

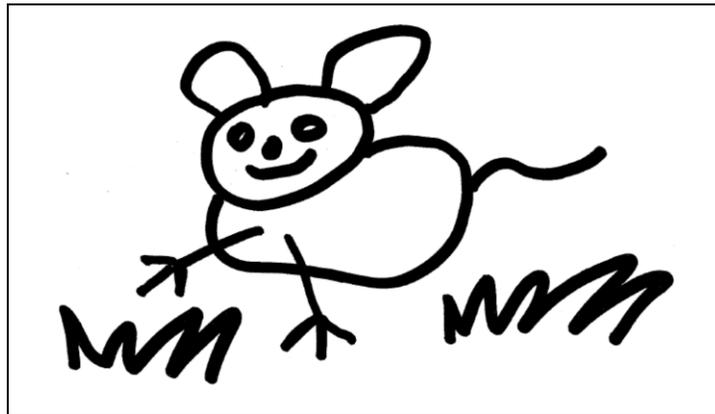
Instructions on Collecting Exemplar Candidates for K-2 Teachers

What are exemplars?

In this context, an exemplar is a good example of student work that relates to a particular task in the K – 2 ELDA Assessment. At the Kindergarten and Grades 1 – 2 levels the ELDA tasks encompass three elements.

The **first element** is the **setting for observation**. This refers to the situations which teachers have identified or created in order to elicit student behavior that will allow teachers to make judgments relevant to an ELDA task. For example, a **setting for task R07 2.4** which states “*Use pre-reading and reading strategies such as accessing prior knowledge, predicting, previewing, using graphic organizers, and setting a purpose*”, might be “Showing a student the cover of a new book, *If You Take a Mouse to School*, and asking questions such as ‘What does the title tell you about this book?’ and ‘What about the picture on the cover?’ and ‘What do you think is going to happen in this book?’ Then, asking the student to draw a picture of how the story might end.”

The **second element** of an exemplar is a **task-relevant observation**. This refers to any set of observations that helps a teacher determine the extent to which the student has achieved with respect to the task. Continuing the example above, an **observation** might be “The student said that if she did this she ‘would get into a lot of trouble and also the mouse would eat everything in the lunch box and [she] wouldn’t have anything to eat for lunch and the teachers and [her] parents would find out.’ She also drew the following picture, and when asked what it depicts, she said ‘the mouse’.”



The **third element** of an exemplar is a **task score and justification**. Because exemplars are meant to show how professional judgment is applied in selecting tasks, making observations, and evaluating student behavior or responses, it is important that scores for exemplars be accompanied with a justification based on both the observation and the K- 2 ELDA **Scoring Guide**. For example: “This response was given a score of two because the student used two pre-reading strategies appropriately: Using the title to predict what might happen in the book, and referring to the picture on the book cover (mouse sitting on the edge of a lunchbox) to explain possible elements of the story. The picture the student drew relates to the story, but does not

demonstrate use of the drawing strategy to further understanding of the story.” **An exemplar can describe 1-, 2-, or 3-score point responses, as described in the K – 2 ELDA Scoring Guide.**

What is the purpose of this study?

This study aims to collect exemplar information for 12 ELDA tasks. The tasks were chosen based on input from ELDA committee members and an assessment of the degree of teacher judgment required, with those requiring the most judgment included. **Attachment 1** contains a list of the 12 tasks included in this study, 3 tasks were selected for each of the language domains, Listening, Reading, Writing, and Speaking.

Why collect exemplars of the ELDA K – 2 Assessment?

ELDA is developing a professional development tool titled *Exemplars and Interpretation Guide for ELDA Kindergarten and Grades 1 – 2* to assist teachers in administering the assessment and using its results to enhance instruction. Teachers are encouraged to develop several innovative settings and prompts to assess students on the various required tasks. The guides will display some examples of the teachers’ work, corresponding examples of student responses, and teachers’ score justifications.

How do I collect the exemplars?

Participating teachers will administer the assessment the same way they did last year, however, for each of the 12 of the tasks that have been selected, they will be asked to send in an exemplar with the three elements described above. Narratives, pictures, and any collection of student work can be submitted, as long as it does not exceed five pages per task.

For each task, the teacher must complete a **Task Worksheet (Attachment 2)**, which provides the specific template in which the required information for each of the three elements should be recorded.

Which tasks am I responsible for?

Each participating teacher is responsible for collecting information on 12 tasks; the student responses for the tasks can come from a single student or from several students. However, in order to ensure that there is a variety of student proficiency levels represented some teachers will collect samples from low-mid proficiency level students and others will collect from mid-high proficiency level students. The State’s Department of Education will assign each teacher a letter, from A – F, that letter will indicate the grade level and the tasks that a teacher is assigned. Please refer to Table 1 to find which selection you have been assigned.

Teacher Number	Collect the 12 Tasks From this Grade Level	Collect the 12 Tasks From Student(s) With this Proficiency Level
Teacher A	Kindergarten	Low – Mid
Teacher B	Grade 1	Low – Mid
Teacher C	Grade 2	Low – Mid
Teacher D	Kindergarten	Mid – High
Teacher E	Grade 1	Mid – High
Teacher F	Grade 2	Mid – High

To the extent possible and practical, each teacher should try to select a broad range of exemplars from his or her students, ranging from lowest-scoring to highest-scoring.

When Should I Collect the Exemplars?

The exemplars you are being asked to collect should come from the assessments that you administer during the spring 2010 testing window.

When I finish collecting the exemplars and putting them in the correct template, where do I send that information?

Please forward your forms and samples to the contact provided to you by your State before **April 30th, 2010.**

ATTACHMENT 1

List of Selected Tasks for Kindergarten

Listening	
1	L03 2.1 Identify main points from spoken language (with and without visual support).
2	L05 3.1 Understand common expressions and vocabulary related to school social interaction. (For example: school social interaction).
3	L07 4.2 Demonstrate comprehension of spoken language through drawing conclusions, making generalizations, making predictions, etc.
Reading	
1	R07 2.4 Use pre-reading and reading strategies such as accessing prior knowledge, predicting, previewing, using graphic organizers, and setting a purpose.
2	R12 5.4 Demonstrate use of various strategies to construct meaning (for example: context, illustrations, prior knowledge).
3	R13 6.4 Recognize cause and effect, problem and solution, and use text for support.
Speaking	
1	S06 3.2 Clarify and support spoken ideas with evidence, elaboration, and examples.
2	S07 3.3 Use logically connected language and discuss implied meanings.
3	S08 4.3 Use language to justify, organize, agree and disagree.
Writing	
1	W03 2.2 Write a variety of text types (for example: narrative, descriptive, letter, poem).
2	W04 3.4 Edit writing for basic conventions such as punctuation, capitalization, and spelling.
3	W05 3.5 Edit writing for complete sentences.

List of Selected Tasks for Grades 1-2

Listening	
1	L03 2.1 Identify main points from spoken language (with and without visual support).
2	L05 3.1 Understand common expressions and vocabulary related to school social interaction. (For example: school social interaction).
3	L07 4.2 Demonstrate comprehension of spoken language through drawing conclusions, making generalizations, making predictions, etc.
Reading	
1	R07 2.4 Use pre-reading and reading strategies such as accessing prior knowledge, predicting, previewing, using graphic organizers, and setting a purpose.
2	R12 5.4 Demonstrate use of various strategies to construct meaning (for example: context, illustrations, prior knowledge).
3	R13 6.4 With visual support and teacher prompting, student recognizes cause and effect, and problem and solution in written text consisting of simple sentences using one word or a series of single words.
Speaking	
1	S06 3.2 Clarify and support spoken ideas with evidence, elaboration, and examples.
2	S07 3.3 Use logically connected language and discuss implied meanings.
3	S08 4.3 Use language to justify, organize, agree and disagree.
Writing	
1	W03 2.2 Write a variety of text types (for example: narrative, descriptive, letter, poem).
2	W04 3.1 Revise draft according to a model or rubric. 3.2 Add on to drafts with teacher support. 3.3 Revise drafts to achieve organization and sense of audience and to improve word choices, comprehensibility, and legibility.
3	W05 3.5 Edit writing for complete sentences.

ATTACHMENT 2

Task Worksheet (Page 1 of 2)

Note: Please complete this worksheet for every task that you are assigned. You have been assigned a total of 12 tasks. Please make sure to record the task ID (ex. L03 3.1) on any pages that you need to attach to this task worksheet.

1. Teacher Name:

2. Teacher Letter Assigned to You By State:

3. State:

4. Task ID (*please make sure to also mark this ID on any pages that you attach to this worksheet, ex. Pages containing student work*):

5. Please list any resources that you used to create the items or setting for observation (Ex. Books, websites, etc):

6. Please record or describe all questions, prompts, or settings that you used to assess this task (*Element1: Setting for Observation*)

Task Worksheet (Page 2 of 2)

7. Please record student responses and any observations you made of the student's responses. Please attach all student responses to this worksheet when available. In the case of speaking, transcribe the student's responses and attach to the worksheet or record here. (*Element 2: Task Relevant Observations*)

8. Please record the scores you gave to this task and explain why you gave each score. Please make sure to refer to the K2 ELDA Scoring Guide when assigning scores. (*Element 3: Task Score and Justification*)