

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 20, 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.

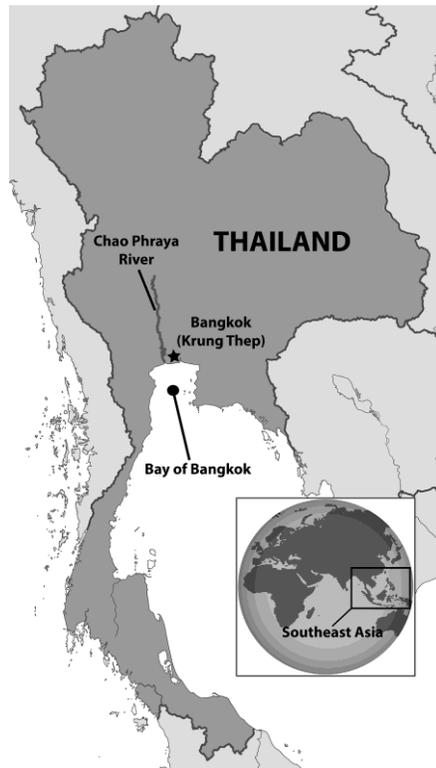
SAY You may begin.

In the Test Booklet³, the students will see:

Directions

Read the passage. Then answer Question 12. Fill in the correct circle on your answer sheet.

Bangkok (Krung Thep), Thailand's History



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>.

Often, the capital city is the most well-known city in a country. This is especially true for Thailand, a country in Southeast Asia. Many historians consider Bangkok, the capital city of Thailand, to be the center of Thailand's history. Bangkok is also called Krung Thep.

Bangkok has been an important city since the 1400s. During the city's early years, Bangkok was Thailand's major center of trade because the Chao Phraya River flowed through the city and into the Bay of Bangkok. Artificial waterways and canals also ran through the capital, allowing goods to be delivered by water traffic. These waterways were initially designed for travel by the royal family. Eventually, the waterways expanded to create a network of travel for many different people.

As Thailand began doing business with neighboring countries, international trade grew. At the same time, Europe was in the midst of colonial expansion and conquest. Countries such as France, Portugal, and Britain each wanted to conquer and claim the land of the Asian kingdom as their own. In the early 1800s, Bangkok remained small. Yet, the rulers and people of Bangkok defended themselves against the European powers. In 1855, instead of being conquered, Thailand, then known as Siam, signed the Bowring Treaty with Britain. The agreement increased foreign trade in Thailand. Because of this, Britain and other European countries continued to have an immense amount of influence on education, art, and industry throughout Thailand.

Much of Bangkok's past is still present today. Dozens of waterways still cross Bangkok. Trade by water transport remains just as important for Thailand now as it was centuries ago. However, roads and railroads, signs of European influence, can now be seen alongside canals and rivers in the capital and the rest of Thailand.

12 Read these phrases from the passage again.

“As Thailand began doing business with neighboring countries”

“The agreement increased foreign trade”

“Trade by water transport remains just as important for Thailand now”

Which idea do these phrases support?

- A Thailand has decreased its foreign trade.
- B Thailand depends on trading goods with other countries.
- C Foreign trade is not important in Thailand.
- D Foreign trade occurs only by roads and railroads in Thailand.

TARGET OF MEASUREMENT: TOM.R.9–12.5	HOW ITEM MEASURES TOM.R.9–12.5	HOW ITEM TARGETS THE TRANSITIONING PERFORMANCE LEVEL
Students can <i>identify significant</i> elements, connections, relationships, topics, and/or <i>themes</i> that are established by text structures. Text structures are defined here as words, phrases, and sentences that work together to determine elements, connections, and topics in grade-level texts.	This item requires students to <i>identify a significant theme</i> that is established by phrases within a grade-level text. In this item, the theme is that Thailand depends on trading goods with other countries.	This item requires students to <i>identify a significant theme</i> that is established by phrases from a grade-level text. These quoted phrases come from throughout the passage and support a theme. The answer choices are possible general themes that are not directly quoted from the passage.
<p>KEY: B WHY “B” IS CORRECT: Students who select “B” are able to identify the correct significant theme that has been established by the phrases from the passage.</p>		
<p>WHY OTHER CHOICES ARE INCORRECT: Answer choices A, C, and D are other possible significant themes, but they are not supported by the three phrases given in the item stem.</p>		