OKLAHOMA STATE DEPARTMENT OF EDUCATION

EARLY LEARNING QUICK ASSESSMENT (ELQA)

Technical Support
Universal Screening for Risk of Reading Difficulties in Kindergarten

This guidance is based off information provided by the vendor and is provided to assist districts in quickly finding essential information for using this screening instrument to meet the requirements of the Reading Sufficiency Act (RSA). Specific questions about the assessment should be directed to the vendor.

September 2023

Early Learning Quick Assessment: University of Oklahoma Screening Technical Guidance

General Information

Contact Information

Website	www.elqa.ou.edu
Name	Jennifer Quillian
Phone	405.205.8841
Email	jennquillian@ou.edu
Help desk email	elqa@ou.edu
Help desk phone	844.349.5519 or 405.237.1124

Administration Information

Setting	Materials are located online. Teacher administers the assessment one-on-one with the student while at the computer.
Average Time	Total administration time is about 30 minutes. Subtests may be given in smaller sections of time over several sessions.
Administration Training	It is strongly recommended that all teachers and administrators participate in the professional development training session **ELQA: Getting Started** prior to implementation.

Grade Level Assessment Pathway

	Beginning of Year	Middle of Year	End of Year
Kindergarten	Administer Universal screening to all students. Use results to guide instruction. *Results are reported on the RSA Survey: Beginning of Year report.	Administer Universal screening to all students. Write IPRI and administer dyslexia screening to students below the grade-level target.	Administer Universal screening to all students.

Guidance for Testing Remotely

Guidance for conducting ELQA assessments remotely can be found at the end of this document.

Assessment Administration

Assessment Components

According to the vendor's submission for state approval, the subtests indicated below should be administered in kindergarten. The same test should be used in each screening window (beginning, middle, and end of year).

Rhyming: Ten items that measure the child's ability to recognize and produce rhyming words

Alliteration: Ten items that measure the child's ability to isolate and pronounce the same initial sounds in a set of spoken words (e.g., pokey puppy pounces)

Syllable Segmentation: Ten items that measure the child's ability to pronounce, segment, and delete syllables in spoken words.

Phoneme Blending and Segmenting: Ten items that measure the child's ability to blend and segment phonemes.

Phoneme Deletion and Substitution: Ten items that measure the child's ability to delete and substitute phonemes.

Uppercase Alphabet: Twenty-six items that measure the child's knowledge of the uppercase letter names.

Lowercase Alphabet: Twenty-six items that measure the child's knowledge of the lowercase letter names.

Letter Sounds: Twenty-six items that measure the child's knowledge of letter sounds.

Print Concepts: Eleven items that measure the child's knowledge of pre-reading skills (e.g., parts of a book, difference between letters and words, which direction to read).

Expressive Vocabulary: Twenty items that measure the child's oral vocabulary, including academic, content-specific, grade-level vocabulary.

Phonics: Ten items that measure the child's ability to blend letter sounds to decode simple vowel/consonant words (e.g., at, in, up) and consonant/vowel/consonant words (e.g., pat, hen, lot).

Fluency: Ten items that measure the child's ability to read their first and last name and common high frequency grade-level words by sight (e.g., was, you, she).

Comprehension: Eight items that measure the child's ability to retell major events from a read-aloud, recognize the main idea, discriminate between fiction and nonfiction, and answer basic questions (e.g., who, what, where, and when).

Administering the Assessment

The ELQA K Literacy assessment is a web-based product that is administered online and provides instant reporting and analysis. This real-time reporting of results allows teachers to see, evaluate, and respond to students' needs more quickly than can traditional paper/pencil assessments. However, paper/pencil versions of the ELQA K are available on request.

It is recommended the district identify an assessment administration window that is no longer than two weeks to ensure the most accurate data is gathered.

Special Considerations

Accommodations

Assessment administrators should ensure *all* learners are provided with the basic accommodations to which they are entitled during instruction and testing: comfortable seating/ventilation, adequate lighting, and minimized distraction. We recommend that the classroom teacher administer the ELQA to each child. Classroom teachers know the children in their classroom well and will most likely obtain accurate results.

Accommodations for Students with Disabilities

The ELQA assessments are compatible with relevant Setting, Time/Schedule, Response, and Presentation Approved Accommodations outlined in the Oklahoma State Department of Education Special Education Services Accommodations Guide (2014).

Setting
- All ELQA are administered individually to each child (S1, S2)
- The ELQA are computer-based; the child can be seated anywhere there is access to a computer device, including in an adaptive environment, a separate location, or even a remote location (S3, S4, S6)
- The computer screen may be brightened or dimmed to accommodate the student, as needed (S5)

Time/Schedule
- The ELQA assessments are administered individually to each child, thus the time at which each child is assessed is flexible (T1)
- All ELQA assessments are made up of sub-assessments, allowing for administration in several "mini-sessions" (T2)
- For most children, ELQA assessments can be completed in approximately 30 minutes. However, the ELQA are not timed assessments. Breaks can be built-in between each sub-assessment, as needed (T3)

Response
- The teacher (or other assessment administrator) records all student responses on the computer as the assessments are being given, eliminating the need for a student answer sheet (R1, R2, R4)
- The ELQA is a computer-based assessment and the teacher controls what a student sees on the screen; students answer questions by pointing or speaking (R3)

Special Considerations

Presentation
- The computer screen may be maximized to enlarge the print and pictures the child sees; volume, brightness, and the child's proximity to the screen are all adjustable (P1, P3)
- The assessment administrator reads all questions to the student (P4, P13)
- Practice items for sub-assessments allow students opportunity to understand what they will be doing before the assessment begins (P6)
- The child does not use an answer form and only one question at a time will be visible on the screen (P10, P11, P14)
- Paper & pencil versions of the ELQA assessments are available, by request (P16)

Accommodations for Students with Limited English Proficiency
- For students whose primary language is not English, assessment directions may be provided in the child's primary language by an assessment administrator who is fluent in the language.
- For students whose primary language is Spanish and who use dual language supports in the classroom, the Dual Language ELQA assessments may be appropriate. The Dual Language ELQA assessments provide translation of the assessment directions, questions, and acceptable answers on the computer screen. The assessor can indicate whether the question was asked in English or Spanish and whether the child answered in English or Spanish.

English Learners

Teachers can assess students whose native language is Spanish in both English and Spanish to help determine if there are gaps between what these students know in Spanish and what they can demonstrate in English. This information can be used to guide instruction.

To meet the requirements for the RSA, the student must be able to meet the grade- level target in English. If the student is proficient in Spanish but not English, reading plan activities will likely include those focused on English acquisition.

Data Benchmarks

Grade Level Targets

The following information is provided by the University of Oklahoma to assist in interpreting student scores. For more in-depth explanation, please refer to the Early Learning Quick Assessment (ELQA) Technical Manual provided by the publisher.

Students in kindergarten scoring below the "At-Benchmark" grade level targets listed below are considered to be at risk for not meeting future grade-level reading expectations. Students scoring at or below the 10th percentile are considered "Well Below Benchmark" and at high risk for not meeting grade-level reading expectations.

The scores listed on the following chart are the Reading Composite Scores determined by the required assessments listed above, based upon the scores of a longitudinal sample of ELQA kindergarteners followed through 3rd grade. The composite scores listed in the table reflect the grade-level target scores.

Students scoring below the At Benchmark Score are considered at-risk for not meeting grade level reading expectations and should be placed on an Individualized Program of Reading Instruction (IPRI).

Universal Screening: Grade Level Targets

		Beginning of Year	Middle of Year	End of Year
Kinder	Well Below Benchmark	<34.28	<58.85	<76.30
	Below Benchmark	<49.82	<77.53	<88.72
	At Benchmark	**≥49.82**	**≥77.53**	**≥88.72**

Remote Testing Guidance

Early Learning Quick Assessments

elqa

Guidance for Testing Remotely
August 2023

Early Learning Quick Assessments (ELQA) are a series of quick assessments that monitor progress in early literacy and numeracy skills during pre-kindergarten and kindergarten. Students' skills are assessed at intervals throughout the school year, so teachers are able to:

- Identify students at risk for not meeting early targets
- Differentiate instruction to prepare children for kindergarten and beyond

Using a high-speed internet connection and a secure web-based meeting platform, such as Zoom, ELQA may be administered remotely. The remote administration of ELQA is very similar to in-person administration, with a few additional steps added to make the process easier for students and parents or caregivers.

Arrange	Prepare	Assess
Arrange a time to reconnect with a student prior to assessments, so the student is comfortable seeing you and the teacher-student relationship is re-established. Arrange an appointment to administer the assessments. If you are assessing two students in the same family, schedule two separate appointments. Email, call, or text the parent/caregiver to schedule a time. When the appointment is scheduled, send the login information and include parent/caregiver instructions.	Ensure your virtual platform (Zoom, e.g.) is secure and your internet speed will support it. Conduct a trial run of the assessments so you are familiar with what to say and do, which assessments need additional materials, and how to manage sharing your screen. Plan for internet problems and have a backup plan, such as calling the caregiver's phone number instead of using computer audio. Use headphones or earbuds with a microphone so the student can hear you better.	Build in a few minutes to reconnect with the student. They will be excited to "see" you. Ensure the student can see the screen well and hear you. Conduct the assessments in the same way (or as close to the same way) you would if you were with the student in person.

Remote Testing Guidance

It is important to note that all of the ELQA assessments may be administered remotely if the child has access to manipulatives and the materials packet (stars/shape cutouts/etc.). These items can be delivered prior to the assessment appointment if your school or district chooses to do so. If your school is unable to provide manipulatives, etc., we recommend the following assessments:

Age/Grade Level	Recommended Assessments
Pre-kindergarten – 3 years old	Literacy: • Expressive Vocabulary • Rhyming* • Uppercase Alphabet • Lowercase Alphabet • Letter Sounds Numeracy: • Number Recognition 0-10 • Number Recognition 11-20 • Geometry *Note: For this assessment, the assessor will need to stop sharing the ELQA screen so the student can see the assessor's mouth as they say the words.
Pre-kindergarten – 4 years old	Literacy: • Expressive Vocabulary • Rhyming* • Uppercase Alphabet • Lowercase Alphabet • Letter Sounds *Note: For this assessment, the assessor will need to stop sharing the ELQA screen so the student can see the assessor's mouth as they say the words. Numeracy: • Number Recognition 0-10 • Number Recognition 11-20 • Geometry

Remote Testing Guidance

Age/Grade Level	Recommended Assessments
Kindergarten	Literacy: • Expressive Vocabulary • Rhyming* • Uppercase Alphabet • Lowercase Alphabet • Letter Sounds • Alliteration* • Syllable Segmenting* • Phoneme Blending and Segmenting* • Phoneme Deletion and Substitution* • Decoding • Fluency • Comprehension *Note: For these assessments, the assessor will need to stop sharing the ELQA screen so the student can see the assessor's mouth as they say the words. Numeracy: • Number Recognition 0-10 • Number Recognition 11-20 • Verbal Counting • Geometry

We recommend you communicate to the parent that:

- The family will need access to a computer/iPad/tablet with a camera and audio, as well as a stable, high-speed internet connection.

- Assessments are a gauge of how their student is performing on early literacy and/or numeracy skills, and results help monitor their child's progress.

- Honest answers allow teachers to determine each child's learning needs, so they should not prompt or correct the child.

- Results will help teachers know how to differentiate instruction.

- Distractions should be minimized (e.g., turn down the tv, turn off phone and computer notifications, try to keep other children from interrupting).

- They do not have to create an account to be able to join a meeting, and they can simply click the link sent in an email to join the meeting.