

Comprehensive English Language Learning Assessment

TECHNICAL SUMMARY REPORT

ADDENDUM

**AccountabilityWorks (AW)
2011
Bethesda, MD**

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Section 1: Overview

This Addendum to the CELLA Technical Summary Report is intended to complement, not replace, the CELLA Technical Summary Report (reissued in 2010). This document provides additional information that is applicable to CELLA Form 3, which was assembled in 2009, as well as an abbreviated version of CELLA Form 3 Listening and Speaking Level A designed specifically for Kindergarten, which was assembled in 2011.

All items used in Form 3 were drawn from the CELLA item pool originally developed and field tested by ETS prior to the creation of final Forms 1 and 2. No new items were developed or used in the assembly of Form 3. The item calibration process and parameter transformations of all pool items are described in the CELLA Technical Summary Report. Item selection for Form 3 was designed to maximize alignment with the test blueprint while minimizing item overlap with the prior two operational forms. As with the other two operational forms, Form 3 scaling utilized the ETS item parameters that employ the transformed 3-digit scale score metric. Look up tables that link test raw scores to scaled scores for each level of Listening/Speaking, Reading, and Writing were generated using procedures described by Hambleton et al. (1991); these procedures generated test raw score estimates and the associated standard errors across the range of scaled scores using the test information function [Hambleton, et al., Eqs. 6.4 & 6.5] for a three-parameter logistic model [Eq. 2.3]. Appendix A in this Addendum provides the results of this work. Table 17 in Appendix B of this Addendum provides difficulty and discrimination statistics for Form 3 (it's label matches the parallel table for Forms 1 and 2 that is included in the original Technical Summary Report).

Section 2: Performance Standards

In 2007, the Educational Testing Service (ETS), working with the state of Florida, developed performance standards that include cut-scores defining proficiency levels for the Comprehensive English Language Learning Assessment (CELLA) at each of four grade spans: K-2, 3-5, 6-8, 9-12.¹ A full report describing this process and the results is included in Appendix D of this Addendum.

Following the implementation of these standards, some schools expressed an interest in performance levels at each individual grade. In response to this interest, AccountabilityWorks (AW) used a Vertically Moderated Standard Setting (VMMS) procedure² to establish grade-by-grade performance standards for use with Form 3 that represent a refinement of those established through the standard-setting. The procedure used a combination of historical data and content expert review.³ Grade-by-grade performance

¹ "Comprehensive English Language Learning Assessment (CELLA), Florida Standard Setting Results, Final Report. April 10, 2007. Standard Setting Workshop." December 13-15, 2006. Tampa, FL. Tables 11, 12, and 13. "Impact Data with Standard Error of Measurement Bands... Percentage of Students Scoring At or Above Each Scale Score Point Scale"

² Cizek, G. J., & Bunch, M. B. (2007). *Standard setting: A guide to establishing and evaluating performance standards on tests*. Thousand Oaks, CA: Sage.

³ Ferrara, S., Johnson, E. & Chen, W. (2004, April). *Vertically moderated standards: Logic, procedures and likely classification accuracy of judgmentally articulated performance standards*. Paper presented at the 2004 annual meeting of the National Council on Measurement in Education, San Diego, CA.

standards were further elaborated into Fall, Winter and Spring. The process was informed by impact analyses, including the Florida CELLA Fall 2006 data.⁴

Use of vertical moderation has been widely used in statewide assessment since the implementation of No Child Left Behind (NCLB). For example, South Carolina, Colorado and also the multi-state ELDA assessment employed VMSS to generate new cut-scores based on existing cut-scores. Prior to implementation of the NCLB, most states had statewide assessment programs in designated grade levels such as 5, 8, and 10. NCLB required assessments in grades 3-8 and high school, so states had to develop and implement new tests and set new cut-scores. A preferred method used for setting the new cut-scores was to interpolate between existing cut scores rather than to convene additional standard-setting committees. Indiana is an example of this situation, and a description of their process can be found at <http://www.doe.state.in.us/reed/newsr/2005/03-March/istep.html>.

Kentucky had the same experience:

<http://www.education.ky.gov/users/spalmer/NCLB%20changes%20staff%20note%20April%202006.pdf>

Interpolated cut scores have also previously been implemented for CELLA in Tennessee by the state Department of Education.⁵ Where necessary, the development of cut-scores through extrapolation is also not uncommon. Different methods have been used for this purpose. For example, Arkansas demonstrates the equal percentile method (pp. 23-24):

<http://www.ccsso.org/content/PDFs/7-Gayle%20Potter%20Huynh%20Huynh%20Gregory%20Cizek%20Mark%20Connally%202.pdf>

Similarly, “moderated performance standards” may also be used whenever a vertical score scale is not available. Such procedures often include use of interpolated/extrapolated cut-scores. See, for example, http://www.air.org/news_events/documents/AERA2004JudgmentalPerformanceStandards.pdf

Additionally, it is not unusual for a state department of education to use various interpolation methods to “smooth out” performance expectations proposed by standard-setting committees. This is quite helpful whenever a grade-level committee recommends cut-scores that are not in alignment with expectations at either a previous or a following grade level.

⁴ *ibid.*

⁵ ETS (2006) Comprehensive English Language Learning Assessment (CELLA) Tennessee Standard Setting Results. July 19-20, 2006. Nashville, TN

Process

The development of grade-by-grade standards for CELLA Online (Form 3) employed a VMSS procedure that incorporated the prior results of the Florida Standard-Setting Process, historical data and additional review by a content expert committee. Since the panels in the Florida process established cut scores across multi-grade spans for spring test administration, it was necessary to assign each cut to an individual grade; the cuts were assigned to the middle of each grade span in the spring, since that should reflect the middle-level of performance. Thus, the Florida cuts for each CELLA grade span were centered as follows⁶:

Grade Span	Centered Focal Grade
K – 2	1
3 – 5	4
6 – 8	7
9 - 12	11

The cut-scores for most of the remaining grades were identified through interpolation from the pre-existing cut-scores. To limit the number of performance standards distinctions to a manageable and defensible number, Fall performance standards at each grade were set at the same cut score as the Spring standards from the previous grade (e.g., Spring Grade 6/Fall Grade 7).

There are several field-accepted methodologies for identifying off-grade standards based on adjacent cut-scores.⁷ We examined two methodologies for calculating interpolations, straight-line interpolation between any two adjacent cuts, and algebraic curve fitting across all four cuts. Neither method involved modification to the current Florida cut scores (i.e., as these pertain to the center grade of each grade span). The final determination regarding the mathematical formulae was made after different approaches were modeled with Florida student data impact using CELLA from fall 2006. This determination was based, in part, upon analysis of percentile data from the Florida Standard Setting Report to identify the impact of various cuts generating by these approaches and to ensure a reasonable result.

Performance standards at the extremities—grades K, 1, 12—could not be set by interpolation because only one anchor cut score from the standard setting was available, thus necessitating extrapolation. At the upper grades, the slope of the grade-by-grade proficiency standards was effectively flat. Grade 12 standards were established by linear extrapolation of this trend. At the lowest grades—all of Kindergarten and much of grade 1—the slope was far from flat and, in fact, changed significantly from grade to grade. Due to the uncertainty in determining an appropriate extrapolation based on slope at these grades, we initially incorporated student impact data to identify cut scores yielding performance standards of comparable difficulty to that of the closest cut score established through the standard-setting (i.e., Spring Grade 1/Fall Grade 2). Thus, the cut-scores for Fall Grade K and Fall Grade 1 were identified by using percentile data from the fall 2006 standard setting impact data tables, mapping to cut scores at the same percentile in each case. The cuts for Winter Grade K were developed using linear interpolation between the cuts for Fall Grade K and Spring Grade K/Fall Grade 1, while the cuts for Winter Grade 1 were similarly interpolated between Spring Grade K/Fall Grade 1 and Spring Grade 1/Fall Grade 2.

⁶ The current cuts are reported at <http://www.fldoe.org/aala/pdf/CELLACommunique15.pdf>

⁷ Cizek, G. J., & Bunch, M. B. (2007). *Standard setting: A guide to establishing and evaluating performance standards on tests*. Thousand Oaks, CA: Sage.

Content Expert Review

Based on feedback from educators, on February 7, 2011, AW convened a panel of content experts to review the proposed standards for Kindergarten derived from the initial stages of the VMSS procedure described above. A panel of seven educators, both teachers of ELLs at the kindergarten level and those in administrative positions related to the instruction of ELLs at the kindergarten level participated in the review. The participants were all familiar with the CELLA assessment and together possessed over 40 years of experience teaching Kindergarten students. The review meeting was facilitated by a doctoral-level measurement professional from SEG Assessments with over 30 years of experience with large-scale assessment and standard setting.

Prior to the meeting, participants were provided with a copy of the test (Form 3 CELLA), background information about the program and a description of the review procedures that would be followed at the review meeting. On the day of the meeting, the facilitator provided an overview of the program, a description of the purpose of the conference, and a summary of the procedures to be used. The participants first discussed the CELLA program, its purpose and design, and the definition of English Proficiency for this program. Once participants developed a common understanding of the program, its purpose and the definition of English Proficiency, the panel discussed their expectations for ELL student performance and reviewed several item examples from the CELLA to further understand the typical performance of students at various points in the score scale. The panel, with assistance from the facilitator, also discussed the potential standards, the impact of those potential standards (from the 2009 and 2010 administrations). The facilitator answered any questions about the data and potential standards provided. The panel agreed on a recommended standard of 645 for English Proficiency, a standard of 624 for High Intermediate and a standard of 608 for Low Intermediate for the Kindergarten Form 3 CELLA. The consensus recommendation was recorded by the facilitator and was recorded by each of the participants to document the outcome of the meeting.

Through the application of the VMSS procedure, incorporating interpolation and extrapolation of standards along with review of historical data and review by content experts, *all performance standards cut scores remained ultimately anchored in the expert judgment of the standard setting panel.*

The following pages provide the final cut scores for Fall, Winter and Spring at each individual grade.

CELLA Listening/Speaking Cuts with Interpolations

Grade	Low Intermediate		
	Fall	Winter	Spring
K	608*	612	615
1	615	624	633*
2	633	644	653
3	653	661	667
4	667	672	676*
5	676	677	678
6	678	679	679
7	679	680	681*
8	681	681	681
9	681	681	682
10	682	682	682
11	682	682	682*
12	682	682	682
Grade	High Intermediate		
	Fall	Winter	Spring
K	624*	626	627
1	627	639	650*
2	650	661	671
3	671	679	687
4	687	693	698*
5	698	702	706
6	706	708	711
7	711	712	713*
8	713	713	713
9	713	713	713
10	713	714	714
11	714	714	714*
12	714	714	714
Grade	Proficient		
	Fall	Winter	Spring
K	645*	647	649
1	649	661	673*
2	673	684	694
3	694	702	709
4	709	715	720*
5	720	724	727
6	727	729	731
7	731	732	733*
8	733	734	735
9	735	735	736
10	736	737	738
11	738	738	739*
12	739	739	739

*Cuts in Bold face were established by original standard setting or content expert panel.

CELLA Reading Cuts with Interpolations

Grade	Low Intermediate		
	Fall	Winter	Spring
K	355	386	417
1	417	482	546*
2	546	570	594
3	594	618	642
4	642	666	690*
5	690	694	698
6	698	702	706
7	706	710	714*
8	714	718	722
9	722	725	729
10	729	733	737
11	737	740	744*
12	744	744	744

Grade	High Intermediate		
	Fall	Winter	Spring
K	373	449	525
1	525	584	629*
2	629	649	667
3	667	682	695
4	695	706	715*
5	715	722	728
6	728	733	737
7	737	740	742*
8	742	745	747
9	747	750	752
10	752	755	757
11	757	760	762*
12	762	762	762

Grade	Proficient		
	Fall	Winter	Spring
K	452	532	612
1	612	646	690*
2	690	699	707
3	707	715	722
4	722	728	734*
5	734	739	744
6	744	748	752
7	752	756	759*
8	759	762	765
9	765	767	769
10	769	772	774
11	774	776	778*
12	778	778	778

*Cuts in Bold face were established by original standard setting.

CELLA Writing Cuts with Interpolations

Grade	Low Intermediate		
	Fall	Winter	Spring
K	524	551	577
1	577	607	637*
2	637	646	653
3	653	660	666
4	666	671	675*
5	675	679	681
6	681	684	686
7	686	687	688*
8	688	688	689
9	689	689	689
10	689	689	690
11	690	690	690*
12	690	690	690
<hr/>			
Grade	High Intermediate		
	Fall	Winter	Spring
K	535	575	614
1	614	636	658*
2	658	668	677
3	677	685	692
4	692	698	703*
5	703	707	711
6	711	714	717
7	717	719	720*
8	720	720	720
9	720	720	721
10	721	721	721
11	721	721	721*
12	721	721	721
<hr/>			
Grade	Proficient		
	Fall	Winter	Spring
K	579	616	652
1	652	671	690*
2	690	697	704
3	704	711	717
4	717	722	727*
5	727	731	735
6	735	739	742
7	742	744	746*
8	746	746	746
9	746	746	746
10	746	746	746
11	746	746	746*
12	746	746	746

*Cuts in Bold face were established by original standard setting.

Section 3: Kindergarten Oral Form 3

AccountabilityWorks (AW) received feedback from Kindergarten educators that a modified version of CELLA Listening and Speaking Level A, which was designed for grades K through 2, should be developed to focus on the needs of Kindergarten students while also reducing the burden of test administration (K is entirely individually-administered). In response, AW developed CELLA Listening and Speaking Level A Kindergarten (Form 3), an abbreviated version of the standard Listening and Speaking Level A (Form 3) containing 18 of the 25 items present in the longer form; the Kindergarten version of was designed with a focus on those test items most appropriate for Kindergarten students while maintaining high reliability and content validity.

An AW content expert identified the most appropriate test items for Kindergarten students in Listening and Speaking Level A consistent with the CELLA test blueprint. This initial judgment was reviewed and validated by six Kindergarten teachers and administrators experienced with English Language Learners (ELLs) and familiar with the CELLA test at a meeting held on February 7, 2011. The table below summarizes the composition of Listening and Speaking Level A Kindergarten Form 3 and compares it to the standard Listening and Speaking Level A Form 3 for grades K-2. The Kindergarten form remains well within the CELLA Blueprint range requirements.

Blueprint Content Categories Analysis: L&S Level A Kindergarten and standard K-2 (Form 3)

Blueprint Content Categories	Standard K-2 Form		Kindergarten Form		Blueprint Range Requirements (100% Listening & 100% Speaking)
	Item count & (Points)	Blueprint %	Item count & (Points)	Blueprint %	
Listening Vocabulary	5 (5)	30%	3 (3)	25%	20-30%
Listening Comp	11 (11)	70%	9 (9)	75%	70-80%
Speaking Vocabulary	4 (4)	31%	3 (3)	37%	20-40%
Speaking (Asking Questions)	2 (4)	62%	1 (2)	50%	45-65%
Speaking (Extended Speech)	2 (4)		1 (2)		
Grammar/Sentences	1 (1)	7%	1 (1)	13%	0-20%
Total	25 (29)	200	18 (20)	200	200

It is critical that a test such as CELLA, which is used to inform important decisions (e.g., eligibility for services), must be a reliable instrument. To ensure that the abbreviated Listening and Speaking Level A Kindergarten Form 3 is reliable, we analyzed reliability in two ways.

First, we determined the internal consistency of the Kindergarten assessment using Cronbach's Alpha and compared that to the Cronbach Alpha value for the standard Listening and Speaking Level A assessment for K-2. Cronbach's Alpha for the Kindergarten assessment is 0.89, which is comparable to the Cronbach Alpha of 0.90 for the standard assessment. This suggests that the reliability of the Kindergarten form is nearly that of the standard K-2 form and well within the acceptable range for tests of this nature.

Second, we computed Cohen's Kappa, a classification agreement statistic ranging from 0 to 1 that can be interpreted as the reliability of the test at the cut score.⁸ Kappa is frequently used to evaluate the accuracy of classification decisions made on the basis of test scores. In order to assess the consistency of classification between the standard CELLA Listening and Speaking Level A form and the abbreviated CELLA Listening and Speaking Level A Kindergarten form, we applied the established standard (scaled score) to classify students into two categories on the standard form: English Proficient and Not English Proficient. We then classified the same Kindergarten students based on the same standard (scaled score) for the Kindergarten Level A form. We calculated Kappa, examining the consistency in the classification decision made on both forms. 92.2% of students were classified in the same proficiency category across both forms and Cohen's Kappa was 0.82. Since the calculation of Kappa is highly affected by the reliability of both the standard and the Kindergarten form, we also determined a corrected Kappa to reflect only the unreliability contributed by Kindergarten form (not considering the unreliability of the standard form) as a better estimate of the true classification accuracy of the Kindergarten form. The corrected Kappa was 0.91.

⁸ Cohen, J. (1960). "A coefficient of agreement for nominal scales." *Educational and Psychological Measurement* 20 (1): 37-46.

Appendix A: Form 3 Tables

CELLA Form 3
Listening/Speaking: Raw Score to Scale Score Conversion Tables with SEMs¹ - Final Test Forms

Raw Score	Level A - Kindergarten		Level A		Level B		Level C		Level D	
	SS	SEM	SS	SEM	SS	SEM	SS	SEM	SS	SEM
0	505	95	505	90	520	92	500	116	560	82
1	505	95	505	90	520	92	500	116	560	82
2	505	95	505	90	520	92	500	116	560	82
3	505	95	505	90	520	92	500	116	560	82
4	547	32	505	90	520	92	500	116	560	82
5	572	23	537	31	543	46	500	116	560	82
6	588	19	561	22	576	26	504	85	560	82
7	599	17	575	18	592	20	565	37	560	82
8	609	15	586	16	603	17	589	26	560	82
9	617	14	594	14	611	15	604	21	586	37
10	624	14	601	13	618	13	616	18	609	24
11	631	13	608	12	624	12	625	16	623	18
12	638	13	613	12	630	12	633	15	633	15
13	645	13	619	11	635	11	640	14	641	14
14	652	13	624	11	639	11	646	13	647	13
15	659	14	628	11	643	10	651	12	653	12
16	667	14	633	11	648	10	656	12	659	11
17	676	15	638	11	652	10	661	12	664	11
18	688	18	642	11	655	10	666	11	668	10
19	706	23	647	11	659	10	670	11	673	10
20	731	43	652	11	663	10	674	11	677	10
21			657	11	667	10	678	10	681	10
22			662	11	670	10	682	10	685	9
23			667	12	674	10	686	10	689	9
24			673	12	678	10	689	10	693	9
25			680	13	682	10	693	10	697	9
26			688	14	686	10	697	10	701	9
27			698	16	690	10	701	10	704	9
28			711	19	694	10	705	10	708	9
29			731	35	698	10	709	10	712	9
30					703	11	713	10	716	9
31					707	11	717	11	721	10
32					713	12	722	11	725	10
33					718	12	728	12	730	10
34					725	13	734	13	736	11
35					732	14	741	14	742	12
36					740	15	750	16	749	13
37					750	17	762	19	758	15
38					763	19	782	28	770	18
39					783	26	800	42	789	25
40					810	40			810	35

¹ The SEMs for the LOSSes and HOSSes are approximate.

CELLA Form 3
Reading: Raw Score to Scale Score Conversion Tables with SEMs¹ - Final Test Forms

Raw Score	Level A Core		Level A Extension		Level B		Level C		Level D	
	SS	SEM	SS	SEM	SS	SEM	SS	SEM	SS	SEM
0	345	150	345	135	560	110	625	95	625	108
1	345	150	345	135	560	110	625	95	625	108
2	345	150	345	135	560	110	625	95	625	108
3	345	150	345	135	560	110	625	95	625	108
4	345	150	345	135	560	110	625	95	625	108
5	345	150	345	135	560	110	625	95	625	108
6	384	71	345	135	560	110	625	95	625	108
7	443	62	345	135	608	50	674	39	688	46
8	494	60	354	81	636	33	696	26	710	26
9	541	53	422	63	652	24	708	18	722	17
10	576	40	475	61	664	20	716	13	729	13
11	599	31	524	57	674	17	722	11	735	11
12	616	26	564	45	683	16	727	10	740	10
13	630	23	590	34	691	14	732	9	745	9
14	643	21	608	28	698	13	737	9	749	8
15	655	20	623	24	704	11	741	9	753	8
16	667	20	634	21	709	10	745	9	757	8
17	680	21	645	19	715	10	750	9	761	8
18	693	22	654	17	720	10	754	9	765	8
19	709	24	662	16	725	10	759	9	770	8
20	729	27	670	15	731	11	764	9	774	8
21	760	38	677	15	737	11	770	10	779	8
22	800	50	684	14	744	12	777	11	785	9
23			691	14	751	13	787	13	793	11
24			698	13	760	14	801	18	806	18
25			705	13	773	18	820	40	825	30
26			713	13	794	27				
27			721	14	815	55				
28			731	16						
29			745	21						
30			770	32						
31			790	45						

¹ The SEMs for the LOSSes and HOSSes are approximate.

CELLA Form 3
Writing: Raw Score to Scale Score Conversion Tables with SEMs¹ - Final Test Forms

Raw Score	Level A Core		Level A Extension		Level B		Level C		Level D	
	SS	SEM	SS	SEM	SS	SEM	SS	SEM	SS	SEM
0	520	80	525	65	545	80	545	110	575	78
1	571	28	562	27	545	80	545	110	575	78
2	597	19	585	18	545	80	545	110	575	78
3	612	15	599	14	545	80	545	110	575	78
4	623	13	608	12	568	33	545	110	600	55
5	633	12	615	11	595	22	545	110	618	20
6	641	12	621	10	612	18	601	29	632	18
7	649	12	627	9	624	16	624	23	642	16
8	658	12	631	9	634	15	641	20	651	15
9	666	12	636	9	642	14	653	19	659	14
10	675	12	640	9	650	13	664	17	666	13
11	685	13	645	8	657	12	673	16	672	13
12	696	14	649	8	663	12	681	15	678	12
13	711	19	653	8	669	12	688	14	683	12
14	730	30	657	8	675	11	694	13	688	12
15			661	8	680	11	701	13	693	11
16			665	8	685	11	707	12	698	11
17			669	8	690	11	712	12	703	11
18			673	8	695	11	718	12	707	11
19			677	8	700	11	724	13	712	11
20			681	8	705	11	731	13	717	11
21			685	8	710	11	737	13	722	11
22			690	9	715	11	744	13	727	11
23			694	9	720	11	751	14	732	12
24			699	9	725	11	759	14	738	12
25			704	10	730	11	768	15	744	13
26			710	10	736	12	778	17	751	14
27			717	12	742	12	793	21	758	15
28			727	14	748	13	816	28	767	16
29			743	21	755	14	840	55	778	18
30			770	50	763	15			792	21
31					773	17			811	27
32					787	21			844	40
33					811	32			860	50
34					840	65				
35										
36										
37										
38										
39										

¹ The SEMs for the LOSSes and HOSSes are approximate.

Appendix B. Form 3 Item Statistics

Addendum Table 17
Item Statistics by Modality, Test Level, and Final Form
Form 3

Modality	Test Level/ Form	No. of Items	<u>Difficulty</u>		<u>Discrimination</u>	
			Mean	SD	Mean	SD
Listening	A3 Kindergarten	9	0.75	0.15	0.64	0.06
	A3	16	0.74	0.13	0.57	0.08
	B3	19	0.72	0.13	0.56	0.10
	C3	19	0.74	0.12	0.62	0.08
	D3	21	0.78	0.14	0.52	0.09
Speaking	A3 Kindergarten	9	0.71	0.15	0.59	0.08
	A3	11	0.71	0.14	0.66	0.08
	B3	11	0.79	0.09	0.66	0.11
	C3	11	0.70	0.11	0.71	0.10
	D3	10	0.73	0.11	0.68	0.16
Reading	A3	19	0.71	0.15	0.52	0.08
	A3-Extension	28	0.63	0.16	0.61	0.14
	B3	24	0.59	0.16	0.56	0.14
	C3	25	0.56	0.14	0.61	0.12
	D3	25	0.62	0.13	0.55	0.12
Writing	A3	6	0.50	0.13	0.76	0.04
	A3-Extension	13	0.58	0.14	0.76	0.10
	B3	22	0.59	0.11	0.54	0.14
	C3	22	0.61	0.13	0.58	0.19
	D3	21	0.61	0.15	0.63	0.13

Appendix C. Kindergarten Impact Data

Table 13.2
Kindergarten Impact Data (2009 & 2010) – Level A Oral Skills (Listening & Speaking)
AWSchoolTest Form 3

Percentage of Students Scoring At or Above Each Scale Score Point		
	Scale Score	KG
	505	100.0
	537	88.0
	561	85.0
	575	81.7
	586	78.1
	594	74.5
	601	70.7
Low Intermediate >	608	66.5
	613	62.0
	619	57.5
High Intermediate >	624	52.8
	628	48.0
	633	43.1
	638	38.1
	642	33.4
English Proficient (645) >	647	29.0
	652	24.6
	657	20.3
	662	16.5
	667	12.8
	673	9.9
	680	7.1
	688	4.8
	698	2.9
	711	1.5
	731	0.4

Appendix D. Standard Setting Report

Comprehensive English Language Learning Assessment (CELLA)

Florida Standard Setting Results

Final Report

April 10, 2007

Standard Setting Workshop

December 13-15, 2006

Tampa, FL



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Comprehensive English Language Learning Assessment (CELLA)

Florida Standard-Setting Results

Introduction

Title III of the *No Child Left Behind Act* of 2001 requires states to ensure that children who are classified as English Language Learners, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet. To help meet this goal, Florida is using the Comprehensive English Language Learning Assessment (CELLA) to assess English proficiency.

The CELLA consists of four levels, with each level addressing a different grade span. Each level measures students' writing, reading, and oral (listening and speaking) skills. The levels cover grades as follows:

- Level A, Kindergarten-Grade 2;
- Level B, Grades 3-5;
- Level C, Grades 7-8; and
- Level D, Grades 9-12.

Educational Testing Service (ETS) conducted a standard-setting workshop for the Florida Department of Education in Tampa on December 13-15, 2006, by applying the bookmark standard setting method for CELLA. The workshop resulted in an initial set of recommendations for four Proficiency Level Descriptors (PLDs: Beginner, Intermediate, Advanced, and English Proficient¹) and recommended cut scores (minimum test scores) corresponding to each PLD. PLDs and cut scores were constructed for Writing, Reading, Oral Skills (Listening and Speaking) for each of the four CELLA levels, A-D.

This final report of the Florida Standard Setting is presented in two documents. The current document provides an overview of the process used in the development of the PLDs and the standard-setting procedures, and presents the results of the workshop. It includes information on the panelists, the training they received, their ratings from one round to the next, and highlights of their responses to evaluation questions. Tables of results are presented separately

¹ In the study, this level was labeled English Proficient; in this report, it will be referred to as Proficient.

for Writing, Reading, and Oral Skills. A second report, *CELLA Florida Standard Setting Reactor Panel Final Report*, includes processes and results of the Reactor Panel meeting which took place on January 18, 2007 in Jacksonville, Florida.

Standard-Setting Panels

The Florida Department of Education recruited teachers of English for Speakers of Other Languages (ESOL), District ESOL Coordinators, and other professionals to serve as panelists for the standard setting workshop. Panelists were selected based on their knowledge of the English Language Proficiency (ELP) Standards and content being assessed, familiarity with students in the respective grade levels, and understanding of large-scale assessments. Representatives from diverse geographic regions and from gender and major racial/ethnic subgroups were asked to participate. Four panels were composed, one for each level of CELLA. The resulting panels are described in Table 1.

Table 1.
Characteristics of Standard-Setting Panelists

	Level A K-Grade 2 (N=10)	Level B Grades 3-5 (N=11)	Level C Grades 6-8 (N=10)	Level D Grades 9-12 (N=10)	Total (N)
Total					41
Group Representing					
Teachers	5	4	6	2	17
Educational Administrators	2	5	2	4	13
Higher Ed.	0	0	0	0	0
Other	3	2	2	4	11
Gender					
Female	9	9	8	10	36
Male	1	2	2	0	5
Race/Ethnicity					
White	5	7	7	5	24
African American or Black	1	1	0	1	3
Hispanic or Latino	4	3	3	4	14

General Session

The three-day workshop began with a general orientation session on the first morning held for the entire group, i.e., all four panels. (See Appendix A for the workshop agenda.) During the general session, Cornelia Orr, Administrator, Assessment & School Performance, welcomed the group on behalf of the Florida DOE and explained the purpose of the workshop. She introduced Lisa C. Saavedra, Executive Director, Academic Achievement through Language Acquisition, who provided background information about Florida's ESOL programs and services, the national context for English Language Proficiency assessments, and an overview of the testing program implementation in Florida. JoEllen Carlson, Lead Standard Setting Facilitator for ETS, presented the agenda, explained the role and purpose of Proficiency Level Descriptors (PLDs) in standard setting and the process of developing them, the bookmark approach for setting criterion-referenced cut scores, and delineated expectations for panel members' participation. Paul Rybinski, Assessment Developer at ETS with responsibility for CELLA, concluded the general session by providing an overview of CELLA. His presentation included the purposes and structure of the assessment, and the item development, review, test assembly, and analysis processes. For most of the remainder of day 1, panelists worked in small groups, where groups worked on the development of the draft PLDs. At the end of day 1, the large group reassembled to discuss the draft PLDs, complete the evaluation of the PLD process, and complete the initial phase of training for the Bookmark Standard Setting method.

Development of Proficiency Level Descriptions and Initial Bookmark Training

The panelists then were divided into three rooms—one for each CELLA test: Writing, Reading and Oral Skills²—to develop initial Proficiency Level Descriptions (PLDs). A PLD defines the language skills expected of students performing at that level. These descriptions serve as the frame of reference for standard setting judgments, in that a panelist is asked to consider the difficulty of a test item for a student who has just enough skills to be considered performing at that performance level; and a cut score represents the minimum test score expected of such a student.

In each of the three rooms, the panelists were divided into four groups by CELLA level:

² Oral Skills included both Listening and Speaking.

A, B, C and D. Each group of educators developed a description for each of four proficiency levels: Beginner, Intermediate, Advanced and Proficient. The Florida DOE identified these levels and provided brief definitions for the levels. The educators started with these [policy] definitions and used their knowledge of the ELP standards to develop the content specificity for each language domain and each grade cluster. Examples of PLDs used by other states were provided to help orient the educators and to illustrate different ways of organizing PLDs.

Each group of panelists recorded its definitions on a worksheet provided for each proficiency level (see Appendix B). Each group then posted their results for Beginner, Intermediate, Advanced and Proficient, for discussion across the 4 CELLA levels. Panelists discussed the PLD content for Level A, B, C and D, in ascending order, and made changes as necessary to ensure agreement and logical consistency.

In the afternoon of day 1, the three groups then reformed as a large group; each group reported on the PLD draft developed for their test, in the following order: Oral Skills, Reading, and Writing. A room facilitator invited panelists to suggest refinements; modifications were projected onto an overhead screen. The panelists were asked to come to consensus on the final set of performance level descriptions. All panelists were asked to provide an evaluation of the PLD development process (see Appendix C). Results of the evaluation are provided later in this document. The Florida DOE reviewed the results of the evaluations and made editorial and formatting changes to the PLDs apropos to the comments received. The draft PLDs were then used in the bookmark standard setting and are included in Appendix D.

The final activity of this large-group session on day 1 was initial training on the bookmark standard setting process. The large group training provided the main steps in the bookmark process; more training and practice were provided in small groups later. In the large group, panelists were informed that for each CELLA test (by level) they would review an ordered-item booklet (OIB). The OIB was described as the test items ordered from least difficult to most difficult, based on actual student performance. Each multiple-choice item appears once in the OIB, but each constructed-response items appears multiple times, once for each non-zero rubric score value. Panelists were informed that on day 2 they would be asked to consider a student - referred to as the target student³ - who has just enough skills to perform at the Intermediate level using the Intermediate PLD. It was explained that the morning activity of day

³ The Target Student Description is developed in the bookmark panel sessions, described in the next section.

2 would include practice in the bookmark method, where they would be instructed to place a bookmark on the first item they encountered in the OIB they believed was likely to be too difficult for this target student to answer correctly, or in the case of a constructed response item, the score value which the target student would be unlikely to obtain. It was explained that placing this bookmark defined the end of one category and the beginning of the next, and that they would continue progressing through the OIB. When they came to the next item they considered likely to be too difficult for the next target student, the Advanced target student, their second bookmark would be placed on that item. Their third bookmark would be placed on the next item encountered that they believed to be too difficult for the to-be-defined Proficient student. Three cut points would be identified in progression (Intermediate, Advanced, and Proficient⁴) for each CELLA area (Reading, Writing, & Oral Skills) and level (A-D). Panelists were informed that three rounds of such judgments would be made, with feedback and discussion between rounds.

The panelists were also introduced to item maps, another tool used to inform their bookmark placements. Each OIB has a corresponding item map, which displays the original sequence of the items (the order that students encountered the items when taking the test), the location of the item in the OIB, the difficulty of the item, the key (for multiple-choice items) or rubric value (for constructed-response items), and the content strand the item measured. See Appendix E for a Sample Item Map.

Bookmark Panel Sessions

The standard-setting workshop was conducted using the bookmark process, a procedure for setting passing scores that has widespread support in the measurement profession, and has been used in more than 30 states. (See Perie, 2005).

At the beginning of the second day, panelists assembled into one of four rooms by CELLA level. An ETS-trained standard-setting facilitator led each panel through the standard-setting process. Panel facilitators had previous experience and knowledge facilitating standard setting panels, the bookmark method, and in CELLA standard setting. Level A was led by Kenneth Loewe, Level B by Barton Perlman, Level C by John Burke, and Level D by Douglas

⁴The cut score for the Beginner level is defined as all values less than the cut score defined through the bookmarking process for the Intermediate level.

Bohrer. Within each room, panelists were organized into two tables of five or six panelists per table. One panelist at each table served as the table leader. Table leaders were identified by the Florida DOE. A table leader was responsible for monitoring panelists' understanding of the standard-setting tasks, facilitating table-level discussion, and assisting in maintaining security of materials. Patricia Baron, an ETS standard setting expert, provided each table leader with orientation prior to assuming their responsibilities.

Panelists in each room began the bookmarking process for their respective Writing test. Panelists first were asked to define the *target* student for each proficiency level—the hypothetical student who demonstrates *just enough* skill to be considered performing at that level. Panelists based their definitions on the appropriate ELP standards and Proficiency Level Descriptors (PLDs). These target student definitions were posted on the walls for panelists to refer to when making their bookmark judgments (see Appendix F for Target Student Descriptions).

The room facilitator then reinforced the process for rendering bookmark judgments, and provided the panelists with an opportunity to practice making judgments using a practice OIB and item map containing the items from the CELLA Writing Level C test administered in fall 2004. The practice included panelists making three bookmark placements, (Intermediate, Advanced and Proficient), receiving feedback and engaging in discussion; the practice, therefore, simulated the major steps in the actual bookmarking process. Panelists then completed the training evaluation form, and indicated their readiness to proceed. All panelists who participated in the bookmarking process signed-off on their readiness to proceed. (One panelist did not continue in the workshop beyond the development of PLDs; the panelist did not provide a reason for not returning on day 2.)

Panelists were then asked to review the Writing test that students took in fall 2006. Although panelists for the Florida CELLA workshop were selected, in part, for their familiarity with the CELLA instrument (many had administered the test to English language learners in school settings), the review provided them with an opportunity to consider the content demands of the test and what the student might experience with respect to each item. The directions for administration, answer keys, scoring rubrics, and full scoring guides also were provided. An ETS content specialist was available to clarify questions raised for any items.

Facilitators then introduced the OIB for the Writing test and its item map, pointing out specific features of the OIB and item map. As noted previously, each page of the OIB displayed

an item, along with any passage or graphic, the possible responses for multiple-choice items, and, for constructed-response items, a response exemplifying the rubric value. The items in the OIB were ordered by difficulty from least difficult to most difficult based on student performance data. The accompanying item map displayed the original sequence of the items, the location of the item in the OIB, the key or the rubric value for each item, and the content standard the item was designed to measure.

Panelists then reviewed the OIB at their tables. During this review, they were instructed to answer and discuss two questions:

1. What does this item measure?
2. What makes it more difficult than the previous items?

The table leaders facilitated this discussion, which helped panelists gain a common understanding about the knowledge and skills assessed by each item. At this point, however, panelists were cautioned not to discuss the placement of the bookmark but only to focus on the content measured by each item.

After they reviewed the OIB, panelists were asked to place their first set of bookmarks independently. They were instructed to consider the ELP standards, PLDs, and target student descriptions in their bookmark placements. Panelists first placed a bookmark at the point at which the target student for each level is most likely to be able to answer correctly the items up to that point, but not likely to be able to answer correctly the items beyond that point because the items are considered too difficult.⁵ Panelists were repeatedly reminded to place a bookmark on the first item that they believed the target student for each level was not likely to answer correctly. Bookmarks were placed first for the Intermediate Level, then for the Advanced Level, and then for the Proficient Level.

Three rounds of judgments were implemented. After the first round, each table leader received information on the range of bookmark judgments at that table (highest, lowest, and median), and then the panelists shared their judgments and rationales with others at the table; they were instructed to include the rationales for highest and lowest bookmark judgments in particular in the discourse. A second round of bookmark judgments followed this discussion. When the second round was completed, preliminary cut scores were computed and applied to the

⁵ The response probability 0.67 was employed following research based bookmark procedures. For more information about this .67 probability, please see Mitzel et al. (2001), pp. 260–263.

results of the fall 2006 Florida CELLA administration so that the panelists could see the percent of students who would be classified in each of the proficiency levels. A full-room discussion then took place, followed by a third, final round of independent bookmark placements. The bookmarking process described for Writing was then repeated in each room for Reading and then for Oral Skills.

Presentation of Recommendations and Impact Data across Levels

To enable the panelists to react to the recommendations made by all four panels for the four CELLA levels, the Florida Department of Education presented the results for Writing and Reading across Level A-D at the end of day 3 of the workshop. The data presented to the group are included in Appendix G⁶. Panelists were asked to comment as part of a group, and were given an evaluation form regarding the level of appropriateness of the panel recommended cut scores. The evaluation form is included in Appendix H, and the results of this final evaluation are reported below in the results and analysis section.

Security

Test materials were kept secure by assigning panelists an individual identification number and giving them material marked with the same number. Each panelist was required to sign an affidavit of nondisclosure, check the material out and in each day, and was responsible for controlling all documents labeled with his or her ID number. ETS staff monitored each room to ensure that no materials left the rooms.

Evaluation of the Process

Panelists received evaluation forms throughout the process to gauge their understanding of the procedure and to collect various types of evidence for documenting the validity of the process. All forms were submitted anonymously. The first evaluation form was given to the panelists at the end of the PLD process; the first bookmark process evaluation was given to panelists immediately after training in the bookmark procedure to gauge their understanding of the process and their comfort level with the tasks they would be performing. The results of the first bookmark evaluation for each test were analyzed immediately afterwards, and, if panelists

⁶ Oral Skills judgments were not yet completed to include in this activity.

indicated the need for clarification, the room facilitator addressed those needs. The second form, given to panelists at the end of round 1, asked panelists to rate the factors they considered when placing their bookmarks. At the end of the session for each test, the panelists also completed a third evaluation addressing the procedural validity of the standard-setting process; this evaluation form also included questions regarding the influence of the impact data on their judgments and their opinions of the “final” recommended cut scores from their panel. A final evaluation form was used for the purpose of evaluating the panelists responses to data presented across levels. All evaluation forms are included in Appendix H. Overall results of the evaluations are presented in the analysis and results section below.

Analysis and Results

This section of the preliminary report includes a summary of the evaluation of the PLD process, a tabular report of the bookmark placements across rounds for all levels, an overall summary of responses to evaluation questions regarding training and effectiveness, factors influencing bookmark placements, panelists’ perception of the appropriateness of cut scores, and a summary of reactions to the Florida DOE presentation of cross-level recommendations and impact data. Each day panelists signed in at the registration table. The total number of panelists included in the PLD analyses is 42; panelists were broken out into 3 panels, by content area: 15 Writing, 13 Oral Skills, and 14 Reading. One panelist left the hotel at the end of day 1 and did not sign in or participate in days 2 and 3 of the workshop. Results reported for the Bookmark standard setting process are based on 41 panelists: 10 each on Levels A, C and D, 11 on Level B.

Evaluation of PLD Process.

Results of the evaluations for each panel are reported in Table 2, and Tables 3A-3C. Table 2 reports panelists’ indication of their understanding of the task and the purpose of developing PLDs. Of 42 panelists, 100% agreed or strongly agreed that they understood the purpose of developing PLDs. Panelists indicated that the sample PLDs were helpful (100%), and most (88%) agreed that the PLD development templates were useful. The panelists reported they were adequately prepared (100%), and most (92%) were satisfied with the reporting and refinement process in the large group. One panelist left the workshop at the conclusion of the PLD development and did not continue in the workshop on days 2 and 3. The panelist left no remarks as to why she chose not to return.

Table 2.**Panelist Responses to PLD Development Evaluation Questions.**

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Response
The large group facilitator explained the purpose of PLDs clearly.	34	7	1	0	0
The large-group facilitator explained the goal and tasks of the PLD development panels clearly.	31	9	2	0	0
I understand the purpose of developing PLDs.	30	12	0	0	0
The sample PLDs were helpful.	28	14	0	0	0
The PLD development templates were useful.	25	12	5	0	0
My panel facilitator provided the level of instructions and facilitation needed for my panel's work.	31	11	0	0	0
The large-group facilitator led the process of reporting and refining the panel-developed PLDs effectively.	28	11	3	0	0
I am ready to move on to the training for the bookmark standard setting.	29	11	1	0	1

Tables 3A-3C report panelists' responses when asked to indicate their beliefs about the level of expectations presented in the PLDs for each content area across four levels. Overall, 90% of panelists reported that the expectations in the PLDs were about right. The exception was Writing Level A, 13%, or five panelists, said that the expectations for the Beginner level of proficiency were too high.

Table 3A.
Indications of PLD Expectations – Writing.

Writing Level A	Too Low	About Right	Too High	No Response
Beginner	0	34	5	3
Intermediate	0	36	2	4
Advanced	0	36	2	4
Proficient	0	36	2	4

Writing Level B	Too Low	About Right	Too High	No Response
Beginner	0	37	2	3
Intermediate	0	37	1	4
Advanced	0	37	1	4
Proficient	0	37	1	4

Writing Level C	Too Low	About Right	Too High	No Response
Beginner	0	37	2	3
Intermediate	0	37	1	4
Advanced	0	38	0	4
Proficient	1	36	1	4

Writing Level D	Too Low	About Right	Too High	No Response
Beginner	0	37	2	3
Intermediate	0	37	1	4
Advanced	0	38	0	4
Proficient	1	36	1	4

Table 3B.
Indications of PLD Expectations – Reading.

Reading Level A	Too Low	About Right	Too High	No Response
Beginner	1	35	3	3
Intermediate	0	36	2	4
Advanced	0	37	1	4
Proficient	0	36	2	4
Reading Level B	Too Low	About Right	Too High	No Response
Beginner	1	36	2	3
Intermediate	1	36	1	4
Advanced	1	37	0	4
Proficient	0	37	1	4
Reading Level C	Too Low	About Right	Too High	No Response
Beginner	2	36	1	3
Intermediate	2	35	1	4
Advanced	1	37	0	4
Proficient	0	37	1	4
Reading Level D	Too Low	About Right	Too High	No Response
Beginner	1	37	1	3
Intermediate	1	36	1	4
Advanced	1	37	0	4
Proficient	0	37	1	4

Table 3C.
Indications of PLD Expectations – Oral Skills.

Oral Skills Level A	Too Low	About Right	Too High	No Response
Beginner	1	37	2	2
Intermediate	1	36	2	3
Advanced	1	37	1	3
Proficient	0	37	2	3
Oral Skills Level B	Too Low	About Right	Too High	No Response
Beginner	1	37	2	2
Intermediate	1	37	1	3
Advanced	1	38	0	3
Proficient	0	38	1	3
Oral Skills Level C	Too Low	About Right	Too High	No Response
Beginner	1	37	2	2
Intermediate	1	37	1	3
Advanced	1	38	0	3
Proficient	0	38	1	3
Oral Skills Level D	Too Low	About Right	Too High	No Response
Beginner	1	37	2	2
Intermediate	1	37	1	3
Advanced	1	38	0	3
Proficient	0	38	1	3

Bookmark Placements.

After completing each bookmark placement, panelists recorded the number of the item on which they placed their bookmark. ETS then computed the median bookmark placements and highlighted the high, median and low bookmark for each table after Rounds 1 and 2 and for the room as a whole after Rounds 2 and 3. The results of the ratings (including room results for all three rounds) are presented in Tables 4A-4D for Writing, 5A-5D for Reading, and 6A-6D for Oral Skills. Tables list the standard error of the median (SE). The SE provides a measure of the variability across panelists' bookmark placements; smaller SE values indicate less variance among the panelists. It is calculated by multiplying the round 3 standard error of the mean by 1.25, which is an estimate of the standard error of the median. Each table also presents the percentage of students from the fall 2006 administration that would be classified into the Intermediate, Advanced, and Proficient Levels, based on the room-level medians.

The first round bookmark placements were made by each panelist without discussing their individual bookmark placements at the tables. After the first round, panelists received table level feedback (high, median, low bookmark placements) and discussed reasons for the differences in their judgments; panelists were encouraged to frame their discussions around the content addressed by the items. At this point the panelists heard what other people at the table were thinking about the items. Round two bookmark placements were then made by each panelist. After round 2, both table level and room level discussions occurred. Following this, the median for the room and impact data were presented, and round 3 bookmarks were placed.

Table 4A.**Bookmark Placements – Level A Writing.**

	Intermediate			Advanced			Proficient		
	Round			Round			Round		
	1	2	3	1	2	3	1	2	3
Table 1									
High	5	5	5	11	11	14	16	16	15
Low	4	4	4	9	10	10	11	14	14
Median	4.0	4.0	5.0	10.0	10.0	10.0	15.0	15.0	15.0
SE	0.3	0.3	0.3	0.4	0.2	1.0	1.2	0.4	0.2
Table 2									
High	10	3	5	12	8	8	16	11	15
Low	3	3	3	7	8	8	11	11	11
Median	3.0	3.0	5.0	8.0	8.0	8.0	12.0	11.0	14.0
SE	1.7	0.0	0.5	1.1	0.0	0.0	1.3	0.0	1.1
Room									
High	10	5	5	12	11	14	16	16	15
Low	3	3	3	7	8	8	11	11	11
Median	3.5	3.5	5.0	9.0	9.0	9.0	13.5	13.0	14.5
SE	0.8	0.3	0.3	0.6	0.5	0.8	0.9	0.9	0.6
% in category	24.5	24.5	18.6	16.9	16.9	18.4	8.5	8.5	7.1

Table 4B.**Bookmark Placements – Level B Writing.**

	Intermediate			Advanced			Proficient		
	Round			Round			Round		
	1	2	3	1	2	3	1	2	3
Table 1									
High	12	9	12	21	18	21	34	30	32
Low	6	7	8	12	13	17	22	27	27
Median	7.0	9.0	9.0	13.0	17.0	17.0	32.0	28.0	28.0
SE	1.4	0.5	0.8	2.6	1.1	1.0	3.2	0.7	1.1
Table 2									
High	19	13	12	30	22	23	37	36	37
Low	3	7	8	14	17	19	31	23	30
Median	10.0	12.0	12.0	22.0	21.0	20.0	36.0	35.0	34.0
SE	2.9	1.4	0.8	2.7	0.9	0.8	1.2	2.5	1.2
Room									
High	19	13	12	30	22	23	37	36	37
Low	3	7	8	12	13	17	22	23	27
Median	8.0	10.0	10.0	17.0	19.0	19.0	34.0	31.0	31.0
SE	1.7	0.8	0.6	2.1	1.0	0.7	1.9	1.6	1.3
% in category	23.2	22.0	17.7	32.8	28.6	32.8	19.1	19.1	19.1

Table 4C.
Bookmark Placements – Level C Writing.

	Intermediate			Advanced			Proficient		
	Round			Round			Round		
	1	2	3	1	2	3	1	2	3
Table 1									
High	9	9	9	24	23	23	34	32	32
Low	5	8	8	12	21	21	29	31	31
Median	8.0	8.0	8.0	21.0	21.0	21.0	31.0	31.0	31.0
SE	0.8	0.3	0.3	2.5	0.5	0.5	1.0	0.3	0.3
Table 2									
High	11	11	11	23	23	23	33	33	33
Low	5	5	5	15	15	18	33	33	32
Median	5.0	5.0	5.0	18.0	15.0	18.0	33.0	33.0	33.0
SE	1.5	1.5	1.5	1.8	2.1	1.5	0.0	0.0	0.3
Room									
High	11	11	11	24	23	23	34	33	33
Low	5	5	5	12	15	18	29	31	31
Median	7.0	7.0	7.0	20.0	18.0	20.0	32.0	32.0	32.0
SE	0.8	0.8	0.8	1.5	1.3	0.8	0.6	0.4	0.3
% in category	31.5	31.5	31.5	33.9	33.9	33.9	20.8	20.8	20.8

Table 4D.**Bookmark Placements – Level D Writing.**

	Intermediate			Advanced			Proficient		
	Round			Round			Round		
	1	2	3	1	2	3	1	2	3
Table 1									
High	10	10	12	21	18	24	35	35	35
Low	5	5	5	14	15	15	27	28	28
Median	5.0	8.0	8.0	15.5	15.5	18.5	29.0	35.0	30.5
SE	1.3	1.0	1.5	1.6	0.8	2.2	2.3	1.9	1.7
Table 2									
High	10	10	10	26	25	27	36	36	36
Low	5	5	5	12	15	25	27	35	35
Median	8.0	8.0	8.0	24.0	18.0	25.0	35.0	36.0	36.0
SE	1.4	1.4	1.4	3.6	2.4	0.6	2.1	0.3	0.3
Room									
High	10	10	12	26	25	27	36	36	36
Low	5	5	5	12	15	15	27	28	28
Median	6.5	8.0	8.0	20.0	17.0	22.0	32.0	35.5	33.5
SE	0.9	0.8	1.0	2.0	1.4	1.6	1.6	1.1	1.2
% in category	21.5	13.3	19.9	35.4	47.6	35.4	25.5	19.8	25.5

Table 5A.**Bookmark Placements – Level A Reading.**

	Intermediate			Advanced			Proficient		
	Round			Round			Round		
	1	2	3	1	2	3	1	2	3
Table 1									
High	12	8	8	17	17	17	24	22	22
Low	6	8	8	13	15	15	20	21	21
Median	6.0	8.0	8.0	15.0	17.0	15.0	21.0	21.0	21.0
SE	1.5	0.0	0.0	1.0	0.6	0.6	0.8	0.3	0.3
Table 2									
High	9	8	8	15	16	16	22	19	22
Low	6	7	8	12	14	14	17	19	19
Median	7.0	8.0	8.0	13.0	14.0	16.0	19.0	19.0	21.0
SE	0.6	0.3	0.0	0.7	0.5	0.6	1.0	0.0	0.6
Room									
High	12	8	8	17	17	17	24	22	22
Low	6	7	8	12	14	14	17	19	19
Median	6.5	8.0	8.0	14.0	15.5	15.5	20.0	20.0	21.0
SE	0.8	0.2	0.0	0.7	0.5	0.4	0.8	0.5	0.3
% in category	29.8	26.5	26.5	16.9	14.9	17.2	9.9	9.9	7.6

Table 5B.**Bookmark Placements – Level B Reading.**

	Intermediate			Advanced			Proficient		
	Round			Round			Round		
	1	2	3	1	2	3	1	2	3
Table 1									
High	6	6	7	21	17	18	27	27	27
Low	6	6	6	12	15	17	21	24	24
Median	6.0	6.0	6.0	15.0	17.0	17.0	21.0	25.0	25.0
SE	0.0	0.0	0.3	1.9	0.5	0.2	1.5	0.8	0.7
Table 2									
High	11	8	8	21	18	18	27	25	28
Low	3	7	7	16	17	17	24	24	24
Median	7.5	8.0	8.0	17.0	17.0	17.0	25.0	25.0	25.0
SE	1.3	0.3	0.3	1.2	0.3	0.3	0.7	0.3	0.8
Room									
High	11	8	8	21	18	18	27	27	28
Low	3	6	6	12	15	17	21	24	24
Median	6.8	7.0	7.0	16.0	17.0	17.0	23.0	25.0	25.0
SE	0.7	0.4	0.3	1.0	0.3	0.2	0.8	0.4	0.5
% in category	30.9	22.4	22.4	14.5	19.6	19.6	29.5	24.4	24.4

Table 5C.**Bookmark Placements – Level C Reading.**

	Intermediate			Advanced			Proficient		
	Round			Round			Round		
	1	2	3	1	2	3	1	2	3
Table 1									
High	1	1	3	10	8	10	17	17	21
Low	1	1	3	6	6	9	14	17	17
Median	1.0	1.0	3.0	6.0	6.0	10.0	17.0	17.0	19.0
SE	0.0	0.0	0.0	1.0	0.5	0.3	0.8	0.0	1.0
Table 2									
High	5	5	5	13	13	13	22	21	22
Low	3	3	1	10	11	11	16	21	21
Median	4.0	3.0	3.0	11.0	11.0	11.0	21.0	21.0	22.0
SE	0.5	0.5	0.8	0.6	0.5	0.6	1.3	0.0	0.3
Room									
High	5	5	5	13	13	13	22	21	22
Low	1	1	1	6	6	9	14	17	17
Median	3.0	2.0	3.0	9.0	9.0	11.0	19.0	19.0	21.0
SE	0.6	0.6	0.4	1.1	1.1	0.6	1.1	0.8	0.8
% in category	14.7	14.7	16.2	35.1	35.1	30.3	32.4	32.4	32.4

Table 5D.**Bookmark Placements – Level D Reading.**

	Intermediate			Advanced			Proficient		
	Round			Round			Round		
	1	2	3	1	2	3	1	2	3
Table 1									
High	7	7	7	17	17	23	23	23	26
Low	5	5	5	13	14	17	18	23	23
Median	6.5	7.0	7.0	13.5	16.0	18.0	23.0	23.0	24.5
SE	0.5	0.5	0.5	0.9	0.7	1.3	1.3	0.0	0.7
Table 2									
High	7	7	7	22	17	22	26	26	26
Low	3	6	7	12	14	17	20	24	24
Median	7.0	7.0	7.0	21.0	14.0	22.0	24.5	24.5	26.0
SE	1.1	0.3	0.0	2.5	0.8	1.3	1.4	0.5	0.6
Room									
High	7	7	7	22	17	23	26	26	26
Low	3	5	5	12	14	17	18	23	23
Median	7.0	7.0	7.0	17.5	15.0	20.0	24.0	23.8	25.5
SE	0.6	0.3	0.3	1.6	0.6	0.9	1.1	0.4	0.5
% in category	23.4	23.4	29.3	19.0	19.0	13.0	27.4	27.4	27.4

Table 6A.**Bookmark Placements – Level A Oral Skills.**

	Intermediate			Advanced			Proficient		
	Round			Round			Round		
	1	2	3	1	2	3	1	2	3
Table 1									
High	11	11	11	18	18	18	29	29	29
Low	7	11	11	11	18	18	26	28	28
Median	10.0	11.0	11.0	18.0	18.0	18.0	28.0	28.0	28.0
SE	1.1	0.0	0.0	1.8	0.0	0.0	0.6	0.3	0.3
Table 2									
High	11	11	11	19	21	21	28	28	28
Low	3	7	10	14	16	18	24	27	27
Median	6.0	11.0	11.0	15.0	19.0	20.0	27.0	28.0	28.0
SE	1.7	1.0	0.2	1.3	1.2	0.7	0.9	0.3	0.3
Room									
High	11	11	11	19	21	21	29	29	29
Low	3	7	10	11	16	18	24	27	27
Median	8.0	11.0	11.0	16.5	18.5	19.0	27.5	28.0	28.0
SE	1.1	0.5	0.1	1.0	0.6	0.5	0.6	0.2	0.2
% in category	22.0	15.4	19.4	21.6	26.0	22.0	27.5	23.1	23.1

Table 6B.**Bookmark Placements – Level B Oral Skills.**

	Intermediate			Advanced			Proficient		
	Round			Round			Round		
	1	2	3	1	2	3	1	2	3
Table 1									
High	23	23	23	33	33	33	40	40	40
Low	9	21	21	21	23	29	30	38	38
Median	13.0	23.0	23.0	23.0	31.0	31.0	40.0	40.0	40.0
SE	3.1	0.5	0.6	3.0	2.2	0.8	2.4	0.5	0.5
Table 2									
High	17	17	17	31	28	28	42	40	41
Low	15	17	17	20	26	26	31	37	37
Median	17.0	17.0	17.0	26.5	26.0	27.0	39.5	38.0	38.0
SE	0.4	0.0	0.0	1.9	0.4	0.3	2.2	0.6	0.7
Room									
High	23	23	23	33	33	33	42	40	41
Low	9	17	17	20	23	26	30	37	37
Median	15.0	20.0	20.0	24.8	28.5	29.0	39.8	39.0	39.0
SE	1.5	1.1	1.1	1.6	1.2	0.9	1.5	0.5	0.5
% in category	14.6	18.4	22.4	36.9	30.5	26.5	35.5	35.5	35.5

Table 6C.**Bookmark Placements – Level C Oral Skills.**

	Intermediate			Advanced			Proficient		
	Round			Round			Round		
	1	2	3	1	2	3	1	2	3
Table 1									
High	12	14	14	23	26	37	35	38	42
Low	11	12	12	20	20	27	34	34	38
Median	12.0	12.0	12.0	20.0	24.0	31.0	34.0	37.0	41.0
SE	0.3	0.5	0.5	0.7	1.3	2.0	0.3	1.0	0.9
Table 2									
High	14	13	13	38	37	37	45	45	42
Low	3	9	9	20	20	20	40	40	40
Median	9.0	9.0	9.0	31.0	37.0	27.0	41.0	41.0	41.0
SE	2.6	1.1	1.1	3.6	4.1	4.8	1.2	1.2	0.5
Room									
High	14	14	14	38	37	37	45	45	42
Low	3	9	9	20	20	20	34	34	38
Median	11.0	11.0	11.0	26.0	31.0	29.0	38.0	39.0	41.0
SE	1.4	0.7	0.7	2.6	2.7	2.5	1.6	1.3	0.5
% in category	16.7	25.6	25.6	17.3	13.3	25.0	52.5	47.6	35.9

Table 6D.**Bookmark Placements – Level D Oral Skills.**

	Intermediate			Advanced			Proficient		
	Round			Round			Round		
	1	2	3	1	2	3	1	2	3
Table 1									
High	16	12	12	30	30	30	40	38	39
Low	12	12	12	23	27	27	32	36	36
Median	12.0	12.0	12.0	23.0	27.0	27.0	36.5	38.0	38.0
SE	1.0	0.0	0.0	1.8	0.7	0.7	1.7	0.5	0.6
Table 2									
High	12	12	12	27	27	30	39	39	44
Low	9	12	12	26	27	27	39	39	39
Median	12.0	12.0	12.0	27.0	27.0	27.0	39.0	39.0	39.0
SE	0.8	0.0	0.0	0.3	0.0	0.8	0.0	0.0	1.2
Room									
High	16	12	12	30	30	30	40	39	44
Low	9	12	12	23	27	27	32	36	36
Median	12.0	12.0	12.0	25.0	27.0	27.0	37.8	38.5	38.5
SE	0.7	0.0	0.0	0.9	0.4	0.5	0.9	0.4	0.8
% in category	16.2	18.7	18.7	24.9	22.4	22.4	40.7	40.7	40.7

Evaluation of the Bookmark Process.

During the bookmark standard setting process, panelists completed evaluation forms at three points in time: after training and practice, after Round 1, and at the end of the process, after Round 3. Evaluations were completed for each test, Writing, Reading and Oral Skills. In their evaluations of the bookmark process, most panelists reported a clear understanding of the procedures. After training and practice and before Round 1, there were four instances out of 72 for which panelists indicated they needed more information or training. In each case, retraining of the panel was completed before proceeding.

Panelists were also asked to indicate the extent to which factors influenced their bookmark placements. Across levels (A-D) and tests (Writing, Reading and Oral Skills) almost all panelists found that among the factors listed, many were somewhat or very influential. These were: target student definition, perception of item difficulty, experiences with students, the table discussions and the large group discussions. Some factors were reported as being not at all influential by some panelists. For instance, 10-20%, respondents reported bookmark placements of other panelists as being not at all influential. A larger percentage, 20-30%, reported that the percent of students falling into each proficiency level (impact data) was not influential, and between 30-70% of panelists reported that the consequences of the test for students was not influential. Relative to these two factors, Level D panelists were somewhat of an exception. As a group, 90-100% of Level D panelists reported that the impact data and test consequences were either somewhat or very influential. Panelists' responses to the end-of-workshop evaluation are presented in Tables 7A-7D. Tables 8A-8D summarize the panelists' responses to the factors influencing their bookmark placements.

Table 7A.**Level A Panelist Responses to Final Evaluation Questions.**

Writing	Strongly Agree	Agree	Disagree	Strongly Disagree	No response
I understood the purpose of this workshop.	9	1	0	0	0
The training packet contained all the information I needed to complete my assignment.	10	0	0	0	0
The training in the bookmark method was adequate to give me the information I needed to complete my assignment.	8	2	0	0	0
I understood how to use the item map.	8	2	0	0	0
I understood the ordered item booklet.	8	2	0	0	0
The bookmark placement was easy enough to accomplish.	5	4	0	0	1
Reading	Strongly Agree	Agree	Disagree	Strongly Disagree	No response
I understood the purpose of this workshop.	9	1	0	0	0
The training packet contained all the information I needed to complete my assignment.	9	1	0	0	0
The training in the bookmark method was adequate to give me the information I needed to complete my assignment.	9	1	0	0	0
I understood how to use the item map.	9	1	0	0	0
I understood the ordered item booklet.	9	1	0	0	0
The bookmark placement was easy enough to accomplish.	9	1	0	0	0
Oral Skills	Strongly Agree	Agree	Disagree	Strongly Disagree	No response
I understood the purpose of this workshop.	10	0	0	0	0
The training packet contained all the information I needed to complete my assignment.	10	0	0	0	0
The training in the bookmark method was adequate to give me the information I needed to complete my assignment.	10	0	0	0	0
I understood how to use the item map.	10	0	0	0	0
I understood the ordered item booklet.	10	0	0	0	0
The bookmark placement was easy enough to accomplish.	10	0	0	0	0

Table 7B.
Level B Panelist Responses to Final Evaluation Questions.

Writing	Strongly Agree	Agree	Disagree	Strongly Disagree	No response
I understood the purpose of this workshop.	10	1	0	0	0
The training packet contained all the information I needed to complete my assignment.	9	2	0	0	0
The training in the bookmark method was adequate to give me the information I needed to complete my assignment.	9	2	0	0	0
I understood how to use the item map.	10	1	0	0	0
I understood the ordered item booklet.	11	0	0	0	0
The bookmark placement was easy enough to accomplish.	5	6	0	0	0
Reading	Strongly Agree	Agree	Disagree	Strongly Disagree	No response
I understood the purpose of this workshop.	11	0	0	0	0
The training packet contained all the information I needed to complete my assignment.	10	1	0	0	0
The training in the bookmark method was adequate to give me the information I needed to complete my assignment.	10	0	1	0	0
I understood how to use the item map.	10	1	0	0	0
I understood the ordered item booklet.	10	1	0	0	0
The bookmark placement was easy enough to accomplish.	11	0	0	0	0
Oral Skills	Strongly Agree	Agree	Disagree	Strongly Disagree	No response
I understood the purpose of this workshop.	11	0	0	0	0
The training packet contained all the information I needed to complete my assignment.	10	1	0	0	0
The training in the bookmark method was adequate to give me the information I needed to complete my assignment.	10	0	1	0	0
I understood how to use the item map.	10	1	0	0	0
I understood the ordered item booklet.	10	1	0	0	0
The bookmark placement was easy enough to accomplish.	8	3	0	0	0

Table 7C.**Level C Panelist Responses to Final Evaluation Questions.**

Writing	Strongly Agree	Agree	Disagree	Strongly Disagree	No response
I understood the purpose of this workshop.	9	1	0	0	0
The training packet contained all the information I needed to complete my assignment.	8	2	0	0	0
The training in the bookmark method was adequate to give me the information I needed to complete my assignment.	9	1	0	0	0
I understood how to use the item map.	8	2	0	0	0
I understood the ordered item booklet.	9	1	0	0	0
The bookmark placement was easy enough to accomplish.	8	2	0	0	0
Reading	Strongly Agree	Agree	Disagree	Strongly Disagree	No response
I understood the purpose of this workshop.	10	0	0	0	0
The training packet contained all the information I needed to complete my assignment.	9	1	0	0	0
The training in the bookmark method was adequate to give me the information I needed to complete my assignment.	10	0	0	0	0
I understood how to use the item map.	10	0	0	0	0
I understood the ordered item booklet.	10	0	0	0	0
The bookmark placement was easy enough to accomplish.	8	2	0	0	0
Oral Skills	Strongly Agree	Agree	Disagree	Strongly Disagree	No response
I understood the purpose of this workshop.	10	0	0	0	0
The training packet contained all the information I needed to complete my assignment.	9	1	0	0	0
The training in the bookmark method was adequate to give me the information I needed to complete my assignment.	10	0	0	0	0
I understood how to use the item map.	10	0	0	0	0
I understood the ordered item booklet.	10	0	0	0	0
The bookmark placement was easy enough to accomplish.	9	1	0	0	0

Table 7D.**Level D Panelist Responses to Final Evaluation Questions.**

Writing	Strongly Agree	Agree	Disagree	Strongly Disagree	No response
I understood the purpose of this workshop.	8	2	0	0	0
The training packet contained all the information I needed to complete my assignment.	7	2	1	0	0
The training in the bookmark method was adequate to give me the information I needed to complete my assignment.	8	2	0	0	0
I understood how to use the item map.	8	2	0	0	0
I understood the ordered item booklet.	8	2	0	0	0
The bookmark placement was easy enough to accomplish.	6	4	0	0	0
Reading	Strongly Agree	Agree	Disagree	Strongly Disagree	No response
I understood the purpose of this workshop.	9	1	0	0	0
The training packet contained all the information I needed to complete my assignment.	10	0	0	0	0
The training in the bookmark method was adequate to give me the information I needed to complete my assignment.	10	0	0	0	0
I understood how to use the item map.	10	0	0	0	0
I understood the ordered item booklet.	10	0	0	0	0
The bookmark placement was easy enough to accomplish.	7	2	1	0	0
Oral Skills	Strongly Agree	Agree	Disagree	Strongly Disagree	No response
I understood the purpose of this workshop.	10	0	0	0	0
The training packet contained all the information I needed to complete my assignment.	9	1	0	0	0
The training in the bookmark method was adequate to give me the information I needed to complete my assignment.	10	0	0	0	0
I understood how to use the item map.	10	0	0	0	0
I understood the ordered item booklet.	10	0	0	0	0
The bookmark placement was easy enough to accomplish.	10	0	0	0	0

Table 8A.**Level A Panelist Indications of Influential Factors.**

Writing	Very Influential	Somewhat Influential	Not At All Influential	No Response
Content Standards	8	2	0	0
Target Student definition	8	2	0	0
My perception of the difficulty of the items	9	1	0	0
My experiences with students	9	1	0	0
Table discussion	9	1	0	0
Large-group discussion	7	2	0	1
Bookmark placements of other panelists	6	3	1	0
Percent of students who probably will fall in each proficiency level	5	2	3	0
Consequences of the test for the students	6	0	4	0
Reading	Very Influential	Somewhat Influential	Not At All Influential	No Response
Content Standards	9	1	0	0
Target Student definition	10	0	0	0
My perception of the difficulty of the items	9	1	0	0
My experiences with students	10	0	0	0
Table discussion	9	1	0	0
Large-group discussion	8	2	0	0
Bookmark placements of other panelists	5	4	1	0
Percent of students who probably will fall in each proficiency level	5	3	2	0
Consequences of the test for the students	5	2	3	0
Oral Skills	Very Influential	Somewhat Influential	Not At All Influential	No Response
Content Standards	10	0	0	0
Target Student definition	10	0	0	0
My perception of the difficulty of the items	10	0	0	0
My experiences with students	9	1	0	0
Table discussion	10	0	0	0
Large-group discussion	8	2	0	0
Bookmark placements of other panelists	8	2	0	0
Percent of students who probably will fall in each proficiency level	6	2	2	0
Consequences of the test for the students	7	0	3	0

Table 8B.**Level B Panelist Indications of Influential Factors.**

Writing	Very Influential	Somewhat Influential	Not At All Influential	No Response
Content Standards	7	4	0	0
Target Student definition	11	0	0	0
My perception of the difficulty of the items	8	3	0	0
My experiences with students	6	4	1	0
Table discussion	9	2	0	0
Large-group discussion	5	6	0	0
Bookmark placements of other panelists	4	5	2	0
Percent of students who probably will fall in each proficiency level	4	2	5	0
Consequences of the test for the students	4	2	5	0
Reading	Very Influential	Somewhat Influential	Not At All Influential	No Response
Content Standards	6	4	0	1
Target Student definition	8	2	1	0
My perception of the difficulty of the items	6	4	1	0
My experiences with students	6	4	1	0
Table discussion	7	4	0	0
Large-group discussion	5	6	0	0
Bookmark placements of other panelists	3	6	2	0
Percent of students who probably will fall in each proficiency level	4	4	3	0
Consequences of the test for the students	3	3	5	0
Oral Skills	Very Influential	Somewhat Influential	Not At All Influential	No Response
Content Standards	6	5	0	0
Target Student definition	10	1	0	0
My perception of the difficulty of the items	8	3	0	0
My experiences with students	6	5	0	0
Table discussion	10	1	0	0
Large-group discussion	8	3	0	0
Bookmark placements of other panelists	4	6	1	0
Percent of students who probably will fall in each proficiency level	4	4	3	0
Consequences of the test for the students	4	4	3	0

Table 8C.**Level C Panelist Indications of Influential Factors.**

Writing	Very Influential	Somewhat Influential	Not At All Influential	No Response
Content Standards	4	4	2	0
Target Student definition	10	0	0	0
My perception of the difficulty of the items	8	2	0	0
My experiences with students	7	3	0	0
Table discussion	5	5	0	0
Large-group discussion	3	7	0	0
Bookmark placements of other panelists	1	8	1	0
Percent of students who probably will fall in each proficiency level	2	5	3	0
Consequences of the test for the students	1	4	5	0
Reading	Very Influential	Somewhat Influential	Not At All Influential	No Response
Content Standards	4	4	2	0
Target Student definition	9	1	0	0
My perception of the difficulty of the items	10	0	0	0
My experiences with students	8	2	0	0
Table discussion	7	3	0	0
Large-group discussion	8	2	0	0
Bookmark placements of other panelists	2	5	2	1
Percent of students who probably will fall in each proficiency level	4	3	1	2
Consequences of the test for the students	1	3	5	1
Oral Skills	Very Influential	Somewhat Influential	Not At All Influential	No Response
Content Standards	4	3	3	0
Target Student definition	8	2	0	0
My perception of the difficulty of the items	10	0	0	0
My experiences with students	9	1	0	0
Table discussion	9	1	0	0
Large-group discussion	8	2	0	0
Bookmark placements of other panelists	3	4	3	0
Percent of students who probably will fall in each proficiency level	6	3	1	0
Consequences of the test for the students	3	0	7	0

Table 8D.**Level D Panelist Indications of Influential Factors.**

Writing	Very Influential	Somewhat Influential	Not At All Influential	No Response
Content Standards	6	4	0	0
Target Student definition	10	0	0	0
My perception of the difficulty of the items	9	1	0	0
My experiences with students	10	0	0	0
Table discussion	6	4	0	0
Large-group discussion	5	3	2	0
Bookmark placements of other panelists	3	7	0	0
Percent of students who probably will fall in each proficiency level	5	3	1	1
Consequences of the test for the students	5	4	0	1
Reading	Very Influential	Somewhat Influential	Not At All Influential	No Response
Content Standards	7	3	0	0
Target Student definition	9	1	0	0
My perception of the difficulty of the items	9	1	0	0
My experiences with students	8	2	0	0
Table discussion	8	2	0	0
Large-group discussion	7	3	0	0
Bookmark placements of other panelists	7	3	0	0
Percent of students who probably will fall in each proficiency level	7	3	0	0
Consequences of the test for the students	7	2	0	1
Oral Skills	Very Influential	Somewhat Influential	Not At All Influential	No Response
Content Standards	7	3	0	0
Target Student definition	10	0	0	0
My perception of the difficulty of the items	8	2	0	0
My experiences with students	10	0	0	0
Table discussion	9	1	0	0
Large-group discussion	9	1	0	0
Bookmark placements of other panelists	9	1	0	0
Percent of students who probably will fall in each proficiency level	9	1	0	0
Consequences of the test for the students	10	0	0	0

Panelists were also asked to indicate the degree to which they believe each of the cut-score recommendations developed by the end of the third round for each of the tests is appropriate. A summary of responses to that question are presented in Tables 9A-9D.

For Level A and B panels, most of the responses suggested that the cut scores were about right. The Level C panel indicated that they thought that the cut scores were about right or too low. Specifically, Writing and Oral Skills cuts were about right, as well as Reading Intermediate. The majority of the Level C panelists reported that the cuts for Reading Advanced and Proficient were too low. Level D panelists were somewhat split in their evaluation of the recommended cuts. The majority reported that for Reading and Oral Skills, the Intermediate and Advanced cuts were about right. The Writing cut scores for Intermediate were thought to be too low. The Reading Proficient cut was reported as being too high. Panelists were split on the remaining cut scores: Writing Advanced and Proficient and Oral Skills Proficient.

Table 9A.
Panelist Evaluation of Recommended Cut Scores: Level A.

WRITING LEVEL A	Too Low	About Right	Too High	No Response
Intermediate	0	10	0	0
Advanced	0	10	0	0
Proficient	0	10	0	0

READING LEVEL A	Too Low	About Right	Too High	No Response
Intermediate	0	10	0	0
Advanced	0	10	0	0
Proficient	0	10	0	0

ORAL SKILLS LEVEL A	Too Low	About Right	Too High	No Response
Intermediate	0	10	0	0
Advanced	0	10	0	0
Proficient	0	10	0	0

Table 9B.
Panelist Evaluation of Recommended Cut Scores: Level B.

WRITING LEVEL B	Too Low	About Right	Too High	No Response
Intermediate	2	8	1	0
Advanced	1	9	1	0
Proficient	1	9	1	0

READING LEVEL B	Too Low	About Right	Too High	No Response
Intermediate	0	10	0	1
Advanced	1	9	1	0
Proficient	2	7	1	1

ORAL SKILLS LEVEL B	Too Low	About Right	Too High	No Response
Intermediate	0	11	0	0
Advanced	0	11	0	0
Proficient	1	10	0	0

Table 9C.
Panelist Evaluation of Recommended Cut Scores: Level C.

WRITING LEVEL C	Too Low	About Right	Too High	No Response
Intermediate	2	8	0	0
Advanced	0	10	0	0
Proficient	0	10	0	0

READING LEVEL C	Too Low	About Right	Too High	No Response
Intermediate	3	7	0	0
Advanced	7	3	0	0
Proficient	6	4	0	0

ORAL SKILLS LEVEL C	Too Low	About Right	Too High	No Response
Intermediate	0	10	0	0
Advanced	1	9	0	0
Proficient	1	9	0	0

Table 9D.
Panelist Evaluation of Recommended Cut Scores: Level D.

WRITING LEVEL D	Too Low	About Right	Too High	No Response
Intermediate	6	4	0	0
Advanced	4	2	4	0
Proficient	3	4	3	0

READING LEVEL D	Too Low	About Right	Too High	No Response
Intermediate	2	7	1	0
Advanced	2	8	0	0
Proficient	1	2	7	0

ORAL SKILLS LEVEL D	Too Low	About Right	Too High	No Response
Intermediate	1	9	0	0
Advanced	2	8	0	0
Proficient	3	4	3	0

Full Panel Indications of Writing and Reading Cut Score Appropriateness

The Florida DOE shared the round 3 results of the recommended bookmarks, i.e., Round 3 ratings, and impact data for the Writing and Reading assessments⁷ as each group of panelists finished their final bookmark placements. The panelists met separately by group with Department representatives as they completed their bookmark workshops, Level A first, Level D second, and a combined Level B and C panel group. The Florida DOE asked the panelists for comments on the data presented (see Appendix G). Reactions were to both the Writing and Reading figures.

Both figures present data based on the recommended cut scores at the end of Round 3, and display results as if these recommended cut scores were accepted and implemented as is. On the first figure for each content area, “Impact Data by Level,” the bar graph indicates for each Level the percent of students who would be classified in the four proficiency categories (Beginner, Intermediate, Advanced, and Proficient). The percent of students is based on the scores for the population of students who were tested in the Fall 2006 CELLA administration. The second figure, “Scaled Score Results” displays for each content area the recommended cut

⁷ Oral Skills data were not yet analyzed at the time of the presentation as it was the last content area the panelists rated, thus no comments on Oral Skills are provided here.

score on the CELLA scale. From left to right, scores are plotted for each CELLA level; each line represents the same proficiency category (Intermediate, Advanced, or Proficient).

Comments from panelists regarding the Reading test were mostly from the Level B and C panels. There was an overall comment that there should have been fewer Beginners, students in the lowest category, because, “by the time they are taking on-grade level tests, they shouldn’t be beginners.” The group felt that the students who would be classified as beginners should be given the functional level test, “these students are not really ready for Level C.” The panelists further commented that there appear to be a lot of proficient students in Reading at Level C, “We tried to tweak the scores but it didn’t impact the scores the way we would have liked.”

Comments from panelists regarding the Writing test had two themes; they thought the test was very hard, and they hypothesized about how students acquire writing skills. Panelists noted that the advanced groups were pretty similar for Writing for Levels B, C and D, but they thought that the percentage of proficient students in Level A (K-2) should have been higher. The panelists felt that in Level D, 19 percent in the Beginner category was too low; they wanted it to be higher. Panelists suggested that a reason for a high percentage of students being classified as intermediate was that the ELL students in high school as a group, “have come recently and they are acquiring skills slower than the younger grades.” They also provided an explanation for the high percentage in Writing, Level D Advanced: “The writing component is where we would expect to see more proficiency because they can transfer from what they can do in their own language. They are more confident, their writing is less risky, and they are not speaking.” While panelists reported that they felt the test was difficult, they believed that this level of rigor is important, “it will help us to know who needs the extra support.”

Panelists were also asked to respond to an evaluation of these final results, (see Final Evaluation of the Bookmark Standard Setting, Appendix H). Results of the evaluation of the appropriateness of cut-scores for Writing and Reading by all panelists across levels are reported in Table 10A and 10B.

Table 10A.**Panelist Overall Indications of Writing Cut-Score Appropriateness.**

Level A	Yes	No	No Response
Intermediate	33	1	7
Advanced	33	1	7
Proficient	33	1	7
Level B	Yes	No	No Response
Intermediate	30	3	8
Advanced	30	4	7
Proficient	30	4	7
Level C	Yes	No	No Response
Intermediate	28	7	6
Advanced	29	6	6
Proficient	31	4	6
Level D			
Intermediate	35	3	3
Advanced	33	8	2
Proficient	33	6	2

Table 10B.**Panelist Overall Indications of Reading Cut-Score Appropriateness.**

Level A	Yes	No	No Response
Intermediate	33	1	7
Advanced	33	0	8
Proficient	33	0	8
Level B	Yes	No	No Response
Intermediate	33	0	8
Advanced	32	1	8
Proficient	31	2	8
Level C	Yes	No	No Response
Intermediate	28	6	7
Advanced	26	8	7
Proficient	28	6	7
Level D			
Intermediate	34	3	4
Advanced	32	8	1
Proficient	31	8	2

Impact of Recommended Results on CELLA Score Scale

Tables 11A-13D present the results of the bookmark standard setting on the CELLA score scale, and provide an indication of measurement error. These tables show the impact in terms of percent of students, by level and by grade, who would be classified in each proficiency level based on the panel-recommended cut scores using data from the fall 2006 administration.

The possible ranges of CELLA scale scores are:

Writing – 515-850,

Reading – 345-820, and

Oral Skills – 495-835.

Information in the tables is presented for each level for each test, Writing results for Levels A-D are reported in Tables 12A-12D, Reading results in Tables 13A-13D, and Oral Skills results are reported in Tables 14A-14D. The recommended cut score shown for each performance level is the median cut score for the room, calculated as the average of the two table medians. The cut scores recommended by the panelists are identified in the impact tables by a labeled arrow. We have also identified the recommended cut scores plus and minus one and two standard errors of measurement (SEM). By bracketing the median cut score by 2 SEMs, we identify a 95% confidence interval, which can be used to estimate the effects of false positives (misclassifying students who may not actually have sufficient skills) or false negatives (misclassifying students who do have sufficient skills). For example, Table 11A (Level A Writing) indicates that the panel-recommended Intermediate cut score is 637. The 95% confidence interval is 619 to 660. Based on the cohort of students who took CELLA in Fall 2006, 44% scored at least 637 points; however, approximately 54% scored at least 619 points, the lower bound of the 95% confidence interval. This suggests that setting the Level A Writing Intermediate cut score at 637 may exclude an additional 10% who might also have Level A Writing skills consistent with the Intermediate level. Where the FL DOE decides to set its operational cut scores should take into account whether it is more important to reduce potential false negatives or false positives. If the former is more valued by the FL DOE, cut scores would be lowered; if the latter is more valued by the FL DOE, then cut scores would be raised.

Table 11A.

Impact Data with Standard Error of Measurement Bands – Level A Writing.

		Percentage of Students Scoring At or Above Each Scale Score Point			
	Scale Score	Total	KG	Grade 1	Grade 2
	515	100.0	100.0	100.0	100.0
	556	74.7	39.8	91.0	96.7
	565	74.4	39.7	90.7	96.0
	582	64.0	16.6	84.2	95.8
	593	63.6	16.6	84.0	95.0
	596	58.7	8.7	78.1	94.9
	606	58.3	8.6	77.7	94.0
	608	57.9	8.6	77.4	93.0
	613	54.2	5.4	70.4	92.8
Intermediate - 2 SEM	619	53.7	5.4	70.1	91.6
	620	49.9	3.4	61.6	91.4
	625	49.5	3.4	61.2	90.3
Intermediate - 1 SEM	629	49.0	3.3	60.8	89.2
	630	45.1	2.0	51.4	89.0
	634	44.6	2.0	51.1	87.6
Recommended Intermediate Cut ➤	637	44.0	2.0	50.8	86.1
Advanced - 2 SEM	641	39.7	1.2	40.8	84.4
	644	39.1	1.1	40.7	82.6
	647	34.8	0.7	31.0	80.3
Intermediate + 1 SEM & Advanced - 1 SEM	650	34.1	0.7	31.0	78.0
	651	31.0	0.5	22.8	77.8
	654	30.1	0.5	22.7	74.8
	657	29.2	0.5	22.7	71.7
Recommended Advanced Cut ⁸ ➤	660	25.4	0.3	15.4	68.0
Intermediate + 2 SEM	663	24.2	0.3	15.4	63.8
Proficient - 2 SEM	666	20.7	0.2	9.7	58.9
Advanced + 1 SEM	669	19.3	0.2	9.7	54.1
	672	16.3	0.1	5.9	48.7
	675	14.8	0.1	5.8	43.4
	676	13.2	0.1	5.8	38.1
Advanced + 2 SEM & Proficient - 1 SEM	679	12.3	0.1	3.3	37.9
	682	10.7	0.1	3.3	32.5
	683	9.1	0.1	3.3	27.2
	686	8.5	0.1	1.7	27.0
Recommended Proficient Cut ➤	690	7.1	0.1	1.7	22.0
	693	5.8	0.1	1.7	17.7
	694	5.4	0.0	0.8	17.5
	699	4.2	0.0	0.8	13.3
Proficient + 1 SEM	705	3.0	0.0	0.8	9.4
	706	2.1	0.0	0.8	6.2
	711	1.9	0.0	0.3	6.1
Proficient + 2 SEM	719	1.2	0.0	0.3	3.6
	730	0.7	0.0	0.3	1.9
	747	0.2	0.0	0.0	0.7
	775	0.0	0.0	0.0	0.1

⁸ Recommended Advanced Cut Score is 658

Table 11B.

Impact Data with Standard Error of Measurement Bands – Level B Writing.

		Percentage of Students Scoring At or Above Each Scale Score Point			
	Scale Score	Total	Grade 3	Grade 4	Grade 5
	575	100.0	100.0	100.0	100.0
	595	94.4	93.0	94.9	95.8
	609	93.5	91.9	94.2	95.0
	619	92.3	90.4	93.2	94.4
	627	91.1	88.7	92.1	93.6
	634	89.9	87.1	91.2	92.8
	640	88.6	85.3	90.2	92.1
	645	87.2	83.4	88.9	91.1
	650	85.5	80.9	87.8	90.1
	654	83.8	78.4	86.6	89.1
Intermediate - 2 SEM	659	81.9	75.3	85.4	88.2
	663	79.8	72.0	84.1	87.1
Intermediate - 1 SEM	667	77.6	68.6	82.4	86.1
	670	75.1	64.9	80.4	84.9
	674	72.6	61.1	78.5	83.6
Recommended Intermediate Cut⁹	678	69.6	56.6	76.3	82.2
	682	66.6	52.3	73.9	80.3
Intermediate + 1 SEM	685	63.3	48.0	70.8	78.5
Advanced - 1 SEM	689	59.9	43.7	67.4	76.3
	693	56.0	38.9	63.7	73.5
Recommended Advanced Cut⁹	696	51.9	34.3	59.4	70.6
Intermediate + 2 SEM	700	47.7	29.7	54.9	67.1
Proficient - 2 SEM	704	43.0	25.2	49.5	63.1
Advanced + 1 SEM	708	38.3	20.9	44.2	58.5
Proficient - 1 SEM	712	33.4	17.0	38.2	53.3
Advanced + 2 SEM	716	28.7	13.7	32.4	47.8
	721	23.7	10.5	26.4	41.1
Recommended Proficient Cut¹⁰	726	19.1	7.7	20.6	34.9
	731	14.9	5.4	15.8	28.3
Proficient + 1 SEM	736	11.0	3.7	11.3	21.8
	743	7.7	2.3	7.7	15.9
Proficient + 2 SEM	750	5.1	1.4	4.9	11.1
	759	3.0	0.7	2.7	6.7
	771	1.4	0.3	1.3	3.3
	792	0.6	0.1	0.5	1.6
	825	0.2	0.0	0.2	0.4

⁹ Recommended Intermediate Cut Score is 675¹⁰ Recommended Proficient Cut Score is 722

Table 11C.

Impact Data with Standard Error of Measurement Bands – Level C Writing.

	Scale Score	Percentage of Students Scoring At or Above Each Scale Score Point			
		Total	Grade 6	Grade 7	Grade 8
	580	100.0	100.0	100.0	100.0
	601	94.0	93.9	93.9	94.2
	614	93.2	93.2	93.1	93.4
	626	92.2	92.1	92.1	92.4
Intermediate - 2 SEM	636	91.2	91.1	91.0	91.6
	644	90.1	89.9	89.9	90.5
Intermediate - 1 SEM	652	89.0	88.9	88.5	89.5
	659	87.5	87.6	86.9	88.1
Recommended Intermediate Cut¹¹ ➤	666	86.2	86.3	85.6	86.6
	672	84.6	84.5	84.0	85.2
	678	82.8	82.5	82.3	83.7
Intermediate + 1 SEM	683	81.0	80.6	80.4	81.9
	688	79.2	78.9	78.5	80.1
	693	77.0	76.5	76.4	78.2
Intermediate + 2 SEM	698	74.7	73.8	74.2	76.2
Advanced - 2 SEM	702	72.2	71.2	71.5	74.0
	706	69.4	68.2	68.5	71.5
	710	66.2	64.8	65.3	68.6
Advanced - 1 SEM	715	62.9	60.9	62.1	65.7
	719	58.9	56.5	58.1	62.3
Recommended Advanced Cut¹² ➤ Proficient - 2 SEM	723	54.6	51.8	53.8	58.4
	727	49.4	45.7	49.1	53.7
	731	44.0	40.0	43.7	48.5
Advanced + 1 SEM & Proficient - 1 SEM	736	38.4	34.0	38.1	43.2
	740	32.7	28.0	32.9	37.4
Advanced + 2 SEM	745	26.6	21.8	26.4	31.8
Recommended Proficient Cut¹³ ➤	751	20.8	16.5	20.6	25.5
	756	15.3	11.3	15.0	19.9
Proficient + 1 SEM	763	10.8	7.5	10.9	14.4
	770	7.2	4.5	7.5	9.8
Proficient + 2 SEM	779	4.1	2.4	4.3	5.8
	791	2.2	1.3	2.2	3.1
	810	0.9	0.5	1.0	1.4
	845	0.2	0.1	0.3	0.3

¹¹ Recommended Intermediate Cut Score is 664¹² Recommended Advanced Cut Score is 722¹³ Recommended Proficient Cut Score is 747

Table 11D.

Impact Data with Standard Error of Measurement Bands – Level D Writing.

	Scale Score	Percentage of Students Scoring At or Above Each Scale Score Point				
		Total	Grade 9	Grade 10	Grade 11	Grade 12
	600	100.0	100.0	100.0	100.0	100.0
	616	92.2	91.4	92.3	92.7	92.9
	626	91.7	90.5	91.8	92.4	92.5
	634	90.9	89.4	90.9	91.9	92.1
	641	90.2	88.4	90.2	91.4	91.6
	647	89.5	87.5	89.4	90.9	91.4
	653	88.6	86.1	88.3	90.2	91.1
Intermediate - 2 SEM	657	87.6	84.8	87.4	89.4	90.5
	662	86.5	83.2	86.3	88.4	89.9
	667	85.3	81.7	84.9	87.4	89.2
Intermediate - 1 SEM	671	83.9	80.1	83.2	86.2	88.2
	675	82.3	78.5	81.3	84.9	87.1
Recommended Intermediate Cut ➤	679	80.8	76.8	79.5	83.4	86.1
	683	79.1	74.9	77.7	81.8	84.7
	686	77.3	72.9	75.8	80.1	83.3
Intermediate + 1 SEM & Advanced - 2 SEM	690	75.1	70.6	73.5	77.9	81.4
	694	72.8	68.5	71.1	75.9	78.9
Advanced - 1 SEM	698	70.3	65.8	68.6	73.8	76.3
Intermediate + 2 SEM	702	67.4	62.8	65.7	71.0	73.4
	705	64.2	59.6	62.5	67.8	70.0
Recommended Advanced Cut ➤	709	60.9	56.2	59.1	64.6	66.8
	713	57.0	52.1	55.2	60.9	62.9
Proficient - 2 SEM	718	52.7	47.6	51.2	56.6	58.5
Advanced + 1 SEM	722	48.0	42.9	46.6	51.8	53.6
	726	42.8	37.7	41.6	46.5	48.1
Advanced + 2 SEM & Proficient - 1 SEM	731	37.1	32.3	35.7	40.8	42.8
	737	31.3	26.4	30.1	34.8	36.8
Recommended Proficient Cut¹⁴ ➤	742	25.5	20.8	24.4	28.7	30.8
	748	19.8	15.8	18.7	23.0	24.3
Proficient + 1 SEM	755	14.3	11.0	13.3	16.9	18.1
	763	9.8	7.3	9.4	11.5	12.3
Proficient + 2 SEM	773	6.1	4.3	6.1	7.1	7.7
	786	3.4	2.4	3.2	4.2	4.2
	807	1.4	0.9	1.3	1.7	1.8
	850	0.4	0.2	0.3	0.6	0.6

¹⁴ Recommended Proficient Cut Score is 741

Table 12A.

Impact Data with Standard Error of Measurement Bands – Level A Reading.

	Scale Score	Percentage of Students Scoring At or Above Each Scale Score Point			
		Total	KG	Grade 1	Grade 2
	345	100.0	100.0	100.0	100.0
	407	72.2	34.2	89.8	95.9
	427	67.3	24.8	86.1	95.2
Intermediate - 2 SEM	451	66.9	24.7	85.7	94.3
	467	62.2	16.7	80.8	94.1
	487	61.7	16.7	80.4	92.9
Intermediate - 1 SEM	501	57.2	10.5	73.9	92.7
	518	56.6	10.5	73.5	91.3
	531	52.1	6.2	65.2	91.1
Recommended Intermediate Cut¹⁵ ➤	546	51.3	6.1	64.7	89.2
	556	46.8	3.5	54.8	89.0
	569	46.0	3.5	54.4	86.7
	578	41.6	1.9	43.8	86.5
Advanced - 2 SEM	589	40.6	1.9	43.5	83.5
	595	36.7	1.1	33.4	83.3
Intermediate + 1 SEM	604	35.6	1.1	33.2	79.9
Advanced - 1 SEM	608	32.3	0.7	24.6	79.7
	616	30.9	0.7	24.4	75.3
	619	28.4	0.5	17.6	75.2
	628	26.8	0.5	17.4	69.9
Recommended Advanced Cut¹⁶ ➤	630	24.8	0.3	12.2	69.8
Proficient - 2 SEM	640	23.0	0.3	12.0	63.8
Intermediate + 2 SEM	650	19.5	0.2	7.9	56.9
Advanced + 1 SEM	653	17.6	0.2	7.8	50.4
	659	16.4	0.2	4.8	50.1
Proficient - 1 SEM	667	14.4	0.1	4.8	43.3
	668	12.5	0.1	4.8	36.9
Advanced + 2 SEM	675	11.7	0.1	2.7	36.7
	683	9.9	0.1	2.7	30.4
	684	8.2	0.1	2.7	24.6
Recommended Proficient Cut ➤	690	7.6	0.1	1.4	24.5
	696	6.2	0.0	1.3	19.5
	702	4.9	0.0	1.3	15.1
	703	4.6	0.0	0.6	15.0
	710	3.4	0.0	0.6	11.0
Proficient + 1 SEM	718	2.4	0.0	0.6	7.5
	721	1.6	0.0	0.6	4.7
	727	1.4	0.0	0.2	4.6
	739	0.8	0.0	0.2	2.6
Proficient + 2 SEM	749	0.4	0.0	0.2	1.3
	760	0.4	0.0	0.0	1.2
	790	0.1	0.0	0.0	0.3
	800	0.1	0.0	0.0	0.3

¹⁵ Recommended Intermediate Cut Score is 545¹⁶ Recommended Advanced Cut Score is 629

Table 12B.

Impact Data with Standard Error of Measurement Bands – Level B Reading.

		Scale Score	Percentage of Students Scoring At or Above Each Scale Score Point				
			Total	Grade 3	Grade 4	Grade 5	
Recommended Intermediate Cut ¹⁷ ➤		590	100.0	100.0	100.0	100.0	
		620	90.8	87.6	92.4	93.9	
		641	88.3	83.9	90.7	92.5	
		654	85.5	79.6	88.6	90.8	
	Intermediate - 2 SEM	664	82.2	74.8	86.3	89.2	
		672	78.8	69.6	83.8	87.3	
	Intermediate - 1 SEM	679	75.0	63.7	81.1	85.4	
		685	70.9	57.3	78.3	83.4	
		690	66.5	50.6	75.2	81.2	
	Advanced - 2 SEM	695	62.2	44.5	71.6	78.9	
		699	57.9	38.5	67.7	76.7	
	Intermediate + 1 SEM & Advanced - 1 SEM	703	53.4	33.0	63.2	73.7	
		707	48.8	27.6	58.4	70.6	
	Recommended Advanced Cut ➤	Proficient - 2 SEM	711	44.1	23.0	52.5	67.0
		Intermediate + 2 SEM	715	39.2	18.7	46.6	62.4
Recommended Proficient Cut ➤		719	34.3	14.6	40.4	57.9	
		724	29.5	11.2	34.4	52.2	
		728	24.4	8.4	27.5	45.6	
		733	19.8	6.0	21.3	39.1	
		738	15.3	4.0	15.9	31.8	
		745	10.9	2.4	10.8	24.2	
		755	7.0	1.3	6.5	16.3	
		771	3.7	0.6	3.3	9.1	
	810	1.3	0.1	1.1	3.2		

¹⁷ Recommended Intermediate Cut Score is 687

Table 12C.

Impact Data with Standard Error of Measurement Bands – Level C Reading.

		Scale Score	Percentage of Students Scoring At or Above Each Scale Score Point			
			Total	Grade 6	Grade 7	Grade 8
		600	100.0	100.0	100.0	100.0
		639	91.0	90.4	90.8	91.9
	Intermediate - 2 SEM	676	88.5	87.5	88.3	89.7
	Intermediate - 1 SEM	690	85.7	84.2	85.5	87.3
		699	82.2	80.3	81.8	84.6
Recommended Intermediate Cut ➤	Advanced - 2 SEM	706	78.9	76.5	78.6	81.8
		712	75.3	72.3	75.0	78.7
	Advanced - 1 SEM	718	71.5	68.4	71.3	75.1
	Intermediate + 1 SEM	723	67.5	63.8	67.3	71.6
Recommended Advanced Cut¹⁸ ➤		728	62.8	58.3	62.7	67.6
	Proficient - 2 SEM	732	57.6	52.2	57.3	63.4
	Advanced + 1 SEM	737	51.7	46.0	51.5	58.1
	Intermediate + 2 SEM	742	45.6	39.0	45.5	52.6
	Proficient - 1 SEM	746	39.1	32.3	38.8	46.7
Recommended Proficient Cut ➤	Advanced + 2 SEM	751	32.4	25.3	32.2	40.1
		756	25.8	18.9	25.6	33.2
	Proficient + 1 SEM	762	19.4	13.5	19.1	25.9
		769	13.5	8.8	13.4	18.5
	Proficient + 2 SEM	778	8.2	5.0	8.0	11.7
		792	4.1	2.3	3.7	6.3
		815	1.4	0.8	1.3	2.2

¹⁸ Recommended Advanced Cut Score is 725

Table 12D.

Impact Data with Standard Error of Measurement Bands – Level D Reading.

		Scale Score	Percentage of Students Scoring At or Above Each Scale Score Point				
			Total	Grade 9	Grade 10	Grade 11	Grade 12
		605	100.0	100.0	100.0	100.0	100.0
		667	90.2	88.4	89.9	91.4	92.2
		701	88.1	85.6	87.5	89.8	91.0
		713	85.6	82.2	84.8	88.1	89.6
		720	83.0	78.7	81.9	86.0	87.9
Intermediate - 2 SEM		727	80.1	74.9	78.8	83.7	86.0
Intermediate - 1 SEM		732	76.8	70.6	75.6	81.0	83.7
		736	73.3	66.3	72.0	77.9	81.1
Recommended Intermediate Cut ➤		740	69.7	62.0	68.2	74.8	78.5
		744	65.9	57.9	64.0	71.3	75.3
Advanced - 2 SEM		748	61.7	52.9	59.8	67.3	72.0
Intermediate + 1 SEM & Proficient - 2 SEM		751	56.9	47.4	54.9	63.2	68.0
Advanced - 1 SEM		755	51.9	42.2	49.8	58.5	62.8
Intermediate + 2 SEM		758	46.3	36.8	44.2	52.6	57.4
Recommended Advanced Cut¹⁹ ➤		762	40.4	31.6	37.9	46.5	51.2
Proficient - 1 SEM		766	34.1	25.5	31.9	40.1	44.2
Recommended Proficient Cut ➤		771	27.4	19.3	25.5	32.7	37.1
Advanced + 1 SEM		771	27.4	19.3	25.5	32.7	37.1
Advanced + 2 SEM		778	20.1	13.3	18.2	24.6	28.3
Proficient + 1 SEM		786	13.0	8.3	11.5	16.1	19.2
Proficient + 2 SEM		800	6.5	3.8	6.0	8.2	9.9
		820	2.0	1.0	1.8	2.7	2.8

¹⁹ Recommended Advanced Cut Score is 761

Table 13A.

Impact Data with Standard Error of Measurement Bands – Level A Oral Skills.

		Percentage of Students Scoring At or Above Each Scale Score Point			
	Scale Score	Total	KG	Grade 1	Grade 2
	495	100.0	100.0	100.0	100.0
	531	94.5	88.9	97.7	97.5
	554	93.2	85.8	97.1	97.0
	569	91.6	82.7	96.4	96.6
	579	90.0	79.4	95.4	96.1
	588	88.2	75.7	94.3	95.6
	595	86.3	71.9	93.1	95.1
	602	84.1	67.9	91.6	94.4
	607	81.8	63.7	89.9	93.6
Intermediate - 2 SEM	612	79.4	59.3	88.1	92.9
	617	76.8	54.7	86.0	91.9
	621	74.0	49.9	83.6	90.9
Intermediate - 1 SEM	625	71.0	45.3	80.8	89.9
Advanced - 2 SEM	630	67.8	40.4	77.5	88.7
	633	64.4	35.8	73.8	87.2
Recommended Intermediate Cut²⁰ ➤	637	60.7	31.1	69.5	85.6
Advanced - 1 SEM	641	57.0	26.7	64.8	83.8
Intermediate + 1 SEM	645	53.0	22.4	59.6	81.7
	649	49.0	18.5	54.1	79.4
Recommended Advanced Cut²¹ ➤	653	45.0	15.0	48.6	76.6
Proficient - 2 SEM	657	40.9	11.8	43.0	73.3
Intermediate + 2 SEM	661	36.5	9.1	36.7	69.1
Advanced + 1 SEM	666	32.0	6.9	30.8	63.5
Proficient - 1 SEM	671	27.5	5.1	24.9	57.4
Advanced + 2 SEM	676	23.1	3.7	19.7	50.5
Recommended Proficient Cut²² ➤	681	18.6	2.5	14.7	42.9
Proficient + 1 SEM	687	14.4	1.5	10.3	34.9
	694	10.4	0.9	6.8	26.2
Proficient + 2 SEM	703	6.9	0.5	4.1	17.9
	714	3.9	0.2	2.2	10.6
	732	1.8	0.1	0.8	5.1
	755	0.5	0.0	0.2	1.3

²⁰ Recommended Intermediate Cut Score is 634²¹ Recommended Advanced Cut Score is 650²² Recommended Proficient Cut Score is 673

Table 13B.

Impact Data with Standard Error of Measurement Bands – Level B Oral Skills.

		Percentage of Students Scoring At or Above Each Scale Score Point			
	Scale Score	Total	Grade 3	Grade 4	Grade 5
	560	100.0	100.0	100.0	100.0
	588	97.3	97.1	97.6	97.4
	602	96.8	96.6	97.0	96.9
	611	96.3	96.1	96.5	96.4
	618	95.7	95.6	95.9	95.8
	623	95.2	95.0	95.4	95.4
	628	94.8	94.5	94.9	94.9
	632	94.3	94.0	94.4	94.5
	635	93.8	93.5	94.0	94.1
	639	93.3	92.9	93.4	93.6
	642	92.7	92.2	92.9	93.1
	645	92.0	91.4	92.4	92.5
	648	91.4	90.7	91.8	92.0
	Intermediate - 2 SEM	650	90.7	89.9	91.2
		653	89.8	88.7	90.6
		656	89.0	87.6	89.9
	Intermediate - 1 SEM	658	88.0	86.2	89.3
		661	86.9	84.8	88.4
		664	85.7	83.0	87.6
Recommended Intermediate Cut²³ ➤		666	84.4	81.0	86.6
		669	83.0	78.8	85.7
		672	81.4	76.4	84.6
	Intermediate + 1 SEM & Advanced - 2 SEM	675	79.5	73.6	83.1
		678	77.4	70.2	81.7
	Intermediate + 2 SEM	681	75.1	66.8	79.9
	Advanced - 1 SEM	684	72.3	62.7	77.8
		687	69.3	58.4	75.3
	Proficient - 2 SEM	691	65.9	53.9	72.3
Recommended Advanced Cut²⁴ ➤		694	61.9	48.8	68.6
		698	57.6	43.6	64.4
	Proficient - 1 SEM	702	52.7	38.0	59.2
	Advanced + 1 SEM	707	47.5	32.3	53.6
		711	41.7	26.7	47.0
Recommended Proficient Cut²⁵ ➤	Advanced + 2 SEM	716	35.5	21.0	40.2
		722	29.2	15.9	33.0
	Proficient + 1 SEM	728	23.0	11.3	25.6
	Proficient + 2 SEM	736	16.8	7.3	18.5
		744	11.2	4.4	11.8
		756	6.5	2.2	6.6
		776	2.9	0.8	2.8
		805	0.8	0.2	0.7

²³ Recommended Intermediate Cut Score is 665²⁴ Recommended Advanced Cut Score is 693²⁵ Recommended Proficient Cut Score is 713

Table 13C.

Impact Data with Standard Error of Measurement Bands – Level C Oral Skills.

		Percentage of Students Scoring At or Above Each Scale Score Point			
	Scale Score	Total	Grade 6	Grade 7	Grade 8
	565	100.0	100.0	100.0	100.0
	591	96.0	96.0	96.1	96.0
	608	95.4	95.5	95.3	95.3
	619	94.7	95.0	94.8	94.5
	627	94.0	94.4	94.0	93.7
	634	93.4	93.8	93.2	93.0
	640	92.6	93.3	92.4	92.2
	645	91.8	92.5	91.5	91.3
Intermediate - 2 SEM	649	91.1	91.8	90.7	90.6
Intermediate - 1 SEM	654	90.3	91.2	89.8	89.7
	658	89.3	90.3	88.8	88.9
	661	88.5	89.5	87.9	88.0
	665	87.6	88.6	87.0	87.1
Recommended Intermediate Cut ➤	668	86.5	87.5	85.9	86.1
	671	85.3	86.4	84.6	84.9
	675	84.2	85.3	83.3	83.8
Intermediate + 1 SEM	678	83.1	84.5	82.0	82.8
	681	82.1	83.4	80.8	81.8
	684	80.9	82.1	79.8	80.7
	687	80.0	81.3	78.7	79.8
Intermediate + 2 SEM	690	78.8	80.2	77.5	78.6
Advanced - 2 SEM	693	77.6	78.9	76.4	77.3
	696	76.0	77.1	74.9	75.8
	699	74.2	75.2	73.2	74.0
	702	72.1	73.0	71.0	72.2
Advanced - 1 SEM	705	69.8	70.5	69.0	70.0
	708	67.2	67.5	66.5	67.7
Proficient - 2 SEM	712	64.3	64.3	63.6	64.9
Recommended Advanced Cut²⁶ ➤	715	60.9	60.6	60.1	61.9
	719	56.9	56.4	56.2	58.2
Proficient - 1 SEM & Advanced + 1 SEM	723	52.5	51.5	52.2	53.9
	727	47.6	45.9	47.5	49.3
	732	41.9	39.7	42.0	44.1
Recommended Proficient Cut²⁷ ➤	738	35.9	33.2	36.1	38.5
Advanced + 2 SEM	744	29.6	26.8	29.6	32.5
Proficient + 1 SEM	751	22.7	19.7	22.9	25.6
Proficient + 2 SEM	761	15.8	13.2	16.3	18.2
	774	10.1	7.9	10.5	11.9
	796	5.2	3.7	5.5	6.4
	830	1.6	0.9	1.8	2.0

²⁶ Recommended Advanced Cut Score is 713²⁷ Recommended Proficient Cut Score is 733

Table 13D.

Impact Data with Standard Error of Measurement Bands – Level D Oral Skills.

	Scale Score	Percentage of Students Scoring At or Above Each Scale Score Point				
		Total	Grade 9	Grade 10	Grade 11	Grade 12
	580	100.0	100.0	100.0	100.0	100.0
	610	94.4	93.0	94.5	95.4	95.3
	624	93.7	92.1	93.7	94.8	95.1
	633	93.0	91.1	92.8	94.3	94.6
	641	92.1	89.9	92.0	93.6	94.2
	647	91.3	88.7	91.0	93.1	93.9
	652	90.4	87.6	90.0	92.3	93.3
Intermediate - 2 SEM	657	89.5	86.6	89.1	91.3	92.5
	661	88.4	85.3	88.0	90.3	91.9
	665	87.4	83.9	87.1	89.3	91.1
Intermediate - 1 SEM	669	86.1	82.3	85.8	88.0	90.1
	672	84.7	80.7	84.5	86.8	89.1
	676	83.2	79.1	82.9	85.3	87.7
Recommended Intermediate Cut²⁸ ➤	679	81.8	77.6	81.6	83.9	86.4
	682	80.2	76.2	79.9	82.2	85.1
	686	78.8	74.9	78.5	80.8	83.5
Intermediate + 1 SEM	689	77.4	73.7	76.9	79.3	82.1
	692	76.2	72.5	75.7	78.1	81.1
Advanced - 2 SEM	695	74.9	71.2	74.3	76.8	79.8
Intermediate + 2 SEM	699	73.4	69.7	72.8	75.3	78.3
	702	71.7	68.1	71.1	73.6	76.6
Advanced - 1 SEM	705	69.9	66.0	69.1	71.7	75.0
	708	67.9	64.3	67.0	69.7	73.0
	712	65.6	62.3	64.5	67.6	70.5
Recommended Advanced Cut²⁹ ➤	715	63.1	59.8	62.2	65.0	67.8
Proficient - 2 SEM	719	60.3	57.0	59.4	62.2	64.8
	723	57.2	53.7	56.4	59.1	61.7
Advanced + 1 SEM	727	53.5	50.4	52.5	55.5	58.0
Proficient - 1 SEM	731	49.8	46.5	48.7	51.9	54.0
Advanced + 2 SEM	735	45.4	42.0	44.6	47.4	49.8
Recommended Proficient Cut³⁰ ➤	740	40.7	37.3	39.9	42.9	44.9
	745	35.5	31.8	34.8	37.6	39.8
Proficient + 1 SEM	751	29.8	26.4	28.9	32.2	33.9
	758	23.8	20.7	23.1	25.6	27.6
Proficient + 2 SEM	767	17.8	15.2	17.1	19.8	20.6
	779	11.8	9.8	11.3	13.4	13.9
	799	6.7	5.1	6.4	7.9	8.0
	835	2.3	1.8	2.0	2.8	2.9

²⁸ Recommended Intermediate Cut Score is 677²⁹ Recommended Advanced Cut Score is 714³⁰ Recommended Proficient Cut Score is 739

APPENDIX A



**Florida Standard-Setting Workshop
Comprehensive English Language Learning Assessment (CELLA)
Agenda for December 13- 15, 2006**

Day 1: Wednesday, December 13

All Participants Together

- | | |
|--------------------|---|
| 8:00 – 8:30 a.m. | Registration and continental breakfast |
| 8:30 – 9:00 a.m. | Welcome from Florida Department of Education
Introduction of Department staff
Background of testing program
Introduction of Educational Testing Service and Accountability Works |
| 9:00 – 10:00 a.m. | Overview of standard setting, workshop, and panelist charge
Overview of CELLA
Questions |
| 10:00 – 10:15 a.m. | Break |
| 10:15 – 10:45 a.m. | Overview of Proficiency Level Descriptors (PLDs)
Goal, task, and procedure for PLD development |

Participants Break into 3 Committees by Test (Writing, Reading, Oral Skills)

- | | |
|--------------------|---|
| 10:45 – 10:50 a.m. | Move to assigned rooms |
| 10:50 – 11:05 a.m. | Committee member introductions |
| 11:05 – 12:15 p.m. | Review all content/curriculum standards and draft PLDs (1 test per committee) |
| 12:15 – 1:00 p.m. | <u>Lunch and Table Leader Orientation</u> |
| 1:00 – 1:40 p.m. | Continue to draft PLDs in committees by test |

Return to Large-Group Room / All Participants Together

- | | |
|------------------|--|
| 1:45 – 5:00 p.m. | Present and refine draft PLDs for each test (full group)
Complete evaluation of PLD development |
| 5:00 – 5:45 p.m. | Initial training in the bookmark approach
Next steps |
| 5:45 p.m. | Day 1 concludes |

Day 2: Thursday, December 14 – Participants Meet in Separate Panels by CELLA Level

Participants Work in 4 Separate Panels by CELLA Level / Work on Writing for Assigned Level

- | | |
|--------------------|--|
| 7:30 – 8:00 a.m. | Continental breakfast |
| 8:00 – 8:15 a.m. | Panelist introductions |
| 8:15 – 9:00 a.m. | Address any evaluation issues for writing PLDs
Review PLDs and develop target student descriptions for writing |
| 9:00 – 10:00 a.m. | Completion and verification of confidentiality agreement
Review practice ordered item booklet (OIB) and item map
Practice bookmark judgments, feedback, and discussion
Complete Initial Evaluation of the Training form |
| 10:00 – 10:15 a.m. | Break |
| 10:15 – 10:25 a.m. | Address training questions; complete final review
Complete Agreement to Proceed |
| 10:25 – 10:55 a.m. | Read through the writing test |
| 10:55 – 11:30 a.m. | Review and discuss writing ordered item booklet |
| 11:30 – 11:45 p.m. | Writing round 1 bookmark judgments |
| 11:45 – 12:10 p.m. | Panelists break; staff analyze writing round 1 results |

12:10 – 12:30 p.m.	Writing round 1 feedback and discussion Complete round 1 evaluation form – writing
12:30 – 12:45 p.m.	Writing round 2 bookmark judgments
12:45 – 1:15 p.m.	Lunch
1:15 – 2:05 p.m.	Writing round 2 feedback and discussion
2:05 – 2:15 p.m.	Writing round 3 bookmark judgments
2:15 – 2:40 p.m.	Panelists break; staff analyze writing round 3 results
2:40 – 2:50 p.m.	Share final recommended cut scores for writing Complete final evaluation form – writing

Work on Reading for Assigned Grade Level(s)

2:50 – 3:35 p.m.	Address any evaluation issues for reading PLDs Review PLDs and develop target student descriptions for reading
3:35 – 4:05 p.m.	Read through reading test
4:05 – 5:00 p.m.	Review and discuss reading ordered item booklet
5:00 – 5:15 p.m.	Reading round 1 bookmark judgments
5:15 p.m.	Day 2 concludes

Day 3: Friday, December 15 – Participants Meet in Separate Panels by CELLA Level

7:30 – 8:00 a.m.	Continental breakfast
8:00 – 8:10 a.m.	Recap of day 2 Overview of day 3
8:10 – 8:30 a.m.	Reading round 2 feedback and discussion
8:30 – 8:40 a.m.	Reading round 3 bookmark judgments
8:40 – 8:55 a.m.	Panelists break; staff analyze reading round 3 results
8:55 – 9:00 a.m.	Share final recommended cut scores for reading Complete final evaluation form – reading
9:00 – 9:45 a.m.	Address any evaluation issues for oral skills PLDs Review PLDs and develop target student descriptions for oral skills

Work on Oral Skills for Assigned Grade Level(s)

9:45 – 10:15 a.m.	Read through the oral skills test
10:15 – 10:30 a.m.	Break
10:30 – 11:15 a.m.	Review and discuss oral skills ordered item booklet
11:15 – 11:30 a.m.	Oral skills round 1 bookmark judgments
11:30 – 11:45 a.m.	Panelists break; staff analyze oral skills round 1 results
11:45 – 12:15 p.m.	Oral skills round 1 feedback and discussion Complete round 1 evaluation form – oral skills
12:15 – 12:45 p.m.	Lunch
12:45 – 1:00 p.m.	Oral skills round 2 bookmark judgments
1:00 – 1:15 p.m.	Panelists break; staff analyze oral skills round 2 results
1:15 – 1:45 p.m.	Oral skills round 2 feedback and discussion
1:45 – 2:00 p.m.	Oral skills round 3 bookmark judgments Complete initial questions on final evaluation form – oral skills
2:00 – 2:15 p.m.	Panelists break; staff analyze oral skills round 3 results
2:15 – 2:30 p.m.	Share final recommended cut scores for oral skills Complete final questions on final evaluation form – oral skills Wrap-up and debriefing

APPENDIX B



PLD Drafting Template

Modality: ☐ Writing ☐ Reading ☐ Listening ☐ Speaking

Grade Span: _____

Descriptors for students at this proficiency level:

☐ Beginner ☐ Intermediate ☐ Advanced ☐ English Proficient

Notes

APPENDIX C



FLORIDA CELLA
EVALUATION OF THE DEVELOPMENT OF PROFICIENCY LEVEL
DESCRIPTORS

The purpose of this evaluation form is to obtain your feedback about the activity just completed to develop proficiency level descriptors (PLDs). Your feedback will provide a basis for determining what to address before we begin the process of developing cut scores informed by the PLDs.

Please respond to the items below. **Do not put your name on the form.** We want your feedback to be anonymous.

Professional Role: Teachers Educational Administrators Higher Education
Other _____

Gender: Male Female

Race/ethnicity: White (not of Hispanic origin) African American or Black (not of Hispanic origin)
Hispanic or Latino American Indian or Alaska Native Asian or Pacific Islander
Other _____

1. Please indicate the degree to which you agree with each statement using the scale given (Strongly Agree, Agree, Disagree, Strongly Disagree). Place a check mark (✓) or X under *only one* category in the scale to indicate your answer.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The large-group facilitator explained the purpose of PLDs clearly.				
The large-group facilitator explained the goal and tasks of the PLD development panels clearly.				
I understand the purpose of developing PLDs.				
The sample PLDs were helpful.				
The PLD development templates were useful.				
My panel facilitator provided the level of instructions and facilitation needed for my panel's work.				
The large-group facilitator led the process of reporting and refining the panel-developed PLDs effectively.				
I am ready to move on to the training for the bookmark standard setting.				

If you checked "Disagree" or "Strongly Disagree" for any of the above statements, please explain your response.

2. Please indicate the degree to which the expectations described in the PLDs are appropriate, using the following symbols: – = Too Low, √ = About Right, + = Too High.
If you can live with the group consensus, indicate “About Right,” reserving other options **only** for those PLDs with which you have **strong** disagreement.

Proficiency Level ↓	Writing				Reading				Oral Skills			
	CELLA Level											
	A	B	C	D	A	B	C	D	A	B	C	D
Beginner												
Intermediate												
Advanced												
English Proficient												

3. Please describe changes that you believe **must** be made to the PLDs.
4. Please provide any additional comments you wish to make about the PLD development process or PLDs.

APPENDIX D

Florida CELLA Proficiency Level Descriptors (PLDs) Matrix Worksheet

[Document developed by educators during standard setting and revised on-site by FDOE to identify common content themes and consistency in progression from level to level]

Domain: <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Speaking Grade or instructional level: Level A (Grades K-2)			
Beginner	Intermediate	Advanced	English Proficient
Performance at this level indicates that ELLs have limited ability to write in English and/or to demonstrate knowledge of English print conventions. <i>(Grade 2 – ELLs have knowledge of English language structures and do not demonstrate the ability to write in English at grade level.)</i>	Performance at this level indicates that ELLs have some ability to write in English or to demonstrate knowledge of English print conventions and use the English language for building the foundation for writing skills. <i>(Grade 2 – ELLs have knowledge of English language structures and demonstrate some ability, with appropriate support, to write in English at grade level.)</i>	Performance at this level indicates that ELLs have the ability, with minimal support, to write in English; to demonstrate knowledge of English print conventions, and use the English language to communicate in writing. <i>(Grade 2 – ELLs have sufficient knowledge of English language structures to demonstrate the ability, with minimal support, to write in English at grade level.)</i>	Performance at this level indicates that ELLs have the ability to write in English; to demonstrate knowledge of English print conventions, and to use the English language to communicate in writing. <i>(Grade 2 – ELLs have the necessary knowledge of English language structures to write in English at grade level.)</i>
Beginning ELLs write below grade level and require continuous support.	Intermediate ELLs write at or below grade level and require some support.	Advanced ELLs write at grade level with minimal support.	Proficient ELLs write at grade level in a manner similar to non-ELLs.
ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:
Demonstrate little or no ability to use vocabulary	Demonstrate limited ability to use vocabulary	Demonstrate moderate ability to use vocabulary	Demonstrate full ability to use vocabulary
Rarely write using proper grammar	Sometimes write using proper grammar	Often write using proper grammar	Consistently write using proper grammar
Demonstrate little or no ability to write letter symbols corresponding to words	Demonstrate limited ability to write letter symbols corresponding to words	Demonstrate moderate ability to write letter symbols corresponding to words	Demonstrate full ability to write letter symbols corresponding to words
Rarely spell words correctly	Sometimes spell words correctly	Often spell words correctly	Consistently spell words correctly
Demonstrate little or no ability to apply the rules of punctuation	Demonstrate limited ability to apply the rules of punctuation	Demonstrate moderate ability to apply the rules of punctuation	Demonstrate full ability to apply the rules of punctuation

Florida CELLA Proficiency Level Descriptors (PLDs) Matrix Worksheet

[Document developed by educators during standard setting and revised on-site by FDOE to identify common content themes and consistency in progression from level to level]

Domain: <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Speaking Grade or instructional level: Level B (Grades 3-5)			
Beginner	Intermediate	Advanced	English Proficient
Performance at this level indicates that ELLs have limited knowledge of English language structures and do not demonstrate the ability to write in English at grade level.	Performance at this level indicates that ELLs have some knowledge of English language structures and demonstrate some ability, with appropriate support, to write in English at grade level.	Performance at this level indicates that ELLs have sufficient knowledge of English language structures and demonstrate some ability, with appropriate support, to write in English at grade level.	Performance at this level indicates that ELLs have sufficient knowledge of English language structures to demonstrate the ability, with minimal support, to write in English at grade level.
Beginning ELLs write below grade level and require continuous support.	Intermediate ELLs write at or below grade level and require some support.	Advanced ELLs write at grade level with minimal support.	Proficient ELLs write at grade level in a manner similar to non-ELLs.
ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:
Demonstrate little to no ability to use vocabulary	Demonstrate limited ability to use vocabulary	Demonstrate moderate ability to use vocabulary	Demonstrate full ability to use vocabulary
Demonstrate little to no ability to edit writing	Demonstrate limited ability to edit writing	Demonstrate moderate ability to edit writing	Demonstrate full ability to edit writing
Rarely write using proper grammar	Sometimes write using proper grammar	Often write using proper grammar	Consistently write using proper grammar
Rarely write using a variety of sentence structures	Sometimes write using a variety of sentence structures	Often write using a variety of sentence structures	Consistently write using a variety of sentence structures
Rarely organize writing effectively (e.g. topic sentence & supporting details)	Sometimes organize writing effectively (e.g. topic sentence & supporting details)	Often organize writing effectively (e.g. topic sentence & supporting details)	Consistently organize writing effectively (e.g. topic sentence & supporting details)
Rarely apply rules of punctuation	Sometimes apply rules of punctuation	Often apply rules of punctuation	Consistently apply rules of punctuation
Demonstrate little to no ability to write in a variety of genres	Demonstrate limited ability to write in a variety of genres	Demonstrate moderate ability to write in a variety of genres	Demonstrate full ability to write in a variety of genres

Florida CELLA Proficiency Level Descriptors (PLDs) Matrix Worksheet

[Document developed by educators during standard setting and revised on-site by FDOE to identify common content themes and consistency in progression from level to level]

Domain: <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Speaking Grade or instructional level: Level C (Grades 6-8)			
Beginner	Intermediate	Advanced	English Proficient
Performance at this level indicates that ELLs have limited knowledge of English language structures and do not demonstrate the ability to write in English at grade level.	Performance at this level indicates that ELLs have some knowledge of English language structures and demonstrate some ability, with appropriate support to, write in English at grade level.	Performance at this level indicates that ELLs have sufficient knowledge of English language structures to demonstrate the ability, with minimal support to, write in English at grade level.	Performance at this level indicates that ELLs have the necessary knowledge of English language structures to write in English at grade level.
Beginning ELLs write below grade level and require continuous support.	Intermediate ELLs write at or below grade level and require some support.	Advanced ELLs write at grade level with minimal support.	Proficient ELLs write at grade level in a manner similar to non-ELLs.
ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:
Demonstrate little to no ability to use vocabulary	Demonstrate limited ability to use vocabulary	Demonstrate moderate ability to use vocabulary	Demonstrate full ability to use vocabulary
Demonstrate little to no ability to edit writing	Demonstrate limited ability to edit writing	Demonstrate moderate ability to edit writing	Demonstrate full ability to edit writing
Rarely write using proper grammar	Sometimes write using proper grammar	Often write using proper grammar	Consistently write using proper grammar
Rarely write using a variety of sentence structures	Sometimes write using a variety of sentence structures	Often write using a variety of sentence structures	Consistently write using a variety of sentence structures
Rarely organize writing effectively (e.g. topic sentence & supporting details)	Sometimes organize writing effectively (e.g. topic sentence & supporting details)	Often organize writing effectively (e.g. topic sentence & supporting details)	Consistently organize writing effectively (e.g. topic sentence & supporting details)
Rarely apply rules of punctuation	Sometimes apply rules of punctuation	Often apply rules of punctuation	Consistently apply rules of punctuation
Demonstrate little to no ability to write in a variety of genres	Demonstrate limited ability to write in a variety of genres	Demonstrate moderate ability to write in a variety of genres	Demonstrate full ability to write in a variety of genres

Florida CELLA Proficiency Level Descriptors (PLDs) Matrix Worksheet

[Document developed by educators during standard setting and revised on-site by FDOE to identify common content themes and consistency in progression from level to level]

Domain: <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Speaking Grade or instructional level: Level D (Grades 9-12)			
Beginner	Intermediate	Advanced	English Proficient
Performance at this level indicates that ELLs have limited knowledge of English language structures and do not demonstrate the ability to write in English at grade level.	Performance at this level indicates that ELLs have some knowledge of English language structures and demonstrate some ability, with appropriate support to, write in English at grade level.	Performance at this level indicated that ELLs have sufficient knowledge of English language structures to demonstrate the ability, with minimal support to, write in English at grade level.	Performance at this level indicates that ELLs have the necessary knowledge of English language structures to write in English at grade level.
Beginning ELLs write below grade level and require continuous support.	Intermediate ELLs write at or below grade level and require some support.	Advanced ELLs write at grade level with minimal support.	Proficient ELLs write at grade level in a manner similar to non-ELLs.
ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:
Demonstrate little to no ability to use vocabulary	Demonstrate limited ability to use vocabulary	Demonstrate moderate ability to use vocabulary	Demonstrate full ability to use vocabulary
Demonstrate little to no ability to edit writing	Demonstrate limited ability to edit writing	Demonstrate moderate ability to edit writing	Demonstrate full ability to edit writing
Rarely write using proper grammar	Sometimes write using proper grammar	Often write using proper grammar	Consistently write using proper grammar
Rarely write using a variety of sentence structures	Sometimes write using a variety of sentence structures	Often write using a variety of sentence structures	Consistently write using a variety of sentence structures
Rarely organize writing effectively (e.g. topic sentence & supporting details)	Sometimes organize writing effectively (e.g. topic sentence & supporting details)	Often organize writing effectively (e.g. topic sentence & supporting details)	Consistently organize writing effectively (e.g. topic sentence & supporting details)
Rarely apply rules of punctuation	Sometimes apply rules of punctuation	Often apply rules of punctuation	Consistently apply rules of punctuation
Demonstrate little to no ability to write in a variety of genres	Demonstrate limited ability to write in a variety of genres	Demonstrate moderate ability to write in a variety of genres	Demonstrate full ability to write in a variety of genres

Florida CELLA Proficiency Level Descriptors (PLDs) Matrix Worksheet

[Document developed by educators during standard setting and revised on-site by FDOE to identify common content themes and consistency in progression from level to level]

Domain: <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Speaking Grade or instructional level: Level A (Grades K-2)			
Beginner	Intermediate	Advanced	English Proficient
Performance at this level indicates that ELLs have very limited ability to use the English language to construct meaning from letters and/or words written in English or to demonstrate understanding of concepts of print in English. <i>(Grade 2 – ELLs have very limited vocabulary or ability to read and understand English text used either in social or academic contexts.)</i>	Performance at this level indicates that ELLs have some ability to use the English language to construct meaning from letters and words written in English; to demonstrate understanding of concepts of print in English, or to use the English language for building the foundation for reading skills. <i>(Grade 2 – ELLs have some vocabulary and ability to read and understand simple, high frequency English text used in common social contexts and standard academic contexts.)</i>	Performance at this level indicates that ELLs have the ability, with minimal support, to use the English language to construct meaning from letters and words written in English; to demonstrate understanding of concepts of print in English, and have ability to use the English language for building the foundation for reading skills. <i>(Grade 2 – ELLs understand grade level vocabulary and has the ability, with minimal support, to read and understand English text used in common social contexts and in grade level academic contexts)</i>	Performance at this level indicates that ELLs have the ability to use the English language to construct meaning from letters and words written in English; to demonstrate understanding of concepts of print in English, and to use the English language for building the foundation for reading skills. <i>(Grade 2 – ELLs understand grade level vocabulary and has the ability to read and understand English text used in social contexts and in grade level academic contexts.)</i>
Beginning ELLs read below grade level text and require continuous support.	Intermediate ELLs read at or below grade level text and require some support.	Advanced ELLs read at grade level text with minimal support.	Proficient ELLs read at grade level text in a manner similar to non-ELLs.
ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:
Demonstrate little or no ability to understand vocabulary	Demonstrate limited ability to understand vocabulary	Demonstrate moderate ability to understand vocabulary	Demonstrate full ability to understand vocabulary
Demonstrate little or no decoding skills	Demonstrate limited decoding skills	Demonstrate moderate decoding skills	Demonstrate full decoding skills
Rarely identify main idea and supporting details	Sometimes identify main idea and supporting details	Often identify main idea and supporting details	Consistently identify main idea and supporting details
Rarely draw meaning from content	Sometimes draw meaning from content	Often draw meaning from content	Consistently draw meaning from content
Demonstrate little or no ability to read aloud	Demonstrate ability to read aloud with frequent pauses and frequent errors	Demonstrate ability to read aloud smoothly with occasional errors	Demonstrate ability to read aloud fluently with minimal errors

Florida CELLA Proficiency Level Descriptors (PLDs) Matrix Worksheet

[Document developed by educators during standard setting and revised on-site by FDOE to identify common content themes and consistency in progression from level to level]

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Domain: <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Speaking Grade or instructional level: Level B (Grades 3-5)			
Beginner	Intermediate	Advanced	English Proficient
Performance at this level indicates that ELLs have very limited vocabulary or ability to read and understand English text used either in social or academic contexts.	Performance at this level indicates that ELLs have some vocabulary and ability to read and understand simple, high frequency English text used in common social contexts and standard academic contexts.	Performance at this level indicates that ELLs understand grade level vocabulary and have the ability, with minimal support, to read and understand English text used in common social contexts and in grade level academic contexts.	Performance at this level indicates that ELLs understand grade level vocabulary and have the ability to read and understand English text used in social contexts and in grade level academic contexts.
Beginning ELLs read below grade level text and require continuous support.	Intermediate ELLs read at or below grade level text and require some support.	Advanced ELLs read at grade level text with minimal support.	Proficient ELLs read at grade level text in a manner similar to non-ELLs.
ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:
Demonstrate little or no ability to understand vocabulary	Demonstrate limited ability to understand vocabulary	Demonstrate moderate ability to understand vocabulary	Demonstrate full ability to understand vocabulary
Demonstrate little or no decoding skills	Demonstrate limited decoding skills	Demonstrate moderate decoding skills	Demonstrate full decoding skills
Rarely identify main idea and supporting details	Sometimes identify main idea and supporting details	Often identify main idea and supporting details	Consistently identify main idea and supporting details
Rarely draw meaning from content	Sometimes draw meaning from content	Often draw meaning from content	Consistently draw meaning from content
Demonstrate little or no ability to read aloud	Demonstrate ability to read aloud with frequent pauses and frequent errors	Demonstrate ability to read aloud smoothly with occasional errors	Demonstrate ability to read aloud fluently with minimal errors

Florida CELLA Proficiency Level Descriptors (PLDs) Matrix Worksheet

[Document developed by educators during standard setting and revised on-site by FDOE to identify common content themes and consistency in progression from level to level]

Domain: <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Speaking Grade or instructional level: Level C (Grades 6-8)			
Beginner	Intermediate	Advanced	English Proficient
Performance at this level indicates that ELLs have very limited vocabulary or ability to read and understand English text used either in social or academic contexts.	Performance at this level indicates that ELLs have some vocabulary and ability to read and understand simple, high frequency English text used in common social contexts and standard academic contexts.	Performance at this level indicates that ELLs understand grade level vocabulary and have the ability, with minimal support, to read and understand English text used in common social contexts and in grade level academic contexts.	Performance at this level indicates that ELLs understand grade level vocabulary and have the ability to read and understand English text used in social contexts and in grade level academic contexts.
Beginning ELLs read below grade level text and require continuous support.	Intermediate ELLs read at or below grade level text and require some support.	Advanced ELLs read at grade level text with minimal support.	Proficient ELLs read at grade level text in a manner similar to non-ELLs.
ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:
Demonstrate little to no ability to use vocabulary	Demonstrate limited ability to use vocabulary	Demonstrate moderate ability to use vocabulary	Demonstrate full ability to use vocabulary
Rarely derive meaning from context	Sometimes derive meaning from context	Often derive meaning from context	Consistently derive meaning from context
Rarely identify main idea and supporting details	Sometimes identify main idea and supporting details	Often identify main idea and supporting details	Consistently identify main idea and supporting details
Rarely make inferences and predictions	Sometimes make inferences and predictions	Often make inferences and predictions	Consistently make inferences and predictions
Rarely read and comprehend different genres	Sometimes read and comprehend different genres	Often read and comprehend different genres	Consistently read and comprehend different genres

Florida CELLA Proficiency Level Descriptors (PLDs) Matrix Worksheet

[Document developed by educators during standard setting and revised on-site by FDOE to identify common content themes and consistency in progression from level to level]

Domain: <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Speaking				Grade or instructional level: Level D (Grades 9-12)
Beginner	Intermediate	Advanced	English Proficient	
Performance at this level indicates that ELLs have very limited vocabulary or ability to read and understand English text used either in social or academic contexts.	Performance at this level indicates that ELLs have some vocabulary and ability to read and understand simple, high frequency English text used in common social contexts and standard academic contexts.	Performance at this level indicates that ELLs understand grade level vocabulary and have the ability, with minimal support, to read and understand English text used in common social contexts and in grade level academic contexts.	Performance at this level indicates that ELLs understand grade level vocabulary and have the ability to read and understand English text used in social contexts and in grade level academic contexts.	
Beginning ELLs read below grade level text and require continuous support.	Intermediate ELLs read at or below grade level text and require some support.	Advanced ELLs read at grade level text with minimal support.	Proficient ELLs read at grade level text in a manner similar to non-ELLs.	
ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	
Demonstrate little to no ability to use vocabulary	Demonstrate limited ability to use vocabulary	Demonstrate moderate ability to use vocabulary	Demonstrate full ability to use vocabulary	
Rarely derive meaning from context	Sometimes derive meaning from context	Often derive meaning from context	Consistently derive meaning from context	
Rarely identify main idea and supporting details	Sometimes identify main idea and supporting details	Often identify main idea and supporting details	Consistently identify main idea and supporting details	
Rarely make inferences and predictions	Sometimes make inferences and predictions	Often make inferences and predictions	Consistently make inferences and predictions	
Rarely read and comprehend different genres	Sometimes read and comprehend different genres	Often read and comprehend different genres	Consistently read and comprehend different genres	

Florida CELLA Proficiency Level Descriptors (PLDs) Matrix Worksheet

[Document developed by educators during standard setting and revised on-site by FDOE to identify common content themes and consistency in progression from level to level]

Domain: <input type="checkbox"/> Writing <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking Grade or instructional level: Level A (Grades K-2)			
Beginner Performance at this level indicates that ELLs understand little spoken English and/or provide little communication in English in either social or academic settings.	Intermediate Performance at this level indicates that ELLs have some ability to understand spoken English and/or use spoken English to meet basic communication needs in school, and to use spoke English or to understand English heard in common academic settings.	Advanced Performance at this level indicates that ELLs have the ability, with minimal support, to understand spoken English or use spoken English in most social settings, and to demonstrate an understanding and use of spoken English in appropriate grade level academic instruction in English.	English Proficient Performance at this level indicates that ELLs have the ability to fully understand spoken English and use spoken English in social settings, and to fully understand and use spoken English to demonstrate use of grade level academic English.
Beginning ELLs speak in English and understand spoken English that is below grade level and require continuous support.	Intermediate ELLs speak in English and understand spoken English that is at or below grade level and require some support.	Advanced ELLs, with minimal support, speak in English and understand spoken English that is at grade level.	Proficient ELLs speak in English and understand spoken English at grade level in a manner similar to non ELL students.
ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:
Demonstrate little to no ability to use vocabulary (single words and short phrases)	Demonstrate limited ability to use vocabulary (single words and short phrases)	Demonstrate moderate ability to use vocabulary (single words and short phrases)	Demonstrate full ability to use vocabulary (single words and short phrases)
Exhibit little to no understanding of information	Exhibit limited understanding of information	Exhibit moderate understanding of information	Exhibit full understanding of information
Rarely demonstrate ability to participate in and understand familiar topics	Sometimes demonstrate ability to participate in and understand familiar topics	Often demonstrate ability to participate in and understand familiar topics	Consistently demonstrate ability to participate in and understand familiar topics

Florida CELLA Proficiency Level Descriptors (PLDs) Matrix Worksheet

[Document developed by educators during standard setting and revised on-site by FDOE to identify common content themes and consistency in progression from level to level]

Domain:	<input type="checkbox"/> Writing	<input type="checkbox"/> Reading	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Speaking	Grade or instructional level: <i>Level A (Grades K-2)</i>
Beginner Performance at this level indicates that ELLs understand little spoken English and/or provide little communication in English in either social or academic settings.	Intermediate Performance at this level indicates that ELLs have some ability to understand spoken English and/or use spoken English to meet basic communication needs in school, and to use spoke English or to understand English heard in common academic settings.	Advanced Performance at this level indicates that ELLs have the ability, with minimal support, to understand spoken English or use spoken English in most social settings, and to demonstrate an understanding and use of spoken English in appropriate grade level academic instruction in English.	English Proficient Performance at this level indicates that ELLs have the ability to fully understand spoken English and use spoken English in social settings, and to fully understand and use spoken English to demonstrate use of grade level academic English.		
Beginning ELLs speak in English and understand spoken English that is below grade level and require continuous support.	Intermediate ELLs speak in English and understand spoken English that is at or below grade level and require some support.	Advanced ELLs, with minimal support, speak in English and understand spoken English that is at grade level.	Proficient ELLs speak in English and understand spoken English at grade level in a manner similar to non ELL students.		
ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:		
Rarely speak with fluency in a variety of social and academic contexts	Sometimes speak with fluency in a variety of social and academic contexts	Often speak with fluency in a variety of social and academic contexts	Consistently speak with fluency in a variety of social and academic contexts		
Rarely respond to basic speech	Sometimes respond to basic speech	Often respond to basic speech	Consistently respond to basic speech		
Rarely exhibit pronunciation without errors that interfere with overall communication	Sometimes exhibit pronunciation without errors that interfere with overall communication	Often exhibit pronunciation without errors that interfere with overall communication	Consistently exhibit pronunciation without errors that interfere with overall communication		

Florida CELLA Proficiency Level Descriptors (PLDs) Matrix Worksheet

[Document developed by educators during standard setting and revised on-site by FDOE to identify common content themes and consistency in progression from level to level]

Domain: <input type="checkbox"/> Writing <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking Grade or instructional level: Level A (Grades K-2)			
Beginner Performance at this level indicates that ELLs understand little spoken English and/or provide little communication in English in either social or academic settings.	Intermediate Performance at this level indicates that ELLs have some ability to understand spoken English and/or use spoken English to meet basic communication needs in school, and to use spoke English or to understand English heard in common academic settings.	Advanced Performance at this level indicates that ELLs have the ability, with minimal support, to understand spoken English or use spoken English in most social settings, and to demonstrate an understanding and use of spoken English in appropriate grade level academic instruction in English.	English Proficient Performance at this level indicates that ELLs have the ability to fully understand spoken English and use spoken English in social settings, and to fully understand and use spoken English to demonstrate use of grade level academic English.
Beginning ELLs speak in English and understand spoken English that is below grade level and require continuous support.	Intermediate ELLs speak in English and understand spoken English that is at or below grade level and require some support.	Advanced ELLs, with minimal support, speak in English and understand spoken English that is at grade level.	Proficient ELLs speak in English and understand spoken English at grade level in a manner similar to non ELL students.
ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:
Rarely demonstrate ability to participate in and understand discussions using basic words and phrases	Sometimes demonstrate ability to participate in and understand discussions using basic words and phrases	Often demonstrate ability to participate in and understand discussions using basic words and phrases	Consistently demonstrate ability to participate in and understand discussions using basic words and phrases
Rarely comprehend individual words and phrases in a variety of social and academic contexts	Sometimes comprehend individual words and phrases in a variety of social and academic contexts	Often comprehend individual words and phrases in a variety of social and academic contexts	Consistently comprehend individual words and phrases in a variety of social and academic contexts
Rarely use proper English grammar to communicate	Sometimes use proper English grammar to communicate	Often use proper English grammar to communicate	Consistently use proper English grammar to communicate

Florida CELLA Proficiency Level Descriptors (PLDs) Matrix Worksheet

[Document developed by educators during standard setting and revised on-site by FDOE to identify common content themes and consistency in progression from level to level]

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Domain: <input type="checkbox"/> Writing <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking Grade or instructional level: Level B (Grades 3-5)			
Beginner Performance at this level indicates that ELLs understand little spoken English and/or provide little communication in English in either social or academic settings.	Intermediate Performance at this level indicates that ELLs have some ability to understand spoken English and/or use spoken English to meet basic communication needs in school, and to use spoke English or to understand English heard in common academic settings.	Advanced Performance at this level indicates that ELLs have the ability, with minimal support, to understand spoken English or use spoken English in most social settings, and to demonstrate an understanding and use of spoken English in appropriate grade level academic instruction in English.	English Proficient Performance at this level indicates that ELLs have the ability to fully understand spoken English and use spoken English in social settings, and to fully understand and use spoken English to demonstrate use of grade level academic English.
Beginning ELLs speak in English and understand spoken English that is below grade level and require continuous support.	Intermediate ELLs speak in English and understand spoken English that is at or below grade level and require some support.	Advanced ELLs, with minimal support, speak in English and understand spoken English that is at grade level.	Proficient ELLs speak in English and understand spoken English at grade level in a manner similar to non ELL students.
ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:
Demonstrate little to no ability to use vocabulary (single words and short phrases)	Demonstrate limited ability to use vocabulary (single words and short phrases)	Demonstrate moderate ability to use vocabulary (single words and short phrases)	Demonstrate full ability to use vocabulary (single words and short phrases)
Exhibit little to no understanding of information	Exhibit limited understanding of information	Exhibit moderate understanding of information	Exhibit full understanding of information
Rarely demonstrate ability to participate in and understand familiar topics	Sometimes demonstrate ability to participate in and understand familiar topics	Often demonstrate ability to participate in and understand familiar topics	Consistently demonstrate ability to participate in and understand familiar topics
Rarely speak with fluency in a variety of social and academic contexts	Sometimes speak with fluency in a variety of social and academic contexts	Often speak with fluency in a variety of social and academic contexts	Consistently speak with fluency in a variety of social and academic contexts

Florida CELLA Proficiency Level Descriptors (PLDs) Matrix Worksheet

[Document developed by educators during standard setting and revised on-site by FDOE to identify common content themes and consistency in progression from level to level]

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Domain: <input type="checkbox"/> Writing <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking Grade or instructional level: Level B (Grades 3-5)			
Beginner Performance at this level indicates that ELLs understand little spoken English and/or provide little communication in English in either social or academic settings.	Intermediate Performance at this level indicates that ELLs have some ability to understand spoken English and/or use spoken English to meet basic communication needs in school, and to use spoke English or to understand English heard in common academic settings.	Advanced Performance at this level indicates that ELLs have the ability, with minimal support, to understand spoken English or use spoken English in most social settings, and to demonstrate an understanding and use of spoken English in appropriate grade level academic instruction in English.	English Proficient Performance at this level indicates that ELLs have the ability to fully understand spoken English and use spoken English in social settings, and to fully understand and use spoken English to demonstrate use of grade level academic English.
Beginning ELLs speak in English and understand spoken English that is below grade level and require continuous support.	Intermediate ELLs speak in English and understand spoken English that is at or below grade level and require some support.	Advanced ELLs, with minimal support, speak in English and understand spoken English that is at grade level.	Proficient ELLs speak in English and understand spoken English at grade level in a manner similar to non ELL students.
ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:
Rarely respond to basic speech	Sometimes respond to basic speech	Often respond to basic speech	Consistently respond to basic speech
Rarely exhibit pronunciation without errors that interfere with overall communication	Sometimes exhibit pronunciation without errors that interfere with overall communication	Often exhibit pronunciation without errors that interfere with overall communication	Consistently exhibit pronunciation without errors that interfere with overall communication
Rarely demonstrate ability to participate in and understand discussions using basic words and phrases	Sometimes demonstrate ability to participate in and understand discussions using basic words and phrases	Often demonstrate ability to participate in and understand discussions using basic words and phrases	Consistently demonstrate ability to participate in and understand discussions using basic words and phrases

Florida CELLA Proficiency Level Descriptors (PLDs) Matrix Worksheet

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Domain: <input type="checkbox"/> Writing <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking Grade or instructional level: Level B (Grades 3-5)			
Beginner	Intermediate	Advanced	English Proficient
Performance at this level indicates that ELLs understand little spoken English and/or provide little communication in English in either social or academic settings.	Performance at this level indicates that ELLs have some ability to understand spoken English and/or use spoken English to meet basic communication needs in school, and to use spoke English or to understand English heard in common academic settings.	Performance at this level indicates that ELLs have the ability, with minimal support, to understand spoken English or use spoken English in most social settings, and to demonstrate an understanding and use of spoken English in appropriate grade level academic instruction in English.	Performance at this level indicates that ELLs have the ability to fully understand spoken English and use spoken English in social settings, and to fully understand and use spoken English to demonstrate use of grade level academic English.
Beginning ELLs speak in English and understand spoken English that is below grade level and require continuous support.	Intermediate ELLs speak in English and understand spoken English that is at or below grade level and require some support.	Advanced ELLs, with minimal support, speak in English and understand spoken English that is at grade level.	Proficient ELLs speak in English and understand spoken English at grade level in a manner similar to non ELL students.
ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:
Rarely comprehend individual words and phrases in a variety of social and academic contexts	Sometimes comprehend individual words and phrases in a variety of social and academic contexts	Often comprehend individual words and phrases in a variety of social and academic contexts	Consistently comprehend individual words and phrases in a variety of social and academic contexts
Rarely use proper English grammar to communicate	Sometimes use proper English grammar to communicate	Often use proper English grammar to communicate	Consistently use proper English grammar to communicate

Florida CELLA Proficiency Level Descriptors (PLDs) Matrix Worksheet

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Domain: <input type="checkbox"/> Writing <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking Grade or instructional level: Level C (Grades 6-8)			
Beginner	Intermediate	Advanced	English Proficient
Performance at this level indicates that ELLs understand little spoken English and/or provide little communication in English in either social or academic settings.	Performance at this level indicates that ELLs have some ability to understand spoken English and/or use spoken English to meet basic communication needs in school, and to use spoke English or to understand English heard in common academic settings.	Performance at this level indicates that ELLs have the ability, with minimal support, to understand spoken English or use spoken English in most social settings, and to demonstrate an understanding and use of spoken English in appropriate grade level academic instruction in English.	Performance at this level indicates that ELLs have the ability to fully understand spoken English and use spoken English in social settings, and to fully understand and use spoken English to demonstrate use of grade level academic English.
Beginning ELLs speak in English and understand spoken English that is below grade level and require continuous support.	Intermediate ELLs speak in English and understand spoken English that is at or below grade level and require some support.	Advanced ELLs, with minimal support, speak in English and understand spoken English that is at grade level.	Proficient ELLs speak in English and understand spoken English at grade level in a manner similar to non ELL students.
ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:
Demonstrate little to no ability to use vocabulary (single words and short phrases)	Demonstrate limited ability to use vocabulary (single words and short phrases)	Demonstrate moderate ability to use vocabulary (single words and short phrases)	Demonstrate full ability to use vocabulary (single words and short phrases)
Exhibit little to no understanding of information	Exhibit limited understanding of information	Exhibit moderate understanding of information	Exhibit full understanding of information
Rarely demonstrate ability to participate in and understand familiar topics	Sometimes demonstrate ability to participate in and understand familiar topics	Often demonstrate ability to participate in and understand familiar topics	Consistently demonstrate ability to participate in and understand familiar topics

Florida CELLA Proficiency Level Descriptors (PLDs) Matrix Worksheet

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Domain: <input type="checkbox"/> Writing <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking Grade or instructional level: Level C (Grades 6-8)			
Beginner Performance at this level indicates that ELLs understand little spoken English and/or provide little communication in English in either social or academic settings.	Intermediate Performance at this level indicates that ELLs have some ability to understand spoken English and/or use spoken English to meet basic communication needs in school, and to use spoke English or to understand English heard in common academic settings.	Advanced Performance at this level indicates that ELLs have the ability, with minimal support, to understand spoken English or use spoken English in most social settings, and to demonstrate an understanding and use of spoken English in appropriate grade level academic instruction in English.	English Proficient Performance at this level indicates that ELLs have the ability to fully understand spoken English and use spoken English in social settings, and to fully understand and use spoken English to demonstrate use of grade level academic English.
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ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:
Rarely speak with fluency in a variety of social and academic contexts	Sometimes speak with fluency in a variety of social and academic contexts	Often speak with fluency in a variety of social and academic contexts	Consistently speak with fluency in a variety of social and academic contexts
Rarely respond to basic speech	Sometimes respond to basic speech	Often respond to basic speech	Consistently respond to basic speech
Rarely exhibit pronunciation without errors that interfere with overall communication	Sometimes exhibit pronunciation without errors that interfere with overall communication	Often exhibit pronunciation without errors that interfere with overall communication	Consistently exhibit pronunciation without errors that interfere with overall communication

Florida CELLA Proficiency Level Descriptors (PLDs) Matrix Worksheet

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Domain: <input type="checkbox"/> Writing <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking Grade or instructional level: Level C (Grades 6-8)			
Beginner	Intermediate	Advanced	English Proficient
Performance at this level indicates that ELLs understand little spoken English and/or provide little communication in English in either social or academic settings.	Performance at this level indicates that ELLs have some ability to understand spoken English and/or use spoken English to meet basic communication needs in school, and to use spoke English or to understand English heard in common academic settings.	Performance at this level indicates that ELLs have the ability, with minimal support, to understand spoken English or use spoken English in most social settings, and to demonstrate an understanding and use of spoken English in appropriate grade level academic instruction in English.	Performance at this level indicates that ELLs have the ability to fully understand spoken English and use spoken English in social settings, and to fully understand and use spoken English to demonstrate use of grade level academic English.
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ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:
Rarely demonstrate ability to participate in and understand discussions using basic words and phrases	Sometimes demonstrate ability to participate in and understand discussions using basic words and phrases	Often demonstrate ability to participate in and understand discussions using basic words and phrases	Consistently demonstrate ability to participate in and understand discussions using basic words and phrases

Florida CELLA Proficiency Level Descriptors (PLDs) Matrix Worksheet

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Domain: <input type="checkbox"/> Writing <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking Grade or instructional level: Level D (Grades 9-12)			
Beginner	Intermediate	Advanced	English Proficient
Performance at this level indicates that ELLs understand little spoken English and/or provide little communication in English in either social or academic settings.	Performance at this level indicates that ELLs have some ability to understand spoken English and/or use spoken English to meet basic communication needs in school, and to use spoke English or to understand English heard in common academic settings.	Performance at this level indicates that ELLs have the ability, with minimal support, to understand spoken English or use spoken English in most social settings, and to demonstrate an understanding and use of spoken English in appropriate grade level academic instruction in English.	Performance at this level indicates that ELLs have the ability to fully understand spoken English and use spoken English in social settings, and to fully understand and use spoken English to demonstrate use of grade level academic English.
Beginning ELLs speak in English and understand spoken English that is below grade level and require continuous support.	Intermediate ELLs speak in English and understand spoken English that is at or below grade level and require some support.	Advanced ELLs, with minimal support, speak in English and understand spoken English that is at grade level.	Proficient ELLs speak in English and understand spoken English at grade level in a manner similar to non ELL students.
ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:
Demonstrate little to no ability to use vocabulary (single words and short phrases)	Demonstrate limited ability to use vocabulary (single words and short phrases)	Demonstrate moderate ability to use vocabulary (single words and short phrases)	Demonstrate full ability to use vocabulary (single words and short phrases)
Exhibit little to no understanding of information	Exhibit limited understanding of information	Exhibit moderate understanding of information	Exhibit full understanding of information
Rarely demonstrate ability to participate in and understand familiar topics	Sometimes demonstrate ability to participate in and understand familiar topics	Often demonstrate ability to participate in and understand familiar topics	Consistently demonstrate ability to participate in and understand familiar topics
Rarely speak with fluency in a variety of social and academic contexts	Sometimes speak with fluency in a variety of social and academic contexts	Often speak with fluency in a variety of social and academic contexts	Consistently speak with fluency in a variety of social and academic contexts

Florida CELLA Proficiency Level Descriptors (PLDs) Matrix Worksheet

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Domain: <input type="checkbox"/> Writing <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Speaking Grade or instructional level: Level D (Grades 9-12)			
Beginner	Intermediate	Advanced	English Proficient
Performance at this level indicates that ELLs understand little spoken English and/or provide little communication in English in either social or academic settings.	Performance at this level indicates that ELLs have some ability to understand spoken English and/or use spoken English to meet basic communication needs in school, and to use spoke English or to understand English heard in common academic settings.	Performance at this level indicates that ELLs have the ability, with minimal support, to understand spoken English or use spoken English in most social settings, and to demonstrate an understanding and use of spoken English in appropriate grade level academic instruction in English.	Performance at this level indicates that ELLs have the ability to fully understand spoken English and use spoken English in social settings, and to fully understand and use spoken English to demonstrate use of grade level academic English.
Beginning ELLs speak in English and understand spoken English that is below grade level and require continuous support.	Intermediate ELLs speak in English and understand spoken English that is at or below grade level and require some support.	Advanced ELLs, with minimal support, speak in English and understand spoken English that is at grade level.	Proficient ELLs speak in English and understand spoken English at grade level in a manner similar to non ELL students.
ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:	ELLs at this grade and proficiency level:
Rarely respond to basic speech	Sometimes respond to basic speech	Often respond to basic speech	Consistently respond to basic speech
Rarely exhibit pronunciation without errors that interfere with overall communication	Sometimes exhibit pronunciation without errors that interfere with overall communication	Often exhibit pronunciation without errors that interfere with overall communication	Consistently exhibit pronunciation without errors that interfere with overall communication
Rarely demonstrate ability to participate in and understand discussions using basic words and phrases	Sometimes demonstrate ability to participate in and understand discussions using basic words and phrases	Often demonstrate ability to participate in and understand discussions using basic words and phrases	Consistently demonstrate ability to participate in and understand discussions using basic words and phrases

APPENDIX E

Sample Item Map

Ordered Item #	Original Item #	Scale Location	Key/ Rubric Value	Test	Skill Area	Benchmark
9	1	600	B	Writing	Grammar/Structure	W.C.15
25.1	2	603	1	Writing	Single Sentence	W.C.47
22.1	3	606	1	Writing	Single Sentence	W.C.47
20.1	4	608	1	Writing	Single Sentence	W.C.47
21.1	5	612	1	Writing	Single Sentence	W.C.47
23.1	6	615	1	Writing	Paragraph	W.C.57
25.2	7	620	2	Writing	Single Sentence	W.C.47
20.2	8	624	2	Writing	Single Sentence	W.C.47
25.3	9	630	3	Writing	Single Sentence	W.C.47
22.2	10	635	2	Writing	Single Sentence	W.C.47
21.2	11	642	2	Writing	Paragraph	W.C.57
23.2	12	648	2	Writing	Paragraph	W.C.57
24.1	13	656	1	Writing	Paragraph	W.C.57
24.2	14	663	2	Writing	Paragraph	W.C.47
13	15	672	B	Writing	Mechanics	W.C.41
24.3	16	680	3	Writing	Paragraph	W.C.41
25.4	17	690	4	Writing	Paragraph	W.C.57
2	18	702	C	Writing	Mechanics	W.C.33
10	19	703	D	Writing	Paragraph Elements	W.C.54
15	20	707	A	Writing	Mechanics	W.C.41
11	21	707	B	Writing	Paragraph	W.C.57
1	22	708	C	Writing	Paragraph	W.C.57
12	23	713	C	Writing	Paragraph Elements	W.C.54
3	24	715	B	Writing	Grammar/Structure	W.C.18
4	25	721	A	Writing	Paragraph Elements	W.C.54
5	26	724	A	Writing	Grammar/Structure	W.C.58
20.3	27	715	3	Writing	Paragraph	W.C.58
7	28	717	C	Writing	Single Sentence	W.C.57
8	29	722	D	Writing	Grammar/Structure	W.C.01
6	30	723	A	Writing	Grammar/Structure	W.C.15
22.3	31	723	3	Writing	Paragraph	W.C.57
24.4	32	725	4	Writing	Paragraph	W.C.57
21.3	33	726	3	Writing	Paragraph	W.C.57
14	34	728	B	Writing	Single Sentence	W.C.47
16	35	728	C	Writing	Grammar/Structure	W.C.41
17	36	729	C	Writing	Mechanics	W.C.41
19	37	733	B	Writing	Mechanics	W.C.41
18	38	737	C	Writing	Single Sentence	W.C.47
23.3	39	738	3	Writing	Paragraph	W.C.57

APPENDIX F

Level A - Target Student Descriptions

Writing

Intermediate

- Write a word that matches with a picture: ex. T = [picture of a tree] now becomes more letters matched to picture Tre [picture of a tree] using phonemic awareness
- Uses pictures to retell a story beginning, middle end with some labels
- The student is beginning to writes using words and familiar vocab ex. Color words, "I like"
- Starting to use memorized chunks of phrases. ex: her hit me, he hit me uses inventive spelling
- Beginning to blend sounds to construct words
- Attempts to write beginning and ending sounds of words. Vowels are still causing difficulty.
- Needs visual cues to help remember how to produce vowels.
- Still having difficulties remembering rules of punctuation ex: capital letter periods

Advanced

- Writes using correct syntax: ex: correct adjective placement some subject-verb agreement; some correct verb tenses; proper use of pronouns
- Uses correct conventions of English; capitalization & ending punctuation (spelling)
- Some correct use of prepositions: here-there, inside-outside, over-under
- Begins using idiomatic expressions
- Writes topic sentences and some supportive detail sentences with effective transitional devices though "pat"; first, then, next

English Proficient

- Use Content vocabulary correctly
- Demonstrate frequent use of correct grammar (ex. Uses past and future tenses)
- Write sentence structures using sequence of ideas
- Able to write using transition words to produce a complete writing piece
- Spelling comparative to native speaker
- In writing a narrative, student incorporates more rules of punctuation more consistently (ex. Quotation marks) - descriptive words

Level A - Target Student Descriptions (continued)

Reading

Intermediate

- Uses visuals to derive comprehension
- Knows most Dolch sight words
- Beginning to read chunks of words with proper intonation
- Pays attention to some punctuation when reading using commas, periods, question marks, etc.
- Occasionally may make substitutions for words and may skip entire words
- Hesitation and word re-reading is common for self correction
- Relies on strategy of prediction - Picture clues visualize
- Reads simple text independently
- Able to use common decoding patterns, e.g. CVC
- Begin to use context clues to determine unfamiliar word meanings can read aloud with hesitation and difficulty with intonation.

Advanced

- Use context clues regularly to decipher context meaning
- Beginning to understand how to read graphs, tables, charts for academic informational purposes
- Continue to use decoding skills
- Understand academic vocabulary
- Compare/contrast
- Comprehends using vocabulary in context
- Continues relying on visuals and pictures when reading academic text
- Reads fluently nearly at grade level; i.e. chapter books
- Usually makes inferences
- Usually identifies main idea of a passage
- Understands complex concepts
- Identifies story elements (plot, setting, main characters)

English Proficient

- Reads independently
- Understands extensive content vocabulary
- Comprehends a passage when reading
- Independently applies reading strategies
- Integrates context clues, structural analysis, phonetic cues, and illustrations
- Consistently uses context clues to regularly decipher content/meaning
- Consistently understands data from charts, graphs to learn academic content
- Consistently draws meaning from many genres: narrative and expository text
- Consistently reads fluently at grade level or above gr. Level
- Consistently identifies story elements correctly, plot, setting, main char.
- Is able to summarize/paraphrase a reading selection
- Consistently applies critical thinking skills while reading and analyzing reading

Level A - Target Student Descriptions (continued)

Oral Skills

Intermediate

- Understanding simple commands and exhibiting appropriate reaction to what is being asked to do
- Starts to verbalize opinions
- Sometimes requires additional time to think and process if modeling is not provided
- Can answer questions on familiar topics by pointing and simple, oral responses (example: Single words "yes"; bathroom)
- Can be understood when communicating, but may omit or use L1 words
- May need repetition
- Significant pronunciation errors that interfere with communication
- Can re-tell story in partial phrases, but may need visuals and support

Advanced

- Frequently able to respond with appropriate vocabulary
- Often speaks about familiar topics events with minimal support
- Often self correct grammatical errors
- Often states opinion clearly
- Understands communication in social situations (BICS)
- Speaks/understands academic language with minimal support (CALPS)
- Can independently ask questions (w/ some errors) on content
- After listening to story, can explain likes/dislikes; can recall details that has a beginning, middle and end
- Minimal pronunciation errors
- Developing clear understanding of spoken English
- Actively participates
- Length/complexity of sentences

English Proficient

- Uses appropriate academic vocabulary
- Full understanding of detailed stories (ex. Can identify problem & solution)
- Pronunciation does not interfere w/ meaning
- Full participation in all activities
- Effectively communicates using social and academic language on grade level in a manner equal to non-ELL students
- Fluent rate of speed when communicating events in a story or details in a lesson
- Good control of grammar
- Proficient overall communication
- Understands complex commands with no support
- Broad range of vocabulary
- Can defend opinion

Level B - Target Student Description

Writing

Intermediate

- Vocab: Beginning to use more vocab
- Vocab: Difficulty with Academic vocab.
- May substitute inappropriate vocab words
- Meaning can be derived from writing even though not structurally correct
- Writing: often uses run-on sentences
- Writing: uses present tense more often
- Punct: Inappropriate or no punctuation
- Grammar: Inappropriate grammatical structure
- Organize: Attempts to use organizational writing skill
- Genre: Writes in single genre

Advanced

- Vocab: Beginning to demonstrate use of more appropriate academic vocab
- Writing: Recognizes errors in writing
- Writing: Moves from simple to more complex sentence structure
- Grammar: Some grammatical structure errors still present
- Punctuation: consistently uses some punctuation although may be inappropriate at times
- Genre: Writes in more than one genre
- Organize: Generally uses proper organization structures
- Organize: Generally uses organized writing skills with specific supporting detail

English Proficient

- Vocab: Vocab choices consistent with non ELL peers with use of idioms
- Writing: Writing consistent uses complex sentence structures
- Writing: Errors do not interfere with meaning
- Grammar: Uses proper grammar consistent with non-ELL peers with minimal errors
- Punctuation: Use punctuation consistent with non ELL peers with minimal errors.
- Genre: Able to use variety of genres
- Genre: Writing for a variety of purposes
- Organize: Able to use topic sentence with supporting detail. Use of transition. Ability to stay on topic writing to a prompt.

Level B - Target Student Descriptions (continued)

Reading

Intermediate

- Understand meaning of common words
- Decode simple words with regular patterns of sound/symbol
- Find main idea in simple literal passages
- Predict sequence in story
- Slow, no self correction, frequent errors

Advanced

- Able to read grade level vocabulary
- Decode prefix and suffix in words
- Decode with some errors
- Find main idea in grade level passages
- Have difficulty with abstract ideas
- Infer meaning from literal text and begin to comprehend text in content areas
- Self correct and read close to grade level speed

English Proficient

- Grade level vocabulary
- Decode unfamiliar words
- Retell story at grade level
- Comprehend at grade level information and meaning from literal and abstract in content areas
- Rate and fluency similar to peers (prosody)
- Identify main idea in complex passages at grade level

Level B - Target Student Descriptions (continued)

Oral Skills

Intermediate

- Vocabulary covers daily words and phrases
- Difficulty expressing all their thoughts
- Needs repetition
- Beginning to understand more complex speech
- Phrases and simple sentences marked by frequent errors (grammatical)
- Present tense begins
- Difficulty comprehending and producing complex structures/academic language
- Frequent impact of native language on grammatical structure in English

Advanced

- Vocabulary: Uses functional vocabulary primarily with initial use of academic vocabulary with some errors
- Comprehension/understanding:
 - Receptive language skills are developed to a higher degree
 - Expressive language skills demonstrated more consistently
- Difficulty understanding and using idioms, multiple meaning words, figures of speech
- Fluency: speaks with fluency with more accurate use of academic language
- Grammar: minimal/some impact of native language on grammatical English structure
- Use of tenses to match situational need with occasional structural, lexical errors

English Proficient

- Easily understood by others/few errors that interfere with communication
- Can express fluently and spontaneously on personal, general, academic and social topics in different contexts
- Uses idiomatic expressions, figures of speech, multiple meanings
- Uses more abstract/academic vocabulary
- Rate of speech, appropriate register commensurate with English language peers
- Occasional impact of native language on grammatical English structure

Level C - Target Student Description

Writing

Intermediate

- Beginning and ending punctuation
- Commas in a series
- Write one topic sentence with at least one full support sentence
- Subject verb agreement in a simple sentence
- Less native more English vocabulary use
- Uses less repetitive more creative vocabulary

Advanced

- Use of commas before conjunctions
- Use of quotation marks
- Write a five sentence paragraph
- Can write compound and complex sentences
- Write all four types of sentences
- Use content vocabulary
- Response is aligned with prompt

English Proficient

- Demonstrates command of English in writing
- Self edits
- Sentencing are punctuated and structured correctly
- Writes at least a multi paragraph (3) paper (Begin middle/ending)
- Can adjust their writing to the genre prompted

Level C - Target Student Descriptions (continued)

Reading

Intermediate

- Student is able to identify key words to extrapolate meaning from text
- Identify common synonyms and antonyms
- Comprehend texts with high-frequency vocab
- Often identify main idea, but may not be able to isolate supporting details
- Comprehend texts with familiar topics from limited genres
- Extract sequencing from a simple paragraph with 3 events

Advanced

Student is able to:

- with minimal support to derive meaning from text which contains lots of visuals.
- Use affixes to i.d. vocabulary
- Comprehend (near) grade-level vocab including synonyms/antonyms
- Identify fact vs. opinion
- Comprehend (grade-level) texts with contextual support
- Make predictions and inferences of text in different genres.
- Identify main idea and details with minimum support
- Extract sequencing from a short story

English Proficient

Student is able to:

- Derive meaning from context clues
- Comprehend content vocab
- Make inferences, predictions
- Identify main idea and details for decontextualized topics in different genres.
- Extract sequencing from a chapter book.

Level C - Target Student Descriptions (continued)

Oral Skills

Intermediate

- May not be able to complete a task
- Give short phrase responses that may not include relevant information
- Numerous simple grammatical and structural errors which interfere with communication
- Pronunciation and information often interfere with communication
- Begins to participate in academic discussions on familiar topics
- Can use English for social purposes (functional level)

Advanced

- Can form questions with common mistakes
- Begin to use some abstract vocabulary
- Responds appropriately and can provide details with some minor grammatical errors
- Pronunciation and intonation errors occasionally interfere with communication
- Can participate and understand social and academic discussions

English Proficient

- Mostly grammatically and structurally correct when speaking
- Responds appropriately and can provide details and elaborate
- Pronunciation and intonation effective
- Demonstrate strategic competence, including use of abstract vocabulary

Level D – Target Student Descriptions

Writing

Intermediate

- phrases and simple sentences
 - uses present and past tenses
 - can communicate ideas clearly, but not correctly
- commands survival vocabulary and limited academic; memorized chunks of language
- large degree of syntax errors
- low level of mechanics (i.e., capitals, periods)

Advanced

- can express full thoughts
- can use compound sentences with conjunctions
- may use increased academic and social vocabulary (i.e., synonyms & antonyms)
- large bank of vocabulary
- use mechanics effectively
- identify various genres of text

English Proficient

- can use simple, compound and complex sentences with transition words
- can identify and correct mechanical words and errors
- definitely knows expository, narrative, etc
- knows language of expository and persuasive
- uses effective paragraph structure and essay or extended response
- can support full thoughts with details (descriptive)
- use academic language independently
- write well-developed paragraphs with clear topic sentence and details

Level D - Target Student Descriptions (continued)

Reading

Intermediate

- recognize high-frequency words
- make predictions
- recognize the concept of main idea
- less dependent on visual clues to derive meaning
- ID literary elements
- recognize content-related vocabulary
- recognize differences in genre

Advanced

- recognize and understand high-frequency words
- make predictions and inferences
- identify main idea and supporting details
- derive meaning from text
- full understanding of literary elements
- understand content-related vocabulary
- identify elements of genre (purpose)

English Proficient

- understand and apply abstract and concrete words
- make predictions and inferences and use evidence to support/confirm
- identify main idea and supporting details and infer non-stated main idea and supporting details
- able to infer using context clues
- apply content-related vocabulary in a variety of sources
- able to read material from different genre to differentiate function and audience tone

Level D - Target Student Descriptions (continued)

Oral Skills

Intermediate

- single words/phrases short sentences
- use of basic/survival vocabulary/high frequency (social) language
- limited receptive understanding/participation
- can follow simple directions
- needs repetition/clarification
- brief periods of fluency with familiar topics (focused)
- understandable pronunciation
- attempt to self-correct

Advanced

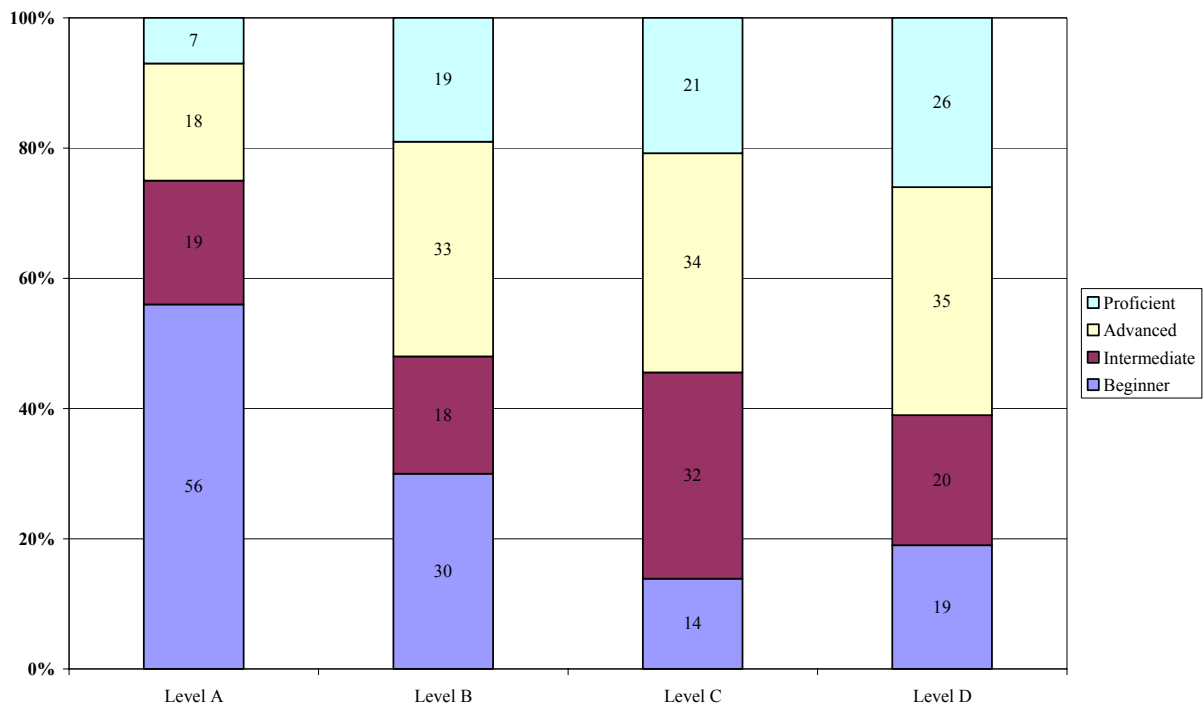
- multiple words/sentences/conversations (more complete)
- increase use of cognitive academic language proficiency (CALP)
- extended response with descriptive language, increased more effective participation
- follow multi-step directions
- decreased wait time needed; decreased dependent in clues reiteration
- increased frequent fluency and beginning fluency with CALP
- clearer articulation, fewer errors, self-correction

English Proficient

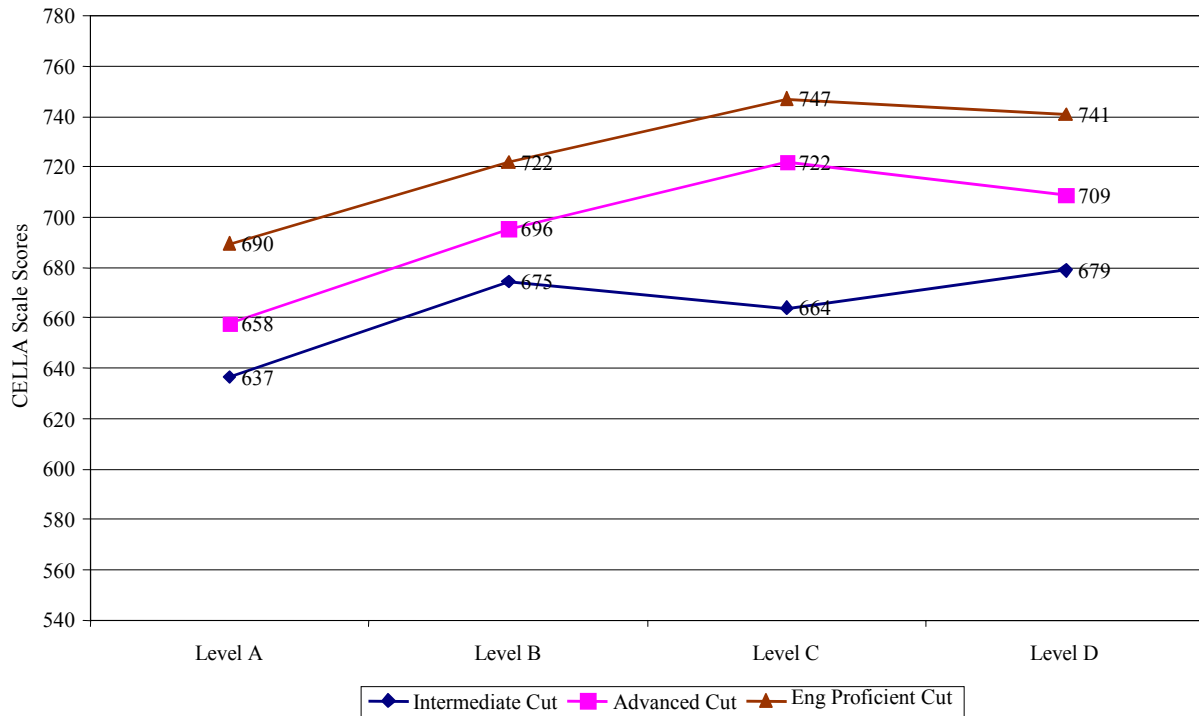
- extended/complete thoughts and conversations (basic interpersonal communication skills – BICS & CALP)
- mastery of CALP
- mastery of extended response with descriptive language and increased more effective participation (idioms, humor, sarcasm, familiar + unfamiliar, concrete & abstract)
- work independently; near-native response time
- speaks fluently (near-native KICS/CALP)
- near-native pronunciation errors do not interfere with meaning/understanding

APPENDIX G

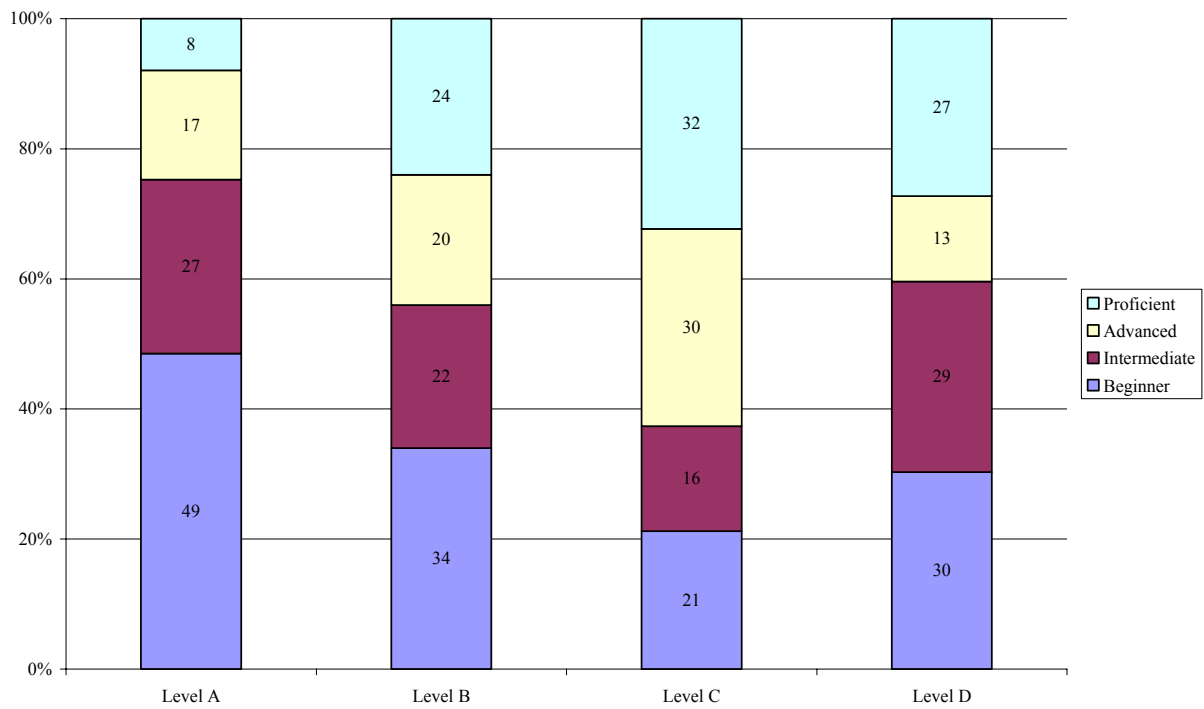
**CELLA FL Standard Setting Round 3 Results
Writing: Impact Data by Level**



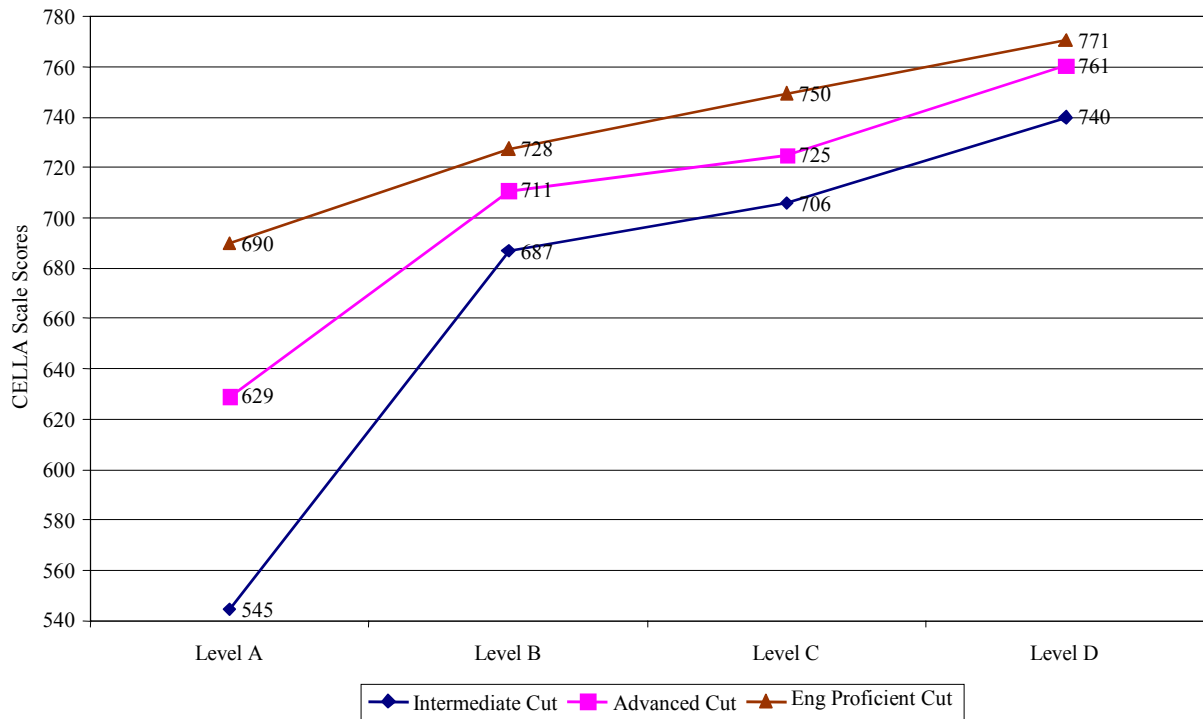
**CELLA FL Standard Setting Round 3 Results
Writing: Scaled Score Results**



**CELLA FL Standard Setting Round 3 Results
Reading: Impact Data by Level**



**CELLA FL Standard Setting Round 3 Results
Reading: Scaled Score Results**



APPENDIX H



FLORIDA CELLA
INITIAL EVALUATION OF THE TRAINING ON THE BOOKMARK
PROCEDURE

The purpose of this first evaluation form is to obtain your feedback about the training you have received so far on the Bookmark process. Your feedback will provide a basis for determining what to review before we begin the actual Bookmark process. Please complete the information below. **Do not put your name on the form.** We want your feedback to be anonymous.

Test Level:	A	B	C	D
Professional Role:	Teachers	Educational Administrators	Higher Education	
	Other _____			
Gender:	Male	Female		
Race/ethnicity:	White (not of Hispanic origin)		African American or Black (not of Hispanic origin)	
	Hispanic or Latino		American Indian or Alaska Native	Asian or Pacific Islander
	Other _____			

1. Please indicate the degree to which you agree with each statement using the scale given (Strongly Agree, Agree, Disagree, Strongly Disagree). Place a check mark (✓) or X under *only one* category in the scale to indicate your answer.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I understand the purpose of this workshop.				
The facilitator explained things clearly.				
I understand the purpose of the PLDs				
I understand what is meant by the Target Student.				
I understand the relationship between a PLD and the corresponding Target Student description.				
I understand what the ordered item booklet is.				
I understand the information presented in the item map.				
The training in the bookmark method seems adequate to give me the information I need to complete my assignment.				
I know what tasks to expect for the remainder of the workshop.				
I am ready to place my first bookmark for the test.				

If you checked "Disagree" or "Strongly Disagree" for any of the above statements, please tell us what we need to do to complete the preparation for placing the first bookmark.

Have you participated in a bookmark or other standard-setting workshop before today? No Yes



FLORIDA CELLA
EVALUATION OF THE BOOKMARK STANDARD SETTING,
ROUND 1

The purpose of this evaluation form is to obtain your feedback on the first round of the bookmark process. Your feedback will provide a basis for evaluating the training, methods, and materials in the bookmark process. Please complete the information below. **Do not put your name on the form.** We want your feedback to be anonymous.

Test:	Writing	Reading	Oral Skills	Level:	A	B	C	D
Professional Role:	Teachers	Educational Administrators		Higher Education				
	Other _____							
Gender:	Male	Female						
Race/ethnicity:	White (not of Hispanic origin)		African American or Black (not of Hispanic origin)					
	Hispanic or Latino		American Indian or Alaska Native		Asian or Pacific Islander			
	Other _____							

1. Please rate the usefulness of the following materials or procedures in placing your bookmark by placing a check mark (✓) or X under *only one* category.

	Very Useful	Somewhat Useful	Not At All Useful
Reading through the test before placing a bookmark			
Reviewing the Proficiency Level Descriptors (PLDs)			
Developing the Target Student definitions			
Reviewing the organization of the ordered item booklet			
Receiving instruction on the item map			
Practicing the bookmark procedure with real items			

2. How influential was each of the following factors in placing your bookmark?

	Very Influential	Somewhat Influential	Not At All Influential
Content standards			
Proficiency Level Descriptors (PLDs)			
Target Student definitions			
My perception of the difficulty of the items			
My experiences with students			
Consequences of the test for the students			

3. What materials, information, or procedures were most influential in your placement of the bookmark?

Why?



FLORIDA CELLA
FINAL EVALUATION OF THE BOOKMARK STANDARD SETTING

The purpose of this final evaluation form is to obtain your feedback about the bookmark process overall. Your feedback will provide a basis for evaluating the training, methods, and materials in the bookmark process. Please complete the information below. **Do not put your name on the form.** We want your feedback to be anonymous.

Test: Writing Reading Oral Skills **Level:** A B C D
Professional Role: Teachers Educational Administrators Higher Education
Other _____
Gender: Male Female
Race/ethnicity: White (not of Hispanic origin) African American or Black (not of Hispanic origin)
Hispanic or Latino American Indian or Alaska Native Asian or Pacific Islander
Other _____

For items 1-6 below, please rate each statement using the scale given in the item. Place a check mark (✓) or X under *only one* category in the scale.

1. Please read each of the following statements carefully and indicate the degree to which you agree with each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I understood the purpose of this workshop.				
The training packet contained all the information I needed to complete my assignment.				
The training in the bookmark method was adequate to give me the information I needed to complete my assignment.				
I understood how to use the item map.				
I understood the ordered item booklet.				
The bookmark placement was easy enough to accomplish.				

2. Please rate the clarity of the following instructions provided in the bookmark workshop.

	Very Clear	Mostly Clear	Mostly Unclear	Very Unclear
Instructions provided in the training material				
Instructions provided by the lead (large-group) facilitator				
Instructions provided by my panel facilitator				

3. How useful was each of the following materials or procedures in completing the Bookmark process?

	Very Useful	Somewhat Useful	Not At All Useful
Reading through the test before placing a bookmark			
Reviewing the organization of the ordered item booklet			
Reviewing the Proficiency Level Descriptors (PLDs)			
Defining the Target Student			
Information in the item map			
Practicing the procedure with real items			
Table discussion			
Large-group discussion			
Impact information (% of students in each proficiency level)			



FLORIDA CELLA
FINAL EVALUATION OF THE BOOKMARK STANDARD SETTING
(continued)

4. How influential was each of the following in placing your bookmark?

Very Influential	Somewhat Influential	Not At All Influential
-----------------------------	---------------------------------	-----------------------------------

Content standards
Proficiency Level Descriptors (PLDs)
Target Student definitions
My perception of the difficulty of the items
My experiences with students
Table discussion
Large-group discussion
Bookmark placements of other panelists
Percent of students who probably will fall in each
proficiency level
Consequences of the test for the students

5. Were there any materials or procedures that became more (or less) influential in your placement of the bookmark from one round to another? If so, which ones? Why?

6. How appropriate was the amount of time you were given to complete the different components of the bookmark process?

Too Much Time	About Right	Too Little Time
--------------------------	------------------------	----------------------------

Training in the procedure
Reviewing the test
Reviewing the ordered items
Group discussion after the first actual bookmark round
Group discussion after the second actual bookmark round

7. Do you believe that the final recommended cut score for each of the proficiency levels is too low, about right, or too high? (Answer only those level(s) that apply to your panel for the content area just completed.)

Too Low	About Right	Too High
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Intermediate
Advanced
English Proficient

8. Do you have additional comments about this process or suggestions on how to improve the training and implementation of the bookmark procedure or other aspects of the workshop?

<i>Thank you!</i>



FLORIDA CELLA — FINAL EVALUATION OF THE BOOKMARK STANDARD SETTING

This form is to obtain your feedback on the panel recommendations for all CELLA levels and content areas. Please complete the items below. **Do not put your name on the form.** We want your feedback to be anonymous.

Your Panel Level: A B C D

Professional Role: Teachers Educational Administrators Higher Education
Other _____

Gender: Male Female

Race/ethnicity: White (not of Hispanic origin) African American or Black (not of Hispanic origin)
Hispanic or Latino American Indian or Alaska Native Asian or Pacific Islander
Other _____

You have received information about how the panel-recommended cut scores for Writing and Reading relate to each other across grade spans and proficiency levels. You have also received information about the percentage of students who would fall at each proficiency level if the panel-recommended cut scores were applied. For each content area and level below, do you believe the panel-recommended cut scores are appropriate? (If your answer is “no” for any content item, please indicate beside your answer what change you recommend.)

Writing

Level A

Intermediate	Yes	No	_____
Advanced	Yes	No	_____
Proficient	Yes	No	_____

Level B

Intermediate	Yes	No	_____
Advanced	Yes	No	_____
Proficient	Yes	No	_____

Level C

Intermediate	Yes	No	_____
Advanced	Yes	No	_____
Proficient	Yes	No	_____

Level D

Intermediate	Yes	No	_____
Advanced	Yes	No	_____
Proficient	Yes	No	_____

Reading

Level A

Intermediate	Yes	No	_____
Advanced	Yes	No	_____
Proficient	Yes	No	_____

Level B

Intermediate	Yes	No	_____
Advanced	Yes	No	_____
Proficient	Yes	No	_____

Level C

Intermediate	Yes	No	_____
Advanced	Yes	No	_____
Proficient	Yes	No	_____

Level D

Intermediate	Yes	No	_____
Advanced	Yes	No	_____
Proficient	Yes	No	_____

Thank you!

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