

California English Language Development Test

Blueprint Preface

The following blueprints are for the California English Language Development Test (CELDT). The CELDT has three purposes: (1) to identify students who are limited English proficient; (2) to determine the level of English language proficiency of students who are limited English proficient; and (3) to assess the progress of limited English proficient students in acquiring skills of listening, speaking, reading, and writing in English. The CELDT is aligned to the English Language Development (ELD) Standards approved by the State Board of Education (SBE) in 1999. The ELD Standards identify five proficiency levels through which English learners progress toward English proficiency: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.

The SBE has established performance level cut scores for all four domains (listening, speaking, reading, and writing) and overall performance on the CELDT. Student CELDT scores are reported as falling into one of five performance levels: beginning, early intermediate, intermediate, early advanced, and advanced. Performance level descriptions are provided on the individual score reports to assist teachers and parents in interpreting each student's CELDT results.

The blueprints are organized by the four grade spans assessed on the CELDT; these are Kindergarten through grade two; grades three through five; grades six through eight; and grades nine through twelve. Each one of these four tests has 99 test questions that assess four language domains (listening, speaking, reading, and writing), except students in kindergarten and grade one currently are assessed only on the listening and speaking domains, which consist of 40 questions. The ELD standard under each domain reflects a skill that English learners are expected to have mastered at that specified proficiency level.