

NYSESLAT SPEAKING Targets of Measurement – Grade K

Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
GENERAL CLAIM 1 Students can participate in discussions about academic topics. ¹	ANCHOR 1 Students can use grade-appropriate language to discuss a topic or text, with or without graphics.	TOM.S.K.1 Students can use grade-appropriate language to ask questions and contribute to a conversation.	uses grade-appropriate language: <div> phrases; words; short/simple sentences; question words (e.g., <i>who, what, where, when, why, how</i>); frequently occurring nouns (including regular plural nouns) and verbs (including regular verbs); pronouns; and/or prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>) </div> to contribute to a conversation to elicit an exchange with peers and adults to ask and answer questions about relevant information
GENERAL CLAIM 1 Students can participate in discussions about academic topics. ¹	ANCHOR 2 Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.	TOM.S.K.2 Students can use grade-appropriate language to describe or convey relevant details and narrate a story.	uses grade-appropriate language: <div> phrases; words; short/simple sentences; question words (e.g., <i>who, what, where, when, why, how</i>); frequently occurring nouns (including regular plural nouns) and verbs (including regular verbs); pronouns; and/or prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>) </div> to name a book to describe people, places, things, and events to identify key details to provide additional details to retell a story
GENERAL CLAIM 1 Students can participate in discussions about academic topics. ¹	ANCHOR 3 Students can use grade-appropriate language to analyze a topic or text, with or without graphics.	TOM.S.K.3 Students can use grade-appropriate language to provide an opinion about a topic.	uses grade-appropriate language: <div> phrases; words; short/simple sentences; question words (e.g., <i>who, what, where, when, why, how</i>); frequently occurring nouns (including regular plural nouns) and verbs (including regular verbs); pronouns; and/or prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>) </div> to name a topic to express an opinion about a topic to provide information about a topic

¹ Note that it is crucial that grade-level expectations for ELLs in the Speaking modality do not exceed the expectations for non-ELLs—e.g., ‘bayed’ instead of ‘bought’ may be a non-ELL error because it is an irregular verb that all students may not have mastered.

NYSESLAT SPEAKING Targets of Measurement – Grade 1

Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
GENERAL CLAIM 1 Students can participate in discussions about academic topics. ²	ANCHOR 1 Students can use grade-appropriate language to discuss a topic or text, with or without graphics.	TOM.S.1.1 Students can use grade-appropriate language to ask questions and contribute to a conversation.	use grade-appropriate language: <div> (e.g., phrases, words, simple and compound sentences, questions); determiners (e.g., articles, demonstratives); frequently occurring nouns [including personal and possessive nouns]; regular verbs; pronouns [including personal, possessive, and indefinite pronouns]; conjunctions (e.g., <i>and, but, or, so, because</i>); frequently occurring adjectives and/or prepositions (e.g., <i>during, beyond, toward</i>) </div> to contribute to a conversation to ask questions about relevant information to elicit an exchange with peers and adults
GENERAL CLAIM 1 Students can participate in discussions about academic topics. ²	ANCHOR 2 Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.	TOM.S.1.2 Students can use grade-appropriate language to describe or convey relevant details and narrate a story.	use grade-appropriate language: <div> (e.g., phrases, words, simple and compound sentences, questions); determiners (e.g., articles, demonstratives); frequently occurring nouns [including personal and possessive nouns]; regular verbs; pronouns [including personal, possessive, and indefinite pronouns]; conjunctions (e.g., <i>and, but, or, so, because</i>); frequently occurring adjectives and/or prepositions (e.g., <i>during, beyond, toward</i>) </div> to name a book to describe people, places, things, and events to identify key details to provide additional details to retell a story
GENERAL CLAIM 1 Students can participate in discussions about academic topics. ²	ANCHOR 3 Students can use grade-appropriate language to analyze a topic or text, with or without graphics.	TOM.S.1.3 Students can use grade-appropriate language to provide details or facts about a topic and provide an opinion.	use grade-appropriate language: <div> (e.g., phrases, words, simple and compound sentences, questions); determiners (e.g., articles, demonstratives); frequently occurring nouns [including personal and possessive nouns]; regular verbs; pronouns [including personal, possessive, and indefinite pronouns]; conjunctions (e.g., <i>and, but, or, so, because</i>); frequently occurring adjectives and/or prepositions (e.g., <i>during, beyond, toward</i>) </div> to introduce a topic to provide details or facts about a topic to express an opinion about a topic

² Note that it is crucial that grade-level expectations for ELLs in the Speaking modality do not exceed the expectations for non-ELLs—e.g., ‘bayed’ instead of ‘bought’ may be a non-ELL error because it is an irregular verb that all students may not have mastered.

NYSESLAT SPEAKING Targets of Measurement – Grade 2

Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
GENERAL CLAIM 1 Students can participate in discussions about academic topics.	ANCHOR 1 Students can use grade-appropriate language to discuss a topic or text, with or without graphics.	TOM.S.2.1 Students can use grade-appropriate language to ask questions and contribute to a conversation.	use grade-appropriate language: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> (e.g., phrases, words, simple and compound sentences, questions); determiners (e.g., articles, demonstratives); frequently occurring nouns (including personal, collective, and possessive nouns and matched verbs, and frequently occurring irregular plural nouns); frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>); pronouns (including personal, possessive, reflexive, and indefinite pronouns); conjunctions (e.g., <i>and, but, or, so, because</i>); adjectives; and/or prepositions </div> to contribute to a conversation to ask questions about relevant information to elicit an exchange with peers and adults
GENERAL CLAIM 1 Students can participate in discussions about academic topics.	ANCHOR 2 Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.	TOM.S.2.2 Students can use grade-appropriate language to describe or convey relevant details and narrate a story.	use grade-appropriate language: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> (e.g., phrases, words, simple and compound sentences, questions); determiners (e.g., articles, demonstratives); frequently occurring nouns (including personal, collective, and possessive nouns and matched verbs, and frequently occurring irregular plural nouns); frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>); pronouns (including personal, possessive, reflexive, and indefinite pronouns); conjunctions (e.g., <i>and, but, or, so, because</i>); adjectives; and/or prepositions </div> to name a book to describe people, places, things, and events to identify key details to provide additional details to recount details to retell a story
GENERAL CLAIM 1 Students can participate in discussions about academic topics.	ANCHOR 3 Students can use grade-appropriate language to analyze a topic or text, with or without graphics.	TOM.S.2.3 Students can use grade-appropriate language to provide details or facts about a topic and provide an opinion supported by a reason.	use grade-appropriate language: <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> (e.g., phrases, words, simple and compound sentences, questions); determiners (e.g., articles, demonstratives); frequently occurring nouns (including personal, collective, and possessive nouns and matched verbs, and frequently occurring irregular plural nouns); frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>); pronouns (including personal, possessive, reflexive, and indefinite pronouns); conjunctions (e.g., <i>and, but, or, so, because</i>); adjectives; and/or prepositions </div> to introduce a topic to focus on a topic to provide details or facts about a topic to express an opinion about a topic and provide a reason to identify key information

NYSESLAT SPEAKING Targets of Measurement – Grade Band 3–4

Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
GENERAL CLAIM 1 Students can participate in discussions about academic topics.	ANCHOR 1 Students can use grade-appropriate language to discuss a topic or text, with or without graphics.	TOM.S.3–4.1 Students can use grade-appropriate language to ask questions and contribute to a conversation.	to contribute to a conversation to ask questions about relevant information
GENERAL CLAIM 1 Students can participate in discussions about academic topics.	ANCHOR 2 Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.	TOM.S.3–4.2 Students can use grade-appropriate language to describe or convey relevant details and narrate a story or process in sequence.	to describe characters, settings, and situations to convey relevant details to retell a story in sequence to describe a process in sequence
GENERAL CLAIM 1 Students can participate in discussions about academic topics.	ANCHOR 3 Students can use grade-appropriate language to analyze a topic or text, with or without graphics.	TOM.S.3–4.3 Students can use grade-appropriate language to analyze a topic and provide an opinion supported by a reason.	to express feelings to provide additional details, examples, or facts to report on a topic with descriptive details to express an opinion and provide a reason

NYSESLAT SPEAKING Targets of Measurement – Grade Band 5–6

Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
GENERAL CLAIM 1 Students can participate in discussions about academic topics.	ANCHOR 1 Students can use grade-appropriate language to discuss a topic or text, with or without graphics.	TOM.S.5–6.1 Students can use grade-appropriate language to ask questions and contribute to a conversation.	to contribute to a conversation to ask questions about relevant information to clarify relevant information
GENERAL CLAIM 1 Students can participate in discussions about academic topics.	ANCHOR 2 Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.	TOM.S.5–6.2 Students can use grade-appropriate language to describe or convey relevant details and narrate a story or process in sequence.	to describe characters, settings, and situations to convey relevant details to retell a story in sequence to describe a process in sequence
GENERAL CLAIM 1 Students can participate in discussions about academic topics.	ANCHOR 3 Students can use grade-appropriate language to analyze a topic or text, with or without graphics.	TOM.S.5–6.3 Students can use grade-appropriate language to analyze a topic and provide an opinion or a claim supported by reasons.	to express feelings to provide additional details, examples, or facts to report on a topic with descriptive details to express an opinion or a claim and support it

NYSESLAT SPEAKING Targets of Measurement – Grade Band 7–8

Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
GENERAL CLAIM 1 Students can participate in discussions about academic topics.	ANCHOR 1 Students can use grade-appropriate language to discuss a topic or text, with or without graphics.	TOM.S.7–8.1 Students can use grade-appropriate language to ask questions, paraphrase information, and contribute to a conversation.	to contribute to a conversation to ask questions about relevant information to clarify relevant information to use language to reflect and paraphrase
GENERAL CLAIM 1 Students can participate in discussions about academic topics.	ANCHOR 2 Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.	TOM.S.7–8.2 Students can use grade-appropriate language to describe or convey relevant details and narrate a story or process in sequence.	to describe characters, settings, and situations to convey relevant details to retell a story in sequence to describe a process in sequence
GENERAL CLAIM 1 Students can participate in discussions about academic topics.	ANCHOR 3 Students can use grade-appropriate language to analyze a topic or text, with or without graphics.	TOM.S.7–8.3 Students can use grade-appropriate language to analyze a topic, interpret facts and evaluate evidence, present points in a coherent manner, and provide an opinion or a claim supported by reasons.	to express feelings to provide additional details, examples, or facts to report on a topic with descriptive details to interpret facts and evidence to use transitions when presenting points to express an opinion or a claim and support it to convey reliability of information or evidence presented

NYSESLAT SPEAKING Targets of Measurement – Grade Band 9–12

Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
GENERAL CLAIM 1 Students can participate in discussions about academic topics.	ANCHOR 1 Students can use grade-appropriate language to discuss a topic or text, with or without graphics.	TOM.S.9–12.1 Students can use grade-appropriate language to ask questions, paraphrase information, and contribute to a conversation.	to contribute to a conversation to ask questions about relevant information to clarify relevant information to use language that facilitates reflection and paraphrasing
GENERAL CLAIM 1 Students can participate in discussions about academic topics.	ANCHOR 2 Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.	TOM.S.9–12.2 Students can use grade-appropriate language to describe or convey relevant details and narrate a story or process in sequence.	to describe characters, settings, and situations to convey relevant details to retell a story in sequence to describe a process in sequence
GENERAL CLAIM 1 Students can participate in discussions about academic topics.	ANCHOR 3 Students can use grade-appropriate language to analyze a topic or text, with or without graphics.	TOM.S.9–12.3 Students can use grade-appropriate language to analyze a topic, interpret facts and evaluate evidence, connect evidence to a claim, present points in a coherent manner, and provide an opinion or a claim supported by reasons.	to express feelings to provide additional details, examples, or facts to report on a topic with descriptive details to interpret facts and evidence to use transitions effectively when presenting points to express an opinion or a claim and support it to connect evidence to a claim to convey reliability of information or evidence presented