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**NYSESLAT Analysis**

NYSESLAT measures the linguistic competency of Second Language Learners. Students are tested on the four modalities of language, that is, reading, listening, speaking and writing. In order for students to be successful within these areas, they need to know how to read, understand, and formulate simple, and complex sentences. In regards to writing, students should know how to write simple, expanded, and complex sentences. Also, they need to know some Tier 1, Tier 2, and Tier 3 vocabulary words in order to help them to be successful in all four modalities of the language. Some other skills needed to be successful on the NYSESLAT are, being able to logically arrange their thoughts and ideas, knowing how to provide description in their writing, being able to use facts and their own ideas to describe and explain information that they encounter. I do believe that it assesses the necessary skills for academic success. The four language modalities for ENL students are applicable to native speakers, especially within the classroom and their day-to-day life. Native speakers it is assumed, knows how, and is able to speak. In which, there is no need to test native speakers on that aspect of the language. Whereas, ENL learners are new to the language so it is important to test if they know how to express complete thoughts, and ideas that are not only important to social settings, but to test if they are able to express themselves in different settings. Reading, writing, and listening are all natural components of any content area. For the most part, NYSESLAT test students on coherence and organization of thoughts, control of conventions, content and analysis, and being able to use facts and ideas to express, and explain what they have learned. According to New York City Common Core requirements, every student should be compatible in these areas by the time they are ready for college. On the other hand, I do not think that the NYSESLAT measures student’s command of English (like English rules, grammar, and so forth). Moving forward, when I plan my lessons for my ENL students I will continue to do what I am doing in regards to scaffolding and differentiating the text in order for the students to understand the information. However, I will need to work more on their summary writing skill. Seeing that the NYSESLAT is grading students on how well they can put what they have learned in their own words, and being able to use simple and complex sentences, I will need to somehow provide students with different manipulators to summarize and analyze.

The content area that I chose to look at is ELA, and will look at the 7th-8th grade NYSESLAT exams. NYSESLAT and ELA are similar in their expectations of what students should be able to know, and do for the most part. For starters, the ELA Common Core has a list of objectives that students should be competent in. Both ELA and the NYSESLAT are similar in their expectations of what students should be able to know and do in terms of reading and writing. Both, test students in reading and writing. In regards to reading, students need to have a keen knowledge in vocabulary, knows how to read, interpret, evaluate, and self-select. While in writing, students need to know how to logically arrange their thoughts, make simple, expanded, and complex sentences. Also, they need to have a good grasp of Tier 1-Tier 3 vocabularies in order to be able to write a short, or extended response. Another similarity is that students are required to know how to make inferences, link claims and evidence, and providing a variety of support and/or explanation of facts and ideas.

On the other hand, the expectations of the two exams are different in some ways. Even though the Common Core has a list of objectives that covers all modalities of language, which are mostly applicable to ELA, and is applicable to NYSESLAT to an extent. The NYSESLAT does not test students on sophistication or style they instead test students on their ability to construct sentences. For example, the NYSESLAT test students on how well they can use the English Language to create phrases, if their writing is intelligible, how well students can connect their ideas and if they can express complete thoughts and ideas. Another difference is that students are not required to spell words correctly; instead their writing may even include inventive spelling. In terms of ELA, students need to know different writing techniques, and knows when to apply them to the correct genre that they are applicable to. While NYSESLAT takes a more simplistic approach to writing, ELA takes on a more technical approach to writing. In which, students are graded on the actual content that they learned, having to provide explicit evidence from the text to support their claim, use formal and precise language to express their ideas, and have a great control over their conventions. Even though students may cite evidence in their writing, it is required that they do not cite the information word for word, because this takes away points from their test, while in English students loses points if they do not cite evidence to support their claim. Lastly the NYSESLAT test students in on other areas, that, ELA does not test students in. On the NYSESLAT, students are tested in listening, and speaking. Whereas, both require that students have the necessary skills of listening, memorizing, then applying that information that was read to them.

The language demands are similar in that, both ELA and NYSESLAT requires that students are able to demonstrate command of the English Language whenever they write or speak. Also, they should be able to choose among simple, expanded, and complex sentences whenever they write and speak. Another similarity is being able to summarize information and putting it into their own words. Also, they need to have the ability to choose language that expresses precise and concise thoughts. Some differences between the two are, on the NYSESLAT because students are being tested on the four modalities of language, students are required to orally express their thoughts in a precise and concise manner. Whereas, in ELA, students are required to be able to identify, and analyze figurative language and are able to use it in writing, and reading. My views on if the NYSESLAT is an adequate assessment of ELL’s ability to do well in mainstream content classes at the secondary language are neutral. They are neutral because the four modalities that are used to test ENL learners can also be found in other content areas. Yes, some contents are far removed from NYSESLAT because it is only testing student’s language capability. However, every subject area requires that students use facts, their own ideas, and precise and concise language to express and explain the subject at hand. Also, in terms of reading and writing content, students are asked to read culturally narrative or informational text, which sometimes require that students have background knowledge in other content areas. The goal of the NYSESLAT is to test student’s linguistic capabilities. In that, we can look at it as students merging the two (language and content) to succeed in school. Also, we need to take into consideration ENL learner’s fluency and level in the language. Until students have acquired the language in terms of vocabulary, the linguistic aspects, and rules of English Language they will never be fully prepared or succeed in mainstream content classes at the secondary language.

In conclusion, I do not think that it is necessary for ENL learners to take both the NYSESLAT and ELA exams. I say this because the NYSESLAT and the ELA exams are closely aligned for the most part, and neither really explicitly test, or teaches students English Language. I do not believe that NYSESLAT should compensate for content. The NYSESLAT should explicitly test students on grammar and language. I find this test ironic because language acquisition in itself focuses on grammar, and its rules. However, the NYSESLAT accepts inventive spelling from the students. In order for students to be successful in content, and language then we need to explicitly expose students to the language, and align the NYSESLAT assessment to the linguistic component of English, instead of overwhelming students with outside sources.