English Language Development Assessment (ELDA)

SCORE INTERPRETATION GUIDE

2005 Operational Administration

AMERICAN INSTITUTES FOR RESEARCH®

Submitted to the Council of Chief State School Officers on behalf of the LEP-SCASS by the American Institutes for Research

October 31, 2005

The contents of this document were developed under grant S368A030006, CFDA 84.368A, from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

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INTRODUCTION

This *Score Interpretation Guide* provides information about score reporting for the March 2005 operational administration of the English Language Development Assessment (ELDA), a newly developed assessment instrument for grade 3–12 English language learners. The goal of ELDA is to measure annual progress in the acquisition of spoken and written English and to track the development of language skills as English language learners move toward the attainment of full fluency in English. ELDA, with its battery of tests, assists states in adopting a rigorous definition of full English proficiency (FEP) and identifying students who achieve it. One of ELDA's most innovative features is a speaking component that is feasible to administer and cost-efficient to finance from state education agency (SEA) and local education agency (LEA) funds.

This *Score Interpretation Guide*, which accompanies the score reports for the first operational test of this comprehensive assessment instrument, will assist state, district, and school administrators in using data generated by ELDA assessments to make policy decisions and to fulfill federal and state reporting requirements. ELDA's legislative mandate, stemming from the *No Child Left Behind Act*, is to provide state educational administrators with data necessary to do the following:

- Conduct an annual assessment of English proficiency and show annual progress in English language acquisition
- Include all English language learners in English language proficiency assessments
- Obtain independent measures of listening, speaking, reading, and writing
- Provide a separate measure of English language learners' comprehension of spoken and written English
- Assess oral and written proficiency in both academic and school-environmental (S-E) English
- Align ELDA language assessments with individual state English language proficiency standards

To serve these purposes, score data should be considered in the context of ELDA's unique design and scoring features, which measure a broad range of oral and written language skills with the objective of tracking students' progress over time until the students achieve complete fluency in English. It is hoped that this *Guide* will prove helpful in enabling state administrators to communicate score information to educators, families of English language learners, and the general public.

Sample annotated state, district, and individual student reports and a school roster are included in Section IX of the *Score Interpretation Guide* for illustrative purposes.

ELDA: STRUCTURE AND BACKGROUND

Project Structure

ELDA has a multiorganizational structure that draws on the combined expertise of several national and state constituencies. Project management is provided by the Council of Chief State School Officers (CCSSO), ensuring that an all-inclusive range of policy concerns is addressed along with the specific needs of individual member states. The ELDA steering committee is the Limited English Proficiency State Collaborative on Assessment and Student Standards (LEP-SCASS), a cooperative body that worked closely with the Nevada Department of Education to initiate the project. In addition to Nevada, the lead ELDA state, LEP-SCASS member states currently participating in ELDA are Georgia, Indiana, Iowa, Kentucky, Louisiana, Nebraska, New Jersey, Ohio, Oklahoma, South Carolina, Virginia, and West Virginia. Participating LEP-SCASS member states and agencies currently not part of the ELDA network are Hawaii, North Carolina, Oregon, Rhode Island, Texas, and the Department of Defense Education Agencies.

Test development work on ELDA was done under the auspices of the American Institutes for Research (AIR), an independent, not for profit organization with more than 50 years of experience in educational research and testing. The Center for Study of Assessment Validity and Evaluation (C-Save) at the University of Maryland is responsible for the test validity research. Measurement Incorporated (MI), a nonprofit educational testing company, oversees ongoing field-test operations and all scoring and reporting.

Project Background

Under Title I and Title III of the *No Child Left Behind Act* of 2001, states are required to measure the annual growth of students' English language development in listening, speaking, reading, and writing. ELDA was designed to improve on existing off-the-shelf language placement assessments by measuring proficiency in all four of these skill areas and tracking student progress until an English language learner achieves full fluency in English. Developed to be used by individual states and to be aligned to their own standards, ELDA incorporates a wide range of formats for assessing listening, speaking, reading, and writing English. The abilities of nonnative English speakers to use academic and conversational English are assessed by prompts and texts drawn from a variety of subjects, situations, and media.

In 2002, with Nevada as the lead state, the CCSSO-LEP-SCASS applied for and received an Enhanced Assessment Grant under Section 6112b of the *No Child Left Behind Act.* LEP-SCASS used the award to analyze the existing English as a second language/English language development (ESL/ELD) standards of the member states that had them and to develop the core ELP standards on which ELDA is now based. The standards of those individual states are aligned with ELDA English Language Proficiency (ELP) standards, which are in Section VI of this *Guide*.

With other English language learner experts, LEP-SCASS also developed a series of performance level descriptors (PLDs) that qualitatively define the full range of English language

proficiency, from the beginner stage (Level 1) to the level of fluency needed to succeed in a mainstream content classroom (Level 5). ELDA performance level descriptors for listening, speaking, reading, and writing appear in Section VII of this *Guide.* Similar information is provided for comprehension performance levels, which are a combined measure of the grasp of oral and written English, derived from listening and reading scores. The 2005 raw and scale-score numerical ranges to which these performance levels correspond, computed through a rigorous process of standard-setting after the results of the 2005 operational test had been scored, are in Section VIII of the *Guide*.

The ELDA developers adopted a grade-cluster approach that consisted of four groupings: K–2, 3–5, 6–8, and 9–12. Test specifications included provisions for linking scores within and across clusters. Teachers of English language learners from across the LEP-SCASS states assisted item development experts at AIR in developing a pilot test in May 2003, in which students from 12 states, more than 20 language backgrounds, and 30 countries participated. In the pilot test, 100 students from 31 schools were assessed per cluster.

This pilot test served as the model for a spring 2004 field test of ELDA in three of the four proposed grade clusters, while the K–2 grade cluster was being developed for later use. Approximately 6,000 students from 13 states in grades 3–12 (2,000 per grade cluster) participated. It was determined that two field-test forms (Form A and Form B) for each grade cluster domain would yield the requisite number of items necessary for building one operational form. The 2004 ELDA field-test forms served as the basis for constructing operational forms for the grades 3–12 operational administation of ELDA in 2005, which follow all required practices described in the *Standards for Education and Psychological Testing,* including thorough psychometric analysis and validation of test scores.

2005 ADMINISTRATION OF ELDA

Field Test Administration

Individual schools were selected to participate in the 2005 field test on the basis of grade-cluster classifications of their English language learner populations. Both English language learners and exited English language learners were included in the population of test takers. Four language groups were included in the sample: English language learner Spanish speakers, English language learner speakers of other foreign languages, English language learner exited students, and native English speakers.

Operational Administration

Operational test Form 1, administered in 2005, was constructed from 2004 ELDA field-test material on which classical item analysis (IA) and differential item functioning (DIF) analyses were conducted to detect any potential test administration or scoring problems. These items then passed through a two-stage review process consisting of reviews by a team of AIR psychometricians and test developers and by a joint committee comprising members from AIR and CCSSO. Only those items that passed all stages of review were included in the master item pool for operational form construction.

Operational form construction was conducted jointly with psychometric and content experts from AIR and LEP-SCASS representatives. Item locations from Rasch/IRT analyses were used to pre-equate operational forms. This process resulted in an operational assessment instrument for use in the 2004–2005 school year.

As directed by the LEP-SCASS Technical Advisory Committee (TAC), the first ELDA operational form (Form 1) was recalibrated, using the 2005 operational data, and scale-score conversions were made. These Form 1 operational scales serve as the reference scales, and all subsequent operational and field-test forms will be linked to them. Field-test material from the 2005 administration was used to assemble operational Form 2 and Form 3 for subsequent operational use. Common test items in adjacent grade clusters enable the linking of forms for all grade clusters.

ELDA grade clusters are vertically linked so that score analysis can take place across, as well as within, grade clusters. This ensures the measurement of incremental growth in English language proficiency as students move from lower grade clusters to higher grade ranges. However, the limitations of a grade-cluster (as opposed to a grade-level) test design should be taken into account when interpreting student scores. In particular, minor differences between adjacent grade-cluster scores may not reflect statistically significant changes in a student's English language proficiency.

In 2005, five states (Iowa, Louisiana, Nebraska, Ohio, and South Carolina) participated in operational administration of ELDA on a census basis, testing all English language learners in their school systems. Tests in all but the K–2 grade cluster were administered.

Test administrators and scorers were trained to administer and score the operational forms, and the resultant data accompany this manual. Under the auspices of Measurement Incorporated, data were reviewed and analyzed and cut points demarcating the five performance levels were set.

By October 2005, three operational forms for each of the four grade clusters were available for states to administer. These forms will assess all four ELDA test domains (listening, speaking, reading, and writing). States have the option of devising an administration schedule of their own choosing, or they may elect to reuse existing ELDA operational Forms 1–3 for two cycles each.

SCORE DOMAINS AND FORMATS

Assessment Formats

ELDA's assessment design involves measuring both oral and written command of English as English language learners progressively acquire skills that will equip them for full proficiency in English. ELDA incorporates multiple-choice (MC), short constructed-response (SCR) items, extended constructed-response (ECR) items, and spoken-response items as well as graphic prompts and teacher-scored rubrics. Student oral responses to Speaking prompts are recorded on audiocassettes for off-site scoring or scored on the spot in a nonmediated format, according to the Speaking scoring rubric. Taped dialogues and presentations are the basis for the Listening assessment. Supporting graphic prompts help clarify what is required of the student or motivate the student to give an appropriate response.

The ranges of possible points that students can earn for the different types of items that make up ELDA are listed below:

- Multiple-Choice Items 0–1 points
- SCR Items 0–2 points
- ECR Items 0–4 points
- Spoken-Response Items 0–2 points

One hour is allotted for completing the reading and writing tests, but the actual amount of time an individual student takes to complete the test is not limited. The pace of the listening and speaking tests is dictated by the recording technology, but opportunities for replaying the material exist. The administration of these two tests generally takes 1 hour and 20 minutes and 25 minutes, respectively.

Assessment of the Individual Domains

Listening – All items in the listening domain are in multiple-choice format, often accompanied by graphic support. Students listen to five types of self-contained texts read by a narrator and actors and then answer comprehension questions. Stimuli are repeated twice to maximize possibilities for understanding. Short phases, short dialogues, extended dialogues, and short and extended presentations are used, the longest of which is one minute.

The tone of voice in which recorded stimuli are delivered is variable to assess how well students are able to make inferences about a speaker's mood, attitude, and emotional register. The language employed is either academic and formal or natural sounding and conversational, depending on the nature and purpose of the particular text. Test takers may need to consider diction, tone, and language context in selecting the appropriate response.

Speaking – In each grade cluster, four different speaking tasks with four prompts per task enable students to demonstrate their skill in spoken English. The ELDA test booklets for this domain

contain only graphic prompts; students' oral responses to these prompts are either scored as they occur, according to designated rubric, or tape-recorded for later, off-site scoring. All test items are short constructed-response items with a point value of 0–2. The score earned by a student depends on the the relevance of the response to the prompt and the completeness of the answer. Students are asked to tell or narrate, explain or elaborate on a prompt, reason aloud, or connect socially to an intended audience by means of oral English.

Reading – For all grade clusters, multiple-choice questions are used to assess students' reading skills, and some graphic support may be included to assist English language learners in assimilating test material.

Students read three types of text: short, early reading comprehension passages; instructions; and long passages. All are accompanied by comprehension questions. Short reading texts employ one- or two-sentence passages and require students to fill in missing information or respond to a comprehension question. Reading instruction passages consist of short passages from textbooks or teacher handouts and tend to include multiple-choice options in the form of graphics. For higher grades, 100- to 250-word comprehension passages are used, accompanied by five or six individual test items per passage. Forms for grades 9–12, containing a total of 60 multiple-choice items, are longer that those for grades 3–8, which have 50 multiple-choice items. The total numbers do not include the embedded field-test items, which are not part of a student's test score.

In addition to the raw and scale scores computed for performance in the reading domain, students receive a separate comprehension score that is based on their demonstrated understanding of spoken and written texts.

Writing – Multiple-choice written test items are supplemented by a number of short constructed-response (SCR) and extended constructed-response (ECR) items, whose purpose is to assess comprehensiveness of expression and use of rhetorical features. Short and extended constructed-response items, by yielding a range of scores from 0 to 4, provide a somewhat more nuanced picture of an English language learner's English skills than do multiple-choice items alone.

Narrative, descriptive, expository, and persuasive texts are encountered as prompts in the writing domain. Test questions give students an opportunity to demonstrate the use of written English in planning and organizing material, in revising and editing errors in language usage, and in adding missing structural or rhetorical components to sample texts. Short "student written" passages are used to give test takers a nonthreatening opportunity to demonstrate English proficiency by improving what appear to be sentences or passages written by their peers.

ELDA TOPIC AREAS

ELDA endeavors to measure English language skills independently of a student's prior knowledge of particular content areas or school subjects while using the context of school language. To best demonstrate student mastery of such content-embedded language, each ELDA score domain incorporates approximately equal proportions of material from the different topic areas and contexts below:

- English Language Arts
- Mathematics, Science, and Technology
- Social Studies
- School-Environment

Three of these areas are broad academic areas. The fourth topic area is specifically situational: it emulates the language demands contingent on school environments and student-student and student-teacher classroom and social interactions.

ELDA ENGLISH LANGUAGE PROFICIENCY STANDARDS

ELDA English language proficiency (ELP) standards emanated from the standards of some key states. These standards were selected and adapted to the LEP-SCASS states. Primary considerations in so doing were the appropriateness of the standards for the range of proficiencies and backgrounds in each grade cluster and the goal of full English proficiency. An effort was also made to adopt ELDA ELP standards that would be amenable to member states. For those states in the process of developing their own ELP standards, the ELDA standards that follow provide a ready-made but flexible general framework.

Listening

- Comprehend spoken instructions
- Determine main idea/purpose
- Identify important supporting details
- Determine speaker's attitude/perspective
- Comprehend key vocabulary/phrases
- Draw inferences, predictions, conclusions

Speaking

- Connect
- Tell
- Explain
- Reason

Reading

- Demonstrate pre-/early reading skills
- Comprehend key vocabulary/phrases
- Comprehend written instructions
- Determine main idea/purpose
- Identify important supporting details
- Draw inferences, predictions, and conclusions
- Determine writer's attitude/perspective
- Analyze style/form

Writing

- Planning and organizing
- Writing a draft text
- Revising
- Editing

ELDA PERFORMANCE LEVELS

Students' scale scores determine their placement in one of the five ELDA performance levels below, which range from rudimentary use of English by beginning speakers (ELDA Performance Level 1) to full English proficiency or fluency (ELDA Performance Level 5). The numerical (scale score) ranges, which correspond to these levels and are determined at standard-setting, are provided in Section VIII of this *Guide.* Performance standards reflect a rigorous definition of full English proficiency, realistic expectations for beginning English speakers, and informative levels between these polarities. An attempt was made to set levels that are reasonable for a range of educational backgrounds.

Performance Level Descriptions

COMPOSITE PROFICIENCY LEVELS

Level 5 - *Full* English proficiency indicates that the student who is limited English proficient can

- Understand and identify the main ideas and relevant details of extended discussion or presentations on familiar and unfamiliar topics
- Produce fluent and accurate language
- Use reading strategies the same as his or her native English-speaking peers to derive meaning from a wide range of both social and academic texts
- Write fluently, using language structures, technical vocabulary, and appropriate writing conventions with some circumlocutions

Level 4 - *Advanced* indicates that the student who is limited English proficient can

- Identify the main ideas and relevant details of discussions or presentations on a wide range of topics
- Actively engage in most communicative situations familiar or unfamiliar
- Understand the context of most text in academic areas with support
- Write multiparagraph essays, journal entries, personal/business letters, and creative texts in an organized fashion with some errors

Level 3 - *Intermediate* indicates that the student who is limited English proficient can

- Understand standard speech delivered in school and social settings
- Communicate orally with some hesitation
- Understand descriptive material within familiar contexts and some complex narratives
- Write simple texts and short reports

Level 2 - *Beginning* indicates that the student who is limited English proficient can

- Understand simple statements, directions, and questions
- Use appropriate strategies to initiate and respond to simple conversation
- Understand the general message of basic reading passages

- Compose short informative passages on familiar topics

Level 1 – *Pre-functional* indicates that the student who is limited English proficient is
- Beginning to understand short utterances
- Beginning to use gestures and simple words to communicate
- Beginning to understand simple printed material
- Beginning to develop communicative writing skills

A complete set of performance level descriptions for each of the five score domains follows.

LISTENING

Entry into Level 5 (Fully English Proficient)
Students at this level understand a significant amount of grade-level-appropriate content-area and school-social speech. They understand the main ideas as well as relevant details and the often subtle nuances of the meaning of extended discussions or presentations on a range of familiar and unfamiliar topics at a level comparable to that of a minimally proficient native English speaker at the same grade level. They are capable of making interpretations of what they listen to on the basis of understanding the speaker's purpose. They understand most of the complex structures of spoken English relative to their grade level. They have a broad range of vocabulary, including idiomatic language, relating to both content areas and school-social environments.

Entry into Level 4 (Advanced)
Students at this level understand speech in most school-social settings and understand main ideas and some key supporting ideas in content-area settings. They understand multistep directions. They understand main ideas and significant relevant details of extended discussions or presentations on familiar and relevant academic topics. They can interpret text on the basis of understanding the purpose of text when it is on a familiar topic. They understand and are able to make subtle extrapolations from sophisticated speaker perspectives. They understand most of the basic language forms of spoken English and are beginning to develop an understanding of more complex structures. They understand a wide range of vocabulary and idioms, especially of school-social environments, and are beginning to develop a wide range of technical vocabulary related to content areas.

Entry into Level 3 (Intermediate)
Students at this level understand main ideas in short conversations on general school-social topics and frequently demonstrate general understanding of short messages or texts as well as longer conversations in familiar communicative situations and in academic content areas. They frequently demonstrate detailed understanding of short discrete expressions but not of longer conversations and messages. They understand single-step and some multistep directions. They can begin to interpret text on the basis of understanding its purpose. They understand some explicitly expressed points of view and can draw simple conclusions. They understand frequently used verb tenses and word-order patterns in simple sentences. They understand a range of

vocabulary and some idioms, mostly related to school-social environments, and have some key vocabulary from content areas.

Entry into Level 2 (Beginning)
Students at this level understand simple and short statements, questions, and messages on familiar topics in school-social settings, and they usually understand the main idea of simple messages and conversations. They can understand most common or critical information in the classroom but may identify and understand only key words, phrases, and cognates in content-area settings. They begin to understand straightforward, single-step directions and speaker's purpose. They have limited understanding of details and only of those that are explicitly stated and that support simple, straightforward messages or presentations. They are unable to extrapolate from text unless related to very basic ideas. They understand simple, basic grammatical structures and simple, basic, everyday vocabulary of spoken English in the school environment and common everyday activities.

Level 1 (Pre-functional)
Students at this level may understand some common words or key phrases, especially when highly contextualized or when cognates. They may understand some high-frequency single-word or single-phrase directions, again, when highly contextualized. They generally are unable to use their limited knowledge of simple structural patterns to identify the communicative intent of the speaker.

SPEAKING

Entry into Level 5 (Fully English Proficient)
Students who are ready to enter Level 5, Fully English Proficient, can supply coherent, unified, and appropriately sequenced responses to an interlocutor. They use a variety of devices to connect ideas logically. They understand and can use a range of complex and simple grammatical structures, as appropriate for topic and type of discourse. Their grammar and vocabulary are comparable to those of a minimally proficient native English speaker—grammar errors very seldom impede communication and their range of school-social and technical vocabulary allows a precision of speech comparable to that of a minimally proficient native English speaker. They infrequently but effectively use circumlocution. They can understand and use a variety of idiomatic phrases. They can effectively engage in noninteractive speech. They can use language effectively to connect, tell, explain, and reason. They show flexibility, creativity, and spontaneity in speech in a variety of contexts. Their pronunciation patterns (including stress and intonation) may be influenced by their first language (L1) but seldom interfere with communication.

Entry into Level 4 (Advanced)
Students entering proficiency Level 4, the Advanced level, can supply mostly coherent, unified, and appropriately sequenced responses to an interlocutor. They use some devices to connect ideas logically, and they use a range of grammatical structures. They make errors in modality, tense, agreement, pronoun use, and inflections, but these errors usually do not interfere with communication. Students have sufficient vocabulary to communicate in nonacademic situations

and some academic and technical vocabulary. They use circumlocutions and can appropriately use some idiomatic phrases. They can engage in extended discussions. They can often use language to connect, tell, and explain, and they can begin to use it to reason. Their flexibility, creativity, and spontaneity are sometimes adequate for the communicative situation. Their pronunciation occasionally interferes with communication.

Entry into Level 3 (Intermediate)
Students entering proficiency level 3, the Intermediate level, display some use of discourse features but mainly rely on familiar, discrete utterances. They rely on simple transitional markers and use common, straightforward grammatical structures. They make errors in modality, tense, agreement, pronoun use, and inflections. These errors seldom interfere with communication in simple sentences, but they do interfere when students are using complex constructions or talking about academic issues. Intermediate-level students are limited in vocabulary, especially academic and technical vocabulary. They use repetition; everyday, imprecise words; and code-switching to sustain conversations. They begin to use idiomatic expressions. They can retell, describe, narrate, question, and give simple, concrete instructions. They can often use language to connect and tell and sometimes to explain. They have some creativity and flexibility but often repeat themselves and hesitate. Their pronunciation patterns frequently interfere with communication.

Entry into Level 2 (Beginning)
Students who are just entering proficiency level 2, the Beginning level, use predominantly formulaic patterns in speech without regard to their connectivity. They may use some very simple transitional markers. They predominantly use formulaic patterns and memorized phrases, relying on schemata in L1. Their word order is frequently inappropriate, and frequent grammatical mistakes impede communication. Their school-social vocabulary is limited to key words; they have little or no technical vocabulary. They rely on survival vocabulary (needs and wants) and vocabulary provided by interlocutors. They may be able to name or list and can sometimes use language to connect or tell. Their limited vocabulary and knowledge of English structures impede flexibility.

Level 1 (Pre-functional)
Students in proficiency level 1 are not yet at a functional level in English. They may repeat common phrases with very simple structures; be able to say a few, common, everyday words; and be able to provide some basic information in response to requests.

READING

Entry into Level 5 (Fully English Proficient)
Students at this level understand the range of texts available to minimally proficient native English speakers, including literary and academic genres and texts from school-social settings. They understand main ideas and can extract precise and detailed information from a range of texts on familiar and unfamiliar topics in a number of genres comparable to a minimally proficient native English reader at the same grade level. They often successfully interpret text on the basis of understanding its purpose. They often successfully understand and can evaluate

multiple perspectives of meaning. They understand complex structures of written English and have a broad range of vocabulary and idioms relating to both content areas and school-social environments.

Entry into Level 4 (Advanced)
Students at this level understand most nonacademic and nontechnical texts appropriate for their grade level. They understand many content area texts, mostly on familiar topics and approaching grade level. They understand excerpts from literature. They understand most written directions. They understand main ideas of a broad range of texts especially when below grade level but also approaching grade level. They can begin to interpret a text on the basis of understanding its purpose. They understand significant relevant details and can make subtle extrapolations of extended narratives or presentations on familiar academic topics. They understand sophisticated writer perspectives. They understand most of the basic language forms of written English and are beginning to develop an understanding of more complex structures. They understand a wide range of vocabulary and idioms, especially of school-social environments, and are beginning to develop a wide range of technical vocabulary related to content areas.

Entry into Level 3 (Intermediate)
Students at this level understand many authentic narrative and descriptive texts, especially when below grade level, but with less complete comprehension for such texts on grade level. They understand content-area texts with familiar content, mostly when below grade level. They understand excerpts from literature, especially when below grade level. They understand simple written directions as well as some more complexly expressed directions. They understand main ideas of narrative and descriptive texts and some of the main points of expository and persuasive texts when they deal with areas of personal interest or topic familiarity. They begin to understand text purpose. They can understand some supporting ideas of expository and persuasive texts when dealing with areas of special interest. They understand some explicitly expressed points of view of writers and are able to draw simple conclusions. They understand frequently used verb tenses and word-order patterns in simple sentences. They understand a range of vocabulary and some idioms, mostly related to school-social environments, and have some key vocabulary from content areas.

Entry into Level 2 (Beginning)
Students at this level understand short and simple authentic texts for informative or social purposes (e.g., general public statements, environmental texts, formulaic messages). They have some understanding of short narrative texts or trade books, mostly when below grade level. They begin to understand some straightforward written directions. They understand main ideas and can identify a few explicit supporting ideas of simple authentic informative and narrative materials when they contain simple language structures or rely heavily on visual cues or some prior experience with topic. They have some limited understanding of text purpose. They are unable to extrapolate from text unless it is related to very basic ideas. They understand simple basic grammatical structures of written English in the school-social environment. They understand simple, basic, everyday vocabulary of the school environment and common everyday activities.

Level 1 (Pre-functional)
Students at this level may identify isolated words and key phrases and cognates, especially when highly contextualized. They may understand some high-frequency, simple written directions, especially when highly contextualized. They are unable to identify any ideas intended by writers of text or to use limited knowledge of vocabulary and structural patterns to identify communicative intent of text or part of text. They do not understand how words, morphemes, and word order convey meaning in English.

WRITING

Entry into Level 5 (Fully English Proficient)
Students at this level demonstrate almost completely appropriate use of discourse features such as transition phrases and word order. They can revise for content, organization, and vocabulary. They can use complex sentence structures, with some errors, and can edit for syntax and grammar. They have a range of technical and nonacademic vocabulary that allows precision, and they begin to use nuanced and alternative word meanings. They employ subtleties for different audiences and purposes. They can use appropriate writing conventions with some circumlocutions and errors that do not affect comprehensibility. Finally, they can successfully compose narrative, descriptive, expository, and persuasive texts.

Entry into Level 4 (Advanced)
Students at this level demonstrate mostly successful use of discourse features such as transition words and sentence order. They can revise for content, organization, and vocabulary and show good control of the most frequently used grammatical structures, with errors. They can edit for sentence-level structure. They have sufficient vocabulary to express themselves with some circumlocutions, which are more frequent in academic contexts. Their tone indicates some awareness of audience. They can use appropriate writing conventions, with circumlocutions and errors that infrequently affect comprehensibility. Finally, they can successfully compose narrative and descriptive texts, and they may be successful at writing expository and persuasive texts.

Entry into Level 3 (Intermediate)
Students at this level demonstrate some use of discourse features such as transition words and sentence order. They begin to revise for content, organization, and vocabulary. They demonstrate comprehensible use of basic sentence structures, with errors, and can begin to edit for sentence-level structure. They use everyday vocabulary but know very few content-specific words. There is some variation in their register, voice, and tone. They make frequent mechanical errors, particularly when expressing complex thoughts or technical ideas. Finally, students can compose narrative and some descriptive texts and can begin to write expository and persuasive texts.

Entry into Level 2 (Beginning)
Students at this level may or may not use some basic rhetorical features such as ordering sentences appropriately and using simple cohesive devices. They are unlikely to revise their writing spontaneously. Their writing is limited to typical, present-tense, subject-verb-object sentences or phrases and is likely to be repetitive. They edit only with explicit support and

direction and have a limited vocabulary. They make frequent errors in mechanics, which is characteristic and expected. Their text range is limited to narrative or simple descriptive.

Level 1 (Pre-functional)
Students at this level are not yet functional in English. They might be able to copy letters or form them from memory and might be able to write words; however, their text does not transmit a coherent message. They do not use discourse features in their writing. There is no evidence of appropriate text structure, and sentence-level structure is predominantly inappropriate. They may attempt to apply some writing conventions but do so inappropriately or do so correctly only when copying.

COMPREHENSION

Entry into Level 5 (Fully English Proficient)
Students at this level understand the range of texts available to minimally proficient native English speakers on content-area and non-content-area topics. They understand main ideas, relevant details, and often subtle nuances of meaning of a range of texts on familiar and unfamiliar topics at a level comparable to that of a minimally proficient native English speaker at the same grade level. They often successfully interpret text on the basis of understanding its purpose. They understand and can evaluate multiple writer or speaker perspectives. They understand complex structures of English and have a broad range of vocabulary relating to both content areas and school-social environments.

Entry into Level 4 (Advanced)
Students at this level understand most nonacademic and nontechnical texts appropriate for grade level. They understand main ideas and some key supporting ideas in content-area texts, mostly on familiar topics and approaching grade level. They understand most multistep directions. They understand main ideas and significant relevant details of a broad range of texts on familiar and relevant academic topics, especially when below grade level but also approaching grade level. They can begin to interpret text on the basis of understanding its purpose. They understand and are able to make subtle extrapolations from sophisticated writer and speaker perspectives. They understand most of the basic language forms of English and are beginning to develop an understanding of more complex structures.

Entry into Level 3 (Intermediate)
Students at this level understand short simple texts on general school-related topics, especially when below grade level, but their comprehension is less complete for such texts on grade level. They understand content-area texts with familiar content, mostly when below grade level. They understand single-step and some multistep directions. They understand main ideas and some supporting ideas of short simple texts when they deal with areas of personal interest in familiar communicative situations and academic content areas. They begin to understand text purpose. They can understand some complex types of text, especially when dealing with areas of special interest. They understand some explicitly expressed points of view and are able to draw simple conclusions. They understand frequently used verb tenses and word-order patterns in simple

sentences. They understand short simple text on familiar topics, especially when containing formulaic language.

Entry into Level 2 (Beginning)
Students at this level may identify and understand key words, phrases, and cognates only in content area settings. They can begin to follow straightforward, single-step directions. They usually understand main ideas of simple texts containing simple language structures, or they rely heavily on visual cues and some prior experience with the topic. They have some limited understanding of the purpose of text. These students have a limited understanding of details and only of those that are explicitly stated. They are unable to extrapolate from text unless it is related to very basic ideas. They understand simple basic grammatical structures of English in the school environment. They understand simple basic everyday vocabulary of the school-social environment and common everyday activities.

Level 1 (Pre-functional)
Students at this level may recognize some common words or key phrases, especially when they are highly contextualized or when they are cognates. They may understand some high-frequency single word or phrase directions, again, when highly contextualized. They are unable to identify any ideas or use their limited knowledge of simple structural patterns or vocabulary to identify writer or speaker communicative intent.

PERFORMANCE LEVEL NUMERICAL RANGES

Minimum Scale Scores for Beginning, Intermediate, Advanced, and FEP Levels

Grade Cluster/Test	Beginning (Level 2)	Intermediate (Level 3)	Advanced (Level 4)	Fully English Proficient (Level 5)
3–5 Listening	450	544	645	725
3–5 Speaking	450	547	668	809
3–5 Reading	450	580	648	770
3–5 Writing	450	577	669	934
6–8 Listening	554	626	718	869
6–8 Speaking	458	611	719	825
6–8 Reading	460	612	691	829
6–8 Writing	553	653	722	897
9–12 Listening	556	632	729	850
9–12 Speaking	570	650	765	850
9–12 Reading	545	630	718	850
9–12 Writing	509	631	719	850

The conversion tables below list the 2005 raw score, theta, and scale-score equivalents for each grade cluster and score domain. These numerical score ranges were established in the process of standard setting, at which time cut points between score groups were determined. It should be noted that cut scores are unique to each grade cluster and each domain**.** The assessments are vertically linked and incorporate separate cut scores at every performance level.

Reading

Grades 3-5

RS	Theta	Scale	Level
0	-5.5627	102	1
1	-4.8144	119	1
2	-4.0660	137	1
3	-3.8058	148	1
4	-3.2639	156	1
5	-2.9871	163	1
6	-2.7517	190	1
7	-2.5450	215	1
8	-2.3594	238	1
9	-2.1901	259	1
10	-2.0337	278	1
11	-1.8876	295	1
12	-1.7501	312	1
13	-1.6198	328	1
14	-1.4956	343	1
15	-1.3764	358	1
16	-1.2617	372	1
17	-1.1507	385	1
18	-1.0429	398	1
19	-0.9378	411	1
20	-0.8351	424	1
21	-0.7342	436	1
22	-0.6349	448	1
23	-0.5368	460	2
24	-0.4397	472	2
25	-0.3431	484	2
26	-0.2470	495	2
27	-0.1509	507	2
28	-0.0545	519	2
29	0.0424	531	2
30	0.1401	543	2
31	0.2390	555	2
32	0.3395	567	2
33	0.4419	579	2
34	0.5467	592	3
35	0.6544	605	3
36	0.7657	619	3
37	0.8812	633	3
38	1.0019	648	4
39	1.1288	663	4
40	1.2633	680	4
41	1.4072	697	4
42	1.5630	716	4
43	1.7340	737	4
44	1.9252	760	4
45	2.1441	787	5
46	2.4035	819	5
47	2.7270	858	5
48	3.1681	897	5
49	3.8966	914	5
50	4.6251	931	5

Grades 6-8

RS	Theta	Scale	Level
0	-5.4500	104	1
1	-4.6910	122	1
2	-3.9330	140	1
3	-3.4630	152	1
4	-3.1110	160	1
5	-2.8250	181	1
6	-2.5800	211	1
7	-2.3650	237	1
8	-2.1710	261	1
9	-1.9940	282	1
10	-1.8300	302	1
11	-1.6770	321	1
12	-1.5330	339	1
13	-1.3960	355	1
14	-1.2650	371	1
15	-1.1400	387	1
16	-1.0200	401	1
17	-0.9030	415	1
18	-0.7900	429	1
19	-0.6800	443	1
20	-0.5720	456	1
21	-0.4660	469	2
22	-0.3620	481	2
23	-0.2590	494	2
24	-0.1570	506	2
25	-0.0560	519	2
26	0.0450	531	2
27	0.1460	543	2
28	0.2470	556	2
29	0.3490	568	2
30	0.4510	581	2
31	0.5550	593	2
32	0.6610	606	2
33	0.7680	619	3
34	0.8780	633	3
35	0.9900	646	3
36	1.1070	661	3
37	1.2270	675	3
38	1.3530	691	4
39	1.4850	707	4
40	1.6250	724	4
41	1.7750	742	4
42	1.9360	762	4
43	2.1130	783	4
44	2.3090	807	4
45	2.5340	835	5
46	2.7990	867	5
47	3.1290	896	5
48	3.5750	907	5
49	4.3100	924	5
50	5.0440	940	5

Grades 9-12

RS	Theta	Scale	Level
0	-4.6290	124	1
1	-3.9090	141	1
2	-3.1900	158	1
3	-2.7580	189	1
4	-2.4430	228	1
5	-2.1930	258	1
6	-1.9840	284	1
7	-1.8020	306	1
8	-1.6410	325	1
9	-1.4950	343	1
10	-1.3610	360	1
11	-1.2370	375	1
12	-1.1210	389	1
13	-1.0120	402	1
14	-0.9080	415	1
15	-0.8090	427	1
16	-0.7140	439	1
17	-0.6220	450	1
18	-0.5330	461	1
19	-0.4470	471	1
20	-0.3630	481	1
21	-0.2810	491	1
22	-0.2010	501	1
23	-0.1220	511	1
24	-0.0440	520	1
25	0.0330	530	1
26	0.1090	539	1
27	0.1850	548	2
28	0.2600	557	2
29	0.3350	566	2
30	0.4090	575	2
31	0.4840	585	2
32	0.5590	594	2
33	0.6340	603	2
34	0.7100	612	2
35	0.7860	621	2
36	0.8630	631	3
37	0.9410	640	3
38	1.0200	650	3
39	1.1010	660	3
40	1.1830	670	3
41	1.2680	680	3
42	1.3540	691	3
43	1.4430	702	3
44	1.5350	713	3
45	1.6310	725	4
46	1.7310	737	4
47	1.8350	749	4
48	1.9450	763	4
49	2.0610	777	4
50	2.1860	792	4
51	2.3200	809	4
52	2.4670	826	4
53	2.6280	846	4
54	2.8110	868	5
55	3.0210	894	5
56	3.2720	900	5
57	3.5870	907	5
58	4.0200	917	5
59	4.7400	933	5
60	5.4600	950	5

Listening

Grades 3-5

RS	Theta	Scale	Level
0	-5.42	100	1
1	-4.70	122	1
2	-3.97	144	1
3	-3.53	157	1
4	-3.21	167	1
5	-2.95	198	1
6	-2.74	223	1
7	-2.55	245	1
8	-2.38	265	1
9	-2.23	283	1
10	-2.08	301	1
11	-1.95	317	1
12	-1.83	331	1
13	-1.71	345	1
14	-1.60	358	1
15	-1.49	371	1
16	-1.39	383	1
17	-1.29	395	1
18	-1.19	407	1
19	-1.09	419	1
20	-1.00	430	1
21	-0.90	442	1
22	-0.81	452	2
23	-0.72	463	2
24	-0.63	474	2
25	-0.54	485	2
26	-0.45	495	2
27	-0.36	506	2
28	-0.27	517	2
29	-0.17	529	2
30	-0.08	539	2
31	0.01	550	3
32	0.11	562	3
33	0.21	574	3
34	0.31	586	3
35	0.41	598	3
36	0.52	611	3
37	0.63	624	3
38	0.75	638	3
39	0.87	652	4
40	1.01	669	4
41	1.15	686	4
42	1.30	704	4
43	1.47	724	4
44	1.66	746	5
45	1.87	771	5
46	2.13	802	5
47	2.45	840	5
48	2.89	893	5
49	3.61	917	5
50	4.33	930	5

Grades 6-8

RS	Theta	Scale	Level
0	-4.91	115	1
1	-4.18	138	1
2	-3.45	160	1
3	-3.01	190	1
4	-2.69	229	1
5	-2.43	260	1
6	-2.21	286	1
7	-2.02	308	1
8	-1.85	329	1
9	-1.69	348	1
10	-1.55	364	1
11	-1.42	380	1
12	-1.29	395	1
13	-1.17	410	1
14	-1.06	423	1
15	-0.95	436	1
16	-0.84	449	1
17	-0.74	461	1
18	-0.64	473	1
19	-0.54	485	1
20	-0.44	496	1
21	-0.34	508	1
22	-0.25	519	1
23	-0.16	530	1
24	-0.06	542	1
25	0.03	552	1
26	0.12	563	2
27	0.22	575	2
28	0.31	586	2
29	0.4	596	2
30	0.5	608	2
31	0.6	620	2
32	0.7	632	3
33	0.8	644	3
34	0.9	656	3
35	1.01	669	3
36	1.12	682	3
37	1.23	695	3
38	1.35	710	3
39	1.48	725	4
40	1.61	740	4
41	1.76	758	4
42	1.91	776	4
43	2.08	796	4
44	2.28	820	4
45	2.49	845	4
46	2.75	876	5
47	3.08	907	5
48	3.52	915	5
49	4.24	928	5
50	4.97	941	5

Grades 9-12

RS	Theta	Scale	Level
0	-4.82	118	1
1	-4.1	140	1
2	-3.38	162	1
3	-2.94	199	1
4	-2.63	236	1
5	-2.37	267	1
6	-2.16	292	1
7	-1.98	313	1
8	-1.81	333	1
9	-1.67	350	1
10	-1.53	367	1
11	-1.4	382	1
12	-1.28	396	1
13	-1.17	410	1
14	-1.07	421	1
15	-0.97	433	1
16	-0.87	445	1
17	-0.77	457	1
18	-0.68	468	1
19	-0.59	479	1
20	-0.51	488	1
21	-0.42	499	1
22	-0.34	508	1
23	-0.26	518	1
24	-0.18	527	1
25	-0.1	537	1
26	-0.02	546	1
27	0.06	556	2
28	0.14	565	2
29	0.22	575	2
30	0.29	583	2
31	0.37	593	2
32	0.45	602	2
33	0.53	612	2
34	0.61	621	2
35	0.69	631	2
36	0.77	640	3
37	0.85	650	3
38	0.93	660	3
39	1.02	670	3
40	1.1	680	3
41	1.19	690	3
42	1.28	701	3
43	1.37	712	3
44	1.47	724	3
45	1.57	736	4
46	1.67	748	4
47	1.78	761	4
48	1.9	775	4
49	2.02	789	4
50	2.15	805	4
51	2.28	820	4
52	2.44	839	4
53	**2.6**	858	5
54	2.79	881	5
55	3	906	5
56	3.26	911	5
57	3.58	916	5
58	4.02	924	5
59	4.74	937	5
60	5.47	950	5

Speaking

Grades 3-5

RS	Theta	Scale	Level
0	-5.01	117	1
1	-4.27	185	1
2	-3.52	254	1
3	-3.06	296	1
4	-2.71	329	1
5	-2.43	354	1
6	-2.19	376	1
7	-1.97	397	1
8	-1.78	414	1
9	-1.59	432	1
10	-1.42	447	1
11	-1.25	463	2
12	-1.08	479	2
13	-0.92	493	2
14	-0.76	508	2
15	-0.6	523	2
16	-0.44	537	2
17	-0.28	552	3
18	-0.12	567	3
19	0.05	582	3
20	0.23	599	3
21	0.41	616	3
22	0.6	633	3
23	0.8	651	3
24	1.02	672	4
25	1.25	693	4
26	1.5	716	4
27	1.79	742	4
28	2.12	773	4
29	2.51	809	5
30	3.03	856	5
31	3.85	911	5
32	4.66	937	5

Grades 6-8

RS	Theta	Scale	Level
0	-4.84	133	1
1	-4.09	202	1
2	-3.33	272	1
3	-2.87	314	1
4	-2.52	346	1
5	-2.23	373	1
6	-1.99	395	1
7	-1.77	415	1
8	-1.56	434	1
9	-1.37	452	1
10	-1.2	467	2
11	-1.02	484	2
12	-0.86	499	2
13	-0.69	514	2
14	-0.53	529	2
15	-0.37	544	2
16	-0.21	559	2
17	-0.05	573	2
18	0.12	589	2
19	0.28	604	2
20	0.45	619	3
21	0.63	636	3
22	0.82	653	3
23	1.01	671	3
24	1.21	689	3
25	1.43	709	3
26	1.67	731	4
27	1.93	755	4
28	2.24	784	4
29	2.6	817	4
30	3.08	861	5
31	3.85	911	5
32	4.62	936	5

Grades 9-12

RS	Theta	Scale	Level
0	-4.2	192	1
1	-3.44	261	1
2	-2.68	331	1
3	-2.21	375	1
4	-1.87	406	1
5	-1.58	433	1
6	-1.34	455	1
7	-1.13	474	1
8	-0.94	491	1
9	-0.76	508	1
10	-0.59	524	1
11	-0.43	538	1
12	-0.28	552	1
13	-0.13	566	1
14	0.02	580	2
15	0.17	593	2
16	0.32	607	2
17	0.46	620	2
18	0.61	634	2
19	0.77	649	2
20	0.93	663	3
21	1.09	678	3
22	1.26	694	3
23	1.44	710	3
24	1.63	728	3
25	1.84	747	3
26	2.07	768	4
27	2.34	793	4
28	2.64	821	4
29	3.01	855	5
30	3.5	900	5
31	4.28	925	5
32	5.06	950	5

Writing

Grades 3-5

RS	Theta	Scale	Level
0	-4.25	127	1
1	-3.54	201	1
2	-2.83	274	1
3	-2.41	318	1
4	-2.09	351	1
5	-1.84	377	1
6	-1.62	400	1
7	-1.42	421	1
8	-1.24	440	1
9	-1.06	458	2
10	-0.9	475	2
11	-0.73	493	2
12	-0.56	510	2
13	-0.39	528	2
14	-0.21	547	2
15	-0.03	565	2
16	0.17	586	3
17	0.38	608	3
18	0.6	631	3
19	0.86	658	3
20	1.15	688	4
21	1.5	724	4
22	1.95	771	4
23	2.64	843	4
24	4.01	916	4
25	5.37	950	5

Grades 6-8

RS	Theta	Scale	Level
0	-4.04	149	1
1	-3.34	221	1
2	-2.65	293	1
3	-2.24	336	1
4	-1.94	367	1
5	-1.7	392	1
6	-1.5	413	1
7	-1.32	431	1
8	-1.16	448	1
9	-1	465	1
10	-0.86	479	1
11	-0.72	494	1
12	-0.58	508	1
13	-0.45	522	1
14	-0.31	536	1
15	-0.18	550	1
16	-0.04	564	2
17	0.1	579	2
18	0.25	594	2
19	0.4	610	2
20	0.55	626	2
21	0.72	643	2
22	0.9	662	3
23	1.09	682	3
24	1.3	704	3
25	1.52	726	4
26	1.78	753	4
27	2.08	785	4
28	2.45	823	4
29	2.94	874	4
30	3.73	908	5
31	4.51	928	5

Grades 9-12

RS	Theta	Scale	Level
0	-4.3	122	1
1	-3.58	196	1
2	-2.87	270	1
3	-2.44	315	1
4	-2.13	347	1
5	-1.88	373	1
6	-1.66	396	1
7	-1.47	416	1
8	-1.3	433	1
9	-1.15	449	1
10	-1	465	1
11	-0.86	479	1
12	-0.73	493	1
13	-0.59	507	1
14	-0.47	520	2
15	-0.34	533	2
16	-0.21	547	2
17	-0.08	560	2
18	0.05	574	2
19	0.19	588	2
20	0.33	603	2
21	0.47	617	2
22	0.62	633	3
23	0.78	649	3
24	0.94	666	3
25	1.12	685	3
26	1.31	705	3
27	1.51	725	4
28	1.73	748	4
29	1.98	774	4
30	2.28	805	4
31	2.64	843	4
32	3.12	893	5
33	3.88	912	5
34	4.65	932	5

INTERPRETATION OF SCORE REPORTS

The data presented in the sample score reports below are for illustrative purposes only. Their numerical values may therefore differ in essential respects from the actual 2005 score reports that states receive. Raw score ranges associated with performance levels are specific to each grade cluster and each subject area, and they may differ slightly for each operational test form.

Comprehension proficiency levels are based on a combination of the proficiency levels that students received on listening and reading. A *Production level*, which is a combination of speaking and writing, is determined for each student and combined with the *Comprehension* level the student received. The *Production* level is *not* reported as a separate score; it is used only to determine the *Composite* level. *Composite* proficiency levels are based on a combination of the proficiency levels that students received on all four language domains.

See Appendix A for additional information about rules for computing Comprehension, Production, and Composite scores.

States, schools, and districts received the following types of score reports for ELDA operational Form 1 administered in 2005:

1. Student Rosters – Rosters list individual students by school with their student ID numbers. These rosters provide each student's scale score for each ELDA domain and classify each score into the appropriate performance level. The final two columns under each student entry indicate the performance level for Comprehension (derived from reading and listening scores) and for the student's Composite score, which is computed from listening, speaking, reading, and writing scores. The single Composite ELDA score for each student provides a useful tool for tracking individual student progress from year to year.

English Language Development Assessment **Spring 2005**

State: NC
District: SCHOOL DISTRICT NAME Code: 50-2001-000
School: JORDON HIGH SCHOOL Code: 50-2001-002

Cluster: 3-5
Grade: 03

Student Roster

		Listening		Speaking		Reading		Writing		Comprehension*	Composite**
Student Name	Student ID	Score	Level	Score	Level	Score	Level	Score	Level	Level	Level
SMITH,JOHN		746	5	856	5	760	4	843	4	4	4
ZAPATA, DAISY		771	5	937	5	633	3	843	4	3	3

Level = Proficiency Level (1 = Pre-Functional; 5 = Fully English Proficient)
*Comprehension is derived from Reading and Listening
**Composite is derived from Listening, Speaking, Reading and Writing

2. Individual Student Score Reports – Individual student reports provide the same score information included in the rosters above, but they combine it with more individual identifying information, (e.g., the student's date of birth, grade and cluster, school and district names and codes). The Individual Student Score Reports also explain what each performance level, applicable to the student in question, means in qualitative terms. In the example below, John Smith's teacher could ascertain that his Level 4 score in reading indicates that he can "understand the context of most text in academic areas with support."

English Language Development Assessment Spring 2005

Score Report for: SMITH, JOHN **ID:**
Birth Date: 10/25/1996
District: SCHOOL DISTRICT NAME Code: 50-2001-000
School: JORDON HIGH SCHOOL Code: 50-2001-002
Cluster: 3-5
Grade: 03

Listening		Speaking		Reading		Writing		Comprehension*	Composite**
Score	Level	Score	Level	Score	Level	Score	Level	Level	Level
746	5	856	5	760	4	843	4	4	4

*Comprehension is derived from Reading and Listening
**Composite is derived from Listening, Speaking, Reading and Writing

The English Language Development Assessment (ELDA) measures the English language skills of students whose first language is other than English. There are scores for Listening, Speaking, Reading, and Writing. Two additional scores — Comprehension and Composite — are based on these scores. The Comprehension score combines the Reading and Listening scores. The Composite score shows the overall English proficiency level of the student.

Explanation of Levels

Level I - Pre-functional indicates that the student who is limited English proficient is:
- Beginning to understand short utterances
- Beginning to use gestures and simple words to communicate
- Beginning to understand simple printed material
- Beginning to develop communicative writing skills

Level II - Beginning indicates that the student who is limited English proficient can:
- Understand simple statements, directions, and questions
- Use appropriate strategies to initiate and respond to simple conversation
- Understand the general message of basic reading passages
- Compose short informative passages on familiar topics

Level III - Intermediate indicates that the student who is limited English proficient can:
- Understand standard speech delivered in school and social settings
- Communicate orally with some hesitation
- Understand descriptive material within familiar contexts and some complex narratives
- Write simple texts and short reports

Level IV - Advanced indicates that the student who is limited English proficient can:
- Identify the main ideas and relevant details of discussions or presentations on a wide range of topics
- Actively engage in most communicative situations familiar or unfamiliar
- Understand the context of most text in academic areas with support
- Write multi-paragraph essays, journal entries, personal/business letters, and creative texts in an organized fashion with some errors

Level V - Full English Proficiency indicates that the student who is limited English proficient can:
- Understand and identify the main ideas and relevant details of extended discussion or presentations on familiar and unfamiliar topics
- Produce fluent and accurate language
- Use reading strategies the same as their native English-speaking peers to derive meaning from a wide range of both social and academic texts
- Write fluently using language structures, technical vocabulary, and appropriate writing conventions with some circumlocutions

3. District Demographic Report – The District Demographic Report furnishes data about student performance by gender, ethnicity, length of residency in the United States, time in the program, and first language. Data about students with disabilities is also included. Groupings are based on information students or teachers provide on the ELDA answer document. For each group, the report shows the total number of students in that group (# Valid Scores), the percentage of students in that group who attained Full English Proficiency (% FEP) level, and the mean scale score for that group. Finally, a mean scale Comprehension score is computed from reading and writing scores, and a mean Composite score is computed from listening, speaking, reading, and writing.

English Language Development Assessment
District Demographic Report

State Name: NC
District: SCHOOL DISTRICT NAME Code: 50-2001-000
Cluster: 3-5
Grade Level: 03
Test Date: Spring 2005

		Listening		Speaking		Reading		Writing		Comprehension*		Composite**	
	# Valid Scores	% FEP	Mean Scale Score	% FEP	Mean Scale Score	% FEP	Mean Scale Score	% FEP	Mean Scale Score	% FEP	Mean Scale Score	% FEP	Mean Scale Score
Total Students	54	26	655	50	785	7	593	0	567	7	624	0	650
General Students	54	28	655	50	785	7	593	0	567	7	624	0	650
Student with Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0
Gender													
Female	28	29	679	50	796	7	620	0	591	7	650	0	672
Male	26	23	629	50	774	8	564	0	540	8	597	0	627
Other/Missing	0	0	0	0	0	0	0	0	0	0	0	0	0
Ethnicity													
White	0	0	0	0	0	0	0	0	0	0	0	0	0
Black/African American	0	0	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0	0
American Indian/ Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or Pacific Islander	2	0	559	0	745	0	555	0	547	0	557	0	601
Hispanic/Latino	52	27	659	52	787	8	595	0	567	8	627	0	652
Other/Missing	0	0	0	0	0	0	0	0	0	0	0	0	0
Time in U.S.													
<1 Year	2	0	331	0	431	0	325	0	276	0	328	0	341
1<2 Year	0	0	0	0	0	0	0	0	0	0	0	0	0
2<3 Year	0	0	0	0	0	0	0	0	0	0	0	0	0
3<4 Year	18	22	667	50	813	11	610	0	574	11	639	0	666
4<5 Year	0	0	0	0	0	0	0	0	0	0	0	0	0
5+ Year	0	0	0	0	0	0	0	0	0	0	0	0	0
Time in Program													
<1 Year	2	0	331	0	431	0	325	0	276	0	328	0	341
1<2 Year	0	0	0	0	0	0	0	0	0	0	0	0	0
2<3 Year	0	0	0	0	0	0	0	0	0	0	0	0	0
3<4 Year	18	22	667	50	813	11	610	0	574	11	639	0	666
4<5 Year	0	0	0	0	0	0	0	0	0	0	0	0	0
5+ Year	0	0	0	0	0	0	0	0	0	0	0	0	0
First Language													
Spanish	23	30	645	43	760	9	601	0	592	9	623	0	650
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0
Vietnamese	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	31	23	663	55	804	6	587	0	547	6	625	0	650

*Comprehension is derived from Listening and Reading.
**Composite is derived from Reading, Speaking, Writing and Listening.

4. State Summary Report – State Summary Reports show the number and percentages of students at each proficiency level and provide a mean scale score for each test. Ranges of scale scores for each grade cluster and proficiency level are included at the bottom of the report. The State Summary also provides a measure of variability (standard deviation) as well as the lowest and highest scores for each test, to indicate the full range of student performance. The score range listed at the top of the report is the range of composite scale scores.

English Language Development Assessment
State Summary Report

State: NC
Score Range: 112-925

Cluster: 3-5
Grade Level: 03
Test Date: Spring 2005

Proficiency Level		Listening	Speaking	Reading	Writing	Comprehension*	Composite**
	Total Students	1560	1560	1560	1560	1560	1560
5	N	485	643	131	0	129	0
	%	31	41	8	0	8	0
4	N	411	589	309	207	306	214
	%	26	38	20	13	20	14
3	N	354	213	164	413	256	422
	%	23	14	11	26	16	27
2	N	183	53	468	705	494	581
	%	12	3	30	45	32	37
1	N	127	62	488	235	375	343
	%	8	4	31	15	24	22
Mean Scale Score	State	659	748	544	551	602	626
Standard Deviation	State	153	154	159	120	144	125
Lowest Score	State	100	117	102	127	101	112
Highest Score	State	930	937	931	916	931	925

Numbers of Students may vary by test if some students did not complete all tests.

*Comprehension scores are available only for students who took both the Listening and Reading tests.

**Composite scores are available only for students who took all four tests.

APPENDIX A:

Explanation of Rules for Establishing Proficiency Levels for Comprehension and Composite Score Domains

Rules for Combining Speaking and Writing Levels to Yield a Production Level

(All Grade Levels)

If *Writing* Level is:	And *Speaking* Level is:	Then *Production* Level is:
1	1	1
	2	1
	3	1
	4	2
	5	2
2	1	2
	2	2
	3	2
	4	2
	5	3
3	1	2
	2	3
	3	3
	4	3
	5	3
4	1	3
	2	3
	3	4
	4	4
	5	4
5	1	3
	2	3
	3	4
	4	5
	5	5

The next table shows how Comprehension and Production proficiency levels are combined to yield a Composite level:

Rules for Combining Comprehension and Production Levels to Yield a Composite Level

(All Grade Levels)

If *Production* Level is:	And *Comprehension* Level is:	Then *Composite* Level is:
1	1	1
	2	1
	3	2
	4	2
	5	3
2	1	1
	2	2
	3	2
	4	3
	5	3
3	1	2
	2	2
	3	3
	4	3
	5	4
4	1	2
	2	3
	3	3
	4	4
	5	4
5	1	3
	2	3
	3	4
	4	4
	5	5

When the Comprehension and Production levels are not the same, the rule is to average the two levels and round down. For example, if the Production level were 3 and the Comprehension were 4, the average would be 3.5, and the final Composite would be 3.

Because the proficiency levels for Comprehension and Composite are based on rules applied to the Listening, Reading, Speaking, and Writing proficiency levels, it is quite possible for one student to have a higher Comprehension or Composite scale score than another student but still have a lower proficiency level. Consider the following two students, both in fifth grade. Student A received scale scores of 550 on Listening and 570 on Reading. The Comprehension scale score

for Student A is the mean of these two scale scores, or 560. Student B received scale scores of 508 on Listening and 592 on Reading. Student B's Comprehension scale score is 550, which is 10 points lower than student A's scale score. However, Student A's proficiency levels were 3 for Listening and 2 for Reading, which gives a Comprehension level of 2. Student B's proficiency levels were 2 for Listening and 3 for Reading, which gives a Comprehension level of 3. Because such apparent reversals are possible, student scale scores for Comprehension and Composite are not reported on the Individual Student Report and Roster. The teachers and administrators who developed the rules were unanimous in their agreement that rule-based proficiency levels for Comprehension and Composite would be more useful in the long run because they would prevent premature exit from programs for students who quickly mastered some listening and speaking skills without mastering necessary reading and writing skills.