



Form F

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 F



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

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

When, Who

When is the Field Test?

Test Window is 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.



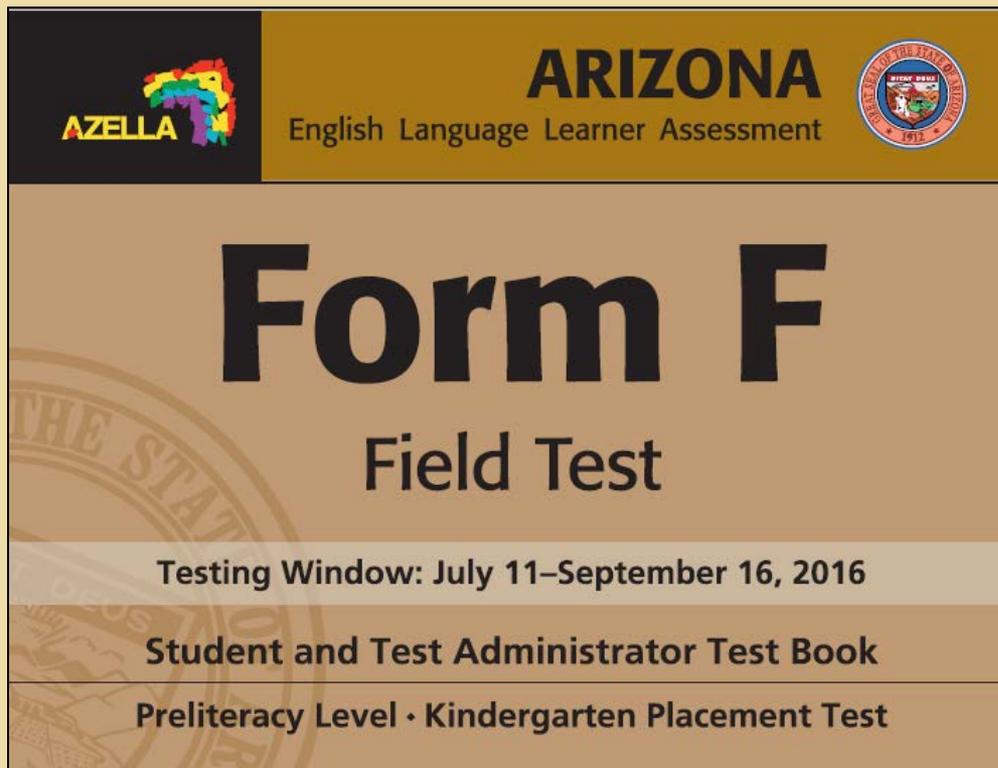
Objectives of the Field Test

- 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 F 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 F materials are brown. 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

[π1] SAY **Please look at these three pictures.**

Ball [point to the ball], **key** [point to the key],

box [point to the box].



SAY **Which picture sounds like fox?**

Ball [point to the ball], **key** [point to the key],

box [point to the box].

SAY **Point to the picture that sounds like fox.**

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

AZELLA

Kindergarten Placement Test Field Test ♦ Form F

July 11–September 16, 2016

This page is to be filled in by school or district personnel. Instructions for completing this page are included in the Student and Test Administrator Test Book.

School		District																																										
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Form F Student Response Sheet

Student Response Sheets are specific to test forms and are color coded to match the color of the Student and Test Administrator Test Book. Form F materials are brown. The field test response form is similar to the existing response form.

Part 3: Let's Talk! (continued)

- 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"

- 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"

- FT1** Points to correct picture or says "box"
 No response / points to incorrect picture / "I don't know"

- FT2** Points to correct picture or says "house"
 No response / points to incorrect picture / "I don't know"

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

- 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"



Form F 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)

FT3	<input type="checkbox"/> Repeats rhyme with intonation, inflection, and rhythm as modeled; articulation of individual words may have minor errors, but rhyme is intelligible as a whole; rhyming words must be clearly repeated <input type="checkbox"/> Does not reflect intonation, inflection, and rhythm as modeled / does not accurately articulate underlined words / no response / unintelligible / "I don't know"
FT4	<input type="checkbox"/> Uses the words "next to" as the response <input type="checkbox"/> Does not include the words "next to" / no response / response not in English / unintelligible / "I don't know"
FT5	<input type="checkbox"/> Points to correct picture (number 8) / says "eight" <input type="checkbox"/> No response / points to incorrect picture / "I don't know"
FT6	<input type="checkbox"/> Points to correct sign (STOP sign) <input type="checkbox"/> No response / points to incorrect picture / "I don't know"

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 F Student Response Sheet

Form F has 6
embedded field
test items ...

FT1, FT2, FT3,
FT4, FT5, FT6

All field test items for
Form F 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 Please look at these three pictures.

Ball [point to the ball], **key** [point to the key],
box [point to the box].



SAY Which picture sounds like **fox**?

Ball [point to the ball], **key** [point to the key],
box [point to the box].

AZELLA KINDERGARTEN PLACEMENT TEST

Part 3: Let's Talk! (continued)

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"

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"

FT1

- Points to correct picture or says "box"
- No response / points to incorrect picture / "I don't know"

FT2

- Points to correct picture or says "house"
- No response / points to incorrect picture / "I don't know"

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



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 F – FT1

[FT1] SAY Please look at these three pictures.
Ball [point to the ball], **key** [point to the key],
box [point to the box].

SAY Which picture sounds like fox?
Ball [point to the ball], **key** [point to the key],
box [point to the box].

SAY Point to the picture that sounds like fox.

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



1 Points to correct picture or says “box”

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

The 2nd slide includes:

- Form letter, “F” 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)

The 1st slide includes:

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

FORM F – FT1



Please look at these three pictures.
Ball, key, box.
Which picture sounds like fox?
Ball, key, box.
Point to the picture that sounds like fox.

FT1

- Points to correct picture or says “box”
- No response / points to incorrect picture / “I don’t know”

Annotations

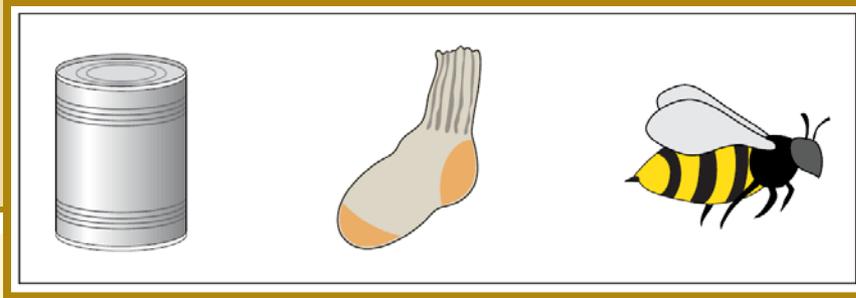
Score Point 1:

Score Point 0:

2

Form F
Field Test Items
FT1 - FT6

Sample B



Sample B

SAY **Please look at these three pictures.**

Can [point to the can], **sock** [point to the sock], **bee** [point to the bee].

SAY **Which picture sounds like rock?**

Can [point to the can], **sock** [point to the sock], **bee** [point to the bee].

SAY **Point to the picture that sounds like rock.**

Allow sufficient time for the student to indicate a picture.

SAY **The correct answer is sock.** [Point to the sock.]

Sock sounds like rock. Now, let's try another one.



Sample B – “sounds like”

Sample B provides the test administrator an opportunity to practice items that ask the student to identify the picture of a word that “sounds like” the picture of a given word. This item type is looking for rhyming words. If a student points incorrectly, demonstrate and practice with the student on Sample B. Sample B aligns to field test items FT1 and FT2. Sample B is not scored on the Student Response Sheet.

FORM F – FT1

7717 / P1_10
[FT1]

SAY Please look at these three pictures.

Ball [point to the ball], **key** [point to the key],
box [point to the box].



SAY Which picture sounds like fox?

Ball [point to the ball], **key** [point to the key],
box [point to the box].

SAY Point to the picture that sounds like fox.

Allow sufficient 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

- 1 Points to correct picture or says “box”
- 0 No response / points to incorrect picture / “I don’t know”

FORM F – FT1



Please look at these three pictures.

Ball, key, box .

Which picture sounds like fox?

Ball, key, box.

Point to the picture that sounds like fox.

FT1

- 1 Points to correct picture or says "box"
- 0 No response / points to incorrect picture / "I don't know"

Annotations

Score Point 1: See rubric.

Score Point 0: See rubric. [Student points to more than one picture including the box]

FORM F – FT2

7717 / P1_11

[FT2] SAY **Please look at these three pictures.**

Van [point to the van], **house** [point to the house],
bear [point to the bear].



SAY **Which picture sounds like mouse?**

Van [point to the van], **house** [point to the house],
bear [point to the bear].

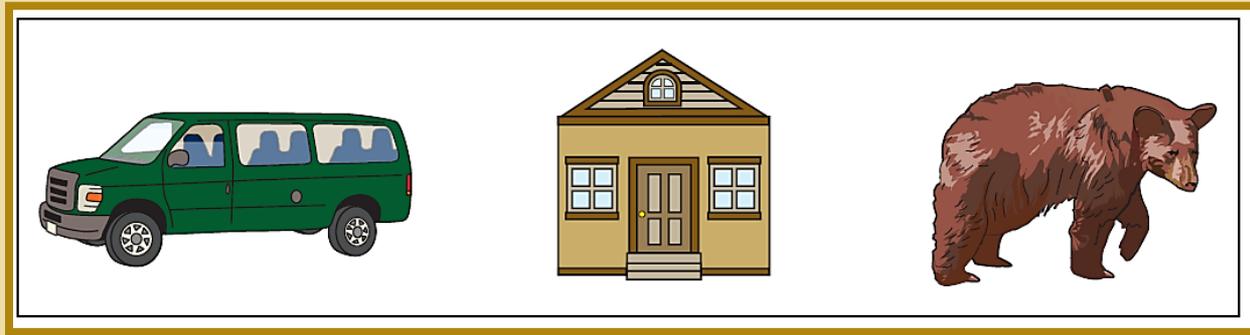
SAY **Point to the picture that sounds like mouse.**

Allow sufficient 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

- 1 Points to correct picture or says “house”
- 0 No response / points to incorrect picture / “I don’t know”

FORM F – FT2



Please look at these three pictures.

Van, house, bear .

Which picture sounds like mouse?

Van, house, bear.

Point to the picture that sounds like mouse.

FT2

- 1 Points to correct picture or says "house"
- 0 No response / points to incorrect picture / "I don't know"

Annotations

Score Point 1: See rubric.

Score Point 0: See rubric. [Student points to more than one picture including the house]

FORM F – FT3

^{7717/P1_12}
[FT3] SAY ***There was a little cat. He was looking for his hat. Please say, "There was a little cat. He was looking for his hat."***

Scoring Criteria

- 1 Repeats rhyme with intonation, inflection, and rhythm as modeled; articulation of individual words may have minor errors, but rhyme is intelligible as a whole; rhyming words must be clearly repeated
- 0 Does not reflect intonation, inflection, and rhythm as modeled / does not accurately articulate underlined words / no response unintelligible / "I don't know"

FORM F – FT3

There was a little cat. He was looking for his hat. Please say, “There was a little cat. He was looking for his hat.”

FT3

- 1 Repeats rhyme with intonation, inflection, and rhythm as modeled; articulation of individual words may have minor errors, but rhyme is intelligible as a whole; rhyming words must be clearly repeated
- 0 Does not reflect intonation, inflection, and rhythm as modeled / does not accurately articulate underlined words / 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. Six words are underlined in this item. All six words must be repeated exactly as the test administrator demonstrated.

If non-underlined words are omitted or paraphrased, but the other criteria fulfilled, the response is acceptable.

Score Point 1: “little cat looking for his hat”; “The little cat went looking for his hat.”

Score Point 0: “There was a cat. He looking for his hat.”; “There was a little cat. He found his hat.”; “A little cat... he looked for his...”; “The little cat find his hat.”

FORM F – FT4

7717/P1 13

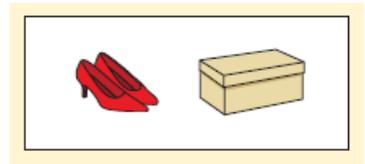
[FT4] SAY **Please look at the picture.**

Point to the picture of the shoes and the box on the student page.

SAY **Where are the shoes: inside the box, next to the box, or over the box?**

If student points, you may repeat the question.

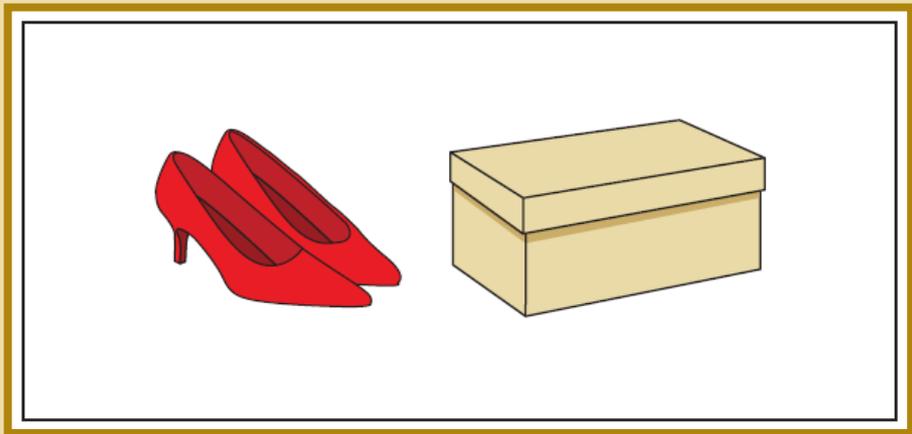
Allow sufficient time for the student to respond. Then mark the student's score in the appropriate box on the Student Response Sheet.



Scoring Criteria

- 1 Uses the words “next to” as the response
- 0 Does not include the words “next to” / no response / response not in English / unintelligible / “I don’t know”

FORM F – FT4



Please look at the picture.

Where are the shoes: inside the box, next to the box, or over the box?

If student points, you may repeat the question.

FT4

- 1 Uses the words “next to” as the response
- 0 Does not include the words “next to” / no response / response not in English / unintelligible / “I don’t know”

Annotations

Score Point 1: “next to the box”; “next to”; “The shoes are next to the box.”

Score Point 0: “inside the box, next to the box, over the box”; “next to inside the box”; “next the box”; “next”

FORM F – FT5

7217 / P1_01

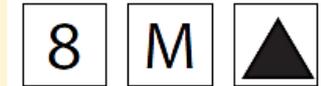
[FT5] SAY **Please look at the three boxes.**

Briefly point to each picture on the student page.

SAY **Which box shows a number?**

Point to the box that shows a number.

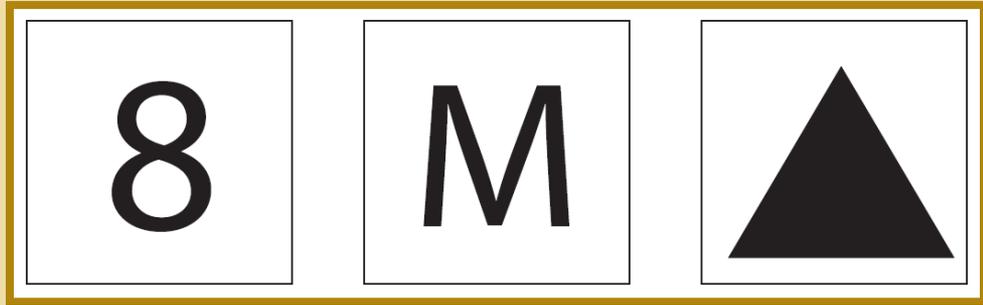
Allow sufficient time for the student to indicate a picture. Then mark the student's score in the appropriate box on the Student Response Sheet.



Scoring Criteria

- 1 Points to correct picture (number 8) / says “eight”
- 0 No response / points to incorrect picture / “I don’t know”

FORM F – FT5



Please look at the three boxes.

Which box shows a number?

Point to the box that shows a number

FT5

- 1 Points to correct picture (number 8) / says “eight”
- 0 No response / points to incorrect picture / “I don’t know”

Annotations

This item can earn a score point of 1 by either providing a correct oral response or pointing to the number eight.

Score Point 1: [points to the number 8]; “ eight”; “the number 8”

Score Point 0: [Points to the wrong picture]; [Points to more than one picture including the number 8]; “number”; “It’s a triangle.”

FORM F – FT6

7217 / P1_02

[FT6] SAY **Please look at these three signs.**

Briefly point to each sign on the student page.

SAY **Which sign tells you to stop?**

Point to the sign that tells you to stop.

If the student says "stop," ask them to point to the sign that tells you to stop.

Allow sufficient 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

1 Points to correct sign (STOP sign)

0 No response / points to incorrect picture / "I don't know"

FORM F – FT6



Please look at these three signs.

Which sign tells you to stop?

Point to the sign that tells you to stop.

→ *If the student says "stop," ask them to point to the sign that tells you to stop.*

FT6

- 1 Points to correct sign (STOP sign)
- 0 No response / points to incorrect picture / "I don't know"

Annotations

Saying the word "stop" without pointing to the correct picture does not demonstrate that the student can identify the stop sign.

Score Point 1: [points to stop sign]; "stop" / [points to stop sign]; "I know what it looks like but I don't know how to read it; and it's this one [points to sign] - and this one that tell you to go"

Score Point 0: "stop"; [Points to more than one picture including the stop sign]

Thank you.

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

Include “Kinder Field Test” in the subject line