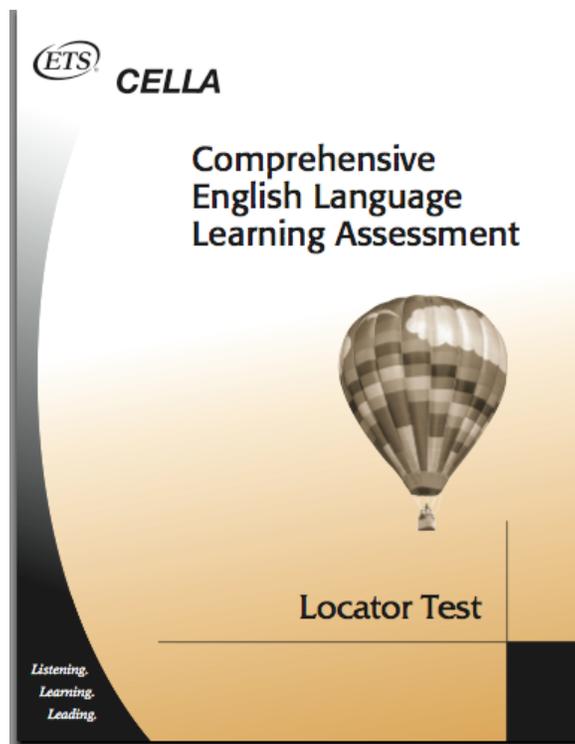


CELLA Online Locator Test



***Directions for Administration
December 2008***

Table of Contents

Table of Contents	2
Introduction	3
General Information	4
Overview	4
Functional Level Testing	4
Online CELLA Locator Test Administration	4
Time	5
Scoring	5
Before Testing	5
During Testing	6
After Testing	6
Test Security	6
Directions for Administering the Online Locator Test: Teacher Script.....	7
Administering the Locator Test	9
Interpreting the Locator Test	12
Deciding on the Appropriate CELLA Test Level for the Reading and Writing Sections	12
Appendix A	14
1. An Example of Student List School Summary Report.....	14
2. An Example of an Individual Student Test Report	14
Appendix B	15

Introduction

This document contains directions for administering the online version of the Locator Test for the Comprehensive English Language Learning Assessment or CELLA (pronounced “SELL-uh”). As with the paper-and-pencil version of the Locator Test, the online Locator Test helps to determine the appropriate level of CELLA to administer in Reading and Writing. The online Locator Test relies on the same test questions and scoring rules as the paper-and-pencil Locator Test; however, student results are provided instantly by the online system rather than by teachers hand-scoring student responses. Please review this document carefully before administering the online CELLA Locator Test.

CELLA is a four-skill language proficiency assessment — including Listening, Speaking, Reading and Writing — that is designed to provide:

1. Evidence of program accountability in accordance with Title III of No Child Left Behind (NCLB), which calls for schools and districts to meet state accountability objectives for increasing the English-language proficiency of English Language Learners.
2. Data useful for charting student progress over time and, for newly arrived students, for charting progress over the first year.
3. Information about the language proficiency levels of individual students that can be used in making decisions regarding placement into, or exit from, ESL or bilingual education programs.
4. Diagnostically useful information about individual students’ strengths and weaknesses in English (with as much specificity as possible within the limitations of a large-scale standardized test).

Initial development of CELLA was funded by a grant from the U.S. Department of Education. The test was developed by ETS in collaboration with AccountabilityWorks and a consortium of five states: Florida, Maryland, Michigan, Pennsylvania, and Tennessee. The test items included on this assessment are based on the CELLA proficiency benchmarks that, in turn, are aligned to the English language development standards of the five consortium states.

General Information

Overview

CELLA is divided into four test sections — Listening, Speaking, Reading, and Writing — and is administered at four levels:

- Level A (grades K-2)
- Level B (grades 3-5)
- Level C (grades 6-8)
- Level D (grades 9-12)

CELLA offers the option of functional level testing for the Reading and Writing sections. Functional level testing allows students in grades 3-12 to take a lower level of Reading and Writing if their literacy skills are at a more basic level. The CELLA Locator Test is a tool to be used as part of functional level testing of Reading and Writing.

Functional Level Testing

There are three important things to keep in mind when considering functional level testing:

1. Functional level testing **ONLY** applies to the Reading and Writing sections. It does **NOT** apply to the Listening and Speaking sections. Students should take the Listening and Speaking sections at their actual grade levels.
2. The Locator Test should **ONLY** be given to students in grades 6 and above. Students in kindergarten through grade 2 should take the Level A.
3. The Locator Test can only indicate that a student should take the CELLA Reading and Writing sections at a level **BELOW** that corresponding to the student's grade level. Students should never take any section of CELLA at a level higher than that corresponding to their grade level.

Online CELLA Locator Test Administration

This section provides directions for administering the online CELLA Locator Test, which provides general information about a student's reading level. This information should be used along with teacher judgment, classroom performance, and all other available relevant information in deciding which level of the CELLA Reading and Writing is most

appropriate for a student. The system will provide immediate score reports, so that test results can be used to facilitate planning.

The Locator Test is not an ESL program placement test and should not be used to place students into ESL or bilingual education classes. Its only purpose is to provide information about what level of the CELLA Reading and Writing sections is most appropriate for a student.

If a student has taken CELLA in a previous year, it may not be necessary to administer the Locator Test. For these students, the Reading and Writing test level can be chosen based on the level previously taken, the student's score on that level, and the teacher's judgment of how much progress the student has made since the previous year's administration. If, however, there is uncertainty about the student's skill level, the Locator Test can be administered to provide more information to help make the decision.

For more information about the administration of functional level testing, see the specific test level Directions for Administration in Reading and Writing. For Braille or large print versions of the printed Locator Test, please contact ETS.

Time

Total administration time for the Locator Test is approximately 35 minutes. This includes five minutes for students to access the web page, log in, and click on the CELLA Locator Test, 5 minutes for explanation of directions, and 25 minutes for students to read the four passages on the Locator Test and answer the 18 questions about them.

Scoring

The online system scores the Locator Test immediately. An individual student test report or a list report (for multiple students) provides the recommended levels for CELLA Reading and Writing. For samples of the information contained in the list report and an individual test report, see Appendix A.

Before Testing

Prior to testing, all student and teacher information should be accurately loaded into the system. Using the online system, teachers should assign the Locator Test to the students that will be participate in the assessment. In addition, ensure that each computer to be used for testing is functioning properly and can access the Internet. Many teachers administer the online assessment in a computer lab. Other teachers have a space in their classroom that has one or more computers for student use. Whatever the arrangement, remember that students perform their best when the testing area has good lighting, a

comfortable temperature, proper ventilation, and a quiet atmosphere. To help minimize distractions, post a “Do Not Disturb” sign on the door of the classroom or computer lab (see Appendix B). If there are activities going on in the classroom while some students take the test online, let the other students know that there is a “test in progress” and that quiet respectful behavior is expected.

During Testing

During testing, you should circulate among the students to ensure that they are staying on task and to answer any questions they may have about the directions. To assist you in monitoring student progress, each section of the test is color coded with a banner at the top of each screen. A section consists of a reading passage and a set of questions for that passage. Students may not use scratch paper, thesauruses, or dictionaries during any of the testing sessions.

After Testing

After administration of the Locator Test is finished, go to www.awschootest.com to obtain student score report information. There are two ways to do this:

- 1) If you are only testing a couple of students, it may be quicker for you to review student results while the student is still logged in to the system. If so, have the student tell you when he or she has finished the test. You can go over to the student’s computer and access their Student Testing Center screen. On that screen, you just need to click on the Locator Test results (under the section *Tests You’ve Taken*) that you would like to view. The Locator Test score report and recommended CELLA Reading and Writing level is immediately available.
- 2) If you wish to view the results for multiple students, or you would like to view the results at a later time, log in to your teacher account at www.awschootest.com and access your students’ results that way. You can obtain individual student test results or summary list reports that provide all student results, including the recommended CELLA Reading and Writing level for each student.

Test Security

All CELLA testing materials are SECURE. Because of this, the test items and related testing materials may not be reproduced or disclosed in any form or by any means. Disclosure of secure information is a serious breach of test security and is strictly prohibited. After student testing, please be sure to destroy any handouts with student usernames or passwords (e.g., index cards with labels).

Directions for Administering the Online Locator Test: Teacher Script

The following directions were written as if the teacher is administering the test in a computer lab to a group of students. Feel free to make adjustments based on your own circumstances.

What the teacher says is indicated with a T: and normal font. What the teacher does is indicated in (parentheses). In some cases, we have included suggestions that may be helpful in using the system or for the administration of the test; those will be (*italicized in parentheses*).

Please read through these directions prior to reading them to your students. The more familiar you are with them, the more smoothly the testing session will go. When you are ready to begin administering the Locator Test, say:

T: Using the computer, you are going to take a short reading test. It is called the CELLA Locator Test. You will not be able to use a dictionary or any other reference materials during this test. So make sure the area around your computer is clear. (Teacher checks, also make sure cell phones have been collected or turned off per local school requirements)

T: (Give each student his/her login username and password.) (*One option is for teachers to print out labels and place them on index cards. Then hand out the index cards and collect them right away after students are logged in.*) Please make sure that your screen shows the following home page: www.awschooltest.com (Check each student's screen.) (*If you have an LCD projector hooked up to your [teacher's] computer, show the image of the home page.*)

T: Find the Student Login section on the left hand side of the screen. (*If using an LCD projector setup, point to the correct section on the home page image. If not, draw a box type layout on the board and show the left side middle area where the students will find the Student Login section.*) When I say, “select”, click Login Here in the student login area. Ready (pause), Select, Login Here.

T: You should now be on the student login page. You should see a space for your Username and a space for your Password. Please enter your information in each space. Type carefully. When you are finished, click Login.

(If you have an LCD projector/computer set up you can show the screen shot and type in a pseudo student name and password, just to show where each piece of information goes. If don't have a LCD/computer set up, write on the whiteboard the following:

Username:

Password:

Login

Using the board, indicate what information goes in each space.)

Administering the Locator Test

Once each student has logged in, say:

T: Everyone find the section at the top of your Student Testing Center that says, “Tests you need to take.” (Teacher pauses and checks.) When I say, “select,” I want you to click on the underlined word CELLA Locator Test Form J. Ready (pause), Select. (Teacher checks to make sure all students opened the correct test.)

T: You should now be on the first page in the test. Does everyone see a red Stop Sign on the page? (Teacher checks.) I am going to give you the directions for the test. So you don’t need to read those on this page. On the page there is a space for you to (pause) Select Your Grade. Find it. It may already show your correct grade level. If not, when I say, “select”, click on the up or down arrow to choose your grade level. Ready (pause), Select. (Teacher checks.)

T: First, we will do some practice test questions. Go to the bottom of the page. Find the button that says Begin Test. When I say, “Select,” click on the Begin Test button. Ready (pause), Select. (Pause for students to click and open their test. Teacher checks.)

T: Remember, this first part is for practice. The first screen shows you the reading passage. The next screens will show you the passage again with a question. There is one question for each screen. Each time there is a question, the passage will show up again below it. Now, find the directions at the top and follow along on your computer screen as I read: “Read the sample passage. Then click on the Begin Section button to answer the questions.”

T: Okay, let’s practice. Go ahead and read the sample passage silently to yourself. Don’t click on anything yet. Just look at me when you are finished. (Teacher should wait about 1 minute).

T: Go ahead and click on the button that says, “Begin Section.” Look at question # 1. It says, “What is this passage mostly about?” Read each possible answer. (Teacher pauses) See those buttons next to each answer. Click on the first button. See it gets dark. Now click on the next button. Now that button gets dark. Now click on the last button. It gets dark. But that is not the correct answer. Okay, now choose the one you think is correct. Make sure it gets dark when you click it. (Teacher pauses and checks to make sure all students have filled in a button.) The correct answer is — “things that all plants have in common.” You should have selected the second button.

T: Okay, now find the Continue button. When I say, “select”, click on the Continue button to go to the next question. Ready...Select.

T: You will notice there is a new question, but it is the same passage. Look carefully and you will see that it has “Line 5” written in the margin. Most passages will have a number for every five lines. That’s because some questions will ask you about a word in the story. You can use those line numbers to help find the word.

T: Look at the next sample Question 2. I’ll read it, “In line 6, what does the word They mean?” Now, find line six. Remember you can use the line numbers in the margin. Find the word they. Figure out what the word they means. Read all of the possible answers. Choose the best one. (Pause)

T: Did you remember to click on the button next to the correct answer so that the button got dark? The correct answer is “plants.”(Teacher checks)

T: Just a couple of more things. When you reach the end of your test, you will get a page that says, “Review Answers.” When you see that page, you will click on the Continue button. Not now. Wait and listen. There is more.

T: You will end up on a page that will give you a chance to review your answers. The page shows a list of all of the test questions. If you would like to check your answer, just click on the picture of the pencil next to the question. The passage and question will appear. You can change your answer or keep it. Then click on the Continue button to go back to the review page. When you have finished checking your answers, go to the bottom of the review page and click on the Score Test button. Once you click on Score Test, that’s it. You will have finished the test.

T: In a moment, you are going to start the Locator Test. Let’s review:

1. When you begin working, you should first read the whole passage.
2. Then you click on the continue button to go to the first question.
3. Read the question and choose the best answer. Click on the button next to the correct answer so the button gets dark. If you change your mind, just click on it again and the button will be empty again.
4. At the end of the test, you will be asked to review your answers.
5. When you finishing reviewing, click on Score Test to submit your final answers.

T: Finally, remember, these tests are supposed to help teachers figure out what you need to learn. If you can’t figure out the answer, click on the Continue button and go on to the next question or passage. If you can’t read a passage or question, don’t stop. Skip it by clicking on the continue button and try another one. Make sure you get to the end of the test to review your answers and click on Score Test. That way the questions you answered will be saved and scored. If for some reason you need to stop, raise your hand to get my permission. (A student can exit the test once without penalty. When she logs back in, it will take her to where she left off. However, since the Locator test is not very long, we don’t encourage students to use this feature.)

T: You will have about 25 minutes to finish the Locator Test. I will tell you when time is up. Remember you must click on Score Test—so your answers will be counted. Raise your hand when you are finished. (Teachers need to have a plan for when students finish, e.g., quietly read your library book.)

T: Do you have any questions about what you are supposed to do?
(Answer any questions students may have.)

T: Find the Begin Test Section button. When I say, “select,” you may click on the Begin Test Section button and start working. Ready...Select. (Teacher checks to see if all students have started the test.) *(Use the color-coded banners at the top of student computer screens to see if everyone has started.)*

(During the testing session, walk around the room to make sure students are on task and are not having any trouble using the computer. You can use the color-coded banners on students' screens to help you monitor progress through the test.)

T: (After about 25 minutes, check to see how many students still need more time to finish. Determine if they need to just do a faster click through or if they are really reading the passage and answering questions. If a student indicates that the passages and questions have become too difficult, feel free to do the click through for them so that the test can be submitted. Remind them that the purpose of the test is to help you, as the teacher, figure out what to teach. If the student needs more time, you may allow a few more minutes. But if they still aren't finished after ten minutes, then you will probably need to help them do a click through and submit their test.)

Interpreting the Locator Test

The purpose of the CELLA Locator Test is to provide general information about a student's reading level. This information should be used along with teacher judgment, classroom performance, and all other available relevant information in deciding which level of the CELLA Reading and Writing sections a student should take.

Deciding on the Appropriate CELLA Test Level for the Reading and Writing Sections

The CELLA Locator Test provides one piece of information about which level of the Reading and Writing sections is most appropriate for the student. Each student should take the level of the Reading and Writing sections which will provide the best information about the student's English language proficiency; which will challenge, but not frustrate the student, and which will provide appropriate baseline data from which the student's progress can be measured.

The recommended test level is an indication of which test level of the CELLA Reading and Writing may be most appropriate for the student. However, other factors should also be considered in determining the actual test level of the CELLA Reading and Writing sections. These include:

- Students should not take a test level higher than that which corresponds to their grade. For example, a student in grade 7 (Level C) should not take a Level D test, regardless of the score on the Locator Test. The online Locator Test will not recommend a higher test level than is appropriate for a student's grade level, regardless of the student score. This is determined based on the grade entered by the student at the beginning of the test, so please confirm that the grade was entered correctly; the grade level is visible on the individual test report.
- Teacher judgment and student classroom performance should be strongly considered in assigning a test level.
- The table below lists possible test levels that may be appropriate in an individual situation:

Student's Grade*	Possible Test Levels for Reading and Writing
3-5 (Level B)	Levels B or A
6-8 (Level C)	Levels C, B, or A
9-12 (Level D)	Levels D, C, B, or A

*Grades K-2 are not included in this chart because all students in kindergarten through grade 2 should take the Level A test book that includes the following sections: Listening, Reading, Writing, and One-on-One.

Appendix A

1. An Example of Student List School Summary Report

Report Date	Monday, November 17, 2008
Selected Test Form(s)	CELLA Locator Test - Form J (2008/10/01 - 2008/10/10)
Student Grouping	School-Wide

	Performance	Score
Points Possible →	-	-
Percentage →	-	-
1. Barri, Bennet A	CELLA Level A-ext	2
2. Meng, Chaio B	CELLA Level D	16
3. Nu, Diem B	CELLA Level B	8
4. Rodriguez, Alex A	CELLA Level C	10

2. An Example of an Individual Student Test Report

How To Read: *The performance category characterizes or describes the student score. The score is a numerical value that corresponds to the student's performance on the test.*

Test Date: Thursday, October 9, 2008 4:28 pm

Test Name: CELLA Locator Test - Form J

Student Name: Bennet A Barri

Student Username: BarriBennec756

Date of Birth: 02/03/1993

Grade Level on Test Date: 10

Gender: M

Special Code:

Teacher Name: Maria M Sanchez

Your Score: 2

Performance Category: CELLA Level A-ext

Appendix B

Testing in progress sign

Testing in Progress

Do Not Disturb