



September 10, 2009

ECLAS-2 Fall 2009 Administration

The ECLAS-2 fall assessment window begins September 9, 2009 and extends through October 30, 2009. ECLAS-2 is administered in grades 1–3 in the fall. Kindergarten students may take the assessment in fall (with grades 1–3) or during a Kindergarten-only administration in winter (January 4–February 12).

This memo provides information on the following topics:

- I. DELIVERY OF ECLAS-2 KIT MATERIALS
- II. NEW PROCESS FOR OBTAINING ADDITIONAL ECLAS-2 MATERIALS
- III. ADMINISTRATION
- IV. DATA COLLECTION AND REPORTING IN ARIS
- V. PROFESSIONAL DEVELOPMENT OPPORTUNITIES

I. DELIVERY OF ECLAS-2 KIT MATERIALS

Last spring schools were advised to order ECLAS-2 materials using the Periodic Assessment Selection Tool. All materials ordered at that time will be shipped to schools by September 14. If you have not received your order, please contact the Periodic Assessment Team. Please note that orders that were inconsistent with the number of students enrolled in a school were adjusted to better reflect enrollments.

Due to budget constraints and low inventory levels, we must closely monitor ECLAS-2 inventory to ensure that all participating schools have enough materials to successfully administer ECLAS-2 in SY09-10. We want to take this opportunity to clarify the appropriate use of ECLAS-2 materials.

Non-consumable materials:

- **Folders and Checklist:** Students **do not** need new folders and checklists every year as these materials are intended to follow students through the grades. New folders and checklist should only be required for new students who have not been previously assessed with ECLAS-2. (*Please note: Schools participating in ECLAS-2 should include these materials with the transfer of student records*). Folders are available in packages of 30. Checklists are available in packages of 15.
- **Readers:** Readers should be reused from year to year. Schools should only order new readers to replace books that have become worn out over time. A package of readers contains all trade books used during the ECLAS-2 Reading and Oral Expression Strand. It may be possible to replace worn out trade books from multiple kits with one package of readers.
- **Kits:** ECLAS-2 kits are available for **NEW** classrooms only. Whenever possible, schools should use existing materials and replacement readers to refresh existing kits.

Consumable materials:

The only materials that need to be reordered and replaced every year are listed under “Blackline Masters” in the *Teacher’s Guide*, these include spelling, vocabulary, and writing sheets, the Spelling Class Record Sheet, the Decoding Class Record Sheet, and the Class Record Sheet. (*Please note: Blackline Masters can be photocopied as needed.*)

Schools that selected ECLAS-2 as their Periodic Assessment choice for grades K–2 will receive all consummable print materials and answer documents by September 25. The quantities of these materials will be based on enrollment files. If your school is not administering the Kindergarten assessment in the fall, we ask that you store the Kindergarten materials in a secure location to be used during the winter Kindergarten administration.



II. NEW PROCESS FOR OBTAINING ADDITIONAL ECLAS-2 MATERIALS

Because budget constraints and low inventory levels require us to monitor inventory more closely this year, schools will no longer be able to obtain materials directly from AIDs (Assessment Implementation Director) without prior approval from the Periodic Assessment team. Schools that require additional ECLAS-2 materials are asked to send a request to Periodicassessment@schools.nyc.gov stating the quantity and type of materials required (checklists, folders, readers, kits). The Periodic Assessment team will review the request and send you instructions to obtain the materials from your AID or the Scan Center.

III. ADMINISTRATION

Students to be Assessed

All students, including English Language Learners and Special Education students (if consistent with their IEPs), are to be assessed. In addition, students newly admitted to the New York City public schools should be administered the complete Kit at the beginning of the school year.

Administration Guidelines

Please keep the following administration practices in mind when administering group and individual activities:

Individual Activities	Group Activities
<p><i>A student may master levels above or below his/her grade-level benchmark in any individual activity (because students are assessed until they can no longer comfortably handle the material, they do not have stop or start at assigned grade levels).</i></p>	<p><i>Group Activities are grade and time of year specific. Generally, the only level administered is the one specific to the grade and time of year. For example, in fall, first grade students would be assessed on Grade 1 Mid-Year group activities (Level 3), and in spring, first grade students would only be assessed on the Level 4 group activities. However, a teacher may choose to give off-level group assessments if she or he feels it would be appropriate for the class or group.</i></p>
<ul style="list-style-type: none"> Rhyme Recognition Rhyme Generation Syllable Clapping Initial Consonants Blending Segmenting Alphabet Recognition Spelling Decoding Sight Words Concepts of Print Emergent Reading Reading Accuracy Reading Comprehension Oral Expression Reading Rate Reading Expression 	<ul style="list-style-type: none"> Alphabet Writing Vocabulary Listening Comprehension Writing Expression Writing Development



Listening and Writing Strands

The Listening and Writing Strand is optional for all grades, but we strongly encourage teachers to administer this portion of the assessment. This strand is valuable in preparing students for the Grades 2 and 3 Early Performance Assessment in Language Arts (E-PAL) and the State English Language Arts (ELA) assessments.

Selecting Students for Intervention Services 2009–2010

Teachers should administer the activities listed below in September, targeting specific literacy skills in order to identify students for intervention programs. These activities should take less than 15 minutes to administer.

Please note: If a school elects to postpone the Kindergarten administration until the winter, we recommend that Kindergarten teachers administer just the initial screenings recommended below as early as possible in the school year.

Grade	Strand	Sub-skill	Criteria for Intervention
Kindergarten	Phonemic Awareness	Initial Consonants	Fewer than 4 (of 8) initial consonants
	Phonics	Alphabet Recognition	Fewer than 2 upper and 2 lower case letters identified
First Grade	Phonemic Awareness	Segmenting	Fewer than 5 (of 6) words segmented correctly
	Phonics	Alphabet Recognition	Fewer than 24 letters identified (upper and lower case)
	Phonics	Decoding	Fewer than 5 real words decoded
Second Grade	Phonics	Decoding	Fewer than 30 real words decoded correctly
	Reading and Oral Expression	Reading Accuracy and Comprehension	Less than Level 3 in Reading Accuracy and Comprehension
Third Grade	Phonics	Decoding	Fewer than 60 real words decoded correctly
	Reading and Oral Expression	Reading Accuracy and Comprehension	Less than Level 5 in Reading Accuracy and Comprehension

Please note: Every Kindergarten student will be assessed with the complete Kit during the fall or winter administration. We strongly encourage, but do not require, schools to assess Kindergarten students again in spring in order to have multiple data points that can be used to measure student progress and effectiveness of curriculum and instruction.

IV. DATA COLLECTION AND REPORTING IN ARIS

ECLAS-2 data is available in ARIS for educators to use in focusing their instruction, evaluating the effectiveness of curriculum, and planning professional development. Parents can access this data in ARIS Parent Link to track their child’s literacy development.

By September 25, schools will receive pre-slugged data collection documents for each student in Grades K–3. Blank documents are included for students who have not received pre-slugged sheets. If your school needs additional blank documents, please contact your AID at your Integrated Service Center. Schools will also receive



grade header sheets, poly bags, return envelopes, and detailed instructions for the return of data collection documents.

Please Note: Reading First Schools and mCLASS schools that administer ECLAS-2 on the Palm should return data collection documents with a note saying, "Blank Documents— Administered on the Palm."

DIRECTIONS FOR COMPLETING THE ECLAS-2 DATA COLLECTION FORMS

Student Information Side

- Where appropriate, the information boxes in the lower left side must be filled in (e.g. SPECIAL EDUCATION, ELL, etc.). It is not necessary to bubble in the Term.
- **Fill in the grade level for each student on every document including those that are pre-slugged.**

Literacy Progress Side

- For students who were assessed with the complete ECLAS-2 Kit, use the information from the inside front cover of the Literacy Development Checklist, or from the Class Record Sheet, to bubble in the **level the child attempted or mastered during the current administration** for the corresponding activity and level. **Fill in one bubble per activity.**

Please note: If a student mastered an activity during the current administration and attempted a higher level unsuccessfully, you may also bubble in the corresponding "A". This is not required, but doing so will enable more detailed reporting of results.

- Fill in bubble "A" (Attempted) for activities in which the student was assessed but did not achieve mastery.
- Fill in bubble "M" (Mastered) for activities that were administered and mastered.
- Fill in bubble "H" (Highest level previously mastered) for students who have mastered the activity at the highest level possible during a previous administration. This year, "H" bubbles have been added for all activities.

General Guidelines:

- Mark A or M for all activities administered. To aid reporting, please put H's in every activity of every strand where you know the student has already mastered the highest level possible.
- It is not necessary to fill in the Phonemic Awareness section after First Grade unless these activities were assessed during the current administration.
- If an individual activity from a particular strand is administered, please administer and report *all* individual activities in that strand suitable to the child's grade level (or mark 'H' if they already mastered all activities in a previous administration). This will enable accurate reporting of student achievement at the strand level.
- If the student did not master a group activity, the box on the inside front cover of the LDC may be blank. In this case, if the child was assessed, fill in "A" on the answer document.
- Optional activities (i.e. listening and writing) should be left blank if not administered.

Sample administration situations:

- If a student was not assessed in a particular activity because he/she had mastered its highest level in an earlier administration, bubble in "H".
- If a student did not take the activity, do not fill in any bubbles and leave the activity blank.
- If a student attempted one or more levels and mastered none, then bubble in "A" only for the lowest level attempted.
- If a student mastered one or more levels, bubble in "M" for the highest level mastered.
- If a student mastered one or more levels and then attempted but did not master a higher level, bubble in one 'M' for the highest mastered, and one 'A' for the attempted above it.



Partially Assessed

- For Grades 2 and 3 students who were assessed with only the required components of the ECLAS-2 Kit, bubble in the appropriate grade in the Partially Assessed with ECLAS-2 Kit box on the Literacy Progress side of the data collection document. Please follow the guidance above to record all components that were administered.

Return of data collection documents

- Remove all paper clips or sticky notes from the forms.
- Header sheets must be included for each **grade**, not for each class.
- Send documents to your Integrated Service Center packed in poly bags, by grade, with the header sheet. The data collection documents of students who were not tested must be returned with a note indicating why the students were not assessed. (e.g. *Blank Documents— Administered on the Palm*).
- The pre-slugged forms of discharged students should be packed separately in a poly bag with a note that they are discharged students' documents. Make sure the students have been discharged and have not transferred to another New York City public school. If a student was assessed and an answer document was completed before the student transferred schools, include the pre-slugged form for that student with those of the class.

V. PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The DOE has developed a NEW ECLAS-2 administration workshop. This 3-hour hands-on professional development session for teachers of grades K-3 will focus on reinforcing best practices in administering the ECLAS-2 in an effort to increase consistency of administration across classes and schools. We will also discuss ECLAS-2 reporting in ARIS and best practices for data collection to support the instructional use of student results. Training will take place on Wednesday, September 23 and Friday, September 25. To register, please visit <http://schoolsny.webex.com>