California English Language Development Test

Future of English Language Proficiency Assessment

Tuesday, December 4, 2012
Accountability Leadership Institute
Santa Clara, California
Presentation Overview

- 2012 English Language Development (ELD) Standards and the Next Generation Assessment
- English Language Proficiency Assessment for the 21st Century (ELPA21) Consortium
- Background of Early Literacy and the CELDT
- K–1 Early Literacy Assessment: Next Generation CELDT
- Key Considerations for the Future
- Contact Information
2012 ELD Standards and the Next Generation Assessment

- New ELD standards (2012)
- ELD standards implementation plan (2013)
- ELD professional development materials (2013–14)
- Smarter Balanced Assessment Consortium operational tests (2014–15)
- Next generation ELD assessment (2015–16)
Philosophical Perspective of the Standards

- Language acquisition as a nonlinear linguistic and social process
- Based on theory, research, and best practice
- Understandable and useable
- Literacy foundational skills target varying profiles of English learners (ELs), tapping linguistic resources
- Asset vs. deficit approach
2012 ELD Standards and Next Generation Assessment (cont.)

Technical Aspect of the Standards

• Aligned with, and support, the California Common Core Content Standards for ELA
• Three proficiency levels instead of five: Emerging, Expanding, and Bridging
• General description of ELs’ abilities at “early stage of” and “exit from” each level
• Listening, Speaking, Reading, and Writing domains are not explicit
Impact on CELDT: Integrating the new standards into the assessment

- Review structure of current CELDT for necessary changes to align with the new standards.
- Create new items as needed to assess new standards.
- Pilot the items.
- Field-test the items.
- Administer new standards-aligned K–1 and possibly grade two assessments in 2015–16.
ELPA21 Consortium

- Oregon: lead procurement state
- California: Executive Board member state
- Council of Chief State School Officers: project management partner
- Stanford University: partner
- Thirteen states in consortium
The U.S. Department of Education awarded $6.3 million to the ELPA21 Consortium to:

- Develop an ELP assessment system that includes a diagnostic screener and an annual summative test.
- Develop ELP assessments that correspond to the college and career readiness standards for English-language arts and mathematics.
- Align ELP assessments with a common set of English-language development standards.
- Have operational ready tests by 2016–17.
# CELDT and ELPA21 Key Differences

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<tr>
<th>CELDT</th>
<th>ELPA21</th>
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<tr>
<td>• Paper and pencil test</td>
<td>• Computer-based test</td>
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<td>• Same test for both initial assessment and annual assessment</td>
<td>• Diagnostic screener and annual summative</td>
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<td>• Aligned with CA ELD Standards</td>
<td>• Aligned with common ELP standards that correspond to the Common Core State Standards</td>
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<td>• Testing grade spans: K, 1, 2, 3–5, 6–8, 9–12</td>
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<td>• California owns the test items</td>
<td>• Open Source</td>
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<td>• One test form that is refreshed annually with 30% new test questions</td>
<td>• Two forms of summative test</td>
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Background of Early Literacy and the CELDT

• 2007: Passage of state law (Education Code Section 60810) to add early literacy assessment for K–1 (reading and writing)
• 2008–09: Start of development of K–1 items by WestEd
• 2009–10: First operational administration of K–1 reading and writing
• 2010: Comparison study of performance of ELs and English-fluent students on the CELDT (i.e., English-only study)
• 2013: K–1 legislative report on the early literacy assessment
Recommendation #1:

1. Separate the K–1 tests by grade.
   
   • Items necessary to evaluate grade one students (especially reading and writing) are too difficult for incoming kindergarten students.
   
   • Items needed to differentiate among kindergarteners are too easy for grade one students.
   
   • The greatest amount of individual students’ growth on the CELDT is seen at the early grades.
K–1 Early Literacy Assessment: Next Generation CELDT (cont.)

Recommendation #2:

2. Reevaluate the weighting of the K–1 domains.

• Current weights for the Overall score:
  – 45% each for listening and speaking
  – 5% each for reading and writing

• Use listening and speaking domain scores for K–1 only as a definition for English proficient on the CELDT.
K–1 Early Literacy Assessment: Next Generation CELDT (cont.)

CDE’s Responses to the Recommendations:

1. Develop and administer separate K and grade one tests in the 2015–16 school year.
   • K–1 Separation Educators’ Meeting held on October 11, 2012

2. Consider whether to increase the K–1 weights for the reading and writing domain scores on the CELDT
   • New recommendations will be brought to the State Board of Education before 2015–16.
Key Considerations for the Future

• Valid and reliable assessment
• Cost containment for state and local educational agencies
• Appropriateness for accountability system
• Minimize testing burden
• Maximize information on language development to support access to the Common Core State Standards
Contact Information

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