

FLORIDA CELLA INTERPRETIVE GUIDE

General Information about CELLA

Florida uses the Comprehensive English Language Learning Assessment (CELLA) to measure the progress of students, who are English language learners (ELLs) working towards the attainment of English proficiency. For more information about CELLA, you may review the 2009 Florida CELLA Information Flyer that was provided to you by your local school district, or by visiting the Florida CELLA website at <http://www.fldoe.org/aala/cella.asp>.

Reporting the Progress of English Language Learners

The Florida Department of Education (FDOE) is required by law, under the federal No Child Left Behind (NCLB) Act of 2001, to identify local school districts that do not meet achievement goals for students classified as ELLs. These accountability requirements are called Annual Measurable Achievement Objectives (AMAOs).

States are required to report on the achievement of three AMAOs: (1) progress towards acquiring English language proficiency, (2) attainment of English language proficiency, and (3) adequate yearly progress in academic reading and mathematics by ELLs. Annual goals must be set for each objective. Districts that do not meet the goals for all three AMAOs must inform the parents of all ELLs about the district's performance. This notice must be provided in a language the parent understands, unless it is clearly not feasible to do so.

Since 2002-03, the FDOE has reported on the achievement of the third objective through the Florida School Report Card distributed by the local school district. Most districts serving ELLs have not met objective three (3). Information about each district is found at the Florida CELLA website (<http://www.fldoe.org/aala/cella.asp>).

Florida also examines the learning gains of all student groups to make sure the lowest achieving students (lowest 25%) are making progress. Over the last three years, ELLs have made the greatest learning gains of any other subgroup:

- In 2006, 70% made learning gains compared to 67% of non-ELLs.
- In 2007, 65% made learning gains compared to 62% of non-ELLs.
- In 2008, 66% made learning gains compared to 63% of non-ELLs.

Prior to using CELLA, Florida ELLs were assessed using different tests in different school districts. The FDOE was unable to combine the test results, set achievement goals, or evaluate the progress school districts make in helping students attain English proficiency meaningfully.



In September of 2008, the FDOE used the CELLA cut scores, approved by the State Board of Education in April 2008, to set goals and determine if school districts met AMAOs one (1) and two (2) in 2006-07 and 2007-08. The results for each school district were reported and school districts were required to inform the parents of all ELLs of the district's performance. The results were posted on the Florida CELLA website in September 2008. To view the results by district visit the Florida CELLA website at <http://www.fldoe.org/aala/cella.asp>.

2009 CELLA Student Score Reports

Each student who takes CELLA will receive a student score report containing information about his or her performance on the test. There are three different types of information found on the Student Report.

- Student Personal Information
- Scores for each skill area
 - Points Possible
 - Points Achieved
 - Scale Score
- Sub-scores for each skill area
 - Points Possible
 - Points Achieved

Below, is a sample of the student report. There are letter designations (A, B, C, D and E) on the report that correspond to a detailed description of the information provided on the report.


Florida Comprehensive English Language Learning Assessment
Student Report


A Student: XXXXXX XXXXX
 Student ID#: 0333333333
 Date of Birth: 01/18/1999
 Home Language: Spanish
 Grade: 04
 School: XXXX XXXXXXXXXX AAAAAAAAAA BBBB
 District: AAAAAAAAAA
 State: Florida
 Test Date: Jan 01, 2009

C

Skill Areas	Points Possible	Points Achieved	Scale Score*
Listening	22	11	696**
Speaking	24	24	
Reading	30	11	664
Writing	39	15	663
Total Score	115	61	2025

B Test Levels / Form Taken:
 Listening/Speaking: B2
 Reading/Writing: B2

D

	CELLA Scale Score Ranges			
	Beginning	Low Intermediate	High Intermediate	Proficient
Listening/Speaking	0-50	51-67	68-77	78-85
Reading	0-20	21-24	25-28	29-30
Writing	0-8	9-12	13-18	19-25

Note: These scores show your performance on the test and not the test itself. You can use the test results to help you understand where you stand in relation to the other students who took the test. The test scores are based on the following ranges:

NT (Not Tested) – Student did not take the test or reached a score of zero on the test for that skill area.
ETC (European Council) – Student did not receive a score being assigned from the test center.
NA (Not Assigned) – Test was interrupted.
For information regarding performance, please contact the test center or the school of the report.
** The NA (Not Assigned) – Test level not appropriate for student's grade level.

E

Listening/Speaking Sub-Score #	Points Possible	Points Achieved
Listening - Short Dialog <small>This score measures the student's ability to understand a single sentence or short dialogue.</small>	8	5
Listening - Short Dialogs <small>This score measures the student's ability to understand short listening passages.</small>	8	5
Listening - Comprehension - Extended Speech <small>This score measures the student's ability to understand extended listening passages, including passages that present contextual information.</small>	6	1
Speaking - Vocabulary <small>This score measures the student's knowledge of oral vocabulary.</small>	6	6
Speaking - Asking Questions <small>This score measures the student's ability to ask questions to obtain and appropriate.</small>	8	8
Speaking - Extended Speech <small>This score measures the student's ability to express an opinion, make a story, and ask about information about a graph.</small>	10	10

Reading/Writing Sub-Score #	Points Possible	Points Achieved
Reading - Vocabulary <small>This score measures the student's ability to read and understand vocabulary words.</small>	9	5
Reading - Comprehension <small>This score measures the student's ability to understand reading passages, including passages that present contextual information.</small>	17	4
Writing - Grammar <small>This score measures the student's ability to use vocabulary related to English grammar correctly in writing, and vice versa.</small>	9	4
Writing - Sentences <small>This score measures the student's ability to write complete sentences and to use cohesion.</small>	12	7
Writing - Paragraphs <small>This score measures the student's ability to write paragraphs.</small>	12	3
Writing - Editing <small>This score measures the student's ability to identify errors in grammar mechanics, and vice versa.</small>	6	1

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A Student Personal Information

This section (top left hand corner of report) includes the student information and shows the student's name, student identification number, date of birth, home language and grade. Additional information supplied in this area includes the school, district, and state names, and the date the test was administered.

B *Test Level/Forms Taken*

This section (below student personal information) identifies the level of the test taken by the student. If there are three asterisks (***) next to the test level taken by the student, the test level was not appropriate for the student's grade.

Students take the Listening and Speaking level that matches their grade level. For example, students in Grade 3 will take Level B Listening and Speaking. The Reading and Writing, test may be taken either on grade level or at a lower grade level if it will provide better information about their literacy skills. For example, all students in Grade 10 will take the Listening and Speaking sections of Level D, but students in Grade 10 who's Reading and Writing skills are at a more basic level might take the Reading and Writing sections of Level C, Level B or Level A. If a student is administered either the Listening and Speaking or the Reading and Writing at an inappropriate level, the asterisks (***) will be noted.

C *Scores on Skill Areas*

This section (top right hand corner of the report) summarizes the student's overall performance on CELLA. A Total Score is shown, as well as the student's scores in Listening, Speaking, Reading, and Writing.

This table contains three columns of scores: **Points Possible**, **Points Achieved**, and **Scale Score**. **Points Possible** shows how many raw score points a student would receive if every question was answered correctly. **Points Achieved** shows how many raw score points the student earned when taking the test. Since the **Points Possible** and **Points Achieved** are presented in the raw score metric these scores should not be compared for students taking different levels or forms of the test.

CELLA reporting also provides Scale Scores. **Scale Scores** make it possible to compare student performance across different levels or forms of the test. Scale scores within a given skill area, can be compared across levels. It is also possible to compare skill area scale scores for students who have taken different forms of the test.

CELLA reports four scale scores: Listening/Speaking, Reading, Writing, and Total Score. The Listening and Speaking skill areas have been combined and are reported using a single scale score, while Reading and Writing each have an independent scale score.

If there is a **NT** (*Not Tested*) displayed in any box, it is an indication that the student did not take enough test questions to provide a valid test score. For additional information on why the student did not receive a score, contact the student's teacher.

If there is an **ET** (*Exempted from Test*) displayed in any box, it is an indication that the student was not administered that portion of the test. For additional information on why the student was not tested, contact the student's teacher.

D *Range of Scores*

This section (box found below the Skill Area section) provides a note about the range of performance for the student's scale scores. CELLA measures a student's English language skills on the day of the test. If the student took the test again, he or she might get a somewhat higher or lower score. It is best to think of a student's scale score as representing a range of probable performance. For example, if a student got a score of 691 on the Listening/Speaking scale, his or her score on another day could be somewhere between 673 and 709.

Footnotes

Next to the Range of Scores box are several notes. These notes are descriptions for the footnotes within the report. In this section you will see:

NT (Not Tested) – Student answered to few items to receive a score or student not tested for that test subject. If **NT** appears in any score or subscore boxes it is an indication that the student answered to few items to receive a score.

ET (Exempted from Test) – Student was not tested due to being exempted from that test subject. Deaf and Hard-of-Hearing students are the only students that may be exempted for a test subject. If **ET** appears in any of the score and subscore boxes it is an indication that the student was exempted from that test subject.

NS (No Score) – Test was invalidated. If **NS** appears in any score or subscore boxes it is an indication that the student's test was invalidated.

*** For information regarding performance, please see the information provided on the back of this report.**

This note references the scale scores reported in the *Skills Areas* and directs readers to the back of the report for additional information on scale scores and their meaning.

**** Listening and Speaking have a combined score.**

This note is to inform the reader that a combined scale score is reported for the Listening and Speaking tests.

***** and NA** (Test not appropriate) – Test level not appropriate for student's grade level.

If three asterisks (***) appear next to the student's test level, such as Listening/Speaking: D2*** it is an indication that the test was not appropriate for student's grade level. An **NA** will appear in the corresponding score and subscore boxes on the student report.

E Other CELLA Scores

The bottom of the CELLA Student Score Report provides other scores, called sub-scores. Sub-scores are provided for Listening/Speaking and Reading/Writing. These sub-scores give additional information about a student's strengths and weaknesses. The name of the sub-score is provided along with a brief explanation of what is measured.

The sub-scores are the number of points achieved, also called raw scores. They are not scale scores. For that reason, the sub-scores for students who took different levels or forms of the test should not be compared.

For students taking Level A or Level B, the number of points possible in the sub-scores for a skill area may not add up to the total number of points possible in that skill area as a whole. That is because some test items are included in the overall score, but are not included in the sub-scores.

THE MEANING OF CELLA SCALE SCORES

To understand what a scale score means, it is helpful to know more about the scale being used including the range of the scale.

The range of the CELLA scale – from the lowest possible score to the highest possible score – is shown below for each area of the test.

Scale Score	Lowest Possible Score	Highest Possible Score
Listening/Speaking	495	835
Reading	345	820
Writing	515	850
Total Score	1,355	2,505

Back of Student Score Report

Descriptions of the English proficiency levels are provided to help explain what the CELLA scale scores mean. These descriptions explain what students who earn certain scores know and are able to do in English. The descriptions shown below provide meaning to the numerical score.

This report is translated to Florida's 10 most common languages and can be found at <http://www.fldoe.org/aala/cella.asp>.

HOW TO INTERPRET YOUR SCORES:
Use the total scale score you earned for each skill area and match it to the closest scale score by grade cluster provided below to determine the typical English language proficiency for a student receiving the same score. The proficiency level descriptors are provided to explain what the CELLA scores mean. These descriptions explain what students who earn certain scores know and are able to do in English. For listening and speaking skills, use the grade level scale score range that indicates the actual grade level you are enrolled in, and for reading and writing skills, use the grade level of the test that you took.

COMO INTERPRETAR TU PUNTUACIÓN:
Usa la puntuación total que lograste para cada área de destreza y compárala con la puntuación de escala más cercana por grupo de grado que se provee abajo para determinar el nivel de proficiencia en el idioma inglés típico para un estudiante que recibió la misma puntuación. Las descripciones por nivel de proficiencia en inglés se proveen para explicar el significado de la escala de puntaje de CELLA. Estas descripciones explican lo que saben los estudiantes que obtienen ciertos puntajes y lo que son capaces de hacer en inglés. Para las destrezas de escuchar y discurso, usa el nivel de grado el cual indica tu grado actual y para las destrezas de lectura y escritura usa el nivel de grado del examen que te administró.

F
G

LISTENING/SPEAKING SCALE SCORE RANGES					
	K-2	3-6	8-8	9-12	
Beginning	495-632	560-675	565-680	580-681	Beginning - speaks and understands spoken English that is below grade level.
Low Intermediate	633-649	676-697	681-712	682-713	Low Intermediate - speaks in English and understands spoken English that is at or below grade level.
High Intermediate	650-672	698-719	713-732	714-738	High Intermediate students, with minimal support, speak in English and understand spoken English that is at grade level.
Proficient	673-755	720-805	733-830	739-835	Proficient students speak in English and understand spoken English at grade level in a manner similar to non-ELLs.

READING SCALE SCORE RANGES					
	K-2	3-6	8-8	9-12	
Beginning	345-545	590-689	600-713	605-743	Beginning - reads below grade level text.
Low Intermediate	546-628	690-714	714-741	744-761	Low Intermediate - reads at or below grade level text.
High Intermediate	629-689	715-733	742-758	762-777	High Intermediate - reads at grade level text with minimal support.
Proficient	690-800	734-810	759-815	778-820	Proficient - reads at grade level text in a manner similar to non-ELLs.

WRITING SCALE SCORE RANGES					
	K-2	3-6	8-8	9-12	
Beginning	515-636	675-674	580-687	600-689	Beginning - writes below grade level and requires continuous support.
Low Intermediate	637-657	675-702	688-719	690-720	Low Intermediate - writes at or below grade level and requires some support.
High Intermediate	658-689	703-726	720-745	721-745	High Intermediate - writes at grade level with minimal support.
Proficient	690-775	727-825	746-845	746-850	Proficient - writes at grade level in a manner similar to non-ELLs.

ESCUCHAR Y DISCURSO PUNTUACION DE ESCALA					
	K-2	3-6	8-8	9-12	
Básico	495-632	560-675	565-680	580-681	Nivel básico - hablan inglés y entienden el inglés hablado a un nivel inferior a su grado.
Intermedio Bajo	633-649	676-697	681-712	682-713	Nivel intermedio bajo - hablan inglés y entienden el inglés hablado a nivel de grado o inferior.
Intermedio Alto	650-672	698-719	713-732	714-738	Nivel intermedio alto - con asistencia mínima hablan en inglés y entienden el inglés hablado a nivel de grado.
Proficiente	673-755	720-805	733-830	739-835	Proficiente - dominio completo del idioma inglés hablan y entienden el inglés hablado a nivel de grado de una manera similar a los de habla inglesa.

LECTURA PUNTUACION DE ESCALA					
	K-2	3-6	8-8	9-12	
Básico	345-545	590-689	600-713	605-743	Nivel básico - leen a un nivel inferior a su grado.
Intermedio Bajo	546-628	690-714	714-741	744-761	Nivel intermedio bajo - leen a nivel de grado o inferior.
Intermedio Alto	629-689	715-733	742-758	762-777	Nivel intermedio alto - leen a nivel de grado con asistencia mínima.
Proficiente	690-800	734-810	759-815	778-820	Proficiente - dominio completo del idioma inglés leen a nivel de grado de una manera similar a nativos del idioma inglés.

ESCRITURA PUNTUACION DE ESCALA					
	K-2	3-6	8-8	9-12	
Básico	515-636	675-674	580-687	600-689	Nivel básico - escriben a un nivel inferior a su grado.
Intermedio Bajo	637-657	675-702	688-719	690-720	Nivel intermedio bajo - escriben a nivel de grado o inferior.
Intermedio Alto	658-689	703-726	720-745	721-745	Nivel intermedio alto - escriben a nivel de grado con asistencia mínima.
Proficiente	690-775	727-825	746-845	746-850	Proficiente - dominio completo del idioma inglés escriben a nivel de grado similar a nativos del idioma inglés.

F To better understand what a score means, follow these simple steps.

1. First find the student's scale score. It is located in the top right hand corner of the report. (See **C** on front of Student Score Report)
2. Then find the scale score by grade that is closest to the student's score. (This will be located on the back page of the report; see **F** above.)
3. Next read the description of the proficiency level matching the scale score to determine the typical English proficiency level for a student receiving the same score.

G *Proficiency Level Descriptors*

The scale scores and **Proficiency Level Descriptors** are provided on the back side of the student report. These statements describe what students know and are able to do in each language domain and each language proficiency level.

LISTENING/SPEAKING SCALE SCORE RANGES					
	K - 2	3 - 5	6 - 8	9 - 12	PROFICIENCY LEVEL DESCRIPTORS
Beginning	495-632	560-675	565-680	580-681	Beginning - speaks and understands spoken English that is below grade level
Low Intermediate	633-649	676-697	681-712	682-713	Low Intermediate - speaks in English and understands spoken English that is at or below grade level
High Intermediate	650-672	698-719	713-732	714-738	High Intermediate - with minimal support, speaks in and understands spoken English that is at grade level.
Proficient	673-755	720-805	733-830	739-835	Proficient - speaks in and understands spoken English at grade level in a manner similar to non-ELL students.
READING SCALE SCORE RANGES					
	K - 2	3 - 5	6 - 8	9 - 12	PROFICIENCY LEVEL DESCRIPTORS
Beginning	345-545	590-689	600-713	605-743	Beginning - reads below grade level text.
Low Intermediate	546-628	690-714	714-741	744-761	Low Intermediate - reads at or below grade level text.
High Intermediate	629-689	715-733	742-758	762-777	High Intermediate - reads at grade level text with minimal support.
Proficient	690-800	734-810	759-815	778-820	Proficient - reads at grade level text in a manner similar to non-ELLs.
WRITING SCALE SCORE RANGES					
	K - 2	3 - 5	6 - 8	9 - 12	PROFICIENCY LEVEL DESCRIPTORS
Beginning	515-636	575-674	580-687	600-689	Beginning - writes below grade level and requires continuous support.
Low Intermediate	637-657	675-702	688-719	690-720	Low Intermediate - writes at or below grade level and requires some support.
High Intermediate	658-689	703-726	720-745	721-745	High Intermediate - writes at grade level with minimal support.
Proficient	690-775	727-825	746-845	746-850	Proficient - writes at grade level in a manner similar to non-ELLs.