



**NYC Department of Education  
Test Administration Handbook:  
High Schools  
2025 – 2026**

## INTRODUCTION

In an effort to standardize test administration procedures in all New York City secondary schools, the New York City Department of Education (NYCDOE) developed this Test Administration Handbook for High Schools.

The complete document can be found on NYCDOE's InfoHub website by navigating to the NYCDOE InfoHub > DOE Topics > Performance & Assessment Resources > Test Memoranda and Procedures.

The Test Administration Handbook must be distributed and discussed with all school staff involved in testing, ideally during general faculty conferences, grade conferences, department meetings, or on staff development days.

Principals must confirm that all personnel involved in testing have reviewed the handbook prior to administration of all New York State Assessments by completing an [online survey](#) due **November 14**.

If you have any questions regarding the information in this document, please contact your [Borough Assessment Implementation Director](#).

**Note:** The procedures in this handbook are for State assessments. However, many of these directions apply to city assessments, including but not limited to World Language Exams (previously known as LOTE), PSAT, SAT and AP exams. Please refer to the appropriate Assessment Memoranda describing test administration procedures for specific State and City tests.

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# REPORTING PROHIBITED CONDUCT BY ADULTS, STUDENT CHEATING, AND OTHER TESTING IRREGULARITIES

## Reporting Prohibited Conduct by Adults

Examples of prohibited conduct by adults include, but are not limited to\*:

### **Before Testing DO NOT:**

- Access secure test booklets and answer sheets prior to the time allowed under NYCDOE guidelines, or copy, reproduce, or keep any part of secure exam materials. **Note:** *This does not apply to NYC DOE Performance Assessments or 3rd Party Assessments used as a Measure of Student Learning, which schools are permitted to access and copy for the test administration process.*
- Review secure test booklets in order to:
  - Determine and record correct responses for use during testing.
  - Create a “cheat sheet” for students to use while taking the test, including formulas, concepts, or definitions necessary for the test.
  - Create pre-test lessons or discussions with students or any other person about concepts being tested. **Note:** *This does not apply to NYC DOE Performance Assessments or 3rd Party Assessments used as a Measure of Student Learning for grades K-2.*

### **During Testing DO NOT:**

- Give students any clues or answers, including:
  - Coaching students about proper answers.
  - Defining terms and concepts included in the test.
  - Pointing out wrong answers to a student and suggesting that the student reconsider or change the recorded response.
  - Reminding students during testing of concepts they learned in class.
  - Making facial or other non-verbal suggestions regarding answers.
- Allow any student more time to take the test than is allowed for that student or give any other testing accommodations to students who are not entitled to receive them.
- Leave any materials displayed in the room containing topics being tested or write formulas, concepts, or definitions necessary for the test on the board.
- Allow students to copy information from, duplicate, or remove test booklets, answer documents, or other testing materials from the classroom.
- Use personal electronic devices (i.e., cellphones, tablets, audio players or recorders, cameras, etc.) in the presence of student exam materials.

### **After Testing and/or During Scoring DO NOT:**

- Review an answer sheet for wrong answers and return it to a student with instructions to change or reconsider the wrong responses.
- Alter, erase, or in any other way change a student’s recorded responses after the student has handed in his/her test materials.
- Rescore portions of the test with the intention of altering the student’s score in any way that deviates from established scoring procedures.
- Deviate from State-provided scoring rubrics when scoring New York State assessments.
- Use personal electronic devices (i.e., cellphones, tablets, audio players or recorders, cameras, etc.) in the presence of student exam materials.

### **For Computer-based Testing:**

- For computer-based testing (CBT) administration, maintain security of all secure materials associated with CBT, including printed login tickets & session codes.
- For CBT administration, after the conclusion of the test securely destroy all used scratch paper, printed login tickets, and session codes.

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**\*Note:** *These are general examples. Different rules and procedures apply to different tests. Please refer to the Assessment Memoranda for test-specific information.*

**Any person who intentionally engages in testing misconduct could face sanctions and discipline,  
including termination and/or the loss of certification.**

## Mandatory Reporting Procedure

**Any individual who observes or suspects adult misconduct related to the administration and/or scoring of assessments should notify the principal immediately\*\*, and also must immediately notify:**

- 1) NYCDOE Office of Assessment by e-mailing [testsecurity@schools.nyc.gov](mailto:testsecurity@schools.nyc.gov); and  
**Note:** *For NYC DOE Performance Assessments or 3rd Party Assessments used as a Measure of Student Learning, it is not necessary to contact the Office of Assessment. Reports should be made directly to SCI (step #2, below).*

- 2) NYC Office of the Special Commissioner of Investigation (SCI): call (212) 510-1500 or email [intake@nycsci.org](mailto:intake@nycsci.org).

**\*\*The principal can provide support in following the reporting procedure outlined above.**

## Reporting Student Cheating

### Examples of prohibited conduct by students include, but are not limited to:

- Obtaining test booklets or answer documents to a secure exam prior to the test.
- Giving aid to or obtaining aid from other students before, during, or after the test.
- Possessing, displaying, or using cell phones or other prohibited electronic devices during a standardized NYSED or NYCDOE test.
- Using unauthorized reference materials during the test.
- Sharing information about a test the student has taken but other students have not yet taken.
- Copying any information from, duplicating, or removing test booklets, answer documents, or testing materials from the classroom.

### Mandatory Reporting Procedure:

#### If suspected/observed student cheating occurs during the test administration, the proctor must:

- Warn the student(s) that any attempts to cheat may result in the invalidation of their exams;
- If necessary, move the student(s) to another location;
- If the incident involves the display or use of a cell phone or other prohibited electronic device, confiscate it immediately;
- Notify the principal of the incident during the exam (if possible, to do so without disrupting proctoring duties) or immediately after the exam.
- To allow for all possible outcomes, **the student(s) should be allowed to complete the exam.**

Additionally, anyone who obtains information about potential student cheating prior to test administration, or anyone who becomes aware after test administration that student cheating may have occurred, must report the information immediately to the principal.

#### Upon receiving any information of suspected/observed student cheating or the presence or use of a cell phone/prohibited electronic device during a standardized NYSED or NYCDOE test, the principal must immediately:

- Notify NYCDOE Office of Assessment by e-mailing [testsecurity@schools.nyc.gov](mailto:testsecurity@schools.nyc.gov).
- **Conduct an investigation**, in alignment with NYSED, NYCDOE, and school policy for any incident of suspected/observed student misconduct, to determine whether the incident is substantiated or unsubstantiated:
  - ❖ If the principal determines that the incident is **unsubstantiated**, no further action is necessary.
  - ❖ If the principal determines that the incident is **substantiated**, the principal must immediately:
    - 1) Notify NYCDOE Office of Assessment by e-mailing [testsecurity@schools.nyc.gov](mailto:testsecurity@schools.nyc.gov);  
*Note: For NYC DOE Performance Assessments or 3rd Party Assessments used as a Measure of Student Learning, contact your Teacher Development and Evaluation Coach (TDEC) in your Superintendent's Office.*
    - 2) Invalidate the student's test results (for assistance, contact NYCDOE Office of Assessment);
    - 3) **For New York State assessments only:** Notify NYSED's Office of State Assessment by e-mailing [emscassessinfo@mail.nysed.gov](mailto:emscassessinfo@mail.nysed.gov). If submitting the report as an email attachment, ensure the attachment is written on school letterhead. **The report must include:**
      - The school's name and BEDS code
      - The student's name and NYC ID number
      - Grade level and subject of the impacted test(s)
      - A brief description of incident and the final action taken
      - Confirmation that the student's exam(s) have been/will be invalidated
    - 4) Notify the student and his/her parents/guardians of the invalidation of the exam, and of any other consequences for the student, in accordance with the school's discipline policy;
    - 5) Enter in OORS.
- **If the incident involves the presence or use of a cell phone/prohibited electronic device** for any purpose during a New York State assessment, invalidate the student's test results and notify NYSED's Office of State Assessment by e-mailing [emscassessinfo@mail.nysed.gov](mailto:emscassessinfo@mail.nysed.gov).

## Reporting Other Testing Irregularities

### Examples of other testing irregularities, unrelated to intentional misconduct, that must be reported include, but are not limited to:

- All interruptions of testing sessions including those caused by fire alarms, bomb threats, power outages, or weather-related incidents.
- All instances in which a State exam is administered without Department authorization at a time outside the published Statewide schedule.
- All cases in which student test booklets or answer papers are lost prior to the recording of the scores in students' permanent records.
- All instances in which students did not receive testing accommodations they were entitled to receive.

#### The principal is responsible for immediately reporting any irregularities concerning test administration to:

- 1) NYCDOE Office of Assessment by e-mail to [testsecurity@schools.nyc.gov](mailto:testsecurity@schools.nyc.gov); and
- 2) **For New York State Assessments only:** NYSED Office of State Assessment by e-mail to [emscassessinfo@mail.nysed.gov](mailto:emscassessinfo@mail.nysed.gov).

*Note: For NYC DOE Performance Assessments or 3rd Party Assessments used as a Measure of Student Learning, contact your Teacher Development and Evaluation Coach (TDEC) in your Superintendent's Office.*

## TEST SECURITY PROCEDURES

In accordance with New York State Education Department (SED) and New York City Department of Education (NYCDOE) policies, the following procedures have been implemented to maintain the security and validity of State tests. These procedures apply to all school staff involved in the handling and/or the administration of State tests, including principals, assistant principals, test coordinators, support staff, and proctors.

**This document must be distributed to and reviewed by all staff members involved in the administration of State tests prior to each test administration.** It is the responsibility of the principal to designate a pedagogue or school administrator to be the school test coordinator for all examinations regardless of content area.

- Please refer to appropriate [Assessment Memoranda](#) describing test administration procedures for specific State and City tests. The procedures in test specific memos supersede the directions in this handbook
- In order to maintain the integrity of each test administration, all security procedures, instructions, and schedules must be strictly adhered to without deviation.
- No form of any test may be used for practice or for test preparation unless specifically indicated in the Assessment Memoranda or SED's School Administrator's Manual.
- Due to copyright laws and for reasons of test security, making copies or enlargements of any tests is prohibited.
- No one may take test materials out of schools except to transport them directly from one Department of Education building to another with permission from the Office of Assessment or a BAID.
- NYCDOE and SED will review test results to ascertain possible security violations. In the event it is determined that a serious security violation has occurred, it may be necessary for NYCDOE or SED to declare test results invalid.
- Unannounced monitoring inspections may be conducted before, during, and after testing by staff from NYCDOE's central office.
- **For guidance on reporting observed or suspected incidents of adult misconduct or student cheating, please refer to pages 3-4.**

### **Examinations Not Administered Due to Inclement Weather**

During the Regents examination period, NYC high schools should follow normal testing procedures unless notified otherwise. If NYCDOE determines that the weather is severe enough to close schools, then State examinations will not be administered. Please refer to SED's School Administrator's Manual for SED's policy on this issue.

### **Safeguarding Examination Materials**

The principal of each school requesting examinations is responsible for making the necessary arrangements for safeguarding the materials shipped to the school. Before SED will ship state examination materials to a school, the principal must certify that the locked Regents box(es) containing the secure examination materials will be stored in a vault or safe that meets the following requirements:

#### **Walk-in Vaults**

These vaults must have all of the following: poured concrete floor; walls of reinforced concrete or reinforced cement block, sealed to a poured concrete floor below and structural floor or roof deck above; metal door in a metal frame with inside or welded-pin hinges; no windows or access panels; and a built-in dead latching combination or key lock that allows exiting at all times.

#### **Safes**

Safes must meet or exceed the burglary resistance performance standards incorporated in Underwriters Laboratories (UL) classification TRTL-30 and must have all of the following: steel door at least 1½ inches thick; steel walls at least 1 inch thick; 750-lb. minimum weight; built-in combination lock; and minimum inside dimensions to contain the Regents box(es) for a school's typical examination order. Principals of schools that do not meet SED's guidelines for walk-in vaults or safes must make arrangements to store the examination materials in the vault of another school. Principals will be notified as to when the examination materials will be shipped to the schools.

#### **Regents Boxes**

After an examination shipment has been delivered, the locked Regents boxes must immediately be placed in the vault or safe.

### **Regents Box Keys**

The Regents box keys and the combination or keys to the vault or safe must be stored securely to prevent access to the examination materials by students and other unauthorized persons.

### **Secure Materials**

The packages containing secure materials must not be opened until the day that each examination is to be administered.

### **Examination Scoring Keys**

Hard copies of Regents scoring information are no longer sent to schools; through email, principals will receive a password necessary to access the Regents scoring [website](#), then each morning of Regents administration, SED will send principals an email containing a second password to access the scoring information.

### **Shipment of Examination Materials**

Approximately one month prior to the delivery of the secure examination materials for Regents, school administrators will be informed of the type of shipment(s) they will receive and the date(s) on which the shipment(s) should arrive at schools. The padlock keys will be sent to the principals by first-class mail or FedEx about one week before the Regents' boxes are shipped.

### **Handling Test Materials**

Test materials must be secured in a locked facility when they are first received as well as after the completion of the day's testing. This includes Regents exams, Specialized High Schools Admissions Tests (SHSAT) for high schools serving as testing sites, and any other secure testing materials that may be present in schools. The security of test materials in the school is the responsibility of the principal.

### **Test Booklets**

- On dates specified in the test calendar (see specific Assessment Memoranda), principals or designees may open boxes and inspect the contents to verify that appropriate test levels and quantities have been received. **Do not open shrink-wrapped packages.** Materials should be packaged according to orders submitted by schools. After inspection, boxes must be resealed and securely stored.
- Boxes of materials received at schools that are labeled "DO NOT OPEN UNTIL . . ." must not be opened until the specified date. Monitors may inspect these boxes during unannounced visits to ensure that seals have not been broken before the appropriate date and time.
- Boxes marked "Non-Secure Materials" may be opened immediately.
- Tests may not be distributed to proctors for administration until the morning of the test at the specified time.

## **PREPARING FOR TEST ADMINISTRATION**

### **Ordering Exams**

SED will notify principals when the ordering portal opens for state exam orders.

### **Test Shipment Tracking**

All SED test shipments will be sent to schools via FedEx and will be delivered between the hours of 8 a.m. and 5 p.m. Schools that do not receive their shipment of secure test materials by 4 p.m. on the day before the test should track the shipment on <https://www.fedex.com/en-us/tracking.html>. Click on "Examination Request System" and select the examination period. On the "School Information" page find the "Track Packages" link on the left side. For help, contact the Office of State Assessment (518-474-8220).

### **Answer Documents**

Schools will print their own Regents answer documents using the RGPR function in ATS. For assistance, refer to NYCDOE's [Regents Scanning Handbook](#).

### **World Language Comprehensive Exams (WL) [Formerly LOTE]**

- Principals will receive information regarding the ordering of WL exams at the beginning of the spring semester via Principals' Weekly.
- Administrators, proctors, and teachers are **NOT** permitted to open exams or to read the questions in the examination booklet for any reason, except as described in the directions.

### **Prior to Test Administration**

- Parents must be notified of test dates and times.
- All personnel involved in testing, proctors, and students should be reminded that they must use a #2 pencil on the student answer documents. For some Regents exams, pen must be used in the essay booklets (see specific Assessment Memoranda).
- Schools must assign proctors to all classes being tested and must also assign an adequate number of hall monitors.
- **Schools must maintain a list of proctors assigned to each testing room, which must include the name of the exam and the time of test administration.** Schools should **maintain records for 3 years** and should be able to produce records of this information when asked. A recommended proctor schedule template has been provided (Attachment #3).
- Rooms must be set aside for latecomers and students who are not being tested.
- Accommodations must be scheduled for ELLs and all students with testing accommodations as stated in their IEP or 504 Plan.
- Teachers must read information pertaining to appropriate test administration procedures in advance.

### **Room Organization for Test Administration**

- Doors with windows may be closed to keep distractions from the hallway at a minimum; however, doors without windows must be left ajar.
- Post a sign on the door indicating: “TESTING DO NOT ENTER” (Attachment #1). **Do not cover the door window.**
- Administer tests only in rooms where there are no distractions.
- Keep ventilation and lighting in the classroom at a comfortable level.
- Keep students’ desks cleared of books, papers, and other non-testing material and ensure that all students’ personal belongings are stored away and out of reach.
- Seat students so that they cannot look at each other’s work.
- Cover or remove all bulletin boards, displays, and/or charts that may contain material pertinent to each test. These include, but are not limited to, word walls, spelling/punctuation rules, writing checklists, graphic organizers, multiplication tables, graphs, charts, definitions of terms, key words, calendars, counting numbers, number lines, fractions, weights and measures, and any other item that might pertain to the subject matter being tested.
- Ensure that students do not have or use cell phones or other prohibited electronic devices while taking the examination, either in the room where the test is being administered or while on a supervised break (such as a bathroom visit).

### **Guidelines for Administrators**

It is the principal’s responsibility to make sure that all testing procedures are followed as described in this handbook as well as in the specific Assessment Memoranda.

Principals should distribute the Test Administration Handbook to all staff involved in test administration and make sure of the following:

- All students with testing accommodations are scheduled appropriately.
- All bulletin boards/materials that pertain to the test have been covered or removed.
- All pre-slugged answer documents are given to the correct teacher.
- All tests have been counted out properly.
- Teachers and principals sign the *Test Material Security Form* (included in the test-specific [Assessment Memoranda](#)) when picking up their test booklets.
- Students do not bring cell phones or other prohibited electronic devices into the room where the test is being administered.
- Staff refrain from using the PA system during testing unless there is an emergency.

### **Guidelines for Proctors**

Before the test begins, proctors should:

- Be prepared to implement testing accommodations as indicated on a student’s IEP or 504 Plan.
- Ensure that all students who need glasses, hearing aids, etc. have them before starting the test.
- Ensure that each student receives his/her correct pre-slugged answer document.
- Make all announcements before the beginning of the test.

**Active proctoring must take place at all times.** Proctors must ensure that students are working independently. Proctors should not point out missed questions or correct an individual student’s work in any way, should not use cell phones, smart watches, or other prohibited electronic devices, or engage in any other activity that would distract from monitoring the students.

## **Student Use of Communication Devices**

Students will follow Chancellor's Reg A-413 regarding the prohibition of any communication or internet enabled device on school during the school day (cellphones, wireless earphones, smart watches, tablets, cameras, etc.) Students must adhere to the school's policy on such devices and not be in possession of them during the administration of the exam. Any student found to be in possession of a prohibited electronic device or materials during an exam administration will have their exam invalidated.

### **At the beginning of each state test administration, proctors must read the following to all students taking State examinations:**

You cannot have any communication devices, including a cell phone, with you during this examination or during any breaks (such as a restroom visit). Such devices include, but are not limited to:

- Cell phones
- iPods and MP3 players
- iPads, tablets, and other eReaders
- Personal laptops, notebooks, or any other computing devices
- Cameras, or other photographic equipment, and scanning devices
- Wearable devices/smart wearables, including smart watches and health wearables with a display
- Headphones, headsets, or in-ear headphones such as earbuds, and
- Any device capable of recording audio, photographic or video content, or capable of viewing or playing back such content, or sending/ receiving text, audio, or video messages

If you brought any of these items to the building today and have not already stored it in your locker or turned it over to me, a test monitor or school official, you must give it to me now. You may not keep your cell phone or any of these items with you, or near you, including in your pockets, backpack, desk, etc. If you keep a cell phone or any of these items with you, your examination will be invalidated, and you will get no score. Is there anyone who needs to give me any of these items now?

*[Proctor: repeat list of devices].*

This is your last opportunity to do so before the test begins.

Note: Some students with disabilities may use certain recording/playback devices only if this accommodation is specifically required as a provision of the student's IEP or 504 Plan. In addition, a student may be allowed to retain an otherwise prohibited device in his or her possession if there is documentation on file at the school from a medical practitioner that the student requires such a device during testing. Without such documentation, the general policy on communication devices as provided above is in effect, and the school may not allow the student to retain any such equipment during testing.

## **DURING TEST ADMINISTRATION**

### **During the Test**

- Students must use school-provided answer documents and booklets to record answers.
- Read all directions verbatim. Do not paraphrase directions unless indicated on a student's IEP or 504 Plan.
- The entire test, including directions, may be orally translated into another language if the student is an English Language Learner (ELL) and there is no translated version of the test available. This applies to all Regents **except** English and WL exams. For WL exams, only instructions can be orally translated into another language if there is no translated version of the test available.
- Answer only student questions that pertain to the directions. Read only the portion of the directions addressed by the student's question. Do not interpret the directions for students.
- Do not give help on specific questions. Do not give clues that indicate an answer. Do not help to eliminate answer choices. Do not tell a student to review an answer.
- Adhere to all time limits. Make sure the start and end times, as well as the time remaining for the test, are displayed in a location where all students can see them.
- No student may be allowed to begin a Regents after the uniform admissions deadline.
- Read listening passages at a moderate, steady pace and the specified number of times.
- Students may use highlighters only if they are used for instruction during the regular school year.

## **Prohibited Conduct**

**Please refer to page 3 for examples of prohibited conduct during testing.** Teachers and administrators who engage in inappropriate conduct with respect to administering and scoring State examinations may be subject to disciplinary actions in accordance with Sections 3020 and 3020-a of Education Law or to action against their certification pursuant to Part 83 of the Regulations of the Commissioner of Education.

## **AFTER TEST ADMINISTRATION**

### **After the Test**

- Students must sign the declaration line at the bottom of the student answer page.
- All answer documents and test booklets must be collected from staff members, accounted for and stored securely.
- Each proctor must sign the *Test Material Security Form* when returning test booklets. If the number of booklets returned is not equal to the number signed for when received, notify the principal immediately.
- Staff should report all unusual circumstances to the principal, such as defective test booklets, problematic answer documents, students getting sick, etc.
- **For guidance on reporting observed or suspected incidents of adult misconduct or student cheating, please refer to pages 3-4.**

### **Scoring Regents Examinations**

Effective as of the January 2023 Regents administration, **most** Regents exams in NYC public schools will be scored in a local scoring model. All applicable school-based staff will be available to administer exams and participate in local scoring, with the exception of Chemistry, Physics, and certain World Language Checkpoint B exams in June, which will continue to be scored centrally. In June of 2026, the English Language Arts (ELA) exam will also be scored centrally. Once scored, answer documents will be scanned by the school or at scoring sites, as applicable. Schools are required to review the results using the REDS report on ATS to ensure that no student scores are missing.

### **The Finality of Examination Scores**

When the teacher scoring committee completes the scoring process, test scores must be considered final and must be scanned. Principals and other administrative staff in a school or district do not have the authority to set aside the scores arrived at by the teacher scoring committee and rescore student examination papers or to change any scores assigned through the procedures described in this manual and in the scoring materials provided by the department. Any principal or administrator found to have done so, except in the specific circumstances cited in SED's School Administrator's Manual, will be in violation of SED policy regarding the scoring of State examinations. **Scores must be recorded at the time of the test administration.**

## **ADMINISTERING EXAMINATIONS TO SPECIAL POPULATIONS**

### **NYSITELL**

NYSITELL should be administered only once.

Schools must administer the NYSITELL as part of the formal identification process to eligible students based on the timeline below:

- Students who enroll during summer 2025 and the first day of school (September 4) must be identified and placed into an ELL program by September 17, 2025. If an incoming student has an Individualized Education Program (IEP), NYSITELL eligibility must be determined by a Language Proficiency Team (LPT) and ELL identification/placement into a program must be completed by October 6, 2025.
- All students who enroll after the first day of school must be identified and placed within the standard 10 school days of enrollment (or 20 school days for incoming students with IEPs).

School leaders must continue to design instruction that supports all students with English language development needs. See Attachment #2 for the New York State Limited English Proficiency (LEP) Identification Process.

Spanish LAB is administered to ELLs whose home language is Spanish and did not meet the Proficient level on NYSITELL. It is only administered once and only the short version is used. The use of the Spanish LAB will not be impacted by the transition to the NYSITELL.

### **English Language Learners (ELLs)**

Schools may continue to provide the following testing accommodations to students currently identified as ELLs and former ELLs who scored Commanding on the 2025 NYSESLAT, or met the exit criteria for ELL services pursuant to Part 154.3(m)(1)(ii) in 2025 as long as these accommodations are used consistently throughout the school year:

- Time Extension: time and a half
- Separate Location
- Bilingual Dictionaries and Glossaries for all Regents except Languages other than English
- Simultaneous use of English and Alternative Language Editions for Regents Exams
- Oral Translations for Lower-Incidence Languages except for English Regents and Languages other than English
- Writing Response in a Native Language when using an Alternate Language Exam, Oral Translation, or when neither is available.

### **Students Whose Individualized Education Programs (IEPs) or 504 Plans Include Testing Accommodations**

Principals must ensure that students with disabilities are provided with the testing accommodations included in their IEP, 504 Plan, or declassification IEP that are permissible on State examinations.

### **Students with Emergency Need for Accommodations**

Certain testing accommodations may be provided on an emergency basis for any test when necessary. Such accommodations apply to General Education students who have temporary disabilities that do not require Special Education services, and to students who initially experience disabilities that may or may not require Special Education services but which occur shortly before (within 30 days of) the administration of the State tests. For example, students with broken arms, students with temporary visual problems, students who are in the hospital, or at home due to an illness may qualify for testing accommodations.

**These accommodations are limited to:**

- Extending the time limit
- Administering the test in a special location
- Recording the student's answers in any manner

Principals are responsible for informing the Borough Assessment Implementation Directors (BAID) of all emergency test accommodations.

Please refer to [NYSESED Testing Accommodation Guide](#) for additional guidance on providing testing accommodations.

## FREQUENTLY ASKED QUESTIONS

### Q: **WHAT TYPES OF PRACTICE MATERIALS MAY I USE?**

A: While good instruction is sufficient to prepare students for their assessments, any practice materials that are used should be aligned with the NYSED Standards.

#### **Please note:**

- All old Regents Exams, except for restricted forms, may be used as practice material.
- NYSESLAT, Chinese Reading, and NYSITELL Exams may **not** be used as practice material.
- Selections of authentic literature that are taught in class may appear on a standardized test; however, exam questions relating to the passage will most likely differ from what is covered in class.

### Q: **MAY A PARAPROFESSIONAL BE ASSIGNED AS THE ONLY CLASSROOM PROCTOR?**

A: Only a licensed Pedagogue may serve as a classroom proctor.

### Q: **MAY A SUBSTITUTE TEACHER BE ASSIGNED AS THE ONLY CLASSROOM PROCTOR?**

A: Substitute Teachers may be assigned as the main classroom proctor, only if they have been properly instructed in testing procedures and familiar with the Teacher's Directions Handbook.

### Q: **IS IT NECESSARY TO ASSIGN HALL MONITORS?**

A: Yes. Staff must be assigned as hall monitors in case of emergencies.

### Q: **MAY I REMOVE STUDENTS FROM MY CLASS BEFORE THE EXAM BEGINS?**

A: A student may not be removed from the class before testing begins. Students with IEPs or 504 Plans that specify alternate/separate location for testing should be scheduled in a separate testing location in advance of the test administration.

### Q: **WHAT HAPPENS WHEN A STUDENT IS DISRUPTIVE AND IS REMOVED FROM THE CLASSROOM?**

A: Have the student complete his/her exam in another location, making note of the remaining time for test administration. Be sure to do the following:

- If the student is disruptive, have the hall monitor take the student and his/her paper to an appropriate setting and have the student finish the exam, making note of the remaining time for test administration. The hall monitor will notify the principal.
- Speak to an administrator if any further action is needed.
- Notify the parent/guardian.

### Q: **WHAT HAPPENS WHEN A STUDENT IS NOT BEING DISRUPTIVE BUT REFUSES TO TAKE AN EXAM?**

A: The principal must be notified. The principal will then decide if removal from the classroom is necessary. If the student is removed, he/she may be given the remaining time to complete the exam during the test administration window.

### Q: **WHAT HAPPENS WHEN A STUDENT HAS STARTED THE EXAM AND REFUSES TO COMPLETE THE EXAM, OR BECOMES ILL AND CANNOT COMPLETE THE EXAM?**

A: Notify the principal. Do not permit any student to leave and then return to the examination room during any session of the exam unless accompanied by a hall monitor. The proctor must take note of the time of onset of illness and the time remaining. If possible, the student may be placed in another location and be given the remaining time to complete the exam during the test administration window.

**Q: WHAT DO I DO WHEN A STUDENT HAS TO GO TO THE BATHROOM AFTER THE TEST STARTS?**

A: A hall monitor is required to escort in adherence with the test specific [Assessment Memoranda](#), students one at a time to the bathroom. The classroom proctor should:

- Record the amount of time the student spent out of the room if it is a timed test. Have the hall monitor accompany the student to the bathroom.
- Allow the student to complete the exam after he/she returns, taking into account the amount of time the student was out of the room.
- For exams where all students are required to sit for the duration of the test, it is the proctor’s responsibility to make sure all other students keep test booklets closed and that the class is silent while the student is finishing the exam.
- Have the class wait for the student to complete the test, then collect all test booklets and answer documents. An alternative to this is to have the student escorted to another location to complete the exam with a proctor.

**Q: WHEN IS A STUDENT WHO HAS COMPLETED A REGENTS EXAM ALLOWED TO LEAVE THE EXAMINATION ROOM?**

A: Do not permit any student under any circumstance to hand in his or her test materials and leave the examination room before the Uniform Statewide Admission Deadlines. See the SED Regents Calendar, posted prior to the administration of Regents Exams, for specific test dates and times.

Uniform Statewide Admission Deadlines		
	Jan/June	August
<b>Morning Examinations:</b>	10:00 a.m.	9:15 a.m.
<b>Afternoon Examinations:</b>	2:00 p.m.	1:15 p.m.

**Q: WHAT DO I DO IF A STUDENT RAISES HIS/HER HAND DURING THE EXAM AND SAYS, “I DON’T UNDERSTAND THIS”?**

A: First, the proctor must determine if the student’s question pertains to the directions or to a specific test question. **At no time does a proctor assist a student with a specific test question.** In the rare circumstance that a student does not understand the directions, the proctor should ask, “What don’t you understand about the directions?” The proctor should read only the specific directions to the student. The proctor should not paraphrase or interpret the directions for the student.

**Q: WHAT IS ACTIVE PROCTORING?**

A: Active proctoring is defined as a proctor making sure students are working independently. Proctors should not point out missed questions or correct an individual student’s work in any way, should not use cell phones, smart watches, or other prohibited electronic devices, or engage in any other activity that would distract from monitoring the students.

**Q: MAY PROCTORS READ OR HAVE A TEST BOOKLET IN THEIR HANDS WHILE PROCTORING?**

A: No. Proctors may hold a test booklet while reading the directions but should then place it on the teacher’s desk. Proctors **should not** be reading the booklet during the test administration time.

**Q: WHAT IF A PROCTOR SEES THAT A STUDENT SKIPPED AN ANSWER OR IS ANSWERING IN THE WRONG COLUMN?**

A: At no time does the proctor correct an individual student’s work. The proctor should make a class announcement telling all students to check their answer documents to make sure that only one answer appears on each line and that no lines have been skipped.

**Q: SHOULD ANY ANNOUNCEMENTS BE MADE OVER THE PA SYSTEM?**

A: It is not recommended. Schools should refrain from using the PA system unless there is a school-wide emergency. If possible, turn off the bell system.

**Q: MAY PROCTORS USE ELECTRONIC DEVICES SUCH AS CELL PHONES DURING AN EXAM?**

A: No. The use of any electronic device is prohibited. Proctors may not play music for the students or talk in the hallway to other staff members or visitors.

**Q: MAY STUDENTS USE SCRAP PAPER WHILE TAKING EXAMS?**

A: Directions for use of scrap paper are indicated in Teacher's Directions for specific tests.

**Q: MAY STUDENTS WITH EXTENDED TIME TESTING ACCOMMODATIONS RETURN TO THEIR CLASSROOM IF THEY FINISH THE EXAM BEFORE THE TIME EXTENSION IS REACHED?**

A: No. If other students are taking the exam in a special location and are still working on the test, it may be disruptive to allow a student to leave the room. A student may leave only for an emergency. For students taking Regents examinations, please adhere to the Uniform Statewide Admission Deadlines before allowing a student to leave.

## ASSESSMENT WEBPAGES

NYS DEPARTMENT OF EDUCATION:  
OFFICE OF STATE ASSESSMENT

<http://www.p12.nysed.gov/assessment>

NEW YORK STATE Level 2 Reports

<https://reports.nycenet.edu/StateL2rptReports/bi/?perspective=home>

PERFORMANCE AND ASSESSMENT RESOURCES

<https://infohub.nyced.org/nyc-doe-topics/performance-assessment/assessment-resources>

## ASSESSMENT PHONE NUMBERS

NYS DEPARTMENT OF EDUCATION OFFICE OF STATE ASSESSMENT

**518-474-8220**

NYCDOE ASSESSMENT AND TEST ADMINISTRATION:

**718-349-5600**

**TESTING**

**DO NOT**

**ENTER**

## SUMMARY OF THE ELL IDENTIFICATION STEPS

Please refer to the [Policy & Reference Guide for MLs/ELLs](#) for a summary of the ELL Identification Process.

### Step 1: Determine if the enrolling student was in an NYS public school for less than 2 years.

If a student entering a NYC public school (grades K-12) has been enrolled in a NYS public school for less than 2 years, NYC public schools are required to obtain NYSITELL/NYSESLAT scores directly from the sending NYS public school to allow the student to continue in the ELL status (and proficiency level) in effect at the time of discharge from the NYS public school.

- Enter reentry status into the [ATS Transfer Student \(TRAF\) function](#).
- Contact the previous school to obtain the student's home language designation and previous copy of the HLIS, ELL status, SIFE status, prior service at NYS public school (ENL, TBE, DLBE), parent option at last NYS public school, NYSITELL (or LAB-R score) and most recent NYSESLAT scores and grade 3-8 ELA exam or ELA Regents exam scores if applicable.
- Complete the [New York State Transfer ELL Data Request Form](#).
- Send the completed [New York State Transfer ELL Data Request Form](#) to [ELLTransfersNYS@schools.nyc.gov](mailto:ELLTransfersNYS@schools.nyc.gov) to request assessment score updates in ATS.
- Schools should update other relevant fields in ATS (Home Language, SIFE status, parent option)
- Maintain all relevant documentation in the student's cumulative folder. See [Retention of Records](#).

**Stop** if the student was enrolled in an NYS public school within the past 2 years.

**Proceed** to the next step if the student is entering as a new student to NYS public schools or returning to NYS public schools after more than 2 years.

### Step 2: Parent/Guardian completes Home Language Identification Survey (HLIS) with qualified personnel.

The HLIS is administered in person by qualified personnel (a licensed and trained pedagogue). This includes the mandated individual interview with the student and parent and determination of student's Home Language (HL) code.

- Print the [HLIS](#) in the parent/guardian's preferred language.
- Enter HL Code into [BIOU](#) screen in ATS.
- Update HLIS flag to "Y" on [BIOU](#) screen in ATS.
- Maintain the original HLIS in the student's cumulative folder. See [Retention of Records](#).

**Stop** if the student's home language is English.

**Proceed** to the next step if the student's home language is other than English.

### Step 3: Determine eligibility for NYSITELL and administer NYSITELL to eligible students.

For students whose home language is not English, the school must administer a more in-depth in-person individual interview with the student and parent/guardian to determine the student's home language. If a student has an existing Individualized Education Program (IEP), a Language Proficiency Team (LPT) must convene to determine NYSITELL eligibility.

- If the student should NOT take the NYSITELL, update the [ELLO](#) screen in ATS.
- If the student should take the NYSITELL, administer the NYSITELL within the designated timeline. To print student answer sheets, go to [RLBA](#) in ATS.
- Make sure to maintain all relevant documentation of the mandated individual interview in the student's cumulative folder. See [Retention of Records](#).

**Stop** if the student is not eligible to take the NYSITELL.

**Proceed** to the next step once the NYSITELL has been administered.

### Step 4: Send entitlement and non-entitlement letters to parent/guardian.

Schools must send parents/guardians the entitlement/non-entitlement letters within 5 school days of ELL determination. These letters include information on NYSITELL results, a student's ELL status and inform parents of their right to seek review of ELL status determination.

- Print the [parent notification letters](#) in the parent/guardian's preferred language.
- Send the [entitlement letter \(after NYSITELL\)](#) for students who score below commanding and are an ELL.
- Send the [non-entitlement letter \(after NYSITELL\)](#) for students who score commanding and are not an ELL.
- Maintain copies of parent notifications in the student's cumulative folder. See [Retention of Records](#).

### Step 5: Administer Spanish LAB to newly identified ELLs whose home language is Spanish.

The Spanish LAB is administered once to newly identified ELLs:

- whose home language is Spanish, regardless of whether the student is placed in a bilingual program or not
- AND do not attain “commanding level” on the NYSITELL.

To print student answer sheets, go to RSLA in ATS. For information and directions on administering and printing the Spanish LAB, refer to the [Spanish LAB Scanning Book](#).

**Note:** The Spanish LAB is not administered to students re-entering the DOE after two years. The Spanish LAB is administered only once.

### Step 6: Determine if ELL is a student with interrupted/inconsistent education (SIFE).

SIFE status must be determined within 30 school days of enrollment, but a student’s SIFE status can also be modified within 12 months of enrollment. Results of the [MLS](#) (administered to students in grades 3-9 during the identification process) can indicate that a student is SIFE. However, note that the SIFE label can still be applied to students in grades 10-12 if they were identified as SIFE and have not exited SIFE status.

- Enter SIFE status in the [BNDC](#) screen in ATS.

### Step 7: Provide parents/guardians of ELLs a parent orientation meeting.

A trained pedagogue must conduct the parent orientation with interpretation services available.

- At the orientation, provide parents/guardians with information on the three ELL program types (Dual Language Bilingual Education, Transitional Bilingual Education, and English as a New Language), Next Generation Learning Standards, assessments and school expectations for ELLs.
- Place the student in a bilingual education program if one is available. If one is not available at your school and your school does not meet the threshold to open a bilingual program, follow the procedures to offer the parent/guardian an ELL bilingual program transfer.

**Note:** If a bilingual program is not available at the school, schools must open one if thresholds are met. See [Bilingual Program Protocols](#).

- Parents/guardians complete the [ELL Parent Survey and Program Agreement](#) indicating their agreement (or not) of the placement in the ELL program for their child.
- Update parent option on the ELPC screen or BNDC screen when applicable.
- Maintain copies of this agreement and evidence of the parent orientation in the student’s cumulative folder. See [Retention of Records](#).

### Step 8: The student is placed and programmed in an ELL program.

Program all ELLs for the minimum number of minutes of English as a New Language (ENL). For students placed in a bilingual program, program for ENL and bilingual classes.

- Enter [ENL programming](#) and [bilingual programming](#) into STARS.

**Stop.** The ELL Identification Process is complete.

**Proceed** to the next step **only** if the ELL status is requested to be reviewed and considered for reversal (due to possible misidentification).

### Step 9: Administer the Re-Identification Process, as necessary.

A parent, student (age 18 or older), or teacher (with parent’s approval) may appeal the ELL status within 45 school days of initial or reentry determination.

- Principals use the [RQSA](#) in ATS.
- Superintendents use the [RQGA](#) in ATS. Follow procedures outlined in [Step 9 of the ELL identification process](#).

**Stop** if the student’s ELL status is not reversed.

**Proceed** to the next step if the student’s ELL status is reversed.

### Step 10: Within 6 to 12 months, review the progress of the student whose ELL status was reversed.

The principal must review the Re-identification Process decision to ensure that the student’s academic progress has not been adversely affected by the determination. The principal’s recommendation can be to provide additional services or to reverse the ELL status back to its originally determined status.

- Principals use the [RQSA](#) in ATS.
- Superintendents use the [RQGA](#) in ATS.

Follow procedures outlined in [Step 10 of the ELL identification process](#).

