

CCCOE BTSA Induction Program

English Learner Identification, Referral and Reclassification Process

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Reviewed _____

PT: _____ Mentor: _____

CA Education Code Section 60810-60812

60810. (a) (1) The Superintendent shall review existing tests that assess the English language development of pupils whose primary language is a language other than English. The tests shall include, but not be limited to, an assessment of achievement of these pupils in English reading, speaking, and written skills. The Superintendent shall determine which tests, if any, meet the requirements of subdivisions (b) and (c). If any existing test or series of tests meets these criteria, the Superintendent, with approval of the state board, shall report to the Legislature on its findings and recommendations.

(2) If no suitable test exists, the Superintendent shall explore the option of a collaborative effort with other states to develop a test or series of tests and share test development costs. If no suitable test exists, the Superintendent, with approval of the state board, may contract to develop a test or series of tests that meets the criteria of subdivisions (b) and (c) or may contract to modify an existing test or series of tests so that it will meet the requirements of subdivisions (b) and (c).

(3) The Superintendent and the state board shall release a request for proposals for the development of the test or series of tests required by this subdivision. The state board shall select a contractor or contractors for the development of the test or series of tests required by this subdivision, to be available for administration during the 2000-01 school year.

(4) The Superintendent shall apportion funds appropriated to enable school districts to meet the requirements of subdivision (d).

The state board shall establish the amount of funding to be apportioned per test administered, based on a review of the cost per test.

(5) An adjustment to the amount of funding to be apportioned per test is not valid without the approval of the Director of Finance. A request for approval of an adjustment to the amount of funding to be apportioned per test shall be submitted in writing to the Director of Finance and the chairpersons of the fiscal committees of both houses of the Legislature with accompanying material justifying the proposed adjustment. The Director of Finance is authorized to approve only those adjustments related to activities required by statute. The Director of Finance shall approve or disapprove the amount within 30 days of receipt of the request and shall notify the chairpersons of the fiscal committees of both houses of the Legislature of the decision.

(b) (1) The test or series of tests developed or acquired pursuant to subdivision (a) shall have sufficient range to assess pupils in grades 2 to 12, inclusive, in English listening, speaking, reading, and writing skills. Pupils in kindergarten and grade 1 shall be assessed in English listening and speaking, and, once an assessment is developed, early literacy skills. The early literacy assessment shall be administered for a period of three years beginning after the initial administration of the assessment or until July 1, 2012, whichever occurs first. Six months after the results of the last administered assessment are collected, but no later than January 1, 2013, the department shall report to the Legislature on the administration of the kindergarten and grade 1 early literacy assessment results, as well as on the administrative process, in order to determine whether reauthorization of the early literacy assessment is appropriate.

(2) In the development and administration of the assessment for pupils in kindergarten and grade 1, the department shall minimize any additional assessment time, to the extent possible. To the extent that it is technically possible, items that are used to assess listening and speaking shall be used to measure early literacy skills. The department shall ensure that the test and procedures for its administration are age and developmentally appropriate. Age and developmentally appropriate procedures for administration may

include, but are not limited to, one-on-one administration, a small group setting, and orally responding or circling a response to a question.

(c) The test or series of tests shall meet all of the following requirements:

(1) Provide sufficient information about pupils at each grade level to determine levels of proficiency ranging from no English proficiency to fluent English proficiency with at least two intermediate levels.

(2) Have psychometric properties of reliability and validity deemed adequate by technical experts.

(3) Be capable of administration to pupils with any primary language other than English.

(4) Be capable of administration by classroom teachers.

(5) Yield scores that allow comparison of the growth of a pupil over time, can be tied to readiness for various instructional options, and can be aggregated for use in the evaluation of program effectiveness.

(6) Not discriminate on the basis of race, ethnicity, or gender.

(7) Be aligned with the standards for English language development adopted by the state board pursuant to Section 60811.

(8) Be age and developmentally appropriate for pupils.

(d) The test shall be used for the following purposes:

(1) To identify pupils who are limited English proficient.

(2) To determine the level of English language proficiency of pupils who are limited English proficient.

(3) To assess the progress of limited-English-proficient pupils in acquiring the skills of listening, reading, speaking, and writing in English.

60811. Not later than July 1, 1999, the State Board of Education shall approve standards for English language development for pupils whose primary language is a language other than English. The standards shall be comparable in rigor and specificity to the standards for English language arts adopted pursuant to Section 60605.

60812. Commencing the school year following the year in which the Superintendent of Public Instruction has developed or identified a test pursuant to this chapter, the State Department of Education shall place the results of the statewide test, including average scores for every school district on its Internet site for public access.

CA Education Code Section 313

313. (a) Each school district that has one or more pupils who are English learners shall assess each pupil's English language development in order to determine the level of proficiency for the purposes of this chapter.

(b) The State Department of Education, with the approval of the State Board of Education, shall establish procedures for conducting the assessment required pursuant to subdivision (a) and for the reclassification of a pupil from English learner to proficient in English.

(c) Commencing with the 2000-01 school year, the assessment shall be conducted upon initial enrollment, and annually, thereafter, during a period of time determined by the Superintendent of Public Instruction and the State Board of Education. The annual assessments shall continue until the pupil is redesignated as English proficient. The assessment shall primarily utilize the English language development test identified or developed by the Superintendent of Public Instruction pursuant to Chapter 7 (commencing with Section 60810) of Part 33. Prior to completion of the English language development test, a school district shall use either an assessment instrument developed by the school district or an assessment recommended by the State Department of Education.

(d) The reclassification procedures developed by the State Department of Education shall utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:

(1) Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test pursuant to Section 60810.

(2) Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.

(3) Parental opinion and consultation.

(4) Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

(e) It is the intent of the Legislature that nothing in this section preclude a school district or county office of education from testing English language learners more than once in a school year if the school district or county office of education chooses to do so.

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/ (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).

Questions and Answers About the California English Language Development Test

What is the purpose of the CELDT?

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

The CELDT (instituted by *Education Code* sections 313 and 60810[d]) has three purposes:

- To identify students who are limited English proficient
- 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.

Who must take the CELDT?

Education Code Section 52164.1[a] requires that all students (in kindergarten through grade twelve) whose primary language is not English, based on the Home Language Survey (HLS), take the CELDT within 30 calendar days after they are enrolled in a California public school for the first time to determine if they are English learners. The HLS is completed by parents or guardians when they first register their children for school. The CELDT must be given to students identified as English learners once a year as per the school district's evaluation process until they are reclassified as fluent English proficient (RFEP).

Who is an English learner?

An English learner, also known as a limited English Proficient (LEP) student, is a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English (as per *Education Code* Section 306[a]).

Do English learners with disabilities take the CELDT?

Yes. English learners with disabilities are tested. Students with disabilities who participate in the CELDT may use variations, accommodations, and/or modifications as specified in their individualized education programs (IEPs) or Section 504 Plans. A list of allowable variations, accommodations, and modifications is outlined in “Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2007),” which is available on the California Department of Education (CDE) CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>. Students with disabilities may take an alternate assessment if their IEP team determines that they are unable to take one or more parts of the CELDT even with variations, accommodations, and/or modifications.

Are parents and guardians informed when their children must take the CELDT?

Section 3302 of Title III of the ESEA requires school districts receiving Title III funds, to inform parents or guardians of:

- The reasons for their student’s identification as an English learner
- The need for placement in the specified program

This notification is to occur no later than 30 days after the beginning of the school year or within two weeks of a student’s placement in a language instruction program after the beginning of the school year,

Parents or guardians of English learners with an IEP must be notified how the recommended placement will help their children meet the objectives of the IEP.

What does the CELDT assess?

Beginning in 2009–10, the CELDT assesses students in grades kindergarten through twelve for listening, speaking, reading, and writing. The CELDT is aligned to the English Language Development (ELD) standards adopted by the State Board of Education (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 as follows:

Listening

- Strategies and applications

Speaking

- Strategies and applications

What types of questions are used on the CELDT?

Reading

- Word analysis
- Fluency and systematic vocabulary development
- Reading comprehension
- Literary response and analysis

Writing

- Strategies and applications
- English–language conventions

The following types of questions are used:

Listening

- Following oral directions
- Extended listening comprehension (passage)
- Rhyming
- Listening comprehension (short, school situation)

Speaking

- Oral vocabulary
- Speech functions
- Choosing and giving reasons
- Four-picture narrative

Reading

- Alphabet recognition
- Word analysis
- Fluency and systematic vocabulary development
- Reading comprehension
- Literary analysis

Writing

- Writing words
- Grammar and structure
- Writing sentences
- Writing a short composition

Released test questions from past CELDT administrations are available on the CDE CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.

Which CELDT tests are the students in kindergarten and grade one required to take?

Beginning July 1, 2009, students in kindergarten and grade one (K–1) are being assessed in listening, speaking, reading, and writing. California’s *Education Code* Section 60810 was amended in 2007 to authorize the development of this new early literacy test, which includes reading and writing questions. The new test complies with requirements of Title III of the ESEA. Prior to the 2009–10 school year, students in K–1 only were tested in listening and speaking.

How long does it take for students in K–1 to complete the CELDT now that reading and writing have been added?

The estimated time for administering the listening, reading, and writing domains of the CELDT to students in K–1 is approximately 15 to 30 minutes per domain. The speaking part of the test is administered individually and takes about 10 minutes for each student to complete.

How long does it take for students in grades two through twelve to complete the CELDT?

The CELDT is an untimed test. The speaking part of the test is administered individually and takes about 10 minutes for each student to complete. The listening, reading, and writing parts are administered as a group and take about two hours to complete.

Who gives the CELDT?

Only test examiners who are employees of the school district, are proficient in English, and have received formal CELDT training may administer the CELDT.

How are test questions selected for use on the CELDT?

Currently, California educators are trained by the CELDT contractor and the CDE to write questions based on the ELD Standards. Questions go through a quality review process to ensure alignment to the ELD standards and content appropriateness. After field testing, the questions that meet a rigorous set of statistical criteria may be selected for a future operational test form.

When and how do parents or guardians receive their students’ CELDT results?

School districts must send individual CELDT results to parents or guardians within 30 calendar days after they are received by the school district. It takes an average of eight weeks to score the tests and return results to school districts after they are received by the test contractor.

What information is provided on the CELDT results reported for individual students?

The CELDT results for individual students are provided in the CELDT Student Performance Level Report. This report shows the level of performance students have attained as they progress toward English language proficiency. The CELDT results are not used to measure academic achievement. There are five levels of performance: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. The 2009–10 CELDT report for each student provides the following:

- An overall performance level and scale score for all domains of the test combined
- 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

Note: Reading and writing domains in K–1 will not be reported as scale scores or performance levels in 2009–10. Only raw scores will be reported. Scores for listening and speaking will be used to calculate the student’s overall performance level (50 percent listening and 50 percent speaking) in K–1 in 2009–10.

What does a domain performance level represent?

Scale score ranges for each of the five performance levels are identified for listening, speaking, reading, and writing for each grade tested. These ranges incorporate the performance level cut scores approved by the SBE. The scale score ranges for identifying a student’s performance level for each domain tested and the overall performance level can be found in Appendix B on pages V-5 through V-7. Performance level descriptors can be found in Appendix C on page V-8.

How is the overall performance level calculated?

The overall scale score 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.

Who sees the CELDT results for individual students?

Only authorized school district personnel, the student, and parents or guardians see individual students’ CELDT results.

How are results of the CELDT used?

CELDT results for newly enrolled students are used to initially identify students as English learners who need to develop their skills in listening, speaking, reading, and writing in English. Results also are used to identify students who are Initial Fluent English Proficient (IFEP).

Annual assessment results are used to see how well English learners are acquiring English. Annual results also are one of four criteria used to determine if English learners possibly are ready to be reclassified as 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 on pages III-3 and III-4.

How do parents or guardians find out more about the CELDT or their student’s results?

Parents or guardians may contact their student’s teacher(s) and/or the school office. They also may request a conference to review the CELDT results or to attend one of the information meetings scheduled by the school or school district. Additional information and assistance materials for communicating with parents or guardians about their student’s CELDT results are available on the CDE CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.

Can CELDT results for 2009–10 be compared with CELDT results of previous years?

The 2009–10 results can be compared to the 2008–09, 2007–08, and 2006–07 results using the new common scale but cannot be compared with earlier CELDT results. However, CELDT results from past years are available on the CDE CELDT Reporting Web page at <http://celdt.cde.ca.gov/>.

How do school districts use CELDT results for reclassifying English learners as fluent English proficient?

Reclassification is a local decision to be established by the local school board in accordance with state law (*Education Code* Section 313). School districts must use individual CELDT results as one of four criteria when considering reclassifying English learners. Additional measures that must be considered are the 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, teacher evaluation, and parent or guardian opinion and consultation. The “Guidelines for Reclassification of English Learners” document, approved by the SBE, is located on pages III-3 and III-4. This document provides guidance for using the four required criteria in the development of the local reclassification policy.

Must students keep taking the CELDT annually until they are reclassified as fluent English proficient?

Yes. All English learners are required to take the CELDT annually until they are reclassified based on criteria established by the local school board.

When and how will summary results be released for the 2009–10 annual CELDT administration?

The 2009–10 annual CELDT results for schools, school districts, counties, and the state will be posted on the CDE CELDT Reporting Web site at <http://celdt.cde.ca.gov/> in spring 2010. Results of the initial assessment (administered from July 1, 2009 through June 30, 2010) and the combined initial and annual assessments summary results will be posted in fall 2010.

What will the 2009–10 CELDT Internet reports include?

The annual 2009–10 summary reports posted on the Internet will include the number of and percentage of students at each grade achieving each of the five performance levels for overall English language performance and for each domain tested. The 2009–10 summary reports also will include the number and percentage of students meeting the CELDT criterion for English language proficiency.

More Information about the CELDT

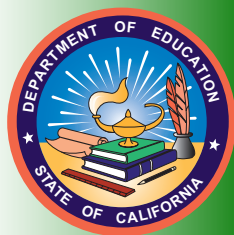
Additional information about the CELDT is available on the CDE CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp> or at the CELDT Office in the Statewide Assessment Division of the CDE by phone at 916-319-0784, by fax at 916-319-0967, or by e-mail at CELDT@cde.ca.gov.

Frequently Asked Questions About the CELDT in Kindergarten and Grade One

<p>Q When and how were the reading and writing domains added to the CELDT in kindergarten and grade one?</p>	<p>A In 2007, <i>Education Code</i> Section 60810 was amended to authorize the development of an early literacy assessment for the California English Language Development Test (CELDT) in kindergarten and grade one (K–1). This addition to CELDT included the domains of reading and writing that had not been assessed in K–1 previously. Reading and writing questions for K–1 were field tested in spring 2009. Beginning July 1, 2009, students in K–1 are assessed in listening, speaking, reading, and writing.</p>
<p>Q What is the estimated time for a student to complete the entire CELDT in K–1?</p>	<p>A The estimated testing time is 15 to 30 minutes for reading, 15 to 30 minutes for writing, 15 to 30 minutes for listening in kindergarten and 15 minutes in grade one, and 10 minutes for speaking. The total estimated time, including administering the sample test questions and reading directions, is 55 to 100 minutes.</p>
<p>Q If a student does not respond in the listening and speaking domains, must the examiner administer the reading and writing domains?</p>	<p>A Yes. If a student has been identified as an English learner, he or she must attempt all four domains of the test. Please refer to the “When to Stop the Test” directions in the <i>K–1 Reading and Writing Examiner’s Manual</i> and the <i>K–2 Examiner’s Manual</i> for guidelines to administer the listening and speaking domains.</p>
<p>Q Are students tested individually or in a group?</p>	<p>A For the speaking domain, all students in K–1 are tested individually. Students in K–1 are tested individually in reading and writing. For listening, students in kindergarten are assessed individually. In grade one, students may be assessed individually or in a group administration depending on the perceived maturity level of the student.</p>
<p>Q How will the results of the CELDT be reported for K–1 in 2009–10?</p>	<p>A For the 2009–10 edition, results for listening and speaking in K–1 will be reported as scale scores with corresponding performance levels as they have been reported since 2006–07. Results for reading and writing for the 2009–10 edition will be reported as raw scores. Scores for listening and speaking in 2009–10 will be used to calculate the students’ overall performance in K–1.</p> <p>It is anticipated that standard setting to recommend reading and writing performance level cut scores for K–1 will take place in early 2010, and then the recommended performance level cut scores will go to the State Board of Education (SBE) for adoption.</p>

<p>Q Along with raw scores, will performance levels for the 2009–10 edition also be provided?</p>	<p>A No. The performance level cut scores and scale score ranges will not be available until the 2010–11 edition.</p>
<p>Q Why include raw scores for reading and writing on the Student Performance Level Reports for the 2009–10 edition?</p>	<p>A Testing and reporting results for reading and writing are required. These scores must be provided to school districts and parents and guardians. Because raw scores will be the only scores available at this time for reporting the results of the 2009–10 edition, those scores must be provided on the individual student reports.</p>
<p>Q Because reading and writing scores are not included in the overall scale score in 2009–10, how are school districts going to identify new students that scored at the Overall Early Advanced or Advanced level?</p>	<p>A School districts are to use the current SBE guidelines for identifying new students who scored at the Overall Early Advanced or Advanced level. The testing contractor will provide conversion tables from raw to scale scores for reading and writing for the 2010–11 edition in K–1 after standard setting is completed and performance level cut scores are approved by the SBE.</p>
<p>Q Have the guidelines for 2009–10 changed for K–1 initial identification and reclassification?</p>	<p>A No. The SBE guidelines for determining initial fluency or making reclassification decisions have not been changed to include scale scores for reading and writing in K–1.</p>

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
ANNUAL ASSESSMENT
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

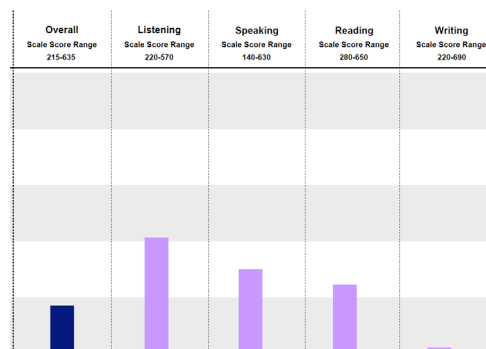
The five performance levels for measuring a student’s proficiency in English, based on the CELDT scores, are Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

Performance Levels
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

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.

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).

For more information...

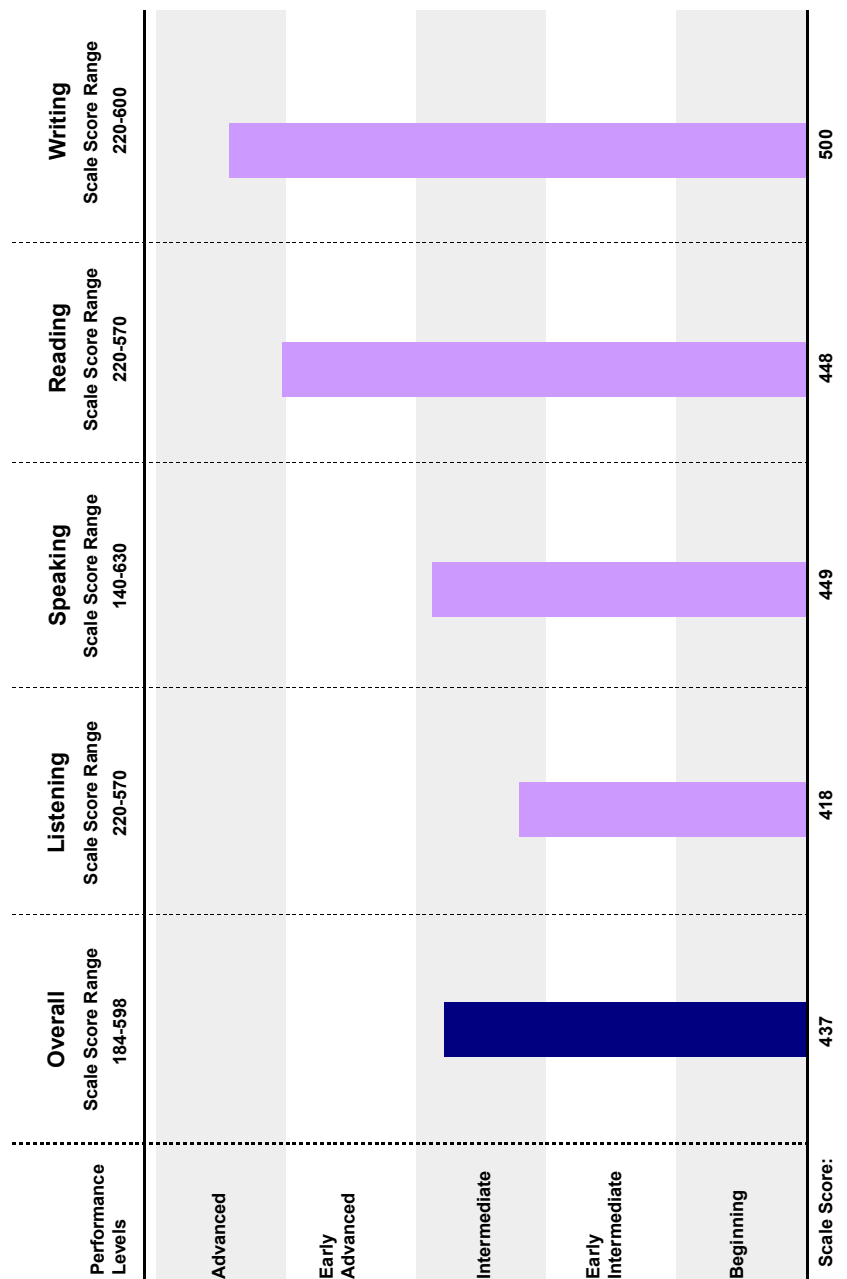
Parents and guardians are encouraged to talk to their child’s teacher about these test results and what is being done at school to help their child become fully proficient in English.

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.

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Sample Student Performance Level Report—Back

California English Language Development Test Performance Descriptors

Grades K-1 Overall Performance Levels

	Listening	Speaking	Reading	Writing
<p>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.</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 all English phonemes, and identify letter-sound correspondences; they recognize most high-frequency words, use decoding skills to achieve grade-level appropriate, independent reading, and demonstrate comprehension of most grade-level text on both familiar and unfamiliar 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>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.</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 correspondences 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>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 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 correspondences for some initial consonants; they recognize a few simple, high-frequency words, and apply basic knowledge of English morphemes, phonics, and syntax to decode one-syllable words, and demonstrate reading comprehension limited to short words.</p>	<p>Students who perform at this level on the CELDT typically copy some letters of the alphabet legibly, and write first or last letter when attempting to write a word.</p>
<p>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.</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 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 have little or no receptive skills, or may recognize basic concepts of print (e.g., following words left to right, top to bottom, title); they name a few uppercase and lowercase letters; recognize English phonemes that correspond to phonemes in primary 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>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.</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 scribble when attempting to copy letters of the alphabet and write incomprehensible symbols when producing written language.</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>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>

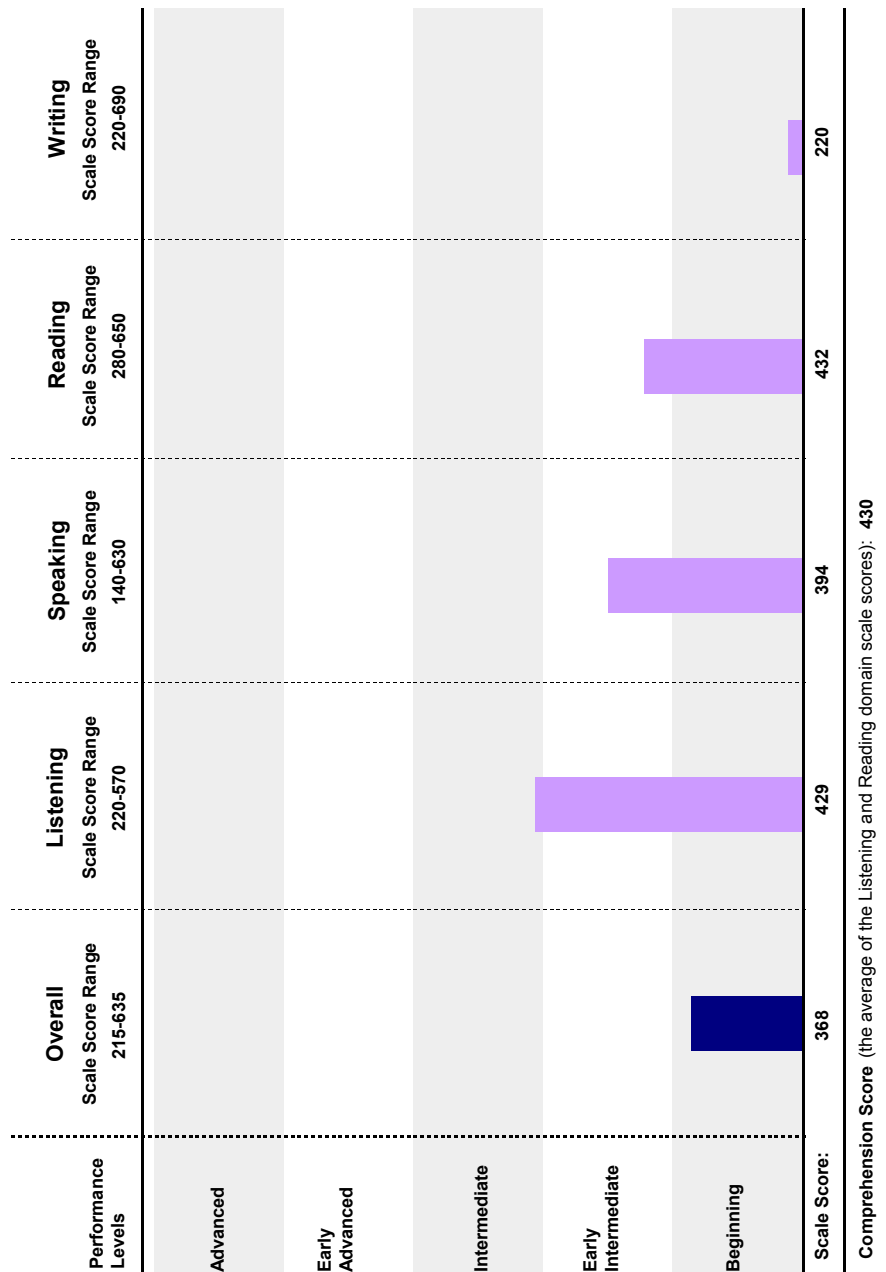
Sample Student Performance Level Report—Front

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>Advanced</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>Early Advanced</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>Intermediate</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>Early Intermediate</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>Beginning</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>



CELDT Performance Level Definitions

Note that the performance level definitions are written from basic level to advanced level and that each level builds on the preceding level. Individual student English language development may be marked by periods of accelerated or slow growth, reversals of progress, attainment of language plateaus, and unparallel development of the Listening, Speaking, Reading, and Writing domains. At each level, the English learner continues to expand his/her social and academic vocabulary and his/her capacity to learn grade-level content delivered in unmodified English.

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.

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.

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 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.

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 performance 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.

NOTE: For NCLB compliance purposes, a comprehension score is the average of the scores for the Listening and Reading sections of the test.

DOMAIN PERFORMANCE LEVEL DESCRIPTORS, GRADES K–1

Listening

Beginning: Students who perform at this level on the CELDT may demonstrate **no** receptive skills, or **may**

- demonstrate extremely limited comprehension of a few basic words.
- attempt to follow simple oral directions with limited success.

Early Intermediate: Students who perform at this level on the CELDT typically

- understand some basic social language, with limited comprehension of basic vocabulary.
- understand and attempt to follow a few simple oral directions.

Intermediate: 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 classroom language.
- understand and attempt to follow simple oral directions.

Early Advanced: Students who perform at this level on the CELDT typically

- demonstrate comprehension of social language and comprehension of some classroom language with complex vocabulary and syntax.
- understand and follow most simple oral directions.

Advanced: Students who perform at this level on the CELDT typically

- demonstrate comprehension of most classroom language with complex syntax and vocabulary.
- understand and follow all simple oral directions.

Speaking

Beginning: 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.
- attempt to tell part of a story, using simple words and phrases.

Early Intermediate: 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.
- tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.

Intermediate: 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.
- tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.

Early Advanced: 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.
- tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.

Advanced: Students who perform at this level on the CELDT typically

- use extensive vocabulary and complex syntax appropriate to setting and purpose.
- tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.

DOMAIN PERFORMANCE LEVEL DESCRIPTORS, GRADE 2

Listening

Beginning: Students who perform at this level on the CELDT may demonstrate **no** receptive skills, or **may**

- demonstrate limited comprehension of a few basic words and phrases.
- understand and follow few simple oral directions.

Early Intermediate: Students who perform at this level on the CELDT typically

- understand some basic social language, with limited comprehension of basic vocabulary.
- understand and attempt to follow a few simple oral directions.

Intermediate: Students who perform at this level on the CELDT typically

- demonstrate comprehension of vocabulary and syntax related to social language, with limited comprehension of classroom language.
- understand and follow simple oral directions.

Early Advanced: Students who perform at this level on the CELDT typically

- demonstrate comprehension of social language and comprehension of some classroom language with complex vocabulary and syntax.
- understand and follow most simple oral directions.

Advanced: Students who perform at this level on the CELDT typically

- demonstrate comprehension of most classroom language with complex syntax and vocabulary.
- understand and follow all simple oral directions.

Speaking

Beginning: 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.
- attempt to tell part of a story, using simple words and phrases.

Early Intermediate: 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.
- tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.

Intermediate: 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.
- tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.

Early Advanced: 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.
- tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.

Advanced: Students who perform at this level on the CELDT typically

- use extensive vocabulary and complex syntax appropriate to setting and purpose.
- tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.

DOMAIN PERFORMANCE LEVEL DESCRIPTORS, GRADE 2

Reading

Beginning: 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.
- begin to recognize some basic groups of related words.

Early Intermediate: Students who perform at this level on the CELDT typically

- match simple vocabulary words to pictures.
- hear a word and select its printed form from a choice of similar words.
- recognize basic semantic categories, such as regular plurals and simple synonyms.
- use phonemic awareness and phonics skills at a higher level, such as rhyming.

Intermediate: Students who perform at this level on the CELDT typically

- match similar sound patterns and identify compound words.
- recognize multiple-meaning words.
- apply abstract concepts to categorize words.
- use the context of a sentence to fill in the blanks with the correct words.
- recall details and answer questions that involve sequencing, summarizing, drawing conclusions, or making simple inferences after reading a story.

Early Advanced: 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.
- recognize more complex grammar and spelling patterns.

Advanced: Students who perform at this level on the CELDT typically

- identify more complex synonyms and antonyms.
- read a more complex story and answer increasingly difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences.

Writing

Beginning: Students who perform at this level on the CELDT may demonstrate **no** productive skills, or **may**

- use a few standard writing conventions.
- attempt to write a short story in response to a picture sequence. The writing is minimal and contains some isolated English words.

Early Intermediate: 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.
- write phrases or simple sentences based on a prompt. The response may contain numerous errors that obscure meaning.

Intermediate: 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.
- write a simple sentence appropriate to a picture prompt. The sentence may contain errors in grammar, vocabulary, and/or syntax.
- 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.

Early Advanced: 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.
- write a complete sentence appropriate to a picture prompt. The sentence may contain minor grammatical, syntactical, mechanical, or spelling errors.
- write a short story in response to sequenced pictures. The story contains clear ideas and accurate transitions with few errors.

Advanced: Students who perform at this level on the CELDT typically

- identify a complex verb tense.
- write a complete sentence appropriate to a picture prompt. The sentence contains few or no mechanical errors.
- write a short story in response to a picture sequence. The story contains well-organized ideas, accurate transitions, precise vocabulary, and minimal errors.

DOMAIN PERFORMANCE LEVEL DESCRIPTORS, GRADES 3–5

Listening

Beginning: Students who perform at this level on the CELDT may demonstrate **no** receptive skills, or **may**

- understand some basic vocabulary, with limited comprehension.
- understand and follow a few simple oral directions.

Early Intermediate: Students who perform at this level on the CELDT typically

- understand basic vocabulary and syntax, with frequent errors and limited comprehension.
- understand and follow some simple multi-step oral directions.

Intermediate: Students who perform at this level on the CELDT typically

- understand some complex vocabulary and syntax, with occasional gaps in comprehension.
- understand and follow some complex, multi-step oral directions.

Early Advanced: Students who perform at this level on the CELDT typically

- understand extensive vocabulary and complex syntax, with occasional minor problems in comprehension.
- understand and follow most complex, multi-step oral directions.

Advanced: Students who perform at this level on the CELDT typically

- understand extensive vocabulary and complex syntax, without significant problems in comprehension.
- understand and follow all oral directions.

Speaking

Beginning: 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.
- attempt to tell part of a story, using simple words and phrases.

Early Intermediate: 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.
- tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.

Intermediate: 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.
- tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.

Early Advanced: 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.
- tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.

Advanced: Students who perform at this level on the CELDT typically

- use extensive vocabulary and complex syntax appropriate to setting and purpose.
- tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.

DOMAIN PERFORMANCE LEVEL DESCRIPTORS, GRADES 3–5

Reading

Beginning: Students who perform at this level on the CELDT may demonstrate **no** receptive skills, or **may**

- recognize some sound/symbol relationships.
- match commonly used nouns to pictures.

Early Intermediate: Students who perform at this level on the CELDT typically

- match vocabulary words to pictures.
- recognize sound/symbol relationships.
- use context clues to choose the correct word to complete a sentence.
- answer some factual comprehension questions after reading a simple text.
- recognize some basic groups of related words.
- recall minimal details from a simple text.

Intermediate: Students who perform at this level on the CELDT typically

- begin to identify the number of syllables in some words of simple structure.
- recognize synonyms and antonyms.
- use context clues to select the correct word to complete a sentence or short passage and to identify simple words with multiple meanings.
- match more difficult vocabulary words to pictures.
- answer factual comprehension questions, identify events, draw conclusions, or make inferences based on a given text.

Early Advanced: Students who perform at this level on the CELDT typically

- interpret figures of speech.
- recognize more complex synonyms and antonyms.
- identify root words.
- identify the number of syllables in a word.
- use context clues and inferences to select the correct word to complete a short passage or story and to identify words with multiple meanings.
- distinguish between fact and opinion and make more subtle inferences from a text.

Advanced: Students who perform at this level on the CELDT typically

- interpret more complex figures of speech.
- decode words with more difficult beginning, medial, or ending sounds.
- use context clues to determine/negotiate meaning of complex vocabulary.
- sequence events, make inferences, and make predictions and generalizations based on a given text.

Writing

Beginning: Students who perform at this level on the CELDT may demonstrate **no** productive skills, or **may**

- attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.

Early Intermediate: Students who perform at this level on the CELDT typically

- choose the appropriate word to complete a sentence.
- use some capitalization and punctuation correctly.
- write at least one complete sentence in response to a prompt. The sentence includes a simple subject and predicate, but errors obscure meaning.

Intermediate: Students who perform at this level on the CELDT typically

- use their knowledge of grammar and mechanics to identify the appropriate word or phrase to complete a sentence.
- write a complete sentence in response to a picture prompt. The sentence may contain errors in grammar, vocabulary, and/or syntax.
- write a composition based on a prompt. The composition may have a disorganized sequence of events, containing some details and repetitive transitional words.

Early Advanced: Students who perform at this level on the CELDT typically

- use their knowledge of grammar and mechanics to identify the appropriate word to complete a complex sentence.
- write a sentence in response to a picture prompt. The sentence may contain minor errors in grammar and mechanics.
- write a composition that clearly communicates a series of events or ideas based on a prompt. The composition has relevant details connected by accurate transitional words and may contain few errors in grammar and mechanics.

Advanced: Students who perform at this level on the CELDT typically

- write a complete sentence in response to a picture prompt. The sentence has few or no mechanical errors.
- write a well-organized composition that contains appropriate details and accurate transitions in response to a prompt. The composition contains minimal errors in grammar and mechanics.

DOMAIN PERFORMANCE LEVEL DESCRIPTORS, GRADES 6–8

Listening

Beginning: Students who perform at this level on the CELDT may demonstrate **no** receptive skills, or **may**

- understand basic vocabulary, with limited comprehension.
- understand and follow a few simple oral directions.

Early Intermediate: Students who perform at this level on the CELDT typically

- understand basic vocabulary and syntax, with frequent errors and limited comprehension.
- understand and follow simple multi-step oral directions.

Intermediate: Students who perform at this level on the CELDT typically

- understand some complex vocabulary and syntax, with occasional gaps in comprehension.
- understand and follow some complex, multi-step oral directions.

Early Advanced: Students who perform at this level on the CELDT typically

- understand extensive vocabulary and complex syntax, with occasional minor problems in comprehension.
- understand and follow most complex, multi-step oral directions.

Advanced: Students who perform at this level on the CELDT typically

- understand extensive vocabulary and complex syntax, without significant problems in comprehension.
- understand and follow all oral directions.

Speaking

Beginning: 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.
- attempt to tell part of a story, using simple words and phrases.

Early Intermediate: 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.
- tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.

Intermediate: 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.
- tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.

Early Advanced: 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.
- tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.

Advanced: Students who perform at this level on the CELDT typically

- use extensive vocabulary and complex syntax appropriate to setting and purpose.
- tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.

DOMAIN PERFORMANCE LEVEL DESCRIPTORS, GRADES 6–8

Reading

Beginning: Students who perform at this level on the CELDT may demonstrate **no** receptive skills, or **may**

- recognize some sound/symbol correspondences.
- match commonly used nouns to pictures.
- recall minimal details from a simple story.

Early Intermediate: Students who perform at this level on the CELDT typically

- identify sound/symbol correspondences in words.
- begin to use words in context appropriately.
- answer literal comprehension questions from a simple story.
- demonstrate some knowledge of common English morphemes and simple synonyms, antonyms, and root words.

Intermediate: Students who perform at this level on the CELDT typically

- demonstrate knowledge of simple synonyms, antonyms, and simple root words.
- identify the correct meaning of a word in a given context.
- recognize the sequence of events in a reading passage.
- determine the main idea of a simple text.
- recognize the parts of a book.
- begin to demonstrate decoding and word-attack skills, such as sound pairs and prefixes.
- make inferences and draw conclusions from reading passages.

Early Advanced: Students who perform at this level on the CELDT typically

- recognize character traits and features of a variety of texts.
- make inferences and draw conclusions from more challenging reading passages.
- recognize more complex synonyms and antonyms.
- demonstrate understanding of idiomatic expressions.
- demonstrate decoding and word-attack skills, such as sound pairs and prefixes.

Advanced: Students who perform at this level on the CELDT typically

- understand complex structures, such as root words, word parts, and grammatical features.
- infer meaning by synthesizing information.
- identify various categories of informational materials.

Writing

Beginning: Students who perform at this level on the CELDT may demonstrate **no** productive skills, or **may**

- use correct capitalization and punctuation.
- attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.

Early Intermediate: Students who perform at this level on the CELDT typically

- use articles and pronouns correctly.
- use capitalization and punctuation correctly.
- write at least one complete sentence in response to a prompt. The sentence may contain correct word order, but may include errors that obscure meaning.

Intermediate: Students who perform at this level on the CELDT typically

- use verb tenses correctly.
- use idiomatic qualifiers.
- use mechanics and basic grammar correctly.
- write a complete sentence appropriate to a picture prompt. The sentence may contain errors in grammar, vocabulary, and/or syntax.
- write a composition about a topic, but the composition may consist of a disorganized list of events, containing some details and repetitive transitional words.

Early Advanced: Students who perform at this level on the CELDT typically

- demonstrate familiarity with idioms and expressions.
- begin to use difficult transitions, conjunctions, and prepositions.
- write a sentence in response to a picture prompt. The sentence may contain minor errors in grammar and mechanics.
- write a composition that contains relevant details and a logical sequence of events or ideas. The sentences may contain few errors in grammar and mechanics.

Advanced: Students who perform at this level on the CELDT typically

- use difficult transitions, conjunctions, and prepositions correctly.
- write a complete sentence that is appropriate to the topic in response to a picture prompt. The sentence has few or no mechanical errors.
- write a composition that is well-organized and contains a clear sequence of events or ideas, precise vocabulary, and accurate transitional words. The composition may contain minimal errors.

DOMAIN PERFORMANCE LEVEL DESCRIPTORS, GRADES 9–12

Listening

Beginning: Students who perform at this level on the CELDT may demonstrate **no** receptive skills, or **may**

- understand basic vocabulary, with limited comprehension.
- understand and follow a few simple oral directions.

Early Intermediate: Students who perform at this level on the CELDT typically

- understand basic vocabulary and syntax, with frequent errors and limited comprehension.
- understand and follow simple multi-step oral directions.

Intermediate: Students who perform at this level on the CELDT typically

- understand a broader range of vocabulary and syntax, with occasional gaps in comprehension.
- understand and follow complex, multi-step oral directions.

Early Advanced: Students who perform at this level on the CELDT typically

- understand extensive vocabulary and complex syntax, with minor problems in comprehension.
- understand and follow most complex, multi-step oral directions.

Advanced: Students who perform at this level on the CELDT typically

- understand extensive vocabulary and complex syntax, without significant problems in comprehension.
- understand and follow all oral directions.

Speaking

Beginning: 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.
- attempt to tell part of a story, using simple words and phrases.

Early Intermediate: 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.
- tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.

Intermediate: 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.
- tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.

Early Advanced: 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.
- tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.

Advanced: Students who perform at this level on the CELDT typically

- use extensive vocabulary and complex syntax appropriate to setting and purpose.
- tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.

DOMAIN PERFORMANCE LEVEL DESCRIPTORS, GRADES 9–12

Reading

Beginning: Students who perform at this level on the CELDT may demonstrate **no** receptive skills, or **may**

- recognize some sound/symbol relationships.
- locate information in a simple text.

Early Intermediate: Students who perform at this level on the CELDT typically

- identify the use of simple vocabulary within the context of a short passage.
- use irregular plurals and words with multiple meanings.
- identify the number of syllables in a word.
- identify the sequence of events in a passage.
- demonstrate simple decoding skills.
- demonstrate knowledge of simple synonyms and simple antonyms.

Intermediate: Students who perform at this level on the CELDT typically

- draw simple conclusions about a character in a narrative.
- identify stated and implied themes in literary passages.
- demonstrate knowledge of antonyms and synonyms.
- identify the correct meaning of a word in a given context.
- make logical inferences in narrative passages.
- infer meaning from commonly used idioms.
- use an expanded vocabulary.

Early Advanced: Students who perform at this level on the CELDT typically

- recognize words with multiple meanings and root words.
- derive the meaning of words in a given context.
- identify details, main ideas, and setting in reading passages.
- use inferences to draw conclusions from text.
- identify the author's purpose in a given text.
- use details to make predictions.
- distinguish fact from opinion in a reading passage.

Advanced: Students who perform at this level on the CELDT typically

- identify and use affixes to infer meaning.
- infer meaning from more complex vocabulary.
- sequence stated or implied events of a story.
- recognize summary statements.
- identify cause and effect, compare and contrast.
- identify traits of characters, intended purpose, and other features of a variety of texts.
- infer meaning by synthesizing information.

DOMAIN PERFORMANCE LEVEL DESCRIPTORS, GRADES 9–12

Writing

Beginning: Students who perform at this level on the CELDT may demonstrate **no** productive skills, or **may**

- use correct capitalization and punctuation.
- begin to recognize appropriate verb forms when asking a question.
- attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.

Early Intermediate: Students who perform at this level on the CELDT typically

- begin to recognize subject/verb agreement relating to proper tense.
- use appropriate verb forms when asking a question.
- write at least one complete sentence in response to a prompt. The response may contain correct word order, but may include errors that obscure meaning.

Intermediate: Students who perform at this level on the CELDT typically

- demonstrate basic knowledge of more complex sentence structure, including simple gerunds and infinitives.
- use appropriate articles, possessives, prepositions, and plural endings.
- demonstrate basic knowledge of pronouns, adjectives, and auxiliary verb usage.
- use correct grammar, such as present tense verbs and subject/verb agreement.
- write at least one complete sentence in response to a picture prompt. The response may contain a few errors in vocabulary, grammar, and/or syntax.
- write a composition about a topic by producing a simple sequence of events or ideas that may be disorganized; use details and repetitive transitional words.

Early Advanced: Students who perform at this level on the CELDT typically

- use expanded vocabulary with more complex sentences.
- distinguish among various noun endings.
- write a sentence with some syntactical complexity, such as multiple subjects/objects, infinitives or gerunds as objects, compound/complex sentence structures, prepositional phrases, or relative clauses.
- write a composition that contains relevant details and a logical sequencing of events. The sentences may contain few errors in grammar and mechanics.

Advanced: Students who perform at this level on the CELDT typically

- write a sentence in response to a picture prompt. The sentence has some syntactical complexity, such as multiple subjects/objects, infinitives or gerunds as objects, compound/complex sentence structures, prepositional phrases, or relative clauses.
- write a composition that includes an introductory sentence, a well-organized sequence of events or ideas, supporting details, and syntactical complexity.

Understanding Reclassification of English Learners as Fluent English Proficient

This section includes suggested guidelines and information on the reclassification process. Reclassification of English Learners is the local process used by school districts to determine if a student has acquired sufficient English language fluency to perform successfully in academic subjects without English language development (ELD) support.

Under current state law (*Education Code* Section 313[d]), identified English learners must participate in the annual administration of the California English language Development Test (CELDT) until they are reclassified. When English learners have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classes, students then are reclassified as fluent English proficient (RFEP). The reclassification process is based on guidelines approved by the State Board of Education (SBE).

The “Guidelines for Reclassification of English Learners” document, approved by the SBE (September 2002 and updated September 2006), is based on *Education Code* Section 313(d):

- The reclassification procedures developed by the California Department of Education (CDE) shall utilize multiple criteria in determining whether to reclassify a pupil as proficient in English, including, but not limited to, all of the following:
 - Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test pursuant to Section 60810
 - Teacher evaluation, including, but not limited to, a review of the pupil’s curriculum mastery
 - Parental opinion and consultation
 - Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, that demonstrates whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English

Section 11510, Title 5 of the *California Code of Regulations*, defines the CELDT as the test to be used for assessing English language proficiency.

The “Guidelines for Reclassification of English Learners” document provides clarification for applying the four criteria to local initial identification and reclassification decisions. These guidelines follow in their entirety.

Guidelines for Reclassification of English Learners

Assessment of English Language Proficiency

Use the 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,
- Speaking is Intermediate or higher,
- 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.

The above reclassification levels are the same as the initial identification levels specified by the California Department of Education (CDE).

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 the California English–Language Arts Standards Test (CST for English–Language Arts).
 2. “Range of performance in basic skills” means a range of scores on the CST for English–Language Arts corresponding to a performance level or a range within a performance level.
 3. “Pupils of the same age” refers to pupils who are enrolled in the same grade as the student who is being considered for reclassification.
- Basic skills criteria:
 1. A pupil’s score on the CST for English–Language Arts in the range from the beginning of Basic level up to the midpoint of the Basic level suggests that the pupil may be sufficiently prepared to

participate effectively in the curriculum and should be considered for reclassification. School districts may select a cut point in this range.

2. Pupils with scores above the cut point selected by the school district should be considered for reclassification.
3. For pupils scoring below the cut point, school districts should attempt to determine whether factors other than English language proficiency are responsible for low performance on the CST for English–Language Arts and whether it is reasonable to reclassify the student.
4. For pupils in grade twelve, the eleventh grade CST for English–Language Arts results should be used, if available.
5. For pupils in grades one and two, school districts should base a decision to reclassify on CELDT results, teacher evaluation, parent consultation, and other locally available assessment results. Kindergarten students who have been identified as English learners probably should not be reclassified.
6. School districts must monitor pupil performance for two years after reclassification in accordance with existing California regulations and the federal No Child Left Behind (NCLB) Act of 2001.

Teacher Evaluation

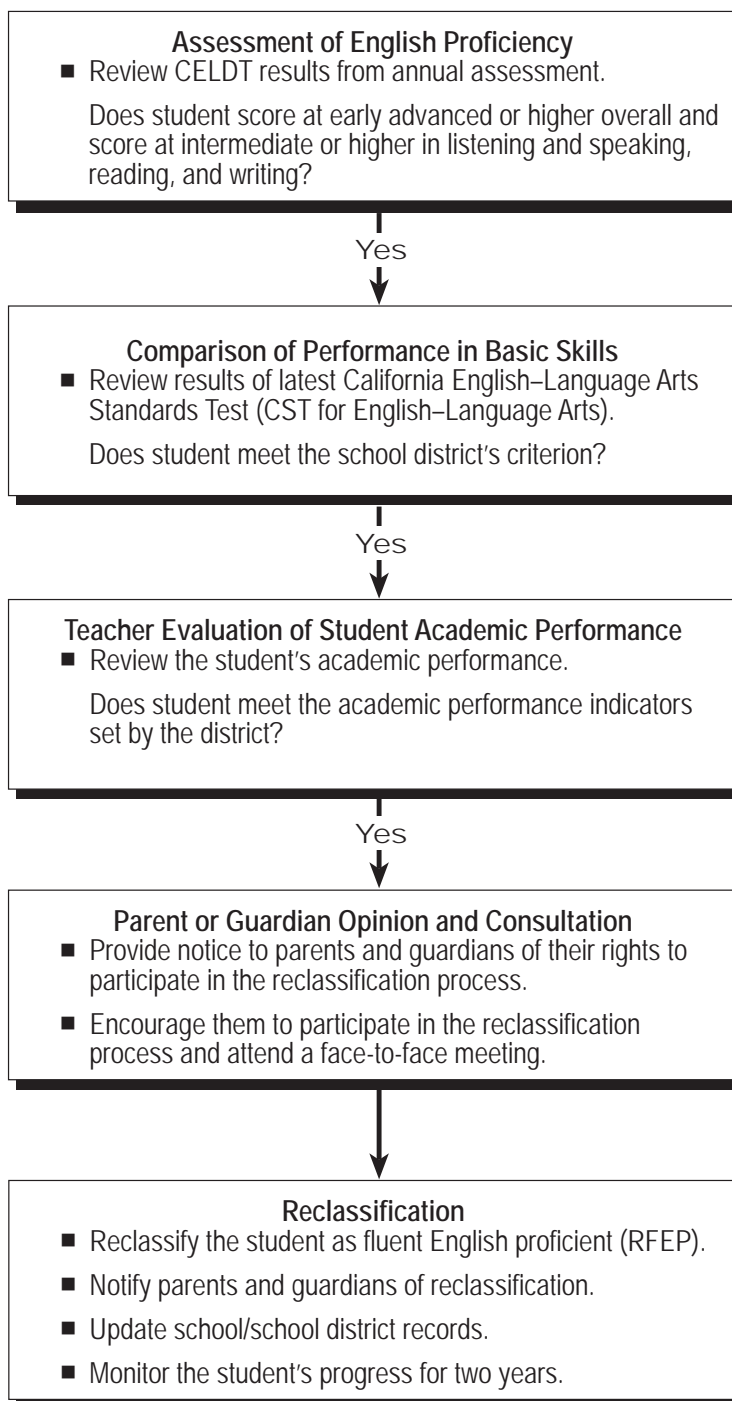
- Use student’s academic performance.
- Note that incurred deficits in motivation and academic success unrelated to English language proficiency do not preclude a student from reclassification.

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.

Reclassifying a Student from English Learner to Fluent English Proficient

School districts are to develop student reclassification policy and procedures based on the four criteria set forth in Education Code Section 313(d). The reclassification guidelines, approved by the State Board of Education, may be used by school districts/schools when evaluating a student's readiness for reclassification from English learner (EL) to fluent English proficient (RFEP).



Reassessment

California Education Code 52164.3

- a) Each school district shall reassess pupils whose primary language is other than English, whether they are designated as limited English proficient, or fluent English proficient, when a parent or guardian, teacher, or school site administrator claims that there is a reasonable doubt about the accuracy of the pupil's designation
- b) In all cases of reassessment, the parent or guardian of the pupil shall be notified of the result. This notice shall be given orally when school personnel have reason to think that a written notice will not be understood.

Monitoring and Exiting

For two years following the reclassification to fluent English proficient (RFEP), the school / district is required to monitor the student's academic progress. At the end of the two years of monitoring the student will be exited from the EL program.

Future Intervention

Classroom teachers may request a Student Study Team (SST) meeting if they have concerns after a student has been formally exited from the EL program. Sometimes, it becomes necessary for a former EL to return to partial EL services although in most cases other interventions should be used. (Lau plan)

If a student has been identified as initially fluent English proficient (IFEP) and a parent / teacher raises concerns at a later date, the school must intervene as they would with an English only student.

If a student's HLS states English only, but a teacher notices the student is having difficulty accessing English, further research should be done to determine if the CELDT is the appropriate next step. This would be an initial CELDT for identification purposes.

Vocabulary

CLAD	Crosscultural, Language, and Academic Development
CTEL	California Teacher of English Learners Test
CST	California State Tests (also know as STAR tests)
DELAC	District English Language Assessment Committee
ELAC	English Language Assessment Committee
ELD	English Language Development
EL	English Learner
ESL	English as a Second Language
HLS	Home Language Survey
IFEP	Initially Fluent English Proficient
RFEP	Reclassified Fluent English Proficient
SDAIE	Specially Designed Academic Instructions in English
SST	Student Study Team