



SAN DIEGO CITY SCHOOLS

EUGENE BRUCKER EDUCATION CENTER
4100 Normal Street, San Diego, CA 92103-2682

Phone: (619) 725-5578
Fax: (619) 725-5576

COMMUNICATIONS AND COMMUNITY RELATIONS DIVISION
Communications Department

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST BACKGROUND

On Tuesday, April 30, the California Department of Education will release results from the new California English Language Development Test (CELDT). This test was first administered in Fall 2001 to all English Learners in the state.

It is important to note that the data released this week provide *baseline information only*. Since this is a new and different test, the results cannot be compared to those from previous district assessments of English language proficiency. Further, these first-year results cannot be compared across grade levels, schools, or districts. These data simply represent the status of district students' English language proficiency as of Fall 2001. English proficiency is a factor of several variables, the most significant of which are a student's length of enrollment in US, state, and district schools; and the English language development instruction a student has received.

In subsequent years, the results from the CELDT can be used to (1) assess the progress of English learners over time in acquiring English language proficiency, (2) help schools and the district to identify students ready for reclassification to fluent English proficiency, and (3) identify students in need of additional support in English language development.

Please note that the state acknowledged that this first year administration served to identify a number of concerns about the test, including its design (particularly within the listening/speaking section), administration, and scoring. The California Department of Education has already begun working with the test contractor to make improvements in these areas for 2002-2003.

Purpose of the CELDT

The CELDT assesses listening/speaking skills for students in Kindergarten and Grade 1; and listening/speaking, reading, and writing skills for students in Grades 2-12. At all grade levels, the test is based on the English Language Development standards adopted by the State Board of Education, which describe the expected performance of English Learners as they work toward meeting the state content standards in English Language Arts.

1. Identify new students in grades Kindergarten through 12 who are English Learners.

"The mission of San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom."

For Initial Identification, all students with a home language other than English must take the test within 30 days after they first enroll in a California public school.

The results are used to determine whether the student is an English Learner or is initially fluent in English.

2. Monitor the progress of English Learners in acquiring English proficiency.

For an Annual Assessment, continuing English Learners must take the test each fall. The results are used to determine students' current level of English language proficiency, and in the future will inform teachers and the district about whether students are making timely progress in learning English.

3. Help decide when English Learners are proficient in English.

The Annual Assessment results may be used to determine which students should be considered for reclassification from limited to fluent English proficiency.

The CELDT is an important addition to the California Assessment System. It will help ensure that English Learners make timely progress toward English fluency, identify students who are ready to be reclassified to fluent English status, and identify students who need additional instructional support.

CELDT Scores

CELDT results are reported as English language proficiency levels. For each skill area, students are assigned a proficiency level of Beginning, Early Intermediate, Intermediate, Early Advanced, or Advanced. Students in Grades 2 – 12 also receive an overall proficiency level (OPL). Generally, students with little or no English language proficiency on entering school would be expected to work at the Beginning level during their first year of enrollment, at the Early Intermediate level during their second year of enrollment, and so on. Continuing students with an OPL at Early Advanced or Advanced should be considered for reclassification to fluent English status. Newly enrolled students at Early Advanced or Advanced will likely be considered as initially fluent in English and therefore not classified as English learners.