

Dear Parent/Guardian of Marie,

We are pleased to provide you this report about Marie's performance on the New York State English as a Second Language Achievement Test (NYSESLAT) that was administered in the spring of 2019 to all English Language Learners/Multilingual Learners (ELLs/MLLs). The scores from this test provide one way to understand student English Language development. However, these scores do not tell the whole story about what Marie knows and can do.

For more information regarding this test, the New York State standards, and how you can help Marie, go to:
<http://www.nysed.gov/bilingual-ed/parents/english-language-learnermultilingual-learner-parent-resources>

MARIE'S ENGLISH LANGUAGE PROFICIENCY LEVEL IS EXPANDING
MARIE'S ENGLISH LANGUAGE PROFICIENCY LEVEL LAST YEAR WAS TRANSITIONING

MARIE'S
TOTAL
SCALE SCORE

X

PERCENTILES

DISTRICT

X%

Marie did the same or better than X% of students in this district who took the test.

STATE

X%

Marie did the same or better than Y% of students in the state who took the test.



ENTERING

As an ELL/MLL, has great dependence on supports and structures to

ENGLISH LANGUAGE PROFICIENCY AREAS/MODALITIES

LISTENING

Students listen to determine information and develop ideas in grade-level academic discussions.

MARIE'S
SCALE SCORE

X

SPEAKING

Students use grade-appropriate language to contribute to discussions about academic texts and topics.

MARIE'S
SCALE SCORE

X

READING

Students read grade-level academic texts to determine information and develop ideas.

MARIE'S
SCALE SCORE

X

WRITING

Students use grade-appropriate language to structure thoughts and ideas in writing, about literary and informational texts and topics.

MARIE'S
SCALE SCORE

X

These scale scores range from 30-90

Please note that students with an Individualized Education Program (IEP) or Section 504 Accommodation Plan (504 Plan) that indicates that tests be read aloud should have been provided this testing accommodation for all subtests including Reading, in accordance with the specifications in the IEP/504 Plan.

SUPPORTING MARIE'S SUCCESS

Contact Marie's teacher and ask which skills are the most challenging for Marie.

Ask your school how you will receive regular reports on Marie's progress.

If appropriate, seek student support services such as counseling or school guidance to discuss ways to help Marie be most successful.

Review classwork and homework with Marie to see how Marie's skills are progressing.

Students scoring at the Entering, Emerging, Transitioning, and Expanding levels will continue to receive ELL/MLL services in the 2018-2019 school year. To discuss Marie's continued ELL/MLL services, please contact Marie's school administration. For more information about the ELL/MLL services Marie should be receiving, go to <http://www.nysed.gov/bilingual-ed/guide-parents-english-language-learnersmultilingual-learners-new-york-state>.

ADDITIONAL RESOURCES

Parent Guides to the New York State English as a Second Language Achievement Test (NYSESLAT) and the New York State Identification Test for ELLs/MLLs (NYSITELL).

These booklets will provide you with critical information about the NYSITELL and the NYSESLAT. They explain why and how the tests are given and what the different proficiency levels mean.

For NYSITELL and NYSESLAT information: <http://www.nysed.gov/bilingual-ed/parents/nysitell-and-nyseslat-parent-guides>

English Language Learner Parents' Bill of Rights

An informed, empowered community of parents, guardians and other persons in parental relation is critical to ensuring that ELLs/MLLs are well served. <http://www.nysed.gov/bilingual-ed/guide-parents-english-language-learners-parent-guides>