

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

# **NYSESLAT**

**Grades  
K-12**



**2016**

# **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 language proficiency of all English Language/Multilingual Learners (ELLs/MLLs) enrolled in Grades K–12 in New York State schools. The test provides the State and schools with important information about the English language development of ELLs/MLLs, and is part of the State’s compliance with federal laws that mandate the annual assessing and monitoring of the English language proficiency of all ELLs/MLLs. The results of the 2016 NYSESLAT will drive the provision of ELL/MLL services in Bilingual Education and English as a New Language programs for the 2016–17 school year as prescribed in Commissioner’s Regulations Part 154-2 and 154-3.

In the classroom, the NYSESLAT results will provide important information about each ELL/MLL’s English language development and help inform and drive instruction aligned to the New York State Learning Standards (NYLS), Bilingual Common Core Initiative (BCCI), and the New Language Arts Progressions (NLAP), thereby ensuring that all ELLs/MLLs are college and career-ready upon graduating high school in New York State.

As in 2014–15, the statewide scoring rules continue to require that the Speaking session be scored by a teacher who is not the student’s teacher of English as a New Language, Bilingual Education, or English Language Arts. Schools have three options for administering and scoring the Speaking session:

- Assign someone other than the student’s teacher to administer and simultaneously score the Speaking session.
- Have the student’s teacher administer the Speaking session while a disinterested teacher in the room listens to and simultaneously scores the student’s responses.
- Have the student’s teacher administer the Speaking session and record the student’s responses. The audio recording would subsequently be scored by a disinterested teacher. Once the recorded student responses are scored, the audio recordings must be destroyed.

All student responses to the constructed-response Writing prompts must be scored by committees of teachers. **No teacher who is a student’s English as a New Language, Bilingual Education, or English Language Arts teacher may score any of the constructed-response questions in that student’s test booklets.**

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.

The Kindergarten NYSESLAT will be administered by modality, thus the Writing modality is contained in its own test booklet. This Writing booklet includes eight short constructed-response writing tasks. The task of scoring student responses must be divided among a minimum of three scorers, so that no one teacher scores more than three writing tasks per student.

The Grades 1–12 NYSESLAT is comprised of three Listening/Reading/Writing test sessions. Each session contains one constructed-response writing task. Student responses to the three Writing tasks on the test must be divided among three scorers, so that no one teacher scores more than one constructed-response task per student.

## **About the 2016 NYSESLAT**

The 2016 NYSESLAT is aligned to the Linguistic Demands of grade-level instruction delivered to ELLs/MLLs based on the New York State Learning Standards. There are five major changes, or shifts, that occurred with the development of the 2015 NYSESLAT and continue with the 2016 NYSESLAT:

1. New York State Learning Standards (NYLS) and New Language Arts Progressions
2. Performance levels
3. Integrated approach to modalities
4. Complexity: grade-level text with a content focus for all levels
5. Instructionally relevant academic language

### **1. New York State Learning Standards and New Language Arts Progressions**

The 2016 NYSESLAT measures the Linguistic Demands necessary to meet the discipline-specific standards at the corresponding grade-band level (K, 1–2, 3–4, 5–6, 7–8, and 9–12).

The Linguistic Demands are derived from the New Language Arts Progressions. In the classroom, the demands identify the words, phrases, and other forms of language that students need to understand and use in order to meet discipline-specific standards in K–12, across all four modalities (Listening, Speaking, Reading, and Writing).

The Linguistic Demands are articulated, for the purposes of assessment development, as Targets of Measurement (ToMs). ToMs are what New York State designates as the standards measured by the 2016 NYSESLAT. Finally, to capture performance with the necessary level of precision, every grade-band level ToM has been delineated across five levels, which are known as the Performance Level Descriptions (PLDs).

Each question on the NYSESLAT targets a specific modality and specific grade-band ToM at one of five PLDs.

### **2. Performance Levels**

The second shift is that the 2016 NYSESLAT measures five performance levels instead of the four performance levels last measured in 2013–14. These performance levels reflect where an ELL/MLL is along the continuum of English language acquisition. The five performance levels are Entering (formerly Beginning), Emerging (formerly Low Intermediate), Transitioning (formerly Intermediate), Expanding (formerly Advanced), and Commanding (formerly Proficient).

Note that students who score at the Commanding level—which is the highest performance level—will have met the exiting criteria specified in the Commissioner’s Regulations Part 154-2; thus the Linguistic Demands necessary to demonstrate proficiency in academic contexts within their grade level.

### **3. Integrated Approach to Modalities**

The third shift is the integrated approach to assessing the Listening, Reading, Writing, and Speaking modalities in Grades 1–12. Organizing themes and topics underlie the Listening and Reading passages, the Writing prompts that are associated with one of the two Reading passages, and the Speaking stimuli. The intent of

using organizing themes and topics is to provide students with an assessment experience that is cohesive and interconnected across modalities, and as such, similar to a relevant instructional experience provided by a well-developed unit of study.

The 2016 NYSESLAT continues to measure the language that is embedded in content rather than content itself.

#### 4. Complexity: Grade-Level Text with a Content Focus for All Levels

The fourth shift has to do with the complexity of grade-level text. In order to effectively prepare students for college and successful careers, the New York State Learning Standards require students to engage with text of greater complexity, and the NYSESLAT reflects this requirement. The 2016 NYSESLAT focuses on aspects of instruction that students encounter in content-area classrooms, with close attention paid to text complexity.

#### 5. Instructionally Relevant Academic Language

Finally, the fifth shift is in keeping with New York State Learning Standards relates to instructionally relevant academic language. The NYSESLAT questions come from content-area classroom activities and are based in academics rather than personal experience or background. However, the questions focus on the language and language structures that support and convey the content rather than on the content itself.

### 2016 NYSESLAT Enhancements

Following the Spring 2015 administration of the NYSESLAT, the Department collected feedback from educators throughout the State about how to improve the assessment. Feedback was compiled, reviewed, and, when appropriate, incorporated into the 2016 NYSESLAT development. The following table outlines the enhancements that have been made to the assessment, and the corresponding affected grade band and modality.

Grade Band	Modality	Enhancement
1–12	Listening/Reading/Writing	Unique sample questions are provided for each test session in a grade band (samples are not repeated within a grade band).
All grade bands	Speaking	Scorers are able to indicate on the answer sheet if a student was unable to provide any response to the question or if the question was skipped.
All grade bands	Speaking	Administrator should use <i>[REPHRASING]</i> text from the <i>Directions for Administration (DFA)</i> for Emerging level items if a student does not respond, responds in another language, or does not appear to understand the question being asked.
All grade bands	Speaking	It is stated in the DFA that a scorer must be able to hear what a student says and that the student can repeat an answer when not heard.

Grade Band	Modality	Enhancement
1–12	Writing	The student checklist has been revised.
All grade bands	Writing	Scorers are able to indicate on the answer sheet if a student provided no response for the question.
All grade bands	Writing	In the Scoring Guide, annotations are provided below sample responses.
All grade bands	Writing	Rubric and Scoring Notes have been combined into one document.
All grade bands	Writing	Rubrics have been inserted within each grade band in the Scoring Guide.
Kindergarten	All	In Kindergarten, test administration occurs by modality rather than by global themes ( <b>test administration for Grades 1–12 still occurs by global theme</b> ).
Kindergarten	All	Sample items demonstrate how students are to circle an answer in the test booklet.
Kindergarten	All	The number of answer choices has been reduced from 4 (A, B, C, D) to 3 (A, B, C) (one key and two distracters).
Kindergarten	All	When an answer choice includes more than a single picture, a maximum of three pictures per answer choice are presented horizontally.

## Administration

The NYSESLAT is administered annually to all ELLs/MLLs 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 estimated test administration times and the number of test questions per session for each grade band. In Grades 1–12, a form will test either one modality (Speaking) or three modalities (Listening/Reading/Writing). Listening/Reading/Writing will consist of three test booklets, each containing a theme-based Listening, Reading, and Writing section. The three Listening/Reading/Writing booklets will be administered in three sessions. In Grade K, each form will test one modality, and each Listening, Reading, Writing, and Speaking modality will be administered in a separate session. The NYSESLAT is an untimed test, so the testing times provided are for planning purposes only. The time allotment indicated should be adequate for most students. **Allow any student working productively to have as much time as he or she needs to complete each test session.**

All school personnel administering any session of the NYSESLAT or overseeing the administration and scoring of the NYSESLAT must be provided with and read the “Instructions for Administering the Test” section of this 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 students’ responses for the Speaking and Writing questions. See Page 24 “After Testing,” for specific instructions and additional information.

## **Materials**

For the NYSESLAT administration, MetriTech, Inc. (MetriTech) will provide materials listed on Pages 13–15. 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 Listening and Reading multiple-choice questions. The answer sheets also provide fields in which raters will record student scores for all Speaking and Writing constructed-response questions.

Schools must provide the CD players for the administration of the Listening section of each session in Grades 3–12.

## **Contact Information**

For any questions about the materials or administration procedures for this test, please contact MetriTech at 800-747-4868 or e-mail [nyseslat@metritech.com](mailto:nyseslat@metritech.com). 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.

## 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](mailto: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/Multilingual Learners

The NYSESLAT is designed specifically for English Language/Multilingual Learners. Therefore, testing accommodations ordinarily permitted for ELLs/MLLs 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/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)
- 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 questions on the test.)

Prior permission need not be obtained from the OSA 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 518-474-1989. The report must be on **school letterhead**, must be signed by the principal, and must include the following information:

- the initials or I.D. number of the student
- the title of the test including the grade
- a brief description of the student's injury or disability
- 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 Individualized Education Program (IEP) or a Section 504 Accommodation Plan (504 Plan).

## **Students with an IEP or 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 three exceptions:

- The Kindergarten Reading session booklet may not be read to any student.
- The Reading section of each Listening/Reading/Writing session booklet in Grades 1–12 may not be read to any student.
- In the Writing section, 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 staff members providing testing accommodations be trained appropriately. 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 State assessments.

For the Listening questions, which are ordinarily presented to Grades K–2 students via script included in the DFA and to Grades 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 Listening Scripts for this purpose, please contact MetriTech's Customer Service at 800-747-4868 or e-mail [nyseslat@metritech.com](mailto:nyseslat@metritech.com). Listening Scripts for Grades 3–12 may be provided only 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 session 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 MetriTech with the other test materials. Also, the use of a voice-output device is allowed for students who are unable to speak, if documented as a testing accommodation on a student's Individualized Education Program (IEP) or Section 504 Plan.

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 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 and Tape Recorders**

The use of scribes or tape recorders is an allowable accommodation 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 section in each Listening/Reading/Writing session test booklet, students using scribes or tape recorders must provide all information—including spelling of difficult words, punctuation, paragraphing, and grammar. Scribes must use the following sequence of 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.
- The scribe must write the student's name and the BEDS Code on each sheet used, and 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 Editions**

For students who use large type editions of the tests, or large type answer sheets, or whose testing accommodation allows 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**

Schools must receive prior written approval from the Department for any changes to the test format. This includes, but is not limited to, the re-spacing of questions, enlargement beyond the standard large type edition provided, and colorization. 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 school requests for reformatting, 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 assurance that such reformatting will be consistent with the accommodations listed in the student's IEP or 504 Plan. Requests may be faxed to 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.

## Administration Schedule

### Important Dates

<b>Speaking</b> session material delivered to participating schools	Tuesday, April 5–Monday, April 11, 2016
<b>Speaking</b> session administration period	Tuesday, April 12–Friday, May 13, 2016
<b>Listening/Reading/Writing</b> session materials delivered to participating schools	Monday, April 18–Friday, April 22, 2016
<b>Listening/Reading/Writing</b> session administration period	Monday, May 2–Friday, May 13, 2016
<b>Writing</b> scoring materials delivered to participating schools	Wednesday, May 11–Friday, May 13, 2016
Scoring of <b>Writing</b> questions	Monday, May 16–Thursday, May 26, 2016*
Deadline to submit answer sheets to scanning centers	Thursday, May 26, 2016
Deadline to return secure materials to MetriTech	Friday, June 10, 2016
<b>NOTE:</b> All schools must complete the NYSESLAT administration by Friday, May 13, 2016. All secure materials must be returned to MetriTech no later than Friday, June 10, 2016.	

\*The scoring of the Writing questions may commence earlier than May 16, 2016, provided that school personnel do not engage in scorer training for the specific Writing constructed-response questions or scoring of student responses until the primary administration, excepting make-ups, of the Listening/Reading/Writing sessions has been completed in the school for that grade band.

Speaking session materials will arrive in schools—in a separate shipment—earlier than other test materials. The Speaking session must be administered to students individually at a location separate from other students and may be administered only between April 12 and May 13, 2016. It is allowable for a student to have already begun (or even possibly finished) the Listening/Reading/Writing sessions of the NYSESLAT before he or she takes the Speaking test, as long as the Speaking administration falls within the testing window for the Speaking session of the NYSESLAT (April 12–May 13, 2016). 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 three Listening/Reading/Writing sessions must be administered to groups of students between May 2 and May 13, 2016. Each school may choose its own testing days and times within that date range. 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.

Keep in mind that the NYSESLAT is an untimed test. The State Education Department recommends that administration of the NYSESLAT be broken up into multiple days to minimize student fatigue. For Grades 1–12, Listening/Reading/Writing sessions must be administered in numerical sequence (1, 2, then 3); do not break up testing days by modality. Schools may administer just one session per day. Sessions in the Kindergarten test are divided by modality, and schools may administer just one session per day. The testing days need not be consecutive, as long as they are within the appropriate testing window for the 2016 NYSESLAT (May 2–13, 2016).

Scoring of the Writing questions in each of the Listening/Reading/Writing sessions must be done locally, but may not begin until scoring guides and training sets arrive in schools on May 11–13, 2016. 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 26, 2016.

## *Students to Be Tested*

All public and charter schools must administer the NYSESLAT to all ELL/MLLs 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 the Commanding level is attained as reflected in the score achieved on the NYSESLAT. Nonpublic schools must administer the NYSESLAT or an equivalent test annually to any ELL/MLLs receiving services from a public school district funded under Title III. Nonpublic schools are strongly encouraged to administer the NYSESLAT to all ELL/MLLs. High School Equivalency (HSE) programs preparing students for the Test Assessing Secondary Completion (TASC) are not required to administer the NYSESLAT to any of their students. Valid scores and score reports cannot be provided for students enrolled in HSE programs who take the NYSESLAT.

### **Students with Disabilities**

All ELLs/MLLs 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 IEP, are not assigned to a grade level. In planning for the administration of this test, be sure to consider ELL/MLLs 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**

Students who are incapacitated by illness or injury during the test administration and make-up periods and have on file documentation from a medical practitioner that they were too incapacitated to complete the test at the school, at home, or in a medical setting are considered medically excused, are considered to have no valid test score, and must be reported with a final score of 999 and a Standard Achieved Code of “93” in the Student Information Repository System (SIRS).

## Test Security

This School Administrator's Manual is available at <http://www.p12.nysed.gov/assessment/nyseslat/home.html>.

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 MetriTech Customer Service at 800-747-4868 or by e-mail at [nyseslat@metritech.com](mailto:nyseslat@metritech.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 placed inside the secure location immediately after the inventory is completed.
- The sealed packages of secure test materials must not be removed from the secure location until the day(s) on which the test is administered. The only exceptions are the scoring materials for the Speaking session and the inventory of test materials shipped to the school.
- The sealed packages of secure test materials, with the exception of the scoring materials for the Speaking session, 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 session must safeguard these materials and must not leave them unattended.
- The location of secure materials should be documented at all times using the Secure Materials Tracking Log located in Appendix K.
- 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 must not be opened prior to the distribution of tests to students.

Following testing, schools must return all secure test materials to MetriTech. These include all used and unused test booklets (regular, large type, and braille editions), DFAs, scoring guides, pre-recorded Listening CDs, and Listening Scripts supplied by MetriTech. Any audio recordings of student Speaking responses must be destroyed or returned to MetriTech. Prepaid address labels for returning all test materials are provided by MetriTech.

The school principal must sign the Examination Storage Certificate (in Appendix J) by June 10, 2016, documenting that each of the security procedures listed on the certificate was followed, and must retain the certificate in the school files for one year. Please see Appendix J for more information.

**DO NOT send any answer sheets to MetriTech.** All answer sheets MUST be sent to the RIC or large-city scanning center.

# 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 MetriTech.

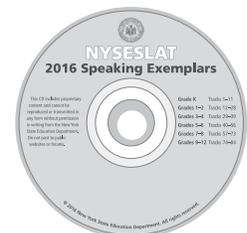
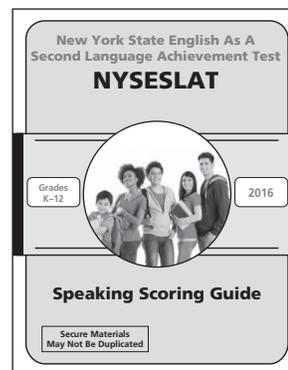
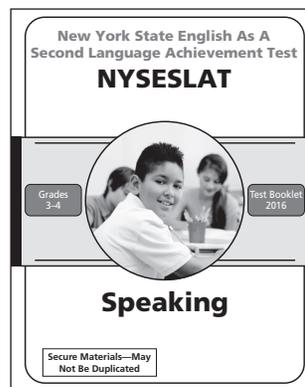
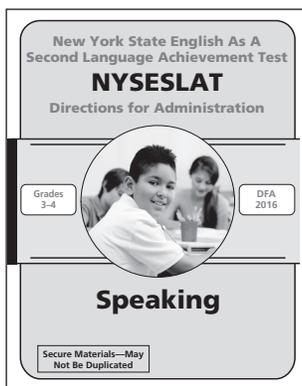
- **Inventory the materials received from your local scanning center.** These will include answer sheets and may include pre-coded student identification labels. Please follow the directions provided with the shipment.
- **Inventory the materials received in your shipments from MetriTech.** Test materials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

If any items listed on the Packing List are missing from your school's shipment, please contact MetriTech Customer Service at 800-747-4868 or by e-mail at [nyseslat@metritech.com](mailto:nyseslat@metritech.com). Also, call MetriTech if the school requires items that were not originally requested or items necessary to accommodate new students.

**Note: With the exception of the Speaking session materials, 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 and scoring.

### Shipment 1: Speaking Session Materials

The following materials for administering and scoring the **Speaking** session of the NYSESLAT will be provided by MetriTech in Shipment 1, delivered to schools Tuesday, April 5–Monday, April 11, 2016. There are separate DFAs and test booklets for each grade band; a single Speaking Scoring Guide covers all grade bands. A Speaking Exemplars CD will also be included in this shipment. One Speaking test booklet is provided for every fifteen students. Each school will receive at least two Speaking session booklets per grade band in the event that the person scoring the student responses is different from the test administrator.



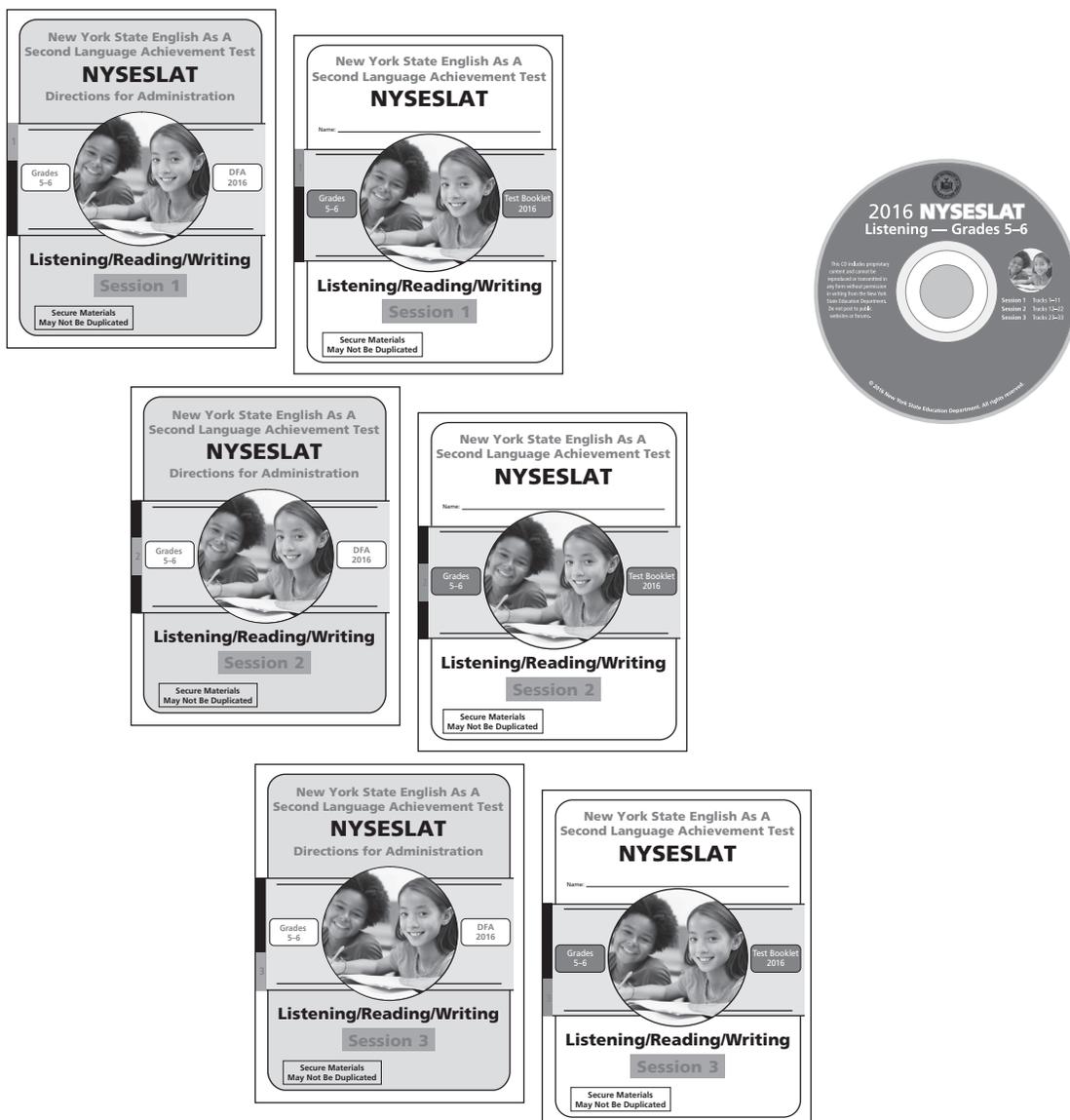
## Shipment 2: Listening, Reading, and Writing Session Materials

The following materials for administering the **Listening/Reading/Writing** sessions of the NYSESLAT will be provided by MetriTech in Shipment 2, delivered to schools Monday, April 18–Friday, April 22, 2016. For each grade band except K, there are separate test booklets for each of the three Listening/Reading/Writing sessions. Grade K has separate test booklets for each modality.

A DFA will be provided for each Listening/Reading/Writing session booklet for Grades 1–12 and for each Grade K test session booklet. The Listening Scripts for K and 1–2 will be included in the DFAs for those grade bands, but for all other grade bands, the Listening Scripts have been recorded and are provided on a CD. If your school has requested any 3–4, 5–6, 7–8, or 9–12 Listening Scripts for any student(s) whose IEP would require them, they will be included in your shipment.

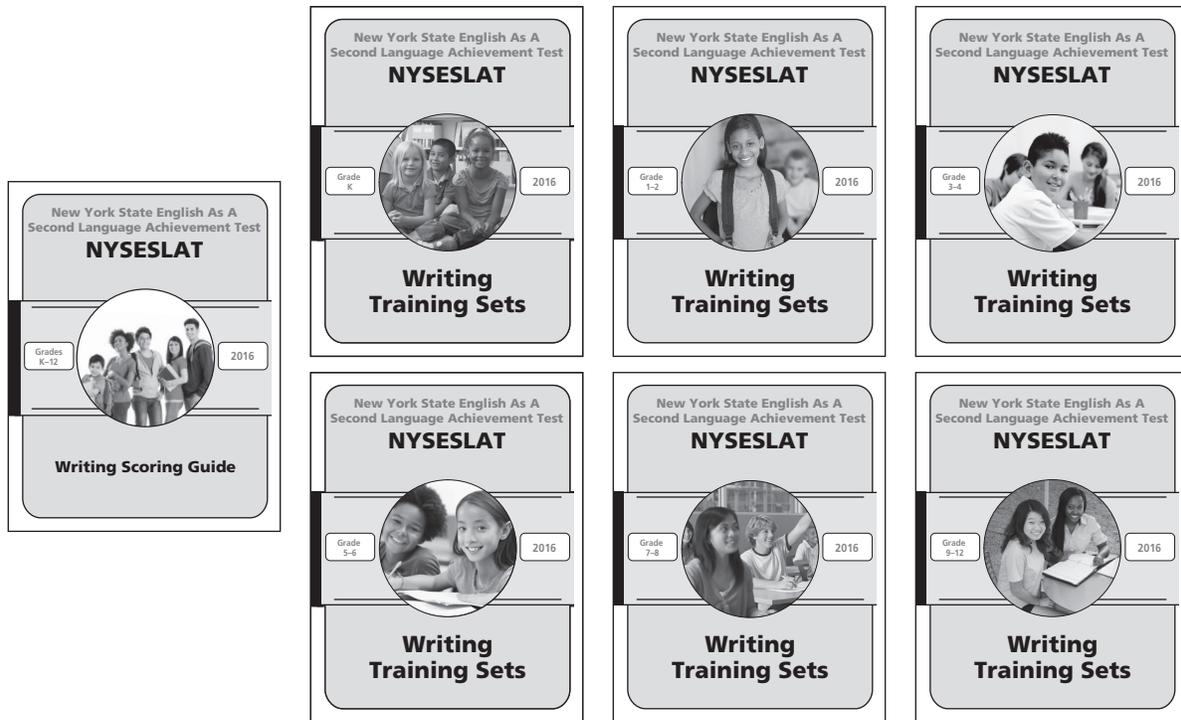
Test Coordinator’s materials including UPS Ground return shipping labels and pre-ID student labels (for Grades 1–12, three sets of pre-ID labels for the Listening/Reading/Writing session booklets and for Grade K, only one set of pre-ID labels for the Writing booklet) will also be provided in Shipment 2.

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



### Shipment 3: Writing Scoring Materials

The quantity of Writing scoring materials delivered will be based on the school’s order. Schools will receive enough Writing Scoring Guides and Writing Training Sets for practice scoring and for adequate training of scorers for the May 2016 constructed-response questions for all grade bands represented at the school location. These materials will be delivered to schools May 11–13, 2016.



### Orientation of Test Administrators

The person responsible for administering the NYSESLAT should be a teacher or administrator able to carry out standard examination procedures and should 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 “Instructions for Administering the Test” section in this manual.

The school should schedule an orientation session to allow the test administrators to become familiar with this manual and to provide test administrators with training in the administration and scoring of the test. All test materials are secure, except for this manual. 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 session 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 members who will be involved in the test administration and scoring.

## **Orientation of Students**

Inform ELLs/MLLs about the NYSESLAT a few days before its administration. Tell students that the test is designed to show how well they can listen, read, write, and speak in English. Make announcements in such a way as to increase the students' interest while alleviating test anxiety. 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 NYSESLAT testing and the purpose of the test and notified of the prohibition of all cell phones and other electronic devices during testing (see Page 18). Ask them to encourage their students to do their best and to ensure that their students are well rested.

## **Preparing the Answer Sheets**

Before the day(s) that the NYSESLAT is to be administered and prior to each testing session, verify that you have a correctly pre-coded answer sheet for each student taking the test. If any student's pre-coded answer sheet is missing, complete the data grids on a generic answer sheet for that student. 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/Writing sessions in the students' classroom(s) or elsewhere, and whether to test students in class groups or in groups of other sizes:

- It is recommended that English as a New Language (ENL) and/or Bilingual Education teachers be involved in the decision regarding group size, as they are best able to judge what size group would be appropriate for which students. If a group is larger than the average-size class, there should be one proctor for every additional twenty-five students.
- It is recommended that administrators group students by proficiency level, as students within the same proficiency level may be more likely to finish sections of the test in similar amounts of time.

The Speaking session must be administered to students individually in a separate location from all other students. If tests will be administered in a classroom, make sure that desks and shelves are clear 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 do the following:

- Remove all books, notes, or other aids from students' reach or sight during the test.
- Tell students to read and/or listen to the questions carefully and follow instructions.
- Make sure students' names are written on all answer sheets being used.
- Make sure students' names are written or otherwise recorded on all Listening/Reading/Writing session test booklets in the space provided.

Explain to students that the questions on the NYSESLAT are designed to measure English skills ranging from beginner (Entering) to proficient (Commanding). As a result, students with high levels of language ability may find some test questions simple, particularly at the beginning of each session. Similarly, some Entering or Emerging level students may find some test questions very challenging, particularly toward the end of each session. 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.

## **Use of Communication Devices**

All students are prohibited from bringing cell phones and certain other electronic devices (as defined in the script on the next page) 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 communication devices, 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:

- Smart phones (any brand or type)
- Cell phones (any brand or type)
- 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 not receive a 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 518-474-1989 or by e-mail to [emscassessinfo@nysed.gov](mailto:emscassessinfo@nysed.gov), as is the case for all testing irregularities, incidents of misadministration, 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 Session

### NEW IN 2016

- The answer sheet associated with the Speaking test will now include circles with an “A” inside them for the rater to indicate that the student provided no response to the question and circles with an “S” inside them for the rater to indicate that the question was skipped during the administration in accordance with the “Skipping Rule.”
- Rephrasing text, located in the Speaking DFA, may be used in the event that the student indicates he/she does not understand the task or question being asked. Rephrasing text is not available on all questions, however, and it may be used only for those questions so indicated in the DFA. Rephrasing text must be stated exactly as written in the Speaking DFA.
- A student may be asked to repeat a response if the rater is unable to hear his/her response. Please note that no additional direction to alter or clarify language may be given when asking the student to repeat a response.

Test administrators must administer the Speaking session individually 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. MetriTech will provide printed scoring guides for the Speaking sessions.

Statewide scoring rules require that the Speaking session must be scored by a teacher who is not the student’s teacher of English as a New Language, Bilingual Education, or English Language Arts. Schools have three options for administering and scoring the Speaking session:

- Assign someone other than the student’s teacher to administer and simultaneously score the Speaking session.
- Have the student’s teacher administer the Speaking session while a disinterested teacher in the room listens to and simultaneously scores the student’s responses.
- Have the student’s teacher administer the Speaking session and record the student’s responses. The audio recording would subsequently be scored by a disinterested teacher.\* Once the recorded student responses are scored, the audio recordings must be destroyed.

\*If this third option is chosen, the principal must approve the process the teacher will use to record students’ Speaking sessions and to safeguard the recordings until such time as they are securely destroyed by the school or returned to MetriTech.

The packages containing the scoring materials for the Speaking session may be opened prior to the date of administration of this part of the test so that teachers can familiarize themselves with the procedures and rubrics for scoring. The Speaking Score Sheet for Individual Administration (Appendix D) should be photocopied from this manual and distributed to the test scorers prior to the administration of the Speaking session. The rater must use a Speaking Score Sheet, which contains the Abbreviated Scoring Rubrics for reference, to record the student’s score. After the Speaking test is completed, the scores must be transcribed onto the student’s machine-scannable answer sheet.

Note: When Speaking scores for students in Grades 3–12 are being transcribed onto a machine-scannable answer sheet on which the students are recording their answer choices for questions in a Listening/Reading/Writing session, the student must complete that Listening/Reading/Writing session before any Speaking scores are transcribed onto the answer sheet.

**In addition, students' completed Speaking Score Sheets must be provided to the principal no later than one school day after the administration of the Speaking session has been completed for all students in the school who are taking the test. The school must retain these completed Speaking Score Sheets for a minimum of one year.**

## **Listening/Reading/Writing Sessions**

### **NEW IN 2016**

#### **Writing**

- The machine-scannable answer sheet(s) on which Writing scores are recorded will include circles with an “A” inside them for the rater to indicate that the student provided no response to a Writing question. Whenever applicable during scoring, the rater should darken the circle with an “A” inside it to note the distinction between a blank response and a response that earned a score of zero.
- The Writing rubrics for Short Constructed Responses, Narrative and Informational Extended Constructed Responses, and scoring notes from the last testing cycle have been condensed into one rubric per grade band, each of which fits on a single page. To reference these Writing rubrics, please see Appendices F and G of this manual.

#### **Kindergarten**

- The Kindergarten Listening, Reading, and Writing tests will be separate and administered by individual modality.

The Listening/Reading/Writing sessions 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' Listening and Reading 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.

Be sure that any students with disabilities are provided with the testing accommodations authorized by their IEP or 504 Plan, with three exceptions:

- The Kindergarten Reading session booklet may not be read to any student.
- The Reading section of each Listening/Reading/Writing session booklet in Grades 1–12 may not be read to any student.
- In the Writing section, students may not receive assistance with, or have their responses corrected for, spelling, grammar, paragraphing, or punctuation.

At the end of each Listening and Reading section of a test session, Grades 1–2 students are informed that they have come to the end of that particular section. At that point, they are given a two-minute break, where they may stand by their seats and stretch quietly, but they may not talk. At Grades 3–12, students are given a two-minute break between the Reading and Writing sections of a test session. Answer sheets are collected between the Reading and Writing sections. They will not be redistributed, as students will record their written responses in the test booklet. At Grades K–2, students record all answers directly into their test booklets. Students will be instructed to put down their pencils and close their test booklets so the front cover is on top once a section of the test has ended. At all grade levels, after the break is completed, the test administrator should proceed with the next section (Reading or Writing) of the NYSESLAT.

## **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 (in the test booklet for multiple-choice questions in Grades K–2; on the answer sheet for multiple-choice questions in Grades 3–12; and in the test booklet for constructed-response questions in all grades). 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 content of any answer.

Only students in Grades 3–12 may transfer answers marked in his or her test booklet to the machine-scannable 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. For Grades K–2, a teacher or an aide must transcribe the students’ responses onto the machine-scannable answer sheets exactly as the students recorded them in the test booklets.

## **Aid to Students**

Except where indicated in the DFA, 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. Students should be informed that they may not use cell phones or other communication devices during the test. Possession or use of a cell phone during testing invalidates a student’s test regardless of the content of the communication (See “Use of Communications Devices,” Page 17).

## Student Cheating

If cheating is suspected, the test administrator must 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(s), any and 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 or Misadministrations" on Page 26 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 13, 2016.** When the student is taking a partially completed session of the test, the student must be closely supervised so that he or she does not go back to previously completed questions.

## 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 Office of State Assessment. Please refer to the section in this manual on "Reporting Irregularities or Misadministration" on Page 26 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. Exclude these students from 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 session may be administered after May 13, 2016.** Any student who is absent for any session of the assessment and does not make up that part will not receive an overall 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 assessments 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.**

### Selecting and Assigning Teachers for the Writing Session Scoring Committees

All of the student responses to the constructed-response questions are to be scored by committees of teachers. The Kindergarten NYSESLAT Writing booklet includes 8 short constructed-response writing tasks, so each student's responses must be divided among a minimum of three scorers, so that no one teacher scores more than three writing tasks per student. The Grades 1–12 NYSESLAT is comprised of three Listening/Reading/Writing test sessions. Each session contains one constructed-response task per student. A student's responses will need to be divided among three scorers, so that no one teacher scores more than one constructed-response per student. No teacher who is a student's English as a New Language, Bilingual Education, or English Language Arts teacher may score any of the constructed-response questions in that student's test booklets. 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.

### 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 should be

- teachers or administrators;
- able to carry out standard examination procedures; and
- specially trained in scoring the NYSESLAT.

MetriTech will provide printed scoring guides for the Speaking and Writing components of the NYSESLAT. Raters must score responses to the Speaking and Writing prompts 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 session, as student responses are usually rated at the time of administration (see Page 19 for details). For schools' convenience, the Speaking and Writing Rubrics, as well as Speaking Score Sheet for Individual Administration, are provided in this manual (see Appendices D–G). Scores for the Speaking session, entered on the Speaking Score Sheet (Appendix D), must be transcribed onto the student's machine-scannable answer sheet after all sessions of the NYSESLAT have been administered.

Student responses to the constructed-response questions in the Writing sections of the Listening/Reading/Writing sessions are scored by teachers after administration of all three sessions, and the scores are entered on the machine-scannable answer sheet(s) prior to submission to the scanning centers. Scoring of the Writing sections may not begin until scoring materials arrive in schools. The scoring materials for the Writing sections may not be opened until after the complete test has been administered by the school. All scoring must be completed before the Listening/Reading/Writing session test booklets are returned to MetriTech. MetriTech will not score students' Listening/Reading/Writing session test booklets, and schools will not have ready 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 question(s) that each scorer completes on the answer sheet. Note that there will be one scorer for the Speaking session and a minimum of three scorers listed for the Writing tasks.

Grades K–2 students’ responses to the multiple-choice questions, which have been marked in their test booklets, must also be transcribed by a teacher or an aide onto the machine-scannable answer sheets exactly as the students recorded them in their test booklets. This must be done before returning the test booklets to MetriTech 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, please call MetriTech at 800-747-4868 or e-mail [nyseslat@metritech.com](mailto:nyseslat@metritech.com).

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 Regional Information Center (RIC) or large-city scanning center by May 26, 2016.** A complete list of the scanning centers is included in Appendix I of this manual.

## **Completing the Scoring Process**

Once all the students’ responses for the Writing questions have been 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 all other test materials to MetriTech, as specified on Pages 29–33.

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, to rescore student examination papers, or to change any scores assigned through the procedures described in this manual and in the scoring materials provided by MetriTech 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 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.

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 OSA before arranging for or permitting a rescoring of student responses. The written request to the OSA 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 using the scoring materials for this test provided by MetriTech 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 is the school 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, certificates should be retained in school files for one year.

## **Reporting Irregularities 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 518-474-1989 or by e-mail to [emscassessinfo@nysed.gov](mailto:emscassessinfo@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 make-up 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)
- All instances of school officials or staff members providing students with other nonstandard test administrations, unrelated to cheating

The report, signed by the principal, must include the following:

- the school's BEDS code
- the name and grade of the test
- a brief description of the incident
- the number of students affected
- the NYSSIS ID numbers of the affected students
- the principal's determination as to whether the incident constitutes a misadministration

## **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."

No adverse action, including dismissal and any disciplinary action, may be taken against an employee who files a mandatory report of testing misconduct, because the employee filed a report. Anyone who takes such unwarranted adverse action against another employee may face disciplinary action by the Department.

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 (explained on Page 25 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 session 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 Page 26. 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 MetriTech, 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
Scanning center scans an answer sheet containing inaccurate or incorrect demographic data	<ol style="list-style-type: none"> <li>1. Communicate the problem to the scanning center.</li> <li>2. Correct the demographic data in the local Student Management System (SMS).</li> <li>3. The scanning center will reload the data into SIRS. Once loaded, check data to make sure the correction has been made.</li> </ol>
Student uses blank/extra answer sheet in place of the preprinted answer sheet with incorrect demographic data	<ol style="list-style-type: none"> <li>1. Do not code the original answer sheet as an administrative error.</li> <li>2. Communicate the problem to the scanning center.</li> <li>3. Do not submit the incorrect answer sheet for processing.</li> </ol>
Scanning center sends an answer sheet for a student who is no longer enrolled	<ol style="list-style-type: none"> <li>1. Communicate the problem to the scanning center.</li> <li>2. Correct the enrollment record in the local SMS to reflect the ending enrollment date.</li> <li>3. The scanning center will reload the data into SIRS. Once loaded, check data to make sure the correction has been made.</li> </ol>
Student is originally reported with an incorrect grade level	<ol style="list-style-type: none"> <li>1. Do not submit the incorrect answer sheet to the scanning center.</li> <li>2. Communicate the problem to the scanning center.</li> <li>3. Correct the student information in the local SMS.</li> <li>4. The scanning center will reload the data into SIRS. Once loaded, check data to make sure the correction has been made.</li> </ol>

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.

## Returning Test Materials to MetriTech

All schools participating in the NYSESLAT are held accountable for the secure test materials received from MetriTech. Each item schools receive for testing has a security bar code. Upon receipt, MetriTech scans the material returned by a school and notifies 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. Schools should use the **Secure Materials Tracking Log** located in **Appendix K**, to account for all secure testing materials.

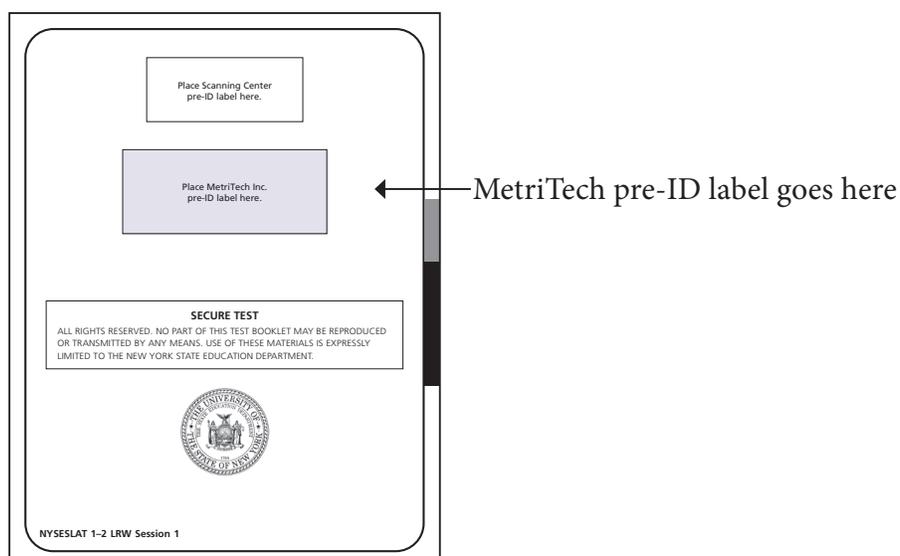
**DO NOT SEND MACHINE-SCANNABLE ANSWER SHEETS TO METRITECH.** Any materials mistakenly packed with the secure materials and sent to MetriTech may NOT be available for return to schools.

After each school has administered all sessions of the NYSESLAT, answers have been transcribed onto answer sheets where necessary, and raters have recorded all Speaking and Writing session constructed-response scores on students' answer sheets, the school must return **ALL** of the following test materials to MetriTech:

- All test booklets (Listening, Reading, and Writing for Kindergarten; Listening/Reading/Writing sessions for Grades 1–12; and Speaking for all grades), including large type and braille editions
- 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 packing the used test booklets for return to MetriTech, please affix the appropriate student pre-ID labels (provided by MetriTech, found with the Test Coordinator's materials) on the back covers of each student's used test booklets in the space provided. Please see the following illustration for proper placement of the MetriTech pre-ID label.

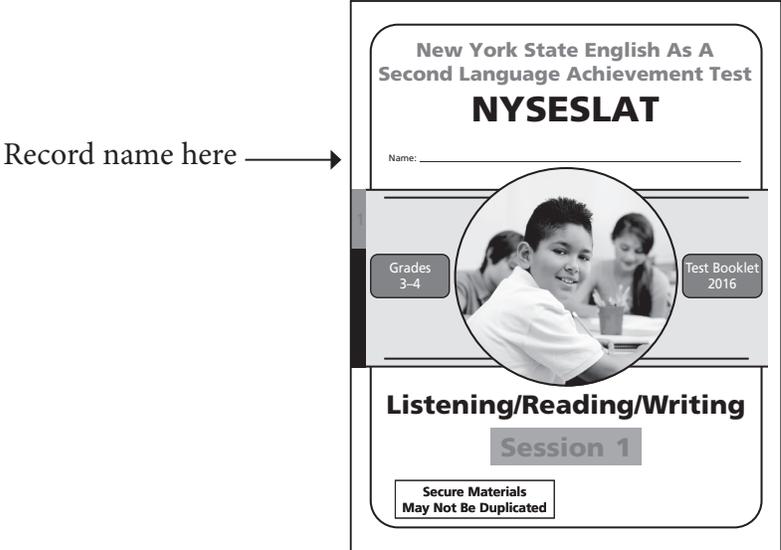
### Listening/Reading/Writing Session Test Booklet Back Cover



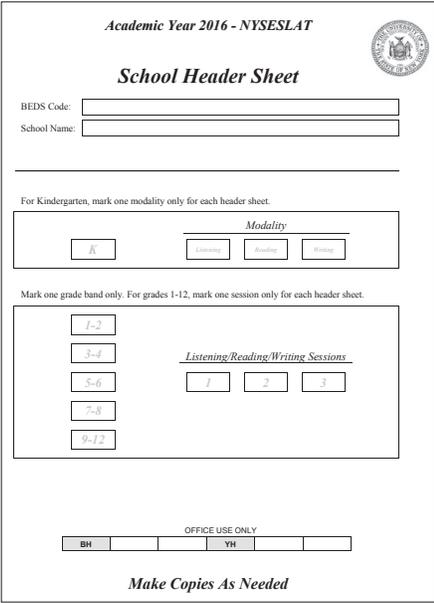
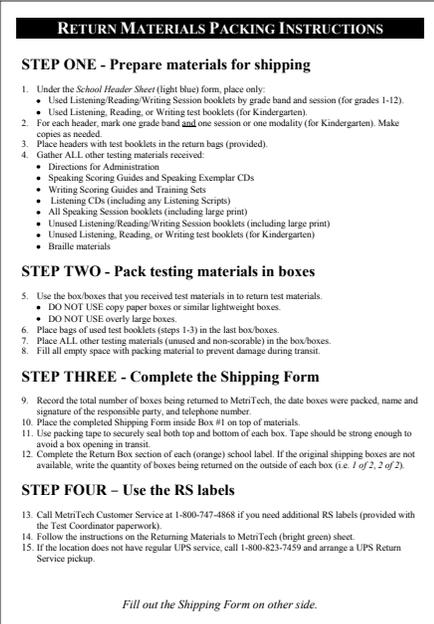
For Grades 1–12, schools will receive three MetriTech pre-ID labels—one for each of the Listening/Reading/Writing session test booklets. For Kindergarten, schools will receive one MetriTech pre-ID label for the Writing test booklet only.

**Note:** If the school did not receive a set of pre-ID labels from MetriTech for any given student, such as a newly enrolled student, the school should record the first and last name of the student on the front cover of each test booklet. Please see the following illustration for proper placement of student’s name. Pre-ID labels provided for students no longer enrolled may be destroyed locally.

### Listening/Reading/Writing Session Test Booklet Front Cover



# Packing Materials for Return Shipping

Instructions	Form
<p><b>School Header Sheet (light blue)</b></p> <p>Use this form to return:</p> <ul style="list-style-type: none"> <li>Used Listening/Reading/Writing session test booklets</li> <li>Used Listening, Reading, or Writing test booklets (for Kindergarten)</li> </ul> <p><b>Complete one header for each session or modality in every grade band</b> (for example: Kindergarten Listening, Kindergarten Reading, Kindergarten Writing; 1–2 LRW Session 1, 1–2 LRW Session 2, 1–2 LRW Session 3; etc.).</p> <p><b>Place each header (with corresponding test booklets) in the return bags (provided).</b> Keep header and corresponding test booklets together. More than one header (with test booklets) can be placed in a return bag. Make copies as needed.</p>	
<p><b>Return Materials Packing Instructions Sheet (bright blue)</b></p> <p>Located on the reverse side of the Shipping Form</p> <ul style="list-style-type: none"> <li>Use the box/boxes in which you received test materials to return test materials.</li> <li>DO NOT USE copier paper boxes or similar lightweight boxes.</li> <li>DO NOT USE overly large boxes.</li> </ul> <p><b>Place the bags of used test booklets in the bottom of the last box/boxes.</b></p> <p><b>Place ALL other testing materials (unused and non-scorable) in box/boxes next.</b></p> <p><i>Materials include:</i></p> <ul style="list-style-type: none"> <li>Directions for Administration</li> <li>Speaking Scoring Guides and Speaking Exemplar CDs</li> <li>Writing Scoring Guides and Training Sets</li> <li>Listening CDs (including any Listening Scripts)</li> <li>All Speaking session booklets (including large type)</li> <li>Unused Listening/Reading/Writing session booklets (including large type)</li> <li>Unused Listening, Reading, or Writing test booklets (for Kindergarten)</li> <li>Braille materials</li> </ul>	

## Instructions

## Form

### Shipping Form (bright blue)

Located on the reverse side of the Return Materials Packing Instructions

- Record the number of boxes being returned, date packed, name and signature of responsible party, and telephone number.
- Place the completed Shipping Form inside Box #1 on top of materials.
- Fill any empty space with enough packing material to prevent crushing during shipping.
- Use packing tape on the top and bottom of the box to seal each box securely and prevent it from opening during shipping.

*Academic Year 2016 - NYSESLAT*  
**Shipping Form**

1. Prepare materials for shipping. Follow the instructions on the back of this form.  
2. Pack testing materials in boxes. Follow the instructions on the back of this form.  
3. Complete the Shipping Form information below. Place inside Box #1 on top of materials.  
4. Use the RS labels and follow the instructions on the Returning Materials to MetriTech sheet.

School Name: \_\_\_\_\_  
BEDS Code: \_\_\_\_\_  
Contact Name: \_\_\_\_\_

**Place this completed form inside the top of Box 1.**

Number of boxes being returned

Date Packed: \_\_\_\_/\_\_\_\_/\_\_\_\_

Signature of responsible party \_\_\_\_\_  
*Print name here*

Telephone (\_\_\_\_) \_\_\_\_-\_\_\_\_



Make a copy of this form for your records.

### School Label (orange)

School labels are already affixed to the boxes materials were shipped in. Additional labels are included in Shipment 2 paperwork. You may also make copies as needed.

#### Complete the Return Box section of each school label.

If the original shipping boxes are not available, write the quantity of boxes shipped on the outside of the boxes (i.e. 1 of 2, 2 of 2).

**DO NOT REMOVE OR COVER**  
**NYSESLAT SECURE TESTING MATERIALS**  
**— OPEN IMMEDIATELY —**

SCHOOL BARCODE IN THIS AREA

**USE THIS SPACE FOR RETURN SHIPPING**

RETURN BOX  OF

**SAVE THIS BOX FOR RETURN SHIPMENT**

01150924

### Returning Materials to MetriTech (bright green)

Use these instructions to:

- Apply the Return Service (RS) shipping labels for the boxes of return materials.
- Call 800-823-7459 and arrange a UPS Return Service pickup, if needed.

**Contact MetriTech Customer Service at 800-747-4868 if more Return Service labels are needed.**

*Academic Year 2016 - NYSESLAT*  
**RETURNING MATERIALS TO METRITECH**

**Using the UPS Return Service (RS) Label**

Your location should have one UPS RS Label for each box being returned.



- Remove the backing from the label, and place the label over the original shipping label only. The original shipping label must be covered or crossed out so that the UPS scanner cannot read the bar code information displayed on the label.
- If the location does not have regular UPS service, call 1-800-823-7459 and arrange an RS pickup. (You will need an RS tracking number to complete this process.) The caller will need the following information:
  - The phone number of the location where the shipment will be picked up.
  - The address of the location where the shipment will be picked up.
  - The RS tracking number on the package(s) being picked up.
 The caller should also note if the shipment is ready to be picked up and what time the location closes.
- Box(es) should be picked up within 48 hours.
- Please make sure the shipment was picked up.

Questions? Contact MetriTech at 1-800-747-4868.

## Instructions

### Return Service Shipping Labels

- Use only ONE label for each box.
- Affix the Return Service label to the box over the original shipping label.
- Do not cover or cross out the orange school label identifying the school.

## Form

SHIP TO: TEST COORDINATOR SAMPLE SCHOOL DISTRICT 4106 FIELDSTONE ROAD CHAMPAIGN IL 61822	5 LBS 1 OF 1 RS
SHIP TO: DICK DUNN (217) 398-4868 METRITECH, INC. 4106 FIELDSTONE ROAD CHAMPAIGN IL 61822	IL 618 2-22
<b>UPS GROUND</b> TRACKING #: 1Z 600 543 90 5690 8636	
BILLING: P/P DESC: TEST MATERIALS RETURN SERVICE	
LOW 8.0.14 HP LabelJet 4 60.1A.10206	

## 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 data in the Student Information Repository System (SIRS), are made available through distributed applications at the regional (Level 1) Data Centers. A variety of reports are available at the district, school, and student levels and are only available on this secure site to school administrators with an educational interest.

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 Large City 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 Score 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/>.

The information contained in a student's Score Report must be made available to the student's parent/guardian as soon as practical after the school has received the Score Report. The information may be mailed or delivered electronically.

## Appendix A

### Contacts for Assistance

For Assistance With:	Contact:
Questions regarding operational materials shipments (errors in shipment of test booklets, DFAs, CDs, etc.)	<b>MetriTech Customer Service</b> E-mail: <a href="mailto:nyseslat@metritech.com">nyseslat@metritech.com</a> Phone: 800-747-4868 Fax: 217-398-5798
Requesting additional materials (including large type and braille test materials/checklist)	<b>MetriTech Customer Service</b> E-mail: <a href="mailto:nyseslat@metritech.com">nyseslat@metritech.com</a> Phone: 800-747-4868 Fax: 217-398-5798
Scannable Answer Sheets and Local Scanning Center Pre-ID Labels  Completing or Updating Student Demographic Data	<b>Local Scanning Center</b> Refer to Appendix I
Testing policies regarding accommodations, security breaches, sensitive student responses, etc.	<b>OSA</b> E-mail: <a href="mailto:emscassessinfo@nysed.gov">emscassessinfo@nysed.gov</a> Phone: 518-474-5902 Fax: 518-474-1989
Questions regarding the provisions of ELL/MLL services in Bilingual Education and English as a New Language programs	<b>Office of Bilingual Education and World Languages</b> E-mail: <a href="mailto:obefls@nysed.gov">obefls@nysed.gov</a> Phone: 518-474-8775 (Albany office) Phone: 718-722-2445 (NYC office)
Questions regarding the scoring of Speaking and Writing constructed-response questions	<b>MetriTech Customer Service</b> E-mail: <a href="mailto:nyseslat@metritech.com">nyseslat@metritech.com</a> Phone: 800-747-4868 Fax: 217-398-5798
Sending completed answer sheets to Local Scanning Centers after testing and scoring	<b>Local Scanning Center</b> Refer to Appendix I
Returning NYSESLAT secure materials once all test administration activities are complete	<b>MetriTech Customer Service</b> E-mail: <a href="mailto:nyseslat@metritech.com">nyseslat@metritech.com</a> Phone: 800-747-4868 Fax: 217-398-5798
<b>For all inquiries—Please provide BEDS Code and School Name—Thank You</b>	

**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

The table below shows the estimated testing times. A Grades 1–12 test form will consist of either one modality (Speaking) or a combination of modalities (Listening, Reading, and Writing). Listening/Reading/Writing will consist of three test booklets, each containing a theme-based Listening, Reading, and Writing section. Each Listening/Reading/Writing test booklet will be administered in a separate session. The Kindergarten test form will consist of one modality, either Speaking, Listening, Reading, or Writing. The testing times given are for planning purposes only. The time allotment indicated should be adequate for most students to complete testing. However, if necessary, additional time should be allowed for a student to complete the test. Provide students with as much time as they need to complete the test while still working productively.

Session	Grade Band	Number of Questions/ Tasks	Total Number of Questions/ Tasks	Estimated Testing Time (minutes)
Speaking	K–12	12 Constructed Response	12	15
Listening	K	19 Multiple-choice	19	35–40
Reading	K	18 Multiple-choice	18	35–40
Writing	K	8 Short Constructed Response	8	35–40
Listening/Reading/Writing Session 1	1–12	Listening: 8 Multiple-choice	17	35–55
		Reading: 8 Multiple-choice		
		Writing: 1 Short Constructed Response		
Listening/Reading/Writing Session 2	1–12	Listening: 8 Multiple-choice	17	35–55
		Reading: 8 Multiple-choice		
		Writing: 1 Short Constructed Response		
Listening/Reading/Writing Session 3	1–12	Listening: 8 Multiple-choice	20	35–55
		Reading: 11 Multiple-choice		
		Writing: 1 Extended Constructed Response		

### **Testing Accommodations Categories**

The types of testing accommodations that a student may receive are listed on Pages 6–8 of the manual *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 below. 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 on this page and the next 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 6–8 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)
- 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 Format<sup>1</sup>
- 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

<sup>1</sup> For 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.

## **Testing Accommodations Categories (continued)**

### **Revised Test Directions<sup>2</sup>**

- 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 a scribe

### **Use of Aids/Assistive Technology**

- Amanuensis (scribe)
- Tape recorder
- Word processor

### **OTHER**

- On-task focusing prompts

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<sup>2</sup>Revision 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 Sheet for Individual Administration



The University of the State of New York  
THE STATE EDUCATION DEPARTMENT

### 2016 NYSESLAT Speaking Score Sheet Grades Kindergarten through 12

Student Name: \_\_\_\_\_ Test Scored By: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Testing Date: \_\_\_\_\_

After students complete the warm-up questions, test administrators will record the score for each test question. Use the space in the column below labeled "Write Student Score." Use the corresponding rubric to assist with scoring each question.

**NOTE:** In cases where a student provides no response to the question, the letter "A" should be written on the Speaking Score Sheet in the column titled "Write Student Score." For any questions that are skipped, pursuant to the Skipping Rules, the letter "S" should be written on the Speaking Score Sheet in the column titled "Write Student Score." The Expanding and Commanding questions that may be skipped are identified in the Question Number column.

Question Number	Write Student Score	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
<b>1</b> Emerging		<ul style="list-style-type: none"> <li>Responds with "yes," "no," or "I don't know"</li> <li>Uses one word to respond</li> <li>Does not express a complete thought or idea</li> <li>Non-response</li> <li>Unintelligible</li> <li>Responds completely in a language other than English</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple words, short phrases, or sentences to respond</li> <li>Partially expresses thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	N/A

Question Number	Write Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
<b>2</b> Transitioning		<ul style="list-style-type: none"> <li>Responds with "yes," "no," or "I don't know"</li> <li>Uses one word to respond</li> <li>Does not express a complete thought or idea</li> <li>Errors may totally obscure meaning</li> <li>Non-response</li> <li>Unintelligible</li> <li>Responds completely in a language other than English</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple words to respond</li> <li>Partially expresses thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected phrases or a simple sentence to respond</li> <li>May use multiple sentences</li> <li>Expresses complete thoughts and ideas relevant to the topic</li> <li>Occasional errors in words and structures may obscure some meaning</li> </ul>
<b>3</b> Expanding  This item may be skipped		<ul style="list-style-type: none"> <li>Responds with "yes," "no," or "I don't know"</li> <li>Uses at most multiple words to respond</li> <li>Does not express complete thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected phrases or a simple sentence to respond</li> <li>Expresses complete thoughts and ideas relevant to the topic</li> <li>Occasional errors in words and structures may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected simple sentences to respond</li> <li>May use limited expanded sentences</li> <li>Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>Infrequent errors in words and structure may obscure some meaning</li> </ul>

## Speaking Score Sheet for Individual Administration (*continued*)

Student Name: \_\_\_\_\_

Question Number	Write Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
<b>4</b> Commanding  This item may be skipped		<ul style="list-style-type: none"> <li>Responds with "yes," "no," or "I don't know"</li> <li>Uses at most connected phrases or a simple sentence to respond</li> <li>May express complete thoughts and ideas</li> <li>Occasional or frequent errors in words and structures may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected simple sentences to respond</li> <li>Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>Infrequent errors in words and structure may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected expanded sentences</li> <li>Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic</li> <li>No errors or infrequent errors that do not obscure meaning</li> </ul>

Question Number	Write Student Score	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
<b>5</b> Emerging		<ul style="list-style-type: none"> <li>Responds with "yes," "no," or "I don't know"</li> <li>Uses one word to respond</li> <li>Does not express a complete thought or idea</li> <li>Non-response</li> <li>Unintelligible</li> <li>Responds completely in a language other than English</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple words, short phrases, or sentences to respond</li> <li>Partially expresses thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	N/A

Question Number	Write Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
<b>6</b> Transitioning		<ul style="list-style-type: none"> <li>Responds with "yes," "no," or "I don't know"</li> <li>Uses one word to respond</li> <li>Does not express a complete thought or idea</li> <li>Errors may totally obscure meaning</li> <li>Non-response</li> <li>Unintelligible</li> <li>Responds completely in a language other than English</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple words to respond</li> <li>Partially expresses thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected phrases or a simple sentence to respond</li> <li>May use multiple sentences</li> <li>Expresses complete thoughts and ideas relevant to the topic</li> <li>Occasional errors in words and structures may obscure some meaning</li> </ul>
<b>7</b> Expanding  This item may be skipped		<ul style="list-style-type: none"> <li>Responds with "yes," "no," or "I don't know"</li> <li>Uses at most multiple words to respond</li> <li>Does not express complete thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected phrases or a simple sentence to respond</li> <li>Expresses complete thoughts and ideas relevant to the topic</li> <li>Occasional errors in words and structures may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected simple sentences to respond</li> <li>May use limited expanded sentences</li> <li>Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>Infrequent errors in words and structure may obscure some meaning</li> </ul>

## Speaking Score Sheet for Individual Administration (*continued*)

Student Name: \_\_\_\_\_

Question Number	Write Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
<b>8</b> Commanding  <b>This item may be skipped</b>		<ul style="list-style-type: none"> <li>Responds with "yes," "no," or "I don't know"</li> <li>Uses at most connected phrases or a simple sentence to respond</li> <li>May express complete thoughts and ideas</li> <li>Occasional or frequent errors in words and structures may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected simple sentences to respond</li> <li>Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>Infrequent errors in words and structure may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected expanded sentences</li> <li>Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic</li> <li>No errors or infrequent errors that do not obscure meaning</li> </ul>

Question Number	Write Student Score	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
<b>9</b> Emerging		<ul style="list-style-type: none"> <li>Responds with "yes," "no," or "I don't know"</li> <li>Uses one word to respond</li> <li>Does not express a complete thought or idea</li> <li>Non-response</li> <li>Unintelligible</li> <li>Responds completely in a language other than English</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple words, short phrases, or sentences to respond</li> <li>Partially expresses thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	N/A

Question Number	Write Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
<b>10</b> Transitioning		<ul style="list-style-type: none"> <li>Responds with "yes," "no," or "I don't know"</li> <li>Uses one word to respond</li> <li>Does not express a complete thought or idea</li> <li>Errors may totally obscure meaning</li> <li>Non-response</li> <li>Unintelligible</li> <li>Responds completely in a language other than English</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple words to respond</li> <li>Partially expresses thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected phrases or a simple sentence to respond</li> <li>May use multiple sentences</li> <li>Expresses complete thoughts and ideas relevant to the topic</li> <li>Occasional errors in words and structures may obscure some meaning</li> </ul>
<b>11</b> Expanding  <b>This item may be skipped</b>		<ul style="list-style-type: none"> <li>Responds with "yes," "no," or "I don't know"</li> <li>Uses at most multiple words to respond</li> <li>Does not express complete thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected phrases or a simple sentence to respond</li> <li>Expresses complete thoughts and ideas relevant to the topic</li> <li>Occasional errors in words and structures may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected simple sentences to respond</li> <li>May use limited expanded sentences</li> <li>Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>Infrequent errors in words and structure may obscure some meaning</li> </ul>

## Speaking Score Sheet for Individual Administration (*continued*)

Student Name: \_\_\_\_\_

Question Number	Write Student Score	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
<b>12</b> Commanding  <b>This item may be skipped</b>		<ul style="list-style-type: none"> <li>• Responds with "yes," "no," or "I don't know"</li> <li>• Uses at most connected phrases or a simple sentence to respond</li> <li>• May express complete thoughts and ideas</li> <li>• Occasional or frequent errors in words and structures may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected simple sentences to respond</li> <li>• Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>• Infrequent errors in words and structure may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses connected expanded sentences</li> <li>• Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic</li> <li>• No errors or infrequent errors that do not obscure meaning</li> </ul>

# Appendix E

## Grades K–12 Speaking Rubrics



### 2016 NYSESLAT Speaking Rubric Grades Kindergarten through 12

Item Level	Score 0 Does Not Meet Expectations	Score 1 Meets Expectations	
Emerging	<ul style="list-style-type: none"> <li>Responds with "yes," "no," or "I don't know"</li> <li>Uses one word to respond</li> <li>Does not express a complete thought or idea</li> <li>Non-response</li> <li>Unintelligible</li> <li>Responds completely in a language other than English</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple words, short phrases, or sentences to respond</li> <li>Partially expresses thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	N/A

Item Level	Score 0 Does Not Meet Expectations	Score 1 Approaches Expectations	Score 2 Meets Expectations
Transitioning	<ul style="list-style-type: none"> <li>Responds with "yes," "no," or "I don't know"</li> <li>Uses one word to respond</li> <li>Does not express a complete thought or idea</li> <li>Errors may totally obscure meaning</li> <li>Non-response</li> <li>Unintelligible</li> <li>Responds completely in a language other than English</li> </ul>	<ul style="list-style-type: none"> <li>Uses multiple words to respond</li> <li>Partially expresses thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected phrases or a simple sentence to respond</li> <li>May use multiple sentences</li> <li>Expresses complete thoughts and ideas relevant to the topic</li> <li>Occasional errors in words and structures may obscure some meaning</li> </ul>
Expanding	<ul style="list-style-type: none"> <li>Responds with "yes," "no," or "I don't know"</li> <li>Uses at most multiple words to respond</li> <li>Does not express complete thoughts and ideas</li> <li>Frequent errors may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected phrases or a simple sentence to respond</li> <li>Expresses complete thoughts and ideas relevant to the topic</li> <li>Occasional errors in words and structures may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected simple sentences to respond</li> <li>May use limited expanded sentences</li> <li>Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>Infrequent errors in words and structure may obscure some meaning</li> </ul>
Commanding	<ul style="list-style-type: none"> <li>Responds with "yes," "no," or "I don't know"</li> <li>Uses at most connected phrases or a simple sentence to respond</li> <li>May express complete thoughts and ideas</li> <li>Occasional or frequent errors in words and structures may obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected simple sentences to respond</li> <li>Expresses connected and complete thoughts and ideas relevant to the topic</li> <li>Infrequent errors in words and structure may obscure some meaning</li> </ul>	<ul style="list-style-type: none"> <li>Uses connected expanded sentences</li> <li>Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic</li> <li>No errors or infrequent errors that do not obscure meaning</li> </ul>

## Grade K Writing Rubrics

2016 NYSESLAT Writing Rubrics—Kindergarten			
Letter Writing			
Dimension	Score 0 – Entering <i>A response at this level:</i>	Score 1 – Emerging–Transitioning <i>A response at this level:</i>	
<ul style="list-style-type: none"> <li>• Letter Forming</li> <li>• Legibility</li> </ul>	<ul style="list-style-type: none"> <li>• Is blank</li> <li>• Is not a recognizable letter</li> <li>• Is an incorrect letter</li> <li>• Is upside down</li> <li>• Is illegible or unintelligible</li> </ul>	<ul style="list-style-type: none"> <li>• Is recognizable as the correct letter</li> <li>• Is acceptable if it:                             <ul style="list-style-type: none"> <li>• Is “sloppy”</li> <li>• Is upper- or lowercase</li> <li>• Is cursive</li> </ul> </li> <li>• Is backward (if the reversal does not change it into a different letter)</li> <li>• Includes other letters before and/or after the correct letter</li> </ul>	
Word Writing			
Dimension	Score 0 – Entering–Emerging <i>A response at this level:</i>	Score 1 – Transitioning–Expanding <i>A response at this level:</i>	Score 2 – Commanding <i>A response at this level:</i>
<ul style="list-style-type: none"> <li>• Letter Forming</li> <li>• Accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Does not sequence letters needed to produce the recognizable correct word</li> <li>• Is blank</li> <li>• Is in a language other than English</li> <li>• Is illegible or unintelligible</li> <li>• Is spelled incorrectly (without phonemic awareness)</li> <li>• Includes upside-down letter(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Sequences most of the letters needed to produce the recognizable correct word</li> <li>• Demonstrates phonemic awareness by using grade-appropriate spelling (phonetic or inventive spelling)</li> <li>• Is acceptable if it:                             <ul style="list-style-type: none"> <li>• Includes legible letters</li> <li>• Includes letters that may be uppercase, lowercase, or both</li> <li>• Is cursive</li> </ul> </li> <li>• Includes backward letters</li> </ul>	<ul style="list-style-type: none"> <li>• Sequences all letters needed to produce the correct word</li> <li>• Is acceptable if it:                             <ul style="list-style-type: none"> <li>• Includes legible letters</li> <li>• Has no spelling errors</li> <li>• Includes letters that may be uppercase, lowercase, or both</li> <li>• Is cursive</li> <li>• Includes backward letters (so long as the reversal does not change them into different letters)</li> </ul> </li> </ul>
Sentence Writing			
Dimension	Score 0 – Entering–Emerging <i>A response at this level:</i>	Score 1 – Transitioning–Expanding <i>A response at this level:</i>	Score 2 – Commanding <i>A response at this level:</i>
<ul style="list-style-type: none"> <li>• Letter Forming</li> <li>• Words</li> <li>• Accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Does not differentiate letters and words</li> <li>• Includes few or no words</li> <li>• Is blank</li> <li>• Is completely in a language other than English</li> <li>• Is completely illegible or unintelligible</li> <li>• Is irrelevant</li> <li>• Is a single word</li> </ul>	<ul style="list-style-type: none"> <li>• Includes most of the words in the correct order</li> <li>• Is acceptable if it:                             <ul style="list-style-type: none"> <li>• Does not have an initial capital letter</li> <li>• Includes erratic word spacing</li> <li>• Includes some incorrect spelling that is NOT phonetic or inventive</li> <li>• Includes several backward letters (if the reversal does not change it into a different letter)</li> </ul> </li> <li>• Does not include appropriate end punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Includes all words in the correct order</li> <li>• Is acceptable if it:                             <ul style="list-style-type: none"> <li>• Does not have an initial capital letter</li> <li>• Maintains appropriate spacing</li> <li>• Includes grade-appropriate spelling (phonetic or inventive spelling)</li> <li>• Includes a few backward letters (if the reversal does not change it into a different letter)</li> </ul> </li> <li>• Does not include appropriate end punctuation</li> </ul>

# Grade K Writing Rubrics (continued)

2016 NYSESLAT Writing Rubrics—Kindergarten					
Write a Story					
Dimension	Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity/ Quality of Language	<ul style="list-style-type: none"> <li>Contains zero words or short phrases</li> <li>Is blank</li> <li>Is completely in a language other than English</li> <li>Is illegible or unintelligible</li> <li>Is completely copied text from the test booklet</li> </ul>	<ul style="list-style-type: none"> <li>Contains words, short phrases, and/or predictable sentences</li> </ul>	<ul style="list-style-type: none"> <li>Contains phrases and simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>Contains simple and/or expanded sentences</li> </ul>	<ul style="list-style-type: none"> <li>Contains simple and/or expanded sentences, and one or more compound or complex sentence</li> </ul>
Coherence of Response	<ul style="list-style-type: none"> <li>Includes zero words or a few words in a language other than English <b>OR</b> no drawing(s) to write a story or write about a topic</li> </ul>	<ul style="list-style-type: none"> <li>Includes only drawing(s), <b>OR</b> word(s) and phrases and drawing(s), <b>OR</b> only words and phrases to minimally provide descriptions and events to write a story or write about a topic</li> </ul>	<ul style="list-style-type: none"> <li>Includes only very detailed drawing(s), <b>OR</b> phrases and sentences and drawings, <b>OR</b> only phrases and sentences to somewhat provide descriptions and events to write a story or write about a topic</li> </ul>	<ul style="list-style-type: none"> <li>Includes drawing(s) and a string of phrases and sentences, <b>OR</b> only a string of phrases and sentences to provide descriptions and events to write a story or write about a topic</li> </ul>	<ul style="list-style-type: none"> <li>Includes drawing(s) and a string of phrases and sentences, <b>OR</b> only a string of phrases and sentences to provide descriptions and events to write a story or write about a topic</li> </ul>
Mechanics	<ul style="list-style-type: none"> <li>Contains numerous errors that totally obscure meaning</li> <li>Contains words that are unclear</li> </ul>	<ul style="list-style-type: none"> <li>Contains many errors that often obscure meaning</li> <li>Contains words that may be unclear, but meaning is evident</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains some errors that occasionally obscure meaning</li> <li>Is mostly clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains few errors that rarely obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains minimal or no errors that obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>

**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

## Grades 1–12 Writing Rubrics

2016 NYSES LAT Writing Rubric—Grades 1–2					
Dimension	Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity of Language	<ul style="list-style-type: none"> <li>Contains zero or few words or short phrases</li> <li>Is blank</li> <li>Is completely in a language other than English</li> <li>Is illegible or unintelligible</li> <li>Is completely copied text</li> <li>Is isolated words or a list of words or short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains some words, short phrases, and occasionally simple sentences</li> <li>Includes at least one sentence</li> <li>May include adapted text in a well-constructed sentence</li> </ul>	<ul style="list-style-type: none"> <li>Contains mostly simple sentences</li> <li>Includes at least one expanded or compound sentence</li> </ul>	<ul style="list-style-type: none"> <li>Contains simple, expanded, and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>Contains a variety of simple, expanded, and compound (or complex) sentences</li> </ul>
Quality of Language	<ul style="list-style-type: none"> <li>Contains at most frequently used words</li> </ul>	<ul style="list-style-type: none"> <li>Contains common words and short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains a few grade-level words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains some grade-level words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains many grade-level words and phrases</li> </ul>
Coherence of Response	<ul style="list-style-type: none"> <li>Lacks a clear introduction or completion of a thought or an idea due to brevity</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one sentence in an attempt to introduce or complete a thought or an idea</li> </ul>	<ul style="list-style-type: none"> <li>Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both</li> </ul>
Degree of Response	SCR	<ul style="list-style-type: none"> <li>Lacks descriptions of thoughts, feelings, or ideas</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one description of a thought or an idea</li> </ul>	<ul style="list-style-type: none"> <li>Includes some minimally detailed descriptions of thoughts, ideas, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes many sufficiently detailed descriptions of thoughts, ideas, or both</li> </ul>
	ECR Narrative	<ul style="list-style-type: none"> <li>Lacks development of descriptions or events in sequence</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one description or two events in sequence</li> </ul>	<ul style="list-style-type: none"> <li>Includes some descriptions with minimal details and/or two or more events in sequence</li> </ul>	<ul style="list-style-type: none"> <li>Includes descriptions with many and varied details and two or more events in sequence</li> </ul>
	ECR Informational	<ul style="list-style-type: none"> <li>Lacks development of an opinion or additional information</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one opinion and/or additional information</li> </ul>	<ul style="list-style-type: none"> <li>Includes an opinion with some reasons and/or additional information</li> </ul>	<ul style="list-style-type: none"> <li>Includes an opinion with many reasons and additional information</li> </ul>
Mechanics	<ul style="list-style-type: none"> <li>Contains numerous errors that totally obscure meaning</li> <li>Contains words that are unclear</li> </ul>	<ul style="list-style-type: none"> <li>Contains many errors that often obscure meaning</li> <li>Contains words that may be unclear, but meaning is evident</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains some errors that occasionally obscure meaning</li> <li>Is mostly clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains few errors that rarely obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains minimal or no errors that obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>

**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

# Grades 1–12 Writing Rubrics (continued)

2016 NYSES LAT Writing Rubric—Grades 3–4					
Dimension	Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity of Language	<ul style="list-style-type: none"> <li>Contains zero or few words or short phrases</li> <li>Is blank</li> <li>Is completely in a language other than English</li> <li>Is illegible or unintelligible</li> <li>Is completely copied text</li> <li>Is isolated words or a list of words or short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains some words, short phrases, and occasionally simple sentences</li> <li>Includes at least one sentence</li> <li>May include adapted text in a well-constructed sentence</li> </ul>	<ul style="list-style-type: none"> <li>Contains mostly simple sentences</li> <li>Includes at least one expanded or complex sentence</li> </ul>	<ul style="list-style-type: none"> <li>Contains simple, expanded, and complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>Contains a variety of simple, expanded, and complex sentences</li> </ul>
Quality of Language	<ul style="list-style-type: none"> <li>Contains at most frequently used Tier 1 words or predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and common grade-level Tier 2 words and short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and a few grade-level Tier 2 words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and some grade-level Tier 2 words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and many grade-level Tier 2 words and phrases</li> </ul>
Coherence of Response	<ul style="list-style-type: none"> <li>Lacks a clear introduction, or development of a thought or an idea, or completion due to brevity</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one sentence to introduce, develop, or complete thoughts or ideas</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide a limited introduction, development, and/or completion of linked thoughts, ideas, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide partial organization</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide clear and sufficient organization</li> </ul>
Degree of Response	SCR	<ul style="list-style-type: none"> <li>Lacks descriptions of ideas or facts</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one description of an idea or a fact</li> </ul>	<ul style="list-style-type: none"> <li>Includes some minimally detailed descriptions of ideas, facts, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes many sufficiently detailed descriptions of ideas, facts, or both</li> </ul>
	ECR Narrative	<ul style="list-style-type: none"> <li>Lacks development of descriptions or events</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one description or event</li> </ul>	<ul style="list-style-type: none"> <li>Includes some detailed descriptions and/or two or more events in sequence</li> </ul>	<ul style="list-style-type: none"> <li>Includes many and varied detailed descriptions and events in sequence</li> </ul>
	ECR Informational	<ul style="list-style-type: none"> <li>Lacks development of connected ideas</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one original idea or two ideas that are connected</li> </ul>	<ul style="list-style-type: none"> <li>Includes some supported and/or connected ideas</li> </ul>	<ul style="list-style-type: none"> <li>Includes many supported and connected ideas</li> </ul>
Mechanics	<ul style="list-style-type: none"> <li>Contains numerous errors that totally obscure meaning</li> <li>Contains words that are unclear</li> </ul>	<ul style="list-style-type: none"> <li>Contains many errors that often obscure meaning</li> <li>Contains words that may be unclear, but meaning is evident</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains some errors that occasionally obscure meaning</li> <li>Is mostly clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains few errors that rarely obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains minimal or no errors that obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>

**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

# Grades 1–12 Writing Rubrics (continued)

2016 NYSESLAT Writing Rubric—Grades 5–6					
Dimension	Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity of Language	<ul style="list-style-type: none"> <li>Contains zero or few words or short phrases</li> <li>Is blank</li> <li>Is completely in a language other than English</li> <li>Is illegible or unintelligible</li> <li>Is completely copied text</li> <li>Is isolated words or a list of words or short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains some words, short phrases, and occasionally simple sentences</li> <li>Includes at least one sentence</li> <li>May include adapted text in a well-constructed sentence</li> </ul>	<ul style="list-style-type: none"> <li>Contains mostly simple sentences</li> <li>Includes at least one expanded or complex sentence</li> </ul>	<ul style="list-style-type: none"> <li>Contains simple, expanded, and complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>Contains a variety of simple, expanded, and complex sentences</li> </ul>
	Quality of Language	<ul style="list-style-type: none"> <li>Contains at most frequently used Tier 1 words or predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and a few common grade-level Tier 2 words and short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and some grade-level Tier 2 words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and many grade-level Tier 2 words and phrases</li> </ul>
	Coherence of Response	<ul style="list-style-type: none"> <li>Lacks a clear orientation, or development of an idea, or closure due to brevity</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and at least one sentence to introduce, develop, transition, or conclude ideas</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide limited orientation, development of ideas, transitions, and/or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide partial orientation, logical development of ideas, transitions, and closure</li> </ul>
Degree of Response	SCR	<ul style="list-style-type: none"> <li>Lacks descriptions of ideas or facts</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one description of an idea or a fact</li> </ul>	<ul style="list-style-type: none"> <li>Includes some minimally detailed descriptions of ideas, facts, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes many sufficiently and precisely detailed descriptions of ideas, facts, or both</li> </ul>
	ECR Narrative	<ul style="list-style-type: none"> <li>Lacks development of characters, details, or events</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least two references to characters, details, events, or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes some references to characters, and limited development of details, sequenced events, and/or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes many references to characters, and partial development of details, sequenced events, and closure</li> </ul>
	ECR Informational	<ul style="list-style-type: none"> <li>Lacks development of ideas or support</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one idea with support, or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes some linked ideas, a variety of support, and/or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes many stated and linked ideas, a variety of support, and closure</li> </ul>
Mechanics	<ul style="list-style-type: none"> <li>Contains numerous errors that totally obscure meaning</li> <li>Contains words that are unclear</li> </ul>	<ul style="list-style-type: none"> <li>Contains many errors that often obscure meaning</li> <li>Contains words that may be unclear, but meaning is evident</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains some errors that occasionally obscure meaning</li> <li>Is mostly clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains few errors that rarely obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains minimal or no errors that obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>

**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

# Grades 1–12 Writing Rubrics (continued)

2016 NYSESLAT Writing Rubric—Grades 7–8						
Dimension	Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:	
Complexity of Language	<ul style="list-style-type: none"> <li>Contains zero or few words or short phrases</li> <li>Is blank</li> <li>Is completely in a language other than English</li> <li>Is illegible or unintelligible</li> <li>Is completely copied text</li> <li>Is isolated words or a list of words or short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains some words, short phrases, and occasionally simple sentences</li> <li>Includes at least one sentence</li> <li>May include adapted text in a well-constructed sentence</li> </ul>	<ul style="list-style-type: none"> <li>Contains mostly simple sentences</li> <li>Includes at least one expanded or complex sentence</li> </ul>	<ul style="list-style-type: none"> <li>Contains simple, expanded, and complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>Contains a variety of simple, expanded, and complex sentences</li> </ul>	
	Quality of Language	<ul style="list-style-type: none"> <li>Contains Tier 1 and common grade-level Tier 2 words and short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and some grade-level Tier 2 and/or Tier 3 words and phrases used appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and many grade-level Tier 2 and/or Tier 3 words and/or phrases used appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and many grade-level Tier 2 and/or Tier 3 words and/or phrases used appropriately</li> </ul>	
	Coherence of Response	<ul style="list-style-type: none"> <li>Lacks a clear orientation, or organized or connected ideas, or closure due to brevity</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one sentence that provides an orientation, organized or connected ideas, transitions, or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide limited orientation, organized or connected ideas, transitions, and/or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes sufficient orientation, logically organized and connected ideas, and closure to provide clear organization</li> </ul>
Degree of Response	SCR	<ul style="list-style-type: none"> <li>Lacks descriptions of ideas or facts</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one description of an idea or a fact</li> </ul>	<ul style="list-style-type: none"> <li>Includes some minimally detailed descriptions of ideas, facts, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes many detailed descriptions of ideas, facts, or both</li> </ul>	
	ECR Narrative	<ul style="list-style-type: none"> <li>Lacks development of characters, details, or events</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least two references to characters, details, events, or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes some references to characters, and limited development of details, sequenced events, and/or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes many references to characters, and partial development of details, sequenced events, and closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes many and varied references to characters, and sufficiently precise details, sequenced events, and closure</li> </ul>
	ECR Informational	<ul style="list-style-type: none"> <li>Lacks development of claims and evidence or support</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one claim with evidence, support, or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes some linked claims and evidence, a variety of support, and/or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes many stated and linked claims and evidence, a variety of support, and closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes many and varied precisely stated and linked claims and evidence, support, and closure</li> </ul>
Mechanics	<ul style="list-style-type: none"> <li>Contains numerous errors that totally obscure meaning</li> <li>Contains words that are unclear</li> </ul>	<ul style="list-style-type: none"> <li>Contains many errors that often obscure meaning</li> <li>Contains words that may be unclear, but meaning is evident</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains some errors that occasionally obscure meaning</li> <li>Is mostly clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains few errors that rarely obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains minimal or no errors that obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>	

**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

# Grades 1–12 Writing Rubrics (continued)

2016 NYSES LAT Writing Rubric—Grades 9–12					
Dimension	Score 0 – Entering A response at this level:	Score 1 – Emerging A response at this level:	Score 2 – Transitioning A response at this level:	Score 3 – Expanding A response at this level:	Score 4 – Commanding A response at this level:
Complexity of Language	<ul style="list-style-type: none"> <li>Contains zero or few words or short phrases</li> <li>Is blank</li> <li>Is completely in a language other than English</li> <li>Is illegible or unintelligible</li> <li>Is completely copied text</li> <li>Is isolated words or a list of words or short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains some words, short phrases, and occasionally simple sentences</li> <li>Includes at least one sentence</li> <li>May include adapted text in a well-constructed sentence</li> </ul>	<ul style="list-style-type: none"> <li>Contains mostly simple sentences</li> <li>Includes at least one expanded or complex sentence</li> </ul>	<ul style="list-style-type: none"> <li>Contains simple, expanded, and complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>Contains a variety of simple, expanded, and complex sentences</li> </ul>
Quality of Language	<ul style="list-style-type: none"> <li>Contains at most commonly used Tier 1 words or short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and common grade-level Tier 2 words and short phrases</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and a few grade-level Tier 2 and/or Tier 3 words and phrases used appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and some grade-level Tier 2 and/or Tier 3 words and phrases used appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Contains Tier 1 and many grade-level Tier 2 and/or Tier 3 words and phrases used appropriately</li> </ul>
Coherence of Response	<ul style="list-style-type: none"> <li>Lacks a clear orientation, or organized or connected ideas, or closure due to brevity</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one sentence that provides an orientation, organized or connected ideas, transitions, or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide limited orientation, organized or connected ideas, transitions, and/or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes sufficient orientation, logically organized and connected ideas, and closure to provide clear organization</li> </ul>
Degree of Response	SCR	<ul style="list-style-type: none"> <li>Lacks descriptions of ideas or facts</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one description of an idea or a fact</li> </ul>	<ul style="list-style-type: none"> <li>Includes some minimally detailed descriptions of ideas, facts, or both</li> </ul>	<ul style="list-style-type: none"> <li>Includes many sufficiently and precisely detailed descriptions of ideas, facts, or both</li> </ul>
	ECR Narrative	<ul style="list-style-type: none"> <li>Lacks development of characters, details, or events</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least two references to characters, details, events, or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes some references to characters, and limited development of details, sequenced events, and/or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes many references to characters, and partial development of details, sequenced events, and closure</li> </ul>
	ECR Informational	<ul style="list-style-type: none"> <li>Lacks development of claims and evidence or support</li> </ul>	<ul style="list-style-type: none"> <li>Includes at least one claim with evidence, support, or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes some cohesive claims and evidence, a variety of support, and/or closure</li> </ul>	<ul style="list-style-type: none"> <li>Includes many well-chosen cohesive claims and evidence, a variety of support, and closure</li> </ul>
Mechanics	<ul style="list-style-type: none"> <li>Contains numerous errors that totally obscure meaning</li> <li>Contains words that are unclear</li> </ul>	<ul style="list-style-type: none"> <li>Contains many errors that often obscure meaning</li> <li>Contains words that may be unclear, but meaning is evident</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains some errors that occasionally obscure meaning</li> <li>Is mostly clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains few errors that rarely obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>Contains minimal or no errors that obscure meaning</li> <li>Is clear</li> <li>May include inventive spelling</li> </ul>

**Note:** Responses that are **completely irrelevant** to the prompt can be scored no higher than a 1.

## Appendix H

### Assessments by Birth Date/Age for Ungraded Students in the 2015–16 School Year

ELL/MLLs 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 ELL/MLLs with disabilities who are ungraded.

#### Age Ranges for Testing on NYSESLAT for Ungraded Students with Disabilities in the 2015–16 School Year

Assessments	Birth Dates	Reaches This Age Between September 1, 2015 and August 31, 2016
Grade K: NYSESLAT	Any date after August 31, 2009	6
Grade 1: NYSESLAT	September 1, 2008—August 31, 2009	7
Grade 2: NYSESLAT	September 1, 2007—August 31, 2008	8
Grade 3: NYSESLAT	September 1, 2006—August 31, 2007	9
Grade 4: NYSESLAT	September 1, 2005—August 31, 2006	10
Grade 5: NYSESLAT	September 1, 2004—August 31, 2005	11
Grade 6: NYSESLAT	September 1, 2003—August 31, 2004	12
Grade 7: NYSESLAT	September 1, 2002—August 31, 2003	13
Grade 8: NYSESLAT	September 1, 2001—August 31, 2002	14
Grade 9: NYSESLAT	September 1, 2000—August 31, 2001	15
Grade 10: NYSESLAT	September 1, 1999—August 31, 2000	16
Grade 11: NYSESLAT	September 1, 1998—August 31, 1999	17
Grade 12: NYSESLAT	Born on or before August 31, 1998	18

## Appendix I

### RICs and Large-City Scanning Centers

Location	Primary Contact	Secondary Contact
<b>Buffalo Public Schools</b> Office of Shared Accountability 808 City Hall Buffalo, New York 14202	<b>Answer Sheets &amp; Scanning</b> Edward Kuzan 716-816-3035 716-851-3044 (fax) <a href="mailto:ekuzan@buffaloschools.org">ekuzan@buffaloschools.org</a>	<b>Answer Sheets &amp; Scanning</b> Dr. Genelle Morris 716-816-3035 716-851-3044 (fax) <a href="mailto:gmmorris@buffaloschools.org">gmmorris@buffaloschools.org</a>
<b>CNYRIC</b> Central New York Regional Information Center OCM BOCES 6075 East Molloy Rd. P.O. Box 4866 Syracuse, New York 13221	<b>Answer Sheets &amp; Scanning</b> Noelle Hickok 315-433-8327 315-433-2221 (fax) <a href="mailto:nhickok@cnyric.org">nhickok@cnyric.org</a>	<b>Answer Sheets &amp; Scanning</b> Michele Rourke 315-433-8359 315-433-2221 (fax) <a href="mailto:mrourke@cnyric.org">mrourke@cnyric.org</a>
<b>GST BOCES</b> Greater Southern Tier Regional Information Center Computer Services Center 459 Philo Road Elmira, New York 14903	<b>Answer Sheets &amp; Scanning</b> Melissa Zelko Wood 607-795-5342 607-795-5307 (fax) <a href="mailto:mzelko@gstboces.org">mzelko@gstboces.org</a>	<b>Answer Sheets</b> Steve Updike 607-795-5338 607-795-5307 (fax) <a href="mailto:supdike@gstboces.org">supdike@gstboces.org</a>  <b>Scanning</b> Andy Patros 607-795-5338 607-795-5307 (fax) <a href="mailto:apatros@gstboces.org">apatros@gstboces.org</a>
<b>LHRIC</b> Lower Hudson Regional Information Center Southern Westchester BOCES 450 Mamaroneck Ave. Harrison, New York 10528  Web resources: <a href="http://www.lhric.org/reporting.cfm">http://www.lhric.org/reporting.cfm</a>	<b>Answer Sheets &amp; Scanning</b> Mark Samis 914-592-4203 x3259 914-345-3719 (fax) <a href="mailto:msamis@lhric.org">msamis@lhric.org</a>	<b>Answer Sheets &amp; Scanning</b> Todd Moore 914-592-4203 x3279 914-345-3719 (fax) <a href="mailto:tmoore@lhric.org">tmoore@lhric.org</a>

Location	Primary Contact	Secondary Contact
<p><b>MHRIC</b> Mid-Hudson Regional Information Center Ulster BOCES 175 Route 32 North New Paltz, New York 12561</p>	<p><b>Answer Sheets &amp; Scanning</b> Loretta Zaoutis 845-255-1450 x1212 845-256-9587 (fax) <a href="mailto:lzaoutis@mhric.org">lzaoutis@mhric.org</a></p>	<p><b>Answer Sheets &amp; Scanning</b> Samantha Stokas 845-255-1450 x1233 845-256-9587 (fax) <a href="mailto:ssokas@mhric.org">sstokas@mhric.org</a></p>
<p><b>Monroe RIC</b> Regional Information Center BOCES MAARS (Monroe/Orleans Accountability, Assessment and Reporting Svcs.) 3625 Buffalo Road Rochester, New York 14624</p>	<p><b>Answer Sheets &amp; Scanning</b> Mari-Ellen Maloney 585-349-9025 585-349-9090 (fax) <a href="mailto:mmaloney@bocesmaars.org">mmaloney@bocesmaars.org</a></p>	<p><b>Answer Sheets &amp; Scanning</b> Kathy Kuper 585-349-9022 585-349-9090 (fax) <a href="mailto:kkuper@bocesmaars.org">kkuper@bocesmaars.org</a></p>
<p><b>MORIC</b> Mohawk Regional Information Center Madison Oneida BOCES 4937 Spring Road Verona, New York 13478  Web resources: <a href="http://www.moric.org">http://www.moric.org</a></p>	<p><b>Answer Sheets &amp; Scanning</b> Data Readiness Team 315-361-2700 or 866-986-6742 315-361-5845 (fax) <a href="mailto:datareadiness@morice.org">datareadiness@morice.org</a></p>	
<p><b>Nassau BOCES</b> Regional Information Center Robert E. Lupinskie Center for Curriculum, Instruction and Technology 1 Merrick Avenue Westbury, New York 11590</p>	<p><b>Answer Sheets &amp; Scanning</b> Jane Boyd 516-832-2744 516-608-6616 (fax) <a href="mailto:jboyd@nasboces.org">jboyd@nasboces.org</a></p>	<p><b>Answer Sheets &amp; Scanning</b> Valerie D'Aguanno 516-832-2530 <a href="mailto:vdaguanno@nasboces.org">vdaguanno@nasboces.org</a></p>
<p><b>NERIC</b> Northeastern Regional Information Center 900 Watervliet-Shaker Road Albany, New York 12205  Web resources: <a href="http://neric.org/ServiceGuide/Testing.cfm">http://neric.org/ServiceGuide/Testing.cfm</a></p>	<p><b>Answer Sheets</b> Matthew Coleman 518-862-5355 518-862-5378 (fax) <a href="mailto:testing@neric.org">testing@neric.org</a></p> <p><b>Scanning</b> William Adam 518-862-5310 518-862-5378 (fax) <a href="mailto:testing@neric.org">testing@neric.org</a></p>	<p><b>Answer Sheets</b> William Adam 518-862-5310 518-862-5378 (fax) <a href="mailto:testing@neric.org">testing@neric.org</a></p> <p><b>Scanning</b> Matthew Coleman 518-862-5355 518-862-5378 (fax) <a href="mailto:testing@neric.org">testing@neric.org</a></p>

Location	Primary Contact	Secondary Contact
<p><b>New York City Department of Education</b> Office of Assessment Operations and Scan Center (for Public Schools) 44–36 Vernon Blvd. Room 207 Long Island City, New York 11101</p>	<p><b>Answer Sheets &amp; Scanning</b> NYC DOE Service Center 212-374-6646 <a href="mailto:servicecenter@schools.nyc.gov">servicecenter@schools.nyc.gov</a></p>	<p>NYC DOE Charter School Office <a href="mailto:charterschools@schools.nyc.gov">charterschools@schools.nyc.gov</a></p>
<p><b>Rochester City School District</b> 131 West Broad Street Rochester, NY 14614</p>	<p><b>Answer Sheets &amp; Scanning</b> Stephen LaMorte 585-262-8328 <a href="mailto:Stephen.LaMorte@rcsdk12.org">Stephen.LaMorte@rcsdk12.org</a></p>	<p><b>Answer Sheets</b> Steve Kingdom 585-262-8753 <a href="mailto:stephan.kingdom@rcsdk12.org">stephan.kingdom@rcsdk12.org</a> <b>Scanning</b> Bob Lau 585-262-8556 <a href="mailto:bob.lau@rcsdk12.org">bob.lau@rcsdk12.org</a></p>
<p><b>SCRIC</b> South Central Regional Information Center Broome Tioga BOCES Mail Drop #31 435 Glenwood Road Binghamton, New York 13905 Web resources: <a href="http://www.southcentralric.org/DDC.aspx">http://www.southcentralric.org/DDC.aspx</a></p>	<p><b>Answer Sheets &amp; Scanning</b> Timothy Farnham 607-763-3592 607-757-3000 (fax) <a href="mailto:SIRSHHELP@btboces.org">SIRSHHELP@btboces.org</a></p>	<p><b>Answer Sheets &amp; Scanning</b> Lisa Callahan 607-763-3592 607-757-3000 (fax) <a href="mailto:SIRSHHELP@btboces.org">SIRSHHELP@btboces.org</a></p>
<p><b>Suffolk RIC</b> Regional Information Center Eastern Suffolk BOCES Student Data Services 15 Andrea Road Holbrook, New York 11741</p>	<p><b>Answer Sheets &amp; Scanning</b> Margaret Leuzze 631-419-1678 631-218-4117 (fax) <a href="mailto:mleuzze@esboces.org">mleuzze@esboces.org</a> Lisa Zwerling 631-218-4103 631-218-4117 (fax) <a href="mailto:lzwerlin@esboces.org">lzwerlin@esboces.org</a></p>	<p><b>Answer Sheets &amp; Scanning</b> Charles King 631-419-1676 631-218-4117 (fax) <a href="mailto:cking@esboces.org">cking@esboces.org</a></p>
<p><b>Syracuse City School District</b> Office of Shared Accountability 258 E. Adams Street Syracuse, New York 13202</p>	<p><b>Answer Sheets &amp; Scanning</b> Margaret Bailey 315-435-4486 315-435-4978 (fax) <a href="mailto:mbailey@scsd.us">mbailey@scsd.us</a></p>	<p><b>Answer Sheets &amp; Scanning</b> Ray Stazzone 315-435-6241 315-435-4978 (fax) <a href="mailto:rstazzone@scsd.us">rstazzone@scsd.us</a></p>

Location	Primary Contact	Secondary Contact
<b>EduTech / WFL</b> Wayne-Finger Lakes BOCES Eisenhower Building 131 Drumlin Ct. Newark, New York 14513	<b>Answer Sheets &amp; Scanning</b> Kirk Simpson 315-332-7413 315-332-7473 (fax) ksimpson@edutech.org	<b>Answer Sheets &amp; Scanning</b> Camille Sorenson 315-332-7244 315-331-7459 (fax) csorenson@edutech.org
<b>WNYRIC</b> Western New York Regional Information Center Erie 1 BOCES 355 Harlem Road West Seneca, New York 14224	<b>Answer Sheets &amp; Scanning</b> Karen Halbert 716-821-7173 716-821-7432 (fax) khalbert@e1b.org	<b>Answer Sheets &amp; Scanning</b> Dennis Atkinson 716-821-7088 716-821-7432 (fax) datkinson@e1b.org
<b>Yonkers City School District</b> 1 Larkin Center Yonkers, New York 10701	<b>Answer Sheets &amp; Scanning</b> Carla Collins 914-376-8234 914-376-9144 (fax) ccollins@yonkerspublicschools.org	<b>Answer Sheets &amp; Scanning</b> David Beaver 914-376-8234 914-376-9144 (fax) dbeaver@yonkerspublicschools.org



## 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 2016**

School Name: \_\_\_\_\_

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 2016 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. MetriTech 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 session, 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 MetriTech 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.**



## Deputy and Proctor Certificate NYSESLAT 2016

School Name: \_\_\_\_\_

We, the undersigned deputies and proctors who assisted in the administration of the 2016 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 2016 School Administrator's Manual and the applicable DFA were read by each person who assisted in administering the test.
2. The testing was held within the prescribed dates.
3. The secure test materials, except for the scoring materials for the Speaking session, 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 constructed-response questions were scored in accordance with the detailed instructions provided in the NYSESLAT Scoring Guides for Speaking and Writing.

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**After completion, retain in school files for one year.  
Make copies as necessary.**



## Exam Scoring Certificate NYSESLAT 2016

School Name: \_\_\_\_\_

As one of the undersigned scorers who participated in the scoring of the 2016 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 New Language, Bilingual Education, 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 during scoring.

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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)

**After completion, retain in school files for one year.  
Make copies and attach additional sheets as necessary.**



**NYSESLAT Secure Materials Tracking Log**

Principal's Name: \_\_\_\_\_

School Name: \_\_\_\_\_ Session: \_\_\_\_\_

NYSESLAT Secure Materials Tracking Log								
Principal's or Designee's Signature	Proctor's Signature	Room #	# of Regular Edition Test Booklets	# of Answer Sheets	# and Type of Accommodated Test Booklets	Tracking #s for Test Booklets	Date	Time
Materials Moved from Secure Storage Location to Room								
Materials Returned to Secure Storage Location								
Materials Moved from Secure Storage Location to Scoring Site								
Materials Returned to Secure Storage Location								





