



# California English Language Development Test (CELDT)

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*Communications Assistance Packet for School Districts/Schools*

## Section VII – Appendix

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Guide for Parents/Guardians of Children with Disabilities

Sample Parent/Guardian Brochure

Sample Letters for Principals to Send to Parents/Guardians with Student Reports

Sample Student Proficiency Level Report (Front and Back)–

Sample Explanation about Your Student’s Proficiency Level Report–

April 2004

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prepared by the  
California Department of Education

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***Are all accommodations or modifications that are used during instruction allowed for testing?***

Accommodations or modifications used in testing should not give students with disabilities an unfair advantage. For example, it may not be appropriate to read a reading test or to have a scribe write the writing test for a student. An accommodation or modification should be considered for testing if it:

- ▶ Is based on the student's need
- ▶ Is already provided in the student's instruction
- ▶ Does not give an unfair advantage, and
- ▶ Does not change the nature of what is being tested.

***Who decides whether accommodations/modifications are used, and if so, which ones?***

Persons familiar with the CELDT and the student should make decisions about accommodations/modifications. The individualized education program (IEP) team made up of parents, the classroom teacher, the program or school administrator, and specialists should make these decisions.

***For more information about test accommodations/modifications...***

For more information, contact your child's teacher, counselor, or principal. California's guidelines for accommodations are on the California Department of Education Web site at <http://www.cde.ca.gov>.



California  
English Language  
Development Test

**Guide for  
Parents/Guardians  
of Children  
with Disabilities**

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*Prepared by  
California Department of Education*

*April 2004*

### **What is the California English Language Development Test?**

Federal and state laws require the development of a state test that school districts must give to students whose home language is not English. This test is called the California English Language Development Test (CELDT).

### **Why is the CELDT given?**

The CELDT is given to show how proficient a student is in English. The CELDT also tells about a student's progress in learning English.

### **Hasn't my child been tested enough already?**

Some testing is done to see whether your child requires special instructions. Ongoing testing is used to ensure that your child's educational needs are being met.

### **How can more testing help my child?**

Teachers use tests to plan instruction for your child. Without test results, teachers have less information to help make decisions.

### **Doesn't testing take time away from instruction?**

The time used for testing can result in better teaching. Test results help teachers decide whether students are learning what they need to succeed. With test results, teachers can provide instruction that addresses identified needs.

### **What is statewide testing?**

The state requires CELDT testing in public schools throughout California. The CELDT program requires that all new students with a home language other than English and all English learners take the CELDT. This test has several uses:

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

### **Why should my child take part in the test?**

If your child does not take the test, teachers will not receive scores for your student. Without test results, teachers are less able to make good decisions about the instruction that your student needs.

### **My child has a disability. Won't my child be at a disadvantage?**

Students with disabilities should be included in CELDT testing. Many students with disabilities can take tests under the same conditions as their classmates who are not disabled.

Some students with disabilities should take tests with accommodations or modifications. The purpose of accommodations or modifications is to help students with disabilities show what they know and can do.

A small number of students with severe disabilities will not be able to take the CELDT, even with accommodations or modifications. Alternate testing is needed to include these students in the program.

## **How are the CELDT results reported for individual students?**

There are five levels of English proficiency a student can achieve. They are beginning, early intermediate, intermediate, early advanced, and advanced.

The report for each student provides:

- ▶ A proficiency level for each part of the test with student scores
- ▶ The student's overall English proficiency level for all parts of the test combined and an overall student score

## **How are results of the CELDT used?**

Test results for newly enrolled students are used to help identify English learners who need to develop their speaking, listening, reading, and writing skills in English. Results from the CELDT given annually are used to see how well students are learning English. Annual results also are used to help decide when students are fluent English proficient (FEP).

## **How can parents/guardians find out more about the CELDT or their student's results?**

If parents/guardians wish information about the CELDT or their student's results on the CELDT, they should contact their student's teacher and/or school office. Parents/guardians are invited to request a conference to review the CELDT results or to attend one of the information meetings scheduled by the school.

## **For more information...**

Information about the CELDT is on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov>.

# California English Language Development Test

## Information for Parents/Guardians

Prepared by  
California Department of Education

April 2004

## **What is the California English Language Development Test?**

Federal and state laws require a state test that school districts must give to students whose home language is not English. This test is called the California English Language Development Test (CELDT).

## **What is the purpose of the CELDT?**

The purpose of this test is:

- ▶ To identify new students who are English learners, in kindergarten through grade twelve.
- ▶ To monitor their progress in learning English.
- ▶ To help decide when they are proficient in English.

## **Who is an English learner?**

An English learner is a student, with a home language other than English, who is not yet proficient in English.

## **Who must take the CELDT?**

All students whose home language is not English must take the test within 30 calendar days after they are enrolled in a California public school for the first time. The CELDT also must be given once each year to English learners until they become proficient in English.

## **What does the CELDT cover?**

The CELDT covers listening and speaking skills for students in kindergarten and grade one. The test for students in grades two through twelve covers listening, speaking, reading, and writing skills. The CELDT at all grade levels is based on English language development standards, adopted by the State Board of Education.

## **Who gives the CELDT?**

Only trained examiners give the test. The listening and speaking parts of the CELDT are given individually to each student. The reading and writing parts are given to groups of students.

## **How long does it take for students to complete the CELDT?**

The speaking part of the test takes about 10 to 15 minutes for each student to complete. The listening, reading, and writing parts take about 2 hours to complete.

## **How and when do parents/guardians get their students test results?**

As soon as the tests are scored by the testing contractor, the results are returned to the school district. The school district prepares a report of the results for each student and sends it to the parents/guardians.



# Sample Parent/Guardian Notification Form for Initial Identification of English Learners (for students identified as English learners)

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Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test to students whose home language is not English. The name of this test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can speak, listen, read, and write in English.

Your student has been given the CELDT, and the results have identified him/her as an English learner. Your student will be assigned to an appropriate instructional program based on the results. The goal of this program is to develop proficiency in English and success in the core curriculum. **[The school district may want to add a sentence to describe the instructional program to which the student will be assigned.]**

You are invited to request a conference at school where your student's program will be explained. To schedule your student conference, call \_\_\_\_\_.

You are welcome to observe in the classroom and to participate in the school's English learner advisory committee. If you have any questions regarding your student's instructional placement, please contact the school office.

Sincerely,

\_\_\_\_\_  
Superintendent/Principal

\_\_\_\_\_  
Date



# Sample Parent/Guardian Notification Form for Initial Identification of English Learners (for students identified as fluent English proficient)

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Dear Parents/Guardian:

State and federal laws require all school districts in California to give a state test to students whose home language is not English. The name of this test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can speak, listen, read, and write in English.

Your student has been given the CELDT, and the results have identified him/her as fluent English proficient (FEP). This means that your student will be assigned to a regular academic program and will not need special help to increase his/her English skills. **[The school district may want to add a sentence to describe the program to which the student will be assigned.]**

You are encouraged to become involved in your student's education. If you have any questions regarding your child's instructional placement, please contact the school office.

Sincerely,

\_\_\_\_\_  
Superintendent/Principal

\_\_\_\_\_  
Date



# Sample Parent/Guardian Notification Letter for Annual Assessment Results (for English learners who have not yet reached proficiency in English)

Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test each year to every student whose home language is not English and who is currently identified as an English learner. The name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is learning to listen, speak, read, and write in English.

Your student has been given the CELDT, and the results are attached. Based on the proficiency level your student achieved on this test, he/she will continue to receive special assistance to become more proficiency in English. **(The school district may want to add a sentence to describe the instructional program to which the student is or will be assigned.)**

You are invited to request a conference at school where your student's CELDT results and instructional program will be explained. To schedule your student conference, call \_\_\_\_\_.

You are welcome to observe in the classroom and also to participate in the school's English learner advisory committee. If you have any questions regarding the CELDT or your student's instructional placement, please contact the school office.

Sincerely,

Superintendent/Principal

Date

\_\_\_\_\_



# Sample Parent/Guardian Notification Letter for Annual Assessment Results (for English learners being considered for reclassification)

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Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test each year to every student, whose home language is not English and who is currently identified as an English learner. The name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is learning to listen, speak, read, and write in English.

Your student has been given the CELDT, and the results are attached. Based on the proficiency level your student achieved on this test, he/she may be reclassified as fluent English proficient. In addition to the CELDT results, criteria used to make this decision include an evaluation of your student's academic performance by the teacher, your opinion as the parent/guardian about his/her proficiency in English, and performance on the California English-Language Arts Standards Test (given as part of the Standardized Testing and Reporting [STAR] Program).

You are invited to attend a special meeting at school to discuss the reclassification process and the recommended program for your student on \_\_\_\_\_ at \_\_\_\_\_ in \_\_\_\_\_. Please contact the school office at \_\_\_\_\_ to tell us if you are able to attend.

We urge you to attend this important meeting and continue to be actively involved in your student's learning.

Sincerely,

\_\_\_\_\_  
Superintendent/Principal

\_\_\_\_\_  
Date



# Sample Student Proficiency Level Report—Front



## Student Proficiency Level Report

Pablo Garcia

Grade: 6

### Purpose

This report shows the English language development proficiency levels that a student demonstrated on the CELDT. It is one source of information that teachers can use in conferences with parents, and to plan instruction for individual students. The test results should be added to a student's cumulative record.

**PROTOTYPE  
Simulated data**

### INITIAL ASSESSMENT

Birthdate: 10/22/91

Special Codes:

ABCDEFGHIJKLMNQRST  
123456789.....3.

Test Date: Summer/Fall 2002

CDS#: 12-12345-1234567

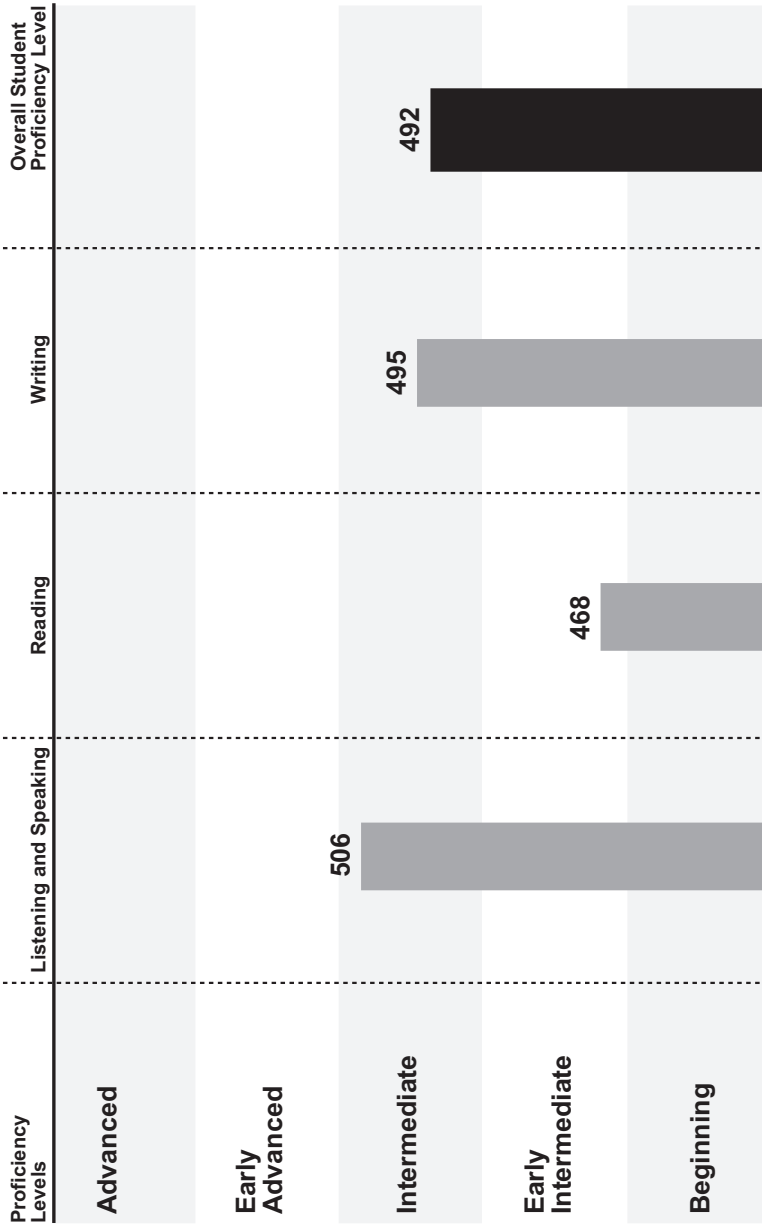
School: WESTPARK

District: WESTMINSTER

County: ORANGE

State: CALIFORNIA

City/State: WESTMINSTER, CA



### Observations

The height of the bars in the graph above represents the performance by the student on the California English Language Development Test (CELDT) in each skill area (Listening/Speaking, Reading, and Writing) and as an overall proficiency level. Districts should use the CELDT overall proficiency level as the primary indicator of English proficiency.

the student can display the majority of skills for that level and the levels below, as described on the back of the report. A student may demonstrate competence in some of the skills at higher levels of proficiency, but not enough to have reached the next level.

In order to further develop English language proficiency, a student needs to master the skills at the higher levels of proficiency.

Scores that fall within a proficiency level indicate that

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# Sample Student Proficiency Level Report—Back

## California English Language Development Test Proficiency Standards

Proficiency Levels	Listening and Speaking Standards	Reading Standards	Writing Standards
<p><b>Advanced</b></p> <p>Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary.</p>	<p>Students who perform at this level typically hear and repeat all beginning, medial, and ending speech sounds in context, as well as identify words that are identical in sound. They are able to use complex vocabulary and give the opposites of more difficult words. They can follow more complex instructions. They can tell a story using fluent sentences and details.</p>	<p>Students who perform at this level typically are able to interpret more complex figures of speech, as well as decode words with more difficult beginning or medial sounds. They can identify root words, synonyms, and the number of syllables in a word. They can read a more complete story and sequence events, draw inferences, and make predictions and generalizations.</p>	<p>Students who perform at this level typically are able to write a relevant sentence in response to a picture prompt. The sentence has no mechanical or syntactical errors. They can use sequenced pictures and a sentence starter to write a well-organized story that contains relevant details and accurate transitions. The story may contain a few minor errors in grammar and mechanics.</p>
<p><b>Early Advanced</b></p> <p>Students performing at this level of English language proficiency 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 other academic areas.</p>	<p>Students who perform at this level typically hear and repeat most beginning, medial, and ending speech sounds in context. They are able to use more difficult vocabulary, give the opposite of a word, and use more complex verb forms to describe a picture prompt. They can follow complex instructions. They are able to tell a story in a logical sequence, using details and basic sentence construction.</p>	<p>Students who perform at this level typically are able to match complex vocabulary words to pictures, use regular plurals, and identify the number of syllables in a word. They can use context to complete the sentences of a short passage. They can read a story and answer more difficult questions that involve sequencing, generalizing, drawing conclusions and making simple predictions.</p>	<p>Students who perform at this level typically are able to use contractions, possessives, superlatives, and prepositions. They can write complete sentences that contain no grammatical, syntactical, or mechanical errors, and that are appropriate to a picture prompt. They can write a story with a beginning, middle, and end using fluent sentences and well-organized ideas.</p>
<p><b>Intermediate</b></p> <p>Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.</p>	<p>Students who perform at this level typically hear and repeat many beginning, medial, and ending speech sounds in context. They can use difficult vocabulary, as well as various verb forms, to describe a picture prompt. Students can follow simple instructions. They are able to tell a story using at least one complete sentence.</p>	<p>Students who perform at this level typically are able to match sound patterns and identify compound words. They can recognize common abbreviations. They are able to use the context of a sentence to fill in the blanks with the correct words. They can read a story and answer literal questions.</p>	<p>Students who perform at this level typically are beginning to use writing conventions, such as subject and verb agreement, compound subjects, verb tenses, and regular and irregular verb forms. They can write simple sentences appropriate to a picture prompt, although the sentences may contain several errors. They can write a story by listing events or ideas in response to sequenced pictures.</p>
<p><b>Early Intermediate</b></p> <p>Students performing at this level of English language proficiency start to respond with increasing ease to more varied communication tasks.</p>	<p>Students who perform at this level typically hear and repeat a few beginning, medial and ending speech sounds in context. They describe a picture prompt using common vocabulary. They are able to follow simple commands. They tell a story using incomplete sentences.</p>	<p>Students who perform at this level typically are able to match simple vocabulary words to pictures. They can hear a word and select its printed form from a choice of similar words. They are able to identify contractions and recognize some basic semantic categories. They can read simple stories and recall a few details.</p>	<p>Students who perform at this level typically are beginning to use some writing conventions, such as spacing, punctuation and capitalization. They can write sentences appropriate to a picture prompt. The sentences include at least one English word spelled correctly. They can write a story in response to sequenced pictures. The story may list events or ideas, and contains at least one complete sentence.</p>
<p><b>Beginning</b></p> <p>Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.</p>	<p>Students who perform at this level may demonstrate no receptive or productive skills, or may hear and minimally repeat some speech sounds in context. They may describe a picture prompt using common nouns. They begin to follow a few simple commands. They tell a story using isolated words or the English words.</p>	<p>Students who perform at this level may demonstrate no receptive/productive skills, or they may be able to identify the letter that corresponds to the initial sound of a simple spoken word. They may be able to match commonly used nouns to pictures. They begin to recognize some basic groups or related words. They may be able to read simple stories and recall minimal details.</p>	<p>Students who perform at this level may demonstrate no receptive/productive skills, or they may begin to use a few standard writing questions. They can write some isolated English words. They may attempt to write stories in response to sequenced pictures, but the writing is minimal and contains unrelated fragments.</p>



## The Student Proficiency Level Report

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The Student Proficiency Level Report provides results of the California English Language Development Test (CELDT) for individual students. Information on the report includes the following:

### **Student Information**

At the time the test was taken, general information about the student is printed on the left side of the report. This includes the student's name and grade level, birth date, date of testing, and the school and school district in which the test was taken.

### **Purpose of Assessment**

The left side of the report also indicates whether the test was given for initial identification or for the annual assessment. Initial identification means that the test was given to a new student whose home language survey shows a language other than English. The initial test results are used to help identify students as English learners, who need to develop their listening, speaking, reading, and writing skills in English. The annual CELDT assessment is given to students who already have been identified as English learners to see how well they are learning English. The annual test results are used to help monitor each student's progress and to help determine if they have become fluent in English.

### **Proficiency Levels**

In 2001, the State Board of Education established five levels for measuring a student's proficiency in English, based on the CELDT scores. Those levels are beginning, early intermediate, intermediate, early advanced, and advanced.

### **Skills Areas**

The CELDT reports three skill areas: listening/speaking, reading, and writing. The bar graphs with the student's scores on the report show which proficiency level the student has achieved in each skill area tested.

### **Overall Student Proficiency Level**

The bar graph and student score in this area of the report indicates the student's overall English proficiency level, based on how well the student performed in each skill area.

### **For More Information...**

Parents/guardians are encouraged to talk to their child's teacher about these test results and what is being done at school to help him/her become fully proficient in English.