

Grade Two — Reading

WORD ANALYSIS

ELD Standard:

Recognize English phonemes that correspond to phonemes students already hear and produce.

Scoring:

This question was scored as Incorrect or Correct.

Student Performance:

The table below shows how students performed in the 2008–09 administration.

Overall Performance Level on the CELDT	% Scored Correctly
Beginning	28
Early Intermediate	49
Intermediate	76
Early Advanced	94
Advanced	99

DIRECTIONS Choose the BEST answer.

Find the word that has the same beginning sound as cent.

- ☐ coat
- ☐ cart
- ☐ circle

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ELD Standard:

Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text.

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	40
Early Intermediate	46
Intermediate	68
Early Advanced	89
Advanced	88

DIRECTIONS Choose the BEST answer.

Which of these is made up of two words?

☐ orange ☐ mailbox ☐ morning

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Grade Two — Reading

READING COMPREHENSION

ELD Standard:

Read and use basic text features, such as title, table of contents, and chapter headings.

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	26
Early Intermediate	29
Intermediate	44
Early Advanced	67
Advanced	72

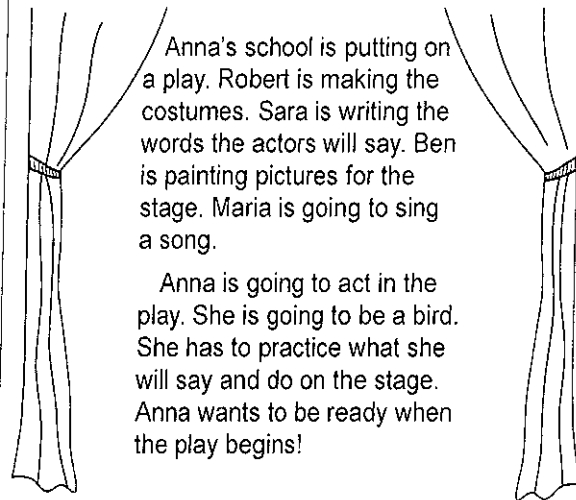
Question 2:

Overall Performance Level on the CELDT	% Scored Correctly
Beginning	24
Early Intermediate	28
Intermediate	43
Early Advanced	68
Advanced	73

Question 3:

Overall Performance Level on the CELDT	% Scored Correctly
Beginning	29
Early Intermediate	32
Intermediate	45
Early Advanced	71
Advanced	75

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



- What is the BEST title for this story?
 - ☐ "Sara Writes a Play"
 - ☐ "How to Act like a Bird"
 - ☐ "The School Play"
- Why does Anna practice what she will say and do in the play?
 - ☐ She wants to be ready to act.
 - ☐ She wants to make her own costume.
 - ☐ She wants to write the words for the actors.
- What will MOST LIKELY happen in the play?
 - ☐ Robert will write the words to the play.
 - ☐ Maria will help Ben paint pictures.
 - ☐ Anna will act like a bird.

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Grade Two — 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	52
Early Intermediate	68
Intermediate	86
Early Advanced	98
Advanced	97

DIRECTIONS Choose the word that BEST completes the sentence.

The pig _____ the duck are animals.

- ☐ so
☐ and
☐ but

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SENTENCES

ELD Standard:

Write simple sentences by using key words commonly used in the classroom (e.g., labels, number names, days of the week, and months).

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	1.2
Early Intermediate	1.4
Intermediate	1.8
Early Advanced	2.1
Advanced	2.2

SAY Write a sentence that tells what you think is happening in the picture. Be sure to tell who or what is in the picture and describe what is happening. Write only one sentence for the picture. Pay attention to capital letters and punctuation such as periods, commas, and question marks. Do the best you can with spelling and make your handwriting clear. Do you have any questions?



0035-0333

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST

Score	Scoring Rationale	Sample Responses
3	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:	
	• Content is clear and appropriate to the prompt.	
	• Response is written in Standard English.	
	• Grammar and syntax contain no errors.	<i>The mom and the dad and the boy and the girl are eating.</i>
	• Articles, possessives, prepositions, and plural endings are correct.	<i>The family is having a picnic at the park.</i>
	• 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.	

SHORT COMPOSITIONS

ELD Standard:

Write short narrative stories that include the elements of setting and character.

Scoring:

This question was scored using the "Short Compositions" rubric (0–4) 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	1.2
Early Intermediate	1.5
Intermediate	2.1
Early Advanced	2.6
Advanced	2.7

SAY For Number XX, you will write a story about a given topic. Think about what you will write before you write it. Use descriptions, details, and examples to make your writing interesting. Your story 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. Be sure to write only on the lines inside the large box.



In the summer, my brother and I

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Score

Scoring Rationale

Sample Responses

Fully Competent Communication:

- **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**.

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).

The response may also contain other complete sentences or attempted sentences; the response may **not** contain run-on sentences or sentence fragments.

- **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.

were playing soccer. The soccer ball bounced next door. They asked the kids next door if they could get their ball, but the kids next door asked if they could play. So they all played together.

were playing ball. The ball went out of the fence. The boy and the girl said to their friends could you give us the ball please. Their friend said come out here so we could play.