



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

ASSESSMENT AND ACCOUNTABILITY – Scan Center  
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ASSESSMENT MEMORANDUM #2, 2007-2008

DATE: August 31, 2007

TO: COMMUNITY SUPERINTENDENTS  
AND PRINCIPALS OF ALL SCHOOLS

FROM: Jennifer Bell-Ellwanger, Executive Director *JBE*  
Content and Assessment Support, and Summative Assessment  
Office of Accountability (OA)

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 English as a Second Language (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 2007. LAB-R eligible students must be tested as soon as possible, but in all cases, no later than 10 school days after the date of enrollment. Refer to LAB-R Teacher Directions regarding procedures for administering the exam.

Children who missed the spring administration of the NYSESLAT will not be tested in Fall 2007. Eligibility for these students will be determined by the most recent LAB/LAB-R that the student was administered.

Service eligibility for new entrants is determined by cut scores on LAB-R.

**REMINDER:**

**Students are to be tested with the LAB-R and/or Spanish LAB only once, AT TIME OF INITIAL ENROLLMENT to the New York State public school system.**

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 2007-2008. Please refer to the memorandum dated June 12, 2001 (Attachment #2) 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 1996 HOME LANGUAGE IDENTIFICATION SURVEY (HLIS).**

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 40<sup>th</sup> 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 40<sup>th</sup> 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 1996 home language identification survey and criteria may be used to determine whether new entrants are LAB-R eligible.

**GRADES MUST BE BUBBLED ON ALL LAB-R SCORE DOCUMENTS.**

### **CALENDAR**

**PLEASE NOTE:** FOR 2007-08 THERE WILL BE 3 FALL PICK-UPS OF LAB-R AND CONTINUOUS PICK-UPS IN JANUARY, MARCH, AND JUNE. ALL LAB-R SCORES WILL BE POSTED IN ATS AS FALL 07 LAB.

Week of August 27	A supply of test booklets and blank answer documents for LAB-R (Form B) and Spanish LAB (Form B) will be <b><u>DELIVERED</u></b> to schools.
September 4 through September 17	<b><u>ADMINISTER</u></b> LAB-R (Form B) or Spanish LAB (Form B) when appropriate to new entrants who were admitted between September 4 <sup>th</sup> and 17 <sup>th</sup> .
September 19 by 12:00 noon	Completed answer documents are to be <b><u>RETURNED</u></b> to your Integrated Service Center.
September 17 through October 4	<b><u>ADMINISTER</u></b> LAB-R (Form B) Spanish LAB (Form B) when appropriate to new entrants who were admitted between September 17 <sup>th</sup> and October 4 <sup>th</sup> .
October 5 by 12:00 noon	Completed answer documents are to be <b><u>RETURNED</u></b> to your Integrated Service Center.
October 4 through November 2	<b><u>ADMINISTER</u></b> LAB-R (Form B) Spanish LAB (Form B) when appropriate to new entrants who were admitted between October 4 <sup>th</sup> and November 2 <sup>nd</sup> .
November 5 by 12:00 noon	Completed answer documents are to be <b><u>RETURNED</u></b> to your Integrated Service Center.
November 5 through January 18	<b><u>ADMINISTER</u></b> LAB-R (Form B) Spanish LAB (Form B) when appropriate to new entrants who were admitted between November 5 <sup>th</sup> and January 18 <sup>th</sup> .
January 18 by 12:00 noon	Completed answer documents are to be <b><u>RETURNED</u></b> to your Integrated Service Center.
January 22 through March 14	<b><u>ADMINISTER</u></b> LAB-R (Form B) Spanish LAB (Form B) when appropriate to new entrants who were admitted between January 22 <sup>nd</sup> and March 14 <sup>th</sup> .

March 14 Completed answer documents are to be **RETURNED** to your  
by Integrated Service Center.  
12:00 noon

March 17 **ADMINISTER** LAB-R (Form B) Spanish LAB (Form B) when  
through appropriate to new entrants who were admitted between  
June 20 March 17<sup>th</sup> and June 20<sup>th</sup>.

June 20 Completed answer documents are to be **RETURNED** to your  
by 12:00 noon 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	2-3	8	16	Orange
	Speaking		10	16	
	Reading		15	16	
	Writing		15	16	

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

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

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

**CUT SCORES (LAB-R)**

FALL 2007

Students Scoring At or Below These Cut Scores Are Eligible For Bilingual/ESL Services.

LEVEL	GRADE	TOTAL SCORE EXCLUDING SPEAKING	TOTAL SCORE INCLUDING SPEAKING
I	K	NA*	26 (17)**
I	1	NA	33 (21)
II	2	NA	48 (32)
II	3	NA	53 (37)
III	4	54 (29)	80
III	5	58 (33)	84
IV	6	53 (28)	78
IV	7	56 (31)	82
IV	8	59 (34)	85
V	9	51 (25) (11)***	74
V	10	53 (28) (14)	79
V	11	57 (32) (16)	83
V	12	58 (33) (17)	84

\* Not Applicable

\*\* Students scoring at or below scores in the first set of parentheses are at the Intermediate Level for English Language Learners

\*\*\* Students scoring at or below scores in the second set of parentheses are at the Beginning Level for English Language Learners

**LAB-R AND SPANISH LAB ANSWER 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.

All Spanish LAB answer documents with shading in the subtest areas may be used, regardless of the year of printing.

**GRADE LEVEL MUST BE BUBBLED IN****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) to determine English LAB-R eligibility. Please follow the criteria for English LAB eligibility on pages 5 & 6.

All new entrants who are LAB-R eligible are required to take the LAB-R when:

**ANY RESPONSE TO QUESTIONS #1 - 4 AND ANY TWO (2) OF THE RESPONSES TO QUESTIONS #5 - 8 ON THE HLIS-PART 1 INCLUDE 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 to a student 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 4 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 2007 new entrant entitlement decisions, you must use the LAB-R Form B.

Fall 2007 Spanish LAB Form B norms were issued in Fall 1991.

**Students are to be tested with the LAB-R and/or Spanish LAB only once.**

For information on the use of test modifications, please refer to Assessment Memorandum #1, dated August 27, 2007.

### 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 27, 2007 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 NYS 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 (212) 510-1500, TO THE ASSESSMENT IMPLEMENTATION DIRECTORS (AIDs) (FOR CITY AND STATE TESTS), AND TO THE NEW YORK STATE EDUCATION DEPARTMENT (FOR STATE TESTS ONLY).**

**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 State Education Department (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, and Date of Birth.

**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.)

Schools should package score documents following procedures in the packaging directions (See Attachment # 5).

**QUESTIONS**

Refer any questions regarding this testing program to your ELL Content Specialist or to your Assessment Implementation Directors (AIDs).

Your continuing cooperation is greatly appreciated.

This memorandum is available at:  
[http://schools.nyc.gov/daa/testmemos\\_0708/default.asp](http://schools.nyc.gov/daa/testmemos_0708/default.asp).

JB: am  
Attachments

c: Marcia Lyles  
James Liebman  
Maria Santos  
Bonnie Brown  
Joan Flig  
Assessment Implementation Directors



**BOARD OF EDUCATION OF THE CITY OF NEW YORK**  
RUDOLPH F. CREW, Ed. D., *Chancellor*

OFFICE OF THE CHANCELLOR  
110 LIVINGSTON STREET - BROOKLYN, NY 11201

**MEMORANDUM**

April 28, 1999

To: **ALL SUPERINTENDENTS**

From: **Francine B. Goldstein** *Francine Goldstein*  
Executive Director -  
Division of Student  
Support Services

**Burton Sacks** *Burton Sacks*  
Chief Executive -  
Community School District Affairs,  
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);

### **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



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OFFICE OF ENGLISH LANGUAGE LEARNERS  
 Edna R. Vega, *E.L.L. Superintendent*  
 131 Livingston Street • Room 210 • Brooklyn, NY 11201  
 ☎ (718) 625-3811 • FAX (718) 625-6148



## MEMORANDUM

June 12, 2001

To: All Superintendents

From: Edna Vega, *E.L.L. Superintendent*  
 Superintendent - Office of English Language Learners

Subject: Maintenance of Current Mandates for Continuing English Language Learners  
 and  
 Revised Procedures for Identifying and Placing New English Language Learners

This memorandum is to clarify understandings about services for continuing English language learners (ELLs) and to promulgate revised procedures for identifying and placing new ELLs.

### Continuing ELLs

Superintendents are reminded that they must provide bilingual and English as a second language (ESL) programs for continuing entitled ELLs pursuant to current mandates and requirements. ELLs must be provided the opportunity to participate meaningfully and effectively in the learning process. They must be helped to overcome language barriers, and be afforded an equal opportunity to benefit from instruction. Programs for ELLs must enable them to develop academically and to achieve proficiency in the English language.

### Revised Procedures

Revised procedures for identifying and placing new ELLs are enclosed with this memorandum. They must be used for all new enrollments in the New York City public school system including current pre-kindergarten students moving to kindergarten for school year 2001-2002. The core principle underlying these revised procedures is informed parent choice as per the Chancellor's recommendations. As such, parents of newly identified ELLs must be invited to participate in an orientation session where they will be provided with information about programs for ELLs pursuant to the requirements of Commissioner's Regulation Part 154. At the orientation session, parents should be given an opportunity to ask questions. Parents must also be asked to select placement in a bilingual program or free standing ESL program. Where available, placement in a dual language/two-way model or Accelerated Academic English Language Model (AAELM) must also be offered to parents.

Since many activities in the revised procedures must be implemented prior to the start of the school year, superintendents must begin to plan now. Based on preliminary program selections by parents of potential ELLs, coupled with information about historic ELL enrollment patterns and programmatic needs of continuing ELLs, schools and districts must plan bilingual and ESL programs for the 2001-2002 school year. Bilingual classes must be formed where there are sufficient numbers of students to do so. Bilingual and ESL teacher vacancies must be declared, and teachers must be recruited as necessary.

It is imperative that the district bilingual/ESL supervisor/coordinator or another representative from your district participate in a special meeting regarding the revised procedures. Specifically, the meeting is scheduled for:

**Location:** Hostos Community College  
450 Grand Concourse - Building C  
Bronx, New York  
**Date:** Friday, June 15, 2001  
**Time:** 1:00pm to 3:00pm

If you have questions regarding the parent orientation session, please contact Celia Delgado at (718) 935-3913. If you have questions or require technical assistance in implementing or complying with these procedures, please contact the Office of Monitoring and School Improvement's Regional Office for your district.

Thank you in advance for your continued efforts to provide appropriate and quality services to our ELLs.

JAR:ms  
Enclosure

c: Judith Rizzo  
William Casey  
Ron Woo

## **Procedures for Identifying and Placing New English Language Learners** (Revised June 2001)

### **OVERVIEW**

Procedures for identifying and placing new English language learners (ELLs), including pre-kindergarten students moving to kindergarten, have been revised. These procedures include five major components that will be described more fully herein. Specifically, the components are:

- A. Registration
- B. Identification
- C. Parent orientation
- D. Program selection
- E. Program placement

The timeline for the identification and placement, including the parent orientation, administration of the Language Assessment Battery (LAB), and program selection by parents, of all new ELLs is as follows:

- By the start of school year for students enrolling in the prior spring or summer admissions period (i.e., pre-registrants) and current pre-kindergarten students,

### **OR**

- As soon as possible, but no later than ten (10) school days after the day of enrollment for students who register during the school year (i.e., "over-the-counter" registrants).

**Reminder - Student must be placed in an age appropriate instructional program until the LAB is administered and hand-scored, and ELL entitlement is verified.**

### **COMPONENTS**

#### **A. Registration**

- Give parents of newly enrolled students the Home Language Identification Survey (HLIS) for completion as part of the school admission/registration process.
- Review the Home Language Identification Survey (HLIS) immediately upon its return and determine whether the student is required to take the Language Assessment Battery (LAB) based on established criteria. These children are identified as "Potential ELLs."

- Provide immediately to parents of "Potential ELLs":
  1. Letter informing them that their child is a "potential ELL";
  2. "Bilingual and ESL Program: A Parent's Guide" prepared by the Office of English Language Learners;
  3. Parent Assurance Survey/Program Selection Form;
    - Inform parents that they should participate in an orientation session prior to completing and returning Parent Assurance Survey/ Program Selection Form.
    - Inform parents that if the Parent Assurance Survey/Program Selection Form is not returned, their child will be placed in a bilingual program at the school if there are sufficient numbers to do so, or in a free standing ESL program.
  4. Parent orientation schedule; and
 

Note - Districts/school should pre-schedule and convene orientation sessions in the spring and summer to the extent possible based on historic enrollment patterns and trends.
  5. LAB administration schedule.
 

Note - The LAB may be administered prior to the start of school but no earlier than August 15<sup>th</sup> and no later than 10 school days after the first day of the school year for students enrolling prior to the beginning of the school year.
- File completed Home Language Identification Survey (HLIS) in student's Cumulative Record Folder with Parent Assurance Survey/Program Selection Form. (See Parent Selection Section.)

## B. Identification

- Schedule and administer the LAB.
 

Note - The LAB may be administered prior to the start of school but no earlier than August 15<sup>th</sup> and no later than 10 school days after the first day of the school year for students enrolling prior to the beginning of the school year.
- The LAB must be administered to new enrollees during the school year pursuant to Division of Assessment and Accountability memoranda.
  - Reminder - Placement for new enrollees during the school year must be done within ten school days of enrollment.

- **Reminder - Student must be placed in an age appropriate instructional program until the LAB is administered and hand-scored, and ELL entitlement is verified.**
- **Score LAB and determine whether the student is entitled to a bilingual or English as a second language (ESL) program based on established criteria.**
- **Inform parent of LAB score and entitlement to a bilingual or ESL program/model.**
- **Administer Spanish LAB to Spanish speaking students determined to be ELLs.**

### **C. Parent Orientation Session**

- **Schedule and conduct parent orientation session(s) based on the number of identified potential ELLs and historic information (e.g., patterns and trends of participation in similar activities, etc.).**
  - **At times (e.g., evening hours, early morning, etc.) convenient to parents**
  - **At sites (e.g., home school, district office, regional office, etc.) convenient to parents**
  - **For students enrolling in the spring and summer for fall enrollment - parent orientation session(s) should be conducted:**
    - **During the end of the spring term; and/or**
    - **During the summer; and/or**
    - **Immediately prior to the start of the school year.**
  - **For students enrolling during the school year - parent orientation session(s) should be conducted on an as needed basis within ten (10) school days of the student's enrollment.**
- **Provide parents at each parent orientation session, in English and their home language to the extent practicable, with:**
  1. **An overview of and information about services for ELL entitled students;**
  2. **Information about howt opportunity of participation in a program, be it bilingual or ESL, promotes student performance;**
  3. **Information about the requirement that once selections are made it is for the duration of the school year, or until the next time of school reorganization;**
  4. **Information that parents have the right to withdraw their child from a bilingual program;**

5. An opportunity to ask questions;
6. A copy of *"The Parent Connection-Parents' Guide"*, prepared by the Office of English Language Learners;
7. An opportunity to view the video tape *"The Parent Connection: A Resource for Parents of Newly Enrolled English Language Learners"*, prepared by the Office of English Language Learners;
8. A "Parent Assurance Survey/Program Selection Form" with directions for its completion and return; and
9. Information about the requirement that if the Parent Assurance Survey/Program Selection Form is not returned, their child will be placed in a bilingual program at the school if there are sufficient numbers to do so, or in a free standing ESL program.

#### **D. Program Selection**

- Inform parents that the Parent Assurance Survey/Program Selection Form should be completed and returned after participation in an orientation session. (District/school must designate the individual to whom the form is to be returned.)
- Inform parents that if the Parent Assurance Survey/Program Selection Form is not returned, their child will be placed in a bilingual program at the school if there are sufficient numbers to do so, or in a free standing ESL program.
- File the Parent Assurance Survey/Program Selection Form in the student's cumulative record folder with student's Home Language Identification Survey.

#### **E. Program Placement**

Based on program selections by parents, entitled ELLs will be placed in:

**Bilingual programs/schools:**

**Bilingual programs consist of two components:**

- Content area instruction in the native language or English;
- and
- Language arts that includes: native language arts, English as a second language, and English language arts, as appropriate.

**Classes are formed where there are:**

- 15 or more ELLs on two contiguous grades in elementary and middle schools,  
or
- 20 or ELLs more on a single grade in high schools.

**Note -** Where there are insufficient entitled ELLs to form a class, parents must be offered the opportunity to transfer to a school with such a program within the district.

**Note -** District may consider the formation of bilingual classes in regional cluster(s) when there are insufficient numbers of entitled students to do so in any one school in the district, but sufficient numbers across the district.

#### **Freestanding ESL program/models**

- This structured language acquisition program is designed to teach English to students whose native language is not English. It includes listening, speaking, reading, and writing, and provides for both social and academic English instruction through the use of second language methodologies. In New York City there are four ESL instructional program models available:
  - a. Self-contained model in which an ESL certified teacher provides both language instruction using ESL methodologies to the same group of students for the entire day.
  - b. Push-in/in-class ESL model in which a certified ESL teacher goes into the classroom to provide ESL instruction. Several classes may be served during one day.
  - c. Pull-out/out-of-class ESL model in which a certified ESL teacher provides ESL instruction to students in another classroom.
  - d. Accelerated Academic English Language Model (AAELM) in which certified ESL and content area teachers provide language arts, content area instruction, and incorporate technology, through ESL strategies in a self-contained class that may be supplemented by after-school, Saturday and summer programs.

A pilot is planned for 40 classes (Grades 4 through 9) starting September 2001.

#### **Dual Language/Two-Way Model**

A language enrichment, bilingual education model that integrates students that are native English speakers and native speakers of another language, to be planned in a limited number of districts starting September 2001.

**Accelerated Academic English Language Model**

**A program in which certified ESL and content area teachers provide language arts, content area instruction, and incorporate technology, through ESL strategies in a self-contained classroom setting that may be supplemented by after-school, Saturday, and summer programs.**

**Reminder - Student must be placed in an age appropriate instructional program as the LAB is administered and hand-scored, and ELL entitlement is verified.**

**LAB-R (ENGLISH)**  
**AND**  
**SPANISH LAB SHORT TEST – FALL 2007**

Principal's Certification

(Return with answer documents)

TO: Division of Assessment and Accountability 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 a DAA 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.

The diagram shows a form titled "NEW YORK CITY LANGUAGE ASSESSMENT BATTERY REVISED LEVEL III, IV, V (GRADES 4 - 12)". It includes fields for:
 

- 1. NAME (Last, First, MI) - Left - justify. Enter and fill in.
- 2. NYC STUDENT ID NUMBER - 9 digit number.
- 3. SEX - Male or Female.
- 4. DATE OF BIRTH - Month, Day, Year.
- 5. GRADE - Grade level.
- 6. HOME LANGUAGE OTHER THAN ENGLISH - Spanish, Chinese, Arabic, Russian, Korean, Italian, French, Vietnamese, Other.
- 7. TEST STATUS - Tested with modification, Absent, Tested but unable to answer any questions.
- 8. CATEGORY - Resource Room, Special Education.
- 9. OTHER CODES - A, B, C.
- 10. FORM - Bubble in "B".
- 11. BOROUGH, DISTRICT, SCHOOL NO., CLASS - School and class information.

 A callout box on the left says "DO NOT WRITE IN THIS AREA." pointing to the top-left section of the form.

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. OTHER CODES COLUMN B - For grades 1 and 2 students ONLY, fill in Kindergarten experience: (1) All - day Kindergarten; (2) Half - day Kindergarten; (3) No Kindergarten.  
COLUMN C - Fill in modification(s) students are tested with; (1) Time limit extended or waived; (2) Examination administered in special location; (3) Questions read aloud; (4) Answer recorded in any manner; (5) Braille and large type.
10. FORM - BUBBLE IN "B".
11. BOROUGH, DISTRICT, SCHOOL NO., CLASS - Fill in the appropriate bubbles. (Only three digit class code may be used).

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.

The diagram shows a form for the New York City Language Assessment Battery (LAB) Nivel II (3, 4, 5) - Español. It includes sections for student information, test status, and other codes. Numbered callouts point to the following fields:

- 1: Name (Last, First, MI) - Left - justify.
- 2: NYC ID NUMBER - 9 digit number.
- 3: SEX - Male or Female.
- 4: DATE OF BIRTH - Month, day, and year.
- 5: GRADE - Grade level.
- 6: TEST STATUS - Tested with modification, Absent, etc.
- 7: CATEGORY - Resource Room or Special Education program.
- 8: OTHER CODES - Column B (Kindergarten experience) and Column C (Modifications).
- 9: FORM - BUBBLE IN "B".
- 10: BOROUGH, DISTRICT, SCHOOL NO., CLASS - School and class information.

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. 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.

7. CATEGORY - Fill in for any students participating in a Resource Room or Special Education program.
8. OTHER CODES  
COLUMN B - For grades 1 and 2 students ONLY, fill in Kindergarten experience: (1) All - day Kindergarten: (2) Half-day Kindergarten: (3) No Kindergarten.  
  
COLUMN C - Fill in modification(s) students are tested with: (1) Time limit extended or waived; (2) Examination administered in special location; (3) Questions read aloud; (4) Answer recorded in any manner; (5) Braille and large type.
9. FORM - BUBBLE IN "B".
10. BOROUGH, DISTRICT, SCHOOL NO., CLASS - fill in the appropriate bubbles. (Only three digit class code may be used).

M E M O R A N D U M

DATE: September, 2007

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

FROM: Joan Flig, Manager  
Test Administration and Scanning  
Office of Accountability (OA)

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

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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.

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.

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).

JF: am  
Enclosures

c: Juliana Lupu  
Stanley Winograd