



New York State Testing Program

NYSESLAT SAMPLER

GRADES

9-12



NAME _____



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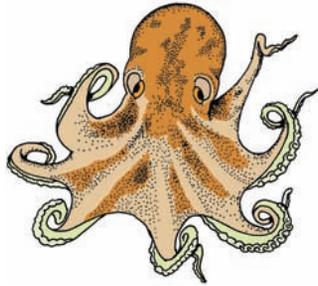
Listening



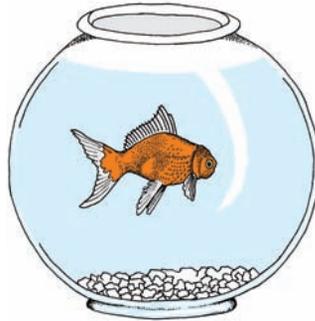
DIRECTIONS

Listen to the question. Look at the three pictures. Fill in the correct circle on your answer sheet.

1



A



B



C

**DIRECTIONS**

Read the questions and answers silently as I read them out loud. Listen carefully. Fill in the correct circle for each of the questions on your answer sheet.

2

What must you do before you can play the new math game?

- A** Get permission from a parent
- B** Ask the teacher questions
- C** Complete the review
- D** Start the next unit

3

When do you have to give your teacher your review?

- A** Monday
- B** Wednesday
- C** Thursday
- D** Friday



DIRECTIONS

Listen to the person talking. Read the question and look at the pictures. Fill in the correct circle on your answer sheet.

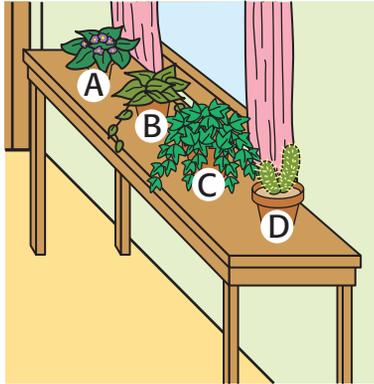
You are going to take care of your neighbor's house while she is on vacation. Listen to Mrs. Carter as she explains what she wants you to do.





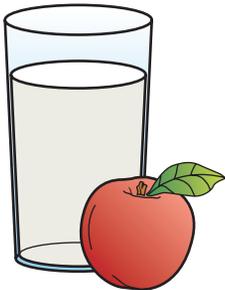
4

Which plant will you water only on Sunday?



5

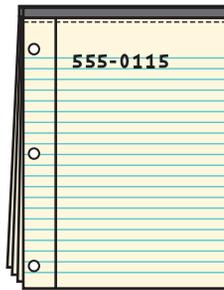
What will you get from Mrs. Carter now?



A



B



C



D



DIRECTIONS

Read the question. Look at the three pictures. Fill in the correct circle on your answer sheet.

1

Which picture shows a bandage?



A



B



C

**CONTINUE
ON TO THE
NEXT PAGE**



DIRECTIONS

Read the poem and each question. Fill in the correct circle on your answer sheet.

The Runner

by Angie Mullenmeister

Clear Calm Composed
I stretch
It seems no one is watching
I am alone.

Ready Set Go
A signal fires
My feet are running
My heart is pounding.

Circling the Track
I fly with my feet
The excitement grows
With every step.

I see other runners
Running fast
Feeling the love of the race
Feeling just this way.

Hearts racing
Feet racing
Thoughts of running
Fill our heads.

Can I win?
In my mind I can
I see more runners
Some ahead, some behind.

Faster still
I speed
Time to let go
To go my fastest.

No longer calm
I run
No longer alone
I run.

I am one with the wind
I am one with the sun
And I see there the reason
I run.



2

Why does the runner's heart pound at the beginning of the poem?

- A** He is sick.
- B** He is happy.
- C** He is excited.
- D** He is exhausted.

6

What is the meaning of let go as used in the poem?

- A** To give up
- B** To do one's best
- C** To drop an object
- D** To forget those watching

3

How does the runner feel about the other runners?

- A** He identifies with them.
- B** He thinks they are stronger.
- C** He does not like the competition.
- D** He is amused at their running style.

7

What does the writer of this poem most likely know?

- A** That it is better to run alone
- B** Which tracks are best to run on
- C** What it feels like to run in a race
- D** That people run faster when it is sunny

4

Which line from the poem creates a sense of anticipation?

- A** Some ahead, some behind
- B** Clear Calm Composed
- C** With every step
- D** Ready Set Go

8

What does the last stanza contain?

- A** Simile
- B** Rhyme
- C** Alliteration
- D** Onomatopoeia

5

Which line from the poem contains alliteration?

- A** Clear Calm Composed
- B** To go my fastest
- C** With every step
- D** Ready Set Go

Writing Conventions



DIRECTIONS

Look at the picture. Read the question and three answers. Fill in the correct circle on your answer sheet.

1

Which word goes with the picture?



flower

A

flour

B

flyer

C

DIRECTIONS

Read the question and four answers. Fill in the correct circle on your answer sheet.

2

Which sentence is correct?

- A** Rochester and Albany are cities in New York.
- B** Rochester and Albany are cities at New York.
- C** Rochester and Albany are cities to New York.
- D** Rochester and Albany are cities on New York.



DIRECTIONS

Read the sentence and look at the underlined part. There may be a mistake. If you find a mistake, choose the correct answer. If there is no mistake, choose *Correct as is*. Fill in the correct circle on your answer sheet.

3

Since joined the Chess Club,
Tracy has improved her game.

Which answer is correct?

- A** joining
- B** to join
- C** join
- D** Correct as is

Pre-Writing



DIRECTIONS

The personal qualities that you were born with are the result of “nature.” The characteristics you develop through living with other people are the result of “nurture.” Nature and nurture both affect the personality of an individual. Look carefully at the pictures. Answer the questions. This will help you write an essay later.





1

What personality traits do you think people have from birth?

2

What personality traits do you think result from the way people are raised?

3

Do you think nature or nurture has a greater influence on the development of personality? Why?



DIRECTIONS

Write an essay about how people's personalities are formed. Discuss both the influence of the characteristics people are born with (nature) and the way people are raised (nurture). Make sure your essay is well organized and of sufficient length. You may use your ideas from the Pre-Writing questions to help you write.

1





A large rectangular area with a blue border, containing 20 horizontal black lines for writing.

Speaking

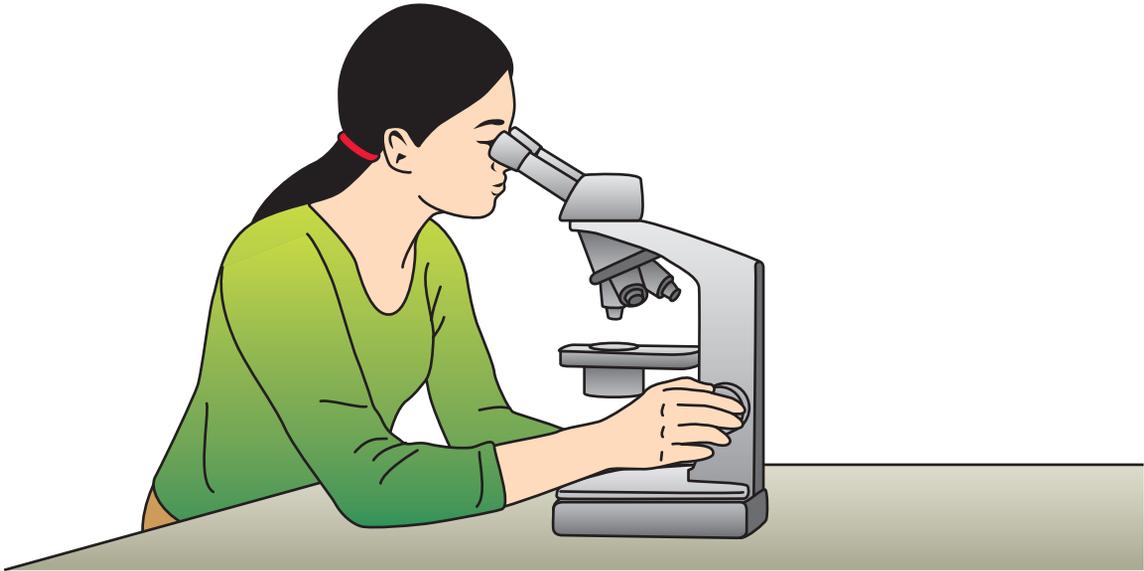


DIRECTIONS

Look at the words above the picture, and read them silently as I read them out loud. Then look at the picture and finish the sentence. Use the picture to choose your words.

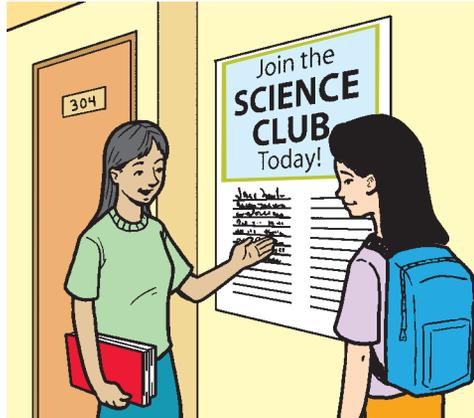
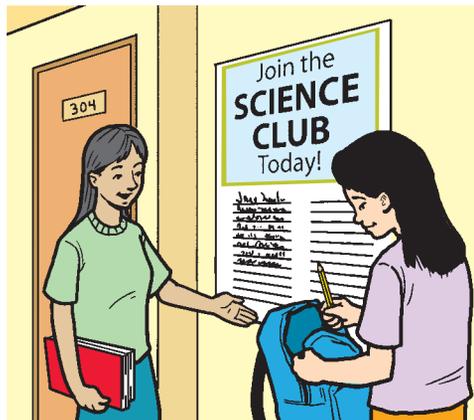
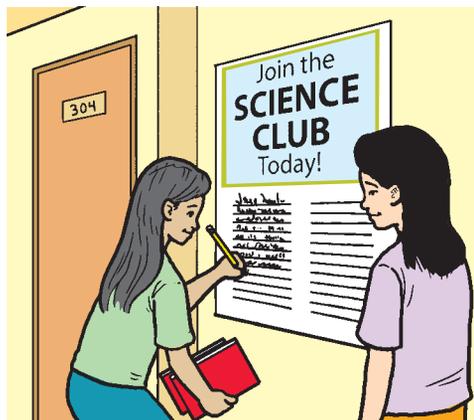
1

Kia likes to use the microscope because . . .



**DIRECTIONS**

Look at the three pictures. Tell a story about what you see in the pictures. Tell what happened first, what happened next, and what happened last.

2**First**
1**Next**
2**Last**
3



Speaking

DIRECTIONS

Look at the picture. Listen to the question about the picture. Then answer the question. Be sure to answer both parts of the question.

3

What is the woman doing, and what might she be thinking?





DIRECTIONS

Imagine that we are having a conversation. I will say something to you. Listen and then answer.

4

Where's everyone going to meet after school today?

5

My brother is getting married this summer.

Student Name: _____

Sampler Pre-Writing Scoring Form

Directions: After the student has completed the Pre-Writing questions, use the rubric below to score the student's writing. Enter the scores in the score boxes provided on the student's answer sheet.

Question Number	Score
1	
2	
3	

Score Point	Pre-Writing
Score 2	<p>Full and clear response to the question</p> <ul style="list-style-type: none"> • Contains two or more relevant ideas that may be displayed in phrases or a list • Shows thinking about the topic
Score 1	<p>Limited response to the question</p> <ul style="list-style-type: none"> • Contains at least one relevant idea that may be displayed in phrases, a list or as a word • Shows minimal thinking about the topic
Score 0	<p>Irrelevant or no response to the question</p> <ul style="list-style-type: none"> • Insufficient to score • Incoherent • Illegible • Irrelevant • Copy of the question • Solely in a language other than English • No response

* Accuracy of spelling does not affect score in this section.



Student Name: _____

Sampler Writing Scoring Form

Directions: After the student has completed the Writing question, use the rubric below to score the student's writing. Enter the score in the score box provided on the student's answer sheet.

Question Number	Score
1	

Score Point	Writing
Score 4	<p>Near mastery</p> <ul style="list-style-type: none"> • Demonstrates complex thinking about the topic • Includes many relevant and meaningful details • Few errors in spelling and/or grammar that do not cause confusion about meaning • Is well organized and well developed • Vocabulary and sentence structure are varied and appropriate for students within the grade span
Score 3	<p>General control</p> <ul style="list-style-type: none"> • Demonstrates some complex thinking about the topic • Includes some relevant and meaningful details • Some errors in spelling and/or grammar that do not cause confusion about meaning • Is organized and developed • Vocabulary and sentence structure are appropriate for students within the grade span
Score 2	<p>Some control</p> <ul style="list-style-type: none"> • Demonstrates basic understanding of the topic • Includes a few relevant details that may be redundant • Numerous errors in spelling and/or grammar that may cause confusion about meaning • May be somewhat disorganized and minimally developed • Vocabulary and sentence structure are basic for students within the grade span
Score 1	<p>Little control</p> <ul style="list-style-type: none"> • Demonstrates limited understanding of the topic • Includes very few relevant details, or a few details that are redundant • Serious errors in spelling and/or grammar that cause confusion about meaning • Is disorganized and undeveloped • Vocabulary and sentence structure are not appropriate for students within the grade span
Score 0	<p>No control</p> <ul style="list-style-type: none"> • Demonstrates no understanding of the topic • Includes no relevant details • Is incomprehensible or illegible • May be copy of the prompt • Solely in a language other than English • No response

* If a response is completely off-topic and has no contextual relevancy to the Writing prompt, it should be given the score point zero, regardless of how well written it is. However, since the Writing prompts are graphic-based with very little text, if a student chooses to write about a recognizable part of the graphic or only addresses the writing prompt, the response should be considered relevant and should be scored according to the rubric.

Student Name: _____

Sampler Speaking Scoring Form

Directions: Use this Speaking Scoring Form to score the Speaking questions. After the student responds to each Speaking question, mark the appropriate score. Enter the scores in the score boxes provided on the student's answer sheet.

Question Number	Score
1	

Score Point	Sentence Completion
Score 2	<p>Relevant response free of linguistic errors*</p> <ul style="list-style-type: none"> • Approximates native-like fluency • Precise vocabulary • Grammatically correct (e.g., in subject-verb agreement, correct verb tense, etc.)
Score 1	<p>Relevant response with some linguistic errors</p> <ul style="list-style-type: none"> • Intelligible • Appropriate vocabulary • Some grammatical errors (e.g., in subject-verb agreement, verb tense, etc.)
Score 0	<p>Irrelevant or invalid response</p> <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Only repeating the prompt** • No response

* A one-word response can receive a score of 2 if all criteria are met.

** Student may repeat the prompt as part of his or her response.

Question Number	Score
2	

Score Point	Storytelling (Abbreviated Rubric)
Score 4	<p>Shows native-like fluency</p> <ul style="list-style-type: none"> • Complex and organized structures and precise vocabulary • Very few errors
Score 3	<p>Shows strong ability approaching native-like fluency</p> <ul style="list-style-type: none"> • Varied structure and vocabulary • Some errors that do not impede communication
Score 2	<p>Shows some ability</p> <ul style="list-style-type: none"> • Basic structures and simple vocabulary • Numerous errors impede communication or cause confusion
Score 1	<p>Shows very limited ability</p> <ul style="list-style-type: none"> • Limited structures and vocabulary • Numerous and/or serious errors impede communication
Score 0	<p>Shows no ability</p> <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Irrelevant • No response



Student Name: _____

Sampler Speaking Scoring Form

Directions: Use this Speaking Scoring Form to score the Speaking questions. After the student responds to each Speaking question, mark the appropriate score. Enter the scores in the score boxes provided on the student's answer sheet.

Question Number	Score
3	

Score Point	Picture Description
Score 2	<p>Relevant response that approximates native-like fluency</p> <ul style="list-style-type: none"> • Addresses both parts of the prompt • Complex and varied structure and vocabulary • No or very few minor errors that do not impede communication • Demonstrates strong inference skills • Well organized, coherent, and cohesive
Score 1	<p>Somewhat relevant response</p> <ul style="list-style-type: none"> • May address only one part of the prompt • Somewhat varied structure and vocabulary • Serious errors, but intelligible • May demonstrate basic inference skills • Somewhat organized and plausible
Score 0	<p>Irrelevant or invalid response</p> <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Only repeating the prompt • No response

Question Number	Score
4	
5	

Score Point	Social Interaction
Score 2	<p>Response addresses the prompt*</p> <ul style="list-style-type: none"> • Vocabulary is context-related and precise • Free of grammatical errors
Score 1	<p>Response somewhat addresses the prompt</p> <ul style="list-style-type: none"> • Some appropriate vocabulary that is somewhat context-related • Some grammatical errors, but intelligible
Score 0	<p>Response does not address the prompt</p> <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Only repeating the prompt • No response

* A one-word response can receive a score of 2 if all criteria are met.

ANSWER SHEET Grades 9–12

Listening



1. (A) (B) (C)
2. (A) (B) (C) (D)
3. (A) (B) (C) (D)
4. (A) (B) (C) (D)
5. (A) (B) (C) (D)

Reading



1. (A) (B) (C)
2. (A) (B) (C) (D)
3. (A) (B) (C) (D)
4. (A) (B) (C) (D)
5. (A) (B) (C) (D)
6. (A) (B) (C) (D)
7. (A) (B) (C) (D)
8. (A) (B) (C) (D)

Writing Conventions



1. (A) (B) (C)
2. (A) (B) (C) (D)
3. (A) (B) (C) (D)

FOR TEACHER USE ONLY

Pre-Writing



Enter student's scores in the boxes below.

1. Score
2. Score
3. Score

Writing



Enter student's score in the box below.

1. Score

Speaking



Enter student's scores in the boxes below.

1. Score
2. Score
3. Score
4. Score
5. Score

