

**New York State English As A
Second Language Achievement Test
NYSESLAT**

**Grades
1-2**

**Test
Administration
Overview**

**TAO
2018**

Listening/Reading/Writing

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IMPORTANT NOTE

Make sure that you have a machine-scannable answer sheet for every student and that all demographic information is filled in. Failure to provide complete and accurate information for each student may cause test results to be delayed.

IMPORTANT INFORMATION FOR ADMINISTERING THE GRADES 1–2 TEST

Students in Grades 1–2 mark their answers in their test booklets. A teacher or an aide must transcribe the students' responses onto the machine-scannable answer sheets exactly as the students marked them in the test booklets.

Materials Required by the Examiner

- A copy of the Directions for Administration (DFA) for each Session (1–3); this includes the script for administration of the Listening test
- A supply of NYSESLAT Listening/Reading/Writing test booklets, including one for demonstration
- A supply of NYSESLAT machine-scannable answer sheets for each Session (1–3) (for use after test administration)

NOTE: All schools—public, charter, and religious and independent—must obtain machine-scannable answer sheets and scanning services from a Regional Information Center (RIC) or a large-city scanning center. The machine-scannable answer sheets will be used to mark student responses for all Listening and Reading multiple-choice questions. The machine-scannable answer sheets also provide fields in which examiners will mark student scores for all Speaking and Writing constructed-response questions.

- A “Testing—Do Not Disturb” sign (not provided)
- A supply of sharpened soft-lead (No. 2) pencils with erasers; extra pencils must be on hand (pencils are not provided)
- A supply of pre-ID labels provided by MetriTech, Inc.

Materials Required for Each Student

- NYSESLAT Listening/Reading/Writing test booklet for each Session (1–3)
- Two sharpened soft-lead (No. 2) pencils with erasers (not provided)

Responsibilities of Test Personnel

- The general information about the procedures to be followed in administering the New York State English as a Second Language Achievement Test (NYSESLAT) is provided in the *School Administrator’s Manual*. The specific procedures for administering the NYSESLAT are contained in this Directions for Administration (DFA) manual. Examiners should complete a thorough review of both manuals prior to administering the NYSESLAT. The *School Administrator’s Manual* can be found on the New York State Education Department’s web site at: <http://www.p12.nysed.gov/assessment/nyseslat>.
- To ensure accurate and reliable results, the examiner should read—and become thoroughly familiar with—the procedures outlined in this DFA before attempting to administer the test. The specific administration instructions for each subtest (Listening, Reading, and Writing) should be read thoroughly before administering the test to the students.
- Examiners and administrators must safeguard the test materials and maintain them in a secure location at all times. Test materials may be stored in the classroom only if they are in a securely locked cabinet, drawer, or closet.

Who May Administer the NYSESLAT

- Only qualified personnel should administer the NYSESLAT. Qualified personnel should be teachers or administrators able to carry out standard examination procedures and should have special training in administering the NYSESLAT and may include:
 - New York State certified English to Speakers of Other Languages or Bilingual Education teachers
 - New York State certified teachers
 - New York State certified teachers who have been trained in cultural competency, language development, and the needs of English Language Learners (ELLs)/Multilingual Learners (MLLs)
- In public and charter schools, the staff administering the NYSESLAT should be certified teachers. In religious and independent schools, it is *highly recommended* that the staff administering the NYSESLAT be certified teachers.
- The examiner should be a proficient speaker of English (i.e., have complete command of pronunciation, intonation, and fluency).

PREPARING FOR THE TEST

Test and Environment Preparation

- Familiarize yourself with the test by reading the examiner directions for each subtest, reading through the Listening script and following along in the test booklet.
- Prepare your English Language Learners for taking the test. Some students are inexperienced at taking standardized tests. Tell students that they will use their English language listening, reading, and writing skills when taking this test. Explain that there are three sections to this test. Tell the students that they will first listen to passages and then answer questions about the Listening passages. They will then read passages and answer questions about the Reading passages. Lastly, the teacher will read out loud a passage that is repeated from the Reading section, and students will write one or more paragraphs in response to a question about the passage.
- It is recommended that the English as a New Language (ENL) or Bilingual Education teachers be involved in the decision regarding group size, as they are best able to judge what size group would be appropriate for which students. If a group is larger than the average-sized class, there should be one proctor for every additional twenty-five students.
- It is recommended that administrators group students by proficiency level, as students within the same proficiency level may be more likely to finish subtests in similar intervals of time. Refer to your NYSESLAT *School Administrator's Manual* for more information regarding testing conditions.
- Please keep in mind that this is an untimed test. The State Education Department recommends that administration of the NYSESLAT be broken up into multiple days to minimize student fatigue. Sessions must be administered in numerical sequence (1, 2, then 3); do not break up testing days by modality. Schools may administer just one session per day. Prior to administration, assure that there is sufficient time to complete a full test session. The testing days need not be consecutive, so long as they are within the testing window for the Listening/Reading/Writing subtests of the 2018 NYSESLAT (May 7–18, 2018).
- Prior to each testing session, make sure that you have a correctly *pre-coded, machine-scannable answer sheet* for each student. If you are missing a pre-coded answer sheet for any student, complete the data grids on a generic answer sheet for that student. One set of student pre-ID labels was provided by MetriTech with your school's shipment of testing materials. Please affix an appropriate student pre-ID label to the back cover of each test booklet in the space designated for the MetriTech pre-ID label (second box). Students' responses will be recorded in their test booklets and then transcribed onto the machine-scannable answer sheets after test administration.
- Make sure the physical conditions in the testing room are satisfactory. There should be adequate lighting for all students, adequate ventilation, and freedom from noise and distractions. Students should be seated so that there is enough space between them to avoid copying.
- There is no Listening CD for grade bands K or 1–2. The Listening script is contained in the Directions for Administration and is read out loud by the examiner.

General Test Management

- Post a “Testing—Do Not Disturb” sign on the door or near the testing area.
- Administer all questions within a subtest in the order presented in the test booklet.
- All directions and sample questions may be repeated to students as necessary. You may supplement only the directions with your own explanations in English to assist the students with test-taking procedures. Do not give help on specific test questions. The test questions may not be modified.
- Be sure to use your demonstration test booklet to model items as instructed. This is for the benefit of students who may not fully understand the task.
- Use a natural tone and manner throughout testing. Enunciate, use appropriate intonation, speak at a normal pace, and speak loudly enough for students to hear you.
- Try to make the testing experience as natural as possible. Encourage students to do their best and remind them not to spend too much time on any one question. Advise them not to get discouraged by questions that they feel they cannot answer.
- If you make a mistake in reading a direction or question, stop and say, “No, that is wrong. I’ll say it again. Please listen.” Then read the direction or question again.

During Testing

- All directions that should be read out loud to students are printed in **boldface text** with a **SAY** icon beside them. These should be read exactly as they are written. If necessary, you may supplement the directions (and only the directions) with your own explanations in English or repeat them, but do not give help on specific test questions.
- Do not show or suggest the correct answer to any question, with the sole exceptions being the sample questions. If a student asks about a specific test question (“Is this right?” or “How do you spell _____?”), give a neutral response, such as, “You should choose the one you think is right” or “Just spell it as best you can.”
- Discourage talking and avoid any unusual interruptions, distractions, or loud noises that might affect the entire group.
- Examiners must circulate periodically around the room during the administration of each subtest to ensure that students are marking their responses to test questions in a way that can be understood by the person who will transcribe the responses onto a machine-scannable answer sheet. It is acceptable to point out to students if they have left one or more answers blank, if they have darkened more than one oval for the same multiple-choice question, or if they do not appear to be marking their answers in the proper place. It is not necessary for students to completely fill in the answer oval. An X over the answer oval, a circle around the answer oval, or even a circle around a picture or the answer choice is also acceptable. No comments are to be made to the student on the correctness or sufficiency of an answer.

- Students with disabilities must be provided with the testing accommodations specified in their Individualized Education Program (IEP) or Section 504 Accommodation Plan when taking these tests, with the following exception: In the Writing section of Sessions 1, 2, or 3, students may not receive assistance with, or have their responses corrected for, spelling, grammar, paragraphing, or punctuation. For more information, please refer to the “Testing Accommodations” section in the NYSESLAT *School Administrator’s Manual* at <http://www.p12.nysed.gov/assessment/nyseslat>.

After Testing

- Verify that each student’s machine-scannable answer sheet is either pre-coded or that all required demographic information has been completed on the machine-scannable answer sheet. Make sure there is a machine-scannable answer sheet for each student.
- At the conclusion of testing for Grades 1–2, a teacher or an aide must transcribe students’ responses to the Listening and Reading questions onto the machine-scannable answer sheets exactly as the student marked them in the test booklets. Make sure that the student information on the test booklet matches the information on the pre-coded answer sheet before transcribing any information. The teacher or aide transcribing students’ responses must also record his or her name in the designated space on the machine-scannable answer sheets.
- Prior to scoring, review the training materials and sample responses in the NYSESLAT *Writing Scoring Guide*.
- The NYSESLAT is a secure test. Once the test session has been completed, examiners/administrators must safeguard the test materials. Test materials may be stored temporarily in the classroom only if they are in a securely locked cabinet, drawer, or closet. No copies of, or notes about, these materials may be made. The materials must be kept secure until their return to MetriTech, Inc. This includes all used and unused test booklets (regular, large type, and braille editions), scoring manuals, and the Directions for Administration. Refer to the NYSESLAT *School Administrator’s Manual* for information on returning test materials to MetriTech.

Refer to the Grades 1–2 Listening/Reading/Writing Session *Directions for Administration* (DFA) for specific administration directions. The complete DFA will be included in the 2018 NYSESLAT Listening/Reading/Writing materials shipment.

SECURE TEST

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