In the Directions for Administration, the examiner will read:

**Directions:** Listen to the sound. Circle the letter that makes the sound.

**SAY**  Look at Question 1. Hold up your test booklet and point to Question 1.

**Question 1.** Listen to the word **jump**.

Circle the letter that makes the sound /j/ in the word **jump**.

Pause. Give the students time to mark their answer.

**In the Test Booklet**,

- **Directions**
  - Listen to the sound. Circle the letter that makes the sound.

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**A**  **B**  **C**

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

Students can identify basic features of print, sounds, and grade-appropriate words.

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

This item requires students to identify the letter that makes a specific sound within a word.

**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: B**

**WHY “B” IS CORRECT:** Students who select B are able to identify the letter that makes the /j/ sound in the word “jump.”

**WHY OTHER CHOICES ARE INCORRECT:** Answer choices A and C are other letters, one of which is also a sound in the word, although not the targeted sound.

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1 More Kindergarten-specific resources are available at [https://www.engageny.org/resource/new-york-state-english-a-second-language-achievement-test-nyseslat-kindergarten](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](https://www.engageny.org/content/nyseslat-webinettes).

2 Only the Kindergarten NYSESLAT uses specific item types to capture Targets of Measurement. The Reading item type “Sound-Word Match” requires students to select the letter that makes the sound they hear in a word.

3 All Reading tasks are aligned to the Commanding Performance Level Description (PLD), which reflects Kindergarten grade-level language. A student’s performance level for Reading (Entering, Emerging, Transitioning, Expanding, or Commanding) is determined by the overall performance on the Reading Session.

4 During the Kindergarten Reading Session, students answer 18 stand-alone questions written to 6 item types. Only one Sound-Word Match question is presented here as a sample.