

In the Directions for Administration, the examiner will read:

**Directions: Listen to the name of the letter. Circle the letter of the alphabet.**

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

**Question 1. y.**

**Circle the letter y.**

Pause. Give the students time to mark their answer.

In the Test Booklet<sup>4</sup>, the students will see:

**Directions**  
 Listen to the name of the letter. Circle the letter of the alphabet.

**1**

t	p	y
A	B	C

<u>TARGET OF MEASUREMENT: TOM.R.K.4</u>	<u>HOW ITEM MEASURES TOM.R.K.4</u>	<u>HOW ITEM TARGETS THE COMMANDING PERFORMANCE LEVEL</u>
Students can <b>identify one-to-one letter-sound correspondences and high-frequency grade-appropriate words</b> in context.	This item requires students to identify a specific letter of the alphabet.	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.
<b>KEY: C</b>		
<b>WHY “C” IS CORRECT:</b> Students who select C are able to identify the printed letter “y” after listening to the name of the letter.		
<b>WHY OTHER CHOICES ARE INCORRECT:</b> Answer choices A and B are other letters of the alphabet, but are not the targeted letter.		

<sup>1</sup> 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>.

<sup>2</sup> Only the Kindergarten NYSESLAT uses specific item types to capture Targets of Measurement. In the Reading item type “Letter-Sound Recognition” students hear a letter and select the correct letter.

<sup>3</sup> 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.

<sup>4</sup> During the Kindergarten Reading Session, students answer 18 stand-alone questions written to 6 item types. Only one Letter-Sound Recognition question is presented here as a sample.