California English Language Development Test (CELDT)

"CELDT 101"
Regulations and Requirements

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CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction

Overview

- CELDT Laws
- CELDT Regulations
- Primary Home Language Determinations
- American Sign Language
- English Language Development (ELD) Standards
- Reporting Requirements
- Uses of CELDT Results
- Accountability and Reclassification
- Test Coordinators and Examiners
- Test Security
- Variations, Accommodations, and Modifications
- Alternate Assessments
- Apportionments
- Contact Information

CELDT Laws

State law (*Education Code* [*EC*] sections 313 and 60810) and federal law (Titles I and III of the Elementary and Secondary Education Act [ESEA]) require that local educational agencies (LEAs) administer a state test of English language proficiency and develop Annual Measurable Achievement Objectives (AMAOs) for:

(1) Newly enrolled students whose primary language is not English as an initial assessment (IA)

(2) Students who are English learners as an annual assessment (AA).

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

CELDT Laws (cont.)

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

- *EC* Section 60810—Purposes for this statewide assessment

- *EC* Section 60811—ELD Standards comparable in rigor and specificity to English–language arts common core state standards

- *EC* Section 60811.3—Requires ELD Standards to link with the academic content standards for mathematics and science

- *EC* Section 60812—Internet posting of results by districts for public viewing

CELDT Laws (cont.)

EC 60810

The CELDT has three purposes:

- To identify students who are limited English proficient (LEP)

- To determine the level of English language proficiency of LEP students

- To assess the progress of LEP students in acquiring the skills of listening, speaking, reading, and writing in English

CELDT Regulations

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California Code of Regulations (5 *CCR*)**, Title 5, Sections 11510–11517.5**

- Definitions

- Reporting requirements

- Superintendent designation of CELDT Coordinators

- Coordinators' responsibilities

- Test security

- Test variations and alternate assessments

- Apportionments

Primary Home Language Determinations

For all students in kindergarten through grade 12 upon first enrollment in California public school, the LEA uses a standardized procedure to identify English learners.

- This begins with a home language survey (HLS).

- Once determined, the primary language need not be re-determined 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 either Initial Fluent English (IFEP) or English learner, changing the HLS will not change the student's identification.

- The student's English learner status will change only when an LEA reclassifies the student.

Primary Home Language Determinations (cont.)

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- 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 HLS 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

American Sign Language

- Not considered a "language other than English"
- For students who use American Sign Language (ASL) for communication:
  - Assessment with the CELDT should not be considered if the student has not been exposed to a language other than English.
  - The CELDT should be administered if HLS indicates that another primary language other than English.
- For hearing students of deaf parents who use ASL in the home
  - The CELDT should not be administered unless the student is exposed to a language other than English.

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English Language Development Standards

- CELDT questions are aligned to the California English Language Development (ELD) Standards approved by the SBE in 1999

- The 1999 ELD Standards identify five proficiency levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced

- The 1999 ELD Standards are organized by the domains of listening and speaking, reading, and writing

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Reporting Requirements

- According to *CCR*, Title 5, Section 11511.5 each LEA must notify parents or guardians of CELDT results within 30 calendar days following receipt of results from the testing contractor.

- 5 *CCR* Section 11512 requires student records to be transferred to the new LEA by the previous LEA within 20 calendar days upon request.

- In compliance with *EC* 48985, 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.

11

Uses of CELDT Results

The CELDT has two testing windows:

- **Initial Assessment (IA) Window, July 1–June 30:**

  – Test students whose primary 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, but not before July 1.

- **Annual Assessment (AA) Window, July 1–October 31:**

  – Test ELs once a year, during the AA window, to measure their progress in learning English until the LEA reclassifies the student as fluent English proficient (RFEP).

- **Accountability:**

  – Results used by the CDE to calculate AMAOs 1 and 2.

Uses of CELDT Results (cont.)

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

- **ELs:** Students who need to improve English skills to successfully access core curriculum (English–language arts, math, and science).

- **Initial Fluent English Proficient (IFEP)**: Students identified as fluent in English even though the student has had exposure to a primary language other than English.
  – Determined after the student has taken the CELDT for the first time.

- **Reclassified Fluent English Proficient (RFEP):** Students initially identified as ELs, but later meet the requirements for English language proficiency and were reclassified.

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.

    - CELDT is not used to meet this criterion.

- Accountability Report Information Guide

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

Reclassification

- *EC* Section 313(f) specifies that multiple measures be used to reclassify ELs but must include at least all four of the following criteria:

  – Assessment of English language proficiency

  – Teacher evaluation

  – Parental opinion and consultation

  – 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

- Decision is made locally.

Reclassification (cont.)

- State Board of Education guidelines for reclassification of ELs are available at the following Web pages:

  – Reclassification Web page
    http://www.cde.ca.gov/sp/el/rd/

  – CELDT Resources Web page

    CELDT Information Guide
    http://www.cde.ca.gov/ta/tg/el/resources.asp

Test Coordinators

Mandated by 5 *CCR*, sections 11513 and 11513.5, 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

Test Examiners

- 5 *CCR*, Section 11510 defines that 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

Test Security

5 *CCR*, Section 11514 ensures that:

- 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 materials

- 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

Specifics on variations, accommodations, and modifications are defined by 5 *CCR,* sections 11516 to 11516.6

- Matrix Two: *Matrix of Testing Variations, Accommodations, and Modifications for Administration of the California High School Exit Examination, California English Language Development Test, and the Physical Fitness Test*

- Matrix Two is available on the CDE Assessment Information Web page at http://www.cde.ca.gov/ta/tg/el/resources.asp

Variations, Accommodations, and Modifications (cont.)

Specifics on variations, accommodations, and modifications are defined by 5 *CCR,* sections 11516 to 11516.6

- 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 program (IEP) or Section 504 plans

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Alternate Assessments

5 *CCR*, Section 11516.7 warrants that:

- The IEP team is in the best position to select appropriate assessments for students with severe cognitive disabilities.

- The *CELDT Information Guide* provides a user-friendly checklist for determining the appropriateness of alternate assessments in place of the CELDT.

- Appropriate alternate assessment(s) must be identified annually in a student's IEP.

- The results of alternate assessments are not comparable to CELDT results and the student shall receive the lowest obtainable score (LOSS).

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22

Apportionments

5 *CCR*, Section 11517 specifies:

- LEAs receive $5 for each test scored by the test contractor.

    - Apportionments received for only eligible test takers during the IA and AA windows.

- 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.

Contact Information

TOM TORLAKSON
State Superintendent
of Public Instruction

English Language Proficiency and Alternate Assessments (ELPAA) Office

CELDT Program

Phone: 916-319-0784

E-mail: celdt@cde.ca.gov

Web page: http://www.cde.ca.gov/ta/tg/el/