



California English Language Development Test (CELDT)

“CELDT 101” Regulations and Requirements

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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.



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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



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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



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CELDT Regulations

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



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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.



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Primary Home Language Determinations (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 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



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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.

English Language Development Standards



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- 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.



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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.



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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 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.



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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.
 - CELDT is not used to meet this criterion.
- Accountability Report Information Guide
<http://www.cde.ca.gov/ta/ac/t3/>



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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.



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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>



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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



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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



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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>



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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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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.



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Contact Information

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/>