

CELLA ITEM ANALYSIS REPORT



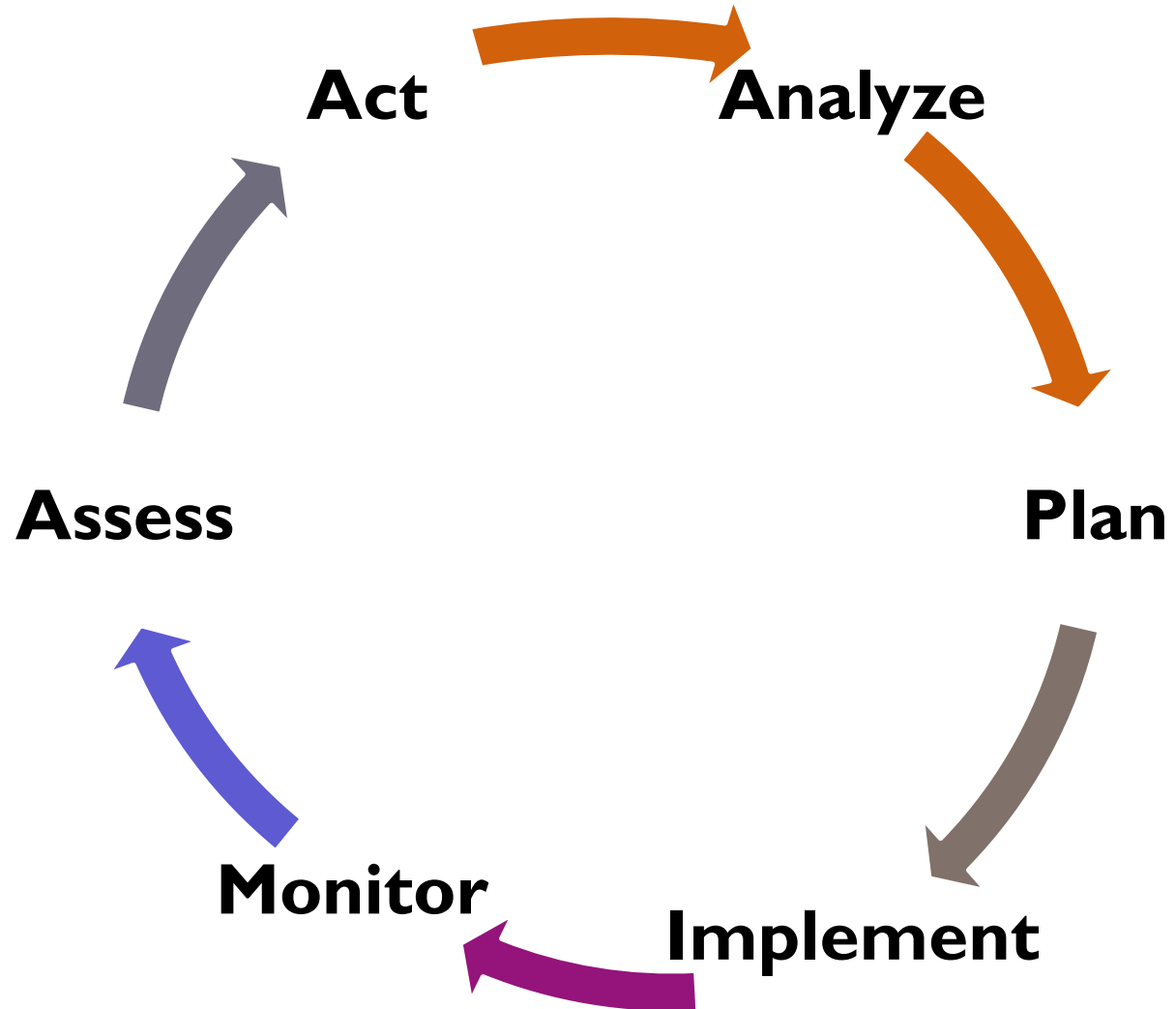
**Division of Bilingual Education and
World Languages
October 26, 2012**

Purpose

- To drive:
 - ❖ Individualized Instruction for English Language Learners (ELL)
 - ❖ Total group instruction



Instructional Flow Chart



Microsoft Office Professional Plus 2010

For optimal use of the program:

- Briefing 10167 (Principals/APs)
- District license is available for all schools
- Submit a request via Self-Service (Heat Ticket):
 - <http://selfservice.dadeschools.net>
 - Select “Applications” from the drop-down list

Steps to Access CELLA Data

The screenshot shows the Employee Portal interface. At the top left is the logo for the Department of Education, State of Florida. The main header contains the text "Employee Portal" and navigation links for "Home", "Employee Portal", "Apps", "Services", "Sites", and "Resources". A search bar is located on the right side of the header. Below the header, there is a "Welcome to the Employee Portal" message. Two prominent yellow alert banners are displayed: one about medical benefits and another about a bond referendum. The main content area is divided into two columns: "My Info" and "My Collaboration". The "My Info" section displays the name "DELAND INNOCENT" with an "[Update Info]" link, contact information, and a "More..." link. The "My Collaboration" section displays a home address, phone number, and fax number. Below these sections is a row of five icons: "Employee Info", "Inbox & Calendar", "SAP ERP", "Discovery Education", and "Learning Village e-Campus". At the bottom, there is a section titled "Employee News and Events" containing a list of news items with their respective dates and times.

Employee Portal

Home | Employee Portal | Apps | Services | Sites | Resources

Search this site...

Welcome to the Employee Portal

ALERT We've Got You Covered.....Let's Get Educated
Helpful hints on how to maximize your MEDICAL BENEFITS!

ALERT 21 DAYS LEFT UNTIL THE NOV. 6 BOND REFERENDUM
To learn more about the importance of the bond referendum, click here.

My Info

DELAND INNOCENT [Update Info]

161754 - DIST SUPV INST SUPPORT
DInnocent@dadeschools.net

More...

My Collaboration






























9609 - BILINGUAL EDUCATION AND ...
1500 BISCAYNE BLVD., SUITE 341 MIAMI, FL 33132
Phone: (305)995-2428
Fax: (305)523-0789

Employee Info | Inbox & Calendar | SAP ERP | Discovery Education | Learning Village e-Campus

Employee News and Events

	Modified
News & Events	
Great Clips haircuts for \$6.99	10/5/2012 1:45 PM
Special Offer for Massage at The Wellness Center of London Square	10/5/2012 1:43 PM
Instructions on access to United Way Campaign video.	10/3/2012 9:46 AM

File Download Manager

 Add, Move, Change Request for Adds, Moves and Changes of Voice and Data Equipment	 Attachment Manager This application will allow you to temporarily store large files for e-mail distribution.	 Be a CEO Internship Provider Career Experience Opportunities (CEO) Internships serve as an opportunity to engage business and community leaders to expand learning through partnerships that connect to the students' career pathways.
 Be a School Volunteer Sign up to participate as a school volunteer.	 Bulletin Board Enter to bulletin board.	 Dadeschools Website Click here to go to the Official M-DCPS Web site.
 Discovery Education	 e Agenda Support e Agenda is a tool designed to eliminate the paperwork associated with meeting preparation and management.	 e Handbooks e-Handbooks is a combination of current M-DCPS User Guides and Policy Manuals.
 File Download Manager File Download Manager	 HEAT Self Service A help desk software used to submit IT service request, and get status updates.	 Instructional Planning System
 Internet Service Request	 Intranet Access to Mainframe and other applications	Intranet Downloads / Utilities
 Khan Academy Free: Over 3200 Educational Videos	 Limited English Proficiency Limited English Proficiency	 M-DCPS District Email Click here for your dadeschools.net email
 M-DCPS District Email - Service Account Login Click here to access your dadeschools.net email with a Service account	 PDPS Service Log Reports PDPS Service Log Reports	 PDPS Service Logs PDPS Service Logs
 Professional Dev (Coming Jan. 2013) / Performance Eval (Active now) Click here to go to the automated Professional Development and Performance Evaluation System.	 Professional Development Menu and Registration System Sign up to register for a Professional Development Course.	 Progress Monitoring Plan Progress Monitoring Plan
 P-Synch Web-based program to assist with individual password management.	 Public Records Request Public Records Request	 Records and Forms Records and Forms
 School Master Scheduling Scheduling Software to build	 School Support Budget Dev.	 SCRUB Click here to tell us about a

File Download Manager

Close

Student File Download Manager

Miami-Dade County Public Schools

Message Center

Monday, October 15, 2012

Location: 1721

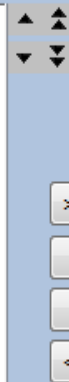
Categories/Fields

Demographic
Class
Academic
ESE
ESOL
Testing



Selected Fields

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Sort By

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Include Headings

Download File

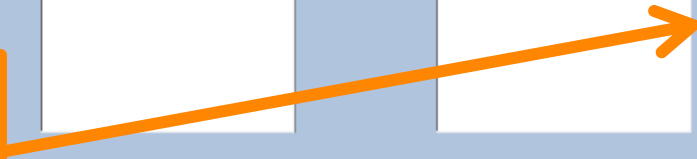
Prepared Files:

Accelerated Reader

Test Chairs

CELLA subscores

Download CELLA
report in Excel format
and save.



File Home Insert Page Layout Formulas Data Review View

Clipboard Font Alignment Number Styles Cells Editing

Calibri 11 A A Wrap Text General \$ % , +.0 .00

Normal Bad Good Neutral Calculation Check Cell

AutoSum Fill Clear Sort & Filter Find & Select

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X
2211	1721	EVERGLAC	1	TORRES, D	420650	1ME	4	248821	ESTEVEZ N	7/6/2006	M	Hispanic	4	1112	KG	12	15	0	0	0	0	5	11	4
2212	1721	EVERGLAC	1	FORNARIS	400238	1JL	8	189870	LANA JOA	4/7/2006	M	Hispanic												
2213	1721	EVERGLAC	1	TAVAREZ,	419078	1ME	4	248821	ESTEVEZ N	#####	F	Hispanic	4	1112	KG	11	12	0	0	0	0	5	8	5
2214	1721	EVERGLAC	1	RODRIGUE	427274	1JL	7	189870	LANA JOA	#####	F	Hispanic	3	1112	KG	7	3	0	0	0	0	5	3	2
2215	1721	EVERGLAC	1	LAZO, BO	367720	1AA	1	211759	ATALA AN	#####	M	Hispanic												
2216	1721	EVERGLAC	1	ORTIZ, AN	491542	1GR	2	209310	RAMIREZ C	9/1/2006	M	Hispanic	1											
2217	1721	EVERGLAC	1	FRAGA, O	427904	1ME	8	248821	ESTEVEZ N	#####	M	Hispanic	4	1112	KG	11	12	0	0	0	0	5	8	4
2218	1721	EVERGLAC	1	ROMERO,	436745	1JL	3	189870	LANA JOA	#####	F	Hispanic	4	1112	KG	9	6	0	0	0	0	5	8	3
2219	1721	EVERGLAC	1	GOMEZ, K	419081	1RR	10	204059	RODRIGUE	#####	M	Hispanic												
2220	1721	EVERGLAC	1	FERNAND	445581	1EP	7	248680	PEREZ ELIZ	#####	F	Hispanic												
2221	1721	EVERGLAC	1	FORNARIS	400238	1JL	1	189870	LANA JOA	4/7/2006	M	Hispanic												
2222	1721	EVERGLAC	1	SANTIAGO	456329	1MP	2	211733	PEREZ MA	4/6/2006	M	Hispanic	1	1112	KG	7	10	0	0	0	0	1	5	1
2223	1721	EVERGLAC	1	CACERES,	425545	1RR	5	204059	RODRIGUE	#####	M	Hispanic	4	1112	KG	10	12	0	0	0	0	5	6	4
2224	1721	EVERGLAC	1	RAMIREZ,	449470	1GR	9	209310	RAMIREZ	#####	M	Bl	2											
2225	1721	EVERGLAC	1	FERNANDE	417375	1JL		934289	MINI	#####	M	Hispanic	2	1112	KG			0	0	0	0	3		3
2226	1721	EVERGLAC	1	CEPERO,	416617	1ME	7	248821	ESTEVEZ N	#####	M	Hispanic	4	1112	KG	12	12	0	0	0	0	5	4	4
2227	1721	EVERGLAC	1	CEPERO, S	416617	1ME	7	248821	ESTEVEZ N	#####	M	Hispanic	4	1112	KG	12	12	0	0	0	0	5	4	4
2228	1721	EVERGLAC	1	GOMEZ, K	419081	1RR	7	204059	RODRIGUE	#####	M	Hispanic												
2229	1721	EVERGLAC	1	PILOTO, J	372260	1RR	HR	204059	RODRIGUE	4/4/2006	F	Hispanic												
2230	1721	EVERGLAC	1	JUANES, N	428772	1GR	7	209310	RAMIREZ C	5/3/2006	F	Hispanic	1	1112	KG	9	8	0	0	0	0	2	2	3
2231	1721	EVERGLAC	1	SANCHEZ,	428866	1MP	6	211733	PEREZ MA	5/5/2006	F	Hispanic	4	1112	KG	10	10	0	0	0	0	4	8	3
2232	1721	EVERGLAC	1	AGUERO, I	311450	1ALO	7	203288	LOBATO J	7/2/2006	M	Hispanic	4	1112	KG	11	6	0	0	0	0	5	6	2
2233	1721	EVERGLAC	1	FREIRE, S	488813	1GR	7	209310	RAMIREZ C	1/6/2006	F	Hispanic	1											
2234	1721	EVERGLAC	1	MARTINEZ	430774	1GR	9	209310	RAMIREZ C	#####	M	Hispanic	3	1112	KG	12	10	0	0	0	0	3	7	0
2235	1721	EVERGLAC	1	FERNAND	445581	1EP	8	248680	PEREZ ELIZ	#####	F	Hispanic												
2236	1721	EVERGLAC	1	CEPERO, S	416617	1ME	2	248821	ESTEVEZ N	#####	M	Hispanic	4	1112	KG	12	12	0	0	0	0	5	4	4
2237	1721	EVERGLAC	1	BLANCO, I	427352	1MP	6	211733	PEREZ MA	4/4/2006	F	Hispanic	4	1112	KG	12	11	0	0	0	0	5	9	1
2238	1721	EVERGLAC	1	CASTRO, S	431897	1AA	8	211759	ATALA AN	#####	F	Hispanic	3	1112	KG	5	7	0	0	0	0	4	6	3
2239	1721	EVERGLAC	1	SILVERS, E	416531	1RR	11	204059	RODRIGUE	#####	M	Hispanic												
2240	1721	EVERGLAC	1	VASQUEZ,	420116	1EP	3	248680	PEREZ ELIZ	#####	M	Hispanic	3	1112	KG	6	7	0	0	0	0	4	4	3
2241	1721	EVERGLAC	1	DURAN, N	442194	1AA	5	211759	ATALA AN	9/7/2005	F	Hispanic												
2242	1721	EVERGLAC	1	HERNAND	371981	1EP	7	248680	PEREZ ELIZ	#####	M	Hispanic	4	1112	KG	12	12	0	0	0	0	5	8	4

Save to desktop or USB

CELLA Data Downloaded on Desktop



SAMPLE
CELLA K-8....



SAMPLE
CELLA Hig...



Everglade.csv

CELLA data



CELLA
Template f...



<http://osi.dadeschools.net/Excel/>

EXCEL



The Excel training will allow participants to understand how data can be entered into a spreadsheet and calculated. The trainings will cover very basic Excel information such as cell names, rows and columns, all the way through creating formulas using functions. Excel is an essential tool to use in order to do data analysis and to generate reports.

Presentation and Materials

- Beginning Excel PowerPoint
- Beginning Excel Practice File

Microsoft Upgrade

- Briefing 10167 - Microsoft Office Professional Plus 2010

Videos/Tutorials

- Excel Introduction
- Basic Math
- Create Column Titles
- Let Excel type for you (sometimes)
- Get more (or less) columns, rows, and spreadsheets
- Keep column titles in sight as you scroll (Freeze Panes)
- Prepare to Print
- VLOOKUP (For Intermediate Excel Users)

General tutorials	School based tutorials
<ul style="list-style-type: none">- Introduction to VLOOKUP- How, and when, to use VLOOKUP- Using more than one spreadsheet with VLOOKUP- Using absolute cell references with VLOOKUP- Avoiding VLOOKUP	<ul style="list-style-type: none">- VLOOKUP- Advanced VLOOKUP- Data Mining

TOOLS/TEMPLATES

CELLA Template

- Sample K-8 File
- Sample High School File

FCAT 2.0/EOC PDF Conversion Tool Template

- Export PDF to TXT Instructions
- Enable Macros In Excel

READING	MATHEMATIC 8	SCIENCE
Grade 3	Grade 3	
Grade 4	Grade 4	
Grade 5	Grade 5	Grade 5
Grade 6	Grade 6	
Grade 7	Grade 7	
Grade 8	Grade 8	Grade 8
Grade 9	Algebra	Biology
Grade 10	Geometry	

SAMPLE FILE 8 FOR FCAT 2.0/EOC PDF CONVERSION TOOL

Reading Grade 4-5	Math Grade 4-5	Science Grade 5, 8
Reading Grade 9-10	Algebra	Biology

Download CELLA Template and save.

CELLA Template

CELLA Splitter

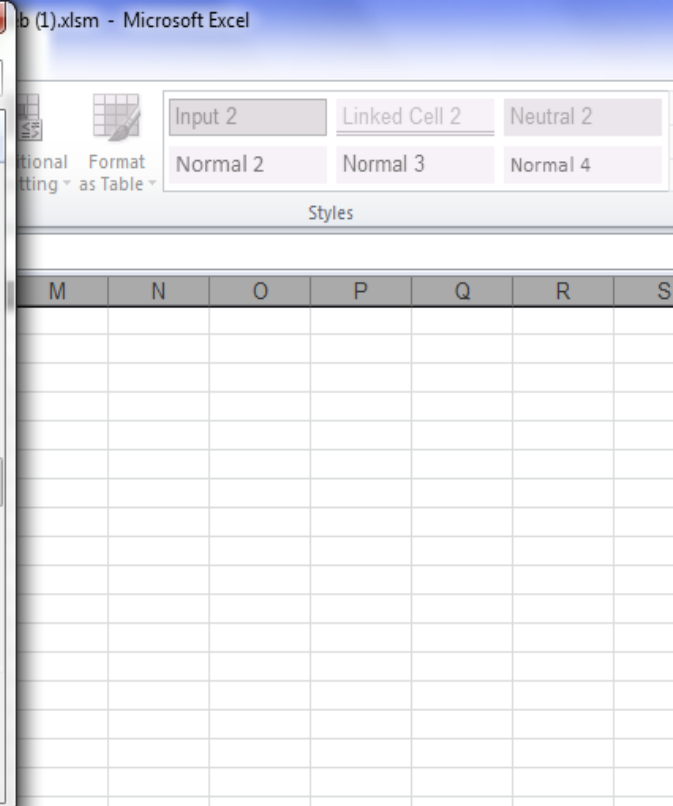
Login into your Employee Portal and go to File Download Manager

Click on "CELLA subscores" to download the file to your computer


Click on Import Data Button Below



Import Data



Select the file you want to import

 **Security Warning** Some active content has been disabled. [Options...](#)

A2

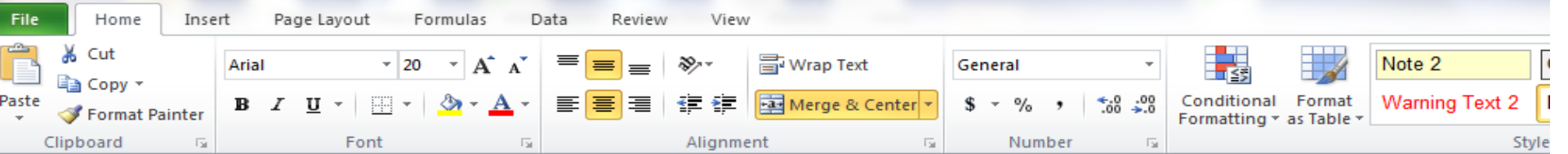
	A	B	C	D	E	F	G	H	I	J	K
1											
2											
3											
4											
5											
6											
7											
8											
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28											

CELLA Splitter

Login into your Employee Portal and go to File Download Manager

Click on "CELLA subscores" to download the file to your computer

Click on Import Data Button Below



Content Page

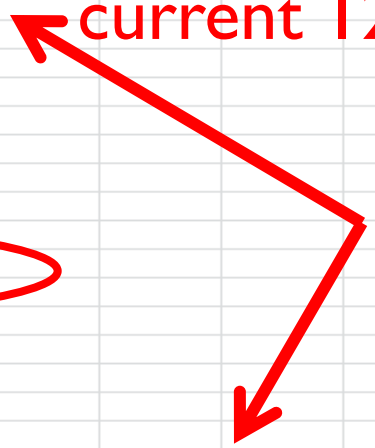
Click on CELLA tested grade button to access student data

Tested Grade KG	Tested Grade 1	Tested Grade 2
Tested Grade 3	Tested Grade 4	Tested Grade 5
Tested Grade 6	Tested Grade 7	Tested Grade 8
Tested Grade 9	Tested Grade 10	Tested Grade 11

Score Range Color Code Information

Note: The above buttons are only active if there is data for that grade.

Tested grade data
(eg: KG is now first grade;
and 11 graders is now
current 12 graders)



Click on tested grade or tab below

File Home Insert Page Layout Formulas Data Review View

Arial 10 A A

Wrap Text

General

Normal 2 Normal 3 Normal 4

Note 2 Output 2 Total 2

Clipboard Font Alignment Number Styles Cells Editing

C6		fx 8																1721-EVERGLADES K-8 CENTER CELLA Tested Grade 7		
Click here to Content Page		Score Range Color Code R = Red, Y=Yellow, G=Green				R: 0-5 Y: 6-6 G: 7-8	R: 0-5 Y: 6-6 G: 7-8	R: 0-3 Y: 4-4 G: 5-6	R: 0-4 Y: 5-5 G: 6-6	R: 0-5 Y: 6-6 G: 7-8	R: 0-6 Y: 7-8 G: 9-10	R: 0-5 Y: 6-7 G: 8-9	R: 0-9 Y: 10-13 G: 14-17	R: 0-5 Y: 6-7 G: 8-9	R: 0-8 Y: 9-10 G: 11-12	R: 0-5 Y: 6-8 G: 9-12	R: 0-2 Y: 3-4 G: 5-6	Proficiency Level		
Number of Items						8	8	6	6	8	10	9	17	9	12	12	6	Oral Level	Read Level	Write Level
Grade	Student Name	Period	Teacher Name	ESOL Level	CELLA Tested Grade	Listening – Sentences	Listening Comprehension – Short Talks	Listening Comprehension – Extended Speech	Speaking Vocabulary	Speaking – Asking Questions	Speaking – Extended Speech	Reading – Vocabulary	Reading Comprehension	Writing – Grammar	Writing – Sentences	Writing – Paragraphs	Writing – Editing	Oral Level	Read Level	Write Level
8	ALVAREZ, OTTO	1	PEREZ	1	7	6	1	4	5	4	6	2	6	4	10	1	2	LIN	BEG	BEG
8	ALVAREZ, OTTO	6	PEREZ	1	7	6	1	4	5	4	6	2	6	4	10	1	2	LIN	BEG	BEG
8	BARRIO, ALEJANDRA	4	PEREZ	2	7	5	8	3	5	6	8	8	6	6	9	9	4	LIN	LIN	HIN
8	BARRIO, ALEJANDRA	6	PEREZ	2	7	5	8	3	5	6	8	8	6	6	9	9	4	LIN	LIN	HIN
8	CASTRO, AMANDA	6	PEREZ	4	7	7	7	5	5	8	10	8	13	8	9	10	4	PRF	HIN	HIN
8	CASTRO, AMANDA	5	PEREZ	4	7	7	7	5	5	8	10	8	13	8	9	10	4	PRF	HIN	HIN
8	DANIELROQUE, DANIELA	6	PEREZ	1	7	3	1	2	4	1	0	3	2	0	7	4	3	BEG	BEG	BEG
8	DANIELROQUE, DANIELA	1	PEREZ	1	7	3	1	2	4	1	0	3	2	0	7	4	3	BEG	BEG	BEG
8	DIAZ, ROXANA	2	PEREZ	1	7	6	2	1	3	2	5	7	1	3	5	2	1	BEG	BEG	BEG
8	DIAZ, ROXANA	1	PEREZ	1	7	6	2	1	3	2	5	7	1	3	5	2	1	BEG	BEG	BEG
8	DIAZ, ROXANA	6	PEREZ	1	7	6	2	1	3	2	5	7	1	3	5	2	1	BEG	BEG	BEG
8	GARCIA, MARICE	1	PEREZ	1	7	3	2	2	4	0	0	0	5	2	8	6	0	BEG	BEG	BEG
8	GARCIA, MARICE	6	PEREZ	1	7	3	2	2	4	0	0	0	5	2	8	6	0	BEG	BEG	BEG
8	HERNANDEZ, YAN C	6	PEREZ	1	7	0	0	2	0	0	0	3	6					BEG	BEG	
8	HERNANDEZ, YAN C	1	PEREZ	1	7	0	0	2	0	0	0	3	6					BEG	BEG	
8	JUFRE, MADAY	6	PEREZ	4	7	7	6	5	6	8	9	9	12	9	11	10	4	PRF	HIN	PRF
8	JUFRE, MADAY	5	PEREZ	4	7	7	6	5	6	8	9	9	12	9	11	10	4	PRF	HIN	PRF
8	LOPEZ, ANDRES R	6	PEREZ	2	7	7	0	3	4	7	6	3	9	3	7	7	3	LIN	LIN	LIN

Score Range Color Code

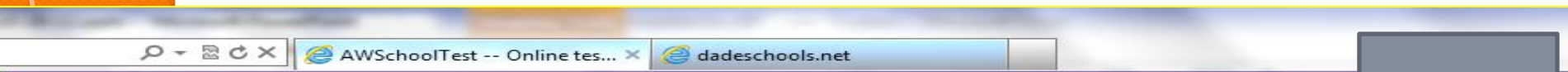
	CELLA Grade K				CELLA Grade 1				CELLA Grade 2				CELLA Grades 3-5				CELLA Grades 6-8				CELLA Grades 9-12			
	Content	Red	Yellow	Green	Content	Red	Yellow	Green	Content	Red	Yellow	Green	Content	Red	Yellow	Green	Content	Red	Yellow	Green	Content	Red	Yellow	Green
1																								
2																								
3																								
4	Vocabulary (Listening, Speaking, and Reading)	0-9	10-10	11-13	Vocabulary (Listening, Speaking, and Reading)	0-10	11-11	12-13	Listening Vocabulary	0-3	4-4	5-5	Listening-Sentences	0-5	6-6	7-8	Listening-Sentences	0-5	6-6	7-8	Listening-Sentences	0-5	6-6	7-8
5	Listening Comprehension	0-8	9-11	12-15	Listening Comprehension	0-10	11-12	13-15	Listening Comprehension	0-11	12-13	14-15	Listening Comprehension-Short Talks	0-5	6-6	7-8	Listening Comprehension-Short Talks	0-5	6-6	7-8	Listening Comprehension-Short Talks	0-5	6-6	7-8
6													Listening Comprehension-Extended Speech	0-3	4-4	5-6	Listening Comprehension-Extended Speech	0-3	4-4	5-6	Listening Comprehension-Extended Speech	0-3	4-4	5-6
7									Speaking Vocabulary	0-4	5-5	6-6	Speaking Vocabulary	0-4	5-5	6-6	Speaking Vocabulary	0-4	5-5	6-6	Speaking Vocabulary	0-4	5-5	6-6
8													Speaking-Asking Questions	0-5	6-6	7-8	Speaking-Asking Questions	0-5	6-6	7-8	Speaking-Asking Questions	0-4	5-6	7-8
9													Speaking-Extended Speech	0-6	7-8	9-10	Speaking-Extended Speech	0-6	7-8	9-10	Speaking-Extended Speech	0-5	6-8	9-10
10	Reading-Print Concepts	0-3	4-4	5-5	Reading-Print Concepts	0-3	4-4	5-5	Reading-Print Concepts	0-3	4-4	5-5	Reading-Decoding	0-2	3-3	4-4	Reading-Vocabulary	0-5	6-7	8-9	Reading-Vocabulary	0-5	6-7	8-9
11	Reading-Decoding	0-5	6-8	9-12	Reading-Decoding	0-7	8-9	10-12	Reading-Decoding	0-8	9-10	11-12	Reading-Vocabulary	0-5	6-7	8-9	Reading Comprehension	0-9	10-13	14-17	Reading Comprehension	0-9	10-13	14-17
12	Reading Comprehension	0-1	2-3	4-5	Reading Comprehension	0-3	4-4	5-5	Reading Vocabulary	0-1	2-2	3-3	Reading Comprehension	0-9	10-13	14-17								
13									Reading Comprehension	0-8	9-10	11-14												
14	Writing-Dictation	0-4	5-7	8-10	Writing-Dictation	0-6	7-8	9-10	Writing-Dictation	0-10	11-13	14-16	Writing-Grammar	0-4	5-7	8-9	Writing-Grammar	0-5	6-7	8-9	Writing-Grammar	0-4	5-7	8-9
15	Writing-Sentences	0-2	3-4	5-6	Writing-Sentences	0-3	4-4	5-6	Writing-Sentences	0-8	9-10	11-13	Writing-Sentences	0-8	9-10	11-12	Writing-Sentences	0-8	9-10	11-12	Writing-Sentences	0-8	9-10	11-12
16									Writing-Editing	0-3	4-4	5-5	Writing-Paragraphs	0-5	6-8	9-12	Writing-Paragraphs	0-5	6-8	9-12	Writing-Paragraphs	0-5	6-8	9-12
17													Writing-Editing	0-2	3-4	5-6	Writing-Editing	0-2	3-4	5-6	Writing-Editing	0-2	3-4	5-6

Summary of Steps to Access CELLA Data

1. Go to Employee Portal and click on Apps to access File Download Manager.
2. Click on CELLA subscores to download CELLA data. Name the file (your school name) and save it.
3. Go to <http://osi.dadeschools.net/Excel/>. Click on CELLA Template to download and save (desktop, USB, etc.)
4. Open CELLA Template and click on “Import Data”. If “**Security Warning**” appears, click on “**Enable Content**”. Instead of “Security Warning”, an icon may appear. Be careful not to close that window. Select your CELLA file from where you saved it.
5. You will see the CELLA data being downloaded (blinking may take a few minutes).
6. Click on the tested grade either on the Content Page or the tabs at the bottom of the Excel page to access the data.

CELLA Connections Direct

www.awschooltest.com



Login
Logout

Go To English Language Assessment (CELLA) NEW! Arithmetic Testing OnLine (ATOL) NEW! Reading Measures OnLine (RMOL) About AWSchool Test Training Support Assign A Test

TEACHER / ADMIN LOGIN

Login Here

Do not have an account?
Click here to sign up.

CELLA CONNECTIONS DIRECT

Login Here

STUDENT LOGIN

Login Here

SEARCH

Search GO



ABOUT SSL CERTIFICATES

Click Here



NEW Announcements:

- ◆ **CELLA ConnectionsSM** available for 2012/2013 at no additional cost, provides teachers of ELLs with targeted, research-based **instructional activities**, details on student skills deficits, and more. For further information, go [here](#).
- ◆ **Abbreviated Kindergarten CELLA Online Listening & Speaking Level A** test form, specially-designed for the needs of K students and their teachers, reduces test administration and teacher scoring time by **40%**. For additional information, go [here](#).
- ◆ **Enhanced Diagnostic Reporting** on CELLA Online now includes additional skill categories: Language of Instructional & Social Settings, Language of Math & Science, Language of English Language Arts, Language of Social Studies & the Arts; Reading Comprehension now disaggregated into Literal, Simple Inference, and Complex Inference. For a complete list of CELLA Online Diagnostic Reporting Categories, go [here](#).

Welcome to AWSchoolTest.com!

AWSchoolTest provides teachers and administrators high-quality assessments and related tools that support high achievement for all students.

It is designed to support educators and instructional leaders interested in data-driven decision making based on solid evidence of student knowledge and skills.

All of the assessment tools on this site were designed to provide educators not only with data on students' overall performance, but also data that can be used to focus instruction on individual student needs.

The assessment experts, researchers and educators that have developed these tools are united by a common belief: that all students, regardless of background or ethnicity, can attain high levels achievement if provided high expectations, skilled teaching and adequate resources.

Assisting educators and administrators working every day to ensure these benefits for every child is our mission.

Arithmetic Testing OnLine(ATOL)

English Language Assessment (CELLA)

Reading Measures OnLine (RMOL)



CELLA ConnectionsSM

English Learner (EL) Teacher Resources

CELLA Connections: Grade K Listening and Speaking LEVEL A

[Listening Comprehension](#)
[Speaking Vocabulary](#)
[Speaking Discourse](#)
[Language of Instructional and Social Settings](#)
[Language of Math and Science](#)
[Language of Social Studies, the Arts, and English Language Arts](#)

CELLA Connections: Grades 1-2 LEVEL A - Ax

[Listening Vocabulary](#)
[Listening Comprehension](#)
[Speaking Vocabulary](#)
[Speaking: Asking Questions](#)
[Speaking: Extended Speech](#)
[Reading: Print Concepts](#)
[Reading: Decoding and Word Reading](#)
[Reading Fluency](#)
[Reading Vocabulary](#)
[Reading Comprehension: Literal](#)
[Reading Comprehension: Simple Inference](#)
[Reading Comprehension: Complex Inference](#)
[Writing Dictated Letters and Words](#)
[Writing Sentences](#)
[Writing Editing](#)
[Language of Instructional and Social Settings](#)
[Language of Math and Science](#)
[Language of English Language Arts](#)
[Language of Social Studies and the Arts](#)

CELLA Connections: Grades 3-5 Level B

[Listening Vocabulary and Sentences](#)
[Listening Comprehension: Short Talks](#)
[Listening Comprehension: Extended](#)
[Speaking Vocabulary](#)
[Speaking: Asking Questions](#)
[Speaking: Extended Speech](#)
[Reading Fluency](#)
[Reading Vocabulary](#)
[Reading Comprehension: Literal](#)
[Reading Comprehension: Simple Inference](#)
[Reading Comprehension: Complex Inference](#)
[Writing Grammar](#)
[Writing Punctuation and Capitalization](#)
[Writing Sentences](#)
[Writing Paragraphs](#)
[Writing Editing](#)
[Language of Instructional and Social Settings](#)
[Language of English Language Arts](#)
[Language of Math and Science](#)

CELLA Connections: Grades 6-8 Level C

[Listening Vocabulary and Sentences](#)
[Listening Comprehension: Short Talks](#)
[Listening Comprehension: Extended](#)
[Speaking Vocabulary](#)
[Speaking: Asking Questions](#)
[Speaking: Extended Speech](#)
[Reading Vocabulary](#)
[Reading Comprehension: Literal](#)
[Reading Comprehension: Simple Inference](#)
[Reading Comprehension: Complex Inference](#)
[Writing Grammar](#)
[Writing Punctuation and Capitalization](#)
[Writing Sentences](#)
[Writing Paragraphs](#)
[Writing Editing](#)
[Language of Instructional and Social Settings](#)
[Language of English Language Arts](#)
[Language of Math and Science](#)
[Language of Social Studies and the Arts](#)

CELLA Connections Categories: Grades 9-12 Level D

[Listening Vocabulary and Sentences](#)
[Listening Comprehension: Short Talks](#)
[Listening Comprehension: Extended](#)
[Speaking Vocabulary](#)
[Speaking: Asking Questions](#)
[Speaking: Extended Speech](#)
[Reading Vocabulary](#)
[Reading Comprehension: Literal](#)
[Reading Comprehension: Simple Inference](#)
[Reading Comprehension: Complex Inference](#)
[Writing Grammar](#)
[Writing Punctuation and Capitalization](#)
[Writing Sentences](#)
[Writing Paragraphs](#)
[Writing Editing](#)
[Language of Instructional and Social Settings](#)
[Language of English Language Arts](#)
[Language of Math and Science](#)
[Language of Social Studies and the Arts](#)

Sample Lesson

CELLA Connections™

Speaking (Extended Speech): Level C

Skills

Speaking (Extended Speech) requires the student to develop multiple-sentence responses that demonstrate the ability to: narrate a story; explain a personal preference and give two or more reasons for it; express an opinion about an issue and give two or more reasons to support it; compare and contrast (e.g., places, people, or animals); describe information in a chart or graph; provide personal information; respond to questions.

It is important to note that pronunciation, vocabulary, and grammar are also measured within this category, such as: formulate conditional statements (e.g., If I were a millionaire, I would...); use verb tenses accurately (e.g., present, past, present continuous, present perfect, and present perfect continuous); use the correct form of modal auxiliaries, including can, could, may, might, must, will, would, should, ought to, and have to in present and past, including negative forms; intelligibly pronounce words; pronounce the -s endings of words (including the third person -s ending on present tense verbs, the possessive -s ending on nouns functioning as possessive adjectives (e.g., Bill's coat), and the plural -s ending on nouns); pronounce the -ed endings on nouns, including regular past tense -ed forms of verbs and the past participle; speak fluently (i.e., speak at a normal rate with normal intonation and phrasing); stress long compound nouns (5 or more syllables in length) correctly; place the stress on the correct word in a sentence when speaking (e.g., do not stress function words); pronounce stressed vowels differently and accurately in different forms (e.g., grade-graduate, compete-competitive, nation-nationally, volcano-volcanic); use idioms and collocations correctly; formulate sentences with subordinate clauses; formulate negative statements, avoiding double negatives and using "no" or "not" correctly; use articles ("a/an", "the" or no article) in contexts; demonstrate understanding of the use of adjective + preposition combinations; demonstrate knowledge of the use of the passive with "get" and "be."

All speaking items require a constructed response, which means that the student must produce an original response rather than choose from a selection.

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 are designed to be used in conjunction with, not in place of, a well-designed and cohesive curriculum. They include individual, small group, or large group activities.

Adjectives Galore!

You can do this activity in a small group or divide students into small groups. It works best if the group has between 5-8 players. Students are dealt all the cards. They work as a group to create an oral story with all of the adjectives in their hands within a six-minute time limit. Each group receives a set of different adjectives. Points are earned for telling a story that makes sense, using the adjective correctly, using good grammar, and pronouncing all words correctly.

Twelve to Transition

Using a graph or pictorial display (e.g., diagram from science text), students work in partners and orally describe and state a comparison using correct grammar, high school level vocabulary, and accurate pronunciation. Eight lists of transition words are provided: words to show location, words that can be used to add information, to clarify, words that show time, words used to compare two things, words used to contrast two things, words to emphasize a point, words to summarize (e.g., moreover, in comparison, for example, on the other hand, in summary). In addition a structured communication score sheet is used to keep track of word use.

Research

- ELL students need practice in using specific features of academic language related to tense agreement, plurals, and proper use of adjectives and adverbs in the context of meaningful oral communications such as asking questions and participating in discussions (Cela-Munira, 2002; Fillmore & Snow, 2000).
- Studies indicate that ELL students must learn to use oral language accurately in a range of situations—to tell stories, describe events, define words, explain problems, retell actions, summarize content, and question intentions (Francis, Rivera, et al., 2006; Fillmore & Snow, 2000).
- Studies have found a specific relationship between specific features in oral language (e.g. oral vocabulary, story retelling) and reading performance. In particular, students who had problems with a story-retelling task were strongly correlated with reading and learning disabilities. It is quite likely that if those students had received just a reading test, their issues would remain hidden and unaddressed (Gomardo, 2002).

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Grouping

- Individual
- Small group
- Large group
- Cooperative learning

Time

- ⊕ Preparation: 5 minutes
- ⊕ Instruction: 10-15 minutes

Materials

-  Adjective Cards
-  Timer

Objective: Student will orally create sentences that form a meaningful story using randomly selected adjectives.

Directions:

1. Before beginning this activity create cards using the adjective from the list (i.e., list of adjectives is included in this activity).
2. You can do this activity in a small group or divide students into small groups. It works best if the group has between 5-8 players.
3. The students work as group to create an oral story as many adjectives that they can from their hands within a 6 minute time limit. Each group receives a set of different adjectives.
4. Tell the students: **Your group needs to create a story using as many adjective cards that you can. For each adjective that is used, your group will receive ten points. You have six minutes to create the story. When six minutes are up, each person in your group will tell part of the story out loud to the class. That is when your group will be judged. To keep the points for each adjective your group needs to do four things: Make sure that the story makes sense, use the adjective correctly, use good grammar, and pronounce all words correctly.**
5. Each student is dealt five adjective cards. Once every student has their cards, the teacher starts the timer.
6. The students turn their adjectives over and start to create a story as a group. For every adjective they correctly use the group earns ten points.
7. At the end of six minutes, the teacher calls time. Any adjectives not used are put in a pile in the middle of group.
8. Now it is time to check the stories. Each group recites their story to the class. As they say their story and use an adjective, the the teacher or class or panel of peer judges evaluates the story based on four features:
 - a. Sentence connects to the story: It can be far fetched, silly, and even funny, but it needs to make sense in the context of the rest of the story.
 - b. Adjective used correctly.
 - c. Grammar is correct: Subject and verbs agree. The story stays in the same tense.
 - d. Each student must say at least one sentence and their pronunciation should be accurate for that student's level of skill.
8. If all four features are present, then that sentence gets a thumbs up and the the group gets the fives points for using the adjective. If one of the features is missing, then the group gets zero points for that adjective. Make sure that the judges say what was missing or needs to improve if zero points are awarded.
9. Once all the groups have told their story, points are totaled to determine which group got the most points.
10. You can play this game over several days, keep a running total for each group's points, and declare a Grand Champion.

List of adjectives to use in creating sentences

Source: YourDictionary.com

<http://www.yourdictionary.com/grammar/adjectives/list-of-adjective-words.html>

adorable	clever	embarrassed	healthy
adventurous	cloudy	enchanting	helpful
aggressive	clumsy	encouraging	helpless
agreeable	colorful	energetic	hilarious
alert	combative	enthusiastic	homeless
alive	comfortable	envious	homely
amused	concerned	evil	horrible
angry	condemned	excited	hungry
annoyed	confused	expensive	hurt
annoying	cooperative	exuberant	ill
anxious	courageous	fair	important
arrogant	crazy	faithful	impossible
ashamed	creepy	famous	inexpensive
attractive	crowded	fancy	innocent
average	cruel	fantastic	inquisitive
awful	curious	fierce	itchy
bad	cute	filthy	jealous
beautiful	dangerous	fine	jittery
better	dark	foolish	jolly
bewildered	dead	fragile	joyous
black	defeated	frail	kind
bloody	defiant	frantic	lazy
blue	delightful	friendly	light
blue-eyed	depressed	frightened	lively
blushing	determined	funny	lonely
bored	different	gentle	long
brainy	difficult	gifted	lovely
brave	disgusted	glamorous	lucky
breakable	distinct	gleaming	magnificent
bright	disturbed	glorious	misty
busy	dizzy	good	modern
calm	doubtful	gorgeous	motionless
careful	drab	graceful	muddy
cautious	dull	grieving	mushy
charming	eager	grotesque	
cheerful	easy	grumpy	
clean	elated	handsome	
clear	elegant	happy	

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Now you may go and play.....

