TEACHER INDUCTION

English Language Learners Information Packet
2016-2017

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Glossary of Terms and Acronyms

PT: _________________________

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California English Language Development Test (CELDT)

"CELDT 101"
Regulations and Requirements

Revised June 2014

CALIFORNIA DEPARTMENT OF EDUCATION
Tom Torlakson, State Superintendent of Public Instruction
Overview

- CELDT Laws
- CELDT Regulations
- Primary Home Language Determinations
- American Sign Language
- English Language Development (ELD) Standards
- Reporting Requirements
- Uses of CELDT Results
- Accountability and Reclassification
- Test Coordinators and Examiners
- Test Security
- Variations, Accommodations, and Modifications
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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.
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
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
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
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.
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/documents/hlsform.doc

- 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
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

- 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
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.
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.
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.
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/](http://www.cde.ca.gov/ta/ac/t3/)
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.
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/](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)
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
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
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
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
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
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).
### Proposed Timeline for the Transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>ELPAC Pilot Testing</strong></td>
<td>December¹ 2015</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Field Test Administrations (No scores reported)</strong></td>
<td>ELPAC² Summative (Spring 2017)</td>
<td>ELPAC³ Initial (Fall 2017)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Operational Administrations (Scores reported)</strong></td>
<td>CELDT¹</td>
<td>CELDT²</td>
<td>CELDT³ Initial only</td>
<td>ELPAC⁵ Initial (July 1, 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ELPAC⁴ Summative (Spring 2018)</td>
<td>ELPAC⁶ Operational (Initial and Summative)</td>
</tr>
</tbody>
</table>

¹ In 2015–16, the CELDT will be administered as usual. Pilot testing for the ELPAC will occur in December 2015. The purpose of the pilot is to ensure that new task types planned for the ELPAC elicit useful information about language proficiency, as described in the 2012 California English Language Development Standards.

² In 2016–17, the CELDT will continue to be administered as usual. In spring 2017, a sample of school districts will participate in the ELPAC Summative Assessment field test. The purpose of each ELPAC field test (Summative and Initial Assessments) is to gather information on the performance of items that will inform final decisions related to test length, test composition, and score scales to ensure the ELPAC is valid and reliable.

³ In 2017–18, the CELDT will be administered for the purpose of initial identification only from July 1, 2017 to June 30, 2018. In fall 2017, field testing for the ELPAC Initial Assessment will occur.

⁴ In spring 2018, the ELPAC Summative Assessment will be operational.

⁵ On July 1, 2018, the ELPAC Initial Assessment will be operational.

⁶ In 2018–19, the ELPAC assessments will be fully operational, and the CELDT will no longer be administered.
California is in the process of transitioning from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC). The CELDT will continue to be administered until the ELPAC becomes operational. The table below shows a brief comparison between the CELDT and the ELPAC. For more information, see the CELDT to ELPAC Proposed Transition Timeline Web page.

<table>
<thead>
<tr>
<th>CELDT</th>
<th>ELPAC</th>
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<tbody>
<tr>
<td>Aligned with the 1999 California English Language Development (ELD) Standards with five proficiency levels</td>
<td>Must be aligned with the 2012 California ELD Standards, which have three proficiency levels (Emerging, Expanding, and Bridging)</td>
</tr>
<tr>
<td>One test used for two purposes: initial assessment and annual assessment</td>
<td>Two separate tests for two purposes: (1) initial identification; and (2) annual summative assessment. The initial identification will be brief and locally scored.</td>
</tr>
<tr>
<td>Paper-pencil tests</td>
<td>Paper-pencil tests with a potential to transition to computer-based tests</td>
</tr>
<tr>
<td>July 1–October 31 Annual Assessment window</td>
<td>Annual Summative Assessment window to be a four month period after January 1 (proposed February 1–May 31), allowing for more pre-test instructional time</td>
</tr>
<tr>
<td>Five grades/grade spans: K–1, 2, 3–5, 6–8, and 9–12</td>
<td>Seven grades/grade spans: K, 1, 2, 3–5, 6–8, 9–10, and 11–12</td>
</tr>
<tr>
<td>Five performance levels</td>
<td>Four performance levels</td>
</tr>
<tr>
<td>Reporting domains: Listening, Speaking, Reading, and Writing</td>
<td>Reporting domains: Listening, Speaking, Reading, and Writing</td>
</tr>
</tbody>
</table>
Proficiency Level Descriptors for the California English Language Development Standards

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level as they continue to build on existing language skills and knowledge.

**Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

**Expanding:** Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

**Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade-level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The Proficiency Level Descriptors for ELs emphasize that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language, as long as they are provided appropriate linguistic support.
Glossary of Terms and Acronyms

Alternate Assessments: Students with disabilities who are unable to take the entire California English Language Development Test (CELDT) (or any section of the test) with variations, accommodations, or modifications shall: (1) be administered an alternate assessment for ELP as set forth in their individualized education program (IEP), and (2) receive the lowest obtainable scale score for the domain(s) of the CELDT for which alternate assessments were administered.

Annual Assessment (AA): The CELDT is given once each year to English learners as an annual assessment (also referred to as AA) of their progress toward ELP.

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 (K–12). Three purposes for the CELDT are specified in state law, including: (1) identifying students as limited English proficient, (2) determining the level of 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 K–12.
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 usually 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 four-week period after the close of the AA window. Designated CELDT district coordinators are granted secure access to the Student Score File 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 2012 ELD Standards describe the knowledge, skills, and abilities in English that are expected at exit from each proficiency level by English learners. Links to the ELD Standards are available on the CDE ELD Standards Web page at http://www.cde.ca.gov/sp/el/er/eldstandards.asp. Updated ELD Standards were adopted by the SBE in fall 2012.
English Learner
An English learner is a student in K–12 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 ELP to newly enrolled students whose primary language is not English and to English learners as an AA. Since 2001, this test for California’s public school students has been the CELDT.

Home Language Survey (HLS)
Federal and state laws require schools to determine the language used in the home of each student. The purpose of the HLS is to help identify students in need of ELD services. Based on the responses on the HLS, students may be tested with the CELDT to determine their level of ELP. The home language survey form is to be completed by the student’s parent or guardian at the time of first enrollment in a California public school. A sample is available on the CDE English Learner Forms Web page at http://www.cde.ca.gov/ta/cr/elforms.asp.

Individualized Education Program (IEP)
An IEP is a written plan that is designed by an LEA team to meet the unique educational needs of a student with disabilities, as defined by federal regulations. The IEP must be tailored to the individual student’s needs as identified by the evaluation process and should describe how the student learns, how the student best demonstrates what is learned, and what teachers and service providers must do to help the student learn more effectively.

Individuals with Disabilities Education Act (IDEA)
IDEA is a federal law to ensure that appropriate services are provided to students with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible infants, toddlers, children, and youth with disabilities.

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 ELP are identified as IFEP.

Limited English Proficient (LEP)
LEP is a federal designation of an individual who does not speak English as the primary language and who is not proficient in speaking, listening, reading, or writing in English.
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.

Lowest Obtainable Scale Score (LOSS)  
The LOSS is the lowest score in a range of potential scores for a grade level and subject area. Scale scores can be compared from year to year within a given grade level and subject. Scale scores are not comparable across subjects and cannot be averaged across different grade levels.

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. 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 home language survey 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. California Education Code (EC) Section 313(f) 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 ELP are determined to be RFEP.

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

- Assessment of ELP, 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 ELP 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 California English–Language Arts Standards Test [CST for ELA] and the California Modified Assessment for ELA [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 also may 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 the state educational agency for California that sets education policy for K–12 in the areas of standards, instructional materials, assessment, and accountability. The SBE adopts textbooks for kindergarten through grade eight (K–8), adopts regulations to implement legislation, and has the authority to grant waivers for certain sections of the EC. |
| **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 English learners 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. |
| **Transitional Kindergarten** | A transitional kindergarten is the first year of a two-year kindergarten program that uses a modified curriculum that is age and developmentally appropriate. Pursuant to law (EC 48000[c]), a child is eligible for transitional kindergarten if a child will have his or her fifth birthday between: November 2 and December 2, for the 2012–13 school year; October 2 and December 2, for the 2013–14 school year; September 2 and December 2, for the 2014–15 school year and each school year thereafter. |