

CELDT Overall Test Performance Descriptors Kindergarten and Grade One

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 orally identify and summarize concrete details and abstract concepts during unmodified instruction in all academic domains. Written production reflects grade-appropriate discourse. 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 production is characterized by more elaborate discourse, and written production includes simple sentences often using two-syllable words. Errors are less frequent and rarely complicate communication.

Intermediate

Students at this level of English language performance begin to tailor English language skills to meet communication and learning demands with increasing accuracy. They are able to identify and understand more concrete details and some abstract concepts during unmodified instruction. They are able to respond and express themselves orally with increasing ease to more varied communication and learning demands with a reduced number of errors. Written production has usually expanded to common phrases and one-syllable words. 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 production is usually limited to phrases and memorized statements and questions. Written production is limited to letters and high-frequency, one-syllable words. 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 production is usually limited to disconnected words and memorized statements and questions. Written production is incomprehensible or limited to common letters. Frequent errors make communication difficult.

Domain Performance Level Descriptors, Grades K–1

Performance Level	Listening	Speaking
Advanced	Students who perform at this level on the CELDT typically demonstrate comprehension of most academic language with complex syntax and vocabulary. They understand and follow all simple 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 demonstrate comprehension of social language and comprehension of some academic language with complex vocabulary and syntax. They understand and follow most simple 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 demonstrate comprehension of simple vocabulary and syntax related to social language, with limited comprehension of academic language. They understand and attempt to follow simple 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 some basic social language, with limited comprehension of basic vocabulary. They understand and attempt to follow a few simple 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 have little or no receptive skills, or may demonstrate extremely limited comprehension of a few basic words. They attempt to follow simple oral directions with limited success.	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.

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Domain Performance Level Descriptors, Grades K–1 (continued)

Performance Level	Reading	Writing
Advanced	Students who perform at this level on the CELDT typically name all letters, recognize all English phonemes, and identify letter-sound correspondences. They recognize most high-frequency words, use decoding skills to achieve grade-level appropriate, independent reading, and demonstrate comprehension of most grade-level text on both familiar and unfamiliar topics.	Students who perform at this level on the CELDT typically copy words including lowercase and uppercase letters, capitalize proper nouns and the first word of a sentence, and place period and question mark appropriately at the end of simple sentences. They write two-syllable words and write a word based on a story read out loud.
Early Advanced	Students who perform at this level on the CELDT typically name all letters, recognize most English phonemes, and identify letter-sound correspondences to read one- and some two-syllable words. They recognize many high-frequency words, apply decoding skills to read most short words, and demonstrate reading comprehension of some grade-level text on familiar topics.	Students who perform at this level on the CELDT typically copy most words with lowercase and uppercase letters (letter reversals may occur), capitalize some proper nouns, and use some ending punctuation. They write high-frequency, one-syllable words and write a letter or sound based on a story read out loud.
Intermediate	Students who perform at this level on the CELDT typically name most letters, recognize some English phonemes, and identify letter-sound correspondence for initial and some final consonants. They recognize some high-frequency words, apply basic knowledge of English morphemes, phonics, and syntax to decode one-syllable words, and demonstrate reading comprehension limited to short words.	Students who perform at this level on the CELDT typically copy most letters of the alphabet and some words legibly. They write some one-syllable words correctly or use phonetic spelling.
Early Intermediate	Students who perform at this level on the CELDT typically name some letters, recognize a few English phonemes, and identify letter-sound correspondence for some initial consonants. They recognize a few simple, high-frequency words, and apply basic knowledge of English morphemes, phonics, and syntax to accomplish decoding tasks such as identifying initial sounds.	Students who perform at this level on the CELDT typically copy some letters of the alphabet legibly and write the first or last letter when attempting to write a word.
Beginning	Students who perform at this level on the CELDT have little or no receptive skills, or may recognize basic concepts of print (e.g., following words left to right, top to bottom; title). They name a few uppercase and lowercase letters, recognize English phonemes that correspond to phonemes in primary language, and rely on graphic support to read high-frequency words.	Students who perform at this level on the CELDT may demonstrate no productive skills, or may scribble when attempting to copy letters of the alphabet and write incomprehensible symbols when producing written language.