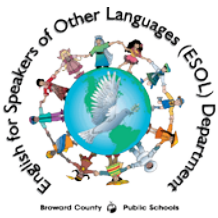




Comprehensive English Language Learning Assessment (CELLA) Professional Development

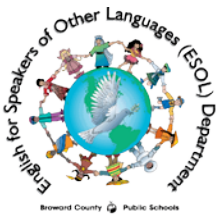
February 15 & 16, 2012

**Rock Island Professional
Development Center Room 501**



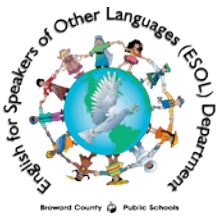
AGENDA

- ▶ Welcome and Introductions
- ▶ What's New for 2012
- ▶ Who Should Be Tested
- ▶ 2012 Comprehensive Schedule
- ▶ Purpose of the CELLA
- ▶ Management of Materials
- ▶ Administration of CELLA
- ▶ Practice Scoring
- ▶ Questions and Answers



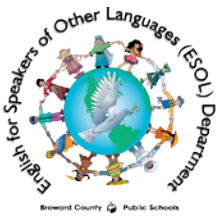
Purpose of CELLA

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



2012 Test Administration Manual

- ▶ The Test Administration Manual is your key to a smooth test administration process. Among other things, it includes
 - The 2012 CELLA Schedule
 - Test Administration Policies & Procedures
 - Students to Be Tested
 - Information about Large-Print & Braille Materials
 - Instructions on Gridding Demographic & Test Information on Answer Documents
 - Test Security Policies & Procedures
 - Test Invalidation Policies & Procedures
 - Checklists for Test Administrators and School Coordinators



2012 TEST ADMINISTRATION MANUAL

The TAM appendices include the following documents:

Appendix A: CELLA Test Accommodations

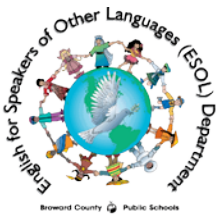
Appendix B: Florida Test Security Statute and Rule

Appendix C: Forms and Signs

- 2012 CELLA Administration and Security Agreement (*need 1 per School Coordinator and Test Administrator*)
- Blank CELLA Administration Record/Security Checklist (*Note: A prepopulated Checklist is available on ServicePoint, no password is needed*)
- 2012 CELLA Security Log (*need 1 per testing room*)
- Sign: TESTING - Do Not Disturb (*need 1 or more per testing room*)
- Sign: No Electronic Devices Permitted (*need 1 or more per testing room*)

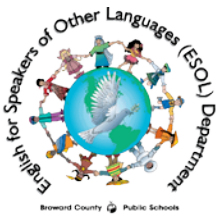
Appendix D: Scoring Rubrics & Checklists

Appendix E: Packing Diagram



2012 Test Administration Manual

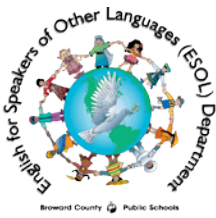
- ▶ The Test Administration Manual is to be used by two key players in the test administration process:
 - School Coordinator (*CELLA Coordinator*)
 - Responsibilities beginning on page 31.
 - Test Administrator
 - Responsibilities beginning on page 34.



WHAT'S NEW FOR 2012

- ▶ The 2012 administration of the CELLA is [March 5, 2012 to April 6, 2012](#).
- ▶ Students entered on [Survey 7 will receive a pre-identified student label](#).
 - The ELL Status must be entered correctly in order to use the PreID label.
 - The electronic version of the PreID Student Roster is available to District Coordinators on ServicePoint. The printed PreID Student Roster is included in the Testing Materials Shipment.
 - It is not required to grid the Grade Level in Box #11 on a pre-identified answer sheet.
- ▶ Training materials will be delivered to districts on [January 25, 2012](#) and test materials on [February 13, 2012](#).
 - The term “SECURE MATERIAL — MUST RETURN” now appears above the security barcode of all secure materials.
 - Test books are NOT included in the schools’ Training Materials Shipment.

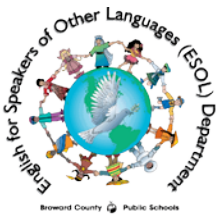
(continued on next slide)



WHAT'S NEW FOR 2012

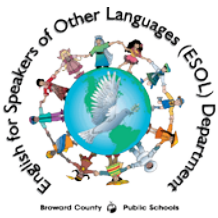
- ▶ The District Coordinator Only (DCO) white box is the first box in the schools' Testing Materials Shipment. This box also has a black stripe to distinguish it from District boxes. **Flat white boxes are not provided this year.**
 - The Train-the-Trainer Manual and CD have been discontinued.
- ▶ The **Training CDs for Speaking are no longer secure materials** and should be packaged with the DCO materials.
- ▶ The Test Administrator may administer the CELLA sections in any order.
- ▶ 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.
- ▶ **Two test book colors have changed.** Level C is tan and Level D is green.

(continued on next slide)



WHAT'S NEW FOR 2012

- ▶ Levels B, C, and D now have separate answer sheets. The answer sheets are color-coded to their corresponding test book.
- ▶ The TAM now contains the CELLA Test Accommodations section and the Scoring Rubrics handouts (Appendix D).
- ▶ The DFA has been redesigned.
 - The Examiner's text is now boxed.
 - The Scoring Guides are now grouped together and are in the back of the manual, to facilitate training sessions.
 - The cover is yellow, to distinguish it from the TAM.
- ▶ The color of the To-Be-Scored Return labels is now described as "PEACH."

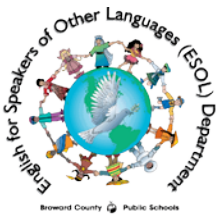


Who should be tested?

- ▶ All students enrolled in the district (grades K-12) and classified ELL, with a code of “LY”, at the time of testing must be administered the CELLA.
- ▶ All students coded “LF” on or after **September 1, 2011**.

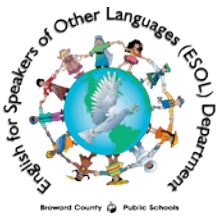
LY = student is an English Language Learner and is enrolled in ESOL Program.

LF = student is being monitored for a two-year period after having exited the ESOL Program.



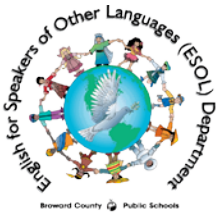
How do I know which students need to be tested?

- ▶ Test all students for whom you receive a LABEL.
- ▶ Identify the students you need to test who did not receive a label using your LEP Roster.
- ▶ Print a current LEP Roster Summary (LY and LF).
 - Identify students on your LEP Roster who do not have a label, but meet the criteria to be tested.
 - Grid corresponding information for these students (pg. 13 of TAM).
 - Make sure you test all appropriate students.



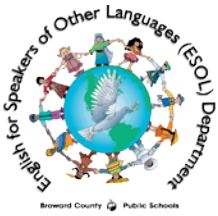
Support to Schools

- ▶ Due to limited district staff, schools with 230 or more ELLs will be provided limited assistance with the one-on-one administration.
- ▶ Schools with fewer than 230 ELLs may contact their Area Office to request assistance if needed.



2012 CELLA Schedule

Train-the-Trainer (new coordinators)	February 15 & 16, 2012
Adobe Connect Training (updates)	February 17, 2012
Receipt of CELLA Testing Materials	February 13, 2012
CELLA Test Administration Window	March 5 – April 6, 2012
CELLA Group Administration	March 19 – 23, 2012



CELLA Test Administration Window

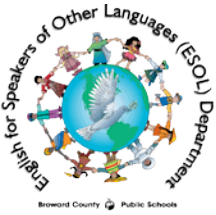
March 5 – April 6, 2012

CELLA Group Administration

March 19 – 23, 2012

MARCH				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

APRIL				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				



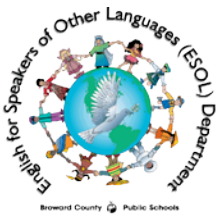
How will results from CELLA be used?

- ▶ Results will provide:
 - data for charting student progress over time
 - information about language proficiency levels of individual students that can be used in making decisions regarding exit from ESOL* programs
 - useful information about students' strengths and weaknesses in English

CELLA results will NOT be used:

- for grade-level placement
- for grade promotion or retention decisions

*No Child Left Behind



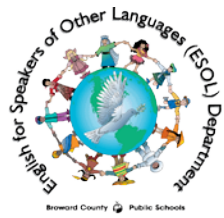
Purpose of AMAO

(Annual Measurable Achievement Objectives)

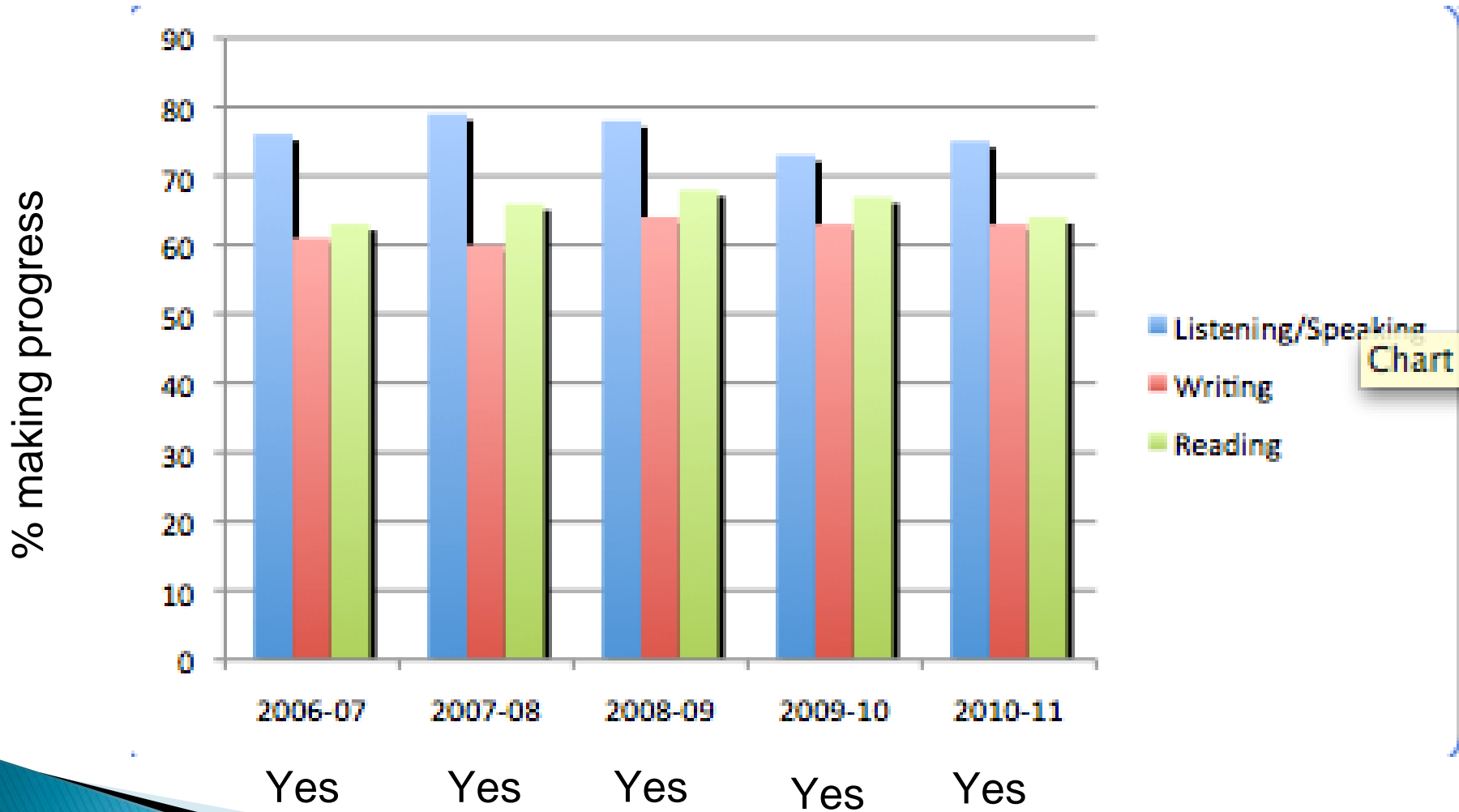
Most importantly, CELLA assesses students to determine two primary objectives:

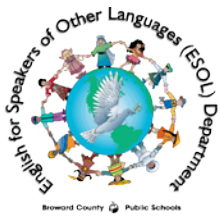
- AMAO 1 – Progress on English Language Acquisition
- AMAO 2 – Progress in the Percentage of students who have become Proficient in English Language Acquisition
- AMAO 3 – Attainment of Academic Standards based on the FCAT

*No Child Left Behind

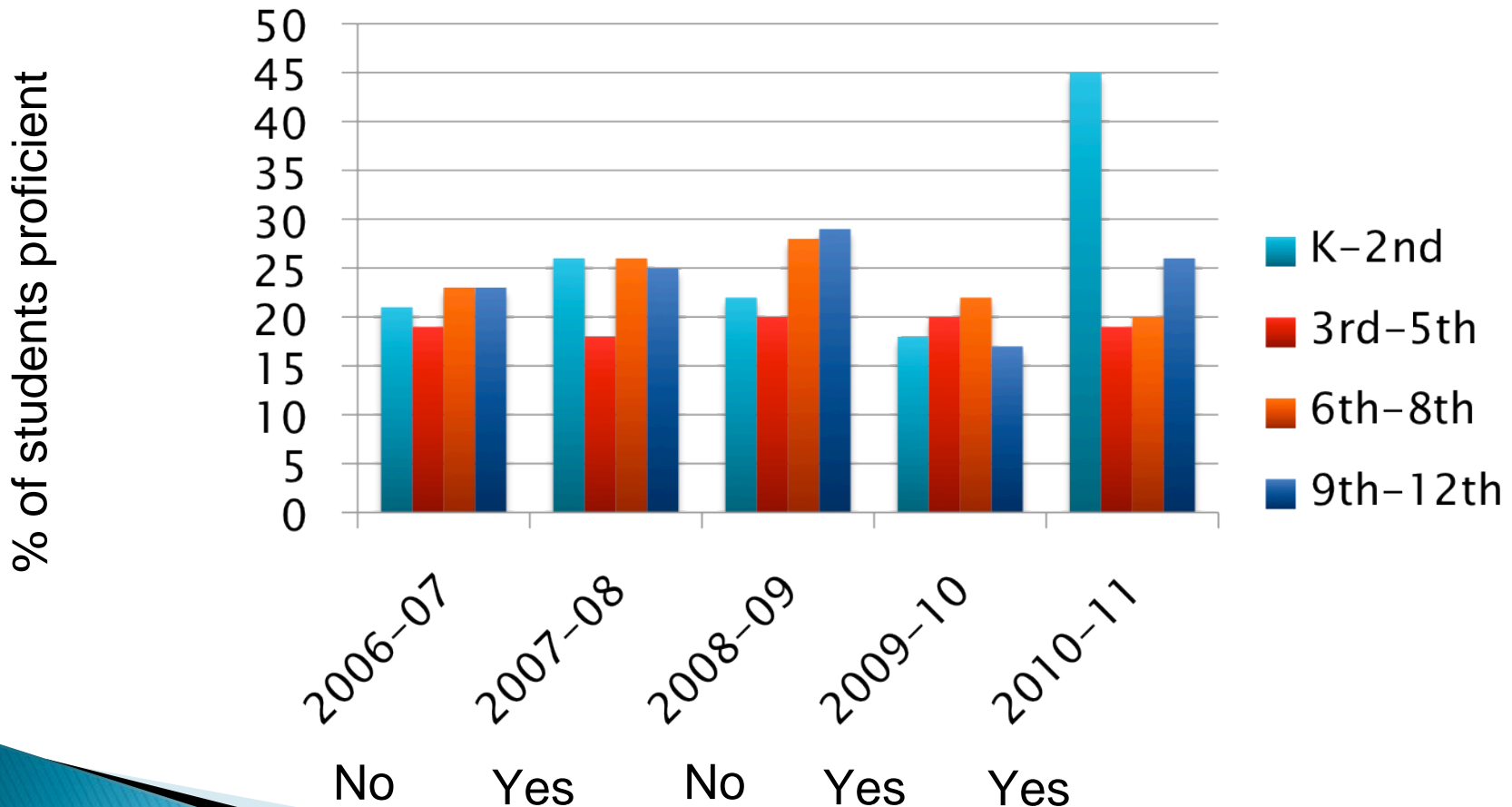


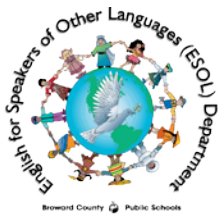
AMAO 1 – Progress on English Language Acquisition



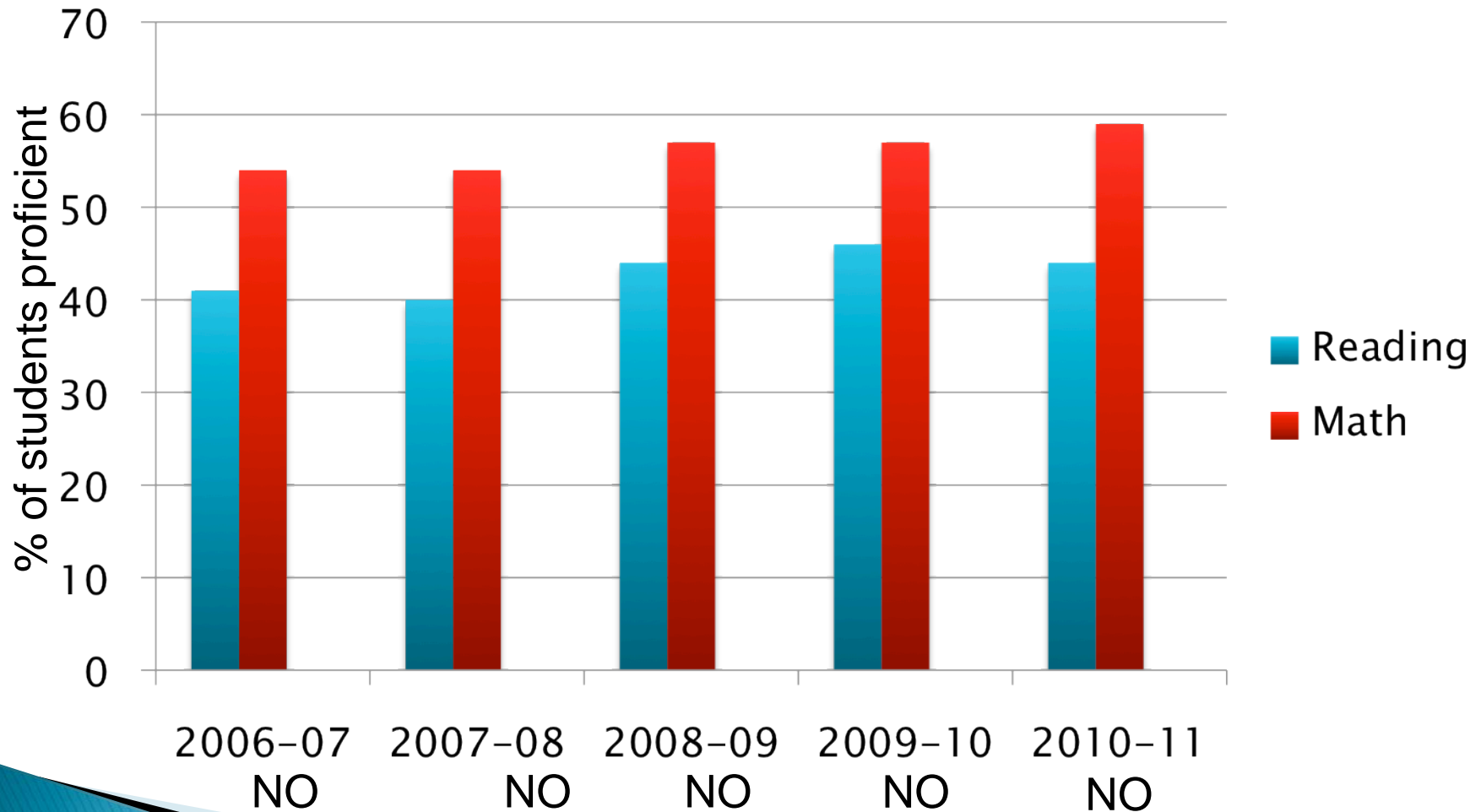


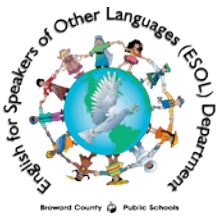
AMAO 2 – Progress in the Percentage of Students who have become Proficient in English Language Acquisition





AMAO 3 – Attainment of Academic Standards based on the FCAT

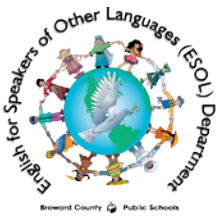




AMAO Trend Data

	AMAO 1	AMAO 2	AMAO 3	Met All AMAOs
06-07	YES	NO	NO	NO
07-08	YES	YES	NO	NO
08-09	YES	NO	NO	NO
09-10	YES	YES	NO	NO
10-11	YES	YES	NO	NO

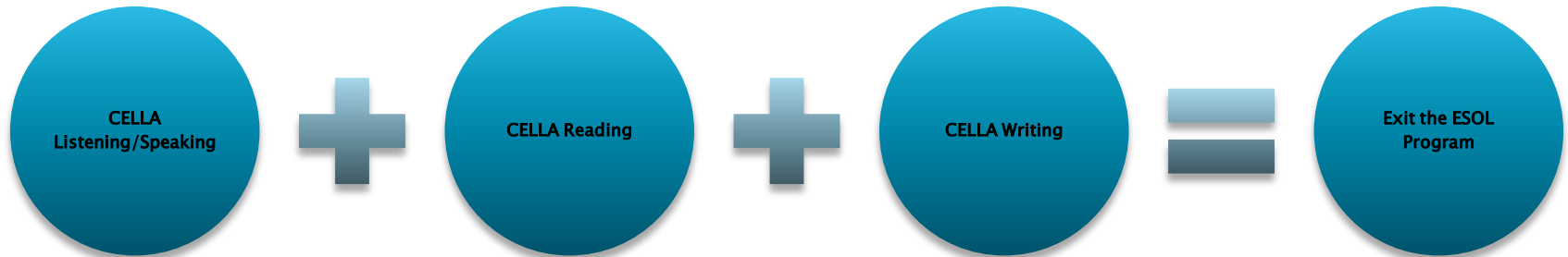
*As with AYP, failure to meet one of the AMAOs will result in a NO.



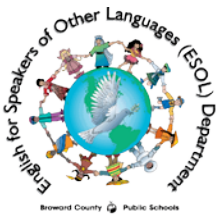
Exit Criteria Grades K-2 CELLA



Student must be Proficient at the applicable grade level on each subtest of CELLA.



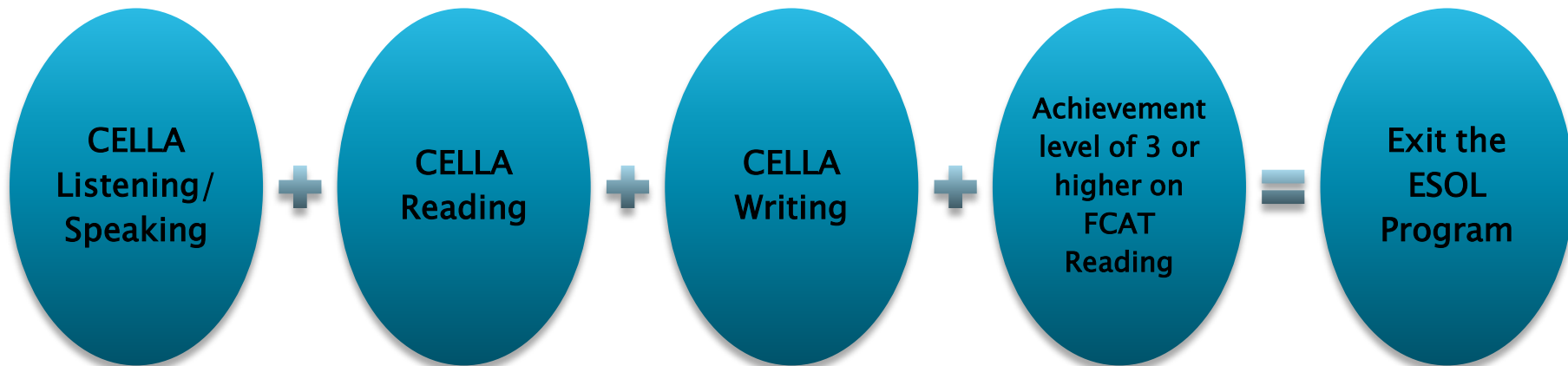
Notwithstanding a student's CELLA scores, upon the request of a teacher, counselor, administrator, or parent, a student who has been classified as an ELL and enrolled in an ESOL Program may be re-evaluated for English language proficiency to determine future placement by convening an ELL Committee and administering an assessment which must cover all 4 domains, including Listening, Speaking, Reading, and Writing, no earlier than 30 schools days prior to the ELL Committee's determination.



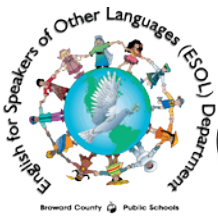
Exit Criteria Grades 3-9 CELLA and FCAT



Student must be Proficient at the applicable grade level on each subtest of CELLA.



Notwithstanding a student's CELLA scores, upon the request of a teacher, counselor, administrator, or parent, a student who has been classified as an ELL and enrolled in an ESOL Program may be re-evaluated for English language proficiency to determine future placement by convening an ELL Committee and administering an assessment which must cover all 4 domains, including Listening, Speaking, Reading, and Writing, no earlier than 30 schools days prior to the ELL Committee's determination.



Overview of CELLA

Test Sections	Test Format
Listening	All Multiple Choice
Speaking	All Constructed Response
Reading	All Multiple Choice
Writing	Multiple Choice & Constructed Response

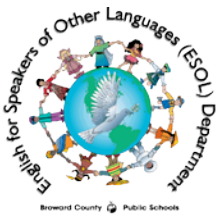
Test Levels:

Level A (Grades K-2)

Level B (Grades 3-5)

Level C (Grades 6-8)

Level D (Grades 9-12)



CELLA Item Types

Listening

- Listen & Match
- Picture Description
- Short Talks
- Extended Listening

Reading Vocabulary

- Synonym
- Antonym
- Idiom
- Root & Affix

Writing Multiple Choice

- Grammar, structure & written expression
- Paragraph choices
- Recognizing errors

Speaking

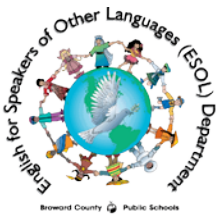
- Oral Vocabulary
- Speech Functions
- Personal Opinion
- Story Retelling
- Graph Interpretation

Reading Comprehension

- Main Idea
- Detail
- Inference/Prediction
- Reference
- Rhetorical Elements
- Vocabulary in Context

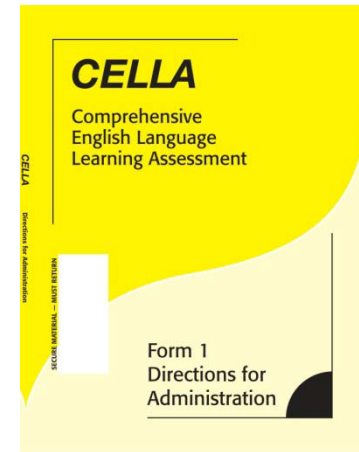
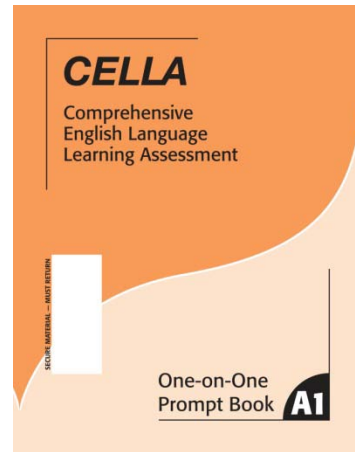
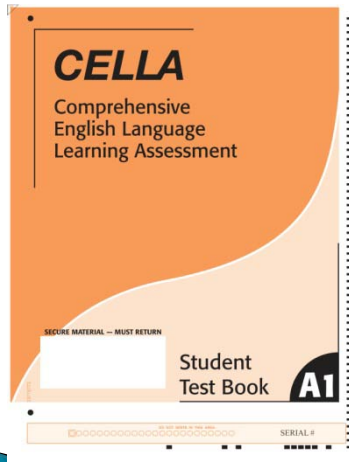
Constructed Response

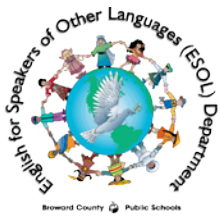
- Writing sentences
- Writing paragraphs



LEVEL A TEST MATERIALS

- Student Test Book
- One-on-One Prompt Book
- Levels A1 & B1 Listening CD
- DFA

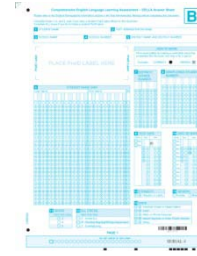
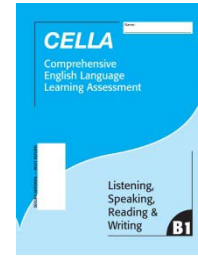




ADMINISTERING LEVEL B, C, or D TEST MATERIALS

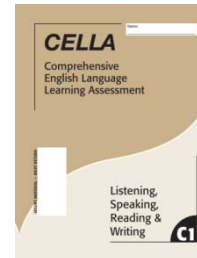
Level B:

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



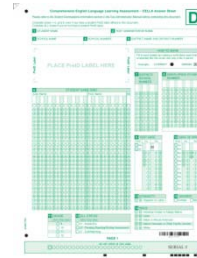
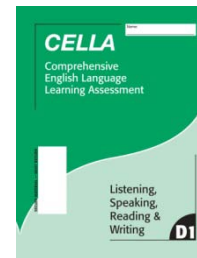
Level C:

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



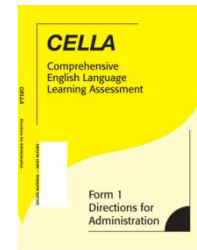
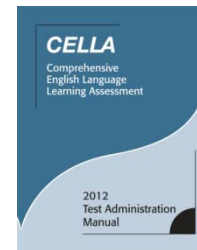
Level D:

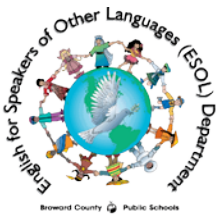
- ▶ Level D1 Test Book
- ▶ Levels C1 & D1 Listening CD
- ▶ Level D Answer Sheet



Levels B, C, and D:

- ▶ TAM
- ▶ DFA





CELLA



Management of Materials



Test Security

- ▶ All CELLA testing materials are to be kept secured before, during, and after testing.
- ▶ Test Administrators must be able to account for ALL test materials assigned to them.
- ▶ Test Administrators will be asked to sign the **2012 CELLA Administration and Security Agreement** at each school site.

Form is on page 79
of TAM

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 _____

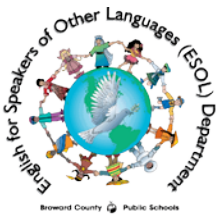
Print Name of Test Administrator
or School Coordinator _____

Print Title of Test Administrator
or School Coordinator _____

Signature _____

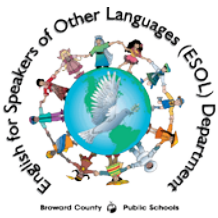
Date _____

NOTE: The Test Security Policy is on page 23 of the Test Administration Manual.



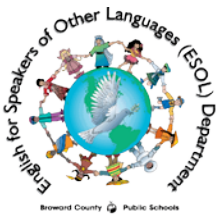
CELLA Test Security

- ▶ Schools **MUST** account for and return to District all secure test materials.
- ▶ Materials are tracked using security barcodes. Has “Secure Material- Must Return” written on each.
- ▶ Required Administration Information must be recorded
- ▶ Secure documents should never be destroyed (shredded) except for soiled documents (e.g., due to a student’s illness).



2012 TRAINING MATERIALS SHIPMENT

- ▶ Each school will receive complete kits containing the materials below.
 - Two Test Administration Manuals
 - DFA
 - Set of six CDs
 - Four Training CDs for Speaking, one per level



PACKAGING AND DELIVERY OF TRAINING MATERIALS

Training Materials were:

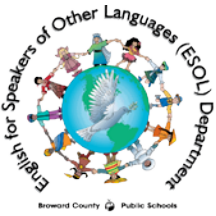
- delivered to your schools in late January.

Testing Materials will be:

- delivered to your schools in late February.
- Inventory your materials and save your boxes for material return

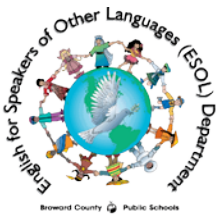
Reminders:

- Return Shipping labels are included in the Testing Materials Shipment and NOT in the Training Materials Shipment.



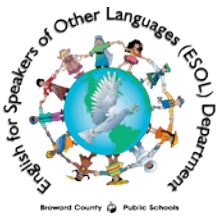
2012 TESTING MATERIALS SHIPMENT

- ▶ A1, B1, C1, and D1 test books (*packaged in 10's*)
- ▶ Level A One-on-One Prompt books
- ▶ 2012 TAM
- ▶ DFA
- ▶ Level B, C, or D Answer Sheets (*packaged in 10's*)
- ▶ A1 & B1 and C1 & D1 Listening CDs
- ▶ PreID Student Labels and Rosters
- ▶ Training CDs for Speaking (*Levels A, B, C, and D*)
- ▶ Large-print and Braille test materials (*if ordered*)
- ▶ Paper Bands
- ▶ Materials Return Kits (*including Return Shipping Labels, Document Count Form and School Return Summary*)



Delivery of Test Materials

- ▶ PreID labels/rosters for students identified in Survey 7 will be provided.
- ▶ Test materials will be delivered to all schools at the end of February (around the 23rd).
- ▶ A comprehensive packing list of all materials sent to a school will be in Box 1 of the school boxes.

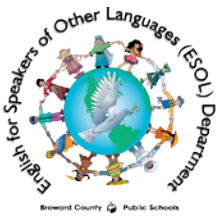


Accommodated Format Materials

- ▶ The CELLA is available in the following accommodated versions:
 - Large-print
 - Contracted Braille
 - Uncontracted Braille

- ▶ There is no Braille version of the Level A test.

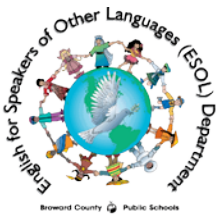
- ▶ Information must be transcribed before sending back to the district.



Additional Materials

If you require additional testing materials
email the Assessment Materials
Conference at

assessment.materials@browardschools.com

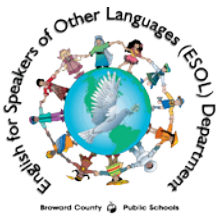


Test Accommodations

- ▶ Appendix A in Test Administration Manual addresses ALL allowable accommodations (begins on page 61):
 - Students with Disabilities with Current IEPs
 - Students with Section 504 Plans

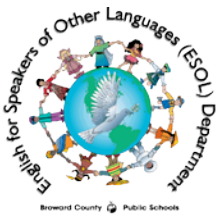
- ▶ Not-Permitted Accommodations
 - List of not-permitted accommodations is included on page 62.

- ▶ Guidance on accommodations for Deaf or Hard-of-Hearing can be found on page 64.



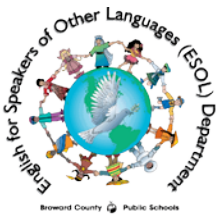
CELLA Test Accommodations for ALL students

- ▶ Test administrators should ensure all students are given sufficient time to complete the test.
- ▶ Test administrators may use the home language of the ELLs to translate the directions to individual students, if feasible.
- ▶ Assistance by way of an ELL's home language *should be provided on an individual basis* as questions arise, if feasible.
- ▶ Page 62 in the Test Administration Manual addresses NOT permissible accommodations.



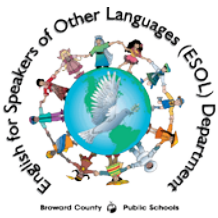
NOT Permissible

- ▶ Students may NOT use translation dictionaries as the CELLA is designed to measure English language skills.
- ▶ Test Administrators may NOT give ELLs help in the ELLs' home language on specific test questions NOR translate any part of the test other than the directions.
- ▶ Test Administrators may NOT translate directions to the entire class, especially if there are ELLs in the class whose home language the administrator does not speak.



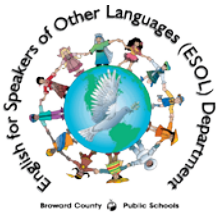
PreID Labels and Answer Sheets

- ▶ All ELLs entered on Survey 7 will receive a pre-identified student label.
- ▶ The electronic version of the PreID Student Roster is available on ServicePoint. The printed PreID Student Roster is included in the Testing Materials Shipment.
- ▶ It is not required to grid the Grade Level in Box #11 on a pre-identified answer sheet.
- ▶ Test Administrators are responsible for applying the PreID labels to the Level A test books or the Levels B, C, and D Answer Sheets before testing begins.



Receipt of PreID Labels

- ▶ PreID labels will be provided to each school.
- ▶ Labels are packaged alphabetically by grade within each school.
- ▶ Reminders:
 - Do NOT use PreID labels from previous test administrations.
 - Do NOT apply a label over another label.



PreID Label Sample

PreID Label

STUDENTLASTNAM, SAMPLEFIRS A SID: 6789X
DIST/SCH: 99-9999 ELL: LY ESE: K
Your School Name Accnm: Y Dist Use: 1234567890
DOB: 03/01/XX GEN: M R/E: A GRD: XX CELLA 2012

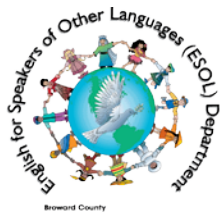


13343220 - 3

PreID Label

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

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



PreID Label Sample

Florida CELLA

Spring 2012
PreID Roster

DISTRICT: 09 FLORIDA DISTRICT

SCHOOL: 09-0999 FLORIDA SR HIGH

Barcode	Last	First	MI	GRADE	Student ID	GENDER	ETHNICITY	RACE	PRIM EXC P ESE	ELL	LARGE PRINT	BRAILLE	DOB
12345678-9	LastName1111111117	FirstName12	M	10	1234567890	M	Y		H	LY	Y		03/01/1996
12345679-8	LastName1111111117	FirstName12	M	11	1234567891	F	N	W				Y	12/31/1995
12345680-7	LastName1111111117	FirstName12	M	09	1234567892	M	N	A	M	LP			11/23/1997
12345681-6	LastName1111111117	FirstName12	M	12	1234567893	F	N	M		LF			01/09/1995

ELL:
Definitions for the three ELL types can be found on page 9 of the Test Administration Manual

Large Print: Y - Yes
Blank - No
Braille: Y - Yes
Blank - No

Primary Exceptionality:

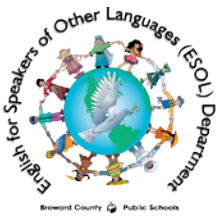
C - Orthopedically Impaired
F - Speech Impaired
G - Language Impaired
H - Deaf or Hard of Hearing
I - Visually Impaired
J - Emotional/Behavioral Disability
K - Specific Learning Disability
L - Gifted
M - Hospital/Homebound
O - Dual-Sensory Impaired
P - Autism Spectrum Disorder
S - Traumatic Brain Injured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

Race:

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

Ethnicity:

Y - Hispanic or Latino
N - Not Hispanic or Latino

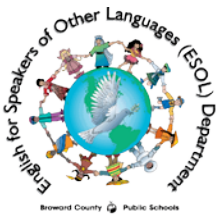


Answer Sheets With PreID Labels

- ▶ Even if the student has a PreID label, the following information **MUST** be provided and gridded on the Test Book or Answer Sheet.

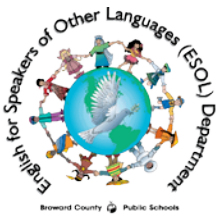
- ▶ These boxes address the following information:
 - Box 1 Student Name
 - Box 2 Test Administrator Name
 - Box 3 School Name
 - Box 4 School Number
 - Box 5 District Name and District Number
 - Box 9 Test Date

NOTE: This information is found on page 22 of the Test Administration Manual.



Answer Sheets Without PreID Labels

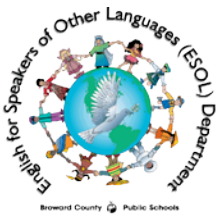
- ▶ On answer sheets without PreID labels, additional boxes must be gridded.
 - List of required boxes is provided on page 13 of the Test Administration Manual.
 - Certain boxes may ONLY be gridded by school personnel.
 - Other boxes may be gridded either by school personnel OR by the student.



Non-identified 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 the ESOL Program
(based on Entry Date)
- Box 19 Title III – (Mark all students YES)
- Box 20 Date of the Home Language Survey
- Box 21 Do Not Score (If Applicable)
- Box 22 Accommodations (*If applicable, large print and deaf/hard of hearing*)
- Box 23 Receives Special Services
- Box 24 Program Participation (Bubble ESOL for LY students, leave blank for LF Students)

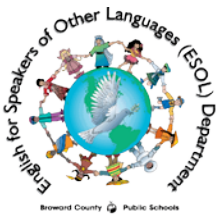


Non-identified Students

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

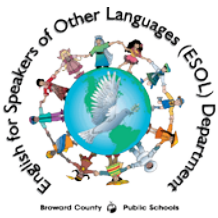
Box 9	Test Date
Box 10	Date of Birth
Box 11	Grade/Test Level
Box 13	Ethnicity
Box 14	Race
Box 15	Gender
Box 16	Home Language



Return of Test Materials to Student Assessment Department

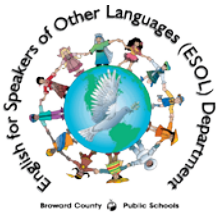
- ▶ Please follow the instructions for packing your test materials found on pages 44-48 of your manual.
- ▶ **TO BE SCORED** testing materials may be returned as soon as the school has finished assessing all eligible students.
- ▶ If you are returning materials early, please send an email to Karl Yeats at karl.yeats@browardschools.com
- ▶ Pony pickup of materials is April 5th for Charter Schools and April 9th for Non-Charter schools. If materials are not picked up on that day, they must be hand-delivered to the Student Assessment Department.





Return of Test Materials: Test Administrator Responsibilities

- ▶ Inventory all to make sure there are no missing materials.
- ▶ Separate test materials into To-Be-Scored and Not-To-Be-Scored piles.
- ▶ Separate To-Be-Scored materials by grade, and place a paper band around each grade.
- ▶ Return 3 stacks of materials to the School Coordinator:
 - To-Be-Scored materials
 - Not-To-Be-Scored materials
 - Administration Record and Security Checklist and 2012 CELLA Security Log



Test Materials Type

To-Be-Scored Materials:

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

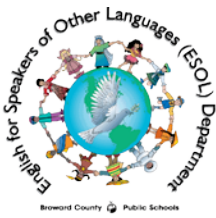
Not-To-Be-Scored Materials:

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

District Coordinator Only Materials:

- **Administration Records and Security Checklists**
- Security Logs

*CELLA Test Administration Manuals, Extra Document Count Forms, may be destroyed on site

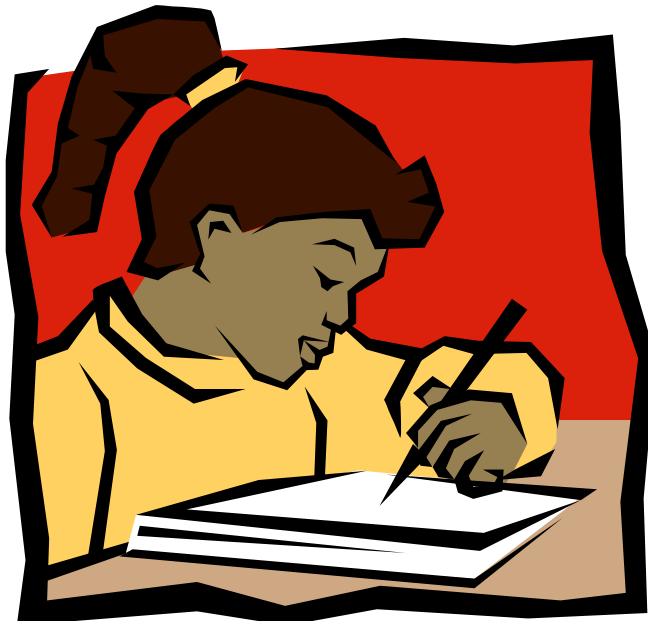


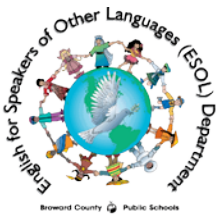
Return of Test Materials: School Coordinator Responsibilities

- ▶ Inventory materials to make sure none are missing.
- ▶ Fill out Document Count Forms (**purple**, 1 per grade, per school).
- ▶ Fill out School Return Summary Forms (**red**, 1 per school).
- ▶ Pack To-Be-Scored in boxes. Seal boxes and place a **PEACH** (looks cherry red) label on top of each box.
- ▶ Pack Not-To-Be-Scored materials in separate boxes. Seal boxes and place a **YELLOW** label on top of each box.
- ▶ Pack the “District Coordinator ONLY” materials in the white box with the black stripe provided in your materials. Write District Coordinator Only / School Name / School Number on the top of the box.
- ▶ Return boxes to Student Assessment via Pony no later than **April 5th for Charter Schools and April 9th for Non-Charter schools.**



Test Administration



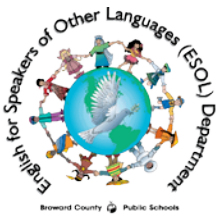


Test Setting

- ▶ Classroom settings:
 - Free of distractions
 - Good illumination
 - Comfortable seating
 - Good ventilation

- ▶ Avoid testing students in areas designed for large groups:
 - Cafeteria
 - Gymnasium
 - Auditorium

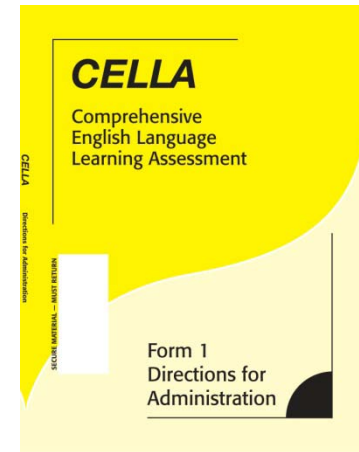
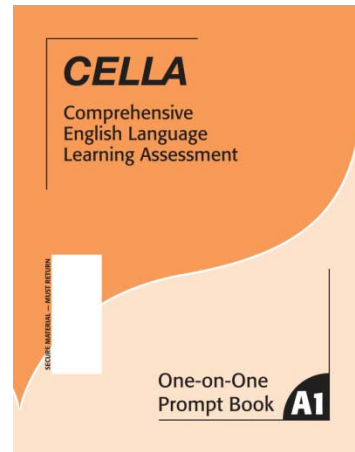
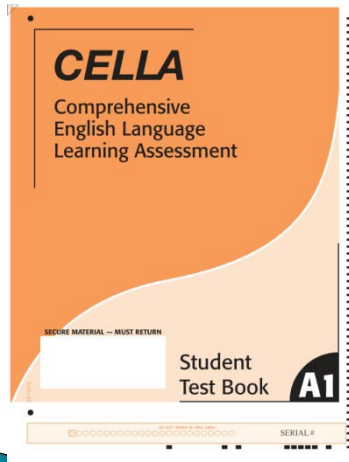
Refer to pg. 34-35 TAM

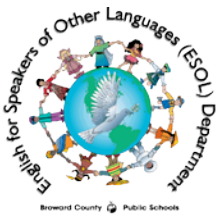


LEVEL A TEST MATERIALS

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

- Student Test Book
- One-on-One Prompt Book
- Levels A1 & B1 Listening CD
- DFA





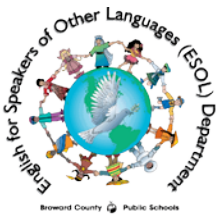
Administering LEVEL A



- ▶ Individually Administered Sections:
 - **REQUIRED:**
 - All sections of CELLA must be **individually** administered to students in Kindergarten.
 - The One-on-One section must be **individually** administered to Grades 1 and 2.

- ▶ Group-Administered Sections:
 - Grades 1 and 2 may take Listening, Reading and Writing in small groups.

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



LEVEL A Sections

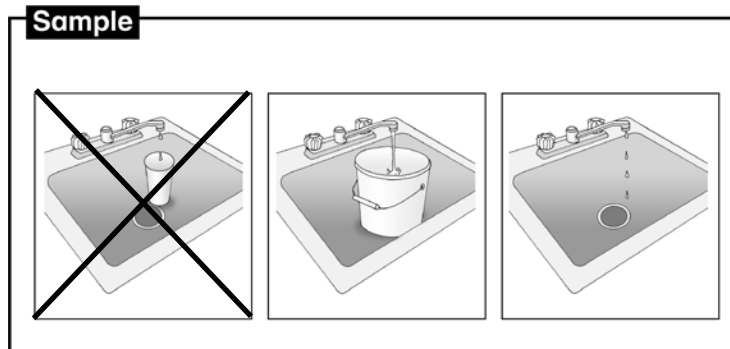
Level A Sections	Administration Features	Approx. Time Gr. K-1	Approx. Time Gr. 2
Listening	<ul style="list-style-type: none"> •Individual administration is required for Kindergarten •Small-group administered for grades 1-2 •Test Administrator reads script or plays CD 	15 min.	15 min.
Reading (Grade 2 includes “extension”)	<ul style="list-style-type: none"> •Individual administration is 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 is 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.

LEVEL A

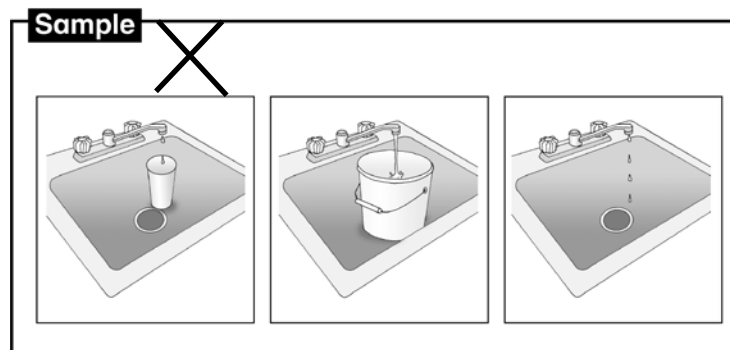
Student Responses

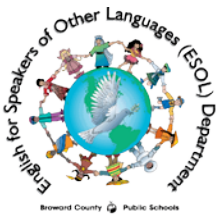
- ▶ Students respond by marking an X completely over the correct response in the test booklet. Test Administrators must make sure students understand how to do this correctly.

Correct



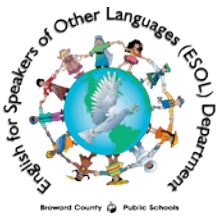
Incorrect





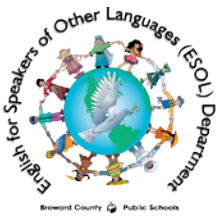
LEVEL A LISTENING Item Types

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



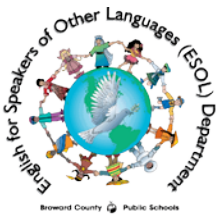
LEVEL A LISTENING

- ▶ The Listening section is paced by a script that can be delivered in one of two ways:
 - Recorded Delivery: playing the CD
 - Teacher Delivery: reading the script aloud
- ▶ Approximate testing time: 15 minutes



LEVEL A READING

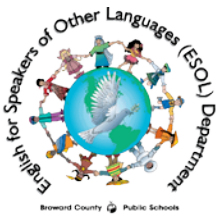
- ▶ The **Reading** section contains
 - Core items (#1–15)
 - for all students **grades K–2**
 - read aloud by the Test Administrator
 - approximate testing time: 15 minutes
 - Extension items (#16–25)
 - for **grade 2 only**
 - completed by the student independently
 - approximate testing time: 20 minutes



LEVEL A READING

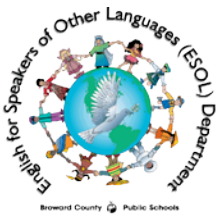
Item Types

- ▶ Three Reading item types:
 - Listen and Match: The student identifies individual letters or words.
 - Short Reading Comprehension: The student reads single sentences and very short paragraphs and answers MC* questions.
 - Extended Reading Comprehension: The student independently reads multiple-paragraph stories and answers MC questions.



LEVEL A WRITING

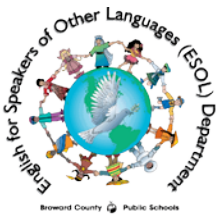
- ▶ The **Writing** section contains
 - Core Items (#1–7)
 - for all students **grades K–2**
 - read aloud by the Test Administrator
 - approximate testing time: 15 minutes
 - Extension items (#8–16)
 - for **grade 2 only**
 - completed by the students independently
 - approximate testing time: 15 minutes



LEVEL A WRITING Item Types

- ▶ Three Writing item types in the Core* section:
 - Dictated Letters: The student spells a name or word letter-by-letter after prompting.
 - Dictated Words: The student spells a particular word after prompting.
 - Descriptive Sentences: The student looks at a picture and creates a sentence related to the picture.

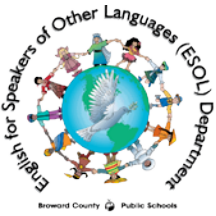
▶ *for all K-2 students



LEVEL A WRITING Extension* Items

- ▶ Three additional Writing item types in the Extension* section:
 - Dictated Sentences: The student writes a dictated sentence.
 - Multiple Sentences: The student looks at a picture and writes multiple sentences based on the picture.
 - Editing: The student identifies which parts of sentences have errors in them by marking directly on the word.

*for grade 2 students only



LEVEL A ONE-ON-ONE ITEM TYPES

▶ Seven One-on-One item types:

Listening Vocabulary: The student looks at a picture and points to objects as requested.

Oral Vocabulary: The student looks at objects and names them.

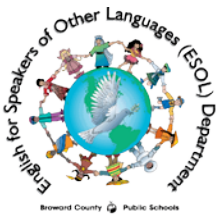
Speech Functions: The student asks a question after prompting.

Personal Opinion: The student gives his or her opinion and supports that opinion.

Story Retelling: The student hears a story and repeats it.

Print Concepts: The student points to different elements of print on a page.

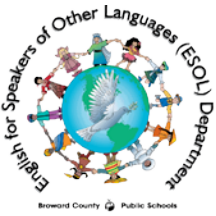
Reading Aloud for Fluency: The student demonstrates his or her reading fluency by reading text aloud for 30 seconds.



LEVEL A ONE-ON-ONE

- ▶ The One-on-One section is administered individually using the One-on-One Prompt Book.
- ▶ Test Administrators score the student's responses and record the scores on page 39 of the Level A Test Book in the One-on-One Scoring Section.

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

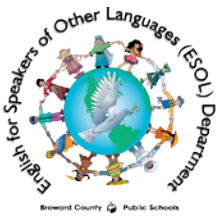


PROBING QUESTIONS AND PROMPTS

- ▶ When administering the One-on-One section, it is important to keep in mind the rules regarding prompting:
 - If the student does not initially understand a prompt, **repeat the prompt**, varying speed and intonation as appropriate.
 - If a student's response is too brief to accurately represent the student's speaking ability, **ask probing questions** as appropriate.

Probing questions can be used to:

- Get the student started speaking
- Clarify the question itself, if that will help
- Encourage the student to expand or elaborate
- A probing question **must NOT** introduce a new topic or provide vocabulary needed for a response.

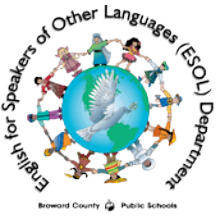


The Stopping Rules



- ▶ The Stopping Rule is ONLY applicable to individually administered sections.

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



LEVEL A ONE-ON-ONE ITEM TYPES

▶ Seven One-on-One item types:

Listening Vocabulary: The student looks at a picture and points to objects as requested.

Oral Vocabulary: The student looks at objects and names them.

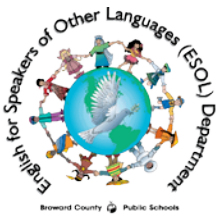
Speech Functions: The student asks a question after prompting.

Personal Opinion: The student gives his or her opinion and supports that opinion.

Story Retelling: The student hears a story and repeats it.

Print Concepts: The student points to different elements of print on a page.

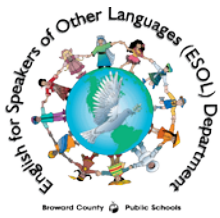
Reading Aloud for Fluency: The student demonstrates his or her reading fluency by reading text aloud for 30 seconds.



Administering LEVELS B, C, and D

- ▶ Individually Administered Section:
 - The Speaking section must be individually administered to all students.

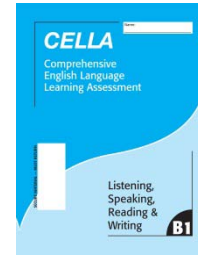
- ▶ Group-Administered Sections:
 - The Listening, Reading, and Writing sections are administered in small groups.



ADMINISTERING LEVEL B, C, or D TEST MATERIALS

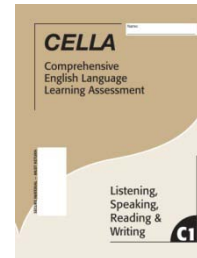
Level B:

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



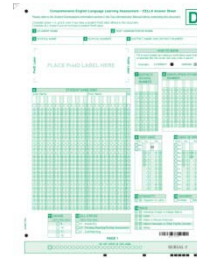
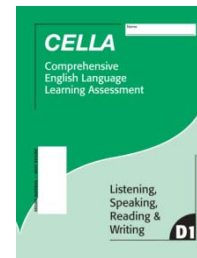
Level C:

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



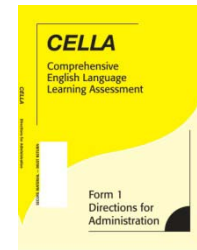
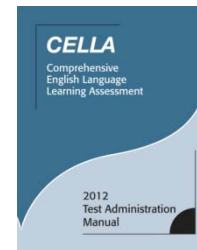
Level D:

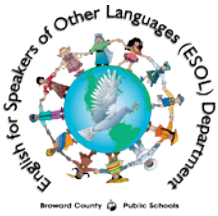
- ▶ Level D1 Test Book
- ▶ Levels C1 & D1 Listening CD
- ▶ Level D Answer Sheet



Levels B, C, and D:

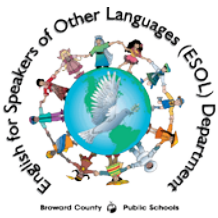
- ▶ TAM
- ▶ DFA



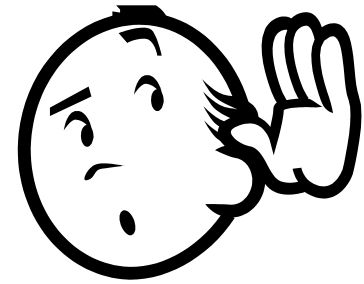


LEVELS B, C and D Sections

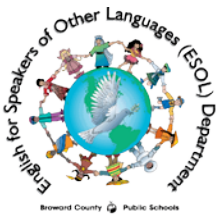
Levels B, C & D Sections	Administration Features	Approximate Time
Listening	<ul style="list-style-type: none"> •Group administered •Administrator reads script or plays CD 	25 min.
Speaking	<ul style="list-style-type: none"> •Individually administered •Administrator reads script 	10-15 min.
Reading	<ul style="list-style-type: none"> •Group administered 	45 min.
Writing	<ul style="list-style-type: none"> •Group administered 	75 min.



LEVELS B, C, and D LISTENING Item Types



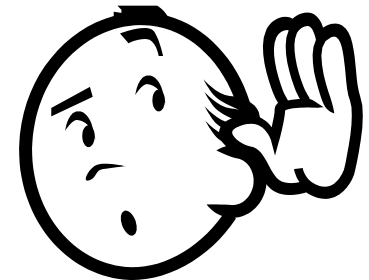
- ▶ Four **Listening** item types:
 - Listen and Match: The student matches a sentence to a picture.
 - Picture Description: The student matches a more complex sentence to a picture.
 - Short Talks: The student answers questions after listening to a short talk.
 - Extended Listening: The student answers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

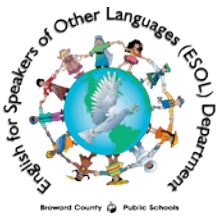


LEVELS B, C, and D

LISTENING

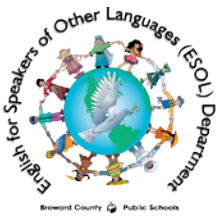
- ▶ The Listening section is paced by a script that can be delivered in one of two ways:
 - Recorded Delivery: playing the CD
 - Teacher Delivery: reading the script aloud
- ▶ Approximate testing time: 25 minutes





LEVELS B, C, and D READING

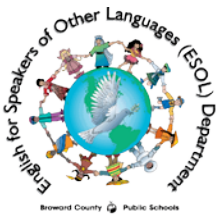
- ▶ The **Reading** section is divided into two parts:
 - Part One: The student answers discrete vocabulary questions.
 - Assesses knowledge of English vocabulary through use of synonyms, antonyms, idioms, roots, and affixes
 - Part Two: The student reads passages and answers questions.
 - Assesses reading comprehension
 - Each passage is followed by 4–6 questions
- Approximate testing time: 45 minutes
 - All Reading items are multiple-choice



LEVELS B, C, and D WRITING

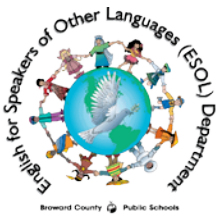
- ▶ The **Writing** section is divided into four parts:
 - Parts One & Two: The student answers multiple-choice questions.
 - Grammar, Structure, Written Expression: Tests knowledge of grammar
 - Paragraph Choices: Tests elements of extended writing such as use of transitions, and topic and concluding sentences
 - Recognizing Errors: Tests editing skills

(continued on next slide)



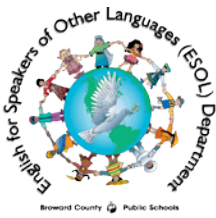
LEVELS B, C, and D WRITING (continued)

- Parts Three & Four: The student writes sentences and paragraphs.
 - Writing Sentences: The student writes a sentence based on a picture.
 - Writing Paragraphs: The student writes a paragraph based on a prompt. Paragraph might be descriptive, persuasive, comparative, etc., depending on grade level.
- ▶ Approximate testing time: 70 minutes



LEVELS B, C, and D SPEAKING

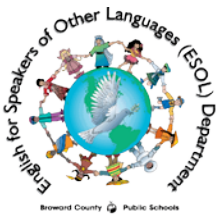
- ▶ The Test Administrator must have completed the CELLA training.
- ▶ The Speaking section is administered individually to all students.
- ▶ The student's responses are scored by the Test Administrator, who records the scores on the Level B, C, and D Answer Sheet.
- ▶ Approximate testing time: 10–15 minutes per student



LEVELS B, C, and D SPEAKING Item Types

Six Speaking item types:

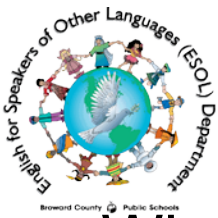
- Oral Vocabulary: The student identifies objects or actions, and states antonyms.
- Speech Functions: The student asks a question related to a situation.
- Personal Opinion: The student gives reasons to support an opinion.
- Story Retelling: The student hears a story and then repeats it.
- Graph Interpretation: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



ADMINISTERING Levels B, C, and D

Levels B, C, and D, Speaking Section

- All questions are administered.
- Fill in the NR bubble for questions to which the student cannot respond.
- **No stopping rule.**



Probing Questions & Prompts

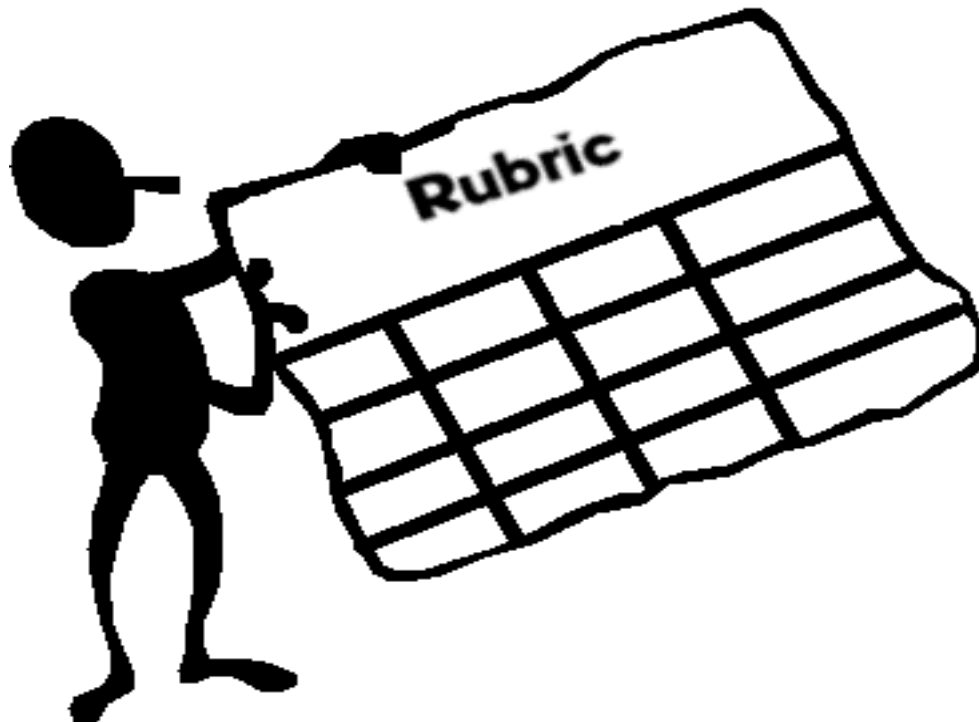
- ▶ When administering the Speaking section, it is important to keep in mind the rules regarding prompting:
 - If the student does not initially understand a prompt, **repeat the prompt**, varying speed and intonation as appropriate.
 - If a student's response is too brief to accurately represent the student's speaking ability, ask probing questions as appropriate.

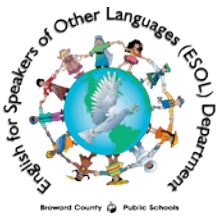
Probing questions can be used to:

- Get the student started speaking
- Clarify the question itself if that will help
- Encourage the student to expand or elaborate
- A probing question **must NOT** introduce a new topic or provide vocabulary needed for a response.



Speaking Scoring Activities: Using Rubrics

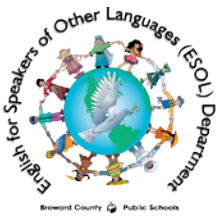




2012 DIRECTIONS FOR ADMINISTRATION

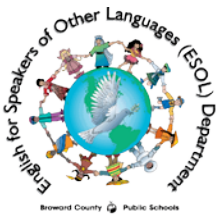
- ▶ The DFA provides the Speaking Scoring Guides and all directions for administering the CELLA. The manual is color coded for ease of use.

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



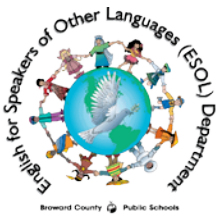
Using Rubrics to Score the Speaking Section

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



Using Rubrics to Score the Speaking Section

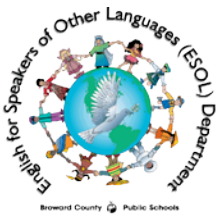
- ▶ The following item types in the **Speaking** section (referred to as the One-on-One section for Level A) are scored using rubrics
 - Speech Functions
 - Personal Opinion
 - Story Retelling
 - Graph Interpretation
 - Reading Aloud for Fluency (Levels A and B only)



SPEAKING

Scoring Practice

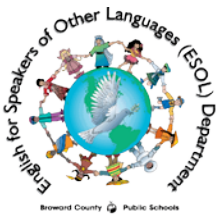
- ▶ Before administering the Speaking/One-on-One section, Test Administrators **MUST**:
 - Become familiar with the CELLA rubrics.
 - Use the Training CDs for Speaking to get practice scoring actual student responses.
 - Have completed the CELLA training.



SPEAKING

Scoring Practice

- ▶ Let's review the rubrics and listen to some student responses on the Training CDs for Speaking.

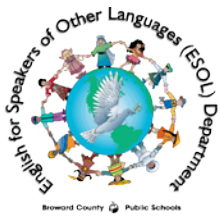


Rubric Review

Speech Functions

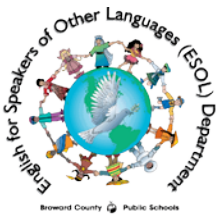
- ▶ Measures a student's oral response to a specific prompt
- ▶ Criteria include
 - Appropriateness of information
 - Grammatical accuracy

Training Material References		
Level	Training CD for Speaking Tracks	DFA Worksheet for Scoring
A	1-22	144
B	1-38	173-174
C	1-45	206-207
D	1-41	236-237



Scoring Practice Speech Functions

Score	Rubric for <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

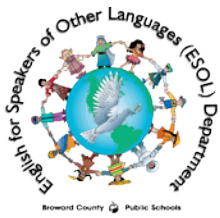


Rubric Review

Personal Opinion

- ▶ Measures student's ability to orally state and defend an opinion
- ▶ Criteria include
 - Clarity of response
 - Adequate support
 - Good control of grammar and adequate vocabulary

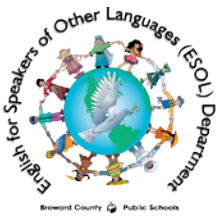
Training Material References		
Level	Training CD for Speaking Tracks	DFA Worksheet for Scoring
A	23-31	145
B	39-47	175
C	46-58	208
D	42-49	238



Scoring Practice

Personal Opinion

Score	Rubric for <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

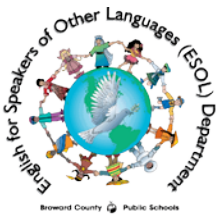


Rubric Review

Story Retelling

- ▶ Measures a student's ability to hear a story (while looking at sequential picture cues) and to then retell it with detail
- ▶ Criteria include
 - Comprehensive response
 - Vocabulary
 - Grammar
 - Fluency

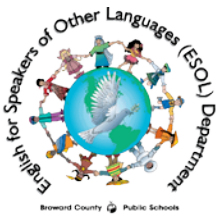
Training Material References		
Level	Training CD for Speaking Tracks	DFA Worksheet for Scoring
A	32-47	148
B	48-62	178
C	59-74	211
D	50-67	241



Scoring Practice

Story Retelling

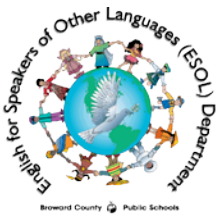
Score	Rubric for <i>Story Retelling</i>
4	<p>The student's response:</p> <ul style="list-style-type: none"> • is full and satisfactory • shows well-developed vocabulary resources (i.e., the student can generally find the right word and use it appropriately) • shows good control of grammar, though it 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	<p>The student's response:</p> <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



Scoring Practice

Story Retelling

Score	Rubric for <i>Story Retelling</i> (continued)
2	<p>The student's response:</p> <ul style="list-style-type: none"> • 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	<p>The student's response:</p> <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	<p>The student's response:</p> <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



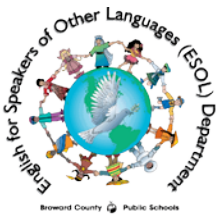
Rubric Review

Graph Interpretation

(Levels B, C, and D ONLY)

- ▶ Measures student's ability to orally summarize and interpret a graph
- ▶ Criteria include
 - Summary response
 - Comparison response
 - Vocabulary
 - Grammar
 - Fluency

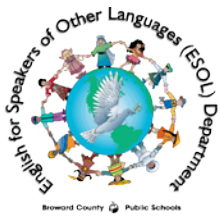
Training Material Reference		
Level	Training CD for Speaking Tracks	DFA Worksheet for Scoring
B	63-75	181
C	75-86	214
D	68-79	244



Scoring Practice

Graph Interpretation

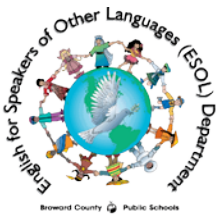
Score	Rubric for <i>Graph Interpretation</i>
4	<p>The student's response:</p> <ul style="list-style-type: none">• is full and satisfactory• shows well-developed vocabulary resources (i.e., the student can generally find the right word and use it appropriately)• shows good control of grammar, though it 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	<p>The student's response:</p> <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



Scoring Practice

Graph Interpretation

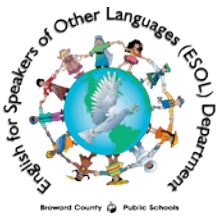
Score	Rubric for <i>Graph Interpretation</i> (continued)
2	<p>The student's response:</p> <ul style="list-style-type: none"> • does not fully complete the task • displays a basic, but not extensive vocabulary (i.e., the student sometimes cannot find the right word) • displays numerous grammatical errors that often interfere with communication • may display errors in pronunciation and/or intonation that often interfere with communication
1	<p>The student's response:</p> <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	<p>The student's response:</p> <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



Reading Aloud for Fluency (Levels A and B ONLY)

- ▶ Measures reading fluency
- ▶ Criteria include
 - Rate
 - Accuracy

Training Materials Reference		
Level	Training CD for Speaking Tracks	DFA Worksheet for Scoring
A	48-63	150
B	76-94	183

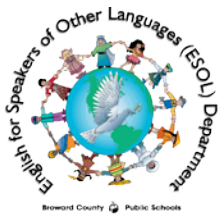


Scoring Practice

Reading Aloud for Fluency

(Level A Only)

Score	Rubric for <i>Reading Aloud for Fluency</i>
4	<p>The student:</p> <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	<p>The student:</p> <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	<p>The student:</p> <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	<p>The student:</p> <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	<p>The student:</p> <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

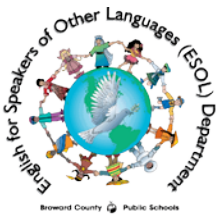


Scoring Practice

Reading Aloud for Fluency

(Level B Only)

Score	Rubric for <i>Reading Aloud for Fluency</i>
4	<p>The student:</p> <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	<p>The student:</p> <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	<p>The student:</p> <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	<p>The student:</p> <ul style="list-style-type: none"> • read between 25 and 60 words correctly in 40 seconds • frequent long pauses between words • may not have indicated punctuation in response
0	<p>The student:</p> <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

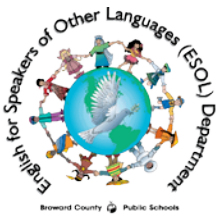


Scoring Responses

Reading Aloud for Fluency

(Levels A and B ONLY)

- ▶ What to count as errors
 - Substitution
 - e.g., *bird* instead of *bear*
 - Mispronunciation
 - e.g., *fell* instead of *fall*
 - Words pronounced with an accent are counted as correct if they cannot be confused with other English words.
 - Omissions
 - i.e., skipped words
 - If the student stops or struggles with a word for 3 seconds, you may tell the student the word and count it as an error.

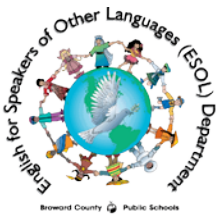


Scoring Responses

Reading Aloud for Fluency

(Levels A and B ONLY)

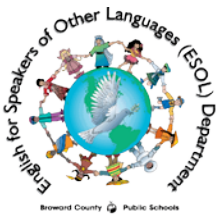
- ▶ What NOT to count as errors
 - If the student makes repeated errors on the same word, **count the error only once.**
 - Repetitions and self-corrections are not counted as errors.



Scoring Practice

Reading Aloud for Fluency

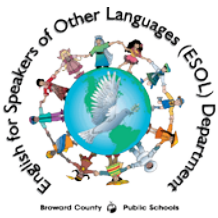
- ▶ To practice scoring Reading Fluency you will need
 - A timer or stopwatch
 - Pencil
 - Paper



Scoring Practice

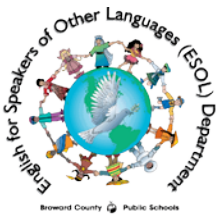
Reading Aloud for Fluency

1. Start the timer or stopwatch as soon as the student starts reading the first word.
2. At 30 seconds (Level A), or 40 seconds (Level B), mark the last word the student read.
3. Determine the total words read or attempted.
4. Count the errors and subtract this number from the total words read or attempted. This is the “correct words read in 30 seconds.”
5. Compare this number to the Reading Fluency rubric to determine the score.



CELLA Coordinator Reminders

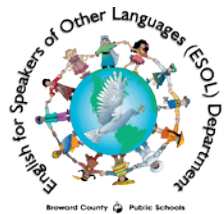
- ▶ It is the school's responsibility to ensure that all test administrators are trained to administer and score CELLA.
- ▶ For a list of trained school personnel, contact Sally Diaz at sally.diaz@browardschools.com
- ▶ The powerpoint from the Train-the-Trainer session is available online at www.broward.k12.fl.us/esol



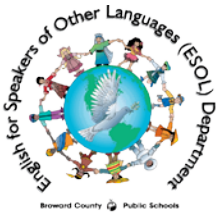
Last Thing To Do: Comment Form

- ▶ Go to the CELLA website and complete the 2012 CELLA Customer Satisfaction Survey.
- ▶ This feedback will inform the company of what went right and what went wrong, and help them improve the process each year.
- ▶ After testing visit

<http://www.fldoe.org/aala/CELLA.asp>



Questions and Answers



ESOL Department

Sayra V. Hughes, Executive Director

Vicky B. Saldala, Director

Leyda Sotolongo, Title III Coordinator

Celina Chavez, ESOL Educational Specialist

Jenna Moniz, ESOL Educational Specialist

754-321-2950

Student Assessment

Karl Yeats, Testing Specialist

754-321-4250