



AGENDA

5:30-6:30 p.m.

**North Regional Office
505 N. Euclid St. Suite 500
Anaheim, CA 92801**

Meeting Focus: Parent Input on the District Master Plan for English Learners

- English Learner Identification
 - Home Language Survey
 - California English Language Development Test (CELDT)
 - **Questions?**
- English Learner Placement
 - English Language Development (ELD)
 - **Parent Input**
- Requirements for Graduation
- Reclassification of English Learners
 - **Parent Input**

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

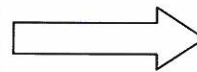


Yes



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!**



Orange County Department of Education
Division of Alternative Education
Alternative, Community, and Correctional Education Schools and Services

HOME LANGUAGE SURVEY

Name of Student: _____
Last First Middle
Place of Birth: _____ Date of Birth: _____ Age: _____
Month Day Year
School Site: _____ Grade: _____

Home Language Survey

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students. Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

1. Primary home language? _____
2. Which language did your son/daughter learn when he/she first began to talk? _____
3. What language does your son/daughter most frequently use at home? _____
4. What language do you use most frequently to speak to your son/daughter? _____
5. What language is most often spoken by the adults at home? _____

Signature of Parent

Date

OFFICE USE ONLY

Should one or more answers to #1 - #3 of the above questions be other than English, submit copy to ELL designee
Primary Language Testing Yes No

How are the CELDT results reported for each student?

There are five performance levels that a student can achieve. These levels are: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

The report of results for each student gives:

- ▶ The overall performance level and score
- ▶ A performance level and score for each section of the test
- ▶ A comprehension score (average score for Listening and Reading)

How are results of the CELDT used?

Results from **initial** CELDT testing are used to help identify English learners who need to develop their skills in English. Results from **annual** CELDT testing are used to monitor the progress of these students toward learning English. School districts also use annual CELDT results as one of four measures to help decide when students may be reclassified as fluent English proficient (RFEPP).

What other information is used to decide when students may be reclassified?

Other information used by school districts includes results on a statewide basic skills test in English (such as the California English–Language Arts Standards Test), teacher evaluation, and parent input.

How can parents or guardians find out more about the CELDT or their child's results?

Parents or guardians who want to find out more about the CELDT or their child's CELDT results should contact their child's teacher and/or school office. Parents or guardians also may attend one of the special meetings scheduled by the school.

For more information...

Information about the CELDT can be found on the California Department of Education CELDT Resources Web page at <http://www.cde.ca.gov/ta/tg/le/resources.asp>.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

Information for Parents and Guardians

Prepared by the
California Department of Education

December 2011

What is the California English Language Development Test?

- Federal and state laws require that school districts must give a state test to students whose primary home language is not English.
- In California, this test is called the California English Language Development Test (CELDT).

What is the purpose of the CELDT?

- The purpose of this test is to:
 - Identify English learners in kindergarten through grade twelve
 - Measure their skill level in English
 - Check their progress in learning English each year

Who is an English learner?

An English learner is a student with a primary language other than English who needs extra instruction to learn the skills in English required for success in the regular school program.

Who must take the CELDT?

All students in kindergarten through grade twelve, whose primary language is not English, must take the CELDT. These students must take the test within 30 calendar days after they start at a California public school for the first time. The CELDT also must be given once each year to English learners until they have learned the skills in English needed to complete their schoolwork.

Do English learners with disabilities take the CELDT?

Yes. All English learners must take the CELDT. This includes English learners with disabilities. Students who are disabled and cannot take the entire CELDT or a section of the test may be tested with special assistance and/or take alternate tests. All assistance or alternate tests must be noted in their individualized education programs (IEPs) or Section 504 Plans.

What does the CELDT cover?

The CELDT covers listening, speaking, reading, and writing for all grades tested. The CELDT is based on California English language development standards, adopted by the State Board of Education.

Who gives the CELDT?

Only trained staff can give the test. In kindergarten, all parts of the test are given to each student one at a time. In grade one, the Speaking, Reading, and Writing sections are given to each student one at a time. The Listening section, however, may be given to groups of students. In grades two through twelve, the Speaking section of the CELDT is given to each student one at a time, and the rest of the test is given to groups of students.

How long does it take for students to complete the CELDT?

The CELDT is not a timed test. In kindergarten and grade one, each section of the test takes about 15 to 30 minutes for each student to complete. In grades two through twelve, the Speaking section takes about 10 to 15 minutes to complete. The Listening, Reading, and Writing sections combined take about two hours. The Writing section may be divided into two sessions.

PART 1: DEFINE SUCCESS

A. Practice using the language you learned in *Expressing Opinion* to define what success means to you. Use the frames below to formulate your sentences, but feel free to change them. Remember, blanks are NOT for one word answers! You may practice orally and/or in writing but use a separate piece of paper for answering questions throughout this function.

Language of *Expressing Opinion*

I think/I don't think	I suppose that
I believe/I don't believe	From my experience
In my opinion	According to me
As far as I'm concerned	My position/view...

When creating sentences, use just ONE of these starters. Why? _____

1. _____ success is _____.
2. _____ success means _____.
3. _____ success is defined as _____.
4. _____ success is determined by _____.
5. _____ success is measured by _____.

B. Practice agreeing/disagreeing with your peers using the following response frames:

1. You said _____, and _____.
2. I agree that _____. In addition, _____.
3. You indicated _____, but _____.
4. You suggested _____; however, _____.
5. While I concur that _____, I tend to think _____.

*Which frames are for agreeing and which are for disagreeing/how do you know?



C. Practice defining success from others' perspectives using the response frames below.

In general...
Most believe/few believe...
According to...
Some people assume that...
From what I've read...
It is generally accepted that...

1. _____ success is _____.
2. _____ success means _____.
3. _____ success is defined as _____.
4. _____ success is determined by _____.
5. _____ success is measured by _____.
6. _____ a successful person is/has _____.*

*How is #6 different from the others? _____

D. Now consider how success is defined in different contexts (as school, at home, in relationships, in sports, in entertainment, and in different careers such as medicine, construction, law, the military, etc.) and complete the following response frames:

Example: In a field such as design, success is determined by a product's originality and functionality.

1. _____ success is _____.
2. _____ success means _____.
3. _____ success is defined as _____.
4. _____ success is determined by _____.
5. _____ success is measured by _____.
6. _____ a *successful* (noun/profession) _____.



PART 2: CAUSE AND EFFECT IN TEXT

What is *Cause and Effect*?

Cause = Event

Effect = Consequence

Think of *cause* as an event or action and *effect* is the consequence or result of that event or action. The effect may be good or bad.

So if it is raining outside, and I take an umbrella to work, the rain caused me to take my umbrella. The rain is the CAUSE. The EFFECT is taking my umbrella. Another way of looking at it is to think of the word "because" when you think of cause. I took my umbrella because it was raining. Think of some other examples related to your own life:

1. _____
2. _____
3. _____
4. _____
5. _____

You are about to read an article about a true story involving two men with similar backgrounds and the same name, Wes Moore. One of the men became successful while the other landed in prison for life.



Useful Vocabulary to Learn Before Reading the Text:

triumph	self-destructive behavior	scrounged	despairing	lack
encounters	misdiagnosed	collided with	underscored	trajectory

You will find other words in the text that you don't know, but you can figure out what they mean in context or ask your teacher what they mean.



Tip for Transition Ready/College Ready ACCESS students:
Good readers typically reread texts several times, looking for different things with each reading.

Now, you're going to go back and process portions of the article to discover what factors impacted the life trajectories of each Wes Moore. You will practice using the language of cause and effect (see table below) before proceeding to the article.

The Language of Cause and Effect

Because	Therefore	Produced	As a result of...
Since	One reason for	Revealed	It follows that...
Hence	The cause of	Resulted in	Which in turn...
Thus	Outcome	Affected	For this reason...
So	Has/Had an impact on	Influenced	When/After (cause), (effect)...
Consequently	Bring/brought about	Caused	Once.....,.....
Due to	Leads to/led to	In order to...	If..., then...

The Language of Cause and Effect:

(Note: There are many ways to form sentences using the language of cause and effect!)

EXAMPLE: **Since** it was raining, I took my umbrella. OR

I took my umbrella **since** it was raining.

EXAMPLE: **One reason** I got a bad grade was that I didn't study. OR

I didn't study for the test. **For this reason**, I got a bad grade.

1. _____
2. _____
3. _____
4. _____





Orange County Department of Education
 Division of Alternative Education
 High School Transcript Evaluation

RED	= Other Dist.
GREEN	= ACCESS

Student Name: _____ D.O.B. _____ Perm ID Number: _____

California High School Exit Exam	CAHSEE Passage required as of 7/01/05.	Passed	Date
		ELA: <input type="checkbox"/>	_____
		Math: <input type="checkbox"/>	_____

Credits as of:

<u>Entry</u>							
Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____
Credits: _____	Credits: _____	Credits: _____	Credits: _____	Credits: _____	Credits: _____	Credits: _____	Credits: _____
Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____	Date: _____
Credits: _____	Credits: _____	Credits: _____	Credits: _____	Credits: _____	Credits: _____	Credits: _____	Credits: _____

Credits Completed and Course Number

English (40)	9A <input type="checkbox"/> - 9B <input type="checkbox"/> -	10A <input type="checkbox"/> - 10B <input type="checkbox"/> -	11A <input type="checkbox"/> - 11B <input type="checkbox"/> -	12A <input type="checkbox"/> - 12B <input type="checkbox"/> -
Social Science (30)	10A <input type="checkbox"/> - 10B <input type="checkbox"/> - World Hist. / Cult Geog	11A <input type="checkbox"/> - 11B <input type="checkbox"/> - US History A / B	12 <input type="checkbox"/> - Civics	12 <input type="checkbox"/> - Economics
Math (20)	<input type="checkbox"/> - <input type="checkbox"/> - *(10 Credits required in Algebra or equivalent)	<input type="checkbox"/> - <input type="checkbox"/> -	Science (20)	<input type="checkbox"/> - <input type="checkbox"/> -
Health (5)	<input type="checkbox"/> -	Fine Arts or Foreign Language (10)	Physical Education (20)	<input type="checkbox"/> - <input type="checkbox"/> -

Electives (75)	Course	Course	Course
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____

* Algebra equivalent: Algebra 1 or Algebra 1A & Algebra 1B