

New York State Testing Program



NYSESLAT

2012



School Administrator's Manual

THE UNIVERSITY OF THE STATE OF NEW YORK
Regents of The University

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General Information about 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. The New York State Education Department (the Department) has a partnership with Questar Assessment, Inc. (Questar) for the development of the NYSESLAT, and all questions included in the assessment have been selected from previously field-tested questions. In developing the test, input has also been provided by selected educators across the State. As a result, the test has undergone strict and extensive content and statistical analyses to ensure its validity and reliability.

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.

Administration

The NYSESLAT is administered annually to all English language learners in Grades K–12. It 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 Test Overview provided in Appendix B 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 overview 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.**

All school personnel who will be involved in administering any session of the NYSESLAT, or in overseeing the administration and scoring of the NYSESLAT, must be provided with and read a copy of this entire manual. This manual is not secure and may be photocopied. School personnel may retain this manual after the testing is completed.

For the 2012 administration, all text and graphics will be printed in black and white. Also, the Speaking and Writing Scoring DVDs are no longer being provided. In order to continue development of the NYSESLAT, New York State has embedded some research questions within the operational tests for grade bands K–1 and 2–4. This means that embedded research questions are included in the operational test booklets in the Listening, Reading, and Speaking subtests. Whether a question is a research question or an operational test question will not be apparent to the students. The research questions will not count towards the students' final scores, but will be used to collect valuable information for future operational tests.

Materials

For the NYSESLAT administration, Questar will provide materials as listed on pages 9–10. All schools, public, nonpublic, and charter, must obtain answer sheets and scanning services from a Regional Information Center (RIC) or a large-city scanning center. 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.

Contact Information

For any questions about general administration procedures for this test, call the Questar Customer Service Center at 1-866-644-6648. Additional contact information is provided in Appendix A of this manual. Please also check the Office of Assessment Policy, Development and Administration (APDA) web site periodically at <http://www.p12.nysed.gov/apda/> for any scoring clarifications.

Administration Schedule

Important Dates

Speaking subtest material delivered to participating schools	April 16–17, 2012
Speaking subtest administration period	April 18–May 18, 2012
Listening, Reading, and Writing subtests materials delivered to participating schools	May 2–4, 2012
Listening, Reading, and Writing subtests administration period	May 7–18, 2012
Writing scoring materials delivered to participating schools	May 14–15, 2012
Scoring of open-ended questions for Writing	May 16–31, 2012
Deadline to submit answer sheets to scanning centers	May 31, 2012
Deadline to return secure materials to Questar	June 18, 2012
NOTE: All schools must complete the NYSESLAT administration by May 18, 2012. All secure materials must be returned to Questar <u>no later</u> than June 18, 2012.	

Speaking subtest materials will arrive in schools in a separate shipment, earlier than other test materials. The Speaking subtest must be administered to students individually at a location separate from other students and may only be administered between April 18–May 18, 2012. Scoring is done by the test administrator at the time of administration.

The Listening, Reading, and Writing subtests must be administered to groups of students between May 7–18, 2012. 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. The NYSESLAT is an untimed test. Suggested time allotments for various parts of the test are listed in the overview in Appendix B.

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.

Scoring of the open-ended questions in the Writing subtest must be done locally, but may not begin until scoring guides and training sets arrive in schools on May 14–15, 2012. **Although the scoring dates for the NYSESLAT overlap with the administration dates, school personnel may not engage in scorer training or scoring of student responses for Writing until the initial administration of the Writing subtest has been completed in the school for that grade band.** Scorers must be cautioned not to discuss the test content and specific scoring rubrics outside of the scoring sessions.

Once scores have been entered on the machine-scannable answer sheets, schools must submit their answer sheets to the scanning centers by May 31, 2012.

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 the NYSESLAT. Nonpublic schools must annually administer the NYSESLAT or an equivalent test to any English language learners in their school who receive services from a public school district funded under Title III. Nonpublic schools are strongly encouraged to administer the NYSESLAT to all English language learners. General Educational Development (GED) programs are not required to administer the NYSESLAT to any of their students. Valid scores cannot be provided for students enrolled in GED programs.

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 the 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.

Medically Excused

A student may be medically excused from testing if documentation from a medical practitioner is obtained and kept on file at the school indicating that the student is too incapacitated to test at the school, at home, or in a medical setting. When reporting student assessment data to the Department for a student who is medically excused, the principal must report the student's results with an Assessment Standard Achieved Code of "93" in the Student Information Repository System (SIRS).

Testing Accommodations

The Department's Office of Special Education provides information on test access and accommodations for students with disabilities on its web site: <http://www.p12.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>. School personnel may contact that office via e-mail to speced@mail.nysed.gov if they have any questions on this topic for which they are unable to find answers in this manual or on the web site.

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 the NYSESLAT.

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 the 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:

- administering the test in a special location,
- 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.), and
- reading the test to the student. (This accommodation is allowed only for students whose vision is impaired. This accommodation is not permitted for the Reading subtest.)

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 APDA via fax to 1-518-474-1989. 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 Section 504 Accommodation Plan.

Students with an IEP or Section 504 Accommodation Plan

In general, students with disabilities must be provided with the testing accommodations specified in their IEPs or 504 Plans when taking these tests, 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.

It is the principal's responsibility to ensure that those staff who will be providing testing accommodations are appropriately trained. Proctors are advised 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.

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 Questar's Customer Service Center at 1-866-644-6648. Listening Scripts may only be provided to students with hearing impairments needing this accommodation as specified in their IEP.

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 Questar with the other test materials.

Students who have been declassified must be provided the permissible testing accommodations recommended upon declassification and documented in the notice to the Board of Education and in prior written notice to the parent. It is also recommended that a 504 Plan be considered to document recommendations for declassified students. Principals must also ensure that only the accommodations specified in each student's IEP, 504 Plan, or those recommended upon declassification are allowed for the student. Plan all necessary arrangements for implementing testing accommodations well in advance of the test date.

Use of Scribes or Tape Recorders

The use of scribes and tape recorders are allowable accommodations for NYSESLAT, however, instead of using a scribe, the Department encourages the use of a word processor (with thesaurus, spell-checking, grammar-checking applications, and Internet access disabled) in place of a scribe or tape recorder. 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.

When taking the NYSESLAT Writing subtest, students using scribes or tape recorders must provide all information—including spelling of difficult words, punctuation, paragraphing, and grammar. Scribes must use 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 to spell 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.

Additional information on scribing may be found in Chapter VI of *Test Access and Accommodations for Students with Disabilities: Policy and Tools to Guide Decision-Making and Implementation*. This publication is available at the web site <http://www.p12.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>.

Large-Type or Braille Editions

For students who use large-type or braille editions of the tests, or large-type answer sheets, or have a testing accommodation allowing the circling of answers in the test booklet rather than marking the answer sheet, teachers should transcribe the students' responses onto regular test answer sheets and test booklets exactly as dictated or recorded.

Test Format Change Requests

Any format changes to the test to be made by the school, such as the re-spacing of questions, enlargement beyond the standard large-type edition provided, colorization, etc., must receive prior written approval from the Department. Note that the reformatting of State assessments may never change the wording of questions, nor may additional examples be included.

In order for the Department to process requests for reformatting by the school, requests for approval should be submitted to APDA at least one week before the first scheduled date of the test administration. Requests should include a cover letter from the school signed by the school principal. Each request must include the portion of the student's IEP or 504 Plan in which the type of reformatting is listed or defined. Requests may be faxed to 1-518-474-1989. Department approvals will be provided by fax. However, regardless of approval, under no circumstances may the shrink-wrapped packages of test booklets be opened prior to the morning of the day that the test is to be administered in the school.

Test Security

All NYSESLAT materials are secure, except for this manual. Teachers and administrators must carefully safeguard the test materials before, during, and after test administration. 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 print or photocopy as many copies of this publication as are necessary.

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

- The sealed packages of secure test materials must be stored in a secure location and maintained under strict security conditions.
- An inventory of the test materials should be conducted as soon after delivery as is practical. Contact the Questar Customer Service Center at 1-866-644-6648 or by e-mail at NYSESLATSupport@QuestarAI.com if any of the quantities of secure test materials the school receives differ from those 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 unattended.
- In addition, to preserve the integrity of the test materials, advise all staff that they are not to discuss test questions or other specific test content with each other, with others online via e-mail or listserv, or through any other electronic means. Please note that test booklets cannot be opened prior to the distribution of tests to students.

Following testing, schools must return all secure test materials to Questar. These include all used and unused test booklets (regular, large-type, and braille editions), Directions for Administration, scoring guides, and pre-recorded Listening CDs supplied by Questar. Prepaid address labels for returning all test materials are provided by Questar.

The school principal must sign the Examination Storage Certificate (Appendix J) by June 19, 2012, documenting that the secure test materials have not been copied, used to coach students, or otherwise divulged to students prior to the test administration, and retain the certificate in the school files for one year. Please see Appendix J for more information.

Any material mistakenly sent to Questar will not be available for return.

Before Testing

Inventory Test Materials

Test materials will arrive in separate shipments. Answer sheets will be sent from a RIC or a large-city scanning center. All other test materials and scoring guides will be sent by Questar.

- **Inventory the materials received from your local scanning center.** These will include answer sheets and precoded student identification labels. Please follow the directions provided with the shipment.
- **Inventory the materials received in your shipments from Questar.** Test materials will be sent by Questar in three shipments, as indicated below and on the following page. All shipments of secure test materials should be inventoried as soon as practical after delivery. Use the Packing List provided in Box 1 of each shipment to verify the contents of each shipment.

If an item or items are **missing** from the shipment listed on the Packing List, please call the Questar Customer Service Center at 1-866-644-6648. Also call Questar if the school requires items that were **not originally requested** or items necessary to accommodate new students.

Note: The shrink-wrapped packages must not be opened until the day of test administration. All test materials must be kept secure throughout test administration. Boxes used for delivering materials to the school should be kept for returning materials after test administration.

Shipment 1: Speaking Test Materials

The following materials for administering and scoring the **Speaking** subtest of the NYSESLAT will be provided by Questar in Shipment 1, delivered to schools April 16–17, 2012. There are separate Directions for Administration and test booklets for each grade band; a single Speaking Scoring Guide covers all grade bands. A Speaking Exemplars CD is also included in this shipment. **One Speaking test booklet is provided for every ten students.**

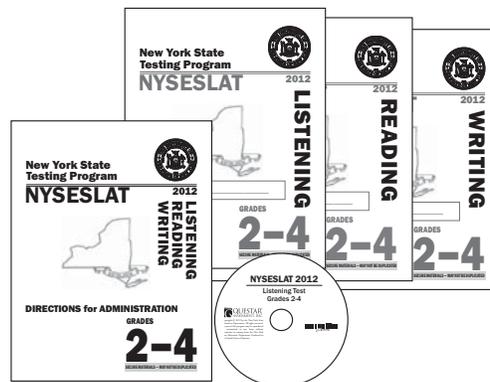


Shipment 2: Listening, Reading, and Writing Test Materials

The following materials for administering the **Listening, Reading, and Writing** subtests of the NYSESLAT will be provided by Questar in Shipment 2, delivered to schools May 2–4, 2012. For each grade band there are separate test booklets for each modality. The Directions for Administration for each grade band covers all three modalities. The Listening Script for Grades K–1 is included in the K–1 Directions for Administration, but for all other grade bands, the Listening Scripts have been recorded and are provided on CDs.

A Test Coordinator’s Kit, including a cover letter, Non-Scorable Return Summary Sheet, Questar return shipping labels, UPS Ground shipping labels, and pre-ID labels for the Writing booklets, is also provided in Shipment 2.

The school must supply CD players for administering the Listening subtest to students in Grades 2–12.



Shipment 3: Writing Scoring Materials

The following materials for scoring the **Writing** subtest of the NYSESLAT will be provided by Questar in Shipment 3, delivered to schools May 14–15, 2012:



Orientation of 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, everyone who will be administering these tests should become familiar with the directions in this manual before administering the test.

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. Schools must 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. To minimize the number of testing irregularities, principals should conduct a review of the test administration procedures prior to each test administration with all faculty and staff who will be involved in the test administration and scoring.

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

Parents/guardians should also be informed 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.p12.nysed.gov/apda/nyseslat>.

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.

Instructions for Administering the Test

Administering the Tests

Prior to the start of each session of the NYSESLAT, test administrators must provide the following directions to students:

- 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 their names are written on all answer sheets being used.
- Make sure their names are written on all Listening, Reading, and Writing test booklets in the space provided.

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.

Speaking Subtest

The Speaking subtest requires individual administration and scoring at the time of administration. Test administrators must administer the Speaking session to students in locations separate from other students. To ensure accurate and reliable results, persons responsible for scoring the NYSESLAT must have special training prior to administration. Questar will provide printed scoring manuals for the Speaking subtests.

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. The Speaking Score Sheet for Individual Administration (Appendix D) must be photocopied from this manual and distributed to the test administrators prior to the administration of the Speaking subtest. The test administrator may use the Score Sheet, which contains the Abbreviated Scoring Rubrics for reference, to record the student's score as he or she takes the test. After the test is completed, the scores must be transcribed onto the student's machine-scannable answer sheet. (Note: the Listening, Reading, and Writing subtests must have been administered prior to transcribing.)

Listening, Reading, and Writing Subtests

The Listening, Reading, and Writing subtests of the NYSESLAT may be group administered. Students in Grades 3–12 mark their answers to multiple-choice questions on the separate, machine-scannable answer sheets. **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-scannable answer sheets exactly as the students recorded them in the test booklets.**

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.

Proctoring

Proctors must circulate around the room during the administration of the test to ensure that students are recording their responses in the proper manner. While circulating, proctors should point out to students if they have left 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 booklet for open-ended questions). Only answers recorded in the appropriate place will be scored and used in determining a student’s final score.

Proctors may not comment to the student on the correctness or sufficiency of any answer.

No one other than the student may transfer answers marked in his or her test booklet to the multiple-choice answer sheet. This does not apply to students whose IEP or Section 504 Plan allows scribes to transfer answers from the test booklet to an answer sheet. This also does not apply to students in Grades K–2, as they will mark their answers in their test booklets. A teacher or aide must transcribe the students’ responses onto the machine-scannable answer sheets exactly as the students recorded them in the test booklets for Grades K–2.

Aid to Students

Except where indicated in the Directions for Administration, test administrators must **not** give students help in interpreting test questions. However, test administrators may 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.

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.

Unauthorized Materials

Students should be under close supervision at all times during the administration of the tests and may not use any of the following: unauthorized notes, printed materials, scrap paper, or electronic tools or devices. 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. Use of a cell phone during testing invalidates a student's test regardless of the content of the communication.

Student Cheating

If it is suspected that cheating has occurred, the test administrator should warn the student(s) 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 cheating has occurred, 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, in the SIRS, in the Assessment Standard Achieved Code field, code each such student's test 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 18 for additional reporting instructions.

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.

Illness

If a student becomes ill during a part of the test, excuse the student until well enough to continue. When the student is well enough to complete the test (and as long as the testing or make-up period has not ended), the student may be given the opportunity to complete the test. *Under no circumstance may the NYSESLAT be administered later than May 18, 2012.* 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 completed questions on the test.

Emergency Evacuation of a School Building

In the event of an emergency evacuation, the principal has full authority to interrupt the test immediately. Students should be kept under supervision during the emergency. If work can be resumed, allow students the opportunity to complete the test. A written report of the circumstances should be sent by mail or fax to APDA. Please refer to the section in this manual on "Reporting Irregularities and/or Misadministrations" on page 18 for additional reporting instructions.

Make-up Testing

Plan to administer the test at a later date to all students who are absent when the test is 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 18, 2012.* 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.

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.

After Testing

Scoring the Tests

Each school is responsible for making the necessary arrangements for scoring the NYSESLAT. To ensure accurate and reliable results, scorers must become thoroughly familiar with the procedures explained below before scoring the test. Persons responsible for scoring the NYSESLAT must be:

- teachers or administrators,
- able to carry out standard examination procedures, and
- must have special training in scoring the NYSESLAT.

Questar will provide printed scoring manuals for the Speaking and Writing subtests of the NYSESLAT. Raters must score responses to the Writing and Speaking subtests of the NYSESLAT and record those scores on the students' answer sheets. Speaking scoring materials must be opened and distributed prior to test administration so that test administrators may become familiar with the procedures for scoring this subtest, as student responses are rated at the time of administration. (See page 12 for details.) 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 D–G). Scores to the Speaking subtest, entered on the Speaking Score Sheet (Appendix D), must be transcribed onto the student's machine-scannable answer sheet after all subtests have been administered.

Student responses to the constructed-response questions in the Writing subtest are scored by teachers after test administration and the scores entered on the machine-scannable answer sheets prior to submission to the scanning centers. 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. All scoring must be completed before Writing subtest booklets are returned to Questar. Questar will not score students' Writing subtest booklets and schools will not have access to the test booklets once they are returned.

The machine-scannable answer sheets have designated spaces for the scorers to record their names and scorer letter codes. The names of the scorers and the scorer letter codes must be written clearly in the designated areas.

Grades K–2 students' responses to the multiple-choice questions, which have been marked in their Listening, Reading, and Writing test booklets, must also be transcribed by a teacher or aide onto the machine-scannable answer sheets exactly as the student recorded them in the test booklets before returning the test booklets to Questar and before submitting the answer sheets to the scanning center. Teachers or aides who transcribe the students' responses must clearly record their names on the machine-scannable answer sheets in the designated areas provided.

For questions regarding scoring the constructed-response items on the NYSESLAT, please call Questar at 1-866-644-6648.

Schools should review the answer sheets to verify that the Writing and Speaking scores and all demographic information have been entered correctly, then contact their scanning center concerning the procedure to follow in preparing answer sheets for machine scanning. They should also determine whether there is a locally specified deadline for submission of the answer sheets for scanning. Answer sheets must be submitted to the RIC or large-city scanning center by May 31, 2012. A complete list of the scanning centers is included in Appendix I of this manual.

Completing the Scoring Process

Once a set of student test booklets has been completely scored, the answer sheets should be reviewed to ensure that all questions have been scored, the scores have been recorded, and there are no stray marks on the answer sheets. Preparations should then be made for returning the sets of student test booklets and selected test materials to Questar, as specified on pages 20–22 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 Questar 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 student answer papers on any examination, the administrator must first obtain permission in writing from the Department before arranging for or permitting a rescoring of student papers. The written request to the Department 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 committee of teachers constituted in accordance with the scoring guidelines and by fully utilizing the scoring materials for this test provided by Questar 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. Only in such circumstances, the school is not required to obtain approval from the Department to engage in this limited rescoring of student answer papers.

At the conclusion of the administration and scoring of the NYSESLAT, school personnel must complete the Examination Storage Certificate, the Deputy and Proctor Certificate, and the Exam Scoring Certificate found in Appendix J. After completion, retain certificates 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 APDA within 24 hours of occurrence by faxing a description of the incident to 1-518-474-1989. The fax must be written on school letterhead and include:

- School BEDS Code
- Name and grade band of the test
- Description of the incident
- Number of students affected
- NYSSIS ID numbers of affected students
- Principal signature

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, except for the scoring materials for the Speaking subtest, prior to the day 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 17 of this manual under the heading “Completing the Scoring Process.”
- All student use of cell phones and other communications devices during the test.
- All confirmed cases of student 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 make-up 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 booklets 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

The Department may invalidate a student’s test due to any breaches or irregularities described on the preceding page. 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. In order to expedite accurate reporting, provide the BEDS Code, School Name, Subject, Grade, and NYSSIS IDs.
3. In the SIRS, in the *Assessment Standard Achieved Code* field, a student’s test will be coded as “administrative error with *Standard Achieved Code of 97.*”
4. On the verification reports, a student for whom an administrative error occurred will not receive a valid score and will appear as “not tested.”
5. If a student’s test is deemed to be an administrative error **after** the student’s answer sheet has been scanned by the scanning center and the file has been transmitted to Questar, the scanning center must be contacted and asked to submit a request to the Department’s Office of Information and Reporting Services for permission to override the score to an Assessment Standard Achievement Code of “97,” indicating administrative error.

Circumstances that Should Not Be Reported as Administrative Errors

Circumstance	Corrective Procedures
A scanning center scans an answer sheet that contains inaccurate demographic data	<ol style="list-style-type: none"> 1. Communicate the problem to the scanning center. 2. Correct the demographic data in the local Student Management System (SMS). 3. The scanning center will reload the data into SIRS. Once loaded, check data to make sure the correction has been made.
A student uses a blank/extra answer sheet in place of the preprinted answer sheet with incorrect demographic data	<ol style="list-style-type: none"> 1. Do not code the original answer sheet as an administrative error. 2. Communicate the problem to the scanning center. 3. Do not submit the incorrect answer sheet for processing.
A scanning center sends an answer sheet to the school for a student who is no longer enrolled in that school	<ol style="list-style-type: none"> 1. Communicate the problem to the scanning center. 2. Correct the enrollment record in the local SMS to reflect the ending enrollment date. 3. The scanning center will reload the data into SIRS. Once loaded, check data to make sure the correction has been made.
A student is originally reported with an incorrect grade level	<ol style="list-style-type: none"> 1. Do not submit the incorrect answer sheet to the scanning center. 2. Communicate the problem to the scanning center. 3. Correct the student information in the local SMS. 4. The scanning center will reload the data into SIRS. Once loaded, check data to make sure the correction has been made.

Communicate any concerns or questions to the RIC or scanning center prior to, or at the time of, delivery of the answer sheets.

Sending Test Materials to Questar

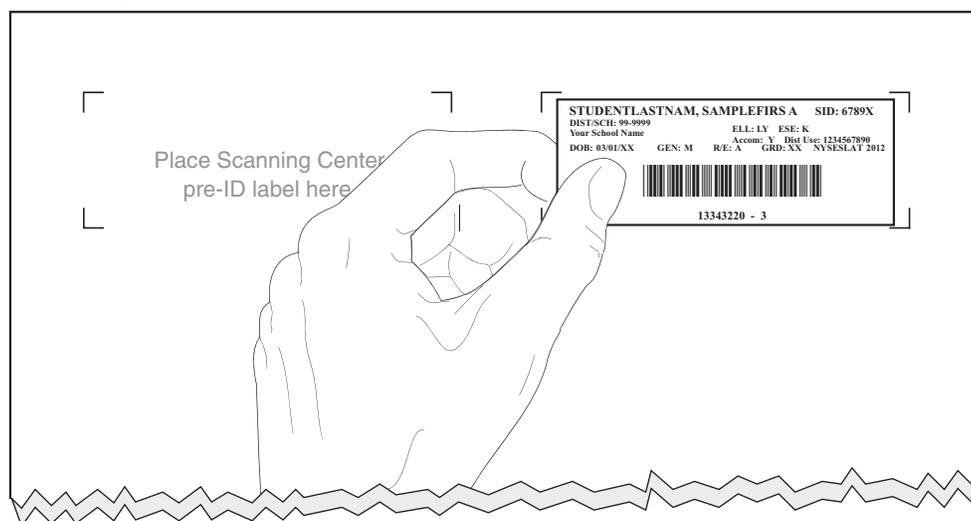
All schools participating in the NYSESLAT are held accountable for the secure test materials received from Questar. These materials are referred to as non-scorable. Each item schools received for testing is coded with a security barcode. Upon receipt, Questar scans the material returned by a school and provides notification to the Department if any materials are missing. The Department uses that report to hold every school accountable for all testing materials and for preserving the integrity of the NYSESLAT.

After each school has administered all subtests of the NYSESLAT and raters have recorded all Speaking and Writing subtest open-response scores on students' answer sheets, the school must return **ALL** of the following non-scorable test materials to Questar, including:

- Used test booklets (Speaking, Listening, Reading, and Writing), including large-type and braille editions
- Unused test booklets
- Directions for Administration (DFAs)
- Listening CDs for Grades 2–12
- Listening Scripts for Grades 2–12
- Scoring Guides for Speaking
- Speaking Exemplar CDs
- Scoring Guides for Writing
- Training Sets for Writing

Prior to packaging the Writing test booklets for return to Questar, please affix the appropriate student pre-ID label (found in the Return Kit provided by Questar with the school's shipment of testing materials) on the back cover of each used test booklet in the upper right corner as indicated below.

Writing Test Booklet Back Cover



PACKING GUIDELINES

1. **DO NOT SEND MACHINE-SCANNABLE ANSWER SHEETS TO QUESTAR.** Any materials that are mistakenly packaged with the secure materials and sent to Questar will NOT be available for return to schools.
2. Separate Scoring materials into stacks by modality: Speaking and Writing.
3. Separate the remaining test administration materials into stacks by modality: Speaking, Listening, Reading, and Writing.
4. Within each modality, organize the materials in the stack by grade band: K–1, 2–4, 5–6, 7–8, and 9–12.
5. Complete the Return Summary Sheets, one for each modality, by verifying that the quantities in the return shipment are in agreement with those originally shipped on the Packing Lists. Please follow the directions provided on the Return Summary Sheet. See the example below for reference.

- Each modality will be entered on a separate Return Summary Sheet.
- Be sure to include any braille and large-type materials received when entering quantities in the material counts.
- All Scoring materials must be returned, but do not need to be recorded on the Return Summary Sheet.



New York State Testing Program

NYSESLAT

English as a Second Language Achievement Test

**NON-SCORABLE
RETURN SUMMARY SHEET**

(Submit One Sheet Per Modality)

INSTRUCTIONS

Please be sure all fields are complete.

1
If information is not pre-printed, complete the School BEDS Code, School Name, and District Name fields.

2
Print Name for Return Verification.

3

- Circle the modality to be entered on this form.
- Please complete a separate Return Summary Sheet for each modality.

4

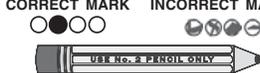
- Using the Packing Lists that were included in all NYSESLAT shipments, including any additional materials, complete the **Quantity Received** column.
- Count the Non-Scorable materials being returned to Questar and enter values in the **Quantity Returned** column.

Listening Only: Enter quantities for the CDs and Listening Scripts.

DIRECTIONS

- Use a No. 2 pencil only.
- Erase cleanly any mark you wish to change.
- Do not make any stray marks on this form.

CORRECT MARK **INCORRECT MARKS**



1 PLEASE PRINT

999999999999

BEDS Code

Example School
School Name

Any District
District Name

2

John Principal
Print Your Name for Return Verification

3 Modality (Please Circle One)

Speaking	Listening	Reading	Writing
----------	-----------	----------------	---------

4 Material Count

Material Type:	Quantity Received	Quantity Returned	Questar Use Only
NYSESLAT 2012 K-1 Directions for Admin			
NYSESLAT 2012 K-1 Test Book			
NYSESLAT 2012 2-4 Directions for Admin	2	2	
NYSESLAT 2012 2-4 Test Book	28	28	
NYSESLAT 2012 5-6 Directions for Admin	2	2	
NYSESLAT 2012 5-6 Test Book	28	28	
NYSESLAT 2012 7-8 Directions for Admin			
NYSESLAT 2012 7-8 Test Book			
NYSESLAT 2012 9-12 Directions for Admin			
NYSESLAT 2012 9-12 Test Book			
Listening Only:			
NYSESLAT 2012 2-4 Listening CD			
NYSESLAT 2012 5-6 Listening CD			
NYSESLAT 2012 7-8 Listening CD			
NYSESLAT 2012 9-12 Listening CD			
NYSESLAT 2012 2-4 Listening Script			
NYSESLAT 2012 5-6 Listening Script			
NYSESLAT 2012 7-8 Listening Script			
NYSESLAT 2012 9-12 Listening Script			

Please circle the modality of materials entered on this sheet.



6. Pack all materials in the boxes in which they were shipped to the school. **PLEASE PACK ALL WRITING TEST MATERIALS IN BOX 1 OF THE RETURN SHIPMENT.**
7. Place the 4 completed **Return Summary Sheets** on the top of the Writing materials in **Box 1**.
8. Fill any empty spaces in box(es) with crumpled paper or other available filler to keep materials from damage during shipping.
9. Seal each box with reinforced tape.
10. Affix one **BLUE** label, from the Test Coordinator's Kit, on each box.
11. If more than one box is used to package materials, label all boxes in the return shipment, Box 1 of X, Box 2 of X, etc.

NYSESLAT NONSCORABLE Materials Return


 RL-399181-NS-240844

From:
 012345678912
 NEW YORK SAMPLE SCHOOL
 123 MAIN ST
 SOMEWHERE, NY 12345-6789

To:
 Questar Assessment, Inc.
 990 Apollo Rd., Suite A1
 Eagan, MN 55121-2391
 BOX 1 of 1 NY1203 FT

UPS Label

Blue Label

10 LBS 1 OF 1

JOHN SMITH
 NEW YORK STATE EDUCATION DEPAR
 85 WASHINGTON AVE
 ALBANY NY 12234

RS

SHIP TO:
 SHIPPING DEPARTMENT
 QUESTAR ASSESSMENT, INC.
 990 APOLLO RD, SUITE A1
 EAGAN MN 55121


MN 551 9-03


UPS GROUND
 TRACKING #: 1Z 555 E15 90 4791 4523



BILLING: P/P
 DESC: Test Material
 RETURN SERVICE

REF 1: NY1202
 REF 2: Scoreable

WI 17.0.20 Zebra F4M704 21.5A 10/011

1 OF 1 RETURN SERVICE
 CUSTOMER RECEIPT

SHIP TO:
 SHIPPING DEPARTMENT
 (952) 835-3333

IMPORTANT:
 Schools must retain tracking
 information on the RETURN
 SERVICE CUSTOMER
 RECEIPT portion of UPS
 shipping label.

IMPORTANT NOTICE TO ANYONE HANDING OVER GOODS TO UPS
 This document is a receipt only and the use thereof on the attached
 label/document exclusively for identification purposes. The contract of
 carriage is between UPS and its customer. There is no contract between you
 and UPS. By handing over the goods to UPS, you agree that UPS collects the
 goods on behalf of its customer and accepts no liability whatsoever to you or
 anyone other than its customer for any loss, delay, or damage to goods
 resulting from negligence or any other cause.

THIS RECEIPT IS TO BE RETAINED BY THE CUSTOMER RETURNING THE
 MERCHANDISE

UPS GROUND TRN: 1Z 555 E15 90 4791 4523

12. Affix a prepaid, pre-addressed **UPS shipping label** on each box. The labels are addressed to:
Questar Assessment, Inc.
990 Apollo Road, Suite A1
Eagan, MN 55121
13. Each box to be shipped must have a UPS label attached. If additional UPS shipping labels are required, please contact Questar Customer Support at 1-866-644-6648.
14. Call UPS to schedule a pick up. In order to avoid a pick up charge, please make sure to call UPS at 1-877-536-2697. If a school already has a regularly scheduled UPS pick up/delivery, please have the scheduled driver retrieve the boxes.
15. Ensure NYSESLAT security measures are maintained until the UPS driver has picked up the shipment. Do not leave materials unattended while waiting for a UPS driver to retrieve the boxes.

Packaging Tips:

- If you are returning only one box, place Writing Test materials on top of the remaining modalities.
- Organize materials first by modality, then by grade band when placing into box(es).
- Group all Scoring materials together when placing into box(es).

Reporting of NYSESLAT Results

Questar will provide each school with a CD containing individual student reports and a school roster. Schools are expected to provide each student's parent/guardian with the results of their child's NYSESLAT. Note that only test results are to be provided; test questions and associated materials remain secure. However, parents may be provided access to the NYSESLAT Samplers available at <http://www.p12.nysed.gov/apda/nyseslat>.

Appendix A

Contacts for Assistance

For Assistance With:	Contact:
Errors in the school's shipment of secure test materials, such as test booklets (including large-type and braille editions) and Listening CDs	Questar Assessment, Inc. Customer Support: NYSESLATSupport@QuestarAI.com Phone: 1-866-644-6648 Fax: 1-866-688-0419
Obtaining secure test materials such as test booklets (including large-type and braille editions) and Listening Scripts that were not originally requested	Questar Assessment, Inc. Customer Support: NYSESLATSupport@QuestarAI.com Phone: 1-866-644-6648 Fax: 1-866-688-0419
Answer sheets, precoded student identification labels, generic answer sheets, and generic student identification labels	The scanning center (see Appendix I)
Completing or changing biographical student data	The scanning center (see Appendix I)
Testing policies regarding accommodations, security breaches, sensitive student responses, etc.	APDA Phone: 518-474-5902 or 518-474-8220
Questions about scoring Writing and Speaking constructed-response items	Questar Assessment, Inc. Customer Support: Phone: 1-866-644-6648
Sending completed answer sheets to scanning centers after scoring of test booklets	The scanning center (see Appendix I)
Returning NYSESLAT secure materials after test administration.	Questar Assessment, Inc. Customer Support: NYSESLATSupport@QuestarAI.com Phone: 1-866-644-6648 Fax: 1-866-688-0419
Questions about security of test materials after administration and scoring	Questar Assessment, Inc. Customer Support: NYSESLATSupport@QuestarAI.com Phone: 1-866-644-6648 Fax: 1-866-688-0419

Important Reminder: Check the Department's web site regularly for updates on the NYSESLAT Testing Program (<http://www.p12.nysed.gov/apda>).

Appendix B

Test Overview

Grade Band	Test Modality (Subtest)	Number of Questions (Including Research Items)	Estimated Testing Time in Minutes
K-1	Speaking	18	15
	Listening	28	35
	Reading	21	30
	Writing		
	• Writing Conventions	6	10
	• Writing	9	30
2-4	Speaking	18	15
	Listening	28	35
	Reading	30	55
	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	35
	Reading	27	55
	Writing		
	• Writing Conventions	15	15
	• Pre-Writing	3	10
	• Writing	1	20
9-12	Speaking	16	15
	Listening	25	35
	Reading	27	55
	Writing		
	• Writing Conventions	15	15
	• Pre-Writing	3	10
	• Writing	1	20

Appendix C

Testing Accommodations Categories

The types of testing accommodations that a student may receive are listed on pages 15–22 of *Test Access and Accommodations for Students with Disabilities, Tools to Guide Decision-Making and Implementation*, published by the Department’s Office of Vocational and Educational Services for Individuals with Disabilities and reproduced here. To access the complete online publication, see <http://www.p12.nysed.gov/specialed/publications/policy/testaccess/policyguide.htm>.

Please note that not all accommodations defined in that publication and reproduced here are permitted on all parts of the NYSESLAT. For these tests, testing accommodations that change the constructs measured by the test are not permitted. For further information, see <http://www.p12.nysed.gov/specialed/publications/policy/changeaccom.htm> and pages 5–7 of this *School Administrator’s Manual*.

FLEXIBILITY IN SCHEDULING/TIMING

- Administer tests with frequent breaks (specify duration, e.g., sessions not to exceed 30 minutes with 10-minute breaks)

FLEXIBILITY IN SETTING

- Separate location/room—administer test individually
- Separate location/room—administer test in small group (3–5 students)
- Provide adaptive or special equipment/furniture (specify type, e.g., study carrel)
- Special lighting (specify type, e.g., 75-watt incandescent light on desk)
- Special acoustics (specify manner, e.g., minimal extraneous noises)
- Location with minimal distraction (specify type, e.g., minimal visual distraction)
- Preferential seating

METHOD OF PRESENTATION

- Revised Test Format¹
- Braille editions of tests
- Large-type editions of tests
- Increased spacing between test questions
- Increased size of answer blocks/bubbles
- Reduced number of test questions per page
- Multiple-choice questions in vertical format with answer bubble to right of response choices
- Reading passages with one complete sentence per line
- Test read

¹For State assessments, any reproduction and/or reformatting of test booklets by the school requires the advance written permission of the APDA, and, even with such permission, may not occur until the day that the test book will be administered.

Revised Test Directions²

- Directions read to student
- Directions reread for each page of questions
- Language in directions simplified
- Verbs in directions underlined or highlighted
- Cues (e.g., arrows and stop signs) on answer form

Use of Aids/Assistive Technology

- Audio tape
- Tape recorder
- Computer (including talking word processor)
- Masks or markers to maintain place
- Papers secured to work area with tape/magnets
- Questions and multiple-choice responses read to student
- Questions and multiple-choice responses signed to student
- Magnification devices (specify type)
- Amplification devices (specify type)
- Listening section repeated more than the standard number of times (for English Language Arts Tests)
- Listening section signed more than the standard number of times (for English Language Arts Tests)

METHOD OF RESPONSE

- Marking of answers in book rather than on answer sheet
- Use of additional paper for math calculations
- Use of scribe

Use of Aids/Assistive Technology

- Amanuensis (scribe)
- Tape recorder
- Word processor

OTHER

- On-task focusing prompts

²Revision of test directions is an accommodation that is limited to oral or written instructions provided to all students that explain where and how responses must be recorded, how to proceed in taking the test upon completion of sections, and what steps are required upon completion of the examination. The term “test directions” does not refer to any part of a question or passage that appears solely on a student’s test book.

Appendix D

Speaking Score Sheet for Individual Administration



University of the State of New York
State Education Department

NYSESLAT 2012 K–4 Speaking Score Sheet for Individual Administration

Student Name: _____ Date of Administration: _____

Test Level: _____

Page 1

Warm-Up	
Questions A–C	Do Not Score

Sentence Completion Questions 1–6	
Question Number	Score <i>(enter 2, 1, or 0 for each question)</i>
1	
2	
3	
4	
5	
6	

Questions 1–6	Sentence Completion
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.

Storytelling Question 7	
Question Number	Score <i>(enter 4, 3, 2, 1, or 0)</i>
7	

Question 7	Storytelling (abbreviated version)
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

Student Name: _____

Date of Administration: _____

Test Level: _____

Picture Description Questions 8–12	
Question Number	Score <i>(enter 2, 1, or 0 for each question)</i>
8	
9	
10	
11	
12	

Questions 8–12	Picture Description
Score Point 2	<p>Relevant response that approximates native-like fluency</p> <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	<p>Somewhat relevant response</p> <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	<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

Social Interaction Questions 13–18	
Question Number	Score <i>(enter 2, 1, or 0 for each question)</i>
13	
14	
15	
16	
17	
18	

Questions 13–18	Social Interaction
Score Point 2	<p>Response addresses the prompt*</p> <ul style="list-style-type: none"> ▪ Vocabulary is context-related and precise ▪ Free of grammatical errors
Score Point 1	<p>Response somewhat addresses the prompt</p> <ul style="list-style-type: none"> ▪ Some appropriate vocabulary that is somewhat context-related ▪ Some grammatical errors, but intelligible
Score Point 0	<p>Response does not address the prompt</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.



NYSESLAT 2012 5–12 Speaking Score Sheet for Individual Administration

Student Name: _____ Date of Administration: _____

Test Level: _____

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	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.

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

Question 6	Storytelling (abbreviated version)
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

Student Name: _____

Date of Administration: _____

Test Level: _____

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

Questions 7–11	Picture Description
Score Point 2	<p>Relevant response that approximates native-like fluency</p> <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	<p>Somewhat relevant response</p> <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	<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

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

Questions 12–16	Social Interaction
Score Point 2	<p>Response addresses the prompt*</p> <ul style="list-style-type: none"> ▪ Vocabulary is context-related and precise ▪ Free of grammatical errors
Score Point 1	<p>Response somewhat addresses the prompt</p> <ul style="list-style-type: none"> ▪ Some appropriate vocabulary that is somewhat context-related ▪ Some grammatical errors, but intelligible
Score Point 0	<p>Response does not address the prompt</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.

Appendix E

Grades 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.

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

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	<p>Relevant response that approximates native-like fluency</p> <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	<p>Somewhat relevant response</p> <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	<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

Social Interaction

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

Appendix F

Grades K–1 Writing Rubrics

Sentence Copying

Score Point	Description
Score Point 2	<p>Shows control of written English conventions</p> <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	<p>Shows some control of written English conventions</p> <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	<p>Shows no control of written English conventions</p> <ul style="list-style-type: none"> ▪ Illegible ▪ No response

Letter Writing

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

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

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 G

Grades 2–12 Pre-Writing and Writing Rubrics

Pre-Writing*

Score Point	Description
Score Point 2	Full and clear response to the question <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	Limited response to the question <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	Irrelevant or no response to the question <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.

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 H

Assessments by Birth Date/Age for Ungraded Students in 2011–12

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.

**Age Ranges for Testing on NYSA, NYSESLAT and General Assessments
for Ungraded Students with Disabilities
at the Elementary and Middle Levels in 2011–12**

Assessments	Birth Dates	Reaches This Age Between September 1, 2011 and August 31, 2012
Grade K: NYSESLAT	Any date after August 31, 2005	6
Grade 1: NYSESLAT	September 1, 2004– August 31, 2005	7
Grade 2: NYSESLAT	September 1, 2003– August 31, 2004	8
Grade 3: NYSESLAT	September 1, 2002– August 31, 2003	9
Grade 4: NYSESLAT	September 1, 2001– August 31, 2002	10
Grade 5: NYSESLAT	September 1, 2000– August 31, 2001	11
Grade 6: NYSESLAT	September 1, 1999– August 31, 2000	12
Grade 7: NYSESLAT	September 1, 1998– August 31, 1999	13
Grade 8: NYSESLAT	September 1, 1997– August 31, 1998	14
Grade 9: NYSESLAT	September 1, 1996– August 31, 1997	15
Grade 10: NYSESLAT	September 1, 1995– August 31, 1996	16
Grade 11: NYSESLAT	September 1, 1994– August 31, 1995	17
Grade 12: NYSESLAT	Born on or before August 31, 1994	18

Appendix I

RICs and Large-City Scanning Centers

Location	Contacts	
Buffalo Public Schools Office of Shared Accountability 808 City Hall Buffalo, NY 14202	Genelle Morris Adams 716-816-3035 716-851-3044 (fax) gmmorris@buffaloschools.org	
Eastern Suffolk BOCES Student Data Services 15 Andrea Road Holbrook, NY 11741	Elaine Rosa 631-244-4221 631-244-4003 (fax) erosa@esboces.org Joseph Stern (631) 419-1676 jsstern@esboces.org Margaret Leuzze (631) 419-1678 MLEuzze@esboces.org	
Erie 1 (Western) BOCES Assessment, Test Scoring and Analysis Services Technology Services 355 Harlem Road West Seneca, NY 14224-1892	Barbara Burgstahler 716-821-7088 716-821-7432 (fax) bburgstahler@e1b.org Maggie Maloney 716-821-7466 mmaloney@e1b.org Karen Halbert 716-821-7173 khalbert@e1b.org	
Greater Southern Tier (GST) BOCES Computer Services Center 459 Philo Road Elmira, NY 14903	Melissa Zelko 607-795-5342 607-795-5307 (fax) mzelko@gstboces.org Steve Updike 607-795-5338 supdike@gstboces.org	
Lower Hudson (Southern Westchester BOCES) 44 Executive Blvd. Elmsford, NY 10523	Rob Mahig 914-592-4203 x3287 914-345-3719 (fax) rmahig@lhric.org Todd Moore 914-592-4203 x3279 tmoore@lhric.org Rob Micucci 914-592-4203 x3256 rmicucci@lhric.org Maureen McCarthy 914-592-4203 x3337 mmccarthy@lhric.org Pat Carey 914-592-4203 x3246 pcarey@lhric.org	
Madison-Oneida (Mohawk) BOCES Mohawk Regional Information Center 4937 Spring Road Verona, NY 13478	Christina Urich, Sally Zielasko 866-986-6742 315-361-2700 315-361-5768 (fax) curch@morik.org szielasko@morik.org	

Location	Contacts	
Mid-Hudson (Ulster) Regional Information Center 175 Route 32 North New Paltz, NY 12561	Denise Olsen 845-255-1450 x1247 845-256-9587 (fax) mdolsen@mhrinc.org	Lisa Pullaro 845-255-1450 x1246 Kathy Sylvester 845-255-1450 x1233
Monroe Regional Information Center 3625 Buffalo Road Rochester, NY 14624	Mari-Ellen Maloney 585-349-9025 585-349-9090 (fax) mmaloney@bocesmaars.org	Steve Jackson 585-349-9062 585-349-9090 (fax) sjackson@bocesmaars.org
Nassau BOCES Robert E. Lupinskie Center for Curriculum, Instruction and Technology 1 Merrick Ave. Westbury, NY 11590	Rose Baum 516-832-2744 516-608-6616 (fax) rbaum@mail.nasboces.org Helene Karo 516-608-6699 hkaro@mail.nasboces.org	Valerie D'Aguzzo 516-832-2530 vdaguann@mail.nasboces.org
New York City Department of Education <ul style="list-style-type: none"> • Office of Assessment Operations • Scan Center (for public schools only) 44-36 Vernon Blvd., Room 207 Long Island City, NY 11101	Grace Pepe 718-349-5627 718-349-5642 (fax) gpepe2@schools.nyc.gov	Stanley Winograd 718-349-5613 swinogr@schools.nyc.gov Pauline Dipietro 718-349-5600 pdipiet@schools.nyc.gov
Northeastern RIC Testing & Evaluation Services 1031 Watervliet-Shaker Road Albany, NY 12205 Serving the BOCES of the NE Region: Capital Region BOCES CVES BOCES FEH BOCES HFM BOCES Questar III BOCES St. Lawrence-Lewis BOCES WSWHE BOCES	Bill Adam 518-862-5310 518-862-5378 (fax) wadam@gw.neric.org testing@gw.neric.org http://portal.neric.org	Gail Newcomb 518-862-5355 518-862-5378 (fax) gnewcomb@gw.neric.org Jason Stern 518-862-5417 jstern@gw.neric.org

Location	Contacts	
<p>OCM BOCES 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 (fax) <u>ddejohn@cnyric.org</u></p>	<p>Mary Brady 315-433-8303 <u>mbrady@cnyric.org</u></p> <p>Michele Rourke 315-433-8359 <u>mrourke@cnyric.org</u></p> <p>Pam Dowse 315-433-2213 <u>pdowse@cnyric.org</u></p>
<p>Rochester City School District Office of Accountability 131 West Broad Street Rochester, NY 14614</p>	<p>Jeanette Silvers 585-262-8480 585-262-8684 (fax) <u>Jeanette.silvers@rcsdk12.org</u></p>	<p>Bob Lau 585-262-8556 <u>Bob.lau@rcsdk12.org</u></p> <p>Joyce Schultz 585-262-8328 <u>Joyce.schultz@rcsdk12.org</u></p> <p>Noreen McGrath 585-262-8130 <u>Noreen.mcgrath@rcsdk12.org</u></p> <p>Steve Kingdom 585-262-8753 <u>Stephan.kingdom@rcsdk12.org</u></p>
<p>South Central RIC Broome-Tioga BOCES Mail Drop #31 435 Glenwood Road Binghamton, NY 13905</p>	<p>Tim Farnham 607-757-3009 607-757-3000 (fax) <u>tfarnham@btboces.org</u></p> <p>Sue Foster 607-757-3008 <u>sfoster@btboces.org</u></p>	<p>Tim Clark 607-766-3933 <u>tclark@btboces.org</u></p>
<p>Syracuse City Schools Office of Information and Technology 258 East Adams Street Syracuse, NY 13202</p>	<p>Michael Schmidt 315-435-4281 315-435-4978 (fax) <u>mschmidt@scsd.us</u></p>	<p>Kelly Malone 315-435-4557 <u>kmalone@scsd.us</u></p> <p>Kelly Carley 315-435-4281 <u>kcarley@scsd.us</u></p>

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

Appendix J Certificates

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Assessment Policy, Development, and Administration
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 2012 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 test or test questions.
5. An inventory of the test materials was conducted as soon after delivery as was practical. Questar 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, 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 Questar promptly after administration and scoring.

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, retain in school files for one year.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Assessment Policy, Development and Administration
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 2012 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 "Instructions for Administering the Test" section of the *NYSESLAT 2012 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.
10. The students' responses to open-ended questions were scored in accordance with the detailed instructions provided in the NYSESLAT Scoring Guides for Speaking and Writing.

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, retain in school files for one year.

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

Exam Scoring Certificate
NYSESLAT

School Name _____

City or Town _____

As one of the undersigned scorers who participated in the scoring of the 2012 NYSESLAT, I hereby declare my belief in the correctness of the following statement: The rules and guidance materials for scoring the above tests were fully and faithfully observed, and in particular:

1. As a scorer, I trained using the procedures and materials described in the applicable Scoring Guides.
2. Where required, my name was clearly recorded on the answer sheet or scoring record.
3. The answer sheets and exam booklets were safeguarded while scoring was occurring.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

As principal, I attest that the rules and regulations for scoring, as listed above, were fully and faithfully observed.

Principal _____ Date _____

(Attach additional sheets as necessary.)

After completion, retain in school files for one year.



QAI09743