

ELTiS SCORE INTERPRETATION GUIDELINES, 11-1-2018

ELTiS Score Interpretation Guidelines

As part of an ongoing analysis of test use, CSJET member organizations and Ballard & Tighe have been monitoring ELTiS score patterns since the introduction of the test. By 2015, patterns showed that students from some geographical areas that traditionally had high pass rates on the SLEP (and whose students had gone on to successful exchange years in the U.S.) were experiencing lower pass rates on ELTiS. Differences between the content of the two tests also pointed to an emerging need to explain the meaning of ELTiS scores independently of SLEP, a discontinued test. To address these issues, two studies were conducted in 2014-15. One was a new analysis of the data from the original ELTiS-SLEP equating study, and the other was a standard setting with the [TESOL English language proficiency standards](#). These guidelines summarize the results of the two studies and supersede previously published ELTiS score interpretation guidelines.

Using SLEP to Guide ELTiS Score Interpretation

The table below is based on a reanalysis of score distributions from the original ELTiS-SLEP Equating Study. The new analysis emphasizes information from students who took the entire ELTiS and SLEP tests during the study, rather than just one part of the SLEP. Since the entire test is longer than a one-skill test, the scores for this subset of students are more reliable, and this improves the confidence we can place in the results of the equating. Correlation between the two sets of scores has improved from .73 to .82. A wider range of statistical techniques for estimating the nature of the relationship, including confidence and error, were also used in this analysis. The ELTiS scaled score values have been updated to reflect the 2018 rescaling. While we are confident that this new information will help improve screening, we advise all stakeholders to begin to rely more exclusively on your own accumulating experience with ELTiS and the scores themselves (as well as the content-based descriptions of the meaning of the scores) rather than correlations to a discontinued test.

SLEP Total Scaled Score	ELTiS Total Scaled Score
30	181
31	182
32	183
33	185
34	187
35	188
36	190
37	192
38	193
39	195
40	197
41	199
42	200
43	201
44	203
45	205
46	207
47	209
48	211

SLEP Total Scaled Score	ELTiS Total Scaled Score
49	213
50	216
51	218
52	221
53	223
54	224
55	227
56	231
57	236
58	240
59	242
60	248
61	251
62	257
63	265
64	272
65	278
66	290
67	300

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Using ELTiS Proficiency Levels to Guide Score Interpretation

The proficiency levels in the table below are based on a standard setting study between ELTiS and the TESOL proficiency levels. In this study, a panel of experts representing CSJET member organizations undertook a rigorous process of analyzing the content and difficulty of ELTiS items relative to the TESOL proficiency levels. The experts also helped refine and finalize the ELTiS proficiency level descriptors below. CSJET and Ballard & Tighe encourage stakeholders to communicate with one another regarding the formation of their own cut scores and acceptance policies.

ELTiS Proficiency Levels	
1 ≤ 164	Students at this level understand simple words and phrases. For example, they understand some simple yes/no and choice questions and simple directions. They can sometimes identify the topic and recognize some words and phrases in classroom discussions and presentations, especially when the speakers speak slowly and clearly or when visuals clearly support comprehension. They can understand some words and perhaps the general idea in a very simple text. In longer or more complex texts, they may recognize the topic or some key ideas on the basis of the words and phrases that they know.
2 165–179	Students at this level recognize many high-frequency words as well as some phrases and short sentences. This helps them understand many classroom directions and some elements of classroom discussions and presentations, such as the main idea or some specific details. This is especially true when comprehension is supported by clear delivery, structured tasks, simple wordings, and strategic repetitions or explanations. They understand many simple texts and some ideas in longer or more complex texts, as long as some of the key words in the text are familiar or if substantial support is available.
3 180–211	Students at this level understand most high-frequency words and some academic words and expressions. They understand some classroom discussions and presentations without help when the delivery is clear, and in more complex discussions they can often identify the topic and name at least some key details. They understand multi-step directions and some academic vocabulary in context. When reading, they understand the main ideas and details of most simple texts and at least some key elements in longer, more complex texts, such as a central idea, some details, or the outline of a sequence of events, possibly with some gaps.
4 212–227	Students at this level understand the meaning of many concrete and more abstract academic words and both simple and more complex sentence structures. They understand the essential meaning of classroom discussions and presentations. They can follow lines of argument and understand conceptual explanations, though they may have problems when concepts are presented in a decontextualized manner, the sentence structure is complex, or the vocabulary is abstract and has multiple meanings. They easily understand detailed instructions, and they can use information they hear to increase their knowledge and respond to learning tasks. In reading, they understand key information from grade-level text, such as the plot of a narrative or the rationale of an explanation, though achieving the understanding may require considerable effort.
5 228+	Students at this level understand the meaning of complex academic words and expressions and complex sentence structures in a wide variety of contexts. They understand classroom discussions and presentations on a wide range of topics expressed with varying linguistic complexity. They can easily understand detailed instructions, and their comprehension is precise and detailed in that they can often understand nuances of meaning in grade-level appropriate presentations and instructional dialogue. In reading, they understand the content of grade-level appropriate literary and informational texts, including many implicit meanings.