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# California English Language Development Test (CELDT)

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## Understanding and Using 2010–11 Individual Results

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- Information for School District and School Staff
- Materials for Communicating with Parents and Guardians
- Planning for Students with Disabilities

**December 2010**

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Prepared by the  
California Department of Education

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# Introduction

State and federal laws require that all students whose primary language is other than English be assessed for English language proficiency. The legal basis for requiring English proficiency testing is that all students have the right to an equal and appropriate education, and any English language limitations (left unidentified and/or unaddressed) could preclude a student from accessing that right.

The California English Language Development Test (CELDT) is the designated test of English language proficiency. It is administered each year as an initial assessment (IA) to newly enrolled students whose primary language is not English, as indicated on a home language survey, and as an annual assessment (AA) to students who have been identified previously as English learners.

*Understanding and Using 2010–11 Individual Results* is designed to provide local educational agencies (LEAs) and schools with the information they need to: (1) prepare teachers for explaining and using their students' CELDT results; (2) understand and complete the local reclassification process; (3) produce special mailings and other communications about CELDT results for parents and guardians; and (4) ensure that students who are English learners with disabilities have appropriate test variations, accommodations, modifications, and/or alternate assessments, as determined by their individualized education programs (IEPs), to demonstrate their progress toward English language proficiency.

Additional CELDT resources, along with contact information, are available through links provided on the California Department of Education (CDE) CELDT Web page at <http://www.cde.ca.gov/ta/tg/el/>. A listing of contact information by topic is available on the CDE CELDT and English Learners Contact Information Web page at <http://www.cde.ca.gov/ta/tg/el/celdtelcontactinfo.asp>.

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# **Section 1**

## **Information for School District and School Staff**

**What's New in 2010–11**

**Program Overview for  
2010–11**

**Overview of Test Domains  
and Components**

**Testing and Reporting  
Schedule for 2010–11**

**Decision Guide for  
Assessment and  
Placement of English  
Learners**

**Guidelines for Initial  
Identification**

**Reclassification of  
English Learners as  
Fluent English Proficient**

**Guidelines for  
Reclassification of  
English Learners**

# What's New in 2010–11

## CELDT Changes for Kindergarten and Grade One

In July 2010, the State Board of Education (SBE) approved a new calculation for the overall score for students in kindergarten and grade one (K–1). The overall score is now calculated with the following weights: 45 percent for listening, 45 percent for speaking, 5 percent for reading, and 5 percent for writing. In addition, the SBE approved a modification to the definition of the English proficient level on the CELDT (i.e., CELDT criterion) for students in K–1. The overall English language proficient level on the CELDT now requires the following:

- Overall score at the Early Advanced level or higher, and
- Domain scores for listening and speaking at the Intermediate level or higher

The domain scores for reading and writing do not need to be at the Intermediate level.

Following the SBE ruling, several pages in the *2010–11 K–1 Examiner's Manual* were updated for K–1 and published in an addendum. For the 2010–11 Edition, LEAs must use the Examiner's Manual addendum pages when locally scoring tests for students in K–1.

**Note:** The Examiner's Manual, included on the data disk received by LEAs with the *2010–11 Administration Trainer's Kit*, contains the manual as it was originally printed. To download the addendum, go to the Educational Data Systems CELDT Web site at <http://www.celdt.org/> (Outside Source) and select the Resources link in the left-hand menu. On the Resources page, select Document Archive. The addendum is available under 2010–11 Edition, General Administration.

The Local Scoring Tool for CELDT has been updated for 2010–11 and includes the new overall performance score formula for K–1. The application is available on the Educational Data Systems CELDT Local Scoring Tool Web page at [http://www.celdt.org/resources/scoring\\_tool/](http://www.celdt.org/resources/scoring_tool/) (Outside Source). The archived *CELDT Live!* presentation, which focuses on the changes in CELDT testing for K–1, is available on the Educational Data Systems CELDT Workshops Web page at <http://www.celdt.org/workshops/> (Outside Source).

# Program Overview for 2010–11

State law (California *Education Code* [EC] sections 313 and 60810) and federal law (Title III of the Elementary and Secondary Education Act [ESEA]) require that LEAs administer a state test of English language proficiency to: (1) newly enrolled students whose primary language is not English, and (2) students who are English learners as an annual assessment. For California’s public school students, this test is the CELDT.

The CELDT has three purposes:

- To identify students who are limited English proficient (LEP)
- To determine the level of English language proficiency of LEP students
- To assess the progress of LEP students in acquiring the skills of listening, speaking, reading, and writing in English

## Home Language Determination

EC Section 52164.1(a) requires that LEAs make a home language determination for all students in kindergarten through grade twelve (K–12) upon first enrollment in a California public school. A sample home language survey (HLS) is provided on the CDE English Learner Forms Web page at <http://www.cde.ca.gov/ta/cr/el/elforms.asp> for parents or guardians to complete when they first register their children for school. Home language determinations are required only once, unless the results are disputed by a parent or guardian.

## Administering the Test

The CELDT is an untimed test. For students in K–1, the estimated time for administering the listening, reading, and writing domains of the CELDT is approximately 15 to 30 minutes per domain. For students in grades two through twelve, the listening, reading, and writing parts are administered as a group and take about two hours to complete. The speaking part of the test is administered individually to students in K–12 and takes about 10 to 15 minutes for each student to complete. Only test examiners who are employees of the LEA, are proficient in English, and have received formal CELDT training may administer the test.

## Reporting Results to Parents/Guardians

State regulations require LEAs to send individual CELDT results to parents or guardians within 30 calendar days after they are received by the LEA. It takes an average of eight weeks to score the tests and return results to LEAs after the testing contractor receives them. Only authorized LEA personnel, the student, and parents or guardians may see the CELDT results of individual students.

Section 3302 of Title III of the ESEA requires LEAs receiving Title III funds to inform parents or guardians of: (1) the reasons for the student's identification as an English learner based on the CELDT results, and (2) the need for placement in an English language instructional support program. This notification is to occur no later than 30 days after the beginning of the school year or within 2 weeks of the student's placement in the specified program after the beginning of the school year. Parents or guardians of English learners with an IEP also must be notified how the recommended placement will help their children meet the objectives of the IEP.

## Individual Student Reports

The results for individual students are provided in the CELDT Student Performance Level Report. This report shows the level of performance students have attained in each domain as they progress toward English language proficiency. There are five levels of performance: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

The 2010–11 CELDT report for each student provides the following information:

- An overall performance level and scale score that is an average of all domains tested
- A scale score and a performance level for each domain tested (listening, speaking, reading, and writing)
- A comprehension score that is an average of the scale scores for listening and reading

Scale score ranges for each of the five performance levels are identified for listening, speaking, reading, and writing for all grades tested. These ranges incorporate the performance level cut scores approved by the SBE.

The overall scale score for K–1 is calculated by weighting the domain scales score as follows: 45 percent for listening, 45 percent for speaking, 5 percent for reading,

and 5 percent for writing. The overall scale score for grades two through twelve is calculated by weighting the domain scale scores as follows: 25 percent for listening, 25 percent for speaking, 25 percent for reading, and 25 percent for writing.

The scale score ranges for identifying a student's performance level for each domain tested and the overall performance level can be found in the Resources section on pages 43–45. Overall test performance descriptors for K–1 and grades two through twelve also are available in the Resources section on pages 46–48.

## Using 2010–11 Results

The CELDT results are not used to measure academic achievement. The IA results are used to identify English learners who need to develop their skills in listening, speaking, reading, and writing in English. This information is used to assist LEAs and schools in the ongoing program monitoring and evaluation process. The IA results also are used to identify students who are initial fluent English proficient (IFEP) and are able to participate in the regular academic program.

The AA results are used to see how well English learners are progressing toward English language proficiency. These results also are one of four criteria used to determine if English learners possibly are ready to be reclassified as fluent English proficient (RFEP), based on the reclassification process developed by the local school board in accordance with state law. The “Guidelines for Reclassification of English Learners” can be found in Section 1 on pages 14–15.

# Overview of Test Domains and Components

Beginning in 2009–10, the CELDT assesses students in K–12 in listening, speaking, reading, and writing. The CELDT is aligned to the English language development (ELD) standards adopted by the SBE, which are available on the CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/>. The CELDT domains and test components are listed below.

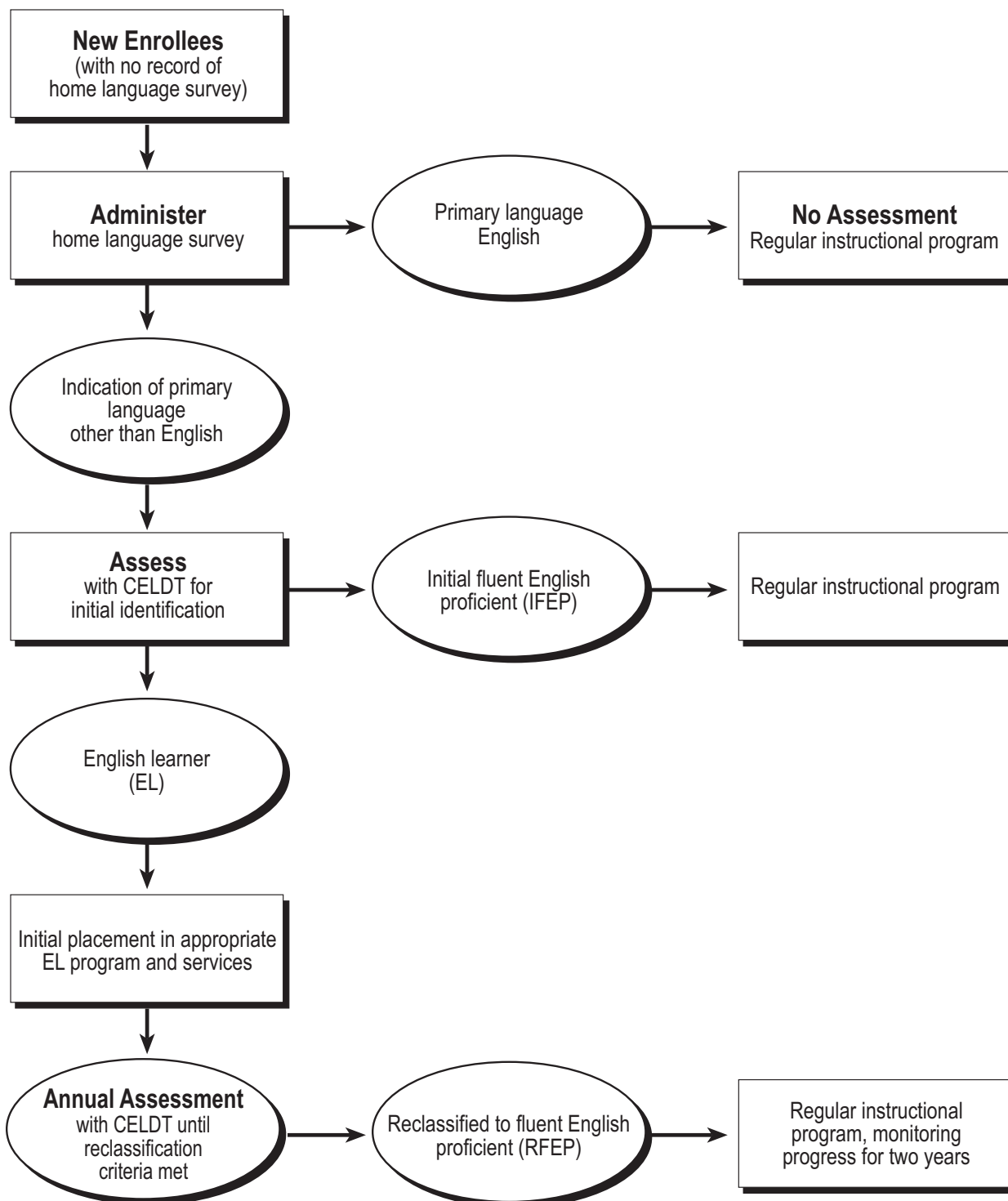
Domain	Test Component	
	K–1	Grades 2–12
<b>Listening</b>	<ul style="list-style-type: none"> <li>■ Following Oral Directions</li> <li>■ Teacher Talk</li> <li>■ Extended Listening Comprehension</li> <li>■ Rhyming</li> </ul>	<ul style="list-style-type: none"> <li>■ Following Oral Directions</li> <li>■ Teacher Talk</li> <li>■ Extended Listening Comprehension</li> <li>■ Rhyming (Grade 2 only)</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>■ Oral Vocabulary</li> <li>■ Speech Functions</li> <li>■ Choose and Give Reasons</li> <li>■ 4 Picture Narrative</li> </ul>	<ul style="list-style-type: none"> <li>■ Oral Vocabulary</li> <li>■ Speech Functions</li> <li>■ Choose and Give Reasons</li> <li>■ 4-Picture Narrative</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>■ Word Analysis</li> <li>■ Fluency and Vocabulary</li> <li>■ Reading Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>■ Word Analysis</li> <li>■ Fluency and Vocabulary</li> <li>■ Reading Comprehension</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>■ Copying Letters and Words</li> <li>■ Writing Words</li> <li>■ Punctuation and Capitalization</li> </ul>	<ul style="list-style-type: none"> <li>■ Grammar and Structure</li> <li>■ Writing Sentences</li> <li>■ Writing Short Composition</li> </ul>

# Testing and Reporting Schedule for 2010–11

<b>October 31, 2010</b>	The 2010–11 CELDT AA testing window closes.
<b>October 2010</b>	2009–10 IA results and combined (IA and AA) results for schools, LEAs, and the state are posted on the CDE CELDT Test Results Web site at <a href="http://celdt.cde.ca.gov/">http://celdt.cde.ca.gov/</a> for public release.
<b>April 2011</b>	Final 2010–11 AA results for schools, LEAs, and the state are posted on the CDE CELDT Test Results Web site at <a href="http://celdt.cde.ca.gov/">http://celdt.cde.ca.gov/</a> for public release.
<b>June 30, 2011</b>	The 2010–11 CELDT IA testing window closes.
<b>Fall 2011</b>	2010–11 IA results and combined (IA and AA) results for schools, LEAs, and the state are posted on the CDE CELDT Test Results Web site at <a href="http://celdt.cde.ca.gov/">http://celdt.cde.ca.gov/</a> for public release.

# Decision Guide for Assessment and Placement of English Learners

(Education Code sections 313 and 60810[d])



# Guidelines for Initial Identification

## Home Language Determination

California *Education Code (EC)* Section 52164.1 requires local educational agencies (LEAs) to make a primary home language determination for all students in kindergarten through grade twelve (K–12) upon first enrollment in a California public school. Once determined, the primary language need not be re-determined unless the results are disputed by a parent or guardian.

A sample home language survey is available on the California Department of Education (CDE) English Learner Forms Web page at <http://www.cde.ca.gov/ta/cr/el/elforms.asp>. The State Board of Education (SBE) approved the following guidelines for interpreting the sample survey:

If a language other than English is indicated on:

- Any of the first three questions, student should be tested with the CELDT
- The fourth question, student may be tested at the LEA's discretion

## Assessment of English Language Proficiency

### Kindergarten and Grade One (K–1)

Utilize the CELDT criterion for English proficiency for K-1 students whose:

- Overall performance level is Early Advanced or higher, and
- Domain scores for listening and speaking are at the Intermediate level or higher

For K–1, the domain scores for reading and writing are not required to be at the Intermediate level.

### Grades Two through Twelve (2–12)

Utilize the CELDT criterion for English proficiency for students in grades 2–12 whose:

- Overall performance level is Early Advanced or higher, and
- Domain scores for listening, speaking, reading, and writing are at the Intermediate level or higher

# Reclassification of English Learners as Fluent English Proficient

Under current state law (California *Education Code* [EC] Section 313[d]), identified students who are English learners (ELs) must participate in the annual administration of the California English language Development Test (CELDT) until they are reclassified as fluent English Proficient (RFEP). Reclassification is a local process based on guidelines approved by the State Board of Education (SBE).

Guidelines for reclassification of English learners were approved by the SBE in September 2002 and updated in September 2006. These guidelines are based on EC Section 313(d). Local educational agencies (LEAs) are to establish reclassification policy and procedures based on the four criteria below:

- Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development (ELD) test pursuant to EC Section 60810 (i.e., the CELDT).
- Teacher evaluation including, but not limited to, a review of the student's curriculum mastery.
- Parental opinion and consultation.
- Comparison of the student's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age that demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

Clarification for applying the four criteria to local reclassification decisions is provided in the guidelines on pages 14–15.

# Guidelines for Reclassification of English Learners

## Assessment of English Language Proficiency

Utilize CELDT as the primary criterion. Consider for reclassification those students whose overall performance level is Early Advanced or higher and:

- Listening is Intermediate or higher, and
- Speaking is Intermediate or higher, and
- Reading is Intermediate or higher, and
- Writing is Intermediate or higher.

Those students whose overall performance level is in the upper end of the Intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

- Use most recent available test data.

## Teacher Evaluation

- Use student's academic performance.
- Note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.

## Parent Opinion and Consultation

- Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.
- Provide an opportunity for a face-to-face meeting with parents or guardians.

## Comparison of Performance in Basic Skills

### ■ Definitions:

1. “Performance in basic skills” means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English, such as the California English–language arts Standards Test (CST for ELA) and the California Modified Assessment for ELA (CMA for ELA).
2. “Range of performance in basic skills” means a range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level.
3. “Students of the same age” refers to students who are enrolled in the same grade as the student who is being considered for reclassification.

### ■ Basic skills criteria:

1. A student’s score on the test of basic skills (e.g., the CST for ELA or the CMA for ELA) in the range from the beginning of Basic level up to the midpoint of the Basic level suggests that the student may be sufficiently prepared to participate effectively in the curriculum and should be considered for reclassification. The LEAs may select a cut point in this range.
2. Students with scores above the cut point selected by the LEA should be considered for reclassification.
3. For students scoring below the cut point, LEAs should attempt to determine whether factors other than English language proficiency are responsible for low performance on the test of basic skills (e.g., the CST for ELA or the CMA for ELA) and whether it is reasonable to reclassify the student.
4. For students in grade twelve, the eleventh grade CST for ELA results may be used, if available.
5. For students in grade one, LEAs should base a decision to reclassify on CELDT results, teacher evaluation, parent consultation, and other locally available assessment results.
6. The LEAs must monitor student performance for two years after reclassification in accordance with existing California regulations and Title III of the Elementary and Secondary Education Act (ESEA).

## **Section 2**

### **Materials for Communicating With Parents and Guardians**

Information Brochure

Sample Parent/Guardian  
Notification Letters

Guide to the Student  
Performance Level Report  
(2010–11)

Sample Student  
Performance Level Reports  
(2010–11)

## How are the CELDT results reported for individual students?

There are five levels of performance a student can achieve. These levels are: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

The report of results for each student provides:

- ▶ The overall performance level and score
- ▶ A performance level and score for each domain of the test (listening, speaking, reading, and writing)
- ▶ A comprehension score (average of the scores for listening and reading)

## How are results of the CELDT used?

Test results for newly enrolled students are used to help identify English learners who need to develop their speaking, listening, reading, and writing skills in English. Results from annual CELDT testing are used to see how well students are learning English. School districts also use annual assessment results as one of four criteria to help decide when students may be reclassified as fluent English proficient (RFEP).

## What criteria in addition to the CELDT are used to decide when students may be reclassified?

Additional reclassification criteria used by school districts include performance on an assessment of basic skills in English (such as the California English–language arts Standards Test), teacher evaluation, and parent opinion and consultation.

## How can parents or guardians find out more about the CELDT or their child’s results?

Parents or guardians, who want more information about the CELDT or their child’s results on the CELDT, should contact their child’s teacher and/or school office. Parents or guardians also are invited to request a conference to review the CELDT results or to attend one of the information meetings scheduled by the school.

### For more information...

Information about the CELDT is available on the California Department of Education CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.

# CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

## Information for Parents and Guardians

Prepared by  
California Department of Education

December 2010

## What is the California English Language Development Test?

Federal and state laws require a state test that school districts must give to students whose primary home language is not English. In California, this test is called the California English Language Development Test (CELDT).

## What is the purpose of the CELDT?

The purpose of this test is to:

- ▶ Identify new students who are English learners in kindergarten through grade twelve
- ▶ Determine their level of English proficiency
- ▶ Annually assess their progress in learning English

## Who is an English learner?

An English learner is a student in kindergarten through grade twelve who needs additional English language instruction to develop the listening, speaking, reading, and writing skills required to fully participate in the regular school program.

## Who must take the CELDT?

All students in kindergarten through grade twelve, whose primary language listed on a home language survey is not English, must take the CELDT within 30 calendar days after they are enrolled in a California public school for the first time. The CELDT also must be given once each year to English learners until they become proficient in English.

## Do English learners with disabilities take the CELDT?

Yes. All English learners must take the CELDT, and this includes English learners with disabilities. Students with disabilities who take the CELDT may use test variations, accommodations, modifications, and/or alternate assessments as specified in their individualized education programs (IEPs) or Section 504 Plans. Students with Section 504 Plans may not use an alternate assessment for the CELDT.

## What does the CELDT cover?

Beginning in 2009–10, the CELDT for all grades tested covers listening, speaking, reading, and writing. The CELDT is based on California English language development standards, adopted by the State Board of Education.

## Who gives the CELDT?

Only trained examiners give the test. In grades two through twelve, the speaking domain of the CELDT is administered individually to each student and the listening, reading, and writing domains are administered to groups of students. In kindergarten, all domains are administered individually to each student. In grade one, the domains of speaking, reading, and writing are administered individually; however, the listening domain may be administered to groups of students.

## How long does it take for students to complete the CELDT?

The CELDT is not a timed test. In kindergarten and grade one, each domain takes approximately 15 to 30 minutes for each student to complete. In grades two through twelve, the speaking domain of the test takes about 10 to 15 minutes for each student to complete. The listening, reading, and writing domains combined take about two hours to complete. The writing domain may be divided into two sessions.

# Sample Parent/Guardian Notification Letter for Initial Identification of English Learners

## Students Identified as English Learners

**NOTE:**

**Before this letter is distributed, be sure to insert the information required in the brackets and in bold.**

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency to students whose primary language is not English. A student's primary language is identified on a home language survey, which is completed by the parents or guardians upon registering their child in a California public school for the first time. In California, the name of the state test is the California English Language Development Test (CELDT). The results of the CELDT help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

When your child enrolled in our school, **[he or she]** was given the CELDT, and the results are attached. These test results have identified **[him or her]** as an English learner. Your child will be assigned to an appropriate English language instructional support program based on the results. The goal of this program is to help your child become proficient in English and succeed in the school's academic curriculum. **[The school district or school should add a sentence or two to explain the method of instruction used in the student's English language instructional support program, how this program will help the student become proficient in English, and how it will be determined that the student is ready to exit the program.]**

You are invited to request a conference at school where your child's CELDT results and details of the English language instructional support program will be explained. To schedule your conference, call **[put contact information here]**.

You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC). If you have any questions regarding your child's instructional placement or wish to observe the classroom, please contact the school office at **[put school office number here]** during school hours.

Sincerely,

\_\_\_\_\_  
Superintendent/Principal

\_\_\_\_\_  
Date

# Sample Parent/Guardian Notification Letter for Initial Identification of English Learners Students Initially Identified as Fluent English Proficient (IFEP)

**NOTE:**

Before this letter is distributed, be sure to insert the information required in the brackets and in bold.

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency to students whose primary language is not English. A student's primary language is identified on a home language survey, which is completed by parents or guardians upon registering their child in a California public school for the first time. In California, the name of the state test is the California English Language Development Test (CELDT). The results of the CELDT help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

When your child enrolled in our school, **[he or she]** was given the CELDT, and the results are attached. These test results have identified **[him or her]** as initially fluent English proficient (IFEP). This means that your child will be assigned to a regular academic program and will not need to participate in an English language instructional support program.

You are encouraged to be involved in your child's education. If you have any questions regarding your child's instructional placement or CELDT results, please contact the school office at **[school phone number]** during school hours.

Sincerely,

\_\_\_\_\_  
Superintendent/Principal

\_\_\_\_\_  
Date

# Sample Parent/Guardian Notification Letter for Annual Assessment Results

## English Learners Who Have Not Yet Reached Proficiency in English

**NOTE:**

Before this letter is distributed, be sure to insert the information required in the brackets and in bold.

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who has previously been identified as an English learner. In California, the name of this test is the California English Language Development Test (CELDT). The results of the CELDT help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been given the CELDT for the current school year, and the results are attached. Based on your child's performance on this test, **[he or she]** will continue to receive English language instructional support to become more proficient in English for continued success in the school's academic program. **[The school district or school should add a sentence or two to explain the method of instruction used in the student's English language instructional support program, how this program will help the student become proficient in English, and how it will be determined that the student is ready to exit the program.]**

As you look at your child's CELDT results for this year, it is important to remember that these results are only one measure of your child's progress toward English language fluency. **[The school district or school may want to add a sentence about the other measures that will be used to assess the student's progress.]**

You are invited to request a conference at school where your child's CELDT results and instructional program will be explained. To schedule your conference, call **[put contact information here]**.

You are encouraged to be involved in your child's education. You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC). If you have any questions regarding the CELDT or your child's instructional placement, or if you wish to observe the classroom, please contact the school office at **[put school office number here]** during school hours.

Sincerely,

\_\_\_\_\_  
Superintendent/Principal

\_\_\_\_\_  
Date

# Sample Parent/Guardian Notification Letter for Annual Assessment Results

## English Learners Being Considered for Reclassification

**NOTE:**

Before this letter is distributed, be sure to insert the information required in the brackets and in bold.

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who is identified as an English learner. In California, the name of this test is the California English Language Development Test (CELDT). The results of the CELDT help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child has been given the CELDT for the current school year, and the results are attached. Based on your child's performance on this test, **[he or she]** may be reclassified to fluent English proficient (RFEP). In addition to the CELDT results, criteria used to make this decision include an evaluation of your child's academic performance by the teacher, your opinion as the parents or guardians about his/her proficiency in English, and your child's performance on the California Standards Test for English–language arts (given as part of the Standardized Testing and Reporting [STAR] Program).

You are invited to attend a special meeting at the school to discuss the reclassification process and the recommended program for your child on **[date]** at **[time]** in **[location]**. Please contact the school office at **[phone number]** to tell us whether or not you are able to attend. Questions about the CELDT or your child's results also should be directed to the same number.

We urge you to attend this important meeting and continue to be actively involved in your child's learning.

Sincerely,

\_\_\_\_\_  
Superintendent/Principal

\_\_\_\_\_  
Date

# Sample Parent/Guardian Notification Letter for Annual Assessment Results

## English Learners Who Took an Alternate Assessment

**NOTE:**

**Before this letter is distributed, be sure to insert the information required in the brackets and in bold.**

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency each year to every student who is identified as an English learner, including students with disabilities. In California, the name of the required state test is the California English Language Development Test (CELDT). The results of the CELDT help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

Your child's individualized education program (IEP) team determined that **[he or she]** was unable to take one or more parts of the test due to identified disabilities. To ensure full participation in the CELDT, however, the IEP has identified an alternate assessment to help your child complete the test. Your child was given the CELDT and/or the alternate assessment for the current school year, and the IEP team has compiled the results for your review.

As you look at your child's CELDT results for this year, it is important to remember that these results only are one measure of your child's progress toward English language fluency. **[The school district or schools may want to add a sentence about the other measures that will be used to assess the student's progress.]**

You are invited to request an IEP meeting at **[insert place, date, and time]** where the results of the CELDT and/or the alternate assessment and your child's English language instructional support program will be explained. To confirm your attendance at the meeting, please call **[put contact information here]**.

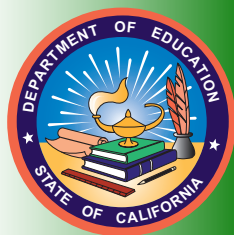
You are encouraged to be involved in your child's education. You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC). If you have any further questions about the CELDT or your child's instructional program at any time during the school year, feel free to contact your child's teacher or bring them up for discussion at an IEP meeting.

Sincerely,

\_\_\_\_\_  
Superintendent/Principal

\_\_\_\_\_  
Date

# Guide to the Student Performance Level Report (2010–11)



California  
Department  
of  
Education

November  
2010

The Student Performance Level Report for 2010–11 provides results of the California English Language Development Test (CELDT) for individual students. Information on the report is described below.

## Student Information

General identifying information about the student is printed on the left side of the report. This includes the student's name, grade level, birth date, date of testing, and the school and school district in which the test was taken.

VERGINIA, MAPLE A Grade: 2
<b>ANNUAL ASSESSMENT</b>
Test Date: 10/22/2010
Birthdate: 12/18/2001 Primary Lang: Spanish SSID: 777777666 Local Student ID: 888888805 Local Use:
CDS: 99-99999-9999999 School: RED ELEMENTARY District: CAL UNIFIED County: XYZ State: CALIFORNIA

## Purpose of Assessment

The left side of the report also indicates whether the test was given for an initial assessment (IA) or for the annual assessment (AA). This area of the report also may indicate that the student took the test outside of the AA window or that it is not known whether the student previously took the IA or AA. The IA means that the test was given to a new student whose home language survey (HLS) indicates that the primary home language is not English. This questionnaire is completed and submitted to the school by the parents and guardians upon enrolling their child in a California public school for the first time. The IA results are used to help identify students as English learners who need to develop their listening, speaking, reading, and writing skills in English. The AA is given to students who already have been identified as English learners to see how well they are developing their listening, speaking, reading, and writing skills in English. The AA results are used, along with other information, to help monitor each student's progress toward English language proficiency.

## Performance Levels

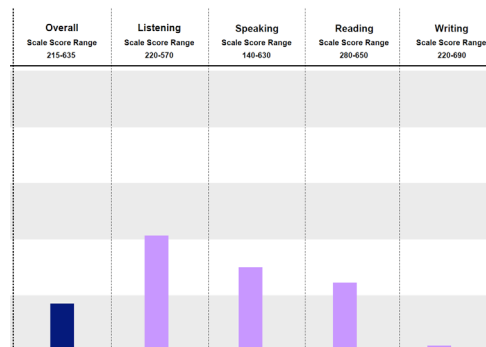
The five performance levels for measuring a student's proficiency in English, based on the CELDT scores, are Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

<b>Performance Levels</b>
Advanced
Early Advanced
Intermediate
Early Intermediate
Beginning

# Guide to the Student Performance Level Report (2010–11)

## Overall/Domains (Columns 1–4)

The CELDT results report the performance level and score for the student’s overall performance in column 1. Columns 2 through 4 show the performance level(s) and score(s) for each of the four domains tested: listening, speaking, reading, and writing.



## Other Scores

**Comprehension Score** (the average of the Listening and Reading domain scale scores): **430**

The reports also show a comprehension score. The comprehension score is an average of the scores for listening and reading.

## How to Read This Report

A brief description of how to read the reported scores and performance levels are at the bottom of the front page of the report. A chart on the back of each report briefly describes the English skills students are expected to achieve at each performance level. A *Test Results Interpretation Guide* about the CELDT results is available in English and three other languages on the Educational Data Systems CELDT Interpretation Materials Web page at <http://www.celdt.org/resources/im/> (Outside Source).

**How to Read This Report**  
 The CELDT is used to determine how well the student can listen, speak, read, and write in English.

The height of the bars represents the student performance. The first bar is the Overall performance. For kindergarten and grade one, the Overall score is calculated as 45% Listening, 45% Speaking, 5% Reading and 5% Writing. For grades 2-12, the Overall score is the average of the four domains. The other bars represent the performance for each domain.

The CELDT scores help the school to determine the types of classroom instruction the student should receive. The school will also use scores from other tests, teacher evaluation, and consultation with parents to make those decisions.

The back of the report contains a description of each performance level. To make progress on the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.

### For more information...

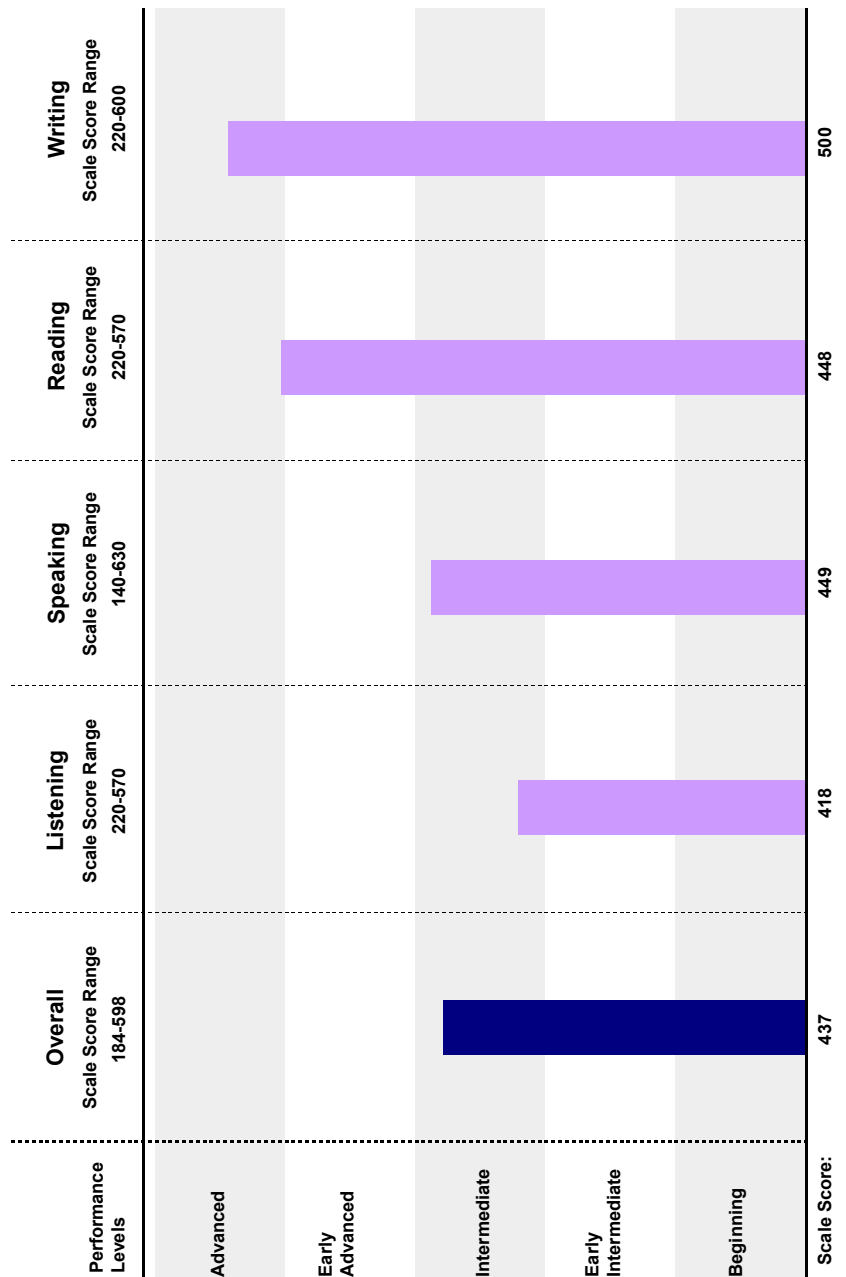
Parents and guardians are encouraged to talk to their child’s teacher about these test results and what is being done at school to help their child become fully proficient in English.

# Sample Student Performance Level Report—Front

**California English Language Development Test (CELDT) 2010-11 Edition**

**Student Performance Level Report**

BIGAPPLE, SHILA W  
 Grade: K  
**INITIAL ASSESSMENT**  
 Test Date: 09/25/2010  
 Birthdate: 10/20/2004  
 Primary Lang: Italian  
 SSID: 9999922222  
 Local Student ID: 9999999902  
 Local Use:  
 CDS: 99-99999-9999999  
 School: RED ELEMENTARY  
 District: CAL UNIFIED  
 County: XYZ  
 State: CALIFORNIA



**Comprehension Score** (the average of the Listening and Reading domain scale scores): **433**

**How to Read This Report**

The CELDT is used to determine how well the student can listen, speak, read, and write in English.

The height of the bars represents the student performance. The first bar is the Overall performance. For kindergarten and grade one, the Overall score is calculated as 45% Listening, 45% Speaking, 5% Reading and 5% Writing. For grades 2-12, the Overall score is the average of the four domains. The other bars represent the performance for each domain.

The CELDT scores help the school to determine the types of classroom instruction the student should receive. The school will also use scores from other tests, teacher evaluation, and consultation with parents to make those decisions.

The back of the report contains a description of each performance level. To make progress on the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.

# Sample Student Performance Level Report—Back

## California English Language Development Test Performance Descriptors

### Grades K-1 Overall Performance Levels

	Listening	Speaking	Reading	Writing
<p><b>Advanced</b> Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to orally identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Written production reflects grade-appropriate discourse. Errors are infrequent and do not reduce communication.</p>	<p>Students who perform at this level on the CELDT typically demonstrate comprehension of most academic language with complex syntax and vocabulary; they understand and follow all simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.</p>	<p>Students who perform at this level on the CELDT typically name all letters, recognize most English phonemes, and identify letter-sound correspondences to read one- and some two-syllable words; they recognize many high-frequency words, apply decoding skills to read most short words, and demonstrate reading comprehension of some grade-level text on familiar topics.</p>	<p>Students who perform at this level on the CELDT typically copy words including lowercase and uppercase letters, capitalize proper nouns and the first word of a sentence, and place period and question mark appropriately at the end of simple sentences; they write two syllable-words and write a word based on a story read out loud.</p>
<p><b>Early Advanced</b> Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral production is characterized by more elaborate discourse, and written production includes simple sentences often using two-syllable words. Errors are less frequent and rarely complicate communication.</p>	<p>Students who perform at this level on the CELDT typically demonstrate comprehension of social language and language with complex vocabulary and syntax; they understand and follow most simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.</p>	<p>Students who perform at this level on the CELDT typically name most letters, recognize some English phonemes, and identify letter-sound correspondence for initial and some final consonants; they recognize some high-frequency words, apply basic knowledge of English morphemes, syllable words, and demonstrate one-syllable words, and demonstrate reading comprehension limited to short words.</p>	<p>Students who perform at this level on the CELDT typically copy most letters of the alphabet legibly, and write first or last letter when attempting to write a word.</p>
<p><b>Intermediate</b> Students at this level of English language performance begin to tailor the English language to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some abstract concepts during unmodified instruction. They are able to respond and express themselves orally with increasing ease to more varied communication and learning demands with a reduced number of errors. Written production has usually expanded to common phrases and one-syllable words. Errors still complicate communication.</p>	<p>Students who perform at this level on the CELDT typically understand some basic social language, with limited comprehension of basic vocabulary; they understand and attempt to follow a few simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication; they tell a story based on a picture sequence using phrases and simple vocabulary that contain numerous errors and may not be coherent.</p>	<p>Students who perform at this level on the CELDT typically name some letters, recognize a few English phonemes, and identify letter-sound correspondence for some initial consonants; they recognize a few simple, high-frequency words, and apply basic knowledge of English morphemes, phonics, and syntax to accomplish decoding tasks such as identifying initial sounds.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may scribble when attempting to copy letters of the alphabet and write incomprehensible symbols when producing written language.</p>
<p><b>Early Intermediate</b> Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral production is usually limited to phrases and memorized statements and questions. Written production is limited to letters and high-frequency, one-syllable words. Frequent errors still reduce communication.</p>	<p>Students who perform at this level on the CELDT have little or no receptive skills, or may demonstrate extremely limited comprehension of a few basic words; they attempt to follow simple oral directions with limited success.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose; they attempt to tell part of a story, using simple words and phrases.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may scribble when attempting to copy letters of the alphabet and write incomprehensible symbols when producing written language, and rely on graphic support to read high-frequency words.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may scribble when attempting to copy letters of the alphabet and write incomprehensible symbols when producing written language.</p>
<p><b>Beginning</b> Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral production is usually limited to disconnected words and memorized statements and questions. Written production is incomprehensible or limited to common letters. Frequent errors make communication difficult.</p>	<p>Students who perform at this level on the CELDT have little or no receptive skills, or may demonstrate extremely limited comprehension of a few basic words; they attempt to follow simple oral directions with limited success.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use simple words or phrases appropriate to setting and purpose; they attempt to tell part of a story, using simple words and phrases.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may scribble when attempting to copy letters of the alphabet and write incomprehensible symbols when producing written language, and rely on graphic support to read high-frequency words.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may scribble when attempting to copy letters of the alphabet and write incomprehensible symbols when producing written language.</p>

# Sample Student Performance Level Report—Front

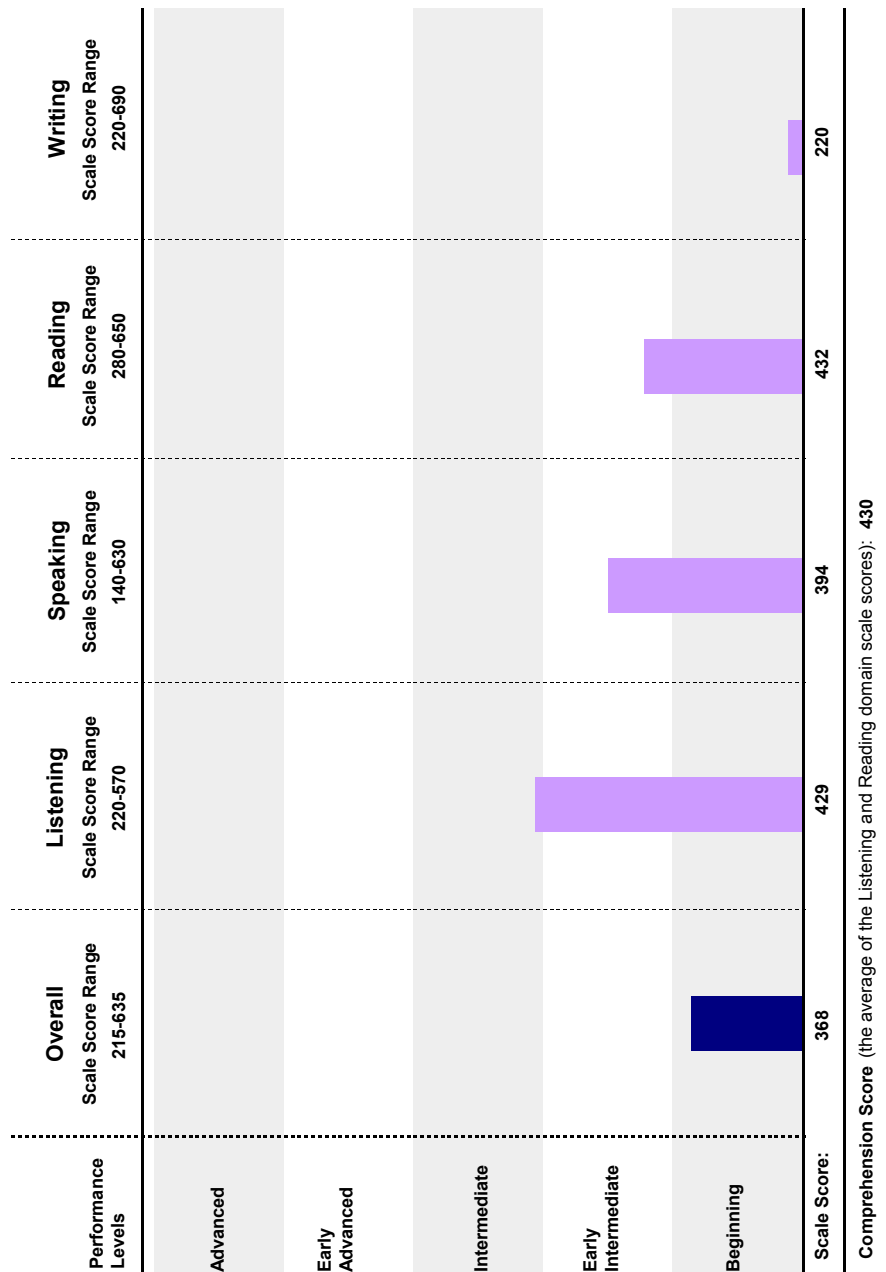
**California English Language Development Test (CELDT) 2010-11 Edition**

**Student Performance Level Report**

VERGINIA, MAPLE A  
Grade: 2

**ANNUAL ASSESSMENT**

Test Date: 10/22/2010  
Birthdate: 12/18/2001  
Primary Lang: Spanish  
SSID: 7777777666  
Local Student ID: 8888888805  
Local Use:  
CDS: 99-99999-9999999  
School: RED ELEMENTARY  
District: CAL UNIFIED  
County: XYZ  
State: CALIFORNIA



**How to Read This Report**

The CELDT is used to determine how well the student can listen, speak, read, and write in English. The height of the bars represents the student performance. The first bar is the Overall performance. For kindergarten and grade one, the Overall score is calculated as 45% Listening, 45% Speaking, 5% Reading and 5% Writing. For grades 2-12, the Overall score is the average of the four domains. The other bars represent the performance for each domain.

The CELDT scores help the school to determine the types of classroom instruction the student should receive. The school will also use scores from other tests, teacher evaluation, and consultation with parents to make those decisions.

The back of the report contains a description of each performance level. To make progress on the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.

# Sample Student Performance Level Report—Back

## California English Language Development Test Performance Descriptors

### Grade 2 Overall Performance Levels

	Listening	Speaking	Reading	Writing
<p><b>Advanced</b></p> <p>Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Oral and written productions reflect discourse appropriate for academic domains. Errors are infrequent and do not reduce communication.</p>	<p>Students who perform at this level on the CELDT typically demonstrate comprehension of social language with complex syntax and vocabulary; they understand and follow all simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a detailed story based on a picture sequence, using complete and complex sentences.</p>	<p>Students who perform at this level on the CELDT typically identify more complex synonyms and antonyms; they read more complex story and answer increasingly difficult questions sequencing, summarizing, drawing conclusions, or making inferences.</p>	<p>Students who perform at this level on the CELDT typically identify a complex verb tense; they write a complete sentence appropriate to a picture prompt. The sentence contains few or no mechanical errors. They write a short story in response to a picture sequence. The story contains well-organized ideas, accurate transitions, precise vocabulary, and minimal errors.</p>
<p><b>Early Advanced</b></p> <p>Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral and written productions are characterized by more elaborate discourse and fully developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.</p>	<p>Students who perform at this level on the CELDT typically demonstrate comprehension of social language and comprehension of some academic language with complex vocabulary and syntax; they understand and follow most simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose; with occasional minor errors, they tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.</p>	<p>Students who perform at this level on the CELDT typically match more difficult vocabulary words to pictures; use irregular plurals and identify antonyms; use context clues to complete sentences in a short passage with words appropriate to the topic; identify different genres; recall details and answer more difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences after reading a story; recognize common abbreviations; and recognize more complex grammar and spelling patterns.</p>	<p>Students who perform at this level on the CELDT typically demonstrate use of possessives, superlatives, regular plurals, prepositions, and articles; use vocabulary that is specific; and write a complete sentence appropriate to a picture prompt. The sentence may contain minor grammatical, syntactical, mechanical, or spelling errors. They write a short story in response to sequenced pictures. The story contains clear ideas and accurate transitions with few errors.</p>
<p><b>Intermediate</b></p> <p>Students at this level of English language performance begin to tailor the English language to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions have usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.</p>	<p>Students who perform at this level on the CELDT typically demonstrate comprehension of simple vocabulary and syntax related to social language, with limited comprehension of academic language; they understand and attempt to follow simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.</p>	<p>Students who perform at this level on the CELDT typically begin to use standard writing conventions, such as word order, subject/verb agreement, verb tenses, pronouns, and contractions; use vocabulary that is common but may lack complexity; and write a simple sentence appropriate to a picture prompt. The sentence may contain errors in grammar, vocabulary, and/or syntax. They write a short story by listing events or ideas in response to sequenced pictures. The story may contain repetitive transitional words and errors that do not affect meaning.</p>	<p>Students who perform at this level on the CELDT typically begin to use some standard writing conventions, such as spacing, punctuation, and capitalization; use vocabulary that is basic and may be limited; and write a phrase or a simple sentence based on a prompt. The response may contain numerous errors that obscure meaning.</p>
<p><b>Early Intermediate</b></p> <p>Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions are usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.</p>	<p>Students who perform at this level on the CELDT typically understand basic social language, with limited comprehension of academic language; they understand and follow some simple oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication; they tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.</p>	<p>Students who perform at this level on the CELDT typically match simple vocabulary words to pictures; hear a word and select its printed version from a choice of similar words; recognize basic semantic categories, such as regular plurals and simple synonyms; and use phonemic awareness and phonics skills at a higher level, such as rhyming.</p>	<p>Students who perform at this level on the CELDT typically begin to use some standard writing conventions, such as spacing, punctuation, and capitalization; use vocabulary that is basic and may be limited; and write a phrase or a simple sentence based on a prompt. The response may contain numerous errors that obscure meaning.</p>
<p><b>Beginning</b></p> <p>Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.</p>	<p>Students who perform at this level on the CELDT have little or no receptive skills, or may demonstrate limited comprehension of a few basic words and phrases; they understand and follow few simple oral directions.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose; they attempt to tell part of a story, using simple words and phrases.</p>	<p>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may identify the letter that corresponds to the initial sound of a simple spoken word; they begin to recognize some basic groups of related words.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may use a few standard writing conventions; they attempt to write a short story in response to a picture sequence. The writing is minimal and contains some isolated English words.</p>

## **Section 3**

### **Planning for Students with Disabilities**

**Suggested  
Considerations  
for Review of  
Individualized  
Education Programs or  
Section 504 Plans**

**Participation Criteria  
Checklist for Alternate  
Assessments**

**Sample Worksheets  
for Test Variations,  
Accommodations,  
Modifications,  
and/or Alternate  
Assessments**

# Suggested Considerations for Review of Individualized Education Programs or Section 504 Plans

Most students with disabilities take the California English Language Development Test (CELDT) along with all other students under standard conditions. Some students with disabilities may require test variations, accommodations, and/or modifications or may take alternate assessments. Test variations are allowed for any student who regularly uses them in the classroom. Accommodations, modifications, and/or alternate assessments must be specified in each student's individualized education program (IEP) or Section 504 Plan. Before any test variation is used, the following activities should be considered when preparing or updating the IEP or Section 504 Plan.

1. **Review state and federal regulations.** These include the *California Code of Regulations*, Title 5, CELDT; Individuals with Disabilities Education Improvement Act (IDEA) of 2004; and Title III of the Elementary and Secondary Education Act (ESEA), which are available on the California Department of Education (CDE) Title III Web page at <http://www.cde.ca.gov/sp/el/t3/>.
2. **Review “Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2009).”** This matrix is available on the CDE CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.
  - Discuss (1) the use of variations and accommodations, which produces valid results because they do not alter what the test measures, and (2) the use of modifications or an alternate assessment, which produces results that are not valid because they alter what the test measures.
3. **Review IEPs and Section 504 Plans.**
  - Note if the CELDT is specifically addressed and determine if student information is current.
4. **Determine how the student will participate in the CELDT.**
  - Identify which test variations, accommodations, and/or modifications the student will need to participate in the CELDT.
  - Specify in the student's IEP or Section 504 Plan exactly how and for what domain(s) of the CELDT that test variations, accommodations, and/or modifications are to be implemented relative to the student's disability. If the student has an IEP, specify any alternate assessment(s) the student will use and identify which domain(s) of the CELDT the alternative assessment(s) are replacing. Note how the student's disability precludes the student from taking any or all sections of the CELDT.
  - Review each domain of the CELDT a student has taken with modification(s) or for which an alternate assessment has been administered. If one or more domains of the CELDT have been taken with modifications or if an alternate assessment(s) has been administered, the overall score will not reflect the student's actual performance level in English.

# Participation Criteria Checklist for Alternate Assessments

In order to assist an individualized education program (IEP) team in determining whether a student should use alternate assessments, the criteria below may be considered. If the answer to one or more of the criteria is “Disagree,” the team should consider administering the California English Language Development Test (CELDT) to the student with the use of any necessary test variations, accommodations, and/or modifications.

## Circle “Agree” or “Disagree” for each item:

<b>Agree</b>	<b>Disagree</b>	The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.
<b>Agree</b>	<b>Disagree</b>	The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student’s learning objectives and expected outcomes focus on the functional applications of the general curriculum.
<b>Agree</b>	<b>Disagree</b>	The student cannot take the CELDT even with test variations, accommodations, and/or modifications.
<b>Agree</b>	<b>Disagree</b>	The decision to participate in an alternate assessment is not based on the amount of time during which the student is receiving special education services.
<b>Agree</b>	<b>Disagree</b>	The decision to participate in an alternate assessment is not based on excessive or extended absences.
<b>Agree</b>	<b>Disagree</b>	The decision to participate in an alternate assessment is not based on language, cultural, or economic differences.
<b>Agree</b>	<b>Disagree</b>	The decision to participate in an alternate assessment is not based on visual, auditory, and/or motor disabilities.
<b>Agree</b>	<b>Disagree</b>	The decision to participate in an alternate assessment is not based primarily on a specific categorical program.
<b>Agree</b>	<b>Disagree</b>	The decision for using an alternate assessment is an IEP team decision rather than an administrative decision.



# Sample Local Educational Agency Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments

**Local  
Educational  
Agency**

	Person(s) Responsible	Format/ Timeline	Materials Needed	Date Accomplished
<p><b>CELDT District Coordinator</b></p> <ul style="list-style-type: none"> <li>• Review ordering specifications/timeline/process from test contractor.</li> <li>• Identify process for contacting test contractor to respond to site questions/problems as they occur.</li> <li>• Schedule initial planning meeting with local educational agency's (LEA's) special education/Section 504 lead(s):                             <ul style="list-style-type: none"> <li>– Review CELDT requirements (who is to be tested, what can be used for test variations, accommodations, modifications, and/or alternate assessments, etc.).</li> <li>– Prepare timeline/process for ordering materials, providing site training, and determining roles and responsibilities of staff.</li> <li>– Develop meeting schedule to maintain ongoing communication.</li> </ul> </li> <li>• Plan communications schedule to keep key stakeholders informed about CELDT administration, scoring, reporting, and uses. Stakeholders include:                             <ul style="list-style-type: none"> <li>– Site employees (certificated and non-certificated)</li> <li>– LEA management team (principals, directors, assistant superintendents, public information officer, superintendent)</li> <li>– School board members</li> <li>– Parents and guardians (all grade levels) with or without students needing test variations, accommodations, modifications, and/or alternate assessments</li> </ul> </li> </ul>				

**Local Educational Agency**

**Sample Local Educational Agency Action Plan Worksheet  
for Test Variations, Accommodations,  
Modifications, and/or Alternate Assessments (continued)**

Activities	Person(s) Responsible	Format/Timeline	Materials Needed	Date Accomplished
<p><b>CELDT District Coordinator</b></p> <ul style="list-style-type: none"> <li>• Work with special education/Section 504 lead(s) to prepare school and LEA training packet(s) for:                             <ul style="list-style-type: none"> <li>- IEP/Section 504 Plan reviews</li> <li>- Ordering process</li> <li>- Preparing and providing for test variations, accommodations, modifications, and/or alternate assessments during testing</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>• Include procedures and materials for assisting students with test variations, accommodations, modifications, and/or alternate assessments in training sessions for CELDT test examiners and proctors.</li> </ul>				
<ul style="list-style-type: none"> <li>• Develop LEA process to receive and respond to site requests for test variations, accommodations, modifications, and/or alternate assessments.</li> </ul>				
<ul style="list-style-type: none"> <li>• Provide training for site personnel to include:                             <ul style="list-style-type: none"> <li>- Procedures for administering the CELDT</li> <li>- Process and materials to respond to requests for needed test variations, accommodations, modifications, and/or alternate assessments</li> </ul> </li> </ul>				

**Local Educational Agency**

**Sample Local Educational Agency Action Plan Worksheet  
for Test Variations, Accommodations,  
Modifications, and/or Alternate Assessments (continued)**

Activities	Person(s) Responsible	Format/Timeline	Materials Needed	Date Accomplished
<p><b>CELDT District Coordinator</b></p> <ul style="list-style-type: none"> <li>• Identify specific needs for providing requested test variations, accommodations, modifications, and/or alternate assessments with:                             <ul style="list-style-type: none"> <li>– Facilities manager(s)</li> <li>– CELDT site coordinator(s)</li> <li>– Other LEA leadership</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>• Work with LEA special education/Section 504 lead(s) to ensure all test materials remain secure.</li> </ul>				
<ul style="list-style-type: none"> <li>• Maintain ongoing communications with district special education/Section 504 lead(s) through regularly scheduled meetings.</li> </ul>				
<ul style="list-style-type: none"> <li>• Schedule a debriefing with LEA and site special education/Section 504 lead(s) and CELDT site coordinators.</li> </ul>				

# Sample Local Educational Agency Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments (continued)

**Local  
Educational  
Agency**

Activities	Person(s) Responsible	Format/ Timeline	Materials Needed	Date Accomplished
<p><b>Special Education/Section 504 Leads</b></p> <ul style="list-style-type: none"> <li>• Develop process and timeline for reviewing current IEPs and Section 504 Plans for test variations, accommodations, modifications, and/or alternate assessments and send them to sites for updating (see CELDT regulations on test variations, accommodations, modifications, and/or alternate assessments).</li> <li>• Provide information/training for CELDT site coordinator(s).</li> <li>• Receive from site special education leads complete list of students receiving services specified in current IEP or Section 504 Plans.</li> <li>• Meet with CELDT district coordinator to outline plan for ensuring all students with test variations, accommodations, modifications, and/or alternate assessments specified in their IEPs or Section 504 Plans have them for the CELDT. Identify facilities, equipment, and/or materials needed.*</li> <li>• Prepare and schedule training for CELDT site and special education coordinators to include:                             <ul style="list-style-type: none"> <li>– IEP/Section 504 Plan process</li> <li>– Test variations, accommodations, modifications, and/or alternate assessments identification</li> <li>– Test administration</li> <li>– Procedure for monitoring test administration</li> <li>– Test security maintenance</li> </ul> </li> <li>• Meet as scheduled with CELDT district coordinator to maintain communications and meet key deadlines.</li> </ul>				

\* Students with a Section 504 Plan are not eligible to take alternate assessments for the CELDT.

**Site**

**Sample Site Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments**

Activities	Person(s) Responsible	Format/Timeline	Materials Needed	Date Accomplished
<p><b>CELDT Site Coordinator</b></p> <ul style="list-style-type: none"> <li>• Participate in training session, provided by CELDT district coordinator:                             <ul style="list-style-type: none"> <li>– Review CELDT specifications, ordering process, timeline, and forms.</li> <li>– Review role with site special education/Section 504 lead(s) and determine process/timeline for preparing school summary of needs for test variations, accommodations, modifications, and/or alternate assessments.</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>• Prepare school summary of IEP and Section 504 test variations, accommodations, modifications, and/or alternate assessments:                             <ul style="list-style-type: none"> <li>– Meet with site special education/Section 504 lead(s) to review test variation, accommodation, modification, and/or alternate assessment needs as identified in individual plans.</li> <li>– Prepare a school summary planning chart for test variations, accommodations, modifications, and/or alternate assessments.</li> <li>– Return completed school summary planning chart to CELDT district coordinator.</li> </ul> </li> </ul>				

# Site Sample Site Action Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments (continued)

Activities	Person(s) Responsible	Format/ Timeline	Materials Needed	Date Accomplished
<p><b>CELDT Site Coordinator</b></p> <ul style="list-style-type: none"> <li>• Complete test variation, accommodation, and modification arrangements for CELDT testing:                             <ul style="list-style-type: none"> <li>– Review assessment summary planning chart of test variations, accommodations, modifications, and/or alternate assessments with site special education/Section 504 lead(s) to determine special arrangements that will be needed.</li> <li>– Provide training for CELDT examiners and proctors.</li> <li>– Coordinate site setup activities for test variations, accommodations, modifications, and/or alternate assessments.</li> </ul> </li> <li>• Coordinate test administration activities before, during, and after the site test dates:                             <ul style="list-style-type: none"> <li>– Provide direction/assistance to test examiners and proctors.</li> <li>– Package all completed tests with test variations, accommodations, and/or modifications as directed and return them to CELDT district coordinators.</li> <li>– Follow identified process for administering and scoring alternate assessments.</li> </ul> </li> <li>• Participate in test administration debriefing with CELDT district coordinator:                             <ul style="list-style-type: none"> <li>– Summarize strengths in the planning and implementation process and areas that need improvement.</li> <li>– Attend debriefing sessions with CELDT district coordinator.</li> </ul> </li> </ul>				

# Site Sample Site Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments (continued)

Activities	Person(s) Responsible	Format/ Timeline	Materials Needed	Date Accomplished
<p><b>Special Education/Section 504 Leads</b></p> <ul style="list-style-type: none"> <li>• Participate in training session provided by CELDT district coordinator:                             <ul style="list-style-type: none"> <li>– Discuss site process for reviewing and updating IEPs and Section 504 Plans.</li> <li>– Outline plan for identifying test variation, accommodation, modification, and/or alternate assessment needs and work with CELDT site coordinator to complete school summary planning chart.</li> </ul> </li> <li>• Schedule and complete IEP/Section 504 team meetings:                             <ul style="list-style-type: none"> <li>– Identify and invite IEP/Section 504 team participants.</li> <li>– Conduct IEP/Section 504 team meetings as scheduled.</li> </ul> </li> <li>• Work with CELDT site coordinator to summarize test variation, accommodation, modification, and/or alternate assessment needs identified in the IEPs and Section 504 Plans.*                             <ul style="list-style-type: none"> <li>– Prepare school summary information for CELDT district coordinator.</li> </ul> </li> <li>• Prepare strategies for providing test variations, accommodations, modifications, and/or alternate assessments:                             <ul style="list-style-type: none"> <li>– Work with CELDT coordinators to:                                     <ul style="list-style-type: none"> <li>• Identify test variation, accommodation, modification, and/or alternate assessment issues related to testing logistics.</li> <li>• Develop an individual plan for providing test variations, accommodations, modifications, and/or alternate assessments.</li> </ul> </li> </ul> </li> </ul>				

\* Students with a Section 504 Plan are not eligible to take alternate assessments for the CLEDT.

**Site**

**Sample Site Action Plan Worksheet for Test Variations, Accommodations, Modifications, and/or Alternate Assessments (continued)**

Activities	Person(s) Responsible	Format/Timeline	Materials Needed	Date Accomplished
<p><b>Special Education/Section 504 Leads</b></p> <ul style="list-style-type: none"> <li>• Work with classroom teachers to ensure that identified accommodations/modifications are used in classroom instruction:                             <ul style="list-style-type: none"> <li>– Make classroom visits to ensure accommodations/modifications identified in the IEPs and Section 504 Plans are part of the classroom instruction.</li> <li>– Discuss required test variations, accommodations, and/or modifications to address testing needs with teachers and CELDT examiners.</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>• Work with CELDT site coordinator to complete special arrangements for CELDT testing or alternate assessments:                             <ul style="list-style-type: none"> <li>– Participate in training for CELDT testing administrators.</li> <li>– Work with CELDT site coordinator to prepare any special setup needed.</li> </ul> </li> </ul>				
<ul style="list-style-type: none"> <li>• Complete documentation of test variations, accommodations, modifications for CELDT or alternate assessments used:                             <ul style="list-style-type: none"> <li>– Post use of test variations, accommodations, modifications for CELDT or alternate assessments with date on IEPs and Section 504 Plans.</li> <li>– Summarize strategies and areas that need improvement in planning/implementation process for future test administrations.</li> <li>– Attend briefing with local educational agency's (LEA's) special education lead.</li> </ul> </li> </ul>				

# Resources

Scale Score Ranges for  
2010–11 Results

Overall Test  
Performance  
Descriptors

Glossary of Terms and  
Acronyms

Resources Available  
on the Internet

# Scale Score Ranges for 2010–11 Results

Raw scores (the number of test questions answered correctly) should not be used to compare results from grade to grade or year to year. For the CELDT, scale scores are derived from raw scores. Unlike raw scores, scale scores permit the direct comparison of test results from one administration of the CELDT to another, unless there have been changes in the scoring ranges. A cut point is the scale score needed to reach a specified performance level.

The scale score for determining the overall performance level for individual and group results in grades two through twelve is calculated by weighting the domain scale scores as follows: 25 percent for listening, 25 percent for speaking, 25 percent for reading, and 25 percent for writing. Beginning in July 2010, the overall performance score for kindergarten and grade one will be calculated with the following weights: 45 percent for listening, 45 percent for speaking, 5 percent for reading, and 5 percent for writing.

A common scale was developed and approved for the CELDT in 2006–07, making it possible to compare results from grade to grade. The 2010–11 results should not be compared with any CELDT results prior to 2006–07. CELDT results from past years are available on the California Department of Education (CDE) CELDT Test Results Web site at <http://celdt.cde.ca.gov/>.

## Performance Level Scale Score Ranges

<b>Grade K</b>	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Comprehension</b>	<b>Overall</b>
<b>Beginning</b>	220 – 361	140 – 352	220 – 281	220 – 340	220 – 321	184 – 351
<b>Early Intermediate</b>	362 – 408	353 – 404	282 – 318	341 – 370	322 – 363	352 – 399
<b>Intermediate</b>	409 – 454	405 – 456	319 – 376	371 – 397	364 – 415	400 – 448
<b>Early Advanced</b>	455 – 501	457 – 508	377 – 445	398 – 426	416 – 473	449 – 497
<b>Advanced</b>	502 – 570	509 – 630	446 – 570	427 – 600	474 – 570	498 – 598

<b>Grade 1</b>	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Comprehension</b>	<b>Overall</b>
<b>Beginning</b>	220 – 361	140 – 352	220 – 359	220 – 392	220 – 360	184 – 358
<b>Early Intermediate</b>	362 – 408	353 – 404	360 – 397	393 – 408	361 – 402	359 – 405
<b>Intermediate</b>	409 – 454	405 – 456	398 – 445	409 – 434	403 – 449	406 – 453
<b>Early Advanced</b>	455 – 501	457 – 508	446 – 569	435 – 474	450 – 535	454 – 506
<b>Advanced</b>	502 – 570	509 – 630	570 – 570	475 – 600	536 – 570	507 – 598

<b>Grade 2</b>	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Comprehension</b>	<b>Overall</b>
<b>Beginning</b>	220 – 374	140 – 369	280 – 420	220 – 422	250 – 397	215 – 396
<b>Early Intermediate</b>	375 – 425	370 – 419	421 – 472	423 – 468	398 – 448	397 – 446
<b>Intermediate</b>	426 – 475	420 – 469	473 – 523	469 – 513	449 – 499	447 – 495
<b>Early Advanced</b>	476 – 526	470 – 519	524 – 553	514 – 559	500 – 539	496 – 539
<b>Advanced</b>	527 – 570	520 – 630	554 – 650	560 – 690	540 – 610	540 – 635

<b>Grade 3</b>	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Comprehension</b>	<b>Overall</b>
<b>Beginning</b>	220 – 388	200 – 387	280 – 447	220 – 436	250 – 417	230 – 414
<b>Early Intermediate</b>	389 – 442	388 – 435	448 – 481	437 – 478	418 – 461	415 – 459
<b>Intermediate</b>	443 – 497	436 – 481	482 – 541	479 – 536	462 – 519	460 – 513
<b>Early Advanced</b>	498 – 551	482 – 531	542 – 576	537 – 569	520 – 563	514 – 556
<b>Advanced</b>	552 – 640	532 – 720	577 – 700	570 – 740	564 – 670	557 – 700

<b>Grade 4</b>	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Comprehension</b>	<b>Overall</b>
<b>Beginning</b>	220 – 401	200 – 404	280 – 473	220 – 450	250 – 437	230 – 432
<b>Early Intermediate</b>	402 – 460	405 – 450	474 – 490	451 – 488	438 – 475	433 – 472
<b>Intermediate</b>	461 – 518	451 – 496	491 – 559	489 – 549	476 – 538	473 – 530
<b>Early Advanced</b>	519 – 577	497 – 542	560 – 599	550 – 579	539 – 588	531 – 574
<b>Advanced</b>	578 – 640	543 – 720	600 – 700	580 – 740	589 – 670	575 – 700

<b>Grade 5</b>	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Comprehension</b>	<b>Overall</b>
<b>Beginning</b>	220 – 410	200 – 410	280 – 477	220 – 454	250 – 443	230 – 437
<b>Early Intermediate</b>	411 – 472	411 – 458	478 – 503	455 – 496	444 – 487	438 – 482
<b>Intermediate</b>	473 – 536	459 – 506	504 – 563	497 – 550	488 – 549	483 – 538
<b>Early Advanced</b>	537 – 600	507 – 555	564 – 603	551 – 586	550 – 601	539 – 586
<b>Advanced</b>	601 – 640	556 – 720	604 – 700	587 – 740	602 – 670	587 – 700

<b>Grade 6</b>	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Comprehension</b>	<b>Overall</b>
<b>Beginning</b>	230 – 412	225 – 416	320 – 480	220 – 457	275 – 446	248 – 441
<b>Early Intermediate</b>	413 – 483	417 – 466	481 – 515	458 – 501	447 – 499	442 – 491
<b>Intermediate</b>	484 – 569	467 – 517	516 – 567	502 – 552	500 – 568	492 – 551
<b>Early Advanced</b>	570 – 637	518 – 567	568 – 608	553 – 592	569 – 622	552 – 601
<b>Advanced</b>	638 – 715	568 – 720	609 – 750	593 – 780	623 – 732	602 – 741

<b>Grade 7</b>	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Comprehension</b>	<b>Overall</b>
<b>Beginning</b>	230 – 417	225 – 422	320 – 484	220 – 461	275 – 450	248 – 446
<b>Early Intermediate</b>	418 – 494	423 – 475	485 – 528	462 – 507	451 – 511	447 – 501
<b>Intermediate</b>	495 – 571	476 – 527	529 – 571	508 – 553	512 – 571	502 – 555
<b>Early Advanced</b>	572 – 648	528 – 580	572 – 612	554 – 599	572 – 630	556 – 609
<b>Advanced</b>	649 – 715	581 – 720	613 – 750	600 – 780	631 – 732	610 – 741

<b>Grade 8</b>	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Comprehension</b>	<b>Overall</b>
<b>Beginning</b>	230 – 426	225 – 422	320 – 496	220 – 464	275 – 461	248 – 452
<b>Early Intermediate</b>	427 – 507	423 – 479	497 – 542	465 – 510	462 – 524	453 – 509
<b>Intermediate</b>	508 – 594	480 – 538	543 – 587	511 – 556	525 – 590	510 – 568
<b>Early Advanced</b>	595 – 669	539 – 594	588 – 626	557 – 601	591 – 647	569 – 622
<b>Advanced</b>	670 – 715	595 – 720	627 – 750	602 – 780	648 – 732	623 – 741

<b>Grade 9</b>	<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing</b>	<b>Comprehension</b>	<b>Overall</b>
<b>Beginning</b>	230 – 435	235 – 422	320 – 508	220 – 466	275 – 471	251 – 457
<b>Early Intermediate</b>	436 – 518	423 – 484	509 – 556	467 – 513	472 – 537	458 – 517
<b>Intermediate</b>	519 – 605	485 – 546	557 – 604	514 – 559	538 – 604	518 – 578
<b>Early Advanced</b>	606 – 690	547 – 609	605 – 647	560 – 605	605 – 668	579 – 637
<b>Advanced</b>	691 – 725	610 – 740	648 – 770	606 – 810	669 – 747	638 – 761

**Grade 10**

**Beginning**  
**Early Intermediate**  
**Intermediate**  
**Early Advanced**  
**Advanced**

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 444	235 – 422	320 – 520	220 – 469	275 – 482	251 – 463
445 – 533	423 – 489	521 – 570	470 – 516	483 – 551	464 – 527
534 – 622	490 – 556	571 – 620	517 – 562	552 – 621	528 – 590
623 – 711	557 – 623	621 – 664	563 – 609	622 – 687	591 – 651
712 – 725	624 – 740	665 – 770	610 – 810	688 – 747	652 – 761

**Grade 11**

**Beginning**  
**Early Intermediate**  
**Intermediate**  
**Early Advanced**  
**Advanced**

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 444	235 – 422	320 – 520	220 – 469	275 – 482	251 – 463
445 – 533	423 – 489	521 – 570	470 – 516	483 – 551	464 – 527
534 – 622	490 – 556	571 – 620	517 – 562	552 – 621	528 – 590
623 – 711	557 – 623	621 – 664	563 – 609	622 – 687	591 – 651
712 – 725	624 – 740	665 – 770	610 – 810	688 – 747	652 – 761

**Grade 12**

**Beginning**  
**Early Intermediate**  
**Intermediate**  
**Early Advanced**  
**Advanced**

Listening	Speaking	Reading	Writing	Comprehension	Overall
230 – 444	235 – 422	320 – 520	220 – 469	275 – 482	251 – 463
445 – 533	423 – 489	521 – 570	470 – 516	483 – 551	464 – 527
534 – 622	490 – 556	571 – 620	517 – 562	552 – 621	528 – 590
623 – 711	557 – 623	621 – 664	563 – 609	622 – 687	591 – 651
712 – 725	624 – 740	665 – 770	610 – 810	688 – 747	652 – 761

# Overall Test Performance Descriptors

## Kindergarten and Grade One

### Advanced

Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to orally identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Written production reflects grade-appropriate discourse. Errors are infrequent and do not reduce communication.

### Early Advanced

Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral production is characterized by more elaborate discourse, and written production includes simple sentences often using two-syllable words. Errors are less frequent and rarely complicate communication.

### Intermediate

Students at this level of English language performance begin to tailor the English language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some abstract concepts during unmodified instruction. They are able to respond and express themselves orally with increasing ease to more varied communication and learning demands with a reduced number of errors. Written production has usually expanded to common phrases and one-syllable words. Errors still complicate communication.

### Early Intermediate

Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral production is usually limited to phrases and memorized statements and questions. Written production is limited to letters and high-frequency, one-syllable words. Frequent errors still reduce communication.

**Beginning**

Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral production is usually limited to disconnected words and memorized statements and questions. Written production is incomprehensible or limited to common letters. Frequent errors make communication difficult.

**Grades Two Through Twelve****Advanced**

Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Oral and written productions reflect discourse appropriate for academic domains. Errors are infrequent and do not reduce communication.

**Early Advanced**

Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral and written productions are characterized by more elaborate discourse and fully developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

**Intermediate**

Students at this level of English language performance begin to tailor the English language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions have usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

**Early Intermediate**

Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions are usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

**Beginning**

Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

# Glossary of Terms and Acronyms

<b>Annual Assessment (AA)</b>	The California English Language Development Test (CELDT) is given once each year to English learners as an annual assessment (also referred to as AA) of their progress toward English language proficiency.
<b>Annual Assessment Window</b>	A designated time period each year during which schools must administer the CELDT to all students who were identified as English learners during the previous academic year. The AA window runs from July 1 to October 31 each year.
<b>Annual Measurable Achievement Objectives (AMAOs)</b>	Title III of the Elementary and Secondary Education Act (ESEA) sets AMAOs or targets that local educational agencies (LEAs) receiving Title III funds must meet, which in part are based on CELDT results. Reports and information about Title III Accountability are available on the California Department of Education (CDE) Title III Accountability Web page at <a href="http://www.cde.ca.gov/ta/ac/t3/">http://www.cde.ca.gov/ta/ac/t3/</a> .
<b>California English Language Development Test (CELDT)</b>	The CELDT measures limited English proficient students' achievement of California English Language Development (ELD) Standards in kindergarten through grade twelve. Three purposes for the CELDT are specified in state law, including: (1) identifying students as limited English proficient, (2) determining the level of English language proficiency (ELP) for students who are limited English proficient, and (3) assessing the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English.
<b>CELDT Blueprints</b>	The CELDT blueprints outline the specific ELD standards tested and the number of questions included within each domain on the CELDT for each grade from kindergarten through grade twelve.
<b>CELDT Common Scale</b>	The common scale for the CELDT allows for the year-to-year comparisons of a student's scale scores on each domain (listening, speaking, reading, and writing). A student's scale score on the common scale can be compared from grade level to adjacent grade level regardless of grade span.

<b>CELDT Criterion for English Language Proficiency</b>	For grades two through twelve (2–12), the CELDT criterion is an overall score of Early Advanced or higher and scores for each domain (listening, speaking, reading, and writing) at Intermediate or higher. For kindergarten and grade one (K–1), the CELDT criterion is an overall score of Early Advanced or higher and scores for the listening and speaking domains at Intermediate or higher. The reading and writing domain scores are not considered for K–1.
<b>Composite Score</b>	A composite score is the average of two or more other scores. For example, the comprehension score is the average of the listening and reading scale scores.
<b>Data Review Module (DRM)</b>	The DRM is a Web-based application available to LEAs for a three-week period after the close of the AA window. Designated CELDT district coordinators are granted secure access to the Student Score File (SSF) to make corrections to student demographic data to ensure accuracy for reporting purposes.
<b>Domains</b>	Domains are the areas of listening, speaking, reading, and writing assessed by the CELDT. The ESEA also requires that comprehension be assessed, which is calculated as the average of the listening and reading scale scores.
<b>English Language Development (ELD) Standards</b>	The ELD standards, adopted by the State Board of Education (SBE) in 1999, define what English learners in California’s public schools must know and be able to do as they progress toward full fluency in English. Links to the ELD standards are available in both English and Spanish on the CDE Content Standards Web page at <a href="http://www.cde.ca.gov/be/st/ss/">http://www.cde.ca.gov/be/st/ss/</a> .
<b>English Learner (EL)</b>	An EL is a student in kindergarten through grade twelve who, based on objective assessment, has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program. State and federal law require that LEAs administer a state test of English language proficiency to newly enrolled students whose primary language is not English and to ELs as an AA. Since 2001, this test for California’s public school students has been the CELDT.
<b>Home Language Survey (HLS)</b>	In accordance with California <i>Education Code (EC)</i> Section 52164.1, LEAs are required to have a HLS form completed by the student’s parent or guardian at the time of first enrollment in a California public school, indicating the language used in the home. A sample is available on the CDE English Learner Forms Web page at <a href="http://www.cde.ca.gov/ta/cr/el/elforms.asp">http://www.cde.ca.gov/ta/cr/el/elforms.asp</a> .

<b>Initial Assessment (IA)</b>	As an IA of English language fluency, the CELDT is first given to students, whose primary language is not English, within 30 days of enrollment.
<b>Initial Fluent English Proficient (IFEP)</b>	Students with a primary language other than English who took the CELDT within 30 days of enrollment in a U.S. public school and who met the LEA criterion for English language proficiency are identified as IFEP.
<b>Local Educational Agency (LEA)</b>	An LEA is a government agency which supervises local public primary and secondary schools in the delivery of instructional and educational services. LEAs include school districts, county offices of education, special state schools, and independent public charter schools.
<b>Performance Levels</b>	Performance levels are ranges of scores in which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular English-proficient level. In accordance with ELD standards, student CELDT scores are identified as falling into one of five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced.
<b>Performance Level Cut Scores</b>	The SBE has established performance level cut scores for all four domains (listening, speaking, reading, and writing) and overall performance on the CELDT.
<b>Performance Level Summary Report</b>	A score report provided to LEAs that summarizes the total number of assessments scored and the percentage of students who tested within each performance level by school and grade level within each LEA.
<b>Primary Language</b>	The language identified (at the local level) to be the student's primary language based on information provided in the HLS upon his or her first enrollment in a California public school. This identification is done only once during the course of the student's academic career and is used to identify whether he or she is to be assessed with the CELDT.
<b>Raw Scores</b>	A CELDT raw score is the number of test questions answered correctly. Raw scores should not be used to compare results from grade to grade or year to year.
<b>Reclassification</b>	Reclassification is the local process used by LEAs to determine if a student has acquired sufficient English language fluency to perform successfully in academic subjects without ELD support. <i>EC</i> Section 313(d) specifies the four criteria that must be used when making reclassification decisions locally.

**Reclassified Fluent English Proficient (RFEP)**

Students with a primary language other than English who were initially classified as English learners, but who have subsequently met the LEA criteria for English language proficiency are determined to be RFEP.

*EC* Section 313(d) specifies four criteria that LEAs must use in reclassifying students from English learner to fluent English proficient (RFEP). The four criteria are:

- Assessment of English language proficiency, which in California is the CELDT.
- Teacher evaluation of a student's academic performance, which can be based on the student's report card grades, grade point average, or other measure that LEAs use to determine students' academic performance.
- Parent opinion and consultation, which involves parents or guardians, if possible, in a discussion about their child's English language proficiency and meeting the guidelines for reclassification.
- Comparison of performance in basic skills, against an empirically established range of performance in basic skills (e.g., the CST for ELA or the CMA for ELA).

**Released Test Questions (RTQs)**

RTQs are a series of retired test items by grade span that site and district coordinators, teachers, and support staff who work with English learners may use as practice questions to help prepare their students for the types of questions that may be encountered on the CELDT. They may also be used as a resource for parents whose children have taken the CELDT. RTQs cover the four domains assessed by the CELDT: listening, speaking, reading, and writing.

**Research Files**

Electronic reports available to LEAs at the completion of the DRM each spring. Both AA and IA reports are accessed through DataQuest on the CDE Web site.

**Scale Score**

Scale scores are derived from the number or percentage of questions that students must answer to score at each performance level and are used to equate tests from one administration to the next. Higher scale scores indicate higher levels of performance, while lower scale scores indicate lower levels of performance.

<b>State Board of Education (SBE)</b>	The SBE is a state educational agency that sets education policy for kindergarten through grade twelve in the areas of standards, instructional materials, assessment, and accountability. The SBE adopts textbooks for kindergarten through grade eight, adopts regulations to implement legislation, and has the authority to grant waivers for certain sections of the <i>EC</i> . The SBE has eleven members appointed by the Governor.
<b>Student Performance Level Report</b>	The Student Performance Level Report provides results of the CELDT for individual students. The report includes student identifier information, purpose of the assessment (IA or AA), performance levels for each domain, overall performance, and the comprehension score based on the average of the listening and reading scale scores.
<b>Student Score File</b>	The Student Score File is an electronic data file containing CELDT scores for students tested during the previous and current years' AA window. The LEAs have the opportunity to review and update student demographic data during the annual DRM prior to public posting of AA results.
<b>Test Performance Descriptors</b>	Test performance descriptors that are based on the ELD standards characterize what students at each performance level know and can demonstrate in English.
<b>Title III of the Elementary and Secondary Education Act (ESEA)</b>	Title III of the ESEA requires states to administer a test to newly enrolled students whose primary language is not English to determine their level of English language fluency. In California, the CELDT serves this purpose. Students identified through the IA as ELs must be given the CELDT annually until they are RFEP. Title III also sets AMAOs or targets that LEAs receiving Title III funds must meet, which in part are based on CELDT results.

# Resources Available on the Internet

## **California English Language Development Test (CELDT)**

Program notes, administrative documents, frequently asked questions,  
Spanish translations

<http://www.cde.ca.gov/ta/tg/el/>

## **CELDT Resources**

Assistance packets, communication materials, released test questions,  
CELDT blueprints, planning for students with disabilities

<http://www.cde.ca.gov/ta/tg/el/resources.asp>

## **DataQuest: CELDT Initial and Annual Assessment Summary Results**

<http://dq.cde.ca.gov/dataquest/>

## **Educational Data Systems (Outside Source)**

Test results interpretation materials, data file layouts, test materials ordering,  
training workshops

<http://www.celdt.org/>

## **English Language Development Content Standards**

<http://www.cde.ca.gov/be/st/ss/>

## **English Learners – Specialized Programs**

<http://www.cde.ca.gov/sp/el/>

## **Special Education – Specialized Programs**

<http://www.cde.ca.gov/sp/se/>

## **Title III Accountability — Elementary and Secondary Education Act**

**Accountability and AMAO Requirements Under the Federal Title III of  
the ESEA**

<http://www.cde.ca.gov/sp/el/t3/>

**Federal Title III Requirements (Outside Source)**

<http://www.ed.gov/about/offices/list/oese/legislation.html>

**Reports and Information About Title III Accountability**

<http://www.cde.ca.gov/ta/ac/t3/>