# New York State English As A Second Language Achievement Test

# NYSESLAT

Grades K–12

2023

# School Administrator's Manual

**THE UNIVERSITY OF THE STATE OF NEW YORK**

**Regents of The University**

| | |
|---|---|
| Lester W. Young, Jr., Chancellor, B.S., M.S., Ed.D. | Beechhurst |
| Josphine Victoria Finn, Vice Chancellor, B.A., J.D. | Monticello |
| Roger Tilles, B.A., J.D. | Manhasset |
| Christine D. CEA, B.A., M.A., Ph.D. | Staten Island |
| Wade S. Norwood, B.A. | Rochester |
| Kathleen M. Cashin, B.S., M.S., Ed.D. | Brooklyn |
| James E. Cottrell, B.S., M.D. | New York |
| Judith Chin, B.S., M.S. in Ed. | Little Neck |
| Catherine Collins, R.N., N.P., B.S., M.S. in Ed., Ed.D. | Buffalo |
| Nan Eileen Mead, B.A., M.A. | Manhattan |
| Elizabeth S. Hakanson, A.S., B.A., M.S., C.A.S. | Syracuse |
| Luis O. Reyes, B.A., M.A., Ph.D. | New York |
| Susan W. Mittler, B.S., M.S. | Ithaca |
| Frances G. Wills, B.A., M.A., M.Ed., C.A.S., Ph.D. | Ossining |
| Ruth B. Turner, BSW, LCSW, M.Ed. | Rochester |
| Aramina Vega Ferrer, B.A., M.S. in Ed., Ph.D. | Bronx |
| Shino Tanikawa, B.A., M.S. | Manhattan |
| Roger P. Catania, B.A., M.A., M.S., C.A.S., Ph.D. | Saranac Lake |

**Commissioner of Education and President of The University**
Betty A. Rosa, B.A., M.S. in Ed., M.S. in Ed., M.Ed., Ed.D.

**Senior Deputy Commissioner, Office of Education Policy**
James N. Baldwin

**Deputy Commissioner, Office of P12 Operational Support**
Jason Harmon

**Assistant Commissioner, Office of State Assessment**
Zachary Warner

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities. Portions of this publication can be made available in a variety of formats, including braille, large type or audio tape, upon request. Inquiries concerning this policy of nondiscrimination should be directed to the Department's Office for Diversity and Access, Room 530, Education Building, Albany, NY 12234.

Developed and published under contract with the New York State Education Department by Pearson. Copyright © 2023 by the New York State Education Department. Permission is hereby granted for school administrators and educators to reproduce these materials, located online on the NYSED website (http://www.nysed.gov/state-assessment/new-york-state-english-second-language-achievement-test-nyseslat), in the quantities necessary for their school's use, but not for sale, provided copyright notices are retained as they appear in these publications. This permission does not apply to distribution of these materials, electronically or by other means, other than for school use.

# Table of Contents


**General Information about the NYSESLAT** ..... **1**

About the NYSESLAT ..... 1

*New Language Arts Progressions and Linguistic Demands* ..... 1

*Performance Levels* ..... 1

*Integrated Approach to Modalities* ..... 2

*Complexity: Grade-Level Text with a Content Focus for All Levels* ..... 2

*Instructionally Relevant Academic Language* ..... 2

Administration ..... 3

Who May Administer the NYSESLAT ..... 3

Materials ..... 4

Contact Information ..... 4

**Administration Schedule** ..... **5**

Important Dates ..... 5

**Students to be Tested** ..... **7**

Students with Disabilities ..... 7

Medically Excused ..... 7

**Testing Accommodations** ..... **8**

English Language Learners ..... 8

Students Who Incur Disabilities Shortly Before Test Administration ..... 8

Students with an IEP or 504 Plan ..... 9

Teacher Reading to Student ..... 9

Use of a Scribe ..... 10

Large Type or Braille Editions ..... 10

Format Changes ..... 11

**Test Security** ..... **12**

**Before Testing** ..... **14**

Inventory Test Materials ..... 14

*Shipment 1: Speaking Session Materials* ..... 14

*Shipment 2: Listening, Reading, and Writing Session Materials* ..... 15

*Shipment 3: Writing Scoring Materials* ..... 16

Orientation of Test Examiners ..... 16

Orientation of Students ..... 17

Notification of Parents ..... 17

Preparing the Answer Sheets ..... 17

Preparing the Testing Room(s) ..... 17

**Instructions for Administering the Test** ..... **19**
Administering the Tests ..... 19
Use of Communications Devices ..... 19
Speaking Session ..... 21
Listening/Reading/Writing Sessions ..... 22
Proctoring ..... 23
Aid to Students ..... 23
Unauthorized Materials ..... 24
Student Cheating ..... 24
Temporary Absence from the Testing Room ..... 24
Illness ..... 24
Emergency Evacuation of a School Building ..... 25
Make-up Testing ..... 25
**After Testing** ..... **26**
Selecting and Assigning Teachers for the Writing Session Scoring Committees ..... 26
Scoring the Tests ..... 26
Completing the Scoring Process ..... 27
Reporting Irregularities or Misadministrations ..... 29
*Mandatory Reporting of Testing Improprieties by Adults* ..... 30
*Coding of Invalid Tests* ..... 30
*Circumstances That Should Not Be Reported as Administrative Errors* ..... 31
**Returning Test Materials to Pearson** ..... **32**
Packing Materials for Return Shipping ..... 34
**Reporting of NYSESLAT Results** ..... **36**
**Appendix A** ..... **38**
Contacts for Assistance ..... 38
**Appendix B** ..... **41**
Test Overview ..... 41
**Appendix C** ..... **42**
Testing Accommodations Categories ..... 42
**Appendix D** ..... **44**
Speaking Score Sheet for Individual Administration ..... 44
**Appendix E** ..... **48**
Grades K–12 Speaking Rubric ..... 48
**Appendix F** ..... **49**
Kindergarten Writing Rubrics ..... 49

**Appendix G** ..... **51**
Grades 1–12 Writing Rubrics ..... 51
**Appendix H** ..... **56**
Writing Glossary of Terms ..... 56
**Appendix I** ..... **58**
Assessments by Birth Date/Age for Ungraded Students in the 2022–2023 School Year ..... 58
**Appendix J** ..... **59**
Regional Information Centers (RICs) and Large-City Scanning Centers ..... 59
**Appendix K** ..... **63**
Certificates ..... 63
*Examination Storage Certificate NYSESLAT 2023* ..... 63
*Deputy and Proctor Certificate* ..... 65
*Exam Scoring Certificate* ..... 67
**Appendix L** ..... **69**
Secure Materials Tracking Log ..... 69

# 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 Learners (ELLs) 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 and is part of the State's compliance with federal laws that mandate the annual assessment and monitoring of the English language proficiency of all ELLs. The results of the NYSESLAT will determine the levels of service ELLs will receive in Bilingual Education and English as a New Language programs for the 2022–23 school year as prescribed in Commissioner's Regulations Part 154-2 and 154-3.

## About the NYSESLAT

The NYSESLAT is aligned to the Linguistic Demands of grade-level instruction delivered to ELLs based on the New York State learning standards. As part of the Bilingual Common Core Initiative (BCCI), the Linguistic Demands are presented in the New Language Arts Progressions.

### New Language Arts Progressions and Linguistic Demands

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

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

The Linguistic Demands are articulated, for the purposes of assessment development, as Targets of Measurement (ToMs). ToMs describe what students should be able to do at each grade-band level, linked to specific targets of measurement and their linguistic purposes. To capture performance with the necessary level of precision, every grade band has been delineated across five performance levels.

### Performance Levels

The NYSESLAT measures five performance levels. These performance levels reflect how an ELL has progressed along the continuum of English language acquisition. The five performance levels are Entering, Emerging, Transitioning, Expanding, and Commanding. Each question on the NYSESLAT targets a specific modality and a specific grade-band ToM at one of the five performance levels.

Note that students who score Commanding, the highest performance level, will have met the exit criteria for ELLs specified in the Commissioner's Regulations Part 154-2. This means that the students have met the Linguistic Demands necessary to demonstrate English language proficiency in academic contexts within their grade level.

## Integrated Approach to Modalities

The NYSESLAT uses an integrated approach to assess the Speaking, Listening, Reading, and Writing 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, is similar to an instructional experience provided by a well-developed unit of study.

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

Note: Kindergarten does not use an integrated approach; each modality is administered in a separate session (Speaking, Listening, Reading, or Writing).

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

The New York State learning standards require students to engage with complex text. The NYSESLAT reflects this requirement by incorporating grade-level texts that contain ideas and language that are at a suitable level of complexity, which is critical for preparing students for college and careers.

## Instructionally Relevant Academic Language

The NYSESLAT passages and questions are derived from content-area classroom activities and are based on academics. However, the questions focus on the language and language structures required to access grade-level content rather than the content itself.

## Administration

The NYSESLAT is administered annually to all ELLs 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 NYSESLAT is an untimed test. 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. The time allotment indicated should be adequate for most students. As long as students are productively working, they should be allowed as much time as they need, within the confines of the regular school day, to complete that day's test session. If a student is no longer working productively, administration may be stopped for that session, but the examiner should continue with administration of the next session as scheduled.

In Grades 1–12, students will use one test booklet for Speaking and three test booklets (one per session) for each of the theme-based Listening/Reading/Writing sessions.

In Kindergarten, each test booklet will test one modality (Speaking, Listening, Reading, or Writing), each of which will be administered in a separate session.

## Who May Administer the NYSESLAT

Only qualified personnel should administer the NYSESLAT. Qualified personnel should be certified teachers or administrators able to carry out standard examination procedures and should have special training in administering the NYSESLAT.

In public and charter schools, the staff administering the NYSESLAT should be certified teachers. In religious and independent schools, it is highly recommended that the staff administering the NYSESLAT be certified teachers.

The principal is responsible for making the final determination as to whether or not a teacher may administer or score the NYSESLAT.

The examiner should be a proficient speaker of English (i.e., have complete command of pronunciation, intonation, and fluency). 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 beginning on Page 19 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 21 for **Speaking Session** instructions and Page 26, "**After Testing**" for specific Writing instructions and additional information.

## Materials

For the NYSESLAT administration, Pearson will provide the materials listed on Pages 14–16. All schools—public, charter, and religious and independent—must obtain machine-scannable answer sheets and scanning services from a Regional Information Center (RIC) or a large-city scanning center. The machine-scannable answer sheets will be used to mark student responses for all Listening and Reading multiple-choice questions. The machine-scannable answer sheets also provide fields in which scorers will mark student scores for all Speaking and Writing constructed-response questions.

Schools using the Listening CDs must provide a CD audio player 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 Pearson's Customer Support at 888-705-9415 or email NYSESLATscm@grp.pearson.com. Additional contact information is provided in **Appendix A** of this manual. Please also check the Office of State Assessment (OSA) website periodically at http://www.nysed.gov/state-assessment/new-york-state-english-second-language-achievement-test-nyseslat for any scoring clarifications.

## Important Dates

| | |
|---|---|
| **Speaking** session materials delivered to participating schools | Monday, March 27 – Monday, April 3, 2023 |
| **Speaking** session administration period | Monday, April 17 – Friday, May 26, 2023 |
| **Listening/Reading/Writing** session materials delivered to participating schools | Monday, May 8 – Friday, May 12, 2023 |
| **Listening/Reading/Writing** session administration period | Monday, May 15 – Friday, May 26, 2023 |
| **Writing** scoring materials delivered to participating schools | Tuesday, May 23 – Friday May 26, 2023 |
| Scoring of **Writing** responses | Tuesday, May 30 – Friday, June 9, 2023 |
| Deadline to submit answer sheets to the RIC or large-city scanning centers | Monday, June 12, 2023 |
| **NOTE**: All schools must complete the NYSESLAT administration by Friday, May 26, 2023. All secure materials must be returned to Pearson no later than Friday, June 23, 2023. | |

*Scoring training for specific Writing constructed-response questions and the actual scoring of student responses may NOT begin until the Listening/Reading/Writing sessions (excepting make-ups) have been completed in the school for a specific grade band. Once these sessions have been completed, scorer training and actual scoring can commence, even if this date is earlier than May 26, 2023.

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 in a location separate from other students and may be administered only within the Speaking testing window. It is allowable for a student to have already begun (or even possibly finished) the Listening/Reading/Writing sessions of the NYSESLAT before they take the Speaking test, as long as the Speaking administration falls within the testing window for the Speaking session of the NYSESLAT. For Speaking, 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 as indicated on the test administration schedule. 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.

The State Education Department recommends that administration of the NYSESLAT be broken up into multiple days to minimize student fatigue. The testing days need not be consecutive, as long as they are within the appropriate testing window for the NYSESLAT. 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. Sessions in the Kindergarten test are divided by modality. Prior to administration, schools should ensure that there is sufficient time to complete a full test session.

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. 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 RICs or large-city scanning centers by June 12, 2023.

# Students to be Tested

All public and charter schools must administer the NYSESLAT annually to all ELLs in Grades K–12 regardless of their classification as a student with a disability, or number of years of service (including six or more years), until the Commanding level is attained as reflected by the score achieved on the NYSESLAT or by the combination of scores achieved on the NYSESLAT and Grades 3–8 English Language Arts Test or Regents Examination in English Language Arts, in accordance with the Commissioner's Regulations Part 154. Religious and independent schools must administer the NYSESLAT, or an equivalent test, annually to any ELLs receiving services from a public school district funded under Title III. Religious and independent schools are strongly encouraged to administer the NYSESLAT to all ELLs. High School Equivalency (HSE) programs preparing students for the General Educational Development Test (GED) should not 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 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 I** to ascertain the appropriate NYSESLAT grade-level test to administer to those ELLs with disabilities who are ungraded. In planning for the administration of this test, be sure to consider ELLs with disabilities who attend programs operated by the Boards 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. In the Student Information Repository System (SIRS), in the Assessment Standard Achieved Code field, code each such student's test as medically excused with a Standard Achieved Code of "93," and, in the numeric field, enter "999," indicating no valid score.

The Department's Office of Special Education provides information on testing accommodations for students with disabilities on its website in the guidance document, *Testing Accommodations for Students with Disabilities–Policy and Tools to Guide Decision Making and Implementation*: https://www.p12.nysed.gov/specialed/publications/documents/testing-accommodations-guide-revised-sept-2019.pdf

School personnel may contact the Office of Special Education via email at speced@nysed.gov if they have any questions on this topic to which they are unable to find answers in this manual or on the website.

## English Language Learners

The NYSESLAT is designed specifically for English Language Learners. Therefore, testing accommodations ordinarily permitted for ELLs taking other State tests are not permitted for the NYSESLAT.

## Students Who Incur Disabilities Shortly Before Test Administration

Principals may provide certain testing accommodations for general education students who experience the onset of a short-term disability (e.g., incur an injury, such as a broken arm) or a long-term disability (either cognitive or physical) acquired or diagnosed within 30 days prior to the administration of State exams. Eligibility for such accommodations is based on the principal's professional judgment. The principal may confer with the CSE/Section 504 Committee members, the school physician, or other school personnel in making such a determination. This authorization for testing accommodations does not apply to a student who is in the process of being evaluated to determine their eligibility status as a student with a disability, unless the student being evaluated has also recently incurred an injury or disabling condition that warrants authorization for emergency accommodations. Principals may authorize certain accommodations that will not significantly change the skills being tested. These accommodations are limited to the following:

- administering the test in a special location
- recording the student's answers in any manner (see "**Use of a Scribe**" on Page 10)
- reading the test to the student (This accommodation is allowed only for students whose vision is impaired.)

Prior permission need not be obtained from OSA for the principal to authorize these types of testing accommodations for students. However, a full written report concerning each authorization must be sent to OSA via fax to 518-474-1989 or email to emscassessinfo@nysed.gov. The report must be on school letterhead, must be signed by the principal, and must include the following information:

- the last four digits of the student's New York State Student Identification System (NYSSIS) ID number
- 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 Plan

There are various types of testing accommodations that a student with a disability may receive in accordance with the recommendations on a student's IEP or 504 Plan. For a list of these testing accommodations categories, see **Appendix C**.

In general, students with disabilities must be provided with the testing accommodations specified in their IEPs or 504 Plans when taking these tests. Students with disabilities may use spelling and/or grammar checking devices or software if indicated on their IEP or 504 Plan.

It is the principal's responsibility to ensure that students receive their testing accommodations and that the staff who will be providing them are appropriately trained. Proctors are advised to become familiar with the accommodations specific to the particular test being administered. As explained in this manual, only those testing accommodations that do not alter the constructs measured by the test are permitted on State assessments.

For the Listening questions, which are ordinarily presented to Grades K–2 students via a script included in the Directions for Administration (DFA), and to Grades 3–12 students on a pre-recorded CD, passages may be signed using American Sign Language (ASL) to students with hearing impairments who know ASL. Students with hearing impairments who are not proficient in ASL may read those passages. To obtain a copy of the Listening Scripts for this purpose, please request an additional order in Pearson Access Next (PAN) pearsonaccessnext.com. For additional support, please contact Pearson's Customer Support at 888-705-9415 or email NYSESLATscm@grp.pearson.com. Listening Scripts for Grades 3–12 may be provided only to students with hearing impairments needing this accommodation as specified in their IEP or 504 Plan.

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 Pearson 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 IEP or 504 Plan.

## Teacher Reading to Student

Students with disabilities whose IEPs or 504 Plans recommend this testing accommodation must have tests read to them in accordance with the testing conditions and implementation recommendations specified on the student's IEP or 504 Plan. When administering the testing accommodation of "tests read," the test should be read in its entirety, which includes directions, passages, test items, questions, and answer choices. The test must be read in a neutral manner, without intonation or emphasis, and without otherwise drawing attention to key words or phrases. **Passages and questions must be read word for word, without any clarification or explanation. If the question and/or the answer choices refer to a part of a reading passage solely as line numbers or paragraph numbers (e.g., "Read paragraph 3 of the passage again."), the reader should reread the specified part(s) of the passage to the student.** Passages, parts of passages, questions, and answer choices may be reread to the student upon the student's request.

## Use of a Scribe

The use of a scribe is an allowable accommodation for the NYSESLAT. When scribing a student's dictation on the NYSESLAT Grades 1–12 Writing section in each Listening/Reading/Writing session test booklet or Kindergarten Writing test booklet, scribes must use the following procedures:

- When "use of a scribe" is indicated as a testing accommodation on an IEP or 504 Plan, the student may dictate responses directly to the scribe or into a recording device, which may be played back by a scribe for transcription. If a recording device is recommended to implement this testing accommodation, this should be indicated accordingly as an implementation specification on the student's IEP or 504 Plan.
- Scribes must record word-for-word what the student dictates or records. Scribes may capitalize the first letter of each sentence and provide punctuation at the end of a sentence. Scribes must leave out additional punctuation (e.g., commas or quotation marks) and capitalization of proper nouns unless directed by a student. Students do not have to spell words aloud while dictating to a scribe.
- A word processor may be used by a scribe to type a student's dictation, and scribes should write/type a student's dictation on every other line.
- When the student's dictation is complete, the scribe shows the student the written response and asks them to indicate where capitalization of proper nouns, additional punctuation, and paragraphing should be used.
- The student reads the completed dictation/transcription and indicates if there are any further changes to be scribed on the skipped lines.
- 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/identification number on each sheet used and attach the 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.

## Large Type or Braille Editions

For students who use large type or braille 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.

## Format Changes

Schools must receive prior written approval from the Department for any changes to the test format. This includes, but is not limited to, the respacing of questions, enlargement beyond the standard large type edition provided, or 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 OSA at least two weeks before the first scheduled date of the test administration. Requests should be on school letterhead 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. The request must also include the student's NYS Identification Number, examination title and date(s), and proposed format revisions. Requests may be faxed to 518-474-1989 or emailed to emscassessinfo@nysed.gov. Department approvals will be provided by fax. However, regardless of approval, under no circumstances may the shrink-wrapped packages of test booklets be opened prior to the morning of the day that the test is to be administered in the school.

# Test Security

Principals are responsible for ensuring that all staff authorized to have access to secure test materials comply with the requirements and instructions contained in this manual.

To minimize the number of testing irregularities, principals should conduct a review of the test administration procedures—prior to each test administration—with all faculty and staff who will be involved in the test administration and scoring. Teachers and test administrators may not use cell phones or other photographic devices to duplicate test materials and should keep their own personal communication devices put away during testing, using them only in emergency situations.

This School Administrator's Manual is available at
http://www.nysed.gov/state-assessment/nyseslat-school-administrators-manual.

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 Pearson's Customer Support at 888-705-9415 or email NYSESLATscm@grp.pearson.com if any quantities of secure test materials that the school receives differ from those noted on the packing slip, or if any packages of secure test materials are not properly sealed when received. The shrink-wrapped packages of secure test materials must not be opened during the inventory. 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.
- Authorize specific personnel to serve as proctors, and train them properly to administer the tests.
- Designate other school personnel permitted to access secure test materials, and train them in test security requirements.
- 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 by using the Secure Materials Tracking Log located in **Appendix L**.
- 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 email or listserv, or through any other electronic means. Test booklets should not be copied for any reason. Please note that test booklets must not be opened prior to the distribution of tests to students.

- Review, circulate, and collect signatures for the Deputy and Proctor Certificate located in **Appendix K** and retain the completed certificate in school files for one year. This document acknowledges that required administration procedures were followed.

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

The school principal must sign the Examination Storage Certificate (in **Appendix K**) by June 23, 2023, 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 K for more information.

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

## Inventory Test Materials

Test materials will arrive in separate shipments. Answer sheets will be sent from RICs or large-city scanning centers. All other test materials and scoring guides will be sent by Pearson.

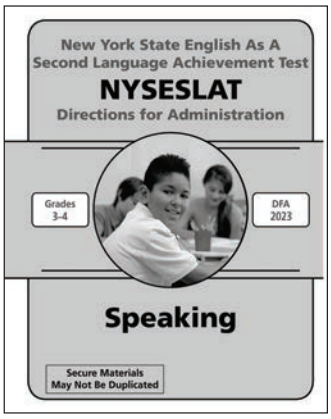
- Inventory the materials received from your local scanning center. These will include answer sheets and may include pre-printed ID labels for their scanning process. Please follow the directions provided with the shipment.
- Inventory the materials received in your shipments from Pearson. Test materials will be sent by Pearson 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. The shrink-wrapped packages of secure test materials must not be opened during the inventory.

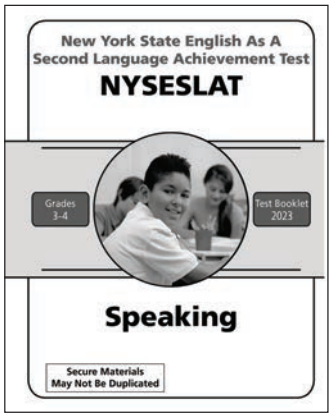
If any items listed on the Packing List are missing from your school's shipment, please contact Pearson's Customer Support at 888-705-9415 or email NYSESLATscm@grp.pearson.com. If the school requires items that were not originally requested including items necessary to accommodate new students, enter an additional order in Pearson Access Next (PAN) at https://pearsonaccessnext.com.

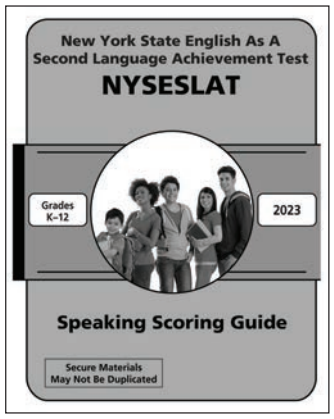
Note: With the exception of the Speaking scoring materials, the shrink-wrapped packages must not be opened until the day of test administration. All test materials must be kept secure throughout test administration. Boxes used for delivering materials to the school should be kept for returning materials 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 Pearson in Shipment 1, delivered to schools Monday, March 27 through Monday, April 3, 2023. 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 test booklets per grade band to accommodate testing situations in which the person scoring the student responses is different from the test examiner.



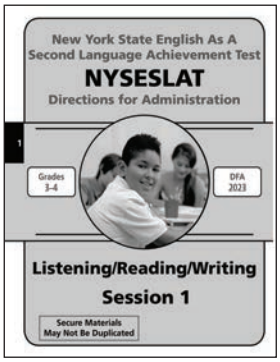
## Shipment 2: Listening, Reading, and Writing Session Materials

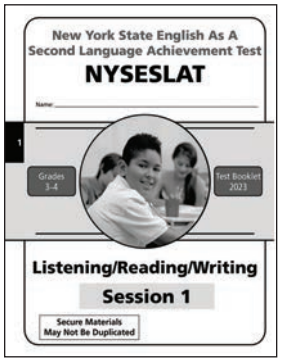
The following materials for administering the Listening/Reading/Writing sessions of the NYSESLAT will be provided by Pearson in Shipment 2, and delivered to schools Monday, May 8 through Friday, May 12, 2023. For each grade band except Kindergarten, there are separate test booklets for each of the three Listening/ Reading/ Writing sessions. Kindergarten has separate test booklets for each modality.

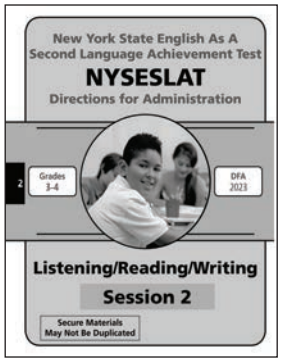
Each Listening/Reading/Writing session for Grades 1–12 has a separate DFA. Each Kindergarten Listening, Reading, or Writing session has a separate DFA. The Listening scripts for K and 1–2 are included in the DFAs for those grade bands, but for all other grade bands, the Listening Scripts have been recorded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

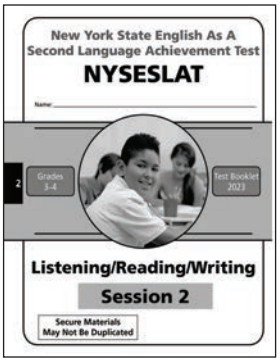
Test Coordinator's materials, including UPS Ground return shipping labels and student pre-printed ID labels (for Grades 1–12, three sets of pre-printed ID labels for the Listening/Reading/Writing session booklets; and for Kindergarten, only one set of pre-printed ID labels for the Writing booklet), will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

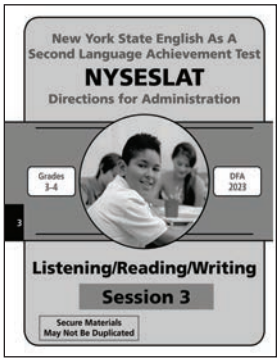
The school must supply CD audio players for administering the Listening sections to students in Grades 3–12.

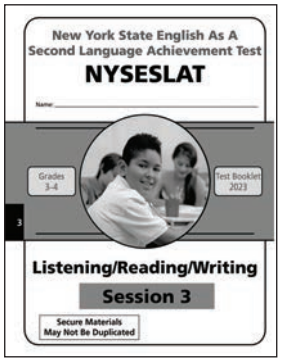




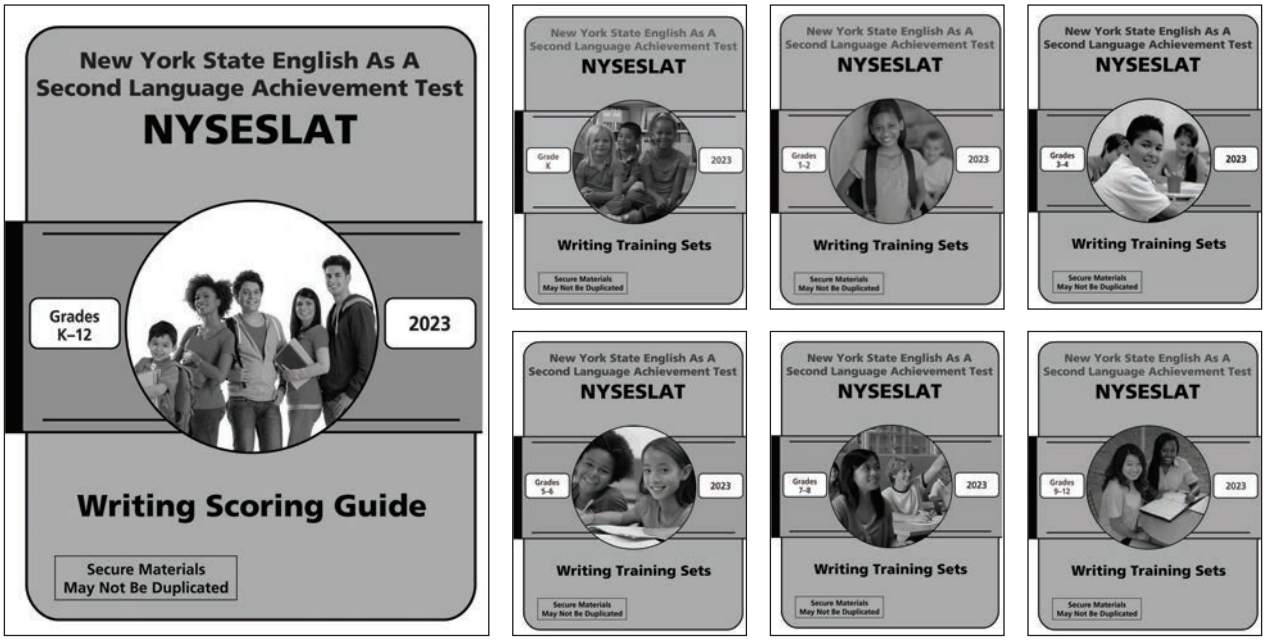



### Shipment 3: Writing Scoring Materials

The quantity of Writing Scoring materials delivered will be based on the school's order. A school has the ordering option to select whether or not to receive Writing Scoring materials. If a school indicated no Writing Scoring materials were needed because scoring is conducted by their RIC or large-city scanning center or another outside service, the school will still receive one copy of the Writing Scoring materials for reference.

Schools will receive sufficient Writing Scoring Guides and Writing Training Sets for practice scoring and for adequate training of scorers for the NYSESLAT constructed-response questions for all grade bands represented at the school location. These materials will be delivered to schools Tuesday, May 23 through Friday, May 26, 2023.




## Orientation of Test Examiners

The person responsible for administering the NYSESLAT should be a certified teacher or administrator able to carry out standard examination procedures and have special training in administering the NYSESLAT. More information about who may administer the NYSESLAT can be found on Page 3 of this manual. To ensure accurate and reliable results, everyone who will be administering these tests should read—and become thoroughly familiar with—the "**Instructions for Administering the Test**" section, beginning on Page 19 of this manual.

The school should schedule an orientation session to allow the test examiners to become familiar with this manual and to provide test examiners 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. Examiners who administer 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. Turnkey training materials for the NYSESLAT are available on the OSA website at http://www.nysed.gov/state-assessment/nyseslat-training-materials.

## Orientation of Students

Inform ELLs 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, in their preferred language, of the dates of NYSESLAT testing and the purpose of the test. They should also be notified of the prohibition of all cell phones and other electronic devices during testing (see Page 19). Ask them to encourage their children to do their best and to ensure that they are well rested. A guide to this assessment can be found in 22 languages, under "ELL Parent Resources" at http://www.nysed.gov/bilingual-ed/parents/nysitell-and-nyseslat-parent-guides.

## Preparing the Answer Sheets

All schools—public, charter, and religious and independent—must obtain machine-scannable answer sheets and scanning services from a Regional Information Center (RIC) or large-city scanning center.

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 machine-scannable 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 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.
- It is recommended that the teacher check the audio player (for the Listening CD) in the testing room prior to administering the test in order to make sure it works and can be heard clearly throughout the room.
- Make sure the room(s) in which the tests are administered are well-lit, well-ventilated, and quiet.
- Make preparations before the testing period to keep noise and other distractions to a minimum.
- Prepare a "Do Not Disturb" sign to place on the door to prevent interruptions.

- If tests are to be administered in a classroom, clear desks and shelves under the desks of all books, papers, and other materials.
- Completely cover or remove from the walls all blank or completed graphic organizers, and all aids, charts, posters, and board work.
- Make arrangements in advance to seat students so that each student will be clearly visible to the proctor at all times and so that there will be the least possible opportunity for any communication between students. Seating of students in alternate rows is recommended.

## Administering the Tests

Prior to the start of each session of the NYSESLAT, test examiners 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 machine-scannable 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 language skills ranging from Entering to 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.

As long as students are productively working, they should be allowed as much time as they need, within the confines of the regular school day, to complete that day's test session. Schools are not expected to extend the school day in order for students to complete a test session.

For planning purposes only, estimated average times that most students will need to complete test sessions are provided in **Appendix B** (Page 41 of this manual). Please plan accordingly to allow students who are productively working to complete the test at their own pace each day. If a student is no longer working productively, administration may be stopped for that session, but the examiner should continue with the administration of the next session as scheduled for that student.

## Use of Communications Devices

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

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

> You cannot have any communications devices, including a cell phone, with you during this test or during any breaks (such as a restroom visit). Such devices include, but are not limited to:
>
> - Cell phones
> - iPods and MP3 players
> - iPads, tablets, and other eReaders
> - Personal laptops, notebooks, or any other computing devices
> - Cameras, other photographic equipment, and scanning devices
> - Wearable devices/smart wearables, including smart watches and health wearables with a display
> - 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, or sending/receiving text, audio, or video messages.
>
> 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 test 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 Examiners:*

- Any student observed with any prohibited device while taking the NYSESLAT must be directed to turn it over to the examiner 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 their possession during the test administration, the student's test must be invalidated. No score may be calculated for that student.
- The incident must be promptly reported, in writing, to OSA by fax at 518-474-1989 or by email at 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 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 their possession if there is documentation on file at the school from a medical practitioner stating 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

Test examiners 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. Test examiners should become thoroughly familiar with the Speaking test materials, especially the Speaking passage-based questions, prior to administering the test, to be better able to identify when a student is simply repeating or reading the text when responding to the question. Pearson will provide printed scoring guides for the Speaking session.

**Statewide scoring rules require that the Speaking test 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.** The principal is responsible for making the final determination as to whether or not a teacher may administer or score the NYSESLAT based on this scoring policy. Schools have three options for administering and scoring the Speaking test:

1. Assign someone other than the student's teacher to administer and simultaneously score the Speaking test.
2. Have the student's teacher administer the Speaking test while a disinterested teacher in the room listens to and simultaneously scores the student's responses.
3. Have the student's teacher administer the Speaking test and record the student's responses. The audio recording would subsequently be scored by a disinterested teacher. Any device used for recording cannot have internet access, or it must have internet access disabled until the test is scored and the recording is removed from the device. Once the recorded student responses are scored, the audio recordings must be destroyed.

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

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 rubric 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 scorer must use a Speaking Score Sheet, which contains language from the Speaking Rubric for reference, to mark the student's score.

**Note:** After the Listening/Reading/Writing subtests are administered, transcribe the Speaking score onto each student's machine-scannable answer sheet. **The Listening/Reading/Writing subtests must have been administered prior to transcribing the Speaking score.**

**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

**TEST ADMINISTRATION REMINDERS**

**Listening/Reading**

- The answer sheet for the Kindergarten Listening and Reading tests includes an unable-to-respond indicator of "U" to record situations in which a student was administered the test but was unable to respond to any of the multiple-choice questions in the session.

**Writing**

- The machine-scannable answer sheet(s) on which Writing scores are marked will include circles with an "A" inside them for the scorer to indicate that the student provided no response to a Writing question. Whenever applicable during scoring, the scorer should darken the circle with "A" inside it to note the distinction between no response and a response that earned a score of zero.

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 marked them in the test booklets. Transcribers MUST record their names on the answer sheets in the space labeled "Print Transcriber's Name."

Be sure that any students with disabilities are provided with the testing accommodations authorized by their IEP or 504 Plan. Students with disabilities may use spelling- and/or grammar-checking devices as recommended in their IEP or 504 Plan.

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, during which they may stand by their seats and stretch quietly, but they may not talk. In 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 mark their written responses in the test booklet for the Writing section. In Grades K–2, students mark all answers directly in their test booklets. Students will be instructed to put down their pencils and close their test booklets so that 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 examiner should proceed with the next section (Reading or Writing) of the NYSESLAT.

## Proctoring

- Proctors must follow all security protocols when supervising the test administration.
- Proctors must receive training in administering test sessions properly and securely.
- Proctors must circulate periodically around the room during the administration of the test to ensure that students are marking their responses to test questions in the proper manner.
- It is acceptable to point out to students if they have left one or more answers blank, if they have darkened more than one circle for the same multiple-choice question, or if they do not appear to be marking 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 sufficiency of any answer.
- Proctors must make sure that each student has marked their answers to the multiple-choice questions on the answer sheet before collecting that student's test materials.
- Only students in Grades 3–12 may transfer answers marked in their test booklets to the machine- scannable answer sheets. 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 marked them in the test booklets.
- Proctors must not use cell phones or other photographic devices to duplicate test materials and must keep their own personal communication devices put away during testing, using them only in emergency situations.

## Aid to Students

Except where indicated in the DFA, test examiners must not give students help in interpreting test questions. However, test examiners may give students all the assistance required, using only English, in the mechanics of taking the test, such as pointing out the correct page in the test booklet and explaining how to mark 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, examiners and 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, examiners and proctors must ensure that students do not bring any unauthorized materials. Students must 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 19).

## Student Cheating

If cheating is suspected, the test examiner must warn the student(s) that any further attempts will result in the termination of their tests. If necessary, move the student(s) 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 29 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 an examiner for the duration of their absence from the testing room.

## Illness

If a student becomes ill during a part of the test, excuse the student until they are 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 26, 2023**. When the student is taking a partially completed session of the test, the student must be closely supervised so that the student does not go back to previously completed questions.

## Emergency Evacuation of a School Building

In the event of an emergency evacuation, such as a fire alarm, the principal has full authority to interrupt the test immediately. If possible, the students should be kept under continuous supervision during the emergency and advised that they may not converse with each other. If work can be resumed, allow students the opportunity to complete their interrupted test only if the students were kept under continuous supervision and were not permitted to speak with each other during the interruption. Following 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 Misadministrations**" on Page 29 for additional reporting instructions.

## Make-up Testing

Schools should 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. **Make-ups for any session may not be administered after May 26th, 2023.** 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 proficiency level for the test.

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

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 composed 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.

## 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 each grade band they will be scoring.

The principal is responsible for making the final determination as to whether or not a teacher may score the NYSESLAT.

Pearson will provide printed scoring guides for the Speaking and Writing components of the NYSESLAT. Scorers must score responses to the Speaking and Writing prompts of the NYSESLAT and mark those scores on the students' machine-scannable answer sheets. Speaking scoring materials must be opened and distributed prior to test administration so that scorers may become familiar with the procedures for scoring this session, as student responses are usually scored at the time of administration (see Page 21 for details). For schools' convenience, the Speaking Rubric (**Appendix E**), the Writing Rubrics (**Appendices F and G**), and the Speaking Score Sheet for Individual Administration (**Appendix D**), are provided in this manual. **Appendix H** contains a Writing Glossary of Terms to be used in conjunction with the Writing Rubrics. Scores for the Speaking session, entered on the Speaking Score Sheet, 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 entire test has been administered by the school. All scoring must be completed before the Listening/Reading/Writing session test booklets are returned to Pearson. Pearson 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 machine-scannable 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 machine-scannable 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 marked them in their test booklets. This must be done before returning the test booklets to Pearson and before submitting the machine-scannable 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 labeled "Print Transcriber's Name."

For questions regarding scoring the constructed responses on the NYSESLAT, please call Pearson's Customer Support at 888-705-9415 or email NYSESLATscm@grp.pearson.com.

Schools should review the machine-scannable answer sheets in order to verify that the Speaking and Writing scores and all demographic fields have been filled out correctly, then contact their Regional Information Center (RIC) or large-city scanning center concerning the procedure to follow in preparing machine-scannable answer sheets for machine scanning. They should also determine whether there is a locally specified deadline for submission of the machine-scannable answer sheets for scanning. **Machine-scannable answer sheets must be submitted to the Regional Information Center (RIC) or large-city scanning center by June 12, 2023**. A complete list of the scanning centers is included in **Appendix J** of this manual.

## Completing the Scoring Process

Once all of the students' responses for the Writing questions have been scored, the machine-scannable 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 machine-scannable answer sheets. Preparations should then be made for returning the sets of student test booklets and all other test materials to Pearson, as specified on Pages 32–33.

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 and rescore student examination papers, or to change any scores assigned through the procedures described in this manual and in the scoring materials provided by Pearson and the Department. Any principal or teacher 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 substantive 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 OSA before arranging for or permitting a rescoring of student responses. The written request to OSA must come from the superintendent of a public school district or the chief administrative officer of a charter school or religious or independent 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 examiner believes that the teacher scoring committee failed to score appropriately and, thus, why they believe rescoring the examination responses is necessary. As part of this submission, the school administrator must make clear their 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 Pearson and the Department. If the rescoring has been permitted by OSA, the new scores must be submitted on the machine-scannable answer sheets and submitted to the RIC or large-city scanning center.

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 K**. After completion, certificates should be retained in school files for one year. Upon the completion of the administration and scoring of the NYSESLAT, the principals of selected schools will be notified to submit copies of their signed certificates to the Department.

## 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 OSA via fax to 518-474-1989 or by email to 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 of 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 machine-scannable 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 when not indicated on a student's IEP or 504 Plan
- 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 name of the school
- the school's BEDS code
- the name and grade band of the test
- a brief description of the incident
- the number of students affected
- the New York State Student Identification System (NYSSIS) ID numbers of the affected students
- the principal's determination as to whether the incident constitutes a misadministration
- If the incident constitutes a misadministration, the student's test must also be coded as invalid. (See "Coding of Invalid Tests" on page 30.)

## 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 website at http://www.nysed.gov/educator-integrity/report-educator-test-fraud 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 the 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 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 Pages 27-28 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, examiners, 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 administrators, examiners, or paraprofessionals altering student responses to test questions

## Coding of Invalid Tests

Any breaches or irregularities described in the previous sections, except interruptions caused by power outages or alarms, may be determined by the school or by the Department to invalidate a student's test results. In cases where a student's test has been invalidated, the principal must:

- Darken the circle on the affected student's answer sheet denoting "administrative error."
- Notify the Office of State Assessment as indicated previously.
- 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, Number of Students, and NYSSIS ID number of any students affected.
- In the Student Information Repository System (SIRS), in the Assessment Standard Achieved Code field, a student's test must be coded as administrative error with the Standard Achieved Code of "97." Please work with your RIC or large-city scanning center to make sure these students are reported properly in SIRS.
- As a result of a student being reported as an administrative error in SIRS, on the L2RPT verification reports, a student for whom an administrative error occurred will not receive a valid score and will appear as "not tested."

- If a student's test is deemed to be an administrative error after the student's machine-scannable answer sheet has been scanned by the RIC or large-city scanning center and the file has been transmitted to Pearson, it is the responsibility of the principal to contact their RIC or large-city center scanning center as soon as possible. The only method for submitting the administrative error record after the file has already been transmitted to Pearson is for the RIC or large-city scanning center to submit a request to the Department's Office of Information and Reporting Services for permission to override the score during the assessment cleanup process 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 | 1. Communicate the problem to the scanning center.<br>2. Correct the demographic data in the local Student Management System (SMS).<br>3. The scanning center will reload the data into SIRS. Once loaded, check data to make sure that the correction has been made. |
| Student uses blank/extra answer sheet in place of the pre-printed answer sheet with incorrect demographic data | 1. Do not code the original answer sheet as an administrative error.<br>2. Communicate the problem to the scanning center.<br>3. Do not submit the incorrect answer sheet to the scanning center for processing. |
| Scanning center sends an answer sheet for a student who is no longer enrolled | 1. Communicate the problem to the scanning center.<br>2. Correct the enrollment record in the local SMS to reflect the ending enrollment date.<br>3. The scanning center will reload the data into SIRS. Once loaded, check data to make sure that the correction has been made. |
| Student is originally reported with an incorrect grade level | 1. Do not submit the incorrect answer sheet to the scanning center for processing.<br>2. Communicate the problem to the scanning center.<br>3. Correct the student information in the local SMS.<br>4. The scanning center will reload the data into SIRS. Once loaded, check data to make sure that the correction has been made. |

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

# Returning Test Materials to Pearson

**All schools participating in the NYSESLAT are held accountable for the secure test materials received from Pearson.** Each item schools receive for testing has a security bar code. Upon receipt, Pearson 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 L, to account for all secure testing materials.

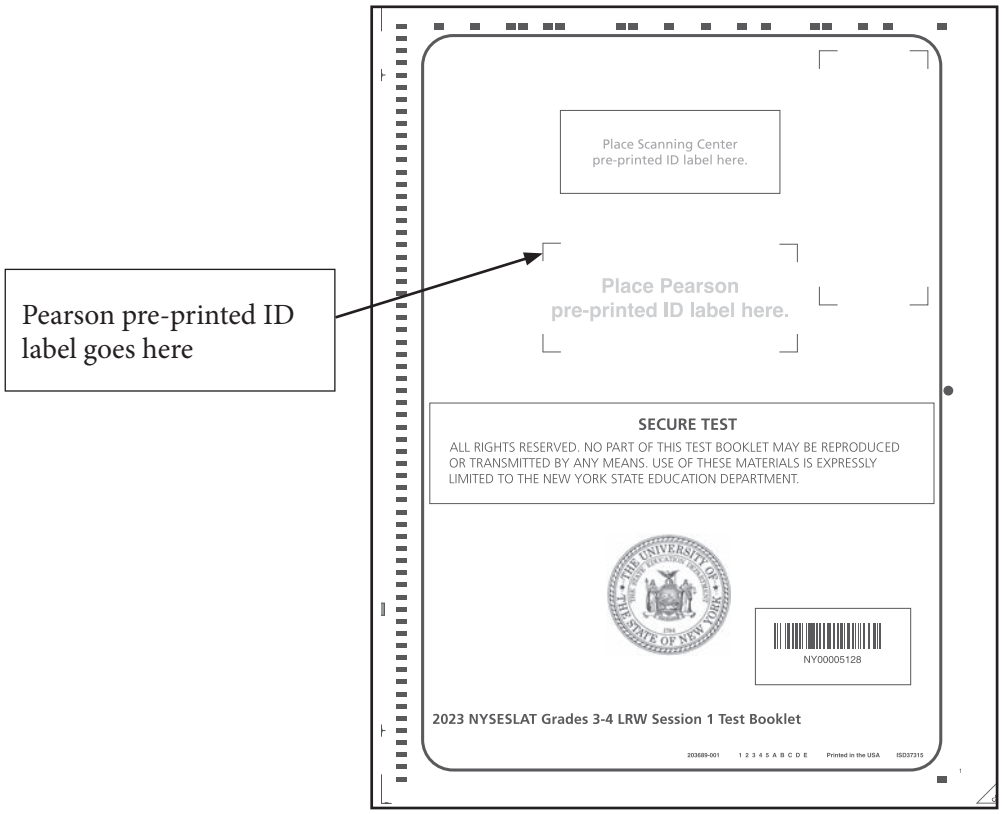
**DO NOT SEND MACHINE-SCANNABLE ANSWER SHEETS TO PEARSON.** Any materials mistakenly packed with the secure materials and sent to Pearson may NOT be available for return to schools.

All used answer sheets must be stored securely for a minimum of one year and then securely destroyed.

Immediately after testing, please affix the appropriate student pre-printed ID labels (provided by Pearson, found with the Test Coordinator's materials) on the back covers of each student's used test booklets in the space designated for the Pearson pre-printed ID label. Please see the following illustration for proper placement of the Pearson pre-printed ID label.

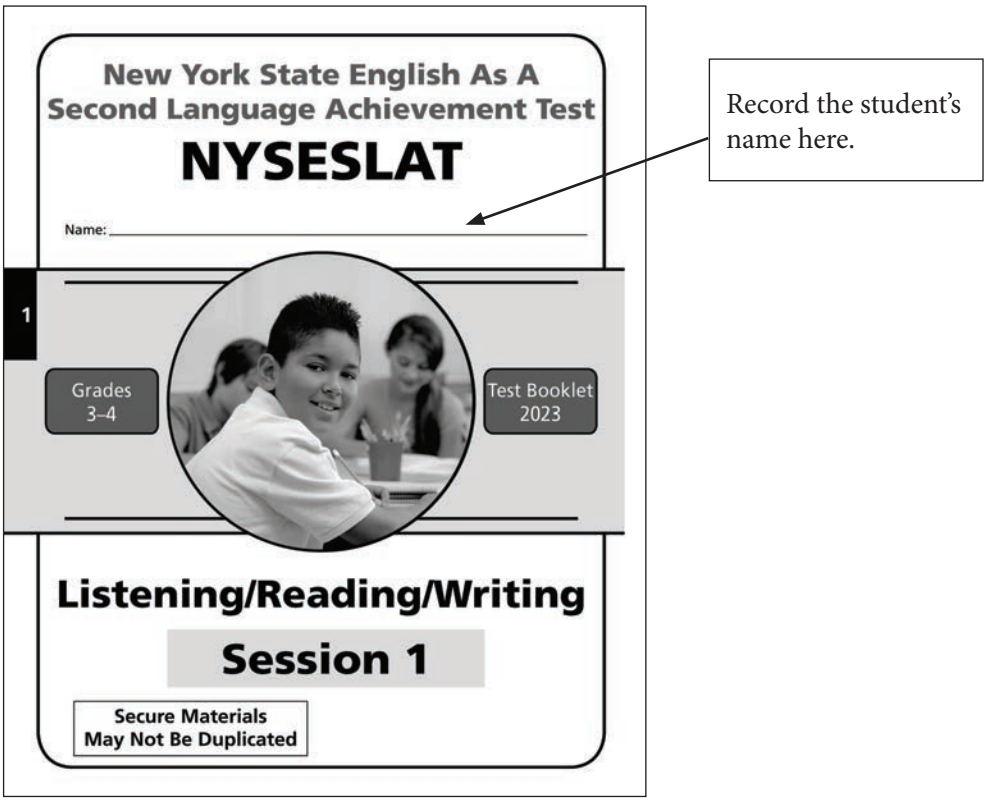
For Grades 1–12, schools will receive three sets of Pearson pre-printed ID labels—one set for each of the Listening/Reading/Writing session test booklets. For Kindergarten, schools will receive one set of Pearson pre-printed ID labels for the Writing test booklets only.

Some schools may also receive pre-printed ID labels from a Regional Information Center (RIC) or large-city scanning center. When applicable, affix these labels to the back cover of the test booklets in the space designated for scanning center labels (first box). **Note that not all schools will receive pre-printed ID labels from a RIC or large-city scanning center.**




Back Cover of the Listening/Reading/Writing Test Booklet

**Note:** If the school did not receive Pearson pre-printed ID labels 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-printed ID labels provided for students no longer enrolled may be destroyed locally.

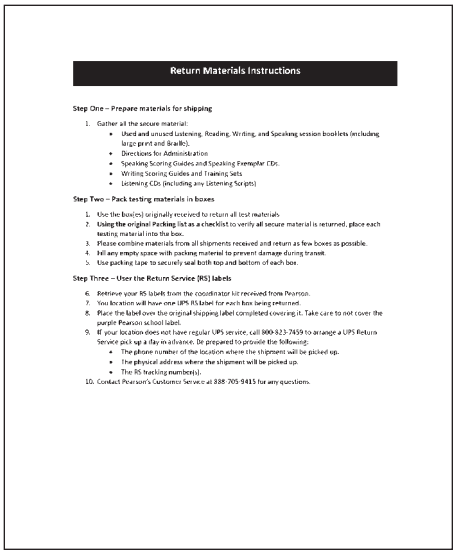



**Front Cover of the Listening/Reading/Writing Test Booklet**

After each school has administered all sessions of the NYSESLAT, pre-printed ID labels have been applied to test booklets, answers have been transcribed onto answer sheets where necessary, and scorers have marked all Speaking and Writing session constructed-response scores on students' answer sheets, the school must return all the following test materials to Pearson:

- 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

## Packing Materials for Return Shipping

| Instructions | Form |
|---|---|
| **Return Materials Packing Instructions Sheet (bright blue)**<br>• Use the original packing lists as a checklist for packing the secure (used and unused) materials in the box(es)<br>• Use the box(es) in which you received test materials to return test materials.<br>**Place ALL testing materials (used and unused) in box(es) next.**<br>*Materials include:*<br>• Directions for Administration<br>• Speaking Scoring Guides and Speaking Exemplar CDs<br>• Writing Scoring Guides and Training Sets<br>• Listening CDs (including any Listening Scripts)<br>• All Speaking session booklets (including large type)<br>• All L/R/W session booklets (including large type)<br>• All Listening, Reading, or Writing test booklets (for Kindergarten)<br>• Braille materials<br>• Fill any empty space with enough packing material to prevent damage during shipping.<br>• Use packing tape on the top and bottom of the box to seal each box securely and prevent it from opening during shipping.<br>• **School Label (purple)**<br>Retrieve the school return labels from the coordinator kit. The labels will be purple.<br>• **Complete the Return Box section of each school label.**<br>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*). |  <br>**Return Materials Instructions**<br>**Step One – Prepare materials for shipping**<br>1. Gather all the secure material:<br>• Used and unused Listening, Reading, Writing, and Speaking session booklets (including large print and Braille);<br>• Directions for Administration<br>• Speaking Scoring Guides and Speaking Exemplar CDs.<br>• Writing Scoring Guides and Training Sets.<br>• Listening CDs (including any Listening Scripts)<br>**Step Two – Pack testing materials in Boxes**<br>1. Use the box(es) originally received to return all test materials.<br>2. **Using the original Packing list as a checklist** to verify all secure material is returned, place each testing material into the box.<br>3. Please combine materials from all shipments received and return as few boxes as possible.<br>4. Fill any empty space with packing material to prevent damage during transit.<br>5. Use packing tape to securely seal both top and bottom of each box.<br>**Step Three – User the Return Service (RS) labels**<br>6. Retrieve your RS labels from the coordinator kit received from Pearson.<br>7. You location will have one UPS label for each box being returned.<br>8. Place the label over the original shipping label completed covering it. Take care to not cover the purple Pearson school label.<br>9. If your location does not have regular UPS service, call 800-323-7459 to arrange a UPS Return Service pick up a day in advance. Be prepared to provide the following:<br>• The phone number of the location where the shipment will be picked up.<br>• The physical address where the shipment will be picked up.<br>• The RS tracking number(s).<br>10. Contact Pearson's Customer Service at 888-705-9415 for any questions.<br> <br><ITEM NUMBER> S-00001<br><SCHOOL NAME><br><SCH# <SCHOOL CODE><br><SCHOOL ADDRESS 1><br><SCHOOL ADDRESS 2><br><CITY>, <STATE> <ZIP><br>SCH: BOX____OF____<br><Header1><br>PEARSON<br>7405 IRISH DRIVE SW<br>CEDAR RAPIDS, IA 52404-8964<br><Header2><br><PGM-SSN-OPT CODE><br>9999999999 <SEC> |

| Instructions | Form |
| --- | --- |
| **Returning Materials to Pearson**<br>• Apply the return service (RS) shipping labels to the boxes of return materials.<br>• Call 800-823-7459 and arrange a UPS return service pickup, if needed.<br>**Contact Pearson's Customer Support at 888-705-9415 or NYSESLATscm@grp.pearson.com if more return service labels are needed.** | |

# Reporting of NYSESLAT Results

The NYSESLAT results will be available to school administrators via the Department's Level 2 Reports.

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 available on this secure site only to school administrators.

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 scanning 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 religious and independent schools that properly submitted their NYSESLAT data to their RIC or large-city scanning center and had the data properly loaded into SIRS. Students must have a valid enrollment record during the testing period in order for their data to appear correctly in L2RPT.

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 website at https://www.p12.nysed.gov/irs/sirs/sirs-manual.pdf.

The information contained in a student's Score Report must be made available to the student's parent/guardian as soon as is 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.) | **Pearson's Customer Support at**<br>Email:<br>NYSESLATscm@grp.pearson.com<br>Phone: 888-705-9415<br>Fax: 528-599-2525 |
| Requesting additional materials (including large type and braille test materials/checklists) | **Pearson's Customer Support at**<br>Email:<br>NYSESLATscm@grp.pearson.com<br>Phone: 888-705-9415<br>Fax: 528-599-2525<br>https://pearsonaccessnext.com |
| Machine-scannable answer sheets and local scanning services<br>Completing or updating student demographic data | **RIC or Large-City Scanning Center**<br>Refer to Appendix J |
| Testing policies regarding accommodations, security breaches, sensitive student responses, etc. | **Office of State Assessment**<br>Email: emscassessinfo@nysed.gov<br>Phone: 518-474-5902<br>Fax: 518-474-1989 |

| For Assistance With: | Contact: |
|---|---|
| Questions regarding the provisions of ELL services in Bilingual Education and English as a New Language programs | **Office of Bilingual Education and World Languages**<br>Email: obewl@nysed.gov<br>Phone: 518-474-8775 (Albany office)<br>Phone: 718-722-2445 (NYC office) |
| Questions regarding the scoring of Speaking and Writing constructed-response questions | **Pearson's Customer Support at**<br>Email: NYSESLATscm@grp.pearson.com<br>Phone: 888-705-9415<br>Fax: 528-599-2525 |
| Sending completed machine-scannable answer sheets to RIC or large-city scanning centers after testing and scoring | **RIC or Large-City Scanning Center**<br>Refer to Appendix J |
| Returning NYSESLAT secure materials once all test administration activities are complete | **Pearson's Customer Support at**<br>Email: NYSESLATscm@grp.pearson.com<br>Phone: 888-705-9415<br>Fax: 528-599-2525 |
| **For all inquiries—Please provide BEDS Code and School Name—Thank You** | |

**Important Reminder: Check the Department's website regularly for updates on the NYSESLAT Testing Program (http://www.nysed.gov/state-assessment/new-york-state-english-second-language-achievement-test-nyseslat).**

# Appendix B

## Test Overview

The table below shows 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. As long as students are working productively, they should be allowed as much time as they need within the confines of the regular school day to complete that day's test session. If a student is no longer working productively, administration may be stopped for that session, but the examiner should continue with the administration of the next session as scheduled.

| 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 (SCR) | 8 | 35–40 |
| Listening/Reading/ Writing Session 1 | 1–12 | Listening: 8 Multiple-choice<br>Reading: 8 Multiple-choice<br>Writing: 1 Short Constructed Response (SCR) | 17 | 35–55 |
| Listening/Reading/ Writing Session 2 | 1–12 | Listening: 8 Multiple-choice<br>Reading: 8 Multiple-choice<br>Writing: 1 SCR | 17 | 35–55 |
| Listening/Reading/ Writing Session 3 | 1–12 | Listening: 8 Multiple-choice<br>Reading: 11 Multiple-choice<br>Writing: 1 Extended Constructed Response (ECR) | 20 | 35–55 |

## Testing Accommodations Categories

There are various types of testing accommodations that a student with a disability may receive in accordance with the recommendations on a student's IEP or 504 Plan. Please note that the examples below are not exhaustive, and not all testing accommodations provided on this page 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 the "Testing Accommodations" section of this manual, beginning on Page 8.

### FLEXIBILITY IN SCHEDULING (TIMING N/A)

- Administer tests with frequent breaks

### FLEXIBILITY IN SETTING

- Separate location/room—administer test individually
- Separate location/room—administer test in small group (e.g., three to five 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[1]

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

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

## Revised Test Directions[2]

- 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
- Additional examples provided

## Use of Aids/Assistive Technology

- Audio recording/playback device
- Computer (including voice-output devices)
- 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
- Listening section signed more than the standard number of times
- Scribe
- Word processor

## METHOD OF RESPONSE

- Marking of answers in test booklet rather than on answer sheet
- Use of a scribe

## OTHER

- On-task focusing prompts

2 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.

## Speaking Score Sheet for Individual Administration

# 2023 NYSESLAT Speaking Score Sheet

Grades Kindergarten through 12

Student Name: _____ Test Scored By: _____

Grade Level: _____ Testing Date: _____

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

**NOTE:** Write the letter "S" in the Student Score column for any questions that are skipped, pursuant to the Skipping Rule.

| Question Number | Student Score | Score 0<br>Does Not Meet Expectations | Score 1<br>Meets Expectations | |
|---|---|---|---|---|
| 1 | | • No response<br>• Responds with "yes," "no," or "I don't know"<br>• Responds completely in a language other than English<br>• Uses one word to respond<br>• Does not express a complete thought or idea<br>• Unintelligible | • Uses multiple words, short phrases, or sentences to respond<br>• Partially expresses thoughts and ideas<br>• Frequent errors may obscure meaning | N/A |

| Question Number | Student Score | Score 0<br>Does Not Meet Expectations | Score 1<br>Approaches Expectations | Score 2<br>Meets Expectations |
|---|---|---|---|---|
| 2 | | • No response<br>• Responds with "yes," "no," or "I don't know"<br>• Responds completely in a language other than English<br>• Uses one word to respond<br>• Does not express a complete thought or idea<br>• Unintelligible<br>• Errors may totally obscure meaning | • Uses multiple words to respond<br>• Partially expresses thoughts and ideas<br>• Frequent errors may obscure meaning | • Uses connected phrases or a simple sentence to respond<br>• May use multiple sentences<br>• Expresses complete thoughts and ideas relevant to the topic<br>• Occasional errors in words and structures may obscure some meaning |
| 3 | Question may be skipped | • Responds with "yes," "no," or "I don't know"<br>• Uses at most multiple words to respond<br>• Does not express complete thoughts and ideas<br>• Frequent errors may obscure meaning | • Uses connected phrases or a simple sentence to respond<br>• Expresses complete thoughts and ideas relevant to the topic<br>• Occasional errors in words and structures may obscure some meaning | • Uses connected simple sentences to respond<br>• May use limited expanded sentences<br>• Expresses connected and complete thoughts and ideas relevant to the topic<br>• Infrequent errors in words and structure may obscure some meaning |

| Question Number | Student Score | Score 0<br>Does Not Meet Expectations | Score 1<br>Approaches Expectations | Score 2<br>Meets Expectations |
|---|---|---|---|---|
| 4 | Question may be skipped | • Responds with "yes," "no," or "I don't know"<br>• Uses at most connected phrases or a simple sentence to respond<br>• May express complete thoughts and ideas<br>• Occasional or frequent errors in words and structures may obscure meaning | • Uses connected simple sentences to respond<br>• Expresses connected and complete thoughts and ideas relevant to the topic<br>• Infrequent errors in words and structure may obscure some meaning | • Uses connected expanded sentences<br>• Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic<br>• No errors or infrequent errors that do not obscure meaning |

| Question Number | Student Score | Score 0<br>Does Not Meet Expectations | Score 1<br>Meets Expectations | |
|---|---|---|---|---|
| 5 | | • No response<br>• Responds with "yes," "no," or "I don't know"<br>• Responds completely in a language other than English<br>• Uses one word to respond<br>• Does not express a complete thought or idea<br>• Unintelligible | • Uses multiple words, short phrases, or sentences to respond<br>• Partially expresses thoughts and ideas<br>• Frequent errors may obscure meaning | N/A |

| Question Number | Student Score | Score 0<br>Does Not Meet Expectations | Score 1<br>Approaches Expectations | Score 2<br>Meets Expectations |
|---|---|---|---|---|
| 6 | | • No response<br>• Responds with "yes," "no," or "I don't know"<br>• Responds completely in a language other than English<br>• Uses one word to respond<br>• Does not express a complete thought or idea<br>• Unintelligible<br>• Errors may totally obscure meaning | • Uses multiple words to respond<br>• Partially expresses thoughts and ideas<br>• Frequent errors may obscure meaning | • Uses connected phrases or a simple sentence to respond<br>• May use multiple sentences<br>• Expresses complete thoughts and ideas relevant to the topic<br>• Occasional errors in words and structures may obscure some meaning |
| 7 | Question may be skipped | • Responds with "yes," "no," or "I don't know"<br>• Uses at most multiple words to respond<br>• Does not express complete thoughts and ideas<br>• Frequent errors may obscure meaning | • Uses connected phrases or a simple sentence to respond<br>• Expresses complete thoughts and ideas relevant to the topic<br>• Occasional errors in words and structures may obscure some meaning | • Uses connected simple sentences to respond<br>• May use limited expanded sentences<br>• Expresses connected and complete thoughts and ideas relevant to the topic<br>• Infrequent errors in words and structure may obscure some meaning |

| Question Number | Student Score | Score 0<br>Does Not Meet Expectations | Score 1<br>Approaches Expectations | Score 2<br>Meets Expectations |
|---|---|---|---|---|
| 8 | Question may be skipped | • Responds with "yes," "no," or "I don't know"<br>• Uses at most connected phrases or a simple sentence to respond<br>• May express complete thoughts and ideas<br>• Occasional or frequent errors in words and structures may obscure meaning | • Uses connected simple sentences to respond<br>• Expresses connected and complete thoughts and ideas relevant to the topic<br>• Infrequent errors in words and structure may obscure some meaning | • Uses connected expanded sentences<br>• Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic<br>• No errors or infrequent errors that do not obscure meaning |

| Question Number | Student Score | Score 0<br>Does Not Meet Expectations | Score 1<br>Meets Expectations | |
|---|---|---|---|---|
| 9 | | • No response<br>• Responds with "yes," "no," or "I don't know"<br>• Responds completely in a language other than English<br>• Uses one word to respond<br>• Does not express a complete thought or idea<br>• Unintelligible | • Uses multiple words, short phrases, or sentences to respond<br>• Partially expresses thoughts and ideas<br>• Frequent errors may obscure meaning | N/A |

| Question Number | Student Score | Score 0<br>Does Not Meet Expectations | Score 1<br>Approaches Expectations | Score 2<br>Meets Expectations |
|---|---|---|---|---|
| 10 | | • No response<br>• Responds with "yes," "no," or "I don't know"<br>• Responds completely in a language other than English<br>• Uses one word to respond<br>• Does not express a complete thought or idea<br>• Unintelligible<br>• Errors may totally obscure meaning | • Uses multiple words to respond<br>• Partially expresses thoughts and ideas<br>• Frequent errors may obscure meaning | • Uses connected phrases or a simple sentence to respond<br>• May use multiple sentences<br>• Expresses complete thoughts and ideas relevant to the topic<br>• Occasional errors in words and structures may obscure some meaning |

| Question Number | Student Score | Score 0<br>Does Not Meet Expectations | Score 1<br>Approaches Expectations | Score 2<br>Meets Expectations |
|---|---|---|---|---|
| 11 | Question may be skipped | • Responds with "yes," "no," or "I don't know"<br>• Uses at most multiple words to respond<br>• Does not express complete thoughts and ideas<br>• Frequent errors may obscure meaning | • Uses connected phrases or a simple sentence to respond<br>• Expresses complete thoughts and ideas relevant to the topic<br>• Occasional errors in words and structures may obscure some meaning | • Uses connected simple sentences to respond<br>• May use limited expanded sentences<br>• Expresses connected and complete thoughts and ideas relevant to the topic<br>• Infrequent errors in words and structure may obscure some meaning |
| 12 | Question may be skipped | • Responds with "yes," "no," or "I don't know"<br>• Uses at most connected phrases or a simple sentence to respond<br>• May express complete thoughts and ideas<br>• Occasional or frequent errors in words and structures may obscure meaning | • Uses connected simple sentences to respond<br>• Expresses connected and complete thoughts and ideas relevant to the topic<br>• Infrequent errors in words and structure may obscure some meaning | • Uses connected expanded sentences<br>• Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic<br>• No errors or infrequent errors that do not obscure meaning |

## Grades K–12 Speaking Rubric

### 2023 NYSESLAT Speaking Rubric
Grades Kindergarten through 12

| Question Level | Score 0<br>Does Not Meet Expectations | Score 1<br>Meets Expectations | |
|---|---|---|---|
| Emerging | • No response<br>• Responds with "yes," "no," or "I don't know"<br>• Responds completely in a language other than English<br>• Uses one word to respond<br>• Does not express a complete thought or idea<br>• Unintelligible | • Uses multiple words, short phrases, or sentences to respond<br>• Partially expresses thoughts and ideas<br>• Frequent errors may obscure meaning | N/A |

| Question Level | Score 0<br>Does Not Meet Expectations | Score 1<br>Approaches Expectations | Score 2<br>Meets Expectations |
|---|---|---|---|
| Transitioning | • No response<br>• Responds with "yes," "no," or "I don't know"<br>• Responds completely in a language other than English<br>• Uses one word to respond<br>• Does not express a complete thought or idea<br>• Unintelligible<br>• Errors may totally obscure meaning | • Uses multiple words to respond<br>• Partially expresses thoughts and ideas<br>• Frequent errors may obscure meaning | • Uses connected phrases or a simple sentence to respond<br>• May use multiple sentences<br>• Expresses complete thoughts and ideas relevant to the topic<br>• Occasional errors in words and structures may obscure some meaning |
| Expanding | • Responds with "yes," "no," or "I don't know"<br>• Uses at most multiple words to respond<br>• Does not express complete thoughts and ideas<br>• Frequent errors may obscure meaning | • Uses connected phrases or a simple sentence to respond<br>• Expresses complete thoughts and ideas relevant to the topic<br>• Occasional errors in words and structures may obscure some meaning | • Uses connected simple sentences to respond<br>• May use limited expanded sentences<br>• Expresses connected and complete thoughts and ideas relevant to the topic<br>• Infrequent errors in words and structure may obscure some meaning |
| Commanding | • Responds with "yes," "no," or "I don't know"<br>• Uses at most connected phrases or a simple sentence to respond<br>• May express complete thoughts and ideas<br>• Occasional or frequent errors in words and structures may obscure meaning | • Uses connected simple sentences to respond<br>• Expresses connected and complete thoughts and ideas relevant to the topic<br>• Infrequent errors in words and structure may obscure some meaning | • Uses connected expanded sentences<br>• Generates a fluid response using linking words and phrases to sequence complete thoughts and ideas relevant to the topic<br>• No errors or infrequent errors that do not obscure meaning |

# 2023 NYSESLAT Writing Rubrics—Kindergarten

## Letter Writing

| Dimension | Score 0 – Entering<br>A response at this level: | Score 1 – Emerging–Transitioning<br>A response at this level: |
|---|---|---|
| • Letter Forming<br>• Legibility | • Is blank<br>• Is not a recognizable letter<br>• Is an incorrect letter<br>• Is upside down<br>• Is illegible or unintelligible | • Is recognizable as the correct letter<br>Is acceptable if it:<br>• Is "sloppy"<br>• Is upper- or lowercase<br>• Is cursive<br>• Is backward (if the reversal does not change it into a different letter)<br>• Includes other letters before and/or after the correct letter |

## Word Writing

| Dimension | Score 0 – Entering–Emerging<br>A response at this level: | Score 1 – Transitioning–Expanding<br>A response at this level: | Score 2 – Commanding<br>A response at this level: |
|---|---|---|---|
| • Letter Forming<br>• Accuracy | • Does not sequence letters needed to produce the recognizable correct word<br>• Is blank<br>• Is in a language other than English<br>• Is illegible or unintelligible<br>• Is spelled incorrectly (without phonemic awareness)<br>• Includes upside-down letter(s) | • Sequences most of the letters needed to produce the recognizable correct word<br>• Demonstrates phonemic awareness by using grade-appropriate spelling (phonetic or inventive spelling)<br>Is acceptable if it:<br>• Includes legible letters<br>• Includes letters that may be uppercase, lowercase, or both<br>• Is cursive<br>• Includes backward letters | • Sequences all letters needed to produce the correct word<br>Is acceptable if it:<br>• Includes legible letters<br>• Has no spelling errors<br>• Includes letters that may be uppercase, lowercase, or both<br>• Is cursive<br>• Includes backward letters (so long as the reversal does not change them into different letters) |

## Sentence Writing

| Dimension | Score 0 – Entering–Emerging<br>A response at this level: | Score 1 – Transitioning–Expanding<br>A response at this level: | Score 2 – Commanding<br>A response at this level: |
|---|---|---|---|
| • Letter Forming<br>• Words<br>• Accuracy | • Does not differentiate letters and words<br>• Includes few or no words<br>• Is blank<br>• Is completely in a language other than English<br>• Is completely illegible or unintelligible<br>• Is irrelevant<br>• Is a single word | • Includes most of the words in the correct order<br>Is acceptable if it:<br>• Does not have an initial capital letter<br>• Includes erratic word spacing<br>• Includes some incorrect spelling that is NOT phonetic or inventive<br>• Includes several backward letters (if the reversal does not change it into a different letter)<br>• Does not include appropriate end punctuation | • Includes all words in the correct order<br>Is acceptable if it:<br>• Does not have an initial capital letter<br>• Maintains appropriate spacing<br>• Includes grade-appropriate spelling (phonetic or inventive spelling)<br>• Includes a few backward letters (if the reversal does not change it into a different letter)<br>• Does not include appropriate end punctuation |

## 2023 NYSESLAT Writing Rubrics—Kindergarten

### Write a Story

| Dimension | Score 0 – Entering<br>A response at this level: | Score 1 – Emerging<br>A response at this level: | Score 2 – Transitioning<br>A response at this level: | Score 3 – Expanding<br>A response at this level: | Score 4 – Commanding<br>A response at this level: |
|---|---|---|---|---|---|
| Complexity/ Quality of Language | • Contains zero words or short phrases<br>• Is blank<br>• Is completely in a language other than English<br>• Is illegible or unintelligible<br>• Is completely copied text from the test booklet | • Contains words, short phrases, and/ or predictable sentences | • Contains phrases and simple sentences | • Contains simple and/or expanded sentences | • Contains simple and/or expanded sentences, and one or more compound or complex sentence |
| Coherence of Response | • Includes zero words or a few words in a language other than English **OR** no drawing(s) to write a story or write about a topic | • Includes only drawing(s), **OR** word(s) and phrases and drawing(s), **OR** only words and phrases to minimally provide descriptions and events to write a story or write about a topic | • Includes only very detailed drawing(s), **OR** phrases and sentences and drawings, **OR** only phrases and sentences to somewhat provide descriptions and events to write a story or write about a topic | • Includes drawing(s) and a string of phrases and sentences, **OR** only a string of phrases and sentences to partially provide descriptions and events to write a story or write about a topic | • Includes drawing(s) and a string of phrases and sentences, **OR** only a string of phrases and sentences to provide descriptions and events to write a story or write about a topic |
| Mechanics | • Contains numerous errors that totally obscure meaning<br>• Contains words that are unclear | • Contains many errors that often obscure meaning<br>• Contains words that may be unclear, but meaning is evident<br>• May include inventive spelling | • Contains some errors that occasionally obscure meaning<br>• Is mostly clear<br>• May include inventive spelling | • Contains few errors that rarely obscure meaning<br>• Is clear<br>• May include inventive spelling | • Contains minimal or no errors that obscure meaning<br>• Is clear<br>• May include inventive spelling |

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

## 2023 NYSESLAT Writing Rubric—Grades 1–2

| Dimension | | Score 0 – Entering<br>A response at this level: | Score 1 – Emerging<br>A response at this level: | Score 2 – Transitioning<br>A response at this level: | Score 3 – Expanding<br>A response at this level: | Score 4 – Commanding<br>A response at this level: |
|---|---|---|---|---|---|---|
| Complexity of Language | | • Contains zero or few words or short phrases<br>• Is blank<br>• Is completely in a language other than English<br>• Is illegible or unintelligible<br>• Is completely copied text<br>• Is isolated words or a list of words or short phrases | • Contains some words, short phrases, and occasionally simple sentences<br>• Includes at least one sentence<br>• May include adapted text in a well-constructed sentence | • Contains mostly simple sentences<br>• Includes at least one expanded or compound sentence | • Contains simple, expanded, and compound sentences | • Contains a variety of simple, expanded, and compound (or complex) sentences |
| Quality of Language | | • Contains at most frequently used words | • Contains common words and short phrases | • Contains a few grade-level words and phrases | • Contains some grade-level words and phrases | • Contains many grade-level words and phrases |
| Coherence of Response | | • Lacks a clear introduction or completion of a thought or an idea due to brevity | • Includes at least one sentence in an attempt to introduce or complete a thought or an idea | • Includes introductory and/or concluding words and sentences that provide limited organization of thoughts, ideas, or both | • Includes introductory and concluding words and sentences that provide partial organization of thoughts, ideas, or both | • Includes words and sentences that sufficiently introduce and complete thoughts, ideas, or both |
| Degree of Response | SCR | • Lacks descriptions of thoughts, feelings, or ideas | • Includes at least one description of a thought or an idea | • Includes some minimally detailed descriptions of thoughts, ideas, or both | • Includes many detailed descriptions of thoughts, ideas, or both | • Includes many sufficiently detailed descriptions of thoughts, ideas, or both |
| | ECR Narrative | • Lacks development of descriptions or events in sequence | • Includes at least one description or two events in sequence | • Includes some descriptions with minimal details and/or two or more events in sequence | • Includes descriptions with many details and two or more events in sequence | • Includes descriptions with many and varied details and two or more events in sequence |
| | ECR Informational | • Lacks development of an opinion or additional information | • Includes at least one opinion and/or additional information | • Includes an opinion with some reasons and/or additional information | • Includes an opinion with many reasons and additional information | • Includes an opinion with many and varied reasons and additional information |
| Mechanics | | • Contains numerous errors that totally obscure meaning<br>• Contains words that are unclear | • Contains many errors that often obscure meaning<br>• Contains words that may be unclear, but meaning is evident<br>• May include inventive spelling | • Contains some errors that occasionally obscure meaning<br>• Is mostly clear<br>• May include inventive spelling | • Contains few errors that rarely obscure meaning<br>• Is clear<br>• May include inventive spelling | • Contains minimal or no errors that obscure meaning<br>• Is clear<br>• May include inventive spelling |

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

# 2023 NYSESLAT Writing Rubric—Grades 3–4

| Dimension | | Score 0 – Entering<br>A response at this level: | Score 1 – Emerging<br>A response at this level: | Score 2 – Transitioning<br>A response at this level: | Score 3 – Expanding<br>A response at this level: | Score 4 – Commanding<br>A response at this level: |
|---|---|---|---|---|---|---|
| Complexity of Language | | • Contains zero or few words or short phrases<br>• Is blank<br>• Is completely in a language other than English<br>• Is illegible or unintelligible<br>• Is completely copied text<br>• Is isolated words or a list of words or short phrases | • Contains some words, short phrases, and occasionally simple sentences<br>• Includes at least one sentence<br>• May include adapted text in a well-constructed sentence | • Contains mostly simple sentences<br>• Includes at least one expanded or complex sentence | • Contains simple, expanded, and complex sentences | • Contains a variety of simple, expanded, and complex sentences |
| Quality of Language | | • Contains at most frequently used Tier 1 words or predictable phrases | • Contains Tier 1 and common grade-level Tier 2 words and short phrases | • Contains Tier 1 and a few grade-level Tier 2 words and phrases | • Contains Tier 1 and some grade-level Tier 2 words and phrases | • Contains Tier 1 and many grade-level Tier 2 words and phrases |
| Coherence of Response | | • Lacks a clear introduction, or development of a thought or an idea, or completion due to brevity | • Includes at least one sentence to introduce, develop, or complete thoughts or ideas | • Includes words and sentences that provide a limited introduction, development, and/or completion of linked thoughts, ideas, or both | • Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide partial organization | • Includes words and sentences that provide an introduction, development, and completion of linked thoughts, ideas, or both to provide clear and sufficient organization |
| Degree of Response | SCR | • Lacks descriptions of ideas or facts | • Includes at least one description of an idea or a fact | • Includes some minimally detailed descriptions of ideas, facts, or both | • Includes many detailed descriptions of ideas, facts, or both | • Includes many sufficiently detailed descriptions of ideas, facts, or both |
| | ECR Narrative | • Lacks development of descriptions or events | • Includes at least one description or event | • Includes some detailed descriptions and/or two or more events in sequence | • Includes many detailed descriptions and events in sequence | • Includes many and varied detailed descriptions and events in sequence |
| | ECR Informational | • Lacks development of connected ideas | • Includes at least one original idea or two ideas that are connected | • Includes some supported and/or connected ideas | • Includes many supported and connected ideas | • Includes many and varied supported and connected ideas |
| Mechanics | | • Contains numerous errors that totally obscure meaning<br>• Contains words that are unclear | • Contains many errors that often obscure meaning<br>• Contains words that may be unclear, but meaning is evident<br>• May include inventive spelling | • Contains some errors that occasionally obscure meaning<br>• Is mostly clear<br>• May include inventive spelling | • Contains few errors that rarely obscure meaning<br>• Is clear<br>• May include inventive spelling | • Contains minimal or no errors that obscure meaning<br>• Is clear<br>• May include inventive spelling |

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

## 2023 NYSESLAT Writing Rubric—Grades 5–6

| Dimension | | Score 0 – Entering<br>A response at this level: | Score 1 – Emerging<br>A response at this level: | Score 2 – Transitioning<br>A response at this level: | Score 3 – Expanding<br>A response at this level: | Score 4 – Commanding<br>A response at this level: |
|---|---|---|---|---|---|---|
| Complexity of Language | | • Contains zero or few words or short phrases<br>• Is blank<br>• Is completely in a language other than English<br>• Is illegible or unintelligible<br>• Is completely copied text<br>• Is isolated words or a list of words or short phrases | • Contains some words, short phrases, and occasionally simple sentences<br>• Includes at least one sentence<br>• May include adapted text in a well-constructed sentence | • Contains mostly simple sentences<br>• Includes at least one expanded or complex sentence | • Contains simple, expanded, and complex sentences | • Contains a variety of simple, expanded, and complex sentences |
| Quality of Language | | • Contains at most frequently used Tier 1 words or predictable phrases | • Contains Tier 1 and common grade-level Tier 2 words and short phrases | • Contains Tier 1 and a few grade-level Tier 2 words and phrases | • Contains Tier 1 and some grade-level Tier 2 words and phrases | • Contains Tier 1 and many grade-level Tier 2 words and phrases |
| Coherence of Response | | • Lacks a clear orientation, or development of an idea, or closure due to brevity | • Includes words and at least one sentence to introduce, develop, transition, or conclude ideas | • Includes words and sentences that provide limited orientation, development of ideas, transitions, and/or closure | • Includes words and sentences that provide partial orientation, logical development of ideas, transitions, and closure | • Includes sufficient orientation, logical development of ideas, and closure to provide clear organization |
| Degree of Response | SCR | • Lacks descriptions of ideas or facts | • Includes at least one description of an idea or a fact | • Includes some minimally detailed descriptions of ideas, facts, or both | • Includes many detailed descriptions of ideas, facts, or both | • Includes many sufficiently and precisely detailed descriptions of ideas, facts, or both |
| | ECR Narrative | • Lacks development of characters, details, or events | • Includes at least two references to characters, details, events, or closure | • Includes some references to characters, and limited development of details, sequenced events, and/or closure | • Includes many references to characters, and partial development of details, sequenced events, and closure | • Includes many and varied references to characters, and sufficiently precise details, sequenced events, and closure |
| | ECR Informational | • Lacks development of ideas or support | • Includes at least one idea with support, or closure | • Includes some linked ideas, a variety of support, and/or closure | • Includes many stated and linked ideas, a variety of support, and closure | • Includes many and varied precisely stated and linked ideas, a variety of support, and closure |
| Mechanics | | • Contains numerous errors that totally obscure meaning<br>• Contains words that are unclear | • Contains many errors that often obscure meaning<br>• Contains words that may be unclear, but meaning is evident<br>• May include inventive spelling | • Contains some errors that occasionally obscure meaning<br>• Is mostly clear<br>• May include inventive spelling | • Contains few errors that rarely obscure meaning<br>• Is clear<br>• May include inventive spelling | • Contains minimal or no errors that obscure meaning<br>• Is clear<br>• May include inventive spelling |

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

# 2023 NYSESLAT Writing Rubric—Grades 7–8

| Dimension | | Score 0 – Entering<br>A response at this level: | Score 1 – Emerging<br>A response at this level: | Score 2 – Transitioning<br>A response at this level: | Score 3 – Expanding<br>A response at this level: | Score 4 – Commanding<br>A response at this level: |
|---|---|---|---|---|---|---|
| Complexity of Language | | • Contains zero or few words or short phrases<br>• Is blank<br>• Is completely in a language other than English<br>• Is illegible or unintelligible<br>• Is completely copied text<br>• Is isolated words or a list of words or short phrases | • Contains some words, short phrases, and occasionally simple sentences<br>• Includes at least one sentence<br>• May include adapted text in a well-constructed sentence | • Contains mostly simple sentences<br>• Includes at least one expanded or complex sentence | • Contains simple, expanded, and complex sentences | • Contains a variety of simple, expanded, and complex sentences |
| Quality of Language | | • Contains at most commonly used Tier 1 words or short phrases | • Contains Tier 1 and common grade-level Tier 2 words and short phrases | • Contains Tier 1 and a few grade-level Tier 2 and/or Tier 3 words and phrases | • Contains Tier 1 and some grade-level Tier 2 and/or Tier 3 words and phrases used appropriately | • Contains Tier 1 and many grade-level Tier 2 and/or Tier 3 words and phrases used appropriately |
| Coherence of Response | | • Lacks a clear orientation, or organized or connected ideas, or closure due to brevity | • Includes at least one sentence that provides an orientation, organized or connected ideas, transitions, or closure | • Includes words and sentences that provide limited orientation, organized or connected ideas, transitions, and/or closure | • Includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure | • Includes sufficient orientation, logically organized and connected ideas, and closure to provide clear organization |
| Degree of Response | SCR | • Lacks descriptions of ideas or facts | • Includes at least one description of an idea or a fact | • Includes some minimally detailed descriptions of ideas, facts, or both | • Includes many detailed descriptions of ideas, facts, or both | • Includes many sufficiently and precisely detailed descriptions of ideas, facts, or both |
| | ECR Narrative | • Lacks development of characters, details, or events | • Includes at least two references to characters, details, events, or closure | • Includes some references to characters, and limited development of details, sequenced events, and/or closure | • Includes many references to characters, and partial development of details, sequenced events, and closure | • Includes many and varied references to characters, and sufficiently precise details, sequenced events, and closure |
| | ECR Informational | • Lacks development of claims and evidence or support | • Includes at least one claim with evidence, support, or closure | • Includes some linked claims and evidence, a variety of support, and/or closure | • Includes many stated and linked claims and evidence, a variety of support, and closure | • Includes many and varied precisely stated and linked claims and evidence, support, and closure |
| Mechanics | | • Contains numerous errors that totally obscure meaning<br>• Contains words that are unclear | • Contains many errors that often obscure meaning<br>• Contains words that may be unclear, but meaning is evident<br>• May include inventive spelling | • Contains some errors that occasionally obscure meaning<br>• Is mostly clear<br>• May include inventive spelling | • Contains few errors that rarely obscure meaning<br>• Is clear<br>• May include inventive spelling | • Contains minimal or no errors that obscure meaning<br>• Is clear<br>• May include inventive spelling |

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

# 2023 NYSESLAT Writing Rubric—Grades 9–12

| Dimension | | Score 0 – Entering<br>A response at this level: | Score 1 – Emerging<br>A response at this level: | Score 2 – Transitioning<br>A response at this level: | Score 3 – Expanding<br>A response at this level: | Score 4 – Commanding<br>A response at this level: |
|---|---|---|---|---|---|---|
| Complexity of Language | | • Contains zero or few words or short phrases<br>• Is blank<br>• Is completely in a language other than English<br>• Is illegible or unintelligible<br>• Is completely copied text<br>• Is isolated words or a list of words or short phrases | • Contains some words, short phrases, and occasionally simple sentences<br>• Includes at least one sentence<br>• May include adapted text in a well-constructed sentence | • Contains mostly simple sentences<br>• Includes at least one expanded or complex sentence | • Contains simple, expanded, and complex sentences | • Contains a variety of simple, expanded, and complex sentences |
| Quality of Language | | • Contains at most commonly used Tier 1 words or short phrases | • Contains Tier 1 and common grade-level Tier 2 words and short phrases | • Contains Tier 1 and a few grade-level Tier 2 and/or Tier 3 words and phrases | • Contains Tier 1 and some grade-level Tier 2 and/or Tier 3 words and phrases used appropriately | • Contains Tier 1 and many grade-level Tier 2 and/or Tier 3 words and phrases used appropriately |
| Coherence of Response | | • Lacks a clear orientation, or organized or connected ideas, or closure due to brevity | • Includes at least one sentence that provides an orientation, organized or connected ideas, transitions, or closure | • Includes words and sentences that provide limited orientation, organized or connected ideas, transitions, and/or closure | • Includes words and sentences that provide partial orientation, logically organized and/or connected ideas, transitions, and closure | • Includes sufficient orientation, logically organized and connected ideas, and closure to provide clear organization |
| Degree of Response | SCR | • Lacks descriptions of ideas or facts | • Includes at least one description of an idea or a fact | • Includes some minimally detailed descriptions of ideas, facts, or both | • Includes many detailed descriptions of ideas, facts, or both | • Includes many sufficiently and precisely detailed descriptions of ideas, facts, or both |
| | ECR Narrative | • Lacks development of characters, details, or events | • Includes at least two references to characters, details, events, or closure | • Includes some references to characters, and limited development of details, sequenced events, and/or closure | • Includes many references to characters, and partial development of details, sequenced events, and closure | • Includes many and varied references to characters, and sufficiently precise details, sequenced events, and closure |
| | ECR Informational | • Lacks development of claims and evidence or support | • Includes at least one claim with evidence, support, or closure | • Includes some cohesive claims and evidence, a variety of support, and/or closure | • Includes many well-chosen cohesive claims and evidence, a variety of support, and closure | • Includes many and varied precise, well-chosen, cohesive claims and evidence, a variety of support, and closure |
| Mechanics | | • Contains numerous errors that totally obscure meaning<br>• Contains words that are unclear | • Contains many errors that often obscure meaning<br>• Contains words that may be unclear, but meaning is evident<br>• May include inventive spelling | • Contains some errors that occasionally obscure meaning<br>• Is mostly clear<br>• May include inventive spelling | • Contains few errors that rarely obscure meaning<br>• Is clear<br>• May include inventive spelling | • Contains minimal or no errors that obscure meaning<br>• Is clear<br>• May include inventive spelling |

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

## Writing Glossary of Terms

Working definitions of terms as used in the development of NYSESLAT Writing Performance Level Descriptions (PLDs) and Writing Rubrics.

| Glossary | |
|---|---|
| **Complexity** | **Definition** |
| Predictable sentence | A sentence that is easily learned or memorized; student generally is unable to expand beyond the memorized statement (e.g., I don't like. I'm fine. My name is . . .) |
| Phrase | A group of words that does not include a subject and a verb, but may express a complete feeling, detail, idea, or thought |
| Simple sentence | Contains one subject and one verb; expresses a complete thought; may contain other elements such as a personal pronoun or a helping verb |
| Expanded sentence | Contains a subject and a verb; further developed through the use of a variety of grammatical structures (e.g., prepositional phrase, compound subject or predicate, adjective or adverb phrase, participial or infinitive phrase) |
| Compound sentence | Contains two independent clauses (each with a subject and a verb) joined by a coordinating conjunction (e.g., and, but, or, so, yet) |
| Complex sentence | Contains an independent clause and one or more dependent clauses joined by a subordinating conjunction (e.g., because, since, after, although, when) or a relative pronoun (e.g., that, who, or which) |
| **Quality** | **Definition** |
| Tier 1 words | The most basic words; rarely require direct instruction; words of everyday speech; often sight words/high-frequency words (e.g., book, run, numbers, colors) |
| Tier 2 words | Words that frequently occur across a variety of domains; used within mature language situations such as adult conversations and literature; may have multiple meanings and/or have multiple synonyms; used across a variety of subjects or environments (e.g., experiment, difference, exaggerate, masterpiece) |
| Tier 3 words | Used in specific content areas or domains; words that are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content—examples include terms within the areas of science, mathematics, and literature (e.g., circulatory system, hypotenuse, protagonist) |

| Coherence | Definition |
|---|---|
| Basic | Occurring in a way that indicates a fundamental understanding of organizational components in writing (such as the use of an introduction; the development of a topic; the use of transitions; making a conclusion) but an inability to incorporate more than one of these |
| Limited | Occurring in a way that indicates a fundamental understanding of organizational components in writing (such as the use of an introduction; the development of a topic; the use of transitions; making a conclusion) and an ability to incorporate some of these |
| Partial | Occurring in a way that indicates a complete understanding of organizational components in writing (such as the use of an introduction; the development of a topic; the use of transitions; making a conclusion) and an ability to incorporate most of these |
| Sufficient | Occurring in a way that indicates a complete understanding of organizational components in writing (such as the use of an introduction; the development of a topic; the use of transitions; making a conclusion) and an ability to incorporate nearly all of these |
| **Degree** | **Definition** |
| Few/a few | 1–2 in a student response |
| Some | Evidence and/or details are occasionally present in the response OR the response has support throughout but is brief |
| Many | Evidence and/or details are present in the majority of the response (with occasional lapses in detail) OR evidence and/or details are found throughout the response, but they lack variety and precision |
| Varied | Evidence and/or details are consistently present throughout the response in precise and diverse ways |
| **Mechanics** | **Definition** |
| Totally obscures meaning | Frequency of errors renders the response virtually incomprehensible; only one or two words may be recognizable |
| Often obscures, but meaning is evident | Frequency of errors interferes with comprehension of the response, but minimal control of conventions is evident (e.g., a subject and a verb; an adjective and a noun) |
| Occasionally obscures meaning | Errors are evident throughout the response, but the general meaning of the response is clear |
| Rarely obscures meaning | Few errors are evident throughout the response, and those errors do not interfere with the meaning of the response |
| Minimal or no errors that obscure meaning | An occasional error that does not interfere with the meaning of the response; includes errors that are also made by native speakers |

## Assessments by Birth Date/Age for Ungraded Students in the 2022–2023 School Year

ELLs 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-level test to administer to those ELLs with disabilities who are ungraded.

**Age Ranges for Testing on the NYSESLAT for Ungraded Students with Disabilities in the 2022–23 School Year**

| Assessments | Birth Dates | Reaches This Age between September 1, 2022 and August 31, 2023 |
|---|---|---|
| Grade K: NYSESLAT | Any date after August 31, 2016 | 6 |
| Grade 1: NYSESLAT | September 1, 2015—August 31, 2016 | 7 |
| Grade 2: NYSESLAT | September 1, 2014—August 31, 2015 | 8 |
| Grade 3: NYSESLAT | September 1, 2013—August 31, 2014 | 9 |
| Grade 4: NYSESLAT | September 1, 2012—August 31, 2013 | 10 |
| Grade 5: NYSESLAT | September 1, 2011—August 31, 2012 | 11 |
| Grade 6: NYSESLAT | September 1, 2010—August 31, 2011 | 12 |
| Grade 7: NYSESLAT | September 1, 2009—August 31, 2010 | 13 |
| Grade 8: NYSESLAT | September 1, 2008—August 31, 2009 | 14 |
| Grade 9: NYSESLAT | September 1, 2007—August 31, 2008 | 15 |
| Grade 10: NYSESLAT | September 1, 2006—August 31, 2007 | 16 |
| Grade 11: NYSESLAT | September 1, 2005—August 31, 2006 | 17 |
| Grade 12: NYSESLAT | Born on or before August 31, 2005 | 18 |

## Regional Information Centers (RICs) and Large-City Scanning Centers

| Location | Primary Contact | Secondary Contact |
|---|---|---|
| **Buffalo Public Schools**<br>Office of Shared Accountability<br>808 City Hall<br>Buffalo, New York 14202 | **Answer Sheets & Scanning**<br>Ann Zsebehazy<br>716-816-3035<br>716-851-3044 (fax)<br>azsebehazy@buffaloschools.org | **Answer Sheets & Scanning**<br>Ebony Bullock<br>716-816-3035<br>716-851-3044 (fax)<br>ebullock@buffaloschools.org |
| **CNYRIC**<br>Central New York Regional Information Center OCM BOCES<br>6075 East Molloy Rd.<br>P.O. Box 4866<br>Syracuse, New York 13221 | **Answer Sheets & Scanning**<br>Test Scoring Services<br>315-433-8327<br>315-433-2221 (fax)<br>testscoring@cnyric.org | **Answer Sheets & Scanning**<br>Josh Becker<br>315-431-8415<br>jbecker@cnyric.org |
| **EduTech / WFL**<br>Wayne-Finger Lakes BOCES<br>Eisenhower Building<br>131 Drumlin Ct.<br>Newark, New York 14513 | **Answer Sheets & Scanning**<br>Rich Yeoman<br>315-332-7226<br>315-332-7370 (fax)<br>rich.yeoman@edutech.org | **Answer Sheets & Scanning**<br>Test Scoring Team<br>800-722-5797<br>315-332-7370 (fax)<br>testscoring@edutech.org |
| **GST BOCES**<br>Greater Southern Tier Regional Information Center<br>Computer Services Center<br>459 Philo Road<br>Elmira, New York 14903 | **Answer Sheets & Scanning**<br>Melissa Zelko Wood<br>607-795-5342<br>607-795-5307 (fax)<br>mzelko@gstboces.org | **Answer Sheets & Scanning**<br>Shane Swimley<br>607-795-5338<br>607-795-5307 (fax)<br>sswimley@gstboces.org |
| **LHRIC**<br>Lower Hudson Regional Information Center<br>Southern Westchester BOCES<br>450 Mamaroneck Ave.<br>Harrison, New York 10528 | **Testing Services**<br>914-592-4203 x3001<br>914-345-3719 (fax)<br>lhrictesting@lhric.org | **Answer Sheets & Scanning**<br>Todd Moore<br>914-592-4203 x3279<br>914-345-3719 (fax)<br>tmoore@lhric.org |

| Location | Primary Contact | Secondary Contact |
|---|---|---|
| **MHRIC**<br>Mid-Hudson Regional Information Center<br>Ulster BOCES<br>175 Route 32 North<br>New Paltz, New York 12561 | **Answer Sheets & Scanning**<br>Testing and Reporting<br>845-255-1450 x1220<br>845-255-9104 (fax)<br>testcontacts@mhric.org | **Answer Sheets & Scanning**<br>Mariah Adin<br>845-255-1450 x1246<br>845-255-9104 (fax)<br>madin@mhric.org |
| **Monroe RIC**<br>Regional Information Center BOCES MAARS<br>(Monroe/Orleans Accountability, Assessment and Reporting Svcs.)<br>3625 Buffalo Road<br>Rochester, New York 14624 | **Answer Sheets & Scanning**<br>Mari-Ellen Maloney<br>585-349-9025<br>585-349-9090 (fax)<br>mmaloney@bocesmaars.org | **Answer Sheets & Scanning**<br>Patty Zeiner<br>585-349-9053<br>585-349-9090 (fax)<br>pzeiner@bocesmaars.org |
| **MORIC**<br>Mohawk Regional Information Center<br>Madison Oneida BOCES<br>4937 Spring Road<br>Verona, New York 13478<br><br>Web resources:<br>http://www.moric.org | **Answer Sheets & Scanning**<br>Data Readiness Team<br>315-361-2700 or<br>866-986-6742<br>315-361-5845 (fax)<br>datareadiness@moric.org | n/a |
| **Nassau BOCES**<br>Regional Information Center Robert E. Lupinskie Center for Curriculum, Instruction and Technology<br>1 Merrick Avenue<br>Westbury, New York 11590 | **Answer Sheets & Scanning**<br>Stephanie Witt<br>516-608-6623<br>516-608-6616 (fax)<br>switt1@nasboces.org | **Answer Sheets & Scanning**<br>Fran Werner<br>516-608-6888<br>516-608-6616 (fax)<br>fwerner@nasboces.org |

| Location | Primary Contact | Secondary Contact |
|---|---|---|
| **NERIC**<br>Northeastern Regional Information Center<br>900 Watervliet-Shaker Road<br>Albany, New York 12205<br><br>Web resources:<br>http://neric.org/ServiceGuide/ Testing | **Answer Sheets & Scanning**<br>NERIC Testing Team<br>518-862-5314<br>518-862-5396 (fax)<br>testing@neric.org | **Answer Sheets & Scanning**<br>Anne Marie Bertram<br>518-862-5333<br>518-862-5396 (fax)<br>annemarie.bertram@neric.org |
| **New York City Department of Education**<br>Office of Assessment Operations and Scan Center (for Public Schools)<br>44–36 Vernon Blvd.<br>Room 207<br>Long Island City, New York 11101 | **Public Schools:**<br>NYC DOE Service Center<br>212-374-6646<br>servicecenter@schools.nyc.gov<br><br>**Charter Schools:**<br>NYC DOE Charter School Office<br>212-374-5419<br>https://charterschools.mojohelpdesk.com/ | n/a |
| **Rochester City School District**<br>131 West Broad Street<br>Rochester, NY 14614 | **Answer Sheets & Scanning**<br>Nancy Eichner<br>585-262-8328<br>585-262-8684 (fax)<br>nancya.eichner@rcsdk12.org | **Answer Sheets & Scanning**<br>Bao Tran<br>585-262-8118<br>585-262-8684 (fax)<br>bao.tran@rcsdk12.org |
| **SCRIC**<br>South Central Regional Information Center<br>Broome Tioga BOCES<br>Mail Drop #31<br>435 Glenwood Road<br>Binghamton, New York 13905<br><br>Web resources:<br>http://www.southcentralric.org/DDC.aspx | **Answer Sheets & Scanning**<br>Kathie Mras<br>607-763-3592 opt 7<br>607-757-3000 (fax)<br>SIRSHELP@btboces.org | **Answer Sheets & Scanning**<br>Kelly Hildebrant<br>607-763-3592 opt 7<br>607-757-3000 (fax)<br>SIRSHELP@btboces.org |

| Location | Primary Contact | Secondary Contact |
|---|---|---|
| **Suffolk RIC**<br>Regional Information Center<br>Eastern Suffolk BOCES<br>Student Data Services<br>15 Andrea Road<br>Holbrook, New York 11741 | **Answer Sheets & Scanning**<br>Lisa Zwerling<br>631-218-4103<br>631-240-8967 (fax)<br>lzwerlin@esboces.org | **Answer Sheets & Scanning**<br>Karen Barbaro<br>631-244-4285<br>631-240-8967 (fax)<br>kbarbaro@esboces.org |
| **Syracuse City School District**<br>Office of Shared Accountability<br>258 E. Adams Street<br>Syracuse, New York 13202 | **Answer Sheets & Scanning**<br>Raymond Stazzone<br>315-435-6241<br>315-435-4978 (fax)<br>rstazzone@scsd.us | **Answer Sheets & Scanning**<br>Wayne Young<br>315-435-4281<br>wyoung@scsd.us |
| **WNYRIC**<br>Western New York Regional Information Center<br>Erie 1 BOCES<br>355 Harlem Road<br>West Seneca, New York 14224 | **Answer Sheets & Scanning**<br>Karen Halbert<br>716-821-7173<br>716-821-7432 (fax)<br>testscoring@e1b.org | **Answer Sheets & Scanning**<br>Margaret (Maggie) Maloney<br>716-821-7466<br>716-821-7432 (fax)<br>testscoring@e1b.org |
| **Yonkers City School District**<br>1 Larkin Center<br>Yonkers, New York 10701 | **Answer Sheets & Scanning**<br>Rachel Cole<br>914-376-8234<br>914-376-9144 (fax)<br>rcole@yonkerspublicschools.org | **Answer Sheets & Scanning**<br>David Beaver / Siju Samuel<br>914-376-8234<br>914-376-9144 (fax)<br>dbeaver@yonkerspublicschools.org<br>ssamuel@yonkerspublicschools.org |

## 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 2023**

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 2023 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. Pearson 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 Pearson promptly after administration and scoring.

Note: Schools may permit teachers to retain copies of the School Administrator's Manual.

As principal, I have read and complied with the requirements for the storage and handling of secure examination materials, as detailed above and elsewhere in the School Administrator's Manual. I also understand that it is my responsibility to ensure that all faculty and staff who participate in the handling, administration, proctoring, and/or scoring of the NYSESLAT have been made thoroughly familiar with the Department's policies governing those activities. I further understand and agree that I must report immediately via fax to the Office of State Assessment (OSA), 518-474-1989, any suspected or corroborated irregularity or impropriety in the school's storage, handling, distribution, administration, proctoring, or scoring of the NYSESLAT in my school.

Name of Principal (print or type): _____

Signature of Principal: _____

Date: _____
(Month/Day/Year)

**After completion, retain in school files for one year.**

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

## Deputy and Proctor Certificate

School Name: _____

We, the undersigned deputies and proctors who assisted in the administration of the 2023 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 2023 NYSESLAT School Administrator's Manual and the applicable DFAs 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.

| | | | |
|---|---|---|---|
| 1. | | 11. | |
| 2. | | 12. | |
| 3. | | 13. | |
| 4. | | 14. | |
| 5. | | 15. | |
| 6. | | 16. | |
| 7. | | 17. | |
| 8. | | 18. | |
| 9. | | 19. | |
| 10. | | 20. | |

**After completion, retain in school files for one year.**

**Make copies as necessary.**

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

## Exam Scoring Certificate

School Name: _____

As one of the undersigned scorers who participated in the scoring of the 2023 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.

| | |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |

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

Name of Principal (print or type): _____

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

**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** | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

# 2023 NYSESLAT School Administrator's Manual

1146028 1 2 3 4 5 A B C D E Printed in the USA ISD37318