California English Language Development Test

2014–15 EDITION
GUIDE TO TEST REPORTS

This guide can help parents and others read the *California English Language Development Test (CELDT) Student Performance Level Report*.

Test Purposes

School districts are required to test the English language skills of new students whose home language is not English and students who are English learners. Districts use the CELDT. The purposes of the CELDT are to:

- Identify English learners in kindergarten through grade twelve

- Measure their skill level in English

- Check their progress in learning English each year

Test Format

The CELDT is based on the 1999 California English-language development standards. An English version of the standards is on the California Department of Education (CDE) Web page at http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf. A Spanish version is at http://www.cde.ca.gov/be/st/ss/documents/eldspan.pdf.

The CELDT measures English language skills in four domains: Listening, Speaking, Reading, and Writing.

The **Listening** domain measures how well students can understand information heard in English. Students follow directions read aloud and show they understand information and stories read to them. In kindergarten through grade two, students are also asked to say words that rhyme with other words.

The **Speaking** domain measures how well students can express thoughts and answer questions in English. Students are asked to name objects and their uses, respond to questions, and tell stories based on pictures.
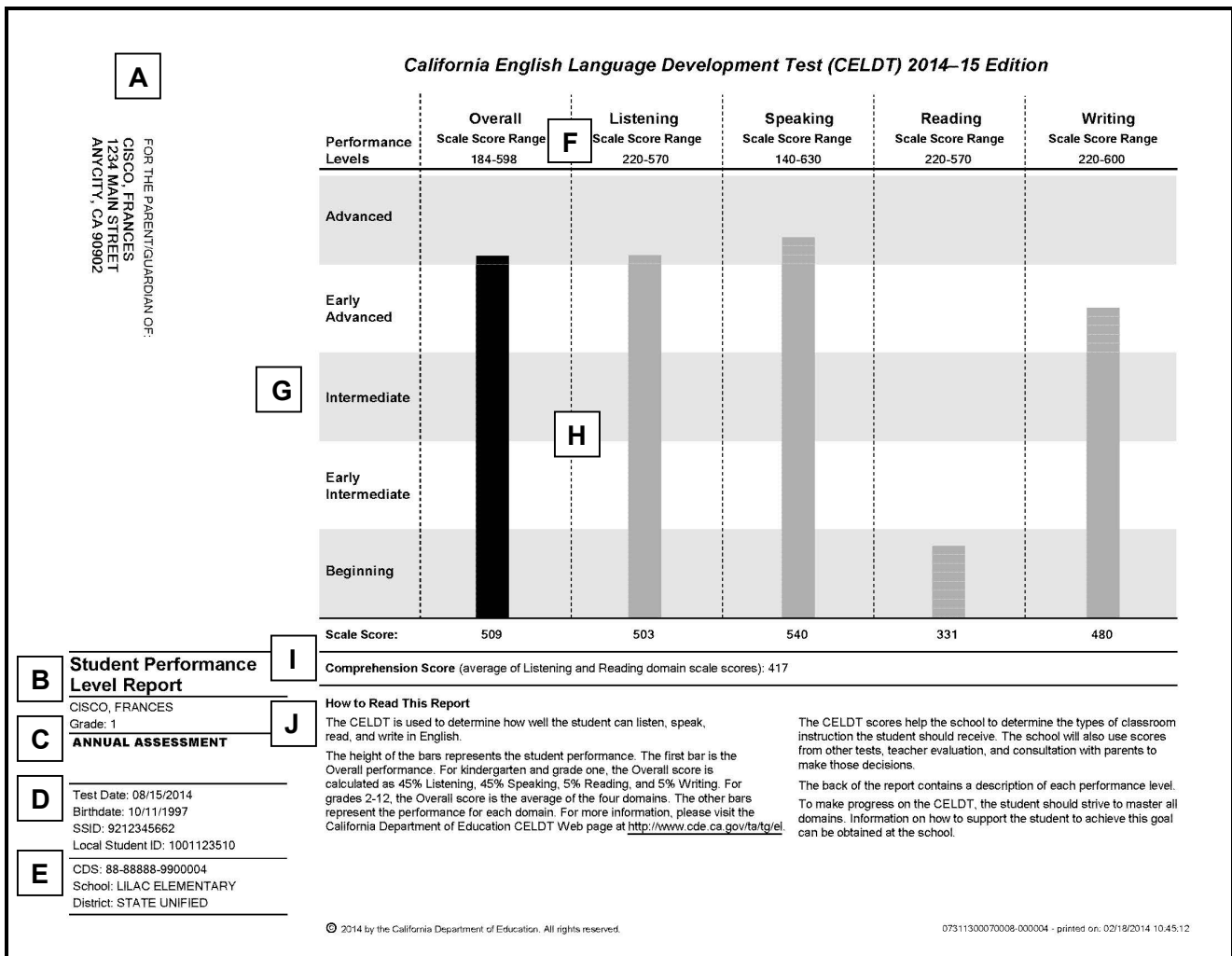
The **Reading** domain measures how well students can read in English. In kindergarten and grade one (K–1), students are asked to identify parts of a book, name letters and their sounds, and read simple words and sentences. In grades two through twelve (2–12), students are asked to choose words to complete sentences, show knowledge of vocabulary and rules about how words are formed, and show how much they understand when reading.

The **Writing** domain measures how well students can write in English. In K–1, students are asked to copy letters and words, write simple words based on a story read to them, and identify basic punctuation and capitalization needed in a short sentence. In grades 2–12, students are asked to show knowledge of grammar, write sentences, and write a short composition.

Sample CELDT test questions in English can be found in the *CELDT Released Test Questions* document. It is on the CDE Web page at http://www.cde.ca.gov/ta/tg/el/resources.asp.

The *Student Performance Level Report*

Below is a sample *CELDT Student Performance Level Report.* It shows the student's score and performance level in each domain and Overall. For K–1, the Overall score is a total of 45 percent Listening, 45 percent Speaking, 5 percent Reading, and 5 percent Writing. For grades 2–12, the Overall score is the average of all four domain scores. Each domain score and the Overall score is put into one of five performance levels a student can achieve. The levels are: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. A comprehension score (the average of the Listening and Reading domain scores) is also provided.

A

FOR THE PARENT/GUARDIAN OF:
CISCO, FRANCES
1234 MAIN STREET
ANYCITY, CA 90902

California English Language Development Test (CELDT) 2014–15 Edition

Performance Levels	Overall Scale Score Range 184-598	Listening Scale Score Range 220-570	Speaking Scale Score Range 140-630	Reading Scale Score Range 220-570	Writing Scale Score Range 220-600

F

G

Advanced

Early Advanced

Intermediate

H

Early Intermediate

Beginning

| Scale Score: | 509 | 503 | 540 | 331 | 480 |

I **Comprehension Score** (average of Listening and Reading domain scale scores): 417

B Student Performance Level Report

CISCO, FRANCES

C Grade: 1
ANNUAL ASSESSMENT

D Test Date: 08/15/2014
Birthdate: 10/11/1997
SSID: 9212345662
Local Student ID: 1001123510

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

J **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.

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Legend:
A: Student's name (last name, first name) and parent/guardian mailing address
B: Student's name and grade
C: Test purpose
D: Test date, student's birthdate, and state and local ID numbers
E: School and district where test was taken
F: Overall and the domain scores, each with the range of possible scale scores

G: Performance Levels (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning)
H: Bars and scale scores showing the student's performance level for each domain and Overall
I: Comprehension Score
J: How to Read This Report

On the *Student Performance Level Report*, the height of the bars shows how well the student did. The first bar shows the Overall performance level. The other bars show how well the student did in each domain.

CELDT scores, scores from other tests, and information from teachers and parents help the school decide the types of teaching the student should receive. To make progress on the CELDT, the student should work to master all domains. Information about how to help the student meet this goal is available at the school.

If a test modification or a different test was used for one or more domains, the domain(s) will be marked with an asterisk (*), and the report will have this footnote:

> * A test modification or an alternate assessment was used during the administration of this domain. Modifications and alternate assessments alter what the CELDT intends to measure, therefore the student receives the lowest obtainable scale score (LOSS). Because the LOSS lowers the Overall score, caution should be used when interpreting the results.

If a problem took place during testing, the affected domain(s) will be marked with a "^" symbol, and the report will have this footnote:

> ^ A testing irregularity occurred during the administration of this domain. More information can be obtained at the school.

CELDT Test Performance Descriptors

The CELDT Overall Test Performance Descriptors explain what students know and can do in English at each level. Descriptors for each domain are provided in English on the back of the *Student Performance Level Report*. Overall and test domain performance descriptors in English and other languages for grades K–1, 2, 3–5, 6–8, and 9–12 can be found online at http://www.celdt.org/resources/im/.

More Information About the CELDT

More information about the CELDT can be found on the CDE Web page at http://www.cde.ca.gov/ta/tg/el/.