

Miami-Dade County Public
Schools
Teacher User's Guide
CELLA Online
(Form 3)

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Teacher User Information

This user guide was designed especially for personnel in Miami-Dade County Public Schools (M-DCPS). If you are not an employee of M-DCPS, please select the Standard version of the user guide.

A. Training and Support

Training information and video tutorials can be found in two different places in AWSchoolTest:

1. From most web pages on AWSchoolTest, click on the **Training** link in the top navigation bar to access the Training page; on this page, there are a number of training materials and video tutorials.
2. Within the secure areas of AWSchoolTest (accessible by logging in), many web pages have a “how to read or use” section near the top that provides tips on using the functionality on the page. The “how to read” sections also typically provide a link to the video tutorials.
3. For each test, you can access the customized Directions for Administration (DFA) and essential training materials (e.g., scoring guides for writing, training manual for speaking, and audio links for practice evaluating speaking responses) on the test assignment page.

In addition, either interactive online or face-to-face training on topics ranging from administering the assessment, creating customized reports and using assessment results to inform instructional decisions is available. Please contact AWSchoolTest for more information at contact@awschooltest.com

Support for technology issues can be accessed on AWSchoolTest by clicking on the **Support** link in the top navigation bar. This will provide access the AWSchoolTest Support page. Here you will find details about system requirements and answers to commonly asked questions.

If your question is not answered using the support area, please contact your local area administrator in charge of CELLA Online.

B. Login To Teacher Account

Some basic definitions for how M-DCPS will use the CELLA Online System:

- Administrators are M-DCPS school and district level administration personnel. Administrators can have one or more school accounts. If an administrator also tests students, he/she can have a “My Class” page using their same account information.
- For the purposes of CELLA Online Assessment system, **M-DCPS CELLA Test Administrators are considered Teachers**. So if you administer the CELLA Online test you are considered a “teacher” by the system and have a “My Class” page.
- Administrator accounts have been set up.
- Before teachers can login, a school or district administrator needs to set up the teacher's account. It takes just a few seconds to set up.

Administrators and Teachers can access login to their accounts by going to the **Bilingual Tool Box** on <http://bilingual.dadeschools.net/> and clicking on the link for **CELLA Online**. That link will take you directly to AWSchoolTest home page and access to the teacher/administrator log in area.



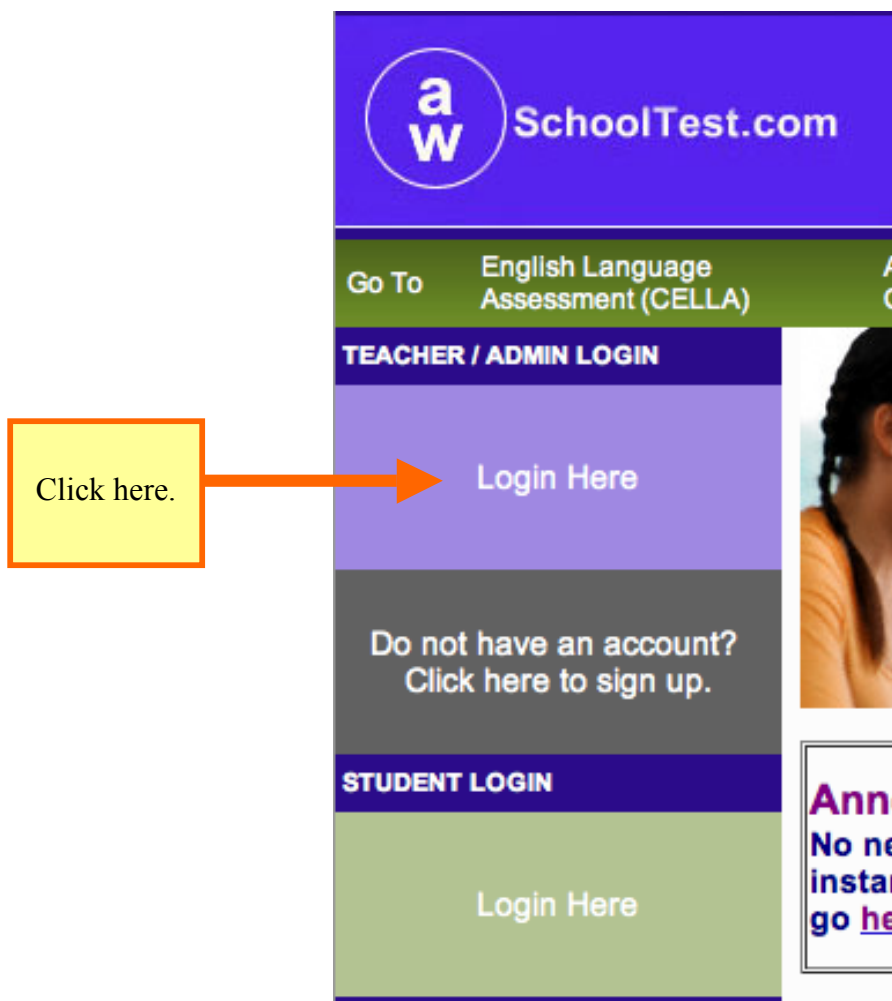
Once you click on the **CELLA Documents Link** under the **Bilingual menu** you will access the log in link for www.awschooltest.com.



You can also access **AWSchoolTest.com** by directly entering the webpage address into your browser. Below is a screen image from **AWSchoolTest.com** home page. In the Teacher/Admin Login Area on the left side of the page, click on “**Login Here**”. Please do not click on the “Do not have an account?” section. Remember, all CELLA Test Administrators (known as teachers by the system) need to have an account set up for them.

Summary steps to access the Login area:

1. Go to <http://bilingual.dadeschools.net/>
2. Click on CELLA Documents (Under menu bar)
3. Arrive at AWSchoolTest home page (www.awschooltest.com)
4. Find Teacher/Admin Login (left hand side of the home page)
5. Click on **Login Here**



C. Login Screen

After clicking on **Login Here** area (found on the AWSchoolTest homepage), you will access a login screen that requires you enter your username and password. **Your username will be the lowercase initials: md and your M-DCPS employee number**; there are no spaces or dashes (e.g., md123456). To ensure privacy (and help you remember), **you will need to create your own password**. Create (or change) your password by clicking on the “Forgot your username or password” prompt on the Log in screen. Follow the instructions for creating a password. The confirmation will be sent to your e-mail account.

D. Create a Personal and Secure Password

Select the link “[Forgot your username or password?](#)” Follow the instructions. When you are asked for an e-mail address, use your district e-mail address.

The screenshot shows the AWSchoolTest.com login page. At the top is a blue header with the 'a w' logo and 'SchoolTest.com'. Below this is a green navigation bar with links: 'Go To', 'English Language Assessment (CELLA)', 'Arithmetic Testing OnLine (ATOL)', 'Reading Assessment Tools', and 'About AWSchoolTest.com'. The main content area is titled 'Teachers & Administrators login here:' and contains fields for 'Username:' and 'Password:'. A red box highlights the link 'Forgot your username or password?' next to the password field. An orange arrow points from a yellow box labeled '1. Click here to create your password.' to this link. Below the login fields is a checkbox for 'I have read and agreed to the terms of service' and a 'Login' button. At the bottom of the page is a footer with copyright information. An orange arrow points from the 'Forgot your username or password?' link to a second screenshot below. This second screenshot is titled 'Forgot your password or username?' and contains instructions: 'Don't worry. Just give us the email address you joined with and we'll send you an email with your username and a link for your password. When you receive it, follow the link inside to reset your password. If you cannot remember the email account you joined with, you will have to contact us or sign up again.' It has a 'Your email:' field and a 'Continue...' button. A yellow box labeled '2. Enter your district e-mail address.' has an orange arrow pointing to the email field. Another yellow box labeled '3. Click Continue' has an orange arrow pointing to the 'Continue...' button. A third yellow box labeled '4. Check your e-mail account for the access link to create your password.' is positioned to the right of the 'Continue' button.

1. Click here to create your password.

2. Enter your district e-mail address.

3. Click Continue

4. Check your e-mail account for the access link to create your password.

Sample of E-mail that you will receive to access the link to create or change your Password.

Select
Click here
link.

From: AWSchoolTest
Subject: **Your AWSchoolTest Password**
Date: August 2, 2010 1:38:38 PM EDT
To: Dr. Kathleen Madigan

Hello,

You have reported that you no longer remember your username/password for logging onto AWSchoolTest. In order to continue to log into our site, you need only follow the link below and reset your password. If you cannot click on the link, copy and paste it in its entirety into your browser.

Your username is: JodiBaker

[Click here](#) to reset your password.

Enter at
least 7
numbers
and letters.

Forgot your password or username?

We have confirmed your identity. Please choose a new password and enter it below. Once reset, you will be able to log in again.

New Password:

Verify Password:

[Reset Password Now](#)

Keep password in a secure location. If, however, you forget—just repeat the process.

If you are
sharing a
computer with
other users
you may not
want to click
the box that
keeps you
logged in.

aw SchoolTest.com

Go To English Language Assessment (CELLA) Arithmetic Testing OnLine (ATOL) Reading Assessment Tools

Teachers & Administrators login here:

Username:

Password:

[Forgot your username or password?](#)

This is a private site. Please email customerservice@awschooltest.com for membership inquiries.

☐ Keep me logged in on this computer until I log out (requires cookies)

☒ I have read and agreed to the [terms of service](#)

[Login](#)

Enter M-DCPS employee
number as your username
and password. Be sure to
put **md** before your employee
number (e.g., md123456).

Password is should have
at least 7 characters with
numbers and letters.

If you are a teacher working with more than one school, the next screen will ask which school you would like to manage. Use the search function and select the school.

1. Enter name for your school.

[My Class]

You are a teacher for 9 organizations. Select an organization below.

Search

2. Select school's name from search list.

[My Class]

You are a teacher for 9 organizations. Select an organization

Search

School Name

[AW TRAINING SCHOOL](#)

[AW TRAINING SCHOOL 2](#)

[AW TRAINING SCHOOL 3](#)

E. My Class roster page

Remember, for the purposes of CELLA Online Assessment system, if you administer the CELLA Online test you are considered a teacher* by the system. Every teacher has a **My Class** page with a Class Roster. The students you enroll to be tested or who are tested by you are assigned to your CELLA Online class roster. (You may have other students in your actual class, but only students who are enrolled in the CELLA Online testing system will be in your roster.)

a w SchoolTest.com

Go To English Language Assessment (CELLA) Arithmetic Testing OnLine (ATOL) Reading Assessment Tools

[\[My Class\]](#) [\[My School\]](#)

[\[Add a Teacher\]](#) [\[Upload Teachers\]](#) [\[Upload/Enroll Students\]](#) [\[School Settings\]](#) [\[Form School Summary Reports\]](#) [\[Download Enrollment\]](#)

My School

Make sure that you are NOT on the My School

a w SchoolTest.com

Go To English Language Assessment (CELLA) Arithmetic Testing OnLine (ATOL) Reading Assessment Tools

[\[My Class\]](#) [\[My School\]](#)

[\[Add a Teacher\]](#) [\[Upload Teachers\]](#) [\[Upload/Enroll Students\]](#) [\[School Settings\]](#) [\[Form School Summary Reports\]](#) [\[Download Enrollment\]](#)

My Class

Need to be on the My Class page.

After login, each teacher's "My Class" page will display.

If you have administrator privileges (e.g., school principal) and have your own class list of students, make sure that you have clicked on your **My Class** link. All headers should say **My Class**, not **My School**. Administrators use **My School** when doing tasks associated with the whole school**.

This section of the guide focuses on **My Class**. Remember that **My Class** is the place where you can access key information about the students you have enrolled, assigned tests, and tested.

NOTE: From now on in this manual, the **CELLA Test Administrator will be called a **teacher** and the students tested or to be tested will be a part of the class roster.*

**More information about each of these Administrative Actions see the Administrator User's guide.

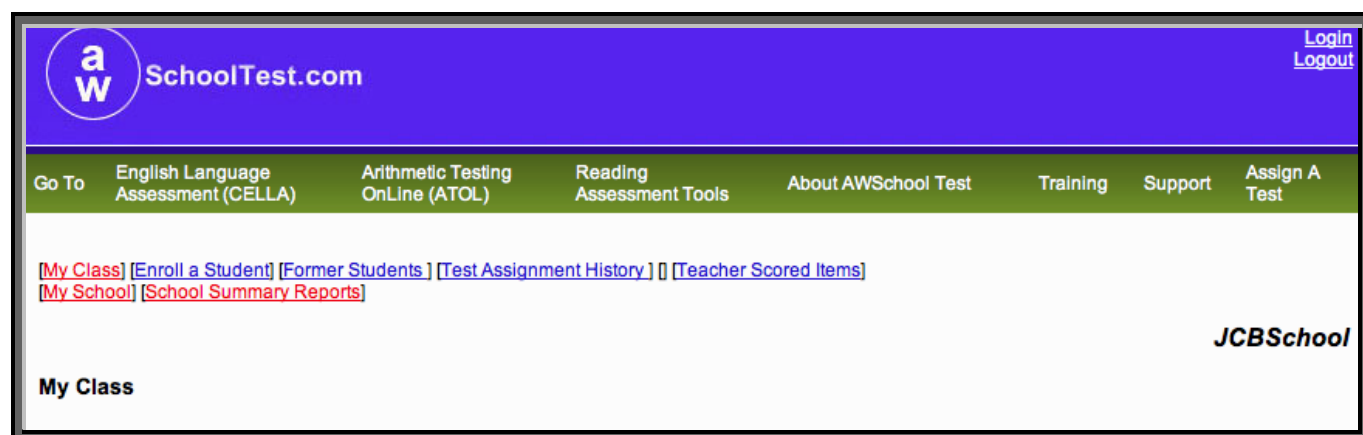
A Quick Trip Around the Page

My Class includes a roster of all students you have tested or enrolled to be tested, plus access to student test reports and key actions for student testing. When you log in for the first time to this page, it will not have any students listed. You will need to enroll students to have them listed (see screen shot example of Class Roster before students are enrolled for testing).

Immediately above the “My Class” page title are several links that allow for navigation within the secure sections of the site, including:

- **My Class**
- **Enroll a Student**
- **Former Students**
- **Test Assignment History**
- **Teacher Scored Items**
- **School Summary Reports**

Also notice that if you are an administrator, you can still access your SCHOOL wide information from here, (e.g., **My School**). Teachers will not have the My School link available to them. But have everything else.



Example of a My Class Roster Before Students are Enrolled for Testing

My Class Remember that “My Class” refers to your group of students involved in testing.

Welcome to AWSchoolTest.com

Below is your class roster. It includes a current list of your students. You can access a student's Test History or Edit the information in a student's account profile. You may also login as any student to see exactly what that student would see when logged in. If you would like to edit your teacher account profile, including change your password or e-mail, please go [here](#).

If you would like to login as one of the students in your class, [click here](#).

My Name: Catalina Lopez
My Username: MiamiDadeTeach

Students

You have not enrolled any students yet.

(School administrators, go to [my school](#) for a teacher listing. There you will find enrollments under specific teachers.)

Notice that the teacher's **username**, as the account holder, **M-DCPS** is in the top right hand corner. Always check to make sure that **your username** (which is md for Miami-Dade followed by your M-DCPS employee number) appears there.

Since this is the first time that the teacher has logged in, there are no students listed. Once she enrolls a student, a list will begin and auto-alphabetize.

In some cases, if several people use the same computer and someone forgets to log out of [www.awschooltest.com](#), a computer may “remember” that person's username when you try to log in. So look for **your username** just to make sure.

Hint:
If someone does forget to log out, just click the log out button in the top corner for that person and then you can login.

Once you have enrolled students and assigned tests, your “My Class” page will look like this.

Welcome
RLopez31416
[Login](#)
[Logout](#)

Go To [English Language Assessment \(CELLA\)](#) [Arithmetic Testing OnLine \(ATOL\)](#) [Reading Assessment Tools](#) [About AWSchool Test](#) [Support](#) [Assign A Test](#)

[\[My Class\]](#) [\[Enroll a Student\]](#) [\[Former Students\]](#) [\[Test Assignment History\]](#) [\[Teacher Scored Items\]](#)
[\[School Summary Reports\]](#)

My Class

Welcome to AWSchoolTest.com

Below is your class roster. It includes a current list of y information in a student's account profile. You may also when logged in. If you would like to edit your teacher ad [here](#).

If you would like to login as one of the students in your

My Name: **Rita Lopez**
My Username: **RLopez31416**

Students

Last Name	First Name	Student Username	Pending Tests	Tests in Progress	
Chen	Kenneth	mds1234567	0	N	[Test History] [Edit]
Espinosa	Manuel	mds1234568	0	N	[Test History] [Edit]
Garcia	Alejandro	mds1234569	0	N	[Test History] [Edit]
Patel	Ashika	mds2223456	1	N	[Test History] [Edit]
Patel	Ashika	mds2345678	0	N	[Test History] [Edit]
Peng	Leon	mds2345677	0	Y	[Test History] [Edit]
Rashad	Marcus	mds2345679	0	N	[Test History] [Edit]
Sing	Thomas	mds2345555	0	N	[Test History] [Edit]
Torres	Carmen	mds3456789	0	N	[Test History] [Edit]
Ying	Michelle	mds3456788	0	N	[Test History] [Edit]

Walker School

History or Edit the ent would see e-mail, please go

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[\[My Class\]](#) [\[Enroll a Student\]](#) [\[Former Students\]](#) [\[Test Assignment History\]](#) [\[Teacher Scored Items\]](#)
[\[School Summary Reports\]](#)

My Class

Welcome to AWSchoolTest.com

Below is your class roster. It includes a current list of your students. You can access a student's Test History or Edit the information in a student's account profile. You may also login as any student to see exactly what that student would see when logged in. If you would like to edit your teacher account profile, including change your password or e-mail, please go [here](#).

If you would like to login as one of the students in your class, click on the student's name.

My Name: **Rita Lopez**
My Username: **RLopez31416**

Students

Last Name	First Name	Student Username	Pending Tests	Tests in Progress	
Chen	Kenneth	mds1234567	0	N	[Test History] [Edit]
Espinosa	Manuel	mds1234568	0	N	[Test History] [Edit]
Garcia	Alejandro	mds1234569	0	N	[Test History] [Edit]
Patel	Ashika	mds2223456	1	N	[Test History] [Edit]
Patel	Ashika	mds2345678	0	N	[Test History] [Edit]
Peng	Leon	mds2345677	0	Y	[Test History] [Edit]
Rashad	Marcus	mds2345679	0	N	[Test History] [Edit]
Sing	Thomas	mds2345555	0	N	[Test History] [Edit]
Torres	Carmen	mds3456789	0	N	[Test History] [Edit]
Ying	Michelle	mds3456788	0	N	[Test History] [Edit]

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[\[My Class\]](#)

My Class

Pending Tests
Ashika Patel--(mds2223456)
hasn't started her assigned test.

Tests in Progress
Leon Pang hasn't
finished his test.

F. Enroll a Student

As students arrive and need testing, you will first need to enroll them in your CELLA Online account. To add a student to your Class Roster, click on the **[Enroll a Student]** link at the top of the page. Enter the required information and click **Submit** to add the student. **M-DCPS will use mds (Miami-Dade student) followed by the Student Identification numbers as student Usernames AND Passwords.*** Usernames cannot be change, so please enter the correct information for the student. It takes about 20-30 seconds to enroll a student.

Step 1

Click
[Enroll a Student]

[\[My Class\]](#) [\[Enroll a Student\]](#) [\[Former Students\]](#) [\[Test Assignment History\]](#) [\[Teacher Scored Items\]](#)
[\[School Summary Reports\]](#)

Step 2

Enter student
information

To add a student to your class roster, or to edit an existing student profile, enter the appropriate information in the fields below. Then click the "Submit" button.

Notices:

1. Be sure to enter the correct grade level for the student. A student's grade level directly impacts the score results.

2. If the student's Home/Native language is not listed on the dropdown menu and then enter the appropriate language from the searchable list: [PDF](#) or [Spreadsheet](#).

Please use the **mds** (for Miami-Dade student) followed by the **student identification number** for student username AND password. Be sure to put **mds** before the student number.*

If you or the student forgets his/her username or password, you can access it on the **My Class Roster** page. Just click **Edit Profile** on the student's name row for student profile information or if you need to change any of this information.

MUST enter Correct grade level and update if there are changes!!!

Student Username *

Password *

First Name *

Middle Name

Last Name *

Gender
--Select Gender--

Date of Birth (MM-DD-YYYY) *
01 - 01 - 1988

Grade (IMPORTANT) *
K

Student Home Language (See note above.) *
--select a language--

Testing Purpose *
--select a purpose--

School Name *

Special Code

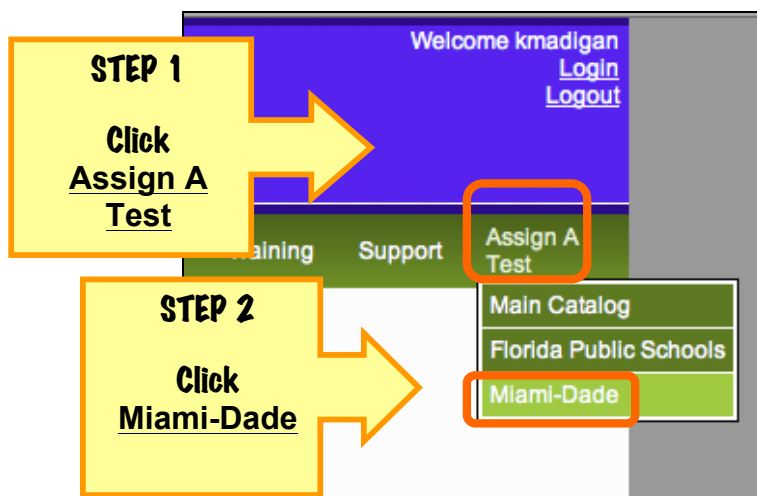
Submit

Step 3

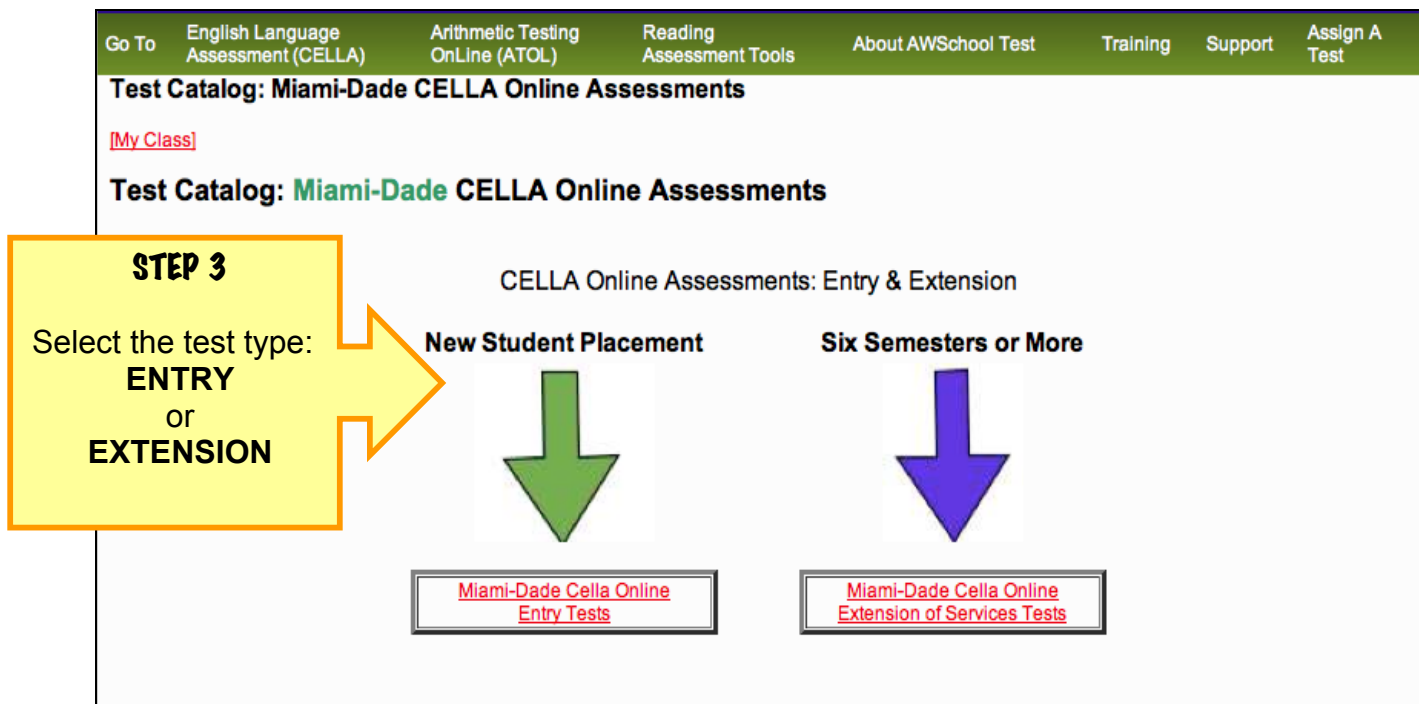
Click
Submit

G. Assign A Test

Click on **Assign a Test** in the top navigation bar. This will access a test the customized M-DCPS catalog page. Click on **Miami-Dade** link. Then you can select the test you want to assign to one or more students.




Choose **Entry** or **Extension of Services**.



Once you have selected the type of test, a page just for those tests will display. Note that the Entry FORMs are different than Extension FORMs.

STEP 4

Select the
Test for the
GRADE LEVEL



CELLA Online Assessments: **Entry**

Grade	Entry
1	<u>Listening/Speaking Level A</u> - Form D
2	<u>L/S A : Reading & Writing Ax</u> - Form A
3-5	<u>L/S B : Reading & Writing B</u> - Form A
6-8	<u>L/S C : Reading & Writing C</u> - Form A
9-12	<u>L/S D : Reading & Writing D</u> - Form A

CELLA Online Assessments: **Extension of Services** Six Semesters or More

Notice that there are different form letters for Entry and Extension Tests. For example, Entry test for Grade 6-8 is L/S C: Reading & Writing C – **Form A**. Extension for the same test is **Form B**

Grade	Extension
1	<u>L/S A : Reading & Writing A</u> - Form B
2	<u>L/S A : Reading & Writing Ax</u> - Form B
3-5	<u>L/S B : Reading & Writing B</u> - Form B
6-8	<u>L/S C : Reading & Writing C</u> - Form B
9-12	<u>L/S D : Reading & Writing D</u> - Form B

Once you have selected the test, then Test Assignment page will display so that you can select which students you would like to take the test. The following example shows how to do a Test Assignment.

Test Assignment Example

For this example, we selected **Grade 1 (Entry)**. The **Listening & Speaking Level A –Form D** is the only CELLA Online test that M-DCPS is using for grade 1. So it will be the only test that is available for assignment. After you have selected the Grade level test, the Test Assignment page will display.

There are only THREE actions to do on Test Assignment page:

Step #1: First, you need access the DFA and Training materials. You can review the training materials online, but it is recommended that you **download** and **print** the **Directions for Administration** (DFA) for the test. Be sure to print out the DFA for that test and keep it in a secure location. Unless you notice that there has been an updated version of the DFA for that test (i.e., there will be a note indicating the date of the most recent version), you only need to print out one copy of the DFA. Do not download or print it for each student or each time you assign the test. You can also access the training materials for this test here.

Step #2: Then you need to **select the name** or names of the students from the list in the box at the bottom of the screen. That is the list of all of the students you have enrolled to be tested or who have already been tested. You can assign the test you selected to one or more of your students using this page. Also, note that all students enrolled in your class, even those who have completed or who are currently taking a test, will be displayed here. To find out whether the student has been assigned, in process of taking, or completed a test, go to your main **My Class** page and view your class roster page.

Step # 3: Click **Assign Test**. You will get a confirmation note that you have assigned the test. The student can now log in and take the test.

Test Assignment Example: Grade 1

Steps to Assign a Test

STEP 1

Download
and
Print DFA
and Scoring
Guides.

STEP 2

Select
name(s).

STEP 3

Click
Assign Test

Test Catalog

Test Assignment: CELLA Listening/Speaking Level A (Form D)

Select one or more students below. Then click on the "Assign Test" button.

CELLA Listening/Speaking Level A typically requires 25 minutes to complete. There are six sections. The first three sections can be administered in a group or individually and require approximately 15 minutes. The last three sections are administered individually and require approximately 10 minutes for each student. The test can be administered using the embedded audio or by a teacher reading the directions to the students.

If this is not the test you wish to assign, click on the back button in your browser to return to the Test Catalog.

Training Materials and Directions For Administration (DFA) for this assessment were updated on August 1, 2010. Please make sure you have the most recent version.

Access DFA and Training Materials [here](#).



Be sure to keep
DFA and
scoring guides
in a secure
location.

Assign This Test

Standard Price: \$7.00 ea.
Your Discount Price: \$0.00 ea. (JCBSchool)

Select one or more students in the window below. Select multiple students by holding the Ctrl key (Windows) or Command key (Mac) while selecting with the mouse or track pad.

michaelson, francine (francinem, grade K)
Mouse, Minnie (mouse1, grade 2)
Ramirez, Zamanta (ZamantaRamirez, grade K)
rojas, Yami (59224003976, grade 1)

Assign Test



Note "Your Discount Price" is \$0.00 because the district has a license to use AWSchoolTest. You can ignore this part.

All students enrolled in your class will be listed here. **Note that if they have taken a test, they will still be listed.** This is a current listing for all students. Why? In case you need to administer another test to the student he or she will be easy to find and assign.

H. Test Assignment Confirmation

After you assign a test, you will get a test assignment confirmation page. On this page you access test assignment details, assign more tests or directly login as a student.

Test Catalog
Test Assignment Confirmation

 **Order Details**  **Login As a Student**

Thank you for assigning 1 student for a test. For your reference, your test assignment number is #6905. Your order was free and has been activated. View your test assignment status [here](#), [login as a student](#) to take this test, or [assign a student](#) for additional tests. You can also access your [My Class](#) page. To access the appropriate webpage, please use one of these links. Or you can logout of AWSchoolTest at the top right corner of this page under your username. (Do not use your browser back button.)

Hint: If you enroll a student, assign a test, and then want to give the student the test immediately on the same computer, then accessing the **login as a student** page is a quick way to start testing as soon as you have assigned the test. Using the **login as a student** feature is also a fast way to access tests for testing K students.

I. Teacher Scored Items

The first section(s) of every test contain questions that require the teacher to work with the student one-on-one and evaluate student responses. The student and teacher work together to complete this section. While completing this section, the student will listen to the embedded audio and then respond to the teacher. Using the appropriate scoring rubrics, the teacher will evaluate the response and record the score. (Note the Scoring Rubrics for all Teacher Scored items are in the DFA; look in the table of contents to find the correct scoring rubrics.) The online system automatically scores the responses that each student has entered during the group-administered sections. Overall results are automatically available once the teacher has also entered the scores for speaking, any oral reading items, and the constructed response writing items (e.g., sentence and paragraph writing).

There are two ways to enter the scores:

1. Record on a paper/pencil record sheet and then enter into the system later.
2. Enter directly into the system while testing.

1. The Directions for Administration (DFA) for each test includes all scoring rubrics and a *Teacher Scored Items Class Roster* record sheet to track individual student one-on-one responses. Usually found in the Appendix of the DFA the scoring Rubrics for each item type and *Teacher Scored Items Class Roster* record sheet provides a paper version that the teacher can use to write the scores for the student responses. Several student scores can be recorded on this sheet; however, you may make copies of this sheet if you need to. The record sheet provides a short prompt and total number of points available for each item (see sample below). Using the record sheet, the teacher enters the scores into the system using the “Teacher Scored Items” page at a later time.

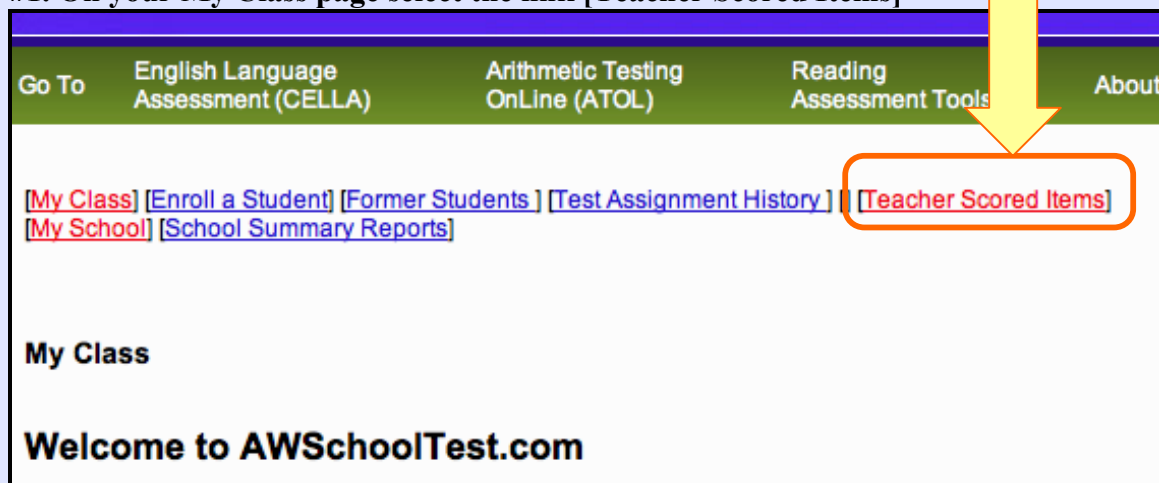
Example of the *Teacher Scored Items Class Roster* for **CELLA Listening & Speaking Level A:**

		Section 4					Section 5					Section 6					
Listening/Speaking Level A		Ask	Match	▲	Act	Line	Object	Girl	Boy	Ball	Mt.	Ask colors	Ask	Ask	Ele.	Box	Story retell
Student Name	Possible Score →	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	4
↓																	
1.																	
2.																	
3.																	
4.																	

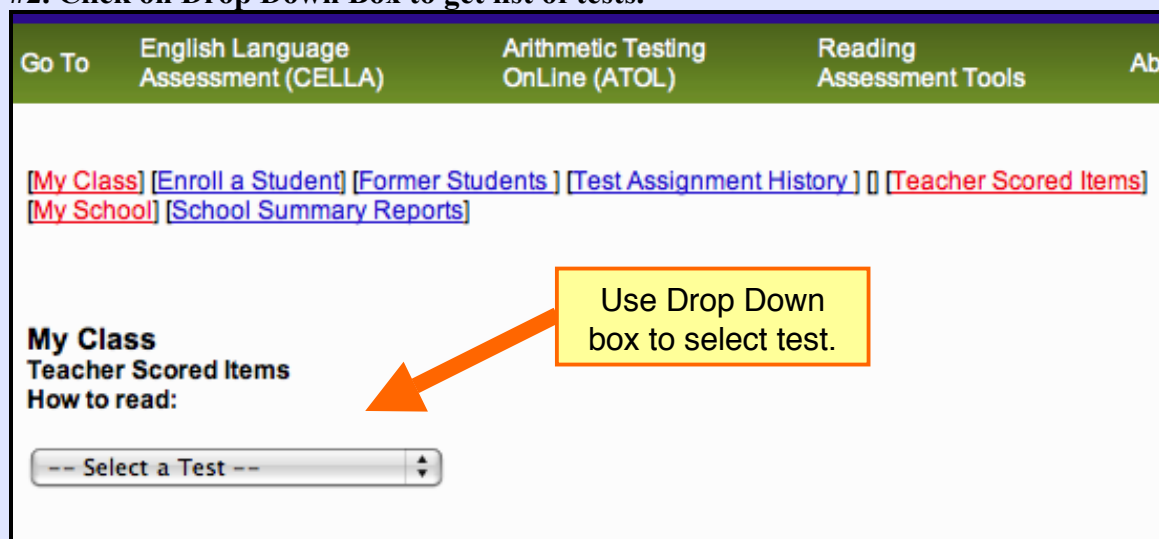
2. Instead of using the paper version of the *Teacher Scored Items Class Roster* record sheet, the teacher can also enter the scores “live” using the “Teacher Scored Items” page. That is, while the student is looking at his/her computer and answering the questions out loud, the teacher can enter the scores directly into the system using the teacher’s own computer, iPad, tablet, smart phone, or other device that can access the internet. Directly entering the scores, you can save some paperwork.

Whether you record on paper or enter “live”, you need to follow five easy steps for entering the speaking, oral reading, and constructed-response writing scores into the AWSchoolTest system:

STEP #1. On your My Class page select the link [Teacher Scored Items]



STEP #2. Click on Drop Down Box to get list of tests.



STEP #3: Select test. Only tests that have been started by the students will be available for scoring.

Once you select the test, a student list with an online scoring form will appear. The items are in the same sequence found on the student test and as your record sheet.

Make sure you have the scores to enter for this test.

Points Possible	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	4
Student List	The letter...	Coloring shape...	Largest triangle...	Action...	Shortest line...	Object	Girl action...	Boy action...	Ball...	Scenery	Colors	Asking a question...	Asking a question...	Elephant...	Surprise	Retelling...
Sara Mendoza	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information

Students do not need to complete the independent portion of the test in order for you to enter their scores for the one-on-one portion.

IMPORTANT

If the same student is listed more than once, DO NOT enter the scores yet.

- ⇒ Go to the Student's Test History page and **CANCEL** the **test** that is **PENDING**.
- ⇒ Once the extra test(s) are cancelled and no longer display on this page, you can enter the scores.

STEP #4. Enter the Data.

Column header contains item prompts and points possible.

Enter data into score boxes.

Save

CELLA Listening/Speaking Level A (Form D)

Points Possible	1	1	1	1	1	1	1	1	1	1	2	2	2	2	4	
Student List	The letter...	Coloring shape...	Largest triangle...	Action...	Shortest line...	Object	Girl action...	Boy action...	Ball...	Scenery	Colors	Asking a question...	Asking a question...	Elephant...	Surprise	Retelling...
Sara Mendoza	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information

Submit

You can use the tab to move the cursor over to enter data into each score box. A link to each question or scoring information is available by the score box, just click on [View Information](#).

STEP #5. Enter Scores. SAVE. Check. Then submit the scores.

You can choose from two different ways to **Submit** scores.

1. Enter one student's scores and click **Submit** for that one student.
2. Enter more than one student's scores, click **SAVE**. Then click **Submit** for each student. If you enter more than one student's scores, you must **SAVE** the scores **BEFORE** submitting them.

Save

CELLA Listening/Speaking Level A (Form D)

Points Possible	1	1	1	1	1	1	1	1	1	1	2	2	2	2	4	
Student List	The letter...	Coloring shape...	Largest triangle...	Action...	Shortest line...	Object	Girl action...	Boy action...	Ball...	Scenery	Colors	Asking a question...	Asking a question...	Elephant...	Surprise	Retelling...
Sara Mendoza	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information

Submit

Two ways to submit scores:

1. One student at a time
2. More than one student at a time.

IMPORTANT


You cannot change a submitted score. Make sure your entries are correct BEFORE you click Submit.

Hints

- You can click **SAVE** at anytime.
- If you are entering the scores live, click **SAVE** frequently.
- Click **SAVE** at least every 10-15 minutes.
- You can correct a saved score; just make sure to save it again.
- If you enter a point amount OVER the maximum allowed, the system will give you an error message. Check your entries.
- An easy way to move from one score box to another is to use the tab key.

J. Accessing Individual Student Test Information

From the **My Class** page click on the Student's **Test History** link to access student test information. On the **Individual Student Test History** page you can view the status of a student's test progress, including: completed, in progress, or pending. For completed tests, you can access student test reports.


SchoolTest.com

Welcome
RLopez31416
[Login](#)
[Logout](#)

Go To [English Language Assessment \(CELLA\)](#) [Arithmetic Testing OnLine \(ATOL\)](#) [Reading Assessment Tools](#) [About AWSchool Test](#) [Support](#) [Assign A Test](#)

[\[My Class\]](#) [\[Enroll a Student\]](#) [\[Former Students\]](#) [\[Test Assignment History\]](#) [\[Teacher Scored Items\]](#)
[\[School Summary Reports\]](#)

Wayne Walker School

My Class

Welcome to AWSchoolTest.com

Below is your class roster. It includes a current list of your students. You can access a student's Test History or Edit the information in a student's account profile. You may also login as any student to see exactly what that student would see when logged in. If you would like to edit your teacher account profile, including change your password or e-mail, please go [here](#).

If you would like to login as one of the students in your class, [click here](#).

My Name: Rita Lopez
 My Username: RLopez31416

Students

Last Name	First Name	Student Username	Pending Tests	Tests in Progress	
Chen	Kenneth	mds1234567	0	N	[Test History] [Edit]
Espinosa	Manuel	mds1234568	0	N	[Test History] [Edit]
Garcia	Alejandro	mds1234569	0	N	[Test History] [Edit]
Patel	Ashika	mds2223456	1	N	[Test History] [Edit]
Patel	Ashika	mds2345678	0	N	[Test History] [Edit]
Peng	Leon	mds2345677	0	Y	[Test History] [Edit]
Rashad	Marcus	mds2345679	0	N	[Test History] [Edit]
Sing	Thomas	mds2345555	0	N	[Test History] [Edit]
Torres	Carmen	mds3456789	0	N	[Test History] [Edit]
Ying	Michelle	mds3456788	0	N	[Test History] [Edit]

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Click **[Test History]** to:
 access student **test reports**,
cancel, reassign or
discontinue tests.

K. Individual Student Test History

Individual Student **Test History** provides the status of a student's test progress (completed, in progress, pending). For completed tests, you can access a more detailed **Test Report** for each test administration as well as the **Student Transcript** report, which provides a summary of all tests taken. This is also the page that teachers can use finalize tests in progress or to cancel and reassign tests that are pending.

1. First let's look at how to access Individual **Student Test Reports**.

My Class
Individual Student Test History

Below is a list of all of the tests completed by this student. (Some tests, such as the Locator Test, do not have a passing score; such tests are included below in the count for Tests With No Passing Score.) To view results for a particular test, click below on Test Report. To view results for all tests taken by this student, click below on View Student Transcript.

Full Name: Sara Mendoza
Username: md12345678
Current Age: 5
Grade: K
Gender: Female
Special Code:

[View Student Transcript](#)

Access Student Transcript—
contains an individual student
report of the results for all tests
completed using AWSchoolTest
system.


Test Name	Date	Status	
CELLA Listening/Speaking Level A - Form D	Jul 27, 2010 15:52	Completed	Test Report

Access individual test reports. **Print out and file the Test Report in the Student's ELL file.**
All reports can be printed.

L. Individual Student Test Report

The detailed individual Test Report includes the student's scale score, performance category, and diagnostic raw score breakouts by content category.

CELLA performance levels for *Listening/Speaking, Reading, Writing, Comprehension, and Total* can be found in the report below. **Performance Category** score below indicates the most likely performance level at the time of testing.



REMEMBER: A hard copy of this entire test report must be put in the student's ELL file.

Summary Results

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. Note, on testing after Sept 2, 2014, the time

Test Date: Monday, March 28, 2011 10:48 am
Test Name: CELLA L/S D : Reading & Writing D - Form B
Student Testing Purpose:

Student Name: Rosa Ornelas
Student Username: rosa1234
Date of Birth: 01/01/1995
Grade Level on Test Date: 9
Gender: F
Student Native Language:
Special Code:

Teacher Name: Kathy Madigan

Listening/Speaking Score: 560
Listening/Speaking Performance Category: Beginning

Reading Score: 625
Reading Performance Category: Beginning

Writing Score: 575
Writing Performance Category: Beginning

Comprehension Score: 593
Comprehension Performance Category: Beginning

Total Score: 1760
Total Performance Category: Beginning 1

Test Date, Test Name and Student Information

Score Information for each Subject Area

M-DCPS Performance Category descriptors:

Proficient = Not ESOL
High Intermediate 3 = ESOL 3
Low Intermediate 2 = ESOL 2
Beginning 1 = ESOL 1

Content Categories

How To Read: This section provides information about how the student performed in different areas of knowledge or skill assessed by this test. Results indicate the amount of points the student earned in each content category, compared to the total number of points possible in the same category.

Content Category	Points Earned	
Listening Vocabulary/Sentences	6 / 7	<div style="width: 85%; background-color: blue;"></div>
Listening Comp. (Short Talks)	4 / 6	<div style="width: 66%; background-color: blue;"></div>
Listening Comp. (Extended)	5 / 8	<div style="width: 62%; background-color: blue;"></div>
Speaking Vocabulary	4 / 5	<div style="width: 80%; background-color: blue;"></div>
Speaking (Asking Questions)	3 / 4	<div style="width: 75%; background-color: blue;"></div>
Speaking (Extended Speech)	10 / 10	<div style="width: 100%; background-color: blue;"></div>
Reading Vocabulary	5 / 9	<div style="width: 55%; background-color: blue;"></div>
Reading Comprehension	5 / 16	<div style="width: 31%; background-color: blue;"></div>
Writing Grammar	1 / 5	<div style="width: 20%; background-color: blue;"></div>
Writing Punct./Capital.	1 / 3	<div style="width: 33%; background-color: blue;"></div>
Writing Sentences	6 / 11	<div style="width: 54%; background-color: blue;"></div>
Writing Paragraphs	4 / 10	<div style="width: 40%; background-color: blue;"></div>
Writing Editing	1 / 4	<div style="width: 25%; background-color: blue;"></div>

Specific Student Performance results in content categories can be used to access CELLA Connections (each category is a link) and inform instructional decisions.

Individual Questions

How To Read: This section provides information about how the student performed on each question from the test. Clicking on a row will display the full question as it appeared on the test. A question sequence will skip numbers because the report does not list item screens for directions or graphics. Questions which display zero "points earned" when the student got the correct answer are either sample or field test items. Teacher Scored Items that are field tested do not appear.

Section 1 - One-on-One I

#	Question	Correct Response	Student Response	Points Earned
✓ 2)	The letter...			1
✓ 3)	Coloring shape...			1
✓ 4)	Largest triangle...			1
✓ 5)	Action...			1
✓ 6)	Shortest line...			1



Section 2 - One-on-One II

#	Question	Correct Response	Student Response	Points Earned
✓ 1)	Object			1
✓ 2)	Girl action...			1
✓ 3)	Boy action...			1
✓ 4)	Ball...			1
✗ 5)	Scenery			0

Section 3 - One-on-One III

#	Question	Correct Response	Student Response	Points Earned
✓ 1)	Colors			1
✓ 2)	Asking a question...			2
✓ 4)	Elephant...			1
✓ 5)	Surprise			1

Section 4 - Listening I

#	Question	Correct Response	Student Response	Points Earned
✗ 2)	Dogs...	C 	B 	0

Note that from the Individual Question section of the report teachers can access the actual question by clicking on the green check mark (indicating correct), the yellow check mark (indicating partial credit) and the red X (indicating the answer was incorrect).

M. CELLA Connections

CELLA ConnectionsSM turns student assessment results into a jumping off point for targeted, research-based English language instruction in listening, speaking, reading or writing.

Right from a student's CELLA Online test report, a teacher can click on a skill area that needs improvement (see of Image of Test report with Content Categories on previous page) and obtain teacher-friendly resources based on high quality research. These include **skill** objective details, step-by-step **instructional activities**, relevant **research** findings and citations, and opportunities for *professional collaboration* with peers.

CELLA ConnectionsSM (see Image 2 below) takes advantage of technology to transform data-driven instruction from a promising concept to a practical, effective technique for teachers of ELLs. CELLA ConnectionsSM is included at no additional cost for users of CELLA Online.

Skills

As a standards-based assessment, each CELLA diagnostic skill category addresses a cluster of essential English language skill objectives. The name of a skill category—the only description available on a student's test report—provides only a broad sense of the measured skills. The first section of CELLA ConnectionsSM describes the skills in substantial detail, so that a teacher can design, (or refine) instruction accordingly. (See near the top of Image 2 to the right.)

Instructional Activities

The heart of CELLA ConnectionsSM includes research-based instructional activities that target the skills assessed in particular diagnostic categories. They are printable and include clear, specific descriptions of each instructional step as well as examples and models (see Kindergarten and High School examples below). Several instructional activities are included for each diagnostic skill category.

Research Findings and References

Important research findings relevant to each skill category are summarized in jargon-free language accessible to practitioners. A list of applicable research citations is also provided for those interested in accessing the original studies and reports. Ready access to the professional knowledge base raises the level of discussion among educators, to the ultimate benefit of students. (See the Research and References sections of Image 2.)

CELLA CONNECTIONSSM

Speaking Vocabulary: Level A Kindergarten

Skills

Speaking Vocabulary at Level A—Kindergarten addresses production of basic vocabulary. Students are expected to demonstrate the following skills: say everyday English words to label objects that are common in students' environment (e.g., eyes, glass, shoes, tomato); use comparative and superlative adjectives (those made by adding "-er" and "-est" endings); use action verbs (e.g., the girl is pouring the water); use spatial prepositions (e.g., give a complete answer to a question "Where is the book?" The book is on the table.); use common academic English words (e.g., mountain, book).

#2:

[CELLA Connections Webpage](#)

[Click to Access Step-by-Step](#)

Instructional Activities

[Instructional Activities](#)

Each of the following instructional activities and strategies is based on best practice research for English Language Learners (ELLs). Some are designed for initial instruction, while others are more appropriate for practice and review. They may be used in conjunction with, not in place of, a coherent curriculum. They include individual, small group, or large group activities.

Instructional Activity: Handprint Words and Art

A structured vocabulary exercise to create art projects for different themes that you are studying (e.g., oceans, trees, thanksgiving) using the student's handprint. Directions are given for six different art projects. This activity is designed for individual or small group instruction.

Instructional Activity: Circles, Squares and Triangles

A direct instruction vocabulary exercise to identify examples and non examples of shapes. Script and worksheet are provided. This activity is designed for individual or small group instruction. Plus, there is an independent practice component for this activity.

Research

- Instruction for English learners should include the acquisition of meanings of everyday words that native speakers know and that are not necessarily part of the academic curriculum (August, Carlo, Dressler, & Snow, 2005)
- Studies show oral language vocabulary proficiency for ELL students is directly connected to reading comprehension skills. (August & Shanahan, 2008).
- English vocabulary and word reading skills are related, suggesting that vocabulary knowledge supports partial phonological recoding skills in beginning readers (Gottardo, 2002).
- Researchers conclude that an enriched vocabulary development program can substantially close the gap between native and non-native speakers in vocabulary knowledge and reading comprehension (Carlo, et al., 2004).
- Studies show oral vocabulary knowledge is related to writing proficiency. (August & Shanahan, 2008).
- Most scholars believe that instruction in academic English vocabulary—done early, consistently, and simultaneously across content areas—can make a difference in English learners' ability to understand the core curriculum. August & Hakuta (1997); Bailey (2006); Francis, Rivera, et al. (2006); Genesee, Lindholm-Leary, Saunders, & Christian (2006); Goldenberg (2006); Scarcella (2003); Schlepppegrell (2001, 2004); Snow & Fillmore (2000).
- At primary as well as secondary grades, instructional time should include explicit instruction of academic English vocabulary. August & Hakuta (1997); Bailey (2006); Callahan (2005); Francis, Rivera, et al. (2006); Genesee et al. (2006); Goldenberg (2006); Meltzer & Haman (2005); Scarcella (2003); Schlepppegrell (2001, 2004); Snow & Fillmore (2000).
- English vocabulary and word reading skills are related, suggesting that vocabulary knowledge supports partial phonological recoding skills in beginning readers (Gottardo, 2002).
- Provide high-quality vocabulary instruction throughout the day. In addition, use instructional time to address the meanings of common words, phrases, and expressions not yet learned (Gersten, et al, 2007).
- Academic Oral Language: Instruction focused on academic English should not wait until students are able to read and write in English. Before English learners are reading, the development of age-appropriate academic English— morphology (understanding word parts), syntax (rules of sentence structure), and more complex or content-specific vocabulary—can be accelerated orally through planned and deliberate daily instruction. Francis, Rivera, et al. (2006); Saunders, Foorman, & Carlson (2006); Schlepppegrell (2004); Fillmore (2004); Scarcella (2003).

Selected References

- August, D., & Hakuta, K. (1997). *Improving schooling for language-minority children: A research agenda*. Washington, DC: National Academies Press.
- August, D. & Shanahan, T. (eds) (2008). *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language Minority Children and Youth*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Bailey, A. (Ed.). (2006). *The language demands of school: Putting academic English to the test*. New Haven, CT: Yale University Press.
- Callahan, R. (2005). Tracking and high school English language learners: Limiting opportunity to learn. *American Educational Research Journal*, 42, 305–328.
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. England: Multilingual Matters.

Sample of a High School Level Activity in Grammar and Writing

CELLA CONNECTIONS® Instructional Activities Level D • Writing Grammar • -self Pronouns

Grouping

- ☒ Individual
- ☒ Small group
- ☒ Large group
- ☒ Cooperative learning
- ☐ Independent

Time

Preparation: 10 minutes
Activity: 10 - 15 minutes

Materials

- ☒ -self Pronoun Chart
- ☒ Rule Chart for -self Pronouns
- ☒ Assignment sheet
- ☒ Red pencils for each student for work check

Objective: When writing sentences, students will correctly use reflexive nouns (e.g., -self pronouns such as himself and yourself).
Preskills for this activity: Meaning and use of pronouns, singular/plural, subject/object, and first second and third person.

Directions:

A. Teacher presentation.

1. Today we are going to learn about using -self pronoun chart found in this document or provide as a handout.] we are writing in the first, second or third person; the ne and the last column shows the plural. When I am writing first person. What singular -self pronoun would I use?
2. Students say, "Myself."
3. What if you were writing about you and your friends, what plural -self pronoun would you use?
3. Students say, "Ourselves."
4. Good. When do you use a -self pronoun?
5. Listen. Here is the rule: [Write this on the board or include it on the student's assignment sheet.] When the **subject** and the **object** of your sentence are the **SAME**, then you use a -self pronoun as the **OBJECT** of the sentence. Everyone read that with me. [Read the rule aloud with the students.]
6. Why do we care about this?
7. [Shouldn't this be part of #7 above?] Look at the assignment sheet. Suppose John saw a funny picture of John. Read the first sentence. [Call on an individual student to read.]
8. Student reads: John laughed at him. That sentence isn't clear. We don't know if John laughed at John or somebody else. What is the subject of the sentence?
9. Students say, "John."
10. What is the object of the sentence?
11. Students say, "John."
12. Remember the rule: If the subject and object are the same, we use a -self pronouns as the object. Are the subject and object of this sentence the same?
13. Students say, "Yes."
14. Good. This is written in the third person. Look at your chart. Which -self pronoun should we choose?
15. Students say, "Himself."
16. Yes. Should the word "himself" be the subject or object?
17. Students say, "Object."
18. Yes. Write the new sentence on the line. Look up when you are finished. [Call on individual students to read their sentences.]
19. Students write/read: John laughed at himself.

Grouping recommendations, time and materials needed are indicated.

CELLA CONNECTIONS® Instructional Activities Level D • Writing Grammar • -self Pronouns

B. Student Independent Work. Everybody let's read the rule again. [Read the rule out loud with the students.]

1. Look at the other sentences on your assignment sheet. Read the sentences and rewrite them with the correct pronouns. Notice that some of them will use -self pronouns and some will use regular pronouns, such as "you" or "they". [Regular pronouns should be a review for high school students, but if not, then either tell the students to skip these or review regular pronouns.]
2. [Monitor students' writing. When all or most students are finished, do a work check with them.]

C. Work Check Procedures:

1. Get out your red pencils to do a work check.
2. [Call on individual students to read their answers.]
3. [If there is an error, correct it to the whole group so all can learn or review. Depending on the type of mistake, use either the rule to correct the mistake (e.g., used the -self pronoun as a subject) or refer to the chart (e.g., chose the wrong tense).]

Objective, Preskills, and Directions are provided. Teacher Presentation, Student Independent work and work check directions are also given.

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1 of 4

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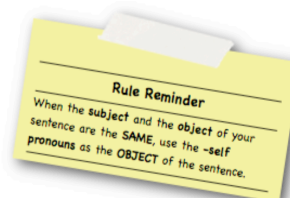
2 of 4

CELLA CONNECTIONS® Instructional Activities Level D • Writing Grammar • -self Pronouns

Display chart needed for instruction and actual student worksheet is available for reproduction.

-Self Pronouns Chart (Reflexive pronouns)		
Person	Singular	Plural
First: The person or people speaking or writing. I, me, we, us	myself	ourselves
Second: The person or people being spoken or written to. you	yourself	yourselves
Third: The person, people, or things being spoken or written about. he, she, it, him, her, they, them	himself herself itself	themselves

CELLA CONNECTIONS® Instructional Activities Level D • Writing Grammar • -self Pronouns



Assignment Sheet: The -self pronouns

Student Name: _____
Date: _____

Original	REWRITE
1. John laughed at him.	1
2. Marisa and Kahil are using the stove by Marisa and Kahil.	2
3. Ourselves will cook today.	3
4. She looked into the mirror at himself.	4
5. He has confidence in him.	5
6. Marisa and myself are writing the report together.	6
7. We ran the store by them.	7

Kindergarten Sample

CELLA CONNECTIONS™ Instructional Activities
Kindergarten • Speaking Vocabulary

Grouping

- ☒ Individual
- ☒ Small group
- ☒ Large group
- ☐ Cooperative learning
- ☐ Independent

Time

Preparation: 10 minutes
Activity: 5-10 minutes

Materials

- Handprint from student
- Notebook of pictures that depict scenes appropriate for Kindergarten language

Objective: Student views a picture and describes at least five things in the picture. Student is prompted to use complete sentences including adjectives and action verbs.

Directions:

- Prior to this activity, create a notebook with pictures from magazines, newspapers, or downloaded from the computer. The pictures should depict a scene that contains language typical for a Kindergarten student. About two-thirds of the images should depict topics in academic content areas such as seasons, holidays, or animals. The third should depict more common, everyday scenes (e.g., in a park, at a beach, etc.).
- Trace a student's handprint on a piece of paper. You might try stacking paper and using the tracing as a pattern to cut several handprints at once. The teacher has cut out five handprints. She will use them to make a Sunburst.
- Show the student the picture. Make sure that the student can see the picture. Prompt the student to correct immediately using the recommended correction procedure. Here are some good prompts to elicit more language (until the student does it unprompted):
 - What do you see? Say the whole thing about what you see.
 - How many _____ are there? Say the whole thing about how many _____ there are.
 - Where is this? Say the whole thing about where this is.
 - What is this (person, dog, cat, etc.) doing? Say the whole thing about what this (person, dog, cat, etc.) is doing.
- Write each sentence or key word that the student says on a finger of the handprint. Once the student has said five sentences for a picture, you can begin the one of the handprint art projects mentioned in the Appendix. Then, trace another handprint, do another picture, until you have finished the art project.
- This should be a fun and fast paced activity. You can collect the handprints over several days or weeks.
- If you have more than one student participating in this activity, you can combine their handprints to make larger art projects.

Recommendations for Grouping, the Time needed to prepare and to complete the activity, plus a list of Materials are noted at the top of each activity.

Example

1. The sample picture above was copied from a free clip art file online. about the different seasons.

2. Trace a student's handprint on a piece of paper. You might try stacking paper and using the tracing as a pattern to cut several handprints at once. The teacher has cut out five handprints. She will use them to make a Sunburst.

3. [Show the student the picture.]

a. Teacher says: **What do you see?**
b. Student says: *A girl*
c. Teacher says: **What is the girl doing?**
d. Student says: *playing*
e. Teacher says: **Say the whole thing about what the girl is doing.**
f. Student says: *The girl is playing.*
g. Teacher says: **Yes, the girl is playing. I am going to write that on one of your handprint fingers.** [Teacher writes that sentence on one of the student's handprint fingers, saying the words as she writes them on the finger. Although the student is not expected to read these sentences, it is a good idea to show how oral language is written.]

An Example with clear and concise wording shows the teacher how to implement the activity.

Additional Activities
[Handprint Vocabulary!](#)

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CELLA CONNECTIONS™ Instructional Activities
Kindergarten • Speaking Vocabulary • Handprint Vocabulary!

a. Teacher says: **Let's see if you can say something for each finger. Tell me more about this picture. What do you see?**[If necessary provide questions to prompt the student.]

b. Student says: *a duck*

c. Teacher says: **Where is the duck?**

d. Student says: *on the water*

e. Teacher says: **Say the whole thing about where the duck is.**

f. Student says: *The duck is in the water.*

g. Teacher says: **Yes, the duck is in the water. I am going to write that on another of your handprint fingers.** [Teacher writes that sentence on one of the student's handprint fingers, saying the words as she writes them on the finger.]

h. Teacher says: **You have two fingers completed. Tell me more about this picture. What do you see?**[If necessary provide questions to prompt the student.]

i. Student says: *a ball*

j. Teacher says: **Yes, a ball. Is the ball next to the girl or the duck?**

k. Student says: *next to the girl*

l. Teacher says: **Yes, the ball is next to the girl. I am going to write that on another of your handprint fingers.** [Teacher writes that sentence on one of the student's handprint fingers, saying the words as she writes them on the finger.]

m. Student says: *The ball is next to the girl.*

n. Teacher says: **Yes, the ball is next to the girl. I am going to write that on another of your handprint fingers.** [Teacher writes that sentence on one of the student's handprint fingers, saying the words as she writes them on the finger.]

o. Teacher says: **You have three fingers completed. Tell me more about this picture. What do you see?**[If necessary provide questions to prompt the student.]

p. Student says: *a swimming pool*

q. Teacher says: **Yes, a swimming pool. Who is in the swimming pool?**

r. Student says: *the girl and the duck*

s. Teacher says: **Say the whole thing about who is in the swimming pool.**

t. Student says: *The girl and the duck are in the swimming pool.*

u. Teacher says: **Yes, the girl and the duck are in the swimming pool. I am going to write that on another of your handprint fingers.** [Teacher writes that sentence on one of the student's handprint fingers, saying the words as she writes them on the finger.]

v. Teacher says: **You have four fingers completed. Now let's do one for the thumb. Tell me more about this picture. What season is this?**[If necessary provide questions to prompt the student.]

w. Student says: *Summer*

x. Teacher says: **Yes, it is summer. Say the whole thing about the season.**

y. Student says: *The season is summer.*

z. Teacher says: **Yes, the season is summer. I am going to write that on another of your handprint thumb.** [Teacher writes that sentence on one of the student's handprint thumb, saying the words as she writes them on the thumb.]

4. Teacher says: **You have completed your whole handprint. Let's staple it to the circle so we can make a sun.** [Teacher staples the handprint to the circle shape.] **Let's do another handprint.** [Teacher continues with this picture until all five handprints are completed and form the shape of a sun. Write the student's name in the middle of the sunburst.]

APPENDIX A

IDEAS FOR HANDPRINT ART PROJECTS

Use academic topics, seasons, holidays, or areas that you are studying can help determine what art project you would like to make. The basic directions for creating handprint art projects are listed in the Sunburst and Pine Tree. Recommendations for other projects are listed and the techniques can be used for making these objects as well.

SUNBURST

1. Cut a circle about 6" in diameter (or larger if you want to have a larger sunburst for a group project). Create a Sunburst by placing the wrist part of the handprints toward the center to form a circle. The fingers will be pointed out of the circle shape. Connect the handprints by either stapling or taping the wrist part of the hand prints to the center of the circle. Additional handprint circles on top of each handprint will make a larger sunburst. So that the largest handprint circle is on top. Slightly curl the fingers on each handprint so that they are pointing out of the circle. For a group project, write the students' names down, the students can take their "hands" home.

PINE TREE

1. Cut out a triangle about 12" in height (or larger if you want to have a larger pine tree for a group project). Create a tree by placing the wrist part of the handprints pointing out beyond the base of the triangle. The fingers will be pointing out of the triangle. Connect the handprints by either stapling or taping the wrist part of the hand prints to the center of the triangle. For a group project, write the students' names in the middle of the triangle. The students can take their "hands" home.

BROOM

1. Make a long broom handle and use the wrist part of the handprints for the brush part. (See Pine Tree directions for more details.)

WREATH

1. Use the basic sunburst design, but cut the middle out of the circle. Create a ribbon and write the student's name on it.

TURKEY

1. Use the handprints as the turkey feathers. Create and add the turkey neck and head.

OCEAN WAVES

1. Using a large piece of construction paper, attach the handprints with curled fingers in the middle of the paper in two or three diagonal rows to make it look as if the waves are coming into a beach. Have the student color the beach part and draw clouds or a sun at the top and even some smooth water to finish this 3D picture.

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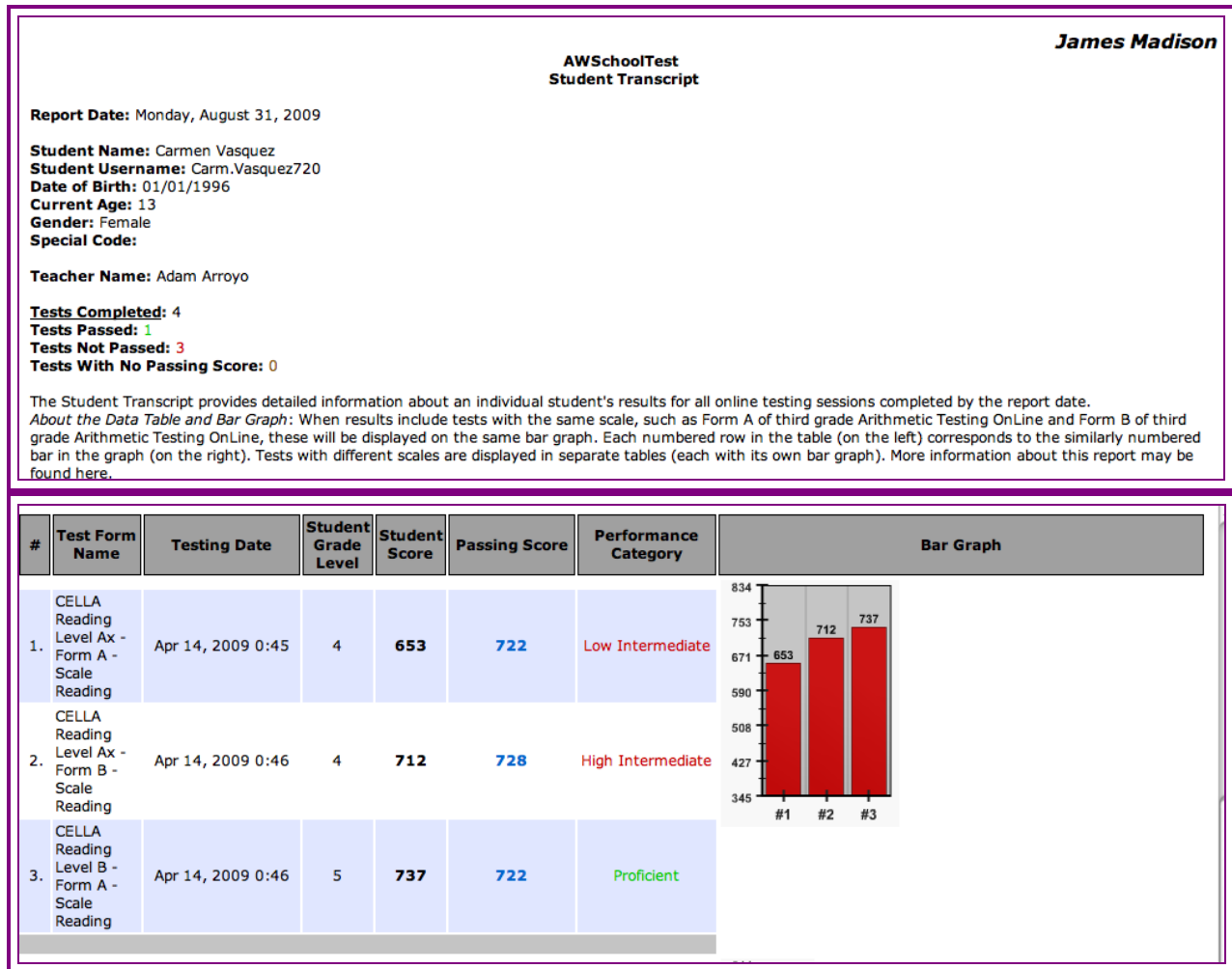
This is a sample of an activity that is designed for use by general education as well as ELL teachers.

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Activities can be used several times throughout the year. This "Handprint Vocabulary" lesson provides suggestions for making different types of art projects based on common instructional themes.

N. Student Transcript


The Student Transcript report provides a summary of all tests taken by the student, with performance graphed to display trends.



O. Reassign, Cancel, or Discontinue Tests

YOU CANNOT CANCEL OR REASSIGN A TEST THAT IS IN PROGRESS (you will need to Discontinue the test, see the next section for more information). YOU CANNOT REMOVE A COMPLETED TEST FROM THE STUDENT'S RECORD.

From the main **My Class** page, click on the student's **Test History** link to access student test information.


SchoolTest.com

Welcome
 RLopez31416
[Login](#)
[Logout](#)

Go To [English Language Assessment \(CELLA\)](#) [Arithmetic Testing OnLine \(ATOL\)](#) [Reading Assessment Tools](#) [About AWSchool Test](#) [Support](#) [Assign A Test](#)

[\[My Class\]](#) [\[Enroll a Student\]](#) [\[Former Students\]](#) [\[Test Assignment History\]](#) [\[Teacher Scored Items\]](#)
[\[School Summary Reports\]](#)

Wayne Walker School

My Class

Welcome to AWSchoolTest.com

Below is your class roster. It includes a current list of your students. You can access a student's Test History or Edit the information in a student's account profile. You may also login as any student to see exactly what that student would see when logged in. If you would like to edit your teacher account profile, including change your password or e-mail, please go [here](#).

If you would like to login as one of the students in your class, [click here](#).

My Name: **Rita Lopez**
My Username: **RLopez31416**

Students

Last Name	First Name	Student Username	Pending Tests	Tests in Progress	
Chen	Kenneth	Ken.Chen2101	0	N	[Test History] [Edit]
Espinosa	Manuel	mespinosa31416	0	N	[Test History] [Edit]
Garcia	Alejandro	AlGarcia748	0	N	[Test History] [Edit]
Patel	Ashika	APatel45	1	N	[Test History] [Edit]
Patel	Ashika	APatel46	0	N	[Test History] [Edit]
Peng	Leon	Leon.Peng2101	0	Y	[Test History] [Edit]
Rashad	Marcus	mrashad31416	0	N	[Test History] [Edit]
Sing	Thomas	tsing31416	0	N	[Test History] [Edit]
Torres	Carmen	ctorres31416	0	N	[Test History] [Edit]
Ying	Michelle	mying31416	0	N	[Test History] [Edit]

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Click **[Test History]** to:
 access student **test reports**,
cancel, **reassign** or
discontinue tests.

On the Individual Student **Test History** page you can view the status of a student's test progress, including: **Completed**, **In Progress**, or **Pending**. For a Pending and In Progress test there are actions that you can still do.

- **Completed:** Student has clicked Finished on their test and teacher has submitted scores for teacher scored items. A test report is now available.
- **Pending:** The test was assigned, but the student has not started it. You can **Cancel** or **Reassign** the test.
- **In Progress:** The student has started the test. Until the student clicks Finish at the end of the test and the teacher submits scores to the Teacher Scored Items, the test is **In Progress**. However, if the student doesn't or cannot complete the test, make sure the student **Exits** the test. If you want to end the test before the student has completed the test, you can click on **Discontinue & Score** the test. This will save any of the student answers and teacher scored items submitted, stop the test, and prepare a report. The test results will show up on the student's test report.

Pending Tests: If a test was assigned, but the student has not started it, then it is considered **Pending**. That means that it is okay to **Cancel** or **Reassign** it to someone else. If you accidentally assign the exact same test to a student more than once, then you **MUST Cancel** the **Pending** Test.

How to Reassign a Test

1. Select Reassign.

Full Name: Ashika Patel
Username: APatel45
Current Age: 7
Grade: 1
Gender: Female
Special Code:

[View Student Transcript](#)

This registration currently belongs to **Patel, Ashika**

Reassign it to Chen, Kenneth

2. This section appears on the page. Using the drop down box, select a student and reassign the test. Remember to click submit.

↓

Test Name	Date	Status	
CELLA Listening/Speaking Level A - Form C	Jun 30, 2010 21:02	Pending	Cancel Reassign
CELLA Listening/Speaking Level A - Form C	Apr 28, 2010 20:29	Completed	Test Report

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How to Cancel a Test

1. Select **Cancel** for any **Pending** test.

Full Name: Ashika Patel
Username: APatel45
Current Age: 7
Grade: 1
Gender: Female
Special Code:

http://www.awschooltest.com
Are you sure you want to cancel this test registration?

Cancel OK

2. A pop-up box appears, select **OK** to **Cancel** this test assignment for this student.

	Status	
Jan 08, 2010 21:02	Pending	Cancel Reassign
Apr 28, 2010 20:29	Completed	Test Report

IMPORTANT: If you assign exactly the same test to a student more than once, then you **MUST Cancel** the **Pending** Test. Be certain to **Cancel** the **PENDING** test—DO NOT do anything to In Progress test.

How to Discontinue a Test

When a student starts a test and doesn't or cannot finish it, you can **Discontinue & Score** an In Progress test without going into the student account and "clicking-through" all unanswered questions.

When a test is In Progress, you will need to submit the Teacher Scored Items to gain access to the Discontinue & Score link. The example below shows a test In Progress with a blank spot next to it. That means the student has not clicked Finish on the test and Teacher Scored Items have not been entered and so no final test report can be obtained.

Empty spot means that the student has not clicked Finish on the test and the teacher scored items haven't been submitted.

Test Name	Date	Status	
CELLA L/S C : Reading & Writing C - Form B	Oct 1, 2010 15:19	In Progress	
CELLA L/S C : Reading & Writing C - Form A	Sep 26, 2010 22:51	Completed	Test Report

STEP 1. Submit Teacher Scored Items (even if you didn't administer these items, this record needs to be submitted). Go to Teacher Scored Items, enter scores, and click Submit. You **MUST** submit the Teacher Scored Items record for the student. If you have no scores to submit, just submit all zeros (which are already entered by default).

Save

CELLA Listening/Speaking Level A (Form D)

Points Possible	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	4
Student List	The letter...	Coloring shape...	Largest triangle...	Action...	Shortest line...	Object	Girl action...	Boy action...	Ball...	Scenery	Colors	Asking a question...	Asking a question...	Elephant...	Surprise	Retelling...
Sara Mendoza	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information	View Information

Submit

STEP 2. Go to your My Class page and click on the Student's Test History. Under the status, it will still show In Progress, but will now display **Discontinue & Score**. If you are certain that the student will not finish the test, then Click **Discontinue & Score**.

Discontinue & Score shows up because the student did not clicked Finish at the end of the test. If you are sure the student will not complete the test, then select **Discontinue & Score** to finalize a test in progress.

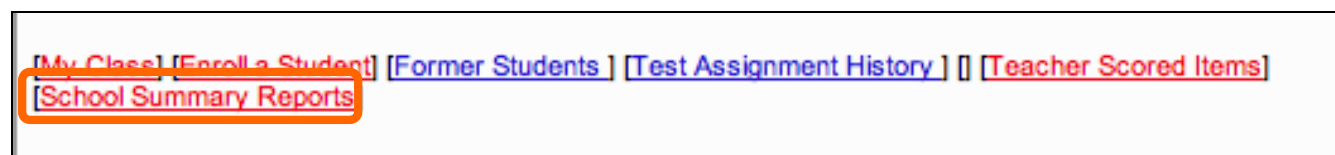
	Status	
CELLA L/S C : Reading & Writing C - Form B	In Progress	Discontinue & Score
CELLA L/S C : Reading & Writing C - Form A	Completed	Test Report

The Student's Test History will now say Completed with a "Test Report." The test report is complete for that student. Please note that once a test report is in a student's record it cannot be removed.

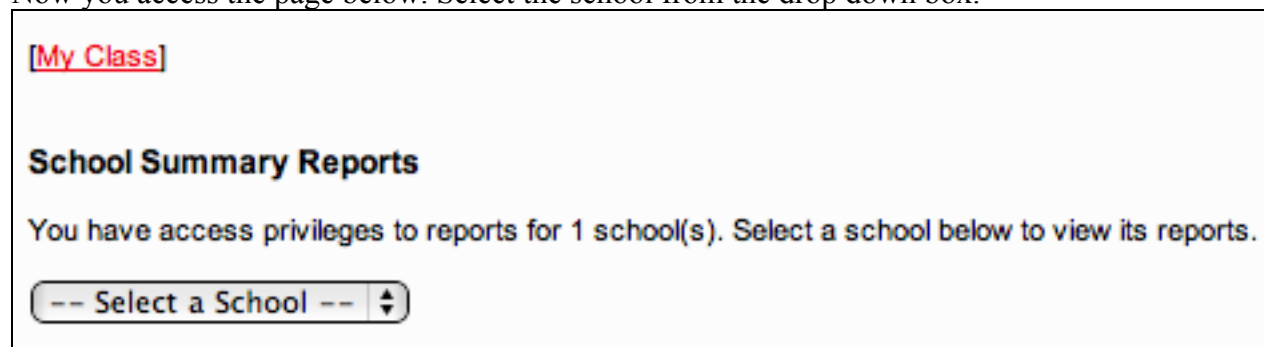
Test Name	Date	Status	
CELLA L/S C : Reading & Writing C - Form B	Oct 1, 2010 15:19	Completed	Test Report
CELLA L/S C : Reading & Writing C - Form A	Sep 26, 2010 22:51	Completed	Test Report

P. School Summary Reports

Depending on settings selected by school or district administrators, teachers can access school summary reports that provide results for their school, such as your entire class or student group. From the **My Class** roster page, click on the **School Summary Reports** link.



Now you access the page below. Select the school from the drop down box.



There are two types of school summary reports: 1) Aggregate Reports provide summary results and averages that do not include individual student data; 2) Student List Reports include individual student data. The image below is from the top half of the **School Summary Reports** page. On next several pages you will find the information you need to create a summary report.

School Summary Reports

School Summary Reports allows you to identify the school results you wish to view and create a report that displays just those data. Next to each report type are listed (in parentheses) the specific assessments viewable with that report type. First, choose between the two categories of School Summary Reports:

- ★ → **Aggregate Reports.** Reports that provide results for group(s) of students that can be tracked over time, such as an average, percent, or gain score measure; no individual student results are provided.
- ★ → **Student List Reports.** Reports that provide results for a list of individual students, such as for a classroom or grade level, displaying each student's performance on key indicators.

Next, using the drop down boxes below, make your selections regarding the test form(s), dates, and student grouping (s).

Q. Aggregate Report

Building your own report requires following the directions on the School Summary Reports web page; all reports can be printed. All Aggregate Reports are single scale reports. Which means although you administered a Comprehensive CELLA test with Listening, Speaking, Reading and Writing (which is a Multiscale test), you create aggregate reports using each scale (e.g., reading only).

Aggregate Reports

Select Report Type:

- ☒ Aggregate Reports Using Student Scale Scores and Performance Categories (Locator Test, CELLA Single Modality Assessments or Arithmetic Testing OnLine)
These reports provide student group results of one or more testing sessions for assessments that are scored on the same scale. Three available reports: Average Scores and Percent within Performance Categories; Percent of Students Passing; Average Score Gain Between Sessions.
- ☐ Aggregate Reports Using Content Categories or Assessment Objectives (CELLA Single Modality Assessments or Arithmetic Testing OnLine)
These reports provide student group results for test Content Categories or Assessment Objectives. Two available reports: Percent of Points by Content Category; Percent of Points by Assessment Objective.

Select Test Form(s) and Date(s):
 Select one to five test form(s) with date ranges. Multiple tests should be selected in the order in which they were administered, with the oldest at the top and the most recent at the bottom.

<input checked="" type="checkbox"/>	Select a test form...	- From	mm/dd/yyyy	To	mm/dd/yyyy
<input type="checkbox"/>	Select a test form...	- From	mm/dd/yyyy	To	mm/dd/yyyy
<input type="checkbox"/>	Select a test form...	- From	mm/dd/yyyy	To	mm/dd/yyyy
<input type="checkbox"/>	Select a test form...	- From	mm/dd/yyyy	To	mm/dd/yyyy
<input type="checkbox"/>	Select a test form...	- From	mm/dd/yyyy	To	mm/dd/yyyy

Select Student Grouping(s): Select a student grouping to filter the information, either school-wide or by grade level or teacher. "School-wide" is usually not useful for reports that address content categories or assessment objectives. You may select more than one grade level or teacher by holding the control (Windows) or command/apple (Mac) key as you highlight each label.

- ☒ School-Wide
- ☐ By Grade

A
B
C
D
- ☐ By Teacher

Adams, Stuart – SAdams31416
 Day, Gracie (Admin) – Gracie.Day
 Griffith, Sonya – SGriffith31416
 Kwan, Sarah – SKwan31416

Select Reports

Once you have selected the features of report you want to create, you access the final page in report development.

Aggregate Reports:

Report Date Wednesday, June 30, 2010
Selected Test Form(s) CELLA Listening/Speaking Level A - Form A - Listening/Speaking (2009/01/10 - 2010/06/23)
Student Grouping School-Wide

Select a Report:

☐ Average Scores and Percent within Performance Categories (Locator Test, CELLA Single Modality Assessments or Arithmetic Testing OnLine)
Displays average scores and the percent of students within performance categories for the selected student grouping(s) and test form(s).

☐ Percent of Students Passing (CELLA Single Modality Assessments or Arithmetic Testing OnLine)
Reported by teacher, this chart displays the percent of students at or above a passing score (e.g., proficiency) for selected testing sessions.

☐ Average Score Gain Between Sessions (CELLA Single Modality Assessments or Arithmetic Testing OnLine)
Displays the average score gain or loss, per teacher, between different testing sessions.

R. Student List Report

At the very bottom of the **School Summary Reports** page, you will find a section titled, **Student List Reports** (see the image below). Most teachers find that **the Student List Report** is valuable for instructional or placement decision-making. First, select the Test from the drop down menu ("Select a test form...") and date range. Then click on the **Select Reports** button.

Student List Reports

Select Report type:

- ☒ Single Scale Assessment Report (Locator Test, CELLA Single Modality Assessments or Arithmetic Testing OnLine)
These reports provide results for a list of individual students on a test form with one scale. Three available reports: Points by Assessment Objective; Performance Category, Score, Points by Content Category; Error Patterns.
- ☐ Multiple Scale Assessment Report (Coming 2010)
This report provides results for a list of individual students on one or more test form(s) that use the same scales. Available report: Multiple Scale Score Report

There are three types of reports that can be generated: Single Scale Assessment Report, Multiple Scale Assessment Report, and Multiple Scale Score Report. Performance Category, Score, Points by Content Category; Error Patterns. Report

Select Test Form and Date:

☒ Select a test form... - From mm/dd/yyyy To mm/dd/yyyy

Select Reports

Annotations:

- K and 1st grade teachers select single scale student list report type.
- Grade 2-12 teachers select multiple scale student list report type.

When creating a multiple scale student list report, what test forms should you select for each grade?

A drop down box will display a menu.

Select these tests for
Entry and Placement.

Select Report Type:

- ☐ Single Scale Assessment Report (Locator Test, CELLA Single Modality Assessments or Arithmetic Testing OnLine)
These reports provide results for a list of individual students on a test form with one scale. Three available reports: Points by Assessment Objective; Performance Category, Score, Points by Content Category; Error Patterns.
- ☒ Multiple Scale Assessment Report (Coming 2010)
This report provides results for a list of individual students on one or more test form(s) that use the same scales. Available report: Multiple Scale Score Report

Select a test form...

- CELLA L/S A : Reading & Writing A - Form A
- CELLA L/S A : Reading & Writing Ax - Form A
- CELLA L/S B : Reading & Writing Ax - Form A
- CELLA L/S B : Reading & Writing B - Form A
- CELLA L/S C : Reading & Writing Ax - Form A
- CELLA L/S C : Reading & Writing B - Form A
- CELLA L/S C : Reading & Writing C - Form A
- CELLA L/S D : Reading & Writing Ax - Form A
- CELLA L/S D : Reading & Writing B - Form A
- CELLA L/S D : Reading & Writing C - Form A
- CELLA L/S D : Reading & Writing D - Form A
- CELLA Listening/Speaking Level A - Form A
- CELLA Listening/Speaking Level A - Form B
- CELLA Listening/Speaking Level A - Form C
- CELLA Listening/Speaking Level A - Form D

K and Grade 1:
Listening/Speaking Level A Form D

Grade 2
L/S A : Reading & Writing Ax Form A

Grade 3-5
L/S B : Reading & Writing B Form A

Grade 6-8
L/S C : Reading & Writing C Form A

Grade 9-12
L/S D : Reading & Writing D Form A

Once you have selected the features of the reports you want to build, click select reports.

If creating a single modality report for K or 1st grade, you will access the next page to finalize your report selection.

Final report selection page for Student List reports: On this page you will select the specific type of student list report that you want created. For the **CELLA Tests**, select the second type of List Report: **Performance Category Score, Points by Content Category**. This will provide student-by-student results for raw score and diagnostic information for each content category for the student and the group.

The screenshot shows the 'Student List Reports' interface. At the top, it displays 'Report Date' as Thursday, July 1, 2010, 'Selected Test Form(s)' as CELLA Listening/Speaking Level A - Form A - Listening/Speaking, and 'Student Grouping' as Teachers: Lopez, Rita. Below this is the 'Select a Report:' section with three radio button options. The second option, 'Performance Category, Score, Points by Content Category (Locator Test, CELLA Single Modality Assessments or Arithmetic Testing OnLine)', is selected and highlighted with an orange box. An orange arrow points from a yellow callout box above to this selection. At the bottom, there are two buttons: 'View Report' and 'Return'. The 'View Report' button is highlighted with an orange box, and an orange arrow points from a second yellow callout box below to it.

Student List Reports:

Report Date Thursday, July 1, 2010
Selected Test Form(s) CELLA Listening/Speaking Level A - Form A - Listening/Speaking
Student Grouping Teachers: Lopez, Rita

Select a Report:

- ☐ Points by Assessment Objective (Arithmetic Testing OnLine)
For each student listed, displays points earned for the applicable assessment objective. A summary row for each assessment objective indicates percent of points earned by all listed students.
- ☒ Performance Category, Score, Points by Content Category (Locator Test, CELLA Single Modality Assessments or Arithmetic Testing OnLine)
For each student, displays the performance category result, the score, and the number of points earned in each content category (the latter is not applicable to the Locator Test).
- ☐ Error Patterns (Arithmetic Testing OnLine)
For each student, indicates the number of instances an answer suggesting a particular error type was detected (e.g., 0, 1, 7). For each error type, a summary row at the bottom of the table displays the number of students who appeared to make that error three or more times, which may suggest a pattern that should be investigated further.

For a **K and 1st grade** Student List reports for *CELLA Online* select 2nd report type. Click on the button.

Once you have selected the report type, click on View Report.

S. Sample Student List Report for Single Modality Test

Here is a sample of a student list report for a teacher. Notice that each student's score for every content category is listed, as well as the group's performance in each content category.

Student List Reports:
Performance Category, Score, Points by Content Category (Locator Test, CELLA Single Modality Assessments or Arithmetic Testing OnLine)
For each student, displays the number of points earned by content category. A summary row for each content category indicates percent of points earned by all listed students.

Report Date Tuesday, March 10, 2009
Selected Test Form(s) CELLA Reading Level Ax - Form A - Reading
Student Grouping Teachers: McGee, Mary (ADMIN)

Performance Category, Score, Points by Content Category							
	Performance	Score	#1	#2	#3	#4	#5
Points Possible →	-	-	4	6	4	4	13
Percentage →	-	-	67%	61%	17%	33%	21%
1. Hamad, Mahmoud	Low Intermediate	566	2	4	1	1	4
2. Roja, Samuel	Beginning	350	3	3	0	1	1
3. Vasquez, Carmen	Low Intermediate	591	3	4	1	2	3

Performance Category, Score, Points by Content Category

1. Reading Print Concepts
2. Reading Decoding/WR
3. Reading Fluency
4. Reading Vocabulary
5. Reading Comprehension

T. Multiple Scale Score Student List Report for Comprehensive CELLA

Student list reports can also be generated for grades 2-12. Select Multiscale Report and follow the directions to build your report requirements.

Here is a sample of a student list report for **L/S D: Reading & Writing D:**

[My Class] [My School]												
School Summary Reports												
Student List Reports: Multiple Scale Score Listings <i>Displays the scale score each student earned for that testing session.</i>												
Report Date Thursday, August 5, 2010 Selected Test Form(s) CELLA L/S D : Reading & Writing D - Form A Student Grouping School-Wide												
<input type="button" value="Select Another Report"/> <input type="button" value="Print"/>												
Student Name	Student UN	Test Date	Test Name	Listening/Speaking	Listening/Speaking Performance Level	Reading	Reading Performance Level	Writing	Writing Performance Level	Comprehension	Comprehension Performance Level	Total Performance Level
1. Rosa Garza	rosa123	04/27/2010	CELLA L/S D : Reading & Writing D	725	High Intermediate	729	Low Intermediate	683	Beginning	727	Low Intermediate	2137 Low Intermediate
2. Rosa Garza	rosa123	04/27/2010	CELLA L/S D : Reading & Writing D	730	High Intermediate	757	High Intermediate	688	Beginning	744	High Intermediate	2175 Low Intermediate
3. Ninth Grader	ninthgraderTR	06/24/2010	CELLA L/S D : Reading & Writing D	586	Beginning	625	Beginning	575	Beginning	606	Beginning	1786 Beginning
4. Alex Rodriguez	RodriAlex3f00	06/23/2010	CELLA L/S D : Reading & Writing D	560	Beginning	625	Beginning	575		593	Beginning	1760 Beginning
5. Alex Rodriguez	RodriAlex3f00	06/23/2010	CELLA L/S D : Reading & Writing D	560	Beginning	625	Beginning	575		593	Beginning	1760 Beginning

U. School Summary Reports

For more samples school summary reports (aggregate and student list), plus information about how to read the reports, select the Training link in the green navigation bar on the AWSchoolTest website.

V. Test Assignment History Link on My Class page

Accessible through the Test Assignment History link, this page provides a list of all the tests you have assigned to your students and when they were assigned. The “Details” column on the far right allows you to access more specific information.

[\[My Class\]](#) [\[Enroll a Student\]](#) [\[Former Students\]](#) [\[My Assigned Tests Record\]](#) [\[Teacher Scored Items\]](#)
[\[My School\]](#) [\[Group Test Reports\]](#)

My Class
Test Assignment History
Below is a list of all the tests you have assigned to your students. The list is in chronological order, with the most recently assigned tests at the top.

ID	Order Type / Test	Date	Qty	Total	
5655	Test: CELLA Listening/Speaking Level A (Form C)	Jun 30, 2010 9:02 pm	1	\$0.00	Details
5654	Test: CELLA Listening/Speaking Level A (Form C)	Jun 30, 2010 9:01 pm	1	\$0.00	Details
5356	Test: CELLA Reading Level Ax (Form C)	Apr 30, 2010 11:21 am	5	\$0.00	Details
5335	Test: CELLA Listening/Speaking Level A (Form C)	Apr 29, 2010 12:27 am	1	\$0.00	Details
5334	Test: CELLA Listening/Speaking Level A (Form C)	Apr 28, 2010 11:53 pm	1	\$0.00	Details
5332	Test: CELLA Reading Level B (Form C)	Apr 28, 2010 8:40 pm	1	\$0.00	Details
5331	Test: CELLA Writing Level D (Form C)	Apr 28, 2010 8:31 pm	1	\$0.00	Details
5330	Test: CELLA Listening/Speaking Level A (Form C)	Apr 28, 2010 8:29 pm	1	\$0.00	Details
5309	Test: CELLA Reading Level B (Form C)	Apr 26, 2010 8:55 pm	0	\$0.00	Details

My Class
Test Assignment Details
Below are full details for this test assignment.

Test Assignment ID Number: 5356
Order Type: Test Assignment
Test: CELLA Reading Level Ax (Form C)
Order Total: \$0.00
Order Status: Paid
Payment Method: Cash, Check or Money Order

#	Student	Price	Test Status
1	Espinosa, Manuel (mespinosa31416)	\$0.00	Completed
2	Rashad, Marcus (mrashad31416)	\$0.00	Completed
3	Sing, Thomas (tsing31416)	\$0.00	Completed
4	Torres, Carmen (ctorres31416)	\$0.00	Not Taken
5	Ying, Michelle (mying31416)	\$0.00	Completed

Student User Information

Teachers should be aware of the screen views during a student test. To watch a student taking a test in real time, please go to the Training section of AWSchoolTest and select the video tutorials. Information about how to administer the test can be found in the Directions for Administration (DFA) for the particular test you are administering. This section will focus on what the student user will see and do. First, the student will access www.awschooltest.com

The screenshot shows the AWSchoolTest.com website. The header is blue with the 'aW SchoolTest.com' logo. Below the header is a green navigation bar with three links: 'Go To English Language Assessment (CELLA)', 'Arithmetic Testing OnLine (ATOL)', and 'Reading Assessment'. The main content area is divided into two columns. The left column has a purple 'TEACHER / ADMIN LOGIN' section with a 'Login Here' button, a grey section with the text 'Do not have an account? Click here to sign up.', a green 'STUDENT LOGIN' section with a 'Login Here' button, and a blue 'SEARCH' section with a search input field and a 'GO' button. The right column features a photo of three students, an announcement box, and a welcome message. A yellow callout box with the text 'Students Click Here' and an orange arrow points to the 'STUDENT LOGIN' section.

Students Click Here

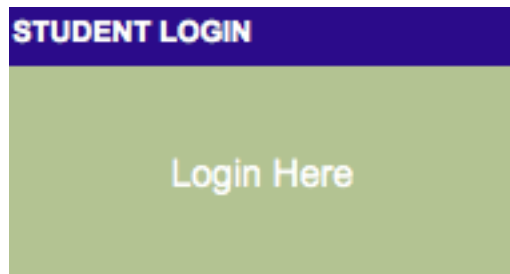
Announcement: CELLA Online (For English Language Assessment)
No need for teacher hand-scoring of tests. Results are instantly available for placement and reporting. [Click here](#). For video demonstrations and e-learning materials, click [here](#).

Welcome to AWSchoolTest.com!
AWSchoolTest provides teachers and administrators with a secure, reliable, and easy-to-use system for administering and scoring tests. It is designed to support educators and instructional staff in their efforts to improve student achievement.

A. Student Login Information

The student will login on the left side of the home page using the student username and password (assigned to him or her by the teacher or an administrator). Remember M-DCPS students will use their student identification number for their username AND password.

STEP 1. The student clicks on the “Login Here” link



STEP 2. The student then enters his or her username, password, and clicks login button.

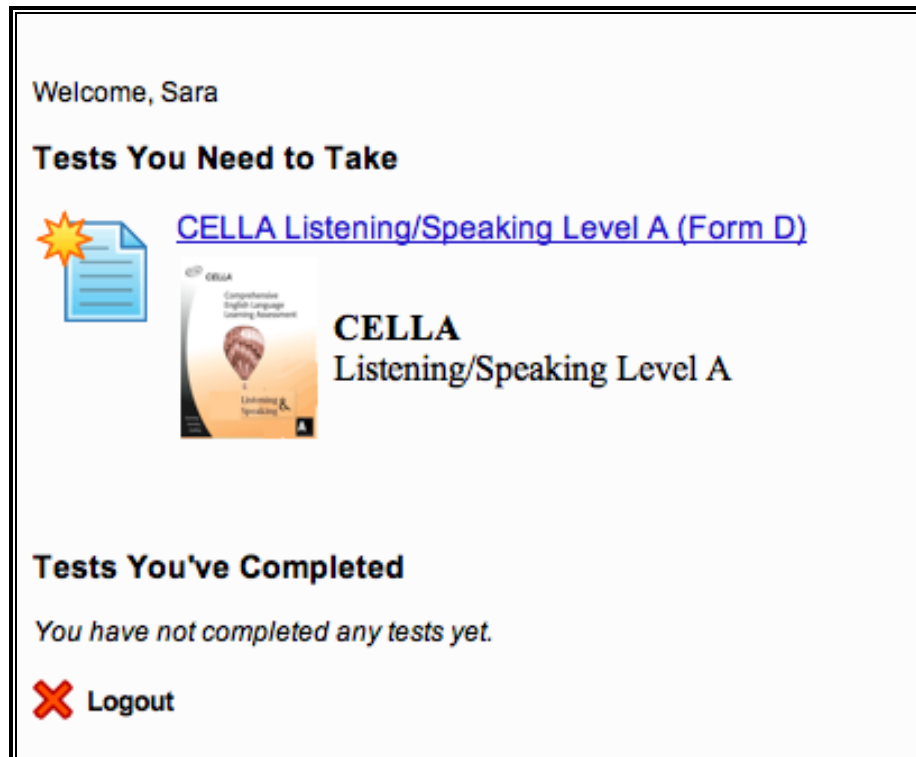
Here is what the Student Login page looks like.

A screenshot of a web form titled 'Login As a Student'. It contains two input fields: 'Student Username:' with the text 'mds1234567' and 'Student Password:' with the text '*****'. Below the fields is a 'Login' button. To the left of the form is a yellow box with text: 'For M-DCPS: Student enters lowercase initials **mds** then their **student identification number** for **username** AND **password**.*'. Two arrows point from this box to the username and password fields. Below the form is an orange box with text: 'mds1234567 (Password is the same as student username.)*'. An arrow points from this box to the password field.

* Guidelines for student usernames and passwords were developed by M-DCPS.

B. Student Welcome Page

Once the student is logged in, he or she will be on his or her own **Student Welcome** page. The student's name is at the top, along with a list of the tests the student needs to take and any tests he or she has completed.



C. Student Directions for the Test

This is an example of the first page of the general directions for students in grades 2-12. Students in grades K and 1 have a more simplified version. All directions (plus a teacher script) are reproduced in the test's **Direction for Administration (DFA)**.

Welcome to the CELLA!

To help you take this test using the computer, here are some things that you should know:

1. When you see a Stop sign,  wait for teacher instructions.

2. To choose an answer, you must click on the circle button next to the answer.

3. After you click on the button, it will get dark.

Button NOT clicked

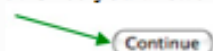
☐ were
☐ to be
☐ been
☐ was

Button Clicked

☒ were
☐ to be
☐ been
☐ was

4. If you want to change your answer, just click on a different answer button.

5. Once you answer a question, you need to click Continue to go to the next page.



6. Sometimes you will need to click the Begin Section button to go to the next page.



7. Do not use any other buttons on your computer to go to the next page.

8. Do not use any buttons on your computer to go back to an earlier page.



9. If you want to go back to a question, wait until the end of the test. You will have a chance to review and change your answers at that time.

10. After you complete part of the test, you may be asked to click on the Exit button. At any other time, you must have permission to click on the Exit button.



11. At the end of the test, you need to click the Finish button.



12. When you are ready to start the test, go the bottom of this page and click the Begin Test button.


[Begin Test](#)

D. Student Finishes Test

Once this last section is completed, the student will have a chance to review his/her answers. Directions for how to use the review section are located in the DFA. Note that for some questions the audio has a limited number of times that it can be played (per test requirements). If the audio cannot be accessed, it is because there are no more chances to listen to that question. When the student has finished the test, even if the teacher hasn't entered the teacher scored items into the system, make sure that the student clicks the **Finish** button on the bottom of the **Review Answers** page.

Example of the Student Directions for Reviewing Answers

CELLA L/S B : Reading & Writing B: Review Responses







The next page shows a list of all of the test questions with your answers. For each question there are some key words to help you remember the question. If the question was left blank, it will be highlighted in yellow. You can review the question and keep or change your answer. Just click on the pencil  next to the question.

If you want to change your answer, just click on the correct button. When you are happy with your answer, click on the Continue button and it will bring you back to the Review Answers page. You can continue reviewing and changing answers until you are happy with all of your answers. When you are finished reviewing your answers, click the **Finish** button at the bottom of the page.

[Continue](#)

Example of Section from the Review Answers page:

Note that the yellow highlighted questions, #4 and #5, indicate that student left those blank. The student can go back and try to answer them by clicking on the pencil next to each question.

Section 9 - Reading Passage IV			
	#	Question = Your Response	Time Left
	1	Main idea... = a famous horse race	untimed
	2	Saddlebags... = to hold saddles	untimed
	3	Stop running... = Some of the stations closed down.	untimed
	4	another one... = (none)	untimed
	5	SECOND paragraph... = to point out the importance of the Pony Express	untimed
	6	Pony Express station... = (none)	untimed

Example of the end of the Review Section:
Make sure that the students click the Finish button!!

Section 15 - Speaking II

#	Question = Your Response	Time
1	Asking a question... = (none)	
2	Asking a question... = (none)	
3	Asking a question... = (none)	
4	Study a country... = (none)	
5	Class Pet.a = (none)	
6	Class Pet.b = (none)	
7	Class Pet.c = (none)	
8	Class Pet.d = (none)	
9	Homework.a = (none)	
10	Homework.b = (none)	
11	Homework.c = (none)	
12	Homework.d = (none)	
13	Retelling... = (none)	
14	Retelling... = (none)	

Section 16 - Reading Fluency

#	Question = Your Response	Time
1	Reading aloud = (none)	

Finish

Once the **Finish** button is clicked the Student will see this page:

Welcome, Mariko

There are no more Tests to Take.

Tests You Need to Take

You are not registered to take a test.

Tests You've Completed

CELLA L/S B : Reading & Writing B (Form B) - waiting for final Teacher scoring

The Student logs out here.




Logout

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E. Student Test: Sample Answer Buttons

<p>Click on the button next to the word(s) to choose the answer.</p> <p>The button will get dark. If you want to change your answer, just click on a different button.</p>	<p>Button Not Clicked</p> <div data-bbox="621 369 857 632"> <input type="radio"/> were <input type="radio"/> to be <input type="radio"/> been <input type="radio"/> was </div>	<p>Answer Selected and Button Clicked</p> <div data-bbox="963 369 1230 663"> <input checked="" type="radio"/> were <input type="radio"/> to be <input type="radio"/> been <input type="radio"/> was </div>
--	--	--

F. Student Test: Audio Play Buttons

<div data-bbox="172 926 488 1119">  </div> <p>Audio Button that can be played one more time.</p>	<div data-bbox="626 926 922 1079">  </div> <p>Audio Button that cannot be played any more times.</p>	<div data-bbox="1052 926 1352 1089">  </div> <p>Audio Button that can be paused and played several times. Usually found with section directions.</p>
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G. Student Test: Additional Buttons

