

New York State Testing Program



NYSESLAT

Training for Administering and Scoring Speaking

Grade 1

Outcomes for Participants

New York State English As A
Second Language Achievement Test

NYSESLAT

Grades
K-12



2024

Speaking Scoring Guide

Secure Materials
May Not Be Duplicated

- Understand how to administer the Grade 1 NYSESLAT Speaking test
- Gain experience in scoring the Grade 1 NYSESLAT Speaking test

Statewide Scoring Rules for Administering the Speaking

- Three options for administering and scoring:
 1. Assign someone other than the student's teacher to administer and simultaneously score the Speaking test.
 2. Have the student's teacher administer the Speaking test while a disinterested teacher in the room listens to and simultaneously scores the student's responses.
 3. Have the student's teacher administer the Speaking test and record the student's responses. The audio would subsequently be scored by a disinterested teacher.
 - Any device used for recording cannot have internet access, or it must have internet access disabled until the test is scored and the recording is removed from the device. Once the recorded student responses are scored, the audio recordings must be destroyed.

Prior to Administering the NYSESLAT Grade 1 Speaking Test

- The examiner must be trained in scoring the Speaking test prior to administering the Speaking test.
- The examiner must review the rubric, the Speaking Scoring Guide, the test questions, and practice applying the rubric using the Speaking Exemplars.
- The examiner must read through the entire DFA along with the Test Booklet before administering the Speaking test.
 - ◆ Make one copy per student of the NYSESLAT Grade 1 Speaking Score Sheet
 - ◆ Practice administering with pointing, page turns, pauses, etc.
 - ◆ The Speaking test should be read slowly, but naturally, and exactly as written in the Directions for Administration (DFA)

NYSESLAT Speaking Test Design

12 Questions*



*The Speaking test does not include items targeted to the Entering level. Instead, a score of Entering is determined based on student performance on Emerging-level Speaking questions.

Skipping Rules in Practice

In general, the Skipping Rule applies if the student provides: no response, a response completely in a language other than English, or says only “yes,” “no,” or “I don’t know” to the two previous questions.

For any questions that are skipped, write the letter “S” on the Speaking Score Sheet, instead of a score for that question. This is also described on the Score Sheet.



Q1: Student says “No.”

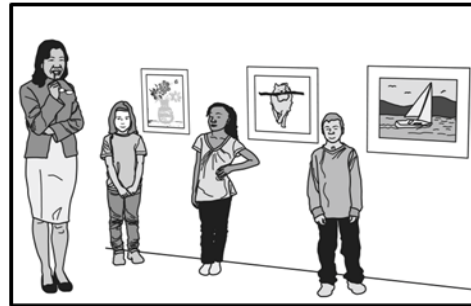
[Teacher uses rephrasing.]

Student says “No.”

Q2: Student says “No.”

Administering the Grade 1 Speaking Test

- Test starts with **warm-up and sample questions.**
- All directions and sample questions may be repeated to students, as necessary.
 - ◆ You may supplement only the directions with your own explanations in English to assist the students with test-taking procedures.
- Pointing directions tell the examiner what to point to in the graphics.



SAY Question 1: [POINT to WOMAN] **The principal is visiting this school's art show.**

[POINT to CHILD IN FRONT OF DOG PICTURE] **This child drew a dog.**

Tell me about the other pictures.

Rephrasing Samples



Track 02

Tell me other things people do in parks.

(Student does not respond)

[Teacher uses rephrasing.]

*Many people like to go to parks.
They can look at plants.
What else can people do in parks?*

"Play."



Track 03

Tell me what else students can do when they visit the zoo.

"I mean I- no."

[Teacher uses rephrasing.]

These students visit the zoo. They watch the zookeeper give animals food. What are other things students can do at the zoo?

"I no . . . I don't know."



Track 04

Tell me other ways students can make art.

"Umm . . ."

[Teacher uses rephrasing.]

Students make art using different things. She draws with colored pencils. What are other ways students can make art?

"Fun . . . fun."

Scoring the Speaking Test

- Review the rubric, the Speaking Scoring Guide, test questions, and practice applying the rubric using the Grade 1 Speaking Exemplars.
 - ◆ Specific instructions for accessing audio exemplars are available at <https://nyseslat.metritech.com>
- Scoring rubric is aligned to each question's performance level
- Two-point (0–1) rubric for Emerging questions
- Three-point (0–1–2) rubric for Transitioning, Expanding, and Commanding questions

Application of the Holistic Speaking Rubric

- Student responses are evaluated for total, overall performance.
- Scores are assigned based on the criteria delineated in the rubric.
 - ◆ Look at **all** aspects of the rubric.
 - ◆ Response does not have to include **all** aspects of the rubric to merit a rating at a particular score point.
 - ◆ Conversely, response should include **most** aspects of the rubric to merit a rating at that score point.
 - ◆ Listen carefully and judge which rubric score **best** matches **all** aspects of the response.
 - ◆ Do **not** penalize students for a response with incorrect content (e.g., New York City is the capital of New York). Rate the **language**.

Characteristics of Emerging Level Questions

1.



2.



3.



4.



- **Always** accompanied by a **graphic**

- Examiner gives **context**

- ◆ [POINT to EACH PICTURE] *Many people like to spend time outside in parks. People can do different things in parks.*

- Examiner **models** a sample response

- ◆ [POINT to PICTURE 1] *People can look at plants in the park.*

- Examiner **asks** question

- ◆ *Tell me other things people do in parks.*

- Examiner **rephrases** if student does not respond

- ◆ *Many people like to go to parks.*
[POINT to PICTURE 1] *They can look at plants. What else can people do in parks?*

Emerging Level Rubric

Score 0

Does Not Meet Expectations

- ◆ 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

Score 1

Meets Expectations

- ◆ Uses multiple words, short phrases, or sentences to respond
- ◆ Partially expresses thoughts and ideas
- ◆ Frequent errors may obscure meaning

N/A

Grade 1 Emerging Samples

1.



2.



3.



4.



Introduction: [POINT to EACH PICTURE] Many people like to spend time outside in parks. People can do different things in parks.

Modeling: [POINT to PICTURE 1] People can look at plants in the park.

Question: Tell me other things people do in parks.

Rephrasing: Many people like to go to parks.
[POINT to PICTURE 1] They can look at plants. What else can people do in parks?

Score Point 0



Track 05

"Play."

Score Point 1



Track 06

*"Play with friends . . . do monkey bars . . .
mm, riding on bikes . . . going on a slide."*

Characteristics of Transitioning Level Questions

1.



2.



- **Always** accompanied by a **graphic**
- Examiner gives **context**
 - ◆ *Some people go to a park to look for animals.*
[POINT to EACH PICTURE] They walk in the park and look for animals that live there, like insects and birds.
People can use tools to look at animals that are near and far away.
- Examiner **does not model** a sample response
- Examiner **asks** question
 - ◆ *Tell me about looking for animals.*
- Examiner **does not rephrase** if student does not respond
- Examiner may use follow-up when more language is needed *"Tell me more."*

Transitioning Level Rubric

Score 0

Does Not Meet Expectations

- ◆ 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

Score 1

Approaches Expectations

- ◆ Uses multiple words to respond
- ◆ Partially expresses thoughts and ideas
- ◆ Frequent errors may obscure meaning

Score 2

Meets Expectations

- ◆ 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

Grade 1 Transitioning Samples

1.



2.



Introduction: Some people go to a park to look for animals.
[POINT to EACH PICTURE] They walk in the park and look for animals that live there, like insects and birds.
People can use tools to look at animals that are near and far away.

Question: Tell me about looking for animals.

Follow-up: Tell me more.

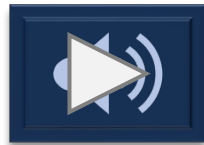
Score Point 0



Track 07

"Mm . . . "
[examiner prompts for more language]
" . . . Bugs . . . Deers"

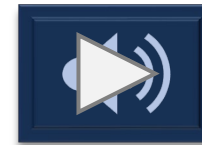
Score Point 1



Track 08

"To do the spyglass."
[examiner prompts for more language]
" Telescope."

Score Point 2

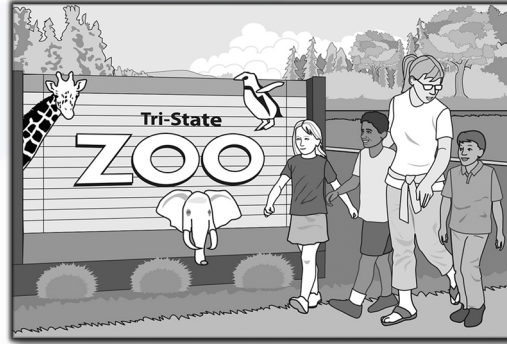


Track 09

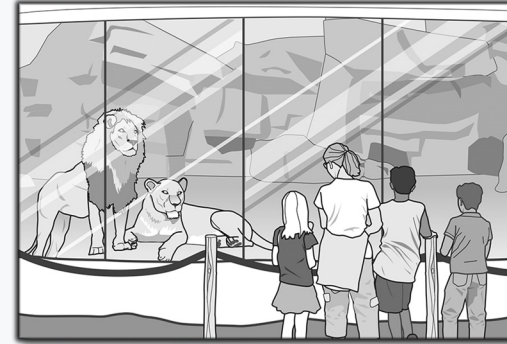
*"They can look for cats and dogs,
any animals."*

Characteristics of Expanding Level Questions

1.



2.



- Accompanied by a **graphic**

- Examiner gives **context**

- ◆ [POINT to PICTURE 1] *These students are at the zoo with their teacher.*
[POINT to PICTURE 2] *Their teacher tells them about the animals. The students learn what animals eat and what they do. The students love learning about animals at the zoo.*

- Examiner **asks** question

- ◆ *Do you like learning about animals?*

- Examiner **does not rephrase** if student does not respond

- Examiner may use follow-up when more language is needed only if indicated in the DFA

- ◆ *"Why? [OR] Why not?"*

Expanding Level Rubric

Score 0

Does Not Meet Expectations

- ◆ 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

Score 1

Approaches Expectations

- ◆ 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

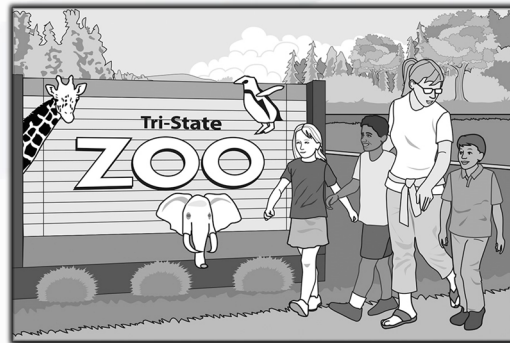
Score 2

Meets Expectations

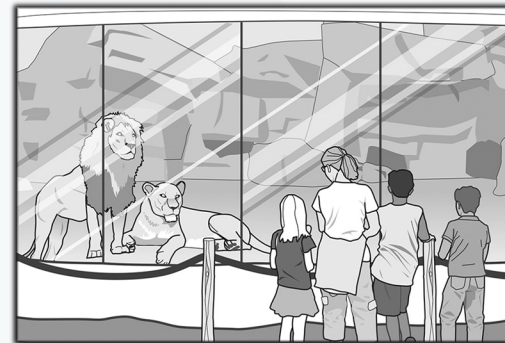
- ◆ Uses connected simple sentences to respond
- ◆ May use limited expanded sentences
- ◆ Expresses connected and complete thoughts and ideas relevant to the topic
- ◆ Infrequent errors in words and structure may obscure some meaning

Grade 1 Expanding Samples

1.



2.



Introduction: [POINT to PICTURE 1] These students are at the zoo with their teacher.
[POINT to PICTURE 2] Their teacher tells them about the animals. The students learn what animals eat and what they do. The students love learning about animals at the zoo.

Question: Do you like learning about animals?

Follow-up: Why? [OR] Why Not?

Score Point 0



Track 10

"Yes."
[examiner prompts for more language]
"Because interesting."

Score Point 1



Track 11

"Yes because animals are cute."

Score Point 2



Track 12

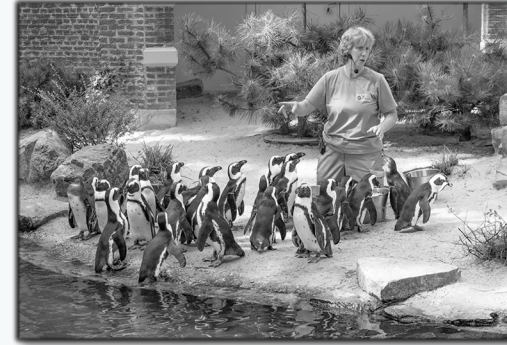
"Yes." [examiner prompts for more language]
**"Because they are interesting in different ways. Some-
some can go water- some can go underwater, some
cannot. Some have bigger teeth than the other.
And some are different body shapes."**

Characteristics of Commanding Level Questions

1.



2.



- Accompanied by a **graphic**
- Examiner gives **context**
 - ◆ *These students are visiting the zoo with their class. [POINT to PICTURE 1] They watch the animals. They learn what animals do and what they eat. [POINT to PICTURE 2] The zookeeper teaches them about penguins. She tells them how zookeepers take care of animals. The students ask the zookeeper questions about the animals.*
- Examiner **asks** question
 - ◆ *Do you think the zoo is a good place to learn about animals?*
- No modeling or rephrasing
- Examiner may use follow-up when more language is needed only if indicated in the DFA
 - ◆ *"Why? [OR] Why not?"*

Commanding Level Rubric

Score 0

Does Not Meet Expectations

- ◆ 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

Score 1

Approaches Expectations

- ◆ 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

Score 2

Meets Expectations

- ◆ 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

Grade 1 Commanding Samples

1.



2.



Introduction: These students are visiting the zoo with their class. [POINT to PICTURE 1] They watch the animals. They learn what animals do and what they eat. [POINT to PICTURE 2] The zookeeper teaches them about penguins. She tells them how zookeepers take care of animals. The students ask the zookeeper questions about the animals.

Question: Do you think the zoo is a good place to learn about animals?

Follow-up: Why? [OR] Why not?

Score Point 0



Track 13

"Yes because the- the zookeeper knows a lot about animals."

Score Point 1



Track 14

"Yes. They- zookeepers can take care of penguins. And they can take care of- of elephants."

Score Point 2



Track 15

"Yes it is. Bec- because um when you learn about stuff, you get more smarter, more bigger, and more helpful. Some animals that I like is- is um um penguins. They're my favorite, they're so cute and when you got- when they learn about uh the penguins and stuff, um they'll get smarter and smarter and smarter."

Special Focus: Questions with Shared Passages

- Some pairs of consecutive Expanding and Commanding questions use the same text, printed in the test booklet for each question.
- The text is read out loud **once** for the Expanding question only. The student can read along in the test booklet.
- Questions include text with a supportive graphic.

Tips for Scoring Shared-Passage Questions

- In some cases, students may read or repeat language directly from the text. It is important to listen for the student's **authentic** language.
- Sometimes students respond with only language from the text. If they do not create any new language on their own, the response is scored zero.
- Some students respond with a combination of their own words and language from the text. Rate the students' **own** language.

Characteristics of Expanding Level Shared-Passage Questions

1.



2.



3.



4.



- Accompanied by a **passage and graphic**

- Examiner gives **context**

- ◆ *Now let's talk about parks in different seasons. People can go to parks in New York State all year. In the winter, they can walk through snow. In the spring, they can look at flowers. In the summer, they can walk under trees to stay out of the sun. In the fall, people look at the colorful leaves.*

- Examiner **asks** question

- ◆ *In your own words, tell me what people can do in parks in different seasons.*

- No modeling or rephrasing

Expanding Level Rubric

Score 0

Does Not Meet Expectations

- ◆ 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

Score 1

Approaches Expectations

- ◆ 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

Score 2

Meets Expectations

- ◆ 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

Expanding Shared-Passage Samples

Introduction: Now let's talk about parks in different seasons.

1.



2.



3.



4.



People can go to parks in New York State all year. In the winter, they can walk through snow. In the spring, they can look at flowers. In the summer, they can walk under trees to stay out of the sun. In the fall, people look at the colorful leaves.

Question: In your own words, tell me what people can do in parks in different seasons.

Score Point 0



Track 16

"Snow, summer, winter, fall . . . and spring."

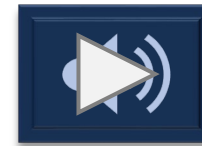
Score Point 1



Track 17

"Play and build a snowman and shovel leaves. I'm done."

Score Point 2



Track 18

"On the playground in the spring uh they can walk. In the winter they can play in the snow. In the fall they can sit out."

Characteristics of Commanding Level Shared-Passage Questions

1.



2.



3.



4.



- Accompanied by a **passage and graphic** in the student booklet
- Examiner gives **context** but does not repeat the passage, as explained in the DFA
 - ◆ *You just learned about parks in different seasons.*
- Examiner **asks** question
 - ◆ *What season do you think is best to go to a park?*
- No modeling or rephrasing
- Examiner may use follow-up when more language is needed if indicated in the DFA
 - ◆ *"Why?"*

Commanding Level Rubric

Score 0

Does Not Meet Expectations

- ◆ 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

Score 1

Approaches Expectations

- ◆ 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

Score 2

Meets Expectations

- ◆ 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

Commanding Shared-Passage Samples

Introduction: You just learned about parks in different seasons.

1.



2.



3.



4.



People can go to parks in New York State all year. In the winter, they can walk through snow. In the spring, they can look at flowers. In the summer, they can walk under trees to stay out of the sun. In the fall, people look at the colorful leaves.

Question: What season do you think is best to go to a park?

Follow-up: Why?

Score Point 0



Track 19

"Summer."

[examiner prompts for more language]

"Because you can like you can play in the grass."

Score Point 1



Track 20

"My park favorite is uh snow because we can play in the snow make- we can play with our dads, our moms, our brothers. There's and uh and we can make a snowman."

Score Point 2



Track 21

"I think the summer is the best season because when the summer is here, you could go to the park and you hear the- you see the sprinklers and you could get wet so you could stay cold and not hot."

Scoring Recap

- NYSESLAT is a language test, not a content test. Students may demonstrate language competence without content accuracy.
- Emerging means that student fluency is still emerging. A “yes,” “no,” “I don’t know,” non-English, single word, incomplete thought, or blank response is scored “0.”
- Commanding reflects a high level of proficiency with grade-level language. Students can produce a full simple sentence with a complete thought and still be rated “0.”
- Rubrics are tailored for the difficulty of specific questions. Remember to adjust your expectations when evaluating responses.

Transitioning Practice

1.



2.



Introduction: Some people go to a park to look for animals.
[POINT to EACH PICTURE] They walk in the park and look for animals that live there, like insects and birds.
People can use tools to look at animals that are near and far away.

Question: Tell me about looking for animals.

Follow-up: Tell me more.

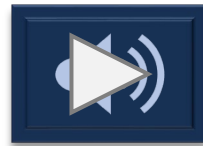
Practice #1



Track 22

"Uh look at [?] birds and rabbits."

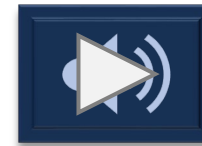
Practice #2



Track 23

"Uh, fun."
[examiner prompts for more language]
"Eh, uh, I don't know."

Practice #3

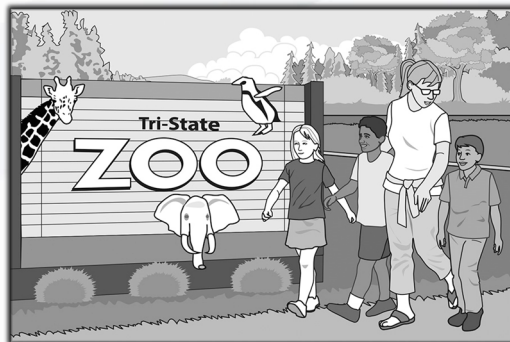


Track 24

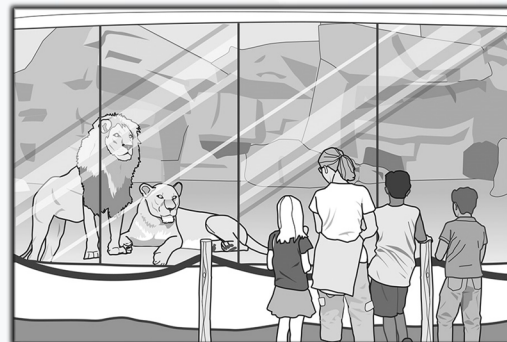
*"You can get a magnify because some um . . .
what is it called . . . bugs are very small
so you have to get a magnify and see what
it looks like, just like um like a ladybug."*

Expanding Practice: Independent Passage

1.



2.



Introduction: [POINT to PICTURE 1] These students are at the zoo with their teacher.
[POINT to PICTURE 2] Their teacher tells them about the animals. The students learn what animals eat and what they do. The students love learning about animals at the zoo.

Question: Do you like learning about animals?

Follow-up: Why? [OR] Why not?

Practice #1



Track 25

"Yeah."

[examiner prompts for more language]

"Cause I love animals."

Practice #2



Track 26

"Yes."

[examiner prompts for more language]

"Lions, giraffes."

Practice #3



Track 27

"I like learning about animals because . . . because animals are cool and . . . They . . . sleep . . . And . . . wash their teeth."

Expanding Practice: Shared Passage

Introduction: Now let's talk about a trip to a park

1.



2.



3.



These children are visiting a park with their class. They walk through the park. They see different plants and animals. They pick some plants to look at and touch. The children have fun and learn a lot.

Question: In your own words, tell me what these children do at the park.

Practice #1



Track 28

"He can saw animals and he can go to find dams and you can eh you can saw exists ex- it- in- and you can saw a butterfly or something."

Practice #2



Track 29

"They're feeding a squirrel."

Practice #3



Track 30

"Uh animal, plant, [?], flowers."

Commanding Practice: Shared Passage

Introduction: You just learned about a trip to a park

1.



2.



3.



These children are visiting a park with their class. They walk through the park. They see different plants and animals. They pick some plants to look at and touch. The children have fun and learn a lot.

Question: Would you like to visit a park with your class?

Follow-up: Why? [OR] Why not?

Practice #1



Track 31

"Yes."

[examiner prompts for more language]
"It looks so fun to do some- animals. Look at some trees and look at the pl- at the animals, look at the plants."

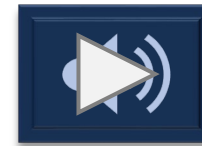
Practice #2



Track 32

"I would not like to go to the park with my class because they are a little too noisy and they could scare away the birds and- and the squirrels and other bugs. So they are cute bugs but when they leaving animals, I can't see them correctly."

Practice #3

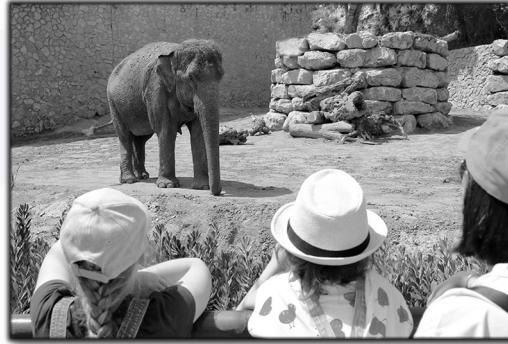


Track 33

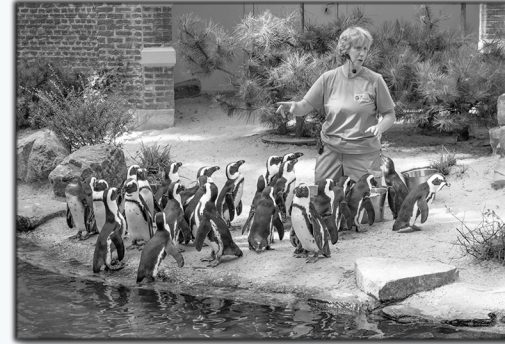
[examiner prompts for more language]
"Fun . . . because it's fun."

Commanding Practice: Independent Passage

1.



2.



Introduction: These students are visiting the zoo with their class. [POINT to PICTURE 1] They watch the animals. They learn what animals do and what they eat. [POINT to PICTURE 2] The zookeeper teaches them about penguins. She tells them how zookeepers take care of animals. The students ask the zookeeper questions about the animals.

Question: Do you think the zoo is a good place to learn about animals?

Follow-up: Why? [OR] Why not?

Practice #1



Track 34

"Yes because zoos animals are very fun."

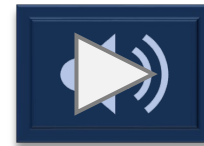
Practice #2



Track 35

"I think the good place to learn about animals is zoo too, because you can learn about animals, you're right, and every time you go to the zoo you can know what they eat really quick."

Practice #3



Track 36

"Yes because they like to um because they're good and they're nice and they'll want to play together."

Thank You

There will now be a **10** minute break.