

In the Directions for Administration, the examiner will read:

SAY Please turn to Page 8. Hold up your test booklet and point to Page 8. Now you will listen to a new story⁵.

Eating a Snack

Tom and Lisa eat food from the garden. Tom eats apple slices. They taste good. Lisa eats carrots. The carrots taste good, too. Both children like their snacks.

Pause.

QUESTION 1 (of 3 sample questions)

SAY Look at Page 9. Hold up your test booklet and point to Page 9. **Question 1.**

Listen to these sentences from the story again.

“Lisa eats carrots. The carrots taste good, too.”

Which picture shows what is happening?⁶

Circle the correct picture.

Pause. Give the students time to mark their answer.

¹ More Kindergarten-specific resources are available at <https://www.engageny.org/resource/new-york-state-english-a-second-language-achievement-test-nyseslat-kindergarten> and NYSESLAT Webinette 6 at <https://www.engageny.org/content/nyseslat-webinettes>.

² The Kindergarten NYSESLAT Listening Session is designed to measure a student’s English language proficiency relative to the linguistic demands of the grade level classroom to demonstrate the extent to which students understand language within classroom discourse. Therefore, most Kindergarten Listening items are contextualized within a meaningful academic context.

³ Only the Kindergarten NYSESLAT uses specific item types to capture Targets of Measurement. The Listening item type “Descriptions” requires students to select an image that identifies an object that is described in the story.

⁴ All Listening tasks are aligned to the Commanding Performance Level Description (PLD), which reflects Kindergarten grade-level language. A student’s performance level for Listening (Entering, Emerging, Transitioning, Expanding, or Commanding) is determined by overall performance on the Listening Session.

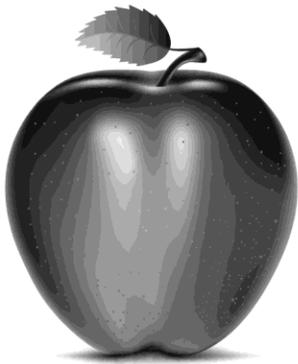
⁵ Only one question is presented here as a sample. Two additional questions associated with the same story are presented as two other Kindergarten Listening samples.

⁶ Listening passages and their corresponding multiple choice items are designed to require no prior background knowledge or experience. Students are assessed on their listening skills in terms of language, not content. When appropriate, an excerpt of the Listening passage is repeated in an item to ensure students are being assessed for language, not memory.

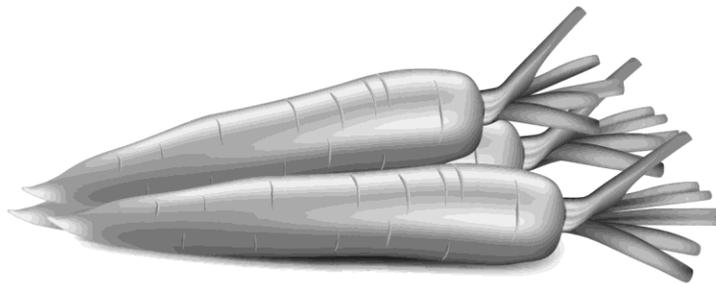
In the Test Booklet⁷, the students will see:

Now you will listen to a new story.

Eating a Snack



Apple



Carrots

⁷ During the Kindergarten Listening Session, students listen to four medium stories and answer two questions associated with each story; they then listen to one long story and answer 4 or 5 questions associated with the story. Only one story is presented here as a sample. Three questions associated with the same story are presented as three samples.

1 Which picture shows what is happening?

A



B



C



TARGET OF MEASUREMENT: TOM.L.K.2

Students can identify illustrated words, phrases, or sentences that **signal or describe key details, sequence, and/or relationships** in grade-level spoken discourse.

HOW ITEM MEASURES TOM.L.K.2

This item requires students to identify an illustrated sentence that signals a key detail of the story. In this item, the KEY is an illustration that signals the key detail that Lisa eats carrots.

HOW ITEM TARGETS THE COMMANDING PERFORMANCE LEVEL

Each TOM is measured through a set of unique item types. A student's individual performance level (Entering through Commanding) depends on the combined responses to the various item types. Therefore, all the item types presented on the NYSESLAT are written to PLD 5.

KEY: A

WHY "A" IS CORRECT: Students who select A are able to identify the illustrated sentence that signals the key detail that Lisa eats carrots.

WHY OTHER CHOICES ARE INCORRECT: Answer choices B and C illustrate other similar ideas related to the story but do not signal the key detail requested.