



Form H

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 H



- This training is specific to the administration of Field Test Form H. This training is required for any test administrator who has been assigned to administer Form H 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 H are in Part 4 of the test.
- Materials associated with Form H are identified by the color pink.

Test Security



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

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

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

Understand Scoring



All staff who will be administering the *AZELLA Kindergarten Placement Test* and the *Kindergarten Placement Test – Field Test* must first qualify through Pearson’s *Understand Scoring* (formerly *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 H 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 H Student and Test Administrator Test Book



ARIZONA
English Language Learner Assessment



Form H

Field Test

Testing Window: July 11–September 16, 2016

Student and Test Administrator Test Book

Preliteracy Level • Kindergarten Placement Test

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 H materials are pink. 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 the pictures on the student page.

SAY Tell me what Sam plays with in the story.

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

 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

 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

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

FT1	<input type="checkbox"/> Immediately understood, intelligible, and relevant response that includes the word BLOCKS; a one-word response is acceptable <input checked="" type="checkbox"/> Does not include the word BLOCKS / no response / response not in English / unrelated / unintelligible / "I don't know"
FT2	<input type="checkbox"/> Immediately understood, intelligible, and relevant response; must include an accurate phrase or sentence with a relevant verb <input checked="" type="checkbox"/> No response / response not in English / unrelated / unintelligible / "I don't know"
FT3	<input type="checkbox"/> Immediately understood, intelligible, and relevant response that includes the word ROOM; BEDROOM is also acceptable; a one-word response is acceptable <input checked="" type="checkbox"/> Does not include the word ROOM / no response / response not in English / unrelated / unintelligible / "I don't know"



Form H Student Response Sheet

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



AZELLA KINDERGARTEN PLACEMENT TEST

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

NOTES

Form H Student Response Sheet

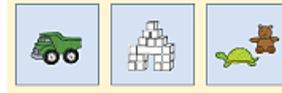
Form H has 5 embedded test items ...

FT1, FT2, FT3, FT4, FT5

All field test items for Form H are in Part 4 of the Kindergarten Placement Test

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

[FT1] SA Please look at these three pictures.



Briefly point to the pictures on the student page.

SAY Tell me what Sam plays with in the story.

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.

- 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

 - 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

 - 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

 - 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 BLOCKS; a one-word response is acceptable
 - Does not include the word BLOCKS / no response / response not in English / unrelated / unintelligible / "I don't know"

Note that the field test items are outlined in red on the 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
- 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 H – FT1

[FT1] SAY Please look at these three pictures.

Briefly point to the pictures on the student page.

SAY Tell me what Sam plays with in the story.

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 BLOCKS. A one-word response is acceptable.
- 0** Does not include the word BLOCKS / no response / response not in English / unrelated / unintelligible / "I don't know"

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The 1st slide includes:

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

The 2nd slide includes:

- Form letter “H” and item number
- A thumbnail of the scoring criteria as it appears on the Student Score Sheet
- Thumbnail of the item
- Scoring annotations and examples (separated by semicolons)

FORM H – FT1

Tell me what Sam plays with in the story.

FT1

- Immediately understood, intelligible, and relevant response that includes the word BLOCKS; a one-word response is acceptable
- Does not include the word BLOCKS / 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 “BLOCKS” then the score is zero points.

- 1** [points to blocks] / “blocks”; “He is playing with his blocks.”; “he is play blocks”; “playing with blocks”
- 0** [points to blocks] / [points to blocks]; [points to blocks] / “toys”

17

2



Form H

Field Test Items

FT1 - FT5



Field Test Passage

Sam Plays Quietly

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

Sam Plays Quietly

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

“One afternoon Sam came home from school. He went to his room and took off his shoes.

Sam got out his blocks to build a house. Sam’s mother came in and said, ‘The blocks are too loud to play with. You might wake the baby. Please find something quiet to do.’ ‘OK, Mom,’ whispered Sam.

Sam got out his crayons and drew a picture of his favorite toy, his green truck, and showed it to his mother.”

FORM H – FT1



[FT1] SAY Please look at these three pictures.

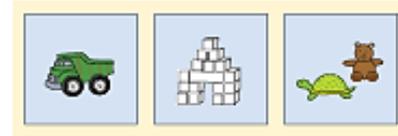
Briefly point to the pictures on the student page.

SAY Tell me what Sam plays with in the story.

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.



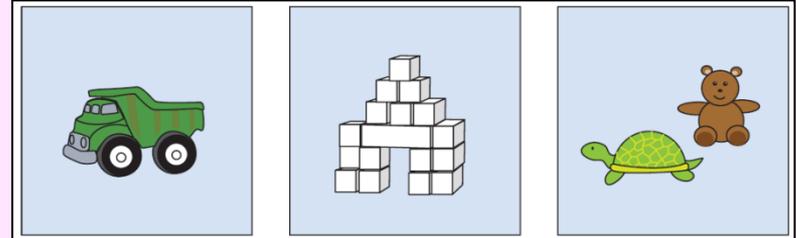
Scoring Criteria

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

FORM H – FT1



Tell me what Sam plays with in the story.



FT1

- 1 Immediately understood, intelligible, and relevant response that includes the word BLOCKS; a one-word response is acceptable
- 0 Does not include the word BLOCKS / 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 "BLOCKS" then the score is zero points.

1 [points to blocks] / "blocks"; "He is playing with his blocks."; "he is play blocks"; "playing with blocks"

0 [points to blocks] / [points to blocks]; [points to blocks] / "toys"

FORM H – FT2

^{7617 / P1_12}
[FT2] SAY **Please look at these three pictures.**

Briefly point to the pictures on the student page.

SAY **Tell me what Sam does at the end of the story.**

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 / must include an accurate phrase or verb with a relevant verb
- 0 No response / response not in English / unrelated / unintelligible / "I don't know"

FORM H - FT2

Tell me what Sam does at the end of the story.



FT2

- 1 Immediately understood, intelligible, and relevant response; must include an accurate phrase or sentence with a relevant verb
- 0 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 is immediately understood, intelligible, and relevant then the score is zero.

Score Point 1: "show his mom the truck"; "draw a picture"; "He will draw his truck."

Score Point 0: "play with his truck"; "brush his teeth"; "go to sleep"; [points to the picture of Sam with the picture] / [points again to the correct picture]

FORM H – FT3

[FT3] SAY Where does Sam’s story happen: in his yard, in his room, or at his school?

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 ROOM. BEDROOM is also an acceptable response. A one-word response is acceptable.
- 0 Does not include the word ROOM / yard room school / school/ no response / response not in English / unrelated / unintelligible / “I don’t know”

FORM H – FT3

Where does Sam’s story happen: in his yard, in his room, or at his school?

FT3

- Immediately understood, intelligible, and relevant response that includes the word ROOM; BEDROOM is also acceptable; a one-word response is acceptable
- Does not include the word ROOM / 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, “Where is that?” If the student does not provide a spoken response that includes the word “room” then the score is zero points.

Score Point 1: “his room”; “in bedroom”; “room”

Score Point 0: “in his yard”; “at his school”

Show the Pictures and Read the Story Aloud



One afternoon Sam came home from school. He went to his room and took off his shoes.



Sam got out his blocks to build a house. Sam's mother came in and said, "The blocks are too loud to play with. You might wake the baby. Please find something quiet to do." "OK, Mom," whispered Sam.



Sam got out his crayons and drew a picture of his favorite toy, his green truck, and showed it to his mother.

FORM H - FT4

7217 / P1_05

[FT4] SAY **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 afternoon Sam came home from school. He went to his room and took off his shoes.” [*Briefly point to the first picture.*]

SAY **“Sam got out his blocks to build a house. Sam’s mother came in and said, The blocks are too loud to play with. You might wake the baby. Please find something quiet to do.’ ‘OK, Mom,’ whispered Sam.”** [*Briefly point to the second picture.*]

SAY **“Sam got out his crayons and drew a picture of his favorite toy, his green truck, and showed it to his mother.”** [*Briefly point to the third picture.*]

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

Form H Student Response Sheet

NOTES

A space for taking story-retell notes is provided.

Scoring the Story Retell

Sam Plays Quietly

This training includes scoring information for this new field test story retell item about Sam. 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”

Story Retell – Score Point 3

Example # 1



Sample Student Response – Example #1

“Sam takes him shoes off. Sam gets his blocks. And they are noisy. ‘They’re too noisy.’ says Mom, ‘You can find something else to do? The baby is sleeping.’”

Annotations

Student response includes five sentences with details that use subject-verb agreement. Events are presented in the correct sequence. Vocabulary is appropriate and pronunciation is clearly understood. Even though the story does not include the end, and contains one grammatical error [him shoes], most of the criteria for a score point 3 are met by this response.

Rubric

3pts 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

“First he came ...he came home from school and take off his shoes and den he, he, he played with the blocks. Then her mom told him to be quiet. And then he drawed a truck and show it to his mom.”

Annotations

Student response includes at least three key ideas with details that use subject-verb agreement. Events are presented in the correct sequence and are connected as a recognizable storyline. Although there were errors, hesitations, and repeated words, vocabulary was appropriate and pronunciation was clearly understood.

Rubric

3pts 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

“The little boy went home after school. He took off his shoes and played. Mom said, ‘You need to be quiet. Your brother is sleeping.’ [] takes shoes off again and draws a picture.”

Annotations

Student response includes at least three key ideas with details. Events are presented in the correct sequence and are mostly connected as a recognizable storyline. Although the sentence fragment “takes shoes off again” is a repetition from earlier in the response, it does not detract from the fluency of the narrative. Aside from the fragment, vocabulary was appropriate and pronunciation was clearly understood.

Rubric

3pts 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 #4



Sample Student Response – Example #4

“Sam ees go to school and he come home and take off *hes* shoes and *hes* mother says be quiet and he draws a picture and he shows to her.”

Annotations

Student response includes at least three key ideas with details. Events are presented in the correct sequence and are connected as a recognizable storyline. Although the response is constructed as one long run-on sentence, it is comprehensively structured relating several ideas and actions. Minor errors in grammar, vocabulary, and pronunciation do not detract from basic fluency or the narrative.

Rubric

3pts 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 #5



Sample Student Response – Example #5

“She said ‘find something quiet’ and then he colored.”

Annotations

Although the student response is brief, the accurate use of regular and irregular past tense verbs and the inclusion of a direct quote, reveal well-developed language structures. Student response is one sentence that is comprehensively structured relating more than one idea so it can count as two sentences. Two key events or ideas are included and in the right order. No recognizable storyline is provided and there is no beginning. The two thoughts are connected, but the narrative is incomplete.

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 #6



Sample Student Response – Example #6

“He came home, played with his blocks, and then his truck.”

Annotations

This is one sentence and is **not** comprehensively structured to relate more than one idea because it is lacking a conjunction and an explicit subject between the words “home” and “play”. The response includes a list of key events with no details. However, the two actions (coming home and playing) included in the response help support a score point 2. The student incorrectly says that the boy played with his truck. This response is an incomplete attempt at a story and no recognizable storyline is provided. There are no errors in grammar, vocabulary or pronunciation. Although this response is very close to a score point one, the use of “came” and the use of a structured sequence sentence format make it a score point two.

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 #7



Sample Student Response – Example #7

“Sam gwent out off eschool and to da hom. He gwent get hees blocks. Her mom said ‘get anoder toy.’ He draw a track.”

Annotations

Student response includes three events in the right order. The narrative has a beginning, a middle, and end. Response includes more than three sentences. Substantial and/or critical errors in grammar, vocabulary, and/or pronunciation impede communication and make the narrative unclear, reducing the score from three points to two points.

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 #8



Sample Student Response – score point 1

“He played with his blocks.”

Annotations

Student response includes only one event provided as one sentence with one detail. Although there are no errors in grammar, vocabulary or pronunciation, the lack of language production, and no attempt at a narrative give this response 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 #9



Sample Student Response – Example #9

“shoes”

Annotations

Student response was insufficient to score.

Rubric

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”

FORM H – FT5

[FT5] SAY We have just talked about two stories.

SAY Now tell me about a story that you like.

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

SAY Tell me more about a story that you like.

Scoring Criteria

- 2 Responds using a complete, relevant sentence with subject-verb agreement
- 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 / no response / response not in English / unrelated / unintelligible / “I don’t know”



FORM H - FT5

Now tell me about a story that you like.

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

“Tell me more about a story that you like.”

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 a story that you like.” This follow-up question is not required for students who have not been responding to questions.



FORM H - FT5

Now tell me about a story that you like.

FT5

- 2 Responds using a complete, relevant sentence with subject-verb agreement
- 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 / no response / response not in English / unrelated / unintelligible / "I don't know"

Annotations

Score Point 2: "I like '_____'. "[names a book]; "Once upon a time a boy went to see the giant."; "Once my mom and me and my brother went to the fair."; "the mouse" / "A book about a mouse that went on a picnic."; [no response] / "My dad reads me stories."

Score Point 1: [names a book]; "Dora"; "I like to play video games."; "to the castle"; "the story about the frog"

Thank you.

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

Include “Kinder Field Test” in the subject line