



# California English Language Development Test (CELDT)

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## *CELDT Live!* 1B: Early Literacy Assessment

Tuesday, April 14, 2009



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State Superintendent  
of Public Instruction

# *CELDT Live!* 1B Overview

- Welcome
- Background
- Results Reporting
- California Educator Participation
- K-1 Reading and Writing Highlights
- Scoring Training of Trainers Workshops
- Questions and Answers



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# Welcome

- Welcome by Lily Roberts, Ph.D.,  
CELDT Administrator
  
- Introducing the Presenters
  - MetriTech, Inc.
  - Sacramento County Office of  
Education



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# Background

- *Education Code* Section 60810 (b)
- Initial item development
- New contractor (2009-12)
- Field test of K-1 reading and writing test questions



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# Results Reporting

- Standard setting
  - Performance level descriptors
  - Cut scores
- Use of results
  - Initial identification and reclassification
  - Raw scores only in 2009-10
  - Scale scores in 2010-11



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# Sample K-1 Student Report

**California English Language Development Test**  
*2009-2010 Edition*

**Student Performance Level Report**

KID, KINDER  
Grade: K

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**ANNUAL ASSESSMENT**

**Purpose**

The CELDT is a test of language proficiency, not an academic achievement test. This report provides results for when your student took the CELDT on the date below. Students first take the CELDT for initial identification (I). Based on the student's results, the student will either be initially classified as Fluent English Proficient (FEP) or will continue to take the CELDT annually, Annual Assessment (AA), until reclassified. These results may be used for planning instruction and are one of four requirements for reclassification of English learners to English Proficient.

Simulated Data

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Birthdate: 11/26/2002  
Special Codes:  
123456888888999  
SSID: 688888999  
Test Date:  
0DS: XX-YYYY-ZZZZZZ

School: XYZ School  
District: ABC District  
County: ABC  
State: CALIFORNIA

Performance Levels	Overall Student Performance Level	Listening	Speaking	Reading	Writing
	Scale Score Range 180-800	Scale Score Range 220-670	Scale Score Range 140-830	Scale Score Range N/A	Scale Score Range N/A
Advanced					
Early Advanced	480				
Intermediate		540			
Early Intermediate			505		
Beginning					
<b>Scale Scores:</b>	<b>480</b>	<b>540</b>	<b>505</b>		
<b>Comprehension Scores:</b>	<b>N/A</b>				

For 2009-10, only the raw score is available in Reading and Writing.		
	Raw scores	
	Reading	Writing
N-Correct/ Tot. Possible	30/35	22/25
% Correct	85.7%	88.0%

**How to Read This Report**

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT). The first bar is the Overall performance level. The other bars represent the performance level for each domain (Listening, Speaking, Reading, and Writing). A higher bar indicates a higher performance level.

The Overall score is the average of the scores for Listening, Speaking, Reading, and Writing. The Overall score represents how the student performed on the test as a whole.

For 2009-10, the Scale Scores are not available. The Raw Score(s), a number correct out of the total possible and percent correct, are provided.

The back of this report contains a description for each performance level (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning) for the overall score and for the different domains.

These scores help the school to determine the type of service and classroom instruction the student should receive. The school will also use scores from other tests, teacher input, and parent input to make these decisions.

In order to make progress in 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.

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# California Educator Participation

- Item development
- Content reviews
- Bias and sensitivity reviews
- Field test administration
- Written field-test survey feedback
- Oral feedback from field-test focus group



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# 2009-10 K-1 Materials

- **Two Student Books**
  - Listening and Speaking
  - Reading and Writing
- **Two Test Examiner Manuals (TEMs)**
  - Listening and Speaking: K-2 TEM
  - Reading and Writing: K-1 TEM



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# How are K-1 Reading and Writing Sections Presented?

- 20 Reading Items
- 20 Writing Items
  - One to two items per page
    - Types
      - Multiple-choice (Selected response)
      - Correct/Incorrect/No response
      - Constructed response



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# VIDEO CLIP OF “WARM- UP” EXERCISE BEING CONDUCTED



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# How are K-1 Reading and Writing Items Administered?

- One-to-one administration
- Warm-up information added to the Reading and Writing TEM
- Estimated administration time: 15-30 minutes for each domain
- Administer one complete domain at a time
- Take breaks when appropriate



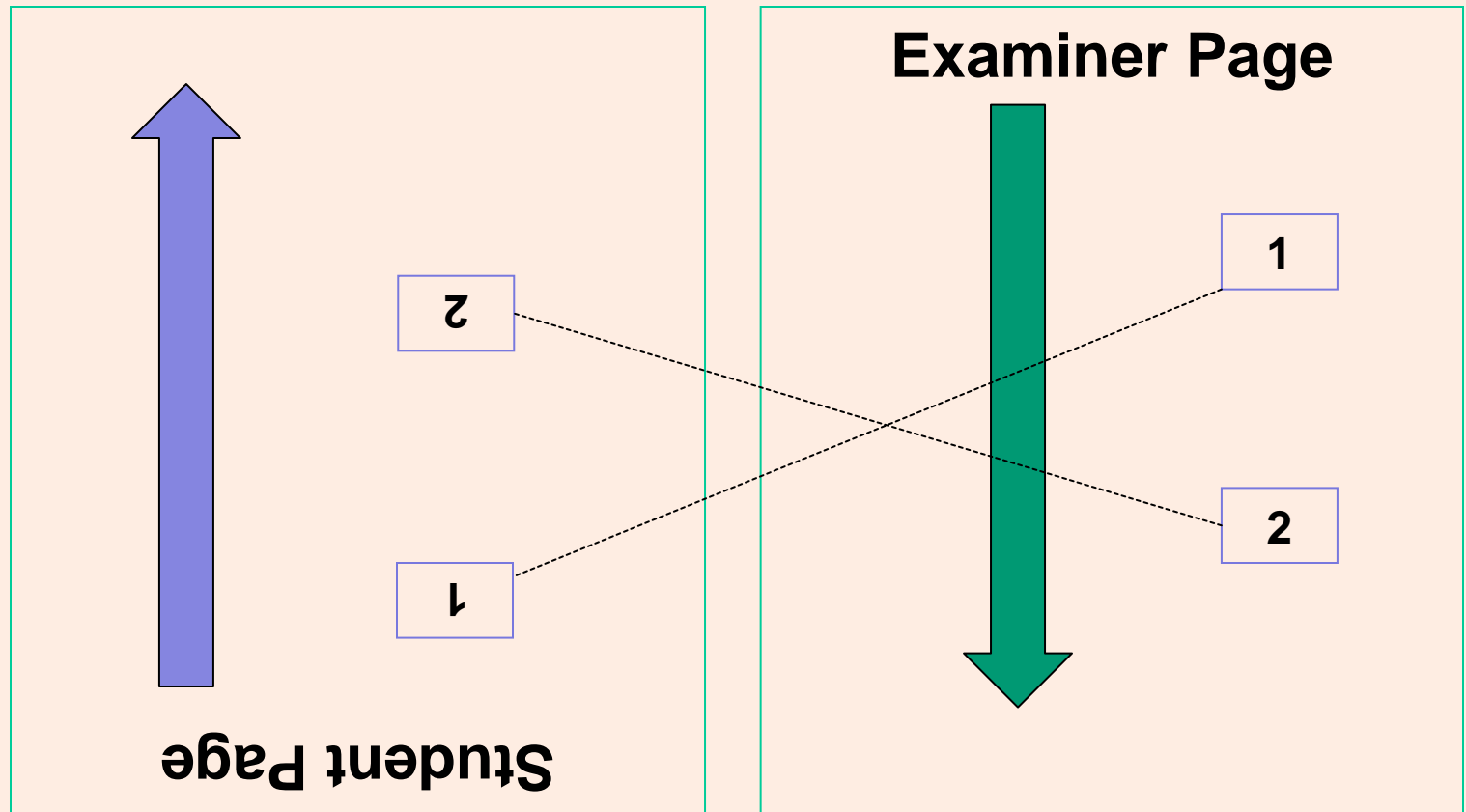
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# VIDEO CLIP OF “CARD USED TO COVER ITEM” EXERCISE BEING CONDUCTED



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# How are the K-1 Reading and Writing Items Presented?





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# Which ELD Reading Standards Are Tested?

- Recognize English phonemes corresponding to those students hear and produce in primary language
- Recognize English phonemes not corresponding to sounds students already hear and produce
- Recognize and name letters of alphabet
- Recognize sound/symbol relationships
- Read simple vocabulary, phrases, sentences
- Use decoding skills to read more complex words
- While reading aloud, point out features such as title, table of contents, chapter headings

You can find the standards at:

- <http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>



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# VIDEO CLIP OF “READING ADMINISTRATION” EXERCISE BEING CONDUCTED



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# Which ELD Writing Standards Are Tested?

- Copy the English alphabet legibly
- Copy words posted and commonly used in the classroom
- Write a few words or phrases about an event or character from a story read aloud
- Use capitalization to begin sentences or for proper nouns
- Use a period or a question mark at the end of a sentence

You can find the standards at:

- <http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>



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# VIDEO CLIP OF “WRITING ADMINISTRATION” EXERCISE BEING CONDUCTED



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# Scoring Training of Trainers Workshops (STOT)

- K-1 administration, DVD, and scoring of Writing will be covered
- Additional participants may register for a workshop and will be placed as space is available
- Dates, locations and registration online at [www.celdt.org/workshops/](http://www.celdt.org/workshops/)



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# STOT Workshop Dates and Locations

The 2009 STOT Workshops are scheduled for the following dates and locations:

April 30	Sacramento (Elk Grove) <b>FULL</b>	May 21	South San Francisco
May 5	Fresno <b>FULL</b>	May 22	Santa Rosa
May 6	San Luis Obispo	May 27	Costa Mesa <b>FULL</b>
May 7	Monterey (Prunedale)	May 28	Ontario (Rancho Cucamonga)
May 12	Burbank	May 29	Riverside
May 13	Los Angeles <b>FULL</b>	June 2	Bakersfield
May 14	Monrovia	June 4	Redding
May 15	Ventura (Camarillo)	June 9	Escondido
May 19	San Jose	June 10	San Diego
May 20	Concord	June 12	Palm Springs (Palm Desert)



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# STOT Make-up Workshop Dates and Locations

- Make-up workshops
  - Dates and locations
    - Stockton, August 4
    - San Jose, August 6
    - Long Beach, August 12
    - San Diego, August 13
- E-mail questions to:  
[workshops@celdt.org](mailto:workshops@celdt.org)



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# For More Information

- CELDT Contractor, Educational Data Systems
  - E-mail: [support@celdt.org](mailto:support@celdt.org)
  - Telephone: 1-866-850-1039
  - Web: <http://www.celdt.org>
- CELDT Office at CDE
  - E-mail: [celdt@cde.ca.gov](mailto:celdt@cde.ca.gov)
  - Telephone: 1-916-319-0784
  - Web: <http://www.cde.ca.gov/ta/tg/el/>



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# Questions and Answers