CELLA

Train-the-Trainer

Training Session

January 2010

MORNING AGENDA

- Welcome and Introductions

- What's New for 2010

- Purpose of the CELLA

- Who Should Be Tested

- 2010 Comprehensive Schedule

- Test Security

- Training Materials

- Delivery of Test Materials and Supplemental Order Process

- Test Accommodations

- PreID Labels and Answer Sheets

MORNING AGENDA
(continued)

- Test Administration Manual

- Return of Materials

Break

- Configuration of the CELLA

- Level A Test Administration

- Levels B, C, and D Test Administration

- Questions and Answers

AFTERNOON AGENDA

- Speaking Scoring Rubrics

- Questions and Answers

Welcome & Introductions

- Lori Rodriguez, Chief, Bureau of Student Achievement through Language Acquisition

- Gary Sabitsch, FDOE/Questar, Educational Program Specialist

- Michelle Sorem, Questar CELLA Program Manager

- Sara Tucker, Questar ELL Content Specialist

- Karen Franco, Questar ELL Content Specialist

- Hakan Bergon, Questar CELLA Program Manager

- Kerry Russo, Questar CELLA Program Coordinator

WHAT'S NEW FOR 2010?

- New contractor to produce, distribute, and score the CELLA: Questar Assessment, Inc.

- No functional-level testing: All students will be tested on grade level. There is no locator test.

- Form 1 will be used this year: A1, B1, C1, and D1

- Supplemental orders will be processed online only.

- All secure test materials <u>must</u> be returned to Questar. All non-secure test materials will be kept at the district for local recycling.

- The Administration Survey and Comment Form have been combined into the "2010 CELLA Customer Satisfaction Survey." It is available online.

PURPOSE OF the CELLA

- The CELLA measures the growth of students classified as English Language Learners (ELLs) in mastering the English skills they will need to succeed in school.

- The CELLA provides evidence of program accountability in accordance with Title I and Title III of NCLB*.

*No Child Left Behind

HOW WILL RESULTS FROM the CELLA BE USED?

Results will provide

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

*English for Speakers of Other Languages

WHO SHOULD BE TESTED?

- All students in grades K–12, classified as ELL, with a code of "LY" or "LP" after May 16, 2009, and enrolled in the district during the time of testing, regardless of whether the student was reclassified as a former ELL (code of "LF"), and prior to April 5, 2010.

- Former ELLs (code of "LF") who were exited from the ESOL program on or after June 1, 2009, and before April 19, 2010, are to be tested.

2010 CELLA Comprehensive Schedule

Event:	Dates:
Train-the-Trainer Sessions	January 25–28, 2010
Receipt of Training Materials	January 29
Districts Train Test Administrators	February–April
Receipt of CELLA Testing Materials	March 26, April 2, or April 9
CELLA Test Administration Window	April 19–May 19, 2010

NOTE: The 2010 CELLA Schedule is printed on page 1 of the Test Administration Manual

CELLA 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 a Security form at each school site.

- Test Administrators will be asked to sign materials in and out.

- Each school is required to maintain an accurate Security Log for each testing room.

NOTE: The Test Security Policy is on page 19 of the Test Administration Manual.

CELLA Test Security

- Districts MUST account for and return to Questar all secure test materials.

- Materials are tracked using security barcodes.

- Secure documents should never be destroyed (shredded) except for soiled documents (e.g., due to a student's illness).

2010 Training Materials

Each district will receive five complete sets of the materials below. If ordered, each district will also receive an overage of training kits.

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

- Level A Test Book
- Level A One-on-One Prompt Book
- Levels B, C, & D Listening & Speaking Test Books, one per level
- Levels B, C, & D Reading & Writing Test Books, one per level
- Levels B, C, & D Answer Sheet

The 2010 Test Administration Manual and this Training PowerPoint will be available online.

Packaging, Delivery, & Return of Training Materials

- Training Materials
  - ○ Will be sent to districts only
  - ○ Will be packaged by school
  - ○ Will be delivered on January 29, 2010
- Training Materials must be returned with the test administration materials.
- Reminders:
  - ○ Return labels will be included in the test administration shipments and NOT in the training materials shipments.
  - ○ Training test booklets can be used if needed in the administration as overage IF free of any marks or notes.
  - ○ NO SUPPLEMENTAL ORDERS will be processed for training materials.

Delivery of Test Materials

- Orders are produced based on the PreID file received from the FDOE, supplied by the districts in Survey 7.

- Orders are packed by school and shipped to the district for distribution.

- Delivery of materials will be on March 26, April 2, or April 9. (The date was pre-selected by District Coordinator.)

- Each school's School Packing List will be provided electronically to the district.

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

Receipt of Test Materials

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

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

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

Materials Available for
Test Administration

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

- 2010 Test Administration Manual

- Directions for Administration

- Levels B, C, & D Answer Sheets (packaged in 10's)

- A1 & B1 and C1 & D1 Listening CDs

- PreID Labels and Rosters

- Return Material Kits

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

- Large-print and braille (if ordered)

2010 Supplemental Order Process

- Only District Coordinators can place supplemental orders.

- Orders can only be placed after the initial shipment is received and checked.

- Orders will be placed using Questar's online system, ServicePoint.

- Orders will be shipped within 24 hours of receipt. Orders received after 2 pm CST are processed on the next business day.

Test Accommodations

- Section in Directions for Administration addresses ALL allowable accommodations (begins on page 267)

    ◦ Students with Disabilities with Current IEPs

    ◦ Students with Section 504 Plans

- Not-Permitted Accommodations

    ◦ List of not-permitted accommodations is included

- Guidance on accommodations for Deaf or Hard-of-Hearing

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.

Note: Complete information about the accommodated format materials is found on page 9 of the Test Administration Manual.

Receipt of PreID Labels

- PreID labels will be provided to each district.

- 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 LABELS

- All ELLs enrolled in the district as of January 11, 2010, and submitted by the district in the PreID process (Survey 7) will have a student PreID label.

- 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.

PreID Label Sample

STUDENTLASTNAM, SAMPLEFIRS A SID: XXXXX6789X
DIST/SCH: 99-9999
Your School Name   ELL: LY   ESE: K
                                    Accom: Y   Dist Use: 1234567890
DOB: 03/01/97   GEN: M   R/E: A   GRD: 11   CELLA 2010

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

- Student's Last Name

- Student ID Number

- District Number

- School Number (code)

- Grade

Answer Sheets <u>With</u> PreID Labels

On answer sheets with correct PreID labels, certain boxes must still be completed. These boxes address the following:

- Student Name
- Test Administrator Name
- School Name and Number
- District Name and Number
- Test Date
- Test Level (Levels B, C, and D Answer Sheet only)

NOTE: This information is found on page 18 of the Test Administration Manual.

Answer Sheets <u>Without</u> PreID Labels

On answer sheets without PreID labels, additional boxes must be gridded.

- List of required boxes is provided on page 11 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.

2010 Test Administration Manual

The Test Administration Manual is your key to a smooth test administration process. Among other things, it includes

- The 2010 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

2010 Test Administration Manual

The Test Administration Manual appendices include documents which will need to be reproduced:

- 2010 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 online.)
- 2010 CELLA Security Log (need 1 per testing room)
- "TESTING: Do Not Disturb" sign (need 1 per testing room)
- "No Electronic Devices Permitted" sign (need 1 or more per testing room)

2010 Test Administration Manual

The Test Administration Manual is meant to be used by three key players in the test administration process:

- District Coordinator
    - Responsibilities & checklist on pages 47–55
- School Coordinator
    - Responsibilities & checklist on pages 35–46
- Test Administrator
    - Responsibilities & checklist on pages 24–34

Return of Test Materials

- All secure test materials must be returned to Questar.

- The test materials pickup date depends on when testing was completed. (See table on page 1 of the Test Administration Manual for a list of these dates.)

- Last materials pickup date is May 24.

- Score report delivery date depends on when answer sheets were returned.

Return of Test Materials:
Materials Return Kits

- Materials Return Kits are provided with the test materials.

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

Return of Test Materials:
Test Administrator Responsibilities

- 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.

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

- Return 3 stacks of materials to the School Coordinator:

  ◦ To-Be-Scored materials

  ◦ Not-To-Be-Scored materials

  ◦ Test Administration Manual and Security Log

Return of Test Materials:
School Coordinator Responsibilities

- Inventory materials to make sure none are missing.

- Fill out Document Count Forms (1 per grade, per school).

- Fill out School Return Summary Forms (1 per school).

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

- Pack a "District Coordinator ONLY" box with non-secure materials.

- Return boxes to District Coordinator.

Return of Test Materials:
District Coordinator Responsibilities

- Receive boxes from School Coordinators.

- Verify that all boxes have been returned to you.

- Seal boxes and request materials pick-up.

- Store the "District Coordinator ONLY" box.

CONFIGURATION OF the CELLA

Test Levels:

Level A (Grades K–2)

Level B (Grades 3–5)

Level C (Grades 6–8)

Level D (Grades 9–12)

Test Sections:

Listening

Speaking/One-on-One

Reading

Writing

Test Format:

Listening: All Multiple-Choice

Speaking: All Constructed-Response

Reading: All Multiple-Choice

Writing: Multiple-Choice & Constructed-Response

ADMINISTERING LEVEL A

Individually Administered Sections:

- The entire CELLA test should be individually administered to students in kindergarten.
- The One-on-One section must be individually administered to Grades 1 and 2.

Group-Administered Sections:

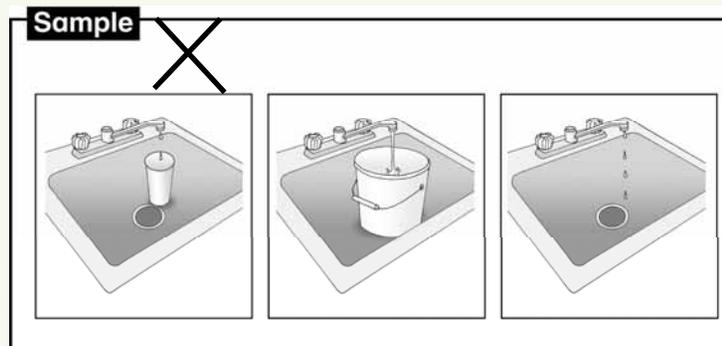- Grades 1 and 2 may take Listening, Reading and Writing in small groups.

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
☑
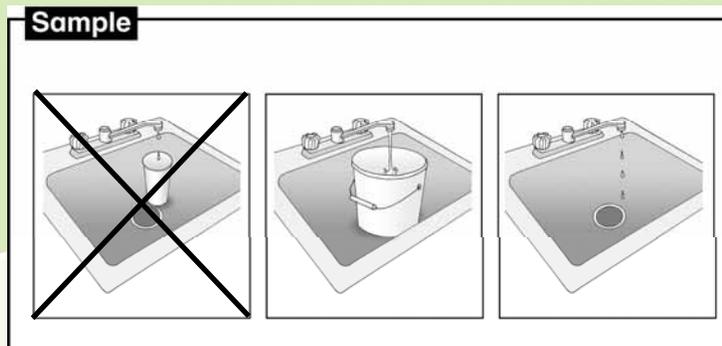
Incorrect

LEVEL A
Test Materials

You will need the following materials to administer the Level A test:

- Student Test Book
- One-on-One Prompt Book
- Levels A1 & B1 Listening CD
- Directions for Administration

ADMINISTERING LEVEL A
The Stopping Rule

- The Stopping Rule is ONLY applicable to <u>individually administered</u> sections.

- IF the student <u>cannot respond</u> to five questions in a row AND it is clear that the questions are above the student's proficiency level, the Test Administrator should stop the administration of that section only.

LEVEL A Listening
Item Types

There are three Listening item types:

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

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

- <u>Extended Listening</u>: 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

There are three Reading item types:

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

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

- <u>Extended Reading Comprehension</u>: The student independently reads multiple-paragraph stories and answers MC questions.

*multiple-choice

LEVEL A WRITING
Item Types

There are three Writing item types in the Core* section:

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

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

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

*for all K-2 students

LEVEL A WRITING
Item Types

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

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

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

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

*for grade 2 students only

LEVEL A 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 ONE-ON-ONE

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

- The student's responses are scored by the Test Administrator, who records the scores in the student's test book.

- Most of the One-on-One items contribute to the Speaking score, but some contribute to other scores.

- Approximate testing time: 15 minutes per student.

LEVEL A ONE-ON-ONE
Item Types

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

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

- <u>Reading Aloud for Fluency</u>: The student demonstrates his or her reading fluency by reading text aloud for 30 seconds. This contributes to the Reading score.

LEVEL A ONE-ON-ONE
Item Types

The following One-on-One item types contribute to the Speaking score:

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

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

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

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

Responses to One-on-One

Test Administrators score the student's responses and record the scores in the One-on-One Scoring Section of the test book.

Page 37 of the Level A Test Book

One-on-One Scoring

FOR TEACHER USE ONLY

1. NR 0 1
2. NR 0 1
3. NR 0 1
4. NR 0 1
5. NR 0 1
6. NR 0 1
7. NR 0 1

8. NR 0 1
9. NR 0 1
10. NR 0 1
11. NR 0 1
12. NR 0 1 2
13. NR 0 1 2
14. NR 0 1 2

15. NR 0 1 2 3 4
16. NR 0 1
17. NR 0 1
18. NR 0 1
19. NR 0 1
20. NR 0 1
21. NR 0 1 2 3 4

ADMINISTERING LEVELS B, C, & 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.

LEVELS B, C, & D
Test Materials

- Level B Listening & Speaking Test Book
- Level B Reading & Writing Test Book
- Levels A1 & B1 Listening CD

- Level C Listening & Speaking Test Book
- Level C Reading & Writing Test Book
- Levels C1 & D1 Listening CD

- Level D Listening & Speaking Test Book
- Level D Reading & Writing Test Book
- Levels C1 & D1 Listening CD

- Levels B, C, & D Answer Sheet
- Directions for Administration

LEVELS B, C, & D LISTENING
Item Types

There are four Listening item types:

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

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

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

- <u>Extended Listening</u>: The student answers questions after listening to lengthier talks.

LEVELS B, C, & 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, & D READING

The Reading section is divided into two parts:

- <u>Part One</u>: The student answers discrete vocabulary questions.
  - ◦ Assesses knowledge of English vocabulary through use of synonyms, antonyms, idioms, roots, and affixes

- <u>Part Two</u>: The student reads passages and answers questions.
  - ◦ Assesses reading comprehension
  - ◦ Each passage is followed by 4–6 questions

LEVELS B, C, & D READING

- Approximate testing time: 45 minutes

- All Reading items are multiple-choice

LEVELS B, C, & 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

LEVELS B, C, & D WRITING

- <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, & D SPEAKING

- The Speaking section is administered in a one-on-one setting.

- The student's responses are scored by the Test Administrator, who records the scores on the student's answer sheet.

- Approximate testing time: 10–15 minutes per student

LEVELS B, C, & D 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 reads aloud for 40 seconds. (Level B only)

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 if stuck
  - 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.

Last Thing To Do

Go to the CELLA website and complete the 2010 CELLA Customer Satisfaction Survey.

This feedback from Test Administrators, School Coordinators, and District Coordinators will tell us what went right and what went wrong, and help us improve the process each year.

Questions and Answers

AFTERNOON SESSION

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 should

- become familiar with the CELLA rubrics
- use the Training CDs for Speaking to get practice
  scoring actual student responses

SPEAKING
Scoring Practice

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

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.

RUBRIC REVIEW
Speech Functions

Measures a student's oral response to a specific prompt

Criteria include
- Appropriateness of information
- Grammatical accuracy

Training CD for Speaking tracks
- Level A: 1–22
- Level B: 1–38
- Level C: 1–45
- Level D: 1–41

SCORING PRACTICE
Speech Functions

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

RUBRIC REVIEW
Personal Opinion

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

Criteria include

- Clarity of response
- Adequate support
- Good control of grammar & adequate vocabulary

Training CD for Speaking tracks

- Level A: 23–31
- Level B: 39–47
- Level C: 46–58
- Level D: 42–49

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 CD for Speaking tracks
- Level A: 32–47
- Level B: 48–62
- Level C: 59–74
- Level D: 50–67

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 CD for Speaking tracks

- Level B: 63–75
- Level C: 75–86
- Level D: 68–79

SCORING PRACTICE
Graph Interpretation

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

SCORING PRACTICE
Graph Interpretation

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

Reading Aloud for Fluency
(Levels A and B Only)

Measures reading fluency

Criteria include
- Rate
- Accuracy

Training CD for Speaking tracks
- Level A: 48–63
- Level B: 76–94

SCORING PRACTICE
Reading Aloud for Fluency
(Level A Only)

Score	Rubric for *Reading Aloud for Fluency*
4	The student: • read at least 60 words correctly in 30 seconds • most often grouped words in meaningful phrases • heeded punctuation • used intonation and expression
3	The student: • read between 45 and 59 words correctly in 30 seconds • usually grouped words in meaningful phrases • usually heeded punctuation
2	The student: • read between 21 and 44 words correctly in 30 seconds • may have read haltingly, from word to word, or without meaningfully grouped phrases • may not have indicated punctuation in response
1	The student: • read between 10 and 20 words correctly in 30 seconds • included frequent long pauses between words • may not have indicated punctuation in response
0	The student: • read fewer than 10 words correctly in English in 30 seconds • responded in a language other than English
NR	No Response

SCORING PRACTICE
Reading Aloud for Fluency
(Level B Only)

Score	Rubric for *Reading Aloud for Fluency*
4	The student: • read at least 90 words correctly in 40 seconds • most often grouped words in meaningful phrases • heeded punctuation • used intonation and expression
3	The student: • read between 75 and 89 words correctly in 40 seconds • usually grouped words in meaningful phrases • usually heeded punctuation
2	The student: • read between 61 and 74 words correctly in 40 seconds • may have read haltingly, from word to word, or without meaningfully grouped phrases • may not have indicated punctuation in response
1	The student: • read between 25 and 60 words correctly in 40 seconds • frequent long pauses between words • may not have indicated punctuation in response
0	The student: • read fewer than 25 words correctly in English in 40 seconds • responded in a language other than English
NR	No Response

SCORING 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 <u>not</u> counted as errors.

SCORING PRACTICE
Reading Aloud for Fluency

To practice scoring Reading Fluency you will need

- A timer or stopwatch
- A blank transparency
- Paperclips
- Tissues
- A dry-erase pen

SCORING PRACTICE
Reading Aloud for Fluency

1. Place the blank transparency over the reading text, securing it with paperclips.

2. Start the timer or stopwatch as soon as the student starts reading the first word.

3. Using a dry-erase pen, mark each error.

4. At 40 seconds, mark the last word the student read.

5. Determine the total words read or attempted.

6. Count the errors and subtract this number from the total words read or attempted. This is the "correct words read in 40 seconds."

7. Compare this number to the Reading Fluency rubric to determine the score.

8. Erase the blank transparency with a tissue, and prepare to score the next student sample.

Questions and Answers