



CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2004 AGENDA

SUBJECT California English Language Development Test (CELDT): Including, but not limited to, 2003 Preliminary Annual Assessment Results	<input checked="" type="checkbox"/> Action
	<input checked="" type="checkbox"/> Information
	<input type="checkbox"/> Public Hearing

RECOMMENDATION

The following item is provided to the State Board of Education (SBE) for information and action as deemed necessary and appropriate.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

Results of the 2002 California English Language Development Test (CELDT) annual assessment were presented to SBE at the March 2003 meeting.

Background

Federal law, *No Child Left Behind* (Title III) and State law (California *Education Code* sections 313, 60810, and 60812) require a state English language proficiency test that school districts must give to students whose home language is not English. In 1997, Assembly Bill 748 authorized the CELDT. Senate Bill 638 Alpert (Chapter 678/1999) expanded and refined the legislative requirements.

The CELDT was developed to:

- identify students as English learners (EL),
- monitor the annual progress of EL students toward acquiring English proficiency in listening, speaking, reading, and writing.
- be used as one of the criteria in the reclassification of students from EL to fluent English proficient (FEP).

Districts are required to administer the CELDT for initial identification to all students, whose home language is not English and for whom there is no record of prior English language proficiency assessment, within 30 calendar days after they first enroll in a California public school. Districts also are required to administer the CELDT annually to all English learners until they are proficient in English.

The CELDT covers four skill areas: listening, speaking, reading, and writing. Students in kindergarten and grade one are assessed in listening and speaking. Students in grades two through twelve are assessed in all four skill areas. The CELDT is aligned to the English language development (ELD) standards adopted by the State Board of Education.

In May 2001, SBE approved cut scores for five proficiency levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. CELDT results show the proficiency level students attained in each skill area and overall.

2003 Annual Assessment of the CELDT

The following information is provided by CTB/McGraw-Hill (CTB), the CELDT contractor, as a brief summary of some of the important issues.

Improved Form C test design

Significant differences of the 2003 CELDT (Form C) from the 2002 version of the CELDT (Form B) eased the administration burden without compromising the integrity of the test by reducing one-on-one testing time for speaking, using new scoring rubrics that included samples and scoring rationales and revising the individual listening test to group administered.

SUMMARY OF KEY ISSUES

CTB provided the California Department of Education (CDE) with preliminary annual assessment results for Year 3 of the CELDT Program. Approximately, 1.3 million students were administered the annual CELDT.

Upon receiving the data files, CDE prepared the tables included in Attachment 1 and listed below.

1. Frequency and Percent of Students by Grade Span and CELDT Annual Administration Year
2. Percent of Students by CELDT Overall Proficiency Level for Matched Student Cohort (This matched student cohort is based on students' 2003 annual assessment test results and the prior year CELDT results supplied on students' answer document by the district.)
3. Percent of Students by Grade Span and CELDT Listening/Speaking Proficiency Level
4. Percent of Students by Grade Span and CELDT Reading Proficiency Level
5. Percent of Students by Grade Span and CELDT Writing Proficiency Level
6. Percent of Students by Grade Span and CELDT Overall Proficiency Level
7. Percent of Students Who Met CELDT Criteria for Possible Reclassification by Grade Span

The development of a public access Web site for the CELDT results will also be underway pursuant to the requirements of California *Education Code* Section 60812 and should be available in the month of March.

In order to ensure accurate reporting for Title III of the No Child Left Behind Act, CDE is securing a contract amendment that would allow districts to correct CELDT demographic data prior to the reporting of the Annual Measurable Achievement Objectives (AMAO).

FISCAL ANALYSIS (AS APPROPRIATE)

This item is informational and does not request a SBE decision. Accordingly, there are no fiscal consequences associated with this item.

ATTACHMENT

[Attachment 1](#): California English Language Development Test (CELDT) Preliminary 2003 Annual Assessment Results (8 Pages)

**California English Language Development Test (CELDT)
Preliminary 2003 Annual Assessment Results**

The analyses presented in this report were based on the 2003 CELDT annual assessment (AA) **preliminary** data provided to the California Department of Education (CDE) by CTB/McGraw-Hill.

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Table 1. Frequency and Percent of Students by Grade Span and CELDT Annual Administration Year

		Frequency	Percent	Yearly Increase
2003	K-2	344,079	25%	
	3-5	450,130	33%	
	6-8	311,158	23%	
	9-12	256,861	19%	
	Total	1,362,228	100%	64,793 5%
2002	K-2	328,971	25%	
	3-5	432,974	33%	
	6-8	296,218	23%	
	9-12	239,272	18%	
	Total	1,297,435	100%	35,139 3%
2001	K-2	326,665	26%	
	3-5	417,531	33%	
	6-8	286,070	23%	
	9-12	232,030	18%	
	Total	1,262,296	100%	

Trends:

- There was an increase (3 percent) in the number of students who took the annual assessment in 2002 compared to 2001.
- According to the preliminary 2003 test results, 5 percent more students took the annual assessment in 2003 compared to 2002.

Table 2. Percent Of Students By CELDT Overall Proficiency Level For Matched Student Cohort*

	2002 AA or 2002-03 Initial Identification	2003 AA	Difference
Beginning	14%	7%	-7%
Early Intermediate	23%	15%	-8%
Intermediate	39%	36%	-3%
Early Advanced	19%	32%	13%
Advanced	5%	11%	6%
All Proficiencies	100%	100%	

Matched Student Cohort count = 1,132,297

*Note: This table includes data for the same set of students for year 2 and year 3 of the CELDT. Students without previous overall scale score results were excluded from this analysis. Only students who progressed a grade between the two CELDT administrations (e.g., a 1st grader in 2002 is a 2nd grader in 2003) were included in this analysis.

Trends:

- Overall, students increased their English language proficiency between the last two administrations of the CELDT.
- Compared to their previous CELDT administration, a smaller percentage of students were in the Beginning, Early Intermediate, and Intermediate proficiency levels.
- Compared to their previous CELDT administration, a greater percentage of students were in the Early Advanced and Advanced proficiency levels.

Table 3. Percent of Students by Grade Span and CELDT Listening/Speaking Proficiency Level

		Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Total
2003 AA	K-2	6%	14%	37%	30%	13%	100%
	3-5	6%	15%	28%	30%	22%	100%
	6-8	5%	8%	30%	36%	20%	100%
	9-12	4%	9%	34%	40%	13%	100%
	All Grades	5%	12%	32%	33%	18%	100%
2002 AA	All Grades	7%	16%	37%	25%	14%	100%
Percent difference between 2002 and 2003		-2%	-4%	-5%	8%	4%	

2003 count = 1,362,228 2002 count = 1,297,435

Trends:

- With all grades combined, more students scored in the Early Advanced and Advanced levels in Listening/Speaking than in the Beginning and Early Intermediate proficiency levels.
- Compared to the previous annual assessment, a smaller percentage of students were in the Beginning, Early Intermediate, and Intermediate proficiency levels in Listening/Speaking.
- Compared to the previous annual assessment, a greater percentage of students were in the Early Advanced and Advanced proficiency levels in Listening/Speaking.

Table 4. Percent of Students by Grade Span and CELDT Reading Proficiency Level

		Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Total
2003 AA	2	32%	34%	25%	8%	2%	100%
	3-5	26%	25%	29%	12%	9%	100%
	6-8	14%	14%	33%	28%	11%	100%
	9-12	10%	8%	21%	30%	32%	100%
	All Grades	20%	20%	28%	19%	13%	100%
2002 AA	All Grades	20%	22%	26%	19%	13%	100%
Percent difference between 2002 and 2003		0%	-2%	2%	0%	0%	

2003 count = 1,188,911 2002 count = 1,128,721

Trends:

- With all grades combined, more students scored in the Beginning and Early Intermediate levels in Reading than in the Early Advanced and Advanced proficiency levels.
- The 2003 annual assessment results in Reading are very similar to the 2002 annual assessment results in Reading.

Table 5. Percent of Students by Grade Span and CELDT Writing Proficiency Level

		Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Total
2003 AA	2	15%	27%	32%	24%	2%	100%
	3-5	11%	18%	34%	31%	6%	100%
	6-8	5%	11%	37%	35%	12%	100%
	9-12	6%	12%	37%	31%	14%	100%
	All Grades	9%	16%	35%	31%	9%	100%
2002 AA	All Grades	11%	20%	34%	27%	8%	100%
Percent difference between 2002 and 2003		-2%	-4%	1%	4%	1%	

2003 count =1,188,911 2002 count = 1,128,721

Trends:

- With all grades combined, more students scored in the Early Advanced and Advanced levels in Writing than in the Beginning and Early Intermediate proficiency levels.
- Compared to the previous annual assessment, a greater percentage of students were in the Early Advanced and Advanced proficiency levels in Writing.
- Compared to the previous annual assessment, a smaller percentage of students were in the Beginning and Early Intermediate proficiency levels in Writing.

Table 6. Percent of Students by Grade Span and CELDT Overall Proficiency Level

		Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Total
2003 AA	K-2	8%	19%	41%	25%	7%	100%
	3-5	9%	17%	35%	27%	12%	100%
	6-8	6%	10%	35%	38%	11%	100%
	9-12	6%	9%	30%	41%	14%	100%
	All Grades	7%	14%	36%	32%	11%	100%
2002 AA	All Grades	10%	19%	37%	25%	9%	100%
Percent difference between 2002 and 2003		-3%	-5%	-1%	7%	2%	

Trends:

- With all grades combined, more students scored in the Early Advanced and Advanced levels than in the Beginning and Early Intermediate proficiency levels.
- Compared to the previous annual assessment, a greater percentage of students were in the Early Advanced and Advanced proficiency levels.
- Compared to the previous annual assessment, a smaller percentage of students were in the Beginning, Early Intermediate, and Intermediate proficiency levels.

Table 7. Percent of Students Who Met CELDT Criteria for Possible Reclassification by Grade Span*

	K-2	3-5	6-8	9-12	All Grades
2003 AA	29%	34%	47%	54%	35%
2002 AA	22%	25%	39%	47%	32%
Difference between 2002 and 2003	7%	9%	8%	7%	3%

2003 count =1,362,228 2002 count =1,297,435

*Note: CELDT Criteria for possible reclassification established by the State Board of Education (SBE) in October of 2001: scoring at least Early Advanced Overall with Skill Area scores of at least Intermediate. A student's score on the CELDT is only one of four criteria established by Education Code Section 313(d) for the reclassification of English learners.

Trends:

- Compared to the previous annual assessment, a greater percentage of students met the CELDT criteria for reclassification.
- More than a third of students who took the CELDT for annual assessment in 2003 met the CELDT criteria established by SBE.