CELLA

Train-the-Trainer

Training Session 2012

Comprehensive
English Language
Learning Assessment

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CELLA Speaking Scoring Activities

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- Audio Samples and Practice Scoring

Material Needed for the Training Session

Materials needed include the following:

- Test Administration Manual

- Directions for Administration

- Training CDs for Speaking (one per level)

- Levels A, B, C, and D Test Books (for display)

- Listening CDs (for display)

- CD player

- Computer

Materials needed for the Training Session (continued)

- 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) 85-CELLA (852-3552)
Hours of Operation: 7:00 a.m. to 6:00 p.m. ET
Fax: (866) 688-0419
Email: 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

FDOE CELLA WEBSITE

The following 2012 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
- 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:

- retrieve pre-populated Administration Record/Security Checklist.

- retrieve pallet maps.

- order supplemental materials.

- retrieve electronic version of the PreID Student Rosters.

- retrieve District and School Score Reports after test administration.

- retrieve Missing Materials Report after test administration.

IMPORTANT ACRONYMS
FOR CELLA USE

TAM: Test Administration Manual

DFA: Directions for Administration

ELL: English Language Learner

PreID Information: Preidentification Information

DCO Materials: District Coordinator ONLY Materials

DNS: Do Not Score

CR: Constructed Response

MC: Multiple-Choice

DCF: Document Count Form

SRS: School Return Summary

PURPOSE OF THE CELLA

- CELLA provides 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.

- Accountability for ELLs is required under NCLB as measured by annual performance targets.

HOW WILL RESULTS FROM THE CELLA BE USED?

Results will provide:

- data for charting student progress over time

- information about language proficiency levels of individual students that can be used in making decisions regarding exit from ESOL* programs

- useful information about 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

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WHAT'S NEW FOR 2012

1. The 2012 administration of the CELLA is March 5, 2012 to April 6, 2012.

2. Students entered on Survey 7 will receive a preidentified student label.

    a.   The ELL Status **must** be entered correctly in order to use the PreID label.

    b.   The electronic version of the PreID Student Roster is available to District Coordinators on ServicePoint. The printed PreID Student Roster is included in the Testing Materials Shipment.

    c.   It is not required to grid the Grade Level in Box #11 on a preidentified answer sheet.

3. Training materials will be delivered to districts on January 25, 2012 and test materials on February 13, 2012. ALL secure materials must be returned to Questar after the CELLA test administration, between March 12, 2012 and April 13, 2012.

    a.   The term **"SECURE MATERIAL — MUST RETURN"** now appears above the security barcode of all secure materials.

    b.   Test books are NOT included in the schools' Training Materials Shipment.

WHAT'S NEW FOR 2012
(continued)

4. The DCO white box is the first box in the schools' Testing Materials Shipment. This box also has a black stripe to distinguish it from District boxes. Flat white boxes are not provided this year.

5. The Train-the-Trainer Manual and CD have been discontinued.

    a.   The Train-the-Trainer PowerPoint Presentation can be found at http://www.fldoe.org/aala/CELLA.asp.

6. The Training CDs for Speaking are no longer secure materials and should be packaged with the DCO materials.

7. The Test Administrator may administer the CELLA sections in any order.

8. FDOE recommends that the Test Administrator assign the Level B, C, or D test book by writing the student's name in the upper-right corner box on the front cover.

9. Two test book colors have changed. Level C is tan and Level D is green.

WHAT'S NEW FOR 2012
(continued)

10. Levels B, C, and D now have separate answer sheets. The answer sheets are color-coded to their corresponding test book.

11. The TAM now contains the CELLA Test Accommodations section and the Scoring Rubrics handouts (previously included in the DFA and the Train-the-Trainer Manual).

12. The DFA has been redesigned.

    a. The Examiner's text is now boxed.

    b. The Scoring Guides are now grouped together and are in the back of the manual, to facilitate training sessions.

    c. The cover is yellow, to distinguish it from the TAM.

13. The color of the To-Be-Scored Return labels is now described as "PEACH."

2012 CELLA SCHEDULE

Event:	Dates:
Delivery of Training Materials	January 25, 2012
Train-the-Trainer Sessions	January 30, February 1, and 3, 2012
Districts Train Test Administrators	February–March 2012
Delivery of CELLA Testing Materials	February 13, 2012
CELLA Test Administration Window	March 5, 2012–April 6, 2012
Return of Test Materials	March 12, 2012 – April 13, 2012

2012 TEST ADMINISTRATION MANUAL

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

- The 2012 CELLA Schedule

- Test Administration Policies & Procedures

- Students To Be Tested

- Information about Large-Print & Braille Materials

- Instructions on Gridding Demographic & Test Information on Answer Documents

- Test Security Policies & Procedures

- Test Invalidation Policies & Procedures

- Materials Return Instructions

2012 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

- 2012 CELLA Administration and Security Agreement
- Blank CELLA Administration Record/Security Checklist
- 2012 CELLA Security Log
- Sign: TESTING - Do Not Disturb
- Sign: No Electronic Devices Permitted

Appendix D: Scoring Rubrics & Checklists

Appendix E: Packing Diagram

2012 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	29 – 31	31 – 34	34- 36
During Testing	36	36	37 – 41
After Testing	49 – 51	44 – 49	42 – 43
Checklist	52 – 53	54 – 56	57 – 59

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 MC

Speaking: All CR

Reading: All MC

Writing: MC & CR

- All students must take all 4 sections of the CELLA.

- 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
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.
One-on-One (Speaking)	• Individually administered for grades K–2	15 min.	15 min.

Note: For Kindergarten and Grade 1, omit Reading and Writing extension items.

TESTING TIME
Levels B, C, and D

Level 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.

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 September 1 of the current school year must be administered the CELLA.

NOTE: The definitions for the ELL codes are located on page 9 of the TAM.

CELLA ADMINISTRATION ACCOMMODATIONS

Appendix A in the TAM provides:

- List of permissible and non-permissible accommodations to the testing procedures for administering the CELLA

- ALL allowable accommodations for Students with Disabilities who have current IEP or 504 Plans

- Omitted questions and notes to Test Administrators for special documents

Arrangements for implementing accommodations must be made **_prior_** to the administration dates.

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.

SPECIAL TEST DOCUMENTS

The CELLA is available in the following accommodated versions:

- Large-print (Levels A, B, C, and D)
- Contracted Braille (Levels B, C, and D)
- Uncontracted Braille (Levels B, C, and D)

If applicable, Test Administrators must be trained in the use of the accommodated versions of the CELLA.

NOTE: Complete information about the accommodated format materials is in Appendix A of the TAM.

STUDENT DEMOGRAPHIC INFORMATION

All ELLs enrolled in the district as of January 06, 2012 and submitted by the district in the PreID process (Survey 7) will have a PreID Student Label.

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

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

IMPORTANT: Incomplete answer sheets or inaccurate information will affect delivery of score reports.

STUDENT DEMOGRAPHIC INFORMATION

Student demographic information captured on the student answer sheet includes the following:

- Student Name
- Test Administrator Name*
- School Name
- School Number
- District Name and District Number
- SSN/ Florida Student Number
- Test Date
- Date of Birth
- Grade
- ELL Status*
- Ethnicity

- Race
- Gender
- Home Language
- Primary Exceptionality*
- Length of Time Enrolled in ESOL Program*
- Title III*
- Date of Home Language Survey*

If applicable:

- Do Not Score*
- Accommodations*
- Receives Special Services*
- Program Participation*

* **ONLY** school personnel may complete these items on the Levels B, C, or D student answer sheet.

ANSWER SHEETS <u>WITH</u> PreID LABELS

On answer sheets with correct PreID Labels, the following boxes must still be completed:

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

ANSWER SHEETS <u>WITHOUT</u> PreID LABELS

On answer sheets without PreID Labels, school personnel and/or students MUST fill in the appropriate boxes and grid the corresponding bubbles.

The list of boxes that may be gridded either by school personnel OR by the student is provided on page 14 of the TAM.

NOTE: The script for helping Levels B, C, and D students enter their personal and demographic information begins on page 37 of the TAM.

PreID STUDENT LABELS AND ROSTERS

PreID Student Labels and Rosters are provided in the Testing Materials Shipment to each school.

- PreID Student Labels are packaged alphabetically by grade.
- PreID Student Roster has one row of information per student which should be used to verify the accuracy of student demographic information.

School personnel are **responsible** for ensuring that certain preidentified student information is correct. Steps to verify student demographic information is located on page 20 of the TAM.

Reminders:

- Do NOT use PreID Labels from previous test administrations.
- Do NOT apply a label over another label.
- Do NOT use the PreID Labels for verification purposes.

SAMPLE PreID STUDENT 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 2012

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The following information MUST be correct for the student label to be used:

- Student's Last Name
- Student ID Number
- District Number
- School Number (code)
- Grade
- ELL Status

If the above information is 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 Label will NOT override the label's information.

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SAMPLE PreID Student Roster

Florida CELLA

Spring 2012
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		03/01/1995
12345679-8	LastNamemmmmmm17	FirstNamem12	M	11	1234567891	F	N	W				Y	12/31/1994
12345680-7	LastNamebbbbbb17	FirstNamer12	M	09	1234567892	M	N	A	M	LP			11/23/1996
12345681-6	LastNamewwwwww17	FirstNames12	M	12	1234567893	F	N	M		LF			01/09/1994

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

An electronic version of the PreID Student Roster is available for District Coordinators on Questar's online portal, ServicePoint.

CELLA POLICIES AND PROCEDURES
Test Security

District Coordinators must require that all school administrators, School Coordinators, and Test Administrators sign the *2012 CELLA Administration and Security Agreement* provided in Appendix C of the TAM.

All CELLA testing materials must be kept secure before, during, and after testing. District Coordinators, School Coordinators, and Test Administrators must be able to account for ALL test materials assigned to them.

CELLA Security Log

- Test Administrators will be asked to sign the 2012 CELLA Security Log for each testing room.

- Anyone who enters a testing room for the purpose of monitoring a test is required to sign the log.

- Provided in Appendix C of the TAM and on the FDOE CELLA website.

CELLA POLICIES AND PROCEDURES
Test Security

Missing Materials/Breaches of Administration Procedures

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

2012 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

2012 CELLA MISSING MATERIALS
Spring 2012 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

CELLA POLICIES AND PROCEDURES
Test Security

Security Numbers

- A security number is used to account for each secure document. A list of secure documents can be found on pages 24 and 25 of the TAM.

SECURE MATERIAL — MUST RETURN

10809149-7

CELLA Administration Record/ Security Checklist

- School Coordinators and Test Administrators must maintain certain required administration information and track security numbers of test documents.

- Blank version provided in Appendix C of the TAM

- Pre-populated version on Questar's online portal, ServicePoint

CELLA POLICIES AND PROCEDURES
Test Invalidation

21 DO NOT SCORE
(If Applicable)
○ Listening DNS
○ Listening UNDO
○ Speaking DNS
○ Speaking UNDO
○ Reading DNS
○ Reading UNDO
○ Writing DNS
○ Writing UNDO

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.

Purpose of invalidation is to identify when the validity of test results have 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

NOTE: The Test Invalidation Policy and Procedures are on pages 26 - 27 of 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, miscollated, or torn; has upside-down or duplicate pages; or is mis-cut), notify Questar's Customer Service and return the defective test book or answer sheet with the Not-To-Be-Scored materials.

Additional instructions on how to handle defective materials before or during testing is located on page 28 of the TAM.

2012 TRAINING MATERIALS SHIPMENT

Each district will receive complete kits containing the materials below. The number of kits received is based on the quantity entered in ServicePoint by the district.

- Two Test Administration Manuals
- DFA
- Set of six CDs
  - Four Training CDs for Speaking, one per level
  - Two Listening CDs (A1 & B1 and C1 & D1)*

- Level A Test Book*
- Level A One-on-One Prompt Book*
- Levels B, C, and D Test Books, one per level*
- Levels B, C, and D Answer Sheet*

* These items are not included within schools' Training Materials Shipment.

PACKAGING AND DELIVERY OF TRAINING MATERIALS

Training Materials were:

- Packed by school and shipped to the district for distribution
- Delivered on January 25, 2012

Reminders:

- Return Shipping labels are included in the Testing Materials Shipment and NOT in the Training Materials Shipment.
- NO SUPPLEMENTAL ORDERS will be processed for training materials.

2012 TESTING MATERIALS SHIPMENT

- A1, B1, C1, and D1 test books (packaged in 10's)

- Level A One-on-One Prompt books

- 2012 TAM

- DFA

- Level B, C, or D Answer Sheets (packaged in 10's)

- A1 & B1 and C1 & D1 Listening CDs

- PreID Student Labels and Rosters

- Training CDs for Speaking (Levels A, B, C, and D)

- Large-print and Braille test materials (if ordered)

- Paper Bands

- Materials Return Kits (including Return Shipping Labels, DCF and SRS)

PACKAGING AND DELIVERY OF TEST MATERIALS

Testing Materials will be:

- 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 13, 2012.

Reminders:

- Prior to the delivery of test materials, each school's School Packing List and Pallet maps are provided electronically to the district.

- Each school's PreID Student Rosters will be provided electronically to the District Coordinator via Questar's online portal, ServicePoint.

- A comprehensive packing list of all materials sent to a school will be in Box 1 of the school boxes.

AFTER RECEIPT OF TEST MATERIALS

- District box(es) should be opened and checked against the box content lists.

- Each school should count and verify that all boxes are received using the box count printed on the outside of each box.

- Each school should open the box(es) upon receipt and verify all items listed on the shipping notice are enclosed in the shipment.

NOTE: If there are any discrepancies, the District Coordinator should promptly notify Questar's Customer Service.

2012 SUPPLEMENTAL ORDER PROCESS

Only District Coordinators can place supplemental orders

- using Questar's ServicePoint, AND

- after the initial shipment is received and checked.

Orders are shipped within 24 hours of receipt. Orders received after 2 P.M. CST are processed on the next business day.

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. Meet with the School Coordinator and learn the school procedures, such as school hours, sign-in sheets, location of secure test materials, etc.

2. Familiarize yourself with the test security policies and procedures.

3. Review all the CELLA training materials and sign the *2012 CELLA Administration and Security Agreement.*

4. Review the applicable sections of the TAM.

5. Make arrangements for implementing accommodations, if applicable.

6. Apply the PreID Labels to student test books or answer sheet documents.

7. 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.

CELLA TEST ADMINISTRATOR RESPONSIBILITIES
Before Testing
(continued)

8. 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 - Do Not Disturb" and "No Electronic Devices Permitted" signs to all entrances to the testing room

9. Review the DFA

10. Secure the number of test materials you will need and make sure the test materials match the grade of the students you will be testing.

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

CELLA TEST ADMINISTRATOR RESPONSIBILITIES
During Testing

1. Record all required administration information on the CELLA Administration Record/Security Checklist provided by the School Coordinator.

2. Maintain an accurate 2012 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 a good eraser should also be available.
    *   Mechanical pencils must NOT be used.

CELLA TEST ADMINISTRATOR RESPONSIBILITIES
During Testing
(continued)

4. Make sure the CD player works and the volume is adequate for the CELLA Listening section

5. Administer the test according to the DFA

6. 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

7. Follow the script on page 37 of the TAM to help Grade 3 -12 students 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 2012 CELLA Security Log has been completed correctly.

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 test books and/or Braille versions 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. Separate test materials into To-Be-Scored and Not-To-Be-Scored piles.

2. Separate To-Be-Scored materials by grade, and place a paper band around each grade.

3. Inventory all to make sure there are no missing materials.

4. Return 3 stacks of materials to the School Coordinator:

   - To-Be-Scored materials

   - Not-To-Be-Scored materials

   - DCO materials

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 (including large-print)

- Level A One-on-One Prompt Books

- Used and unused Levels B, C, and D test books (including large-print and Braille)

- Levels A1 & B1 and Levels C1 & D1 Listening CDs

- DFA

TEST MATERIAL TYPES
(continued)

DCO Materials:

- TAM

- Unused Paper Bands

- Unused Document Count Forms and School Return Summaries

- Unused Levels B, C, or D Answer Sheets

- Unused Questar Return Labels

- Remaining PreID Student Labels and Rosters

- Original signed CELLA Administration Record/Security Checklist

- Original 2012 CELLA Security Logs

- Signed 2012 CELLA Administration and Security Agreement

- Training CDs for Speaking

- Seating Chart and Packing Slips, if applicable

RETURN OF TEST MATERIALS:
SCHOOL COORDINATOR RESPONSIBILITIES

1. Inventory materials to make sure none are missing.

2. Specific return instructions for shipping materials to Questar begin on page 44 of the TAM.

3. The Materials Return Kits include all necessary forms and materials needed to package materials for return to Questar.

4. Fill out DCF (1 per grade, per school).

5. Fill out SRS (1 per school).

6. Pack To-Be-Scored and Not-To-Be-Scored materials in separate boxes.

7. Pack DCO materials in the white box (or envelope).

8. School Coordinators should return materials to the District Coordinator after the CELLA administration is complete.

RETURN OF TEST MATERIALS:
DISTRICT COORDINATOR RESPONSIBILITIES

1. Receive boxes from School Coordinators.

2. Verify that all boxes have been returned to you.

3. Prepare District Overage boxes for return.

4. Seal boxes and request materials pick-up through K2 Logistics.

5. All secure test materials must be returned to Questar via K2 Logistics no later than Friday, April 13, 2012.

6. Store the DCO materials until score reports are received.

COMMENT FORM

- Go to the FDOE CELLA website and complete the 2012 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.

Section 2: Test Administration

LEVEL A TEST ADMINISTRATION

<u>Individually Administered Sections</u>:

- 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.

<u>Group-Administered Sections</u>:

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

NOTE: Kindergarten and Grade 1, omit Extension items in Reading and Writing.

ADMINISTERING LEVEL A
THE STOPPING RULE

The Stopping Rule is ONLY applicable to <u>individually administered</u> 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
TEST MATERIALS

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

- Student Test Book
- One-on-One Prompt Book
- Levels A1 & B1 Listening CD
- DFA
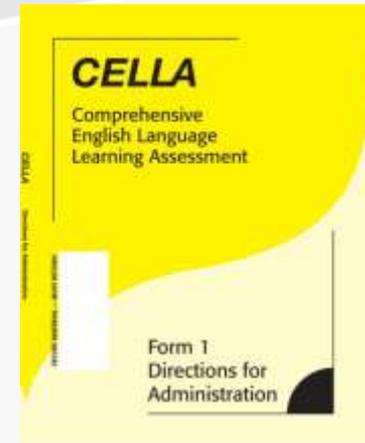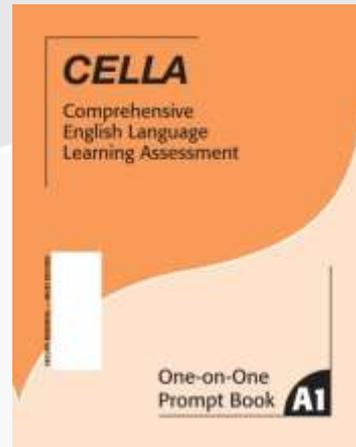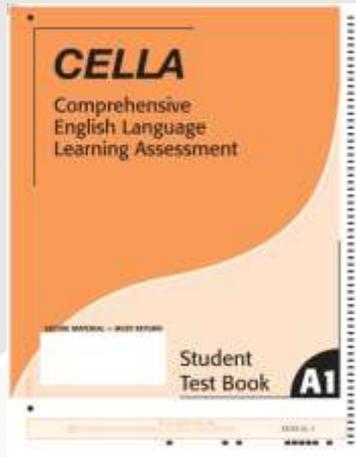
LEVEL A STUDENT RESPONSES

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
☑
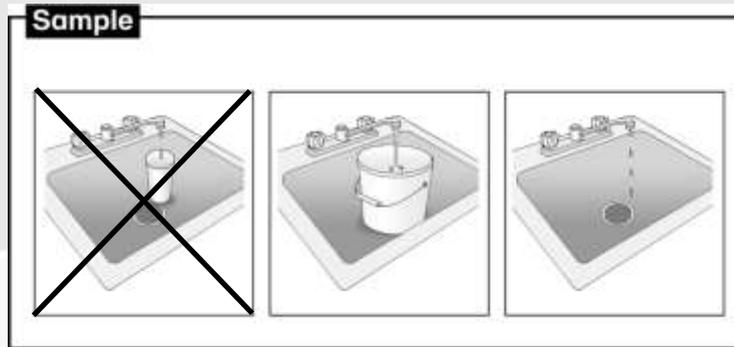
Incorrect
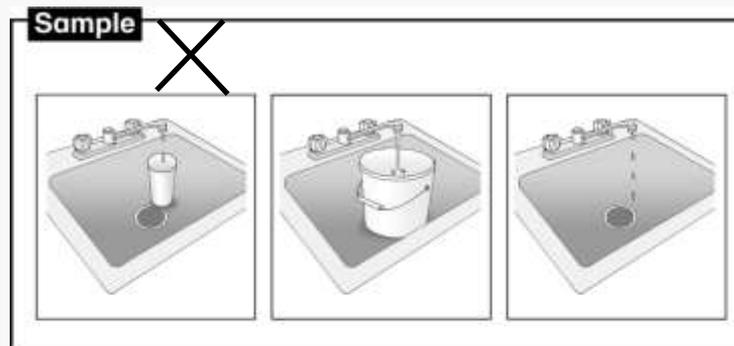
LEVEL A LISTENING
SCRIPT DELIVERY OPTIONS

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

- Recorded Delivery: playing the 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:

- <u>Listen and Match</u>: The student matches a sentence to a picture.

- <u>Teacher Talks</u>: The student answers questions after listening to a short talk.

- <u>Extended Listening Comprehension</u>: 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:

- <u>Listen, Read, and Match</u>: The student identifies individual letters or words.

- <u>Short Reading Comprehension</u>: The student reads single sentences and very short paragraphs.

- <u>Extended Reading Comprehension</u>: 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:

- <u>Dictated Letters</u>: The student spells a name or word letter-by-letter after prompting.

- <u>Dictated Words</u>: The student spells a particular word after prompting.

- <u>Descriptive Sentences</u>: The student looks at a picture and creates a sentence related to the picture.

*for all K-2 students

LEVEL A WRITING EXTENSION* ITEMS

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

- <u>Additional Descriptive Sentence</u>: The student looks at a picture and creates a sentence related to the picture.

- <u>Dictated Sentences</u>: The student writes a dictated sentence.

- <u>Multiple Sentences</u>: The student looks at a picture and writes multiple sentences based on the picture.

- <u>Editing</u>: The student identifies which parts of sentences have errors in them by marking directly on the word.

*for grade 2 students only

LEVEL A ONE-ON-ONE ITEM TYPES

There are seven One-on-One item types:

- <u>Listening Vocabulary</u>: The student looks at a picture and points to objects as requested.

- <u>Oral Vocabulary</u>: The student looks at objects and names them.

- <u>Speech Functions</u>: The student asks a question after prompting.

- <u>Personal Opinion</u>: The student gives his or her opinion and supports that opinion.

- <u>Story Retelling</u>: The student hears a story and repeats it.

- <u>Print Concepts</u>: The student points to different elements of print on a page.

- <u>Reading Aloud for Fluency</u>: 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 ONE-ON-ONE

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

Test Administrators score the student's responses and record the scores on page 39 of the Level A Test Book in the One-on-One Scoring Section.

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.

ADMINISTERING LEVEL B, C, or D TEST MATERIALS

Level B:

- Level B1 Test Book
- Levels A1 & B1 Listening CD
- Level B Answer Sheet

Level C:

- Level C1 Test Book
- Levels C1 & D1 Listening CD
- Level C Answer Sheet

Level D:

- Level D1 Test Book
- Levels C1 & D1 Listening CD
- Level D Answer Sheet

Levels B, C, and D:

- TAM
- DFA
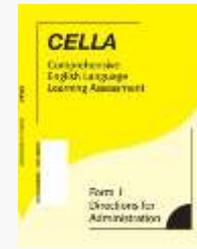
LEVEL B, C, or D LISTENING SCRIPT DELIVERY OPTIONS

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

- Recorded Delivery: playing the 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:

- <u>Listen and Match</u>: The student matches a sentence to a picture.

- <u>Picture Description</u>: The student matches a more complex sentence to a picture.

- <u>Short Talks</u>: The student answers questions after listening to a short talk.

- <u>Extended Listening</u>: 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 score the student's responses and record the scores on the Level B, C, or D Answer Sheet on page 2.

*Question 14 appears only in Level B.

LEVEL B, C, or D READING

The Reading section is divided into two parts:

- <u>Part One</u>: The student answers discrete vocabulary questions.

- <u>Part Two</u>: 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:

- <u>Parts One & Two</u>: The student answers questions that test knowledge of grammar.

- <u>Parts Three & Four</u>: 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

- TAM

  - Appendix D: Scoring Rubric Handouts & Checklists

2012 DIRECTIONS FOR ADMINISTRATION

The DFA provides the Speaking Scoring Guides and all directions for administering the CELLA. The manual is color coded for ease of use.

SECTION	SCORING GUIDES
Level A	Page 129
Level B	Page 155
Level C	Page 191
Level D	Page 221

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	144
B	1-38	173-174
C	1-45	206-207
D	1-41	236-237

SCORING PRACTICE
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

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	145
B	39-47	175
C	46-58	208
D	42-49	238

SCORING PRACTICE
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

RUBRIC REVIEW
STORY RETELLING

Measures a student's ability to hear a story (while looking at sequential picture cues) and to then 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	148
B	48-62	178
C	59-74	211
D	50-67	241

SCORING PRACTICE
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

SCORING PRACTICE
STORY RETELLING

Score	Rubric for *Story Retelling* (continued)
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

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

Training Material References		
Level	Training CD for Speaking Tracks	DFA Worksheet for Scoring
B	63-75	181
C	75-86	214
D	68-79	244

SCORING PRACTICE
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

SCORING PRACTICE
GRAPH INTERPRETATION

Score	Rubric for *Graph Interpretation* (continued)
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

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	150
B	76-94	183

SCORING PRACTICE
READING ALOUD FOR FLUENCY
(LEVEL A ONLY)

Score	Rubric for *Reading Aloud for Fluency*
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

SCORING PRACTICE
READING ALOUD FOR FLUENCY
(LEVEL B ONLY)

Score	Rubric for *Reading Aloud for Fluency*
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 • 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

SCORING PRACTICE
READING ALOUD FOR FLUENCY
(LEVELS A AND B ONLY)

What to count as errors:

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

SCORING PRACTICE
READING ALOUD FOR FLUENCY
(LEVELS A AND B ONLY)

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 <u>not</u> 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 Questar's Customer Service at:

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Email: CELLA@QuestarAI.com