



Form C

Field Test Training

AZELLA

Kindergarten Placement Test – Field Test
Training for Test Administrators

July 6, 2016

Arizona Department of Education – Assessment



Training Exclusive to Form C

- This training is specific to the administration of Field Test Form C. This training is required for any test administrator who has been assigned to administer Form C of the 2016-2017 Kindergarten Placement Test.
- This training will provide the criteria for scoring new field test items.
- All 6 of the new field items for Form C are in Part 1 of the test.
- Materials associated with Form C are identified by the color blue.

Test Security



All qualified Kindergarten Placement Test Administrators must complete and submit the [AZELLA 2016-2017 Test Security Agreement for Staff](#) to their district's AZELLA District Test Coordinator.

This Field Test Training is considered to be a **secure** test document.

- One copy per qualified Kindergarten Test Administrator for the Form C Field Test may be printed.
- Return ALL printed copies of this Form C document to the AZELLA District Test Coordinator by September 20, 2016, for secure disposal.



Understand Scoring

All staff who will be administering the *AZELLA Kindergarten Placement Test* and the *Kindergarten Placement Test – Field Test* must first qualify through Pearson’s *Understand Scoring* (formerly *Pearson Perspective*).

The **qualification code** received after successful completion of the *Understand Scoring AZELLA Kindergarten Placement Test Administrator* is required when submitting verification of completing this required Form C Field Test Training.



When, Who

When is the Field Test?

Field Test Window is limited to July 16 to September 16, 2016

Who will Take the Field Test?

As assigned by Form, all Kindergarten PHLOTE students until September 16, or materials run out - whichever comes first.



Objectives of the Field Test

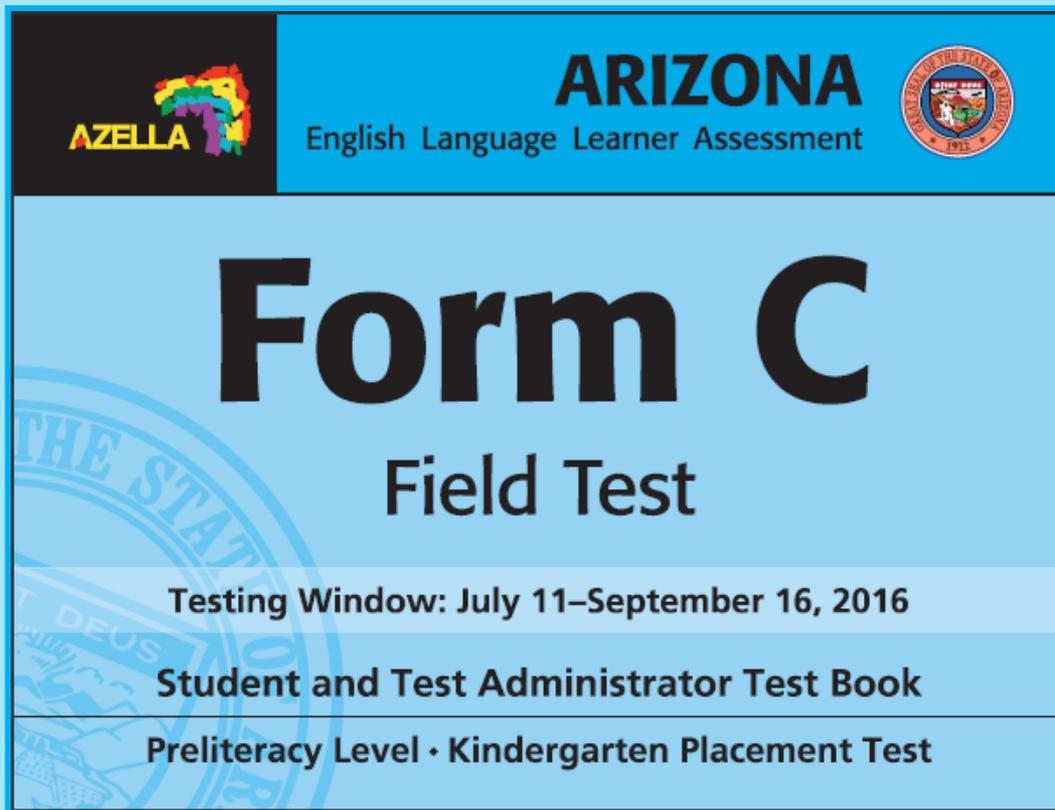
- Develop items for use when revising the 2017-2018 Kindergarten Placement Test
 - Develop more rigorous items
 - Develop items that require more language production
 - Develop items that more broadly sample the English Language Proficiency Standards
- Improve scoring criteria

Qualifications for Test Administration



- Test administrator is required to speak with native-like English proficiency and accurately produce words and sentences in English
- Test administrator should be familiar with the speech development of young children

Form C Student and Test Administrator Test Book



Student and Test Administrator Test Books for this field test are specific to test forms and are color coded to match the color of the Student Response Sheet. Form C materials are blue. Most of this test book is the same as the regular Kindergarten Placement Test book. New field test items have been added to this form.



Test Book Page

Field Test Items are Embedded into the Operational Form

Administrator _____

Allow sufficient time for the student to respond to each item. Then mark the student's score in the appropriate box on the Student Response Sheet.

[1] SAY **What is your name?**

[2] SAY **How old are you?**

If the student holds up fingers and does not give a verbal response,

SAY **How many is that?**

[3] SAY **What animal do you like the best?**

[FT1] SAY **Tell me about the animal that you like the best.**

[4] SAY **Tell me about a game you like to play.**

[5] SAY **Tell me about something you like to eat.**

[6] SAY **What do you do after lunch?**

[FT2] SAY **Tell me about something fun that you are going to do today.**

Part 1: Let's Get to Know Each Other!

- 1 Says name
 No response / unrelated / unintelligible / "I don't know"
- 2 Says age in English
 No response / response not in English / unrelated / unintelligible / "I don't know"
- 3 Answers in English / related / may have minor errors in grammar
 No response / response not in English / unrelated / unintelligible / "I don't know"

- FT1** Immediately understood, intelligible, relevant response; one word is sufficient
 No response / response not in English / unrelated / unintelligible / "I don't know"

- 4 Answers in English / related / may have minor errors in grammar
 No response / response not in English / unrelated / unintelligible / "I don't know"

- 5 Answers in English / related / may have minor errors in grammar
 No response / response not in English / unrelated / unintelligible / "I don't know"

- 6 Answers in English / related / may have minor errors in grammar
 No response / response not in English / unrelated / unintelligible / "I don't know"

- FT2** Immediately understood, intelligible, relevant response; one word is sufficient
 No response / response not in English / unrelated / unintelligible / "I don't know"

- FT3** Responds using a complete, relevant sentence with subject-verb agreement; must be about action depicted in the image
 Immediately understood, intelligible response, relevant to the question; includes a sentence fragment (two or more words) or a sentence without subject-verb agreement
 No response / response not in English / unrelated / unintelligible / "I don't know" / same one-word response to both questions / only names items on the table

- FT4** Responds using a complete, relevant sentence with subject-verb agreement; must be about student's own experience
 Immediately understood, intelligible response; relevant to action depicted in the picture; includes a sentence fragment (two or more words) or a sentence without subject-verb agreement
 No response / response not in English / unrelated / unintelligible / "I don't know" / same one-word response to both questions / only names things in the picture

- 7 Correctly completes one-step direction
 No response / incorrectly completes direction / unrelated / "I don't know"



Form C Student Response Sheet

All responses will be recorded on the Student Response Sheet. Field Test items are outlined in red and numbered with an "FT" before the number.



AZELLA KINDERGARTEN PLACEMENT TEST

Part 1: Let's Get to Know Each Other! (continued)

- 8 Correctly completes one-step direction
 No response / incorrectly completes direction / unrelated / "I don't know"
- Correctly completes two-step direction
- 9 Correctly completes one step of the direction
 No response / incorrectly completes two-step direction / unrelated / "I don't know"
- Correctly completes two-step direction
- 10 Correctly completes one step of the direction
 No response / incorrectly completes two-step direction / unrelated / "I don't know"

FT5	<input type="checkbox"/> Points to the correct picture for each direction in the correct order (C, then A)
	<input type="checkbox"/> Points to one correct picture (C for the first part of the question, or A for the second part of the question)
	<input type="checkbox"/> No response / points to incorrect pictures / "I don't know"
FT6	<input type="checkbox"/> Points to the correct picture (C)
	<input type="checkbox"/> No response / points to incorrect picture / "I don't know"

Part 2: Picture Time!

- 11 Says FRUIT / BANANA(S) / GRAPE(S) / APPLE(S) / or other accurate English response
 No response / response not in English / unrelated / unintelligible / "I don't know"
- 12 Says TREE(S) / or other accurate English response
 No response / response not in English / unrelated / unintelligible / "I don't know"
- 13 Says BICYCLE(S) / BIKE(S) / or other accurate English response
 No response / response not in English / unrelated / unintelligible / "I don't know"
- 14 Says BALL / or other accurate English response
 No response / response not in English / unrelated / unintelligible / "I don't know"
- 15 Says BIRD / or other accurate English response
 No response / response not in English / unrelated / unintelligible / "I don't know"
- 16 Draws the sun or circle in picture
 No response / unrelated / "I don't know"

These responses were recorded by a trained test administrator.

Please initial here.

Form C Student Response Sheet

Form C has 6 embedded field test items ... FT1, FT2, FT3, FT4, FT5, FT6

All field test items for Form C are in Part 1 of the Kindergarten Placement Test.

The field test item number matches the number on the Student Response Sheet. This item is FT1.

[FT1] SAY **Tell me about the animal that you like the best.**

Note that field test items are outlined in red on the Student Response Sheet for easy identification.

STUDENT RESPONSE SHEET

Part 1: Let's Get to Know Each Other!

- 1 Says name
 No response / unrelated / unintelligible / "I don't know"
 - 2 Says age in English
 No response / response not in English / unrelated / unintelligible / "I don't know"
 - 3 Answers in English / related / may have minor errors in grammar
 No response / response not in English / unrelated / unintelligible / "I don't know"
- FT1** Immediately understood, intelligible, relevant response; one word is sufficient
 No response / response not in English / unrelated / unintelligible / "I don't know"

General Scoring Notes



This training includes scoring information for the new field test items. Each new field test item is reproduced along with the scoring criteria, annotations, and examples of possible student responses.

There is a variety of item types included in this form of the field test. Score points and criteria vary depending on the specific item based on a combination of these characteristics.

- One point items
- Two point items
- Items primarily addressing comprehension
- Items primarily addressing language production
- Items that target specific skills
- Items that target general skills

Training Info for Field Test Items

1

This training includes two or more slides for each field test item

FORM C – FT1

[FT1] SAY Tell me about the animal that you like the best.

1 Immediately understood / intelligible / relevant; one word is sufficient

0 No response / response not in English / unrelated / unintelligible / "I don't know"

The 1st slide includes:

- Form letter, "C" and item number
- Thumbnail of the item as it appears on the Test Book
- Scoring criteria for each score point

2

FORM C – FT1

[FT1] SAY Tell me about the animal that you like the best.

FT1

- Immediately understood, intelligible, relevant response; one word is sufficient
- No response / response not in English / unrelated / unintelligible / "I don't know"

Annotations

Although we would value a response that is a complete sentence that appropriately answers the question, we recognize that native speakers might respond with a single word. This item allows for a single word response provided it is on topic.

Score Point 1: "dogs"; "soft and fluffy"; "Cat is soft." "I have two dogs." "My dog Spot"; "My dog is called Duque." "I like to play with dogs."

Score Point 0: "meow"; "perro"; "spot"; "I like to play at the park."

The 2nd slide includes:

- Form letter, "C" and item number
- Thumbnail of the scoring criteria as it appears on the Student Response Sheet
- Thumbnail of the item
- Scoring annotations and examples (separated by semicolons)

Form C
Field Test Items
FT1 - FT6

FORM C – FT1

[*FT1*] SAY Tell me about the animal that you like the best.

Scoring Criteria

- 1 Immediately understood / intelligible / relevant; one word is sufficient
- 0 No response / response not in English / unrelated / unintelligible / “I don’t know”

FORM C – FT1

[_{FT1}] SAY **Tell me about the animal that you like the best.**

FT1

- 1 Immediately understood, intelligible, relevant response; one word is sufficient
- 0 No response / response not in English / unrelated / unintelligible / “I don’t know”

Annotations

Although we would value a response that is a complete sentence that appropriately answers the question, we recognize that native speakers might respond with a single word. This item allows for a single word response provided it is on topic.

Score Point 1: “dogs”; “soft and fluffy”; “Cat is soft.” “I have two dogs.” “My dog Spot”; “My dog is called Duque.” “I like to play with dogs.”

Score Point 0: “meow”; “perro”; “spot”; “I like to play at the park.”; “I don’t know.”

FORM C – FT2

[_{FT2}] SAY Tell me about something fun that you are going to do today.

Scoring Criteria

- 1 Immediately understood / intelligible / relevant; one word is sufficient
- 0 No response / response not in English / unrelated / unintelligible / “I don’t know”

FORM C – FT2

[FT2] SAY **Tell me about something fun that you are going to do today.**

FT2

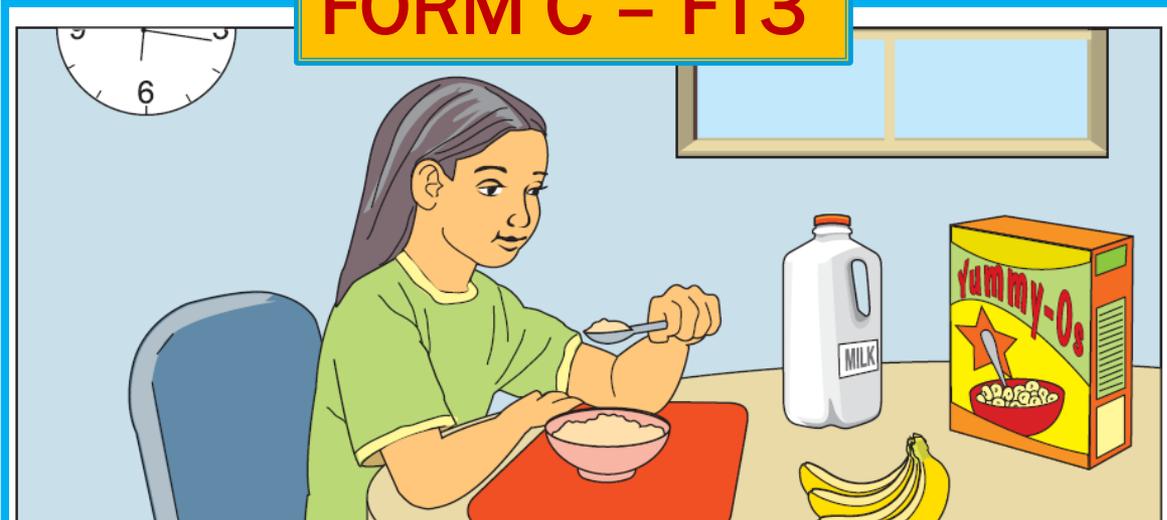
- 1 Immediately understood, intelligible, relevant response; one word is sufficient
- 0 No response / response not in English / unrelated / unintelligible / “I don’t know”

Annotations

Score Point 1: “play”; “get candy”; “go with my brother to the park”; “I’m going to the park.”; “My mom and my brother and me are going to go to get ice cream and...and we are going to... going to go to [pause] someplace fun.”

Score Point 0: “I like apples.”; “jugar”; “It’s hot outside.”

FORM C – FT3



[FT3] SAY What is happening in the picture?

Allow sufficient time for the student to respond. If the student gives a zero or one-point response, you may ask the following:

SAY Tell me more about what is happening in the picture.

Scoring Criteria

- 2 Responds using a complete, relevant sentence with subject-verb agreement; must be about action depicted in the image
- 1 Immediately understood and intelligible response relevant to the picture; includes a sentence fragment (two or more words) or a sentence without subject-verb agreement
- 0 No response / response not in English / unrelated / unintelligible / same one-word response to both questions / only names items on the table

FORM C – FT3

[FT3] SAY **What is happening in the picture?**

Allow sufficient time for the student to respond. If the student gives a zero or one-point response, you may ask the following:

SAY Tell me more about what is happening in the picture.



Annotations

“Tell me more ...”

Some students may be shy or hesitant to respond to the question. When a student provides a zero or one-point response, the test administrator may encourage the student to respond more fully by asking, “Tell me more about what is happening in the picture.” For students who are clearly non-verbal, this follow-up question is not required. Excluding this follow-up question should only occur if the test administrator has a concern that the student is becoming anxious or distressed.

When reading examples of student responses within the annotations, a slash [/] is used to separate the initial response from the follow-up response.

FORM C – FT3

“What is happening in the picture?”



FT3

- 2** Responds using a complete, relevant sentence with subject-verb agreement; must be about action depicted in the image
- 1** Immediately understood, intelligible response, relevant to the question; includes a sentence fragment (two or more words) or a sentence without subject-verb agreement
- 0** No response / response not in English / unrelated / unintelligible / “I don’t know” / same one-word response to both questions / only names items on the table

Annotations *continued*

A student can earn a score of two by producing a single word, sentence fragment, or non-relevant response to the initial question and then producing a relevant sentence when asked the follow-up “tell me more” question.

Score Point 2: “He eats.”; “The girl is sad.”; “She is eating breakfast.” “Her... she is eating a snack.”; “The girl is having breakfast before school.”; “eat”/“She has a spoon.”

Score Point 1: [no response]/“girl eat”; “banana good”/[no response]; “eat”/ “go to school”; “I like cereal.”/ “I like corn flakes.”; “Bananas”/“Bananas grow on trees.”; “eat” / “she eating”;

Score Point 0: “I am five.”/ [no response]; “Puppies are fun.”; “I like it.”; “eat”/“eats”; “bananas, cereal, milk”/“clock”; “eats”/“banana, milk”

FORM C – FT4



[_{FT4}] SAY **The child fell.**

Point to the picture.

SAY **Tell me about a time when you fell.**

Allow sufficient time for the student to respond. If the student gives a zero or one-point response, you may ask the following:

SAY **Tell me more about a time when you fell.**

Scoring Criteria

- 2 Responds using a complete, relevant sentence with subject-verb agreement; must be about student's own experience
- 1 Immediately understood, intelligible response relevant to the picture; includes a sentence fragment (two or more words) or a sentence without subject-verb agreement
- 0 No response / response not in English / unrelated / unintelligible

FORM C – FT4



“The child fell. Tell me about a time when you fell.”

FT4

- 2 Responds using a complete, relevant sentence with subject-verb agreement; must be about student's own experience
- 1 Immediately understood, intelligible response; relevant to action depicted in the picture; includes a sentence fragment (two or more words) or a sentence without subject-verb agreement
- 0 No response / response not in English / unrelated / unintelligible / “I don't know” / same one-word response to both questions / only names things in the picture

Annotations

Score Point 2: “I fell yesterday.”; “The girl is hurt.”/“I got hurt.”; “I don't have a bike.”; “I never fall down.”; “I hurt my knee outside.”; “yesterday”/“I bumped my head.”; “at the park”/“I got an ‘owie’ (boo-boo).” ; “I never fall, but my baby brother falls all the time.”; “When I was running. And she fell when she was riding her bike.”

Score Point 1: “I fell.”; “I fall.”; “boy fall”; “The boy has a bike.”/“The boy fell.”; “The boy fell.”; “I have a bike.”; “The boy is upset.”; “I don't know.”/“My brother fell off his bike and we took him to the doctor.”

Score Point 0: “I don't know.”; “I have a brother.”; “fell”/“fell”; “bicycle”/“boy”; “fall”/“bicycle, boy”

FORM C – FT5

SAY Please look at these three pictures.

Briefly point to each picture on the student page.



[FT5] SAY The teacher tells Joe to do two things.

The teacher tells Joe to pick up the paper from the floor [briefly pause] and then, close the window.

SAY Point to the picture that shows what the teacher tells Joe to do first.

Allow time for the student to indicate a picture.

SAY Now point to the picture that shows what the teacher tells Joe to do next.

Allow time for the student to indicate a picture. Then mark the student's score in the appropriate box on the Student Response Sheet.

Scoring Criteria

- 2 Points to the correct picture for each direction (C, then A)
- 1 Points to one correct picture (C for the first part of the question, or A for the second part of the question)
- 0 No response / points to incorrect pictures / "I don't know"

FORM C – FT5



“Point to the picture that shows what the teacher tells Joe to do first. Now point to the picture that shows what the teacher tells Joe to do next.”

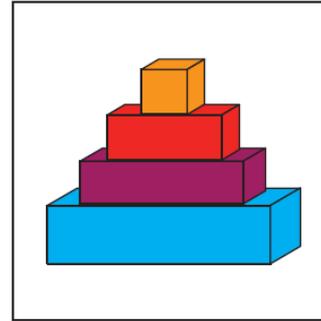
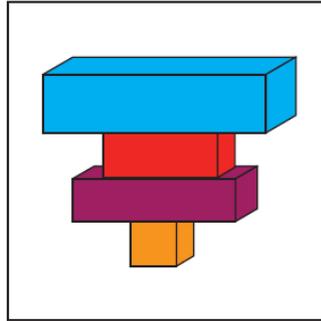
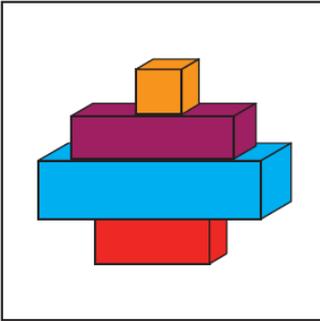
FT5

- 2 Points to the correct picture for each direction in the correct order (C, then A)
- 1 Points to one correct picture (C for the first part of the question, or A for the second part of the question)
- 0 No response / points to incorrect pictures / “I don’t know”

Annotations

If the student produces an oral response, you can repeat to the student to POINT to the picture that shows what the teacher tells Joe to do first and what the teacher tells Joe to do next.

FORM C – FT6



[FT6] SAY **The teacher said, “Please stack the blocks. Put the biggest block on the bottom and the smallest block on the top.”**

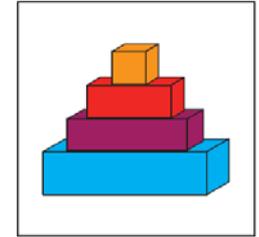
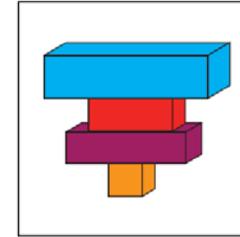
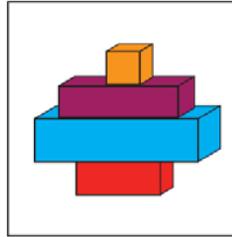
Briefly pause.

SAY **Point to the picture that shows the biggest block on the bottom and the smallest block on the top.**

Scoring Criteria

- 1 Points to the correct picture (C)
- 0 No response / points to incorrect picture / “I don’t know”

FORM C – FT6



[_{FT6}] SAY **The teacher said, “Please stack the blocks. Put the biggest block on the bottom and the smallest block on the top.”**

Briefly pause.

SAY **Point to the picture that shows the biggest block on the bottom and the smallest block on the top.**

FT6

- Points to the correct picture (C)
- No response / points to incorrect picture / “I don’t know”

Annotations

If the student produces an oral response, you can repeat to the student to POINT to the picture that shows the picture with the biggest block on the bottom and the smallest block on the top.

Thank you.

You may send questions to the AZELLA Inbox:
AZELLA@azed.gov

Include “Kinder Field Test” in the subject line