California English Language Development Test (CELDT)

Released Test Questions — Updated

September 2012

CELDT Released Test Questions — Updated

Table of Contents

Introduction

State law (California *Education Code* sections 313 and 60810) and federal law (Title III of the Elementary and Secondary Education Act [ESEA]) require that local educational agencies (LEAs) administer an initial assessment (IA) of English language proficiency to newly enrolled students whose primary language is not English and an annual assessment (AA) to students who have been previously identified as English learners (ELs). For California's public school students, this test is the California English Language Development Test (CELDT).

The CELDT has three purposes:

■ To identify students who are limited English proficient (LEP)

■ To determine the level of English language proficiency of LEP students

■ To assess the progress of LEP students in acquiring the skills of Listening, Speaking, Reading, and Writing in English

The purpose of this document is to provide CELDT question samples (i.e., released test questions or RTQs) for site and LEA administrators, teachers, and parents or guardians. These questions cover the four domains assessed by the CELDT: Listening, Speaking, Reading, and Writing. This updated document, which reflects minor revisions in the scoring rubrics for writing, and a glossary are available on the California Department of Education (CDE) CELDT Resources Web page at http://www.cde.ca.gov/ta/tg/el/resources.asp.

Released Test Questions

Overview

Test Components by Domain

Released Test Questions by Grade and Domain

Overview

This document contains 80 test questions from CELDT administrations, ranging from 2003–04 through 2009–10. The questions are organized by grade and cover the four domains assessed by the CELDT: Listening, Speaking, Reading, and Writing. Each question includes the English Language Development (ELD) standard addressed, the test component, the scoring method used, and information on student performance. Graphics for the questions have been reduced to fit onto the pages.

Kindergarten and Grade One

The test for kindergarten and grade one (K–1) students in Reading and Writing began with the 2009–10 CELDT Edition. The 13 K–1 Reading and Writing questions in this document are sample practice questions for the different test components. Because practice questions are not scored, they do not include information on student performance.

Questions for Listening and Speaking in K–1, which are the same as Listening and Speaking questions given in grade two, are located in the kindergarten through grade two (K–2) section on pages 15 through 22.

Question Development

All questions on the CELDT address the ELD standards approved by the State Board of Education (SBE) in 1999. These standards define what ELs in California's public schools are expected to know and be able to do as they progress toward English language proficiency. Written by trained educators, CELDT questions go through a quality review process to ensure alignment to the ELD standards and content appropriateness. After field testing, questions that meet a rigorous set of statistical criteria may be selected for a future operational test form. The complete *English-Language Development Standards for California Public Schools* document is available on the CDE Administrative Forms and Documents Web page at http://www.cde.ca.gov/ta/tg/el/admin.asp.

Test Components by Domain

Within each domain, there are several test components. The way each question is administered varies depending on the test component addressed. For example, questions could be presented orally or in writing, and responses by the student could be presented orally or in writing as well. The "Test Components by Domain" chart on pages 6 and 7 describes the types of questions asked and how students are expected to respond.

Student Performance

Statistics provided with each question show how students scored at each performance level on a specific CELDT administration. Multiple-choice questions are scored as "0" for Incorrect or "1" for Correct. Short-response questions also are scored as "0" for No Response or Incorrect, or "1" for Correct. Both No Response and Incorrect are scored as "0."

Other types of questions in the CELDT are scored based on a rubric. Scoring rubrics are used to assign a score to a student's oral or written responses, using a range of score points. Sample student responses are provided for questions requiring longer oral responses and written sentences or paragraphs. Table 1 provides an example of students' overall performance at the statewide level on a multiple-choice question. Table 2 provides an example of students' overall performance at the statewide level on a 4-Picture Narrative question that was evaluated with a scoring rubric.

Student Performance: Table 1
(Multiple-choice questions)

Overall Performance Level on the CELDT	% Scored Correctly
Beginning	65
Early Intermediate	84
Intermediate	91
Early Advanced	95
Advanced	96

The column on the left refers to the students' overall performance levels on the CELDT. The CELDT results are reported according to five levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. The column on the right refers to the percentage of students who answered the question correctly at each overall performance level. In this example, 65 percent of the students scoring at the Beginning level answered the question correctly, suggesting that the test question was somewhat challenging for that group. In contrast, 96 percent of the students who performed at the Advanced level answered the question correctly.

During the development of the 2012–13 Edition, the rubrics underwent minor revisions aimed at refining the scoring process and providing more distinction between score points. The revisions should not significantly change students' scores; therefore, the overall student performance provided for earlier CELDT editions is still accurate.

Student Performance: Table 2
(4-Picture Narrative question)

Overall Performance Level on the CELDT	Average Score Based on Rubric
Beginning	0.2
Early Intermediate	1.2
Intermediate	2.1
Early Advanced	2.9
Advanced	3.5

Table 2 shows the average score for a 4-Picture Narrative question that was scored with a scoring rubric ranging from 0–4 score points. For this question, students scoring at the Beginning level had an average score very close to zero (no response or not intelligible). Advanced students scored between 3 and 4 on the scoring rubric, responding with a developed vocabulary and very minor errors that did not affect the meaning.

Scoring Rubrics

Constructed-response questions for the CELDT are scored using a scoring rubric. Scores on those questions could vary as follows:

0–1 Points: Copying Letters (K–1)

0–2 Points: Copying Words, Write the Word, and Write a Word (K–1), Choose and Give Reasons (K–12), and Speech Functions (K–12)

0–3 Points: Word Analysis (K–1) and Sentences (2–12)

0–4 Points: 4-Picture Narrative (K–12) and Short Compositions (2–12)

All the CELDT scoring rubrics are available in Appendix A.

Multiple-choice questions (scored as Incorrect or Correct) and short-response questions (scored as No Response, Incorrect, or Correct) do not have scoring rubrics.

Overall Test Performance Descriptors

Overall test performance descriptors, which are available in Appendix B, describe the competencies associated with each performance level. There are two charts that describe each performance level: one for K–1 and one for 2–12. These descriptors characterize what students at each performance level are expected to know and be able to do as they progress toward English language proficiency.

Test Components by Domain

		CELDT Questions	RTQs
K–1 Reading			
Word Analysis	Administered orally and individually. Students are asked to identify letters and recognize sound-letter relationships. Students provide answers by making a selection between three options.	20	7
Fluency and Vocabulary	Administered orally and individually. Students are asked to look at very simple words and sentences and identify pictures associated with the words. Students also are asked to read simple words out loud. Students provide answers by making a selection between three options.		
Reading Comprehension	Administered orally and individually. Students are asked to identify parts of a book. Students provide answers by making a selection between three options.		
K–1 Writing			
Copying Letters and Words	Administered orally and individually. Students are asked to copy letters and words.	20	6
Write the Word (picture prompt) Write a Word (story prompt)	Administered orally and individually. Students are asked to write simple words based on pictures or on a story read aloud.		
Punctuation and Capitalization	Administered orally and individually. Students are asked to recognize simple punctuation and capitalization. Students provide answers by making a selection between three options.		
K–12 Listening			
Following Oral Directions	Administered orally. For grades K–2, administration is individual: students are shown a prompt sheet with pictures of objects and asked to follow directions such as point to certain objects or draw a line between two objects. For grades 3–12, administration is by group. Students hear an oral prompt and are asked to make a selection between three pictures.	20	19
Teacher Talk	Administered orally. Administration for grades K–1 is individual (but group administered for grade 1 if students are mature enough) and group administered for grades 2–12. Oral prompts describe authentic school situations (e.g., a teacher talking to a class), and students are asked basic comprehension questions. Students provide answers by making a selection between three options.		
Extended Listening Comprehension	Administered orally. Administration for grades K–1 is individual (but group administered for grade 1 if students are mature enough) and group administered for grades 2–12. Oral passages are usually non-fiction and are read out loud by examiners. Students are asked several comprehension questions relating to the passage. Students provide answers by making a selection between three options.		
Rhyming (K–2 only)	Administered orally and individually for grades K–2 only. Students are told two one-syllable words that rhyme and are asked to provide one more.		

	CELDT Questions	RTQs
K–12 Speaking		
Oral Vocabulary — Administered orally and individually. Students may be shown pictures of objects and asked to name, state the purpose, or respond to some similar question about each; students also may be asked to respond to questions about word usage and meaning.	20	16
Speech Functions — Administered orally and individually. Students are given a situation and directed to make a statement or ask a question expressing a need that is appropriate to the situation.		
Choose and Give Reasons — Administered orally and individually. Students are asked to make a choice between two things, activities, or situations, and state two reasons for the preference. Art context may be provided at grades K–2.		
4-Picture Narrative — Administered orally and individually. Students are shown a series of four pictures that suggest a story and are given a story starter to provide context. The student is asked to orally construct an appropriate story with structure and details.		
Grades 2–12 Reading		
Word Analysis — Administered in groups. Students read and respond to multiple-choice questions about word formation rules.	35	20
Fluency and Vocabulary — Administered in groups. Students read and respond to multiple-choice questions about grade-appropriate vocabulary.		
Reading Comprehension — Administered in groups. Students read passages and respond to multiple-choice comprehension questions.		
Grades 2–12 Writing		
Grammar and Structure — Administered in groups. Students read and respond to multiple-choice questions about grammar and usage.	24	12
Sentences — Administered in groups. Students look at pictures and write one detailed sentence about each picture.		
Short Composition — Administered in groups. Students create a short composition in response to a text prompt about a topic or situation.		

Released Test Questions by Grade and Domain

Kindergarten and Grade One — Reading

W O R D   A N A L Y S I S

ELD Standard:

Recognize English phonemes that do not correspond to sounds students already hear and produce (e.g., *a* as in *cat* and final consonants).

Scoring:

This type of question is scored as Incorrect or Correct.

Practice Item A

SAY *Listen to the sound /g/.* [Examiner repeats the sound.] */g/*

SAY [Examiner points to each picture as the word is said.] *hat, bed, goat*

SAY *Point to the picture that begins with the sound /g/.*

SAY *hat, bed, goat*

Ⓐ   Ⓑ   ●
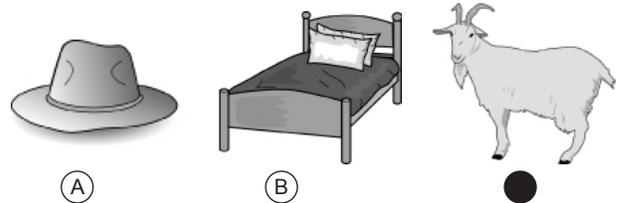
01210084

ELD Standard:

Recognize and name all uppercase and lowercase letters of the alphabet.

Scoring:

This type of question is scored using the "Word Analysis" rubric (0–3) found in Appendix A.

Practice Item B

SAY *Look at the letters.* [Examiner points to each letter.]

SAY *What is this letter?* [Examiner pauses for response after each letter.]

N   R   Y

01210092

[Note: Pictures shown in the RTQs are reduced to fit the format of this document.]

Kindergarten and Grade One — Reading

WORD ANALYSIS

ELD Standard:

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

Scoring:

This type of question is scored as Incorrect or Correct.

Practice Item C

SAY *Listen to the sound /t/.* [Examiner repeats the sound.] */t/*

SAY *Look at the letters.* [Examiner points to each letter.]

SAY *Point to the letter that makes the sound /t/.*

t   **s**   **g**

●   Ⓑ   Ⓒ

01210054

ELD Standard:

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

Scoring:

This type of question is scored as Incorrect or Correct.

Practice Item D

SAY [Examiner points to the _ig.] *This says /ig/.* [Examiner repeats the sound.] */ig/*

SAY *Point to the letter you can add to /ig/ to make the word big.* [Examiner repeats the word big.] *big*

__ig

c   **b**   **m**

Ⓐ   ●   Ⓒ

01210920

Kindergarten and Grade One — Reading

FLUENCY AND VOCABULARY

ELD Standard:

Read simple vocabulary, phrases, and sentences independently.

Scoring:

This type of question is scored as Incorrect or Correct.

Practice Item E

SAY *Look at the words.* [Examiner points to the words in the box.]

SAY *Point to the picture that goes with the words.*

The boy kicks.

Ⓐ   Ⓑ   ●
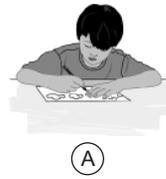
01210126

ELD Standard:

Use decoding skills to read more complex words independently.

Scoring:

This type of question is scored as No Response, Incorrect, or Correct.

Practice Item F

SAY [Examiner points to the word.] *Say this word.*

he

01210921

Kindergarten and Grade One — Reading

READING COMPREHENSION

ELD Standard:

While reading aloud in a group, point out basic text features, such as the title, table of contents, and chapter headings.

Scoring:

This type of question is scored as No Response, Incorrect, or Correct.

Practice Item G

SAY *These are parts of a book.*

SAY *Point to the front cover of the book.*

What Do I See?

By Adam Martin

01210136

Kindergarten and Grade One — Writing

COPYING LETTERS AND WORDS

ELD Standard:

Copy the English alphabet legibly.

Scoring:

This type of question is scored using the "Copying Letters" rubric (0–1) found in Appendix A.

Practice Item A

SAY [Examiner points to the letter in the box.] *This is the letter B.*

SAY [Examiner points to the blank box.] *Copy the letter B here.*

012102243

ELD Standard:

Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).

Scoring:

This type of question is scored using the "Copying Words" rubric (0–2) found in Appendix A.

Practice Item B

SAY [Examiner points to the word in the box.] *This is the word "now."*

SAY [Examiner points to the blank box.] *Copy the word "now" here.*

01210922

Kindergarten and Grade One — Writing

W RITING   W ORDS

ELD Standard:

Write a few words or phrases about an event or character from a story read by the teacher.

Scoring:

This type of question is scored using the "Write the Word" (picture prompt) rubric (0–2) found in Appendix A.

Practice Item C

SAY [Examiner points to the picture.] *This is a can.*

SAY [Examiner points to the box.] *Write the word "can" here.*

01210250

ELD Standard:

Write a few words or phrases about an event or character from a story read by the teacher.

Scoring:

This type of question is scored using the "Write a Word" (story prompt) rubric (0–2) found in Appendix A.

Practice Item D

SAY *Listen to this story. Tom is a funny cat. Tom likes to sleep in a box.* [Examiner repeats the story.]

SAY *What is Tom?* [Examiner points to the box] *Write one word here.*

01210256

Kindergarten and Grade One — Writing

PUNCTUATION AND CAPITALIZATION

ELD Standard:

Use capitalization to begin sentences and for proper nouns.

Scoring:

This type of question is scored as No Response, Incorrect, or Correct.

Practice Item E

SAY [Examiner points to each word as it is read.] *Look at the sentence. It says: Her name is Emma.*

SAY *Point to the word that needs an uppercase or capital letter.*

Her name is emma.

01210260

ELD Standard:

Use a period or question mark at the end of a sentence.

Scoring:

This type of question is scored as Incorrect or Correct.

Practice Item F

SAY [Examiner points to each word as it is read.] *Look at the sentence. It says: When will we eat?*

SAY *Look at these marks.* [Examiner points to the punctuation marks.] *Point to the mark that goes at the end of the sentence.*

When will we eat

.   ,   ?

Ⓐ   Ⓑ   ●

01210274

Kindergarten Through Grade Two — Listening

FOLLOWING ORAL DIRECTIONS

ELD Standard:

Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).

Scoring:

This question was scored as No Response, Incorrect, or Correct.

Student Performance:

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

Overall Performance Level on the CELDT	K–Grade One % Scored Correctly	Grade Two % Scored Correctly
Beginning	25	64
Early Intermediate	84	97
Intermediate	97	99
Early Advanced	99	100
Advanced	100	100

Draw a nose on the boy's face.

[Correct response: A nose on the face]

00382752

Kindergarten Through Grade Two — Listening

T E A C H E R   T A L K

ELD Standard:

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

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	K–Grade One % Scored Correctly	Grade Two % Scored Correctly
Beginning	47	87
Early Intermediate	68	97
Intermediate	86	99
Early Advanced	95	100
Advanced	99	100

SAY *A teacher tells the class: Please clear your desks and sit down. I will know you are ready when everyone is sitting down.*
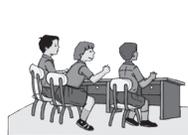
Pause.

SAY *Listen carefully as I repeat the story.*

Repeat the story.

SAY *Find the picture that shows which students are following the teacher's directions. Fill in the circle under that picture.*

Which students are following the teacher's directions?

00382814

Kindergarten Through Grade Two — Listening

EXTENDED LISTENING COMPREHENSION

ELD Standard:

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

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	K–Grade One % Scored Correctly	Grade Two % Scored Correctly
Beginning	56	85
Early Intermediate	78	96
Intermediate	92	99
Early Advanced	98	100
Advanced	100	100

DIRECTIONS Listen to the passage.

SAY *Do you like apples? A man named Johnny Appleseed loved them so much that he planted apple trees wherever he went.*

While he was planting trees, Johnny made a lot of friends. One of his friends was even a bear! People loved Johnny, too. Because of Johnny, they were able to enjoy apple pies, apple cakes, and best of all, big, juicy apples!

What did Johnny like to eat?

①   ②   ③

00382816

RHYMING

ELD Standard:

Answer simple questions with one- to two-word responses.

Scoring:

This question was scored as No Response, Incorrect, or Correct.

Student Performance:

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

Overall Performance Level on the CELDT	K–Grade One % Scored Correctly	Grade Two % Scored Correctly
Beginning	3	8
Early Intermediate	20	32
Intermediate	46	58
Early Advanced	72	80
Advanced	92	96

DIRECTIONS Listen to the passage.

SAY *I am going to give you two words that rhyme. Then I want you to give me one more word that rhymes with them.*

SAY *gate, date, _____*

[Possible responses: bait, crate, eight, fate, freight, great, hate, late, mate, plate, rate, skate, slate, state, straight, trait, wait]

00940023

Kindergarten Through Grade Two — Speaking

ORAL VOCABULARY

ELD Standard:

Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).

Scoring:

This question was scored as No Response, Incorrect, or Correct.

Student Performance:

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

Overall Performance Level on the CELDT	K–Grade One % Scored Correctly	Grade Two % Scored Correctly
Beginning	21	62
Early Intermediate	77	96
Intermediate	94	99
Early Advanced	99	100
Advanced	100	100

SAY *What is this?*

[Possible answers: Backpack, school bag]

00382764

Kindergarten Through Grade Two — Speaking

SPEECH FUNCTIONS

ELD Standard:

Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.

Scoring:

This question was scored using the "Speech Functions" rubric (0–2) found in Appendix A. Sample student responses are provided below.

Student Performance:

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

Overall Performance Level on the CELDT	K–Grade One Average Score Based on Rubric	Grade Two Average Score Based on Rubric
Beginning	0.1	0.8
Early Intermediate	0.7	1.3
Intermediate	1.4	1.7
Early Advanced	1.8	1.8
Advanced	1.9	2.0

SAY *Now I am going to tell you about some situations that could happen to you. Then, tell me what you would say.*

SAY *Your class is going to do an art lesson. The teacher passed out the paints but you didn't get any paint. What do you ask your teacher?*

[The function is making a request. The student might say, "May I please get some paints?" or "Teacher, I didn't get any paints."]

00803329

Sample Student Responses:

Score	Scoring Rationale	Sample Responses
0	• Student **does not perform the language function** required. • **No response** [NR]. • Response is entirely in **another language** [AL]	*They say, I didn't write any, any pictures, um, and I didn't write any pictures, Mrs. Susan.*
1	• Student **performs the language function** required. • Errors **in grammar, vocabulary, and/or pronunciation** are significant enough to interfere with communication.	*Get some paint?*
2	• Student **performs the language function** required. • **Speech is accurate enough** not to interfere with communication (i.e., minor grammatical, vocabulary, and/or pronunciation errors may occur, but they do not affect communication).	*Can I get some paint?*

Kindergarten Through Grade Two — Speaking

CHOOSE AND GIVE REASONS

ELD Standard:

Ask and answer questions by using phrases or simple sentences.

Scoring:

This question was scored using the "Choose and Give Reasons" rubric (0–2) 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	K–Grade One Average Score Based on Rubric	Grade Two Average Score Based on Rubric
Beginning	0.1	0.6
Early Intermediate	0.6	1.3
Intermediate	1.2	1.6
Early Advanced	1.7	1.8
Advanced	2.0	2.0

SAY *I am going to ask you a question.*

Which do you like to do more, sing songs or draw pictures?

[Wait for initial response: sing songs or draw pictures.]

SAY *Tell me why. Give me two reasons.*

00382776

Sample Student Responses:

Score	Scoring Rationale	Sample Responses
0	• Student **does not make** a choice or **does not support the choice** with a relevant reason. • **No response** [NR]. • Response is entirely in **another language** [AL].	[Student points to picture, but does not say anything.]
1	• Student makes choice and supports choice with at least *one* **relevant reason**. • **Errors in grammar, vocabulary, and/or pronunciation** are significant enough to interfere with communication.	*Draw pictures.* *Because my sister . . . my friends like to draw and . . .* *my sister likes to draw. To . . . draw* <hr>*Draw pictures.* *'Cause I like drawing and . . .*
2	• Student makes choice and supports it with at least *two* **relevant reasons**. • **Speech is generally accurate** (i.e., minor grammatical, vocabulary, and/or pronunciation errors may occur, but they do not affect communication).	*Draw pictures.* *'Cause it's fun. 'Cause you could draw houses.* <hr>*Draw pictures.* *Because they're fun and you could draw anything you want.*

Kindergarten Through Grade Two — Speaking

4-PICTURE NARRATIVE

ELD Standard:

Retell stories in greater detail by including the characters, setting, and plot.

Scoring:

This question was scored using the "4-Picture Narrative" rubric (0–4) found in Appendix A. Sample student responses are provided below.
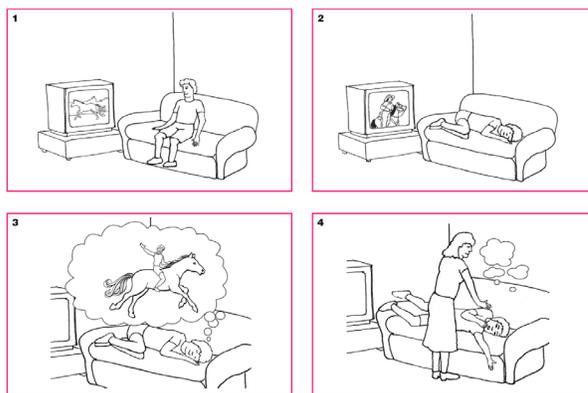
Student Performance:

The table below shows how students performed in the 2003–04 administration.

Overall Performance Level on the CELDT	K–Grade One Average Score Based on Rubric	Grade Two Average Score Based on Rubric
Beginning	1.2	1.5
Early Intermediate	1.2	2.3
Intermediate	2.1	2.8
Early Advanced	2.9	3.1
Advanced	3.5	3.9

SAY *I am going to show you some pictures that tell a story.*

Pause to give students time to look at the pictures.

SAY *Last night, Alex was very tired when he was watching television. What happened next?*

00382736

Sample Student Responses:

Score	Scoring Rationale	Sample Responses
0	• **No response** [NR]. • Spoken in **another language** [AL]. • **Unintelligible.** • Response consists of a **single word or a few words** that may or may not be related to the prompt.	*Uh…um…um…*
1	• Student attempts to tell a story based on one or more pictures, but **does not construct a coherent narrative**. • Response displays a very **limited range of vocabulary**. The student's **speech** is often **halting or impeded**. • Response includes **numerous grammatical errors** that interfere with communication. • Student's speech is generally difficult to understand. **Pronunciation often interferes** with communication.	*The television has a horse. He does the dream. Mother to wake him from the horse. He was to the sleeping.*

Score	Scoring Rationale	Sample Responses
2	• Story is based on pictures but **does not clearly explain one or more pictures**. • Response **displays some** of the **necessary vocabulary**, but the student often cannot find the right word. • Response shows **control of basic grammatical structures,** but includes numerous errors, some of which interfere with communication. • Student's speech is sometimes difficult to understand. **Pronunciation sometimes interferes** with communication.	*He watched a horse in the television. He is sleeping. His mother wake him up in the sleeping.*
3	• Story is coherent and **includes** explanation of all four pictures, but **does not provide much elaboration** (e.g., explanations of details and context). • **Vocabulary** resources are generally **adequate** to perform the task. The student sometimes cannot find the right word. • Response is generally **adequate grammatically**. Errors rarely interfere with communication. • Student may have an accent and/or make **some errors in pronunciation**, but pronunciation is generally accurate and usually **does not interfere** with communication.	*First, he saw TV. He went to sleep and he dreamed about he was riding a horse, and his mother waked him up.*
4	• Story is **coherent and effective**, including explanation of all four pictures, with **appropriate elaboration** (e.g., explanations of details and context). Contains more complex sentence structure. • **Vocabulary** resources are **well developed**. The student can almost always find the appropriate word. Uses precise word choice. • Response displays few grammatical errors and contains **varied grammatical and syntactical structures**. Any errors are minor (e.g., difficulty with articles or prepositions) and do not interfere with communication. • Student may have an accent, but **both pronunciation and intonation are generally** accurate and do not interfere with communication.	*He sat on the couch and watched a horse on television. Then, he fell asleep and dreamed he was riding the horse in a rodeo. Then his mother woke him up.*

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

00240717

FLUENCY AND VOCABULARY

ELD Standard:

Recognize sound/symbol relationships and basic word-formation rules in phases, 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

00240729

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.**
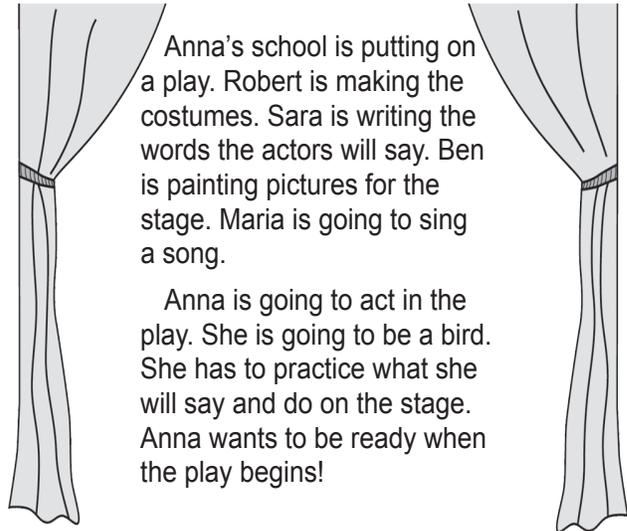
Anna's school is putting on a play. Robert is making the costumes. Sara is writing the words the actors will say. Ben is painting pictures for the stage. Maria is going to sing a song.

Anna is going to act in the play. She is going to be a bird. She has to practice what she will say and do on the stage. Anna wants to be ready when the play begins!

1. What is the BEST title for this story?
   ○ "Sara Writes a Play"
   ○ "How to Act like a Bird"
   ● "The School Play"

2. 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.

3. 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.

00240769, 00240771, 00240773

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

00354000

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?*

00354033

Sample Student Responses:

Score	Scoring Rationale	Sample Responses
0	**Nonscorable:** A score of 0 should be assigned to ANY of the following: • No response; **blank**. • Response is **unintelligible**. • Response is **illegible**. • Response is written entirely in **another language**. • Response is **identical to a previous response**. • Response merely **copies the prompt**.	*futbol*
0	**No Communication: Subject or predicate is missing.** The following characteristics may be seen as well: • **Content** is not related to the prompt. • **Response** consists of single words or simple phrases and is not meaningful. • **Grammar and syntax** distort meaning. • **Articles, possessives, prepositions, or plural endings** are missing or incorrect. • **Vocabulary** is severely limited (random words with no indication of comprehension). • **Spelling** errors interfere with comprehensibility. • **Punctuation and capitalization** errors distort meaning.	*The Pnech in The Parak* --- *eating in park.*

Score	Scoring Rationale	Sample Responses
1	**Emerging Communication:** **Simple subject and a simple predicate** are evident and in the correct word order. The following characteristics may be seen as well: • **Content** is reasonably related to the prompt. • **Response** contains awkward clauses and/or non-standard wording that affect meaning. • **Grammar and syntax** contain errors that may interfere with meaning (errors in subject-verb agreement, incorrect verb form or tense, use of present participle without an auxiliary verb, word order). • **Articles, possessives, prepositions, or plural endings** are often missing or incorrect. • **Vocabulary** is limited, imprecise, or does not adequately address the prompt. • **Spelling** errors make response difficult to comprehend, but at least one word is correctly spelled (other than "a," "I," or "the"). • **Punctuation and/or capitalization** errors may interfere with meaning.	*There eating.* *They are in parc.*
2	**Basic Communication:** **Subject and predicate** are in the correct word order. The following characteristics may be seen as well: • **Content** is clear and appropriate to the prompt. • **Response** is communicative but simple. • **Grammar and syntax** contain minor errors that do not interfere with meaning, but response is not written in Standard English (errors in subject-verb agreement, incorrect verb form or tense, word order). • **Articles, possessives, prepositions, and plural endings** may be missing or incorrect. • **Vocabulary** adequately addresses the prompt. • **Spelling** errors do not interfere with meaning. • **Punctuation and/or capitalization** have few errors that do not interfere with meaning. A compound or complex sentence may receive a score of 2 if an independent clause contains no errors or only errors that do not interfere with meaning.	*The family is eating on the park.* *They are eating something.* *The family is eating.*

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. • **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.	*The mom and the dad and the boy and the girl are eating.* *The family is having a picnic at the park.*

Grade Two — Writing

SHORT COMPOSITIONS

ELD Standard:

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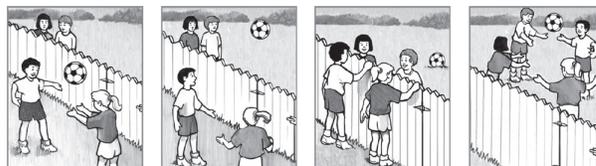
Scoring:

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

00353975

Sample Student Responses:

Score	Scoring Rationale	Sample Responses
0	**Nonscorable:** A score of 0 should be assigned to ANY of the following: • No response; **blank**. • Response is **unintelligible**. • Response is **illegible**. • Response is written entirely in **another language**. • Response is **identical to a previous response**. • Response merely **copies the prompt**.	*futbol*

Score	Scoring Rationale	Sample Responses
0	**No Communication:** • **Content** may or may not be related to the prompt. • **Response** consists of a few isolated words with no comprehensible phrases. • **Subject and predicate** may or may not be present. • **Grammar and syntax** contain errors that distort meaning. • **Vocabulary** is severely limited (student uses random words). • **Spelling and mechanics** errors interfere with comprehensibility.	*the gr is plade wfh the boe wi the boe and a gr sot to plade to gar*
1	**Emerging Communication:** • **Content** is somewhat related to the prompt. • **Response** is mostly incomprehensible with some recognizable phrases. • **Subject or predicate** may be recognizable. • **Grammar and syntax** often interfere with meaning. • **Vocabulary** is limited (in early stages of development; mostly basic). • **Spelling and mechanics** errors make response difficult to comprehend, but at least one word is spelled correctly (other than "a," "I," or "the").	*played socker I kicked it over the fase me and my brother aked the uthr kids if we can have our ball back the uth kids said yaeh can we play yaeh and they played* --- *was playing a scorr game but the ball went out side and the two peopel said that we will get it and they got it for them and they all play scorr game.*
2	**Developing Communication:** • **Content** is related to the prompt. • **Response** is mostly comprehensible. • **Subject and predicate** are in correct word order in at least one complete or run-on sentence. The response may also contain other complete, attempted, or run-on sentences or sentence fragments. • **Grammar and syntax** contain numerous errors, sometimes interfering with meaning. • **Vocabulary** is general, imprecise, and/or repetitive. • **Spelling and mechanics** errors often interfere with meaning.	*play. It is fun. Two kids want to play. It is vere fun.* *The end* --- *play soccer. The ball wet owr the wens. They saw kids. They wet to the othr side and they play soccer togedr.*

Score	Scoring Rationale	Sample Responses

3	**Competent Communication:**
	
	• **Content** reasonably addresses the prompt.
	
	• **Response** is mostly comprehensible and recognizable as a paragraph; contains logical sequencing.
	
	• **For grades 2–5, subject and predicate** are in correct word order in at least **three complete, attempted, or run-on sentences**.
	
	    For grade 2, at least **one** of these is a **complete sentence**. The other two may be attempted or run-on sentences.
	
	    For grades 3–5, at least **two** of these are **complete sentences**. The other one may be an attempted or a run-on sentence.
	
	    The response may also contain other complete, attempted, or run-on sentences or sentence fragments.
	
	• **Grammar and syntax** contain few errors that occasionally interfere with meaning.
	
	• **Vocabulary** adequately addresses the prompt.
	
	• **Spelling and mechanics** errors occasionally interfere with meaning.
		I see a boy and a girl playing soccer. Then the ball goes in the fence. Then they coudnt get the ball. Then they tell a kid they could get the ball. Then they play socer with the kid.
		
		playing ball. Then they hit the ball and it when to the otherside. They said to the boy and girl give us the ball. And they said, yes and they playde.
		
		were playing soccer. Then, the socer ball went to the other side. In the middle of the story her brother and I, " told my friends if we can play soccer with you Elizabeth and Carlos. In the end of the story my friends played with us. So, we had fun playing soccer.

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.

Score: 4

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 fens. The boy and the girl said to there friends could you give us the ball please. There friend said come out here so we could play.

Grades Three Through Five — Listening

FOLLOWING ORAL DIRECTIONS

ELD Standard:

Begin to speak with a few words or sentences, the using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).

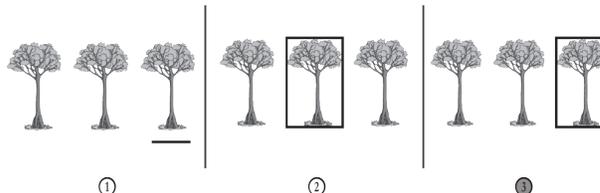### Scoring:

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	65
Early Intermediate	84
Intermediate	91
Early Advanced	95
Advanced	99

SAY *Choose the picture that shows a box around the last tree. Mark your answer.*

Pause.

00382858

TEACHER TALK

ELD Standard:

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

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	67
Early Intermediate	92
Intermediate	98
Early Advanced	99
Advanced	100

SAY *A teacher tells the class: Tomorrow we are going to start our project about family histories. I want you to bring to class some pictures of your family. If you can, bring two pictures that show all the people in your family. We will use these pictures in the project.*

What do the students need for their project?

⬤ some pictures
◯ some books
◯ some snacks

00382916

Grades Three Through Five — Listening

EXTENDED LISTENING COMPREHENSION

ELD Standard:

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. (This standard applies to all three questions.)

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	51
Early Intermediate	75
Intermediate	86
Early Advanced	93
Advanced	98

Question 2:

Overall Performance Level on the CELDT	% Scored Correctly
Beginning	48
Early Intermediate	64
Intermediate	80
Early Advanced	91
Advanced	98

Question 3:

Overall Performance Level on the CELDT	% Scored Correctly
Beginning	49
Early Intermediate	80
Intermediate	93
Early Advanced	97
Advanced	99

DIRECTIONS Listen to the passage. Then do numbers 1 through 3.

SAY *It was lunchtime and Kim was running as fast as she could to Ms. Chin's classroom. She wanted to play with Buster.*

Who's Buster, you ask? Buster is a fluffy black and white rabbit that Ms. Chin keeps in her classroom. Ms. Chin teaches science, and she brought Buster to school for her students to study. If students want to play with Buster or hold him or feed him, they have to come to Ms. Chin's classroom during lunchtime.

So Kim was on her way to see Buster. She had never fed a rabbit before, and she wanted to see Buster before the other children did.

1. Where was Kim going?
   - ● to a classroom
   - ○ to the pet store
   - ○ to the lunchroom

2. Who is Buster?
   - ○ a friend of Kim's
   - ○ Kim's pet rabbit
   - ● Ms. Chin's rabbit

3. What did Kim want to do?
   - ○ eat lunch
   - ● feed Buster
   - ○ play outside

00382890, 00382892, 00382894

Grades Three Through Five — Speaking

ORAL VOCABULARY

ELD Standard:

Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).

Scoring:

This question was scored as No Response, 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	24
Early Intermediate	50
Intermediate	69
Early Advanced	85
Advanced	96

SAY *What is this?*

[Correct answer: Pear]

00383123

Grades Three Through Five — Speaking

SPEECH FUNCTIONS

ELD Standard:

Orally communicate basic needs (e.g., "May I get a drink of water?").

Scoring:

This question was scored using the "Speech Functions" rubric (0–2) found in Appendix A. Sample student responses are provided below.

SAY *You are drawing a picture. You want to borrow a blue marker from your friend. What would you say to your friend?*

[The function is making a request. The student might say, "Can I borrow your marker?" or "Is it OK if I use your marker?"]

00383137

Student Performance:

The table below shows how students performed in the 2003–04 administration.

Overall Performance Level on the CELDT	Average Score Based on Rubric
Beginning	0.8
Early Intermediate	1.7
Intermediate	2.0
Early Advanced	2.0
Advanced	2.0

Sample Student Responses:

Score	Scoring Rationale	Sample Responses
0	• Student **does not perform the language function** required. • **No response** [NR]. • Response is entirely in **another language** [AL].	*I like to draw.*
1	• Student **performs the language function** required. • **Errors in grammar, vocabulary, and/or pronunciation** are significant enough to interfere with communication.	*Have blue one?*
2	• Student **performs the language function** required. • **Speech is accurate enough** not to interfere with communication (i.e., minor grammatical, vocabulary, and/or pronunciation errors may occur, but they do not affect communication).	*Is it OK if I use your marker?*

Grades Three Through Five — Speaking

CHOOSE AND GIVE REASONS

ELD Standard:

Ask and answer instructional questions with more extensive supporting elements (e.g., "What part of the story was most important?").

Scoring:

This question was scored using the "Choose and Give Reasons" rubric (0–2) found in Appendix A. Sample student responses are provided below.

Student Performance:

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

Overall Performance Level on the CELDT	Average Score Based on Rubric
Beginning	0.1
Early Intermediate	0.9
Intermediate	1.5
Early Advanced	1.8
Advanced	2.0

SAY *If you were a scientist, which would you rather study, outer space or rain forests?*

[Wait for initial response: outer space or rain forests.]

SAY *Tell me two reasons why.*

[If a student gives a very short answer, ask the student what other reasons he or she has for making that choice.]

00940357

Sample Student Responses:

Score	Scoring Rationale	Sample Responses
0	• Student **does not make** a choice or **does not support the choice** with a relevant reason. • **No response** [NR]. • Response is entirely in **another language** [AL].	*Rain forest.*
1	• Student makes choice and supports choice with at least **one relevant reason**. • **Errors in grammar, vocabulary, and/or pronunciation** are significant enough to interfere with communication.	*Outer space. Come it's fun, it's fun, um studying about planets, and, and stars.*
2	• Student makes choice and supports it with at least **two relevant reasons**. • **Speech is generally accurate** (i.e., minor grammatical, vocabulary, and/or pronunciation errors may occur, but they do not affect communication).	*Um, I would choose rain forests. Because, like um, I love animals. And nature is a part of our world.* *Outerspace. Um, because it looks interesting, and I would want to learn, like, how to launch the rockets.*

Grades Three Through Five — Speaking

4-PICTURE NARRATIVE

ELD Standard:

Retell stories in greater detail including the characters, setting, and plot.

Scoring:

This question was scored using the "4-Picture Narrative" rubric (0–4) found in Appendix A. Sample student responses are provided below.
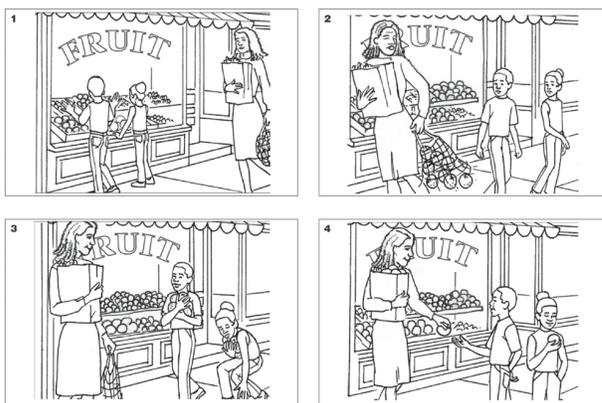
Student Performance:

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	2.4
Intermediate	2.8
Early Advanced	3.2
Advanced	3.6

SAY *I am going to show you four pictures. Look at all the pictures. They tell a story.*

Pause to give students time to look at the pictures.

SAY *One day, Molly and John were in front of a fruit stand. Tell me what happened.*

00383178

Sample Student Responses:

Score	Scoring Rationale	Sample Responses
0	• **No response** [NR]. • Spoken in **another language** [AL]. • **Unintelligible.** • Response consists of a **single word or a few words** that may or may not be related to the prompt.	*The picture?* *The boy. And the girl. And she . . . a lady gived him. And . . . [AL].*
1	• Student attempts to tell a story based on one or more pictures, but **does not construct a coherent narrative**. • Response displays a very **limited range of vocabulary**. The student's **speech** is often **halting or impeded**. • Response includes **numerous grammatical errors** that interfere with communication. • Student's speech is generally difficult to understand. **Pronunciation often interferes** with communication.	*Boy a girl to store. Boy an girl like . . . [AL]. An a woman he . . . [AL].*

Score	Scoring Rationale	Sample Responses
2	• Story is based on pictures but **does not clearly explain one or more pictures**. • Response **displays some** of the **necessary vocabulary**, but the student often cannot find the right word. • Response shows **control of basic grammatical structures,** but includes numerous errors, some of which interfere with communication. • Student's speech is sometimes difficult to understand. **Pronunciation sometimes interferes** with communication.	*They want fruit. What's their name? They help the lady. Pick up fruit. She say "Thank you!" She give fruit on the boy and girl.* *It's two . . . kids. Have hungry for fruit. And he drop fruit. The kids the . . . pick up. And he give them fruit.*
3	• Story is coherent and **includes** explanation of all four pictures, but **does not provide much elaboration** (e.g., explanations of details and context). • **Vocabulary** resources are generally **adequate** to perform the task. The student sometimes cannot find the right word. • Response is generally **adequate grammatically**. Errors rarely interfere with communication. • Student may have an accent and/or make **some errors in pronunciation**, but pronunciation is generally accurate and usually **does not interfere** with communication.	*There was a lady who bought some food from the grocery store and Molly and John was looking at the food at the store and when the lady was walking. There was a hole in the fruit basket. Then Molly and John helped her pick up the food and gave it back to her. Then she gave one to each of them.*
4	• Story is **coherent and effective**, including explanation of all four pictures, with **appropriate elaboration** (e.g., explanations of details and context). Contains more complex sentence structure. • **Vocabulary** resources are **well developed**. The student can almost always find the appropriate word. Uses precise word choice. • Response displays few grammatical errors and contains **varied grammatical and syntactical structures**. Any errors are minor (e.g., difficulty with articles or prepositions) and do not interfere with communication. • Student may have an accent, but **both pronunciation and intonation are generally accurate** and do not interfere with communication.	*Molly and John are looking at fruit in a store—in a window. I think they're hungry. But they got no money. And this lady comes from the store with a hole in her bag and drops fruit. So Molly and John—they pick up the fruit that fell out . . . from the lady's shopping bag. To help her. And they give the fruit to her. So, since they help her, the lady says Molly to—can keep a fruit. And she gives one to the boy too. I think it's oranges.* *Okay, the kids are looking in the window 'cause they'd like to eat something . . . to eat some fruit. So they see a lady walking with her groceries and she drops stuff 'cause her bag has a hole . . . 'cause her bag breaks and fruit falls on the ground. So the kids pick up all the stuff she drops. Then she asks "Would you like some fruit?" And they say, "Yes please." So she gives fruit to them.*

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

00241162

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 <u>recall</u> 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.

1. Where does this story take place?

   ● on a farm
   ○ in a city
   ○ on a bus
   ○ at a school

2. After arriving at the farm, the first thing Teresa noticed was the

   ○ rooster.
   ○ horse.
   ● smell.
   ○ sounds.

3. 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.

00354232

Sample Student Responses:

Score	Scoring Rationale	Sample Responses
0	**Nonscorable:** A score of 0 should be assigned to ANY of the following: • No response; **blank**. • Response is **unintelligible**. • Response is **illegible**. • Response is written entirely in **another language**. • Response is **identical to a previous response**. • Response merely **copies the prompt**.	
0	**No Communication: Subject or predicate is missing.** The following characteristics may be seen as well: • **Content** is not related to the prompt. • **Response** consists of single words or simple phrases and is not meaningful. • **Grammar and syntax** distort meaning. • **Articles, possessives, prepositions, or plural endings** are missing or incorrect. • **Vocabulary** is severely limited (random words with no indication of comprehension). • **Spelling** errors interfere with comprehensibility. • **Punctuation and capitalization** errors distort meaning.	*the Girls the food fish his the fish the hous*

Score	Scoring Rationale	Sample Responses
1	**Emerging Communication: Simple subject and a simple predicate** are evident and in the correct word order. The following characteristics may be seen as well: • **Content** is reasonably related to the prompt. • **Response** contains awkward clauses and/or non-standard wording that affect meaning. • **Grammar and syntax** contain errors that may interfere with meaning (errors in subject-verb agreement, incorrect verb form or tense, use of present participle without an auxiliary verb, word order). • **Articles, possessives, prepositions, or plural endings** are often missing or incorrect. • **Vocabulary** is limited, imprecise, or does not adequately address the prompt. • **Spelling** errors make response difficult to comprehend, but at least one word is correctly spelled (other than "a," "I," or "the"). • **Punctuation and/or capitalization** errors may interfere with meaning.	*The grio is purig sam fis fur to the tanc. There eating.* --- *A girl feeding her fishes.*
2	**Basic Communication: Subject and predicate** are in the correct word order. The following characteristics may be seen as well: • **Content** is clear and appropriate to the prompt. • **Response** is communicative but simple. • **Grammar and syntax** contain minor errors that do not interfere with meaning, but response is not written in Standard English (errors in subject-verb agreement, incorrect verb form or tense, word order). • **Articles, possessives, prepositions, and plural endings** may be missing or incorrect. • **Vocabulary** adequately addresses the prompt. • **Spelling** errors do not interfere with meaning. • **Punctuation and/or capitalization** have few errors that do not interfere with meaning. A compound or complex sentence may receive a score of 2 if an independent clause contains no errors or only errors that do not interfere with meaning.	*The gril is fiding her fish.* --- *The gril is geving food to the fish.* --- *The litel girl is going to fied the fishes.*

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. • **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.	*The girl is giving food to the fish.*

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

Sample Student Responses:

Score	Scoring Rationale	Sample Responses
0	**Nonscorable:** A score of 0 should be assigned to ANY of the following: • No response; **blank**. • Response is **unintelligible**. • Response is **illegible**. • Response is written entirely in **another language**. • Response is **identical to a previous response**. • Response merely **copies the prompt**.	*The Latr gra Paco a doner 2Eed the paco gos to the tras. 3Eed the gro lar haellare*
0	**No Communication:** • **Content** may or may not be related to the prompt. • **Response** consists of a few isolated words with no comprehensible phrases. • **Subject and predicate** may or may not be present. • **Grammar and syntax** contain errors that distort meaning. • **Vocabulary** is severely limited (student uses random words). • **Spelling and mechanics** errors interfere with comprehensibility.	*one day and kiten the pak aestori what tells that* ――――――――――――― *one day I wos out playing with my drothr. And My drothr got hrt.*
1	**Emerging Communication:** • **Content** is somewhat related to the prompt. • **Response** is mostly incomprehensible with some recognizable phrases. • **Subject or predicate** may be recognizable. • **Grammar and syntax** often interfere with meaning. • **Vocabulary** is limited (in early stages of development; mostly basic). • **Spelling and mechanics** errors make response difficult to comprehend, but at least one word is spelled correctly (other than "a," "I," or "the").	*Reema and Adesh kept the lost kitten until they find the owner* ――――――――――――― *The Kids en run to the prke and fewnd a Kitten the Kitt folem and the kids tuc the Kitten hom the kids nemd hre Pone.* ――――――――――――― *After the kids found the kitten. they took it home. they said you must Be rely hungry some Milk and they named her Holly She was rely nice to Holly the lived good and that very nice. The end*

Score	Scoring Rationale	Sample Responses
2	**Developing Communication:** • **Content** is clearly related to the prompt. • **Response** is mostly comprehensible. • **Subject and predicate** are in correct word order in at least one complete or run-on sentence. The response may also contain other complete, attempted, or run-on sentences or sentence fragments. • **Grammar and syntax** contain numerous errors, sometimes interfering with meaning. • **Vocabulary** is general, imprecise, and/or repetitive. • **Spelling and mechanics** errors often interfere with meaning.	*The kitten very friendly and it followed them every wher they whent.* --- *Reema and Adesh are going to keep the cat. and tell their mom if they can keep it. and if their mom says no or yes their going to keep it.*

3	**Competent Communication:**
	
	• **Content** reasonably addresses the prompt.
	
	• **Response** is mostly comprehensible and recognizable as a paragraph; contains logical sequencing.
	
	• **For grades 2–5, subject and predicate** are in correct word order in at least **three complete, attempted, or run-on sentences**.
	
	    For grade 2, at least one of these is a **complete sentence**. The other two may be attempted or run-on sentences.
	
	    For grades 3–5, at least two of these are **complete sentences**. The other one may be an attempted or a run-on sentence.
	
	The response may also contain other complete, attempted, or run-on sentences or sentence fragments.
	
	• **Grammar and syntax** contain few errors that occasionally interfere with meaning.
	
	• **Vocabulary** adequately addresses the prompt.
	
	• **Spelling and mechanics** errors occasionally interfere with meaning.
		The kitten follow them to there house. Nexts they said to there mom "please". There mom said "yes". Lasts They finally they had a pet and named the Kitten Losy.
		
		--- 	
		
		Reema and Adesh will keep the kitten. They will take good care of her/him. Then the kitten will live with Reema and Adesh.
		
		--- 	
		
		The cat went in side the house. Reema and her brother ask their parent if they could keep them. the parents say it was okay. So the kids were happy and named him Lightning.

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.

4

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.

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.

Grades Six Through Eight — Listening

FOLLOWING ORAL DIRECTIONS

ELD Standard:

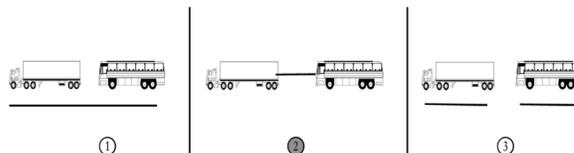Restate and execute multiple-step oral directions.

Scoring:

This question was scored as Incorrect or Correct.

Student Performance:

The table below shows how students performed in the 2003–04 administration.

Overall Performance Level on the CELDT	% Scored Correctly
Beginning	78
Early Intermediate	96
Intermediate	98
Early Advanced	99
Advanced	100

SAY *Choose the picture that shows a line connecting the bus to the truck. Mark your answer.*

00382942

TEACHER TALK

ELD Standard:

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

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	60
Early Intermediate	85
Intermediate	96
Early Advanced	99
Advanced	100

SAY *A teacher tells the class: Let's take a minute to talk about how we will turn in homework. Starting on Monday, I am not going to walk around each morning to collect your homework. Instead, you will drop your homework in the basket on my desk.*

What is the teacher talking about?

○ the answers to a homework assignment

◉ a new way of turning in homework

○ when a book report is due

00383010

Grades Six Through Eight — Listening

EXTENDED LISTENING COMPREHENSION

ELD Standard:

Listen attentively to stories and information and identify important details and concepts by using both verbal and non-verbal responses. (This standard applies to all three questions.)

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	47
Early Intermediate	85
Intermediate	98
Early Advanced	99
Advanced	100

Question 2:

Overall Performance Level on the CELDT	% Scored Correctly
Beginning	32
Early Intermediate	52
Intermediate	77
Early Advanced	92
Advanced	98

Question 3:

Overall Performance Level on the CELDT	% Scored Correctly
Beginning	49
Early Intermediate	81
Intermediate	94
Early Advanced	98
Advanced	100

DIRECTIONS Listen to the passage. Then do numbers 1 through 3.

SAY *Look at the next page. Now you will hear a story about two friends named*

Kate and Tom. Look at me while I read to you. Listen carefully.

One day, Kate and Tom were having lunch in the cafeteria when she asked him a question.

"So, Tom," she said, "are you going to enter the poster contest?"

"What poster contest?" asked Tom.

"It's for the library," Kate explained. "National Library Week is coming up, and they're planning lots of different activities. For the contest, you have to draw a poster that shows how reading is fun."

"What are the contest rules?" Tom asked.

"Well," said Kate, "somewhere on the poster, it has to say the words 'Let's read,' but the rest of it can be a drawing or whatever you want."

"Well," said Tom, "maybe I could do it."

"Oh, you really should," said Kate. "You can draw so well. And besides, there's a prize."

"Really?" said Tom with interest.

"If you win, you get a twenty-five dollar gift card to Humphry's Book and Game store. It's worth twenty-five dollars, and you can use it to buy whatever you want from the store."

"OK, I'll try it," said Tom.

"There's only one problem now," said Kate. "You're such a good artist. If you enter, it'll be a lot harder for me to win!"

Grades Six Through Eight — Listening

EXTENDED LISTENING COMPREHENSION (CONTINUED)

Now I will read some questions, and you will answer the questions. You may read silently as I read aloud.

1. What were the students talking about?
   - ○ buying a book
   - ○ going to the library
   - ● entering a contest

2. What do the students need to show in their posters?
   - ● that reading is fun
   - ○ that the certificate is worth twenty-five dollars
   - ○ that Humphry's sells books and games

3. What did Kate say Tom is good at?
   - ○ telling jokes
   - ● drawing pictures
   - ○ playing games

00382978, 00382980, 00382982

Grades Six Through Eight — Speaking

ORAL VOCABULARY

ELD Standard:

Begin to speak with a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).

Scoring:

This question was scored as No Response, 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	3
Early Intermediate	7
Intermediate	14
Early Advanced	27
Advanced	58

SAY *Now I'm going to say some words, and I want you to say the opposite.*

SAY *careful*

[Possible answers: careless, dangerous, risky]

00383229

Grades Six Through Eight — Speaking

SPEECH FUNCTIONS

ELD Standard:

Orally communicate basic needs (e.g., "I need to borrow a pencil.")

Scoring:

This question was scored using the "Speech Functions" rubric (0–2) found in Appendix A. Sample student responses are provided below.

Student Performance:

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

Overall Performance Level on the CELDT	Average Score Based on Rubric
Beginning	0.1
Early Intermediate	1.1
Intermediate	1.7
Early Advanced	1.9
Advanced	2.0

SAY *Now I am going to tell you about some situations that could happen to you. Then, tell me what you would say.*

SAY *What would you ask the teacher if you had a paper cut on your finger?*

[The function is making a request. The student might say, "Can I have a bandage for my finger?" or "I have a paper cut on my finger. May I have a bandage?"]

00803617

Sample Student Responses:

Score	Scoring Rationale	Sample Responses
0	• Student **does not perform the language function** required. • **No response** [NR]. • Response is entirely in **another language** [AL].	*Umm…you have cut.*
1	• Student **performs the language function** required. • **Errors in grammar, vocabulary, and/or pronunciation** are significant enough to interfere with communication.	*Need…for cut in my finger*
2	• Student **performs the language** function required. • **Speech is accurate enough** not to interfere with communication (i.e., minor grammatical, vocabulary, and/or pronunciation errors may occur, but they do not affect communication).	*Can I go to the nurse's office for a bandage?*

Grades Six Through Eight — Speaking

CHOOSE AND GIVE REASONS

ELD Standard:

Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.

Scoring:

This question was scored using the "Choose and Give Reasons" rubric (0–2) found in Appendix A. Sample student responses are provided below.

Student Performance:

The table below shows how students performed in the 2007–08 administration.

Overall Performance Level on the CELDT	Average Score Based on Rubric
Beginning	0.3
Early Intermediate	1.3
Intermediate	1.7
Early Advanced	1.9
Advanced	2.0

SAY *I'm going to ask you a question, and I want to hear what you think.*

SAY *When do you prefer to do your homework, right after school or right before class?*

[Wait for initial response: right after school or right before class.]

SAY *Tell me two reasons why.*

[If a student gives a very short answer, ask the student what other reasons he or she has for making that choice.]

00803634

Sample Student Responses:

Score	Scoring Rationale	Sample Responses
0	• Student **does not make** a choice or **does not support the choice** with a relevant reason. • **No response** [NR]. • Response is entirely in **another language** [AL].	*I do…I do both.*
1	• Student makes choice and supports choice with at least *one* **relevant reason**. • **Errors in grammar, vocabulary, and/or pronunciation** are significant enough to interfere with communication.	*Uh, right after school 'Cause I just, 'cause I just want to do it after school, cause I like to play a lot. Stuff like that.*
2	• Student makes choice and supports it with at least *two* **relevant reasons**. • **Speech is generally accurate** (i.e., minor grammatical, vocabulary, and/or pronunciation errors may occur, but they do not affect communication).	*Right after school. If I finish it, If I finish the homework after school, I'll have more time to play outside or to read or study for other things, and to help out in the house.* *Right after school. Because I can concentrate better and I can get some help if I want to.* *Right after school. So I can do my homework and then I have time for other stuff, and so I can just get it over with.*

Grades Six Through Eight — Speaking

4-PICTURE NARRATIVE

ELD Standard:

Retell stories in greater detail by including the characters, setting, and plot.
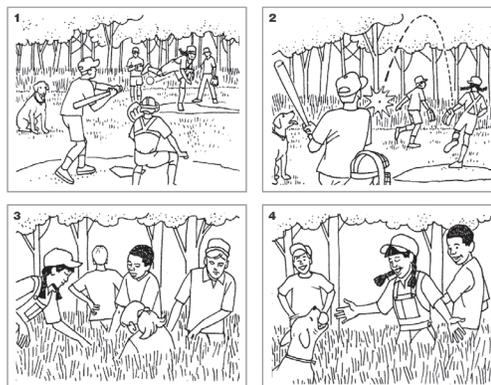
Scoring:

This question was scored using the "4-Picture Narrative" 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	0.9
Early Intermediate	2.5
Intermediate	3.0
Early Advanced	3.2
Advanced	3.7

SAY *Yesterday, Maria and a group of friends played baseball. Tell me what happened.*

00383241

Sample Student Responses:

Score	Scoring Rationale	Sample Responses
0	• **No response** [NR]. • Spoken in **another language** [AL]. • **Unintelligible.** • Response consists of a **single word or a few words** that may or may not be related to the prompt.	*They play. Then the ball . . . And a dog . . . the ball.* *Maria . . . the baseball. And the baseball . . . [AL]. So . . . dog [AL].* *Where is ball? Dog is ball.* *I don't know…*
1	• Student attempts to tell a story based on one or more pictures, but **does not construct a coherent narrative**. • Response displays a very **limited range of vocabulary**. The student's **speech** is often **halting or impeded**. • Response includes **numerous grammatical errors** that interfere with communication. • Student's speech is generally difficult to understand. **Pronunciation often interferes** with communication.	*They play the hit ball. And dog get ball.*

Score	Scoring Rationale	Sample Responses
2	• Story is based on pictures but **does not clearly explain one or more pictures**. • Response **displays some** of the **necessary vocabulary**, but the student often cannot find the right word. • Response shows **control of basic grammatical structures,** but includes numerous errors, some of which interfere with communication. • Student's speech is sometimes difficult to understand. **Pronunciation sometimes interferes** with communication.	*Dog is watching children play baseball. Baseball . . . she hit it . . . some trees and . . . And dog is bring baseball in her teeth.* --- *The baseball . . . can't find it. Hey, can you find it? They can't find it. This one, a dog, finds it. Hey, here is the baseball!*
3	• Story is coherent and **includes** explanation of all four pictures, but **does not provide much elaboration** (e.g., explanations of details and context). • **Vocabulary** resources are generally **adequate** to perform the task. The student sometimes cannot find the right word. • Response is generally **adequate grammatically**. Errors rarely interfere with communication. • Student may have an accent and/or make **some errors in pronunciation**, but pronunciation is generally accurate and usually **does not interfere** with communication.	*When they were playing baseball, one boy hit the ball very hard. Then they were looking for the ball but they couldn't find it. And they had a dog and the dog found the ball. And then the children were happy.* --- *So, they's playing baseball, and the girl throws the baseball and the boy hits it. And the baseball is lost. Then after they looked they could not find the baseball, and the dog found it.*
4	• Story is **coherent and effective**, including explanation of all four pictures, with **appropriate elaboration** (e.g., explanations of details and context). Contains more complex sentence structure. • **Vocabulary** resources are **well developed**. The student can almost always find the appropriate word. Uses precise word choice. • Response displays few grammatical errors and contains **varied grammatical and syntactical structures**. Any errors are minor (e.g., difficulty with articles or prepositions) and do not interfere with communication. • Student may have an accent, but **both pronunciation and intonation are generally accurate** and do not interfere with communication.	*Maria was the pitcher in the game. She pitches the ball to a boy and he hits it very far. So no one can catch the ball when he hits it. The baseball went so far it was in some grass where they couldn't see it. So all the kids started to look for the ball but they couldn't find it. But then Maria's dog found the ball, and all the kids laughed. Now they can play baseball again.* --- *Well the kids are playing baseball. They have a dog. The dog was watching the children play. And one kid bats the ball and it goes so far it's a homerun. But then the kids can't find the ball. They're all looking for the ball in the grass. They need the baseball to play the game. But they can't find it, and suddenly the dog finds it, and they are . . . "Yes! The dog found the ball!"*

Grades Six Through Eight — Reading

WORD ANALYSIS

ELD Standard:

Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.

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	37
Early Intermediate	42
Intermediate	51
Early Advanced	64
Advanced	78

Which of the following is the root of <u>chewable</u>?

○ ch
○ able
● chew
○ chewy

00241407

FLUENCY AND VOCABULARY

ELD Standard:

Use decoding skills and knowledge of both academic and social vocabulary to read independently.

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	27
Early Intermediate	30
Intermediate	44
Early Advanced	64
Advanced	79

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

They worked very hard and <u>succeeded</u>.

● won
○ slept
○ failed
○ collapsed

00354612

Grades Six Through Eight — Reading

READING COMPREHENSION

ELD Standard:

Read text and use detailed sentences to explain orally the main idea and details of informational text, literary text, and text in content areas.

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	42
Intermediate	60
Early Advanced	73
Advanced	81

Question 2:

Overall Performance Level on the CELDT	% Scored Correctly
Beginning	27
Early Intermediate	30
Intermediate	44
Early Advanced	64
Advanced	78

Question 3:

Overall Performance Level on the CELDT	% Scored Correctly
Beginning	36
Early Intermediate	51
Intermediate	75
Early Advanced	90
Advanced	96

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

My Favorite Artist

Diego Rivera is my favorite artist. Rivera, who grew up in Mexico and started to paint as a young boy, painted scenes of the struggles and daily life of the village people. His paintings reflected his political views.

At age 21, Rivera traveled to Europe to study the paintings of famous artists who lived before him. He also wanted to paint with other young artists, like the modern Spanish painter Pablo Picasso. When he returned from his studies in Europe, he applied his new knowledge to his work.

Today, Diego Rivera is famous for his colorful paintings of Mexican village life, as well as for his enormous murals. Rivera had learned about mural painting while he was in Italy. Some of his most famous murals are painted on the walls of many important buildings in Mexico and all over the world.

1. This passage is MOSTLY about Diego Rivera's
   - ⬤ work as a painter.
   - ◯ village paintings.
   - ◯ trip to Europe.
   - ◯ murals in Mexico.

2. Rivera applied new knowledge to his work when he
   - ◯ left Mexico.
   - ⬤ returned from Europe.
   - ◯ was a young boy.
   - ◯ arrived in Europe.

3. Rivera went to Europe to
   - ◯ teach other artists.
   - ◯ sell his colorful paintings.
   - ◯ become a friend of Pablo Picasso.
   - ⬤ study the paintings of famous artists.

00241540, 00241542, 00241544

Grades Six Through Eight — Writing

GRAMMAR AND STRUCTURE

ELD Standard:

Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.

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	32
Early Intermediate	65
Intermediate	93
Early Advanced	98
Advanced	99

Choose the word that BEST completes the sentence.

Last night the stars _____ very bright.

○ are

○ be

● were

00354657

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	1.6
Early Intermediate	2.1
Intermediate	2.4
Early Advanced	2.5
Advanced	2.7

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

00354711

Sample Student Responses:

Score	Scoring Rationale	Sample Responses
0	**Nonscorable:** A score of 0 should be assigned to ANY of the following: • No response; **blank**. • Response is **unintelligible**. • Response is **illegible**. • Response is written entirely in **another language**. • Response is **identical to a previous response**. • Response merely **copies the prompt**.	
0	**No Communication: Subject or predicate is missing.** The following characteristics may be seen as well: • **Content** is not related to the prompt. • **Response** consists of single words or simple phrases and is not meaningful. • **Grammar and syntax** distort meaning. • **Articles, possessives, prepositions, or plural endings** are missing or incorrect. • **Vocabulary** is severely limited (random words with no indication of comprehension). • **Spelling** errors interfere with comprehensibility. • **Punctuation and capitalization** errors distort meaning.	*The meat is duin the pizza wet the hens*

Score	Scoring Rationale	Sample Responses
1	**Emerging Communication: Simple subject and a simple predicate** are evident and in the correct word order. The following characteristics may be seen as well: • **Content** is reasonably related to the prompt. • **Response** contains awkward clauses and/or non-standard wording that affect meaning. • **Grammar and syntax** contain errors that may interfere with meaning (errors in subject-verb agreement, incorrect verb form or tense, use of present participle without an auxiliary verb, word order). • **Articles, possessives, prepositions, or plural endings** are often missing or incorrect. • **Vocabulary** is limited, imprecise, or does not adequately address the prompt. • **Spelling** errors make response difficult to comprehend, but at least one word is correctly spelled (other than "a," "I," or "the"). • **Punctuation and/or capitalization** errors may interfere with meaning.	*The pizza cooking its macking a pizza at his job.* *A boy making a pizza with all his ingrediants and his oven.* *The men is to the one Pizza.*
2	**Basic Communication: Subject and predicate** are in the correct word order. The following characteristics may be seen as well: • **Content** is clear and appropriate to the prompt. • **Response** is communicative but simple. • **Grammar and syntax** contain minor errors that do not interfere with meaning, but response is not written in Standard English (errors in subject-verb agreement, incorrect verb form or tense, word order). • **Articles, possessives, prepositions, and plural endings** may be missing or incorrect. • **Vocabulary** adequately addresses the prompt. • **Spelling** errors do not interfere with meaning. • **Punctuation and/or capitalization** have few errors that do not interfere with meaning. A compound or complex sentence may receive a score of 2 if an independent clause contains no errors or only errors that do not interfere with meaning.	*The man is about to cook a pizza with chesse, salse, Pepporony, and mushrum.* *Ther is this men doing a big pizza on a table.* *The boy is cooking a pizza.* *The man is preparing a pizza.*

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. • **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.	*The baker is making a pizza for somebody to eat.* *The man is making the crust for the pizza.*

Grades Six Through Eight — Writing

SHORT COMPOSITIONS

ELD Standard:

Write expository compositions such as descriptions, comparison and contrast, and problem and solution, that include a main idea and some details in simple sentences.

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.

> **DIRECTIONS** **For Number XX, you will write a short essay 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 short essay 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. Do not write outside the box.**
>
> In one paragraph, describe your greatest adventure.
>
> 00354693

Sample Student Responses:

Score	Scoring Rationale	Sample Responses
0	**Nonscorable:** A score of 0 should be assigned to ANY of the following: • No response; **blank**. • Response is **unintelligible**. • Response is **illegible**. • Response is written entirely in **another language**. • Response is **identical to a previous response**. • Response merely **copies the prompt**.	*Greatest Adventure.*

Score	Scoring Rationale	Sample Responses
0	**No Communication:** • **Content** may or may not be related to the prompt. • **Response** consists of a few isolated words with no comprehensible phrases. • **Subject and predicate** may or may not be present. • **Grammar and syntax** contain errors that distort meaning. • **Vocabulary** is severely limited (student uses random words). • **Spelling and mechanics** errors interfere with comprehensibility.	*The adventure that I would put*
1	**Emerging Communication:** • **Content** is somewhat related to the prompt. • **Response** is mostly incomprehensible with some recognizable phrases. • **Subject or predicate** may be recognizable. • **Grammar and syntax** often interfere with meaning. • **Vocabulary** is limited (in early stages of development; mostly basic). • **Spelling and mechanics** errors make response difficult to comprehend, but at least one word is spelled correctly (other than "a," "I," or "the").	*My in vanh was in sursn camp. We wen to hice in the woes. It was not scare. we bo a game. nobote wie it was a tie. I haed to clen up so bea a gril. I cle up mosa grw the pese it was cool.* <hr>*My greatest adventure was wen I wasin Las Vaglest my mom and went to see a show about people how dassed a played a lot of trackes and a men on a eleght and dessing on it will it was moving in socles and she had a funy hate and my bady sister and me bothers and sisters were happy to see the lady in a funy hat.*
2	**Developing Communication:** • **Content** is clearly related to the prompt. • **Response** is mostly comprehensible. • **Subject and predicate** are in correct word order in at least one complete or run-on sentence. The response may also contain other complete, attempted, or run-on sentences or sentence fragments. • **Grammar and syntax** contain numerous errors, sometimes interfering with meaning. • **Vocabulary** is general, imprecise, and/or repetitive. • **Spelling and mechanics** errors often interfere with meaning.	*My greatest adventure is when I go to isla Mujere a island in Cancun, Mexico, is when I swin with a shark and I have a photo when I am swiming with the shark it was scary.* <hr>*My great adventure is go to see moves with cousin's and fiends to have some fun.*

Score	Scoring Rationale	Sample Responses
3	**Competent Communication:** • **Content** reasonably addresses the prompt. • **Response** is mostly comprehensible and recognizable as a paragraph; contains logical sequencing. • **For grades 6–12, subject and predicate** are in correct word order in at least **three complete sentences.** The response may also contain other complete, attempted, or run-on sentences or sentence fragments. • **Grammar and syntax** contain few errors that occasionally interfere with meaning. • **Vocabulary** adequately addresses the prompt. • **Spelling and mechanics** errors occasionally interfere with meaning.	*My greatest adventure was when I was going to mexico. It was my greatest adventure because I was never on an airplane. I was also scarred because of what was happening! I also watched a movie that was what I really liked. I didn't know what to do because it was my first time. When I arrived I almost got lost because I didn't know anything. Luckily my family found me and it was all over.* --- *My Best Adventure* *I was eleven years old I was with my cousin and my friends We were walking down the alley and my neibhors dog came out we started running. The dog started chasing us. We jumped over the wall and then another dog was right there so we jumped back over. We climbed up a tree and then the dog left like 30 minutes later we saw the dog again we jumped into the dog's backyard and then we jumped into my backyard and the dog stayed on his. That was the best adventure ever.*

Score	Scoring Rationale	Sample Responses

Fully Competent Communication:

4

- **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.

My greatest adventure is when I went to the Mountains with my friends. We took food, mittens, jackets, sweats, shoes, tents, and alot more stuff. There was snow and we played.

We made angels, snowmans and we even played snowball fight. Then we slide down the snow. When we got tired we went to eat and sleep for a little while.

When we were leaving my friend Erika took a little bit of snow to her house but it all melted. We all had fun.

My greatest adventure was when I went to Illinois. We went camping and all of my cousins, my brother and two sisters were trying to see who could find the most fire flys or animals. We found frogs near a pond and fire flyes surrounding our tent. We were having so much fun that we forgot it was the fourth of July. My uncle bought fireworks and we popped them. Finally, we had to leave because it started raining.

Grades Nine Through Twelve — Listening

FOLLOWING ORAL DIRECTIONS

ELD Standard:

Restate and execute multiple-step oral directions.

Scoring:

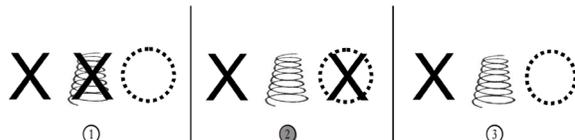This question was scored as Incorrect or Correct.

Student Performance:

The table below shows how students performed in the 2003–04 administration.

Overall Performance Level on the CELDT	% Scored Correctly
Beginning	71
Early Intermediate	86
Intermediate	95
Early Advanced	99
Advanced	100

SAY *Choose the picture that shows an "X" on the dotted circle. Mark your answer.*

Pause.

00383084

TEACHER TALK

ELD Standard:

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

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	73
Early Intermediate	89
Intermediate	95
Early Advanced	98
Advanced	100

SAY *A teacher tells the class: Third period classes will not be held this morning because there's an all-school assembly at eleven o'clock. Report to your third period class at the normal time, and then your class will go to the school auditorium at eleven for the assembly.*

When will the assembly be held?

○ 10:00 A.M.

◉ 11:00 A.M.

○ 1:00 P.M.

00383092

Grades Nine Through Twelve — Listening

EXTENDED LISTENING COMPREHENSION

ELD Standard:

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. (This standard applies to all three questions.)
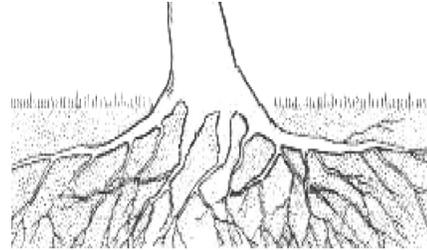
Scoring:

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	45
Early Intermediate	69
Intermediate	84
Early Advanced	94
Advanced	99

Question 2:

Overall Performance Level on the CELDT	% Scored Correctly
Beginning	49
Early Intermediate	68
Intermediate	87
Early Advanced	95
Advanced	99

Question 3:

Overall Performance Level on the CELDT	% Scored Correctly
Beginning	39
Early Intermediate	47
Intermediate	74
Early Advanced	92
Advanced	99

DIRECTIONS Listen to the passage. Then do numbers 1 through 3.

SAY *One day, Kimberly met her friend Joe in the school cafeteria.*

"Hi, Kimberly. What have you been doing recently," asked Joe.

"I've been looking everywhere for a job," Kimberly said. "But it's tough. I haven't found a thing."

"Did you know they put ads for jobs on the Internet now?" Joe asked.

"No," Kimberly said. "How does it work?"

"You fill out one application," Joe said. "Then you can send it online to anybody who's got a job listing. That's how I got my job at Molino's grocery store."

Kimberly was surprised. "Really? But I don't know if anyone would hire me," she said. "I tried filling out an application for a job at the video store down the street, but I don't have much experience except for baby-sitting, and of course I don't have my high school diploma yet."

Joe said, "You should mention the volunteer work you did at the hospital. That counts as experience."

"I also work in the school office sometimes. I guess that counts, too. Does it cost anything to apply online to those want ads?" Kimberly said.

"No," Joe said.

"All right," Kimberly said. "I'll go to the library tonight."

(continued on next page)

Grades Nine Through Twelve — Listening

1. What did Kimberly want to do?
   - ● find a job to earn money
   - ○ sign up for volunteer work
   - ○ place an ad in the newspaper

2. How did Joe find his job?
   - ○ by going to several grocery stores
   - ● by applying on the Internet
   - ○ by calling Mr. Molino

3. Why should Kimberly include her job at the hospital?
   - ○ to impress Joe
   - ● to show work experience
   - ○ to get a high school diploma

00383104, 00383106, 00383108

Grades Nine Through Twelve — Speaking

O RAL V OCABULARY

ELD Standard:

Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).

Scoring:

This question was scored as No Response, 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	15
Early Intermediate	28
Intermediate	63
Early Advanced	90
Advanced	99

SAY *What is this?*

[Possible response: roots]

00383279

Grades Nine Through Twelve — Speaking

SPEECH FUNCTIONS

ELD Standard:

Orally communicate basic needs (e.g., "Do we have to _____?").

Scoring:

This question was scored using the "Speech Functions" rubric (0–2) found in Appendix A. Sample student responses are provided below.

Student Performance:

The table below shows how students performed in the 2003–04 administration.

Overall Performance Level on the CELDT	Average Score Based on Rubric
Beginning	0.4
Early Intermediate	1.2
Intermediate	1.8
Early Advanced	1.9
Advanced	2.0

SAY *There is a new student at your school. You see the student in the hall and he or she looks lost. You want to offer to help the student. What would you say?*

[Possible responses: The function is offering assistance. The student might say, "Are you lost? Can I help you?" or "Do you need help finding something?"]

00383264

Sample Student Responses:

Score	Scoring Rationale	Sample Responses
0	• Student **does not perform the language function** required. • **No response** [NR]. • Response is entirely in **another language** [AL].	*Thank you.*
1	• Student **performs the language function** required. • **Errors in grammar, vocabulary, and/or pronunciation** are significant enough to interfere with communication.	*Show you place you go?*
2	• Student **performs the language** function required. • **Speech is accurate enough** not to interfere with communication (i.e., minor grammatical, vocabulary, and/or pronunciation errors may occur, but they do not affect communication).	*Do you need help finding something?*

Grades Nine Through Twelve — Speaking

C HOOSE AND G IVE R EASONS

ELD Standard:

Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.

Scoring:

This question was scored using the "Choose and Give Reasons" rubric (0–2) found in Appendix 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	0.3
Early Intermediate	1.2
Intermediate	1.6
Early Advanced	1.8
Advanced	2.0

SAY I'm going to ask you a question, and I want to hear what you think.

SAY *Which do you think is more useful to your everyday life, math skills or English skills?*

[Wait for initial response: math skills or English skills.]

Tell me two reasons why.

[If a student gives a very short answer, ask the student what other reasons he or she has for making that choice.]

01059921

Sample Student Responses:

Score	Scoring Rationale	Sample Responses
0	• Student **does not make** a choice or **does not support the choice** with a relevant reason. • **No response** [NR]. • Response is entirely in **another language** [AL].	*English. Um, English wa um me no speak English, and more English. (Another reason?) Um…um.*
1	• Student makes choice and supports choice with at least *one* **relevant reason**. • **Errors in grammar, vocabulary, and/or pronunciation** are significant enough to interfere with communication.	*English skills. Everybody speaks English, and it's … it is easy to speak in English because everybody knows it.*
2	• Student makes choice and supports it with at least *two* **relevant reasons**. • **Speech is generally accurate** (i.e., minor grammatical, vocabulary, and/or pronunciation errors may occur, but they do not affect communication).	*English skills, um because with english skills I can, um, ask for tings to people, and I can get a job.*

Grades Nine Through Twelve — Speaking

4 - P ICTURE N ARRATIVE

ELD Standard:

Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.

Scoring:

This question was scored using the "4-Picture Narrative" 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	0.8
Early Intermediate	1.9
Intermediate	2.8
Early Advanced	3.3
Advanced	3.7
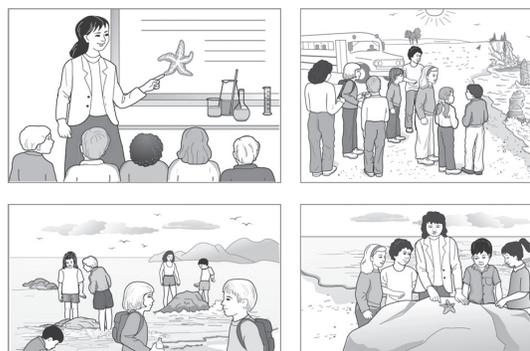
SAY *I am going to show you four pictures. Look at all the pictures. They tell a story.*

Pause to give students time to look at the pictures.

SAY *Last week, Ms. Walker's science class was studying sea animals. Tell me what happened.*

00437875

Sample Student Responses:

Score	Scoring Rationale	Sample Responses
0	• **No response** [NR]. • Spoken in **another language** [AL]. • **Unintelligible.** • Response consists of a **single word or a few words** that may or may not be related to the prompt.	*No transcription, response not in English.* *Teacher…umm…bus...umm…boys and girls…*
1	• Student attempts to tell a story based on one or more pictures, but **does not construct a coherent narrative**. • Response displays a very **limited range of vocabulary**. The student's **speech** is often **halting or impeded**. • Response includes **numerous grammatical errors** that interfere with communication. • Student's speech is generally difficult to understand. **Pronunciation often interferes** with communication	*Teacher pointing. And kids do water. She point, the thing.*

Score	Scoring Rationale	Sample Responses
2	• Story is based on pictures but **does not clearly explain one or more pictures**. • Response **displays some** of the **necessary vocabulary**, but the student often cannot find the right word. • Response shows **control of basic grammatical structures,** but includes numerous errors, some of which interfere with communication. • Student's speech is sometimes difficult to understand. **Pronunciation sometimes interferes** with communication.	*The teacher is talking. They are looking. For animals.*
3	• Story is coherent and **includes** explanation of all four pictures, but **does not provide much elaboration** (e.g., explanations of details and context). • **Vocabulary** resources are generally **adequate** to perform the task. The student sometimes cannot find the right word. • Response is generally **adequate grammatically**. Errors rarely interfere with communication. • Student may have an accent and/or make **some errors in pronunciation**, but pronunciation is generally accurate and usually **does not interfere** with communication.	*First the teacher show a starfish. They are learning. Second they take a bus. Third they are walking around. And then the teacher show a real starfish.*
4	• Story is **coherent and effective**, including explanation of all four pictures, with **appropriate elaboration** (e.g., explanations of details and context). Contains more complex sentence structure. • **Vocabulary** resources are **well developed**. The student can almost always find the appropriate word. Uses precise word choice. • Response displays few grammatical errors and contains **varied grammatical and syntactical structures**. Any errors are minor (e.g., difficulty with articles or prepositions) and do not interfere with communication. • Student may have an accent, but **both pronunciation and intonation are generally accurate** and do not interfere with communication.	*The teacher is showing the science class a picture of a starfish on the board. Then the class takes a bus to the beach to look for sea animals. The kids walking around the rocks looking for sea animals. Then the teacher finds a little starfish and calls the kids to come look at it.*

Grades Nine Through Twelve — Reading

WORD ANALYSIS

ELD Standard:

Recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).

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	31
Early Intermediate	52
Intermediate	71
Early Advanced	84
Advanced	93

Find the word that means <u>more than one party</u>.

○ partis
○ partys
● parties
○ partyes

00241747

FLUENCY AND VOCABULARY

ELD Standard:

Use a standard dictionary to derive the meaning of unknown vocabulary.

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	34
Early Intermediate	46
Intermediate	61
Early Advanced	73
Advanced	85

DIRECTIONS **Choose the answer that means the SAME or nearly the same as the underlined word or words.**

The scientists found a <u>genuine</u> fossil.

○ whole
○ small
○ regular
● real

00354270

Grades Nine Through Twelve — Reading

R E A D I N G   C O M P R E H E N S I O N

ELD Standard:

Apply knowledge of language to achieve comprehension of informational materials, literary texts, and texts in content areas.

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	19
Early Intermediate	37
Intermediate	67
Early Advanced	90
Advanced	96

Question 2:

Overall Performance Level on the CELDT	% Scored Correctly
Beginning	36
Early Intermediate	45
Intermediate	62
Early Advanced	84
Advanced	94

Question 3:

Overall Performance Level on the CELDT	% Scored Correctly
Beginning	32
Early Intermediate	42
Intermediate	60
Early Advanced	83
Advanced	94

DIRECTIONS **Read the job description taken from the newspaper. Then do Numbers 1 through 3.**

Buford Hardware Store offers SUMMER JOB: Seeking student for full-time summer work to start in four weeks. Must be at least 16 years old. Must be able to lift 50 pounds and have knowledge of basic hardware tools. Should have some experience with painting or carpentry. Applications available at Buford Hardware Store, 21 Applegate St., Rushtown, CA.

1. Which of these is NOT a requirement for this job?
   - ○ painting experience
   - ○ carpentry experience
   - ○ ability to lift 50 pounds
   - ● ability to work evenings

2. The Buford Hardware Store placed an advertisement in the newspaper for what type of position?
   - ● seasonal full-time
   - ○ seasonal part-time
   - ○ permanent full-time
   - ○ permanent part-time

3. The job description states that the Buford Hardware Store
   - ○ wants to hire someone who can drive a car.
   - ○ expects the applicant to be willing to work part-time.
   - ○ seeks to hire someone with a college education.
   - ● would prefer an applicant with carpentry experience.

00241916, 00241918, 00241920

Grades Nine Through Twelve — Writing

GRAMMAR AND STRUCTURE

ELD Standard:

Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.

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	21
Early Intermediate	17
Intermediate	32
Early Advanced	68
Advanced	88

DIRECTIONS Choose the word that BEST completes the sentence.

Our pear tree had _____ pears this summer than last year.

- ● fewer
- ○ many
- ○ much

00354105

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:

Here is how the students performed in the 2004–05 administration:

Overall Performance Level on the CELDT	Average Score Based on Rubric
Beginning	1.6
Early Intermediate	1.9
Intermediate	2.2
Early Advanced	2.4
Advanced	2.6

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

00354133

Sample Student Responses:

Score	Scoring Rationale	Sample Responses
0	**Nonscorable:** A score of 0 should be assigned to ANY of the following: • No response; **blank**. • Response is **unintelligible**. • Response is **illegible**. • Response is written entirely in **another language**. • Response is **identical to a previous response**. • Response merely **copies the prompt**.	
0	**No Communication: Subject or predicate is missing.** The following characteristics may be seen as well: • **Content** is not related to the prompt. • **Response** consists of single words or simple phrases and is not meaningful. • **Grammar and syntax** distort meaning. • **Articles, possessives, prepositions, or plural endings** are missing or incorrect. • **Vocabulary** is severely limited (random words with no indication of comprehension). • **Spelling** errors interfere with comprehensibility. • **Punctuation and capitalization** errors distort meaning.	*Two people a truck from the dealer*

Score	Scoring Rationale	Sample Responses
1	**Emerging Communication: Simple subject and a simple predicate** are evident and in the correct word order. The following characteristics may be seen as well: • **Content** is reasonably related to the prompt. • **Response** contains awkward clauses and/or non-standard wording that affect meaning. • **Grammar and syntax** contain errors that may interfere with meaning (errors in subject-verb agreement, incorrect verb form or tense, use of present participle without an auxiliary verb, word order). • **Articles, possessives, prepositions, and plural endings** are often missing or incorrect. • **Vocabulary** is limited, imprecise, or does not adequately address the prompt. • **Spelling** errors make response difficult to comprehend, but at least one word is correctly spelled (other than "a," "I," or "the"). • **Punctuation and/or capitalization** errors may interfere with meaning.	*They looking a cor for buy.* *There a man and a women looking for a car to buy.*
2	**Basic Communication: Subject and predicate** are in the correct word order. The following characteristics may be seen as well: • **Content** is clear and appropriate to the prompt. • **Response** is communicative but simple. • **Grammar and syntax** contain minor errors that do not interfere with meaning, but response is not written in Standard English (errors in subject-verb agreement, incorrect verb form or tense, word order). • **Articles, possessives, prepositions, and plural endings** may be missing or incorrect. • **Vocabulary** adequately addresses the prompt. • **Spelling** errors do not interfere with meaning. • **Punctuation and/or capitalization** have few errors that do not interfere with meaning. A compound or complex sentence may receive a score of 2 if an independent clause contains no errors or only errors that do not interfere with meaning.	*A men and a women is buying a car.* *My Parent's are looking for a new car to bought.* *The car deler is trying to sell the car to a women.* *The guy is open the car for he's girlfriend.*

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. • **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.	*THE COUPLE IS LOOKING AT THE EXPENSES AND THE PRICE OF A BRAND-NEW TRUCK.* *The salesman wants to sell a pickup truck to the customer.* *The salesman is showing the car to the lady.* *The couple is checking out a truck that is for sale.* *The man and the woman are looking at a truck they might buy.* *The couple looked at the paper that was on the truck's window.*

81

Grades Nine Through Twelve — Writing

SHORT COMPOSITIONS

ELD Standard:

Write expository compositions, such as comparison and contrast, and problem and solution, that include a main idea and some details and simple sentences.

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	1.6
Early Intermediate	1.9
Intermediate	2.3
Early Advanced	2.6
Advanced	2.9

DIRECTIONS **For Number XX, you will write a short essay 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 short essay 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. Do not write outside the box.**

Write a paragraph about something you would like to learn to do and explain why.

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Sample Student Responses:

Score	Scoring Rationale	Sample Responses
0	**Nonscorable:** A score of 0 should be assigned to ANY of the following: • No response; **blank**. • Response is **unintelligible**. • Response is **illegible**. • Response is written entirely in **another language**. • Response is **identical to a previous response**. • Response merely **copies the prompt**.	*sumin is fin*

Score	Scoring Rationale	Sample Responses
0	**No Communication:** • **Content** may or may not be related to the prompt. • **Response** consists of a few isolated words with no comprehensible phrases. • **Subject and predicate** may or may not be present. • **Grammar and syntax** contain errors that distort meaning. • **Vocabulary** is severely limited (student uses random words). • **Spelling and mechanics** errors interfere with comprehensibility.	*I lak to guar kartre. becaus I wat to lrn to be a kamuranmt becaus I to guar I lak to tang. en I lak letpet canvor and art the letont convor I gat to kep me dos for me.*
1	**Emerging Communication:** • **Content** is somewhat related to the prompt. • **Response** is mostly incomprehensible with some recognizable phrases. • **Subject or predicate** may be recognizable. • **Grammar and syntax** often interfere with meaning. • **Vocabulary** is limited (in early stages of development; mostly basic). • **Spelling and mechanics** errors make response difficult to comprehend, but at least one word is spelled correctly (other than "a," "I," or "the").	*A like explain because is very Beatiful and I like because no is dificult and I like very much.* --- *I would like to learn howo to suffer. It just in tretion me. To be higt as the water. look just grild aross Oenca breezsi. To feel the rash water and raid water. And be one withe brand move thour the water. It some linke have thank do not peopol aroun her. They is a said. Your live in California shoud no how to saffer. The live is should take lost learn of diffecia tinke why feel fard with me will do.*
2	**Developing Communication:** • **Content** is clearly related to the prompt. • **Response** is mostly comprehensible. • **Subject and predicate** are in correct word order in at least one complete or run-on sentence. The response may also contain other complete, attempted, or run-on sentences or sentence fragments. • **Grammar and syntax** contain numerous errors, sometimes interfering with meaning. • **Vocabulary** is general, imprecise, and/or repetitive. • **Spelling and mechanics** errors often interfere with meaning.	*I want to learn how use a computer. because I like everything about, but I want to learn how use the program and the internet beause I think that I funny to nkow.* --- *What woolD I like to learn to Do well I woolD like to learn how to AiR Brush, and Draw, anD carpentry. that's about it. I really like to Draw anD, Do athele things to* --- *I would like to learn mechanic because I want to know all about the cars.* *like now my car it doesn't work. and sometime the mechanic is little expensive now I don't have how to move to different places like to my job, school and to the mall.* *This is little reasons why I would like to learn about mechanic when I graduate From high school or collage.*

Score	Scoring Rationale	Sample Responses
3	**Competent Communication:** • **Content** reasonably addresses the prompt. • **Response** is mostly comprehensible and recognizable as a paragraph; contains logical sequencing. • **For grades 6–12, subject and predicate** are in correct word order in at least **three complete sentences.** The response may also contain other complete, attempted, or run-on sentences or sentence fragments. • **Grammar and syntax** contain few errors that occasionally interfere with meaning. • **Vocabulary** adequately addresses the prompt. • **Spelling and mechanics** errors occasionally interfere with meaning.	*Something I would like to is work on cars. I like to do mecanics and fix things at home. I would like to work in cars because Its very fun for me. I learned a little bit already because my brother shows me how. When Im bored thats what I like to do on my time.* *I would like to learn how to drive a car. I wan't to learn it because I wan't to travel. I also wan't to go to places far away. I wan't to learn to drive a car because its cool.*

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.

4

Something I would like to learn to do would be how to be a master chef. I love cooking and I believe that if I were to learn how to cook professionally, I would get a great job. Cooking to me is so fun and intertaining. I know young people who want to be nurses, docters, firemen, but I haven't come across someone who also disires to become a chef.

Who's the greatest in basketball? Who dunks? Who wants to be like Mike? What I would like to learn is to play basketball and be like Michael Jordan. I would want to learn how he plays defense because defense is hard work and to be able to win games is defense. I want to learn how he shoots the ball, the reason of that is because he can shoot in any perimeter he wants and makes the shoot. I want to learn his drippling skills because I want to juke players on the court. I would like to learn about Michael Jordan's basketball skills because he does everything well like; defense, ball handles, shot, and being a leader on the team.

Appendix A
Scoring Rubrics

Scoring Rubrics
Kindergarten and Grade One — Reading

Word Analysis

Score	Scoring Rationale
0	• Does not name any letter correctly
1	• Names one letter correctly
2	• Names two letters correctly
3	• Names three letters correctly

Scoring Rubrics
Kindergarten and Grade One — Writing

Copying Letters

This rubric is to be applied to all written responses in a consistent and reliable manner. When scoring this section, choose the score for which the response meets the minimum requirement and that best corresponds to the characteristics of the overall response, although the response may reflect some traits of the other score levels.

Score	Scoring Rationale
0	• Draws illegible lines or does not copy the letter as it appears.
1	• Copies letter legibly. Letter reversals are not acceptable.

Copying Words

This rubric is to be applied to all written responses in a consistent and reliable manner. When scoring this section, choose the score that best corresponds to the characteristics of the overall response although the response may reflect some traits of the other score levels.

Score	Scoring Rationale
0	• Draws illegible lines or unacceptable response.
1	• Copies part of the word. Must include correct initial letter in the initial position and one other correct letter. Letter reversals are acceptable.
2	• Copies the word legibly. Must include correct initial letter in the initial position. All letters are in the correct letter order. Letter reversals are not acceptable.

Write the Word (Picture Prompt)

This rubric is to be applied to all written responses in a consistent and reliable manner. When scoring this section, choose the score that best corresponds to the characteristics of the overall response although the response may reflect some traits of the other score levels.

Item specific lists of example acceptable responses are provided in the Student Book.

Score	Scoring Rationale
0	• Draws illegible lines or unacceptable response.
1	• Writes part of the stated word. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.
2	• Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.

Write a Word (Story Prompt)

This rubric is to be applied to all written responses in a consistent and reliable manner. When scoring this section, choose the score that best corresponds to the characteristics of the overall response although the response may reect some traits of the other score levels.

Item specific lists of example acceptable responses are provided in the Student Book.

Score	Scoring Rationale
0	• Draws illegible lines or unacceptable response.
1	• Writes part of an acceptable response to the prompt. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.
2	• Writes an acceptable response to the prompt legibly. Must include correct initial letter in the initial position or correct phonemic sound. Letter reversals are acceptable.

Note: The term "letter reversals" means b for d, d for b, or any backwards letter that is discernible.

Scoring Rubrics
Kindergarten Through Grade Twelve — Speaking

Choose and Give Reasons

Score	Scoring Rationale
0	• Student **does not make choice** or **does not support choice** with a relevant reason. • **No response** [NR]. • Response is entirely in **another language** [AL].
1	• Student makes choice and supports choice with at least *one* **relevant reason**. • **Errors in grammar, vocabulary, and/or pronunciation** are significant enough to interfere with communication.
2	• Student makes choice and supports it with at least *two* **relevant reasons**. • **Speech is generally accurate** (i.e., minor grammatical, vocabulary, and/or pronunciation errors may occur, but they do not affect communication).

Scoring Rubrics
Kindergarten Through Grade Twelve — Speaking

4-Picture Narrative

Score	Scoring Rationale
0	• **No response** [NR].
	• Spoken in **another language** [AL].
	• **Unintelligible.**
	• Response consists of a **single word or a few words** that may or may not be related to the prompt.
1	• Student attempts to tell a story based on one or more pictures, but **does not construct a coherent narrative**.
	• Response displays a very **limited range of vocabulary**. The student's **speech is often halting or impeded**.
	• Response includes **numerous grammatical[1] errors** that interfere with communication.
	• Student's speech is generally difficult to understand. **Pronunciation often interferes** with communication.
2	• Story is based on pictures, **but does not clearly explain one or more pictures**.
	• Response **displays some** of the **necessary vocabulary**, but the student often cannot find the right word.
	• Response shows **control of basic grammatical structures**, but includes numerous errors, some of which interfere with communication.
	• Student's speech is sometimes difficult to understand. **Pronunciation sometimes interferes** with communication.
3	• Story is coherent and **includes** explanation of all four pictures, but **does not provide much elaboration** (e.g., explanation of details and context).
	• **Vocabulary** resources are generally **adequate** to perform the task. The student sometimes cannot find the right word.
	• Response is generally **adequate grammatically**. Errors rarely interfere with communication.
	• Student may have an accent and/or make **some errors in pronunciation**, but pronunciation is generally accurate and **does not interfere** with communication.

4
- Story is **coherent and effective**, including explanation of all four pictures, with **appropriate elaboration** (e.g., explanation of details and context). Contains more complex sentence structure.

- **Vocabulary** resources are **well developed**. The student can almost always find the appropriate word. Uses precise word choice.

- Response displays few grammatical errors and contains **varied grammatical and syntactical[2] structures**. Any errors are minor (e.g., difficulty with articles or prepositions) and do not interfere with communication.

- Student may have an accent, bu t both **pronunciation and intonation are generally accurate** and do not interfere with communication.

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[1] *Grammatical*, as the term is used in this guide, refers to using forms of words that reflect concepts such as *plural*, *possessive*, *subject-verb agreement*, *verb tense*, and *comparative and superlative adjectives*.

[2] Syntactical, as used in this guide, refers to rules *for combining words in order to form phrases*, *clauses*, *and sentences*.

Note: It is expected that in any given response, all four of the bulleted characteristics (content, vocabulary, grammar, and pronunciation) listed for a point level (1, 2, 3, or 4) are present. Assign the score that most closely describes the student's overall performance noting where the student needs to improve. If there is a notable discrepancy between a student's pronunciation and his or her ability to articulate ideas, give less weight to pronunciation.

Scoring Rubrics
Kindergarten Through Grade Twelve — Speaking

Speech Functions

Score	Scoring Rationale
0	• Student **does not perform the language function** required. • **No response** [NR]. • Response is entirely in **another language** [AL].
1	• Student **performs the language function** required. • **Errors in grammar, vocabulary, and/or pronunciation** are significant enough to interfere with communication.
2	• Student **performs the language function** required. • **Speech is accurate enough** not to interfere with communication (i.e., minor grammatical, vocabulary, and/or pronunciation errors may occur, but they do not affect communication).

Scoring Rubrics
Grades Two Through Twelve — Writing

Sentences

NONSCORABLE: A score of **0** should be assigned to ANY of the following: response is **blank**, response is **unintelligible**, response is **illegible**, response is written entirely in **another language**, response is **identical to a previous response**, or response merely **copies the prompt**.

Score	Scoring Rationale
0	**No Communication: Subject or predicate is missing.** The following characteristics may be seen as well: • **Content** is not related to the prompt. • **Response** consists of single words or simple phrases and is not meaningful. • **Grammar and syntax** distort meaning. • **Articles, possessives, prepositions, or plural endings** are missing or incorrect. • **Vocabulary** is severely limited (random words with no indication of comprehension). • **Spelling** errors interfere with comprehensibility. • **Punctuation and capitalization** errors distort meaning.
1	**Emerging Communication: Simple subject and a simple predicate** are evident and in the correct word order. The following characteristics may be seen as well: • **Content** is reasonably related to the prompt. • **Response** contains awkward clauses and/or non-standard wording that affect meaning. • **Grammar and syntax** contain errors that may interfere with meaning (errors in subject-verb agreement, incorrect verb form or tense, use of present participle without an auxiliary verb, word order). • **Articles, possessives, prepositions, or plural endings** are often missing or incorrect. • **Vocabulary** is limited, imprecise, or does not adequately address the prompt. • **Spelling** errors make response difficult to comprehend, but at least one word is correctly spelled (other than "a," "I,"or "the"). • **Punctuation and/or capitalization** errors may interfere with meaning.

2   **Basic Communication: Subject and predicate** are in the correct word order. The following characteristics may be seen as well:

- **Content** is clear and appropriate to the prompt.

- **Response** is communicative but simple.

- **Grammar and syntax** contain minor errors that do not interfere with meaning, but response is not written in Standard English (errors in subject-verb agreement, incorrect verb form or tense, word order).

- **Articles, possessives, prepositions, or plural endings** may be missing or incorrect.

- **Vocabulary** adequately addresses the prompt.

- **Spelling** errors do not interfere with meaning.

- **Punctuation and/or capitalization** have few errors that do not interfere with meaning.

A compound or complex sentence may receive a score of 2 if an independent clause contains no errors or only errors that do not interfere with meaning.

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.

- **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.

Scoring Rubrics
Grades Two Through Twelve — Writing

Short Compositions

NONSCORABLE: A score of **0** should be assigned to ANY of the following: response is **blank**, response is **unintelligible**, response is **illegible**, response is written entirely in **another language**, response is **identical to a previous response**, or response merely **copies the prompt**.

Score	Scoring Rubric
0	**No Communication**

- **Content** may or may not be related to the prompt.

- **Response** consists of a few isolated words with no comprehensible phrases.

- **Subject and predicate** may or may not be present.

- **Grammar and syntax** contain errors that distort meaning.

- **Vocabulary** is severely limited (student uses random words).

- **Spelling and mechanics** errors interfere with comprehensibility.

1	**Emerging Communication**

- **Content** is somewhat related to the prompt.

- **Response** is mostly incomprehensible with some recognizable phrases.

- **Subject or predicate** may be recognizable.

- **Grammar and syntax** often interfere with meaning.

- **Vocabulary** is limited (in early stages of development; mostly basic).

- **Spelling and mechanics** errors make response difficult to comprehend, but at least one word is spelled correctly (other than "a," "I," or "the").

2   Developing Communication

- **Content** is related to the prompt.

- **Response** is mostly comprehensible.

- **Subject and predicate** are in correct word order in at least one complete or run-on sentence. The response may also contain other complete, attempted, or run-on sentences or sentence fragments.

- **Grammar and syntax** contain numerous errors, sometimes interfering with meaning.

- **Vocabulary** is general, imprecise, and/or repetitive.

- **Spelling and mechanics** errors often interfere with meaning.

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3   Competent Communication

- **Content** reasonably addresses the prompt.

- **Response** is mostly comprehensible and recognizable as a paragraph; contains logical sequencing.

- **For grades 2–5, subject and predicate** are in correct word order in at least **three complete, attempted, or run-on sentences**.

  For grade 2, at least **one** of these is a **complete sentence**. The other two may be attempted or run-on sentences.

  For grades 3–5, at least **two** of these are **complete sentences**. The other one may be an attempted or a run-on sentence.

  The response may also contain other complete, attempted, or run-on sentences or sentence fragments.

- **For grades 6–12, subject and predicate** are in correct word order in at least **three complete sentences**.

  The response may also contain other complete, attempted, or run-on sentences or sentence fragments.

- **Grammar and syntax** contain few errors that occasionally interfere with meaning.

- **Vocabulary** adequately addresses the prompt.

- **Spelling and mechanics** errors occasionally interfere with meaning.

4   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.

Appendix B
Overall Test Performance Descriptors

Overall Test Performance Descriptors

Kindergarten and Grade One

Advanced

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 orally identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Written production reflects grade-appropriate discourse. Errors are infrequent and do not reduce communication.

Early Advanced

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 production is characterized by more elaborate discourse, and written production includes simple sentences often using two-syllable words. Errors are less frequent and rarely complicate communication.

Intermediate

Students at this level of English language performance begin to tailor the English language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some abstract concepts during unmodified instruction. They are able to respond and express themselves orally with increasing ease to more varied communication and learning demands with a reduced number of errors. Written production has usually expanded to common phrases and one-syllable words. Errors still complicate communication.

Early Intermediate

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 production is usually limited to phrases and memorized statements and questions. Written production is limited to letters and high-frequency, one-syllable words. Frequent errors still reduce communication.

Beginning

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 production is usually limited to disconnected words and memorized statements and questions. Written production is incomprehensible or limited to common letters. Frequent errors make communication difficult.

Grades Two Through Twelve

Advanced

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.

Early Advanced

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.

Intermediate

Students at this level of English language performance begin to tailor the 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.

Early Intermediate

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.

Beginning

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.