

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.
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	For grades two through twelve (2–12), 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. For kindergarten and grade one (K–1), the CELDT criterion is an overall score of Early Advanced or higher and scores for the listening and speaking domains at Intermediate or higher. The reading and writing domain scores are not considered for K–1.
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 AA. 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 CDE English Learner Forms Web page at http://www.cde.ca.gov/ta/cr/el/elforms.asp .

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.
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.
Local Educational Agency (LEA)	An LEA is a government agency which supervises local public primary and secondary schools in the delivery of instructional and educational services. LEAs include school districts, county offices of education, special state schools, and independent public charter schools.
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, or Advanced.
Performance Level Cut Scores	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. <i>EC</i> Section 313(d) specifies the four criteria that must be used when making reclassification decisions locally.

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.

EC Section 313(d) specifies four criteria that LEAs must use in reclassifying students from English learner to fluent English proficient (RFEP). The four criteria are:

- Assessment of English language proficiency, which in California is the CELDT.
- 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 LEAs use to determine students' academic performance.
- 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.
- Comparison of performance in basic skills, against an empirically established range of performance in basic skills (e.g., the CST for ELA or the CMA for ELA).

Released Test Questions (RTQs)

RTQs are a series of retired test items by grade span that site and district coordinators, teachers, and support staff who work with English learners may use as practice questions to help prepare their students for the types of questions that may be encountered on the CELDT. They may also be used as a resource for parents whose children have taken the CELDT. RTQs cover the four domains assessed by the CELDT: listening, speaking, reading, and writing.

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.

State Board of Education (SBE)	The SBE is a state educational agency that sets education policy for kindergarten through grade twelve in the areas of standards, instructional materials, assessment, and accountability. The SBE adopts textbooks for kindergarten through grade eight, adopts regulations to implement legislation, and has the authority to grant waivers for certain sections of the <i>EC</i> . The SBE has eleven members appointed by the Governor.
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. The LEAs 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 IA as ELs must be given the CELDT annually until they are RFEP. Title III also sets AMAOs or targets that LEAs receiving Title III funds must meet, which in part are based on CELDT results.