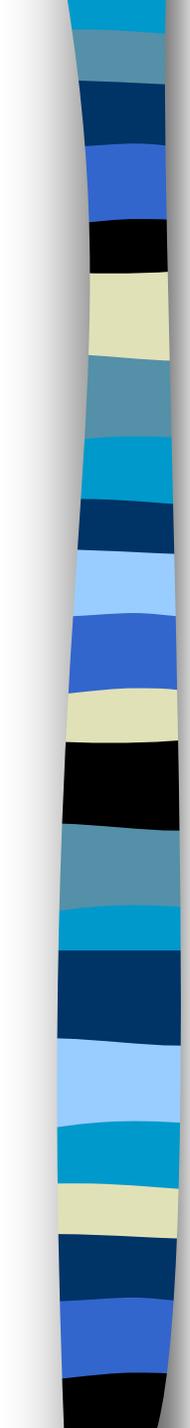


# Administering ELDA K & ELDA 1-2 English Language Development Assessment

## Assessing ELL Students in the Primary Grades

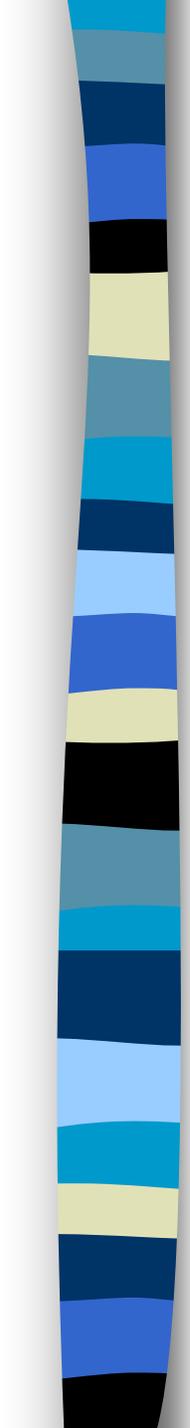


Developed by the Limited English Proficient State Collaborative on Assessment and Student Standards (LEPSCASS) of the Council of Chief State School Officers (CCSSO) and Measurement Incorporated (MI)



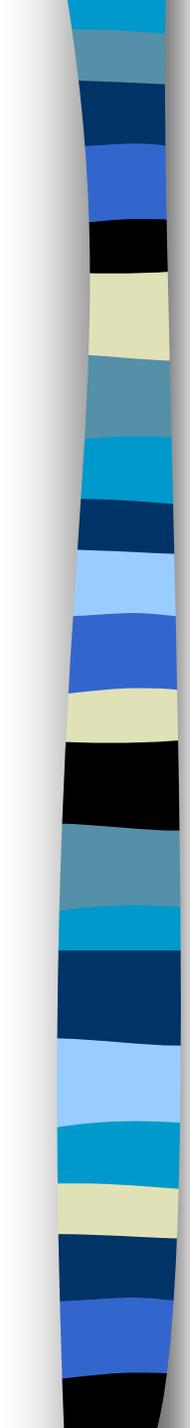
# Overview

- Background
- Assessment Considerations
- Purpose and Nature of ELDA K & ELDA 1-2
- General Format
- Administration
  - What you will need
  - What you will need to know



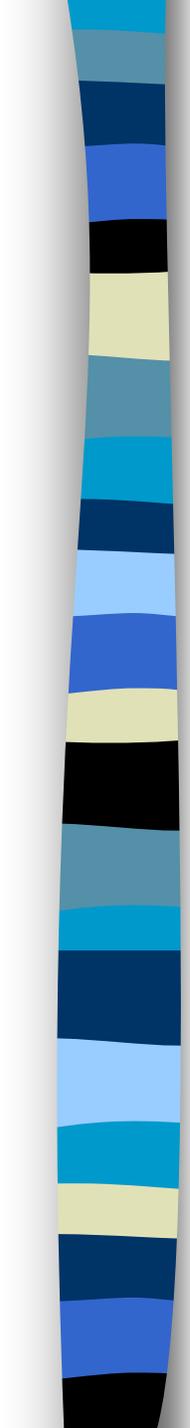
# Philosophical Foundation for ELDA K & ELDA 1-2

- National Association for the Education of Young Children
  - Methods that are developmentally appropriate, culturally and linguistically responsive
  - Classroom based assessment
  - Tied to children's daily activities
- Characteristics of Appropriate Assessments
- Who can Administer ELDA K & ELDA 1-2?



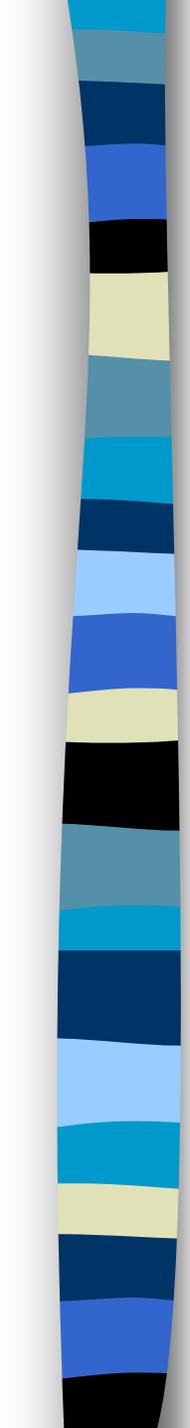
# Characteristics of Appropriate Assessments

- Everyday, naturalistic settings
- Multiple methods and measures
  - Verbal and non-verbal procedures
  - Occur across diverse aspects of curriculum
  - Involve a range of activities
- Assessments involve multiple people
- Age appropriate



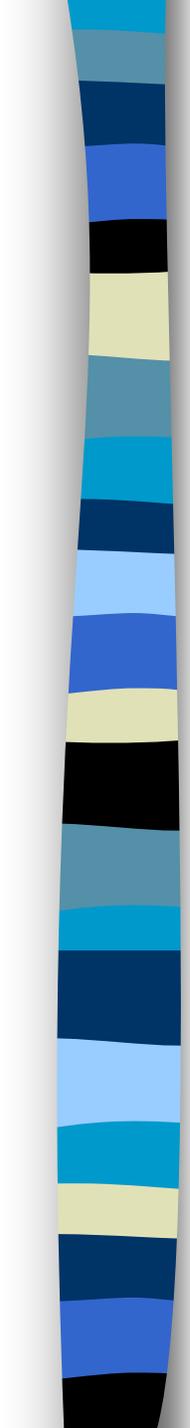
# Who Administers ELDA K & ELDA 1-2?

- Individual currently licensed by the Arkansas Department of Education as a teacher or administrator



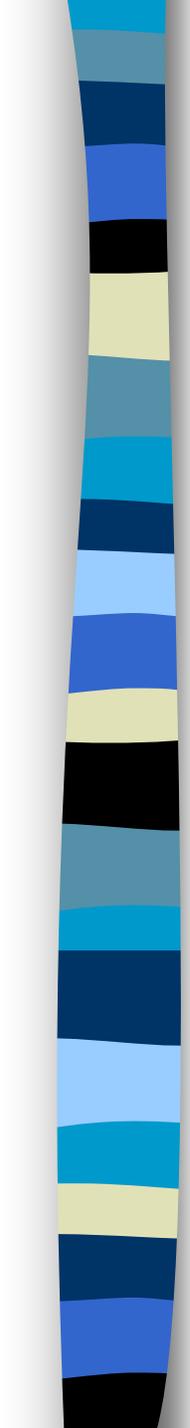
# Who takes the ELDA?

- ALL students identified as Limited English Proficient (LEP)
  - All LEP students in grades K-2
  - Have not met district exit criteria



# Purpose and Nature of ELDA K & ELDA 1-2

- Determine Level of Language Acquisition
- Separate Inventories for K and 1-2
- Observation of Student Behaviors
- Typical Behavior Over Time
- Focus on Four Aspects of Language



# General Format

- Separate inventories for the four language domains (reading, writing, listening, speaking)
- Inventories are assembled into a single student booklet
- Descriptions of student behavior corresponding to a specific standard objective

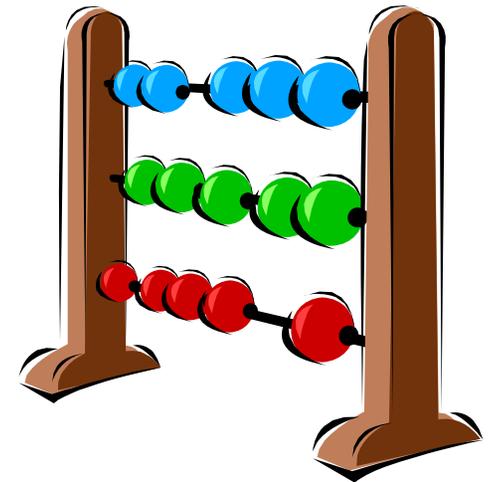
# Contents

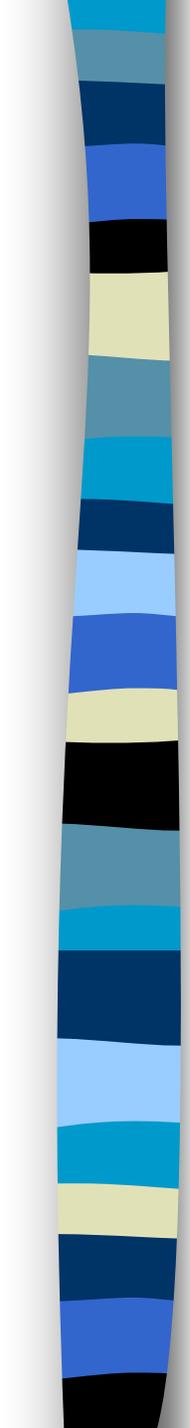
- Reading (14 Rows)
- Listening (7 Rows)
- Writing (9 Rows)
- Speaking (8 Rows)



# Score Points

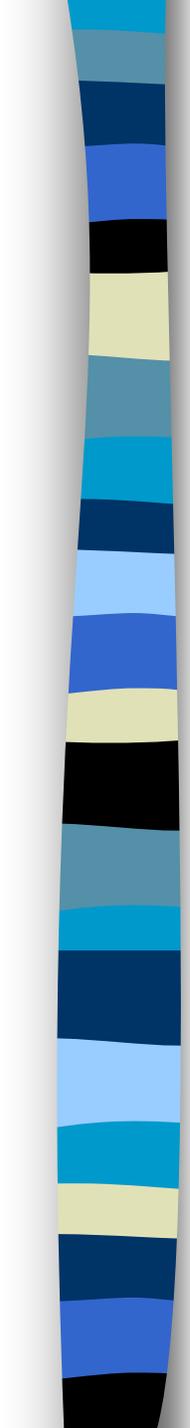
- No Evidence of Mastery (0)
- Minimal Evidence; With Much Support (1)
- Moderate Evidence; With/Without Support (2)
- Clear Evidence; Independence (3)





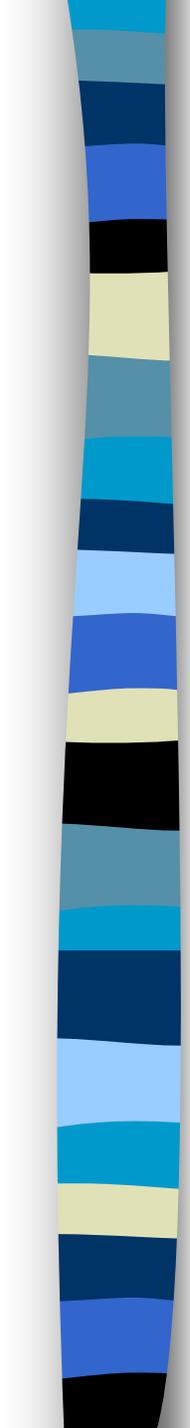
# Performance Levels

- Level 1
- Level 2
- Level 3
- Level 4
- Level 5
- Not To Be Confused With Score Points



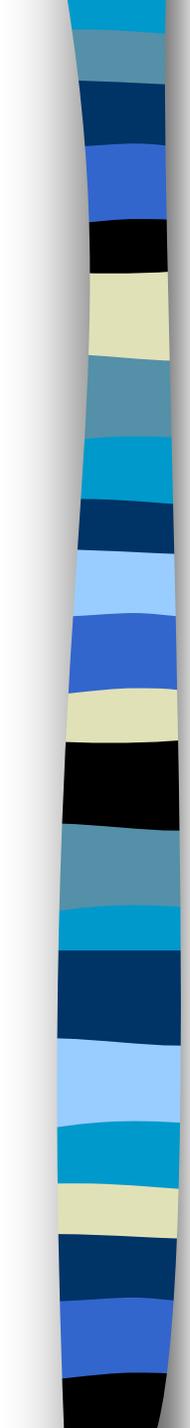
# Level 1:

- may understand some isolated spoken words, commands, and questions, but often requires non-verbal cues and frequent repetition
- may speak or repeat common phrases and words and can ask one- to two-word questions
- demonstrates an understanding of concepts of print (left to right, top to bottom) and can follow one-step directions depicted graphically
- achieves written communication only through drawing pictures; may be able to copy letters or words successfully; or may form letters from memory but is unable to transmit meaning



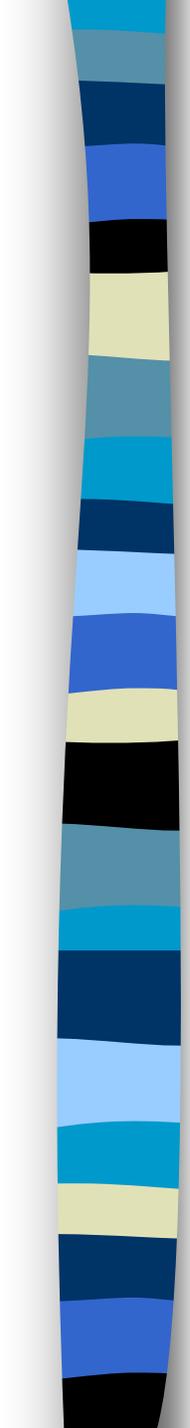
## Level 2:

- understands short, simple oral statements on familiar topics; follows simple multi-step directions; requires frequent repetition and rephrasing
- predominantly uses formulaic speech patterns and memorized phrases; responds to questions with one- to two-word answers
- begins to identify the names of letters; begins to recognize the different functions of words; can follow multi-step directions depicted graphically
- achieves written communication through drawing pictures or dictating words; can revise or edit with teacher support; commits frequent mechanical errors



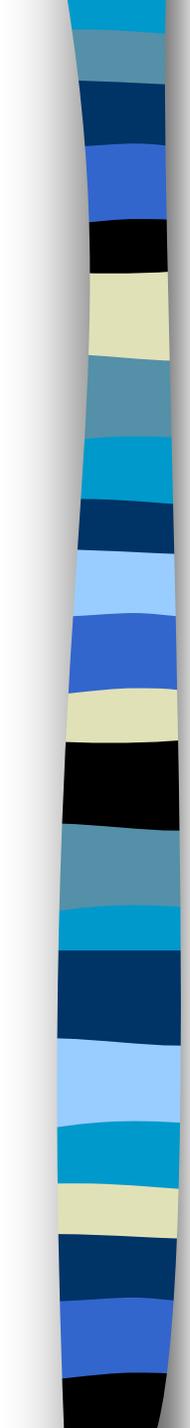
# Level 3:

- understands sentence-length statements and questions; understands main idea and some details from conversations and simple oral texts; is beginning to develop key vocabulary, interpret meaning, and understand some idioms
- restructures learned language into original speech; has limited vocabulary and marked errors in speech; can use language to retell, describe, narrate, question, and instruct, but not fluently
- comprehends single words and simple text, as well as simple sentence structure and simple compounding; recognizes the different functions of words, and that words have multiple meanings
- participates in writing activities with teacher support; writes simple and compound sentences; is beginning to write with phrases; uses transition words; can edit, usually with teacher support; most writing is descriptive, expository, procedural, or narrative



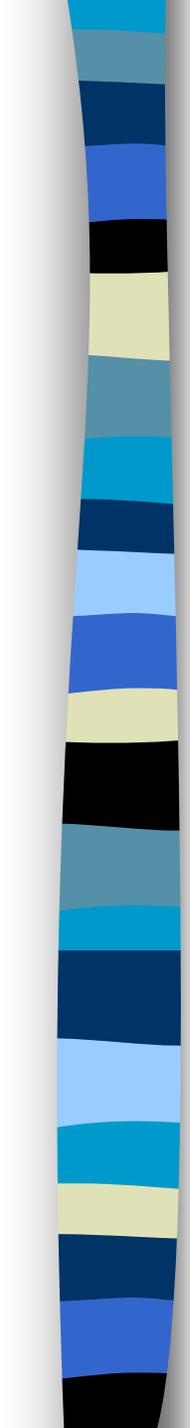
# Level 4:

- understands most school/social conversations; grasps main ideas and relevant details; comprehends most grade-level vocabulary and idioms; is developing a wide range of vocabulary
- restructures language to communicate orally; uses connective devices; responds in a mostly coherent, unified, and sequenced manner; has sufficient vocabulary to communicate in most situations; is fluent but may hesitate or make errors in spontaneous communicative situations
- reads familiar text with little support, but needs support to comprehend unfamiliar text; identifies all story elements; is beginning to read across text types and apply knowledge to other activities
- participates in writing activities with minimal support; restructures known language in writing; writes mostly coherent, unified, and sequenced sentences; uses connective devices and a range of grammatical structures, with some errors; possesses a strong social vocabulary and a functional academic vocabulary; writes and edits all text types



## Level 5:

- understands most grade-level speech, both social and academic; understands main ideas and relevant details at a level comparable to a native English speaker at the same grade level; has a broad range of vocabulary including idiomatic language
- responds orally in a coherent, unified, and sequenced manner; uses a variety of connective devices; understands and uses a range of simple and complex grammatical structures; has grammar and vocabulary comparable to a native English speaker at the same grade level
- participates in reading activities with little support; reads across text types; has an increasing range of social and academic vocabulary; understands multiple word meanings
- participates in writing activities with no teacher support; edits complex sentence structures with some errors; utilizes precise social and academic vocabulary



# Administration

- What you will need
- Administration tips
- Quick Start Guide
- Define Terms
- Inventories
- Teacher Support Materials

# What You Will Need

**ELDA K  
Test  
Administration  
Manual  
Spring 2007**

**ELDA K  
Teacher  
Support  
Materials  
Spring 2007**

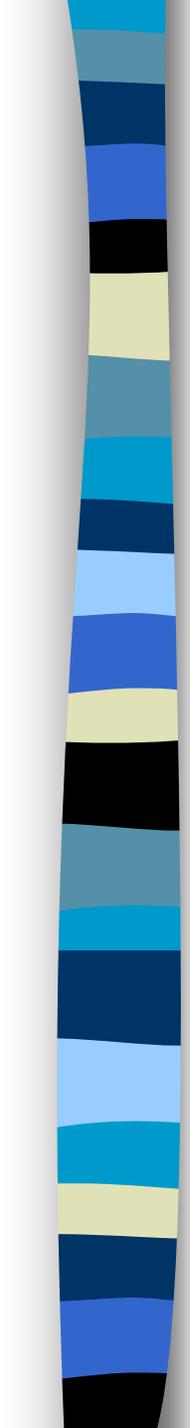
**Kindergarten  
Answer  
Document  
Spring 2007**



LISTENING

# Inventory Sample

<b>L01</b>	<i>1.1. Follow simple 1 – 4-step directions in sequence to complete a task with and without visual support.</i>		
	To move from a score point of 0 to 3, the student needs to follow more and more detailed instructions. A one-step instruction might be something like, “close the door,” while a three-step instruction might include, “Go to the door, get the note from the assistant, and bring it to me.”		
<b>Score Points</b>			
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Does not meet Score Point 1.	Student follows simple 1-step directions given in English with or without visual support (pictures, gestures, modeling)	Student follows 2-step directions given in English with or without visual support.	Student follows at least 3-step directions given in English with or without visual support.



# Remember!

- Give student several different directions, in different situations for different purposes.
- Observe the student interacting with other adults, other children both academic and social.
- Draw a conclusion about the student's typical level of response
- Record that observation as a score point of 0, 1, 2, or 3 in the answer document.

# Let's take a look:

- Condensed Standards
- Inventories



# Define Terms

- Length of text OR conversation:
  - Short
  - Medium
  - Long
- Level of Teacher Support
- Grade Appropriate
- High Frequency Words



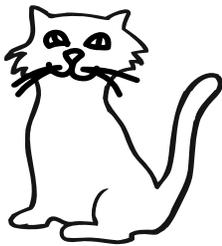
# Review Both Inventories

- Note Similarities
- Note Differences
- Plan Ahead

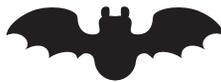


# Review Teacher Support Materials

Score Point 1, 2, & 3



**Cat**

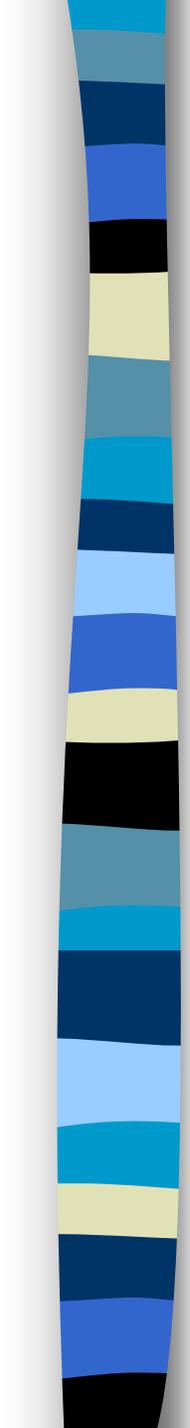


**Bat**



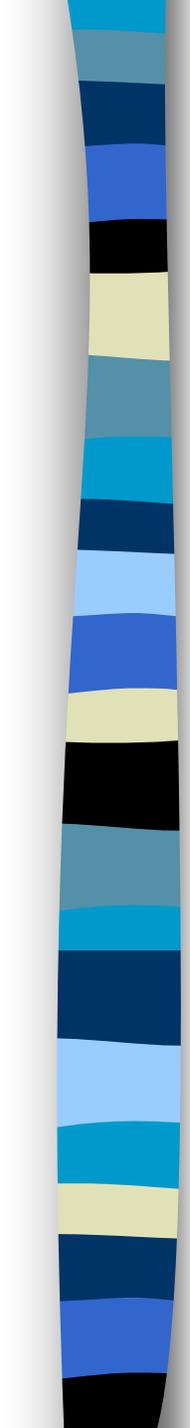
**Hat**

- **Suggestions, Not Prescriptions**
- **Feel Free to Use Your Own Materials**



# Final Comments

- Everyday, Naturalistic Settings
- Multiple Methods and Measures
  - Verbal and non-verbal procedures
  - Occur across diverse aspects of curriculum
  - Involve a range of activities
- Assessments Involve Multiple People
- Age Appropriate



# Security Concerns & Procedures

- All ELDA materials should be considered secure
- All district and state procedures must be followed to ensure security is maintained.

# Questions???

Measurement Incorporated

ELDA helpline 888-612-0180

[Elda@measinc.com](mailto:Elda@measinc.com)

For updates:

[www.measinc.com/arelpa](http://www.measinc.com/arelpa)

Username: ERELPA

Password: [07AR@ELPA](#)

(not case sensitive)