



New York State Testing Program

NYSESLAT SAMPLER



DIRECTIONS FOR ADMINISTERING



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999-8087-40-6

Directions for Administering the Sampler

The purpose of this Sampler is to prepare students for taking the New York State English as a Second Language Achievement Test, so that students become familiar with the types of questions that appear on the test. It offers the teacher an opportunity to review the questions and directions with the students and to help them become familiar with the mechanics of coding identifying information and using separate answer documents. The test administrator (e.g., teacher) will also become familiar with the rubrics used to score the Writing and Speaking performance tasks. These Writing and Speaking Scoring Forms are located in the Sampler booklet.

The Sampler is not scored. Therefore, students should be given as much help as they need to complete the questions successfully. For most effective use, the Sampler should be administered approximately one week before the regular NYSESLAT administration. You should become thoroughly familiar with these Directions before administering the Sampler. For your convenience, correct responses to the questions are printed in the back of these Directions.

Specific Directions for Administering

To administer the Sampler, read aloud the boldfaced text next to the word “SAY.” Instructions for the test administrator (e.g., the teacher) are printed in plain text and should not be read aloud to the students. The number of the test question being discussed is shown next to the directions.

SAY We are going to work on some practice problems today. I am going to give each of you a booklet. Leave your booklet closed until I tell you what to do.

Distribute the Sampler booklets with the front covers facing up. Be sure each student gets a booklet, a pencil, and an eraser.

SAY Turn your booklet over so that you see the name grid on the back cover.

Demonstrate.

SAY Find the section labeled “Last Name.” (Point.) In the *white* boxes, carefully print your last name, putting one letter in each white box. If your last name does not fit, write as many letters of it as there are white boxes. Are there any questions?

Pause to answer students’ questions. When students have finished printing their last names,

SAY Under each box where you printed a letter of your last name, fill in the circle with the same letter. For each box you left empty, fill in the empty circle at the top of the column. For example, if your last name were Lee, you would fill in circle “L” in the first column, circle “E” in the second column, circle “E” in the third column, and the empty circle at the top of each of the other columns for the last name. Does everyone understand what to do?

After students have finished,

SAY In the section labeled “First Name,” print the letters of your first name in the white boxes only, just as you did for your last name. If your first name does not fit, write as many letters of it as you can.

After students have finished,

SAY Now, beneath each box in which you printed a letter of your first name, fill in the circle that has the same letter. For each blank box, fill in the empty circle at the top of the column.

After students have finished,

SAY In the section labeled “MI,” write the first letter of your middle name in the white box. Then fill in the circle with the same letter. If you do not have a middle name, fill in the empty circle at the top of this column.

After students have finished,

SAY We are finished filling in the name grid.

Carefully detach the answer sheet on page 19 of your booklet. (Demonstrate.) **Write your name at the top of the page. Make sure the answer sheet is facing up.** (Point.) **You will mark the answers to the questions on this answer sheet. There are numbered answer spaces for each question in the booklet.** (Point.) **Do not mark your answers in the booklet.**

Demonstrate. Then walk around the room to make sure that all students have properly detached the answer sheet.

SAY Turn your booklets back over so the front cover is facing up.

Begin the Sampler.

Listening

SAY Open your booklet to page 2. We will start with the Listening section.

Demonstrate. Walk around the room to make sure all students have page 2 showing and have properly detached their answer sheets.

SAY Read the directions to yourself as I read them aloud. **Directions: Listen to the question. Look at the three pictures. Fill in the correct circle on your answer sheet.**

1 Look at number 1. In this row, you see three pictures. Which girl is going faster than the other girls?

Pause for replies.

SAY Yes, that’s right. The correct answer is the third picture, letter “C,” isn’t it? The first and second pictures are showing girls playing on a scooter and walking but they are not going fast. Mark circle “C” for number 1 on your answer sheet.

Walk quietly around the room to make sure students are marking their answer sheets correctly. For the next two Listening questions, stress to students that they need to listen carefully to the paragraph that is being read. The answers to the questions will come from the information that they hear.

Listening (continued)

SAY Look at the top of the next page. Read the directions to yourself as I read them aloud. Directions: First read the questions. Then listen to the person talking. Choose the correct answer for each question and fill in the correct circle on your answer sheet.

In this Sampler, “the person talking” is the teacher reading the dictated text. In the regular test, “the person talking” could be either the test administrator (e.g., teacher) or a voice recorded on a cassette tape, if districts choose that option for test administration.

SAY Now you will listen to a radio ad for a concert and you will answer two questions. Read numbers 2 and 3 now.

Pause about 20 seconds for students to read the questions. Test taking tip: Encourage students to read both the questions and the answer choices so they can be familiar with the possible answers before listening to the paragraph.

SAY Now listen. The Roadrunners will be in town for concerts on Friday, Saturday, and Sunday. Tickets are going fast. The Saturday concert is already sold out. Thursday is the last day of advance ticket sales, so you’d better hurry if you want to catch any of their concerts. Student tickets are regularly \$10, but are only \$5 with a student ID. Adults are \$15, and children under 8 are free when accompanied by an adult.

2 Look at number 2. For which days can you still buy concert tickets?

Pause for about 10 seconds so students can mark their answer sheets.

SAY

3 Look at number 3. Who does not have to pay the regular price to go to the concert?

Pause for about 10 seconds so students can mark their answer sheets.

SAY Are there any questions on what we just did?

Give students more explanation as needed.

SAY Turn the page. Look at the directions at the top of the page. Follow along as I read them to you. Directions: Listen to the person talking. Read the question and look at the four small pictures. Fill in the correct circle on your answer sheet.

Now read the paragraph to yourself as I read it aloud. You are working at a part-time job at a small grocery store after school. The store manager is asking you to do some things for her.

4 Look at number 4. What will you put in the bag for Mr. Owens?

Listening (continued)

Now listen to the store manager. Mr. Owens called in an order. Could you bag it up for him? He'd like a box of chocolate chip cookies, three large red apples, and two pounds of hamburger. He'll be by to pick it up in about 15 minutes.

What will you put in the bag for Mr. Owens?

Pause about 10 seconds for students to mark their answers.

SAY

5 Look at number 5. To whom will you give the bag?

Now listen. The store manager is explaining to you who Mr. Owens is. Give Mr. Owens his bag when he comes into the store. You already know his father, the short, white-haired man who comes in almost every day. Mr. Owens looks a lot like his dad, only he has dark curly hair and he's very tall.

To whom will you give the bag?

Pause about 10 seconds for students to mark their answers.

SAY If you are changing answers, be sure to erase your first mark completely. Then mark the correct answer. Is there anyone who does not understand how to do the Listening questions?

Give students as much explanation as necessary. Then go on to Writing Conventions.

Writing Conventions

SAY Now turn the page. This is the Writing Conventions section.

Make sure everyone has page 6 showing.

SAY Read the directions to yourself as I read them aloud. Directions: Look at the picture. Read the question and three answers. Fill in the correct circle on your answer sheet.

1 Now look at number 1. Which word goes with the picture?

Pause for students to mark their answers.

SAY

2–3 Look at the middle of the page. Read the directions to yourself as I read them aloud. Directions: Read the question and four answers. Fill in the correct circle on your answer sheet. Do numbers 2 and 3. When you finish these two questions, stop and look up.

Pause to allow students to mark their answers.

Writing Conventions *(continued)*

SAY Did anyone have trouble finding the correct answers?

Give explanations as needed.

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

4-5 Directions: Read the sentence and look at the underlined part. There may be a mistake. If you find a mistake, choose the correct answer. If there is no mistake, choose *Correct as is*. Fill in the correct circle on your answer sheet. Do numbers 4 and 5 and mark your answers. When you finish, stop and look up.

Pause. Give students time to mark their answers.

SAY Did anyone have trouble finding the correct answers?

Give explanations as needed. Make sure all students understand the “Correct as is” option. Go on to the Reading section.

Reading

SAY

1 Turn to page 9. This is the Reading section. Look at the directions at the top of the page. Follow along as I read them to you. Directions: Read the question. Look at the three pictures. Fill in the correct circle on your answer sheet. Do number 1 and mark your answer.

Pause. Give enough time for students to mark their answers.

SAY Does anyone have a question?

Answer all questions. Then go on.

SAY Now turn the page. You will see a reading passage called “At the Shore.” Read the directions to yourself as I read them aloud. Directions: Read the story and each question. Fill in the correct circle on your answer sheet.

Pause and point out the story and the questions on page 11.

SAY

2-3 Read the story silently to yourself. When you are done, read the questions and mark the best answer. You may begin.

Pause for a few minutes so that students have time to read the story and answer the questions.

SAY Look at number 2. What is the meaning of the word precious in the second paragraph? What answer did you choose for number 2?

Reading (continued)

Pause.

SAY That's right, the answer is "D," *valuable*.

Pause.

SAY Look at number 3. "What thing did King Aquatilu create to help Mother Bird?"

Pause for replies.

SAY That's right. The correct answer is "B," *A gentle wind*. Where in the passage do you find that answer?

Pause for replies.

SAY That's right. You find it in the second to the last paragraph. "Instantly he took in a deep breath and exhaled." Exhaled means "to breathe out air." Are there any questions?

Make sure students understand the story and how to answer the questions. Then go on to the Writing section on the next page.

Writing

SAY Turn the page. This is the Writing section. Carefully detach page 15 from your booklet. (Demonstrate) You will use this page for the writing task. Write your name at the top of the page.

Walk around the room to make sure students have properly detached the writing response page.

Make sure everyone has page 12 of the Writing section showing.

SAY

1 Now look at number 1. Read the directions to yourself as I read them aloud. **Directions:** Look at the pictures below. There are different activities you can do at school. Look at the pictures. How are they the same? How are they different? Why would a person like one of these better than the other? Give as many reasons as you can. Write about the pictures on page 15 of your booklet.

Do you understand what you need to do? You will have ten minutes to write about the pictures. You may begin now.

Students should be encouraged to write about what they see in the pictures and to use different words to describe what they see. Students should also try to write in complete sentences. The main thing is for students to write the best they can.

Pause for ten minutes so that students have time to write the words and/or story.

Writing (continued)

When students are finished writing, collect the Sampler booklets, answer sheets, and writing response pages. For the Sampler only, teachers will use the Sampler Writing Scoring Form on the back of the writing response page to score each student's writing sample.

Speaking

IMPORTANT NOTE

The Speaking Sampler is individually administered. Each student will need their Sampler booklet to look at the Speaking questions when taking the test. The test administrator or teacher should cut out the Sampler Speaking Scoring Form, located on pages 17 and 18 of each Sampler booklet, to score the student's responses. Review the Directions for Scoring on the form prior to test administration. Following procedures for scoring the Speaking test is important because it mimics the way teachers will score the actual test.

SAY Turn to page 13. This is the Speaking section. You will have four questions to answer. You will not have to mark or write anything in your booklet. You will only have to speak.

Pause. The test administrator and/or teacher should have cut out the Sampler Speaking Scoring Form to score each student's responses.

SAY Read the directions to yourself as I read them aloud. Directions: Listen to the words and read them. Then look at the picture and finish saying the sentence. Use the picture to choose your words.

1 Look at number 1. While he was doing his homework . . .

Encourage the student to complete the sentence by looking at the picture and saying in their best English the words that would be appropriate to complete the sentence.

Pause about 15 seconds.

Score student's response.

SAY

2 Look at number 2. Mary wanted an ice cream cone so . . .

Pause about 15 seconds. Score student's response.

SAY Turn the page. Read the directions to yourself as I read them aloud. Directions: A person will say something to you. Listen and then answer. Say something back to the person.

Speaking *(continued)*

3 Look at number 3. What would you like to do on Saturday?

Pause about 15 seconds. Give the student time to think of an appropriate response.

Score student's response.

SAY

4 Look at number 4. Here's your pen back.

Pause for about 15 seconds. Give the student time to think of an appropriate response.

Score student's response.

SAY Do you have any questions about what we have just done?

That is the end of this activity. In a few days, we will do some more activities like this. Put your pencil down and close your booklet so that the front cover is facing up.

Collect the booklet. This concludes the Sampler.

GRADES 7–8

SAMPLER CORRECT RESPONSES

■ Listening

1. 3
2. 1
3. 3
4. 4
5. 2

■ Writing Conventions

1. 2
2. 1
3. 4
4. 1
5. 4

■ Reading

1. 2
2. 4
3. 2

■ Writing

1. Teachers: Use the Sampler Writing Scoring Form on the back of the writing response page to score each student's writing. Enter each student's score in the writing score box on the answer sheet.

■ Speaking

- 1–4. Teachers: Use the Sampler Speaking Scoring Form in the test booklet to score the student's responses. Enter the student's scores in the boxes on the answer sheet.

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

ISBN 999-8087-40-6



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