



CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)

**2017–2018 Plan
FOR TWIN RIVERS UNIFIED SCHOOL DISTRICT**



CELDT Plan 2017-18

Background:

The statewide California English Language Proficiency Test (CELDT) test is designed to:

- Assess possible English Learners and accurately identify students as English Learners (EL) or Initially Fluent (IFEP)
- Assist in timely reclassification of our English Learners

Purpose of the CELDT Plan:

To put in place best practices to administer CELDT across grade levels.

Goal:

Provide our English Learner students with an optimal testing environment so they are able to perform successfully at their level on the test.

Rationale:

All students will benefit from gaining skills in CCSS Listening /Speaking standards, practicing how the English language works in terms of form and function, and building receptive and productive skills (L-S-R-W).

Teachers will gain a deeper understanding of the expectation of levels of language learning, aspects of language instruction, and gain first hand experience with CELDT.

Roles and Responsibilities

Role of site administrator/designee

- Ensure that CELDT procedures are in place at their site.
- Designate EL site liaison for all EL matters, including CELDT.
- Provide the EL Department with timely information.
- Provide the EL Department with the CELDT schedule/plan.
- Ensure that all EL students from their site are tested within designated window
 - Initial Assessment (IA) Window, July 1–June 30:
 - Newly enrolled EL students arriving after the fall testing window must be tested within 30 calendar days upon enrollment to a California school.
 - If they are coming from another CA district, the site must request and review CELDT testing information from the previous district to ensure each EL student is tested that year. If the student has not been tested, then the receiving site will test the student.

Role of the English Learner Academic Intervention Specialist (AISB) (some sites only):

- AISB's will assist with organizing material and facilitating the process. Once CELDT trained, they may also conduct testing of students as needed. They are not administering the test as a substitute for classroom teachers. CELDT trained district employees administering the test must have fluent English and minimal accent. This includes Listening, Reading, Writing & Speaking.
- AISB support will include preparing CELDT materials, organizing materials, and supporting testing at the site.

Role of the Bilingual Paraprofessionals (at some sites only):

- Bilingual paraprofessionals will assist with organizing material and facilitating the process. Once CELDT trained, they may also conduct testing of students as needed. They are not administering the test as a substitute for classroom teachers, however. CELDT trained district employees administering the test must have fluent English and minimal accent. This includes Listening, Reading, Writing & Speaking.
- Bilingual Para support can assist in preparing CELDT materials, organizing materials, and proctoring the Initials. If BP's are not proctoring and students have finished taking the test, they will return to their schedules to support students in the classroom.

Role of the classroom teacher:

- CELDT is to be conducted at all levels preferably by a CELDT trained *certificated* staff with fluent English and minimal accent. This includes Listening, Reading, Writing & Speaking.
- A certificated teacher should administer the test. (i.e. Elementary grades: a grade level teacher, MS and HS: ELD teacher, LTEL Teacher, English Teacher)
- Each school site must have at least one certificated staff member trained on the 2017-18 CELDT version. A binder with all material is provided for each school site.
- Teachers who have not had recent experience with administering the test need to be CELDT trained. Teachers can also be trained by a certificated staff member who has been trained in the 2017-18 version.
- Training needs to include the calibration component for the speaking portion, and administration guidelines for the other sections of the test. (K-1 includes calibration for writing).

Role of the Trained Testing Teams:

- Testing teams will assist in the TK-K assessments. Testers will work in teams moving from site to site for a number of days determined by the number of ELs to be tested. The ELSD will schedule the testing teams in collaboration with sites. The classroom teacher and the retired teacher will work as a team. It is recommended that every TK-K teacher administers the complete battery of CELDT for at least 50% of their class.

Role of the classroom subs:

- Each site will be allocated a particular number of sub days to be used to support ELA teachers in grades 1st -12th as they administer the 1:1 portion part of CELDT. This assessment is to be conducted by the student's **teacher of record (ELA)**. Timing will be determined by the site's CELDT schedule. ****Note that these substitutes will not be CELDT trained so they cannot administer the test.***

CELDT Training:

Staff attending the district CELDT Training of Trainer (TOT) training will receive a 2017-18 CELDT Administration Binder which contains the materials necessary to train other staff.

Training support is also available through Moodle at: moodle.celdt.org

Next trainings: All site CELDT leads must do one of the following:

August 15, 2017 CELDT training of trainers and district updates

August 16, 2017 – additional CELDT training for those staff needing training and updates on the district's plan for CELDT in the 2017-18 school year

CELDT Administration Timelines: see CELDT testing calendar for details.

Site CELDT Testing Plan:

Sites will submit their CELDT testing plan to the ELSD by **August 17th**.

The plan must include:

- teacher training dates and modules
- plan for classroom CELDT Prep
- TK-K teacher administration of at least 50% of their students in the four domains
- CELDT administration schedule

Materials provided to sites:

- CELDT Prep Modules – to be used as Bell-Ringers for test prep. **CELDT Prep modules** are appropriate for use with all students. They are designed to be used as quick practice exercises /warm ups. Modules are organized in CELDT clusters: K-1, 2, 3-5, 6-8 & 9-12.
- CELDT materials – to be picked up from Chris Arnold before testing. Please see additional instructions on picking up and dropping off CELDT materials.
- Sample CELDT site testing structures- to be used as a guide to develop CELDT assessment plan- see pages 3-5.
- Queries – to identify all EL students to be assessed based on updated Aeries information (sites will need to print their own lists for accurate student accountability). A query cheat sheet is included with this guide. Queries should be run on a weekly basis to ensure that all English Learner students are tested and identified appropriately.
- Clear guidelines for administration.
- Support from AISB/BPs- see guidelines on page 2.
- Allocation of sub days to cover classroom teacher administration of the CELDT.
- District testing teams for CELDT administration support for TK-K setting (where appropriate).

Possible system to administer CELDT in various settings:

- Cluster students to be assessed according to CELDT level. Decide who from the team will administer the exam. Group test can be administered by one of the grade level partners.
- Call for substitute support- note that EL Department will cover the cost for most schools. Travel Conference forms are required. Please contact Alex Pina in the ELSD Department.
- Speaking test is to be administered by the student's classroom teacher. A sub may be used at this time, since the assessment may take up to 15 minutes per student.
- For group testing, the students from the administering teacher go to the grade level member who is not assessing, no sub is needed at this point.
- May test students in groups no bigger than 30, all groups with more than 20 students must have a proctor. Bilingual Paraprofessionals may proctor.
- Assess one group exam per day (Listening, Reading, and Writing).

Contacts:

Materials: Chris Arnold - Ext. 50207

Budget Codes for TC forms & PAFs: Alex Piña - Ext. 61503

Substitute Support: Jisel Villegas (Ext. 50833) & Alberto Becerra (Ext. 61350)

Test Administration Questions: Chris Arnold, Jisel Villegas, and Alberto Becerra

Sample Grade level teams: TK-K-1

Using Allison's #s EL = 118

Grade		Grade level teams	CELDT levels	Cluster testing	Listening 1:1	Reading 1:1	Writing 1:1	Speaking 1:1
TK		Will team up with retired teacher to work with class and assessment	?	K-1	Designate Retired teacher to class for assessment, take turns with classroom teacher			
K			?					
1			L1=9 L2=5 Total=14					

CELDT Testing Plan 2017-18

Responsibility	Person Responsible
CELDT Site Lead	
Organize CELDT Materials	
Verify Home Language Surveys	
Provide staff training	
Score initial CELDT tests/ input into Aeries	
CELDT letter out to parents	

Proctors by Grade Level

Grade	Teacher Name

CELDT Training, Prep, Proctoring**Date(s)** _____

Training of teachers administering CELDT	
Module CELDT Test Prep (Bell ringer) days	
Group testing dates	Listening: Writing: Reading:
Individual testing Speaking 1:1	

Recommend one test per day with the exception of 1:1—Speaking Test.

CELDT Testing Schedule Sample

Morning Recess Schedule for CELDT:

Tuesday, 8/15/17

Tuesday, 8/22/17-Friday, 8/25/17

*No students on the main playground before 10:15 A.M. Thank you ☺

Grade Level and Time	Teacher/Class
1 st , 2 nd , 4 th 10:15-10:30	Sando, Davis, and Kuhlmann
3 rd , 5 th , 6 th 10:35-10:50	Kouzel, Cummings, and Frutos

Daily Testing Schedule

Grade/Class	Thursday 8/15	Tuesday 8/22	Wednesday 8/23	Thursday 8/24	Friday 8/25
K (19) Smith (6) Her (5) Lewis (8)	Listening & Speaking	Reading & Writing	Listening & Speaking	Reading & Writing	
1 st (19) Boller (10) Kouzel (9)	Listening & Speaking	Reading & Writing	Listening & Speaking	Reading & Writing	
2 nd (19) Testing Teacher: Kuhlmann Proctor: Pineda	Listening 9:00-9:45	Reading Part 1 8:55-10:15	Reading Part 2 10:20-11:40	Writing Part 1 8:55-9:40	Writing Part 2 8:55-9:45
3 rd (19) Testing Teacher: Kouzel Proctor: Smith	Listening 9:00-9:45	Reading 8:55-10:15		Writing Part 1 8:55-10:00	Writing Part 2 8:55-10:05
4 th (20) Testing Teacher Vitone Proctor: Wood	Listening 9:00-9:45	Reading 8:55-10:15		Writing Part 1 8:55-10:00	Writing Part 2 8:55-10:05
5 th (21) Testing Teacher Matthews Proctor: HmongBP/Sal	Listening 9:00-9:45	Reading 8:55-10:15		Writing Part 1 8:55-10:00	Writing Part 2 8:55-10:05
6 th (19) Testing Teacher Frutos Proctor: Kojima	Listening 9:00-9:45	Reading 8:55-10:15		Writing Part 1 8:55-10:00	Writing Part 2 8:55-10:05

CELDT Testing Schedule Template

Morning Recess Schedule for CELDT:

*No students on the main playground before ____ A.M. Thank you ☺

Grade Level and Time	Teacher/Class

Daily Testing Schedule

Grade/Class	Thursday	Tuesday	Wednesday	Thursday	Friday

CELDT Score Log for Students

School Name: _____

EL Site Contact/ELD Department Chair/AISB: _____

Student ID	Student First & Last Name	Grade level	Preliminary Scores				Date Test Completed	Test Administrator Name
			Listening	Speaking	Reading	Writing		

CELDT Prep Through Moodle

To access the online training site go to: <http://moodle.celdt.org>

At the bottom of the screen is a small login link, the next screen will give the option to login or create a new account. Choose to create a new account and enter in your information, the school field just enter District Office and for the CDS code use: 34765050000000

Once you confirm via email you'll be able to login and then will need to enter an access code to get into the examiner resources section, the access code for that section is: YFPXK5HTEV

Just copy and paste it in then you can begin the training.

Moodle Courses	District Enrollment Keys
Trainer's Resources: This key allows district trainers to log into the Trainer's Resources course to access training presentations, along with the presenters' scripts.	C3LdT2017tR@in
Examiner's Resources: This key allows district test examiners to automatically become part of the district's user group. The user group is set up to retain test examiners' training and calibration results and provide reports for district trainers to monitor test examiner training progress within the Moodle Training Site.	YFPXK5HTEV