

## NYSESLAT TARGETS OF MEASUREMENT

SPEAKING – GRADE K			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p><b>GENERAL CLAIM 1</b></p> <p>Students can participate in discussions about academic topics.<sup>1</sup></p>	<p><b>ANCHOR 1</b></p> <p>Students can use grade-appropriate language to discuss a topic or text, with or without graphics.</p>	<p><b>ToM.S.K.1</b></p> <p>Students can use grade-appropriate language <b>to ask questions and contribute to a conversation.</b></p>	<p>uses grade-appropriate language:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>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>)</p> </div> <p>to contribute to a conversation to elicit an exchange with peers and adults to ask and answer questions about relevant information</p>
	<p><b>ANCHOR 2</b></p> <p>Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.</p>	<p><b>ToM.S.K.2</b></p> <p>Students can use grade-appropriate language <b>to describe or convey relevant details and narrate a story.</b></p>	<p>uses grade-appropriate language:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>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>)</p> </div> <p>to name a book to describe people, places, things, and events to identify key details to provide additional details to retell a story</p>
	<p><b>ANCHOR 3</b></p> <p>Students can use grade-appropriate language to analyze a topic or text, with or without graphics.</p>	<p><b>ToM.S.K.3</b></p> <p>Students can use grade-appropriate language <b>to provide an opinion about a topic.</b></p>	<p>uses grade-appropriate language:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>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>)</p> </div> <p>to name a topic to express an opinion about a topic to provide information about a topic</p>

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., ‘buyed’ instead of ‘bought’ may be a non-ELL error because it is an irregular verb that all students may not have mastered.

**NYSESLAT TARGETS OF MEASUREMENT**

**SPEAKING – GRADE BAND 1–2**

Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p><b>GENERAL CLAIM 1</b> Students can participate in discussions about academic topics.<sup>2</sup></p>	<p><b>ANCHOR 1</b> Students can use grade-appropriate language to discuss a topic or text, with or without graphics.</p>	<p><b>ToM.S.1–2.1</b> Students can use grade-appropriate language <b>to ask questions and contribute to a conversation.</b></p>	<p>use grade-appropriate language:</p> <div style="border: 1px solid black; padding: 5px;"> <p>(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</p> </div> <p>to contribute to a conversation to ask questions about relevant information to elicit an exchange with peers and adults</p>
	<p><b>ANCHOR 2</b> Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.</p>	<p><b>ToM.S.1–2.2</b> Students can use grade-appropriate language <b>to describe or convey relevant details and narrate a story.</b></p>	<p>use grade-appropriate language:</p> <div style="border: 1px solid black; padding: 5px;"> <p>(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</p> </div> <p>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</p>
	<p><b>ANCHOR 3</b> Students can use grade-appropriate language to analyze a topic or text, with or without graphics.</p>	<p><b>ToM.S.1–2.3</b> Students can use grade-appropriate language <b>to provide details or facts about a topic and provide an opinion supported by a reason.</b></p>	<p>use grade-appropriate language:</p> <div style="border: 1px solid black; padding: 5px;"> <p>(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</p> </div> <p>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</p>

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., ‘bued’ instead of ‘bought’ may be a non-ELL error 1 because it is an irregular verb that all students may not have mastered.

## NYSESLAT TARGETS OF MEASUREMENT

SPEAKING – GRADE BAND 3–4			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p><b>GENERAL CLAIM 1</b></p> <p>Students can participate in discussions about academic topics.</p>	<p><b>ANCHOR 1</b></p> <p>Students can use grade-appropriate language to discuss a topic or text, with or without graphics.</p>	<p><b>ToM.S.3–4.1</b></p> <p>Students can use grade-appropriate language <b>to ask questions and contribute to a conversation.</b></p>	<p>to contribute to a conversation</p> <p>to ask questions about relevant information</p>
	<p><b>ANCHOR 2</b></p> <p>Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.</p>	<p><b>ToM.S.3–4.2</b></p> <p>Students can use grade-appropriate language <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p>	<p>to describe characters, settings, and situations</p> <p>to convey relevant details</p> <p>to retell a story in sequence</p> <p>to describe a process in sequence</p>
	<p><b>ANCHOR 3</b></p> <p>Students can use grade-appropriate language to analyze a topic or text, with or without graphics.</p>	<p><b>ToM.S.3–4.3</b></p> <p>Students can use grade-appropriate language <b>to analyze a topic and provide an opinion supported by a reason.</b></p>	<p>to express feelings</p> <p>to provide additional details, examples, or facts</p> <p>to report on a topic with descriptive details</p> <p>to express an opinion and provide a reason</p>

## NYSESLAT TARGETS OF MEASUREMENT

SPEAKING – GRADE BAND 5–6			
Claim	Anchor	Target of Measurement	Language Purpose/Function/Characteristics
<p><b>GENERAL CLAIM 1</b></p> <p>Students can participate in discussions about academic topics.</p>	<p><b>ANCHOR 1</b></p> <p>Students can use grade-appropriate language to discuss a topic or text, with or without graphics.</p>	<p><b>ToM.S.5–6.1</b></p> <p>Students can use grade-appropriate language <b>to ask questions and contribute to a conversation.</b></p>	<p>to contribute to a conversation</p> <p>to ask questions about relevant information</p> <p>to clarify relevant information</p>
	<p><b>ANCHOR 2</b></p> <p>Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.</p>	<p><b>ToM.S.5–6.2</b></p> <p>Students can use grade-appropriate language <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p>	<p>to describe characters, settings, and situations</p> <p>to convey relevant details</p> <p>to retell a story in sequence</p> <p>to describe a process in sequence</p>
	<p><b>ANCHOR 3</b></p> <p>Students can use grade-appropriate language to analyze a topic or text, with or without graphics.</p>	<p><b>ToM.S.5–6.3</b></p> <p>Students can use grade-appropriate language <b>to analyze a topic and provide an opinion or a claim supported by reasons.</b></p>	<p>to express feelings</p> <p>to provide additional details, examples, or facts</p> <p>to report on a topic with descriptive details</p> <p>to express an opinion or a claim and support it</p>

## NYESLAT TARGETS OF MEASUREMENT

<b>SPEAKING – GRADE BAND 7–8</b>			
<b>Claim</b>	<b>Anchor</b>	<b>Target of Measurement</b>	<b>Language Purpose/Function/Characteristics</b>
<p><b>GENERAL CLAIM 1</b></p> <p>Students can participate in discussions about academic topics.</p>	<p><b>ANCHOR 1</b></p> <p>Students can use grade-appropriate language to discuss a topic or text, with or without graphics.</p>	<p><b>ToM.S.7–8.1</b></p> <p>Students can use grade-appropriate language <b>to ask questions, paraphrase information, and contribute to a conversation.</b></p>	<p>to contribute to a conversation</p> <p>to ask questions about relevant information</p> <p>to clarify relevant information</p> <p>to use language to reflect and paraphrase</p>
	<p><b>ANCHOR 2</b></p> <p>Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.</p>	<p><b>ToM.S.7–8.2</b></p> <p>Students can use grade-appropriate language <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p>	<p>to describe characters, settings, and situations</p> <p>to convey relevant details</p> <p>to retell a story in sequence</p> <p>to describe a process in sequence</p>
	<p><b>ANCHOR 3</b></p> <p>Students can use grade-appropriate language to analyze a topic or text, with or without graphics.</p>	<p><b>ToM.S.7–8.3</b></p> <p>Students can use grade-appropriate language <b>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.</b></p>	<p>to express feelings</p> <p>to provide additional details, examples, or facts</p> <p>to report on a topic with descriptive details</p> <p>to interpret facts and evidence</p> <p>to use transitions when presenting points</p> <p>to express an opinion or a claim and support it</p> <p>to convey reliability of information or evidence presented</p>

## NYSESLAT TARGETS OF MEASUREMENT

<b>SPEAKING – GRADE BAND 9–12</b>			
<b>Claim</b>	<b>Anchor</b>	<b>Target of Measurement</b>	<b>Language Purpose/Function/Characteristics</b>
<p><b>GENERAL CLAIM 1</b></p> <p>Students can participate in discussions about academic topics.</p>	<p><b>ANCHOR 1</b></p> <p>Students can use grade-appropriate language to discuss a topic or text, with or without graphics.</p>	<p><b>ToM.S.9–12.1</b></p> <p>Students can use grade-appropriate language <b>to ask questions, paraphrase information, and contribute to a conversation.</b></p>	<p>to contribute to a conversation</p> <p>to ask questions about relevant information</p> <p>to clarify relevant information</p> <p>to use language that facilitates reflection and paraphrasing</p>
	<p><b>ANCHOR 2</b></p> <p>Students can use grade-appropriate language to describe information on a topic or text, with or without graphics.</p>	<p><b>ToM.S.9–12.2</b></p> <p>Students can use grade-appropriate language <b>to describe or convey relevant details and narrate a story or process in sequence.</b></p>	<p>to describe characters, settings, and situations</p> <p>to convey relevant details</p> <p>to retell a story in sequence</p> <p>to describe a process in sequence</p>
	<p><b>ANCHOR 3</b></p> <p>Students can use grade-appropriate language to analyze a topic or text, with or without graphics.</p>	<p><b>ToM.S.9–12.3</b></p> <p>Students can use grade-appropriate language <b>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.</b></p>	<p>to express feelings</p> <p>to provide additional details, examples, or facts</p> <p>to report on a topic with descriptive details</p> <p>to interpret facts and evidence</p> <p>to use transitions effectively when presenting points</p> <p>to express an opinion or a claim and support it</p> <p>to connect evidence to a claim</p> <p>to convey reliability of information or evidence presented</p>