



THE NEW YORK CITY DEPARTMENT OF EDUCATION
OFFICE OF ACCOUNTABILITY

52 Chambers Street – New York, NY 10007

TO: Early Childhood Educators
FROM: The Periodic Assessment Team
DATE: October 19, 2007
RE: ECLAS-2 Data Collection

ECLAS-2 Data Collection- Fall 2007 Administration

Schools are currently in the process of completing the fall administration of New York City's Early Childhood Literacy Assessment System (ECLAS-2). The New York City Department of Education collects data twice a year on the literacy progress of students in Grades K-3, based on ECLAS-2 results. Schools can use the data to focus their instruction and professional development.

At the end of October, schools will receive pre-slugged data collection documents for every student in Grades 1-3. Blank documents will be included for students who do not receive pre-slugged sheets. If your school needs additional blank documents, please contact your Assessment Implementation Director 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.

Kindergarten students are to be assessed with the complete ECLAS-2 Kit during January and February 2008. The data collection documents for Kindergarten will be delivered to schools during the assessment period and will be collected in March 2008.

All students must have a data collection document. For those students who did not participate in the ECLAS-2 assessment due to special conditions, bubble in the appropriate reason on the biographical information side of the data collection document.

Note: Reading First Schools and mCLASS Pilot Program Schools administering ECLAS-2, DIBELS, or Reading 3D on the palm should return data collection documents with a note indicating that the assessed on the palm (e.g. Blank Documents- Administered on the Palm)

Schools administering TCRWP Assessments in lieu of ECLAS-2 paper/pencil should return the data collection documents in a poly bag with a note indicating why the documents are blank (e.g. Not Assessed-TCRWP).

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. Bubble in Mastered or Attempted for all components that were administered. There is an additional bubble choice to clarify why this data may have been excluded from the on-line reports. Please fill in the "H" bubble next to an individual activity for any child who mastered the activity during a previous administration.

The bubbling is a quick process and will not require looking beyond the inside front cover of the Literacy Development Checklist (LDC) or the Class Record Sheet. Staff will transfer this information onto the Literacy Progress side of the data collection document by bubbling in Mastered or Attempted on the corresponding activity/level.

Attached you will find detailed directions for staff on completing the forms as well as a completed sample. The sample is based on a Grade 2, Level 5 student.



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Time Line:

Data collection documents delivered to schools **Week of October 22nd**

ECLAS-2 administration **September 4th - October 31st**

**Data collection documents returned to
Integrated Service Centers** **November 5th**

If you have any questions, please contact your Assessment Implementation Director (AID) at your Integrated Service Center.



STAFF DIRECTIONS FOR COMPLETING THE ECLAS-2 DATA COLLECTION FORMS

The inside front cover of the Literacy Development Checklist (LDC) contains a box for each activity and level. The highest level of mastery in each activity is recorded in the appropriate box each time the student is assessed. The Class Record Sheet contains information from the current assessment only. On the data collection sheet, bubble in the highest level mastered during the current administration for the corresponding activity and level. DO NOT bubble in lower levels previously mastered. Bubble in “A” (Attempted) for activities that were administered, but which the student did not master. **In each row, no more than one (1) bubble should be filled in.**

For students who **previously mastered the highest level** of selected individual activities, fill in the bubble (H). For example, if a student mastered Level 6 in Decoding (the highest level) during a previous administration, fill in the H bubble next to that activity. This has been added so that the student’s prior mastery is noted and the activity does not appear with no data in the on-line reports.

Remember that in the individually administered activities, students are assessed until they can no longer comfortably handle the material. Thus, a Grade 1 student may have mastered levels above or below his/her grade-level benchmark in any individual activity. The group activities are grade and time of year specific (e.g., at the end of grade 1, a child is assessed with the Level 4 group activities). Therefore, the only level that should be filled in for that student’s group activities would be Level 4.

Student Information Side

- Where appropriate, the information boxes in the lower left side must be filled in (SPECIAL EDUCATION, ELL, etc.). You do not have to bubble in the Term.
- **The grade must be bubbled in, even if the student has a pre-slugged for.**

Literacy Progress Side

- For students in Grades 2 and 3 who were only assessed with the required activities, bubble in the appropriate grade in the *Partially Assessed with ECLAS-2 Kit* box. Bubble in Mastered or Attempted for all activities that were administered.
- 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, and bubble in the highest level mastered for the corresponding activity and level on the data collection sheet. Fill in “A” (Attempted) for activities in which the student was assessed but did not achieve mastery.
- The bubble labeled H (Highest Level Mastered Previously) for selected activities should be filled in for those students who mastered the activity during a previous administration.
- **Only one (1) bubble should be filled out in each row.**
- For schools that chose not to administer the optional portions of the assessment, bubble in the information for all activities that were administered.

Individual Activities

- Mastery can be above or below the child’s current grade level, since students are assessed until they can no longer comfortably handle the material.
- Bubble in only the highest level mastered, (e.g., if a student mastered Levels 3,4, and 5 of the Reading Accuracy Activity, only bubble in Level 5 under Reading Accuracy).



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Group Activities

- Group Activities are grade and time of year specific. The only level possibly mastered is the one specific to the grade and time of year. For example, in the fall, 1st grade students would only be assessed on Grade 1 Mid-Year group activities (Level 3), and in the spring, 1st grade students would only be assessed on the Level 4 group activities.
- If the student did not master the 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” (Attempted) on the data collection sheet.

Return of data collection documents

- Remove all paper clips or post-its 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. Not Assessed-Wireless School)
- 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 the document is bubbled, and then they transferred, include the pre-slugged form for that student with those of the class.



Sample ECLAS-2 Data

The Literacy Development Checklist (LDC) sample includes two documents. One is a copy of the Record of Child’s Progress indicating dates of mastery, and includes data from previous administrations as they are part of the student’s LDC. The second is a bubble sheet that transcribes the data into the scannable sheet. Include only data from the Fall 2007 administration on the data collection forms, except for the “H” bubble which designates “Highest Level Mastered Previously” in selected individually administered activities.

The sample is of a grade 2 student in Fall 2007. The information below offers an explanation of the Record of Child’s Progress form the inside front cover of the Literacy Development Checklist. The highlighted information has been bubbled on the data collection document. Please remember that there should be no more than one (1) bubble filled in each row.

Phonemic Awareness

All subtests in this category were mastered in the Jan. 06 during Kindergarten; therefore, no bubbles are filled in for Fall 07.

Phonics

Alphabet Recognition	Both Levels 1 and 2 were mastered in Feb. 06
Alphabet Writing	Mastered Level 1 Feb. 06 Mastered Level 2 Oct. 06
Spelling	Mastered Level 1 Jan. 06 Level 2, not administered as spring is optional for K Mastered Level 3 Oct. 06 Mastered Level 4 May 07 Attempted Level 5 Sept. 07
Decoding	Mastered Level 3 Feb. 06 Mastered Level 4 Oct. 06 Mastered Level 6 May 07 Highest Level Mastered Previously (The “H” was filled in because the highest level (6) was mastered during the previous administration in May 07.)

Reading and Oral Expression

In this category, the highest levels **mastered were in Sept, 07**, with the exception of Concepts of Print an Emergent Reading which were mastered in Feb. 06.

Listening and Writing

All subtests in this category were **mastered in Oct. 07**.



New York City ECLAS-2

Record of Child's Progress

In the appropriate space below, enter the date each activity was mastered.

Child's Name: Apple Smith

I.D. Number: 000000011

(You may use an ATS label.)

Phonemic Awareness

	Level 1	Level 2
Rhyme Recognition	1/15/06	
Rhyme Generation	1/15/06	
Syllable Clapping	1/15/06	
Initial Consonants	1/15/06	
Final Consonants		1/20/06
Blending		1/20/06
Segmenting		1/20/06

Activity Benchmarks

Kindergarten	Level 1—Midyear Kindergarten Level 2—End of Kindergarten
Grade 1	Level 3—Midyear Grade 1 Level 4—End of Grade 1
Grade 2	Level 5—Midyear Grade 2 Level 6—End of Grade 2
Grade 3	Level 7—Midyear Grade 3 Level 8—End of Grade 3

Phonics

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Alphabet Recognition	2/10/06	2/10/06						
Alphabet Writing	2/10/06	10/12/06						
Spelling	1/20/06		10/12/06	5/11/07	9/12/07			
Decoding			2/12/06	10/16/06		5/18/07		

Reading and

Oral Expression

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Vocabulary			10/12/06	5/12/07	9/15/07			
Sight Words			10/12/06		5/18/07		9/12/07	
Concepts of Print	2/10/06							
Emergent Reading		2/10/06						
Reading Accuracy			10/16/06	5/12/07	9/15/07	9/18/07		
Reading Comprehension			10/16/06	5/12/07	9/15/07	9/18/07		
Oral Expression	2/10/06	2/10/06	10/16/06	5/12/07	9/15/07	9/18/07		
Reading Rate				5/12/07	9/15/07	9/18/07		
Reading Expression				5/12/07	9/15/07	9/18/07		

Listening and Writing

	Pete's Chicken	Squirrel, Eagle, Egg	Danger Dog	Magpie Robbery	Puffin Patrol	Dodger's Den Mother	Some Jungles	Rainforest Surprise
	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Listening Comprehension	2/10/06		10/18/06	5/18/07	10/4/07			
Writing Expression				5/18/07	10/4/07			
Writing Development	2/10/06		10/18/06	5/18/07	10/4/07			

Child's Teacher:

Ms. Johns Grade K Year 2005-2006
Mr. Anderson Grade 1 Year 2006-2007
Mrs. Simons Grade 2 Year 2007-2008
 _____ Grade _____ Year _____

Record of Child's Progress



LITERACY PROGRESS GRADES K - 3

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Darken the circle completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

CORRECT: ● INCORRECT: ⊗ ⊘ ⊙

E-PAL GRADE 2 - Spring Only

Listening/Writing	0	1	2	3
Reading/Writing	0	1	2	3
Writing Mechanics	0	1	2	3

KEY

(H) Highest Level Mastered Previously (A) Attempted (M) Mastered

E-PAL GRADE 3 - Spring Only

Listening/Writing	0	1	2	3
Reading/Writing	0	1	2	3
Writing Mechanics	0	1	2	3

Partially Assessed with ECLAS - 2 Kit

- Grade 2 - Mastered at least Level 3 Reading Comp. & Accuracy
- Grade 3 - Mastered at least Level 5 Reading Comp. & Accuracy

PHONEMIC AWARENESS	Highest Level Mastered	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6		Level 7		Level 8	
		(A)	(M)														
Rhyme Recognition		(A)	(M)														
Rhyme Generation		(A)	(M)														
Syllable Clapping		(A)	(M)														
Initial Consonants		(A)	(M)														
Final Consonants				(A)	(M)												
Blending				(A)	(M)												
Segmenting				(A)	(M)												
PHONICS																	
Alphabet Recognition		(A)	(M)	(A)	(M)												
Alphabet Writing		(A)	(M)														
Spelling		(A)	(M)														
Decoding	●			(A)	(M)												
READING AND ORAL EXPRESSION																	
Vocabulary						(A)	(M)										
Sight Words	(H)			(A)	(M)												
Concepts of Print		(A)	(M)														
Emergent Reading				(A)	(M)												
Reading Accuracy	(H)					(A)	(M)										
Reading Comprehension	(H)					(A)	(M)										
Oral Expression		(A)	(M)														
Reading Rate	(H)							(A)	(M)								
Reading Expression								(A)	(M)								
LISTENING AND WRITING																	
Listening Comprehension		(A)	(M)														
Writing Expression								(A)	(M)								
Writing Development		(A)	(M)														