



# Form G

## 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 G

- This training is specific to the administration of Field Test Form G. This training is required for any test administrator who has been assigned to administer Form G of the 2016-2017 Kindergarten Placement Test.
- This training will provide the criteria for scoring new field test items.
- All 5 of the new field items for Form G are in Part 4 of the test.
- Materials associated with Form G are identified by the color green.

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

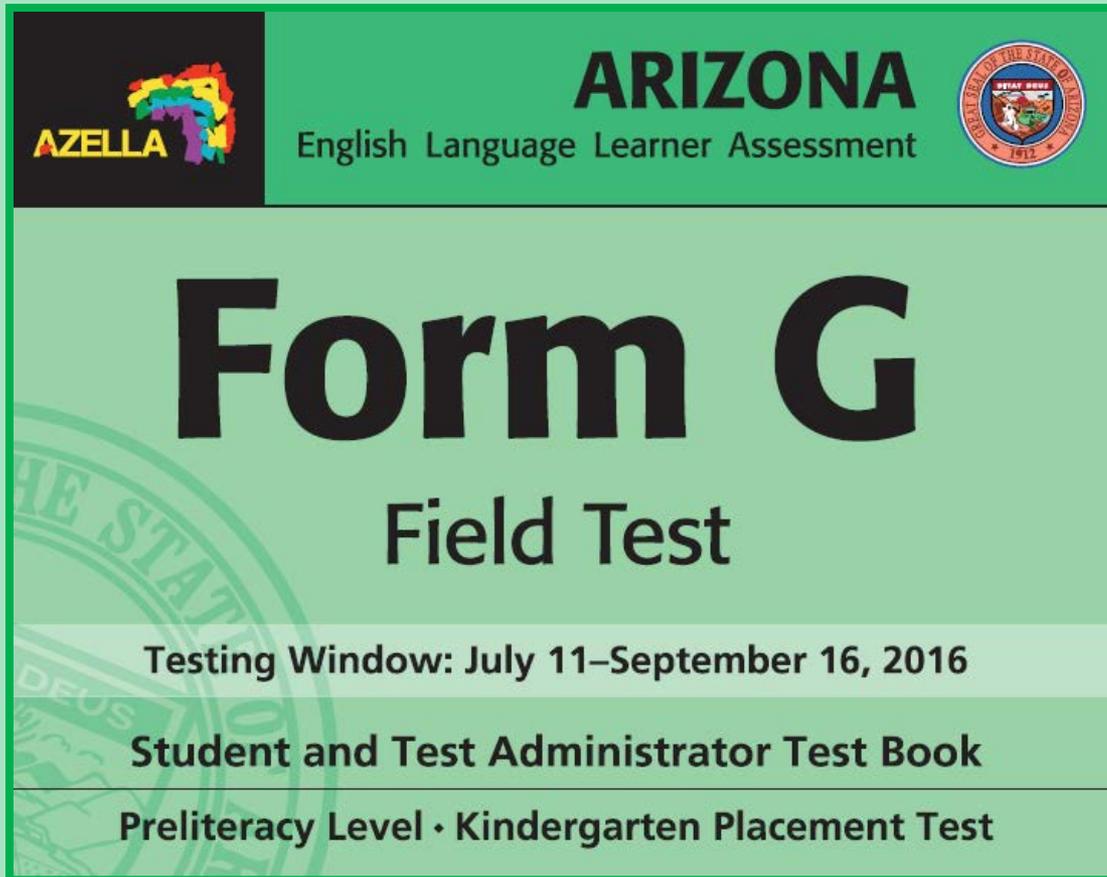
- Develop items for use when revising the 2017-2018 Kindergarten Placement Test
  - Develop more rigorous items
  - Develop items that require more language production
  - Develop items that more broadly sample the English Language Proficiency Standards
- Improve scoring criteria

# 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 G 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 G materials are green. 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

[FT1] SAY **Please look at these three pictures.**

*Briefly point to each picture on the student page.*

SAY **Tell me what Peter needs to find before he can go outside.**

*If the student points to a picture,*

SAY **What is that?**

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





Part 4: Story Time!

36

- Points to correct picture (CHICKENS)
- No response / points to incorrect picture / "I don't know"

37

- Points to correct picture (HORSE)
- No response / points to incorrect picture / "I don't know"

38

- Has the ability to produce a spoken sentence in English
- Includes 3 key ideas based on the prompt
- Includes simple sentences and/or compound sentences
- Minor errors in grammar, vocabulary, and pronunciation do not interfere with comprehension of response

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- Has the ability to produce a spoken response in English
- Includes at least 2 key ideas based on the prompt
- Includes short patterns of words or phrases
- Errors in grammar, vocabulary, and pronunciation make part of the narrative unclear

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- Has limited ability to produce a spoken response
- Includes limited detail with at least 1 key idea based on the prompt
- Includes isolated words or gestures to express meaning
- Critical errors in grammar, vocabulary, and pronunciation make most of the narrative unclear

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- Insufficient response to score
- Non-English response
- Unrelated or repetition of prompt
- "I don't know" or "I don't understand"

FT1

- Immediately understood, intelligible, and relevant response that includes the word HAT; a one-word response is acceptable
- Does not include the word HAT / no response / response not in English / unrelated / unintelligible / "I don't know"

FT2

- Immediately understood, intelligible, and relevant response that includes the word CHAIR; a one-word response is acceptable
- Does not include the word CHAIR / no response / response not in English / unrelated / unintelligible / "I don't know"

FT3

- Immediately understood, intelligible, and relevant response that includes the word HOUSE; a one-word response is acceptable
- Does not include the word HOUSE / no response / response not in English / unrelated / unintelligible / "I don't know"

# Form G 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.

<b>FT4</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizable, fluent, and coherent story with appropriate details                             <ul style="list-style-type: none"> <li><input type="checkbox"/> At least 3 events or key ideas included and in the right sequence</li> <li><input type="checkbox"/> Story includes a beginning, middle, and end</li> <li><input type="checkbox"/> Two or more complete sentences; a single comprehensively structured sentence relating more than one idea, action, and/or detail may be counted as two sentences</li> <li><input type="checkbox"/> Minimal errors in grammar, vocabulary, and/or pronunciation that do not detract from basic fluency or the narrative</li> </ul> </li> <li><input type="checkbox"/> Recognizable storyline or series of connected thoughts including details                             <ul style="list-style-type: none"> <li><input type="checkbox"/> At least 2 events or key ideas included and in the right order</li> <li><input type="checkbox"/> One or more complete sentences</li> <li><input type="checkbox"/> Errors in grammar, vocabulary, and/or pronunciation that begin to detract from basic fluency and may make the narrative unclear</li> </ul> </li> <li><input type="checkbox"/> Incomplete attempt at a story                             <ul style="list-style-type: none"> <li><input type="checkbox"/> At least one event or key idea included</li> <li><input type="checkbox"/> List of events with very limited details</li> <li><input type="checkbox"/> Repetitive and unconnected ideas</li> <li><input type="checkbox"/> Substantial and/or critical errors in grammar, vocabulary, and/or pronunciation that impede communication and make the narrative unclear</li> </ul> </li> <li><input type="checkbox"/> Insufficient response to score                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Non-English response</li> <li><input type="checkbox"/> Unintelligible response</li> <li><input type="checkbox"/> Unrelated or repetition of prompt</li> <li><input type="checkbox"/> "I don't know" or "I don't understand"</li> </ul> </li> </ul>
<b>FT5</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Responds using a complete, relevant sentence with subject-verb agreement to either question</li> <li><input type="checkbox"/> Immediately understood, intelligible, relevant response; includes a sentence fragment (two or more words) or a sentence without subject-verb agreement</li> <li><input type="checkbox"/> One-word response / responds with the same one-word response to both questions / no response / response not in English / unrelated / unintelligible / "I don't know"</li> </ul>

**NOTES**

# Form G Student Response Sheet

Form G has 5 embedded test items ...

FT1, FT2, FT3, FT4, FT5

All field test items for Form G are in Part 4 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.

Briefly point to each picture on the student page.



SAY Tell me what Peter needs to find before he can go outside.

If the student points to a picture,

SAY What is that?

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

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

38

- Has the ability to produce a spoken sentence in English
- Includes 3 key ideas based on the prompt
- 3  Includes simple sentences and/or compound sentences
- Minor errors in grammar, vocabulary, and pronunciation do not interfere with comprehension of response

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- Has the ability to produce a spoken response in English
- Includes at least 2 key ideas based on the prompt
- 2  Includes short patterns of words or phrases
- Errors in grammar, vocabulary, and pronunciation make part of the narrative unclear

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- Has limited ability to produce a spoken response
- Includes limited detail with at least 1 key idea based on the prompt
- 1  Includes isolated words or gestures to express meaning
- Critical errors in grammar, vocabulary, and pronunciation make most of the narrative unclear

---

- Insufficient response to score
- Non-English response
- 0  Unrelated or repetition of prompt
- "I don't know" or "I don't understand"

FT1

- 1  Immediately understood, intelligible, and relevant response that includes the word HAT; a one-word response is acceptable
- 0  Does not include the word HAT / 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 point and criteria vary depending on the specific item based on a combination of these characteristics.

- One point items
- Two point items
- Three 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 G – FT1

FOOTNOTES  
[FT1] SAY Please look at these three pictures.

Briefly point to each picture on the student page.

SAY Tell me what Peter needs to find before he can go outside.

If the student points to a picture,

SAY What is that?

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 Immediately understood, intelligible, and relevant response that includes the word HAT. A one-word response is acceptable.
- 0 Does not include the word HAT / no response / response not in English / unrelated / unintelligible / "I don't know"

18

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

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

2

## FORM G – FT1

"Tell me what Peter needs to find before he can go outside."



FT1

- Immediately understood, intelligible, and relevant response that includes the word HAT; a one-word response is acceptable
- Does not include the word HAT / no response / response not in English / unrelated / unintelligible / "I don't know"

### Annotations

This item requires a spoken response. If the student points to one of the answer choices then you need to ask, "What is that?" If the student does not provide a spoken response that includes the word "hat" then the score is zero points.

- 1 [points to hat]/"hat"; "He is looking for his hat."; "he looking for hat"; "he find his hat"
- 0 [points to hat]/ [points to hat];

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

- Form letter "G" and item number
- A 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 G**  
**Field Test Items**  
**FT1 - FT5**

# Field Test Passage

## “Peter Goes Outside”

- All five field test items in this field test form, including three-picture story retell, are associated with this passage.
- Story is read the first time without showing the pictures to the student.

### Peter Goes Outside

**SAY Now I will read you another story. This story is about a boy named Peter. Then I will ask you questions about the story. Please listen to the story.**

**“One day Peter wanted to go outside to play. His mother said, ‘You need to wear your hat.’ Peter said, ‘I don’t know where I left it!’ Peter looked around the kitchen to find his hat and he saw a book on the table.**

**Next, he went to his bedroom. He looked under his bed and found his airplane. Then he remembered that he left his hat on the chair by the door.**

**He ran to the door. ‘I found my hat!’ he yelled happily. ‘Now, you may go outside to play,’ said Mom.”**

# FORM G – FT1

7617/P1\_08

[FT1] SAY **Please look at these three pictures.**

*Briefly point to each picture on the student page.*

SAY **Tell me what Peter needs to find before he can go outside.**

*If the student points to a picture,*

SAY **What is that?**

*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 Immediately understood, intelligible, and relevant response that includes the word HAT. A one-word response is acceptable.
- 0 Does not include the word HAT / no response / response not in English / unrelated / unintelligible / “I don’t know”

# FORM G – FT1

“Tell me what Peter needs to find before he can go outside.”



FT1

- 1 Immediately understood, intelligible, and relevant response that includes the word HAT; a one-word response is acceptable
- 0 Does not include the word HAT / no response / response not in English / unrelated / unintelligible / “I don’t know”

## Annotations

This item requires a spoken response. If the student points to one of the answer choices you need to ask, “What is that?” If the student does not provide a spoken response that includes the word “hat” then, the score is zero points.

**1** [points to hat] / “hat”; “He is looking for his hat.”; “he looking for hat”; “he find his hat”; “his hat”

**0** [points to hat] / [points to hat]; [points to hat and says “this one”] / “He find this.”; [points to more than one picture, including the hat]

# FORM G – FT2

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

*Point to each picture on the student page.*

SAY **Tell me where Peter finds his hat.**

*If the student points to a picture,*

SAY **Where is that?**

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

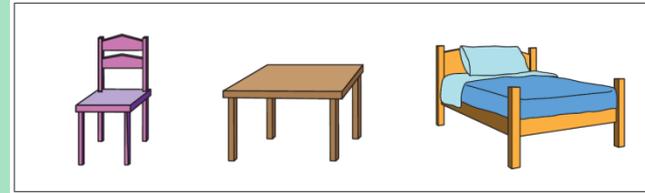


## *Scoring Criteria*

- 1 Immediately understood, intelligible, and relevant response that includes the word CHAIR. A one-word response is acceptable.
- 0 Does not include the word CHAIR / no response / response not in English / unrelated / unintelligible / “I don’t know”

# FORM G – FT2

“Tell me where Peter finds his hat.”



**FT2**

- 1 Immediately understood, intelligible, and relevant response that includes the word CHAIR; a one-word response is acceptable
- 0 Does not include the word CHAIR / no response / response not in English / unrelated / unintelligible / “I don’t know”

## Annotations

Note: “relevant” means closely connected and appropriate to the prompt or stimulus.

**Score Point 1:** “here” [points to the chair] / “the chair”; chair; the chair; on the chair; hat in the chair; [points to chair]/”chair”; “he look in the kitchen and he look in the bedroom and he find his hat on a chair; “he finds his hat here” [points]/”on the chair”

**Score Point 0:** “here” [points]/ “here” [points again]/; “on that”/“that”; “he find it”/”he find his hat”; “Peter look for his hat in the kitchen.”; “The chair is purple.”; “chair, table, bed”

## FORM G – FT3

**[FT3] SAY Where does Peter's story happen: on a farm, in a house, or at a park?**

### *Scoring Criteria*

- 1** Immediately understood, intelligible, and relevant response that includes the word HOUSE. A one-word response is acceptable.
- 0** Does not include the word HOUSE / no response / response not in English / unrelated / unintelligible / “I don't know”

# FORM G – FT3

[FT3] SAY **Where does Peter’s story happen: on a farm, in a house, or at a park?**

**FT3**

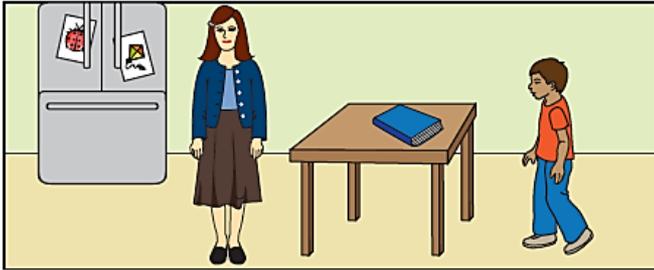
- 1 Immediately understood, intelligible, and relevant response that includes the word HOUSE; a one-word response is acceptable
- 0 Does not include the word HOUSE / no response / response not in English / unrelated / unintelligible / “I don’t know”

## Annotations

**Score Point 1:** “house”; “Peter’s house”; “in a house”

**Score Point 0:** “in the bedroom”; “farm, house, park”; “park”

# Show the Pictures and Read the Story Aloud



One day Peter wanted to go outside to play. His mother said, "You need to wear your hat." Peter said, "I don't know where I left it!" Peter looked around the kitchen to find his hat and he saw a book on the table.



Next, he went to his bedroom. He looked under his bed and found his airplane. Then he remembered that he left his hat on the chair by the door.



He ran to the door. "I found my hat!" he yelled happily. "Now, you may go outside to play," said Mom.

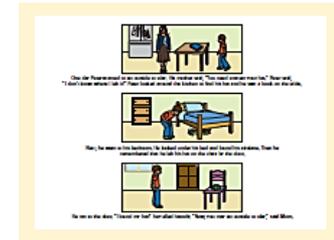
# FORM G – FT4

7217 / P1\_04

[FT4] SAY **Now please look at these three pictures.**

*Briefly point to each picture on the student page.*

SAY **I will read the story again. Then you will tell the story to me. Please listen to the story again.**



**“One day Peter wanted to go outside to play. His mother said, ‘You need to wear your hat.’ Peter said, ‘I don’t know where I left it!’ Peter looked around the kitchen to find his hat and he saw a book on the table.”** [*Briefly point to the first picture.*]

SAY **“Next, he went to his bedroom. He looked under his bed and found his airplane. Then he remembered that he left his hat on the chair by the door.”** [*Briefly point to the second picture.*]

SAY **“He ran to the door. ‘I found my hat!’ he yelled happily. ‘Now, you may go outside to play,’ said Mom.”** [*Briefly point to the third picture.*]

SAY **Now use these three pictures** [*briefly point to each picture*] **to tell the story to me.**

*Allow sufficient time for the student to retell the story. If the student is reluctant to speak, repeat the prompt “Please tell the story to me.” Then mark the student’s score in the appropriate box on the Student Response Sheet.*

FT4	<p>3 <input type="checkbox"/> Recognizable, fluent, and coherent story with appropriate details</p> <p><input type="checkbox"/> At least 3 events or key ideas included and in the right sequence</p> <p><input type="checkbox"/> Story includes a beginning, middle, and end</p> <p><input type="checkbox"/> Two or more complete sentences; a single comprehensively structured sentence relating more than one idea, action, and/or detail may be counted as two sentences</p> <p><input type="checkbox"/> Minimal errors in grammar, vocabulary, and/or pronunciation that do not detract from basic fluency or the narrative</p>
	<p>2 <input type="checkbox"/> Recognizable storyline or series of connected thoughts including details</p> <p><input type="checkbox"/> At least 2 events or key ideas included and in the right order</p> <p><input type="checkbox"/> One or more complete sentences</p> <p><input type="checkbox"/> Errors in grammar, vocabulary, and/or pronunciation that begin to detract from basic fluency and may make the narrative unclear</p>
	<p>1 <input type="checkbox"/> Incomplete attempt at a story</p> <p><input type="checkbox"/> At least one event or key idea included</p> <p><input type="checkbox"/> List of events with very limited details</p> <p><input type="checkbox"/> Repetitive and unconnected ideas</p> <p><input type="checkbox"/> Substantial and/or critical errors in grammar, vocabulary, and/or pronunciation that impede communication and make the narrative unclear</p>
	<p>0 <input type="checkbox"/> Insufficient response to score</p> <p><input type="checkbox"/> Non-English response</p> <p><input type="checkbox"/> Unintelligible response</p> <p><input type="checkbox"/> Unrelated or repetition of prompt</p> <p><input type="checkbox"/> "I don't know" or "I don't understand"</p>
FT5	<p>2 Responds using a complete, relevant sentence with subject-verb agreement to either question</p>
	<p>1 Immediately understood, intelligible, relevant response; includes a sentence fragment (two or more words) or a sentence without subject-verb agreement</p>
	<p>0 One-word response / responds with the same one-word response to both questions / no response / response not in English / unrelated / unintelligible / "I don't know"</p>

NOTES

A space for taking story-retell notes is provided .

# Form G

## Student Response Sheet



# Scoring the Story Retell

## *Peter Finds His Hat*

This training includes scoring information for this new field test story retell item about Peter. Due to the increased length and complexity of the story, the scoring criteria is more detailed than the existing item.

The training will introduce the rubric for all three score points. Following that are examples of student responses along with scoring and annotations.\* Each slide will include:

- Rubric at the assigned score point
- Sample Student Response
- Annotations

\*An annotation explains the score of each sample response using language from the rubric.

# Score Based on AZELLA Rubrics

- The story-retell rubric provides criteria for assigning scores to student responses.
- Rubrics are based on the ELP Standards & AZELLA Performance Level Descriptors.
- Adhering exclusively to the criteria of the rubric, provides fair, consistent, and predictable scores.

# Holistic Scoring

As you are scoring the story-retell field test item, you will apply the principles of holistic scoring. These are the key points of Holistic Scoring:

- Consider all criteria without focusing on any single element.
- Key elements must be present in the response.
- The score is the one that best describes the response as a whole.
- The whole is more than the sum of its parts.

# Applying the Criteria Holistically

The awarded score will likely be the result of a combination of elements from more than one score point. However, the score awarded best represents the response as a whole.

- Score point above
  - Bullets may match some elements in the response.
- Score point below
  - Bullets may match some elements in the response.
- Score assignment
  - Which score point best fits the response?
    - Most elements supported in the score point
    - May satisfy bullets from other score points

# Story Retell Rubric (3 point & 2 point)

**Score Point 3:** *Recognizable, fluent, and coherent story with appropriate details*

- At least 3 events or key ideas included and in the right sequence
- Story includes a beginning, middle, and end
- Two or more complete sentences. A single comprehensively structured sentence relating more than one idea, action, and/or detail may be counted as two sentences.
- Minimal errors in grammar, vocabulary, and/or pronunciation that do not detract from basic fluency or the narrative

**Score Point 2:** *Recognizable storyline or series of connected thoughts including details*

- At least 2 events or key ideas included and in the right order
- One or more complete sentences
- Errors in grammar, vocabulary, and/or pronunciation that begin to detract from basic fluency and may make the narrative unclear

# Story Retell Rubric (1 point & 0 point)

## **Score Point 1:** *Incomplete attempt at a story*

- At least one event or key idea included
- List of events with very limited details
- Repetitive and unconnected ideas
- Substantial and/or critical errors in grammar, vocabulary, and/or pronunciation that impede communication and make the narrative unclear

## **Score Point 0:** *Insufficient response to score*

- Non-English response
- Unintelligible response
- Unrelated or repetition of prompt
- “I don’t know” or “I don’t understand”

# Scoring the Story Retell

The primary objective of this field test item is to evaluate the student's ability, based on the prompt, to produce complete sentences that flow or connect to create a story. Additionally, other specific elements included in the rubric will contribute to the score.

A student may retell the story using elements from the story read by the test administrator or what they see in the story images. The three key ideas required for Score Point 3 must be evident in either the script or the images, or a combination of both.

# Story Retell – Score Point 3

## Example #1

### Sample Student Response – Example # 1

“He didn’t know where he.. [hesitation] his hat was. He look in the kitchen and he looked under the bed. He saw his airplane under the bed. He runned by the door and found his hat so he could go outside to play.”

### Annotations

Student response includes at least three events or key ideas in the right order. Student response has two or more complete sentences with appropriate details. Student response contains a beginning, middle, and end. Minimal errors do not detract from the narrative. This student response is a classic example of a score point 3.

### Score Point 3: *Recognizable, fluent, and coherent story with appropriate details*

- At least 3 events or key ideas included and in the right sequence
- Story includes a beginning, middle, and end
- Two or more complete sentences. A single comprehensively structured sentence relating more than one idea, action, and/or detail may be counted as two sentences.
- Minimal errors in grammar, vocabulary, and/or pronunciation that do not detract from basic fluency or the narrative

# Story Retell Score Point 3

## Example #2

### Sample Student Response – Example #2

“Peter said ‘I found a book.’ Peter said ‘I found an airplane.’ Peter said, ‘I found my hat.’ He went to get it . It was on the chair.”

### Annotations

The student response includes three events or key ideas in the right order primarily based on the pictures. The response has five sentences, two with minimal details using subject-verb agreement. The response does not present a storyline because it does not address that Peter needs to find his hat to go outside. However, the narrative is clear and does not include any errors in grammar, vocabulary, or pronunciation.

### Score Point 3: *Recognizable, fluent, and coherent story with appropriate details*

- At least 3 events or key ideas included and in the right sequence
- Story includes a beginning, middle, and end
- Two or more complete sentences. A single comprehensively structured sentence relating more than one idea, action, and/or detail may be counted as two sentences.
- Minimal errors in grammar, vocabulary, and/or pronunciation that do not detract from basic fluency or the narrative

# Story Retell Score Point 3

## Example #3

### Sample Student Response – Example #3

“One day the little boy wanted to go outside and his mom said ‘You need to find your hat.’ He finds his hat on the chair and told his mom ‘I’m going outside.’”

### Annotations

Student response has a storyline and includes at least three events or key ideas in the right order. Stating that the boy wants to go outside is considered a key idea. The narrative has two comprehensively structured sentences that include more than one idea. The sentences contain details and use subject-verb agreement and include several parts of speech such as adjectives and prepositions. The student response does not include any errors in grammar, vocabulary, or pronunciation and meets all the criteria for score point three.

### Score Point 3: *Recognizable, fluent, and coherent story with appropriate details*

- At least 3 events or key ideas included and in the right sequence
- Story includes a beginning, middle, and end
- Two or more complete sentences. A single comprehensively structured sentence relating more than one idea, action, and/or detail may be counted as two sentences.
- Minimal errors in grammar, vocabulary, and/or pronunciation that do not detract from basic fluency or the narrative

# Story Retell – Score Point 2

## Example #4

### Sample Student Response – Example #4

“He looks *hes* hat in the *keetchen* and in the bedroom. The boy, he looks in the bed. *Hes* hat ees in the *share*.”

### Annotations

Student response includes three sentences that address three key events and a recognizable storyline, even though it is missing a beginning. Errors in grammar and pronunciation begin to detract from basic fluency, but not from the narrative.

### Rubric Score Point 2

- Recognizable storyline or series of connected thoughts including details
- At least 2 events or key ideas included and in the right order
- One or more complete sentences
- Errors in grammar, vocabulary, and/or pronunciation that begin to detract from basic fluency and may make the narrative unclear

# Story Retell – Score Point 2

## Example #5

### Sample Student Response – Example #5

“The boy has a hat ‘n his mom says... and finds an airplane and a book. He yells to his mom... ‘I found my hat.’”

### Annotations

Student response is a series of connected thoughts that include details and includes at least two events or key ideas. Although the response contains some sentence fragments, the grammar errors do not impede detract from the basic narrative.

### Rubric Score Point 2

- Recognizable storyline or series of connected thoughts including details
- At least 2 events or key ideas included and in the right order
- One or more complete sentences
- Errors in grammar, vocabulary, and/or pronunciation that begin to detract from basic fluency and may make the narrative unclear

# Story Retell – Score Point 1

## Example #6

### Sample Student Response – Example #6

“Peter see his book on the table. And go to this... And then he finds his hat.”

### Annotations

The student response is an attempt at a story with no middle. The response is essentially a list of events with very limited details; however, two key events are included in the right order. Only one detail is provided [... his book on the table]. Ideas are not repetitive, but no real connection is established between the beginning and the end of the story. Even though two sentences are included in the narrative, the first sentence lacks subject-verb agreement; however, errors in grammar, vocabulary do not detract from the narrative. The student response more closely aligns to score point 1 than it does score point 2.

### Rubric Score Point 1

- Incomplete attempt at a story
- At least one event or key idea included
- List of events with very limited details
- Repetitive and unconnected ideas
- Substantial and/or critical errors in grammar, vocabulary, and/or pronunciation that impede communication and make the narrative unclear

# Story Retell – Score Point 1

## Example #7

### Sample Student Response – Example #7

“I see a mom in the kitche and a book and a boy. The boy has a red shirt and a toy. I see a boy and a chair, and a hat... the green hat.”

### Annotations

Even though this student response does not include any events or ideas, but rather a description of the images that accompany the story, the student is demonstrating vocabulary and use of basic grammatical structures of the English language. There is sufficient language in this response to be scored and receive a score point one.

### Rubric Score Point 1

- Incomplete attempt at a story
- At least one event or key idea included
- List of events with very limited details
- Repetitive and unconnected ideas
- Substantial and/or critical errors in grammar, vocabulary, and/or pronunciation that impede communication and make the narrative unclear

# Story Retell – Score Point 0

## Example #8

### Sample Student Response – Example #8

Peter... ¿O cómo se llama?...book, airplane, hat... ¿sí?

### Annotations

The student response is a combination of Spanish and English. The English portion of the response included only the name of the first character and a list of objects the student could name from the images on the student page.

### Rubric Score Point 0

- Insufficient response to score, or
- Non-English response, or
- Unintelligible Response, or
- Unrelated or repetition of prompt, or
- “I don’t know” or “I don’t understand”

# Story Retell – Score Point 0

## Example #9

### Sample Student Response

“hat”

### Annotations

The student response provided was insufficient to score it.

### Rubric Score Point 0

- Insufficient response to score, or
- Non-English response, or
- Unintelligible Response, or
- Unrelated or repetition of prompt, or
- “I don’t know” or “I don’t understand”

## FORM G – FT5

**[FT5] SAY Now that you have heard two stories, which story did you like best?**

*Pause for the student to respond.*

**SAY What did you like best about that story?**

*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 the story.**

### *Scoring Criteria*

- 2 Responds using a complete, relevant sentence with subject-verb agreement to either question
- 1 Immediately understood, intelligible, and relevant response; includes a sentence fragment (two or more words) or a sentence without subject-verb agreement
- 0 One-word response / responds with the same one-word response to both questions / no response / response not in English / unrelated / unintelligible / “I don’t know”

## FORM H – FT5

**What did you like best about that story?**

**If the student gives a zero or one-point response you may ask the following:**

**“Tell me more about the story.”**

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 the story.” This follow-up question is not required for students who have not been responding to questions.

# FORM G – FT5

“... which story did you like best?  
What did you like best about that story?”

FT5

- 2 Responds using a complete, relevant sentence with subject-verb agreement to either question
- 1 Immediately understood, intelligible, relevant response; includes a sentence fragment (two or more words) or a sentence without subject-verb agreement
- 0 One-word response / responds with the same one-word response to both questions / no response / response not in English / unrelated / unintelligible / “I don’t know”

## Annotations

**Score Point 2:** “the one about the horse”/ “I like horses.”; “I liked the story about the boy with the hat.” / [no response to second question]; “Lisa”/”Because she is on farm.”; “I didn’t like the stories.”; “The boy has a hat.”/ “I like the hat.”; “My favorite one where he wanted his hat.”; “I like best about the story he looked under the bed to find his hat.”

**Score Point 1:** “the boy”/”goes to play”; “the first”/”has animals”; “the boy”; “she rides”/ “a horse”; “his hat”; “looks for his hat”

**Score Point 0:** “airplane”; “I’m hungry.”; “You’re nice.”

# 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