

Grades 9-12 California English Language Development Test Proficiency Descriptors

Overall Proficiency Levels

| Levels | Listening | Speaking | Reading | Writing |
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| <p>Advanced Students performing at this level of English language proficiency communicate effectively on a wide range of topics. They can identify and summarize concrete details and abstract concepts during unmodified instruction and can produce oral and written discourse in all content areas. Errors do not reduce communication. Further linguistic refinement is still needed to be comparable to native English-speaking peers.</p> <p>Early Advanced Students performing at this level of English language proficiency begin to use English in cognitively demanding situations and for learning in content areas. They can identify and summarize most concrete details and abstract concepts during unmodified instruction in most content areas. Oral and written production contains fully-developed paragraphs and compositions. Errors rarely complicate communication.</p> <p>Intermediate Students performing at this level of English language proficiency begin to use English to communicate and learn. They can identify and understand more concrete details and some abstract concepts during unmodified instruction. They respond to learning demands with fewer errors. Oral and written production includes sentences, paragraphs, and original statements and communication.</p> <p>Early Intermediate Students performing at this level of English language proficiency continue to develop English skills. They can identify and understand more concrete details during unmodified instruction. They may be able to respond to more varied communication and learning demands with fewer errors. Oral and written production may be limited to phrases and memorized statements and questions. Frequent errors reduce communication.</p> <p>Beginning Students performing at this level of English language proficiency demonstrate little or no English skills. They are beginning to understand a few concrete details during unmodified instruction. They may be able to respond to some communication and learning demands, with many errors. Oral and written production is limited to isolated words and memorized statements and questions. Frequent errors make communication difficult.</p> | <p>Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, without significant problems in comprehension; they understand and follow all oral directions.</p> <p>Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with minor problems in comprehension; they understand and follow most complex, multistep oral directions.</p> <p>Students who perform at this level on the CELDT typically understand a broader range of vocabulary and syntax, with occasional gaps in comprehension; they understand and follow complex, multistep oral directions.</p> <p>Students who perform at this level on the CELDT typically understand basic vocabulary and syntax, with frequent errors and limited comprehension; they understand and follow simple multistep oral directions.</p> <p>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may understand basic vocabulary, with limited comprehension, and understand and follow a few simple oral directions.</p> | <p>Students who perform at this level on the CELDT typically use extensive vocabulary and complex syntax appropriate to setting and purpose; they tell a coherent and detailed story, based on a picture sequence, using complete and complex sentences.</p> <p>Students who perform at this level on the CELDT typically use fairly extensive vocabulary and fairly complex syntax appropriate to setting and purpose, with occasional minor errors; they tell a coherent story, based on a picture sequence, that clearly expresses the major events, using complete sentences with minor errors.</p> <p>Students who perform at this level on the CELDT typically use a broader range of vocabulary and syntax appropriate to setting and purpose, with gaps in communication; they tell a coherent story, based on a picture sequence, that may not clearly express the major events, using phrases and incomplete sentences.</p> <p>Students who perform at this level on the CELDT typically use a limited range of vocabulary and syntax appropriate to setting and purpose but make frequent errors that impede communication; they tell a story, based on a picture sequence, using phrases and simple vocabulary that contain numerous errors and may not be coherent.</p> <p>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose and attempt to tell part of a story, using simple words and phrases.</p> | <p>Students who perform at this level on the CELDT typically identify and use affixes to infer meaning; infer meaning from more complex vocabulary; put in sequence stated or implied events of a story; recognize summary statements; identify cause and effect, compare and contrast; identify traits of characters; intended purpose, and other features of a variety of texts; and infer meaning by synthesizing information.</p> <p>Students who perform at this level on the CELDT typically recognize words with multiple meanings and root words; derive the meaning of words in a given context; identify details, main ideas, and setting in reading passages; use inferences to draw conclusions from text; identify the author's purpose in a given text; use details to make predictions; and distinguish fact from opinion in a reading passage.</p> <p>Students who perform at this level on the CELDT typically draw simple conclusions about a character in a narrative, identify stated and implied themes in literary passages; demonstrate knowledge of antonyms and synonyms, identify the correct meaning of a word in a given context; make logical inferences in narrative passages; infer meaning from commonly used idioms, and use an expanded vocabulary.</p> <p>Students who perform at this level on the CELDT typically identify the use of simple vocabulary within the context of a short passage, use irregular plurals and words with multiple meanings, identify the number of syllables in a word, identify the sequence of events in a passage, demonstrate simple decoding skills, and demonstrate knowledge of simple synonyms and simple antonyms.</p> <p>Students who perform at this level on the CELDT may demonstrate no receptive skills, or may recognize some sound/symbol relationships and locate information in a simple text.</p> | <p>Students who perform at this level on the CELDT typically write a sentence in response to a picture prompt (contains some syntactical complexity, such as multiple subjects/objects, infinitives or gerunds as objects, compound/complex sentence structures, prepositional phrases, or relative clauses) and write a composition that includes an introductory sentence, a well-organizing sequence of events or ideas, supporting details, and syntactical complexity.</p> <p>Students who perform at this level on the CELDT typically use expanded vocabulary with more complex sentences; distinguish among various noun endings; write a sentence with some syntactical complexity, such as multiple subjects/objects, infinitives or gerunds as objects, compound/complex sentence structures, prepositional phrases, or relative clauses; and write a composition that contains relevant details and a logical sequencing of events (may contain few errors in grammar and mechanics).</p> <p>Students who perform at this level on the CELDT typically use more complex sentence structures; use articles, possessives, prepositions; plural endings, pronouns, adjectives, auxiliary verbs, present tense verbs, and subject/verb agreement; write one complete sentence in response to a picture prompt (may contain errors in vocabulary, grammar, and/or syntax); and write on a topic by producing a simple list of events or ideas that may be disorganized or contain repetitive transitions.</p> <p>Students who perform at this level on the CELDT typically begin to recognize subject/verb agreement relating to proper tense; use appropriate verb forms when asking a question; and write at least one complete sentence in response to a prompt (may contain correct word order, but may include errors that obscure meaning).</p> <p>Students who perform at this level on the CELDT may demonstrate no productive skills, or may use correct capitalization and punctuation, begin to recognize appropriate verb forms when asking a question, and attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.</p> |

Note: For more complete skill area proficiency level descriptors, please reference the Scoring Guide for this grade.