

How are the CELDT results reported for individual students?

There are five levels of performance a student can achieve. They are Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

The report of results for each student provides:

- The overall performance level and score.
- A performance level and score for each domain of the test (listening, speaking, reading, and writing).
- A comprehension score (average of the scores for listening, and reading).

Note: For 2009–10, only raw scores and percent correct scores are available for reading and writing in kindergarten and grade one.

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 annual CELDT testing are used to see how well students are learning English. School districts also use the

annual results as one of four criteria to help decide when students may be reclassified as fluent English proficient (RFEP).

What criteria in addition to the CELDT are used to decide when students may be reclassified?

Additional reclassification criteria used by school districts include performance in basic skills (score and/or performance level resulting from the California English–Language Arts Standards Test), teacher evaluation, and parent opinion and consultation.

How can parents or guardians find out more about the CELDT or their student’s results?

Parents or guardians who want more information about the CELDT or their student’s results on the CELDT, should contact their student’s teacher and/or school office. Parents or guardians also 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) CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

Information for Parents and Guardians

Prepared by
California Department of Education

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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. In California, 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 determine their level of English proficiency.
- ▶ To annually assess their progress in learning 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 in kindergarten through grade twelve, whose primary language listed on the Home Language Survey 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.

Do English learners with disabilities take the CELDT?

Yes. All English learners must take the CELDT, and this includes English learners with disabilities. Students with disabilities who take the CELDT may use test variations, accommodations, modifications, and/or alternate assessments as specified in their individualized education programs (IEPs) or Section 504 Plans. Students with Section 504 plans may not use an alternate assessment for the CELDT.

What does the CELDT cover?

Beginning in 2009–10, the CELDT for all grades tested covers listening, speaking, reading, and writing. The CELDT is based on California English language development standards, adopted by the State Board of Education.

Who gives the CELDT?

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

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

The speaking domain of the test takes about 10 to 15 minutes for each student to complete. The listening, reading, and writing domains combined take about 2 hours to complete. The writing domain may be divided into two sessions.

Sample Parent/Guardian Notification Letter for Initial Identification of English Learners

(for students identified as English learners)

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test to students whose home language is not English. A Home Language Survey is completed by the parents and guardians and submitted to the school district. In California, the name of the state test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can listen, speak, read, and write in English.

When your child enrolled in our school, he/she was given the CELDT, and the results are attached. These test results have identified him/her as an English learner. Your child will be assigned to an appropriate language instruction program based on the results. The goal of this program is to help your child become proficient in English and succeed in the school's academic curriculum. **[The school district should add a sentence or two to explain the method of instruction used in the student's language instruction program, how this program will help the student become proficient in English, and how it will be determined that the student is ready to exit the program.]**

You are invited to request a conference at school where your child's CELDT results and instructional program will be explained. To schedule your conference, call **[put contact information here]**.

You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC). If you have any questions regarding your child's instructional placement or wish to observe the classroom, please contact the school office at **[put school office number here]** during school hours.

Sincerely,

Superintendent/Principal

Date

Sample Parent/Guardian Notification Letter for Initial Identification of English Learners

(for students identified as fluent English proficient)

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test to students whose home language is not English. A Home Language Survey is completed by the parents and guardians and submitted to the school district. In California, the name of the state test is the California English Language Development Test (CELDT). Its purpose is to determine how well each student tested can listen, speak, read, and write in English.

Your child has been given the CELDT, and the results of this initial testing have identified him/her as fluent English proficient (IFEP). This means that your child 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 how the school will monitor the student's academic progress for the next two years.]**

If you have any questions regarding your child's instructional placement or CELDT results, please contact the school office at **[school phone number]** during school hours. You are encouraged to become involved in your child's education.

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 or Guardians:

State and federal laws require all school districts in California to give a state test each year to every student who has been identified as an English learner. In California, the name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is becoming proficient in English.

Your child has been given the CELDT, and the results are attached. Based on your child's performance on this test, he/she will continue to receive special assistance to become more proficient in English and to succeed in the school's academic program. **[The school district should add a sentence or two to explain the method of instruction used in the student's language instruction program, how this program will help the student become proficient in English, and how it will be determined that the student is ready to exit the program.]**

As you look at your child's CELDT results for this year, it is important to remember that these results are one measure to assess your child's progress toward English language proficiency. **[The school district may want to add a sentence about the other measures that will be used to assess the student's progress.]**

You are invited to request a conference at school where your child's CELDT results and instructional program will be explained. To schedule your conference, call **[put contact information here]**.

You are encouraged to become involved in your child's education. You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC). If you have any questions regarding the CELDT or your child's instructional placement or if you wish to observe the classroom, please contact the school office at [put school office number here] during school hours.

Sincerely,

Superintendent/Principal

Date

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

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test each year to every student who currently is identified as an English learner. In California, the name of this test is the California English Language Development Test (CELDT). Its purpose is to see how well each student is becoming proficient in English.

Your child has been given the CELDT, and the results are attached. Based on your child's performance on this test, he/she may be reclassified to fluent English proficient (RFEP). In addition to the CELDT results, criteria used to make this decision include an evaluation of your child's academic performance by the teacher, your opinion as the parents guardians about his/her proficiency in English, and your child's 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 the school to discuss the reclassification process and the recommended program for your child on **[date]** at **[time]** in **[location]**. Please contact the school office at **[phone number]** to tell us whether or not you are able to attend. Questions about the CELDT or your child's CELDT results also should be directed to the same number.

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

Sincerely,

Superintendent/Principal

Date