



New York State Testing Program

New York State English as a Second Language Achievement Test
NYSESLAT

School Administrator's Manual

2008 Edition

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

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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 limited English proficient (LEP). Test items included in the NYSESLAT have been selected from previously field-tested items. As a result, the test has undergone strict and extensive statistical analyses to ensure its validity and reliability. In developing the test, input has also been sought from 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 LEP students in grades K–12. Each student's performance on this test will be the basis for determining whether the student continues to be LEP. 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.

Grade Band	Test Modality (Subtest)	Number of Questions	Estimated Testing Time in Minutes
K-1	Speaking	16	15
	Listening	24	30
	Reading	15	22
	Writing		
	<ul style="list-style-type: none"> • Writing Conventions • Writing 	6 9	10 30
2-4	Speaking	16	15
	Listening	24	35
	Reading	24	50
	Writing		
	<ul style="list-style-type: none"> • Writing Conventions • Pre-Writing • Writing 	12 3 1	15 10 15
5-6	Speaking	16	15
	Listening	25	35
	Reading	27	55
	Writing		
	<ul style="list-style-type: none"> • Writing Conventions • Pre-Writing • Writing 	15 3 1	15 10 15
7-8	Speaking	16	15
	Listening	25	40
	Reading	27	55
	Writing		
	<ul style="list-style-type: none"> • Writing Conventions • Pre-Writing • Writing 	15 3 1	15 10 20
9-12	Speaking	16	15
	Listening	25	40
	Reading	27	55
	Writing		
	<ul style="list-style-type: none"> • Writing Conventions • Pre-Writing • Writing 	15 3 1	15 10 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 11).

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 Harcourt Customer Support Center at 1-800-763-2306.

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 10–11, 2008
Speaking Test administration period	April 14–May 16, 2008
Reading, Writing, and Listening subtest material delivered to participating schools	May 1–2, 2008
Reading, Writing, and Listening subtest administration period	May 5–May 16, 2008
Writing Scoring Materials delivered to participating schools	May 15–May 16, 2008
Return all secure materials to Harcourt	June 12, 2008
Submit answer sheets to the scanning centers by	May 30, 2008

Important Note

All schools must complete the NYSESLAT administration by **May 16, 2008**.
All secure material must be returned to Harcourt no later than **June 12, 2008**.

For the NYSESLAT administration, Harcourt will provide test booklets, Directions for Administration (DFA), 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 NYS Education Department. 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.

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 and May 16, 2008.

The Listening, Reading, and Writing subtests must be administered to groups of students between May 5 and May 16, 2008. Each school may choose its own testing days and times within that time period.

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 cannot begin until scoring materials arrive in schools on May 15–16. Scorers must be cautioned not to discuss the test content and specific scoring rubrics outside of the scoring sessions. Schools are asked to submit their answer sheets to the scanning centers by May 30, 2008.

Students to be Tested

All public and charter schools must administer the NYSESLAT to all LEP students in Grades K–12 regardless of physical location of the student, classification as disabled, or number of years of service (i.e., 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 LEP students.

Students with Disabilities

All LEP students with disabilities, identified by a multidisciplinary team or by the Committee on Special Education (CSE), 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 LEP students 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

LEP Students

The NYSESLAT is designed specifically for LEP students. Therefore, testing accommodations ordinarily permitted for LEP students taking other State tests are not permitted for NYSESLAT. Except as indicated below, LEP students 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 have or incur an injury (e.g., a broken arm) or experience the onset of a short- or long-term disability (e.g., epilepsy) that is sustained or diagnosed within 30 days prior to the administration of State assessments. In such cases, principals may authorize certain accommodations that will not significantly change the skills being tested.

These accommodations are limited to:

- Administering the test in a special location
- Recording the student's answers in any manner
- Reading the test to students (This accommodation may be authorized only for students whose vision is impaired and is only permitted for the Listening, Speaking, and Writing subtests. The Reading subtest may not be read to any student.)

Eligibility for such accommodations is based on the principal's professional discretion, but the principal may confer with members of the CSE or with other school personnel in making such a determination. Prior permission need not be obtained from the Department to authorize testing accommodations for general education students who have or incur an injury. However, a full written report concerning each authorization must be faxed to the Office of State Assessment at 518-402-5596. 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
- A brief description of the student's injury or disability
- A listing of 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 development of an IEP or 504 Plan.

Students with Disabilities

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 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 Harcourt's Customer Support Center at 1-800-763-2306.

Scripts are only for students 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 Harcourt 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 if you have any questions on this topic for which you are unable to find answers on the web site.

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. Harcourt should be notified in writing by fax to 1-888-200-4880 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 Harcourt promptly after administration and scoring.

The school principal must sign and return the Examination Storage Certificate (Appendix E) by June 12 to ensure that the secure test materials have not been copied, used to coach students, or otherwise divulged to students prior to and during 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 Harcourt at the conclusion of testing. These include all used and unused test booklets (regular, large-type, and Braille editions), DFAs, scoring guides, and prerecorded Listening CDs supplied by Harcourt. Prepaid address labels for returning all test materials except for answer sheets are provided by Harcourt.

Public schools are asked to submit their answer sheets to their RIC or large-city scanning center no later than May 30, 2008. Nonpublic schools are asked to submit their answer sheets to the Department no later than May 30, 2008. *Schools must **not** send their answer sheets to Harcourt, because all materials sent to Harcourt will be securely destroyed.*

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.
- DFAs for each of 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
- Blue return labels
- UPS[®] Ground/Authorized Return ServiceSM 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 LEP students 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 tests 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 tests 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.

Test Administrators

The person responsible for administering the NYSESLAT must be a certified 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.

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 16, 2008. Any student who is absent for any part of the assessment and does not make that part up will not receive a valid score for the combined modality Listening/Speaking or Reading/Writing.

Supervision of Students

Unauthorized Materials

Students taking State tests should be under close supervision at all times. When students enter the testing room, proctors must ensure that they do not bring any unauthorized notes, printed material, scrap paper, electronic devices, or any tools that would give students an unfair advantage. The materials that students are permitted to use during the test are identified in the DFA.

Temporary Absence from the Testing Room

Do not permit any student to leave and then return to the testing room during any session of the NYSESLAT unless accompanied by a proctor.

Student Cheating

Do not permit students to obtain information from or give information to other students in any way during the test. If, in the opinion of the proctor, such an attempt has occurred, warn the student that any further attempts will result in termination of his or her tests. If necessary, move the student to another location. If these steps fail to end attempts to obtain or give information, notify the principal immediately and terminate the student's test.

Notify the principal of all instances in which a proctor suspects that a student has cheated. If, in the judgment of the principal, the student has given aid to or obtained aid from another person during the test, the principal must follow the school's disciplinary procedure for student cheating and invalidate the student's tests. Public and charter schools must report these students on the State's Student Information Repository System with a Standard Met code of "97" to indicate administrative error. Nonpublic schools should not submit the papers to the Department. Invalidated tests may not be submitted for scoring. In addition, the principal must report the incident to the Department by fax to 518-402-5596.

Illness

A student who becomes ill during a session of the NYSESLAT should be excused. When the student is well enough to continue, the student may complete that session of the test, as long as the testing or make-up period has not ended. Under no circumstance may the NYSESLAT be administered later than May 16, 2008. Unadministered sessions of the test should be administered to the student according to the DFAs as long as the testing or make-up period has not ended. In administering a partially completed session of the test, supervise the student closely so that the student does not go back to previously completed questions on the test.

Emergency Evacuation of a School Building

You may be required to evacuate a school building during a test because of an emergency, such as a fire alarm or a 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 possible, keep the students under supervision during the emergency. Then, if work can be resumed, allow students to continue the test.

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 open-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 sheet 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 your 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 have 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 DFA, you may **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.

IMPORTANT NOTICE

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.

Scoring the Tests

Harcourt will provide printed scoring manuals for the Writing and Speaking subtests of the NYSESLAT. For your 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 Harcourt at 1-800-763-2306.

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. 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 Harcourt. Students' Writing subtests must be scored locally or regionally. Scores must be entered on answer sheets before the Writing subtest booklets are returned to Harcourt. Harcourt 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 Harcourt.

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 Harcourt, as specified on page 14 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 Harcourt 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.

On rare occasions, an administrator may learn that an isolated error occurred in recording the student's score in the permanent record. When such errors are detected within four months of the test date, the principal may arrange for the corrected score to be recorded in the student's permanent record. However, in all such instances, the principal must advise the Office of State Assessment in writing that the student's score has been corrected. The written notification to the Department must be signed by the principal or superintendent and must include the names of the students whose scores have been corrected, the name of the examination, the students' original and corrected scores, and a brief explanation of the nature of the scoring error which was corrected.

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 Harcourt 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 copy to Harcourt with the test materials in Box 1. Retain a photocopy in school files for one year.

Sending Test Materials 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
- DFAs
- 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.

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 blue label and a UPS label to the top of each carton.

Next, verify that the return address on the UPS label is:

Harcourt Assessment, Inc.
Attention: Scoring Operations
19500 Bulverde Road
San Antonio, Texas 78259

Call UPS at 1-800-214-0391 for next-day pickup. On the day of the UPS pickup, place the sealed carton(s) where they can be easily located when UPS 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

- Schools must **not** send their answer sheets to Harcourt, because all materials sent to Harcourt 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
Score Point 2	Relevant response free of linguistic errors* <ul style="list-style-type: none"> • Approximates native-like fluency • Precise vocabulary • Grammatically correct (e.g., in subject-verb agreement, correct verb tense, etc.)
Score Point 1	Relevant response with some linguistic errors <ul style="list-style-type: none"> • Intelligible • Appropriate vocabulary • Some grammatical errors (e.g., in subject-verb agreement, verb tense, etc.)
Score Point 0	Irrelevant or invalid response <ul style="list-style-type: none"> • 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.

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

K–12 Speaking Rubrics (continued)

Storytelling (Abbreviated Rubric)

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

Picture Description

Score Point	Description
Score Point 2	Relevant response that approximates native-like fluency <ul style="list-style-type: none"> • 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	Somewhat relevant response <ul style="list-style-type: none"> • 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	Irrelevant or invalid response <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Only repeating the prompt • No response

K–12 Speaking Rubrics (continued)

Social Interaction

Score Point	Description
Score Point 2	Response addresses the prompt* <ul style="list-style-type: none">• Vocabulary is context-related and precise• Free of grammatical errors
Score Point 1	Response somewhat addresses the prompt <ul style="list-style-type: none">• Some appropriate vocabulary that is somewhat context-related• Some grammatical errors, but intelligible
Score Point 0	Response does not address the prompt <ul style="list-style-type: none">• 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.

Appendix B K–1 Writing Rubrics

Sentence Copying

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

Letter Writing

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

K–1 Writing Rubrics (continued)

Word Writing

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

Sentence Writing

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

K–1 Writing Rubrics (continued)

Picture Description

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

Appendix C 2–12 Pre-Writing Rubrics

Pre-Writing

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

Accuracy of spelling does not affect score in this section.

2–12 Writing Rubrics (continued)

Writing

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

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

Speaking Score Sheet for Individual Administration



University of the State of New York
State Education Department

NYSESLAT 2008

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 <small>(enter 2, 1, or 0 for each question)</small>
1	
2	
3	
4	
5	

Questions 1-5	Sentence Completion
Score Point 2	<p>Relevant response free of linguistic errors*</p> <ul style="list-style-type: none"> • Approximates native-like fluency • Precise vocabulary • Grammatically correct (e.g., in subject-verb agreement, correct verb tense, etc.)
Score Point 1	<p>Relevant response with some linguistic errors</p> <ul style="list-style-type: none"> • Intelligible • Appropriate vocabulary • Some grammatical errors (e.g., in subject-verb agreement, verb tense, etc.)
Score Point 0	<p>Irrelevant or invalid response</p> <ul style="list-style-type: none"> • 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.

** 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: _____

Storytelling Question 6		Question 6	Storytelling
Question Number	Score <i>(enter 4, 3, 2, 1, or 0)</i>	Score Point 4	Shows native-like fluency <ul style="list-style-type: none"> • Complex and organized structures and precise vocabulary • Very few errors
6		Score Point 3	Shows strong ability approaching native-like fluency <ul style="list-style-type: none"> • Varied structure and vocabulary • Some errors that do not impede communication
		Score Point 2	Shows some ability <ul style="list-style-type: none"> • Basic structures and simple vocabulary • Numerous errors impede communication or cause confusion
		Score Point 1	Shows very limited ability <ul style="list-style-type: none"> • Limited structures and vocabulary • Numerous and/or serious errors impede communication
		Score Point 0	Shows no ability <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Irrelevant • No response

Picture Description Questions 7–11		Questions 7–11	Picture Description
Question Number	Score <i>(enter 2, 1, or 0 for each question)</i>	Score Point 2	Relevant response that approximates native-like fluency <ul style="list-style-type: none"> • 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
7		Score Point 1	Somewhat relevant response <ul style="list-style-type: none"> • 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
8		Score Point 0	Irrelevant or invalid response <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Only repeating the prompt • No response
9			
10			
11			

Social Interaction Questions 12–16		Questions 12–16	Social Interaction
Question Number	Score <i>(enter 2, 1, or 0 for each question)</i>	Score Point 2	Response addresses the prompt* <ul style="list-style-type: none"> • Vocabulary is context-related and precise • Free of grammatical errors
12		Score Point 1	Response somewhat addresses the prompt <ul style="list-style-type: none"> • Some appropriate vocabulary that is somewhat context-related • Some grammatical errors, but intelligible
13		Score Point 0	Response does not address the prompt <ul style="list-style-type: none"> • Unintelligible • In a language other than English • Only repeating the prompt • No response
14			
15			
16			

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

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 2008 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. Harcourt 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 Harcourt 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 copy to Harcourt by June 12, 2008.
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 2008 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 2008 *School Administrator’s Manual* and the applicable DFAs 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 copy to Harcourt in Box 1 by June 12, 2008. 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 your answer sheets and class rosters using a carrier such as UPS or FedEx that provides tracking by May 30, 2008, to:

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

Make copies of your original student answer sheets prior to submitting them to the Department. This provides a record of the answers for your school's use and protects the data should a package get lost in the mail. Keep these copies in your 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 LEP students 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 scoring. 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

Information on Ungraded Students with Disabilities NYSESLAT

LEP students 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 LEP students 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 2007–08

Assessments	Birth Date	Reaches This Age Between September 1, 2007 and August 31, 2008
Grade K NYSESLAT	Any date on or after August 31, 2002	6
Grade 1 NYSESLAT	September 1, 2000– August 31, 2001	7
Grade 2 NYSESLAT	September 1, 1999– August 31, 2000	8
Grade 3 NYSESLAT	September 1, 1998– August 31, 1999	9
Grade 4 NYSESLAT	September 1, 1997– August 31, 1998	10
Grade 5 NYSESLAT	September 1, 1996– August 31, 1997	11
Grade 6 NYSESLAT	September 1, 1995– August 31, 1996	12
Grade 7 NYSESLAT	September 1, 1994– August 31, 1995	13
Grade 8 NYSESLAT	September 1, 1993– August 31, 1994	14
Grade 9 NYSESLAT	September 1, 1992– August 31, 1993	15
Grade 10 NYSESLAT	September 1, 1991– August 31, 1992	16
Grade 11 NYSESLAT	September 1, 1990– August 31, 1991	17
Grade 12 NYSESLAT	Born on or before August 31, 1990	18

Appendix I

Scanning Centers (Regional Information Centers/Big 5)

Location	Contacts
<p>North Eastern Regional Information Center 1031 Watervliet-Shaker Road Albany, NY 12205 testing@gw.neric.org 518-862-5411 FAX</p>	<p>Bill Adam 518-862-5310 wadam@gw.neric.org</p> <p>Gail Newcomb 518-862-5355 gnewcomb@gw.neric.org</p> <p>Bob Frawley 518-862-5315 rfrawley@gw.neric.org</p> <p>Jim Christoff 518-862-5330 jchristo@gw.neric.org</p>
<p>South Central Regional Information Center Broome-Tioga BOCES Mail Drop #31 435 Glenwood Road Binghamton, NY 13905 607-757-3000 FAX</p>	<p>Tim Farnham 607-757-3009 tfarnham@btboces.org</p> <p>Sue Foster 607-757-3008 sfoster@btboces.org</p> <p>Tim Clark 607-757-3017 tclark@btboces.org</p>
<p>Buffalo Public Schools Office of Shared Accountability Attn: Robin Wheeler 2008 City Hall 65 Niagara Square Buffalo, NY 14202</p>	<p>Robin Wheeler 716-816-3621 716-851-3916 FAX rwheeler@buffaloschools.org</p> <p>Sanjay Gilani 716-816-3611 716-851-3914 FAX sgilani@buffaloschools.org</p>

Scanning Centers (Regional Information Centers/Big 5) (Continued)

Location	Contacts
<p>Eastern Suffolk BOCES Regional Information Center 15 Andrea Road Holbrook, NY 11741 631-244-4003 FAX</p>	<p>Lorraine Harrington 631-244-4285 lharring@esboces.org</p> <p>Elaine Rosa 631-244-4221 erosa@esboces.org</p> <p>Andrew Setzer 631-244-4240 or 4243 asetzer@esboces.org</p>
<p>Erie 1 (Western) BOCES Assessment, Test Scoring and Analysis Services Computer Services 355 Harlem Road West Seneca, NY 14224-1892 716-821-7432 FAX</p>	<p>Barbara Burgstahler 716-821-7088 bburgstahler@e1b.org</p> <p>Maggie Maloney 716-821-7466 mmaloney@e1b.org</p>
<p>Greater Southern Tier (GST) BOCES Computer Services Center 459 Philo Road Elmira, NY 14903 607-795-5307 FAX</p>	<p>Melissa Zelko 607-795-5342 607-795-5338 mzelko@gstboces.org</p>
<p>Madison-Oneida (Mohawk) BOCES Mohawk Regional Information Center 4937 Spring Road Verona, NY 13478 315-361-5768 FAX</p>	<p>Christina Lohr, Sally Zielasko 866-986-6742 315-361-2700 clohr@moric.org szielasko@moric.org</p>
<p>Mid-Hudson (Ulster) Regional Information Center 175 Route 32 North New Paltz, NY 12561</p>	<p>Linda Sexton 845-255-1450 x1239 lsexton@mhrinc.org</p> <p>Lisa Pullaro 845-255-1450 x1246</p> <p>Denise Rooney 845-255-1450 x1247</p>

Scanning Centers (Regional Information Centers/Big 5) (Continued)

Location	Contacts
<p>Monroe 1 BOCES 41 O'Connor Road Fairport, NY 14450 585-349-9065 FAX</p>	<p>Steve Jackson 585-349-9062 585-377-1959 FAX sjackson@bocesmaars.org</p> <p>Gregg Gleba 585-349-9063 ggleba@bocesmaars.org</p>
<p>Monroe 2 BOCES 3625 Buffalo Road Rochester, NY 14624 585-349-9065 FAX</p>	<p>Mari-Ellen Maloney 585-349-9025 mmaloney@monroe2boces.org</p>
<p>Nassau BOCES Curriculum, Instruction and Technology 102 Duffy Ave. Hicksville, NY 11801 516-608-6616 FAX</p>	<p>Robert Brisbane 516-832-2744 rbrisan@mail.nasboces.org</p> <p>Jean Cunningham 516-832-2730 jcunning@mail.nasboces.org</p> <p>Rosemary Syren 516-832-2759 rsyren@mail.nasboces.org</p>
<p>New York City Department of Education Tweed Courthouse 52 Chambers Street, Room 309 New York, NY 10007</p>	<p>Joan Flig 718-349-5627 718-349-5642 FAX jflig@schools.nyc.gov</p> <p>Cassandra Johnson 212-374-3492 crjohns@schools.nyc.gov</p>

Scanning Centers (Regional Information Centers/Big 5) (Continued)

Location	Contacts
<p>NYC-DOE-DAA Scan Center Division of Assessment and Accountability 44-36 Vernon Blvd, Room 207 Long Island City, NY 11101</p>	<p>Joan Flig 718-349-5627 718-349-5642 FAX jflig@schools.nyc.gov</p> <p>Juliana Lupu 718-349-5601 718-349-5642 FAX</p>
<p>OCM BOCES Central New York Regional Information Center 6820 Thompson Road P.O. Box 4866 Syracuse, NY 13221-4866</p>	<p>Lori West 315-433-8370 lwest@cnyric.org</p> <p>Mary Brady 315-433-8303 mbrady@cnyric.org</p> <p>Nancy Canavan 315-433-8307 ncanavan@cnyric.org</p>
<p>Rochester City School District Research Evaluation and Testing 131 West Broad Street Rochester, NY 14614</p>	<p>Annabelle Tescione 585-262-8345 Annabelle.tescione@rcsdk12.org</p> <p>Jeanette Silvers 585-262-8480 585-262-8684 FAX jeanette.silvers@rcsdk12.org</p>

Scanning Centers (Regional Information Centers/Big 5) (Continued)

Location	Contacts
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