

New York State Testing Program



NYSESLAT

**Turnkey Training
for Speaking**

Outcomes for Participants

- Understand how to administer the NYSESLAT Speaking test
- Gain experience in scoring the NYSESLAT Speaking test
- Develop skills in providing local training in NYSESLAT administration and scoring

Speaking Test Format

12 Items*

Theme 1	1	Emerging
	2	Transitioning
	3	Expanding
	4	Commanding
Theme 2	5	Emerging
	6	Transitioning
	7	Expanding
	8	Commanding
Theme 3	9	Emerging
	10	Transitioning
	11	Expanding
	12	Commanding

*The Speaking test does not include items targeted to the Entering level. Instead, a score of Entering is determined based on student performance on Emerging-level Speaking questions.

Rubric

- Scoring rubric is aligned to item level
- Two-point rubric for Emerging items
- Three-point rubric for Transitioning, Expanding, and Commanding items

Educator Review

- NYS teachers reviewed and provided extensive feedback on all field test items.
- Examples of how recent educator feedback has shaped the Speaking test:
 - ◇ Page number in the Directions for Administration (DFA) is given for examiner if Skipping Rule is used
 - ◇ Changes to pointing directions to facilitate administration
 - ◇ Updated warm-up questions
 - ◇ Test question numbers in the DFA are now next to the prompt rather than the introduction to the question
 - ◇ Addition of ***[FOLLOW-UP]: Tell me more*** to Transitioning items where appropriate for the student response
 - ◇ Addition of ***Why? [OR] Why not?*** to Expanding and Commanding items where appropriate for the prompt

Administration—Tips

- Test starts with **warm-up and sample questions**
- Provides an opportunity for the examiner to remind students to respond in English using their own words and to speak loudly enough so the examiner can hear
- Allows the examiner to practice working with the student so that the scored portion goes smoothly
- Script provides modeling and rephrasing support at the Emerging level

Administration—Tips (Continued)

- Remember to read slowly, but naturally, and exactly as written in the Directions for Administration
 - ◇ Read over the whole DFA and Test Booklet before administration
 - ◇ Practice administering with pointing, page turns, etc.
 - ◇ Remind your colleagues to do the same

Administration—Tips (Continued)

- Wait a minimum of 5 seconds for response
 - ◇ After every question before going on to the next question
 - ◇ Offer rephrasing **after** 5 seconds **only if** it is an **Emerging question** and the DFA includes rephrasing
 - ◇ Move on to the next question **5 seconds after rephrasing** so that the student is at ease
 - ◇ The **examiner can provide additional wait time** if it appears that the student is still thinking about how to answer.

Skipping Rules

- **Follow the Skipping Rule in the DFA instructions precisely.**

In general, the Skipping Rule applies if the student provides:

- ◇ no response
- ◇ only “yes,” “no,” or “I don’t know” to the two previous questions
- ◇ a response completely in a language other than English

- If the student gives no response to previous items, **Skipping Rule** applies to items:

- ◇ 3 and 4
- ◇ 7 and 8
- ◇ 11 and 12

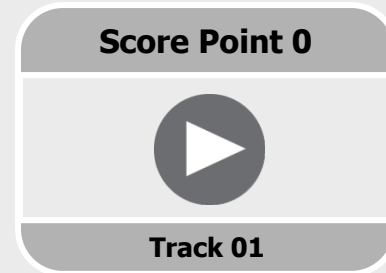
- For questions where the skipping rule is allowed, the text is marked with a ***[SKIPPING RULE]*** bracket.

Skipping Rules in Practice

Theme 1	Emerging
	Transitioning
	Skip?
	Expanding
	Commanding
Theme 2	Emerging
	Transitioning
	Skip?
	Expanding
	Commanding
Theme 3	Emerging
	Transitioning
	Skip?
	Expanding
	Commanding
END	



For any items that are skipped, write the letter "S" on the Speaking Score Sheet, instead of a score for that item. This is also described on the Score Sheet.



Q1: Student says "No."

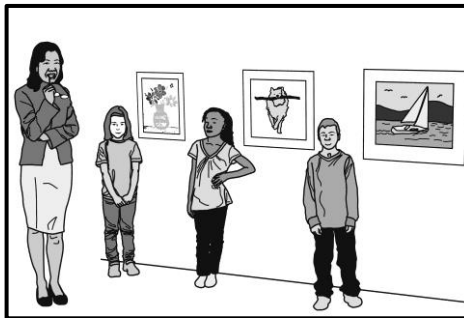
[Teacher uses rephrasing.]

Student says "No."

Q2: Student says "No."

Pointing

- Pointing directions are provided for Speaking questions. These pointing directions should be used as scripted.
- Practice pointing when reading through the DFA.
- Pointing directions are usually at the beginning of a sentence or a clause, however, the placement of directions can vary.



SAY

Question 1: [POINT to WOMAN] **The principal is visiting this school's art show.**

[POINT to CHILD IN FRONT OF DOG PICTURE] **This child drew a dog.**

Tell me about the other pictures.

Rephrasing (Emerging Level Only)

- ◇ Rephrasing text is provided to use when a student:
 - **does not respond to the question,**
 - **does not respond to the question in English, or**
 - **does not understand the question.**
- ◇ Rephrasing may only be used once per question and must be read as written.
- ◇ In the specific questions where it appears, rephrasing text is marked with a **[REPHRASING]** bracket, and the text to be read out loud to the examinee is printed in ***bold italic text***.

SAY Question 1: [POINT to WOMAN] **The principal is visiting this school's art show.**

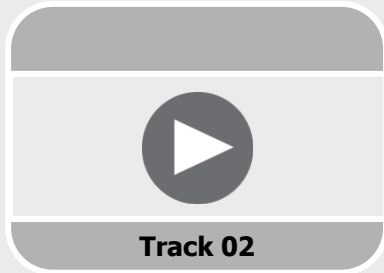
[POINT to CHILD IN FRONT OF DOG PICTURE] **This child drew a dog.**

Tell me about the other pictures.

Pause for about 5 seconds for the student to respond. If the student gives no response,

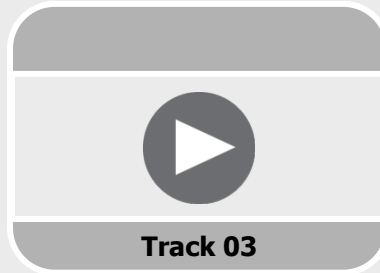
[REPHRASING]: [POINT to CHILD IN FRONT OF DOG PICTURE] ***One student made a picture of a dog. What else do you see?***

Rephrasing Samples



"Racing? Um... I don't understand."

Note: Teacher should have used rephrasing, but did not.



Tell me ways to do research at the library.

(Student does not respond)

[Teacher uses rephrasing.]

Gregory uses different things to do research. He can use books. What can Gregory use at the library?

"Information"



Tell me ways to do research at the library.

"mm...can you repeat please?"

[Teacher uses rephrasing.]

Gregory uses different things to do research. He can use books. What can Gregory use at the library?

"I don't know."

Modeling

- In the DFA, all **Emerging** items include a model of the expected response.
- The purpose of modeling is to provide students with an example of what their response should sound like.
- The Modeling text is NOT printed in the student test booklet.
- Please emphasize in your local training that Modeling provides additional support to students.

SAY Question 1: [POINT to WOMAN] **The principal is visiting this school's art show.**

[POINT to CHILD IN FRONT OF DOG PICTURE] **This child drew a dog.**

Tell me about the other pictures.

Pause for about 5 seconds for the student to respond. If the student gives no response,

[REPHRASING]: [POINT to CHILD IN FRONT OF DOG PICTURE] ***One student made a picture of a dog. What else do you see?***

This is
Modeling text

Repetition

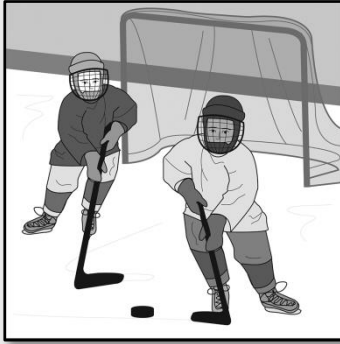
Scenario	Response
Student does not understand initial directions (<i>before</i> the test items are presented).	All <u>directions and sample questions</u> may be repeated to students as necessary. <i>You may supplement only the directions with your own explanations in English to assist the students with test-taking procedures.</i>
Examiner cannot hear the student response because of student volume or an interruption.	If, during testing, a student response is inaudible because of the volume of a student's voice, or an interruption, such as the bell, ask that student, "Please repeat that so that I can hear you."
Student asks for repetition of a prompt.	<ol style="list-style-type: none">1. Do not repeat the prompt.2. If a student asks about a specific test item ("Is this right?"), give a neutral response, such as "You should simply say what you think is right."

Application of the Holistic Speaking Rubric

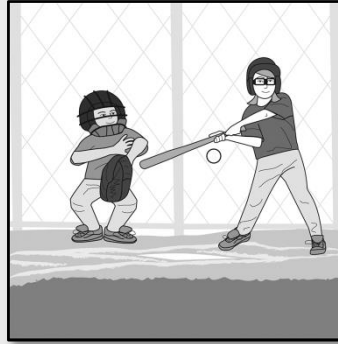
- Review the rubric, the Speaking Scoring Guide, the test questions, and practice applying the rubric using the Speaking Exemplars CD.
- Student responses are evaluated for total, overall performance.
- Scores are assigned based on the criteria delineated in the rubric.
 - ◇ Look at **all** aspects of the rubric.
 - ◇ Response does not have to include **all** aspects of the rubric to merit a rating at that level.
 - ◇ Conversely, response should include **most** aspects of the rubric to merit a rating at that level.
 - ◇ Listen carefully and judge which rubric level **best** matches **all** aspects of the response.
 - ◇ The NYSESLAT is a test of **language**.
 - ◇ Do **not** penalize students for response with incorrect content (e.g., New York City is the capital of New York). Rate the **language**.

Emerging Level Items

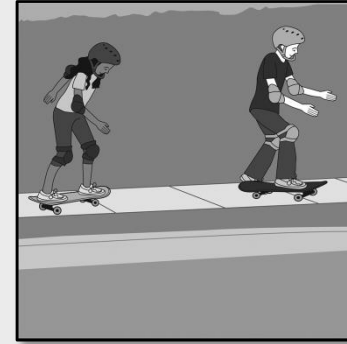
1.



2.



3.



- **Always** accompanied by a **graphic**
- Examiner gives **context**
 - ◇ *People use things made of wood to play sports. These pictures show children using wooden equipment to play sports.*
- Examiner **models** a sample response
 - ◇ [POINT to PICTURE 1] *These children are using wooden hockey sticks to play hockey.*
- Examiner **asks** question
 - ◇ *Tell me other ways children can use wooden equipment.*
- Examiner **rephrases** if examinee does not respond
 - ◇ *Wood is used for some sports. [POINT to PICTURE 1] These children are playing hockey with wooden sticks.*
 - [POINT to PICTURES 2 AND 3] *What are the other children doing with things made of wood?*

Emerging Level Item Rubric

Score 0

- No response
- Responds with "yes," "no," or "I don't know"
- Responds completely in a language other than English
- Uses one word to respond
- Does not express a complete thought or idea
- Unintelligible

Score 1

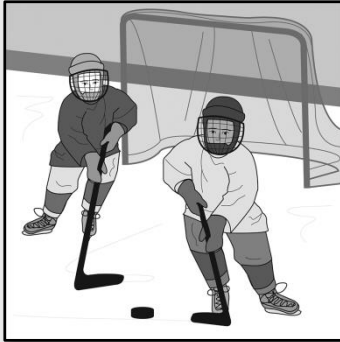
- Uses multiple words, short phrases, or sentences to respond
- Partially expresses thoughts and ideas
- Frequent errors may obscure meaning

Score 2

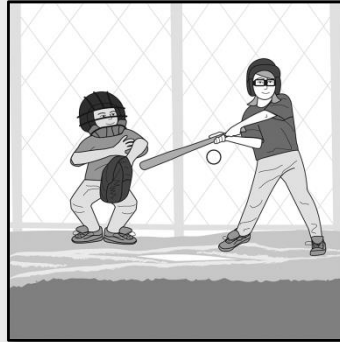
N/A

Grades 1–2 Emerging Samples

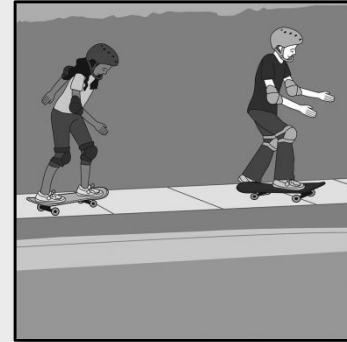
1.



2.



3.



Context: People use things made of wood to play sports. These pictures show children using wooden equipment to play sports.

Modeling: [POINT to PICTURE 1] These children are using wooden hockey sticks to play hockey.

Question: Tell me other ways children can use wooden equipment.

Rephrasing: Wood is used for some sports. [POINT to PICTURE 1] These children are playing hockey with wooden sticks. [POINT to PICTURES 2 AND 3] What are the other children doing with things made of wood?

Score Point 0



Track 05

*"Skating . . .
I don't know."*

Score Point 1



Track 06

*"Other children could use
. . . um . . . To play . . .
um . . . baseball because
it's a wood . . ."*

Transitioning Level Items

1.



2.



- **Always** accompanied by a **graphic**

- Examiner gives **context**

- ◇ *Visitors to some historical sites can experience how people lived long ago. These students are preparing food the same way the Seneca people did long ago when they lived at this site.*

- Examiner **does not model** a sample response

- Examiner **asks** question

- ◇ *Tell me how they are preparing food.*

- Examiner **does not rephrase or repeat** if examinee does not respond

- Examiner may use follow-up when more language is needed “*Tell me more.*”

Transitioning Level Item Rubric

Score 0

- No response
- Responds with “yes,” “no,” or “I don’t know
- Responds completely in a language other than English
- Uses one word to respond
- Does not express a complete thought or idea
- Unintelligible
- Errors may totally obscure meaning

Score 1

- Uses multiple words to respond
- Partially expresses thoughts and ideas
- Frequent errors may obscure meaning

Score 2

- Uses connected phrases or a simple sentence to respond
- May use multiple sentences
- Expresses complete thoughts and ideas relevant to the topic
- Occasional errors in words and structures may obscure some meaning

Grades 9–12 Transitioning Samples

1.



2.



Context: Visitors to some historical sites can experience how people lived long ago. These students are preparing food the same way the Seneca people did long ago when they lived at this site.

Question: Tell me how they are preparing food.

Score Point 0



Track 07

"Can't, sorry I don't know."

Score Point 1



Track 08

"They prepare food like Seneca people did long...long ago when they lived in this . . . Mm . . . lived at this site."

Score Point 2



Track 09

"It is student? . . . The students are preparing soup, to the corn."

Expanding Level Items



- Accompanied by a **graphic** or by a **passage and graphic**

- Examiner gives **context**

- ◇ *Drum music is thousands of years old and is played all over the world. Almost every culture has its own kind of drum. [POINT to PICTURE 1] For example, in Ireland, people play a bodhrán [bau-rawn] drum, which is made of wood and animal skin. [POINT to PICTURE 2] In parts of West Africa, women play an udu drum, which is made of clay. [POINT to PICTURE 3] In the Caribbean, people play steel drums, which are made of metal.*

- Examiner **asks question**

- ◇ *Tell me about how drums around the world are made of different things.*

- No modeling, rephrasing, or repeating

Expanding Level Item Rubric

Score 0

- Responds with “yes,” “no,” or “I don’t know”
- Uses at most multiple words to respond
- Does not express complete thoughts and ideas
- Frequent errors may obscure meaning

Score 1

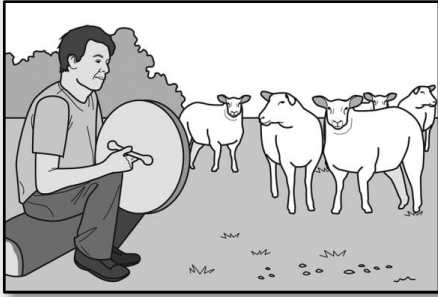
- Uses connected phrases or a simple sentence to respond
- Expresses complete thoughts and ideas relevant to the topic
- Occasional errors in words and structures may obscure some meaning

Score 2

- Uses connected simple sentences to respond
- May use limited expanded sentences
- Expresses connected and complete thoughts and ideas relevant to the topic
- Infrequent errors in words and structure may obscure some meaning

Grades 3–4 Expanding Samples

1.



2.



3.



Context: Drum music is thousands of years old and is played all over the world. Almost every culture has its own kind of drum. [POINT to PICTURE 1] For example, in Ireland, people play a bodhrán [bau-rawn] drum, which is made of wood and animal skin. [POINT to PICTURE 2] In parts of West Africa, women play an udu drum, which is made of clay. [POINT to PICTURE 3] In the Caribbean, people play steel drums, which are made of metal.

Question: Tell me about how drums around the world are made of different things.

Score Point 0



Track 10

"Em I eh... oh mm the drum eh and all the world is have like um some brr- mm mm mm bo- some br- bo- mm"

Score Point 1



Track 11

"They can be made it- build it fr- from the trees... earth, um and me- and metal"

Score Point 2



Track 12

"Um in in uh inland, I don't know how to say this word, in this place you gotta get skin from animals, then put it in a wood, and then you make a drum. In West Africa, you g- you gotta get clay and then make it to a drum, and in Cariddean, you gotta get metal and built it with your hands."

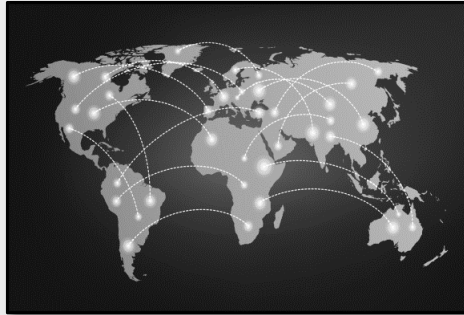
Special Focus: Text-Based Items

- Text-based items (Grades 1–12) include both a graphic and text with the focus on the text.
- Text is read out loud **once** by the Examiner
- Consecutive Expanding and Commanding items use the same text, read once for the Expanding item only
- Student can read along in test booklet

Tips for Scoring Text-Based Items

- In some cases, students may read or repeat language directly from the text. It is important to listen for the student's **authentic** language.
- Sometimes students respond with only language from the text. If they do not create any new language on their own, the response is scored zero.
- Some students respond with a combination of their own words and language from the text. Rate the students' **own** language.

Expanding Level Text-Based Items



- Accompanied by **graphic** or by a **passage and graphic**

- Examiner gives **context**

- ◇ *It is very difficult for many countries to produce all the goods their populations need. Therefore, trade between countries is extremely important.*

Trade is the exchange of one thing for another thing. Trade can include the following: exchanging goods, like salt, for other goods; exchanging goods for services, like engineering; or selling goods for money. Usually, countries trade goods that they have too much of in return for goods and services that they do not have enough of. For example, Saudi Arabia has a lot of oil. However, because Saudi Arabia is mostly desert, it does not have enough water to grow enough food for all its people. Therefore, Saudi Arabia sells oil to other countries and uses the money to buy food such as chicken, rice, and milk from other countries.

Countries do well when they are able to trade goods with other countries in order to have enough goods for their people. In this way, countries also become interdependent, which means that they depend on each other for some of their needs.

- Examiner **asks question**

- ◇ *Tell me about how countries trade with other countries.*

- No modeling, rephrasing, or repeating

Expanding Level Item Rubric

Score 0

- Responds with “yes,” “no,” or “I don’t know”
- Uses at most multiple words to respond
- Does not express complete thoughts and ideas
- Frequent errors may obscure meaning

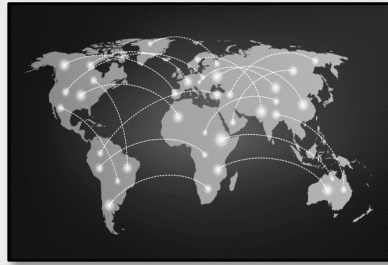
Score 1

- Uses connected phrases or a simple sentence to respond
- Expresses complete thoughts and ideas relevant to the topic
- Occasional errors in words and structures may obscure some meaning

Score 2

- Uses connected simple sentences to respond
- May use limited expanded sentences
- Expresses connected and complete thoughts and ideas relevant to the topic
- Infrequent errors in words and structure may obscure some meaning

Grades 7–8 Expanding Text-Based Samples



Context: It is very difficult for many countries to produce all the goods their populations need. Therefore, trade between countries is extremely important.

Trade is the exchange of one thing for another thing. Trade can include the following: exchanging goods, like salt, for other goods; exchanging goods for services, like engineering; or selling goods for money. Usually, countries trade goods that they have too much of in return for goods and services that they do not have enough of. For example, Saudi Arabia has a lot of oil. However, because Saudi Arabia is mostly desert, it does not have enough water to grow enough food for all its people. Therefore, Saudi Arabia sells oil to other countries and uses the money to buy food such as chicken, rice, and milk from other countries.

Countries do well when they are able to trade goods with other countries in order to have enough goods for their people. In this way, countries also become interdependent, which means that they depend on each other for some of their needs.

Question: Tell me about how countries trade with other countries.

Score Point 0



Track 13

"Coun . . . The countries . . . In order to have a lot of the goods for their people. In this way, countries also became independent, which means they depend on for some of their needs."

Score Point 1



Track 14

"They trade with other countries by changing one thing by another."

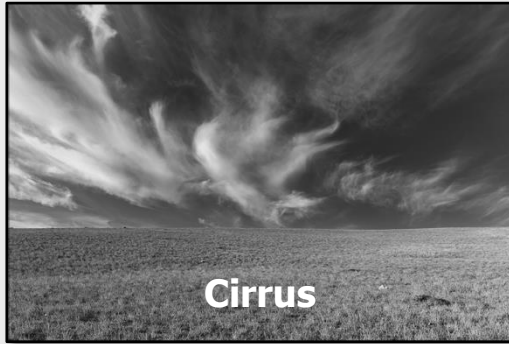
Score Point 2



Track 15

"Mm they produce . . . Mm . . . food and they send to the other countries."

Commanding Level Text-Based Items



- Accompanied by a **graphic** or by a **passage and graphic**
- Examiner gives **context**
 - ◇ *You just learned about clouds. There are several different kinds of clouds. One kind of cloud is a cirrus cloud. These clouds are thin and long and look like white lines on a sunny day. Dark gray clouds in the sky are called stratus clouds. They cover the sky like a blanket. Other clouds aren't in the sky at all! Fog is a special kind of cloud that floats close to the ground. Fog can be dangerous because it makes it hard for people to see.*
- Examiner **asks** question
 - ◇ *Tell me how fog is different from other clouds.*
- No modeling, rephrasing, or repeating

Commanding Level Item Rubric

Score 0

- Responds with “yes,” “no,” or “I don’t know”
- Uses at most connected phrases or a simple sentence to respond
- May express complete thoughts and ideas
- Occasional or frequent errors in words and structures may obscure meaning

Score 1

- Uses connected simple sentences to respond
- Expresses connected and complete thoughts and ideas relevant to the topic
- Infrequent errors in words and structure may obscure some meaning

Score 2

- Uses connected expanded sentences
- Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic
- No errors or infrequent errors that do not obscure meaning

Grades 1–2 Commanding Text-Based Samples

1.



2.



3.



Context: [You just learned about clouds. There are several different kinds of clouds. One kind of cloud is a cirrus cloud. These clouds are thin and long and look like white lines on a sunny day. Dark gray clouds in the sky are called stratus clouds. They cover the sky like a blanket. Other clouds aren't in the sky at all! Fog is a special kind of cloud that floats close to the ground. Fog can be dangerous because it makes it hard for people to see.]

Question: Tell me how fog is different from other clouds.

Score Point 0



Track 16

"I think fog are different from other clouds because . . . I don't get it . . . I don't know it.."

Score Point 1



Track 17

"Because they're floating on the ground. They're dangerous."

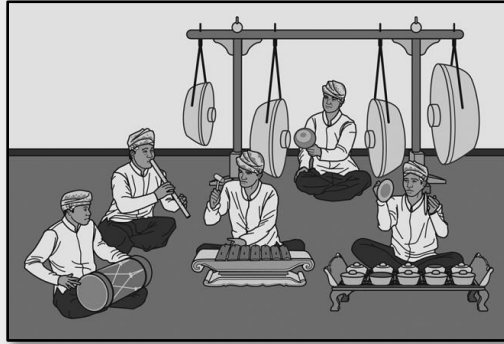
Score Point 2



Track 18

"Because they are close to ground and some people do not see it."

Commanding Level Items



- Accompanied by a **graphic** or by a **passage and graphic**
- Examiner gives **context**
 - ◇ *A Gamelan [gah-meh-lahn] music group is made up mostly of people who play drum instruments. These instruments are made out of wood, metal, or iron. Musicians play the instruments with their hands or with a stick called a mallet. [POINT to GONG] Some instruments, like the gong, only make one note. Larger instruments make lower notes. [POINT to SMALLER INSTRUMENTS] Smaller instruments make higher notes. Together, the group plays a melody using these different notes.*
- Examiner **asks** question
 - ◇ *Why does a Gamelan group use instruments that are different sizes?*
- No modeling, rephrasing, or repeating

Commanding Level Item Rubric

Score 0

- Responds with “yes,” “no,” or “I don’t know”
- Uses at most connected phrases or a simple sentence to respond
- May express complete thoughts and ideas
- Occasional or frequent errors in words and structures may obscure meaning

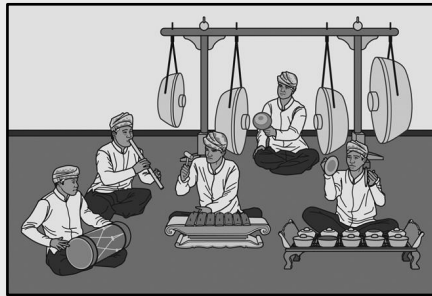
Score 1

- Uses connected simple sentences to respond
- Expresses connected and complete thoughts and ideas relevant to the topic
- Infrequent errors in words and structure may obscure some meaning

Score 2

- Uses connected expanded sentences
- Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic
- No errors or infrequent errors that do not obscure meaning

Grades 3–4 Commanding Samples



Context: A Gamelan [gah-meh-lahn] music group is made up mostly of people who play drum instruments. These instruments are made out of wood, metal, or iron. Musicians play the instruments with their hands or with a stick called a mallet. [POINT to GONG] Some instruments, like the gong, only make one note. Larger instruments make lower notes. [POINT to SMALLER INSTRUMENTS] Smaller instruments make higher notes. Together, the group plays a melody using these different notes.

Question: Why does a Gamelan group use instruments that are different sizes?

Score Point 0



Track 19

“To make special sounds.”

Score Point 1



Track 20

“Because if if the big sizes make the low noise, and the little ones made loud noise”

Score Point 2



Track 21

“Because these Gamelan use eh different size of instrument because they make uh the more sound uh and they make like more notes. Like large instruments make lower notes, small instruments make higher notes, and together they make one song, good song.”

Scoring Recap

- NYSESLAT is a language test, not a content test. Students may demonstrate language competence without content accuracy.
- Emerging means that student fluency is still emerging. Only a “yes,” “no,” “I don’t know,” non-English, single word, or blank response is scored “0.”
- Commanding reflects a high level of proficiency with grade-level language. Students can produce a full simple sentence with a complete thought and still be rated “0.”
- Rubrics are tailored for the difficulty of specific items. Remember to adjust your expectations when evaluating responses.

Practice Time



(binder page 4 for practice)

Emerging Rubric Review

Score 0

- No response
- Responds with “yes,” “no,” or “I don’t know”
- Responds completely in a language other than English
- Uses one word to respond
- Does not express a complete thought or idea
- Unintelligible

Score 1

- Uses multiple words, short phrases, or sentences to respond
- Partially expresses thoughts and ideas
- Frequent errors may obscure meaning

Score 2

N/A

Emerging Practice: Grades 3–4

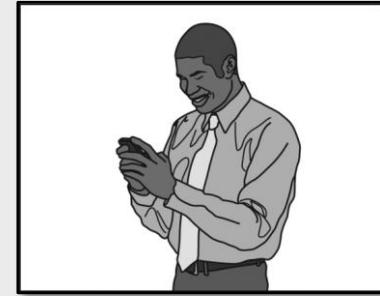
1.



2.



3.



Context: A long time ago, people wrote letters on paper to communicate. These letters took a long time to arrive by mail. Today many people use computers to write messages to friends and family. We can send emails on the computer. We can also send text messages on our phones. These types of messages get to people much faster than writing and mailing letters.

Modeling: [POINT to PICTURE 1] This woman is writing an e-mail.

Question: [POINT to PICTURES 2 AND 3] Tell me what other people do to communicate.

Rephrasing: [POINT to PICTURE 1] This woman is writing an email. [POINT to PICTURES 2 AND 3] How do other people write?

Track 44



Practice #1

[No response;
rephrasing is read]
"Draw."

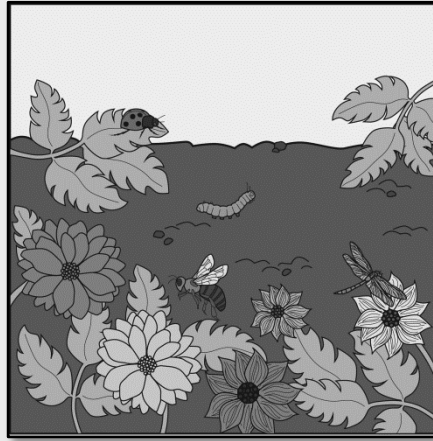
Track 45



Practice #2

*"Call the other people . .
. . with the phone . . .
Write with with with
paper . . . and use the
computer."*

Emerging Practice: Grades 7–8



Context: In the summertime, insects do a lot of things outside.

Modeling: [POINT to CATERPILLAR] A caterpillar is crawling in the dirt.

Question: Tell me some things that insects do in the summertime.

Rephrasing: Insects are very active in the summer. [POINT to CATERPILLAR] Here is a caterpillar crawling. What else is happening in the picture?

"In the summertime, insects such as a worm, they . . . They go on their . . . Ladybugs go on leaves. . . . Mm . . . Bees find honey. Butterflies fly."

Track 46



Practice #1

Track 47



Practice #2

"I don't know."

Transitioning Rubric Review

Score 0

- No response
- Responds with “yes,” “no,” or “I don’t know
- Responds completely in a language other than English
- Uses one word to respond
- Does not express a complete thought or idea
- Unintelligible
- Errors may totally obscure meaning

Score 1

- Uses multiple words to respond
- Partially expresses thoughts and ideas
- Frequent errors may obscure meaning

Score 2

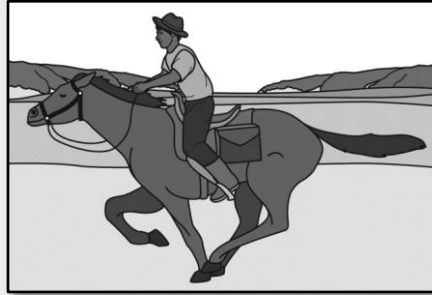
- Uses connected phrases or a simple sentence to respond
- May use multiple sentences
- Expresses complete thoughts and ideas relevant to the topic
- Occasional errors in words and structures may obscure some meaning

Transitioning Practice: Grades 3–4

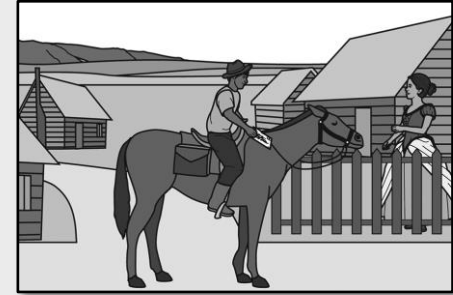
1.



2.



3.



Context: In the 1860s, there were no phones or computers to communicate with people who were far away. People wrote letters to their friends and families, and men rode horses across the United States to deliver the letters. This service was called the Pony Express.

Question: [POINT to WOMAN IN PICTURE 1] Tell me how this woman's letter got delivered to her friend.

Track 48



Practice #1

"Mmm the different people."

Track 49



Practice #2

"Mmm... To be- to b- bu- one... mmm... one. [?] Mmm..."

Track 50



Practice #3

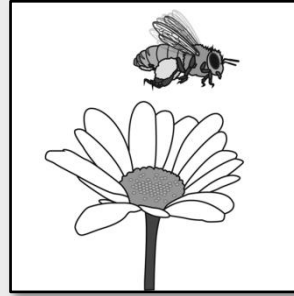
"With uh with with a person. That's called Pony Express."

Transitioning Practice: Grades 7–8

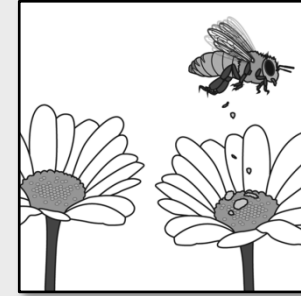
1.



2.



3.



Context: Pollination is very important for plants. [POINT to PICTURE 1] In the summertime, honeybees drink nectar from flowers. [POINT to PICTURE 2] When they do, pollen gets stuck to their bodies. [POINT to PICTURE 3] They carry it to a different flower where the pollen falls off. By doing this, honeybees pollinate plants and help them to create seeds.

Question: Tell me how honeybees help plants.

Track 51



Practice #1

"They . . . They . . ."

Track 52



Practice #2

"Cause they put more, . . . more plants inside . . . the flowers once they drop it."

Track 53



Practice #3

"Um . . . After they drink from the flower, and then something's . . . Um . . . What's stuck on their body."

Expanding Rubric Review

Score 0

- Responds with “yes,” “no,” or “I don’t know”
- Uses at most multiple words to respond
- Does not express complete thoughts and ideas
- Frequent errors may obscure meaning

Score 1

- Uses connected phrases or a simple sentence to respond
- Expresses complete thoughts and ideas relevant to the topic
- Occasional errors in words and structures may obscure some meaning

Score 2

- Uses connected simple sentences to respond
- May use limited expanded sentences
- Expresses connected and complete thoughts and ideas relevant to the topic
- Infrequent errors in words and structure may obscure some meaning

Expanding Practice: Grades 1–2 (Text-Based)

1.



2.



3.



Context: [Now let's talk about clouds.] There are several different kinds of clouds. One kind of cloud is a cirrus cloud. These clouds are thin and long and look like white lines on a sunny day. Dark gray clouds in the sky are called stratus clouds. They cover the sky like a blanket. Other clouds aren't in the sky at all! Fog is a special kind of cloud that floats close to the ground. Fog can be dangerous because it makes it hard for people to see.

Question: Tell me about different kinds of clouds.

Track 54



Practice #1

"There are rainy . . . rainy clouds, thunder clouds, and snowballs."

Track 55



Practice #2

"Different kind of cloud can come on space."

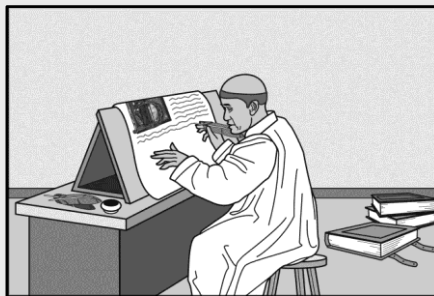
Track 56



Practice #3

"They . . . Uh . . . frog clouds can m . . . can make people see weird. Gray cloud is cold. Strings clouds . . . what, white lines on a sunny day. There's different kinds of cloud in the sky."

Expanding Practice: Grades 3–4 (Text-Based)



Context: [Now let's talk about the history of writing.] Today many people know how to write. But a long time ago, only a few people knew how to write. Writing was their job. These people were called scribes. Scribes often came from rich and powerful families. They wore special clothes to show they were important. Today, people have found ancient statues of scribes. People have also found their tools, which were sometimes made of gold.

Question: Tell me about scribes.

Track 57



Practice #1

"Scribes are the onl- the onl- the only some people used to write. And then only the rich people knew knew how to write. And, and then um uh the gold is there into the write. I think."

Track 58



Practice #2

"They're rich and powerful families."

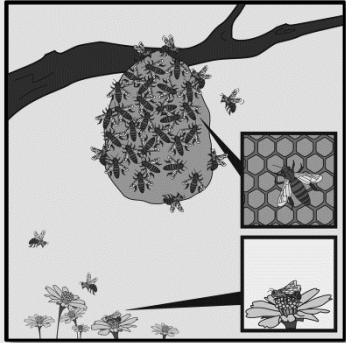
Track 59



Practice #3

"He no happy."

Expanding Practice: Grades 7–8 (Text-Based)



Context: [Now let's talk about honeybees.] Honeybees make honey by collecting nectar from flowers. They have special "honey stomachs" that turn the nectar into sugar and remove some of the water from it. They carry the nectar back to the hive where it is put into cells. Then all the bees flap their wings to dry even more water out of the nectar. When enough water is evaporated, what is left is the sweet mixture we call honey. Because honeybees build their hives in hollow spaces, humans can get bees to live in boxes the humans have built. This is called beekeeping. Beekeepers help the bees stay alive by providing them with places to live. In addition, the beekeepers can collect the wax and honey that the bees make. By beekeeping, humans can help ensure that honey is produced and that there are enough bees to pollinate nearby crops and plants.

Question: Tell me how honeybees make honey.

Track 60



Practice #1

"The honey bees make [?] honey by collecting, mm, the [?] from the flower, and they put it into their- their, uh, their home, and then they, uh... and then they turn into sugar, and... [?] then they remove the water. And then it just became honey."

Track 61



Practice #2

"Honeybees make honey because the human take a honey."

Track 62



Practice #3

"To take some food to the flower."

Commanding Rubric Review

Score 0

- Responds with “yes,” “no,” or “I don’t know”
- Uses at most connected phrases or a simple sentence to respond
- May express complete thoughts and ideas
- Occasional or frequent errors in words and structures may obscure meaning

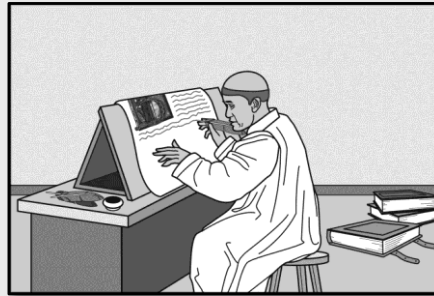
Score 1

- Uses connected simple sentences to respond
- Expresses connected and complete thoughts and ideas relevant to the topic
- Infrequent errors in words and structure may obscure some meaning

Score 2

- Uses connected expanded sentences
- Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic
- No errors or infrequent errors that do not obscure meaning

Commanding Practice: Grades 3–4 (Text-Based)



Context: You just learned about the history of writing. *Today many people know how to write. But a long time ago, only a few people knew how to write. Writing was their job. These people were called scribes. Scribes often came from rich and powerful families. They wore special clothes to show they were important. Today, people have found ancient statues of scribes. People have also found their tools, which were sometimes made of gold.*

Question: Tell me why you think scribes were important and respected.

Track 63



Practice #1

"They were important because they gave people other things."

Track 64



Practice #2

"Scribes were important and respected because they were one of the only ones that knew how to write. So they... a lot of people also wanted to write 'cause also in the past, it was way um harder and different from now these days."

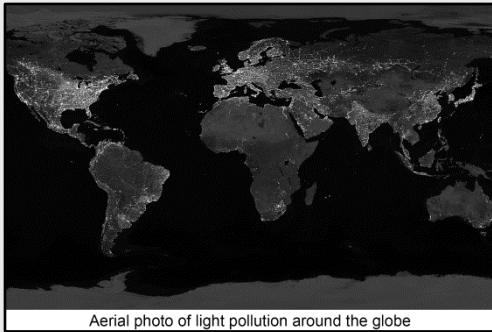
Track 65



Practice #3

"Umm... scribes became rich and powerful families... and they they w- they wore special clothes... and found ancient statues... And people found tools, which sometimes made of gold."

Commanding Practice: Grades 5–6 (Text-Based)



Context: You just learned about light pollution. *Electric light helps us see at night. But it also can cause a problem called light pollution. Light pollution refers to the electric light that shines at night around the world. Because of light pollution, the sky never gets completely dark in many parts of cities.*

Scientists think that light pollution has dangerous effects on people and wildlife. Animals who hunt at night can become confused by light pollution. Light pollution can also disrupt our natural sleep patterns. The human body thinks it doesn't need to sleep because of the light.

Question: Tell me why light pollution is bad for people and the environment.

Track 66



Practice #1

"Um . . . Because it can burn your eyes and you cannot see."

Track 67



Practice #2

"Light pollution is very . . . um . . . bad or dangerous for the people and the environment because . . . um . . . The light pollution to people . . . um . . . the human body does . . . um . . . Thinks that it doesn't need to sleep because of the light. And for the environment, because animals who hunt at night become really confused by the light pollution."

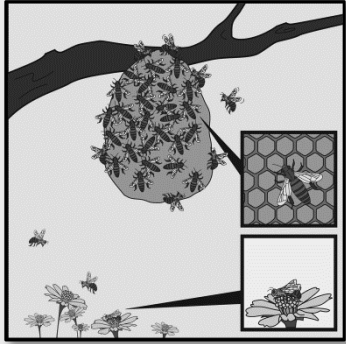
Track 68



Practice #3

"Light pollution is bad for people and the environment cause the human body thinks it doesn't need to sleep because of the light."

Commanding Practice: Grades 7–8 (Text-Based)



Context: You just learned about honeybees. *Honeybees make honey by collecting nectar from flowers. They have special "honey stomachs" that turn the nectar into sugar and remove some of the water from it. They carry the nectar back to the hive where it is put into cells. Then all the bees flap their wings to dry even more water out of the nectar. When enough water is evaporated, what is left is the sweet mixture we call honey. Because honeybees build their hives in hollow spaces, humans can get bees to live in boxes the humans have built. This is called beekeeping. Beekeepers help the bees stay alive by providing them with places to live. In addition, the beekeepers can collect the wax and honey that the bees make. By beekeeping, humans can help ensure that honey is produced and that there are enough bees to pollinate nearby crops and plants.*

Question: Tell me why bees are important for humans and the environment.

Track 69



Practice #1

"Well, honeybee, they give us honey, so... [?] but it was honey. And um, they can pollinate crops and plants."

Track 70



Practice #2

"Mm, I- it helps, um, th- it helps the bees themselves to grow."

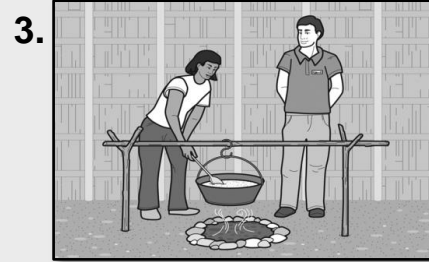
Track 71



Practice #3

"I think bees are important for the um, the um, bees are important for humans and the environment because it helps humans by providing food, like honey, and it helps the environment by, um, by- for bees to keep on, um, pollinating nearby crops and plants."

Commanding Practice: Grades 9–12



Context: These students learned a lot by visiting this Native American historical site. Because of all the things they did and saw, they have a lot of information about the lives of Native Americans that they can share with other students.

Question: Why do you think it was important for the students to visit a historical site?

Track 72



Practice #1

“Because they are know how to make or how to produce like corns or to make food.”

Track 73



Practice #2

“The important reason for the students visiting the historical site is for they can know how their like past um work, and how they cooked meals back in- back in those times.”

Track 74



Practice #3

“It was im- um it was important for the students to visit the historical site because they have a homework.”

Additional Scored Speaking Samples

- Scored Speaking Samples
 - ◇ Grade K
 - ◇ Grade Bands 5-6

Grade Kindergarten—Emerging Samples



Context: These students are in the art classroom.

Modeling: [POINT to BOY WITH SCISSORS] I see a boy cutting with scissors.

Question: Tell me what students do in art class.

Rephrasing: You can do a lot of things in art class. [POINT to BOY WITH SCISSORS] He is using scissors. What else is happening in art class?

Score Point 0



Track 22

"Draw?"

Score Point 1



Track 23

"Mm boy paint... Cut in the- in the paper, and then this boy in make in a triangle, in square and then [?] he's make in the pink house sunny in [?]"

Grade Kindergarten—Transitioning Samples



Context: There are many different projects students can make in art class.

Question: Tell me how the students' art projects are different.

Score Point 0



Track 24

"Different."

Score Point 1



Track 25

*"Uhh, mm, painting
scissors drawing [?] flower."*

Score Point 2



Track 26

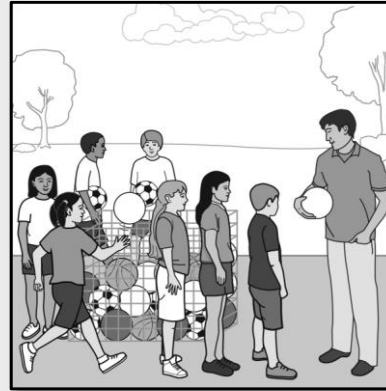
*"The girl with a paint um painting a house.
Eh... A girl was cuttering with the papers.
She draw... a tree. A boy was playing a play
dough he are making a fan."*

Grade Kindergarten—Expanding Samples

1.



2.



Context: [POINT to PICTURE 1] These students are playing outside.

[POINT to PICTURE 2] Then the teacher calls everyone to line up. It is time to go inside.

Question: Tell me what happens when the teacher says it is time to go inside.

Score Point 0



Track 27

“Go... to... listen.”

Score Point 1



Track 28

“They put the ball inside the basket.”

Score Point 2



Track 29

“They have to put the the the ball away... and after that they have to line up.”

Grade Kindergarten—Commanding Samples

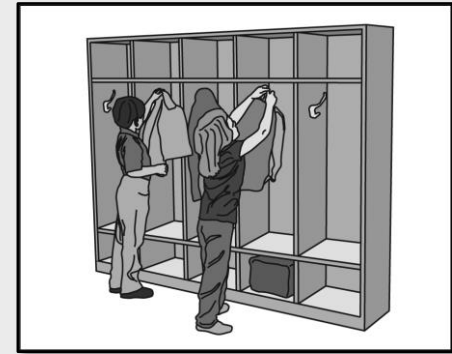
1.



2.



3.



Context: It is morning and these students are walking into their classroom. They have coats and backpacks. Some students have lunchboxes. There are a lot of things to do to get ready for the day.

Question: How do you get ready for the school day?

Score Point 0



Track 30

"I, I hung up all my stuff."

Score Point 1



Track 31

"Mmm, mmm, I get ready for school, and then I can unpack my folder and my notebook and my backpack and my and my things to give to give thing to teachers."

Score Point 2



Track 32

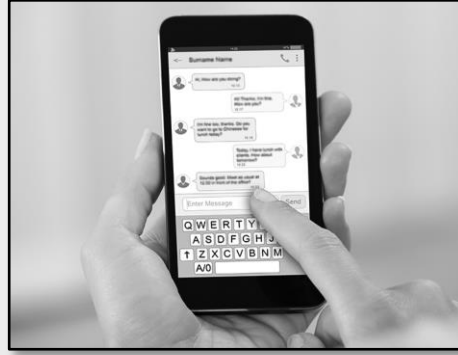
"I put on my jacket and my sweater, and I brush my teeth, I eat snack, and I go to school, and I go inside and take out my homework out and give it to the teacher, and we go like we go sit down on the rug."

Grades 5–6—Emerging Samples

1.



2.



3.



Context: People write in different ways. Sometimes people write letters, e-mails, or messages to their friends. [POINT to PICTURE 1] This person is writing with a pen.

Question: Tell me about how people can write.

Rephrasing: You can write in many ways. [POINT to PICTURE 1] You can use a pen. What are some ways to write?

"No."

[Teacher uses rephrasing.]

"No."

Score Point 0



Track 33

Score Point 1



Track 34

"They can write by . . .
Uh . . . Uh by the ink."

Grades 5–6—Transitioning Samples

1.



2.



Context: People who work on ships need to communicate with people on land. They use flags to help communicate. In these pictures, the man on the boat used flags to communicate with his co-worker on land.

Question: Tell me why it is important for people on boats to communicate with people on land.

Score Point 0



Track 35

"Hm . . . People on boats to communicate with people on land? . . . I don't know."

Score Point 1



Track 36

"They cannot lost."

Score Point 2



Track 37

"It's important for people to communicate in a boat because if the person . . . Um . . . They waiting for, it's not the person they wanted them to come . . ."

Grades 5–6—Expanding Samples



Context: This person is reading braille by touching dots on a page. People who are visually impaired may read braille. When they touch the dots, they also feel the different shapes. That way, they know what the words are.

Question: Tell me how people use braille.

Score Point 0



Track 38

“To read...to read”

Score Point 1



Track 39

“By touching them and they feeling it, um... that’s it.”

Score Point 2



Track 40

“By they using their hands, and like they can’t see because they have blind eyes, like they use it for like computers something like that and to [?]”

Grades 5–6—Commanding Samples



Context: Marlena used several steps to write her report on the forest. She came up with ideas, did research, and then she wrote a first draft. Finally, she rewrote the draft and typed the final version to give to her teacher.

Question: Tell me how following these steps helps her to write a good report.

Score Point 0



Track 41

“mm do she don’t get confused.”

Score Point 1



Track 42

“Oh, she she she she think and and go to the computer and research about the forest how... wha... what the forest, ah, how to say this word. How how is the forest is and think how to put it um in and think and write write what she saw in the in the switch but eh not like just make uh how to say this uh again just make a, make a review about the forest and put it and write it and that’s it.”

Score Point 2



Track 43

“Um it helps her because she first like make mistakes in the draft, then she, then in the printing, she could like uh correct it.”

2019 NYSESLAT Resources

For Information or Assistance	Contact
Questions regarding testing policies, accommodations, security breaches and sensitive student responses	Office of State Assessment Email: emscassessinfo@nysed.gov Call: 518-474-5902
Questions regarding the provisions of ELL/MLL services in Bilingual Education and English as a New Language programs	Office of Bilingual Education and World Languages Email: obewl@nysed.gov Phone: 518-474-8775 (Albany office) Phone: 718-722-2445 (NYC office)
Questions regarding scoring of Speaking and Writing constructed-response questions or shipment of materials	MetriTech, Inc. Customer Service Email: nyseslat@metritech.com Phone: 800-747-4868 Fax: 217-398-5798

2019 NYSESLAT Resources (Continued)

For Information or Assistance	Contact
For regulatory or training assistance:	Regional Bilingual Education Resource Networks http://www.nysed.gov/bilingual-ed/regional-supportrberns
Machine-scannable answer sheets and local scanning services	RIC or Large-City Scanning Center http://www.p12.nysed.gov/irs/sirs/ric-big5.html
Information about the NYSESLAT and regular updates including the turnkey training materials and School Administrators Manual (SAM)	NYSESLAT Homepage http://www.p12.nysed.gov/assessment/nyseslat

Questions?

Thank You