

# CELLA 说明指南

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## CELLA 的目的

佛罗里达州使用综合英语语言学习评估 (CELLA) 作为一项衡量英语语言学习者 (ELL) 英文程度的工具，从而确保这些学生具备学校学习所需的技能，以达到高水平的学业表现。如需更多关于 CELLA 的信息，请浏览佛罗里达州 CELLA 网站：<http://www.fldoe.org/aala/cella.asp>，以下载下列语言版本的《CELLA 家长信息手册与说明指南》(CELLA Parent Information Brochure and Interpretive Guide)：

- 英语
- 西班牙语
- 阿拉伯语
- 汉语/中文
- 法语
- 海地克里奥尔语
- 葡萄牙语
- 俄语
- 菲律宾语
- 乌尔都语
- 越南语

## CELLA 分数的用途

CELLA 向家长和老师提供单个学生的信息。它亦将信息提供给学校、学区和州政府，让这些单位了解各项学校计划的实施成效。

CELLA 依照《不让任何孩子落后》法案 (No Child Left Behind, 简称 NCLB) 第 I 和第 III 篇规定提供计划责任证明。NCLB 法案规定，各学校与学区在提高英语语言学习者的英语程度方面，需达到本州的责任目标。这些责任规定被称作年度可衡量成果目标 (AMAO)。

要求各州需对三项 AMAO 成果提出报告：

1. 英语语言精通程度的进步情况
2. 英语语言精通程度的实现情况
3. 英语语言学习者的阅读和数学的学科进步情况


每一项必须设立年度目标。三项 AMAO 均未达目标的学区，必须将学区的表现通知所有英语语言学习者的家长。如果可能，必须以家长通晓的语言提供此通知。如需有关 NCLB 法案的详细信息，请浏览 <http://www.fldoe.org/nclb> 网站。



# 2015 年 CELLA 学生成绩单 (ISR)

每名参加 CELLA 考试的学生都会收到学生成绩单，成绩单包含有关学生考试成绩的信息。下面是学生成绩单正面样本。字母 A、B、C 和 D 与所提供的信息说明相对应。

## Florida Comprehensive English Language Learning Assessment 2015 Student Report



**A** Student Name: **FIRST NAME MI LAST NAME**  
 Student ID#: **0123456789** Date of Birth: **mm/dd/yyyy**  
 Home Language: **Spanish** Test Date: **mm/dd/2015**  
 Grade: **12** Test Level: **D**  
 School: **(1234) SCHOOL NAME - MAX 40 CHARACTERS**  
 District: **(12) DISTRICT NAME - MAX 40 CHARACTERS**

**C**

Listening/Speaking Sub-Scores	Points	
	Scored	Possible
<b>Listening - Sentences</b> This score measures the student's ability to understand a single sentence that describes a picture.	6	8
<b>Listening Comprehension - Short Talks</b> This score measures the student's ability to understand short listening passages.	5	8
<b>Listening Comprehension - Extended Speech</b> This score measures the student's ability to understand extended listening passages, including passages that present academic information.	5	6
<b>Speaking Vocabulary</b> This score measures the student's knowledge of oral vocabulary.	3	6
<b>Speaking - Asking Questions</b> This score measures the student's ability to ask questions accurately and appropriately.	6	8
<b>Speaking - Extended Speech</b> This score measures the student's ability to express an opinion, retell a story, and talk about information shown in a graph.	8	10

Students are assigned a scale score for each subject. This scale score is a conversion of the points scored for a subject to a common scale that allows for a comparison between students and summarizes the overall level of performance attained by each student.

**B**

LISTENING/SPEAKING	
Proficient 739-835	← 715
High Intermediate 714-738	
Low Intermediate 682-713	
Beginning 580-681	
Listening Points Scored 16 Possible Points 22	
Speaking Points Scored 17 Possible Points 24	
Scale Score <b>715</b>	
<b>High Intermediate</b>	

READING	
Proficient 778-820	← 759
High Intermediate 762-777	
Low Intermediate 744-761	
Beginning 605-743	
Reading Points Scored 18 Possible Points 26	
Scale Score <b>759</b>	
<b>Low Intermediate</b>	

WRITING	
Proficient 746-850	← 697
High Intermediate 721-745	
Low Intermediate 690-720	
Beginning 600-689	
Writing Points Scored 21 Possible Points 39	
Scale Score <b>697</b>	
<b>Low Intermediate</b>	

**D**

Reading/Writing Sub-Scores		Points	
		Scored	Possible
		<b>Reading Vocabulary</b> This score measures the student's ability to read and understand vocabulary words.	6
<b>Reading Comprehension</b> This score measures the student's ability to understand reading passages, including passages that present academic information.	12	17	
<b>Writing - Grammar</b> This score measures the student's ability to answer questions related to English grammar, sentence structure, and word choice.	5	9	
<b>Writing - Sentences</b> This score measures the student's ability to write descriptive sentences and to write questions.	6	12	
<b>Writing - Paragraphs</b> This score measures the student's ability to write paragraphs.	7	12	
<b>Writing - Editing</b> This score measures the student's ability to identify errors in grammar, mechanics, and word choice.	3	6	

NT (Not Tested) – Student answered too few items to receive a score or student not tested for the subject.      OLT (Off Level Test) – Test level not appropriate for student's grade level.  
 ET (Exempt from Test) – Student was not tested due to being exempted from the subject.      \* For information regarding performance, please see the back of this report.

## A 学生资料

该部分显示学生姓名、学号、出生日期、家中使用语言、测验日期、年级和测验等级。此外，该部分也包含向学生提供 CELLA 考试的学校与学区信息。

## B 标准分数

该部分摘要列出学生在 CELLA 测验中每个大项（听/说、阅读和写作）的成绩表现。蓝框中列出的信息如下：

成绩等级以黑色箭头指出学生的测验表现属于哪一个等级（初级、低中级、高中级、精通），并同时显示该学生的分数和其他考生的分数相比的情况。每一大项的成绩等级也会列在蓝框下方。

得分是学生在该大项测验中所得到的分数。

可能分数是假设该学生在每一题都答对的情况下所能得到的分数。

标准分数显示该学生在测验中每一大项中的成绩表现。

注释：

若有任一个标准分数的框里显示“NT”（未测验），这代表学生完成的测验题数不够，无法计出有效的测验分数，或是该部分的测验无效。

若有任一个标准分数的框里显示“ET”（免考），这代表没有给学生该部分的考题。

若有任一个标准分数的框里显示“OLT”（测验程度不符），这代表学生被测验的考题水平与学生的年级程度不符。

如需进一步了解学生为何没有得到分数或为何免考，请和学生的老师联系。

## Ⓒ 细项分数

该部分的学生成绩单显示的是细项分数。听/说和阅读/写作等大项均有细项分数。这些细项分数更详细地提供有关学生学习长项与弱项的信息。

细项分数是“原始分数”，包含了学生在各个细项中答对的分数。因此，细项分数的价值仅在于和本次测验的关系，而无法进行逐年比较。

就考 A 级的学生而言，一个大项的细项分数相加之和，可能不等于分全部题目分数相加后的总分。这是因为有些测验项目包括在总分内，但并未包括在细项分数里。

## Ⓓ 脚注

脚注解释学生成绩单上可能使用的缩写。

NT（未测验）- 学生答题数太少而无法给分，或是学生没有被测验该部分的考题，或是该部分的测验无效。

ET（免考）- 学生因为获得该部分的免考资格而没有被测验。只有耳聋和听障学生才能获得某部分测验免考的权利。

OLT（测验程度不符）- 测验内容与学生的年级程度不符。

## 如何理解2015年 CELLA 标准分数

精通程度的等级说明详述了每一个标准分数所代表的学生对英文的理解与应用程度。下表显示的是，从可能的最低分到可能的最高分，每个考试项目的标准分数范围：

<b>Scale Score Ranges</b>					
<b>LISTENING &amp; SPEAKING SKILLS</b>					
<b>Grades</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Proficiency Level Descriptors</b>
Beginning	495-632	560-675	565-680	580-681	Student speaks and understands spoken English that is below grade level.
Low Intermediate	633-649	676-697	681-712	682-713	Student speaks in English and understands spoken English that is at or below grade level.
High Intermediate	650-672	698-719	713-732	714-738	Student, with minimal support, speaks in English and understands spoken English that is at grade level.
Proficient	673-755	720-805	733-830	739-835	Student speaks in English and understands spoken English at grade level in a manner similar to non-ELL students.

<b>READING</b>					
<b>Grades</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Proficiency Level Descriptors</b>
Beginning	345-545	590-689	600-713	605-743	Student reads in English below grade level text.
Low Intermediate	546-628	690-714	714-741	744-761	Student reads in English at or below grade level text.
High Intermediate	629-689	715-733	742-758	762-777	Student reads in English at grade level text with minimal support.
Proficient	690-800	734-810	759-815	778-820	Student reads in English grade level text in a manner similar to non-ELL students.

<b>WRITING</b>					
<b>Grades</b>	<b>K-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-12</b>	<b>Proficiency Level Descriptors</b>
Beginning	515-636	575-674	580-687	600-689	Student writes in English below grade level and requires continuous support.
Low Intermediate	637-657	675-702	688-719	690-720	Student writes in English at or below grade level and requires some support.
High Intermediate	658-689	703-726	720-745	721-745	Student writes in English at grade level with minimal support
Proficient	690-775	727-825	746-845	746-850	Student writes in English at grade level in a manner similar to non-ELL students.

英语精通等级的分数范围与详细叙述，亦列于学生成绩单背面。