

DRAFT Kindergarten Test Design – Spring 2016, 2017, 2018

General Specifications

- ❖ Administer K NYSESLAT by Modality: Speaking, Listening, Reading, Writing
- ❖ Present 3 Answer choices (1 Key and 2 Distractors)
- ❖ Entire item, including graphics, stem, and three answer choices, is presented on one page in the test booklet

Graphics Specifications

- ❖ Perspective in graphics is consistent. For example, an adult is bigger than a child who is bigger than a baby.
- ❖ Graphics are relatable to a 5- or 6-year-old's experience and environment
- ❖ When answer choices include more than a single picture, a maximum of 3 pictures per answer choice will be presented horizontally. Each set per answer choice will be boxed.

Sample Items

- ❖ A sample item will be provided, demonstrating how a student is to indicate / circle an answer. If the required circling differs for an item type, a sample item will be provided for each unique item type. This is especially important when a boxed answer choice showing 3 images is used and the entire set needs to be circled to indicate the answer chosen.

Reading Items			
TOM	Item Type	Example	Guidance for Items
TOM 1 and 2 will be assessed via listening			
ToM.R.K.3 Students can identify basic features of print, sounds, and grade-appropriate words.	1. Sound-word match	Teacher reads a word and then asks students what letter makes a sound. Teacher says: "Listen to the word <u>friend</u> . Circle the letter that makes the /f/ sound in the word <u>friend</u> ." Options are d, h, f Teacher says: "Listen to the word <u>eat</u> . Circle the letter that makes the /e/ sound in the word <u>eat</u> ." Options are e, i, t	<ul style="list-style-type: none"> Should assess consonant letters that are traditionally challenging for ELLs such as "f". Avoid letters that are challenging for all students (non-ELLs) such "r" "s" "l" "w". Answer choices should contain the correct letter as the KEY and one other letter that makes a sound in the word but is incorrect. In the example "friend" the correct answer is "f" and the letter "d" should also be an answer choice. In the example "eat" the correct answer is "e" and the letter "t" should also be an answer choice. Avoid sounds that do not exist in other languages, this may assess accents that should not prohibit a student from passing this exam. Should assess the most common (long) vowel sounds.
	2. Alphabet Recognition	Student sees: b c [D'Nealian lines] e f Teacher reads: "b c blank e f. These letters are in alphabetical order. Which letter comes after the letter 'c'?" Students select correct letter from mc options.	<ul style="list-style-type: none"> Avoid b or d as the correct answer or the distractor Formatting note: Students see D'Nealian lines with letters and a blank where the missing letter goes; the size of the letter series is the same as the letters in the ACs (i.e., large). Formatting note: do not put commas between the individual letters in the stem that the student sees and the teacher reads.
	3. Word Reading 1	Student looks at a picture and circles the word that spells what the picture is. "This is a picture of a <u>book</u> . Circle the word that spells <u>book</u> ." Options are book, look, took To test ending sounds, the AC options would be book, boot, boom	<ul style="list-style-type: none"> Use sight words from single lists, Consonant – Vowel – Consonant (CVC) words with "pure" short vowel sounds; i.e., avoid words like "pen" and "pin" and homophones like "one" and "won." Test only beginning or ending sounds. Sight words can be repeated, but only if necessary and rarely.

			<ul style="list-style-type: none"> • Do not use nonsense words. • It is acceptable to use rhyming words, especially when testing beginning sounds. • Use mostly pre-primer words and a few K level words • Create the items by making the initial sounds the same in the distractors, or make the distractors have the same end sound. If testing end sound, avoid words that end in “l”, “r” or “x” sounds.
<p>ToM.R.K.4 Students can identify one-to-one letter-sound correspondences and high-frequency grade-appropriate words in context.</p>	<p>4. Letter-sound Recognition</p>	<p>Letter is read aloud, student circles the correct letter from list of mc options. “<u>c</u>. Circle the letter <u>c</u>.”</p>	<ul style="list-style-type: none"> • Should assess letters that are traditionally challenging for ELL students such as “h” or “v”. If testing “v” please note that a distractor should not be “b”. • Avoid letters that are challenging for all students (non-ELLs) such “r” “s” “l” “w”. • Also avoid letters that can be reversed or flipped “p” “d” “b”
	<p>5. Sentence Reading 1</p>	<p>Teacher reads aloud: “The <u>boy</u> is sleeping.” Student sees: “The ___ is sleeping.” Students select the word “boy”.</p> <p>The format is: Listen to the sentence. Circle the word that is missing in the sentence. The <u>boy</u> is sleeping. Students see: The ___ is sleeping. Options include boy, joy, toy.</p> <p>Teacher reads aloud: “The book is <u>on</u> the table.” Student sees an image of a book on a table and sees the prompt: “The book is ___ the table.” Student circles the word “on”. Options include on, in, at.</p> <p>Do not use pronouns in place of proper nouns. i.e., “He has a hat ___ his head.” Instead use “The man has a hat ___ his head.” Student selects the word “on”.</p> <p>No images in Key and distracters; words only.</p>	<ul style="list-style-type: none"> • Should test first letter of words (e.g., distractors should all start with different letters) • Should test last letter of words (e.g., distractors should all be the same with a different last letter—correct word is “bat” distractors are “bad,” “ban,” “bag”). If testing end sound, avoid words that end in “l”, “r” or “x” sounds. • Do not test middle sounds of words • Use sight words from single lists, Consonant – Vowel – Consonant (CVC) words with “pure” short vowel sounds; i.e., avoid words like “pen” and “pin” and homophones like “one” and “won.” • Sight words can be repeated, but only if necessary and rarely. • Use mostly pre-primer words and a few K level words • The book is “on” the table is testing prepositions, so distractors should all be different prepositions. • Do not use pronouns in the preposition items. See

	<p>Sentence Reading 2 (introduced in 2018 Operational Test)</p>	<p>Teacher says: Read the sentence. Circle the picture that goes with the sentence. (The teacher does NOT read the sentence.)</p> <p>In the student booklet, the student sees: The boy sleeps.</p> <p>The student also sees three images: one boy sleeping (KEY); two boys playing; and one girl reading a book.</p>	<p>text in Example.</p> <ul style="list-style-type: none"> • Use sight words from single lists, Consonant-Vowel-Consonant (CVC) words with pure vowel sounds (i.e., avoid words like “pen” and “pin” and homophones like “one” and “won”). • Use mostly pre-primer words and a few K level words. • Use words that can be illustrated. • Each distractor illustration should have two elements in it that make the answer definitely wrong and the key (correct answer) should have two elements in it that make it definitely right. <ul style="list-style-type: none"> • In the example, the two elements that make the KEY correct are “a boy” and the action “sleeping.” The two elements in the distractors that make them incorrect are “two boys” and the action “playing”; and “one girl” and the action “reading a book.” • Don’t use the word “children” in the stem. Use “A, one, man, boy, girl” or “two boys, girls.”
	<p>6. Word Reading 2</p>	<p>State the word and have students identify correct spelling.</p> <p>Teacher reads the word “cat” and asks students to select the correct word from a list of options. Distractors would include the word ‘sat.’ No use of nonsense words so distractors could be “sat, mat, hat.”</p> <p>The format is: “<u>cat</u>. Circle the word that spells <u>cat</u>.” Options would be cat, mat, sat to test beginning letters or cat, cap, can to test ending.</p>	<ul style="list-style-type: none"> • Use sight words from single lists, Consonant – Vowel – Consonant (CVC) words with “pure” short vowel sounds; i.e., avoid words like “pen” and “pin” and homophones like “one” and “won.” • Sight words can be repeated, but only if necessary and rarely. • Do not use nonsense words. • It is acceptable to use rhyming words, especially when testing beginning sounds. • Use mostly pre-primer words and a few K level words

Listening Items			
TOM	Item Type	Example	Guidance for Items
<p>ToM.L.K.1 Students can identify illustrated words, phrases, or sentences that signal important individuals, events, a narrator, and/or the main idea in grade-level spoken discourse.</p>	<p>1. Character-Image Sorting</p>	<p>Teacher reads a short story. Then, teacher reads one or two sentences about the character from the story. Students work with images from the excerpt and/or story to identify a character.</p> <p>E.g., A story is read about a girl that went to the store to go school shopping with her grandfather. Teacher re-reads two sentences from the story (Listen to these sentences from the story again.”: “Ada is going school shopping with her grandfather. She needs books for school.” “Which picture shows Ada shopping for books?” Students select the correct picture. Options are a girl with a shopping cart holding two books (KEY), a girl holding a box of pencils in a store, a a girl in front of a school building. It is the same girl in all options.</p> <p>Stand alone items reference 2-3 sentences about a character that are not part of a longer “story.”</p>	<ul style="list-style-type: none"> Stimulus repeats one or two sentences from the story giving characteristics of the character in the story. Excerpt is introduced with “Listen to this/these sentence(s) from the story again.” Stem asks, “Which picture shows. . .” and repeats the pertinent part of the sentence from the excerpt. See example of Ada shopping with her grandfather. Stand alone items should present descriptive information about a character. E.g., Juan likes to play baseball. He plays baseball in the park with his friends. Which picture shows Juan playing baseball with his friends?” Students select the correct picture. Options are a boy riding bikes with two other boys, a boy at bat with several other boys in what could be a park (KEY), two girls playing soccer in the park. It is the same boy in options A and B. The stimulus should present at least two descriptive dimensions of the character. Kindergarten Listening passages are short. Therefore, it may be necessary to for the distractor(s) to come from the story and the Key from the excerpt. Avoid distractors unrelated to the story.
	<p>2. Main Topic-Image Sorting</p>	<p>Teacher reads a short story. Students select an image that reflects the main topic of the story.</p> <p>E.g., a story is read about a tree. Teacher asks, what is this story about? Student selects the correct picture. Correct picture is a tree. Distractors are a</p>	<ul style="list-style-type: none"> If possible, all answer choices should come from the story.

		flower, a house.	
<p>ToM.L.K.2 Students can identify illustrated words, phrases, or sentences that signal or describe key details, sequence, and/or relationships in grade-level spoken discourse.</p>	3. Story Order	<p>Read a short story and allow students to work with images from the story to order the events, identify what happened in a sequence: <i>Sequence of 3: First, Next, Finally</i> <i>Sequence of 4: First, Next, Then, Finally</i></p> <p>E.g., At school, all the students have jobs. First thing in the morning, Bella turns on the lights. Next Amir puts away the paint and paper. Finally, Diego hands out books. When students do their jobs, the room stays neat. Everyone works together. It is good to have a job at school.</p> <p>Student selects image/images that reflect correct order of events for Bella turning off lights, Amir putting away paints and paper, Diego handing out books. Distractors depict an image different than the order asked for (i.e., picture of Last event when asked for First event) or order events in partial or wrong order.</p> <p>Item stems for this type include: Which picture shows what Bella does first in the story? Which group of pictures shows the order of the seasons in the story? Which picture shows what happens last in the story?</p>	<ul style="list-style-type: none"> • Caution: Use only three images in a graphic panel, or if possible, one image per answer choice. • Do not use “what DOESN’T happen?” • Use specific sequence words from the story
	4. Descriptions	<p>Describe an object in a story and have students identify the object via picture choice.</p> <p>E.g., Teacher reads a story. Teacher re-reads a line from the story: “There were no trees at the new house. But there was a lot of tall grass.” ” Ask “Which picture shows what is happening?” or “Which picture shows the new house?” –as appropriate to the item. Options are a picture of a house with no trees or grass, just a tree (no house), a house with no trees</p>	

		and tall grass (KEY). Do not ask “Which picture goes with the sentences.”	
<p>ToM.L.K.3 Students can determine the meaning of Tier 1 and some Tier 2 vocabulary in grade-level spoken discourse.</p>	5. Word Recognition	Teacher reads “Listen to this sentence. The boy is sleeping. What is the boy doing?” Students have to select the picture that shows the correct action in the correct tense. Options are a picture of the boy waking up, the boy sleeping, the boy arriving at home.	<ul style="list-style-type: none"> • Use action words that kindergarten students are familiar with. • Graphics should use the same subject in each picture (e.g., boy).
	6. Words from context	<p>Teacher reads a story. Teacher re-reads a line from the story with the word and context clues. “Listen to these sentences from the story again: My name is Gabe. I work at a school making the food that the <u>hungry</u> students eat.”</p> <p>Which words help tell what <u>hungry</u> means? Options are read aloud: (a) food, eat (KEY), (b) school, students, (c) Gabe, name</p>	<ul style="list-style-type: none"> • Repeat several lines from the story if necessary to get enough context clues and possible distractors surrounding the word you want to assess. • Use “Listen to this/these sentence(s) from the story again.” in directions. • Make sure words are on EDL vocabulary list appropriate for P-1. • Can assess vocabulary up to grade 2 on EDL vocabulary list for this type of item only because context clues are being assessed. Do not use grade 3 vocabulary; grade 1 is preferable and grade 2 is acceptable.

<p>ToM.L.K.4 Students can identify illustrated language structures in grade-level spoken discourse. Language structure is defined at this grade band as words, phrases, and sentences that together develop a story, a description, or a sequence of events.</p>	<p>7. Development of Story Image Sorting</p>	<p>Teacher reads a story. Students work with images from the story to identify the reason for something happening. E.g., Story: Today was Jun’s first day of class. She was at a new school. She did not know the other children. She was scared and sad. The bell rang, and Jun went inside her new classroom. The teacher smiled at Jun. She said, “Hello Jun. Welcome to class. Meet Claudia. The teacher asked Claudia to show Jun the class fish tank. Claudia showed Jun how to feed them. Other children came to watch the fish eat. They said hello to Jun. Jun felt better.</p> <p>Prompt asks, why does Jun feel better? Options are image of Jun feeding fish with Claudia and other students watching, A school building, Jun standing in the doorway of her class looking scared</p>	<ul style="list-style-type: none"> • While item design for TOMs 2 and 4 may be very similar, the point of Item Type 7 is to measure the central idea or key development in a story. TOM 2 is measuring any elements in a story, e.g., which words tell the colors of the fish in the classroom? Item Type 7, however, should assess key ideas in the story. • Graphics: <ul style="list-style-type: none"> ○ 1 picture/answer choice ○ No more than 3 pictures in a panel per answer choice ○ Too many graphic panels in an answer choice make item confusing • If possible, all answer choices should come from the story. <p>Unless the item comes immediately after the passage, pertinent sentences must be repeated as part of item.</p> <ul style="list-style-type: none"> • To develop items that measure Item Type 8, focus on repeated words and phrases or repeated ideas throughout a text. It may not exist in many passages, only a few passages will lend themselves to Type 8 items. • There should only be 1-2 Type 8 items max on a given form. • No more than 3 pictures per panel.
	<p>8. Development of Ideas Image Sorting</p>	<p>Teacher reads a story. Students work with images from the story to determine development of an idea. E.g. Story: At school, all the students have jobs. First thing in the morning, Bella turns on the lights. Next Amir puts away the paint and paper. Finally Diego hands out books. When students do their jobs, the room stays neat. Everyone works together. It is good to have a job at school.</p> <p>Teacher asks: What are the jobs in the story? Correct images are: turning on the lights, putting away the paper and handing out books. Incorrect images are series of images that are not jobs or some jobs and some things that are not jobs, e.g., one distractor could be a picture of art, books, and paper; another distractor is reading a book, drawing on paper, a light.</p>	

Writing Items

TOM	Item Type	Example	Guidance for Items
<p>ToM.W.K.1 Students can produce letters, sequence letters to produce grade-appropriate words, and separate words with spaces.</p>	<p>1. Letter Writing (0-1 point)</p>	<p>On the line, write the letter <u>a</u> as in the word <u>ape</u>. Students write the letter on blank D’Nealian lines.</p>	<ul style="list-style-type: none"> • Should assess consonant letters that are traditionally challenging for ELLs such as “f”. Avoid letters that are challenging for all students (non-ELLs) such “r” “s” “l” “w”. • Avoid sounds that do not exist in other languages, this may assess accents that should not prohibit a student from passing this exam. • Should assess the most common (long) vowel sounds.
	<p>2. Word Writing (0-2 points)</p>	<p>Word Writing A. Teacher reads a word; students see a picture of the word. Students spell the word. (i.e., Picture of a cat. “This is a picture of a <u>cat</u>. On the line, write the word <u>cat</u>.”)</p> <p>Word Writing B. (added May, 2015 for Cycle 2) A picture is presented showing a scenario of some sort. The teacher reads a sentence related to the picture and asks students to spell a word at the end of the sentence. (i.e., Picture of children playing. “The children like to <u>play</u>. On the line, write the word <u>play</u>.”) The sentence read to the students will also appear in the student test booklet with set of D’Nealian lines where the word they’re writing would appear (The children like to _____). The target word and the D’Nealian lines will always be at the end of the sentence.</p>	<ul style="list-style-type: none"> • Use sight words from single lists, Consonant – Vowel – Consonant (CVC) words with “pure” short vowel sounds; i.e., avoid words like “pen” and “pin” and homophones like “one” and “won.” • Sight words can be repeated, but only if necessary and rarely. • Use mostly pre-primer words and a few K level words • Formatting: use type for the sentence that matches the size of the D’Nealian lines representing the “blank.”
	<p>3. Sentence Writing (0-2 points, 0= wrong or no answer, 1 = partial answers, 2 = correct answer)</p>	<p>Teacher reads aloud, “<u>The cat runs</u>. On the lines, write the sentence <u>The cat runs</u>. (Pause) <u>The cat runs</u>.” Students write the sentence.</p>	<ul style="list-style-type: none"> • Use simple sentences only (e.g. article, noun, verb). Avoid irregular verbs. • Use sight words from single list. • Use mostly pre-primer words and a few K level words • Use present tense only

			<ul style="list-style-type: none"> • Do not use words that end with sounds “l” “r” or “x” • Include a graphic that represents the sentence. In the example given, the student sees a picture of a cat that is running.
<p>ToM.W.K.2 Students can draw or write to provide descriptions and events to write a story or write about a topic.</p>	<p>4. Write a story (0-4 points—aligned to PLD levels --0, 1, 2, 3, 4)</p>	<p>A prompt is given to draw and write about a story or topic. Students will have a story re-read from the Listening test. Students would be asked to continue the story, or explain something that happened in the story.</p> <p>E.g., Story: Today was Jun’s first day of class. She was at a new school. She did not know the other children. She was scared and sad. The bell rang, and Jun went inside her new classroom. The teacher smiled at Jun. She said, “Hello Jun. Welcome to class. Meet Claudia. She will show you the classroom.” The teacher asked Claudia to show Jun the class fish tank. Jun liked fish. The fish in the classroom were gold and white. Claudia showed Jun how to feed them. Other children came to watch the fish eat. They said hello to Jun. Jun felt better. She was not scared or sad anymore.</p> <p>Teacher says, draw and write what happens next in the story.</p> <p>E.g., Story: Tom and Lisa eat snacks from the garden. Tom eats apple slices. They are red and green. Lisa eats carrots. They are orange.</p> <p>Teacher says, draw and write to describe one thing you like to eat.</p> <p>Test Construction Information: Provide a box for the drawing before the D’Nealian lines. In directions give</p>	<ul style="list-style-type: none"> • Rubric is used to assess different proficiency levels. • Do not impose a time constraint for student

		<i>students time to draw first. Then tell students to start writing. Students are allowed to return to their drawings when finished writing.</i>	drawing. Do not include a specific amount of time to be given students for drawing in the examiner directions.
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