

**ENGLISH LANGUAGE  
DEVELOPMENT  
ASSESSMENT**

**GRADES 3–12**

**TEST  
ADMINISTRATION  
MANUAL**

**Spring 2015**



# 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

The ELDA is a product of the collaboration among ELDA (formerly ELL) SCASS member states, the Council of Chief State School Officers (CCSSO), and the U.S. Department of Education. Funding to support development of this assessment has come from ELL SCASS member states, CCSSO, and the U.S. Department of Education through a Section 6112 Enhanced Assessment Instruments grant.

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Iowa

Louisiana  
Nebraska  
South Carolina

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# English Language Development Assessment (ELDA) Grades 3-12 Administration Manual

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## INTRODUCTION

This Test Administration Manual for the English Language Development Assessment (ELDA) contains general information about the assessment and specific information about administering the Reading, Writing, Listening, and Speaking English Language Development Assessments for grades 3–12.

Before administering this assessment, please review the information in this manual to familiarize yourself with the assessment administration procedures. This information is essential to the successful administration of the English Language Development Assessment. Please read this manual carefully before administering the assessment.

**Test administrators must be trained to administer the ELDA and be in compliance with state and local assessment regulations and procedures.**

## GENERAL INFORMATION FOR TEST ADMINISTRATORS

This section of the manual provides the general information you need to administer the English Language Development Assessment.

## SECURITY CONCERNS AND PROCEDURES

*Maintaining assessment security is one of your most important responsibilities as a test administrator. At all times, district and state procedures for protecting secure assessment materials should be followed. It is illegal and unethical to reproduce or disclose any of this material or cause it to be reproduced or disclosed in any format. Assessment security is vital to the successful administration of the assessment. Thus, you are responsible for ensuring the security of not only the physical test booklets but also the individual assessment questions and materials. Your responsibility for maintaining the security of the assessment questions and materials continues even after the test booklets have been returned to your School Test Coordinator (STC).*

All grades 3–5, 6–8, and 9–12 test booklets are individually numbered with secure barcodes. Grades 3–5 test materials have GREEN trim. Grades 6–8 materials have BLUE trim and grades 9–12 materials have PURPLE trim. All secure materials **MUST** be accounted for throughout the assessment and returned to Measurement Incorporated after testing (BOTH USED AND UNUSED):

- All Reading/Writing and Listening/Speaking Test Booklets
- All Student Answer Folders
- All Listening and Speaking Prompt Cassettes/CDs
- All Speaking Scoring Guides
- All unused student pre-ID labels

**School Test Coordinators must ensure that student information is completed on all student answer folders in a secure manner.**

Before and after an assessment administration, all assessment materials (both used and unused) must be kept in a secure location designated by your STC. Unless directed otherwise by your STC, you are responsible for returning secure assessment materials to the storage area after each administration. Only those individuals authorized by district policy should have access to these materials. **Under no circumstances should students have access to assessment materials before or after the assessment session.**

During each assessment administration, a test administrator must be in the room at all times. If students are allowed to leave the room while the assessment is in progress, they must first turn in their assessment materials. You must account for all assessment materials before dismissing students. When assessment administration is complete and you have accounted for all materials, return them immediately to your STC.

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. Contact your STC regarding alleged assessment security violations.

## ASSESSMENT SCHEDULE AND TIME ALLOTMENTS

The 2015 administration of the English Language Development Assessment will take place during testing windows established by each state. Contact your state department of education or the ELDA help line for specific information regarding testing windows. Districts may set their own schedules for administering the assessment in conformance with the state testing calendar, if applicable. Make-ups for absentees are permitted as long as they are within the testing window.

To ensure that all students have sufficient time to complete the assessment, the English Language Development Assessment is not a timed assessment. The appendices at the end of this manual provide suggested times for administering each test. These are provided as a guideline for administrators, but they are suggestions only. If there are students who do not finish the test within the suggested time limit, you may have them complete the test in another room with a proctor.

### ELDA TEST TIMES (approximate)

Grade Cluster	Listening	Speaking	Reading	Writing
3–5	35 minutes	20 minutes	42 minutes	1 hour
6–8	42 minutes	20 minutes	42 minutes	1 hour
9–12	41 minutes	20 minutes	44 minutes	1 hour

There is no recommended sequence for administering the Reading, Writing, and Listening tests. However, we recommend administering the Speaking test last since you will record the Speaking scores on students' answer folders. Local flexibility in sequencing of tests is permitted.

**The ratio of test administrators to students is one test administrator to 20 students in any assessment room for Reading, Writing, and Listening. Because students' responses to the Speaking assessment will be scored live, a ratio of one test administrator to one student is necessary for the Speaking assessment. If more than the indicated number of students are in the assessment room, a proctor must also be present.**

## BREAKS

It is the test administrator's responsibility to provide breaks for students during the administration of the assessment. It is left up to the judgment of the test administrator to provide as many breaks as students need. Plan to give breaks according to the following guidelines, but administrators may give breaks as needed.

- Between parts 2 and 3 of the Reading assessment
- Between parts 1 and 2 of the Writing assessment
- Between parts 3 and 4 of the Listening assessment
- No break is recommended for the Speaking assessment because it will take less than 30 minutes to administer.

You should tell students before the assessment what they may do during the breaks. Follow the directions below when providing a break:

- Before the test begins, indicate to students when the break will occur.
- Have a watch or a clock available to time the length of the break.
- Students will remain in the assessment room. Lunch or recess will not occur as a break.
- **No talking will be allowed during the break.**
- Students should be encouraged to stand for a stretch break at their desks.
- No additional materials should be taken out during a break. Only the test booklet and answer folder (closed and face down) and pencil should be on the desk.
- When the entire group has had a break, students will resume the assessment.

At any time during the assessment administration, a student may leave the room for a restroom break, but to ensure assessment security, only one student should leave the room at any one time. **The entire group may not use the restroom at the same time.**

## SCRIPTED DIRECTIONS

To ensure standardized administration conditions, this manual contains directions (located in the Appendices) that you will read to the students. These directions contain information that students need to know about the assessment. Be sure to review the scripts prior to the assessment session. Please do not deviate from the oral scripts, except to answer questions or simplify directions as explained on page 14 of this manual.

The ELDA Reading Script is in Appendix A. The ELDA Writing Script is in Appendix B. The ELDA Listening Script is in Appendix C. The ELDA Speaking Script is in Appendix D.

Read the appropriate script to your students, paying careful attention to the instructions to the administrator that are inserted among the oral directions to students. **All information to be read aloud to students is printed in bold type.** Instructions to the administrator are printed in regular type.

## ASSESSMENT ROOM PREPARATION

Arrive at the assessment room early to make sure that it is ready for the assessment session. Be sure that there is an area in the room where assessment materials not in use can be stored securely and away from students.

In addition to this Administration Manual, you will use the following testing materials:

- Listening Prompt Cassette/CD
- Speaking Prompt Cassette/CD
- Speaking Scoring Guide

You will be shipped the following materials for each student:

- One test booklet containing the Reading and Writing Tests
- One test booklet containing the Listening and Speaking Tests
- Student Answer Folder
- Pre-printed identification label or generic answer folder barcode label

**NOTE: IT IS NOT NECESSARY FOR THE BARCODE NUMBERS ON EACH STUDENT'S TEST BOOKLETS TO MATCH. IT IS ONLY IMPORTANT THAT EACH STUDENT HAS A BOOKLET FOR EACH TEST AND THAT ALL BOOKLETS ARE ACCOUNTED FOR THROUGHOUT TESTING AND RETURNED AFTER TESTING IS COMPLETED.**



Before the students arrive, STCs or Test Administrators should do the following (**the STC must ensure that the following is carried out in a secure manner**):

- Affix a pre-printed student identification label over the sample barcode label printed on each answer folder. If pre-printed student identification labels are used, there is no need to hand-grid the required student demographic information.

**OR**

- If a student does NOT have a pre-printed student identification label, affix a generic answer folder barcode label to the student's answer folder and complete all required demographic information.
- Perform the same steps for each student.
- Return all materials to a designated secure location until the assessment begins.

Check the assessment room for possible assessment question "clues" prior to each assessment session. Charts, maps, and other materials in the classroom that could assist students with assessment items should be covered or removed prior to the assessment administration.

Give each student a work space that is large enough to accommodate an open test booklet. Work spaces should be cleared of all other materials. During the assessment, students should be separated by a reasonable distance to encourage independent work and to prevent collaboration. Plan to provide two No. 2 pencils with erasers for each student and to have extra pencils on hand.

## **PREPARATION BEFORE ADMINISTERING THE ASSESSMENT**

### **Materials Shipment**

You will receive a shipment of ELDA test administration materials from your District Test Coordinator (DTC). This shipment will contain the number of materials that were ordered for your school, and may also contain an amount of overage materials, depending on your state. In the event that an insufficient amount of materials was ordered for your school, please contact your DTC to obtain additional materials.

When you receive your ELDA materials shipment, you should carefully compare the inventory to the packing list to be sure you have received all the materials indicated. If there is a discrepancy, notify your DTC.

### **Header Sheet**

Each packet of test administration materials your school receives will contain a header sheet with the school name and number pre-printed on the sheet. You do not need to write or bubble any information on this header sheet. The boxes labeled "Form" and "Grade" on this sheet should be left blank. Keep this header sheet with the other secure testing materials until testing is completed. If you are using overage materials provided by your DTC, you must bubble in the name and number of your school on the District Overage Header Sheet. After testing, place the header sheet on top of the stack of completed student answer folders. Only one header sheet is required for each grade cluster in each school, but you may use additional header sheets for organizational purposes if desired.

### **Completion of Student Demographic Information (with pre-ID labels)**

Many students will have pre-printed identification labels that are included with your school's materials. Apply each label to a student answer folder, in accordance with your state's assessment protocols. (See the "Instructions for Completing Student Demographic Information" Sheet, included with your testing materials, for further information.) Affix the label **over the sample barcode label printed on** the answer folder. If a label is used, you do not need to fill in the required demographic information for that student. If there are students for whom you have no label, apply a generic barcode label to the answer document and follow the directions in the section below entitled "Completion of Student Demographic Information (without pre-ID labels)."

After you have applied the pre-ID labels, keep the answer folders in a designated secure location with the other assessment materials until testing begins. Be sure that each student receives the correct answer folder at the beginning of each assessment session.

**Completion of Student Demographic Information (without pre-ID labels)**

Test administrators will provide demographic background information about each student. The demographic information section is located on the front of each student's answer folder. Administrators should also affix a generic answer folder barcode label (shipped with the other test materials) **over the sample barcode label printed on** the answer folder.

You will need to complete all demographic information that applies to the student. If a particular item is not applicable to a student, leave that item blank.

**Refer to the "Instructions for Completing Student Demographic Information" Sheet, included with the testing materials, for state-specific information about completing the demographic information on the answer folders.**

After you have completed the demographic information on each student's answer folder, keep the answer folders in a designated secure location with the other assessment materials until testing begins. Be sure that each student receives the correct answer folder at the beginning of each assessment session.

## **PREPARATION FOR THE LISTENING AND SPEAKING ASSESSMENTS**

### **General Preparation**

#### **Equipment**

You will need an audiocassette or compact disc player to play the prompt recording for the Listening and Speaking assessments. The player must provide adequate clarity and volume so that all students in the administration can hear the prompt recording clearly. Make sure that you test the sound quality of the prompt recording before the administration to identify an appropriate volume setting.

#### **Equipment Testing**

It is critical that you test the audiocassette or compact disc player and the prompt recording before administering the Listening and Speaking assessments. Follow the instructions below to ensure that the prompt recording will be audible to all students.

- Make sure that the prompt recording is appropriate for the grade level being assessed.
- Place the prompt cassette or compact disc player at a centrally located place in the room. Turn it on and listen to it from each student's seat. Are the prompts easily audible? If not, adjust the volume accordingly.
- If you are using a prompt cassette, make sure that it is fully rewind.
- If the audiocassette or compact disc player requires batteries, make sure that they will last the entire assessment session.

#### **Interruptions in the Administration**

It is important that the assessment administration be smooth and free of interruptions. In the event of an interruption (such as a fire alarm or a cassette or CD player malfunction), follow these general guidelines:

Stop the prompt recording at the time of the interruption. After the interruption, restart the administration from the point where you stopped the prompt recording.

These guidelines may be superseded by guidelines provided by your school or district test coordinator.

## **Preparation for the Listening Assessment**

### **Assessment Groups**

You may assess as many students as can fit in the classroom and meet the conditions described on page 3 of this manual.

### **Assessment Materials**

You will need one of the following for each student taking the Listening assessment:

1. Student Listening/Speaking test booklet (and replacements in case of defective booklets)
2. Student answer folder
3. Two #2 pencils with erasers (pens may not be used)

You will also need the following administration materials:

1. This Test Administration Manual
2. Listening prompt cassette or CD
3. Cassette or CD player

### **Practice for the Administration**

You will feel more comfortable about administering the Listening assessment if you practice running the audiocassette or CD player and read through the scripted administration directions that you are expected to read to students. The scripted directions are in Appendix C. Before the administration, you should listen to the first 2 minutes of the prompt recording to familiarize yourself with the format.

### **Format of the Prompt Recordings**

You will receive a Listening assessment audiocassette or CD with your assessment materials. The Listening assessment for grades 3–5 consists of 4 parts. The Listening assessments for grades 6–8 and grades 9–12 consist of 5 parts.

The narrator will read the entire content of the test booklet. For parts 1–4 of the Listening assessment, the stimulus material is read one time. For part 5 of the Listening assessment, the stimulus material is read two times. The questions and answer choices are read one time in all parts. Students have 10 seconds to respond to each question after the narrator has read the last option. You will pause the prompt recording at the end of each part of the Listening assessment. When all students are ready to proceed, you will restart the recording so that the students can hear the directions for the upcoming section. You will then stop the recording again to ask students if they have questions. When students are ready to proceed, you will restart the prompt recording and students will resume the assessment. We recommend providing a break to students after you pause the prompt recording at the end of part 3.

### **Administration Setting**

The administration room should have appropriate seating for each student. Your primary consideration as a test administrator is that students be able to hear the prompt recordings. The room must be free from outside noise from the hallway and adjoining classrooms.

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 folders.

### **Directions for Administering the Listening Section**

At the start of the Listening section, pass out the test booklets and answer folders. Each student should receive one test booklet and answer folder. Students may NOT open the test booklet until directed to do so by the test administrator, in accordance with the ELDA Listening Script in Appendix C. Make sure that each student has two pencils with erasers.

### **During the Assessment Administration**

Monitor the room during the assessment. You may not answer students' questions while the assessment is in progress.

### **After the Assessment Administration**

When students reach the end of the assessment, they are instructed to put down their pencils. Students should NOT leave the room at this point but wait for instructions from the administrator.

Collect each student's test booklet and answer folder before dismissing the students.

## **Preparation for the Speaking Assessment**

### **Assessment Groups**

Because you will be scoring students' oral responses in real time, the Speaking assessment will be administered individually.

### **Assessment Materials**

For each student taking the Speaking assessment, you will need one Listening/Speaking test booklet (and replacements in case of defective booklets).

You will also need the following administration materials:

1. This Test Administration Manual
2. Student answer folder to record student's Speaking scores
3. #2 pencils to record student's Speaking scores (pens may not be used)
4. Speaking Scoring Guide
5. Speaking prompt cassette or CD
6. Cassette or CD player

### **Practice for the Administration**

You will feel more comfortable about administering the Speaking assessment if you practice running the audiocassette or CD player and read through the scripted administration directions that you are expected to read to students. The scripted directions are located in Appendix D.

Before or early on the day of the administration, you should listen to the first two minutes of the prompt recording. In those two minutes, you will hear the administration of practice tasks 1 and 2. You will discover that you will need to pause and restart the prompt recording three times:

1. Once to begin and end practice task 1
2. Once to begin and end practice task 2
3. One final time to begin and end the group of 12 operational tasks

## **Format of the Prompt Recordings**

For your information, the prompt recording has six sections. Listening for the six sections will help you keep track of how far the assessment session has progressed. The six sections are as follows:

1. Practice Task 1 2. Practice Task 2 3. English–Language Arts Tasks	4. Math, Science, and Technology Tasks 5. Social Studies Tasks 6. Closing
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## **Administration Setting**

The administration room should have appropriate seating for each student. The room must be free from outside noise from the hallway and adjoining classrooms.

## **Directions for Administering the Speaking Assessment**

Students will respond to recorded Speaking prompts. You will need to play the prompt recording and score students' spoken responses in real time. Specific scripted directions to be read to students are located in Appendix D of this manual. Scoring guidelines are located in the Speaking Scoring Guide, included with your administration materials. Please review the scoring guidelines carefully before administering the assessment.

## **During the Assessment Administration**

Follow the instructions in Appendix D of this Test Administration Manual.

## **After the Assessment Administration**

A voice on the prompt recording will tell students when they have reached the end of the assessment. Students should NOT leave the room at this point but wait for instructions from the administrator.

Collect the student's test booklet and answer folder before dismissing the student.



## GENERAL PROCEDURES DURING ASSESSMENT ADMINISTRATION

For each test, give the student the appropriate test booklet and answer folder. Explain to students that they will be taking a test. Inform them that they need to be quiet and that if they have questions, they should raise their hands. **Read aloud word for word the text that is printed in bold type in the Appendices of this manual.** The material in regular type is information for you and should not be read aloud to students. If necessary, the test administrator may repeat the directions or answer questions regarding the directions for all students who have difficulty understanding or following the directions. However, do not suggest answers to any assessment questions. Test directions should be repeated verbatim whenever possible. If the directions must be simplified, the simplification must adhere to the intent of the directions and should not provide any additional information. Test directions may not be translated into languages other than English. Students should be encouraged to complete all exercises and questions and not to leave anything blank.

When the assessment session has begun, check that students are marking and writing their answers in the appropriate places on their answer folders. Test administrators should not interfere with the students' concentration as they check students' progress. Students may make notes in their test booklets if they wish. However, all responses must be marked on the student answer folder or they will not be scored.

Except during the Speaking section, students are not allowed to talk during the administration of the assessment. Direct students who finish the assessment before others to remain silent. Administrators will provide materials for students to work on after they finish the test and close their booklets, or you may allow students to read books or do other school work as long as it is unrelated to the content being tested. Students may also review their work on the test or section that they have just completed. However, students **should not** be allowed to look ahead to other sections or tests, and should not return to a test they had taken previously.

Toward the end of the assessment period, but while students still have their test booklets, it is good practice to remind students to complete the entire assessment. It is **inappropriate** to review a student's test booklet after it is handed in and then give it back to the student with instructions to complete the assessment. This action would constitute a breach of test security.

## **PROCEDURES FOLLOWING ASSESSMENT ADMINISTRATION**

When all students have completed the assessment, collect the remaining test booklets and answer folders. Do not allow any student to leave the room until his or her test booklet has been collected. Collect a test booklet and answer folder from each student individually. Do not allow students to “pass around” assessment materials.

Immediately after the assessment, and before dismissing students, carefully count the test booklets and answer folders to ensure that you have collected all student materials. Place the header sheet with your school’s name filled out on top of the stack of student answer folders belonging to the students you have tested.

## **PROCEDURES FOR STUDENTS WITH ACCOMMODATIONS**

Accommodations should always be related to the student’s specific disability. Accommodations that change the content of the assessment are NOT allowable. For example, it is inappropriate to define words used in the writing or reading passages, any other stimulus materials, or the assessment questions. Accommodations in the administration procedures for ELDA are permitted provided that they are specified in a student’s IEP or 504 plan and allowable for the ELDA. A student’s assessment results should reflect her or his true ability and should not be influenced by inappropriate accommodations. These accommodations should be consistent with practices routinely used in the student’s instruction and assessment.

Any accommodations for an individual must be specified before the student takes the assessment and must be documented in the student’s IEP. Contact your District Test Coordinator for additional state guidelines on accommodations for the ELDA.

If a student with disabilities takes the ELDA, the administration of the assessment should be under standardized assessment conditions. Any accommodations listed below or specifically identified in the student’s IEP or 504 plan may be provided. Any accommodation provided to a student must be noted on the first page of his or her answer folder. Review the “Instructions for Completing Student Demographic Information” Sheet, included with the testing materials, for further information about state-specific accommodations codes.

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

- **Computerized Assessment:** Students may use a computer to type their responses instead of writing in their answer folders. Spell check, glossaries, grammar check, dictionaries and thesauruses are not allowed on the ELDA. Word processed responses should be stapled into the student's original answer folder.
- **Dictation of Responses:** Students who are unable to write due to a disability are allowed to dictate their responses to a transcriber or into an audio recorder for the Reading and Listening ELDA. The student's answers should be transferred onto the student's original answer folder. A scribe may not be used for the Writing ELDA.
- **Extended/Adjusted Time:** The ELDA is an untimed assessment. For students whose attention span or behavior interferes with regular testing sessions, test administration may be altered to allow for a number of shorter testing sessions. Testing may also be stopped and continued at a later time if behavior interferes with the testing session. The time of day the test is administered may also be adjusted to be most beneficial to the student. All testing sessions **MUST** be completed within the allotted testing window.
- **Individual/Small Group Administration:** Tests may be administered to a small group or an individual requiring more attention than can be provided in a large group administration.

See the "Instructions for Completing Student Demographic Information" sheet, included with the testing materials, for further information regarding accommodations allowable in your state.

### **Modified Test Booklets**

In addition to the accommodations listed above, Braille and large print versions of the Reading and Writing ELDA are available. Please contact your DTC to order these materials, if necessary. If a student uses a modified test booklet, be sure to indicate which type on the front of the student's answer folder.

## **DEFECTIVE ASSESSMENT MATERIALS**

### **Incomplete/Defective Assessment Materials**

A student might receive an incomplete or defective test booklet. Instruct the student to raise his or her hand, and then follow the steps below with the student.

- Obtain a replacement test booklet.
- Direct the student to continue with the new test booklet.
- After the assessment, return all of the student's used testing material (defective and replacement) with the other testing materials.

If a student receives an incomplete or defective answer folder, instruct the student to raise his or her hand and follow the steps below:

- Obtain a replacement answer folder.
- Write and bubble in the student's name on the replacement answer folder in case it becomes separated from the original.
- Have the student complete the remainder of the ELDA on the replacement answer folder.
- Staple the defective answer folder to the replacement answer folder.
- Place all materials, defective AND replacement, with the other ELDA materials in a designated secure location.

### **Soiled Assessment Materials**

If a student is sick and a test booklet becomes soiled, please follow the steps below:

- Write down the barcode number (located on the back cover) of the affected booklet.
- Dispose of the booklet according to school and/or district procedures for disposing of soiled materials.
- Report the problem by contacting the ELDA Help Line. When the test materials are returned, enclose a note with the barcode number of the affected booklet and an explanation of the situation.

If a student is sick and an answer folder becomes soiled, please follow the steps below:

- Transfer the student's responses from the soiled answer folder to a new answer folder.
- Dispose of the answer folder according to school and/or district procedures for disposing of soiled materials.
- Report the problem by contacting the ELDA Help Line. When the materials are returned, enclose a note with the student's name and ID number and an explanation of the situation.

**ELDA Help Line**  
(888) 612-0180  
elda@measinc.com

## **COLLECTION AND RETURN OF ASSESSMENT MATERIALS**

When students have completed the assessment, they should raise their hands so that you can collect their booklets and answer folders. Allow students who have finished the assessment before others to work quietly at their desks. Have a supply of generic silent work to distribute to students who have completed the assessment.

After testing is completed, gather into a stack all of the answer folders for students that you have tested. Place the pre-printed header sheet on top of this stack of student answer folders. Only one header sheet is required for each grade cluster in each school, but you may use additional header sheets for organizational purposes if desired. All headers and student answer folders should then be placed back into the box.

All materials should be returned to your STC directly after the assessment is completed. The materials should be packed for return in the original shipping boxes in the following manner:

- UNUSED test booklets, answer folders, and pre-ID labels should be placed in the bottom of the box.
- Prompt cassettes or CDs, Speaking Scoring Guides, Administration Manuals, and any extra forms or headers should be placed above the unused materials. (Please do not place cassettes or CDs in the bottom of the box as they may be crushed and/or broken during shipment.)
- Used test booklets should be placed above the administration materials.
- The stack(s) of used answer folders with corresponding headers should be placed in the top of the box.
- If the materials do not completely fill the box, please use packing material to fill the box to prevent damage to the materials during shipment.

NOTE: Prior to shipment to your district, your ELDA materials were packed in separate boxes for each grade cluster at each school. If you wish, you may consolidate the materials in fewer boxes for return shipment by combining multiple grade clusters in one box, provided that all materials are returned.

When the STC has accounted for and packed all testing materials, all materials (used and unused) should be returned to the DTC.

## THINGS TO REMEMBER

### Before you begin:

- Verify that you have received the correct number of assessment materials from your STC.
- Gather and organize all necessary materials:
  - Student testing materials
  - Supply of sharpened No. 2 pencils (pens may not be used)
  - This Test Administration Manual
  - Speaking Scoring Guide
  - Prompt Cassettes or CDs
  - Audiocassette or compact disc player
  - A watch or clock to measure assessment times and breaks
  - Silent work for students who do not bring their own
- Arrange for a quiet, comfortable, well-lighted, distraction-free setting in which to assess students.
- Decide whether to give students breaks between the assessment sessions.
- Be aware that if assessment groups exceed the numbers specified for each section of the assessment, a proctor must be present in addition to the test administrator.
- Use one set of testing materials as your own so that you can refer to each of the testing booklets while you are administering the assessment.

### While administering the assessment:

- Use the scripts located in the Appendices of this manual.
- Attend to students when they raise their hands. You may answer questions to clarify general directions, but may not answer questions about or read aloud any assessment material.
- Be sure that students are marking their answers in the appropriate places on their answer folders.
- Maintain a quiet and comfortable environment in the classroom.
- Stay in the classroom during the entire assessment.

### After administering the assessment:

- Thank students for their efforts on the assessment.
- Collect all student booklets and return the materials to the STC.
- Gather the students' answer folders and place the header sheet on top of the stack of answer folders. Only one header sheet is required for each grade cluster in each school, but schools may include more header sheets if desired for organizational purposes. Return all header sheets and answer folders to the STC.

**APPENDIX A**  
**ELDA READING DIRECTIONS**

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## APPENDIX A: ELDA READING DIRECTIONS

This section of the Test Administration Manual contains directions for administering the ELDA Reading assessment. **All scripted directions are in bold print and must be read verbatim.**

### ADMINISTRATION DIRECTIONS AND SCRIPT

Make sure that all students are seated properly before administering the Reading assessment. Each student should have two pencils with erasers.

Follow the directions below as closely as possible. Scripted directions are in bold print and should be read to students verbatim at the beginning of the assessment session.

Before test administration begins, decide if and when you will provide a break for students (we suggest providing a break between parts 2 and 3), and instruct them accordingly. There is a stop sign following the last question in each part of the Reading assessment. If you decide to provide a break between parts 2 and 3 of the assessment, instruct students to continue past the stop sign at the end of part 1 but close their test booklets when they come to the stop sign at the end of part 2.

The ELDA is an untimed assessment. The suggested administration times provided in this manual are for planning purposes and may prove helpful in schools with large numbers of students to test. However, please use your discretion as an administrator with regard to time allotted for students to complete the assessment.

The suggested times for completion of the sections of the test are flexible. If you notice that *all* students have finished before the suggested time, you may wish to have them start the next section earlier. Likewise, if most students have not finished in the suggested time, you may wish to extend their testing time. If very few students appear to need more time, you may allow them to finish in another room with a proctor. If you know ahead of time that some students are likely to take longer than the recommended time to complete the assessment, you should make arrangements to have them tested individually or in a small group with extended time.



ELDA READING SCRIPT (ALL GRADE CLUSTERS):

**You are about to take the Reading section of the ELDA. You may not talk during this test. I will now pass out the test booklets. Do not open your test booklet until I tell you to do so.** Pass out the Reading/Writing test booklets. **Does everyone have two pencils with erasers?** Distribute additional pencils if necessary.

After students are appropriately seated and test booklets and pencils have been distributed: **You may now open your booklets to the first page of the Reading test. This section tests how well you can read in English. You will darken the circle for each answer on page 2 in your answer folder. Here is an example of how to correctly darken a circle:**

Correct	Incorrect
●	

**The reading test has three parts:**

**Part 1: Short Passages.** This section tests your ability to understand information in short reading passages. There are one or more questions about each passage.

**Part 2: Instructions.** This section tests your ability to understand directions. There is a different set of instructions for each question. You will need to identify which student followed the directions correctly.

**Part 3: Longer Passages.** This section tests your ability to understand information in longer reading passages. You will answer several questions about each passage.

Each part contains passages followed by questions. The passages will get harder as you go through the test. Sometimes the question asks you to think of a word that is missing from the passage. Here is an example:

**Sample question 1**

The teacher gave John a \_\_\_\_\_ and asked him to write his answer on his paper.

**Choose the best answer to fill in the blank.**

- A. pen
- B. gum
- C. chalk
- D. paper

Pause while students select their answers for Sample Question 1.

**Answer A is the best answer. You choose answer A because John wrote on his paper with a pen. Please turn the page.**

**Sometimes the question asks you to find information in the passage. Here is an example:**

### **Sample Question 2**

**Mary and her friends Petra and David went to the mall yesterday to buy a birthday present for Petra’s baby sister. They bought her a lovely toy bear.**

**Why did Mary and her friends go to the mall?**

- A. To see Petra’s sister**
- B. To get some new shoes**
- C. To have lunch**
- D. To buy a gift**

Pause while students select their answers for Sample Question 2.

**Answer D is the best answer. You choose answer D because the passage says that Mary and her friends went to buy a present at the mall.**

**Remember: Read the passage once. Then read the question carefully. Read the passage again if necessary before you choose your answer.**

Read the following scripts if you are using the suggested administration times. If you are not using the suggested administration times, see the note at the end of this appendix.

*SCRIPT FOR GRADES 3–5 (if using suggested administration times):*

**In a moment, you will begin taking the Reading assessment. You will have 16 minutes to complete Part 1 and Part 2 of the test by marking your answers on page 2 in your answer folder. When you come to the stop sign after question 11, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for Parts 1 and 2. Do not look ahead to Part 3.**

**Do you have any questions?** Answer any procedural questions.

**You may now begin the assessment.**

After 16 minutes (and a break, if applicable), read the script below before allowing students to begin Part 3.

**In a moment, you will take Part 3 of the Reading assessment. You will have 26 minutes to complete Part 3. In this part of the test, you will read longer passages and answer questions about them. You will mark your answers on page 2 in your answer folder just as you did for Parts 1 and 2. When you come to the stop sign after question 35, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for Part 3 only. Do not look ahead to the Writing test.**

**Do you have any questions?** Answer any procedural questions.  
**You may now turn to page 16 and begin Part 3 of the test.**

*SCRIPT FOR GRADES 6–8 (if using suggested administration times):*

**In a moment, you will begin taking the Reading assessment. You will have 13 minutes to complete Part 1 and Part 2 of the test by marking your answers on page 2 in your answer folder. When you come to the stop sign after question 10, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for Parts 1 and 2. Do not look ahead to Part 3.**

**Do you have any questions?** Answer any procedural questions.  
**You may now begin the assessment.**

After 13 minutes (and a break, if applicable), read the script below before allowing students to begin Part 3.

**In a moment, you will take Part 3 of the Reading assessment. You will have 29 minutes to complete Part 3. In this part of the test, you will read longer passages and answer questions about them. You will mark your answers on page 2 in your answer folder just as you did for Parts 1 and 2. When you come to the stop sign after question 35, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for Part 3 only. Do not look ahead to the Writing test.**

**Do you have any questions?** Answer any procedural questions.  
**You may now turn to page 12 and begin Part 3 of the test.**

*SCRIPT FOR GRADES 9–12 (if using suggested administration times):*

**In a moment, you will begin taking the Reading assessment. You will have 16 minutes to complete Part 1 and Part 2 of the test by marking your answers on page 2 in your answer folder. When you come to the stop sign after question 10, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for Parts 1 and 2. Do not look ahead to Part 3.**

**Do you have any questions?** Answer any procedural questions.  
**You may now begin the assessment.**

After 13 minutes (and a break, if applicable), read the script below before allowing students to begin Part 3.

**In a moment, you will take Part 3 of the Reading assessment. You will have 28 minutes to complete Part 3. In this part of the test, you will read longer passages and answer questions about them. You will mark your answers on page 2 in your answer folder just as you did for Parts 1 and 2. When you come to the stop sign after question 35, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for Part 3 only. Do not look ahead to the Writing test.**

**Do you have any questions?** Answer any procedural questions.  
**You may now turn to page 12 and begin Part 3 of the test.**

*SCRIPT FOR GRADES 3–5, 6–8, AND 9–12 (if NOT using suggested administration times):*

**In a moment, you will begin taking the Reading assessment. You will have as much time as you need to complete this test. You will mark your answers on page 2 in your answer folder. When you come to the stop sign after question 35, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for the Reading test. Do not look ahead to the Writing test. If you need a break during the test, close your test booklet and raise your hand.**

**Do you have any questions?** Answer any procedural questions.  
**You may now begin the assessment.**

**APPENDIX B**  
**ELDA WRITING DIRECTIONS**

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## APPENDIX B: ELDA WRITING DIRECTIONS

This section of the Test Administration Manual contains directions for administering the ELDA Writing assessment. **All scripted directions are in bold print and must be read verbatim.**

### ADMINISTRATION DIRECTIONS AND SCRIPT

Make sure that all students are seated properly before administering the Writing assessment. Each student should have two pencils with erasers.

Follow the directions below as closely as possible. Scripted directions are in bold print and should be read to students verbatim at the beginning of the assessment session.

Before test administration begins, decide if and when you will provide a break for students (we suggest providing a break between parts 1 and 2), and instruct them accordingly. There is a stop sign following the last question in each part of the Writing assessment. If you decide to provide a break between parts 1 and 2 of the assessment, instruct students to close their test booklets when they come to the stop sign after part 1 but continue past the stop sign at the end of part 2.

The ELDA is an untimed assessment. The suggested administration times provided in this manual are for planning purposes and may prove helpful in schools with large numbers of students to test. However, please use your discretion as an administrator with regard to time allotted for students to complete the assessment.

The suggested times for completion of the sections of the test are flexible. If you notice that *all* students have finished before the suggested time, you may wish to have them start the next section earlier. Likewise, if most students have not finished in the suggested time, you may wish to extend their testing time. If very few students appear to need more time, you may allow them to finish in another room with a proctor. If you know ahead of time that some students are likely to take longer than the recommended time to complete the assessment, you should make arrangements to have them tested individually or in a small group with extended time.

Note that for Part 1 of the Writing assessment, students will write responses to prompts. All responses should be contained in the spaces provided in the answer folder. Any portion of the response that is not contained in the answer folder will not be scored, with the exception of the typewritten responses as provided for under the “computerized assessment” accommodation for the ELDA.

ELDA WRITING SCRIPT (ALL GRADE CLUSTERS):

**You are about to take the Writing section of the ELDA. You may not talk during this test. I will now pass out the test booklets. Do not open your test booklet until I tell you to do so.** Pass out the Reading/Writing test booklets. **Does everyone have two pencils with erasers?** Distribute additional pencils if necessary.

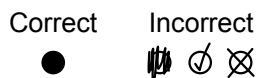
After students are appropriately seated and test booklets and pencils have been distributed:

Grades 3–5: **Please open your test booklets to page 29.**

Grades 6–8: **Please open your test booklets to page 23.**

Grades 9–12: **Please open your test booklets to page 25.**

**This section tests how well you can write in English. You will darken the circles in your answer folder for some questions; for others, you will write a response to a prompt. Here is an example of how to correctly darken a circle:**



Read the following scripts if you are using the suggested administration times. If you are not using the suggested administration times, see the note at the end of this appendix.

**Writing Part I (ALL GRADE CLUSTERS):**

**For the written responses for Part 1, read each prompt carefully. Then write your answer in the space provided in your answer folder. Write as much as you can. Your response will be scored on the basis of how well you do the following:**

- **Write about the prompt**
- **Include details in your answer**
- **Be sure your response makes sense and is easy to understand**
- **Use the English language correctly**

**Here is an example:**

**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:**

EXAMPLE FOR GRADES 3–5 ONLY:

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

EXAMPLE FOR GRADES 6–8 ONLY:

**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.**

EXAMPLE FOR GRADES 9–12 ONLY:

**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!**

**Now that you have heard the sample answer, think about these questions:**

- **Does the response answer the question?**
- **Does the answer include details?**
- **Does the answer make sense?**

Pause while students consider these questions.

**Do you have any questions?** Answer students' questions.



**Writing Part I (GRADES 3–5 AND 6–8):**

**In a moment, you will begin taking Part 1 of the Writing test. The question will tell you which page to write on in your answer folder. You will have 30 minutes to complete Part 1. When you come to the stop sign after question 4, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for Part 1. Do not look ahead to Parts 2 or 3.**

**Do you have any questions?** Answer procedural questions.  
**You may now turn the page and begin the assessment.**

**Writing Part I (GRADES 9–12):**

**In a moment, you will begin taking Part 1 of the Writing test. The question will tell you which page to write on in your answer folder. You will have 30 minutes to complete Part 1. When you come to the stop sign after question 5, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for Part 1. Do not look ahead to Parts 2 or 3.**

**Do you have any questions?** Answer procedural questions.  
**You may now turn the page and begin the assessment.**

After 30 minutes (and a break, if applicable), read the script below before allowing students to begin Parts 2 and 3.

Grades 3–5: **Please open your test booklets to page 33 of the Writing test.**  
Grades 6–8: **Please open your test booklets to page 27 of the Writing test.**  
Grades 9–12: **Please open your test booklets to page 31 of the Writing test.**

**Writing Part II (ALL GRADE CLUSTERS):**

**For questions in Part 2, you will read examples of student writing. Read these passages very carefully, and then read the test questions and choose the best answer. Be sure to look back at the passages to help you answer the test questions. Sometimes, an answer choice might seem correct by itself, 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 test questions. You will darken the circle for each answer on page 6 in your answer folder.**

Here is an example:

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

Choose the best answer to replace made. Choose D if no change is needed.

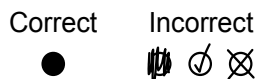
- A. makes
- B. making
- C. make
- D. no change is needed.

Pause while students answer the practice question.

**Answer A is the best answer. You choose answer A since it is the correct form of the verb.**

**Writing Part III (ALL GRADE CLUSTERS):**

For questions in Part 3, you will look at a graphic organizer that students have made to help them plan their writing. Look carefully at the graphic organizer, and then read the questions. Look at the four answer choices and choose the best one. You may look back at the graphic organizer if you need to. You will darken the circle for each answer on page 6 in your answer folder. Here is an example of how to correctly darken a circle:



**In a moment, you will take Parts 2 and 3 of the Writing test. You will see a stop sign at the bottom of the page at the end of Part 2. Do not stop at this point; please continue on to Part 3. You will have 30 minutes to complete the rest of the Writing test. When you come to the stop sign at the end of the test, stop. Close your test booklet and place it face down on your desk. You may work on some silent work or go back and check your answers for Parts 2 and 3.**

**Do you have any questions?** Answer any procedural questions.  
**You may now turn the page and begin taking parts 2 and 3 of the assessment.**

Untimed Administration:

If you are not using the suggested administration times, you may read the scripts all at once (omitting references to time limits for each part), or you may stop students after each part of the test and read the instructions for the next section at that time. Use the following chart to help students locate the instructions for each part of the test:

**Writing Assessment Parts  
Instruction Pages**

	<b>Part 1</b>	<b>Part 2</b>	<b>Part 3</b>
<b>Grades 3–5</b>	<b>Page 29</b>	<b>Page 33</b>	<b>Page 39</b>
<b>Grades 6–8</b>	<b>Page 23</b>	<b>Page 27</b>	<b>Page 33</b>
<b>Grades 9–12</b>	<b>Page 25</b>	<b>Page 31</b>	<b>Page 37</b>

**APPENDIX C**  
**ELDA LISTENING DIRECTIONS**

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## APPENDIX C: ELDA LISTENING DIRECTIONS

This section of the Test Administration Manual contains directions for administering the ELDA Listening assessment. The directions include information on preparing for the administration and a script and guidelines for teachers to follow when they administer the assessment. **All scripted directions are in bold and must be read verbatim.**

### ADMINISTRATION DIRECTIONS AND SCRIPT

Make sure that all students are seated appropriately before administering the Listening assessment. Each student should have two pencils with erasers.

Follow the directions below as closely as possible. Scripted directions in bold should be read to the students verbatim during the assessment session.

Read the script below before playing the prompt recording. You will pause the prompt recording at the end of each part of the Listening assessment. Breaks can be provided at this time (we recommend providing a break between Parts 3 and 4). You will then restart the prompt recording to play the instructions for the next part of the test.

#### ELDA LISTENING SCRIPT (ALL GRADE CLUSTERS):

**You are about to take the Listening section of the ELDA assessment. This section tests how well you listen and understand in English. You may not talk during this test. I will now pass out the test booklets. Do not open your booklet until I tell you to do so.** Pass out the Listening/Speaking test booklets.

**Does everyone have two pencils with erasers?** Distribute additional pencils if necessary.

**In a few moments, you will listen to a recording. The recording will tell you everything you need for the Listening test. I will stop the recording at the end of each part of the test. If you have any questions about this test, please ask me now.** Answer questions.

**On the recording you will hear stories and questions. You will hear each question once. You will answer the questions by darkening the circles on page 7 in your answer folder. Here is an example of how to correctly darken a circle:**

Correct	Incorrect
●	⦿ ⊗ ⊘

**I will now play the recording. Please open your test booklets to the first page of the Listening test and wait for the test to start.** Be sure that all students have opened their booklets to the first page.

[Play audiocassette or CD.]

See scripts below for procedures during administration.

***SCRIPT AND PROCEDURES FOR GRADES 3–5:***

Allow the prompt recording to play until students have had 10 seconds to respond to question 4.

[PAUSE audiocassette or CD.]

Be sure that all students are ready to proceed with the next part.

**Turn to page 5 in your test booklet.**

**I will now play the instructions for Part 2 of the Listening test.**

[Play audiocassette or CD.]

Allow the prompt recording to play until you hear the sentence, “Here is an example of how to correctly darken a circle.”

**Do you have any questions?** Answer procedural questions.

**You may now turn the page and wait for Part 2 of the Listening test to begin.**

[Play audiocassette or CD.]

Allow the prompt recording to play until students have had 10 seconds to respond to question 7.

[PAUSE audiocassette or CD.]

Be sure that all students are ready to proceed with the next part.

**Turn to page 9 in your test booklet.**

**I will now play the instructions for Part 3 of the Listening test.**

[Play audiocassette or CD.]

Allow the prompt recording to play until you hear the sentence, “Here is an example of how to correctly darken a circle.”

[PAUSE audiocassette or CD.]

**Do you have any questions?** Answer procedural questions.

**You may now turn the page and wait for Part 3 of the Listening test to begin.**

[Play audiocassette or CD.]

Allow the prompt recording to play until students have had 10 seconds to respond to question 23.

[PAUSE audiocassette or CD.]

If the entire Listening assessment will be administered in the same assessment session, students should be given at least a 10–minute break between Parts 3 and 4.

Be sure that all students are ready to proceed with Part 4.

**Turn to page 19 in your test booklet.**

**I will now play the instructions for Part 4 of the Listening test.**

[Play audiocassette or CD.]

Allow the prompt recording to play until you hear the sentence, "Here is an example of how to correctly darken a circle."

[PAUSE audiocassette or CD.]

**Do you have any questions?** Answer procedural questions.

**You may now turn the page and wait for Part 4 of the Listening test to begin.**

[Play audiocassette or CD.]

Allow the prompt recording to play until you hear the closing ("This is the end of the Listening section. Please put down your pencils and close your test books.")

[STOP audiocassette or CD.]

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

SCRIPT AND PROCEDURES FOR GRADES 6–8:

Allow the prompt recording to play until students have had 10 seconds to respond to question 4.

[PAUSE audiocassette or CD.]

Be sure that all students are ready to proceed with the next part.

**Turn to page 5 in your test booklet.**

**I will now play the instructions for Part 2 of the Listening test.**

[Play audiocassette or CD.]

Allow the prompt recording to play until you hear the sentence, “Here is an example of how to correctly darken a circle.”

[PAUSE audiocassette or CD.]

**Do you have any questions?** Answer procedural questions.

**You may now turn the page and wait for Part 2 of the Listening test to begin.**

[Play audiocassette or CD.]

Allow the prompt recording to play until students have had 10 seconds to respond to question 7.

[PAUSE audiocassette or CD.]

Be sure that all students are ready to proceed with the next part.

**Turn to page 9 in your test booklet.**

**I will now play the instructions for Part 3 of the Listening test.**

[Play audiocassette or CD.]

Allow the prompt recording to play until you hear the sentence, “Here is an example of how to correctly darken a circle.”

[PAUSE audiocassette or CD.]

**Do you have any questions?** Answer procedural questions.

**You may now turn the page and wait for Part 3 of the Listening test to begin.**

[Play audiocassette or CD.]

Allow the prompt recording to play until students have had 10 seconds to respond to question 19.

[PAUSE audiocassette or CD.]

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



Be sure that all students are ready to proceed with Part 4.

**Turn to page 17 in your test booklet.**

**I will now play the instructions for Part 4 of the Listening test.**

[Play audiocassette or CD.]

Allow the prompt recording to play until you hear the sentence, "Here is an example of how to correctly darken a circle."

[PAUSE audiocassette or CD.]

**Do you have any questions?** Answer procedural questions.

**You may now turn the page and wait for Part 4 of the Listening test to begin.**

[Play audiocassette or CD.]

Allow the prompt recording to play until students have had 10 seconds to respond to question 23.

[PAUSE audiocassette or CD.]

Be sure that all students are ready to proceed with the next part.

**Turn to page 21 in your test booklet.**

**I will now play the instructions for Part 5 of the Listening test.**

[Play audiocassette or CD.]

Allow the prompt recording to play until you hear the sentence, "Here is an example of how to correctly darken a circle."

[PAUSE audiocassette or CD.]

**Do you have any questions?** Answer procedural questions.

**You may now turn the page and wait for Part 5 of the Listening test to begin.**

Allow the prompt recording to play until you hear the closing ("This is the end of the Listening section. Please put down your pencils and close your test books.").

[STOP audiocassette or CD.]

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

*SCRIPT AND PROCEDURES FOR GRADES 9–12:*

Allow the prompt recording to play until students have had 10 seconds to respond to question 7.

[PAUSE audiocassette or CD.]

Be sure that all students are ready to proceed with the next part.

**Turn to page 5 in your test booklet.**

**I will now play the instructions for Part 2 of the Listening test.**

[Play audiocassette or CD.]

Allow the prompt recording to play until you hear the sentence, “Here is an example of how to correctly darken a circle.”

[PAUSE audiocassette or CD.]

**Do you have any questions?** Answer procedural questions.

**You may now turn the page and wait for Part 2 of the Listening test to begin.**

[Play audiocassette or CD.]

Allow the prompt recording to play until students have had 10 seconds to respond to question 9.

[PAUSE audiocassette or CD.]

Be sure that all students are ready to proceed with the next part.

**Turn to page 9 in your test booklet.**

**I will now play the instructions for Part 3 of the Listening test.**

[Play audiocassette or CD.]

Allow the prompt recording to play until you hear the sentence, “Here is an example of how to correctly darken a circle.”

[PAUSE audiocassette or CD.]

**Do you have any questions?** Answer procedural questions.

**You may now turn the page and wait for Part 3 of the Listening test to begin.**

[Play audiocassette or CD.]

Allow the prompt recording to play until students have had 10 seconds to respond to question 13.

[PAUSE audiocassette or CD.]

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

Be sure that all students are ready to proceed with Part 4.

**Turn to page 13 in your test booklet.**

**I will now play the instructions for Part 4 of the Listening test.**

[Play audiocassette or CD.]

Allow the prompt recording to play until you hear the sentence, "Here is an example of how to correctly darken a circle."

[PAUSE audiocassette or CD.]

**Do you have any questions?** Answer procedural questions.

**You may now turn the page and wait for Part 4 of the Listening test to begin.**

[Play audiocassette or CD.]

Allow the prompt recording to play until students have had 10 seconds to respond to question 19.

[PAUSE audiocassette or CD.]

Be sure that all students are ready to proceed with the next part.

**Turn to page 19 in your test booklet.**

**I will now play the instructions for Part 5 of the Listening test.**

[Play audiocassette or CD.]

Allow the prompt recording to play until you hear the sentence, "Here is an example of how to correctly darken a circle."

[PAUSE audiocassette or CD.]

**Do you have any questions?** Answer procedural questions.

**You may now turn the page and wait for Part 5 of the Listening test to begin.**

Allow the prompt recording to play until you hear the closing ("This is the end of the Listening section. Please put down your pencils and close your test books.").

[STOP audiocassette or CD.]

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

**APPENDIX D**  
**ELDA SPEAKING DIRECTIONS**

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## APPENDIX D: ELDA SPEAKING DIRECTIONS

This section of the Test Administration Manual contains directions for administering the ELDA Speaking Assessment. The directions include information on preparing for the administration and a script and guidelines for teachers to follow when they administer the assessment. In addition, administrators should review the scoring information in the Speaking Scoring Guide before administering the assessment. All scripted directions are in bold and **must be read verbatim**.

### ADMINISTRATION DIRECTIONS AND SCRIPT

Follow the directions below as closely as possible. The scripted instructions in bold must be read verbatim during the administration of the Speaking section. To assist you in the administration, the script is organized into the five stages of the administration:

1. Introduction
2. Directions on How to Answer
3. Activate the Prompt Recording
4. Complete the Final Preparations
5. Begin the Assessment

#### *1. Introduction*

**Hello. Today you will participate in the ELDA Assessment of English Speaking. This section tests how well you can speak in English.**

**Students in our state and others will take this assessment.**

**We will use this assessment to learn about your skills in speaking English in school.**

**Please do your best to answer all the questions, using your best English.**

**In a few moments, you will listen to 12 questions about some school topics. You will answer the questions in English.**

**I will listen to and grade your answers. Do not worry if some of the questions are difficult. Only I will hear your responses.**

2. Directions on How to Answer

**In a moment I will play a recording of questions that you will answer in English.**

**Please take your time and think about your answers.**

**When you answer, speak clearly.**

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

**After you hear a question, you will hear two beeps:**

- 1. After the first beep, begin speaking.**
- 2. The second beep means that time is almost up and you should finish your answer to the question.**

**Do you have any questions now?** Wait for responses from students and answer any questions.

3. Activate the Prompt Recording

You will hear the narrator providing instructions to the students similar to the ones you've just read aloud. This is to reinforce the instructions and help ensure understanding. The narrator will conclude the instructions and signify the start of the practice questions by stating "You will now answer two practice questions. Listen carefully and answer each question as best you can." After you hear this, pause the recording and ask if the students have any questions. Then reinforce the directions by stating the following:

**You will now answer two practice questions. Listen carefully and answer each question as best you can.**

Now turn the prompt recording back on. A voice on the recording will greet the students and administer practice question 1. A beep will signal students that they may begin speaking. The second beep will signal them that time is almost up.

Listen to the students as they respond to practice question 1 to be sure they are responding in English. If they are not, remind them to respond in English as best they can. PAUSE the prompt recording after students have completed their responses to practice task number 1.

**You just heard and responded to the first practice question. Do you have any questions?** Wait for responses and answer any questions.

**I will now play the second practice question.**

Play practice task number 2. Again, students will hear a beep to begin speaking, and a beep to wrap up. Pause the prompt recording after students have answered practice task 2.

4. Complete Final Preparations

Give the student a Listening/Speaking test booklet appropriate for his or her grade level.

**We are now ready to start the assessment. Please note that the tasks have pictures with them.**

**The pictures will help you answer the questions. The pictures are numbered. The person speaking on the recording will tell you which pictures to look at for each question.**

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

**Do you have any final questions?** Wait for a response.

**You may now open your test booklets to the first page of the Speaking test.**

Grades 3–5: **Open your test booklet to page 28.**

Grades 6–8: **Open your test booklet to page 28.**

Grades 9–12: **Open your test booklet to page 30.**

**Enjoy yourself, and good luck!**

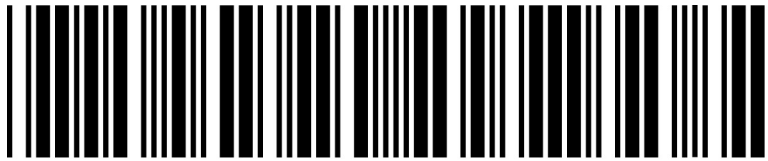
5. Begin the Assessment

Turn on the prompt recording and prepare to score the students' responses. You will record the students' Speaking scores on page 8 of their answer folders. See the Speaking Scoring Guide for further information on scoring the Speaking responses.

Turn off the prompt recording after you hear the following words:

"Thank you! This concludes the Speaking portion of the test."

Replace the student's answer folder and testing booklet with the other testing materials. The prompt recording and Speaking Scoring Guide must be returned with all other assessment materials after test administration is complete.



E L 1 5 T A M 3