



LOS ANGELES UNIFIED SCHOOL DISTRICT

REFERENCE GUIDE

TITLE: CELDT Performance Level Summary Reports, 2012-13 Administration

NUMBER: REF-6199

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ROUTING

Education Service Center
Administration
Principals
Assistant Principals
EL Program Coordinators
Testing Coordinators

PURPOSE: The purpose of this Reference Guide is to provide schools with the 2012-13 California English Language Development (CELDT) stand-alone Initial Assessment Performance Level Summary Report and the Combined Annual Assessment/Initial Assessment Performance Level Summary Report.

MAJOR CHANGES: None.

INSTRUCTIONS: Enclosed with this Reference Guide are the Performance Level Summary Reports that include: a copy of the CELDT stand-alone Initial Assessment Performance Level Summary Report and a Combined Annual Assessment/Initial Assessment Performance Level Summary Report. The stand-alone Initial Assessment Performance Level Summary Report reflects only students assessed with the Initial Assessment during the July 2012 through June 2013 administration. The Combined Annual Assessment/Initial Assessment Performance Level Summary Report reflects the Annual Assessment cycle for students tested from July 2012 through October 2012 and the Initial Assessment results for students tested during the 2012-2013 administration. Use these documents as a resource and guide in reporting the 2012-13 Initial and Annual CELDT results to staff and parents/guardians.

CELDT Performance Level Summary Report

The CELDT Performance Level Summary Report summarizes the following information by grade level for the overall performance level and all domains assessed.

- Number and percent of students scoring at each performance level
- Total number of students assessed
- Mean scale score
- Standard deviation
- Number and percent of students meeting the CELDT criterion for English language proficiency



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The California Department of Education defines the CELDT criterion for English language proficiency for kindergarten and grade one (K-1), as an overall score of Early Advanced or higher and scores for Listening and Speaking domains at Intermediate or higher. The Reading and Writing domain scores are usually not considered for K-1.

For grades two through twelve (2-12), the CELDT criterion is an overall score of Early Advanced or higher and scores for each domain (Listening, Speaking, Reading, and Writing) at Intermediate or higher.

CELDT performance level scores provide a description of the competency demonstrated by the students in each domain. The California English Language Development Test Performance Descriptors and Overall Performance Levels are described on the back of the report.

The summary and roster reports should be retained in school files for a minimum of five years.

RELATED RESOURCES:

The CELDT web-site is <http://www.cde.ca.gov>.

ASSISTANCE:

For assistance please contact the Student Testing Unit, at (213) 241-4104.