is not used in modern concrete, but may be helpful in improving modern engineering.

Question 5: Tell me how ancient Romans used concrete.

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 aloud.

SAY You just learned about Roman concrete.

Question 6: Tell me how the concrete used in ancient Rome is different from modern concrete.

Pause for about 5 seconds for the student to respond.

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 the 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 “Bringing Silk To The West.”

At its peak, the Roman Empire had grown very large and wealthy. The Romans obtained new, unfamiliar, and exotic items from around the world. When traders began selling a luxurious, soft material that was available only from China, wealthier Romans began to seek large amounts of this product through trade.

The Romans originally believed that this material grew on Chinese trees. They later discovered, however, that a type of caterpillar known as a silkworm produces silk threads as it makes a cocoon. People collected these threads and then wove them into fabric. This fabric, which was called silk, was used to make clothes and became a symbol of wealth and status for the Romans. They spent large sums of money and traded gold and other goods to obtain it. The trade of silk between the Roman Empire and China became common. In fact, the eastern part of the route, which was used to travel between the two lands, came to be known as the Silk Road. Silk is still frequently used around the world as clothing material. In some areas of the world, silk continues to symbolize wealth and power.

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 passage again. Then I will ask you, “Which phrase explains where the Roman Empire obtained new items?”

“At its peak, the Roman Empire had grown very large and wealthy. The Romans obtained new, unfamiliar, and exotic items from around the world. When traders began selling a luxurious, soft material that was available only from China, wealthier Romans began to seek large amounts of this product through trade.”

Which phrase explains where the Roman Empire obtained new items?

- A At its peak
- B Around the world
- C Luxurious, soft material
- D Large amounts

Pause for about 15 seconds.

SAY Look at Question 2. Listen to these sentences from the passage again. Then I will ask you, “Which phrase helps explain the meaning of traders?”

“The Romans obtained new, unfamiliar, and exotic items from around the world. When traders began selling a luxurious, soft material that was available only from China, wealthier Romans began to seek large amounts of this product through trade.”

Which phrase helps explain the meaning of traders?

- A The world
- B Began selling
- C Was available
- D Began to seek

Pause for about 15 seconds.

SAY Look at Question 3.

Which phrase from the passage indicates that silk is a popular clothing material, even today?

- A Originally believed
- B Collected these threads
- C Still frequently used
- D In some areas

Pause for about 15 seconds.

SAY Look at Question 4. Listen to these sentences from the passage again. Then I will ask you, “Which word describes the items the Romans obtained?”

“At its peak, the Roman Empire had grown very large and wealthy. The Romans obtained new, unfamiliar, and exotic items from around the world.”

Which word describes the items the Romans obtained?

- A Grown
- B Wealthy
- C Exotic
- D World

Pause for about 15 seconds.

SAY Look at Question 5. Listen to the first paragraph of the passage again. Then I will ask you, “Which phrase helps explain the meaning of exotic?”

“At its peak, the Roman Empire had grown very large and wealthy. The Romans obtained new, unfamiliar, and exotic items from around the world. When traders began selling a luxurious, soft material that was available only from China, wealthier Romans began to seek large amounts of this product through trade.”

Which phrase helps explain the meaning of exotic?

- A Large and wealthy
- B New, unfamiliar
- C Luxurious, soft material
- D Began to seek

Pause for about 15 seconds.

SAY Look at Question 6.

The passage says that wealthier Romans began to seek large amounts of silk to buy.

Which pair of phrases from the passage supports the idea that the Romans were eager to buy silk?

- A The Roman Empire had grown
Between the Roman Empire and China
- B Spent large sums of money
Traded gold and other goods to obtain it
- C Grew on Chinese trees
Collected these threads
- D Still frequently used around the world
Continues to symbolize wealth

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,



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

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

WRITING ADMINISTRATION

Writing Instructions—Short Constructed Response

IMPORTANT NOTE

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

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

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

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

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

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

Oral Histories: New and Old



An oral history involves obtaining, recording, and preserving people's memories. It is a kind of interview in which one person recalls events or circumstances from the past and another person records the interview in order to preserve it. The means of recording can vary from taking notes by hand to using audio and video technologies.

(Continued on next page)

Since an oral history is based on an individual's personal memories and experiences, it must take place during the lifetime of the person being interviewed. For this reason, there is often a sense of urgency about oral histories. For example, the men and women who served in World War II during the 1940s are now in their eighties and nineties. Soon there will be no survivors still living. There is an urgency to collect any stories the survivors have not yet told. No one else can recall what happened in the same way that the survivors can.

Oral histories focus on the lives of ordinary people and also enhance what we know about public figures. Shortly after Abraham Lincoln's death in 1865, his secretary and law partner, William Herndon, gathered recollections of Lincoln from people who had known and worked with him. Similarly, soon after Bill Clinton left the presidency, former officials from his administration began to record their memories of what they had experienced while working with Clinton. These oral histories greatly improve our understanding about these presidencies.

The story of the Civil Rights Movement in this country also has been told through oral histories. Many projects begun over the last 50 years have captured the voices of men, women, and children who participated in the national effort by black people and others in the 1950s and 1960s to eliminate segregation and gain equal rights.

Still other oral history projects have been conducted within communities to document the lives of long-time residents or local leaders. Students in middle and high schools frequently conduct oral history projects as part of their education. Although these projects are of a smaller scale, they serve to record people's experiences that would otherwise be lost.

Oral history is not new. Although technologies may have changed the methods, it remains the oldest type of historical documentation. Over the years, the goal has remained the same—to tell history in the voices of those who experienced it.

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 passage "Oral Histories: New and Old" mentions several oral history projects. Who would you like to interview for an oral history project and why? Write one paragraph to tell who you would interview for an oral history project and why you would choose that person. 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, tell who you would interview for an oral history project and why you would choose that person. 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.

Protecting Our Night Skies



Orbital view of artificial light in the United States

Many people around the world are concerned about the impact humans have on our environment. While this may seem like a modern problem, over one hundred years ago the U.S. government began to recognize the need to protect its country's unique places. In 1872, the U.S. Congress took a historic step toward protecting and preserving natural spaces with the establishment of its first national park—Yellowstone National Park. In the years following Yellowstone's creation, national park land was set aside across the United States. The National Park Service was founded in 1916 in order to manage and promote these precious sites.

(Continued on next page)

Millions of people visit national parks in the United States each year to enjoy gorgeous scenery, stunning natural wonders, and the opportunity to see wildlife in its natural habitat. What many don't realize is that, in addition to protecting landscapes and wildlife, the National Park Service also assists in the preservation of another rapidly disappearing resource—views of the night sky. Since national parks have been maintained in their natural state, their skies have less light pollution than the skies over areas with houses, cities, and other sources of artificial, or man-made, light.

Light pollution, also referred to as “light pollution,” was not a problem when the first national parks were established. Over the years, however, it has increased significantly. Today, light from man-made sources affects the ability of nearly all people in the United States to see the stars, planets, and other features of the night sky. This increase in artificial light is problematic for many reasons. The feeding and mating patterns of nocturnal animals, which are active in the dark, can be negatively influenced if the night sky is too bright. In addition, light pollution can be confusing to migrating birds and sea turtles, which use natural light sources to guide them as they travel.

Humans, too, can be affected by light pollution. When we are exposed to too much light at night, our mood and sleeping patterns can be disturbed or disrupted. In addition, night-sky darkness has scientific and educational value—looking up at the stars encourages us to learn about the universe and our place in it.

Educating the public is one of the ways in which the National Park Service works to protect the night skies. Many national parks offer nighttime tours or stargazing opportunities, where guides teach visitors about the stars. The National Park Service developed the Night Skies Program in 1999. This program is led by a team of researchers that evaluates and monitors the parks' night skies. By using advanced light-sensing equipment, these scientists take detailed measurements of the light in the sky at night. In this way, they can track light pollution levels and the different kinds of light pollution in the parks.

The Night Skies Program team uses all of this data to find new and better ways to decrease existing light pollution. Through its efforts to solve the problem of light pollution, the National Park Service shows that it is able to face modern challenges while honoring its commitment to protect its unique environment.

SAY Turn to Page 26. Look at Question 14.

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

The passage "Protecting Our Night Skies" describes how the National Park Service works to control light pollution. How does light pollution affect humans and the environment? Write at least two paragraphs to describe how light pollution affect humans and the environment. 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, describe how light pollution affects humans and the environment. 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 9–12 Test Sampler
Answer Key****Listening**

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

Reading

7	C
8	B
9	B
10	D
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 9–12/Emerging (Question 1)



Introduction: Scientists study many different things.

Modeling: [POINT to PICTURE 1] This scientist looks at the stars with a telescope.

Question: Tell me what other scientists do.

[REPHRASING]: Different types of scientists study different things. [POINT to PICTURE 1] This scientist watches stars. What do other scientists do?

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

Grades 9–12/Transitioning (Question 2)



Introduction: For hundreds of years, scientists have used different tools to look at things that are very small.

[POINT to PICTURE 1, THEN PICTURE 2] In the past, they used things like special glasses and microscopes.

[POINT to PICTURE 3] More advanced and powerful versions of these tools have been developed over time. Some scientists today use computer technology.

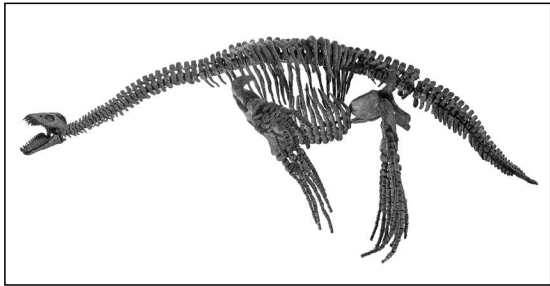
Question: Tell me how scientific technology and tools are different today than in the past.

[FOLLOW-UP]: Tell me more.

Response	Score	Justification
"They got better."	2	The student uses one simple sentence in response to the prompt. Though brief, the idea presented is relevant, it expresses a complete thought, and there are no errors that obscure meaning. This response would score a "2" at the Transitioning level.

Grades 9–12/Expanding (Question 3)

Introduction: Now let’s talk about a scientist named Mary Anning.



When an animal dies, its body may become covered by dirt, and over time, that dirt can turn into rock. This rock, shaped like the animal’s body, is a fossil. Mary Anning has been called a great fossil hunter. In the early 1800s, she and her brother discovered the fossil of an entire dinosaur on the cliffs near their home in England. This led 10-year-old Mary Anning on a lifelong search for fossils. She eventually became a respected scientist known for her discoveries of many fossils. These fossils can be seen in various museums around the world today.

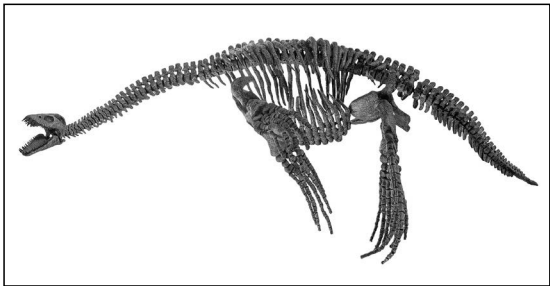
Before her time, Earth science was not considered to be as important as physics or chemistry. Thanks to the work of people like Mary Anning, scientists realized that the study of rocks and fossils helps us better understand Earth and its history. Today, Earth science is an important branch of science.

Question: Tell me about Mary Anning’s work as a scientist.

Response	Score	Justification
"She...she was a f-fossil hunter. She found many fossils that you can see in museums now."	2	The student responds using a simple sentence and an expanded one. Though there is some hesitation in the beginning of the response, the ideas in the sentences are connected and relevant. This is scored a "2" at the Expanding level.

Grades 9–12/Commanding (Question 4)

Introduction: You just learned about a scientist named Mary Anning.



When an animal dies, its body may become covered by dirt, and over time, that dirt can turn into rock. This rock, shaped like the animal's body, is a fossil. Mary Anning has been called a great fossil hunter. In the early 1800s, she and her brother discovered the fossil of an entire dinosaur on the cliffs near their home in England. This led 10-year-old Mary Anning on a lifelong search for fossils. She eventually became a respected scientist known for her discoveries of many fossils. These fossils can be seen in various museums around the world today.

Before her time, Earth science was not considered to be as important as physics or chemistry. Thanks to the work of people like Mary Anning, scientists realized that the study of rocks and fossils helps us better understand Earth and its history. Today, Earth science is an important branch of science.

Question: Tell me why some people would say that Mary Anning made an important contribution to science.

Response	Score	Justification
"She was important because she found a bunch of fossils, and now people know that studying rocks and fossils helps us understand the Earth."	2	The student provides at least two expanded sentences that flow logically and naturally from one to another. No errors are present. This would score a "2" at the Commanding level.

Grades 9–12/Expanding (Question 5)

Introduction: Now let's talk about Roman concrete.



The Coliseum, Rome, 80 B.C.

The ancient Roman Empire is famous today for many of its buildings. Today we can still see the Coliseum, an arena that was used for sporting events, as well as the Pantheon, which is still used today as a church. We can also still see aqueducts, which were structures used for the transportation of water across the empire. All of these were built using concrete.

Today people are very interested in this concrete because it lasted for such a long time. These buildings were built nearly 2,000 years ago. In some ways, this concrete is not as strong as modern concrete; it cannot hold as much weight. However, Roman concrete lasts much longer. Scientists think that this durability comes from the ingredients used to make the concrete. One of the ingredients was ash from the eruption of a volcano. This ash is not used in modern concrete, but may be helpful in improving modern engineering.

Question: Tell me how ancient Romans used concrete.

Response	Score	Justification
"They built the Coliseum for sports, and...I'm not sure how to say that exactly, but they built this kind of structure to move water."	2	The student expresses relevant ideas within limited expanded sentences. Even when the student hesitates over the pronunciation of the word, the ideas remain connected and the response retains its fluidity. This response is scored a "2" at the Expanding level.

Grades 9–12/Commanding (Question 6)

Introduction: You just learned about Roman concrete.



The ancient Roman Empire is famous today for many of its buildings. Today we can still see the Coliseum, an arena that was used for sporting events, as well as the Pantheon, which is still used today as a church. We can also still see aqueducts, which were structures used for the transportation of water across the empire. All of these were built using concrete.

Today people are very interested in this concrete because it lasted for such a long time. These buildings were built nearly 2,000 years ago. In some ways, this concrete is not as strong as modern concrete; it cannot hold as much weight. However, Roman concrete lasts much longer. Scientists think that this durability comes from the ingredients used to make the concrete. One of the ingredients was ash from the eruption of a volcano. This ash is not used in modern concrete, but may be helpful in improving modern engineering.

Question: Tell me how the concrete used in ancient Rome is different from modern concrete.

Response	Score	Justification
"Ancient Roman concrete was special because it was much stronger than the kind of concrete people use today. They made the concrete with a special type of ash that made it last longer, so some of the things are still around today."	2	This response uses multiple connected expanded and complex sentences. The student uses linking words to logically sequence ideas, and there are no errors that obscure meaning. At the Commanding level, this is scored a "2."

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 9–12 Writing Rubric

2019 NYSESLAT Writing Rubric—Grades 9–12						
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 cohesive claims and evidence, a variety of support, and/or closure 	<ul style="list-style-type: none"> Includes many well-chosen cohesive claims and evidence, a variety of support, and closure 	<ul style="list-style-type: none"> Includes many and varied precise, well-chosen, cohesive claims and evidence, 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 one paragraph based on the passage.

Oral Histories: New and Old



An oral history involves obtaining, recording, and preserving people's memories. It is a kind of interview in which one person recalls events or circumstances from the past and another person records the interview in order to preserve it. The means of recording can vary from taking notes by hand to using audio and video technologies.

Since an oral history is based on an individual's personal memories and experiences, it must take place during the lifetime of the person being interviewed. For this reason, there is often a sense of urgency about oral histories. For example, the men and women who served in World War II during the 1940s are now in their eighties and nineties. Soon there will be no survivors still living. There is an urgency to collect any stories the survivors have not yet told. No one else can recall what happened in the same way that the survivors can.

Oral histories focus on the lives of ordinary people and also enhance what we know about public figures. Shortly after Abraham Lincoln's death in 1865, his secretary and law partner, William Herndon, gathered recollections of Lincoln from people who had known and worked with him. Similarly, soon after Bill Clinton left the presidency, former officials from his administration began to record their memories of what they had experienced while working with Clinton. These oral histories greatly improve our understanding about these presidencies.

The story of the Civil Rights Movement in this country also has been told through oral histories. Many projects begun over the last 50 years have captured the voices of men, women, and children who participated in the national effort by black people and others in the 1950s and 1960s to eliminate segregation and gain equal rights.

Still other oral history projects have been conducted within communities to document the lives of long-time residents or local leaders. Students in middle and high schools frequently conduct oral history projects as part of their education. Although these projects are of a smaller scale, they serve to record people's experiences that would otherwise be lost.

Oral history is not new. Although technologies may have changed the methods, it remains the oldest type of historical documentation. Over the years, the goal has remained the same—to tell history in the voices of those who experienced it.

13 Now read the directions below.

The passage "Oral Histories: New and Old" mentions several oral history projects. Who would you like to interview for an oral history project and why? Write one paragraph to tell who you would interview for an oral history project and why you would choose that person. Use your own ideas and ideas from the passage to help you write.

Short Constructed Response

Checklist ☒

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

On the lines below, tell who you would interview for an oral history project and why you would choose that person. Remember to use your own ideas and ideas from the passage to help you write.

A Person that I would love Interviewing would be Franklin D. Roosevelt. FDR was one of the greatest Presidents in American history, he had to make one of the hardest decisions as President. He had to decide together with the other branches if they would declare war to Japan due to a catastrophic incident that happened in Hawaii, Pearl Harbor on the Second World War. Japanese troops attacked the American Pearl Harbor by surprise and killed thousands of men. There for FDR had to make the decisions of declaring war on Japan and join the allied forces on the Second World War.



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., *branches*, *catastrophic incident*, *declare war*, *allied forces*).
- CR: Response includes sufficient orientation, logically organized and connected ideas, and closure to provide clear organization.
- DR: Response includes many sufficiently and precisely detailed descriptions of ideas and facts (most points are supported by precise details that contribute to a sense of completeness).
- M: Response is clear and contains minimal errors that obscure meaning (e.g., preposition errors; punctuation error).

Directions

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

Protecting Our Night Skies



Orbital view of artificial light in the United States

Many people around the world are concerned about the impact humans have on our environment. While this may seem like a modern problem, over one hundred years ago the U.S. government began to recognize the need to protect its country's unique places. In 1872, the U.S. Congress took a historic step toward protecting and preserving natural spaces with the establishment of its first national park—Yellowstone National Park. In the years following Yellowstone's creation, national park land was set aside across the United States. The National Park Service was founded in 1916 in order to manage and promote these precious sites.

Millions of people visit national parks in the United States each year to enjoy gorgeous scenery, stunning natural wonders, and the opportunity to see wildlife in its natural habitat. What many don't realize is that, in addition to protecting landscapes and wildlife, the National Park Service also assists in the preservation of another rapidly disappearing resource—views of the night sky. Since national parks have been maintained in their natural state, their skies have less light pollution than the skies over areas with houses, cities, and other sources of artificial, or man-made, light.

Light pollution, also referred to as “light pollution,” was not a problem when the first national parks were established. Over the years, however, it has increased significantly. Today, light from man-made sources affects the ability of nearly all people in the United States to see the stars, planets, and other features of the night sky. This increase in artificial light is problematic for many reasons. The feeding and mating patterns of nocturnal animals, which are active in the dark, can be negatively influenced if the night sky is too bright. In addition, light pollution can be confusing to migrating birds and sea turtles, which use natural light sources to guide them as they travel.

Humans, too, can be affected by light pollution. When we are exposed to too much light at night, our mood and sleeping patterns can be disturbed or disrupted. In addition, night-sky darkness has scientific and educational value—looking up at the stars encourages us to learn about the universe and our place in it.

Educating the public is one of the ways in which the National Park Service works to protect the night skies. Many national parks offer nighttime tours or stargazing opportunities, where guides teach visitors about the stars. The National Park Service developed the Night Skies Program in 1999. This program is led by a team of researchers that evaluates and monitors the parks' night skies. By using advanced light-sensing equipment, these scientists take detailed measurements of the light in the sky at night. In this way, they can track light pollution levels and the different kinds of light pollution in the parks.

The Night Skies Program team uses all of this data to find new and better ways to decrease existing light pollution. Through its efforts to solve the problem of light pollution, the National Park Service shows that it is able to face modern challenges while honoring its commitment to protect its unique environment.

14 Now read the directions below.

The passage “Protecting Our Night Skies” describes how the National Park Service works to control light pollution. How does light pollution affect humans and the environment? Write at least two paragraphs to describe how light pollution affects humans and the environment. 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, describe how light pollution affects humans and the environment. Remember to use your own ideas and ideas from the passage to help you write.

Although street lamps can be extremely helpful in the dark, research has shown that an increase in these artificial lights does more harm than good.

There are many animals specifically birds that are negatively affected by man-made lights. Birds that migrate use the natural light to guide them in the dark. Artificial lights confuse them greatly and throw them off. In addition, nocturnal birds like owls ~~cannot perform their~~ rely on the darkness. The lights disrupt ~~their~~ ~~the~~ ~~these~~ them. If we would take care to minimize the usage of artificial lights, these birds would migrate safely and nocturnal birds would go about their usual tasks.

In addition to birds, humans too are negatively affected by light pollution. Not only is the midnight sky view rapidly disappearing, but our moods and sleeping habits are disrupted by these lights.

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 phrases used appropriately (e.g., *artificial lights*, *negatively affected*, *confuse them greatly*, *go about their usual tasks*, *nocturnal birds*).

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

DR: Response includes many and varied precise, well-chosen, cohesive claims and evidence, a variety of support and closure (many details are provided to support claims).

M: Response contains minimal errors that obscure meaning.

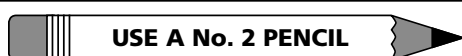
Writing, continued

By controlling the light-pollution, our sleep cycle, and
midnight views of the sky would be greatly improved.



Student Name	School	Teacher	Date

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



CORRECT: ●

INCORRECT: ✓ ✗ ○ ●

**New York State
English as a Second Language Achievement Test
Test Sampler
Grades 9–12**

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

