



New York State English as a Second Language Achievement Test (NYSESLAT) Guide to the Spring 2011 Parent Report

THE NEW YORK STATE EDUCATION DEPARTMENT

This guide will help you understand the scores on your child's report. A sample of the Parent Report is below. The numbers match the descriptions of the information provided.

1 Your Child's Information

This section shows your child's name, student ID number, grade, school name, and district name.

2 The Purpose of the NYSESLAT

This section of the Parent Report is an explanation of the NYSESLAT and its goals. The New York State Board of Regents has established learning standards for all English language learners attending New York State schools. The NYSESLAT is designed to measure the English language proficiency of students who have been identified as English language learners. This report explains your child's scores on the assessment. We encourage you to refer to this report when talking to your child's teachers or school officials.

3 Your Child's Scores and Proficiency Levels

There are two sets of section scores and proficiency levels for this test: one for the Listening-Speaking Section, and one for the Reading-Writing Section. The bars show your child's performance on the two sections of the test. The arrows point to the minimum proficiency score for each section.

4 Your Child's Overall Proficiency Level


Your child's overall proficiency level is shown here. The definition of each proficiency level appears in the columns below.

Beginning—Student performance does not demonstrate an understanding of the English language expected at this grade level.

Intermediate—Student performance demonstrates a partial understanding of the English language expected at this grade level.

Advanced—Student performance demonstrates an understanding of the English language expected at this grade level.

Proficient—Student performance demonstrates a thorough understanding of the English language expected at this grade level.



**New York State
English as a Second Language
Achievement Test
(NYSESLAT)**

Spring 2011 Parent Report

For the parent or guardian of:

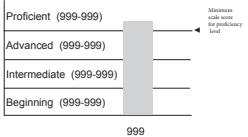
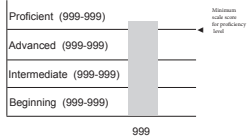
1 Holmes, Martin A
Student ID: 120340225

Grade: 03
School: Springfield Elementary School
District: Springfield School District

2 Each year, English language learners in kindergarten through grade 12 take part in the New York State English as a Second Language Achievement Test (NYSESLAT), as required by No Child Left Behind Act. This report explains your child's scores. Please use this report to talk with your child's teacher or school officials.

If you have questions or would like more information about your child's performance on this year's test, please contact your principal. Thank you for your continued partnership in your child's education.

3 Your Child's Scores and Proficiency Levels

LISTENING - SPEAKING SECTION	READING - WRITING SECTION
<p>Your Child's 2011 Scale Score: 999 Your Child's 2011 Proficiency Level: Proficient</p> 	<p>Your Child's 2011 Scale Score: 999 Your Child's 2011 Proficiency Level: Proficient</p> 

4 Your Child's Overall Proficiency Level is: Proficient

<p>Beginning Student performance does not demonstrate an understanding of the English language expected at this grade level.</p>	<p>Intermediate Student performance demonstrates a partial understanding of the English language expected at this grade level.</p>	<p>Advanced Student performance demonstrates an understanding of the English language expected at this grade level.</p>	<p>Proficient Student performance demonstrates a thorough understanding of the English language expected at this grade level.</p>
---	---	--	--



QA108263

Performance Level Descriptors


This section provides descriptions of the performance levels for Listening–Speaking and Reading–Writing.

Listening–Speaking

- Beginning** Students can comprehend simple statements and questions. They are able to engage in simple face-to-face conversations with peers and family members.
- Intermediate** Students understand general concepts and specific details of short conversations but have only a general understanding of longer conversations. They can initiate and sustain a conversation with native English speakers.
- Advanced** Students are able to understand the main ideas and significant details of extended discussions. They can engage in extended discussions with native English speakers.
- Proficient** Students are able to understand standard speech delivered by a native English speaker. They engage in most social communications with confidence and fluency.

Reading–Writing

- Beginning** Students understand simple material. Their comprehension is limited to main ideas of simple written material that contains familiar vocabulary. Students are able to write short notes and messages on very familiar topics.
- Intermediate** Students are able to understand narrative and descriptive materials that contain familiar vocabulary. They can write simple notes using elementary vocabulary and common language structures. They can express past, present, and future ideas comprehensibly, although errors may occur.
- Advanced** Students can understand most printed materials. They can write essays, journals, and personal and business letters. They use correct English word structure.
- Proficient** Students are able to understand and obtain meaning from a wide range of printed materials. Their reading level and vocabulary is comparable to native English-speaking students. They can write about a variety of topics using different sentence structures.



**New York State
English as a Second Language
Achievement Test
(NYSESLAT)
Spring 2011 Parent Report
Performance Level Descriptors**

Listening - Speaking Section	
●	Beginning Students can comprehend simple statements and questions. They are able to engage in simple face-to-face conversations with peers and family members.
●	Intermediate Students understand general concepts and specific details of short conversations but have only a general understanding of longer conversations. They can initiate and sustain a conversation with native English speakers.
●	Advanced Students are able to understand the main ideas and significant details of extended discussions. They can engage in extended discussions with native English speakers.
●	Proficient Students are able to understand standard speech delivered by a native English speaker. They engage in most social communications with confidence and fluency.
●	No Valid Score An invalid score was received in Listening and/or Speaking.

Reading - Writing Section	
●	Beginning Students understand simple material. Their comprehension is limited to main ideas of simple written material that contains familiar vocabulary. Students are able to write short notes and messages on very familiar topics.
●	Intermediate Students are able to understand narrative and descriptive materials that contain familiar vocabulary. They can write simple notes using elementary vocabulary and common language structures. They can express past, present, and future ideas comprehensibly, although errors may occur.
●	Advanced Students can understand most printed materials. They can write essays, journals, and personal and business letters. They use correct English word structure.
●	Proficient Students are able to understand and obtain meaning from a wide range of printed materials. Their reading level and vocabulary is comparable to native English-speaking students. They can write about a variety of topics using different sentence structures.
●	No Valid Score An invalid score was received in Reading and/or Writing.

A more detailed description of the English as a Second Language (ESL) proficiency levels and additional information concerning the NYSESLAT may be obtained from your child's ESL or bilingual education teacher or from The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language, available at <http://www.p12.nysed.gov/biling/resource/ESLstandards.html>.