

In the Directions for Administration, the examiner will read:

Directions: Listen to the word. Circle the correct word.

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

Question 1. can.

Circle the word that spells can.

Pause. Give the students time to mark their answer.

In the Test Booklet⁴, the students will see:

Directions

Listen to the word. Circle the correct word.

1

A

ran

B

man

C

can

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. In the Reading item type “Word Reading 2,” students hear a word and select the correct spelling of the 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 Word Reading 2 question is presented here as a sample.

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