



# California English Language Development Test Alignment and Transition to the English Language Proficiency Assessments for California

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## 14<sup>th</sup> Annual Accountability Leadership Institute for English Learners and Immigrant Students

December 10, 2013  
Burlingame, California

# Presentation Overview



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- New Laws in 2014
- Transitioning to a New Assessment System
- CELDT Item Alignment
- What is Item Alignment?
- To Which Standard is the Item Aligned?
- Findings
- Other Aspects of Study
- Next Steps
- Contact Information



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# New Laws in 2014

## **Senate Bill 201 – Creates the English Language Proficiency Assessments for California (ELPAC) System**

- The ELPAC will have separate assessments for initial identification and annual measurement of English language proficiency and growth
- The annual assessment window will be a four-month period after January 1 of each school year
- The State Board of Education (SBE) must approve the ELPAC test blueprints, performance level descriptors, and performance level cut scores
- The State Superintendent of Public Instruction (SSPI) will report to the Legislature when the ELPAC is ready for administration

# New Laws in 2014 (cont.)



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## Assembly Bill 899 – Adds Link to Mathematics and Science Standards

- The SSPI, on or before January 1, 2015, must recommend modifications to the English language development (ELD) standards to correspond to the SBE-approved academic content standards for mathematics and science
- The SSPI must convene a group of experts to review math and science standards for correspondence to the ELD Standards
- The SSPI must hold a minimum of two public meetings to gather input on any recommended modifications
- The SBE must adopt or reject the SSPI recommendations on or before August 1, 2015



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# Transitioning to a New Assessment System

- The 2012 ELD Standards differ from the 1999 Standards as they:
  - Set expectations for students to interact in a variety of meaningful ways (Part I)
  - Focus on the structure and organization of English and how meaning is made (Part II)
  - Are organized by grade level except at high school (i.e., 9–10 and 11–12)
  - Provide three proficiency levels instead of five

# Transitioning to a New Assessment System (cont.)

Integrating the 2012 ELD Standards into the California public education system

- ELD standards implementation plan was taken to the SBE (July 2013)
- ELD Standards professional learning modules will be posted (December 2013)
- English–language arts/ELD curriculum framework is projected to be adopted (July 2014)
- Contingent on funding, new ELD assessment system to be operational (2016–17)



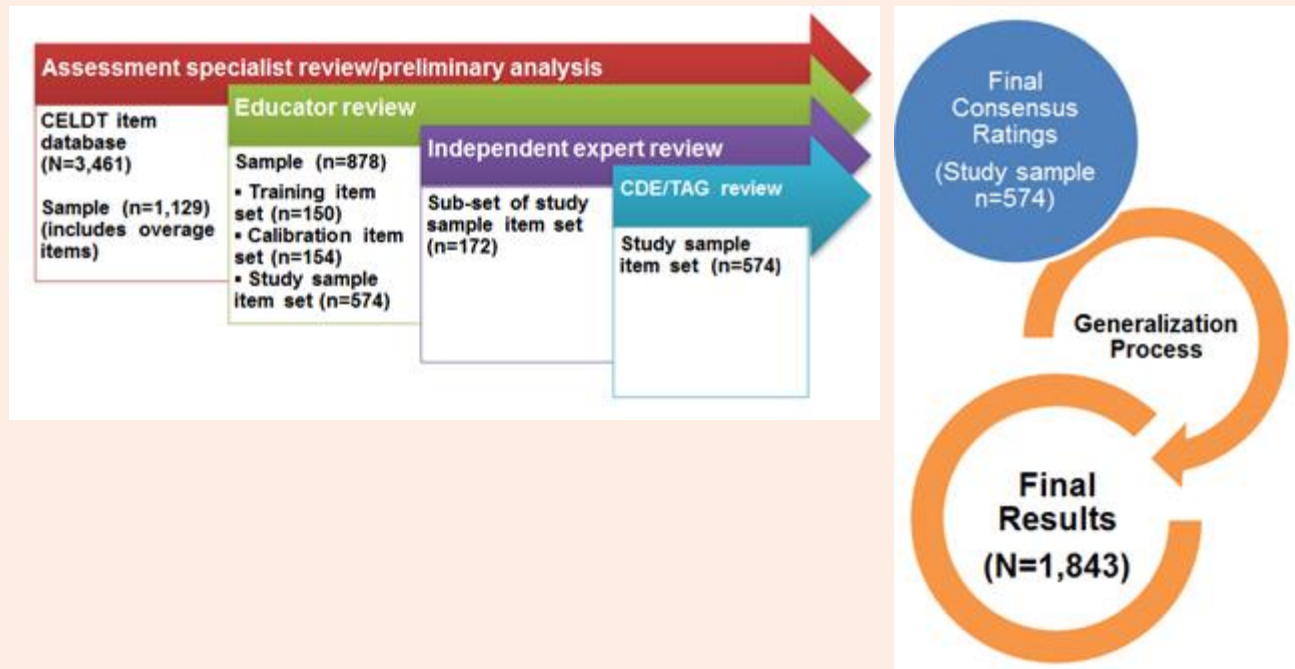
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# CELDT Item Alignment Study

- **Purpose:** To analyze the alignment of CELDT items to 2012 ELD Standards
- **4-Step Review Process**





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# CELDT Item Alignment

## Item Alignment Meeting, June 2013

- Participants
  - 100 educators selected to participate
- Format
  - Eight groups, organized by grade span and domain
  - Assessment specialists for each grade span
  - Table leader for each group
  - 12–13 educators in each group
- Training
  - Table leaders
  - ELD standards overview
  - Alignment protocol process





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# CELDT Item Alignment (cont.)

**Table 1. Alignment Study Participant Demographic Data**

District Information		N	%
District Enrollment	1-500 Students	6	6.1%
	501-5,000	22	22.2%
	5,001-10,000	17	17.2%
	10,001-50,000	41	41.4%
	Over 50,000	13	13.1%



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# CELDT Item Alignment (cont.)

**Table 1. Alignment Study Participant Demographic Data (cont.)**

Demographic Information		N	%
Ethnicity/Race	Asian	6	6.1%
	Black or African American	3	3.0%
	Filipino	1	1.0%
	Hispanic or Latino	32	32.3%
	White	47	47.5%
	Two or More Races	6	6.1%
	No response	4	4.0%



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# What is Item Alignment?

- Need to compare language knowledge, skills, and abilities (KSAs) of item with KSAs in standards
  
- Types of alignment
  - Primary alignment
  - Secondary alignment
  - No alignment



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# To which standard is the item aligned?

## Speaking–Speech Functions

**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?"]

### PI.A.6.1.Br

#### **1. Exchanging information/ideas**

Contribute to class, group, and partner discussions by following turn-taking rules, asking relevant questions, affirming others, adding relevant information and evidence, paraphrasing key ideas, building on responses, and providing useful feedback.

### PI.A.6.4.Br

#### **4. Adapting language choices**

Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.



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# To which standard is the item aligned? (cont.)

## Speaking–Speech Functions

**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?"]



**PI.A.6.4.Br**

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Adjust language choices according to task (e.g., facilitating a science experiment, providing peer feedback on a writing assignment), purpose, task, and audience.



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# To which standard is the item aligned? (cont.)

## Speaking—Choose & Give Reasons

**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.]

### PI.C.5.9.Br

#### **9. Presenting**

Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process) with light support.

### PI.C.6.9.Br

#### **9. Presenting**

Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register.



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# To which standard is the item aligned? (cont.)

## Speaking—Choose & Give Reasons

**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.]



No Primary Alignment



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# To which standard is the item aligned? (cont.)

## Speaking–4-Picture Narrative

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

**PI.C.5.9.Br**

### **9. Presenting**

Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process) with light support.

**PI.C.6.9.Br**

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Plan and deliver longer oral presentations on a variety of topics and content areas, using reasoning and evidence to support ideas, as well as growing understanding of register.



# To which standard is the item aligned? (cont.)

## Speaking—4-Picture Narrative



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



**PI.C.5.9.Br**

### ***9. Presenting***

Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process) with light support.

# To which standard is the item aligned? (cont.)



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## Writing–Sentences

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



PI.C.11-12.10.a.Br

### **10. Writing**

a) Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.

PI.C.11-12.11.a.Br

### **11. Justifying/arguing**

a) Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed and relevant textual evidence or background knowledge, using appropriate register.

# To which standard is the item aligned? (cont.)

## Writing—Sentences



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



No Primary Alignment

# To which standard is the item aligned? (cont.)



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## Writing—Short Compositions

**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.

**PI.C.11-12.10.a.Br**

### **10. Writing**

a) Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently using appropriate text organization and register.

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a) Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed and relevant textual evidence or background knowledge, using appropriate register.

# To which standard is the item aligned? (cont.)



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



PI.C.11-12.10.a.Br

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# Other Aspects of Study

- Language Complexity Level
- Secondary alignment
- Correspondence of items with Part III, Foundational Literacy Skills

# Other Aspects of Study (cont.)



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## Survey of Importance:

- Purpose: Collect professional judgments about which 2012 ELD Standards to assess
- Results: All standards are critical or important to be assessed
- Follow-up: More stakeholder input needed



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# Findings

- Of the 17 CELDT test components, 11 had no items primary alignment
- Six test components had primary alignment
- Overall, 26 percent of CELDT items analyzed had a primary alignment:
  - Listening - 24%
  - Speaking - 30%
  - Reading - 35%
  - Writing - 8%





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# Findings (cont.)

## Table 2. Test Components with Primary Alignment

Domain: Test Component	2012 ELD Standard(s) Aligned	Grade Span	No. of Items in 2009-14 Item Pool	No. of Items with Alignment	Percentage of Items with Alignment
<b>Listening–Extended Listening Comprehension</b>	PI.B.5 Listening actively	K–12	108	91	84%
<b>Reading–Fluency &amp; Vocabulary</b>	PI.B.6.b Reading closely: Using morphological knowledge and context to determine the meanings of words	4–12	195	15	8%
<b>Reading–Reading Comprehension</b>	PI.B.6.(a/b/c) Reading closely	K–12	302	237	78%
<b>Speaking–Speech Functions</b>	PI.A.4: Adapting language choices	2–12	86	86	100%
<b>Speaking–4-Picture Narrative</b>	PI.C.9 Presenting	K–5	53	16	46%
<b>Writing–Short Compositions</b>	PI.C.10.(a/b) Writing, PI.C.11(a) Supporting Opinions at K–5, Justifying/Arguing at 6–12	2–12	33	33	100%
<b>Totals</b>			1,843	478	26%



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# Findings (cont.)

**Table 3a: CELDT Components by Grade Span with Primary Alignment to a 2012 ELD Standard(s)**

Component (Item Type)		K-2	3-5	6-8	9-12
LISTENING	Following Oral Directions	-	-	-	-
	Teacher talk	-	-	-	-
	*Extended Listening Comp.	PA	PA	PA	PA
	Rhyming	-	NT	NT	NT
SPEAKING	Oral Vocabulary	-	-	-	-
	Speech Functions	PA	PA	PA	PA
	Choose and Give Reasons	-	-	-	-
	4-Picture Narrative	PA	PA	-	-

PA = Primary Alignment  
- = No Alignment  
NT = Not Tested

\*Generalizations on terms of standards alignments about this test component could not be made as few items within this component demonstrated alignment. An item-by-item evaluation was required.



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# Findings (cont.)

**Table 3b: CELDT Components by Grade Span with Primary Alignment to a 2012 ELD Standard(s)**

		Component (Item Type)	K–2	3–5	6–8	9–12
READING	*Fluency and Vocabulary	–	PA	PA	PA	PA
	Reading Comprehension	PA	PA	PA	PA	PA
	Word Analysis	–	–	–	–	–
WRITING	Writing Words	–	NT	NT	NT	NT
	Punctuation and Capitalization	–	NT	NT	NT	NT
	Grammar and Structure	NT	–	–	–	–
	Writing Sentences	NT	–	–	–	–
	Writing Short Composition	NT	PA	PA	PA	PA
	Copying Letters and Words	–	NT	NT	NT	NT

PA = Primary Alignment  
– = No Alignment  
NT = Not Tested

\*Generalizations on terms of standards alignments about this test component could not be made as few items within this component demonstrated alignment. An item-by-item evaluation was required.



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# Findings (cont.)

**Table 4. Gap Analysis**

	Items are aligned to:	No items are aligned to:
<b>Part I, A: Collaborative Mode</b>	<ul style="list-style-type: none"> <li>• PI.A.4: Adapting language choices</li> </ul>	<ul style="list-style-type: none"> <li>• PI.A.1 Exchanging information and ideas</li> <li>• PI.A.2 Interacting via written English</li> <li>• PI.A.3 Offering opinions</li> </ul>
<b>Part I, B: Interpretive Mode</b>	<ul style="list-style-type: none"> <li>• PI.B.5 Listening actively</li> <li>• PI.B.6 Reading closely</li> </ul>	<ul style="list-style-type: none"> <li>• PI.B.7 Evaluating language choices</li> <li>• PI.B.8 Analyzing language choices</li> </ul>
<b>Part I, C: Productive Mode</b>	<ul style="list-style-type: none"> <li>• PI.C.9 Presenting</li> <li>• PI.C.10 Writing</li> <li>• PI.C.11a Supporting opinions or Justifying/arguing</li> </ul>	<ul style="list-style-type: none"> <li>• PI.C.11.b Expressing attitudes and opinions</li> <li>• PI.C.12.a/b Selecting language resources</li> </ul>
<b>Part II: Learning about How English Works</b>		<ul style="list-style-type: none"> <li>• No items had primary alignment to a Part II standard</li> </ul>



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# Next Steps

- Develop blueprint guidelines
- Develop new K–12 test blueprints
- Administer CELDT without field test forms in 2014–15 and 2015–16
- Propose to transition from CELDT to ELPAC in 2016–17

# Contact Information



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