



# Form E

## 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 E



- This training is specific to the administration of Field Test Form E. This training is required for any test administrator who has been assigned to administer Form E 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 E are in Part 3 of the test.
- Materials associated with Form E are identified by the color purple.

# 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 E Field Test may be printed.
- Return ALL printed copies of this Form E 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 E Field Test Training.



# When, Who

## When is the Field Test?

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

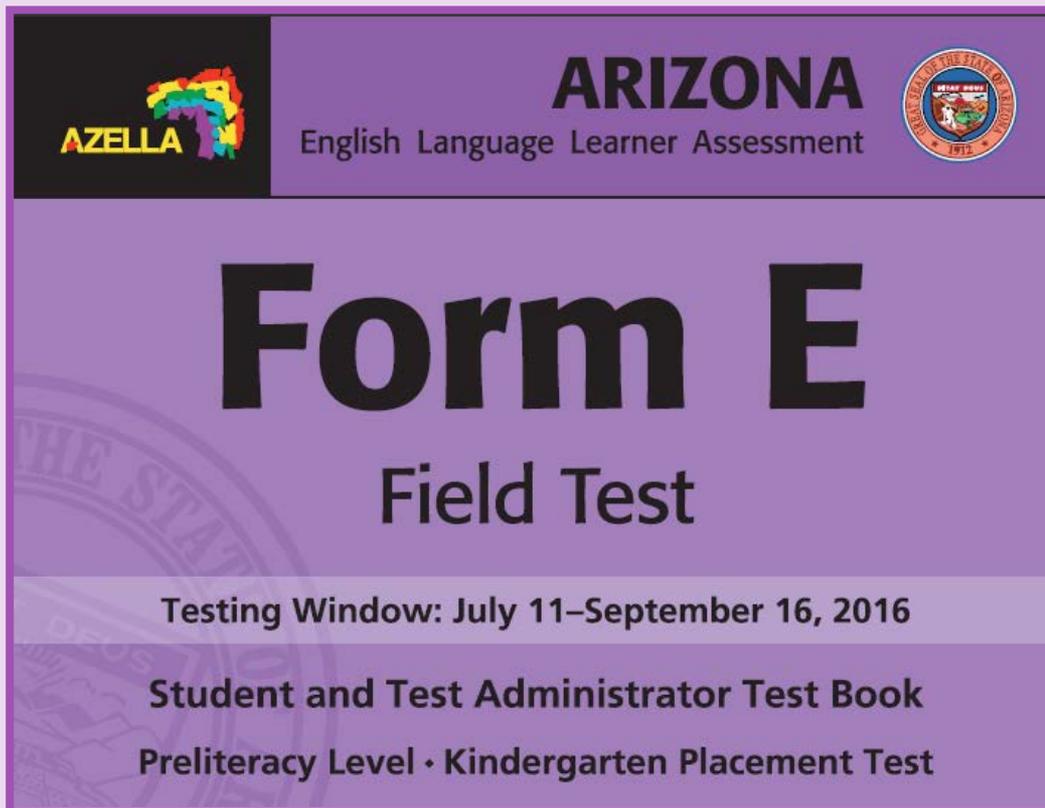
- Develop items for use when revising the 2017-2018 Kindergarten Placement Test
  - Develop more rigorous items
  - Develop items that require more language production
  - Develop items that more broadly sample the English Language Proficiency Standards
- Improve scoring criteria

# 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 E 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 E materials are purple. 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

**SAY Now I will say a sentence. Then you will repeat the sentence after me.**

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

[29] SAY ***I am having fun.*** Please say, "***I am having fun.***"

[30] SAY ***He runs fast.*** Please say, "***He runs fast.***"

[31] SAY ***Robert played today.*** Please say, "***Robert played today.***"

[32] SAY ***Their car is nice.*** Please say, "***Their car is nice.***"

[F5] SAY ***She opens the milk by herself.*** Please say, "***She opens the milk by herself.***"

[F6] SAY ***Where is David's blue marker?*** Please say, "***Where is David's blue marker?***"



## Part 3: Let's Talk! (continued)

<b>FT1</b>	<input type="checkbox"/> Responds with correct function of object (toy car or real car); some errors in grammar are acceptable; a one-word response is acceptable if it is sufficient to express <u>function</u> of object <input type="checkbox"/> Grammatically correct sentence that provides incorrect function of object / no response / response not in English / unrelated / unintelligible / "I don't know"
<b>FT2</b>	<input type="checkbox"/> Responds with correct function of object; some errors in grammar are acceptable; a one-word response is acceptable if it is sufficient to express <u>function</u> of object <input type="checkbox"/> Grammatically correct sentence that provides incorrect function of object / no response / response not in English / unrelated / 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"

<b>FT3</b>	<input type="checkbox"/> Response includes the word MONKEY; a one-word response is acceptable <input type="checkbox"/> Response does not include the word MONKEY / no response / response not in English / unrelated / unintelligible / "I don't know"
<b>FT4</b>	<input type="checkbox"/> Points to picture of tree with 5 birds <input type="checkbox"/> No response / points to incorrect picture / "I don't know"

- 26**  Repeats FROG, LOG with correct pronunciation  
 No response / unintelligible / "I don't know"

- 27**  Repeats DUCK, TRUCK with correct pronunciation  
 No response / unintelligible / "I don't know"

- 28**  Repeats PAN, FAN with correct pronunciation  
 No response / unintelligible / "I don't know"

- 29**  "I am having fun." / repeats underlined word exactly as demonstrated  
 No response / unintelligible / "I don't know"

# Form E 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 3: Let's Talk! (continued)

- 30  "He runs fast." / repeats underlined words exactly as demonstrated  
 No response / unintelligible / "I don't know"
- 31  "Robert played today." / repeats underlined word exactly as demonstrated  
 No response / unintelligible / "I don't know"
- 32  "Their car is nice." / repeats underlined word exactly as demonstrated  
 No response / unintelligible / "I don't know"
- FT5**  "She opens the milk by herself." / repeats underlined words exactly as demonstrated  
 No response / unintelligible / "I don't know"
- FT6**  "Where is David's blue marker?" / repeats underlined words exactly as demonstrated using correct inflection and intonation for an interrogative sentence  
 No response / unintelligible / "I don't know" / does not use the correct inflection for an interrogative sentence
- 33  Points to correct picture (MOUSE)  
 No response / points to incorrect picture / "I don't know"
- 34  Points to correct picture (BELL)  
 No response / points to incorrect picture / "I don't know"
- 35  Points to correct picture (STAMP)  
 No response / points to incorrect picture / "I don't know"

# Form E Student Response Sheet

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

All field test items for  
Form E are in Part 3 of  
the Kindergarten  
Placement Test.

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

[FT1] SAY **This is a car.**

*Point to the car on the student page.*

SAY **What can you do with it?**

*Allow sufficient time for the student to respond.*



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

## AZELLA KINDERGARTEN PLACEMENT TEST

### Part 3: Let's Talk! (continued)

FT1

- Responds with correct function of object (toy car or real car); some errors in grammar are acceptable; a one-word response is acceptable if it is sufficient to express function of object
- Grammatically correct sentence that provides incorrect function of object / no response / response not in English / unrelated / unintelligible / "I don't know"

FT2

- Responds with correct function of object; some errors in grammar are acceptable; a one-word response is acceptable if it is sufficient to express function of object
- Grammatically correct sentence that provides incorrect function of object / no response / response not in English / unrelated / unintelligible / "I don't know"

23

- Says **BUGS** with correct pronunciation
- No response / 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

**FORM E – FT1**

**FORM E – FT1**  
[FT1] SAY This is a car.

Point to the car on the student page.

SAY What can you do with it?

Allow sufficient time for the student to respond.



*Scoring Criteria*

- 1 Responds with correct function of object (toy car or real car); some errors in grammar are acceptable; a one-word response is acceptable if it is sufficient to express function of object
- 0 Grammatically correct sentence that provides incorrect function of object / no response / response not in English / unrelated / unintelligible / "I don't know"

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

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

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

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

2

**FORM E – FT1**



This is a car.  
What can you do with it?

**FT1**

- Responds with correct function of object (toy car or real car); some errors in grammar are acceptable; a one-word response is acceptable if it is sufficient to express function of object
- Grammatically correct sentence that provides incorrect function of object / no response / response not in English / unrelated / unintelligible / "I don't know"

*Annotations*

Score Point 1: "drive"; "play"; "go places"; "go on vacations"; "cars go"; "I play my cars."; "drive it"; "A car is for to go places."; "I like to go driving with my mother."

Score Point 0: "toy car"; "I see a car."; "A car is for flying."; "The car is orange."

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

# FORM E – FT1

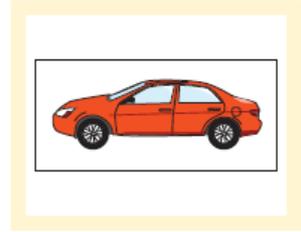
7717 / P1\_05  
[FT1]

**SAY This is a car.**

*Point to the car on the student page.*

**SAY What can you do with it?**

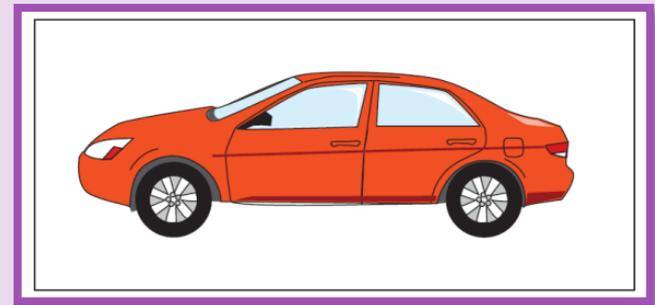
*Allow sufficient time for the student to respond.*



## *Scoring Criteria*

- 1 Responds with correct function of object (toy car or real car); some errors in grammar are acceptable; a one-word response is acceptable if it is sufficient to express function of object
- 0 Grammatically correct sentence that provides incorrect function of object / no response / response not in English / unrelated / unintelligible / “I don’t know”

## FORM E – FT1



This is a car.

What can you do with it?

**FT1**

- 1 Responds with correct function of object (toy car or real car); some errors in grammar are acceptable; a one-word response is acceptable if it is sufficient to express function of object
- 0 Grammatically correct sentence that provides incorrect function of object / no response / response not in English / unrelated / unintelligible / “I don’t know”

### Annotations

**Score Point 1:** “drive”; “play”; “go places”; “go on vacations”; “cars go”; “I play my cars.”; “drive it”; “A car is for to go places.”; “I like to go driving with my mother.”

**Score Point 0:** “toy car”; “I see a car.”; “A car is for flying.”; “The car is orange.”

# FORM E – FT2

7717 / P1\_06

[FT2] SAY **This is money.**

*Point to the money on the student page.*

SAY **What can you do with it?**

*Allow sufficient time for the student to respond.*



## *Scoring Criteria*

- 1 Responds with correct function of object; some errors in grammar are acceptable; a one-word response is acceptable if it is sufficient to express function of object
- 0 Grammatically correct sentence that provides incorrect function of object / no response / response not in English / unrelated / unintelligible / “I don’t know”

# FORM E – FT2

This is money.

What can you do with it?



**FT2**

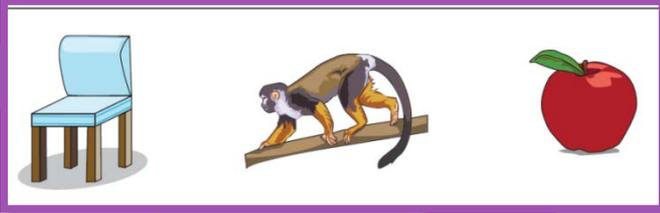
- 1 Responds with correct function of object; some errors in grammar are acceptable; a one-word response is acceptable if it is sufficient to express function of object
- 0 Grammatically correct sentence that provides incorrect function of object / no response / response not in English / unrelated / unintelligible / “I don’t know”

## Annotations

**Score Point 1:** “save”; “shop”; “buy things”; “use it”; “get stuff”; “put in my pocket”; “to buying things”; “it is for spending”; “I got money on my birthday.”

**Score Point 0:** “dollars” ;“money”; “lunch”; “money is for jumping”

# FORM E – FT3



7717 / P1\_07

[FT3]

**SAY Here are three things: a chair, a monkey, and an apple.**

*Point to each picture on the student page.*

**SAY Tell me which one is in the middle.**

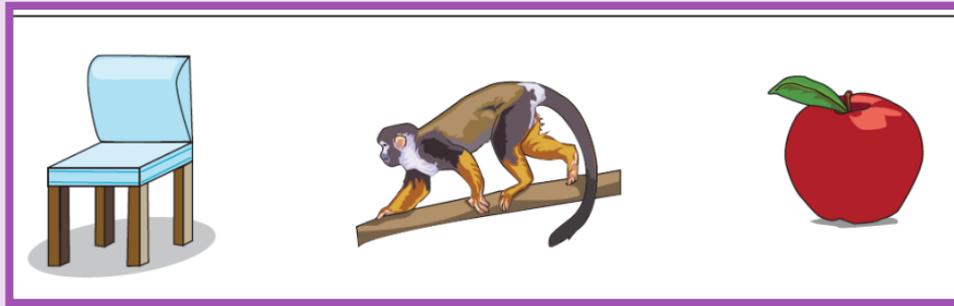
*If student points to the correct picture, but does not provide an oral response,*

**SAY What is that?**

## *Scoring Criteria*

- 1 Response includes the word MONKEY; a one-word response is acceptable
- 0 Response does not include the word MONKEY / no response / response not in English / unrelated / unintelligible / “I don’t know”

## FORM E – FT3



Here are three things: a chair, a monkey, and an apple.  
Which one is in the middle?

**FT3**

- Response includes the word MONKEY; a one-word response is acceptable
- Response does not include the word MONKEY / no response / response not in English / unrelated / unintelligible / “I don’t know”

### Annotations

If the student names all three answer choices the response is scored as a zero. This item requires an oral response. The follow-up question “What is that?” needs to be asked. If the student points to the monkey and does not provide an oral response. If the student continues to point without saying “monkey”, the score is zero. If the word is mispronounced, but intelligible, the score is one.

**Score Point 1:** “monkey”; “The monkey is on a stick.”; “The monkey is in the middle.”

**Score Point 0:** “Which one is in the middle?”; “un mono”; “a chair, a monkey, and an apple”

# FORM E – FT4

7617 / P1\_07

[FT4] SAY **Look at these three pictures.**

*Point to each picture on the student page.*

SAY **Point to the tree with the most birds.**



## *Scoring Criteria*

1 Points to picture of tree with 5 birds

0 No response / points to incorrect picture / “I don’t know”

## FORM E – FT4



Look at these three pictures.  
Point to the tree with the most birds.

FT4

- 1 Points to picture of tree with 5 birds
- 0 No response / points to incorrect picture / “I don’t know”

### Annotations

If the student provides an oral response, say “Point to the tree with the most birds.” again.

**Score Point 1:** Points to the third picture. Points to the individual birds in the third picture.

**Score Point 0:** “I don’t know.”; “the tree with the most birds”

# FORM E – FT5

7717 / P1 08

[**FT5**] SAY ***She opens the milk by herself.*** Please say, "***She opens the milk by herself.***"

## *Scoring Criteria*

- 1 “She opens the milk by herself.” / repeats underlined words exactly as demonstrated
- 0 No response / unintelligible / “I don’t know”

# FORM E – FT5

7717 / P1\_08

[FT5] SAY ***She opens the milk by herself.*** Please say, "***She opens the milk by herself.***"

**FT5**

- "She opens the milk by herself." / repeats underlined words exactly as demonstrated
- No response / unintelligible / "I don't know"

## Annotations

It is critical that the test administrator models the sentences to be repeated with accurate pronunciation and intonation. Three words are underlined in this item. All three words must be repeated exactly as the test administrator demonstrated.

**Score Point 1:** "She opens milk by herself."; "He opens the meal by herself."

**Score Point 0:** "She open the milk by herself."; "She opens the milk self."; "She opens the milk myself."

# FORM E – FT6

7717 / P1\_09

[FT6] SAY Where is David's blue marker? Please say, "Where is David's blue marker?"

## *Scoring Criteria*

- 1 “Where is David’s blue marker?” / repeats underlined words exactly as demonstrated using correct inflection and intonation for an interrogative sentence
- 0 No response / unintelligible / “I don’t know” / does not use the correct inflection for an interrogative sentence

# FORM E – FT6

7717 / P1\_09

[FT6] SAY Where is David's blue marker? Please say, "Where is David's blue marker?"

FT6

- "Where is David's blue marker?" / repeats underlined words exactly as demonstrated using correct inflection and intonation for an interrogative sentence
- No response / unintelligible / "I don't know" / does not use the correct inflection for an interrogative sentence

## Annotations

Every word in this item is underlined and must be repeated exactly as the test administrator demonstrated. This sentence must be identifiable as an interrogative sentence to obtain a score point of one.

**Score Point 1:** See rubric.

**Score Point 0:** "where is David marker"; "when David's blue marker"; "Where David's blue marker."

# 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