

In the Directions for Administration, the examiner will read:

Directions: Listen to the sound. Circle the letter that makes the sound.

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

Question 1. Listen to the word jump.

Circle the letter that makes the sound /j/ in the word jump.

Pause. Give the students time to mark their answer.

In the Test Booklet⁴, the students will see:

Directions
 Listen to the sound. Circle the letter that makes the sound.

1

k	j	p
(A)	(B)	(C)

<u>TARGET OF MEASUREMENT: TOM.R.K.3</u>	<u>HOW ITEM MEASURES TOM.R.K.3</u>	<u>HOW ITEM TARGETS THE COMMANDING PERFORMANCE LEVEL</u>
Students can identify basic features of print, sounds, and grade-appropriate words.	This item requires students to identify the letter that makes a specific sound within a word.	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: B		
WHY “B” IS CORRECT: Students who select B are able to identify the letter that makes the /j/ sound in the word “jump.”		
WHY OTHER CHOICES ARE INCORRECT: Answer choices A and C are other letters, one of which is also a sound in the word, although not the targeted sound.		

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 Only the Kindergarten NYSESLAT uses specific item types to capture Targets of Measurement. The Reading item type “Sound-Word Match” requires students to select the letter that makes the sound they hear in a word.

³ All Reading tasks are aligned to the Commanding Performance Level Description (PLD), which reflects Kindergarten grade-level language. A student’s performance level for Reading (Entering, Emerging, Transitioning, Expanding, or Commanding) is determined by the overall performance on the Reading Session.

⁴ During the Kindergarten Reading Session, students answer 18 stand-alone questions written to 6 item types. Only one Sound-Word Match question is presented here as a sample.