



California English Language Development Test (CELDT)

CELDT 201A: Reports and Data Management

Revised August 2014



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of Public Instruction

Reports and Data Management Overview

- CELDT Scores and Performance Levels
- CELDT Reports
- Limitations to Interpretation of Results
- Historical CELDT Data Files
- Managing CELDT Data and Preparing for the Data Review Module (DRM)
- Contact Information



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CELDT Scores and Performance Levels

- Raw score: Total points earned
- Scale score: Derived from raw score to facilitate equating and analysis
- Composite scores:
 - Overall (Listening, Speaking, Reading, and Writing combined)
 - Comprehension (Listening and Reading combined)



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CELDT Scores and Performance Levels (cont.)

- Overall score for kindergarten and grade one (K–1)
 - Sum of scale scores by weight, truncated

Listening and Speaking 45% each

Reading and Writing 5% each

Listening Scale Score:	464	x	.45	=	208.80
Speaking Scale Score:	514	x	.45	=	231.30
Reading Scale Score:	437	x	.05	=	21.85
Writing Scale Score:	412	x	.05	=	20.60
					482.55
Overall score (truncated):					482

CELDT Scores and Performance Levels (cont.)



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- Overall score for grades two through twelve (2–12)
 - Sum of scale scores by weight, truncated
- All four domains equally weighted at 25%

Listening Scale Score:	539	x	.25	=	134.75
Speaking Scale Score:	490	x	.25	=	122.50
Reading Scale Score:	415	x	.25	=	103.75
Writing Scale Score:	387	x	.25	=	96.75
					457.75
Overall score (truncated):					457



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CELDT Scores and Performance Levels (cont.)

- Comprehension score for all grades
 - Average of the Listening and Reading domain scale scores, truncated

Listening Scale Score:	521
Reading Scale Score:	530
	1051
	÷ 2
	525.5
Comprehension score: (truncated)	525

CELDT Scores and Performance Levels (cont.)



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- CELDT Performance Levels
 - Beginning
 - Early Intermediate
 - Intermediate
 - Early Advanced
 - Advanced
- Provided for each domain and Overall
- Test Performance Descriptors describe what students typically know and are able to do in English at each level



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CELDT Reports

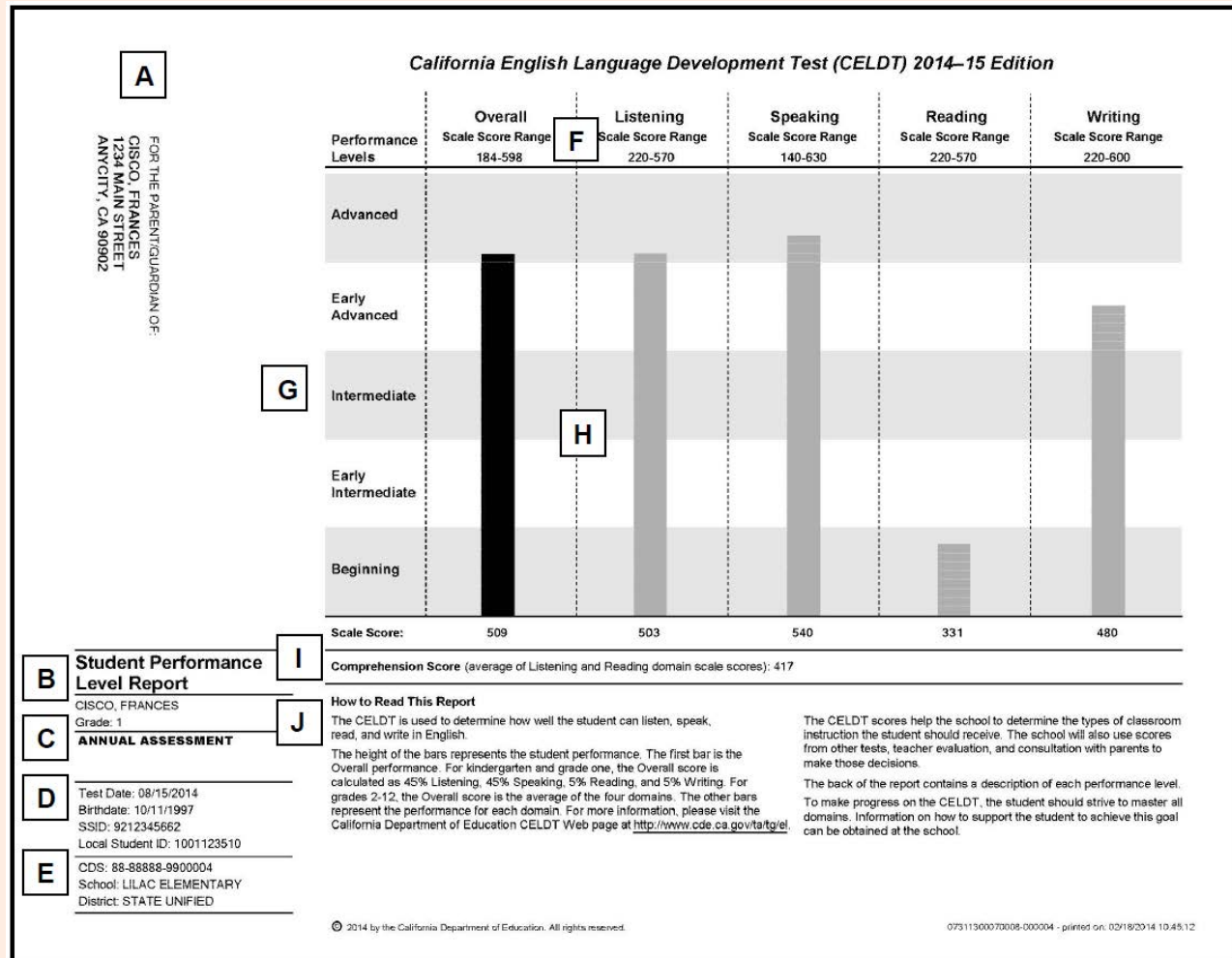
- Student Performance Level Report
- Student Record Label
- Student Score File
- Performance Level Summary Reports for district and school
- Roster Report



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CELDT Reports (cont.)

Student Performance Level Report (front)





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CELDT Reports (cont.)

Student Performance Level Report (back)

Grade 2 Overall Performance Levels	California English Language Development Test Performance Descriptors			
	Listening	Speaking	Reading	Writing
Advanced 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 and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Oral and written productions reflect discourse appropriate for academic domains. Errors are infrequent and do not reduce communication.	Students who perform at this level on the CELDT typically demonstrate comprehension of most academic language with complex syntax and vocabulary; they understand and follow all simple oral directions.	Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.	Students who perform at this level on the CELDT typically identify more complex synonyms and antonyms; they read a more complex story and answer increasingly difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences.	Students who perform at this level on the CELDT typically identify a complex verb tense; they write a complete sentence appropriate to a picture prompt. The sentence contains few or no mechanical errors. They write a short story in response to a picture sequence. The story contains well-organized ideas, accurate transitions, precise vocabulary, and minimal errors.
Early Advanced 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 and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral and written productions are characterized by more elaborate discourse and fully developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.	Students who perform at this level on the CELDT typically demonstrate comprehension of social language and comprehension of some academic language with complex vocabulary and syntax; they understand and follow most simple oral directions.	Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.	Students who perform at this level on the CELDT typically match more difficult vocabulary words to pictures; use irregular plurals and identify antonyms; use context clues to complete sentences in a short passage with words appropriate to the topic; identify different genres; recall details and answer more difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences after reading a story; recognize common abbreviations, and recognize more complex grammar and spelling patterns.	Students who perform at this level on the CELDT typically demonstrate use of possessives, superlatives, regular plurals, prepositions, and articles; use vocabulary that is specific; and write a complete sentence appropriate to a topic; identify different genres; recall details and answer more difficult questions that involve sequencing, summarizing, drawing conclusions, or making inferences after reading a story; recognize common abbreviations, and recognize more complex grammar and spelling patterns.
Intermediate Students at this level of English language performance begin to tailor the English language to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions have usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.	Students who perform at this level on the CELDT typically demonstrate comprehension of simple vocabulary and syntax related to social language, with limited comprehension of academic language; they understand and attempt to follow simple oral directions.	Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.	Students who perform at this level on the CELDT typically match similar sound patterns and identify compound words; recognize multiple-meaning words; apply abstract concepts to categorize words; use the context of a sentence to fill in the blanks with the correct words; and recall details and answer questions that involve sequencing, summarizing, drawing conclusions, or making simple inferences after reading a story.	Students who perform at this level on the CELDT typically begin to use standard writing conventions, such as word order, subject/verb agreement, verb tenses, pronouns, and contractions; use vocabulary that is common but may lack complexity; and write a simple sentence appropriate to a picture prompt. The sentence may contain errors in grammar, vocabulary, and/or syntax. They write a short story by listing events or ideas in response to sequenced pictures. The story may contain repetitive transitional words and errors that do not affect meaning.
Early Intermediate 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 details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions are usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.	Students who perform at this level on the CELDT typically understand basic social language, with limited comprehension of academic language; they understand and follow some simple oral directions.	Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication; they tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.	Students who perform at this level on the CELDT typically match simple vocabulary words to pictures; hear a word and select its printed version from a choice of similar words; recognize basic semantic categories, such as regular plurals and simple synonyms; and use phonemic awareness and phonics skills at a higher level, such as rhyming.	Students who perform at this level on the CELDT typically begin to use some standard writing conventions, such as spacing, punctuation, and capitalization; use vocabulary that is basic and may be limited; and write a phrase or a simple sentence based on a prompt. The response may contain numerous errors that obscure meaning.
Beginning Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.	Students who perform at this level on the CELDT have little or no receptive skills, or may demonstrate limited comprehension of a few basic words and phrases; they understand and follow few simple oral directions.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose; they attempt to tell part of a story, using simple words and phrases.	Students who perform at this level on the CELDT may demonstrate no receptive skills, or may identify the letter that corresponds to the initial sound of a simple spoken word; they begin to recognize some basic groups of related words.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may use a few standard writing conventions; they attempt to write a short story in response to a picture sequence. The writing is minimal and contains some isolated English words.



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CELDT Reports (cont.)

Student Record Label

<i>California English Language Development Test (CELDT)</i>			
<i>2014–15 Edition</i>			
Domain	Score	Performance Level	
KANSAS, VERGINIA A	392	Beginning	
Birthdate: 07/21/2007 Grade: 2	Listening 220	Beginning	
District: CAL UNIFIED	Speaking 449	Intermediate	
School: RED ELEMENTARY	Reading 446	Early Intermediate	
Test Date: 10/03/2014	Writing 456	Early Intermediate	
SSID: 8888888807	Local Stu ID: 666666777		
ANNUAL ASSESSMENT	Local Use:		



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CELDT Reports (cont.)

- Student Score File (SSF)
 - Downloadable electronic files available from the secure District Portal at <http://www.celdt.org/>
 - Available for each monthly batch of scored Answer Books
 - Available in Comma-Separated Values (CSV) and fixed-width text file formats
 - Includes each student's demographic and score data



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CELDT Reports (cont.)

Student Score Files Web page within the secure District Portal

District Portal > 2013-14 Student Score Files

2013-14 Student Score Files

Use this Web page to download your district's Student Score Files (SSF). Refer to the Edition-specific [Student Score File Layout](#) (PDF), downloadable from the [Document Archive](#) Web page, for detailed information about the files.

If you have questions or need assistance regarding these files or the layout, please contact the CELDT Customer Support Center by phone at 866-850-1039 or by e-mail at support@celdt.org.

Edition:

Monthly Student Score Files	Student Score Files on CD
<p>This section contains the SSF for each month the district returned materials for scoring. If a month is not listed, no materials were returned for scoring within that month.</p> <p>File: <input type="text" value="Select a File"/></p> <p>File Format: <input type="text" value="CSV - Comma-separated"/></p> <p><input type="button" value="Download File"/></p>	<p>Upon district request, Educational Data Systems will provide each file once, on CD. Select the Order a CD button below to go to the Request Student Score File on CD Web page.</p> <p><input type="button" value="Order a CD"/></p>

Post-Data Review Module (DRM) Student Score Files (SSF)

This section contains the combined SSF containing data revised during the DRM. Each district that tested during the Annual Assessment (AA) Window will have one file (containing all students tested during the AA Window).

4,506 Post-DRM AA Student Records Found

File Format:



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CELDT Reports (cont.)

- Performance Level Summary Reports
 - Spring: District and school reports for Annual Assessment (AA) students tested during that year's AA window
 - Fall: District and school reports for
 - All Initial Assessment (IA) students tested during the preceding year, and
 - All AA and IA students tested during the preceding year, combined

CELDT Reports (cont.)



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Performance Level Summary Reports (cont.)

California English Language Development Test (CELDT) 2011–12 Edition	Performance Levels	Overall		Listening		Speaking		Reading		Writing	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Performance Level Summary Report	Advanced	1	5	2	11	5	26	1	5	4	21
School: BLUE HIGH SCHOOL											
Grade: 9	Early Advanced	7	37	2	11	8	42	3	16	5	26
ANNUAL ASSESSMENT											
Purpose This report displays a summary of how students at this grade scored on the CELDT. The following is provided for the Overall and each domain: number and percent of students at each performance level, total number of students, the mean scale score, standard deviation, and the number and percent of students who met the CELDT criterion. The standard deviation is provided only for groups of two or more students.	Intermediate	6	32	8	42	3	16	6	32	3	16
	Early Intermediate	3	16	6	32	1	5	6	32	4	21
	Beginning	2	11	1	5	2	11	3	16	3	16
	Total Number of Students	19		19		19		19		19	
	Mean Scale Score	552.8		570.7		549.3		553.6		538.9	
	Standard Deviation	69.7		78.5		113.6		70.3		68.0	
	Number (percent) of students who met the CELDT Criterion: 8 (42%)										



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CELDT Reports (cont.)

- Roster Report
 - Sent in the spring with the AA Performance Level Summary Reports
 - School-level
 - Organized by grade
 - Students listed in alphabetical order by last name



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CELDT Reports (cont.)

Roster Report

<i>California English Language Development Test (CELDT) 2011–12 Edition</i>	Student	Overall Scale Score Range 215-635 Performance Level	Listening Scale Score Range 220-570 Performance Level	Speaking Scale Score Range 140-630 Performance Level	Reading Scale Score Range 280-650 Performance Level	Writing Scale Score Range 220-690 Performance Level
Roster Report	ALASKA, SARA Birthdate: 06/20/2002 SSID: 8888888803 Local Student ID: 777777777 Test Date: 02/03/2011	537 Early Advanced	530 Advanced	525 Advanced	526 Early Advanced	568 Advanced
School: RED ELEMENTARY	ARIZONA, VERGINIA D Birthdate: 03/04/2002 SSID: 9999999904 Local Student ID: 9999922224 Test Date: 01/14/2011	215 Beginning	220 Beginning	140 Beginning	280 Beginning	220 Beginning
Grade: 2	CALIFORNIA, POPPIES A Birthdate: 06/11/2002 SSID: 9999999922 Local Student ID: 8888888888 Test Date: 10/04/2011	365 Beginning	467 Intermediate	494 Early Advanced	280 Beginning	220 Beginning
ANNUAL ASSESSMENT	CAROLINA, CHARLOT Birthdate: 05/08/2002 SSID: 9999999918 Local Student ID: Test Date: 12/02/2011	479 Intermediate	501 Early Advanced	449 Intermediate	459 Early Intermediate	510 Intermediate
Purpose The report displays how each student, at this grade and school, performed Overall and on each domain. Students are listed alphabetically by last name.	KANSAS, TULIPS Birthdate: 12/11/2001 SSID: 8888888806 Local Student ID: 6666666666 Test Date: 11/22/2011	414 Early Intermediate	467 Intermediate	422 Intermediate	399 Beginning	369 Beginning
	KANSAS, VERGINIA A Birthdate: 07/21/2002 SSID: 8888888807 Local Student ID: 6666666777 Test Date: 10/22/2011	392 Beginning	220* Beginning	449 Intermediate	446 Early Intermediate	456 Early Intermediate
	NEBRASKA, JASMIN Birthdate: 02/15/2002 SSID: 9999999917 Local Student ID: 9999922243 Test Date: 09/30/2011	428 Early Intermediate	467 Intermediate	494 Early Advanced	280 Beginning	473 Intermediate
	NEVADA, RENA Birthdate: 08/11/2002 SSID: 9999999919 Local Student ID: Test Date: 10/15/2011	215 Beginning	220 Beginning	140 Beginning	280 Beginning	220 Beginning
CDS: 01-22222-9999999 District: CAL UNIFIED County: ALAMEDA State: CALIFORNIA	OHIO, FLOWER Birthdate: 01/20/2002 SSID: 8888888804 Local Student ID: 7777777776 Test Date: 01/21/2011	477 Intermediate	454 Intermediate	525 Advanced	453 Early Intermediate	478 Intermediate



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Limitations to Interpretation of Results

- CELDT scores are an imperfect measure
 - Standard Error of Measurement
 - Language skills assessed are not all-inclusive
- Scores are interpreted by Listening, Speaking, Reading, Writing, Comprehension, and Overall only
- Student-level scores must be interpreted with caution and in conjunction with other data, for example:
 - Teacher observations, checklists
 - Classroom assessments
 - Other tests of English language proficiency

Limitations to Interpretation of Results (cont.)



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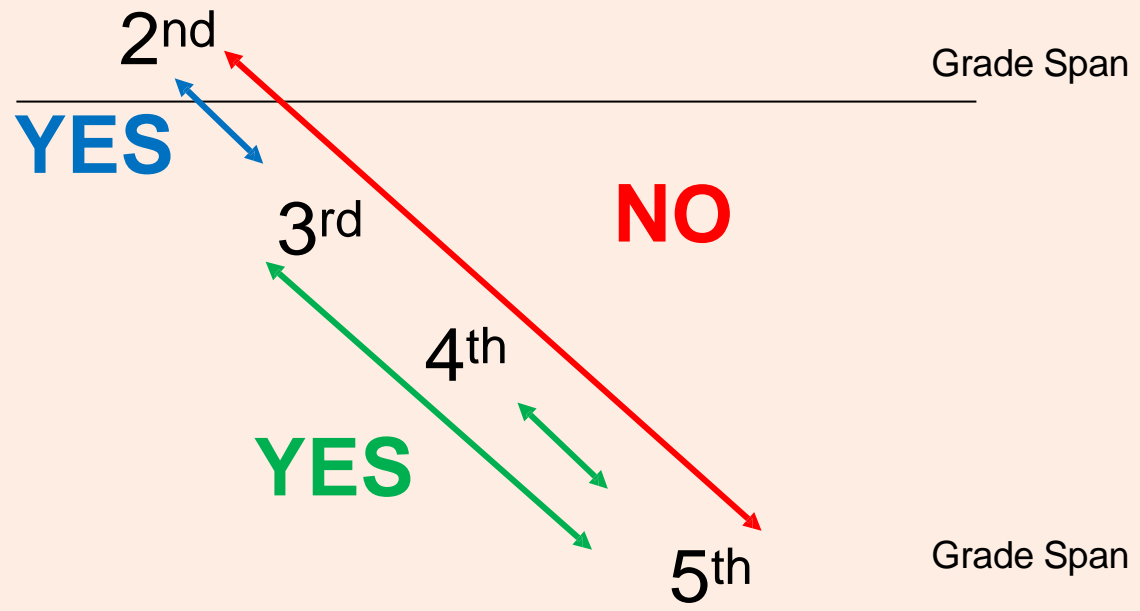
- Appropriate comparisons of CELDT scores
 - Same domain
 - Example: Listening scale scores can be compared with other Listening scale scores, but not with Speaking, Reading, or Writing scale scores

Limitations to Interpretation of Results (cont.)



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- Appropriate comparisons of CELDT scores
 - Within a grade span
 - Same or adjacent grade levels



Limitations to Interpretation of Results (cont.)



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- Appropriate comparisons of CELDT scores
 - Same test scale:
 - A new CELDT scale was established in 2006–07
 - Scores from the 2005–06 and previous editions cannot be compared with scores from the 2006–07 and subsequent editions



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Historical CELDT Data Files

- Student Score Files are available on CD for the administrations from 2006–07 to the most recently completed school year
- Optional Services Web page and Order Form available at <http://www.celdt.org/resources/optional/>



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Managing CELDT Data and Preparing for the DRM

- Ensure that there is a report for each student test submitted for scoring
 - Contact the CELDT Customer Support Center if reports are missing (<http://www.celdt.org>)
- Review paper reports and/or SSF monthly for:
 - Accuracy of Test Purpose
 - AA or IA
 - This is the most important field in the DRM to be error-free
 - Missing previous scale scores for AA students
 - Missing Date Testing Completed
- Use the DRM to make data corrections
- Post-DRM SSF available in the spring



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Contact Information

CELDT Customer Support: Educational Data Systems

- E-mail: support@celdt.org
- Telephone: 866-850-1039
- Web page: <http://www.celdt.org/>

CDE: English Language Proficiency and Alternate Assessments Office

- E-mail: celdt@cde.ca.gov
- Telephone: 916-319-0784
- Web page: <http://www.cde.ca.gov/ta/tg/el/>