

What and Why?

CELLA Functional Level Testing

What is Functional Level Testing?

Applies only to CELLA Reading and Writing – Students should take:

- The CELLA level **most closely aligned** to a his/her skill level
- The CELLA Level that provides the **most accurate information**

The CELLA levels (A-D) – focus items on different skill levels

- ◆ Level A - emerging English
- ◆ Level D - relatively sophisticated English usage

Accuracy/Reliability:

Administering the test level with a substantial number of items most appropriate for a student's skill level will provide reliable results.

Administering a level of CELLA with few (or no) items appropriate for a student's skill level will not provide reliable results.

Why Implement Functional Level Testing?

A reliable score is essential for measuring student *growth*.

Growth is an important indicator for:

- Determining ELL students' progress
- Measuring annual objectives (AMAOs) under NCLB
- Judging the effectiveness of ESOL programs

Administering inappropriate levels of CELLA may lead to results that (incorrectly) indicate little or no growth.

Administering the appropriate level of CELLA provides useful data on achievement levels and growth

Age Appropriateness of Functional Level Testing for Older Students

Levels A and B Reading and Writing were designed:

- For administration to a wide age range –(it’s not full of Teddy Bears and balloons!)
- So older students at lower literacy levels:
 - can show what they have learned, rather than be frustrated
 - will not be embarrassed by stopping the test early
- So even level A includes items that are challenging for students functioning at early literacy levels

CELLA Vertical Scales

Three CELLA (“vertical”) scales

- Reading, Writing, Listening/Speaking
- Provide scores for all levels (A through D)

Increased points = increased skill

- For example, the Reading scale extends from 345 to 820 from Level A through D
- Students taking Level D, should have the most skill and earn the highest points

Each level of CELLA Reading provides *reliable* results on a different portion of the scale.

Reliability and Confidence Intervals

On the graphs you are about to see, the reliability of a test score is indicated by the size of the "Confidence Interval" (CI) band around a given score, with a smaller band indicating greater reliability.

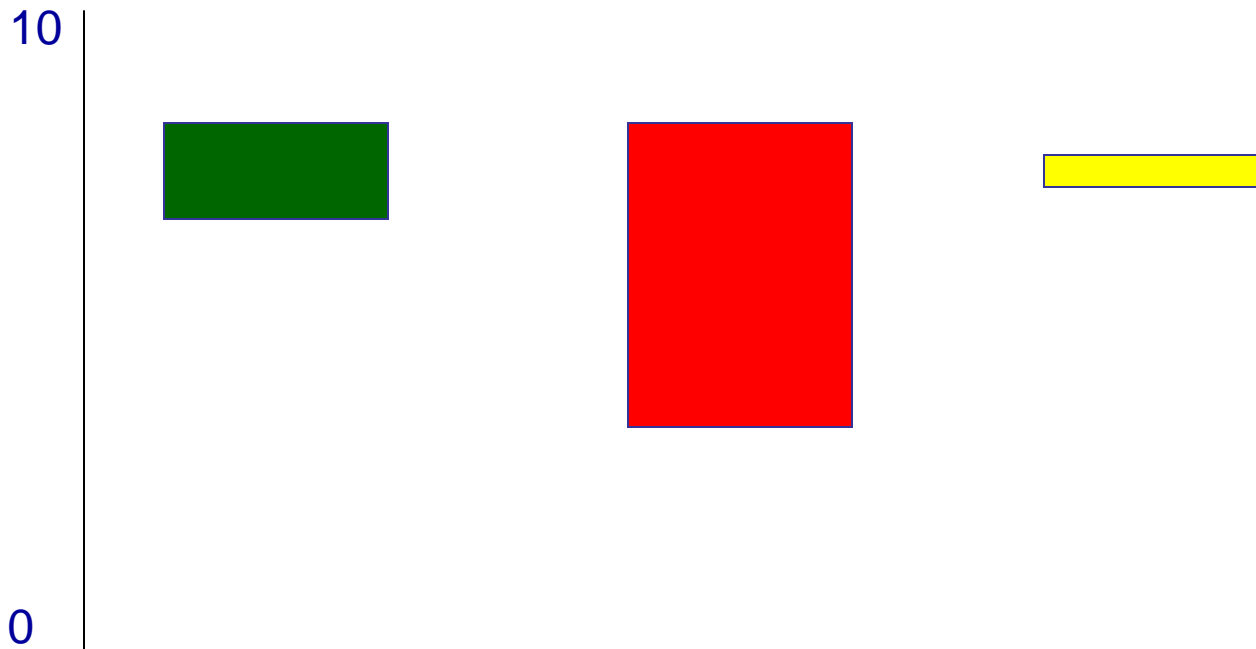


FIGURE 1

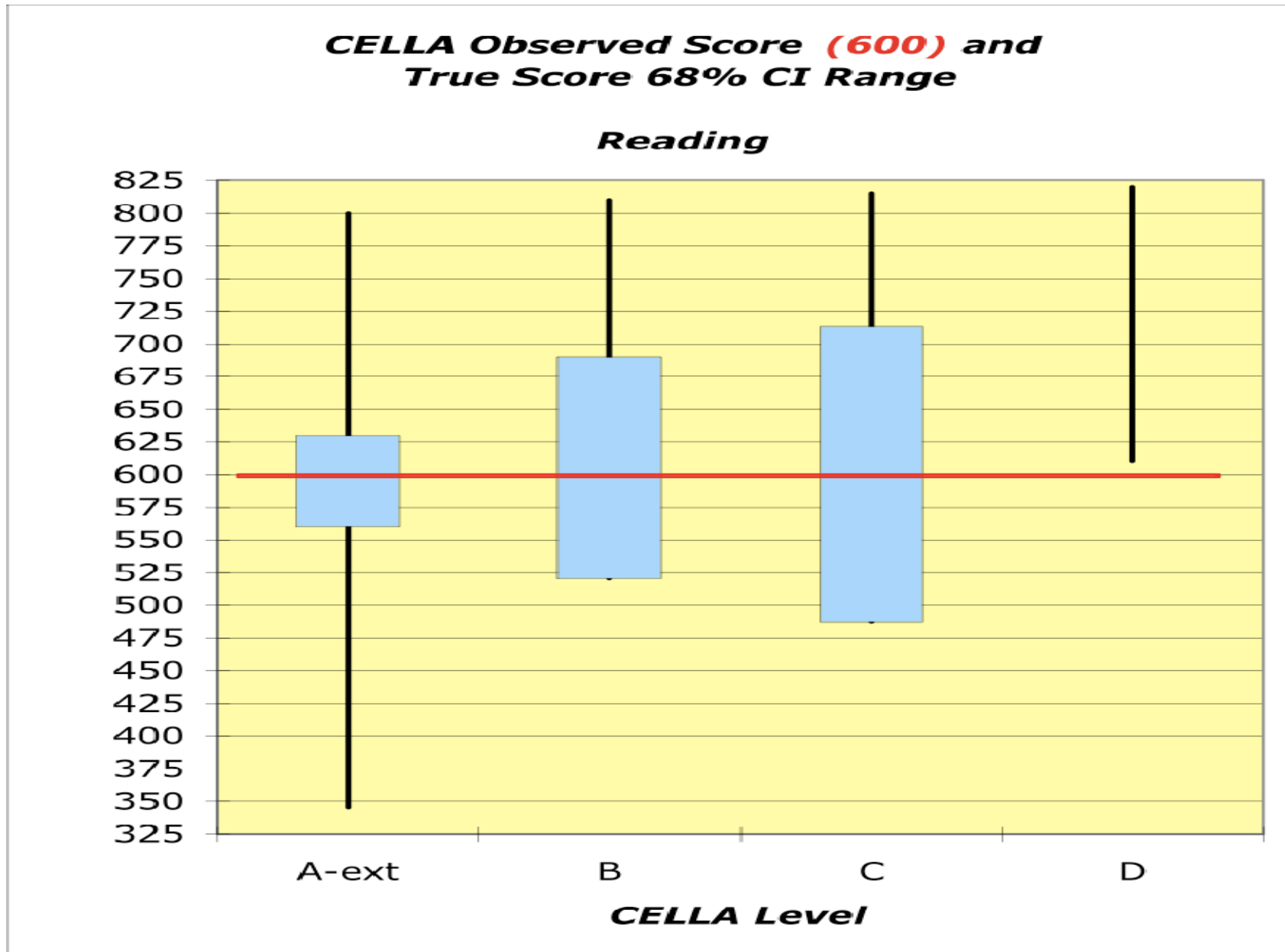


FIGURE 2

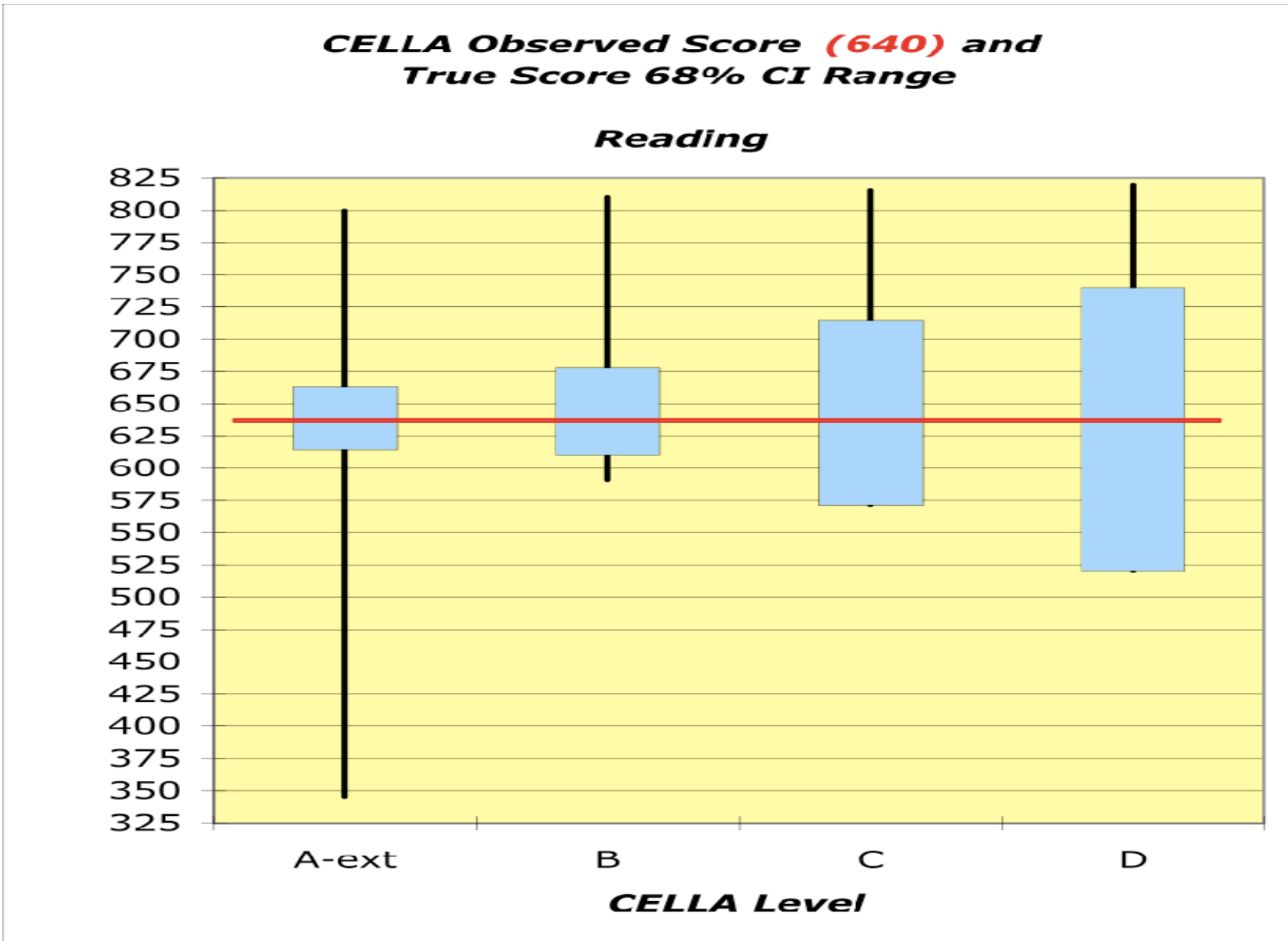
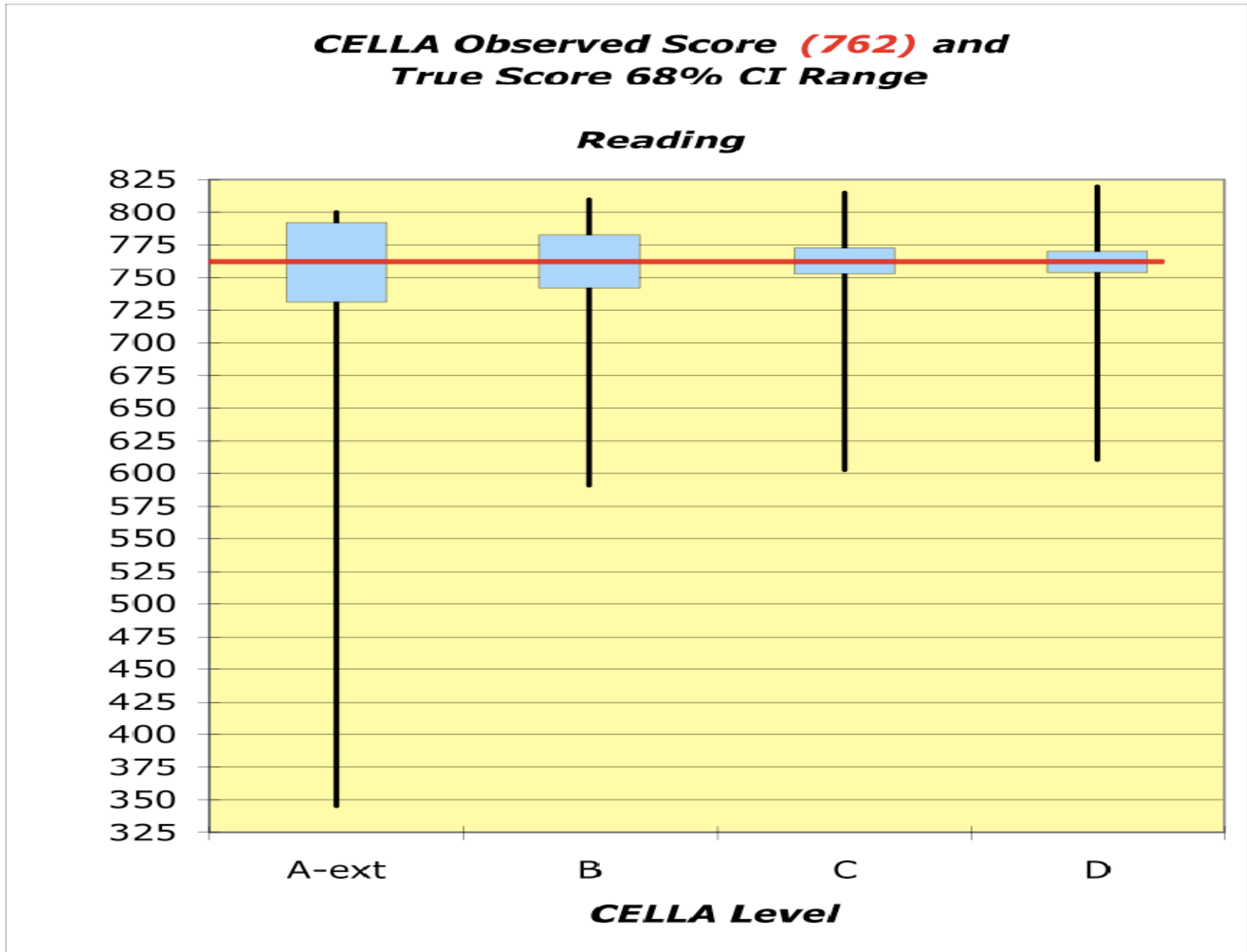


FIGURE 3



CELLA Functional Level Testing Quiz

1. Is functional level testing used for Listening and Speaking? (Yes/No)
2. Do grade span designations for each CELLA level mean that only students in those grade levels should take the Reading and Writing tests associated with that grade span? (Yes/No)
3. Will there be *more or fewer emerging literacy items* on Reading and Writing level A than on level D? (More/Fewer)
4. Will there be *more or fewer challenging reading comprehension items* on level B than on level D? (More/Fewer)
5. Does a *larger Confidence Interval for a reported score* indicate that the score is more reliable or less reliable? (More/Less)
6. Why do we administer lower levels of CELLA Reading and Writing to an upper grade student who is functioning at a low level of English literacy?