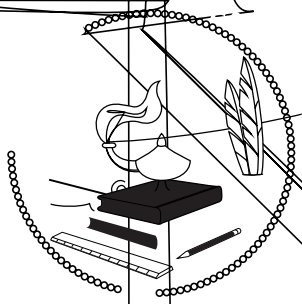


,QWURGXFWLRQ

:KDW1HZ

The CELDT will continue to be administered until the new English Language 3UR¿FLHQF\ $VVHVVPHQWV IRU &DOLIRUQLD (/3$& EHF the CELDT will continue to be administered as usual. In 2017–18, the CELDT will EH DGPLQLVWHUHG IRU WKH SXUSRVH RI LQLWLDO LGHQ the transition from the CELDT to the ELPAC, access the Comparison Chart on the ELPAC Web page located at http://www.cde.ca.gov/ta/tg/ep/celdtelpaccompare.asp.

weeks after the completed tests are sent to the test contractor for scoring. CELDT UHVXOWV DUH FRQ¿GHQWLDO DQG LQGLYLGXDO UHVXOW WHDFKHU V DQG SDUHQWV RU JXDUGLDQV

Information about reporting results to parents and guardians is provided on pages 25–37 and information about the reporting of summary results online is provided on page 38.

8VLQJ ,QLWLDO DQG $QQXDO $VVHVV

CELDT results are not used to measure academic achievement. The IA results are used to identify English learners who need to develop their skills in listening, speaking, reading, and writing in English. This information is used to assist LEAs DQG VFKRROV ZKHQ PDNLQJ SODFHPHQW GHFLVLRQV IR as English learners. The IA results also are used to identify students who are initial ÀXHQW (QJOLVK SUR¿FLHQW ,)(3 DQG DUH DEOH WR SD program.

The AA results are used to see how well English learners are progressing toward ELP. This information is used to assist LEAs and schools in the ongoing process of program monitoring and evaluation. The AA results also are one of four criteria XVHG WR GHWHUPLQH ZKHWKHU (QJOLVK OHDUQHUV DU RQ WKH EDVLV RI WKH UHFODVVL¿FDWLRQ SURFHVV GH accordance with state law.

3ODQQHG 7HVWLQJ DQG 5HSRUWLQJ 6FKHGXOH IRU ± DQG

- X O \ 2016–17 CELDT IA and AA testing windows open.

2 F W R E H U 2016–17 CELDT AA testing window closes.

) D O O ± ,$ DQG FRPELQHG ,$ DQG $$ VXPI schools, LEAs, and the state are publicly posted on the CDE DataQuest Web site at http://dq.cde.ca.gov/dataquest/.

6 S U L Q J 2016–17 AA summary results for schools, LEAs, and the state are publicly posted on the CDE DataQuest Web site at http://dq.cde.ca.gov/dataquest/.

- X Q H 2016–17 CELDT IA testing window closes.

- X O \ 2017–18 CELDT IA testing window opens.

) D O O ± ,$ DQG FRPELQHG ,$ DQG $$ VXPI schools, LEAs, and the state are publicly posted on the CDE DataQuest Web site at http://dq.cde.ca.gov/dataquest/.

- X Q H 2017–18 CELDT IA testing window closes.

) D O O 2017–18 summary results for schools, LEAs, and the state are publicly posted on the CDE DataQuest Web site at http://dq.cde.ca.gov/dataquest/.

&(/'7 'RPDLQV DQG 7HVW &RPSRQ

,QLWLDO ,GHQWL¿FDWLRQ RI (QJ

6WHS 'HWHUPLQDWLRQ RI 6WXGHQW

In accordance with EC 6HFWLRQ G RQH RI WKH SXUSRVHV F
to identify students who are LEP. EC 6HFWLRQ D GH¿QHV DQ /(3 VW
student who does not speak English or whose native language is not English and
who is not currently able to perform ordinary classroom work in English.

)RU DOO VWXGHQWV LQ .± XSRQ ¿UVW HQUROOPHQW
uses a standardized procedure to determine a student's primary language. This
SURFHGXUH XVXDOO\ EHJLQV ZLWK D KRPH ODQJXDJH V
RQFH E\ WKH SDUHQWV RU JXDUGLDQV DW WKH WLPH W

Once the primary language is determined for a student, it does not need to be
UHGHWHUPLQHG XQOHVV WKH UHVXOWV DUH GLVSXWHG
is completed in error, the parent or guardian may make a request to change it.
+RZHYHU RQFH D VWXGHQW LV LGHQWL¿HG DV DQ (QJO
UHVXOWV FKDQJLQJ WKH +/6 ZLOO QRW FKDQJH WKH VV
VWDWXV DV DQ (QJOLVK OHDUQHU ZLOO FKDQJH RQO\ Z

$ VDPSOH +/6 LV DYDLODEOH RQ WKH &'((QJOLVK /HDU
http://www.cde.ca.gov/ta/cr/elforms.asp. The SBE approved the following guidelines
for interpreting the sample survey: If* [oes not no174r 17a900520055needindicaay monpery o

+HDULQJ VWXGHQWV RI GHDI SDUHQWV ZKR XVH $6/ DV
communicate upon entering school **and** who have been exposed to a language

$VVHVVLQJ 6WXGHQWV ZLWK 'LV

In accordance with the new ED guidance, the IEP team is responsible for:

- Making decisions about the content of a student's IEP, including whether D VWXGHQW PXVW WDNH D UHJXODU VWDWH DVVHV DVVHVVPHQW ZLWK RU ZLWKRXW DSSURSULDWH D DVVHVVPHQW LQ OLHX RI WKH UHJXODU (/3 DVVHVV
- Developing an IEP for each student with a disability, including each English learner with a disability, at an IEP team meeting, which includes school RI¿FLDOV DQG WKH FKLOG¶V SDUHQWV JXDUGLDQV (GXFDWLRQ $FW ,'($ Code of Federal Regulations CFR

disabilities preclude them from participating in one or more domains of the CELDT, their IEP teams may recommend accommodations or an alternate DVVHVVPHQW 6HH EC Section 56385, 5 CCR 11516.5 through 11516.7, and the 30DWUL[RI 7HVW$FFRPPRGDWLRQV DQG 0RGL¿FDWL Administration of California Statewide Assessments´ >1RYHPEHU @ DW http://www.cde.ca.gov/ta/tg/ai/caasppmatrix2.asp

0RGL¿FDWLRQV DUH DOWHUQDWH PHDQV RI DVVHVVLQJ Because such alternate means of assessments fundamentally alter what the &(/'7 PHDVXUHV VWXGHQWV UHFHLYH WKH ORZHVW REW each domain affected. Caution should be used when interpreting results because the LOSS on one or more domains may lower the Overall performance level on the CELDT. The LOSS on the CELDT will be used to calculate the AMAOs for Title III DFFRXQWDELOLW\ SXUSRVHV ,I WKH VWXGHQW LV QRW DV WKH 0RVW 5HFHQW 3UHYLRXV 6FDOH 6FRUH V DW W CELDT.

In accordance with Title 34, Code of Federal Regulations CFR WKURXJK LQLWLDO LGHQWL¿FDWLRQ IRU GHWHUPLQLQJ ZK disability takes into consideration existing data, which include LEA and statewide DVVHVVPHQWV)RU WKRVH ZKR SDUWLFLSDWH LQ SURJ WKH /($ PD\ EH D VFKRRO GLVWULFW DQ LQGHSHQGHQW education, or a state special school.

:KHQ D VWXGHQW LV QRW DEOH WR WDNH WKH &(/'7 WK LW WKDW LQIRUPDWLRQ LV VKDUHG DW WKH ,(3 WHDP determine that alternate assessments are appropriate and necessary. Per the ED, the alternate assessment must be aligned with the ELD Standards. The results of alternate assessments and/or the CELDT are part of current levels of performance in the IEP. The scores or performance levels are a part of the information

Note: 7KHVH NH\ DFWLRQV DUH QRW DOO LQFOXVLYH DQG PD\ YDU\ ED

&KHFNOLVW RI .H\ $FWLRQV IRU WKH $GPLQLVWUDWLRQ &(/'7 WR 6WXGHQWV ZLWK 'LVDELOLWLHV	3HUVRQ V 5HVSRQVLEOH Site Test Administration Coordinator	 District Test Administration Coordinator
3UH &(/$7GPLQLVWUDWLRQ		
‰ 5HYLHZ RUGHULQJ VSHFL¿FDWLRQV WLPHOLQH SURFHVV IURP WKH WHV and order materials.		
‰2.		

5HYLHZ RI ,QGLYLGXDOL]HG (GXFDWLRQ 3URJU

Some students with disabilities may require test YDULDWLRQV DFFRPPRGDWLRQV DQG PRGL¿FDWLRQV or may take alternate assessments. Test variations are allowed for any student who regularly uses them in the classroom. Before testing, DFFRPPRGDWLRQV DQG PRGL¿FDWLRQV DQG RU DOWHUQDWH DVVHVVPHQWV PXVW EH VSHFL¿HG LQ HDFK student's IEP or Section 504 plan. Before any test variation is used, the following activities should be considered when preparing or up6107et the IEP or Section 504 plan:

5HYLHZ VWDWH DQG IHGHUDO UHJXODWLRQV

These include the 5 CCR CELDT, IDEA of 2004, and Title III of the ESEA, which are available on the CDE Title III Web page at http://www.cde.ca.gov/sp/el/t3/.

5HYLHZ ³0DWUL[0DWUL[RI 7HVW 9DULDWLRQV $FFRPPRGDWLRQV DQG 0RGL¿FDWLRQV IRU $GPLQLVWUDWLRQ RI &DOLIRUQLD (QJOLVK 'HYHORSPHQW $VVHVVPHQWV´ 7KLV PDWUL[LV DYDLODEOH on the CDE CELDT Resources Web page at http://www.cde.ca.gov/ta/tg/ai/caasppmatrix2.asp.

Discuss the use of variations, accommodations, and alternate assessments which may produce valid results if they do not alter what the test measures.

5HYLHZ WKH ,(3 RU 6HFWLRQ 3ODQ

Specify in the student's IEP or Section 504 plan ZKHWKHU WKH (/3 DVVHVVPHQW LV VSHFL¿FDOO\ addressed and verify that student information is current.

'HWHUPLQH KRZ WKH VWXGHQW ZI

Us7et the Participation Criteria Checklist for Alternate Assessments on page 18, determine whether the student will UHTXLUH DQ DOWHUQDWH DVVHV can participate in the CELDT us7et test variations, accommodations, and/or PRGL¿FDWLRQV

Specify in the student's IEP or Section 504 SODQ H[DFWO\ KRZ DQG IRU ZKD CELDT test variations, accommodations, DQG RU PRGL¿FDWLRQV DUH WR relative to the student's disability. If the student has an IEP, specify any alternate DVVHVVPHQW V WKH VWXGHQW LGHQWLI\ ZKLFK GRPDLQ V RI W 9DULDWLRQV DVVHVVPHQW V LV how the student's disability precludes the student from taking any or all sections of the CELDT.

Review each domain of the CELDT a VWXGHQW KDV WDNHQ ZLWK PRG which an alternate assessment has been administered. If one or more domains of the &(/'7 KDYH EHHQ WDNHQ ZLWK P RU LI DQ DOWHUQDWH DVVHVVPH administered, the Overall score will not UHÀHFW WKH VWXGHQW¶V DFWX level in English, and the student will receive the LOSS on each affected domain, which may lower the Overall performance level.

3DUWLFLSDWLRQ &ULWHULD &KHFNOLVW IRU $

To assist an IEP team in determining whether a student should use alternate assessments, the FULWHULD EHORZ PD\ EH FRQVLGHUHG ,I WKH DQVZHU WR RQH RU P should consider administering the CELDT to the student with the use of any necessary test variations, DFFRPPRGDWLRQV DQG RU PRGL¿FDWLRQV

&LUFOH ³$JUHH´ RU ³'LVDJUHH´ IRU HDFK LWHP

$JUHH 'LVDJUHH The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environments.

$JUHH 'LVDJUHH The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as his/her nondisabled peers; however, the student's learning objectives and expected outcomes focus on the functional applications of the general curriculum.

$JUHH 'LVDJUHH The student cannot take the CELDT even with test variations, DFFRPPRGDWLRQV DQG RU PRGL¿FDWLRQV

$JUHH 'LVDJUHH The decision to participate in an alternate assessment is not based on the amount of time during which the student is receiving special education services.

$JUHH 'LVDJUHH The decision to participate in an alternate assessment is not based on excessive or extended absences.

$JUHH 'LVDJUHH The decision to participate in an alternate assessment is not based on language, cultural, or economic differences.

$JUHH 'LVDJUHH The decision to participate in an alternate assessment is not based primarily on visual, auditory, and/or motor disabilities.

$JUHH 'LVDJUHH The decision to participate in an alternate assessment is not based primarily RQ D VSHFL¿F FDWHJRULFDO SURJUDP

$JUHH 'LVDJUHH The decision for using an alternate assessment is an IEP team decision rather than an administrative decision.

*XLGHOLQHV IRU 5HFODVVL¿FDW

8QGHU FXUUHQW 6WDWH DQG IHGHUDO VWXGHQWV learners must participate in the annual administration of the CELDT until they are UHFODVVL¿HG WR 5)(3 7KH /($V DUH WR HVWDEOLVK OR procedures based on the four criteria below:

- Assessment of ELP using an objective assessment instrument, including, but not limited to, the ELD test that is developed or acquired pursuant to EC 6HFWLRQ L H WKH &(/'7
- Teacher evaluation including, but not limited to, a review of the student's curriculum mastery;
- Parental opinion and consultation; and
- Comparison of the performance of the student in basic skills against an

of Early Advanced or Advanced, with the domain scores for Listening and Speaking at the Intermediate level or above. The domain scores for Reading and Writing would not need to be at the Intermediate level.

- Use most recent available test data.

7HDFKHU (YDOXDWLRQ

- Use student's academic performance.

- 1RWH WKDW LQFXUUHG GH¿FLWV LQ PRWLYDWLRQ D (/3 GR QRW SUHFOXGH D VWXGHQW IURP UHFODVVL

3DUHQW 2SLQLRQ DQG &RQVXOWDWLR

- Provide notice to parents or guardians of their rights and encourage them to SDUWLFLSDWH LQ WKH UHFODVVL¿FDWLRQ SURFHV

- 3URYLGH DQ RSSRUWXQLW\ IRU D IDFH WR IDFH PH

&RPSDULVRQ RI 3HUIRUPDQFH LQ %DV

- 'H¿QLWLRQV

  ³3HUIRUPDQFH LQ EDVLF VNLOOV´ PHDQV WKH VF resulting from a recent administration of an objective assessment of EDVLF VNLOOV LQ (QJOLVK H J 6PDUWHU %DOD EHQFKPDUNV

  ³5DQJH RI SHUIRUPDQFH LQ EDVLF VNLOOV´ PHD assessment of basic skills in English that corresponds to a performance level or a range within a performance level.

  ³6WXGHQWV RI WKH VDPH DJH´ UHIHUV WR VWXG VDPH JUDGH DV WKH VWXGHQW ZKR LV EHLQJ FR

- Basic skills criteria:

  1. LEAs may identify local or state assessments they are going to use to determine whether English learners are meeting academic measures that indicate they are ready to reclassify.
     6HH ³$FDGHPLF &ULWHULRQ IRU 5HFODVVL¿FDWL @ ORFDWHG RQ WKH &'(5HFODVVL¿FDWLRQ :H
     http://www.cde.ca.gov/sp/el/rd/acadreclass15.asp

)RU ± DQG ±

‡ 7KH /($V PD\ LGHQWLI\ FXW VFRUHV RU D UDQ
selected assessment instrument to determine the skill levels.

‡ 7KH /($V PD\ LGHQWLI\ D FXW SRLQW RQ WKH V
instrument, which is comparable to the midpoint of the Basic level of the ELA CST, to determine skill levels.

2. Students with scores above the cut point selected by the LEA should be FRQVLGHUHG IRU UHFODVVL¿FDWLRQ

)RU VWXGHQWV VFRULQJ EHORZ WKH FXW SRLQW determine whether factors other than ELP are responsible for low performance on the test of basic skills and whether it is reasonable to reclassify the student.

4. The LEAs must monitor student performance for two years after UHFODVVL¿FDWLRQ LQ DFFRUGDQFH ZLWK H[LVW Title III of the ESEA.

EC 6HFWLRQ I FDOOV IRU D FRPSDULVRQ RI VWXGH

The following are suggestions for applying the four criteria in EC 6HFWLRQ I WR
ORFDO UHFODVVL¿FDWLRQ SROLFLHV UHJDUGLQJ (QJOL

&ULWHULRQ $VVHVVPHQW RI (/3 XVLQJ DQ REMH
DVVHVVPHQW LQVWUXPHQW

Assessment of ELP using an objective assessment, including but not limited

7KH &'(FDQQRW PDNH VSHFL¿F UHFRPPHQGDWLRQV RI I
instruments because it is the responsibility of the local IEP team to gather pertinent
LQIRUPDWLRQ UHJDUGLQJ WKH VWXGHQW DQG DVVHVVP
The IEP team may use this comprehensive approach to make decisions regarding
SURJUDP VXSSRUWV DQG UHFODVVL¿FDWLRQ WKDW ZLO
progress given the student's capacities.

6HFWLRQ
5HSRUWLQJ 5HVXOWV

5HSRUWLQJ DQG 8VLQJ ,QGLYLGXDO 5HVXOWV

2YHUDOO 7HVW

3HUIRUPDQFH 'HVFULSWRUV

*XLGH WR WKH ± DQG ± 6WXGHQW 3HUIRUPDQ /HYHO 5HSRUWV

6DPSOH 6WXGHQW 3HUIRUPDQFH /HYHO 5HSRU

,QWHUQHW 3RVWLQJ RI **2016 17 and 2017 18** 6XPPDU\ 5HVXOWV

,QVWUXFWLRQV IRU ,PSRUW

5HSRUWLQJ6WXGHQQGLYLGXDOO WV

State regulations require LEAs to provide individual CELDT results to parents

The scale score ranges for identifying a student's performance level for each domain tested and the Overall performance level, with the weighting percentages XVHG WR FDOFXODWH WKH UDQJHV DUH DYDLODEOH LQ ± 2YHUDOO WHVW SHUIRUPDQFH GHVFULSWRUV IRU 27–29.

,QWHUSUHWLQJ 5HVXOWV

7KH *XLGH WR 7HVW 5HSRUWV *75 LV SURYLGHG LQ (Q to assist LEAs with communicating results to parents and guardians and is available on the Educational Data Systems CELDT Web site at http://www.celdt.org/resources/im/. The GTR includes a sample Student Performance Level Report, information about how to interpret the report, and GRPDLQ VSHFL¿F DQG 2YHUDOO WHVW SHUIRUPDQFH GH written at about the eighth grade reading level for easier readability.

2YHUDOO3HUIRUPDQFHUL SWRUV

.LQGHUJDUWHQ DQG *UDGH 2QH

$GYDQFHG

Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social DQG OHDUQLQJ GHPDQGV ,Q RUGHU WR DWWDLQ WKH ((QJOLVK VSHDNLQJ SHHUV IXUWKHU OLQJXLVWLF HQKD necessary. They are able to orally identify and summarize concrete details and DEVWUDFW FRQFHSWV GXULQJ XQPRGL¿HG LQVWUXFWLL SURGXFWLRQ UHÀHFWV JUDGH DSSURSULDWH GLVFRXV reduce communication.

(DUO\ $GYDQFHG

Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify DQG VXPPDUL]H PRVW FRQFUHWH GHWDLOV DQG DEVWU instruction in most academic domains. Oral production is characterized by more elaborate discourse, and written production includes simple sentences often using WZR V\OODEOH ZRUGV (UURUV DUH OHVV IUHTXHQW DQ

Intermediate

Students at this level of English language performance begin to tailor the English language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some DEVWUDFW FRQFHSWV GXULQJ XQPRGL¿HG LQVWUXFWLL themselves orally with increasing ease to more varied communication and learning demands with a reduced number of errors. Written production has usually expanded to FRPPRQ SKUDVHV DQG RQH V\OODEOH ZRUGV (UURUV V

(DUO\ ,QWHUPHGLDWH

Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete GHWDLOV GXULQJ XQPRGL¿HG LQVWUXFWLRQ 7KH\ PD\ ease to more varied communication and learning demands with a reduced number of errors. Oral production is usually limited to phrases and memorized statements and TXHVWLRQV :ULWWHQ SURGXFWLRQ LV OLPLWHG WR OH ZRUGV)UHTXHQW HUURUV VWLOO UHGXFH FRPPXQLFDW

%HJLQQLQJ

*XLGH WR WKH ± DQG ± 3HUIRUPDQFH /HYHO 5HSRUWV

The Student Performance Level Report for 2016–17 and 2017–18 provides results of the CELDT for individual students. Information on the report is described below.

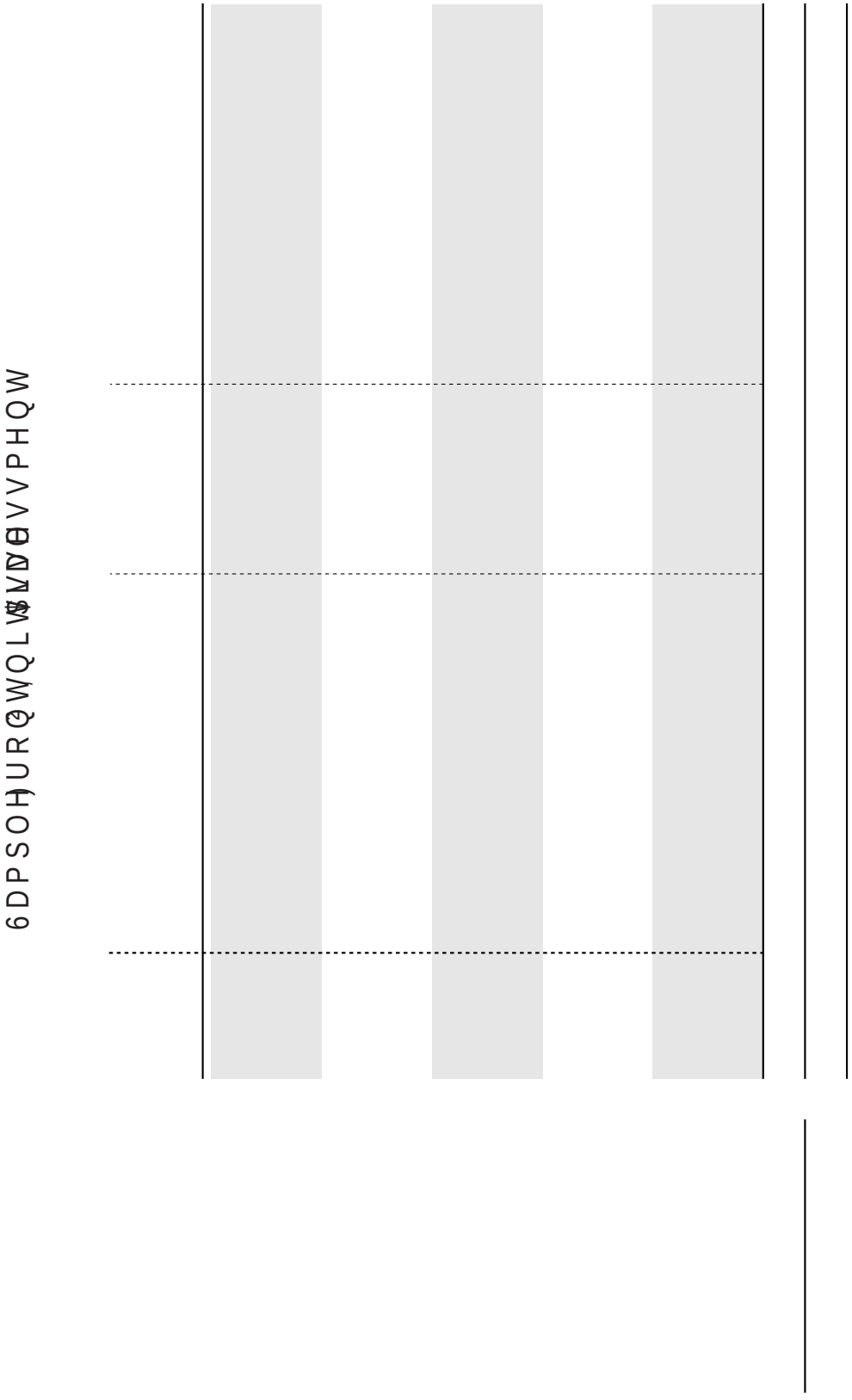
6WXGHQW ,QIRUPDWLRQ

General identifying information about the student is SULQWHG RQ WKH OHIW KDQG VLGH RI WKH UHSRUW 7K
the student's name, grade level, date of testing, birthdate, VWXGHQW LGHQWL¿FDWLRQ QXPEHUV DQG WKH VFKRRO
district in which the test was taken.

3XUSRVH RI WKH $VVHVVPHQW

7KH OHIW KDQG VLGH RI WKH 6WXGHQW 3HUIRUPDQFH /
WKH WHVW ZDV JLYHQ IRU DQ LQLWLDO DVVHVVPHQW ,
This area of the report also may indicate that the student took the test outside of the AA window or that it is not known whether the student previously took the IA or $$ 7KH ,$ PHDQV WKDW WKH WHVW ZDV JLYHQ WR D QH
that the primary home language is not English. This questionnaire is completed and submitted to the school by the parents and guardians upon enrolling their child in

6DPSOH5HSRUWV



6DPSOH\URQW

6DPSOHDVQG %DF²N,QLWDLQLWLDOVHWXSDQGVWDUWHGWHVWQRZ

Grade 2 *California English*

Overall Performance Levels		Speaking	Reading	Writing

6DPSOH)UR4WQLW$LVDE VVPHQW

Performance Levels	Ove Scale Score Range	Listening Scale Score Range	Speaking Scale Score Range	Reading Scale Score Range	Writing Scale Score Range
Advanced					
Early Advanced					
Intermediate					
Early Intermediate					
Beginning					

Scale Score:

Comprehension Score

How to Read This Report

©

6DPSOHDQG %DF²N, QLWLDOLEDQXSDOVHVVPHQWV

,QWHUSUHWLQJ ± DQG ± 6XPPDUL]LQJ 5HVXOWV

The 2016–17 AA summary results for schools, LEAs, and the state are planned to be posted in spring 2017 on the CDE DataQuest Web site at http://dq.cde.ca.gov/dataquest/. Combined IA and AA summary results for the 2016–17 school year are planned to be posted in fall 2017 and the 2017–18 IA VXPPDU\ UHVXOWV LQ)DOO

Internet reports for the 2016–17 AA summary results and 2017–18 IA summary

,QVWUXFWLRQV IRU ,PSRUWLQJ 'D

+RZ WR ,PSRUW &RPPD GHOLPLWHG)L LQWR WKH 0LFURVRIW $FFHVV 'DWD 6

7KH 0LFURVRIW 06 $FFHVV 'DWD 6KHOO LV SURYLGHG IRUPDWWHG VR WKDW WKH FRPPD GHOLPLWHG UHVHDUF database using the following instructions:

*R WR WKH &'(&(/'7 5HVHDUFK)LOHV :HE SDJH DW KWWS FHOGW FGH FD JRY GDWD¿OHV DVS

'RZQORDG WKH 06 $FFHVV 'DWD 6KHOO Note: The shell must be used with $FFHVV RU KLJKHU

'RZQORDG WKH FRPPD GHOLPLWHG ¿OHV

([WUDFW WKH 06 $FFHVV 'DWD 6KHOO WR D IROGHU QRZ KDYH D ¿OH QDPHG ³ B B&(/'7B'DWDB6KHO &(/'7B'DWDB6KHOO PGE´ ´

([WUDFW WKH FRPPD GHOLPLWHG ¿OH V \RX GRZQ H J ³F ?UHVHDUFK?´

2SHQ WKH 06 $FFHVV 'DWD 6KHOO ³ B B&(/'7B' >³ B B&(/'7B'DWDB6KHOO PGE´@ XVLQJ $FFHVV

,PSRUW WKH FRPPD GHOLPLWHG ¿OH DV IROORZV

D)URP WKH GURS GRZQ PHQX VHOHFW ³)LOH ´

E 6HOHFW ³*HW ([WHUQDO 'DWD DQG ,PSRUW ´

F 6HOHFW WKH FRPPD GHOLPLWHG ¿OH \RX ZDQW Note: The FRP file GHOLPLWHG ¿OH ZLOO KDYH D ³7;7´ ¿OH H[WHQVL

G 6HOHFW ³,PSRUW ´

H 6HOHFW ³'HOLPLWHG´ DV WKH ¿OH W\SH DQG VH

I 6HOHFW ³&RPPD´ DV WKH GHOLPLWHU DQG GRXE 6HOHFW WKH ER[LQGLFDWLQJ WKH ³)LUVW 5RZ & ³1H[W ´

J 7R VWRUH \RXU GDWD VHOHFW ³LQ DQ H[LVWLQJ 'DWDB B ´ IURP WKH GURS GRZQ PHQX DQG V ³5HVHDUFKB'DWDB B ´ ´

K 6HOHFW ³)LQLVK ´

,W LV UHFRPPHQGHG WKDW \RX FRPSDFW \RXU GDW 7RROV PHQX VHOHFW ³'DWDEDVH 8WLOLWLHV ´ DQG 'DWDEDVH ´

Note: The MS Access Data Shell and instructions for its use are provided as a courtesy by the CDE. Technical questions should be directed to LEA staff.

5HVRXUFHV

*ORVVDU\ RI 7HUPV DQG $FURQ\PV

6FDOH 6FRUH 5DQJHV IRU ± DQG ± 5HVXOW\

&RQWDFW ,QIRUPDWLRQ)&(/'7 5HODWHG 4XHVWLRQ

,QWHUQHW 5HVRXUFHV

*OVVDU\PVGFURQ\PV

$OWHUQDWH $VVHVVPHQWV Students with disabilities who are unable to take the entire California

(QJOLVK /HDUQHU $Q (QJOLVK OHDUQHU LV D VWXGHQW LQ .± ZKR

5HFODVVL¿HG)OXHQW (QJOLVK Students with a primary language other than English who were initially
3UR¿FLHQW 5)(3 FODVVL¿HG DV (QJOLVK OHDUQHUV EXW ZKR KDY

6WDWH %RDUG RI (GXFDWLRQ 6%(The SBE is the state educational agency for California 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 Education Code.

6WXGHQW 3HUIRUPDQFH /HYHO 5HSRUW The Student Performance Level Report provides results of the CELDT for individual students. The report includes the purpose of the assessment (AA or SA), performance level for each domain, Overall performance, and the comprehension score based on the average of the listening and reading scale scores.

6WXGHQW 6FRUH)LOH The Student Score File is an electronic file that contains 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.

7HVW 3HUIRUPDQFH 'HVFULSWRUV Test performance descriptors that are based on the ELD Standards characterize what students at each performance level know and can demonstrate in English.

7LWOH ,! 0. 4p €Ôp 0 ° À @ ïî®êÝ®î-Í$

6FDOH 6FRUH 5DQJHV IRU ± DQG

5DZ VFRUHV WKH QXPEHU RI WHVW TXHVWLRQV DQVZHUHG FRUUHFW IURP JUDGH WR JUDGH RU \HDU WR \HDU)RU WKH &(/'7 VFDOH VFR 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 VSHFL¿HG SHUIRUPDQFH OHYHO

A CELDT common scale was developed and approved for the CELDT in 2006–07, making it possible to compare results from grade to grade. The 2016–17 and 2017–18 results should not be compared with any CELDT results prior to 2006–07. CELDT results from past years are available on the CDE DataQuest Web site at http://dq.cde.ca.gov/dataquest/.

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. The comprehension score for all levels is an average of scores for Listening and Reading. The Overall performance score for kindergarten through grade one is calculated with the following weights: 45 percent for Listening, 45 percent for Speaking, 5 percent for Reading, and 5 percent for Writing.

3HUIRUPDQFH /HYHO 6FDOH 6FRUH 5DQJHV

Grade K

	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	220 – 361	140 – 352	220 – 231	220 – 254	220 – 296	184 – 345
Early Intermediate	362 – 408	353 – 404	232 – 299	255 – 326	297 – 353	346 – 396
Intermediate	409 – 454	405 – 456	300 – 379	327 – 382	354 – 416	397 – 447
Early Advanced	455 – 501	457 – 508	380 – 467	383 – 429	417 – 484	448 – 498
Advanced	502 – 570	509 – 630	468 – 570	430 – 600	485 – 570	499 – 598

Grade 1

	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	220 – 361	140 – 352	220 – 356	220 – 371	220 – 358	184 – 357
Early Intermediate	362 – 408	353 – 404	357 – 392	372 – 405	359 – 400	358 – 405
Intermediate	409 – 454	405 – 456	393 – 467	406 – 443	401 – 460	406 – 455
Early Advanced	455 – 501	457 – 508	468 – 569	444 – 517	461 – 535	456 – 508
Advanced	502 – 570	509 – 630	570 – 570	518 – 600	536 – 570	509 – 598

Grade 2

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

Grade 3

	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning						

Grade 4

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

Grade 5

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Grade 11	Listening	Speaking	Reading	Writing	Comprehension	Overall
Beginning	230 – 444	235 – 422	320 – 520	220 – 469	275 – 482	251 – 463
Early Intermediate	445 – 533	423 – 489	521 – 570	470 – 516	483 – 551	464 – 527
Intermediate	534 – 622	490 – 556	571 – 620	517 – 562	552 – 621	528 – 590
Early Advanced						

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„ Ordering Test Materials „ Test Administration and Security „ Scoring and Reporting of Test Results „ 6XSHULQWHQGHQW¶V 'HVLJQDWLRQ)RUP RI &(/'7 District Coordinator „ District Portal Web Login and Password	CELDT Customer Support Center Educational Data Systems 7HOHSKRQH Web page: http://www.celdt.org/ (PDLO support@celdt.org
„ Testing Policy for English Learners „ Uncommon Testing Scenarios „ Released Test Questions „ Testing Variations, Accommodations, and 0RGL¿FDWLRQV	Assessment Development and Administration Division (QJOLVK /DQJXDJH 3UR¿FLHQF\ $VVHVVPHQWV 2I¿FH &(/'7 3URJUDP 7HOHSKRQH Web page: http://www.cde.ca.gov/ta/tg/el/ (PDLO celdt@cde.ca.gov
„ +RPH /DQJXDJH 6XUYH\ „ Par003>56<0024005600560048 12 71ort@celdt.org	

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„ AMAOs 1, 2, and 3 „ Title III Accountability Reporting Requirements	Analysis, Measurement, and Accountability 5HSRUWLQJ 'LYLVLRQ $0$5' 'DWD 9LVXDOL]DWLRQ DQG 5HSRUW 7HOHSKRQH Web page: http://www.cde.ca.gov/ta/ac/t3/ (PDLO amao@cde.ca.gov
„ CELDT Reports for State, County, LEA, and School Levels „ Language Census Data	AMARD DataQuest Management Team 7HOHSKRQH Web page: http://dq.cde.ca.gov/dataquest/ (PDLO GUR#FGH FD JRY
„ 5HSRUW RQ /RQJ 7HUP (QJOLVK /HDUQHUV DQG $W 5LVN RI %HFRPLQJ /RQJ 7HUP (QJOLVK /HDUQHUV (PDLO	

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Information regarding California's new statewide student assessment system
http://www.cde.ca.gov/ta/tg/ca/

&DOLIRUQLD (QJOLVK /DQJXDJH 'HYHORSPHQW 7HVW &(
Program notes, administrative documents, frequently asked questions
http://www.cde.ca.gov/ta/tg/el/

&(/'7 5HVRXUFHV
CELDT glossary, information guide, communication materials, released test questions, CELDT blueprints, and planning for students with disabilities can be found under the Coordinators, Admins and Teachers tab at
http://www.cde.ca.gov/ta/tg/el/resources.asp

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training workshops
http://www.celdt.org/

(QJOLVK /DQJXDJH 'HYHORSPHQW 6WDQGDUGV
http://www.cde.ca.gov/sp/el/er/eldstandards.asp

(QJOLVK /HDUQHUV²6SHFLDOL]HG 3URJUDPV
http://www.cde.ca.gov/sp/el/

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http://www.cde.ca.gov/sp/el/t3/

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