



THE NEW YORK CITY DEPARTMENT OF EDUCATION
JOEL I. KLEIN, *Chancellor*

DIVISION OF ACCOUNTABILITY AND ACHIEVEMENT RESOURCES - Scan Center
44 -36 Vernon Blvd., 2nd Floor - Long Island City, NY 11101

ASSESSMENT MEMORANDUM #2, 2009-2010

DATE: August 24, 2009

TO: COMMUNITY SUPERINTENDENTS
AND PRINCIPALS OF ALL SCHOOLS

FROM: Grace Pepe, Director of Assessment Operations *GP*
Division of Accountability and Achievement Resources (DAAR)

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

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 2009. **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 2009-2010. Please refer to Attachment #2 for details regarding procedures from the New York State Education Department (SED) for details regarding procedures for identification and placement of new ELLs.

NEW FOR 2009: USE NEW LAB-R AND SPANISH LAB ANSWER DOCUMENTS.

NOTE: REMEMBER TO USE ONLY FORM "B" OF THE LAB-R AND THE REVISED HOME LANGUAGE IDENTIFICATION SURVEY (HLIS) (Attachment #3).

See the attached memorandum dated April 28, 1999 (Attachment #1) regarding procedures for determining appropriate service language for students with disabilities who had previously scored at or below the 40th percentile on the old LAB but who had not been serviced, and for new entrants with disabilities who scored below the appropriate cut scores on the LAB-R.

A student, who is classified as disabled and scores at or below the 40th percentile on the old LAB, or at or below the appropriate cut scores on the LAB-R, may not necessarily be an English Language Learner (ELL) as the score may be the result of a disability rather than a limited language skill.

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 2009-10 THERE WILL BE 8 PICK-UPS OF LAB-R. ALL LAB-R SCORES WILL BE POSTED IN ATS AS FALL 09 LBR.

Week of September 1	A supply of test booklets and blank answer documents for LAB-R (Form B) and Spanish LAB (Form B) will be <u>DELIVERED</u> to schools. Please note <u>all</u> must use 2009 Answer Documents.
September 9 through September 24	<u>ADMINISTER</u> LAB-R (Form B) or Spanish LAB (Form B) when appropriate to new entrants who were admitted between September 9 th and 24 th .
September 25 by 12:00 noon	Completed answer documents are to be <u>RETURNED</u> to your Integrated Service Center. (Attachment # 7)
September 28 through October 22	<u>ADMINISTER</u> LAB-R (Form B) Spanish LAB (Form B) when appropriate to new entrants who were admitted between September 28 th and October 22 nd .
October 23 by 12:00 noon	Completed answer documents are to be <u>RETURNED</u> to your Integrated Service Center.
October 26 through November 19	<u>ADMINISTER</u> LAB-R (Form B) Spanish LAB (Form B) when appropriate to new entrants who were admitted between October 26 th and November 19 th .
November 20 by 12:00 noon	Completed answer documents are to be <u>RETURNED</u> to your Integrated Service Center.
November 23 through December 18	<u>ADMINISTER</u> LAB-R (Form B) Spanish LAB (Form B) when appropriate to new entrants who were admitted between November 23 rd and December 18 th .

December 21
by
12:00 noon

Completed answer documents are to be **RETURNED** to your Integrated Service Center.

December 21
through
January 22

ADMINISTER LAB-R (Form B) Spanish LAB (Form B) when appropriate to new entrants who were admitted between December 21st and January 22nd.

January 25
by
12:00 noon

Completed answer documents are to be **RETURNED** to your Integrated Service Center.

January 25
through
March 25

ADMINISTER LAB-R (Form B) Spanish LAB (Form B) when appropriate to new entrants who were admitted between January 25th and March 25th.

March 26
by
12:00 noon

Completed answer documents are to be **RETURNED** to your Integrated Service Center.

March 26
through
April 22

ADMINISTER LAB-R (Form B) Spanish LAB (Form B) when appropriate to new entrants who were admitted between March 26th and April 22nd.

April 23
by
12:00 noon

Completed answer documents are to be **RETURNED** to your Integrated Service Center.

April 26
through
June 14

ADMINISTER LAB-R (Form B) Spanish LAB (Form B) when appropriate to new entrants who were admitted between April 26th and June 14th.

June 15
by
12:00 noon

Completed answer documents are to be **RETURNED** to your Integrated Service Center.

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 2009****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 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.

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 or Integrated Service Center 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 2009 new entrant entitlement decisions, you must use the LAB-R (Form B).

Fall 2009 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 24, 2009.

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 Assessment Implementation Director (AID).

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 25, 2009 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 Integrated Service Center 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 OFFICE OF THE SPECIAL COMMISSIONER OF INVESTIGATION (SCI) (212) 510-1500, AND TO THE AIDs. THE SED MUST BE CONTACTED FOR STATE TESTING IRREGULARITIES (518) 474-8220.

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 SED by fax to (518) 402-5596. 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.

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 #4).

Schools should package score documents following procedures found in Attachments #5, and #6.

QUESTIONS

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

Your continuing cooperation is greatly appreciated.

This memorandum is available at:

[http://schools.nyc.gov/Accountability/YearlyTesting/TestAdministration/Test+Memoranda 09-10](http://schools.nyc.gov/Accountability/YearlyTesting/TestAdministration/Test+Memoranda%2009-10)

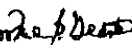

GP: vs
Attachments

c: Jessica Eadie
Shael Suransky
Bonnie Brown
Assessment Implementation Directors

MEMORANDUM

April 28, 1999

To: ALL SUPERINTENDENTS

From: Francine B. Goldstein  Burton Sacks 
Executive Director - Chief Executive -
Division of Student Community School District Affairs,
Support Services Monitoring & Municipal Relations

Subject: **Determining Appropriate Service Language for Students with Disabilities Who Score at or Below the 40th Percentile on the Language Assessment Battery**

Introduction

General education students who have an other than English home language as determined by the Home Language Identification Survey (HLIS) and who score at or below the 40th percentile on the Language Assessment Battery (LAB) are considered to be limited English proficient (LEP). However, students who are classified as disabled and score at or below the 40th percentile on the LAB may not necessarily be LEP as their score may be the result of a disability rather than limited language skill.

Appropriate Assessment Services

After determining that a student has a disability and needs special education services, Committees on Special Education (CSEs)/School Based Support Teams (SBSTs) must consider all variables as they make decisions regarding appropriate instructional services and service language. Variables to consider include language proficiency, educational/experiential background, cultural experiences, and learning characteristics.

Students who have other than English home languages as determined by the HLIS and who score at or below the 40th percentile (if testable) on the LAB, must be assessed:

- in both their native language and English by a bilingual clinical assessment team;
- using culturally non-biased assessments (refer to the *Test Resource Guide(s)* for guidance on the limitations and appropriate use of standardized tests);

- using information from parents, bilingual/ESL teachers, bilingual clinicians and others which includes observational data, social emotional behavior data, sociocultural information, and academic/educational test data; and
- using language assessments in both the native language and English, where possible, to determine the student's development in all areas including listening, speaking, reading and writing, etc.

Range of Service Language Options

CSEs/SBSTs have the responsibility to determine the appropriate service language for students determined to have a disability that scored at or below the 40th percentile on the LAB. Previously, if a student scored at or below the 40th percentile on the LAB that student was entitled to receive bilingual special education services or special education services with English as a Second Language. **Effective immediately, CSEs/SBSTs may now recommend a service language based upon individual needs. The recommendation may include:**

- **bilingual services; or**
- **monolingual services with ESL; or**
- **monolingual services without ESL.**

Such a determination must be appropriately documented and reviewed by the Regional Bilingual Coordinator.

Factors to Consider When Determining Appropriate Service Language

All clinicians should consider the following factors when determining the appropriate language of service for students with disabilities:

- home language use based on the HLIS responses and follow-up interviews with the parents and student;
- the levels of proficiency, both expressive and receptive, in the native language and English;
- scores on the LAB, including scores on the Spanish version of the LAB, and other available native language reading test scores (e.g., Spanish Reading Test-ELE, Chinese Reading Test, etc.) as appropriate;
- teacher observations of students' work over an extended period of time;
- portfolios and other samples of oral and written student work, both native language and English;
- informal student assessment information, including language samples and interviews in the native language and English; and
- school history including whether previous schooling has been interrupted, the number of years a student has received bilingual/ESL services, as well as a review of report cards and cumulative records.

Decision Making Process

Based on analysis and review of factors outlined above, CSE/SBST staff will reach one of three determinations:

1. bilingual instructional services are required; or
2. bilingual instructional services are not required but ESL instructional services are required to enable the student to continue to progress in acquiring the English language and to further develop English linguistic competence; or
3. bilingual and ESL instructional services are not required since the social history and other information reveal that there is no other language impacting on the student's language development, or the student has appropriate language skills required to ensure academic and social success in an English language setting.

Assurances

After the CSE/SBST determines the appropriate service language, the Regional Bilingual Coordinator must review the student's file.

The language service option chosen must reflect the needs of the student and may not be selected on the basis of availability of personnel, programs, or financial resources. These are never appropriate criteria for determining instructional services.

Students recommended to receive bilingual or ESL-only services will continue to require a bilingual assessment for any re-evaluation. For students who are recommended to receive an English monolingual program without ESL, future assessment will be conducted solely in English.

These procedures are to be implemented immediately. If you have any questions about the procedures described in this memorandum, please contact your Regional Bilingual Coordinator.

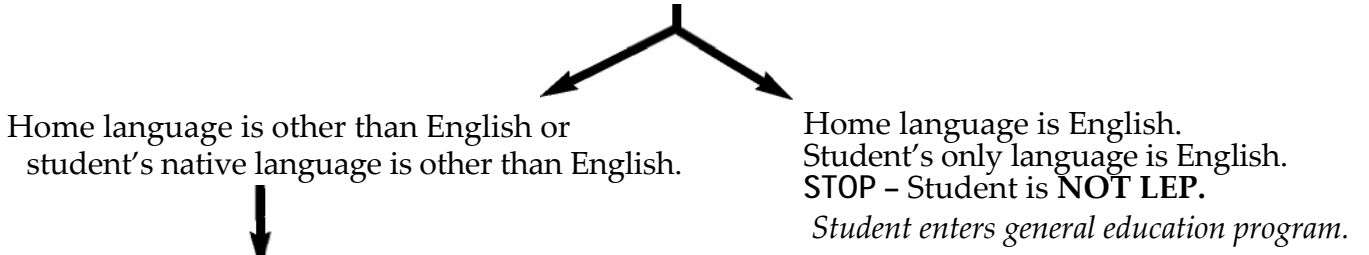
Thank you in advance for your cooperation in implementing these procedures.

BS/FG:me

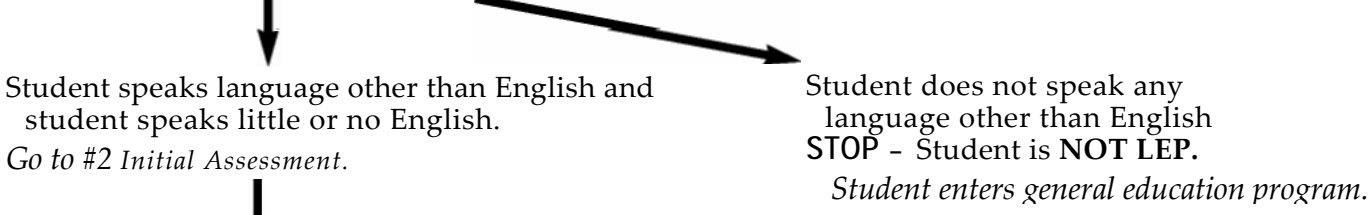
c: Judith Rizzo
Margaret Harrington
Ronald Woo
Nilda Soto Ruiz
Lillian Hernandez
CSE Chairpersons/SBST Members
Executive Assistants to the HS Superintendents
District Administrators for Special Education
Regional Bilingual Coordinators
High School District Managers

New York State – LEP Identification Process

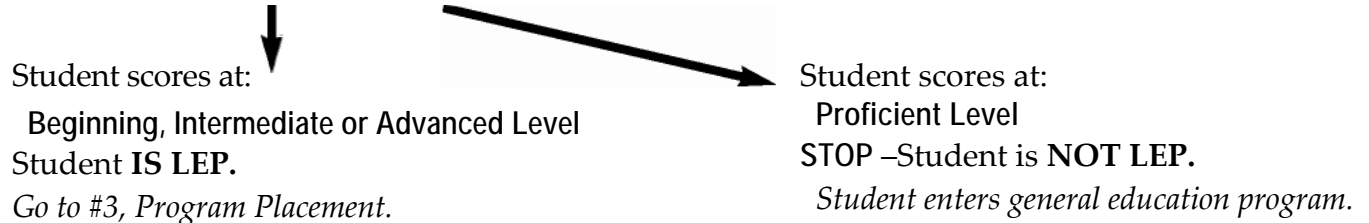
1. SCREENING ENROLLMENT – Administer Home Language Questionnaire



Conduct Informal Interview in Native Language and English.



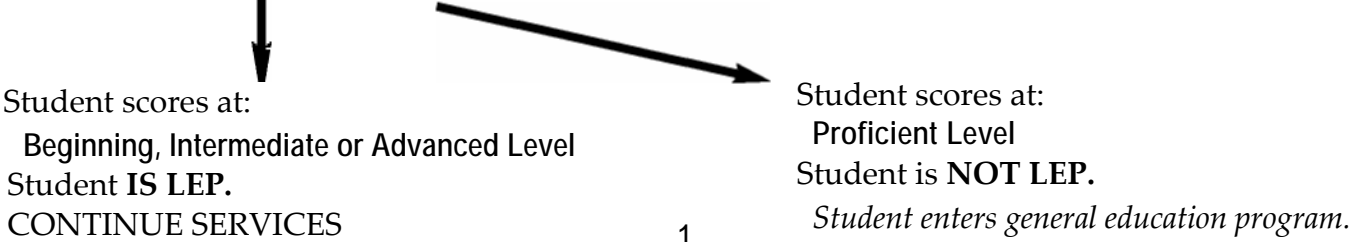
2. INITIAL ASSESSMENT Administer Language Assessment Battery-Revised (LAB-R)



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)



For webpage click link below:

http://schools.nyc.gov/NR/ronlyres/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**

<p><i>Dear Parent or Guardian,</i></p> <p><i>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.</i></p> <p align="right"><i>Thank You</i></p>	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 <input type="checkbox"/>	Guardian <input type="checkbox"/>		
	Father <input type="checkbox"/>	Other <input type="checkbox"/>	(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 <input type="checkbox"/> No <input type="checkbox"/>			
	Eligible for LAB-R testing? Yes <input type="checkbox"/> No <input type="checkbox"/>			
	Person determining LAB eligibility and signature:			
Lab Coordinator name and signature:				
OTELE ALPHA CODE:				
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>				
Program Placement: Transitional Bilingual Education <input type="checkbox"/> (Is this a transfer? Yes <input type="checkbox"/> No <input type="checkbox"/>) Dual Language <input type="checkbox"/> Freestanding ESL <input type="checkbox"/>				

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 <input type="checkbox"/>	Other <input type="checkbox"/>	
2. What language does the child speak ?		
English <input type="checkbox"/>	Other <input type="checkbox"/>	
3. What language does the child read ?		
English <input type="checkbox"/>	Other <input type="checkbox"/>	Does not read <input type="checkbox"/>
4. What language does the child write ?		
English <input type="checkbox"/>	Other <input type="checkbox"/>	Does not write <input type="checkbox"/>

**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 <u>most of the time</u> ?
English <input type="checkbox"/> Other <input type="checkbox"/>
6. What language does the child speak with parents/guardians <u>most of the time</u> ?
English <input type="checkbox"/> Other <input type="checkbox"/>
7. What language does the child speak with brothers, sisters, or friends <u>most of the time</u> ?
English <input type="checkbox"/> Other <input type="checkbox"/>
8. What language does the child speak with other relatives or caregivers (e.g., babysitters) <u>most of the time</u> ?
English <input type="checkbox"/> Other <input type="checkbox"/>

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? <input type="checkbox"/> Yes <input type="checkbox"/> 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 <u>another country</u> ? <input type="checkbox"/> Yes <input type="checkbox"/> 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)? <input type="checkbox"/> Yes <input type="checkbox"/> 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)? <input type="checkbox"/> Yes <input type="checkbox"/> 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 _____

LAB-R (ENGLISH)
AND
SPANISH LAB SHORT TEST – FALL 2009

Principal's Certification

(Return with answer documents)

TO: Division of Accountability and Achievement Resources (DAAR) 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

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.

M E M O R A N D U M

DATE: September, 2009

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 Accountability and Achievement Resources (DAAR)

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 Assessment Implementation Directors (AIDs) at your Integrated Service Center (ISC).

GP: vs
Enclosures

NEW YORK CITY DEPARTMENT OF EDUCATION
OFFICE OF ACCOUNTABILITY

CONTENT AND ASSESSMENT SUPPORT
2009-2010 ASSESSMENT IMPLEMENTATION DIRECTORS

INTEGRATED SERVICE CENTER	ASSESSMENT IMPLEMENTATION DIRECTORS
MANHATTAN COMPRISING DISTRICTS: 1, 2, 3, 4, 5, & 6	
333 Seventh Avenue	Marie Busiello
7 th 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
7 th 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
2 nd 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