



**Department of  
Education**

Chancellor Richard A. Carranza

**NYC Department of Education  
Test Administration Handbook:  
Elementary and Middle Schools  
2020-2021**

## INTRODUCTION

In an effort to standardize test administration procedures in all New York City elementary and middle schools, the New York City Department of Education (NYCDOE) developed this Test Administration Handbook.

The complete document can be found on NYCDOE's InfoHub website by navigating to the NYCDOE InfoHub > DOE Topics > Performance & Assessment Resources > Test Memoranda and Procedures.

The Test Administration Handbook must be distributed and discussed with all school staff involved in testing, ideally during general faculty conferences, grade conferences, department meetings, or on staff development days.

Principals must confirm that all personnel involved in testing have reviewed the handbook prior to the administration of all New York State and City Assessments by completing an online survey, due **November 25**.

If you have any questions regarding the information in this document, please contact your [Borough Assessment Implementation Director](#).

Anderson Reyes, Executive Director  
Office of Assessment

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# **REPORTING PROHIBITED CONDUCT BY ADULTS, STUDENT CHEATING, AND OTHER TESTING IRREGULARITIES**

## **Reporting Prohibited Conduct by Adults**

**Examples of prohibited conduct by adults include, but are not limited to\*:**

### **Before Testing DO NOT:**

- Access secure test booklets and answer sheets prior to the time allowed under NYCDOE guidelines, or copy, reproduce, or keep any part of secure exam materials. *Note: This does not apply to NYC DOE Performance Assessments or 3rd Party Assessments used as a Measure of Student Learning, which schools are permitted to access and copy for the test administration process.*
- Review secure test booklets in order to:
  - Determine and record correct responses for use during testing.
  - Create a “cheat sheet” for students to use in taking the test, including formulas, concepts, or definitions necessary for the test.
  - Create pre-test lessons or discussions with students or any other person about concepts being tested. *Note: This does not apply to NYC DOE Performance Assessments or 3rd Party Assessments used as a Measure of Student Learning for grades K-2.*

### **During Testing DO NOT:**

- Give students any clues or answers, including:
  - Coaching students about proper answers.
  - Defining terms and concepts included in the test.
  - Pointing out wrong answers to a student and suggesting that the student reconsider or change the recorded response.
  - Reminding students during testing of concepts they learned in class.
  - Making facial or other non-verbal suggestions regarding answers.
- Allow any student more time to take the test than is allowed for that student, or give any other testing accommodations to students who are not entitled to receive them.
- Leave any materials displayed in the room containing topics being tested or write formulas, concepts, or definitions necessary for the test on the board.
- Allow students to copy information from, duplicate, or remove test booklets, answer documents, or other testing materials from the classroom.
- Use personal electronic devices (i.e. cellphones, tablets, audio players or recorders, cameras, etc.) in the presence of student exam materials.

### **After Testing and/or During Scoring DO NOT:**

- Review an answer sheet for wrong answers and return it to a student with instructions to change or reconsider the wrong responses.
- Alter, erase, or in any other way change a student’s recorded responses after the student has handed in his/her test materials.
- Rescore portions of the test with the intention of altering the student’s score in any way that deviates from established scoring procedures.
- Deviate from State-provided scoring rubrics when scoring New York State assessments.
- Use personal electronic devices (i.e. cellphones, tablets, audio players or recorders, cameras, etc.) in the presence of student exam materials.

*\*Note: These are general examples. Different rules and procedures apply to different tests. Please refer to the Assessment Memoranda for test-specific information.*

**Any person who intentionally engages in testing misconduct could face sanctions and discipline, including termination and/or the loss of certification.**

### **Mandatory Reporting Procedure:**

**Any individual who observes or suspects adult misconduct related to the administration and/or scoring of assessments should notify the principal immediately\*\*, and also must immediately notify:**

- 1) NYCDOE Office of Assessment by e-mailing [testsecurity@schools.nyc.gov](mailto:testsecurity@schools.nyc.gov); and  
*Note: For NYC DOE Performance Assessments or 3rd Party Assessments used as a Measure of Student Learning, it is not necessary to contact the BAID.  
Reports should be made directly to SCI (step #2, below).*
- 2) NYC Office of the Special Commissioner of Investigation (SCI): call (212) 510-1500 or email [intake@nycsci.org](mailto:intake@nycsci.org).

**\*\*The principal can provide support in following the reporting procedure outlined above.**

## Reporting Student Cheating

### Examples of prohibited conduct by students include, but are not limited to:

- Obtaining test booklets or answer documents to a secure exam prior to the test.
- Giving aid to or obtaining aid from other students before, during, or after the test.
- Possessing, displaying, or using cell phones or other prohibited electronic devices during testing.
- Using unauthorized reference materials during the test.
- Sharing information about a test the student has taken but other students have not yet taken.
- Copying any information from, duplicating, or removing test booklets, answer documents, or testing materials from the classroom.

### Mandatory Reporting Procedure:

#### If suspected/observed student cheating occurs during the test administration, the proctor must:

- Warn the student(s) that any attempts to cheat may result in the invalidation of their exams;
- If necessary, move the student(s) to another location;
- If the incident involves the display or use of a cell phone or other prohibited electronic device, confiscate it immediately;
- Notify the principal of the incident during the exam (if possible to do so without disrupting proctoring duties) or immediately after the exam.
- To allow for all possible outcomes, **the student(s) should be allowed to complete the exam.**

Additionally, anyone who obtains information about potential student cheating **prior** to test administration, or anyone who becomes aware after test administration that student cheating may have occurred, must report the information immediately to the principal.

#### Upon receiving any information of suspected/observed student cheating or the presence or use of a cell phone/prohibited electronic device, the principal must immediately:

- Notify NYCDOE Office of Assessment by e-mailing [testsecurity@schools.nyc.gov](mailto:testsecurity@schools.nyc.gov).
- **Conduct an investigation** in alignment with NYSED, NYCDOE, and school policies for any incident of suspected/observed student misconduct, to determine whether the incident is substantiated or unsubstantiated:
  - ❖ If the principal determines that the incident is **unsubstantiated**, no further action is necessary.
  - ❖ If the principal determines that the incident is **substantiated**, the principal must immediately:
    - 1) Notify NYCDOE Office of Assessment by e-mailing [testsecurity@schools.nyc.gov](mailto:testsecurity@schools.nyc.gov);  
**Note:** For NYC DOE Performance Assessments or 3rd Party Assessments used as a Measure of Student Learning, contact your Borough Field Support Center.
    - 2) Invalidate the student's test results (for assistance, contact NYCDOE Office of Assessment);
    - 3) **For New York State Assessments only:** Notify NYSED's Office of State Assessment by e-mailing [emscassessinfo@mail.nysed.gov](mailto:emscassessinfo@mail.nysed.gov). If submitting the report as an email attachment, ensure the attachment is written on school letterhead. **The report must include:**
      - The school's name and BEDS code
      - The student's name and NYC ID number
      - Grade level and subject of the impacted test(s)
      - A brief description of incident and the final action taken
      - Confirmation that the student's exam(s) have been/will be invalidated
    - 4) Notify the student and his/her parent/guardian of the invalidation of the exam(s), and of any other consequences for the student, in accordance with the school's discipline policy;
    - 5) Enter in OORS.
- **If the incident involves the presence or use of a cell phone/prohibited electronic device** for any purpose during a New York State assessment, invalidate the student's exam results and notify NYSED's Office of State Assessment by e-mailing [emscassessinfo@mail.nysed.gov](mailto:emscassessinfo@mail.nysed.gov).

## Reporting Other Testing Irregularities

### Examples of other testing irregularities, unrelated to intentional misconduct, that must be reported include, but are not limited to:

- All interruptions of testing sessions including those caused by fire alarms, bomb threats, power outages, or weather-related incidents.
- All instances in which a State exam is administered without Department authorization at a time outside the published Statewide schedule.
- All cases in which student test booklets or answer papers are lost prior to the recording of the scores in students' permanent records.
- All instances in which students did not receive testing accommodations they were entitled to receive.

#### The principal is responsible for immediately reporting any irregularities concerning test administration to:

- 1) NYCDOE Office of Assessment by e-mail to [testsecurity@schools.nyc.gov](mailto:testsecurity@schools.nyc.gov) and
- 2) **For New York State Assessments only:** NYSED Office of State Assessment by e-mail to [emscassessinfo@mail.nysed.gov](mailto:emscassessinfo@mail.nysed.gov).

**Note:** For NYC DOE Performance Assessments or 3rd Party Assessments used as a Measure of Student Learning, contact your Borough Field Support Center.

## TEST SECURITY PROCEDURES

In accordance with New York State Education Department (SED) and New York City Department of Education (NYCDOE) policies, the following procedures have been implemented to maintain the security and validity of City and State exams. These procedures apply to all school staff involved in the handling and/or administration of State and City tests, including principals, assistant principals, test coordinators, support staff, and proctors.

**This document must be distributed to and reviewed by all staff members involved in the administration of State and City tests prior to each test administration.** It is the responsibility of the principal to designate a pedagogue or school administrator to be the school test coordinator for all examinations regardless of content area.

- Please refer to the appropriate [Assessment Memoranda](#) describing test administration procedures for specific State and City tests.
- In order to maintain the integrity of each test administration, all security procedures, instructions, and schedules must be strictly adhered to without deviation.
- No form of any test may be used for practice or for test preparation unless specifically indicated in the Assessment Memoranda or SED's School Administrator's Manual.
- Due to copyright laws and for reasons of test security, making copies or enlargements of any tests is prohibited.
- No one may take test materials out of schools except to transport them directly from one Department of Education building to another.
- NYCDOE and SED will review test results to ascertain possible security violations. In the event it is determined that a serious security violation has occurred, it may be necessary for NYCDOE or SED to declare test results invalid.
- Unannounced monitoring inspections may be conducted before, during, and after testing by staff from NYCDOE's central office.
- **For guidance on reporting observed or suspected incidents of adult misconduct or student cheating, please refer to pages 3-4.**

### Exams Not Administered Due To Inclement Weather

During State and City examination periods, NYC elementary and middle schools should follow normal testing procedures unless notified otherwise. If the NYCDOE determines that weather is severe enough to close schools, then New York State and City examinations will not be administered.

### Safeguarding Examination Materials

The principal of each school requesting examinations is responsible for making the necessary arrangements for safeguarding the materials shipped to the school. The shrink-wrapped packages containing secure materials must not be opened until the day of each examination.

### Handling Test Materials

Test materials must be secured in a locked facility when they are first received as well as after the completion of the day's testing. The security of test materials in the school is the responsibility of the principal.

### Test Booklets

- On dates specified in the test calendar (see specific Assessment Memoranda), principals or designees may open cartons and inspect the contents to verify that appropriate test levels and quantities have been received. **Do not open shrink-wrapped packages.** Materials should be packaged according to orders submitted by schools. After inspection, cartons must be resealed and securely stored.
- Boxes of materials received at schools that are labeled "DO NOT OPEN UNTIL . . ." must not be opened until the specified date. Monitors may inspect these boxes during unannounced visits to ensure that seals have not been broken before the appropriate date and time.
- Only cartons marked "Non-Secure Materials" may be opened immediately.
- Tests may not be distributed to proctors for administration until the morning of the test at the specified time.
- Each teacher and test coordinator will be required to sign a *Test Material Security Form* (refer to appropriate Assessment Memoranda) indicating the number of test booklets picked up and the number of test booklets returned. The original form must be kept on file in the school for one year.

## PREPARING FOR TEST ADMINISTRATION

### Ordering Exams

SED will notify principals when the portal opens for exam orders.

### Test Shipment Tracking

All SED test shipments will be sent to schools via UPS and may be delivered at any time between the hours of 8 a.m. and 5 p.m. Schools that do not receive their shipment of secure test materials by 4 p.m. on the day before the test should track the shipment using <http://www.ups.com/tracking/tracking.html>. Click the Reference Number tab. In the Reference Number field, type the 12-digit BEDS code of the school where the tests are to be shipped. For help, contact the Office of State Assessment (518-474-8220).

### Answer Documents

- Schools will print their own answer documents in ATS.
- **For Grade 8 students taking June Regents exams, please see the High School Handbook [here](#).**

### Prior to Test Administration

- Parents must be notified of test dates and times.
- All personnel involved in testing, proctors, and students should be reminded that they must use a #2 pencil on the student answer documents.
- Schools must assign proctors to all classes being tested and assigned an adequate number of hall monitors.
- **Schools must maintain a list of proctors assigned to each testing room, which must include the name of the exam that was proctored and the time of test administration.** Schools should **maintain records for 3 years** and should be able to produce records of this information when asked. A recommended proctor schedule template has been provided (Attachment #3).
- Rooms must be set aside for latecomers and students who are not being tested.
- Accommodations must be scheduled for ELLs and all students with testing accommodations as stated in their IEP or 504 Plan.
- Teachers must read information pertaining to appropriate test administration procedures in advance.

### Room Organization for Test Administration

- Doors with windows may be closed to keep distractions from the hallway at a minimum; however, doors without windows must be left ajar.
- Post a sign on the door indicating: "TESTING DO NOT ENTER" (Attachment #1). **Do not cover the door window.**
- Administer tests only in rooms where there are no distractions.
- Keep ventilation and lighting in the classroom at a comfortable level.
- Keep students' desks cleared of books, papers, and other non-testing material, and ensure that all students' personal belongings are stored away and out of reach.
- Seat students so that they cannot look at each other's work and in adherence with social distance guidelines outlines in the [Principal's Playbook](#) and test specific [Assessment Memoranda](#).
- Cover or remove all bulletin boards, displays, and/or charts that may contain material pertinent to each test. These include, but are not limited to, word walls, spelling/punctuation rules, writing checklists, graphic organizers, multiplication tables, graphs, charts, definitions of terms, key words, calendars, counting numbers, number lines, fractions, weights and measures, and any other item that might pertain to the subject matter being tested.
- Ensure that students do not have or use any communication devices while taking the examination, either in the room where the test is being administered or while on a supervised break (such as a bathroom visit).

### Guidelines for Administrators

It is the principal's responsibility to make sure that all testing procedures are followed as described in this handbook and as described in the specific Assessment Memoranda.

Principals should distribute the Test Administration Handbook to all staff involved in test administration and make sure of the following:

- All students with test accommodations are scheduled appropriately.

- All bulletin boards/materials that pertain to the test have been covered or removed.
- All pre-slugged answer documents are given to the correct teacher.
- All tests have been counted out properly.
- Teachers and principals sign the *Test Material Security Form* (included in the test-specific [Assessment Memoranda](#)) when picking up their test booklets.
- Students do not bring cell phones or other prohibited electronic devices into the room where the test is being administered.
- Staff refrain from using the PA system during testing unless there is an emergency.

### **Guidelines for Proctors**

Before the test begins, proctors should:

- Be prepared to implement testing accommodations as indicated on a student's IEP or 504 Plan.
- Ensure that all students who need glasses, hearing aids, etc. have them before starting the test.
- Ensure that each student receives his/her correct pre-slugged answer document.
- Make all announcements before the beginning of the test.

**Active proctoring must take place at all times.** Proctors must ensure that students are working independently.

Proctors should not point out missed questions or correct an individual student's work in any way, should not use cell phones or other prohibited electronic devices, or engage in any other activity that would distract from monitoring the students.

### **Student Use of Communication Devices**

All students are prohibited from bringing cell phones and other prohibited electronic devices, as defined in the script below, into a classroom or other location where an exam is being administered. Test proctors, test monitors, and school officials shall retain the right to collect and hold any prohibited electronic devices in the testing room prior to the start of the test administration.

#### **At the beginning of each test administration, proctors must read the following to all students:**

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

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

If you brought any of these items to the building today, and have not already stored it in your locker or turned it over to me, a test proctor or school official, you must give it to me now. You may not keep your cell phone or any of these items with you, or near you, including in your pockets, backpack, desk, etc. If you keep a cell phone or any of these items with you, your exam will be invalidated and you will get no score. Is there anyone who needs to give me any of these items now? [*Proctor: repeat list of devices*]. This is your last opportunity to do so before the test begins.

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

## DURING TEST ADMINISTRATION

### During the Test

- Students must use school-provided answer documents and booklets to record answers.
- Read all directions verbatim. Do not paraphrase directions unless indicated on a student’s IEP or 504 Plan.
- The entire test, including directions, may be orally translated into another language if the student is an English Language Learner (ELL) and there is no translated version of the test available. \*Note: This does **not** apply to SED Grades 3-8 English Language Arts Tests.
- Proctors should only answer questions that pertain to the directions. Read only the portion of the directions that is addressed by the student’s question. Do not interpret the directions for students.
- Do not give help on specific questions. Do not give clues that indicate an answer. Do not help to eliminate answer choices. Do not tell a student to review an answer.
- Students may use highlighters only if they are used for instruction during the regular school year.

### Prohibited Conduct

**Please refer to page 3 for examples of prohibited conduct during testing.** Teachers and administrators who engage in inappropriate conduct with respect to administering and scoring State examinations may be subject to disciplinary actions in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

## AFTER TEST ADMINISTRATION

### After the Test

- All answer documents and test booklets must be collected from staff members, accounted for, and stored securely.
- Each proctor must sign the *Test Material Security Form* when returning test booklets. If the number of booklets returned is not equal to the number signed for when received, notify the principal immediately.
- Staff should report all unusual circumstances to the principal, such as defective test booklets, problematic answer documents, students getting sick, etc.
- **For guidance on reporting observed or suspected incidents of adult misconduct or student cheating, refer to pages 3-4.**

### Scoring Examinations

The principal is responsible for establishing scoring procedures that will ensure reasonable confidence in the accuracy of the scores assigned to the answer papers by individual teachers or by committees of teachers for the NYSITELL, Science and NYSESLAT exams. The principal is responsible for the scoring of all answer papers written in the school, including papers written by students admitted to examinations in subjects not regularly taught in the school, papers written by students who do not regularly attend the school, and papers written by students taking the alternative language editions of examinations, and papers written in Braille. **For Grade 8 students taking June Regents exams, please see the High School Handbook [here](#).**

### The Finality of Examination Scores

When the teacher scoring committee completes the scoring process, test scores must be considered final and must be entered onto students’ answer documents. 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 the department. Any principal or administrator found to have done so, except in the specific

circumstances cited in the School Administrator’s Manual, will be in violation of SED policy regarding the scoring of State examinations. **Scores must be recorded at the time of the test administration.**

## ADMINISTERING EXAMINATIONS TO SPECIAL POPULATIONS

### **NYSITELL**

NYSITELL should be administered only once. The initial ELL identification timeline has been extended from 10 to 30 school days to complete the ELL identification process and place the student. This impacts students who enrolled during COVID-19 school closures in SY 19-20, as well as students who enrolled during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20-day flexibility period, the identification of ELLs must resume for all students within the required 10 days in initial enrollment as per CR Part 154 (20 school days for students entering with IEPs). School leaders must continue to design instruction that supports all students with English language development needs, as such, potential ELLs identified in Spring 2020 based on the provisional identification process must be provided with language supports until the official identification process is. See Attachment #2 for the New York State Limited English Proficiency (LEP) Identification Process.

Spanish LAB is administered to ELLs whose home language is Spanish and did not meet the Proficient level on the NYSITELL. It is only administered once and only the short version is used.

### **English Language Learners (ELLs)**

Schools may continue to provide the following testing accommodations to students currently identified as ELLs and former ELLs who scored Commanding on the 2018 or Proficient on the 2017 NYSESLAT<sup>1</sup>, as long as these accommodations are used consistently throughout the school year:

- Time Extension: time and a half
- Separate Location
- Bilingual Dictionaries and Glossaries for all Regents except Languages other than English
- Simultaneous use of English and Alternative Language Editions for Regents Exams
- Oral Translations for Lower-Incidence Languages except for English Regents and Languages other than English
- Writing Response in a Native Language when using an Alternate Language Exam, Oral Translation, or when neither is available.

### **Students Whose Individualized Education Programs (IEPs) or 504 Plans Include Testing Accommodations**

Principals must ensure that students with disabilities are provided with the testing accommodations included in their IEP, 504 Plan, or declassification IEP that are permissible on State examinations.

### **Students with Emergency Need for Accommodations**

Certain testing accommodations may be provided on an emergency basis for any test when necessary, including the City or State examinations. Such accommodations apply to General Education students who have temporary disabilities that do not require Special Education services, and to students who initially experience disabilities that may or may not require Special Education services but which occur shortly before (within 30 days of) the administration of the City/State examination. For example, students with broken arms, students with temporary visual problems, students who are in the hospital, or at home due to an illness may qualify for testing accommodations.

#### **These accommodations are limited to:**

- Extending the time limit
- Administering the test in a special location
- Recording the student’s answers in any manner

Principals are responsible for informing the Borough Assessment Implementation Directors (BAID) of all emergency test accommodations.

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<sup>1</sup> SED regulations allow schools to provide the testing accommodations listed above to former ELLs for up to two years after students achieve a proficient score on the NYSESLAT.

Please refer to [NYC DOE Testing Accommodation Guide](#) for additional guidance on providing testing accommodations.

## FREQUENTLY ASKED QUESTIONS

### **Q: WHAT PRACTICE MATERIALS MAY I USE?**

**A:** While good instruction is sufficient to prepare students for exams, any practice materials that are used should be aligned with the NYSED Standards.

**Please note:**

Selections of authentic literature that are taught in class may appear on a standardized test; however, exam questions relating to the passage will most likely differ from what is covered in class.

### **Q: WHAT DO I DO IF I AM MISSING OR SHORT TEST MATERIALS?**

**A:** Call the BAID, who will advise where additional testing materials may be obtained.

### **Q: MAY A PARAPROFESSIONAL BE ASSIGNED AS THE ONLY CLASSROOM PROCTOR?**

**A:** Only a licensed pedagogue may be used as a classroom proctor.

### **Q: MAY A SUBSTITUTE TEACHER BE ASSIGNED AS THE ONLY PROCTOR?**

**A:** Substitute teachers **may** be assigned as the main classroom proctor, only if they have been properly instructed in testing procedures and are familiar with teacher's directions.

### **Q: IS IT NECESSARY TO ASSIGN HALL MONITORS?**

**A:** Yes. Staff must be assigned as hall monitors in case of emergencies.

### **Q: MAY I REMOVE STUDENTS FROM MY CLASS BEFORE THE EXAM BEGINS?**

**A:** A student may not be removed from the class before testing begins. Students with IEPs or 504 Plans that specify alternate/separate location for testing should be scheduled in a separate testing location in advance of the test administration.

### **Q: WHAT HAPPENS WHEN A STUDENT IS DISRUPTIVE AND IS REMOVED FROM THE CLASSROOM?**

**A:** Have the student complete his/her exam in another location, making note of the remaining time for test administration. The following procedure must be done:

- A hall monitor should be available to remove the student in case the student becomes disruptive.
- Speak to an administrator if any further action is needed.
- Notify the parent.

### **Q: WHAT HAPPENS WHEN A STUDENT IS NOT BEING DISRUPTIVE BUT REFUSES TO TAKE AN EXAM?**

**A:** The principal must be notified. The principal will then decide if removal from the classroom is necessary. If the student is removed, he or she may be given the remaining time to complete the exam. The student may complete the exam at a later date during the test administration window.

**Q: WHAT HAPPENS WHEN A STUDENT HAS STARTED THE EXAM AND REFUSES TO COMPLETE THE EXAM, OR BECOMES ILL AND CANNOT COMPLETE THE EXAM?**

**A:** Notify the principal. Do not permit any student to leave and then return to the examination room during any session of the exam unless accompanied by a proctor or hall monitor. The proctor must take note of the time of onset of illness and the time remaining. If possible, the student may be placed in another location and be given the remaining time to complete the exam. The student may complete the exam at a later date during the test administration window.

**Q: WHAT DO I DO WHEN A STUDENT HAS TO GO TO THE BATHROOM AFTER THE TEST STARTS?**

**A:** A hall monitor is required to escort in adherence with social distance guidelines outlines in the [Principal's Playbook](#) and test specific [Assessment Memoranda](#), students one at a time to the bathroom. The classroom proctor should:

- **Record the amount of time the student spent out of the room if it is a timed test. Have the hall monitor accompany the student to the bathroom.**
- Allow the student to complete the exam after he/she returns, taking into account the amount of time the student was out of the room.
- It is the proctor's responsibility to make sure all other students keep test booklets closed and that the class is silent while the student is finishing the exam.
- Have the class wait for the student to complete the test, then collect all test booklets and answer documents. An alternative to this is to have the student escorted to another location to complete the exam with a proctor.

**Q: WHAT DO I DO IF A STUDENT RAISES HIS/HER HAND DURING THE EXAM AND SAYS, "I DON'T UNDERSTAND THIS"?**

**A:** First, the proctor must determine if the student's question pertains to the directions or to a specific test question. **At no time does a proctor assist a student with a specific test question.** In the rare circumstance that a student does not understand the directions, the proctor should ask, "What don't you understand about the directions?" The proctor should read only the specific directions to the student. The proctor should not paraphrase or interpret the directions for the student.

**Q: WHAT IS ACTIVE PROCTORING?**

**A:** Active proctoring is defined as a proctor making sure students are working independently. Proctors should not point out missed questions or correct an individual student's work in any way, use cell phones or other prohibited electronic devices, or engage in any other activity that would distract from monitoring the students.

**Q: MAY PROCTORS READ OR HAVE A TEST BOOKLET IN THEIR HANDS WHILE PROCTORING?**

**A:** No. Proctors may hold a test booklet while reading the directions but should then place it on the teacher's desk. Proctors **should not** be reading the booklet during the test administration time.

**Q: WHAT IF A PROCTOR SEES THAT A STUDENT SKIPPED AN ANSWER OR IS ANSWERING IN THE WRONG COLUMN?**

**A:** At no time does the proctor correct an individual student's work. The proctor should make a class announcement telling all students to check their answer documents to make sure that only one answer appears on each line and that no lines have been skipped.

**Q: SHOULD ANY ANNOUNCEMENTS BE MADE OVER THE PA SYSTEM?**

**A:** It is not recommended. Schools should refrain from using the PA system unless there is a school-wide emergency. If possible, turn off the bell system.

**Q: MAY PROCTORS USE ELECTRONIC DEVICES SUCH AS CELL PHONES DURING AN EXAM?**

**A:** No. The use of any electronic device is prohibited. Proctors may not play music for the students or talk in the hallway to other staff members or visitors.

**Q: MAY STUDENTS USE SCRAP PAPER WHILE TAKING EXAMS?**

**A:** Directions for use of scrap paper are indicated in the Teacher Directions for specific tests.

**Q: MAY STUDENTS WITH EXTENDED TIME TESTING ACCOMMODATIONS LEAVE THE TESTING ROOM IF THEY FINISH THE EXAM BEFORE THE TIME EXTENSION IS REACHED?**

**A:** No. If other students are taking the exam in a special location and are still working on the test, it may be disruptive to allow a student to leave the room. A student may leave only for an emergency.

## ASSESSMENT WEBPAGES

NYS DEPARTMENT OF EDUCATION:  
OFFICE OF STATE ASSESSMENT

<http://www.p12.nysed.gov/assessment>

NEW YORK STATE Level 2 Reports

<https://reports.nycenet.edu/statel2rptreports>

NYC DIVISION OF TEACHING AND LEARNING:

<https://infohub.nyced.org/nyc-doe-topics/performance-assessment/assessment-resources/new-york-state-identification-test-for-english-language-learners>

<https://infohub.nyced.org/nyc-doe-topics/performance-assessment/performance-and-assessment-resources>

## ASSESSMENT PHONE NUMBERS

NYS DEPARTMENT OF EDUCATION:  
OFFICE OF STATE ASSESSMENT

**(518) 474-8220**

NYCDOE ASSESSMENT AND TEST ADMINISTRATION:

**(718) 349-5600**

**TESTING**

**DO NOT**

**ENTER**

## ATTACHMENT #2– SUMMARY OF THE ELL IDENTIFICATION STEPS

This guide is provided as a summary and guide for schools on the ELL Identification steps, procedures, and policies as outlined in the [Policy and Reference Guide for MLLs/ELLs](#). For all students entering the NYC DOE after the first 20 days of school in the 2020-21 school year, the timeline below will resume. For students who enrolled during summer of 2020 and during the first 20 school days of the 2020-21 school year this timeline is extended to 30 school days.

Steps 1 through 8 must be completed within 10 school calendar days of initial enrollment (20 days for students enrolling with IEPs). For specific details and policies on each step, refer to the latest *Policy and Reference Guide for MLLs/ELLs*. For further questions, contact your senior ELL compliance and performance specialist.

Step	What to Do	More details	System/Resource
1	Determine if enrolling student was in a NYS public school within past 2 years.	Schools are required to obtain NYSITELL / NYSESLAT scores directly from the sending NYS public school in order to allow the student to continue in the ELL status (and proficiency level if applicable) in effect at the time of discharge from the NYS public school.	Send received test scores to <a href="mailto:ELLTransfersNYS@schools.nyc.gov">ELLTransfersNYS@schools.nyc.gov</a> . Complete <i>New York State Transfer ELL Data Request Form</i> . See <a href="#">Policy and Reference Guide for MLLs/ELLs</a> .

 Stop if student was enrolled in a NYS public school within past 2 years. Contact previous school to obtain NYSITELL and/or NYSESLAT scores, HL code, and SIFE status.

 Proceed to next step if student is entering as a new student to NYS public schools or returning to NYS public schools after more than 2 years.

2	Parent completes Home Language Identification Survey with a licensed and trained pedagogue.	The home language code is determined by the licensed and trained pedagogue.	Enter HL code into <a href="#">BIOU</a> screen in ATS. Print the HLIS in parents' preferred languages.
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 Stop if home language is English

 Proceed to next step if home language is other than English.

3	Determine eligibility for NYSITELL.	Done through in-depth interview with general education students. Begins with Language Proficiency Team recommendation for students with disabilities.	If student should take the NYSITELL, go to <a href="#">RLBA</a> in ATS. If student should NOT take the NYSITELL, go to <a href="#">ELLO</a> in ATS.
4	Send parent notifications to parent regarding entitlement and non-entitlement.	These letters let parents know whether their child is eligible for ELL services. Keep copies of parent letters on record at school.	Print the parent notification letters in parents' preferred languages.

 Stop if student attains commanding level (not an ELL).

 Proceed to next step if student does not attain commanding level.

5	Administer Spanish LAB to students whose home language is Spanish and do not attain “commanding level” on the NYSITELL.	Spanish LAB is administered once to newly identified ELLs whose home language is Spanish, regardless of whether student is placed in a bilingual program or not.	Print the Spanish LAB answer documents via RSLA in ATS. For information and directions on administering and printing the Spanish LAB, refer to the <a href="#">Spanish LAB Scanning Book</a> .
6	Determine if ELL is a student with interrupted/inconsistent education (SIFE).	SIFE status is determined within 30 school days of enrollment. SIFE status may be modified within 12 months of enrollment.	Enter SIFE status in the BNDC screen in ATS.
7	Invite parents to parent orientation meeting.	At this meeting, which is conducted by a trained pedagogue with translation services available, parents are provided with information on the 3 ELL programs (dual language, transitional bilingual education, and English as a new language) in NYC. The student must be placed in the bilingual program if one is available. Parents complete the survey indicating their agreement (or not) of the placement in the ELL program for their child. (NOTE: If a bilingual program is not available, schools must open one if thresholds are met.) The initial parent choice is entered into the <a href="#">ELPC</a> screen in ATS.	Print the parent notification letters in parents’ preferred languages.
8	Student is placed in ELL program.	Program all ELLs for the minimum number of minutes of English as a new language. For students placed in a bilingual program, program for bilingual classes.	Enter ENL programming and bilingual programming into STARS.

 Stop. The ELL Identification Process has been completed.

 Proceed to next step ***only if*** the ELL status is requested to be reviewed and considered for reversal (due to possible misidentification).

9	Administer the Re-Identification Process as necessary.	A parent, student (age 18), or teacher (with parent’s approval) may appeal the ELL status within 45 school days of enrollment.	Principals use the <a href="#">RQSA</a> in ATS. Superintendents use the RQGA in ATS.  Follow procedures outlined in the <a href="#">ELL Policy and Reference Guide</a>
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 Stop if student’s ELL status is not reversed.

 Proceed to next step if student’s ELL status is reversed.

10	Within 6 to 12 months, review progress of student whose ELL status was reversed.	The principal, must review the Re-Identification Process decision to ensure that the student’s academic progress has not been adversely affected by the determination. The principal’s recommendation can be to provide additional services or to reverse the ELL status back to its originally determined status.	<p>Principals use the RQSA in ATS. Superintendents use the RQGA in ATS.</p> <p>Follow procedures outlined in the <a href="#">ELL Policy and Reference Guide</a></p>
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