

TEST SAMPLER

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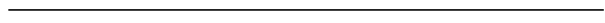
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INTRODUCTION TO THE NYSESLAT TEST SAMPLER

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NYSESLAT TEST SAMPLER MATERIALS

Materials Required by the Examiner

-

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Evaluating Test Sampler Responses

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SPEAKING ADMINISTRATION

Speaking Instructions

IMPORTANT NOTE

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SAY Today we are going to answer some practice NYSESLAT questions. These questions will help you get ready to take the NYSESLAT. While we practice taking the test, I will be able to answer your questions about the directions and the kinds of questions that are on the test. I am going to give you a test booklet. Write your name on the front of the test booklet. We will start with the Speaking questions. Do not open your test booklet until I tell you to do so.

SAY Are you ready to start?

SAY Open your booklet to Page 1. This is the first page of the Speaking activity.

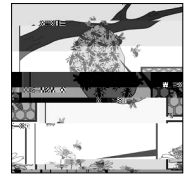
SAY Look at the top of the page. Read the directions to yourself as I read them out loud.
Directions: I am going to ask you some questions. Listen and then answer. Be sure to answer in English using your own words.

Do you understand what to do? Do you have any questions?

U E' I 1

1.





SAY Look at Page 5.

..... 5.

SAY Directions: Now let's talk about honeybees.

Honeybees make honey by collecting nectar from flowers. They have special "honey stomachs" that turn the nectar into sugar and remove some of the water from it. They carry the nectar back to the hive. Then all the bees flap their wings to remove even more water out of the nectar. When enough water is evaporated, only honey is left.

Honeybees build their hives in hollow spaces. Sometimes, humans can get bees to live in boxes. This is called beekeeping. Beekeepers help the bees stay alive by providing them with places to live. In addition, the beekeepers can collect honey that the bees make. By beekeeping, humans can help ensure that honey is produced and that there are enough bees to pollinate nearby crops and plants.

Question 5: Tell me how honeybees make honey.

..... 5.



SAY Please turn the page.

..... JEI
 D

SAY You just learned about honeybees.

Question 6: Do you think bees are important for humans and the environment?

..... 5. I

SAY *Why?* [OR] *Why not?*

SAY Thank you. We are finished with the Speaking activity. Please close your test booklet so that the front cover is on top.

I _____ 9
_____ DFA.

STARTING LISTENING, READING, AND WRITING

Instructions for Starting Administration of Listening, Reading, and Writing

English Language Learners: *English Language Learners*

SAY We are going to practice answering some more NYSESLAT questions. You will need to use an answer sheet to mark your answers to the questions.

Hispanic/Latino: *Hispanic/Latino*

SAY Make sure the answer sheet is facing up. Write your name at the top of the page in the box labeled Student Name. You will mark the answers to some of the questions by filling in circles on this answer sheet. There are numbered answer spaces for each question.

When you mark your answers, remember to:

- Fill in the circle completely. (I *fill in the circle completely*.)
- Fill in only one circle per question. If you fill in more than one circle, your answer will not count.
- If you change your mind about an answer, erase it completely.
- Do not make any stray marks on your answer sheet.

Do you understand how to fill in the circles? Do you have any questions?

Answer: *Answer*

LISTENING ADMINISTRATION

Listening Instructions

IMPORTANT NOTE

1 I E A

SAY The title of the passage is "Tree Farms and the Environment."

Tree farms are areas of land where farmers grow and cultivate trees. Often, these farms are privately owned and focus on preserving woodland, in addition to providing lumber for houses, paper, and firewood.

Many tree farmers in the United States belong to the American Tree Farm System. Each farmer in this organization cultivates 10 acres or more of trees. The farmers are responsible for maintaining and promoting the health of trees. Instead of getting paid to maintain their land, they often spend their own money on farm expenses. They get paid when they eventually sell the lumber.

Tree farms offer benefits to the environment. Lumber is a building material that is more easily recyclable than materials like stone and iron. Tree farms also promote forest preservation. When trees are chopped down, new ones are immediately planted in their place. In addition, trees play a critical role in creating oxygen for us to breathe. Finally, trees protect soil from eroding and provide shelter to various types of wildlife. Tree farmers and the trees they grow are beneficial to humans and the environment.

..... 5,

SAY Please turn the page.

..... 10,

SAY Look at Question 1. Listen to these sentences from the passage again. Then I will ask

SAY Look at Question 2.

Which sentence indicates the main idea of the passage?

- A Often, these farms are privately owned and focus on preserving woodland.
- B Many tree farmers in the United States belong to the American Tree Farm System.
- C Instead of getting paid to maintain their land, they often spend their own money on farm expenses.
- D Tree farmers and the trees they grow are beneficial to humans and the environment.

..... 15.

SAY Look at Question 3. Listen to these sentences from the passage again. Then I will ask you, "Which word does ones refer to?"

"Tree farms also promote forest preservation. When trees are chopped down, new ones are immediately planted in their place."

Which word does ones refer to?

- A Farms
- B Forest
- C Trees
- D Place

..... 15.

SAY Look at Question 4. Listen to this paragraph from the passage again. Then I will ask you, "Which phrase helps explain the meaning of expenses?"

"Many tree farmers in the United States belong to the American Tree Farm System. Each farmer in this organization cultivates 10 acres or more of trees. The farmers are responsible for maintaining and promoting the health of trees. Instead of getting paid to maintain their land, they often spend their own money on farm expenses. They get paid when they eventually sell the lumber."

Which phrase helps explain the meaning of expenses?

- A Cultivates 10 acres
- B Maintain their land
- C Spend their own money
- D Sell the lumber

..... 15.

SAY Look at Question 5. Listen to these sentences from the passage again. Then I will ask you, "Which word or phrase tells what provides shelter to wildlife?"

"Finally, trees protect soil from eroding and provide shelter to various types of wildlife. Tree farmers and the trees they grow are beneficial to humans and the environment."

Which word or phrase tells what provides shelter to wildlife?

- A Trees
- B Soil
- C Tree farmers
- DD The environment

..... 15.

SAY Look at Question 6. Listen to this paragraph from the passage again. Then I will ask you, "Which word or phrase describes tree farms?"

"Tree farms are areas of land where farmers grow and cultivate trees. Often, these farms are privately owned and focus on preserving woodland, in addition to providing

..... farmers

Writing Instructions—Short Constructed Response

IMPORTANT NOTE

1 **boldface text** SAY 1

A month earlier he had won the county fiddling contest. Before that day, he played his winning song hundreds of times. The 1902 State Fiddling Contest was in three months, and he thought he would practice the song 100 more times before then. After all, his intention was to win that contest, too.

He smiled and thought about the rest of his plan: to win the grand prize—lessons from well-known fiddler Luke Lucas—and to eventually become as famous as Luke.

From the porch, Raymond could see his father and his brother Tom, who appeared exhausted as they trudged up the road. Their faces were black with dust from the coal mine. They waved and his father shouted, "Great fiddling!"

Raymond's mother called to Tom, "A letter arrived for you."

Tom dashed inside. He reappeared shortly and exclaimed, "Mr. Stickler wants me to start working for him in Huntington—in two weeks! He'll teach me to be a mechanic, so now I won't have to work in a coal mine!"

Raymond smiled at Tom's joy, but when he noticed the worried look on his father's face, he asked hesitantly, "What's wrong, Pa?"

"Raymond, your brother's work is dangerous and he needs to leave the mine, but our family can't survive on my earnings alone," his father explained. "I will ensure you're given a job in the mine that isn't so dangerous, like removing pieces of rock from the coal."

"If I work in the mine for hours a day, I can't practice my fiddling," Raymond said softly.

His father mumbled, "I'm sorry, son." Raymond, feeling sad, glanced at Tom.

"Don't despair," Tom reassured him. "After I get trained, I'll send money home, and you can quit working. Keep practicing so you can win the state contest in 1903."

Raymond smiled weakly at his brother, put the fiddle in its case, and latched the lid. "Next year," he whispered to himself.



Look at Question 13 on Page 20 in your test booklet.

Now read the directions below to yourself as I read them out loud.

"The Contest" is about a boy named Raymond who likes to play the fiddle. How was Raymond's life in 1902 different from your life today? Write one paragraph describing how Raymond's life is different from your life. Give reasons for your answer. Use your own ideas and ideas from the passage to help you write.

SAY Look at Page 21 in your test booklet.

SAY There is a checklist at the top of the page. Use this checklist to guide your work as you are writing.

..... 21

The checklist says:

- Write about the topic.
- Plan your writing from beginning to end.

Writing Instructions—Extended Constructed Response

IMPORTANT NOTE

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SAY Now we will practice a Writing activity. Open your test booklet to Page 23.

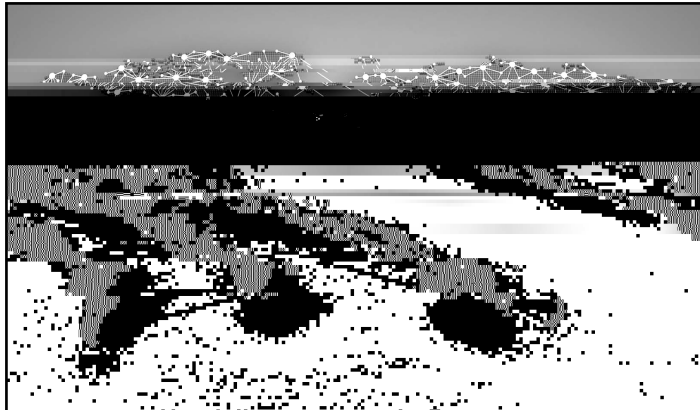
H C

SAY Read the directions to yourself as I read them out loud.

Directions: Read this passage. Then you will be asked to write at least two paragraphs based on the passage.

You may now read this passage to yourself as I read it out loud.

Smaller World, Higher Food Prices



money, goods, and services are constantly moving between countries. As a result, any change in one country can quickly affect what happens in another because countries are no longer isolated from one another.

Globalization provides American consumers with a variety of items they can purchase, such as fish raised in Asia, cheese made in Europe, and fruit grown in South America. They can purchase these foods during a single visit to their local grocery store and not even think about where the food originated. The United States also exports many foods, including grains and milk, to other countries. People living on the other side of Earth now eat bread that was made from wheat grown in the United States.

As food is shipped all over the globe, changes in one country affect prices in other countries. Another reason food costs are rising today is the growing population of the world. India and China have the fastest growing populations.

SAY Turn to Page 26. Look at Question 14.

Now read the directions below to yourself as I read them out loud.

The passage "Smaller World, Higher Food Prices" describes globalization and its effects on people everywhere. Think about some of the positive and negative effects of globalization. Write at least two paragraphs in your own words to explain the positive and negative effects of globalization. Use your own ideas and ideas from the passage to help you write.

SAY You may plan your writing for Question 14 here, if you wish. Use the space below to organize your ideas about what to write. Your writing on this planning page will NOT count toward your final score. Write your final answer on Pages 27 and 28.

SAY Look at Page 27 in your test booklet.

SAY There is a checklist at the top of the page. Use this checklist to guide your work as you are writing.

The checklist says:

- Write about the topic.
- Plan your writing from beginning to end.
- Use your own ideas and ideas from the passage.
- Support your answer with details.
- Use complete sentences.
-

SAY When you have finished writing, check your work. Then, put your pencil down, close your test booklet so the front cover is on top, and look up.

SAY Do you understand what to do? Do you have any questions?

SAY You may begin.

SAY Put your pencil down and close your test booklet so that the front cover is on top. This is the end of the Writing activity.

C _____ ().

**Grades 7–8 Test Sampler
Answer Key**

Listening

1	

SPEAKING RUBRIC AND SCORE SHEET

Speaking Rubric

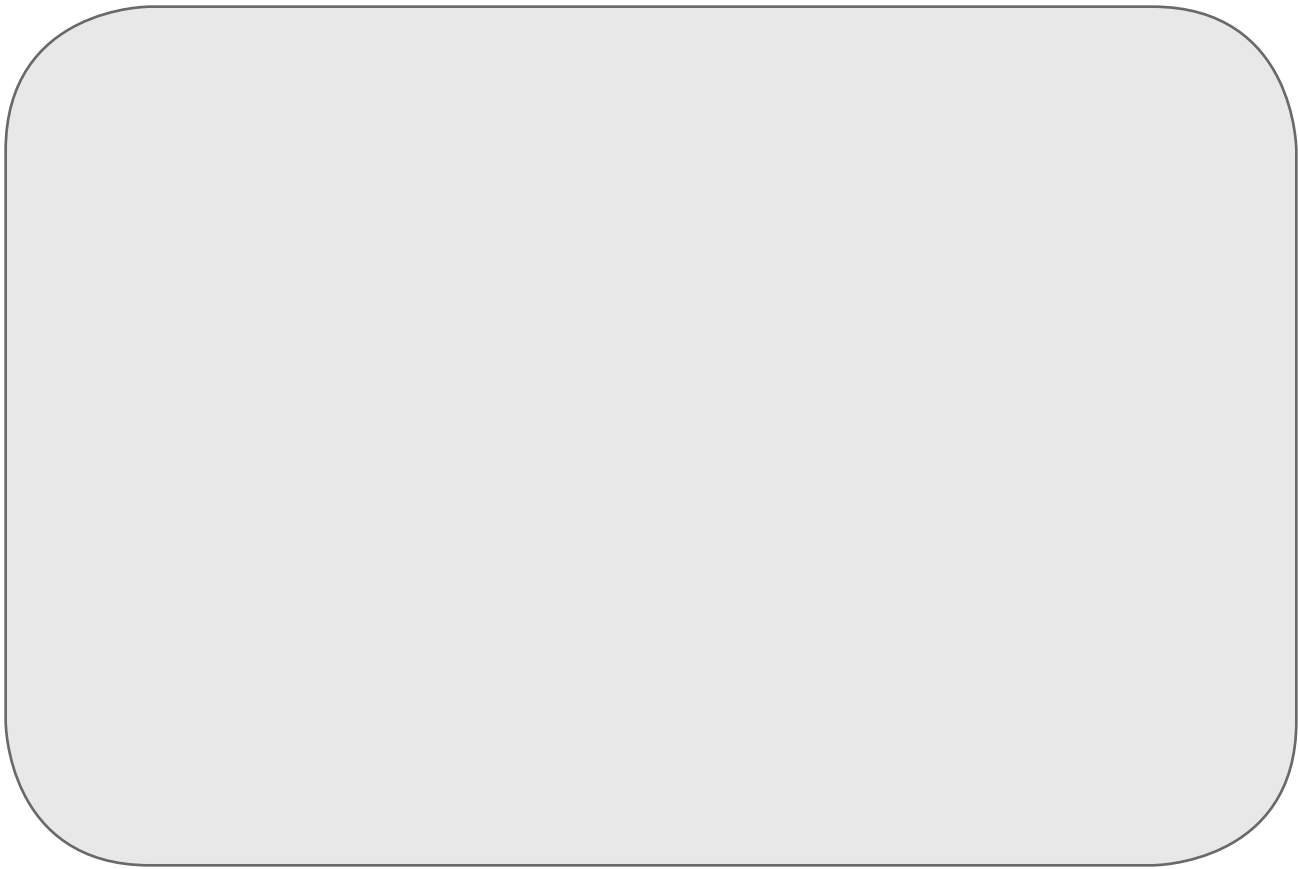
2019 NYSESLAT Speaking Rubric Grades Kindergarten through 12

Question Level	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
Emerging	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Uses multiple words, short phrases, or sentences to respond Partially expresses thoughts and ideas Frequent errors may obscure meaning 	N/A

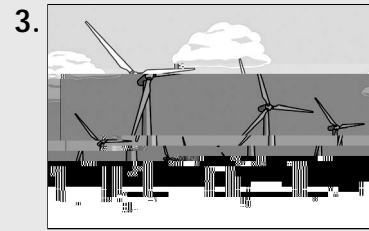
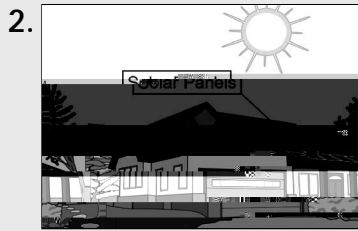
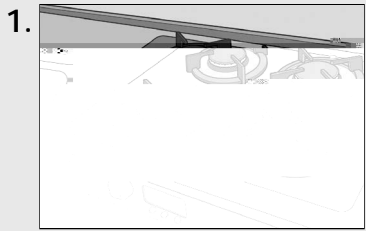
Question Level	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
Transitioning	<ul style="list-style-type: none"> No response Responds with "yes," "no," or "I don't know" Responds completely in a language other than English Uses one word to respond Does not express a complete thought or idea Unintelligible Errors may totally obscure meaning 	<ul style="list-style-type: none"> Uses multiple words to respond Partially expresses thoughts and ideas Frequent errors may obscure meaning 	<ul style="list-style-type: none"> 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
Expanding	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
Commanding	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

Speaking Score Sheet

Question Number	Student Score	Score 0 Does Not Meet Expectations		



Grades 7–8/Transitioning (Question 2)



Introduction: Every country needs sources of energy. Energy is used to power our homes, factories, and cars.

[POINT to PICTURE 1] In our homes, gas can be used for heating and for cooking.

[POINT to PICTURE 2] Solar panels or [POINT to PICTURE 3] wind turbines can make electricity.

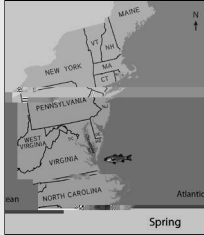
Question: Tell me about the ways energy can be made.

[FOLLOW-UP]: Tell me more.

Response	Score	Justification
"The sun makes energy."	2	This response partially expresses an idea in a complete simple sentence. This scores a "2" at the Transitioning level.

Grades 7–8/Expanding (Question 3)

1.



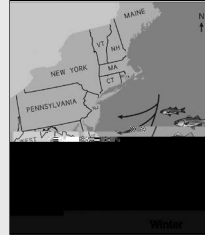
2.



3.



4.



Introduction: The striped bass is a fish that takes a long journey every year. These fish like to be in water that is not too hot and not too cold, so they swim to a different location every season.

[POINT to PICTURE 1] Some striped bass are born near the Chesapeake Bay.

[POINT to PICTURE 2] In summer, they travel all the way to Maine to avoid the summer heat.

[POINT to PICTURES 3 AND 4] In the fall and winter, they travel south and return to the ocean near their birthplace once temperatures cool down.

Question: Tell me about the fishes' year-long journey.

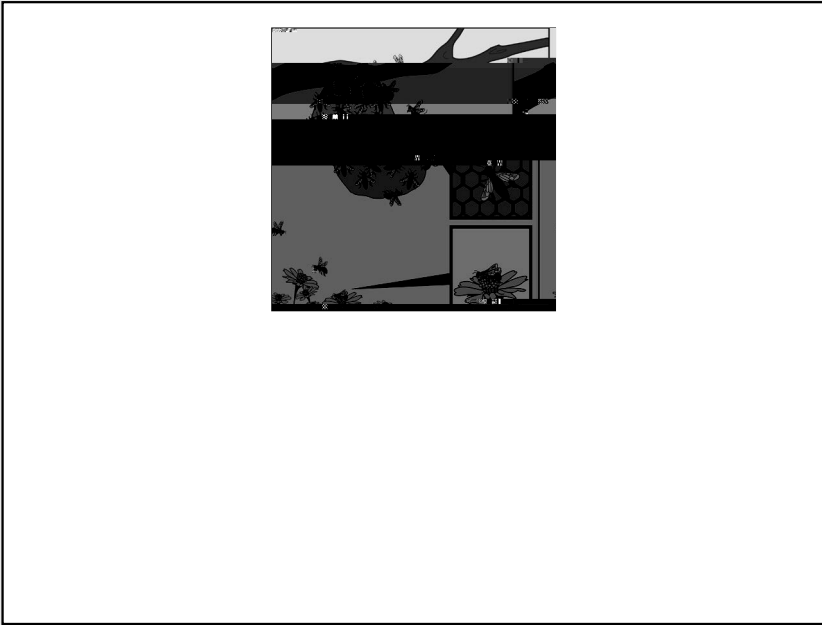
Response	Score	Justification
"Th-they swim from place to place when it's cold and when it's hot."	2	Student responds with an expanded sentence that includes multiple complete clauses. The response concisely and fluently expresses complete thoughts and ideas. This is scored a "2" at the Expanding level.

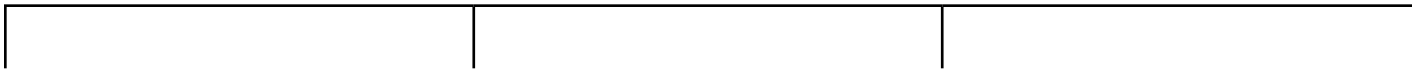


A table with three columns and one row. The top row is a dark gray header, and the main body of the table is light gray. The columns are separated by thin dark gray vertical lines.

Grades 7-8/Commanding (Question 6)

You just learned about honeybees.





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Coherence of Response (CR)

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Degree of Response (DR)

A D
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Mechanics (M)

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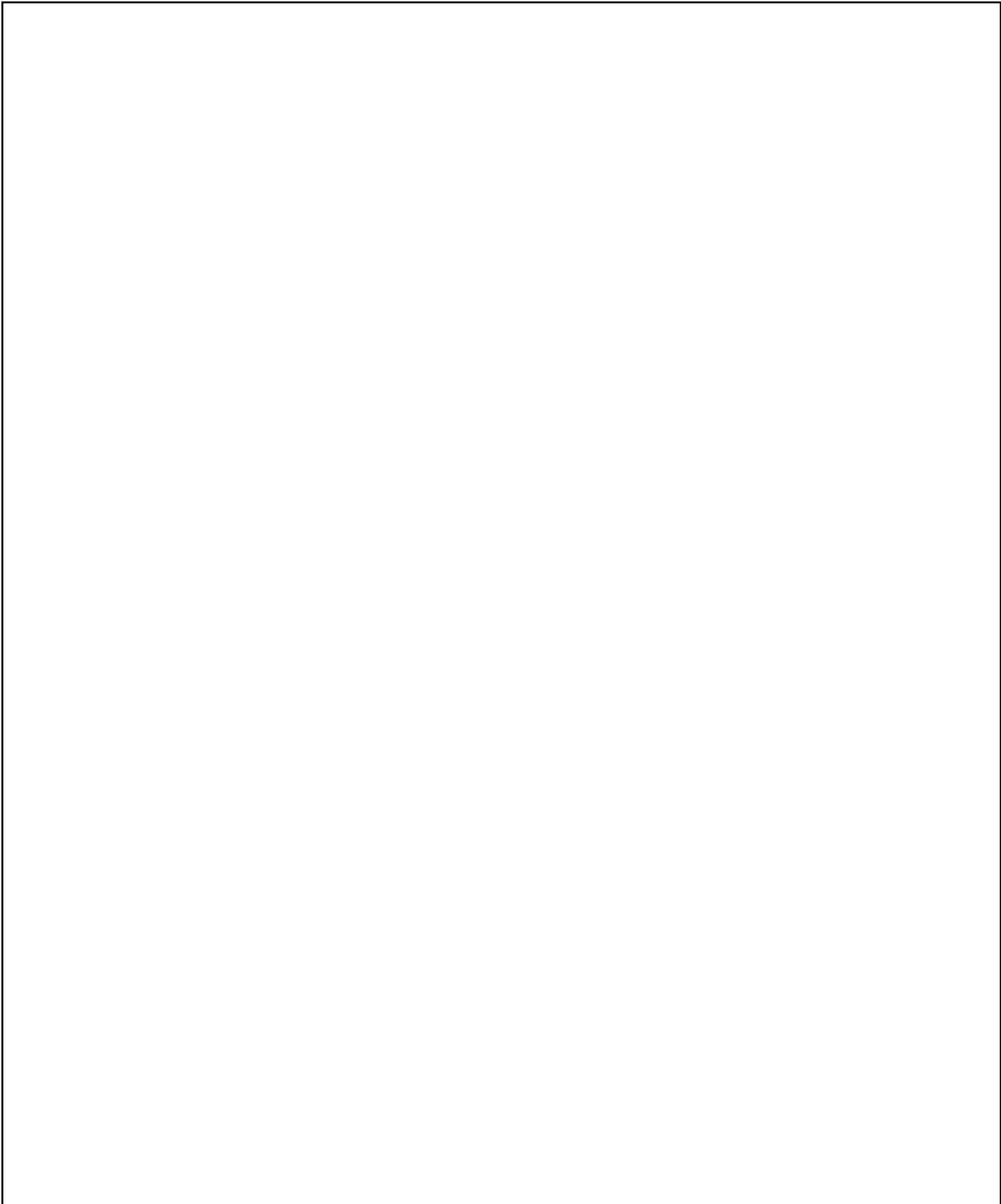
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Grades 7–8 Writing Rubric

2019 NYSESLAT Writing Rubric—Grades 7–8					
Dimension	Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity of Language	<ul style="list-style-type: none"> Contains zero or few words or short phrases Is blank Is completely in a language other than English Is illegible or unintelligible Is completely copied text Is isolated words or a list of words or short phrases 	<ul style="list-style-type: none"> Contains some words, short phrases, and occasionally simple sentences Includes at least one sentence May include adapted text in a well-constructed sentence 	<ul style="list-style-type: none"> Contains mostly simple sentences Includes at least one expanded or complex sentence 	<ul style="list-style-type: none"> Contains simple, expanded, and complex sentences 	<ul style="list-style-type: none"> Contains a variety of simple, expanded, and complex sentences
Quality of Language	<ul style="list-style-type: none"> Contains at most commonly used Tier 1 words or short phrases 	<ul style="list-style-type: none"> Contains Tier 1 and common grade-level Tier 2 words and short phrases 	<ul style="list-style-type: none"> Contains Tier 1 and a few grade-level Tier 2 and/or Tier 3 words and phrases 	<ul style="list-style-type: none"> Contains Tier 1 and some grade-level Tier 2 and/or Tier 3 words and phrases used appropriately 	<ul style="list-style-type: none"> Contains Tier 1 and many grade-level Tier 2 and/or Tier 3 words and phrases used appropriately
Coherence of Response	<ul style="list-style-type: none"> Lacks a clear orientation, or organized or connected ideas, or closure due to brevity 	<ul style="list-style-type: none"> Includes at least one sentence that provides an orientation, organized or connected ideas, transitions, or closure 	<ul style="list-style-type: none"> Includes words and sentences that provide limited orientation, organized or connected ideas, transitions, and/or closure 	<ul style="list-style-type: none"> Includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure 	<ul style="list-style-type: none"> Includes sufficient orientation, logically organized and connected ideas, and closure to provide clear organization
Degree of Response	SCR	<ul style="list-style-type: none"> Lacks descriptions of ideas or facts 	<ul style="list-style-type: none"> Includes at least one description of an idea or a fact 	<ul style="list-style-type: none"> Includes some minimally detailed descriptions of ideas, facts, or both 	<ul style="list-style-type: none"> Includes many detailed descriptions of ideas, facts, or both
	ECR Narrative	<ul style="list-style-type: none"> Lacks development of characters, details, or events 	<ul style="list-style-type: none"> Includes at least two references to characters, details, events, or closure 	<ul style="list-style-type: none"> Includes some references to characters, and limited development of details, sequenced events, and/or closure 	<ul style="list-style-type: none"> Includes many references to characters, and partial development of details, sequenced events, and closure
	ECR Informational	<ul style="list-style-type: none"> Lacks development of claims and evidence or support 	<ul style="list-style-type: none"> Includes at least one claim with evidence, support, or closure 	<ul style="list-style-type: none"> Includes some linked claims and evidence, a variety of support, and/or closure 	<ul style="list-style-type: none"> Includes many stated and linked claims and evidence, a variety of support, and closure
Mechanics	<ul style="list-style-type: none"> Contains numerous errors that totally obscure meaning Contains words that are unclear 	<ul style="list-style-type: none"> Contains many errors that often obscure meaning Contains words that may be unclear, but meaning is evident May include inventive spelling 	<ul style="list-style-type: none"> Contains some errors that occasionally obscure meaning Is mostly clear May include inventive spelling 	<ul style="list-style-type: none"> Contains few errors that rarely obscure meaning Is clear May include inventive spelling 	<ul style="list-style-type: none"> Contains minimal or no errors that obscure meaning Is clear May include inventive spelling

Note: Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.



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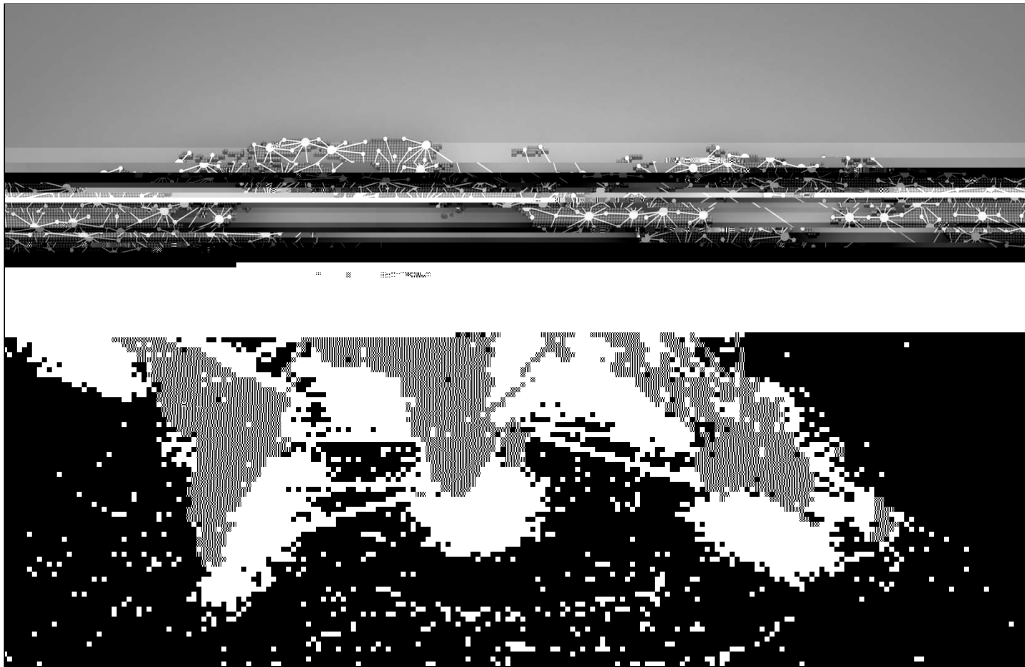
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Directions

Read this passage again. Then you will be asked to write at least two paragraphs based on the passage.

Smaller World, Higher Food Prices



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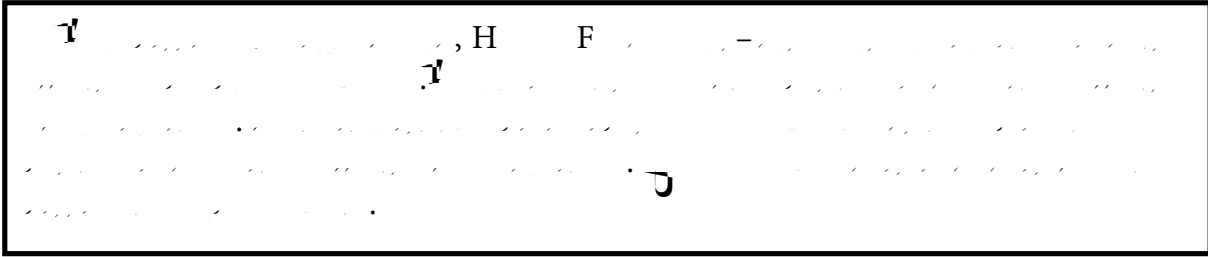
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14 Now read the directions below.



You may plan your writing for Question 14 here, if you wish. Use the space below to organize your ideas about what to write. Your writing on this planning page will NOT count toward your final score.

Write your final answer on Pages 27 and 28.

Planning Page

Extended Constructed Response

Checklist

- Write about the topic.
- Plan your writing from beginning to end.
- Use your own ideas and ideas from the passage.
- Support your answer with details.
- Use complete sentences.
- Check your writing for grammar, capitalization, punctuation, and spelling.

On the lines below, explain the positive and negative effects of globalization. Remember to use your own ideas and ideas from the passage to help you write.

The writing area consists of approximately 15 horizontal lines. Several lines are obscured by black redaction bars, including the first line, the second line, the fourth line, the fifth line, the sixth line, the eighth line, and the tenth line. The remaining lines are visible but empty.

Score 4 – Commanding

- CL: Response contains a variety of expanded and complex sentences.
- QL: Response contains many Tier 2 and/or Tier 3 words and/or phrases used appropriately (e.g., *creating a strong bond between, communicate through trading, get their hands on products, cultural diffusion*).
- CR: Response includes sufficient orientation, logically organized and connected ideas, and closure to provide clear organization.
- DR: Response includes many and varied precisely stated and linked claims and evidence, support, and closure.
- M: Response is clear and contains minimal errors that obscure meaning.

Writing, continued

The goods are constantly being shift from all over the world which means people will get provided with anything they need that they aren't able to get where they live at.

[The remainder of the page contains multiple sets of horizontal lines for writing, which are mostly obscured by heavy black redaction bars.]

FOR TEACHERS ONLY

Speaking

Question	Score	Points
----------	-------	--------

1	0	1
2	0	1 2
3	0	1 2
4	0	1 2
5	0	1 2
6	0	1 2

Writing

Question	Score	Points	No Response
----------	-------	--------	-------------

13	0	1 2 3 4	A
14	0	1 2 3 4	A

