

Grades Three Through Five — Reading

WORD ANALYSIS

ELD Standard:

Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).

Scoring:

This question was scored as Incorrect or Correct.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

Overall Performance Level on the CELDT % Scored Correctly

Beginning	30
Early Intermediate	56
Intermediate	79
Early Advanced	90
Advanced	95

DIRECTIONS Choose the BEST answer.

Which of these words has three syllables?

- ☐ children
- ☐ flower
- ☐ holiday
- ☐ yellow

00241152

FLUENCY AND VOCABULARY

ELD Standard:

Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.

Scoring:

This question was scored as Incorrect or Correct.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

Overall Performance Level on the CELDT	% Scored Correctly
Beginning	30
Early Intermediate	39
Intermediate	52
Early Advanced	61
Advanced	69

DIRECTIONS Choose the word that means the same as the underlined word in the sentence.

Can you recall your last visit to a museum?

- ☐ explain
- ☐ describe
- ☐ forget
- ☐ remember

00354170

Grades Three Through Five — Reading

READING COMPREHENSION

ELD Standard:

Question 1: Orally identify different characters and settings in simple literary texts using words or phrases.

Question 2: Orally identify the main events of the plot using simple sentences.

Question 3: Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.

Scoring:

These questions were scored as Incorrect or Correct.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

Question 1:

Overall Performance Level on the CELDT	% Scored Correctly
Beginning	35
Early Intermediate	67
Intermediate	87
Early Advanced	94
Advanced	96

Question 2:

Overall Performance Level on the CELDT	% Scored Correctly
Beginning	31
Early Intermediate	47
Intermediate	74
Early Advanced	90
Advanced	96

Question 3:

Overall Performance Level on the CELDT	% Scored Correctly
Beginning	21
Early Intermediate	32
Intermediate	48
Early Advanced	65
Advanced	79

DIRECTIONS Read this story. Then do Numbers 1 through 3.

Teresa's Visit

Teresa had never visited a farm before. When she got off the school bus with her class, she was as curious as a kitten. The first thing she noticed was the smell. It didn't smell anything like the city. The smells of clean hay mixed with the smells of sheep wool and goat hair. Teresa heard the horse in the barn. She heard the rooster crowing near the fence. Teresa thought the farm was the most wonderful place in the world. She closed her eyes to remember all the smells and sounds. She wanted to tell her mother all the details when she got home. "Teresa," her teacher called. It was time to join the others at the barn.



- Where does this story take place?
 - ☐ on a farm
 - ☐ in a city
 - ☐ on a bus
 - ☐ at a school
- After arriving at the farm, the first thing Teresa noticed was the
 - ☐ rooster.
 - ☐ horse.
 - ☐ smell.
 - ☐ sounds.
- Teresa was as "curious as a kitten." This means she wanted to
 - ☐ see everything.
 - ☐ be very careful.
 - ☐ play with the animals.
 - ☐ stay near the teacher.

00241097, 00241099, 00241101

Grades Three Through Five — Writing

GRAMMAR AND STRUCTURE

ELD Standard:

Use correct parts of speech, including correct subject/verb agreement.

Scoring:

This question was scored as Incorrect or Correct.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

Overall Performance Level on the CELDT	% Scored Correctly
Beginning	50
Early Intermediate	78
Intermediate	91
Early Advanced	95
Advanced	97

DIRECTIONS Choose the word that **BEST** completes the sentence.

_____ is your teacher?

- ☐ Who
- ☐ Why
- ☐ Whose

00354212

SENTENCES

ELD Standard:

Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).

Scoring:

This question was scored using the "Sentences" rubric (0–3) found in Appendix A. Sample student responses are provided below.

Student Performance:

The table below shows how students performed in the 2004–05 administration.

Overall Performance Level on the CELDT	Average Score Based on Rubric
Beginning	1.4
Early Intermediate	1.9
Intermediate	2.3
Early Advanced	2.5
Advanced	2.7

DIRECTIONS Write a sentence that describes what is happening in the picture.



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Score	Scoring Rationale	Sample Responses
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Fully Competent Communication: Subject and predicate

have some syntactical complexity (defined as multiple subjects or objects, multiple verbs, use of an infinitive or gerund as an object or subject, compound or complex sentence structure, prepositional phrase or phrasal verb, or relative clause). The following characteristics may be seen as well:

- | | | |
|---|---|--|
| 3 | <ul style="list-style-type: none"> • Content is clear and appropriate to the prompt. • Response is written in Standard English. • Grammar and syntax contain no errors. • Articles, possessives, prepositions, and plural endings are correct. • Vocabulary adequately addresses the prompt with some specificity. • Spelling contains no errors. • Punctuation and/or capitalization may contain only one error in either capitalization at the beginning of the sentence or punctuation at the end of the sentence. The sentence may also contain the following minor mechanical errors: missing periods after abbreviations, capitalization errors in the middle of the sentence, extraneous or missing commas. | <p><i>The girl is giving food to the fish.</i></p> |
|---|---|--|

Grades Three Through Five — Writing

SHORT COMPOSITIONS

ELD Standard:

Write narratives that describe the setting, characters, objects, and events.

Scoring:

This question was scored using the "Short Compositions" rubric (0–4) found in Appendix A. A. Sample student responses are provided below.

Student Performance:

The table below shows how students performed in the 2009–10 administration.

Overall Performance Level on the CELDT	Average Score Based on Rubric
Beginning	1.0
Early Intermediate	1.9
Intermediate	2.5
Early Advanced	2.9
Advanced	3.1

SAY For Numbers 24 and 25, you will write a paragraph about a given topic. Look at Pages 5 and 6 in your Answer Book. This is where you will write your answers.

Pause.

SAY Think about what you will write before you begin writing. Use descriptions, details, and examples to make your writing interesting. Your paragraph should have a beginning, a middle, and an end. Write at least three complete sentences. Pay attention to grammar, capital letters, punctuation, and spelling. Make your writing clear.

Pause.

SAY Now you will answer Numbers 24 and 25 by yourself. When you come to the STOP sign after Number 25, stop working. If you have time after you finish, you may go back and check what you have written. Are there any questions?

Make sure that all the students understand the directions.

SAY Begin.

DIRECTIONS For Number 24 and 25, write about the given topic. Do your writing in your Answer Book.

One day Reema and her brother, Adesh, found a lost kitten at the park. The kitten was very friendly and followed them. Write a story that tells what happened next.

01209030

Score	Scoring Rationale	Sample Responses
4	<p>Fully Competent Communication:</p> <ul style="list-style-type: none"> • Content fully addresses the prompt. • Response is in paragraph form with sentences that support the topic sentence and may contain a concluding sentence. Response is written in Standard English and contains well-organized events or ideas as well as a few effective details and transitional devices. • Subject and predicate are in correct word order in at least three complete sentences. <p>One or more of the complete sentences must be syntactically complex (defined as multiple subjects or objects, multiple verbs, use of an infinitive or gerund as an object or subject, compound or complex sentence structure, prepositional phrase or phrasal verb, or relative clause).</p> <p>The response may also contain other complete sentences or attempted sentences; the response may not contain run-on sentences or sentence fragments.</p> <ul style="list-style-type: none"> • Grammar and syntax contain minimal errors that do not interfere with meaning. • Vocabulary is precise and may include idioms or figurative language. • Spelling and mechanics errors are minimal and do not interfere with meaning. 	<p><i>One day Reema and her brother Adesh found a lost kitten at the park. The kitten was very frendily and followed them. Reema and her brother thought they could have it for a pet. But then they thought we have to ask ower mom and dad. They went home with the cat and it was dinner time. They sat down and talked to there mom and dad. When they stoped talking they said ok. They went to the store and bought everying for the cat.</i></p> <hr/> <p><i>Reema and Adesh put up poster around the park saying Lost kitten found. They went to there parents and told them what happened. They did exactly what there parents told them to do. If the owner does'nt come to get the kitten, bring the kitten to the pet shop. That afternoon the owner came and got the kitten and thanked them for taking care of the kitten.</i></p>