



California English Language Development Test

2011–12 EDITION TEST RESULTS INTERPRETATION GUIDE FOR GRADES TWO THROUGH TWELVE

This guide is designed to help parents understand the information contained in the *California English Language Development Test (CELDT) Student Performance Level Report*.

Test Purpose

State law (*Education Code* sections 313 and 60810) and federal law (Title III of the Elementary and Secondary Education Act) require that school districts 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. For California public school students, this test is the CELDT. The CELDT has three purposes:

- To identify students who are limited English proficient (not fully fluent in English)
- To determine the level of English language proficiency of students who are limited English proficient
- To assess the progress of limited English proficient students in acquiring the skills of listening, reading, speaking, and writing in English

Test Format

The CELDT is based on the California English-language development standards available on the California Department of Education (CDE) Web site in English at <http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf> and in Spanish at <http://www.cde.ca.gov/be/st/ss/documents/eldspan.pdf>.

The CELDT measures a student's English language skills in the following domains: Listening, Speaking, Reading, and Writing.

The **Listening** domain measures how well students can comprehend information heard in English. Students are asked to follow oral directions and show understanding of information and stories read by the examiner. In kindergarten through grade two, students are also asked to produce words that rhyme with words given by the examiner.

The **Speaking** domain measures how well students can express thoughts and answer questions verbally in English. Students are asked to name objects and their uses, respond orally to questions, and tell stories based on pictures.

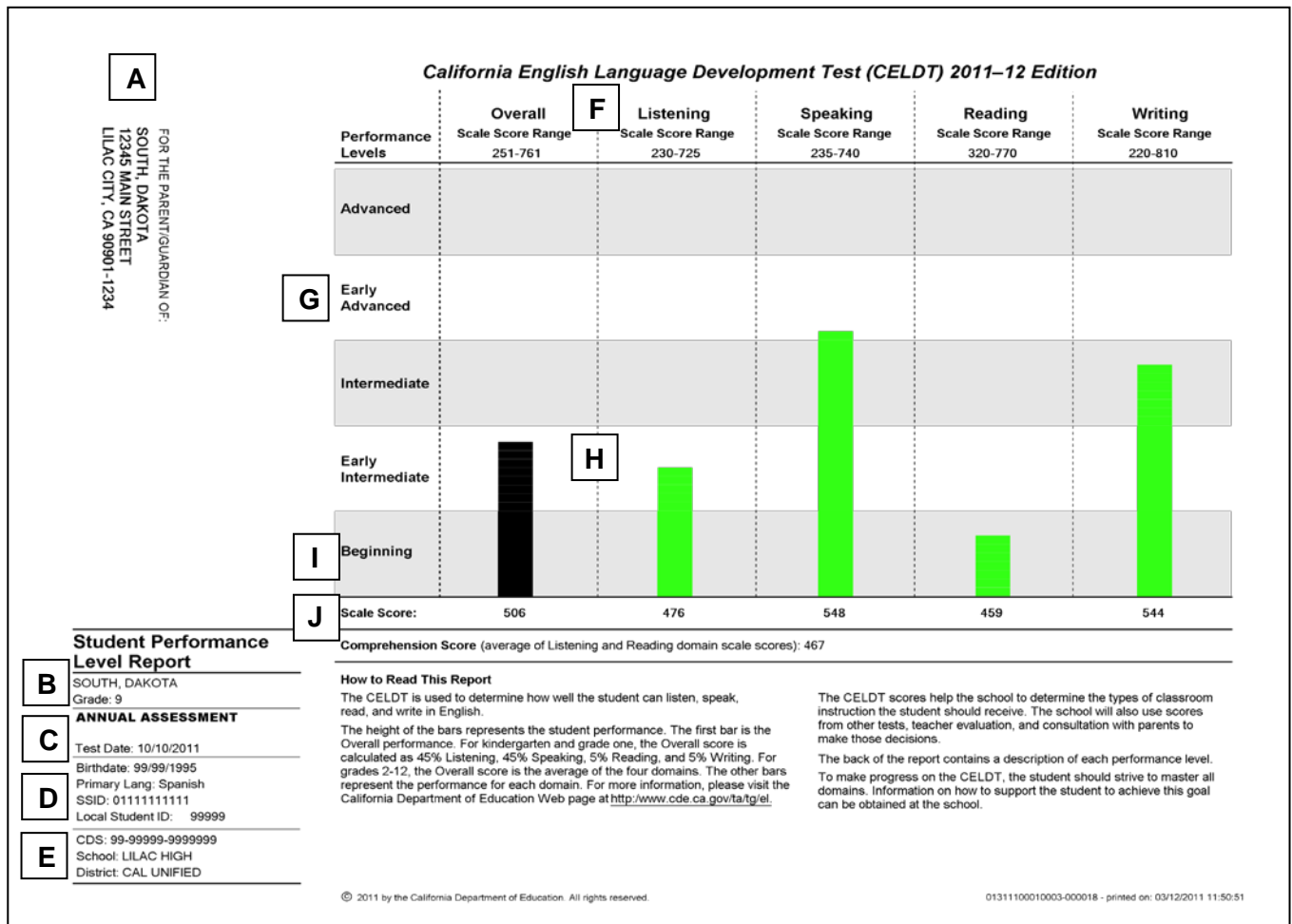
The **Reading** domain measures how well students can read in English. In kindergarten and grade one (K–1), students are asked to identify parts of a book, name letters and their sounds, and read simple words and sentences. In grades two through twelve (2–12), students are asked to choose words to complete sentences, demonstrate knowledge of grade-appropriate vocabulary and word formation rules, and demonstrate reading comprehension.

The **Writing** domain measures how well students can write in English. In K–1, students are asked to copy letters and words, write simple words based on a story read by the examiner, and identify basic punctuation and capitalization needed in a short sentence. In grades 2–12, students are asked to demonstrate knowledge of grammar, write sentences, and write a short composition.

Examples of CELDT test questions (in English) can be found in the *Released Test Questions* document available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/el/documents/celdtrtgs0111.pdf>.

Interpreting the Student Performance Level Report

Below is a sample *CELDT Student Performance Level Report*. It indicates the student's score and performance level in each domain and Overall. For K–1, 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 all four domain scores. Each domain score and the Overall score is classified into one of five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Descriptions of the Overall performance levels are attached. In addition, a comprehension score (the average of the Listening and Reading domain scores) is provided.



Legend:

- A: Student's name (last name, first name) and parent/guardian mailing address
- B: Student's name and grade
- C: Test purpose and test date
- D: Student's birthdate, primary language, and state and local ID numbers
- E: School and district where test was taken
- F: Overall and the assessed domains, each with the range of possible scale scores
- G: Performance Levels (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning)
- H: Bars and scale scores showing the student's performance level for each domain and Overall
- I: Comprehension Score
- J: How to Read This Report

On the *Student Performance Level Report*, the height of the bars represents student performance. The first bar shows the Overall performance level, and the other bars represent the performance level for each domain.

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. 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.

If a test modification or an alternate assessment was used for one or more domains, the affected domain(s) will be indicated with an asterisk (*), and the report will have the following footnote:

* A test modification or an alternate assessment was used during the administration of this domain. Modifications and alternate assessments alter what the CELDT intends to measure, therefore the student receives the lowest obtainable scale score (LOSS). Because the LOSS lowers the Overall score, caution should be used when interpreting the results.

If an irregularity occurred during testing, the affected domain(s) will be indicated with a “^” symbol, and the report will have the following footnote:

^ A testing irregularity occurred during the administration of this domain. More information can be obtained at the school.

The CELDT Overall Test Performance Descriptors, on the following page, explain what students typically know and can do in English at each level. Test Performance Descriptors for each domain are provided in English on the back of the *Student Performance Level Report*.

More Information About the CELDT

More information about the CELDT can be found on the CDE Web site at <http://www.cde.ca.gov/ta/tq/el/>.

CELDT Overall Test Performance Descriptors 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 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.