

New York State English As A Second Language Achievement Test



NYSESLAT

2019 Turnkey Training

Speaking

Practice and Additional Scored Samples

Grades K–12

Speaking—Rubric

Question Level	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
Emerging	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Uses multiple words, short phrases, or sentences to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning 	N/A

Question Level	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
Transitioning	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Uses multiple words to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning 	<ul style="list-style-type: none"> • 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
Expanding	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Commanding	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

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Speaking—Emerging Practice: Grades 3–4

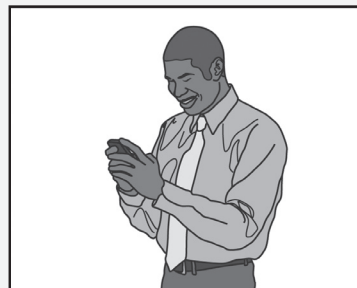
1.



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?

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Uses multiple words, short phrases, or sentences to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning 	N/A

Track 44

Score:

Practice #1

Track 45

Score:

Practice #2

Speaking—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?

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Uses multiple words, short phrases, or sentences to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning 	N/A

Track 46

Score:

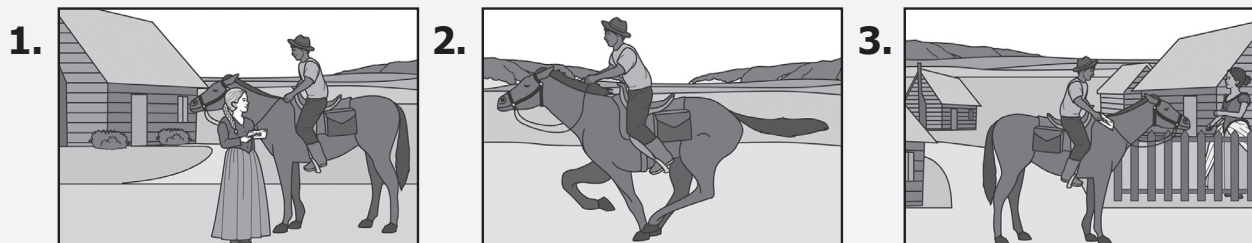
Practice #1

Track 47

Score:

Practice #2

Speaking—Transitioning Practice: Grades 3–4



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.

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Uses multiple words to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning 	<ul style="list-style-type: none"> • 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

Track 48

Score:

Practice #1

Track 49

Score:

Practice #2

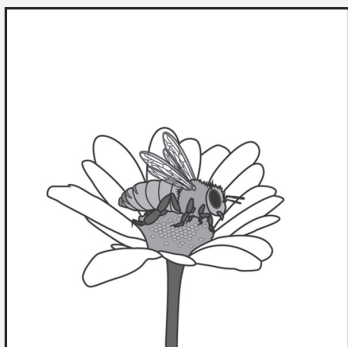
Track 50

Score:

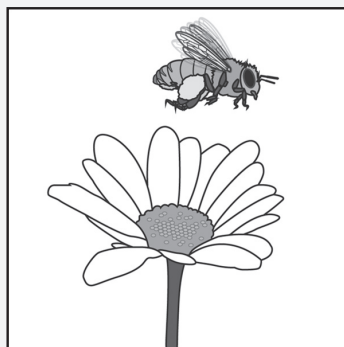
Practice #3

Speaking—Transitioning Practice: Grades 7–8

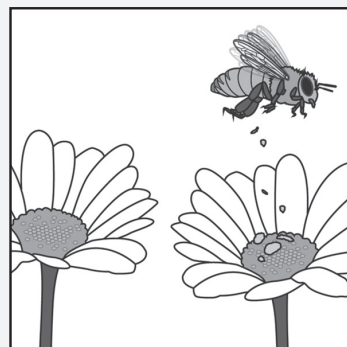
1.



2.



3.



Introduction: 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.

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Uses multiple words to respond • Partially expresses thoughts and ideas • Frequent errors may obscure meaning 	<ul style="list-style-type: none"> • 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

Track 51

Score:

Practice #1

Track 52

Score:

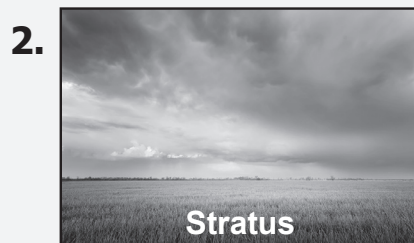
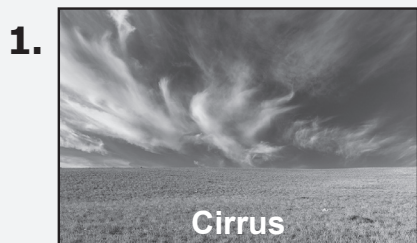
Practice #2

Track 53

Score:

Practice #3

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



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.

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Track 54

Score:

Practice #1

Track 55

Score:

Practice #2

Track 56

Score:

Practice #3

Speaking—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.

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Track 57

Score:

Practice #1

Track 58

Score:

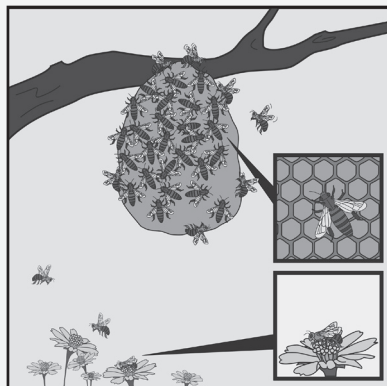
Practice #2

Track 59

Score:

Practice #3

Speaking—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.

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Track 60

Score:

Practice #1

Track 61

Score:

Practice #2

Track 62

Score:

Practice #3

Speaking—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.

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Track 63

Score:

Practice #1

Track 64

Score:

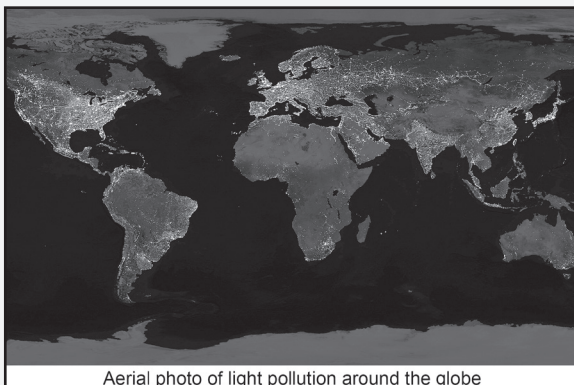
Practice #2

Track 65

Score:

Practice #3

Speaking—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.

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Track 66

Score:

Practice #1

Track 67

Score:

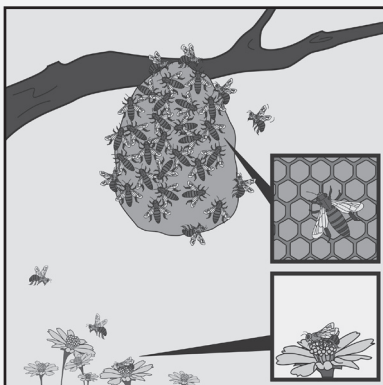
Practice #2

Track 68

Score:

Practice #3

Speaking—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.

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Track 69

Score:

Practice #1

Track 70

Score:

Practice #2

Track 71

Score:

Practice #3

Speaking—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?

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Track 72

Score:

Practice #1

Track 73

Score:

Practice #2

Track 74

Score:

Practice #3

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