

*In the Directions for Administration, the examiner will read:*

**SAY** Look at Page 3. Hold up your test booklet and point to Page 3. Now you will listen to a new story<sup>5</sup>.

**Jan's Plan**

Yesterday, Jan planted a seed. Now she waits for it to grow.

Today, the sun is shining. Jan wishes for rain. Rain will help her seed grow.

"Rain, rain, come today. Sun, sun, go away," Jan sings.

Later, Jan looks outside. It is raining! Her song worked! Now, her seed can grow. The seed will soon be a plant.

Pause.

**QUESTION 1**

**SAY** Now turn to Page 4. Hold up your test booklet and point to Question 1. **Question 1.**

Listen to the story again. Then I will ask you a question about the order that things happen in the story.

"Yesterday, Jan planted a seed. Now she waits for it to grow.

Today, the sun is shining. Jan wishes for rain. Rain will help her seed grow.

'Rain, rain, come today. Sun, sun, go away,' Jan sings.

Later, Jan looks outside. It is raining! Her song worked! Now, her seed can grow. The seed will soon be a plant."

Which group of pictures shows the order that things happen in the story?<sup>6</sup>

Circle the correct group of pictures.

Pause. Give the students time to mark their answer.

<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> 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.

<sup>3</sup> Only the Kindergarten NYSESLAT uses specific item types to capture Targets of Measurement. The Listening item type "Story Order" requires students to select an image or group of images that show the order of events or identify what happens first or last.

<sup>4</sup> 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.

<sup>5</sup> Only one question is presented here as a sample.

<sup>6</sup> 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 Booklet<sup>7</sup>, the students will see:

Now you will listen to a new story.

### Jan's Plan

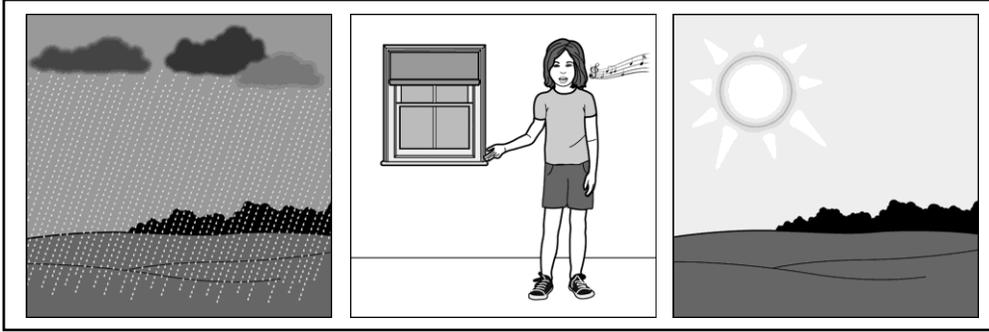


---

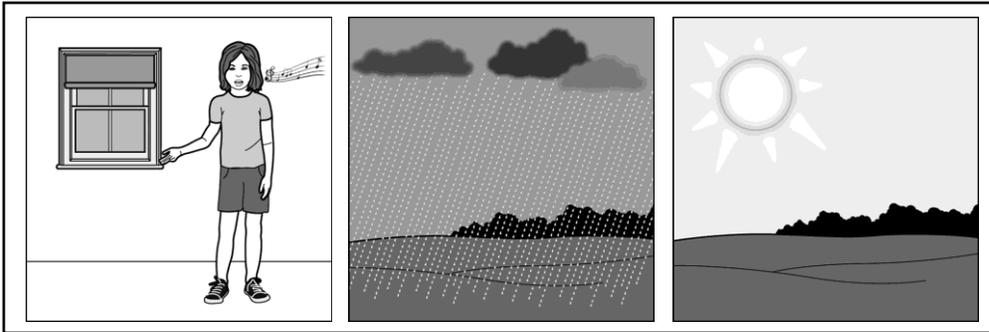
<sup>7</sup> During the Kindergarten Listening Session, students listen to four medium stories and answer two questions associated with each story; they then listen to one long story and answer 4 or 5 questions associated with the story. Only one story and one question are presented here as a sample.

1 Which group of pictures shows the order that things happen in the story?

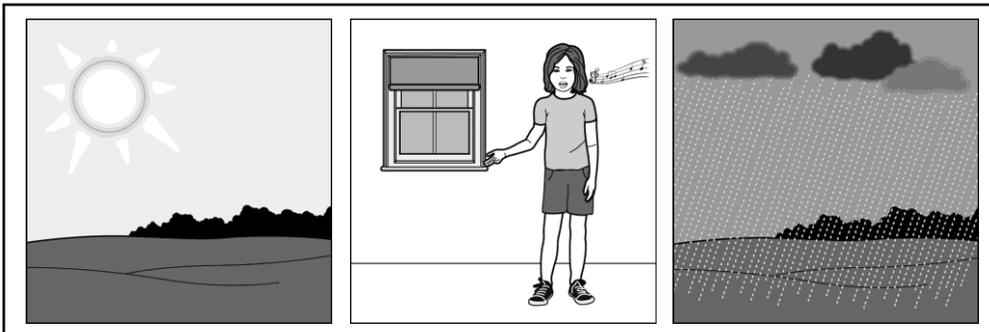
A



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 illustrated sentences that signal a correct sequence described in the story. In this item, the KEY includes illustrations that signal the correct sequence of the sun shining, Jan singing, and then rain falling.

**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: C**

**WHY "C" IS CORRECT:** Students who select C are able to identify illustrated sentences that signal the correct sequence of events in the story; the sun shining, Jan singing, and then the rain falling.

**WHY OTHER CHOICES ARE INCORRECT:** Answer choices A and B illustrate the same events from the story, but they are not shown in the correct sequence.