

**2010 Arkansas
English Language
Development
Assessment (ELDA)
Score Interpretation**

ELDA Test Contents



Background

- Response to NCLB
- Consortium of 16 states
- Pooled ELL content standards
- Divided standards into grade clusters:
 K, 1-2, 3-5, 6-8, and 9-12
- Designed tests to measure these standards
- Field tested and developed 3 forms for grades 3-12
- Field tested and developed 1 form for K-2

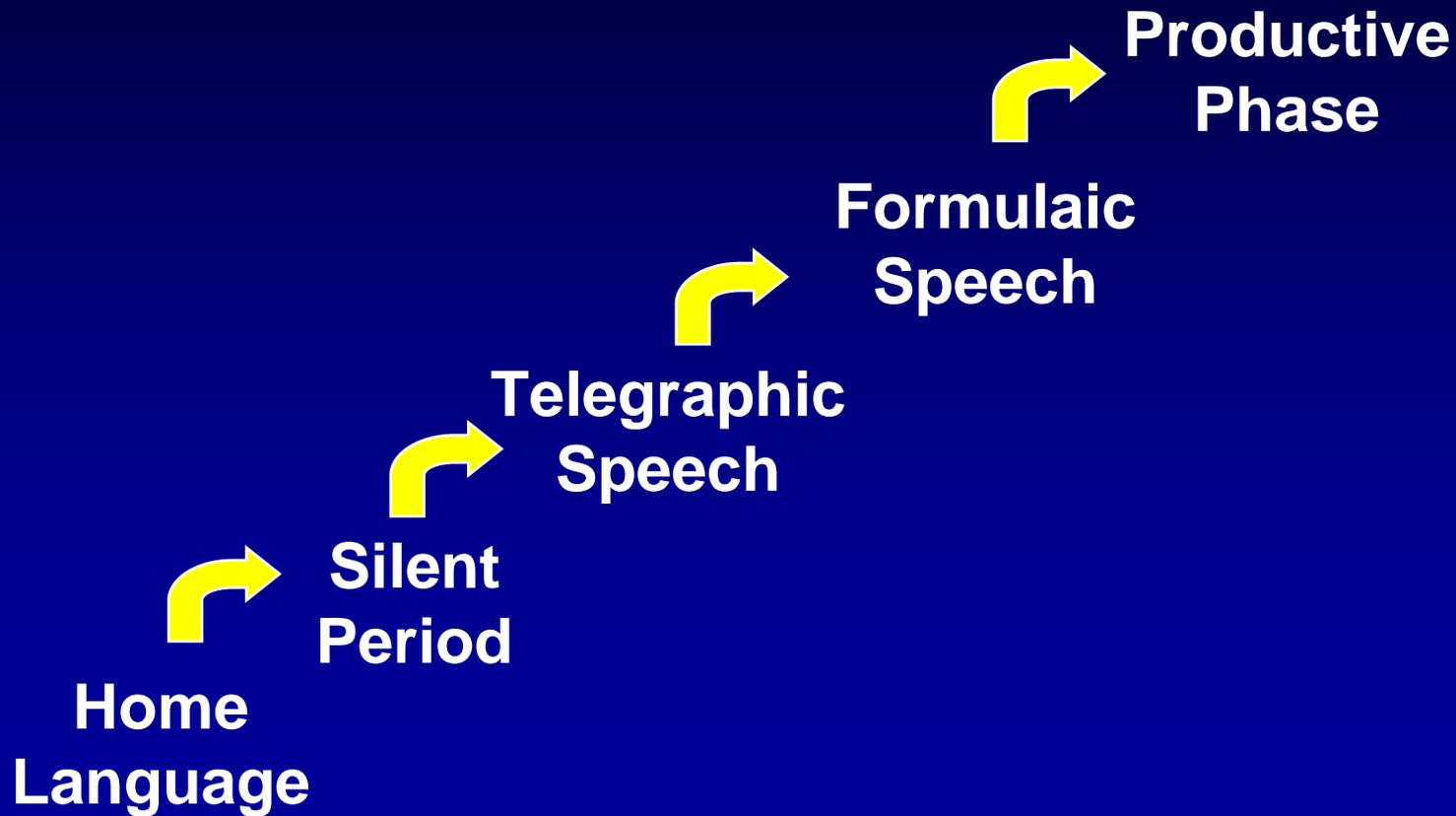


Test Contents

- **K-2: Observation Scales**
- **3-12: Combination of MC and OE**
 - **Listening and Reading: All MC**
 - **Writing: Mostly MC; 4-5 OE**
 - **Speaking: 16 Speaking Exchanges**



K-2: Phases



K-2 (continued)

- **Rationale for inventories: More natural for this age group than MC or OE test items**
- **Application: The teacher should observe students over a period of time (2 weeks or longer) under varying conditions.**



K-2 (continued)

- **0-3 scoring rubric for each behavior**
 - Higher scores are based on less teacher support or more generalization of behavior.
 - Score represents best effort over time.



K-2 (continued)

- **Teacher Support Materials**
 - They are designed to give teachers a starting point for observations.
 - They are useful in standardizing administration, but not mandatory.
 - Feel free to use additional materials and to share.



Reading: K-12

1. Demonstrate pre-early reading skills
2. Comprehend key vocabulary/phrases
3. Comprehend written instructions
4. Determine main idea/purpose
5. Identify important supporting ideas
6. Draw inferences, predictions, conclusions
7. Determine writer's attitude/ perspective
8. Analyze style/form



Writing: K-12

1. Planning and organizing
2. Writing a draft
 - Narrative
 - Descriptive
 - Expository
 - Persuasive
3. Revising
4. Editing
5. Writing Conventions



Listening: K-12

1. Comprehend spoken instructions
2. Determine main idea/purpose
3. Identify important supporting ideas
4. Determine speaker's attitude/ perspective
5. Comprehend key vocabulary/phrases
6. Draw inferences, predictions, conclusions



Speaking: K-12

1. Connect
2. Tell
3. Expand
4. Reason



Other Contents

- **Comprehension: Combination of Listening and Reading**
- **Composite: Combination of all four tests**



Test Contents

Grade Cluster	Reading		Writing		Listening		Speaking	
	MC	OE	MC	OE	MC	OE	MC	OE
K	0	14	0	9	0	7	0	8
1-2	0	14	0	9	0	7	0	8
3-5	50	0	15	4	50	0	0	16
6-8	50	0	18	4	50	0	0	16
9-12	60	0	18	5	60	0	0	16



Types of Scores



Types of Scores

- **Raw Scores**
 - ✓ Number right for MC items
 - ✓ Sum of scores on OE items
- **Scale Scores**
 - ✓ Derived from raw score
 - ✓ Equivalent across test forms
- **Levels**
 - ✓ Based on scale score
 - ✓ 1-5 – depicting achievement level

Raw Scores

	Reading	Writing	Listening	Speaking
K-2	0-42	0-27	0-21	0-24
3-5	0-50	0-28	0-50	0-32
6-8	0-50	0-31	0-50	0-32
9-12	0-60	0-34	0-60	0-32



Scale Scores

- **100-999 for all tests**
- **Equivalent across test forms**
- **Comprehension and Composite scale scores are not reported for individual students.**



Levels

5 – Fully English Proficient

4 – Advanced

3 – Intermediate

2 – Beginning

1 – Pre-functional



Level 5

Entry into Level 5 (FEP)

Students at this level understand a significant amount of grade-level appropriate content-area and school-social speech. They understand the main ideas as well as relevant details and often subtle nuances of meaning of extended discussions or presentations on a range of familiar and unfamiliar topics comparable to a minimally proficient native English speaker at the same grade level. They are capable of making interpretations of what they listen to on the basis of understanding the speaker's purpose. They understand most of the complex structures of spoken English relative to their grade level. They have a broad range of vocabulary, including idiomatic language, relating to both content areas and school-social environments.



Level 4

Entry into Level 4 (Advanced)

Students at this level understand speech in most school-social settings and understand main ideas and some key supporting ideas in content-area settings. They understand multi-step directions. They understand main ideas and significant relevant details of extended discussions or presentations on familiar and relevant academic topics. They can interpret text on the basis of understanding the purpose of text when it is on a familiar topic. They understand and are able to make subtle extrapolations from sophisticated speaker perspectives. They understand most of the basic language forms of spoken English and are beginning to develop understanding of more complex structures. They understand a wide range of vocabulary and idioms, especially of school-social environments, and are beginning to develop a wide range of technical vocabulary related to content areas.



Level 3

Entry into Level 3 (Intermediate)

Students at this level understand main ideas in short conversations on general school-social topics and frequently demonstrate general understanding of short messages or texts as well as longer conversations in familiar communicative situations and in academic content areas. They frequently demonstrate detailed understanding of short discrete expressions but not of longer conversations and messages. They understand single-step and some multi-step directions. They can begin to interpret text on the basis of understanding its purpose. They understand some explicitly expressed points of view and can draw simple conclusions. They understand frequently used verb tenses and word-order patterns in simple sentences. They understand a range of vocabulary and some idioms, mostly related to school-social environments, and have some key vocabulary from content areas.



Level 2

Entry into Level 2 (Beginning)

- Students at this level understand simple and short statements, questions, and messages on familiar topics in school-social settings, and usually understand the main idea of simple messages and conversations. They can understand most common or critical information in the classroom but may identify and understand only key words, phrases, and cognates in content-area settings. They begin to understand straightforward, single-step directions and speaker's purpose. They have limited understanding of details and only of those that are explicitly stated and that support simple, straightforward messages or presentations. They are unable to extrapolate from text unless related to very basic ideas. They understand simple, basic grammatical structures and simple, basic, everyday vocabulary of spoken English in the school environment and common everyday activities.



Level 1

Level 1 (Pre-functional)

- Students at this level may understand some common words or key phrases, especially when highly contextualized or when cognates. They may understand some high-frequency single-word or single-phrase directions, again, when highly contextualized. They generally are unable to use their limited knowledge of simple structural patterns to identify the communicative intent of the speaker.



How Levels Were Set

- Set by committees of ELL teachers
- Compared scores on tests with teacher judgments
- Reviewed all items on all tests
- Discussed and revised over 3 rounds
- Adjusted cut scores to work across grade levels
- Writing grades 3-5 cut scores reset in 2009



Comprehension

- **Combination of Listening and Reading Levels**
- **Reading gets extra weight**
 - ☑ If Listening Level is 3 and Reading Level is 4, Comprehension Level is 4.
 - ☑ If Listening Level is 4 and Reading Level is 3, Comprehension Level is 3.
 - ☑ If both Levels are 3, Comprehension Level is 3.



Composite

- **Combination of Listening, Reading, Writing, and Speaking Levels**
- **Reading and Writing get extra weight**
 - ☑ **No Level 5 Composite unless both Reading and Writing are Level 5**
 - ☑ **Designed to avoid premature departure of students from program**



Comprehension, Composite, and Scale Scores

- Possible for student at Level 4 to have higher average scale score than student at Level 5
- That would be confusing; thus, no scale scores for these two



Example

- Student A (Grade 5): Listening Scale Score = 700 (Level = 4); Reading Scale Score = 600 (Level = 3).
Comprehension Scale = **650 (Level = 3)**.
- Student B (Grade 5): Listening Scale Score = 600 (Level = 3); Reading Scale Score = 650 (Level = 4).
Comprehension Scale = **625 (Level = 4)**.



By Comparison

- “A” in language arts requires an “A” in Spelling and an “A” in Reading.
- 90-100 = A; 80-89 = B
- Student A: 89 Spelling; 99 Reading
 - ☑ Average = 94; Grade = B
- Student B: 91 Spelling; 95 Reading
 - ☑ Average 93; Grade = A



Summary: Levels

Reading	Writing	Listening	Speaking	Composite
5	5	5	5	5
5	5	4	4	5
4	4	5	5	4
5	4	5	4	4

Types of Score Reports



Score Reports

- Individual Student Report
- Student Roster Report
- District Demographic Report
- District Summary Report



Individual Student Report

English Language Development Assessment

Score Report for: GRAY, CARL
Birth Date: NA
District/Code: First School District / 0909
School/Code: FIRST ELEMENTARY SCHOOL / 0909999
Test Date: Spring 2010

ID: 5934216833
Cluster: 3-5
Grade: 5



ACTAAP

Listening		Speaking		Reading		Writing		Comprehension*	Composite**
Score	Level	Score	Level	Score	Level	Score	Level	Level	Level
906	5	945	5	917	5	933	5	5	5

NA = Not Administered, NT = Not Tested

*Comprehension is derived from Listening and Reading (available only for students who took both tests).

**Composite is derived from Listening, Speaking, Reading and Writing (available only for students who took all four tests).



ACTAAP

Student Roster Report

English Language Development Assessment Student Roster Report

State: AR
District/Code: First School District / 0909
School/Code: FIRST ELEMENTARY SCHOOL / 0909999
Cluster: 3-5
Grade: 5
Teacher:
Test Date: Spring 2010



Student ID	Listening		Speaking		Reading		Writing		Comprehension*	Composite**
	Score	Level	Score	Level	Score	Level	Score	Level	Level	Level
220216833	650	4	730	4	600	3	500	2	3	2
222104350	600	3	550	3	700	4	700	4	4	4
220106649	600	3	800	4	500	2	950	5	2	3

Levels and Scale Scores: Reading

Student	Scale Score	Level
A	660	4
B	676	4
C	694	4
D	713	4
E	734	4
F	757	4



District Demographic Report

English Language Development Assessment District Demographic Report

State: AR
District/Code: First School District / 0909
Cluster: 3-5
Grade: 5
Test Date: Spring 2010



	Listening		Speaking		Reading		Writing		Comprehension		Composite		
	# Valid Scores	% FEP	Mean Scale Score										
Total Students	54	59	691	56	678	41	643	33	649	39	667	31	665
General Students	36	56	701	56	691	44	653	39	654	42	677	36	675
Section 504 Students	17	47	683	47	669	35	639	24	641	29	661	18	658
Students with Disabilities	1	100	731	100	813	100	783	0	649	100	757	0	744
Gender													
Female	26	62	693	58	689	42	645	38	655	42	669	35	671
Male	28	57	689	54	670	39	640	29	644	36	665	29	661
Other/Missing	0	---	---	---	---	---	---	---	---	---	---	---	---



District Demographic Report

- Be careful if N is small.
- Check % FEP across groups.
- Are there big differences?
- Can you think of any reasons for the differences?
- Are these differences stable over time?
- **Ask questions!**



District Summary Report

English Language Development Assessment District Summary Report

State: AR
District/Code: First School District / 0909
Cluster: 3-5
Grade: 5
Test Date: Spring 2010
Score Range: 194 - 830



Proficiency Level	Total Students	Listening	Speaking	Reading	Writing	Comprehension	Composite
5	N	32	30	22	18	21	17
	%	59	56	41	33	39	31
4	N	11	12	8	7	7	6
	%	20	22	15	13	13	11
3	N	8	9	11	13	12	13
	%	15	17	20	24	22	24
2	N	2	2	9	12	8	10
	%	4	4	17	22	15	19
1	N	1	1	4	4	6	8
	%	2	2	7	7	11	15
Mean Scale Score	District	691	678	643	649	667	665
Standard Deviation	District	129	98	103	94	116	106
Lowest Score	District	204	196	163	145	177	194
Highest Score	District	797	821	803	934	789	830



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Cluster: 3-5
Grade: 5
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	%	20	22	15	13	13	11
3	N	8	9	11	13	12	13
	%	15	17	20	24	22	24
2	N	2	2	9	12	8	10
	%	4	4	17	22	15	19
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