In the Directions for Administration, the examiner will read:

Directions: Listen to the word. Circle the correct word.

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

Question 1. This is a picture of a boy.

Circle the word that spells boy.

Pause. Give the students time to mark their answer.

In the Test Booklet, the students will see:

Directions
Listen to the word. Circle the correct word.

1

A  boy
B  toy
C  joy

2 Only the Kindergarten NYSESLAT uses specific item types to capture Targets of Measurement. In the Reading item type “Word Reading 1,” students hear a word and see a picture, then select the word that spells what the picture is.
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 Word Reading 1 question is presented here as a sample.
<table>
<thead>
<tr>
<th>TARGET OF MEASUREMENT: TOM.R.K.3</th>
<th>HOW ITEM MEASURES TOM.R.K.3</th>
<th>HOW ITEM TARGETS THE COMMANDING PERFORMANCE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can identify basic features of print, sounds, and grade-appropriate words.</td>
<td>This item requires students to identify a grade-appropriate word.</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 NYSELAT are written to PLD 5.</td>
</tr>
</tbody>
</table>

**KEY: A**  
WHY “A” IS CORRECT: Students who select A are able to identify the word “boy” after looking at a picture depicting the word.  
WHY OTHER CHOICES ARE INCORRECT: Answer choices B and C are other words with similar ending sounds, but are not the targeted word.