The Computerized Assessment of Proficiency (CAP) is an online test of proficiency developed by CASLS. In the past, proficiency tests developed at CASLS have been licensed by Avant Assessment through a technology transfer agreement overseen by the University of Oregon Office Of Technology Transfer. These tests are delivered operationally under the name STAMP (STAndards-based Measurement of Proficiency). We refer to tests under development as CAP to differentiate between research done by CASLS during the development phase from any additional work in the future by Avant Assessment.

An important part of the test development process is called **pilot testing**. Pilot testing allows CASLS to collect empirical information about new items by making CAP available to teachers and schools for free. In exchange for helping collect information about the tests and items, CASLS provides some preliminary results about those students taking pilot tests. Because pilot tests are not finished tests, the results from pilot tests are always considered "tentative" and "unofficial".

This document describes how to view and interpret data from CAP pilot tests.

Navigating the system

1. Log in to the system by clicking on the "Teacher Login" button on the main page.

2. Use the Login and Password provided by the test coordinator.

3. Once you have logged in, you will see the Teacher Control Panel. From here, you can grade your students speaking and writing samples and access test results for the test.

Grading Writing and Speaking Samples

1. If there are unscored writing or speaking samples from your class, you can grade them by clicking on the "Click Here to Grade" link in the control panel.

Situation

You have been living in Beijing for a few months and your birthday is coming up. Your friend has offered to throw you a party. Write an email message in Chinese to your friend with at least FOUR details about your preferences.

Please fill in your answer below:

Lorem ipsum dolor sit amet, consectetur adipiscing elit. In vulputate molestie nulla, vitae varius diam feugiat eget. Aliquam non sapien nisl, sit amet sollicitudin odio. Integer leo velit, ullamcorper nec fringilla a, dictum ac nunc. Curabitur aliquet suscipit lacus eu venenatis.

Common Writing Rubric	
Language	**Control**
(4) - Writes using multiple, connected sentences and clear paragraph structure. Uses a variety of sentence and discourse types.	(4) - Expansive vocabulary. Shows evidence of tailoring language for the task. Though writing may still have errors in more advanced structures, the clarity of ideas rarely suffers.
(3) - Writes in multiple, connected sentences. Uses a variety of sentence types.	(3) - Able to narrate in multiple time frames and express relationships (e.g., sequential, causal, etc.). Writing is generally easy to understand, though may make some errors.
(2) - Writing consists primarily of phrases and loosely connected sentences.	(2) - Writing shows evidence of original production, but may still have errors in basic structures.
(1) - Writing consists mostly of lists of words or learned phrases.	(1) - Writing consists primarily of learned phrases. Writing may be unclear or appear strange to those not familiar with emerging writing.

2. You will be presented with anonymous samples from your class. The item and student's response can be seen at the top of the screen, and the grading rubric appears at the bottom. A detailed explanation of the rating scale is at the end of this document.

Play ▶

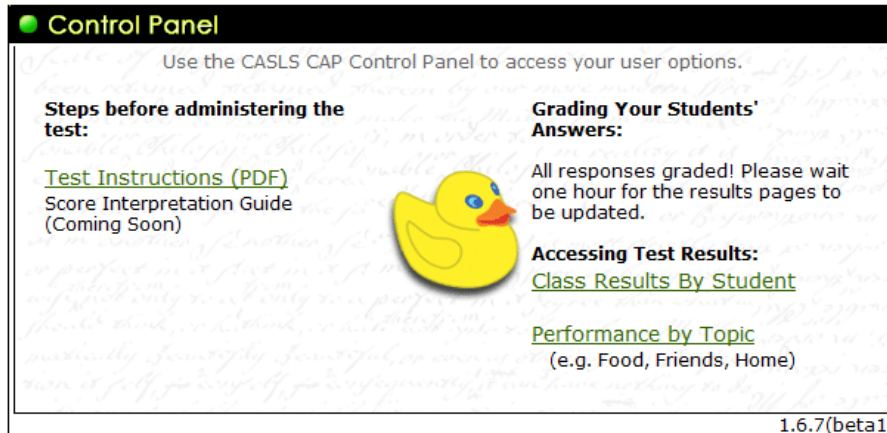For speaking items, click on the "Play" button to hear the sample.

Common Writing Rubric	
Language	**Control**
(4) - Writes using multiple, connected sentences and clear paragraph structure. Uses a variety of sentence and discourse types.	(4) - Expansive vocabulary. Shows evidence of tailoring language for the task. Though writing may still have errors in more advanced structures, the clarity of ideas rarely suffers.
(3) - Writes in multiple, connected sentences. Uses a variety of sentence types.	(3) - Able to narrate in multiple time frames and express relationships (e.g., sequential, causal, etc.). Writing is generally easy to understand, though may make some errors.
● (2) - Writing consists primarily of phrases and loosely connected sentences.	● (2) - Writing shows evidence of original production, but may still have errors in basic structures.
(1) - Writing consists mostly of lists of words or learned phrases.	(1) - Writing consists primarily of learned phrases. Writing may be unclear or appear strange to those not familiar with emerging writing.
(0) - Little or no language.	(0) - Little or no language.

Submit

3. To score a sample, click on the appropriate radio button next to the description that best matches the sample for each of the two categories. Once you are satisfied with your rating, click the "Submit" button at the bottom of the scoring rubric to save your rating. Note that once you have clicked submit, you CANNOT go back and change your rating. Continue this process until all ratings are complete.

All items graded!

● Control Panel

Use the CASLS CAP Control Panel to access your user options.

Steps before administering the test:

Test Instructions (PDF)
Score Interpretation Guide
(Coming Soon)

Grading Your Students' Answers:

All responses graded! Please wait one hour for the results pages to be updated.

Accessing Test Results:
Class Results By Student
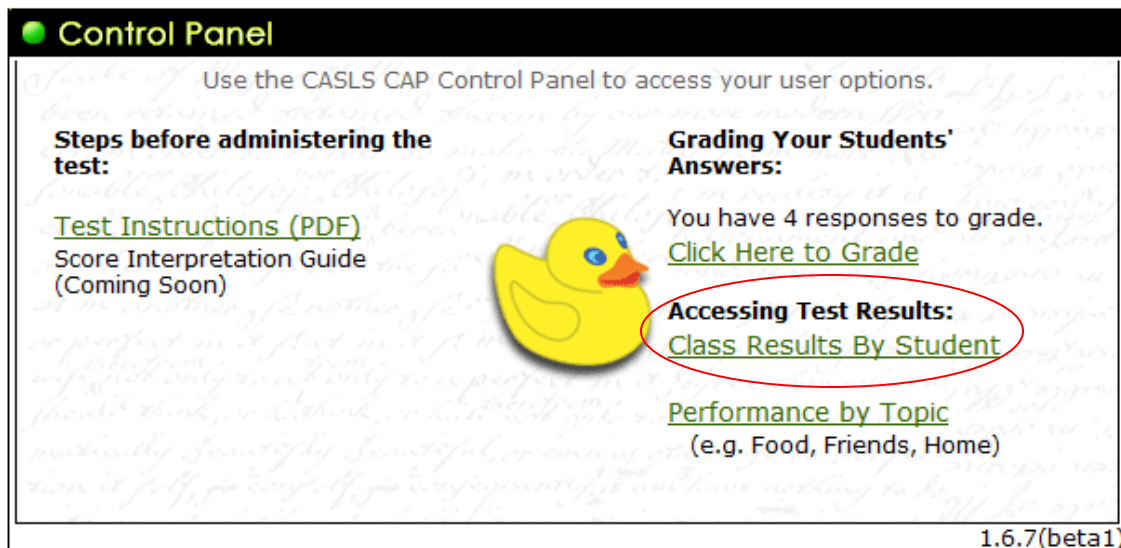
Performance by Topic
(e.g. Food, Friends, Home)

1.6.7(beta1)

4. When there are no more items to grade, you will be returned to the Control Panel.

Viewing Test Results

● Control Panel

Use the CASLS CAP Control Panel to access your user options.

Steps before administering the test:

Test Instructions (PDF)
Score Interpretation Guide
(Coming Soon)

Grading Your Students' Answers:

You have 4 responses to grade.
Click Here to Grade

Accessing Test Results:
Class Results By Student

Performance by Topic
(e.g. Food, Friends, Home)

1.6.7(beta1)

1. To view student results (with or without grading speaking and writing), click on the "Class Results By Student" link.

Class Report for: ▓▓▓▓▓▓

Results are based on unverified items. Scores should not be used for any official purposes.

Name	Start Time	Reading					Listening					Writing Score	Speaking Score	Grammar	Test Time	Writing/Speaking
		Beginning	Transitioning	Expanding	Refining	Level	Beginning	Transitioning	Expanding	Refining	Level					
▓	12/11/2009 09:12 AM PST	-	-	-	-	-	90.48% 19/21	91.30% 21/23	40.00% 6/15	-	EL	-	-	-	30 min.	Detailed View
▓	12/11/2009 09:42 AM PST	94.74% 18/19	68.18% 15/22	61.11% 11/18	-	TH	-	-	-	-	-	-	-	-	39 min.	Detailed View
▓	12/12/2009 09:18 AM PST	-	-	-	-	-	-	-	-	-	-	3.20	-	-	79 min.	Detailed View
▓	12/12/2009 10:38 AM PST	-	-	-	-	-	-	-	-	-	-	-	2.40	-	9 min.	Detailed View
▓	12/11/2009 09:13 AM PST	93.75% 15/16	100.00% 11/11	72.73% 24/33	-	EM	-	-	-	-	-	-	-	-	143 min.	Detailed View

2. The report page for CAP pilot tests is shown above. This information on the report page is provided as a service to teachers to give some feedback on how the students performed on the test. This information is considered preliminary and individual students should never be compared on the basis of these scores. Pilot tests may include poor items, mis-leveled items, or other problematic issues. Piloting the test helps us weed out these problematic items from the good items. Though the information is broken down by proficiency levels, these levels should be considered "best guesses". As we get empirical information and external review, these proficiency level estimates are often refined. At the pilot stage, information in the report may be useful in seeing general trends for the class level (e.g., do students do better in reading or listening?).

CAP Pilot Score Interpretation Guide

Column Name	Explanation
Name	This column will display whatever the student typed as their "Full Name" when they logged in. Each skill that the student attempts is considered a different test and will appear on a separate line.
Start Time	A timestamp of when the student started the test (skill).
Reading	The percentage correct for the reading scores. These scores are subdivided by proficiency level (beginning, transitioning, expanding, refining). Note that students will see different numbers of items at different levels for adaptive tests and not all tests have all proficiency levels, so these percentages are for informational purposes only and should not be used to compare students.
Level	An estimated proficiency level score will be displayed for students who have finished the test. For pilot tests, this score is based on the intended proficiency level of the items that the student took. There is no set percentage used in calculating this score, and it should be interpreted as a rough guide rather than an empirically accurate statement.
Listening	Percentage correct scores for listening section.
Writing Score	The average score across all four writing prompts. This will only display if the teacher has graded the writing samples.
Speaking Score	The average score across all four speaking prompts. This will only display if the teacher has graded the speaking samples.
Grammar	The percentage correct for the contextualized grammar section.
Test Time	The elapsed time that the student spent taking the test.
Writing/Speaking Detail	For speaking and writing tests, clicking this link will allow you to see/hear the students spoken and written responses.

CASLS Benchmark Levels

CASLS describes proficiency levels in terms of benchmark levels, from beginning level proficiency to refining level proficiency. These levels are intended to be consistent with other well-known proficiency scales, such as the FSI/ILR scale (ILR 0+ - ILR 3) and the ACTFL proficiency guidelines (Novice – Superior). Note that CAP pilot tests currently do not test the refining level, and many languages only test up to the transitioning level. All of the benchmark levels are shown here for completeness.

CASLS Benchmark	CASLS Level	Description
Refining	10	Refining proficiency is characterized by the ability to understand and use language that serves a rhetorical purpose and involves reading or listening "between the lines." Students at this level can follow spoken and written opinions and arguments, such as those found in newspaper editorials. The students have sufficient mastery of the language to shape their production, both written and spoken, for particular audiences and purposes and to clearly defend or justify a particular point of view.
Expanding	9	Expanding proficiency is characterized by the ability to understand and use language for straightforward informational purposes. At this level, students can understand the content of most factual, non-specialized materials intended for a general audience, such as newspaper articles, television programs, and the like. In writing and speaking, students have sufficient control over language to successfully express a wide range of relationships (e.g, temporal, sequential, cause and effect, etc.).
	8	
	7	
Transitioning	6	Transitioning proficiency is characterized by the ability to use language knowledge to understand information in everyday materials. The learner is transitioning from memorized words and phrases to original production, albeit still rather limited. In reading, students at this level should be able to understand the main ideas and explicit details in everyday materials such as short letters, menus, and advertisements. In listening, students at this level can follow short conversations and announcements on common topics and answer questions about the main idea and explicitly stated details. In speaking and writing, students are not limited to formulaic utterances, but can express factual information through the manipulation of grammatical structures.
	5	
	4	
Beginning	3	Beginning proficiency is characterized by a reliance on a limited repertoire of learned phrases and basic vocabulary. A student at this level is able recognize the purpose of basic reading texts by understanding common words and expressions. The student is able to understand a core of simple, formulaic sentences in both reading and listening. In writing and speaking, the student is able to communicate basic information through lists of words and some memorized patterns.
	2	
	1	

Interpreting the Speaking and Writing Scores

CASLS does not provide rating for the speaking and writing sections. However, teachers are able to login and rate their student samples. The CASLS common rubric describes a range of proficiency comparable to other well-known proficiency scales (ACTFL Novice – Superior / ILR 0+ - 3). The **Language** rating describes the **type** of language being produced (words, phrases, sentences, paragraphs). The **Control** rating describes the **quality** of language being produced. In most cases the rating for these categories should be the same or, at most, adjacent.

Score	Language	Score	Control
4	Speaks/writes in multiple, clearly connected sentences. Uses a variety of sentence types and discourse organizers.	4	Expansive vocabulary. Easy to understand. Tailors speech/writing to audience. Shows awareness, though not perfect control, of discourse conventions.
3	Speaks/writes mostly in connected sentences. Uses a variety of sentence types.	3	Able to narrate in multiple time frames and express relationships (e.g., sequential, causal, etc.). Easy to understand, though may make some errors.
2	Speaks/writes in a combination of memorized phrases and sentence-length utterances. Can occasionally string sentences together.	2	Shows evidence of original production, but may still have errors in basic structures. Generally understandable.
1	Speaks mostly in single words or memorized phrases.	1	Relies on memorized elements. May be difficult to understand.
0	Little or no target language.	0	Little or no target language.

The score for each prompt is the average of the scores for the two categories. The final score for the speaking/writing section is the average of scores for each prompt. Based on the rubric, the general relationship between the speaking/writing scores and proficiency levels is shown below.

Score	Level
4.0	Refining
3.5	
3.0	Expanding
2.5	
2.0	Transitioning
1.5	
1.0	Beginning
0.0	

CAP Pilot Score Interpretation Guide

Examples of language production at various levels:

Prompt: "You are getting ready for school and need some supplies. Your host offers to go to the store for you. Tell her what you need for school."

Zero Level Response
Notes
Zero level responses are those that are indecipherable, profane, or not in the target language. If the response has occasional non-target language words, those words should be ignored and the remainder of the response scored accordingly.

Beginning Level Response
Example: "I need pencil...book...pen...desk"
Notes
This is mostly a list of words. The student seems to have memorized "I need" as a chunk, so its use here is not evidence of original production. Note that even if the student has said "I need pencil, I need book, I need pen, I need desk", this is still not evidence of anything more than knowledge of a single chunk. The fact that the student included "desk" in a list of things to buy for school is probably an indication of a rather limited vocabulary.

Transitioning Level Response
Example: "Excuse me. I need for school is pencil and book and scissors and notebook. I am excited for school. It will start 9:00. Thank you."
Notes
Here, there is evidence that the student can use the language to perform a simple task. Although there is not a lot of original production here, there is evidence that the student can link elements together. There are multiple sentences with varied grammar, but they are not connected into paragraph level discourse. At the upper end of this level, the speaker may be quite talkative and have a fairly broad command of a range of structures, but will fail to produce speech in paragraphs.

CAP Pilot Score Interpretation Guide

Expanding Level Response
Example: "My school starts tomorrow. I need some things for school and I heard that you are planning to go to the store. If you could get some pencils and pens, notebook, and some book covers while there, I really appreciate you. I can pay you when you get back. Thank you."

Notes
This task should not be a challenge for a student at this level. Here the student has no difficulty with the basic task and is able to make an easily interpretable request. There is evidence of language beyond a mere repetition of learned elements. Although fairly short, the response hangs together as a paragraph. Note that there are still some errors, but they do not interfere.

Refining Level Response
Example: "I really appreciate you doing this for me. If it's no trouble, there are a few things that I need for school tomorrow. First, I need a notebook. If they have single subject notebooks, that would be my preference. I'll also need some mechanical pencils, size .5 if they have them, but .7 is fine as well. Since I'm taking chemistry, I'll also need a graphing calculator. As long as it says "graphing" on the package, you probably don't have to pay too much attention to the individual features. Finally, I'll also need some book covers, nothing too colorful or weird. About five should do it. I'd be happy to come along if you need a hand."

Notes
This task is actually not appropriate to elicit a sample of language at this level. However, it is clear from what is produced that the speaker has no problems with the task and is able to clearly articulate his or her needs. Vocabulary is precise and the discourse is clearly structured. Students at this level can still make mistakes, but would probably not do so in a simple task such as this.