



### ***What is the California English Language Development Test (CELDT)?***

The CELDT is a test that measures how well a student can listen, speak, read, and write in English. California state law requires that the CELDT be given each year to English Learners (students who do not speak English fluently).

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

The purpose of this test is:

- To identify new students in kindergarten through grade 12 who are English Learners.
- To monitor student progress in learning English.
- To help decide when a student is fully proficient in academic English.

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

Any student who lives in a home where a language other than English is spoken must take the test within 30 calendar days after enrolling in a California public school for the first time. The CELDT also must be given once each year to English Learners until they become fully proficient in English.

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

The CELDT covers listening and speaking skills for students in kindergarten and grade 1. The test for students in grades 2 through 12 covers listening, speaking, reading, and writing skills. The CELDT at all grade levels is based on English Language Development standards.

### ***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 progressing in learning English.

### ***How and when do parents/guardians get their student's test results?***

As soon as the tests are scored by the testing contractor, the results are returned to the school district. The school district sends student test results to the parents/guardians by U. S. mail.

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

There are five levels of proficiency a student can achieve:

- **Beginning** – Students understand simple phrases spoken in English. They begin to speak a few words to communicate basic needs.
- **Early Intermediate** – Students understand and respond to simple school tasks in English. They speak using phrases and short sentences.
- **Intermediate** – Students speak, read and write in English on familiar topics. They retell simple stories, participate in school discussions, and speak using full sentences.
- **Early Advanced** – Students are developing close to native-like proficiency in English. They participate in increasingly complex school tasks.
- **Advanced** – Students speak, read, and write English in a manner that resembles a native English speaker. They participate fully in all school subjects.

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

Parents/guardians should contact their student's teacher and/or the school office for further information. They also are invited to request a conference to review the CELDT results.

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

on the Internet about the CELDT:  
<http://www.cde.ca.gov/ta/tg/el/>

# EXPLANATION OF THE "STUDENT PROFICIENCY LEVEL REPORT"



**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: ABCDEFGHIJKLMNOPQRST  
123456789.....3.

Test Date: Summer/Fall 2002  
CDS#: 12-12345-1234567  
School: WESTPARK  
District: WESTMINSTER  
County: ORANGE  
State: CALIFORNIA

City/State: WESTMINSTER, CA



Proficiency Levels	Listening and Speaking	Reading	Writing	Overall Student Proficiency Level
Advanced				
Early Advanced				
Intermediate	506		495	492
Early Intermediate		468		
Beginning				

**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.

Scores that fall within a proficiency level indicate that

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.

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Student Name and Grade Level

Proficiency Levels are given for each of the skill areas (Listening and Speaking, Reading, and Writing) and the Overall Student Proficiency Level. The bars represent this student's proficiency level for each skill area.

Proficiency level skills for each skill area are described on the back of the "Student Proficiency Level Report."

**Student/Date/School Information**  
Birthdate: Student's birthdate  
Test Date: Date test was taken  
School: Where the test was taken  
District: San Diego City Schools  
County: San Diego  
State: California  
City/State: San Diego, California

**Observations** - this section explains the proficiency levels represented by the bars in the graph. Further descriptions for each proficiency level are found on the back of the report.