

Supplemental Memorandum

To: STATE BOARD MEMBERS **Date:** March 25, 2003

From: Geno Flores, Deputy Superintendent, Assessment and Accountability Branch

Re: ITEM #13

Subject: CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT):
2002 FINAL ANNUAL ASSESSMENT RESULTS.

Please insert the following attachments:

- [Attachment 1](#): California Department of Education News Release: State Schools Chief Announces Significant Gains in Percentage of English Learners Reaching English Proficiency (Pages 1-5)
Contains 3 Attachments
- [Attachment A](#): 2002 Annual CELDT Assessment Percent of English Learners by Overall CELDT Proficiency Level
- [Attachment B](#): California Triples Gains in English Language Proficiency 2001 and 2002 CELDT Assessments
- [Attachment C](#): Percent of English Learners that Attained English Language Proficiency on the CELDT 2001 and 2002 Annual CELDT Assessments
- [Attachment 2](#): California English Language Development Test State Board of Education Approved Criterion for English Proficiency CELDT Scale Scores for Overall Proficiency Levels (Page 1-1)

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STATE SCHOOLS CHIEF ANNOUNCES SIGNIFICANT GAINS IN PERCENTAGE OF ENGLISH LEARNERS REACHING ENGLISH PROFICIENCY

SACRAMENTO – Nearly triple the percentage of the English Learners who took the California English Language Development Test (CELDT) last year were considered to have gained proficiency in English compared to the same students who took the test in 2001, State Superintendent of Public Instruction Jack O’Connell announced today.

Analyzing results for the group of 862,004 English Learners who took the CELDT in 2001 *and* 2002, the California Department of Education (CDE) found a significant increase in the percentage of students scoring at the English proficiency levels of Early Advanced and above. A total of 11 percent (or 92,938 of the same students) attained proficiency levels of Early Advanced or above in 2001 compared with 32 percent (or 275,587 of the same students) at these levels in 2002 (See Attachment A).

This is the second year that the state has required school districts to assess all English Learners with one state-approved test during a specified period.

“California stepped up as the first state in the nation to require the use of one state test to identify and monitor English proficiency, and the results are extremely encouraging. Significant progress toward English proficiency is being made at every grade level,” O’Connell said.

“We still have a way to go to elevate all our English Learners to this level, but we certainly are heartened by these latest results,” said O’Connell.

Overall, 1,297,051 English Learners or about 21 percent of all students enrolled in California public schools last year took part in the second annual administration of the CELDT.

Findings show that 34 percent of the students taking the 2002 annual assessment scored Early Advanced or Advanced overall. Sixty-six percent scored Beginning, Early Advanced or Intermediate overall (See Attachment B).

The test results for schools, districts, counties, and the state are available on the CDE Data Center at <http://celdt.cde.ca.gov> more...more...
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Under state law, districts must use the CELDT for initial identification of all students whose primary language is not English and for whom there is no record of English language development results within 30 calendar days after they first enroll in a California public school. Districts also must give the CELDT annually to identified English Learners until they are reclassified as Fluent English Proficient. The testing window for the second annual administration was July 1, 2002 through October 31, 2002.

The CELDT aligns with state-adopted English Language Development Standards and covers listening and speaking skills for kindergarten and first grade, and listening, speaking, reading, and writing skills for grades two through twelve.

CELDT criteria for English language proficiency require students to attain a proficiency level of at least Early Advanced overall with each skill area at Intermediate or above. A total of 32 percent of English Learners taking the annual CELDT assessment met these criteria, compared to 24 percent in 2001 (See Attachment C).

Districts must implement a process for reclassifying English Learners to fluent English proficient. The State Board of Education has approved guidelines for reclassification. The CELDT is the primary measure for determining English fluency; other factors include teacher evaluation, parent opinion and consultation, and performance on the California Standards Test in English-Language Arts (part of the STAR program).

“This new test is shining a light on the language needs of our state’s growing population of English Learners,” O’Connell said. “The growth in the percentage of English Learners attaining English proficiency on the CELDT points to the outstanding efforts of our schools.”

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Attachments

2002 Annual CELDT Assessment

Percent of English Learners by Overall CELDT Proficiency Level

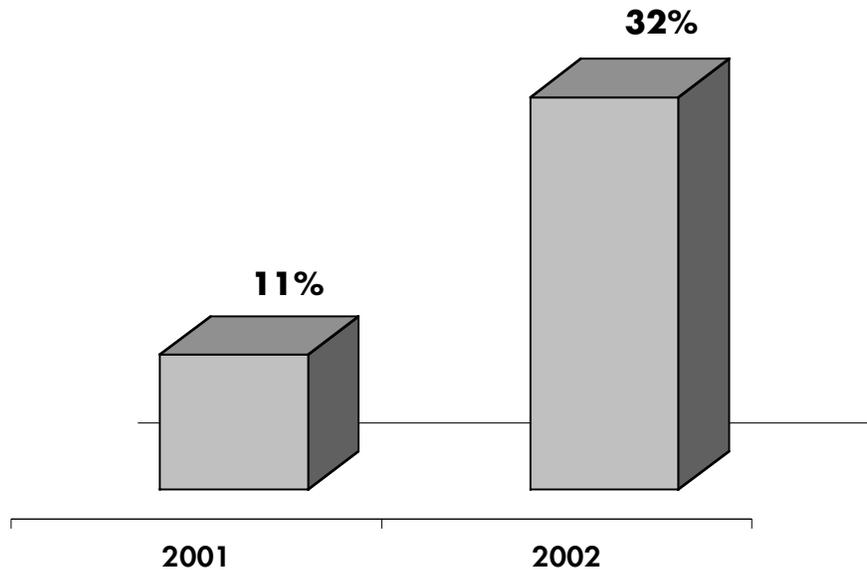
Overall Proficiency Level	2002 % of Students	2002 No. of Students
Beginning	10	124,177
Early Intermediate	19	248,578
Intermediate	37	476,737
Early Advanced	25	326,670
Advanced	9	120,889
Total	100	1,297,051

Key Points:

- This table includes all students who participated in the 2002 annual CELDT assessment.
- The columns showing the percent and numbers of students combine the scores for all four skill areas covered on the CELDT (listening, speaking, reading, and writing) into one overall proficiency level for all grades tested (K-12).
- Students attaining higher levels of English proficiency are more likely to reach higher levels of academic achievement.

California Triples Gains in English Language Proficiency

2001 and 2002 CELDT Assessments



**Percentage of Students Attaining
Early Advanced Level and Above**

Key Points:

- This chart shows proficiency levels for 862,004 students who have scores for both the 2001 and 2002 CELDT administration.
- The two years of data show overall gains with a much smaller percent of the students in the lower proficiency levels and a greater percent in the higher proficiency levels in year two.
- The percent of students scoring at Early Advanced and above on the CELDT almost tripled from year one to year two.

Percent of English Learners That Attained English Language Proficiency on the CELDT

2001 and 2002 Annual CELDT Assessments

		Grade Spans Tested				All Grades
		K-2	3-5	6-8	9-12	K-12
2002	% Proficient	22	25	39	47	32
2001	% Proficient	16	23	30	44	24
	% Difference between 2001 and 2002	6	2	9	3	8

Key Points:

- The number of students tested in 2002 totaled 1,297,051; 1,262,296 took the CELDT in 2001.
- CELDT Criteria for English language proficiency requires students to achieve a proficiency level of at least Early Advanced Overall with Skill Area scores of at least Intermediate.
- Compared to the 2001 annual assessment, a greater percentage of students in 2002 met the CELDT criteria for English proficiency.
- The CELDT score is one of four criteria set in statute for the reclassification of English Learners.



State Board of Education

Approved Criterion for English Proficiency

CELDT Scale Scores For Overall Proficiency Levels

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Kindergarten	409 and below	410-457	458-505	506-553	554 and above
First Grade	423 and below	424-470	471-516	517-563	564 and above
Second Grade	442 and below	443-482	483-523	524-564	565 and above
Grades 3-5	446 and below	447-487	488-528	529-568	569 and above
Grades 6-8	446 and below	447-487	488-528	529-568	569 and above
Grades 9-12	446 and below	447-487	488-528	529-568	569 and above

Criteria for Determining English Proficiency

Fluent English Proficient	<p>Student's Overall Score is Early Advanced or higher</p> <p>and</p> <p>each skill area score</p> <ul style="list-style-type: none"> • Listening/Speaking (Kindergarten through Grade 12) • Reading (Grades 2 through 12 only) • Writing (Grades 2 through 12 only) <p>is Intermediate or higher.</p>
Fluent English Proficient	<p>Student's Overall Score is in the <i>upper end</i> of Intermediate</p> <p>and</p> <ul style="list-style-type: none"> • other test scores • report card grades • input from parents/teachers <p>are taken into consideration.</p>
English Learner	<p>Student's Overall Score is below Early Advanced</p> <p>or</p> <p>Student's Overall Score is Early Advanced or higher, but one or more of the skill area scores is below Intermediate.</p>