



**AGENDA, 5:30-6:30 p.m.**

Harbor Learning Center  
15872 S. Harbor Blvd.  
Fountain Valley, CA 92708

**Meeting Focus: Reclassification Procedures & Written Notifications**

- English Learner Reclassification (see diagram)
  - **Parent Input**
- Written Notifications
  1. *Beginning of the Year* Letter (within 30 days of beginning of school year)
    - Child's English proficiency level
    - How level was assessed
    - Status of child's academic achievement
    - Child's language designation
    - Descriptions of program options and educational materials to be used in different options
    - Program placement
    - Exit criteria
    - English learners with a disability (on IEPs), how such program will meet the objectives of the IEP
    - Expected graduation date
  2. *Failure to Meet Annual Measurable Achievement Objectives (AMAOs)* Letter (within 30 days of district notification, ~November)
  3. *California English Language Development Test (CELDT) Results* Letter (within 30 days of district's receipt of CELDT scores, ~ January)
    - **Discussion with Parents**
  4. **Open Discussion with Parents:**
    - How can our English Learner Services Department better serve yours and your children's needs?
    - **Parent concerns/suggestions**

Val Callet, Program Specialist, English Learner Services, ACCESS  
contact information:  
[vcallet@ocde.us](mailto:vcallet@ocde.us)  
714-245-6611





**#1. Home Language Survey: Home language other than English?**



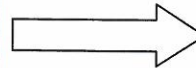
**Yes**



**No: English Only (EO)**



**#2. California English Language Development Test (CELDT)**



**Proficient on CELDT:  
Initially Fluent English  
Proficient (I-FEP)**



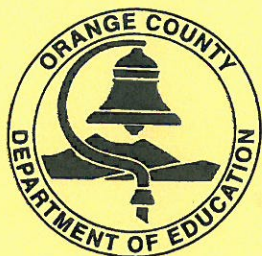
**#3. English Learner (EL): Placed in English Language Development (ELD) class(es) as well as content classes and electives; takes CELDT annually until reclassification**



**#4. Reclassification Criteria:**

1. Proficient on CELDT (overall Early Advanced/Advanced; no domain below Intermediate)
2. Passing score of 350 on English Language Arts (ELA) portion of California High School Exit Exam (CAHSEE)
3. Teacher evaluation of student progress
4. Parent consultation

**A student who meets all four criteria is considered "Redesignated Fluent English Proficient"(R-FEP):  
CONGRATULATIONS ARE IN ORDER!**



**OCDE/ACCESS**  
**Assessment & Accountability Office**

**ORANGE COUNTY  
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OF EDUCATION**  
200 KALMUS DRIVE  
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**AL MIJARES, Ph.D.**  
County Superintendent  
of Schools

Notification of Official California English Language Development Test (CELDT) Results

January 10, 2014

Dear Parents/Guardians:

State and federal laws require all school districts in California to give a state test to students whose home language is other than English on their Home Language Survey. This form is completed during enrollment in California schools. The state test is called the *California English Language Development Test (CELDT)*. Its purpose is to determine how well each student tested can listen, speak, read, and write in English.

Your student's CELDT based Proficiency Level Report from the State of California and an explanation of the proficiency levels are enclosed. Your student will be assigned to an appropriate instructional program based on these results. The goal of this program is to help students develop proficiency in English and succeed in the school's academic curriculum.

Many assessments are reviewed when determining overall English language proficiency. CELDT scores, standardized test scores, and classroom performance are all considered by school teams to determine the appropriate instructional program for each student.

You are encouraged to become involved in your student's education and to participate in the school's English Learner Advisory Committee (ELAC).

If you have any questions regarding your student's CELDT results, please contact the school office. The family community liaison may also assist you with questions.

School Administrative Unit (AU) Name	AU Office Phone Number
AU 101 North	(714) 245-6795
AU 102 Anaheim/Las Palmas (ALP)	(714) 245-6545
AU 103 South East	(714) 245-6680
AU 104 Garden Grove	(714) 245-6680
AU 105 Santa Ana/Newport Mesa (SANMAU)	(714) 245-6535
AU 106 Region 106 (Sunburst/Franklin)	(714) 796-8780
AU 110 Otto A.Fischer	(714) 835-2776
AU 110 Rio Contiguo	(714) 835-2776
AU 110 Joplin	(714) 835-2776
AU 114 Harbor Learning Center	(714) 245-6440

**ORANGE COUNTY  
BOARD OF EDUCATION**

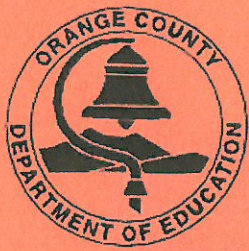
JOHN W. BEDELL, PH.D.

DAVID L. BOYD

ROBERT M. HAMMOND

ELIZABETH PARKER

KEN L. WILLIAMS, D.O.



November 20, 2013

Dear Parent or Guardian:

Orange County Department of Education's Alternative, Community, and Correctional Schools and Services (ACCESS) program receives federal Title III funding to help English Learners (ELs) understand, speak, read, and write in English and achieve proficiency in English Language Arts (ELA) and mathematics. The program is reviewed each year as required by No Child Left Behind (NCLB, 2001) to determine if three Annual Measurable Achievement Objectives (AMAOs) for ELs have been met:

- Progress learning English as measured by the California English Language Development Test (CELDT) – AMAO #1
- Progress in attaining the English proficient level on the CELDT – AMAO #2
- Adequate yearly progress in ELA and mathematics – AMAO #3

For the 2012-2013 school year, ACCESS did not meet one or more of these objectives. The results are described in the following table:

Title III AMAOs		2012-2013 Target	ACCESS 2012-2013 Results	Met Objective
AMAO 1	Percent of ELs making annual progress in learning English	57.5 %	60.1%	YES
AMAO 2	Percent of ELs (who have been enrolled in a U.S. school less than 5 years) attaining proficiency on the CELDT	21.4%	17.2%	NO
	Percent of ELs (who have been enrolled in a U.S. school 5 or more years) attaining proficiency on the CELDT	47%	43.4%	NO
AMAO 3	Percent of ELs proficient in ELA	89%	26.2%	NO
	Percent of ELs proficient in math	89.1%	24.1%	NO

If you would like more information about how your child is performing on these targets or information on the educational programs provided to help your child meet academic goals, please contact Valerie Callet, English Learner Program Specialist, at 714-245-6611.

Sincerely,

Rick Martin, Director, Curriculum, Learning, Accountability and Student Services  
ACCESS

**ORANGE COUNTY  
DEPARTMENT  
OF EDUCATION**

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County Superintendent  
of Schools

LYNN APRIL HARTLINE  
Deputy Superintendent

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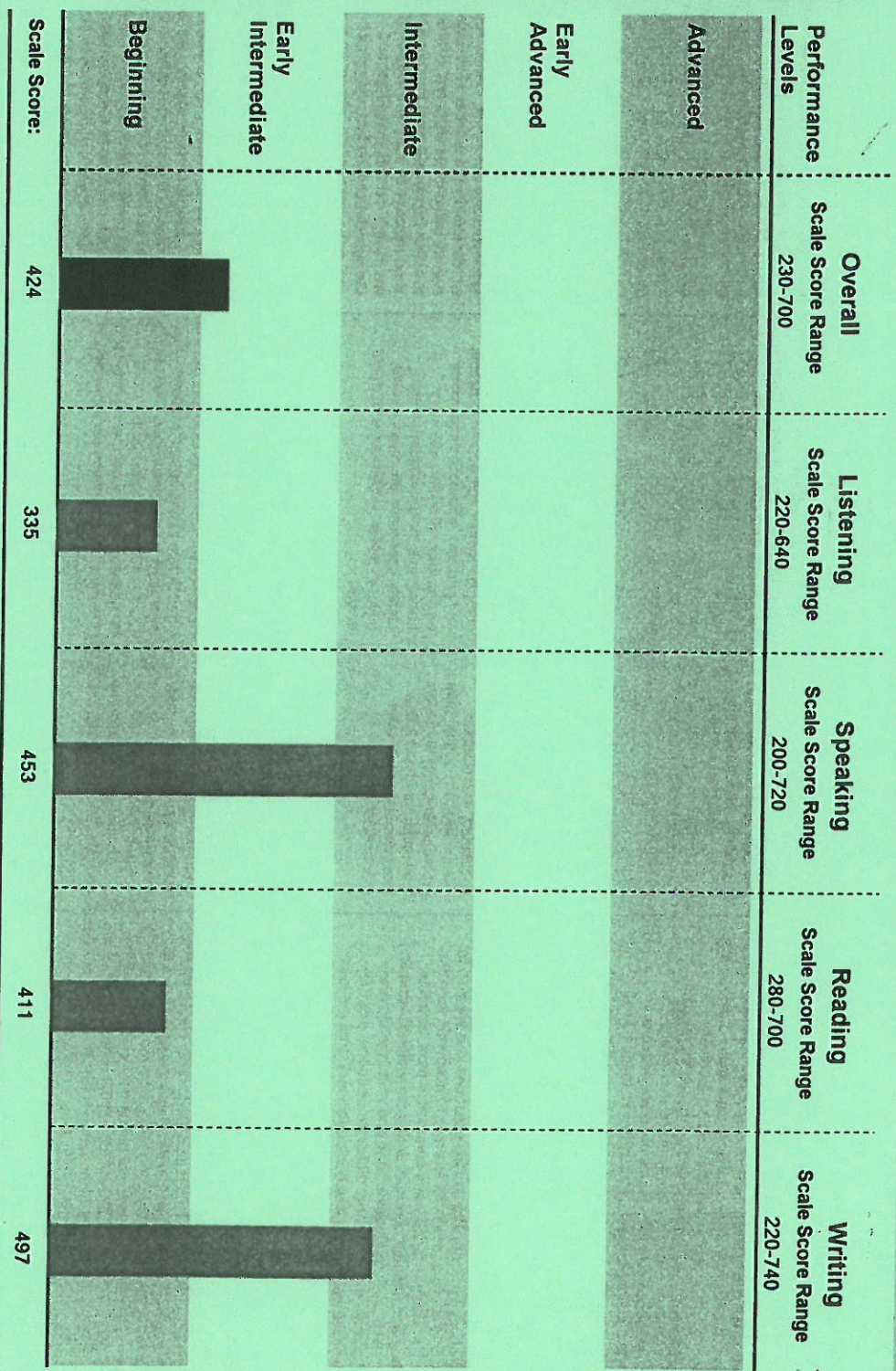
ELIZABETH PARKER

KEN L. WILLIAMS, D.O.



English Learner Services-Curriculum, Learning, Accountability, and Student Services (CLASS) Office  
1735 E. Wilshire Ave., Ste. 806-Santa Ana, CA 92705-714-245-6611

# California English Language Development Test (CELDT) 2013-14 Edition



### How to Read This Report

The CELDT is used to determine how well the student can listen, speak, read, and write in English.

The height of the bars represents the student performance. The first bar is the Overall performance. For kindergarten and grade one, the Overall score is calculated as 45% Listening, 45% Speaking, 5% Reading, and 5% Writing. For grades 2-12, the Overall score is the average of the four domains. The other bars represent the performance for each domain. For more information, please visit the California Department of Education CELDT Web page at <http://www.cde.ca.gov/ta/tg/iel/>.

The CELDT scores help the school to determine the types of classroom instruction the student should receive. The school will also use scores from other tests, teacher evaluation, and consultation with parents to make those decisions.

The back of the report contains a description of each performance level. To make progress on the CELDT, the student should strive to master all domains. Information on how to support the student to achieve this goal can be obtained at the school.

# Grades 3-5 Overall Performance Levels

## California English Language Development Test Performance Descriptors

Advanced	Listening	Speaking	Reading	Writing
<p>Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Oral and written productions reflect discourse appropriate for academic domains. Errors are infrequent and do not reduce communication.</p>	<p>Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension; they understand and follow all oral directions.</p>	<p>Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent and detailed story based on a picture sequence, using complete and complex sentences.</p>	<p>Students who perform at this level on the CELDT typically interpret more complex figures of speech; decode words with more difficult beginning, medial, or ending sounds; use context clues to determine/negotiate meaning of complex vocabulary; and sequence events, make inferences, and make predictions and generalizations based on a given text.</p>	<p>Students who perform at this level on the CELDT typically write a complete sentence in response to a picture prompt. The sentence has few or no mechanical errors. They write a well-organized composition that contains appropriate details and accurate transitions in response to a prompt. The composition contains minimal errors in grammar and mechanics.</p>
<p><b>Early Advanced</b> Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral and written productions are characterized by more elaborate discourse and fully developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.</p>	<p>Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with occasional minor problems in comprehension; they understand and follow most complex, multi-step oral directions.</p>	<p>Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story based on a picture sequence that clearly expresses the major events, using complete sentences with minor errors.</p>	<p>Students who perform at this level on the CELDT typically interpret figures of speech; recognize more complex synonyms and antonyms; identify root words; identify the number of syllables in a word; use context clues and inferences to select the correct word to complete a short passage or story and to identify words with multiple meanings; and distinguish between fact and opinion and make more subtle inferences from a text.</p>	<p>Students who perform at this level on the CELDT typically use their knowledge of grammar and mechanics to identify the appropriate word to complete a complex sentence; they write a sentence in response to a picture prompt. The sentence may contain minor errors in grammar and mechanics. They write a composition that clearly communicates a series of events or ideas based on a prompt. The composition has relevant details connected by accurate transitional words and may contain few errors in grammar and mechanics.</p>
<p><b>Intermediate</b> Students at this level of English language performance begin to tailor English language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions have usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.</p>	<p>Students who perform at this level on the CELDT typically understand some complex vocabulary and syntax, with occasional gaps in comprehension; they understand and follow some complex, multi-step oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story based on a picture sequence that may not clearly express the major events, using phrases and incomplete sentences.</p>	<p>Students who perform at this level on the CELDT typically begin to identify the number of syllables in some words of simple structure; recognize synonyms and antonyms; use context clues to select the correct word to complete a sentence or short passage and to identify simple words with multiple meanings; match more difficult vocabulary words to pictures; and answer factual comprehension questions. Identify events; draw conclusions; or make inferences based on a given text.</p>	<p>Students who perform at this level on the CELDT typically use their knowledge of grammar and mechanics to identify the appropriate word or phrase to complete a sentence; they write a complete sentence in response to a picture prompt. The sentence may contain errors in grammar, vocabulary, and/or syntax. They write a composition based on a prompt. The composition may have a disorganized sequence of events, containing some details and repetitive transitional words.</p>
<p><b>Early Intermediate</b> Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions are usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.</p>	<p>Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension; they understand and follow some simple multi-step oral directions.</p>	<p>Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose, but make frequent errors that impede communication; they tell a story based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.</p>	<p>Students who perform at this level on the CELDT typically match vocabulary words to pictures; recognize sound/symbol relationships; use context clues to choose the correct word to complete a sentence; answer some factual comprehension questions after reading a simple text; recognize some basic groups of related words; and recall minimal details from a simple text.</p>	<p>Students who perform at this level on the CELDT typically choose the appropriate word to complete a sentence; use some capitalization and punctuation correctly; and write at least one complete sentence in response to a prompt. The sentence includes a simple subject and predicate, but errors obscure meaning.</p>
<p><b>Beginning</b> Students at this level of English language performance may demonstrate little or no receptive or productive English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.</p>	<p>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may understand some basic vocabulary, with limited comprehension; they understand and follow a few simple oral directions.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose; they attempt to tell part of a story, using simple words and phrases.</p>	<p>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may recognize some sound/symbol relationships; they match commonly used nouns to pictures.</p>	<p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.</p>



## California English Language Development Test

## 2013–14 EDITION GUIDE TO TEST REPORTS

This guide can help parents and others read the *California English Language Development Test (CELDT) Student Performance Level Report*.

### Test Purposes

School districts are required to test the English language skills of new students whose home language is not English and students who are English learners. Districts use the CELDT. The purposes of the CELDT are to:

- Identify English learners in kindergarten through grade twelve
- Measure their skill level in English
- Check their progress in learning English each year

### Test Format

The CELDT is based on the California English-language development standards. An English version of the standards is on the California Department of Education (CDE) Web page at <http://www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf>. A Spanish version is at <http://www.cde.ca.gov/be/st/ss/documents/eldspan.pdf>.

The CELDT measures English language skills in four domains: Listening, Speaking, Reading, and Writing.

The **Listening** domain measures how well students can understand information heard in English. Students follow directions read aloud and show they understand information and stories read to them. In kindergarten through grade two, students are also asked to say words that rhyme with other words.

The **Speaking** domain measures how well students can express thoughts and answer questions in English. Students are asked to name objects and their uses, respond to questions, and tell stories based on pictures.

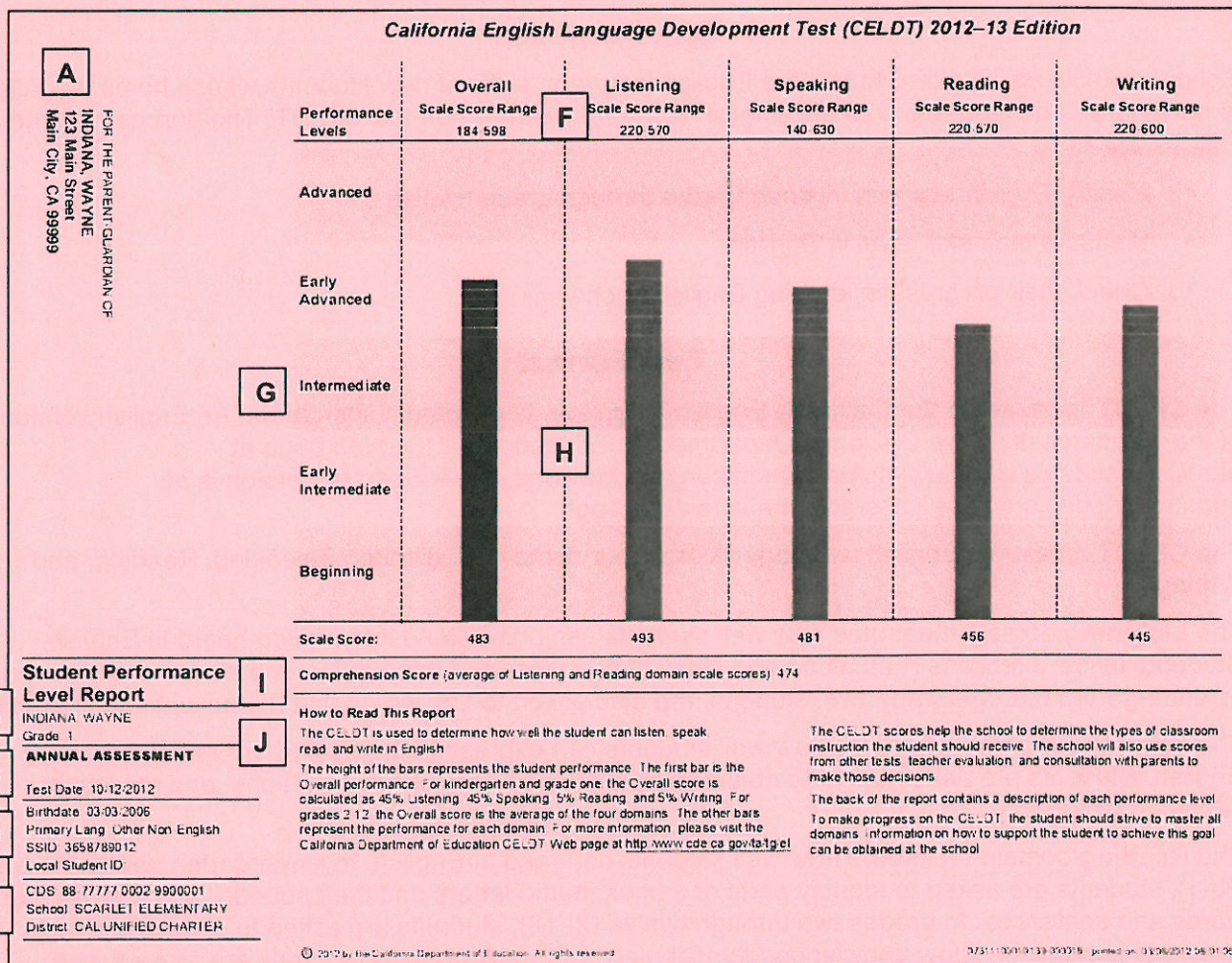
The **Reading** domain measures how well students can read in English. In kindergarten and grade one (K–1), students are asked to identify parts of a book, name letters and their sounds, and read simple words and sentences. In grades two through twelve (2–12), students are asked to choose words to complete sentences, show knowledge of vocabulary and rules about how words are formed, and show how much they understand when reading.

The **Writing** domain measures how well students can write in English. In K–1, students are asked to copy letters and words, write simple words based on a story read to them, and identify basic punctuation and capitalization needed in a short sentence. In grades 2–12, students are asked to show knowledge of grammar, write sentences, and write a short composition.

Sample CELDT test questions in English can be found in the *CELDT Released Test Questions* document. It is on the CDE Web page at <http://www.cde.ca.gov/ta/tg/el/resources.asp>.

### The Student Performance Level Report

Below is a sample *CELDT Student Performance Level Report*. It shows the student's score and performance level in each domain and Overall. For K-1, the Overall score is a total of 45 percent Listening, 45 percent Speaking, 5 percent Reading, and 5 percent Writing. For grades 2-12, the Overall score is the average of all four domain scores. Each domain score and the Overall score is put into one of five performance levels a student can achieve. The levels are: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. A comprehension score (the average of the Listening and Reading domain scores) is also provided.



**Legend:**

- A: Student's name (last name, first name) and parent/guardian mailing address
- B: Student's name and grade
- C: Test purpose and test date
- D: Student's birthdate, primary language, and state and local ID numbers
- E: School and district where test was taken
- F: Overall and the domain scores, each with the range of possible scale scores
- G: Performance Levels (Advanced, Early Advanced, Intermediate, Early Intermediate, and Beginning)
- H: Bars and scale scores showing the student's performance level for each domain and Overall
- I: Comprehension Score
- J: How to Read This Report



On the *Student Performance Level Report*, the height of the bars shows how well the student did. The first bar shows the Overall performance level. The other bars show how well the student did in each domain.

CELDT scores, scores from other tests, and information from teachers and parents help the school decide the types of teaching the student should receive. To make progress on the CELDT, the student should work to master all domains. Information about how to help the student meet this goal is available at the school.

If a test modification or a different test was used for one or more domains, the domain(s) will be marked with an asterisk (\*), and the report will have this footnote:

\* A test modification or an alternate assessment was used during the administration of this domain. Modifications and alternate assessments alter what the CELDT intends to measure, therefore the student receives the lowest obtainable scale score (LOSS). Because the LOSS lowers the Overall score, caution should be used when interpreting the results.

If a problem took place during testing, the affected domain(s) will be marked with a “^” symbol, and the report will have this footnote:

^ A testing irregularity occurred during the administration of this domain. More information can be obtained at the school.

### **CELDT Test Performance Descriptors**

The CELDT Overall Test Performance Descriptors explain what students know and can do in English at each level. Descriptors for each domain are provided in English on the back of the *Student Performance Level Report*. Overall and test domain performance descriptors in English and other languages for grades K–1, 2, 3–5, 6–8, and 9–12 can be found online at <http://www.celdt.org/resources/im/>.

### **More Information About the CELDT**

More information about the CELDT can be found on the CDE Web page at <http://www.cde.ca.gov/ta/tg/el/>.