

***ENGLISH
LANGUAGE
DEVELOPMENT
ASSESSMENT***

***TEACHER SUPPORT
MATERIALS***

**Spring 2015
Grades 1-2**



ENGLISH LANGUAGE DEVELOPMENT ASSESSMENT (ELDA)

Developed by

The English Language Development Assessment (ELDA)
State Collaborative on Assessment and Student Standards (SCASS)

With operational support provided by

Measurement Incorporated

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Arkansas
Iowa

Louisiana
Nebraska
South Carolina

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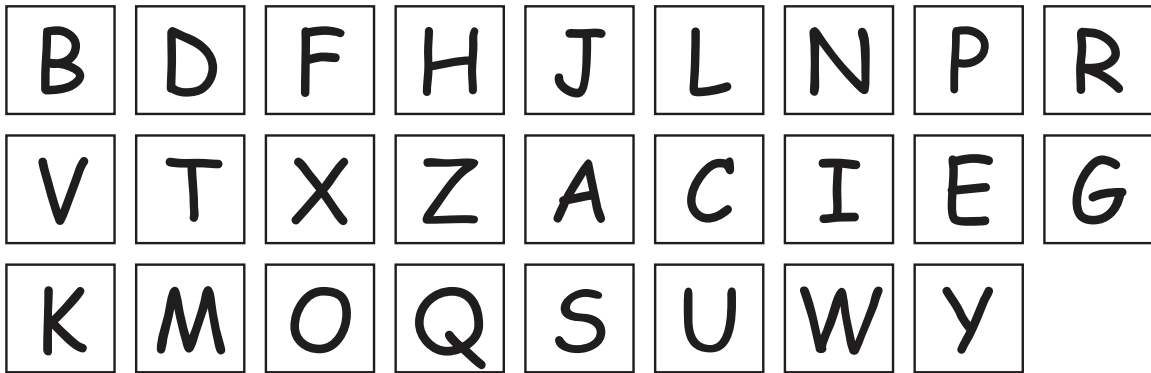
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ELDA Teacher Support Materials

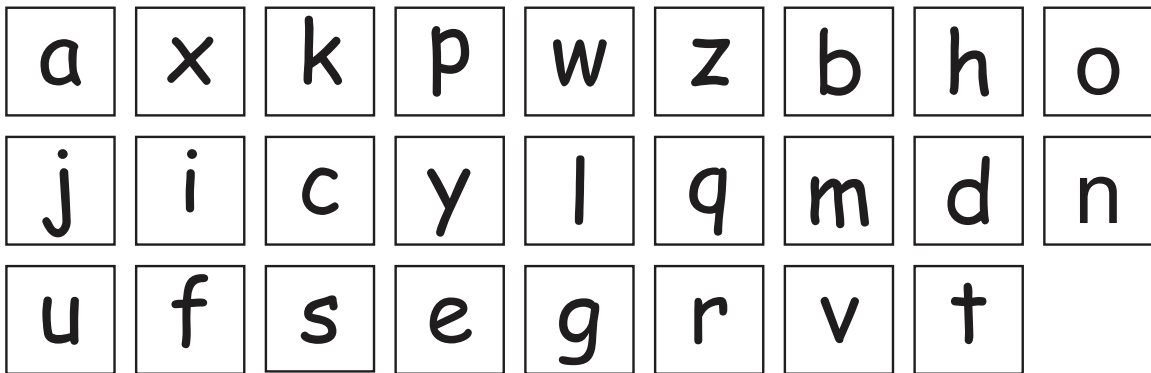
R01

1.2 Phonics: Demonstrate knowledge of letter recognition and letter-sound correspondence.

Teacher Directions: Show students the alphabet printed in random order.



1. Teacher asks student to point to specific letters. Do this 5 – 10 times to determine if student is capable of proceeding to letter names and sounds.
2. Teacher asks student “What letter is this?” Teacher points to each letter, first upper case, then lower case, noting correct responses on record sheet.



3. Teacher asks student, “What sound does this letter make?”

*The name of the letter and the sound can be tested simultaneously.

4. Teacher records student’s correct responses on record sheet.

ELDA Teacher Support Materials

R01

1.2 Phonics: Demonstrate knowledge of letter recognition and letter-sound correspondence.

Record Sheet

Upper Case Letters	Identifies Letter (+ /-)	Lower Case Letters	Identifies Letter (+ / -)	Identifies Letter Sound (+ /-)
B		a		
D		x		
F		k		
H		p		
J		w		
L		z		
N		b		
P		h		
R		o		
V		j		
T		i		
X		c		
Z		y		
A		l		
C		q		
I		m		
E		d		
G		n		
K		u		
M		f		
O		s		
Q		e		
S		g		
U		r		
W		v		
Y		t		

ELDA Teacher Support Materials

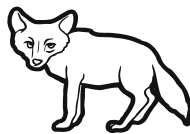
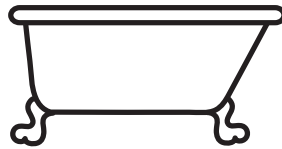
R02

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 - Initial Sounds

The teacher points to the picture of the tub and says “tub” and asks the student to repeat the word. The teacher points to each picture and says, “tub – car, tub – fox, tub – ten.”

The teacher asks the student to circle the picture that begins or starts with the same sound as tub.



10

ELDA Teacher Support Materials

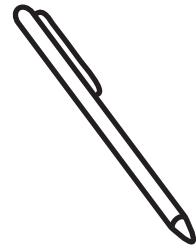
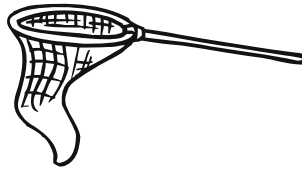
R02

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 - Initial Sounds

The teacher points to the picture of the net and says “net” and asks the student to repeat the word. The teacher points to each picture and says, “net – nut, net – cat, net – pen.”

The teacher asks the student to circle the picture that begins or starts with the same sound as net.



ELDA Teacher Support Materials

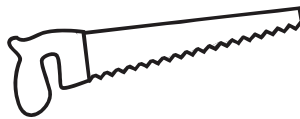
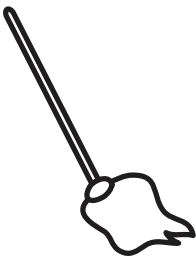
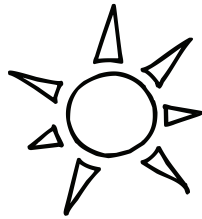
R02

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 - Initial Sounds

The teacher points to the picture of the sun and says “sun” and asks the student to repeat the word. The teacher points to each picture and says, “sun – mop, sun – saw, sun – log.”

The teacher asks the student to circle the picture that begins or starts with the same sound as sun.



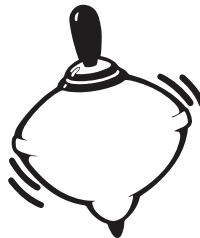
ELDA Teacher Support Materials

R02

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 - Ending Sounds

The teacher says, “Now we are going to listen for words that end with the same sound like cup and top; say cup and top.” The teacher points to each picture as she says each word.



ELDA Teacher Support Materials

R02

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 - Ending Sounds

The teacher points to the picture of the pot and says “pot” and asks the student to repeat the word. The teacher points to each picture and says, “pot – key, pot – car, pot – rat.”

The teacher asks the student to circle the picture that ends with the same sound as pot.



ELDA Teacher Support Materials

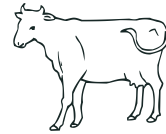
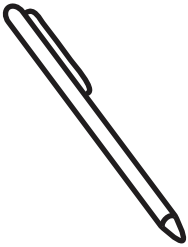
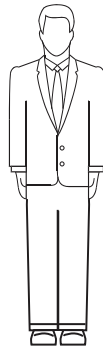
R02

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 - Ending Sounds

The teacher points to the picture of the man and says “man” and asks the student to repeat the word. The teacher points to each picture and says, “man – pen, man – bat, man – cow.”

The teacher asks the student to circle the picture that ends with the same sound as man.



ELDA Teacher Support Materials

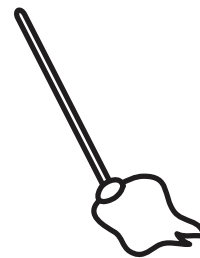
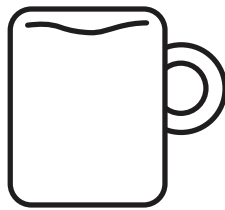
R02

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 - Ending Sounds

The teacher points to the picture of the mug and says “mug” and asks the student to repeat the word. The teacher points to each picture and says, “mug – rat, mug – rug, mug – mop.”

The teacher asks the student to circle the picture that ends with the same sound as mug.



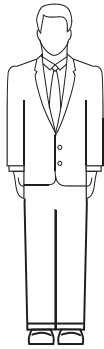
ELDA Teacher Support Materials

R02

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 - Short Vowel

The teacher says, “Now we are going to listen for words that have the same sound in the middle like man and bat; say man and bat.” The teacher points to each picture as she says each word.



ELDA Teacher Support Materials

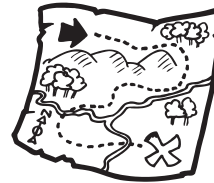
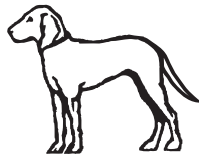
R02

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 - Short Vowel

The teacher points to the picture of the van and says “van” and asks the student to repeat the word. The teacher points to each picture and says, “van – bed, van – dog, van – map.”

The teacher asks the student to circle the picture that has the same sound in the middle as van.



ELDA Teacher Support Materials

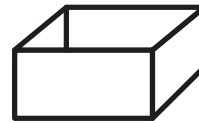
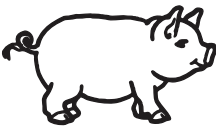
R02

1.1 Phonemic awareness: Recognize sounds, combinations of sounds, and meaningful differences between sounds in context.

Score Point 1 - Short Vowel

The teacher points to the picture of the six and says “six” and asks the student to repeat the word. The teacher points to each picture and says, “six – pig, six – jet, six – box.”

The teacher asks the student to circle the picture that has the same sound in the middle as six.

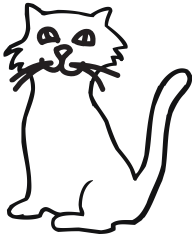


ELDA Teacher Support Materials

R03

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots.

Score Point 1



Cat



Bat

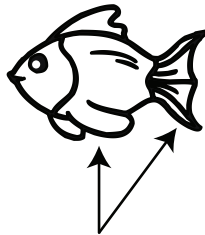


Hat

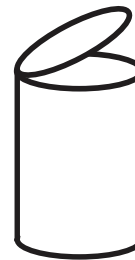
Score Point 1



Pin



Fin



Tin

ELDA Teacher Support Materials

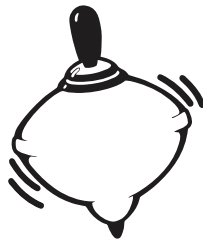
R03

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots.

Score Point 1



Mop

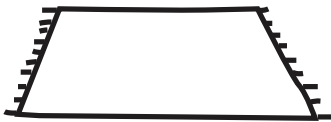


Top

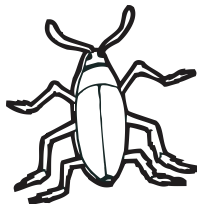


Hop

Score Point 1



Rug



Bug



Mug

ELDA Teacher Support Materials

R03

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots.

Score Point 1



Bed



Red

ELDA Teacher Support Materials

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots.



I'm

ELDA Teacher Support Materials

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots.



I'11

ELDA Teacher Support Materials

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots.

it's

ELDA Teacher Support Materials

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots.

he's

ELDA Teacher Support Materials

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots.

she's

ELDA Teacher Support Materials

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots.

isn't

ELDA Teacher Support Materials

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots.

can't

ELDA Teacher Support Materials

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots.

won't

ELDA Teacher Support Materials

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots.

don't

ELDA Teacher Support Materials

R04

1.3 Word Recognition: Recognize high-frequency words and common word families. Use knowledge of prefixes, suffixes, roots.

didn't

ELDA Teacher Support Materials

R10

4.1 Read and follow 1-4 step directions to complete a simple task.

Directions:

For Early Literacy Students: Teacher reads sentence(s) as student follows along. Student points or circles the answer.

For Independent Readers: Student reads statements 1-6. Student circles the response.

Model:

Raise your hand.

A



B



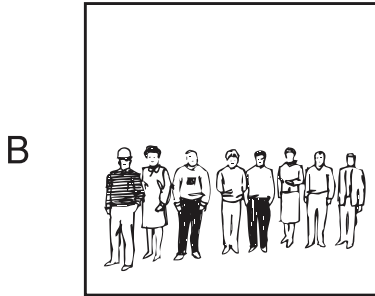
ELDA Teacher Support Materials

R10

4.1 Read and follow 1-4 step directions to complete a simple task.

Score Point 1

1. Line up.



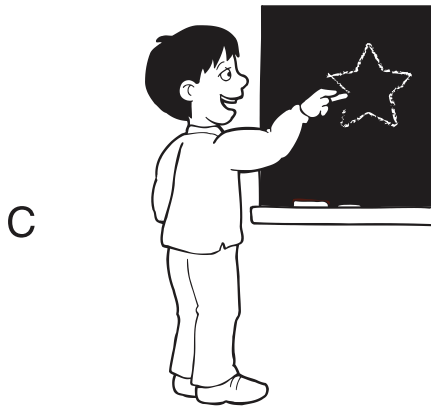
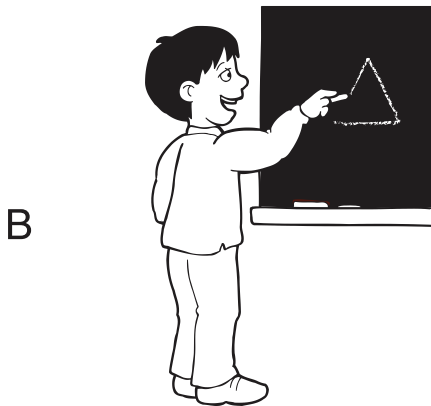
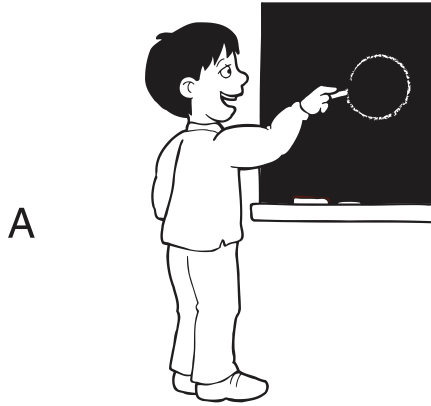
ELDA Teacher Support Materials

R10

4.1 Read and follow 1-4 step directions to complete a simple task.

Score Point 1

2. Draw a star.



ELDA Teacher Support Materials

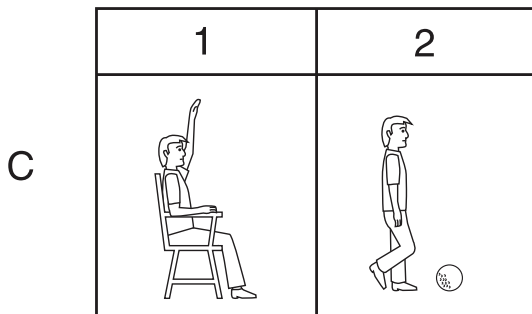
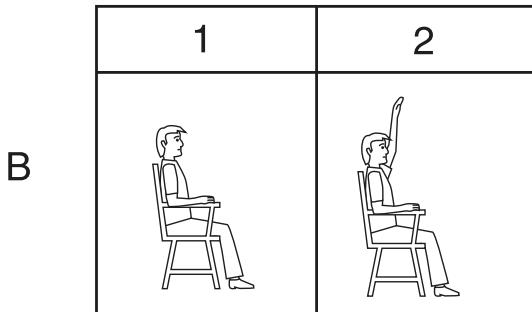
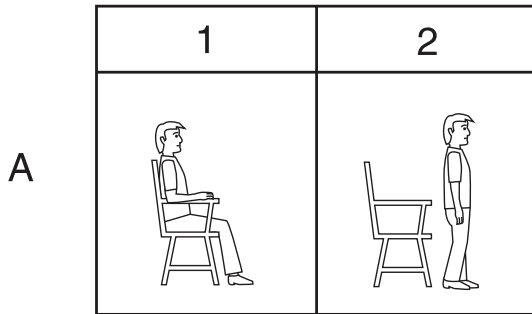
R10

4.1 Read and follow 1-4 step directions to complete a simple task.

Score Point 2

3. Sit down.

Raise your hand.



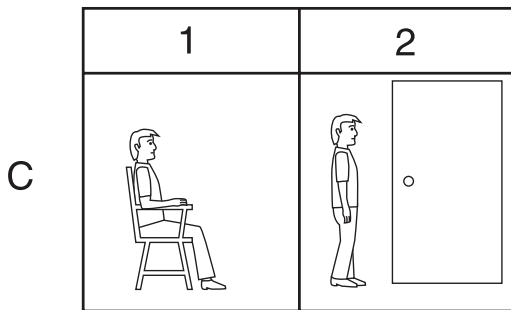
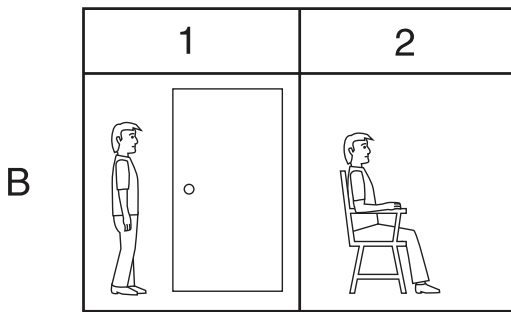
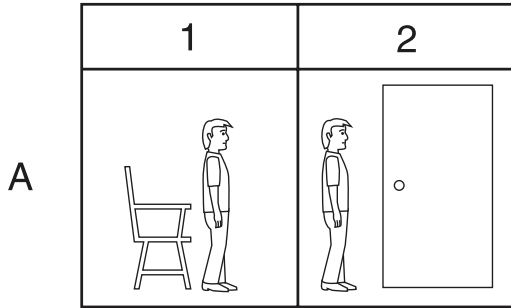
ELDA Teacher Support Materials

R10

4.1 Read and follow 1-4 step directions to complete a simple task.

Score Point 2

4. Stand up.
Go to the door.



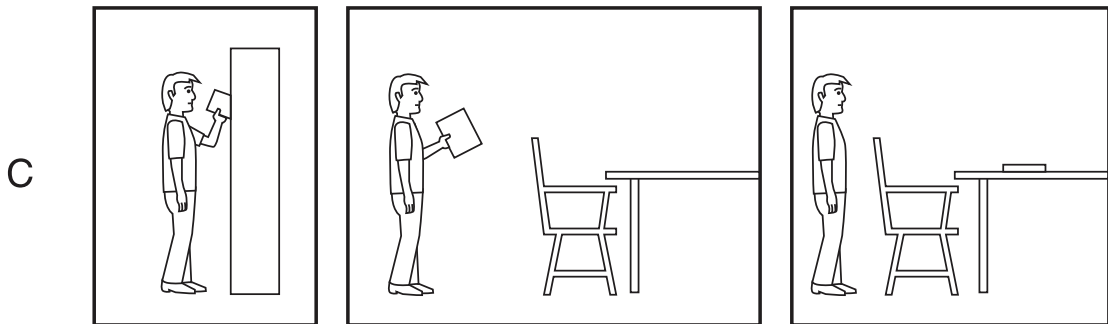
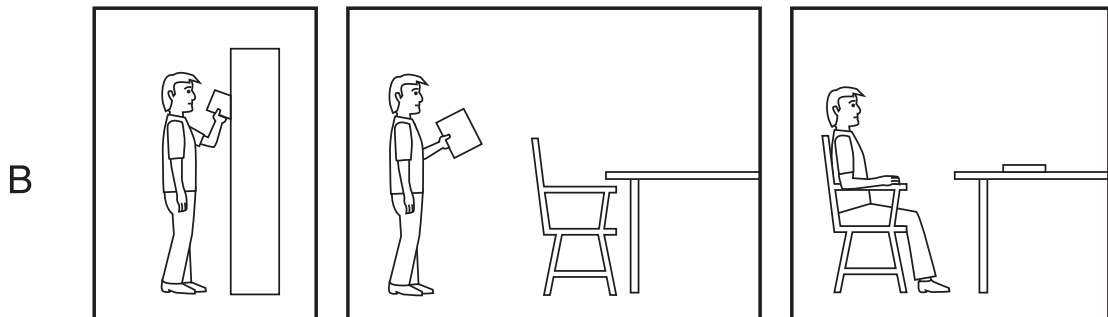
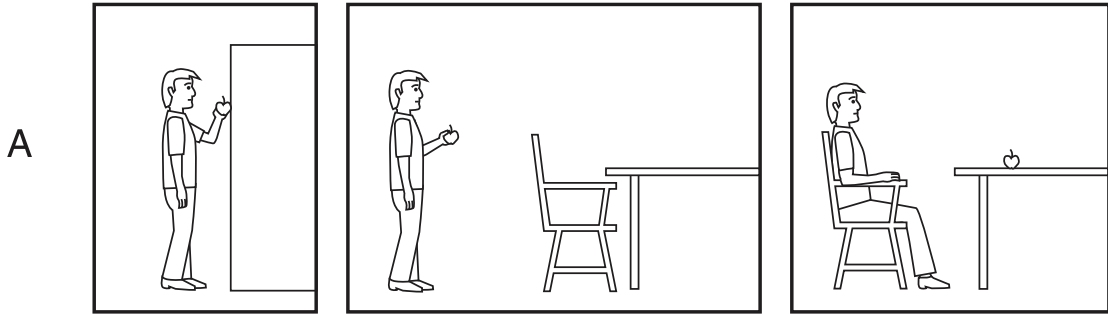
ELDA Teacher Support Materials

R10

4.1 Read and follow 1-4 step directions to complete a simple task.

Score Point 3

5. Get a book.
Take it to the table.
Sit down.



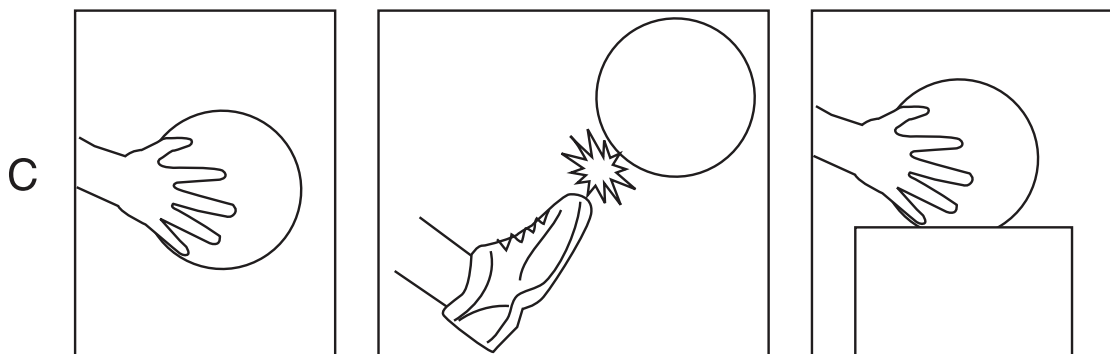
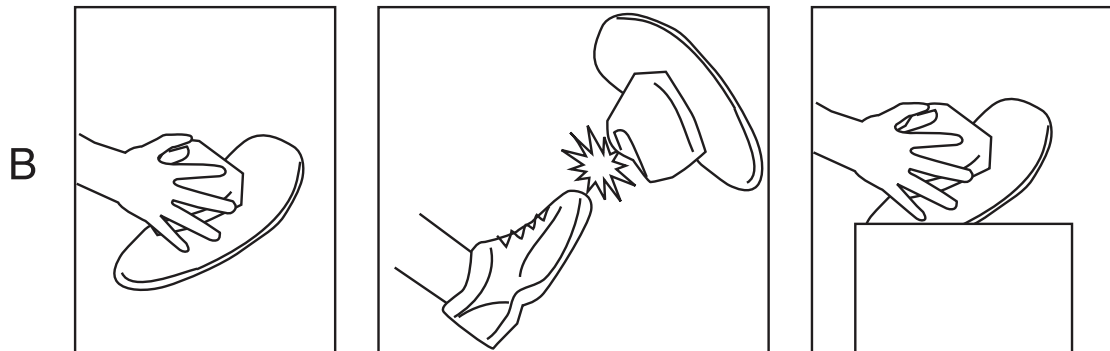
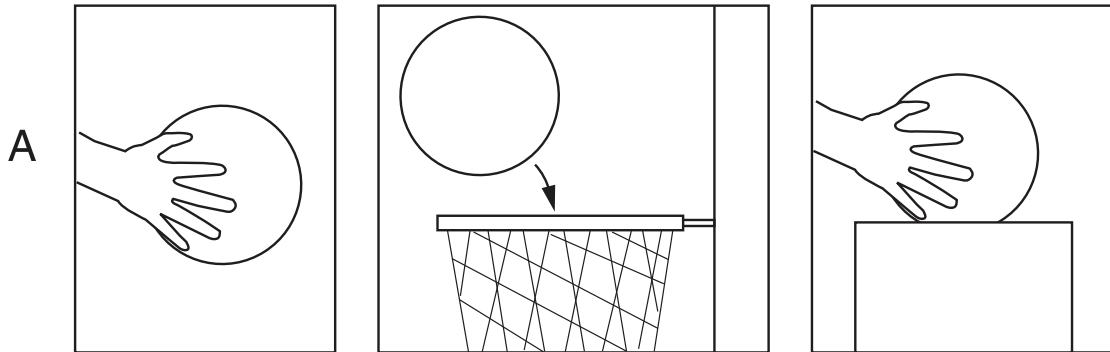
ELDA Teacher Support Materials

R10

4.1 Read and follow 1-4 step directions to complete a simple task.

Score Point 3

- Pick up the ball.
- Kick the ball.
- Put it in the box.





E L 1 5 T S M 2