

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. You will answer the next questions in the same way⁵. Do not answer out loud. You will circle each answer in your test booklet.

Listen to the story.

Making Lunch

Today, Angie and Mom are making a salad for lunch. First, Mom finds a big bowl. She puts lettuce into it. Next, Angie adds a large cup of onions, peppers, and carrots. Mom mixes everything together. Then, Angie helps Mom put the salad into small bowls. Finally, Angie puts the salad on the table while Mom makes sandwiches. When everything is ready, they will eat!

Pause.

QUESTION 1

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

Directions: Answer Question 1. Circle the correct group of pictures in your test booklet.

Pause.

SAY Question 1. Which group of pictures shows what Mom and Angie use to make the salad?⁶

Circle the correct group of pictures.

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 "Development of Ideas-Image Sorting" requires students work with images from the story to determine development of an idea.

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.

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:

Listen to the story.

Making Lunch



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

Directions

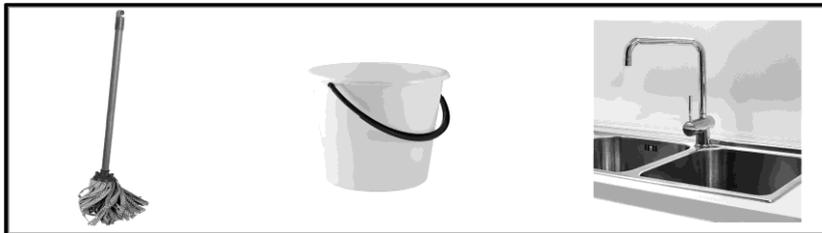
Answer Question 1. Circle the correct group of pictures in your test booklet.

1 Which group of pictures shows what Mom and Angie use to make the salad?

(A)



(B)



(C)



TARGET OF MEASUREMENT: TOM.L.K.4

Students can identify illustrated language structures in grade-level spoken discourse. Language structure is defined at this grade band as words, phrases, and sentences that **together develop a story, a description, or a sequence of events.**

HOW ITEM MEASURES TOM.L.K.4

This item requires students to identify illustrated language structures (words, phrases, sentences) that together develop a story, or description; in this case, what Mom and Angie use to make the salad.

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 identify the group of pictures that shows what Mom and Angie use to make the salad; in this case, a bowl, a cup, and carrots.

WHY OTHER CHOICES ARE INCORRECT: Answer choices B and C are pictures showing items that do not relate to the development of the story.