



# New York State Testing Program

2006

## NYSESLAT SAMPLER

GRADES

5-6



**DIRECTIONS FOR ADMINISTERING**



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## **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 (NYSESLAT) 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 using separate response pages. The test administrator (e.g., teacher) will also become familiar with the rubrics used to score the Pre-Writing, Writing, and Speaking performance tasks. These scoring forms are located in the Sampler booklet.

The Sampler is for practice purposes only. 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.

**SAY** Today we are going to do some interesting activities. I am going to give each of you a booklet. Write your name on the front of the booklet, but do not open your booklet 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** Carefully detach page 19 from your booklet. (Demonstrate.) Write your name at the top of the page. Make sure the response page is facing up. (Point.) You will mark all your answers on this response page. There are numbered answer spaces for each question.

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

Begin the Sampler.

### Listening

**SAY** Open your booklet to page 2, where you see a picture of headphones at the top of the page. This is the Listening section.

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

**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 response page.**

Show students how to mark their answer spaces by drawing an answer circle on the chalkboard and filling it in. Students need to keep their marks within the answer circles. Show students how to erase an answer they might want to change. After you begin to administer the test, move quietly around the room to make sure that the directions are being followed correctly.

**SAY**

**1** Look at number 1. In this first row, you see three pictures. Which picture shows a man driving a bus?

## Listening (continued)

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 do not show a bus. Fill in circle "C" for number 1 on your response page.

Walk quietly around the room to make sure students are marking their response pages 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.

**SAY** Now look at the middle of the page. Read the directions to yourself as I read them aloud.

**Directions:** Read the question and answers silently as I read them aloud. Listen carefully. Fill in the correct circle on your response page.

In this Sampler, "the person talking" is the teacher reading the dictated text. In the regular test, "the person talking" is either the test administrator or a voice recorded on cassette tape.

**SAY**

**2** Look at number 2. How many flowers are in the garden today?

- A** One flower
- B** Two flowers
- C** Lots of flowers
- D** No flowers at all

Pause for about 4 seconds.

**SAY** Now listen.

**It has rained for the last two days. The first spring flower just grew out of the ground today. We will have many flowers in the garden soon.**

**How many flowers are in the garden today?**

Pause for about 8 seconds.

**SAY** Which answer did you choose?

Pause for responses.

**SAY** Yes, that's right. You should have chosen "A," because the answer is *one flower*. Be sure you have filled in circle "A" for number 2 on your response page.

Walk around to see that students have marked their response pages correctly.

## Listening (continued)

**SAY** If you are changing your answer, be sure to erase your first mark completely. Then mark the answer that is right. Is there anyone who does not understand how to mark answers?

Give students as much explanation as necessary. Then go on.

**SAY**

**3** Now look at number 3. What will your teacher write first on the chalkboard?

- A** Write some poems.
- B** Start on page 15.
- C** Finish your reading.
- D** Read for 30 minutes.

Pause for about 4 seconds.

**SAY** Now listen to your teacher.

**This afternoon we will read for about 30 minutes. Our story begins on page 15. I will put that page number information on the chalkboard. After we are finished reading, I will let the class write some poems and I will put a few of them on the chalkboard.**

**What will your teacher write first on the chalkboard?**

Pause for about 8 seconds.

**SAY** What answer did you choose?

Pause for responses.

**SAY** Yes, that's right. The answer is *Start on page 15.*, which is letter "B." Are there any questions about what we are doing?

Walk around to make sure students are marking their response pages correctly. Answer any questions the students may have.

**SAY** Look at the top of the next page, where you will see some directions. 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 response page.**

**Now look at the picture and the paragraph. Read the paragraph to yourself as I read it aloud.**

**You are helping your teacher get ready for reading hour. He is asking you to do some things for him.**

## Listening *(continued)*

- 4** Look at number 4 on the next page. How many chairs will you put in a circle by the window?

Now listen.

**Will you please set up three reading circles? Put three chairs in the back of the room and four chairs by the window. Then set up the last circle in the front of the room. Put five chairs there.**

**How many chairs will you put in a circle by the window?**

Pause for about 15 seconds for students to mark their answers.

**SAY**

- 5** Look at number 5. Where will you find Mr. Sellers?

Now listen.

**Would you take this book to Mr. Sellers, the new art teacher? From here take the stairs at the end of the hall to the second floor. I don't remember the room number, but it's the third door down from the stairway.**

**Where will you find Mr. Sellers?**

Pause for about 15 seconds for students to mark their answers.

**SAY** Does everyone understand what we just did?

The correct answers for numbers 4 and 5 are "C." Explain the correct answers as necessary. Go on to the Reading section.

## Reading

**SAY** Turn to page 5. You should see a closed book at the top of the page. This is the Reading section. Follow along as I read the directions to you.

**Directions: Read the question. Look at the three pictures. Fill in the correct circle on your response page.**

- 1** Read number 1. Which boy is writing a story?

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

**SAY** Now look at the top of the next page where you see a story called "Dog Gone." Read the directions to yourself as I read them aloud.

## Reading (continued)

**Directions:** Read the story and each question. Fill in the correct circle on your response page.

**You will read this story and answer the two questions on your own. Does everyone see the story and the two questions on this page?**

Pause and point out the story and the questions on page 6.

**SAY** Read the story silently to yourself. Then read the questions and mark the best answer. We will talk about each question when you are finished. You may begin.

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

**SAY**

**2** Look at number 2. The story is about a girl named Sandy and her dog. One Saturday, Sandy left the house. The question is "What was Sandy going to do early Saturday morning?"

**What answer did you choose?**

Pause for replies.

**SAY** That's right, the first answer, *Go to the park*, is the correct choice. You should have marked letter "A" on your response page. Sandy and her father went to the park to roller-skate. If you did not mark the correct answer, erase your mark completely and mark the correct answer now.

Walk around and see if students are correctly marking their response page.

**SAY**

**3** Look at number 3. Why is the story called *Dog Gone*?

Pause for replies.

**SAY** That's right. The correct answer is "C," *Sandy could not find her dog when she got home*. Another way to say that would be "Sandy thought her dog was gone." That is why the title of the passage is *Dog Gone*. Are there any questions?

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

## Writing Conventions

**SAY** Look at the top of the next page. At the top of the page you should see a picture of an open notebook and a pencil. This is the Writing Conventions section.

**Read the directions to yourself as I read them aloud.**

## Writing Conventions *(continued)*

**Directions:** Look at the picture. Read the question and three answers. Fill in the correct circle on your response page.

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

Pause.

**SAY** Which answer did you choose?

Pause for responses.

**SAY** Yes, you should have marked the space for the second word, *bridge*. It is spelled *b-r-i-d-g-e*. The other words in this row, *brick* and *bright*, do not tell about this picture.

**2** Look at number 2. Read the directions to yourself as I read them aloud.

**Directions:** Read the question and four answers. Fill in the correct circle on your response page.

Pause.

**SAY** Which sentence is correct?

Pause. Give students time to mark their answers.

**SAY** Which answer did you choose?

Pause for responses.

**SAY** *The bird flew away.*, answer "A," is the correct answer, isn't it? The word "flew" is a verb and it is not in the right place in the other three sentences. If you did not mark the correct answer, erase your mark completely and fill in the correct circle on your response page.

Give help as needed so that students know how to mark their response pages.

**SAY**

**3** Look at number 3. Which sentence is correct?

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

**SAY** Which answer did you choose?

Pause for replies.

**SAY** Yes, that's right. The correct answer is *The children are going to the store.*, answer "D." The other three sentences have verbs that are not correct. Does anyone have a question?

## Writing Conventions *(continued)*

Answer all questions. Then go on to number 4.

**SAY** Look at the top of the next page. You will do the next two questions on your own. Follow along as I read the directions to you.

**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 response page.

**4** Read number 4. Which answer is correct?

Pause. Give students time to mark their answers.

**SAY**

**5** Read number 5. Which answer is correct?

Pause. Give students time to mark their answers. Go on to the Pre-Writing section.

### Pre-Writing

**SAY** Look at the top of page 9. This is the Pre-Writing section.

Make sure all students have the Pre-Writing section showing.

**SAY** You will answer some questions about the picture. You will use your ideas from these questions to write about the picture later.

Point out the picture on page 9 to the students. Pause a few seconds while the students look at the picture.

**SAY** Now look at the top of the page. Read the directions to yourself as I read them aloud.

**Directions:** Look carefully at the picture. Answer the questions about the picture, and be sure to think about who, what, when, where, and why. This will help you write a story about the picture later.

**1** Look at the top of the next page. Look at number 1. What happened first?

Pause long enough for everyone to finish writing.

**SAY**

**2** Look at number 2. What happens next?

Pause long enough for everyone to finish writing.

**SAY**

**3** Look at number 3. What will happen last?

## Pre-Writing *(continued)*

Pause long enough for everyone to finish writing. When all students have finished,

**SAY Stop.**

Go on to the Writing section.

### Writing

**SAY Turn to page 11, where you see a picture of an open notebook and a pencil at the top of the page. This is the Writing section. You will write your response to the Writing question on the lines after the picture.**

Make sure everyone has page 11 of the Writing section showing.

**SAY**

**1 Read the directions to yourself as I read them aloud.**

**Directions: Look at the picture. Write a story about what you see in the picture. Use your ideas from the Pre-Writing questions to add details to your story.**

**Do you understand what you need to do? You may begin now.**

Make sure students understand what they are to do. Students can be encouraged to write about what they see in the picture 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.

Give students as much time as they need to finish writing.

When students are finished writing, collect the Sampler booklets. Use the Sampler Pre-Writing and Writing Scoring Forms in the back of each student's Sampler booklet to score each student's writing.

### Speaking

#### IMPORTANT NOTE

The Speaking Sampler is individually administered. Each student will need his or her Sampler booklet to look at the Speaking questions when taking the test. The test administrator or teacher should use the Sampler Scoring Forms, located in the back of each Sampler booklet, to score the student's responses. Review the Directions for Scoring on the forms prior to test administration. Following procedures for scoring the Sampler is important because it mimics the way teachers will score the actual test.

## Speaking *(continued)*

**SAY** Turn to page 13. This is the Speaking section. You will have three 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 or teacher should have the Sampler Speaking Scoring Forms and be prepared to fill in the appropriate circle to score each student's responses.

**SAY** Read the directions to yourself as I read them aloud.

**Directions:** Look at the words above the picture and read them silently as I read them aloud. Then look at the picture and finish saying the sentence. Use the picture to choose your words.

**1** Look at number 1. To make the balloon bigger . . .

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

Pause for about 15 seconds.

Score the student's response.

**SAY** Look at the top of the next page. The next question is like having a conversation with another person. 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.

**2** Look at number 2. What do you like best about school?

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

Score the student's response.

**SAY**

**3** Look at number 3. I can't move this desk by myself.

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

Score the student's response.

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

**This is the end of this activity. Close your booklet so that the front cover is facing up. In a few days, we will do some more activities like this.**

Collect the booklet. This concludes the Sampler.

## GRADES 5–6

# SAMPLER CORRECT RESPONSES

### ■ Listening

1. C
2. A
3. B
4. C
5. C

### ■ Reading

1. A
2. A
3. C

### ■ Writing Conventions

1. B
2. A
3. D
4. B
5. C

### ■ Pre-Writing

- 1–3. Use the Sampler Pre-Writing Scoring Form in the test booklet to score each student's responses. Enter scores in the score boxes on the student's response page.

### ■ Writing

1. Use the Sampler Writing Scoring Form in the test booklet to score each student's response. Enter score in the score box on the student's response page.

### ■ Speaking

1. Use the Sentence Completion Scoring Form in the test booklet to score each student's response. Enter score in the score box on the student's response page.
- 2–3. Use the Social Interaction Scoring Form in the test booklet to score each student's responses. Enter scores in the score boxes on the student's response page.

