

In the Directions for Administration, the examiner will read:

SAY Look at Page 25. Hold up your test booklet and point to Page 25. 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 20

SAY Question 20. Hold up your test booklet and point to Question 20.

James is brushing his teeth to keep them clean.

What is James doing?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 "Word Recognition" requires students to select an image that shows the correct action in the correct tense.

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.

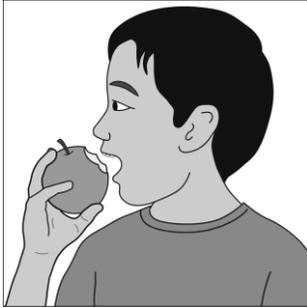
In the Test Booklet⁷, the students will see:

Directions

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

20 What is James doing?

(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>TARGET OF MEASUREMENT: TOM.L.K.3</p> <p>Students can determine the meaning of Tier 1 and some Tier 2 vocabulary in grade-level spoken discourse.</p>	<p>HOW ITEM MEASURES TOM.L.K.3</p> <p>This item requires students to determine the meaning of Tier 1 and some Tier 2 vocabulary; in this case, “brushing his teeth.”</p>	<p>HOW ITEM TARGETS THE COMMANDING PERFORMANCE LEVEL</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 determine the meaning of the Tier 1 and Tier 2 vocabulary, “brushing his teeth,” in the short story.</p>		
<p>WHY OTHER CHOICES ARE INCORRECT: Answer choices A and B illustrate James’ teeth, but are incorrect actions.</p>		