In the Directions for Administration, the examiner will read:

**SAY** Please turn to Page 8. Hold up your test booklet and point to Page 8. Now you will listen to a new story.

**Eating a Snack**

Tom and Lisa eat food from the garden. Tom eats apple slices. They taste good. Lisa eats carrots. The carrots taste good, too. Both children like their snacks.

Pause.

**QUESTION 2 (of 3 sample questions)**

**SAY** Now turn to Page 10. Hold up your test booklet and point to Question 2. Question 2.

Listen to these sentences from the story again. Then I will ask you a question about the word **eat**.

“Tom and Lisa **eat** food from the garden.”

“Both children like their snacks.”

Which word helps tell what **eat** means?

Answer A says “food”
Answer B says “garden”
Answer C says “both”

Circle the word that helps tell what **eat** means.

Pause. Give the students time to mark their answer.

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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 “Words from Context” requires students to select the word(s) that helps explain the meaning of the target word.

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 question is presented here as a sample. Two additional questions associated with the same story are presented as two other Kindergarten Listening samples.

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.
Now you will listen to a new story.

Eating a Snack

Apple

Carrots

7 During the Kindergarten Listening test, 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 is presented here as a sample. Three questions associated with the same story are presented as three samples.
Which word helps tell what *eat* means?

A  food  
B  garden  
C  both

**TARGET OF MEASUREMENT: TOM.L.K.3**

Students can determine the meaning of Tier 1 and some Tier 2 vocabulary in grade-level spoken discourse.

**HOW ITEM MEASURES TOM.L.K.3**

This item requires students to determine which words provide context to help explain the meaning of Tier 1 word; in this case “eat.”

**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:** A

*WHY “A” IS CORRECT:* Students who select A are able to determine the word in the repeated text that provides context clues for the target word, in this case the Tier 1 word, “eat.”

*WHY OTHER CHOICES ARE INCORRECT:* Answer choices B and C are other words in the repeated text but do not provide context clues for the word “eat.”