

A decorative border composed of a repeating pattern of colorful triangles in shades of blue, purple, teal, pink, and white, surrounding a central blue rectangular area.

Administering the 3-12  
*Iowa-English Language  
Development Assessment*

*Spring 2013*

# Overview

- Background and FAQs
- Purpose and nature of Iowa-ELDA
- Assessment considerations
- General format
  - K-2
  - 3-5, 6-8, 9-12
- Administration
  - What you will need
  - What you will need to know
- Iowa-ELDA testing results
- Returning test materials

# I-ELDA Importance

- Information from this training will be useful to share with administrators who are responsible for:

ELL assessment

AYP reporting

Student services

# Importance of Iowa-ELDA

- Results from Iowa-ELDA used to determine whether districts meet **AMAO 1 and AMAO 2**.
- Scores are **reported** to parents, community, and US Department of Education
- Required by NCLB to assess **growth and proficiency in academic language**
- The importance of Iowa-ELDA for ELLs and TITLE III & TITLE I programs is equivalent to Iowa Assessments
- All teachers and educators need to understand the **importance of Iowa-ELDA scores** and assess accordingly

# Legal Framework

## Title III Requirements

### DEMONSTRATE

- Annual improvement in language proficiency of all LEP students in grades K-12.
  - Assess all four domains: Reading, Writing, Speaking, & Listening.
- Assessments are aligned with the English Language Proficiency Standards which are linked to Content Standards.
  - Assess all four domains: Reading, Writing, Speaking, & Listening.

## Title I Requirements

- Administer annual language proficiency assessments to **ALL ELLs**.

# Title III Flexibility

- Districts must provide an explanation of any ELL not tested. Two different scenarios:
  1. *Title III Flexibility for New Arrivals* document
  2. Students NOT tested (where pre-printed BAS have been requested for those students)
- Districts must submit *Title III Flexibility for New Arrivals* information to Dr. Tom Deeter at the Iowa Department of Education before June 30, 2013
- [Tom.Deeter@iowa.gov](mailto:Tom.Deeter@iowa.gov)

See [Title III Flexibility for New Arrivals](#)



## Scenario 2

Students NOT tested (where pre-printed Bubble Answer Sheets

- The following box is found on the front side of the Bubble Answer Sheets (BAS) for reporting this type of “STUDENT NOT TESTED”:

**STUDENT NOT TESTED.** If the student was not tested, please provide the reason for not testing by filling in the appropriate circle below (select only one).

**STUDENTS STILL ENROLLED:**

- Significant medical emergency
- Student exited from ELL services
- Other

**STUDENTS NO LONGER ENROLLED:**

- Withdrew
- Dropped
- Moved
- Deceased
- Graduated
- Other

# Return of Test Scores

- NWAEA will send scores electronically directly to the contact person designated on the *Iowa-ELDA Order and Agreement* form **at each district**
- Let's look at the:
  - *BAS Return Header Form*
  - *Click above link*

# Security Concerns & Procedures

*As a test administrator, maintaining assessment security is one of your most important responsibilities.*

- At all times, follow district and state procedures for protecting secure assessment materials (e.g. admin. manuals, test booklets, student answer documents).
- It is illegal and unethical to reproduce or disclose any of this material or cause it to be reproduced or disclosed in any format.
- If you receive a request for a copy of the I-ELDA please contact **Dr. Jobi Lawrence** at the Iowa Department of Education. [Jobi.lawrence@iowa.gov](mailto:Jobi.lawrence@iowa.gov) **DO NOT SEND OUT COPIES.**
- Assessment security is vital to the successful administration of the assessment.
- Ensure the security of not only the physical test booklets, but also the individual assessment questions and materials.

## Security Concerns & Procedures *continued...*

- Test booklets for K-2 should be kept in students' cumulative folders or can use 4-pg. Standard Record Sheets to save room.
- Test booklets for grades 3-12 should be kept only until your district test results are received, then should be shredded.
- *HELPFUL HINT*: Consider using 2-gallon plastic zipper bags or envelopes to organize each student's materials!!
- Refer to the *Test Administration Manual* for other important security concerns and procedures.

# Recommended for Best Practice

- Be certain to provide sufficient time and quiet 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.
- Utilize the testing window wisely.
  - Test window is from **February 1 through April 30, 2013.**
  - Plan for approximately 2 - 3 weeks of testing and another 2 weeks for scoring.
  - Plan the test administration window between Feb. 1<sup>st</sup> and April 20.
  - Return all bubble answer sheets and CDs to NWAEA by **May 1, 2013.**

# Administering the Iowa-ELDA

*Iowa-English Language Development Assessment*

## Grades 3 - 12



# Preparation Before Administering Assessment

- You will receive a complete set of Iowa ELDA test administration materials from your School Test Coordinator (STC).
  - This shipment will contain the number of materials that were ordered for your school
  - **VERIFY YOU HAVE AN UNDAMAGED BUBBLE ANSWER SHEET FOR EACH STUDENT PRIOR TO TESTING.**
- If your school has not received a sufficient amount of materials, please contact your Test Coordinator **IMMEDIATELY** to obtain materials prior to testing.

# Testing Materials

**In addition to the *Test Administration Manual*, test administrators will need the following materials:**

- Listening Prompt CD
- Speaking Prompt CD
- Rater's Manual for Writing Part 1

## **Student materials needed:**

- One Reading/Writing Student Test Booklet
- One Listening/Speaking Student Test Booklet
- Student BAS
- Student Writing answer sheet
- Two No. 2 pencils with erasers
- Materials are to be in a designated secure location until the assessment begins.

I-ELDA  
grades  
3-12

3-5  
Administration  
Manual  
with speaking  
and writing  
rubrics in  
appendix

6-8  
Administration  
Manual  
with speaking  
and writing  
rubrics in  
appendix

9-12  
Administration  
Manual  
with speaking  
and writing  
rubrics in  
appendix

Speaking  
Speaking  
Listening  
Student Booklet  
CD/ player  
BAS by teacher  
1:1

Listening  
Speaking  
Listening  
Student Booklet  
CD/player  
BAS by student  
Group 1:20

Speaking  
Speaking  
Listening  
Student Booklet  
CD/player  
BAS by teacher  
1:1

Listening  
Speaking  
Listening  
Student Booklet  
CD/player  
BAS by student  
Group 1:20

Speaking  
Speaking  
Listening  
Student Booklet  
CD/ player  
BAS by teacher  
1:1

Listening  
Speaking  
Listening  
Student Booklet  
CD/ player  
BAS by student  
Group 1:20

Reading  
Reading  
Writing  
Student Booklet  
BAS by student  
Group 1:20

Writing  
Reading  
Writing  
Student Booklet  
BAS by student  
and teacher  
Group 1:20

Reading  
Reading  
Writing  
Student Booklet  
BAS by student  
Group 1:20

Writing  
Reading  
Writing  
Student Booklet  
BAS by student  
and teacher  
Group 1:20

Reading  
Reading  
Writing  
Student Booklet  
BAS by student  
Group 1:20

Writing  
Reading  
Writing  
Student Booklet  
BAS by student  
and teacher  
Group 1:20

# General Procedures During Assessment Administration

For new students whose English is just beginning and cannot interact with any part of the test:

- Each student must be given the opportunity to participate in each subtest (Reading, Writing, Speaking, & Listening)
- If a student can not go further than being given the test and bubble answer sheet: FILL IN THE “A” BUBBLE FOR THE FIRST ITEM OF EACH SUBTEST WHERE THIS IS APPLICABLE (Reading, Writing, Speaking, and/or Listening) to indicate his/her “PARTICIPATION” in the assessment.

# BAS Protocol

BAS are pre-printed with barcodes. Do not scratch through pre-printed information so another student can use the answer sheet (i.e., the original student is no longer in the district or...). **ONLY PRE-PRINTED BAS WITH CORRECT STUDENT INFORMATION IS TO BE USED FOR TESTING AND SCORING PURPOSES.**

- BAS are NOT interchangeable (i.e., a student in grade 7 cannot use a BAS designed for grade clusters K-2, 3-5, or 9-12).
- ALL, tested and not tested, BAS must be returned to NWAEA for processing.
- Front side of the BAS is used for student and district identification information and scoring Writing Part 1
- Students use the backside of the BAS to respond to Reading, Writing, and Listening prompts.
- Students do not darken bubbles in Speaking column; administrators do.
- Speaking is scored by test administrators in real (live) time.

## BAS Protocol *Continued...*

- **IMPORTANT NOTE:** The optical scanner will not accept staples, paper clips, folded answer sheets, and/or Post-it Notes. (*Post-it Notes* leave a residue resulting in misfeeds or the processing of more than one answer sheet at a time. This results in errors in scoring or no score for one or more students.)
- **DO NOT** make any notes on the BAS. Use side 2 of the Return Header form for important notes pertaining to the student.
- NWAEA will **NOT** be held responsible for correcting mismarked or damaged BAS.

# Accommodations for students with IEPs and 504

**Students with IEP or 504 plan only.**

**Fill in all circles that apply. R W L S**

Computerized Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dictation of Responses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended/Adjusted Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Individual/Small Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modified Booklets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amplification/Sign Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**IED**

# Accommodations for students with IEPs and 504

- Accommodations are allowable provided they are specified in a student's IEP or 504 Plan and appropriate for the I-ELDA.
- Assessment results should reflect student's true ability and not be influenced by inappropriate accommodations.
- Accommodations should be related to the student's specific disability.
- Accommodations that change the content of the assessment are NOT allowable.
  - Example, it is inappropriate to define words used in the writing or reading passages, other stimulus materials, or the assessment questions.

# Accommodations for students with IEPs and 504

- Accommodations should be consistent with practices routinely used in the student's instruction and assessment.
- **NEW:** Accommodations must be identified by filling in the appropriate bubbles on the front of the student's bubble answer sheet (BAS).
- If accommodations are made during the administration of the different subtests, the circle for that subtest and the accommodation that was used must be filled in.

## Accommodations for students with IEPs and 504

The following accommodations may be provided to students (in addition to any accommodations specified in the student's IEP or 504 plan):

**Computerized Assessment:** Students may use a computer to type their responses instead of hand writing their answers. Spell check, glossaries, grammar check, dictionaries and thesauruses are not allowed on the Iowa ELDA. Word-processed responses must be transferred to the student's bubble answer sheet.

**Dictation of Responses:** Students who are unable to write due to a disability are allowed to dictate their responses to a transcriber or into an audio recorder for the Reading and Listening Iowa ELDA. The student's answers should be transferred onto the student's original bubble answer sheet. A scribe may not be used for the Writing I-ELDA.

# Accommodations for students with IEPs and 504

**Extended/Adjusted Time:** The Iowa ELDA is an **untimed** assessment. For students whose attention span or behavior interferes with regular testing sessions, test administration may be altered to allow for a **number of shorter testing sessions**. Testing may also be stopped and continued at a later time if behavior interferes with the testing session. The time of day the test is administered may also be **adjusted to be most beneficial to the student**. All testing sessions **MUST** be completed within the allotted testing window.

**Individual/Small Group Administration:** Tests may be administered to a **small group or an individual** requiring more attention than can be provided in a large group administration.

## Accommodations for students with IEPs and 504

**Modified Test Booklets:** In addition to the accommodations listed above, **Braille and large print versions** of the Reading and Writing Iowa ELDA are available. Please contact your District Test Coordinator to order these materials, if necessary.

**Audio amplification devices or sign language:** Students with a hearing loss are allowed the use of **hearing aids, FM systems, or cochlear implants.** **Sign language** (ASL, cued speech) for directions only.

If an accommodation invalidates the construct being assessed, it is not allowed. For example, **THE TEST ADMINISTRATOR MAY NOT READ THE READING OR WRITING (PART 2) PORTIONS OF THE I-ELDA TO THE STUDENT.**

# Assessment Room Preparation

Arrive early to make sure that room is ready for the assessment.

Before the students arrive, ensure the following:

- Required identifying information on students' answer sheets.
- Check room for possible question "clues" prior to each session. Charts, maps, and other materials in the classroom that could assist students with assessment items should be covered or removed prior to administration.
- Give each student enough work space to accommodate an open test booklet. Work spaces should be cleared of all other materials.
- During assessment, students should be separated by a reasonable distance to encourage independent work and to prevent collaboration.
- Provide two No. 2 pencils with erasers for each student and have extra pencils on hand.

# Scripted Directions

To ensure standardized administration, scripted directions you will read to the students are in Appendix A of the *Test Administration Manual*.

- An oral script is provided for each assessment (Reading, Writing, Listening, and Speaking).
- The scripted directions contain information that students need to know. **Do not deviate from the oral scripts.**
- Scripts include specific directions for administering each assessment.
- The scripted directions in **bold print** must be read aloud, verbatim, to students.
- Test administrators should review the scripts **prior** to the assessment session.

## AFTER COMPLETION OF TESTING

- To prevent scoring errors, carefully review each student's returned BAS. Possible causes for scoring errors include:
  - Erasures that only partially remove one of the answers.
  - More than one answer per question.
  - Incomplete filling in of the circles.
  - Any extra marks on the answer sheet with a No. 2 pencil (may generate what appears to be a response by the scanner).



## Following Assessment Administration

- Do not allow students to “pass around” assessment materials.
- Before dismissing students, count test booklets and BAS to ensure you have collected ALL student materials.
- Do not allow any student to leave the room until all materials are collected.
- After dismissing students, sort the BAS by grade cluster and return student and test administration materials to your School Test Coordinator.

# Assessment Schedule & Time Allotments

- Students should have sufficient time to complete the assessment, the Iowa-English Language Development Assessment *IS NOT TIMED*.
- Below is a *guideline only* for test administrators of estimated times:

	Listening	Speaking	Reading	Writing
<b>Grades 3-5</b>	40 minutes	20 minutes	45 minutes	1 hour
<b>Grades 6-8</b>	50 minutes	20 minutes	45 minutes	1 hour
<b>Grades 9-12</b>	50 minutes	20 minutes	45 minutes	1 hour

# Reading Assessment

## Number of Items:

Grades 3-5 = 35

Grades 6-8 = 35

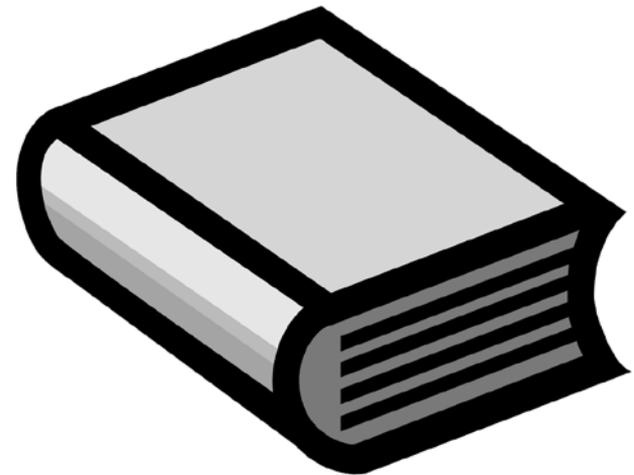
Grades 9-12 = 35

Part 1: Short passages

Part 2: Instructions

Part 3: Longer passages

**READING**



# Reading

- Demonstrate pre-/early reading skills
- Comprehend key vocabulary/phrases
- Comprehend written instructions
- Determine main idea/purpose
- Identify important supporting details
- Draw inferences, predictions, and conclusions
- Determine writer's attitude/perspective
- Analyze style/form

# Writing Assessment

## Number of Items:

**Grades 3-5 = 4 (Part 1) + 12**

**Grades 6-8 = 4 (Part 1) + 18**

**Grades 9-12 = 5 (Part 1) + 18**

*Part 1: Written responses*

*Part 2: Read and respond to examples of student writing*

## WRITING



# W r i t i n g



- Planning and organizing
- Writing a draft text
- Revising
- Editing

# Writing Assessment *Continued...*

Writing Part 1, written responses, are scored on the basis of how well students:

- Follow the directions
- Write about the prompt
- Include details in their answers
- Responses make sense and are easy to understand
- Correctly use the English language

To insure objectivity, who should score Iowa-ELDA writing responses?

- Ideally, teachers would exchange their students writing responses for objective scoring, to the extent possible.

# Scoring Writing

- Use the writing rubric provided in the *Writing Scoring Samples* booklet (or in the *Test Administration Manual*) to score student writing samples for Writing Part 1.
  - *See the Iowa-ELDA Writing Rubrics for Grades 3-12*
- Transfer student scores to the front side of the students' BAS in the Writing Part 1 column.

# I-ELDA Writing Rubric Criteria for Score Points 1, 2, and 3

<b><u>Note</u> - This is not the entire rubric.</b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>
<b><u>Criterion 1</u> - Main Idea</b>	· States or implies the main idea of the prompt	· States or implies the main idea of the prompt	· States or implies the main idea of the prompt
<b><u>Criterion 2</u> - Details</b>	· Includes <u>few</u> , if any, details	· Includes <u>vague, partially relevant</u> details	· Includes <u>relevant, specific</u> details
<b><u>Criterion 3</u> - Comprehension</b>	· Comprehension may be interfered with by mechanical and/or grammatical errors	· Comprehension may be interfered with by mechanical and/or grammatical errors	· Mechanical and/ or grammatical errors do <u>not</u> interfere with comprehension
<b><u>Criterion 4</u> - Audience</b>		· Language is <u>somewhat</u> appropriate to the topic and audience	· Language is appropriate to the topic and audience

# Cognitive Differences in I-ELDA Writing Responses

- I-ELDA uses the same rubric to evaluate writing responses of students from 3rd – 12<sup>th</sup> grade.
- Descriptions\* of the criteria **apply equally** when rating ELL at each of the three score points (1, 2, 3) **REGARDLESS OF AGE OR GRADE LEVEL**
- As students mature, they:
  - ~ Develop greater cognitive abilities, including higher order thinking skills.
  - ~ Have more experience with learning how to write unless their education was interrupted.
- Developmental differences across grade levels, are reflected in I-ELDA's prompts.
  - ~ Older students asked to produce longer and more complex writing samples.

# It's easy to introduce biases into the scores given to responses on the I-ELDA.

- Be careful not to lower rubric's standards for middle school and high school ELLs simply because they are using the same rubric to evaluate elementary ELLs.
- Raters should NEVER artificially or randomly inflate these standards just because students are older.
- *The I-ELDA Writing Rubric should not be changed to match any particular student population*

# Rating the I-ELDA is different than how teachers evaluate school writing.

## Teachers:

- Identify mistakes - **Red Ink corrections**
- Diagnose kinds of errors:  
**Mechanical** and **Grammatical**
- Take away from the total possible



100%
<u>-25%</u>
75%

## The I-ELDA Writing Rubric:

- Focuses on strengths *and* *not weaknesses*
- Compares skills to native writers.

# Additional Challenges:

- Tendency for raters to look at student's writing as a final product.

*“This is a first draft. However, do not look at the written responses as a 1<sup>st</sup> draft that the students will have an opportunity to rewrite.”*

Dr. Carmen Sosa, 2008

- Making inferences about what the students meant to write if “given the opportunity”.

*Be objective and follow the rubric for the written response that is given.*

# Writing Resources

1. **The I-ELDA Rubric** (Same as last year's)
2. **Rater's Manual: Writing Part 1 Scoring Booklet** are guidelines for the I-ELDA's Writing Assessment part 1.
3. **I-ELDA Writing Anchor - Short Set – Common Prompts:** provides real examples of responses to the common prompts used in I-ELDA writing section to score points 1,2 and 3 as well as samples of score points of “0” for items that cannot be scored.

# Recommended Ways to Rate Writing Responses

1. Rate the responses for the prompt found in the **Short Anchor Set** first when starting the rating process.

## Examples for Prompt

#1 Gr. 3-5 and Gr. 6-8

#3 Gr. 9-12

*Refer to the Articulations (Explanations)*

2. Rate all responses for a single prompt before moving to another prompt

## Recommendations *continued...*

3. **60 Second Time Limit** for the **1<sup>st</sup> reading** of each written response. This prevents “over-thinking” the response.
  - *Set the paper aside if a score is not made in 60 seconds.*
  - *Refer to the rubric before returning to rate the item.*
4. **“Blind” Rating** – Remove names/schools on papers to reduce rater bias.
5. **Multiple Rating** = Have two or more people rate the writing to determine a consensus score.

## Score 0

**Incomprehensible due to mechanical and/or grammatical errors**

- English words are used but put together so that the main idea or supporting details cannot be identified.
  - **Note** - *If one new word or idea is recognizable and related to the prompt, it can be scored.*
- Completely illegible handwriting, poor handwriting shouldn't be penalized.
  - **Note** - *Responses with some legible words may be scorable.*

# Score 1

- Very limited in the amount of detail and writing skills
- May include exceptions for “0”
  - use words in their 1<sup>st</sup> language in addition to English
- Responses with few supporting details.
- Demonstrates lack of clear writing skills.

## Score 2

- More than a main idea and offers a few supporting details
- Not range and consistency expected for score “3”
- Level “2” shows developing, but inconsistent writing skills
- Length or fluency alone shouldn’t be sole criterion for a “2”.
  - *Responses can be either long or short.*
- May demonstrate fluent or weak language skills, and sometimes both.

## Score 3

- Score of “3” on the I-ELDA shows student readiness to participate in content-area writing with native writers of English.
- Does not indicate mastery of the English, so does not need to be perfect.
  - Native writers make errors on their 1<sup>st</sup> drafts as well.
- It shows an ELL can produce a writing that demonstrates understanding of the principles of writing.

# Criterion #1 - Main Idea

<b>Criterion 1</b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>
<b>Main Idea</b>	<b>States or implies the main idea of the prompt</b>	<b>States or implies the main idea of the prompt</b>	<b>States or implies the main idea of the prompt</b>

# Characteristics for Main Idea Criterion:

**Score 1** - Responses may minimally restate the prompt and add one new piece of information.

- Note - One word response can be scored a “1” if related to the topic
- For a paragraph, a response at a level “1” may contain several (2-3) short, simple sentences.
- *Length should never be the sole criterion for a score of “1”.*

**Score 2** - Whether stated or implied, the main idea is usually clear and related to the prompt.

**Score 3** - Responses may, but do not always, state the main idea in the form of a topic sentence.

# Rating the Main Idea

*(Note: This is not a test item from any form of the I-ELDA)*

## Prompt:

*Write 2 or more sentences in your journal. Tell your teacher what is your favorite color and why you like this color.*

## Responses

- A. My favorite color is
- B. Blue
- C. El color que me gusta más es azul porque es el color del cielo. En inglés se llama BLUE.
- D. My favorite movie is Shrek!
- E. My favorite color is blue...

# Criterion #2 – Use of Details

Criterion 2	<u>1</u>	<u>2</u>	<u>3</u>
<b>Details</b>	-Includes <u>few</u> , if any, details	Includes <u>vague</u> , <u>partially relevant</u> details	Includes <u>relevant</u> , <u>specific</u> details

## Look for:

1. Number of ideas and not sentences
2. Groups of related ideas and not paragraphs
3. New information

## Use of Details

### Qualitative > Quantitative

- *Two good ideas in a complex or compound sentence are still two good ideas, even if they are grammatically-flawed.*
- **Remember** ~ *Native writers have problems forming correct sentences too on their 1<sup>st</sup> draft.*

## Criterion 2 – Use of Details

- Rewrites and Restatements do not express new ideas or new details
- Extra Information or additional information should not affect the score

This includes:

- Formulaic structures (e.g., lists)
- Sentences that present non-essential, trivial, incorrect, or repetitious information.

## Criterion 2 - Details ~ Score 1

**Includes few, if any, details**

- May repeat or restate the same ideas in multiple sentences
- Little or no ability to expand or develop supporting details

## Criterion 2 - Details ~ Score 2

### Include vague, partially relevant details

- More detail than a “1”; however, may not be complete.
  - Vague = Too general to provide much clarification or too incomplete for others to understand.
  - Partially relevant = Details do little to enhance the description, explanation, or argument that the writer is making.
- *Indicators of developing writing skills*
  - *expand or develop the details used to describe the main idea (They give details about their details)*
- May be inconsistent

## Criterion 2 - Details ~ Score 3

### Includes relevant, specific details

- “3’s” can combine multiple ideas in complex and/or compound sentences
  - Recognize this advanced writing skill
- Majority of details be relevant, specific or both.
- Extra ideas not specific or relevant should not affect the score
  - *If the prompt says 3 sentences (ideas) and they provide 6 (3 appropriate and 3 topic), reward for meeting minimum criterion of 3.*

## Detail Rating Exercise *(Note: This is not a test item from I-ELDA)*

Prompt: *Write 2 or more sentences in your journal. Tell your teacher what is your favorite color and why you like this color.*

### Responses

- A. I like blue.
- B. My favorite color is blue. My shoes is blue. The sky is blue.
- C. My favorite color is blue because it is best.
- D. My favorite color is blue because it is a color of nature. The sky is blue on a sunny day. The ocean water looks blue.
- E. It is the color of the sky on a sunny day. It is the ocean and rivers.

# Criterion #3 - Comprehension

<b>Criterion 3</b>	<b><u>1</u></b>	<b><u>2</u></b>	<b><u>3</u></b>
<b>Comprehension</b>	<b>Comprehension may be interfered with by mechanical and/or grammatical errors</b>	<b>Comprehension may be interfered with by mechanical and/or grammatical errors</b>	<b>Mechanical and/ or grammatical errors do <u>not</u> interfere with comprehension</b>

• Comprehensible responses may be rewarded with a score of “3” if they minimally meet the other criteria.

## Kinds of Errors:

Mechanical = Spelling, punctuation, capitalization, etc.

Grammatical = Correct use of verb tenses, plurals, noun/verb agreement, etc.

Native-like errors that are understandable should not affect the score. Examples: Common spelling errors, run on sentences, etc...

## Consider:

1. Do errors interfere with understanding of the response?
2. How consistently do the errors occur in the writing?

*Errors should never be the sole criterion to be considered when determining a score.*

## Criterion #3 – Comprehension Scores 1 and 2

**Mechanical &/or grammatical errors may interfere with comprehension**

- *The I-ELDA Writing Rubric does not use errors to distinguish between “1” and “2”, and raters should not either.*
- A response with no errors whatsoever may still only receive a score of “1” based on other criteria
- Weak mechanical and/or grammatical skills should never be the only criterion for a score of “1”.

## Criterion 3 - Comprehension ~ Score 3

### **Mechanical and grammatical errors do not interfere with comprehension**

- Errors may resemble those made by native writers of a similar grade level.

#### Examples:

- Incorrect subject-verb agreement
- Spelling words like they sound- e.g. “there” for “they’re”
- Run-on sentences
- Inconsistently leaving out words or grammatical markers (e.g., past tense “-ed” or plural “-s”)
- Occasional errors that don’t interfere with message shouldn’t be penalized.
- Complex grammatical structures that are not perfect may show stronger writing skills than a response with only simple correct grammar.

# Training for Rating Comprehension

*(Note: This is not a test item from any form of the I-ELDA)*

Prompt: *Write 2 or more sentences in your journal. Tell your teacher what is your favorite color and why you like this color.*

## Responses

A. i lik blu

B. My favorit color is blue, its found every were in nacher. I relly like the blue colors their are in the sky when the sun sets and rises and the ocen can be many blues to.

C. Why I like this color blue my techer haf blue ice

D. My frifort coler is blu. It is the coler of the sky and the oshun. Blue is a prity coler.

# Criterion 4

## Language of the Topic and Audience

Criterion 4	<u>1</u>	<u>2</u>	<u>3</u>
<b>Audience</b>		Language is <u>somewhat</u> appropriate to the topic and audience	Language is appropriate to the topic and audience

- Responses that do not address the language of the topic and/or the audience may still receive a score of “1, 2, or 3” depending on how they meet the other criteria.

## Criterion 4 - Language of the Topic and Audience ~ Score 1

- The I-ELDA rubric doesn't consider this criterion at level "1"
- A weak association to the topic would keep the score at "1".

## Criterion 4 –

### Language of the Topic and Audience ~ Score 2

Language is somewhat appropriate to the topic and audience

- *Many of the prompts give guidelines for the voice, format, and/or audience to be used.*
- Attempts at a “2” for this criterion are usually weak, random, or incomplete.
- A short “1-like” response with few details may promote to a “2” if a strong appropriate audience awareness or voice is expressed.
- Short response with weak language use, a strong association to the topic and/or audience, described in the rubric, more appropriately scored a “2”

## Criterion 4 –

### Language of the Topic and Audience ~ Score 3

**The language of the response is appropriate to the topic & audience.**

- A “3” should express the guidelines of the prompts more clearly and completely for expected voice, format, and/or audience.
- Students may respond by putting the task into a format or voice not required by the prompt, but appropriate to it.
  - *These can be quite original and may deserve a higher score*
- A response with no indication of the voice, format, and/or audience may still receive a score of “3” if strength in all of the other criteria.

# Training for Rating Audience

*(Note: This is not a test item from any form of the I-ELDA)*

## Prompt:

*Write 2 or more sentences in your journal. Tell your teacher what is your favorite color and why you like this color.*

## Responses

A. It is the color of the sky on a sunny day. It is beautiful. Can you guess what my favorite color is?

B. Teacher my favorite color is blue.

C. My favorite color is blue. Is it your favorite color too? It is the color of your shirt and my pants. It is the color of the sky and the ocean.

## Reaching a Final Score

- Examine each written response in relation to all four of the criteria used in the I-ELDA Rubric to determine the most appropriate score to assign.
- Do not score a response down based solely on one weaker criterion.
- Refer to the rating resources available (Rater's Manual, this PowerPoint, the Anchor Sets), as often as needed, to answer any questions that may arise while rating.

## Reaching a Final Score, *continued*

- Realize that variations occur when rating the criteria.
  - Student responses rarely fit all the criteria equally at a single score point.
  - More often, they show some characteristics of 2 or more score points.
- Choose the score that is the “best fit” for the **STRENGTHS** (*not the weaknesses*) of the writing.
- Consult your ELLs’ content area teachers and/or ESL teachers if have a consensus opinion.

# SCORE 0

## Responses:

- There is a paper.
- A mi hermano le gusta la música.

## Articulation / Explanations:

- These responses are unscorable.
- They cannot be fairly compared to responses that are on topic and/or in English.



# SCORE 1



## Responses:

1. piano
2. The boy plays piano.
3. The boy and girl like music.
4. The boy and girl hear music. He plays piano.
5. The boy plays. The girl listens.
6. The girl loves the boy. The boy loves the music.

## Articulation / Explanations:

- These responses present a minimal amount of information.
- They express only a main idea or a main idea and one (“few, if any”) detail.

# SCORE 2



## Responses:

1. There is a boy and a girl and a piano. There is a big room. There is a big piano. There is a big light.
2. The boy plays the piano loud. The girl listens to him play.
3. The girl likes the boy because he plays the piano so WELL.
4. The girl loves the boy. The girl loves the piano too.
5. The boy at the piano is the student. The girl is the teacher.

## Explanations:

Responses that score a 2 may include list of details from prompt.

Some short responses, like #2 – 5, may add an additional level of detail and warrant a score of “2” if relate to each other or the main idea.

\*They give details about their details even if they use few words to do so.

# SCORE 3



## Responses:

1. The girl is sitting. She has yellow hair. She is listening to the music. The music is very loud. The boy plays piano. He has a blue jacket. The piano is big. The piano is black. The room is big.
2. The girl loves the boy playing the piano. She thinks he plays well. Some day they will get married and he will teach her how to play the piano.
3. There is a boy playing the piano and the girl who is listening to him play. They are in a big room. The boy and the girl look small at the big piano.
4. The boy is playing the piano for the girl who is listening to him. She thinks his music is beautiful, BUT he really doesn't play very well.
5. The boy is practicing his music lesson. The girl is his sister. Their mom said she must make sure he finishes his lesson.

## Explanation:

- **Example 1** is worthy of a “3” ONLY because of its many relevant and specific details.
- Other examples are less like lists and more like small stories about the picture.
- May have more **details** to relate the information back to the main idea and to each other.
  - Details expand main idea.

<b><u>SCORE POINT 0</u></b>	Written in a language other than English	Fails to demonstrate an understanding of the task	Off-topic	Incomprehensible due to mech./gram errors
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<b><u>SCORABLE CRITERIA</u></b>	<b><u>Score Point 1</u></b>	<b><u>Score Point 2</u></b>	<b><u>Score Point 3</u></b>
<b><u>Criterion 1 - Main Idea</u></b>	· States or implies the main idea of the prompt	· States or implies the main idea of the prompt	· States or implies the main idea of the prompt
<b><u>Criterion 2 - Details</u></b>	· Includes <u>few</u> , if any, details	· Includes <u>vague, partially relevant</u> details	· Includes <u>relevant, specific</u> details
<b><u>Criterion 3 - Comprehension</u></b>	· Comprehension may be interfered with by <u>mechanical</u> and/or <u>grammatical errors</u>	· Comprehension may be interfered with by <u>mechanical</u> and/or <u>grammatical errors</u>	· Mechanical and/or grammatical errors do <u>not</u> interfere with comprehension
<b><u>Criterion 4 - Audience</u></b>		· Language is <u>somewhat</u> appropriate to the topic and audience	· Language is appropriate to the topic and audience

# Listening Assessment

## Number of Items:

**Grades 3-5 = 35**

**Grades 6-8 = 35\***

**Grades 9-12 = 35\***

*Part 1: Short phrases*

*Part 2: Short dialogues*

*Part 3: Long dialogues*

*Part 4: Short presentations*

***\*Grades 6-8 & 9-12 include***

*Part 5: Long Presentations*

**LISTENING**



# Listening

- Comprehend spoken instructions
- Determine main idea/purpose
- Identify important supporting details
- Determine speaker's attitude/perspective
- Comprehend key vocabulary/phrases
- Draw inferences, predictions, conclusions

# Listening Assessment *continued...*

- Can be administered in small groups 1:20
- Need a Listening CD and a CD player
- Practice giving the Listening assessment before administering it to students :
  - Read through the scripted directions beforehand
  - Practice using the prompt recording/player
  - Check the CD



# Speaking Assessment

## Number of Items:

**Grades 3-5 = 12**

**Grades 6-8 = 12**

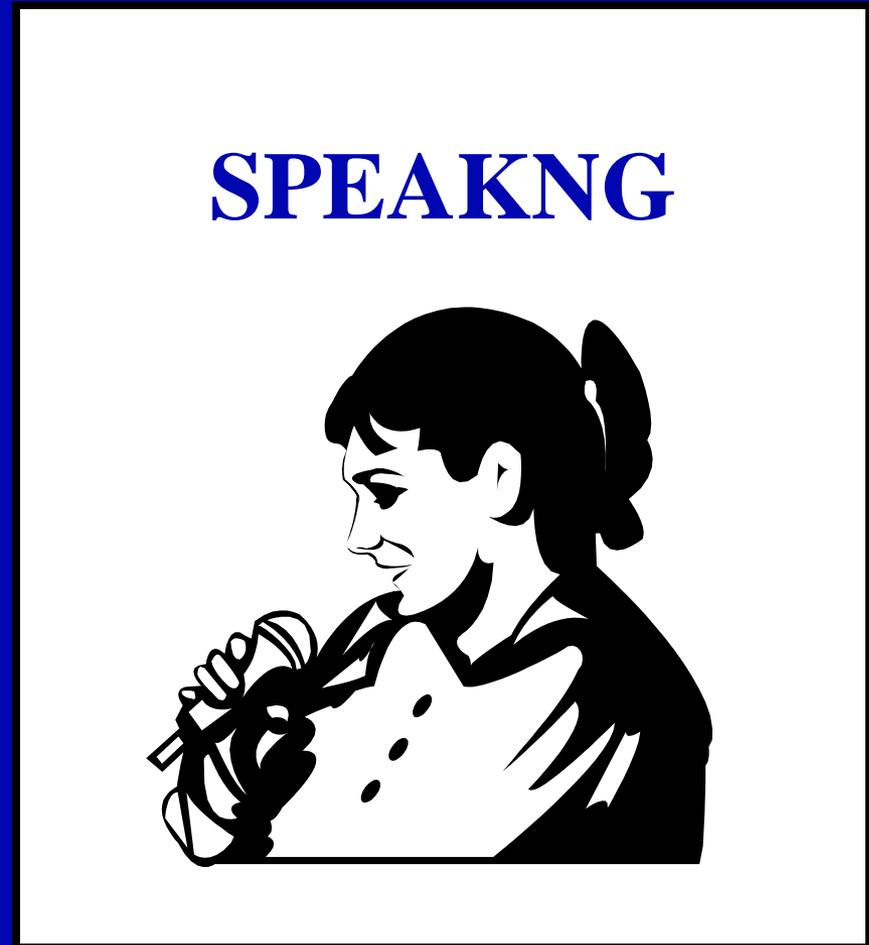
**Grades 9-12 = 12**

**Connect**

**Tell**

**Expand**

**Reason**



# Speaking

- Connect
- Tell
- Explain
- Reason



# Speaking Assessment

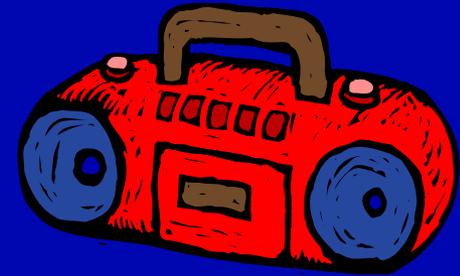
- Scored live
- Administered 1:1
- Has 12 questions
  - 3 Connect
  - 3 Tell
  - 3 Explain
  - 3 Reason
- Approximately 20 minutes

# Speaking Assessment *continued...*

## Needed Materials

Speaking CD

CD player/computer



1. Introduction
2. Directions on how to answer
3. Activate the prompting recording
4. Complete the final preparations
5. Begin the assessment

# How to Prepare



1. Listen to the speaking CD so you are familiar with the process
2. Familiarize yourself with the speaking rubric on page 1 of the *Speaking Scoring Guide*.
3. Review the Speaking Scoring Notes on p. 2.
4. Use the *Speaking Scoring Guide* for examples of responses at each grade cluster.

**Same Rubric for all Three Levels: 3-5, 6-8, & 9-12 Upper Grades**

	Question No.	Question No.	Question No.	Question No.
<b>Student Answers</b>	1.	2.	3.	4.
	5.	6.	7.	8.
	9.	10.	11.	12.
<b>Prompt Nos.:</b>	<b>Connect</b> 1, 5, 9	<b>Tell</b> 2, 6, 10	<b>Expand</b> 3, 7, 11	<b>Reason</b> 4, 8, 12
<b>Speaking Scoring Rubric</b>	<b>0</b> Response fails to confirm conversational connection; essential information (e.g., name or number of person, place, thing) is either not provided or is unclear/ambiguous	<b>0</b> Response fails to provide essential information cued for and/or to describe/extend with specific detail and/or example; response may include only essential information cued for with no development	<b>0</b> Response fails to provide essential information cued for and/or ideas/information that serve to explain, elaborate, and/or convey order (temporal or spatial); response may include only essential information cued for with no development	<b>0</b> Response fails to express a clear position (position cannot be inferred) or response expresses a position but lacks information that may serve as support for that position; response may include only an unsupported position statement
	<b>1</b> Response partly establishes/confirms conversational connection; at least some essential information provided (e.g., name or number of person, place, thing); other information is missing or unclear Errors in mechanics or conventions may impede understanding	<b>1</b> Response provides essential information cued for and attempts to describe/extend with general information; OR response provides some specific detail or example without making explicit essential information cued for Errors in mechanics or conventions may impede understanding	<b>1</b> Response provides both essential information cued for and attempts to explain, elaborate, and convey order (temporal or spatial); information included as development may be partial or overly general Errors in mechanics or conventions may impede understanding	<b>1</b> Response expresses a position (explicit or implied) and partially supports that position with information (personal experience or observation, fact, hearsay, etc.) that may be incomplete, only partially plausible, or overly general Errors in mechanics or conventions may impede understanding
	<b>2</b> Response establishes/confirms conversational connection; essential information provided (e.g., name or number of person, place, thing) clearly and without ambiguity Errors in mechanics or conventions do not impede understanding	<b>2</b> Response provides essential information cued for and describes/extends with specific detail and/or example Errors in mechanics or conventions do not impede understanding	<b>2</b> Response provides both essential information cued for and specific ideas/information that serve to explain, elaborate, and convey order (temporal or spatial) Errors in mechanics or conventions do not impede understanding	<b>2</b> Response expresses a clear position (explicit or implied) and includes information to clearly support that position (personal experience or observation, fact, hearsay, etc.) Errors in mechanics or conventions do not impede understanding

# Speaking Rubric

<b>Connect</b> <b>1,5,9</b>	<b>Tell</b> <b>2, 6,10</b>	<b>Expand</b> <b>3,7,11</b>	<b>Reason</b> <b>4,8,12</b>
<p style="text-align: center;"><b>0</b></p> <p>Unclear, ambiguous or not containing essential information</p>	<p style="text-align: center;"><b>0</b></p> <p>Doesn't contain essential information or extend beyond information in the prompt</p>	<p style="text-align: center;"><b>0</b></p> <p>Doesn't provide essential information or explain/elaborate. May contain only information from the prompt.</p>	<p style="text-align: center;"><b>0</b></p> <p>Doesn't give a clear position or expresses a position without support</p>
<p style="text-align: center;"><b>1</b></p> <p>Partly connects with some essential information; other information is unclear or missing, errors may interfere with understanding</p>	<p style="text-align: center;"><b>1</b></p> <p>Provides essential information and attempts to describe/extend or specific detail without essential information from the prompt. Errors may interfere with understanding</p>	<p style="text-align: center;"><b>1</b></p> <p>Both essential and attempts to explain, elaborate on information. Information may be general or incomplete. Errors may interfere with understanding.</p>	<p style="text-align: center;"><b>1</b></p> <p>Expresses an opinion with partial support. It may be incomplete, only partially plausible or overly general. Errors may interfere with understanding.</p>
<p style="text-align: center;"><b>2</b></p> <p>Essential information is conveyed clearly and without ambiguity. Errors do not interfere with understanding.</p>	<p style="text-align: center;"><b>2</b></p> <p>Essential information is provided and describes/extends with specific detail. Errors do not interfere with understanding.</p>	<p style="text-align: center;"><b>2</b></p> <p>Essential information and specific detail explain, elaborate and convey order. Errors do not interfere with understanding.</p>	<p style="text-align: center;"><b>2</b></p> <p>Responses express a clear position and include information that supports the position. Errors do not interfere with understanding.</p>

# 2013 I-ELDA Speaking Scoring Notes

## For Connect 0–2

- If question has multi-parts, responses that address only one part can receive only partial credit.
- When specific response is not cued for, either a specific or general response is acceptable.
- For cue “how long”, accept specific amount of time (in hours, days, weeks, months, years) or any temporal reference (e.g., “since I was seven years old”).
- One-word answers can receive only partial credit. Phrases can receive full credit.
- Response that consists of 1 word or a phrase derived entirely from the prompt, cannot receive a score higher than 1. If student clarifies response by adding own words or forming a sentence, it is eligible for any score, even if based heavily on prompt.

## For Tell 0–2

- Extensions may not compensate for missing essential information.
- When a specific response is not cued for, either a specific or general response is acceptable. (e.g., “what kinds” may elicit category name or specific examples).
- Responses consisting only of language from the question, in same order/placement as question, should be assigned 0.

## For Expand 0–2

- If question is multi-part, responses that address only one part can receive only partial credit.
- Where description is cued for, a list alone only receives partial credit; an additional detail (descriptive detail, “order” words, etc.) contributes to full credit response.
- Single simple sentence only receives partial credit. (Compound sentence counts as 2 sentences.)

## For Reason 0–2

- Position statement with nothing more receives a 0 (no evidence of intended function).
- A single simple sentence can only receive partial credit. (Compound sentence counts as 2 sentences.)

Iowa-ELDA Speaking Rubric

Student Answers	Question No.	Question No.	Question No.	Question No.
	1.	2.	3.	4.
5.	6.	7.	8.	
9.	10.	11.	12.	
13.	14.	15.	16.	
Prompt Nos.:	Connect 1, 5, 9, 13	Tell 2, 6, 10, 14	Expand 3, 7, 11, 15	Reason 4, 8, 12, 16
Speaking Scoring Rubric	<p>0</p> <p>Response fails to confirm conversational connection; essential information (e.g., name or number of person, place, thing) is either not provided or is unclear/ambiguous</p> <p><b>Off topic</b></p>	<p>0</p> <p>Response fails to provide essential information cued for and/or to describe/extend with specific detail and/or example; response may include only essential information cued for with no development</p> <p><b>Off topic; repeats prompt</b></p>	<p>0</p> <p>Response fails to provide essential information cued for and/or ideas/information that serve to explain, elaborate, and/or convey order (temporal or spatial); response may include only essential information cued for with no development</p>	<p>0</p> <p>Response fails to express a clear position (position cannot be inferred) or response expresses a position but lacks information that may serve as support for that position; response may include only an unsupported position statement</p>
	<p>1</p> <p>Response partly establishes/confirms conversational connection; at least some essential information provided (e.g., name or number of person, place, thing); other information is missing or unclear Errors in mechanics or conventions may impede understanding</p>	<p>1</p> <p>Response provides essential information cued for and attempts to describe/extend with general information; OR response provides some specific detail or example without making explicit essential information cued for Errors in mechanics or conventions may impede understanding</p>	<p>1</p> <p>Response provides both essential information cued for and attempts to explain, elaborate, and convey order (temporal or spatial); information included as development may be partial or overly general Errors in mechanics or conventions may impede understanding</p>	<p>1</p> <p>Response expresses a position (explicit or implied) and partially supports that position with information (personal experience or observation, fact, hearsay, etc.) that may be incomplete, only partially plausible, or overly general Errors in mechanics or conventions may impede understanding</p>
	<p>2</p> <p>Response establishes/confirms conversational connection; essential information provided (e.g., name or number of person, place, thing) clearly and without ambiguity Errors in mechanics or conventions do not impede understanding</p>	<p>2</p> <p>Response provides essential information cued for and describes/extends with specific detail and/or example Errors in mechanics or conventions do not impede understanding</p>	<p>2</p> <p>Response provides both essential information cued for and specific ideas/information that serve to explain, elaborate, and convey order (temporal or spatial) Errors in mechanics or conventions do not impede understanding</p>	<p>2</p> <p>Response expresses a clear position (explicit or implied) and includes information to clearly support that position (personal experience or observation, fact, hearsay, etc.) Errors in mechanics or conventions do not impede understanding</p>

Tips to self

# Considerations

## Engage in short conversation first

- Make sure results are reflective of the child's ability
- Students should be made comfortable
- Familiarize to student's listening and speech patterns
- If deaf/hh, familiarize the interpreter to the text

# Speaking Assessment

- Score the items in order 1 through 12
- There are 4 sets of four related questions. Each set of questions is comprised of one **Connect**, one **Tell**, one **Expand**, and one **Reason** item, in that order.
- Each set of four questions will reference two numbered pictures in the student's speaking test booklet.
- The *Speaking Scoring Guide* for each grade cluster has been a made a part of each Test Administration Manual as **Appendix D** accordingly to assist teachers with scoring student responses.

# Sample: *Speaking Scoring Guide*

Grades 9-12

## QUESTION 11 - EXPAND

Now look at picture 6 of another night sky. Say at least two sentences about how the night skies in the two pictures are alike or how they're different. For example, you can talk about the change in the shape in the sky or if the two night skies have changed. Remember, tell me at least two sentences about how the night skies in the two pictures are alike or how they're different.

### Score 0

The pictures are the same. *(provides only information from the prompt)*

- Different shapes *(fails to provide even a subordinate clause)*

### Score 1

- They don't have the same stars. *(one independent clause provides only partial information)*

### Score 2

- The difference of this two pictures is the big shape of the big bird is upside down in this picture and the stars are not in the same place they were in picture 5. *(multiple independent clauses provide enough specific information with a clear comparison.)*
- The first one is normal and the second one is upside down. There's like more stars on the second one than the other one. *(multiple independent clauses provide enough specific information with a clear comparison)*

# Secure Materials

The items used in this training are actual test items and considered secure materials. Please, do not distribute outside of approved trainers.

A decorative border composed of a repeating pattern of small triangles in various colors (red, green, blue, purple, pink, white) arranged in a zig-zag or chevron pattern around the perimeter of the slide.

# Speaking Sample Items for Scoring Practice

I-ELDA training 2013

# Speaking Components

Student Speaking Prompts- on CD

- Input
- Prompt
- Scaffold
- Prompt Repetition

Student Response- scored live

# Prior to Administering

- Review Speaking notes
- Review Speaking Scoring Rubric and have a copy with you.
- Review speaking prompts in test administration manual

# Introduction from CD



# Connect Speaking Notes

- If question has multi-parts, responses that address only one part can receive only partial credit.
- When specific response is not cued for, either a specific or general response is acceptable.
- For cue “how long”, accept specific amount of time (in hours, days, weeks, months, years) or any temporal reference (e.g., “since I was seven years old”).
- One-word answers can receive only partial credit. Phrases can receive full credit.
- Response that consists of 1 word or a phrase derived entirely from the prompt, cannot receive a score higher than 1. If student clarifies response by adding own words or forming a sentence, it is eligible for any score, even if based heavily on prompt.

# Connect 9-12

**There are many forms of technology. Some include computers, televisions, and CD players. You might have these in your home or may use them at school.**

**Tell me about a kind of technology that you like.**

**For example, do you like watching television or would you rather listen to music on a CD player?**

**Speak in complete sentences. Tell me about a kind of technology that you like.**

# Student Response- Connect

# Tell Speaking Notes

- Extensions may not compensate for missing essential information.
- When a specific response is not cued for, either a specific or general response is acceptable. (e.g., “what kinds” may elicit category name or specific examples).
- Responses consisting only of language from the question, in same order/placement as question, should be assigned 0.

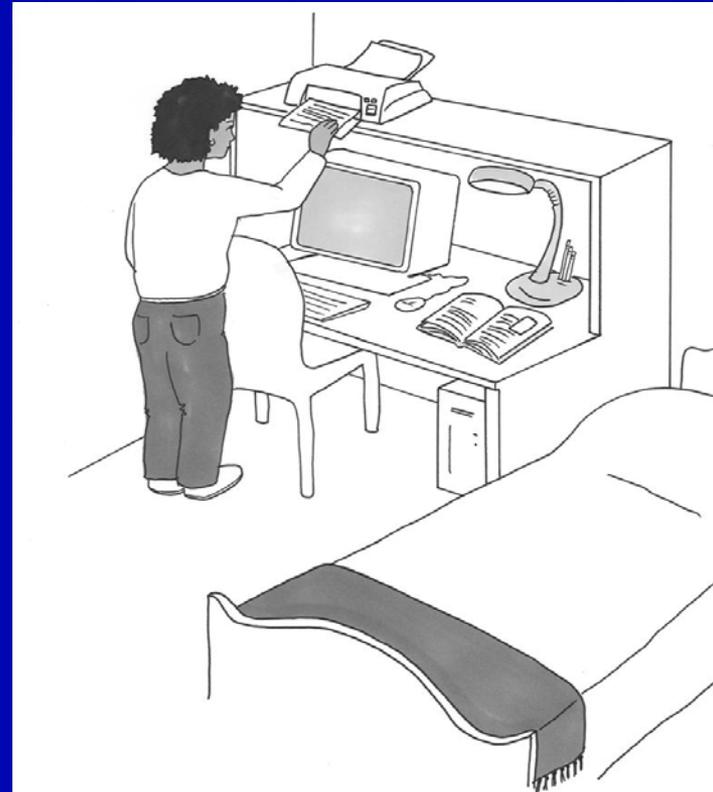
# Tell Item 9-12

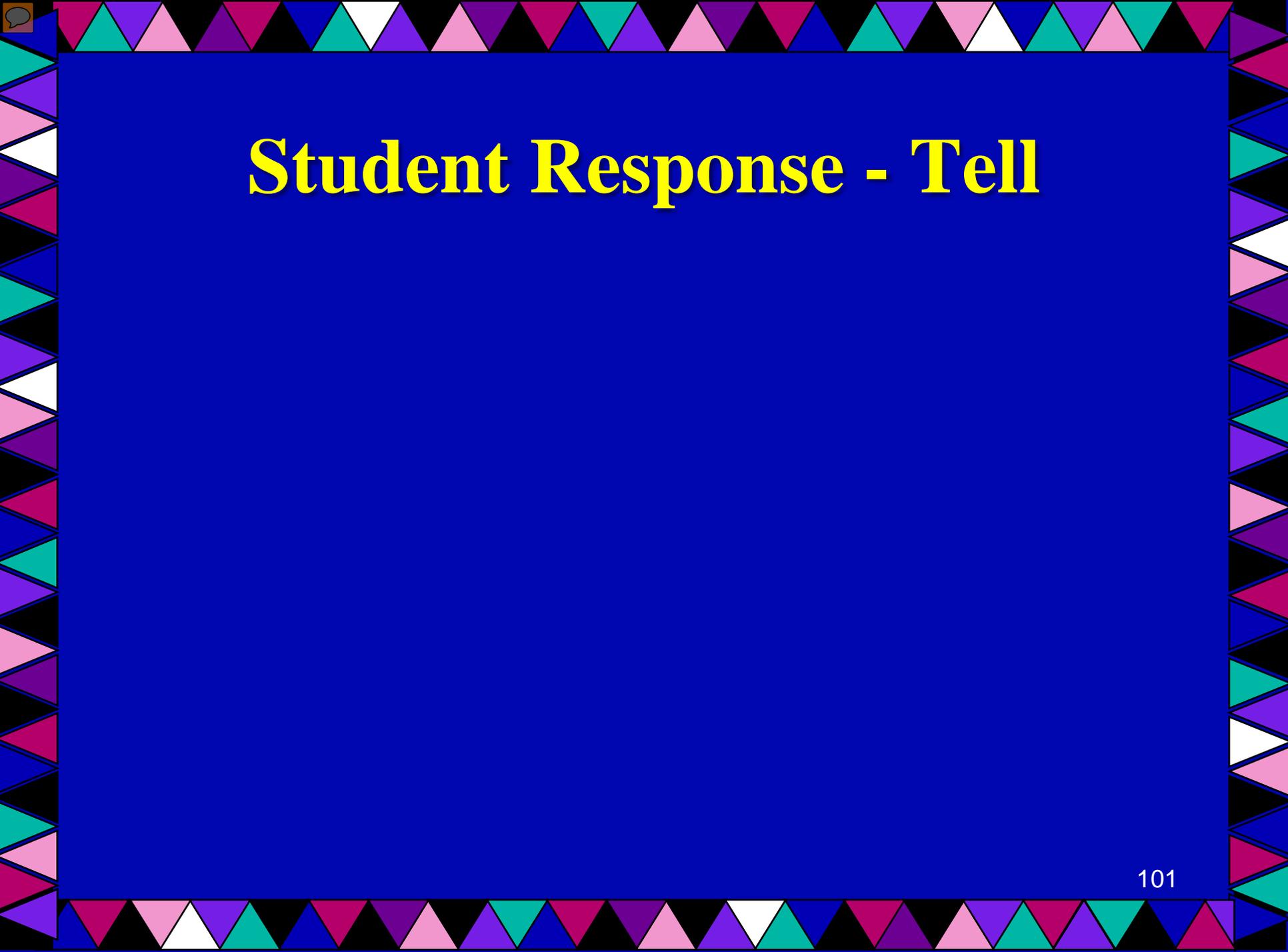
Look at Picture 1. I am going to ask you about it.

Tell me one or two sentences about what you see in the picture.

For example, you can talk about what the girl is doing, and why she might be doing that.

Speak in complete sentences. Tell me what you see in the picture.



A decorative border composed of a repeating pattern of colorful triangles in shades of purple, teal, pink, and blue, surrounding a central blue rectangular area.

# Student Response - Tell

# Expand Speaking Notes

- If question is multi-part, responses that address only one part can receive only partial credit.
- Where description is cued for, a list alone only receives partial credit; an additional detail (descriptive detail, “order” words, etc.) contributes to full credit response.
- Single simple sentence only receives partial credit. (Compound sentence counts as 2 sentences.)

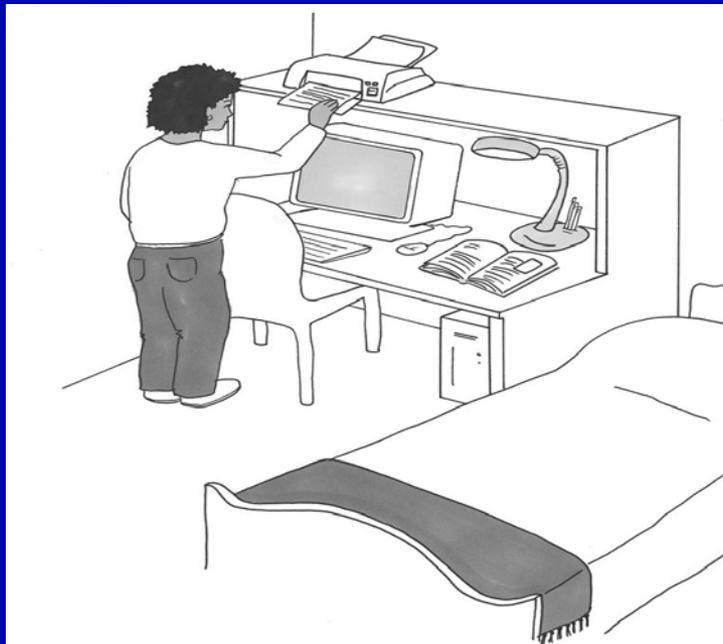
# Expand 9-12

Now look at Pictures 1 and 2.

Say at least two sentences about how the two pictures are similar or different.

For example, you can talk about where the girl is or what she is doing in each picture.

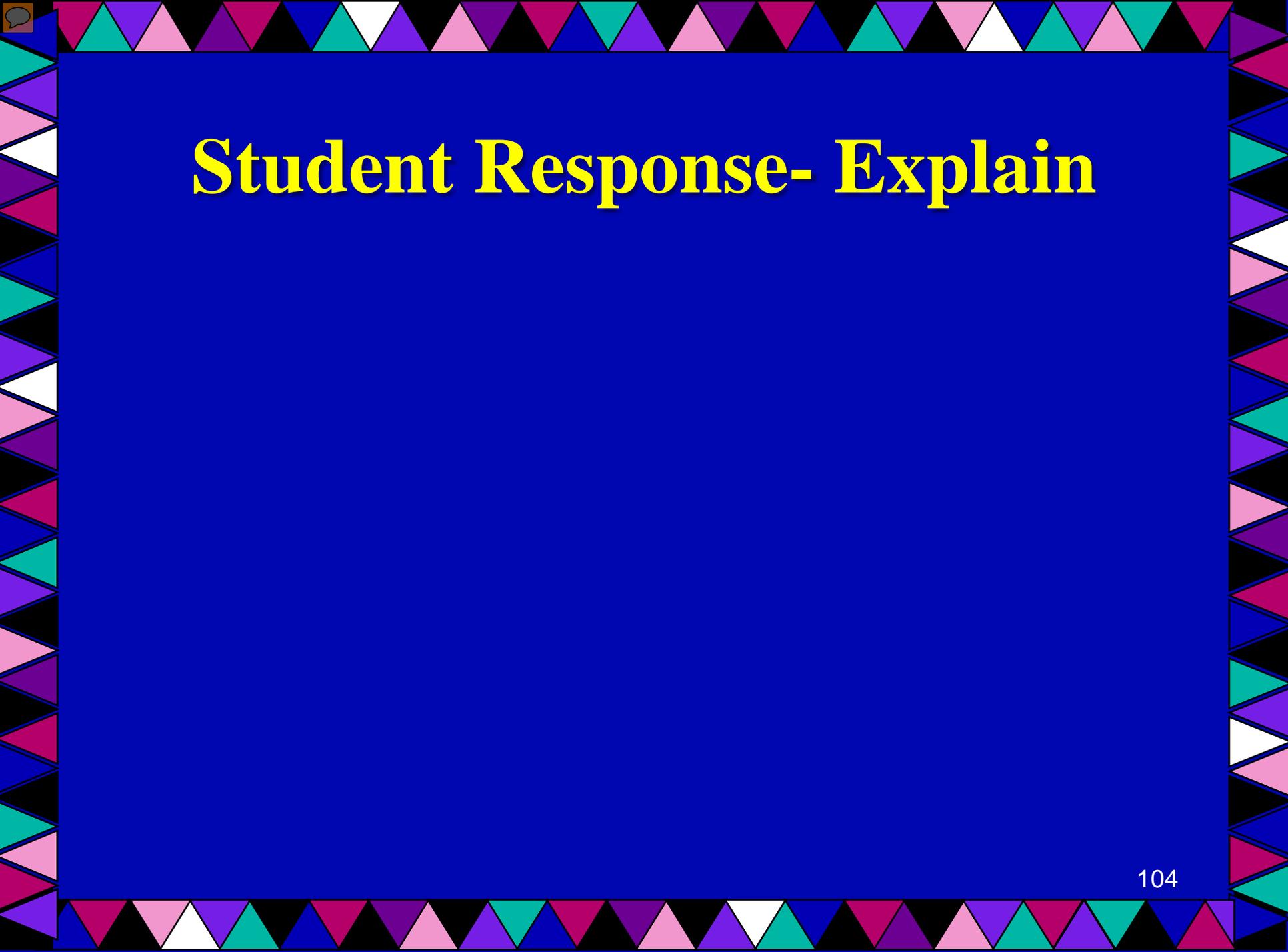
Speak in complete sentences. Say at least two sentences about how the two pictures are similar or different.



Using a printer



Using a copy machine

A decorative border composed of a repeating pattern of colorful triangles in shades of purple, teal, pink, and blue, surrounding a central blue rectangular area.

# Student Response- Explain

# Reason Speaking Notes

- **Position statement with nothing more receives a 0 (no evidence of intended function).**
- **A single simple sentence can only receive partial credit. (Compound sentence counts as 2 sentences.)**

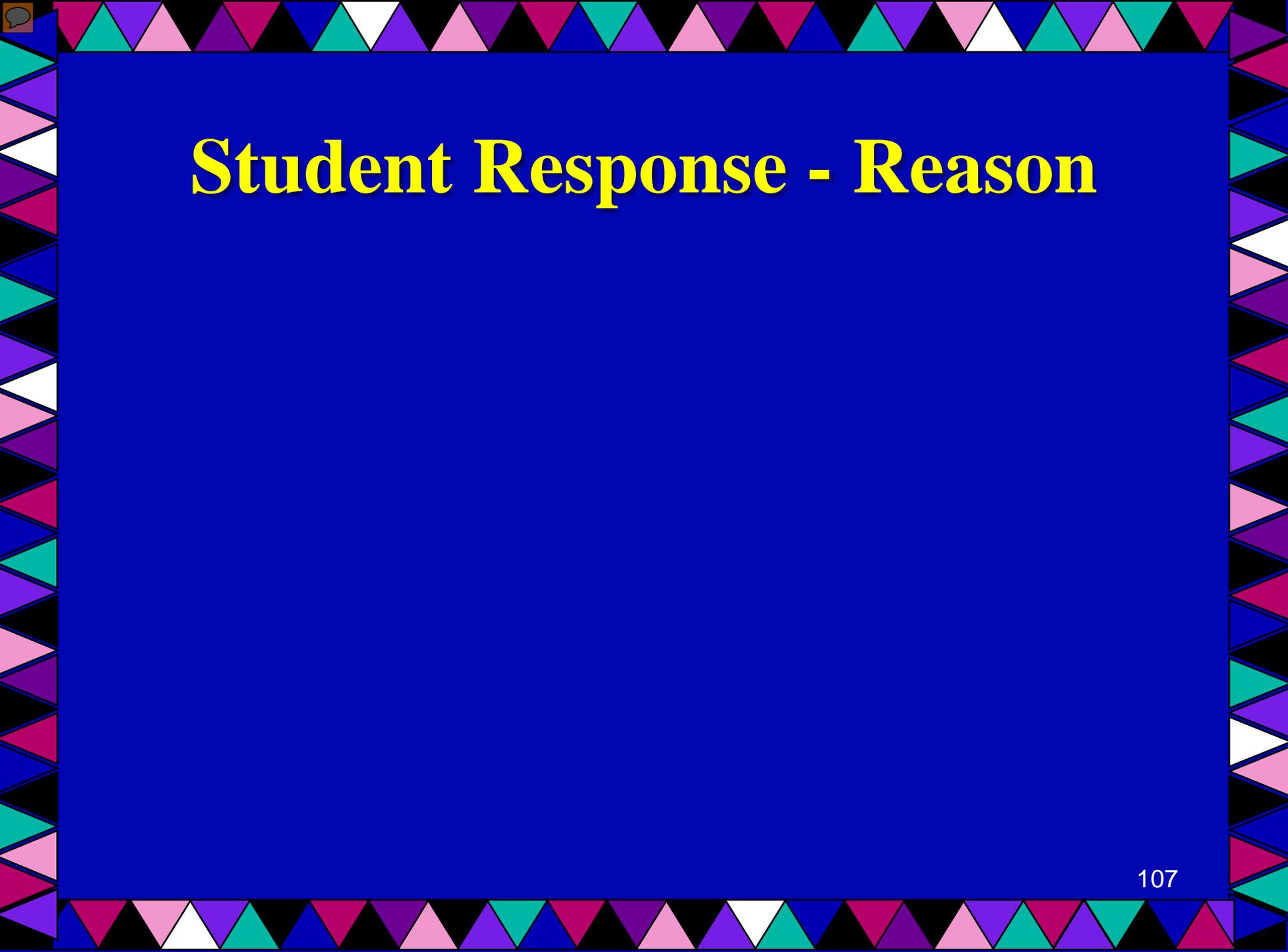
## **Reason 9-12**

**Different forms of technology are useful in different ways.**

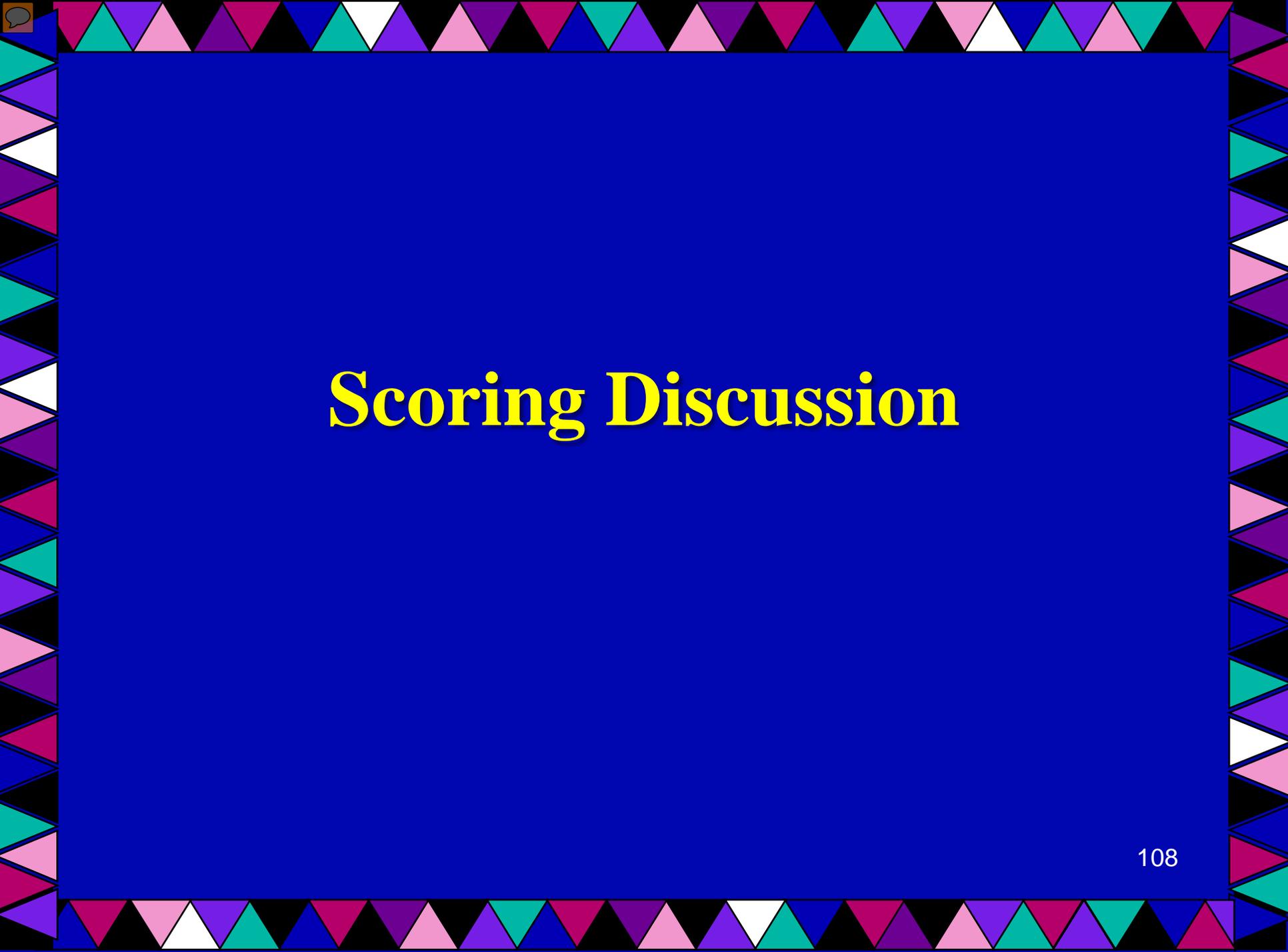
**Tell me what kind of technology you feel is the most useful. Then give me two reasons why you think that.**

**For example, some people think that a certain form of technology gives them more free time.**

**Speak in complete sentences. Tell me what kind of technology you think is the most useful. Then give me two reasons why you think that.**

A decorative border composed of a repeating pattern of colorful triangles in shades of purple, teal, pink, and blue, surrounding a central blue rectangular area.

# Student Response - Reason

A decorative border composed of a repeating pattern of colorful triangles in shades of purple, teal, pink, and blue, surrounding a central blue rectangular area.

# Scoring Discussion

# Connect Sample Scoring

## Prompt

There are many forms of technology. Some include computers, televisions, and CD players. You might have these in your home or may use them at school.

Tell me about a kind of technology that you like.

For example, do you like watching television or would you rather listen to music on a CD player?

Speak in complete sentences. Tell me about a kind of technology that you like.

## Student response

“Computer”

Scores 1 point

Single work response that contains appropriate answer that was part of the prompt

# Tell Sample Scoring

## Prompt

Look at Picture 1. I am going to ask you about it.

Tell me one or two sentences about what you see in the picture.

For example, you can talk about what the girl is doing, and why she might be doing that.

Speak in complete sentences. Tell me what you see in the picture.

## Student Prompt

“Her print for school”

Scores 2 points- contains one sentence that answers question cued for; errors in grammar do not impede understanding

# Expand Sample Scoring

## Prompt

Now look at Pictures 1 and 2.

Say at least two sentences about how the two pictures are similar or different.

For example, you can talk about where the girl is or what she is doing in each picture.

Speak in complete sentences. Say at least two sentences about how the two pictures are similar or different.

## Student response

Girl print at home. Girl print at school.

Score 1 point- student

Two sentences that provides more of a list than a comparison of the two pictures. Lacks connecting words.

# Reason Sample Scoring

## Prompt

Different forms of technology are useful in different ways.

Tell me what kind of technology you feel is the most useful. Then give me two reasons why you think that.

For example, some people think that a certain form of technology gives them more free time.

Speak in complete sentences. Tell me what kind of technology you think is the most useful. Then give me two reasons why you think that.

## Student response

“Computers are useful. They help me do work for school.”

Score 1 point

Provides response to kind of technology useful and gives one reason why selected.

# Using Results to Drive Instruction



# Using Results to Drive Instruction

- **Student proficiency levels are based on composite scores**
- **Composite scores are derived from a combination of student scores in the four subtest areas**
- **Each of the subtests has a range of scores from one to five. The subtests are:**
  - **Reading**
  - **Listening**
  - **Writing and**
  - **Speaking.**
- **See NWAEA website for definitions of proficiency for each of these subtests**

# Using Results to Drive Instruction

**This combination of scores is known as the “Composite Score”. This score has a range from 1 to 6.**

- **Level 1** is any combination of levels achieved on each of the four subtests where the average of all four levels is equivalent to 0 or more but less than 2 [(level of: subskill 1 + subskill 2 + subskill 3 + subskill 4) divided by 4 = 0.00 to 1.75)].

- **Level 2** is any combination of levels achieved on each of the four subtests where the average of all four levels is equivalent to 2 or more but less than 3 [(level of: subskill 1 + subskill 2 + subskill 3 + subskill 4) divided by 4 = 2.00 to 2.75)].

- **Level 3** is any combination of levels achieved on each of the four subtests where the average of all four levels is equivalent to 3 or more but less than 4 [(level of: subskill 1 + subskill 2 + subskill 3 + subskill 4) divided by 4 = 3.00 to 3.75)].

# Using Results to Drive Instruction

- **Level 4** requires a minimum overall score of 16 and is a maximum of 18. Level 4 is a combination of subskills on three subtests at Level 4 or Level 5 and one subskill that falls below a Level 4 (i.e., a Level 3 or less) on the remaining subtest.
- **Level 5** requires a minimum overall score of 16 and is a maximum of 17. Level 5 is one subskill at Level 5 and three subskills at Level 4, or four subskills at Level 4. All levels must be above a Level 3.
- **Level 6** requires a minimum overall score of 18 and is a maximum of 20. Level 6 is at least two of the subskills at Level 5 and the other two remaining subskills at a minimum of Level 4 or 5. All levels must be above a Level 3.

# Using Results to Drive Instruction

- **The questions for each of the standards for grades 3-12 will be reported in terms of the percentage of questions correct**
- **Each district will receive reports that contain Individual student data on the four subtests and their Composite Score**
- **Grade level descriptive statistics will be provided for these scores when the numbers of tested students in a district exceeds 20**

# Using Results to Drive Instruction

- **Sharing individual results with AEAs is a LEA decision**
- **Subgrantees will receive a summary of their respective districts' results**
- **Subgrantees will not receive individual district or student data**
- **District data will be rolled into the state data base using student identifiers**

# Things to Remember

## Before You Begin:

- Arrange for a quiet, comfortable, well-lighted, distraction-free setting
- Decide whether to give breaks between sessions
- If groups exceed the numbers specified (1:20), a proctor must be present in addition to the test administrator
- Use the extra set of testing materials as your own to refer to the testing booklets while you are administering the assessment
- This is an important test (equivalent in importance to ITBS/ITED) and we need to make sure others know its importance

# Things to Remember

## While administering the Assessment:

- Be sure that students are marking the appropriate location for bubbles on their answer sheets.
- Maintain a quiet and comfortable environment
- Stay in the classroom during the entire assessment.
- Use the scripts located in Appendix A of the Test Administration Manual.
- Attend to students when they raise their hands.
  - clarify general directions, but may not answer questions about or read aloud any assessment material

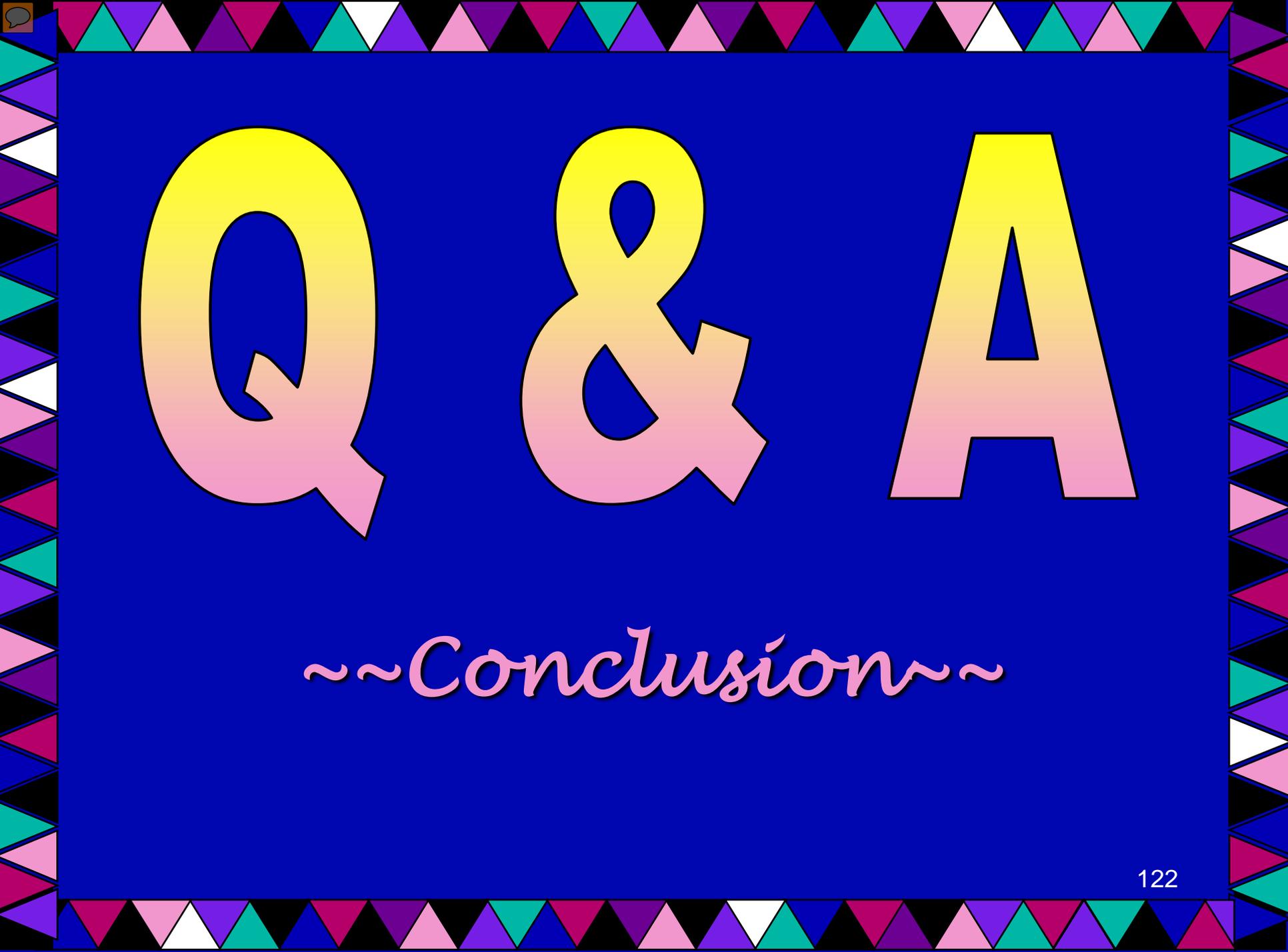


# Things to Remember



## After Administering the Assessment:

- Thank students for their efforts
- Ensure that students have not altered their identifying information



Q & A

*~~Conclusion~~*

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## General Information:

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AND

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