

CELDT 201A: Reports and Data Management

Presentation Script
Revised August 2014

SLIDE 1 - The title of this presentation is *CELDT 201A: Reports and Data Management*.

SLIDE 2 - The overview includes the following:

- 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

SLIDE 3 - A CELDT raw score is the total number of points earned by the student. For items scored as either correct or incorrect, a student gets one point for each correct answer. For items scored using a multi-point rubric, the student receives the number of points earned for each response. These points are summed across all questions within a domain to calculate the raw score for that domain.

Raw scores have limited utility, however. Because a new test edition is used each year, and within a year different test forms are used at different grade spans, raw scores cannot be used to compare results from year to year or from grade to grade.

Scale scores are derived from raw scores using a statistical process by which the test questions are arranged along a common scale in terms of their relative difficulty. Scale scores are used to equate different editions of the CELDT, which allows comparison of results from year to year and grade to grade, and are also used for the determination of performance levels. Scale scores are more useful for analyzing and summarizing data than raw scores. A scale score is provided for each domain of the CELDT.

In addition to domain scale scores, there are two composite scale scores: an Overall score, which includes the four domains of Listening, Speaking, Reading, and Writing, and a Comprehension score, which includes the domains of Listening and Reading only.

SLIDE 4 - An Overall score is computed by combining the four domain scale scores. For kindergarten and grade one (K–1) students, the Overall score is computed using different weights for Listening and Speaking than for Reading and Writing. Listening and Speaking are computed at 45 percent each and Reading and Writing are computed at 5 percent each.

As shown in this example, the Overall score is computed by multiplying each of the Listening and Speaking scale scores by .45, and multiplying each of the Reading and Writing scale scores by .05, summing the four results, then truncating. Truncating is the process of dropping any digits which are to the right of the decimal point. In this example, the result is an Overall score of 482.

SLIDE 5 - For students in grades two through twelve, all domain scores are weighted equally at 25 percent. The Overall score is computed by multiplying each of the four domain scores by .25, summing the results, then truncating. In this example, the result is an Overall score of 457.

SLIDE 6 - The other composite CELDT score is a Comprehension score. All students receive a Comprehension score, regardless of grade. The Comprehension score is computed by averaging the Listening and Reading scale scores, then truncating the result. In this example, the Comprehension score is 525.

SLIDE 7 - CELDT scale scores are categorized into five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. These performance levels are defined by cut scores on the common scale approved by the State Board of Education. Performance levels are provided for each domain as well as for the Overall score.

Test Performance Descriptors, available by grade span for each domain's performance level and Overall, describe what students typically know and can do in English at each level. They are printed on the back of each Student Performance Level Report.

SLIDE 8 - The various types of reports provided to districts and schools include:

- Student Performance Level Report
- Student Record Label
- Student Score File
- Performance Level Summary Reports, at both the district and school levels
- Roster Report

All of these reports, excluding the Performance Level Summary Reports, provide individual student level data. All reports with individual student data must be kept confidential. Only authorized school district personnel, the student, and parents or guardians are allowed to see individual students' CELDT results.

With the exception of the Student Score Files, which are provided electronically, the reports listed above are paper reports.

SLIDE 9 - The first reports districts receive each year are the Student Performance Level Reports. These are official, individual student score reports. These reports are shipped to districts six to eight weeks after the CELDT contractor receives a monthly shipment of scorable materials from the district.

For each student, two copies are provided. One copy is to be kept in the student's cumulative file, and the other is to be sent, within 30 days of receipt, to the student's parents or guardians. The front of the report contains student identifying information, domain, Overall and Comprehension scores, bars representing the scale scores and performance levels, and explanatory information.

Parent/guardian address is provided for use with a size 9 or 10 envelope.

SLIDE 10 - On the back of each Student Performance Level Report are the Test Performance Descriptors for the student's grade level. Each cell of the descriptors matrix provides a brief description of the skills required to reach the specific performance level in each domain.

SLIDE 11 - Student Performance Level Reports accompany the Student Record Labels. The labels are shrink-wrapped in the package with the second Student Performance Level Report copy. These are sticky labels approximately one inch by four inches containing student identifying information and all of the student's scale scores and performance levels. One label is provided for each student tested. It may be placed in the student's cumulative file.

SLIDE 12 - The Student Score Files are electronic data files available for download from the secure District Portal on the CELDT Web site.

Student Score Files are available at the same time the Student Performance Level Reports are shipped, which is monthly. Each Student Score File includes the student records from testing materials received in the corresponding monthly shipment. Districts that send in multiple shipments per month will see multiple files on the Student Score File Web site, one for each shipment.

Each spring, a cumulative Student Score File (SSF) will be made available to districts. The SSF will include all students tested within the Annual Assessment (AA) window. This file reflects changes that were made in the Data Review Module (DRM), a Web-based application that allows districts to review and electronically correct CELDT data for materials returned within the AA window deadlines.

Student Score Files are available in both comma-separated values, or CSV, and fixed-width file formats, and include each student's demographic and score data. Because these files include individual student data that can be analyzed using Excel or a statistical analysis package, they are likely to be the best source of CELDT data for monitoring student progress and program planning.

SLIDE 13 - This is a screenshot of the Student Score Files Web page within the secure District Portal. The page displays files according to the Edition chosen from the drop-down menu in the center of the page. Choose the Edition in the drop-down and the appropriate files will display.

Districts will find their monthly Student Score Files here. If your district sends in multiple shipments per month, you will see multiple monthly files in the Select a File drop-down box.

Also on this page, after the DRM is complete, you will find the post-DRM Student Score File. By clicking on the Order a CD button, you will be taken to additional Web pages to request a copy of the Student Score Files on CD.

Finally, note that the layout for the Student Score File may change each year. The Student Score File Layout is available on this Web page and on the non-secure Document Archive Web page.

SLIDE 14 - Three sets of Performance Level Summary Reports are provided to districts. Each set includes both district- and school-level reports.

In the spring, the summary report shipment contains Performance Level Summary Reports that include AA students tested during the AA window. These reports reflect all demographic data corrections made during the DRM.

In the fall, once testing and scoring for the prior year's CELDT administration is complete, districts are sent two additional sets of Performance Level Summary Reports: one that includes only students who took the CELDT as an Initial Assessment (IA), and another that includes AA and IA students tested combined.

SLIDE 15 - This is an example of a school Performance Level Summary Report of students who took the AA. Note that these reports are organized by grade. The report provides a summary of how students at the indicated grade scored on the CELDT.

The main portion of the report provides a table showing, for each domain and Overall, the number and percentage of students who scored at each performance level.

The report also includes, for each domain and Overall, the total number of students tested, the mean scale score, and the standard deviation, a measure of how spread out the scores were. In addition, the report provides the number and percentage of students at the grade who met the CELDT Criterion for English proficiency. Meeting the CELDT Criterion is one requirement for reclassification to fluent English proficient.

SLIDE 16 - Included with the spring Annual Assessment Performance Level Summary Reports are school-level Roster Reports containing results for students who tested within the AA window for each school. These reports are also organized by grade. Within each grade, students are listed alphabetically by last name.

SLIDE 17 - This is a sample Roster Report for a fictitious school for grade 2. For each student, the report provides demographic information and the scale score and performance levels for the Overall score and for each domain.

SLIDE 18 - When reviewing, analyzing, and using CELDT results, it is important to keep the following limitations in mind.

First, there is a standard error of measurement which reflects the difference between a student's true ability and the student's score on a particular test.

Second, the CELDT assesses a small sample of all the knowledge and abilities associated with acquiring English language proficiency. The English language skills assessed by the CELDT are representative, but not all-inclusive.

Scores can be interpreted only at the domain and Overall levels. Student performance is not to be evaluated based on individual responses to questions.

CELDT results can provide information at varying levels of analysis: district, school, grade, and individual student. At the student level, CELDT results must be interpreted with great caution and in conjunction with other information, such as data from teacher observations and checklists, classroom assessments, and other tests of English language proficiency.

SLIDE 19 - There are three important requirements for making comparisons between CELDT scores.

First, each domain has its own scale, so comparisons can only be made between scores for the same domain. For example, Listening scale scores can be compared with other Listening scale scores, but not with Speaking, Reading, or Writing scale scores.

SLIDE 20 - Second, scores should only be compared within a grade span or between adjacent grades.

To demonstrate, the Speaking scale scores of this year's fifth grade students can be compared with their Speaking scale scores as third or fourth grade students, but not with their Speaking scale scores as second grade students. However, the Speaking scale scores of this year's third grade students *could* be compared with the scores received in second grade, but not with the scores received in first grade, etc.

SLIDE 21 - Third, scores need to be on the same scale if they are to be compared. CELDT scores can be compared from grade to grade and from year to year starting with the 2006–07 administration year, when a new CELDT scale was established and used during this administration.

Scores from the 2005–06 and previous editions cannot be compared with scores from the 2006–07 and subsequent editions.

SLIDE 22 - Districts which need to access data from test administrations prior to the scoring and reporting by the CELDT contractor may obtain the information on CD.

SLIDE 23 - For managing CELDT data and in preparation for the DRM, there are three key items to keep in mind. First, ensure that there is a report for each student test submitted for scoring. If reports are missing, contact the CELDT Customer Support Center (CSC). The contact information for the CSC is on the next slide. Second, review paper reports and/or SSF monthly for accuracy of Test Purpose (i.e., an Initial or Annual Assessment), missing previous scale scores for AA students, and a blank bubble in the Date Testing Completed field. Third, use the DRM to make data corrections. The post-DRM SSF will typically be available in the spring.

SLIDE 24 - For more information or questions about the current year's CELDT, please contact the CELDT Customer Support Center using the contact information provided on this slide.

Contact the CDE English Language Proficiency and Alternate Assessments Office for concerns or questions related to the CELDT program, policy, or regulations.