



California English Language Development Test (CELDT)

“CELDT 101” Overview and Requirements

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Overview

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CELDT Laws and Regulations

California *Education Code (EC)* Sections 60810-60812

- ELD standards and test content
- Purposes for this statewide assessment
- Internet posting of results by districts

California *Code of Regulations (CCR)*, Sections 11510-11517.5

- Definitions
- Reporting requirements
- Superintendent designation of CELDT Coordinators
- Coordinators' responsibilities
- Test security
- Test variations and alternate assessments
- Apportionments



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CELDT Laws and Regulations (Cont.)

State law (*EC* sections 313 and 60810) and federal law (Title I and Title III of the Elementary and Secondary Education Act [ESEA]) require that local educational agencies (LEAs) administer a test of English language proficiency in the modalities of listening, speaking, reading, and writing to:

1. Newly enrolled students whose primary language is not English
2. Students who are English learners (ELs) as an annual assessment

For California's public school students, this test is the CELDT.



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Primary Home Language Determinations

- California *EC* Section 52164.1 requires LEAs to make a primary home language determination for all students in kindergarten through grade twelve (K–12) upon first enrollment in a California public school.
 - Once determined, the primary language need not be re-determined unless the results are disputed by a parent or guardian



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Primary Home Language Determination (Cont.)

- A sample home language survey is provided on the California Department of Education (CDE) EL Forms Web page at <http://www.cde.ca.gov/ta/cr/elforms.asp>
- State Board of Education (SBE) approved guidelines for sample home language survey if language other than English on:
 - any of first three questions, student should be tested
 - fourth question, student may be tested at LEA's discretion



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English-Language Development Standards

- CELDT questions are aligned to the California English-Language Development (ELD) Standards
- The SBE approved the ELD Standards in 1999 (See <http://www.cde.ca.gov/be/st/ss/>)
- The ELD Standards identify five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced
- The ELD Standards are organized by the domains of listening and speaking, reading, and writing



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Reporting Requirements

- Each LEA must notify parents or guardians of CELDT results within 30 calendar days following receipt of results from the testing contractor
- Regulations require student records to be transferred to the new LEA by the old LEA within 20 days upon request
- LEAs must provide translations of notices, reports, statements, and records if 15 percent or more of pupils enrolled speak a single primary language other than English, based on the annual language census data submitted to the CDE



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Purposes of the CELDT

1. Identify pupils who are ELs
2. Determine the level of English language proficiency of pupils who are ELs
3. Assess the progress of EL pupils in acquiring the skills of listening, speaking, reading, and writing in English



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Uses of CELDT Results

- **Initial Assessment (IA):**
 - Test students whose primary home language is other than English within 30 calendar days after first enrolled, or within 60 calendar days before the date of first enrollment in a California public school
- **Annual Assessment (AA):**
 - Test ELs once a year, during the AA window, to measure their progress in learning English until they are reclassified as fluent English proficient (RFEP)
- **Accountability:**
 - Results used by the CDE to calculate annual measurable achievement objectives (AMAOs) 1 and 2



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Uses of CELDT Results (Cont.)

CELDT results help schools classify students into one of three different categories:

ELs

Students who need to improve English skills to successfully participate in the regular school program

Initial Fluent English Proficient (IFEP)

Students identified as fluent in English after they take the CELDT for the first time

RFEP

Students initially identified as ELs, but later meet the requirements for English language proficiency



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Accountability

Title III of the ESEA requires the state to develop AMAOs for EL students as follows:

- AMAO 1 – Annual progress in learning English based on CELDT performance
- AMAO 2 – Attaining English proficiency on CELDT
- AMAO 3 – Meeting Adequate Yearly Progress (AYP) for the EL subgroup at the LEA level on the California Standards Test (CST), California Modified Assessment (CMA), California Alternate Performance Assessment (CAPA), and the California High School Exit Examination (CAHSEE)



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Reclassification

- *EC* Section 313 (d) specifies multiple measures be used to reclassify ELs, including all four of the following criteria:
 - Assessment of English proficiency
 - Evaluation of performance in basic skills, such as the CST for English-language arts (CST-ELA) or the California Modified Assessment for ELA (CMA-ELA)
 - Teacher evaluation
 - Parental opinion and consultation
- Decision is made locally
- Guidelines for reclassification of ELs are available on the CDE ELs Reclassification Web page at <http://www.cde.ca.gov/sp/el/rd/>



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Test Coordinators

- Annually, the District Superintendent shall:
 - Designate CELDT District Coordinator (CDC) on or before April 1, or 90 calendar days before the beginning of the AA window
 - Designate CELDT Site Coordinator for each test site within the district
 - Provide test contractor with CDC name and contact information



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Test Examiners

- To administer and score the CELDT, examiners must:
 - Be employed by the district
 - Be proficient in English
 - Receive specific training
- Recommend examiners who:
 - Are classroom teachers
 - Have complete command of English pronunciation, intonation, and fluency
 - Can correctly pronounce full range of American English phonemes



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Test Security

- LEAs must keep test materials secure at all times
- Access to test materials is limited to pupils being administered the test and employees of the LEA directly responsible for administration of the test
- Test examiners and proctors must sign security affidavit and agreement forms before receiving access to test
- Test questions must not be reproduced in written or electronic communications
- CELDT Site Coordinator must ensure that strict supervision is maintained over each pupil during the test administration
- CELDT District Coordinator must immediately notify test contractor of any security breaches or testing irregularities



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Variations, Accommodations, and Modifications

- *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* is available on the CDE CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>
- LEAs may provide certain testing variations to all pupils
- Students with disabilities shall be permitted to take the CELDT with those accommodations and modifications specified in their individualized education programs (IEPs) or Section 504 Plans



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Alternate Assessments

- Students with disabilities who are unable to take the entire CELDT (or any section of the test) with variations, accommodations, or modifications shall:
 - Be administered an alternate assessment for English language proficiency as set forth in their IEP
 - Receive the lowest obtainable scale score for the section(s) of the test for which alternate assessments were administered



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Apportionments

- LEAs receive \$5 for each test scored by the test contractor
- CDE sends out apportionment information reports by November 15
- District superintendent to certify and submit to CDE the number of tests administered by December 31



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Contact Information

Assessment, Accountability, and Awards Division CELDT and Title III Accountability Office

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