2013–14 Edition "CELDT Fundamentals" Transcript

Session Four: The CELDT Student Performance Level Score Report

Welcome to this *CELDT Fundamentals* presentation. This is the fourth in a series of four short informational videos available on the California English Language Development Test (CELDT) Web site covering basic information about the CELDT. In this presentation, I will review the CELDT score reports provided to a student's parents or guardians.

State regulations require districts to provide students' CELDT results to parents or guardians within 30 calendar days after the results are received by the 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.

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

The results for individual students are provided in the CELDT Student Performance Level Report. This report shows the level of performance students have attained in each of the four domains tested: Listening, Speaking, Reading, and Writing. It also includes an Overall level of performance and a Comprehension score.

Before we look at a Student Performance Level Report, let's talk about how CELDT scores are reported. In each domain, students answer questions correctly or incorrectly, or their responses are scored using a multi-point rubric. A score is computed for each domain that is the sum of the number of questions answered correctly and the number of points earned on questions scored with a rubric. This is known as the raw score.

Because some of the test questions on the CELDT change each year and make the test slightly easier or more difficult than the year before, raw scores are not useful for reporting results. To account for differences in difficulty across years, raw scores are converted to scale scores. The advantage of scale scores is that, within a grade span covered by the test, scale scores are comparable over time; that is, a specific scale score in a domain represents a nearly identical level of performance regardless of which year it is earned.

Each student is assigned a scale score for each of the four language domains tested. The scale scores are then used to determine a student's performance level in each domain.

There are five CELDT Performance Levels:

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

At each grade, each performance level is associated with a range of scale scores; for example,

for grade 5, the performance levels for Speaking have the following scale score ranges:

- Beginning: 200–410
- Early Intermediate: 411–458
- Intermediate: 459–506
- Early Advanced: 507–555
- Advanced: 556–720

In addition to receiving a scale score for each domain, a student's Overall Scale Score is computed and associated with a performance level. For grades two through twelve, the Overall score is the average of all four domain scores.

For kindergarten and grade one, the Overall score is the weighted average of the four domain scores, in which Listening and Speaking are each weighted 45 percent, and Reading and Writing are each weighted 5 percent.

Armed with that background information, let's now look at a sample CELDT Student Performance Level Report. The reports are two pages, printed front to back. The same report layout is used for all grades.

This report is for a fictional ninth-grade student who took the test as an Annual Assessment in 2011–12. This is the front of the report.

Before we look at the test results shown on this report, let's review the demographic information about the student. Here you see the student's name and mailing address. The placement of this information facilitates the mailing of the report in a window envelope by the district to the student's parents or guardians. This student's first name is Dakota; we'll refer to Dakota as a boy.

In the lower left area of the report we see the following information:

Here are the student's name and grade.

We see that Dakota took the test as an Annual Assessment on October 10, 2011.

In this area, we would see the student's birth date, primary language, and state and local student identification numbers.

And here is some information about Dakota's school: its County-District-School code, name, and district.

Now let's turn to the results. The first thing you probably notice when you see the report are the vertical bars. There are five such bars: one for the Overall score, which is black, and one for each of the four domains, which are grey.

Under each bar is the associated scale score. For example, in this report, the Overall Scale Score, which for grades two through twelve is the average of all four domain scores, is 506.

Above each bar is the range of possible scale scores for that score. For example, for grade nine, Overall Scale Scores range from 251 to 761.

To the left of the bars, the five performance levels are listed. The height of each bar represents student performance. For example, look at this student's bar for the Overall score. The bar extends into the Early Intermediate area. So, Dakota earned an Overall score of 506, which puts him in the Early Intermediate performance level.

Similarly, if we look at the bar and score for the Speaking domain, we see that Dakota earned a score of 548, putting him in the Early Advanced performance level.

By comparing the height of the bars, we see that Dakota is strongest in Speaking and Writing and weakest in Listening and Reading.

Below the Overall and domain-specific scale scores is a Comprehension score. This score is the average of the Listening and Reading domain scores. Here we see that Dakota's Comprehension score is 467. No performance level is associated with the Comprehension score.

Below the Comprehension score are notes about how to read the report.

Now let's turn the report over and see what's on the back.

On the back of the Student Level Performance Report are descriptions of the performance levels for the applicable grade span. For both the overall performance level and the domain-specific performance levels, descriptions of students' knowledge, skills, and abilities at each of the five performance levels are provided.

These Performance Level Descriptors are helpful thumbnail summaries of students' English language knowledge, skills, and abilities as demonstrated on the CELDT.

This concludes *CELDT Fundamentals Session Four*, covering the CELDT student performance level score report. I hope you have enjoyed and learned from this presentation. There are three other presentations in this series. Session One provides an overview of the CELDT and what it tests. Session Two focuses on which students are required to take the CELDT, and Session Three describes basic information about the administration of the CELDT.

Watching all four *CELDT Fundamentals* sessions will give you a good basic understanding of the California English Language Development Test.

You can always find additional information about the CELDT at the California Department of Education's CELDT Web site, and at the Educational Data Systems CELDT Web site, at the addresses shown here. Educational Data Systems is the state's CELDT contractor. [Shown on the screen are the California Department of Education CELDT Web site (http://www.cde.ca.gov/ta/tg/el/) and at the Educational Data Systems CELDT Web site (http://www.celdt.org/).