
California English Language Development Test (CELDT)



Explaining and Using 2009–10 Summary Results

- Information for School District and School Staff
- Assistance for Accessing and Reporting Internet Results

June 2010

Prepared by the
California Department of Education

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Introduction

The California English Language Development Test (CELDT) is administered each year as an initial assessment (IA) to newly enrolled students whose primary language is not English and as an annual assessment (AA) to students who are English learners.

The primary purpose of *Explaining and Using 2009–10 Summary Results* is to provide information and materials to assist school district and county office of education personnel responsible for:

- Communicating summary results of the annual administration of the CELDT to staff, parents and guardians, the public, and the media.
- Working with school district and school staff to incorporate CELDT data into their annual evaluation of programs and services for English learners.

The assistance materials in this packet feature a program overview, a reporting and public release schedule, scale score ranges for CELDT performance levels, Internet report descriptions and sample reports, and instructions for importing CELDT data. A glossary of terms and acronyms related to the CELDT and a listing of resources on the Internet also are included.

More Information about the CELDT

This packet, along with additional information about the CELDT, is available on the California Department of Education CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.

Explaining and Using 2009–10 Summary Results

Section 1 Information for School District and School Staff

What's New in 2009–10

Program Overview for
2009–10

Reporting/Public Release
Dates for 2009–10 Results

Scale Score Ranges for
2009–10 Results

What's New in 2009–10

Prior to 2009–10, students in kindergarten and grade one (K–1) whose primary language was not English were assessed only in the domains of listening and speaking. In 2007, California *Education Code (EC)* Section 60810 was amended to allow the California Department of Education (CDE) to develop an early literacy assessment to test students in K–1 in the domains of reading and writing in English. A field study was conducted in spring 2009, and the new early literacy test became part of the 2009–10 administration of the CELDT. With this addition, local educational agencies (LEAs) now test all eligible students in kindergarten through grade twelve in the four domains of listening, speaking, reading, and writing.

Standard setting was conducted in January 2010, and recommended performance level cut scores for the reading and writing domains in K–1 were approved by the State Board of Education (SBE) in May 2010. Scale scores for reading and writing in K–1 were not available for 2009–10. Results for these two domains have been reported as raw scores only on the individual student performance level reports. For English learners in K–1, the overall performance level scores reported on the AA summary results for 2009–10 are based only on the scale scores for listening and speaking. Guidance will be forthcoming this summer from the SBE and the CDE in regards to calculating the overall performance levels for students in K–1 in 2010–11.

In 2009–10, the CDE and CELDT testing contractor (Educational Data Systems) began presenting *CELDT Live!* online WebEx trainings with a program overview, critical updates, and/or procedural changes for LEAs. These interactive workshops provide timely information for LEAs on the administration, scoring, and reporting of the CELDT. Information about participating in *CELDT Live!* is available on the Educational Data Systems CELDT Workshops Web page at <http://www.celdt.org/workshops>.

Program Overview for 2009–10

State law (EC sections 313 and 60810) and federal law (Title III of the Elementary and Secondary Education Act [ESEA]) require that LEAs administer a test of English language proficiency to (1) newly enrolled students whose primary language is not English, and (2) students who are English learners as an annual assessment. For California's public school students, this test is the CELDT.

The CELDT has three purposes:

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

The CELDT is aligned with the English Language Development (ELD) standards adopted by the SBE. Links to the ELD standards are available in both English and Spanish on the CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/>.

Student Eligibility

All students in kindergarten through grade twelve whose primary language is not English must take the CELDT within 30 calendar days after they are first enrolled in a California public school to determine if they are English learners. A student's primary language is identified on the Home Language Survey (HLS), which is completed by parents or guardians when they register their children in a California school for the first time. The CELDT also must be given to students identified as English learners annually until they are reclassified as fluent English proficient (RFEP).

CELDT Administration Windows

The testing window for the 2009–10 AA administration began on July 1, 2009, and ended on October 31, 2009. The testing window for the IA administration for 2009–10 also began on July 1, 2009, and is scheduled to end on June 30, 2010.

Reporting 2009–10 Results

In accordance with state regulations (*California Code of Regulations*, Title 5, Division 1, Chapter 11, Article 2, Section 11511.5), LEAs must send individual CELDT results to parents or guardians within 30 calendar days after they are received from the testing contractor. It takes an average of eight weeks to score the tests and return results to LEAs after the completed tests are received by the testing contractor. The individual results are used to identify English learners and to monitor their progress toward English language fluency. These scores may be used to place students in appropriate instructional settings before the official results are received from the testing contractor.

More information about using individual results for initial identification and reclassification purposes is available in *Understanding and Using 2009–10 Individual Results: Information for School District and School Staff*, which is posted on the CDE CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.

Note: Information about Internet posting of summary CELDT results is described on page 11 in Section II of this document.

Using Initial and Annual Assessment Results

The IA individual results are used to identify English learners and to assist LEAs and schools with placement and program decisions. The AA summary results provide an ongoing measure of how well English learners are acquiring English and may be used for program planning and evaluations.

Summary results of the annual CELDT administration also are used to determine whether LEAs receiving Title III funds are meeting their annual measurable achievement objectives (AMAOs). More information about Title III Accountability and AMAO requirements are available on the CDE Title III Web page at <http://www.cde.ca.gov/sp/el/t3/>.

Reporting/Public Release Dates for 2009–10 Results

May 2010

Final 2009–10 annual CELDT results for schools, LEAs, and the state posted on the CDE CELDT Test Results Web site at <http://celdt.cde.ca.gov/> for public release

State news release of annual 2009–10 CELDT results distributed to media and LEAs and posted on the CDE Web site at <http://www.cde.ca.gov/>

June 2010

Explaining and Using 2009–10 Summary Results posted on the CDE Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>

November 2010

2009–10 IA CELDT results and combined (IA and AA) results for schools, LEAs, and the state posted on the CDE CELDT Test Results Web site at <http://celdt.cde.ca.gov/> for public release

Scale Score Ranges for 2009–10 Results

In 2006–07, the State Board of Education (SBE) approved five performance level cut scores at every grade. These scale score cut points apply to California English Language Development Test (CELDT) results for initial assessment (IA) and annual assessment (AA) administrations, beginning on July 1, 2006. Cut scores fall between each range of performance for every level. The five performance levels are: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

Scale Scores and the CELDT Common Scale

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. Unlike 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.

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. Pending SBE approval, the overall performance level for K–1 in 2009–10 will be calculated.

A common scale was developed and approved for the CELDT in 2006–07, making it possible to compare results from grade to grade. The 2009–10 results may be compared to the 2008–09, 2007–08, and 2006–07 results but should not be compared with any CELDT results prior to 2006–07. CELDT results from past years are available on the CDE CELDT Results Web site at <http://celdt.cde.ca.gov/>.

Performance Level Scale Score Ranges

Grade K	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	220 – 361	140 – 352				180 – 356
Early Intermediate	362 – 408	353 – 404				357 – 406
Intermediate	409 – 454	405 – 456				407 – 455
Early Advanced	455 – 501	457 – 508				456 – 504
Advanced	502 – 570	509 – 630				505 – 600

Grade 1	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	220 – 361	140 – 352				180 – 356
Early Intermediate	362 – 408	353 – 404				357 – 406
Intermediate	409 – 454	405 – 456				407 – 455
Early Advanced	455 – 501	457 – 508				456 – 504
Advanced	502 – 570	509 – 630				505 – 600

Grade 2

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

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

Grade 3

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

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

Grade 4

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

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

Grade 5

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

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

Grade 6

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

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

Grade 7

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

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

Grade 8

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

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

Grade 9

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

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

Grade 10

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

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

Grade 11

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

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

Grade 12

Beginning
Early Intermediate
Intermediate
Early Advanced
Advanced

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

Explaining and Using 2009–10 Summary Results

Section 2 **Assistance for Accessing and Reporting Internet Results**

Internet Posting of
2009–10 Results

Sample Internet
Reports

Instructions for
Importing Data

Internet Posting of 2009–10 Results

The 2009–10 summary results for the AA window for schools, LEAs, and the state were posted in May 2010 on the CDE CELDT Results Web site at <http://celdt.cde.ca.gov/>. Results of the combined IA and AA summary results for the 2009–10 school year will be posted in November 2010.

Reports for the 2009–10 AA administration window posted on the Internet will provide the following summary results 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 approved by the SBE*

Internet Summary Reports

The Internet summary reports will:

- Be accessible through the CDE CELDT Results Web site at <http://celdt.cde.ca.gov/>.
- Allow searching for results by school name, school district, county, and the state.
- Display CELDT aggregate results for the AA for the state, LEAs, and schools for all English learners who took the test.
- Report scores for groups of four or more students by overall performance level.

* The CELDT criterion is an overall score of Early Advanced or higher and scores at Intermediate or higher for each domain assessed (listening, speaking, reading, and writing).

- Include the number and percentage of students achieving each of the five performance levels (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced) for the following populations:
 - All Students
 - Female Students
 - Male Students
 - English Learners (ELs) in English Language Development (ELD) Program
 - ELs in ELD and Specially Designed Academic Instruction in English (SDAIE)
 - ELs in ELD and SDAIE With Primary Language Support
 - ELs in ELD and Academic Subjects Through Primary Language
 - Other EL Instructional Services
 - No EL Instructional Services
 - Students not Receiving Special Education Services
 - Gifted and Talented
 - Migrant Education
 - Students Receiving Special Education Services
 - Students Receiving Special Education Services Tested With Modifications or Alternate Assessments
 - Primary Language–Spanish
 - Primary Language–Vietnamese
 - Primary Language–Cantonese
 - Primary Language–Korean
 - Primary Language–Filipino (Pilipino Or Tagalog)
 - Primary Language–Hmong
 - Primary Language–Mandarin (Putonghua)
 - Primary Language–Armenian
 - Primary Language–Khmer (Cambodian)
 - Primary Language–Russian
 - Primary Language–Other
 - Primary Language–Not Specified

- Include the number and percentage of students who met the CELDT criterion approved by the SBE.

Research File Formats

Downloadable research files, which provide complete test data tables that can be put in user-friendly formats, will be available as:

- Fixed-length ASCII
- Comma-delimited

Sample Internet Report



California Department of Education
Statewide Assessment Division

CELDT Reporting Home » Reports » State Report

California English Language Development Test (CELDT) State of California

Year:

State:

County:

Assessment:

Subgroup:

Report Type:

[Research Files](#)

Note: The first row in each table contains numbers 1 through 12 which represent Grade 1 through Grade 12 respectively. Additionally, K stands for Kindergarten.

Number and Percent of Students at Each Overall Performance Level

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Advanced	70 (1.0%)	14,947 (8.0%)	9,544 (6.0%)	11,760 (7.0%)	10,972 (8.0%)	12,380 (11.0%)	9,641 (11.0%)	12,514 (15.0%)	11,564 (14.0%)	5,382 (7.0%)	4,928 (7.0%)	6,355 (10.0%)	6,877 (12.0%)	116,934 (9.0%)
Early Advanced	420 (8.0%)	46,766 (27.0%)	38,310 (22.0%)	34,580 (21.0%)	38,263 (28.0%)	42,852 (38.0%)	30,563 (33.0%)	34,358 (40.0%)	32,084 (40.0%)	25,913 (34.0%)	26,032 (36.0%)	25,172 (40.0%)	21,776 (40.0%)	397,089 (31.0%)
Intermediate	1,484 (28.0%)	68,116 (39.0%)	67,073 (39.0%)	70,898 (44.0%)	60,142 (45.0%)	42,682 (37.0%)	36,559 (40.0%)	26,311 (31.0%)	25,145 (31.0%)	30,160 (39.0%)	27,228 (37.0%)	20,508 (32.0%)	16,375 (30.0%)	492,681 (38.0%)
Early Intermediate	1,719 (32.0%)	31,931 (18.0%)	39,764 (23.0%)	30,975 (19.0%)	16,010 (12.0%)	10,309 (9.0%)	9,713 (11.0%)	8,536 (10.0%)	7,694 (10.0%)	10,341 (13.0%)	9,842 (13.0%)	7,429 (12.0%)	5,956 (11.0%)	190,219 (15.0%)
Beginning	1,642 (31.0%)	14,531 (8.0%)	17,767 (10.0%)	14,500 (9.0%)	9,341 (7.0%)	5,617 (5.0%)	5,059 (6.0%)	4,263 (5.0%)	4,151 (5.0%)	5,024 (7.0%)	5,194 (7.0%)	4,000 (6.0%)	4,119 (7.0%)	95,208 (7.0%)
Number Tested	5,335 (100.0%)	176,291 (100.0%)	172,458 (100.0%)	162,713 (100.0%)	134,728 (100.0%)	113,840 (100.0%)	91,535 (100.0%)	85,982 (100.0%)	80,638 (100.0%)	76,820 (100.0%)	73,224 (100.0%)	63,464 (100.0%)	55,103 (100.0%)	1,292,131 (100.0%)

Domain Mean Scale Scores

Domain	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening	378.0	430.0	475.2	480.4	512.3	538.6	556.2	575.8	586.9	579.0	593.6	605.4	604.0
Speaking	366.6	434.8	485.8	491.9	513.9	530.0	530.2	546.4	556.1	552.8	560.9	569.9	572.2
Reading	n/a	n/a	441.3	480.3	508.1	529.2	536.3	549.4	561.8	558.7	573.0	583.6	584.3
Writing	n/a	n/a	450.7	485.6	508.0	524.9	531.1	543.2	553.2	543.1	549.0	552.7	547.9

Notes:

- Subgroup options vary by year.
- Summary data is not provided when there are three or fewer students in a particular subgroup (indicated by three asterisks ***).
- 2009-10 Edition summary results are reported using the common scale that was first used in 2006-07. Results may be compared with the results for 2006-07 and later but should not be compared to results earlier than 2006-07.

Report generated: Thursday, June 10, 2010

Data last updated: Friday, May 21, 2010

Sample Internet Report



California Department of Education
Statewide Assessment Division

CELDT Reporting Home » Reports » State Report

California English Language Development Test (CELDT) State of California

Year:

State: [California](#)

County:

Assessment:

Subgroup:

Report Type:

[Research Files](#)

Note: The first row in each table contains numbers 1 through 12 which represent Grade 1 through Grade 12 respectively. Additionally, K stands for Kindergarten.

Students Meeting CELDT Criterion

	K	1	2	3	4	5	6	7	8	9	10	11	12
# Students	477	61,154	37,478	43,762	46,883	52,709	37,693	43,285	40,335	27,841	27,440	28,697	26,256
% Students	9	35	22	27	35	46	41	50	50	36	37	45	48
Number Tested	5,335	176,291	172,458	162,713	134,728	113,840	91,535	85,982	80,638	76,820	73,224	63,464	55,103

Notes:

- Subgroup options vary by year.
- Summary data is not provided when there are three or fewer students in a particular subgroup (indicated by three asterisks ***).
- 2009-10 Edition summary results are reported using the common scale that was first used in 2006-07. Results may be compared with the results for 2006-07 and later but should not be compared to results earlier than 2006-07.

Report generated: Thursday, June 10, 2010

Data last updated: Friday, May 21, 2010

Instructions for Importing Data

Access Database Empty Shell

How to import comma-delimited files into the Access Database Empty Shell:

An Access Database Empty 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 Access Database Empty Shell. (**Note:** The shell is to be used with Access 2000 or higher version.)
3. Download the comma-delimited files that you want from the CELDT Research Files Web page.
4. Extract the Access Database Empty Shell to a folder (e.g., "c:\research\"). You should now have a file named "2009_2010_CELDT_Data_Shell.mdb."
5. Extract the comma-delimited file(s) you downloaded to a folder (e.g., "c:\research\").
6. Open the Access Database Empty Shell ("2009_2010_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_2009_2010" from the drop-down menu and select "Next."
 - 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 Access Database Empty Shell and instructions for its use are provided as a courtesy by the CDE. Technical questions should be directed to LEA staff.

Explaining and Using 2009–10 Summary Results

Resources

Glossary of Terms and
Acronyms

Resources Available on
the Internet

Glossary of Terms and Acronyms

Annual Assessment (AA)	The California English Language Development Test (CELDT) is given once each year to English learners as an annual assessment (also referred to as AA) of their progress toward English language proficiency.
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 California English Language Development (ELD) Standards in kindergarten through grade twelve. Three purposes for the CELDT are specified in state law, including: 1) identifying students as limited English proficient, 2) determining the level of English language proficiency (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. Additional information regarding the CELDT is available on the CDE CELDT Web page at http://www.cde.ca.gov/ta/tg/el/ .
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 kindergarten through grade twelve.
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	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.
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 three-week period after the close of the AA window. Designated CELDT District Coordinators are granted secure access to the Student Score File (SSF) 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 ELD standards, adopted by the State Board of Education (SBE) in 1999, define what English learners in California's public schools must know and be able to do as they progress toward full fluency in English. Links to the ELD standards are available in both English and Spanish on the CDE Content Standards Web page at http://www.cde.ca.gov/be/st/ss/ .
English Learner (EL)	An EL is a student in kindergarten through grade twelve 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 English language proficiency to newly enrolled students whose primary language is not English and to ELs as an annual assessment. Since 2001, this test for California's public school students has been the CELDT.
Home Language Survey (HLS)	In accordance with California <i>Education Code (EC)</i> Section 52164.1, LEAs are required to have a HLS form completed by the student's parent or guardian at the time of first enrollment in a California public school, indicating the language used in the home. A sample is available on the Clearinghouse for Multilingual Documents Web page .

Initial Fluent English Proficient (IFEP)	Students with a primary language other than English who took the CELDT within 30 days of enrollment in a U.S. public school and who met the LEA criterion for English language proficiency are identified as IFEP.
Initial Assessment (IA)	As an IA of English language fluency, the CELDT is first given to students, whose primary language is not English, within 30 days of enrollment.
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. In accordance with ELD standards, student CELDT scores are identified as falling into one of five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.
Performance Level Cut Score	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 in 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 if a student has acquired sufficient English language fluency to perform successfully in academic subjects without ELD support. The reclassification process is based on SBE-approved guidelines.

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 English language proficiency are determined to be RFEP.

The SBE established guidelines, based on *EC* Section 313(d), for school districts to use in reclassifying students from English learner to fluent English proficient (RFEP). The four criteria are:

- (1) Assessment of English language proficiency, which in California is the CELDT;
- (2) Comparison of performance in basic skills against an empirically established range of performance in basic skills;
- (3) 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 school districts use to determine students' academic performance; and
- (4) Parent opinion and consultation, which involves parents or guardians, if possible, in a discussion about their child's English language proficiency and meeting the guidelines for reclassification.

Research Files

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.

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.

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. School districts 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 initial assessment as ELs must be given the CELDT annually until they are RFEP. Title III also sets AMAOs or targets that school districts receiving Title III funds must meet, which in part are based on CELDT results.

Resources Available on the Internet

California English Language Development Test Summary Results

The state, LEA, and school level annual assessment summary results are posted on the CDE DataQuest Web site at <http://dq.cde.ca.gov/dataquest/>. This Web site includes historical data for the CELDT. It includes the annual group results for the CELDT's IA, AA, and all CELDT assessments combined (IA and AA). The AA results are posted each spring, and the IA and combined assessment results are posted in the fall.

CELDT Resources

The following CELDT resources are available on the CDE CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.

- **CELDT Blueprints and Preface.** The primary purpose of this document is to identify the ELD Standards that are assessed on the CELDT by grade span for the domains of listening, speaking, reading, and writing.
- **Released Test Questions.** The purpose of this document is to provide released test questions (RTQs) from the CELDT administrations (2003–04 through 2005–06) for use by LEA administrators and teachers who work with English learners. These RTQs cover the four domains assessed by the CELDT: listening, speaking, reading, and writing.
- ***Explaining and Using 2009–10 Summary Results.*** The purpose of this packet is to provide information about the public release of CELDT results to assist LEA personnel responsible for working with the staff, parents, public, and media.

- **Technical Documentation.** These documents include technical reports and other reports for anyone interested in learning more about the practices and procedures that validate the inferences made from the CELDT scores.

Title III Accountability — Elementary and Secondary Education Act

Guidance on accountability and AMAO requirements under the federal Title III of the ESEA is provided under Title III Accountability Requirements on the CDE Title III Web page at <http://www.cde.ca.gov/sp/el/t3/>. More information on federal Title III requirements is available on the U.S. Department of Education Office of Elementary and Secondary Education Web site at <http://www.ed.gov/about/offices/list/oese/legislation.html> (Outside Source).

Reports and information about Title III Accountability, prepared by the Assessment, Accountability, and Awards Division, are available on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/>.

Special Education – Specialized Programs

Information and resources for helping administrators, teachers, support staff, parents, and guardians address the unique educational needs of students with disabilities are available on the CDE Specialized Programs – Special Education Web page at <http://www.cde.ca.gov/sp/se/>.

English Learners – Specialized Programs

Program assistance and other information to improve language proficiency of English learners and help them meet state-adopted content standards are available on the CDE Specialized Programs – English Learners Web page at <http://www.cde.ca.gov/sp/el/>.

Recursos en Español (Spanish Translations)

Spanish translations of the information brochure for parents and guardians, which provides easy-to-understand information about the CELDT and students' scores, and the sample letters are available on the CDE CELDT Recursos en Español Web page at <http://www.cde.ca.gov/ta/tg/el/spanish.asp>.

English Language Development Standards

State-adopted ELD standards can be found on the CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/>.

Outside Sources

A *2009–10 Edition Guide to Test Interpretation* about the CELDT for parents and guardians is available in English and eleven other languages on the Educational Data Systems Web site at <http://www.celdt.org/resources/im/> (Outside Source) under “Reporting and Interpretation Materials.”