

New York State English As A  
Second Language Achievement Test

# **NYSESLAT**

## **Directions for Administration**

**SPEAKING**

**LISTENING**

**READING**

**WRITING**

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3 4

DFA

**TEST SAMPLER**

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### Writing Rubric and Exemplars

## INTRODUCTION TO THE NYSESLAT TEST SAMPLE

Each spring across New York State, English Language Learners and Multilingual Learners (ELLs/MLLs) in Kindergarten and Grades 1–12 take the New York State English as a Second Language Achievement Test (NYSESLAT) in order to assess their English language proficiency and determine appropriate services in

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# NYSESLAT TEST SAMPLER MATERIALS

## Materials Required by the Examiner

- A copy of the NYSESLAT Test Sampler Directions for Administration (DFA)
- A supply of NYSESLAT Test Sampler test booklets, including one for demonstration
- A supply of NYSESLAT Test Sampler Speaking Score Sheets
- A supply of sharpened soft-lead (No. 2) pencils with erasers; extra pencils must be on hand

## Materials Required for Each Student

- One NYSESLAT Test Sampler test booklet
- One NYSESLAT Test Sampler answer sheet (located at the end of this DFA)
- Two sharpened soft-lead (No. 2) pencils with erasers

# ADMINISTERING THE NYSESLAT TEST SAMPLER

## Test Sampler Administration

Educators, students, and parents are welcome and encouraged to use the test sampler in whichever way will best benefit students and help them prepare for the NYSESLAT. The instructions in the sampler DFA have been developed to closely resemble those used during the operational administration. You may choose to practice administration of all sections, just a few, or only one.

The answer sheet for the test sampler can be found at the end of this DFA. Detach the answer sheet and make enough copies for each student taking the test sampler.

Be sure to use your demonstration sampler test booklet as instructed.

Use a natural tone and manner throughout testing. Enunciate, use appropriate intonation, speak at a normal pace, and speak loudly enough for students to hear you.



# SPEAKING ADMINISTRATION

## Speaking Instructions

### IMPORTANT NOTE

The Speaking section requires individual administration in a location separate from other students. Each student will need his or her sampler test booklet to view the Speaking questions when taking the test.

The examiner should use a copy of the Speaking Score Sheet on Pages 23–24, which contains language from the Speaking rubrics for reference, to evaluate a student's spoken responses during test administration. It is important to review and become familiar with the Speaking rubrics prior to administration of the Speaking test sampler.

**SAY** Today we are going to answer some practice NYSESLAT questions. These questions will help you get ready to take the NYSESLAT. While we practice taking the test, I will be able to answer your questions about the directions and the kinds of questions that are on the test. I am going to give you a test booklet. Write your name on the front of the test booklet. We will start with the Speaking questions. Do not open your test booklet until I tell you to do so.



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QUESTION 1

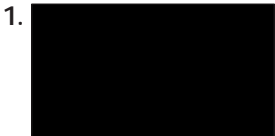


3.

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QUESTION 3



**SAY** Look at Page 3.

Pause for the student to look at Page 3.

**SAY** Drum music is thousands of years Q

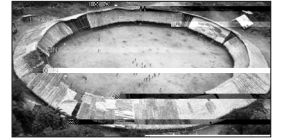
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## QUESTION 5



**SAY** Look at Page 5.

Pause for the student to look at Page 5.

**SAY** Directions: Now let's talk about a group of people in South America.

The Yanomami [YAH-no-MAH-mee] are a group of people who live in South American

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# STARTING LISTENING, READING, AND WRITING

## Instructions for Starting Administration of Listening, Reading, and Writing

Ensure each student has a copy of the sampler test booklet and sampler answer sheet.

**SAY** We are going to practice answering some more NYSESLAT questions. You will need to use an answer sheet to mark your answers to the questions.

Hold up a demonstration answer sheet.

**SAY**

Listening Instructions

IMPORTANT NOTE



**SAY** The title of the passage is “Broadway.”

Broadway is a famous street in New York City. There are many theaters on this street near the center of the city. In these theaters, actors perform in plays and musical shows. In a play, actors speak the words; in a musical, they sing to tell the story. Sometimes Broadway is called the “Great White Way” because there are bright white lights on the many theater signs.

The first theater in New York City was built in 1732. Later, more theaters were built. By the early 1900s, people went to the theater often. About 150 years after the first theater was built, people began to make movies on film to tell stories. The first movies had no sound. Then in 1927, there was a movie with talking and singing actors. This was exciting. People started going to the movies, so the live theaters did not make much money. However, a play or musical is different from a movie because live actors are on the stage. This is one reason people started going to the theater again. Today, many people go to movies and to the theater.

Pause for about 5 seconds.

**SAY** Please turn the page.

Pause for about 10 seconds.

**SAY** Look at Question 1. Listen to these sentences from the passage again. Then I will ask you, “Which word or words tell when the first theater in New York City was built?”

“The first theater in New York City was built in 1732. Later, more theaters were built. By the early 1900s, people went to the theater often.”

Which word or words tell when the first theater in New York City was built?

- A Later
- B In 1732
- C Early 1900s
- D Often

Pause for about 15 seconds.



Look at Question 2

The passage says, "Broadway is a famous street in New York City."

Which words from the passage tell something else about the street?

- A Many theaters
- B On Im
- C Tell stories
- D Much money

Pause for about 15 seconds.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Look at Question 5. Listen to these sentences from the passage again. Then I will ask you, "Which words help tell the meaning of perform?"

"There are many theaters on this street near the center of the city. In these theaters, actors perform in plays and musical shows. In a play, actors speak the words; in a musical, they sing to tell the story. Sometimes Broadway is called the 'Great White Way' because there are bright white lights on the many theater signs."

Which words help tell the meaning of perform?

- A Street, city
- B Theaters, center
- C Speak, sing
- D Lights, signs

Pause for about 15 seconds.



Look at Question 6.






# WRITING ADMINISTRATION

## Writing Instructions—Short Constructed Response

### IMPORTANT NOTE

The material that should be read out loud to students is printed in boldface text next to a  icon. This



"Jessica, I'm so glad you're joining our cast. Here's your script." She gave Jessica a small book with each actor's lines from the play. "Oh, and you can call me Ms. G." Jessica was not sure what to say. "I'm nervous," she nally admitted. "I understand," Ms. G. smiled. "But all you have to do today is read some lines

**SAY** Read the directions below to yourself as I read them out loud.

Pause.

**SAY** On the lines below, tell who helps you and how the person helps you. Remember to use your own ideas and ideas from the passage to help you write.

Pause.

**SAY** When you have finished writing, check your work. Then, put your pencil down, close your test booklet so that the front cover is on top, and look up.

Pause.

**SAY** Do you understand what to do? Do you have any questions?

Pause to answer any questions that the students may have.

**SAY** You may begin.



After breakfast, Sam grabbed his computer. It was thin, square, and lightweight, like a small book. The computer could show any of Sam's schoolbooks on the computer screen. His mother said that long ago his grandparents carried all their books in a backpack. He couldn't imagine that! Sam rushed outside to ride the bus to school.

At school, Sam enjoyed his classes and listened closely. After lunch, he hurried to the gym to play Moon Ball. The students were divided into two teams. The Moon Ball room was round and white with a high ceiling. A ball and two goals were inside the room. Each team tries to throw the ball into the other team's goal.

When the students were ready, the teacher turned off the gravity. Gravity is the force that keeps people on the ground. When it was turned off, everyone started to move slowly around the room. Sam laughed because he liked the feeling of floating. He thought, "This must be what it is like to be on the Moon!" The students enjoyed floating around the room, but no one was able to score.

Then Sam's friend Ana threw the ball. Sam tried to get to the ball quickly, but he had trouble since the gravity was turned off. He kicked his feet and moved his arms like he was swimming. Finally, he got close and grabbed the ball. Although he was floating upside down, he threw it into the goal. Sam's team won! Sam thought Moon Ball was great fun. He looked forward to playing again."

Ms. Hernandez smiled when she finished reading the story. "I think all of you would love Moon Ball," she said.

**SAY** Turn to Page 26. Look at Question 14.

Now read the directions below to yourself as I read them out loud.

In the story, Sam likes to play Moon Ball. Think about a game, sport, or activity you like. Write at least two paragraphs to describe a game, sport, or activity that you like. Use your own ideas and ideas from the passage to help you write.

Pause and point out the Planning Page box.

**SAY** You may plan your writing for Question 14 here, if you wish. Use the space below to organize your ideas about what to write. Write your final answer on Pages 27 and 28.

Pause.

**SAY** Look at Page 27 in your test booklet.

Pause.

**SAY** There is a checklist at the top of the page. Use this checklist to guide your work as you are writing.

The checklist says:

- Write about the topic.
- Plan your writing from beginning to end.
- Use your own ideas and ideas from the passage.
- Support your answer with details.
- Use complete sentences.
- Check your writing for grammar, capitalization, punctuation, and spelling.

Pause.

**SAY** Read the directions below to yourself as I read them out loud.

Pause.

**SAY** On the lines below, describe a game, sport, or activity that you like. Remember to use your own ideas and ideas from the passage to help you write.

Pause.

**SAY** When you have finished writing, check your work. Then, put your pencil down, close your test booklet so the front cover is on top, and look up.

Pause.

**SAY** Do you understand what to do? Do you have any questions?

Pause to answer any questions that the students may have.

**SAY** You may begin.

When the last student has finished responding to the Writing prompt,

**SAY** Put your pencil down and close your test booklet so that the front cover is on top. This is the end of the Writing activity.

Collect the test booklet(s).

Grades 3–4 Test Sampler  
Answer Key

Listening

1	B
2	A
3	D
4	B
5	C
6	D

Reading

7	C
8	D
9	C
10	A
11	B
12	D



## Holistic Scoring

The Speaking assessment is scored holistically. Holistic scoring consists of assigning a single score that is based on a scorer's overall impression of a student's spoken response. Scorers should look at **all** aspects of the rubric. Performance does not have to include all aspects of the rubric to merit a rating at that level. Conversely, performance should include **most** aspects of the rubric to merit a rating at that level. A scorer should listen carefully and judge which rubric level best matches **all** aspects of the response.



# Speaking Score Sheet



## NYSESLAT Speaking Test Sampler Score Sheet

Grades Kindergarten through 12

Student Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Test administrators giving the Test Sampler will record the student's score for each test question in the column below labeled "Student Score." Use the corresponding rubric to assist with scoring each question.

Question Number	Student Score	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
1		<ul style="list-style-type: none"> <li>No response</li> <li>Responds with "yes" "no," or "I don't know"</li> <li>Responds completely in a language other than English</li> <li>Uses one word to respond</li> <li>Does not express a complete thought or idea</li> <li>Unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple words, short phrases, or sentences to respond</li> <li>Partially expresses thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	N/A

Question Number	Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
2		<ul style="list-style-type: none"> <li>No response</li> <li>Responds with "yes" "no," or "I don't know"</li> <li>Responds completely in a language other than English</li> <li>Uses one word to respond</li> <li>Does not express a complete thought or idea</li> <li>Unintelligible</li> <li>Errors may totally obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple words to respond</li> <li>Partially expresses thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected phrases or a simple sentence to respond</li> <li>May use multiple sentences</li> <li>Expresses complete thoughts and ideas relevant to the topic</li> <li>Occasional errors in words and structures may obscure some meaning</li> </ul>
3		<ul style="list-style-type: none"> <li>Responds with "yes" "no," or "I don't know"</li> <li>Uses at most multiple words to respond</li> <li>Does not express complete thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected phrases or a simple sentence to respond</li> <li>Expresses complete thoughts and ideas relevant to the topic</li> <li>Occasional errors in words and structures may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected simple sentences to respond</li> <li>May use limited expanded sentences</li> <li>Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>Infrequent errors in words and structure may obscure some meaning</li> </ul>

Student Name: \_\_\_\_\_

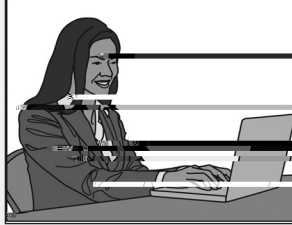
Question Number	Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
4		<ul style="list-style-type: none"> <li>• Responds with "yes," "no," or "I don't know"</li> <li>• Uses at most connected phrases or a simple sentence to respond</li> <li>• May express complete thoughts and ideas</li> <li>• Occasional or frequent errors in words and structures may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected simple sentences to respond</li> <li>• Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>• Infrequent errors in words and structure may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected expanded sentences</li> <li>• Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic</li> <li>• No errors or infrequent errors that do not obscure meaning</li> </ul>
5		<ul style="list-style-type: none"> <li>• Responds with "yes," "no," or "I don't know"</li> <li>• Uses at most multiple words to respond</li> <li>• Does not express complete thoughts and ideas</li> <li>• Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected phrases or a simple sentence to respond</li> <li>• Expresses complete thoughts and ideas relevant to the topic</li> <li>• Occasional errors in words and structures may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected simple sentences to respond</li> <li>• May use limited expanded sentences</li> <li>• Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>• Infrequent errors in words and structure may obscure some meaning</li> </ul>
6		<ul style="list-style-type: none"> <li>• Responds with "yes," "no," or "I don't know"</li> <li>• Uses at most connected phrases or a simple sentence to respond</li> <li>• May express complete thoughts and ideas</li> <li>• Occasional or frequent errors in words and structures may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected simple sentences to respond</li> <li>• Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>• Infrequent errors in words and structure may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected expanded sentences</li> <li>• Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic</li> <li>• No errors or infrequent errors that do not obscure meaning</li> </ul>

Grades 3-4/Emerging (Question 1)

1.



2.



3.



**Introduction:** [POINT to PICTURE 1] A long time ago, people wrote letters on paper to communicate. These letters took a long time to arrive by mail.

[POINT to PICTURES 2 AND 3] Today many people use computers and cell phones to write messages to friends and family. We can send e-mails on the computer. We can also send text messages on our cell phones. These types of messages get to people much faster than writing and mailing letters.

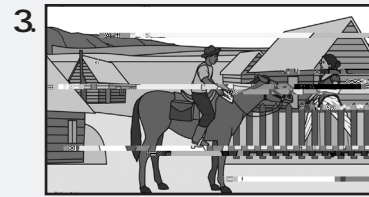
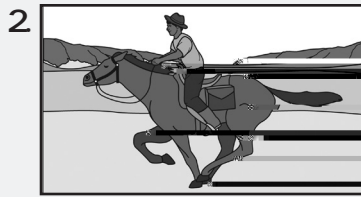
**Modeling:** [POINT to PICTURE 2] This woman is writing an e-mail.

**Question:** Tell me what other people do to communicate.

[REPHRASING] [POINT to PICTURE 2] This woman is writing an e-mail. How do other people write?

Response	Score	Justi cation
Call [unintelligible] the other people... with the phone...Write with with with paper... and use the computer.	1	Student uses short phrases to respond. There are some hesitations and pauses throughout the response but meaning is generally clear. This is scored as a “1” at the Emerging level.

## Grades 3-4/Transitioning (Question 2)



**Introduction:** 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 PICTURE 1] Tell me how this woman's letter got delivered to her friend.

[FOLLOW-UP]: Tell me more.

Response	Score	Justi cation
"With uh with with a person. That's called Pony Express."	2	Student responds with a phrase and a simple sentence to express a complete thought. This is rated a "2" at the Transitioning level.

## Grades 3-4/Expanding (Question 3)

1.



2.



3.



**Introduction:** 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.

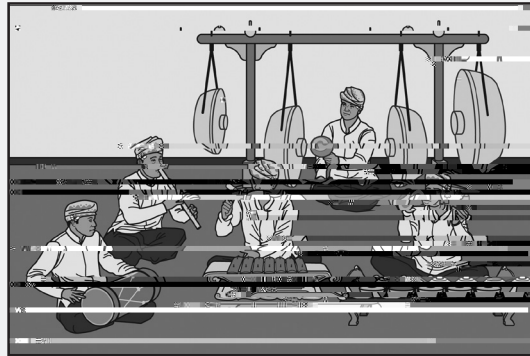
[POINT to PICTURE 2] In parts of West Africa, women play an udu drum, which is made of clay.

[POINT to PICTURE 3] In the Caribbean, people play steel drums, which are made of metal.

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

Response	Score	Justi cation
<p>“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.”</p>	2	

## Grades 3-4/Commanding (Question 4)



**Introduction:** A Gamelan 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 sound. Larger instruments make lower sounds.

[POINT to SMALLER INSTRUMENTS] Smaller instruments make higher sounds. Together, the group plays a melody using these different sounds.

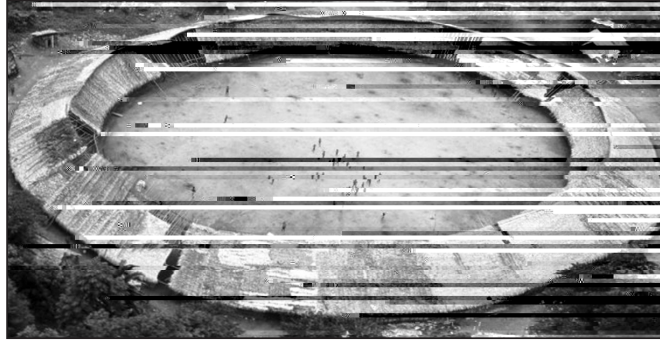
**Question:** Why does a Gamelan group use instruments that are different sizes?

Response	Score	Justi cation
<p>“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.”</p>	2	<p>Although the response includes some language taken directly from the item, the original language includes connected expanded sentences that</p>



## Grades 3-4/Expanding (Question 5)

**Introduction:** Now let's talk about a group of people in South America.



The Yanomami are a group of people who live in South American rain forests. They settle in villages near rivers. Everyone in the village lives together in one big house shaped like a circle. In the middle is a shared open space used for activities like games and feasts. Each family has its own area with a fireplace to cook their meals. At night, they build a fire in the middle to keep everyone warm. For food, everyone





Another feature that differentiates higher-proficiency from lower-proficiency writing is word choice. In higher-proficiency writing, choice of vocabulary will become more precise and descriptive; for example, “the dilapidated building” might be used instead of “the old building.” As a student’s writing ability develops, a few idiomatic words and phrases may be used. Although the use might be somewhat inappropriate, the attempt to incorporate idiomatic language is a developmental sign of higher-proficiency writing. It is not uncommon for words like “cool” and “stuff,” which are more appropriate for spoken language, to occur more frequently in lower-proficiency writing.

### Coherence of Response (CR)

Organization as delineated in Coherence of Response is an important dimension in the rubric. The logical progression of ideas, linking words (“so,” “then,” “next,” etc.), and, to a much lesser extent, the use of paragraphs, contribute to organization in writing. In higher-proficiency writing, where students are capable of expressing more ideas, the ability to organize the ideas becomes a characteristic that can help differentiate between score points 3 and 4.

### Degree of Response (DR)

Another important dimension in the rubric is Degree of Response, or the level at which ideas include details or support. This dimension is the only dimension that is specific to the type of Writing prompt presented to the students. For a short constructed response (SCR), Degree would include details and descriptions of ideas. For a narrative extended constructed response (ECR), Degree would include details, descriptions, and references to characters and events in sequence. For an informational extended constructed response (ECR), Degree would include opinions with reasons, connected or linked ideas, support, and claims and evidence. In upper-level writing, where students are capable of expressing their thoughts and ideas more completely, the ability to present ideas with adequate and precise details and support helps differentiate between score points 3 and 4.

### Mechanics (M)

One of the most visible and pervasive characteristics of the writing of ELLs/MLLs at all ability levels is inventive or phonetic spelling. Incorrect spelling should be considered an error primarily when it interferes with comprehension or when a word is not easily recognizable as an English word. By the same token, capitalization and punctuation are only considered to the extent to which errors obscure meaning.

A sentence that is recognizable without capitalization and punctuation is considered a sentence (for example, “dad sed I am Bize” (Dad said, “I am busy.”)). In upper-level writing (score points 3 and 4), there are usually fewer errors in mechanics than in lower-level writing (score points 1 and 2), but these types of errors may still be found at all levels of writing.

In general, judgments about writing will be based on the number of ideas expressed and supported (with sentences), the precision of word choice, the complexity of grammatical structures, the relevance and coherence of ideas, and the way in which all these elements are organized. Attention to mechanics depends on the extent to which meaning is obscured by errors. From lower to higher ability levels of writing, there is progressively greater fluency with fewer errors, more idiomatic language, and increased complexity.

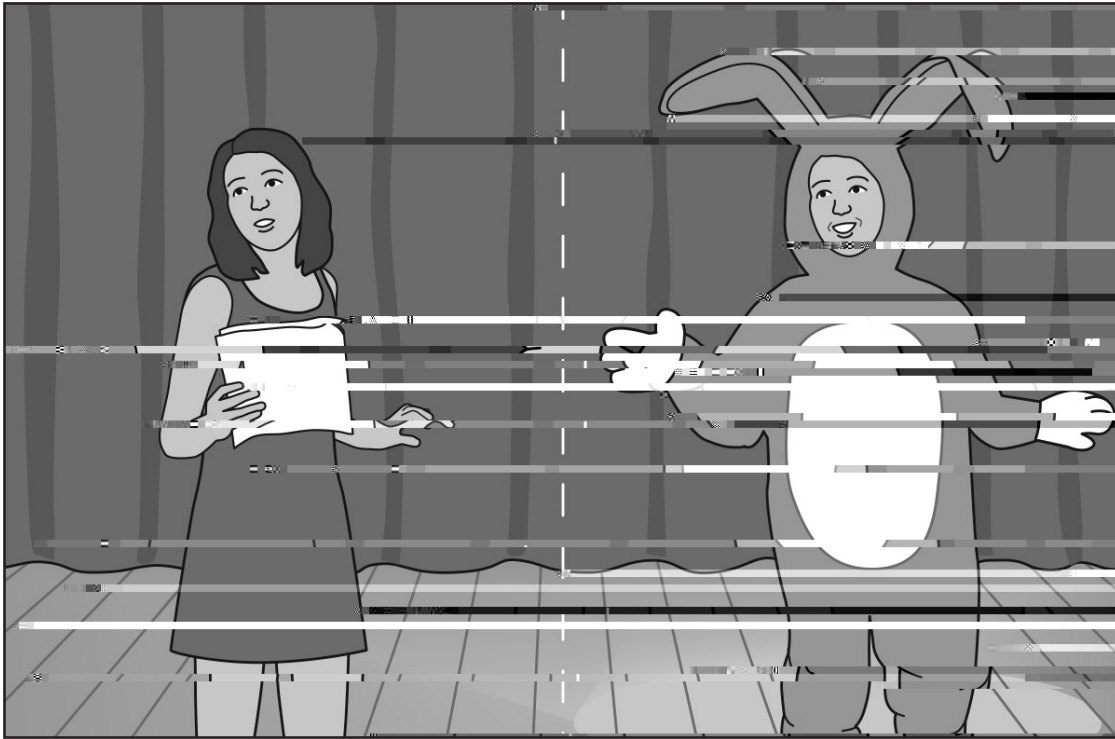
Grades 3-4 Writing Rubric

## Exemplar Short Constructed Writing Response

### Directions

Read this passage again. Then you will be asked to write one paragraph based on the passage.

### The First Practice



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"I understand," Ms. G. smiled. "But all you have to do today is read some lines from the play and meet the other actors. After that, I'll tell you exactly where to stand and walk."

"That's not too hard," Jessica thought.

"Soon you'll learn the lines and we'll give you a rabbit costume. By opening night, you'll be ready to perform."

"That sounds like a lot of fun," Jessica thought. As she entered the practice room to meet everyone, she relaxed.



Now read the directions below.

In the passage, both Jessica's mother and the director of the play help Jessica. Think about a person who helps you. Write one paragraph to tell who helps you and how the person helps you. Use your own ideas and ideas from the passage to help you write.

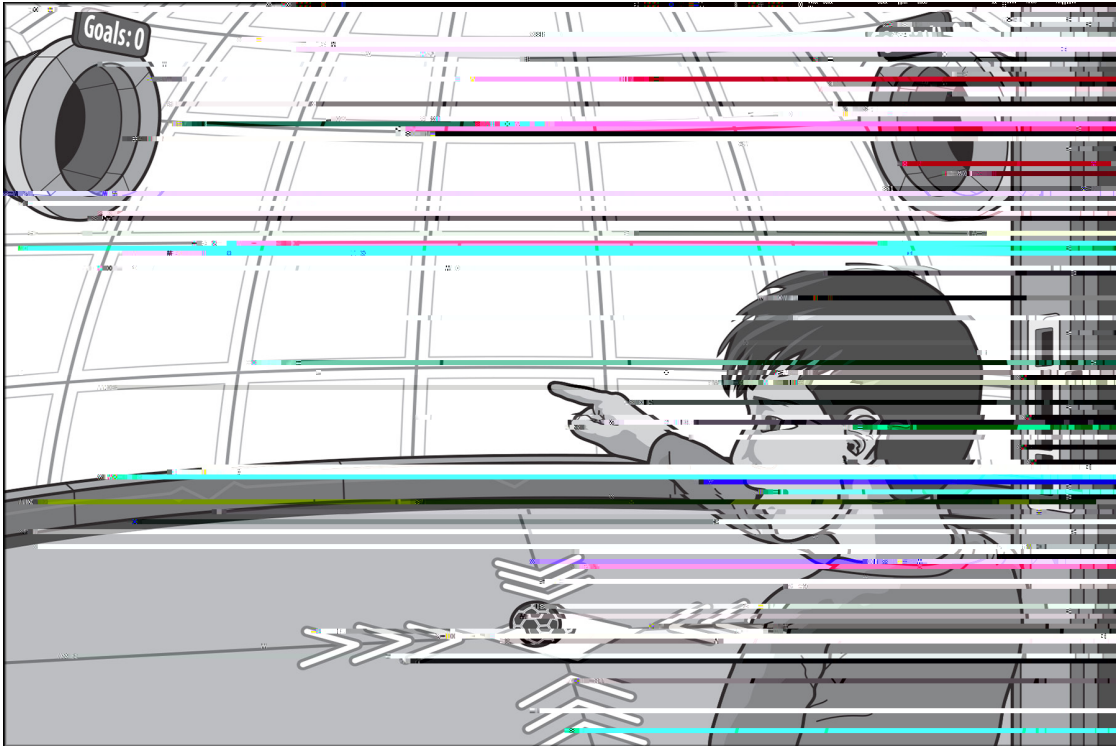




## Directions

Read this passage again. Then you will be asked to write at least two paragraphs based on the passage.

### Moon Ball



Ms. Hernandez is reading a story to her fourth-grade class. The story is about a boy, Sam, who lives in the future. The story begins on his first day of school.

“Sam loves school because he learns new things. And now, in fourth grade, he can play Moon Ball in gym class.

After breakfast, Sam grabbed his computer. It was thin, square, and lightweight, like a small book. The computer could show any of Sam’s schoolbooks on the computer screen. His mother said that long ago his grandparents carried all their books in a backpack. He couldn’t imagine that! Sam rushed outside to ride the bus to school.

At school, Sam enjoyed his classes and listened closely. After lunch, he hurried to the gym to play Moon Ball. The students were divided into two teams. The Moon Ball room was round and white with a high ceiling. A ball and two goals were inside the room. Each team tries to throw the ball into the other team's goal.

When the students were ready, the teacher turned off the gravity. Gravity is the force that keeps people on the ground. When it was turned off, everyone started to move slowly around the room. Sam laughed because he liked the feeling of floating. He thought, "This must be what it is like to be on the Moon!" The students enjoyed floating around the room, but no one was able to score.

Then Sam's friend Ana threw the ball. Sam tried to get to the ball quickly, but he had trouble since the gravity was turned off. He kicked his feet and moved his arms like he was swimming. Finally, he got close and grabbed the ball. Although he was floating upside down, he threw it into the goal. Sam's team won! Sam thought Moon Ball was great fun. He looked forward to playing

**14** Now read the directions below.

In the story, Sam likes to play Moon Ball. Think about a game, sport, or activity you like. Write at least two paragraphs to describe a game, sport, or activity that you like. Use your own ideas and ideas from the passage to help you write.

You may plan your writing for Question 14 here, if you wish. Use the space below to organize your ideas about what to write.

Write your final answer on Pages 27 and 28.

Planning Page

## Extended Constructed Response

Checklist

- Write about the topic.
- Plan your writing from beginning to end.
- Use your own ideas and ideas from the passage.
- Support your answer with details.
- Use complete sentences.
- Check your writing for grammar, capitalization, punctuation, and spelling.

On the lines below, describe a game, sport, or activity that you like. Remember to use your own ideas and ideas from the passage to help you write.

On the lines below, describe how the game or sport you like might be played in the future.  
Remember to use ideas from the passage and your own ideas to help you write.

### Score 4 – Commanding

CL: Response contains a variety of expanded and complex sentences.

QL: Response contains many Tier 2 words and phrases (e.g., speakers, prepare, special power, invented)

CR: Response includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide clear and sufficient organization.

DR: Response includes many and varied detailed descriptions and events in sequence.

M: Response is clear and contains few errors that obscure meaning.

Writing, continued

middle Your team has to not it first ...



Student Name	School	Teacher	Date

MARKING INSTRUCTIONS: Make heavy BLACK marks. Erase cleanly. Make no stray marks.

CORRECT: ● INCORRECT: ○ ○ ○ ○

New York State  
English as a Second Language Achievement Test  
Test Sampler  
Grades 3–4

Listening

- 1 A B C D
- 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

Reading

- 7 A B C D
- 8 A B C D
- 9 A B C D
- 10 A B C D
- 11 A B C D
- 12 A B C D

