



# New York State Testing Program

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

# School Administrator's Manual

2010 Edition

# THE UNIVERSITY OF THE STATE OF NEW YORK

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## General Features of the NYSESLAT

The New York State English as a Second Language Achievement Test (NYSESLAT) is designed to measure the English language proficiency of students who have been identified as English language learners. Test items included in the NYSESLAT have been selected from previously field-tested items. As a result, the test has undergone strict and extensive content and statistical analyses to ensure its validity and reliability. In developing the test, input has also been provided by selected educators across the State.

The NYSESLAT consists of five grade bands: K–1, 2–4, 5–6, 7–8, and 9–12. Each grade band assesses four language modalities: Listening, Speaking, Reading, and Writing. The table on the next page shows the grade bands and modalities of the test, the number of questions in each test, and the estimated testing time for each of the five grade bands. The NYSESLAT is an untimed test. Consequently, the times provided in the table are for planning purposes only. The time allotment indicated for each grade band should be adequate. However, if necessary, additional time should be provided. **Allow any student working productively to have as much time as he or she needs to complete the test.**

The NYSESLAT is administered annually to all English language learners in grades K–12. Each student's performance on this test will be the basis for determining whether the student continues to be an English language learner. Based on the results of the test, the student's English language proficiency level is classified as beginning, intermediate, advanced, or proficient. Such classification must be used to provide the required amount of language arts instruction prescribed under Part 154 of the Regulations of the Commissioner of Education.

<b>Grade Band</b>	<b>Test Modality (Subtest)</b>	<b>Number of Questions</b>	<b>Estimated Testing Time in Minutes</b>
K-1	Speaking	16	15
	Listening	24	30
	Reading	15	22
	Writing		
	• Writing Conventions	6	10
	• Writing	9	30
2-4	Speaking	16	15
	Listening	24	35
	Reading	24	50
	Writing		
	• Writing Conventions	12	15
	• Pre-Writing	3	10
	• Writing	1	15
5-6	Speaking	16	15
	Listening	25	35
	Reading	27	55
	Writing		
	• Writing Conventions	15	15
	• Pre-Writing	3	10
	• Writing	1	15
7-8	Speaking	16	15
	Listening	25	40
	Reading	27	55
	Writing		
	• Writing Conventions	15	15
	• Pre-Writing	3	10
	• Writing	1	20
9-12	Speaking	16	15
	Listening	25	40
	Reading	27	55
	Writing		
	• Writing Conventions	15	15
	• Pre-Writing	3	10
	• Writing	1	20

# Information for School Administrators

## General Information

All school personnel who will be involved in overseeing the administration and scoring of the NYSESLAT must be provided with and read a copy of this entire manual. School personnel who will be administering any session of the NYSESLAT must also be provided with and read the sections of this manual entitled “Supervision of Students” (page 10) and “Administering the Test” (page 12).

This manual is not secure and may be photocopied. School personnel may retain this manual after the testing is completed.

For any questions about general administration procedures for this test, call the Pearson Customer Support Center at 1-888-705-9415.

In addition, please check the Office of State Assessment’s web site periodically at <http://www.emsc.nysed.gov/osa> for any scoring clarifications.

### Important Dates

Speaking subtest material delivered to participating schools	April 9–13, 2010
Speaking Test administration period	April 14–May 25, 2010
Listening, Reading, and Writing subtests materials delivered to participating schools	May 12–14, 2010
Listening, Reading, and Writing subtests administration period	May 17–25, 2010
Writing Scoring materials delivered to participating schools	May 21–25, 2010
Makeup Testing*	May 26–27, 2010
Scoring of Constructed Responses for Writing	May 26–June 3, 2010
Submit answer sheets to the scanning centers by	June 3, 2010
Return all secure materials to Pearson	June 10, 2010

### Important Note

All schools must complete the NYSESLAT administration by **May 27, 2010**.  
All secure material must be returned to Pearson no later than **June 10, 2010**.

For the NYSESLAT administration, Pearson will provide test booklets, Directions for Administration, and prerecorded CDs for use in administering the Listening subtest in Grades 2 and above. Answer sheets will be provided to public schools by the Regional Information Center (RIC) or large-city school district office in their geographic area. Answer sheets for nonpublic schools will be provided by the New York State Education Department (the Department) (see Appendix G). The answer sheets will be used to record student responses for all questions in the Listening and Reading subtests and multiple-choice questions in the Writing subtest. For the Writing and Speaking subtests, the answer sheets provide fields in which raters will record student scores on open-ended questions.

\*It has come to the Department’s attention that some schools will be closed for some school days or will have lessened attendance during the week of May 17 -May 21 due to the observance of the Jewish holiday, Shavuot. In order to give those schools an opportunity to administer the Listening, Reading, and Writing subtests of the NYSESLAT to all of their English language learners, the Department is extending the make-up dates for administration to Thursday, May 27, 2010.

## **Administration Schedule**

The Speaking subtest must be administered to students individually at a location separate from other students and may *only* be administered between April 14–May 25, 2010.

The Listening, Reading, and Writing subtests must be administered to groups of students between May 17–25, 2010. Each school may choose its own testing days and times within that time period. The make-up test dates are any dates that remain in the primary administration period and May 26–27, 2010.

For all grade bands, the Department suggests that schools administer the subtests in the following sequence: Session 1—Speaking, Session 2—Listening, Session 3—Reading, and Session 4—Writing. Schools may administer the Speaking, Listening, and Reading subtests in a different sequence for some or all students if doing so will facilitate the school’s completion of this testing. The Writing subtest should be administered last.

The NYSESLAT is an untimed test. Suggested time allotments for various parts of the test are listed in the chart on page 2 of this manual.

Scoring of the Writing subtest may not begin until scoring materials arrive in schools on May 21–25, 2010. Scorers must be cautioned not to discuss the test content and specific scoring rubrics outside of the scoring sessions. Schools must submit their answer sheets to the scanning centers by June 3, 2010.

## **Students to be Tested**

All public and charter schools must administer the NYSESLAT to all English language learners in Grades K–12 regardless of physical location of the student, classification as disabled, or number of years of service (including six or more years), until proficiency is attained as reflected in the score achieved on NYSESLAT. Nonpublic schools are strongly encouraged to administer the test to their English language learners.

### **Students with Disabilities**

All English language learners with disabilities, identified by the Committee on Special Education (CSE) or by a multidisciplinary team, including those participating in the New York State Alternate Assessment (NYSAA), must participate in NYSESLAT. Use the chart in Appendix H to determine which NYSESLAT grade-level assessment to administer to students with disabilities who, according to their Individualized Education Program (IEP), are ungraded. In planning for the administration of this test, be sure to consider English language learners with disabilities who attend programs operated by the Board of Cooperative Educational Services (BOCES) as well as any other programs located outside the school.

## **Testing Accommodations**

### **English language learners**

The NYSESLAT is designed specifically for English language learners. Therefore, testing accommodations ordinarily permitted for English language learners taking other State tests are not permitted for NYSESLAT. Except as indicated below, English language learners with disabilities should be provided the testing accommodations specified in their IEP or Section 504 Accommodation Plan (504 Plan).

## **Students Who Incur Disabilities Shortly Before Test Administration**

Principals may provide accommodations when testing general education students who incur an injury (e.g., broken arm) or experience the onset of either a short or long-term disability (either cognitive or physical) within 30 days prior to test administration. Eligibility for such accommodations is based on the principal's professional judgment. The principal may confer with CSE/504 Multi-Disciplinary Team members, the school physician, or other school personnel in making such a determination. These accommodations must not significantly change the constructs/student skills being tested and are limited to the following:

- extending the time limit for a test,
- administering the test in a special location, and
- recording the student's answers in any manner. (When answering questions designed to measure writing ability, students must provide all punctuation, paragraphing, and spelling of more difficult words.)

Prior permission need not be obtained from the Department for the principal to authorize these testing accommodations for general education students. However, a full written report concerning each authorization must be sent to the Office of State Assessment via fax at 518-474-1989. The report must be on **school letterhead**, must be signed by the principal, and must include the following information:

- the name of the student,
- the title of the test including the grade,
- a brief description of the student's injury or disability, and
- a listing of the accommodations that were authorized by the principal.

If the student is expected to continue to need testing accommodations, the principal must immediately make the appropriate referral for the consideration of an IEP or a 504 Plan.

## **Students with Disabilities**

In general, students with disabilities must be provided with the testing accommodations specified in their IEPs or 504 Plans when taking these tests. It is the principal's responsibility to ensure that this occurs and that those staff who will be providing these testing accommodations are appropriately trained. Please advise proctors to become familiar with the accommodations specific to the particular test being administered. As explained in this manual, only those testing accommodations that do not alter the constructs measured by the test are permitted on elementary- and intermediate-level State assessments.

Students with disabilities must be provided with the testing accommodations authorized by the IEP or 504 Plan, with two exceptions:

- The Reading subtest may not be read to any student.
- For the Writing subtest, students may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation.

For the Listening subtest, which is ordinarily presented to students on a pre-recorded CD, passages may be signed using American Sign Language (ASL) to hearing-impaired students who know ASL. Hearing-impaired students who are not proficient in ASL may read those passages. To obtain a copy of the written transcript of the Listening passages for this purpose, please contact Pearson's Customer Support Center at 1-888-705-9415. Listening Scripts may only be provided to students with hearing impairments needing this accommodation as specified in their IEP.

Students who have been declassified may continue to be provided testing accommodations if recommended by the CSE at the time of declassification and if it is in the student's declassification IEP. Plan all necessary arrangements for implementing testing accommodations well in advance of the test date.

For students who are mute, the interactions between student and teacher required for the Speaking subtest may be conducted through the exchange of notes written in English by the teacher and student. All notes written by the student and teacher must be returned to Pearson with the other test materials.

The Department's Office of Vocational and Educational Services for Individuals with Disabilities (VESID) provides more information on test access and accommodations for students with disabilities on its web site:

<http://www.vesid.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>.

You may contact that office via e-mail to [vesidspe@mail.nysed.gov](mailto:vesidspe@mail.nysed.gov) if you have any questions on this topic for which you are unable to find answers on the web site.

## **Use of Scribes or Tape Recorders and Large-Type and Braille Editions**

Instead of using a scribe, the Department encourages the use of a word processor (with thesaurus, spell-checking, and grammar-checking applications disabled), as most students have some experience with computers, and word processing allows the student more control over his or her environment, fosters independence, and is less labor-intensive than using a scribe.

However, the use of scribes and the use of tape recorders are allowable accommodations for the NYSESLAT. When taking these tests, students using scribes or tape recorders must provide all information—including spelling of difficult words, punctuation, paragraphing, and grammar—for the writing sections of the tests. Note the following procedures:

- The scribe must record word-for-word what the student dictates or records, leaving out punctuation and capitalization, and must circle all words that are difficult to spell.
- The scribe must use lined paper and must write on every other line.
- When the dictation/tape transcription is completed, the scribe must ask the student to spell aloud any difficult words; then the scribe must write the student's spelling above the circled words.
- The scribe must show the student the written response and ask him or her to indicate the capitalization, punctuation, and paragraphing to be used.
- The student must read the completed dictation/transcription and indicate on the skipped lines any further changes to be transcribed.
- The scribe must then transfer the student's completed response into the test book exactly as dictated or recorded and should attach the lined paper with the student's dictation to the back of the test book, preferably by stapling, to ensure against the student's response being lost.

For students who use large-type or Braille editions of the tests, or large-type answer sheets, teachers should transcribe the students' responses onto regular test answer sheets and test books exactly as dictated or recorded.

## Security of the Test

The NYSESLAT is secure. All test materials are secure, except for this manual. Teachers and administrators must carefully safeguard the test materials. The materials must be kept secure, and no one may make copies of them. Likewise, no one may make notes on or about any of the test questions. This manual may be distributed to teachers in advance of administration so they may familiarize themselves with the procedures for administering the test. Since this manual is not secure, schools may make photocopies of this publication if necessary.

In order to maintain the security of the test materials, the following measures must be taken:

- The sealed packages of secure test materials must be stored in a secure location.
- The secure location must be maintained under strict security conditions.
- An inventory of the test materials should be conducted as soon after delivery as is practical. Pearson should be notified in writing by fax to Wendy Watson at 1-866-313-4090 if any of the quantities of secure test materials the school received differed from that on the packing slip or if any of the packages of secure test materials are not properly sealed when received. The sealed packages of secure test materials must be replaced inside the secure location immediately after the inventory is completed.
- The sealed packages of secure test materials, other than the scoring materials for the Speaking subtest, must not be removed from the secure location, except for the inventory of test materials shipped to the school, until the day(s) on which the test is administered.
- The sealed packages of secure test materials, other than the scoring materials for the Speaking subtest, may not be opened until the day(s) on which the test is administered.
- Teachers who have been given the scoring materials to review for the Speaking subtest must safeguard these materials and must not leave them out unattended.

All of the secure test materials must be accounted for following the administration of the test. They must all be returned to Pearson promptly after administration and scoring.

The school principal must sign and return the Examination Storage Certificate (Appendix E) by June 10 to ensure that the secure test materials have not been copied, used to coach students, or otherwise divulged to students prior to the test administration. Make a copy and retain the original document in the school files. Please see Appendix E for more information. The copy should be returned with the test materials.

Schools must return all secure test materials to Pearson at the conclusion of testing. These include all used and unused test booklets (regular, large-type, and Braille editions), Directions for Administration, scoring guides, and prerecorded Listening CDs supplied by Pearson. Prepaid address labels for returning all test materials except for answer sheets are provided by Pearson.

Public schools must submit their answer sheets to their RIC or large-city scanning center by no later than June 3, 2010. Nonpublic schools are asked to submit their answer sheets to the Department no later than June 3, 2010. *Schools must **not** send their answer sheets to Pearson, because all materials sent to Pearson will be securely destroyed.*

## **Reporting of NYSESLAT Results to Parents**

As soon as practical after they have been made available, schools are expected to provide each student's parent/guardian with the results of their child's NYSESLAT. Note that only results are to be provided; test questions and associated materials remain secure. However, parents may be provided access to the NYSESLAT samplers at:

<http://www.emsc.nysed.gov/osa/nyseslat/sampler07/home.htm>.

## **General Administration Procedures**

### **Test Materials**

The following materials are provided for administering the NYSESLAT:

- Test booklets for Speaking, Listening, Reading, and Writing at each of the grade bands: K–1, 2–4, 5–6, 7–8, and 9–12. The test booklets are available in regular, large-type, and Braille editions.
- Directions for Administration for the four subtests
- Scoring Guide for Speaking and accompanying CD and DVD
- Scoring Guide for Writing and accompanying DVD
- Training Sets for Writing
- For Grades 2 and above, prerecorded CDs with the passages for the Listening subtest
- Answer sheets (provided by the Department for nonpublic schools and by the RICs or large-city district offices for public schools)
- This manual

The school must supply CD players for administering the Listening subtest to students in Grades 2 and above.

The shipment of test materials will also include a Test Coordinator's Kit. Included in the kit will be:

- Cover Letter
- Security Verification Form for Returned Materials
- Pearson return labels
- FedEx Ground shipping labels

### **Preparations for Testing**

If the NYSESLAT is to provide an accurate measure of student achievement for the school, both students and teachers should be properly prepared for its administration. Some specific recommendations follow.

#### **Orientation of Students**

Inform English language learners about the NYSESLAT a few days before its administration. Tell students that the test is designed to show how well they can listen to, read, write, and speak the English language. Make announcements in such a way as to increase the students' interest

in the test and at the same time not cause them to become overly concerned. Explain the general types of questions they should expect to see on the test and the procedures they should follow in recording their answers.

### **Notification of Parents**

Inform parents/guardians of the dates of testing and the purpose of the test. Ask them to encourage their students to do their best and to ensure that their students are well rested on the dates of testing. The NYSESLAT Parent's Guide can be found at <http://www.emsc.nysed.gov/osa/nyseslat/>.

### **Test Administrators**

The person responsible for administering the NYSESLAT must be a teacher or administrator, able to carry out standard examination procedures, and must have special training in administering the NYSESLAT. To ensure accurate and reliable results, the examiner should become thoroughly familiar with these procedures before attempting to administer the test.

### **Orientation of Test Administrators**

Everyone who will be administering these tests should become familiar with the directions in this manual. The school should schedule an orientation session to allow the test administrators to become familiar with this manual and to provide test administrators with training in the administration and scoring of the test. All test materials are secure, except for this manual. Please keep all secure test materials, other than the Speaking scoring materials, in their sealed packaging until the test administration date. Administrators of the Speaking subtest must be trained in scoring prior to administration.

### **Preparing the Answer Sheets**

Before the day(s) that the NYSESLAT is to be administered, prepare answer sheets for each student taking the test. Follow the directions from the supplier of the answer sheets when filling out the information required.

### **Preparing the Testing Room(s)**

The school may decide whether to administer the NYSESLAT Listening, Reading, and Writing subtests in the students' classroom(s) or elsewhere, and whether to test students in class groups or in groups of other sizes. The Speaking subtest must be administered to students individually in a separate location from all other students. If tests are to be administered in a classroom, clear desks and shelves of all books, papers, and other materials. Completely cover or remove all charts and board work. Make sure that each testing room is adequately lit and ventilated and free from noise and other distractions. It is recommended that the teacher check the audio player (for the listening CD) in the testing room prior to administering the test, to make sure it works and can be heard clearly throughout the room.

### **Students Absent on the Test Day**

Plan to administer the test at a later date to all students who were absent when the test was initially given. Do not involve these students in any classroom discussions about the test prior to the time they take it. The make-up date(s) can be any time within the designated testing period.

*No official make-ups for any subtest may be administered after May 27, 2010. Any student who is absent for any part of the assessment and does not make-up that part will not receive a score for the affected combined modality Listening/Speaking or Reading/Writing.*

## **Supervision of Students**

### **Unauthorized Materials**

Students should be under close supervision at all times during the administration of the tests and may not use any unauthorized notes, printed materials, scrap paper, or tools or electronic devices that might give them an unfair advantage on the tests. When students enter the testing room, proctors must ensure that students do not bring any unauthorized materials such as those listed above. Students should be informed that they may not use cell phones or other communication devices during the test. These must be turned off and put away before test booklets are handed out. Use of a cell phone during testing invalidates a student's test regardless of the content of the communication. The materials that students are permitted to use during the test are identified in the Directions for Administration.

### **Aid to Students**

No one, under any circumstances, may interpret or explain test questions to students, nor may anyone review or comment on the answer sheet of a student while the test is in progress. In response to inquiries by students concerning the meaning or interpretation of test questions, proctors should advise students to use their own best judgment. Teachers may give students assistance only in the mechanics of taking the tests, such as understanding where to record their responses.

### **Temporary Absence from the Testing Room**

No student may be permitted to leave and then return to the testing room during any part of the test unless the student is accompanied by a proctor for the duration of his or her absence from the testing room.

### **Emergency Evacuation of a School Building**

Evacuation of a school building during a test may be required because of an emergency such as a fire alarm or bomb threat. In any situation in which the safety of the students is endangered, the principal has full authority to interrupt the test immediately. If it is possible, the students should be kept under supervision during the emergency. Then, if work can be resumed, the time for the test should be extended so that the students will have the allotted time for the test. Following the test, a written report of the circumstances should be sent by mail or fax to the Office of State Assessment. Please refer to the section in this manual on "Reporting Irregularities and/or Misadministrations" on page 15 for additional reporting instructions.

### **Student Cheating**

Do not permit students to obtain information from or give information to other students in any way during the test. If you suspect that such an attempt has occurred, warn the students that any further attempts will result in the termination of their tests. If necessary, move the students to another location. If these steps fail to end attempts to obtain or give information, notify the

principal immediately and terminate the students' tests. At the conclusion of the test, all suspected cheating must be reported to the principal.

If, in the judgment of the principal, a student has attempted to give aid to or obtain aid from another person during the test, the principal must follow the school's disciplinary procedure for student cheating and invalidate the student's test. Score reports will not be produced for invalidated tests. When reporting student assessment data to the Department under such circumstances, the principal must report the students' scores as "administrative error." In addition, on the SIRS in the Assessment Standard Met code field, code each such student as administrative error with Standard Achieved Code of 97 and in the numeric field enter "999" indicating no valid score. Please refer to the section in this manual on "Reporting Irregularities and/or Misadministrations" on page 15 for additional reporting instructions.

### **Illness**

If a student becomes ill during a part of the test, the student should be excused until he or she is well enough to continue. The principal should estimate the time that the student had remaining to complete that part of the test. When the student is well enough to complete the test (and as long as the testing or makeup period has not ended), the student may be given the remaining time for that part. Other unadministered parts of the test should also be administered according to the Directions for Administration as long as the testing or makeup period has not ended. *Under no circumstance may the NYSESLAT be administered later than May 27, 2010.* When the student is taking a partially completed part of the test, the student must be closely supervised so that he or she does not go back to previously finished questions on the test.

### **Proctoring**

Proctors must circulate periodically around the room during the administration of each session of the test to ensure that students are recording their responses to test questions in the proper manner. While circulating around the room, proctors should point out to students if they have left one or more answers blank, if they have darkened more than one circle for the same multiple-choice question, or if they do not appear to be recording their answers in the proper place (on the answer sheet for multiple-choice questions or in the test book for constructed-response questions). However, proctors may not comment to the student on the correctness or sufficiency of any answer.

**Note: No one, under any circumstances, including the student, may alter the student's responses on the test once the student has handed in his or her test materials. Teachers and administrators who engage in inappropriate conduct with respect to administering and scoring State examinations may be subject to disciplinary actions in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.**

## Administering the Test

Before beginning each session of the NYSESLAT, direct students to:

- Remove all books, notes, or other aids from their reach or sight during the test.
- Read and/or listen to the questions carefully and follow instructions.
- Make sure that their name is on the answer sheet they are using for the multiple-choice Listening, Reading, and Writing Conventions subtests (Grades 3 and above) and on the test booklet for all sessions except Speaking.
- Use only a No. 2 pencil to record their answers for the multiple-choice Listening, Reading, and Writing Conventions subtests.
- Use either a pen or a pencil for the constructed-response part of the Writing subtest, depending on the student's preference.

**Students in Grades K–2 will mark their answers in their test booklets. A teacher or aide must transcribe the students' responses onto the machine-scorable answer sheets exactly as the students recorded them in the test booklets.**

Explain to students that the questions on the NYSESLAT are designed to measure English skills ranging from beginner to proficient. As a result, some of the more proficient students may find some test questions simple, particularly at the beginning of each subtest. Similarly, some beginning students may find some test questions very challenging, particularly toward the end of each subtest. Encourage students to do their best to answer as many of the questions as they can. Advise them not to be concerned if they think some questions are too easy or too difficult to answer correctly.

Be sure that any students with disabilities are provided with the testing accommodations authorized by their IEP or 504 Plan, with two exceptions:

- The Reading subtest may not be read to any student.
- For the Writing subtest, students may not receive assistance with or have their responses corrected for spelling, grammar, paragraphing, or punctuation.

Except where indicated in the Directions for Administration, do **not** give students help in interpreting test questions. Advise students to answer the questions according to their best judgment. However, give students all the assistance required in the mechanics of taking the test, such as pointing out the correct page in the test booklet and explaining how to record responses in the test booklet or on the answer sheet.

## Scoring the Tests

The person responsible for scoring the NYSESLAT must be a teacher or administrator, able to carry out standard examination procedures, and must have special training in scoring the NYSESLAT. To ensure accurate and reliable results, the scorer should become thoroughly familiar with these procedures before attempting to score the test.

Pearson will provide printed scoring manuals for the Writing and Speaking subtests of the NYSESLAT. For schools' convenience, the Speaking, Pre-Writing, and Writing Rubrics, as well as the Speaking Score Sheet for Individual Administration, are provided in this manual (see Appendices A–D). Each school is responsible for making the necessary arrangements for scoring the NYSESLAT. For questions regarding scoring the NYSESLAT, please call Pearson at 1-888-705-9415 or email [nyseslat.custsvc@support.pearson.com](mailto:nyseslat.custsvc@support.pearson.com).

The packages containing the scoring materials for the Speaking subtest may be opened prior to the date of administration of this part of the test so that teachers can familiarize themselves with the procedures and rubrics for scoring. Student responses to the questions in the Writing subtest are scored by teachers after its administration. Scoring of the Writing subtest may not begin until scoring materials arrive in schools. The scoring materials for the Writing subtest may not be opened until after the test has been administered by the school.

Grades K–2 students' responses to the multiple-choice questions in their Listening, Reading, and Writing test booklets must be transcribed onto their machine-scorable answer sheets before returning the test booklets to Pearson. Students' Writing subtests must be scored locally or regionally. Scores must be entered on answer sheets before the Writing subtest booklets are returned to Pearson. Pearson will not score students' Writing subtest booklets.

### Public Schools

Raters must score responses to the Writing and Speaking subtests of the NYSESLAT and record those scores on the students' answer sheets. Schools should review the answer sheets to verify that the Writing and Speaking scores and all demographic information have been entered correctly. Schools should contact their scanning center concerning the procedure to follow in preparing answer sheets for machine scoring. They should also determine whether there is a locally specified deadline for submission of the answer sheets for scanning. **Public schools should send the answer sheets to their scanning center. A complete list of the scanning centers is included in Appendix I of this manual.**

### Nonpublic Schools

Raters must score responses to the Writing and Speaking subtests of the NYSESLAT and record those scores on the student's answer sheets. Nonpublic schools must use the answer sheets provided by the Department, as the Department will score the multiple-choice Listening, Reading, and Writing Conventions subtests of the NYSESLAT. Schools should review the answer sheets to be sure that all demographic information has been entered correctly. Nonpublic schools should make copies of the answer sheets and then send the originals to the Department's Office of Information and Reporting Services. See Appendix G for further instructions. **Nonpublic schools must not send their answer sheets to Pearson.**

## **Recording Test Scores and Storing Examination Documents**

Once a set of student test books has been completely scored one time, it should be reviewed to ensure that all questions have been scored, the scores have been darkened appropriately, and there are no stray marks on the answer sheet. Preparations should then be made for returning the sets of student test books and selected test materials to Pearson, as specified on pages 16–17 of this manual.

When the teacher scoring committee completes the scoring process, test scores must be considered final. Principals and other administrative staff in a school or district do not have the authority to set aside the scores arrived at by the teacher scoring committee and rescore student examination papers or to change any scores assigned through the procedures described in this manual and in the scoring materials provided by Pearson and the Department. Any principal or administrator found to have done so, except in the circumstances described below, will be in violation of Department policy regarding the scoring of these tests. Teachers and administrators who violate Department policy with respect to scoring State examinations may be subject to disciplinary action in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

If an administrator has substantial reason to believe that the teacher scoring committee has failed to accurately score more than five student answer papers on any examination, the administrator must first obtain permission in writing from the Office of State Assessment before arranging for or permitting a rescoring of student papers. The written request to the Office of State Assessment must come from the superintendent of a public school district or the chief administrative officer of a nonpublic or charter school and must include the examination title, date of administration, and number of students whose papers would be subject to such rescoring. This request must also include a statement explaining why the administrator believes that the teacher scoring committee failed to score appropriately and, thus, why he or she believes rescoring the examination papers is necessary. As part of this submission, the school administrator must make clear his or her understanding that such extraordinary re-rating may be carried out only by a full committee of teachers constituted in accordance with the scoring guidelines, presented above and fully utilizing the scoring materials for this test provided by Pearson and the Department.

The Department occasionally finds it necessary to notify schools of a revision to the scoring guide for an examination. Should this occur after the scoring committee has completed its work, the principal is authorized to have appropriate members of the scoring committee review students' responses only to the specific question(s) referenced in the notification and to adjust students' final examination scores when appropriate. Only in such circumstances, the school is not required to notify or obtain approval from the Department to correct students' final examination scores.

At the conclusion of the NYSESLAT, school personnel should complete the Examination Storage Certificate (Appendix E) and the Deputy and Proctor Certificate (Appendix F). After completion, photocopy and return each original signed certificate to Pearson with the test materials in Box 1. Retain a photocopy of each in school files for one year.

## Reporting Irregularities and/or Misadministrations

Pursuant to Section 102.3 of the Regulations of the Commissioner of Education, “Building principals are responsible for administering department examinations and maintaining the integrity of examination content and programs, in accordance with directions and procedures established by the commissioner.” Accordingly, the building principal is responsible for all aspects of the school’s test administration and must take appropriate measures both to prevent, as much as possible, and to investigate all security breaches and irregularities associated with the administration and scoring of the test.

In addition, the principal must report such events in writing to the Office of State Assessment within 24 hours by faxing a description of the incident to 518-474-1989. The fax must be written on school letterhead and signed by the principal. The report must include the name and grade of the test, a brief description of the incident, and the number of students affected.

Security breaches and testing irregularities include, but are not limited to, the situations listed below:

- Any instance occurring prior to, during, or after testing where it has been determined that students, teachers, administrators, or paraprofessionals have had access to the specific content of a test prior to the administration of the test.
- All suspected or confirmed cases of teachers, administrators, or paraprofessionals giving aid or impromptu lessons on specific test content to students immediately before or during the test.
- All instances of teachers, administrators, or paraprofessionals altering student responses to test questions.
- All instances of teachers, administrators, or paraprofessionals providing students with unauthorized/inappropriate testing accommodations or tools (such as the use of a spell checking device).
- All instances of teachers, administrators, or paraprofessionals providing students with other nonstandard test administrations, unrelated to cheating.
- All cases in which a school official does not adhere to the Department policy concerning the finality of examination scores as determined by the teacher scoring committees. This policy is explained on page 14 of this manual under the heading “Recording Test Scores and Storing Examination Documents.”
- All student use of cell phones and other communications devices during the test.
- All confirmed cases of students cheating.
- All interruptions of testing sessions, including those caused by power outages or fire alarms.
- All instances in which the test was administered without Department authorization on a day outside the published Statewide administration or makeup schedule.
- All instances in which scorers do not score the test in accordance with the scoring materials provided by the Department.
- All cases in which student test books or answer sheets are lost prior to either the scoring of the tests or submission of the answer sheets to the RIC or large city scanning center.

## Coding of Invalid Tests

Any breaches or irregularities described above, except interruptions caused by power outages or alarms, may be determined by the Department to invalidate a student's test results. In cases where a student's test has been invalidated the principal must:

1. Darken the circle on the affected student's answer sheet denoting "administrative error."
2. Notify the RIC or large city scanning center of the administrative error.
3. On the SIRS, in the *Assessment Standard Met Code* field, code the student as "administrative error" with *Standard Achieved Code of 97* and in the numeric field enter "999" indicating no valid score. For further details, see the SIRS Manual Appendix 13—Standard Achieved Codes (<http://www.emsc.nysed.gov/irts/SIRS/home.shtml>).
4. On the verification reports, a student for whom an administrative error was made will appear as "not tested."

## Sending Test Materials to Pearson for Secure Destruction

After your school has administered all sessions of the NYSESLAT and raters have recorded on the answer sheets the scores earned by students in the open-response Speaking and Writing subtests, account for all of the following secure test materials:

- Used and unused test booklets for all subtests (Speaking, Listening, Reading, and Writing), including large-type and Braille editions
- Directions for Administration
- Prerecorded Listening CDs for Grades 2 and above
- Scoring Guide for Speaking and accompanying CD and DVD
- Scoring Guide for Writing and accompanying DVD
- Training Sets for Writing
- Listening Scripts

Pack all materials in the carton(s) in which they were shipped to the school.

All used Writing test booklets must be packaged in Box 1, along with the Examination Storage Certificate (Appendix E), Deputy and Proctor Certificate (Appendix F), Packlist(s), and the "Security Verification Form for Returned Materials."

Student identification labels provided by the Regional Information Center (RIC) or a large-city school district office must be affixed to the back of each corresponding Writing test booklet.

Retain a copy of packing lists and tracking information from all shipments as well as additional order shipments. The packing list(s) must be stapled to the "Security Verification Form" included in your Test Coordinator Kit.

Affix the Pearson return label and a FedEx Ground label to the top of each carton.

Next, verify that the return address on the FedEx Ground label is:

**Pearson  
2510 North Dodge Street  
Iowa City, IA 52245-9555**

Call FedEx at 1-800-463-3339 for next-day pickup. On the day of the FedEx pickup, place the sealed carton(s) where they can be easily located when FedEx comes to collect them, but do not leave them unattended or in an area where they could be stolen.

Schools may retain copies of this manual—and only this manual—for future reference.

## **IMPORTANT NOTICE**

### **Packing Secure Material for Return**

- Retain tracking information for all boxes returned to Pearson.
- Schools must not send their answer sheets to Pearson, because all materials sent to Pearson will be securely destroyed.
- All used Writing test booklets must be packaged in Box 1, along with the Examination Storage Certificate (Appendix E), Deputy and Proctor Certificate (Appendix F), Packlist(s), and the “Security Verification Form for Returned Materials.”
- Fill in the blanks marked PACKAGED / BOX \_\_\_\_ of \_\_\_\_ on the blue label.

## **Teacher Evaluation of the Tests**

Suggestions and feedback from teachers provide an important contribution to the test development process. Please use the “Teacher Evaluation Form” for your comments. The form can be found at <http://www.emsc.nysed.gov/osa/exameval/>.



## Appendix A K–12 Speaking Rubrics

### Sentence Completion

Score Point	Description
<b>Score Point 2</b>	<b>Relevant response free of linguistic errors*</b> <ul style="list-style-type: none"> <li>• Approximates native-like fluency</li> <li>• Precise vocabulary</li> <li>• Grammatically correct (e.g., in subject-verb agreement, correct verb tense, etc.)</li> </ul>
<b>Score Point 1</b>	<b>Relevant response with some linguistic errors</b> <ul style="list-style-type: none"> <li>• Intelligible</li> <li>• Appropriate vocabulary</li> <li>• Some grammatical errors (e.g., in subject-verb agreement, verb tense, etc.)</li> </ul>
<b>Score Point 0</b>	<b>Irrelevant or invalid response</b> <ul style="list-style-type: none"> <li>• Unintelligible</li> <li>• In a language other than English</li> <li>• Only repeating the prompt**</li> <li>• No response</li> </ul>

\* A one-word response can receive a score of 2 if all criteria are met.

\*\* Student may repeat the prompt as part of his or her response.

## K–12 Speaking Rubrics (continued)

### Storytelling

Score Point	Description
Score Point 4	<p><b>Shows native-like fluency to produce a spoken narrative as a response to a set of three pictures; very few errors</b></p> <ul style="list-style-type: none"> <li>• Narrative includes complex sentence structures</li> <li>• Precise and varied vocabulary; may include idiomatic expressions</li> <li>• Errors do not distract listener’s attention or cause confusion about meaning</li> <li>• Narrative is well-organized</li> <li>• Information is plausible, precise, and presented logically using appropriate transitions</li> </ul>
Score Point 3	<p><b>Shows strong ability to produce a spoken narrative as a response to a set of three pictures; some errors</b></p> <ul style="list-style-type: none"> <li>• Narrative includes some variety in sentence structure</li> <li>• Generally appropriate and varied vocabulary</li> <li>• Errors generally do not distract listener’s attention or cause confusion about meaning</li> <li>• Narrative is generally well-organized</li> <li>• Information is generally comprehensible and presented logically</li> </ul>
Score Point 2	<p><b>Shows some ability to produce a spoken narrative as a response to a set of three pictures; numerous errors</b></p> <ul style="list-style-type: none"> <li>• Heavy reliance on simple sentence structures</li> <li>• Appropriate but simple vocabulary</li> <li>• Errors can distract the listener and cause confusion about meaning</li> <li>• Narrative is poorly organized</li> <li>• Information may be imprecise or inaccurate</li> </ul>
Score Point 1	<p><b>Shows very limited ability to produce a spoken narrative as a response to a set of three pictures; numerous and serious errors</b></p> <ul style="list-style-type: none"> <li>• Very simple sentence structure or single word utterances</li> <li>• Limited vocabulary</li> <li>• Errors seriously distract the listener and cause confusion about meaning</li> <li>• Narrative is not organized</li> <li>• Information may be inaccurate</li> </ul>
Score Point 0	<p><b>Shows no ability to produce a spoken narrative as a response to a set of three pictures</b></p> <ul style="list-style-type: none"> <li>• Unintelligible</li> <li>• In a language other than English</li> <li>• Irrelevant</li> <li>• No response</li> </ul>

## K–12 Speaking Rubrics (continued)

### Storytelling (Abbreviated Rubric)

Score Point	Description
<b>Score Point 4</b>	<b>Shows native-like fluency</b> <ul style="list-style-type: none"> <li>• Complex and organized structures and precise vocabulary</li> <li>• Very few errors</li> </ul>
<b>Score Point 3</b>	<b>Shows strong ability approaching native-like fluency</b> <ul style="list-style-type: none"> <li>• Varied structure and vocabulary</li> <li>• Some errors that do not impede communication</li> </ul>
<b>Score Point 2</b>	<b>Shows some ability</b> <ul style="list-style-type: none"> <li>• Basic structures and simple vocabulary</li> <li>• Numerous errors impede communication or cause confusion</li> </ul>
<b>Score Point 1</b>	<b>Shows very limited ability</b> <ul style="list-style-type: none"> <li>• Limited structures and vocabulary</li> <li>• Numerous and/or serious errors impede communication</li> </ul>
<b>Score Point 0</b>	<b>Shows no ability</b> <ul style="list-style-type: none"> <li>• Unintelligible</li> <li>• In a language other than English</li> <li>• Irrelevant</li> <li>• No response</li> </ul>

### Picture Description

Score Point	Description
<b>Score Point 2</b>	<b>Relevant response that approximates native-like fluency</b> <ul style="list-style-type: none"> <li>• Addresses both parts of the prompt</li> <li>• Complex and varied structure and vocabulary</li> <li>• No or very few minor errors that do not impede communication</li> <li>• Demonstrates strong inference skills</li> <li>• Well-organized, coherent, and cohesive</li> </ul>
<b>Score Point 1</b>	<b>Somewhat relevant response</b> <ul style="list-style-type: none"> <li>• May address only one part of the prompt</li> <li>• Somewhat varied structure and vocabulary</li> <li>• Serious errors, but intelligible</li> <li>• May demonstrate basic inference skills</li> <li>• Somewhat organized and plausible</li> </ul>
<b>Score Point 0</b>	<b>Irrelevant or invalid response</b> <ul style="list-style-type: none"> <li>• Unintelligible</li> <li>• In a language other than English</li> <li>• Only repeating the prompt</li> <li>• No response</li> </ul>

## K–12 Speaking Rubrics (continued)

### Social Interaction

Score Point	Description
Score Point 2	<b>Response addresses the prompt*</b> <ul style="list-style-type: none"><li>• Vocabulary is context-related and precise</li><li>• Free of grammatical errors</li></ul>
Score Point 1	<b>Response somewhat addresses the prompt</b> <ul style="list-style-type: none"><li>• Some appropriate vocabulary that is somewhat context-related</li><li>• Some grammatical errors, but intelligible</li></ul>
Score Point 0	<b>Response does not address the prompt</b> <ul style="list-style-type: none"><li>• Unintelligible</li><li>• In a language other than English</li><li>• Only repeating the prompt</li><li>• No response</li></ul>

\* A one-word response can receive a score of 2 if all criteria are met.

## Appendix B K–1 Writing Rubrics

### Sentence Copying

Score Point	Description
Score Point 2	<b>Shows control of written English conventions</b> <ul style="list-style-type: none"> <li>• Contains <b>all</b> correct capitalization and punctuation</li> <li>• Maintains appropriate word spacing</li> <li>• Uses correct spelling and word order</li> <li>• May contain slanting or a few letter reversals</li> </ul>
Score Point 1	<b>Shows some control of written English conventions</b> <ul style="list-style-type: none"> <li>• Contains some correct capitalization and punctuation</li> <li>• May demonstrate word spacing</li> <li>• May have spelling and word order errors</li> <li>• May contain slanting or letter reversals</li> </ul>
Score Point 0	<b>Shows no control of written English conventions</b> <ul style="list-style-type: none"> <li>• Illegible</li> <li>• No response</li> </ul>

### Letter Writing

Score Point	Description
Score Point 2	<b>Clearly recognizable as the correct letter</b> <ul style="list-style-type: none"> <li>• May be upper case, lower case, or both</li> <li>• Cannot be reversed</li> </ul>
Score Point 1	<b>Somewhat recognizable as the correct letter</b> <ul style="list-style-type: none"> <li>• May be upper case, lower case, or both</li> <li>• May be reversed or difficult to decipher</li> </ul>
Score Point 0	<b>Not recognizable as the correct letter</b> <ul style="list-style-type: none"> <li>• Incorrect letter</li> <li>• Illegible</li> <li>• No response</li> </ul>

## K–1 Writing Rubrics (continued)

### Word Writing

Score Point	Description
Score Point 2	<p><b>Clearly recognizable as the correct word</b></p> <ul style="list-style-type: none"> <li>• No spelling errors</li> <li>• May be upper case, lower case, or both</li> <li>• Letters may be reversed if word meaning does not change</li> </ul>
Score Point 1	<p><b>Somewhat recognizable as the correct word</b></p> <ul style="list-style-type: none"> <li>• May be upper case, lower case, or both</li> <li>• Letters may be reversed</li> <li>• May be a single phoneme</li> </ul>
Score Point 0	<p><b>Not recognizable as the correct word</b></p> <ul style="list-style-type: none"> <li>• Incorrect word</li> <li>• In a language other than English</li> <li>• Illegible</li> <li>• No response</li> </ul>

### Sentence Writing

Score Point	Description
Score Point 2	<p><b>Shows control of written English conventions</b></p> <ul style="list-style-type: none"> <li>• Errors do not impede communication</li> <li>• May contain minimal capitalization and punctuation errors</li> <li>• Maintains appropriate word spacing</li> <li>• Demonstrates phonetic awareness</li> <li>• Uses correct word order</li> <li>• May contain slanting or a few letter reversals</li> </ul>
Score Point 1	<p><b>Shows some control of written English conventions</b></p> <ul style="list-style-type: none"> <li>• Errors may impede communication</li> <li>• May contain capitalization and punctuation errors</li> <li>• May maintain appropriate word spacing</li> <li>• Demonstrates some phonetic awareness</li> <li>• Most of the words are present in the correct word order</li> <li>• May contain slanting or letter reversals</li> </ul>
Score Point 0	<p><b>Shows no control of written English conventions</b></p> <ul style="list-style-type: none"> <li>• Illegible</li> <li>• In a language other than English</li> <li>• Irrelevant</li> <li>• No response</li> </ul>

## K–1 Writing Rubrics (continued)

### Picture Description

Score Point	Description
<b>Score Point 2</b>	<p><b>Near mastery</b></p> <ul style="list-style-type: none"> <li>• Describes most of the activity in the picture</li> <li>• Shows thinking about the topic</li> <li>• May display some spelling errors or invented spellings</li> <li>• Demonstrates phonetic awareness</li> <li>• Shows some control of written English conventions (capitalization, punctuation, and word spacing)</li> <li>• May be written in sentence fragments</li> </ul>
<b>Score Point 1</b>	<p><b>Some control</b></p> <ul style="list-style-type: none"> <li>• Describes some of the activity in the picture</li> <li>• Shows some thinking about the topic, but may be redundant</li> <li>• May display many spelling errors or invented spellings</li> <li>• Demonstrates limited phonetic awareness</li> <li>• Attempts control of written English conventions (capitalization, punctuation, and word spacing)</li> <li>• May be written in sentence fragments</li> </ul>
<b>Score Point 0</b>	<p><b>No control</b></p> <ul style="list-style-type: none"> <li>• Illegible</li> <li>• Incomprehensible</li> <li>• Solely in a language other than English</li> <li>• Irrelevant</li> <li>• No response</li> </ul>



## Appendix C 2–12 Pre-Writing Rubrics

### Pre-Writing

Score Point	Description
<b>Score Point 2</b>	<p><b>Full and clear response to the question</b></p> <ul style="list-style-type: none"> <li>• Contains two or more relevant ideas that may be displayed in phrases or a list</li> <li>• Shows thinking about the topic</li> </ul>
<b>Score Point 1</b>	<p><b>Limited response to the question</b></p> <ul style="list-style-type: none"> <li>• Contains at least one relevant idea that may be displayed in phrases, a list or as a word</li> <li>• Shows minimal thinking about the topic</li> </ul>
<b>Score Point 0</b>	<p><b>Irrelevant or no response to the question</b></p> <ul style="list-style-type: none"> <li>• Insufficient to score</li> <li>• Incoherent</li> <li>• Illegible</li> <li>• Irrelevant</li> <li>• Copy of the question</li> <li>• Solely in a language other than English</li> <li>• No response</li> </ul>

Accuracy of spelling does not affect score in this section.

## 2–12 Writing Rubrics (continued)

### Writing

Score Point	Description
<b>Score Point 4</b>	<p><b>Near mastery</b></p> <ul style="list-style-type: none"> <li>• Demonstrates complex thinking about the topic</li> <li>• Includes many relevant and meaningful details</li> <li>• Few errors in spelling and/or grammar that do not cause confusion about meaning</li> <li>• Is well organized and well developed</li> <li>• Vocabulary and sentence structure are varied and appropriate for students within the grade span</li> </ul>
<b>Score Point 3</b>	<p><b>General control</b></p> <ul style="list-style-type: none"> <li>• Demonstrates some complex thinking about the topic</li> <li>• Includes some relevant and meaningful details</li> <li>• Some errors in spelling and/or grammar that do not cause confusion about meaning</li> <li>• Is organized and developed</li> <li>• Vocabulary and sentence structure are appropriate for students within the grade span</li> </ul>
<b>Score Point 2</b>	<p><b>Some control</b></p> <ul style="list-style-type: none"> <li>• Demonstrates basic understanding of the topic</li> <li>• Includes a few relevant details that may be redundant</li> <li>• Numerous errors in spelling and/or grammar that may cause confusion about meaning</li> <li>• May be somewhat disorganized and minimally developed</li> <li>• Vocabulary and sentence structure are basic for students within the grade span</li> </ul>
<b>Score Point 1</b>	<p><b>Little control</b></p> <ul style="list-style-type: none"> <li>• Demonstrates limited understanding of the topic</li> <li>• Includes very few relevant details, or a few details that are redundant</li> <li>• Serious errors in spelling and/or grammar that cause confusion about meaning</li> <li>• Is disorganized and undeveloped</li> <li>• Vocabulary and sentence structure are not appropriate for students within the grade span</li> </ul>
<b>Score Point 0</b>	<p><b>No control</b></p> <ul style="list-style-type: none"> <li>• Demonstrates no understanding of the topic</li> <li>• Includes no relevant details</li> <li>• Is incomprehensible or illegible</li> <li>• May be copy of the prompt</li> <li>• Solely in a language other than English</li> <li>• No response</li> </ul>

If a response is completely off-topic and has no contextual relevancy to the Writing prompt, it should be given the score point zero, regardless of how well written it is. However, since the Writing prompts are graphic-based with very little text, if a student chooses to write about a recognizable part of the graphic or only addresses the writing prompt, the response should be considered relevant and should be scored according to the rubric.

# Appendix D



University of the State of New York  
State Education Department

## NYSESLAT 2010 Speaking Score Sheet for Individual Administration K–12

Student Name: \_\_\_\_\_ Date of Administration: \_\_\_\_\_  
Test Level: \_\_\_\_\_ Page 1

Warm-Up	
Questions A–C	Do Not Score

Sentence Completion Questions 1–5	
Question Number	Score <i>(enter 2, 1, or 0 for each question)</i>
1	
2	
3	
4	
5	

Questions 1–5	Sentence Completion
Score Point 2	<b>Relevant response free of linguistic errors*</b> <ul style="list-style-type: none"> <li>• Approximates native-like fluency</li> <li>• Precise vocabulary</li> <li>• Grammatically correct (e.g., in subject-verb agreement, correct verb tense, etc.)</li> </ul>
Score Point 1	<b>Relevant response with some linguistic errors</b> <ul style="list-style-type: none"> <li>• Intelligible</li> <li>• Appropriate vocabulary</li> <li>• Some grammatical errors (e.g., in subject-verb agreement, verb tense, etc.)</li> </ul>
Score Point 0	<b>Irrelevant or invalid response</b> <ul style="list-style-type: none"> <li>• Unintelligible</li> <li>• In a language other than English</li> <li>• Only repeating the prompt**</li> <li>• No response</li> </ul>

\* A one-word response can receive a score of 2 if all criteria are met.  
\*\* Student may repeat the prompt as part of his or her response.

# Speaking Score Sheet for Individual Administration (continued)

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

Date of Administration: \_\_\_\_\_

Test Level: \_\_\_\_\_

Page 2

Storytelling Question 6	
Question Number	Score <i>(enter 4, 3, 2, 1, or 0)</i>
6	

Question 6 Storytelling (abbreviated version)	
Score Point 4	<b>Shows native-like fluency</b> • Complex and organized structures and precise vocabulary • Very few errors
Score Point 3	<b>Shows strong ability approaching native-like fluency</b> • Varied structure and vocabulary • Some errors that do not impede communication
Score Point 2	<b>Shows some ability</b> • Basic structures and simple vocabulary • Numerous errors impede communication or cause confusion
Score Point 1	<b>Shows very limited ability</b> • Limited structures and vocabulary • Numerous and/or serious errors impede communication
Score Point 0	<b>Shows no ability</b> • Unintelligible • In a language other than English • Irrelevant • No response

Picture Description Questions 7–11	
Question Number	Score <i>(enter 2, 1, or 0 for each question)</i>
7	
8	
9	
10	
11	

Questions 7–11 Picture Description	
Score Point 2	<b>Relevant response that approximates native-like fluency</b> • Addresses both parts of the prompt • Complex and varied structure and vocabulary • No or very few minor errors that do not impede communication • Demonstrates strong inference skills • Well organized, coherent, and cohesive
Score Point 1	<b>Somewhat relevant response</b> • May address only one part of the prompt • Somewhat varied structure and vocabulary • Serious errors, but intelligible • May demonstrate basic inference skills • Somewhat organized and plausible
Score Point 0	<b>Irrelevant or invalid response</b> • Unintelligible • In a language other than English • Only repeating the prompt • No response

Social Interaction Questions 12–16	
Question Number	Score <i>(enter 2, 1, or 0 for each question)</i>
12	
13	
14	
15	
16	

Questions 12–16 Social Interaction	
Score Point 2	<b>Response addresses the prompt*</b> • Vocabulary is context-related and precise • Free of grammatical errors
Score Point 1	<b>Response somewhat addresses the prompt</b> • Some appropriate vocabulary that is somewhat context-related • Some grammatical errors, but intelligible
Score Point 0	<b>Response does not address the prompt</b> • Unintelligible • In a language other than English • Only repeating the prompt • No response

\* A one-word response can receive a score of 2 if all criteria are met.

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## Appendix E

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Office of State Assessment  
Albany, New York 12234

### Examination Storage Certificate NYSESLAT

School Name: \_\_\_\_\_

City or Town: \_\_\_\_\_

I, the undersigned principal of the school named above, do hereby declare that each of the security procedures listed below was fully and faithfully observed for the current administration of the 2010 NYSESLAT.

1. The sealed packages of secure test materials were stored in a secure location.
2. The secure location was maintained under strict security conditions.
3. The contents of the test were not divulged generally or specifically to anyone.
4. No photocopies or written notes were made of any part of the field test or field test questions.
5. An inventory of the test materials was conducted as soon after delivery as was practical. Pearson was notified if any of the packages of secure test materials were not properly sealed when received. The sealed packages of secure test materials were placed inside the secure location immediately after the inventory was completed.
6. The sealed packages of secure test materials were not removed from the secure location, except for the inventory of test materials shipped to the school, until the day(s) on which the test was administered.
7. The sealed packages of secure test materials, except for the scoring materials for the Speaking subtest (if applicable), were not opened until the day(s) on which the test was administered.
8. All of the secure test materials were accounted for following the administration of the test. They were all returned to Pearson promptly after administration.

Note: Schools may permit teachers to retain copies of the *School Administrator's Manual*.

Name of Principal: (print or type) \_\_\_\_\_

Signature of Principal: \_\_\_\_\_ Date: \_\_\_\_\_  
(Month/Day/Year)

**After completion, photocopy and return original signed certificate to Pearson in Box 1 by June 10, 2010. Retain a photocopy in school files for one year.**



# Appendix F

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Office of State Assessment  
Albany, New York 12234

## Deputy and Proctor Certificate NYSESLAT

School Name: \_\_\_\_\_

City or Town: \_\_\_\_\_

We, the undersigned deputies and proctors who assisted in the administration of the 2010 NYSESLAT, hereby declare our belief in the correctness of the following statement:

The rules and regulations for administering the test were fully and faithfully observed, and in particular:

1. The “Supervision of Students” and “Administering the Test” sections of the NYSESLAT 2010 *School Administrator’s Manual* and the applicable Directions for Administration were read by each person who assisted in administering the test.
2. The test was held within the prescribed dates.
3. The secure test materials, except for the scoring materials for the Speaking subtest, were kept in the sealed packages until the administration date.
4. The students were given appropriate instructions before beginning the test.
5. Students were not given help in interpreting or answering test questions.
6. The students were seated in such a way as to prevent collusion.
7. Adequate supervision was maintained throughout the administration of the test.
8. The test booklets and answer sheets were collected from the students immediately at the close of administration of each session.
9. All secure test materials were collected and returned to the principal at the close of administration of each session.

Note: Schools may permit teachers to retain copies of the *School Administrator’s Manual* or parts thereof.

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

**Make additional copies as necessary. After completion, photocopy and return original signed certificate to Pearson in Box 1 by June 10, 2010. Retain a photocopy in school files for one year.**



# **Appendix G**

## **Instructions for Nonpublic Schools**

### **NYSESLAT**

#### **Answer Sheets**

Nonpublic schools must use the machine-scorable answer sheets provided by the Department. If answer sheets have not been received by the beginning of April, contact the Office of Information and Reporting Services at 518-474-7965.

#### **Preparation for Test Administration**

Prepare answer sheets and class rosters as instructed by the memorandum included in the shipment of answer sheets from the Office of Information and Reporting Services.

#### **Scoring the Test**

It is the school's responsibility to make the necessary arrangements for scoring the Speaking subtest and student responses on the Writing subtest. Each student's responses to questions on the Speaking subtest are scored as the test is being administered. The students' written responses to questions on the Writing subtest are scored after the students have completed that session of the test. A teacher must record each student's scores from the Speaking subtest and Writing subtest on that student's answer sheet.

#### **Sending Student Answer Sheets to the Department**

Make sure that all student information is properly recorded on the answer sheets, including the scores for each of the questions on the Writing and Speaking subtests. Make sure that the student ID (litho-code) and name on the class roster match the student ID and name on the answer sheet. Complete the class roster, indicating the student's score or whether the student was absent.

Mail the answer sheets and class rosters using a carrier such as UPS or FedEx that provides tracking by June 3, 2010, to:

Kevin McCarthy  
NYS Education Department  
Information and Reporting Services, Room 868 EBA  
89 Washington Avenue  
Albany, New York 12234

Make copies of the original student answer sheets prior to submitting them to the Department. This provides a record of the answers for the school's use and protects the data should a package get lost in the mail. Keep these copies in the school for at least one year. Please do not send copies or test booklets with the answer sheets.

The Department will scan the answer sheets using secure procedures to protect the confidentiality of student records. The Department will not retain student names in its files.

Submitting the machine-scorable answer sheets to the Department satisfies reporting requirements for nonpublic schools for the NYSESLAT. Nonpublic schools will not be required to report aggregate test results to the Department.

The Department will scan the nonpublic schools' NYSESLAT answer sheets and provide each nonpublic school with a report. The report will show the name of the student and the scale scores achieved in Listening/Speaking and Reading/Writing. It will also show the proficiency level achieved in Listening/Speaking and Reading/Writing.

### **Special Instructions Regarding Students with Disabilities**

Public school districts are responsible for reporting assessment results for each student with disabilities placed outside the district by its CSE. Nonpublic schools with enrollments that include English language learners with disabilities who have been placed in the school by a public school district CSE must contact the public school district to obtain the appropriate public school answer sheets for those students.

Do not send these students' answer sheets to the Department for scanning. Record the students' scores for the Speaking subtest on their answer sheets and send the answer sheets and the students' Writing test booklets to each student's public school district (home school district) immediately after the NYSESLAT is administered. Each public school district must score its students' responses to the Writing subtest and must submit the answer sheets to its scanning center.

## Appendix H

### Assessments by Birth Date/Age for Ungraded Students in 2009–2010

English language learners who are graded must take the State examination for the grade level in which they are enrolled. The chart below is to be used solely to ascertain the appropriate NYSESLAT grade band test to administer to those English language learners with disabilities who are ungraded.

<http://www.vesid.nysed.gov/specialed/publications/policy/ungraded.htm>.

#### Age Ranges for Testing on NYSAA, NYSESLAT and General Assessments for Ungraded Students with Disabilities at the Elementary and Middle Levels in 2009–2010

Assessments	Birth Date	Reaches This Age Between September 1, 2009 and August 31, 2010
Grade K: NYSESLAT	Any date after August 31, 2003	6
Grade 1: NYSESLAT	September 1, 2002– August 31, 2003	7
Grade 2: NYSESLAT	September 1, 2001– August 31, 2002	8
Grade 3: NYSESLAT	September 1, 2000– August 31, 2001	9
Grade 4: NYSESLAT	September 1, 1999– August 31, 2000	10
Grade 5: NYSESLAT	September 1, 1998– August 31, 1999	11
Grade 6: NYSESLAT	September 1, 1997– August 31, 1998	12
Grade 7: NYSESLAT	September 1, 1996– August 31, 1997	13
Grade 8: NYSESLAT	September 1, 1995– August 31, 1996	14
Grade 9: NYSESLAT	September 1, 1994– August 31, 1995	15
Grade 10: NYSESLAT	September 1, 1993– August 31, 1994	16
Grade 11: NYSESLAT	September 1, 1992– August 31, 1993	17
Grade 12: NYSESLAT	Born on or before August 31, 1992	18



## Appendix I: Scanning Centers Regional Information Centers (RICs) and Large City Scanning Centers

Location	Contacts	
<p><b>Albany (NERIC)</b> 1031 Watervliet-Shaker Road Albany, NY 12205</p>	<p>Bill Adam 518-862-5310 518-862-5378 (fax) <a href="mailto:wadam@gw.neric.org">wadam@gw.neric.org</a> <a href="mailto:testing@gw.neric.org">testing@gw.neric.org</a></p> <p><a href="http://student.neric.org/Testing/testing.htm">http://student.neric.org/Testing/testing.htm</a></p>	<p>Gail Newcomb 518-862-5355 518-862-5411 (fax) <a href="mailto:gnewcomb@gw.neric.org">gnewcomb@gw.neric.org</a></p> <p>Edie Alcombright 518-862-5306 <a href="mailto:ealcombr@gw.neric.org">ealcombr@gw.neric.org</a></p>
<p><b>South Central RIC Broome-Tioga BOCES</b> Mail Drop #31 435 Glenwood Road Binghamton, NY 13905</p>	<p>Tim Farnham 607-757-3009 607-757-3000 (fax) <a href="mailto:tfarnham@btboces.org">tfarnham@btboces.org</a></p> <p>Sue Foster 607-757-3008 <a href="mailto:sfoster@btboces.org">sfoster@btboces.org</a></p>	<p>Tim Clark 607-766-3933 <a href="mailto:tclark@btboces.org">tclark@btboces.org</a></p>
<p><b>Buffalo Public Schools</b> Office of Shared Accountability Attn: Amber Dixon 808 City Hall Buffalo, NY 14202</p>	<p>Amber Dixon 716-816-4695 716-816-3044 (fax) <a href="mailto:adixon@buffaloschools.org">adixon@buffaloschools.org</a></p>	<p>Ganelle Morris Adams 716-816-3035 <a href="mailto:gmorris@buffaloschools.org">gmorris@buffaloschools.org</a></p>
<p><b>Eastern Suffolk BOCES</b> Regional Information Center 15 Andrea Road Holbrook, NY 11741</p>	<p>Elaine Rosa 631-244-4221 <a href="mailto:erosa@esboces.org">erosa@esboces.org</a></p>	<p>Joseph Stern 631-419-1676</p> <p>Margaret Leuzze 631-419-1678</p>
<p><b>Erie 1 (Western) BOCES</b> Assessment, Test Scoring and Analysis Services Computer Services 355 Harlem Road West Seneca, NY 14224-1892</p>	<p>Barbara Burgstahler 716-821-7088 716-821-7432 (fax) <a href="mailto:bburgstahler@e1b.org">bburgstahler@e1b.org</a></p>	<p>Maggie Maloney 716-821-7466 <a href="mailto:mmaloney@e1b.org">mmaloney@e1b.org</a></p> <p>Karen Halbert 716-821-7173 <a href="mailto:khalbert@e1b.org">khalbert@e1b.org</a></p>

## Scanning Centers Regional Information Centers (RICs) and Large City Scanning Centers (Continued)

Location	Contacts	
<b>Greater Southern Tier (GST) BOCES</b> Computer Services Center 459 Philo Road Elmira, NY 14903	Melissa Zelko 607-795-5342 607-795-5307 (fax) <a href="mailto:mzelko@gstboces.org">mzelko@gstboces.org</a>	Steve Updike 607-795-5338 <a href="mailto:supdike@gstboces.org">supdike@gstboces.org</a>
<b>Madison-Oneida (Mohawk) BOCES</b> Mohawk Regional Information Center 4937 Spring Road Verona, NY 13478	Christina Lohr, Sally Zielasko 866-986-6742 315-361-2700 315-361-5768 (fax) <a href="mailto:clohr@moric.org">clohr@moric.org</a> <a href="mailto:szielasko@moric.org">szielasko@moric.org</a>	
<b>Mid-Hudson (Ulster) Regional Information Center</b> Computer Services Center 175 Route 32 North New Paltz, NY 12561	Linda Sexton 845-255-1450 x1239 845-256-9587 <a href="mailto:lsexton@mhric.org">lsexton@mhric.org</a>	Lisa Pullaro 845-255-1450 x1246  Denise Olsen 845-255-1450 x1247
<b>Monroe 1 BOCES</b> 41 O'Connor Road Fairport, NY 14450 (site does not provide actual scanning services- but does provide repository assistance)	Steve Jackson 585-349-9062 585-349-9065 (fax) <a href="mailto:sjackson@bocesmaars.org">sjackson@bocesmaars.org</a>	Greg Gleba 585-349-9063 <a href="mailto:ggleba@bocesmaars.org">ggleba@bocesmaars.org</a>
<b>Monroe 2 BOCES</b> 3625 Buffalo Road Rochester, NY 14624	Mari-Ellen Maloney 585-349-9025 585-349-9065 (fax) <a href="mailto:mmaloney@monroe2boces.org">mmaloney@monroe2boces.org</a>	Ardelle Hurst 585-349-9007 585-349-9065 (fax) <a href="mailto:ahurst@monroe2boces.org">ahurst@monroe2boces.org</a>
<b>Nassau BOCES Duffy Avenue</b> Curriculum, Instruction and Technology 102 Duffy Ave. Hicksville, NY 11801	Robert Brisbane 516-832-2744 516-608-6616 (fax) <a href="mailto:rbrisban@mail.nasboces.org">rbrisban@mail.nasboces.org</a>  Jean Cunningham 516-832-2730 <a href="mailto:jcunning@mail.nasboces.org">jcunning@mail.nasboces.org</a>	Rosemary Syren 516-832-2759 <a href="mailto:rsyren@mail.nasboces.org">rsyren@mail.nasboces.org</a>
<b>New York City Department of Education</b> Office of Accountability Tweed Courthouse 52 Chambers Street, Room 309 New York, NY 10007	David Price 212-374-3460 212-374-5908 (fax) <a href="mailto:dprice5@schools.nyc.gov">dprice5@schools.nyc.gov</a>	Cassandra Johnson 212-374-3492 <a href="mailto:crjohns@schools.nyc.gov">crjohns@schools.nyc.gov</a>

## Scanning Centers Regional Information Centers (RICs) and Large City Scanning Centers (Continued)

Location	Contacts	
<p><b>NYC-DOE-DAA Scan Center</b>  <b>Division of Accountability and Achievement Resources</b>                      (for public and charter schools only)                      44-36 Vernon Blvd,                      Room 207                      Long Island City, NY 11101</p>	<p>Grace Pepe                      718-349-5627                      718-349-5642 (fax)  <a href="mailto:gpepe2@schools.nyc.gov">gpepe2@schools.nyc.gov</a></p>	<p>Juliana Lupu                      718-349-5601</p> <p>Stanley Winograd                      718-349-5613</p> <p>Pauline Dipietro                      718-349-5600</p>
<p><b>Onondaga-Cortland-Madison BOCES</b>                      Central New York Regional Information Center                      6075 East Molloy Rd.                      P.O. Box 4866                      Syracuse, NY 13221-4866</p>	<p>Don Dejohn                      315-433-2217                      315-433-2221  <a href="mailto:ddejohn@cnyric.org">ddejohn@cnyric.org</a></p>	<p>Mary Brady                      315-433-8303  <a href="mailto:mbrady@cnyric.org">mbrady@cnyric.org</a></p> <p>Michele Rourke                      315-433-8359  <a href="mailto:mrourke@cnyric.org">mrourke@cnyric.org</a></p>
<p><b>Rochester City School District</b>                      Office of Accountability                      131 West Broad Street                      Rochester, NY 14614</p>	<p>Jeanette Silvers                      585-262-8480                      585-262-8684 (fax)  <a href="mailto:jeanette.silvers@rcsdk12.org">jeanette.silvers@rcsdk12.org</a></p>	<p>Bob Lau                      585-262-8556  <a href="mailto:bob.lau@rcsdk12.org">bob.lau@rcsdk12.org</a></p> <p>Joyce Schultz                      585-262-8328  <a href="mailto:joyce.schultz@rcsdk12.org">joyce.schultz@rcsdk12.org</a></p>
<p><b>Southern Westchester BOCES</b>                      44 Executive Blvd.                      Elmsford, NY 10523</p>	<p>Rob Mahig                      914-592-4203 x3287                      914-345-3719 (fax)  <a href="mailto:rmahig@lhric.org">rmahig@lhric.org</a></p>	<p>Maureen McCarthy                      914-592-4203 x3337  <a href="mailto:mmcarthy@lhric.org">mmcarthy@lhric.org</a></p> <p>Pat Carey                      914-592-4203 x3246  <a href="mailto:pcarey@lhric.org">pcarey@lhric.org</a></p>
<p><b>Syracuse City Schools</b>                      Office of Information and Technology                      258 East Adams Street                      Syracuse, NY 13202</p>	<p>Anita Murphy                      315-435-4281                      315-435-4978 (fax)  <a href="mailto:amurphy@scsd.us">amurphy@scsd.us</a></p>	<p>Kelly Malone                      315-435-4557  <a href="mailto:kmalone@scsd.us">kmalone@scsd.us</a></p> <p>Kelly Carley                      315-435-4281  <a href="mailto:kcarley@scsd.us">kcarley@scsd.us</a></p>

## Scanning Centers Regional Information Centers (RICs) and Large City Scanning Centers (Continued)

Location	Contacts	
<p><b>Wayne-Finger Lakes BOCES</b>            EduTech Newark Office            Eisenhower Building            131 Drumlin Court            Newark, NY 14513</p>	<p>Laurel Skellett            315-332-7365            315-332-7473 (fax)  <u><a href="mailto:lskellett@edutech.org">lskellett@edutech.org</a></u></p>	<p>Chris Voit            315-332-7460  <u><a href="mailto:cvoit@edutech.org">cvoit@edutech.org</a></u></p> <p>Help Desk            1-800-722-5797 x7</p> <p><u><a href="mailto:testscoring@edutech.org">testscoring@edutech.org</a></u></p>
<p><b>Yonkers City School District</b>            Director, Assessment and Evaluation            1 Larkin Center            Yonkers, NY 10701</p>	<p>Carla Collins            914-376-8234            914-376-9144 (fax)  <u><a href="mailto:ccollins@yonkerspublicschools.org">ccollins@yonkerspublicschools.org</a></u></p>	<p>David Weinberger            914-376-8232  <u><a href="mailto:dweinberger@yonkerspublicschools.org">dweinberger@yonkerspublicschools.org</a></u></p> <p>Dave Beaver            914-376-8234  <u><a href="mailto:dbeaver@yonkerspublicschools.org">dbeaver@yonkerspublicschools.org</a></u></p>



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