

Module 5: Administering the Expository Writing Portion of the CLAS-E Writing Test

In this module, you will learn more about administering the expository writing portion of the CLAS-E Writing, including information about distributing materials, administration directions, testing times, and reminders.

Test taker materials:

- Expository Writing Folio for the appropriate level and form

Test administrator materials:

- Test Directions book for the appropriate level and form
- One Expository Writing Folio to demonstrate the directions

CLAS-E Expository Writing Folios



In the same way that there are eight CLAS-E test books, there are also eight Expository Writing Folios—one for each level and form combination. The Folios contain test questions and spaces for students to write their answers, so a separate answer sheet is not necessary.

Students should receive an Expository Writing Folio that matches the level and form of the multiple-choice portion of the test. The expository writing portion must always be administered **AFTER** the multiple-choice portion.

Implementing the Expository Writing Folio Directions

Test administrators should follow the directions exactly as presented in the Test Directions book under the title “Directions for Administering the Expository Writing Folio” (starting on page 49 for level 1, page 45 for level 2, page 46 for level 3, and page 48 for level 4). The directions include having test takers write their name and test date on the back cover of the Folio, going over one sample question (Sample A), and telling test takers when to start and stop working on each section. Note that a pen is required to write on the back cover of the Folio, but pencil should be used to complete the test items. Administrators may fill out the student information on the Folio prior to testing using a pen or a label.

The expository writing portion takes 27 minutes in total, with the following timing specifications for each section:

Write to Describe – 4 minutes

Write to Accomplish Tasks – 8 minutes

Extended Writing – 15 minutes

Additional Guidance

To help practitioners remember the steps involved in administering the CLAS-E Writing, a test administration flowchart has been developed and may access through [this link](#). The flowchart shows the steps for administering the CLAS-E Writing to learners taking the assessment for the first time.

Students taking the level 1 CLAS-E Writing test should be separate from students taking other levels.

Groups of students taking levels 2, 3, and 4 may be combined if needed. However, since more advanced learners may complete the test faster, it is best to have separate groups for each test level.

Administering the CLAS-E Writing takes over an hour considering time spent taking the two portions of the test (47 minutes) in addition to time spent going over directions. Test administrators should plan at least one scheduled break when administering the CLAS-E Writing.

A note about test levels and carryover of scores:

Within the same fiscal year, generally speaking learners should be post-tested with the same CLAS-E test level used for their pre-test (alternating forms as appropriate and adhering to the Retesting Guidelines for the pre-test). Programs may choose to switch to a higher test level between pre-test and post-test, but that decision should be carefully considered because the overall difficulty of the test changes from lower to higher level tests, and some learners may

not show gain when they take an easier-level test at pre-test and a harder-level test at post-test. Programs should not post-test with a lower test level than used for the pre-test.

Regarding the carryover of scores across fiscal year, an additional consideration is whether to use a post-test administered near the end of one fiscal year as a pre-test for the next fiscal year (any assessments administered after April 30 may be copied over). Programs have the option to carry over scores, but another option is to give learners a new pre-test of the next level of their latest post-test. If a score is carried over from one year to the next, programs may want to use that same test level for post-test to ensure that student gains can be reflected in scores.