



# Form D

## 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 D

- This training is specific to the administration of Field Test Form D. This training is required for any test administrator who has been assigned to administer Form D 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 D are in Part 2 of the test.
- Materials associated with Form D are identified by the color orange.

# 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 D Field Test may be printed.
- Return ALL printed copies of this Form D 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 *PearsonPerspective*).

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 D Field Test Training.



# When, Who

## When is the Field Test?

Field Test Window is limited 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

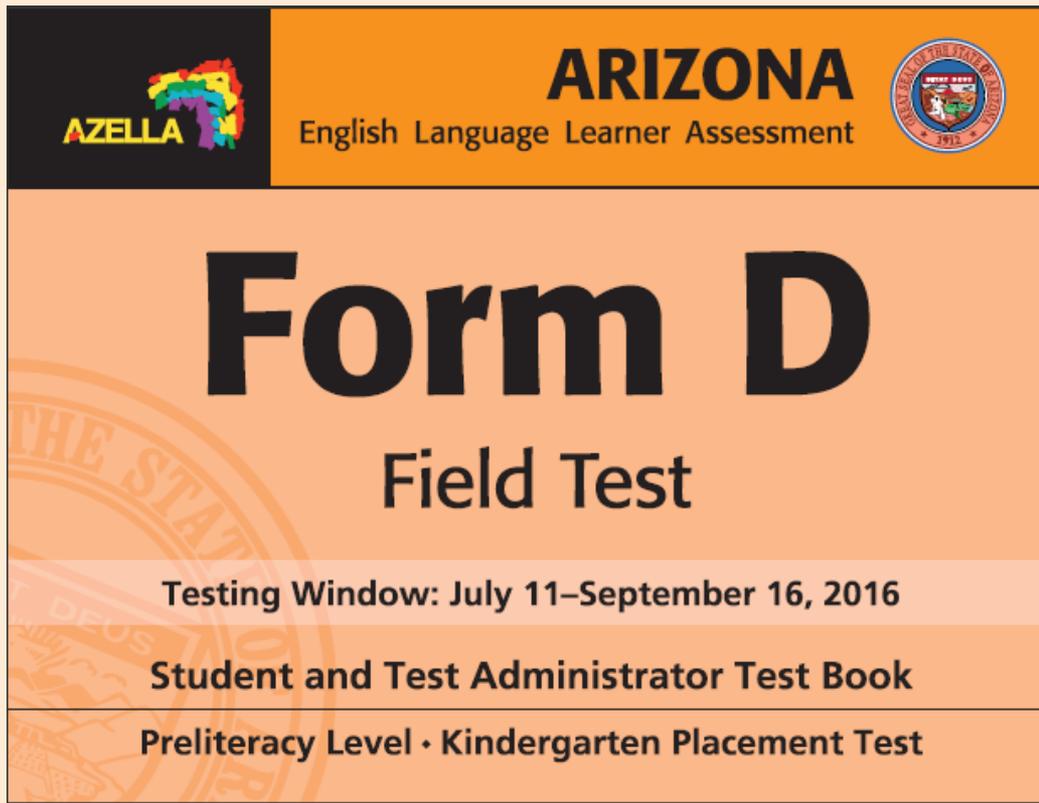
- Develop items for use when revising the 2017-2018 Kindergarten Placement Test
  - Develop more rigorous items
  - Develop items that require more language production
  - Develop items that more broadly sample the English Language Proficiency Standards
- Improve scoring criteria

# 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 D 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 D materials are orange. 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

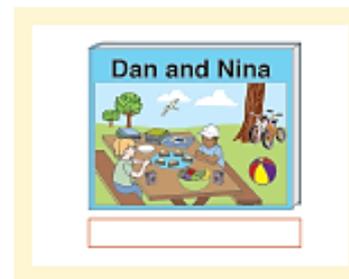
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### Part 2: Picture Time!

*Place the Laminated Activity Card in front of the student.*

**SAY For this game, we will use a picture of a book.**

*Point to the Laminated Activity Card.*



**[FT1] SAY Tell me about two or more things that you see on the table.**





Part 2: Picture Time!

**FT1**  Immediately understood, intelligible, and relevant/accurate response that describes two or more things that are on the table / provides a complete, relevant sentence  
 Only describes one thing, or inaccurate things / a list of things without descriptors is not sufficient / no response / response not in English / unrelated / unintelligible / "I don't know"

**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"

**FT2**  Says the right total (5) or counts the sandwiches and arrives at five  
 Inaccurate / no response / response not in English / unrelated / unintelligible / "I don't know"

**FT3**  Responds using a complete, relevant sentence with subject-verb agreement; must address the children  
 Immediately understood, intelligible response; relevant to the picture; includes a sentence fragment (two or more words) or a sentence without subject-verb agreement  
 The children are not addressed in the response / no response / response not in English / unrelated / unintelligible / "I don't know"

**FT4**  Immediately understood, intelligible, relevant response; one word is sufficient only if it is a verb  
 States an action clearly set in the past / 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 D 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.

Part 2: Picture Time! (continued)

- 17  Colors hat  
 No response / unrelated / "I don't know"

- FT5  Writing is discernible as the letter "X"; any location on the Laminated Activity Card is acceptable; tracing the test administrator's writing is acceptable  
 Scribble is not discernible as the letter "X" / no response

- FT6  Writing is discernible as student's name; phonetic spelling and missing letters are acceptable; misformed, backwards, or upside-down letters are acceptable; if student runs out of space, they should not be penalized if the letters meet the criteria up until that point  
 Scribbles are not discernible as the student's name / no response

- 18  Points to first picture  
 No response / points to incorrect picture / "I don't know"

- 19  Points to pictures in correct sequence (2-3-1)  
 No response / points to pictures in incorrect sequence / "I don't know"

Part 3: Let's Talk!

- 20  Repeats FLAG with correct pronunciation  
 No response / unintelligible / "I don't know"

- 21  Repeats TOP with correct pronunciation  
 No response / unintelligible / "I don't know"

- 22  Repeats WINDOW with correct pronunciation  
 No response / unintelligible / "I don't know"

- 23  Says BUGS with correct pronunciation  
 No response / unintelligible / "I don't know"

- 24  Says CATS with correct pronunciation  
 No response / unintelligible / "I don't know"

- 25  Says HORSES with correct pronunciation  
 No response / unintelligible / "I don't know"



# Form D Student Response Sheet

Form D has 6  
embedded field  
test items ...

FT1, FT2, FT3,  
FT4, FT5, FT6

All field test items for  
Form D are in Part 2 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 two or more things that you see on the table.**

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

**AZELLA KINDERGARTEN PLACEMENT TEST**

**Part 2: Picture Time!**

**FT1**

- Immediately understood, intelligible, and relevant/accurate response that describes two or more things that are on the table / provides a complete, relevant sentence
- Only describes one thing, or inaccurate things / a list of things without descriptors is not sufficient / no response / response not in English / unrelated / unintelligible / "I don't know"

**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"



# 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.

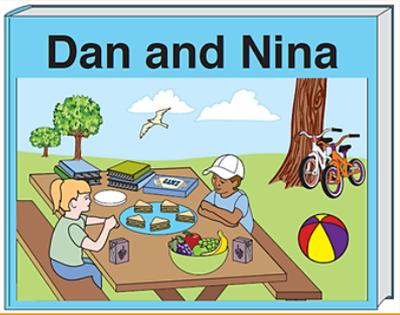
There is a variety of item types included in this form of the field test. Score points and criteria vary depending on the specific item based on a combination of these characteristics.

- 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

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

1



## Dan and Nina

**FORMD – FT1**

[FT1] SAY Tell me about two or more things that you see on the table.

1 Immediately understood, intelligible, and relevant/accurate response that describes two or more things that are on the table / provides a complete, relevant sentence

0 Only describes one thing, or inaccurate things / a list of things without descriptors is not sufficient / no response / response not in English / unrelated / unintelligible / "I don't know"

18

The 2<sup>nd</sup> slide includes:

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

The 1<sup>st</sup> slide includes:

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

2

**FORMD – FT1**



## Dan and Nina

Tell me about two or more things that you see on the table.

**FT1**

- Immediately understood, intelligible, and relevant/accurate response that describes two or more things that are on the table / provides a complete, relevant sentence
- Only describes one thing, or inaccurate things / a list of things without descriptors is not sufficient / no response / response not in English / unrelated / unintelligible / "I don't know"

**Annotations**

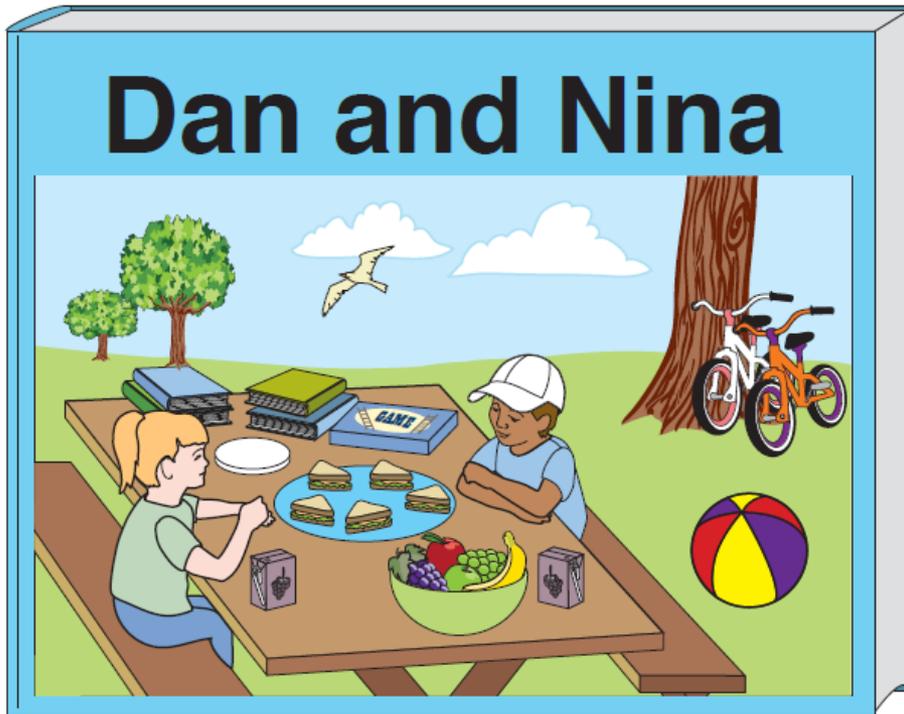
*To earn a score point of 1 the response must contain either descriptive adjectives or adjectives of number (see examples below). Prepositional phrases of place such as “in the bowl” are not sufficient. A complete, relevant sentence without a description is also sufficient to obtain a score point of 1.*

**Score Point 1:** “grape juice and turkey sandwiches”; “There are red apples and green grapes.”; “red apple and one banana on the table”; “There is a bowl with fruit on the table.”; “Their arms are on the table and lots of books.”

**Score Point 0:** “fruit”; “bicycles”; “boy and girl”; “food and books”; “sandwiches, plates, game”; “fruits in the bowl”; “red apple and bananas on the table”; “sandwiches and juice and a green apple”; “games and the food for the boy”; “The bird is flying over the table.”; “The beach ball is big and it has many colors.”

**Form D**  
**Field Test Items**  
**FT1 - FT6**

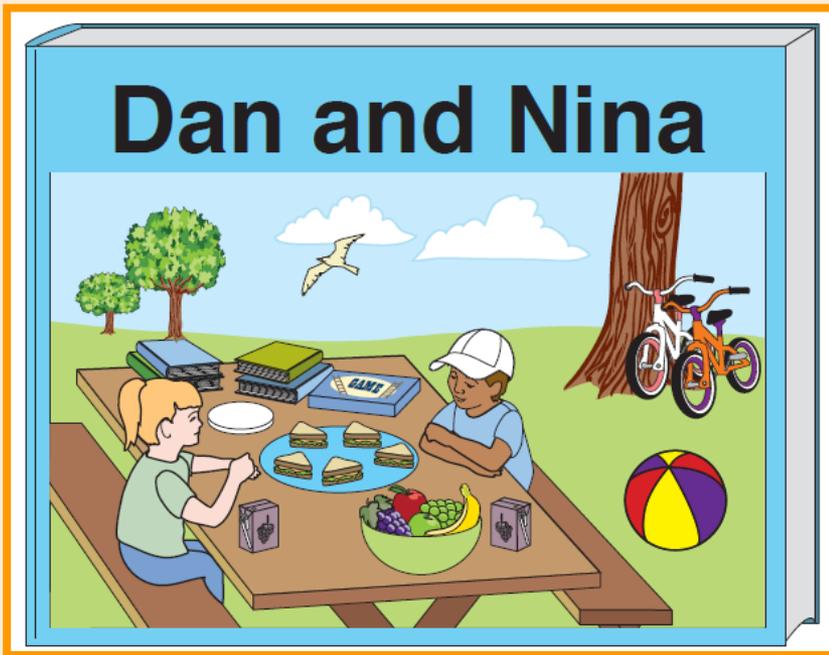
# Form D Laminated Activity Card



There are 2 changes to the activity card:

1. The sandwich plate is a little bigger (the sandwiches are spread out).
2. A red box was added to the bottom of the page.

*Other than this, the card is the same.*



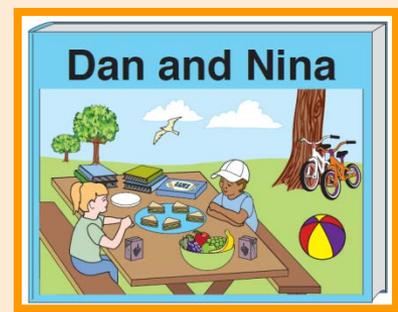
**FORM D – FT1**

**[FT1] SAY Tell me about two or more things that you see on the table.**

### ***Scoring Criteria***

- 1 Immediately understood, intelligible, and relevant/accurate response that describes two or more things that are on the table / provides a complete, relevant sentence
- 0 Only describes one thing, or inaccurate things / a list of things without descriptors is not sufficient / no response / response not in English / unrelated / unintelligible / “I don’t know”

# FORM D – FT1



Tell me about two or more things that you see on the table.

FT1

- 1 Immediately understood, intelligible, and relevant/accurate response that describes two or more things that are on the table / provides a complete, relevant sentence
- 0 Only describes one thing, or inaccurate things / a list of things without descriptors is not sufficient / no response / response not in English / unrelated / unintelligible / "I don't know"

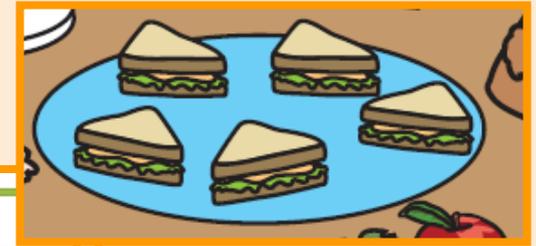
## Annotations

*To earn a score point of 1 the response must contain either descriptive adjectives or adjectives of number (see examples below). Prepositional phrases of place such as "in the bowl" are not sufficient. A complete, relevant sentence without a description is also sufficient to obtain a score point of 1.*

**Score Point 1:** "grape juice and turkey sandwiches"; "There are red apples and green grapes."; "red apple and one banana on the table"; "There is a bowl with fruit on the table."; "Their arms are on the table and lots of books."

**Score Point 0:** "fruit"; "bicycles"; "boy and girl"; "food and books"; "sandwiches, plates, game"; "fruits in the bowl"; "red apple and bananas on the table"; "sandwiches and juice and a green apple"; "games and the food for the boy"; "The bird is flying over the table."; "The beach ball is big and it has many colors."

## FORM D – FT2



7717 / P1\_02

**[FT2] SAY Look at the plate of sandwiches.**

*[As you read the question, point to the plate of sandwiches.]*

**SAY Now, count how many sandwiches are on the plate.**

### *Scoring Criteria*

- 1 Says the right total (5) or counts the sandwiches and arrives at five
- 0 Inaccurate / no response / response not in English / unrelated / unintelligible / “I don’t know”

## FORM D – FT2

Look at the plate of sandwiches. Now, count how many sandwiches are on the plate.



**FT2**

- 1 Says the right total (5) or counts the sandwiches and arrives at five
- 0 Inaccurate / no response / response not in English / unrelated / unintelligible / "I don't know"

### Annotations

**Score Point 1:** "five"; "one, two, three, four, five"; "one two, four, five"; "five sandwiches"; "There five sandwiches."; "There are five."; "There's five sandwiches."; "There are five sandwiches."

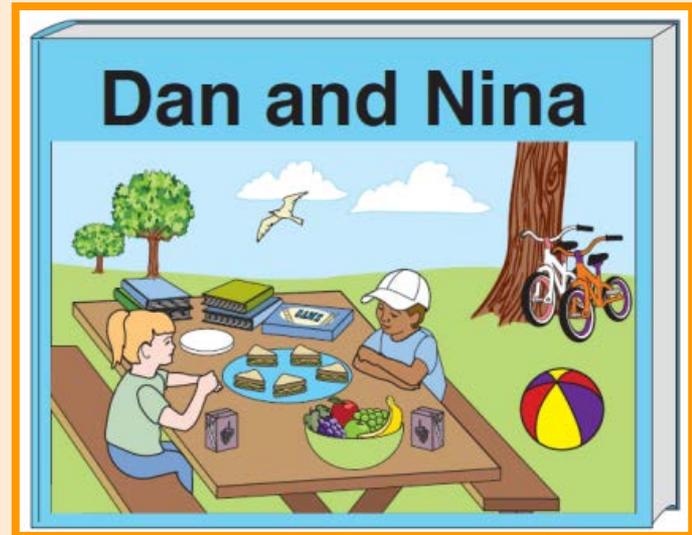
**Score Point 0:** "cinco"; "one, two, three, four"; "one, two, three, four, five, six"; "four"; "There are a lot of sandwiches."; "There's four sandwiches."; "Peanut butter are my favorite."

## FORM D – FT3

[*FT3*] **SAY Tell me what the boy and the girl are doing in this picture.**

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

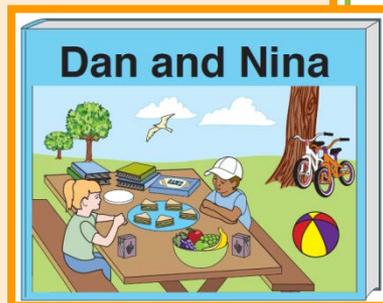
**SAY Tell me more about what the boy and the girl are doing in this picture.**



### *Scoring Criteria*

- 2 Responds using a complete, relevant sentence with subject-verb agreement; must address the boy and the girl.
- 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 The boy and girl are not addressed in the response / no response / response not in English / unrelated / unintelligible / “I don’t know”

## FORM D – FT3



**[<sub>FT3</sub>] SAY Tell me what the boy and the girl are doing in this 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 the boy and the girl are doing in this 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 the boy and the girl are doing in this 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 D – FT3

Tell me what the boy and the girl are doing in this picture.

**FT3**

- 2 Responds using a complete, relevant sentence with subject-verb agreement; must address the children
- 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 The children are not addressed in the response / no response / response not in English / unrelated / unintelligible / “I don’t know”

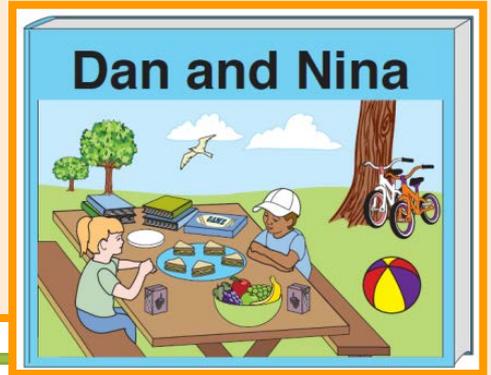
### Annotations *continued*

**Score Point 2:** “They eat.”; “The boy is wearing a hat.”/“She is eating.”; “They are talking.”; “They are having a good time.”; “picnic”/“They are eating.”; “nothing”/ “They’re just sitting.”

**Score Point 1:** [no response]/ “eat”; “talking”/[no response]; “eating”/“eating lunch”; “the boy and the girl”/“eating”; “The boy is wearing a hat.”/ “The boy is closing his eyes.”; “The boy is wearing a hat.” / “He is eating.”

**Score Point 0:** “We went on a picnic.”; “They’re playing with the ball and the bikes.”

## FORM D – FT4

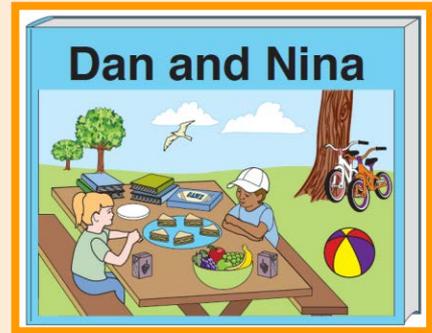


**[FT4] SAY What do you think the boy and girl are going to do next?**

### *Scoring Criteria*

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

# FORM D – FT4



What do you think the boy and the girl are going to do next?

**FT4**

- 1 Immediately understood, intelligible, relevant response; one word is sufficient only if it is a verb
- 0 States an action clearly set in the past / No response / response not in English / unrelated / unintelligible / “I don’t know”

## Annotations

For a score of one point the response must include a verb that expresses an action in the future. The response must address both the boy and the girl explicitly or implicitly.

**Score Point 1:** “play”; “ride their bikes”; “They will eating in the park.”; “The kids go to the park.”; “They are going to play a game.”; “They are going to go swimming.”; “The boy and the girl will eat their food.”; “They will go home.”; “The girl and the boy is going to ride his bike.”

**Score Point 0:** “What are the children going to do next?”; “comer”; “I like sandwiches.”; “The boy has a hat.”; “There is a ball.”; “They were riding the bikes.”; “The kids went to the park.”; “The children go to school in the morning.”; “The girl is going to ride her bike.”

**[FT5] SAY Watch me write a letter.**

*Write the letter "X" in the red box on the activity card using the marker. Then, hand the marker to the student.*

**SAY Now, you write the same letter.**

*Allow sufficient time for the student to write the letter on the Laminated Activity Card. After recording the score, wipe off all the writing from the Laminated Activity Card.*

**FORM D – FT5**

## ***Scoring Criteria***

- 1 Writing is discernible as the uppercase letter "X." Any location on the Laminated Activity Card is acceptable. Correctly tracing the test administrator's writing is acceptable.
- 0 Scribble is not discernible as the letter "X" / no response

# FORM D – FT5

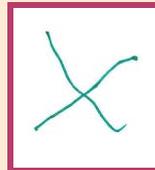


**FT5**

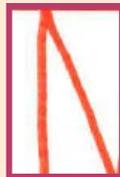
- Writing is discernible as the letter “X”; any location on the Laminated Activity Card is acceptable; tracing the test administrator’s writing is acceptable
- Scribble is not discernible as the letter “X” / no response

## Annotations

Score Point 1 Sample :



Score Point 0 Sample :



# FORM D – FT6

[FT6] SAY **This is Dan.**

*Point to the boy in the picture.*

SAY **This is Dan's name.**

*Point to the word "Dan."*

SAY **This is Nina.**

*Point to the girl in the picture.*

SAY **This is Nina's name.**

*Point to the word "Nina."*

*Point to the red box at the bottom of the page.*

SAY **Now, write your name in the red box.**

*Allow sufficient time for the student to write his/her name in the box. Provide the student with positive feedback on whatever effort they make to write their name.*

*Then mark the student's score in the appropriate box on the Student Response Sheet.*

## *Scoring Criteria*

- 1 Writing is discernible as student's name. Phonetic spelling and missing letters are acceptable. Misformed, backwards, or upside-down letters are acceptable. If student runs out of space, they should not be penalized if the letters meet the criteria up until that point.
- 0 Scribbles are not discernible as the student's name / no response

# FORM D – FT6

FT6

- 1 Writing is discernible as student's name; phonetic spelling and missing letters are acceptable; misformed, backwards, or upside-down letters are acceptable; if student runs out of space, they should not be penalized if the letters meet the criteria up until that point
- 0 Scribbles are not discernible as the student's name / no response

## Score Point 1 Samples



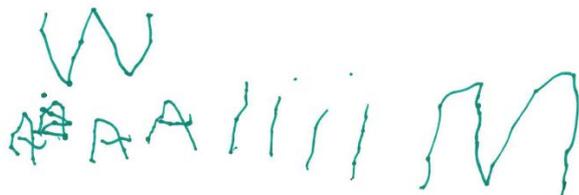
E S t e v a n

Estevan wrote what appears seems to be a “v” instead of an “n”.



R Y a h

Ryan wrote a combination of upper and lower case letters and a very “tall” “n”.



W i l l i a m

William wrote his name from right to left, ran out of space, and wrote the letters “W” and “M” upside down.

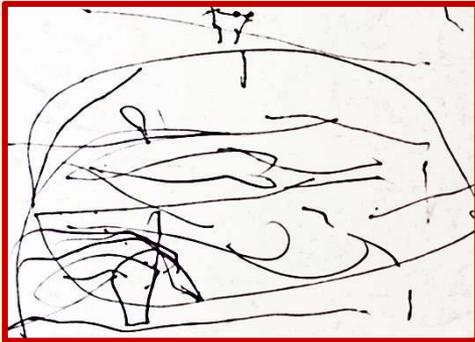
# FORM D – FT6



**FT6**

- 1 Writing is discernible as student's name; phonetic spelling and missing letters are acceptable; misformed, backwards, or upside-down letters are acceptable; if student runs out of space, they should not be penalized if the letters meet the criteria up until that point
- 0 Scribbles are not discernible as the student's name / no response

## Score Point 0 Sample



Victoria attempted to write her name unsuccessfully. Her scribbles are not discernible as letters.

# Thank you.

You may send questions to the AZELLA Inbox:  
[AZELLA@azed.gov](mailto:AZELLA@azed.gov)

Include “Kinder Field Test” in the subject line