

ACTION, REQUIRES RESPONSE

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Planning, Assessment and Research

DISTRIBUTION: All Schools and Local District Offices

SUBJECT: REFERENCE GUIDE NO. BT-33  
INITIAL CALIFORNIA ENGLISH  
LANGUAGE DEVELOPMENT TEST  
(CELDT) FOR NEW ENROLLEES  
TO THE DISTRICT

DATE: June 23, 2003

Due Various Dates-See Attachment A

DIVISION: Planning, Assessment and Research

APPROVED: ESTHER WONG, Assistant Superintendent

ROUTING

Local District Superintendents  
Local District Directors  
of Instruction  
Local District School Support  
Directors  
Local District EL Program Staff  
Principals  
Testing Coordinators  
EL Coordinators

For information regarding CELDT training and implementation, please call your Local District EL Specialist.

For information regarding materials, administration, and return of materials, please call the Student Testing Unit, at (213) 241-4104.

I. BACKGROUND

Senate Bill 638 (Alpert, Chapter 678/1999) requires school districts to assess the English language development of all English Learners (ELs) to determine each student's level of English proficiency in listening, speaking, reading and writing. This assessment must be done within 30 days of enrollment. The California English Language Development Test (CELDT) is the state-mandated assessment instrument used to identify new enrollees in California public schools with a home language other than English in order to monitor their progress in learning English, and to help reclassify them when they become proficient in English. This Reference Guide focuses on the procedures for the initial identification of new enrollees with a home language other than English. Information and procedures related to the Annual CELDT used to monitor ELD progress and reclassify English Learners (ELs) are addressed in Reference Guide No. BT-32, titled *California English Language Development Test (CELDT), Annual Assessment*, dated June 23, 2003.

The English PRE-LAS will continue to be used to classify new enrollees in pre-kindergarten who have a home language other than English. The English PRE-LAS results will provide students in pre-kindergarten with an interim classification until they enter kindergarten and are formally assessed using the Initial CELDT. Pre-kindergarten students entering kindergarten and previously assessed with English PRE-LAS must be administered the Initial CELDT in kindergarten.

The District will continue to use Spanish PRE-LAS/LAS in pre-kindergarten through grade 12 to assess the primary language of Spanish-speaking English Learners. The Basic Inventory of Natural Language (BINL) and Informal Assessment of Home

Language Literacy will continue to be used in grades K-12 to assess the primary language of English Learners in languages other than Spanish.

## II. WHAT'S NEW IN 2003

The following list contains the major changes for the 2003-2004 school year:

- Form B is obsolete and cannot be used. See Memorandum BT-127, Final Administration of CELDT Form B and Collection of Obsolete Materials, dated May 27, 2003 for instructions on returning materials.
- There are three versions of Form C. Forms C1 and C2 can be used from July 1, 2003 until June 2004. During this time, each school should use only one version: C1 or C2. If additional materials are ordered after November 1, 2003, Form C3 may be provided once the district has distributed all the Forms C1 and C2 in stock.
- The Examiner's Manual can be used to administer Forms C1, C2 and C3.
- No audio equipment, cassette tape or pre-recorded audiotapes will be used for Form C. The test examiner will deliver the Speaking section.
- There is a new California English Language Development Test Training Video, dated May 2003. It will be included in the materials sent to your school.
- There are no exemptions from the Listening and Speaking portion of the test. All grades 2-12 students must be administered all four portions of the test.
- To verify that all results are returned, separate Group Information Sheets (GIS) for the Annual and Initial Assessments must be used.
- In Kindergarten, the Listening and Speaking sections are individually administered. The test examiner enters the student's responses in the test booklet.
- In grade 1, students fill in the responses in the Teacher Talk and Extended Listening Comprehension components of the Listening section. If the student appears unable to mark the responses, call the Student Testing Unit. In the Following Oral Directions component, the test examiners enter the student's responses. The information in the Examiner's Manual is incorrect. An addendum from CTB will be delivered to schools.
- In grades K-2, the test examiner reads the stories in the Teacher Talk component of the Listening section twice. In the Extended Listening Comprehension component, the test examiner reads the stories once. The information in the Examiner's Manual on pages 33-34 is incorrect. An addendum from CTB will be delivered to schools.
- In grades 2-12, the Listening section is group administered.

- In grades 3-12, the student fills in the responses to the questions in the Teacher Talk and the Extended Listening Comprehension components of the Listening section.
- The Speaking test must be scored as the test is administrated.
- In grades 3-12, the order of the tests in the booklet has changed. The Speaking test is the last section in the test booklet. Subtests do not have to be administered in the order they appear in the booklet.
- Do not make pen or pencil marks on the Writing section of the test.
- Separate Prompt Sheets are no longer used for the Following Oral Directions section in grades 3-12. The information is included in the test book.
- There are new fields on the student data information grid. (See Sections IX.)
- No answer key or scoring rationale is required for the Oral Vocabulary component of the Speaking section. All items are to be scored by the examiner at the time of test administration.
- In grades 3-12, students must use the same scannable answer book for both the Listening and Speaking, and the Reading and Writing sections of the test. If two books are used, the students will not receive accurate scores. Only one book can be submitted for scoring.
- In the Following Oral Directions component of the Listening section, the test examiner must read the appropriate questions for the form used.
- Attachments J1-J14 contain the CELDT Scoring Tables and Proficiency Level Descriptors that are needed to hand score the Initial CELDT.
- **Hand score and enter “unofficial” Initial CELDT results (classification, test, and date) in SIS before taking the test booklets and scannable answer books to the testing center for official scoring. The new CELDT calculator for Form C will be available July 1.**

### III. TEST ADMINISTRATION

The Initial CELDT will be administered in English to new enrollees in grades K-12 throughout the school year. New enrollees must be tested within 30 calendar days of enrollment. Initial CELDT results will determine classification and initial level of English language proficiency. Assessment results have been used in the past to determine proper program placement. Currently, parents of potential English Learners are required to select an instructional program for their child as soon as the child is enrolled (before receiving language proficiency results). Consequently, it is critical that schools provide parents with these results to assist them in confirming or changing their child's initial program placement. **CELDT results will be mailed to each school and downloaded into the school's SIS system.**

Test administration requirements include:

- Having each school identify a staff member who is responsible for maintaining the security of all CELDT testing materials, monitoring the test administration, and returning all completed testing materials to Planning, Assessment and Research testing centers.
- Ensuring that all test materials are maintained in a secure location and overseeing the receipt, inventory and distribution of test materials at the site.
- Keeping test booklets and scannable answer books separated by grade and completing the requisite information forms.
- Maintaining records of students requiring make-up testing and ensuring that make-up testing is completed. (See Attachment G.)
- Packaging all booklets and scannable answer books according to the instructions in the Test Coordinator's Manual and returning them to the school's assigned testing center. (See Attachment K.)
- Having school administrators and the staff members responsible for CELDT complete both the CELDT Test Security Affidavit (Attachment H) and the CELDT Security Agreement (Attachment I). The test administrators, proctors, and staff handling the CELDT must complete a CELDT Security Affidavit. The CELDT Affidavits and Agreements with original signatures from the school administrators, testing coordinators, test administrators, proctors and staff are to be delivered to the testing center with the first set of tests that are returned for the 2003-2004 school year. After the first delivery of CELDT Test Security Agreements and Affidavits, only when additional staff members administer or handle the tests will additional Affidavits or Agreements be turned in.
- Identifying and resolving any missing or incorrect student information related to CELDT results.
- **Hand scoring and entering "unofficial" Initial Identification CELDT results in SIS before taking the test booklets and scannable answer books to the testing center for official scoring. The new CELDT calculator for Form C will be available July 1.**

#### IV. DELIVERY OF TEST MATERIALS

CELDT Forms C1 and C2 delivery to schools occurs at the multi-track schools June 23-27. Single-track schools will receive their materials August 25-29. The number of tests at each level being shipped is based on the number of new enrollees in your school during 2002-2003. Forms C1 and C2 are to be administered for both Initial Identification and Annual Assessment from July 1, 2003 until June 2004. If additional materials are ordered after November 1, 2003, Form C3 will be sent for Initial Identification.

Large Print and Braille are available only in Form C. For students whose IEPs or Section 504 Plans specify Large Print or Braille test needed, call the Student Testing Unit to order these test.

Inventory test materials and keep a record of your available stock. Please store your shipment of tests in a secure location to be used when a new enrollee is to be tested.

#### V. TRAINING TEST EXAMINERS AND PROCTORS

- All staff members who will be administering or proctoring the test must participate in a training session for the 2003-2004 school year. Maintain accurate records of staff members trained. EL Program Staff in the local district office can provide information about training.
- All test examiners are to carefully review the Examiner's Manual and Scoring Guide before administering the test.
- As part of the training, review the appropriate elementary or secondary portion of the new "California English Language Development Test Training Video, May 2003."
- Trained certificated staff members must administer and score the Initial CELDT.
- Maintain accurate records of students tested and not tested so that make-up testing can be completed.
- All Initial Identification CELDT **must be hand-scored** before taking test books and scannable answer books to the testing center for official scoring. The new CELDT calculator for Form C will be available July 1.

#### VI. NEW ENROLLEES TO BE TESTED/NOT TESTED:

A. Students in grades K-12 are to be assessed:

1. If the response to any of the first three questions on the Home Language Survey (HLS) is a language other than English.
2. If all of the conditions listed below are true, the student must be assessed with the CELDT.
  - a. Response to each of the first three questions on the HLS is English, and
  - b. Response to question number four is other than English, and
  - c. There is reasonable doubt as to the student's proficiency in English.

Reasonable doubt is raised if any of the following are observed during the enrollment process:

- Parents/guardians need interpreters

- Parents/guardians speak to their children in the primary language
  - Students initiate interaction with their parents/guardians in the primary language
  - Parents/guardians hesitate unduly in responding to the first three questions of the HLS
  - It is revealed that children, while their parents/guardians are at work, are under the care of persons who speak a language other than English
  - Students, after having been enrolled in the English-only program for less than 30 days who demonstrate a lack of comprehension regarding instruction and classroom/school routines
- B. Continuing EL, including retained Kindergarteners who are EL, are to be assessed using the Annual CELDT. If they are not new enrollees to the District, they are continuing students and should be tested using the Annual CELDT.
- C. The following ELs are not to be tested with the Initial CELDT:
- Previously Assessed ELs
  - Pre-enrolled kindergarteners who were tested with Form B prior to June 20, 2003.
  - All California public school districts will be administering the CELDT. New enrollees with CELDT results from other California public school districts should not be tested again. Send a copy of the result label or report to the School Information Branch, Beaudry Building, 23rd Floor, Attention CELDT Processing Center, or fax to (213) 241-8969. The School Information Branch will enter the scores into the CELDT master file and download it into the school's SIS.
  - The CELDT results indicating the student's proficiency in English should be recorded in the student's cumulative record. Print the school name and district name where the CELDT was administered and the student's English Proficiency Level. Elementary schools with SIS may generate an Initial Identification CELDT result label by accessing Screen 15, Option 17.

## VII. CELDT MATERIALS

- A. The CELDT consists of four sections: Listening, Speaking, Reading, and Writing.
- There is one test book per student in grades Kindergarten-12. Grades 3-12 have an additional scannable answer book.
  - The test examiner enters the student's Listening and Speaking responses in the test book during the individually administered test for Kindergarten.
  - The Listening section is group administered in grade 1. Students should be tested in small groups of approximately 10 students.

- The Listening section is group administered in grades 2-12. Students should be tested in groups of approximately 20 students or less.
- In grades 3-12, the test examiner enters the student's speaking responses in the scannable answer book during the individually administered test.
- The Reading and Writing sections are group administered to grades 2-12. Approximate administration time is one hour for each section. **Kindergarten and first grade students are exempt from the Reading and Writing sections.**
- Grades 3-12 must use the same scannable answer book for both the Listening and Speaking, and the Reading and Writing sections of the test. If two booklets are used, the students will not receive accurate scores. The test version is indicated by a letter/number combination and a symbol, e.g. C1=a flower, C2=a tree. The version of test book used by students in grades 3-12 must be bubbled on the student's scannable answer book.

B. CELDT Book Levels (Only Form C may be used in 2003-2004.)

The following materials are color-coded:

- CELDT Form C Test Book--Forms C1, C2, and C3
- CELDT Form C Scannable Answer Books (grades 3-12)
- Scoring Guide
- Examiner's Manual

| <u>Grade</u> | <u>Test Level</u> | <u>Test Book and Answer Document</u> | <u>Color</u> |
|--------------|-------------------|--------------------------------------|--------------|
| K-2          | 1                 | Book (Consumable)                    | Magenta      |
| 3-5          | 2                 | Book and scannable answer book       | Green        |
| 6-8          | 3                 | Book and scannable answer book       | Red          |
| 9-12         | 4                 | Book and scannable answer book       | Blue         |

C. Materials provided to the school:

- Student Test Books (Form C)
- Scannable answer books to record student responses (grades 3-12)
- Examiner's Manuals (Form C)
- Scoring Guides (Form C)
- Group Information Sheets
- School/Group Lists
- Test book envelopes
- "California English Language Development Test Training Video, May 2003"
- Test Coordinator's Manual

The Group Information Sheets, School/Group Lists and Test Coordinator's Manuals will be packaged together. Use separate Group Information Sheets for the Initial Identification and the Annual Assessment.

D. Materials to be provided by the school:

- No. 2 pencils for marking student responses
- "Testing, Do Not Disturb" signs

There is one book per student. The test examiner enters the student's Listening and Speaking responses in the test book during the individually administered test for grades K-2. Grades 3-12 will use the same scannable answer book during the group-administered Listening, Reading and Writing sections of the test. Darken and bubble the circle on the front cover of the scannable answer book that indicates the version of the test taken: Form C1 or Form C2. Form C3 does not require a test version.

If additional Examiner's Manuals, student test books, scannable answer books, Scoring Guides, Group Information Sheets, School/Group Lists, or test book envelopes are needed, complete the Request for Additional CELDT Materials (Attachment J) and mail or fax it to the Student Testing Unit.

E. The CELDT--Form C:

- Form C may be used for both the Initial and Annual CELDT.
- Form C versions C1-C3 may be used for grades K-12.
- Form A and Form B cannot be used. (See Memorandum BT-127 for information about the collection of obsolete materials.)

VIII. TESTING ENVIRONMENTS AND ACCOMMODATIONS

A. Preparing for Test Administration

Test administrators are responsible for seeing that testing rooms are prepared before the students arrive.

1. The following should be done for each section of the test:
  - Administer the test in a quiet location.
  - Have all testing materials ready for distribution: test booklets, scannable answer books, sharpened No. 2 pencils, and erasers.
  - Follow the publisher's general directions for administering each section of the test. (See Examiner's Manual.)
  - Allow students adequate time to complete the test. (The CELDT is not a timed test.)
  - Post "Testing, Do Not Disturb" signs on all doors.
2. Listening and Speaking section in grades K-2:
  - Plan appropriate seating for one-on-one administration.
3. Listening, Reading and Writing sections in grades 3-12:
  - Allow time between the sections for students to have a break.

- The Reading and Writing sections together should take approximately 1 hour to complete.
- The Listening section should take approximately 15 minutes.
- The Speaking section is a one-on-one administration.

#### B. Non-Standard Accommodations for Special Education Students

ELs who are receiving special education services through the Resource Specialist Program or Special Day Classes and students with Section 504 Plans must be tested with the accommodations or modifications specified in their IEPs or Section 504 Plans. These accommodations and/or modifications should match what the students are receiving in daily instruction.

The California Department of Education does not allow out-of-level testing for the CELDT. All levels measure the same constructs.

For previously identified students who have severe and profound disabilities:

1. Attempt to administer all sections of the CELDT to determine classification and English language proficiency. Record all student responses, even "no response," on the test booklet or scannable answer books.
2. If the student is low-functioning or non-verbal, he or she should be assessed using the Parent Interview, Teacher Checklist and Communication Observation Matrix (COM) to determine classification and English language proficiency. (See Bulletin No. M-120 (Rev.), *Classifying Students With Disabilities As English Learners And Monitoring English Language Development Progress (K-12)*, dated November 16, 2001, Deputy Superintendent, Instructional Services.)
3. If the student is assessed using the COM, bubble Section 19 "Alternate Assessment." The demographic pages on the CELDT book or answer document must be completed and returned as a scorable document.

When non-standard accommodations are used for children with IEPs or Section 504 Plans, the students must be tested in a setting where the special accommodations may be provided. At the completion of the testing, the test examiner must bubble in Section 20, Non-Standard Test Administration "Modifications and Accommodations," if any non-standard test accommodations were used.

### IX. COMPLETING STUDENT ANSWER DOCUMENTS

#### A. Student Identification Information (Front cover)

Section 1: Student's Name--Print the student's last name, first name, and middle initial. Darken the corresponding bubbles in the name grid.

- Section 2: Print the teacher's name in the space labeled "TEACHER." Print the school's name in the space labeled "SCHOOL." Print "LAUSD" in the space labeled "DISTRICT."
- Section 3: Date of Birth--Print the student's DATE OF BIRTH. Darken the corresponding bubbles.
- Section 4: Gender--Darken the appropriate bubble indicating "Female" or "Male."
- Section 5: Grade--Darken the student's grade level.
- Section 6: Student ID Number  
Columns A-F--Enter and bubble the student's birth date. Use preceding 0s when needed.  
Column G--Enter gender. Bubble 1 for male or 0 for female.  
  
Columns H-J--Enter and bubble the student's District serial number (the last three digits of the student's ID number as entered in the SIS.)  
Schools without SIS should leave columns H-J blank.
- Section 7: CSIS ID Number--Leave blank.
- Test Form: For Form C1 and C2 only, darken the appropriate bubble that matches the symbol on the scannable answer book for grades 3-12.

B. Student Data Grid (Inside Front Cover)

- Section 8: Date Testing Completed--Print and bubble date tested.
- Section 9: Race/Ethnicities--Darken one bubble for "Primary Ethnicity" and one bubble for "Other Ethnicities." If no "Other Ethnicities" are on file, bubble "Does Not Apply."
- Section 10: Home Language--Bubble the student's home language using the 2-digit code from Attachment E.
- Section 11: Program Participation--Leave blank.
- Section 12: Mobility--Darken the appropriate bubble. Darken the entry grade from which this student has been continuously enrolled in this school and the entry grade from which this student has been continuously enrolled in this district.
- Section 13: Previous CELDT Scale Score--Leave blank.
- Section 14: Local Use Field--In columns 1-4 from the left, enter and bubble the 4-digit school location code. Leave the rest blank.
- Section 15: Student's Grade During Previous CELDT--Leave blank.

- Section 16: USA School Enrollment--Darken the bubble that best describes how long the student has been enrolled in a USA school.
- Section 17: Purpose of Test--Bubble in "Initial Identification" (Students testing the first time for identification purposes.) Any blanks, multiple bubbles, or invalid marks will default to Annual Assessment.
- Section 18: Primary Disability--Bubble "000" if student did not receive special education services. For students receiving special education services, fill in the appropriate circle for the student's primary disability. (See Attachment E for a list of codes.)
- Section 19: Alternate Assessment--Darken the bubble for students whose IEPs or Section 504 Plans indicate that an "Alternate Assessment" is needed for language assessments.
- Section 20: Modifications and Accommodations for Non-Standard Test Administration--Darken the bubble only if this test was administered under the conditions required by the student's IEP or Section 504 Plan that differ significantly from the test administration guidelines.

#### X. PREPARATION FOR TESTING

- A. Review the Examiner's Manual and Scoring Guide for all tests and levels being administered, and become thoroughly familiar with their contents.
- B. In grades K-2, there is one test booklet per student. The examiner enters the student's Listening and Speaking responses in the test booklet during the individually administered test. The students in grades 3-12 use the same test booklet during the Reading and Writing tests that is used for the Listening and Speaking responses.
- C. Grades 3-12 will use the same scannable answer book during the Listening, Reading and Writing sections of the test. Darken the circle on the front cover of the scannable answer book that indicates Form C1 or Form C2. The Form Code bubbled on the scannable answer book and the non-scorable test book must match.

#### XI. CHECK ANSWER DOCUMENTS

Immediately after testing, the test examiner collects the test documents and checks the physical condition of the documents. Each student's test booklet must be checked to ensure the following:

- Student demographic information is complete and correct for each test booklet. Every field is necessary for accurate reporting.
- Bubbles are dark and filled in completely.

- Stray pencil marks are erased.
- Erasures are complete (white-out is not acceptable).

## XII. SCORING INITIAL CELDT

All Initial CELDT tests must be scored by hand using the CELDT Scoring Guide or by using the LAUSD CELDT Calculator to obtain information to use for program placement.

This information will assist in placing students in the appropriate Master Plan Program while awaiting official CELDT results. The new CELDT calculator for Form C will be available July 1.

To tabulate the CELDT score you may select one of two methods:

- Hand score
- CELDT Calculator

To hand score, follow these procedures:

1. The Scoring Guide provides instructions for scoring the Listening, Speaking, Reading, and Writing sections of the test.
2. Use the Student Score Sheet to record each student's information. Refer to the student's test book for grades K-2 or scannable answer book for grades 3-12 and the Scoring Guide Addendum to complete the Student Score Sheet and calculate the results.
3. These results should be stored at the school site and used for program placement until the official CELDT results are returned to the school.

To assist schools in determining placement of "probable EL students" prior to the receipt of official assessment results, Planning, Assessment and Research, School Information Branch, has developed a calculator that will calculate an "unofficial" CELDT proficiency level based on data entered from the Student Score Sheet found in the Form C Scoring Guide.

The Online CELDT Calculator can be accessed by directing one's web browser to <http://sib.lausd.k12.ca.us>. Both Macintosh and Windows users will be able to access this application with either Internet Explorer or Netscape Navigator.

To use the CELDT Calculator, follow these procedures:

1. At the website, type the student's information: student name and grade level.
2. On the appropriate line, enter the total number of correct responses for each subtest.
3. The multiple-choice sections of the Listening, Reading and Writing sub-tests may be scored from the answer keys that appear in the Scoring Guide, or with the aid of an

overlay. **Make sure you use the overlay that corresponds to the grade-span test being scored.**

4. Point to "Calculate" and click. The "Unofficial CELDT Result" will appear on the screen. The raw score, scaled score, CELDT proficiency level, CELDT score for each skill area and the student's overall score and proficiency level will be displayed automatically.
5. These results cannot be "saved" on the computer. These unofficial results can be printed out if the computer is connected to a printer and stored at the school site. The unofficial results may be used for program placement until the official results are returned to the school.
6. To calculate another student's score, point to "Calculate Another CELDT Score" and click.

Please note: the CELDT Calculator is only available to users connected to LAUSDnet, either through a Local Area Network (LAN), or through a Dial-Up Connection.

### XIII. COMPLETING THE GROUP INFORMATION SHEET

One Group Information Sheet (GIS) must be placed on top of the test booklets for each grade. (See Attachment C for a sample.) Some information will be precoded. Separate GIS forms must be used for the Initial Identification and the Annual Assessment.

Teacher Name--Precoded with the grade level. Do not enter teacher name.

School Name--Precoded.

Number Tested--**Enter and bubble the total number of students tested and included with this GIS.**

Grade--Precoded.

Organization Name, Element/District Name--Precoded.

### XIV. COMPLETING THE SCHOOL/GROUP LIST

The School/Group List is a way to ensure that all documents have been received for all groups the school is submitting for scoring. (See Attachment D for a sample.) Every GIS must have an entry on the appropriate School/Group List. Complete the following:

Section 1: District Name--Precoded.

Section 2: School Name--Precoded.

Section 3: County/District Number/School Code--Precoded.

Section 4: Contact Name and Phone Number--Write the name of a contact person, and telephone number.

Section 5: Grade--Spell out grade level, (e.g., sixth grade).

Section 6: Grade--Write the grade numeral, (e.g., 6).

Section 7: Number tested--Print number tested. For each grade, write the number of students tested which must match the number of students tested as indicated on the corresponding Group Information Sheet.

Prepare the original and two copies of the School/Group List. The original is placed on top of your school materials. Keep one copy for your records and provide one copy for the testing center.

XV. DELIVERING COMPLETED ANSWER DOCUMENTS TO ASSIGNED TESTING CENTER

To ensure that your test reports provide the full range of information they are designed to provide, proper completion of these steps is essential. Failure to follow these directions may cause a delay in processing your test materials.

Unused test materials (Form C) should be retained at the school site for administration of new enrollees throughout the school year. These materials may be used when new enrollees enter the school. Materials should be kept in a secure location.

Completed Initial Identification test booklets should be returned each second (2nd) Friday of the calendar month to the testing center.

Follow these procedures:

- A. Complete the required information on the front of each envelope, marked "For Test Booklets." Each grade should be in a separate envelope. Place the Group Information Sheet (GIS) on top of the test booklets and scannable documents. If you have a large group and all the test booklets do not fit in an envelope, use a second envelope for that group. Mark each envelope of the set, e.g., "1 of 2," "2 of 2."
- B. Place packaged test booklets/answer documents in the boxes. Keep groups of documents for the same grade together as you pack. Use as many boxes as necessary. Remove any previous markings or labels from the boxes.
- C. Indicate the number of boxes used (e.g., "1 of 3," "2 of 3," "3 of 3") on each box containing materials from the school.
- D. Place the completed School/Group List on top of the documents in Box 1.
- E. Prepare an envelope for the testing center that contains the following:
  - Attachment B--Returned Test Material Verification
  - Copy of School/Group List

- Security Affidavits and Security Agreements

XVI. MAINTAINING RECORDS OF PUPILS REQUIRING MAKE-UP TESTING

Only completed tests are to be submitted for scoring.

Schools are expected to test all students and are responsible for administering make-up tests. Attachment G may be used to maintain records.

# # #

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Planning, Assessment and Research

REFERENCE GUIDE NO. BT-33  
June 23, 2003

ATTACHMENT A

**CELDT CRITICAL DATES FOR INITIAL IDENTIFICATION, 2003-2004**

**PREPARATION**

|                                     |                                                                                                                                                                                                                        |              |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Delivery of Initial CELDT Materials | Multi-track                                                                                                                                                                                                            | June 23-27   |
|                                     | Single Track                                                                                                                                                                                                           | August 25-29 |
| Take Inventory                      | As soon as materials arrive, inventory the materials and call the Student Testing Unit if the quantities received do not match the packing list. Keep the packing list and the cartons in which the materials arrived. |              |
| Prepare Answer Documents            | Code answer sheets before testing begins.                                                                                                                                                                              |              |

**TESTING DATES**

|                                |                                               |
|--------------------------------|-----------------------------------------------|
| All Calendars<br>Grades K – 12 | On going beginning July 1, 2003-June 11, 2004 |
|--------------------------------|-----------------------------------------------|

**DUE DATES TO TESTING CENTER**

|                                |                                                                       |
|--------------------------------|-----------------------------------------------------------------------|
| All Calendars<br>Grades K – 12 | Return completed Initial CELDT the second (2nd) Friday of each month. |
|--------------------------------|-----------------------------------------------------------------------|

**HAND DELIVER ALL CELDT MATERIALS TO THE TESTING CENTERS**  
**DO NOT MAIL TESTS**

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Planning, Assessment and Research

REFERENCE GUIDE NO BT-33  
June 23, 2003

ATTACHMENT B

**RETURNED INITIAL CELDT TESTING MATERIALS VERIFICATION, 2003-2004**

**CDS CODE:** \_ \_ \_ \_ \_

SCHOOL: \_\_\_\_\_ DATE: \_\_\_\_\_

CELDT COORDINATOR: \_\_\_\_\_ PHONE: (\_\_\_\_) \_\_\_\_\_

Complete two copies of this form and bring them to the school's testing center with the school's testing materials. One copy is your receipt and one copy will remain at the center.

**Circle Testing Center:**   Avalon   Beachy   Central   South   West   Valley

| Check that these documents are in this box/envelope according to the directions in the reference guide, and indicate number of boxes/envelopes being delivered to Testing Center | TO BE COMPLETED BY SCHOOL | FOR TESTING CENTER USE ONLY |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------------|
| CELDT School/Group List                                                                                                                                                          |                           |                             |
| Copy of School/Group List                                                                                                                                                        |                           |                             |
| Security Agreements for principal and staff members who handled CELDT materials (required for the first turn-in only)                                                            |                           |                             |
| CELDT Test Security Affidavits (Staff not included in first turn-in)                                                                                                             |                           |                             |
| CELDT Group Information Sheet coded and placed on each grade                                                                                                                     |                           |                             |
| Number of INITIAL CELDT documents to be scored                                                                                                                                   |                           |                             |

| FOR TESTING CENTER USE ONLY       |                    |             |
|-----------------------------------|--------------------|-------------|
| Qty. of Envelopes Received: _____ | Received by: _____ | Date: _____ |
| Qty. of Boxes Received: _____     |                    |             |



[illegible]

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Planning, Assessment and Research

REFERENCE GUIDE NO BT-33  
June 23, 2003

ATTACHMENT E

**HOME LANGUAGES AND PRIMARY DISABILITY TYPE FOR CELDT, 2003-2004**

**HOME LANGUAGE CODES**

| <b>CODE</b> | <b>LANGUAGE</b>                | <b>CODE</b> | <b>LANGUAGE</b>                 |
|-------------|--------------------------------|-------------|---------------------------------|
| 56          | Albanian                       | 04          | Korean                          |
| 11          | Arabic                         | 51          | Kurdish                         |
| 12          | Armenian                       | 47          | Lahu                            |
| 42          | Assyrian                       | 10          | Lao                             |
| 58          | Bosnian                        | 07          | Mandarin (Putonghua)            |
| 13          | Burmese                        | 48          | Marshallese                     |
| 03          | Cantonese                      | 44          | Mien (Yao)                      |
| 36          | Cebuano (Visayan)              | 49          | Mixteco                         |
| 54          | Chaldean                       | 40          | Pashto                          |
| 20          | Chamorro (Guamanian)           | 41          | Polish                          |
| 39          | Chaozhou (Chaochow)            | 06          | Portuguese                      |
| 14          | Croatian                       | 28          | Punjabi                         |
| 15          | Dutch                          | 45          | Rumanian                        |
| 16          | Farsi (Persian)                | 29          | Russian                         |
| 05          | Filipino (Pilipino or Tagalog) | 30          | Samoan                          |
| 17          | French                         | 52          | Serbo-Croatian (Serbian)        |
| 18          | German                         | 01          | Spanish                         |
| 19          | Greek                          | 46          | Taiwanese                       |
| 43          | Gujarati                       | 32          | Thai                            |
| 21          | Hebrew                         | 57          | Tigrinya                        |
| 22          | Hindi                          | 53          | Toishanese                      |
| 23          | Hmong                          | 34          | Tongan                          |
| 24          | Hungarian                      | 33          | Turkish                         |
| 25          | Ilocano                        | 38          | Ukrainian                       |
| 26          | Indonesian                     | 35          | Urdu                            |
| 27          | Italian                        | 02          | Vietnamese                      |
| 08          | Japanese                       |             |                                 |
| 50          | Kymer (Cambodian)              | 99          | All Other Non-English Languages |
| 50          | Khmu                           |             |                                 |

| <b>CODE</b> | <b>PRIMARY DISABILITY TYPE</b>      |
|-------------|-------------------------------------|
| 000         | Students without an IEP             |
| 010         | Mental Retardation (MR)             |
| 020         | Hard of Hearing (HH)                |
| 030         | Deaf (DEAF)                         |
| 040         | Speech or Language Impairment (SLI) |
| 050         | Visual Impairment (VI)              |
| 060         | Emotional Disturbance (ED)          |
| 070         | Orthopedic Impairment (OI)          |
| 080         | Other Health Impairment (OHI)       |
| 090         | Specific Learning Disability (SLD)  |
| 100         | Deaf-Blindness (DB)                 |
| 110         | Multiple Disabilities (MD)          |
| 120         | Autism (AUT)                        |
| 130         | Traumatic Brain Injury (TBI)        |

California English Language Development Test  
Forms C1, C2  
Answer Book  
Grades 3-5

Place Student Barcode Label Here

4396

1 STUDENT'S NAME  
Last First MI

2 TEACHER

SCHOOL

DISTRICT

3 DATE OF BIRTH  
Month Day Year  
19

4 GENDER  
FEMALE ☐ MALE ☐

5 GRADE  
3 4 5

6 STUDENT ID NUMBER

7 CSIS ID NUMBER

FORM  
(Grid one)

C1 C2

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LOS ANGELES UNIFIED SCHOOL DISTRICT  
Planning, Assessment and Research

ATTACHMENT F2

REFERENCE GUIDE NO BT-33  
June 23, 2003

**ANSWER DOCUMENT-INSIDE FRONT COVER, 2003-2004**

| 8 DATE TESTING COMPLETED |     |      | 9 RACE/ETHNICITIES                   |                                            | 10 HOME LANGUAGE |          | 11 PROGRAM PARTICIPATION                                                       |  |
|--------------------------|-----|------|--------------------------------------|--------------------------------------------|------------------|----------|--------------------------------------------------------------------------------|--|
| Month                    | Day | Year | Primary Ethnicity<br>(Grid only one) | Other Ethnicities<br>(Grid all that apply) | 2-DIGIT CODE     | Language | Programs                                                                       |  |
| Jan                      | 0   | 2003 | <input type="radio"/>                | <input type="radio"/>                      | 0                | 0        | <input type="radio"/> EL in ELD                                                |  |
| Feb                      | 1   | 2004 | <input type="radio"/>                | <input type="radio"/>                      | 1                | 1        | <input type="radio"/> EL in ELD and SDAIE                                      |  |
| Mar                      | 2   | 2005 | <input type="radio"/>                | <input type="radio"/>                      | 2                | 2        | <input type="radio"/> EL in ELD and SDAIE with Primary Language Support        |  |
| Apr                      | 3   |      | <input type="radio"/>                | <input type="radio"/>                      | 3                | 3        | <input type="radio"/> EL in ELD and Academic Subjects through Primary Language |  |
| May                      | 4   |      | <input type="radio"/>                | <input type="radio"/>                      | 4                | 4        | <input type="radio"/> Other EL Instructional Services                          |  |
| Jun                      | 5   |      | <input type="radio"/>                | <input type="radio"/>                      | 5                | 5        | <input type="radio"/> (Grid only one)                                          |  |
| Jul                      | 6   |      | <input type="radio"/>                | <input type="radio"/>                      | 6                | 6        | <input type="radio"/> ESEA Title I -- Schoolwide                               |  |
| Aug                      | 7   |      | <input type="radio"/>                | <input type="radio"/>                      | 7                | 7        | <input type="radio"/> ESEA Title I -- Targeted                                 |  |
| Sep                      | 8   |      | <input type="radio"/>                | <input type="radio"/>                      | 8                | 8        |                                                                                |  |
| Oct                      | 9   |      | <input type="radio"/>                | <input type="radio"/>                      | 9                | 9        |                                                                                |  |
| Nov                      |     |      | <input type="radio"/>                | <input type="radio"/>                      |                  |          |                                                                                |  |
| Dec                      |     |      | <input type="radio"/>                | <input type="radio"/>                      |                  |          |                                                                                |  |

  

| 13 PREVIOUS CELDT SCALE SCORE |         | 12 MOBILITY |         |
|-------------------------------|---------|-------------|---------|
| Listening and Speaking        | Reading | Writing     | Overall |
| 0                             | 0       | 0           | 0       |
| 1                             | 1       | 1           | 1       |
| 2                             | 2       | 2           | 2       |
| 3                             | 3       | 3           | 3       |
| 4                             | 4       | 4           | 4       |
| 5                             | 5       | 5           | 5       |
| 6                             | 6       | 6           | 6       |
| 7                             | 7       | 7           | 7       |
| 8                             | 8       | 8           | 8       |
| 9                             | 9       | 9           | 9       |

  

| 15 STUDENT'S GRADE DURING PREVIOUS CELDT ADMINISTRATION |      | 16 USA SCHOOL ENROLLMENT |      | 17 PURPOSE OF TEST |      |
|---------------------------------------------------------|------|--------------------------|------|--------------------|------|
| Grade                                                   | Year | Grade                    | Year | Purpose            | Year |
| 0                                                       | 0    | 199                      | 0    | 0                  | 0    |
| 1                                                       | 1    | 200                      | 1    | 1                  | 1    |
| 2                                                       | 2    |                          | 2    | 2                  | 2    |
| 3                                                       | 3    |                          | 3    | 3                  | 3    |
| 4                                                       | 4    |                          | 4    | 4                  | 4    |
| 5                                                       | 5    |                          | 5    | 5                  | 5    |
| 6                                                       | 6    |                          | 6    | 6                  | 6    |
| 7                                                       | 7    |                          | 7    | 7                  | 7    |
| 8                                                       | 8    |                          | 8    | 8                  | 8    |
| 9                                                       | 9    |                          | 9    | 9                  | 9    |

  

| 14 LOCAL USE           |         | 19 ALTERNATE ASSESSMENT |         | 20 NONSTANDARD TEST ADMINISTRATION (MODIFICATIONS AND ACCOMMODATIONS) |                |
|------------------------|---------|-------------------------|---------|-----------------------------------------------------------------------|----------------|
| Listening and Speaking | Reading | Writing                 | Overall | Modifications                                                         | Accommodations |
| 0                      | 0       | 0                       | 0       | 0                                                                     | 0              |
| 1                      | 1       | 1                       | 1       | 1                                                                     | 1              |
| 2                      | 2       | 2                       | 2       | 2                                                                     | 2              |
| 3                      | 3       | 3                       | 3       | 3                                                                     | 3              |
| 4                      | 4       | 4                       | 4       | 4                                                                     | 4              |
| 5                      | 5       | 5                       | 5       | 5                                                                     | 5              |
| 6                      | 6       | 6                       | 6       | 6                                                                     | 6              |
| 7                      | 7       | 7                       | 7       | 7                                                                     | 7              |
| 8                      | 8       | 8                       | 8       | 8                                                                     | 8              |
| 9                      | 9       | 9                       | 9       | 9                                                                     | 9              |

Teacher: \_\_\_\_\_ Room: \_\_\_\_\_ Grade: \_\_\_\_\_

LOS ANGELES UNIFIED SCHOOL DISTRICT  
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ATTACHMENT H

**CELDT TEST SECURITY AFFIDAVIT, 2003-2004**

I acknowledge that I will have access to the California English Language Development Test for the purpose of administering the test. I understand that these materials are highly secure, and it is my professional responsibility to protect their security as follows:

1. I will not divulge the contents of the test to any other person.
2. I will not copy any part of the test or test materials.
3. I will keep the test secure until the test is actually distributed to the pupils.
4. I will limit access to the test and test materials by test examinees to the actual testing periods.
5. I will not permit pupils to remove test materials from the room where testing takes place.
6. I will not disclose, or allow to be disclosed, the contents of, or the scoring keys to, the test instruments.
7. I will return all test materials to the designated California English Language Development Test site coordinator upon completion of the test.
8. I will not interfere with the independent work of any pupil taking the test and I will not compromise the security of the test by means including, but not limited to:
  - A. Providing eligible pupils with access to test questions prior to testing.
  - B. Copying, reproducing, transmitting, distributing or using in any manner inconsistent with test security all or any portion of any secure California English Language Development Test booklet or document.
  - C. Coaching eligible pupils during testing or altering or interfering with the pupil's responses in any way.
  - D. Making answer keys available to pupils.
  - E. Failing to follow security rules for distribution and return of secure tests as directed, or failing to account for all secure test materials before, during, and after testing.
  - F. Failing to follow test administration directions specified in test administration manuals.
  - G. Participation in, directing, aiding, counseling, assisting in, or encouraging any of the acts prohibited in this section.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Print Name: \_\_\_\_\_

Position: \_\_\_\_\_

School: \_\_\_\_\_

School District

Los Angeles Unified School District

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Planning, Assessment and Research

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ATTACHMENT I

**CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT**  
**TEST SECURITY AGREEMENT, 2003-2004**

The CELDT test site coordinator acknowledges by his or her signature on this form that the California English Language Development Test materials are secure and agrees to each of the following conditions to ensure test security:

1. The coordinator will take all necessary precautions to safeguard all tests and test materials by limiting access to persons within the school and/or school district with a responsible, professional interest in the test's security.
2. The coordinator will keep on file the names of all persons having access to tests and test materials. All persons having access to the materials shall be required by the coordinator to sign the California English Language Development Test Security Affidavit that will be kept on file in the school and/or school district office.
3. The coordinator will keep the tests and test materials in a secure, locked location, limiting access to only those persons responsible for test security except on actual testing dates.

By signing my name to this document, I am assuring that I and anyone having access to the test materials will abide by the above conditions.

Signed: \_\_\_\_\_

Title: \_\_\_\_\_

School: \_\_\_\_\_

School District: Los Angeles Unified School District

Date: \_\_\_\_\_

LOS ANGELES UNIFIED SCHOOL DISTRICT  
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ATTACHMENT J1

**INITIAL CELDT SCORING TABLE, 2003-2004**

**Grade K, Skill Area Raw Score Conversion, Listening & Speaking**

| Raw Score | Scale Score | Skill Area Proficiency Level |
|-----------|-------------|------------------------------|
| 0         | 220         | <i>Beginning</i>             |
| 1         | 220         |                              |
| 2         | 220         |                              |
| 3         | 220         |                              |
| 4         | 316         |                              |
| 5         | 348         |                              |
| 6         | 366         |                              |
| 7         | 379         |                              |
| 8         | 388         |                              |
| 9         | 397         |                              |
| 10        | 404         |                              |
| 11        | 410         | <i>Early Intermediate</i>    |
| 12        | 416         |                              |
| 13        | 421         |                              |
| 14        | 427         |                              |
| 15        | 432         |                              |
| 16        | 436         |                              |
| 17        | 441         |                              |
| 18        | 446         |                              |
| 19        | 450         |                              |
| 20        | 455         |                              |
| 21        | 459         | <i>Intermediate</i>          |
| 22        | 464         |                              |
| 23        | 469         |                              |
| 24        | 474         |                              |
| 25        | 480         |                              |
| 26        | 486         |                              |
| 27        | 492         |                              |
| 28        | 499         |                              |
| 29        | 507         | <i>Early Advanced</i>        |
| 30        | 516         |                              |
| 31        | 527         |                              |
| 32        | 541         |                              |
| 33        | 560         | <i>Advanced</i>              |
| 34        | 592         |                              |
| 35        | 710         |                              |

LOS ANGELES UNIFIED SCHOOL DISTRICT  
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ATTACHMENT J2

REFERENCE GUIDE NO. BT-33  
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**INITIAL CELDT SCORING TABLE, 2003-2004**

**Grade 1, Skill Area Raw Score Conversion, Listening & Speaking**

| Raw Score | Scale Score | Skill Area Proficiency Level |
|-----------|-------------|------------------------------|
| 0         | 220         | <i>Beginning</i>             |
| 1         | 220         |                              |
| 2         | 220         |                              |
| 3         | 220         |                              |
| 4         | 316         |                              |
| 5         | 348         |                              |
| 6         | 366         |                              |
| 7         | 379         |                              |
| 8         | 388         |                              |
| 9         | 397         |                              |
| 10        | 404         |                              |
| 11        | 410         |                              |
| 12        | 416         |                              |
| 13        | 421         |                              |
| 14        | 427         | <i>Early Intermediate</i>    |
| 15        | 432         |                              |
| 16        | 436         |                              |
| 17        | 441         |                              |
| 18        | 446         |                              |
| 19        | 450         |                              |
| 20        | 455         |                              |
| 21        | 459         |                              |
| 22        | 464         |                              |
| 23        | 469         |                              |
| 24        | 474         | <i>Intermediate</i>          |
| 25        | 480         |                              |
| 26        | 486         |                              |
| 27        | 492         |                              |
| 28        | 499         |                              |
| 29        | 507         |                              |
| 30        | 516         |                              |
| 31        | 527         | <i>Early Advanced</i>        |
| 32        | 541         |                              |
| 33        | 560         |                              |
| 34        | 592         | <i>Advanced</i>              |
| 35        | 710         |                              |

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ATTACHMENT J3

**INITIAL CELDT SCORING TABLE, 2003-2004**

**Grade 2, Skill Area Raw Score Conversion, Listening & Speaking**

| Raw Score | Scale Score | Skill Area Proficiency Level |
|-----------|-------------|------------------------------|
| 0         | 220         | <i>Beginning</i>             |
| 1         | 220         |                              |
| 2         | 220         |                              |
| 3         | 220         |                              |
| 4         | 316         |                              |
| 5         | 348         |                              |
| 6         | 366         |                              |
| 7         | 379         |                              |
| 8         | 388         |                              |
| 9         | 397         |                              |
| 10        | 404         | <i>Early Intermediate</i>    |
| 11        | 410         |                              |
| 12        | 416         |                              |
| 13        | 421         |                              |
| 14        | 427         |                              |
| 15        | 432         |                              |
| 16        | 436         |                              |
| 17        | 441         |                              |
| 18        | 446         |                              |
| 19        | 450         | <i>Intermediate</i>          |
| 20        | 455         |                              |
| 21        | 459         |                              |
| 22        | 464         |                              |
| 23        | 469         |                              |
| 24        | 474         |                              |
| 25        | 480         |                              |
| 26        | 486         |                              |
| 27        | 492         | <i>Early Advanced</i>        |
| 28        | 499         |                              |
| 29        | 507         |                              |
| 30        | 516         |                              |
| 31        | 527         | <i>Advanced</i>              |
| 32        | 541         |                              |
| 33        | 560         |                              |
| 34        | 592         |                              |
| 35        | 710         |                              |

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Planning, Assessment and Research

ATTACHMENT J4

REFERENCE GUIDE NO. BT-33  
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**INITIAL CELDT SCORING TABLE, 2003-2004**

**Grade 2, Skill Area Raw Score Conversion, Reading**

| Raw Score | Scale Score | Skill Area Proficiency Level |
|-----------|-------------|------------------------------|
| 0         | 340         | <i>Beginning</i>             |
| 1         | 340         |                              |
| 2         | 340         |                              |
| 3         | 340         |                              |
| 4         | 340         |                              |
| 5         | 340         |                              |
| 6         | 340         |                              |
| 7         | 340         |                              |
| 8         | 340         |                              |
| 9         | 340         | <i>Early Intermediate</i>    |
| 10        | 370         |                              |
| 11        | 389         |                              |
| 12        | 402         |                              |
| 13        | 411         |                              |
| 14        | 419         |                              |
| 15        | 426         |                              |
| 16        | 432         |                              |
| 17        | 438         | <i>Intermediate</i>          |
| 18        | 443         |                              |
| 19        | 448         |                              |
| 20        | 452         |                              |
| 21        | 457         |                              |
| 22        | 461         |                              |
| 23        | 466         |                              |
| 24        | 471         |                              |
| 25        | 476         | <i>Early Advanced</i>        |
| 26        | 481         |                              |
| 27        | 486         |                              |
| 28        | 492         |                              |
| 29        | 499         |                              |
| 30        | 507         |                              |
| 31        | 516         |                              |
| 32        | 526         |                              |
| 33        | 538         | <i>Advanced</i>              |
| 34        | 557         |                              |
| 35        | 630         |                              |

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June 23, 2003

ATTACHMENT J5

**INITIAL CELDT SCORING TABLE, 2003-2004**

**Grade 2, Skill Area Raw Score Conversion, Writing**

| Raw Score | Scale Score | Skill Area Proficiency Level |
|-----------|-------------|------------------------------|
| 0         | 280         | <i>Beginning</i>             |
| 1         | 280         |                              |
| 2         | 280         |                              |
| 3         | 280         |                              |
| 4         | 280         |                              |
| 5         | 280         |                              |
| 6         | 324         |                              |
| 7         | 365         |                              |
| 8         | 383         |                              |
| 9         | 396         |                              |
| 10        | 407         | <i>Early Intermediate</i>    |
| 11        | 417         |                              |
| 12        | 426         |                              |
| 13        | 434         |                              |
| 14        | 441         |                              |
| 15        | 448         |                              |
| 16        | 455         |                              |
| 17        | 461         |                              |
| 18        | 467         | <i>Intermediate</i>          |
| 19        | 472         |                              |
| 20        | 478         |                              |
| 21        | 483         |                              |
| 22        | 489         |                              |
| 23        | 495         |                              |
| 24        | 501         |                              |
| 25        | 507         | <i>Early Advanced</i>        |
| 26        | 514         |                              |
| 27        | 521         |                              |
| 28        | 529         |                              |
| 29        | 538         |                              |
| 30        | 548         |                              |
| 31        | 558         | <i>Advanced</i>              |
| 32        | 570         |                              |
| 33        | 584         |                              |
| 34        | 603         |                              |
| 35        | 640         |                              |

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Planning, Assessment and Research

ATTACHMENT J6

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June 23, 2003

**INITIAL CELDT SCORING TABLE, 2003-2004**

**Grades 3-5, Skill Area Raw Score Conversion, Listening & Speaking**

| Raw Score | Scale Score | Skill Area Proficiency Level |
|-----------|-------------|------------------------------|
| 0         | 220         | <i>Beginning</i>             |
| 1         | 220         |                              |
| 2         | 220         |                              |
| 3         | 220         |                              |
| 4         | 220         |                              |
| 5         | 220         |                              |
| 6         | 220         |                              |
| 7         | 277         |                              |
| 8         | 310         |                              |
| 9         | 332         |                              |
| 10        | 348         |                              |
| 11        | 361         |                              |
| 12        | 371         |                              |
| 13        | 380         |                              |
| 14        | 388         | <i>Early Intermediate</i>    |
| 15        | 395         |                              |
| 16        | 401         |                              |
| 17        | 407         |                              |
| 18        | 412         |                              |
| 19        | 418         |                              |
| 20        | 422         |                              |
| 21        | 427         |                              |
| 22        | 432         |                              |
| 23        | 437         |                              |
| 24        | 441         | <i>Intermediate</i>          |
| 25        | 446         |                              |
| 26        | 451         |                              |
| 27        | 455         |                              |
| 28        | 460         |                              |
| 29        | 465         |                              |
| 30        | 470         |                              |
| 31        | 476         |                              |
| 32        | 481         |                              |
| 33        | 487         | <i>Early Advanced</i>        |
| 34        | 494         |                              |
| 35        | 501         |                              |
| 36        | 509         |                              |
| 37        | 518         |                              |
| 38        | 528         | <i>Advanced</i>              |
| 39        | 540         |                              |
| 40        | 556         |                              |
| 41        | 578         |                              |
| 42        | 616         |                              |
| 43        | 710         |                              |

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Planning, Assessment and Research

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June 23, 2003

ATTACHMENT J7

**INITIAL CELDT SCORING TABLE, 2003-2004**

**Grades 3-5, Skill Area Raw Score Conversion, Reading**

| Raw Score | Scale Score | Skill Area Proficiency Level |
|-----------|-------------|------------------------------|
| 0         | 340         |                              |
| 1         | 340         |                              |
| 2         | 340         |                              |
| 3         | 340         |                              |
| 4         | 340         |                              |
| 5         | 340         |                              |
| 6         | 340         |                              |
| 7         | 340         |                              |
| 8         | 378         | <i>Beginning</i>             |
| 9         | 397         |                              |
| 10        | 410         |                              |
| 11        | 420         |                              |
| 12        | 429         |                              |
| 13        | 436         |                              |
| 14        | 443         |                              |
| 15        | 449         |                              |
| 16        | 454         |                              |
| 17        | 459         |                              |
| 18        | 464         |                              |
| 19        | 469         |                              |
| 20        | 474         |                              |
| 21        | 478         |                              |
| 22        | 483         | <i>Early Intermediate</i>    |
| 23        | 487         |                              |
| 24        | 492         |                              |
| 25        | 497         |                              |
| 26        | 502         |                              |
| 27        | 508         |                              |
| 28        | 514         | <i>Intermediate</i>          |
| 29        | 521         |                              |
| 30        | 529         |                              |
| 31        | 539         | <i>Early Advanced</i>        |
| 32        | 552         |                              |
| 33        | 569         |                              |
| 34        | 600         | <i>Advanced</i>              |
| 35        | 640         |                              |

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Planning, Assessment and Research

ATTACHMENT J8

REFERENCE GUIDE NO. BT-33  
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**INITIAL CELDT SCORING TABLE, 2003-2004**

**Grades 3-5, Skill Area Raw Score Conversion, Writing**

| Raw Score | Scale Score | Skill Area Proficiency Level |
|-----------|-------------|------------------------------|
| 0         | 280         | <i>Beginning</i>             |
| 1         | 280         |                              |
| 2         | 280         |                              |
| 3         | 280         |                              |
| 4         | 280         |                              |
| 5         | 280         |                              |
| 6         | 306         |                              |
| 7         | 337         |                              |
| 8         | 357         |                              |
| 9         | 373         |                              |
| 10        | 387         | <i>Early Intermediate</i>    |
| 11        | 399         |                              |
| 12        | 410         |                              |
| 13        | 419         |                              |
| 14        | 428         |                              |
| 15        | 436         |                              |
| 16        | 443         |                              |
| 17        | 449         |                              |
| 18        | 455         |                              |
| 19        | 461         |                              |
| 20        | 467         | <i>Intermediate</i>          |
| 21        | 473         |                              |
| 22        | 480         |                              |
| 23        | 486         |                              |
| 24        | 493         |                              |
| 25        | 500         |                              |
| 26        | 508         |                              |
| 27        | 517         |                              |
| 28        | 526         |                              |
| 29        | 536         | <i>Early Advanced</i>        |
| 30        | 547         |                              |
| 31        | 559         |                              |
| 32        | 572         |                              |
| 33        | 589         | <i>Advanced</i>              |
| 34        | 615         |                              |
| 35        | 690         |                              |

LOS ANGELES UNIFIED SCHOOL DISTRICT  
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ATTACHMENT J9

**INITIAL CELDT SCORING TABLE, 2003-2004**

**Grades 6-8, Skill Area Raw Score Conversion, Listening & Speaking**

| Raw Score | Scale Score | Skill Area Proficiency Level |
|-----------|-------------|------------------------------|
| 0         | 220         | <i>Beginning</i>             |
| 1         | 220         |                              |
| 2         | 220         |                              |
| 3         | 220         |                              |
| 4         | 220         |                              |
| 5         | 220         |                              |
| 6         | 260         |                              |
| 7         | 304         |                              |
| 8         | 328         |                              |
| 9         | 344         |                              |
| 10        | 357         | <i>Early Intermediate</i>    |
| 11        | 368         |                              |
| 12        | 378         |                              |
| 13        | 386         |                              |
| 14        | 394         |                              |
| 15        | 400         |                              |
| 16        | 407         |                              |
| 17        | 412         |                              |
| 18        | 418         |                              |
| 19        | 423         |                              |
| 20        | 428         | <i>Intermediate</i>          |
| 21        | 432         |                              |
| 22        | 437         |                              |
| 23        | 441         |                              |
| 24        | 446         |                              |
| 25        | 450         |                              |
| 26        | 454         |                              |
| 27        | 458         |                              |
| 28        | 463         |                              |
| 29        | 467         |                              |
| 30        | 472         | <i>Early Advanced</i>        |
| 31        | 477         |                              |
| 32        | 482         |                              |
| 33        | 488         |                              |
| 34        | 494         |                              |
| 35        | 500         |                              |
| 36        | 508         |                              |
| 37        | 516         |                              |
| 38        | 526         |                              |
| 39        | 538         | <i>Advanced</i>              |
| 40        | 553         |                              |
| 41        | 574         |                              |
| 42        | 608         |                              |
| 43        | 710         |                              |

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Planning, Assessment and Research

ATTACHMENT J10

REFERENCE GUIDE NO. BT-33  
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**INITIAL CELDT SCORING TABLE, 2003-2004**

**Grades 6-8, Skill Area Raw Score Conversion, Reading**

| Raw Score | Scale Score | Skill Area Proficiency Level |
|-----------|-------------|------------------------------|
| 0         | 340         | <i>Beginning</i>             |
| 1         | 340         |                              |
| 2         | 340         |                              |
| 3         | 340         |                              |
| 4         | 340         |                              |
| 5         | 340         |                              |
| 6         | 340         |                              |
| 7         | 340         |                              |
| 8         | 397         | <i>Early Intermediate</i>    |
| 9         | 429         |                              |
| 10        | 445         |                              |
| 11        | 456         |                              |
| 12        | 465         |                              |
| 13        | 472         |                              |
| 14        | 479         |                              |
| 15        | 486         |                              |
| 16        | 493         | <i>Intermediate</i>          |
| 17        | 499         |                              |
| 18        | 505         |                              |
| 19        | 510         |                              |
| 20        | 515         |                              |
| 21        | 520         |                              |
| 22        | 524         |                              |
| 23        | 529         |                              |
| 24        | 533         | <i>Early Advanced</i>        |
| 25        | 538         |                              |
| 26        | 543         |                              |
| 27        | 549         |                              |
| 28        | 555         |                              |
| 29        | 562         |                              |
| 30        | 570         | <i>Advanced</i>              |
| 31        | 579         |                              |
| 32        | 591         |                              |
| 33        | 607         |                              |
| 34        | 635         |                              |
| 35        | 650         |                              |

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Planning, Assessment and Research

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ATTACHMENT J11

**INITIAL CELDT SCORING TABLE, 2003-2004**

**Grades 6-8, Skill Area Raw Score Conversion, Writing**

| Raw Score | Scale Score | Skill Area Proficiency Level |
|-----------|-------------|------------------------------|
| 0         | 280         | <i>Beginning</i>             |
| 1         | 280         |                              |
| 2         | 280         |                              |
| 3         | 280         |                              |
| 4         | 280         |                              |
| 5         | 280         |                              |
| 6         | 341         |                              |
| 7         | 367         | <i>Early Intermediate</i>    |
| 8         | 384         |                              |
| 9         | 396         |                              |
| 10        | 407         |                              |
| 11        | 416         |                              |
| 12        | 425         |                              |
| 13        | 433         |                              |
| 14        | 440         | <i>Intermediate</i>          |
| 15        | 447         |                              |
| 16        | 453         |                              |
| 17        | 459         |                              |
| 18        | 464         |                              |
| 19        | 470         |                              |
| 20        | 475         |                              |
| 21        | 480         | <i>Early Advanced</i>        |
| 22        | 485         |                              |
| 23        | 490         |                              |
| 24        | 496         |                              |
| 25        | 502         |                              |
| 26        | 510         |                              |
| 27        | 518         |                              |
| 28        | 527         | <i>Advanced</i>              |
| 29        | 538         |                              |
| 30        | 551         |                              |
| 31        | 565         |                              |
| 32        | 581         |                              |
| 33        | 600         |                              |
| 34        | 628         |                              |
| 35        | 700         |                              |

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Planning, Assessment and Research

ATTACHMENT J12

REFERENCE GUIDE NO. BT-33  
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**INITIAL CELDT SCORING TABLE, 2003-2004**

**Grades 9-12, Skill Area Raw Score Conversion, Listening & Speaking**

| Raw Score | Scale Score | Skill Area Proficiency Level |
|-----------|-------------|------------------------------|
| 0         | 220         | <i>Beginning</i>             |
| 1         | 220         |                              |
| 2         | 220         |                              |
| 3         | 220         |                              |
| 4         | 220         |                              |
| 5         | 220         |                              |
| 6         | 287         |                              |
| 7         | 340         |                              |
| 8         | 366         |                              |
| 9         | 383         |                              |
| 10        | 396         | <i>Early Intermediate</i>    |
| 11        | 406         |                              |
| 12        | 415         |                              |
| 13        | 422         |                              |
| 14        | 428         |                              |
| 15        | 433         |                              |
| 16        | 438         |                              |
| 17        | 443         |                              |
| 18        | 447         |                              |
| 19        | 451         |                              |
| 20        | 455         | <i>Intermediate</i>          |
| 21        | 458         |                              |
| 22        | 462         |                              |
| 23        | 465         |                              |
| 24        | 469         |                              |
| 25        | 472         |                              |
| 26        | 475         |                              |
| 27        | 479         |                              |
| 28        | 482         |                              |
| 29        | 486         | <i>Early Advanced</i>        |
| 30        | 489         |                              |
| 31        | 493         |                              |
| 32        | 497         |                              |
| 33        | 501         |                              |
| 34        | 506         |                              |
| 35        | 510         |                              |
| 36        | 515         |                              |
| 37        | 521         |                              |
| 38        | 527         | <i>Advanced</i>              |
| 39        | 535         |                              |
| 40        | 544         |                              |
| 41        | 557         |                              |
| 42        | 578         |                              |
| 43        | 710         |                              |

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ATTACHMENT J13

**INITIAL CELDT SCORING TABLE, 2003-2004**

**Grades 9-12, Skill Area Raw Score Conversion, Reading**

| Raw Score | Scale Score | Skill Area Proficiency Level |
|-----------|-------------|------------------------------|
| 0         | 340         | <i>Beginning</i>             |
| 1         | 340         |                              |
| 2         | 340         |                              |
| 3         | 340         |                              |
| 4         | 340         |                              |
| 5         | 340         |                              |
| 6         | 340         |                              |
| 7         | 340         |                              |
| 8         | 378         | <i>Early Intermediate</i>    |
| 9         | 420         |                              |
| 10        | 441         |                              |
| 11        | 455         |                              |
| 12        | 465         |                              |
| 13        | 474         |                              |
| 14        | 482         |                              |
| 15        | 488         |                              |
| 16        | 495         | <i>Intermediate</i>          |
| 17        | 500         |                              |
| 18        | 506         |                              |
| 19        | 511         |                              |
| 20        | 516         |                              |
| 21        | 521         |                              |
| 22        | 526         |                              |
| 23        | 530         | <i>Early Advanced</i>        |
| 24        | 535         |                              |
| 25        | 540         |                              |
| 26        | 544         |                              |
| 27        | 549         |                              |
| 28        | 555         |                              |
| 29        | 561         |                              |
| 30        | 568         | <i>Advanced</i>              |
| 31        | 576         |                              |
| 32        | 587         |                              |
| 33        | 602         |                              |
| 34        | 628         |                              |
| 35        | 650         |                              |

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Planning, Assessment and Research

ATTACHMENT J14

REFERENCE GUIDE NO. BT-33  
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**INITIAL CELDT SCORING TABLE, 2003-2004**

**Grades 9-12, Skill Area Raw Score Conversion, Writing**

| Raw Score | Scale Score | Skill Area Proficiency Level |
|-----------|-------------|------------------------------|
| 0         | 280         | <i>Beginning</i>             |
| 1         | 280         |                              |
| 2         | 280         |                              |
| 3         | 280         |                              |
| 4         | 280         |                              |
| 5         | 280         |                              |
| 6         | 348         |                              |
| 7         | 374         |                              |
| 8         | 390         |                              |
| 9         | 402         |                              |
| 10        | 412         | <i>Early Intermediate</i>    |
| 11        | 421         |                              |
| 12        | 429         |                              |
| 13        | 436         |                              |
| 14        | 443         |                              |
| 15        | 450         |                              |
| 16        | 456         | <i>Intermediate</i>          |
| 17        | 462         |                              |
| 18        | 468         |                              |
| 19        | 473         |                              |
| 20        | 479         |                              |
| 21        | 484         | <i>Early Advanced</i>        |
| 22        | 490         |                              |
| 23        | 495         |                              |
| 24        | 501         |                              |
| 25        | 507         | <i>Advanced</i>              |
| 26        | 513         |                              |
| 27        | 520         |                              |
| 28        | 528         |                              |
| 29        | 537         | <i>Advanced</i>              |
| 30        | 549         |                              |
| 31        | 563         |                              |
| 32        | 581         | <i>Advanced</i>              |
| 33        | 604         |                              |
| 34        | 639         |                              |
| 35        | 700         |                              |

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Planning, Assessment and Research

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ATTACHMENT K

**REQUEST FOR ADDITIONAL INITIAL CELDT MATERIALS, 2003-2004**

SCHOOL: \_\_\_\_\_ PHONE NO. (\_\_\_\_) \_\_\_\_\_ EXT. \_\_\_\_\_

CELDT COORDINATOR: \_\_\_\_\_ DATE: \_\_\_\_\_

PRINCIPAL'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

REASON FOR REQUEST (Check one): ☐ Increase in enrollment ☐ Incorrect quantity

Please indicate below the number of additional materials required:

| GRADE                                               | K-1 | 2 | 3-5 | 6-8 | 9-12 |
|-----------------------------------------------------|-----|---|-----|-----|------|
| <b>TEST BOOK</b><br>Circle One:<br>Version C1 or C2 |     |   |     |     |      |
| <b>EXAMINER'S MANUAL</b>                            |     |   |     |     |      |
| <b>SCANNABLE<br/>ANSWER BOOK</b>                    |     |   |     |     |      |
| <b>SCORING GUIDE</b>                                |     |   |     |     |      |

| Materials                      | Quantity Needed                                  |
|--------------------------------|--------------------------------------------------|
| Group Information Sheets (GIS) | Indicate grade lever(s):      Indicate quantity: |
| School/Group List (SGL)        |                                                  |
| Test Booklet Envelopes         |                                                  |
| Test Training Video            |                                                  |

FAX order to **(213) 241-8461**, or mail to Student Testing Unit. 23rd Floor, Beaudry Building

DATE FILLED: \_\_\_\_\_ FILLED BY: \_\_\_\_\_ DELIVERY DAY: \_\_\_\_\_ PICK UP: \_\_\_\_\_

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Planning, Assessment and Research

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ATTACHMENT L

**TESTING CENTER LOCATIONS**

Listed below are the Testing Center locations assigned to each district for delivery of survey and testing materials.

| <b>DISTRICTS/SPECIAL<br/>EDUCATION SCHOOLS</b>                                         | <b>LOCATION</b>                                                                                                                                                                                                                                                                                                 | <b>TELEPHONE NUMBER/<br/>FAX NUMBER</b>      |
|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| <b>I, J</b><br>Pacific<br>Banneker                                                     | <b>AVALON GARDENS TESTING CENTER</b><br><b>13940 South San Pedro Street</b><br><b>Los Angeles, CA 90061</b><br>Intersection Rosecrans and Main; east on<br>Rosecrans ¼ mile to San Pedro St., left 1/10<br>mile.                                                                                                | PHONE: (310) 366-7358<br>FAX: (310) 366-6978 |
| <b>B</b><br>Carlson<br>Lowman<br>Montague                                              | <b>BEACHY TESTING CENTER</b><br><b>9757 Beachy Avenue</b><br><b>Pacoima, CA 91331</b><br>Intersection Woodman and Terra Bella St; east<br>on Terra Bella ½ mile to Beachy; left two blocks.                                                                                                                     | PHONE: (818) 896-9555<br>FAX: (818) 896-9848 |
| <b>E, F, H</b><br>Blend<br>Perez<br>Widney<br>Center for Advanced<br>Transition Skills | <b>CENTRAL TESTING CENTER</b><br><b>2151 North Soto Street</b><br><b>Los Angeles, CA 90032</b><br>Intersection San Bernardino Fwy and Soto<br>Street; north on Soto Street. Enter into the<br>District F complex.                                                                                               | PHONE: (323) 224-3192<br>FAX: (323) 225-1416 |
| <b>K</b><br>Sellery<br>Willenberg                                                      | <b>SOUTH TESTING CENTER</b><br><b>232<sup>nd</sup> Place School</b><br><b>23240 Archibald Avenue</b><br><b>Carson, CA 90745</b><br>Intersection Harbor Fwy/Sepulveda Blvd; east on<br>Sepulveda 1 block to Figueroa; left 4/10 mile to<br>234 St; right two blocks - corner of 234 <sup>th</sup> and<br>Moneta. | PHONE: (310) 834-5280<br>FAX: (310) 834-5696 |
| <b>D, G</b><br>Lanternman<br>Marlton<br>McBride<br>Salvin                              | <b>WEST TESTING CENTER</b><br><b>Walgrove Elementary School</b><br><b>1630 Walgrove Avenue, Room 21</b><br><b>Los Angeles, CA 90066</b><br>Intersection of Centinela Avenue and Venice;<br>West on Venice 1 mile to Walgrove; right 3/4<br>mile.                                                                | PHONE: (310) 390-8475<br>FAX: (310) 313-0379 |
| <b>A, C</b><br>Leichman<br>Lokrantz<br>Lull<br>Miller<br>West Valley                   | <b>VALLEY TESTING CENTER</b><br><b>6505 Zelzah Avenue</b><br><b>Bungalow AA1063</b><br><b>Reseda, CA 91335</b><br>Victory to Zelzah, north on Zelzah, 2 blocks. OR<br>Vanowen to Zelzah, south on Zelzah.                                                                                                       | PHONE: (818) 344-1267<br>FAX: (818) 708-8174 |