

# Students' CELDT Performance Reference Guide

This 3-page guide explains the *Students' CELDT Performance* report, which shows English Learners' scores on the California English Language Development Test (CELDT), which determines which students should be considered for reclassification as Fluent English Proficient (RFEP).

**Students' CELDT Performance**  
(Performance Level in Each Domain and Overall)

Student	Grade Level	Domains				Overall
		Listening	Speaking	Reading	Writing	
Ashley Garcia	4	5	5	2	4	4
Victor Jung	11	3	4	3	4	3
Cho McDonald	Kindergarten	5	5	2	2	4
Jose Patel	8	2	3	2	2	2
<b>Average</b>		3.8	4.3	2.3	3.0	3.3

## Purpose

**What are some questions this report will help answer?**

- Which students scored *Proficient* on the CELDT?
- Which scores prevented students from earning Proficiency?
- How did this class or program of students perform on the CELDT and in each of its domains?

## Focus

**Who is the intended audience?**

Teachers, administrators, and EL coordinators

**What data is reported?**

Each English Learner who took the CELDT is listed with grade level, proficiency level for each domain, and *Overall* proficiency level.

**How is the data reported?**

Students in a class or program are listed with their scores. A final row averages all the scores in each domain and *Overall*.

## Warning

**What do many educators misunderstand?**

The *Overall* score does not, alone, determine CELDT proficiency. A Grade 2-12 student is *Proficient* on the CELDT only if earning both of these:

- performance level 4 or above *Overall*
- performance level 3 or above in every domain

Kindergarten and Grade 1 students only have to meet these criteria for Listening, Speaking, and Overall in order to score *Proficient*.

## Instructions

### How do I read the report?

Each English Learner has his or her own row of scores. The 1<sup>st</sup> 4 of these scores are for domains, which are categories of English-Language Development (ELD) standards on which the test assesses students. The final score summarizes the student's *Overall* CELDT performance. However, this *Overall* score does not, alone, determine CELDT proficiency.

**Students' CELDT Performance**  
(Performance Level in Each Domain and Overall)

Student	Grade Level	Domains				Overall
		Listening	Speaking	Reading	Writing	
Ashley Garcia	4	5	5	2	4	4
Victor Jung	11	3	4	3	4	3
Cho McDonald	Kindergarten	5	5	2	2	4
Jose Patel	8	2	3	2	2	2
<b>Average</b>		3.8	4.3	2.3	3.0	3.3

## Essential Questions

### Which students scored *Proficient* on the CELDT?

To determine who scored Proficient, you must consider the *Overall* score and the domain scores.

**Students' CELDT Performance**  
(Performance Level in Each Domain and Overall)

Student	Grade Level	Domains				Overall
		Listening	Speaking	Reading	Writing	
Ashley Garcia	4	5	5	2	4	4
Victor Jung	11	3	4	3	4	3
Cho McDonald	Kindergarten	5	5	2	2	4
Jose Patel	8	2	3	2	2	2
<b>Average</b>		3.8	4.3	2.3	3.0	3.3

#### Grades 2-12

A student is *Proficient* only if earning both of these:

- 4 or above *Overall*
- 3 or above in every domain

**Example:** Ashley is not *Proficient* because of her 2 in *Reading*.

**Example:** Victor is not *Proficient* because of his 3 *Overall*.

Kindergarten and Grade 1 students are an exception to the above rules in that only their *Listening*, *Speaking*, and *Overall* scores are considered when determining Proficiency.

**Students' CELDT Performance**  
(Performance Level in Each Domain and Overall)

Student	Grade Level	Domains				Overall
		Listening	Speaking	Reading	Writing	
Ashley Garcia	4	5	5	2	4	4
Victor Jung	11	3	4	3	4	3
Cho McDonald	Kindergarten	5	5	2	2	4
Jose Patel	8	2	3	2	2	2
<b>Average</b>		3.8	4.3	2.3	3.0	3.3

#### Grades K-1

A K-1 student is *Proficient* only if earning both of these:

- 4 or above *Overall*
- 3 or above in *Listening*
- 3 or above in *Speaking*

**Example:** Cho is *Proficient* because of her 5s ("3 or above") in *Listening* and *Speaking* and her 4 ("4 or above") *Overall*. Because she is in Kindergarten her 2s aren't considered.

## Which scores prevented students from earning Proficiency?

Find every 1 or 2 in the Domain area (remember to ignore K-1 students' *Reading* and *Writing* scores).

Find every 1, 2, and 3 in the *Overall* area.

**Example:** All but the *Speaking* domain caused students in this program to not earn Proficiency.

**Students' CELDT Performance**  
(Performance Level in Each Domain and Overall)

Student	Grade Level	Domains				Overall
		Listening	Speaking	Reading	Writing	
Ashley Garcia	4	5	5	2	4	4
Victor Jung	11	3	4	3	4	3
Cho McDonald	Kindergarten	5	5	2	2	4
Jose Patel	8	2	3	2	2	2
<b>Average</b>		3.8	4.3	2.3	3.0	3.3

## How did this class or program of students perform on the CELDT and in each of its domains?

Reference the bottom row to view class or program averages.

<b>Average</b>	3.8	4.3	2.3	3.0	3.3
----------------	-----	-----	-----	-----	-----

**Example:** This program's average of 4.3 (for *Speaking*) was highest for all the domains, whereas 2.3 (for *Reading*) was its lowest. This program's *Overall* average was 3.3.

## More Info

Where can I find more info on the CELDT?

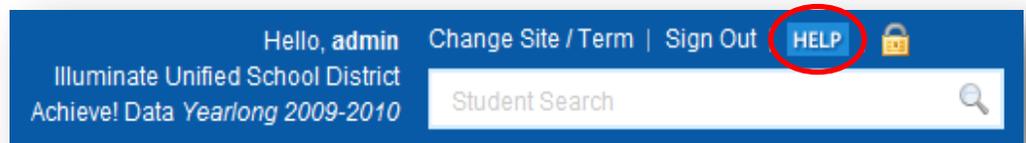
Visit <http://www.cde.ca.gov/ta/tg/el/> for resources.

## Where can I find more info on analyzing CELDT performance?

Visit the Help system's *Data Analysis* manual.

## Where can I learn how to generate this report in my data system?

Visit the Help system's *Reports* manual.



## Who takes the CELDT and when?

All students whose home language is not English must test within 30 calendar days of enrolling in a California public school to determine classification as Fluent-English Proficient (FEP) or English Learner (EL). ELs must test every year thereafter until they are Reclassified as Fluent-English Proficient (R-FEP).

## What do the performance levels mean?

1 = Beginning, 2 = Early Intermediate, 3 = Intermediate, 4 = Early Advanced, 5 = Advanced