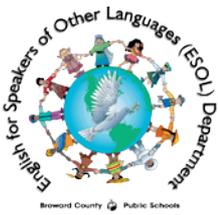# Comprehensive English Language Learning Assessment (CELLA)
Professional Development
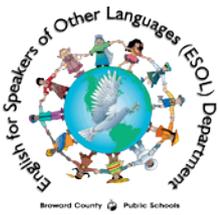
February 15 & 16, 2012

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
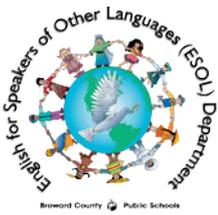- Administration of CELLA
- Practice Scoring
- Questions and Answers

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.
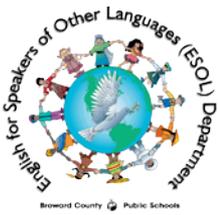
2012 Test Administration Manual

▸ 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 Polices & 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
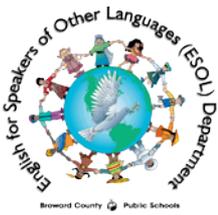
2012 Test Administration Manual

▸ 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.
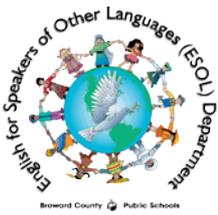
WHAT'S NEW FOR 2012

- 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.
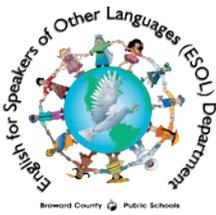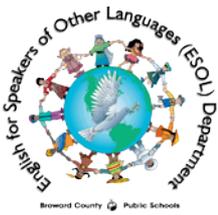
WHAT'S NEW FOR 2012

- 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.

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."
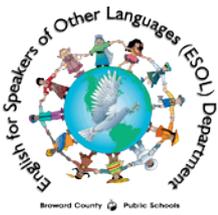
Who should be tested?

- All students enrolled in the district (grades K-12) and classified ELL, with a code of "LY", at the time of testing.

- 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.
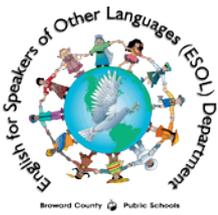
How do I know which students need to be tested?

- 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.
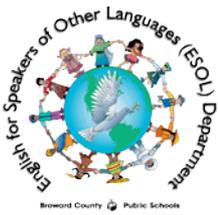
Support to Schools

- 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.
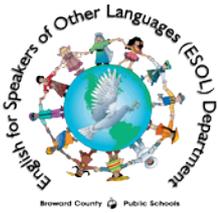
2012 CELLA Schedule

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
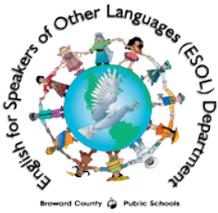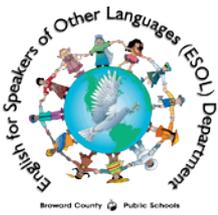
CELLA Test Administration Window   March 5 – April 6, 2012

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
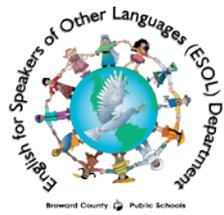
*No Child Left Behind
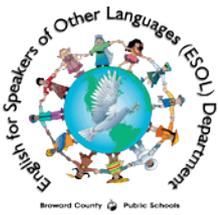
Purpose of AMAO
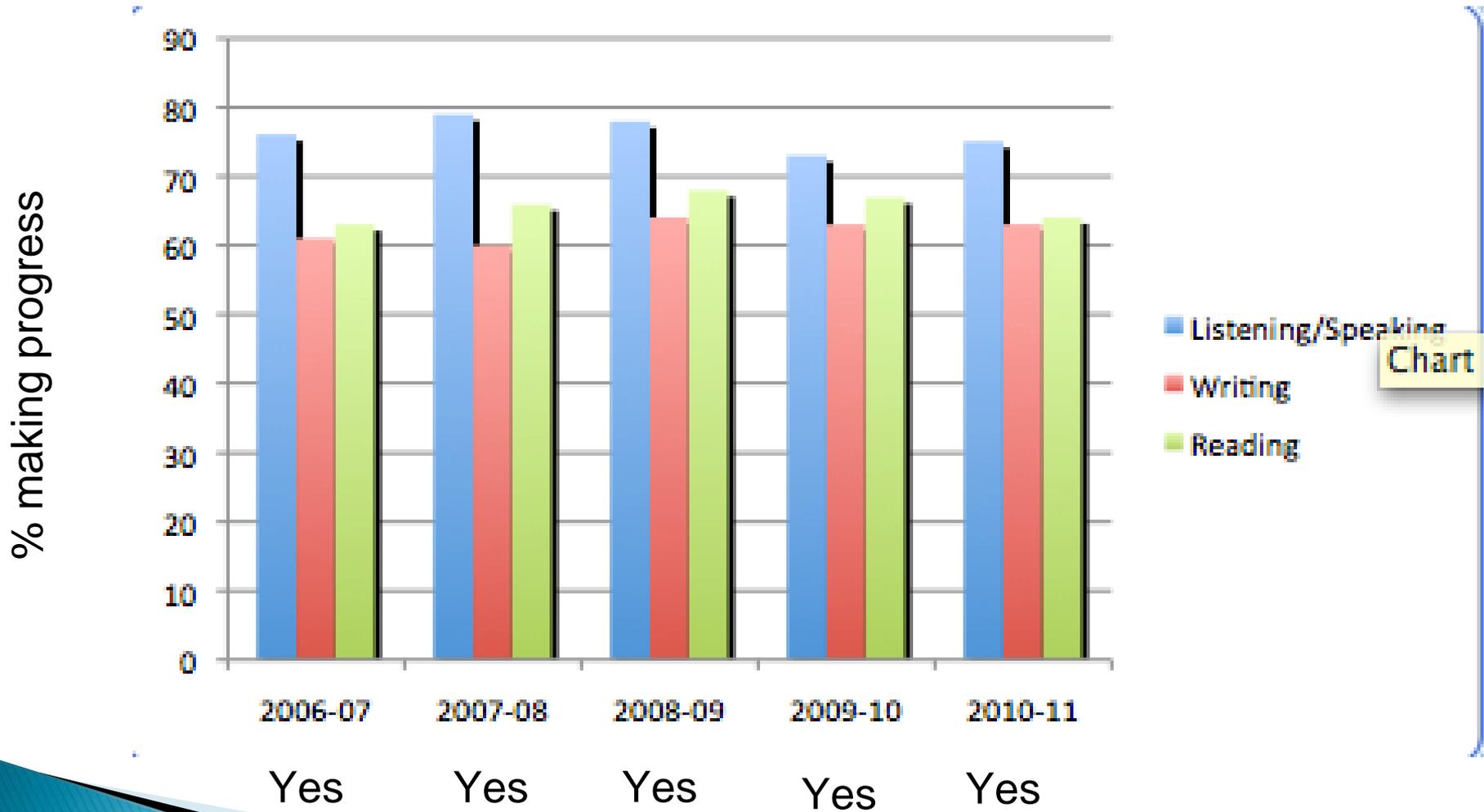## (Annual Measurable Achievement Objectives)

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
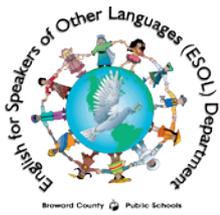
*No Child Left Behind

16

AMAO 1 – Progress on English Language Acquisition
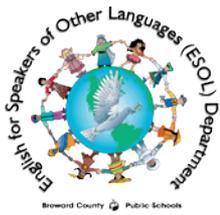
AMAO 2 – Progress in the Percentage of Students who have become Proficient in English Language Acquisition

% of students proficient

50
45
40
35
30
25
20
15
10
5
0

2006–07   2007–08   2008–09   2009–10   2010–11

No   Yes   No   Yes   Yes

- K–2nd
- 3rd–5th
- 6th–8th
- 9th–12th
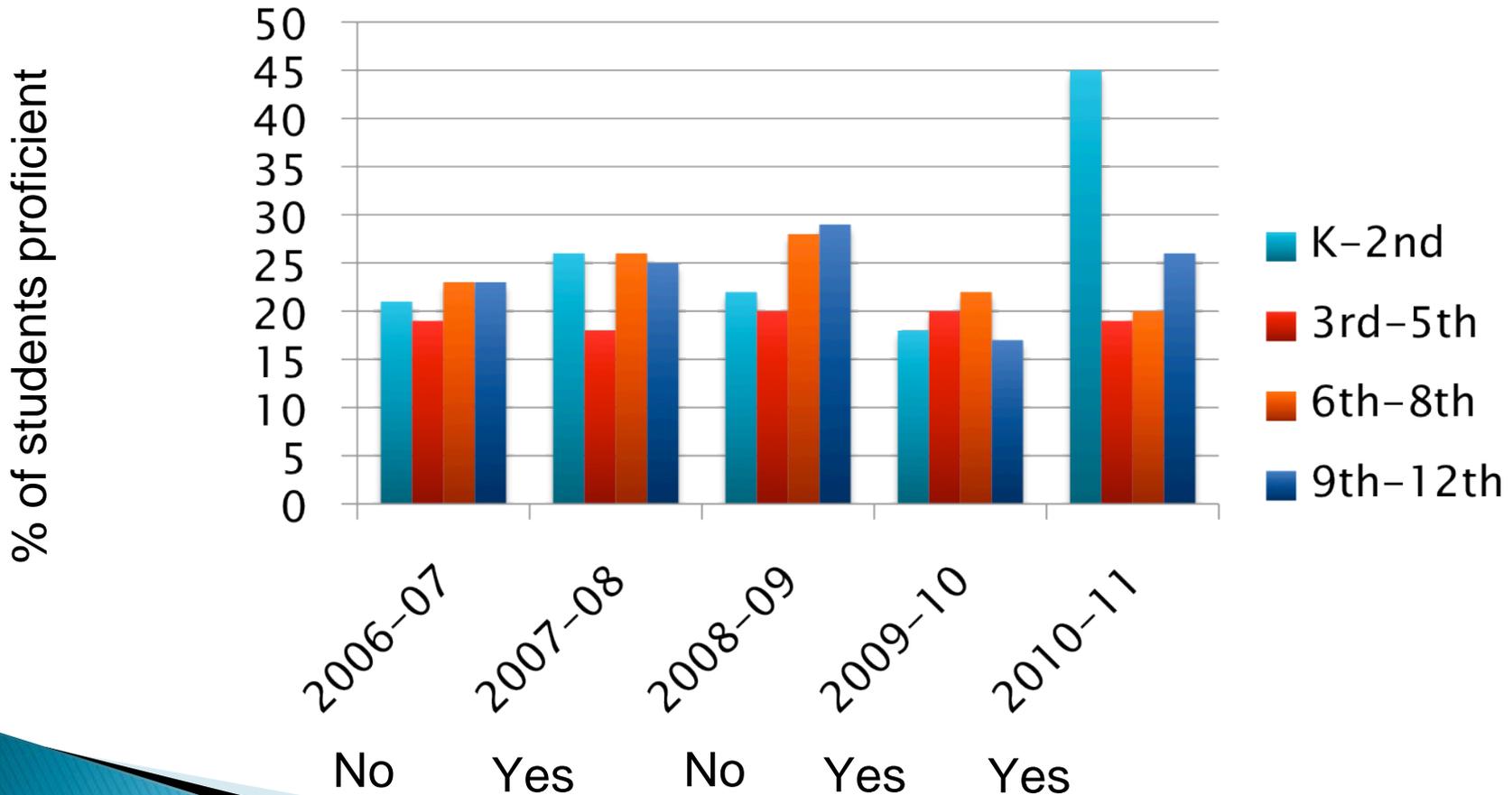
AMAO 3 – Attainment of Academic Standards based on the FCAT
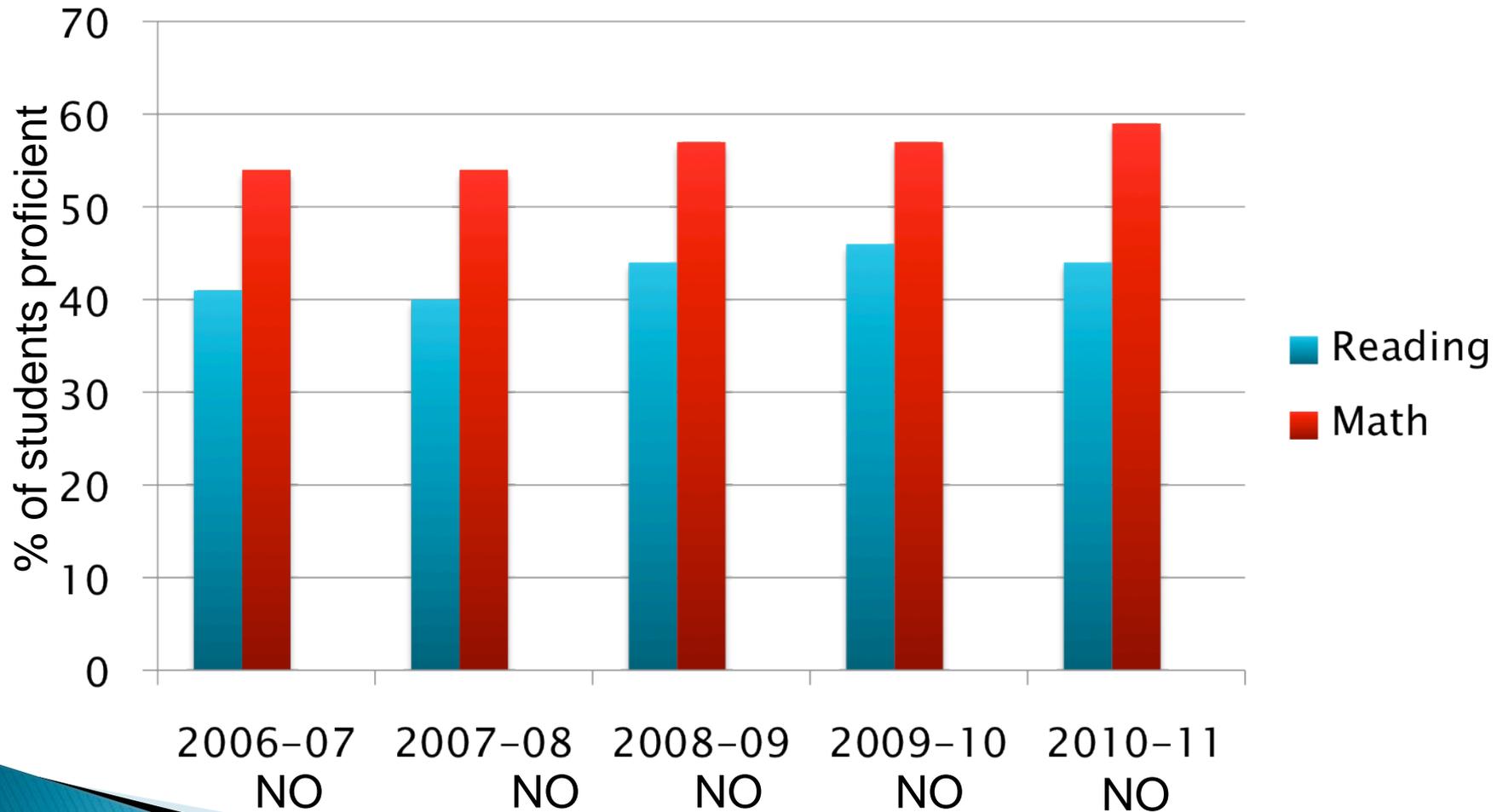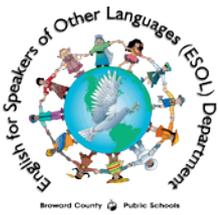
AMAO Trend Data

	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.
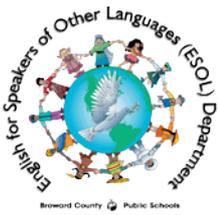
Exit Criteria Grades 3-9 CELLA and FCAT

NEW!

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

CELLA Listening/ Speaking **+** CELLA Reading **+** CELLA Writing **+** Achievement level of 3 or higher on FCAT Reading **=** Exit the ESOL Program

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 t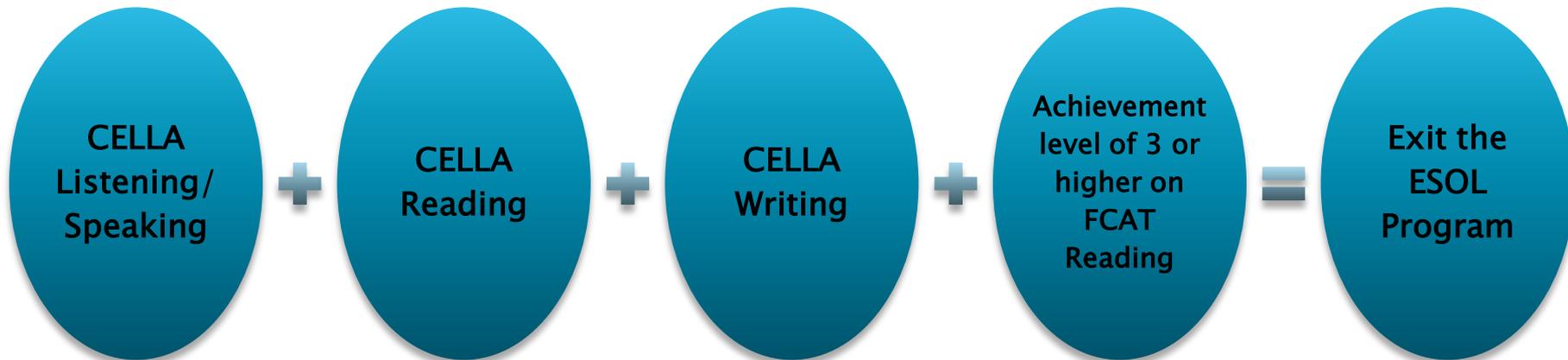o determine future placement by convening an ELL Committee and administering an assessment which must cover all 4 domains, including Listening, Speaking, Reading, and Writing, no earlier than 30 schools days prior to the ELL Committee's determination.
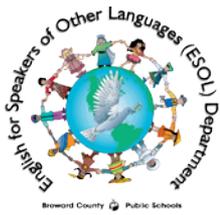
Exit Criteria Grades 10-12 CELLA and FCAT

NEW!

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

CELLA Listening/ Speaking + **CELLA Reading** + **CELLA Writing** + **A score on the 10th grade FCAT in Reading to meet graduation requirements or an equivalent concordant score.** = **Exit the ESOL Program**
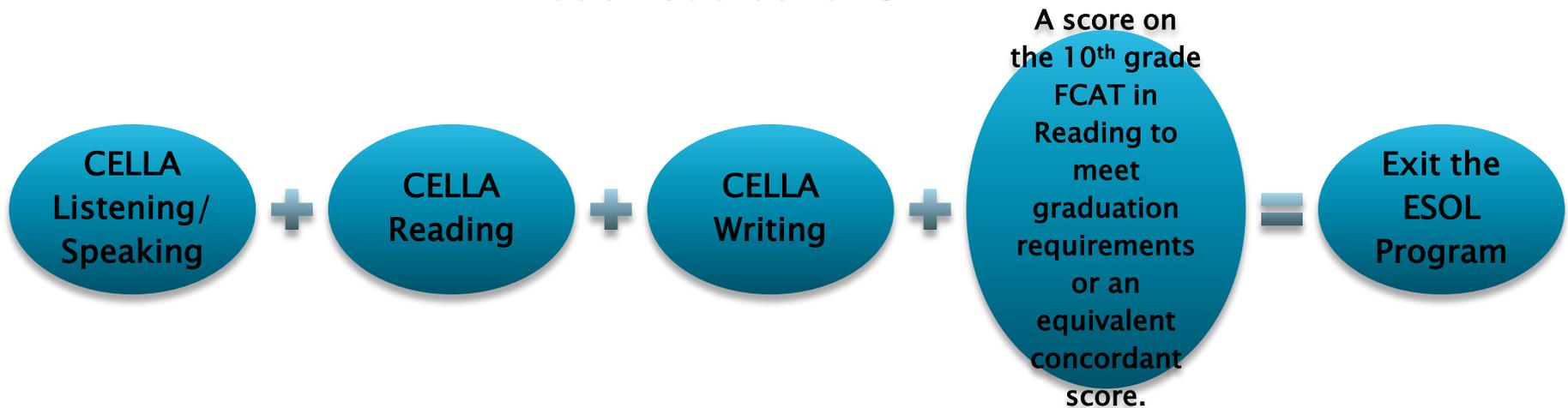
Notwithstanding a student's CELLA scores, upon the request of a teacher, counselor, administrator, or parent, a student who has been classified as an ELL and enrolled in an ESOL Program may be re-evaluated for English language proficiency to determine future placement by convening an ELL Committee and 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.
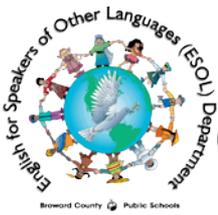
Overview of CELLA

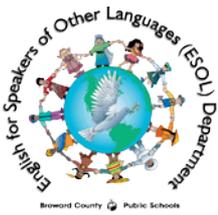| Test Sections	Test Format
Listening	All Multiple Choice
Speaking	All Constructed Response
Reading	All Multiple Choice
Writing	Multiple Choice & Constructed Response

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
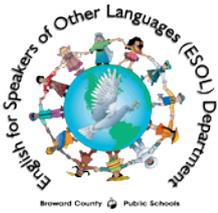- Paragraph choices
- Recognizing errors

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
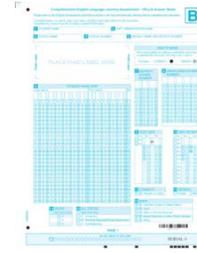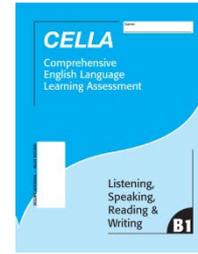- Writing paragraphs

ADMINISTERING LEVEL B, C, or D TEST MATERIALS

Level B:
- Level B1 Test Book
- Levels A1 & B1 Listening CD
- Level B Answer Sheet
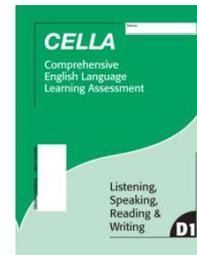
Level C:
- Level C1 Test Book
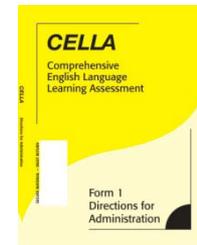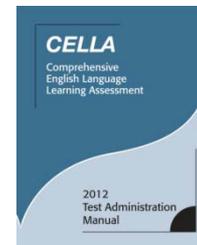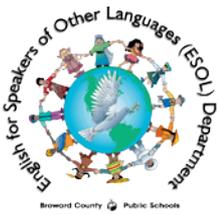- Levels C1 & D1 Listening CD
- Level C Answer Sheet

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

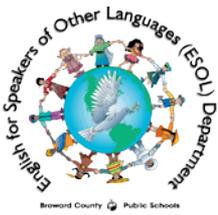## Levels B, C, and D:
- TAM
- DFA

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 _____

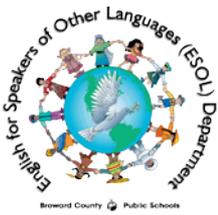Print Name of Test Administrator   Print Title of Test Administrator
or School Coordinator   or School Coordinator

Signature _____   Date _____

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

CELLA Test Security

- ▸ Test Administrators and School Coordinators will be asked to sign in and out of the testing room on the *2012 Security Log.*
- ▸ Each school is required to maintain an accurate Security Log for each testing room.

2012 CELLA Security Log

Room Number: _____ District: _____ School: _____

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

Date	Test Level	Time In	Time Out	Print Name	Signature

Form is on page 83 of TAM

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).

CELLA Test Security

CELLA ADMINISTRATION RECORD/SECURITY CHECKLIST

Spring 2012

School Number: _____   District Number: _____

School Name: _____   District Name: _____

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

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

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

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

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
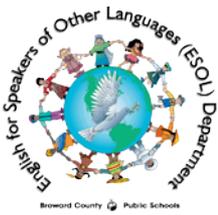
PACKAGING AND DELIVERY OF TRAINING MATERIALS

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)*
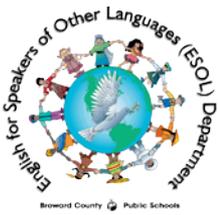
Delivery of Test Materials

▸ 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.
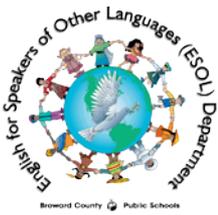
Accommodated Format Materials

- 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.
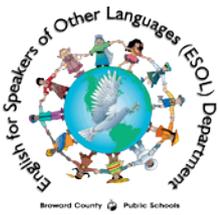
Additional Materials

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

assessment.materials@browardschools.com
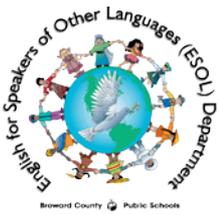
Test Accommodations

- 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.
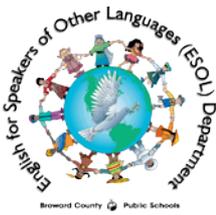
CELLA Test Accommodations for ALL students

- 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.
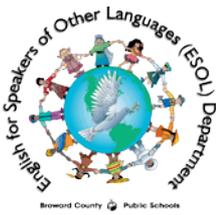
NOT Permissible

- 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.
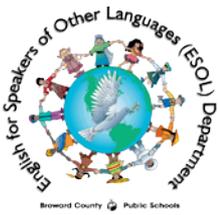
Receipt of PreID Labels

▸ 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.
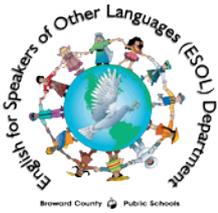
PreID Label Sample

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

PreID Label

13343220 - 3

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

Barcode	Last	First	MI	GRADE	Student ID	GENDER	ETHNICITY	RACE	PRIM EXCP ESE	ELL	LARGE PRINT	BRAILLE	DOB
12345678-9	LastNamennnnnnn17	FirstNamen12	M	10	1234567890	M	Y		H	LY	Y		03/01/1996
12345679-8	LastNamemmmmmmmm17	FirstNamem12	M	11	1234567891	F	N	W				Y	12/31/1995
12345680-7	LastNamebbbbbbb17	FirstNamer12	M	09	1234567892	M	N	A	M	LP			11/23/1997
12345681-6	LastNamewwwwwww17	FirstNames12	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

Page n of n

43
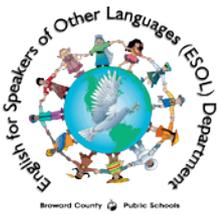
Answer Sheets With PreID Labels

- 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.
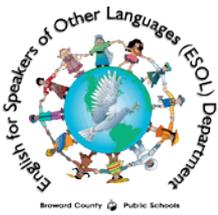
Answer Sheets Without PreID Labels

- 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-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 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)
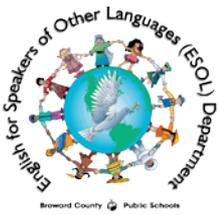
Non-preidentified Students

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

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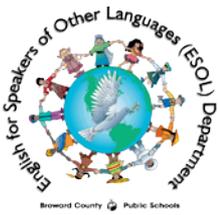
Return of Test Materials to Student Assessment Department

- 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.

NEW
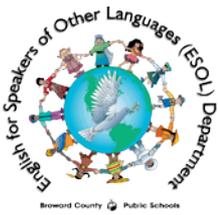
Return of Test Materials: Test Administrator Responsibilities

▸ 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
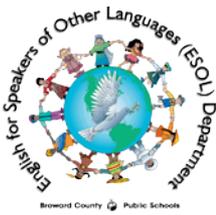
Return of Test Materials: School Coordinator Responsibilities

- 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.**
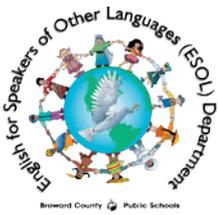
Test Administration
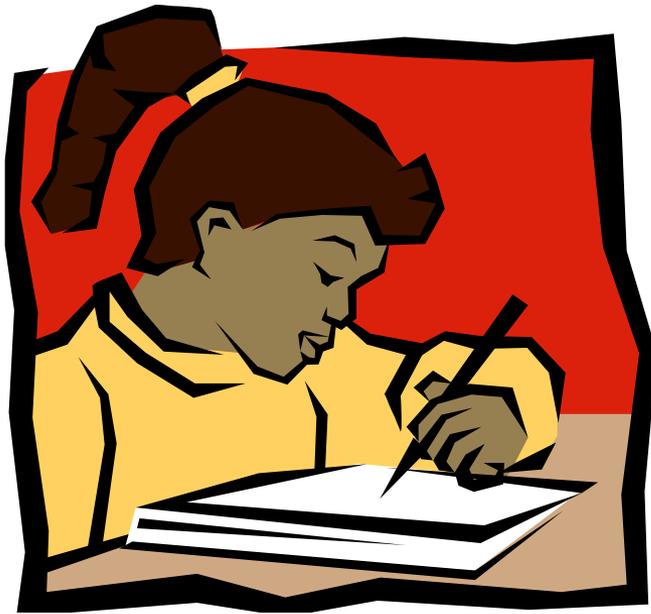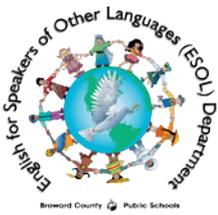
Test Setting

- 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
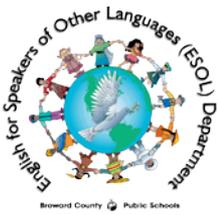
Administering LEVELS B, C, and D

▶ <u>Individually Administered Section</u>:
  ◦ The Speaking section must be individually administered to all students.

▶ <u>Group-Administered Sections</u>:
  ◦ The Listening, Reading, and Writing sections are administered in small groups.
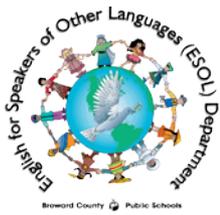
ADMINISTERING LEVEL B, C, or D TEST MATERIALS

Level B:
- Level B1 Test Book
- Levels A1 & B1 Listening CD
- Level B Answer Sheet
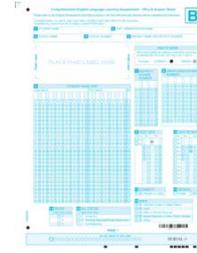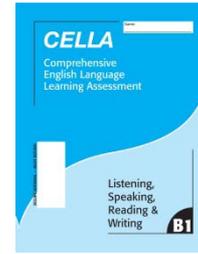
Level C:
- Level C1 Test Book
- Levels C1 & D1 Listening CD
- Level C Answer Sheet

Level D:
- Level D1 Test Book
- Levels C1 & D1 Listening CD
- Level D Answer Sheet
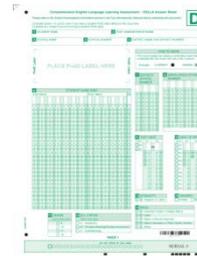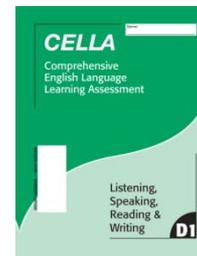
Levels B, C, and D:
- TAM
- DFA
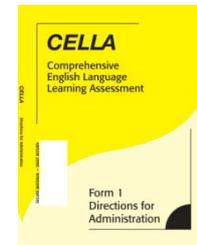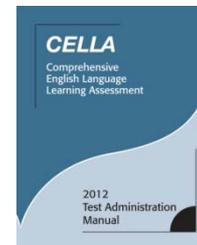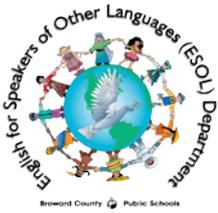
LEVELS B, C and D Sections

| Levels B, C & D Sections	Administration Features	Approximate Time
Listening	•Group administered •Administrator reads script or plays CD	25 min.
Speaking	•Individually administered •Administrator reads script	10-15 min.
Reading	•Group administered	45 min.
Writing	•Group administered	75 min.
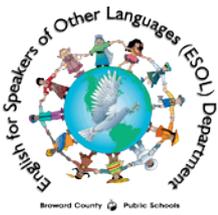
LEVELS B, C, and D LISTENING Item Types
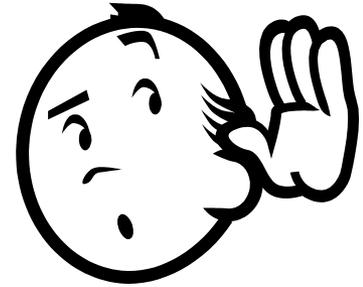
▶ Four Listening item types:

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

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

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

◦ <u>Extended Listening</u>: The student answers questions after listening to lengthier talks.
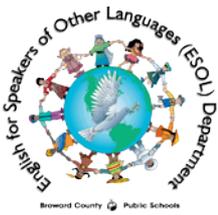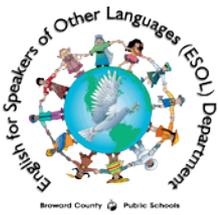
LEVELS B, C, and D LISTENING

▸ 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
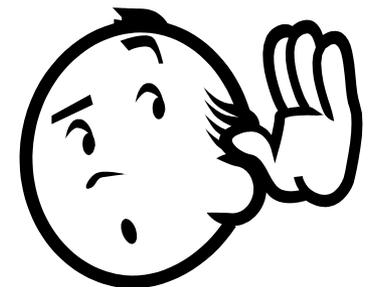
LEVELS B, C, and D READING

▸ 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
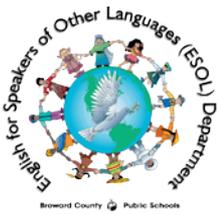
LEVELS B, C, and D WRITING

▸ 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)
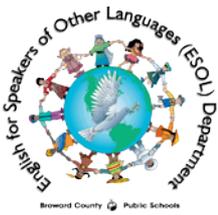
LEVELS B, C, and D WRITING (continued)

○ <u>Parts Three & Four</u>: 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
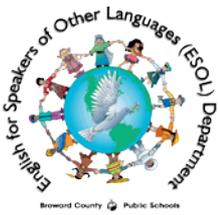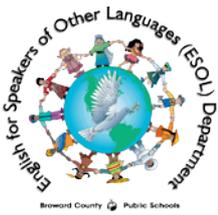
LEVELS B, C, and D SPEAKING

- 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
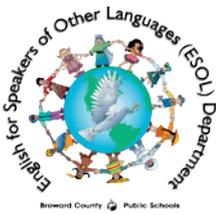
Six Speaking item types:

- ◦ <u>Oral Vocabulary</u>: The student identifies objects or actions, and states antonyms.
- ◦ <u>Speech Functions</u>: The student asks a question related to a situation.
- ◦ <u>Personal Opinion</u>: The student gives reasons to support an opinion.
- ◦ <u>Story Retelling</u>: The student hears a story and then repeats it.
- ◦ <u>Graph Interpretation</u>: The student compares and contrasts information displayed on a graph.
- ◦ <u>Reading Aloud for Fluency</u>: 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.
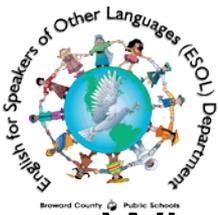
Probing Questions & Prompts

▶ 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.
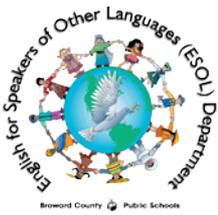
Probing questions can be used to:

• 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.
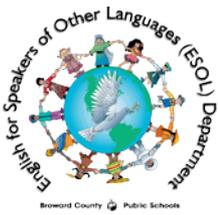
65

Speaking Scoring Activities: Using Rubrics
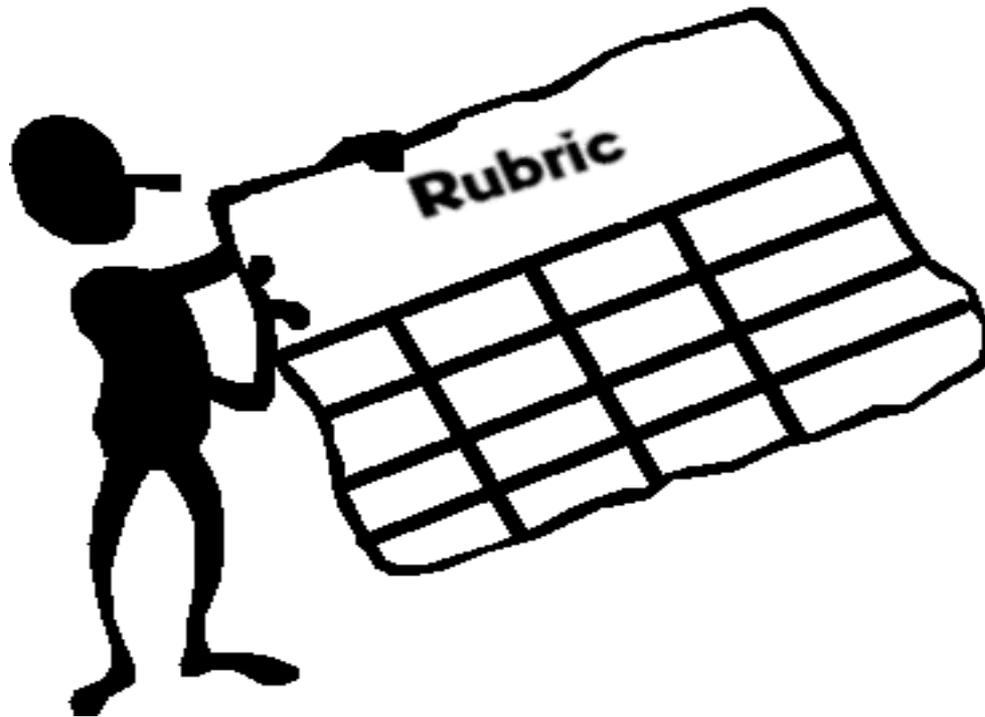
2012 DIRECTIONS FOR ADMINISTRATION

▸ 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.
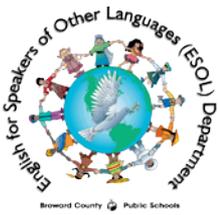
Using Rubrics to Score the Speaking Section

▸ 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)
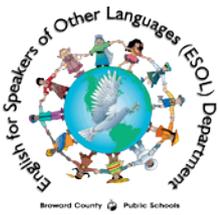
SPEAKING Scoring Practice

- 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.
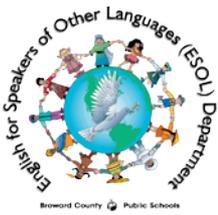
SPEAKING Scoring Practice

▸ Let's review the rubrics and listen to some student responses on the Training CDs for Speaking.
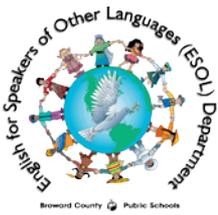
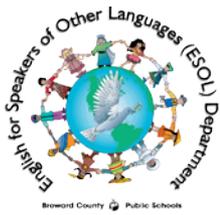# Rubric Review Speech Functions

▸ 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

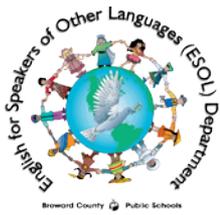| Score	Rubric for *Speech Functions*
2	The student's response: • solicits the appropriate information • is mostly grammatically accurate • may display mistakes common to native speakers of English
1	The student's response: • partially solicits information, but it may not be relevant; and/or • is not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

73
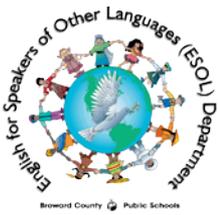
Rubric Review Personal Opinion

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

▸ Criteria include
  ◦ Clarity of response
  ◦ Adequate support
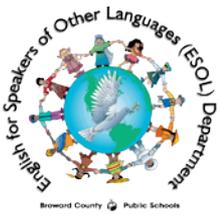 ◦ Good control of grammar and adequate vocabulary

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

Scoring Practice Personal Opinion

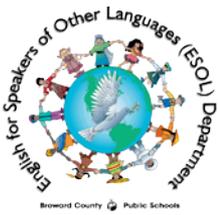| Score	Rubric for *Personal Opinion*
2	• The student states the opinion clearly and provides adequate support for the opinion, often with elaboration. • The listener understands why the student holds the opinion. • The response displays good control of grammar and adequate vocabulary.
1	• The student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

Rubric Review Story Retelling

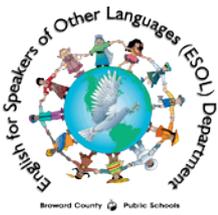▸ Measures a student's ability to hear a story (while looking at sequential picture cues) and to then retell it with detail

▸ Criteria include
  ◦ Comprehensive response
  ◦ Vocabulary
  ◦ Grammar
  ◦ Fluency

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

Scoring Practice Story Retelling

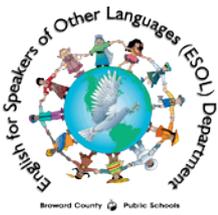| Score	Rubric for *Story Retelling*
4	The student's response: • is full and satisfactory • shows well-developed vocabulary resources (i.e., the student can generally find the right word and use it appropriately) • shows good control of grammar, though it may include an occasional minor error that does not interfere with communication • may display an accent, but any errors of pronunciation or intonation do not interfere with communication • is produced at an appropriate rate of speed and with sufficient fluency for effective communication
3	The student's response: • is satisfactory in completing the task • shows adequate vocabulary resources • may display some grammatical errors that may interfere with communication • may display an accent, but errors of pronunciation and intonation only occasionally interfere with communication

Scoring Practice Story Retelling

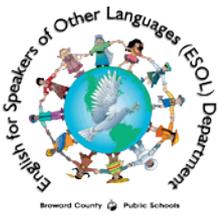| Score	Rubric for *Story Retelling* (continued)
2	The student's response: • does not fully complete the task • displays a basic, but not extensive vocabulary (i.e., the student sometimes cannot find the right word) • displays numerous grammatical errors that often interfere with communication • may display errors in pronunciation and/or intonation that often interfere with communication
1	The student's response: • does not complete the task • shows limited vocabulary resources • makes numerous grammatical errors that frequently impede communication • displays numerous errors in pronunciation, intonation, or stress that interfere with communication
0	The student's response: • shows very limited vocabulary resources • does not demonstrate an understanding of English • is not comprehensible in English
NR	No Response

Rubric Review
Graph Interpretation
(Levels B, C, and D ONLY)

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

▸ Criteria include
  ◦ Summary response
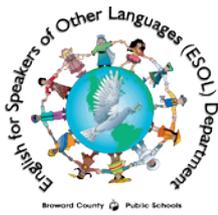 ◦ Comparison response
  ◦ Vocabulary
  ◦ Grammar
  ◦ Fluency

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
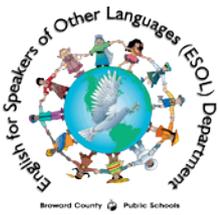# Graph Interpretation

| Score	Rubric for *Graph Interpretation*
4	The student's response: • is full and satisfactory • shows well-developed vocabulary resources (i.e., the student can generally find the right word and use it appropriately) • shows good control of grammar, though it may include an occasional minor error that does not interfere with communication • may display an accent, but any errors of pronunciation or intonation do not interfere with communication • is produced at an appropriate rate of speed and with sufficient fluency for effective communication
3	The student's response: • is satisfactory in completing the task • shows adequate vocabulary resources • may display some grammatical errors that may interfere with communication • may display an accent, but errors of pronunciation and intonation only occasionally interfere with communication

Scoring Practice
Graph Interpretation

Score	Rubric for *Graph Interpretation* (continued)
2	The student's response: • does not fully complete the task • displays a basic, but not extensive vocabulary (i.e., the student sometimes cannot find the right word) • displays numerous grammatical errors that often interfere with communication • may display errors in pronunciation and/or intonation that often interfere with communication
1	The student's response: • does not complete the task • shows limited vocabulary resources • makes numerous grammatical errors that frequently impede communication • displays numerous errors in pronunciation, intonation, or stress that interfere with communication
0	The student's response: • shows very limited vocabulary resources • does not demonstrate an understanding of English • is not comprehensible in English
NR	No Response

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
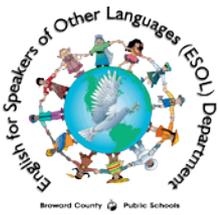
Last Thing To Do: Comment Form

▸ 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
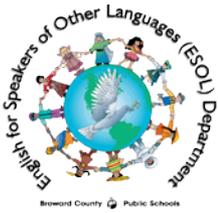
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