

In the Directions for Administration, the examiner will read:

SAY Look at Page 21. Hold up your test booklet and point to Page 21. Now we will do something different.

Directions: Listen to some short stories⁵. After each story, you will answer one question about that story. Circle the correct answer.

Pause.

QUESTION 16

SAY Question 16. Hold up your test booklet and point to Question 16. Now listen to this story.

Marta is sleeping in her bed. She needs rest. Tomorrow is another school day!

Which picture shows Marta sleeping in her bed?⁶

Circle the correct picture.

Pause. Give the students time to mark their answer.

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 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.

³ Only the Kindergarten NYSESLAT uses specific item types to capture Targets of Measurement. The Listening item type "Character-Image Sorting" requires students to select an image that identifies a character in a story.

⁴ 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.

⁵ Only one story and one question are presented here as a sample.

⁶ 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 Booklet⁷, the students will see:

Directions

Listen to some short stories. After each story, you will answer one question about that story. Circle the correct answer.

16 Which picture shows Marta sleeping in her bed?

A



B



C



⁷ During the Kindergarten Listening Session, students listen to 6 or 7 short stories with one associated question each. Only one story and one question are presented here as a sample.

<p><u>TARGET OF MEASUREMENT: TOM.L.K.1</u></p> <p>Students can identify illustrated words, phrases, or sentences that signal important individuals, events, a narrator, and/or the main idea in grade-level spoken discourse.</p>	<p><u>HOW ITEM MEASURES TOM.L.K.1</u></p> <p>This item requires students to work with images from the story to identify the event of Marta sleeping in her bed.</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: A WHY “A” IS CORRECT: Students who select A are able to identify the correct illustration that signals the important event of Marta sleeping in her bed.</p>		
<p>WHY OTHER CHOICES ARE INCORRECT: Answer choices B and C illustrate other ideas from the story.</p>		