

MontCAS

(Montana Comprehensive Assessment System)

English Language
Proficiency Assessment

**General
Instructions**

TEST ADMINISTRATOR MANUAL

2010-2011

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Introduction

The MontCAS English Language Proficiency (ELP) Assessment is designed to assess the proficiency level of Limited English Proficient (LEP) students in the five areas of listening, speaking, reading, writing, and comprehension. The primary purpose of this assessment is to provide Montana educators with proficiency scores for use in their schools, systems, and state, as mandated by the No Child Left Behind Act of 2001.

Uniform test administration is essential to ensure high-quality, reliable test data. To ensure this uniformity, the Test Administrator Manual outlines the responsibilities and procedures for the test. These step-by-step instructions are designed to protect the integrity and security of the test and, thus, make it fair for all students.

The Test Administrator Manual provides procedural information for test administration. It includes both general and specific instructions, as well as scripting for questions to be read aloud to students. Before administering the test, Test Administrators should read this manual thoroughly. It is preferred that the test be administered by qualified teachers of LEP students whenever possible. Test Administrators who have questions about the test or test materials should contact their System Test Coordinator.

The Test Administrator Manual is a secure document. It contains test questions and scoring information. It should not be duplicated or reproduced, with the exception of the General Instructions section, which may be reproduced.

Students to Be Tested

All students who have been identified as Limited English Proficient (LEP) will take the MontCAS ELP.

Montana observes the federal definition of limited English proficiency. Both language impact and academic achievement must be considered when identifying LEP students. A student must be identified as one of the following:

1. an individual who was not born in the U.S. or whose native language is a language other than English;
2. an individual who comes from an environment where a language other than English is dominant;
3. an individual who is American Indian or Alaskan Native and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency.

The student must also have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such an individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Test Administrators are instructed to contact their System Test Coordinator with any questions they might have about which students should be tested.

Structure and Format of the MontCAS ELP

The MontCAS ELP is divided into four subtests: Reading, Writing, Listening, and Speaking. Each student will be tested in all four areas.

Grade Span	Form
K	A
1-2	B
3-5	C
6-8	D
9-12	E

The assessment is designed to be administered by grade span. Students should take the grade-span test that applies to their grade in school. If there are any questions about this, Test Administrators should contact their System Test Coordinator.

There are two levels of test booklets of varying difficulty for each grade span except Kindergarten. The Beginner Level (Level 1) is only to be used by LEP students with beginning or novice skills in English. So, Level 1 would be appropriate for students in their first year in a U.S. school (LEP1) and other LEP students who are not reading simple stories and writing simple sentences. First-grade students who are not reading simple stories should take the Level 1 test.

Note: Any LEP1 students who have more than basic English language skills should take the Intermediate Level (Level 2) test.

No students taking a Level 1 form may be tested together with students taking a Level 2 form on any of the three group-administered subtests (Reading, Writing, and Listening).

All tests should be administered in their entirety and students given the opportunity to answer all questions.

The Test Administrator Manual contains these general instructions for the Test Administrator, directions and questions to be read aloud to students, and scoring guides where appropriate.

Required Test Materials

Grade Span	Test Level	Materials Per Student	Materials Per Test Administrator
K	N/A	A Test Booklet A Answer Document	A Test Administrator Manual A Listening CD
1-2	Level 1	B1 Test Booklet	B Test Administrator Manual B Prompt Book B1 Listening CD 1 extra B1 Test Booklet for demo
	Level 2	B2 Test Booklet	B Test Administrator Manual B Prompt Book B2 Listening CD 1 extra B2 Test Booklet for demo stopwatch

Grade Span	Test Level	Materials Per Student	Materials Per Test Administrator
3-5	Level 1	C1 Test Booklet C1 Answer Document	C Test Administrator Manual C1 Listening CD 1 extra C1 Test Booklet for demo 1 extra C1 Answer Document for demo stopwatch
	Level 2	C2 Test Booklet C2 Answer Document	C Test Administrator Manual C2 Listening CD 1 extra C2 Test Booklet for demo 1 extra C2 Answer Document for demo stopwatch
6-8	Level 1	D1 Test Booklet D1 Answer Document	D Test Administrator Manual D1 Listening CD 1 extra D1 Test Booklet for demo 1 extra D1 Answer Document for demo stopwatch
	Level 2	D2 Test Booklet D2 Answer Document	D Test Administrator Manual D2 Listening CD 1 extra D2 Test Booklet for demo 1 extra D2 Answer Document for demo stopwatch
9-12	Level 1	E1 Test Booklet E1 Answer Document	E Test Administrator Manual E1 Listening CD 1 extra E1 Test Booklet for demo 1 extra E1 Answer Document for demo stopwatch
	Level 2	E2 Test Booklet E2 Answer Document	E Test Administrator Manual E2 Listening CD 1 extra E2 Test Booklet for demo 1 extra E2 Answer Document for demo stopwatch

In addition, both Test Administrator and students will need No. 2 pencils with erasers.

Test Security

These test materials are secure and should be handled by qualified personnel only. No part of any test booklet or Test Administrator Manual (except where expressly stated) may be reproduced or transmitted in any fashion. At the conclusion of the test administration, all test materials (both used and unused) must be accounted for and returned to the System Test Coordinator, who will return all materials to Questar Assessment, Inc., the testing contractor for the MontCAS ELP.

Preparing for the Test

To prepare for testing, Test Administrators should

- read this manual completely.
- ensure that they have adequate materials for all students who will be tested.
- notify students in advance of testing.
- print each student's first and last name in Box #1 on the answer document.
- secure a CD player (or a computer with CD-ROM drive, sound card and speakers) for administering the Listening test, and check the CD and the sound quality.
- secure a stopwatch for the Oral Reading test (administered during the Speaking test session).

Print Full Student Name on Answer Document

It is the responsibility of the Test Administrator to print the full first and last name of each student on his or her answer document. School Test Coordinators are responsible for matching up and affixing the appropriate student barcode label to each student's answer document after the testing materials are returned to them by Test Administrators. If there is no barcode label for a particular student, the School Test Coordinator will print and bubble all information in Boxes #1 through #6 for the student.

Scheduling the Test

Use the following as approximate times for scheduling purposes. These times do not include the time needed to hand out and collect test materials since that will vary with the size of the group.

Section	Group or Individual Administration	Estimated Time
Kindergarten		
A Listening	Individual	25 min.
A Speaking	Individual	15 min.
A Reading	Individual	20 min.
A Writing	Individual	5 min.
Grades 1 – 2		
B1 Reading	Group	20 min.
B1 Writing	Group	20 min.
B1 Listening	Group	25 min.
B1 Speaking	Individual	15 min.
B2 Reading	Group	25 min.
B2 Writing	Group	25 min.
B2 Listening	Group	30 min.
B2 Speaking	Individual	20 min.

Grades 3 – 5		
C1 Reading	Group	25 min.
C1 Writing	Group	25 min.
C1 Listening	Group	30 min.
C1 Speaking	Individual	20 min.
C2 Reading	Group	30 min.
C2 Writing	Group	30 min.
C2 Listening	Group	40 min.
C2 Speaking	Individual	20 min.
Grades 6 – 8		
D1 Reading	Group	25 min.
D1 Writing	Group	25 min.
D1 Listening	Group	30 min.
D1 Speaking	Individual	20 min.
D2 Reading	Group	35 min.
D2 Writing	Group	45 min.
D2 Listening	Group	40 min.
D2 Speaking	Individual	20 min.
Grades 9 – 12		
E1 Reading	Group	30 min.
E1 Writing	Group	25 min.
E1 Listening	Group	30 min.
E1 Speaking	Individual	20 min.
E2 Reading	Group	35 min.
E2 Writing	Group	45 min.
E2 Listening	Group	40 min.
E2 Speaking	Individual	20 min.

Setting for the Test

The test setting for the group-administered sections is a quiet classroom. The students should have in front of them only their test booklet, answer document, and a No. 2 pencil.

The test setting for the individually-administered Speaking test is a quiet one-to-one environment. The testing should take place where other students cannot hear or see the Test Administrator's directions or the student's response, or see the testing materials.

The Test Administrator should place a "Testing: Do Not Disturb" sign on the door of the testing site.

General Instructions for Test Administration

Specific step-by-step instructions and script are provided for the administration of each part of the test. See the Table of Contents.

Students taking a Level 1 form must be tested separately from students taking a Level 2 form. The Speaking test is individually administered. The Listening, Reading, and Writing tests are group administered (except to Kindergarten).

The information to be read aloud to students is printed in **boldface** in the Test Administrator Manuals. It is imperative that there be no variations on the scripted materials. All directions and scripting should be given in English.

In Kindergarten, the Test Administrator marks all responses or scores on the student's scannable answer document. (All Kindergarten tests are individually administered.)

In Grades 1-2, students mark or write all their responses in their scannable test booklets.

In Grades 3-12, students mark or write all their responses in their scannable answer documents.

For the Speaking test, which is individually administered to all grades, the Test Administrator is responsible for scoring each response and marking the score in the student's scannable answer document (or scannable test booklet, for grades 1-2). Test Administrators will mark *BL* (blank) for no response, or 0, 1, 2, 3, or 4. Test Administrators listen to the student's response, score the response based on the scoring guide, and mark the score in the answer document. Test Administrators will find a scoring guide for each question below the question script in the Test Administrator Manuals. Because this is an English language proficiency assessment, students must respond in English in order for responses to be considered correct.

The Oral Reading test (where applicable), administered at the end of the Speaking test, is marked by the Test Administrator during test administration. Note that Test Administrators must write AND bubble in the number of Words read and number of Errors on the answer document. The Words should be the total number of words attempted, NOT the words minus errors. Also, instructions are provided in that section of the Test Administrator Manual.

Using the Scoring Guides

Each scoring guide includes the correct answer or, where answers may vary, examples of appropriate responses and the appropriate score. It also provides examples of answers that should receive partial credit. These examples are intended to be guides, not a comprehensive list of appropriate responses. It is possible that a student will give an answer that is not included in the guides. The Test Administrator should use his or her best judgment to score the answer, based on the information provided in the scoring guide.

General information for scoring student responses:

- If a student does not respond, mark *BL* for blank or no response.
- Some examples of responses earning no credit (i.e., a score of “0”) are as follows:
 - Student answers in a language other than English.
 - Student’s response is poorly articulated and cannot be understood.
 - Student gives a nonverbal response, such as nodding or pointing.

Prior to testing, the Test Administrator should review each question’s scoring guide to gain familiarity with the responses that are required for each question.

Prompting or Repeating Test Information

Prompting is the provision of additional information to students during administration of the assessment. Prompting includes:

- elaborating on questions,
- clarifying information provided in reading selections or any test question,
- pointing out specific information in the questions or graphics,
- providing cues that might normally be part of an instructional strategy, and/or suggesting strategies that a student may use to arrive at a correct response.

In general, prompting is **not** allowed in this test because it may give an unfair advantage to some students. However, in specific situations where partial or unclear responses are given, the following general prompts are appropriate:

- To clarify the student’s response, the Test Administrator may say,
 - *I don’t understand what you said.*
 - *Can you tell me more?*
- If the student answers in another language, the Test Administrator may say,
 - *Can you say that in English?*
- The Test Administrator may repeat directions, if necessary, but must do so before the child begins a response.
- If there is a distraction or interruption, the selection or question may be repeated.
- If a student asks for a question to be repeated, the Test Administrator may repeat the question only once.
- If the student still does not understand what is being asked, the Test Administrator should score that question as though the student gave no response (*BL*).
- The Test Administrator must not modify directions in any way. To do so would provide an unfair advantage to one student or a group of students over others.
- The Test Administrator should allow approximately 15 seconds of wait time for a student to begin a response to a question. This gives the student time to gather his or her thoughts and to think carefully before responding in English. If a student has not responded after 15 seconds, the Test Administrator should move on to the next item or task and score the item as “no response” (*BL*).

Testing Absentees

Test Administrators should make an effort to see that all LEP students in the school are administered all sections of the MontCAS ELP. If a student is absent for a particular testing session, the Test Administrator should schedule a make-up test for that student, as long as the make-up occurs within the testing window.

Guidelines for Standard and Nonstandard Test Accommodations

Since the MontCAS ELP is not an academic content area assessment, as is the MontCAS CRT, some of the accommodations available to students for the CRT are not appropriate for the MontCAS ELP. The accommodations not available are crossed out on the list below and are coded NA on the answer document.

The fact that the MontCAS ELP is an untimed test and that there is considerable graphic support should help with increased comprehension for LEP students, including LEP students with special needs. However, in some cases it may be necessary to provide specific accommodations. Follow the state guidelines below.

Standard accommodations are changes in the routine conditions under which students take a test that do not alter what is measured by the test. Standard accommodations for the MontCAS ELP:

- are available to students with IEP or 504, ~~or LEP~~ plans.
- are available to all students if the accommodation(s) has been part of the student's classroom routine three months prior to testing.
- are determined on an individual basis, student by student, rather than for groups of students.
- can involve changes in timing and scheduling, setting, how the test is presented, how the student responds to the test questions, and how the student's answers are recorded.

Use the accommodation codes on the following pages to clarify accommodations and to code Box #7 on the answer document. Coding #28 (standard accommodation) or #31 (nonstandard accommodation) for "Other" requires advance verification from OPI. For verification or questions, contact your Test Coordinator.

Only mark an accommodation bubble on the answer document IF the accommodation was made for a student with special needs. Do not, for example, mark bubble #4 (individual administration) if a test was individually administered due to the fact that there was only one LEP student in the school taking this particular form, or due to the requirements of the test design (for example, all students are administered the Speaking test individually).

***Note:** Not all accommodations are available for the MontCAS ELP assessment. Those not available or not relevant are crossed out in this manual and the corresponding bubbles are marked NA on the answer document.*

Standard CRT Accommodations**MARK ALL THAT APPLY:****Scheduling Accommodations****Tests were administered**

1. at a time of day or a day of the week based on student needs.
2. in appropriate blocks of time for individual student needs, followed by rest breaks.
3. NA

Setting Accommodations**Tests were administered**

4. individually (one-on-one).
5. in a small group.
6. in a carrel or other physical arrangement that reduces visual distractions.
7. in an alternative setting.
8. by other school personnel known to the student (e.g., LEP, Title I, Special Education).
9. at the student's home, by school personnel.
10. with the student seated in the front of the classroom.
11. NA

Equipment Accommodations**Tests were administered**

12. with the student using magnifying equipment.
13. with the student (not groups of students) wearing noise buffers.
14. using a template.
15. with the student using amplification equipment (e.g., a hearing aid or auditory trainer).
16. with the student using a typewriter or word processor (without activating spellchecker).
17. using voice-actuated technology.
- ~~18. using a bilingual dictionary.~~

Recording Accommodations

19. The student's answers were dictated to the test administrator and recorded in the student response booklet by the test administrator.
20. The student marked or wrote answers with the assistance of a technology device or special equipment. The student's answers were transferred by the test administrator to the student response booklet.
21. Other assistive technology routinely used by the student that does not change the intent or content of the test was used.

Modality Accommodations

22. Tests were read to the student by the test administrator (with the exception of reading passages).
Note: Readers must read test items/questions to the student word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to the student regarding the meaning of words, intent of test questions, or responses to test items/questions.
23. Tests, including directions, were interpreted for a student who is deaf or hearing-impaired (with the exception of interpreting the reading test).
24. An administrator gave test directions with verification (by using a highlighter) that the student understood them.
- ~~25. An administrator assisted students in understanding test directions including giving directions in native language.~~
26. Braille
27. Large Print
28. Other (with verification from OPI in advance of the testing window).

Nonstandard CRT Accommodations (For Students with an IEP)

Nonstandard accommodations are changes in the way testing is presented or in the way a student responds to test questions that may alter what the test measures. Teams should exercise caution in considering whether a student requires a nonstandard accommodation. **Nonstandard accommodations are only available for a student with IEP/504 plans.**

- Scores of students taking a nonstandard accommodation will automatically be invalidated because the nonstandard accommodation will change what the test measures. Test Administrators will code the nonstandard accommodation in Box #7 of the answer document.

The following is a partial listing, by example, of methods of administration that would be considered to be nonstandard.

MARK ALL THAT APPLY:

29. Reading aloud the reading test to a student or the student uses text-reader software. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in reading who, without the text being read, could not participate in this portion of the test.
- ~~30. Student uses a calculator, number chart, arithmetic table, or manipulatives on no-calculator sections of the mathematics test. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in math who, without the use of a calculator, would not be able to perform any math calculations or functions.~~

31. ~~Other–Reading: with verification from OPI in advance of the testing window, some other approved accommodation was used by a student.~~
32. ~~Other–Mathematics: with verification from OPI in advance of the testing window, some other approved accommodation was used by a student.~~
33. ~~Other–Science: with verification from OPI in advance of the testing window, some other approved accommodation was used by a student.~~

Post-Test Instructions

Test Administrators should check all completed answer documents:

- Has each student taken all four sections of the test? If any student has not taken a section because he or she was absent on the day of testing, schedule a make-up session within the testing window.
- Have the answer bubbles been filled in correctly (i.e., completely)?

Test Administrators should also complete a Test Administrator Identification Sheet, following the directions given on the sheet, and place this sheet in the appropriate Scoring Services Envelope along with the completed answer documents. Use the white Scoring Services Envelope for Form B test booklets. Use the tan Scoring Services Envelope for all other answer documents. If more than one Scoring Services Envelope is used, place the Test Administrator Identification Sheet in the envelope marked “1 of x.”

Note: A separate Test Administrator Identification Sheet must be filled out and a separate Scoring Services Envelope used for each grade span.

Test Administrators are responsible for returning all test materials to the Test Coordinator. These include:

- the Scoring Services Envelopes, containing completed answer documents and a Test Administrator Identification Sheet
- the used and unused student test booklets
- the unused student answer documents
- the Test Administrator Manuals
- the Listening CDs

The System Test Coordinator will ensure that all test materials are returned to Questar immediately after the testing window is closed, or after all students are tested.

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Checklist for Test Administrators

Use the following checklist as an easy guide for all test activities to be completed.

Before Testing

- Read your Test Administrator Manual. Become familiar with the procedures, script, and scoring guides.
- Check your materials. Make sure you have enough for all LEP students and that you have the correct forms for Level 1 and Level 2 students.
- Print each student's first and last name in Box #1 on the appropriate scannable answer document or test booklet.
- Gather No. 2 pencils for all students.
- For the Listening test, locate a CD player or computer with sound card and speakers. Test the CD and sound quality.
- Prepare testing sites.
- Schedule group and individual test administrations. The 2010-2011 testing window is October 18 - November 19.

Testing

- Monitor students when testing in a group. Make sure students are marking their responses on the correct page.
- Administer one-to-one Speaking and Oral Reading tests as scheduled.
- Keep testing sites quiet.

After Testing

- Make sure all students have taken all four parts of the test. Schedule make-up test sessions (within the testing window) for any student who was absent on a test day.
- Complete one Test Administrator Identification Sheet per group.* Put it, along with the answer documents, in the appropriate Scoring Services Envelope. Completely fill out the label on the front of the envelope.
- Return the Scoring Services Envelope(s) plus all used and unused test materials to the School Test Coordinator, who will affix the student barcode labels.

**A group may be defined as all LEP students in a single grade span in a single school, taking a particular form (e.g., B2), and tested by a particular Test Administrator.*

Photocopy this page and distribute to all Test Administrators.



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