

In the Directions for Administration, the examiner will read:

**(SAY)** Turn to Page 10. You will now read two passages and answer some questions about each passage. When you come to the stop sign on Page 17, you will be finished with this section of the test. You may review this section only, but do not return to the Listening section or go on to the next section. When you are finished, put your pencil down, close your test booklet so the front cover is on top, and look up.<sup>2</sup>

Pause.

**(SAY)** Does everyone understand the directions?

Pause to answer any procedural questions the students may have.

**(SAY)** You may begin.

In the Test Booklet<sup>3</sup>, the students will see:

### Directions

Read the passage. Then answer Question 12. Fill in the correct circle on your answer sheet.

### Magnets



A person talks on a telephone. A student uses a computer at school. A refrigerator door closes and stays closed. A washing machine turns on. In what way are these actions alike? They all use different kinds of magnets.

A magnet comes from a special metal. Many years ago, people in Greece learned that this special metal was able to pull some materials toward it or push other materials away from it. This special metal was called “magnetite.” At that time, people did not understand how the metal worked, so they thought it had mysterious powers.

Today, scientists know much more about magnets and magnetism. They know that magnets can pull some metals, like iron or steel, toward them. Other metals, like gold or silver, are not pulled by magnets. Magnets also do not pull materials such as paper or glass.

Magnetism, or the ability to “pull” metals together, can be useful in many ways. It can be used in machines to pull parts together or in telephones and headphones to help make sounds. Instead of wheels, high speed trains use magnetic force to move.

In the future, the wonderful power of magnetism may also change the way cars, elevators, and other large machines work.

<sup>1</sup> Reading is a section within a Listening, Reading, Writing / Global Theme NYSESLAT Session.

<sup>2</sup> Only one passage and one item are presented here as a sample.

<sup>3</sup> During each of the Reading sections, students read two passages, which may be short, medium, or long, and answer a series of 3–6 questions associated with each passage. The questions for each passage progress in difficulty based on the Performance Level Descriptions (PLDs). Not all PLDs are represented with each passage. Only one passage and one item are presented here as a sample. For more information, please see NYSESLAT Webinette Series on EngageNY at <https://www.engageny.org/content/nyseslat-webinettes>.

**12** Read these paragraphs from the passage again.

“Magnetism, or the ability to ‘pull’ metals together, can be useful in many ways. It can be used in machines to pull parts together or in telephones and headphones to help make sounds. Instead of wheels, high speed trains use magnetic force to move.

In the future, the wonderful power of magnetism may also change the way cars, elevators, and other large machines work.”

Which word helps tell the meaning of force?

- A Machines
- B Sounds
- C Future
- D Power

<b><u>TARGET OF MEASUREMENT:</u></b> <b><u>TOM.R.3–4.3</u></b>	<b><u>HOW ITEM MEASURES TOM.R.3–4.3</u></b>	<b><u>HOW ITEM TARGETS THE</u></b> <b><u>TRANSITIONING PERFORMANCE LEVEL</u></b>
Students can determine <i>the literal or figurative meaning</i> of Tier 1 and <i>some Tier 2 vocabulary</i> in a grade-level text.	This item requires students to <i>determine the literal meaning of a Tier 2 word</i> in a grade-level text. In this item, “force” is a grade-level Tier 2 word.	This item requires students to identify a context clue in grade-level text to <i>determine the literal meaning of some Tier 2 words</i> . In this item, the answer choices are words appropriate for the Transitioning level.
<b>KEY: D</b>		
<b>WHY “D” IS CORRECT:</b> Students who select “D” are able to identify a context clue in the passage that determines the meaning of a grade-level Tier 2 word, “force.”		
<b>WHY OTHER CHOICES ARE INCORRECT:</b> Answer choices A, B, and C are other words from the passage that do not provide a context clue for the target word.		