California English Language Development Test (CELDT)

2016–17 and 2017–18 CELDT Information Guide

- **Program Assistance for County, Local Educational Agency, and School Staff**
- **Reporting Results**

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Prepared by the

California Department of Education

Available on the California Department of Education CELDT Resources Web page at http://www.cde.ca.gov/ta/tg/el/resources.asp

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Introduction

State and federal law require that all students whose primary language is other than English be assessed for English language proficiency (ELP). The legal basis for requiring English proficiency testing is that all students have the right to an equal and appropriate education, and any English language limitations (left unidentified and/or unaddressed) could preclude a student from accessing that right.

The California English Language Development Test (CELDT) is the state's designated test of ELP. It is administered each year as an initial assessment (IA) to newly enrolled students whose primary language is not English, as indicated on a home language survey (HLS), and as an annual assessment (AA) to students who have been identified previously as English learners.

The *2016–17 and 2017–18 CELDT Information Guide* is designed to provide local educational agencies (LEAs) and schools with the information they need to: (1) prepare teachers to interpret and use their students' CELDT results; (2) understand the initial identification and reclassification processes; (3) communicate CELDT results to parents and guardians; and (4) provide information about assessing English learners with disabilities. This guide also provides information for LEA personnel responsible for reporting summary results to the media and the public.

Additional CELDT resources, along with contact information, are available through links provided on the California Department of Education (CDE) CELDT Web page at http://www.cde.ca.gov/ta/tg/el/. A listing of contact information by topic is available on the CDE CELDT and English Learners Contact Information Web page at http://www.cde.ca.gov/ta/tg/el/celdtelcontactinfo.asp and on pages 50 and 51.

In November 2012, the State Board of Education (SBE) adopted new English Language Development (ELD) Standards aligned with the Common Core State Standards (CCSS). The CELDT will continue to be administered until its replacement, the English Language Proficiency Assessments for California (ELPAC), is operationally ready. The ELPAC will be aligned with the new ELD Standards.

During the transition period, administration of the CELDT will proceed as usual, including the July 1 through October 31 AA window in 2016–17. In 2017–18, the CELDT will be administered for the purpose of initial identification only. For more information about the new ELP assessment system, contact the English Language Proficiency Assessments (ELPA) Office by phone at 916-319-0784 or by e-mail at elpac@cde.ca.gov.

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Section 1

Program Assistance for County, Local Educational Agency, and School Staff

What's New

Program Overview

CELDT Domains and Test Components

Initial Identification of English Learners

Decision Guide for Placement of English Learners

Assessing Students with Disabilities

Guidelines for Reclassification

What's New

The CELDT will continue to be administered until the new English Language Proficiency Assessments for California (ELPAC) becomes operational. In 2016–17, the CELDT will continue to be administered as usual. In 2017–18, the CELDT will be administered for the purpose of initial identification only. For more information on the transition from the CELDT to the ELPAC, access the Comparison Chart on the ELPAC Web page located at http://www.cde.ca.gov/ta/tg/ep/celdtelpaccompare.asp.

Program Overview

State law (California *Education Code* [*EC*] sections 313 and 60810) and federal law (Titles I and III of the Elementary and Secondary Education Act [ESEA]) require that LEAs administer a state test of ELP and develop Annual Measurable Achievement Objectives (AMAOs) for: (1) newly enrolled students whose primary language is not English as an IA, and (2) students who are English learners as an AA. For California's public school students, this test is the CELDT.

The CELDT has three purposes:

- To identify students who are limited English proficient (LEP)
- To determine the level of ELP of LEP students
- To assess the progress of LEP students in acquiring the skills of listening, speaking, reading, and writing in English

All students in kindergarten through grade twelve (K–12) whose primary language is other than English must take the CELDT as an IA to determine whether they are English learners within 30 calendar days after they are first enrolled in a California public school or 60 calendar days prior to instruction, but not before July 1, per CELDT regulations. The CELDT also must be given annually as an AA to students identified as English learners until they are reclassified to fluent English proficient (RFEP).

Administering the CELDT

The testing windows for the 2016–17 year are July 1 through October 31 (AA) and July 1 through June 30 (IA). The testing window for the the 2017–18 year is July 1, 2017 through June 30, 2018 (IA only). The CELDT is an untimed test. For students in kindergarten and grade one, the Listening, Reading, and Writing domains are administered individually, and the estimated time required is approximately 15 to 30 minutes per domain. For students in grades two through twelve, the Listening, Reading, and Writing domains are administered as a group and take about two hours to complete. The Speaking domain is administered individually to all students in K–12 and takes about 10 to 15 minutes for each student to complete. Only test examiners who are employees of the LEA, are proficient in speaking English, and have received formal CELDT training may administer the test.

Receiving CELDT Results

Individual Student Performance Level Reports and electronic Performance Level Summary reports for all CELDT administrations are received approximately eight

weeks after the completed tests are sent to the test contractor for scoring. CELDT results are confidential, and individual results are shared only with each student's teacher(s) and parents or guardians.

Information about reporting results to parents and guardians is provided on pages 25–37 and information about the reporting of summary results online is provided on page 38.

Using Initial and Annual Assessment Results

CELDT results are not used to measure academic achievement. The IA results are used to identify English learners who need to develop their skills in listening, speaking, reading, and writing in English. This information is used to assist LEAs and schools when making placement decisions for new students who are identified as English learners. The IA results also are used to identify students who are initial fluent English proficient (IFEP) and are able to participate in the regular academic program.

The AA results are used to see how well English learners are progressing toward ELP. This information is used to assist LEAs and schools in the ongoing process of program monitoring and evaluation. The AA results also are one of four criteria used to determine whether English learners are ready to be reclassified as RFEP, on the basis of the reclassification process developed by the local school board in accordance with state law.

Planned Testing and Reporting Schedule for 2016–17 and 2018

July 1, 2016	2016–17 CELDT IA and AA testing windows open.
October 31, 2016	2016–17 CELDT AA testing window closes.
Fall 2016	2015–16 IA and combined (IA and AA) summary results for schools, LEAs, and the state are publicly posted on the CDE DataQuest Web site at http://dq.cde.ca.gov/dataquest/.
Spring 2017	2016–17 AA summary results for schools, LEAs, and the state are publicly posted on the CDE DataQuest Web site at http://dq.cde.ca.gov/dataquest/.
June 30, 2017	2016–17 CELDT IA testing window closes.
July 1, 2017	2017–18 CELDT IA testing window opens.
Fall 2017	2016–17 IA and combined (IA and AA) summary results for schools, LEAs, and the state are publicly posted on the CDE DataQuest Web site at http://dq.cde.ca.gov/dataquest/.
June 30, 2018	2017–18 CELDT IA testing window closes.
Fall 2018	2017–18 summary results for schools, LEAs, and the state are publicly posted on the CDE DataQuest Web site at http://dq.cde.ca.gov/dataquest/.

CELDT Domains and Test Components

The CELDT assesses public school students in K–12 in four domains: Listening, Speaking, Reading, and Writing. The test components of CELDT domains are listed in the chart below.

Domain	Test Component K–1	Test Component Grades 2–12
Listening	■ Following Oral Directions ■ Teacher Talk ■ Extended Listening Comprehension ■ Rhyming	■ Following Oral Directions ■ Teacher Talk ■ Extended Listening Comprehension ■ Rhyming (Grade 2 only)
Speaking	■ Oral Vocabulary ■ Speech Functions ■ Choose and Give Reasons ■ 4-Picture Narrative	■ Oral Vocabulary ■ Speech Functions ■ Choose and Give Reasons ■ 4-Picture Narrative
Reading	■ Word Analysis ■ Fluency and Vocabulary ■ Reading Comprehension	■ Word Analysis ■ Fluency and Vocabulary ■ Reading Comprehension
Writing	■ Copying Letters and Words ■ Writing Words ■ Punctuation and Capitalization	■ Grammar and Structure ■ Writing Sentences ■ Writing Short Composition

The CELDT is currently aligned with the ELD Standards adopted by the SBE in 1999. Federal and state law require that California's ELD test be aligned with state-adopted ELD Standards. The SBE adopted revised ELD Standards in 2012. The CDE will replace the CELDT with the ELPAC that will be aligned with the 2012 ELD Standards. The 2012 ELD Standards are available on the CDE ELD Standards Web page at http://www.cde.ca.gov/sp/el/er/eldstandards.asp.

Initial Identification of English Learners

Step 1. Determination of Students' Primary Language

In accordance with *EC* Section 60810(d), one of the purposes of the CELDT is to identify students who are LEP. *EC* Section 306(a) defines an LEP student as a student who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English.

For all students in K–12, upon first enrollment in a California public school, the LEA uses a standardized procedure to determine a student's primary language. This procedure usually begins with a home language survey (HLS), which is completed once by the parents or guardians at the time the student is first enrolled.

Once the primary language is determined for a student, it does not need to be redetermined unless the results are disputed by a parent or guardian. If the HLS is completed in error, the parent or guardian may make a request to change it. However, once a student is identified as an English learner based on CELDT results, changing the HLS will not change the student's identification. The student's status as an English learner will change only when an LEA reclassifies the student.

A sample HLS is available on the CDE English Learner Forms Web page at http://www.cde.ca.gov/ta/cr/elforms.asp. The SBE approved the following guidelines for interpreting the sample survey:

- If a language other than English is indicated on any of the **first three questions**, the student should be tested with the CELDT.
- If a language other than English is indicated on the **fourth question**, the student may be tested at the LEA's discretion.

American Sign Language

For purposes of CELDT testing and Title III services, American Sign Language (ASL), in and of itself, is not considered a "language other than English," according to the U.S. Department of Education (ED). Students who use ASL for communication and have not been exposed to any language other than English should not be considered for CELDT testing. The individualized education program (IEP) team should consider CELDT testing—with appropriate variations, accommodations, or alternate assessment(s)—for a student who uses ASL for communication because of deafness or hearing impairment and for whom there is another primary language other than English indicated on the student's HLS.

Hearing students of deaf parents who use ASL as the primary means to communicate upon entering school **and** who have been exposed to a language other than English by another adult, such as a grandparent or a caregiver, may be considered for CELDT testing. The LEA or an IEP team may consider CELDT testing in addition to other appropriate language assessments to determine whether the child may benefit educationally from ELD instruction. The LEA or an IEP team should base its decision to administer the CELDT on whether the student has been exposed to another language other than English, not on the basis of whether the hearing student of deaf parents uses ASL in the home.

Step 2. Assessment of English Language Proficiency

Kindergarten and Grade One

Students in kindergarten and grade one are considered to have met the CELDT criterion for English proficiency when:

- Overall performance level is Early Advanced or higher, and
- Domain scores for Listening and Speaking are at the Intermediate level or higher.

For kindergarten and grade one, if the above criterion is met, the domain scores for Reading and Writing are not required to be at the Intermediate level for an IFEP designation.

Grades Two through Twelve

Students in grades two through twelve are considered to have met the CELDT criterion for English proficiency when:

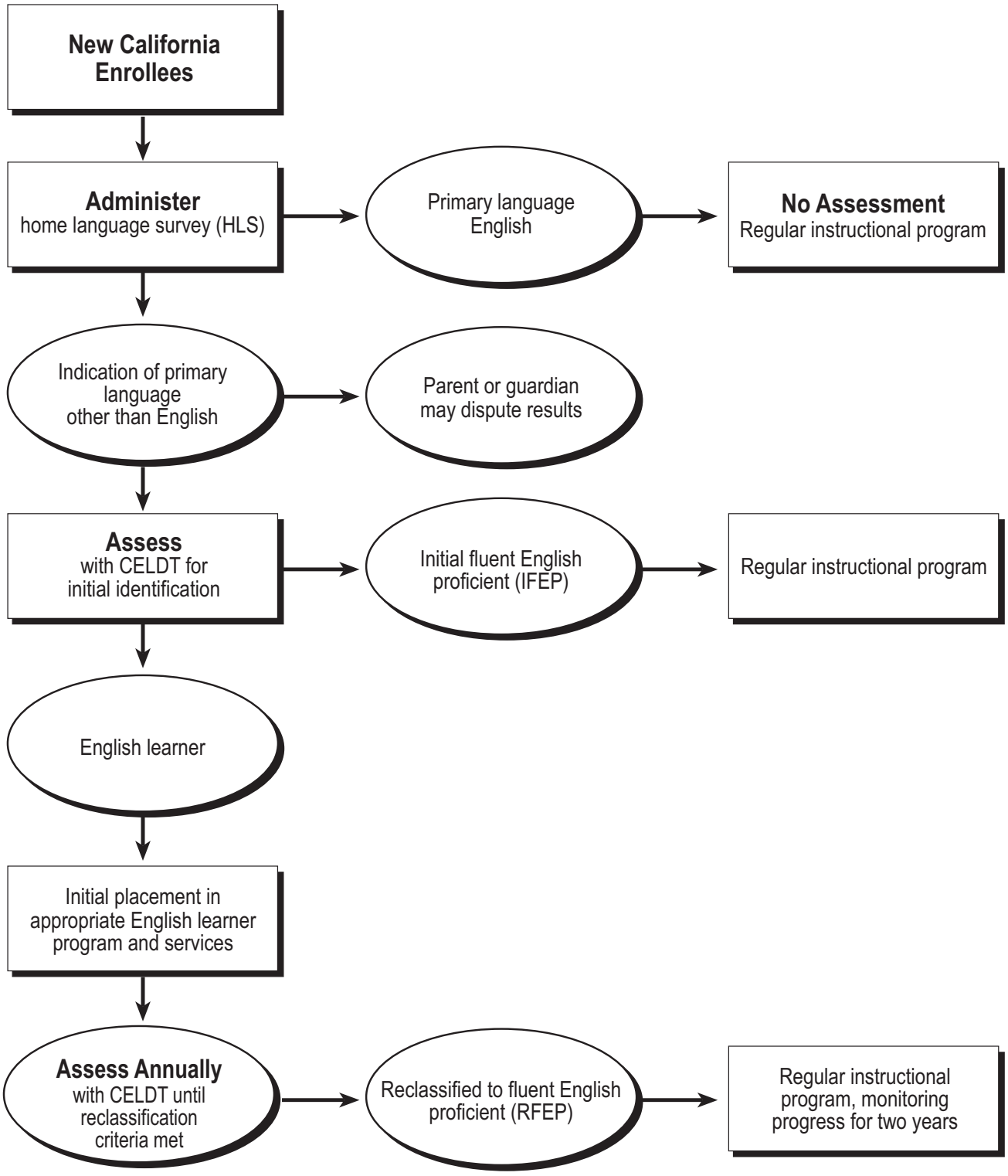
- Overall performance level is Early Advanced or higher, and
- Domain scores for Listening, Speaking, Reading, and Writing are at the Intermediate level or higher.

The above criterion for students in grades two through twelve should be met for an IFEP designation.

LEAs may refer to the Decision Guide for Placement of English Learners (see page 10) when making decisions about initial identification and program placement of English learners.

Decision Guide for Placement of English Learners

***(Education Code* sections 313 and 60810[d])**



Assessing Students with Disabilities

In accordance with the ED guidance issued in July 2014, the ED requires that all English learners with disabilities participate in the state ELP assessment. Federal law requires that all English learners with disabilities participate in the state ELP assessment in the following ways, as determined by the IEP team:

- In the regular state ELP assessment without accommodations
- In the regular state ELP assessment with accommodations determined by the IEP team
- In an alternate assessment aligned with the state ELP standards, if the IEP team determines that the student cannot participate in the regular ELP assessment with or without accommodations

Federal Guidance for Learners with Disabilities

In July 2014, the ED issued new guidance in the form of frequently asked questions (FAQs) regarding English learners with disabilities. The FAQs address:

- General obligations (e.g., all English learners must be assessed)
- Role of the IEP team
- Accommodations and alternate assessments
- Exit from English learner status
- AMAOs

The ED guidance can be found at http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/q-and-a-on-elp-swd.pdf.

Role of the IEP Team

The IEP team is an essential component in establishing the appropriate academic and functional goals, determining the specifically designed instructional program to meet the unique needs of all English learners with disabilities, and making decisions about how students can participate in the state ELP assessment.

In accordance with the new ED guidance, the IEP team is responsible for:

- Making decisions about the content of a student's IEP, including whether a student must take a regular state assessment (in this case, the ELP assessment), with or without appropriate accommodations, or an alternate assessment in lieu of the regular ELP assessment (ED, July 2014, FAQ #4).

- Developing an IEP for each student with a disability, including each English learner with a disability, at an IEP team meeting, which includes school officials and the child's parents/guardians. The Individuals with Disabilities Education Act (IDEA) regulation in 34 *Code of Federal Regulations* (*CFR*) Section 300.321(a) specifies the participants to be included on each child's IEP team. It is essential that IEP teams for English learners with disabilities include persons with expertise in second language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between limited English proficiency and a disability (ED July 2014, FAQ #5).

- Ensuring that limited English proficient parents/guardians understand and are able to meaningfully participate in IEP team meetings at which the child's participation in the annual state ELP assessment is discussed. If a parent whose native language is other than English is participating in IEP meetings, the IDEA regulations require each public agency to take whatever action necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter (34 *CFR* section 300.322[e]). When parents themselves are LEP, Title VI of the Civil Rights Act of 1964 also requires that the LEA effectively communicate with parents in a manner and form they can understand, such as by providing free interpretation and/or translation services (ED July, 2014, FAQ #6).

- Ensuring that all English learners, including those with disabilities, participate in the annual state ELP assessment, with or without accommodations, or take an appropriate alternate assessment, if necessary (section 1119[b][7] of the ESEA and section 612[a][16][A] of the IDEA). An IEP Team cannot determine that a particular English learner with a disability should not participate in the annual state ELP assessment (ED July, 2014, FAQ #7).

According to *California Code of Regulations,* Title 5 (5 *CCR*) sections 11511 and 11516 through 11516.7 (Division 1, Chapter 11, Subchapter 7.5) as well as *EC* Section 313, the initial and annual administration of the CELDT are the responsibilities of the LEA. Most students with disabilities are able to participate effectively on the CELDT. For those students whose

disabilities preclude them from participating in one or more domains of the CELDT, their IEP teams may recommend accommodations or an alternate assessment. (See *EC* Section 56385, 5 *CCR* 11516.5 through 11516.7, and the "Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments" [November 2015] at http://www.cde.ca.gov/ta/tg/ai/caasppmatrix2.asp.)

Modifications are alternate means of assessing the ELP of students with disabilities. Because such alternate means of assessments fundamentally alter what the CELDT measures, students receive the lowest obtainable scale score (LOSS) on each domain affected. Caution should be used when interpreting results because the LOSS on one or more domains may lower the Overall performance level on the CELDT. The LOSS on the CELDT will be used to calculate the AMAOs for Title III accountability purposes. If the student is not reclassified, the LOSS will be entered as the Most Recent Previous Scale Score(s) at the next year's administration of the CELDT.

In accordance with Title 34, *Code of Federal Regulations* (34 *CFR*) 300.304 through 300.305, initial identification for determining whether a student is a student with a disability takes into consideration existing data, which include LEA and statewide assessments. For those who participate in programs for students with disabilities, the LEA may be a school district, an independent charter school, the county office of education, or a state special school.

When a student is not able to take the CELDT (the entire test or any portion of it), that information is shared at the IEP team meeting. IEP team members may determine that alternate assessments are appropriate and necessary. Per the ED, the alternate assessment must be aligned with the ELD Standards. The results of alternate assessments and/or the CELDT are part of current levels of performance in the IEP. The scores or performance levels are a part of the information considered by the team to develop linguistically appropriate goals (*EC* sections 56341.1[b] and 56345[b][2]).

Because of the unique nature of individual students' disabilities, the CDE does not make specific recommendations as to which alternate assessment instruments to use. However, the appropriate alternate assessment must be identified annually in a student's IEP. The LEA must ensure that the IEP team includes an individual who can interpret the instructional implications of evaluation results (e.g., an ELD specialist to interpret CELDT results) (34 *CFR* Section 300.321[a][5]). Identified English learners with disabilities must take the CELDT with any accommodations specified in their IEPs or take appropriate alternate assessments as documented in their IEP every year until they are reclassified.

The sample worksheets provided in the past to assist LEAs and schools in planning for the administration of the CELDT to students with an IEP or Section 504 plan have been condensed into a user-friendly checklist, which is found on pages 15 and 16. Other documents that may assist LEAs in determining how to assess individual students are (1) guidelines for reviewing IEPs and Section 504 plans on page 17; and (2) the Participation Criteria Checklist for Alternate Assessments on page 18.

Selective Mutism

Although the CDE does not make specific recommendations about accommodations or alternate assessments, there have been an increased number of inquiries regarding students identified as selectively mute. Therefore, additional information is being provided for local consideration.

Selective mutism (SM) is an anxiety disorder that is classified under "mental disorders" in the *Fifth Edition of the Diagnostic and Statistical Manual of Mental Disorders*, (DSM-5). Because of its classification, SM meets the eligibility criteria for necessary accommodations through a Section 504 plan.

A student with SM consistently fails to speak in certain situations (e.g., school); however, the student speaks at other times (e.g., at home or with friends). SM may cause significant interference with educational or communicative functioning. Studies have demonstrated that immigrant and language minority students are at a higher risk of developing SM than native-born students. This diagnosis excludes students who may be uncomfortable with a new language and may select not to speak in specific environments. A nonverbal period of time is to be expected in students acquiring a new language and should, therefore, not be mistaken as SM.

Additional information regarding SM can be found at the following Web sites: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3538870/ and http://www.asha.org/public/speech/disorders/selectivemutism/.

***Note*:** These key actions are not all-inclusive and may vary based on LEA/site needs.

Checklist of Key Actions for the Administration of the CELDT to Students with Disabilities	Person(s) Responsible	
	CELDT District Coordinator (CDC) and/or designee(s)	CELDT Site Coordinator (CSC) and/or designee(s)
Pre-CELDT Administration		
❑ 1. Review ordering specifications/timeline/process from the test contractor and order materials.	●	
❑ 2. Required: Register and attend a CELDT Scoring Training of Trainers (STOT) workshop at a state, regionally, or locally sponsored location.	●	
❑ 3. Review CELDT testing requirements.	●	●
❑ 4. Communicate with the special education coordinator and/or special education teachers, as applicable, to review CELDT (or possible alternate assessment) requirements for students with disabilities.	●	●
❑ 5. Prepare a list of all students receiving English learner services specified in current IEP or Section 504 plans and who must be tested with the use of identified variations, accommodations, modifications, and/or alternate assessments.		●
❑ 6. Review the IEP or Section 504 team's decision on how each student with disabilities will participate in the CELDT (or possible alternate assessment) as determined by the IEP team.		●
❑ 7. Return completed list to the CDC.		●
❑ 8. Respond to site requests for test variations, accommodations, modifications, and/or alternate assessments, if applicable.	●	
❑ 9. Schedule and conduct CELDT administration training for CELDT site and special education coordinators. Information and materials should include, at a minimum: – IEP/Section 504 plan process to identify who will take the CELDT with test variations, accommodations, or modifications or take an alternate assessment(s) – Test variations, accommodations, modifications, and/or alternate assessments – Test administration – Procedure for monitoring test administration – Test security maintenance – Procedures for administering the CELDT – Process and materials to respond to requests for needed test variations, accommodations, modifications, and/or alternate assessments – Selection of appropriate test examiners (See page 4, under "Administering the CELDT.")	●	
❑ 10. Participate in test administration training provided by CDC.		●
❑ 11. Provision of accommodations is recorded in the Answer Book by the test administrator.		●

Checklist of Key Actions for the Administration of the CELDT to Students with Disabilities (cont.)	Person(s) Responsible	
	CELDT District Coordinator (CDC) and/or designee(s)	CELDT Site Coordinator (CSC) and/or designee(s)
CELDT Administration		
❑ 1. Provide direction/assistance to test examiners and proctors.		●
❑ 2. Ensure that identified variations/accommodations/modifications are used during testing.		●
❑ 3. Follow the identified process for administering and scoring alternate assessments, if applicable.		●
Post-CELDT Administration		
❑ 1. Follow up with IEP team or CDC to ensure that students' IEP/Section 504 plans are updated with current test variations, accommodations, and/or modifications for the CELDT or alternate assessments.		●
❑ 2. Package all completed tests with test variations, accommodations, and/or modifications as directed and return them to CDC.		●
❑ 3. Check packaging of site materials and schedule delivery to the test contractor for scoring.		●
❑ 4. Schedule a post-CELDT debriefing with the LEA and site IEP/Section 504 plan lead(s) and CSC, as needed, to discuss ways to improve the process.	●	●
❑ 5. Participate in debriefing with the CDC and/or special education lead(s), if requested.	●	●

Review of Individualized Education Programs or Section 504 Plans

Some students with disabilities may require test variations, accommodations, and/or modifications, or may take alternate assessments. Test variations are allowed for any student who regularly uses them in the classroom. Before testing, accommodations, and modifications and/or alternate assessments must be specified in each student's IEP or Section 504 plan. Before any test variation is used, the following activities should be considered when preparing or updating the IEP or Section 504 plan:

1. **Review state and federal regulations.**

   These include the 5 CCR CELDT, IDEA of 2004, and Title III of the ESEA, which are available on the CDE Title III Web page at http://www.cde.ca.gov/sp/el/t3/.

2. **Review "Matrix 2. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (2015).**" This matrix is available on the CDE CELDT Resources Web page at http://www.cde.ca.gov/ta/tg/ai/caasppmatrix2.asp.

   Discuss the use of variations, accommodations, and alternate assessments which may produce valid results if they do not alter what the test measures.

3. **Review the IEP or Section 504 plan.**

   Specify in the student's IEP or Section 504 plan whether the ELP assessment is specifically addressed and verify that student information is current.

4. **Determine how the student will participate in the ELP assessment.**

   - Using the Participation Criteria Checklist for Alternate Assessments on page 18, determine whether the student will require an alternate assessment(s) or can participate in the CELDT using test variations, accommodations, and/or modifications.
   - Specify in the student's IEP or Section 504 plan exactly how and for what domain(s) CELDT test variations, accommodations, and/or modifications are to be implemented relative to the student's disability. If the student has an IEP, specify any alternate assessment(s) the student is to use and identify which domain(s) of the CELDT the alternate assessment(s) is replacing. Note how the student's disability precludes the student from taking any or all sections of the CELDT.
   - Review each domain of the CELDT a student has taken with modification(s) or for which an alternate assessment has been administered. If one or more domains of the CELDT have been taken with modifications or if an alternate assessment(s) has been administered, the Overall score will not reflect the student's actual performance level in English, and the student will receive the LOSS on each affected domain, which may lower the Overall performance level.

Participation Criteria Checklist for Alternate Assessments

To assist an IEP team in determining whether a student should use alternate assessments, the criteria below may be considered. If the answer to one or more of the criteria is "Disagree," the team should consider administering the CELDT to the student with the use of any necessary test variations, accommodations, and/or modifications.

Circle "Agree" or "Disagree" for each item:

Agree **Disagree** The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.

Agree **Disagree** The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student's learning objectives and expected outcomes focus on the functional applications of the general curriculum.

Agree **Disagree** The student cannot take the CELDT even with test variations, accommodations, and/or modifications.

Agree **Disagree** The decision to participate in an alternate assessment is not based on the amount of time during which the student is receiving special education services.

Agree **Disagree** The decision to participate in an alternate assessment is not based on excessive or extended absences.

Agree **Disagree** The decision to participate in an alternate assessment is not based on language, cultural, or economic differences.

Agree **Disagree** The decision to participate in an alternate assessment is not based primarily on visual, auditory, and/or motor disabilities.

Agree **Disagree** The decision to participate in an alternate assessment is not based primarily on a specific categorical program.

Agree **Disagree** The decision for using an alternate assessment is an IEP team decision rather than an administrative decision.

Guidelines for Reclassification

Under current state law (*EC* Section 313), identified students who are English learners must participate in the annual administration of the CELDT until they are reclassified to RFEP. The LEAs are to establish local reclassification policies and procedures based on the four criteria below:

- Assessment of ELP using an objective assessment instrument, including, but not limited to, the ELD test that is developed or acquired pursuant to *EC* Section 60810 (i.e., the CELDT);
- Teacher evaluation including, but not limited to, a review of the student's curriculum mastery;
- Parental opinion and consultation; and
- Comparison of the performance of the student in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

Clarification for applying the four criteria to local reclassification decisions is provided in the guidelines approved by the SBE that follow.

Assessment of English Language Proficiency

Use the CELDT as the primary criterion. Consider for reclassification those students whose Overall performance level is Early Advanced or higher and:

- Listening is Intermediate or higher,
- Speaking is Intermediate or higher,
- Reading is Intermediate or higher, and
- Writing is Intermediate or higher.

Those students whose Overall performance level is in the upper end of the

Intermediate level also may be considered for reclassification if additional measures determine the likelihood that a student is proficient in English.

In July 2010, the SBE modified the definition of the English proficiency level for kindergarten through grade one students on the CELDT, to require an Overall score

of Early Advanced or Advanced, with the domain scores for Listening and Speaking at the Intermediate level or above. The domain scores for Reading and Writing would not need to be at the Intermediate level.

- Use most recent available test data.

Teacher Evaluation

- Use student's academic performance.
- Note that incurred deficits in motivation and academic success unrelated to ELP do not preclude a student from reclassification.

Parent Opinion and Consultation

- Provide notice to parents or guardians of their rights and encourage them to participate in the reclassification process.
- Provide an opportunity for a face-to-face meeting with parents or guardians.

Comparison of Performance in Basic Skills

- Definitions:

  1. "Performance in basic skills" means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English (e.g., Smarter Balanced assessments, district benchmarks).
  2. "Range of performance in basic skills" means a range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level.
  3. "Students of the same age" refers to students who are enrolled in the same grade as the student who is being considered for reclassification.

- Basic skills criteria:

  1. LEAs may identify local or state assessments they are going to use to determine whether English learners are meeting academic measures that indicate they are ready to reclassify. (See "Academic Criterion for Reclassification" letter [September 2015] located on the CDE Reclassification Web page at http://www.cde.ca.gov/sp/el/rd/acadreclass15.asp).

For 2016–17 and 2017–18:

- The LEAs may identify cut scores, or a range of scores, on the selected assessment instrument to determine the skill levels.

- The LEAs may identify a cut point on the selected assessment instrument, which is comparable to the midpoint of the Basic level of the ELA CST, to determine skill levels.

2. Students with scores above the cut point selected by the LEA should be considered for reclassification.

3. For students scoring below the cut point, LEAs should attempt to determine whether factors other than ELP are responsible for low performance on the test of basic skills and whether it is reasonable to reclassify the student.

4. The LEAs must monitor student performance for two years after reclassification in accordance with existing California regulations and Title III of the ESEA.

EC Section 313(f)(4) calls for a comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

Reclassification of English Learners with Disabilities

Students with disabilities, including severe cognitive disabilities, are to be provided the same opportunities to be reclassified as students without disabilities. Local IEP teams, therefore, may determine appropriate measures of ELP and performance in basic skills and minimum levels of proficiency on these measures that would be equivalent to an English proficient peer with similar disabilities, in accordance with local reclassification policies based on the state definition of ELP (*EC* Section 313[f]).

In accordance with federal and state law, the local IEP team may address the individual needs of each English learner with a disability using multiple criteria in concert with the four reclassification criteria in *EC* Section 313(f). These four criteria are the minimal required components that LEAs must include in their local reclassification policy. Other criteria may be used to supplement the four required criteria to ensure the most appropriate decision is made for each student. Additional information about assessing students with disabilities is available on pages 11–23.

The following are suggestions for applying the four criteria in *EC* Section 313(f) to local reclassification policies regarding English learners with disabilities:

Criterion 1: Assessment of ELP using an objective assessment instrument

Assessment of ELP using an objective assessment, including but not limited to the CELDT, is one of four criteria in state law per *EC* Section 313(f) to be used by LEAs in determining whether or not an English learner should be reclassified as RFEP. The IEP team can use the scores from an alternate assessment aligned with the state ELD standards for reclassification purposes (see "Assessing Students with Disabilities" on pages 11–18). An alternate assessment may be used to measure the student's ELP on any or all four domains in which the student cannot be assessed using the CELDT.

For purposes of AMAO 1 and 2 calculations and Title III accountability requirements, a student assessed with an alternate assessment or the CELDT with modifications will receive the LOSS on the CELDT for each domain tested with an alternate assessment or the CELDT with modifications. The IEP team, however, may use results from the alternate assessment or CELDT with modifications in conjunction with the other required criteria (i.e., teacher evaluation, parental opinion and consultation, and student's score on an assessment of basic skills) to determine a student's eligibility for reclassification. Although the alternate assessment tests the student's ELP in accordance with the student's IEP, the alternate assessment results are not comparable to CELDT results, in general, or for the purposes of Title III accountability, in particular. They can be used, however, for reclassification consideration, as outlined in this section.

Criterion 2: Teacher evaluation

Use the student's classroom performance information based on his or her IEP goals for academic and ELD.

Criterion 3: Parental opinion and consultation

The parent or guardian is a participant on the IEP team.

Criterion 4: Student's score on an assessment of basic skills

The IEP team should specify in the student's IEP an assessment of basic skills to meet the guidelines for reclassification (e.g., the California Alternate Assessment). The IEP team may consider using other assessments that are valid and reliable and designed to compare basic skills of English learners with disabilities to native speakers of English with similar disabilities to determine if the English learner with disabilities has sufficiently mastered the basic skills for reclassification consideration.

The CDE cannot make specific recommendations of alternate assessment instruments because it is the responsibility of the local IEP team to gather pertinent information regarding the student and assessment needs specific to that student. The IEP team may use this comprehensive approach to make decisions regarding program supports and reclassification that will allow the student to make maximum progress given the student's capacities.

Section 2
Reporting Results

Reporting and Using Individual Results

Overall Test Performance Descriptors

Guide to the 2016–17 and 2017–18 Student Performance Level Reports

Sample Student Performance Level Reports

Internet Posting of 2016–17 and 2017–18 Summary Results

Instructions for Importing Data

Reporting and Using Individual Results

State regulations require LEAs to provide individual CELDT results to parents or guardians within 30 calendar days after they are received by the LEA. Only authorized LEA personnel, the student, and parents or guardians may see the CELDT results of individual students.

Section 3302 of Title III of the ESEA requires LEAs receiving Title III funds to inform parents or guardians of (1) the reasons for the student's identification as an English learner based on the CELDT results; and (2) the need for placement in an English language instructional support program. This notification is to occur no later than 30 calendar days after the beginning of the school year or within two weeks of the student's placement in the specified program after the beginning of the school year. Parents or guardians of English learners with an IEP also must be notified as to how the recommended placement will help their children meet the objectives of the IEP.

Sample parent/guardian notification letters are provided on the CDE CELDT Resources Web page at http://www.cde.ca.gov/ta/tg/el/resources.asp and are translated into several languages. An informational parent/guardian brochure on the same Web page also is available for printing and distribution.

Student Performance Level Reports

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 domain as they progress toward ELP. There are five levels of performance: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

The 2016–17 and 2017–18 CELDT reports for each student provides the following information:

- An Overall performance level and scale score that is an average of all domains tested
- A scale score and a performance level for each domain tested (Listening, Speaking, Reading, and Writing)
- A comprehension score that is an average of the scale scores for Listening and Reading

Scale score ranges for each of the five performance levels are identified for Listening, Speaking, Reading, and Writing for all grades tested. These ranges incorporate the performance level cut scores approved by the SBE.

The scale score ranges for identifying a student's performance level for each domain tested and the Overall performance level, with the weighting percentages used to calculate the ranges, are available in the "Resources" section on pages 47–49. Overall test performance descriptors for K–12 can be found on pages 27–29.

Interpreting Results

The Guide to Test Reports (GTR) is provided in English and other languages to assist LEAs with communicating results to parents and guardians and is available on the Educational Data Systems CELDT Web site at http://www.celdt.org/resources/im/. The GTR includes a sample Student Performance Level Report, information about how to interpret the report, and domain-specific and Overall test performance descriptors. This year's edition was written at about the eighth grade reading level for easier readability.

Overall Test Performance Descriptors

Kindergarten and Grade One

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 orally identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Written production reflects grade-appropriate discourse. 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 production is characterized by more elaborate discourse, and written production includes simple sentences often using two-syllable words. Errors are less frequent and rarely complicate communication.

Intermediate

Students at this level of English language performance begin to tailor the English language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some abstract concepts during unmodified instruction. They are able to respond and express themselves orally with increasing ease to more varied communication and learning demands with a reduced number of errors. Written production has usually expanded to common phrases and one-syllable words. 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 production is usually limited to phrases and memorized statements and questions. Written production is limited to letters and high-frequency, one-syllable words. 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 production is usually limited to disconnected words and memorized statements and questions. Written production is incomprehensible or limited to common letters. Frequent errors make communication difficult.

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 skills 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

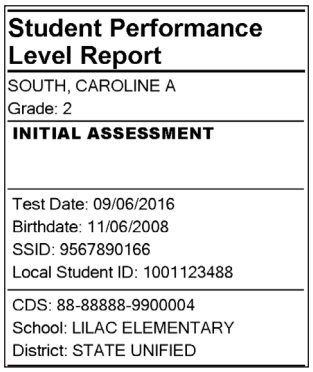
Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning 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.

Guide to the 2016–17 and 2017–18 Student Performance Level Reports

The Student Performance Level Report for 2016–17 and 2017–18 provides results of the CELDT for individual students. Information on the report is described below.



Student Information

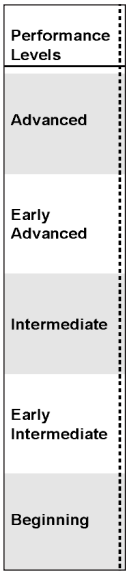
General identifying information about the student is printed on the left-hand side of the report. This includes the student's name, grade level, date of testing, birthdate, student identification numbers, and the school and school district in which the test was taken.

Purpose of the Assessment

The left-hand side of the Student Performance Level Report also indicates whether the test was given for an initial assessment (IA) or for the annual assessment (AA). This area of the report also may indicate that the student took the test outside of the AA window or that it is not known whether the student previously took the IA or AA. The IA means that the test was given to a new student whose HLS indicates that the primary home language is not English. This questionnaire is completed and submitted to the school by the parents and guardians upon enrolling their child in a California public school for the first time. The IA results are used to help identify students as English learners who need to develop their listening, speaking, reading, and writing skills in English. The AA is given to students who already have been identified as English learners to see how well they are developing their listening, speaking, reading, and writing skills in English. The AA results are used along with other information to help monitor each student's progress toward ELP.

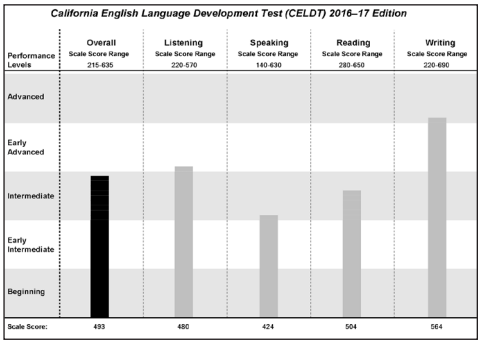
Performance Levels

The five performance levels for measuring a student's proficiency in English, based on the CELDT scores, are Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.



Overall and Domains

The CELDT results report the performance level and score for the student's Overall performance in column 1. Columns 2 through 5 show the performance level(s) and score(s) for each of the four domains tested: Listening, Speaking, Reading, and Writing.



Other Scores

The report also shows a comprehension score. The comprehension score is an average of the scores for Listening and Reading.

Comprehension Score (average of Listening and Reading domain scale scores): 492

How to Read This Report

A brief description of how to read the reported scores and performance levels are at the bottom of the front page of the report. A chart on the back of each report briefly describes the English skills students are expected to achieve at each performance level. The GTR is designed to help staff, parents, and guardians understand the information contained in the CELDT Student Performance Level Report. Additionally, a companion document called the CELDT Test Performance Descriptors provides the domain-specific test performance descriptors explaining the levels in the four domains of Listening, Speaking, Reading, and Writing as well as the Overall performance level. The GTR and the domain-specific test performance descriptors are available in English and other languages on the Educational Data Systems CELDT Interpretation Materials Web page at http://www.celdt.org/resources/im/.

How to Read This Report

The CELDT is used to determine how well the student can listen, speak, read, and write in English.

The height of the bars represents the student performance. The first bar is the Overall performance. For kindergarten and grade one, the Overall score is calculated as 45% Listening, 45% Speaking, 5% Reading, and 5% Writing. For grades 2-12, the Overall score is the average of the four domains. The other bars represent the performance for each domain. For more information, please visit the California Department of Education CELDT Web page at http://www.cde.ca.gov/ta/tg/el.

The CELDT scores help the school to determine the types of classroom instruction the student should receive. The school will also use scores from other tests, teacher evaluation, and consultation with parents to make those decisions.

The back of the report contains a description of each performance level.

To make progress on 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.

For more information

Parents and guardians are encouraged to talk with their child's teacher about these test results and what is being done at school to help their child become fully proficient in English.

Sample Student Performance Level Reports

Sample 1 (Front) — Initial Assessment

FOR THE PARENT/GUARDIAN OF:
SOUTH, CAROLINE A
678 Mr. Peabody Square
AnyCity, CA 9090

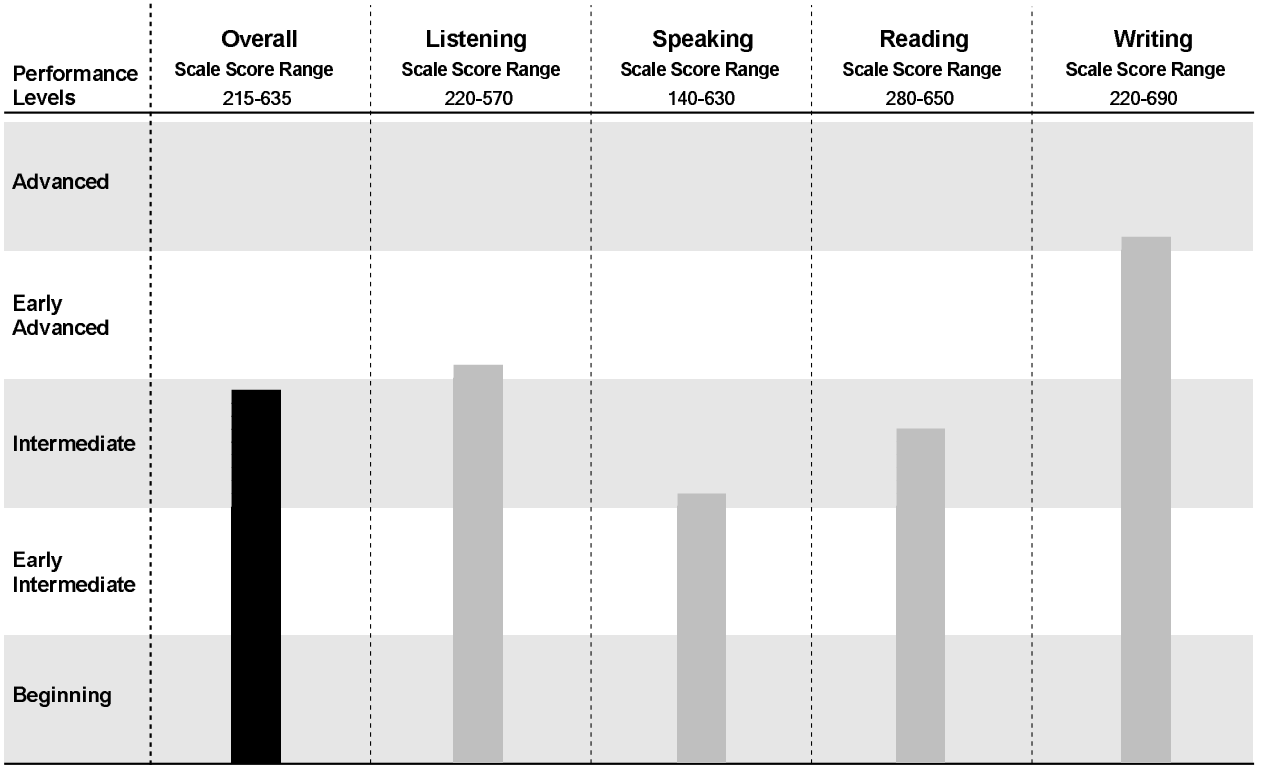
Student Performance Level Report

SOUTH, CAROLINE A
Grade: 2
INITIAL ASSESSMENT

Test Date: 09/06/2016
Birthdate: 11/06/2008
SSID: 9567890166
Local Student ID: 1001123488

CDS: 88-88888-9900004
School: LILAC ELEMENTARY
District: STATE UNIFIED

California English Language Development Test (CELDT) 2016–17 Edition



Comprehension Score (average of Listening and Reading domain scale scores): 492

How to Read This Report

The CELDT is used to determine how well the student can listen, speak, read, and write in English.

The height of the bars represents the student performance. The first bar is the Overall performance. For kindergarten and grade one, the Overall score is calculated as 45% Listening, 45% Speaking, 5% Reading, and 5% Writing. For grades 2–12, the Overall score is the average of the four domains. The other bars represent the performance for each domain. For more information, please visit the California Department of Education CELDT Web page at http://www.cde.ca.gov/ta/tg/el.

The CELDT scores help the school to determine the types of classroom instruction the student should receive. The school will also use scores from other tests, teacher evaluation, and consultation with parents to make those decisions.

The back of this report contains a description of each performance level.

To make progress on 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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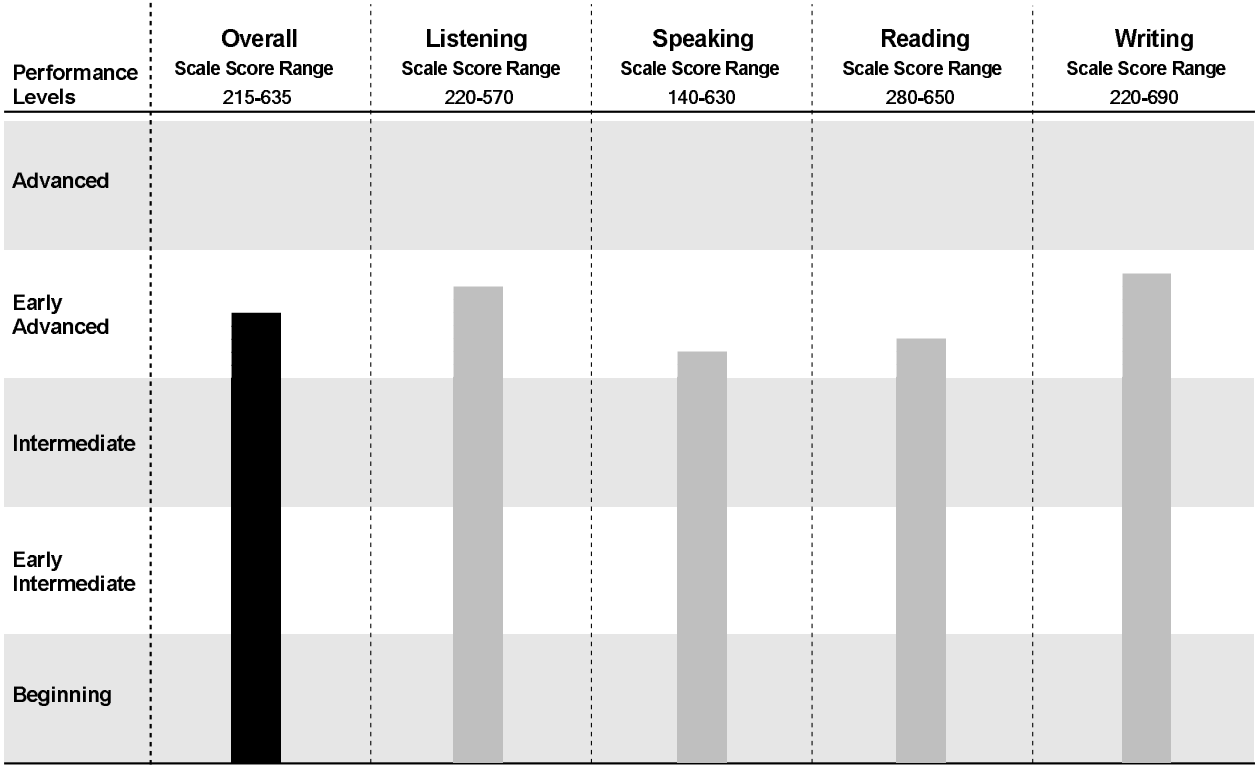
Sample 2 (Front) — Annual Assessment

California English Language Development Test (CELDT) 2016–17 Edition

FOR THE PARENT/GUARDIAN OF:
SOTA, MINNIE
84 Mighty Mouse Trail
Apt# 123
AnyCity2, CA 90903



Comprehension Score (average of Listening and Reading domain scale scores): 521

Student Performance Level Report

SOTA, MINNIE
Grade: 2

ANNUAL ASSESSMENT

Test Date: 10/04/2016
Birthdate: 09/04/2008
SSID: 7749678947
Local Student ID: 1001123485

CDS: 88-88888-9900004
School: LILAC ELEMENTARY
District: STATE UNIFIED

How to Read This Report

The CELDT is used to determine how well the student can listen, speak, read, and write in English.

The height of the bars represents the student performance. The first bar is the Overall performance. For kindergarten and grade one, the Overall score is calculated as 45% Listening, 45% Speaking, 5% Reading, and 5% Writing. For grades 2–12, the Overall score is the average of the four domains. The other bars represent the performance for each domain. For more information, please visit the California Department of Education CELDT Web page at http://www.cde.ca.gov/ta/tg/el.

The CELDT scores help the school to determine the types of classroom instruction the student should receive. The school will also use scores from other tests, teacher evaluation, and consultation with parents to make those decisions.

The back of this report contains a description of each performance level.

To make progress on 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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Samples 1 and 2 (Back) — Initial and Annual Assessments

Grade 2

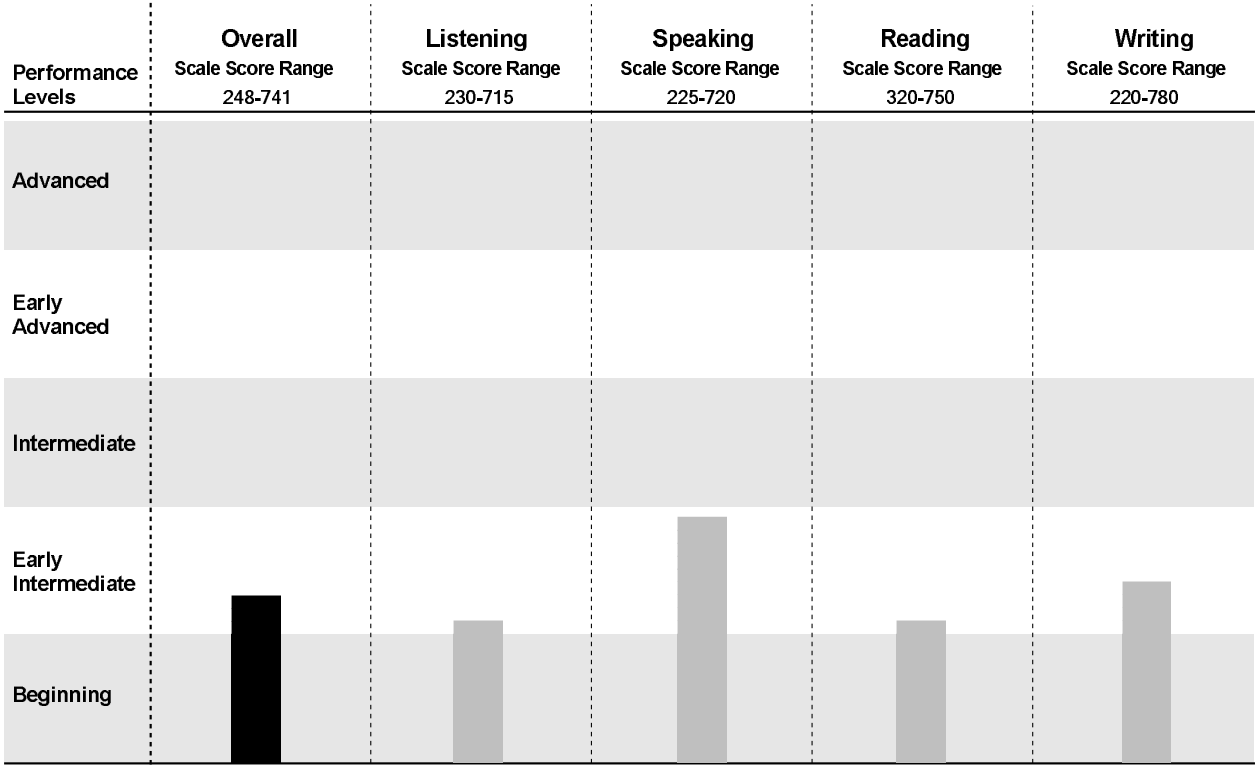
California English Language Development Test Performance Descriptors

Overall Performance Levels	Listening	Speaking	Reading	Writing
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.	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.	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 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.	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.	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 at this level of English language performance begin to tailor English language skills 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.	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.	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 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.	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.	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 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.	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.	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.

Sample 3 (Front) — Initial Assessment

California English Language Development Test (CELDT) 2016–17 Edition

FOR THE PARENT/GUARDIAN OF:
TEXAS, LAREDO
12 Jughead Loop
AnyCity, CA 90920-1234



Comprehension Score (average of Listening and Reading domain scale scores): 454

Student Performance Level Report

TEXAS, LAREDO
Grade: 7

INITIAL ASSESSMENT

Test Date: 11/11/2016
Birthdate: 11/11/2003
SSID: 8888888888
Local Student ID: 2222222222

CDS: 88-88888-9900005
School: AMBER JUNIOR HIGH
District: STATE UNIFIED

How to Read This Report

The CELDT is used to determine how well the student can listen, speak, read, and write in English.

The height of the bars represents the student performance. The first bar is the Overall performance. For kindergarten and grade one, the Overall score is calculated as 45% Listening, 45% Speaking, 5% Reading, and 5% Writing. For grades 2–12, the Overall score is the average of the four domains. The other bars represent the performance for each domain. For more information, please visit the California Department of Education CELDT Web page at http://www.cde.ca.gov/ta/tg/el.

The CELDT scores help the school to determine the types of classroom instruction the student should receive. The school will also use scores from other tests, teacher evaluation, and consultation with parents to make those decisions.

The back of this report contains a description of each performance level.

To make progress on 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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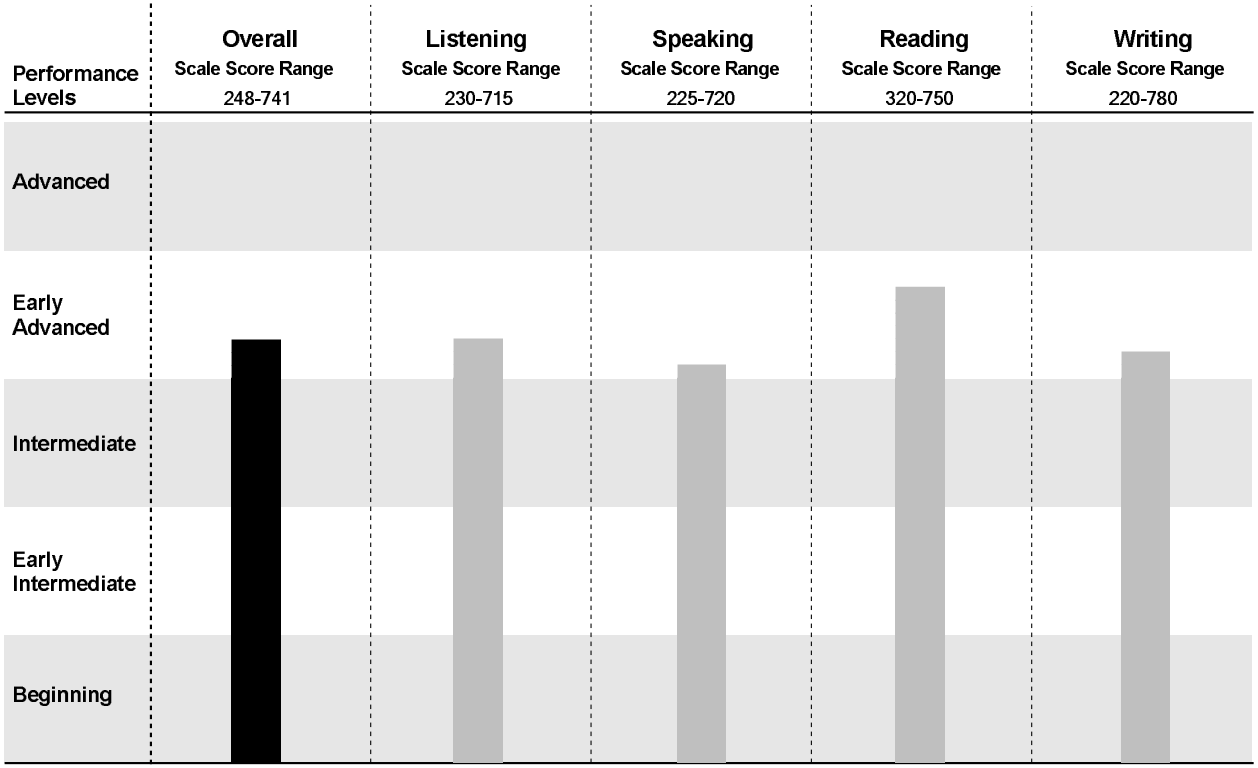
Sample 4 (Front) — Annual Assessment

California English Language Development Test (CELDT) 2016–17 Edition

FOR THE PARENT/GUARDIAN OF:
KENTUCKY, RADCLIFF
76 Johnny Quest Circle
AnyCity, CA 90919



Comprehension Score (average of Listening and Reading domain scale scores): 599

Student Performance Level Report

KENTUCKY, RADCLIFF
Grade: 7

ANNUAL ASSESSMENT

Test Date: 11/10/2016
Birthdate: 11/11/2003
SSID: 9999999999
Local Student ID: 1111111111

CDS: 88-88888-9900005
School: AMBER JUNIOR HIGH
District: STATE UNIFIED

How to Read This Report

The CELDT is used to determine how well the student can listen, speak, read, and write in English.

The height of the bars represents the student performance. The first bar is the Overall performance. For kindergarten and grade one, the Overall score is calculated as 45% Listening, 45% Speaking, 5% Reading, and 5% Writing. For grades 2–12, the Overall score is the average of the four domains. The other bars represent the performance for each domain. For more information, please visit the California Department of Education CELDT Web page at http://www.cde.ca.gov/ta/tg/el.

The CELDT scores help the school to determine the types of classroom instruction the student should receive. The school will also use scores from other tests, teacher evaluation, and consultation with parents to make those decisions.

The back of this report contains a description of each performance level.

To make progress on 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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Samples 3 and 4 (Back) — Initial and Annual Assessments

Grades 6-8 *California English Language Development Test Performance Descriptors*

Overall Performance Levels	Listening	Speaking	Reading	Writing
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.	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension; they understand and follow all 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.	Students who perform at this level on the CELDT typically understand complex structures, such as root words, word parts, and grammatical features; infer meaning by synthesizing information; and identify various categories of informational materials.	Students who perform at this level on the CELDT typically use difficult transitions, conjunctions, and prepositions correctly; they write a complete sentence that is appropriate to the topic in response to a picture prompt. The sentence has few or no mechanical errors. They write a composition that is well organized and contains a clear sequence of events or ideas, precise vocabulary, and accurate transitional words. The composition may contain minimal errors.
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.	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with occasional minor problems in comprehension; they understand and follow most complex, multi-step 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.	Students who perform at this level on the CELDT typically recognize character traits and features of a variety of texts; make inferences and draw conclusions from more challenging reading passages; recognize more complex synonyms and antonyms; demonstrate understanding of idiomatic expressions; and demonstrate decoding and word-attack skills, such as sound pairs and prefixes.	Students who perform at this level on the CELDT typically demonstrate familiarity with idioms and expressions; begin to use difficult transitions, conjunctions, and prepositions; and write a sentence in response to a picture prompt. The sentence may contain minor errors in grammar and mechanics. They write a composition that contains relevant details and a logical sequence of events or ideas. The sentences may contain few errors in grammar and mechanics.
Intermediate Students at this level of English language performance begin to tailor English language skills 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.	Students who perform at this level on the CELDT typically understand some complex vocabulary and syntax, with occasional gaps in comprehension; they understand and follow some complex, multi-step 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.	Students who perform at this level on the CELDT typically demonstrate knowledge of simple synonyms, antonyms, and simple root words; identify the correct meaning of a word in a given context; recognize the sequence of events in a reading passage; determine the main idea of a simple text; recognize the parts of a book; begin to demonstrate decoding and word-attack skills, such as sound pairs and prefixes; and make inferences and draw conclusions from reading passages.	Students who perform at this level on the CELDT typically use verb tenses correctly; use idiomatic qualifiers; use mechanics and basic grammar correctly; and write a complete sentence appropriate to a picture prompt. The sentence may contain errors in grammar, vocabulary, and/or syntax. They write a composition about a topic, but the composition may consist of a disorganized list of events, containing some details and repetitive transitional words.
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.	Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension; they understand and follow simple multi-step 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.	Students who perform at this level on the CELDT typically identify sound/symbol correspondences in words; begin to use words in context appropriately; answer literal comprehension questions from a simple story; and demonstrate some knowledge of common English morphemes and simple synonyms, antonyms, and root words.	Students who perform at this level on the CELDT typically use articles and pronouns correctly; use capitalization and punctuation correctly; and write at least one complete sentence in response to a prompt. The sentence may contain correct word order, but may include errors that obscure meaning.
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.	Students who perform at this level on the CELDT may demonstrate **no** receptive skills, or **may** understand basic vocabulary, with limited comprehension; they understand and follow a 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.	Students who perform at this level on the CELDT may demonstrate **no** receptive skills, or **may** recognize some sound/symbol correspondences; match commonly used nouns to pictures; and recall minimal details from a simple story.	Students who perform at this level on the CELDT may demonstrate **no** productive skills, or **may** use correct capitalization and punctuation; they attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.

Internet Posting of 2016–17 and 2017–18 Summary Results

The 2016–17 AA summary results for schools, LEAs, and the state are planned to be posted in spring 2017 on the CDE DataQuest Web site at http://dq.cde.ca.gov/dataquest/. Combined IA and AA summary results for the 2016–17 school year are planned to be posted in fall 2017 and the 2017–18 IA summary results in Fall 2018.

Internet reports for the 2016–17 AA summary results and 2017–18 IA summary results provide the following information by grade level for all students as well as identified subgroup populations:

- Number and percentage of students scoring at each Overall performance level
- Mean scale scores for all domains assessed
- Number and percentage of students meeting the CELDT criterion for ELP

Internet Summary Reports

The Internet summary reports:

- Allow searching for results by school name, school district, county, and the state through the CDE CELDT Results Web site at http://celdt.cde.ca.gov/.
- Display AA aggregate results for the state, LEAs, and schools.
- Report scores for groups of four or more students by Overall performance level.

Understanding and Using Summary Results

The CELDT summary results provide an ongoing measure of how well English learners are acquiring English and may be used for program planning and evaluations. The AA summary results also are used by the CDE to determine whether LEAs receiving Title III funds are meeting their AMAOs. More information about Title III Accountability and AMAO requirements is available on the CDE Title III Web page at http://www.cde.ca.gov/sp/el/t3/.

Instructions for Importing Data

How to Import Comma-delimited Files into the Microsoft Access Data Shell

The Microsoft (MS) Access Data Shell is provided as a courtesy by the CDE. It is formatted so that the comma-delimited research files may be imported easily into the database using the following instructions:

1. Go to the CDE CELDT Research Files Web page at http://celdt.cde.ca.gov/datafiles.asp.
2. Download the MS Access Data Shell. (***Note:*** The shell must be used with Access 2000 or higher.)
3. Download the comma-delimited files.
4. Extract the MS Access Data Shell to a folder (e.g., "c:\research\"). You should now have a file named "2016_2017_CELDT_Data_Shell.mdb" ("2017_2018_CELDT_Data_Shell.mdb")."
5. Extract the comma-delimited file(s) you downloaded to a folder (e.g., "c:\research\").
6. Open the MS Access Data Shell ("2016_2017_CELDT_Data_Shell.mdb" ["2017_2018_CELDT_Data_Shell.mdb"]) using Access 2000 or higher version.
7. Import the comma-delimited file as follows:
   a. From the drop-down menu, select "File."
   b. Select "Get External Data and Import."
   c. Select the comma-delimited file you want to import. (***Note:*** The comma-delimited file will have a "TXT" file extension.)
   d. Select "Import."
   e. Select "Delimited" as the file type and select "Next."
   f. Select "Comma" as the delimiter and double quotes (") as the text qualifier. Select the box indicating the "First Row Contains Field Names" and select "Next."
   g. To store your data, select "in an existing table." Choose "Research_Data_2016_2017" from the drop-down menu and select "Next" ("Research_Data_ 2017_2018")."
   h. Select "Finish."
8. It is recommended that you compact your database at this time. From the Tools menu, select "Database Utilities," and then select "Compact and Repair Database."

Note: The MS Access Data Shell and instructions for its use are provided as a courtesy by the CDE. Technical questions should be directed to LEA staff.

Resources

Glossary of Terms and Acronyms

Scale Score Ranges for 2016–17 and 2017–18 Results

Contact Information For CELDT Related Questions

Internet Resources

Glossary of Terms and Acronyms

Alternate Assessments

Students with disabilities who are unable to take the entire California English Language Development Test (CELDT) (or any section of the test) with variations, accommodations, or modifications shall (1) be administered an alternate assessment for English language proficiency (ELP) as set forth in their individualized education program (IEP) or Section 504 plan, and (2) receive the lowest obtainable scale score for the domain(s) of the CELDT for which alternate assessments were administered.

Annual Assessment (AA)

The CELDT is given once each year to English learners as an annual assessment of their progress toward ELP.

Annual Assessment Window

A designated time period each year during which schools must administer the CELDT to all students who were identified as English learners during the previous academic year. The AA window runs from July 1 to October 31 each year.

Annual Measurable Achievement Objectives (AMAOs)

Title III of the Elementary and Secondary Education Act (ESEA) sets AMAOs, or targets, that local educational agencies (LEAs) receiving Title III funds must meet, which in part are based on CELDT results. Reports and information about Title III Accountability are available on the California Department of Education (CDE) Title III Accountability Web page at http://www.cde.ca.gov/ta/ac/t3/.

California English Language Development Test (CELDT)

The CELDT measures limited English proficient students' achievement of the California English Language Development (ELD) Standards in kindergarten through grade twelve (K–12). Three purposes for the CELDT are specified in state law: (1) identifying students as limited English proficient; (2) determining the level of ELP for students who are limited English proficient; and (3) assessing the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English.

CELDT Blueprints

The CELDT blueprints outline the specific ELD Standards tested and the number of questions included within each domain on the CELDT for each grade from K–12.

CELDT Common Scale

The common scale for the CELDT allows for the year-to-year comparisons of a student's scale scores on each domain (Listening, Speaking, Reading, and Writing). A student's scale score on the common scale can be compared from grade level to adjacent grade level regardless of grade span.

CELDT Criterion for English Language Proficiency

For grades two through twelve, the CELDT criterion is an Overall score of Early Advanced or higher and scores for each domain (Listening, Speaking, Reading, and Writing) at Intermediate or higher. For kindergarten and grade one, the CELDT criterion is an Overall score of Early Advanced or higher and scores for the Listening and Speaking domains at Intermediate or higher. The Reading and Writing domain scores usually are not considered for K–1.

Composite Score

A composite score is the average of two or more other scores. For example, the comprehension score is the average of the Listening and Reading scale scores.

Data Review Module (DRM)

The DRM is a Web-based application available to LEAs for a four-week period after the close of the AA window. Designated CELDT District Coordinators are granted secure access to the Student Score File to make corrections to student demographic data to ensure accuracy for reporting purposes.

Domains

Domains are the areas of Listening, Speaking, Reading, and Writing assessed by the CELDT. The ESEA also requires that comprehension be assessed, which is calculated as the average of the Listening and Reading scale scores.

English Language Development (ELD) Standards

The 2012 ELD Standards describe the knowledge, skills, and abilities in English that are expected at exit from each proficiency level by English learners. Links to the ELD Standards are available on the CDE ELD Standards Web page at http://www.cde.ca.gov/sp/el/er/eldstandards.asp. Updated ELD Standards were adopted by the State Board of Education (SBE) in fall 2012.

English Learner

An English learner is a student in K–12 who, based on objective assessment, has not developed listening, speaking, reading, and writing proficiencies in English sufficient for participation in the regular school program. State and federal law require that LEAs administer a state test of ELP to newly enrolled students whose primary language is not English and to English learners as an AA. Since 2001, this test for California's public school students has been the CELDT.

Home Language Survey (HLS)

Federal and state law require schools to determine the language used in the home of each student. The purpose of the HLS is to help identify students in need of ELD services. Based on the responses on the HLS, students may be tested with the CELDT to determine their level of ELP. The HLS form is to be completed by the student's parent or guardian at the time of first enrollment in a California public school. A sample is available on the CDE English Learner Forms Web page at http://www.cde.ca.gov/ta/cr/elforms.asp.

Individuals with Disabilities Education Act (IDEA)

The IDEA is a federal law to ensure that appropriate services are provided to students with disabilities throughout the nation. The IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible infants, toddlers, children, and youths with disabilities.

Initial Assessment (IA)

As an IA of English language fluency, the CELDT is first given to students whose primary language is other than English within 30 calendar days of enrollment.

Initial Fluent English Proficient (IFEP)

Students with a primary language other than English who took the CELDT within 30 calendar days of enrollment in a U.S. public school and who met the LEA criterion for ELP are identified as IFEP.

Limited English Proficient (LEP)

LEP is a federal designation of an individual who does not speak English as the primary language and who is not proficient in listening, speaking, reading, or writing in English.

Local Educational Agency (LEA)

An LEA is a government agency that supervises local public primary and secondary schools in the delivery of instructional and educational services. LEAs include school districts, county offices of education, special state schools, and independent public charter schools.

Lowest Obtainable Scale Score (LOSS)

The LOSS is the lowest score in a range of potential scores for a grade level and subject area. Scale scores can be compared from year to year within a given grade level and subject. Scale scores are not comparable across subjects and cannot be averaged across different grade levels.

Performance Levels

Performance levels are ranges of scores in which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular English-proficient level. Student CELDT scores are identified as falling into one of five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced.

Performance Level Cut Scores

The SBE has established performance level cut scores for all four domains (Listening, Speaking, Reading, and Writing) and Overall performance on the CELDT.

Performance Level Summary Report

A score report provided to LEAs that summarizes the total number of assessments scored and the percentage of students who tested within each performance level by school and grade level within each LEA.

Primary Language

The language identified (at the local level) to be the student's primary language based on information provided on the HLS upon his or her first enrollment in a California public school. This identification is done only once during the course of the student's academic career and is used to identify whether he or she is to be assessed with the CELDT.

Raw Scores

A CELDT raw score is the number of test questions answered correctly. Raw scores should not be used to compare results from grade to grade or year to year.

Reclassification

Reclassification is the local process used by LEAs to determine whether a student has acquired sufficient English language fluency to perform successfully in academic subjects without ELD support. California *Education Code* (*EC*) Section 313(f) specifies the four criteria that must be used when making reclassification decisions locally.

Reclassified Fluent English Proficient (RFEP)

Students with a primary language other than English who were initially classified as English learners, but who have subsequently met the LEA criteria for ELP are determined to be RFEP.

EC Section 313(f) specifies four criteria that LEAs must use in reclassifying students from English learner to RFEP. The four criteria are:

- Assessment of ELP, which in California is the CELDT.
- Teacher evaluation of a student's academic performance, which can be based on the student's report card grades, grade point average, or other measure that LEAs use to determine students' academic performance.
- Parent opinion and consultation, which involves parents or guardians, if possible, in a discussion about their child's ELP and meeting the guidelines for reclassification.
- Comparison of performance in basic skills against an empirically established range of performance in basic skills.

Released Test Questions (RTQs)

RTQs are a series of retired test items by grade span that site and district coordinators, teachers, and support staff who work with English learners may use as practice questions to help prepare their students for the types of questions that may be encountered on the CELDT. They also may be used as a resource for parents whose children have taken the CELDT. RTQs cover the four domains assessed by the CELDT: Listening, Speaking, Reading, and Writing.

Research Files

Research files are electronic reports available to LEAs at the completion of the DRM each spring. Both AA and IA reports are accessed through DataQuest on the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Scale Score

Scale scores are derived from the number or percentage of questions that students must answer to score at each performance level and are used to equate tests from one administration to the next. Higher scale scores indicate higher levels of performance, while lower scale scores indicate lower levels of performance.

State Board of Education (SBE)

The SBE is the state educational agency for California that sets education policy for kindergarten through grade twelve in the areas of standards, instructional materials, assessment, and accountability. The SBE adopts textbooks for kindergarten through grade eight, adopts regulations to implement legislation, and has the authority to grant waivers for certain sections of the *Education Code*.

Student Performance Level Report

The Student Performance Level Report provides results of the CELDT for individual students. The report includes student identifier information, purpose of the assessment (IA or AA), performance levels for each domain, Overall performance, and the comprehension score based on the average of the listening and reading scale scores.

Student Score File

The Student Score File is an electronic data file containing CELDT scores for students tested during the previous and current years' AA window. The LEAs have the opportunity to review and update student demographic data during the annual DRM prior to public posting of AA results.

Test Performance Descriptors

Test performance descriptors that are based on the ELD Standards characterize what students at each performance level know and can demonstrate in English.

Title III of the Elementary and Secondary Education Act (ESEA)

Title III of the ESEA requires states to administer a test to newly enrolled students whose primary language is not English to determine their level of English language fluency. In California, the CELDT serves this purpose. Students identified through the IA as English learners must be given the CELDT annually until they are RFEP. Title III also sets AMAOs or targets that LEAs receiving Title III funds must meet, which in part are based on CELDT results.

Scale Score Ranges for 2016–17 and 2017–18 Results

Raw scores (the number of test questions answered correctly) should not be used to compare results from grade to grade or year to year. For the CELDT, scale scores are derived from raw scores. Scale scores permit the direct comparison of test results from one administration of the CELDT to another unless there have been changes in the scoring ranges. A cut point is the scale score needed to reach a specified performance level.

A CELDT common scale was developed and approved for the CELDT in 2006–07, making it possible to compare results from grade to grade. The 2016–17 and 2017–18 results should not be compared with any CELDT results prior to 2006–07. CELDT results from past years are available on the CDE DataQuest Web site at http://dq.cde.ca.gov/dataquest/.

The scale score for determining the Overall performance level for individual and group results in grades two through twelve is calculated by weighting the domain scale scores as follows: 25 percent for Listening, 25 percent for Speaking, 25 percent for Reading, and 25 percent for Writing. The comprehension score for all levels is an average of scores for Listening and Reading. The Overall performance score for kindergarten through grade one is calculated with the following weights: 45 percent for Listening, 45 percent for Speaking, 5 percent for Reading, and 5 percent for Writing.

Performance Level Scale Score Ranges

Grade K	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	220 – 361	140 – 352	220 – 231	220 – 254	220 – 296	184 – 345
Early Intermediate	362 – 408	353 – 404	232 – 299	255 – 326	297 – 353	346 – 396
Intermediate	409 – 454	405 – 456	300 – 379	327 – 382	354 – 416	397 – 447
Early Advanced	455 – 501	457 – 508	380 – 467	383 – 429	417 – 484	448 – 498
Advanced	502 – 570	509 – 630	468 – 570	430 – 600	485 – 570	499 – 598

Grade 1	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	220 – 361	140 – 352	220 – 356	220 – 371	220 – 358	184 – 357
Early Intermediate	362 – 408	353 – 404	357 – 392	372 – 405	359 – 400	358 – 405
Intermediate	409 – 454	405 – 456	393 – 467	406 – 443	401 – 460	406 – 455
Early Advanced	455 – 501	457 – 508	468 – 569	444 – 517	461 – 535	456 – 508
Advanced	502 – 570	509 – 630	570 – 570	518 – 600	536 – 570	509 – 598

Grade 2	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	220 – 374	140 – 369	280 – 420	220 – 422	250 – 397	215 – 396
Early Intermediate	375 – 425	370 – 419	421 – 472	423 – 468	398 – 448	397 – 446
Intermediate	426 – 475	420 – 469	473 – 523	469 – 513	449 – 499	447 – 495
Early Advanced	476 – 526	470 – 519	524 – 553	514 – 559	500 – 539	496 – 539
Advanced	527 – 570	520 – 630	554 – 650	560 – 690	540 – 610	540 – 635

Grade 3	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	220 – 388	200 – 387	280 – 447	220 – 436	250 – 417	230 – 414
Early Intermediate	389 – 442	388 – 435	448 – 481	437 – 478	418 – 461	415 – 459
Intermediate	443 – 497	436 – 481	482 – 541	479 – 536	462 – 519	460 – 513
Early Advanced	498 – 551	482 – 531	542 – 576	537 – 569	520 – 563	514 – 556
Advanced	552 – 640	532 – 720	577 – 700	570 – 740	564 – 670	557 – 700

Grade 4	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	220 – 401	200 – 404	280 – 473	220 – 450	250 – 437	230 – 432
Early Intermediate	402 – 460	405 – 450	474 – 490	451 – 488	438 – 475	433 – 472
Intermediate	461 – 518	451 – 496	491 – 559	489 – 549	476 – 538	473 – 530
Early Advanced	519 – 577	497 – 542	560 – 599	550 – 579	539 – 588	531 – 574
Advanced	578 – 640	543 – 720	600 – 700	580 – 740	589 – 670	575 – 700

Grade 5	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	220 – 410	200 – 410	280 – 477	220 – 454	250 – 443	230 – 437
Early Intermediate	411 – 472	411 – 458	478 – 503	455 – 496	444 – 487	438 – 482
Intermediate	473 – 536	459 – 506	504 – 563	497 – 550	488 – 549	483 – 538
Early Advanced	537 – 600	507 – 555	564 – 603	551 – 586	550 – 601	539 – 586
Advanced	601 – 640	556 – 720	604 – 700	587 – 740	602 – 670	587 – 700

Grade 6	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	230 – 412	225 – 416	320 – 480	220 – 457	275 – 446	248 – 441
Early Intermediate	413 – 483	417 – 466	481 – 515	458 – 501	447 – 499	442 – 491
Intermediate	484 – 569	467 – 517	516 – 567	502 – 552	500 – 568	492 – 551
Early Advanced	570 – 637	518 – 567	568 – 608	553 – 592	569 – 622	552 – 601
Advanced	638 – 715	568 – 720	609 – 750	593 – 780	623 – 732	602 – 741

Grade 7	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	230 – 417	225 – 422	320 – 484	220 – 461	275 – 450	248 – 446
Early Intermediate	418 – 494	423 – 475	485 – 528	462 – 507	451 – 511	447 – 501
Intermediate	495 – 571	476 – 527	529 – 571	508 – 553	512 – 571	502 – 555
Early Advanced	572 – 648	528 – 580	572 – 612	554 – 599	572 – 630	556 – 609
Advanced	649 – 715	581 – 720	613 – 750	600 – 780	631 – 732	610 – 741

Grade 8	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	230 – 426	225 – 422	320 – 496	220 – 464	275 – 461	248 – 452
Early Intermediate	427 – 507	423 – 479	497 – 542	465 – 510	462 – 524	453 – 509
Intermediate	508 – 594	480 – 538	543 – 587	511 – 556	525 – 590	510 – 568
Early Advanced	595 – 669	539 – 594	588 – 626	557 – 601	591 – 647	569 – 622
Advanced	670 – 715	595 – 720	627 – 750	602 – 780	648 – 732	623 – 741

Grade 9	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	230 – 435	235 – 422	320 – 508	220 – 466	275 – 471	251 – 457
Early Intermediate	436 – 518	423 – 484	509 – 556	467 – 513	472 – 537	458 – 517
Intermediate	519 – 605	485 – 546	557 – 604	514 – 559	538 – 604	518 – 578
Early Advanced	606 – 690	547 – 609	605 – 647	560 – 605	605 – 668	579 – 637
Advanced	691 – 725	610 – 740	648 – 770	606 – 810	669 – 747	638 – 761

Grade 10	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	230 – 444	235 – 422	320 – 520	220 – 469	275 – 482	251 – 463
Early Intermediate	445 – 533	423 – 489	521 – 570	470 – 516	483 – 551	464 – 527
Intermediate	534 – 622	490 – 556	571 – 620	517 – 562	552 – 621	528 – 590
Early Advanced	623 – 711	557 – 623	621 – 664	563 – 609	622 – 687	591 – 651
Advanced	712 – 725	624 – 740	665 – 770	610 – 810	688 – 747	652 – 761

Grade 11	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	230 – 444	235 – 422	320 – 520	220 – 469	275 – 482	251 – 463
Early Intermediate	445 – 533	423 – 489	521 – 570	470 – 516	483 – 551	464 – 527
Intermediate	534 – 622	490 – 556	571 – 620	517 – 562	552 – 621	528 – 590
Early Advanced	623 – 711	557 – 623	621 – 664	563 – 609	622 – 687	591 – 651
Advanced	712 – 725	624 – 740	665 – 770	610 – 810	688 – 747	652 – 761

Grade 12	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	230 – 444	235 – 422	320 – 520	220 – 469	275 – 482	251 – 463
Early Intermediate	445 – 533	423 – 489	521 – 570	470 – 516	483 – 551	464 – 527
Intermediate	534 – 622	490 – 556	571 – 620	517 – 562	552 – 621	528 – 590
Early Advanced	623 – 711	557 – 623	621 – 664	563 – 609	622 – 687	591 – 651
Advanced	712 – 725	624 – 740	665 – 770	610 – 810	688 – 747	652 – 761

Contact Information for CELDT Related Questions

Questions About	Contact
■ Ordering Test Materials ■ Test Administration and Security ■ Scoring and Reporting of Test Results ■ Superintendent's Designation Form of CELDT District Coordinator ■ District Portal Web Login and Password	CELDT Customer Support Center Educational Data Systems Telephone: 866-850-1039 Web page: http://www.celdt.org/ E-mail: support@celdt.org
■ Testing Policy for English Learners ■ Uncommon Testing Scenarios ■ Released Test Questions ■ Testing Variations, Accommodations, and Modifications	Assessment Development and Administration Division English Language Proficiency Assessments Office/CELDT Program Telephone: 916-319-0784 Web page: http://www.cde.ca.gov/ta/tg/el/ E-mail: celdt@cde.ca.gov
■ Home Language Survey ■ Parental Rights to Decline or Remove Child from English Learner Instructional Program ■ Reclassification ■ 2012 California ELD Standards	English Learner Support Division Language Policy and Leadership Office Telephone: 916-319-0845 Web page: http://www.cde.ca.gov/sp/el/
■ IDEA Requirements ■ IEP Team ■ Accommodations and Alternate Assessments	Special Education Division Telephone: 916-445-4613 Web page: http://www.cde.ca.gov/sp/se/ E-mail: specedinfoshare@cde.ca.gov

Questions About	Contact
■ AMAOs 1, 2, and 3 ■ Title III Accountability Reporting Requirements	Analysis, Measurement, and Accountability Reporting Division (AMARD) Data, Visualization, and Reporting Office Telephone: 916-323-3071 Web page: http://www.cde.ca.gov/ta/ac/t3/ E-mail: amao@cde.ca.gov
■ CELDT Reports for State, County, LEA, and School Levels ■ Language Census Data	AMARD DataQuest Management Team Telephone: 916-327-0219 Web page: http://dq.cde.ca.gov/dataquest/ E-mail: dro@cde.ca.gov
■ Report on Long-Term English Learners and At Risk of Becoming Long-Term English Learners (per *EC* sections 313.1 and 313.2)	AMARD Data Reporting Office Telephone: 916-327-0219 Web page: http://www.cde.ca.gov/ds/sd/ E-mail: dro@cde.ca.gov
■ English Language Acquisition Status Code (e.g., EO, IFEP, English learner, or RFEP) ■ SSID ■ CELDT Scores From Previous LEAs ■ Race and Ethnicity Categories	Educational Data Management Division CALPADS Service Desk Telephone: 916-325-9210 CALPADS Service Request Form Web page: http://www2.cde.ca.gov/calpadshelp/default.aspx E-mail: calpads-support@cde.ca.gov

Internet Resources

California Assessment of Student Performance and Progress (CAASPP)
Information regarding California's new statewide student assessment system
http://www.cde.ca.gov/ta/tg/ca/

California English Language Development Test (CELDT)
Program notes, administrative documents, frequently asked questions
http://www.cde.ca.gov/ta/tg/el/

CELDT Resources
CELDT glossary, information guide, communication materials, released test questions, CELDT blueprints, and planning for students with disabilities can be found under the Coordinators, Admins and Teachers tab at
http://www.cde.ca.gov/ta/tg/el/resources.asp

DataQuest: CELDT Initial and Annual Assessment Summary Results and CELDT Criterion Reports
http://dq.cde.ca.gov/dataquest/

Educational Data Systems: CELDT Contractor
Test results interpretation materials, data file layouts, test materials ordering, training workshops
http://www.celdt.org/

English Language Development Standards
http://www.cde.ca.gov/sp/el/er/eldstandards.asp

English Learners—Specialized Programs
http://www.cde.ca.gov/sp/el/

Smarter Balanced Assessment System
http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp

Special Education—Specialized Programs
http://www.cde.ca.gov/sp/se/

Title III Accountability—Elementary and Secondary Education Act (ESEA)

Accountability and Annual Measurable Achievement Objectives (AMAOs) Requirements Under the Federal Title III of the ESEA

http://www.cde.ca.gov/sp/el/t3/

Federal Title III Requirements

http://www2.ed.gov/about/offices/list/oese/legislation.html

Reports and Information About Title III Accountability

http://www.cde.ca.gov/ta/ac/t3/