



engage^{ny}

Our Students. Their Moment.

Introduction to the Multilingual Literacy SIFE Screener (MLS) for the Identification of SIFE

Presenters:

Lisa Auslander, Project Director/PI Bridges to Academic Success
Christen Madsen, Project Manager, RISLUS & SLA Lab

Goals for this Session

- To orient and provide basic information about general assessments that schools and districts can use early in the year to design supports and appropriately program for SIFE
- To identify research principles as well as key components of the Multilingual Literacy SIFE Screener (MLS), what it measures, and reporting features offered
- To outline basic guidelines for MLS administration in schools and how to seek assistance

Today's webinar

- Please contact Erlin Velberg at erlin@mac.com if you are experiencing any technical difficulties with this webinar
- You are free to send questions throughout the presentation. However, we will streamline and address questions at the end.

Changes to CR Part 154 Regulations on Identification of SIFE

The New York State Definition of SIFE is:

A student identified as an English Language Learner who has attended school in the United States (the 50 States and the District of Columbia) for less than twelve months and is two or more years below grade level in literacy in their home language and/or math due to inconsistent or interrupted schooling prior to arrival in the United States (the 50 States and the District of Columbia).

CR Part 154-2.3(a)(6).

Agenda

- SIFE Identification Process
- MLS Overview
- MLS Literacy Modules
- Assessment Principles of the MLS
- Reporting
- Administering the MLS
- Troubleshooting Tips

SIFE

Identification

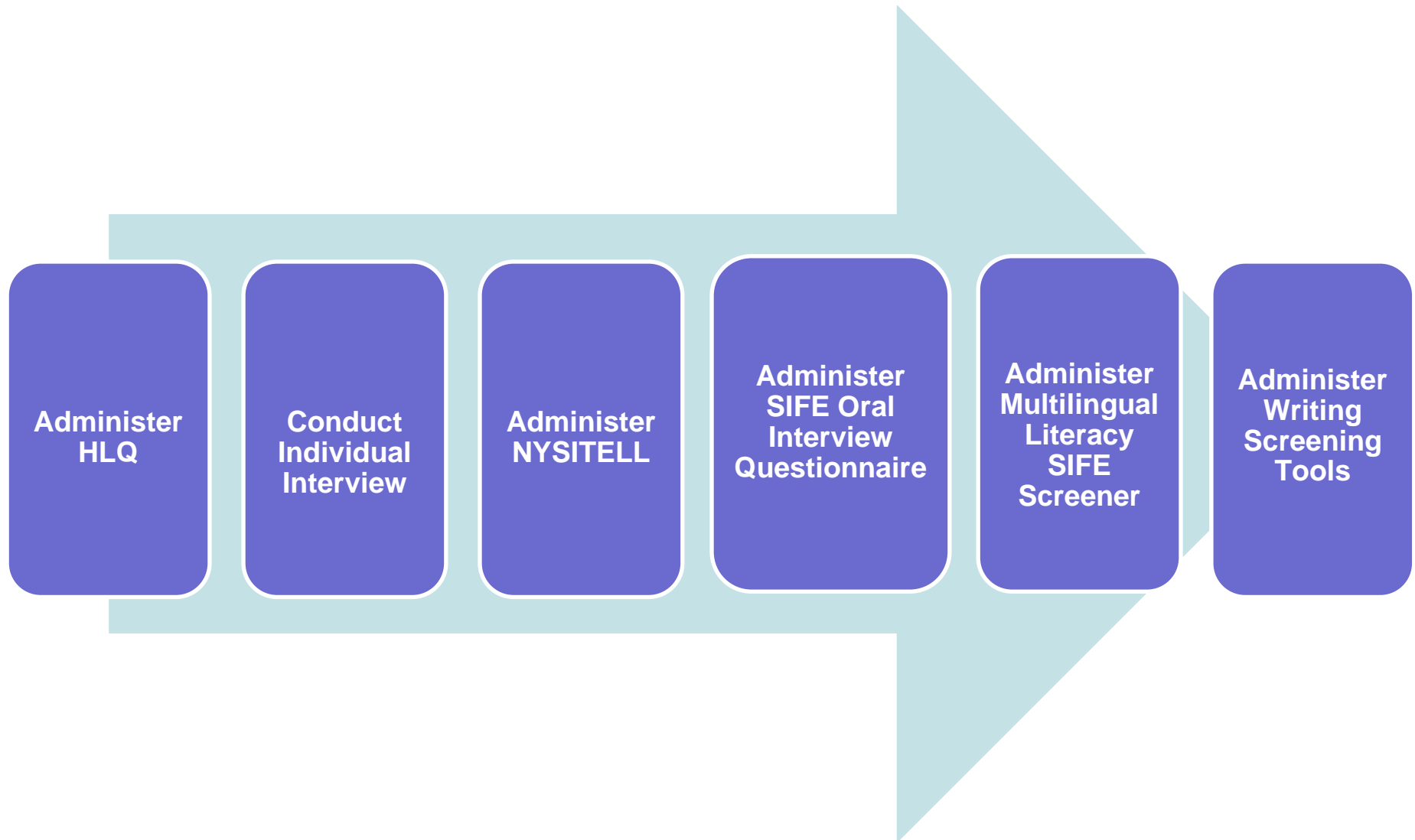
SIFE Identification

[Per CR Part 154-2.3(a)]

SIFE identification:

For a student to be identified as a SIFE, he/she first has to be identified as an English Language Learner.

The Six Steps of SIFE Identification



SIFE Identification

Follow initial procedures for ELL identification:

Step 1: Administration of the Home Language Questionnaire (HLQ)

Step 2: Individual interview with the student

The interview should include (when available) a review of:

- The student's academic history
- Work samples, if available
- Locally-generated assessments for ELA, Math & Home Language

The interview must be conducted by **qualified personnel*** in English and in the student's home language. A translator or interpreter must be provided if necessary.

NYISTELL

Follow initial procedures for ELL identification:

Step 3: Administration of the New York State Identification Test for English Language Learners (NYSITELL)

The NYSITELL assesses the English language proficiency of new entrants whose home language is other than English, as indicated in the Home Language Questionnaire (HLQ).

Based on the results, students are categorized into one of five English language proficiency levels (Entering, Emerging, Transitioning, Expanding or Commanding).

If the student scores at a level other than Commanding, the student is placed in an appropriate Bilingual Education or English as a New Language program.

SIFE Oral Interview Questionnaire

If the student was identified as a **potential SIFE** during the initial interview:

Step 4: Trained, qualified personnel administer the **SIFE Oral Interview Questionnaire**

Provide a qualified translator or interpreter as needed.



SIFE Oral Interview Questionnaire

The SIFE Oral Interview Questionnaire

Includes questions on:

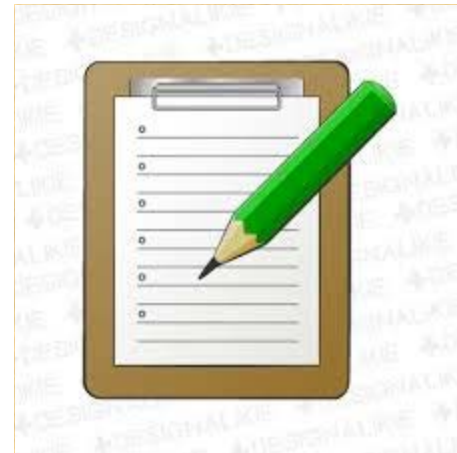
Personal and Language Information

Benchmark 1: Family and Home Background

Benchmark 2: Education History

Benchmark 3: Language and Literacy Practices

Benchmark 4: Other Questions



MLS

Step 5: Trained, qualified personnel administer the **Multilingual Literacy SIFE Screener (MLS)**

The MLS is a multilingual reading comprehension module with additional literacy sections available used to inform teachers and administrators of the home language literacy skills their students bring with them when they begin schooling in New York State.

The MLS is a semi-adaptive online assessment that reflects current literature-based curricula and didactic principles from students' home countries for grades three through nine.

Writing Screener

Step 5 (continued): Trained, qualified personnel administer the Writing Pre-screener

The purpose of this tool is to identify students' basic writing skills, which will help assess potential SIFE.

This tool can be administered in a group, and students should be given a maximum of 15 minutes to complete their writing.

SIFE Identification – Guiding Principles

Guiding Principles:

1. Identify SIFE in a timely manner
2. Collect and disaggregate data, including:
 - Age upon arrival
 - Mobility
 - Years of schooling at time of entry
 - Type and scope of content learned in native country and in the USA
3. Carefully document the ID process
4. One instrument by itself is not sufficient

MLS Overview

Purpose of the MLS



- To determine *what* resources students bring upon arrival to the US.
- To measure academic literacy skills in students' home languages which are transferable to L2.
- To provide teachers with specific information about students' strengths and weaknesses.
- Support teachers in knowing which SIFE students are at, above or below grade level

Characteristics of the MLS

- It is **computer adaptive**: the student keeps taking as long as she/he is able to answer questions in his/her home language. This can mean a 5-minute or 45-minute assessment timeframe
- THE MLS tests **Reading Comprehension, Vocabulary, Early Literacy**– *NOT* a Writing test
- **Research-based** and created by university team in RISLUS & SLA lab at CUNY Graduate Center
- **Culturally competent assessment** that supports more nuanced understanding of multilingual students' language competencies by drawing on home language and content knowledge
- The reports can be a valuable introductory tool to plan instruction for students above 3rd grade and also to **distinguish levels among a mixed group of SIFE students at, above and/or below 3rd grade**

Highlights of the MLS



The MLS is the first assessment of its kind:

- ✓ Available in major SIFE languages
- ✓ Based on meticulous research on home country curricula and standards
- ✓ Culturally, linguistically, and age appropriate for SIFE population
- ✓ Provides accurate and realistic evaluation of SIFE literacy skills

Chat

How can having an assessment utilizing home language be useful in targeting instruction in the high school classroom for SIFE?

Home Language as a Resource

- Educational Programs that incorporate ELL's HL result in higher levels of academic success, across subjects, better than ELLs in English-only programs.
- There is a significant positive relationship between individual student's level of bilingual proficiency and their achievement in math and reading in English.
- Bilingual children exhibit significant cognitive advantages in comparison to monolingual children.
- Children who are learning to read in a second language are able to transfer many skills and knowledge from their first language to facilitate their acquisition of reading skills in their second language.

Genesee (2012)

Languages of the MLS

Reading Comprehension

Arabic
Bangla
Chinese
English
Haitian Creole
Maay Maay
S'gaw Karen
Spanish
Urdu

Vocabulary

Chinese
English
Spanish
Urdu

Early Literacy

Spanish
English

MLS

Literacy Modules

Reading Comprehension Module

- Passages include various types: literary, informational, functional, and persuasive
- Students answer both **Initial Understanding** and **Interpretation** questions.
- Culturally- and age-appropriate reading passages are authentic, original texts written by native speaker experts which avoid region-specific vocabulary.
- The text types differ by language.
- Text types and topics were selected according to popular home language literary traditions and genres newcomers would have previously been exposed to in their home classrooms.
- Question types differ by language to match home country testing conventions.

Structure of the Exam

- Reading Comprehension
 - Practice passage read aloud to the student in home language
 - Practice questions must be answered correctly to advance
 - Practice section includes instructions on how to answer correctly
 - Computer adaptive and guided
 - No more audio after the practice section

Reading Comprehension Arabic

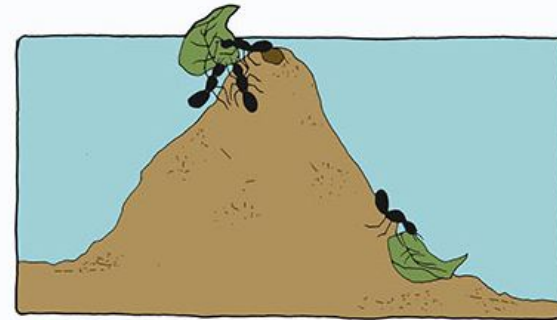
التعاون

إني رأيت نملةً في حَيْرَةٍ بين الجبالِ
لم تستطع حَمْلُ الطَّعامِ وَحَدَّها فوق الرَّمالِ
نادت على أُختِ لها تُعينها فالجَمَلُ مالِ
لم تَسْتَطِيعا حَمْلُهُ فتذَكَّرُوا قولاً يُقالِ
تعاونوا جَمِيعَكم فالخَيْرُ يأتي بالوِصالِ
نادت على إِخوانها جاؤا جَمِيعًا بالجبالِ
جَرُّوا معا طَعامَهم فلم يَعد شيئاً مُحالِ

1. تتحدّث الأنشودة عن نملة تطلب المساعدة

- لأنها مريضة
- لأنها فقيرة الحال
- لأن الجمل ثقيل

يتبع



Reading Comprehension Bangla

নিচের রচনাটি পড়। তারপর উত্তরগুলো পড় এবং সঠিক উত্তরের বাম পাশের গোল চিহ্নে ক্লিক কর। নেস্টেট বাটনটি একবার ক্লিক করে ফেললে তুমি আর পেছনে গিয়ে উত্তর বদলাতে পারবে না।

রাস্তায় নিরাপদে চলাচল

শহরের সুবিধাগুলো কখনো কখনো আমাদের জন্য সমস্যা হয়ে দাঁড়ায়। ওইসব সুবিধাগুলোর নির্বিঘ্নে পাওয়ার জন্য কিছু নিয়মকানুন মেনে চলতে হয়। যখন সেগুলো ঠিকঠাক মেনে না চলি, তখন সুবিধাগুলোই সমস্যা তৈরি করে। যেমন ধরো, যানবাহন সুবিধা। যানবাহনের কারণে আমরা এখন অনেক দূরের জায়গায় অতি অল্প সময়ে চলে যেতে পারি। মালামাল আনা নেওয়া করতে পারি অনায়াসে। বিভিন্ন প্রকার যানের

4. ট্রাফিক লাইট মানার কোনো বিকল্প নাই কাদের জন্য?

- চালকদের জন্য
- রাস্তায় চলাচল করে এমন সকলের জন্য
- পথচারীদের জন্য

NEXT

Reading Comprehension Chinese

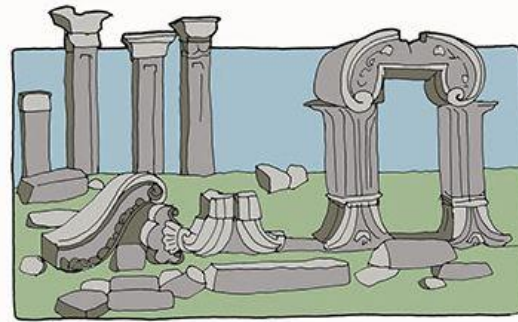
圆明园

圆明园位于中国北京市区西北的海淀区，是清代的大型皇家园林。圆明园规模宏伟，融合了各式园林风格，运用了各种造园技巧，被大多数中国园林学家认为是中国园林艺术史上的顶峰作品。清朝时一些在中国的外国传教士参观圆明园之后将其称作“万园之园”。然而，圆明园在1860年第二次鸦片战争中被英法联军焚毁(fén huǐ)，大火连烧了三天三夜，将这座中国园林艺术的精华烧成了灰烬。1988年，圆明园遗址被中华人民共和国公布为重点文物保护单位之一。

1. 圆明园位于哪里?

- 上海
- 香港
- 北京

继续



Reading Comprehension English

Sisters

"It's not fair!" shouted Ashley.

She buried her head into her pillow to muffle her sobs. Kiley was so annoying!

"Ashley, now I know you are angry that Kiley took your dress without asking," her mother told her. "But that is no reason to hit your sister. She is younger than you. You must be the role model. Now go to your room to cool down."

"What about Kiley? Is she being punished? I was mad, so I hit her. She's only a year younger! Why does she get away with everything?"

Ashley felt this was always happening - it was so **predictable**.

2. The word **predictable** means

_____.

- know in advance
- blame others
- do wrong

NEXT



Reading Comprehension Haitian Creole

Ti Sonson boule dwèt li

Timoun ki rete nan kay ki pa gen kouran eletrik, toujou renmen gade bèl flanm dife nan mèch lanp. Yo renmen gade lanp ki sèvi limyè pou klere kay leswa. Yo renmen jwe ak bèl flanm jòn, rouj ki ap soti nan lanp lan. Ti Sonson te yon timoun konsa. Chak swa ou gen pou jwenn li kanpe bò tab la, pou l ka jwe nan lanp lan.

Manman ti Sonson toujou ap di l pa jwe nan lanp lan, men li pa janm koute. Plizyè fwa li konn kale ti Sonson, men li pa tandè. Ti Sonson pa wè, se nan dife a li vle jwe. Yon bon jou, pannan li ap jwe nan flanm lanp lan, li pete rèl kriye. Lè tout

2. Pou kisa ti moun renmen jwe nan lanp?

- Paske l sou tab la.
- Paske l gen bèl flanm jòn.
- Paske flanm lan cho.

APRE



Reading Comprehension

Maay Maay

Shan Sabab oo lan Abuuradaw Geedo

Tilaabada geedo meel liinka abuuraw may la dhaheey dhul beerow. Dhul beerowka may lan suubiyey inii laka ilaaliya xooloo, iyo walaa kala. Haan may buwaa shan sabab oo lan abuuradaaw geeda:

1. Geedo may buwaa qabiila yar, shimbira, cayayaanka, iyo xayawaanoo kala oo ka nool ama ka dhagamaw geeda.

2. Geedo badan oo isla abuuran may dajiyaayaana buuqa. May anshaqeeyaayaana si aamusnaan ka jarta.

3. Geedo may meeloo ka reebaayaana carada iyo may ku

1. Hal jid oo laka ilaaliyaaw dhulkaana may buwaa

- _____
- sidii lan fatahaadiyaw carada
 - sidii lan abuuraw geedo
 - sidii lin ilaaliyaw isbedelka hawada

KI HIGA



Reading Comprehension

S'gaw Karen

ခိပ်ညါသးအကုန်ကျါ

နမုာ်ထိပ်သ(တြိကွာ်)နခိပ်ညါသးဒီးနဟံပ်ဖိယိဖိအခိပ်ညါသးတဖုန်န့ပ်,နကထံပ်ဘုတ်တင်လီပလိာ်သးတဖုန်လီ.တင်ဂုာ်ဘုတ်ဃးတင်လီ.စၢလီသွဲဉ်မုတမုာ်တင်ဟုန်ညါတစိဘုတ်တစါ(လၢတင်ဟုန်အိခိဖျိမိာ်ပာ်ဆူဖိ)လၢအဒုးအိပ်ထိပ်နီခိအပနီဉ်လၢအလီဆိလိာ်အသးတနီ. လီ.သနက့,နီခိမိာ်ပုာ်ခဲလက်အိပ်ဒီးတင်တမံဃီ,ဃံအနီဂံာ်ဒ်သိးသိးလၢကုာ်ဂီနီခိအမိာ်ပုာ်အပူဒီးအဂၢဆူညါလီ.

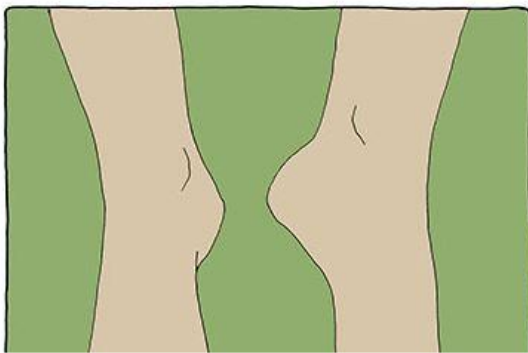
ပနီခိမိာ်ပုာ်တတယာ်အံးဘုတ်တင်ဆိပ်ထွဲမၤစၢအိလၢပခိပ်ညါသးန့ပ်လီ.ခိပ်ညါသးမုာ်ပနီခိမိာ်ပုာ်အကုာ်အဂီလၢအမၤတင်တပယုာ် ဃီ,ဆူပုဆူတင်လီလၢပလိာ်လဲအိဒီးစိာ်ပုာ်ဖဲပဆၢထာ်အခါလီ.ခိပ်ညါသးတခါစုာ်စုာ်အိပ်ဒီးအယံ ၂၆ တိ, အဆၢ ၃၃ ဆၢဒီးယုာ် ညုာ်အါအါဂီဂီလၢအပူပသးပသးလၢက့အကလုာ်ကလုာ်န့ပ်လီ. ခိပ်ညါသးအကနူလၢအပူမုာ်ဂု, အချာမုာ်ဂုအိပ်ဒီးအကုန်ကျါတဖုန် ဒီးကုန်ကျါလၢအချာတဖုန်အံးဆံးဒိပ်န့ပ်ဒီးကုန်ကျါလၢအအိပ်လၢအပူ(အဖိလၢ)န့ပ်လီ.

ပုဟိပ်ခိပ်ဖိအခိပ်အံးလိာ်ထိပ်အသးလၢအကုာ်အဂီအါမံဒဲပုလၢအခိပ်ပၢဒီးအခိပ်ညါသးကုန်ကျါလၢအထိတဖုန်လီ. ပုတနီနီအိပ် ဒီးခိပ်ညါသးကုန်ကျါလၢအထိ, ပုလၢအဂၢတဖုန်အိပ်ဒီးခိပ်ညါသးလၢအပၢ(တအိပ်ဒီးကုန်ကျါလၢအပူနီတစဲး) သနက့ပုအါဒိတ်တင် တကုန်န့ပ်အိပ်လၢတင်ဘုတ်စၢ(အခိပ်ညါသးတပၢထဲန့ပ်,တကုန်ကျါထဲန့ပ်ဘုတ်)ပုလၢအခိပ်ပၢအံးတင်သ့ညါအိဖဲအဆၢထာ်အခါလီ.ပမုာ်နီလီ.ကွာ်ပနီခိအတယာ်လၢပခိပ်ညါသးအသနာ်လွံာ်သနာ်အဖိခိပ်ထဲသိး

၁. ပနီခိအံးလီကလိာ်အသးဒီးပမိာ်ပုာ်ခိဖျိလၢ

- မုာ်လၢတင်ဆၢကတီာ်အယုာ်လၢပအိပ်ဒီးအဝဲသ့ညါအယံလီ
- ပနီသါတင်လီ.စၢလီသွဲဉ်အဂံာ်ထံးအယံလီ
- ပအိပ်တင်အိပ်တခါဃီဒ်သိးအယံလီ

ဆူညါ



Reading Comprehension

Spanish

Los calendarios

Un calendario es un sistema de representación del paso del tiempo. La unidad mínima del calendario suele ser el día. Los días son las 24 horas que tarda la tierra en dar una vuelta alrededor de su eje. Los calendarios agrupan los días en años.

Hay muchos tipos de calendarios, como los calendarios lunares y los solares. Los calendarios lunares se basan en los ciclos de la luna. Los calendarios solares representan el tiempo que le toma a la tierra darle la vuelta al sol: 365 días, 5 horas, 48 minutos y 45,16 segundos.

El calendario que se usa de manera

2. Los calendarios solares consideran:

_____.

- las diferentes caras de la luna durante un mes
- el tiempo que tarda la tierra en dar la vuelta al sol
- el calentamiento global y la conservación del agua

SIGUE



Reading Comprehension

Urdu

پاکستان

پاکستان کا دارالحکومت اسلام آباد ہے۔ اسلام آباد کے ایک جانب مارگلہ کی پہاڑیاں ہیں اور دوسری جانب راول پنڈی ہے۔ پاکستان کے چار صوبے ہیں: خیبر پختونخوا، پنجاب، سندھ اور بلوچستان۔ خیبر پختونخوا کا زیادہ علاقہ پہاڑی ہے۔ اس کے بالائی علاقے جنگلات سے ڈھکے ہوئے ہیں۔ اس صوبے کا صدر مقام پشاور ہے۔ یہ بڑا پرانا اور تاریخی شہر ہے۔ شہر کے ارد گرد بہت سے باغات ہیں۔ پشاور سے کچھ فاصلے پر مشہور تاریخی درہ خیبر ہے۔

آبادی کے لحاظ سے پاکستان کا سب سے بڑا صوبہ پنجاب ہے۔ پنجاب کا مطلب ہے پانچ دریاؤں کی زمین۔ پنجاب کا زیادہ تر علاقہ میدانی ہے، اس لیے یہاں زیادہ فصلیں اگائی جاتی ہیں۔ ان فصلوں میں گندم، چاول، باجرہ، مکئی گنا اور کپاس شامل ہیں۔

سندھ کا علاقہ قدیم ترین تہذیبوں کا مرکز رہا ہے۔ سندھ کا صدر مقام کراچی ہے۔ کراچی پاکستان کا

2. رقبے کے لحاظ سے پاکستان کا سب سے بڑا صوبہ _____ ہے:

- پنجاب
- بلوچستان
- سندھ

اگلا



Vocabulary Module

- The vocabulary module tests students' knowledge of words in context and synonyms when not already included as a part of the reading comprehension
- Vocabulary section
 - Compound words
 - Multiple meaning
- A separate vocabulary section is available in **Chinese, English, Spanish and Urdu**

Early Literacy Module

The purpose of this section is to support teachers in understanding basic student foundational literacy skills in Spanish and English

- sound discrimination at the beginning of word
- final sounds at the end of the word
- rhymes
- sound letter correspondence
- letter identification
- word reading
- sentence matching to pictures (syntax)

Assessment Principles of the MLS

How the MLS was built

1

- Researched the acquisition of HL literacy

2

- Gathered approved teaching materials including curricula and standards in home countries

3

- Gathered national standardized tests in home countries

4

- Researched test design theory – what makes a good multiple choice question?

5

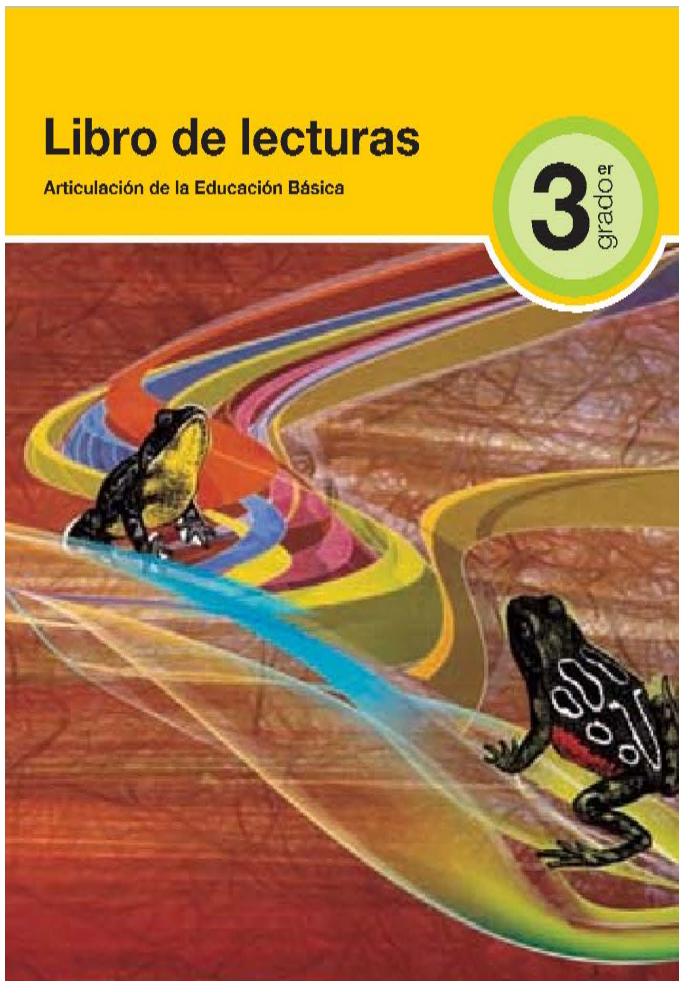
- Researched ELLs and Assessments– What makes a good multiple choice question for SIFE students?

6

- Created original reading comprehension passages, corresponding questions, and vocabulary items

Researching Grade-Level Text Types

ESTUDIO 13



Textos literarios	Textos informativos	Textos instructivos	Textos humorísticos	Textos publicitarios	Textos periodísticos

Un dato interesante

Algunas bibliotecas albergan libros llamados incunables, que fueron libros elaborados desde la invención de la imprenta hasta principios del siglo XVI. Se les llama así porque son libros de los tiempos “de cuna” o “en pañales” de la imprenta.

¡A jugar con las palabras!

Organízate con tus compañeros en equipos de tres o cuatro personas; elijan al azar cinco libros de la biblioteca y copien sus títulos en una hoja. Regresen los libros al lugar correspondiente. Acomoden los títulos que copiaron y traten de hacer con ellos una historia divertida y breve. Pueden agregar otras palabras para mejorar su historia; después, ilústrenla. Compartan su relato con los otros equipos. Observen este ejemplo:

Títulos:

- Vamos a comer ¡flores!*
- El ratón más famoso*
- Poesía a cucharadas*
- La princesa que bostezaba a todas horas*
- Animales fabulosos*

Historia: *La princesa que bostezaba a todas horas y el ratón más famoso, decidieron visitar a los animales fabulosos y les dijeron:*

Los invitamos: vamos a comer ¡flores!
 Los animales contestaron:
 —Noooooo, preferimos comer la poesía a cucharadas.



Analyzing Grade-Appropriate Passages

56 Revista de divulgación científica

(Subtítulo) _____

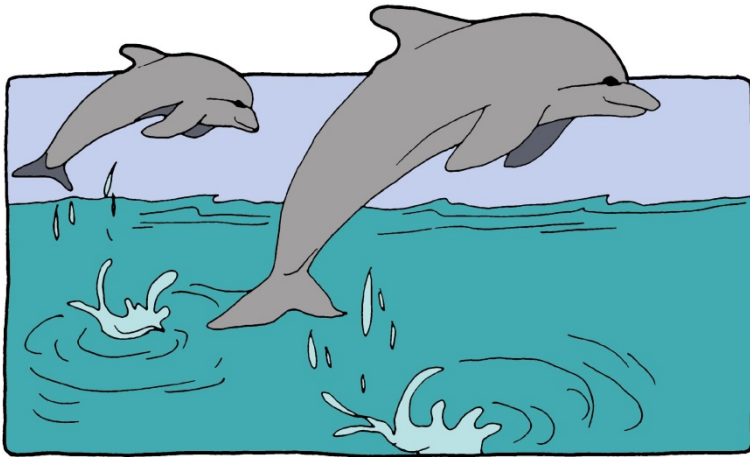
Esto significa solamente que el calor de sus cuerpos depende del calor del medio. O sea, a diferencia de nosotros, los reptiles no tienen un sistema propio para regular la temperatura corporal. Por eso siempre andan buscando el calor cuando hace frío y el fresco cuando la temperatura es muy alta. Por eso también prefieren las regiones tropicales o templadas, ya que en ellas hay menos variaciones de clima.

Como hace demasiado calor, tienen una piel gruesa e impenetrable, y orinan sólido para ahorrar energías y aprovechar al máximo el agua disponible en su cuerpo. En las temporadas de más calor, estos reptiles se entierran en la arena o se dedican a dormir.



- Text type
- Topic
- Tone
- Passage Length
- Vocabulary
- Sentence Length
- Sentence Complexity
- Age of the Audience

Writing New, Original, Authentic Texts



Los delfines

Los delfines son animales interesantes. Respiran aire, pero viven en el agua. Usan un espiráculo respiratorio que está en la parte superior de sus cabezas. También, tienen una gruesa capa de grasa que los mantiene cálidos.

Los delfines son animales muy sociales. Viven en grupos familiares de entre 10-12 miembros. Los delfines se ayudan y **protegen** el uno al otro. Cuando un delfín está herido o lastimado, otros miembros de su grupo cuidan de él. Algunas veces, los delfines protegen otros animales, como al humano.

Los delfines son también muy inteligentes. Los delfines se comunican haciendo clicks y silbando. También son muy juguetones. Los delfines pueden verse saltando fuera del agua, montando las olas, o jugando con objetos.

Reports

Reports

- Identifies grade levels & skills with chart of performance by question type
- Reading Comprehension
 - Grades 3-9
- Vocabulary
 - Grades 3-9
- Early Literacy
 - By skill

Excerpt from MLS Report, Chinese Early 4th grade

This student is able to read at an Early 4th Grade level in their home language, Chinese Early fourth grade reading incorporates two main types of reading material: expository reading material such as popular science pieces and geographic exposition; and literary passages such as short autobiographies and historical stories.

Students at the early fourth grade reading level **demonstrate an ability to identify information that is stated explicitly in the text, such as specific words or phrases. They are also able to piece together details throughout the text to construct overall meaning. For example, they may be able to understand the content of short paragraphs based on the illustration and key words.**

MLS Report excerpt: Below 3rd grade level

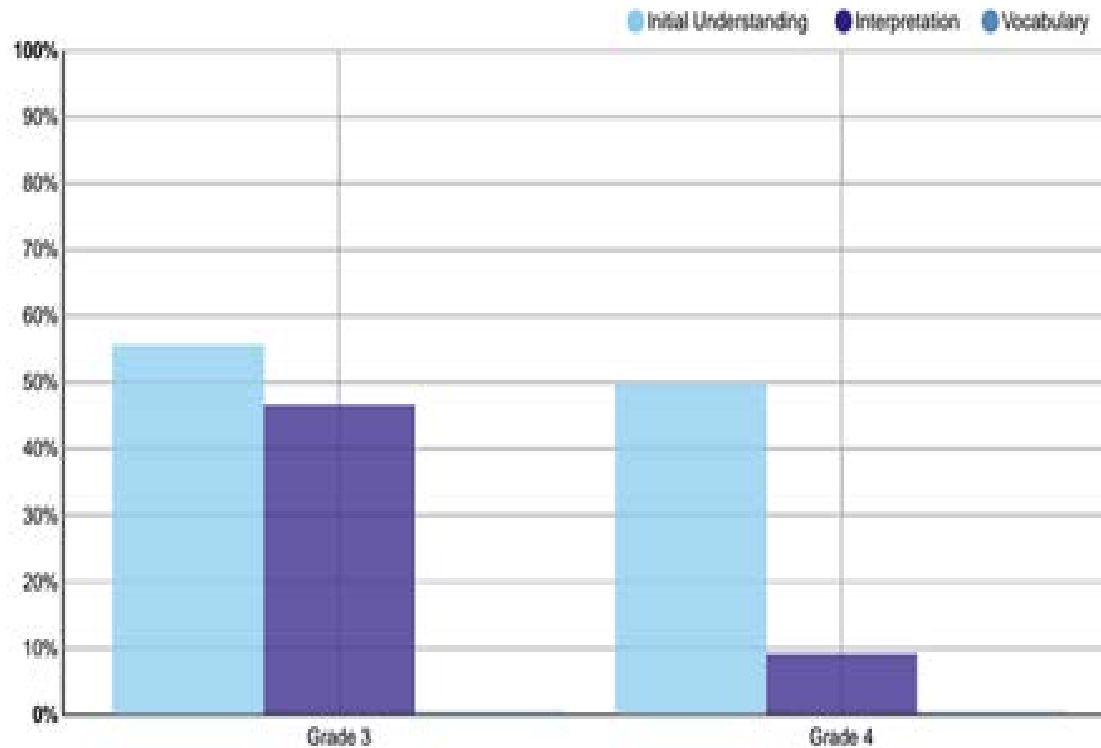
Student: 1

Reading Level: 2

Reading Comprehension Results

This student did not reach the 3rd grade level on the Reading Comprehension.

Report Sample



Administering the MLS

Initial Log in and Application

← → ↻ mls.gc.cuny.edu/Account/Login?ReturnUrl=%2f



Please login to continue....

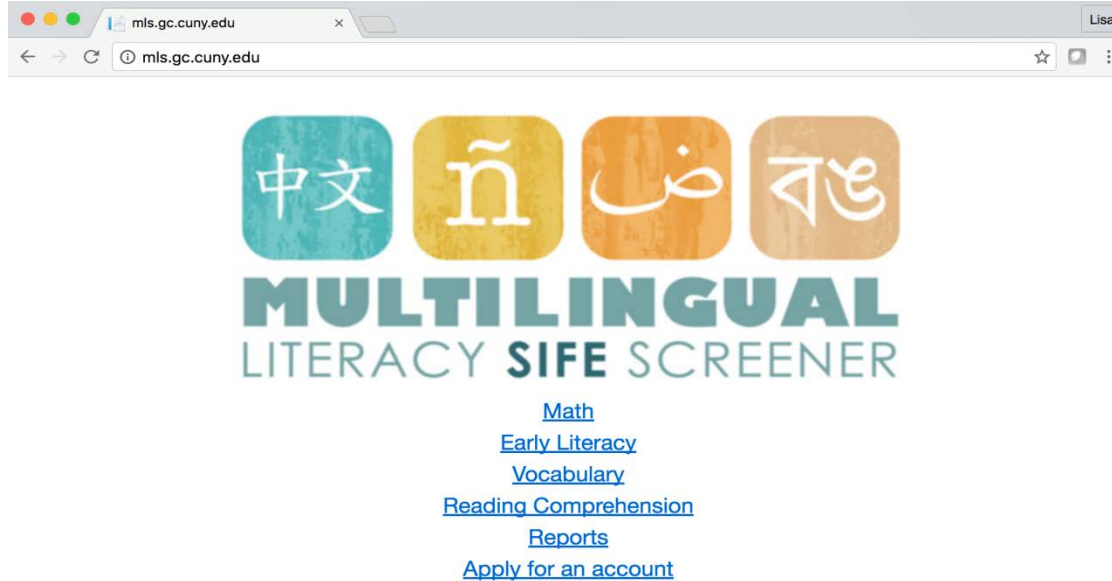
Password

Submit

Access at
<http://mls.gc.cuny.edu/>

Password:
mlsnysed

Applying for an account



- To apply for an account and get credentials, go to <http://mls.gc.cuny.edu/>
- Click the link “Apply for an account” at the bottom of the screen when you access the MLS Home page
- After clicking on the link you will see the Registration screen.
- In order to register for an account and receive credentials, fill out the form.

Key Steps to MLS Site Registration

- **School name:** Enter the name of your school (e.g. P.S. 000 – The Barack H. Obama School for Government Studies)
- **Email:** Enter the official email that the school site MLS administrator will use. Please use your official NYS email address.
- **State DOE email address.** The credentials will be emailed to this address after submitting the registration form.
- **Login:** Enter your school site's unique BEDS code. This will be the username for MLS test administration.
- **Enter and Confirm Proctor's Password:** Create and enter a password for MLS proctors. Keep this in a safe location.
- **Enter and confirm the Administrator's password field:** Create and enter a different password for MLS administrators who will view the literacy skills assessment reports. Keep this in a safe location.

Site Registration for MLS

The screenshot shows a web browser window with the URL mls.gc.cuny.edu/Account/Register. The page title is "Register - MLD". The main heading is "MULTILINGUAL LITERACY SIFE SCREENER". Below the heading, the text reads "Register. Create a new account." The form contains the following fields and instructions:

- School Name**: A text input field.
- Email (please use your official NY State Education Department email address)**: A text input field.
- Login**: A text input field.
- Proctor's Password (to administer tests)**: A password input field. Below it, a note states: "This password may be shared amongst teachers who proctor exams. Please do not use a personal password."
- Confirm proctor's password**: A second password input field.
- The Administrator's password field is required.**: A text input field.
- Confirm administrator's password**: A second password input field.

A "Register" button is located at the bottom left of the form.

- Each school site only has one set of credentials: A log in and password to administer the test and a log in to print test result reports.
- The login is your school's 12 digit BEDS code.
- It is important to apply for an account **IN ADVANCE** of administering the tests. We recommend 3 days before the first time you plan to administer a test.

MLS Administration



Key considerations

- Use only Firefox and Chrome browsers
- Since this is computer adaptive, students will be working at different paces. There will need to be a plan for students who finish early.
- The students will require headphones to take the test, a computer and a quiet space.
- There is no time limit requirement.

Starting the test: Exam log-in

The screenshot shows a web browser window with the URL `Account/ExamLogin?returnUrl=%2FRC`. The page header features the logo for the Multilingual Literacy SIFE Screener, which includes icons for Chinese, Hindi, Urdu, and Bengali. The main content area is titled "Exam Login" and contains the following instructions and form fields:

Exam Login

Fill out and submit the form to continue.

Teacher full name *

Login *

QueensCollegeTesting

Password *

..... [forgot_password]

Test Language *

(valid login required)

Student ID *

First Name *

Last Name *

Home Language *

Current Grade *

Date of Entry into NY State School System (MM/DD/YYYY) *

Has the Oral Interview Questionnaire been administered to this student? *

Not Set

According to the questionnaire, does the student have a gap of two or more years? *

- Select the appropriate module
- Fill in the teacher's full name
- Fill in your proctor log in and password
- Fill in language and demographic info
- Only then will you be able to select the appropriate language of the exam
- As soon as you submit the form, the test begins. Be prepared for the student to take the assessment immediately.

Additional Troubleshooting Tips

- Master password never changes. Always *mlsnysed*
- Wait for green bar at the top of the screen after a test is completed to close the browser
- No reports or progress is saved if test is not completed

MLS Support

Guidebook: MLS User Guide

Review: NYSED Online webinar resource

Troubleshooting: Please email
mls.email.server@gmail.com

Resources can be found at
www.p12.nysed.gov/biling/bilinged/SIFE.html

Questions?