

Administering ELDA 3-12 English Language Development Assessment

Assessing ELL Students in the Primary, Middle, and Secondary Grade Levels

**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)**



Introduction

This presentation contains general information about the English Language Development Assessment (ELDA) and specific information about administering the Reading, Writing, Listening and Speaking English Language Development Assessments for grades 3-12.

Before administering this assessment, please review this information to familiarize yourself with the assessment administration procedures.

Security Concerns and Procedures

- District and State procedures must be followed at all times
- Ensure the security of test booklets as well as all other materials
- During assessment administration, a test administrator must be present at all times
- Testing Ratios

Security Concerns and Procedures

Student-Teacher Ratio

During each assessment administration, a test administrator must be in the room at all times.

Reading, Writing, and Listening*

20 : 1

Speaking (scored live)

1 : 1

If more students are tested than the recommended ratio, additional proctor(s) must be present

Who can administer the ELDA?

- **Individual currently licensed by the Arkansas Department of Education as a teacher or administrator**
- **Proctors may be classroom aides who assist a test administrator with test administration.**
 - **If test materials are present in any testing situation, an individual licensed in the state of Arkansas by the Arkansas Department of Education as a teacher or administrator must be present in the room.**
 - **Under no circumstances should unlicensed school personnel handle testing materials or administer any part of a state test, such as the English Language Development Assessment (ELDA).**

Assessment Schedule

- Districts may set their own testing schedule in conformance with the state testing window
- ELDA is not a timed test
- Make-ups for absentees are permitted
- Local flexibility in sequencing is permitted
- Language domain subtests can be broken into separate testing periods

Time Allotments

Breaks

- Test Administrator's discretion.
 - A short break between Parts 2 and 3 of the Reading test and between Parts 1 and 2 of the Writing test is recommended.
 - One 10-minute break between Parts 3 and 4 of the Listening assessment is recommended.
- Stop points are built into the assessment so sub-tests may be administered in more than one sitting.
- The Speaking assessment will take less than 30 minutes, so no break is recommended.

Listening – Number of Items

Grade Clusters	Short Phrases	Short Dialogues	Long Dialogues	Short Presentations	Long Presentations
3-5	8	8	20	14	
6-8	8	8	12	6	16
9-12	10	10	12	8	20

Reading – Number of Items

Grade Clusters	Short Passages	Instructions	Longer Passages
3-5	12	6	32
6-8	12	6	32
9-12	12	8	40

Writing – Number of Items

Grade Clusters	Constructed Responses	Revise and Edit	Graphic Organizers
3-5	4	6	6
6-8	4	12	6
9-12	5	12	6

Speaking – Number of Items

16 Open-ended items

4 Items for each of four levels

- Connect
- Tell
- Expand
- Reason

Who takes the ELDA?

- ALL students identified as Limited English Proficient (LEP)
 - All LEP students in grades 3-12
 - Have not met district exit criteria

Procedures for Students needing Accommodations

- Accommodations should always be related to the student's specific disability
 - Accommodations that change the content of the assessment are NOT allowable.
 - Accommodations in the administration procedures for ELDA are allowable provided they are specified in the student's IEP or 504.
 - Any accommodations for an individual must be specified before the student takes the assessment and must be documented in the student's IEP.

Allowable Accommodations of the ELDA

- Dictation of Responses
- Extended/Adjusted Time
- Individual/Small Group Administration
- Modified Test Booklets
 - Large Print
 - Braille

Recommended for Best Practice:

- Be certain to provide sufficient time and space for administering the assessments.
- All students who are identified as ELL must be included in the assessment process.
- Students should be encouraged to do their best.

Assessment Preparation

- Assessment materials should be stored securely
- Before assessment begins:
 - Complete all required information of each student's answer folder.
 - Affix Preprinted Labels
 - Bubble in information for those without Labels
 - Return unused materials to secure location before assessment begins

Assessment Materials

- Testing Materials used in addition to the Test Administration Manual:
 - Listening Prompt Cassette or CD
 - Speaking Prompt Cassette or CD
 - Speaking Scoring Guide
- Each student should have the following:
 - One test booklet containing the Reading & Writing Tests
 - One test booklet containing the Listening & Speaking Tests
 - Student Answer folder
 - Pre-Printed Label

Assessment Room Preparation

- Check the assessment room for possible assessment question “clues” prior to each assessment session.
- Give each student a work space that is large enough to accommodate an open test booklet.

Interruptions in the Assessment

- These guidelines may be superseded by guidelines provided by your school testing coordinator.
 - If the interruption is serious and affects all students, stop the assessment at the time of the interruption and secure materials.
 - After the interruption, restart the administration from the point where you stopped.

Scripted Directions

Oral scripts for each of the four assessments are in the Appendices of the Test Administration Manual

- The oral scripts should be reviewed by all test administrators prior to the assessment session.
- The scripted directions that are in bold print must be read verbatim to students.
 - Can be further explained/questions clarified

Preparation for Reading & Writing

- Practice for the Administration
 - Read through the scripted administration directions that you are expected to read to students.
- Assessment Setting
 - Appropriate seating for each student
 - Free from outside noise
 - Appropriate spacing
- Assessment Materials
 - Each student will need:
 - Student test booklet, answer folder and pencils

Reading Assessment

- Format of the Reading Booklet
 - Part 1: Short Passages
 - This section tests the student's ability to understand information in short reading passages.
 - Part 2: Instructions
 - This section tests the student's ability to understand directions.
 - Part 3: Longer Passages
 - This section tests the student's ability to understand information in longer reading passages.

Writing Assessment

- Format of the Writing Booklets
 - Part 1: Open Ended
 - Students write responses to prompts.
 - Part 2: Revise and Edit
 - Students choose best answer to correct grammar and usage errors in passages.
 - Part 3: Graphic Organizers
 - Students answer questions about graphic organizers.

Preparation for Listening

- Practice for the Administration
 - Read through the scripted administration directions that you are expected to read to students.
 - Listen to the first 2 minutes of the prompting recording then rewind
- Assessment Setting
 - Appropriate seating for each student
 - Free from outside noise
 - Appropriate spacing
- Assessment Materials
 - Each student will need:
 - Student test booklet, answer folder and pencils

Additional Preparation for Listening

- Equipment
 - You will need an audiocassette/CD player to play the prompting recording.
- Equipment Testing
 - It is critical that you test both the audiocassette/CD player and the audiocassette/CD before administering the Listening Assessment.

Directions for Administering the Listening Assessment

- At the start of the listening section, pass out the test booklets.
 - Each student should receive one test booklet
- Students may NOT open the test booklet until the recording is played.
- When students reach the end of the assessment, they are instructed to put down their pencils.
- Students should NOT leave the room at this point but wait for instructions from the administrator.
- Collect each student's test booklet and answer folder.

Listening Assessment

- Format of the Prompting Recordings
 - You will receive a Listening Assessment audiocassette/CD with your assessment materials.
- Part 1: Short Phrases
- Part 2: Short Dialogues
- Part 3: Long Dialogues
- Part 4: Short Presentations
- Part 5: Long Presentations [Grades 6-8, and 9-12]

Preparation for Speaking

- Practice for the Administration
 - Read through the scripted administration directions that you are expected to read to students.
 - Listen to the first 2 minutes of the prompting recording then rewind

- Assessment Groups
 - This portion of the assessment is individually administered

- Equipment
 - You will need an audiocassette/CD player to play the prompting recording.

Speaking Assessment

Format of the Prompting Recording

There are seven sections as follows:

1. Practice Task 1
2. Practice Task 2
3. School-Social Interaction Tasks
4. English-Language Arts Tasks
5. Mathematics, Science and Technology Tasks
6. Social Studies Tasks
7. Closing

ELDA Speaking

Scoring Guide

Scoring Guide

- Will be sent with the Testing Materials
- Will be bar coded
- Is a Secure item
 - Cannot be copied
 - Must be returned with Testing Materials
- Contains the prompts and anchor responses

Speaking Assessment

- Connect
- Tell
- Expand
- Reason

Speaking Format

- Score the items in order
- Two speakers—man and a woman
- Four sets of four questions
- First and second speaker alternate the presentation of each set of questions

Connect Rubric – Score Pt. 0

- No response
- Response fails to:
 - Confirm conversational connection
 - Essential information is not provided or unclear/ambiguous

Connect Rubric – Score Pt. 1

- Partly establishes/confirms conversational connection
- Some essential information is provided
- Other essential information is missing/unclear
- Errors in mechanics/conventions may impede understanding

Connect Rubric – Score Pt. 2

- **Establishes/confirms conversational connection**
- **Essential information provided clearly and without ambiguity**
- **Errors in mechanics or conventions do not impede understanding**

Connect Notes

- Multi-part questions
- Specific response is not cued for
- Responses to the cue “how long”
- One word answers
- Responses from prompt
- Phrases

Tell Rubric – Score Pt. 0

- No response
- Response fails to provide:
 - Essential information cued for
 - Describe/extend with specific detail or examples
- May include only essential information cued for with no development

Tell Rubric – Score Pt. 1

- Essential information cued for **AND**
 - Attempts to describe/extend with general information **OR**
- Some specific detail or example without explicit essential information
- Errors in mechanics or conventions may impede understanding

Tell Rubric – Score Pt. 2

- Essential information cued for **AND**
- Describes/extends with specific detail and/or example
- Errors in mechanics or conventions do not impede understanding

Tell Notes

- Extensions may not compensate for missing essential information
- Specific response is not cued for
- Responses containing only prompt repetitions

Expand Rubric – Score Pt. 0

- No response
- Fails to provide essential information cue for and/or ideas/information that serve to:
 - Explain
 - Elaborate
 - Convey order
- Only essential information with no development

Expand Rubric – Score Pt. 1

- Provides both essential information **AND** attempts to explain, elaborate, and convey order
- Information included as development may be partial or overly general
- Errors in mechanics or conventions may impede understanding.

Expand Rubric – Score Pt. 2

- Provides both essential information cued for **AND** specific ideas/information that
 - Explain
 - Elaborate
 - Convey order
- Errors in mechanics or conventions do not impede understanding.

Expand Notes

- Multi-part questions
- If a description is cued for
 - List alone is partial credit
 - Additional detail is full credit
- Single simple sentence is partial credit
- Compound sentence is two sentences

Reason Rubric – Score Pt. 0

- No response
- Fails to express a clear position (position cannot be inferred)
- Expresses a position but lacks information to support the position
- Response may include only an unsupported position statement

Reason Rubric – Score Pt. 1

- Expresses a position (explicit or implied) **AND** partially supports position with information
- May be
 - Incomplete
 - Only partially plausible
 - Overly general
- Errors in mechanics/conventions may impede understanding

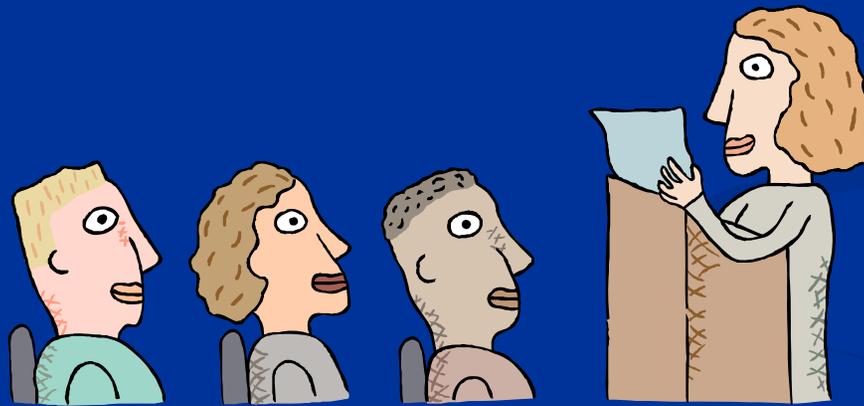
Reason Rubric – Score Pt. 2

- Expresses a clear position (explicit or implied) **AND**
- Includes information to clearly support that position
- Errors in mechanics or conventions do not impede understanding

Reason Notes

- Position statement with nothing more
 - No evidence of intended function
 - Receives a 0
- Single simple sentence is partial credit
- Compound sentence is two sentences

Let's Practice!



Grades 3-5

Question 1-Connect

- I eat lunch
- Apple
- Tuna sandwich
- Salad and Strawberries
- We eat pizza

Grades 3-5

Question 2 - Tell

- I see the girl
- I see that they giving lunch...And I..and I see that...
- The girl is in the lunch room and she's asking the lunch lady for what she wants to eat.

Grades 3-5

Question 4 – Reason

- The lunch room is supposed to be clean.
- No throwing food is important because it might go in somebody's eye.
- Because if you throw a bologna on the floor, someone might slip; so you have to pick up the trash. And if you leave the trash on the table maybe a little kid might eat it and get sick and get germs.

Grades 6-8

Question 1 - Connect

1. No
2. I would like to have a plant.
3. I like to have flowers. I wish for red and green.
4. I don't have one but I would like to have a sunflower.
5. I have another plant.

Grades 6-8

Question 2 – Tell

1. The boy holds one picture and one plant.
2. One boy is put plant in book and one girl.
3. Boy and girl are in picture.

Grades 6-8

Question 3 - Expand

1. The plant in picture 5 is smaller than in picture 6
2. The boy in room is plant holder
3. The plant has grown a lot in picture 6 from picture 5. The boy and girl have watered it well and taken care of it.

Grades 6-8

Question 4 - Reason

1. Bad idea.
2. Having a plant in the house is a good idea cause it makes it more peaceful and more oxygen to the house.
3. To me it is not a good idea cause I don't like flowers.

Grades 9-12

Question 1 - Connect

- 1. Taxi**
- 2. A car for my transportation**
- 3. When I live in Tennessee I used to go for vacations and drive to Arkansas in a car.**
- 4. My friend's house**

Grades 9-12

Question 2 - Tell

1. I see three cars driving on the road.
Looks like a country area. Not a lot of traffic.
2. Cars
3. There's traffic

Grades 9-12

Question 3 - Expand

1. The highway is wide in both pictures
2. Picture 6 has wider roads now, two lanes because they have more cars. Picture 5 only has one lane. They have more 18 wheelers in picture 6.
3. There's more traffic in number 6.

Grades 9-12

Question 4 - Reason

1. I think if people drove less the environment would be better instead of a lot of smoke and it would be not much pollution.
2. People would have less time.
3. I think we should drive less because the air won't be polluted and there won't be that much traffic jams.

After Testing

- Account for all materials using the school packing list
- Put all student materials (used and unused) back into the original box that came from the MI
- Put all teacher administrator materials back in the same box
- All materials must be returned -- double check that you have accounted for and packed everything

ACTAAP - ELDA 2008

Important Test Dates

- Tuesday February 12 - ELDA ordering window begins (Grades K-12)
- Monday February 25 - ELDA ordering window ends (Grades K-12)
- Monday March 31 - ELDA testing window begins (Grades K-12)
- Friday May 9 - ELDA testing window ends (Grades K-12)
- Friday May 16 - All ELDA testing materials must be shipped back to Measurement Incorporated
- Monday June 30 - Grades K-12 ELDA score reports arrive in the districts
- Friday September 26 - Reporting Error and missing reports to the ELDA Helpline



DTC Procedures for Distributing and Returning Materials

Receiving the order

- Confirm that your shipment contains a District Coordinator Manual, return shipping label(s), and boxes for each of your schools listed on your packing list.
- Open and inventory the contents of each school's materials and verify that all materials are included.
- Reseal and send each school its respective box.

Returning materials after testing

- After testing, schools shall return all materials to the district in the same box in which they were delivered.
- DTC shall ensure that all boxes are taped securely.
- DTC is to use the supplied return shipping label(s) to send all testing materials back to MI. Follow the instructions on the back of the shipping labels to arrange for a pick-up of the materials. Please follow these instructions explicitly to arrange for ground pick-up. Air/Express drivers are unable to accept packages for ground pick-up. Do not use another shipping method or your own shipping labels.
- Ship all materials to the MI Coldwater KS office on or before Friday May 16, 2008.
- Refer all questions about packing and shipping to the ELDA helpline 888-612-0180 or elda@measinc.com



STC Collection And Return Of Student Assessment Materials

- When students have completed the assessment, they should raise their hands so that you can collect their booklets.
- Students must remain seated quietly at their desks and may not have access to any personal items or materials for the remainder of the testing period.
- After testing is completed, gather all the answer folders for students that you have tested into a stack. Place the pre-printed header sheet on top of this stack of student answer folders. All headers and student answer folders should then be placed back into the box.
- All materials (used and unused) should be returned to your School Test Coordinator directly after the assessment is completed.

- The **School Test Coordinator(s)** should account for and pack all materials before returning the boxes to the **District Test Coordinator**.
- The materials should be packed for return in the original shipping boxes in the following manner:
 - Unused test booklets and answer folders in the bottom of the box
 - Prompt cassettes or CDs, Speaking Scoring Guides, Administration Manuals, and any extra forms or headers should be placed above the unused materials
 - Used test booklets should be placed above the administration materials
 - The stack(s) of used answer folders, with corresponding headers **ON TOP**, should be placed in the top of the box
- When the School Test Coordinator has accounted for and packed all testing materials, all materials (used and unused) should be returned to the **District Test Coordinator**.

Preparing the Answer Document for Use

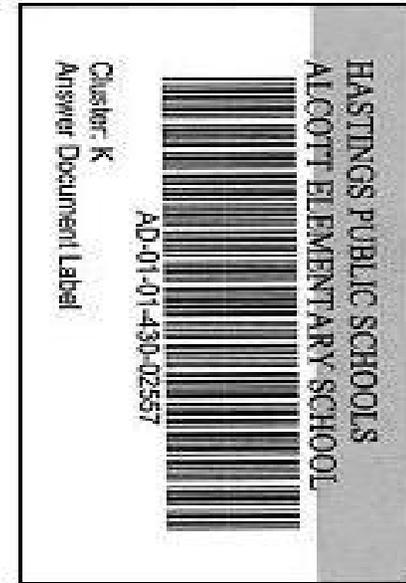
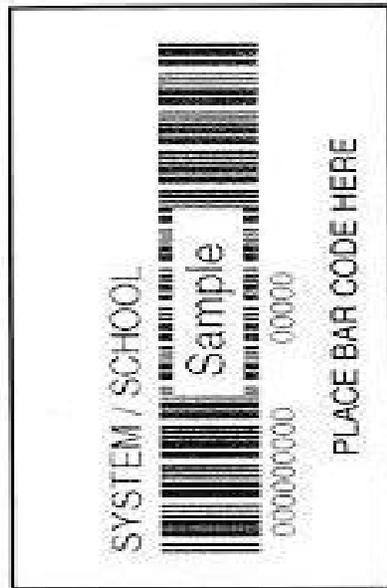
Applying the Pre-Id Barcode label:

- Each Answer Document should have a Pre-Id barcode label applied to the upper left-hand corner of the sheet. There is a sample barcode printed on the answer document to demonstrate correct placement of the Pre-Id barcode label. Place the Pre-Id barcode label over the sample.
- If you **DO** have a Pre-Id barcode label for your student, you do not need to fill in any of the identification and demographic information on the sheet.
- If you do **NOT** have a Pre-Id barcode label for a particular student, you must use a generic label. **PLEASE** do not use a Pre-Id barcode label belonging to a different student who is not going to take the test. Your student's results will be misattributed. A supply of generic labels will be provided with your testing materials.

Do not apply ANY barcodes or labels except those shipped along with the testing materials. Application of any other barcodes or labels will delay or prevent scoring of your Answer Document.

Before
Application

After
Application



Filling in the Student Identification Area

If you do not have a Pre-ID barcode label for student and are using a generic barcode label, you will need to fill in the demographic information on the front of the Answer Document correctly.

- Every boxed area of demographic information should be filled in.
- You **MUST** use a Number 2 pencil to fill in each bubble completely.
- If you fill in the wrong bubble, you must completely erase the mark.
Do not cross it out.

Defective Assessment Materials

- A student might receive an incomplete or defective test booklet. Instruct the student to raise his or her hand and then follow the steps below with the student.
- Take a replacement test booklet from the overage supply.
- Instruct the student to continue the test using the new test booklet.
- After the assessment, return all of the student's used testing material (defective and replacement) with the other testing materials.

If a student is sick and a test booklet or answer folder becomes soiled, please follow the steps below:

- Write down the barcode of the affected booklet and transfer the student responses to a new answer folder
- Dispose of the booklet/answer folder according to ADE Procedure: Shred or burn the affected materials
- Contact ADE and MI with the bar code number of the affected materials and an explanation of the situation.
- Donna Wolfe donna.wolfe@arkansas.gov
- MI elda@measinc.com
- When the materials are being packed for return, enclose a copy of the both emails with the materials.

Questions????

Measurement Incorporated

ELDA helpline 888-612-0180

Elda@measinc.com



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