



California English Language Development Test

CELDT 2009–10 EDITION

TEST RESULTS INTERPRETATION GUIDE

This guide is designed to provide general information about the California English Language Development Test (CELDT) and a brief description of how the results are reported and what these results mean.

Test Format

The CELDT is required by California law to assess the English language proficiency of all students who have a primary language other than English. The test is aligned with the English Language Development standards approved by the State Board of Education. More information can be found at the California Department of Education website, <http://www.cde.ca.gov/ta/tg/el/>.

The CELDT measures a student's proficiency of English language skills in the following domains:

Listening
Speaking
Reading
Writing

The Listening domain includes the following test components:

Following Oral Directions: responding to instructions
Teacher Talk: understanding spoken information in academic settings
Extended Listening Comprehension: answering questions about a short story
Rhyming (K–2 only): producing words that rhyme with the words given

The Speaking domain includes the following test components:

Oral Vocabulary: knowing how to use the names of nouns, actions
Speech Functions: using language to respond to specific tasks
Choose and Give Reasons: stating a preference and giving two reasons
4-Picture Narrative: telling a story based on a series of pictures

The Reading domain includes the following test components:

Word Analysis: patterns and structure of words
Fluency and Vocabulary: using a range of word meanings
Reading Comprehension: facts, inferences, and critical analysis of fiction and non-fiction writing

The Writing domain includes the following test components:

Grammar and Structure: using Standard English grammatical structure and writing conventions
Writing Sentences: constructing sentences on specific topics
Writing Short Compositions: writing short compositions on specific topics

Test Scores

In combination with other school and achievement information, CELDT is one measure that teachers use to make decisions about classification of English learners.

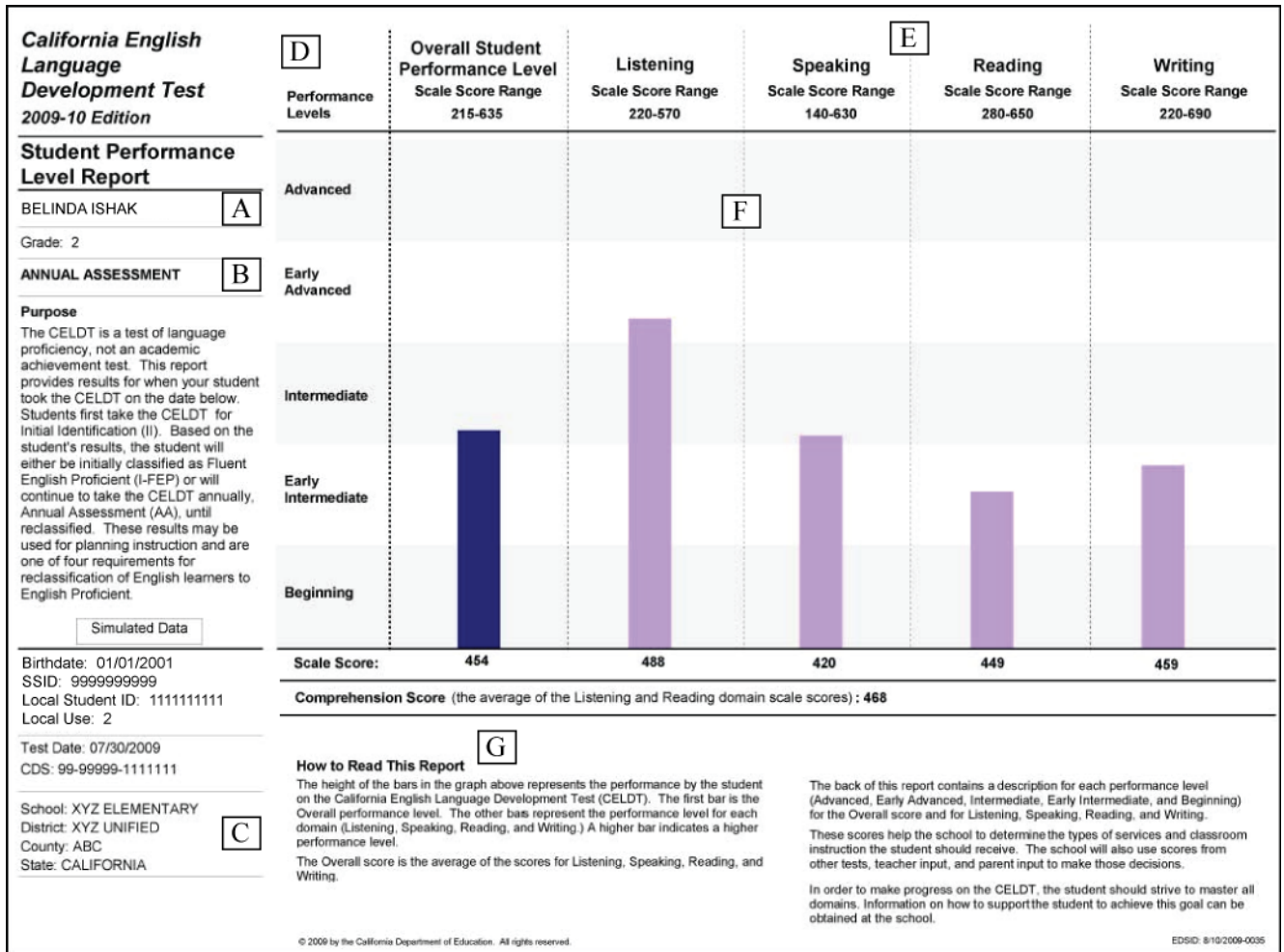
Students' scores are classified into five levels of performance on the test: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

Separate scores are determined for the Listening, Speaking, Reading and Writing domains. These scores are combined to provide an Overall score and Comprehension score, using the following rules:

Overall score = (0.25 X Listening score) + (0.25 X Speaking score) + (0.25 X Reading score) + (0.25 X Writing score)

Comprehension score = (0.50 X Listening score) + (0.50 X Reading score)

The Student Performance Level Report indicates the student's level of English language performance in each of the domains and the Overall performance level. It also includes a Comprehension score. The sample report below shows how the information is displayed.



- A—Student's name and grade
- B—Purpose of report
- C—District and school information
- D—CELDT Performance Levels

- E—Domains assessed by CELDT
- F—Scale Score for each Domain and Overall
- G—How to Read This Report

CELDT Performance Level Descriptors

The following are general descriptions of students' skills at each of the performance levels.

Note that the performance level definitions are written from beginning 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 unparalleled development of the Listening, Speaking, Reading and Writing domains. At each level, the English learner continues to expand his or her social and academic vocabulary and his or 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 domains of the test.