

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<sup>4</sup>, the students will see:

**Directions**

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

**1**



The balloon goes \_\_\_\_ .

**A**

at

**B**

up

**C**

on

<sup>1</sup> 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>.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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.

<p><b><u>TARGET OF MEASUREMENT: TOM.R.K.4</u></b></p> <p>Students can <b>identify one-to-one letter-sound correspondences and high-frequency grade-appropriate words</b> in context.</p>	<p><b><u>HOW ITEM MEASURES TOM.R.K.4</u></b></p> <p>This item requires students to identify high-frequency grade-appropriate words in context.</p>	<p><b><u>HOW ITEM TARGETS THE COMMANDING PERFORMANCE LEVEL</u></b></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><b>KEY: B</b>  <b>WHY "B" IS CORRECT:</b> Students who select B are able to identify the word "up" as the word that correctly completes the sentence.</p>		
<p><b>WHY OTHER CHOICES ARE INCORRECT:</b> Answer choices A and C are other prepositions, but they are not the correct ones.</p>		