

New York State Testing Program



NYSESLAT

2014



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 annually assess the English proficiency of all English language learners enrolled in Grades K–12 in New York State schools. The test gives the State and schools important information about the English language development of English language learners, and is part of the State’s compliance with federal laws that mandate the annual assessing and tracking of English proficiency of English language learners.

To align this assessment with the Common Core Learning Standards (CCLS) which were adopted by the Board of Regents in January 2011, the New York State Education Department (NYSED) is utilizing a two-phase process. In Phase One, NYSED made revisions to the 2013 and 2014 NYSESLAT guided both by CCLS and feedback from the field. Specifically, a NYSESLAT Test Specification Review meeting was held in April 2011 to obtain guidance from New York State educators in three areas: 1) changes to existing question types and the creation of new question types to make the NYSESLAT more aligned with the CCLS; 2) changes to question types to accommodate rebanding in the lower grades; and 3) other changes that would improve the administration and/or the effectiveness of the NYSESLAT. Regarding this second area of change, the NYSESLAT has been expanded from five grade bands to six, and there are now separate forms for Kindergarten, Grades 1 and 2, and Grades 3 and 4.

In the spring of 2012, new question types were field-tested using the new grade bands. Results from outreach to the field and subsequent field-testing have demonstrated that the structure and format of the 2013 NYSESLAT did not require significant changes. The NYSESLAT that will be administered in 2014 will continue to be mapped to the existing English as a Second Language (ESL) Standards. However, the test will feature greater emphasis on academic and classroom contexts and new items that address the Common Core shift to reading for information. It is important to remember that the NYSESLAT is not designed to test students’ knowledge of content, but rather their abilities to use and understand the language that supports content.

Statewide scoring rules continue to require that the Speaking subtest must be scored by a teacher who is not the student’s teacher of English as a second language or English language arts. Schools have three options for administering and scoring the Speaking subtest:

- Assign someone other than the student’s teacher to administer and simultaneously score the Speaking subtest.
- Have the student’s teacher administer the Speaking subtest while a disinterested teacher in the room listens to and simultaneously scores the student’s responses.
- Have the student’s teacher administer the Speaking subtest and record the student’s responses. The recording would subsequently be scored by a disinterested teacher.

For the Writing subtest, all of the student responses to the constructed-response questions must be scored by committees of teachers. No one teacher is to score more than approximately one-half of the constructed-response questions in a student’s Writing subtest booklet. No teacher who is a student’s teacher of English as a second language or English language arts may score any of the constructed-response questions in that student’s Writing subtest booklet.

The principal is responsible for making the final determination as to whether or not a teacher may score specific students’ responses based on this scoring policy.

Summary of Phase One Changes to the NYSESLAT Subtests

	Speaking	Listening	Reading	Writing
Order of question types changed	✓			
Question types revised		✓		
New question type(s) added	✓	✓	✓	✓
Rubrics revised	✓			✓
Scoring procedures revised	✓			✓

In Phase Two, additional revisions will be made to the NYSESLAT to fully align it to the CCLS and new Bilingual Common Core Standards. It is anticipated that the first administration of the fully CCLS aligned NYSESLAT will occur in Spring 2015.

Administration

The NYSESLAT is administered annually to all English language learners in Grades K–12. The test is configured to consist of six grade bands: K, 1–2, 3–4, 5–6, 7–8, and 9–12. Each grade band assesses four language modalities: Speaking, Listening, 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 subtest, and the estimated testing time for each of the six 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.

Teachers may not score their own student's responses in the Speaking and Writing subtests. See page 18, "After Testing," for specific instructions and additional information.

Materials

For the NYSESLAT administration, Questar Assessment, Inc. (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, obtain the school BEDS Code and 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 State Assessment (OSA) web site periodically at <http://www.p12.nysed.gov/assessment/nyseslat> for any scoring clarifications.

Administration Schedule

Important Dates

Speaking subtest material delivered to participating schools	April 7–8, 2014
Speaking subtest administration period	April 9–May 16, 2014
Listening, Reading, and Writing subtest materials delivered to participating schools	April 30–May 2, 2014
Listening, Reading, and Writing subtest administration period	May 5–16, 2014
Writing scoring materials delivered to participating schools	May 15–16, 2014
Scoring of open-ended questions for Writing subtest	May 19–29, 2014*
Deadline to submit answer sheets to scanning centers	May 29, 2014
Deadline to return secure materials to Questar	June 10, 2014
NOTE: All schools must complete the NYSESLAT administration by May 16, 2014. All secure materials must be returned to Questar <u>no later</u> than June 10, 2014.	

*The scoring of the Writing subtest may commence earlier than May 19, 2014, provided that school personnel not engage in scorer training for the specific May 2014 Writing subtest open-ended questions or scoring of student responses until the initial administration of the Writing subtest has been completed in the school for that grade band.

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 9–May 16, 2014. Scoring is done at the time of administration unless student responses are being electronically recorded so that they can be scored at a later time by a disinterested teacher.

The Listening, Reading, and Writing subtests must be administered to groups of students between May 5–16, 2014. 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 15–16, 2014. 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 29, 2014.

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 and Parent Reports will not 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 OSA 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 K–2 students via script included in the Directions for Administration (DFA), and 3–12 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, obtain the school BEDS Code and please contact Questar's Customer Service Center at 1-866-644-6648. Listening Scripts for Grades 3–12 may only be provided to students with hearing impairments needing this accommodation as specified in their IEP.

For students who are unable to speak, 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) 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 booklet exactly as dictated or recorded and should attach the lined paper with the student’s dictation to the back of the test booklet, 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 & 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 darkening circles on 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 the OSA 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. This manual is located at <http://www.p12.nysed.gov/assessment/nyseslat/home.html>.
- 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. Any recordings of student Speaking responses must be destroyed or returned to 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 6, 2014, 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.

DO NOT send any answer sheets to Questar. All answer sheets **MUST** be sent to the RIC or large-city scanning center. **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** and student labels 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 Subtest 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 7–8, 2014. 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. No school will receive less than 2 Speaking subtest booklets per grade band in the event that the person scoring the student responses is different from the test administrator.

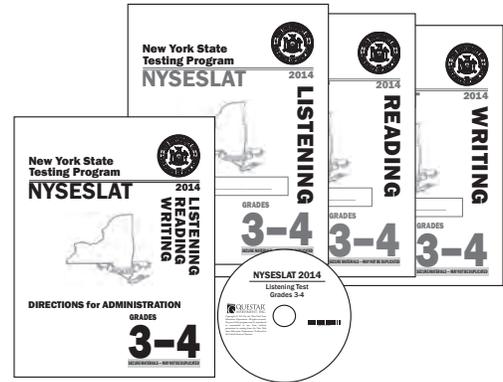


Shipment 2: Listening, Reading, and Writing Subtest Materials

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 April 30–May 2, 2014. 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 Scripts for K and 1–2 are included in the Directions for Administration for those grade bands, but for all other grade bands, the Listening Scripts have been recorded and are provided on CDs.

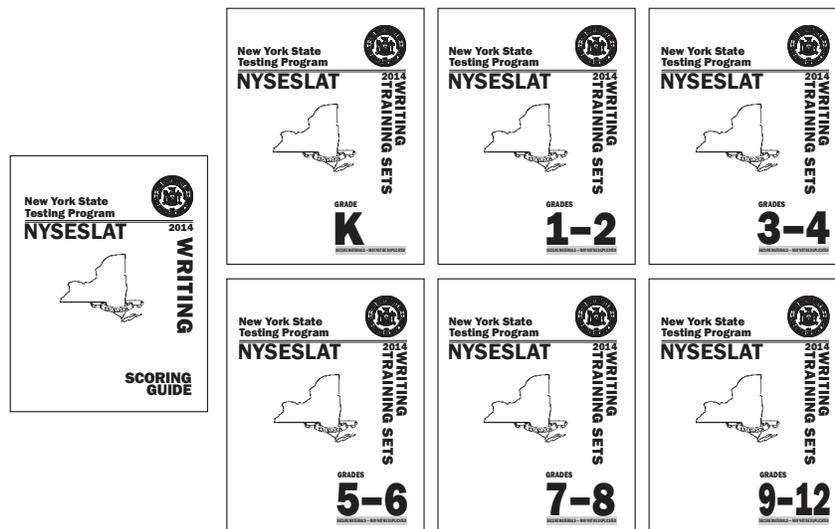
A Test Coordinator’s Kit, including a cover letter, Return Summary Sheet, Questar return shipping labels, UPS Ground shipping labels, and pre-ID labels for the Writing booklets, is also provided in Shipment 2.

The school must supply CD players for administering the Listening subtest to students in Grades 3–12.



Shipment 3: Writing Scoring Materials

The quantity of materials delivered will be based on the Shipment 1 and Shipment 2 orders and schools will receive enough Writing Scoring Guides and Writing Training Sets for practice scoring to adequately train scorers for scoring the May 2014 open-ended questions for all grade bands represented at the school location. This will be delivered to schools May 15–16, 2014.



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 and notified of the prohibition of all phones and other electronic devices during testing (see pages 12–13). 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/assessment/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 RIC or large-city scanning center when filling out the answer sheets.

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 subtest 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.

Use of Communications Devices

All students are prohibited from bringing cell phones and certain other electronic devices, as defined in the script below, into a classroom or other location during the NYSESLAT. Test proctors, test monitors, and school officials shall retain the right to collect and hold any prohibited electronic devices prior to the start of the test administration. Admission to the test shall be denied to any student who is in possession of a cell phone or other prohibited electronic device and refuses to relinquish it.

At the beginning of each test administration, examiners must read the following statement to all students in Grades 3–12 taking the NYSESLAT:

You cannot have any communications device, including a cell phone, with you during this exam or during any breaks (such as a restroom visit). Such devices include, but are not limited to:

- Cell phones
- Blackberry devices and other PDAs
- iPods and MP3 players
- iPads, tablets, and other eReaders
- Laptops, notebooks, or any other personal computing devices
- Camera or other photographic equipment
- Headphones, headsets, or in-ear headphones such as earbuds, and
- Any other device capable of recording audio, photographic or video content, or capable of viewing or playing back such content

If you brought any of these items to the building today, and have not already stored it in your locker or turned it over to me, a test monitor, or school official, you must give it to me now. You may not keep your cell phone or any of these items with you, or near you, including in your pockets, backpack, desk, etc. If you keep a cell phone or any of these items with you, your exam will be invalidated and you will get no score. Is there anyone who needs to give me any of these items now?

This is your last opportunity to do so before the test begins.

For Principals and Proctors:

- a. Any student observed with any prohibited device while taking the NYSESLAT must be directed to turn it over to the proctor or monitor immediately. To allow for all possible outcomes of procedural due process, the student should be allowed to complete the exam. The incident must be reported promptly to the school principal. If the principal determines that the student had a prohibited device in his or her possession during the test administration, the student's test **must** be invalidated. No score may be calculated for that student.
- b. The incident must be promptly reported, in writing, to the OSA by fax at 1-518-474-1989 or by e-mail to emscassessinfo@mail.nysed.gov, as is the case for all testing irregularities, misadministrations, or other violations of State testing policy and procedures.

Note: Some students with disabilities may use certain recording/playback devices **ONLY IF** this accommodation is specifically required as a provision of the student's IEP or 504 Plan. In addition, a student may be allowed to retain an otherwise prohibited device in his or her possession if there is documentation on file at the school from a medical practitioner that the student requires such a device during testing. Without such documentation, the general policy on communications devices as provided above is in effect, and the school may not allow the student to retain any such equipment while testing.

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.

New statewide scoring rules require that the Speaking subtest must be scored by a teacher who is not the student's teacher of English as a second language or English language arts. Schools have three options for administering and scoring the Speaking subtest:

- Assign someone other than the student's teacher to administer and simultaneously score the Speaking subtest.
- Have the student's teacher administer the Speaking subtest while a disinterested teacher in the room listens to and simultaneously scores the student's responses.
- Have the student's teacher administer the Speaking subtest and record the student's responses. The recording would subsequently be scored by a disinterested teacher.

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 Sheets for Individual Administration (Appendix D) must be photocopied from this manual and/or the DFA and distributed to the test scorers prior to the administration of the Speaking subtest. The test scorer must use a Score Sheet, which contains the Abbreviated Scoring Rubrics for reference, to record the student's score. 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.) **In addition, photocopies of each of the completed score sheets must be provided to the principal by no later than one school day after the administration of the Speaking subtest has been completed for all students. These copies of the completed student score sheets must be retained at the school for a minimum of one year.**

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. Transcribers MUST place their names on the answer sheets. See page 18, After Testing, for specific instructions and additional information.**

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 a student's answers 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. (See Use of Communications Devices, pages 12–13.)

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 student's test(s). 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(s). Score reports will not be produced for invalidated tests. When reporting student assessment data to the Department under such circumstances, the principal must report these students' scores as "administrative error." In addition, in the SIRS, in the Assessment Standard Achieved Code field, code each such student's test as an 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 21 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 he or she is 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 16, 2014.* 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 the OSA. Please refer to the section in this manual on "Reporting Irregularities and/or Misadministrations" on page 21 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 16, 2014.* Any student who is absent for any part of the assessment and does not make up that part will not receive a scale score or overall proficiency level for the test.

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

Selecting and Assigning Teachers for the Writing Subtest Scoring Committees

All of the student responses to the constructed-response questions are to be scored by committees of teachers. No one teacher is to score more than approximately one-half of the constructed-response questions in a student's Writing subtest booklet. No teacher who is a student's teacher of English as a second language or English language arts may score any of the constructed-response questions in that student's Writing subtest booklet. The principal is responsible for making the final determination as to whether or not a teacher may score specific students' responses based on this new scoring policy.

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 Speaking and Writing 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 raters may become familiar with the procedures for scoring this subtest, as student responses are usually rated at the time of administration. (See page 14 for details.) For schools' convenience, the Speaking and Writing Rubrics, as well as Speaking Score Sheets for Individual Administration, are provided in this manual (see Appendices D–G). Scores for the Speaking subtest, entered on the Speaking Score Sheets (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 administration, and the scores are 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 include a section labeled "Print Scorers' Names" with the letters A–E. Each scorer must be assigned a letter and the scorer's name must be clearly printed on the answer sheet next to the letter the scorer has been assigned. The letter used to identify each of the scorers (A–E) must be clearly written in the designated space next to the section that each of the scorers complete on the answer sheet. Note that there will be one scorer for the Speaking subtest and a minimum of two scorers listed for the Writing subtest.

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 boxes that state “Print Transcriber’s Name”.

For questions regarding scoring the constructed responses on the NYSESLAT, obtain the school BEDS Code and please call Questar at 1-866-644-6648.

Schools should review the answer sheets to verify that the Speaking and Writing 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 29, 2014. A complete list of the scanning centers is included in Appendix I of this manual.

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Page 4

NEW YORK STATE TESTING PROGRAM NYS English as a Second Language Achievement Test (NYSESLAT) Grades 3 – 4 Spring 2014

MARKING INSTRUCTIONS

Make heavy BLACK marks. Erase cleanly. Make no stray marks.

USE A No. 2 PENCIL

CORRECT: ● INCORRECT: ✗ ⊗ ⊖

Session 3 – Writing Conventions

SAMPLE

A	B	C	D	
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D

SAMPLES

B	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D

10	A	B	C	D
11	A	B	C	D
12	A	B	C	D

**Scoring
Spring 2014**

Fill in the method used to score your school's test papers. (Select only one.)

Scoring Model Code

- ① Regional scoring
- ② Schools from two districts
- ③ Three or more schools within a district
- ④ Two schools within a district
- ⑤ One school

Code Letters	Print Scorers' Names
A	
B	
C	
D	
E	

FOR TEACHERS ONLY

Speaking

1	Ⓐ	Ⓑ	Ⓒ	12	Ⓐ	Ⓑ	Ⓒ		
2	Ⓐ	Ⓑ	Ⓒ	13	Ⓐ	Ⓑ	Ⓒ		
3	Ⓐ	Ⓑ	Ⓒ	14	Ⓐ	Ⓑ	Ⓒ		
4	Ⓐ	Ⓑ	Ⓒ	15	Ⓐ	Ⓑ	Ⓒ		
5	Ⓐ	Ⓑ	Ⓒ	16	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ
6	Ⓐ	Ⓑ	Ⓒ						
7	Ⓐ	Ⓑ	Ⓒ						
8	Ⓐ	Ⓑ	Ⓒ						
9	Ⓐ	Ⓑ	Ⓒ						
10	Ⓐ	Ⓑ	Ⓒ						
11	Ⓐ	Ⓑ	Ⓒ						

Scorer's Code Letter

⓪ Absent Speaking

Writing

Scorer's Code Letters

Descriptive Writing Paragraph

13 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

Fact-Based Essay

14 Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

⓪ Absent Writing

Completing the Scoring Process

Once a set of student Writing subtest 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 24–26.

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 responses on any examination, the administrator must first obtain permission in writing from the Department before arranging for or permitting a rescoring of student responses. 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 responses 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 responses 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 the following testing irregularities and misconduct by students in writing, on school letterhead and signed by the principal, to the OSA via fax to 1-518-474-1989 or by e-mail to emscassessinfo@mail.nysed.gov:

- All student infractions of the Department’s policy prohibiting the possession or use of cell phones and other communications devices during State exams.
- All confirmed cases of students cheating.
- All interruptions of testing sessions, including those caused by power outages or fire alarms.
- All instances in which a State exam is administered without Department authorization on a date outside the published Statewide administration or makeup schedule.
- All instances in which scorers do not rate State exams 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.
- All instances of school officials or staff members providing students with unauthorized/inappropriate testing accommodations or tools (such as the use of a spell-checking device for the NYSESLAT).
- All instances of school officials or staff members providing students with other nonstandard test administrations, unrelated to cheating.

Mandatory Reporting of Testing Improprieties by Adults

The Department's Test Security Unit (TSU) handles all reports of testing improprieties by adults involved in the administration and scoring of State assessments. School officials and personnel are required to report any incident of testing misconduct by an educator or other adult involved in testing. Reports should be made via the TSU web site at <http://www.highered.nysed.gov/tsei/> by submitting the incident report form located on the main page under "Report Educator Test Fraud." The following are examples of improper testing conduct that must be reported to the TSU:

- All suspected or confirmed cases of a school official or staff member giving aid or impromptu lessons on specific test content to students immediately before or during a State exam.
- All cases in which a school official or staff member does not adhere to the Department policy concerning finality of examination scores as determined by the teacher scoring committees. This is explained on page 20 under the heading "Completing the Scoring Process."
- All instances of an administrator or teacher instructing another administrator or teacher to alter or interfere with a student's exam score.
- Any instance where it has been determined that students, teachers, administrators, or paraprofessionals have had access to the specific content of a test, except for the Speaking subtest administration and scoring materials, prior to the day of the test.
- All instances of teachers, administrators, or paraprofessionals altering student responses to test questions.

Coding of Invalid Tests

The Department may invalidate a student’s test due to any breaches or irregularities described on pages 21–22. 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 Achieved 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 large-city scanning center prior to, or at the time of, delivery of the answer sheets.

Sending Test Materials to Questar

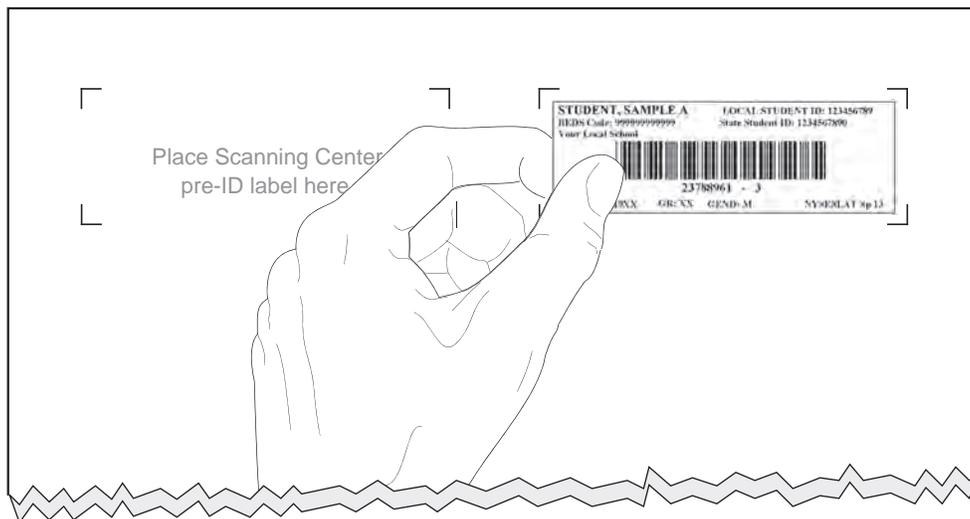
All schools participating in the NYSESLAT are held accountable for the secure test materials received from Questar. Each item schools received for testing is coded with a security barcode. Upon receipt, Questar scans the material returned by a school and provides notification to the Department if any 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 test materials to Questar, including:

- Used test booklets (Speaking, Listening, Reading, and Writing), including large type and braille editions
- Unused test booklets (Speaking, Listening, Reading, and Writing), including large type and braille editions
- All electronic recordings of student Speaking responses (unless securely destroyed by school)
- Directions for Administration (DFAs)
- Listening CDs for Grades 3–12
- Listening Scripts for Grades 3–12 (if received by school)
- Scoring Guides for Speaking
- Speaking Exemplar CDs
- Scoring Guides for Writing
- Training Sets for Writing

Prior to packaging the Writing subtest 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 Subtest 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. Place all braille and large type materials onto separate stacks.
4. Separate the remaining test administration materials into two stacks, DFAs and Test Booklets, and then each of those stacks by modality: Speaking, Listening, Reading, and Writing.
5. Within each modality, organize the materials in the stacks by grade band: K, 1–2, 3–4, 5–6, 7–8, and 9–12.
6. Complete the Return Summary Sheet by verifying that the quantities in the return shipment are in agreement with those originally shipped on the Packing List(s). Please follow the directions provided on the Return Summary Sheet. See the example below for reference.



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

- Using the Packing Lists that were included in all NYSESLAT shipments, including any additional material orders, complete the **Quantity Received** column on the back of this sheet.
- Count the testing materials being returned to Questar and enter values in the **Quantity Returned** column.

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

1 PLEASE PRINT

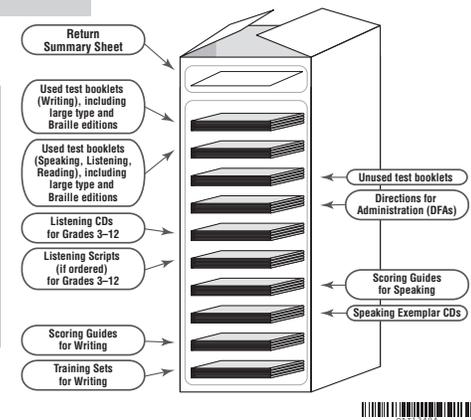
BEDS Code _____

School Name _____

District Name _____

2

Print Your Name for Return Verification _____



• More than one box may be necessary for packaging materials.

• If more than one box is needed, group items within the boxes according to the graphic shown.

• More than one group of items may be placed in each box.

• All boxes must be labeled ("1" of 3, 2 of 3, etc.).

• Place all Writing Test Booklets along with this form into the box you label as "Box 1" of your return shipment.

NYSESLAT 2014

Material Count		
Material Type	Quantity Received	Quantity Returned
Braille		
K Checklist		
1-2 Checklist		
3-4 Test Book		
3-4 DFA Supplement		
5-6 Test Book		
5-6 DFA Supplement		
7-8 Test Book		
7-8 DFA Supplement		
9-12 Test Book		
9-12 DFA Supplement		
Large Type		
K Test Book		
1-2 Test Book		
3-4 Test Book		
5-6 Test Book		
7-8 Test Book		
9-12 Test Book		
Scoring Materials		
K Writing Training Set		
1-2 Writing Training Set		
3-4 Writing Training Set		
5-6 Writing Training Set		
7-8 Writing Training Set		
9-12 Writing Training Set		
Writing Scoring Guide		
Speaking Scoring Guide		
Speaking Exemplars CD		
Listening Only		
3-4 Listening CD		
5-6 Listening CD		
7-8 Listening CD		
9-12 Listening CD		
3-4 Listening Script (if ordered)		
5-6 Listening Script (if ordered)		
7-8 Listening Script (if ordered)		
9-12 Listening Script (if ordered)		

7. Pack all materials in the boxes in which they were shipped to the school. 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. **WHEN SEQUENTIALLY NUMBERING THE BOXES, PLEASE PACK ALL WRITING TEST MATERIALS IN BOX 1 OF THE RETURN SHIPMENT.**
8. Also pack the completed **Return Summary Sheet** in **Box 1**, on the top of the Writing materials.
9. Fill all empty spaces in box(es) with crumpled paper or other available filler to keep materials from damage during shipping.

Reporting of NYSESLAT Results

The NYSESLAT test results will be available to school administrators via the Department's Level 2 Reports (L2RPT) Resources and Information.

Level 2 Reports (L2RPT), reflecting statewide (Level 2) data in the Student Information Repository System (SIRS), are made available through distributed applications at the regional (Level 1) Data Centers, and are aggregated to the region at which they are hosted.

L2RPT reports are designed to help districts verify a variety of demographic, enrollment, program, and assessment data in support of accountability and other requirements, as well as Reasonableness reports designed to flag significant deltas between expected and actual outcomes or values.

Contact your Level 1 Regional Information Center (RIC) or Big 5 City District data center to access these reports.

See <http://www.p12.nysed.gov/irs/level2reports/home.html> for additional guidance on accessing L2RPT. In addition to Verification Reports, the NYSESLAT Parent Reports, and District and/or School Summary Reports will be available via L2RPT for all public, charter, and nonpublic schools that have properly submitted their NYSESLAT data to their scanning center. For additional information on SIRS (Reporting students, Standard Achieved Codes, Validity Rules, and Administrative Errors) please see the SIRS Manual posted on the Department's web site at: <http://www.p12.nysed.gov/irs/sirs/>.

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 (Please obtain school BEDS Code before contacting Questar.)	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 (Please obtain school BEDS Code before contacting Questar.)	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.	OSA Phone: 518-474-5902 or 518-474-8220
Questions about scoring Writing and Speaking constructed-response items (Please obtain school BEDS Code before contacting Questar.)	Questar Assessment, Inc. Customer Support: NYSESLATSupport@QuestarAI.com Phone: 1-866-644-6648 Fax: 1-866-688-0419
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 (Please obtain school BEDS Code before contacting Questar.)	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 (Please obtain school BEDS Code before contacting Questar.)	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/assessment/nyseslat>).

Appendix B

Test Overview

Grade Band	Test Modality (Subtest)	Number of Questions	Estimated Testing Time in Minutes
K	Speaking	15	15*
	Listening	24	30
	Reading	25	30
	Writing	10	20
1-2	Speaking	16	15*
	Listening	24	35
	Reading	25	45
	Writing	12	35
3-4	Speaking	16	15*
	Listening	24	35
	Reading	25	55
	Writing	14	55
5-6	Speaking	16	15*
	Listening	25	35
	Reading	27	55
	Writing	16	60
7-8	Speaking	16	15*
	Listening	25	35
	Reading	27	55
	Writing	16	60
9-12	Speaking	16	15*
	Listening	25	35
	Reading	27	55
	Writing	16	60

*time per student

Appendix C

Testing Accommodations Categories

The types of testing accommodations that a student may receive are listed on pages 15–22 of *Test Access & Accommodations for Students with Disabilities: Policy and Tools to Guide Decision-Making and Implementation*, published by the Department’s Office of Special Education 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 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 OSA, and, even with such permission, may not occur until the day that the test booklet 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 a 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 booklet.

Appendix D

Speaking Score Sheets for Individual Administration



2014 NYSESLAT Speaking Score Sheet for Grade K

Student Name: _____ Test scored by: _____

Test Level: _____ Date of Administration: _____

Warm-Up	
Questions A–C	Do Not Score

Social & Academic Interaction Questions 1–4	
Question Number	Score (enter 2, 1, or 0 for each question)
1	
2	
3	
4	

Social & Academic Interaction	
Score Point 2	Relevant response that approximates grade-level fluency <ul style="list-style-type: none"> ▪ Ideas expressed clearly and effectively ▪ Vocabulary is context-related and precise ▪ Standard English grammar and usage
Score Point 1	Relevant response that falls below grade-level fluency <ul style="list-style-type: none"> ▪ Ideas expressed somewhat clearly or effectively ▪ Uses overly simplified vocabulary ▪ Only partial command of standard English grammar and usage
Score Point 0	Irrelevant or unintelligible response <ul style="list-style-type: none"> ▪ Incoherent ▪ Solely in a language other than English ▪ Only repeats the prompt ▪ Minimal or no response

Sentence Completion Questions 5–9	
Question Number	Score (enter 2, 1, or 0 for each question)
5	
6	
7	
8	
9	

Sentence Completion	
Score Point 2	Relevant response that approximates grade-level fluency <ul style="list-style-type: none"> ▪ Appropriately describes the person, thing, or event in graphic ▪ Vocabulary is context-related and precise ▪ Standard English grammar and usage (incl. correct verb form/tense)
Score Point 1	Relevant response that falls below grade-level fluency <ul style="list-style-type: none"> ▪ Somewhat appropriately describes the person, thing, or event ▪ Uses overly simplified vocabulary ▪ Only partial command of standard English grammar and usage
Score Point 0	Irrelevant or unintelligible response <ul style="list-style-type: none"> ▪ Incoherent ▪ Solely in a language other than English ▪ Only repeats the prompt ▪ Minimal or no response

Picture Description Questions 10–14	
Question Number	Score (enter 2, 1, or 0 for each question)
10	
11	
12	
13	
14	

Picture Description	
Score Point 2	Relevant response that approximates grade-level fluency <ul style="list-style-type: none"> ▪ Is complete (i.e., addresses both parts of prompt) and plausible ▪ Ideas expressed clearly ▪ Vocabulary is context-related and precise ▪ Standard English grammar and usage
Score Point 1	Relevant response that falls below grade-level fluency <ul style="list-style-type: none"> ▪ Addresses only part of the prompt or is only partly plausible ▪ Ideas are expressed somewhat clearly ▪ Uses overly simplified vocabulary ▪ Only partial command of standard English grammar and usage
Score Point 0	Irrelevant or unintelligible response <ul style="list-style-type: none"> ▪ Does not address the prompt or only repeats the prompt ▪ Incoherent ▪ Solely in a language other than English ▪ Minimal or no response

Student Name: _____ Test scored by: _____

Test Level: _____ Date of Administration: _____

Storytelling Question 15	
Question Number	Score (enter 4, 3, 2, 1, or 0)
15	

Storytelling	
Score Point 4	Native-like fluent response <ul style="list-style-type: none"> ▪ Well organized and logically developed ▪ Includes many details and appropriate vocabulary ▪ Uses coherent, fluent sentences ▪ Speech is clear and pace is appropriate
Score Point 3	Slightly below native-like fluency <ul style="list-style-type: none"> ▪ Somewhat organized and developed ▪ Includes some relevant details; mostly appropriate vocabulary ▪ Uses mostly coherent, fluent sentences ▪ Speech may not be entirely clear; pace may be somewhat slow
Score Point 2	Considerably below native-like fluency <ul style="list-style-type: none"> ▪ Poorly organized ▪ Includes few details; vocabulary is overly simplified ▪ Uses some coherent sentences ▪ Speech is somewhat difficult to understand; may be slow and halting
Score Point 1	Very limited fluency <ul style="list-style-type: none"> ▪ Not organized ▪ Includes very limited vocabulary ▪ May be limited to phrases rather than sentences ▪ Speech is difficult to understand
Score Point 0	No fluency demonstrated <ul style="list-style-type: none"> ▪ Completely irrelevant or incoherent ▪ Solely in a language other than English ▪ Only repeats the prompt ▪ Minimal or no response



2014 NYSESLAT Speaking Score Sheet for Grades 1–12

Student Name: _____ Test scored by: _____

Test Level: _____ Date of Administration: _____

Warm-Up	
Questions A–C	Do Not Score

Social & Academic Interaction Questions 1–4	
Question Number	Score <i>(enter 2, 1, or 0 for each question)</i>
1	
2	
3	
4	

Social & Academic Interaction	
Score Point 2	Relevant response that approximates grade-level fluency <ul style="list-style-type: none"> ▪ Ideas expressed clearly and effectively ▪ Vocabulary is context-related and precise ▪ Standard English grammar and usage
Score Point 1	Relevant response that falls below grade-level fluency <ul style="list-style-type: none"> ▪ Ideas expressed somewhat clearly or effectively ▪ Uses overly simplified vocabulary ▪ Only partial command of standard English grammar and usage
Score Point 0	Irrelevant or unintelligible response <ul style="list-style-type: none"> ▪ Incoherent ▪ Solely in a language other than English ▪ Only repeats the prompt ▪ Minimal or no response

Sentence Completion Questions 5–9	
Question Number	Score <i>(enter 2, 1, or 0 for each question)</i>
5	
6	
7	
8	
9	

Sentence Completion	
Score Point 2	Relevant response that approximates grade-level fluency <ul style="list-style-type: none"> ▪ Appropriately describes the person, thing, or event in graphic ▪ Vocabulary is context-related and precise ▪ Standard English grammar and usage (incl. correct verb form/tense)
Score Point 1	Relevant response that falls below grade-level fluency <ul style="list-style-type: none"> ▪ Somewhat appropriately describes the person, thing, or event ▪ Uses overly simplified vocabulary ▪ Only partial command of standard English grammar and usage
Score Point 0	Irrelevant or unintelligible response <ul style="list-style-type: none"> ▪ Incoherent ▪ Solely in a language other than English ▪ Only repeats the prompt ▪ Minimal or no response

Picture Description Questions 10–14	
Question Number	Score <i>(enter 2, 1, or 0 for each question)</i>
10	
11	
12	
13	
14	

Picture Description	
Score Point 2	Relevant response that approximates grade-level fluency <ul style="list-style-type: none"> ▪ Is complete (i.e., addresses both parts of prompt) and plausible ▪ Ideas expressed clearly ▪ Vocabulary is context-related and precise ▪ Standard English grammar and usage
Score Point 1	Relevant response that falls below grade-level fluency <ul style="list-style-type: none"> ▪ Addresses only part of the prompt or is only partly plausible ▪ Ideas are expressed somewhat clearly ▪ Uses overly simplified vocabulary ▪ Only partial command of standard English grammar and usage
Score Point 0	Irrelevant or unintelligible response <ul style="list-style-type: none"> ▪ Does not address the prompt or only repeats the prompt ▪ Incoherent ▪ Solely in a language other than English ▪ Minimal or no response

Student Name: _____ Test scored by: _____

Test Level: _____ Date of Administration: _____

Response to Graphic Information Question 15	
Question Number	Score (enter 2, 1, or 0)
15	

Response to Graphic Information	
Score Point 2	Relevant response that approximates grade-level fluency <ul style="list-style-type: none"> Is complete (i.e., addresses both parts of prompt) and accurate Ideas are expressed clearly Vocabulary is context-related and precise Standard English grammar and usage
Score Point 1	Relevant but incomplete response that falls below grade-level fluency <ul style="list-style-type: none"> Addresses only part of the prompt Partially misinterprets the graphic information Ideas are expressed somewhat clearly Uses overly simplified vocabulary Only partial command of standard English grammar and usage
Score Point 0	Irrelevant or invalid response <ul style="list-style-type: none"> Completely misinterprets the graphic information Incoherent Solely in a language other than English Only repeats the prompt Minimal or no response

Storytelling Question 16	
Question Number	Score (enter 4, 3, 2, 1, or 0)
16	

Storytelling	
Score Point 4	Native-like fluent response <ul style="list-style-type: none"> Well organized and logically developed Includes many details and appropriate vocabulary Uses coherent, fluent sentences Speech is clear and pace is appropriate
Score Point 3	Slightly below native-like fluency <ul style="list-style-type: none"> Somewhat organized and developed Includes some relevant details; mostly appropriate vocabulary Uses mostly coherent, fluent sentences Speech may not be entirely clear; pace may be somewhat slow
Score Point 2	Considerably below native-like fluency <ul style="list-style-type: none"> Poorly organized Includes few details; vocabulary is overly simplified Uses some coherent sentences Speech is somewhat difficult to understand; may be slow and halting
Score Point 1	Very limited fluency <ul style="list-style-type: none"> Not organized Includes very limited vocabulary May be limited to phrases rather than sentences Speech is difficult to understand
Score Point 0	No fluency demonstrated <ul style="list-style-type: none"> Completely irrelevant or incoherent Solely in a language other than English Only repeats the prompt Minimal or no response

Appendix E

Grades K–12 Speaking Rubrics

Social & Academic Interaction

Score Point	Description
Score Point 2	<p>Relevant response that approximates grade-level fluency</p> <ul style="list-style-type: none"> Ideas are expressed clearly and effectively Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate) Demonstrates command of the conventions of standard English grammar and usage
Score Point 1	<p>Relevant response that falls below grade-level fluency</p> <ul style="list-style-type: none"> Ideas are expressed somewhat clearly or effectively Uses overly simplified vocabulary Demonstrates only partial command of the conventions of standard English grammar and usage
Score Point 0	<p>Irrelevant or unintelligible response</p> <ul style="list-style-type: none"> Is incoherent Solely in a language other than English Only repeats the prompt Minimal or no response

Sentence Completion

Score Point	Description
Score Point 2	<p>Relevant response that approximates grade-level fluency</p> <ul style="list-style-type: none"> Appropriately describes the person, thing, or event in the graphic Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate) Demonstrates command of the conventions of standard English grammar and usage (i.e., uses correct verb tense, subject-verb agreement)
Score Point 1	<p>Relevant response that falls below grade-level fluency</p> <ul style="list-style-type: none"> Somewhat appropriately describes the person, thing, or event in the graphic Uses overly simplified vocabulary Demonstrates only partial command of the conventions of standard English grammar and usage (e.g., may contain errors in verb tense or subject-verb agreement), but is still intelligible
Score Point 0	<p>Irrelevant or unintelligible response</p> <ul style="list-style-type: none"> Is incoherent Solely in a language other than English Only repeats the prompt Minimal or no response

Picture Description

Score Point	Description
Score Point 2	<p>Relevant response that approximates grade-level fluency</p> <ul style="list-style-type: none"> ▪ Is complete (i.e., addresses both parts of the oral prompt) ▪ Appropriately integrates and evaluates the visual information (i.e., is plausible) ▪ Ideas are expressed clearly (i.e., response is coherent and cohesive) ▪ Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate for the task) ▪ Demonstrates command of the conventions of standard English grammar and usage
Score Point 1	<p>Relevant response that falls below grade-level fluency</p> <ul style="list-style-type: none"> ▪ Addresses only part of the prompt ▪ Somewhat integrates and evaluates the visual information (i.e., is partially plausible) ▪ Ideas are expressed somewhat clearly ▪ Uses overly simplified vocabulary ▪ Demonstrates only partial command of the conventions of standard English grammar and usage
Score Point 0	<p>Irrelevant or unintelligible response</p> <ul style="list-style-type: none"> ▪ Does not address the prompt ▪ Is incoherent ▪ Solely in a language other than English ▪ Only repeats the prompt ▪ Minimal or no response

Response to Graphic Information

Score Point	Description
Score Point 2	<p>Relevant response that approximates grade-level fluency</p> <ul style="list-style-type: none"> ▪ Is complete (i.e., addresses both parts of the oral prompt) ▪ Appropriately integrates and evaluates the graphic information (i.e., response is accurate) ▪ Ideas are expressed clearly (i.e., response is coherent and cohesive) ▪ Uses vocabulary that is context-related and precise (accurately uses general academic and domain-specific words as appropriate to the task) ▪ Demonstrates command of the conventions of standard English grammar and usage
Score Point 1	<p>Relevant but incomplete response that falls below grade-level fluency</p> <ul style="list-style-type: none"> ▪ Addresses only part of the prompt ▪ Partially misinterprets the graphic information ▪ Ideas are expressed somewhat clearly ▪ Uses overly simplified vocabulary ▪ Demonstrates only partial command of the conventions of standard English grammar and usage
Score Point 0	<p>Irrelevant or invalid response</p> <ul style="list-style-type: none"> ▪ Completely misinterprets the graphic information ▪ Is incoherent ▪ Solely in a language other than English ▪ Only repeats the prompt ▪ Minimal or no response

Storytelling

Score Point	Description
Score Point 4	<p>Native-like fluent response</p> <ul style="list-style-type: none"> ▪ Is well organized and logically developed ▪ Includes many relevant and descriptive details and task-appropriate vocabulary ▪ Uses coherent, fluent sentences ▪ Speech is clear and pace is appropriate
Score Point 3	<p>Slightly below native-like fluency</p> <ul style="list-style-type: none"> ▪ Is somewhat organized and developed ▪ Includes some relevant details and mostly task-appropriate vocabulary ▪ Uses mostly coherent, fluent sentences ▪ Speech may not be entirely clear; pace may be somewhat slow
Score Point 2	<p>Considerably below native-like fluency</p> <ul style="list-style-type: none"> ▪ Is poorly organized ▪ Includes few details; vocabulary is overly simplified ▪ Uses some coherent sentences ▪ Speech is somewhat difficult to understand; may be slow and halting
Score Point 1	<p>Very limited fluency</p> <ul style="list-style-type: none"> ▪ Is not organized ▪ Includes very limited vocabulary ▪ May be limited to phrases rather than sentences ▪ Speech is difficult to understand
Score Point 0	<p>No fluency demonstrated</p> <ul style="list-style-type: none"> ▪ Completely irrelevant or incoherent ▪ Solely in a language other than English ▪ Only repeats the prompt ▪ Minimal or no response

Appendix F

Grades K–2 Writing Rubrics

Letter Writing

Score Point	Description
Score Point 1	Recognizable as the correct letter <ul style="list-style-type: none"> ▪ May be uppercase or lowercase ▪ Letter may be reversed if a reversal does not turn it into a different letter
Score Point 0	Not recognizable as the correct letter <ul style="list-style-type: none"> ▪ Incorrect letter ▪ Illegible ▪ No response

Word Writing

Score Point	Description
Score Point 2	Clearly recognizable as the correct word <ul style="list-style-type: none"> ▪ No spelling errors ▪ Letters may be uppercase, lowercase, or both ▪ Letters may be reversed if word meaning does not change
Score Point 1	Somewhat recognizable as the correct word <ul style="list-style-type: none"> ▪ Demonstrates phonemic awareness (e.g., <i>dg</i> for <i>dog</i>)* ▪ Letters may be uppercase, lowercase, or both ▪ Letters may be reversed
Score Point 0	Not recognizable as the correct word <ul style="list-style-type: none"> ▪ Demonstrates minimal or no phonemic awareness ▪ Incorrect word ▪ In a language other than English ▪ Illegible ▪ No response

* Scoring Note for Score Point 1: Even if the phonetic spelling of the word inadvertently creates a different word, the phonetic spelling should be given credit as such; the response should not be considered an “incorrect word.” For example, if the target word is *pine* and the student wrote *pin*, this response would receive a score of 1 (*demonstrates phonemic awareness*) rather than a score of 0 (*incorrect word*).

Sentence Writing

Score Point	Description
Score Point 2	<p>Shows grade-appropriate control of written English conventions</p> <ul style="list-style-type: none"> ▪ Capitalizes first word in sentence ▪ Includes all words in the correct order ▪ Maintains appropriate word spacing ▪ Uses grade-appropriate spelling (i.e., phonetic spelling in kindergarten, and a mix of phonetic spelling and conventional spelling of common words in Grades 1–2) ▪ May contain a few letter reversals ▪ Uses appropriate end punctuation (expected for Grades 1–2 only)
Score Point 1	<p>Shows some control of written English conventions</p> <ul style="list-style-type: none"> ▪ May not have capitalized first word in sentence ▪ Includes most of the words in the correct order ▪ Word spacing may be erratic ▪ Spelling may not be grade appropriate (i.e., phonetic spelling in kindergarten, and a mix of phonetic spelling and conventional spelling of common words in Grades 1–2) ▪ May contain several letter reversals ▪ May have missing or inappropriate end punctuation (expected for Grades 1–2 only)
Score Point 0	<p>Shows no control of written English conventions</p> <ul style="list-style-type: none"> ▪ Incomprehensible ▪ Illegible ▪ Irrelevant ▪ Solely in a language other than English ▪ Minimal or no response

Picture-Based Story

Score Point	Description
Score Point 4	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Addresses the task ▪ Includes many relevant and meaningful details ▪ Is clear and coherent ▪ Includes a variety of complete sentences ▪ Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words; other spelling demonstrates phonemic awareness ▪ Demonstrates correct use of initial capitalization and end punctuation
Score Point 3	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Mostly addresses the task ▪ Includes some relevant and meaningful details ▪ Is mostly clear and coherent ▪ Includes complete sentences ▪ Uses conventional spelling for many words with common spelling patterns; other spelling demonstrates phonemic awareness ▪ Demonstrates some use of initial capitalization and end punctuation
Score Point 2	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Partially addresses the task ▪ Includes a few relevant details ▪ May lack coherence ▪ Includes some complete sentences ▪ Uses mostly invented spelling and may demonstrate somewhat limited phonemic awareness ▪ Demonstrates limited use of initial capitalization and end punctuation
Score Point 1	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Minimally addresses the task ▪ May include only one relevant detail ▪ Is somewhat incoherent ▪ May include only single words or disconnected phrases ▪ Demonstrates minimal phonemic awareness ▪ Demonstrates no use of initial capitalization and end punctuation
Score Point 0	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Does not address the task ▪ Is illegible ▪ Is incoherent ▪ Is solely in a language other than English ▪ Is irrelevant ▪ No response

Appendix G

Grades 3–12 Writing Rubrics

Descriptive Writing Paragraph

Score Point	Description
Score Point 4	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Addresses the task ▪ Includes many and varied descriptive details ▪ Is clear, coherent, and well organized ▪ Uses concrete words and phrases and sensory details ▪ Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 3	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Mostly addresses the task ▪ Includes some descriptive details ▪ Is mostly clear, coherent, and organized ▪ Uses vocabulary that is mostly appropriate to the task ▪ Demonstrates some command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 2	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Partially addresses the task ▪ Includes a few descriptive details ▪ May lack clarity and coherence and/or be somewhat disorganized ▪ May use basic vocabulary ▪ Demonstrates limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 1	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Minimally addresses the task ▪ May be somewhat disorganized and incoherent ▪ Uses vocabulary that is inappropriate or insufficient for the task ▪ Demonstrates minimal command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 0	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Does not address the task ▪ Is illegible ▪ Is incoherent ▪ Is solely in a language other than English ▪ Is irrelevant ▪ No response

Fact-Based Essay

Score Point	Description
Score Point 4	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Addresses the task and includes reasons supported by relevant details from the source material provided ▪ Integrates information from the source material using student's own words ▪ Is clear, coherent, and well organized ▪ Uses precise language and domain-specific vocabulary that is appropriate to the task ▪ Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 3	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Mostly addresses the task and includes reasons supported by relevant details from the source material provided ▪ Mostly integrates information from the source material using student's own words ▪ Is mostly clear, coherent, and organized ▪ Uses language and vocabulary that is mostly appropriate to the task ▪ Demonstrates some command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 2	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Partially addresses the task and includes reasons supported by a few details from the source material provided ▪ Partially integrates information from the source material using student's own words, but may be largely copied ▪ May lack clarity and coherence and/or be somewhat disorganized ▪ Uses some vocabulary that is inappropriate to the task ▪ Demonstrates limited command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 1	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Minimally addresses the task ▪ Is primarily copied from the source material with minimal use of student's own words ▪ Is somewhat incoherent and disorganized ▪ Uses vocabulary that is inappropriate or insufficient for the task ▪ Demonstrates minimal command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
Score Point 0	<p>The Response:</p> <ul style="list-style-type: none"> ▪ Does not address the task ▪ Is illegible ▪ Is incoherent ▪ Is solely in a language other than English ▪ Is irrelevant ▪ No response

Appendix H

Assessments by Birth Date/Age for Ungraded Students in the 2013–14 School Year

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 NYSAA, NYSESLAT and General Assessments for Ungraded Students with Disabilities in the 2013–14 School Year

Assessments	Birth Dates	Reaches This Age Between September 1, 2013 and August 31, 2014
Grade K: NYSESLAT	Any date after August 31, 2007	6
Grade 1: NYSESLAT	September 1, 2006–August 31, 2007	7
Grade 2: NYSESLAT	September 1, 2005–August 31, 2006	8
Grade 3: NYSESLAT	September 1, 2004–August 31, 2005	9
Grade 4: NYSESLAT	September 1, 2003–August 31, 2004	10
Grade 5: NYSESLAT	September 1, 2002–August 31, 2003	11
Grade 6: NYSESLAT	September 1, 2001–August 31, 2002	12
Grade 7: NYSESLAT	September 1, 2000–August 31, 2001	13
Grade 8: NYSESLAT	September 1, 1999–August 31, 2000	14
Grade 9: NYSESLAT	September 1, 1998–August 31, 1999	15
Grade 10: NYSESLAT	September 1, 1997–August 31, 1998	16
Grade 11: NYSESLAT	September 1, 1996–August 31, 1997	17
Grade 12: NYSESLAT	Born on or before August 31, 1996	18

Appendix I

RICs and Large-City Scanning Centers

Location	Primary Contact	Secondary Contact
Buffalo Public Schools Office of Shared Accountability 808 City Hall Buffalo, NY 14202	Answer Sheets & Scanning Edward Kuzan ekuzan@buffaloschools.org 716-816-3035 Fax 716-851-3044	Answer Sheets & Scanning Genelle Morris gmorris@buffaloschools.org 716-816-3035 Fax 716-851-3044
CNYRIC Central New York Regional Information Center OCM BOCES 6075 East Molloy Rd. P.O. Box 4866 Syracuse, NY 13221	Answer sheets Pam Dowse pdowse@cnyric.org 315-433-2213 Fax 315-433-2221 Scanning Noelle Hickok nhickok@cnyric.org 315-433-8327 Fax 315-433-2221	Answer sheets Noelle Hickok nhickok@cnyric.org 315-433-8327 Fax 315-433-2221 Scanning Pam Dowse pdowse@cnyric.org 315-433-2213 Fax 315-433-2221
GST BOCES Greater Southern Tier Regional Information Center Computer Services Center 459 Philo Road Elmira, NY 14903	Answer Sheets & Scanning Melissa Zelko Wood mzelko@gstboces.org 607-795-5342 Fax 607-795-5307	Answer sheets Steve Updike Supdike@gstboces.org 607-795-5338 Fax 607-795-5307 Scanning Andy Patros apatros@gstboces.org 607-795-5338 Fax 607-795-5307
LHRIC Lower Hudson Regional Information Center Southern Westchester BOCES 44 Executive Blvd. Elmsford, NY 10523 Web resources: http://www.lhric.org/reporting.cfm	Answer Sheets & Scanning Rob Mahig rmahig@lhric.org 914-592-4203 x3287 Fax 914-345-3719	Answer Sheets & Scanning Todd Moore tmoore@lhric.org 914-592-4203 x3279 Fax:914-345-3719
MHRIC Mid-Hudson Regional Information Center Ulster BOCES 175 Route 32 North New Paltz, NY 12561	Answer Sheets & Scanning Kathy Sylvester ksylvest@mhric.org 845-255-1450 x1233 Fax 845-256-9587	Answer Sheets & Scanning Rosemary Zesutek rzesutek@mhric.org 845-255-1450 x1285 Fax 845-256-9587

Location	Primary Contact	Secondary Contact
Monroe RIC Regional Information Center BOCES MAARS (Monroe/ Orleans Accountability, Assessment and Reporting Svcs.) 625 Buffalo Road Rochester, NY 14624	Answer Sheets & Scanning Mari-Ellen Maloney mmaloney@bocesmaars.org 585-349-9025 Fax 585-349-9090	Answer Sheets & Scanning Kathy Kuper kkuper@bocesmaars.org 585-349-9022 Fax 585-349-9090
MORIC Mohawk Regional Information Center Madison Oneida BOCES 4937 Spring Road Verona, NY 13478 Web resources: www.moric.org	Answer Sheets & Scanning Data Readiness Team datareadiness@moriconic.org 315-361-2700 or 866-986-6742 Fax 315-361-5768	
Nassau BOCES Regional Information Center Robert E. Lupinskie Center for Curriculum, Instruction and Technology 1 Merrick Avenue Westbury, NY 11590	Answer Sheets & Scanning Rose Baum rbaum@mail.nasboces.org 516-832-2744 Fax 516-608-6616	Answer Sheets & Scanning Valerie D'Aguanno vdaguann@mail.nasboces.org 516-832-2530
NERIC Northeastern Regional Information Center 900 Watervliet-Shaker Road Albany, NY 12205 Web resources: http://neric.org/ServiceGuide/Testing.cfm	Answer sheets Gail Newcomb testing@neric.org 518-862-5355 Fax 518-862-5378 Scanning Bill Adam testing@neric.org 518-862-5310 Fax 518-862-5378	Answer sheets Bill Adam testing@neric.org 518-862-5310 Fax 518-862-5378 Scanning Gail Newcomb testing@neric.org 518-862-5355 Fax 518-862-5378
New York City Department of Education Office of Assessment Operations and Scan Center (for Public Schools) 44-36 Vernon Blvd. Room 207 Long Island City, NY 11101	Answer Sheets & Scanning DAPS Service Desk oaservicedesk@schools.nyc.gov 212-374-6646 NYC Charter Schools: NYC DOE Charter School Office charterschools@schools.nyc.gov	

Location	Primary Contact	Secondary Contact
Rochester City School District Office of Accountability 131 West Broad Street Rochester, NY 14614	Answer Sheets & Scanning Joyce Schultz joyce.schultz@rcsdk12.org 585-262-8328	Answer sheets Steve Kingdom Stephen.Kingdom@rcsdk12.org 585-262-8753 Scanning Bob Lau Bob.Lau@rcsdk12.org 585-262-8556
SCRIC South Central Regional Information Center Broome Tioga BOCES Mail Drop #31 435 Glenwood Road Binghamton, NY 13905	Answer Sheets & Scanning Tim Farnham SIRSHELP@btboces.org 607-763-3592 Fax 607-757-3000 Web resources: http://www.southcentralric.org/DDC.aspx	Answer Sheets & Scanning Lisa Callahan SIRSHELP@btboces.org 607-763-3592 Fax 607-757-3000
Suffolk RIC Regional Information Center Eastern Suffolk BOCES Student Data Services 15 Andrea Road Holbrook, NY 11741	Answer Sheets & Scanning Elaine Rosa erosa@esboces.org 631-244-4221 Fax 631-218-4117	Answer Sheets & Scanning Margaret Leuzze mleuzze@esboces.org 631-419-1678 Fax 631-218-4117 Lisa Zwerling lzwerlin@esboces.org 631-218-4103 Fax 631-218-4117
Syracuse City School District Office of Shared Accountability 258 E. Adams Street Syracuse, NY 13202	Answer Sheets & Scanning Margaret Bailey mbailey@scsd.us 315-435-4486 Fax 315-435-4978	Answer Sheets & Scanning Brandan Keaveny bkeaveny@scsd.us 315-435-4338 Fax 315-435-4978
EduTech / WFL Wayne-Finger Lakes BOCES Eisenhower Building 131 Drumlin Ct. Newark, NY 14513	Answer Sheets & Scanning Lisa Roberts lroberts@edutech.org 315-332-7413 Fax 315-332-7370	Answer Sheets & Scanning Camille Sorenson csorenson@edutech.org 315.332.7244 Fax 315-331-7480

Location	Primary Contact	Secondary Contact
<p>WNYRIC Western New York Regional Information Center Erie 1 BOCES 355 Harlem Road West Seneca, NY 14224-1892</p>	<p>Laurel Skellett Karen Halbert khalbert@e1b.org 716-821-7173 Fax 716-821-7432</p>	<p>Answer Sheets & Scanning Dennis Atkinson datkinson@e1b.org 716-821-7088 Fax 716-821-7432</p>
<p>Yonkers City School District 1 Larkin Center Yonkers, NY 10701</p>	<p>Answer Sheets & Scanning Carla Collins ccollins@ yonkerspublicschools.org 914-376-8234 Fax 914-376-9144</p>	<p>Answer Sheets & Scanning David Beaver dbeaver@ yonkerspublicschools.org 914-376-8234 Fax 914-376-9144</p>

Appendix J Certificates

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

Examination Storage Certificate NYSESLAT

School Name _____

City or Town _____

I, the undersigned principal of the school named above, do hereby declare that each of the security procedures listed below was fully and faithfully observed for the current administration of the 2014 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.
Do not return this form to Questar.**

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

Deputy and Proctor Certificate NYSESLAT

School Name _____

City or Town _____

We, the undersigned deputies and proctors who assisted in the administration of the 2014 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 2014 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.

Do not return this form to Questar.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of State Assessment
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 2014 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. I scored the student responses in Speaking and Writing only for students for whom I am not the teacher of English as a second language or English language arts.
3. Where required, my name was clearly recorded on the answer sheet or scoring record.
4. 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.

Name of Principal: (print or type) _____

Signature of Principal: _____ Date: _____
(Month/Day/Year)

(Attach additional sheets as necessary.)

**After completion, retain in school files for one year.
Do not return this form to Questar.**



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