

CELDT LIVE! 2C: Test Administration

Presentation Transcript

SLIDE 1 - Good afternoon. We would like to welcome you to CELDT Live! 2C. This presentation is the third online training for the 2010-11 administration of the CELDT. If you are experiencing any issues using WebEx please contact WebEx customer service at 866-229-3239. That number again is 866-229-3239.

If you have questions during this presentation, please send them to us by using the online chat feature. The chat feature is located on your WebEx toolbar. You may need to expand the toolbar by selecting the icon that looks like a speaking bubble. Once expanded you can type your question in the text box and select send. At the end of the presentation we will address as many questions as we can.

PowerPoint slides and full transcripts of this presentation are posted in the Workshops section of the CELDT Web site at www.celdt.org if you wish to print them and follow along. We will now begin the presentation.

SLIDE 2 - Hello, I am Lily Roberts, manager of the CELDT and Title III Accountability office at the California Department of Education. I want to welcome you to our CELDT Live! 2C presentation which covers various Test Administration topics for the 2010-11 administration of the CELDT.

Our presenters today will be Erika Hughes, an education program consultant at CDE and Jennifer Levey, the CELDT Project Specialist from Educational Data Systems.

Our facilitator today will be Caroline Fahmy, CELDT project manager from Educational Data Systems. Caroline will monitor and respond to the questions that come from our audience during the presentation and facilitate the Question and Answer session at the end of the presentation.

SLIDE 3 - Today's presentation will cover many topics:

- Test Coordinator's Manual
- Determining Who Should Take the CELDT
- Special Testing Situations
- Accommodations, Modifications, and Alternate Assessments
- Large Print and Braille Versions
- Pre-Identification Updates
- Test Materials Receipt and Inventory
- Testing Irregularities and Security Breaches, and
- Shipping Scorable Materials

We will provide contact Information for both CDE and Educational Data Systems as well as two slides with Web site links for sites we refer to throughout the presentation. Finally, we will hold a Question &

Answer session at the end of the presentation. Now I'll pass the presentation to Erika Hughes to present the first of several topics.

Slide 4 - Thank you, Lily.

The 2010-11 Edition of the Test Coordinator's Manual has been completely rewritten and reorganized for the upcoming school year and includes many new sections, several of which we will cover in this presentation.

The focus of the manual is solely on district and site coordinator duties. With that in mind, the instructions on how to fill out the student-identifying information on the student and answer books are only found in the Examiner's Manuals.

We ask, even if you have been a coordinator for several years, that you read through the manual this year to fully understand the changes and new information provided. The Test Coordinator's Manual contains a detailed calendar providing all CELDT due dates, deadlines, and testing and ordering windows on the inside front cover.

Also, the district and site coordinator instructions for the activities to complete before and after testing have been reorganized to include clear, concise step-by-step instructions. We hope that these sections of the manual make inventorying and packaging scorable materials for return simple and easy.

Before we move on, we want to mention that the 2010-11 Test Coordinator's Manual will be posted on the CELDT Web site, Resources Page under Document Archive, by June 1st. The Web site link for the manual is provided on slide 25 of this presentation.

Slide 5 - One of the new sections in the Test Coordinator's Manual provides information on determining who should take the CELDT.

Districts must use a home language survey to identify the primary language of students and determine who should initially take the CELDT. A downloadable sample is available on the CDE CELDT Web site. The Web site link to this form is provided on slide 24 of this presentation.

The sample CDE form has four questions about various uses of languages in the home. Answers to any of the first three questions with a language other than English trigger the need for the CELDT test. Testing based on the answer to the fourth question is at the district's discretion.

If it becomes clear that the parent or guardian has not filled out the home language survey accurately and classroom data shows that the student is not English fluent, it is recommended that the student be tested with the CELDT.

SLIDE 6 - The CELDT has two testing purposes: Initial Identification and Annual Assessment.

Initial identification allows placement decisions to be made at the local level.

Students are tested for Initial Identification if their primary language is not English, they are enrolled in a California public school in kindergarten through grade twelve, and they have not previously taken the CELDT.

These students must be tested within 30 days of enrollment at the district and their test should be sent in for scoring at the end of the month in which they were tested. Please score locally to aid in making placement decisions prior to submitting for official scores.

All tests must be sent in for scoring on a monthly basis. Do not hold tests for Initial Identification students tested within the Annual Assessment window, which runs from July 1st through October 31st.

SLIDE 7 - Students are given the CELDT as an Annual Assessment (AA) if their primary language is not English, are enrolled in a California public school in grades K through 12, and they have previously taken the CELDT. It does not matter if the student took the test eight years ago or last year, any student who has ever taken the CELDT is given it as an Annual Assessment.

AA students must be tested during the Annual Assessment Window, July 1st through October 31st. Additionally, their tests must be returned for scoring by the October administration month return deadline. See the inside front cover of the Test Coordinator's Manual for this date.

And finally, AA students must be tested annually until they are reclassified as fluent English proficient, or RFEP. Districts can access more information on reclassification on the CDE Web site, a link to which is provided on slide 24 of this presentation.

SLIDE 8 - There are several special situations you may come across when administering the CELDT.

The first, and most common situation, occurs when a district is unable to determine whether a student that has entered the district has taken the current Edition of the CELDT. If, after attempting to contact the previous district, it cannot be determined whether the student took the current CELDT, the district must test the student.

The second situation occurs when a student took a portion of the test and then moved outside of the district. If it is known which district the student moved to, contact the CELDT district coordinator and ship the incomplete test, student and/or answer book to them. Ship the test materials only to the district coordinator on file. Coordinator names and addresses can be found at www.celdt.org in the secure District Portal. The sending district coordinator must arrange for receipt confirmation of the document at the time of shipping.

If it is not known which district the student moved to, do not return the student or answer book for scoring. Mark the book "MOVED" and retain it with the nonscorable test materials scheduled for destruction at the end of the year.

Finally, if a student completes the test and then moves, since your district is responsible for all students that finish the test at your district, you must submit the test to the Educational Data Systems for scoring.

SLIDE 9 - We will now move on to students who take the CELDT with an accommodation. Accommodations are allowed to be used on the CELDT. However, the specific accommodation used must be specified in the student's Individualized Education Program, IEP, or Section 504 Plan. A list of allowable accommodations can be found in the document called *Matrix 1: Matrix of Test Variations, Accommodations and Modifications for Administration of California Statewide Assessments* on CDE's Web site at the link provided on slide 24 of this presentation.

If it is still determined that a student's disability would preclude him or her from taking the CELDT, an alternate assessment may be administered. We will talk about the implications of alternate assessments in a moment.

SLIDE 10 - Accommodations can be changes such as variation in schedule, equipment and presentation format.

Accommodations may be used for one or more domains.

For students provided an accommodation, make sure to fill in the appropriate bubbles in Box 23 under Accommodations on the answer document.

Finally, it is important to note that since using an accommodation does not alter what the test measures; the student's test is scored normally.

SLIDE 11 - Modifications and alternate assessments, however, fundamentally alter what the test measures or affect the comparability of the scores.

Therefore, the student will receive the Lowest Obtainable Scale Score, the LOSS, for each domain marked on the answer document as a modification or alternate assessment.

If any domain is marked with a modification, note that the overall score is affected.

If all four domains are marked with a modification, the Overall Scale Score will also receive the LOSS.

And, as with an accommodation, modifications and alternate assessments must be specified in the student's Individualized Education Program, IEP, or Section 504 Plan.

SLIDE 12 - Modifications can be variations such as reading the test questions aloud on the reading portion of the test or allowing the use of word processing software with spell and grammar check turned on for the writing portion.

A modification may be used in one or more domains on the CELDT.

And, make sure to fill in the appropriate bubbles in Box 23 under Modifications on the answer document for students provided a modification.

SLIDE 13 - Now we will move on to alternate assessments.

A student may take an alternate English language proficiency assessment for any or all domains of the CELDT. Remember that it must be specified in the student's IEP or Section 504 Plan that the student must take an alternate assessment. It is the district's IEP or Section 504 Plan team that selects the appropriate alternate assessment for each student.

If a student does take an alternate assessment, the district must still return a scannable CELDT answer document for that student. This answer document must either have a Pre-Identification label, or all of the student identifying fields must be filled in for the student. Either way, make sure to fill in the appropriate bubbles in Box 23 under Alternate Assessments.

More information on alternate assessments can be found in the *Planning for Students with Disabilities* document on CDE's Web site at the link provided at the end of this presentation.

I'm now going to pass the presentation over to Jennifer Levey to present the last several topics.

SLIDE 14 - OK, thank you, Erika.

We have some important points to provide to districts that have students using the large print version.

First, students in grades 2-12 can take the test along with other students during group testing. It is not necessary to individually administer the large print version. The exception might be for a student using the large print version CD on a computer.

Second, once testing is complete, the examiner must transcribe all responses into the scannable student or answer book, and place the scannable book with the other scannable books for that school and grade. The large print version is not considered a modification, accommodation, or alternate assessment, so do not fill in these bubbles on the demographic pages.

Third, the transcribed scannable books are to be returned with regular scorable materials. @ Do not return the large print book to Educational Data Systems. The large print test and answer books do not contain the examiner scored speaking items and cannot be run through the electronic scanners. Districts must retain these versions with their nonscorable materials for destruction or pick-up at the end of the school year.

SLIDE 15 - The braille version of the test also has special rules associated with the administration and return of the scorable documents.

First, the braille version must be administered one-on-one. Many of the questions do not match the current edition of the Form 1 test and therefore, the braille version has its own Braille Version Examiner's Manual and raw score to scale score tables for scoring.

Second, once testing is complete, the examiner must transcribe all responses into the scannable student or answer book, and place the scannable book with the other scannable books for that school and grade. When filling out the student demographics sheets, do not fill in the modification, accommodation, or alternate assessment bubbles. Braille does not fall into any of these categories and students will receive scores comparable to the current 2010–11 Edition scale.

Third, the scannable braille books are from the 2008–09 and 2009–10 Editions. Since some of the demographic fields have changed slightly since those editions, a Demographic Supplement is included in each package to collect additional demographic information. This document must be inserted behind the front cover of the scannable student or answer book. At grades K-1, where there are two scannable student books, the supplement should be placed behind the front cover of the Listening and Speaking Student Book. All of this information is included with the braille test materials instructions.

Please do not return any of the nonscorable braille materials in the scorable materials shipment. Districts must retain these materials with their nonscorables for destruction or pick-up at the end of the school year.

SLIDE 16 - Let's switch gears and talk about the 2010–11 Edition Pre-Identification, or Pre-ID.

The Pre-ID window this year will open on June 21st and close on September 24th. As a reminder, there are two deadlines for Pre-ID. The first deadline, September 17th, is to place the order. This means that districts must logon to the secure District Portal and submit a purchase order number through the Pre-ID system by this date. The second deadline, September 24, is the date by which districts must upload and submit their files.

To place your order and upload files, logon to the secure District Portal. A Pre-ID User Guide and Pre-ID Data File Layout will both be available in mid-June to assist you in preparing, uploading, and editing your files online.

Pricing, information and the mailing address and fax number for purchase orders, as well as more information about Pre-Identification can be found on the Pre-ID Services page of the CELDT Web site. This site can be found at the link shown on slide 25 of this presentation.

SLIDE 17 - I am pleased to report that in addition to text files, Educational Data Systems will be accepting Excel files for Pre-ID this year. Excel files require very little formatting on the part of the district and for many people, are much easier to edit. An Excel template will be available for download when the Pre-ID window opens. This template must be used if you elect to use the Excel option.

There are also a few changes to the Pre-ID rules. Although what I will cover here today is not a complete list of changes, we feel these are the most important to point out for those of you who worked on these files last year.

First, the School Name and Code from the Group Identification Sheet will override the school information coded in the Pre-ID label. Students often move from one school to another within the district. With this rule, districts can still use the Pre-ID label they paid for even if the student moves within the district.

Second, the Student's Primary Language Code and Primary Disability code can no longer be blank. This information must be a part of each student's Pre-ID record in order for them to get a label.

The third change affects the test purpose rules. This year, for an Annual Assessment student, if districts have some, but not all of the previous information fields, which are Previous Grade, Most Recent Previous Test Administration date, and Most Recent Previous CELDT Scale Scores, the system will allow you to upload what you have. Although you will not be able to fill in missing information on the demographic pages at the time of testing, this will reduce the number of edits needed during the Data Review Module window. Note that a warning in the Pre-ID data correction system will still be displayed for any Annual Assessment student missing information in any of these fields.

SLIDE 18 - We received lots of feedback from districts about not being able to bubble in the SSID, or Statewide Student Identifier, at the time of testing if the SSID was blank in Pre-ID. Therefore, we have accommodated this request and made this change. This year, bubbling the SSID at the time of testing will override a blank SSID in the Pre-ID data file. If a valid SSID number was entered during Pre-ID, bubbling a new number will not override what is already in Pre-ID.

Another major change to the rules affects the ethnicity fields. It will be an error if the response to whether the student is Hispanic or Latino is "No" or is left blank, and all other ethnicities are also blank. Unless this error is corrected, a Pre-ID label will not be produced for this student.

And finally, this is just a reminder that the Previous CELDT Test Administration field for AA students only goes as far back as July 2006.

A complete list of field and code changes can be found in the 2010–11 Pre-ID Data File Layout which will be available in June.

SLIDE 19 - OK, let's move on to receipt and inventory of the test materials.

First, it's extremely important that district coordinators count the number of boxes they receive in the shipment and compare that to the total number of boxes written on the district box label or the UPS shipping label. If boxes are missing, allow two additional working days for those boxes to arrive, as

often the shipment reconciles itself. If the boxes do not arrive after 48 hours, immediately report the missing boxes to the CELDT Customer Support Center.

If all of your boxes are present, inventory the district materials and distribute the school boxes to the school listed on the school box label. Schools should also immediately inventory their boxes and test materials received, and report shortages and or overages to the district coordinator.

The district coordinator should consolidate the list of shortages and overages from all schools and then call or e-mail the Customer Support Center. Reports of shortages and overages need to be made no later than August 2nd. Reporting after this date may lead to Excessive Materials charges.

And, finally, note that the district and school Test Coordinator's Kits will be included in the test materials shipment. Each school kit will be packed in the corresponding school boxes and the district kit will be in the district's boxes.

SLIDE 20 - Another new addition to the Test Coordinator's Manual is a section on testing irregularities and security breaches as well as a form to report these incidents.

Remember that the CELDT is a secure exam. Although many questions are new each year, 70% of the test is retained from the previous year. Test questions, picture prompts, and sample responses, such as those provided in the Scoring Training of Trainers workshops, are all secure.

Some examples of testing irregularities include students cheating, examiners failing to follow instructions provided in the Examiner's Manuals, and uncertified examiners administering the test.

Some examples of security breaches include failing to maintain security of test materials, discussing the test outside of administration or training, and allowing students access to training materials.

All of these incidents are serious and can have consequences for the student's score, the examiner, and the district as a whole.

SLIDE 21 - Should an incident occur, the CELDT District Coordinator must contact the Customer Support Center within 24 hours and provide the agent with basic information, such as what occurred, what school was involved, and how many students were involved.

Then within five working days, fill out and return the Testing Irregularities and Security Breach Reporting Form. The form can be found in the Appendix of the 2010–11 Test Coordinator's Manual, or it can be electronically downloaded from the CELDT Resources Web site.

Note that the form has a section for student and administrator personal identifying information. If it is required that this information be provided due to the nature of the incident, this information must be encrypted if e-mailed.

Educational Data Systems will work with the CDE on a resolution and response and contact the district coordinator, if needed.

SLIDE 22 - Let's move on to the final topic of the day, shipping scorable materials. Step-by-step instructions for how to package and ship the scorable materials are provided in the Test Coordinator's Manual. Additionally, the *CELDT Live!* presentation that will be held on September 14th will be dedicated to packaging and returning scorable materials. Today we will talk briefly about some important reminders for those districts returning scorable materials before this date.

The first thing to remember is to package and number the boxes prior to requesting a pick-up. Many times, districts request a pick-up before everything is ready and they end up with more or fewer boxes than anticipated. Having more boxes than anticipated requires the district to request an additional pick-up. Remember that additional pick-ups within the same administration month are charged a \$45 fee. If it turns out that your district has fewer boxes than anticipated, this causes an exception in the system and requires time intensive follow-up. Should this accidentally happen, immediately contact the Customer Support Center. We need the exact number of boxes you intend to ship.

If your district has 20 or more boxes to ship for one administration month, we ask that you palletize the boxes if your district is able to do so, and that you place a pick-up request for a pallet. If you request a pallet pick-up, do not place a pick-up request for both boxes and pallets.

Next, we ask that you submit your request only once. If you are unsure of whether your request went through, do not submit your request again. To confirm that your request was received, check your e-mail. A confirmation e-mail will be sent to the CELDT District Coordinator immediately upon receipt of the pick-up request. It may take up to 30 minutes for you to receive this e-mail, so please be patient. Also, check to make sure the e-mail did not go into the spam filter. If you still don't get an e-mail after 30 minutes, contact the Customer Support Center. We can quickly research whether your request was received.

And finally, please, please monitor the pick-up of boxes when UPS arrives. Educational Data Systems received many interesting shipments of materials that were never intended to be sent to us and were certainly not scorable. If we need to ship materials back to the district, this is an unanticipated cost placed on the district. Additionally, it means that the district still has one or more boxes of scorable materials that should have been shipped for scoring. Therefore, remember that when UPS arrives, it is up to the district to tell them which boxes to take. The shipping labels the UPS driver will bring for your CELDT boxes will have our shipping address in Morgan Hill right on them. Review these labels and be sure they are placed on the right boxes.

SLIDE 23 - For more information about this year's CELDT, or if you have any questions, please contact the Customer Support Center at the contact information on this slide.

You may also contact the CDE CELDT office for issues or questions related to the CELDT program, policy and regulations.

SLIDE 24 - This slide contains all of the CDE Web site links referred to throughout this presentation.

SLIDE 25 - This slide contains all of the Educational Data Systems CELDT Web site links referred to throughout this presentation. Remember that you can download these slides to obtain this information from the *CELDT Live!* Past Presentations archive Web page.

SLIDE 26 - Thank you very much for attending the *CELDT Live!* 2C training.

Please join us for the next CELDT Live! presentation on August 17, when we will be providing a kindergarten and grade one update. Check the dates and times on the CELDT Web site for additional presentations coming up in the next several months.

We will now open up the session to questions and answers. You may submit additional questions at this time using the Question and Answer feature of the WebEx system. Caroline, do you have any questions for us?

Yes. The first one is:

Q: What fields, if we bubble on the answer document, will override the information in Pre-ID?

A: Good question. First, I want to point out that the fields that will override Pre-ID data if bubbled at the time of testing are noted in a column dedicated to this topic in the Pre-ID Data File Layout. These fields are: Student ID Number, and that's the local use only number, Statewide Student Identifier (SSID) as we talked about earlier in the presentation, Program Participation English Learner Services, Student Receives Special Education Services at a NPS, NPS (CDS) Code, County/District of Residence, and the Local Use field.

Q: If our school coordinators are on vacation by the time we receive the initial test materials shipment, what do we do?

A: It is the responsibility of the district coordinator to do the entire inventory if the school or site coordinator is not available.

Thank you very much. That ends our presentation today.