

CELLA

Comprehensive
English Language
Learning Assessment

2012
Test Administration
Manual

Table of Contents

CELLA Schedules	1
What’s New for the 2012 CELLA	2
CELLA Reminders	4
Background Information on the CELLA	7
The CELLA Program	7
Test Administration Policies and Procedures	8
Administration Schedule.	8
Students To Be Tested	9
Administration Accommodations	9
Make-up Test Administration Procedures	10
Test Materials	10
Special Documents	11
Large-print Test Materials for Levels A, B, C, and D.	11
Braille Test Materials for Levels B, C, and D.	12
Student Demographic Information	12
Preidentified Student Labels and Rosters	20
Incorrect or Missing Preidentified Information.	22
Test Security Policies and Procedures	23
Florida Statute and State Board of Education Rules	23
Missing Materials/Breaches of Administration Procedures.	24
Security Numbers	24
CELLA Administration Record/Security Checklist	25
Test Invalidation/Defective Document Policies and Procedures	26
DNS (Do Not Score) and UNDO Bubbles	26
Test Invalidation.	26
Defective Materials	28
Responsibilities Before Testing.	29
District Coordinator Responsibilities	29
Training	29
Delivery of Test Materials.	29
Required Administration Information	30
Tracking Security Numbers	31
District Coordinator ONLY Boxes for Schools	31
Implementation of Test Administration Accommodations.	31
School Coordinator Responsibilities	31
Training	31
CELLA Parent Information Brochure	32
Delivery of Test Materials.	32
Completing the “CELLA Administration Record/Security Checklist”.	33
Tracking Security Numbers	33
Implementation of Test Administration Accommodations.	33
Provide Appropriate Test Settings	34

Test Administrator Responsibilities	34
Training	34
Preparing the Room for Testing	34
Electronic Devices	34
One-on-One Testing	35
Group Administration	35
Required Administration Information	35
Assembling Materials	35
Delivery of Test Materials	36
Responsibilities During Testing	36
District Coordinator Responsibilities	36
Monitoring and Maintaining Test Security	36
School Coordinator Responsibilities	36
Supervising Test Administration and Maintaining Test Security	36
Test Administrator Responsibilities	37
Delivery of Materials	37
Maintaining Test Security	37
Supervising Test Administration	37
Script for Helping Students Enter Their Personal and Demographic Information	37
Responsibilities After Testing	42
Test Administrator Responsibilities	42
Preparing the To-Be-Scored Materials	42
Preparing the Not-To-Be-Scored Materials	42
Returning Materials to the School Coordinator	43
Comment Form	43
School Coordinator Responsibilities	44
Preparing Materials for Return	44
To-Be-Scored Materials Return Instructions	44
Not-To-Be-Scored Materials Return Instructions	47
District Coordinator ONLY Materials Return Instructions	49
Comment Form	49
District Coordinator Responsibilities	49
Preparing District Overage Boxes for Return	50
Store District Coordinator ONLY Boxes	50
Request Materials Pick-up Through K2 Logistics	51
Comment Form	51
Test Administrator Checklist	52
School Coordinator Checklist	54
District Coordinator Checklist	57

Appendix A: Test Accommodations	61
The CELLA Test Accommodations	62
Students with Disabilities who have Current IEPs or 504 Plans	63
Allowable Accommodations on the CELLA for Students with Disabilities who have Current IEPs or 504 Plans	63
I. Presentation of Test Materials	64
II. Responding to Test Questions	64
III. Test Scheduling	65
IV. Test Setting	66
V. Assistive Devices	66
Accommodations & Exemptions for ELLs who are Deaf or Hard-of-Hearing	66
Accommodations for ELLs who are Visually Impaired	67
Preidentification (PreID) Labels and Gridding	67
Instructions	68
Timing	68
Recording Answers	68
Returning Test Materials	69
Braille Tests	69
Omitted Questions & Notes to Test Administrators	69
Large-Print Tests	70
Omitted Questions & Notes to Test Administrators	71
Appendix B: Florida Test Security Statute and Rule	73
Florida Test Security Statute	74
Florida State Board of Education — Test Security Rule	75
Appendix C: Forms and Signs	77
2012 CELLA Administration and Security Agreement	79
CELLA Administration Record/Security Checklist	81
2012 CELLA Security Log	83
Sign: TESTING — Please Do Not Disturb	85
Sign: No Electronic Devices Permitted During Testing	87
Appendix D: Scoring Rubric Handouts & Checklists	89
Speech Functions Rubric	91
Personal Opinion Rubric	93
Story Retelling Rubric	95
Story Retelling Checklist	96
Graph Interpretation Rubric	97
Graph Interpretation Checklist	98
Reading Aloud for Fluency (Level A)	99
Reading Aloud for Fluency (Level B)	100
Appendix E: Packing Diagram	101
Materials Return Diagram	103

Graphics

Sample Student Demographic Page	13
Sample Preidentified Student Label	21
Sample Preidentified Student Roster	21
Sample Security Barcode	25
DNS (Do Not Score) and UNDO Bubbles	26
Peach To-Be-Scored Label	46
Sample Document Count Form	47
Sample School Return Summary	47
Yellow Not-To-Be-Scored Label	48
Materials Return Diagram	103

CELLA Schedules

Delivery of 2012 CELLA Training Materials to Districts

January 25, 2012

IMPORTANT: Training materials are secure and must be returned to Questar.

Delivery of 2012 Test Materials to Districts

Test materials will be delivered to all districts on February 13, 2012.

2012 CELLA Testing Window

March 5, 2012 through April 6, 2012

QUESTAR Customer Service Dates of Operation

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

Return of Test Materials

Test materials must be returned between March 12, 2012 and April 13, 2012.

Score Reporting Window

Score Reports will be delivered between May 22, 2012 and May 25, 2012.

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

What's New for the 2012 CELLA

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 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.
 - c. The District Coordinator Only (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.
 - i.) Schools may also return DCO materials in an envelope to the District Coordinator, after test administration.
4. 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>.
5. The Training CDs for Speaking are no longer secure materials and should be packaged with the DCO materials.
6. The Test Administrator may administer the CELLA sections in any order.
7. 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.
8. Two test book colors have changed. Level C is tan and Level D is green.
9. Levels B, C, and D now have separate answer sheets. The answer sheets are color-coded to their corresponding test book.

10. The Test Administration Manual (TAM) now contains the CELLA Test Accommodations section and the Scoring Rubrics handouts (previously included in the Directions for Administration and the Train-the-Trainer Manual).
11. The Directions for Administration (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.
12. The color of the To-Be-Scored Return labels is now described as "PEACH."

CELLA Reminders

1. Districts and schools are required to follow the 2012 CELLA schedules listed on page 1 of this manual, unless a request for a change is made by the district and approved by FDOE.
2. Students may not have any electronic devices at their desks, clipped to their belts, in their pockets, or anywhere they can reach them during testing, even if the devices are turned off or the students do not use them. If a student is found to be in possession of ANY electronic device(s) during testing, his or her test section must be marked as Do Not Score (DNS) in order to successfully enforce this policy.
3. Inappropriate actions by school or district personnel before, during, or after test administration may result in consequences such as test invalidations and/or loss of teaching certification. Please carefully read the Test Security Policies and Procedures on page 23. District Coordinators must require that all school administrators, School Coordinators, and Test Administrators sign a 2012 CELLA Administration and Security Agreement, provided in Appendix C.
4. The PreID roster **MUST** be verified against the school's student information database. Do not use the PreID labels for verification purposes since the roster contains additional information not included in the labels, such as complete student ID numbers.

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

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

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

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

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

5. Each student **MUST** have a unique student ID number. Student ID numbers cannot be duplicated or reused because doing so will cause delays in processing that district's answer sheets and reports.

6. Test Administrators must NOT administer the CELLA to their family members. Students who are related to their assigned Test Administrator must be reassigned to an alternate Test Administrator.
7. Test Administrators MUST:
 - attend a training session to administer the CELLA.
 - be knowledgeable of all CELLA test materials.
 - be proficient in English (listening, speaking, reading, and writing) to effectively apply the scoring rubric and evaluate students' responses in English as required.
 - follow the Directions for Administration instructions for administering the CELLA.
8. ALL SECURE TEST MATERIALS MUST BE RETURNED to Questar after the CELLA test administration.
9. Do Not Score (DNS) materials must be returned with To-Be-Scored materials.
10. District Coordinators are provided a user name 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 (AMO).
 - retrieve electronic version of the PreID Student Rosters.
 - retrieve District and School Score Reports after test administration.
 - retrieve Missing Materials Report after test administration.
11. 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

12. If there are questions regarding the administration of the CELLA, please contact:

Questar Assessment, Inc.

Toll-Free Telephone Number: (877) 85-CELLA (877-852-3552)

Customer Service is available year-round (excluding FDOE holidays or Questar holidays)

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

Facsimile: (866) 688-0419

Email: CELLA@questarai.com

Florida Department of Education (FDOE)

Bureau of Student Achievement through Language Acquisition

Telephone Number: (850) 245-0417

Facsimile: (850) 245-0846

Email: FloridaCELLA@fldoe.org

Background Information on the CELLA

The CELLA Program

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

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

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

Test Administration Policies and Procedures

Administration Schedule

The 2012 CELLA test administration window is:

March 5, 2012 to April 6, 2012

Any deviation from these dates must be requested in writing by the district and subsequently approved in writing by the Florida Department of Education (FDOE) prior to implementation. Districts may choose to administer the CELLA at any time during the test administration window.

There are four CELLA levels:

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

Each level contains four sections: Listening, Speaking, Reading, and Writing. Students must take all four sections.

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

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

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

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

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

Students To Be Tested

All students enrolled in the district (grades K–12) and classified ELL, with a code of “LY” or “LP”, must be administered the CELLA. In addition, all students who are coded “LF” on or after September 1st of the current school year must be administered the CELLA.

The definitions for the ELL codes are below:

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

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

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

Administration Accommodations

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

Make-up Test Administration Procedures

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

Test Materials

Test documents for the 2012 CELLA administration are listed in this section by grade level.

Level A: Kindergarten and Grades 1 and 2

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

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

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

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

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

Level B: Grades 3, 4, and 5

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

Level C: Grades 6, 7, and 8

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

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

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

Within each level (Levels B, C, or D), the Listening section is group-administered, either with the use of a recorded script (on a CD player) or with the Test Administrator reading the script aloud. Students mark their answers on a separate answer sheet, where indicated.

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

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

Special Documents

IMPORTANT: The Test Administrator **MUST** transcribe/record students' exact responses from the large-print and/or Braille versions of the test to a regular-print Level A Test Book, or Level B, C, or D Answer Sheet.

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

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

Level A

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

Levels B, C, and D

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

Braille Test Materials for Levels B, C, and D

The Braille version of the CELLA differs from the regular-print version of the test. Some questions have been omitted from the test. A list of omitted items can be found on pages 69–70.

There is no Braille version of the entire Level A test. The Braille tests are provided in contracted and uncontracted Braille format for the 2012 administration for Levels B, C, and D. The School Coordinator provides the Test Administrator with the following materials needed to administer the 2012 CELLA to students using Braille:

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

Student Demographic Information

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

A document is **preidentified** if it contains a student label affixed to the front of the student test book or answer sheet. Test Administrators may apply labels and/or complete answer sheets as soon as test materials are received from the School Coordinator. Please see page 23 for policies and procedures regarding handling secure materials.

Place PreID Label Here

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

Each sheet of preidentified student labels contains 14 student names with one label per student. Do not use a preidentified document for any student except the one for whom it is preidentified.

Non-preidentified Students

Only school personnel may grid the following:

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

School personnel **or** students may grid the following:

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

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

Demographic Information	Required for Preidentified Students	Required for Non-Preidentified Students	To be Completed if Applicable and Information is Available
1. Student Name Print the student's first and last name.	X	X	
2. Test Administrator Name Print the Test Administrator's name.	X	X	
3. School Name Print the school name.	X	X	
4. School Number Print the school number.	X	X	
5. District Name and District Number Print the district name and district number.	X	X	
6. Student Name Grid Print and grid the student's last and first names. There are boxes for the first 14 letters of the student's last name and the first 10 letters of the first name. If known, print and grid the student's middle initial.		X	
7. District/School Number Grid the district and school number.		X	
8. SSN/Florida Student Number Print and grid the 10-digit student ID number. If the number is only 9 digits long, add an "X" after the last digit to fill in all 10 boxes.		X	
9. Test Date Grid the appropriate bubbles for the month, day, and last two digits of the year. The district may select a date to be used by all Test Administrators, such as the first or last day of the testing window.	X	X	
10. Date of Birth Grid the appropriate bubbles for the month, day, and year of the student's birth.		X	

Demographic Information	Required for Preidentified Students	Required for Non-Preidentified Students	To be Completed if Applicable and Information is Available
<p>11. Grade Grid the student's current grade level.</p>		X	
<p>12. ELL Status Grid the category: LY, LP, or LF. (For definitions, see page 9 of this manual.)</p>		X	
<p>13. Ethnicity Grid the appropriate bubble to indicate whether a student is of Hispanic or Latino ethnicity. Use the following description for this ethnic classification: <u>Hispanic or Latino</u> – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term “Spanish origin” can be used in addition to “Hispanic or Latino.” Note: Students coded as Hispanic/Latino ethnicity should also be reported with the appropriate race(s).</p>		X	

Demographic Information	Required for Preidentified Students	Required for Non-Preidentified Students	To be Completed if Applicable and Information is Available
<p>14. Race Grid the appropriate bubble to indicate the student's racial background. Must grid Y/N for each race. Use the following descriptions for racial classifications:</p> <p><u>American Indian or Alaska Native</u> – A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.</p> <p><u>Asian</u> – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.</p> <p><u>Black or African American</u> – A person having origins in any of the black racial groups of Africa.</p> <p><u>Native Hawaiian or Other Pacific Islander</u> – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.</p> <p><u>White</u> – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.</p>		X	
<p>15. Gender Grid the appropriate bubble for the student's gender.</p>		X	
<p>16. Home Language Grid the student's home language. The home language classifications are Arabic, Chinese/Zhongwen, French, Haitian Creole, Portuguese, Russian, Spanish, Tagalog, Urdu, Vietnamese, or Other.</p>		X	

Demographic Information	Required for Preidentified Students	Required for Non-Preidentified Students	To be Completed if Applicable and Information is Available
<p>17. Primary Exceptionality These codes are used to identify students who have been classified as exceptional according to Rule 6A-6.0331, F.A.C., and who have current Individual Educational Plans (IEPs). <u>GRID ONLY ONE. If more than one code is gridded, none of the codes will be recognized as valid.</u> C = Orthopedically Impaired F = Speech Impaired G = Language Impaired H = Deaf/Hard of Hearing I = Visually Impaired J = Emotional/Behavioral Disabilities K = Specific Learning Disability L = Gifted M = Hospital/Homebound O = Dual-Sensory Impaired P = Autism Spectrum Disorder S = Traumatic Brain Injury V = Other Health Impaired W = Intellectual Disability</p>		X	
<p>18. Length of Time Enrolled in ESOL Program Grid the appropriate length of time the student has been enrolled in the state's ESOL program. Information may be taken from the date of entry into the ESOL program as reported on the ELL: Entry Date data element.</p>		X	
<p>19. Title III Grid "Yes" if the student receives services funded by Title III, NCLB. Note: Districts that do not receive Title III, NCLB funds are to bubble "No" for all students.</p>		X	

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

Preidentified Student Labels and Rosters

The preidentification information provided by your district is used to print student PreID labels and rosters. PreID student labels are provided to each school and packaged by grade. The PreID Student Roster has one row of information per student which should be used to verify the accuracy of student demographic information. The list of student rosters is included in the school's Testing Materials Shipment. An electronic version of the PreID Student Roster is available on Questar's ServicePoint.

Please adhere to the following:

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

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

1. Verify that the student is still enrolled in the school and is to be tested. Labels for students no longer enrolled or who are not to be tested should be returned to the District Coordinator.
2. After verifying student demographic information using the PreID roster, if the student's last name, ID number, district number, school number, grade level, OR ELL status is INCORRECT, return the label to the District Coordinator.
3. IN ORDER FOR A DOCUMENT TO BE PROPERLY SCANNED, carefully place the label on the student test book or the answer sheet in the box that reads PLACE PreID LABEL HERE.

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

Incorrect or Missing Preidentified Information

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

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

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

IMPORTANT: Even if the student has a PreID label, the following **MUST** be provided and gridded on the test book or answer sheet:

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

Test Security Policies and Procedures

Florida Statute and State Board of Education Rules

The Florida State Board of Education Rule 6A-10.042, F.A.C. 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. The rule prohibits activities that may threaten the integrity of the test. See Appendix B for the full text of the Florida Test Security Statute and the Florida State Board of Education — Test Security Rule. Examples of prohibited activities are listed below:

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

If students with current IEPs, 504 plans, or LEP plans are permitted accommodations, Test Administrators may provide the accommodations as described on pages 63–66.

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

Please remember that after ANY administration, secure materials must either be returned to the School Coordinator or placed in locked storage. No more than three persons should have access to the locked storage room. Test books and answer sheets should never be left unsecured. Materials must be tracked using the security numbers described later in this section. Secure documents should never be destroyed (e.g., shredded, thrown in the trash, etc.) except for soiled documents, which must be destroyed in a secure manner.

District Coordinators must require that all school administrators, School Coordinators, and Test Administrators sign the 2012 CELLA Administration and Security Agreement, provided in Appendix C, stating that they have read and agree to abide by all test administration and security policies and procedures. Additionally, any other person who assists the Test Administrator must sign the agreement.

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

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

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

Missing Materials/Breaches of Administration Procedures

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

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

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

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

Security Numbers

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

- Directions for Administration
- Listening CDs (A1 & B1 and C1 & D1)
- Level A Test Book
- Level A One-on-One Prompt Book
- Level B Test Book

- Level C Test Book
- Level D Test Book
- All large-print test books
- All Braille test books
- Used Level B, C, and D Answer Sheets



CELLA Administration Record/Security Checklist

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

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

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

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

If a secure document is soiled (e.g., with blood or vomit), the School Coordinator should document the event on the CELLA Administration Record/Security Checklist next to the appropriate security number, and contact the District Coordinator. The District Coordinator should contact the Bureau of Student Achievement through Language Acquisition and submit a Missing Materials Form. The soiled document should be destroyed by the district in a secure manner.

Test Invalidation/Defective Document Policies and Procedures

DNS (Do Not Score) and UNDO Bubbles

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

21 DO NOT SCORE	
(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

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

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

Test Invalidation

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

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

Under the following circumstances, it is not necessary to invalidate/mark as DNS an answer sheet if it has been packaged properly for return with the Not-To-Be-Scored materials:

- The preidentified document belongs to a student who has withdrawn from school prior to testing.
- The preidentified document belongs to a student who has been absent during the entire testing schedule.
- The document is defective and is UNUSED.
- The preidentification information is incorrect and the document is UNUSED.

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

The appropriate DNS bubbles MUST be gridded if any of the following circumstances occur:

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

For circumstances 1 and 2, grid all DNS bubbles and see Defective Materials on the following page of this manual for directions on transferring answers.

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

The appropriate DNS bubble(s) MAY be gridded if a student becomes ill and is unable to finish, OR a student is not allowed the correct amount of time to finish (e.g., the Test Administrator instructs students to stop working without allowing the correct amount of time, or a parent removes a student for any reason prior to the end of the allotted testing time).

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

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

Defective Materials

If a test book or answer sheet 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) before testing begins, give the student a non-preidentified replacement test book or answer sheet.

If a defective Level B, C, or D test book is identified during testing, give the student a replacement test book.

Students taking the Level A test will have their answers recorded in the Level A Test Book, and students taking the Levels B, C, or D tests will grid their answers in the Level B, C, or D Answer Sheet. If either document is found to be defective during testing, the student should complete the test. Upon test completion, the student must, under the supervision of the Test Administrator, transcribe the exact answers from the defective test book or answer sheet to the appropriate replacement document. If the defective document has a student label, **do not remove the label**. Grid all student demographic information on the student's replacement document.

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

Responsibilities Before Testing

District Coordinator Responsibilities

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

Training

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

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

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

Delivery of Test Materials

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

If materials have not been delivered by February 14, 2012, or you have questions about the contents of the shipment, contact Questar Customer Service, toll-free, at (877) 852-3552 or via email at CELLA@questarai.com.

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

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

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

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

Required Administration Information

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

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

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

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

- distribute the prepopulated spreadsheets to schools,
- instruct School Coordinators to print the prepopulated spreadsheet from Questar's ServicePoint, OR
- instruct School Coordinators to copy and use the blank form in Appendix C.

Tracking Security Numbers

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

District Coordinator ONLY Boxes for Schools

Schools will use the District Coordinator ONLY boxes or an envelope (if appropriate) to return non-secure materials to you. Identify a date when non-secure materials should be returned to the district office. Schools may return the non-secure materials to you or destroy them with the exception of the original records of the CELLA Administration Record/Security Checklists, the 2012 CELLA Security Logs, and the signed 2012 CELLA Administration and Security Agreement. These documents must be returned to the District Coordinator and retained until after the score reports are received.

Implementation of Test Administration Accommodations

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

School Coordinator Responsibilities

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

Training

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

Test Administrators must become familiar with the:

- Test Administration Manual
- Directions for Administration
- Test book for the appropriate level
- Student Answer Document
- Training CD for Speaking and Listening CD for the appropriate level

CELLA Parent Information Brochure

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

Delivery of Test Materials

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

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

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

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

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

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

Completing the “CELLA Administration Record/Security Checklist”

Each school’s CELLA Administration Record/Security Checklist can be located through Questar’s ServicePoint website (<https://fl-servicepoint.questarai.com>). Click on the link to bring you to the CELLA Administration Record/Security Checklist. You do not need a login or password to access this link.

1. Verify the security numbers printed on the materials against the security numbers printed on the form. Contact your District Coordinator immediately if any discrepancies are found. Attach documentation of any discrepancies to the CELLA Administration Record/Security Checklist.
2. Record the information requested on the form (Test Administrators’ names and the security numbers assigned to each) and verify the number of secure materials when they are returned.
3. As directed by your District Coordinator, communicate to Test Administrators the process for collecting the required administration information listed on the CELLA Administration Record/Security Checklist for each test section (Listening, Speaking/One-on-One, Reading, and Writing), which includes the following:
 - Students assigned to each Test Administrator’s room who are expected to participate in the CELLA. Provide each student name and ID number.
 - Attendance information: who is present, present but invalidated/marked as DNS, absent, or withdrawn.
 - The unique security numbers of the secure documents assigned to each student.

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

Tracking Security Numbers

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

Implementation of Test Administration Accommodations

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

Provide Appropriate Test Settings

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

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

Test Administrator Responsibilities

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

Training

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

- Test Administration Manual
- Directions for Administration
- Test book for the appropriate level
- Student Answer Document
- Training CD for Speaking and Listening CD for the appropriate level

Preparing the Room for Testing

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

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

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

Electronic Devices

Students may not have any electronic devices at their desks, clipped to their belts, in their pockets, or anywhere they can reach them during testing, even if the devices are turned off or the students do not use them. If a student is found to be in possession of ANY electronic device(s)

during testing, his or her test section must be invalidated/marked as DNS in order to successfully enforce this policy.

One-on-One Testing

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

Group Administration

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

Required Administration Information

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

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

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

Assembling Materials

Manuals

- A copy of the Test Administration Manual and the Directions for Administration

The School Coordinator will ask you to sign the 2012 CELLA Administration and Security Agreement, provided in Appendix C, stating that you have read and agree to abide by all administration and test security policies and procedures. Failure to adhere to these policies and procedures may result in the invalidation of student answer sheets and/or test scores.

Pencils

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

CELLA Security Log

Maintain an accurate Security Log for your testing room. Anyone who enters the room for the purpose of monitoring a test **MUST** sign the log. This applies to Test Administrators and anyone who relieves a Test Administrator, even for a short break, regardless of how much time he/she spends monitoring a testing room. Remove the 2012 CELLA Security Log in Appendix C and use it as required. This document can also be found at <http://www.fldoe.org/aala/CELLA.asp> to print duplicates.

“TESTING – Please Do Not Disturb” Sign

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

“Electronic Devices Not Permitted During Testing” Sign

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

Delivery of Test Materials

The School Coordinator will provide you with the materials needed to administer the test; however, review the information on pages 10–11 of this manual to determine which materials are needed for each level.

Responsibilities During Testing

District Coordinator Responsibilities

Monitoring and Maintaining Test Security

Be available during testing to answer questions from the School Coordinators and supply additional materials as needed. Monitor the administration of the CELLA at each participating school and ensure that security policies and procedures are being followed.

School Coordinator Responsibilities

Supervising Test Administration and Maintaining Test Security

Be available to provide Test Administrators with additional materials during testing, as necessary, as well as to answer any questions Test Administrators may have. Visit each testing classroom to monitor the administration of the CELLA and to ensure that security policies and procedures are being followed. Verify that the 2012 CELLA Security Logs are being properly completed in the testing rooms and that all required administration information is being maintained by the Test Administrators.

Test Administrator Responsibilities

Delivery of Materials

After students have been seated, distribute the appropriate test materials. If the documents are preidentified, make sure each student receives the document with his/her name on it.

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

Maintaining Test Security

Follow the Test Administration Policies and Procedures on pages 8–10, and the 2012 CELLA Administration and Security Agreement in Appendix C, which has been signed prior to testing. Maintain test security at all times and keep materials secure between testing sessions.

Supervising Test Administration

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

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

Script for Helping Students Enter Their Personal and Demographic Information

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

For Levels B, C, and D, if a student does not have a PreID label, the Test Administrator or student will need to complete all the personal and demographic information. As the directions are read, circulate through the classroom and check that students are marking the correct information.

You will need to write the following on the chalkboard:

- Test Administrator (your) name
- School name and number
- District name and number
- Today's date (Write the first three letters of the month, then the number for the day in 2-digit fashion [e.g., 09 for "nine"].)
- Grade

Prior to distributing the Levels B, C, or D Answer Sheets, you must write your name in Box 2 "Test Administrator Name" and the student's ELL status in Box 12. Students are not to complete these boxes. Also, have student ID numbers available for completing Box 8 on the answer sheet.

To begin:

SAY	Please clear your desk and take out a No. 2 pencil.
------------	--

Make sure each student has a No. 2 pencil.

SAY	Today you will take an English test called the Comprehensive English Language Learning Assessment or CELLA ["SELL-uh"]. It has four sections. I am going to give you an answer sheet. This is where you will write your answers. When you get your answer sheet, please place it face up on your desk. Do NOT open it or write on it yet.
------------	--

Distribute a Level B, C, or D Answer Sheet to each student.

SAY	We will now complete some of the information on your answer sheet. Please print as neatly as possible. You must use a No. 2 pencil. We will begin by writing some information at the top of the page. In Box 1, "Student Name," print your full name. Write your first name first and then your last name.
------------	---

Pause while students fill in their information and give help as needed.

SAY	In Box 2, "Test Administrator Name," you will see my name.
------------	---

Point to the Test Administrator name written on the board.

SAY	If you do not see my name written in Box 2, raise your hand.
------------	---

Verify that your name is written on all Level B, C, or D answer sheets.

SAY	In Box 3, "School Name," print our school name. It is written on the board for you.
------------	--

Point to the school name written on the board. Pause while students fill in the information and give help as needed.

SAY	In Box 4, “School Number,” print our school number. It is written on the board for you.
------------	--

Point to the school number written on the board. Pause while students fill in the information and give help as needed.

SAY	In Box 5, “District Name and District Number,” print our district name and number. It is written on the board for you.
------------	---

Point to the district name and number written on the board. Pause while students fill in the information and give help as needed.

SAY	Now find the box labeled “How to Mark.” It shows you the correct way to mark your answers. Read the directions to yourself while I read them aloud. “Fill in each bubble by making a solid black mark that completely fills the circle. Use only a No. 2 pencil.” Does anyone have any questions about how to mark answers on this answer sheet?
------------	---

Answer any questions students may have.

SAY	Now find Box 6, “Student Name Grid.” Here you are going to write your name again. This time you will write your last name first. Print your last name, putting one letter in each of the boxes.
------------	--

Pause while students fill in their information and give help as needed.

SAY	Now, print your first name, putting one letter in each of the boxes. If you do not have enough boxes for all of the letters in your name, write in as many letters as possible. If you have a middle initial, print that letter below the box that says “MI.”
------------	--

Pause while students fill in their information and give help as needed.

SAY	Now you are going to fill in one bubble under each letter in your name. Start by filling in the bubble that matches the first letter in your last name. Then fill in the bubbles for the rest of the letters in your name. Remember to fill in each bubble completely. If your name does not take up all the boxes, then fill in the blank bubbles at the top of each column.
------------	--

Pause while students fill in their information and give help as needed.

SAY	Find Box 7, “District/School Number.” Here you are going to write the district and school numbers again. In the first two boxes, write in the district number.
------------	---

Point to the district number written on the board. Pause while students fill in the information and give help as needed.

SAY	In the remaining four boxes, write in the school number.
------------	---

Point to the school number written on the board. Pause while students fill in the information and give help as needed.

SAY	<p>Now you are going to fill in one bubble under each number. Start by filling in the bubble that matches the number in the first box. Then fill in the bubble for each of the remaining numbers. Remember to fill in each circle completely.</p> <p>Find Box 8, “SSN/Florida Student Number.” Write in the number I give you. Fill in the correct bubble under each number.</p>
------------	--

Provide each student with his or her student ID number. Pause while students fill in their information and give help as needed. Note: For Box 8, you may choose to complete this information for the student when completing other demographic information.

SAY	<p>Find Box 9, “Test Date.” Here you will enter today’s date as I have written it on the board.</p> <p>Fill in the bubble for this month. [Point to the month written on the board.]</p> <p>Next, write in the day. [If the day is day 1 through day 9 of the month, remind students to write a zero in front of the number.] Fill in the bubbles under the number for the day. Write in the last two digits of the year, and fill in the bubbles under those numbers.</p> <p>Now find Box 10, “Date of Birth.” Fill in the bubble for the month you were born.</p> <p>Next, write in the day you were born. If you were born on day 1 through day 9 of the month, write a zero in front of the number. For example, if you were born on the 9th day of the month, you would write 09. Fill in the bubbles under the number for the day you were born.</p> <p>Now write in the year you were born. If you were born before the year 2000, fill in the bubble that says “19.” If you were born in or after the year 2000, fill in the bubble that says “20.” Next, in the final 2 spaces write in the last 2 digits of the year in which you were born. Fill in the corresponding numbered bubble for each column.</p>
------------	--

Note: For Box 10, you may choose to complete this information for the student when completing other demographic information.

Pause while students fill in their information and give help as needed.

SAY	Find Box 11, “Grade.” Fill in the correct bubble for your grade.
------------	---

Pause while students fill in the information and give help as needed.

SAY	In Box 12, “ELL Status,” you will see one bubble filled in. If you do not see a bubble filled in, raise your hand.
------------	---

Verify that one bubble is filled in on all Level B, C, or D Answer Sheets to indicate ELL status.

SAY	Find Box 13, “Ethnicity.” Fill in the “Y” bubble for “yes” if you are Hispanic or Latino. Fill in the “N” bubble for “no” if you are not Hispanic or Latino.
------------	---

Pause while students fill in their information and give help as needed.

SAY	Now go to Box 14, “Race.” Fill in a “Y” bubble for “yes” for <u>every</u> race that describes you. Make sure you fill in either a “Y” or “N” bubble for each race.
------------	---

Pause while students fill in their information and give help as needed.

SAY	Now go to Box 15, “Gender.” Fill in the correct bubble for your gender, either “Female” or “Male.”
------------	---

Pause while students fill in their information and give help as needed.

SAY	Turn the page. Find Box 16, “Home Language.” Fill in the circle for your home language. If your home language is not shown, mark “Other” at the bottom of the box.
------------	---

Pause while students fill in their information and give help as needed.

SAY	Skip Boxes 17 through 24.
------------	----------------------------------

Begin administering the test using the appropriate section of the Directions for Administration.

Responsibilities After Testing

Test Administrator Responsibilities

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

1. Verify that the CELLA Administration Record/Security Checklist is completed. Make a copy for your files.
2. Notify the School Coordinator immediately if any secure materials are missing.
3. Verify that your 2012 CELLA Security Log has been completed correctly. Make a copy for your files.
4. Check for and erase stray marks ONLY on the demographic pages and/or the security number area of the test documents. Any marks outside the information boxes, especially on or near the registration marks and timing tracks, will adversely affect the scanning of the documents.
5. Transcribe/record students' exact responses from large-print test books and/or Braille versions to the regular-print Level A Test Book, or Level B, C, or D Answer Sheet.

Preparing the To-Be-Scored Materials

To-Be-Scored materials include:

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

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

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

Preparing the Not-To-Be-Scored Materials

Not-To-Be-Scored materials include:

- Unused Level A Test Books (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
- Directions for Administration

Inventory all unused test books, answer sheets, CDs, and Directions for Administration when preparing materials. It is strongly recommended that you organize each material by type and in security ID number order. Missing test materials must be documented and an explanation provided as described on page 24 of this manual.

Returning Materials to the School Coordinator

Return three stacks of materials to your School Coordinator:

- To-Be-Scored materials including used Level A Test Books and used Levels B, C, and D Answer Sheets. Documents with gridded DNS bubbles are to be returned with the To-Be-Scored materials. Materials will be separated by grade and banded together with the grade and document count written on the paper band.
- Not-To-Be-Scored materials including unused Level A Test Books, test books for all levels (including used and unused large-print and Braille), Listening CDs for all levels, and the Directions for Administration.
- District Coordinator ONLY materials including the Test Administration Manual, completed 2012 CELLA Security Log, Training CDs for Speaking, and any other required administration information.

Comment Form

After all materials have been returned, go to <http://www.fldoe.org/aala/CELLA.asp> and click on the 2012 CELLA Customer Satisfaction Survey. Please provide feedback that will be meaningful to FDOE and Questar. If you have comments pertinent to school/district procedures, please contact your School Coordinator.

School Coordinator Responsibilities

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

Preparing Materials for Return

Package all materials according to the instructions below. Errors in the return of materials could delay reporting of student test results.

As you receive materials from Test Administrators, inventory all materials and verify that they have returned all distributed secure materials. The Training Materials Shipment contents should be disassembled and packaged in the appropriate box. All To-Be-Scored and Not-To-Be-Scored materials **MUST** be returned to Questar.

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

Make two copies of the CELLA Administration Record/Security Checklist, and make copies of all 2012 CELLA Security Logs and file the copies. Original copies must be sent to the District Coordinator.

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

- To-Be-Scored boxes with PEACH return labels
- Not-To-Be-Scored boxes with YELLOW return labels
- District Coordinator ONLY box

To-Be-Scored Materials Return Instructions

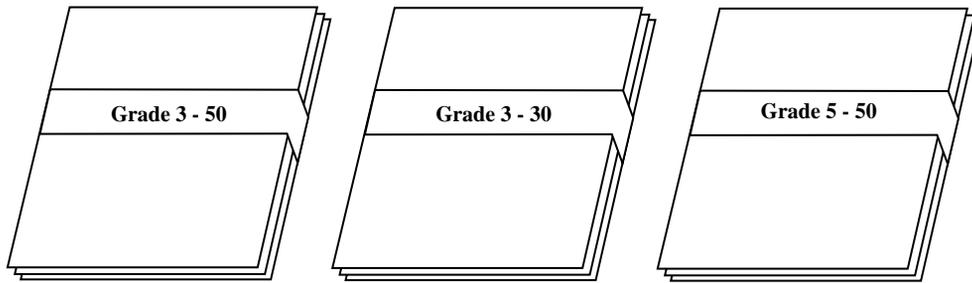
The To-Be-Scored materials for CELLA Spring 2012 must be shipped to Questar no later than Friday, April 13, 2012. School Coordinators should return materials to the District Coordinator after the CELLA administration is complete. The To-Be-Scored test documents for CELLA Spring 2012 include:

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

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

1. Review the To-Be-Scored documents received from the Test Administrator to be sure that:
 - a paper band is placed around each stack of used answer sheets (including used Level A test books and answer sheets with gridded DNS bubbles) sorted by GRADE.
 - DNS bubbled tests are included at the bottom of each group.

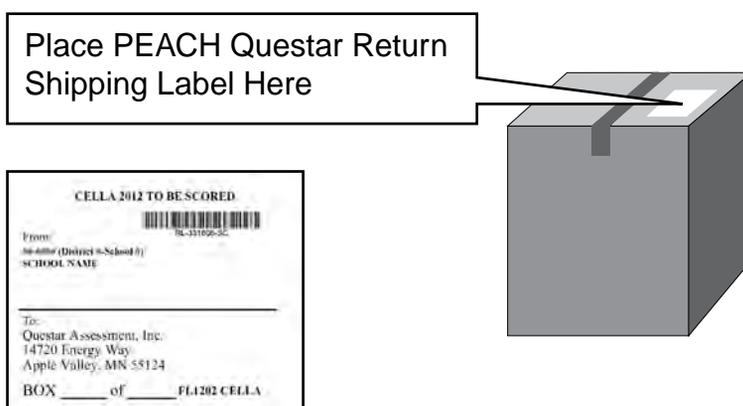
- the grade and count is written on top of each paper-banded stack. There may be more than one stack per grade.



- Complete one Document Count Form (purple) for each grade. Do not combine documents for more than one grade level under the same Document Count Form. Do not copy blank Document Count Forms; however, once the forms are complete you should copy them for your records. A sample of the Document Count Form is provided on page 47.
- Schools will receive both pre-printed and blank (overage) Document Count Forms for To-Be-Scored Materials by Grade in the Materials Return Kit. If you need additional forms, contact your District Coordinator. The following information is pre-printed on the form:
 - District Name and School Name (Box 1)
 - District Number (Box 2)
 - School Number (Box 3)
- It is critical that the counts are accurate and gridded correctly. Do not include any blank test books or answer sheets in the count.
 - Bubble in the correct grade in Box 4.
 - Complete Box 5 with the total count of that grade's documents. Please include leading zeros. For example, "21" is to be written as:

0	2	1
---	---	---
 - Complete Box 6 with a signature and date.
- Make a copy of the completed Document Count Form and place the original under the paper band on the top bundle of that grade. Make sure that only completed answer sheets (including used Level A test books and answer sheets with gridded DNS bubbles) are included.
- Complete only ONE School Return Summary sheet (red) for your school. Do not copy blank forms; however, once the form is completed, you should copy it for your records. A sample of the School Return Summary is provided on page 47.
- Verify that you have all To-Be-Scored documents bundled with Document Count Forms for each grade level.

8. Follow the instructions on the School Return Summary to complete the information requested. The total number of To-Be-Scored documents for a school will be the sum of the To-Be-Scored documents returned for each material type and grade. If you need additional forms, contact your District Coordinator.
9. Make a copy of the completed School Return Summary for your records.
10. Set aside the original School Return Summary for packaging and return of materials.
11. Pack the To-Be-Scored materials in the original (brown) boxes received with the test materials. The Document Count Form must be on the top bundle of each grade.
12. Place a PEACH Questar Return Shipping Label on each box.



13. Write the number of the box and the total number of boxes of To-Be-Scored materials on the PEACH return labels. (For example: Box 1 of X, Box 2 of X, Box 3 of X, etc.) If only one box is being shipped, write "Box 1 of 1."
14. Place the School Return Summary in Box 1, on top of the materials.
15. Seal the boxes using filler (e.g., crumpled paper or bubble wrap) to keep the documents from shifting during transport.
 - Tape boxes securely using heavy-duty packing tape. Use at least three strips of tape across both the top and the bottom of the box to ensure the security of the contents during shipping.
16. Notify the District Coordinator that the test administration is complete and materials are ready to ship to Questar.
17. Send the To-Be-Scored boxes to the District Coordinator.

MARKING INSTRUCTIONS
 • Use a #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 scannable Level A test books, Levels B, C, and D Answer Sheets, AND test books/answer sheets gridded 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.

FOR QUESTAR USE ONLY

The School CELLA Coordinator should complete this form.

The Commissioner of English Language Learning Assessment will request account and administrator information with individualized passwords by e-mail in the Test Administration Manual for this administration.

If a password has not previously followed, the school's test may be cancelled.

The information provided on this Document Count Form has been reviewed by me and is accurate.

Name: _____ Date: _____

Document Count Form

MARKING INSTRUCTIONS
 • Use a #2 pencil to complete this form and grid the corresponding bubbles.
 • Do not make any stray marks.

CELLA
SCHOOL RETURN SUMMARY
FOR TO-BE-SCORED MATERIALS

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 scannable Level A test books, Levels B, C, and D Answer Sheets, AND test books/answer sheets gridded 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.

The Commissioner of English Language Learning Assessment will request account and administrator information with individualized passwords by e-mail in the Test Administration Manual for this administration.

If a password has not previously followed, the school's test may be cancelled.

The information provided on this School Return Summary has been reviewed by me and is accurate.

Name: _____ Date: _____

School Return Summary

Not-To-Be-Scored Materials Return Instructions

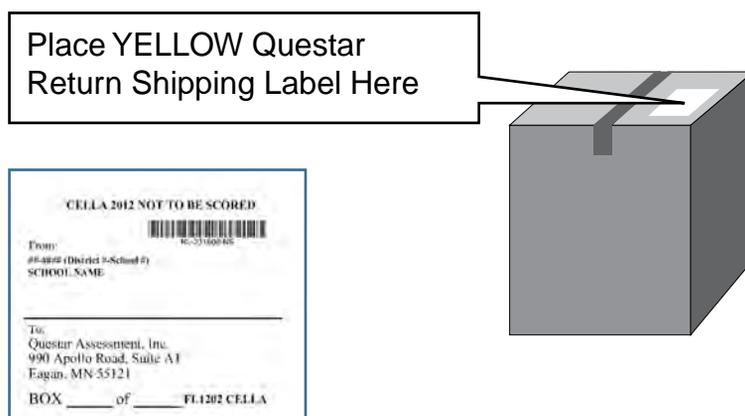
The Not-To-Be-Scored (secure) materials for CELLA Spring 2012 must be shipped to Questar no later than Friday, April 13, 2012. School Coordinators should return materials to the District Coordinator after the CELLA administration is complete. The Not-To-Be-Scored test documents for CELLA Spring 2012 include:

- Unused Level A Test Books (including used and unused large-print test books)
- Level A One-on-One Prompt Books
- Used and unused Levels B, C, or D Test Books (including special documents)
- Levels A1 & B1 and Levels C1 & D1 Listening CDs
- Directions for Administration

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

1. Return all Not-To-Be-Scored materials to Questar. (Note: Used Level A Test Books **MUST** be packaged with To-Be-Scored materials.)
2. Review the Not-To-Be-Scored documents received from the Test Administrators:
 - Verify that all test books have been returned and that they are assembled in order by security number.
 - Verify that all security numbers are accounted for.

3. Verify that the original CELLA Administration Record/Security Checklist is completed and signed. Make two copies.
 - Missing secure materials must be documented in the appropriate material section on the CELLA Administration Record/Security Checklist, and a separate letter of explanation **MUST** be attached. Do not write the explanation on the CELLA Administration Record/Security Checklist (see page 24 of the Test Administration Manual).
4. Pack the Not-To-Be-Scored materials in the original (brown) boxes received with the test materials.
 - Large-print and Braille test books must be folded in half and included in these boxes.
5. Place a **YELLOW** Questar Return Shipping Label on each box.



6. Place one copy of the completed CELLA Administration Record/Security Checklist in box 1, on top of the materials. The second copy will be retained for your records. Return the original to the District Coordinator in the District Coordinator **ONLY** box.
7. Seal the boxes using filler (e.g. crumpled paper or bubble wrap) to keep the documents from shifting during transport.
 - Tape boxes securely using heavy-duty packing tape. Use at least three strips of tape across both the top and the bottom of the box to ensure the security of the contents during shipping.
8. Notify the District Coordinator that the test administration is complete and materials are ready to ship to Questar.
9. Send the Not-To-Be-Scored boxes to the District Coordinator.

District Coordinator ONLY Materials Return Instructions

District Coordinator ONLY Boxes (white box OR envelope):

1. Pack the following non-secure materials into the white box with the black stripe:
 - Test Administration Manuals
 - Unused Paper Bands
 - Unused Document Count Form(s) and School Return Summaries
 - Unused Levels B, C, or D Answer Sheets
 - Unused Questar Return Labels
 - Remaining PreID Student Rosters and PreID Student labels
 - Original signed CELLA Administration Record/Security Checklist
 - Original 2012 CELLA Security Log(s)
 - Signed 2012 CELLA Administration and Security Agreement(s)
 - Training CDs for Speaking
 - Seating Chart, if applicable
 - Packing Slips, if applicable
2. Tape boxes securely using heavy-duty packing tape and send the District Coordinator ONLY Boxes to the District Coordinator.

Note: Your District Coordinator may ask you to hold these boxes for return at a later date. If asked, you may destroy the materials with the exception of the original CELLA Administration Record/Security Checklist, 2012 CELLA Administration and Security Agreement, and the 2012 CELLA Security Logs—these documents can ONLY be destroyed in a secure manner after scores for the 2012 CELLA Administration are reported.

Comment Form

After all materials have been returned, go to <http://www.fldoe.org/aala/CELLA.asp> and click on the 2012 CELLA Customer Satisfaction Survey. Please provide feedback that will be meaningful to FDOE and Questar. If you have comments pertinent to school/district procedures, please contact your District Coordinator.

District Coordinator Responsibilities

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

- To-Be-Scored boxes with PEACH labels
- Not-To-Be-Scored boxes with YELLOW labels
- District Coordinator ONLY boxes

Preparing District Overage Boxes for Return

1. Using the boxes in which the materials arrived, return all district overage secure materials, which include:
 - Unused Level A Test Books
 - Level A One-on-One Prompt Books
 - All Levels B, C, or D test books
 - All Listening CDs
 - Directions for Administration
 - Used and Unused large-print and Braille test materials.

Break down the contents in the Training Materials Shipment and return the secure items. Inventory all test books, answer sheets, CDs, and Directions for Administration to make sure that all materials are accounted for. It is strongly recommended that you organize each material by type and in security ID number order. Missing test materials must be documented and an explanation provided as described on page 24 in this manual.

2. After you receive the To-Be-Scored and Not-To-Be-Scored boxes from the School Coordinators, verify that all boxes have been returned. If there is a discrepancy in the number of boxes, contact the School Coordinator to reconcile the count before returning the boxes to Questar.
3. Gather all the Not-To-Be-Scored boxes with district materials together. In the lower-left corner of each YELLOW label, write the number of the box and the total number of boxes of Not-To-Be-Scored materials you are shipping. (For example: Box 1 of X, Box 2 of X, Box 3 of X, etc.) If you are shipping only one box, write Box 1 of 1. Be sure to account for the Not-To-Be-Scored boxes you received from the school in this count.
4. Securely seal the boxes with heavy-duty packing tape. Use at least three strips of tape across both the top and the bottom of the box to ensure the security of the contents during shipping.
5. Schedule a pick-up of To-Be-Scored and Not-To-Be-Scored boxes through K2 Logistics.
6. Keep all secure materials in locked storage until they are picked up.

Store District Coordinator ONLY Boxes

1. Open the boxes, review the CELLA Administration Record/Security Checklists, and make sure that you notify the FDOE if any secure CELLA materials are missing. Complete the necessary internal investigation and file the records.
2. Verify that the 2012 CELLA Security Logs were completed and file them.
3. Non-secure materials may be destroyed with the exception of the CELLA Administration Record/Security Checklists, 2012 CELLA Administration and Security Agreement, and 2012 CELLA Security Logs. Do not recycle or destroy these documents until the test scores for this administration have been reported.

4. Ensure that PreID labels and rosters are destroyed in a secure manner.

Request Materials Pick-up Through K2 Logistics

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

1. Open your web browser and go to www.k2assessments.com.
2. Look up your district by entering your zip code and pressing the View Locations button. A list of locations for that zip code will be displayed and you can select your district from the list. If your information is not displayed, click on "Can't find the school or district you're looking for? Click here," for advanced search options, or call 888-886-0780.
3. Verify the address information, and verify and/or complete the contact names, phone numbers, and email information for your district.
4. Answer the remaining questions with as much detail as possible. Please provide any additional pick-up information that would help the driver for the pick-up (e.g., 3rd floor, 2nd door on side of building, call Chris at 555-555-1212 when you arrive, driver will need to palletize).
5. Review your request. Fields with an asterisk (*) must be answered. Then press the "Submit" button at the bottom of the page.
6. You will receive an email summarizing and confirming your request immediately after submitting it. If you do not receive the confirmation email, contact K2 Logistics immediately at 888-886-0780.

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

Specific return instructions for shipping materials to Questar begin on page 44 of this manual.

Comment Form

After all materials have been returned, go to <http://www.fldoe.org/aala/CELLA.asp> and click on the 2012 CELLA Customer Satisfaction Survey. Please provide feedback that will be meaningful to FDOE and Questar. If you have comments pertinent to school/district procedures, please contact your District Coordinator.

Test Administrator Checklist

IMPORTANT: All the following items **MUST** be completed.

Before Testing

- Attend training for the CELLA administration and review new procedures for 2012.
- Review and familiarize yourself with all the information in the appropriate sections of this manual, the Directions for Administration, test books, Training CDs for Speaking, and the Listening CD for the appropriate levels.
- Sign the 2012 CELLA Administration and Security Agreement, in Appendix C.
- Complete the required administration information.

Final Preparations for Testing

- Arrange the room so students have an adequate workspace for testing.
- Remove or cover all visual aids in the room that might provide clues or answers.
- Post a “TESTING – Please Do Not Disturb” sign and the “Electronic Devices Are Not Permitted During Testing” sign on each testing room door. Signs provided in Appendix C.
- Sign the CELLA Administration Record/Security Checklist and maintain the required administration information.
- For the Speaking/One-on-One section, assemble all the materials needed to administer the test, including the Directions for Administration.

During Testing

- Maintain a record of all secure materials assigned to each student on the CELLA Administration Record/Security Checklist.
- Students must use a No. 2 pencil to fill out information and record their responses. Provide sharpened No. 2 pencils for students who do not have them.
- Sign and maintain an accurate 2012 CELLA Security Log, provided in Appendix C. Anyone entering the testing room for the purpose of monitoring the test for any length of time **MUST** sign the log.
- Maintain test security at all times; report security violations or concerns to the School Coordinator.
- Distribute and administer the test to Level B, C, or D students according to the instructions on pages 37–41. Make sure any preidentified documents are given to the correct students.

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

After Testing

- Verify that you have collected all required administration information. Make a copy for your files.
- Notify the School Coordinator immediately if any secure test materials are missing.
- Verify that your 2012 CELLA Security Log has been completed correctly. Make a copy for your files.
- Verify that test books and answer sheets have been collected.
- Transcribe/record students' exact responses from the large-print 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).

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

- Group the To-Be-Scored materials together by GRADE.
- Prepare the To-Be-Scored test books and answer sheets as follows:
 - Count the total number of To-Be-Scored documents.
 - Paper band the To-Be-Scored documents together in groups.
 - Write the grade and number of documents on top of that band.
- Include the Do-Not-Score (DNS) test books and answer sheets with this To-Be-Scored group. Verify that the DNS bubbles are marked correctly.

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

- Group the Not-To-Be-Scored test materials together including any unused Level A Test Books; used and unused Levels B, C, and D test books; Listening CDs; used and unused large-print and Braille materials; and the Directions for Administration.
- Prepare the Not-To-Be-Scored materials as follows:
 - Count the total number of Not-To-Be-Scored documents.
 - Verify that all security numbers are accounted for.
 - Group the non-secure materials, which includes the Test Administration Manual, the 2012 CELLA Security Log, and required administration information. Make a copy for your records.
 - Return all original materials to the School Coordinator.

Comment Form

- Go to <http://www.fldoe.org/aala/CELLA.asp> and complete the 2012 CELLA Customer Satisfaction Survey.

School Coordinator Checklist

IMPORTANT: All of the following items **MUST** be completed.

Before Testing

- Attend training for CELLA administration and review new procedures for 2012.
- Review and familiarize yourself with all the information in the appropriate sections of this manual, the Directions for Administration, test books, Training CDs for Speaking, and Listening CDs for the appropriate levels.
- Sign the 2012 CELLA Administration and Security Agreement, in Appendix C.
- Train your school's Test Administrators on the administration of the CELLA, including training for the administration of large-print and/or Braille materials as applicable.
- If available, provide a hard copy of the CELLA Parent Information Brochure to parents in the student's home language.
- Retrieve the prepopulated CELLA Administration Record/Security Checklist from ServicePoint.
- Receive test materials from the District Coordinator. Inventory the contents of your boxes within 24 hours of receipt and report missing materials immediately.
- SAVE all boxes for returning test materials to Questar, with the exception of boxes containing large-print and/or Braille test materials, these items can be folded to fit in regular-size boxes.
- Track and maintain a record of the security numbers of materials you receive from the District Coordinator.
- Prior to the test administration, alert Test Administrators to any accommodations needed for individual students, so arrangements can be made.
- Instruct Test Administrators to collect the required administration information, including a list of students assigned to each Test Administrator's room, attendance information, and a list of security numbers of secure documents assigned to the students.
- Provide appropriate test settings in your school.

During Testing

- Visit each testing classroom to monitor the administration of the CELLA and to ensure that security policies and procedures are being followed.
- Be available to answer questions from Test Administrators.
- Provide Test Administrators with additional materials as necessary.

- Ensure that 2012 CELLA Security Logs are being completed properly and that required administration information is being maintained.

After Testing

- Verify that all distributed secure materials have been returned by the Test Administrators.
- Notify the District Coordinator immediately if any secure materials are missing, and complete the necessary internal investigation.
- Make two copies of the CELLA Administration Record/Security Checklist and file one copy. Place the second copy in Box 1 of the Not-To-Be-Scored materials.
- Make copies of all the 2012 CELLA Security Logs and file the copies.
- Collect the original copies of the required administration information to send to the District Coordinator.
- Break down Training Materials Shipment contents to return in the appropriate box.

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

- Group the school's To-Be-Scored documents for return.
- Prepare materials, one grade at a time, following these steps:
 - Complete one Document Count Form (PURPLE) for each grade. NOTE: There may be multiple paper-banded groups for each Document Count Form and grade.
 - Place the Document Count Form on top of the first banded group, under the band on top of the stack.
 - Write the answer document counts for each grade tested on the School Return Summary (RED).
- Sign the School Return Summary and make a copy for your files.
- Affix a PEACH-colored return label to each box containing To-Be-Scored documents.
- Place all the To-Be-Scored documents into the PEACH-labeled boxes.
- Count the number of To-Be-Scored boxes that you are sending to the District Coordinator.
- Write the sequence and total number of boxes on each box label with Box 1 of X, Box 2 of X, etc., where X is the total number of boxes.
- Place the original School Return Summary on top of the materials in Box 1.
- Securely seal the boxes with heavy-duty packing tape.
- Send the To-Be-Scored boxes to the District Coordinator.

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

- Group the school's Not-To-Be-Scored documents for return. Include secure items from the Training Materials Shipment.
- Affix a YELLOW-colored return label on all boxes containing Not-To-Be-Scored documents.
- Place all the Not-To-Be-Scored materials into the YELLOW-labeled boxes.
- Count the number of Not-To-Be-Scored boxes that you are sending to the District Coordinator.
- Securely seal the boxes with heavy-duty packing tape.
- Send the Not-To-Be-Scored boxes to the District Coordinator.

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

- Copy all the required administration information for your files.
- Send originals of the following to the District Coordinator:
 - CELLA Administration Record/Security Checklist
 - 2012 CELLA Security Logs
 - Signed 2012 CELLA Administration and Security Agreement
- Be sure to include non-secure items from the Training Materials Shipment.
- As directed by your District Coordinator, return DCO materials in the white box or envelope.

Comment Form

- Go to <http://www.fldoe.org/aala/CELLA.asp> and complete the 2012 CELLA Customer Satisfaction Survey.

District Coordinator Checklist

Before Testing

IMPORTANT: All of the following items **MUST** be completed.

- Attend the FDOE developed training in the administration of the CELLA and review new procedures for 2012.
- Review the information in this manual, the Directions for Administration, the test books, Training CDs for Speaking, and Listening CDs at the appropriate levels.
- Sign the 2012 CELLA Administration and Security Agreement, in Appendix C.
- Train the School Coordinators. The School Coordinators are responsible for training the Test Administrators. Emphasize the importance of following the instructions for maintaining and returning materials.
- Communicate the process for collecting required administration information to the School Coordinators.
- Receive and review the electronic copy of all packing lists prior to receiving the materials. Ensure that the correct materials are being sent to each school participating in the CELLA.
- Receive and check the shipment of materials, making sure that each school will receive its assigned range of boxes.
- Maintain a record of all the secure materials' security numbers that you distribute to each school.
- Instruct the School Coordinators to inventory the contents of their boxes within 24 hours of receipt and ask them to report any missing materials to you immediately.
- Assist the School Coordinators, as needed, to provide additional Test Administrators or test locations for administering tests to students with permissible accommodations. Make all the necessary arrangements for test accommodations prior to the test dates.

During Testing

- Be available to answer questions from your School Coordinators.
- Provide the School Coordinators with additional materials as necessary.
- Monitor the administration of the CELLA at each participating school and ensure that security policies and procedures are being followed.

After Testing

- Review the instructions for returning materials found on pages 49–51.
- Receive the To-Be-Scored and Not-To-Be-Scored boxes from the School Coordinators.
- If there is a discrepancy in the number of boxes, contact the School Coordinator to reconcile the count before returning the boxes to Questar.

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

- Confirm the count of each school's Not-To-Be-Scored boxes with YELLOW labels.
- Group your district's Not-To-Be-Scored overage documents for return and sort them by grade.
- Affix a YELLOW-colored return label on all district boxes containing Not-To-Be-Scored documents.
- Place all the Not-To-Be-Scored materials into the YELLOW-labeled boxes.
- Count the number of Not-To-Be-Scored boxes with district materials.
- Write the sequence and total number of the boxes on each district box label with Box 1 of X, Box 2 of X, etc., where X is the total number of boxes.
- Securely seal the boxes with heavy-duty packing tape.

Arrange for Pick-up of Materials

- Call K2 Logistics and arrange for the pick-up of all boxes that are to be returned to Questar.
- Complete and sign the Bill of Lading (BOL) provided by the K2 driver.
- Save your copy of the BOL as record of the shipment.

Process the District Coordinator ONLY Boxes*

- Find and open each school's District Coordinator ONLY box/envelope containing the district-required forms and materials.
- Confirm that each school has sent the district-required forms and materials.
- Follow-up with the School Coordinator if any required forms or materials are missing.
- Review the required CELLA Administration Record/Security Checklists from each school.
- Notify the FDOE if any secure CELLA materials are missing, and complete the necessary internal investigation.
- Verify that all the 2012 CELLA Security Logs were completed, then file them.

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

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

Comment Form

- Go to <http://www.fldoe.org/aala/CELLA.asp> and complete the 2012 CELLA Customer Satisfaction Survey.
- Encourage the School Coordinators and Test Administrators in your district to go online to complete the 2012 CELLA Customer Satisfaction Survey.

APPENDIX A: TEST ACCOMMODATIONS

The CELLA Test Accommodations

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

1. Accommodations should facilitate an accurate demonstration of the English Language Learner's (ELL's) ability to use the English language.
2. Accommodations should not advantage the ELL unfairly and thus compromise the validity of the test results.
3. Accommodations used during testing should be similar to those used by the ELL to complete classroom activities and assessments.
4. Accommodations must be necessary for enabling ELLs to demonstrate their ability to use the English language.
5. Because ELLs can vary widely in their level of English proficiency, some students may need more time than others to complete the test. 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.

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. Test administrators may NOT translate directions to entire classes, especially if there are ELLs in the class whose heritage language the administrator does not speak.

The following accommodations may NOT be provided due to their impact on the construct of the test and the validity of the results:

1. Students may NOT respond to writing prompts through signed language. Signed responses that have been transcribed by a sign-language interpreter do not effectively measure a student's English writing skills.
2. Students may NOT respond to a signed interpretation of the Listening items. Responding to signed Listening items does not measure a student's ability to comprehend spoken English. It is recommended that ELLs who are unable to hear the Listening items be exempted from the Listening section of the CELLA. However, if amplification, speech reading, or other accommodations short of signing allow a student to perceive the Listening stimuli, the student should be allowed to take the Listening section with these accommodations. (See the subsection below that refers to Accommodations for ELLs who are Deaf or Hard-of-Hearing and the subsection on Assistive Devices.)
3. Students may NOT respond to Speaking section questions through signing. Signing and spoken English are separate languages. There are no usable evaluation criteria for signed responses. (The Speaking rubrics measure such things as accent and fluency, as well as grammar, syntax, and vocabulary use. An administrator who is interpreting a signed response would be unable to make an accurate judgment based on the current CELLA Speaking Scoring Rubric.) It is recommended that ELLs who are unable to produce spoken language be exempted from the Speaking section of the CELLA.
4. Test administrators may NOT sign the oral portion of the Reading and Writing items at Level A. A large number of the Reading and Writing items at Level A are designed to measure ELLs' understanding of sound-symbol relationships and ability to write orally dictated sentences. Sound-symbol relationships cannot be expressed through signing.

Students with Disabilities who have Current IEPs or 504 Plans

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

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

Listed on the following pages are the permissible accommodations divided into five categories: Presentation of Test Materials, Responding to Test Questions, Test Scheduling, Test Setting, and Assistive Devices. Note that accommodations for students who are visually or hearing impaired are discussed in greater detail later in this section.

See **Accommodations & Exemptions for ELLs who are Deaf or Hard-of-Hearing** on page 66 for more detailed instructions about administering the test to students who are deaf or hard-of-hearing and are also unable to produce spoken language. For students who are visually impaired, Braille and large-print versions of the test are available. See **Accommodations for ELLs Who are Visually Impaired** on page 67.

I. Presentation of Test Materials:

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

II. Responding to Test Questions:

- For multiple-choice questions, students may use varied methods to respond to the test, including written, signed, and verbal responses (or any other method a student might use to indicate responses). A scribe may transcribe the student's responses directly onto the answer sheet.
- For responding to constructed-response items in the Writing section, the following accommodations are allowable:
 - » Using writing guides to produce legible answers.
 - » Recording responses on special paper, such as raised line, shaded line, or color-coded, which would require that the responses are later transcribed onto an answer sheet by school/district personnel.

- » Dictating responses into a tape recorder would require that the responses are later transcribed onto an answer sheet by the School or District Coordinator and that the original tape is destroyed after testing is completed. Transcribed responses must accurately reflect the response of the student, without changes or corrections by the Test Administrator or School Coordinator.

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

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

III. Test Scheduling:

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

- » The Test Administrator must closely supervise the administration of the test on an individual basis to ensure that answers from the previous day are not changed and that the student does not preview parts of the test to be answered the following day.

IV. Test Setting:

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

V. Assistive Devices:

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

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

Students who are deaf and are also unable to produce spoken language should be exempted from both the Listening and the Speaking section. The teacher of each deaf or hard-of-hearing student should make a determination regarding whether or not the student is able to take the Listening or Speaking sections. Once a determination is made, the student's answer sheet should be marked to reflect any exemptions. (See box 22 on page 2 of the answer sheet.)

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

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

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

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

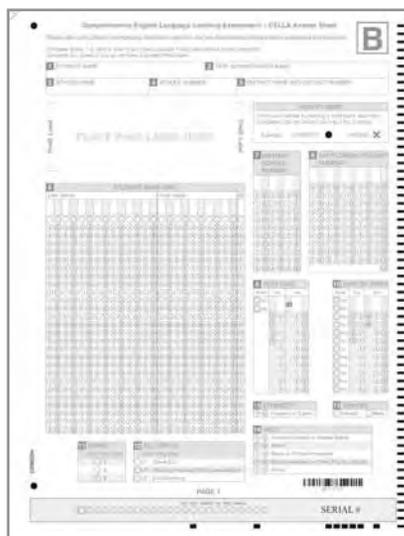
Levels B, C, and D Reading and Writing Sections: For the Reading and Writing sections, administrators may sign the directions and may use signing to answer any questions the students have about the directions. However, administrators may NOT use signing to explain the content of the Reading or Writing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

Accommodations for ELLs who are Visually Impaired

The Braille and large-print versions of the CELLA differ from the standard version of the test. For the 2012 administration of the CELLA, Braille tests will be available in both contracted and uncontracted Braille. Some questions have been omitted from the Braille version as inappropriate for students with limited vision. A list is provided on page 69 indicating which questions have been eliminated from the Braille test.

Preidentification (PreID) Labels and Gridding

Please apply the PreID label if it was provided for the student. If the PreID label was not provided, it is necessary to print and grid all the student's information.



Instructions

In Box 22, on page 2 of the Level B, C, or D Answer Sheet, bubble in the appropriate circle for contracted or uncontracted Braille, or the large-print version of the test. 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. For the remaining sections, please follow the directions provided on pages 12–19.

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

The regular-print version is not to be copied or used for any purpose other than to administer the test, and it must be returned to Questar along with the Braille and/or large-print versions of the test.

All Braille test responses must be transcribed by the Test Administrator on a regular-print answer sheet provided with the Braille test book. The read-aloud instructions for administering the CELLA, which appear in this manual, should be the basis for administering the Braille and large-print versions of the test. Some modifications to these instructions are required. The Test Administrator, with the assistance of the School Coordinator, should review these directions before administering a Braille test and modify the instructions as needed. The Test Administrator will need to use caution when recording the student responses on the answer sheet.

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

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

Timing

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

Recording Answers

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

For large-print: Students using the large-print test should record all answers on either the regular-print Level A test book or Level B, C, or D Answer Sheet.

Returning Test Materials

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

All answer sheets (the answer sheet for Level A is part of the test book) should be sorted by grade. A Document Count Form For To-Be-Scored Materials By Grade sheet must be completed for each grade being returned for scoring services. Detailed instructions for returning materials begins on page 44 of this manual.

Braille Tests

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

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

Omitted Questions & Notes to Test Administrators

Level A

The entire Level A test is omitted.

Level B

Listening

- Questions 1–8 are omitted.

Speaking

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

Writing

- Questions 20–23 are omitted.

Level C

Listening

- Questions 4–8 are omitted.

Speaking

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

Writing

- Questions 20–23 are omitted.

Level D

Listening

- Questions 1–8 are omitted.

Speaking

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

Writing

- Questions 20–23 are omitted.

Large-Print Tests

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

- large-print test book
- answer sheet, that matches the level being administered, to record student's responses

- large-print One-on-One Prompt Book
- Directions for Administration
- a copy of these instructions (Test Administration Manual: The CELLA Test Accommodations)

Omitted Questions & Notes to Test Administrators

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

**APPENDIX B:
FLORIDA TEST SECURITY
STATUTE AND RULE**

Florida Test Security Statute

1008.24 Test Security

1. It is unlawful for anyone knowingly and willfully to violate test security rules adopted by the State Board of Education for mandatory tests administered by or through the State Board of Education to students, educators, or applicants for certification or administered by school districts pursuant to s.1008.22, or the Commissioner of Education, or, with respect to any such tests, knowingly and willfully to:
 - a. Give examinees access to test questions prior to testing;
 - b. Copy, reproduce, or use in any manner inconsistent with test security rules all or any portion of any secure test book;
 - c. Coach examinees during testing or alter or interfere with examinees' responses in any way;
 - d. Make answer keys available to examinees;
 - e. Fail to follow security rules for distribution and return of secure test materials as directed, or fail to account for all secure test materials before, during, and after testing;
 - f. Fail to follow test administration directions specified in the test administration manuals; or
 - g. Participate in, direct, aid, counsel, assist in, or encourage any of the acts prohibited in this section.
2. Any person who violates this section is guilty of a misdemeanor of the first degree, punishable as provided in s.775.082 or s.775.083.
3. A district school superintendent, a president of a post-secondary educational institution, or a president of a non-public post-secondary educational institution shall cooperate with the Commissioner of Education in any investigation concerning the administration of a test administered pursuant to state statute or rule.

Florida State Board of Education – Test Security Rule

6A-10.042 Maintenance of Test Security

1. Tests implemented in accordance with the requirements of ss.1001.02(2)(d), 1008.22, 1012.56, 1004.93(7), 1008.29(8), and 1008.30, Florida Statutes, shall be maintained and administered in a secure manner such that the integrity of the tests shall be preserved.
 - a. Test questions shall be preserved in a secure manner by individuals who are developing and validating the tests. Such individuals shall not reveal in any manner, verbally or in writing, the test questions under development.
 - b. Tests or individual test questions shall not be revealed, copied, or otherwise reproduced by persons who are involved in the administration, proctoring, or scoring of any test.
 - c. Examinees shall not be assisted in answering test questions by any means by persons administering or proctoring the administration of any test.
 - d. Examinees' answers to questions shall not be interfered with in any way by persons administering, proctoring, or scoring the examinations.
 - e. Examinees shall not be given answer keys by any person.
 - f. Persons who are involved in administering or proctoring the tests or persons who teach or otherwise prepare examinees for the tests shall not participate, direct, aid, counsel in, or encourage any activity which could result in the inaccurate measurement or reporting of the examinees' achievement.
 - g. Each person who has access to tests or test questions during the development, printing, administration, or scoring of the tests shall be informed of specifications for maintaining test security, the provisions in statute and rule governing test security, and a description of the penalties for breaches of test security.
 - h. During each test administration, school district and institutional test administration coordinators and contractors employing Test Administrators and proctors shall ensure that required test procedures are being followed at all test administration sites. Officials from the Department are authorized to conduct unannounced observations of test administration procedures at any test administration site to ensure the testing procedures are being correctly followed.

2. Test materials, including all test books and other materials containing secure test questions, answer keys, and student responses, shall be kept secure and precisely accounted for in accordance with the procedures specified in the examination program administration manuals and other communications provided by the Department. Such procedures shall include but not be limited to the following:
 - a. All test materials shall be kept in secure, locked storage prior to and after administration of any test.
 - b. All test materials shall be precisely accounted for and written documentation kept by Test Administrators and proctors for each point at which test materials are distributed and returned.

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

APPENDIX C: FORMS AND SIGNS

2012 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 2012 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

TESTING



Please
Do Not Disturb

No Electronic Devices



**Permitted During
Testing**

**APPENDIX D:
SCORING RUBRIC HANDOUTS
& CHECKLISTS**

Speech Functions

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

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

Personal Opinion

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

Score	Rubric for <i>Personal Opinion</i>
2	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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

Story Retelling

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

Score	Rubric for <i>Story Retelling</i>
4	The student's response: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • is satisfactory in completing the task • shows adequate vocabulary resources • may display some grammatical errors that may interfere with communication • may display an accent, but errors of pronunciation and intonation only occasionally interfere with communication
2	The student's response: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • shows very limited vocabulary resources • does not demonstrate an understanding of English • is not comprehensible in English
NR	No Response

Story Retelling Checklist: This checklist provides guidance on specific ways in which the rubric should be applied to this item type. The checklist is not included as part of the Speaking script, but is provided here as an aid to focus your listening as you practice scoring student sample responses. The Story Retelling checklist includes five criteria on which to base your judgment: task completion, vocabulary, grammar, fluency, and pronunciation. As you score the sample responses on Tracks 60–74, refer as needed to both the checklist and the rubric.

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

Graph Interpretation

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

Score	Rubric for <i>Graph Interpretation</i>
4	The student's response: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • is satisfactory in completing the task • shows adequate vocabulary resources • may display some grammatical errors that may interfere with communication • may display an accent, but errors of pronunciation and intonation only occasionally interfere with communication
2	The student's response: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • shows very limited vocabulary resources • does not demonstrate an understanding of English • is not comprehensible in English
NR	No Response

Graph Interpretation Checklist: This checklist provides guidance on specific ways in which the rubric should be applied to the Graph Interpretation item type. The checklist is not included as part of the Speaking script, but is provided here as an aid to focus your listening as you practice scoring student sample responses. The Graph Interpretation checklist includes five criteria on which to base your judgment: completion of the summary task, completion of the comparison task, vocabulary, grammar, and fluency.

As you score the sample responses on Tracks 76–86, refer back to the checklist as well as the rubric as appropriate.

Notes:

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

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

Reading Aloud for Fluency

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

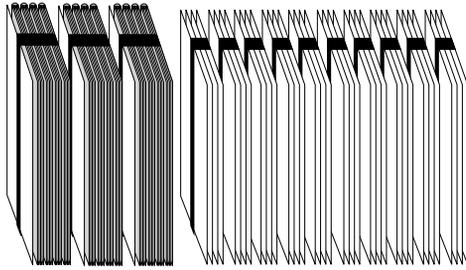
Score	Rubric for <i>Reading Aloud for Fluency</i> (Level A)
4	The student: <ul style="list-style-type: none"> • read at least 60 words correctly in 30 seconds • most often grouped words in meaningful phrases • heeded punctuation • used intonation and expression
3	The student: <ul style="list-style-type: none"> • read between 45 and 59 words correctly in 30 seconds • usually grouped words in meaningful phrases • usually heeded punctuation
2	The student: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • read fewer than 10 words correctly in English in 30 seconds • responded in a language other than English
NR	No Response

Score	Rubric for <i>Reading Aloud for Fluency (Level B)</i>
4	The student: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • read between 75 and 89 words correctly in 40 seconds • usually grouped words in meaningful phrases • usually heeded punctuation
2	The student: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • read between 25 and 60 words correctly in 40 seconds • included frequent long pauses between words • may not have indicated punctuation in response
0	The student: <ul style="list-style-type: none"> • read fewer than 25 words correctly in English in 40 seconds • responded in a language other than English
NR	No Response

APPENDIX E: PACKING DIAGRAM

TO-BE SCORED MATERIALS

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



All Used
Level A Test Books

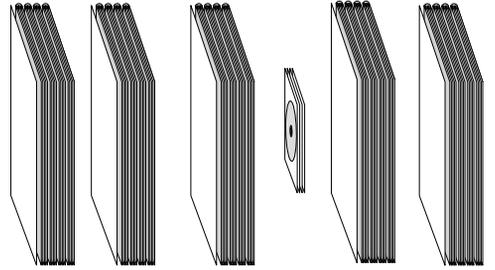
All Used
Level B Answer Sheets

All Used
Level C Answer Sheets

All Used
Level D Answer Sheets

NOT-TO-BE SCORED MATERIALS

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



All Unused
Level A Test Books

Level A One-on-One
Prompt Books

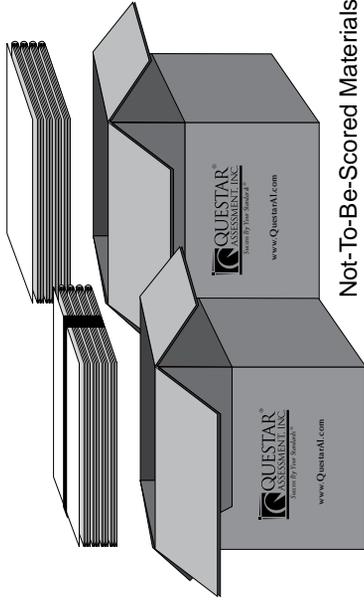
All Used and Unused
Levels B, C, and D
Test Books

Listening CDs

Directions for
Administration

Large-Print and
Braille Test Books

School Coordinator receives To-Be-Scored and Not-To-Be-Scored Materials, fills out the Document Count Form and School Return Summary, and places the materials in their appropriate box with the PEACH or YELLOW shipping labels affixed.



To-Be-Scored Materials

Not-To-Be-Scored Materials

(Place in Box 1 of X.)

Place Shipping
Label Here

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



Start with Box 1 of X

(X=Total number of boxes containing materials)



© 2005, 2010 by AccountabilityWorks. All rights reserved.
Developed by the *Educational Testing Service*.

