

In the Directions for Administration, the examiner will read:

SAY Turn to Page 10. You will now read two passages and answer some questions about each passage. When you come to the stop sign on Page 16, you will be finished with this section of the test. You may review this section only, but do not return to the Listening section or go on to the next section. When you are finished, put your pencil down, close your test booklet so the front cover is on top, and look up.²

Pause.

SAY Does everyone understand the directions?

Pause to answer any procedural questions the students may have.

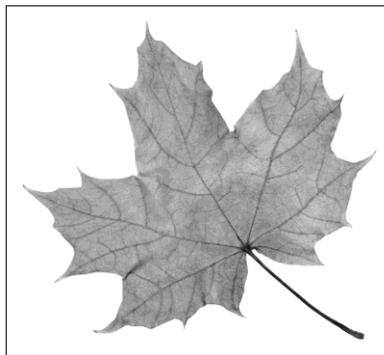
SAY You may begin.

In the Test Booklet³, the students will see:

Directions

Read the passage. Then answer Question 11. Fill in the correct oval in your test booklet.

Learning About Leaves



Leaf

It is fall, and the students look at a leaf. The teacher points to the lines on the leaf. The lines help the tree get food and water.

11 Which words tell what the students do?

- A Look at a leaf
- B Points to the lines
- C Help the tree
- D Get food and water

¹ Reading 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.

³ During each of the Reading sections, students read two passages, which may be short, medium, 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>.

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| <p>TARGET OF MEASUREMENT: TOM.R.1–2.1</p> <p>Students can identify words, phrases, or sentences that <i>signal important</i> individuals, ideas, <i>events</i>, a narrator, and/or the main idea in a grade-level text.</p> | <p>HOW ITEM MEASURES TOM.R.1–2.1</p> <p>This item requires students to identify words from expanded sentences in a grade-level text that <i>signal important events</i>. In this item, “Look at a leaf” signals what the students do.</p> | <p>HOW ITEM TARGETS THE EXPANDING PERFORMANCE LEVEL</p> <p>This item requires students to identify simple, expanded, or complex sentences in a grade-level text that <i>signal important events</i>. In this item, the words in the answer choices all come from expanded sentences in the passage. The entire sentences cannot always be used due to the inclusion of important information which would clue the KEY.</p> |
| <p>KEY: A</p> <p>WHY “A” IS CORRECT: Students who select “A” are able to identify words from an expanded sentence in the passage that signals the important event telling what the students do.</p> | | |
| <p>WHY OTHER CHOICES ARE INCORRECT: Answer choices B, C, and D are other words in the passage that signal other events.</p> | | |