

# **CELLA**

## **2013 Train-the-Trainer Training Session**

**Comprehensive  
English Language  
Learning Assessment**

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- Scoring Activities
- Speaking Item Types
  - Speaking Scoring Rubric Review
  - Audio Samples and Practice Scoring

# Materials Needed for the Training Session

- Test Administration Manual
- Directions for Administration
- Training CDs for Speaking (one per level)
- Student Test Books (for display)
- Student Answer Sheets (for display)
- Listening CDs (for display)
- CD player
- Computer
- LCD Screen/Overhead Projector
- Timer/Stopwatch
- Blank Transparencies
- Dry-erase Markers
- Highlighters (assorted colors)
- Tissues
- Paper clips

# **Section 1: General Information**



## **CONTACT INFORMATION**

### **Questar Assessment, Inc. (Questar):**

Toll-Free Telephone Number: (877) 852-3552

Hours of Operation: 7:00 A.M. to 6:00 P.M. EST

Fax: (866) 688-0419

Email: [CELLA@questarai.com](mailto:CELLA@questarai.com)

### **Florida Department of Education (FDOE)**

#### **Bureau of Student Achievement through Language Acquisition:**

Telephone Number: (850) 245-0417

Fax: (850) 245-0846

Email: [FloridaCELLA@fldoe.org](mailto:FloridaCELLA@fldoe.org)

# FDOE CELLA WEBSITE

The following 2013 CELLA items can be found at <http://www.fldoe.org/aala/CELLA.asp>:

- State-wide Memorandums
- CELLA Parent Information Brochure
- Forms to report test irregularities/security breaches and missing materials to FDOE
- Test Administration Manual
- Training Materials
- 2013 CELLA Security Log
- Customer Satisfaction Survey
- CELLA Interpretive Guide

# QUESTAR'S ONLINE PORTAL



District Coordinators are provided a username and password to Questar's ServicePoint website (<https://fl-servicepoint.questarai.com/>) in order to:

- order supplemental materials.
- retrieve the electronic version of the PreID Student Rosters.
- retrieve District and School Score Reports after test administration.
- retrieve Missing Materials Report after test administration.

Pre-populated CELLA Administration Record/ Security Checklists, school packing lists, and pallet maps are available to District Coordinators and School Coordinators. No password is needed to access these documents.

# 2013 CELLA COMPREHENSIVE SCHEDULE

## Event:

## Dates:

Train-the-Trainer Sessions

February 4 – 8, 2013

Delivery of CELLA Administration  
Materials

February 6, 2013

Districts Train Test Administrators

February – March 2013

CELLA Test Administration Window

March 4, 2013 – April 5, 2013

Return of Test Materials

March 11, 2013 – April 12, 2013

Score Reporting Window

May 24, 2013 – September 20, 2013

# WHAT'S NEW FOR 2013

1. The 2013 administration of the CELLA is March 4, 2013 to April 5, 2013.
2. Training materials and test materials will be delivered to districts within one shipment on February 6, 2013. ALL secure materials **must** be returned to Questar after the CELLA test administration, between March 11, 2013 and April 12, 2013.
3. The Directions for Administration (DFA) now contains the “Script for Helping Students Enter Their Personal and Demographic Information” (previously located in the Test Administration Manual).
4. The DFA for the Level A One-on-One section is now at the beginning of the Level A section (previously located at the end of the Level A section).
5. The color of the To-Be-Scored-Return labels is now described as “PINK.”
6. Unused Student Answer Sheets can be returned in the Not-To-Be-Scored Box OR destroyed in a secure manner after the test administration is complete.
7. For all participating schools, a copy of the completed School Return Summary should be provided to the District Coordinator.

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# WHAT'S NEW FOR 2013 (continued)

8. Test Administrators may translate directions to entire classes, **ONLY** if all ELLs in the class speak the same heritage language.
9. When a PreID label is affixed to a student answer sheet, boxes 23 – 24 should be completed **ONLY** if information has changed.
10. A pre-populated Materials Return List is included in the District Coordinator's Materials Return Kit to track incoming boxes from participating schools after the completion of the 2013 CELLA administration.
11. Information and instructions pertaining to Florida Virtual School full-time students are included in the Test Administration Manual.
12. District and school personnel's checklist are now located in Appendix C of the Test Administration Manual.
13. If there are any updates and/or changes to CELLA district personnel, notification must be provided via email to [FloridaCELLA@fldoe.org](mailto:FloridaCELLA@fldoe.org).

# PURPOSE OF THE CELLA

The CELLA is a four-skill language proficiency assessment that is designed to provide the following:

- Evidence of program accountability in accordance with Title I and Title III of No Child Left Behind (NCLB). NCLB mandates schools and districts to meet state accountability objectives for increasing the English language proficiency of English Language Learners (ELLs).
- Accountability for ELLs is required under NCLB as measured by annual performance targets.

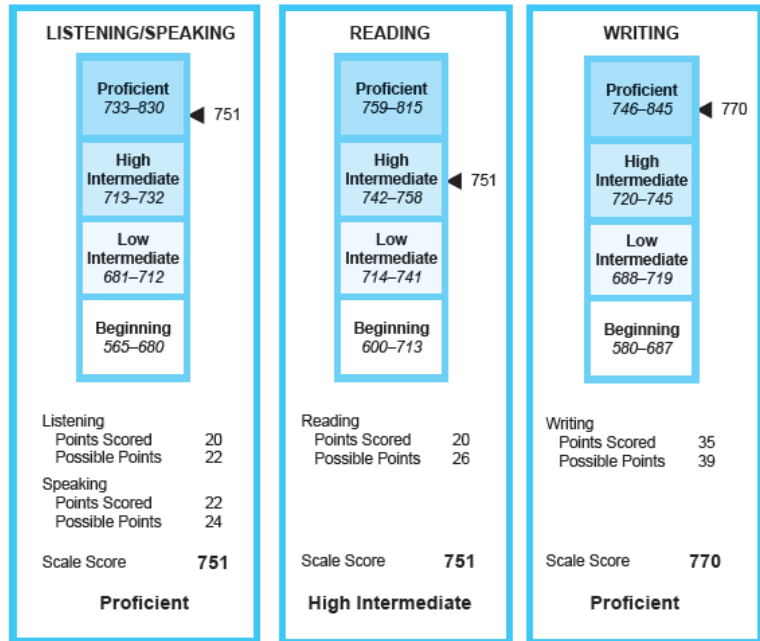
# SAMPLE 2013 Individual Student Report

## Florida Comprehensive English Language Learning Assessment 2013 Student Report



Student Name: **FIRST NAME MI LAST NAME**  
 Student ID#: **0123456789** Date of Birth: **mm/dd/yyyy**  
 Home Language: **Spanish** Test Date: **mm/dd/2012**  
 Grade: **07** Test Level: **C**  
 School: **(1234) SCHOOL NAME - MAX 40 CHARACTERS**  
 District: **(12) DISTRICT NAME - MAX 40 CHARACTERS**

Students are assigned a scale score for each subject. This scale score is a conversion of the points scored for a subject to a common scale that allows for a comparison between students and summarizes the overall level of performance attained by each student.



Listening/Speaking Sub-Scores	Points	
	Scored	Possible
<b>Listening - Sentences</b> This score measures the student's ability to understand a single sentence that describes a picture.	8	8
<b>Listening Comprehension - Short Talks</b> This score measures the student's ability to understand short listening passages.	8	8
<b>Listening Comprehension - Extended Speech</b> This score measures the student's ability to understand extended listening passages, including passages that present academic information.	4	6
<b>Speaking Vocabulary</b> This score measures the student's knowledge of oral vocabulary.	6	6
<b>Speaking - Asking Questions</b> This score measures the student's ability to ask questions accurately and appropriately.	7	8
<b>Speaking - Extended Speech</b> This score measures the student's ability to express an opinion, retell a story, and talk about information shown in a graph.	9	10

Reading/Writing Sub-Scores	Points	
	Scored	Possible
<b>Reading Vocabulary</b> This score measures the student's ability to read and understand vocabulary words.	6	9
<b>Reading Comprehension</b> This score measures the student's ability to understand reading passages, including passages that present academic information	14	17
<b>Writing - Grammar</b> This score measures the student's ability to answer questions related to English grammar, sentence structure, and word choice.	7	9
<b>Writing - Sentences</b> This score measures the student's ability to write descriptive sentences and to write questions.	12	12
<b>Writing - Paragraphs</b> This score measures the student's ability to write paragraphs.	10	12
<b>Writing - Editing</b> This score measures the student's ability to identify errors in grammar, mechanics, and word choice.	6	6

NT (Not Tested) – Student answered too few items to receive a score or student not tested for the subject.  
 ET (Exempt from Test) – Student was not tested due to being exempted from the subject.

CLT (Off Level Test) – Test level not appropriate for student's grade level.  
 \* For information regarding performance, please see the back of this report.



# CELLA RESULTS

## Results will provide:

- data for charting student progress over time and for charting the progress of newly arrived students
- information about language proficiency levels of individual students that can be used in making decisions regarding exit from the ESOL\* programs
- useful information about individual students' strengths and weaknesses in English

## Results will NOT be used for:

- grade-level placement
- grade promotion or retention decisions

\*English for Speakers of Other Languages

# 2013 TEST ADMINISTRATION MANUAL (TAM)

**CELLA**

Comprehensive  
English Language  
Learning Assessment

2013  
Test Administration  
Manual

The TAM is your key to a smooth test administration process. Among other things, it includes:

- 2013 CELLA Schedule
- Test Administration Policies & Procedures
- Students To Be Tested
- Information about Large-Print & Braille Test Materials
- Instructions on Gridding Demographic & Test Information on Answer Documents
- Test Security Policies & Procedures
- Test Invalidation Policies & Procedures
- Materials Return Instructions & Diagram

# 2013 TEST ADMINISTRATION MANUAL

The TAM appendices include the following documents:

**Appendix A:** CELLA Test Accommodations

**Appendix B:** Florida Test Security Statute and Rule

**Appendix C:** Forms and Signs

- 2013 CELLA Administration and Security Agreement
- CELLA Administration Record/Security Checklist
- 2013 CELLA Security Log
- Test Administrator Checklist
- School Coordinator Checklist
- District Coordinator Checklist
- Sign: TESTING – Please Do Not Disturb
- Sign: No Electronic Devices Permitted During Testing

**Appendix D:** Scoring Rubrics & Checklists

# 2013 TEST ADMINISTRATION MANUAL

The TAM is to be used by three key school personnel in the test administration process. The table below lists the page references for specific responsibilities:

SECTION	RESPONSIBILITIES		
	District Coordinator	School Coordinator	Test Administrator
Before Testing	28 – 30	30 – 33	33 – 36
During Testing	36	36	37
After Testing	49 – 51	40 – 46	38 – 39
Checklist	86 – 88	82 – 85	79 – 81

# 2013 DIRECTIONS FOR ADMINISTRATION (DFA)

## **CELLA**

Comprehensive  
English Language  
Learning Assessment

SECURE MATERIAL — MUST RETURN

Form 2  
Directions for  
Administration

The DFA is required to administer the CELLA test, and includes the following:

- Overview of Testing Materials
- Script for helping Levels B, C, and D students enter their personal and demographic information
- Directions for administering all levels and sections
  - Level A is located in the **orange** section
  - Level B is located in the **blue** section
  - Level C is located in the **tan** section
  - Level D is located in the **green** section
- Scoring guides and training materials for scoring the Speaking/One-on-One sections of the CELLA

# CONFIGURATION OF THE CELLA

## Test 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: All Multiple-Choice (MC)  
Speaking: All Constructed Response (CR)  
Reading: All MC  
Writing: MC & CR

- Students must take all 4 sections and record responses on the same answer sheet.
- The Listening, Reading, and Writing sections can be administered in any order.
- The Speaking/One-on-One section can be administered on a schedule that is convenient for the Test Administrator, but ensures that every student is tested individually.

# TESTING TIME

## Level A

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

**Important:** Do NOT administer Reading and Writing extension items to students in grades K–1.

# TESTING TIME

## Levels B, C, and D

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

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.



# WHO SHOULD 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 11<sup>th</sup> school day of the current school year must be administered the CELLA.

**Important:** Students enrolled full-time in the Florida Virtual School and who meet this requirement require accommodations for testing in the district in which they reside. The 2013 CELLA administration must be taken at the school to which the student would be assigned according to district school board attendance areas pursuant to s.1002.37(9)(c).

# CELLA ADMINISTRATION ACCOMMODATIONS

Arrangements for implementing accommodations must be made **prior** to the administration dates. Appendix A in the TAM provides:

- List of permissible and non-permissible test administration accommodations
- ALL allowable accommodations for students with disabilities who have current IEP or 504 Plans
- Omitted questions and notes to Test Administrators for special documents

# 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.

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## CELLA Test Accommodations (continued)

5. Because ELLs can vary widely in their level of English proficiency, some students may need more time than others to complete the test. Test administrators should ensure that all ELLs are given sufficient time to complete the test. 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.
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.

# **CELLA NON-PERMISSIBLE TEST ACCOMMODATIONS**

The following accommodations are NOT permissible for any ELLs when administering the CELLA:

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.

# **MAKE-UP TEST ADMINISTRATION PROCEDURES**

Districts may choose to administer the CELLA at any time during the test administration window.

Make-up testing may begin on the second day of testing and continue throughout the administration window.

All security and administration procedures must be followed while conducting make-up sessions.

# CELLA TRAINING MATERIALS

The training materials for the 2013 CELLA administration include the following:

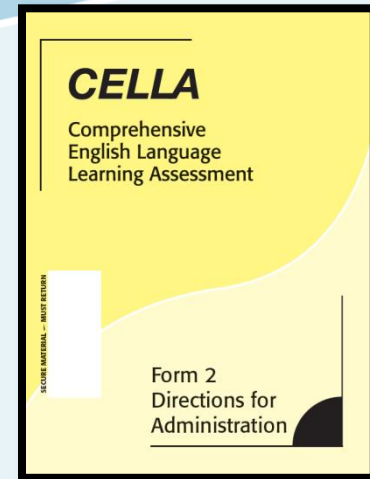
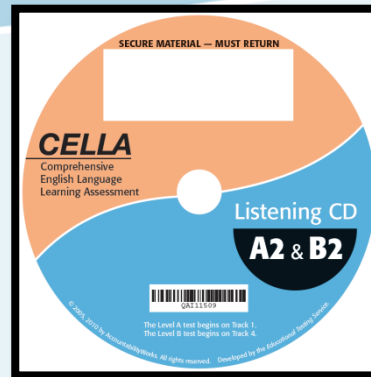
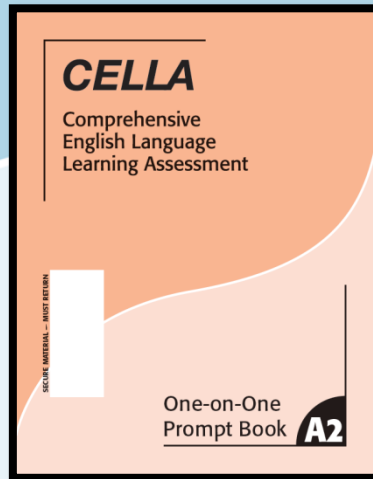
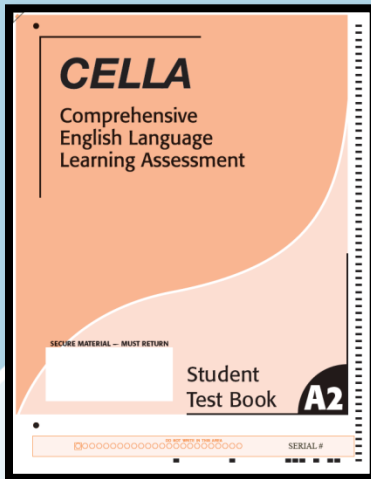
- Online Train-the-Trainer Presentation (this presentation)
- Test Administration Manual
- Directions for Administration
- Training CD for Speaking for the appropriate level
- Student Test Books (for display)
- Student Answer Sheets (for display)
- Listening CDs (for display)

This presentation and training materials provide the District Coordinator and School Coordinator with everything needed to train school staff to administer the CELLA.

# LEVEL A TEST MATERIALS

The following materials are needed to administer the Level A test:

- Student Test Book
- One-on-One Prompt Book
- Listening CD A2 & B2
- DFA





# LEVEL B, C, or D TEST MATERIALS

## Level B:

- Level B2 Test Book
- Listening CD A2 & B2
- Level B Answer Sheet

## Level C:

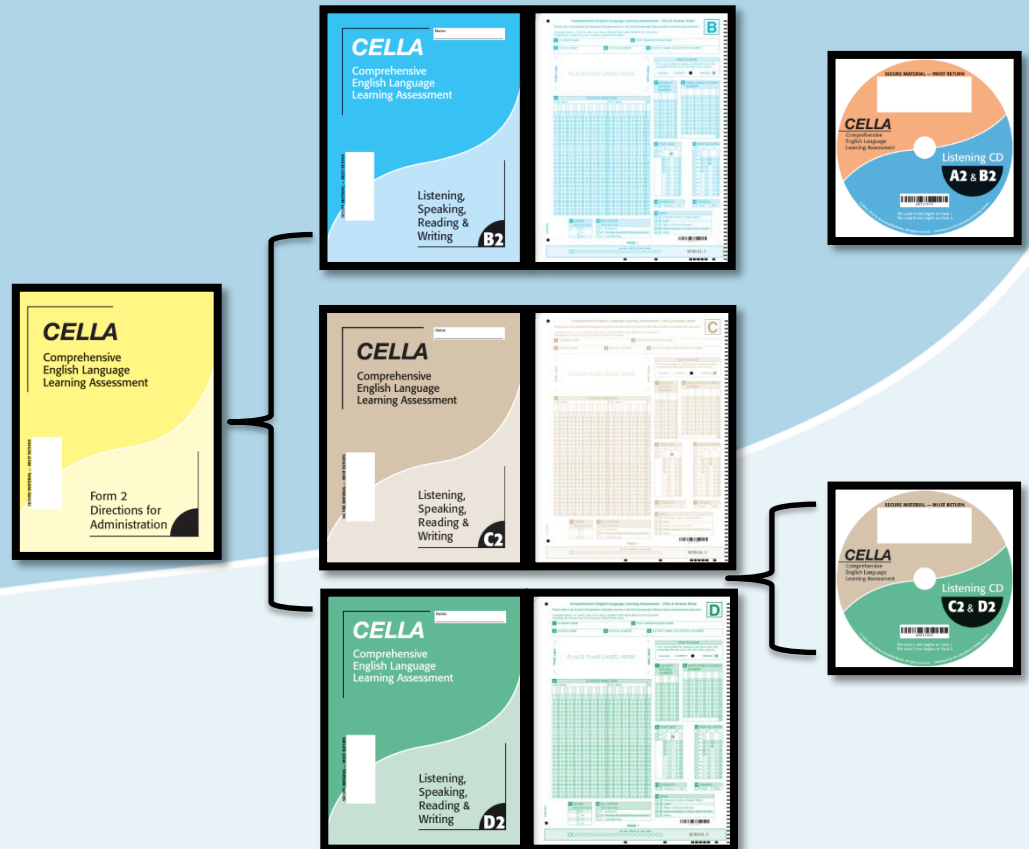
- Level C2 Test Book
- Listening CD C2 & D2
- Level C Answer Sheet

## Level D:

- Level D2 Test Book
- Listening CD C2 & D2
- Level D Answer Sheet

## Levels B, C, and D:

- DFA



# SPECIAL TEST DOCUMENTS

If applicable, Test Administrators must be trained in the use of the accommodated versions of the CELLA. The CELLA is available in the following accommodated versions:

## Levels A, B, C, and D

Large-print version is based on the regular-print version.

## Levels B, C, and D

The Braille tests are provided in Contracted and Uncontracted Braille format. The Braille versions differ from the regular-print version of the test.

- A list of omitted items can be found in Appendix B of the TAM.

<b>22 ACCOMMODATIONS</b> (If Applicable)
<input type="radio"/> Large Print
<b>Deaf/HH</b>
<input type="radio"/> Exempt Listening
<input type="radio"/> Exempt Speaking

<b>22 ACCOMMODATIONS</b> (If Applicable)
<input type="radio"/> Contracted Braille
<input type="radio"/> Uncontracted Braille
<input type="radio"/> Large Print
<b>Deaf/HH</b>
<input type="radio"/> Exempt Listening
<input type="radio"/> Exempt Speaking

In Box 22 on the student answer sheet, bubble in the appropriate circle for the accommodated version. 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.

# STUDENT DEMOGRAPHIC INFORMATION

Test Administrators may apply labels and/or complete answer sheets as soon as test materials are received from the School Coordinator.

- A document is **preidentified** if it contains a student label affixed to the front of the student test book or answer sheet.
- If a document is **non-preidentified**, grid all student information with a No. 2 pencil on the student test book or answer sheet.

Comprehensive English Language Learning Assessment - CELLA Answer Sheet

Please refer to the Student Demographic Information section in the Test Administration Manual before completing this document. Complete boxes 1-5, and 9, even if you have a student PreID label affixed to this document. Complete ALL boxes if you do not have a student PreID label.

**B**

1 STUDENT NAME	2 TEST ADMINISTRATOR NAME	
3 SCHOOL NAME	4 SCHOOL NUMBER	5 DISTRICT NAME AND DISTRICT NUMBER

HOW TO MARK:  
Fill in each bubble by making a solid black mark that completely fills the circle. Use only a No. 2 pencil.  
Example: CORRECT ● WRONG ✘

PreID Label: PLACE PreID LABEL HERE

6 STUDENT NAME GRID	7 DISTRICT/SCHOOL NUMBER	8 SBN/FLORIDA STUDENT NUMBER		
9 TEST DATE	10 DATE OF BIRTH			
11 GRADE	12 ELL STATUS	13 ETHNICITY	14 RACE	15 GENDER

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PAGE 1

DO NOT WRITE IN THIS AREA SERIAL #

# NON-PREIDENTIFIED STUDENTS

**Level A:** Test Administrator must complete all of the personal and demographic information for each student.

**Levels B, C, and D:** The list of boxes that may be completed either by school personnel *OR* by students is provided on page 13 of the TAM.

- The script for helping Levels B, C, and D students enter their personal and demographic information is now located in the DFA.

**Important:** Incomplete answer sheets or inaccurate information will affect score reports.

# FLORIDA VIRTUAL SCHOOL NON-PREIDENTIFIED STUDENTS

For ELL students enrolled full-time in the Florida Virtual School, it is essential to complete the district and school number on the student test book or 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)

# PreID STUDENT LABELS AND ROSTERS

All ELLs enrolled in the district as of January 9, 2013 and submitted by the district in the PreID process (Survey 7) will have a PreID Student Label.

School personnel are **responsible** for ensuring that certain preidentified student information is correct.

- Steps to verify student demographic information is located on page 19 of the TAM.


Reminders:

- Do NOT remove labels once they have been affixed.
- Do NOT apply a label over another label.
- Do NOT use the PreID Labels for verification purposes.
- Do NOT use PreID Labels from previous test administrations.

# SAMPLE PreID STUDENT LABEL

The PreID Student Labels are included in the school's Administration Materials Shipment, and packaged alphabetically by grade. The following information **MUST** be correct to use the student label:

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

STUDENTLASTNAM, SAMPLEFIRS A		SID: 6789X
DIST/SCH: 99-9999		ELL: LY ESE: K
Your School Name		Accom: Y Dist Use: 1234567890
DOB: 03/01/XX	GEN: M	R/E: A GRD: XX CELLA 2013
		
13343220 - 3		

**Important:** Even if the student has a verified PreID Label, boxes 1–5 and 9 **MUST** be completed on the Level A Test Book or Level B, C, or D Answer Sheet.

# SAMPLE PreID Student Roster

The PreID Student Roster is included in the school's Administration Materials Shipment, and has one row of information per student to verify the accuracy of student demographic information.

Florida CELLA

Spring 2013  
PreID Roster

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

Barcode	Last	First	MI	GRADE	Student ID	GENDER	ETHNICITY	RACE	PRIM EXCP ESE	ELL	LARGE PRINT	BRAILLE	DOB
12345678-9	LastNamennnnnn17	FirstNamen12	M	10	1234567890	M	Y		H	LY	Y		03/01/1996
12345679-8	LastNameMMMMMM17	FirstName12	M	11	1234567891	F	N	W				Y	12/31/1995
12345680-7	LastNameBBBBBB17	FirstName12	M	09	1234567892	M	N	A	M	LP			11/23/1997
12345681-6	LastNameWWWWW17	FirstName12	M	12	1234567893	F	N	M		LF			01/09/1995

**Note:** For security reasons, the electronic version of the PreID Student Roster is ONLY available to District Coordinators via ServicePoint.



# INCORRECT OR MISSING PREIDENTIFIED INFORMATION

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.

Gridding information which is already included in the PreID roster will NOT override the label's information.

# TEST SECURITY POLICIES AND PROCEDURES

Prior to test administration, District Coordinators must require that all school administrators, School Coordinators, Test Administrators, proctors, and personnel involved in the test administration:

- Receive adequate training
- Sign and return the 2013 CELLA Administration and Security Agreement

District Coordinators, School Coordinators, and Test Administrators must be able to account for ALL test materials assigned to them.

All CELLA testing materials must be kept secure before, during, and after testing.

## 2013 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" on the previous pages. 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 disabilities with current IEPs as described in the Accommodations section of the 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 2013 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

Provided in Appendix C of the TAM

# TEST SECURITY POLICIES AND PROCEDURES CELLA Security Log

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 and anyone who relieves a Test Administrator.

**2013 CELLA Security Log**

Room Number: \_\_\_\_\_ District: \_\_\_\_\_ School: \_\_\_\_\_

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

Each school is required to maintain an accurate CELLA Security Log, provided in Appendix C of the TAM, for each testing room.

# TEST SECURITY POLICIES AND PROCEDURES

## Missing Materials/Breaches of Administration

Forms designed to report missing materials, test irregularities, and security breaches can be found on the FDOE CELLA website.

- In the event a secure document is not found or a test irregularity or security breach is identified, school personnel and District Coordinators must use these forms to submit with a written report.

2013 CELLA MISSING MATERIALS Spring 2013 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 <small>(Text Books, Answer Sheets, CDs, DFA)</small>	SECURITY BARCODE NUMBER OR RANGE	REASON

2013 CELLA BREACHES OF ADMINISTRATION <i>(Test Irregularities or Security Breaches)</i>							
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

# TEST SECURITY POLICIES AND PROCEDURES

## Tracking Secure Documents

### Security Numbers

- A security number is used to account for each secure document and is located on the front of each secure document, with the exception of Levels B, C, and D Answer Sheets. A list of secure documents can be found on page 23 of the TAM.

### CELLA Administration Record/Security Checklist

- School Coordinators and Test Administrators must maintain certain required administration information and track the eight-digit security number of test documents.
- Secure materials received from the District Coordinator must be added to this record.



CELLA ADMINISTRATION RECORD/SECURITY CHECKLIST										
Spring 2013										
School Number:		District Number:								
School Name:		District Name:								
<small>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.</small>										
<small>*Attendance Codes: P = Present A = Absent W = Withdrawn PI = Present but Invaliated</small>										
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							

- Pre-populated version on Questar's online portal, ServicePoint
- Blank version provided in Appendix C of the TAM

# TEST POLICIES AND PROCEDURES

## DNS (Do Not Score) and UNDO Bubbles

DNS or UNDO bubbles are located in Box 21 of the student answer sheet.

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

- If a test section has been invalidated/marked as DNS by mistake, erase the DNS bubble(s) and grid the corresponding UNDO bubble(s).

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

<b>21</b>	<b>DO NOT SCORE</b>
	(If Applicable)
<input type="radio"/>	Listening DNS
<input type="radio"/>	Listening UNDO
<input type="radio"/>	Speaking DNS
<input type="radio"/>	Speaking UNDO
<input type="radio"/>	Reading DNS
<input type="radio"/>	Reading UNDO
<input type="radio"/>	Writing DNS
<input type="radio"/>	Writing UNDO

# TEST POLICIES AND PROCEDURES

## Test Invalidation

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 with the School Coordinator and the Test Administrator

A list of circumstances that may occur and require the appropriate DNS bubbles to be gridded can be found on pages 26–27 in the TAM.

# **CELLA POLICIES AND PROCEDURES DEFECTIVE MATERIALS**

If a test book or answer is identified as defective (e.g., the document is not readable, missing pages, miscolated, or torn; has upside-down or duplicate pages; or is mis-cut), notify Questar Customer Service and return the defective document with the Not-To-Be-Scored materials.

Additional instructions on handling defective materials is located on page 27 of the TAM.



# **PACKAGING AND DELIVERY OF ADMINISTRATION MATERIALS**

## **2013 CELLA Administration Materials are:**

- Produced based on the PreID file received from the FDOE, supplied by the districts in Survey 7.
- Packed by school and shipped to the district for distribution.
- Delivered to all districts on February 6, 2013.

## **Reminders:**

- Prior to the delivery of administration materials, each school's School Packing List and Pallet maps are posted to ServicePoint.
- A comprehensive packing list, shipment summary list, and box content list of all materials sent to a school are in Box 1 of the shipment.
- District materials are packaged in white (no striped boxes).
- The white box (with stripe) is the first box in the school's Administration Materials Shipment, followed by brown boxes.

# 2013 CELLA ADMINISTRATION MATERIALS SHIPMENT CONTENTS

- TAM
- DFA
- Student Test Books (packaged in 10s)
- Student Answer Sheets (packaged in 10s)
- Listening CDs (Levels A2 & B2 and Levels C2 & D2)
- Training CDs for Speaking (Levels A, B, C, and D)
- PreID Student Labels
- PreID Student Rosters
- Paper Bands
- Materials Return Kits
  - 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 Braille Test Books (if applicable)

# **AFTER RECEIPT OF ADMINISTRATION MATERIALS**

District box(es) should be opened and checked against the box content lists. If there are any discrepancies, the District Coordinator should promptly notify Questar Customer Service.

Each school should:

1. Count and verify that all boxes are received using the box count printed on the outside of each box.
2. Open the box(es) within 24 hours of receipt and verify all items listed on the shipping notice are enclosed in the shipment.
3. Report missing materials to the District Coordinator immediately.
4. Contact the District Coordinator if additional materials are needed.

# 2013 SUPPLEMENTAL ORDER PROCESS

Only District Coordinators can place supplemental orders

- using ServicePoint, AND
- after the initial shipment is received and checked.

Orders are shipped within 24 hours of receipt. Orders received after 3 P.M. EST are processed on the next business day.

# CELLA Parent Information Brochure

## Florida CELLA Information For Parents

### What is the CELLA?

CELLA, the Comprehensive English Language Learning Assessment, is a test for Florida students classified as English Language Learners (ELLs). CELLA measures ELLs' progress in listening, speaking, reading, and writing English language skills.

### The CELLA has four (4) levels:

Level A for grades K-2,  
Level B for grades 3-5,  
Level C for grades 6-8, and  
Level D for grades 9-12.

### How often do ELLs take the CELLA?

ELLs take the CELLA annually until they are classified as English proficient.

### How is the test given?

Kindergarten students are administered all four sections of the test, one-on-one with a teacher. Students in grades 1-12 take the speaking section of the test one-on-one with a teacher; the listening, reading, and writing sections are administered in a group setting.

### How are the CELLA test scores used?

CELLA test scores

- provide teachers and parents with information about how well a student is progressing in the English language. The teacher uses this information to decide when the student is ready to exit out of the English for Speakers of Other Languages (ESOL) program.
- provide information about how well schools and school districts are meeting the needs of ELLs.
- provide education agencies and the public with information about the English skills of ELLs and their progress each school year.

### Tips to prepare your child for the CELLA

Your child learns English language skills every day. Here are some tips for helping your child learn more, and for helping your child on the CELLA test day.

#### Everyday tips

1. Make sure your child attends school regularly. The more your child is in school, the more likely he or she is to do well on tests.
2. Encourage your child's efforts to learn English and every other subject he or she studies in school. A student who feels supported by his or her family will learn and do well on tests.
3. Encourage your child to eat healthy foods. A child who is healthy and feels well is ready to work hard and learn in school.
4. Make sure your child does his or her homework every night. Homework supports classroom learning and gives your child extra practice using the English language.
5. Encourage your child to speak, read, and write in his or her heritage language. The skills needed to develop in one language will transfer to the other, resulting in increased comprehension and academic achievement in English.
6. Meet with your child's teacher often to discuss his or her progress. Parents and teachers should work together to help the student.
7. Make sure your child is well-rested every day. Tired children have trouble paying attention in school and they have trouble doing well on tests.

#### Tips for CELLA test day

1. Make sure your child is rested and has a healthy breakfast.
2. Make sure your child is dressed comfortably, and he or she arrives at school on time.
3. If your child wears glasses or a hearing aid, make sure he or she remembers to use them during the test.
4. If your child is supposed to receive any test-taking accommodations (for example, using a large-print version of the test), make sure he or she receives those accommodations.
5. Finally, encourage your child to relax. Too much emphasis on test scores can make a child nervous, which makes it harder for him or her to do their best work on the test.

Contact your child's school if you have other questions about the CELLA.



Prior to test administration and if available, School Coordinators should provide a hardcopy of the Florida CELLA Parent Information Brochure to parents in the student's home language.

Visit the FDOE CELLA website to download the CELLA Parent Information Brochure in the following languages:

- English
- Spanish
- Arabic
- Chinese/Zhongwen
- French
- Haitian Creole
- Portuguese
- Russian
- Tagalog
- Urdu
- Vietnamese

# CELLA TEST ADMINISTRATOR REQUIREMENTS

1. MUST complete the CELLA training.
  - Questar/FDOE-developed or district-developed training.
2. Be knowledgeable of all CELLA test materials.
3. MUST have sufficient proficiency in listening, speaking, reading, and writing English to effectively apply the scoring rubric and evaluate students' responses in English.
  - **ONLY** the Speaking/One-on-One section of the CELLA is scored locally
4. Follow the DFA instructions for administering the CELLA.

# CELLA TEST ADMINISTRATOR RESPONSIBILITIES Before Testing

1. Attend training for the CELLA administration and review procedures for 2013.
2. Meet with the School Coordinator and learn the school procedures, such as school hours, sign-in sheets, location of secure test materials, etc.
3. Review and familiarize yourself with the test security policies and procedures.
4. Sign and return the *2013 CELLA Administration and Security Agreement* to the School Coordinator.
5. Review and familiarize yourself with all the information in the appropriate sections of the TAM, the DFA, test books, answer sheets, Training CDs for Speaking, and the Listening CD for the appropriate level.
6. Apply verified PreID Labels to student test books or answer sheet documents.

(continued on next slide)

# CELLA TEST ADMINISTRATOR RESPONSIBILITIES Before Testing (continued)

8. Review the CELLA Test Accommodations and make arrangements for implementing accommodations, if applicable.
9. Identify where testing will take place and how students will be sent for testing and obtain the list of students assigned to you for each day of testing.
10. Prepare room for testing
  - There **MUST** be sufficient space (at least three feet) between students.
  - Remove or cover all visual aids on student desks and in the room.
  - Post the “Testing – Please Do Not Disturb” and “No Electronic Devices Permitted” signs to all entrances to the testing room.
11. Secure the number of test materials you will need and make sure the test materials match the grade level of the students you will be testing.
12. Sign the CELLA Administration Record/Security Checklist and maintain the required administration information.



# CELLA TEST ADMINISTRATOR RESPONSIBILITIES During Testing

1. Maintain a record of all required administration information on the CELLA Administration Record/Security Checklist provided by the School Coordinator.
2. Maintain an accurate 2013 CELLA Security Log for the testing room.
  - Anyone who enters the room for the purpose of monitoring a test **MUST** sign the log.
3. Student should bring No. 2 pencils on the day of the test, but a supply of sharpened No. 2 pencils with good erasers should also be available.
  - Mechanical pencils must NOT be used.
4. Maintain test security at all times; report security violations or concerns to the School Coordinator.

(continued on next slide)

# **CELLA TEST ADMINISTRATOR RESPONSIBILITIES During Testing (continued)**

5. Make sure the CD player works and the volume is adequate for the CELLA Listening section.
6. Read the appropriate administration scripts verbatim to students.
7. Supervise students during the test administration by moving around the room.
  - Ensure that students have cleared their desks of all non-testing materials.
  - Make sure students are on task and marking answers as directed.
  - Ink pens, highlighters, crayons, colored pencils, markers, thesauruses, dictionaries, and/or other similar tools are NOT permitted.
7. Follow the script on pages 4 – 7 of the DFA to help students in grade 3 – 12 enter their personal and demographic information.

# **CELLA TEST ADMINISTRATOR RESPONSIBILITIES After Testing**

1. Collect and account for the test books after testing has been completed.
2. Verify that the CELLA Administration Record/Security Checklist and the 2013 CELLA Security Log have been completed correctly. Make a copy for your files.
3. Check for and erase stray marks **ONLY** on the demographic pages and/or the security number area of the test documents.
4. 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).
5. Report absent students and any problems to the School Coordinator.

# RETURN OF TEST MATERIALS: TEST ADMINISTRATOR RESPONSIBILITIES

1. Inventory all of the CELLA materials to make sure there are no missing materials.
2. Separate test materials into To-Be-Scored and Not-To-Be-Scored piles.
3. Separate To-Be-Scored materials by grade, and place a paper band around each grade.
  - Write the grade and number of documents on top of that band.
4. Return 3 stacks of materials to the School Coordinator:
  - To-Be-Scored materials
  - Not-To-Be-Scored materials
  - District Coordinator ONLY materials

# CELLA TEST MATERIAL TYPES

## **To-Be-Scored Materials:**

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

## **Not-To-Be-Scored Materials:**

- 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
- DFA
- Defective Materials (if applicable)

(continued on next slide)

# **CELLA TEST MATERIAL TYPES (continued)**

## **District Coordinator ONLY Materials:**

- TAM
- Unused Paper Bands
- Unused Document Count Forms and School Return Summaries
- Unused Questar Return Labels
- Remaining PreID Student Rosters
- Original signed CELLA Administration Record/Security Checklist
- Original 2013 CELLA Security Logs
- Signed 2013 CELLA Administration and Security Agreement(s)
- Training CDs for Speaking
- Seating Charts, if applicable
- Packing Slips, if applicable
- Copy of the completed School Return Summary

# RETURN OF TEST MATERIALS: SCHOOL COORDINATOR RESPONSIBILITIES

1. Inventory materials received from the Test Administrator to make sure none are missing.
2. Specific return instructions for shipping materials begin on page 40 of the TAM.
3. The Materials Return Kits include all necessary forms and materials needed to package materials for return.
4. Fill out Document Count Form (1 per grade, per school).
5. Fill out School Return Summary (1 per school).
6. Pack To-Be-Scored and Not-To-Be-Scored materials in separate boxes.
7. Pack District Coordinator ONLY materials in a box/envelope.
8. School Coordinators should return materials to the District Coordinator after the CELLA administration is complete.

# RETURN OF FLORIDA VIRTUAL SCHOOL TO-BE-SCORED MATERIALS

- Follow the To-Be-Scored materials return instructions.
  - Complete a blank Document Count Form(s) and School Return Summary, using the appropriate district and school numbers indicated on page 13 in the TAM.
  - Make copies for your records.
- 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.
- Consult the District Coordinator if there are any questions about how to package Florida Virtual School materials.

**MARKING INSTRUCTIONS**

- Use a No. 2 pencil to complete this form and grid the corresponding bubbles.
- Do not make any stray marks.

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

INSTRUCTIONS  
Use only one Document Count Form per grade.

- Write the DISTRICT NAME and the SCHOOL NAME on the lines provided.
- In the row of boxes under the words DISTRICT NUMBER, indicate the district number. Grid the corresponding bubbles.
- In the row of boxes under the words SCHOOL NUMBER, indicate the school number. Grid the corresponding bubbles.
- Under the word GRADE, grid the bubble to indicate the grade tested.
- In the row of boxes under the words NUMBER OF TO-BE-SCORED DOCUMENTS, write the total number of documents you are submitting. To-be-scored documents include scorable Level A test books, Levels B, C, and D Answer Sheets, AND test booklets/answer sheets graded as DNS. Grid the corresponding bubbles. If your count is a single-digit number, fill in the zeros before the actual number (e.g., 005, 015, etc.).
- Print your name and date as the person completing this form.

The School CELLA Coordinator should complete this form.  
This Comprehensive English Language Assessment was created, revised, and the associated content with modification procedures in order to be used electronically. If procedures are not properly followed, the student's test may be invalidated. This reproduction printed on the Document Count Form has been reviewed by the state and is accurate.

**CELLA**  
SCHOOL RETURN SUMMARY  
FOR TO-BE-SCORED MATERIALS

**MARKING INSTRUCTIONS**

- Use a No. 2 pencil to complete this form and grid the corresponding bubbles.
- Do not make any stray marks.

INSTRUCTIONS  
Use only one School Return Summary per school.

- Write the DISTRICT NAME and the SCHOOL NAME on the lines provided.
- In the row of boxes under the words DISTRICT NUMBER, indicate the district number. Grid the corresponding bubbles.
- In the row of boxes under the words SCHOOL NUMBER, indicate the school number. Grid the corresponding bubbles.
- In the row of boxes under the words TOTAL DOCUMENTS, indicate the total number of documents being returned. Grid the corresponding bubbles.
- For each grade level, indicate the total number of To-Be-Scored materials being returned. To-Be-Scored documents include scorable Level A test books, Levels B, C, and D Answer Sheets, AND test booklets/answer sheets graded as DNS. Verify that the count listed for each grade matches the number gridded for Item #5 on that grade's corresponding Document Count Form. If there are no To-Be-Scored materials being returned for a grade, enter a "0".
- Print your name and date as the person completing this form.

The School CELLA Coordinator should complete this form.  
This Comprehensive English Language Assessment was created, revised, and the associated content with modification procedures in order to be used electronically. If procedures are not properly followed, the student's test may be invalidated. This information printed on the School Return Summary has been reviewed by the state and is accurate.



# **RETURN OF TEST MATERIALS: DISTRICT COORDINATOR RESPONSIBILITIES**

1. Receive boxes from School Coordinators and verify that all boxes have been returned to you.
2. Open the boxes/envelopes with District Coordinator ONLY materials to confirm that secure materials have not been inadvertently packaged with non-secure materials.
3. Prepare district overage boxes for return. Complete Not-To-Be-Scored boxes for the district and securely seal with heavy-duty packing tape.
4. Schedule a pick-up of To-Be-Scored and Not-To-Be-Scored materials through K2 Logistics.
5. All secure test materials must be returned to Questar via K2 Logistics no later than Friday, April 12, 2013.
6. Store District Coordinator ONLY materials until score reports are received.

# COMMENT FORM

Go to the FDOE CELLA website and complete the 2013 CELLA Customer Satisfaction Survey after all materials have been returned to Questar.

To assist us in improving the process next year, please provide feedback that tells us what went right and what went wrong. Also, please provide us any suggestions for improvement.

## **Section 2: Test Administration**

# LEVEL A TEST ADMINISTRATION

## Individually Administered Sections:

- It is required that all sections of the CELLA be individually administered to students in kindergarten.
- It is required that the One-on-One section be individually administered to Grades 1 and 2.

## Group-Administered Sections:

- Grades 1 and 2 may take Listening, Reading, and Writing in small groups.

**Important:** Do NOT administer Reading and Writing extension items to students in grades K–1.

# ADMINISTERING LEVEL A THE STOPPING RULE

The Stopping Rule is ONLY applicable to individually administered sections.

If a student cannot answer five questions in a row, you should administer at least the first question of each type.

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

# LEVEL A ONE-ON-ONE

The One-on-One section is administered individually using the One-on-One Prompt Book.

Test Administrators record the One-on-One scores on page 39 of the Level A Test Book in the One-on-One Scoring Section.

ONE-ON-ONE SCORING		
FOR TEACHER USE ONLY		
1 (NR) (0) (1)	8 (NR) (0) (1)	15 (NR) (0) (1) (2) (3) (4)
2 (NR) (0) (1)	9 (NR) (0) (1)	16 (NR) (0) (1)
3 (NR) (0) (1)	10 (NR) (0) (1)	17 (NR) (0) (1)
4 (NR) (0) (1)	11 (NR) (0) (1)	18 (NR) (0) (1)
5 (NR) (0) (1)	12 (NR) (0) (1) (2)	19 (NR) (0) (1)
6 (NR) (0) (1)	13 (NR) (0) (1) (2)	20 (NR) (0) (1)
7 (NR) (0) (1)	14 (NR) (0) (1) (2)	21 (NR) (0) (1) (2) (3) (4)

# LEVEL A ONE-ON-ONE ITEM TYPES

There are seven One-on-One item types:

- Listening Vocabulary: The student looks at a picture and points to objects as requested.
- Oral Vocabulary: The student looks at objects and names them.
- Speech Functions: The student asks a question after prompting.
- Personal Opinion: The student gives his or her opinion and supports that opinion.
- Story Retelling: The student hears a story and repeats it.
- Print Concepts: The student points to different elements of print on a page.
- Reading Aloud for Fluency: The student demonstrates his or her reading fluency by reading text aloud for 30 seconds.

# PROBING QUESTIONS AND PROMPTS

When administering the One-on-One section, it is important to keep in mind the rules regarding prompting:

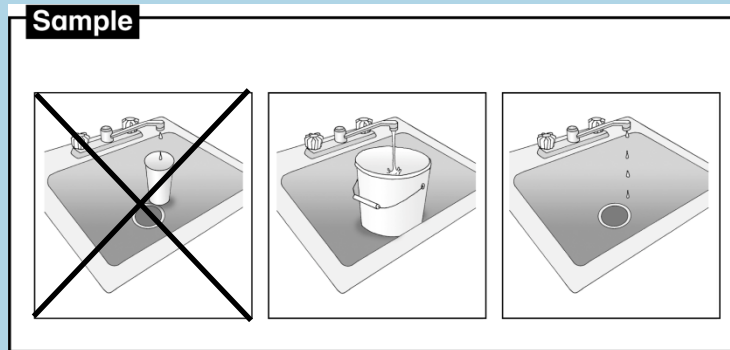
- If the student does not initially understand a prompt, repeat the prompt, varying speed and intonation as appropriate.
- If a student's response is too brief to accurately represent the student's speaking ability, ask probing questions as appropriate. Probing questions can be used to:
  - get the student started speaking
  - clarify the question itself, if that will help
  - encourage the student to expand or elaborate
- A probing question must NOT introduce a new topic or provide vocabulary needed for a response.



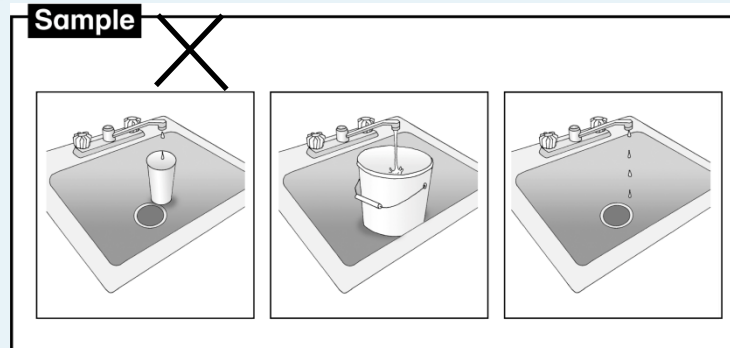
# LEVEL A STUDENT RESPONSES

Students respond by making an X as big as the picture box. Test Administrators must make sure students understand how to do this correctly.

**Correct**



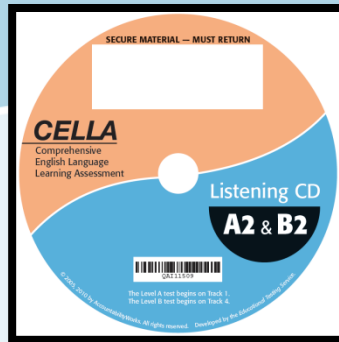
**Incorrect**



# LEVEL A LISTENING SCRIPT DELIVERY OPTIONS

The Listening section is paced by a script that can be delivered in one of two ways:

- Recorded Delivery: playing the Listening CD
- Teacher Delivery: reading the script aloud



**NOTE:** To ensure students have optimal time to complete answers, the CD may be paused. However, repeating an item is **prohibited**.

# LEVEL A LISTENING ITEM TYPES

There are three Listening item types:

- Listen and Match: The student matches a sentence to a picture.
- Teacher Talks: The student answers questions after listening to a short talk.
- Extended Listening Comprehension: The student hears a narrative and answers questions.

# LEVEL A READING

The Reading section contains:

- Core items (#1–15)
  - for all students in grades K–2
  - read aloud by the Test Administrator
- Extension items (#16–25)
  - for grade 2 ONLY
  - completed by the student independently

# LEVEL A READING ITEM TYPES

There are three Reading item types:

- Listen, Read, and Match: The student identifies individual letters or words.
- Short Reading Comprehension: The student reads single sentences and very short paragraphs.
- Extended Reading Comprehension: The student independently reads multiple-paragraph stories.

# LEVEL A WRITING

The Writing section contains:

- Core items (#1–7)
  - for all students grades K–2
  - read aloud by the Test Administrator
- Extension items (#8–16)
  - for grade 2 ONLY
  - completed by the students independently

# LEVEL A WRITING CORE\* ITEMS

There are three Writing item types in the Core\* section:

- Dictated Letters: The student spells a name or word letter-by-letter after prompting.
- Dictated Words: The student spells a particular word after prompting.
- Descriptive Sentences: The student looks at a picture and creates a sentence related to the picture.

\* For all students in grades K–2.

# LEVEL A WRITING EXTENSION\* ITEMS

There are four additional Writing item types in the Extension\* section:

- Additional Descriptive Sentence: The student looks at a picture and creates a sentence related to the picture.
- Dictated Sentences: The student writes a dictated sentence.
- Multiple Sentences: The student looks at a picture and writes multiple sentences based on the picture.
- Editing: The student identifies which parts of sentences have errors in them by marking directly on the word.

\* For students in grade 2 ONLY.



# ADMINISTERING LEVEL B, C, or D

## Individually Administered Section:

- The Speaking section must be individually administered to all students.

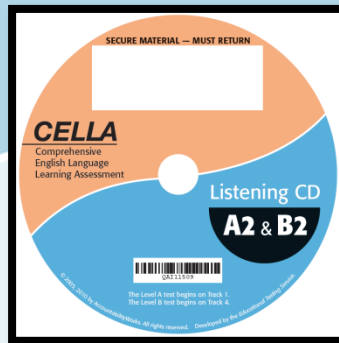
## Group-Administered Sections:

- The Listening, Reading, and Writing sections are administered in small groups.

# LEVEL B, C, or D LISTENING SCRIPT DELIVERY OPTIONS

The Listening section is paced by a script that can be delivered in one of two ways:

- Recorded Delivery: playing the Listening CD
- Teacher Delivery: reading the script aloud



**NOTE:** To ensure students have optimal time to complete answers, the CD may be paused. However, repeating an item is **prohibited**.

# LEVELS B, C, AND D LISTENING ITEM TYPES

There are four Listening item types:

- Listen and Match: The student matches a sentence to a picture.
- Picture Description: The student matches a more complex sentence to a picture.
- Short Talks: The student answers questions after listening to a short talk.
- Extended Listening: The student answers questions after listening to lengthier talks.

# LEVELS B, C, AND D SPEAKING ITEM TYPES

There are six Speaking item types:

- Oral Vocabulary: The student identifies objects or actions, and states antonyms.
- Speech Functions: The student asks a question related to a situation.
- Personal Opinion: The student gives reasons to support an opinion.
- Story Retelling: The student hears a story and then repeats it.
- Graph Interpretation: The student compares and contrasts information displayed on a graph.
- Reading Aloud for Fluency: The student demonstrates his or her reading fluency by reading text aloud for 40 seconds. (Level B only)

# PROBING QUESTIONS AND PROMPTS

When administering the Speaking section, it is important to keep in mind the rules regarding prompting:

- If the student does not initially understand a prompt, repeat the prompt, varying speed and intonation as appropriate.
- If a student's response is too brief to accurately represent the student's speaking ability, ask probing questions as appropriate. Probing questions can be used to:
  - get the student started speaking
  - clarify the question itself, if that will help
  - encourage the student to expand or elaborate
- A probing question must NOT introduce a new topic or provide vocabulary needed for a response.

# LEVEL B, C, or D SPEAKING

The Speaking section is administered individually to all students.

Test Administrators record the Speaking scores on page 2 of the Level B, C, or D Answer Sheet in the Speaking Scoring Section.

SPEAKING SCORING		
FOR TEACHER USE ONLY		
1 NR 0 1	7 NR 0 1 2	12 NR 0 1 2 3 4
2 NR 0 1	8 NR 0 1 2	13 NR 0 1 2 3 4
3 NR 0 1	9 NR 0 1 2	* 14 NR 0 1 2 3 4
4 NR 0 1	10 NR 0 1 2	
5 NR 0 1	11 NR 0 1 2	
6 NR 0 1		

\* Question 14 appears only in Level B.

# LEVEL B, C, or D READING

The Reading section is divided into two parts:

- Part One: The student answers discrete vocabulary questions.
- Part Two: The student reads passages and answers 4–6 questions, depending on the level.

## LEVEL B, C, or D WRITING

The Writing section is divided into four parts:

- Parts One & Two: The student answers questions that test knowledge of grammar.
- Parts Three & Four: The student writes sentences and paragraphs.



## **Section 3: CELLA Speaking Scoring Activities**

# SPEAKING SCORING PRACTICE

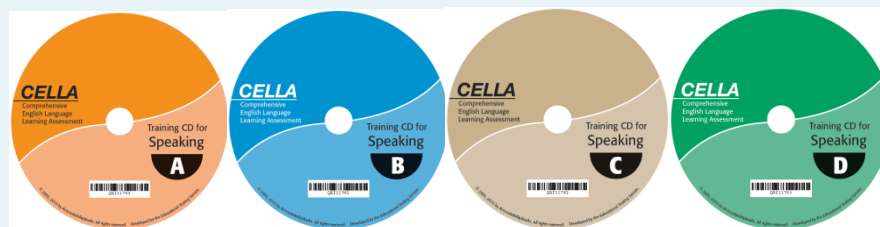
At this point in the presentation, you will review the rubrics, listen to sample student responses, and practice scoring the sample student responses.

You will need the following items:

- Training CD for Speaking (Level A, B, C, or D)
- DFA

The Speaking Scoring Guides are located in the DFA. The scoring guides and Training CDs for Speaking are color coded for ease of use.

SECTION	SCORING GUIDES
Level A	Page 133
Level B	Page 159
Level C	Page 195
Level D	Page 225



# **SPEAKING SCORING ACTIVITIES**

There are three steps to completing the scoring activities:

- 1) Review the test book pages and the Speaking script for the training items in the Scoring Guide section
- 2) Listen to the Training CD for Speaking and practice scoring
- 3) Check your scores

Scoring activities will help the Test Administrator become:

- familiar with the CELLA rubrics
- proficient at applying these rubrics to score actual student responses

# SPEAKING ITEM TYPES

The following item types in the Speaking section (referred to as the One-on-One section for Level A) are scored using rubrics:

- Speech Functions
- Personal Opinion
- Story Retelling
- Graph Interpretation
- Reading Aloud for Fluency (Levels A and B only)

# USING RUBRICS TO SCORE THE SPEAKING SECTION

Rubrics:

- are multi-dimensional scoring guidelines that can be used to provide consistency in evaluating a student's level of performance.
- spell out scoring criteria so that multiple teachers, applying the same rubric for a student, would arrive at the same score.
- are based on the sum of a range of criteria.

# RUBRIC REVIEW

## SPEECH FUNCTIONS

Measures a student's oral response to a specific prompt

Criteria include:

- Appropriateness of information
- Grammatical accuracy

Training Material References		
Level	Training CD for Speaking Tracks	DFA Worksheet for Scoring
A	1–22	148
B	1–38	177–178
C	1–45	210–211
D	1–41	240–241

# SCORING PRACTICE

## SPEECH FUNCTIONS

Score	Rubric for <i>Speech Functions</i>
2	The student's response: <ul style="list-style-type: none"><li>• solicits the appropriate information</li><li>• is mostly grammatically accurate</li><li>• may display mistakes common to native speakers of English</li></ul>
1	The student's response: <ul style="list-style-type: none"><li>• partially solicits information, but it may not be relevant; and/or</li><li>• is not grammatically accurate</li></ul>
0	The student's response: <ul style="list-style-type: none"><li>• is very incomplete; or</li><li>• is not understandable in English</li></ul>
NR	No Response

# RUBRIC REVIEW

## PERSONAL OPINION

Measures student's ability to orally state and defend an opinion

Criteria include:

- Clarity of response
- Adequate support
- Good control of grammar and adequate vocabulary

Training Material References		
Level	Training CD for Speaking Tracks	DFA Worksheet for Scoring
A	23 – 31	149
B	39 – 47	179
C	46 – 58	212
D	42 – 49	242



# SCORING PRACTICE

## PERSONAL OPINION

Score	Rubric for <i>Personal Opinion</i>
2	<ul style="list-style-type: none"><li>• The student states the opinion clearly and provides adequate support for the opinion, often with elaboration.</li><li>• The listener understands why the student holds the opinion.</li><li>• The response displays good control of grammar and adequate vocabulary.</li></ul>
1	<ul style="list-style-type: none"><li>• The student states the opinion but provides minimal support for it; the connection between the opinion and the support given may not be clear.</li><li>• The listener may be unclear as to why the student holds the opinion.</li><li>• The response displays numerous grammatical errors and a basic vocabulary.</li></ul>
0	<ul style="list-style-type: none"><li>• The student does not provide an opinion, or responds with only a single word or short phrase.</li><li>• The student has difficulty constructing sentences and very limited vocabulary.</li></ul>
NR	No Response

# RUBRIC REVIEW

## STORY RETELLING

Measures a student's ability to hear a story (while looking at sequential picture cues) and then to retell it with detail

Criteria include:

- Comprehensive response
- Vocabulary
- Grammar
- Fluency

Training Material References		
Level	Training CD for Speaking Tracks	DFA Worksheet for Scoring
A	32 – 47	152
B	48 – 62	182
C	59 – 74	215
D	50 – 67	245

# SCORING PRACTICE

## STORY RETELLING

Score	Rubric for <i>Story Retelling</i>
4	<p>The student's response:</p> <ul style="list-style-type: none"><li>• is full and satisfactory</li><li>• shows well-developed vocabulary resources (i.e., the student can generally find the right word and use it appropriately)</li><li>• shows good control of grammar, though it may include an occasional minor error that does not interfere with communication</li><li>• may display an accent, but any errors of pronunciation or intonation do not interfere with communication</li><li>• is produced at an appropriate rate of speed and with sufficient fluency for effective communication</li></ul>
3	<p>The student's response:</p> <ul style="list-style-type: none"><li>• is satisfactory in completing the task</li><li>• shows adequate vocabulary resources</li><li>• may display some grammatical errors that may interfere with communication</li><li>• may display an accent, but errors of pronunciation and intonation only occasionally interfere with communication</li></ul>

(continued on next slide)

# SCORING PRACTICE

## STORY RETELLING

Score	Rubric for <i>Story Retelling</i> (continued)
2	<p>The student's response:</p> <ul style="list-style-type: none"><li>• does not fully complete the task</li><li>• displays a basic, but not extensive vocabulary (i.e., the student sometimes cannot find the right word)</li><li>• displays numerous grammatical errors that often interfere with communication</li><li>• may display errors in pronunciation and/or intonation that often interfere with communication</li></ul>
1	<p>The student's response:</p> <ul style="list-style-type: none"><li>• does not complete the task</li><li>• shows limited vocabulary resources</li><li>• makes numerous grammatical errors that frequently impede communication</li><li>• displays numerous errors in pronunciation, intonation, or stress that interfere with communication</li></ul>
0	<p>The student's response:</p> <ul style="list-style-type: none"><li>• shows very limited vocabulary resources</li><li>• does not demonstrate an understanding of English</li><li>• is not comprehensible in English</li></ul>
NR	No Response

# RUBRIC “CHUNKING”

Useful tool for rubrics of four or more score points

- Story Retelling
- Graph Interpretation

Helps identify subtle criteria differences

# **RUBRIC REVIEW**

## **GRAPH INTERPRETATION**

### **(LEVELS B, C, AND D ONLY)**

Measures student's ability to orally summarize and interpret a graph

Criteria include:

- Summary response
- Comparison response
- Vocabulary
- Grammar
- Fluency

<b>Training Material References</b>		
<b>Level</b>	<b>Training CD for Speaking Tracks</b>	<b>DFA Worksheet for Scoring</b>
<b>B</b>	<b>63 – 75</b>	<b>185</b>
<b>C</b>	<b>75 – 86</b>	<b>218</b>
<b>D</b>	<b>68 – 79</b>	<b>248</b>

# SCORING PRACTICE

## GRAPH INTERPRETATION

Score	Rubric for <i>Graph Interpretation</i>
4	<p>The student's response:</p> <ul style="list-style-type: none"><li>• is full and satisfactory</li><li>• shows well-developed vocabulary resources (i.e., the student can generally find the right word and use it appropriately)</li><li>• shows good control of grammar, though it may include an occasional minor error that does not interfere with communication</li><li>• may display an accent, but any errors of pronunciation or intonation do not interfere with communication</li><li>• is produced at an appropriate rate of speed and with sufficient fluency for effective communication</li></ul>
3	<p>The student's response:</p> <ul style="list-style-type: none"><li>• is satisfactory in completing the task</li><li>• shows adequate vocabulary resources</li><li>• may display some grammatical errors that may interfere with communication</li><li>• may display an accent, but errors of pronunciation and intonation only occasionally interfere with communication</li></ul>

(continued on next slide)

# SCORING PRACTICE

## GRAPH INTERPRETATION

Score	Rubric for <i>Graph Interpretation</i> (continued)
2	<p>The student's response:</p> <ul style="list-style-type: none"><li>• does not fully complete the task</li><li>• displays a basic, but not extensive vocabulary (i.e., the student sometimes cannot find the right word)</li><li>• displays numerous grammatical errors that often interfere with communication</li><li>• may display errors in pronunciation and/or intonation that often interfere with communication</li></ul>
1	<p>The student's response:</p> <ul style="list-style-type: none"><li>• does not complete the task</li><li>• shows limited vocabulary resources</li><li>• makes numerous grammatical errors that frequently impede communication</li><li>• displays numerous errors in pronunciation, intonation, or stress that interfere with communication</li></ul>
0	<p>The student's response:</p> <ul style="list-style-type: none"><li>• shows very limited vocabulary resources</li><li>• does not demonstrate an understanding of English</li><li>• is not comprehensible in English</li></ul>
NR	No Response



# READING ALOUD FOR FLUENCY (LEVELS A AND B ONLY)

Measures reading fluency

Criteria include:

- Rate
- Accuracy

Training Material References		
Level	Training CD for Speaking Tracks	DFA Worksheet for Scoring
A	48 – 63	154
B	76 – 94	187

# SCORING PRACTICE

## READING ALOUD FOR FLUENCY (LEVEL A ONLY)

Score	<i>Rubric for Reading Aloud for Fluency</i>
4	<p>The student:</p> <ul style="list-style-type: none"> <li>• read at least 60 words correctly in 30 seconds</li> <li>• most often grouped words in meaningful phrases</li> <li>• heeded punctuation</li> <li>• used intonation and expression</li> </ul>
3	<p>The student:</p> <ul style="list-style-type: none"> <li>• read between 45 and 59 words correctly in 30 seconds</li> <li>• usually grouped words in meaningful phrases</li> <li>• usually heeded punctuation</li> </ul>
2	<p>The student:</p> <ul style="list-style-type: none"> <li>• read between 21 and 44 words correctly in 30 seconds</li> <li>• may have read haltingly, from word to word, or without meaningfully grouped phrases</li> <li>• may not have indicated punctuation in response</li> </ul>
1	<p>The student:</p> <ul style="list-style-type: none"> <li>• read between 10 and 20 words correctly in 30 seconds</li> <li>• included frequent long pauses between words</li> <li>• may not have indicated punctuation in response</li> </ul>
0	<p>The student:</p> <ul style="list-style-type: none"> <li>• read fewer than 10 words correctly in English in 30 seconds</li> <li>• responded in a language other than English</li> </ul>
NR	No Response

# SCORING PRACTICE

## READING ALOUD FOR FLUENCY (LEVEL B ONLY)

Score	<i>Rubric for Reading Aloud for Fluency</i>
4	<p>The student:</p> <ul style="list-style-type: none"> <li>• read at least 90 words correctly in 40 seconds</li> <li>• most often grouped words in meaningful phrases</li> <li>• heeded punctuation</li> <li>• used intonation and expression</li> </ul>
3	<p>The student:</p> <ul style="list-style-type: none"> <li>• read between 75 and 89 words correctly in 40 seconds</li> <li>• usually grouped words in meaningful phrases</li> <li>• usually heeded punctuation</li> </ul>
2	<p>The student:</p> <ul style="list-style-type: none"> <li>• read between 61 and 74 words correctly in 40 seconds</li> <li>• may have read haltingly, from word to word, or without meaningfully grouped phrases</li> <li>• may not have indicated punctuation in response</li> </ul>
1	<p>The student:</p> <ul style="list-style-type: none"> <li>• read between 25 and 60 words correctly in 40 seconds</li> <li>• frequent long pauses between words</li> <li>• may not have indicated punctuation in response</li> </ul>
0	<p>The student:</p> <ul style="list-style-type: none"> <li>• read fewer than 25 words correctly in English in 40 seconds</li> <li>• responded in a language other than English</li> </ul>
NR	No Response

# READING ALOUD FOR FLUENCY (LEVELS A AND B ONLY) Errors

What to count as errors:

## 1. Substitution

- e.g., *bird* instead of *bear*

## 2. Mispronunciation

- e.g., *fell* instead of *fall*
- Words pronounced with an accent are counted as correct if they cannot be confused with other English words.

## 3. Omissions

- i.e., skipped words
- If the student stops or struggles with a word for 3 seconds, you may tell the student the word and count it as an error.

# READING ALOUD FOR FLUENCY (LEVELS A AND B ONLY) Not Errors

What NOT to count as errors:

- If the student makes repeated errors on the same word, count the error only once.
- Repetitions and self-corrections are not counted as errors.

# **SCORING PRACTICE READING ALOUD FOR FLUENCY**

To practice scoring Reading Fluency you will need:

- A timer or stopwatch
- A blank transparency
- Paper clips
- Tissues
- A dry-erase pen

# SCORING PRACTICE

## READING ALOUD FOR FLUENCY

1. Place the blank transparency over the reading text, securing it with paper clips.
2. Start the timer or stopwatch as soon as the student starts reading the first word.
3. Using a dry-erase pen, mark each error.
4. At 30 seconds (Level A) or 40 seconds (Level B), mark the last word the student read.
5. Determine the total words read or attempted.
6. Count the errors and subtract this number from the total words read or attempted. This is the “correct words read in 30/40 seconds.”
7. Compare this number to the Reading Fluency rubric to determine the score.
8. Erase the blank transparency with a tissue, and prepare to score the next student sample.

**If there are any questions or comments,  
please do not hesitate to contact  
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