

FLORIDA CELLA INTERPRETIVE GUIDE

General Information about CELLA

Florida uses the Comprehensive English Language Learning Assessment (CELLA) to measure the progress of students who are English language learners towards attaining English proficiency. For more information about CELLA, you may review the 2008 Florida CELLA Information Flyer that was provided to you by your local school district, or by visiting the Florida CELLA website at <http://www.fldoe.org/aala/cella.asp>.

Reporting the Progress of English Language Learners

The Florida Department of Education (Department) is required by law, under the federal No Child Left Behind Act of 2001, to identify local school districts that do not meet achievement targets for students classified as English language learners. These accountability requirements are called Annual Measurable Achievement Objectives (objectives).

States are required to report on the achievement of three objectives: (1) progress towards acquiring English language proficiency, (2) attainment of English language proficiency, and (3) adequate yearly progress in academic reading and mathematics by English language learners. Annual goals (targets) must be set for each objective. Districts that do not meet the targets for all three objectives must inform the parents of all English language learners about the district's performance. This notice must be provided in a language the parent understands, unless it is clearly not feasible to do so.

Since 2002-03, the Department has reported on the achievement of the third objective through the Florida School Report Card distributed by the local school district. Most districts serving English language learners have not met objective three (3). Information about each district is found at the Florida CELLA website (<http://www.fldoe.org/aala/cella.asp>).

Florida also examines the learning gains of all student groups to make sure the lowest achieving students (lowest 25%) are making progress. Over the last three years, English language learners have made the greatest learning gains of any other subgroup:

- In 2005, 68% made learning gains compared to 64% of non-English language learners.
- In 2006, 70% made learning gains compared to 67% of non-English language learners.
- In 2007, 65% made learning gains compared to 62% of non-English language learners.

Prior to using CELLA, Florida English language learners were assessed using different tests in different school districts. The Department was unable to combine the test results, set achievement targets, or evaluate the progress school districts make in helping students attain English proficiency meaningfully. As a result, the Department has not informed parents since 2003-04 of the progress English language learners are making towards achieving objectives one (1) and two (2).


This year, the Department will use the CELLA cut scores, approved by the State Board of Education in April 2008, to set targets and determine if school districts met objectives one (1) and two (2) in 2006-07 and 2007-08. The results for each school district will be reported and school districts will be required to inform the parents of all English language learners of the district's performance. The results will also be posted on the Florida CELLA web site in July 2008. To view the results by district visit the Florida CELLA website at <http://www.fldoe.org/aala/cella.asp>.

2008 CELLA Student Score Reports


Each student who takes CELLA will receive a student score report containing information about his or her performance on the test. There are 3 different types of information found on the Student Report.

- Student Personal Information
- Scores for each skill area
 - Points Possible
 - Points Achieved
 - Scale Score
- Sub-scores for each skill area
 - Points Possible
 - Points Achieved

A sample student report is provided. There are letter designations (A, B, C, D and E) on the report that correspond to a detailed description of the information provided on the report.



Florida Comprehensive English Language Learning Assessment



Student Report

A Student: CARMINE J. APPLBEE

Student ID#: 123456789X

Date of Birth: 09/12/1994

Home Language: Spanish

Grade: 05

School: SUNSHINE ELEMENTARY

District: SUNSHINE

State: Florida

Test Date: May 30, 2008

C

Skill Areas	Points Possible	Points Achieved	Scale Score*
Listening	22	14	694**
Speaking	24	20	
Reading	30	18	703
Writing	39	21	685
Total Score	115	73	2082

B Test Levels / Form Taken:

Listening/Speaking: B2

Reading/Writing: B2

D

Listening/Speaking Sub-Scores	Points Possible	Points Achieved
Listening - Sentences <small>This score measures the student's ability to understand a single sentence that describes a picture.</small>	8	6
Listening Comprehension - Short Talks <small>This score measures the student's ability to understand short listening passages.</small>	8	6
Listening Comprehension - Extended Speech <small>This score measures the student's ability to understand extended listening passages, including passages that present academic information.</small>	6	2
Speaking Vocabulary <small>This score measures the student's knowledge of oral vocabulary.</small>	6	6
Speaking - Asking Questions <small>This score measures the student's ability to ask questions accurately and appropriately.</small>	8	6
Speaking - Extended Speech <small>This score measures the student's ability to express an opinion, retell a story, and talk about information shown in a graph.</small>	10	8

E

Reading/Writing Sub-Scores	Points Possible	Points Achieved
Reading Vocabulary <small>This score measures the student's ability to read and understand vocabulary words.</small>	9	6
Reading Comprehension <small>This score measures the student's ability to understand reading passages, including passages that present academic information.</small>	17	11
Writing - Grammar <small>This score measures the student's ability to answer questions related to English grammar, sentence structure, and word choice.</small>	9	3
Writing - Sentences <small>This score measures the student's ability to write descriptive sentences and to write questions.</small>	12	7
Writing - Paragraphs <small>This score measures the student's ability to write paragraphs.</small>	12	6
Writing - Editing <small>This score measures the student's ability to identify errors in grammar, mechanics, and word choice.</small>	6	5

Note: These scores show your performance on the day you took the test. If you were to take this test again, it is likely that your scores would fall into the following ranges:

Listening/Speaking 684-704
Reading 693-713
Writing 675-695

NT (Not Tested) – Student answered too few items to receive a score or student not tested for that test subject
ET (Exempted from Test) – Student was not tested due to being exempted from that test subject
NS (No Score) – Test was invalidated
* For information regarding performance, please see the information provided on the back of this report.
** Listening and Speaking have a combined Scale Score.
*** NA (Test not appropriate) – Test level not appropriate for student's grade level.

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A Student Personal Information

This section (top left hand corner of report) includes the student information and shows the student's name, student identification number, date of birth, home language and grade. Additional information supplied in this area includes the school, district, and state names, and the date the test was administered.

B Test Level/Forms Taken

This section (below student personal information) identifies the level of the test taken by the student. If there are three asterisks (***) next to the test level taken by the student, the test level was not appropriate for the student's grade.

Students take the Listening and Speaking level that matches their grade level. For example, students in grade 3 will take Level B Listening and Speaking. The Reading and Writing, test may be taken either on grade level or at a lower grade level if it will provide better information about their literacy skills. For example, all students in Grade 10 will take the Listening and Speaking sections of Level D, but students in Grade 10 whose Reading and Writing skills are at a more basic level might take the Reading and Writing sections of Level C, Level B or Level A. If a student is administered either the Listening and Speaking or the Reading and Writing at an inappropriate level, the asterisks (***) will be noted.

C Scores on Skill Areas

This section (top right hand corner of the report) summarizes the student's overall performance on CELLA. A Total Score is shown, as well as the student's scores in Listening, Speaking, Reading, and Writing.

This table contains three columns of scores: **Points Possible**, **Points Achieved**, and **Scale Score**. **Points Possible** shows how many raw score points a student would receive if every question was answered correctly. **Points Achieved** shows how many raw score points the student earned when taking the test. Since the **Points Possible** and **Points Achieved** are presented in the raw score metric these scores should not be compared for students taking different levels or forms of the test.

CELLA reporting also provides Scale Scores. **Scale Scores** make it possible to compare student performance across different levels or forms of the test. Scale scores within a given skill area, can be compared across levels. It is also possible to compare skill area scale scores for students who have taken different forms of the test.

CELLA reports four scale scores: Listening/Speaking, Reading, Writing, and Total Score. The Listening and Speaking skill areas have been combined and are reported using a single scale score, while Reading and Writing each have an independent scale score.

If there is a **NT** (*Not Tested*) displayed in any box, it is an indication that the student did not take enough test questions to provide a valid test score. For additional information on why the student did not receive a score, contact the student's teacher.

If there is a **ET** (*Exempted from Test*) displayed in any box, it is an indication that the student was not administered that portion of the test. For additional information on why the student was not tested, contact the student's teacher.

D Range of Scores

This section (box found below the Skill Area section) provides a note about the range of performance for the student's scale scores. CELLA measures a student's English language skills on the day of the test. If the student took the test again, he or she might get a somewhat higher or lower score. It is best to think of a student's scale score as representing a range of probable performance. For example, if a student got a score of 691 on the Listening/Speaking scale, his or her score on another day could be somewhere between 673 and 709.

Footnotes

Next to the Range of Scores box are several notes. These notes are descriptions for the footnotes within the report. In this section you will see:

NT (Not Tested) – Student answered to few items to receive a score or student not tested for that test subject. If **NT** appears in any score or subscore boxes it is an indication that the student answered to few items to receive a score.

ET (Exempted from Test) – Student was not tested due to being exempted from that test subject. Deaf and Hard-of-Hearing students are the only students that may be exempted for a test subject. If **ET** appears in any of the score and subscore boxes it is an indication that the student was exempted from that test subject.

NS (No Score) – Test was invalidated. If **NS** appears in any score or subscore boxes it is an indication that the student’s test was invalidated.

*** For information regarding performance, please see the information provided on the back of this report.**

This note references the scale scores reported in the *Skills Areas* and directs readers to the back of the report for additional information on scale scores and their meaning.

**** Listening and Speaking have a combined score.**

This note is to inform the reader that a combined scale score is reported for the Listening and Speaking tests.

***** and NA** (Test not appropriate) – Test level not appropriate for student’s grade level.

If three asterisks (***) appear next to the student's test level, such as Listening/Speaking: D2*** it is an indication that the test was not appropriate for student’s grade level. An **NA** will appear in the corresponding score and subscore boxes on the student report.

E Other CELLA Scores

The bottom of the CELLA Student Score Report provides other scores, called sub-scores. Sub-scores are provided for Listening/Speaking and Reading/Writing. These sub-scores give additional information about a student’s strengths and weaknesses. The name of the sub-score is provided along with a brief explanation of what is measured.

The sub-scores are the number of points achieved, also called raw scores. They are not scale scores. For that reason, the sub-scores for students who took different levels or forms of the test should not be compared.

For students taking Level A or Level B, the number of points possible in the sub-scores for a skill area may not add up to the total number of points possible in that skill area as a whole. That is because some test items are included in the overall score, but are not included in the sub-scores.

The Meaning of CELLA Scale Scores

To understand what a scale score means, it is helpful to know more about the scale being used including the range of the scale.

The range of the CELLA scale – from the lowest possible score to the highest possible score – is shown below for each area of the test.

Scale Score	Lowest Possible Score	Highest Possible Score
Listening/Speaking	495	835
Reading	345	820
Writing	515	850
Total Score	1,355	2,505

Back of Student Score Report

Descriptions of the English proficiency levels are provided to help explain what the CELLA scale scores mean. These descriptions explain what students who earn certain scores know and are able to do in English. The descriptions shown below provide meaning to the numerical score.

HOW TO INTERPRET YOUR SCORES:

Use the total scale score you earned for each skill area and match it to the closest scale score by grade cluster provided below to determine the typical English language proficiency for a student receiving the same score. The proficiency level descriptors are provided to explain what the CELLA scores mean. These descriptions explain what students who earn certain scores know and are able to do in English. For listening and speaking skills, use the grade level cluster that indicates the actual grade level you are enrolled in, and for reading and writing skills, use the grade level of the test that you took.

SCALE SCORE BY GRADE CLUSTER				LISTENING AND SPEAKING PROFICIENCY LEVEL DESCRIPTORS	SCALE SCORE BY GRADE CLUSTER				READING PROFICIENCY LEVEL DESCRIPTORS	SCALE SCORE BY GRADE CLUSTER				WRITING PROFICIENCY LEVEL DESCRIPTORS
K-2	3-5	6-8	9-12		K	3-5	6-8	9-12		K-2	3-5	6-8	9-12	
584	618	623	631	Beginning students speak in English and understand spoken English that is below grade level and require continuous support.	446	640	657	674	Beginning students read below grade level text and require continuous support.	578	625	634	646	Beginning students write below grade level and require continuous support.
641	667	697	698	Low intermediate students speak in English and understand spoken English that is at or below grade level and require some support.	587	702	728	753	Low intermediate students read at or below grade level text and require some support.	647	689	704	705	Low intermediate students write at or below grade level and require some support.
661	709	723	726	High intermediate students, with minimal support, speak in English and understand spoken English that is at grade level.	659	724	750	770	High intermediate students read at grade level text with minimal support.	674	715	733	733	High intermediate students write at grade level with minimal support.
714	763	782	787	Proficient students speak in English and understand spoken English at grade level in a manner similar to non-ELLs.	746	772	787	799	Proficient students read at grade level text in a manner similar to non-ELLs.	733	776	796	798	Proficient students write at grade level in a manner similar to non-ELLs.

NOTE: The mid-point out score for each grade level and proficiency level is provided.

COMO INTERPRETAR TU PUNTUACIÓN:

Use la puntuación total que lograste para cada área de destreza y compárala con la puntuación más cercana por grupo de grado que se provee abajo para determinar el nivel de proficiencia en el idioma inglés típico para un estudiante que recibió la misma puntuación. Las descripciones por nivel de proficiencia en inglés se proveen para explicar el significado de la escala de puntaje de CELLA. Estas descripciones explican lo que saben los estudiantes que obtienen ciertos puntajes y lo que son capaces de hacer en inglés. Para las destrezas de escuchar y discurso, usa el nivel de grado el cual indica tu grado actual y para las destrezas de lectura y escritura usa el nivel de grado del examen que se te administró.

PUNTUACION POR GRUPO DE GRADO				ESCUCHAR Y DISCURSO DESCRIPCIONES DE NIVEL DE PROFICIENCIA	PUNTUACION POR GRUPO DE GRADO				LECTURA DESCRIPCIONES DE NIVEL DE PROFICIENCIA	PUNTUACION POR GRUPO DE GRADO				ESCRITURA DESCRIPCIONES DE NIVEL DE PROFICIENCIA
K-2	3-5	6-8	9-12		K-2	3-5	6-8	9-12		K-2	3-5	6-8	9-12	
584	618	623	631	Estudiantes en el nivel básico hablan inglés y entienden el inglés hablado a un nivel inferior a su grado y requieren asistencia continua.	446	640	657	674	Estudiantes en el nivel básico leen a un nivel inferior a su grado y requieren asistencia continua.	578	625	634	646	Estudiantes en el nivel básico escriben a un nivel inferior a su grado y requieren asistencia continua.
641	667	697	698	Estudiantes en el nivel intermedio bajo hablan inglés y entienden el inglés hablado a nivel de grado o inferior y requieren alguna asistencia.	587	702	728	753	Estudiantes en el nivel intermedio bajo leen a nivel de grado o inferior y requieren alguna asistencia.	647	689	704	705	Estudiantes en el nivel intermedio bajo escriben a nivel de grado o inferior y requieren alguna asistencia.
661	709	723	726	Estudiantes en el nivel intermedio alto con asistencia mínima hablan en inglés y entienden el inglés hablado a nivel de grado.	659	724	750	770	Estudiantes en el nivel intermedio alto leen a nivel de grado con asistencia mínima.	674	715	733	733	Estudiantes en el nivel intermedio alto escriben a nivel de grado con asistencia mínima.
714	763	782	787	Estudiantes con dominio completo del idioma inglés hablan en inglés y entienden el inglés hablado a nivel de grado de una manera similar a los de habla inglesa.	746	772	787	799	Estudiantes con dominio completo del idioma inglés leen a nivel de grado de una manera similar a nativos del idioma inglés.	733	776	796	798	Estudiantes con dominio completo del idioma inglés escriben a nivel de grado similar a nativos del idioma inglés.

NOTA: Se provee la puntuación del punto medio para cada nivel de grado y nivel de proficiencia.

To better understand what a score means, follow these simple steps.

1. First find the student's scale score. It is located in the top right hand corner of the report. (See **C** on front of Student Score Report)
2. Then find the scale score by grade cluster that is closest to the student's score. (This will be located on the back page of the report; see **F** above.)
3. Next read the description of the proficiency level matching the scale score to determine the typical English proficiency level for a student receiving the same score.

G Proficiency Level Descriptors

The scale scores and **Proficiency Level Descriptors** are provided on the back side of the student report. These statements describe what students know and are able to do in each language domain and each language proficiency level. **NOTE:** The mid-point cut score for each grade level and proficiency level is provided.

SCALE SCORE BY GRADE CLUSTER				LISTENING AND SPEAKING PROFICIENCY LEVEL DESCRIPTORS
K-2	3-5	6-8	9-12	
564	618	623	631	Beginning students speak in English and understand spoken English that is below grade level and require continuous support.
641	687	697	698	Low Intermediate students speak in English and understand spoken English that is at or below grade level and require some support.
661	709	723	726	High Intermediate students, with minimal support, speak in English and understand spoken English that is at grade level.
714	763	782	787	Proficient students speak in English and understand spoken English at grade level in a manner similar to non-English Language Learners.
SCALE SCORE BY GRADE CLUSTER				READING PROFICIENCY LEVEL DESCRIPTORS
K-2	3-5	6-8	9-12	
445	640	657	674	Beginning students read below grade level text and require continuous support.
587	702	728	753	Low Intermediate students read at or below grade level text and require some support.
659	724	750	770	High Intermediate students read at grade level text with minimal support.
745	772	787	799	Proficient students read at grade level text in a manner similar to non-English Language Learners.
SCALE SCORE BY GRADE CLUSTER				WRITING PROFICIENCY LEVEL DESCRIPTORS
K-2	3-5	6-8	9-12	
576	625	634	645	Beginning students write below grade level and require continuous support.
647	689	704	705	Low Intermediate students write at or below grade level and require some support.
674	715	733	733	High Intermediate students write at grade level with minimal support.
733	776	796	798	Proficient students write at grade level in a manner similar to non-English Language Learners.