Screener Pilot

Grades K-12

ELPA21
English Language Proficiency
Assessment for the 21st Century

Directions for Administration
ELPA21 Screener Pilot

IMPORTANT NOTE: This document is for *trained* Test Administrators who have <u>registered</u> for the ELPA21 Screener Pilot Study, and who have seen the orientation/training recording.

If you have not done these steps, please first register here. After the registration is submitted, you will receive a communication with the orientation recording link. Once you have reviewed the orientation information, it is then appropriate to begin reviewing this document and scheduling screener pilot test sessions with students.

If you have any questions about this process and the requirements for participating in this pilot study, please contact your state's designee for ELPA21. Thank you!

ABOUT THIS TEST

ELPA21 is the English Language Proficiency Assessment for the 21st Century. It is an assessment system for English Language Learners, and is divided into 6 grade bands: K, 1, 2-3, 4-5, 6-8, and 9-12.

WHAT IS THE ELPA21 SCREENER?

The ELPA21 Screener is a tool for determining if students entering Kindergarten through 12th grades are English Language Learners who will require supplementary support services to continue developing language proficiency in English. Screeners for potential English Language Learner status are part of the requirements of ESEA under both the No Child Left Behind Act and the Every Student Succeeds Act.

This screening tool is an online assessment of the student's language proficiency in the required domains of reading, writing, listening, and speaking. Once finalized, the ELPA21 Screener might replace or supplement the use of commercial/legacy screeners, such as the LAS Links, the Woodcock-Munoz, the WELPA Placement Test, and the IPT, in ELPA21 member states.

WHAT IS A PILOT TEST?

A pilot test is a small-scale trial of a planned assessment. A pilot test reviews the mechanisms of the assessment, rather than the test questions themselves, and occurs before a new test goes live to participants.

SECURITY OF TEST MATERIALS

The *ELPA21 Screener Pilot Directions for Administration (DFA)* is non-secure material. The ELPA21 Screener Pilot is a secure assessment. No information about the content of specific items may be shared by the Test Administrator with other teachers or the public.

TEST ADMINISTRATOR

The person responsible for administering the ELPA21 Screener Pilot should be a staff member who can carry out standard examination procedures, and who should have experience administering language proficiency screeners. If the Test Administrator (TA) does not have experience administering language screeners, ELPA21 recommends obtaining assistance from a colleague who has that experience. The Test Administrator should be familiar with the *ELPA21 Accessibility and Accommodations Manual*.

If a student needs translation or interpretation of the test directions into a language of origin (as outlined in the *ELPA21 Accessibility and Accommodations Manual*), be certain to adhere to the guidelines for that process during the administration of the screener pilot.

PREPARATION FOR TESTING

A Test Administrator for the ELPA21 screener pilot must participate in the training for the pilot by registering at this address: ELPA21 Screener Pilot Test Administrator Registration Form. The Test Administrator should read through this manual prior to the testing session to become familiar with the procedures for administering the pilot, and with the information that the Test Administrator will share with ELPA21 after administering the pilot.

The Test Administrator should participate in training on the administration of the ELPA21 Screener Pilot test and be familiar with the Test Information Distribution Engine (TIDE) User Guide, the Test Administrator User Guide, and the Test Administration Manual (TAM) for the participating ELPA21 state. The Test Administrator will administer the screener pilot using the online testing system via the Secure Browser.

DURING TEST ADMINISTRATION

The Test Administrator should follow the script provided in this manual to administer the test. In this script:
   • Text that is in **bold font** is what the Test Administrator says out loud. In this DFA, it will include both verbatim speech and suggested language to use with the student who is testing.
   • Regular (non-bold) text provides additional directions to the Test Administrator.

GENERAL DIRECTIONS FOR ADMINISTRATION

The assessment is divided into three sections. Step One must be individually administered. Depending on the technological skills of the students, it may be necessary to individually administer Steps Two and Three as well.

1. Step One includes practice items in order to familiarize the student with the look and feel of the test, and with the technological skills that they will need during the test, such as moving the mouse. All items are non-secure and are from the practice test bank.

2-3. Steps Two and Three is made up of the secure test items on which determination of the student's English proficiency will be based when this screener becomes operational. During this pilot testing period, no student results will be shared with the school district or the student.

The following pages outline the three sections of the test in detail. Beginning on page 10, you will find the scripts for those sections.

Ensure the physical conditions of the testing room are satisfactory. The location should be quiet, away from other students, and not subject to interruptions. Remember that Step 1 must be individually administered, and that many students - young students in particular - may need individual administration of Steps 2 and 3 as well.

CAPTURING STUDENT RESPONSES

The ELPA21 Screener test is 100% online. The test uses the state testing portal for Test Administrators to create test sessions, and the Secure Browser for students to complete the test. The Test Delivery System is the online system that administers the test. All student responses are captured in that system; for a standard test administration, no responses are written on paper and submitted, spoken to the Test Administrator, or otherwise captured.

PREPARING TO ADMINISTER A SCREENER PILOT TEST

Secure Student Identification number (SSID)

Students will need a Secure Student Identification number (SSID) to be able to participate in the screener pilot test. The ELPA21 states in this pilot screener may have differing procedures for acquiring SSIDs for participating students. Follow your district and state procedures regarding SSIDs for students who don't yet have one in your state. If you are unsure, do not schedule any screener pilot testing until you have contacted your District Test Coordinator for more information about the SSID process.

Headset (headphones and a microphone)

Students will need a headset (headphones and a microphone) for this test. Test Administrators should verify that the headphone volume is set at an appropriate decibel level before the students put the headset over their ears. A suggested best practice is to start the students with the headphones around their necks for the audio check. That way, the sound doesn't play too loudly into the students' ears.

Test Administrators can use an ELPA21 practice guest session or visit the state's testing portal to verify that the volume on the student testing computer isn't too loud, and to also check that the microphone is working properly. Please visit the Practice or Training Test page on your state's portal. Go to the Guest User log in page.

At the bottom, click "Run Diagnostics," then click "Recording and Audio Playback Check." If the volume is too loud, adjust the computer's internal volume settings before opening the Secure Browser to administer a screener pilot test.

The Test Administrator will need to create an ELPA21 Screener Pilot Testing Session in order to administer the pilot test to any students.   Please refer to the TA User Guide for assistance in setting up that session. Choose "Screener Pilot (Registered TAs only)" from the list of available operational tests in your state.
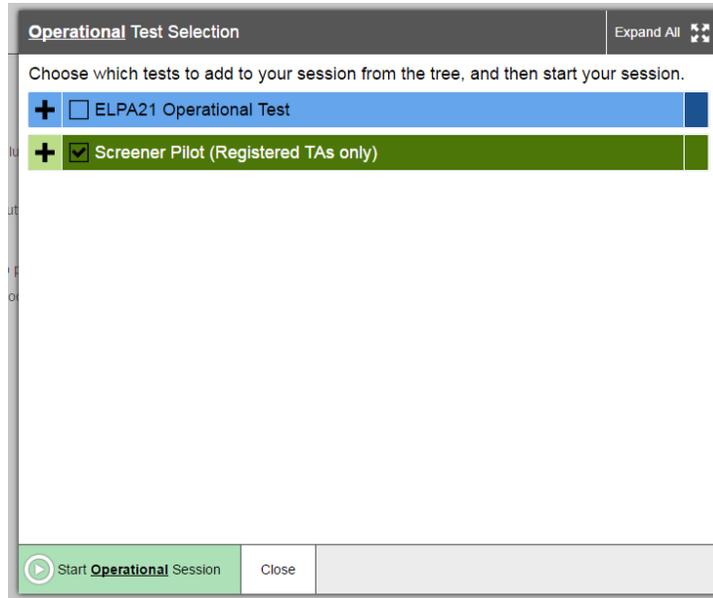
The student will take the test using the Secure Browser. That browser must be installed prior to any attempt to log into the secure test. In addition, the participating student will need to know three things in order to get started:

- their first name as it appears in their student record (in TIDE)
- their SSID number
- the test session ID (as created by the Test Administrator)

OVERVIEW: HOW TO ADMINISTER STEP ONE

Note: The script for Step One begins on page 10 of this booklet. Please read this overview before proceeding.

Step One of the screener pilot is designed to help the student becoming familiar with the design of the test and the technology that is used for the test questions. It is also the time when the Test Administrator is allowed to speak to the student and assist as needed so the student learns about the help buttons, the on-board tutorials, and the "Mark for Review" feature that will be used during the test.

Using the secure browser, the student will log into the test session. The student will choose the screener pilot test opportunity from the available tests menu on his/her screen. The Test Administrator can assist the student as needed, taking note of the amount of assistance the student needs for the log in and the type of help the student needs as they go through the sound check and microphone check. In particular, younger students may not be able to type their names or complete other keyboarding independently. Test Administrators should provide one-to-one assistance to these students.

Observations during Step One

Step One has been designed to provide the students with practice test items that help them understand the technological demands of the testing system, and for the Test Administrator to observe the student's technology skills. As the student proceeds through Step One, the Test Administrator should determine

whether the student has enough command of the technology skills, such as dragging and dropping and moving the mouse, to take the screener without significant assistance. In addition, the feedback form in Appendix A has follow up questions for the Test Administrators about this part of the student experience.

Variations of Step One

ELPA21 is studying the potential benefits of having additional practice items to help the students become familiar with the technology prior to starting Step Two. There are four different versions of the Step One test. The only variation is in the total number of practice test items. The Step One length varies from just a few practice items, up to a maximum of 24 practice test items depending on the grade band of the test. The Test Administrator should observe the student during Step One, and provide technological assistance as requested by the student.

End of Step One

At the end of Step One, the student will reach the end of the segment, or step. A review screen will appear. The Test Administrator should guide the student through reviewing the items, particularly those that were Marked for Review or left unanswered (skipped). This review is done at the end of Step One so that the Test Administrator can guide the student as practice to prepare for the rest of the test. During Steps Two and Three, the student will need to do this review on his/her own.

Once the student is satisfied with the Step One responses, the student can click the next button to end the segment.
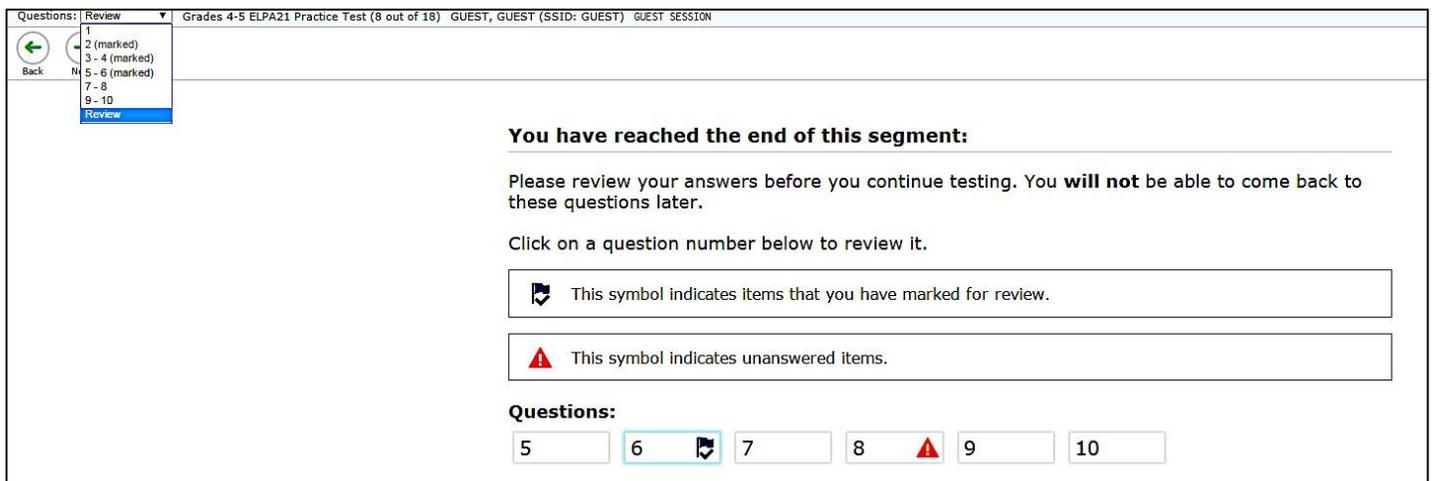
A popup message will appear, asking the student if he/she is sure that they are ready to leave the segment.
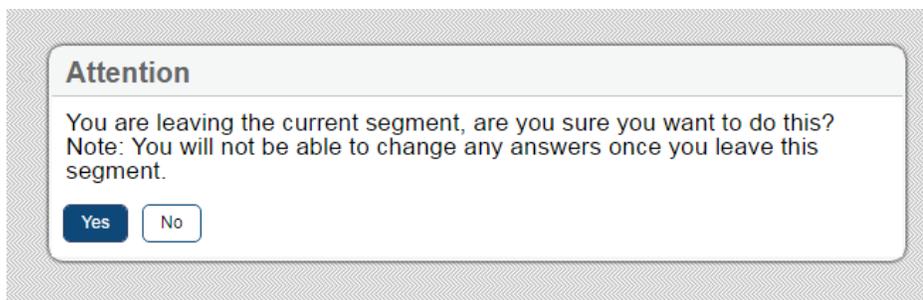
By clicking YES, this ends the non-secure portion of the screener pilot and will move the student to the secure test items in Steps Two and Three.

After the student clicks YES, confirming that he/she wants to move to Step Two, the student will see "waiting for segment approval" screen until the Test Administrator approves the student to begin the operational portion of the assessment. The Test Administrator clicks the green check mark on the Test Session screen so that the student can move to Step Two.

Technical Assistance to the Test Taker

At the end of Step One, the Test Administrator should make a final decision of whether the student will be able to interact with the rest of the screener pilot test without technical assistance. If not, the student will proceed to Steps Two and Three in a one-on-one testing session so that the Test Administrator can move the mouse and assist the student with the technology in the testing interface. These options are described in more detail in the next section.

OVERVIEW: ADMINISTERING STEPS TWO AND THREE

Steps Two and Three of the screener consist of secure operational test items. ELPA21 is exploring the possibility that some students (particularly those with very limited English proficiency) can be accurately classified based on a relatively small number of items. For the pilot test and first operational year of the screener (2017-2018), all students will complete the full-length test. However, in future years, it may be possible for some students to stop testing during Step Two, while other students may still require the additional items administered in Step Three before a proficiency determination is made. ELPA21 will also review the pilot test results to potentially create additional stopping rules during Steps Two and Three.

The change from Step One to Step Two is the indicator that the test is now secure. As mentioned above, once the student reaches Steps Two and Three, the Test Administrator is not allowed to provide any item content assistance, reading of test items, or other help to the student. See your state's Test Administration Manual for additional guidelines about secure testing.

Steps Two and Three can be administered in two ways:

1. Student works alone

In this administration, the student works independently, asking only for technical assistance if needed. This occurs if the student was able to work through Step One with little or no assistance from the Test Administrator.

In this scenario, once Step Two begins, the Test Administrator would move away and the student would work on his/her own. The student will be instructed to raise his/her hand or otherwise alert the Test Administrator if assistance is needed. **No help can be provided on actual test questions.**

2. Test Administrator assists student with the technology

The student must answer the questions on his/her own, but the test administrator would click and move the mouse for the student, as directed by the student. The student is allowed to point at the screen to indicate where the Test Administrator should move and/or click. The Test Administrator is not allowed to read any answer options aloud or otherwise assist with actual test answer choices.

In this type of administration, Test Administrators are removing the technological burden from the student, but the content of the test and answering the test items are still the responsibility of the student alone. Refer to the Technology Skills Checklist for information about what help can be provided.

End of Step Two

At the end of Step Two, the student will reach the end of the segment, or step. The review screen will appear, only for the items in Step Two. The student should review the items, particularly those that were Marked for Review or left unanswered (skipped). Once the student is satisfied with the Step Two responses, the student clicks the next button to end the segment. If the student skipped any items and does not want to answer those questions before moving to Step Three, that is the student's choice. Domain scores and overall results will be affected, as all skipped items count as zero.

A popup message will appear, asking the student if he/she is sure. By clicking YES, this ends Step Two of the screener pilot and will move the student to Step Three. **After that point, the responses in Step Two cannot be edited; they are locked in.**

After the student clicks YES to move to Step Three, the student will see "waiting for segment approval" screen until the Test Administrator clicks the approval button in the Test Session window for the student to continue testing.

End of Step Three

The end of Step Three is the end of the screener test. The final review screen will appear, only for the items in Step Three. As before, the student should review the items, particularly those that were marked for review or left unanswered (skipped). Once the student is satisfied with the Step Three responses, the student clicks the END TEST button to end the test. If the student skipped any items and does not want to answer those questions before submitting the test, that is the student's choice. Again, domain scores and overall results will be affected, as all skipped items count as zero.

There is one last confirmatory screen before the test is submitted.
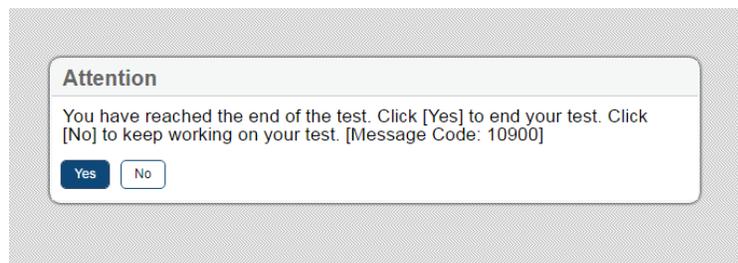
Next, the "Congratulations, you reached the end of the test" message appears. The student can review items or submit the test. After review, the student should click the **Submit Test** button to finalize the test in the system.
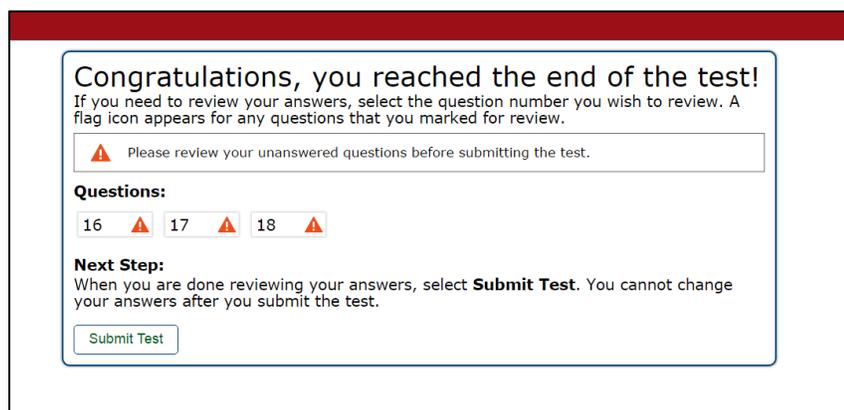
ELPA21 Screener Pilot Exit Survey

There is a short response form for the Test Administrator to complete soon after a screener pilot testing session is completed. The link to that survey is found in Appendix A of this booklet.

The completion of this survey is part of the pilot study, in which ELPA21 will gather anecdotal information about observations during the pilot test administration.

SCRIPTS AND SPECIFIC TEST ADMINISTRATION INSTRUCTIONS

STEP ONE

The Test Administrator should use his/her computer or tablet to create a testing session, as outlined in that training guide. Be certain to move the mouse or click so that the testing session doesn't time out due to inactivity while you follow the steps below. On the student testing computer, open the secure browser to the student log-in page.

Welcome the student and put him/her at ease. Introduce yourself.

> SAY (something like): **Thank you for coming here today. Welcome to _____ school district. My name is _____ and I'll be working with you today.**
>
> SAY: **Today we are going to take in English. It's ok if you don't know all the answers. First, we are going to log into the computer and then we will practice. You need headphones and a microphone for this test.**

Have the student log into the testing computer, assist as needed. The student will go through the verification screens to reach the audio and microphone test page. Test Administrator can assist as needed. Have the student put on the provided headset. Assist as needed so that the microphone portion is in the correct place for optimal recording. As noted previously, having the student place the headphones around the neck is a best practice while the volume level is verified during the audio check.

Have the student verify the microphone works by following the directions on that page. Then, finish the log in process to reach the "Waiting for segment approval" screen.

> SAY: **We are going to start the Practice part of this test. I can help you with anything you need during this section of the test. Please let me know if you have a question or need help. This is the only part of the test where I can talk to you about the test questions.**
>
> SAY: **In a moment, once I start your test, I am going to show you some features of the test that you can use when you want.**
>
> SAY: **Are you ready to start this part of the test?**

Once the student is ready, the Test Administrator should review the student settings in the test session screen and click the green arrow to start the student's testing session for Step One when ready.

The first practice test question will appear. The Test Administrator should show the student the on-board tutorial in the drop down menu. Play the tutorial for the first practice test item.

> SAY: **These short videos can help you know what to do to answer a question. Click here if you want to see a video. Click the "X" in the upper right of the video window to close it.**

Next, show the student the "Mark for Review" feature, also in the drop down menu.

> SAY: **This is one way to mark a question that you aren't sure of. If you mark for review, like this** (demonstrate), **the test question number has a folded down corner now. Also, in the questions list** (upper left of screen drop down menu)**, you see the flag is on question number 1 because we just flagged it. Use this flag on any question you don't know and might want to come back to.**

Marking for review: notice the question number is blue with the corner folded down.
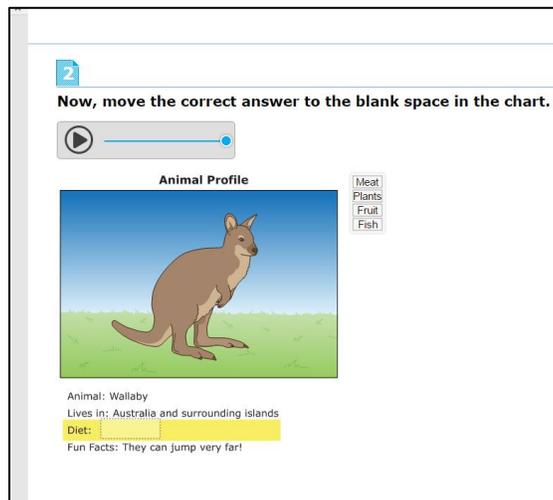
> SAY: **Any questions about how to use these features? Please let me know if you need help during this practice test part of the test.**

The Test Administrator should then give the student an opportunity to work independently. If the student appears unable to use the technology, the Test Administrator can assist (see description on page 6 of this booklet). If that occurs:

> SAY: **I can help you with the mouse and the computer if you want. Is that okay?**

(It's possible the student could refuse.)

If the student agrees:

> SAY: **Ok, I will sit next to you here, and you will tell me what to click. You have to decide what the answer is – then either tell me or point to the screen like this** (demonstrate pointing to the screen to the options available and then click that option)**. I can't choose any answers for you, but I can flag them if you want me to.**

Continue testing in Step One. The Test Administrator can continue to assist, but again, only in this section (practice items) or with the technology.

Monitor the student to reach the first speaking practice item. If needed, assist the student with the use of the start, stop, and replay buttons for the speaking recording.

During this assessment, the Test Administrator cannot choose an answer for a non-responsive student. Instead they can offer to mark the item for review for the student as follows:

> SAY: **Ok, we need to move to the next question. What answer do you choose for this question?**

If student doesn't respond ask,

> SAY: **Would you like me to mark this for review? I can do that, or I can skip this question.**

Do the action that the student indicates. If the student is silent, skip the question.

During Step One, continue to try to practice, as these responses aren't tracked in any manner for language proficiency.

Move to the next question; continue as needed for responses. If the student reaches a point of non-participation or non-compliance, all items can be skipped in the segment.

IMPORTANT: For the screener pilot, Test Administrators will complete a survey about what was observed during the testing session. If a student refused to answer or was otherwise not participating, please note the specifics on the response sheet (Appendix A), and notate at which question number the student stopped responding.

When the student reaches the end of Step One, the review screener for that segment will appear. The Test Administrator should give specific instructions about how to review any flagged items or skipped items.

> SAY: **You have finished all the practice items on this test. Now we are moving to the items where you must answer on your own, and I can't help you with the test items – only the technology. Do you have any questions before we move on?**

> SAY: **Let me show you the easy way to review your answers to this section. Click here on any test question you want to review. I'm going to pretend that we want to review question 3.**

The Test Administrator should click on test question 3 from the review screen. That will take the student back to question 3 on the test.

> SAY: **When you finish reviewing, you don't have to click forward one by one – instead just use the drop down menu in the top left for easy movement. Let's click on question 6 now.**

Screenshot: the list shows the test items in the segment and notes which ones were marked for review.

The Test Administrator can demonstrate by clicking question 6 in the drop down list at top left, which shows all test questions in Step One. The computer will move forward to question 6.
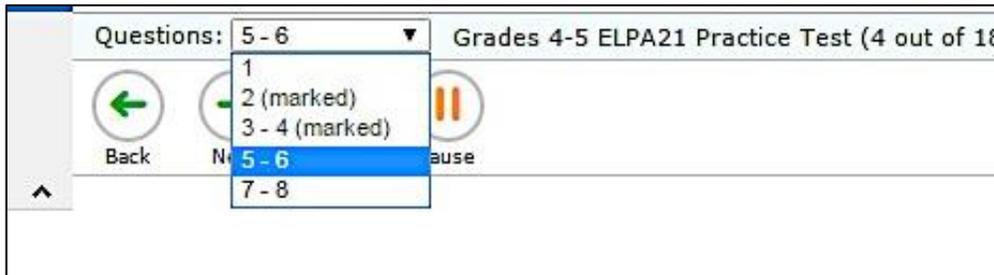
SAY: **Let's say you are finished reviewing. Click on the very last item in the list. That will take you to the final test item. Click NEXT to get the review screen again.**

The Test Administrator can demonstrate these actions, or the student can practice on his/her own.

SAY: **Ok, now you can review and then we'll move to Step Two when you are ready. Please let me know.**

Student continues the review of Step One.

Remember that as long as the student hasn't said "YES" to the "Are you sure?" question, it is still possible to go back to review any of the practice test items or features of the test and the Test Administrator could help. If the "Waiting for Segment Approval" screen appears, it is too late to go back to Step One for more review.

When the student has indicated he/she is ready to move to the next part of the test and he/she has clicked "Next" to respond to the "Are you sure?" question, the "Waiting for Segment Approval" screen will appear.

The Test Administrator should approve the student's next segment in the Test Session menu.

STEP TWO

The student will be administered the first Step Two item. If the Test Administrator is assisting the student with technology, move back to the location near the student. Continue with Step Two under secure testing conditions, with only the student choosing responses to test questions. Use the test interface features, such as the on-board tutorials, as the student indicates.

At the end of Step Two, the review screen will appear in the same manner it did during Step One. The TA cannot force the student to review, but can encourage.

> SAY: **You are at the end of this Step. Once we move forward, you can't come back. Would you like to review your answers?**

If yes, the student takes as much time as needed to review previous responses and answer any skipped items. If the Test Administrator is handling the mouse, the student must indicate which questions to go back to.

When the student is finished with the review, click Next and Yes to the "Are you sure?" question. This will bring up the "Waiting for Segment Approval" message on the student computer.

> SAY: **You are moving to the final part of the test. Remember that if you don't know an answer, you can flag the test item for review.**

The Test Administrator will approve the segment on the Test Session, and the student continues with Step Three.

Note: As Steps Two and Three progress, the test questions become more difficult. The student could become frustrated. The Test Administrator can remind the student to use the mark for review feature to indicate test questions that are too difficult. After the student's test session has ended, the Test Administrator could provide this feedback on the form (see Appendix A). This will help with the starting/stopping rules for this pilot test.

STEP THREE

The student will be administered the first Step Three item. If the Test Administrator is assisting the student with technology, move back to the location near the student. Continue with Step Three under secure testing conditions, with only the student choosing responses to test questions. Use the test interface features, such as the on-board tutorials, as the student indicates.

At the end of Step Three, the review screen will appear in the same manner it did during Steps One and Two. The TA cannot force the student to review, but can encourage.

> SAY: **You are at the end of this Step, which is also the end of the test. Once we submit the test, you can't come back. Would you like to review your answers?**

If yes, the student takes as much time as needed to review previous responses and answer any skipped items. If the Test Administrator is handling the mouse, the student must indicate which questions to go back to.

When the student is finished with the review, click Next and Yes to the "Are you sure?" question. If the student is ready, he/she should click the Yes button.

The "Congratulations, you've reached the end of the test" screen appears. The student should click the SUBMIT TEST button at this point. Testing is complete.

The Test Administrator should thank the student for participating in the test, then continue with usual screening procedures or dismiss the student in the usual manner followed by the school district or state.

NEXT STEPS FOR THE PARTICIPATING TEST ADMINISTRATORS

There are two follow up steps for participating pilot screener Test Administrators.

Exit Survey

First, as referenced in the above sections, there is a survey to complete immediately after the pilot session is complete. It is a daily report that collects anecdotal information from the Test Administrators. Please complete this form for **at least of 50% of all the ELPA21 pilot screener tests you administer during the pilot testing window**, in the various grade bands you may have administered. This information is crucial to the study of the mechanisms of the ELPA21 Screener.

If you are administering an extraordinarily high volume of screeners each day, please complete what you can in the time allotted. We appreciate your time and don't want this participation to be overly burdensome.

Please complete the form, which is in survey format. Submit it as soon as possible. See Appendix A, which can be printed to help you to collect the anecdotal information during testing that will be submitted in the survey.

Best practice is to fill out the form as quickly as possible after a testing session, gather that day's responses, and then complete them as a batch. Otherwise, too much time may pass, and information may be forgotten or confused.

Remember: Do not include any extra student information on the survey other than the student's SSID number, and do not reference any secure test content in any emails, conversations, or follow up messages about ELPA21.

Information Collection Survey

Second, all Test Administrators will receive a follow-up survey via email within approximately one week of the pilot testing regarding the operational screening that may have occurred with the same students who participated in the pilot test. Those survey links will be sent at least once per week to the participating Test Administrators. Please see Appendix B for the information that will be collected.

The form will be an online survey that asks for detailed information about the screening of potential English Language Learners using your district's operational screening product (i.e., Woodcock-Munoz, LAS Links), and other information that will inform our study of the ELPA21 Screener. Again, no personally identifiable information about students should be included. Please complete and submit this survey within two weeks of receipt.

If you have questions about the screener pilot, please contact your designated state representative.

Thank you for participating in the ELPA21 Screener Pilot!

Appendix A

Screener Pilot Daily Exit Survey
(Testing notes for participating Test Administrators)

Please complete Exit Surveys for each student in the day's testing sessions. The live survey is found here.

Test Administrator Name_____   ELPA21 State:_____

Test Administrator Email _____

Date of Screener Pilot Test Submission:_____

Name of Pilot Location:_____

School District Name:_____

Please complete the pilot testing information below and write in notes as observed during the student's testing. The descriptive information you provide will be used to study and update the testing conditions for the students.

Note: the live survey will have space for multiple students. Please print this form if you wish to write notes about the testing sessions as they proceed during the day, then complete the online survey from these notes as needed.

Test Session ID	Participating Student SSID	Participating Student Grade level
Example: AR712 – CD5 – 1	*9999999023*	*3*

During Step One (Practice) how much time did the student seem to struggle with the use of technology (mouse, typing name, clicking "next")?
1 No time, student didn't need help   2 A small amount of time   3 Some time   4 A lot of time
5 The student needed 1-on-1 assistance the entire session.

During Steps Two and Three, how much time did the student seem to struggle with the use of technology (mouse, typing name, clicking "next")?
1 No time, student didn't need help   2 A small amount of time   3 Some time   4 A lot of time
5 The student needed 1-on-1 assistance the entire session.

Did you provide any of the following types of assistance to this student after Step One?

- Translation/Interpretation of directions into student's language of origin
- Moving the mouse
- Recording an audio response (start, stop, playback)
- Advancing to the next item
- Reviewing earlier responses
- Accessing the on-board tutorials as needed
- I did not provide any additional assistance

- Other, please describe _____

Did the student appear to stop responding as Steps Two and Three proceeded?

- No
- Yes   (if yes, please answer next question)

If the student stopped and/or couldn't complete the full test, what appeared to be the reason(s)? Check all that you believe applied. Leave blank if the student completed the full test.

- Unable to understand the directions
- Unable to understand what to do to answer the question
- Appeared to be fatigued or upset as the test continued
- Student refusal to participate
- Other, please describe (but do not include any personally identifiable information in your response)   _____

Appendix B

Screener Pilot Information Collection Report
(Follow up Information about participating students)

Text of the survey you will receive approximately 1 week after screener pilot tests are submitted.

Thank you for participating in the ELPA21 Screener Pilot. Your work is much appreciated!

PART ONE
1. Test Administrator name _____ (required)
2. Test Administrator email _____ (required)
3. Test Administrator state (Drop down, answer required)
4. State Secure Student ID (SSID): _____ (this should match Survey 1 information)
(Note: Do not provide student's name, school, or other personally identifiable information).
5. Student's enrolled grade at time of Screener Pilot (PK – 12): (drop down in survey)___
6. Screener Pilot test <u>submission</u> date:_____ (this should match Survey 1 information)

7. Which student group below best describes this student? (Choose only one. Use next question to explain any key details, but do not share any personally identifiable information about the student).

- <u>New student</u> this school year in grades K-12 (August 2016 to present) who qualifies as an ELL in my district
- <u>New student</u> this school year in grades K-12 (August 2016 to present) who was screened but found to be initially fluent (FEP)
- Incoming Kindergartener who will begin Grade K in Fall 2017 who qualifies as an ELL in my district
- Incoming Kindergartener who will begin Grade K in Fall 2017 who was screened but found to be initially fluent (FEP)
- Students who are English Only and were not screened using a commercial English language proficiency screener (based on HLS results)
- Former ELL in my district in grades K-12 who is now on Monitor Year 1
- Previously enrolled student who is either in the group called Never EL (never commercially screened/never identified as an EL), or the group called Ever ELL (now proficient and in either year 2 of Monitor status, or a former ELL who is out of Monitor status at this time)
- Other (doesn't fit a category listed here). If yes, please provide details in next question

8. If there are key details to explain about the student's population (from previous question) please explain here (Leave blank if no details are needed).

Fill in box

PART TWO

States and school districts use a variety of commercially-published English language proficiency screeners to test for eligibility into the ELL program each school year.

9a. Which of these did your school/district use to screen this pilot study participant for eligibility in your ELL program: [Drop down by state, with one answer required]

> *Note: If the student participant was a reclassified ELL or in the "Never ELL" category, please choose the last option on this question, then move to #6 and choose the 3rd option. If you would like to add any additional comments, please complete #8 before submitting the survey.*

(In the live survey, the options a Test Administrator will see will be based on the response to question 3 above. You will only see the options for your designated state).

Arkansas	___ LAS Links ___MAC II ___ TELPA
Iowa	___TELPA
Ohio	___ IPT ___LAS ___ LAS Links ___MAC II ___ WM ___ Other (describe)
Oregon	___ IPT ___ LAS ___ Stanford Language Proficiency Test ___ WM
Nebraska	___ ELDA-P ___ LAS (paper/pencil) ___ LAS Links ___TELPA ___WM
Washington	___ WELPA Placement Test

9b. Additional information regarding English language screener used. (fill in box)

10. What score(s) or designation(s) did the student earn on the commercial screener? Enter all that apply [all categories are optional to fill out]
- Reading:
- Writing:
- Listening:
- Speaking:
- Comprehension:
- Other [fill in]

11. Did the student qualify as an ELL as a result of the commercial language proficiency screener? [response required]
- Yes
- No, student qualified as fluent
- Student was not tested on a commercial screener, only the ELPA21 pilot test

12. If yes, what was the student's overall performance level (score or designation), based on the commercial language proficiency screener results? Newcomer/Level 1, 2, 3, 4, other [optional, fill in]

13. Any other comments you would like to share about the student placement using your district's commercial screener? [optional, fill in]

Document Change History

Date	Version	Change made by	Description of change
2/6/17	1	n/a	Initial Release
2/9/17	2	mmc	Updates to appendices and small typo fixes
2/16/17	3	mmc	Updates to Appendix B and small typo fixes