

CELLA

2011 Overview

**Training for Facilitators
& Test Administrators**

**DCPS
February 15 & 16, 2011**

**Comprehensive
English Language
Learning Assessment**

WELCOME & INTRODUCTIONS

- Brenda Trimble, ESOL Supervisor
- Bonnie Atwater, Coordinator of Test Administration
- Nancy Salgado-Martinez, ESOL Guidance
- Sandi Meritt, ESOL Resource
- Pat Grant, ESOL Resource
- Arlene Baez, ESOL Resource

AGENDA

- Welcome and Introduction
 - Purpose of CELLA
- Test Security
- Test Coordinator Responsibilities
- Who is tested?
- Pre-ID Labels
- Levels, Sections, Testing Time
 - Administration of levels A, B, C & D
 - Speaking scoring practice
 - Become familiar with all the rubrics

Purpose of the CELLA?

- The CELLA provides evidence of program accountability in accordance with Title I and Title III of NCLB*. NCLB mandates schools and districts to meet state accountability objectives for increasing the English language proficiency of ELLs.
- Accountability for ELLs is required under NCLB as measured by annual performance targets (AMAOs)
- Title I and Title III funding are dependent on compliance

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
- useful information about students' strengths and weaknesses in English
- Data for ESOL Program eligibility

CELLA results will NOT be used:

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

WHAT'S NEW FOR 2011?

- The 2011 CELLA window is prior to FCAT –
March 7 – April 8, 2011.
- The two test books for Levels B, C, and D have been
combined into one test book per level.
- The demographics pages now contain two separate
categories for Race and Ethnicity.

What's New (cont...)

- To reduce waste, only one Level A2 One-on-One Prompt book is provided per 10 students in grades K-2.
- To reduce waste, smaller quantities of training materials will be provided.
- Every district will receive materials and reports on the same day.



WHO SHOULD BE TESTED?

- All students in grades K–12, classified ELL, with a code of “LY” or “LT” must be administered CELLA during the approved window period
- Any new ELL enrolled prior to or during CELLA must be tested.
- Former ELLs (code of “LF”) who were exited from the ESOL program on or after September 1, 2010.
- **100%**

Test Administration Dates

CELLA will be administered beginning
Monday, March 7 through Friday, April 8, 2011



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 2011 Security form at each school site (p. 63 TAM).
- Test Administrators and School Coordinators 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

(cont...)

- Each school is required to maintain an accurate CELLA Administration Record/Security Checklist
 - Pre-populated electronic copies will be posted to ServicePoint.
- 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), which must be destroyed in a secure manner.

CELLA TEST ADMINISTRATOR REQUIREMENTS

- Individuals assigned to administer the CELLA must have sufficient proficiency in listening, speaking, reading and writing English to effectively apply the scoring rubric and evaluate students' responses in English.
- Individuals assigned to administer the CELLA must complete the CELLA training.
- CELLA must be administered by *certificated personnel*



CELLA
Materials

TRAINING MATERIALS

- Each school will receive complete kits containing training materials.
- Training materials are **SECURE** and must be returned with the test administration materials.
- Training 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 districts in October (Survey 2).
- PreID labels/rosters for additional students identified in January (Survey 7) will be provided in a supplemental shipment.
- 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

- Boxes should be opened and checked against the box content list
- 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 boxes upon receipt and verify all items listed on the shipping notice are enclosed in the shipment


Pre-ID LABELS

- All ELLs enrolled in the district as of October 15, 2010, and submitted by the district in the Pre-ID process (Survey 2) will have a student Pre-ID label.
- Clean-up and new student data was collected during Survey 7 (Jan, 2011). Schools will receive those Pre-ID labels in a separate shipment by Feb 18, 2011.
- For students enrolled from January through March, schools will have to write student info by hand.

Receipt of Pre-ID Labels

- Pre-ID labels have been provided to each school
- Labels are packaged by grade within each school
- The labels will arrive separate from test materials
- REMINDERS
 - Do NOT use Pre-ID labels from previous test administrations
 - Do NOT apply a label over another label

Pre-ID Label Sample (TAM p.17-18)

Barcode ID: P200604017566883 Rrrrrr, Rrrrr DOB: 01/01/1991 Grade: 09 Gender: F Admin: Spring 2006	CELLA-FL Alachua School District/Alachua High School School Code: 0013	SPRING 2006
Alachua School District Alachua High School School Code: 0013	 P200604017566883	Grade: 09 Gender: F
	Rrrrrr, Rrrrr Student ID#	DOB: 01/01/1991

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 Level

ANSWER SHEETS WITH PreID LABELS

On answer sheets with correct PreID labels, the following **ADDITIONAL** information **MUST** be provided and gridded on the Level A Student Test Book or on the Level B, C, and D Answer Sheet:

- Box 1** Student Name
- Box 2** Test Administrator Name
- Boxes 3,4** School Name & Number
- Box 5** District Name & Number
- Box 9** Test Date
- Box 11** Grade/Test Level

ANSWER SHEETS WITHOUT 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.

(Refer to TAM p.11)

RETURN OF TEST MATERIALS: SCHOOL RESPONSIBILITIES

- Test Administrator separates test materials – 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.
- Test Administrator to School Test Coordinator, who fills out Document Count Forms (by grade), and School Return Summary (1 per school).
- Return boxes to District Testing Office.



**CELLA
Test
Content**

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
Reading
Writing

Test Format:

Listening: All Multiple-Choice
Speaking: All Constructed-Response
Reading: All Multiple-Choice
Writing: Multiple-Choice & Constructed-Response

CELLA SECTIONS

- The Listening section should be administered before Reading & Writing.
- The Speaking section may be given at any time that is convenient for the Test Administrator, and ensures that every student is tested.
- All students must take all 4 sections.
- If a student is absent for a section, a make-up test must be scheduled.

TEST ACCOMMODATIONS

- SECTION IN Directions For Administration addresses ALL allowable accommodations (begins on p 258).
 - Students with disabilities with current IEPs
 - Students with Section 504 plans
- Use of dictionary is **not allowed** .
- List of other non-permitted accommodations is included
- Guidance on accommodations for Deaf or Hard-of-Hearing

A wooden easel with a white board. The board has the text 'CELLA Level A' written on it in a bold, teal font. The background is light green with a white curved shape at the bottom.

CELLA
Level A

Level A Sections

Level A Sections	Administration Features	Approx. Time Gr. K-1	Approx. Time Gr. 2
Listening	<ul style="list-style-type: none"> • Small-group administered (Individual administration is recommended for kindergarten) • Teacher reads script or plays CD 	15 min.	15 min.
Reading (Grade 2 includes "extension")	<ul style="list-style-type: none"> • Small-group administered (Individual administration is recommended for kindergarten) 	15 min.	35 min.
Writing (Grade 2 includes "extension")	<ul style="list-style-type: none"> • Small-group administered (Individual administration is recommended for kindergarten) 	15 min.	30 min.
One-on-One	Individually administered to all Level A students (K–2)	15 min.	15 min.



Administering Level A

- The test should be individually administered to students in kindergarten.
- Grades 1 and 2 may take Listening, Reading and Writing in small groups.
- The One-on-One section must be individually administered.
- Grade 2 will take additional “extension” items in Reading & Writing.

Administering Level A

“Core” and “Extension”

- The Core Section should be taken by *all* students in Grades K-2
 - Listening & Speaking sections are identical for all students in grades K-2
- The Extension contains more challenging Reading & Writing items and is administered only to students in Grade 2
 - Students in grades K and 1 receive fewer Reading & Writing items than students in Grade 2



STOPPING POINTS are available for individually administered sections of CELLA:

- Test administrators should stop the administration of that section only IF the student **cannot respond** to five questions in a row AND it is clear that the questions are above the student's proficiency level

Test Administrators

One-on-One Scoring Section

Page 37 of the Level A Student Test Book

or

the last page of Level B-D Answer Sheet

One-on-One Scoring

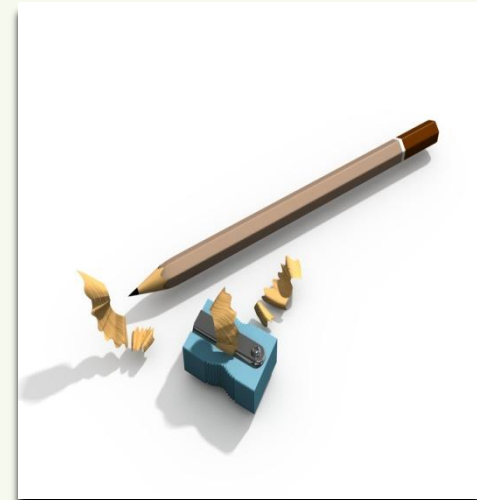
FOR TEACHER USE ONLY

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|---|--|--|
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| 2. <input type="radio"/> NP <input type="radio"/> 0 <input type="radio"/> 1 | 9. <input type="radio"/> NP <input type="radio"/> 0 <input type="radio"/> 1 | 16. <input type="radio"/> NP <input type="radio"/> 0 <input type="radio"/> 1 |
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| 7. <input type="radio"/> NP <input type="radio"/> 0 <input type="radio"/> 1 | 14. <input type="radio"/> NP <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 | 21. <input type="radio"/> NP <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 |

CELLA Speaking/One-on-One Administration

Knowledge & Skills Needed to be an Effective Evaluator of Language Proficiency

- Proficiency in English
- Thorough understanding of how rubrics “work”
- Practice with rubrics
- Objectivity





Administering Level A

One-On-One Section Speech Functions

Measures a student's oral response to a specific prompt

Criteria include:

- Appropriateness of information
- Grammatical accuracy

Administering Level A

One-On-One Section Personal Opinion

Measures students ability to orally state and defend an opinion

Criteria include:

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

Administering Level A



One-On-One Section 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

Administering Level A

One-On-One Section Reading Aloud for Fluency

Measures reading fluency

Criteria include:

- Rate
- Accuracy

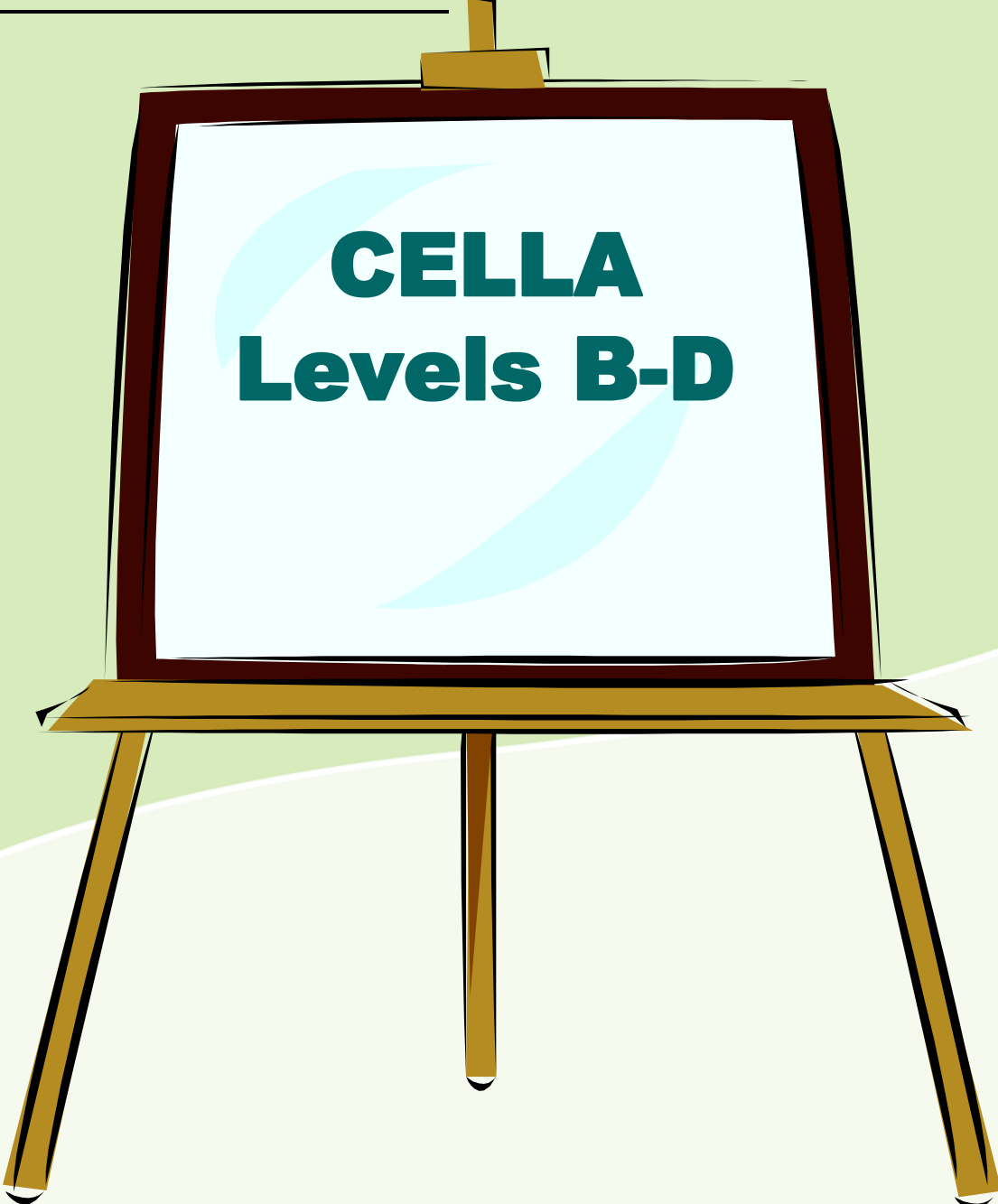


Administering Level A

One-On-One Section Reading Aloud for Fluency

Administration - Types of 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

An illustration of a wooden easel with a white sign. The sign has a dark red border and contains the text 'CELLA Levels B-D' in a bold, teal font. There are light blue curved shapes behind the text on the sign. The easel is set against a light green background with white curved lines.

CELLA
Levels B-D

ADMINISTERING LEVELS B, C, & D

- Individually Administered Section:
 - The speaking section must be individually administered to all students.
- Group-Administered Sections:
 - The listening, Reading, and Writing sections are administered in small groups.

ADMINISTERING LEVELS B, C, AND D TEST MATERIALS

Level B:

- Level B2 Test Book
- Levels A2 & B2 Listening CD

Level C:

- Level C2 Test Book
- Levels C2 & D2 Listening CD

Level D:

- Level D2 Test Book
- Levels C2 & D2 Listening CD

Levels B, C, and D:

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

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 (recommended)
 - Teacher Delivery: reading the script aloud

Approximate testing time: 25 minutes

LEVELS B, C, & D LISTENING Item Types

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

LEVELS B, C, AND D 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 4-6 questions.
 - Assesses reading comprehension

All reading items are multiple-choice

Approx testing time: 45 minutes

LEVELS B, C, AND D WRITING

The writing section is divided into four parts:

- Parts One & Two: multiple-choice questions
 - Grammar, structure, etc
 - Elements of writing
 - Recognizing errors
- Parts Three & Four:
 - Writing sentences
 - Writing paragraphs

Approx 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.

Approx testing time: 10–15 minutes per student

LEVELS B, C, & D SPEAKING Item Types

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

A wooden easel with a whiteboard. The whiteboard has a dark brown frame and a white surface. On the whiteboard, the words "Questions and Answers" are written in a bold, dark teal font. The easel has three legs and a horizontal top bar. The background is a light green color with a white curved shape at the bottom.

Questions and Answers

Resources

- For materials, supplemental orders, or testing questions contact Bonnie Atwater 858-1450.
- For parent information visit www.fldoe.org/aala.
- For technical assistance contact ESOL office 390-2202.

Speech Functions

Measures a student's oral response to a specific prompt

Criteria include:

- ◆ Appropriateness of information
- ◆ Grammatical accuracy
- ◆ Rubric NR, 0, 1, 2 points

SCORING PRACTICE

Speech Functions

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

Speech Functions

Rubric Review Activity

Refer to the *Directions for Administration & Scoring Guides*

Activity

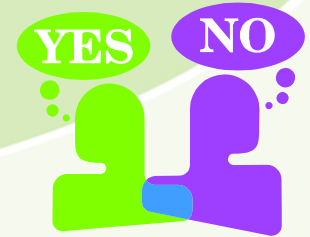
1. Listen to training CD **Tracks 1-2**
2. Discuss why the response scored a 2, referring to the rubric
3. Listen to CD **Tracks 3-4**
4. Discuss why the response scored a 1 and 0
5. Make sure you LISTEN to student responses, rather than read the transcript

Personal Opinion

Measures students ability to orally state and defend an opinion

Criteria include:

- ◆ Clarity of response
- ◆ Adequate support
- ◆ Good control of grammar & adequate vocabulary
- ◆ Rubric NR, 0, 1, 2 points



SCORING PRACTICE

Personal Opinion

Score	Rubric for <i>Personal Opinion</i>
2	<ul style="list-style-type: none">• The student states the opinion clearly and provides adequate support for the opinion, often with elaboration.• The listener understands why the student holds the opinion.• The response displays good control of grammar and adequate vocabulary.
1	<ul style="list-style-type: none">• The student states the opinion but provides minimal support for it; the connection between the opinion and the support given may not be clear.• The listener may be unclear as to why the student holds the opinion.• The response displays numerous grammatical errors and a basic vocabulary.
0	<ul style="list-style-type: none">• The student does not provide an opinion, or responds with only a single word or short phrase.• The student has difficulty constructing sentences and very limited vocabulary.
NR	No Response

Personal Opinion

Rubric Review Activity

Refer to the *Directions for Administration & Scoring Guides*

Activity

1. Listen to training CD **Tracks 46-47**
2. Discuss why the response scored a 2, referring to the rubric
3. Listen to CD **Track 48**
4. Discuss why the response scored a 1
5. Make sure you LISTEN to student responses, rather than read the transcript

SCORING PRACTICE


Story Retelling

Score	Rubric for <i>Story Retelling</i>
4	<p>The student's response:</p> <ul style="list-style-type: none">• is full and satisfactory• shows well-developed vocabulary resources (i.e., the student can generally find the right word and use it appropriately)• shows good control of grammar, though it may include an occasional minor error that does not interfere with communication• may display an accent, but any errors of pronunciation or intonation do not interfere with communication• is produced at an appropriate rate of speed and with sufficient fluency for effective communication
3	<p>The student's response:</p> <ul style="list-style-type: none">• is satisfactory in completing the task• shows adequate vocabulary resources• may display some grammatical errors that may interfere with communication• may display an accent, but errors of pronunciation and intonation only occasionally interfere with communication

SCORING PRACTICE

Story Retelling

Score	Rubric for <i>Story Retelling</i> (continued)
2	<p>The student's response:</p> <ul style="list-style-type: none">• does not fully complete the task• displays a basic, but not extensive vocabulary (i.e., the student sometimes cannot find the right word)• displays numerous grammatical errors that often interfere with communication• may display errors in pronunciation and/or intonation that often interfere with communication
1	<p>The student's response:</p> <ul style="list-style-type: none">• does not complete the task• shows limited vocabulary resources• makes numerous grammatical errors that frequently impede communication• displays numerous errors in pronunciation, intonation, or stress that interfere with communication
0	<p>The student's response:</p> <ul style="list-style-type: none">• shows very limited vocabulary resources• does not demonstrate an understanding of English• is not comprehensible in English
NR	No Response



CELLA
Practice

Speech Functions

Measures a student's oral response to a specific prompt

Criteria include:

- ◆ Appropriateness of information
- ◆ Grammatical accuracy
- ◆ Rubric NR, 0, 1, 2 points

SCORING PRACTICE

Speech Functions

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

Speech Functions

Rubric Review Activity

Refer to the *Directions for Administration & Scoring Guides*

Activity

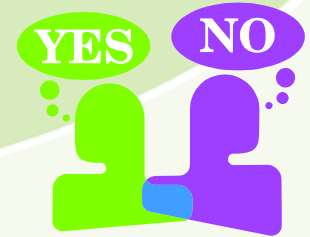
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4. Discuss why the response scored a 1 and 0
5. Make sure you LISTEN to student responses, rather than read the transcript

Personal Opinion

Measures students ability to orally state and defend an opinion

Criteria include:

- ◆ Clarity of response
- ◆ Adequate support
- ◆ Good control of grammar & adequate vocabulary
- ◆ Rubric NR, 0, 1, 2 points



SCORING PRACTICE

Personal Opinion

Score	Rubric for <i>Personal Opinion</i>
2	<ul style="list-style-type: none">• The student states the opinion clearly and provides adequate support for the opinion, often with elaboration.• The listener understands why the student holds the opinion.• The response displays good control of grammar and adequate vocabulary.
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0	<ul style="list-style-type: none">• The student does not provide an opinion, or responds with only a single word or short phrase.• The student has difficulty constructing sentences and very limited vocabulary.
NR	No Response

Personal Opinion

Rubric Review Activity

Refer to the *Directions for Administration & Scoring Guides*

Activity

1. Listen to training CD **Tracks 46-47**
2. Discuss why the response scored a 2, referring to the rubric
3. Listen to CD **Track 48**
4. Discuss why the response scored a 1
5. Make sure you LISTEN to student responses, rather than read the transcript

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

Rubric - NR, 0 - 4



SCORING PRACTICE

Story Retelling

Score	Rubric for <i>Story Retelling</i>
4	<p>The student's response:</p> <ul style="list-style-type: none">• is full and satisfactory• shows well-developed vocabulary resources (i.e., the student can generally find the right word and use it appropriately)• shows good control of grammar, though it may include an occasional minor error that does not interfere with communication• may display an accent, but any errors of pronunciation or intonation do not interfere with communication• is produced at an appropriate rate of speed and with sufficient fluency for effective communication
3	<p>The student's response:</p> <ul style="list-style-type: none">• is satisfactory in completing the task• shows adequate vocabulary resources• may display some grammatical errors that may interfere with communication• may display an accent, but errors of pronunciation and intonation only occasionally interfere with communication

SCORING PRACTICE

Story Retelling

Score	Rubric for <i>Story Retelling</i> (continued)
2	<p>The student's response:</p> <ul style="list-style-type: none">• does not fully complete the task• displays a basic, but not extensive vocabulary (i.e., the student sometimes cannot find the right word)• displays numerous grammatical errors that often interfere with communication• may display errors in pronunciation and/or intonation that often interfere with communication
1	<p>The student's response:</p> <ul style="list-style-type: none">• does not complete the task• shows limited vocabulary resources• makes numerous grammatical errors that frequently impede communication• displays numerous errors in pronunciation, intonation, or stress that interfere with communication
0	<p>The student's response:</p> <ul style="list-style-type: none">• shows very limited vocabulary resources• does not demonstrate an understanding of English• is not comprehensible in English
NR	No Response

Story Retelling

Rubric Review Activity

Refer to the *Directions for Administration & Scoring Guides*

Activity

1. Listen to training CD **Tracks 59-60**
2. Discuss why the response scored a 4, referring to the rubric
3. Listen to CD **Track 62**
4. Discuss why the response scored a 2
5. Make sure you LISTEN to student responses, rather than read the transcript

Graph Interpretation

Measures students ability to orally summarize and interpret a graph

Criteria include:

- Summary response
- Comparison response
- Vocabulary
- Grammar
- Fluency

Rubric – NR, 0-4



SCORING PRACTICE

Graph Interpretation

Score	Rubric for <i>Graph Interpretation</i>
4	<p>The student's response:</p> <ul style="list-style-type: none">• is full and satisfactory• shows well-developed vocabulary resources (i.e., the student can generally find the right word and use it appropriately)• shows good control of grammar, though it may include an occasional minor error that does not interfere with communication• may display an accent, but any errors of pronunciation or intonation do not interfere with communication• is produced at an appropriate rate of speed and with sufficient fluency for effective communication
3	<p>The student's response:</p> <ul style="list-style-type: none">• is satisfactory in completing the task• shows adequate vocabulary resources• may display some grammatical errors that may interfere with communication• may display an accent, but errors of pronunciation and intonation only occasionally interfere with communication

SCORING PRACTICE

Graph Interpretation

Score	Rubric for <i>Graph Interpretation</i> (continued)
2	<p>The student's response:</p> <ul style="list-style-type: none">• does not fully complete the task• displays a basic, but not extensive vocabulary (i.e., the student sometimes cannot find the right word)• displays numerous grammatical errors that often interfere with communication• may display errors in pronunciation and/or intonation that often interfere with communication
1	<p>The student's response:</p> <ul style="list-style-type: none">• does not complete the task• shows limited vocabulary resources• makes numerous grammatical errors that frequently impede communication• displays numerous errors in pronunciation, intonation, or stress that interfere with communication
0	<p>The student's response:</p> <ul style="list-style-type: none">• shows very limited vocabulary resources• does not demonstrate an understanding of English• is not comprehensible in English
NR	No Response

Graph Interpretation

Rubric Review Activity

Refer to the *Directions for Administration & Scoring Guides*

Activity

1. Listen to training CD **Tracks 75-76**
2. Discuss why the response scored a 4, referring to the rubric
3. Listen to CD **Track 80**
4. Discuss why the response scored a 0
5. Make sure you LISTEN to student responses, rather than read the transcript