

Comparison of Spring 2013-14 New York State English as a Second Language Achievement Test (NYSESLAT) and Spring 2015 NYSESLAT	
Spring 2013-14 NYSESLAT	Spring 2015 NYSESLAT
Partially aligned to the Common Core Learning Standards and mapped to the 2004 English as a Second Language Standards	Fully aligned to the Common Core Learning Standards and new Bilingual Common Core Progressions
Four performance levels: Beginning Intermediate Advanced Proficient	Five performance levels: Entering Emerging Transitioning Expanding Commanding
Text complexity was based on social and academic context/language	Greater emphasis on academic and classroom context/language. New test questions that address the Common Core shift to reading for information and literary purposes
Administration period-Spring (extended for Speaking)	Administration period-Spring (extended for Speaking)
Each modality had its own subtest and was administered in a separate session.	Three written test sessions, one booklet per session, each containing Listening/Reading/Writing. Speaking will be given in one session in one booklet.
Written test sessions were by modality: Session 1: Listening Session 2: Reading Session 3: Writing	Written test sessions are tied to global themes: Session 1: Theme 1-Listening/Reading/Writing Questions (short constructed-response question) Session 2: Theme 2-Listening/Reading/Writing Questions (short constructed-response question) Session 3: Theme 3-Listening/Reading/Writing Questions (Allow extra time for extended constructed-response question)
Writing prompts were developed in isolation from other modalities.	Writing prompts repeat a passage from the reading section.
Students wrote constructed responses only during the Writing test session.	Students will write a constructed response during all three written test sessions.
One CD for the Listening session. A CD player was only required for the administration of the Listening session.	One CD for use with all three Listening/Reading/Writing test sessions (requires CD player for the administration of all three sessions)
Speaking test session was administered individually to students.	Speaking test session will be administered individually to students.
Speaking had its own Directions for Administration (DFA). Listening/Reading/Writing were all together in one DFA.	Each test session will have its own DFA.
Spring 2013-14 scoring rubrics	Spring 2015 new scoring rubrics