CELLA

Comprehensive English Language Learning Assessment

2014
Test Administration Manual

Table of Contents

Graphics

CELLA Schedules

Delivery of 2014 CELLA Administration Materials to Districts

February 5, 2014

2014 CELLA Testing Window

March 3, 2014 through April 4, 2014

QUESTAR Customer Service Dates of Operation

Year-round (excluding FDOE holidays and/or Questar holidays)

Return of Test Materials

Test materials must be returned between March 10, 2014 and April 9, 2014.

Score Reporting Window

Score Reports will be delivered on May 23, 2014.

IMPORTANT: Score reports delivered after FDOE reviews and approves the reports.

This manual includes instructions and responsibilities Before, During, and After the CELLA test administration for the Test Administrator, School Coordinator, and District Coordinator.

Due to changes in policy and administration processes, information in this manual can significantly change from one administration to the next. **Even experienced Test Administrators, School Coordinators, and District Coordinators are responsible for reading and becoming familiar with relevant information in this manual and the Directions for Administration.**

What's New for the 2014 CELLA

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.

CELLA Reminders

1. Districts and schools are required to follow the 2014 CELLA schedules listed on page 1 of this manual, unless a request for a change is made by the district and approved by FDOE.

2. **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.** Please carefully read the Test Security Policies and Procedures on page 22. District Coordinators must require that all school administrators, School Coordinators, and Test Administrators receive adequate training prior to test administration and sign a 2014 CELLA Administration and Security Agreement, provided in Appendix C.

3. Students may not have any electronic devices at their desks, clipped to their belts, in their pockets, or anywhere they can reach them during testing or during a break, even if the devices are turned off or the students do not use them. 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.

4. The PreID roster MUST be verified against the school's student information database. Do not use the PreID labels for verification purposes since the roster contains additional information not included in the labels, such as complete student ID numbers.

    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 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.

    If the student's last name, ID number, district number, school number, grade level, OR ELL status are INCORRECT, destroy the label in a secure manner. Complete the following boxes on the student demographic pages when a PreID label is NOT affixed:

    *   For all levels: Boxes 1–20 MUST be completed.
    *   For all levels: Complete Boxes 21–24 only if applicable to the student.

    If a student's last name, ID number, district number, school number, grade level, and ELL status are correct, but the PreID roster is missing other information, that information may be gridded on the student demographic pages. Gridding information which is already included in the PreID roster will NOT override the label's information.

5. Each student MUST have a student ID number gridded on the student answer sheet for scoring. Student ID numbers cannot be duplicated or reused because doing so will cause delays in processing that district's answer sheets and reports. Incorrect or missing student ID numbers will cause scoring and reporting delays.

6. Test Administrators must NOT administer the CELLA to their family members. Students who are related to their assigned Test Administrator must be reassigned to an alternate Test Administrator. Under NO circumstances may a student's parent/guardian be present in that student's testing room.

7. Test Administrators MUST:

    • attend a training session to administer the CELLA.
    • 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.

8. For Level A, the Test Administrator must complete all of the personal and demographic information for each student. Incorrect or missing information will cause scoring and reporting delays.

9. Individual administration of all four sections of the CELLA is required for kindergarten students.

10. Per Section 1002.45(6)b, Florida Statutes (F.S.), districts must make arrangements to test Florida Virtual School (FLVS) Full-Time ELL students in the district in which they reside.

11. 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 after the CELLA test administration. In addition, a date should be identified for the return of the District Coordinator ONLY materials to the district office.

12. Do Not Score (DNS) materials must be returned with To-Be-Scored materials, unless the document is defective (see page 28 of this manual).

13. District Coordinators ONLY are provided a user name and password to Questar's ServicePoint website (https://fl-servicepoint.questarai.com/) in order to:

    • order supplemental materials (AMO).
    • retrieve the electronic version of the PreID Student Rosters.
    • retrieve District and School Score Reports after test administration.
    • retrieve Secure Materials Missing Report after test administration.

14. The following 2014 CELLA items can be found at http://www.fldoe.org/aala/CELLA.asp:

    • Statewide Memorandums
    • CELLA Parent Information Brochure
    • Forms to report test irregularities/security breaches and missing materials to FDOE
    • Test Administration Manual
    • Training Materials
    • 2014 CELLA Security Log

- Customer Satisfaction Survey
- CELLA Interpretive Guide

15. Pre-populated CELLA Administration Record/Security Checklists, Materials Return List, school packing lists, and pallet maps are available to District Coordinators and School Coordinators at https://fl-servicepoint.questarai.com under Key Dates and Notifications.*

   * No user name OR password required for non-secure documents.

16. For Braille: All Braille test responses must be transcribed and recorded by the Test Administrator on an answer sheet provided with the Braille test book.

   For large-print: The Test Administrator must transcribe and record students' exact responses from the large-print version of the test to a regular-print Level A Test Book, or Level B, C, or D Answer Sheet.

17. District CELLA Coordinators: If there are updates and/or changes for CELLA district personnel, notification must be provided via email to FloridaCELLA@fldoe.org.

18. If there are questions regarding the administration of the CELLA, School Coordinators and Test Administrators should initially contact the District CELLA Coordinator. Additional inquiry sources available are as follows:

   Questar Assessment, Inc. (Questar)
   Toll-Free Telephone Number: (877) 85-CELLA (877-852-3552)
   Customer Service is available year-round (excluding FDOE holidays or Questar holidays)
   Hours of Operation: 7:00 A.M. to 6:00 P.M. Eastern Time
   Facsimile: (866) 688-0419
   Email: CELLA@questarai.com

   Florida Department of Education (FDOE)
   Bureau of Student Achievement through Language Acquisition
   Telephone Number: (850) 245-0417
   Facsimile: (850) 245-0846
   Email: FloridaCELLA@fldoe.org

Background Information on the CELLA

<u>The CELLA Program</u>

The Comprehensive English Language Learning Assessment (CELLA) is a four-skill language proficiency assessment that is designed to provide the following:

1. 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).

2. Data for charting student progress over time and for charting the progress of newly arrived students.

3. 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.

4. 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.

Test Administration Policies and Procedures

Administration Schedule

The 2014 CELLA test administration window is:

March 3, 2014 to 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.

There are four CELLA levels:

- Level A: Grades K–2
- Level B: Grades 3–5
- Level C: Grades 6–8
- Level D: Grades 9–12

Each level contains four sections: Listening, Speaking/One-on-One, Reading, and Writing. Students must take all four sections and record responses on the same answer sheet.

The chart below summarizes the administration features and approximate times for administering Level A.

Level A Sections	Administration Features	Approx. Time Grades K–1	Approx. Time Grade 2
One-on-One (Speaking)	• Individually administered for grades K–2	15 min.	15 min.
Listening	• Individual administration required for kindergarten • Small-group administered for grades 1–2 • Test Administrator reads script or plays CD	15 min.	15 min.
Reading (Grade 2 includes "Extension")	• Individual administration required for kindergarten • Small-group administered for grades 1–2	15 min.	35 min.
Writing (Grade 2 includes "Extension")	• Individual administration required for kindergarten • Small-group administered for grades 1–2	15 min.	30 min.

The chart below summarizes the administration features and approximate times for administering Levels B, C, and D.

Levels B, C, & D Sections	Administration Features	Approximate Time
Listening	• Group administered • Administrator reads script or plays CD	25 min.
Speaking	• Individually administered • Administrator reads script	10–15 min.
Reading	• Group administered	45 min.
Writing	• Group administered	70 min.

The preparation time will vary, depending on the number of students who need to grid information and on whether or not the answer sheets are preidentified.

Students To Be Tested

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 11th school day of the current school year must be administered the CELLA.

The definitions for the ELL codes are below:

LY – The student is an English Language Learner and is enrolled in classes specifically designed for English Language Learners.

LP – The student is in grade 3–12, tested fully English proficient on an aural/oral test and is an English Language Learner pending the Reading and Writing assessment, or the student is in grade K–12, answered "yes" on the Home Language Survey question "Is a language other than English spoken in the home?" and is waiting for aural/oral assessment.

LF – The student is being followed up for a two-year period after having exited the ESOL program.

Florida Virtual School

Per Section 1002.45(6)b, F.S., students enrolled full-time in the Florida Virtual School and who meet the requirement for students to be tested for the 2014 CELLA administration require accommodations for testing in the district in which they reside. The District Coordinator will be notified by the Virtual School Coordinator if an ELL student is enrolled full-time in Florida Virtual School.

Administration Accommodations

Appendix A provides information concerning allowable test administration accommodations for ELLs and students with disabilities. For students with disabilities, the accommodation is provided as stated in the student's IEP or Section 504 Plan, unless it is not an allowable CELLA accommodation. Prior to the test administration, the Test Administrator and the School Coordinator are responsible for ensuring that arrangements have been made to provide accommodations for individual students.

Make-up Test Administration Procedures

All security and administration procedures must be followed while conducting make-up sessions. Make-up tests may begin on the second day of testing and may continue throughout the administration window.

Training Materials

The training materials for the 2014 CELLA administration include the following:

- Online Train-the-Trainer Presentation—Posted online by February 3, 2014
    i) PowerPoint version can be located at http://www.fldoe.org/aala/CELLA.asp
    ii) Narrated version can be located at https://fl-servicepoint.questarai.com/
- Test Administration Manual (this manual)
- Directions for Administration
- Training CD for Speaking for the appropriate level
- Student Test Books (for display)
- Student Answer Sheets (for display)
- Listening CDs (for display)

The first training session of the Train-the-Trainer presentation provides an introduction to the CELLA as a whole. The second training session for each group focuses on a specific level (A or B, C, and D). It begins with an overview of the level-specific materials and test administration, and then provides practice exercises for scoring that level's Speaking section. The presentation and training materials provide the District Coordinator and School Coordinator with everything needed to train school staff to administer the CELLA.

Test Materials

Test documents for the 2014 CELLA administration are listed in this section by grade level.

Level A: Kindergarten and Grades 1 and 2

- Level A Test Book
- Level A One-on-One Prompt Book
- Listening CD A1 & B1
- Directions for Administration

Test Administrators are **required** to assign the Level A 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. It is required that the entire test be individually administered to students in kindergarten. Students in grades 1 and 2 will take the Listening, Reading, and Writing sections in a small group. The Level A Speaking section of the CELLA is referred to as the One-on-One section and it is individually administered.

The Level A Reading and Writing sections are each divided into two parts: Core and Extension. All students in kindergarten through grade 2 will be administered the Core questions, which are read aloud by the Test Administrator. Only students in grade 2 will be asked to answer the Extension questions in the Reading and Writing sections, which are completed independently.

The Listening section can be delivered in one of two ways: Recorded Delivery (played on a CD player) or Teacher Delivery (read aloud by the Test Administrator).

There is no separate answer sheet for Level A. The Test Administrator records the One-on-One scores on page 39, and the students mark their responses for Listening, Reading, and Writing in the Level A test book.

Level B: Grades 3, 4, and 5

- Level B Test Book
- Level B Answer Sheet
- Listening CD A1 & B1
- Directions for Administration

Level C: Grades 6, 7, and 8

- Level C Test Book
- Level C Answer Sheet
- Listening CD C1 & D1
- Directions for Administration

Level D: Grades 9, 10, 11, and 12

- Level D Test Book
- Level D Answer Sheet
- Listening CD C1 & D1
- Directions for Administration

Test Administrators are **required** to assign the Level B, C, or D Student Test Book by writing the student's name in the upper-right corner box on the front cover. Students are permitted to write in an assigned Student Test Book. Within each level (Level B, C, or D), the Listening section is group-administered, either with the use of a recorded script (on a CD player) or with the Test Administrator reading the script aloud. Students mark their answers on a separate answer sheet, where indicated.

The Speaking section is individually administered. The Test Administrator records the student's score on page 2 of the student's answer sheet.

The Reading and Writing sections are group-administered. Students mark their responses on their answer sheet, where indicated.

Special Documents

IMPORTANT: The Test Administrator **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. The large-print and/or Braille versions of the test must be returned in the Not-To-Be-Scored materials.

Large-print Test Materials for Levels A, B, C, and D

The large-print version of the CELLA is based on the regular-print version of the CELLA. The School Coordinator provides the Test Administrator with the materials needed to administer the large-print version.

Level A

- Large-print Level A Test Book
- Large-print Level A One-on-One Prompt Book
- Regular-print Level A Test Book, for recording responses
- Directions for Administration

Levels B, C, and D

- Large-print version of the test book for the appropriate level
- Regular-print version of the test book that corresponds to the large-print test being administered to assist the Test Administrator
- Answer sheet for the appropriate level, for recording responses
- Directions for Administration

Braille Test Materials for Levels B, C, and D

There is no Braille version of the entire Level A test. The Braille tests are provided in contracted and uncontracted Braille format for the 2014 administration for Levels B, C, and D. The Braille version of the CELLA differs from the regular-print version of the test. Some questions have been omitted from the test. A list of omitted items can be found on pages 64–65. As indicated on page 12, the School Coordinator provides the Test Administrator with the materials needed to administer the 2014 CELLA to students using Braille.

- Braille version of the test book for the appropriate level
- Regular-print version of the test book that corresponds to the Braille test being administered to assist the Test Administrator
- Answer sheet for the appropriate level, for recording responses
- Directions for Administration

Student Demographic Information

The student answer sheet (Level A Test Book and Level B, C, or D Answer Sheet) captures student demographic information. The preidentification (PreID) information provided by each district was used to create student labels.

A document is **preidentified** if it contains a student label affixed to the front of the student test book or answer sheet. Do not use a preidentified document for any student except the one for whom it is preidentified. Test Administrators may apply labels and/or complete answer sheets as soon as test materials are received from the School Coordinator. Please see page 22 for policies and procedures regarding handling secure materials.

Sample Student Demographic Page

Non-preidentified Students

If a document is **non-preidentified**, grid all student information with a No. 2 pencil on the student test book or answer sheet. When completing non-preidentified student test books or answer sheets, school personnel and/or students **MUST** fill in the appropriate boxes and grid the corresponding bubbles. For Level A, the Test Administrator must complete all the personal and student demographic information for each student. Incomplete answer sheets or inaccurate information will affect score reports.

Only school personnel may complete the following:

- Box 2   Test Administrator Name
- Box 12   ELL Status
- Box 17   Primary Exceptionality
- Box 18   Length of Time Enrolled in ESOL Program
- Box 19   Title III
- Box 20   Date of Home Language Survey
- Box 21   Do Not Score (If Applicable)
- Box 22   Accommodations (If Applicable)
- Box 23   Receives Special Services
- Box 24   Program Participation

School personnel **or** Levels B, C, and D students may complete the following:

- Box 1   Student Name
- Box 3   School Name
- Box 4   School Number
- Box 5   District Name and District Number
- Box 6   Student Name Grid
- Box 7   District/School Number
- Box 8   SSN/Florida Student Number
- Box 9   Test Date
- Box 10   Date of Birth
- Box 11   Grade
- Box 13   Ethnicity
- Box 14   Race
- Box 15   Gender
- Box 16   Home Language

Florida Virtual School Non-Preidentified Students

To ensure enrollment information is reported accurately for ELL students enrolled full-time in Florida Virtual School on the 2014 CELLA score reports, please complete the district and school number on the student answer sheet, as appropriate.

District Name	School Name
Florida Virtual School (71)	Florida Virtual School Full-Time K – 8 (0300)
	Florida Virtual School Full-Time 9 – 12 (0400)

Student demographic information captured on the student answer sheet is described below:

Demographic Information	Required for Preidentified Students	Required for Non-Preidentified Students	To be Completed if Applicable and Information is Available
1. Student Name Print the student's first and last name.	X	X	
2. Test Administrator Name Print the Test Administrator's name. **Note:** Test Administrators must complete prior to distributing answer sheets.	X	X	
3. School Name Print the school name.	X	X	
4. School Number Print the school number.	X	X	
5. District Name and District Number Print the district name and district number.	X	X	
6. Student Name Grid Print and grid the student's last and first names. There are boxes for the first 14 letters of the student's last name and the first 10 letters of the first name. If known, print and grid the student's middle initial.		X	
7. District/School Number Grid the district and school number.		X	
8. SSN/Florida Student Number Print and grid the 10-digit student ID number. If the number is only 9 digits long, add an "X" after the last digit to fill in all 10 boxes. **Note:** Test Administrators should have student ID numbers available for Levels B, C, and D students to complete, or may choose to complete this information prior to distributing answer sheets.		X	

Demographic Information	Required for Preidentified Students	Required for Non-Preidentified Students	To be Completed if Applicable and Information is Available
9. Test Date Grid the appropriate bubbles for the month, day, and last two digits of the year. The district may select a date to be used by all Test Administrators, such as the first or last day of the testing window.	X	X	
10. Date of Birth Grid the appropriate bubbles for the month, day, and year of the student's birth. **Note:** Test Administrators may choose to complete this information prior to distributing answer sheets.		X	
11. Grade Grid the student's current grade level.		X	
12. ELL Status Grid the category: LY, LP, or LF. **Note:** Test Administrators must complete prior to distributing answer sheets. (For definitions, see page 8 of this manual.)		X	
13. Ethnicity Grid the appropriate bubble to indicate whether a student is of Hispanic or Latino ethnicity. Use the following description for this ethnic classification: Hispanic or Latino – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic or Latino." **Note:** Students coded as Hispanic/Latino ethnicity should also be reported with the appropriate race(s).		X	

Demographic Information	Required for Preidentified Students	Required for Non-Preidentified Students	To be Completed if Applicable and Information is Available

14. Race
Grid the appropriate bubble to indicate the student's racial background. Must grid Y/N for each race. Use the following descriptions for racial classifications:
  American Indian or Alaska Native – A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
  Asian – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
  Black or African American – A person having origins in any of the black racial groups of Africa.
  Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
  White – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
		X	

15. Gender Grid the appropriate bubble for the student's gender.		X	
16. Home Language Grid the student's home language. The home language classifications are Arabic, Chinese/Zhongwen, French, Haitian Creole, Portuguese, Russian, Spanish, Tagalog, Urdu, Vietnamese, or Other.		X	

Demographic Information	Required for Preidentified Students	Required for Non-Preidentified Students	To be Completed if Applicable and Information is Available

17. Primary Exceptionality
These codes are used to identify students who have been classified as exceptional according to Rule 6A-6.0331, F.A.C., and who have current Individual Educational Plans (IEPs). GRID ONLY ONE. <u>If more than one code is gridded, none of the codes will be recognized as valid.</u>
  C = Orthopedically Impaired
  F = Speech Impaired
  G = Language Impaired
  H = Deaf/Hard-of-Hearing
  I = Visually Impaired
  J = Emotional/Behavioral Disability
  K = Specific Learning Disability
  L = Gifted
  M = Hospital/Homebound
  O = Dual-Sensory Impaired
  P = Autism Spectrum Disorder
  S = Traumatic Brain Injured
  T = Developmentally Delayed
  V = Other Health Impaired
  W = Intellectual Disability
		X	

18. Length of Time Enrolled in ESOL Program Grid the appropriate length of time the student has been enrolled in the state's ESOL program. Information may be taken from the date of entry into the ESOL program as reported on the ELL: Entry Date data element.		X	
19. Title III Grid "Yes" if the student receives services funded by Title III, NCLB. **Note:** Districts that do not receive Title III, NCLB funds are to bubble "No" for all students.		X	

Demographic Information	Required for Preidentified Students	Required for Non-Preidentified Students	To be Completed if Applicable and Information is Available
20. Date of Home Language Survey Grid the appropriate bubbles for the month, day, and year when the Home Language Survey was completed for the student.		X	
21. Do Not Score (If Applicable) See page 26 of this manual for instructions on when to grid the Do Not Score bubbles.			X
22. Accommodations (If Applicable) Grid the applicable test accommodation that is being provided to the student.			X
23. Receives Special Services Grid either or both of the special services the student is receiving: Free or Reduced Lunch and/or Migrant Student. **Note:** For preidentified answer sheets, complete only if information has changed.			X
24. Program Participation Grid the program in which the student currently participates. ESOL should be bubbled in for all students with an ELL code of "LY." Leave blank for any student with an ELL code of "LF." If the student is also enrolled in a dual language program, grid Dual Language. **Note:** For preidentified answer sheets, complete only if information has changed.			X

Preidentified Student Labels and Rosters

The preidentification information provided by your district is used to print student PreID labels and rosters. PreID student labels are provided to each school and packaged by grade. Each sheet of PreID student labels contains 14 student names with one label per student. The PreID Student Roster has one row of information per student which should be used by school personnel to verify the accuracy of student demographic information. The list of student rosters is included in the school's Administration Materials Shipment. Only District Coordinators can access the PreID Student Roster on Questar's ServicePoint website.

Please adhere to the following:

- Only the School Coordinator and authorized school personnel designated by the Test Administrator may open the shrink-wrapped packages and affix labels.
- Do NOT use student labels from previous test administrations or other tests.
- Affix the CELLA student labels to the CELLA documents only.
- Each student has a student ID number that should NOT be used for another student; this could cause delays in the scoring process.
- Students are not permitted to handle test documents before or after testing.
- All secure materials must return to locked storage and remain there until further testing.

School personnel are **responsible** for ensuring that certain preidentified student information is correct. Follow these steps when verifying student information and affixing a PreID label to a student test book or answer sheet:

1. Verify that the student is still enrolled in the school and is to be tested. Labels for students no longer enrolled or who are not to be tested should be destroyed in a secure manner.

2. 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, the label should be destroyed in a secure manner.

3. IN ORDER FOR A DOCUMENT TO BE PROPERLY SCANNED, carefully place the label on the student test book or answer sheet in the box that reads PLACE PreID LABEL HERE.

Do not remove or deface labels once they have been affixed. Do not place a label over another label.

STUDENTLASTNAM, SAMPLEFIRS A		**SID: 6789X**	
DIST/SCH: 99-9999			
Your School Name		**ELL: LY ESE: K**	
		Accom: Y Dist Use: 1234567890	
DOB: 03/01/XX	**GEN: M**	**R/E: A GRD: XX CELLA 2014**	

13343220 - 3

Sample Preidentified Student Label

Florida CELLA

**Spring 2014
PreID Roster**

DISTRICT: 99 FLORIDA DISTRICT   SCHOOL: 99-9999 FLORIDA SR HIGH

Barcode	Last	First	MI	GRADE	Student ID	GENDER	ETHNICITY	RACE	PRIM EXCEP_ES	ELL	LARGE PRINT	BRAILLE	DOB
12345678-9	LastNamennnnnn17	FirstNamen12	M	10	1234567890	M	Y		H	LY	Y		03/01/1997
12345679-8	LastNamemmmmmmm17	FirstNamem12	M	11	1234567891	F	N	W				Y	12/31/1996
12345680-7	LastNamebbbbbb17	FirstNamer12	M	09	1234567892	M	N	A	M	LP			11/23/1998
12345681-6	LastNamewwwwww17	FirstNames12	F	12	1234567893	F	N	M		LF			01/09/1996

ELL:
Definitions for the three ELL types can be found on page 8 of the Test Administration Manual

Large-print: Y = Yes
     Blank = No
Braille: Y = Yes
     Blank = No

Primary Exceptionality:
C = Orthopedically Impaired   L = Gifted
F = Speech Impaired   M = Hospital/Homebound
G = Language Impaired   O = Dual-Sensory Impaired
H = Deaf or Hard of Hearing   P = Autism Spectrum Disorder
I = Visually Impaired   S = Traumatic Brain Injured
J = Emotional/Behavioral Disability   T = Developmentally Delayed
K = Specific Learning Disability   V = Other Health Impaired
     W = Intellectual Disability

Race:
I = American Indian/Alaska Native
A = Asian
B = Black/African American
P = Native Hawaiian/Pacific Islander
W = White
M = Two or More Races

Ethnicity:
Y = Hispanic or Latino
N = Not Hispanic or Latino

Page n of n

Sample Preidentified Student Roster

Incorrect or Missing Preidentified Information

After verifying student demographic information using the PreID roster, if the following student information is correct, even if any other information is incorrect, use the student label:

- Student Last Name
- Student ID Number
- District Number
- School Number
- Grade Level
- ELL Status

If a student's last name, ID number, district number, school number, grade level, and ELL status are correct but the PreID label is missing other information, that information may be gridded on the student demographic pages. <u>Gridding information which is already included in the PreID roster will NOT override the label's information.</u>

IMPORTANT: Even if the student has a PreID label, the following MUST be provided and gridded on the Level A Test Book or Level B, C, or D Answer Sheet:

- Box 1   Student Name
- Box 2   Test Administrator Name
- Box 3   School Name
- Box 4   School Number
- Box 5   District Name and District Number
- Box 9   Test Date

Test Security Policies and Procedures

<u>Florida Statute and State Board of Education Rules</u>

The Florida State Board of Education Rule 6A-10.042, F.A.C. was developed to meet the requirements of the Test Security Statute, s. 1008.24, F.S., and applies to anyone involved in the administration of a statewide assessment. The Rule prohibits activities that may threaten the integrity of the test. See Appendix B for the full text of the Florida Test Security Statute and the Florida State Board of Education Rule. Examples of prohibited activities are listed below:

- copying the passages, test items, or performance tasks
- explaining the test items or performance tasks
- changing or otherwise interfering with student responses to test items

If students with current IEPs, Section 504 plans, or ELL plans are permitted accommodations, Test Administrators may provide the accommodations as described in Appendix A.

The security of all test materials must be maintained before, during, and after the test administration. Under no circumstances are students permitted to handle secure materials before or after test administration.

Please remember that after ANY administration, initial or make-up, secure materials must be returned to the School Coordinator and placed in locked storage. No more than three persons should have access to the locked storage room. Test books, answer sheets, Listening CDs, and the Directions for Administration should never be left unsecured. These secure materials should not remain in the classrooms or be taken off the school's campus overnight. Materials must be tracked using the security numbers described later in this section. Secure documents should never be destroyed (e.g., shredded, thrown in the trash, etc.) except for soiled documents, which must be destroyed in a secure manner.

District Coordinators must require that all school administrators, School Coordinators, Test Administrators, and proctors receive adequate training prior to test administration and that all personnel involved in test administration sign and return the 2014 CELLA Administration and Security Agreement, perforated in Appendix C, stating that they have read and agree to abide by all test administration and test security policies and procedures. Additionally, any other person who assists the School Coordinator or Test Administrator must sign and return the agreement.

Each school is required to maintain an accurate CELLA Security Log, provided in Appendix C, for each testing room. Anyone who enters a testing room for the purpose of monitoring a test is required to sign the log. This applies to the Test Administrator or anyone who relieves a Test Administrator, even for a short break, regardless of how much time he/she spends monitoring a testing room.

Test Administrators must NOT administer the CELLA to their family members. Students related to their assigned Test Administrator must be reassigned to an alternate Test Administrator.

Please remember that inappropriate actions by school or district personnel can result in student or classroom invalidations and/or loss of teaching certification.

Missing Materials/Breaches of Administration Procedures

The School Coordinator must verify that all secure materials listed on the packing list are received and should report any packing errors or any missing secure documents to the District Coordinator immediately. The FDOE maintains a record of the quantity of secure materials and the unique security number of each secure document used in the CELLA. Every secure document will be scanned and tracked electronically. Individuals are responsible for the secure documents assigned to them. Test Administrators should report any missing secure materials to the School Coordinator immediately.

If, after a thorough investigation, a secure document is not found or a test irregularity or security breach is identified, the School Coordinator must inform the District Coordinator. The District Coordinator should call the FDOE Bureau of Student Achievement through Language Acquisition to discuss the concern, and then must submit a written report within ten working days after the irregularity or security breach has been discovered. Forms designed to report missing materials, test irregularities, and security breaches can be found at http://www.fldoe.org/aala/CELLA.asp. School personnel and District Coordinators must use these forms to submit with a written report. Compile all pertinent information and submit the written report to the FDOE via fax at (850) 245-0846 or via email at FloridaCELLA@fldoe.org.

If there is reason to believe that a secure document has been stolen, photographed, or copied, the School Coordinator should contact the District Coordinator immediately. The District Coordinator must then call the FDOE Bureau of Student Achievement through Language Acquisition to discuss a plan of action. This action may involve local law enforcement.

A detailed report must be submitted to the FDOE Bureau of Student Achievement through Language Acquisition within 30 calendar days of the initiation of the investigation. The report must include the nature of the situation, the time and place of the occurrence, the names of the persons involved, a description of the communication between the District Coordinator's office and school personnel, how the incident was resolved, and what steps are being implemented to avoid future losses, irregularities, or security breaches.

2014 CELLA MISSING MATERIALS

Spring 2014 Test Administration

Email to FloridaCELLA@fldoe.org or fax to 850-245-0846   Completed by _____

DATE	DISTRICT NAME	DISTRICT NUMBER	SCHOOL NAME	SCHOOL NUMBER	DOCUMENT TYPE (Test Books, Answer Sheets, CDs, DFA)	SECURITY BARCODE NUMBER OR RANGE	REASON

Sample 2014 CELLA Missing Materials Form

2014 CELLA BREACHES OF ADMINISTRATION
(Test Irregularities or Security Breaches)

Email to FloridaCELLA@fldoe.org or fax to 850-245-0846   Completed by _____

DATE	DISTRICT NAME	DISTRICT NUMBER	SCHOOL NAME	SCHOOL NUMBER	INCIDENT	ACTION / RESOLUTION	DOCUMENTATION SENT TO FDOE

Sample 2014 CELLA Breaches of Administration Form

Security Numbers

A security number is used to account for each secure document. The security number consists of an eight-digit number with a one-digit check number, which will appear as a nine-digit number. Please note that Levels B, C, and D Answer Sheets do not have security numbers, but are considered secure documents once preidentified. A list of secure documents that MUST be returned to Questar after the completion of the 2014 CELLA administration is below:

- Directions for Administration
- Listening CDs (A1 & B1 and C1 & D1)
- Level A Test Book
- Level A One-on-One Prompt Book
- Level B Test Book
- Level C Test Book
- Level D Test Book
- Large-print Test Books
- Braille Test Books
- Used Levels B, C, and D Answer Sheets

SECURE MATERIAL — MUST RETURN

Sample Security Barcode

CELLA Administration Record/Security Checklist

District Coordinators can access their schools' CELLA Administration Record/Security Checklists via Questar's ServicePoint website found at: https://fl-servicepoint.questarai.com. This version of the form, formatted in Excel, is pre-populated with the security numbers of test documents sent to each school. **No user name or password is needed to access the pre-populated spreadsheet on Questar's ServicePoint website.**

A blank version of the CELLA Administration Record/Security Checklist is also available as a perforated form in Appendix C. District Coordinators may distribute the pre-populated spreadsheets to schools, instruct School Coordinators to access their school's pre-populated spreadsheet, or use the blank form in Appendix C, as long as all required administration information is collected and security numbers are tracked.

School Coordinators and Test Administrators must maintain certain required administration information and track security numbers of test documents. The School Coordinator should use this form to record the eight-digit security number of documents assigned to and returned by each Test Administrator. If a School Coordinator receives secure materials that are not already listed, such as materials from the district overage, the security numbers of those materials must be added to this record with the names of the students to whom they are assigned.

The Test Administrator should also maintain a record of the security numbers for all secure materials assigned to him/her. The security number(s) of the document(s) assigned to and returned by each student should be recorded and verified at the end of each testing session.

If a secure document is soiled (e.g., with blood or vomit), the School Coordinator should document the event on the CELLA Administration Record/Security Checklist next to the appropriate security number, and contact the District Coordinator. At their discretion, school personnel may transcribe the student's exact answers to a replacement document and then destroy the soiled document in a secure manner. The District Coordinator should contact the FDOE Bureau of Student Achievement through Language Acquisition and submit a Missing Materials Form.

Test Invalidation/Defective Document Policies and Procedures

<u>Do Not Score (DNS) and UNDO Bubbles</u>

DNS and UNDO bubbles are located in Box 21 of the student answer sheet (Level A Test Book and the Level B, C, or D Answer Sheet). There is a DNS and UNDO bubble for each of the four sections: Listening, Speaking/One-on-One, Reading, and Writing.

Do Not Score (DNS) and UNDO Bubbles

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 DNS bubble is gridded for one or all of the test sections (Listening, Speaking/One-on-One, Reading, or Writing), that section(s) will not be scored. If ALL of the DNS bubbles are gridded, none of the test sections (Listening, Speaking/One-on-One, Reading, or Writing) will be scored. If the DNS bubble(s) for a test section has been erased and the corresponding UNDO bubble(s) has been gridded, that section will be scored.

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

Test Invalidation

Each District Coordinator should advise schools of the appropriate course of action if invalidation is being considered. Remember that the purpose of invalidation is to identify when the validity of test results has been compromised. It is the responsibility of the District Coordinator to inform schools that they may either:

- invalidate/mark as DNS only after discussion with the District Coordinator, OR
- invalidate/mark as DNS at the school level after discussion between the School Coordinator and the Test Administrator.

Under the following circumstances, it is not necessary to invalidate/mark as DNS an answer sheet if it has been 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 document is defective and is UNUSED.
- The preidentification information is incorrect and the document is UNUSED.

Several of the examples below refer to USED and UNUSED Level A Test Books or Level B, C, or D Answer Sheets. For a Level A Test Book or Level B, C, or D Answer Sheet to be considered UNUSED, it must not have a mark anywhere on it.

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.

IMPORTANT: For circumstances 1 through 3 **ONLY**, grid all DNS bubbles, follow the Defective Materials directions for transferring answers, 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.

The appropriate DNS bubble(s) MAY be gridded if any of the following circumstances occur:

1. A student becomes ill and is unable to finish, OR a student is not allowed the correct amount of time to finish (e.g., the Test Administrator instructs students to stop working without allowing the correct amount of time, or a parent removes a student for any reason prior to the end of the allotted testing time).

    Invalidation decisions should be made based on whether or not the student was provided adequate time to respond completely to the test items. If a determination is made that the student was provided enough time to respond completely, the document should be submitted for scoring.

    If it is determined that the student was not provided adequate time to complete a test section, AND the validity of the test results has been compromised, the test section should be invalidated/marked as DNS. However, if the validity of the section has not been compromised, AND the student has not left the school's campus, the student may return to the testing room during the same school day to complete the test section.

2. A student is given an accommodation not allowed on the CELLA. Grid only the DNS bubble for that particular test section. Appendix A provides information concerning allowable test administration accommodations for ELLs and students with disabilities.

3. A student is given an accommodation not indicated on the student's IEP, Section 504 plan, or ELL plan. Testing accommodations not indicated on a student's IEP, Section 504 plan, or ELL plan is cause for invalidation. Grid only the DNS bubble for that particular test section.

4. A student was **not** provided an allowable accommodation indicated on the student's IEP, Section 504 plan, or ELL plan. Invalidation decisions should be based on whether absence of the permissible accommodation significantly affected the student's performance and whether the test should be scored.

5. A student is disruptive during testing. If a student is disruptive during testing, the School Coordinator should determine whether invalidation is an appropriate course of action.

Defective Materials

If a test book or answer sheet is identified as defective (e.g., the document is not readable, missing pages, miscollated, or torn; has upside-down or duplicate pages; or is mis-cut) **before** testing begins, give the student a replacement test book or answer sheet with the student's name in Box 1.

If a defective Level B, C, or D test book is identified **during** testing, give the student a replacement test book with the student's name in the upper-right corner box on the front cover.

Students taking the Level A test will have their answers recorded in the Level A Test Book, and students taking the Level B, C, or D tests will grid their answers in the corresponding answer sheet. If either document is found to be defective **during** testing, give the student an assigned replacement test book or answer sheet. Upon test completion, the student must, under the

supervision of the Test Administrator, transcribe the exact answers from the defective test book or answer sheet to the appropriate replacement document. If the defective document has a student label, **do not remove the label**. Grid all student demographic information on the student's replacement document.

Return the defective test book or answer sheet with the Not-To-Be-Scored materials and notify Questar Customer Service, toll-free, at (877) 852-3552.

NEW — Reason Not Assessed Procedures

It is important to account for all students and their participation in statewide assessments. If a student is not assessed in one or all of the test sections (Listening, Speaking/One-on-One, Reading, or Writing), Test Administrators **must** bubble the appropriate circle(s) on page 39 of the Level A Test Book or page 2 of the Level B, C, or D Answer Sheet. Reasons for not assessing a student with the CELLA are as follows:

- **Student Absent** – due to absence, student could not be assessed
- **Student Deceased** – student is deceased
- **Student Hospitalized** – due to hospitalization, student could not be assessed
- **Student Refused** – due to refusal, student could not be assessed
- **Student Withdrew** – student has withdrawn from the school

GRID ONLY ONE REASON NOT ASSESSED PER TEST SECTION. If more than one reason is bubbled for a test section, none of the codes will be recognized as valid. 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.

IMPORTANT: For any test section of the CELLA that the student could not be assessed, a reason must be indicated on the answer sheet. Documents with gridded Reason Not Assessed bubbles are to be returned with the To-Be-Scored materials.

REASON NOT ASSESSED
Ⓛ Ⓢ Ⓡ Ⓦ Student Absent
Ⓛ Ⓢ Ⓡ Ⓦ Student Deceased
Ⓛ Ⓢ Ⓡ Ⓦ Student Hospitalized
Ⓛ Ⓢ Ⓡ Ⓦ Student Refused
Ⓛ Ⓢ Ⓡ Ⓦ Student Withdrew

Sample Reason Not Assessed

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.

Responsibilities Before Testing

District Coordinator Responsibilities

Prior to testing, you are responsible for reading this Test Administration Manual in its entirety.

Training

- District Coordinators are responsible for training School Coordinators.
- School Coordinators are responsible for training Test Administrators.
- Questar will provide the training materials listed on page 9 for the School Coordinators.

Test security requires the use of trained administrators to minimize test irregularities and possible test invalidations. As a result, it is required that:

- School Coordinators also train personnel who may serve as alternate Test Administrators in the event of test day emergencies.
- Return instructions are emphasized to the School Coordinators during training.
- The School Coordinator's responsibility of packaging materials correctly is emphasized. Materials returned incorrectly could lead to delays in score reporting.

Delivery of Administration Materials

Prior to the delivery of administration materials, an electronic copy of all school packing lists and pallet maps will be posted to Questar's ServicePoint website, https://fl-servicepoint.questarai.com. Hard copies of the pallet maps will also be attached to the side of each pallet in a plastic sleeve. Review the packing lists to ensure that the correct grade-level materials are being sent for each participating school. After your shipment arrives, verify that each school receives the range of boxes assigned. Instruct School Coordinators to inventory the contents of their boxes within 24 hours of receipt and to report missing materials to you immediately.

If materials have not been delivered by February 5, 2014, or you have questions about the contents of the shipment, contact Questar Customer Service, toll-free, at (877) 852-3552 or via email at CELLA@questarai.com.

District materials will be packaged in white (no stripe) boxes labeled with the district's name and marked TO BE OPENED ONLY BY DISTRICT CELLA COORDINATOR.

The following materials, as appropriate for your district, will be delivered to you:

- Packing List—indicates the total number of boxes and shows a summary of the total quantities of materials included in all boxes of the shipment. Each district will receive a District Packing List in Box 1 of the shipment.
- Shipment Summary List—indicates the total number of boxes in a shipment as well as the materials and quantities of the items packaged in each box of that shipment. Security numbers for secure materials in the shipment are also listed when applicable. Each district will receive a District Shipment Summary List in Box 1 of the shipment.

- Secure Materials Report—lists the quantity, secure material type, and security number range for each school and the district. Each district will receive a Secure Materials Report in Box 1 of the shipment.
- Box Content List—indicates the items and quantities that each box contains. It is included inside every box of materials that Questar ships. Security numbers for secure materials packaged in the box are also listed when applicable.
- Test Administration Manual (this manual)
- Directions for Administration
- Student Test Books
- Student Answer Sheets
- Training CDs for Speaking
- Listening CDs (Levels A1 & B1 and Levels C1 & D1)
- Document Count Forms for To-Be-Scored Materials by Grade
- School Return Summary for To-Be-Scored Materials
- Paper Bands
- Materials Return Kit
    - » Questar To-Be-Scored Return Labels (PINK)
    - » Questar Not-To-Be-Scored Return Labels (YELLOW)
    - » Materials Return List

Required Administration Information

Communicate to School Coordinators the process for collecting the required administration information for each test section (Listening, Speaking/One-on-One, Reading, and Writing), which includes the following:

- Students assigned to each Test Administrator's room that are expected to participate in the CELLA. Provide each student name and ID number.
- Attendance information: who is present, present but invalidated/marked as DNS, absent, or withdrawn.
- The unique security numbers of the secure documents assigned to each student.
- Seating Chart (as required by your district).

It is your responsibility to decide how schools will collect the required administration information in your district.

To collect the required administration information in your district, you may either:

- distribute the pre-populated CELLA Administration Record/Security Checklist to schools,
- instruct School Coordinators to print the pre-populated CELLA Administration Record/ Security Checklist from Questar's ServicePoint website, OR
- instruct School Coordinators to copy and use the blank form in Appendix C.

Tracking Security Numbers

Maintain a record of the security numbers from the secure district overage materials you distribute to each school. Advise School Coordinators to track the security numbers of the document distributed on the CELLA Administration Record/Security Checklist. After the returned materials are inventoried by Questar, a Secure Materials Missing Report will be sent, which may be needed to refer to these records.

District Coordinator ONLY Materials for Schools

Schools can use a box/envelope to return non-secure materials to you. Identify a date when non-secure materials should be returned to the district office. Schools may return the non-secure materials to you or destroy them with the exception of the original records of the CELLA Administration Record/Security Checklists, the 2014 CELLA Security Logs, and the signed 2014 CELLA Administration and Security Agreements.These documents must be returned to you and retained until after the score reports are received.

Implementation of Test Administration Accommodations

Information concerning permissible accommodations for students is in Appendix A. School Coordinators may require assistance in providing additional Test Administrators or test locations, depending on the accommodations implemented. Arrange for these accommodations prior to the administration dates.

School Coordinator Responsibilities

Prior to testing, you are responsible for reading this Test Administration Manual except for the section specific to the District Coordinator responsibilities.

Training

You are responsible for training all Test Administrators on the administration of the CELLA. In the absence of sufficiently trained administrators, postpone testing until trained administrators are available. Test Administrators who will be administering the test to students using large-print and/or Braille materials must be trained in the use of those test materials.

Test Administrators must become familiar with the:

- Test Administration Manual (this manual)
- Directions for Administration
- Student Test Book for the appropriate level
- Student Answer Sheet
- Training CD for Speaking for the appropriate level
- Listening CD for the appropriate level

CELLA Parent Information Brochure

Prior to test administration and if available, School Coordinators should provide a hardcopy of the CELLA Parent Information Brochure to parents in the student's home language. Visit http://www.fldoe.org/aala/CELLA.asp to download and print the CELLA Parent Information Brochure in the following languages: English, Spanish, Arabic, Chinese/Zhongwen, French, Haitian Creole, Portuguese, Russian, Tagalog, Urdu, and Vietnamese.

Delivery of Administration Materials

Inventory the contents of your boxes within 24 hours of receipt and report missing materials to the District Coordinator immediately.

The white (with stripe) box is the first box in the schools' Administration Materials Shipment, followed by brown boxes, which are labeled with the school's name and marked TO BE OPENED ONLY BY THE SCHOOL CELLA COORDINATOR.

The following materials, as appropriate for your school, will be delivered to you:

- Packing List—indicates the total number of boxes and shows a summary of the total quantities of materials included in all boxes of the shipment. Each school will receive a School Packing List in Box 1 of the shipment.
- Shipment Summary List—indicates the total number of boxes in a shipment as well as the materials and quantities of the items packaged in each box of that shipment. Security numbers for secure materials in the shipment are also listed when applicable. Each school will receive a School Shipment Summary List in Box 1 of the shipment.
- Box Content List—indicates the items and quantities that each box contains. It is included inside every box of materials that Questar ships. Security numbers for secure materials packaged in the box are also listed when applicable.
- Test Administration Manual (this manual)
- Directions for Administration
- Student Test Books
- Student Answer Sheets
- Training CDs for Speaking
- Listening CDs (Levels A1 & B1 and Levels C1 & D1)
- PreID Student Rosters
- PreID Student Labels
- Paper Bands—Please distribute to Test Administrators
- Materials Return Kit
    » Document Count Forms for To-Be-Scored Materials by Grade
    » School Return Summary for To-Be-Scored Materials
    » Questar To-Be-Scored Return Labels (PINK)
    » Questar Not-To-Be-Scored Return Labels (YELLOW)
- Large-print and/or Braille test materials (if applicable)

If you need additional materials or have questions, contact your District Coordinator.

IMPORTANT: SAVE all boxes and filler to repack and return secure materials to the district office, with the exception of boxes containing large-print and/or Braille test material; these items can be folded to fit in regular-size boxes after use.

Completing the "CELLA Administration Record/Security Checklist"

Each school's CELLA Administration Record/Security Checklist can be located through Questar's ServicePoint website (https://fl-servicepoint.questarai.com). **You do not need a user name or password to access this form.**

1. Verify the security numbers printed on the materials against the security numbers printed on the form. Contact your District Coordinator immediately if any discrepancies are found. Attach documentation of any discrepancies to the CELLA Administration Record/Security Checklist.

2. Record the information requested on the form (Test Administrators' names and the security numbers assigned to each) and verify the number of secure materials when they are returned.

3. As directed by your District Coordinator, communicate to Test Administrators the process for collecting the required administration information listed on the CELLA Administration Record/Security Checklist for each test section (Listening, Speaking/One-on-One, Reading, and Writing), which includes the following:

   - Students assigned to each Test Administrator's room who are expected to participate in the CELLA. Provide each student name and ID number.
   - Attendance information: who is present, present but invalidated/marked as DNS, absent, or withdrawn.
   - The unique security numbers of the secure documents assigned to each student.
   - Seating Chart (as required by your district).

Retain the CELLA Administration Record/Security Checklist(s) until testing has been completed. Each form will be used to account for the secure materials after testing.

Tracking Security Numbers

Maintain a record of the security numbers of the secure materials you receive from the District Coordinator on the CELLA Administration Record/Security Checklist. After the returned materials are inventoried, the District Coordinator will receive a list of all missing secure test materials and may need to refer to these records.

Implementation of Test Administration Accommodations

Information concerning permissible accommodations for students is in Appendix A. When testing students with accommodations, prior planning is necessary to ensure that accommodations indicated on the student's IEP, Section 504 Plan, or ELL Plan are implemented. Arrangements for implementing accommodations must be made prior to the administration dates. Make sure that the Test Administrators are aware of any accommodations needed for individual students.

Providing Appropriate Test Settings

When testing in a group setting, use classrooms whenever possible. Avoid testing students in areas designed for large groups (e.g., the cafeteria, gymnasium, auditorium, or library). Students should not face each other when seated and should not be in seating (stadium or staggered) that allows them to easily view other students' answers. There <u>must</u> be sufficient space (at least three feet) between students to discourage cheating.

In your walk-through of the school prior to testing, check for and remove all unauthorized visual aids posted in classrooms or affixed to student desks. Also, make sure that each room is free of distractions and has comfortable seating, good lighting, and adequate ventilation.

Test Administrator Responsibilities

Prior to testing, you are responsible for reading the appropriate Directions for Administration section(s), and this Test Administration Manual, except for the sections specific to the School Coordinator and District Coordinator responsibilities.

Training

You must be trained in the administration of the CELLA prior to the test administration. Test Administrators must be familiar with the:

- Test Administration Manual (this manual)
- Directions for Administration
- Student Test Book for the appropriate level
- Student Answer Sheet
- Training CD for Speaking for the appropriate level
- Listening CD for the appropriate level

Preparing the Room for Testing

The test should be administered in a room that has comfortable seating, good lighting, and sufficient workspace. Make sure that the room is adequately ventilated and free of distractions.

Remove or cover all visual aids on student desks and in the room, such as posters showing reading or language arts concepts. Students may not have access to any unauthorized writing aids, such as word lists, spelling lists, lists of adjectives and adverbs, word definitions, punctuation charts, translation devices, or organizational patterns. Discuss any potential concerns with your School Coordinator.

In Appendix C, you will find the following perforated signs: "TESTING—Please Do Not Disturb" and "Electronic Devices Not Permitted During Testing". Make copies to post at all entrances to the testing room prior to the beginning of testing.

Electronic Devices

Students may not have any electronic devices at their desks, clipped to their belts, in their pockets, or anywhere they can reach them during testing or during a break, even if the devices are turned off or the students do not use them. 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 invalidated/marked as DNS in order to successfully enforce this policy.

One-on-One Testing

Arrange the room so that the student will be facing you during the test. Assemble the materials you will need for administering the test. All students should be tested in the same manner.

Group Administration

Arrange the room so that each student will have enough workspace for the test materials. There must be sufficient space (at least three feet) between students to prevent cheating. Make sure that students are not facing each other when seated at tables and are not in seating (stadium or staggered) that allows them to view another student's answers. All students should be tested in the same manner.

Required Administration Information

You are required to maintain the following information for each test section (Listening, Speaking/One-on-One, Reading, and Writing), as directed by your School Coordinator:

- Students assigned to your room who are expected to participate in the CELLA. Provide each student's name and ID number.
- Attendance: who is present, present but invalidated/marked as DNS, absent, or withdrawn.
- The unique security numbers of the secure documents assigned to each student.
- Seating Chart (as required by your district).

Record all required administration information on the CELLA Administration Record/Security Checklist, which is provided by the School Coordinator. Copy and file after each testing session for future reference. Return the originals to the School Coordinator.

Assembling Materials

Manuals

- Test Administration Manual (this manual)
- Directions for Administration

The School Coordinator will ask you to sign the 2014 CELLA Administration and Security Agreement, provided in Appendix C, stating that you have read and agree to abide by all administration and test security policies and procedures. Failure to adhere to these policies and procedures may result in test invalidations and/or loss of teaching certification.

Pencils

Students <u>must</u> use No. 2 pencils to complete information on the student answer sheets and to record their responses. Mechanical pencils must NOT be used. Students should bring No. 2 pencils on the day of the test, but a supply of sharpened No. 2 pencils should also be available.

Watch or Clock

You will need a watch or clock to ensure that students are permitted the amount of time indicated for each section. Test Administrators should ensure that all ELLs are given sufficient time to complete the test.

CELLA Security Log

Maintain an accurate 2014 CELLA Security Log for your testing room. Anyone who enters the room for the purpose of monitoring a test **MUST** sign the log. This applies to Test Administrators and anyone who relieves a Test Administrator, even for a short break, regardless of how much time he/she spends monitoring a testing room. Remove the perforated 2014 CELLA Security Log in Appendix C and use it as required. This document can also be found at http://www.fldoe.org/aala/CELLA.asp to print duplicates.

"TESTING – Please Do Not Disturb" Sign

Remove the perforated sign in Appendix C and make copies to post at all entrances to the testing room prior to the beginning of testing.

"Electronic Devices Not Permitted During Testing" Sign

Remove the perforated sign in Appendix C and make copies to post at all entrances to the testing room prior to the beginning of testing.

Delivery of Test Materials

The School Coordinator will provide you with the materials needed to administer the test; however, review the information on pages 9–12 of this manual to determine which materials are needed for each level. 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.

Responsibilities During Testing

District Coordinator Responsibilities

Monitoring and Maintaining Test Security

Be available during testing to answer questions from the School Coordinators and supply additional materials as needed. Monitor the administration of the CELLA at each participating school and ensure that security policies and procedures are being followed. Report any missing secure materials and/or breaches of administration to the FDOE Bureau of Student Achievement through Language Acquisition, as directed on page 23.

School Coordinator Responsibilities

Supervising Test Administration and Maintaining Test Security

Be available to provide Test Administrators with additional materials during testing, as necessary, as well as to answer any questions Test Administrators may have. Visit each testing classroom to monitor the administration of the CELLA and to ensure that security policies and procedures are being followed. Verify that the 2014 CELLA Security Logs are being properly completed in the testing rooms and that all required administration information is being maintained by the Test Administrators on the CELLA Administration Record/Security Checklist.

Test Administrator Responsibilities

Delivery of Test Materials to Students

After students have been seated, distribute the appropriate test materials. If the documents are preidentified, make sure each student receives the document with his/her name on it. For Levels B, C, and D students without preidentified documents, follow the instructions on pages 4–7 of the Directions for Administration.

Read the appropriate administration scripts verbatim to students. There are specific scripts to administer the different levels of the CELLA. Refer to the section of the Directions for Administration that applies to the level of the CELLA being administered.

Important: Students are permitted to write in an assigned Student Test Book. 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. Make sure each student receives a student test book with his/her name on it.

Maintaining Test Security

Follow the Test Administration Policies and Procedures on pages 7–21, and the 2014 CELLA Administration and Security Agreement in Appendix C, which has been signed prior to testing. Maintain test security at all times and keep materials secure between testing sessions.

Supervising Test Administration

It is not appropriate for you to use classroom or cell phones, grade papers, or work on the computer during testing. Instead, while students are working in a group setting, move around the room and ensure the following:

- Students have cleared their desks of all materials except the appropriate test materials.
- Students are using only No. 2 pencils.
- Students are not using scratch paper for answering the constructed-response questions. Only answers written in the space provided will be scored on the Level A Test Book, and Level B, C, or D Answer Sheet.
- Students are working on the correct section and marking their answers as directed.
- Students should not use correction fluid. If a student makes an error in answering an essay question, the student should erase the error as completely as possible and then write in the correction.
- Ink pens, highlighters, crayons, colored pencils, markers, thesauruses, dictionaries, and/or other similar tools are NOT permitted. Refer to Appendix A for allowable accommodations.

Responsibilities After Testing

Test Administrator Responsibilities

All test materials, both To-Be-Scored and Not-To-Be-Scored, must be returned to your School Coordinator after testing. Materials should be prepared as follows:

1. Verify that the CELLA Administration Record/Security Checklist is completed. Make a copy for your files.

2. Notify the School Coordinator immediately if any secure materials are missing.

3. Verify that your 2014 CELLA Security Log has been completed correctly. Make a copy for your files.

4. Check for and erase stray marks ONLY on the demographic pages and/or the security number area of the test documents. Any marks outside the information boxes, especially on or near the registration marks and timing tracks, will adversely affect the scanning of the documents.

5. Transcribe/record students' exact responses from large-print and/or Braille versions of the test to the regular-print Level A Test Book, or Level B, C, or D Answer Sheet.

6. Verify that Levels B, C, and D Answer Sheets are not enclosed inside the Student Test Books.

Preparing the To-Be-Scored Materials

To-Be-Scored materials include:

- Used Level A Test Books
- Used Level B, C, or D Answer Sheets
- Documents with gridded DNS bubbles

Separate the To-Be-Scored materials by grade. Verify that each document has the required information (Boxes 1–5, and 9) completed even if a PreID label is used. Notify the School Coordinator of any concerns.

Documents for each grade must be paper-banded separately. Documents with gridded DNS bubbles should be included at the bottom of each group. Place a paper band around each stack of To-Be-Scored materials, and identify the grade and document count on the paper band. You may use more than one paper band per grade, if necessary.

Preparing the Not-To-Be-Scored Materials

Not-To-Be-Scored materials include:

- Unused Level A Test Books
- Level A One-on-One Prompt 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
- Defective Materials (if applicable)

Inventory all unused test books, Listening CDs, and Directions for Administration when preparing materials. It is strongly recommended that you organize each material by type and in security number order. Missing secure materials must be documented and an explanation provided as described on page 23 of this manual.

Returning Materials to the School Coordinator

Return three stacks of materials to your School Coordinator:

- To-Be-Scored materials including 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 including 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 including the Test Administration Manual, Training CDs for Speaking, completed 2014 CELLA Security Log, CELLA Administration Record/ Security Checklist, 2014 CELLA Administration and Security Agreement, and any other required administration information.

Comment Form

After <u>all</u> materials have been returned, go to http://www.fldoe.org/aala/CELLA.asp and click on the 2014 CELLA Customer Satisfaction Survey. Please provide feedback that will be meaningful to FDOE and Questar. If you have comments pertinent to school/district procedures, please contact your School Coordinator.

School Coordinator Responsibilities

The Materials Return Kit, provided with your test materials, includes all the necessary forms and color-coded return labels to package the test materials for return to the district office. This section contains instructions on how to prepare and return the CELLA test materials.

Preparing Materials for Return

Package all materials according to the instructions on pages 42–50. Errors in the return of materials could delay reporting of student test results.

As you receive materials from Test Administrators, inventory all materials and verify that they have returned all distributed secure materials. All To-Be-Scored and Not-To-Be-Scored materials MUST be returned to the district office.

Notify the District Coordinator immediately if any secure materials are missing and complete the necessary internal investigation.

Make two copies of the CELLA Administration Record/Security Checklist, and make copies of all 2014 CELLA Security Logs and file the copies. Original copies must be sent to the District Coordinator.

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

- To-Be-Scored boxes with PINK return labels
- Not-To-Be-Scored boxes with YELLOW return labels
- District Coordinator ONLY box/envelope

Return of Florida Virtual School To-Be-Scored Materials

1. Follow the below To-Be-Scored materials return instructions.

   a. Complete a blank Document Count Form(s) and School Return Summary, using the appropriate district and school numbers indicated on page 14 of this manual.

   b. Make copies for your records.

2. Package the To-Be-Scored materials, Document Count Form(s), and School Return Summary for Florida Virtual School students in a large envelope and place on top of the school's materials in the PINK-labeled To-Be-Scored Box 1.

3. Consult the District Coordinator if there are any questions about how to package Florida Virtual School materials.
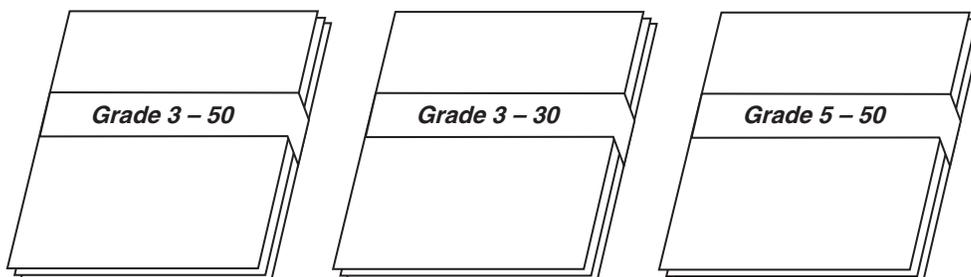
To-Be-Scored Materials Return Instructions

The District Coordinator should identify a date when To-Be-Scored materials should be returned to the district office. The To-Be-Scored test documents for the 2014 CELLA include:

- Used Level A Test Books
- Used Level B, C, and D Answer Sheets
- Documents with gridded DNS bubbles

When shipping the To-Be-Scored materials to the District Coordinator, please follow these instructions:

1. Review the To-Be-Scored documents received from the Test Administrator to be sure that:

   - a paper band is placed around each stack of used answer sheets (including used Level A test books and answer sheets with gridded DNS bubbles) sorted by GRADE.
   - DNS bubbled tests are included at the bottom of each group.
   - the grade and count is written on top of each paper-banded stack. There may be more than one stack per grade.

Grade 3 – 50   *Grade 3 – 30*   *Grade 5 – 50*

2. Schools will receive pre-printed Document Count Forms for To-Be-Scored Materials by Grade in the Materials Return Kit. If you need additional forms, contact your District Coordinator. The following information is pre-printed on the form:

   - District Name and School Name (Box 1)
   - District Number (Box 2)
   - School Number (Box 3)

3. Complete one Document Count Form (purple) for each grade. Do not combine documents for more than one grade level under the same Document Count Form. Do not copy blank Document Count Forms; however, once the forms are complete you should copy them for your records. A sample of the Document Count Form is provided on page 46.

4. It is critical that the counts are accurate and gridded correctly. Do not include any unused test books or answer sheets in the count.

   - Bubble in the correct grade in Box 4.
   - Complete Box 5 with the total count of that grade's documents. Please include leading zeros. For example, "21" is to be written as:

0	2	1

   - Complete Box 6 with printed name and date.

5. Make a copy of the completed Document Count Form and place the original under the paper band on the top bundle of that grade. Make sure that only completed answer sheets (including used Level A test books and answer sheets with gridded DNS bubbles) are included.

6. Complete only ONE School Return Summary sheet (red) for your school. Do not copy blank forms; however, once the form is completed, you should copy it for your records. A sample of the School Return Summary is provided on page 46.

7. Verify that you have all To-Be-Scored documents bundled with Document Count Forms on the top of each grade level.

8. Follow the instructions on the School Return Summary to complete the information requested. The total number of To-Be-Scored documents for a school will be the sum of the To-Be-Scored documents returned for each material type and grade. If you need additional forms, contact your District Coordinator.

9. Make two copies of the completed School Return Summary. One copy should be retained for your records. The second copy should be sent to the District Coordinator.

10. Set aside the original School Return Summary for packaging and return of materials.

11. Pack the To-Be-Scored materials in the regular-size boxes received with the administration materials.

12. Place a PINK Questar Return Shipping Label on each box.
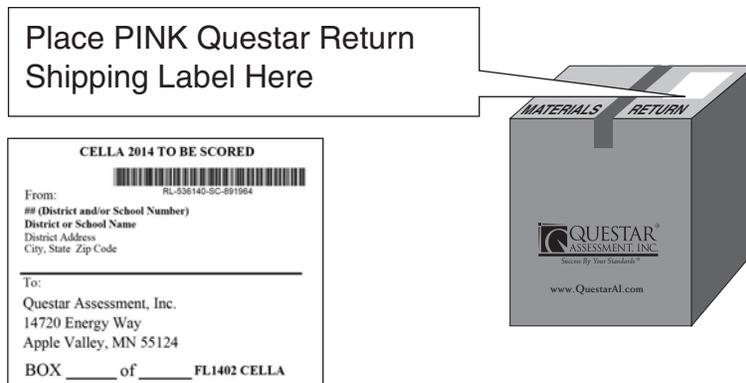
Questar To-Be-Scored Return Label (PINK)

13. Write the number of the box and the total number of boxes of To-Be-Scored materials on the PINK return labels. (For example: Box 1 of X, Box 2 of X, Box 3 of X, etc.) If only one box is being shipped, write "Box 1 of 1."

14. Place the original School Return Summary in Box 1, on top of the materials.

15. To keep documents from shifting during transport, place filler (e.g., crumpled paper or bubble wrap) on top of the To-Be-Scored Materials.

16. Tape boxes securely using heavy-duty packing tape. Use at least three strips of tape across both the top and the bottom of the box to ensure the security of the contents during shipping.

17. Notify the District Coordinator that the test administration is complete and the number of To-Be-Scored boxes that are ready to be shipped to the district office.

18. Send the To-Be-Scored boxes to the District Coordinator.

Sample Document Count Form

Sample School Return Summary

Not-To-Be-Scored Materials Return Instructions

The District Coordinator should identify a date when Not-To-Be-Scored materials should be returned to the district office. The Not-To-Be-Scored test documents for the 2014 CELLA include:

- Unused Level A Test Books
- Level A One-on-One Prompt 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
- Defective Materials (if applicable)

When shipping the Not-To-Be-Scored materials to the District Coordinator, please follow these instructions:

1. Review the Not-To-Be-Scored documents received from the Test Administrators:

    - Verify that all test books have been returned and that they are assembled in order by security number. (Note: Used Level A Test Books MUST be packaged with To-Be-Scored materials.)

    - Verify that all security numbers are accounted for.

    - Verify that Level B, C, and D Answer Sheets are not enclosed inside the Student Test Books.

2. Verify that the original CELLA Administration Record/Security Checklist is completed and signed. Make two copies.

   • Missing secure materials must be documented in the appropriate material section on the CELLA Administration Record/Security Checklist, and a separate letter of explanation MUST be attached. Do not write the explanation on the CELLA Administration Record/ Security Checklist (see page 23 of this manual).

   • If a student is not assessed and the reason is not listed in the Reason Not Assessed section, a separate letter of explanation MUST be attached. Do not write the explanation on the CELLA Administration Record/ Security Checklist (see page 29 of this manual).

3. Pack the Not-To-Be-Scored materials in the regular-size boxes received with the administration materials.

   • Large-print and Braille test books must be folded in half and included in these boxes.

4. Place a YELLOW Questar Return Shipping Label on each box.

Place YELLOW Questar Return Shipping Label Here

CELLA 2014 NOT TO BE SCORED

RL-536140-NS-802684

From:
(District and/or School Number)
District or School Name
District Address
City, State Zip Code

To:
Questar Assessment, Inc.
14720 Energy Way
Apple Valley, MN 55124

BOX _____ of _____ **FL1402 CELLA**

Questar Not-To-Be-Scored Return Label (YELLOW)

5. Place one copy of the completed CELLA Administration Record/Security Checklist in box 1, on top of the materials. The second copy will be retained for your records. Return the original to the District Coordinator in a box/envelope.

6. To keep documents from shifting during transport, place filler (e.g., crumpled paper or bubble wrap) on top of the Not-To-Be-Scored Materials.

7. Tape boxes securely using heavy-duty packing tape. Use at least three strips of tape across both the top and the bottom of the box to ensure the security of the contents during shipping.

8. Notify the District Coordinator that the test administration is complete and the number of Not-To-Be-Scored boxes that are ready to be shipped to the district office.

9. Send the Not-To-Be-Scored boxes to the District Coordinator.

District Coordinator ONLY Materials Return Instructions

1. Pack the following non-secure materials into a box/envelope:
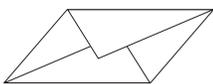
    - Test Administration Manuals
    - Unused Paper Bands
    - Unused Document Count Form(s) and School Return Summaries
    - Unused Questar Return Labels
    - Remaining PreID Student Rosters
    - Original signed CELLA Administration Record/Security Checklist
    - Original 2014 CELLA Security Log(s)
    - Original signed 2014 CELLA Administration and Security Agreement(s)
    - Training CDs for Speaking
    - Seating Charts, as required by your district
    - Packing Slips, if applicable
    - Copy of the completed School Return Summary

2. Securely seal the box/envelope and send the District Coordinator ONLY Materials to the District Coordinator.

Note: Your District Coordinator may ask you to hold these non-secure materials for return at a later date. If asked, you may destroy the materials with the exception of the original CELLA Administration Record/Security Checklist, 2014 CELLA Administration and Security Agreement, and the 2014 CELLA Security Logs—these documents can ONLY be destroyed in a secure manner after scores for the 2014 CELLA Administration are reported.

Comment Form

After <u>all</u> materials have been returned, go to http://www.fldoe.org/aala/CELLA.asp and click on the 2014 CELLA Customer Satisfaction Survey. Please provide feedback that will be meaningful to FDOE and Questar. If you have comments pertinent to school/district procedures, please contact your District Coordinator.

TO-BE-SCORED MATERIALS

Test Administrator will group used Level A Test Books and Levels B, C, and D Answer Sheets (including DNS at the bottom of each To-Be-Scored group) by grade and write the grade and number of documents on the band.

All Used Level A Test Books

All Used Level B Answer Sheets

All Used Level C Answer Sheets

All Used Level D Answer Sheets
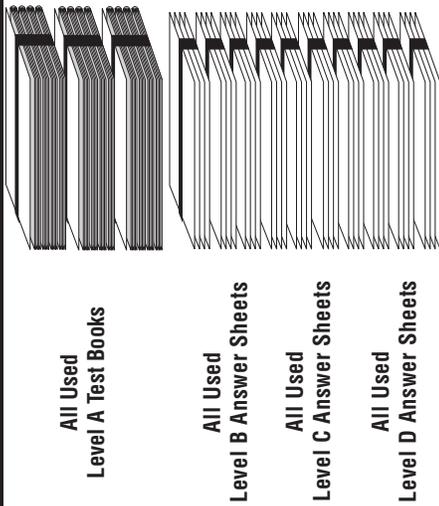
NOT-TO-BE-SCORED MATERIALS

Test Administrator groups the Not-To-Be-Scored Materials together.

Copy of the CELLA Administration Record/ Security Checklist

All Unused Level A Test Books

Level A One-on-One Prompt Books

All Used and Unused Levels B, C, and D Test Books

All Unused Levels B, C, and D Answer Sheets

Listening CDs

Directions for Administration

All Used and Unused Large-print and Braille Test Books
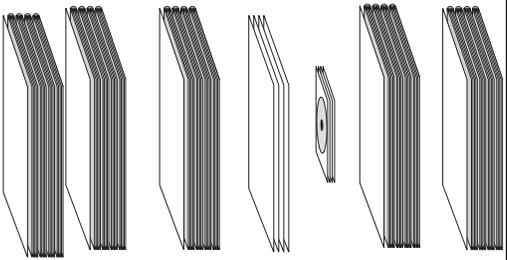
School Coordinator receives **To-Be-Scored** and **Not-To-Be-Scored Materials,** fills out the Document Count Form and School Return Summary, and places the materials in their appropriate box with the PINK or YELLOW shipping labels affixed.

Not-To-Be-Scored Materials

To-Be-Scored Materials

CELLA
DOCUMENT COUNT FORM
FOR TO-BE-SCORED
MATERIALS BY GRADE

CELLA
SCHOOL RETURN SUMMARY
FOR TO-BE-SCORED MATERIALS
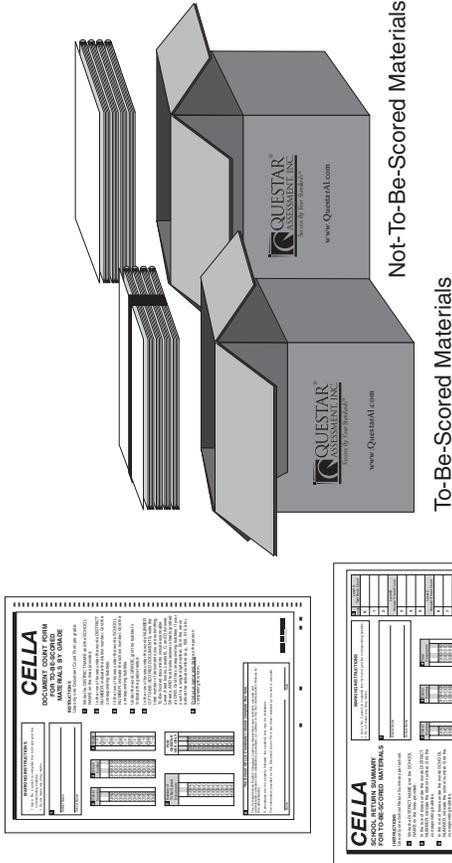
(Place in Box 1 of X.)

District Coordinator receives To-Be-Scored and Not-To-Be-Scored boxes, fills out the YELLOW shipping labels, and returns the sealed boxes to Questar via K2 Logistics.

Place Shipping Label Here

Start with Box 1 of X

(X=Total number of boxes containing materials)

DISTRICT COORDINATOR ONLY MATERIALS

School Coordinators should pack non-secure materials into a box/envelope and send to the District Coordinator.

Test Administration Manuals

Unused Paper Bands

Unused Document Count Form(s) and School Return Summaries

Unused Questar Return Labels

Remaining PreID Student Rosters

Original signed CELLA Administration Record/Security Checklist(s)*

Original 2014 CELLA Security Log(s)*

Original signed 2014 CELLA Administration and Security Agreement(s)*

Training CDs for Speaking

Seating Charts, as required by your district

Packing Slips, as required by your district

Copy of the completed School Return Summary
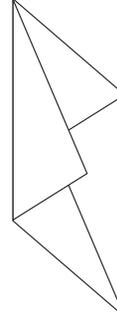
*These documents can ONLY be destroyed in a secure manner after scores for the 2014 CELLA Administration are reported.

District Coordinator Responsibilities

You may receive up to three types of boxes from School Coordinators:

- To-Be-Scored boxes with PINK labels
- Not-To-Be-Scored boxes with YELLOW labels
- District Coordinator ONLY box/envelope

Preparing District Overage Boxes for Return

1. Using the boxes in which the materials arrived, return all district overage secure materials, which include:

    - Unused Level A Test Books
    - Level A One-on-One Prompt Books
    - Levels B, C, and D Test Books
    - Listening CDs
    - Directions for Administration
    - Used and Unused large-print and Braille Test Books
    - Unused Student Answer Sheets

Inventory all test books, Listening CDs, and Directions for Administration to make sure that all materials are accounted for. It is strongly recommended that you organize each material by type and in security number order. Missing test materials must be documented and an explanation provided as described on page 23 in this manual.

2. After you receive the To-Be-Scored and Not-To-Be-Scored boxes from the School Coordinators, verify that all boxes have been returned. If there is a discrepancy in the number of boxes, contact the School Coordinator to reconcile the count before scheduling a materials pick-up through K2 Logistics.

Gather all the Not-To-Be-Scored boxes with district materials together. In the lower-left corner of each YELLOW label, write the number of the box and the total number of boxes of Not-To-Be-Scored materials you are shipping. (For example: Box 1 of X, Box 2 of X, Box 3 of X, etc.) If you are shipping only one box, write Box 1 of 1. Be sure to account for the Not-To-Be-Scored boxes you received from the school in this count.

3. To keep documents from shifting during transport, place filler (e.g., crumpled paper or bubble wrap) on top of the Not-To-Be-Scored Materials.

4. Securely seal the boxes with heavy-duty packing tape. Use at least three strips of tape across both the top and the bottom of the box to ensure the security of the contents during shipping.

5. Schedule a pick-up of To-Be-Scored and Not-To-Be-Scored boxes through K2 Logistics.

6. Keep all secure materials in locked storage until they are picked up.

Store District Coordinator ONLY Materials

1. Open the boxes/envelopes, review the CELLA Administration Record/Security Checklists, and make sure that you notify the FDOE if any secure CELLA materials are missing. Complete the necessary internal investigation and file the records.

2. Verify that the 2014 CELLA Security Logs were completed and file them.

3. Non-secure materials may be destroyed with the exception of the CELLA Administration Record/Security Checklists, 2014 CELLA Administration and Security Agreements, and 2014 CELLA Security Logs. Do not recycle or destroy these documents until the test scores for this administration have been reported.

4. Ensure that PreID Student Rosters are destroyed in a secure manner.

5. Confirm that secure materials have not been inadvertently packaged with non-secure materials.

Request Materials Pick-up Through K2 Logistics

In order to serve you better, K2 Logistics provides an easy-to-use online booking site for pick-up requests. This is the preferred method for scheduling the pick-ups. On this site, your address information is displayed, you will answer a few questions, and then submit your request. You will receive an email confirming that your request was sent. K2 Logistics requests that you plan a 48 hour lead-time between the submission of your request and the date of your requested pick-up. Please schedule booking with as much advance notice as possible. You may also change or reschedule your pick-up requests online. You must allow 24 hours for scheduling, and requests must be made before 3:00 P.M. Eastern Time on the business day prior to the desired pick-up.

1. Open your web browser and go to www.k2assessments.com. Under Assessments Tools, select Schedule Pickup.

2. Look up your district by entering your zip code and pressing the View Locations button. A list of locations for that zip code will be displayed and you can select your district from the list. If your information is not displayed, click on "Can't find the school or district you're looking for? Click here," for advanced search options, or call (888) 886-0780.

3. Verify the address information, and verify and/or complete the contact names, phone numbers, and email information for your district.

4. Answer the remaining questions with as much detail as possible. Please provide any additional pick-up information that would help the driver for the pick-up (e.g., 3rd floor, 2nd door on side of building, call Chris at 555-555-1212 when you arrive, driver will need to palletize).

5. Review your request. Fields with an asterisk (*) must be answered. Then press the "Submit" button at the bottom of the page.

6.   You will receive an email summarizing and confirming your request immediately after submitting it. If you do not receive the confirmation email, contact K2 Logistics immediately at (888) 886-0780.

7.   Maintain a record of the number of boxes on the Materials Return List that are to be picked-up by K2 Logistics.

If you have any questions or need assistance regarding pick-ups at any time, call K2 Logistics at (888) 886-0780. It is essential to keep records of the shipment. Keep the Bill of Lading provided by K2 Logistics.

Comment Form

After <u>all</u> materials have been returned, go to http://www.fldoe.org/aala/CELLA.asp and click on the 2014 CELLA Customer Satisfaction Survey. Please provide feedback that will be meaningful to FDOE and Questar. If you have comments pertinent to school/district procedures, please contact your District Coordinator.

APPENDIX A:
TEST ACCOMMODATIONS

The CELLA Test Accommodations

The following guidelines should be followed by School Coordinators and Test Administrators when making accommodation decisions for administering the CELLA:

1. Accommodations should facilitate an accurate demonstration of the English Language Learner's (ELL's) ability to use the English language.

2. Accommodations should not advantage the ELL unfairly and thus compromise the validity of the test results.

3. Accommodations used during testing should be similar to those used by the ELL to complete classroom activities and assessments.

4. Accommodations must be necessary for enabling ELLs to demonstrate their ability to use the English language.

5. Because ELLs can vary widely in their level of English proficiency, some students may need more time than others to complete the test. <u>Test administrators should ensure that all ELLs are given sufficient time to complete the test</u>. This accommodation may be provided to all ELLs, regardless of whether they have a disability or have a Section 504 Plan.

6. If a test administrator can speak the heritage language of an ELL, the administrator MAY use the heritage language of the ELL to translate the directions if translating is an effective means of helping the ELL understand what is expected. Translations are for directions only, NOT for test items.

7. Assistance by way of an ELL's heritage language *should be provided on an individual basis* as questions arise.

8. Verbal encouragement (e.g., "keep working," "make sure to answer every question") may be provided; however, it may not be used to cue a student regarding correct/incorrect responses.

The following accommodations are NOT permissible for any ELLs when administering the CELLA due to their impact on the construct of the test and validity of the results:

1. Accommodations may not include the use of an English-to-heritage language translation dictionary and/or a heritage language-to-English translation dictionary, since the CELLA is designed specifically to measure the English language skills of ELLs.

2. Test administrators may NOT give ELLs help in the ELLs' heritage language on specific test questions NOR translate any part of the test other than the directions.

3. If there are ELLs in the class whose heritage language the administrator does not speak, test administrators may NOT translate directions to the entire class.

4. Students may NOT respond to writing prompts through signed language. Signed responses that have been transcribed by a sign-language interpreter do not effectively measure a student's English writing skills.

5. Students may NOT respond to a signed interpretation of the Listening items. Responding to signed Listening items does not measure a student's ability to comprehend spoken English. It is recommended that ELLs who are unable to hear the Listening items be exempted from the Listening section of the CELLA. However, if amplification, speech reading, or other accommodations short of signing allow a student to perceive the Listening stimuli, the student should be allowed to take the Listening section with these accommodations. (See the subsection that refers to Accommodations for ELLs who are Deaf or Hard-of-Hearing and the subsection on Assistive Devices.)

6. Students may NOT respond to Speaking section questions through signing. Signing and spoken English are separate languages. There are no usable evaluation criteria for signed responses. (The Speaking rubrics measure such things as accent and fluency, as well as grammar, syntax, and vocabulary use. An administrator who is interpreting a signed response would be unable to make an accurate judgment based on the current CELLA Speaking Scoring Rubric.) It is recommended that ELLs who are unable to produce spoken language be exempted from the Speaking section of the CELLA.

7. Test administrators may NOT sign the oral portion of the Reading and Writing items at Level A. A large number of the Reading and Writing items at Level A are designed to measure ELLs' understanding of sound-symbol relationships and ability to write orally dictated sentences. Sound-symbol relationships cannot be expressed through signing.

<u>Students with Disabilities who have Current IEPs or Section 504 Plans</u>

The determination of appropriate accommodations for ELLs with disabilities or who are eligible under Section 504 of The Rehabilitation Act Amendments of 1973 (as amended) should be based on the individual needs of each student. A student should only be provided with the accommodations permitted for that student. Decisions on accommodations shall be made by the Individual Educational Plan (IEP) team, Section 504 Plan team, and/or the ELL Committee, as appropriate, and be based on whether or not the current IEP or Section 504 Plan includes accommodations.

Allowable Accommodations on the CELLA for Students with Disabilities who have Current IEPs or Section 504 Plans

Listed on the following pages are the permissible accommodations divided into five categories: Presentation of Test Materials, Responding to Test Questions, Test Scheduling, Test Setting, and Assistive Devices.

See **Accommodations & Exemptions for ELLs who are Deaf or Hard-of-Hearing** on page 61 for more detailed instructions about administering the test to students who are deaf or hard-of-hearing and are also unable to produce spoken language. For students who are visually impaired, Braille and large-print versions of the test are available. See **Accommodations for ELLs Who are Visually Impaired** on page 61.

I. Presentation of Test Materials

- Students may use magnification devices (e.g., CCTV, video magnifiers, reading loupes, and hand-held magnifiers).
- A student may use available means to maintain or enhance visual attention to test items.
- Portions of the test may be masked to direct attention to uncovered item(s).
- Colored transparencies/overlays may be used.
- Papers may be secured to work area if no adhesives are used on the scannable sheet. A scannable sheet may be secured with adhesives if responses are transferred to another sheet.
- Positioning tools, such as a reading stand, may be used.
- If a student uses a highlighter regularly in classroom instruction and it is noted on the IEP or Section 504 Plan, a student may highlight key words and phrases in the directions, items, and passages. The use of a highlighter must be closely monitored. The use of a highlighter on a sheet that is to be scored can negatively impact a student's score. *If a highlighter is used on Level A materials in which items are answered by marking directly in the book, the answers must be transcribed into a separate book.* At all other levels, the answer sheets must be carefully monitored for stray marks. If any highlighting marks are found on an answer sheet, it must be transcribed.
- Test directions may be repeated, clarified, or summarized.
- A student may be allowed to demonstrate understanding of directions to ensure understanding (i.e., repeating or paraphrasing).
- White noise (sound machines) may be used to reduce auditory distractions during the Reading and Writing sections.

II. Responding to Test Questions

- For multiple-choice questions, students may use varied methods to respond to the test, including written, signed, and verbal responses (or any other method a student might use to indicate responses). A scribe may transcribe the student's responses directly onto the answer sheet.
- For responding to constructed-response items in the Writing section, the following accommodations are allowable:
    - » Using writing guides to produce legible answers.
    - » Recording responses on special paper, such as raised line, shaded line, or color-coded, which would require that the responses are later transcribed onto an answer sheet by school/district personnel.
    - » Dictating responses into a tape recorder would require that the responses are later transcribed onto an answer sheet by the Test Administrator or School Coordinator and that the original tape is destroyed after testing is completed. Transcribed responses must accurately reflect the response of the student, without changes or corrections by the Test Administrator or School Coordinator.

Other considerations for Responding to Test Questions accommodations when administering the CELLA to students with disabilities include:

- If the student is providing typed responses to constructed-response Writing questions, the responses must be transcribed by appropriate school personnel onto the answer sheet assigned to the student. Students must be told the amount of space in which the response must be transcribed. Student responses must not be edited or changed in any way when transcribed. In the event that a student provides a typed response in his/her heritage language, the response must be transcribed exactly as written by the student. The transcriber must not translate the response. A transcribed response must fit in the answer space provided on a regular-print answer sheet and may not continue on to additional pages.
- If a student is providing oral responses to constructed-response Writing questions, the student must be told the amount of space in which the response must be written. All responses must be recorded by the appropriate school personnel in the space provided on the student's answer sheet. These responses must be made without any edits, changes, or corrections to the student's responses. If a student gives an oral response, the Test Administrator must ask the student to indicate punctuation and the spelling of words that the Test Administrator is not completely certain that the student can spell. The student may review the written material and direct the Test Administrator on editing.
- If the student types responses on a computer or records responses in some other manner at the school, all copies must be erased or destroyed after the responses have been transcribed onto the student's answer sheet by school/district personnel.
- Devices designed to check grammar or spelling may NOT be used.
- Test Administrators may check periodically to be sure that students are marking in the correct spaces.

III. Test Scheduling

- A student may be administered a test during several brief sessions, allowing frequent breaks during the testing sessions.
- A student may use a specific time of the day for specific tests.
- A student may be provided additional time for the administration of the test.
- A student must complete testing in one section before continuing to the next test. At no time is it appropriate to instruct a student to move on to a new test before the allotted time and then return to an earlier test.
- An individual student may be tested over several days as long as the following conditions are maintained to ensure the validity of the test administration across days:
  - » The student may not be permitted to change his/her responses to items that were completed on a previous day.
  - » The Test Administrator must closely supervise the administration of the test on an individual basis to ensure that answers from the previous day are not changed and that the student does not preview parts of the test to be answered the following day.

IV. Test Setting

- A student may be administered any test individually or in a small group setting.
- A student may use special lighting.
- A student may use adaptive or special furniture.
- Special acoustics, such as FM systems, may be used to enhance sound, or special rooms may be used to decrease auditory distractions.
  - » Opportunities for movement may be increased or decreased.
  - » Stimuli may be reduced (e.g., the number of items on a student's desk at one time may be limited).
  - » The test may be administered in a familiar place such as the home with a Test Administrator present and/or by a familiar person who has been provided with appropriate training on the administration of the test. Procedures for test security must also be followed and precautions taken in order to ensure that the test remains secure.

V. Assistive Devices

- Visual magnification and auditory amplification devices may be used.
- Assistive technology may be used without accessing spelling or grammar-checking applications for the Writing section and without using speech output programs for the Reading section. Other assistive technology typically used by the student in classroom instruction may be used provided the purpose of the testing is not violated. Implementation of assistive devices must ensure that test responses are the independent work of the student.

Accommodations & Exemptions for ELLs who are Deaf or Hard-of-Hearing

Students who are deaf and unable to produce spoken language should be exempted from both the Listening and the Speaking section. The teacher of each deaf or hard-of-hearing student should make a determination regarding whether or not the student is able to take the Listening or Speaking sections. Once a determination is made, the student's answer sheet should be marked to reflect any exemptions.

The following paragraphs provide information about what accommodations are available for deaf or hard-of-hearing students.

Listening Section: Students who are deaf and receive language input only through signing should be exempt from the Listening section. For students who have some hearing ability, Test Administrators may use signing to clarify the directions to the Listening section, but they may NOT use signing to explain the content of the Listening section questions. An administrator may read the Listening script aloud (rather than playing the CD) for reinforcement for a hard-of-hearing student who is a proficient speech (lip) reader.

Speaking Section: Students who are not able to produce spoken language should be exempted from the Speaking section. Test Administrators may use signing to clarify the directions to the Speaking section, but they may NOT use signing to explain the content of the Speaking section questions.

Level A Reading and Writing Sections: Because the Level A test requires oral administration of the Reading and Writing sections, Level A students who are deaf should be exempted from the Reading and Writing sections. Level A students who have sufficient hearing ability to understand the spoken test content may take the Reading and Writing sections under the same conditions as described below for Levels B, C, and D.

Levels B, C, and D Reading and Writing Sections: For the Reading and Writing sections, administrators may sign the directions and may use signing to answer any questions the students have about the directions. However, administrators may NOT use signing to explain the content of the Reading or Writing section questions.

Accommodations for ELLs who are Visually Impaired

The Braille and large-print versions of the CELLA differ from the standard version of the test. For the 2014 administration of the CELLA, Braille tests will be available in both contracted and uncontracted Braille. Some questions have been omitted from the Braille version as inappropriate for students with limited vision. A list is provided on pages 64–65 indicating which questions have been eliminated from the Braille test.

PreIdentification (PreID) Labels and Gridding

Please apply the PreID label if it was provided for the student. If the PreID label was not provided, it is necessary to print and grid all the student's information, as directed on pages 13–19.

Instructions

In Box 22, on page 2 of the Level B, C, or D Answer Sheet, bubble in the appropriate circle for contracted or uncontracted Braille, or the large-print version of the test. In Box 22, on page 39 of the Level A Test Book, bubble in the appropriate circle for the large-print version of the test. There is not a Braille version of the Level A test. If the student is deaf or hard-of-hearing, bubble in the appropriate circle to indicate if the student is exempt from the Listening or Speaking sections of the test.

22 ACCOMMODATIONS	**22** ACCOMMODATIONS
(If Applicable)	(If Applicable)
◯ Large Print	◯ Contracted Braille
	◯ Uncontracted Braille
	◯ Large Print
Deaf/HH	**Deaf/HH**
◯ Exempt Listening	◯ Exempt Listening
◯ Exempt Speaking	◯ Exempt Speaking
Level A Test Book	Level B, C, or D Answer Sheet

The regular-print version is <u>not to be copied</u> or used for any purpose other than to administer the test.

The read-aloud instructions for administering the CELLA, which appear in the Directions for Administration, should be the basis for administering the Braille and large-print versions of the test. Some modifications to these instructions are required. The Test Administrator, with the assistance of the School Coordinator, should review these directions before administering a Braille test and modify the instructions as needed.

The Test Administrator should use a regular-print version of the test book to answer questions about the directions that are included in the test. However, the Test Administrator must not read or interpret any test questions for the student.

Timing

Test Administrators must provide students using the Braille or large-print versions of the test sufficient time to complete the test.

Recording Answers

For Braille: All Braille test responses must be transcribed and recorded by the Test Administrator on an answer sheet provided with the Braille test book.

For large-print: The Test Administrator must transcribe and record students' exact responses from the large-print version of the test to a regular-print Level A Test Book, or Level B, C, or D Answer Sheet.

The Test Administrator will need to use caution when recording the student's responses on the answer sheet. When questions are eliminated from the test as inappropriate, the numbering of the remaining questions is not revised. For this reason, the student may encounter a place in the Braille test book where a question has been eliminated. When this occurs, the Test Administrator should skip the corresponding answer space when recording the student's answers.

Returning Test Materials

Student test books must be returned to the School Coordinator at the end of each day of testing.

All answer sheets (the answer sheet for Level A is part of the test book) should be sorted by grade. Detailed instructions for returning materials begins on page 42 of this manual.

Braille Tests

The Braille version of the CELLA differs from the standard version of the test. The following pages contain instructions indicating which questions have been eliminated from the Braille test. The School Coordinator should provide the Test Administrator with the following materials:

- Braille Test Book
- answer sheet that matches the Braille level being administered, to record student's responses
- standard test book that matches the Braille level being administered, to assist the Test Administrator
- Directions for Administration
- a copy of these instructions (Test Administration Manual: The CELLA Test Accommodations)

Form 1 Omitted Questions & Notes to Test Administrators

Level A

The entire Level A test is omitted.

Level B

Listening

- Questions 1–8 are omitted.

Speaking

- Questions 1, 2, and 4 are omitted.
- Note for Question 12 (Story Retelling): Students will be directed in the test book to listen closely to what the teacher says (and then be directed by the script to listen to a story).
    - » The Test Administrator should omit any reference in the script to the picture.
- Note for Question 14 (Reading Aloud): Text will be Brailled in the book.

Writing

- Questions 20–23 are omitted.

Level C

Listening

- Questions 4–8 are omitted.

Speaking

- Questions 1 and 4 are omitted.
    - » Note for Question 12 (Story Retelling): Students will be directed in the test book to listen closely to what the teacher says (and then be directed by the script to listen to a story).
    - » The Test Administrator should omit any reference in the script to the picture.

Writing

- Questions 20–23 are omitted.

Level D

Listening

- Questions 1–8 are omitted.

Speaking

- Questions 1 and 2 are omitted.
    - » Note for Question 12 (Story Retelling): Students will be directed in the test book to listen closely to what the teacher says (and then be directed by the script to listen to a story).
    - » The Test Administrator should omit any reference in the script to the picture.

Writing

- Questions 20–23 are omitted.

Large-print Tests

The large-print version of the CELLA differs from the standard version of the test only in that each test has been enlarged to meet the needs of students with visual impairments. There are no questions eliminated from the large-print test. The School Coordinator should provide the Test Administrator with the following materials:

- Large-print Test Book
- answer sheet, that matches the level being administered, to record student's responses
- large-print One-on-One Prompt Book, for Level A only
- Directions for Administration
- a copy of these instructions (Test Administration Manual: The CELLA Test Accommodations)

Form 1 Omitted Questions & Notes to Test Administrators

There are no questions eliminated from the large-print tests.

APPENDIX B:

FLORIDA TEST SECURITY STATUTE AND RULE

Florida Test Security Statute

1008.24 Test Security

1. It is unlawful for anyone knowingly and willfully to violate test security rules adopted by the State Board of Education for mandatory tests administered by or through the State Board of Education or the Commissioner of Education to students, educators, or applicants for certification or administered by school districts pursuant to s. 1008.22, or, with respect to any such test, knowingly and willfully to:

    a. Give examinees access to test questions prior to testing;

    b. Copy, reproduce, or use in any manner inconsistent with test security rules all or any portion of any secure test book;

    c. Coach examinees during testing or alter or interfere with examinees' responses in any way;

    d. Make answer keys available to examinees;

    e. Fail to follow security rules for distribution and return of secure tests as directed, or fail to account for all secure test materials before, during, and after testing;

    f. Fail to follow test administration directions specified in the test administration manuals; or

    g. Participate in, direct, aid, counsel, assist in, or encourage any of the acts prohibited in this section.

2. Any person who violates this section is guilty of a misdemeanor of the first degree, punishable as provided in s. 775.082 or s. 775.083.

    a. A district school superintendent, a president of a public postsecondary educational institution, or a president of a nonpublic postsecondary educational institution shall cooperate with the Commissioner of Education in any investigation concerning the administration of a test administered pursuant to state statute or rule.

b. The identity of a school or postsecondary educational institution, the personally identifiable information of any personnel of any school district or postsecondary educational institution, or any specific allegations of misconduct obtained or reported pursuant to an investigation conducted by the Department of Education of a testing impropriety are confidential and exempt from the provisions of s. 119.07(1) and s. 24(a), Art. I of the State Constitution until the conclusion of the investigation or until such time as the investigation ceases to be active. For the purpose of this paragraph, an investigation shall be deemed concluded upon a finding that no impropriety has occurred, upon the conclusion of any resulting preliminary investigation pursuant to s. 1012.796, upon the completion of any resulting investigation by a law enforcement agency, or upon the referral of the matter to an employer who has the authority to take disciplinary action against an individual who is suspected of a testing impropriety. For the purpose of this paragraph, an investigation shall be considered active so long as it is ongoing and there is a reasonable, good faith anticipation that an administrative finding will be made in the foreseeable future. This paragraph is subject to the Open Government Sunset Review Act in accordance with s. 119.15 and shall stand repealed on October 2, 2014, unless reviewed and saved from repeal through reenactment by the Legislature.

History.—s. 370, ch. 2002-387; s. 1, ch. 2009-143.

Florida State Board of Education – Test Security Rule

6A-10.042 Maintenance of Test Security

1. Tests implemented in accordance with the requirements of Sections 1004.93, 1008.22, 1008.29, 1008.30, 1012.55, and 1012.56, Florida Statutes, shall be maintained and administered in a secure manner such that the integrity of the tests shall be preserved.

    a. Test questions shall be preserved in a secure manner by individuals who are developing and validating the tests. Such individuals shall not reveal in any manner, verbally or in writing, the test questions under development.

    b. Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.

    c. Examinees shall not be assisted in answering test questions by any means by persons administering or proctoring the administration of any test.

    d. Examinees' answers to questions shall not be interfered with in any way by persons administering, proctoring, or scoring the examinations.

    e. Examinees shall not be given answer keys by any person.

    f. Persons who are involved in administering or proctoring the tests or persons who teach or otherwise prepare examinees for the tests shall not participate, direct, aid, counsel, assist in, or encourage any activity which could result in the inaccurate measurement or reporting of the examinees' achievement.

    g. Each person who has access to tests or test questions during the development, printing, administration, or scoring of the tests shall be informed of specifications for maintaining test security, the provisions in statute and rule governing test security, and a description of the penalties for breaches of test security.

    h. During each test administration, school district and institutional test administration coordinators and contractors employing Test Administrators and proctors shall ensure that required test procedures are being followed at all test administration sites. Officials from the Department are authorized to conduct unannounced observations of test administration procedures at any test administration site to ensure the testing procedures are being correctly followed.

2. Test materials, including all test books and other materials containing secure test questions, answer keys, and student responses, shall be kept secure and precisely accounted for in accordance with the procedures specified in the examination program administration manuals and other communications provided by the Department. Such procedures shall include but not be limited to the following:

   a. All test materials shall be kept in secure, locked storage prior to and after administration of any test.

   b. All test materials shall be precisely accounted for and written documentation kept by Test Administrators and proctors for each point at which test materials are distributed and returned.

   c. Any discrepancies noted in the number or serial numbers of testing materials received from contractors shall be reported to the Department by designated institutional or school district personnel prior to the administration of the test.

   d. In the event that test materials are determined to be missing while in the possession of an institution or school district, designated institutional or school district personnel shall investigate the cause of the discrepancy and provide the Department with a report of the investigation within thirty (30) calendar days of the initiation of the investigation. At a minimum, the report shall include the nature of the situation, the time and place of occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the Department are authorized to conduct additional investigations.

   e. In those cases where the responsibility for secure destruction of certain test materials is assigned by the Department to designated institutional or school district personnel, the responsible institutional or school district representative shall certify in writing that such destruction was accomplished in a secure manner.

   f. In those cases where test materials are permitted by the Department to be maintained in an institution or school district, the test materials shall be maintained in a secure manner as specified in the instructions provided by the Department. Access to the materials shall be limited to the individuals and purposes specified by the Department.

3. In those situations where an employee of the educational institution, school district, or contractor, or an employee of the Department suspects a student of cheating on a test or suspects other violations of the provisions of this rule, a report shall be made to the department or test support contractor, as specified in the test administration procedures, within ten (10) calendar days. The report shall include a description of the incident, the names of the persons involved in or witness to the incident, and other information as appropriate. Officials from the Department are authorized to conduct additional investigations.

4. Violations of test security provisions shall be subject to penalties provided in statute and State Board Rules.

Specific Authority 1001.02(1), 1008(24)(1) FS. Law Implemented 1001.02, 1008.24 FS. History– New 7-5-87, Amended 10-26-94.

APPENDIX C:
FORMS AND SIGNS

2014 CELLA Administration and Security Agreement

Florida Department of Education

Florida State Board of Education Rule 6A-10.042, FAC, was developed to meet the requirements of the test security statute, Section 1008.24, F.S., and applies to anyone involved in the administration of a statewide assessment test. The rule prohibits activities that may threaten the integrity of the test. See the "Florida Test Security Statute" and the "Florida State Board of Education – Test Security Rule" in Appendix B of the 2014 Test Administration Manual. Examples of prohibited activities are listed below:

- Revealing the passages, test items, or performance tasks
- Copying the passages, test items, or performance tasks
- Interpreting or reading test items or passages for students
- Changing or otherwise interfering with student responses to test items
- Copying or reading student responses
- Translating the reading passages into the student's home language
- Translating test items orally or in writing into the student's home language
- Providing dictionaries or translation devices for students to use during the test administration

Test Administrators are permitted to provide allowable test accommodations to students with current IEPs, Section 504 plans, or ELL plans as described in Appendix A of the 2014 CELLA Test Administration Manual.

All personnel are prohibited from copying the test items and/or the contents of student test books and answer sheets. The security of all test materials must be maintained before, during, and after the test administration. The use of untrained Test Administrators increases the risk of test invalidation due to test irregularities or breaches in security.

I, _____, have read the information and instructions provided in all applicable sections of the Test Administration Manual. I agree to administer the Florida CELLA according to these procedures. Further, I have read the test security procedures in Appendix B of the 2014 CELLA Test Administration Manual. I agree to follow these procedures. I will not reveal or disclose any information about the test items or engage in any acts that would violate the security of the CELLA and cause student achievement to be inaccurately represented or reported.

_____

School Name

_____

School Number

_____

Print Name of Test Administrator
or School Coordinator

_____

Print Title of Test Administrator
or School Coordinator

_____

Signature

_____

Date

CELLA ADMINISTRATION RECORD/SECURITY CHECKLIST
Spring 2014

School Number:

District Number:

School Name:

District Name:

Each day BEFORE testing, the Test Administrator must sign below to indicate receipt of secure test materials.
Each day AFTER testing, the School Coordinator must sign below to indicate receipt of secure test materials.

*Attendance Codes: P = Present A = Absent W = Withdrawn P/I = Present but Invalidated

Document Type	Security Number	Student		Grade Level	Student ID Number	Attendance Code *	Test Administrator Signature	School Coordinator Signature	Date Received	Date Returned
		First Name	Last Name							

2014 CELLA Security Log

Room Number: _____ School: _____

District: _____

For personnel (School Coordinator, Test Administrators) assigned to monitor this room for ANY length of time: Complete this log when entering and exiting the room.

Date	Test Level	Time In	Time Out	Print Name	Signature

Test Administrator Checklist

IMPORTANT: All the following items MUST be completed.

Before Testing

- ☐ Attend training for the CELLA administration and review new procedures for 2014.

- ☐ Review and familiarize yourself with all the information in the appropriate sections of this manual, the Directions for Administration, test books, answer sheets, Training CDs for Speaking, and the Listening CD for the appropriate levels.

- ☐ Sign the 2014 CELLA Administration and Security Agreement, in Appendix C.

- ☐ Complete the required administration information.

Final Preparations for Testing

- ☐ Arrange the room so students have an adequate workspace for testing.

- ☐ Remove or cover all visual aids in the room that might provide clues or answers.

- ☐ Post a "TESTING – Please Do Not Disturb" sign and the "Electronic Devices Are Not Permitted During Testing" sign on each testing room door. Signs provided in Appendix C.

- ☐ Sign the CELLA Administration Record/Security Checklist and maintain the required administration information.

- ☐ For the Speaking/One-on-One section, assemble all the materials needed to administer the test, including the Directions for Administration.

- ☐ 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.

During Testing

- ☐ Maintain a record of all secure materials assigned to each student on the CELLA Administration Record/Security Checklist.

- ☐ Students must use a No. 2 pencil to fill out information and record their responses. Provide sharpened No. 2 pencils for students who do not have them.

- ☐ Sign and maintain an accurate 2014 CELLA Security Log, provided in Appendix C. Anyone entering the testing room for the purpose of monitoring the test for any length of time MUST sign the log.

❒ Maintain test security at all times; report security violations or concerns to the School Coordinator.

❒ Make sure any preidentified documents are given to the correct students. For Level B, C, or D students without preidentified answer sheets, follow the instructions on pages 4–7 of the Directions for Administration.

❒ Supervise students during the test administration by moving around the room. Ensure that students have cleared their desks of all non-testing materials.

After Testing

❒ Verify that you have collected all required administration information. Make a copy for your files.

❒ Notify the School Coordinator immediately if any secure test materials are missing.

❒ Verify that your 2014 CELLA Security Log has been completed correctly. Make a copy for your files.

❒ Verify that test books and answer sheets have been collected.

❒ Transcribe/record students' exact responses from the large-print and/or Braille versions of the test to the appropriate regular-print Level A Test Book or Level B, C, or D Answer Sheet (if applicable).

Preparing the To-Be-Scored Materials for Return to the School Coordinator

❒ Group the To-Be-Scored materials together by GRADE.

❒ Include the Do Not Score (DNS) test books and answer sheets at the bottom of the To-Be-Scored group. Verify that the DNS bubbles are marked correctly.

❒ Prepare the To-Be-Scored test books and answer sheets as follows:

• Count the total number of To-Be-Scored documents.
• Paper band the To-Be-Scored documents together in groups.
• Write the grade and number of documents on top of that band.

Preparing the Not-To-Be-Scored Materials for Return to the School Coordinator

☐ Group the Not-To-Be-Scored test materials together including any unused Level A Test Books; used and unused Levels B, C, and D test books; Listening CDs; used and unused large-print and Braille Test Books; unused answer sheets; Directions for Administration; and defective materials.

☐ Prepare the Not-To-Be-Scored materials as follows:

- Count the total number of Not-To-Be-Scored documents.
- Verify that all security numbers are accounted for.
- Group the non-secure materials, which includes the Test Administration Manual, Training CDs for Speaking, the 2014 CELLA Security Log, and any other required administration information. Make a copy for your records.
- Return all original materials to the School Coordinator.

Comment Form

☐ Go to http://www.fldoe.org/aala/CELLA.asp and complete the 2014 CELLA Customer Satisfaction Survey.

School Coordinator Checklist

IMPORTANT: All of the following items MUST be completed.

Before Testing

❑ Attend training for the CELLA administration and review new procedures for 2014.

❑ Review and familiarize yourself with all the information in the appropriate sections of this manual, the Directions for Administration, test books, answer sheets, Training CDs for Speaking, and Listening CDs for the appropriate levels.

❑ Sign the 2014 CELLA Administration and Security Agreement, in Appendix C.

❑ Train your school's Test Administrators on the administration of the CELLA, including training for the administration of large-print and/or Braille materials as applicable.

❑ If available, provide a hard copy of the CELLA Parent Information Brochure to parents in the student's home language. Available at http://www.fldoe.org/aala/CELLA.asp.

❑ Receive test materials from the District Coordinator. Inventory the contents of your boxes within 24 hours of receipt and report missing materials immediately.

❑ SAVE all boxes and filler for returning test materials to the district office, with the exception of boxes containing large-print and/or Braille test materials; these items can be folded to fit in regular-size boxes.

❑ Track and maintain a record of the security numbers of materials you receive from the District Coordinator on the CELLA Administration Record/Security Checklist. The pre-populated version of this form is located at https://fl-servicepoint.questarai.com. **No user name or password is needed to access the pre-populated spreadsheet on Questar's ServicePoint website.**

❑ Prior to the test administration, alert Test Administrators to any accommodations needed for individual students, so arrangements can be made.

❑ Instruct Test Administrators to collect the required administration information on the CELLA Administration Record/Security Checklist, including a list of students assigned to each Test Administrator's room, attendance information, a list of security numbers of secure documents assigned to the students, and seating charts (as required by your district).

❑ Provide appropriate test settings in your school.

During Testing

☐ Visit each testing classroom to monitor the administration of the CELLA and to ensure that security policies and procedures are being followed.

☐ Be available to answer questions from Test Administrators.

☐ Provide Test Administrators with additional materials as necessary.

☐ Ensure that 2014 CELLA Security Logs are being completed properly and that required administration information is being maintained.

After Testing

☐ Verify that all distributed secure materials have been returned by the Test Administrators.

☐ Notify the District Coordinator immediately if any secure materials are missing, and complete the necessary internal investigation.

☐ Make two copies of the CELLA Administration Record/Security Checklist and file one copy. Place the second copy in Box 1 of the Not-To-Be-Scored materials.

☐ Make copies of all the 2014 CELLA Security Logs and file the copies.

☐ Collect the original copies of the required administration information to send to the District Coordinator.

Preparing the To-Be-Scored Materials for Return to the District Coordinator

☐ Group the school's To-Be-Scored documents for return.

☐ Prepare materials, one grade at a time, following these steps:

- Complete one Document Count Form (PURPLE) for each grade. NOTE: There may be multiple paper-banded groups for each Document Count Form and grade.
- Place the Document Count Form on top of the first banded group, under the band on top of the stack.
- Write the answer sheet counts for each grade tested on the School Return Summary (RED).

☐ Print your name on the School Return Summary and make two copies: one for your files and the second copy for the District Coordinator.

☐ Affix a PINK-colored return label to each box containing To-Be-Scored documents.

☐ Place all the To-Be-Scored documents into the PINK-labeled boxes.

☐ Count the number of To-Be-Scored boxes that you are sending to the District Coordinator.

❏ Write the sequence and total number of boxes on each box label with Box 1 of X, Box 2 of X, etc., where X is the total number of boxes.

❏ Place the original School Return Summary on top of the materials in Box 1 and use filler (e.g., crumpled paper or bubble wrap) to keep the documents from shifting during transport.

❏ Securely seal the boxes with heavy-duty packing tape.

❏ Send the To-Be-Scored boxes to the District Coordinator.

Preparing the Not-To-Be-Scored Materials for Return to the District Coordinator

❏ Group the school's Not-To-Be-Scored documents for return.

❏ Affix a YELLOW-colored return label on all boxes containing Not-To-Be-Scored documents.

❏ Place all the Not-To-Be-Scored materials into the YELLOW-labeled boxes and use filler (e.g., crumpled paper or bubble wrap) to keep the documents from shifting during transport.

❏ Count the number of Not-To-Be-Scored boxes that you are sending to the District Coordinator.

❏ Securely seal the boxes with heavy-duty packing tape.

❏ Send the Not-To-Be-Scored boxes to the District Coordinator.

Preparing the District Coordinator ONLY Materials for Return to the District Coordinator

❏ Copy all the required administration information for your files.

❏ Send originals of the following to the District Coordinator:

- CELLA Administration Record/Security Checklist
- 2014 CELLA Security Logs
- Signed 2014 CELLA Administration and Security Agreement

❐   Send the following non-secure materials to the District Coordinator:

- Test Administration Manuals
- Unused Paper Bands
- Unused Document Count Form(s) and School Return Summaries
- Unused Questar Return Labels
- Training CDs for Speaking
- Seating Charts, as required by your district
- Packing Slips, if applicable
- A copy of the completed School Return Summary

❐   As directed by your District Coordinator, return District Coordinator ONLY Materials in a box/envelope.

Comment Form

❐   Go to http://www.fldoe.org/aala/CELLA.asp and complete the 2014 CELLA Customer Satisfaction Survey.

District Coordinator Checklist

Before Testing

IMPORTANT: All of the following items MUST be completed.

❑ Attend the FDOE developed training in the administration of the CELLA and review new procedures for 2014.

❑ Review the information in this manual, the Directions for Administration, test books, answer sheets, Training CDs for Speaking, and Listening CDs at the appropriate levels.

❑ Train the School Coordinators. The School Coordinators are responsible for training the Test Administrators. Emphasize the importance of following the instructions for maintaining and returning materials. Identify a date that secure materials should be returned to the district office.

❑ Communicate the process for collecting required administration information to the School Coordinators.

❑ Review the electronic copy of all packing lists located at https://fl-servicepoint.questarai.com prior to distributing the materials. Ensure that the correct materials are being sent to each school participating in the CELLA. **No user name or password is needed to access these documents on Questar's ServicePoint website.**

❑ Receive and check the shipment of materials, making sure that each school will receive its assigned range of boxes.

❑ Maintain a record of all the secure materials' security numbers that you distribute to each school.

❑ Instruct the School Coordinators to inventory the contents of their boxes within 24 hours of receipt and ask them to report any missing materials to you immediately.

❑ Assist the School Coordinators, as needed, to provide additional Test Administrators or test locations for administering tests to students with permissible accommodations. Make all the necessary arrangements for test accommodations prior to the test dates.

During Testing

❑ Be available to answer questions from your School Coordinators.

❑ Provide the School Coordinators with additional materials as necessary.

❑ Monitor the administration of the CELLA at each participating school and ensure that security policies and procedures are being followed.

❏ Notify the FDOE Bureau of Student Achievement through Language Acquisition immediately to report any missing materials, test irregularities, or security breaches. Review the Missing Materials/Breaches of Administration Procedures found on page 23.

After Testing

❏ Review the instructions for returning materials found on pages 49–53.

❏ Receive the To-Be-Scored and Not-To-Be-Scored boxes from the School Coordinators.

❏ If there is a discrepancy in the number of boxes, contact the School Coordinator to reconcile the count before scheduling a materials pick-up through K2 Logistics.

Prepare the District Overage Not-To-Be-Scored Boxes for Return to Questar

❏ Confirm the count of each school's Not-To-Be-Scored boxes with YELLOW labels.

❏ Group your district's Not-To-Be-Scored overage documents for return and sort them by grade.

❏ Affix a YELLOW-colored return label on all district boxes containing Not-To-Be-Scored documents.

❏ Place all the Not-To-Be-Scored materials into the YELLOW-labeled boxes.

❏ Count the total number of Not-To-Be-Scored boxes for the district.

❏ Write the sequence and total number of the boxes on each YELLOW-label with Box 1 of X, Box 2 of X, etc., where X is the total number of boxes.

❏ Securely seal the boxes with heavy-duty packing tape.

Process the District Coordinator ONLY Materials*

❏ Find and open each school's District Coordinator ONLY box/envelope containing the district-required forms and materials. Confirm that secure materials have not been inadvertently packaged with non-secure materials.

❏ Confirm that each school has sent the district-required forms and materials.

❏ Follow-up with the School Coordinator if any required forms or materials are missing.

❏ Review the required CELLA Administration Record/Security Checklists from each school.

❏ Notify the FDOE Bureau of Student Achievement through Language Acquisition if any secure CELLA materials are missing, and complete the necessary internal investigation.

❏ Verify that all the 2014 CELLA Security Logs were completed, then file them.

❏ Note that non-secure materials, such as 2014 CELLA Security Logs, should not be recycled or destroyed until scores for the test administration have been reported.

*These materials are NOT to be sent back to Questar.

Arrange for Pick-up of Materials

❏ Visit www.k2assessments.com and arrange for the pick-up of all boxes that are to be returned to Questar. If you have any questions or need assistance regarding pick-ups at any time, call K2 Logistics at (888) 886-0780.

❏ Maintain a record of the number of boxes that are to be picked-up by K2 Logistics on the Materials Return List.

❏ Complete and sign the Bill of Lading (BOL) provided by the K2 Logistics driver.

❏ Save your copy of the BOL as record of the shipment.

Comment Form

❏ Go to http://www.fldoe.org/aala/CELLA.asp and complete the 2014 CELLA Customer Satisfaction Survey.

❏ Encourage the School Coordinators and Test Administrators in your district to go online to complete the 2014 CELLA Customer Satisfaction Survey.

TESTING

Please
Do Not Disturb

No Electronic Devices

Permitted During Testing

APPENDIX D:

SCORING RUBRIC HANDOUTS & CHECKLISTS

The rubric for the Speech Functions items is included here for your reference:

Speech Functions

Score	Rubric for *Speech Functions*
2	The student's response: • solicits the appropriate information • is mostly grammatically accurate • may display mistakes common to native speakers of English
1	The student's response: • partially solicits information, but it may not be relevant; and/or • is not grammatically accurate
0	The student's response: • is very incomplete; or • is not understandable in English
NR	No Response

The rubric for the Personal Opinion item is included here for your reference:

Personal Opinion

Score	Rubric for *Personal Opinion*
2	• The student states the opinion clearly and provides adequate support for the opinion, often with elaboration. • The listener understands why the student holds the opinion. • The response displays good control of grammar and adequate vocabulary.
1	• The student states the opinion but provides minimal support for it; the connection between the opinion and the support given may not be clear. • The listener may be unclear as to why the student holds the opinion. • The response displays numerous grammatical errors and a basic vocabulary.
0	• The student does not provide an opinion, or responds with only a single word or short phrase. • The student has difficulty constructing sentences and very limited vocabulary.
NR	No Response

The rubric for the Story Retelling item is included here for your reference:

Story Retelling

Score	Rubric for *Story Retelling*
4	The student's response: • is full and satisfactory • shows well-developed vocabulary resources (i.e., the student can generally find the right word and use it appropriately) • shows good control of grammar, though it may include an occasional minor error that does not interfere with communication • may display an accent, but any errors of pronunciation or intonation do not interfere with communication • is produced at an appropriate rate of speed and with sufficient fluency for effective communication
3	The student's response: • is satisfactory in completing the task • shows adequate vocabulary resources • may display some grammatical errors that may interfere with communication • may display an accent, but errors of pronunciation and intonation only occasionally interfere with communication
2	The student's response: • does not fully complete the task • displays a basic, but not extensive vocabulary (i.e., the student sometimes cannot find the right word) • displays numerous grammatical errors that often interfere with communication • may display errors in pronunciation and/or intonation that often interfere with communication
1	The student's response: • does not complete the task • shows limited vocabulary resources • makes numerous grammatical errors that frequently impede communication • displays numerous errors in pronunciation, intonation, or stress that interfere with communication
0	The student's response: • shows very limited vocabulary resources • does not demonstrate an understanding of English • is not comprehensible in English
NR	No Response

Story Retelling Checklist: This checklist provides guidance on specific ways in which the rubric should be applied to this item type. The Story Retelling checklist includes five criteria on which to base your judgment: task completion, vocabulary, grammar, fluency, and pronunciation.

	Story Retelling Checklist				
Score	**Task Completion**	**Vocabulary**	**Grammar**	**Fluency**	**Pronunciation**
4	provides a <u>coherent</u> <u>story</u> with elaboration and details	well-developed	very accurate; errors do not interfere with understanding	fluent, good rate; very easy to understand	errors do not interfere
3	provides <u>most</u> of the information about each picture to make a <u>story</u>	adequate	somewhat accurate; some errors may interfere with understanding	adequate; generally easy to understand	can <u>generally</u> be comprehended
2	provides <u>some</u> <u>information</u> about each picture	basic	errors sometimes interfere with understanding	hesitant; somewhat confusing and/or difficult to understand	can <u>sometimes</u> be comprehended
1	provides <u>minimal</u> information about most pictures	limited	errors frequently impede understanding	frequent long pauses; confusing/ very difficult to understand	can <u>rarely</u> be comprehended
0	provides <u>almost</u> <u>no</u> <u>information</u> about the pictures	very limited	disconnected; very short phrases	none; unable to retell story, even with prompting	not comprehensible

The rubric for the Graph Interpretation item is included here for your reference:

Graph Interpretation

Score	Rubric for *Graph Interpretation*
4	The student's response: • is full and satisfactory • shows well-developed vocabulary resources (i.e., the student can generally find the right word and use it appropriately) • shows good control of grammar, though it may include an occasional minor error that does not interfere with communication • may display an accent, but any errors of pronunciation or intonation do not interfere with communication • is produced at an appropriate rate of speed and with sufficient fluency for effective communication
3	The student's response: • is satisfactory in completing the task • shows adequate vocabulary resources • may display some grammatical errors that may interfere with communication • may display an accent, but errors of pronunciation and intonation only occasionally interfere with communication
2	The student's response: • does not fully complete the task • displays a basic, but not extensive vocabulary (i.e., the student sometimes cannot find the right word) • displays numerous grammatical errors that often interfere with communication • may display errors in pronunciation and/or intonation that often interfere with communication
1	The student's response: • does not complete the task • shows limited vocabulary resources • makes numerous grammatical errors that frequently impede communication • displays numerous errors in pronunciation, intonation, or stress that interfere with communication
0	The student's response: • shows very limited vocabulary resources • does not demonstrate an understanding of English • is not comprehensible in English
NR	No Response

Graph Interpretation Checklist: This checklist provides guidance on specific ways in which the rubric should be applied to the Graph Interpretation item type. The Graph Interpretation checklist includes five criteria on which to base your judgment: completion of the summary task, completion of the comparison task, vocabulary, grammar, and fluency.

Notes:

- Graph Interpretation items are not intended to assess students' mathematical skills. Do not penalize students for not being precise in adding or subtracting numbers. Students can be expected to express amounts in general terms (e.g., more, less, a little bit more, a lot, not many).
- Students who compare the <u>categories</u> on the graph (i.e., comparing how one activity is different from another) rather than comparing the <u>number</u> of responses in each category should not be penalized for doing so.

	Graph Interpretation Checklist				
Score	**Summary Task**	**Comparison Task**	**Vocabulary**	**Grammar**	**Fluency**
4	clearly conveys <u>overall</u> <u>information</u>	compares accurately with interpretation	well-developed	very accurate; errors <u>do</u> <u>not</u> <u>interfere</u>	<u>fluent</u>, good rate; very easy to understand
3	provides <u>sufficient</u> <u>information</u>	compares sufficiently, but with little interpretation	adequate	somewhat accurate; some errors <u>may</u> <u>interfere</u>	<u>adequate</u>; generally easy to understand
2	provides <u>some</u> <u>information</u>; uses phrases	compares using limited language	basic	errors sometimes <u>interfere</u> with understanding	<u>hesitant</u>; somewhat confusing and/ or difficult to understand
1	provides <u>minimal</u> <u>information</u>; uses disconnected words	compares minimally and/ or with difficulty	limited	errors frequently <u>impede</u> understanding	<u>frequent</u> <u>long</u> <u>pauses</u>; confusing/ very difficult to understand
0	gives almost <u>no</u> <u>information</u>	unable to compare	very limited	disconnected; very short phrases	none

The rubrics for the Reading Aloud for Fluency items are included here for your reference:

Reading Aloud for Fluency

Score	Rubric for *Reading Aloud for Fluency* (Level A)
4	The student: • read at least 60 words correctly in 30 seconds • most often grouped words in meaningful phrases • heeded punctuation • used intonation and expression
3	The student: • read between 45 and 59 words correctly in 30 seconds • usually grouped words in meaningful phrases • usually heeded punctuation
2	The student: • read between 21 and 44 words correctly in 30 seconds • may have read haltingly, from word to word, or without meaningfully grouped phrases • may not have indicated punctuation in response
1	The student: • read between 10 and 20 words correctly in 30 seconds • included frequent long pauses between words • may not have indicated punctuation in response
0	The student: • read fewer than 10 words correctly in English in 30 seconds • responded in a language other than English
NR	No Response

Score	Rubric for *Reading Aloud for Fluency* (Level B)
4	The student: • read at least 90 words correctly in 40 seconds • most often grouped words in meaningful phrases • heeded punctuation • used intonation and expression
3	The student: • read between 75 and 89 words correctly in 40 seconds • usually grouped words in meaningful phrases • usually heeded punctuation
2	The student: • read between 61 and 74 words correctly in 40 seconds • may have read haltingly, from word to word, or without meaningfully grouped phrases • may not have indicated punctuation in response
1	The student: • read between 25 and 60 words correctly in 40 seconds • included frequent long pauses between words • may not have indicated punctuation in response
0	The student: • read fewer than 25 words correctly in English in 40 seconds • responded in a language other than English
NR	No Response