



# 2014 Comprehensive English Language Learning Assessment (CELLA)

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## Frequently Asked Questions

If there are questions or concerns regarding the administration of the CELLA, School Coordinators and Test Administrators should initially contact the [District CELLA Coordinators](#). Additional inquiry sources available are as follows:

**Questar Assessment, Inc.**

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**Florida Department of Education**

**Bureau of Student Achievement through Language Acquisition**  
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# 2014 Comprehensive English Language Learning Assessment (CELLA) Frequently Asked Questions

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# 2014 Comprehensive English Language Learning Assessment (CELLA) Frequently Asked Questions

## General Questions

### 1. What is the CELLA?

The [Comprehensive English Language Learning Assessment \(CELLA\)](#) is Florida's approved statewide four-skill language proficiency assessment that is designed to provide the following:

- i. Evidence of program accountability in accordance with Title III of [No Child Left Behind \(NCLB\)](#), which requires schools and districts to meet state accountability objectives for increasing the English language proficiency of English Language Learners (ELLs).
- ii. Data for charting student progress over time and for charting the progress of newly-arrived ELLs.
- iii. Information about the language proficiency levels of individual students that may be helpful in making decisions to exit a student from the [English for Speakers of Other Languages \(ESOL\) program](#).
- iv. Diagnostically useful information about individual students' strengths and weaknesses in English (with as much specificity as possible)

The test items included in this assessment are based on the CELLA proficiency benchmarks, which are aligned to Florida's English language proficiency standards.

### 2. Who wrote the questions for the CELLA?

The CELLA was designed and developed through a process overseen by [AccountabilityWorks](#) that involved educators and administrators from five states, including: Florida, Maryland, Michigan, Pennsylvania and Tennessee. The assessment was developed by the Educational Testing Service (ETS), under contract to AccountabilityWorks. Development of the CELLA was supported through a grant from the U.S. Department of Education.

### 3. What subject areas are measured by the CELLA?

The CELLA is a four-skill language proficiency assessment (Reading, Writing, Listening, and Speaking).

### 4. Who takes the CELLA?

All students enrolled in the district (grades K-12) and classified ELL, with a code of "LY" or "LP" must be administered the CELLA. In addition, all students who are coded "LF" on or after the 11<sup>th</sup> school day of the current school year must be administered the CELLA.

The definitions for the ELL codes are located on page 8 of the [2014 CELLA Test Administration Manual](#).

### 5. Do Foreign Exchange Students have to take the CELLA?

Not usually because Foreign Exchange students should be proficient in the English language. However, Foreign Exchange students with a code of "LY" or "LP" **must** be administered the CELLA. In addition, Foreign Exchange students who are coded "LF" on or after the 11<sup>th</sup> school day of the current school year **must** be administered the CELLA.

## 2014 Comprehensive English Language Learning Assessment (CELLA) Frequently Asked Questions

### 6. When is the CELLA administered?

The Spring 2014 CELLA will be administered during March 3, 2014 – April 4, 2014. Any deviation from these dates **must** be requested in writing by the district and subsequently approved in writing by the Florida Department of Education (FDOE) prior to implementation. Districts may choose to administer the CELLA at any time during the test administration window.

### 7. How much time does it take to administer the CELLA to a student?

Individual administration of all four sections of the CELLA is required for kindergarten students. Students in Grades 1 – 12 take the Listening, Reading, and Writing sections in a group setting. For the Speaking section, students in Grades 1 – 12 have a one-on-one interview with the test administrator. The charts below summarize the administration features and approximate times for administering the CELLA. Please note the below listed times are *approximate* to testing only and do not include completion of student demographic information.

Level A Sections	Administration Features	Approx. Time Grades K-1	Approx. Time Grade 2
One-on-One (Speaking)	<ul style="list-style-type: none"> <li>Individually administered for grades K-2</li> </ul>	15 min.	15 min.
Listening	<ul style="list-style-type: none"> <li>Individual administration required for kindergarten</li> <li>Small-group administered for grades 1-2</li> <li>Test Administrator reads script or plays CD</li> </ul>	15 min.	15 min.
Reading (Grade 2 includes "Extension")	<ul style="list-style-type: none"> <li>Individual administration required for kindergarten</li> <li>Small-group administered for grades 1-2</li> </ul>	15 min.	35 min.
Writing (Grade 2 includes "Extension")	<ul style="list-style-type: none"> <li>Individual administration required for kindergarten</li> <li>Small-group administered for grades 1-2</li> </ul>	15 min.	30 min.

Levels B, C, & D Sections	Administration Features	Approximate Time
Listening	<ul style="list-style-type: none"> <li>Group administered</li> <li>Administrator reads script or plays CD</li> </ul>	25 min.
Speaking	<ul style="list-style-type: none"> <li>Individually administered</li> <li>Administrator reads script</li> </ul>	10-15 min.
Reading	<ul style="list-style-type: none"> <li>Group administered</li> </ul>	45 min.
Writing	<ul style="list-style-type: none"> <li>Group administered</li> </ul>	70 min.

### 8. Can students receive additional time to complete the CELLA?

Yes, the CELLA is an *untimed* test. Test Administrators should ensure that all ELLs are given sufficient time to complete the test, even if the time exceeds the testing times. However, a test section **must** be completed in one day.

## 2014 Comprehensive English Language Learning Assessment (CELLA) Frequently Asked Questions

### 9. Are students who participate in the Florida Alternate Assessment (FAA) exempt from taking the CELLA?

According to [Rule 6A-1.0943](#), unless an extraordinary exemption is granted by the Commissioner of Education, ELL students that participate in the Florida Alternate Assessment (FAA) are *not* exempt from participating in each section (Listening, Speaking, Reading, and Writing) during the 2014 CELLA administration.

### 10. Do students with or without disabilities receive specific accommodations for the CELLA?

Yes. As indicated in Appendix A of the [2014 CELLA Test Administration Manual](#), please provide the appropriate accommodations to enable ELLs to demonstrate their ability to use the English language.

### 11. What's new for the 2014 CELLA administration?

1. The 2014 administration of the CELLA is March 3, 2014 to April 4, 2014.
2. If a student is found to be in possession of ANY electronic device(s) during testing OR during a break, his or her test section must be marked as Do Not Score (DNS) in order to successfully enforce this policy. Students and parent/guardians must be made aware of this policy prior to testing.
3. Test Administrators are **required** to assign the Level A, B, C, or D Student Test Book by writing the student's name in the upper-right corner box on the front cover. This requirement does not apply to the Level A One-on-One Prompt Book.
4. Students are permitted to write in an assigned Student Test Book. This does not apply to the Level A One-on-One Prompt Book.
5. The Reason Not Assessed section has been incorporated on the student's answer sheet. The Reason Not Assessed **must** be gridded on the Answer Sheets for any student that does not test. If a student is not assessed and the reason is not listed, the Test Administrator must attach documentation of the situation to the CELLA Administration Record/Security Checklist.
6. Unused Answer Sheets **must** be returned in the Not-To-Be-Scored Box (previously returned in the Not-To-Be-Scored Box OR District Coordinator Only box).
7. An electronic version of the pre-populated Materials Return List will be available to District CELLA Coordinators on Questar's ServicePoint website.
8. If there are any updates and/or changes to CELLA district personnel, notification must be provided via email to [FloridaCELLA@fldoe.org](mailto:FloridaCELLA@fldoe.org).

Important CELLA Reminders are located on pages 3 – 5 of the [2014 CELLA Test Administration Manual](#).

# 2014 Comprehensive English Language Learning Assessment (CELLA) Frequently Asked Questions

## CELLA Materials

### 12. Where can I find the 2014 CELLA Online Training Presentation?

As seen in the screenshot below, the narrated version of the 2014 CELLA Train-the-Trainer Presentation can be found on [ServicePoint](#) under *Key Dates and Notifications*. Login is *not* required to access the training presentation.

**ServicePoint™** **QUESTAR**  
ASSESSMENT, INC.

**Florida**  
Welcome to ServicePoint!

**LOGIN**  
User Name:   
Password:   
**LOGIN**

Did you forget your password? Please enter your User Name and [click here](#).

**Key Dates and Notifications**

**2013-2014 CELLA**

January 31, 2014: Pre-ID Rosters Available from January 31, 2014 to April 4, 2014

January 31, 2014: Administration Materials Shipment: Pallet Maps, Packing Lists, and Security Checklists from January 31, 2014 to April 4, 2014  
[Click Here](#)

For Customer Service assistance, please call: (877) 85-CELLA (877-852-3552)

February 3, 2014: 2014 CELLA Train-the-Trainer Presentation. This online training will be available from February 3, 2014 to April 5, 2014  
[Click Here](#) to view in a web page.

**Note:** The Microsoft PowerPoint and Adobe PDF versions of the presentation are available on the [FDOE-CELLA website](#) under *2014 Training and Administration Materials*.

### 13. Is the electronic PreID Roster accessible to School Test Coordinators on ServicePoint?

No, only the District CELLA Coordinator has access to the electronic version of the PreID Roster on the secure portion of [ServicePoint](#). However, a hardcopy of the PreID Roster is provided in the school's administration materials shipment.

### 14. When can additional materials orders be placed via ServicePoint?

The additional materials order window is open from February 10, 2014 through April 11, 2014. The District CELLA Coordinator can place supplemental material orders via [ServicePoint](#) after the district overage is depleted.



## 2014 Comprehensive English Language Learning Assessment (CELLA) Frequently Asked Questions

### 15. Can School Test Coordinators access the pallet maps, packing lists, and pre-populated CELLA Administration Record/Security Checklists for the school via ServicePoint?

As seen in the screenshot below, the non-secure documents can be found on [ServicePoint](#) under *Key Dates and Notifications*. Login is *not* required to access these non-secure documents.

The screenshot shows the ServicePoint interface for Florida. It includes a 'LOGIN' section with input fields for 'User Name' and 'Password', and a 'LOGIN' button. Below this is a 'Key Dates and Notifications' section. A yellow arrow points to the notification for 'January 31, 2014: Administration Materials Shipment: Pallet Maps, Packing Lists, and Security Checklists from January 31, 2014 to April 4, 2014'. The notification includes a 'Click Here' link. The page also features a 'Florida' header with the state seal and a 'SUCCESS BY YOUR STANDARDS' banner.

### 16. Did Questar receive Survey 2 and Survey 7 enrollment information for the 2014 CELLA PreID student labels?

No, only Survey 7 enrollment data was provided to generate PreID student labels for the 2014 Spring CELLA administration.

### 17. When should a PreID student label *not* be affixed to a CELLA document?

After verifying student demographic information using the PreID Roster, if the student's last name, ID number, district number, school number, grade level, or ELL status is *incorrect*, destroy the PreID label in a secure manner and hand-grid all student demographic information.

### 18. When should a PreID student label be affixed to a CELLA document?

The PreID label **must** be used if the student's last name, ID number, district number, school number, grade level, and ELL status are correct, even if other information is INCORRECT. Complete the following boxes on the student demographic pages when a verified PreID label is affixed:

- For all levels: Boxes 1 – 5 and 9 **MUST** be completed.
- For all levels: Complete Boxes 21 – 22 only if applicable to the student
- For all levels: Complete Boxes 23 – 24 only if information has changed.

To learn more about student demographic information captured on the student answer sheet and preidentified information, please refer to pages 15 – 21 of the [2014 CELLA Test Administration Manual](#).

## 2014 Comprehensive English Language Learning Assessment (CELLA) Frequently Asked Questions

### 19. What if the PreID student label and roster has the wrong information (i.e. gender)?

Preidentification information is provided by your district. Please contact your school's MIS department to correct the student demographic information to ensure inaccurate information is not submitted to the Florida Department of Education during another survey.

### 20. What if it is determined that the student should not be tested during the 2014 CELLA administration (e.g., student was incorrectly identified and placed in the ESOL program)?

- For all levels: If the PreID label has *not* been affixed to any CELLA document, please destroy the label in a secure manner.
- For Level A: If the PreID label is already affixed to the Level A Test Book, please return the preidentified document within the Not-To-Be-Scored box.
- For Levels B, C, or D: If the PreID label is already affixed to the Level B, C, or D answer document, please destroy the answer document in a secure manner.

### 21. Are seating charts mandatory?

Discuss your district's assessment procedures with the [District CELLA Coordinators](#) to determine whether seating charts are required by your district.

### 22. Is it required to assign a test book to a student for the 2014 CELLA administration?

Yes, it is *required* that the Test Administrator assign the Level A, B, C, or D test book to a student by writing the student's name in the upper-right corner box on the front cover. Please note this requirement does not apply to the Level A One-on-One Prompt Book.

### 23. If a student receives an accommodated format of the CELLA (i.e. large-print/Braille), who must transcribe the answers to the regular-print answer sheet or test book?

The Test Administrator **must** transcribe/record students' exact responses from the large-print test books and/or Braille versions to the appropriate regular-print Level A Test Book or Level B, C, or D Answer sheet. The Test Administrator should also indicate the use of the accommodated format in Box 22-Accommodations on the student answer sheet.

### 24. How are levels combined on the Listening CDs?

The Listening CDs contain the actual directions for administering the Listening section for each level. There are two levels per CD: A1 & B1; C1 & D1. The Listening section for Level A begins on Track 1 and Level B begins on Track 4. The Listening section for Level C begins on Track 1 and Level D begins on Track 5. Listening CDs are secure and **must** be returned in the Not-To-Be-Scored box.

**Note:** If the Test Administrator is using the recorded delivery, the Listening CD may be paused to provide students optimal time to complete answers. However, repeating a test item in the Listening section is **prohibited**.



## 2014 Comprehensive English Language Learning Assessment (CELLA) Frequently Asked Questions

### 25. Are Training CDs for Speaking secure materials?

No, the Training CDs for Speaking only contain *practice* test items and *sample* student responses; thus they do not contain any secure information. Please note the Training CDs for Speaking were not developed to demonstrate how to administer the Speaking section. The purpose of the Training CDs for Speaking is for the Test Administrator to become familiar with CELLA rubrics and to be proficient at applying these rubrics to score actual student responses.



### 26. If the district has a Florida Virtual School (FLVS) Full-time student that meets the *Students To Be Tested* requirements, does the testing school use materials from the district's overage, or the school's overage?

The testing school should use materials from the school's overage. If the school's overage is depleted, then the District CELLA Coordinator should provide the testing school with materials from the district's overage. To request additional materials, please contact your [District CELLA Coordinators](#).

### 27. How should schools package and return the CELLA materials?

Schools will prepare three types of boxes for return to the District Coordinator:

- **To-Be-Scored materials** include used Level A Test Books and used Levels B, C, and D Answer Sheets. Documents with gridded DNS bubbles are to be returned with the To-Be-Scored materials, unless the document is defective. Materials will be separated by grade and banded together with the grade and document count written on the paper band.
- **Not-To-Be-Scored materials** include unused Level A Test Books, used and unused Levels B, C, and D Test Books, used and unused large-print and Braille Test Books, Listening CDs, unused Student Answer Sheets, Directions for Administration, and defective materials.
- **District Coordinator ONLY materials** include the 2014 CELLA Test Administration Manual, Training CDs for Speaking, completed 2014 CELLA Security Log(s), CELLA Administration Record/Security Checklist, 2014 CELLA Administration and Security Agreement(s), and any other required administration information.

For additional return instructions and a helpful Materials Return Diagram, please review pages 42 – 50 of the [2014 CELLA Test Administration Manual](#).

### 28. When should schools return materials to the district office?

District Coordinators should identify a date that To-Be-Scored and Not-To-Be-Scored materials are to be returned to the district office to ensure ALL SECURE TEST MATERIALS ARE RETURNED to Questar by Wednesday, April 9, 2014. Please contact your [District CELLA Coordinators](#) to determine the actual date to return secure materials to the district office.

## 2014 Comprehensive English Language Learning Assessment (CELLA) Frequently Asked Questions

### 29. Can schools destroy materials in the District Coordinator ONLY box after test administration?

If asked by the District CELLA Coordinator, schools may destroy the District Coordinator ONLY materials with the exception of the original signed CELLA Administration Record/Security Checklist, 2014 CELLA Administration and Security Agreement(s), and the 2014 CELLA Security Log(s) – these documents can ONLY be destroyed in a secure manner after scores for the 2014 CELLA Administration are reported. For additional information, please refer to page 48 of the [2014 CELLA Test Administration Manual](#).

### **CELLA Administration**

### 30. Can a paraprofessional be a Test Administrator for the CELLA?

For the Spring 2014 CELLA administration, districts may continue to utilize Test Administrators that include the following:

- State-level certified educators
- District-level certified educators
- School personnel (including temporary certifications for new teachers and certified substitute teachers)
- Paraprofessionals articulate in English

### 31. If a Test Administrator has administered the CELLA in previous years, do they have to be trained again for the 2014 CELLA administration?

Yes, experienced Test Administrators **must** attend a training session to administer the 2014 CELLA. In addition, the Test Administrator **must**:

- be knowledgeable of all CELLA test materials.
- be proficient in English (listening, speaking, reading, and writing) to effectively apply the scoring rubric and evaluate students' responses in English as required.
- follow the Directions for Administration instructions for administering the CELLA.

### 32. Are Test Administrators permitted to write/mark in the 2014 CELLA Directions for Administration?

Yes, the Test Administrator may write/mark in the Directions for Administration. However, modifying the scripts within the Directions for Administration is **strictly prohibited**.

### 33. Can students write in their assigned Student Test Books?

Yes, students are permitted to write in an assigned Student Test Book for the 2014 CELLA administration.

- Level A: Student **must** write/record their responses in the Level A Student Test Book. However, students should **not** write or mark in the Level A One-on-One Prompt Book.
- Levels B, C, and D: Student **may** write or mark in an assigned Student Test Book.
- Special Documents: Student **may** write or mark in the large-print and Braille test materials. The Test Administration **MUST** transcribe/record students' exact responses from the large-print and/or Braille versions of the test to a regular-print Level A Test Book, or Level B, C, or D Answer Sheet.

## 2014 Comprehensive English Language Learning Assessment (CELLA) Frequently Asked Questions

### 34. What is the appropriate number of students during group administration?

Test Administrators will decide the size of the group based on the task, and ability to monitor the testing area. The number of students is dependent on the grade level, location where the test is being administered, and the number of administrators monitoring the students. There **must** be sufficient space (at least three feet) between students to discourage cheating.

### 35. What Extension items in Level A are for Grade 2 students ONLY?

Extension items that are for Grade 2 students only are in the Reading (#16-25) and Writing (#8-16) sections. All K – 2 students **must** take all test items within the Listening and One-on-One sections.

### 36. What is the stopping rule for Level A?

The Stopping Rule is **ONLY** applicable to individually administered sections for Level A. The stopping rule does **not** apply to students in grades 3 – 12. If a student cannot answer five questions in a row, you should administer at least the first question of each type.

- If the student is able to respond to the question even minimally, continue to administer the questions of that type.
- If the student cannot or does not respond to the first question of the type, skip to the next type. Then fill in the NR bubbles of the corresponding questions in the One-on-One scoring area of the student's test book.

### 37. Does the stopping rule for Level A only apply to kindergarten students since all sections are individually administered?

No, the stopping rule is for all students in grades K through 2 during an individual administration (Speaking). In addition, grades 1 through 2 students are recommended to be individually tested in all sections of the CELLA in any of the following circumstances:

- IEP or Section 504 Plan states individual administration required,
- Students with a beginning level proficiency in English, or
- Student is disruptive during group administration.

### 38. What is an appropriate Probing Question during the Speaking/One-on-One section?

Probing is permitted for all grade levels during the Speaking/One-on-One section. An appropriate probing question during the Speaking portion of the CELLA will **not** introduce a new topic or vocabulary needed for a response. The Test Administrator may ask, "Can you tell me what happens next?" or "What's going on in this picture?"

### 39. What is not appropriate when probing?

During probing, the Test Administrator must **not** provide any details to the student during their response. Probing should not advantage the student unfairly and thus compromise the validity of the test results. Students shall not be assisted in answering test questions by any means by persons administering or proctoring the administration of any test.

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### **40. Can Test Administrators use an electronic device (i.e., cell phone) as a stopwatch and/or timer for the Reading Aloud for Fluency item type in the Speaking/One-on-One section?**

No, the Test Administrator should use a stopwatch or timer to time the student's response to ensure no interferences during testing.

### **41. Are Test Administrators permitted to copy the Reading Aloud for Fluency item type in the Speaking/One-on-One section to assist in scoring the student's response?**

No. All personnel are prohibited from copying the test items and/or the contents of student test books, answer sheets, and Directions for Administration. As instructed during the 2014 CELLA Train-the-Trainer Presentation, Test Administrators should use a transparency, dry-erase marker, tissue, and paper clip to score student responses for this item type. Inappropriate actions by school or district personnel before, during, or after test administration may result in consequences such as test invalidations and/or loss of teaching certification.

### **42. During group administration, a student becomes disruptive and talkative. What should the Test Administrator do?**

Any student that becomes disruptive and talkative should be promptly removed from the testing room. If a student is disruptive during testing, grid only the Do Not Score (DNS) bubble for that particular test section. Situations involving disruptive behavior should be investigated and discussed with the School Coordinator and the site administrator before a final invalidation decision is made.

- If the decision is to not invalidate, then the student should be assessed all four sections of the CELLA individually. If the DNS bubble was gridded for that particular test section, erase the DNS bubble and grid the UNDO bubble.

### **43. What are the reasons a student's test section MUST be invalidated/marked as Do Not Score (DNS)?**

Purpose of invalidation is to identify when the validity of test results has been compromised. For additional information regarding Test Invalidation Policies and Procedures, please review pages 26 – 28 in the [2014 CELLA Test Administration Manual](#). The appropriate DNS bubbles **MUST** be gridded if any of the following circumstances occur:

1. The document is defective and USED.
2. A student's last name, ID number, district number, school number, grade level, OR ELL status is INCORRECT, and a PreID label is affixed to a USED document.
3. A student label has been placed over another student PreID label on a USED document.

For circumstances 1 through 3 **ONLY**, grid all DNS bubbles, follow the Defective Materials directions for transferring answers on page 28 of the [2014 CELLA Test Administration Manual](#), and return with the Not-To-Be-Scored materials.

4. A student has an electronic device during testing or during a break. Grid only the DNS bubble for that particular test section.
5. A student is caught cheating during testing. Grid only the DNS bubble for that particular test section. Situations involving possible cheating should be investigated and discussed with the School Coordinator and the site administrator before a final invalidation decision is made.

## 2014 Comprehensive English Language Learning Assessment (CELLA) Frequently Asked Questions

### 44. If an answer sheet has been invalidated due to the presence of an electronic device or student is caught cheating, how should schools package the answer document?

There is a DNS and UNDO bubble for each of the four sections: Listening, Speaking/One-on-One, Reading, and Writing.

- If all or part of a student answer sheet for the Listening, Speaking/One-on-One, Reading, or Writing sections is invalidated for any of the reasons described in the Test Invalidation section, grid the appropriate DNS bubble(s) for that section and package the answer sheet with the To-Be-Scored materials.
- If a test section has been invalidated/marked as DNS by mistake, erase the DNS bubble(s), grid the corresponding UNDO bubble(s), and package the answer sheet with the To-Be-Scored materials.

If the answer sheet is packaged with the Not-To-Be-Scored materials, none of the test sections will be scored.

### 45. What is the procedure for students that move/transfer during the testing window and did not finish all four sections of the 2014 CELLA?

- For students that transfer *within* the district, the receiving school should be provided with the answer document previously completed. The student, under supervision of the Test Administrator, should transcribe their exact answers to the appropriate replacement answer document. The original answer document would now be considered **defective**, all sections should be gridded DNS and packaged in the Not-To-Be-Scored box. The replacement answer document, with all sections completed, should be packaged in the To-Be-Scored box.
- For students that transfer from *another* district, the receiving school should contact the student's previous school to determine whether the student was assessed.
  - If the student was not assessed in any section, the receiving school should proceed with testing the student in all four sections of the CELLA.
  - If the student was partially assessed, the receiving school should **not** proceed with testing the student in the remaining sections of the CELLA.
- For students that complete a portion of the CELLA and withdraw from the district prior to completion, please grid the Reason Not Assessed bubble(s) for the section(s) not completed. The answer document should be packaged in the To-Be-Scored-box. Do not DNS any sections.

### 46. A student withdrew/transferred during testing and did not finish all four sections. Should we DNS the sections that were not completed?

No, do not DNS the sections that were not completed for a student that withdrew from the school. For any test section of the CELLA that the student could not be assessed, a reason **must** be indicated on page 39 of the Level A Test Book or page 2 of the Level B, C, or D Answer Sheet. Grid only one reason not assessed per test section. Reasons for not assessing a student with the CELLA are listed on page 29 of the [2014 CELLA Test Administration Manual](#). **Note:** Answer sheets with gridded Reason Not Assessed bubbles **must** be returned in the To-Be-Scored box.

## 2014 Comprehensive English Language Learning Assessment (CELLA) Frequently Asked Questions

### 47. What if the reason the student was not assessed is not listed in the Reason Not Assessed section?

If a student is not assessed and the reason is not listed, the Test Administrator **must** attach documentation of the situation to the CELLA Administration Record/Security Checklist. Leave the Reason Not Assessed section blank.

### 48. When it is not necessary to indicate a Reason Not Assessed on the student answer sheet?

Under the following circumstances, it is not necessary to indicate a Reason Not Assessed on UNUSED answer sheets if packaged properly for return with the Not-To-Be-Scored materials:

- The preidentified document belongs to a student who has withdrawn from school prior to testing.
- The preidentified document belongs to a student who has been absent during the entire test administration window.

The reason for this policy is to avoid duplicate assessment of the same student.

## CELLA Reports

### 49. How and when are CELLA results returned to students?

Two copies of the Individual Student Report (ISR) are provided to the schools in May of the current school year. Schools **must** distribute one ISR to the student and/or parent, while maintaining the second ISR in the student's cumulative folder.

### 50. How do I obtain a copy of my child's CELLA scores?

Please contact your child's school for a copy of the Individual Student Report.

### 51. Do students receive remediation based on their CELLA scores?

Contact your child's school for specific services provided by the English for Speakers of Other Languages (ESOL) program.

### 52. May students substitute alternative assessment scores for passing scores on the CELLA?

There is no substitute assessment for the CELLA.

### 53. At what proficiency level(s) must students pass the CELLA?

The proficiency levels vary for Listening/Speaking; Reading; Writing. Additional information regarding the proficiency levels is provided on page 4 of the [2013 CELLA Interpretive Guide](#). This guide is also available in Spanish, Haitian Creole, Arabic, Chinese, French, Portuguese, Russian, Tagalog, Urdu, and Vietnamese on the [FDOE-CELLA website](#) under *2013 CELLA Interpretive Guide*.

### 54. What is considered a gain on the CELLA?

Within the same level test, an increase in scores is considered a gain on the CELLA. With different levels, an increase in the proficiency level is considered a gain on the CELLA.



## 2014 Comprehensive English Language Learning Assessment (CELLA) Frequently Asked Questions

### 55. Who scores the CELLA? How are the CELLA scorers trained?

The Speaking/ One-on-One section is locally scored by Test Administrators, which complete either Florida Department of Education – Questar Assessment, Inc. (Questar) developed training or district-level developed training. The Writing section is scored by a team at Questar. The Reading and Listening sections are scanned and scored by Questar.

### 56. Which CELLA scores are available on the Internet to the public?

Currently, the Spring 2013 State Summary, Spring 2012 State Summary and Spring 2011 State Summary are provided on the [FDOE-CELLA website](#) under *CELLA Reports*.

### 57. When will School Coordinators receive new login information to access 2014 CELLA School Reports on ServicePoint?

School Coordinators will receive new login information within the 2014 CELLA Score Reports shipment to access the School Report on the secure portion of [ServicePoint](#). District Coordinators will receive a list of all usernames and passwords for each school on ServicePoint at the same time.

### 58. How can district school staff obtain CELLA Score Reports for previous administrations?

Please note a fee will be assessed to provide any of the CELLA Score Reports from previous administrations.

- To request an additional copy of the CELLA Score Reports, please email [FloridaCELLA@fldoe.org](mailto:FloridaCELLA@fldoe.org).
- If a reprint is requested for an Individual Student Report, please call (850) 245-0417 directly to provide the student information. Do **not** send student identifiable information via email/fax.