2017 NYSED PARENT ACADEMY
FOR NEW YORK CITY PARENTS OF ELLs/MLLs

THE ROAD TO COLLEGE AND CAREER READINESS:
WHAT PARENTS SHOULD KNOW

Tuesday, October 24, 2017
New York University (NYU)
AGENDA

• Understanding the school system in the United States
• What you need to know of what is expected of students in New York State (NYS) / New York City (NYC) schools
• Subject classes and assessment requirements
• What skills does your child need in order to be college and career ready?
• Your role in assisting your child at home
• Questions and Answers
Speak with the person near you and share:

- What does it mean to be college and career ready?
- Why is it important?
WHAT DOES IT MEAN TO BE COLLEGE AND CAREER READY?

A student who is “college and career ready”:  
- Obtains knowledge in all content areas (i.e., English Language Arts (ELA), Mathematics, Science and Social Studies)  
- Demonstrates cognitive and higher-order thinking strategies in all curriculum areas, as well as on the Scholastic Aptitude Test (SAT)  
- Develops digital and technological knowledge and engages in lifelong learning outside the classroom  
- Exhibits social and emotional intelligences, such as trust and reliability  
- Acquires college and career preparedness through on-line and school counselors  
- Exhibits employability and life skills  
- Knows that there are many paths they can take to have a successful journey
## EDUCATIONAL SYSTEMS IN THE UNITED STATES

<table>
<thead>
<tr>
<th>SCHOOL LEVEL/GRADES</th>
<th>NUMBER OF YEARS</th>
<th>OBTAINS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School (K-5)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Middle School (6-8)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>High School (9-12)</td>
<td>4</td>
<td>Regents with Advanced Designation, Regents, or Local Diploma</td>
</tr>
<tr>
<td>Community College</td>
<td>2</td>
<td>Associate Degree (i.e., in Arts, Business or Applied Science)</td>
</tr>
<tr>
<td>College/University (“Senior College”)</td>
<td>4</td>
<td>Bachelors Degree in Arts or Science</td>
</tr>
<tr>
<td>Graduate School</td>
<td>2-6</td>
<td>Masters or Doctorate Degree</td>
</tr>
</tbody>
</table>
SCREENING, IDENTIFICATION, AND PLACEMENT OF ENGLISH LANGUAGE LEARNERS (ELLs)

When you enroll your child who is entering the New York State/New York City Public School System for the first time, or when you enroll your child in Kindergarten, you and your child will go through the following process in order to determine if your child speaks a language other than English in the home and is eligible to receive ELL services:

• Complete a Home Language Identification Survey (HLIS) form to determine whether a language other than English is spoken at home.

• If you indicate that you speak a language other than English at home, a teacher in the school will conduct an individual interview with your child and with you in English and in your home language, including a review of documents, prior tests, and academic experience to determine the student’s literacy and math level in English and his/her home language.

• If the results of the individual interview confirm that your child’s home language is other than English, your child will be administered the New York State Identification Test for English Language Learners (NYSITELL) to determine your child’s English language proficiency.
## WHAT ENGLISH PROFICIENCY LEVEL WILL IDENTIFY YOUR CHILD AS AN ELL?

<table>
<thead>
<tr>
<th>English Proficiency Levels</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Entering</strong></td>
<td>A student at this level has great dependence on supports and structures to advance academic language skills and has not met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts.</td>
</tr>
<tr>
<td><strong>Emerging</strong></td>
<td>A student at this level has some dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts.</td>
</tr>
<tr>
<td><strong>Transitioning</strong></td>
<td>A student at this level shows some independence in advancing academic language skills but has yet to demonstrate English language proficiency in a variety of academic contexts.</td>
</tr>
<tr>
<td><strong>Expanding</strong></td>
<td>A student at this level shows great independence in advancing academic language skills and is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts.</td>
</tr>
<tr>
<td><strong>Commanding</strong></td>
<td>If a student scores at this level upon initial enrollment, the student is not an ELL. A student at this level is designated as a Former ELL, and entitled to receive two years of continued ELL services. A student at this level has met the linguistic demands necessary to demonstrate proficiency in a variety of academic contexts.</td>
</tr>
</tbody>
</table>
SCREENING FOR STUDENTS WITH INTERRUPTED FORMAL EDUCATION (SIFE)

If during the interview you and/or your child stated that he/she did not receive formal schooling, attended an ungraded school, or attended school for a limited number of hours, he/she may be screened in reading and mathematics after being identified as an ELL student, to determine if he/she has educational gaps of two or more year.

- A SIFE Oral Interview Questionnaire is administered in English and the student’s home language
- If the SIFE Oral Interview Questionnaire shows that the student may be a SIFE, the Multilingual Literacy SIFE Screener (MLS) in the home language is administered
- If the results of the MLS shows that the student is a SIFE, the Writing Screener is administered

If after the screening process it is confirmed that your child is an ELL SIFE, he/she will receive literacy instruction in English and in the home language.
COMMISSIONER’S REGULATION (CR) Part 154

The New York State Commissioner’s Regulation Part 154 (CR Part 154) governs services for ELLs that district/schools must follow. CR Part 154 specify requirements for elementary, middle and secondary school programs in New York State. According to the regulation you can select which of the following two ELL programs you want your child to be placed:

• Bilingual Education (Transitional Bilingual or Dual Language) or an

• English as a New Language (ENL) program
WHAT ARE THE PROGRAM REQUIREMENTS IN GRADES K-8?

At a minimum, schools must provide your child with yearly instruction in the following subject areas:

• English Language Arts (ELA)
• Mathematics
• Science and Technology
• Social Studies
• Languages other than English (LOTE) *(may be offered in elementary and required in middle school)*
• Arts education, including dance, music, theatre and visual arts
• Physical Education (gym), as described in CR Part 135.4
• Health Education, as described in CR Part 135.3
• If your child is identified as an ELLs he/she will be provided with bilingual education and/or ENL instruction as described in the CR Part 154 required Units of Study in English and in the home language, depending on the program selected and based on your child’s English proficiency level obtained on the NYSITELL
• Students in *grades 7 and 8*, must take Library and information skills, Home and career skills, and Career development and occupational studies
In accordance with Federal and State regulations, students in New York State participate each year in the following assessments:

- **ELA** and **Mathematics** for students in grades 3-8
- Students in grades 4 and 8 must take the NYSED Science tests
- ELLs in grades K-8 take the New York State English as a Second Language Achievement Test (**NYSESLAT**)

In addition, students **may** participate in the following assessments:

Students who complete either 2 years of study in LOTE in any elementary or middle school grades or 1 year of accelerated LOTE study in grade 8, are eligible to take the **NYCDOE Second Language Proficiency exam**. Students who successfully complete the courses and pass the exam receive 2 high school course credits in Foreign Language.

Schools **may** administer **classroom-level assessments** throughout the year, which may include **periodic assessments**
STUDENTS EXEMPTED FROM TESTS

The following students in grades 3-8 are exempt from some or all of the following tests:

• **Students with severe cognitive disabilities**, who participate in the New York State Alternative Assessment (**NYSAA**) as an alternative to the regular exams

• **Only recently-arrived ELLs**, including students from Puerto Rico, who have attended school in the United States **for less than one year, as of April 1** of the year in which the **NYSED ELA examination** is administered, may be eligible for **one, and only one**, exemption from the administration of the **NYSED ELA exam in grades 3-8**; schools may administer the **NYSESLAT** to exempted students for participation purposes only
WHEN IS YOUR CHILD NO LONGER AN ELL? GRADES K-12

There are two ways for your child to no longer be identified an ELL:

**OPTION 1 – (Grades K-12)**

- Scoring at the Commanding Level on the NYSESLAT

**OPTION 2 –**

**Grades 3-8**

- Scoring at the Expanding Level on the NYSESLAT **AND**
- 3 or above on the NYS ELA assessment **within the same school year**

**Grades 9-12**

- Scoring at the Expanding Level on the NYSESLAT **AND**
- 65 + on the Regents Exam in English
WHO IS EXEMPT FROM THE PROMOTION STANDARDS?

GRADES Pre-K-8

• All students in Pre-Kindergarten

• All ELLs in grades 3-7, including ELLs/SWDs in grades 3-7, who have been enrolled in a United States School System (USSS), (excluding schools in Puerto Rico) for fewer than two years

• ELLs in grade 8, including ELLs/SWDs in grade 8, who have been enrolled in a USSS for less than one year.

• Students with disabilities whose IEPs specify that they will participate in the New York State Alternate Assessment (NYSAA).
<table>
<thead>
<tr>
<th>GRADE</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kindergarten through Grade 2</strong></td>
<td>• Students must demonstrate progress towards meeting the Common Core Learning Standards (CCLS) for Literacy and Mathematics. The decision to promote or retain an ELL student includes consideration of the student’s language development; HOWEVER, LIMITED ENGLISH PROFICIENCY ALONE MAY NOT BE THE SOLE BASIS FOR RETENTION.</td>
</tr>
<tr>
<td><strong>Grades 3 through 7 for English Language Learners (ELLs)</strong></td>
<td>LIMITED ENGLISH PROFICIENCY ALONE MAY NOT BE THE SOLE BASIS FOR RETENTION. Promotion is determined according to the ELL student’s number of years of enrollment in a United States School System (USSS), excluding schools in Puerto Rico • Students enrolled for 6 or more years will be held to the promotion criteria as for English Proficient students</td>
</tr>
<tr>
<td><strong>Grades 3 through 7 For Students with Interrupted Formal Education (SIFE) AND Grades 3 through 7 for ELLs enrolled for at least 2 years, but fewer than 6 years</strong></td>
<td>Promotion is based on whether students: • Demonstrate sufficient progress in English as a New Language (ENL) literacy development in alignment with the CCLS for ELA as evidenced by multiple measures, which may include: student work, course grades, and DOE-issued ELL periodic assessments; and • Demonstrate sufficient progress toward attaining CCLS for Mathematics taught either in the student’s home language or using ESL methodologies; or attain sufficient progress in Mathematics taught using ESL methodologies as evidenced by student work</td>
</tr>
<tr>
<td><strong>Grade 8 For Students with Interrupted Formal Education (SIFE)</strong></td>
<td>• Attain sufficient progress in English as a New Language (ENL) literacy development in alignment with CCLS for ELA as evidenced by multiple measures, which may include: student work, course grades, and DOE-issued ELL periodic assessments; and • The integrated use of multiple criteria and the demonstration of sufficient progress toward attaining the CCLS in Mathematics, as defined by minimum promotion benchmarks in DOE-issued guidance</td>
</tr>
</tbody>
</table>
PROMOTIONAL CRITERIA FOR ELLs K-8 (Continued)

<table>
<thead>
<tr>
<th>GRADE</th>
<th>CRITERIA</th>
</tr>
</thead>
</table>
| Grade 8 For students enrolled for at least one year, but fewer than two years | • Attain sufficient progress in ENL literacy development in alignment with CCLS for English Language Arts as evidenced by multiple measures, which may include: student work, course grades, and DOE-issued ELL periodic assessments; and  
• The integrated use of multiple criteria and the demonstration of sufficient progress toward attaining the CCLS in Mathematics, as defined by minimum promotion benchmarks in DOE-issued guidance |
| Grade 8 for students enrolled for at least two years, but fewer than four years | • The achievement of expected gains on either the NYSESLAT or DOE-issued ELL periodic assessments; or the demonstration of sufficient progress toward attaining the CCLS in English Language Arts; and  
• The integrated use of multiple criteria and the demonstration of sufficient progress toward attaining the CCLS in Mathematics, as defined by minimum promotion benchmarks in DOE-issued guidance |
| Grade 8 for students enrolled for four or more years | • Are held to the same promotion standards as English Proficient General Education students |
## PROMOTIONAL CRITERIA FOR ELLs GRADES 9-12

<table>
<thead>
<tr>
<th>GRADE</th>
<th>CRITERIA</th>
</tr>
</thead>
</table>
| 9     | Will be based on a comprehensive assessment of whether students:  
|       | • Successfully complete standards in academic subject areas; and  
|       | • Accumulate a minimum of eight (8) credits |
| 10    | Will be based on a comprehensive assessment of whether students:  
|       | • Successfully complete standards in academic subject areas; and  
|       | • Accumulate twenty (20) credits, including:  
|       | • four (4) credits in English/ENL, and  
|       | • four (4) credits in Social Studies |
| 11    | Will be based on a comprehensive assessment of whether students:  
|       | • Successfully complete standards in academic subject areas; and  
|       | • Accumulate thirty (30) credits |
| 12    | Attain the necessary number of credits (44) in required subject areas and pass the necessary number of NYS exams in academic content areas to fulfill NYS graduation requirements |
HIGH SCHOOL CREDIT REQUIREMENTS

Local, Regents, and Advanced Regents Diplomas

Students must meet the exam requirements listed on the reverse side and, in addition, must earn the credits below in order to receive a local, Regents, or advanced Regents diploma. The credit requirements are identical for all diploma types, except for the advanced Regents diploma where indicated below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Minimum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>8</td>
</tr>
<tr>
<td>Social Studies</td>
<td>8</td>
</tr>
<tr>
<td>Distributed as follows:</td>
<td></td>
</tr>
<tr>
<td>Global History (4)</td>
<td></td>
</tr>
<tr>
<td>U.S. History (2)</td>
<td></td>
</tr>
<tr>
<td>Participation in Government (1)</td>
<td></td>
</tr>
<tr>
<td>Economics (1)</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>6</td>
</tr>
<tr>
<td>Including at least 2 credits of</td>
<td></td>
</tr>
<tr>
<td>advanced math (e.g. Geometry or Algebra II)</td>
<td></td>
</tr>
<tr>
<td>Science (including labs)</td>
<td>6</td>
</tr>
<tr>
<td>Distributed as follows:</td>
<td></td>
</tr>
<tr>
<td>Life Science (2)</td>
<td></td>
</tr>
<tr>
<td>Physical Science (2)</td>
<td></td>
</tr>
<tr>
<td>Life or Physical Science (2)</td>
<td></td>
</tr>
<tr>
<td>Language Other Than English (LOTE)</td>
<td>2</td>
</tr>
<tr>
<td>6 (for advanced Regents)</td>
<td></td>
</tr>
</tbody>
</table>

Advanced Courses

Math: 8 Regents-level credits, including a sequence that consists of at least the following:
- Algebra I
- Geometry
- Algebra II

Science: 8 Regents-level credits, including a sequence that consists of at least three of the following courses:
- Living Environment
- Chemistry
- Physics
- An AP science course

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Placement (AP) courses</td>
<td></td>
</tr>
<tr>
<td>International Baccalaureate (IB) courses</td>
<td></td>
</tr>
<tr>
<td>College Now</td>
<td></td>
</tr>
<tr>
<td>CUNY Early College</td>
<td></td>
</tr>
</tbody>
</table>

There are currently two credentials available: the CDOS commencement credential and the Skills and Achievement commencement credential, described further below. Alternative exiting credentials are not equivalent to a high school diploma. Students who receive these credentials are eligible to continue attending school until they earn a high school diploma or until the end of the full school year in which they turn 21 (whichever occurs first). These credentials may only be awarded after at least 12 years of education, excluding kindergarten. For more information on these credentials, students should ask their school.

Career Development & Occupational Studies (CDOS) Commencement Credential

Recognizes students’ preparation for entry-level work through mastery of the CDOS learning standards. Students may receive this credential upon completion of a career plan, employability profile, and 216 hours of career preparation experiences, including at least 54 hours of school-supported work-based learning. This credential may be awarded as the sole exiting credential, as an endorsement to a diploma, or as a +1 option (see the reverse side for more information).

Skills & Achievement Commencement Credential

Recognizes students’ skills and achievements in academic, career development, and other foundations needed for post-school living, learning, and working. This credential may only be awarded to students with severe cognitive disabilities who participate in the New York State Alternate Assessment (NYSSAA).

Examination Requirements

Summary of NYSED Regulations as of April 2017

NYC Department of Education
# HIGH SCHOOL EXAM REQUIREMENTS

## Diploma Requirements

<table>
<thead>
<tr>
<th>Diploma Type</th>
<th>Local (eligible students only)*</th>
<th>Regents</th>
<th>Advanced Regents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regents Exam</strong></td>
<td></td>
<td>Minimum Requirements</td>
<td></td>
</tr>
<tr>
<td>English Language Arts (ELA)</td>
<td>55+</td>
<td>65+</td>
<td>65+</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• U.S. History OR</td>
<td>55+ on one social studies exam</td>
<td>65+ on one social studies exam</td>
<td></td>
</tr>
<tr>
<td>• Global History &amp;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Algebra I</td>
<td>55+ on one math exam</td>
<td>65+ on one math exam</td>
<td></td>
</tr>
<tr>
<td>• Geometry, OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Algebra II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Living Environment</td>
<td>55+ on one science exam</td>
<td>65+ on one science exam</td>
<td></td>
</tr>
<tr>
<td>• Earth Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Chemistry, OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Physics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Other Than</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English (ELTE)</td>
<td>Not Required</td>
<td>Not Required</td>
<td></td>
</tr>
<tr>
<td>+1 option*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Some students, including students with disabilities, may have additional options for fulfilling graduation requirements. These students may be eligible for the local diploma, which allows students to graduate with lower exam scores. Students and families should discuss their options with their school.

## Toward College & Career Readiness

The exams listed to the left are required for students to graduate with a diploma, but earning higher scores on these exams, taking additional exams, and achieving diploma endorsements can support students in successfully transitioning to college or the workplace. Earning any of the scores below on reading, writing, and math will help students to avoid remediation at CUNY.

### Achievements that Support College & Career Readiness

- **Reading and Writing:**
  - English Regents exam score of 75+
  - SAT Critical Reading, I Verbal, or Evidence-Based Reading & Writing score of 480+
  - ACT English score of 20+

- **Passing score on CUNY Assessment Tests**

- **Math:**
  - Any Math Regents exam score of 80+ AND a passing grade in Algebra II and/or Trigonometry or a higher level math course
  - Common Core-aligned Algebra I or Geometry Regents exam score of 70+ or above
  - Algebra II/Trigonometry exam score of 65+ or above
  - Math SAT score of 500- or SAT Math Section (March 2016 and later) score of 530+
  - ACT Math score of 21+

- **Passing score on CUNY Assessment Tests**

### Other Achievements:

- Earn a score of 3+ on any Advanced Placement (AP) exam
- Earn a score of 4+ on any International Baccalaureate (IB) exam
- Pass a course that earns college credit with a “C” or higher
- Earn an Advanced Regents diploma
- Earn a CTE diploma endorsement and/or pass an industry-recognized technical assessment for licensure and/or certification
- Earn an Arts diploma endorsement

### Diploma Endorsements

Students may earn diploma endorsements recognizing the successful completion of additional courses and exams. Students should ask their school if they are eligible for any of the following endorsements: Arts endorsement, Seal of Biliteracy, the CDEOS endorsement, CTE endorsement, Honors Designation, Mastery in Math, Mastery in Science, and the Service Seal.

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* Other assessments and learning experiences approved by the New York State Education Department may fulfill the +1 option or replace a Regents exam. Students should ask their schools about the availability of these options, including the Career Development and Occupational Studies (CDOS) +1 option. Students using the CDOS +1 option must complete a career plan, employability profile, and 200 hours of career preparation experiences, which must include at least 40 hours of school-supported work-based learning.

* A student completing an Arts or CTE endorsement with the advanced Regents diploma is not required to take the LOTE exam. Likewise, a student with a disability whose IEP indicates that disability negatively affects the student’s ability to learn a language is not required to take the LOTE exam in order to receive an advanced Regents diploma.
PATHWAYS 4 + 1

All students must pass
4 Required Regents Examinations:
One in each discipline

Math
English
Science
Social Studies

+ 1
EXAM WAIVERS

Students who transfer to a NYS School for the first time in:

• **Grade 11**- May be exempt from the **Global History and Geography exam and** must pass ELA, Math, Science, US History (4 exams). These students may also be exempt from the required 2 units of Global History instruction and substitute other social studies courses to meet the 4 required credits in Social Studies.

• **Grade 12**- May be exempt from **Global History and Geography and Science and** must pass ELA, Math, US History (3 exams).
## HIGH SCHOOL DIPLOMAS

<table>
<thead>
<tr>
<th>Examination Requirements</th>
<th>Regents Diploma for all students</th>
<th>Regents Diploma via Appeal for all students</th>
<th>Local Diploma via Appeal for all students</th>
<th>Local Diploma for Students with a Disability</th>
<th>Local Diploma via Appeal for English Language Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regents Exam</strong> or passing score on a Department Approved Alternative</td>
<td># of Exams</td>
<td>Passing Score</td>
<td># of Exams</td>
<td>Passing Score</td>
<td># of Exams</td>
</tr>
<tr>
<td>English Language Arts (ELA)</td>
<td>1</td>
<td>65</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>1</td>
<td>65</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>65</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>1</td>
<td>65</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathway (See note 1 on reverse side)</td>
<td>1 or CDOS</td>
<td>65 if Regents Exam</td>
<td>1 or CDOS</td>
<td>65 if Regents Exam</td>
<td>4 exams with a minimum score of 65 and 1 exam with a score of 60-64 for which an appeal has been granted by the district</td>
</tr>
<tr>
<td>Compensatory Safety Net</td>
<td>Non Applicable</td>
<td>Non Applicable</td>
<td>Non Applicable</td>
<td>Non Applicable</td>
<td></td>
</tr>
</tbody>
</table>

### Regents Diploma with Advanced Designation

Depending on the pathway a student chooses, the Regents diploma with advanced designation assessment requirements may be met in a number of ways. Students seeking the Regents diploma with advanced designation may choose from the following assessment options:

- **Traditional Combination**
  - ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science, (1 must be life science and 1 must be physical science) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed checkpoint B LOTE Exam or a 5 unit sequence in the Arts or CTE.

- **Pathway Combination (other than STEM)**
  - ELA, 1 social studies, 3 Math, 2 Science (1 must be life science and 1 must be physical science), 1 Pathway (other than Science or math) or complete the requirements for the CDOS Commencement Credential = 7 or 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed checkpoint B LOTE Exam or a 5 unit sequence in the Arts or CTE.

- **STEM (Mathematics) Pathway Combination**
  - ELA, 1 social studies, 4 math, 2 Science (1 must be life science and 1 must be physical science) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed checkpoint B LOTE Exam or a 5 unit sequence in the Arts or CTE.

- **STEM (Science) Pathway Combination**
  - ELA, 1 social studies, 3 math, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed checkpoint B LOTE Exam or a 5 unit sequence in the Arts or CTE.


## LOCAL DIPLOMA VIA APPEAL FOR ELLs

<table>
<thead>
<tr>
<th>Subject</th>
<th># of Exams</th>
<th>Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>1</td>
<td>Either 4 exams with a minimum score of 65 and ELA with a score of 55-59 for which an appeal has been granted by the district OR 3 exams with a minimum score of 65, and 1 exam with a score of 60-64 and ELA with a score of 55-59 for which an appeal has been granted for both by the district</td>
</tr>
<tr>
<td>Math</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Pathway (See note 1 on reverse side)

1 or CDOS
SPECIAL ENDORSEMENTS

Honors
Mastery in Math and/or Science
Career Technical Education (CTE)
Seal of Biliteracy
WHAT ARE THE EXPECTATIONS FOR YOUR CHILD IN NEW YORK STATE SCHOOLS?

Your child should be in school every day and on time to enable him/her to acquire knowledge and skills that will contribute to his/her success. Your commitment as a parent is to foster behaviors that will allow your child to take ownership of his/her learning.

A high attendance and punctuality rate will send a message to your child that education is a priority in your family. When your child attends school on a daily basis, your child will:

• Show progress in academic performance in all subject areas
• Show mastery in reading, writing, listening, and speaking in English
• Learn valuable social skills needed to succeed in a school setting, enabling him/her to participate in the school community and develop a broader view of the world
• Acquire the tools needed to succeed in college and careers
Students need to feel safe and supportive in school as they grow socially and academically. Students, parents, and school personnel should work together to accomplish this goal. The Department of Education of the City of New York (the “DoE”) has a standard Discipline Code that all students are expected to follow.
WHAT CAN YOU DO TO HELP YOUR CHILD BE COLLEGE AND CAREER READY?

• Check your child’s program and notebooks to ensure that they are receiving the appropriate instruction for their grade and monitor his/her progress

• Help your child identify his/her own interests by speaking positively about their dreams for of the future

• Ensure your child does all of his homework on a daily basis

• Encourage him/her to read and write every day and keep logs, a journal or a diary in English and in their home language

• Encourage good work habits and responsibilities at home by giving your child chores to do at home
WHAT IS YOUR ROLE IN ASSISTING YOUR CHILD

• Know your rights and responsibilities so that you can advocate for your child and make informed decisions regarding your child’s education

• Communicate with your child’s teachers

• Speak with your child’s school counselor to help you identify and overcome challenges and barriers that can prevent your child from achieving his/her goals

• Get involved in the school and the community
WHAT IF MY CHILD IS NOT MAKING PROGRESS?

Beginning with the 2017-2018 school year, students, including ELLs and students with disabilities, should be identified for Academic Intervention Services (AIS), as follows:

• Students in grades 3-8 who performed at or below a cut score established by NYSED in ELA and Mathematics assessments will be considered for possible AIS

• After students are identified for AIS, the district/school must use a district-developed procedure to determine which students will receive AIS based on their scores on multiple measures of performance
Response to Intervention (RtI) is an instruction and intervention model that identifies students who need additional support. Students are provided with RtI that match to their specific needs. A teacher will use test scores and other measures of progress to select a research-based intervention suited to help the child.

Student performance is regularly monitored, and if the child does not respond to RtI, the teacher will adjust it until he/she masters the skill.

**After-, Before- and Saturday Programs:** Your child will also be eligible to attend programs that will target the student’s specific needs.
What is your role in assisting your child in these areas?

- Attendance and punctuality
- Learning English and studying for examinations
- Ensuring that they complete their homework assignments
- Exposing them to various experiences
- Learning behaviors that will benefit them in school
PARENT PARTICIPATION

WHICH OF THESE IDEAS DO YOU THINK WILL BE MOST IMPORTANT IN HELPING YOUR CHILD BE COLLEGE AND CAREER READY?

Questions and Comments
RESOURCES

• Parent Hotline: nysparenthotline@nyu.edu (800) 469-8224 http://steinhardt.nyu.edu/metrocenter/ellparenthotline

• New York State Education Department Graduation Requirements: www.p12.nysed.gov/ciai/gradreq/intro.html

• New York City Department of Education: www.schools.nyc.gov

• Multiple-Pathways: www.p12.nysed.gov/ciai/multiple-pathways/


• NYC RBERN at Fordham University: www.fordham.edu/info/21065/nysnyc_regional_bilingual_education_resource_network

• NYS Statewide Language RBERN: steinhardt.nyu.edu/metrocenter/center/technical_assistanceprogram/language_rbern
Thank You