



California English Language Development Test

2014–15 EDITION GUIDE TO TEST REPORTS

This guide can help parents and others read the *California English Language Development Test (CELDT) Student Performance Level Report*.

Test Purposes

School districts are required to test the English language skills of new students whose home language is not English and students who are English learners. Districts use the CELDT. The purposes of the CELDT are to:

- Identify English learners in kindergarten through grade twelve
- Measure their skill level in English
- Check their progress in learning English each year

Test Format

The CELDT is based on the 1999 California English-language development standards. An English version of the standards is on the California Department of Education (CDE) Web page at <http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>. A Spanish version is at <http://www.cde.ca.gov/be/st/ss/documents/eldspan.pdf>.

The CELDT measures English language skills in four domains: Listening, Speaking, Reading, and Writing.

The **Listening** domain measures how well students can understand information heard in English. Students follow directions read aloud and show they understand information and stories read to them. In kindergarten through grade two, students are also asked to say words that rhyme with other words.

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

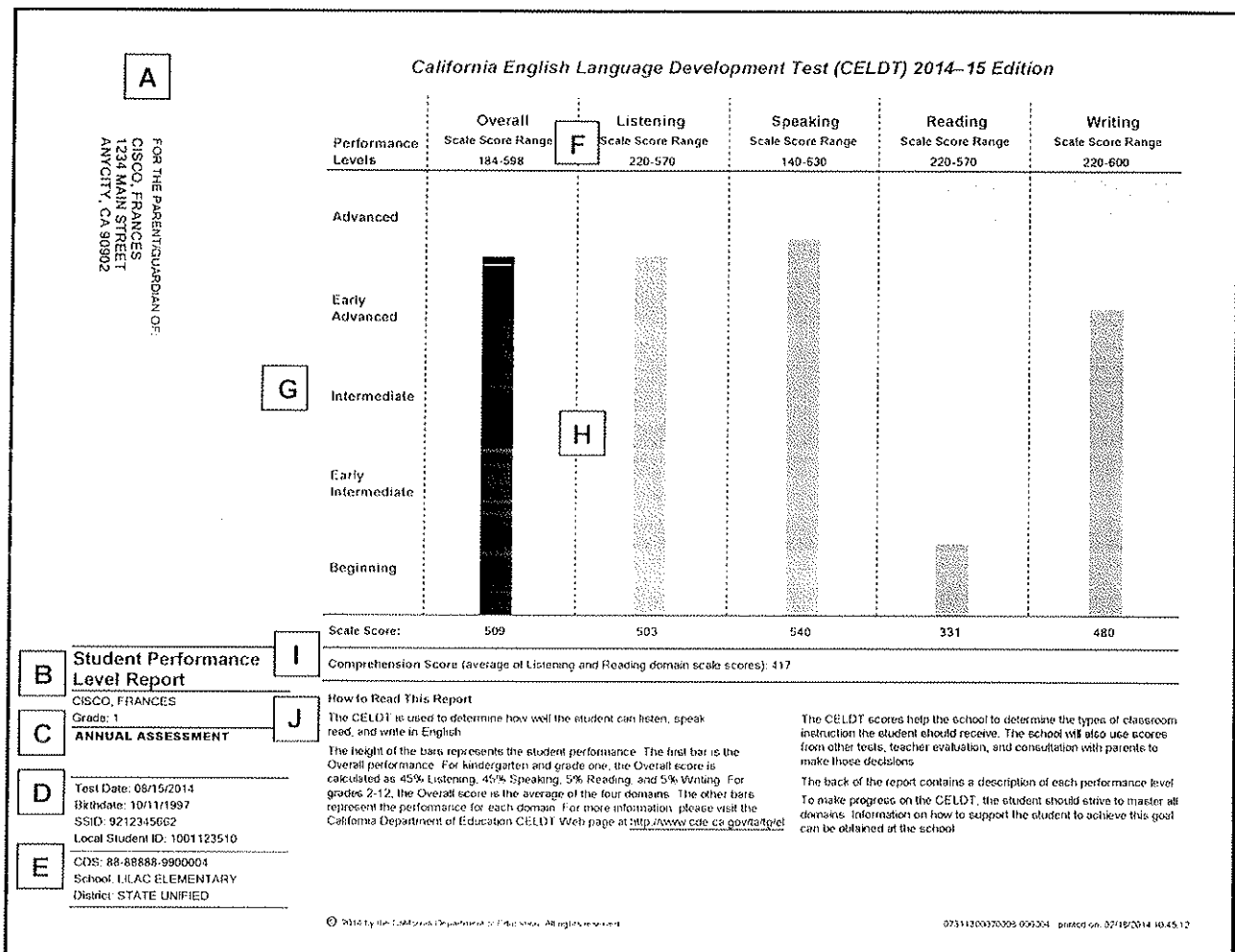
The **Reading** domain measures how well students can read in English. In kindergarten and grade one (K–1), students are asked to identify parts of a book, name letters and their sounds, and read simple words and sentences. In grades two through twelve (2–12), students are asked to choose words to complete sentences, show knowledge of vocabulary and rules about how words are formed, and show how much they understand when reading.

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

Sample CELDT test questions in English can be found in the *CELDT Released Test Questions* document. It is on the CDE Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.

The Student Performance Level Report

Below is a sample *CELDT Student Performance Level Report*. It shows the student's score and performance level in each domain and Overall. For K-1, the Overall score is a total of 45 percent Listening, 45 percent Speaking, 5 percent Reading, and 5 percent Writing. For grades 2-12, the Overall score is the average of all four domain scores. Each domain score and the Overall score is put into one of five performance levels a student can achieve. The levels are: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. A comprehension score (the average of the Listening and Reading domain scores) is also provided.



Legend:

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

On the *Student Performance Level Report*, the height of the bars shows how well the student did. The first bar shows the Overall performance level. The other bars show how well the student did in each domain.

CELDT scores, scores from other tests, and information from teachers and parents help the school decide the types of teaching the student should receive. To make progress on the CELDT, the student should work to master all domains. Information about how to help the student meet this goal is available at the school.

If a test modification or a different test was used for one or more domains, the domain(s) will be marked with an asterisk (*), and the report will have this footnote:

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

If a problem took place during testing, the affected domain(s) will be marked with a "^" symbol, and the report will have this footnote:

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

CELDT Test Performance Descriptors

The CELDT Overall Test Performance Descriptors explain what students know and can do in English at each level. Descriptors for each domain are provided in English on the back of the *Student Performance Level Report*. Overall and test domain performance descriptors in English and other languages for grades K–1, 2, 3–5, 6–8, and 9–12 can be found online at <http://www.celdt.org/resources/im/>.

More Information About the CELDT

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

CELDT Overall Test Performance Descriptors Grades Two through Twelve

Advanced

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

Early Advanced

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

Intermediate

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

Early Intermediate

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

Beginning

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

Domain Performance Level Descriptors, Grade 2

Performance Level	Listening	Speaking
Advanced	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.	Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose. They tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.
Early Advanced	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.	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.
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 academic language. They understand and attempt to follow simple oral directions.	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.
Early Intermediate	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.	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.
Beginning	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.	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.

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Domain Performance Level Descriptors, Grade 2 (continued)

Performance Level	Reading	Writing
Advanced	Students who perform at this level on the CELDT typically identify more complex synonyms and antonyms. They read a more complex story and answer increasingly difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences.	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.
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; and recognize more complex grammar and spelling patterns.	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.
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; and recall details and answer questions that involve sequencing, summarizing, drawing conclusions, or making simple inferences after reading a story.	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.
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 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.	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.
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. They begin to recognize some basic groups of related words.	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.