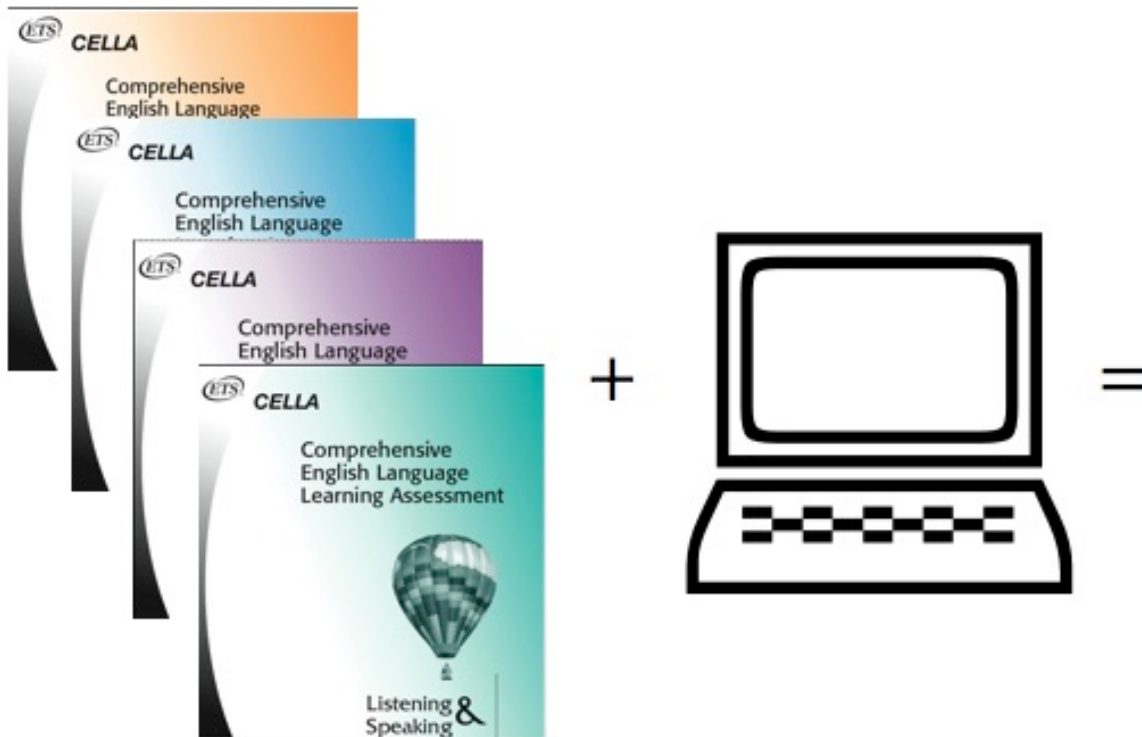


CELLA Online Training Packet: K-5

Learning to Score Level A, Ax and B Speaking, Oral Reading and Constructed Writing Response Sections



Comprehensive English Language Learning Assessment Online

How to Score Speech Functions

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

Speech Functions Training Items

Question 1	Track		Practice Score	Response begins with
"Look at this picture. This is Kim. Kim is thirsty. She wants to ask her teacher if she can get a drink of water. What question should Kim ask him?"	1.	Question 1	--	--
	2.	A Score of 2	--	Can I get a drink of water?
	3.	A Score of 1	--	Can I drink of water?
	4.	A Score of 0	--	[Response not in English]
	5.	Example A		Umm, to give her a water
	6.	Example B		Can I taking the water?
	7.	Example C		May I drink water?
	8.	Example D		Could I, could I go drink water please?
	9.	Example E		Please I can go to drink water?
	10.	Example F		Can I drink the water?
Question 2	Track		Practice Score	Response begins with
"Look at this picture. This is Jacob. Jacob can't find the glue. What question should he ask his friend?"	11.	Question 2	--	--
	12.	A Score of 2	--	Have you seen the glue?
	13.	A Score of 1	--	Uh, friend, are you see the glue?
	14.	A Score of 0	--	[Response not in English]
	15.	Example A		To use his glue.
	16.	Example B		To find the glue.
	17.	Example C		Where have you seen the . . . the glue?
	18.	Example D		Where is the glue?
	19.	Example E		Do you know where's the glue?
	20.	Example F		Can I use your glue?
	21.	Example G		Umm, please can I use the glue?
	22.	Example H		Please you can help me to find the glue?

How to Score Personal Opinion Items

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

Personal Opinion Training Items

Question 3	Track	Practice Score	Response begins with
"This is a wagon. These are some blocks. Which toy would you like to play with?"	23.	Question 3	--
	24.	A Score of 2	-- The blocks. [And why?] Why . . . I can make a . . . with the blocks I can make a castle.
	25.	A Score of 1	-- All . . . All kids play blocks . . . [OK] . . .
	26.	A Score of 0	-- Toy . . . [prompting]
	27.	Example A	-- Blocks. [prompting] I could do a . . . a . . . a house.
	28.	Example B	-- Blocks . . . Because you could build things . . .
	29.	Example C	-- Block. [Why do you like those the best?] Because I play with it . . .
	30.	Example D	-- With them . . . them . . . them I like it . . .
	31.	Example E	-- With the wagon . . . [Why?] Because I like moving it with stuff in it.

How to Score Story Retell

Score	Rubric for Story Retelling
4	<p>The student's response:</p> <ul style="list-style-type: none"> • is full and satisfactory • shows well developed vocabulary resources (i.e., the student can generally find the right word and use it appropriately) • shows good control of grammar, though it may include an occasional minor error that does not interfere with communication • may display an accent, but any errors of pronunciation or intonation do not interfere with communication • is produced at an appropriate rate of speed and with sufficient fluency for effective communication
3	<p>The student's response:</p> <ul style="list-style-type: none"> • is satisfactory in completing the task • shows adequate vocabulary resources • may display some grammatical errors that may interfere with communication • may display an accent, but errors of pronunciation and intonation only occasionally interfere with communication
2	<p>The student's response:</p> <ul style="list-style-type: none"> • does not fully complete the task • displays a basic, but not extensive vocabulary (i.e., the student sometimes cannot find the right word) • displays numerous grammatical errors that often interfere with communication • may display errors in pronunciation and/or intonation that often interfere with communication
1	<p>The student's response:</p> <ul style="list-style-type: none"> • does not complete the task • shows limited vocabulary resources • makes numerous grammatical errors that frequently impede communication • displays numerous errors in pronunciation, intonation, or stress that interfere with communication
0	<p>The student's response:</p> <ul style="list-style-type: none"> • shows very limited vocabulary resources • does not demonstrate an understanding of English • is not comprehensible in English • no response

Story Retell Checklist: This checklist provides guidance on how to apply the five specific categories for determining a student’s score using the story retell rubric.

Story Retelling Checklist					
Score	Task Completion	Vocabulary	Grammar	Fluency	Pronunciation
4	provides a <u>coherent story</u> with elaboration and details	well-developed	very accurate; errors do not interfere with understanding	fluent, good rate; very easy to understand	errors do not interfere
3	provides <u>most</u> of the information about each picture to make a <u>story</u>	adequate	somewhat accurate; some errors may interfere with understanding	adequate; generally easy to understand	can <u>generally</u> be comprehended
2	provides <u>some information</u> about each picture	basic	errors sometimes interfere with understanding	hesitant; somewhat confusing and/or difficult to understand	can <u>sometimes</u> be comprehended
1	provides <u>minimal</u> information about most pictures	limited	errors frequently impede understanding	frequent long pauses; confusing/very difficult to understand	can <u>rarely</u> be comprehended
0	provides <u>almost no information</u> about the pictures	very limited	disconnected; very short phrases	none; unable to retell story, even with prompting	not comprehensible

Story Retell Training Items

Question 4	Track		Practice Score	Response begins with
“Buying a Pet Fish”	32.	Question 4	--	--
	33.	A Score of 4	--	Jessica went . . . to the pet store . . .
	34.	A Score of 3	--	Jessica and her dad went right here . . .
	35.	A Score of 2	--	Fish. [What is Jessica doing?] She and the fish . . .
	36.	A Score of 1	--	She wanted a fish! . . .
	37.	A Score of 0	--	[Response not in English]
	38.	Example A		Jessica wanted a pet . . .
	39.	Example B		She wanted a fish . . .
	40.	Example C		Jessica and his father went to buy a fish . . .
	41.	Example D		He picks the thish food picks . . .
	42.	Example E		He is with the fish . . .
	43.	Example F		Jessica want . . . went to the pet store . . .
	44.	Example G		[Mumbles] . . . a fish . . .
	45.	Example H		Jessica want that fish . . .
46.	Example I		Umm, the girl got a fish . . .	
47.	Example J		She’s name is Kelly and she wants . . .	

How to Score Reading Items

The teacher scores some of the phonemic awareness items in Level A/Ax and one oral reading fluency item in Level B.

Reading Level A/Ax: Phonemic Awareness

I am going to ask you to make up some words that rhyme with the words that I say. Listen: sit, fit, kit— what is another word that Rhymes with sit, fit, kit: You could say mitt, bit. Or make up a word. [Check for understanding of the concept.] Any questions? [Answer student questions.]

Let's start.

Question 1. [Screen Shot: Listen.]

Listen: mat, fat, cat.

What is another word that rhymes with mat, fat, cat?

[Possible responses: at, bat, gnat, hat, rat, sat, etc.]

Score Student Response.

Click Continue.

Question 2. [Screen Shot: Listen.]

Listen: loss, toss, boss.

What is another word that rhymes with loss, toss, boss?

[Possible responses: moss, sauce, and made up words such as, foss, poss, etc.]

Score Student Response.

Click Continue.

Now we are going to do something different. I will say parts of a word and you say the whole word. Let's practice:

I say, /c/-/andy/ [Pause]. What word? You say, candy;

Let's try it.

Listen: /c/-/andy/ [Pause] What word? Student says *candy*. If the student repeats /c/-/andy/ (stopping between the sounds), then ask the student to say the whole word. If the student doesn't say the word candy, then repeat the question, and give the student the answer.

Any questions?

Let's Begin.

Question 3. [Screen Shot: Listen and say the whole word.]

Listen: /h/-/orse/. What word? If the student repeats /h/-/orse/ (stopping between the parts), then ask the student to say the whole word. Repeat the question.

[Student says whole word without a pause: *horse*]

Score Student Response.

Click Continue.

Question 4. [Screen Shot: Listen and say the whole word.]

Listen: /sh/-/op/. What word? If the student repeats /sh/-/op/ (stopping between the parts), then ask the student to say the whole word. Repeat the question.

[Student says whole word without a pause: *shop*]

Score Student Response.

Reading Level B Reading Aloud for Fluency

As you listen, practice timing the student response. Tally the student's errors and note the last word the student reads in 30 seconds. Use the numbers in the right-hand margin to calculate the number of words read. Subtract the number of errors to get the total number of words read correctly. Use the rubric to assign a score.

As the student reads, mark or tally any student errors. Repetitions and self-corrections are not counted as errors. If the student makes the same mistake several times on the same word, only count that as one error. There are four types of errors:

- 1) **substitutions** (e.g., *home* instead of *house*)
- 2) **mispronunciations** (e.g., *fell* instead of *fall*) Note: words pronounced with an accent are counted as correct if they cannot be confused with other English words.
- 3) **omissions** (i.e., skipped words)
- 4) **hesitations** that last **more than three seconds**

Score	Rubric for Reading Aloud for Fluency (Level B)
4	<ul style="list-style-type: none"> • Read at least 60 words correctly in 30 seconds. • Most often grouped words in meaningful phrases. • Heeded punctuation. • Used intonation and expression.
3	<ul style="list-style-type: none"> • Read between 45 and 59 words correctly in 30 seconds. • Usually grouped words in meaningful phrases. • Usually heeded punctuation.
2	<ul style="list-style-type: none"> • Read between 21 and 44 words correctly in 30 seconds. • May have read haltingly, from word to word, or without meaningfully grouped phrases. • May not have indicated punctuation in response.
1	<ul style="list-style-type: none"> • Read between 10 and 20 words correctly in 30 seconds. • Frequent long pauses between words. • May not have indicated punctuation in response.
0	<ul style="list-style-type: none"> • Read fewer than 10 words correctly in English in 30 seconds. • Responded in a language other than English. No response

Teacher Copy of Passage for Level B

The brown bear lives in the woods. She looks for	10
nuts and berries in the fall. She must eat a lot of food.	23
In the winter, there will not be much food for her.	34
When it gets cold, the bear goes into a cave. She will	46
sleep for most of the winter. When she comes out in	57
the spring, the first thing she will do is look for food.	69

Question 5	Track		Number of Words Read	Number of Errors	Total Number of Words Read Correctly	Score
"The Brown Bear"	48.	Question 5	--	--	--	--
	49.	A Score of 4	69	0	69	4
	50.	A Score of 3	52	0	52	3
	51.	A Score of 2	36	2	34	2
	52.	A Score of 1	17	3	14*	1
	53.	A Score of 0	6	2	4	0
	54.	Example A				
	55.	Example B				
	56.	Example C				
	57.	Example D				
	58.	Example E				
	59.	Example F				
	60.	Example G				
	61.	Example H				
	62.	Example I				
63.	Example J					

Teacher Copy of Passage for Level B

The brown bear lives in the woods. She looks for 10
nuts and berries in the fall. She must eat a lot of food. 23
In the winter, there will not be much food for her. 34
When it gets cold, the bear goes into a cave. She will 46
sleep for most of the winter. When she comes out in 57
the spring, the first thing she will do is look for food. 69

Teacher Copy of Passage for Level B

The brown bear lives in the woods. She looks for 10
nuts and berries in the fall. She must eat a lot of food. 23
In the winter, there will not be much food for her. 34
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sleep for most of the winter. When she comes out in 57
the spring, the first thing she will do is look for food. 69

Writing Paragraphs

Writing Paragraphs items are designed to assess a student's ability to write single organized paragraphs with topic sentences and effective supporting details. The prompt can call for descriptive, narrative, compare-and-contrast, and/or persuasive paragraphs, depending on grade level. **Minimum lengths for the paragraphs are 5 sentences at Level B, 6 sentences at Level C, and 7 sentences at Level D.**

Writing Paragraphs items are scored with a rubric that takes into account task completion, organization, vocabulary, and grammar and mechanics. A score of 0, 1, 2, 3, or 4 is given for each paragraph written.

Scoring Rubric: Writing Paragraphs Level Ax

Score	Rubric for Paragraph Writing Level Ax
4	<p>The student's response does ALL OR MOST of the following:</p> <ul style="list-style-type: none"> describes most of the activity in the picture contains multiple complete sentences shows well-developed vocabulary resources demonstrates control of the conventions of written English (capitalization, word spacing, punctuation) may display invented spellings of uncommon words that do not interfere with communication
3	<p>The student's response does ALL OR MOST of the following:</p> <ul style="list-style-type: none"> describes most of the activity in the picture contains at least one complete sentence and attempts at least one more sentence, which may be complete or incomplete shows fairly well-developed vocabulary resources, but mistakes in word choice sometimes occur demonstrates at least partial control of conventions; may exhibit occasional errors in grammar, sentence structure, word spacing, punctuation, and capitalization may display invented spellings of common and uncommon words that do not interfere with communication
2	<p>The student's response does ALL OR MOST of the following:</p> <ul style="list-style-type: none"> describes at least some of the activity in the picture may not be written in complete sentences displays a basic vocabulary suitable for communicating general ideas; errors in word choice sometimes interfere with communication demonstrates developing control of conventions, but displays frequent errors in grammar, sentence structure, word spacing, punctuation, and capitalization that may interfere with communication may display spelling errors and invented spellings that are not identifiable as English words
1	<p>The student's response does ALL OR MOST of the following:</p> <ul style="list-style-type: none"> is very difficult to comprehend or describes very little of the activity in the picture may not be written in complete sentences or is written as a list of words or short phrases shows an extremely limited range of vocabulary that interferes with communication demonstrates minimal control of conventions; errors in grammar, sentence structure, word spacing, punctuation, or capitalization are pervasive and interfere with communication may display spelling errors and invented spellings that are not identifiable as English words
0	<p>A score of zero is given for the following:</p> <ul style="list-style-type: none"> A response that, though made up of English words, does not communicate meaning A response that is completely unrelated to the prompt A response that paraphrases or copies the prompt without attempting to complete the task A response in a language other than English <p>NOTE: If part of the response is written in English and the rest is in another language, the part that is written in English should be scored.</p>

Anchor Papers

SCORE: **4**

General Description

A response receiving a score of 4 demonstrates solid understanding of how to write multiple descriptive sentences that are organized and well developed. The sentences are easily understood by the reader.

Anchor 1

A girl is flying a
kite. The girl's hat
flew away. The boy
is jumping in the
puddle. The man
made a boat out
of paper.

Specific Comments

This response describes most of the activity in the picture and contains multiple sentences. The response has evidence of well-developed vocabulary (*flew away* and *in the puddle*). There are no spelling errors and there is demonstrated control of grammar and mechanics. The apostrophe is used correctly in *The girl's hat*.

SCORE: **4**

Anchor 2

Everybody is playing at the park.

The boy and his dad are sailing a

boat. The woman lost her hat.

The girl is flying a kite. They are

having fun.

Specific Comments

Most of the activity in the picture is described in this response and there are multiple sentences. There is evidence of well-developed vocabulary and demonstrated control of written English (*The boy and his dad are sailing a boat.*). There is one spelling error (*women* should be "woman") which does not prevent a score of 4.

SCORE: 4

Anchor 3

His dad is playing
with him. The girl is flying the
kite. The wind is blowing the
women hat.

Specific Comments

This response describes most of the activity in the picture and contains multiple sentences. There is evidence of well-developed vocabulary (*The wind is blowing*). There is a spelling and possessive error with *blowing the women hat*, but one error of this nature does not demonstrate an overall lack of control of grammar, and the response still merits a score of 4.

SCORE: **3**

General Description

Typically, a response receiving a score of 3 demonstrates adequate understanding of how to write multiple sentences and is generally comprehensible.

Anchor 1

The boy and his
dad were playing
boat's the mom
was watching and her
hat flew away
and there was
another girl flying

a kite.

Specific Comments

This response describes most of the activity and contains one run-on sentence. There is evidence of fairly well-developed vocabulary but also evidence of partial control of conventions (*The boy and his dad were playing boat's the mom was watching and her hat flew away and there was...*). There is also a capitalization error (*Kite*).

SCORE: **3**

Anchor 2

The boy and father are
Playing in the mud and the
girl is ftying a kit and the
hat from the other girl.

Specific Comments

This response describes most of the activity and contains one complete sentence (*The boy and father are Playing in the mud*). There is one spelling error and one capitalization error. The final incomplete phrase demonstrates only partial control of language resources needed to write complete sentences.

SCORE: **2**

General Description

Typically, a response receiving a score of 2 demonstrates partial understanding of how to write multiple descriptive sentences. The response may display a variety of errors and may require effort to be understood.

Anchor 1

One of the childrens where
playing with a Kait and
the other one was playing
with a bout the other
one her hat was flying.

Specific Comments

This response is a run-on sentence that displays basic vocabulary. Although it demonstrates developing control of conventions, there are frequent errors in grammar, sentence structure, punctuation, capitalization, and spelling. The response is comprehensible, though, and merits a score of 2.

SCORE: 2

Anchor 2

The girl is playing a kite
and the little Boy is in
the bud plus the hat
fell out of her head and
the man is throeing
little paper boat at
the Boy that's in the

Specific Comments

This response is a run-on sentence that displays basic vocabulary (*The girl is playing a kite and the little Boy is in the bud plus the hat fell...*). There are errors in grammar, sentence structure, punctuation, capitalization, and spelling. The response is comprehensible and demonstrates developing control of conventions. The type and number of errors are consistent with the criteria for a score of 2.

SCORE: **1**

General Description

Typically, a response receiving a score of 1 demonstrates minimal understanding of how to write multiple descriptive sentences. Because the response may have major errors and/or may be quite brief, the reader may have difficulty understanding it.

Anchor 1

- The - boy - is - Playn - - -
- Oh - the - mud - wet - ges - -
- papa - and - the - little - - -
- boats - is - a - circle - - -
- of - mud - dei - rad - ing - - -
- I - cat - dei - run - ing - - -
- The - cerle - of - mud - - -
- dex - Playn - - - - - - - - -

Specific Comments

This response is difficult to comprehend and is one run-on sentence. There is demonstrated minimal control of conventions, and there are errors in grammar, sentence structure, punctuation, capitalization, and spelling. This response receives a score of 1.

SCORE: **1**

Anchor 2

The girl es fly be catien

The Boyenfader is pay en ura

The Boy es Hapien ede ura Habien

The girl

rani.

en But.

A Bot

Specific Comments

This response is difficult to comprehend and is a combination of English and Spanish. It shows a very limited range of English vocabulary that interferes with communication. The answer ends up as a list (*The girl, rani, en But., A Bot*). There are enough understandable words to justify a score of 1 (*The girl es fly* for "The girl is fly" and *The Boyenfader* for "The boy and father"). There is demonstrated minimal control of conventions, and there are errors in grammar, sentence structure, punctuation, capitalization, and spelling which place the response at the low end of the score range.

SCORE: 0

Anchor 2

Ihe ba me Rine na

Rhe ba ma niBra

Tine me ni kne Para mine

Ile mine Tier meni kne KK

Rimen re Tene

Ile amie Rmi Tent

The ballis rolling

RaoimDDY

Specific Comments

This response appears to be written in a language other than English (*Ihe ba me Rine na ...*), and therefore receives a score of 0. Towards the end of the response, there are words copied from the prompt of another item (*The ballis rolling*).

Item 11: Training Responses

The training responses below are given in no particular order. Read each training response and assign it a score of 4, 3, 2, 1, or 0, as indicated in the rubric.

Trainer 1

SCORE:

Babi is go to
the paba and
jap jap. She is
kait and the sloli

Trainer 2

SCORE:

He nap and fan Sa fan Sha
fan nap bod He nat pat sat
He fat my Dad.

The girl is splashing
in the mud.

A woman's hat is flying
a way.

A big girl is flying
a kite.

A man is putting a
a newspaper hat in
the mud.

The girl was
flying a kite
the girls hat
flu in the are
the man put a
boat in the water.

The boy and
dad is play.
and mom is
"My hat! come back!"