

TEST ADMINISTRATION MANUAL



ELDA
English Language Development Assessment

Reading
Writing
Listening
Speaking

grades

K-2

3-5

6-8

9-12

 **DEPARTMENT of
EDUCATION**
Louisiana Believes

John C. White
State Superintendent of Education

Spring 2017

State Board of Elementary and Secondary Education Test Security Policy¹

The Louisiana State Board of Elementary and Secondary Education approved a Test Security Policy on December 10, 1998. This has been periodically revised.

The State Board of Elementary and Secondary Education holds the Test Security Policy to be of utmost importance and deems any violation of test security to be serious.

The State Superintendent of Education may disallow test results that may have been achieved in a manner that is in violation of test security.

In cases in which test results are not accepted because of a breach of test security or action by the Louisiana Department of Education, any programmatic, evaluative, or graduation criteria dependent upon the data shall be deemed not to have been met.

Any teachers or other school personnel who breach test security or allow breaches in test security shall be disciplined in accordance with the provisions of R.S. 17:441 et seq., R.S. 17:81.6 et seq., policy and regulations adopted by the State Board of Elementary and Secondary Education, and any and all laws that may be enacted by the Louisiana Legislature.

¹ Excerpts from *Bulletin 118*

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To anonymously report testing irregularities, please call the LDOE Assessment Hotline at 1-844-268-7320.



Spring 2017 Alerts

- **Personally Identifiable Information (PII) Data Sharing Agreement.** If the district does not have a data sharing agreement with Data Recognition Corporation (DRC) or has not opted into the LDOE agreement with DRC, use the required format below to enter student information in the following fields:

- Louisiana Secure ID
- First letter of the student's first name
- First three letters of the student's last name
- Day of birth only

More information on the DRC data sharing agreement is located here:

<https://www.louisianabelieves.com/resources/library/data-center/data-sharing-agreements>

If the district has a data sharing agreement with DRC or has opted into the LDOE agreement with DRC, use the format below to enter student information in the following fields:

- Louisiana Secure ID
- Student's full first name
- Student's full last name
- Full birth date

- **Denial/Suspension and Revocation of Teaching, Administrator, or Ancillary Certificate.** A Louisiana teaching/administrator/ancillary certificate can be denied, suspended, and/or revoked due to cheating on standardized state assessments. Certificates that have been denied, suspended, and/or revoked by the State Board may not be reinstated.
- **ELDA Testing Policy.** The English Language Development Assessment (ELDA) measures the annual growth of English language development in the domains of speaking, listening, reading, and writing among limited English proficient (LEP) students as required under Title III of the No Child Left Behind Act of 2001. Students in kindergarten through grade 12 designated as LEP must take ELDA.
- **Students in Louisiana will be administered the shortened version of ELDA.** In 2009, the states administering ELDA began researching the possibility of shortening ELDA while still maintaining high reliability, validity, and content coverage. Based on the research, field testing, and teacher feedback, Reading, Listening, and Speaking tests for grades 3 through 12 were shortened, beginning in the 2012–2013 academic year. The kindergarten inventory, grades 1 and 2 inventory, and the Writing assessment for students in grades 3 through 12 were not shortened. The Suggested Times for ELDA on page 11 reflect the shortened tests.
- **Listening and Speaking.** The Listening and Speaking tests for students in grades 3 through 12 are recorded on CDs. Each grade cluster has separate CDs for each test. The Listening and Speaking tests are timed; no part of the CDs except for the practice items may be replayed for students. For special education and Section 504 students with the accommodation *Extended Time*, the CDs may be paused to allow short breaks between successive items. Test administrators should play the CDs just prior to administering the tests to make certain they play correctly and to adjust sound levels.
- **Answer Documents and Inventories.** All answer documents and inventories are secure and must be returned to the School Test Coordinator, even if they are soiled or damaged.
Do **not** tamper with students' marks or erasures on answer documents in any way whatsoever—that is, no further erasing, no darkening, no writing or tracing over, no translating, etc.

Students must use only no. 2 pencils to mark and write in the consumable test booklets. Students will be able to use non-carbon-based yellow highlighters and will be able to make annotations and underline in the text of the assessment but should use caution around actual bubbles and answer grids. Stray marks are not scored and could interfere with scoring of the document. Underlining, crossing out, or marking up bubbles or answer grids in any way are considered stray marks. If a student uses anything other than a no. 2 pencil or non-carbon-based yellow highlighter on a consumable test booklet, the responses must be transferred to a scorable consumable test booklet. See page 71.

- **TA Numbers.** Before testing, the School Test Coordinator will assign each test administrator a three-digit TA number. Test administrators must hand code TA numbers on answer documents and inventories during the supervised session for hand coding student information and affixing labels. Submitting a used answer document or inventory without a TA number is considered a testing irregularity.
- **Preidentified Answer Documents and Inventories.** Students who have been identified in the Student Information System (SIS) database as LEP by November 2016 will receive answer documents and inventories with preprinted student identification. Test administrators must still code TA numbers and information regarding education classification, exceptionalities, and accommodations students actually received in testing on both preidentified and hand-coded answer documents and inventories; principals must code information before and after testing as specified on pages 18 through 20.
Do **not** correct errors in the preprinted student information or affix bar-code labels over preprinted student information. Instead, report all errors in preprinted information to the School Test Coordinator. Preidentified answer documents and inventories for students who are no longer enrolled or who have not tested for another reason must be returned with used answer documents and inventories. If applicable, these documents must also be coded by the principal for nonparticipation.
- **Hand-coded Answer Documents and Inventories.** Answer documents and inventories must be hand coded with student information if students do not receive preidentified answer documents and inventories. Used hand-coded answer documents and inventories (except those for nonpublic school students) must have bar-code labels affixed to page 1. Used hand-coded answer documents or inventories returned to the scoring contractor without bar-code labels may not be scored in a timely manner.
- **Security and Lithocode Numbers.** Test booklet and answer document security numbers do not match. Test answer document and inventory security numbers, located on the front covers alongside the bar codes, are used to inventory and track secure materials. CDs and *Speaking Scoring Guides* also have security numbers. The answer document lithocode number should be used in documenting suspected incidents of cheating. (See page 3.)
- **Nonparticipation Codes.** The Nonparticipation Codes field on page 2 of the answer document or inventory is similar to the Accountability Data field on other state assessments. The principal must code this field on answer documents or inventories for students who do not take the test due to one of the reasons listed. Only one nonparticipation code may be entered.
- **No Translating.** Test administrators **may not translate** directions, passages, introductions, test items/questions, or answer options from English to any other language. Students must respond in English; their responses may not be translated.
- **No LEP accommodations are permitted.** ELDA students may qualify for **special education and Section 504 accommodations**, however, provided they are used in the students' regular instructional and assessment program and documented in the students' Individualized Education Program (IEP) or Individual Accommodation Plan (IAP). New accommodations or changes to an accommodation must be on a student's IEP or IAP 30 calendar days prior to the start of testing. The deadline for ELDA is Friday, January 6, 2017. If a testing group includes students approved for accommodations, the School Test Coordinator will give the test administrator a list specifying the accommodations each student is to receive. For accommodations that allow responses on something other than an answer document, the responses must be transferred to a scorable answer document, using a no. 2 pencil, for the student to receive a score.

NOTE: Any sheets of paper, photocopies, computer disks, tapes, or printouts created in transferring answers are secure test materials. These materials must be returned to the School Test Coordinator and maintained in the locked, secure storage area until test scores are returned and any questions regarding the scores have been resolved. Only accommodations actually used in testing are to be coded—after testing is completed. Students who receive the accommodations *Tests Read Aloud* or *Communication Assistance* may have all parts of the assessment **except** Reading read aloud, signed, or cued. However, the **directions only** to Reading, which appear in the test booklets at the beginning of each part, may be read aloud, signed, or cued.

- **Teacher Support Materials for the Inventories.** Support materials, which may be copied, appear in the *ELDA Assessment Guide*, which is available on the Louisiana Department of Education (LDOE) website. Go to <http://www.louisianabelieves.com/resources/library/assessment-guidance>. The *ELDA Assessment Guide* is also available on the DRC eDIRECT website (<https://la.drcedirect.com>).
- **Cell Phones and Other Devices.** If district and school policy allows students and personnel to carry cell phones or other devices with imaging or text-messaging capability, test administrations must make certain all such devices are in the off position while secure materials are in the vicinity.
- **Monitoring Students.** Students in grades 3 through 12 should be monitored closely to make certain they are not looking ahead or at previously completed sections in their test booklets and answer documents. Close monitoring is also necessary to make certain students are not looking at other students' work.

Any teacher or other school personnel found guilty of facilitating cheating may have his or her Louisiana teaching or educational leadership certificate suspended or revoked in accordance with Bulletin 746, §908, and may face criminal charges.

To anonymously report testing irregularities, please call the LDOE Assessment Hotline at 844-268-7320.



**TEST ADMINISTRATOR AND PROCTOR
PRE-ADMINISTRATION OATH OF SECURITY AND CONFIDENTIALITY STATEMENT**

I, _____, do hereby affirm the following:

Name of Test Administrator or Proctor (print)

- I was provided this *Test Administration Manual* to review on ____/____/____.
- I participated in professional development on test security and administration provided for this test administration on ____/____/____.
- I will read and follow all testing procedures in accordance with those outlined in the spring 2017 *ELDA Test Administration Manual* and all other guidelines and instructions provided by my School or District Test Coordinator.
- I will follow security regulations for distribution and return of secure test booklets, answer documents, inventories, and supplementary secure materials.
- I will test students approved for accommodations and I will administer the test with the assigned accommodations.
- I will *not* give anyone access to test items/questions prior to testing.
- I will *not* examine any test item/question at any time (except when providing test accommodations for eligible students).
- I will *not* at any time copy, reproduce, record, store electronically, discuss, or use in a manner inconsistent with test regulations all or part of any secure test item, test booklet, inventory, answer document, or supplementary secure materials.
- I will *not* coach students in any manner during administration of the test.
- I will *not* provide answers to students in any manner during administration of the test, including provision of cues, clues, hints, and/or actual answers in any form.
- I will *not* prepare or administer any test items/questions from parallel, previously administered, or current forms of statewide assessments as practice tests or study guides (does not include LDOE-released test items).
- I will report any testing irregularities to the School Test Coordinator or to the Assessment Hotline at 844-268-7320.
- I was informed of the new State Board policy in *Bulletin 746* regarding denial, suspension, and/or the revocation of a Louisiana Teaching, Administrator, or Ancillary Certificate due to cheating.

Executed on _____

Month Day Year

Name of School

Name of District

Signature of Test Administrator

Signature of Proctor (if applicable)

Signature of School Test Coordinator

Signature of Principal

BEFORE TESTING, School Test Administrators must complete and submit a signed copy of this form to their School Test Coordinator. This form will be maintained for a period of three years in the School Test Coordinator's file. Separate forms must be submitted for each test administrator and proctor.





**TEST ADMINISTRATOR AND PROCTOR
POST-ADMINISTRATION OATH OF SECURITY AND CONFIDENTIALITY STATEMENT**

I, _____, do hereby affirm the following:

Name of Test Administrator or Proctor (print)

- I was provided this *Test Administration Manual* to review on ____/____/____.
- I participated in professional development on test security and administration provided for this test administration on ____/____/____.
- I read and followed all testing procedures in accordance with those outlined in the spring 2017 *ELDA Test Administration Manual* and all other guidelines and instructions provided by my School or District Test Coordinator.
- I followed security regulations for distribution and return of secure test booklets, answer documents, inventories, and supplementary secure materials.
- I tested students approved for accommodations and I administered the test with the assigned accommodations.
- I did *not* give anyone access to test items/questions prior to testing.
- I did *not* examine any test item/question at any time (except when providing test accommodations for eligible students).
- I did *not* at any time copy, reproduce, record, store electronically, discuss, or use in a manner inconsistent with test regulations all or part of any secure test item, test booklet, inventory, answer document, or supplementary secure materials.
- I did *not* coach students in any manner during administration of the test.
- I did *not* provide answers to students in any manner during administration of the test, including provision of cues, clues, hints, and/or actual answers in any form.
- I did *not* prepare or administer any test items/questions from parallel, previously administered, or current forms of statewide assessments as practice tests or study guides (does not include LDOE-released test items).
- I reported any testing irregularities to the School Test Coordinator or to the Assessment Hotline at 844-268-7320.
- I was informed of the new State Board policy in *Bulletin 746* regarding denial, suspension, and/or the revocation of a Louisiana Teaching, Administrator, or Ancillary Certificate due to cheating.

Executed on _____
Month Day Year

Name of School

Name of District

Signature of Test Administrator

Signature of Proctor (if applicable)

Signature of School Test Coordinator

Signature of Principal

***AFTER TESTING*, detach and return to the School Test Coordinator.
This form will be maintained for a period of three years in the School Test Coordinator’s file.
Separate forms must be submitted for each test administrator and proctor.**



Table of Contents

Spring 2017 Alerts	i
Pre-Administration Oath of Security and Confidentiality Statement	v
Post-Administration Oath of Security and Confidentiality Statement	vii
Overview	1
Test Security	1
Key Definitions	2
Violations of Test Security	3
Erasure Analysis	3
Voiding Student Tests	3
Test Administration Checklists	4
All Grades	4
Before Testing	4
Kindergarten and Grades 1–2	4
Before Testing	4
During Testing	4
After Testing (Daily)	5
After Testing (Last Day)	5
Grades 3–12	5
Before Testing	5
During Testing	5
After Testing (Daily)	6
After Testing (Last Day)	7
Test Administrators’ Frequently Asked Questions	7
Test Materials	9
Receipt of Test Materials	10
Testing Guidelines	10
Testing Eligibility	10
Test Schedule	10
Suggested Times for ELDA	11
Actual Times for ELDA	11
Extended Time for Testing	11
Breaks	11
Makeup Testing	12
Testing Conditions	12
Special Populations and Accommodations	12
IDEA Special Education Students	12
Students with One or More Disabilities According to Section 504	13
Gifted and Talented Special Education Students	13
Test Accommodations for Special Education and Section 504 Students	13
Special Considerations for Deaf and Hard of Hearing Students	16

Nonpreidentified Bar-code Labels	17
Students Absent from Testing	17
Nonparticipation Criteria	17
Answer Document and Inventory Coding	18
Coding the Demographic Section	19
Sample ELDA Inventory	21
Sample ELDA Answer Document	23
Directions for Administering the Kindergarten and Grades 1–2 Assessments	25
Overview	25
Inventory Commonalities	25
Inventory Differences	25
Support Materials	26
Tips for Administering the Inventory Assessments	26
Security Concerns and Procedures	26
Directions for Administering the Grades 3–12 Tests: General Instructions	27
Student Marking/Erasing on Answer Document	27
Reading Directions to Students	27
Special Instructions	27
Directions for Administering ELDA: Grades 3–5	28
Directions for Administering ELDA: Grades 6–8	42
Directions for Administering ELDA: Grades 9–12	56
Post-test Procedures	70
Post-Administration Oath of Security and Confidentiality Statement	70
Test Booklets	70
Answer Documents and Inventories (Used and Unused)	70
Transferring Student Responses	71
Returning Test Materials to the School Test Coordinator	71
Index	73

Overview

The No Child Left Behind Act requires states to annually assess English proficiency in listening, speaking, reading, writing, and comprehension and to report annual progress or attainment of English proficiency for all students identified as limited English proficient (LEP) in kindergarten through grade 12.

The English Language Development Assessment (ELDA) is aligned to Louisiana's English language development standards and is composed of tests for four grade clusters (K–2, 3–5, 6–8, 9–12) in four language domains (listening, speaking, reading, and writing). It assesses both academic and school social environment language of students. ELDA is vertically linked across grade clusters and has five levels of performance descriptors, ranging from level 1, which has a realistic definition of English proficiency for beginners, to level 5, which has a rigorous definition of full English proficiency.

Students in Louisiana will be administered the shortened version of ELDA. In 2009, the states administering ELDA began researching the possibility of shortening ELDA while still maintaining high reliability, validity, and content coverage. Based on the research, field testing, and teacher feedback, Reading, Listening, and Speaking tests for grades 3 through 12 were shortened, beginning in the 2012–2013 academic year. The kindergarten inventory, grades 1 and 2 inventory, and the Writing assessment for students in grades 3 through 12 were not shortened.

This manual contains general information about the assessment and specific information about administering the Listening, Speaking, Reading, and Writing tests.

Administering tests is an important professional responsibility that requires the same seriousness of purpose and quality of preparation as any other instructional activity. A standardized test must be administered according to the directions. This manual details these directions and the tasks of a test administrator. To safeguard the value of the tests for students, teachers, and administrators, follow **all** instructions exactly.

Test Security

The LDOE requires that all persons involved in any aspect of the ELDA testing program strictly adhere to all security procedures described in this manual and in *Bulletin 118*.

For grades 3 through 12, test booklets, answer documents, *Speaking Scoring Guides*, and the Listening and Speaking CDs must never be left in open areas or unsupervised. Supervision requires a person trained in test security. The inventories for kindergarten and grades 1 and 2 are considered both secure and confidential once the test administrator enters a score.

Although test administrators must not be given access to test booklets before the test administration day, they must be given the *Test Administration Manual* before testing to allow them ample time to study the directions for correct test administration and the *Speaking Scoring Guide* during professional development and, if needed, for additional review to prepare for scoring the Speaking test. The Listening and Speaking CDs should also be reviewed prior to testing to ensure that they are the correct CDs and that there are no problems with the CDs or the CD player.

Persons administering the inventory assessments should also be given the inventories to study before beginning the assessments. The inventories are included in the *ELDA Assessment Guide*, which is available on the LDOE website. Go to:
<http://www.louisianabelieves.com/resources/library/assessment-guidance>

If test administrators affix bar-code labels and hand code required information on answer documents and inventories before testing, they must do so supervised by the School Test Coordinator. Test administrators must also hand code their TA numbers on all answer documents and inventories.

Test booklets, answer documents, inventories, *Speaking Scoring Guides*, and CDs have security numbers, which are used to inventory and track them. If secure materials are discovered missing at any point, the District Test Coordinator will contact the LDOE.

Materials also are inventoried when they are returned for scoring, and a missing materials report is produced. Unresolved instances are reported to the LDOE, and district superintendents are notified to take further action.

Test administrators, proctors, principals, and School Test Coordinators are required to sign Pre-Administration and Post-Administration Test Administrator and Proctor Oath of Security and Confidentiality Statements before testing and after testing is completed, assuring that security and test administration procedures were followed. (See pages v, vii.)

KEY DEFINITIONS

Testing Irregularities

- A *testing irregularity* is any incident in test handling or administration that leads to a question regarding the security of the test or the accuracy of the test data.
- All testing irregularities must be reported to the School Test Coordinator with written documentation.

Secure Test Materials

- *Secure test materials* include
 - test booklets (grades 3–12),
 - answer documents (grades 3–12),
 - inventories (kindergarten, grades 1–2); also *confidential* once a score is recorded,
 - Listening and Speaking CDs (grades 3–12),
 - *Speaking Scoring Guides* (grades 3–12), and
 - any other materials or electronic formats that contain test items/questions or student responses.
- All secure materials must be returned to the School Test Coordinator each day when testing is completed as well as before extended breaks.
- All secure materials must be kept in the locked, secure storage area when not being used for testing.
- Secure materials must **never** be left in open areas or unsupervised. Supervision requires a person trained in test security.

Locked, Secure Storage Area

- An area for secure storage of materials will be designated at school facilities.
- This area must be kept locked, and access to the area is limited to School Test Coordinators and a minimal number of other persons who are fully trained in test security policies and procedures and who require access to the area while secure test materials are being stored.

Access

- *Access* to secure test materials means physically handling the materials, but that does **not** include reading, reviewing, or analyzing test items or student responses in the test booklets or on the CDs before, during, or after testing. This includes student responses during and after testing. The only exceptions are when a test administrator must

provide the accommodations *Tests Read Aloud, Communication Assistance, Answers Recorded, Braille, or Transferred Answers*, or during professional development for scoring Speaking, while administering the Speaking test (grades 3 through 12), and while reviewing and administering the kindergarten and grades 1–2 inventories.

- Test administrators must receive and review *Test Administration Manuals* **before the test** to become familiar with directions for correct administration. They are encouraged to mark in the manuals.
- Test administrators for kindergarten and grades 1 and 2 should be given the inventories to study before test administration. Once a score has been recorded in an inventory, however, the inventory is considered both secure and confidential, and the test administrator must pick it up from the School Test Coordinator each morning of assessment and return it to the School Test Coordinator for storage in the locked, secure storage area at the end of each day's assessment.
- For grades 3 through 12, test administrators must be given access to the *Speaking Scoring Guide* during professional development and, if needed, for additional review to prepare for scoring the Speaking test. The guides must be returned to the School Test Coordinator once the session or review has concluded.
- The Listening and Speaking CDs for grades 3 through 12 should only be distributed on the days of the tests. Test administrators should play the CDs immediately prior to administration to make sure the CD players work properly and the CDs play correctly, to adjust for sound levels, and to become familiar with the timing.
- **No one is to have the opportunity to view any item/question in the test booklets at any time except students during the test and test administrators providing the accommodations *Tests Read Aloud, Communication Assistance, Answers Recorded, Braille, or Transferred Answers*.** That includes discussion of the items/questions after testing. However, test administrators may review test items during professional development for scoring Speaking, while administering the Speaking test (grades 3 through 12), and when preparing for and administering the kindergarten and grades 1–2 inventories.

- Test administrators should pick up the appropriate test booklets, answer documents, and inventories from School Test Coordinators **each morning of test administration.**
- Test booklets, answer documents, inventories, CDs, *Speaking Scoring Guides*, and other secure materials must be returned to the School Test Coordinator **immediately after testing is completed each day** for storage in the locked, secure storage area.

VIOLATIONS OF TEST SECURITY

The LDE considers it a violation of test security for any person to do any of the following:

1. administer tests in a manner that is inconsistent with the administrative instructions provided by the LDE that would give examinees an unfair advantage or disadvantage;
2. give examinees access to test questions prior to testing;
3. examine any test item at any time (except for students during the test or test administrators while providing the accommodations *Tests Read Aloud*, *Communication Assistance*, *Answers Recorded*, *Braille*, or *Transferred Answers* for students determined to be eligible for those accommodations and during professional development for scoring Speaking, while administering the Speaking test (grades 3 through 12), and when preparing for and administering the kindergarten and grades 1–2 inventories);
4. at any time copy, reproduce, record, store electronically, discuss, or use in a manner inconsistent with test regulations all or part of any secure test booklet, [inventory,] answer document, or supplementary secure materials;
5. coach examinees in any manner during testing or alter or interfere with examinees' responses in any manner;
6. provide answers to students in any manner during the test, including provision of cues, clues, hints, and/or actual answers in any form—written, printed, verbal, or nonverbal;
7. administer published parallel, previously administered, or current forms of any statewide assessment . . . as a practice test or study guide [does not include LDOE-released items];
8. fail to follow security regulations for distribution and return of secure test booklets, [inventories,] answer documents, supplementary secure materials, as well as overages as directed; or fail to account for and secure test materials before, during, or after testing;
9. conduct testing in environments that differ from the usual classroom environment without prior written permission from the LDE;
10. fail to report any testing irregularities to the District Test Coordinator (a *testing irregularity* is any incident in test handling or administration that leads to a question regarding the security of the test or the accuracy of the test data), who must report such incidents to the LDE; or
11. participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

(Bulletin 118)

ERASURE ANALYSIS

Student answer documents will be scanned for excessive wrong-to-right erasures.

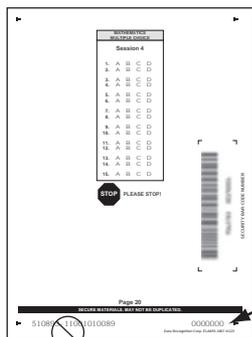
VOIDING STUDENT TESTS

Student tests should be voided if there is an instance of cheating—whether by a student or by anyone else. In the case of student cheating, the **test administrator** should

- give the School Test Coordinator a written account of the suspected cheating incident, with any additional documentation, including the lithocode number of the answer document and domain to be voided.
- **not** write or mark on the answer document.
- **not** erase the TA number coded on page 1 of the answer document.

- return the answer document with other used answer documents to the School Test Coordinator.

**ANSWER DOCUMENT
LITHOCODE NUMBER**



Lithocode number:
use this to document
suspected incidents of
cheating

Do not use
this number

Test Administration Checklists

The following checklists were designed to assist in the administration of ELDA. They do not replace the detailed procedures in this manual.

ALL GRADES

BEFORE TESTING

- 1. Read the *Test Administration Manual* in its entirety. Feel free to mark in the manual. If you have questions, ask the School Test Coordinator.
- 2. Attend the required training for test security and administration and, as appropriate, training for administering and scoring the kindergarten or grades 1–2 inventory or the Speaking test (grades 3 through 12).
- 3. Complete, sign, and turn in the Pre-Administration Test Administrator and Proctor Oath of Security and Confidentiality Statement (page v).
- 4. Make sure you have been assigned a TA number.
- 5. If you are testing students with accommodations, discuss with the School Test Coordinator arrangements that need to be made. Make sure you have a list of those students and the accommodations they are to receive.
- 6. When the School Test Coordinator distributes answer documents and inventories that need labeling and coding, verify that you have adequate numbers for students in your testing

group and notify the School Test Coordinator if you need additional test materials. If the School Test Coordinator requests, verify that preidentified answer documents and inventories are for students in your testing group.

- 7. Affix nonpreidentified bar-code labels to answer documents and inventories. All unused labels must be returned to the School Test Coordinator.
- 8. Code answer documents and inventories according to instructions on pages 18–20.
- 9. Remove or cover all materials in the room that are related to the content of the test. This includes maps, charts, diagrams, and other educational aids.
- 10. Make sure the testing environment has adequate lighting, ventilation, and minimal distractions.

KINDERGARTEN AND GRADES 1–2

BEFORE TESTING

- 1. Obtain the appropriate inventory to study.
- 2. Read the directions in this manual for administering the kindergarten and grades 1–2 inventories.
- 3. Examine the *ELDA Assessment Guide* and copy resources from the guide you wish to use for administering the assessment.
- 4. Locate any additional resources you wish to use for administering the assessment.

DURING TESTING

- 1. Observe each student over a period of time (one to two weeks at least) before recording scores. Scores should reflect typical student behaviors over time.
- 2. Make sure your no. 2 pencils are sharpened and have good erasers. You must record scores with a no. 2 pencil for the student to receive a score.
- 3. Repeat prompts if necessary.
- 4. Once a score is recorded, inventories are both secure and confidential and must be returned to the School Test Coordinator at the end of each day of testing.

AFTER TESTING (DAILY)

- 1. Verify that you have recorded the scores for all inventory items completed that day. Use a no. 2 pencil only.
- 2. Verify that all used inventories without pre-printed student information have a bar-code label affixed.
- 3. Also transfer any scores from unscorable inventories: inventories that are soiled or damaged or those on which you have erroneously recorded scores on another student's inventory, used anything other than a no. 2 pencil to record scores, or marked on an inventory with a highlighter. The original inventory must not be thrown away or destroyed. The reason for any unscorable document must be fully documented and submitted to your School Test Coordinator.
- 4. Return all test materials to the School Test Coordinator each day after testing is completed.

AFTER TESTING (LAST DAY)

- 1. Code any accommodations students received during the assessment or any other remaining required information.
- 2. Verify that the TA number and student information have been correctly coded on each used inventory.
- 3. Verify that you have recorded the scores for all inventory items using a no. 2 pencil.
- 4. Make sure the School Test Coordinator has been alerted about inventories that need to be coded for nonparticipation by the principal.
- 5. Complete the Post-Administration Oath of Security and Confidentiality Statement (page vii).
- 6. Return all assessment materials to the School Test Coordinator as instructed on page 71.

GRADES 3–12

BEFORE TESTING

- 1. Plan seating arrangements that will ensure independent work during testing and allow students to hear the Listening CDs (the Speaking test will be administered individually).
- 2. Make sure you have enough no. 2 pencils with good erasers to supply each student with at least two.

- 3. Make sure you have a CD player in good working order for playing the Speaking and Listening CDs.
- 4. **Reading and Writing tests only:** Locate reading materials unrelated to test content for students who may finish early.
- 5. Ask the School Test Coordinator what you should do if students need more than the suggested time to complete any part of the Reading or Writing tests or if all students finish a part before the suggested time. The Listening and Speaking tests are timed.

DURING TESTING

- 1. Pick up test materials from the School Test Coordinator, following established security procedures, and verify that you have the correct materials and number of materials for your testing group.
- 2. Make sure your no. 2 pencils are sharpened and have good erasers. Student responses and scores for the Speaking test must be written with a no. 2 pencil to be scored.
- 3. Write your name, the school name, and the district name on the board.
- 4. Place a Testing—Do Not Disturb sign on your door.
- 5. **Reading and Writing tests only:** Distribute reading materials (unrelated to test content) to students who wish to read when they complete testing.
- 6. Distribute test booklets and answer documents as directed.
- 7. Allow students adequate time to complete answer document coding.
- 8. Ensure that special education and Section 504 students receive their approved accommodations.
- 9. Administer all tests in strict accordance with the procedures detailed in the manual and with *Bulletin 118*.
- 10. Read test administration directions word for word. The boldface text inside boxes is to be read aloud.

- ❑ 11. Do not allow scratch or loose-leaf paper to be used on any part of the tests. Students may write in their test booklets, but only responses marked or written in no. 2 pencil in the answer documents will be scored. (For students with the accommodation *Large Print*, see the large-print administration directions provided with the large-print materials.)
- ❑ 12. Except during the individually administered Speaking test, students are not allowed to talk during test administration. Direct students to remain silent during the Reading, Writing, and Listening tests.
- ❑ 13. Make sure students work only on the part of the test being administered. Document any testing irregularities, such as marking answers in a wrong place on the answer document or suspected incidents of cheating.
- ❑ 14. Maintain a calm testing environment. Disruptive students may be removed from the room; they may continue testing during makeup testing.
- ❑ 15. Allow students time to complete the Reading and Writing tests, which are untimed. The Listening and Speaking tests are timed. **Not allowing sufficient time on untimed tests is considered an administrative error.** The CDs must not be replayed for any student.
- ❑ 16. Allow breaks as instructed in the manual. Students should be encouraged to sharpen pencils and use the restroom during the breaks to minimize interruptions during testing. Maintain test security during breaks.
- ❑ 17. **Reading and Writing tests only:** For students who require more than the scheduled time to complete the tests, the School Test Coordinator will have determined a location where these students will complete testing. If students will complete testing in another location, materials should be collected and reissued in the new location and security should be maintained during the move. If students are not moved, they should continue testing after those who have completed the test are dismissed. **To ensure test security, students should complete the sessions before interacting with other students.** The students who are continuing to test should turn in their test materials as they complete the test, then follow the procedure

for dismissal that has been established by the School Test Coordinator. Only students with the accommodation *Extended Time* may continue testing beyond the scheduled test day.

- ❑ 18. Collect all test materials as directed and verify counts before students are dismissed. Make sure answer documents are not inside test booklets.

AFTER TESTING (DAILY)

- ❑ 1. Separate used from unused test booklets and answer documents. (For definitions, see page 70.)
- ❑ 2. Separate answer documents that need to be coded for nonparticipation. Submit them to the School Test Coordinator for coding by the principal.
- ❑ 3. Verify that all used answer documents without preprinted student information have a bar-code label affixed.
- ❑ 4. Using a no. 2 pencil, transfer to answer documents any large-print, braille, or other responses recorded elsewhere due to test accommodations. Write “Transferred” on the top front cover of the large-print test booklet or other materials from which the answers were transferred, not on the answer document (see page 71). Responses that are not transferred to an answer document will not be scored.
- ❑ 5. Also transfer any responses from unscorable answer documents: answer documents that are soiled or damaged or those on which a student (or test administrator) erroneously recorded responses on another student’s answer document, used anything other than a no. 2 pencil to record responses, or marked on an answer document with a highlighter. The original answer document must not be thrown away or destroyed. The reason for any unscorable document must be fully documented and submitted to your School Test Coordinator.
- ❑ 6. Complete documentation and written accounts of any testing irregularities, such as students who marked answers in a wrong section and had to erase and transfer their answers to the correct section (see page 8) or suspected incidents of cheating (see pages 3 and 8).
- ❑ 7. Return all test materials to the School Test Coordinator each day after testing is completed.

- 8. Keep test materials for students who need to take a makeup test separate when returning test materials. Inform the School Test Coordinator of the students who require makeup testing.
- 9. Submit written reports and documentation for any testing irregularities or suspected incidents of cheating or unscorable documents to the School Test Coordinator.

AFTER TESTING (LAST DAY)

Follow the steps for After Testing (Daily).

In addition:

- 1. Code any accommodations students received in testing or any other remaining required information.
- 2. Verify that the TA number and student information have been correctly coded on each answer document.
- 3. Verify that all responses for students with the accommodation *Transferred Answers* have been transferred to scorable answer documents.
- 4. Separate any remaining answer documents that need to be coded for nonparticipation. Submit them to the School Test Coordinator for coding by the principal.
- 5. Complete the Post-Administration Oath of Security and Confidentiality Statement (page vii).
- 6. Return all test materials to the School Test Coordinator as instructed on page 71.

Test Administrators' Frequently Asked Questions

? May I review the test materials before testing begins?

All test administrators must review the *Test Administration Manual* before testing to prepare for the administration.

Persons administering ELDA to students in **kindergarten and grades 1 and 2** should be given a copy of the appropriate inventory to study before the assessment. Once a score is recorded, however, the inventories are both secure and confidential and must be handled as such. The *ELDA Assessment Guide* includes detailed information for the test administrator to review and prepare for administering the inventories.

Persons administering ELDA to students in **grades 3 through 12** should be given access to the *Speaking Scoring Guide* during training for scoring the Speaking test and, if needed, additional opportunities for review.

No one is to have the opportunity to view any item/question in the test booklets at any time except the students during the test and test administrators providing the accommodations *Tests Read Aloud, Communication Assistance, Answers Recorded, Braille, and Transferred Answers*. The test booklets, answer documents, and anything containing test items/questions or student responses are secure materials.

? Are there guidelines for how to answer students' questions during the test?

The following guidelines for acceptable and unacceptable ways to respond to students' questions during testing are useful.

Acceptable:

- reading directions aloud
- repeating directions
- explaining directions more clearly in English

Unacceptable (violations of test security):

- paraphrasing or explaining a test item
- providing hints to help a student with an item
- defining a term
- translating any directions, passages, introductions, test items/questions, or answer options from English
- replaying the Speaking and Listening test items recorded on the CDs

During administration of ELDA to students in kindergarten and grades 1 and 2, the test administrator may prompt the student for responses.

? How should I handle students who finish the Reading or Writing tests early (grades 3–12)?

When students finish early, they should return to questions they did not answer on the current part, but they may not return to previously completed parts or move ahead. Students should then sit quietly or read silently. Have a supply of library books or other reading materials available for students who finish early. Such reading materials must be disseminated before the test. They must not be on the students' desks while students are testing.

? What can I say to a student who gets frustrated and refuses to complete the test?

You may whisper to the student, “Please try to finish the test because it is very important” or “Do your best.” Before testing, you might want to tell students about simple relaxation techniques, such as deep breathing.

? Should I allow a student to go to the restroom during a test?

Students should visit the restroom before testing begins or during a break. However, if a student asks to go to the restroom during testing, collect the student’s test booklet and answer document and make a note of the time the student left and returned. Breaks should not be allowed during the Listening test except for the recommended break between parts 2 and 3.

? How should I handle a student who gets ill during the test?

If a student in grades 3 through 12 becomes ill during testing, the test booklet and answer document should be collected. The severity of the illness and whether or not the test should be scored will determine how the situation should be handled. Use the following guidelines:

- If the student is able to complete the test and test security has been maintained, the student should continue to use the same test materials.
- In cases where a substantial amount of testing time was lost due to illness, document the last item attempted and how much time the student missed during that part of the test. The test should be completed during makeup testing. **However, the student cannot return to previously attempted items on the test.** Careful monitoring is essential.
- If the student has begun but is unable to complete the test during the scheduled testing or during makeup testing because of illness, the student’s answer document will be scored. Document the last item attempted and how much time the student missed during that part of the test.

? What if an answer document is damaged or soiled? Or what if a student took a test on an answer document with preprinted or hand-coded information for another student?

If a test booklet or an answer document is damaged or soiled due to a student’s illness or if a student took a test on an answer document for another student, contact the School Test Coordinator immediately. The document must not be thrown away or destroyed. Any responses

entered on a damaged or soiled answer document or entered on an answer document for another student must be transferred to a scorable answer document to be scored. See also page 71.

? How often should I circulate among the students during testing?

Although you should periodically walk among your students during testing, you don’t want to make students nervous or distract them by constantly moving about. However, you do want to be alert for students who may need another pencil, for students who may be marking in a wrong place on the answer document, or for any testing irregularities, such as cheating. When you are seated, make sure you can see all the students.

? What should I do if I see any cheating during testing?

It is important to document suspected incidents of cheating—whether by students or by anyone else. In the case of student cheating, write a clear account of the events for the School Test Coordinator. Decisions about voiding tests because of student cheating are to be made at the school level by a test security committee consisting at a minimum of the principal, the School Test Coordinator, and the test administrator. All suspected instances of cheating should be reported to the District Test Coordinator.

? What should I do if a student marks answers in the wrong place on the answer document?

Before administering ELDA to students in grades 3 through 12, caution them to be careful about placing answers in the correct place and about cleanly erasing any changed answers. When monitoring, individually caution any student who is working on a wrong line or section to be careful about marking answers in the correct place. At the end of testing for each domain, the administration instructions direct test administrators to inquire whether students marked answers in a wrong place.

If a student marked answers in a wrong row or section, allow the student to mark them in the proper place after the day’s scheduled testing is concluded and other students are dismissed. The School Test Coordinator must be present when the student transfers answers. If the student’s answers are marked in the next upcoming part to be administered, the student should take that part as a makeup after transferring the answers to the correct section of the answer document. **The incident must be**

documented with the student’s name, grade, affected parts of the test, test administrator’s name, and school and the documentation given to the School Test Coordinator.

? How does the LDOE define a testing irregularity?

A *testing irregularity* is any incident in the test handling or administration that leads to a question regarding the security of the test or the accuracy of the test data. Examples include not providing approved accommodations or providing accommodations a student is not allowed, reading aloud or signing the Reading test (grades 3–12), excessive erasing, students working in the wrong part of the test (going back, looking ahead) or marking responses in the wrong section of the answer document, or anything that disrupts the testing environment (a fire alarm during testing, a ringing cell phone, a disruptive student). Testing irregularities must be documented and reported to the School Test Coordinator, who must report them to the District Test Coordinator.

Test Materials

Test administrators for students in grades 3 through 12 must provide students with two sharpened no. 2 pencils with good erasers (extras should be available).

Following is a checklist of materials you are to receive from the School Test Coordinator, along with procedures to follow.

All Grades

- 1. **ELDA Test Administration Manual.** This manual contains procedures to be followed during the administration of ELDA. Reading all general instructions and directions for the tests you are going to administer—prior to testing—is crucial. The manual is available at <https://la.drccdirect.com>.
- 2. **Bar-code Labels.** In addition to preidentified documents, schools will use one type of bar-code label: nonpreidentified. The School Test Coordinator will supervise the application of bar-code labels to the appropriate answer documents and inventories before testing.
NOTE: Used hand-coded answer documents and inventories returned to the School Test Coordinator without bar-code labels may not be scored in a timely manner.

Kindergarten, Grade Cluster 1–2

- 1. **Inventories.** The School Test Coordinator will give you one inventory for each student you must assess. There are two separate inventories, one for kindergarten students and one for students in grades 1 and 2. You should receive the appropriate inventory or inventories to study before the assessment. The inventories and supplemental materials are included in the *ELDA Assessment Guide*, located on the LDOE website at <http://www.louisianabelieves.com/resources/library/assessment>. Inventories are secure and must be returned to the School Test Coordinator each day.

Inventories will be scanned and scored by machine, so they must be kept in good physical condition. They should not be bent, folded, or clipped.

Grade Clusters 3–5, 6–8, and 9–12

- 1. **Secure Test Booklets.** The School Test Coordinator will give you a test booklet for each student in your group.

Count the test booklets you receive and check their security numbers. Test booklet security numbers are located on the front cover, alongside the bar code. Verify that these numbers match the numbers assigned to you by the School Test Coordinator on the security checklist. **Immediately** report any discrepancies to the School Test Coordinator. **Do not discard any test booklets for any reason.**

Test booklets are secure materials and must be returned to the School Test Coordinator each day after testing is completed and during any extended break.

- 2. **Secure Answer Documents.** The School Test Coordinator will give you an answer document for each student in your testing group. Answer documents and test booklets for a grade cluster are the same color.

All responses and scores will be recorded on the answer documents. Answer documents will be scanned and partially scored by machine, so they must be kept in good physical condition. They should not be bent, folded, or clipped.

Count the answer documents you receive and check their security numbers. Answer document security numbers are located on the front cover, alongside the bar code. Verify that these numbers match the numbers assigned to you by the School Test Coordinator on the security checklist. **Immediately** report any discrepancies to the School Test Coordinator. **Do not discard any answer documents for any reason.** The security numbers on the answer documents will not match those on the test booklets.

All answer documents are secure materials and must be returned to the School Test Coordinator each day after testing is completed and during any extended break.

- 3. **Speaking Scoring Guide, Grade Clusters 3–5, 6–8, 9–12.** The School Test Coordinator will give you a *Speaking Scoring Guide* to administer the Speaking test to students in grades 3 through 12. The *Speaking Scoring Guide* is secure and **must** be stored in the locked, secure storage area at all times except during test administration, during professional development and, if needed, for additional review to prepare for scoring the test.
- 4. **Listening and Speaking CDs.** On the appropriate day of testing, the School Test Coordinator will provide CDs and CD players for administering the Listening and Speaking tests. Each domain test has been recorded on a separate disk. The CDs are secure materials and must be stored in the locked, secure storage area except for a brief time before the tests—to make certain the CDs play correctly—and during the tests.
- 5. **Large-print and Braille Materials.** If requested, these materials will be distributed by the School Test Coordinator on the appropriate day of testing. Scorable answer documents will also be provided. Students using large-print materials should write their responses to the Writing test in the scorable answer document. All other student responses must be transferred to scorable answer documents.

You must resolve all material shortages with the School Test Coordinator before test administration.

RECEIPT OF TEST MATERIALS

Test administrators are responsible for the security of all secure materials assigned to them. **On completion of testing, each test administrator will be required to account for these secure materials.** Because of the security number system, test administrators should not provide other test administrators with extra test materials they may have received. Materials must be returned to the School Test Coordinator immediately after testing each day and during any extended break.

Testing Guidelines

TESTING ELIGIBILITY

All LEP students who are enrolled in kindergarten through grade 12 must participate in ELDA. This includes both regular education and special education students. All migrant students who have been identified as LEP must participate in ELDA.

TEST SCHEDULE

The 2017 administration of ELDA will take place from **February 6 through March 17, 2017**. Districts may set their own schedules for administering the assessment in accordance with the state testing calendar.

- There are no strict time limits on the Reading and Writing tests for grades 3 through 12; however, the Listening and Speaking tests are timed. The table on page 11 gives suggested times for the untimed tests and actual times for the timed tests.
- There is no required sequence for administering the Reading, Writing, and Listening tests. However, administering the Speaking test last to students in grades 3 through 12 is recommended because test administrators record the scores on the answer documents.
- **Each domain test for grades 3 through 12 must be administered and completed on the day it is scheduled** except for students who have *Extended Time* as an approved accommodation according to their IEPs or IAPs.
- After each day's scheduled testing, all test booklets, answer documents, and other secure materials must be returned to the School Test Coordinator for storage in the locked, secure storage area. Used inventories must also be returned each day when testing is concluded.

- Makeup testing is required and must be scheduled within the testing window.

Suggested Times for ELDA	
Grade Cluster	Reading
Kindergarten, Grades 1–2	Inventory is completed by test administrator within testing window.
3–5	45 minutes
6–8	45 minutes
9–12	45 minutes
Grade Cluster	Writing
Kindergarten, Grades 1–2	Inventory is completed by test administrator within testing window.
3–5	1 hour
6–8	1 hour
9–12	1 hour
Actual Times for ELDA	
Grade Cluster	Listening
Kindergarten, Grades 1–2	Inventory is completed by test administrator within testing window.
3–5	35 minutes
6–8	42 minutes
9–12	41 minutes
Grade Cluster	Speaking
Kindergarten, Grades 1–2	Inventory is completed by test administrator within testing window.
3–5	20 minutes
6–8	20 minutes
9–12	20 minutes

EXTENDED TIME FOR TESTING

Students in grades 3 through 12 who need more than the suggested time to complete the Reading and Writing tests but do not qualify for the accommodation *Extended Time* must complete each test on the same day each is administered. Students may not return to tests administered on previous days, and they should complete a test before interacting with other students. Precautions should be taken to ensure the security of the test booklets and answer documents and to minimize opportunities for students to discuss test items.

For grades 3 through 12 special education or Section 504 students who are eligible for the accommodation *Extended Time*, such as students who may have short attention spans or who may be unable to concentrate for long periods of time on a given task, the test administration time of the Reading and Writing tests may have

to be altered considerably to allow for intermittent short breaks during the testing period. Or it may be determined appropriate to administer the test in a number of short sessions. The time of day the test is administered may be adjusted to a time more beneficial to these students. **These sessions must be completed within the testing window.** If a student stops testing during a session, the test administrator must put a nonpermanent place marker, such as a sticky note, on the answer document where the student stopped testing and monitor the testing that follows to ensure that the student does not return to previously attempted items. For the Listening and Speaking tests, which are timed, the CDs may be paused between items but no part of the CDs may be replayed.

BREAKS

It is the test administrator's responsibility to provide breaks for students in grades 3 through 12 during the administration of ELDA. A short break is recommended for grades 3 through 12 students between parts 2 and 3 of the Reading test and between parts 1 and 2 of the Writing test. A 10-minute break is also recommended between parts 3 and 4 of the Listening test. The Speaking test takes about 20 minutes, so no break is recommended.

Before testing begins, test administrators should tell students what they may do during the breaks. Test security must be maintained during breaks. At any time during the test, a student may be excused to use the restroom, but to ensure security, only one student may leave the room at a time. **Except during scheduled breaks, the entire group may not use the restroom at the same time.**

Follow these guidelines:

- Before a test begins, indicate when a break will occur.
- Students should be encouraged to sharpen pencils and use the restroom during the short breaks to minimize interruptions during testing.
- For short breaks, students should remain in the room and be encouraged to stand at their desks and stretch.
- **Students are not allowed to discuss or show each other their work during the break.**
- Only the answer document, test booklet (closed and placed on top of the answer document), and pencil should be on the desk during the break. No additional materials may be taken out during a break.

- All students should take a break and resume the assessment at the same time.
- For an extended break (lunch or recess), all secure test materials must be collected and returned to the School Test Coordinator.

MAKEUP TESTING

Makeup testing is required for all LEP students in grades 3 through 12. The same security and administration procedures described for regularly scheduled administrations should be followed for makeup testing.

- The School Test Coordinator and principal will schedule makeup testing, which must be completed by the date specified by the School Test Coordinator.
- Keep a record of students who need makeup testing. The record should include each student's name, answer document security number, test booklet security number, and each test or part of a test the student needs to complete, as well as the accommodations the student needs to receive. This information should be shared with the School Test Coordinator.
- Keep test booklets and answer documents for students who need to take a makeup test **separate** when returning test materials to the School Test Coordinator.
- You have the final responsibility for actually administering makeup tests.
- Before makeup testing, you must code your assigned TA number on each student's answer document if the TA number has not been previously coded.

TESTING CONDITIONS

- The grades 3 through 12 Reading, Writing, and Listening tests should be administered in class-sized groups in the students' usual classroom environment unless permission has been obtained from the LDOE or student accommodations specify otherwise. The ratio of test administrators to students in a class-sized group is one test administrator to twenty students.
- The grades 3 through 12 Speaking tests and parts of the kindergarten and grades 1–2 inventories must be administered individually to each student. The testing environment must be separate from other students and free from noise.

- Testing should occur at a time when students will be alert. Tests should not be administered immediately after strenuous physical or mental activity.
- Appropriate seating for each student, free from noise from the hallway, other classrooms, or outside the building, should be provided. For tests administered to groups, students should be seated far enough apart so that they do not distract one another. Students should not be seated at the same table or have the opportunity to see one another's answer documents.
- Students should be informed that the tests are important. However, an overly tense atmosphere should be avoided.

Special Populations and Accommodations

This section discusses testing for students with disabilities according to the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or Section 504 of the Rehabilitation Act of 1973, as well as students who have been designated gifted and/or talented, a State-defined special education category. The choice of a test administrator for students who receive accommodations should be made at the school level. All test administrators, proctors, and sign-language interpreters must be trained in test security, administration procedures, and accommodations.

New accommodations or changes to an accommodation must be on a student's IEP or IAP 30 days prior to the start of testing. The deadline for ELDA is Friday, January 6, 2017. If a testing group includes students approved for accommodations, the School Test Coordinator will give the test administrator a list specifying the accommodations each student is to receive. IDEA special education students and Section 504 students who receive the same accommodations may be tested together.

IDEA SPECIAL EDUCATION STUDENTS

All LEP-designated special education students with disabilities according to IDEA are to be tested. On their answer documents or inventories, *Special Education Student* must be coded in the Education Classification field and their **primary** exceptionality must be coded in the Special Education Exceptionality field.

Test Administration Procedures for IDEA Special Education Students

Exceptions to standard test administration procedures may be made for special education students if the accommodations are addressed in the students' IEPs and routinely used in classroom instruction and assessment. Approved accommodations that are used must be coded in the Special Education Student Test Accommodations field on the students' answer documents or inventories after testing is completed. More than one accommodation may be used.

STUDENTS WITH ONE OR MORE DISABILITIES ACCORDING TO SECTION 504

For testing, the LDOE has adopted the definition of disability derived from the regulations for Section 504 of the Rehabilitation Act of 1973. For the definition and eligibility requirements, see *Bulletin 118*.

All LEP-designated students with one or more disabilities according to Section 504 are to be tested. *Regular Education Student* must be coded in the Education Classification field on each student's answer document or inventory, and Yes must be coded in the field asking if the student is eligible for services according to Section 504.

Test Administration Procedures for Section 504 Students

Test accommodations are permitted for these students if they are routinely provided in the students' regular instructional and assessment program and if the other conditions specified in the administrative guidelines for Students with Disabilities according to Section 504 of the Rehabilitation Act of 1973 are met. The school Section 504 Coordinator must provide the School Test Coordinator and the district Section 504 Coordinator with a list of the Section 504 students at the school and their approved standardized test accommodations by the deadline designated by the district. Test accommodations may not be used if the student does not have a current IAP.

School districts must have a system of documenting and tracking test accommodations for all students who receive Section 504 services. Districts may use the Data Validation form previously required or use a different method for managing this information. This documentation does not have to be submitted to the LDOE.

Test accommodations that are used must be coded on students' answer documents or inventories in the Test Accommodations for Students with Disabilities According to Section 504 field after testing is complete. More than one accommodation may be used.

GIFTED AND TALENTED SPECIAL EDUCATION STUDENTS

Students may be designated as gifted, as talented, or as both. Students so designated are classified by the State as special education and should be so coded in the Education Classification field. Their scores, however, are aggregated with those of regular education students in subgroup reports.

If students are designated both gifted and talented, then *Gifted* should be coded as the primary exceptionality.

These students may also qualify under Section 504 and be eligible for accommodations in testing. Such students should be coded **both** as special education and as Section 504. An IAP must have been completed for the student to receive test accommodations. Accommodations for these students should be coded under Section 504 after testing is completed. More than one accommodation may be used.

TEST ACCOMMODATIONS FOR SPECIAL EDUCATION AND SECTION 504 STUDENTS

Test accommodations are provided to minimize the effects of a disability to ensure that a student can demonstrate the degree of achievement he or she actually possesses. **Test accommodations should not be different from or in addition to the accommodations documented on the students' IEP or IAP and provided in regular classroom instruction and assessment.** Individual or small group administration must be used if the accommodations will interfere with the testing of other students (*Answers Recorded, Tests Read Aloud*). The goal in using accommodations is to give students with disabilities an equal opportunity in assessment, not to give students with disabilities an unfair advantage over other students or to subvert or invalidate the purpose of the tests. (See *Bulletin 118*.)

If an accommodation—even an approved accommodation—is not provided in classroom instruction and assessment, it is inappropriate to provide that accommodation during testing. For example, if a student does not dictate answers to a tape recorder during classroom instruction and assessment, then using a

tape recorder—*Assistive Technology*—would not be appropriate as a test accommodation. All accommodations must be documented on the IEP or IAP for the student to receive them.

Approved accommodations that are used in testing must be marked in the appropriate field of the answer documents or inventories after testing is completed.

The following test accommodations may be used for IDEA special education students and for students with disabilities according to Section 504.

Braille: For the grades 3 through 12 tests only, braille editions of the Reading, Writing, and Listening test booklets and special instructions for administering the braille edition are provided, which describe modifications from the standard print edition and identify omitted items. For Speaking, the scoring rubrics and prompts not needing modification for braille are in the *Speaking Scoring Guide*. For the prompts that require modification, the braille instructions contain the modified prompts that you should read aloud to the student. Graphics are provided for only a few items as indicated in the braille instructions. Generally, all test items in the standard print edition of the test booklet are included in the braille test booklet. If an item is omitted from the braille test, students receive credit for it. **To ensure students receive credit for the omitted item, nothing must be marked for that item on the scorable answer document and *Braille* must be coded as an accommodation.** The test administrator must transfer **all** braille answers to a scorable answer document, including multiple-choice and brailled responses. Both *Braille* and *Transferred Answers* must be coded as accommodations on the answer document. Student responses not transferred to a scorable answer document will not be scored. The scorable answer document should be returned to the School Test Coordinator with other used answer documents. Braille-written responses must be returned to the School Test Coordinator with the scorable answer document to which responses were transferred. Braille test booklets and the braille instructions should be returned with other test booklets.

Large Print: For the grades 3 through 12 tests only, the large-print edition is essentially an enlarged version of the standard print edition of the test booklets. Separate instructions for administering the large-print edition are provided. All test items in the standard print edition of the test booklet are included in the large-print test booklet, though the page layout may vary slightly. Students who use the large-print edition may circle their answers for the multiple-choice questions in the large-print test booklet. The test administrator must

transfer all multiple-choice responses to a scorable answer document. Students must write their responses to the Writing test in the answer document. The test administrator should write “Transferred” on the top front cover of the large-print test booklet, **not** on the answer document. Student responses not transferred to a scorable answer document will not be scored. The large-print test booklets must be returned to the School Test Coordinator with other test booklets. Both *Large Print* and *Transferred Answers* must be coded as accommodations on the answer document. Do **not** photocopy the large-print test booklet.

Answers Recorded: If a student is unable to write due to his or her disability, the test must be administered individually to allow the student to dictate orally or sign his or her responses to the test administrator, who must record them on the scorable answer document. Scribes and others supporting a student’s test taking must be neutral in responding to the student during test administration. The assistance in testing must not cue any answer, and the recorded responses must accurately represent the student’s choices. If a scribe assists on the Writing test, the scribe must write exactly what the student dictates, without punctuation and capitalization, on a separate sheet of paper. The student must then edit what the scribe wrote and provide any punctuation, capitalization, or other changes. The scribe then must copy the edited response to the scorable answer document. Student responses not recorded on a scorable answer document will not be scored. Both a student’s and a test administrator’s handwriting may appear within an answer document but not on the same response. If a student’s and a test administrator’s handwriting appear on a written response in the answer document, only what the student has written will be scored for that particular response. Both *Answers Recorded* and *Individual/Small Group Administration* must be coded as accommodations on the answer document. The edited responses on the separate sheet of paper must be returned to the School Test Coordinator with the scorable answer document to which responses were transferred.

Assistive Technology: Assistive technology may include **but is not limited to** a computer, tape recorder, grip for a pencil, visual magnification device, communication device, mask or marker to maintain place, speech synthesizer, or an electronic reader. An electronic reader may not be used during the Reading test. **Spell check, glossaries, grammar check, dictionaries, and thesauruses are not allowed on ELDA.** If a student records responses on a computer or anything other than the scorable answer document, the responses must be transferred to a scorable answer document.

Student responses not transferred to a scorable answer document will not be scored. The answer document must be coded for the accommodations *Assistive Technology* and *Transferred Answers*. All documents, computer disks, or other materials containing test items or student responses must be returned to the School Test Coordinator and maintained in the locked, secure storage area, until test scores are returned and any questions regarding the scores have been resolved. The School Test Coordinator also must verify that test items and student responses are removed from computer hard drives, including from the recycle bin (Windows) or trash (Mac).

Extended Time: Since the grades 3 through 12 Reading and Writing tests are untimed, every student must be given sufficient time to respond to every test item. Time for the Reading and Writing tests may be extended and/or adjusted for certain students, such as those who have short attention spans or those who may be unable to concentrate for long periods of time on a given task. The test administration schedule for all tests may be altered to allow for intermittent short breaks during the testing period. Or it may be determined appropriate to administer each test in a number of short sessions. The time of day each test is administered may be adjusted to a time more beneficial to the student. **These tests must be completed within the testing window.** If testing is to be continued after an extended break or on another day, the test administrator must put a nonpermanent place marker, such as a sticky note, on the answer document where the student stopped testing and monitor the testing that follows to ensure that the student does not return to previously attempted items. **For the Listening and Speaking tests, which are timed, the CDs may be paused between items but no part of the CD may be replayed.**

Communication Assistance: For statewide assessments, communication assistance is signing or cuing the test for students who are hearing impaired. A test administrator and/or sign-language interpreter who is fluent in the signing or cuing modality routinely used by the student should be available to repeat or clarify directions and sign the test **if warranted by the student's reading level as documented** on the IEP or IAP. The test should be signed directly as written. The student must be tested individually or in a small group. **The passages, introductions, items/questions, and answer options on the Reading test cannot be signed or cued.** However, the directions, which appear in this manual and at the beginning of each part of the Reading test, may be signed or cued. On the Speaking and Listening tests, the prompts may be signed to the

students who are deaf or hard of hearing. Students who communicate through signing, not orally, may sign their responses to the Speaking prompts. The test administrator must exercise caution to avoid providing answers. It is a breach of test security to provide signs or cues that convey answers or to sign the Reading test, which results in an invalid score. (See *Bulletin 118*.)

Transferred Answers: If a student recorded answers in the test booklet or on a separate sheet of paper or used braille, large-print, or other technological assistive devices documented on the student's IEP or IAP, the test administrator must transfer the student's responses onto a scorable answer document exactly as the student wrote them. The test administrator must also write "Transferred" on the top front cover of the large-print test booklet or other material from which the answers were transferred, **not** on the answer document. Student responses not transferred to a scorable answer document will not be scored. Both a student's and a test administrator's handwriting may appear within an answer document but not on the same response. If a student's and a test administrator's handwriting appear on a written response in the answer document, only what the student has written will be scored for that particular response. The School Test Coordinator must verify that all responses have been transferred. Any sheets of paper, photocopies, computer disks, tapes, or printouts created in transferring answers are secure test materials. These materials must be returned to the School Test Coordinator and maintained in the locked, secure storage area until test scores are returned and any questions regarding the scores have been resolved.

Individual/Small Group Administration: Tests may be administered to an individual or a small group of students (maximum, eight) who require more attention than can be provided in a larger classroom. If other selected accommodations affect the standard administration of the test (*Answers Recorded, Tests Read Aloud*), individual or small group administration **must** be used. Students testing in small groups must be seated an adequate distance apart to prevent copying. Students who have the accommodation *Individual Administration* must be tested one on one by a test administrator in a location separate from other students.

Tests Read Aloud: Students receiving this accommodation must have been provided it in classroom assessment. These students should have the Writing test read aloud. The Listening and Speaking tests are contained on audio CDs. **The Reading test cannot be read aloud.** Do **not** read aloud the passages, introductions, items/questions, or answer options on the

Reading test. However, the directions, which appear in this manual and at the beginning of each part of the Reading test, should be read aloud. The Writing test must be read aloud exactly as written. When reading, the test administrator must exercise caution to avoid providing answers. It is a breach of test security to provide signs or cues that convey answers or to read aloud the Reading test, which results in an invalid score. (See *Bulletin 118*.)

Other: Any necessary accommodations may be used, but they must be determined by the IEP team or Section 504 committee and documented on the student's IEP or IAP and must not breach test security or invalidate the meaning of the test score or the purpose of the test. Examples of other accommodations include highlighting the task or verbs in the directions on the test or assisting the student in tracking the test items.

NOTE: All students may have directions repeated in the Reading and Writing tests. Repeating directions is not an accommodation for these tests. However, **only** the practice question on the grades 3 through 12 Listening and Speaking CDs may be replayed; none of the test items may be replayed.

SPECIAL CONSIDERATIONS FOR DEAF AND HARD OF HEARING STUDENTS

The following guidelines should be considered for students who are deaf or hard of hearing. **Read these before administering the test.**

The intent of accommodations is to present the instructions to students in a manner that will allow them to demonstrate skills that have been acquired. The signing modality routinely used in the students' classroom instruction should be considered when administering the tests. Both a test administrator and sign-language interpreter may be used to administer the test, but both must be trained in test security and administration.

On the Speaking and Listening tests, the prompts may be signed to the students who are deaf or hard of hearing. Students who communicate through signing, not orally, may sign their responses to the Speaking prompts.

Physical Setting

- Students' auditory listening devices should be in good repair and used during the testing period.
- Students who depend primarily on lip reading should be seated no more than ten feet from the test administrator.

- The test is to be administered in a student's usual mode of communication.
- Be sure the room is well lighted, with the source of light directed toward the test administrator; that is, the test administrator should avoid standing in front of windows or other sources of bright light.
- Be sure students are watching the test administrator during the delivery of all instructions.
- If portions of the test are signed, as warranted by a student's reading level and documented on the IEP or IAP, then the test may be projected using a document camera or transparencies. The School Test Coordinator may request transparencies of the test from the District Test Coordinator, who requests these from the LDOE. (Only transparencies of the **directions** to the Reading test will be provided.) All transparencies must be turned in to the School Test Coordinator with the test booklets and answer documents, to be returned to the District Test Coordinator. The transparencies are secure documents. District Test Coordinators must shred them following testing.

Use of Signs and Fingerspelling

- Fingerspelling must not be used to administer items that require students to demonstrate the skill of spelling.
- Signs must not be used when the sign would reveal the answer to the question. These words are to be fingerspelled. Care should also be taken in the use of nonmanual markers (facial expression, body language, objects) that might reveal the answer to the question.
- Test items should be signed exactly as written.
- A test administrator and/or interpreter who is fluent in the signing modality routinely used by a student should be available to repeat or clarify directions and sign the tests **with the exception of the passages, introductions, items/questions, and answer options on the Reading test, which cannot be signed or cued.** A score obtained by signing a reading test would offer no information about a student's reading ability and would thus be invalid.

Before testing begins, bar-code labels must be affixed to answer documents and inventories. If test administrators affix bar-code labels, they must do so supervised by the School Test Coordinator. Instruct test administrators to align the top of the label with the edge of the box on the answer document or inventory on the lower left side of page 1 and to carefully press the labels in place. If you need additional nonpreidentified bar-code labels, contact your District Test Coordinator.

An answer document that has student responses but is not a preidentified document or does not have a nonpreidentified bar-code label is considered **unused** and may not be scored in a timely manner.

Nonpreidentified Bar-code Labels

ELDA SPRING 2017		
DISTRICT: 026 JEFFERSON PARISH		
SCHOOL: 010 BONNABEL MAGNET ACADEMY HIGH		
		
L510691	20004151	1

If a student does not receive a preidentified document and will be testing, then a nonpreidentified bar-code label must be affixed to the student's answer document or inventory. The test administrator must then hand code student identification information according to directions in the *ELDA Test Administration Manual*. If the student is testing using more than one answer document, bar-code labels must be affixed to each and the fields coded **exactly the same**.

If a student receives a single preidentified document but needs to test using two or three answer documents or inventories, **the answer document or inventory must be hand coded to match the information on the preidentified document exactly.**

Students Absent from Testing

Bar-coded answer documents and inventories must be returned for students who were **enrolled but absent** during the entire testing window. (Be sure to affix bar-code labels to all answer documents and inventories of enrolled students who did not test.) These students will not receive student reports.

Nonparticipation Criteria

Documents for students who meet nonparticipation criteria (refer to field W on the answer document or inventory) must be returned to the School Test Coordinator for coding by the principal. If the principal provides a valid nonparticipation code, the student will not receive a student label and the student's name will not appear on roster reports. If a valid nonparticipation code is **not** provided, the student will receive a student label and the student's name will appear on roster reports, although no score will be reported.

ANSWER DOCUMENT AND INVENTORY CODING

Coding Answer Documents and Inventories with Preidentified Bar-code Labels	
If able, all students are responsible for completing the following field during testing:	
A	Student's Signature
If able, students in grades 3 through 12 are responsible for completing the following fields during testing:	
B	Test Administrator's Name
C	School Name
D	District Name
The test administrator should write the information for fields B–D on the board for students to copy.	
The test administrator must complete the following fields before or after testing:	
H2	TA Number
K	First or Native Language
M	Education Classification
P	Student Eligible for Services According to Section 504
R	Born in U.S.
S	Date of Entry into U.S. (if No is coded in field R)
T	Time Student Enrolled in a School in the U.S.
U	Type of Specialized Language Program
V	Time Student Has Received Services in Specialized Programs Indicated in Section U
The test administrator must complete the following fields after testing:	
N	Special Education Exceptionality
O	Special Education Student Test Accommodations
Q	Test Accommodations for Student with Disabilities According to Section 504
The principal must complete, if applicable, the following fields:	
L2	COE (Certificate of Eligibility) on File for Migrant Student
W	Nonparticipation Codes (mark only one)
X	Student Receives Services Under McKinney-Vento Act

Coding Answer Documents and Inventories with Nonpreidentified Bar-code Labels	
The test administrator must code the following fields before testing:	
E	Date of Birth
F	Gender
H1	Grade (grades 1 through 12)
I	Student's Name
J	Louisiana Secure ID
If able, all students are responsible for completing the following field during testing:	
A	Student's Signature
If able, students in grades 3 through 12 are responsible for completing the following fields during testing:	
B	Test Administrator's Name
C	School Name
D	District Name
The test administrator should write the information for fields B–D on the board for students to copy.	
If able, students in grades 3 through 12 are responsible for completing the following fields during testing:	
G1	Hispanic/Latino Student
G2	Race
The test administrator must complete the following fields before or after testing:	
G1	Hispanic/Latino Student (kindergarten and grades 1–2 only)
G2	Race (kindergarten and grades 1–2 only)
H2	TA Number
K	First or Native Language
M	Education Classification
P	Student Eligible for Services According to Section 504
R	Born in U.S.
S	Date of Entry into U.S. (if No is coded in field R)
T	Time Student Enrolled in a School in the U.S.
U	Type of Specialized Language Program
V	Time Student Has Received Services in Specialized Programs Indicated in Section U
The test administrator must complete the following fields after testing:	
N	Special Education Exceptionality
O	Special Education Student Test Accommodations
Q	Test Accommodations for Student with Disabilities According to Section 504

Coding Answer Documents and Inventories with Nonpreidentified Bar-code Labels—Continued

The principal must complete, as applicable, the following fields:

L2	COE (Certificate of Eligibility) on File for Migrant Student
W	Nonparticipation Codes (mark only one)
X	Student Receives Services Under McKinney-Vento Act

CODING THE DEMOGRAPHIC SECTION

IMPORTANT NOTE

For Fields E, I, and J: If your district has opted into LDOE's data sharing agreement with DRC, you can complete these fields as noted below. If your district does not have a data sharing agreement in place, please follow the directions outlined in the first bullet on page i.

For students in grades 3 through 12, write the information for fields B–D on the board for students to copy (if they are able). If students lack the ability to complete the information, enter the information before beginning testing.

If needed, you may assist students in completing the information on page 1 of the answer document; however, you must let students in grades 3 through 12 coding fields G1 and G2 make their own choices.

Field A (Student's Signature). If able, all students should sign their names.

Field B (Test Administrator's Name). If able, students in grades 3 through 12 should copy the information. Test administrators for kindergarten and grades 1 and 2 should complete this field.

Field C (School Name). If able, students in grades 3 through 12 should copy the information. Test administrators for kindergarten and grades 1 and 2 should complete this field.

Field D (District Name). If able, students in grades 3 through 12 should copy the information. Test administrators for kindergarten and grades 1 and 2 should complete this field.

Field E (Date of Birth). If a bar-code label is affixed, fill in the boxes and corresponding circles before testing. Days before 10 should be entered as a two-digit number, e.g., 08. A zero in the first year column indicates the student was born in or after 2000.

Field F (Gender). If a bar-code label is affixed, darken the appropriate circle before testing.

Field G1 (Hispanic/Latino Student). If a bar-code label is affixed, students in grades 3–12 should darken the appropriate circle. Test administrators for kindergarten and grades 1 and 2 should complete this field.

Field G2 (Race). If a bar-code label is affixed, students in grades 3 through 12 should darken the appropriate circle(s). More than one circle may be darkened. Test administrators for kindergarten and grades 1 and 2 should complete this field.

Field H1 (Grade). If a bar-code label is affixed, test administrators for grades 1 through 12 should darken the appropriate circle before testing; on grades 9–12 answer documents, darken the circle for "Grade T9" for all students whose grade is Transition Grade 9.

Field H2 (TA Number). Write your three-digit TA number in the boxes and darken the corresponding circles.

Field I (Student's Name). If a bar-code label is affixed, print the student's name in the row of boxes above the grid, last name first, and darken the corresponding circles before testing. For each box left blank, darken the corresponding blank circle.

Field J (Louisiana Secure ID). If a bar-code label is affixed, print the student's ten-digit Louisiana secure ID in the boxes and darken the appropriate circles before testing.

Field K (First or Native Language). Darken the appropriate circle. This field must be coded for all students.

Field L1. Not for use.

Field L2 (COE on File for Migrant Student). Before testing begins, the principal should code this field for all students who have an approved certificate of eligibility (COE) on file, **not** for students who may be migrant but do not have a COE on file. All persons involved in testing should be aware that this is confidential information.

Field M (Education Classification). Darken the appropriate circle. This field must be coded for all students.

Field N (Special Education Exceptionality). Darken one circle only. If the student has more than one exceptionality, darken the circle for the **primary** disabling condition. Only the exceptionality listed on the Program/Services page of the student's IEP is acceptable. This field must be coded for all special education students.

Field O (Special Education Student Test Accommodations). This field is to be coded after testing is completed. Indicate any accommodations that were used in testing. More than one circle may be darkened. Accommodations may be used as needed by any special education student, regardless of the special education exceptionality. Test accommodations should not be different from or in addition to the accommodations provided in classroom instruction and assessment as indicated on the IEP.

Field P (Student Eligible for Services According to Section 504). Complete field P for students who are eligible for services according to Section 504. If field P is coded, also code field Q.

Field Q (Test Accommodations for Student with Disabilities According to Section 504). This field is to be coded after testing is completed. Indicate any accommodations that were used in testing. More than one circle may be darkened. Accommodations are not permitted unless they are provided in classroom instruction and assessment and are documented in the student's Section 504 IAP.

NOTE: A gifted or talented student may also qualify under Section 504 and be eligible for Section 504 accommodations. In that case, fields N, O, P, and Q would be coded. Field O would be coded *No Accommodations*.

Field R (Born in U.S.). Darken the appropriate circle. This field must be coded for **all** students.

Field S (Date of Entry into U.S.). If No is coded in field R, indicate the date the student entered the United States.

Field T (Time Student Enrolled in a School in the U.S.). Indicate the date when the student first enrolled in a school in the United States. This field must be coded for **all** students.

Field U (Type of Specialized Language Program). Indicate the type of specialized language program in which the student is enrolled. More than one program may be coded. Program descriptions can be found at http://www.ncela.gwu.edu/files/uploads/5/Language_Instruction_Educational_Programs.pdf. This field must be coded for **all** students.

Field V (Time Student Has Received Services in Specialized Programs Indicated in Section U). Indicate the length of time the student has participated in the specialized language program(s) indicated in field U. This field must be coded for **all** students.

Field W (Nonparticipation Codes). The principal should darken the appropriate circle on answer documents and inventories only when a student has not been assessed due to one of the reasons listed. Only one code may be marked.

Field X (Student Receives Services Under McKinney-Vento Act). Before testing begins, this field must be coded by the principal for students who receive services under the McKinney-Vento Act. All persons involved in testing should be aware that this is confidential information.

Sample ELDA Inventory—Continued

M WHAT IS THE STUDENT'S EDUCATION CLASSIFICATION?

Regular Education Student
 Special Education Student

Complete sections N and O for SPECIAL EDUCATION ONLY

N SPECIAL EDUCATION EXCEPTIONALITY (mark ONLY ONE)

Gifted
 Talented
 Autism
 Deafblindness
 Developmental Delay
 Emotional Disturbance
 HI-Deaf
 HI-Hard of Hearing
 Mild Mental Disability
 Moderate Mental Disability
 Orthopedic Impairment
 Other Health Impairment
 Specific Learning Disability
 Speech or Language Impairment
 Traumatic Brain Injury
 Visual Impairment
 Other (Multiple Disabilities, Severe Mental Disability)

O SPECIAL EDUCATION STUDENT TEST ACCOMMODATION(S) (more than one may be used)

No Accommodations
 Braille
 Large Print
 Answers Recorded
 Assistive Technology
 Extended Time
 Communication Assistance
(exception: Reading test cannot be signed or cued.)
 Transferred Answers
 Individual/Small Group Administration
 Tests Read Aloud
(exception: Reading test cannot be read aloud.)
 Other

No LEP accommodations are permitted on this assessment.

P IS THE STUDENT ELIGIBLE FOR SERVICES ACCORDING TO SECTION 504? (not special education student)

Yes

Complete section Q ONLY if Yes is coded in section P

Q TEST ACCOMMODATION(S) FOR STUDENT WITH DISABILITIES ACCORDING TO SECTION 504 (more than one may be used)

No Accommodations
 Braille
 Large Print
 Answers Recorded
 Assistive Technology
 Extended Time
 Communication Assistance
(exception: Reading test cannot be signed or cued.)
 Transferred Answers
 Individual/Small Group Administration
 Tests Read Aloud
(exception: Reading test cannot be read aloud.)
 Other

R BORN IN U.S.?

Yes No

Complete section S ONLY if No is coded in section R

S DATE OF ENTRY INTO U.S.

Month	Year
JAN <input type="radio"/>	<input type="radio"/> 1 <input type="radio"/> 9 <input type="radio"/> 0 <input type="radio"/> 0
FEB <input type="radio"/>	<input type="radio"/> 2 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 1
MAR <input type="radio"/>	<input type="radio"/> 2 <input type="radio"/> 2
APR <input type="radio"/>	<input type="radio"/> 3 <input type="radio"/> 3
MAY <input type="radio"/>	<input type="radio"/> 4 <input type="radio"/> 4
JUN <input type="radio"/>	<input type="radio"/> 5 <input type="radio"/> 5
JUL <input type="radio"/>	<input type="radio"/> 6 <input type="radio"/> 6
AUG <input type="radio"/>	<input type="radio"/> 7 <input type="radio"/> 7
SEPT <input type="radio"/>	<input type="radio"/> 8 <input type="radio"/> 8
OCT <input type="radio"/>	<input type="radio"/> 9 <input type="radio"/> 9
NOV <input type="radio"/>	
DEC <input type="radio"/>	

Unable to locate information

T TIME STUDENT ENROLLED IN A SCHOOL IN THE U.S.

Less than 1 year
 1 year up to 2 years
 2 years up to 3 years
 3 years up to 4 years
 4 years up to 5 years
 5 years or more

U TYPE OF SPECIALIZED LANGUAGE PROGRAM (mark all that apply)

Content-based ESL
 Pull-out ESL
 Dual language
 Transitional bilingual
 Developmental bilingual
 Sheltered English instruction
 Structured English immersion
 Other
 Did not participate

V TIME STUDENT HAS RECEIVED SERVICES IN SPECIALIZED PROGRAMS INDICATED IN SECTION U

Less than 1 year
 1 year up to 2 years
 2 years up to 3 years
 3 years up to 4 years
 4 years up to 5 years
 5 years or more
 Not Applicable

Principal must code

W NONPARTICIPATION CODES (mark ONLY ONE)

Student is no longer enrolled at the school.
 Precoded materials are received for a student who was misclassified as LEP.
 Student is absent for the entire testing cycle due to illness.
 Student completed the test on another answer document.

X STUDENT RECEIVES SERVICES UNDER MCKINNEY-VENTO ACT

Yes

510691-12525010025

SERIAL#

Sample ELDA Answer Document—Continued

M	WHAT IS THE STUDENT'S EDUCATION CLASSIFICATION?
<ul style="list-style-type: none"> ~ Regular Education Student ~ Special Education Student 	

Complete sections N and O for SPECIAL EDUCATION ONLY

N	SPECIAL EDUCATION EXCEPTIONALITY (mark ONLY ONE)
<ul style="list-style-type: none"> ~ Gifted ~ Talented ~ Autism ~ Deafblindness ~ Developmental Delay ~ Emotional Disturbance ~ HI-Deaf ~ HI-Hard of Hearing ~ Mild Mental Disability ~ Moderate Mental Disability ~ Orthopedic Impairment ~ Other Health Impairment ~ Specific Learning Disability ~ Speech or Language Impairment ~ Traumatic Brain Injury ~ Visual Impairment ~ Other (Multiple Disabilities, Severe Mental Disability) 	

O	SPECIAL EDUCATION STUDENT TEST ACCOMMODATION(S) (more than one may be used)
----------	--

- ~ No Accommodations
- ~ Braille
- ~ Large Print
- ~ Answers Recorded
- ~ Assistive Technology
- ~ Extended Time
- ~ Communication Assistance
(exception: Reading test cannot be signed or cued.)
- ~ Transferred Answers
- ~ Individual/Small Group Administration
- ~ Tests Read Aloud
(exception: Reading test cannot be read aloud.)
- ~ Other

No LEP accommodations are permitted on this assessment.

P	IS THE STUDENT ELIGIBLE FOR SERVICES ACCORDING TO SECTION 504? (not special education student)
----------	---

- ~ Yes

Complete section Q ONLY if Yes is coded in section P

Q	TEST ACCOMMODATION(S) FOR STUDENT WITH DISABILITIES ACCORDING TO SECTION 504 (more than one may be used)
----------	---

- ~ No Accommodations
- ~ Braille
- ~ Large Print
- ~ Answers Recorded
- ~ Assistive Technology
- ~ Extended Time
- ~ Communication Assistance
(exception: Reading test cannot be signed or cued.)
- ~ Transferred Answers
- ~ Individual/Small Group Administration
- ~ Tests Read Aloud
(exception: Reading test cannot be read aloud.)
- ~ Other

R	BORN IN U.S.?
<ul style="list-style-type: none"> ~ Yes ~ No 	

Complete section S ONLY if No is coded in section R

S	DATE OF ENTRY INTO U.S.
----------	--------------------------------

Month	Year
JAN ~	1900
FEB ~	2011
MAR ~	22
APR ~	33
MAY ~	44
JUN ~	55
JUL ~	66
AUG ~	77
SEPT ~	88
OCT ~	99
NOV ~	
DEC ~	

- ~ Unable to locate information

T	TIME STUDENT ENROLLED IN A SCHOOL IN THE U.S.
----------	--

- ~ Less than 1 year
- ~ 1 year up to 2 years
- ~ 2 years up to 3 years
- ~ 3 years up to 4 years
- ~ 4 years up to 5 years
- ~ 5 years or more

U	TYPE OF SPECIALIZED LANGUAGE PROGRAM (mark all that apply)
----------	---

- ~ Content-based ESL
- ~ Pull-out ESL
- ~ Dual language
- ~ Transitional bilingual
- ~ Developmental bilingual
- ~ Sheltered English instruction
- ~ Structured English immersion
- ~ Other
- ~ Did not participate

V	TIME STUDENT HAS RECEIVED SERVICES IN SPECIALIZED PROGRAMS INDICATED IN SECTION U
----------	--

- ~ Less than 1 year
- ~ 1 year up to 2 years
- ~ 2 years up to 3 years
- ~ 3 years up to 4 years
- ~ 4 years up to 5 years
- ~ 5 years or more
- ~ Not Applicable

<i>Principal must code</i>	
W	NONPARTICIPATION CODES (mark ONLY ONE)

- ~ Student is no longer enrolled at the school.
- ~ Precoded materials are received for a student who was misclassified as LEP.
- ~ Student is absent for the entire testing cycle due to illness.
- ~ Student completed the test on another answer document.

X	STUDENT RECEIVES SERVICES UNDER MCKINNEY-VENTO ACT
<ul style="list-style-type: none"> ~ Yes 	

510691-12325010027

DIRECTIONS FOR ADMINISTERING THE KINDERGARTEN AND GRADES 1–2 ASSESSMENTS

OVERVIEW

The assessments for kindergarten and grades 1 and 2 differ from those for grades 3 through 12 in that they use inventories. For the inventories, the test administrator ideally observes students in a variety of settings (classroom, cafeteria, playground, other) and records students' typical behaviors or responses to a set of tasks.

The inventories may be administered by the classroom teacher, the English as a Second Language (ESL) teacher, or an individual providing language services, provided the person is familiar with the student and the objectives being assessed and has received training in test security and administration. If two or more persons will be entering information in an inventory, they should discuss in advance their roles and responsibilities and document who administered which portions of the inventory. Only one Test Administrator (TA) number may be coded on the inventory.

Each language domain (reading, writing, listening, and speaking) has its own inventory, but all are assembled in a single booklet.

Many of the inventory entries call for the use of prompts and other materials with which students will interact. Sample materials, as well as guidelines for completing the inventories, are included in the *ELDA Assessment Guide*. Other materials and prompts are suggested, along with guidelines for selecting additional support materials.

The format of the inventories reflects the fact that students at these grade levels are emergent readers and writers.

Within each inventory, there are several descriptions of student behavior, each corresponding to a specific objective. For each description, there are four levels of student performance (0–3), ranging from inability to engage in the behavior to complete mastery of the behavior.

It is important to note that while each of the behaviors on which you will rate students is designated level 0, 1, 2, or 3, these levels do **not** correspond in any way to the proficiency levels students demonstrate for overall performance:

- Level 1—Beginning
- Level 2—Lower Intermediate

- Level 3—Upper Intermediate
- Level 4—Advanced
- Level 5—Fully English Proficient

Students performing at a proficiency level overall may demonstrate almost any level of performance on a single behavior. A student who is Fully English Proficient (level 5) overall may have one or two skill deficiencies, and a student who is Beginning (level 1) overall may have one or two strengths.

There are two separate inventories, one for kindergarten students and one for students in grades 1 and 2.

INVENTORY COMMONALITIES

- Each student should be observed over a period of time (one to two weeks at least) before scores are finalized. The scores you enter (0, 1, 2, or 3) for each row should reflect typical student behaviors over time, not just a single observation. If the student has not yet demonstrated the behaviors required for score point 1, then observe at least one more time before entering a 0. If the student's response is not entirely clear or if you have difficulty assigning a score, you should observe the student at least twice.
- Each student should be rated on a variety of activities. Depending on the student's level of performance, scores ranging from 0 through 3 should then be entered. Observe the student, compare the student's behavior to the score-point statements (0, 1, 2, or 3), and enter the score in the last column on the right.

Table 1 on page 26 shows a row of the Listening inventory.

INVENTORY DIFFERENCES

Some of the tasks in the inventory for grades 1 and 2 are not appropriate for kindergarten students and are not included in the kindergarten version. In some instances, the wording or the focus of a task in the inventory has been altered to make it more appropriate for kindergarten students.

TABLE 1—SAMPLE LISTENING ENTRY

L01	<i>1.1 Follow simple one- to four-step directions in sequence to complete a task with and without visual support.</i>			
Score Point 0	Score Point 1	Score Point 2	Score Point 3	Score (0–3)
Does not meet score point 1	Student follows simple one -step directions in English with or without visual support (pictures, gestures, modeling).	Student follows two -step directions in English with or without visual support (pictures, gestures, modeling).	Student follows at least three -step directions in English with or without visual support (pictures, gestures, modeling).	○ 1 2 3

SUPPORT MATERIALS

Support materials for the Reading and Writing inventories are included in the *ELDA Assessment Guide*. These materials provide examples of prompts to which students may respond. The materials are provided as **suggestions only**. It is recommended that materials from the classroom be used because students and test administrators will be more familiar with the materials used in daily instruction.

The *ELDA Assessment Guide* provides instructions for assigning scores. Study the guide carefully before selecting the support materials. The directions and examples in the guide will help you understand how to use support materials and how to accurately score student responses.

TIPS FOR ADMINISTERING THE INVENTORY ASSESSMENTS

Become familiar with each of the inventories and the behaviors they address. Make a point of observing each student over a period of time—one to two weeks. Also observe each student in more than one setting (regular classroom, resource room, media center, playground, cafeteria, non-language instruction classes such as mathematics or art) in more than one type of interaction (with peers, familiar adults, unfamiliar adults). Transitional times, such as when the student is returning from recess or the cafeteria, putting away personal items, or getting supplies, are often rich with opportunities to observe listening and speaking behaviors. Be

familiar with the behaviors in advance, be on the lookout for them in a variety of settings, and then record your observations. Some behaviors on some inventories are less likely to occur naturally than others and will need to be prompted.

During observations, you should

1. give the student the directions in different situations for different purposes;
2. then observe the student interacting with other adults and children in situations that require the student to respond (both academic and social);
3. draw a conclusion about the student’s typical level of response; and
4. record that observation as a 0, 1, 2, or 3 on the inventory using a no. 2 pencil.

SECURITY CONCERNS AND PROCEDURES

The inventories are secure materials and are also confidential as soon as scores are recorded on them. Secure assessment materials must be returned to the School Test Coordinator each day they are used for assessment. Only authorized individuals should have access to these materials. At any point, if you believe that a violation of assessment security has occurred, follow the procedures established by your school district for handling alleged assessment security violations. Report all suspected assessment security violations to your School Test Coordinator.

DIRECTIONS FOR ADMINISTERING THE GRADES 3–12 TESTS

General Instructions

STUDENT MARKING/ERASING ON ANSWER DOCUMENT

These general rules must be followed for accurate scoring and reporting:

1. Students must use no. 2 pencils. Responses marked or written with anything but a no. 2 pencil cannot be scored. Have an adequate supply of sharpened no. 2 pencils with good erasers (two for each student are suggested), plus plenty of extras.

ALERT: Students may not use ink pens, highlighters, markers, or crayons on answer documents. If a student uses anything other than a no. 2 pencil on an answer document, the responses must be transferred to a scorable answer document.

2. Students must make heavy, dark marks that completely fill in the circles they mark.

ACCEPTABLE	UNACCEPTABLE
	
	
	
	

3. Students must make complete, clean erasures if they change answers.
4. Students may write in their test booklets, but scratch paper is not allowed.
5. Periodically check during testing to ensure that students do not become careless in their marking. If necessary, caution the students individually about marking answers in the correct place on the answer document.

For students with the accommodations *Large Print* and *Braille*, see the accommodation-specific administration directions that come with the large-print and braille materials.

READING DIRECTIONS TO STUDENTS

Directions to be read aloud to students are printed in **boldface** within boxes. Text that is not boldface is information for you and should not be read aloud. You may **not** translate the directions, passages, introductions, test items/questions, or answer options.

SPECIAL INSTRUCTIONS

An arrow symbol (\Rightarrow) indicates when you are supposed to do something, such as press the start button on a CD player.

DIRECTIONS FOR ADMINISTERING ELDA: GRADES 3-5

Table of Contents

Grades 3-5 Reading 29

Grades 3-5 Writing 33

Grades 3-5 Listening 37

Grades 3-5 Speaking 40

ELDA: Grades 3–5 Reading

PREPARING FOR THE TEST

The Reading test is divided into three parts. Read the scripted directions prior to all parts.

- **Part 1: Short Passages**
- **Part 2: Instructions**
- **Part 3: Longer Passages**

A break between parts 2 and 3 of the Reading test is recommended.

The Reading test is not timed. If all students in the testing group have finished before the suggested time, you may start the next part earlier. Likewise, if most students have not finished by the suggested time, the time may be extended.

ADMINISTERING THE TEST

Before beginning the first part of the Reading test, you should have:

- affixed a label to and coded answer documents without preprinted student information.
- received a Reading/Writing test booklet and answer document for each student in your testing group.
- verified that the test booklets and answer documents are for the appropriate students and grade cluster.

⇒ Write your name (test administrator’s name), the school name, and the district name (fields B–D on page 1 of the answer document) on the board.

⇒ Distribute the correct answer document and two no. 2 pencils with good erasers to each student.

ALERT: For students whose accommodation is *Tests Read Aloud* or *Communication Assistance*, only the directions may be read aloud or signed for the Reading test. **Do not read aloud or sign the passages, introductions, items/questions, or answer options on the Reading test. Reading them aloud or signing them results in an invalid test.**

Begin by saying:

You are about to take the ELDA Reading test. You may not talk during this test.

I have given you an answer document. Mark all your answers in the answer document with the pencils you have been given. Do not open the answer document or write anything on it until I tell you.

On page 1, you should see your name and other identification information. If you see any mistakes, raise your hand. Do not make any marks on the page.

PAUSE. Make note of any errors reported for the School Test Coordinator. If a student received the wrong answer document and the other student is not in the testing group, contact the School Test Coordinator immediately. Do not allow the student to test at this time.

If needed, you may assist students in completing the information on page 1 of the answer document; however, you must let students coding fields G1, Hispanic/Latino Student, and G2, Race, make their own choices.

Then say:

Now find line A, Student’s Signature. Sign your name on this line. Write your first name and then your last name.

PAUSE. Students may print or write in cursive.

If students are able to enter the information, say:

Now find lines B, C, and D. Print my name on line B, Test Administrator’s Name. On line C, print the school name and on line D, print the district name. All of these names are written on the board for you to copy.

Point to this information on the board. If students lack the ability to complete the information, enter the information before beginning testing and skip the directions for lines B–D.

Students should not code fields E, F, H1, H2, I, and J. However, students with hand-coded answer documents should code fields G1, Hispanic/Latino Student, and G2, Race.

When students have finished copying the information, say:

Look at the box in the lower left corner on page 1 of your answer document. If your name does not appear there, find section G1. If you are Hispanic or Latino, darken the circle next to Yes. If you are not Hispanic or Latino, darken the circle next to No. (PAUSE.)

If your name does not appear in the box in the lower left corner, find section G2, Race. Read through all the choices and darken the correct circle or circles. You may darken more than one if appropriate.

When the first page of the answer document has been properly coded, say:

Keep your answer document closed, lay down your pencil, and sit quietly while I pass out the Reading/Writing test booklets. Do not open your test booklet or answer document until I tell you.

⇒ Distribute a Reading/Writing test booklet to each student.

Then say:

I have given you a Reading and Writing test booklet. On the front cover, in the box at the top of the page, print your last name, your first name, and your middle initial.

PAUSE. Circulate to ensure all students have written their names in the correct place.

READING: PART 1

Begin by saying:

Open your test booklet to page 3. (PAUSE.)
 Read the instructions silently as I read aloud.
 “The ELDA Reading test is a test of how well you understand what you read in English. It has multiple-choice questions. The reading test has three parts:
 Part 1: Short Passages
 Part 2: Instructions
 Part 3: Longer Passages

“Please stop when you finish each part. You may review your answers in that part, but you may not go back or forward to work on any other part. [I] will tell you when to begin the next part.”

Turn to page 5. Read the instructions silently as I read aloud.

“In part 1, you are instructed to read a passage with a word that is missing and then choose the best word or words to fill in the blank. You will darken the circle for each answer on page 3 of your answer document. Here is a sample question.”

Read the passage in the box and the sample question and choose the best answer to fill in the blank. Look up when you think you know the answer.

When all students have looked up, say:

“The correct answer is C because John wrote on the board with a piece of chalk. You would darken circle C in your answer document.”

Read the passage and then read the question carefully. Read the passage again if you need to before you choose your answer.

Then say:

Stop working when you see the stop sign after question 6. You may check your work in part 1, but do not look at any other part. When you are finished, close your test booklet and place it on top of your answer document.

Do you have any questions about the instructions?

Answer any questions about the instructions. Then say:

Open your answer document to page 3 and find the section for part 1. (PAUSE.)

Turn to page 7 in your test booklet. (PAUSE.)

Though this test is not a timed test, you will have about 10 minutes to complete part 1.

You may begin.

Allow students to work at their own pace. Move about the room to be sure students are marking answers in the correct place on the answer document.

After about 10 minutes, walk quietly through the testing area to determine whether nearly all students have completed part 1.

When nearly all have finished, say:

May I have your attention? Lay down your pencil. Do not continue working. Raise your hand if you have not finished this part or have marked your answers in the wrong place. If you have not finished, you will be given more time later. (PAUSE. Make a list of students who raise their hands. If students marked answers in a wrong place, refer to page 8 of this manual.)

If you decide to give students a stretch break here, have them close their answer documents and test booklets.

READING: PART 2

Begin part 2 by saying:

Turn to page 13 in your test booklet.

Read the instructions silently as I read aloud.

“In part 2, you are directed to read instructions for a specific task. Then you must answer a question about the instructions, as in sample question S2. You will darken the circle for each answer on page 3 of your answer document. Here is a sample question.”

Read the sign and the sample question and choose the best answer. Look up when you think you know the answer.

When all students have looked up, say:

“The correct answer is A because a student needs an account to use the school’s computers.”

The first answer space has been filled in to show that A is the correct answer.

Read each set of instructions and each question carefully before choosing your answer. Stop working when you see the stop sign after question 11. You may check your work in part 2, but do not look at any other part. When you are finished, close your test booklet and place it on top of your answer document.

Do you have any questions about the instructions?

Answer any questions about the instructions. Then say:

On page 3 of your answer document find the section for part 2. (PAUSE.)

Turn to page 14 in your test booklet. (PAUSE.)

Though this test is not a timed test, you will have about 10 minutes to complete part 2.

You may begin.

Allow students to work at their own pace. Move about the room to be sure students are marking answers in the correct place on the answer document.

After about 10 minutes, walk quietly through the testing area to determine whether nearly all students have completed part 2.

When nearly all have finished, say:

May I have your attention? Lay down your pencil. Do not continue working. Close your test booklet and place it on top of your answer document.

Raise your hand if you have not finished this part or have marked your answers in the wrong place. If you have not finished, you will be given more time later. (PAUSE. Make a list of students who raise their hands. If students marked answers in a wrong place, refer to page 8 of this manual.)

We will now take a short break.

At this point, you should allow a short break. See pages 11–12.

READING: PART 3

When students are seated after the break, begin by saying:

Open your test booklet to page 19.

Read the instructions silently as I read aloud.

“In part 3, you are instructed to read a passage and find information. Then you must answer questions, as in sample question S3. You will darken the circle for each answer on page 4 of your answer document. Here is a sample question.”

Read the passage in the box and the sample question and choose the best answer. Look up when you think you know the answer.

When all students have looked up, say:

“The correct answer is D because the passage says that Mary and her friends went to buy a present at the mall.”

The last answer space has been filled in to show that D is the correct answer.

“Remember: Read the passage. Read the question carefully. Read the passage again if you need to before you choose your answer.”

Stop working when you see the stop sign after question 35. You may check your work in part 3, but do not look at any other part. When you are finished, close your test booklet and place it on top of your answer document.

Do you have any questions about the instructions?

Answer any questions about the instructions. Then say:

Turn to part 3 on page 4 of your answer document. (PAUSE.)

Turn to page 20 in your test booklet. (PAUSE.)

Though this test is not a timed test, you will have about 25 minutes to complete part 3.

You may begin.

Allow students to work at their own pace. Move about the room to be sure students are marking answers in the correct place on the answer document.

After about 25 minutes, walk quietly through the testing area to determine whether nearly all students have completed part 3.

When nearly all have finished, say:

May I have your attention? Lay down your pencil. Do not continue working. Close your test booklet and answer document and place your test booklet on top of your answer document. Everyone remain seated until I dismiss you.

Raise your hand if you have not finished this part or have marked your answers in the wrong place. (PAUSE. Make a list of students who raise their hands.)

If students marked answers in a wrong place, refer to page 8 of this manual.

If students have completed the Reading test, collect test booklets and answer documents from each individually.

⇒ Count the test booklets and answer documents before dismissing students. The count must correspond to the number of students in the testing group.

For students who did not complete all parts of the Reading test, the School Test Coordinator will have determined the location where these students will complete testing. **To ensure test security, students should complete the parts before interacting with other students.**

If students are moved to another location, gather all materials before moving and reissue them in the new location. Test security must be maintained during movement of the students and test materials. If students are not moved, they should continue testing after those who have completed the test are dismissed. Students should be monitored to ensure they do not return to a previously completed part or look ahead. Students should turn in test materials as they complete testing and follow the procedure for dismissal that has been established by the School Test Coordinator.

If students were absent, record those students’ names, answer document security numbers, and test booklet security numbers and give this information to the School Test Coordinator. Return test booklets and answer documents for students who were absent to the School Test Coordinator separately.

All secure test materials must be returned to the School Test Coordinator immediately after testing. (Consult the after-testing procedures on pages 6–7 and the return procedures on page 71.)

ELDA: Grades 3–5 Writing

PREPARING FOR THE TEST

The Writing test is divided into three parts. Read the scripted directions prior to all parts.

- **Part 1: Writing Prompts**
- **Part 2: Editing**
- **Part 3: Graphic Organizer**

A break between parts 1 and 2 of the Writing test is recommended.

The Writing test is not timed. If all students in the testing group have finished before the suggested time, you may start the next part earlier. Likewise, if most students have not finished by the suggested time, the time may be extended.

ADMINISTERING THE TEST

For students who were absent for the Reading test, supervise the coding of any necessary information on their answer documents (see pages 29–30) and pay extra attention to ensure they begin at the proper place in the answer document. After coding of their documents, they can proceed with the Writing test and take the Reading test during makeups.

⇒ Distribute to each student his or her own Reading/Writing test booklet and answer document and two no. 2 pencils with good erasers.

WRITING: PART 1

Begin by saying:

Now you will take the ELDA Writing test. You may not talk during this test.

Make sure your name is on the front cover of the test booklet and on page 1 of the answer document. (PAUSE.)

Open your test booklet to page 35. (PAUSE.)

Read the instructions silently as I read aloud.

“The ELDA Writing test is a test of how well you can write in English. It has multiple-choice questions as well as questions that require you to write your answers. There are three parts in the writing test.

Part 1: Writing Prompts

Part 2: Editing

Part 3: Graphic Organizer

“Please stop when you finish each part. You may review your answers in that part, but you may not go back or forward to work on any other part. [I] will tell you when to begin the next part.”

Turn to page 37. Read the instructions silently as I read aloud.

“Part 1 tests how well you write in English in response to prompts. There are 4 prompts on pages 38 and 39. Read each prompt carefully. Then write in the space provided in your answer document for each prompt. Write as much as you can. Your response will be scored on how well you do the following:

- **write about the prompt**
- **include details in your answer**
- **make sure your response makes sense**
- **use the English language correctly.**

“Here is sample prompt S1:

What do you like to do on Saturdays? Write at least three sentences about one thing you like to do on Saturdays.”

Here is a sample answer:

“I love to read books on Saturdays. My favorite kind of book is a mystery book. Sometimes I read three books in one day!”

Think about this:

Does the sample answer

- **address the prompt?**
- **include details?**
- **make sense?**

PAUSE while students consider these questions. Then say:

You must write all your answers in your answer document. Each question in this part will tell you which answer document page to write on. Stop working when you see the stop sign after question 4. You may check your work in part 1, but do not look at any other part. When you are finished, close your test booklet and place it on top of your answer document.

Do you have any questions about the instructions?

Answer any questions about the instructions. Then say:

**Turn to page 38 in your test booklet. (PAUSE.)
Open your answer document to page 5. (PAUSE.)
Though this is not a timed test, you will have about 30 minutes to complete part 1.
You may begin.**

Allow students to work at their own pace. Move about the room to be sure students are writing on the correct pages of the answer document.

After about 30 minutes, walk quietly through the testing area to determine whether nearly all students have completed part 1.

When nearly all have finished, say:

May I have your attention? Lay down your pencil. Do not continue working. Close your test booklet and place it on top of your answer document.

Raise your hand if you have not finished this part or have marked your answers in the wrong place. If you have not finished, you will be given more time later. (PAUSE. Make a list of students who raise their hands. If students marked answers in a wrong place, refer to page 8 of this manual.)

We will now take a short break.

At this point, you should allow a short break. See pages 11–12.

WRITING: PART 2

When students are seated after the break, begin by saying:

Open your test booklet to page 41.

Read the instructions silently as I read aloud.

“For part 2, questions 5 through 16, you will read examples of student writing. Read these passages very carefully. Then read the questions and choose the best answer. Sometimes, an answer choice may seem correct, but if you read the whole passage, you will see that it is not. Be sure to read and pay attention to the whole passage before you answer the questions. You will darken the circle for each answer on page 9 in your answer document.

“Here is sample S2:

“Read this passage and answer question S2. Choose D if no change is needed.

“My sister is my best friend. She plays with me and made me laugh.

“Choose the best answer to replace made.

- A. makes
- B. making
- C. make
- D. No change is needed.”

Look up when you think you know the answer.

When all students have looked up, say:

“The correct answer is A. So you should have chosen answer A.”

The first answer space has been filled in to show that A is the correct answer.

Stop working when you see the stop sign after question 16. You may check your work in part 2, but do not look at any other part. When you are finished, close your test booklet and place it on top of your answer document.

Do you have any questions about the instructions?

Answer any questions about the instructions. Then say:

On page 9 of your answer document, find the section for part 2. (PAUSE.)

Turn to page 42 in your test booklet. (PAUSE.)

Though this is not a timed test, you will have about 20 minutes to complete part 2.

You may begin.

Allow students to work at their own pace. Move about the room to be sure students are marking answers in the correct place on the answer document.

After about 20 minutes, walk quietly through the testing area to determine whether nearly all students have completed part 2.

When nearly all have finished, say:

May I have your attention? Lay down your pencil. Do not continue working.

Raise your hand if you have not finished this part or have marked your answers in the wrong place. If you have not finished, you will be given more time later. (PAUSE. Make a list of students who raise their hands. If students marked answers in a wrong place, refer to page 8 of this manual.)

If you decide to give students a short break here, have them close their answer documents and test booklets.

WRITING: PART 3

Begin by saying:

Open your test booklet to page 47.

Read the directions silently as I read aloud.

“For part 3, questions 17 through 19, you will look at a graphic organizer a student made to help plan her writing. Look carefully at the graphic organizer on page 48. Then read the questions and choose the best answer. Look back at the graphic organizer if you need to. Darken the circle for each answer on page 9 in your answer document.”

Stop working when you see the stop sign after question 19. You may check your work in part 3, but do not look at any other part. When you are finished, close your test booklet and answer document and place your test booklet on top of your answer document.

Do you have any questions about the instructions?

Answer any questions about the instructions. Then say:

On page 9 of your answer document, find the section for part 3. (PAUSE.)

Turn to page 48 in your test booklet. (PAUSE.)

Though this is not a timed test, you will have about 10 minutes to complete part 3.

You may begin.

Allow students to work at their own pace. Move about the room to be sure students are marking answers in the correct place on the answer document.

After about 10 minutes, walk quietly through the testing area to determine whether nearly all students have completed part 3.

When nearly all have finished, say:

May I have your attention? Lay down your pencil. Do not continue working. Close your test booklet and answer document and place your test booklet on top of your answer document. Everyone remain seated until I dismiss you.

Raise your hand if you have not finished this part or have marked your answers in the wrong place. (PAUSE. Make a list of students who raise their hands.)

If students marked answers in a wrong place, refer to page 8 of this manual.

If students have completed the Writing test, collect test booklets and answer documents from each individually.

⇒ Count the test booklets and answer documents before dismissing students. The count must correspond to the number of students in the testing group.

For students who did not complete all parts of the Writing test, the School Test Coordinator will have determined the location where these students will complete testing. **To ensure test security, students should complete the parts before interacting with other students.**

If students are moved to another location, gather all materials before moving and reissue them in the new location. Test security must be maintained during movement of the students and test materials. If students are not moved, they should continue testing after those who have completed the test are dismissed. Students should be monitored to ensure they do not return to a previously completed part. Students should turn in test materials as they complete testing and follow the procedure for dismissal that has been established by the School Test Coordinator.

If students were absent, record those students' names, answer document security numbers, and test booklet security numbers and give this information to the School Test Coordinator. Return test booklets and answer documents for students who were absent to the School Test Coordinator separately.

All secure test materials must be returned to the School Test Coordinator immediately after testing. (Consult the after-testing procedures on pages 6-7 and the return procedures on page 71.)

ELDA: Grades 3–5 Listening

PREPARING FOR THE TEST

Testing Groups

For the Listening test, assess as many students as can fit in the classroom and meet the conditions described on page 12, Testing Conditions.

Testing Environment

The room should have appropriate seating for each student. Your primary consideration as a test administrator is that students be able to hear the recordings. The room must be free of noise from the hallway, other classrooms, or outside the building.

Students should be seated far enough apart so that they do not distract one another. Students should not be seated at the same table or have the opportunity to view one another's answer documents.

Interruptions in the Administration

In the event of an interruption, such as a fire alarm, intercom announcement, or CD-player malfunction, follow these guidelines:

1. Stop the CD and the administration.
2. After the interruption, restart the administration from the point where you stopped the CD.

Equipment

You will need a CD player and a grade cluster 3–5 Listening CD. The player must provide adequate clarity and volume so that all students can hear clearly.

It is critical to test the CD player and CD before administering the Listening test.

- Make sure that the CD is appropriate for the grade cluster being assessed.
- Place the CD player in a central location in the room. Turn it on and listen to it from each student's seat. Are the prompts and timing signals easily heard? If not, adjust the volume accordingly.
- If the CD player is battery powered, make sure you have extra batteries.

Format of the Test

The Listening test for grades 3–5 consists of four parts.

The narrator will read the stimulus material two times and the questions and answer choices one time. Students have 10 seconds to respond to each question once the narrator has read the last option. **Listen carefully to the questions, and pause the CD at the end of each part of the test.** When all students are ready to proceed, restart the CD so students hear the instructions for the upcoming part. Then pause the CD to ask students if they have questions. When students are ready to proceed, restart the CD, and students will resume the test. The Listening test will take 48 minutes to complete. A break at the end of part 3 is recommended.

Practice for the Administration

Practice running the CD player and read through the directions.

ADMINISTERING THE TEST

⇒ Distribute to each student his or her own answer document, a Listening/Speaking test booklet, and two no. 2 pencils with good erasers.

Begin by saying:

You are about to take the ELDA Listening test. You may not talk during this test.

I have given you a test booklet and answer document. Make sure your name is on page 1 of the answer document.

On the front cover of your test booklet, in the box at the top of the page, print your last name, your first name, and your middle initial. (PAUSE.)

Mark all your answers in the answer document with the pencils you have been given. Do not open the test booklet or answer document until I tell you.

The Listening test measures how well you listen and how well you understand English. The Listening test has four parts. I will pause the recording at the end of each part of the test.

In a few moments, you will listen to a recording. You will hear each story twice, but you will hear each question and answer choices only once. As the narrator reads the test questions and answer choices, you can read them in your test booklet. Then you will answer the questions by darkening the circles in your answer document. You will hear a beep before the narrator reads the next question or story. You may not talk during this test. Do you have any questions about the instructions?

Answer any questions about the instructions.

NOTE: If you think students will have difficulty managing listening to the CD, following along in their test booklets, and marking their answers in their answer documents, you may direct students to mark their answers in their test booklets.

LISTENING: PART 1

⇒ Play the CD.

After you hear the sentence “Do you have any questions,” pause the CD and answer any procedural questions.

⇒ Play the CD

Pause the CD after you hear the sentence “This is the end of part 1.” Be sure that all students are ready to proceed with the next part.

LISTENING: PART 2

⇒ Play the CD.

After you hear the sentence “Do you have any questions,” pause the CD and answer any procedural questions.

⇒ Play the CD.

Pause the CD after you hear the sentence “This is the end of part 2.” Be sure that all students are ready to proceed with the next part.

LISTENING: PART 3

⇒ Play the CD.

After you hear the sentence “Do you have any questions,” pause the CD and answer any procedural questions.

⇒ Play the CD.

Pause the CD after you hear the sentence “You will now take a short break.”

If the entire Listening test will be administered in the same testing session, students should be given at least a 10-minute break between parts 3 and 4.

Be sure students leave all test materials closed on their desks and do not discuss or show each other their work. If the materials are left on their desks and not picked up, do not leave the room unsupervised. Students should be encouraged to sharpen pencils and use the restroom as necessary during the break.

At the end of the break, have the students take their seats. Be sure that all students are ready to proceed with part 4.

LISTENING: PART 4

When students are seated, begin part 4.

⇒ Play the CD.

After you hear the sentence, “Do you have any questions,” pause the CD and answer any procedural questions.

⇒ Play the CD.

When you hear the closing “If you marked your answers in the wrong place, raise your hand,” stop the CD.

If students marked answers in a wrong place, refer to page 8 of this manual.

If students marked their answers in their test booklets, their answers must be transferred to their answer documents to be scored. If students are able to transfer their answers, supervise them as they do so. If you will need to transfer their answers, follow the directions for transferring answers on page 71.

Be sure that you have collected all test booklets and answer documents before dismissing students.

⇒ Count the test booklets and answer documents **before** dismissing students. The count must correspond to the number of students in the testing group.

If students were absent, record those students' names, answer document security numbers, and test booklet security numbers and give this information to the

School Test Coordinator. Return test booklets and answer documents for students who were absent to the School Test Coordinator separately.

All secure test materials, including the Listening CD, must be returned to the School Test Coordinator immediately after testing. (Consult the after-testing procedures on pages 6-7 and the return procedures on page 71.)

ELDA: Grades 3–5 Speaking

PREPARING FOR THE TEST

Individual Administrations

Because students' oral responses are scored in real time, the Speaking test must be administered individually.

Testing Environment

The room should have appropriate seating and must be free of noise from the hallway, other classrooms, or outside the building.

Interruptions in the Administration

In the event of an interruption, such as a fire alarm, intercom announcement, or CD-player malfunction, follow these guidelines:

1. Stop the CD at the time of the interruption.
2. After the interruption, restart the administration from the point where you stopped the CD.

Equipment

You will need a CD player and a grade cluster 3–5 Speaking CD. The player must provide adequate clarity and volume so that the student and you can hear the tasks clearly.

It is critical to test the CD player and CD before administering the Speaking test.

Practice for the Administration

You will feel more comfortable about administering the Speaking test if you practice running the CD player and reading the scripted administration directions.

Before the administration, listen to the first two minutes of the CD. In those two minutes, you will hear the administration of practice tasks to familiarize you with the format of the test.

Format of the Test

The Speaking CD has 12 tracks, which include questions on the following:

1. school social interaction
2. English language arts
3. mathematics, science, and technology
4. social studies

You will play the Speaking CD and score each student's spoken responses in real time. Scoring guidelines are in the *Speaking Scoring Guide*. Read the guide **before** administering the Speaking test to become sufficiently familiar with scoring procedures. You must mark the scores for each student's responses on page 12 of the student's answer document. A student will need **only** his or her Listening/Speaking test booklet to refer to the pictures referenced in the questions.

ADMINISTERING THE TEST

⇒ Give the student his or her own Listening/Speaking test booklet.

During administration of the Speaking test, you will score the student's responses, as he or she speaks, on the student's answer document. Use the rubrics in the *Speaking Scoring Guide* and a no. 2 pencil to record the scores.

Begin by saying:

You are about to take the ELDA Speaking test.

This test will be used to learn about your skills in speaking English. Some of the questions refer to pictures in your test booklet. Some do not. The recording will tell you when you need to look at a picture in order to answer a question.

You will listen to 12 questions about school topics and answer the questions in English.

I will listen to and score your answers. Some questions may be difficult, but do your best to answer all questions using your best English.

Take your time and think about your answers. Answer each question as completely as you can. When you answer, speak clearly.

The questions will tell you how long your answers should be. If you cannot answer the whole question, you should try to answer as much as possible.

⇒ When you are satisfied that the student understands the procedure, play the CD.

A narrator will greet the student, provide instructions, and administer a practice question. A beep will signal the student to begin speaking. A second beep will signal that time is almost up. The third beep will signal to stop speaking. If a student has difficulty following the beeps, you may provide cues to let him or her know when to start and stop speaking.

Listen to the student as he or she responds to the practice question to be sure the response is in English. If not, remind the student to respond in English.

Pause the CD after you hear the sentence “Do you have any questions?”

Answer any questions. If the student needs to repeat the practice question, do so at this time.

When you and the student are ready, say:

We are now ready to start.

Remember, some of the questions tell you to look at a picture. Some do not.

NOTE: If you think the student may be distracted by the pictures in the test booklet when asked questions that do not reference a picture, you may place a blank piece of paper on top of the picture.

Continue by saying:

Once we begin, I will not be able to answer questions or stop the recording.

Do you have any questions?

Answer any procedural questions.

⇒ Play the CD and prepare to score the student’s responses.

Sit to the side of the student, with the student’s answer document on a clipboard. If you sit across from the student, he or she may be distracted by trying to see the scores you are entering.

As you are listening to the student, follow along in the *Speaking Scoring Guide* and use it to determine the score for each item. Record the scores on page 12 of the student’s answer document. Be sure to use a no. 2 pencil.

⇒ Turn off the CD after you hear the words “This is the end of the Speaking test.”

Return the student’s test booklet and answer document along with the CD to the School Test Coordinator when the test is concluded. (Consult the after-testing procedures on pages 6–7 and the return procedures on page 71.)

DIRECTIONS FOR ADMINISTERING ELDA: GRADES 6–8

Table of Contents

Grades 6–8 Reading 43

Grades 6–8 Writing 47

Grades 6–8 Listening 51

Grades 6–8 Speaking 54

ELDA: Grades 6–8 Reading

PREPARING FOR THE TEST

The Reading test is divided into three parts. Read the scripted directions prior to all parts.

- **Part 1: Short Passages**
- **Part 2: Instructions**
- **Part 3: Longer Passages**

A break between parts 2 and 3 of the Reading test is recommended.

The Reading test is not timed. If all students in the testing group have finished before the suggested time, you may start the next part earlier. Likewise, if most students have not finished by the suggested time, the time may be extended.

ADMINISTERING THE TEST

Before beginning the first part of the Reading test, you should have:

- affixed a label to and coded answer documents without preprinted student information.
- received a Reading/Writing test booklet and answer document for each student in your testing group.
- verified that the test booklets and answer documents are for the appropriate students and grade cluster.

⇒ Write your name (test administrator’s name), the school name, and the district name (fields B–D on page 1 of the answer document) on the board.

⇒ Distribute the correct answer document and two no. 2 pencils with good erasers to each student.

ALERT: For students whose accommodation is *Tests Read Aloud* or *Communication Assistance*, only the directions may be read aloud or signed for the Reading test. **Do not read aloud or sign the passages, introductions, items/questions, or answer options on the Reading test. Reading them aloud or signing them results in an invalid test.**

Begin by saying:

You are about to take the ELDA Reading test. You may not talk during this test.

I have given you an answer document. Mark all your answers in the answer document with the pencils you have been given. Do not open the answer document or write anything on it until I tell you.

On page 1, you should see your name and other identification information. If you see any mistakes, raise your hand. Do not make any marks on the page.

PAUSE. Make note of any errors reported for the School Test Coordinator. If a student received the wrong answer document and the other student is not in the testing group, contact the School Test Coordinator immediately. Do not allow the student to test at this time.

If needed, you may assist students in completing the information on page 1 of the answer document; however, you must let students coding fields G1, Hispanic/Latino Student, and G2, Race, make their own choices.

Then say:

Now find line A, Student’s Signature. Sign your name on this line. Write your first name and then your last name.

PAUSE. Students may print or write in cursive.

If students are able to enter the information, say:

Now find lines B, C, and D. Print my name on line B, Test Administrator’s Name. On line C, print the school name and on line D, print the district name. All of these names are written on the board for you to copy.

Point to this information on the board. If students lack the ability to complete the information, enter the information before beginning testing and skip the directions for lines B–D.

Students should not code fields E, F, H1, H2, I, and J. However, students with hand-coded answer documents should code fields G1, Hispanic/Latino Student, and G2, Race.

When students have finished copying the information, say:

Look at the box in the lower left corner on page 1 of your answer document. If your name does not appear there, find section G1. If you are Hispanic or Latino, darken the circle next to Yes. If you are not Hispanic or Latino, darken the circle next to No. (PAUSE.)

If your name does not appear in the box in the lower left corner, find section G2, Race. Read through all the choices and darken the correct circle or circles. You may darken more than one if appropriate.

When the first page of the answer document has been properly coded, say:

Keep your answer document closed, lay down your pencil, and sit quietly while I pass out the Reading/Writing test booklets. Do not open your test booklet or answer document until I tell you.

⇒ Distribute a Reading/Writing test booklet to each student.

Then say:

I have given you a Reading and Writing test booklet. On the front cover, in the box at the top of the page, print your last name, your first name, and your middle initial.

PAUSE. Circulate to ensure all students have written their names in the correct place.

READING: PART 1

Begin by saying:

Open your test booklet to page 3. (PAUSE.)
Read the instructions silently as I read aloud.
“The ELDA Reading test is a test of how well you understand what you read in English. It has multiple-choice questions. The reading test has three parts:
Part 1: Short Passages
Part 2: Instructions
Part 3: Longer Passages

“Please stop when you finish each part. You may review your answers in that part, but you may not go back or forward to work on any other part. [I] will tell you when to begin the next part.”

Turn to page 5. Read the instructions silently as I read aloud.

“In part 1, you are instructed to read a passage with a word that is missing and then choose the best word or words to fill in the blank. You will darken the circle for each answer on page 3 of your answer document. Here is a sample question.”

Read the passage in the box and the sample question and choose the best answer to fill in the blank. Look up when you think you know the answer.

When all students have looked up, say:

“The correct answer is C because John wrote on the board with a piece of chalk. You would darken circle C in your answer document.”

Read the passage and then read the question carefully. Read the passage again if you need to before you choose your answer.

Then say:

Stop working when you see the stop sign after question 7. You may check your work in part 1, but do not look at any other part. When you are finished, close your test booklet and place it on top of your answer document.

Do you have any questions about the instructions?

Answer any questions about the instructions. Then say:

Open your answer document to page 3 and find the section for part 1. (PAUSE.)

Turn to page 6 in your test booklet. (PAUSE.)

Though this is not a timed test, you will have about 10 minutes to complete part 1.

You may begin.

Allow students to work at their own pace. Move about the room to be sure students are marking answers in the correct place on the answer document.

After about 10 minutes, walk quietly through the testing area to determine whether nearly all students have completed part 1.

When nearly all have finished, say:

May I have your attention? Lay down your pencil. Do not continue working. Raise your hand if you have not finished this part or have marked your answers in the wrong place. If you have not finished, you will be given more time later. (PAUSE. Make a list of students who raise their hands. If students marked answers in a wrong place, refer to page 8 of this manual.)

If you decide to give students a stretch break here, have them close their answer documents and test booklets.

READING: PART 2

Begin part 2 by saying:

Turn to page 11 in your test booklet.

Read the instructions silently as I read aloud.

“In part 2, you are directed to read instructions for a specific task. Then you must answer a question about the instructions, as in sample question S2. You will darken the circle for each answer on page 3 of your answer document. Here is a sample question.”

Read the sign and the sample question and choose the best answer. Look up when you think you know the answer.

When all students have looked up, say:

“The correct answer is A because a student needs an account to use the school’s computers.”

The first answer space has been filled in to show that A is the correct answer.

Read each set of instructions and each question carefully before choosing your answer. Stop working when you see the stop sign after question 10. You may check your work in part 2, but do not look at any other part. When you are finished, close your test booklet and place it on top of your answer document.

Do you have any questions about the instructions?

Answer any questions about the instructions. Then say:

On page 3 of your answer document find the section for part 2. (PAUSE.)

Turn to page 12 in your test booklet. (PAUSE.)

Though this is not a timed test, you will have about 10 minutes to complete part 2.

You may begin.

Allow students to work at their own pace. Move about the room to be sure students are marking answers in the correct place on the answer document.

After about 10 minutes, walk quietly through the testing area to determine whether nearly all students have completed part 2.

When nearly all have finished, say:

May I have your attention? Lay down your pencil. Do not continue working. Close your test booklet and place it on top of your answer document.

Raise your hand if you have not finished this part or have marked your answers in the wrong place. If you have not finished, you will be given more time later. (PAUSE. Make a list of students who raise their hands. If students marked answers in a wrong place, refer to page 8 of this manual.)

We will now take a short break.

At this point, you should allow a short break. See pages 11–12.

READING: PART 3

When students are seated after the break, begin by saying:

Open your test booklet to page 15.

Read the instructions silently as I read aloud.

“In part 3, you are instructed to read a passage and find information. Then you must answer questions, as in sample question S3. You will darken the circle for each answer on page 4 of your answer document. Here is a sample question.”

Read the passage in the box and the sample question and choose the best answer. Look up when you think you know the answer.

When all students have looked up, say:

“The correct answer is D because the passage says that Mary and her friends went to buy a present at the mall.”

The last answer space has been filled in to show that D is the correct answer.

“Remember: Read the passage. Read the question carefully. Read the passage again if you need to before you choose your answer.”

Stop working when you see the stop sign after question 35. You may check your work in part 3, but do not look at any other part. When you are finished, close your test booklet and place it on top of your answer document.

Do you have any questions about the instructions?

Answer any questions about the instructions. Then say:

Turn to part 3 on page 4 of your answer document. (PAUSE.)

Turn to page 16 in your test booklet. (PAUSE.)

Though this is not a timed test, you will have about 25 minutes to complete part 3.

You may begin.

Allow students to work at their own pace. Move about the room to be sure students are marking answers in the correct place on the answer document.

After about 25 minutes, walk quietly through the testing area to determine whether nearly all students have completed part 3.

When nearly all have finished, say:

May I have your attention? Lay down your pencil. Do not continue working. Close your test booklet and answer document and place your test booklet on top of your answer document. Everyone remain seated until I dismiss you.

Raise your hand if you have not finished this part or have marked your answers in the wrong place. (PAUSE. Make a list of students who raise their hands.)

If students marked answers in a wrong place, refer to page 8 of this manual.

If students have completed the Reading test, collect test booklets and answer documents from each individually.

⇒ Count the test booklets and answer documents before dismissing students. The count must correspond to the number of students in the testing group.

For students who did not complete all parts of the Reading test, the School Test Coordinator will have determined the location where these students will complete testing. **To ensure test security, students should complete the parts before interacting with other students.**

If students are moved to another location, gather all materials before moving and reissue them in the new location. Test security must be maintained during movement of the students and test materials. If students are not moved, they should continue testing after those who have completed the test are dismissed. Students should be monitored to ensure they do not return to a previously completed part or look ahead. Students should turn in test materials as they complete testing and follow the procedure for dismissal that has been established by the School Test Coordinator.

If students were absent, record those students’ names, answer document security numbers, and test booklet security numbers and give this information to the School Test Coordinator. Return test booklets and answer documents for students who were absent to the School Test Coordinator separately.

All secure test materials must be returned to the School Test Coordinator immediately after testing. (Consult the after-testing procedures on pages 6–7 and the return procedures on page 71.)

ELDA: Grades 6–8

Writing

PREPARING FOR THE TEST

The Writing test is divided into three parts. Read the scripted directions prior to all parts.

- **Part 1: Writing Prompts**
- **Part 2: Editing**
- **Part 3: Graphic Organizer**

A break between parts 1 and 2 of the Writing test is recommended.

The Writing test is not timed. If all students in the testing group have finished before the suggested time, you may start the next part earlier. Likewise, if most students have not finished by the suggested time, the time may be extended.

ADMINISTERING THE TEST

For students who were absent for the Reading test, supervise the coding of any necessary information on their answer documents (see pages 43–44) and pay extra attention to ensure they begin at the proper place in the answer document. After coding of their documents, they can proceed with the Writing test and take the Reading test during makeups.

⇒ Distribute to each student his or her own Reading/Writing test booklet and answer document and two no. 2 pencils with good erasers.

WRITING: PART 1

Begin by saying:

Now you will take the ELDA Writing test. You may not talk during this test.

Make sure your name is on the front cover of the test booklet and on page 1 of the answer document. (PAUSE.)

Open your test booklet to page 31. (PAUSE.)

Read the instructions silently as I read aloud.

“The ELDA Writing test is a test of how well you can write in English. It has multiple-choice questions as well as questions that require you to write your answers. There are three parts in the writing test.

Part 1: Writing Prompts

Part 2: Editing

Part 3: Graphic Organizer

“Please stop when you finish each part. You may review your answers in that part, but you may not go back or forward to work on any other part. [I] will tell you when to begin the next part.”

Turn to page 33. Read the instructions silently as I read aloud.

“Part 1 tests how well you write in English in response to prompts. There are 4 prompts on pages 34 and 35. Read each prompt carefully. Then write in the space provided in your answer document for each prompt. Write as much as you can. Your response will be scored on how well you do the following:

- **write about the prompt**
- **include details in your answer**
- **make sure your response makes sense**
- **use the English language correctly.**

“Here is sample prompt S1:

What do you like to do on Saturdays? Write at least three sentences about one thing you like to do on Saturdays.”

Here is a sample answer:

“On Saturdays my grandmother always comes over and together we cook a big meal for the family. She is teaching me how to make traditional Swedish foods, like meatballs and cookies. I love cooking with my grandmother.”

Think about this:

Does the sample answer

- **address the prompt?**
- **include details?**
- **make sense?**

PAUSE while students consider these questions. Then say:

You must write all your answers in your answer document. Each question in this part will tell you which answer document page to write on. Stop working when you see the stop sign after question 4. You may check your work in part 1, but do not look at any other part. When you are finished, close your test booklet and place it on top of your answer document.

Do you have any questions about the instructions?

Answer any questions about the instructions. Then say:

Turn to page 34 in your test booklet. (PAUSE.)

Open your answer document to page 5. (PAUSE.)

Though this is not a timed test, you will have about 30 minutes to complete part 1.

You may begin.

Allow students to work at their own pace. Move about the room to be sure students are writing on the correct pages of the answer document.

After about 30 minutes, walk quietly through the testing area to determine whether nearly all students have completed part 1.

When nearly all have finished, say:

May I have your attention? Lay down your pencil. Do not continue working. Close your test booklet and place it on top of your answer document.

Raise your hand if you have not finished this part or have marked your answers in the wrong place. If you have not finished, you will be given more time later. (PAUSE. Make a list of students who raise their hands. If students marked answers in a wrong place, refer to page 8 of this manual.)

We will now take a short break.

At this point, you should allow a short break. See pages 11–12.

WRITING: PART 2

When students are seated after the break, begin by saying:

Open your test booklet to page 37.

Read the instructions silently as I read aloud.

“For part 2, questions 5 through 16, you will read examples of student writing. Read these passages very carefully. Then read the questions and choose the best answer. Sometimes, an answer choice may seem correct, but if you read the whole passage, you will see that it is not. Be sure to read and pay attention to the whole passage before you answer the questions. You will darken the circle for each answer on page 9 in your answer document.

“Here is sample S2:

“Read this passage and answer question S2. Choose D if no change is needed.

“My sister is my best friend. She plays with me and made me laugh.

“Choose the best answer to replace made.

- A. makes
- B. making
- C. make
- D. No change is needed.”

Look up when you think you know the answer.

When all students have looked up, say:

“The correct answer is A. So you should have chosen answer A.”

The first answer space has been filled in to show that A is the correct answer.

Stop working when you see the stop sign after question 16. You may check your work in part 2, but do not look at any other part. When you are finished, close your test booklet and place it on top of your answer document.

Do you have any questions about the instructions?

Answer any questions about the instructions. Then say:

On page 9 of your answer document, find the section for part 2. (PAUSE.)

Turn to page 38 in your test booklet. (PAUSE.)

Though this is not a timed test, you will have about 20 minutes to complete part 2.

You may begin.

Allow students to work at their own pace. Move about the room to be sure students are marking answers in the correct place on the answer document.

After about 20 minutes, walk quietly through the testing area to determine whether nearly all students have completed part 2.

When nearly all have finished, say:

May I have your attention? Lay down your pencil. Do not continue working.

Raise your hand if you have not finished this part or have marked your answers in the wrong place. If you have not finished, you will be given more time later. (PAUSE. Make a list of students who raise their hands. If students marked answers in a wrong place, refer to page 8 of this manual.)

If you decide to give students a short break here, have them close their answer documents and test booklets.

WRITING: PART 3

Begin by saying:

Open your test booklet to page 43.

Read the directions silently as I read aloud.

“For part 3, questions 17 through 19, you will look at a graphic organizer a student made to help plan her writing. Look carefully at the graphic organizer on page 44. Then read the questions and choose the best answer. Look back at the graphic organizer if you need to. Darken the circle for each answer on page 9 in your answer document.”

Stop working when you see the stop sign after question 19. You may check your work in part 3, but do not look at any other part. When you are finished, close your test booklet and answer document and place your test booklet on top of your answer document.

Do you have any questions about the instructions?

Answer any questions about the instructions. Then say:

On page 9 of your answer document, find the section for part 3. (PAUSE.)

Turn to page 44 in your test booklet. (PAUSE.)

Though this is not a timed test, you will have about 10 minutes to complete part 3.

You may begin.

Allow students to work at their own pace. Move about the room to be sure students are marking answers in the correct place on the answer document.

After about 10 minutes, walk quietly through the testing area to determine whether nearly all students have completed part 3.

When nearly all have finished, say:

May I have your attention? Lay down your pencil. Do not continue working. Close your test booklet and answer document and place your test booklet on top of your answer document. Everyone remain seated until I dismiss you.

Raise your hand if you have not finished this part or have marked your answers in the wrong place. (PAUSE. Make a list of students who raise their hands.)

If students marked answers in a wrong place, refer to page 8 of this manual.

If students have completed the Writing test, collect test booklets and answer documents from each individually.

⇒ Count the test booklets and answer documents **before** dismissing students. The count must correspond to the number of students in the testing group.

For students who did not complete all parts of the Writing test, the School Test Coordinator will have determined the location where these students will complete testing. **To ensure test security, students should complete the parts before interacting with other students.**

If students are moved to another location, gather all materials before moving and reissue them in the new location. Test security must be maintained during movement of the students and test materials. If students are not moved, they should continue testing after those who have completed the test are dismissed. Students should be monitored to ensure they do not return to a previously completed part. Students should turn in test materials as they complete testing and follow the procedure for dismissal that has been established by the School Test Coordinator.

If students were absent, record those students' names, answer document security numbers, and test booklet security numbers and give this information to the School Test Coordinator. Return test booklets and answer documents for students who were absent to the School Test Coordinator separately.

All secure test materials must be returned to the School Test Coordinator immediately after testing. (Consult the after-testing procedures on pages 6–7 and the return procedures on page 71.)

ELDA: Grades 6–8 Listening

PREPARING FOR THE TEST

Testing Groups

For the Listening test, assess as many students as can fit in the classroom and meet the conditions described on page 12, Testing Conditions.

Testing Environment

The room should have appropriate seating for each student. Your primary consideration as a test administrator is that students be able to hear the recordings. The room must be free of noise from the hallway, other classrooms, or outside the building.

Students should be seated far enough apart so that they do not distract one another. Students should not be seated at the same table or have the opportunity to view one another's answer documents.

Interruptions in the Administration

In the event of an interruption, such as a fire alarm, intercom announcement, or CD-player malfunction, follow these guidelines:

1. Stop the CD and the administration.
2. After the interruption, restart the administration from the point where you stopped the CD.

Equipment

You will need a CD player and a grade cluster 6–8 Listening CD. The player must provide adequate clarity and volume so that all students can hear clearly.

It is critical to test the CD player and CD before administering the Listening test.

- Make sure that the CD is appropriate for the grade cluster being assessed.
- Place the CD player in a central location in the room. Turn it on and listen to it from each student's seat. Are the prompts and timing signals easily heard? If not, adjust the volume accordingly.
- If the CD player is battery powered, make sure you have extra batteries.

Format of the Test

The Listening test for grades 6–8 consists of five parts.

The narrator will read the stimulus material two times and the questions and answer choices one time. Students have 10 seconds to respond to each question once the narrator has read the last option. **Listen carefully to the questions, and pause the CD at the end of each part of the test.** When all students are ready to proceed, restart the CD so students hear the instructions for the upcoming part. Then pause the CD to ask students if they have questions. When students are ready to proceed, restart the CD, and students will resume the test. The Listening test will take 53 minutes to complete. A break at the end of part 3 is recommended.

Practice for the Administration

Practice running the CD player and read through the directions.

ADMINISTERING THE TEST

⇒ Distribute to each student his or her own answer document, a Listening/Speaking test booklet, and two no. 2 pencils with good erasers.

Begin by saying:

You are about to take the ELDA Listening test. You may not talk during this test.

I have given you a test booklet and answer document. Make sure your name is on page 1 of the answer document.

On the front cover of your test booklet, in the box at the top of the page, print your last name, your first name, and your middle initial. (PAUSE.)

Mark all your answers in the answer document with the pencils you have been given. Do not open the test booklet or answer document until I tell you.

The Listening test measures how well you listen and how well you understand English. The Listening test has five parts. I will pause the recording at the end of each part of the test.

In a few moments, you will listen to a recording. You will hear each story twice, but you will hear each question and answer choices only once. As the narrator reads the test questions and answer choices, you can read them in your test booklet. Then you will answer the questions by darkening the circles in your answer document. You will hear a beep before the narrator reads the next question or story. You may not talk during this test. Do you have any questions about the instructions?

Answer any questions about the instructions.

NOTE: If you think students will have difficulty managing listening to the CD, following along in their test booklets, and marking their answers in their answer documents, you may direct students to mark their answers in their test booklets.

LISTENING: PART 1

⇒ Play the CD.

After you hear the sentence “Do you have any questions,” pause the CD and answer any procedural questions.

⇒ Play the CD.

Pause the CD after you hear the sentence “This is the end of part 1.” Be sure that all students are ready to proceed with the next part.

LISTENING: PART 2

⇒ Play the CD.

After you hear the sentence “Do you have any questions,” pause the CD and answer any procedural questions.

⇒ Play the CD.

Pause the CD after you hear the sentence “This is the end of part 2.” Be sure that all students are ready to proceed with the next part.

LISTENING: PART 3

⇒ Play the CD.

After you hear the sentence “Do you have any questions,” pause the CD and answer any procedural questions.

⇒ Play the CD.

Pause the CD after you hear the sentence “You will now take a short break.”

If the entire Listening test will be administered in the same testing session, students should be given at least a 10-minute break between parts 3 and 4.

Be sure students leave all test materials closed on their desks and do not discuss or show each other their work. If the materials are left on their desks and not picked up, do not leave the room unsupervised. Students should be encouraged to sharpen pencils and use the restroom as necessary during the break.

At the end of the break, have the students take their seats. Be sure that all students are ready to proceed with part 4.

LISTENING: PART 4

When students are seated, begin part 4.

⇒ Play the CD.

After you hear the sentence “Do you have any questions,” pause the CD and answer any procedural questions.

⇒ Play the CD.

Pause the CD after you hear the sentence “This is the end of part 4.” Be sure that all students are ready to proceed with the next part.

LISTENING: PART 5

⇒ Play the CD.

After you hear the sentence “Do you have any questions,” pause the CD and answer any procedural questions.

⇒ Play the CD.

When you hear the closing “If you marked your answers in the wrong place, raise your hand,” stop the CD.

If students marked answers in a wrong place, refer to page 8 of this manual.

If students marked their answers in their test booklets, their answers must be transferred to their answer documents to be scored. If students are able to transfer their answers, supervise them as they do so. If you will need to transfer their answers, follow the directions for transferring answers on page 71.

Be sure that you have collected all test booklets and answer documents before dismissing students.

⇒ Count the test booklets and answer documents **before** dismissing students. The count must correspond to the number of students in the testing group.

If students were absent, record those students' names, answer document security numbers, and test booklet security numbers and give this information to the

School Test Coordinator. Return test booklets and answer documents for students who were absent to the School Test Coordinator separately.

All secure test materials, including the Listening CD, must be returned to the School Test Coordinator immediately after testing. (Consult the after-testing procedures on pages 6–7 and the return procedures on page 71.)

ELDA: Grades 6–8 Speaking

PREPARING FOR THE TEST

Individual Administrations

Because students' oral responses are scored in real time, the Speaking test must be administered individually.

Testing Environment

The room should have appropriate seating and must be free of noise from the hallway, other classrooms, or outside the building.

Interruptions in the Administration

In the event of an interruption, such as a fire alarm, intercom announcement, or CD-player malfunction, follow these guidelines:

1. Stop the CD at the time of the interruption.
2. After the interruption, restart the administration from the point where you stopped the CD.

Equipment

You will need a CD player and a grade cluster 6–8 Speaking CD. The player must provide adequate clarity and volume so that the student and you can hear the tasks clearly.

It is critical to test the CD player and CD before administering the Speaking test.

Practice for the Administration

You will feel more comfortable about administering the Speaking test if you practice running the CD player and reading the scripted administration directions.

Before the administration, listen to the first two minutes of the CD. In those two minutes, you will hear the administration of practice tasks to familiarize you with the format of the test.

Format of the Test

The Speaking CD has 12 tracks, which include questions on the following:

1. school social interaction
2. English language arts
3. mathematics, science, and technology
4. social studies

You will play the Speaking CD and score each student's spoken responses in real time. Scoring guidelines are in the *Speaking Scoring Guide*. Read the guide **before** administering the Speaking test to become sufficiently familiar with scoring procedures. You must mark the scores for each student's responses on page 12 of the student's answer document. A student will need **only** his or her Listening/Speaking test booklet to refer to the pictures referenced in the questions.

ADMINISTERING THE TEST

⇒ Give the student his or her own Listening/Speaking test booklet.

During administration of the Speaking test, you will score the student's responses, as he or she speaks, on the student's answer document. Use the rubrics in the *Speaking Scoring Guide* and a no. 2 pencil to record the scores.

Begin by saying:

You are about to take the ELDA Speaking test.

This test will be used to learn about your skills in speaking English. Some of the questions refer to pictures in your test booklet. Some do not. The recording will tell you when you need to look at a picture in order to answer a question.

You will listen to 12 questions about school topics and answer the questions in English.

I will listen to and score your answers. Some questions may be difficult, but do your best to answer all questions using your best English.

Take your time and think about your answers. Answer each question as completely as you can. When you answer, speak clearly.

The questions will tell you how long your answers should be. If you cannot answer the whole question, you should try to answer as much as possible.

⇒ When you are satisfied that the student understands the procedure, play the CD.

A narrator will greet the student, provide instructions, and administer a practice question. A beep will signal the student to begin speaking. A second beep will signal that time is almost up. The third beep will signal to stop speaking. If a student has difficulty following the beeps, you may provide cues to let him or her know when to start and stop speaking.

Listen to the student as he or she responds to the practice question to be sure the response is in English. If not, remind the student to respond in English.

Pause the CD after you hear the sentence “Do you have any questions?”

Answer any questions. If the student needs to repeat the practice question, do so at this time.

When you and the student are ready, say:

We are now ready to start.

Remember, some of the questions tell you to look at a picture. Some do not.

NOTE: If you think the student may be distracted by the pictures in the test booklet when asked questions that do not reference a picture, you may place a blank piece of paper on top of the picture.

Continue by saying:

Once we begin, I will not be able to answer questions or stop the recording.

Do you have any questions?

Answer any procedural questions.

⇒ Play the CD and prepare to score the student’s responses.

Sit to the side of the student, with the student’s answer document on a clipboard. If you sit across from the student, he or she may be distracted by trying to see the scores you are entering.

As you are listening to the student, follow along in the *Speaking Scoring Guide* and use it to determine the score for each item. Record the scores on page 12 of the student’s answer document. Be sure to use a no. 2 pencil.

⇒ Turn off the CD after you hear the words “This is the end of the Speaking test.”

Return the student’s test booklet and answer document along with the CD to the School Test Coordinator when the test is concluded. (Consult the after-testing procedures on pages 6–7 and the return procedures on page 71.)

DIRECTIONS FOR ADMINISTERING ELDA: GRADES 9–12

Table of Contents

Grades 9–12 Reading 57
Grades 9–12 Writing 61
Grades 9–12 Listening 65
Grades 9–12 Speaking 68

ELDA: Grades 9–12

Reading

PREPARING FOR THE TEST

The Reading test is divided into three parts. Read the scripted directions prior to all parts.

- **Part 1: Short Passages**
- **Part 2: Instructions**
- **Part 3: Longer Passages**

A break between parts 2 and 3 of the Reading test is recommended.

The Reading test is not timed. If all students in the testing group have finished before the suggested time, you may start the next part earlier. Likewise, if most students have not finished by the suggested time, the time may be extended.

ADMINISTERING THE TEST

Before beginning the first part of the Reading test, you should have:

- affixed a label to and coded answer documents without preprinted student information.
- received a Reading/Writing test booklet and answer document for each student in your testing group.
- verified that the test booklets and answer documents are for the appropriate students and grade cluster.

⇒ Write your name (test administrator's name), the school name, and the district name (fields B–D on page 1 of the answer document) on the board.

⇒ Distribute the correct answer document and two no. 2 pencils with good erasers to each student.

ALERT: For students whose accommodation is *Tests Read Aloud* or *Communication Assistance*, only the directions may be read aloud or signed for the Reading test. **Do not read aloud or sign the passages, introductions, items/questions, or answer options on the Reading test. Reading them aloud or signing them results in an invalid test.**

Begin by saying:

You are about to take the ELDA Reading test. You may not talk during this test.

I have given you an answer document. Mark all your answers in the answer document with the pencils you have been given. Do not open the answer document or write anything on it until I tell you.

On page 1, you should see your name and other identification information. If you see any mistakes, raise your hand. Do not make any marks on the page.

PAUSE. Make note of any errors reported for the School Test Coordinator. If a student received the wrong answer document and the other student is not in the testing group, contact the School Test Coordinator immediately. Do not allow the student to test at this time.

If needed, you may assist students in completing the information on page 1 of the answer document; however, you must let students coding fields G1, Hispanic/Latino Student, and G2, Race, make their own choices.

Then say:

Now find line A, Student's Signature. Sign your name on this line. Write your first name and then your last name.

PAUSE. Students may print or write in cursive.

If students are able to enter the information, say:

Now find lines B, C, and D. Print my name on line B, Test Administrator's Name. On line C, print the school name and on line D, print the district name. All of these names are written on the board for you to copy.

Point to this information on the board. If students lack the ability to complete the information, enter the information before beginning testing and skip the directions for lines B–D.

Students should not code fields E, F, H1, H2, I, and J. However, students with hand-coded answer documents should code fields G1, Hispanic/Latino Student, and G2, Race.

When students have finished copying the information, say:

Look at the box in the lower left corner on page 1 of your answer document. If your name does not appear there, find section G1. If you are Hispanic or Latino, darken the circle next to Yes. If you are not Hispanic or Latino, darken the circle next to No. (PAUSE.)

If your name does not appear in the box in the lower left corner, find section G2, Race. Read through all the choices and darken the correct circle or circles. You may darken more than one if appropriate.

When the first page of the answer document has been properly coded, say:

Keep your answer document closed, lay down your pencil, and sit quietly while I pass out the Reading/Writing test booklets. Do not open your test booklet or answer document until I tell you.

⇒ Distribute a Reading/Writing test booklet to each student.

Then say:

I have given you a Reading and Writing test booklet. On the front cover, in the box at the top of the page, print your last name, your first name, and your middle initial.

PAUSE. Circulate to ensure all students have written their names in the correct place.

READING: PART 1

Begin by saying:

Open your test booklet to page 3. (PAUSE.)
Read the instructions silently as I read aloud.
“The ELDA Reading test is a test of how well you understand what you read in English. It has multiple-choice questions. The reading test has three parts:
Part 1: Short Passages
Part 2: Instructions
Part 3: Longer Passages

“Please stop when you finish each part. You may review your answers in that part, but you may not go back or forward to work on any other part. [I] will tell you when to begin the next part.”

Turn to page 5. Read the instructions silently as I read aloud.

“In part 1, you are instructed to read a passage with a word that is missing and then choose the best word or words to fill in the blank. You will darken the circle for each answer on page 3 of your answer document. Here is a sample question.”

Read the passage in the box and the sample question and choose the best answer to fill in the blank. Look up when you think you know the answer.

When all students have looked up, say:

“The correct answer is C because John wrote on the board with a piece of chalk. You would darken circle C in your answer document.”

Read the passage and then read the question carefully. Read the passage again if you need to before you choose your answer.

Then say:

Stop working when you see the stop sign after question 6. You may check your work in part 1, but do not look at any other part. When you are finished, close your test booklet and place it on top of your answer document.

Do you have any questions about the instructions?

Answer any questions about the instructions. Then say:

Open your answer document to page 3 and find the section for part 1. (PAUSE.)

Turn to page 6 in your test booklet. (PAUSE.)

Though this is not a timed test, you will have about 10 minutes to complete part 1.

You may begin.

Allow students to work at their own pace. Move about the room to be sure students are marking answers in the correct place on the answer document.

After about 10 minutes, walk quietly through the testing area to determine whether nearly all students have completed part 1.

When nearly all have finished, say:

May I have your attention? Lay down your pencil. Do not continue working. Raise your hand if you have not finished this part or have marked your answers in the wrong place. If you have not finished, you will be given more time later. (PAUSE. Make a list of students who raise their hands. If students marked answers in a wrong place, refer to page 8 of this manual.)

If you decide to give students a stretch break here, have them close their answer documents and test booklets.

READING: PART 2

Begin part 2 by saying:

Turn to page 9 in your test booklet.
Read the instructions silently as I read aloud.
“In part 2, you are directed to read instructions for a specific task. Then you must answer a question about the instructions, as in sample question S2. You will darken the circle for each answer on page 3 of your answer document. Here is a sample question.”
Read the sign and the sample question and choose the best answer. Look up when you think you know the answer.

When all students have looked up, say:

“The correct answer is A because a student needs an account to use the school’s computers.”
The first answer space has been filled in to show that A is the correct answer.
Read each set of instructions and each question carefully before choosing your answer. Stop working when you see the stop sign after question 11. You may check your work in part 2, but do not look at any other part. When you are finished, close your test booklet and place it on top of your answer document.

Do you have any questions about the instructions?

Answer any questions about the instructions. Then say:

On page 3 of your answer document find the section for part 2. (PAUSE.)
Turn to page 10 in your test booklet. (PAUSE.)
Though this is not a timed test, you will have about 10 minutes to complete part 2.
You may begin.

Allow students to work at their own pace. Move about the room to be sure students are marking answers in the correct place on the answer document.

After about 10 minutes, walk quietly through the testing area to determine whether nearly all students have completed part 2.

When nearly all have finished, say:

May I have your attention? Lay down your pencil. Do not continue working. Close your test booklet and place it on top of your answer document.
Raise your hand if you have not finished this part or have marked your answers in the wrong place. If you have not finished, you will be given more time later. (PAUSE. Make a list of students who raise their hands. If students marked answers in a wrong place, refer to page 8 of this manual.)
We will now take a short break.

At this point, you should allow a short break. See pages 11–12.

READING: PART 3

When students are seated after the break, begin by saying:

Open your test booklet to page 17.
Read the instructions silently as I read aloud.
“In part 3, you are instructed to read a passage and find information. Then you must answer questions, as in sample question S3. You will darken the circle for each answer on page 4 of your answer document. Here is a sample question.”

Read the passage in the box and the sample question and choose the best answer. Look up when you think you know the answer.

When all students have looked up, say:

“The correct answer is D because the passage says that Mary and her friends went to buy a present at the mall.”

The last answer space has been filled in to show that D is the correct answer.

“Remember: Read the passage. Read the question carefully. Read the passage again if you need to before you choose your answer.”

Stop working when you see the stop sign after question 35. You may check your work in part 3, but do not look at any other part. When you are finished, close your test booklet and place it on top of your answer document.

Do you have any questions about the instructions?

Answer any questions about the instructions. Then say:

Turn to part 3 on page 4 of your answer document. (PAUSE.)

Turn to page 18 in your test booklet. (PAUSE.)

Though this is not a timed test, you will have about 25 minutes to complete part 3.

You may begin.

Allow students to work at their own pace. Move about the room to be sure students are marking answers in the correct place on the answer document.

After about 25 minutes, walk quietly through the testing area to determine whether nearly all students have completed part 3.

When nearly all have finished, say:

May I have your attention? Lay down your pencil. Do not continue working. Close your test booklet and answer document and place your test booklet on top of your answer document. Everyone remain seated until I dismiss you.

Raise your hand if you have not finished this part or have marked your answers in the wrong place. (PAUSE. Make a list of students who raise their hands.)

If students marked answers in a wrong place, refer to page 8 of this manual.

If students have completed the Reading test, collect test booklets and answer documents from each individually.

⇒ Count the test booklets and answer documents before dismissing students. The count must correspond to the number of students in the testing group.

For students who did not complete all parts of the Reading test, the School Test Coordinator will have determined the location where these students will complete testing. **To ensure test security, students should complete the parts before interacting with other students.**

If students are moved to another location, gather all materials before moving and reissue them in the new location. Test security must be maintained during movement of the students and test materials. If students are not moved, they should continue testing after those who have completed the test are dismissed. Students should be monitored to ensure they do not return to a previously completed part or look ahead. Students should turn in test materials as they complete testing and follow the procedure for dismissal that has been established by the School Test Coordinator.

If students were absent, record those students' names, answer document security numbers, and test booklet security numbers and give this information to the School Test Coordinator. Return test booklets and answer documents for students who were absent to the School Test Coordinator separately.

All secure test materials must be returned to the School Test Coordinator immediately after testing. (Consult the after-testing procedures on pages 6–7 and the return procedures on page 71.)

ELDA: Grades 9–12

Writing

PREPARING FOR THE TEST

The Writing test is divided into three parts. Read the scripted directions prior to all parts.

- **Part 1: Writing Prompts**
- **Part 2: Editing**
- **Part 3: Graphic Organizer**

A break between parts 1 and 2 of the Writing test is recommended.

The Writing test is not timed. If all students in the testing group have finished before the suggested time, you may start the next part earlier. Likewise, if most students have not finished by the suggested time, the time may be extended.

ADMINISTERING THE TEST

For students who were absent for the Reading test, supervise the coding of any necessary information on their answer documents (see pages 57–58) and pay extra attention to ensure they begin at the proper place in the answer document. After coding of their documents, they can proceed with the Writing test and take the Reading test during makeups.

⇒ Distribute to each student his or her own Reading/Writing test booklet and answer document and two no. 2 pencils with good erasers.

WRITING: PART 1

Begin by saying:

Now you will take the ELDA Writing test. You may not talk during this test.

Make sure your name is on the front cover of the test booklet and on page 1 of the answer document. (PAUSE.)

Open your test booklet to page 31. (PAUSE.)

Read the instructions silently as I read aloud.

“The ELDA Writing test is a test of how well you can write in English. It has multiple-choice questions as well as questions that require you to write your answers. There are three parts in the writing test.

Part 1: Writing Prompts

Part 2: Editing

Part 3: Graphic Organizer

“Please stop when you finish each part. You may review your answers in that part, but you may not go back or forward to work on any other part. [I] will tell you when to begin the next part.”

Turn to page 33. Read the instructions silently as I read aloud.

“Part 1 tests how well you write in English in response to prompts. There are 5 prompts on pages 34 through 36. Read each prompt carefully. Then write in the space provided in your answer document for each prompt. Write as much as you can. Your response will be scored on how well you do the following:

- **write about the prompt**
- **include details in your answer**
- **make sure your response makes sense**
- **use the English language correctly.**

“Here is sample prompt S1:

What do you like to do on Saturdays? Write at least three sentences about one thing you like to do on Saturdays.”

Here is a sample answer:

“On Saturdays I like to go running. I am going to try out for the track team next year, so I’m training. Each Saturday I see how long it takes me to run to the gas station and back. I’m getting faster and faster. I hope I make the team!”

Think about this:

Does the sample answer

- **address the prompt?**
- **include details?**
- **make sense?**

PAUSE while students consider these questions. Then say:

You must write all your answers in your answer document. Each question in this part will tell you which answer document page to write on. Stop working when you see the stop sign after question 5. You may check your work in part 1, but do not look at any other part. When you are finished, close your test booklet and place it on top of your answer document.

Do you have any questions about the instructions?

Answer any questions about the instructions. Then say:

**Turn to page 34 in your test booklet. (PAUSE.)
Open your answer document to page 5. (PAUSE.)
Though this is not a timed test, you will have about 30 minutes to complete part 1.
You may begin.**

Allow students to work at their own pace. Move about the room to be sure students are writing on the correct pages of the answer document.

After about 30 minutes, walk quietly through the testing area to determine whether nearly all students have completed part 1.

When nearly all have finished, say:

May I have your attention? Lay down your pencil. Do not continue working. Close your test booklet and place it on top of your answer document.

Raise your hand if you have not finished this part or have marked your answers in the wrong place. If you have not finished, you will be given more time later. (PAUSE. Make a list of students who raise their hands. If students marked answers in a wrong place, refer to page 8 of this manual.)

We will now take a short break.

At this point, you should allow a short break. See pages 11–12.

WRITING: PART 2

When students are seated after the break, begin by saying:

Open your test booklet to page 39.

Read the instructions silently as I read aloud.

“For part 2, questions 6 through 17, you will read examples of student writing. Read these passages very carefully. Then read the questions and choose the best answer. Sometimes, an answer choice may seem correct, but if you read the whole passage, you will see that it is not. Be sure to read and pay attention to the whole passage before you answer the questions. You will darken the circle for each answer on page 10 in your answer document.

“Here is sample S2:

“Read this passage and answer question S2. Choose D if no change is needed.

“My sister is my best friend. She plays with me and made me laugh.

“Choose the best answer to replace made.

- A. makes
- B. making
- C. make
- D. No change is needed.”

Look up when you think you know the answer.

When all students have looked up, say:

“The correct answer is A. So you should have chosen answer A.”

The first answer space has been filled in to show that A is the correct answer.

Stop working when you see the stop sign after question 17. You may check your work in part 2, but do not look at any other part. When you are finished, close your test booklet and place it on top of your answer document.

Do you have any questions about the instructions?

Answer any questions about the instructions. Then say:

Turn to page 10 of your answer document and find the section for part 2. (PAUSE.)

Turn to page 40 in your test booklet. (PAUSE.)

Though this is not a timed test, you will have about 20 minutes to complete part 2.

You may begin.

Allow students to work at their own pace. Move about the room to be sure students are marking answers in the correct place on the answer document.

After about 20 minutes, walk quietly through the testing area to determine whether nearly all students have completed part 2.

When nearly all have finished, say:

May I have your attention? Lay down your pencil. Do not continue working.

Raise your hand if you have not finished this part or have marked your answers in the wrong place. If you have not finished, you will be given more time later. (PAUSE. Make a list of students who raise their hands. If students marked answers in a wrong place, refer to page 8 of this manual.)

If you decide to give students a short break here, have them close their answer documents and test booklets.

WRITING: PART 3

Begin by saying:

Open your test booklet to page 45.

Read the directions silently as I read aloud.

“For part 3, questions 18 through 20, you will look at a graphic organizer a student made to help plan her writing. Look carefully at the graphic organizer on page 46. Then read the questions and choose the best answer. Look back at the graphic organizer if you need to. Darken the circle for each answer on page 10 in your answer document.”

Stop working when you see the stop sign after question 20. You may check your work in part 3, but do not look at any other part. When you are finished, close your test booklet and answer document and place your test booklet on top of your answer document.

Do you have any questions about the instructions?

Answer any questions about the instructions. Then say:

On page 10 of your answer document, find the section for part 3. (PAUSE.)

Turn to page 46 in your test booklet. (PAUSE.)

Though this is not a timed test, you will have about 10 minutes to complete part 3.

You may begin.

Allow students to work at their own pace. Move about the room to be sure students are marking answers in the correct place on the answer document.

After about 10 minutes, walk quietly through the testing area to determine whether nearly all students have completed part 3.

When nearly all have finished, say:

May I have your attention? Lay down your pencil. Do not continue working. Close your test booklet and answer document and place your test booklet on top of your answer document. Everyone remain seated until I dismiss you.

Raise your hand if you have not finished this part or have marked your answers in the wrong place. (PAUSE. Make a list of students who raise their hands.)

If students marked answers in a wrong place, refer to page 8 of this manual.

If students have completed the Writing test, collect test booklets and answer documents from each individually.

⇒ Count the test booklets and answer documents **before** dismissing students. The count must correspond to the number of students in the testing group.

For students who did not complete all parts of the Writing test, the School Test Coordinator will have determined the location where these students will complete testing. **To ensure test security, students should complete the parts before interacting with other students.**

If students are moved to another location, gather all materials before moving and reissue them in the new location. Test security must be maintained during movement of the students and test materials. If students are not moved, they should continue testing after those who have completed the test are dismissed. Students should be monitored to ensure they do not return to a previously completed part. Students should turn in test materials as they complete testing and follow the procedure for dismissal that has been established by the School Test Coordinator.

If students were absent, record those students' names, answer document security numbers, and test booklet security numbers and give this information to the School Test Coordinator. Return test booklets and answer documents for students who were absent to the School Test Coordinator separately.

All secure test materials must be returned to the School Test Coordinator immediately after testing. (Consult the after-testing procedures on pages 6–7 and the return procedures on page 71.)

ELDA: Grades 9–12

Listening

PREPARING FOR THE TEST

Testing Groups

For the Listening test, assess as many students as can fit in the classroom and meet the conditions described on page 12, Testing Conditions.

Testing Environment

The room should have appropriate seating for each student. Your primary consideration as a test administrator is that students be able to hear the recordings. The room must be free of noise from the hallway, other classrooms, or outside the building.

Students should be seated far enough apart so that they do not distract one another. Students should not be seated at the same table or have the opportunity to view one another's answer documents.

Interruptions in the Administration

In the event of an interruption, such as a fire alarm, intercom announcement, or CD-player malfunction, follow these guidelines:

1. Stop the CD and the administration.
2. After the interruption, restart the administration from the point where you stopped the CD.

Equipment

You will need a CD player and a grade cluster 9–12 Listening CD. The player must provide adequate clarity and volume so that all students can hear clearly.

It is critical to test the CD player and CDs before administering the Listening test.

- Make sure the CD is appropriate for the grade cluster being assessed.
- Place the CD player in a central location in the room. Turn it on and listen to it from each student's seat. Are the prompts and timing signals easily heard? If not, adjust the volume accordingly.
- If the CD player is battery powered, make sure you have extra batteries.

Format of the Test

The Listening test for grades 9–12 consists of five parts.

The narrator will read the stimulus material two times and the questions and answer choices one time. Students have 10 seconds to respond to each question once the narrator has read the last option. **Listen carefully to the questions, and pause the CD at the end of each part of the test.** When all students are ready to proceed, restart the CD so students hear the instructions for the upcoming part. Then pause the CD to ask students if they have questions. When students are ready to proceed, restart the CD, and students will resume the test. The Listening test will take 54 minutes to complete. A break at the end of part 3 is recommended.

Practice for the Administration

Practice running the CD player and read through the directions.

ADMINISTERING THE TEST

⇒ Distribute to each student his or her own answer document, a Listening/Speaking test booklet, and two no. 2 pencils with good erasers.

Begin by saying:

You are about to take the ELDA Listening test. You may not talk during this test.

I have given you a test booklet and answer document. Make sure your name is on page 1 of the answer document.

On the front cover of your test booklet, in the box at the top of the page, print your last name, your first name, and your middle initial. (PAUSE.)

Mark all your answers in the answer document with the pencils you have been given. Do not open the test booklet or answer document until I tell you.

The Listening test measures how well you listen and how well you understand English. The Listening test has five parts. I will pause the recording at the end of each part of the test.

In a few moments, you will listen to a recording. You will hear each story twice, but you will hear each question and answer choices only once. As the narrator reads the test questions and answer choices, you can read them in your test booklet. Then you will answer the questions by darkening the circles in your answer document. You will hear a beep before the narrator reads the next question or passage. You may not talk during this test. Do you have any questions about the instructions?

Answer any questions about the instructions.

NOTE: If you think students will have difficulty managing listening to the CD, following along in their test booklets, and marking their answers in their answer documents, you may direct students to mark their answers in their test booklets.

LISTENING: PART 1

⇒ Play the CD.

After you hear the sentence “Do you have any questions,” pause the CD and answer any procedural questions.

⇒ Play the CD.

Pause the CD after you hear the sentence “This is the end of part 1.” Be sure that all students are ready to proceed with the next part.

LISTENING: PART 2

⇒ Play the CD.

After you hear the sentence “Do you have any questions,” pause the CD and answer any procedural questions.

⇒ Play the CD.

Pause the CD after you hear the sentence “This is the end of part 2.” Be sure that all students are ready to proceed with the next part.

LISTENING: PART 3

⇒ Play the CD.

After you hear the sentence “Do you have any questions,” pause the CD and answer any procedural questions.

⇒ Play the CD.

Pause the CD after you hear the sentence “You will now take a short break.”

If the entire Listening test will be administered in the same testing session, students should be given at least a 10-minute break between parts 3 and 4.

Be sure students leave all test materials closed on their desks and do not discuss or show each other their work. If the materials are left on their desks and not picked up, do not leave the room unsupervised. Students should be encouraged to sharpen pencils and use the restroom as necessary during the break.

At the end of the break, have the students take their seats. Be sure that all students are ready to proceed with part 4.

LISTENING: PART 4

When students are seated, begin part 4.

⇒ Play the CD.

After you hear the sentence “Do you have any questions,” pause the CD and answer any procedural questions.

⇒ Play the CD.

Pause the CD after you hear the sentence “This is the end of part 4.” Be sure that all students are ready to proceed with the next part.

LISTENING: PART 5

⇒ Play the CD.

After you hear the sentence “Do you have any questions,” pause the CD and answer any procedural questions.

⇒ Play the CD.

When you hear the closing “If you marked your answers in the wrong place, raise your hand,” stop the CD.

If students marked answers in a wrong place, refer to page 8 of this manual.

If students marked their answers in their test booklets, their answers must be transferred to their answer documents to be scored. If students are able to transfer their answers, supervise them as they do so. If you will need to transfer their answers, follow the directions for transferring answers on page 71.

Be sure that you have collected all test booklets and answer documents before dismissing students.

⇒ Count the test booklets and answer documents **before** dismissing students. The count must correspond to the number of students in the testing group.

If students were absent, record those students' names, answer document security numbers, and test booklet security numbers and give this information to the

School Test Coordinator. Return test booklets and answer documents for students who were absent to the School Test Coordinator separately.

All secure test materials, including the Listening CD, must be returned to the School Test Coordinator immediately after testing. (Consult the after-testing procedures on pages 6–7 and the return procedures on page 71.)

ELDA: Grades 9–12 Speaking

PREPARING FOR THE TEST

Individual Administrations

Because students' oral responses are scored in real time, the Speaking test must be administered individually.

Testing Environment

The room should have appropriate seating and must be free of noise from the hallway, other classrooms, or outside the building.

Interruptions in the Administration

In the event of an interruption, such as a fire alarm, intercom announcement, or CD-player malfunction, follow these guidelines:

1. Stop the CD at the time of the interruption.
2. After the interruption, restart the administration from the point where you stopped the CD.

Equipment

You will need a CD player and a grade cluster 9–12 Speaking CD. The player must provide adequate clarity and volume so that the student and you can hear the tasks clearly.

It is critical to test the CD player and CD before administering the Speaking test.

Practice for the Administration

You will feel more comfortable about administering the Speaking test if you practice running the CD player and reading the scripted administration directions.

Before the administration, listen to the first two minutes of the CD. In those two minutes, you will hear the administration of practice tasks to familiarize you with the format of the test.

Format of the Test

The Speaking CD has 12 tracks, which include questions on the following:

1. school social interaction
2. English language arts
3. mathematics, science, and technology
4. social studies

You will play the Speaking CD and score each student's spoken responses in real time. Scoring guidelines are in the *Speaking Scoring Guide*. Read the guide **before** administering the Speaking test to become sufficiently familiar with scoring procedures. You must mark the scores for each student's responses on page 16 of the student's answer document. A student will need **only** his or her Listening/Speaking test booklet to refer to the pictures referenced in the questions.

ADMINISTERING THE TEST

⇒ Give the student his or her own Listening/Speaking test booklet.

During administration of the Speaking test, you will score the student's responses, as he or she speaks, on the student's answer document. Use the rubrics in the *Speaking Scoring Guide* and a no. 2 pencil to record the scores.

Begin by saying:

You are about to take the ELDA Speaking test.

This test will be used to learn about your skills in speaking English. Some of the questions refer to pictures in your test booklet. Some do not. The recording will tell you when you need to look at a picture in order to answer a question.

You will listen to 12 questions about school topics and answer the questions in English.

I will listen to and score your answers. Some questions may be difficult, but do your best to answer all questions using your best English.

Take your time and think about your answers. Answer each question as completely as you can. When you answer, speak clearly.

The questions will tell you how long your answers should be. If you cannot answer the whole question, you should try to answer as much as possible.

⇒ When you are satisfied that the student understands the procedure, play the CD.

A narrator will greet the student, provide instructions, and administer a practice question. A beep will signal the student to begin speaking. A second beep will signal that time is almost up. The third beep will signal to stop speaking. If a student has difficulty following the beeps, you may provide cues to let him or her know when to start and stop speaking.

Listen to the student as he or she responds to the practice question to be sure the response is in English. If not, remind the student to respond in English.

Pause the CD after you hear the sentence “Do you have any questions?”

Answer any questions. If the student needs to repeat the practice question, do so at this time.

When you and the student are ready, say:

We are now ready to start.

Remember, some of the questions tell you to look at a picture. Some do not.

NOTE: If you think the student may be distracted by the pictures in the test booklet when asked questions that do not reference a picture, you may place a blank piece of paper on top of the picture.

Continue by saying:

Once we begin, I will not be able to answer questions or stop the recording.

Do you have any questions?

Answer any procedural questions.

⇒ Play the CD and prepare to score the student’s responses.

Sit to the side of the student, with the student’s answer document on a clipboard. If you sit across from the student, he or she may be distracted by trying to see the scores you are entering.

As you are listening to the student, follow along in the *Speaking Scoring Guide* and use it to determine the score for each item. Record the scores on page 16 of the student’s answer document. Be sure to use a no. 2 pencil.

⇒ Turn off the CD after you hear the words “This is the end of the Speaking test.”

Return the student’s test booklet and answer document along with the CD to the School Test Coordinator when the test is concluded. (Consult the after-testing procedures on pages 6–7 and the return procedures on page 71.)

Post-test Procedures

POST-ADMINISTRATION OATH OF SECURITY AND CONFIDENTIALITY STATEMENT

The Post-Administration Oath of Security and Confidentiality Statement is on page vii. On your final day of testing, detach it from the manual or make a copy and complete the information.

By signing this form, you are stating that you maintained the security and confidentiality of all secure materials and participated in professional development on test security and administration. If both test administrators and proctors participated in test administration, then each should complete a form. Sign-language interpreters should also sign the form and write “interpreter” next to their names. Return this form to the School Test Coordinator, who will maintain the forms on file for three years at the school.

TEST BOOKLETS

All test booklets must be accounted for after each test is administered. Make certain no answer documents are left inside test booklets when returning them to the School Test Coordinator. Refer to the instructions on page 71 for returning test materials to the School Test Coordinator.

ANSWER DOCUMENTS AND INVENTORIES (USED AND UNUSED)

All answer documents and inventories must be accounted for after each test is administered.

Used:

- an answer document on which a student has marked responses to one or more items and on which a preidentified bar-code label has been affixed to page 1
- a hand-coded answer document on which a student has marked responses to one or more items and on which a nonpreidentified bar-code label has been affixed to page 1
- an inventory on which a score has been marked for one or more items and on which a preidentified bar-code label has been affixed to page 1 or hand coded with a nonpreidentified bar-code label

- an answer document or inventory that is coded for nonparticipation and on which a preidentified bar-code label has been affixed to page 1 or hand coded with a nonpreidentified bar-code label
- an answer document on which no responses were marked or scored and there is not a valid reason that can be coded for nonparticipation and on which a preidentified bar-code label has been affixed to page 1 or hand coded with a nonpreidentified bar-code label

Unused:

An unused answer document or inventory is one on which no responses were marked or scored and no preidentified or hand-coded student information appears on page 1.

CAUTION: Used hand-coded answer documents and inventories (except those for nonpublic school students) **must** have bar-code labels affixed to page 1; those returned without bar-code labels may not be scored in a timely manner.

Use the following procedures and checks:

- Separate used from unused inventories and answer documents.
- Separate answer documents for students who were absent and need to be assessed during makeup testing. Keep answer documents for these students separate until makeup testing is completed.
- Verify that all answer documents and inventories have bar-code labels and that student identification information is correct.
- Code all test accommodations used during assessment.
- In the presence of the School Test Coordinator, transfer any large-print or braille scorable information to a scorable answer document. See *Transferring Student Responses* on page 71. Code *Large Print or Braille* and *Transferred Answers* in field O or Q of the answer document. Return all materials containing test items or student responses to the School Test Coordinator.
- In the presence of the School Test Coordinator, transfer any other accommodation format responses (for example, typed) to a scorable answer document. Code *Transferred Answers* in the appropriate field. Return all materials containing test items or student responses to the School Test Coordinator.

TRANSFERRING STUDENT RESPONSES

If a preidentified bar-code label was not provided, apply a nonpreidentified bar-code label to the answer document before transferring responses.

In the presence of the School Test Coordinator, use a no. 2 pencil to transfer any large-print, braille, or other accommodation format responses to the student's scorable answer document. If a student is unable to darken the circles for multiple-choice responses on the answer document, the student may record answers in the test booklet. **However, if responses are not transferred to the answer document, they will not be scored.**

Multiple-choice items should be transferred first. Next, transfer the student's responses exactly—letter for letter, punctuation mark for punctuation mark, word for word—taking care to replicate misspelled words, all uppercase/lowercase letters, and all spacing and paragraphing in the student's original responses.

After transferring student responses, write "Transferred" on the top front cover of the large-print test booklet or other materials containing student responses, **not** on the answer document. A supervisor or the School Test Coordinator should check to ensure the transfer was exact. **If student responses are not transferred, they will not be scored.**

NOTE: All materials containing student responses must be returned to the School Test Coordinator. Any sheets of paper, photocopies, computer disks, or printouts created in transferring answers are secure test materials. These materials must be returned to the School Test Coordinator and maintained in the locked, secure storage area until test scores are returned and any questions regarding the scores have been resolved.

RETURNING TEST MATERIALS TO THE SCHOOL TEST COORDINATOR

Return all kindergarten and grades 1 and 2 inventories to the School Test Coordinator each day after testing is completed.

Return Listening and Speaking CDs and the *Speaking Scoring Guide* for grades 3–12 once testing is completed for the day.

For the Speaking test (grades 3 through 12; administered individually), return individual answer documents to the School Test Coordinator once a test has been administered.

For the grades 3 through 12 Reading, Writing, and Listening tests, which are administered in groups, return all scorable and nonscorable materials once testing has concluded for the day.

- Separate used from unused inventories, answer documents, and test booklets.
- **When sorting test materials, make certain answer documents are not left inside test booklets.**
- Return separately all grades 3 through 12 test booklets and answer documents (used and unused) for students who need to take a makeup test. Record those students' names, answer document security numbers, and test booklet security numbers and give this information to the School Test Coordinator.
- If requested by the School Test Coordinator, arrange materials within each stack in sequence according to the security numbers on the back covers.
- On the final day of makeup testing, if no student responses have been recorded or marked on any grade 3 through 12 test, return those students' preidentified or nonpreidentified bar-coded answer documents separately to the School Test Coordinator.
- On the final day of testing, complete and return the Oath of Security and Confidentiality Statement to the School Test Coordinator, who will maintain it on file for three years at the school.



INDEX

A

Accommodations, Test 12–16

B

Bar-code labels ii, 4, 6, 9, 17, 70
Braille 6, 10, 14

C

Cheating iv, 3, 8
Coding responsibilities, test administrator 18–20

D

Deaf and hard of hearing students 16
Dictionaries and thesauruses 14

E

Establish testing environment 4–6, 12
Extended time for testing 6, 11

I

Illness, of student 8

L

Large print 6, 10, 14

M

Makeup testing 12
Marking answer documents 27

P

Personally Identifiable Information (PII)
 Data Sharing Agreement i, 19
Post-Administration Oath of Security and
 Confidentiality Statement vii, 70
Pre-Administration Oath of Security and
 Confidentiality Statement v

Q

Questions, Frequently Asked 7–9

R

Receive materials from STC 9–10
Repeating directions 7, 16
Return materials to STC 71

S

Security numbers ii, 9
Special populations 12–16
Student coding responsibilities 18–20

T

TA numbers ii, 4, 19
Testing conditions 12
Testing irregularities 2–3, 9
Testing outside the usual classroom environment 3, 12
Testing times 11
Time limits, not strict (Reading and Writing) 10–11
Transferring student responses 71

U

Unused answer documents (defined) 70
Unused bar-code labels 4
Used answer documents (defined) 70

V

Violations of test security 3
Voiding tests due to cheating 3–4















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