

NYSITELL SCANNING PROCESS FOR NYC SCHOOLS

Version 3.0 – Updated January 2018

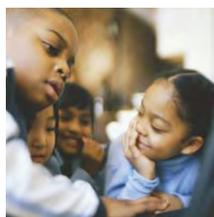


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Overview

Beginning February 1, 2018 NYSED will use the new NYSITELL V2 assessment to replace the existing NYSITELL exam to reflect the current diagnostic trends in determining if a student is in need of bilingual education or English as a New Language (ENL) services. Levels II-VIII will be implemented February 1, 2018 and Level I will be implemented June 1, 2018. All NYSITELL eligible new entrants **MUST** be tested within the first 10 days of initial enrollment. Service eligibility will be determined by cut scores of the NYSITELL exam.

Schools may order NYSITELL throughout the year. NYSED refers to ordering cycles as sessions, S1, S2, etc. Schools should order from the highest number session available.

For Levels I-IV, students should respond in the test book. Teachers are responsible for transcribing student responses to the DOE answer document. For Levels V-VIII, the DOE answer documents are to be distributed to students, who will mark their responses to MC questions on the document.

There will be no transparencies for this exam. In order to obtain a valid score, the DOE answer document **MUST** be scanned using the school's ATS scanner. The NYSED answer document attached to the test booklet is not to be used.

For more information on administering the exam please refer to the NYSITELL Teacher Directions. For other general information please refer to the NYSITELL testing memo [here](#).

The purpose of this Handbook is to guide school personnel in using existing technology in each school to complete administration and scoring of the NYSITELL exam. The NYCDOE scanning process enables schools to simultaneously scan school generated answer documents for scoring and also to capture individual item-level data. The new ITEL menu houses functions specific to NYSITELL printing and scanning.

This Handbook will walk you through the process of:

- Generating and printing NYSITELL answer documents in ATS
- Scanning NYSITELL answer documents to ATS
- Accessing reports in ATS

This Handbook also includes a number of additional resources that will help you prepare for, and administer the NYSITELL examination. Please see the Table of Contents for a list of the Appendices.

Section 1: Printing Answer Document from ATS

Unlike regents and other assessments, NYSITELL is not a scheduled exam. Further outlined in Section 2B, the RLBA function screen in ATS will be used to print answer documents for all LEP eligible students newly enrolled in your school in the current academic year.

Before we move on to the specific steps for printing your answer documents, now would be a good time to confirm that your printer requirements are met. You can advance through the process flawlessly, but if your printer is not up-to-date, you will not have your answer sheets ready on test day.

So please take a moment to make sure that your printer is ready. You can do this by:

- Making sure that your printer model is compatible with ATS (Lexmark T640 or later). Do not use incompatible printers (e.g., Lexmark T630) to print answer documents.
- Making sure that you can print directly to an attendance scanner (Lexmark Attendance Scanner, models x646 or x656, or the Fujitsu Attendance Scanner, model Fi6670). (You can print to your school's attendance scanner or to that of a neighboring school.)
- Verifying that your attendance scanner (or your destination printer) has a sufficient amount of toner for printing this job.
- Below is a list of all compatible ATS printers* for answer document generation:

➤ **T650** ➤ **x466** ➤ **MX711dhe** ➤ **CX725**

➤ **x656** ➤ **x738** ➤ **MS810dte**

➤ **x646** ➤ **MX511dhe** ➤ **x748de**

**Models with that contain X are MFPs capable of scanning*

In addition to taking these steps with the printer itself, you will also want to make sure that the pages you are scanning are as clean as possible. Make sure all pages are clearly readable and free of any type of print defects. Discard any pages that have less-than-perfect print quality, correct the cause of the print problem, and reprint those pages. Imperfections include smudges, stray marks, or faded texts, among other blemishes that might inhibit the scanner from accurately collecting the data.

NOTES:

- NYSITELL answer documents should be printed on the day the exam is expected to be administered for best results
- NYSITELL answer documents should be scanned the same day teachers finish bubbling the documents for results to be recorded in ATS

Section 1A: The Trailing Test Page

******It is very important that you scan the Trailing Test Page each time you print a batch of answer documents to confirm that your scanner is correctly capturing student scan responses .******

To help you determine the usability of your printed answer documents, a Trailing Test Page will be included any time you print a batch of answer documents. You will then scan this page. ***It is important that you scan this page in order to confirm that your scanner is correctly capturing the student scan responses.*** If no errors are reported, you can distribute your answer documents. If an error does occur, refer to the DFS Confirmation Page for guidance.

The batches of answer documents can consist of those that are either printed for the first time or re-printed. There is no way to generate a Trailing Test Page independent of these batches.

If the Trailing Test Page fails, please check your toner level and the cleanliness of your scanner. If these aspects of the printer and scanner are all clear, try to print again. When you are ready to re-print, follow the instructions outlined in Section 1C of this *Handbook* ("Re-printing Answer Documents").

If the Trailing Test Page continues to fail after your school has cleaned the scanner and checked toner levels, then reach out to your CFN or to the DOE Help Desk (718-935-5100) about the problem

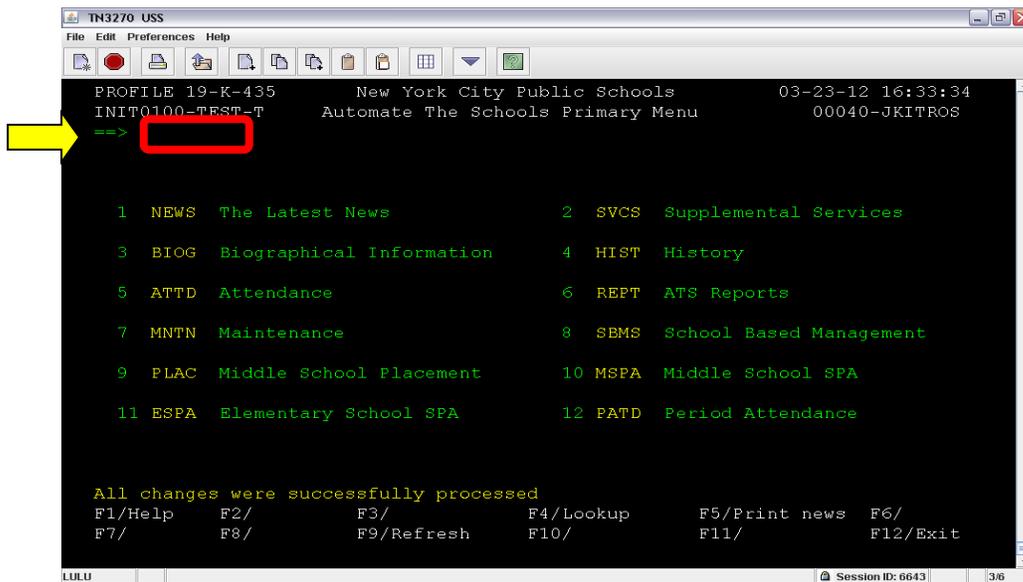
Each exam now has the same 1-page design for the trailing test page. The only difference is the title of the page to reflect the correct exam. The scan of this page is designed to confirm the readability of both the bar code and the answer bubbles.

An example of a trailing test page follows:

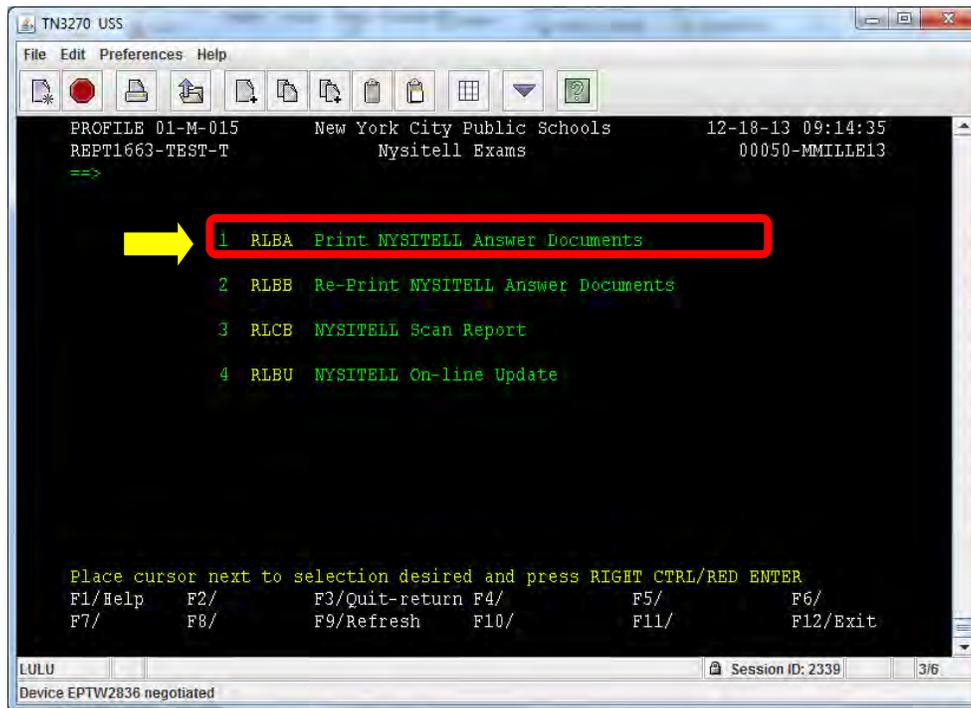
Section 1B: Printing for Newly Admitted Students

The following will outline how to print NYSITELL answer documents for all newly admitted students eligible to be tested:

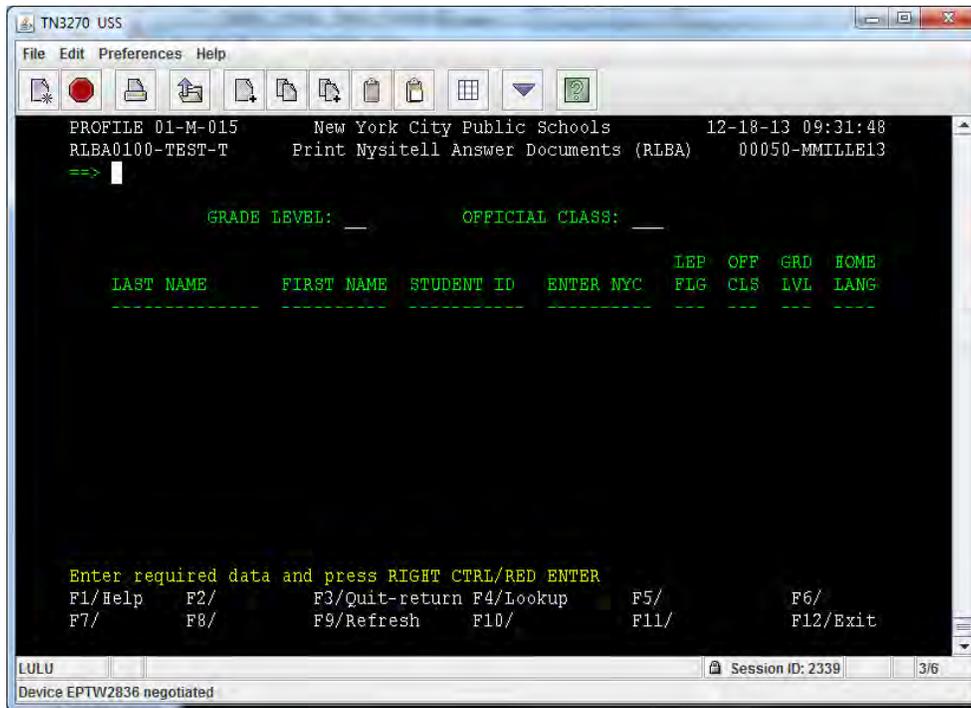
Step 1: Log in to ATS. When the screen below appears, type ITEL where indicated.



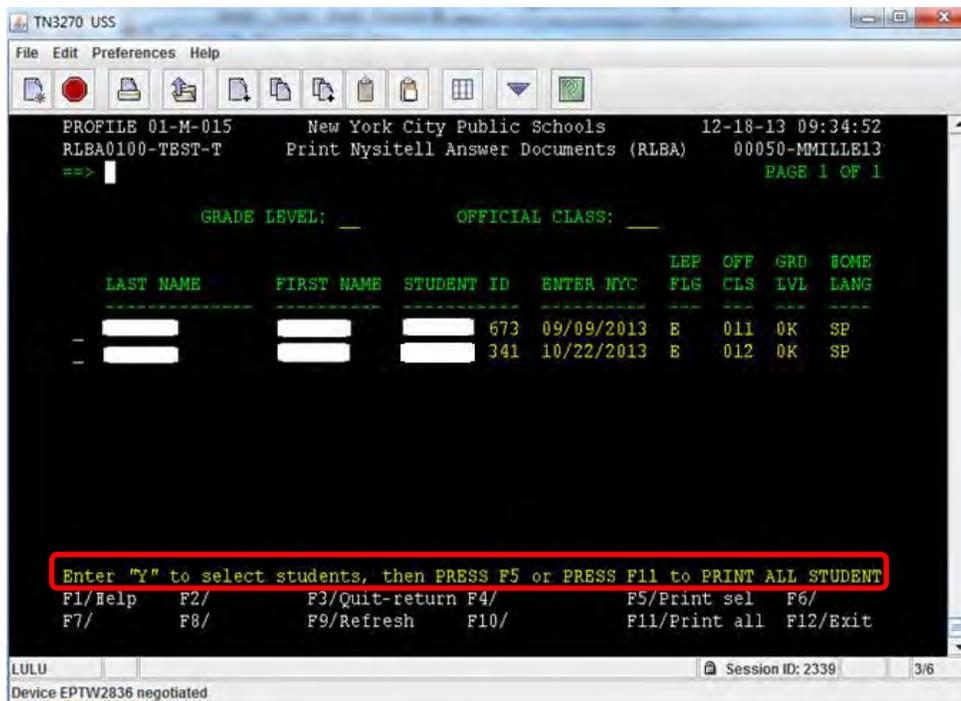
Step 2: The following screen will appear. This screen lists the various printing and reporting options offered by ATS. Tab to RLBA – NYSITELL Answer Documents, and press ENTER.



The following screen should appear:



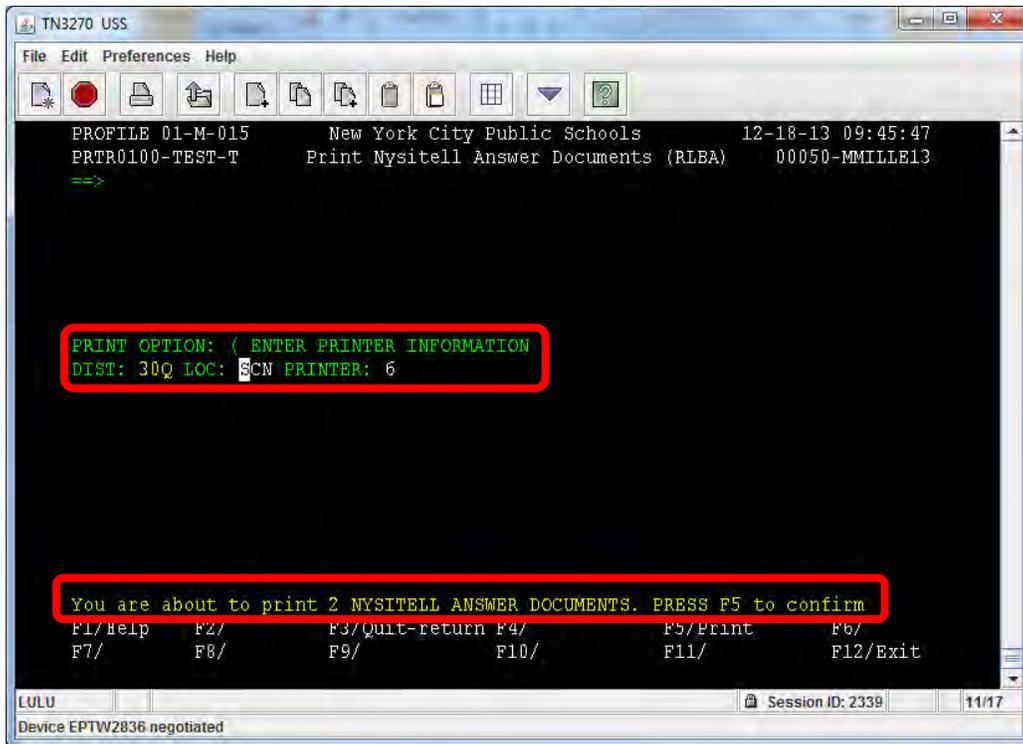
You can hit ENTER to view a list of all eligible students, or filter by entering a Grade and/or Official Class:



As the instructions on the bottom of the page indicate, F11 prints for all students OR enter a "Y" in the space to the left of the student's name to select and hit F5 to print for selected students.

NOTE: Names and IDs have been blacked out for privacy in the screen above.

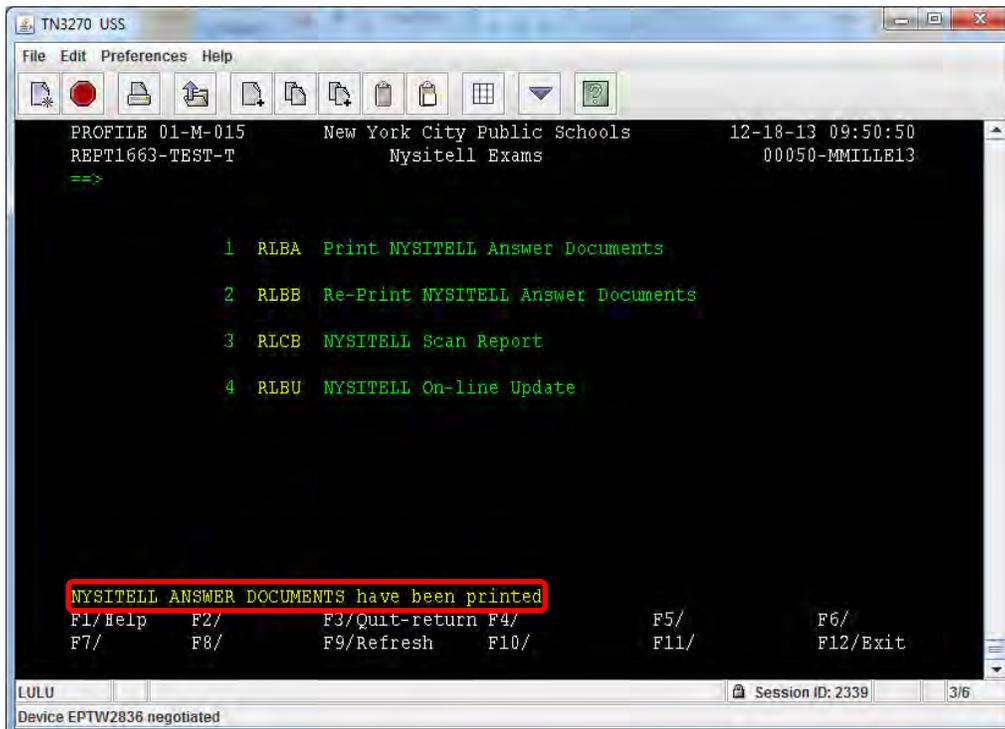
Step 3: The following confirmation page will display:



The first box indicates which printer is active. This should be changed to whatever the code is your attendance printer.

The second box indicates the number of documents to be printed.

Step 4: Hit F5 to execute. The following screen will appear:

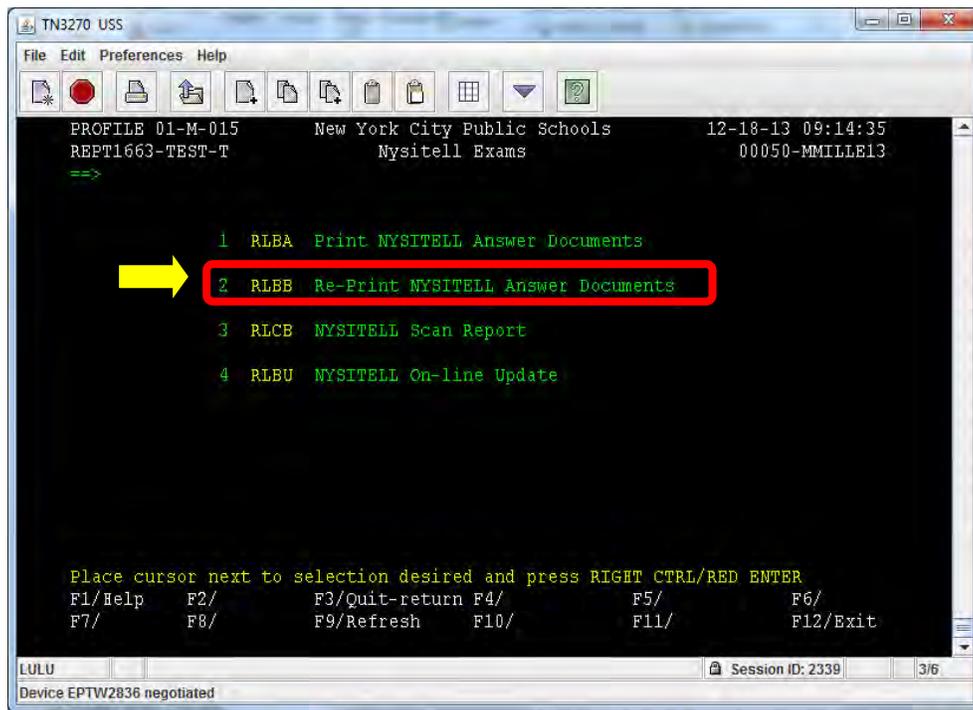


Section 1C: Reprinting Answer Documents

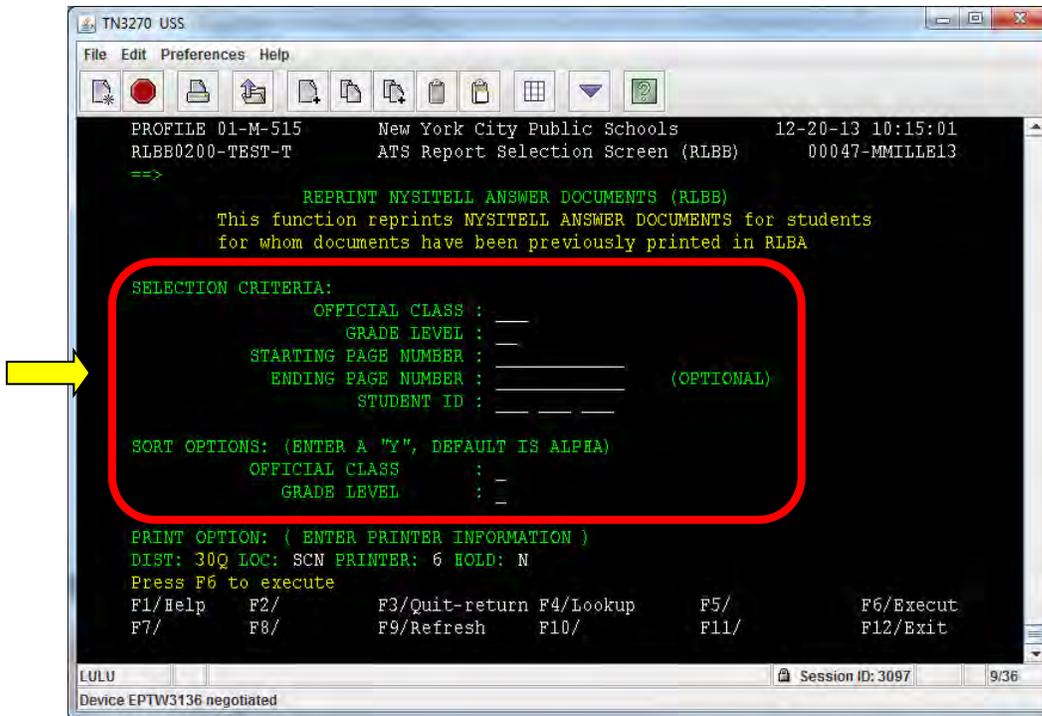
In the event that an answer document has been lost or in any way compromised before the student has had an opportunity to sit for the exam, the answer document(s) in question can be re-reprinted. Answer documents can be re-printed for any student whose answer document had been previously generated and printed. The steps for reprinting are straightforward.

Step 1: Log back in to ATS and type ITEL when prompted on the main menu.

Step 2: When the following screen appears, tab to RLBB – Re-Print NYSITELL Exam Answer Documents and hit ENTER (or type RLBB on the Command Line).



The following screen will appear:



Step 3: Refine your search by entering the relevant information in the fields highlighted above. You can select the specific pages you want printed by entering a student’s ID number or the starting and ending page number.

Step 4: Press F6 to Execute. Your answer sheet(s) will now reprint.

Section 2: Scanning NYSITELL Exams in ATS

After the NYSITELL exam is administered and all responses/scores are bubbled, answer documents are ready to be scanned to ATS via the attendance scanner. During the scanning process, ATS scores the tests and stores that information so it can be gathered later via ATS reports (discussed later in this section).

Note that all scanning must be performed by schools during the following hours: Mon-Fri, 6am-8pm; Sat, 8:30am-4pm; Sun 10am-4pm. Any scanning that occurs outside these hours is allowed, but will receive a message similar to the following:

Send Results to ATS	Detailed Description
ATS Offline	ATS is offline from 9 PM to 6 AM. Your scan will automatically be sent tomorrow after 6:00 a.m., You do NOT have to rescan.

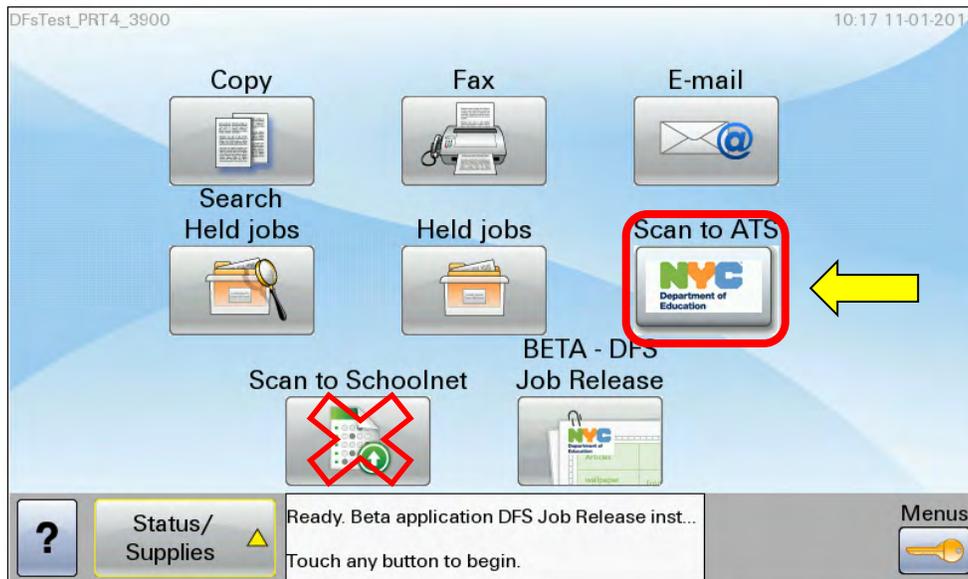
After you scan each batch of answer documents, the scanner will automatically generate an SCNS report that tells you the scanning status of your answer documents. Review this report to determine whether your answer documents have been properly scanned and processed by ATS. You should also run the RLCB report in ATS to see “Warnings” or “Errors”.

For questions regarding best practices for scanning, please see the Appendix III, “Tips for Scanning.” This section steps through the overall process of scanning the completed answer documents.

The following pages will walk you through the scanning process with screen-shots that will appear on your scanner while you are scanning:

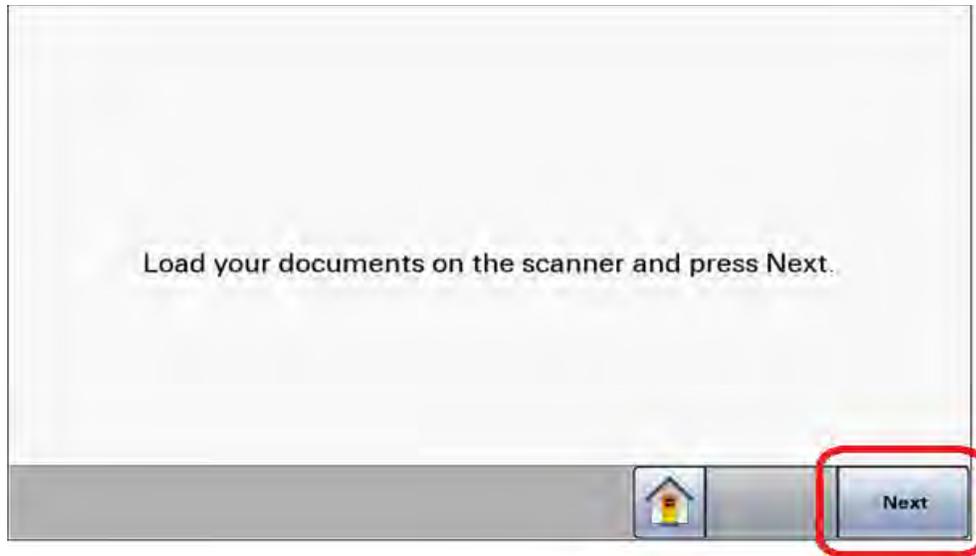
Step 1: Note the following home screen on the Multi-Function (MFP). Press **Scan to ATS** Forms with your finger.

DO NOT press Scan to Schoolnet.



Step 2: When prompted by the screen below, load the scan sheets FACE-UP into the automatic document feeder, with the top of the page (with the barcode) fed first. Do not scan more than 200 pages in a single batch.

Step 3: Press NEXT.



Step 4: Wait patiently as the following screen assures you that the MFP has started scanning your pages.



Step 5: Continue waiting patiently as the MFP connects to the scan server.



Step 6: Wait some more as the application on the scan server processes the bubble sheets.



Once the application is complete, the MFP will display this message and print a confirmation page.



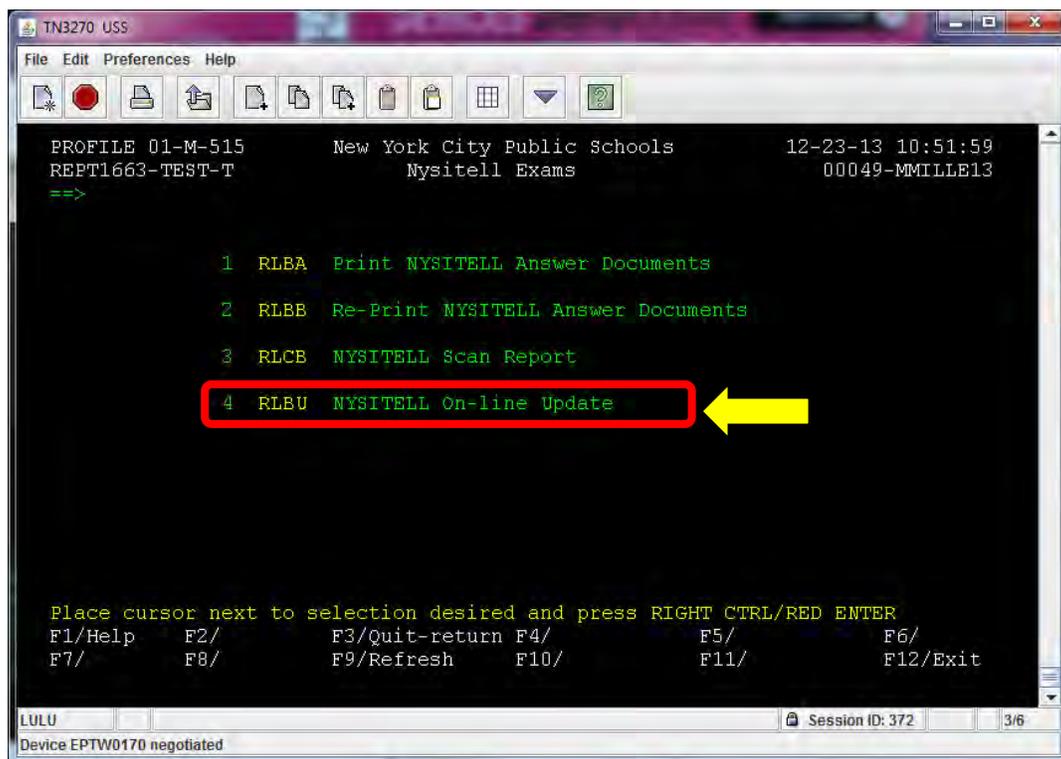
File the remaining pages of the batch together with the DFS confirmation page. The DFS confirmation page has an ID number for each scan job, which will be associated with each individual document in the batch. It is important to keep the batches in order with the confirmation, as this will assist in retrieving papers as needed in the future.

Step 7: Review the SCNS report, which provides information on scanning status.

Section 3: Online Update Screen (RLBU)

****Please note the following before reading this section****

- Principals are the only authorized users of the RLBU function.
- The RLBU function should be used only in case of scanning errors, when the scanners did not accurately pick up students' and/or teachers' original responses.
- The DOE will track all uses of RLBU; instances of RLBU use will be audited by the DOE through visual inspection of scanned documents.



RLBU Use Cases

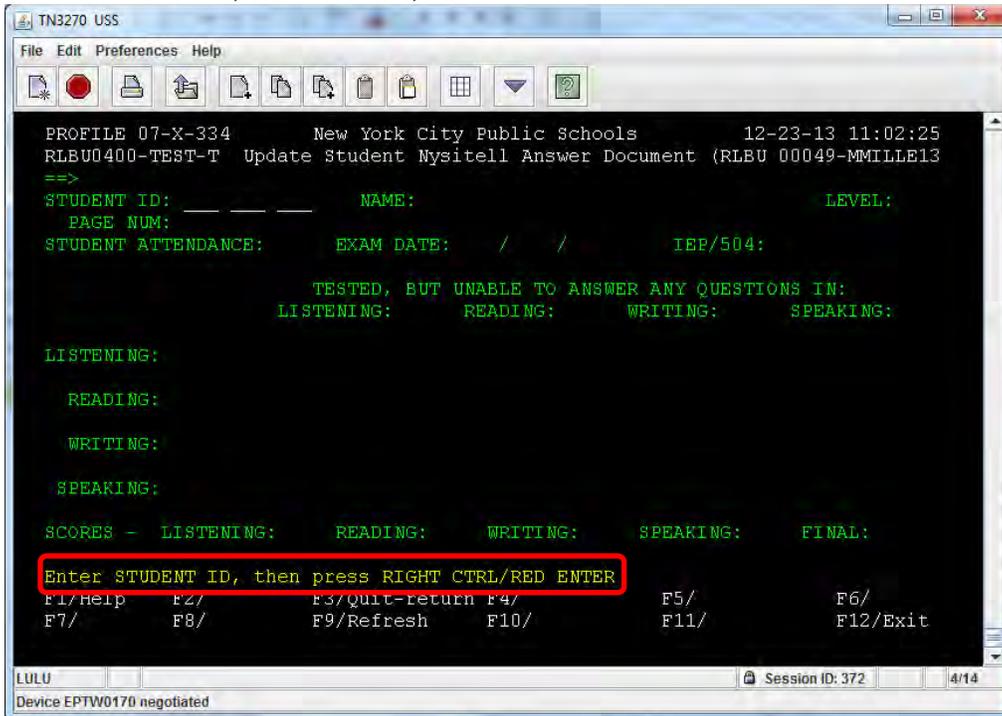
In some cases, scanners may not accurately capture the information that the student or the teacher provided on an answer document. In these cases, Principals, or their designees, may use the RLBU function in ATS to manually correct the errant data.

The RLBU function is reserved for cases where the scanner incorrectly captures responses related to erasures, selections lightly bubbled in, or stray marks. In this situation, the Principal must determine that the scanner clearly failed to interpret the student's intended answer as recorded on the answer document. If there is a discrepancy, then a change, using the RLBU screen, can be made to reflect the response that the student intended. Use the RLCC report to confirm scanning accuracy.

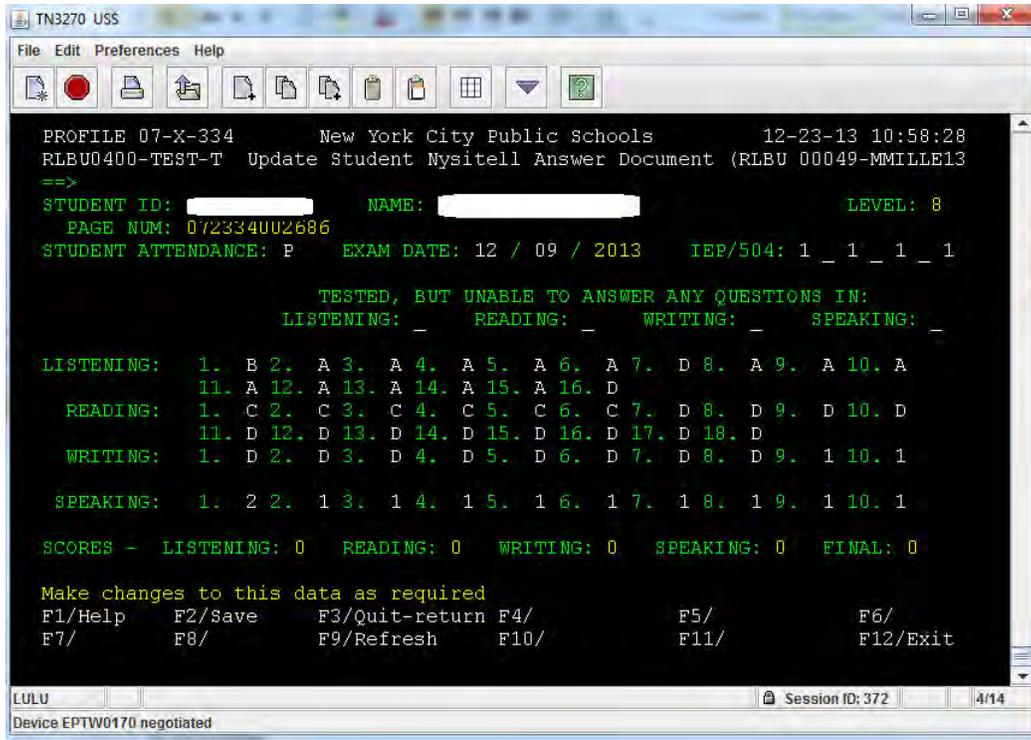
Do not erase or re-bubble and then rescan any student responses. Per NYSED policy, under no circumstances may teachers or administrators mark, erase, or otherwise modify any part of the student section of the answer document.

There are situations where an answer document is compromised in such a way that the document itself won't scan (i.e., spilled liquid on answer document that prevents scanning, the document is ripped, or the document is smudged in such a way that the scanner is unable to read the answers). In this situation, check to make sure that the scanner is clean. Then try to scan the answer document by placing it on the glass, rather than through the feeder. If these approaches do not fix the problem, the Principal is authorized to re-create the un-scannable document; the school must retain the original document for audit purposes. The school will then rescan the duplicate answer document.

Changes to the student answers, teacher section, and accommodations are made on the same screen:



Enter the student ID and hit Right Ctrl/Enter. The scanned results will display. Any items in WHITE can be updated:

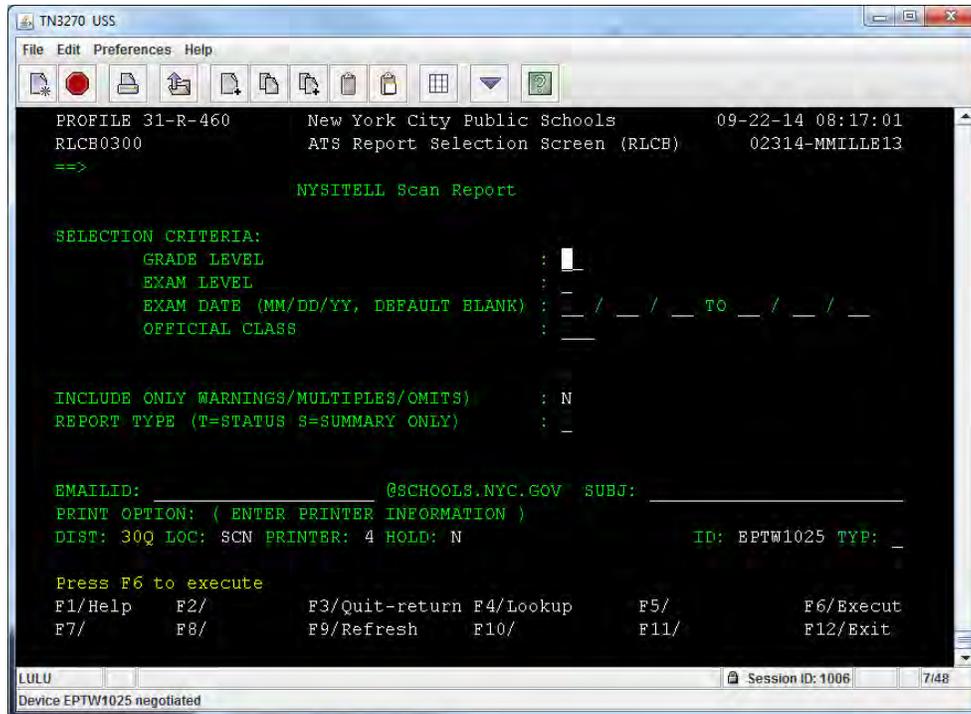


After making any changes, pressing F2 will submit the request. You will be asked to press F2 again to confirm/save the changes. Confirmation will appear on the bottom of the screen, along with updated section and final scores.

Changes made via RBLU may be reviewed by DAPS staff.

Section 4: Printing Reports from ATS

Once the answer documents have been scanned, the RLCB report is immediately available in ATS for review. This report will display the section scores and final scores for NYSITELL documents scanned at your school. Below is a screenshot of the RLCB selection screen:



Note: The default for the EXAM DATE field is blank. Using the default, all NYSITELL results for your school, including previous years, will display. Please enter dates based on the **test date(s)** you want to view results for.

The RLCB report can be sent to the ATS printer (default), displayed on the screen (by entering “S” as the PRINTER), or downloaded as an Excel Spreadsheet by entering your email address next to EMAILID and entering “D” next to TYP.

Appendix I – Tips for Scanning Answer Documents

Pre-Scanning:

- Ensure that the scanner is clean; a dirty scanner may result in inaccurate results. (See below for instructions on how to clean the scanner.) *Note that regular cleaning throughout the year is important, as this will reduce read errors when scanning answer documents and ensure accuracy in reporting results.*
- Make sure to scan the trailing test page to ensure that your scanner is working properly.
- In order to prevent rejections and errors from skewed pages, make sure that all pages in the batch are squared and aligned along the edges.
- Place batch of pages – face up, with the bar code closest to the scanner – on the Automatic Document Feeder of the scanner and make sure that paper guides are tight along the page edges.

DFS Scanning Procedure for Fujitsu Fi-6670 Scanners:

(For instruction on using the Lexmark scanner, see below.)

- Do not scan more than 200 pages in one batch.
- Log onto your Scan PC.
- Press the green scan button on the scanner to begin.
- Once all of the pages in the batch are scanned, do not add any more pages to the scanner until DFS confirmation prints out. This process can take up to 12 minutes for 200-page jobs and only 3 minutes for 50-page jobs.

DFS Scanning Procedure for Lexmark Scanners:

- Press the “Scan to ATS” button.
- Press “Next” to begin scanning documents.

Once answer documents have been scanned (Fujitsu and Lexmark models):

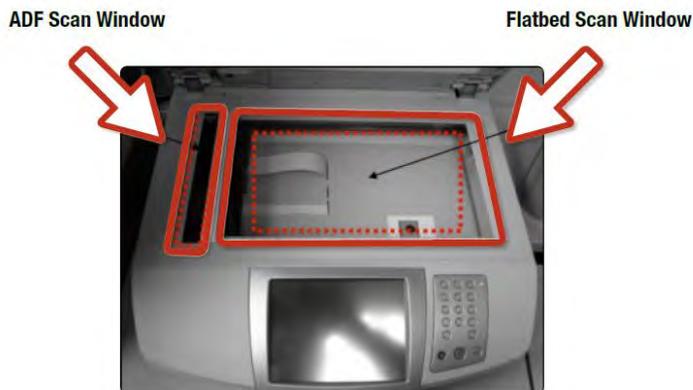
- You should receive a DFS confirmation page, indicating the number of successfully scanned and unsuccessfully scanned documents.
- If any errors were observed in the scanning process, the errors will be noted on the DFS confirmation page, and each page for which an error was observed will be reprinted with a message prominently displayed. The relevant pages will be noted by the answer document number, which is found in the top-left corner of the form.
 - Retrieve the pages with errors to investigate and re-scan. If errors are still observed after corrective action, clean the scanner’s lens.
- File the remaining pages of the batch together with the DFS confirmation page. The DFS confirmation page has an ID number for each scan job which will be associated with each individual document in the batch. It is important to keep the batches in order with the confirmation, as this will assist in retrieving papers as needed in the future.
- Once this process is completed, repeat the above steps for all remaining batches of answer documents.

To note:

- Schools should use ATS reports when scanning documents. The Document Status Report will show the scanned status for each answer document; the summary section displays a dashboard of total documents scanned and outstanding, and the number of Warnings to review.
- In the case that an answer document is scanned multiple times (e.g. in the case of re-scoring), data from the last scan will be recorded on a student’s record. An image of each scan will be archived for an audit trail. Make every effort to avoid scanning a duplicate answer document.
- Whenever possible, print and scan answer documents on the same device. If this is not possible, scan the trailing test page.
- You scan answer documents on any ATS printer.
- For all support/technical questions regarding the Attendance Scanners or if scanning fails, contact DFS via the DOE Help Desk (718-935-5100) to open a Help Desk ticket.

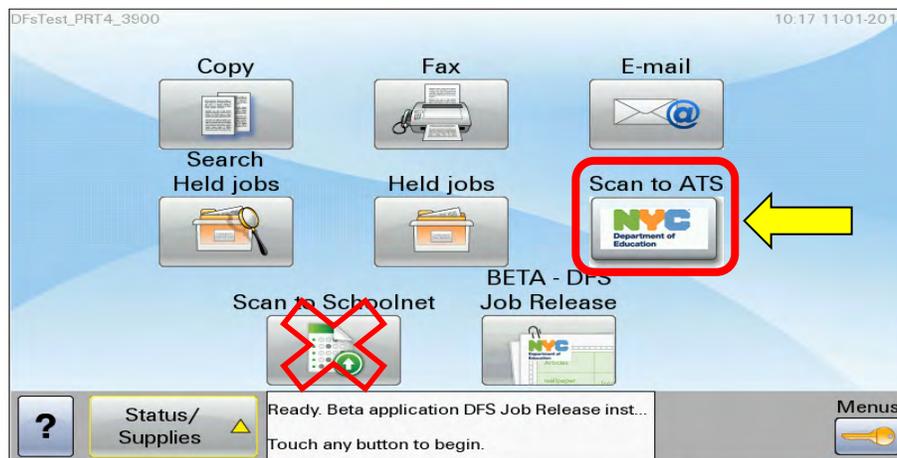
Cleaning the scanner – Lexmark & Fujitsu models:

- To clean the scanner you will need a paper towel or a soft cleaning rag, and de-ionized glass cleaner. Sparkle is a recommended brand of cleaner. **WARNING:** do not use rubbing alcohol to clean the scanner.
- Open the scanner lid.
- Apply the cleaning liquid to the paper towel or rag so that it is damp, but not wet.
- Gently wipe down the scanner glass with the towel or rag.



- Wait a few moments for the scanner glass to dry, and then close the lid.

NOTE: You must scan to ATS, **NOT** to SchoolNet, in order to obtain a valid NYSITELL score for a student:



Appendix II – Sample Answer Documents

HOLD FOR NEW 2018 LEVEL I DOCUMENT

Page No: 10665555573

Name: Last Name, First Name NEW
 NYC Student ID: 111111122
 Grade: GR DOB: DDIOFBB
 School code: 49K999 Official Class: OCL
 Home language other than English: HomeLanguage

NYSITELL
 New York State Identification Test for English Language Learners

Level II

This document MUST be scanned to ATS, in order to obtain a valid score.

TEACHER USE ONLY

Listening	Reading	Writing	Speaking
1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	11. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	20. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C	1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	12. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	21. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	23. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	16. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	17. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
8. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	18. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	19. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
10. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D			

PRINT Listening Transcriber's Name: Tested, but unable to answer any questions in Listening

PRINT Reading Transcriber's Name: Tested, but unable to answer any questions in Reading

PRINT Writing Scorer's Name: Tested, but unable to answer any questions in Writing

PRINT Speaking Scorer's Name: Tested, but unable to answer any questions in Speaking

IEP or 504 Plan Accommodations (Fill in as many as apply.)

1. Flexibility in scheduling (Timing N/A) 2. Flexibility in setting
 3. Method of presentation (including Braille, large type, text read)
 4. Other: 5. N/A 6. Large type 7. Text read

Reason Not Tested: Administrative Error

Test Date: Month: JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC Day: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Page No: 10665555573

Name: Last Name, First Name NEW
 NYC Student ID: 111111123
 Grade: GR DOB: DDIOFBB
 School code: 49K999 Official Class: OCL
 Home language other than English: HomeLanguage

NYSITELL
 New York State Identification Test for English Language Learners

Level III

This document MUST be scanned to ATS, in order to obtain a valid score.

TEACHER USE ONLY

Listening	Reading	Writing	Speaking
1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	12. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	26. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	16. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	17. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	18. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
8. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	19. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	20. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
10. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	21. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
11. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
	23. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
	24. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
	25. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		

PRINT Listening Transcriber's Name: Tested, but unable to answer any questions in Listening

PRINT Reading Transcriber's Name: Tested, but unable to answer any questions in Reading

PRINT Writing Scorer's Name: Tested, but unable to answer any questions in Writing

PRINT Speaking Scorer's Name: Tested, but unable to answer any questions in Speaking

IEP or 504 Plan Accommodations (Fill in as many as apply.)

1. Flexibility in scheduling (Timing N/A) 2. Flexibility in setting
 3. Method of presentation (including Braille, large type, text read)
 4. Other: 5. N/A 6. Large type 7. Text read

Reason Not Tested: Administrative Error

Test Date: Month: JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC Day: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Page No: 10665555574

Name: Last Name, First Name NEW
 NYC Student ID: 111111124
 Grade: GR DOB: DDIOFBB
 School code: 49K999 Official Class: OCL
 Home language other than English: HomeLanguage

NYSITELL
 New York State Identification Test for English Language Learners

Level IV

This document MUST be scanned to ATS, in order to obtain a valid score.

TEACHER USE ONLY

Listening	Reading	Writing	Speaking
Sample A 1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	Sample B 12. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	26. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C
2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	14. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	16. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	17. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	18. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
8. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	19. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	20. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
10. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	21. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
11. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	22. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
	23. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
	24. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		
	25. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D		

PRINT Writing Scorer's Name: Tested, but unable to answer any questions in Writing

PRINT Speaking Scorer's Name: Tested, but unable to answer any questions in Speaking

IEP or 504 Plan Accommodations (Fill in as many as apply.)

1. Flexibility in scheduling (Timing N/A) 2. Flexibility in setting
 3. Method of presentation (including Braille, large type, text read)
 4. Other: 5. Braille 6. Large type 7. Text read

Reason Not Tested: Administrative Error

Test Date: Month: JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC Day: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Page No: 100000000075
NYSITELL
 New York State Identification Test for English Language Learners
Level V
 Name: Last Name, First Name NEW
 NYC Student ID: 111111125
 Grade: GR DOB: DD/0F/BB
 School code: 49K999 Official Class: OCL
 Home language other than English: Home Language
 This document MUST be scanned to ATS, in order to obtain a valid score.

Listening Sample A
 1. (A) (B) (C) (D)
 2. (A) (B) (C) (D)
 3. (A) (B) (C) (D)
 4. (A) (B) (C) (D)
 5. (A) (B) (C) (D)
 6. (A) (B) (C) (D)
 7. (A) (B) (C) (D)
 8. (A) (B) (C) (D)
 9. (A) (B) (C) (D)
 10. (A) (B) (C) (D)
 11. (A) (B) (C) (D)

Reading Sample B
 12. (A) (B) (C) (D)
 13. (A) (B) (C) (D)
 14. (A) (B) (C) (D)
 15. (A) (B) (C) (D)
 16. (A) (B) (C) (D)
 17. (A) (B) (C) (D)
 18. (A) (B) (C) (D)
 19. (A) (B) (C) (D)
 20. (A) (B) (C) (D)
 21. (A) (B) (C) (D)
 22. (A) (B) (C) (D)
 23. (A) (B) (C) (D)
 24. (A) (B) (C) (D)
 25. (A) (B) (C) (D)

TEACHER USE ONLY
Writing 26. (A) (B) (C) (D) (E) (F)
Speaking 1. (A) (B) (C) (D)
 2. (A) (B) (C) (D) (E)
 3. (A) (B) (C) (D) (E)
 4. (A) (B) (C) (D) (E)
 5. (A) (B) (C) (D) (E)
 6. (A) (B) (C) (D) (E)

TEACHER USE ONLY
 Tested, but unable to answer any questions in Listening
 Tested, but unable to answer any questions in Reading
 Tested, but unable to answer any questions in Writing
 Tested, but unable to answer any questions in Speaking

IEP or 504 Plan Accommodations (Fill in as many as apply.)
 1. Flexibility in scheduling (Timing N/A) 2. Flexibility in setting
 3. Method of presentation (including Braille, large type, text read)
 4. Other: 5. Braille 6. Large type 7. Text read

Reason Not Tested
 Administrative Error

Test Date
 Month: JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC
 Day: (1-31)

Page No: 100000000075
NYSITELL
 New York State Identification Test for English Language Learners
Level VI
 Name: Last Name, First Name NEW
 NYC Student ID: 111111126
 Grade: GR DOB: DD/0F/BB
 School code: 49K999 Official Class: OCL
 Home language other than English: Home Language
 This document MUST be scanned to ATS, in order to obtain a valid score.

Listening Sample A
 1. (A) (B) (C) (D)
 2. (A) (B) (C) (D)
 3. (A) (B) (C) (D)
 4. (A) (B) (C) (D)
 5. (A) (B) (C) (D)
 6. (A) (B) (C) (D)
 7. (A) (B) (C) (D)
 8. (A) (B) (C) (D)
 9. (A) (B) (C) (D)
 10. (A) (B) (C) (D)
 11. (A) (B) (C) (D)

Reading Sample B
 12. (A) (B) (C) (D)
 13. (A) (B) (C) (D)
 14. (A) (B) (C) (D)
 15. (A) (B) (C) (D)
 16. (A) (B) (C) (D)
 17. (A) (B) (C) (D)
 18. (A) (B) (C) (D)
 19. (A) (B) (C) (D)
 20. (A) (B) (C) (D)
 21. (A) (B) (C) (D)
 22. (A) (B) (C) (D)
 23. (A) (B) (C) (D)
 24. (A) (B) (C) (D)
 25. (A) (B) (C) (D)

TEACHER USE ONLY
Writing 26. (A) (B) (C) (D) (E) (F)
Speaking 1. (A) (B) (C) (D)
 2. (A) (B) (C) (D) (E)
 3. (A) (B) (C) (D) (E)
 4. (A) (B) (C) (D) (E)
 5. (A) (B) (C) (D) (E)
 6. (A) (B) (C) (D) (E)

TEACHER USE ONLY
 Tested, but unable to answer any questions in Listening
 Tested, but unable to answer any questions in Reading
 Tested, but unable to answer any questions in Writing
 Tested, but unable to answer any questions in Speaking

IEP or 504 Plan Accommodations (Fill in as many as apply.)
 1. Flexibility in scheduling (Timing N/A) 2. Flexibility in setting
 3. Method of presentation (including Braille, large type, text read)
 4. Other: 5. Braille 6. Large type 7. Text read

Reason Not Tested
 Administrative Error

Test Date
 Month: JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC
 Day: (1-31)

Page No: 100000000075
NYSITELL
 New York State Identification Test for English Language Learners
Level VII
 Name: Last Name, First Name NEW
 NYC Student ID: 111111127
 Grade: GR DOB: DD/0F/BB
 School code: 49K999 Official Class: OCL
 Home language other than English: Home Language
 This document MUST be scanned to ATS, in order to obtain a valid score.

Listening Sample A
 1. (A) (B) (C) (D)
 2. (A) (B) (C) (D)
 3. (A) (B) (C) (D)
 4. (A) (B) (C) (D)
 5. (A) (B) (C) (D)
 6. (A) (B) (C) (D)
 7. (A) (B) (C) (D)
 8. (A) (B) (C) (D)
 9. (A) (B) (C) (D)
 10. (A) (B) (C) (D)
 11. (A) (B) (C) (D)

Reading Sample B
 12. (A) (B) (C) (D)
 13. (A) (B) (C) (D)
 14. (A) (B) (C) (D)
 15. (A) (B) (C) (D)
 16. (A) (B) (C) (D)
 17. (A) (B) (C) (D)
 18. (A) (B) (C) (D)
 19. (A) (B) (C) (D)
 20. (A) (B) (C) (D)
 21. (A) (B) (C) (D)
 22. (A) (B) (C) (D)
 23. (A) (B) (C) (D)
 24. (A) (B) (C) (D)
 25. (A) (B) (C) (D)

TEACHER USE ONLY
Writing 26. (A) (B) (C) (D) (E) (F)
Speaking 1. (A) (B) (C) (D)
 2. (A) (B) (C) (D) (E)
 3. (A) (B) (C) (D) (E)
 4. (A) (B) (C) (D) (E)
 5. (A) (B) (C) (D) (E)
 6. (A) (B) (C) (D) (E)

TEACHER USE ONLY
 Tested, but unable to answer any questions in Listening
 Tested, but unable to answer any questions in Reading
 Tested, but unable to answer any questions in Writing
 Tested, but unable to answer any questions in Speaking

IEP or 504 Plan Accommodations (Fill in as many as apply.)
 1. Flexibility in scheduling (Timing N/A) 2. Flexibility in setting
 3. Method of presentation (including Braille, large type, text read)
 4. Other: 5. Braille 6. Large type 7. Text read

Reason Not Tested
 Administrative Error

Test Date
 Month: JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC
 Day: (1-31)

Page No: 100000000075
NYSITELL
 New York State Identification Test for English Language Learners
Level VIII
 Name: Last Name, First Name NEW
 NYC Student ID: 111111128
 Grade: GR DOB: DD/0F/BB
 School code: 49K999 Official Class: OCL
 Home language other than English: Home Language
 This document MUST be scanned to ATS, in order to obtain a valid score.

Listening Sample A
 1. (A) (B) (C) (D)
 2. (A) (B) (C) (D)
 3. (A) (B) (C) (D)
 4. (A) (B) (C) (D)
 5. (A) (B) (C) (D)
 6. (A) (B) (C) (D)
 7. (A) (B) (C) (D)
 8. (A) (B) (C) (D)
 9. (A) (B) (C) (D)
 10. (A) (B) (C) (D)
 11. (A) (B) (C) (D)

Reading Sample B
 12. (A) (B) (C) (D)
 13. (A) (B) (C) (D)
 14. (A) (B) (C) (D)
 15. (A) (B) (C) (D)
 16. (A) (B) (C) (D)
 17. (A) (B) (C) (D)
 18. (A) (B) (C) (D)
 19. (A) (B) (C) (D)
 20. (A) (B) (C) (D)
 21. (A) (B) (C) (D)
 22. (A) (B) (C) (D)
 23. (A) (B) (C) (D)
 24. (A) (B) (C) (D)
 25. (A) (B) (C) (D)

TEACHER USE ONLY
Writing 26. (A) (B) (C) (D) (E) (F)
Speaking 1. (A) (B) (C) (D)
 2. (A) (B) (C) (D) (E)
 3. (A) (B) (C) (D) (E)
 4. (A) (B) (C) (D) (E)
 5. (A) (B) (C) (D) (E)
 6. (A) (B) (C) (D) (E)

TEACHER USE ONLY
 Tested, but unable to answer any questions in Listening
 Tested, but unable to answer any questions in Reading
 Tested, but unable to answer any questions in Writing
 Tested, but unable to answer any questions in Speaking

IEP or 504 Plan Accommodations (Fill in as many as apply.)
 1. Flexibility in scheduling (Timing N/A) 2. Flexibility in setting
 3. Method of presentation (including Braille, large type, text read)
 4. Other: 5. Braille 6. Large type 7. Text read

Reason Not Tested
 Administrative Error

Test Date
 Month: JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC
 Day: (1-31)

Support & Resources

The following resources are available to support implementation of the NYSITELL exam:

- Technical support (ATS): Network Data/Application Specialist
- General printing and scanning support: NYSITELLScanning@schools.nyc.gov
- Scanners and printers: DIIT [Help Desk](#), 718-935-5100
- Emergency inquiries from CFNs: Please do not refer school users directly to Central without first attempting to resolve the issue
- This handbook and other NYSITELL resources can be found [here](#):

<http://intranet.nycboe.net/Accountability/Assessment/YearlyTesting/nysitell>