

8

Introduction to the Scoring Guide

The Scoring Guide for the CELDT is designed as a resource to facilitate local scoring. It contains rubrics and student sample responses for the Writing items, as well as information necessary to complete the Student Score Sheet.

Educational Data Systems, Inc., the CELDT contractor, provides official scoring for both Initial Identification and Annual Assessment. However, for instructional placement purposes, the CELDT must first be scored locally by qualified, trained personnel.

CELDT provides scores for the domains of Listening, Speaking, Reading, and Writing, as well as an overall score for all domains. The overall score is calculated from weighting the domain scores as follows: 45 percent Listening, 45 percent Speaking, 5 percent Reading, and 5 percent Writing.

In general, the decision to identify a student as an English learner should be based not on a single test score but on all available, relevant information. California state law (*Education Code*, Section 60810) requires districts to use CELDT to identify pupils who are limited English proficient. For additional information, refer to www.cde.ca.gov/ta/tg/el/.

9

Scoring

Scoring Procedures

The Listening selected-response items can be scored using the scoring keys in this guide (Pages 226–230).

The Speaking items (administered individually) use multipoint rubrics and must be scored locally for both Initial Identification and Annual Assessment testing.

In the Writing domain, the Copying Letters and Words and Writing Words test components are scored after test administration, also using multipoint rubrics. These rubrics appear on Pages 219 and 220.

This guide includes examples of student Speaking responses representing the range of scoring levels. These responses were collected from numerous ethno-linguistic groups. Score each student response by comparing it with the detailed scoring rubrics and sample responses. For examples of student responses in the Writing domain, refer to the *2010–11 Administration Trainer’s Kit for CELDT*.

10

Preliminary Local Scoring

There are two options for generating a preliminary local scoring report for a student: (A) using the hand-calculated Student Score Sheet (form on Page 225) or (B) using the electronic Local Scoring Tool (LST). Follow Step 1, then select either Option A or B under Step 2.

Step 1: Record Student's Raw Scores on the Student Score Sheet

For either option, record student's raw scores on the Student Score Sheet, Page 225.

- ✓ Fill in the student's personal information: Student Name, SSID, Test Date, Test Form, Answer Book ID, Grade, Birth Date, Gender, School, District, Teacher.
- ✓ Find the List of Items and Scoring Keys on Pages 226–230 that is specific to the field test form you are administering. Form numbers are indicated at the top of each page. Make one photocopy of the appropriate List of Items and Scoring Keys for each student. Use this list to record responses and scores from the Student Book. For selected-response items (i.e., multiple-choice items), use the Answer Key column to identify each correct answer. For example, you may circle each answer the student responded to correctly (each circled letter would represent one point.) For dichotomous constructed-response items (i.e., No Response-Incorrect-Correct items), enter a score of 1 for each correct response. For constructed-response items (i.e., items that have a rubric), enter the score assigned by the test examiner.
- ✓ Make one photocopy of the Student Score Sheet (Page 225) for each student. Enter the total number of correct responses for each test component, making sure not to exceed the maximum possible score in brackets. Then enter the totals for the domains.

Step 2: Select Option for Generating the Preliminary Local Scoring Report

Option A: Use the Student Score Sheet as the Preliminary Local Scoring Report

Use the Raw Score to Scale Score conversion tables (Pages 232–235) to obtain the scale score and performance level for Listening, Speaking, Reading, and Writing. Follow the instructions on the Student Score Sheet to calculate the Overall Scale Score and Overall Performance Level. Note that the Overall Scale Score is truncated: once the mean is obtained, drop the number after the decimal point. Do not round up.

Option B: Use the Local Scoring Tool (LST) to Generate a Preliminary Local Scoring Report

Use the Web-based LST located at www.celdt.org/resources. This tool can be used with either a PC or Mac. Access the LST and follow the online directions for completing the form.

Transfer raw scores from the Student Score Sheet to the LST. The program will automatically generate all the scale scores, performance levels, and a final report.

Step 3: Refer to Test Performance Descriptors

For instructional planning, you may want to use the domain test performance descriptors found at the end of this section of the manual. The descriptors provide a more complete listing of the skills that students typically demonstrate at the various performance levels.

Student Name _____ SSID _____

Test Date _____ Test Form _____ Answer Book ID _____
(located on the upper right-hand corner of the cover)

Grade _____ Birth Date _____ Gender **M / F**
(please circle)

School _____ District _____ Teacher _____

RAW SCORES

correct for each strand should not exceed the max. possible score in brackets [].

| Listening | Reading | Writing |
|--|---|---|
| # correct [Max.] | # correct [Max.] | # correct [Max.] |
| 1) Teacher Talk _____ [7] | 11) Word Analysis _____ [17] | 15) Copying Letters and Words _____ [12] |
| 2) Extended Listening Comprehension _____ [3] | 12) Fluency and Vocabulary _____ [5] | 16) Writing Words _____ [8] |
| 3) Following Oral Directions _____ [8] | 13) Reading Comprehension _____ [2] | 17) Punctuation and Capitalization _____ [8] |
| 4) Rhyming _____ [2] | | |
| 5) Listening Raw Score _____ [20] | 14) Reading Raw Score _____ [24] | 18) Writing Raw Score _____ [28] |

| Speaking |
|---|
| # correct [Max.] |
| 6) Oral Vocabulary _____ [13] |
| 7) Speech Functions _____ [8] |
| 8) Choose and Give Reasons _____ [4] |
| 9) 4-Picture Narrative _____ [4] |
| 10) Speaking Raw Score _____ [29] |

OVERALL PERFORMANCE LEVEL TABLE (Grades K–1)

| | Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|---------|-----------|--------------------|--------------|----------------|----------|
| Grade K | 184–351 | 352–399 | 400–448 | 449–497 | 498–598 |
| Grade 1 | 184–358 | 359–405 | 406–453 | 454–506 | 507–598 |

Overall Student Scale Score

| Domain | Raw Score | Scale Score | Domain Performance Level | Domain Weight | Comments |
|-----------|----------------|-------------|--------------------------|------------------------------------|-----------------------------------|
| Listening | (from line 5) | (19) | | Scale Score x .45 = (23) | |
| Speaking | (from line 10) | (20) | | Scale Score x .45 = (24) | |
| Reading | (from line 14) | (21) | | Scale Score x .05 = (25) | |
| Writing | (from line 18) | (22) | | Scale Score x .05 = (26) | |
| | | | | Overall Student Scale Score | Overall Performance Level* |
| | | | | (27) | (28) |

* Refer to the Overall Performance Level Table above to determine the student's Overall Performance Level.

DOMAIN RAW SCORE CONVERSION, GRADE K

LISTENING

| Raw Score | Scale Score | Domain Performance Level |
|-----------|-------------|--|
| 0 | 220 | Beginning (Score Range 220–361) |
| 1 | 220 | |
| 2 | 220 | |
| 3 | 220 | |
| 4 | 310 | |
| 5 | 338 | |
| 6 | 356 | |
| 7 | 370 | Early Intermediate (Score Range 362–408) |
| 8 | 382 | |
| 9 | 393 | |
| 10 | 403 | |
| 11 | 414 | Intermediate (Score Range 409–454) |
| 12 | 426 | |
| 13 | 438 | |
| 14 | 450 | |
| 15 | 464 | Early Advanced (Score Range 455–501) |
| 16 | 479 | |
| 17 | 496 | |
| 18 | 518 | Advanced (Score Range 502–570) |
| 19 | 551 | |
| 20 | 570 | |

0310RAWLIK

SPEAKING

| Raw Score | Scale Score | Domain Performance Level |
|-----------|-------------|--|
| 0 | 140 | Beginning (Score Range 140–352) |
| 1 | 273 | |
| 2 | 305 | |
| 3 | 324 | |
| 4 | 338 | |
| 5 | 350 | |
| 6 | 360 | Early Intermediate (Score Range 353–404) |
| 7 | 370 | |
| 8 | 378 | |
| 9 | 386 | |
| 10 | 393 | |
| 11 | 400 | Intermediate (Score Range 405–456) |
| 12 | 407 | |
| 13 | 414 | |
| 14 | 420 | |
| 15 | 427 | |
| 16 | 433 | |
| 17 | 440 | |
| 18 | 447 | |
| 19 | 454 | |
| 20 | 462 | Early Advanced (Score Range 457–508) |
| 21 | 470 | |
| 22 | 479 | |
| 23 | 489 | |
| 24 | 500 | |
| 25 | 514 | Advanced (Score Range 509–630) |
| 26 | 531 | |
| 27 | 554 | |
| 28 | 590 | |
| 29 | 630 | |

0310RAWSPK

DOMAIN RAW SCORE CONVERSION, GRADE K

READING

| Raw Score | Scale Score | Domain Performance Level |
|-----------|-------------|--|
| 0 | 220 | Beginning (Score Range 220–281) |
| 1 | 220 | |
| 2 | 245 | |
| 3 | 258 | |
| 4 | 267 | |
| 5 | 274 | |
| 6 | 281 | |
| 7 | 286 | Early Intermediate (Score Range 282–318) |
| 8 | 292 | |
| 9 | 298 | |
| 10 | 304 | |
| 11 | 311 | |
| 12 | 318 | |
| 13 | 326 | Intermediate (Score Range 319–376) |
| 14 | 335 | |
| 15 | 344 | |
| 16 | 354 | |
| 17 | 363 | |
| 18 | 372 | |
| 19 | 379 | Early Advanced (Score Range 377–445) |
| 20 | 388 | |
| 21 | 398 | |
| 22 | 411 | |
| 23 | 446 | Advanced (Score Range 446–570) |
| 24 | 570 | |

0610RAW_Reak

WRITING

| Raw Score | Scale Score | Domain Performance Level |
|-----------|-------------|--|
| 0 | 220 | Beginning (Score Range 220–340) |
| 1 | 251 | |
| 2 | 275 | |
| 3 | 291 | |
| 4 | 304 | |
| 5 | 315 | |
| 6 | 324 | |
| 7 | 333 | |
| 8 | 341 | Early Intermediate (Score Range 341–370) |
| 9 | 348 | |
| 10 | 355 | |
| 11 | 361 | |
| 12 | 367 | |
| 13 | 373 | Intermediate (Score Range 371–397) |
| 14 | 379 | |
| 15 | 384 | |
| 16 | 390 | |
| 17 | 396 | |
| 18 | 401 | Early Advanced (Score Range 398–426) |
| 19 | 407 | |
| 20 | 413 | |
| 21 | 420 | |
| 22 | 426 | |
| 23 | 433 | Advanced (Score Range 427–600) |
| 24 | 440 | |
| 25 | 449 | |
| 26 | 460 | |
| 27 | 480 | |
| 28 | 600 | |

0610RAW_Wrik

DOMAIN RAW SCORE CONVERSION, GRADE 1

LISTENING

| Raw Score | Scale Score | Domain Performance Level |
|-----------|-------------|--|
| 0 | 220 | Beginning (Score Range 220–361) |
| 1 | 220 | |
| 2 | 220 | |
| 3 | 220 | |
| 4 | 310 | |
| 5 | 338 | |
| 6 | 356 | |
| 7 | 370 | Early Intermediate (Score Range 362–408) |
| 8 | 382 | |
| 9 | 393 | |
| 10 | 403 | |
| 11 | 414 | Intermediate (Score Range 409–454) |
| 12 | 426 | |
| 13 | 438 | |
| 14 | 450 | |
| 15 | 464 | Early Advanced (Score Range 455–501) |
| 16 | 479 | |
| 17 | 496 | |
| 18 | 518 | Advanced (Score Range 502–570) |
| 19 | 551 | |
| 20 | 570 | |

0310RAWLIS1

SPEAKING

| Raw Score | Scale Score | Domain Performance Level |
|-----------|-------------|--|
| 0 | 140 | Beginning (Score Range 140–352) |
| 1 | 273 | |
| 2 | 305 | |
| 3 | 324 | |
| 4 | 338 | |
| 5 | 350 | |
| 6 | 360 | Early Intermediate (Score Range 353–404) |
| 7 | 370 | |
| 8 | 378 | |
| 9 | 386 | |
| 10 | 393 | |
| 11 | 400 | Intermediate (Score Range 405–456) |
| 12 | 407 | |
| 13 | 414 | |
| 14 | 420 | |
| 15 | 427 | |
| 16 | 433 | |
| 17 | 440 | |
| 18 | 447 | |
| 19 | 454 | |
| 20 | 462 | Early Advanced (Score Range 457–508) |
| 21 | 470 | |
| 22 | 479 | |
| 23 | 489 | |
| 24 | 500 | |
| 25 | 514 | Advanced (Score Range 509–630) |
| 26 | 531 | |
| 27 | 554 | |
| 28 | 590 | |
| 29 | 630 | |

0310RAWSP01

DOMAIN RAW SCORE CONVERSION, GRADE 1

READING

| Raw Score | Scale Score | Domain Performance Level |
|-----------|-------------|--|
| 0 | 220 | Beginning (Score Range 220–359) |
| 1 | 220 | |
| 2 | 245 | |
| 3 | 258 | |
| 4 | 267 | |
| 5 | 274 | |
| 6 | 281 | |
| 7 | 286 | |
| 8 | 292 | |
| 9 | 298 | |
| 10 | 304 | |
| 11 | 311 | |
| 12 | 318 | |
| 13 | 326 | |
| 14 | 335 | |
| 15 | 344 | |
| 16 | 354 | |
| 17 | 363 | Early Intermediate (Score Range 360–397) |
| 18 | 372 | |
| 19 | 379 | |
| 20 | 388 | |
| 21 | 398 | Intermediate (Score Range 398–445) |
| 22 | 411 | |
| 23 | 446 | Early Advanced (Score Range 446–569) |
| 24 | 570 | |
| 24 | 570 | Advanced (Score 570) |

0610RAW_ReaGr1

WRITING

| Raw Score | Scale Score | Domain Performance Level |
|-----------|-------------|--|
| 0 | 220 | Beginning (Score Range 220–392) |
| 1 | 251 | |
| 2 | 275 | |
| 3 | 291 | |
| 4 | 304 | |
| 5 | 315 | |
| 6 | 324 | |
| 7 | 333 | |
| 8 | 341 | |
| 9 | 348 | |
| 10 | 355 | |
| 11 | 361 | |
| 12 | 367 | |
| 13 | 373 | |
| 14 | 379 | |
| 15 | 384 | |
| 16 | 390 | |
| 17 | 396 | Early Intermediate (Score Range 393–408) |
| 18 | 401 | |
| 19 | 407 | |
| 20 | 413 | Intermediate (Score Range 409–434) |
| 21 | 420 | |
| 22 | 426 | |
| 23 | 433 | |
| 24 | 440 | Early Advanced (Score Range 435–474) |
| 25 | 449 | |
| 26 | 460 | |
| 27 | 480 | Advanced (Score Range 475–600) |
| 28 | 600 | |

0610RAW_WriGr1

DOMAIN TEST PERFORMANCE 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 TEST PERFORMANCE DESCRIPTORS, GRADES K–1

Reading

Beginning: 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).
- name a few uppercase and lowercase letters of the alphabet.
- recognize English phonemes that correspond to phonemes in primary language.
- rely on graphic support to read high-frequency words.

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

- name some uppercase and lowercase letters of the alphabet.
- recognize a few English phonemes that do not correspond to phonemes in primary language.
- identify letter-sound correspondence for some initial consonants.
- recognize a few simple, one-syllable high-frequency words.
- apply basic knowledge of English morphemes, phonics, and syntax to accomplish decoding tasks such as identifying initial sounds.

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

- name most uppercase and lowercase letters of the alphabet.
- recognize some phonemes that are specific to the English language.
- identify letter-sound correspondence for initial and some final consonants.
- recognize some one-syllable high-frequency words.
- apply basic knowledge of English morphemes, phonics, and syntax to decode one-syllable words.
- demonstrate reading comprehension limited to short, common words.

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

- name all uppercase and lowercase letters of the alphabet.
- recognize most phonemes that are specific to the English language.
- identify regular letter-sound correspondences and use them to read one- and some two-syllable words.
- recognize many one-syllable and high-frequency words.
- apply decoding skills to read most one- and two-syllable words.
- demonstrate reading comprehension of some grade-level-appropriate text on familiar topics.

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

- name all uppercase and lowercase letters of the alphabet.
- recognize all phonemes that are specific to the English language.
- identify regular letter-sound correspondences and use them to read one- and two-syllable words.
- recognize most high-frequency words, including some irregular words.
- use decoding skills to achieve grade-level-appropriate, independent reading.
- demonstrate comprehension of most grade-level-appropriate text on both familiar and unfamiliar topics.

Writing

Beginning: 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.
- write incomprehensible symbols when producing written language.

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

- copy some letters of the alphabet legibly.
- write first or last letter when attempting to write a word.

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

- copy most letters of the alphabet and some words legibly.
- write some one-syllable words correctly or use phonetic spelling.

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

- copy most words with lowercase and uppercase letters; letter reversals may occur.
- capitalize some proper nouns.
- use some ending punctuation.
- write high-frequency one-syllable words.
- write a letter or sound based on a story read out loud.

Advanced: 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.
- place period and question mark appropriately at the end of simple sentences.
- write two-syllable words.
- write a word based on a story read out loud.