THE NEW YORK CITY DEPARTMENT OF EDUCATION
DENNIS M. WALCOTT, *Chancellor*

DIVISION OF ACADEMICS, PERFORMANCE AND SUPPORT - Scan Center
44-36 Vernon Boulevard, 2nd Floor - Long Island City, NY 11101

ASSESSMENT MEMORANDUM #2, 2011-2012

DATE: August 23, 2011

TO: COMMUNITY SUPERINTENDENTS
AND PRINCIPALS OF ALL SCHOOLS

FROM: Grace Pepe, Director of Assessment Operations
Division of Academics, Performance and Support (DAPS)

SUBJECT: Administration of the Language Assessment Battery-Revised (LAB-R) and the Spanish LAB for General and Special Education Students

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PURPOSE

The revised Language Assessment Battery reflects the current diagnostic trends in determining if a student is in need of bilingual education or English as a Second Language (ESL) services. LAB-R will be administered only once to a student to determine eligibility for bilingual education or ESL services. New York State developed the New York State English as a Second Language Achievement Test (NYSESLAT), which is administered in the spring, to determine whether the student will continue to receive services for the next school year.

All LAB-R eligible new entrants must be tested in Fall 2011. **LAB-R eligible students must be tested within the first ten days of initial enrollment**. Refer to LAB-R Teacher Directions regarding procedures for administering the exam.

Service eligibility for new entrants is determined by cut scores on LAB-R. For Levels III, IV, & V, neither the Speaking Subtest nor the Writing Rubric for Level V is mandatory. If a student has been administered the LAB-R in error, the student must test out of services on the NYSESLAT. LAB-R may not be given again.

The following procedures for the identification and placement of new English Language Learners (ELLs) must be used for all new entrants who are starting school in 2011-2012. Please refer to Attachment #1 for details regarding procedures from the New York State Education Department (SED) for details regarding procedures for identification and placement of new ELLs.

NOTE: REMEMBER TO USE ONLY FORM "B" OF THE LAB-R AND THE REVISED HOME LANGUAGE IDENTIFICATION SURVEY (HLIS) INCLUDING INTERVIEW (Attachment #2).

IMPORTANT:

NEW POLICY CHANGE ON SPECIAL EDUCATION X-CODED STUDENTS. SEE ATTACHMENT #3

PRE-K STUDENTS ARE NOT TESTED WITH LAB-R.

STUDENTS THAT ARE REGISTERED DURING THE SUMMER, WHOSE HOME LANGUAGE IS OTHER THAN ENGLISH ARE NOT TESTED BEFORE SEPTEMBER.

LAB- R IS ADMINISTERED TO A STUDENT ONCE. IF THE STUDENT LEAVES THE COUNTRY FOR A YEAR OR MORE, THE STUDENT CANNOT BE RE-TESTED.

ELLs who scored below a State-designated level of proficiency on a test of English language skills, and left the NYC school system for more than a year will continue taking NYSESLAT until Proficient.

The LAB-R is the only assessment instrument in the New York City Department of Education that measures the English language proficiency of a student and identifying them as an ELL. All new entrants that are LAB-R eligible must be tested **within the first ten days of initial enrollment**.

Only the revised 2006 home language identification survey and criteria may be used to determine whether new entrants are LAB-R eligible.

CALENDAR

PLEASE NOTE: FOR 2011-12 THERE WILL BE 6 PICK-UPS OF LAB-R.
ALL LAB-R SCORES WILL BE POSTED IN ATS AS FALL 11 LABR.

Week of August 29th	A supply of test booklets and blank answer documents for LAB-R (Form B) and Spanish LAB (Form B) will be **DELIVERED** to schools. Please note **all** must use 2011 Answer Documents.
September 8th through October 5th	**ADMINISTER** LAB-R (Form B) or Spanish LAB (Form B) when appropriate to new entrants who were admitted between September 8th through October 5th.
October 5th by 12:00 noon	Completed answer documents are to be **RETURNED** to your Borough Assessment Office (BAO). (Attachment # 4)
October 6th through November 4th	**ADMINISTER** LAB-R (Form B) Spanish LAB (Form B) when appropriate to new entrants who were admitted between October 6th through November 4th.
November 4th by 12:00 noon	Completed answer documents are to be **RETURNED** to your BAO.
November 7th through December 16th	**ADMINISTER** LAB-R (Form B) Spanish LAB (Form B) when appropriate to new entrants who were admitted between November 7th through December 16th.
December 16th by 12:00 noon	Completed answer documents are to be **RETURNED** to your BAO.

December 19th through February 3rd	**ADMINISTER** LAB-R (Form B) Spanish LAB (Form B) when appropriate to new entrants who were admitted between December 19th through February 3rd.
February 3rd by 12:00 noon	Completed answer documents are to be **RETURNED** to your BAO.
February 6th through March 23rd	**ADMINISTER** LAB-R (Form B) Spanish LAB (Form B) when appropriate to new entrants who were admitted between February 6th through March 23rd.
March 23rd by 12:00 noon	Completed answer documents are to be **RETURNED** to your BAO.
March 26th through June 22nd	**ADMINISTER** LAB-R (Form B) Spanish LAB (Form B) when appropriate to new entrants who were admitted between March 26th through June 22nd.
June 22nd by 12:00 noon	Completed answer documents are to be **RETURNED** to your BAO.

TESTS TO BE ADMINISTERED

LAB-R (Form B)

LEVEL	TEST	GRADE	TIME (MINUTES) *	ITEMS	TEST ANSWER DOCUMENT COLOR
I	Listening & Speaking	K-1	25	25	Green
I	Reading	K-1	12	15	Green
II	Listening Speaking Reading Writing	2-3	8 10 15 15	16 16 16 16	Orange

* **There is no time limit for any subtest in Levels I or II.**
Times shown are approximate administration times.
All parts of Levels I and II are individually administered.

III	Listening (Parts I & II) Reading Writing Speaking (Individually Administered)	4-5	30 35 20 20	20 25 25 26	Blue
IV	Listening (Parts I & II) Reading Writing Speaking (Individually Administered)	6-8	30 35 20 20	20 25 25 26	Blue
V	Listening (Parts I & II) Reading Writing Writing Sample Speaking (Individually Administered)	9-12	30 35 20 20 20	20 25 25 1 26	Blue

For Spanish LAB (Form B), see Examiner's Directions for times, items, and group/individual administration.

CUT SCORES (LAB-R)

FALL 2011

Students Scoring At or Below These Cut Scores Are Entitled to Bilingual/ESL Services.

LEVEL	GRADE	ENTITLED Including Speaking	Beg/Inter	Advanced
I	K	0-26	0-17	18-26
I	1	0-33	0-21	22-33
II	2	0-48	0-32	33-48
II	3	0-53	0-37	38-53

LEVEL	GRADE	ENTITLED Not Including Speaking	Beg/Inter	Advanced
III	4	0-54	0-29	30-54
III	5	0-58	0-33	34-58
IV	6	0-53	0-28	29-53
IV	7	0-56	0-31	32-56
IV	8	0-59	0-34	35-59

LEVEL	GRADE	ENTITLED Not Including Speaking	Beginner	Intermediate	Advanced
V	9	0-51	0-11	12-25	26-51
V	10	0-53	0-14	15-28	29-53
V	11	0-57	0-16	17-32	33-57
V	12	0-58	0-17	18-33	34-58

LAB-R AND SPANISH LAB ANSWER DOCUMENTS

GRADE and ADMINISTRATION DATE MUST be bubbled on all LAB-R and Spanish LAB Documents

On LAB-R answer documents; there is a bubble in the Test Status field that says "**Tested but Unable to Answer Any Questions**." If you fill in this bubble on the LAB-R answer document, the student's score will automatically be entered as a score of 0.

EXTENT OF THE TESTING PROGRAM (including Special Education students)

NOTE: Parents of all new first time entrants are required to complete the Home Language Identification Survey (HLIS.) All new entrants whose HLIS form indicates a language other than English must take the LAB-R. Refer to Attachment #2.

HLIS Identification

A student is considered to have a home language other than English when:

- One question (Part I: questions 1-4) indicates that student uses a language other than English.

  AND
- Two questions (Part I: questions 5-8) indicate that student uses a language other than English.

All new entrants whose HLIS responses indicate a home language of Spanish and scores at or below LAB-R cut scores must be administered the Spanish LAB only once at the time of initial enrollment.

English Creole speakers are NOT LAB-R eligible under the "Lau Plan." LAB-R may be administered to identify special program needs, but ANSWER DOCUMENTS MUST NOT BE SUBMITTED FOR MACHINE SCORING.

ABSENTEES

If a student who is officially on your register should be LAB-R tested and is absent during the entire fall testing period, an answer document must be submitted. Fill out the biographical information on the appropriate answer document and fill in the bubble next to “Absent.” If Absent is not filled in and no response is indicated for one or more test items, no score (NSC) will be reported on rosters and no entitlement decision will be made. See LAB-R AND SPANISH LAB ANSWER DOCUMENTS on page 5 for students who are unable to answer any questions. Only one answer document for each version (English/Spanish) must be submitted for any one student. A student either took a version of the LAB-R test or was absent.

ADMINISTRATION PROCEDURES

Be familiar with instructions in the LAB-R Administration Manuals.

LAB-R must be scored in the school in order to expedite appropriate student placement, and to determine whether or not there is a need to test students with the Spanish LAB. Be sure that No extraneous marks were made on the answer documents. Verification of hand scoring will take place by machine scanning all documents.

For Fall 2011 new entrant entitlement decisions, you must use the LAB-R (Form B).

Fall 2011 Spanish LAB (Form B) norms were issued in Fall 1991.

LAB –R (Form B) is administered only once within the first ten days of initial enrollment.

For information on the use of test modifications, please refer to Assessment Memorandum #1, dated August 22, 2011.

TESTING SEQUENCE AND PROGRAM ENTITLEMENT

If you have any questions regarding LAB-R, Spanish LAB eligibility, and/or ELL entitlement, call your ELL Content Specialist or your Borough Assessment Implementation Director (BAID).

The testing sequence for program entitlement for General Education students appears below. (Note: The following procedures for program entitlement have been developed by the Office of English Language Learners in accordance with current legal decisions.) Refer to Assessment Memorandum #1, dated August 22, 2011 for test modifications for students with disabilities, students who have been decertified from Special Education with test accommodations, and General Education students with 504 Plans, for test accommodations.

State Education Commissioner's Regulations/CR Part 154 states that schools must administer the LAB-R to all new entrants whose home language is other than English.

Spanish LAB

All Spanish-speaking new entrants to a NYC school who score at or below the cut scores on the LAB-R must be administered the Spanish LAB only once during the same testing period in order to determine language dominance for instructional planning in providing bilingual and ESL services.

Spanish LAB scores are NOT used to determine entitlement under CR Part 154.

Continued Entitlement

Students who come from a home where a language other than English is spoken and who are entitled based on LAB-R testing, remain entitled until they test out by scoring at the appropriate level on a spring administration of the NYSESLAT.

TEST SECURITY

All test materials must be stored in a secure, locked facility at all times whether in the BAO or in the school. The security of test materials in the school is the responsibility of the principal. This responsibility begins with the receipt of test materials. Under no circumstances should test materials be removed from the school or used for classroom instruction.

All test materials, including answer documents, must be collected and secured by the principal or designee at the end of each day's testing.

SECURITY VIOLATIONS MUST BE REPORTED IMMEDIATELY TO THE BAIDS.

Student Cheating: Do not permit students to obtain information from or give information to other students in any way during the test. If you suspect that such an attempt has occurred, warn the students that any further attempts will result in the termination of their tests. If necessary, move the students to another location. If these steps fail to end attempts to obtain or give information, notify the principal immediately and terminate the students' tests. At the conclusion of the test, all suspected cheating must be reported to the principal. If, in the judgment of the principal, a student has given aid to or obtained aid from another person during the test, the principal must follow the school's disciplinary procedure for student cheating and invalidate the student's test. In addition, the principal must report the incident to the BAID (Attachment #4). Invalidated tests may not be scored.

RETURN OF ANSWER DOCUMENTS

In order to ensure the return of accurate test results, bubble in the following information on every answer document: Name, ID, Borough, District, School, Grade, Primary Language, Sex, Date of Birth and Date of Administration. (See Attachment #5)

NOTE: IF YOUR ANSWER DOCUMENTS ARE NOT FILLED OUT CORRECTLY, THEY WILL NOT BE SCANNED.

Assemble the answer documents by grade, separating English from Spanish documents. Separate General Education from Special Education. (Include answer documents for absent students.) Include a signed copy of the Principal's Certification (Attachment #6).

Schools should package score documents following procedures found in Attachments #4 and 5.

QUESTIONS

Refer any questions regarding this testing program to your ELL Content Specialist or to your BAID.

Your continuing cooperation is greatly appreciated.

This memorandum is available at:

http://intranet.nycboe.net/Accountability/Assessment/YearlyTesting/MemorandaProcedures

GP: vs
Attachments

c: Shael Suransky
Niket Mull
Gary Hecht
Borough Assessment Implementation Directors

New York State – LEP Identification Process

1. SCREENING
ENROLLMENT – Administer Home Language Questionnaire

Home language is other than English or student's native language is other than English.

Home language is English.
Student's only language is English.
STOP – Student is **NOT LEP.**
Student enters general education program.

Conduct Informal Interview in Native Language and English.

Student speaks language other than English and student speaks little or no English.
Go to #2 Initial Assessment.

Student does not speak any language other than English
STOP – Student is **NOT LEP.**
Student enters general education program.

2. INITIAL ASSESSMENT
Administer Language Assessment Battery-Revised (LAB-R)

Student scores at:
Beginning, Intermediate or Advanced Level
Student **IS LEP.**
Go to #3, Program Placement.

Student scores at:
Proficient Level
STOP –Student is **NOT LEP.**
Student enters general education program.

3. PROGRAM PLACEMENT
Place Student in Appropriate Program

Student **IS LEP.**
Place student in bilingual education or freestanding ESL Program.

4. ANNUAL ASSESSMENT
Spring – Administer the New York State English as a Second Language Achievement Test (NYSESLAT)

Student scores at:
Beginning, Intermediate or Advanced Level
Student **IS LEP.**
CONTINUE SERVICES

Student scores at:
Proficient Level
Student is **NOT LEP.**
Student enters general education program.

For webpage click link below:

http://schools.nyc.gov/NR/rdonlyres/0C11683B-D763-4764-9F31-0577F07B77F8/48052/HLIS_5_24_07_ENGLISH.pdf

The New York City Department of Education
Parent/Guardian Home Language Identification Survey

Dear Parent or Guardian,

In order to provide your child with the best education possible, we need to determine how well he or she understands, speaks, reads, and writes English. In order to keep you informed, we would also like to know your language preference when receiving important information from the school. Your assistance in answering the questions below is greatly appreciated.

Thank You

TO BE COMPLETED BY ENROLLMENT OR SCHOOL PERSONNEL		
District:	Date:	
School:	Name of Student:	
Grade:	Class:	Student ID No.:
Relationship of person providing information for survey (check one): Mother ☐ Guardian ☐ Father ☐ Other ☐ (specify):		
If an interview is conducted, list interviewer's name and title or relationship.		
In what language?		
If an interpreter is provided, list name and position/relationship:		
Is the interpreter trained/qualified (e.g., bilingual teacher, Translation & Interpretation Unit staff)? Yes ☐ No ☐		
Eligible for LAB-R testing? Yes ☐ No ☐		
Person determining LAB eligibility and signature:		
Lab Coordinator name and signature:		
OTELE ALPHA CODE:		
Program Placement: Transitional Bilingual Education ☐ (Is this a transfer? Yes ☐ No ☐) Dual Language ☐ Freestanding ESL ☐		

PART 1. LAB-R ELIGIBILITY:. This information will establish eligibility for the English Language Assessment Battery-Revised (LAB-R). (√) the box that applies. If another language is used, please specify.

1. What language does the child **understand**?		
English ☐	Other ☐:	
2. What language does the child **speak**?		
English ☐	Other ☐:	
3. What language does the child **read**?		
English ☐	Other ☐:	Does not read ☐
4. What language does the child **write**?		
English ☐	Other ☐:	Does not write ☐

The New York City Department of Education
Parent/Guardian Home Language Identification Survey

5. What language is spoken in the child's home or residence **most of the time**?
English ☐ Other ☐:
6. What language does the child speak with parents/guardians **most of the time**?
English ☐ Other ☐:
7. What language does the child speak with brothers, sisters, or friends **most of the time**?
English ☐ Other ☐:
8. What language does the child speak with other relatives or caregivers (e.g., babysitters) **most of the time**?
English ☐ Other ☐:

PART 2. INSTRUCTIONAL PLANNING: Responses to these supplementary questions will be used for instructional planning. Enter the correct response for each of the following questions concerning your child.

1. Is this the first time the child has attended a school in the United States? ☐ Yes ☐ No
IF NO:
Where did he/she go to school?
How long did he/she attend school?
Which language was used for instruction?
2. Has the child attended school in another country? ☐ Yes ☐ No
IF YES:
Where did he/she go to school?
How long did he/she attend school?
Which language was used for instruction?
3. Did the child participate in any group experience prior to entering school (e.g., daycare, pre-school)? ☐ Yes ☐ No
IF YES: What language was used?
4. Does the child use any other form(s) of communication, such as American Sign Language or Augmentative Communication Device (e.g., Communication Board-manual/electronic)? ☐ Yes ☐ No
IF YES: Which ones?

PART 3. PARENT INFORMATION: Responses to these supplementary questions will be used so that the NYC Department of Education can communicate with you in the language of your choice.

1. In what language would you like to receive written information from the school?
2. In what language would you prefer to communicate orally with school staff?
Parent Signature Date

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

March 2011

To: District Superintendents
Superintendents of Public Schools
Superintendents of State-Operated and State-Supported Schools
Superintendents of Special Act School Districts
Principals of Public, Nonpublic and Charter Schools
New York City Department of Education
Impartial Hearing Officers
Special Education Parent Centers
Regional Special Education Technical Assistance Support Centers
Bilingual/English as a Second Language (ESL) Technical Assistance Centers
Special Education Parent Centers
Early Childhood Direction Centers
Commissioner's Advisory Panel for Special Education Services
Organizations, Parents and Individuals Concerned with Special Education

From: Rebecca H. Cort
Associate Commissioner, Office of Special Education

Jean C. Stevens
Associate Commissioner, Office of Curriculum, Instruction and Standards

Subject: Bilingual and English as a Second Language (ESL) Services for Limited English Proficient (LEP)/English Language Learners (ELLs) who are Students with Disabilities

The purpose of this memorandum is to clarify State policy regarding English as a Second Language (ESL) services for LEP/ELL students who are also identified as having disabilities. Part 154 of the Regulations of the Commissioner of Education establishes the State's requirements for services for students with limited English proficiency. The purpose of Part 154 is to ensure that all LEP/ELL students are provided opportunities to achieve the same educational goals and standards as the general student population. Each school district, in its comprehensive plan developed pursuant to section 154.3 of the Regulations of the Commissioner of Education, must provide assurances that each LEP/ELL student, including a student with a disability, has access to receive appropriate instructional and support services.

Committee on Special Education

When the Committee on Special Education (CSE) develops an individualized education program (IEP) for a LEP/ELL student with a disability, it must consider the

language needs of the student as they relate to the student's IEP as well as the special education supports and services a student needs to address his or her disability and to support the student's participation and progress in the general education curriculum. Such considerations include, but are not limited to:

- the student's need for special education programs and services to support the student's participation and progress in English language arts instruction, content area instruction in English and ESL instruction; and
- whether the student needs bilingual special education and/or related services.

LEP/ELL students are entitled to certain testing accommodations[1] during the period of time that they are designated LEP/ELL pursuant to Part 154 and for up to two years immediately after they have achieved proficiency on the New York State English as a Second Language Achievement Test (NYSESLAT). However, it is still the responsibility of the CSE to identify in the student's IEP any individual testing accommodations needed by the student **as a result of his or her disability**, which may include, but are not limited to, the same testing accommodations that the student is entitled to as a LEP/ELL or former LEP/ELL student.

To ensure that the IEPs for LEP/ELL students are appropriately developed, personnel with knowledge of second language needs and how these needs relate to the student's disability should be invited to participate in CSE meetings.

ESL Program

ESL programs should be considered general education core instruction for all LEP/ELL students. In the first instance, each LEP/ELL student with a disability must be provided the opportunity to participate in the district's ESL program. This may mean that special education services, accommodations, program modifications and/or supplementary supports and services, for example, may be needed to support that student's participation and progress in the ESL program. It may also mean that the CSE may recommend that the ESL program be provided to the student in his/her special class(es).

When the CSE has determined that the student cannot, because of his/her disability, participate in the district's general bilingual education program or free-standing ESL program, it must consider specially designed instructional programs provided by appropriately qualified staff that would:

(1) support the development of the student's skills in the areas of understanding, speaking, reading, writing and communicating in English, through the integration of academic content appropriate for the student's

[1] These accommodations include time extension; separate location; third reading of listening selection (English language arts (ELA) exams only); bilingual glossaries (all exams except foreign language); simultaneous use of English and alternative language editions (not allowed for ELA and Foreign Language examinations); oral translation for lower incidence languages (not allowed for ELA and Foreign Language examinations); and writing responses in the native language (not allowed for ELA examinations).

age, grade level, English language skills, and level of English proficiency; and

(2) develop the cognitive skills of the LEP/ELL student.

This does not mean, however, that specially designed instruction (e.g., specialized reading instruction or supplemental instruction provided in a resource room) can replace a student's right to access the district's free-standing ESL program as a result of issues such as scheduling or availability of staff to provide such services.

Section 154.3(k)(2) of the Regulations of the Commissioner of Education gives parents the option to "withdraw their children only from participation in a bilingual education program," but not from ESL services. It does not give a CSE or any other district personnel the authority to determine that a student with a disability will not receive any ESL instruction unless the student has been re-designated English proficient pursuant to Part 154 of the Regulations of the Commissioner of Education.

Further, section 154.3(l) of the Regulations of the Commissioner of Education allows the CSE to determine whether the required Part 154 services can be met by participation in general education classes or must be met, in part or in total, through special education programs and services (e.g., a bilingual special class; a special class with ESL instruction provided by appropriately qualified staff in the special class; bilingual counseling). It does not authorize the CSE to determine that a LEP/ELL student with a disability will not receive any services pursuant to Part 154. This section of the Regulations also provides that a student with a disability who is also receiving services pursuant to Part 154 would be counted as both a LEP/ELL student and a student with a disability for purposes of calculating State aid pursuant to section 3602 of the Education Law.

Even if the students are in special classes in the school district, they are entitled to receive ESL and, as appropriate, bilingual education programs of the district. For a student with a disability placed by the CSE in an out-of-district program (e.g., BOCES, approved private school), the CSE should consider how bilingual and/or language arts instructional programs, as such terms are defined in section 154.2 of the Regulations of the Commissioner of Education, can be made available to the student in the out-of-district placement, including, but not limited to consideration of whether the student could participate in the sending public school district's free-standing ESL program.

Declassification from LEP/ELL Status

Part 154 of the Regulations of the Commissioner of Education establishes that for a student to be declassified from LEP/ELL status and therefore no longer be eligible to receive mandated bilingual education or free-standing ESL programs, the student must score proficient on the NYSESLAT. Scoring proficient on the NYSESLAT is the sole criterion for exiting LEP/ELL status in New York State. Therefore, until a LEP/ELL student, including a student with a disability, scores proficient on the NYSESLAT, the district is responsible to address the student's language needs pursuant to Part 154 of the Regulations of the Commissioner of Education and the student is, for accountability reporting purposes, a LEP/ELL student. This is true regardless of whether the student

attends the public school or has been placed in an out-of-district program by the CSE. The school district does not have the authority to cease providing the Part 154 services to these students when, for example, the CSE believes that the student's disability is the sole determinant factor for the student's score on the NYSESLAT.

Committee on Preschool Special Education

To ensure that the IEPs for LEP preschool students are appropriately developed, personnel with knowledge of second language needs and how these needs relate to the student's disability should be invited to participate in Committee on Preschool Special Education (CPSE) meetings. CPSEs and approved preschool programs are reminded that the requirement to consider the language needs of LEP/ELL students when developing IEPs is a federal law requirement based on the Individuals with Disabilities Education Act (IDEA), applying to preschool students as well as school-age students. While the mandated services of Part 154 of the Regulations of the Commissioner of Education are applicable only to school-age students (K-12), the requirement that the language needs of the student as such needs relate to the student's IEP be considered in the IEP development process applies to students ages 3-21.

Resources for Further Information

Questions regarding this memorandum may be directed to Alexia Thompson in the Office of Special Education at (585) 344-2002 or to the Office of Bilingual Education and Foreign Language Studies at (518) 474-8775.

For technical assistance relating to the education needs of LEP/ELL students, you may contact the following regional centers funded by the New York State Education Department:

- Regional Special Education Technical Assistance Support Centers (RSE-TASC) - http://www.p12.nysed.gov/specialed/techassist/rsetasc/locations.htm
- Bilingual/ESL Technical Assistance Center (BETAC) - http://www.p12.nysed.gov/biling/bilinged/betac.html

To ensure dissemination to appropriate individuals within a school district, we ask Superintendents to please share this memorandum with individuals such as Directors of Special Education, School Psychologists, CSE and CPSE Chairpersons, Guidance Counselors and Directors of Pupil Personnel and Parent Teacher Associations.

NEW YORK CITY DEPARTMENT OF EDUCATION
DIVISION OF ACADEMICS, PERFORMANCE AND SUPPORT

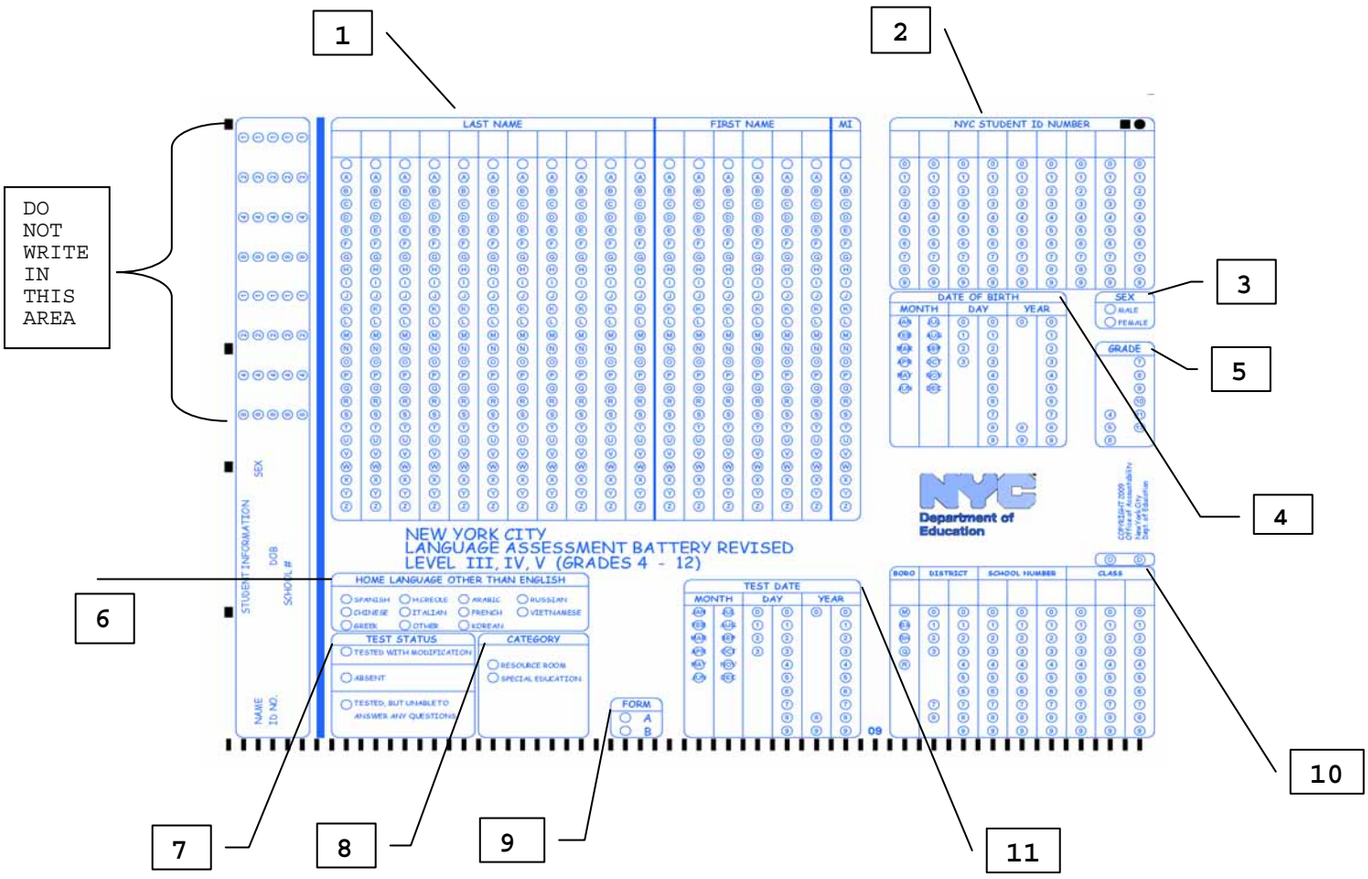
ASSESSMENT SUPPORT
2011-2012 BOROUGH ASSESSMENT IMPLEMENTATION DIRECTORS

BOROUGH ASSESSMENT OFFICE	BOROUGH ASSESSMENT IMPLEMENTATION DIRECTORS
MANHATTAN **COMPRISING DISTRICTS:** **1, 2, 3, 4, 5, & 6**	
333 Seventh Avenue	Marie T. Busiello
7th Floor	(212) 356-3784
New York, N.Y. 10001	(212) 356-7523 (FAX)
	MBusiel@schools.nyc.gov
BRONX **COMPRISING DISTRICTS:** **7, 8, 9, 10, 11, & 12**	
1 Fordham Plaza	Sharon Cahr
7th Floor	(718) 741-5559
Bronx, N.Y. 10458	(718) 741-7954 (FAX)
	SCahr@schools.nyc.gov
BROOKLYN **COMPRISING DISTRICTS:** **13, 14, 15, 16, 19, 23 & 32**	
131 Livingston Street	David Rapheal
Sixth Floor	(718) 935-5965
Brooklyn, N.Y. 11201	(718) 935-2246 (FAX)
	DRaphea@schools.nyc.gov
QUEENS **COMPRISING DISTRICTS:** **24, 25, 26, 27, 28, 29, & 30**	
28-11 Queens Plaza North	Barbara Marcisak
2nd Floor, Room #43	(718) 391-8352
L.I.C., N.Y. 11101	(718) 391-6088 (FAX)
	BMarcis@schools.nyc.gov
STATEN ISLAND **COMPRISING DISTRICTS:** **17, 18, 20, 21, 22, & 31**	
715 Ocean Terrace	Judy Cohen
Building A, Room #A127	(718) 390-1579
Staten Island, N.Y. 10301	(718) 420-5665 (FAX)
	JCohen32@schools.nyc.gov

It is the teacher's responsibility to make certain that the biographical side of each answer document is complete and correct. Before each test administration begins, all biographical information must be completed for all students. The teacher must verify each student's NYC ID Number, Name, and Date of Birth. This can be accomplished by consulting the student's official record card ID label. See your Pupil Accounting Secretary when questions arise.

ALL BIOGRAPHICAL INFORMATION MUST BE EXACTLY THE SAME ON BOTH THE ENGLISH VERSION AND SPANISH ANSWER DOCUMENTS, if both are needed.

FOR VERIFIED PRE-SLUGGED/PRE-PRINTED ANSWER DOCUMENTS, ONLY ENTER THE CHECKED (√) ITEMS INDICATED BELOW. FOR BLANK ANSWER DOCUMENTS, ALL ITEMS MUST BE ENTERED AND BUBBLED.



1. **NAME (Last, First, MI)** – Left-justify. Enter and fill in. Make certain that the first letter of the last name is entered in the first box. DO NOT LEAVE ANY SPACES OR USE HYPHENS, APOSTROPHES, ETC.

2. **NYC ID NUMBER** – Carefully enter the 9 digit number. **DO NOT OMIT**. This item must be entered completely and accurately. See your Pupil Accounting Secretary when questions arise, OR refer to student's official record card ID label

3. **SEX** – Fill in Male or Female.

4. **DATE OF BIRTH** – Fill in month, day and year.

✓ 5. **GRADE** – Fill in the grade. If grade is not filled in, the test can not be scored.

✓ 6. **PRIMARY LANGUAGE** – (Home Language) – Fill in the appropriate bubble for the student's Home Language. If this item is omitted, entitlement cannot be determined.

✓ 7. **TEST STATUS**

TESTED WITH MODIFICATION – Fill in for Resource and Special Education students who are tested with modification (See other codes)

ABSENT – Fill in only for a student who is not present during the scheduled test administration.

✓ 8. **CATEGORY** – Fill in for any students participating in a Resource Room or Special Education program.

✓ 9. **FORM** – BUBBLE IN "B ".

10. **BOROUGH, DISTRICT, SCHOOL # and CLASS** – Fill in the appropriate bubbles. (Only three digit class codes may be used).

✓ 11. **TEST DATE** – Date that test is administered to student.

LAB-R (ENGLISH)

AND

SPANISH LAB SHORT TEST – FALL 2011

Principal's Certification

(Return with answer documents)

TO: Division of Academics, Performance and Support (DAPS) Testing Section

The LAB-R and Spanish LAB answer documents enclosed have been completed and assembled according to directions. The answer documents have been carefully checked to see that the following information has been entered:

- Student Name
- Student NYC ID Number
- Grade of Student
- Primary Language
- Special Education or Resource Room (if appropriate)

All answer documents are placed in an Office of Accountability pre-printed envelope with the appropriate information entered on the envelopes.

I am aware that **GRADE** information is absolutely necessary to compute final student scores. If this information is not correct on each answer document, no entitlement decision will be made.

The school contact person is_____Phone #_____

Borough_____District_____School_____

_____
Principal's Signature

_____
Date

M E M O R A N D U M

DATE: September, 2011

TO: **PRINCIPALS OF ELEMENTARY, INTERMEDIATE AND JUNIOR HIGH SCHOOLS, HIGH SCHOOL PRINCIPALS, ASSESSMENT IMPLEMENTATION DIRECTORS, AND BILINGUAL COORDINATORS**

FROM: Grace Pepe, Director of Assessment Operations
Division of Academics, Performance and Support (DAPS)

SUBJECT: **RETURN OF SCORE DOCUMENTS**
LANGUAGE ASSESSMENT BATTERY (LAB-R) & SPANISH LAB
GRADES K - 12

General Education score documents are to be grouped together by grade, one grade per polybag with a completed grade header sheet inserted on top. Bubble "**Grade** Number" (i.e. Grade One) for teachers name and 000 for class. All General Education polybags are inserted into one Answer Document Return Envelope.

Special Education students' score documents, in both self-contained and **District 75** programs are to be grouped by grade, one grade per poly bag, with one completed grade header inserted. Bubble **"Special Education"** for teacher's name and **000** for class. All Special Education polybags are inserted into one Answer Document Return Envelope.

Completed grade sets of score documents must be placed into individual polybags and then in the Document Return envelopes with Borough, District, and School clearly marked. A separate envelope is needed for LAB-R and Spanish LAB documents.

Your cooperation is greatly appreciated since the proper and orderly return of your school's score documents will assist us in processing these documents quickly and accurately.

Questions pertaining to the use of these materials should be directed to the Borough Assessment Implementation Directors (BAIDs) at your Borough Assessment Office (BAO).

GP: vs
Enclosures