In the Directions for Administration, the examiner will read:

Directions: Listen to the sentence. Circle the word that is missing in the sentence.

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

   Question 1. The balloon goes up.

   Circle the word that is missing in the sentence.

Pause. Give the students time to mark their answer.

In the Test Booklet, the students will see:

Directions

Listen to the sentence. Circle the word that is missing in the sentence.

The balloon goes ___.

A  at
B  up
C  on

---


2 Only the Kindergarten NYSESLAT uses specific item types to capture Targets of Measurement. In the Reading item type “Sentence Reading,” students hear a complete sentence, and see the sentence with a word missing. Students select the word that is missing.

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 Sentence Reading question is presented here as a sample.
<table>
<thead>
<tr>
<th>TARGET OF MEASUREMENT: TOM.R.K.4</th>
<th>HOW ITEM MEASURES TOM.R.K.4</th>
<th>HOW ITEM TARGETS THE COMMANDING PERFORMANCE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can <strong>identify one-to-one letter-sound correspondences and high-frequency grade-appropriate words</strong> in context.</td>
<td>This item requires students to identify high-frequency grade-appropriate words in context.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**KEY: B**

**WHY “B” IS CORRECT:** Students who select B are able to identify the word “up” as the word that correctly completes the sentence.

**WHY OTHER CHOICES ARE INCORRECT:** Answer choices A and C are other prepositions, but they are not the correct ones.