

CELDT Overall Test Performance Descriptors Grades Two through Twelve

Advanced

Students at this level of English language performance communicate effectively with various audiences on a wide range of familiar and new topics to meet social and learning demands. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are still necessary. They are able to identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Oral and written productions reflect discourse appropriate for academic domains. Errors are infrequent and do not reduce communication.

Early Advanced

Students at this level of English language performance begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in academic domains. They are able to identify and summarize most concrete details and abstract concepts during unmodified instruction in most academic domains. Oral and written productions are characterized by more elaborate discourse and fully developed paragraphs and compositions. Errors are less frequent and rarely complicate communication.

Intermediate

Students at this level of English language performance begin to tailor the English language to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some major abstract concepts during unmodified instruction. They are able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions have usually expanded to sentences, paragraphs, and original statements and questions. Errors still complicate communication.

Early Intermediate

Students at this level of English language performance continue to develop receptive and productive English skills. They are able to identify and understand more concrete details during unmodified instruction. They may be able to respond with increasing ease to more varied communication and learning demands with a reduced number of errors. Oral and written productions are usually limited to phrases and memorized statements and questions. Frequent errors still reduce communication.

Beginning

Students at this level of English language performance may demonstrate little or no receptive or productive 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, but with many errors. Oral and written production is usually limited to disconnected words and memorized statements and questions. Frequent errors make communication difficult.

Domain Performance Level Descriptors, Grades 6–8

Performance Level	Listening	Speaking
Advanced	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.	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.
Early Advanced	Students who perform at this level on the CELDT typically understand extensive vocabulary and complex syntax, with occasional minor problems in comprehension. They understand and follow most complex, multi-step oral directions.	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.
Intermediate	Students who perform at this level on the CELDT typically understand some complex vocabulary and syntax, with occasional gaps in comprehension. They understand and follow some complex, multi-step oral directions.	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.
Early Intermediate	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 multi-step oral directions.	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.
Beginning	Students who perform at this level on the CELDT may demonstrate no receptive skills, or may understand basic vocabulary, with limited comprehension. They understand and follow a few simple oral directions.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may begin to use basic vocabulary and respond with simple words or phrases appropriate to setting and purpose. They attempt to tell part of a story, using simple words and phrases.

(continued on the next page)

Domain Performance Level Descriptors, Grades 6–8 (continued)

Performance Level	Reading	Writing
Advanced	Students who perform at this level on the CELDT typically understand complex structures, such as root words, word parts, and grammatical features; infer meaning by synthesizing information; and identify various categories of informational materials.	Students who perform at this level on the CELDT typically use difficult transitions, conjunctions, and prepositions correctly. They write a complete sentence that is appropriate to the topic in response to a picture prompt. The sentence has few or no mechanical errors. They write a composition that is well-organized and contains a clear sequence of events or ideas, precise vocabulary, and accurate transitional words. The composition may contain minimal errors.
Early Advanced	Students who perform at this level on the CELDT typically recognize character traits and features of a variety of texts; make inferences and draw conclusions from more challenging reading passages; recognize more complex synonyms and antonyms; demonstrate understanding of idiomatic expressions; and demonstrate decoding and word-attack skills, such as sound pairs and prefixes.	Students who perform at this level on the CELDT typically demonstrate familiarity with idioms and expressions; begin to use difficult transitions, conjunctions, and prepositions; and write a sentence in response to a picture prompt. The sentence may contain minor errors in grammar and mechanics. They write a composition that contains relevant details and a logical sequence of events or ideas. The sentences may contain few errors in grammar and mechanics.
Intermediate	Students who perform at this level on the CELDT typically demonstrate knowledge of simple synonyms, antonyms, and simple root words; identify the correct meaning of a word in a given context; recognize the sequence of events in a reading passage; determine the main idea of a simple text; recognize the parts of a book; begin to demonstrate decoding and word-attack skills, such as sound pairs and prefixes; and make inferences and draw conclusions from reading passages.	Students who perform at this level on the CELDT typically use verb tenses correctly; use idiomatic qualifiers; use mechanics and basic grammar correctly; and write a complete sentence appropriate to a picture prompt. The sentence may contain errors in grammar, vocabulary, and/or syntax. They write a composition about a topic, but the composition may consist of a disorganized list of events, containing some details and repetitive transitional words.
Early Intermediate	Students who perform at this level on the CELDT typically identify sound/symbol correspondences in words; begin to use words in context appropriately; answer literal comprehension questions from a simple story; and demonstrate some knowledge of common English morphemes and simple synonyms, antonyms, and root words.	Students who perform at this level on the CELDT typically use articles and pronouns correctly; use capitalization and punctuation correctly; and write at least one complete sentence in response to a prompt. The sentence may contain correct word order, but may include errors that obscure meaning.
Beginning	Students who perform at this level on the CELDT may demonstrate no receptive skills, or may recognize some sound/symbol correspondences; match commonly used nouns to pictures; and recall minimal details from a simple story.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may use correct capitalization and punctuation. They attempt to write about a topic, but the response is minimal and contains some isolated English words or phrases.