



**Assessments to be considered for use as
+1 Pathway Assessments in World Languages**

Application for Consideration

Please complete the application below and submit ancillary supporting materials to support each of the seven requirements below. Submit additional materials as appropriate to support your application for consideration. In the space below please be specific about which part(s) of submitted supporting materials address each requirement by indicating the title of each document referenced and corresponding page numbers.

Applications for Consideration will be accepted and reviewed on a rolling basis. The process will take up to three months for the review and approval before the assessment is added to the list of approved alternative assessments.

In addition to the Application for Consideration, the proposed assessment (including the test booklet, answer sheet, scoring key, directions and all auxiliary materials) and related documentation for verification that the assessment has addressed all the conditions described in the section below should be submitted to the Office of Bilingual Education and World Languages via email at obewl@nysed.gov or may be mailed to the address below. All secure materials, including any non-released test items and all scoring materials, must be sent via postal mail at the address listed below.

New York State Education Department
ATTN: +1 Pathway Assessment Approval
Office of Bilingual Education and World Languages
89 Washington Avenue, EB 505 West
Albany, NY 12234

Please complete the following cover page for each application submitted

Test Developer:	Contact Name:	E-mail Address:
Test Code (If Applicable)	Mailing Address	
Phone:	Assessment Name:	Language(s) of Assessment:
Language Category: <input type="checkbox"/> Cat. 1-2 <input type="checkbox"/> Cat. 3-4 <input type="checkbox"/> Classical	Score Scale: _____ Passing Cut Score for Checkpoint B: _____ Passing Cut Score for Checkpoint C: _____	Applicable Checkpoint: <input type="checkbox"/> Checkpoint B – 4+1 Pathway Assessment <input type="checkbox"/> Checkpoint C - NYSSB

Vendors may submit a single application for all languages they offer within a category for both the 4+1 Pathway and the NYSSB. The categories are as follows:

- Category 1-2 languages: Afrikaans, Danish, Dutch, French, German, Haitian Creole, Indonesian, Italian, Malaysian, Norwegian, Portuguese, Romanian, Spanish, Swahili, Swedish
- Category 3-4: all other modern languages
- Classical languages (e.g., Latin, ancient Greek, ancient Hebrew)

Category	Required Proficiency Level for Checkpoint B (4+1 Pathway) Assessments	Required Proficiency Level for Checkpoint C (NYSSB) Assessments*
Category 1 & 2	Intermediate Low	Intermediate High
Category 3 & 4	Novice High	Intermediate Mid (I-2)

Classical languages	Intermediate Low for Interpretive Reading (and Novice High for any other modes, where available)	Intermediate High for Interpretive Reading
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For a complete list of languages currently available within each category, please refer to Appendix B in the [NYSSB Handbook](#) available on the Office of Bilingual Education and World Languages website.

A separate application must be submitted for each category of language that a vendor wishes to be considered for use with either or both the 4+1 Pathways and the New York State Seal of Biliteracy.

Requirement 1: Pathway assessments shall measure student progress on the State learning standards for their respective content area(s). The level of rigor should be equivalent to a Regents examination or alternative assessment approved pursuant to 8 NYCRR §100.2(f).

(Revised rubric has different language for this requirement:

Requirement 1: Checkpoint B assessments approved as 4+1 Pathway assessments and Checkpoint C assessments approved for the NYS Seal of Biliteracy shall measure student progress on the New York State Learning Standards for World Languages (2021). The level of rigor of Checkpoint B assessments should be equivalent to a Regents examination or alternative assessment approved pursuant to 8 NYCRR §100.2(f).

In the space below, describe how this requirement is met. If also providing supporting materials and documentation that address this requirement, indicate the document title and page number(s) where that information can be found as internal citations in your narrative. Be sure to include evidence of the following in your response:

- a. The degree to which the assessment design submitted shows alignment with the NYS Learning Standards for World Languages (2021) at the appropriate level of performance indicators.**

b. The degree to which the assessment design samples from the NYS Learning Standards for World Languages (2021) are submitted in such a way that performance on the assessment tasks can be used to infer student achievement of the broader content of the standards.

c. A description of the test development process indicating steps to ensure adequate representation of the learning standards, evaluation of the quality of all assessment components, and consistent administrative procedures that ensure fair and accurate assessment.

- d. Any established procedure for determining test performance standards, based on achievement of learning standards (i.e., a standard setting procedure), that result in cut scores that are indicative of a commencement-level performance similar to level of performance required to reach the minimum proficiency aligned with Checkpoints B and/or C. This may include the level of performance on the assessment required by institutions, experts, and/or employers for the granting of admission, credit, employment, or other outcomes.**

Requirement 2: Checkpoint B assessments approved as 4+1 Pathway assessments and Checkpoint C assessments approved for the NYS Seal of Biliteracy shall be recognized or accepted by postsecondary institutions, experts in the field, and/or employers in areas related to the assessment.

In the space below, describe how this requirement is met. If also providing supporting materials and documentation that address this requirement, indicate the document title and page number(s) where that information can be found as internal citations in your narrative. Be sure to include evidence of the following in your response:

- a. Lists of the institutions, experts, and/or employers who recognize or accept the assessment.**

b. The level of performance on the assessment required by institutions, experts, and/or employers for the granting of admission, credit, employment, or other outcomes.

c. Supporting materials such as letters of endorsement from institutions, experts and/or employers may be submitted as supporting evidence for this requirement.

Requirement 3: Checkpoint B assessments approved as 4+1 Pathway assessments and Checkpoint C assessments approved for the NYS Seal of Biliteracy shall be aligned with existing knowledge and practice in the field(s) related to their respective content area(s) and shall be reviewed at least every five years and updated as necessary.

In the space below, describe how this requirement is met. If also providing supporting materials and documentation that address this requirement, indicate the document title and page number(s) where that information can be found as internal citations in your narrative. Be sure to include evidence of. Consider the following in your response:

- a. Detailed plan and timeline for review to ensure alignment with knowledge and practice in the field for the respective content area and, if appropriate, revision of assessment that is within the five-year timeframe.**

Requirement 4: Checkpoint B assessments approved as 4+1 Pathway assessments and Checkpoint C assessments approved for the NYS Seal of Biliteracy shall be aligned with the [ACTFL Proficiency Level](#) designated by the Department for each language group (e.g., category 1-2, category 3-4, classical languages).

- a. The degree to which the assessment is proficiency-based.**

b. The degree to which the assessment tests all modalities of the language, including the skills of speaking, listening, reading, and writing, as available*; for American Sign Language (ASL), the degree to which the assessment tests interactive, receptive, and expressive skills.

c. The degree to which the assessment is at least as rigorous as those currently on the list of Approved 4+1 Pathway assessment for world languages for Checkpoint B as listed on the [Multiple Pathways website](#) / the list of Approved Checkpoint C Assessments for the New York State Seal of Biliteracy as listed in the [NYS Seal of Biliteracy Handbook](#).

Notes:

*For Checkpoint B and Checkpoint C Assessments submitted for use with the New York State Seal of Biliteracy, the Department may make exceptions for lower incidence languages that may not test all four language skills. This is the case with classical languages that focus primarily on the interpretive mode, as well as languages for which there are not already approved exams in all modalities.

International assessment scoring aligned to the Common European Framework of Reference (CEFR) does meet the requirement of alignment with the [ACTFL Proficiency Guidelines \(2012\)](#).

Requirement 5: Checkpoint B assessments approved as 4+1 Pathway assessments and Checkpoint C assessments approved for the NYS Seal of Biliteracy shall be consistent with technical criteria for validity, reliability, and fairness in testing.

In the space below, describe how this requirement is met. If also providing supporting materials and documentation that address this requirement (E.g., a technical report), indicate the document title and page number(s) where that information can be found as internal citations in your narrative. Be sure to include evidence of. Consider the following in your response:

a. Validity

- i. **Data that indicates that students who pass the assessments have the requisite knowledge and skills in the alternate pathway to apply towards a New York State Regents high school diploma, according to the requirements established by the Board of Regents.**
- ii. **Evidence that the assessment design includes elements that measure a continuum of skills and knowledge (from foundational to advanced) required by the learning standards.**

b. Reliability

- i. Data that demonstrates the consistency of the assessments across test forms, testing sites, and administrations.
- ii. Data that indicates inter-rater agreement on the point values awarded to student responses to open-ended questions.

c. Fairness in Testing

- i. Data that demonstrates the appropriateness of all assessment tasks and questions for various populations. These data must come from a formal analysis of all test items (e.g., the Mantel-Haenszel procedure for differential item functioning).
- ii. Data from additional analyses that demonstrate that the assessments consistently measure the same knowledge and skills across various populations, such as students with disabilities and English Language Learners.

Requirement 6: Checkpoint B assessments approved as 4+1 Pathway assessments and Checkpoint C assessments approved for the NYS Seal of Biliteracy shall be developed by an entity other than a local school or school district.

In the space below, describe how this requirement is met. If also providing supporting materials and documentation that address this requirement, indicate the document title and page number(s) where that information can be found as internal citations in your narrative. Be sure to include evidence of the following in your response:

- a. Descriptions of the entity that initially developed the assessment, the entity responsible for the ongoing development and revision of the assessment, and the entity that is responsible for the administration of the assessment.**

b. A description of the process for ensuring that neither teachers nor students have previous knowledge of the specific tasks or questions by which the student will be assessed.

Requirement 7: Checkpoint B assessments approved as 4+1 Pathway assessments and Checkpoint C assessments approved for the NYS Seal of Biliteracy shall be available for use by any school or school district in New York State.

In the space below, describe how this requirement is met. If also providing supporting materials and documentation that address this requirement, indicate the document title and page number(s) where that information can be found as internal citations in your narrative. Be sure to include evidence of the following in your response:

a. Verification that the assessment is available to all districts / LEAs in New York State, and a description of the requirements that districts / LEAs must meet to receive permission to use the assessment (e.g., cost, evidence that test or data security standards are met).

Requirement 8: Checkpoint B assessments approved as 4+1 Pathway assessments and Checkpoint C assessments approved for the NYS Seal of Biliteracy assessments shall be administered under secure conditions approved by the Commissioner.

In the space below, describe how this requirement is met. If also providing supporting materials and documentation that address this requirement, indicate the document title and page number(s) where that information can be found as internal citations in your narrative. Be sure to include evidence of the following in your response:

- a. Descriptions of provisions to ensure that no student has an unfair advantage over other students by reason of prior knowledge of the specific tasks or questions on the assessment, inequitable opportunities for revisions, or access to outside help.**

Documentation: List the full set of test materials and supporting documents that have been provided in support of this Application for Consideration. Each document need only be provided once, though the citations within the answers above should indicate whether

multiple sections/pages of the document should be considered in NYSED's review. Documents may be submitted separately; please note that secure materials should NOT be submitted via email.