



**Tested/Not Tested**  
**SIRS-104 NYSITELL Summary and Detail Reports**  
**Level 2 Reporting (L2RPT)**  
**Report Guide (2015-16 SY)**

**About the Reports**

The SIRS-104 NYSITELL Summary report allows districts and schools to view data they reported in the Student Information Repository System (SIRS) for students who were administered the New York State Identification Test for English Language Learners (NYSITELL) assessment for their grade/age. The NYSITELL replaces the LAB-R assessment as the approved means of initially identifying ELLs in New York State. This test is used to assess the English language proficiency of new entrants whose home language is other than English, as indicated on their Home Language Questionnaire. It is used to determine if the student is in need of bilingual education and/or English as a Second Language (ESL) services and the number of hours of service that student needs to receive. It also helps teachers inform instruction by determining a student's relative strengths in Listening, Reading, Writing, and Speaking.

The NYSITELL has eight levels. In K–3, the levels are different between the fall and spring administrations for each grade to account for the significant developmental changes between semesters. In the grades 4 and beyond, the tasks are more aligned between fall and spring, and thus the language expectations do not differ as significantly as in the earlier grades. Therefore, the students will be administered the same NYSITELL level regardless of the time of year.

For more information about NYSITELL, see <http://www.p12.nysed.gov/assessment/nysitell/nysitellguiderevw.pdf>.

The NYSITELL report contains a **Summary Report** and **Student Detail Reports**. **Summary Reports** include data aggregated by school and district and by student subgroup. **Student Detail Reports** show student demographic and assessment information for students in the summary report.

**Entities that can be viewed:** Data can be reviewed by the following entities enrolled during the appropriate snapshot periods listed below:

- District
- School (Public, Non-Public, Charter)

**Students included in this report:** All students who were administered the NYSITELL assessment in the selected school year.

**Testing Dates and Administration:**

The table below shows the eight NYSITELL levels and identifies which level is administered to each new entrant, depending upon the grade in which the student is enrolling and the date on which the test administration begins.

<b>Level</b>	<b>Grade in which student is enrolling</b>	<b>Dates on which test will be administered</b>
I	Grade K	June 1* – January 31
II	Grade K Grade 1	February 1 – June 30 July 15– January 31
III	Grade 1 Grade 2	February 1 – June 30 July 15– January 31
IV	Grade 2 Grade 3	February 1 – June 30 July 15– January 31
V	Grade 3 Grade 4	February 1 – June 30 July 15– June 30
VI	Grades 5 – 6	July 15– June 30
VII	Grades 7– 8	July 15– June 30
VIII	Grades 9 – 12	July 15– June 30

\*The Level I test may be administered during the month of June only to those new entrants who will not begin Kindergarten until September. The Level II test must be administered to any new entrants who are enrolling in Kindergarten for the current school year at any time between February 1 and June 30

Report assessment records in September for these students, and report the date of test administration as any day during the first week of enrollment in your school. For all other NYSITELL students, report the date the student first starts to take the assessment as the administration date. See <http://www.p12.nysed.gov/assessment/nysitell/nysitell-kindergartenrev.pdf> for additional guidance.

The testing of new entrants who are enrolling in New York State schools in Grade 1 and above for the fall semester may begin no earlier than July 15. Schools that are registering students prior to June 1 for enrollment in Kindergarten for the upcoming school year should not administer the NYSITELL to such students until that date. With the exception of Level I, NYSITELL should be administered during the month of June only to students entering school for the remainder of the current school year and/or students enrolling in a summer school program. Schools are not permitted to administer Levels II–VIII of NYSITELL from July 1–July 14.

For more information about NYSITELL, see <http://www.p12.nysed.gov/assessment/nysitell/nysitellguiderevw.pdf>. **Summary Reports**

Columns (a) through (d) represents the students tested.

**Student Subgroup (column a):** students are broken out into demographic subgroups.

**Total Students Tested with a Valid Total Score (column b):** this column includes a count for the total number of students who received a valid raw score on all required modalities. Those students at Level 1 (Kindergarten) are only required to complete Listening and Speaking modalities. All other levels and grades must complete all four modalities in order to receive a valid Total Score. Level 2 must have received a Total Score file along with all required modalities for a student to be included in this count. This should be the sum of the number of students tested in columns e, g, i, k, and m.

**Total Students Tested without a Valid Total Score (column c):** this column displays a count of students with a NYSITELL Total Score record with a performance level of 99. This indicates that when Level 1 is reporting the students' testing data, the student has taken one or more modalities but has not completed all of the required modalities for the grade/subject.

**Number of Students Reported with a Total Score but Do Not Have All Required Parts (column d):** this column displays a count for the total number of students who were identified by Level 1 as having a Total Score submitted for the grade/subject however, **all required modalities were not submitted to Level 2.**

***Please Note:** as this is a verification report, columns (c) and (d) should be given special attention. There may be legitimate reasons for students to be included in **column (c)** (e.g., the student refused/was unable to complete all the modalities); however, any student included in **column (d)** has a reporting error since it indicates a total score file was received without receiving all required modalities. High counts in either of these columns warrant a closer look.*

Columns (e) through (n) provide a breakdown of student performance on the exam.

### **Performance as a Percentage of Total Students Tested with a Valid Total Score**

**Entering:** Number (**column e**) and Percentage of Total (**column f**) students whose performance falls in the “Entering” level. A student at the Entering level has great dependence on supports and structures to advance his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.

**Emerging:** Number (**column g**) and Percentage of Total (**column h**) of students whose performance falls in the “Emerging” level. A student at the Emerging level has some dependence on supports and structures to advance his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.

**Transitioning:** Number (**column i**) and Percentage of Total (**column j**) of students whose performance falls in the “Transitioning” level. A student at the Transitioning level shows some independence in advancing his or her academic language skills. As measured by the NYSESLAT, a student at this level has yet to meet the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.

**Expanding:** (Number (**column k**) and Percentage of Total (**column l**)): A student at the Expanding level shows great independence in advancing his or her academic language skills. As measured by the NYSESLAT, a student at this level is approaching the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.

**Commanding:** (Number (**column m**) and Percentage of Total (**column n**)): A student at the Commanding level is now designated as a **Former ELL**, and entitled to receive two years of continued ELL services. As measured by the NYSESLAT, a student at this level has met the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts within this grade level.

## DETAIL REPORTS

Student demographic and assessment data as reported in the Student Information Repository System (SIRS).

- ❖ **Student ID:** Local unique identifier assigned to the student by the Local Education Agency (LEA) in which the student is enrolled on June 30 of the reporting year or the date of their last enrollment record if prior to June 30.
- ❖ **NYSSIS ID:** Unique statewide student identifier assigned by the New York State Student Identifier (NYSSIS) system.
- ❖ **Student Name:** Student’s Last name, First name.
- ❖ **Grade:** Student grade as of June 30 of the reporting year or the date of their last enrollment record if prior to June 30.
- ❖ **Gender:** Student gender as of June 30 of the reporting year or the date of their last enrollment record if prior to June 30.
- ❖ **Ethnicity:** Student ethnicity as of June 30 of the reporting year or the date of their last enrollment record if prior to June 30. Students reported with Yes for Hispanic/Latino ethnicity indicator are shown as Hispanic. Students reported with No for Hispanic/Latino ethnicity indicator are shown as the ethnicity indicated by the Race Code reported. If multiple Race Codes are reported for a non-Hispanic/Latino student, the student is shown as Multiracial.

- ❖ **Economically Disadvantaged:** Students reported with program service code 0198 (Poverty – from low-income family) anytime during the school year or as of the date of their last enrollment record.
- ❖ **LEP (ELL) Eligible:** Students reported with program service code 0231 (LEP Eligible), indicating the student is eligible for LEP/ELL services, anytime during the school year or as of the date of their last enrollment record.
- ❖ **Disability:** Student disability as reported using the appropriate disability program service code. Student disability is shown if the student was reported with this disability at any time during the school year or as of the date of their last enrollment record. If multiple disability codes are reported, the last disability reported is what will be shown. These students are included in the students with disabilities subgroup.
- ❖ **Assessment Description:** Description of the student's assessment, including the Level and Grade.
- ❖ **Total Score:** Total of all completed modalities (Listening, Speaking, Reading, Writing).
- ❖ **Listening Score:** Student's score in Listening modality (required for all students).
- ❖ **Speaking Score:** Student's score in Speaking modality (required for all students).
- ❖ **Reading Score:** Student's score in Reading modality (required for all students, except Level I, Kindergarten).
- ❖ **Writing Score:** Student's score in Writing modality (required for all students, except Level I, Kindergarten).