

In the Directions for Administration, the examiner will read:

(SAY) Look at the directions on Page 2. Directions: Listen to the passage. Then answer Question 1. Fill in the correct oval in your test booklet. The question will be read only once.²
Now listen carefully.
The title of the passage is “Tulips.”

(SAY) Tulips are pretty flowers that grow in many colors. They can be light or dark. They can be tall or short. Many tulips grow on big farms in Holland. This country grows the most tulips. Holland sends their tulips to many places. It sends some tulips to the United States.

Pause for about 5 seconds.

(SAY) Look at Question 1. Listen to these sentences from the passage again.
“Tulips are pretty flowers that grow in many colors. They can be light or dark.”

Which word tells the meaning of they?

- A Pretty
- B Flowers
- C Grow
- D Many

Pause for about 15 seconds.

¹ Listening is a section within a Listening, Reading, Writing / Global Theme NYSESLAT Session.

² Only one passage and one item are presented here as a sample.

In the Test Booklet³, the students will see:

Directions

Listen to the passage. Then answer Question 1. Fill in the correct oval in your test booklet.

Tulips



1 Which word tells the meaning of they?

- (A) Pretty
- (B) Flowers
- (C) Grow
- (D) Many

TARGET OF MEASUREMENT:
TOM.L.1–2.1

Students can identify words, phrases, or sentences that *signal important* individuals, *ideas*, events, a narrator, and/or the main idea in grade-level spoken discourse.

HOW ITEM MEASURES TOM.L.1–2.1

This item requires students to identify a word that *signals an important idea* in grade-level spoken discourse; in this case, “Flowers” signals the meaning of “they.”

HOW ITEM TARGETS THE ENTERING PERFORMANCE LEVEL

This item requires students to identify, with substantial support, a word that *signals an important idea* in grade-level spoken discourse. In this item, substantial support is provided by repeating only the first two sentences from the passage and having the answer choices focus on common Tier 1 words from the repeated excerpt of the passage.

KEY: B

WHY “B” IS CORRECT: Students who select “B” are able to identify a word from a repeated excerpt of the passage which signals an important idea indicated by “they.”

WHY OTHER CHOICES ARE INCORRECT: Answer choices A, C, and D are other words from the excerpt of the passage that signal details.

³ During each of the Listening sections, students listen to two passages, which may be short or long, and answer a series of 3–6 questions associated with each passage. The questions for each passage progress in difficulty based on the Performance Level Descriptions (PLDs). Not all PLDs are represented with each passage. Only one passage and one item are presented here as a sample. For more information, please see NYSESLAT Webinette Series on EngageNY at <https://www.engageny.org/content/nyseslat-webinettes>.