

Administering the Iowa-ELDA

Iowa-English Language Development Assessment

Grades K - 2

Spring 2013



Overview

- General format of the K-2
 - What you will need
 - What you will need to know
- Iowa-ELDA testing results

I-ELDA Importance

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

ELL assessment

AYP (Annual Yearly Progress) 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

- Annually assess LEP students in grades K-12 for language proficiency
- 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

Security Concerns & Procedures

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

- If you receive a request for a copy of the I-ELDA please contact Dr. Jobi Lawrence at the Iowa Department of Education.
- Test booklets for K-2 or the 4 page or can use 4-pg. Standard Record Sheets should be kept in students' cumulative folders.
- Refer to the *Test Administration Manual* for other important security concerns and procedures.

Student Bubble Answer Sheets (BAS)

- Student specific BAS
- Do not alter information on the form
 - If changes test coordinator completes form
- Do not use sticky notes on the form
- Do not fill in BAS in stacks
- *If a student does NOT have a pre-printed BAS or their BAS is damaged, contact your test coordinator IMMEDIATELY to order a new*

K-2 Bubble Answer Sheets (BAS)

- Teacher transfers information from student test booklets onto the appropriate BAS
 - Use the bubble sheet for Grades K-2 (red)
 - ❖ ALL student BAS MUST be pre-printed
 - ❖ Do not need to write or bubble-in identifying information for the student
- Photocopy the BAS before returning them to NWAEA and keep until test results are returned

Scenario 2

Students NOT tested (where pre-printed BAS have been requested for those students)

- The following box is found on the front side of the 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

Recommended for Best Practice

- All students who are identified as ELL (direct, transition, and those with signed parent waivers) must be included in the assessment process
- Utilize the testing window wisely
 - State test window is from February 1 through April 30, 2013.
 - Plan a test administration window between Feb. 1st and April 20 (your district's test window is typically a 2-3 week period within the state's testing window).

Iowa-ELDA K-2 Background

K-2 Committee

- Developed testing framework
- Examined current K-2 language proficiency tests
- Worked with Measurement, Inc. to develop four inventories - Reading, Writing, Listening, & Speaking

K-2 ELP Standards

- Used condensed version of standards
- Dictate the content and length of the inventory

General Format of K-2 Inventories

- Separate inventories for the four language domains: Reading, Writing, Listening, & Speaking
- Inventories are assembled into a single student test booklet
- Descriptions of student behavior corresponding to a specific standard objective

K-2 Teachers
collaborate to assess
student's performance

Teacher
Administration
Manual for K-2

Background
Supplement
K - 2

Teacher Support
Materials
K or 1-2

District and
curriculum
assessment materials

K or 1-2
checklist

Teacher or small group
of staff complete
student BAS

What support is there for K-2 teachers to monitor student progress toward K-2 standards on the Iowa-ELDA from the beginning of the school year?

The Iowa ELDA Standards Record Sheet for Kindergarten and for Grades 1-2, helps teachers make connections between classroom assessments they are familiar with (DIBELS, CRTs, DGA, or other district measures) early on in the school year, **prior** to the actual administration of the ELDA.

**Note: Teachers will fill out the actual Iowa-ELDA inventory during the test window using the more complete student test booklet.*

Characteristics of Appropriate Assessments

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

Who Provides Information About the Child for the Iowa-ELDA K-2?

- ELL teacher (probably records information)
- Homeroom/classroom teacher
- Trained associates
- Trained tutors
- School counselor
- School administrator

Characteristics of Assessors

- Must know the child and...
 - Be able to accurately assess/observe child
 - Have rapport with child before assessing
 - Understand child's culture
- Understand second language acquisition
- Speak fluent (with near native English language pronunciation) English

Purpose and Nature of Iowa-ELDA K-2

- Determine level of language acquisition
- Separate inventories for kindergarten and grades 1-2
- Observation of student behaviors
- Typical behavior over time
- Focus on four aspects of language

Iowa ELDA Standards

Teachers are required to assess English Language Learners yearly using an English language proficiency assessment.

Supports teachers completing the Iowa-ELDA inventories in the spring for English Language Learners

Connects to other assessments during the school year (PAT, DIBELS, CRTS, ITBS, DRA, local assessments).

Can keep notes about student's learning to prepare for the Iowa-ELDA inventory

- a tool for your reference
- final official scoring will be recorded on the Iowa-ELDA inventory during your district's test window.

Administration

What you will need for K -2 assessment?

- Test administration manual
- Student test booklet
- Standards record sheet for each student
- BAS (bubble answer sheet) for each student
 - Completed by teacher
 - Students' BAS MUST be pre-printed with bar codes

Content of K-2 Inventory

- Reading 14 Entries
- Writing 9 Entries
- Listening 7 Entries
- Speaking 8 Entries

Score Points

Score Point 0

- No evidence of mastery

Score Point 1

- Minimal evidence of mastery; with much support

Score Point 2

- Moderate evidence of mastery; with or without support

Score Point 3

- Clear evidence of mastery; independently

Teacher Support document

- Contains limited number of items
- Can be used directly with the student
- If information isn't already available through other means.

Iowa-ELDA K-2 Core Criteria

- Student Test Booklet
 - Summary of content and criteria that students are expected to attain
 - Assists teachers in noting progress toward proficiency
 - Relates to other commonly used classroom assessments (e.g. PAT, DIBELS, CRTs, DRA, etc.)
- Kindergarten content and criteria
- Grades 1-2 content and criteria

Practice Example - 1

Reading – Kindergarten

R01

1.2 Phonics: Demonstrate knowledge of letter recognition and letter-sound correspondence.
(See note below.)

Score Point 0	Score Point 1	Score Point 2	Score Point 3	Score (0-3)
Does not meet Score Point 1.	Student demonstrates understanding of letter-sound correlation for a few consonants by recognizing, speaking, and/or writing the letter for the sound presented in written and oral context. Consonants (10-14)	Student demonstrates understanding of letter-sound correlation for some vowels and consonants by recognizing, speaking, and/or writing the letter for the sound presented in written and oral context. Consonants (15-20) Short vowels (3)	Student demonstrates understanding of letter-sound correlation for nearly all vowels and consonants by recognizing, speaking, and/or writing the letter for the sound presented in written and oral context. Consonants (21+) Short vowels (5)	

Practice Example - 2

Speaking - Kindergarten

S01

1.2 Ask a simple question.

Score Point 0	Score Point 1	Score Point 2	Score Point 3	Score (0-3)
Does not meet Score Point 1.	<p>Student asks questions (social and/or academic) in English with one word or simple phrase.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Lunch? • How are you? 	<p>Student asks questions (social and academic) in English that may be grammatically incorrect but convey meaning.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • We play outside? • Teacher gived work, no? 	<p>Student asks grammatically correct questions (social and academic) in English.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> • Would you like to eat lunch with me? • What is the homework for today? 	

AFTER COMPLETION OF TESTING

- To prevent scoring errors, carefully review each student's 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).



What do I do with student test booklets?

For K-2 Only:

- Place the completed booklet in the cumulative student folder for reference or use the 4-page standards record sheet to save room.



Questions on the Iowa-ELDA K-2

Go to the Iowa-ELDA Website at www.nwaea.org

- Iowa-ELDA Bar Code Template 2013 (*built-in directions for districts to complete student demographic information and state ID numbers for bar codes*)
- Cut Scores
- Performance Level Descriptors
- General Information
- Timelines and Deadlines
- Iowa-ELDA Support
- Order and Agreement Form
- BAS Return Header Form
- And more...

Contact: Dr. Tom Green at tgreen@nwaea.org

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*

Iowa-ELDA Test Scores: *Performance Level Descriptors*

- Students' Iowa-ELDA **SUBTEST SKILL SCORES** will be defined using Performance Level Descriptors (PLD) , Levels 1 through 5:
 - 1 = Pre-functional
 - 2 = Beginning
 - 3 = Intermediate
 - 4 = Advanced
 - 5 = Fully English Proficient (FEP)

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

- **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**

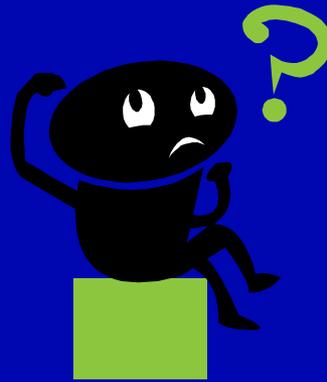
Supports for Interpreting I-ELDA scores

NWAEA website

http://www.nwaea.k12.ia.us/en/programs_and_services/research_development_and_evaluation/iowa_english_language_development_assessment_elda/

- Section heading
 - FORMS TO HELP WITH INTERPRETING RESULTS OF THE TESTING
 - Proficiency Level Descriptors
- AEA Title III consultants

Questions



General Information:

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tgreen@nwaea.org

AND

Your AEA or District Title III Consultant

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Iowa-ELDA Website address:

www.nwaea.k12.ia.us