

COLORADO

English Language Acquisition

INTERPRETATION GUIDE

2010





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Dwight D. Jones
Commissioner of Education

Robert K. Hammond
Deputy Commissioner

MEMORANDUM

To: District Assessment Coordinators and ELA Directors/Coordinators
From: Jim McIntosh, Director of Student Assessment, Office of Standards and Assessments
Dr. Barbara Medina, Assistant Commissioner of Transformation and Innovation
Date: April 2010
RE: Increased access to the CELApro Interpretation Guide

We are pleased to announce that the CELApro Interpretation Guide is now readily available to all Colorado educators on the Colorado Department of Education (CDE) web site at http://www.cde.state.co.us/cdeassess/index_cela.html. The Interpretation Guide provides the following information:

- General overview of the CELApro technical qualities
- Assessment content descriptions
- CELApro score ranges, cut scores, and level descriptors per domain and grade

The Guide can now be downloaded and printed for educational purposes. There is no limit on the number of copies made per district.

Please note that through the cut score review process in 2009, Colorado educators and the Colorado Department of Education determined that an overall score of “Level 5 Advanced” is required to be CELA FEP (Fully English Proficient). However, districts must consider a body of evidence, including a student’s performance on the CELApro assessment, for re-designation of English learners.

For further guidance refer to http://www.cde.state.co.us/cde_english/download/Resources-Links/Guidebook%2009-10_Final.pdf for the CDE *Guidebook on Designing, Delivering, and Evaluating Services for English Learners (ELs)*. In addition, districts may request technical assistance from the CDE Office of Language, Culture, and Equity at http://www.cde.state.co.us/cde_english/elau_pubsresources.htm.

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Introduction

This interpretation guide provides information about the CELApro administered in 2010. CELApro is the language proficiency assessment used as one data point in the body of evidence for classifying and monitoring the progress of English Learners (ELs) in the acquisition of English. This assessment measures social and academic language use in four major skill areas—Listening, Speaking, Reading, and Writing—along a continuum of five language development levels: Beginning, Early Intermediate, Intermediate, Proficient, and Advanced. The assessment takes into account the students' maturation and cognitive skills by providing age-appropriate tests covering the following grade spans: K, 1, 2, 3–5, 6–8, and 9–12.

The CELApro Interpretation Guide is designed to

- Outline the features of the CELApro
- Provide CELApro English language development level descriptors
- Explain the use and interpretation of student reports

The CELApro labels of “Beginning, Early Intermediate, Intermediate, Proficient, and Advanced” used for the five language development levels may or may not be congruent with other national nomenclature. The field employs various terms along the continuum of language development. The labels are used as descriptors for the CELApro assessment. The test label is not the determiner of a student's English language proficiency, nor should the test be used as the sole source for the designation of Not English Proficient (NEP), Limited English Proficient (LEP), or Fully English Proficient (FEP). A body of evidence must be used to determine a student's English language proficiency. Refer to the EL Guidebook on Colorado Department of Education's web site for guidance on using a body of evidence. However, please note, Colorado English Learners must obtain a CELApro Overall Score of 5 to achieve Annual Measurable Achievement Objectives (AMAO) Objective 2—Attaining English Proficiency.

Features of the CELApro

Common Scale and Language Development Levels

The CELApro provides a means for tracking the progress of English Learners by representing the scores on a common scale, which allows for the comparison of scores from one grade span to another (e.g., from the Grades 6–8 test to the Grades 9–12 test).

The scale score is represented by a three-digit number, ranging from the lowest score possible to the highest score possible for each skill area as well as for the total test. Along each score continuum, score ranges are specified for five levels: Beginning, Early Intermediate, Intermediate, Proficient, and Advanced. However, it should be noted that the lowest and highest scores possible and the score ranges vary for each of the skill areas. In addition to individual scores for the four major skill areas, the CELApro provides a combined Listening and Speaking score and a Comprehension score derived from the Listening and Reading score.

Testing Time

The CELApro is flexible in that different sections can be administered at different times. Table 1 gives the estimated test administration time for each skill area.

TABLE 1: Testing Times

SKILL AREA	NO. OF ITEMS	SCORE POINTS	ITEM TYPE	ADMINISTRATION MODE	ESTIMATED ADMINISTRATION TIME
Speaking	20	41	DCR/CR	Individual	10 minutes
Listening	20	20	MC	Group	20 minutes
Reading	31 35	31 (Grade K) 35 (Grades 1–12)	MC	Group	35 minutes (Grade K) 45 minutes (Grades 1–12)
Writing	25	35 (Grades K and 1) 36 (Grades 2–12)	MC/CR	Group	35 minutes (Grades K and 1) 45 minutes (Grades 2–12)

DCR *Dichotomous Constructed-Response Items*
 CR *Constructed-Response Items*
 MC *Multiple-Choice Items*

Testing Format

The test consists of a combination of three different item formats:

- 1) Constructed-Response items are used in Speaking and Writing.
Student responses are rated according to easy-to-use rubrics.
- 2) Multiple-Choice items are used in Listening, Reading, and Writing.
Students choose from among three or four responses.
- 3) Dichotomous Constructed-Response items are used in Speaking.
Student responses are rated as Correct, Incorrect, or No Response.

Test Content and Scope

The CELApro has been structured to comprehensively assess the four language skills of Listening, Speaking, Reading, and Writing. Comprehension is assessed using selected Listening and Reading items. A combination of Dichotomous Constructed-Response (Correct or Incorrect), Constructed-Response, and Multiple-Choice items are used to provide diverse opportunities for students to demonstrate proficiency and to maintain reasonable testing times. Constructed-Response items are used to assess the productive domains of Speaking and Writing, whereas the Multiple-Choice items are used to assess the receptive domains of Listening and Reading. Multiple-Choice items are also used in the Writing Use Conventions subtest.

TABLE 2: The CELApro Content and Scope

Domain	Subskill	Grades					Administration Mode
		K & 1	2 & 3	4 & 5	6–8	9–12	
Speaking	Provide information			•	•	•	Individually administered for Grades K–12
	Express opinions and preferences	•	•				
	Make requests	•	•	•	•	•	
	Ask questions, request clarification, and negotiate for understanding	•	•				
	Identify an object and describe its purpose or use, using words or phrases	•	•	•	•	•	
	Identify an academic or social situation and describe it, using sentences	•	•	•	•	•	
	Describe processes	•	•	•	•	•	
	Describe people, locations, and scenery to give directions			•	•	•	
	Explain processes	•	•	•	•		
	Compare and explain preferences			•	•	•	
	Interpret, narrate, and paraphrase events, using visual information	•	•	•	•	•	
Listening	Follow common, explicit oral directions to participate in diverse academic or social tasks	•	•	•	•	•	Individually administered for Grade K; Group administered for Grades 1–12
	Respond to idiomatic expressions to participate in diverse academic or social tasks, including phrasal verbs with idiomatic meaning			•	•	•	
	Identify main ideas	•	•	•	•	•	
	Identify supporting details	•	•	•	•	•	
	Make predictions based on known information					•	
	Make inferences based on known information	•	•	•	•	•	
Reading	Identify rhyming words	•	•	•	•	•	Individually administered for Grade K; Group administered for Grades 1–12
	Apply letter-sound relationships to read English words	•					
	Apply letter-sound relationships to read English phonemes	•	•	•	•	•	
	Apply knowledge of morphemes and syntax to word meaning		•	•	•	•	
	Classify words	•					
	Demonstrate vocabulary	•	•	•	•	•	
	Demonstrate reading comprehension	•	•	•	•	•	
	Identify important literary features of text		•	•	•	•	
Writing	Read critically and apply learning strategies to interpretation	•	•	•	•	•	Individually administered for Grade K; Group administered for Grades 1–12
	Use singular and plural, subject/verb agreement, tense agreement	•	•	•	•	•	
	Use conjunctions, pronouns, prepositional phrases, and auxiliary verbs	•	•	•	•	•	
	Capitalize beginning of sentences and proper names	•	•	•	•	•	
	Use sentence-ending marks	•	•	•	•	•	
	Use commas in series and dates		•	•	•	•	
	Use apostrophes in contractions and possessives			•	•	•	
	Differentiate complete sentences from fragments	•	•	•	•	•	
	Use articles	•	•	•	•		
	Form statements and questions	•	•	•	•	•	
	Differentiate complete sentences from run-ons			•	•	•	
	Use adjectives and adverbs			•	•	•	
	Write simple sentences to describe	•	•	•	•	•	
	Write simple sentences to explain	•	•	•	•	•	
	Write to describe, explain, report, compare, narrate, persuade, or express		•	•	•	•	

Test Description

The content of the CELApro uses language that has been selected for its appropriateness to specific grades and is typical of language that students encounter in the classroom. The content-rich subject matter is inherently appealing to students in both social and school environments.

TABLE 3: Colorado English Language Development Standards

Standard 1	English Language Learners listen for information and understanding, using a variety of sources, for academic and social purposes.
Standard 2	English Language Learners speak to convey information and understanding, using a variety of sources, for academic and social purposes.
Standard 3	English Language Learners read for information and understanding, using a variety of sources, for academic and social purposes.
Standard 4	English Language Learners write to convey information and understanding, using a variety of sources, for academic and social purposes.

Listening Test Description

The Listening test is usually administered to a group of students by a fluent English speaker who reads from the Examiner's Guide and uses the audio CD. The Listening test takes approximately 20 minutes per group to administer and consists of three subtests: *Listen for Information*, *Listen in the Classroom*, and *Listen and Comprehend*.

All Listening items are multiple-choice in format and measure general comprehension and inferential and critical thinking skills at a discourse level that integrates academic language. Students listen to classroom English to demonstrate language proficiency levels within each grade span. Analyzing students' mistakes can indicate areas in which students need instruction.

Listen for Information

In *Listen for Information*, students hear instructions typical of those provided by a classroom teacher. Instructions vary in length from one to three sentences and are read by the Examiner. The Examiner then asks students which of three answer choices restates the instructions they heard. Instructions and answers may contain idioms and different syntactical structures.

Listen in the Classroom

Listen in the Classroom assesses comprehension of academic language. Students hear two short exchanges typical of classroom discussions. The listening passages, questions, and text answer choices are read by the Examiner. After listening, students respond to three questions about what they heard. Each question has three answer choices.

Listen and Comprehend

A longer listening passage included in *Listen and Comprehend* assesses comprehension of narratives. Questions ask about main ideas, details, inferences, and idioms. The listening passages, questions, and text answer choices are read by the Examiner. Students are asked four questions about the passage. Each question has three answer choices.

Speaking Test Description

The Speaking test is individually administered by a fluent English speaker who reads the test questions to the student and points to illustrations. All items are in constructed-response format. The Speaking test takes approximately 10 minutes per student to administer and consists of four subtests: *Speak in Words*, *Speak in Sentences*, *Make Conversation*, and *Tell a Story*.

All Speaking items are performance-based in format and measure vocabulary, social and academic language, and more sophisticated, grammatically correct verbal expressions—focusing on the production of single-word responses as well as multiple sentences on a topic.

Speak in Words

In *Speak in Words*, the Examiner points to objects depicted in cue pictures and asks questions such as “What is this?” and “What is it used for?” Students respond with single words and short phrases to identify the objects and answer questions related to those objects. Student responses are scored as Correct (C), Incorrect (I), or No Response (NR).

Speak in Sentences

In *Speak in Sentences*, students respond in complete sentences to describe activities or actions. The Examiner points to each cue picture and directs the student to respond to prompts such as “Tell me what is happening in the picture,” “Tell me exactly where the book is located,” and “Please give me clear directions on how to go from Place A to Place B.” Student responses are scored on a 0–3 rubric.

Make Conversation

Students also respond in complete sentences in *Make Conversation*. However, instead of describing pictures, students respond to prompts from the Examiner such as “Tell someone to do something,” “Ask someone for something,” “Describe how to do something,” or “Explain why we do something.” Student responses are scored on a 0–3 rubric.

Tell a Story

In *Tell a Story*, students produce multiple sentences explaining what is happening in a series of four pictures. The pictures illustrate a story with a beginning, a middle, and an end. Pointing to the series of four pictures, the Examiner begins the story by reading a story starter to contextualize the pictures without giving away vocabulary or key content. Student responses are scored on a 0–4 rubric.

Reading Test Description

The Reading test is usually administered to a group by a fluent English speaker who reads from the Examiner's Guide. The Reading test takes approximately 35–45 minutes to administer and consists of three subtests: *Analyze Words*, *Read Words*, and *Read for Understanding*.

All Reading items are multiple-choice in format. Some items evaluate phonemic awareness as the basis for recognizing words and developing vocabulary. In other items, students use grade-appropriate literary and informational texts to demonstrate sentence-level reading ability, as well as inferential skills.

Analyze Words

In *Analyze Words*, students respond to discrete items in a variety of formats that address four word-analysis tasks: identifying rhyming words, applying letter-sound relationships to read English words, applying letter-sound relationships to read English phonemes, and applying knowledge of morphemes and syntax to word meaning. Each question has three answer choices.

Read Words

For Grades K and 1, students demonstrate vocabulary by classifying words, selecting written words to match those spoken by the Examiner, and matching pictures of objects to their written descriptions. In all other grade levels, students demonstrate vocabulary by choosing synonyms or antonyms of a given word and/or choosing words that correctly complete sentences. Additionally, students in Grades 6–12 are tested on idiomatic expressions. Each question has three answer choices.

Read for Understanding

Higher-level reading skills are evaluated in *Read for Understanding*, in which students respond to passages representing various genres (e.g., fiction, nonfiction, and poetry). Questions address three tasks: demonstrating reading comprehension, identifying important literary features of text, and applying learning strategies to interpretation. Students in Kindergarten read along as the Examiner reads passages aloud and then identify one of three picture choices that corresponds with the reading passage. Students in Grades 1 and 2 read two additional passages independently. Students in Grades 3–12 read passages without assistance and select from written answer choices.

Writing Test Description

The Writing test is usually administered to a group by a fluent English speaker who reads from the Examiner's Guide. The test takes approximately 35–45 minutes to administer and consists of four subtests: *Use Conventions*, *Write About*, *Write Why*, and *Write in Detail*. Students in Grades K and 1 do not take *Write in Detail*.

The test includes both multiple-choice and constructed-response items that assess both receptive and productive domains. The first items engage students to identify appropriate grammar, mechanics, and syntax, while subsequent items prompt students to respond in the form of phrases, sentences, and paragraphs. Responses are evaluated for language usage and fluency. Constructed-response items within the Writing test are not concerned with measuring factual knowledge, but focus instead on knowledge of English grammar and the appropriate use of discourse.

Use Conventions

Discrete items in *Use Conventions* assess how students use grammar, capitalization, punctuation, and sentence structure. Each item has three answer choices.

Write About

In *Write About*, students in Grades K and 1 write one sentence, and students in Grades 2–12 write two sentences to describe a picture. Responses are scored on a 0–3 rubric.

Write Why

In *Write Why*, students make a choice between two alternatives and write to explain the choice they make. In Grades K and 1, students write one reason; in Grades 2–12, students write two reasons. Responses are scored on a 0–3 rubric.

Write in Detail

Prompts in *Write in Detail* elicit longer responses. Students in Grade 2 write to describe what is happening in a sequence of four pictures. Students in upper grades organize their ideas and write sentences in response to a written prompt. Responses are scored on a 0–4 rubric. Students in Grades K and 1 do not take *Write in Detail*.

The following score ranges and cut scores were set by experts in language acquisition, Colorado educators of English Learners, test coordinators, and policy makers.

TABLE 4: Kindergarten Score Ranges and Cut Scores

Kindergarten	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient*	5 Advanced
Speaking	300–423	424–460	461–474	475–549	550–580
Listening	300–429	430–443	444–449	450–519	520–560
Reading	240–346	347–380	381–413	414–474	475–570
Writing	200–327	328–416	417–465	466–515	516–630
Overall	260–381	382–425	426–450	451–514	515–585
Comprehension	270–388	389–412	413–431	432–497	498–570
Oral	280–426	427–452	453–462	463–534	535–620

TABLE 5: Grade 1 Score Ranges and Cut Scores

Grade 1	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient*	5 Advanced
Speaking	300–447	448–461	462–486	487–550	551–580
Listening	300–441	442–449	450–459	460–520	521–560
Reading	240–347	348–391	392–444	445–478	479–590
Writing	200–404	405–434	435–484	485–534	535–630
Overall	260–410	411–434	435–468	469–521	522–590
Comprehension	270–394	395–420	421–452	453–499	500–590
Oral	280–444	445–455	456–473	474–535	536–620

TABLE 6: Grade 2 Score Ranges and Cut Scores

Grade 2	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient*	5 Advanced
Speaking	300–447	448–472	473–492	493–556	557–580
Listening	300–447	448–461	462–479	480–535	536–560
Reading	240–391	392–447	448–483	484–546	547–590
Writing	200–435	436–474	475–504	505–543	544–640
Overall	260–430	431–464	465–490	491–545	546–592
Comprehension	270–419	420–454	455–481	482–541	542–590
Oral	280–447	448–467	468–486	487–546	547–620

*Label is used only as a descriptor on the continuum of English language development for the CELApro assessment and is **not** the determiner of a student's English language proficiency.

TABLE 7: Grade 3 Score Ranges and Cut Scores

Grade 3	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient*	5 Advanced
Speaking	310–447	448–473	474–501	502–557	558–635
Listening	310–451	452–472	473–499	500–558	559–630
Reading	300–432	433–475	476–511	512–567	568–660
Writing	270–444	445–486	487–519	520–563	564–680
Overall	297–444	445–477	478–508	509–561	562–651
Comprehension	320–442	443–474	475–505	506–563	564–660
Oral	290–449	450–473	474–500	501–558	559–680

TABLE 8: Grade 4 Score Ranges and Cut Scores

Grade 4	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient*	5 Advanced
Speaking	310–447	448–474	475–509	510–558	559–635
Listening	310–454	455–482	483–519	520–580	581–630
Reading	300–472	473–503	504–538	539–587	588–660
Writing	270–453	454–497	498–534	535–583	584–680
Overall	297–457	458–489	490–525	526–577	578–651
Comprehension	320–463	464–493	494–529	530–584	585–660
Oral	290–451	452–478	479–514	515–569	570–680

TABLE 9: Grade 5 Score Ranges and Cut Scores

Grade 5	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient*	5 Advanced
Speaking	310–447	448–475	476–509	510–558	559–635
Listening	310–456	457–485	486–526	527–594	595–630
Reading	300–481	482–512	513–545	546–594	595–660
Writing	270–452	453–497	498–546	547–586	587–680
Overall	297–459	460–492	493–532	533–583	584–651
Comprehension	320–469	470–499	500–536	537–594	595–660
Oral	290–452	453–480	481–518	519–576	577–680

*Label is used only as a descriptor on the continuum of English language development for the CELApro assessment and is **not** the determiner of a student's English language proficiency.

TABLE 10: Grade 6 Score Ranges and Cut Scores

Grade 6	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient*	5 Advanced
Speaking	325–447	448–475	476–509	510–559	560–645
Listening	360–458	459–488	489–534	535–607	608–640
Reading	380–490	491–520	521–553	554–600	601–690
Writing	300–452	453–497	498–557	558–588	589–690
Overall	341–462	463–495	496–538	539–589	590–666
Comprehension	360–474	475–504	505–544	545–604	605–680
Oral	310–453	454–482	483–522	523–583	584–700

TABLE 11: Grade 7 Score Ranges and Cut Scores

Grade 7	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient*	5 Advanced
Speaking	325–447	448–476	477–509	510–559	560–645
Listening	360–460	461–491	492–541	542–621	622–640
Reading	380–499	500–529	530–560	561–607	608–690
Writing	300–451	452–497	498–569	570–591	592–690
Overall	341–464	465–498	499–545	546–595	596–666
Comprehension	360–480	481–510	511–551	552–614	615–680
Oral	310–454	455–484	485–525	526–590	591–700

TABLE 12: Grade 8 Score Ranges and Cut Scores

Grade 8	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient*	5 Advanced
Speaking	325–448	449–477	478–509	510–559	560–645
Listening	360–465	466–497	498–543	544–623	624–640
Reading	380–510	511–536	537–567	568–614	615–690
Writing	300–450	451–498	499–571	572–592	593–690
Overall	341–468	469–502	503–548	549–597	598–666
Comprehension	360–488	489–517	518–555	556–619	620–680
Oral	310–457	458–487	488–526	527–591	592–700

*Label is used only as a descriptor on the continuum of English language development for the CELApro assessment and is **not** the determiner of a student's English language proficiency.

TABLE 13: Grade 9 Score Ranges and Cut Scores

Grade 9	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient*	5 Advanced
Speaking	330–449	450–477	478–509	510–559	560–650
Listening	370–471	472–503	504–545	546–625	626–650
Reading	390–520	521–544	545–574	575–620	621–700
Writing	310–449	450–499	500–573	574–593	594–700
Overall	350–472	473–506	507–550	551–599	600–675
Comprehension	380–496	497–524	525–560	561–623	624–700
Oral	320–460	461–490	491–527	528–592	593–710

TABLE 14: Grade 10 Score Ranges and Cut Scores

Grade 10	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient*	5 Advanced
Speaking	330–450	451–478	479–508	509–559	560–650
Listening	370–476	477–509	510–546	547–627	628–650
Reading	390–531	532–551	552–580	581–627	628–700
Writing	310–448	449–499	500–574	575–593	594–700
Overall	350–476	477–509	510–552	553–602	603–675
Comprehension	380–504	505–530	531–563	564–627	628–700
Oral	320–463	464–494	495–527	528–593	594–710

TABLE 15: Grade 11 Score Ranges and Cut Scores

Grade 11	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient*	5 Advanced
Speaking	330–451	452–478	479–508	509–559	560–650
Listening	370–481	482–515	516–548	549–629	630–650
Reading	390–541	542–558	559–587	588–633	634–700
Writing	310–447	448–500	501–576	577–594	595–700
Overall	350–480	481–513	514–555	556–604	605–675
Comprehension	380–511	512–537	538–568	569–631	632–700
Oral	320–466	467–497	498–528	529–594	595–710

*Label is used only as a descriptor on the continuum of English language development for the CELApro assessment and is **not** the determiner of a student's English language proficiency.

TABLE 16: Grade 12 Score Ranges and Cut Scores

Grade 12	1 Beginning	2 Early Intermediate	3 Intermediate	4 Proficient*	5 Advanced
Speaking	330–452	453–479	480–508	509–559	560–650
Listening	370–486	487–521	522–550	551–631	632–650
Reading	390–552	553–565	566–594	595–640	641–700
Writing	310–446	447–501	502–578	579–595	596–700
Overall	350–484	485–517	518–558	559–606	607–675
Comprehension	380–519	520–543	544–572	573–636	637–700
Oral	320–469	470–500	501–529	530–595	596–710

TABLE 17: Overall Score Ranges and Cut Scores for NEP, LEP, and FEP

	NEP		LEP		FEP
Grade	CELA 1	CELA 2	CELA 3	CELA 4	CELA 5
KG	260–381	382–425	426–450	451–514	515–585
1	260–410	411–434	435–468	469–521	522–590
2	260–430	431–464	465–490	491–545	546–592
3	297–444	445–477	478–508	509–561	562–651
4	297–457	458–489	490–525	526–577	578–651
5	297–459	460–492	493–532	533–583	584–651
6	341–462	463–495	496–538	539–589	590–666
7	341–464	465–498	499–545	546–595	596–666
8	341–468	469–502	503–548	549–597	598–666
9	350–472	473–506	507–550	551–599	600–675
10	350–476	477–509	510–552	553–602	603–675
11	350–480	481–513	514–555	556–604	605–675
12	350–484	485–517	518–558	559–606	607–675

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CELApro English Language Development Level Descriptors

The CELApro English Language Development Level Descriptors that follow are intended to provide a more specific understanding of students' abilities in English at each grade range in each of the main skill areas: Listening, Speaking, Reading, and Writing. These detailed explanations of what skills a student can be expected to demonstrate at each level are meant to give teachers a helpful profile of a student's performance on the CELApro, with an eye toward helping the student take the next steps along the language acquisition continuum. Because these descriptions correspond to cut scores for five levels, use discretion when examining students' English language abilities in relation to the CELApro cut scores.

(Please see Tables 18–23.)

TABLE 18: CELApro English Language Development Level Descriptors for Kindergarten

	CELApro English Language Development Level Descriptors for Kindergarten			
	Listening	Speaking	Reading	Writing
5 Advanced	Advanced students typically recall minor details in an oral story, recall a stated sequence of events in an oral story, determine the main idea of an oral story	Advanced students typically interact and make requests with few, if any, errors in vocabulary and grammar, describe familiar social situations with few, if any, errors, describe a process in complete sentences with only age-appropriate errors in vocabulary and grammar that do not interfere with communication, tell a simple story with native-like vocabulary and grammar appropriate to the age	Advanced students typically identify less-frequent rhyming words, use context clues to determine meanings of words	Advanced students typically describe a picture with a complete sentence containing minor errors in grammar, vocabulary, and mechanics, recognize correct verb form, tense, and subject/verb agreement, recognize regular plural nouns
4 Proficient*	Proficient students typically distinguish the location of an object in relation to another object, recall stated details in an oral story, make simple inferences	Proficient students typically interact and make requests in social and academic settings using sentences and vocabulary with minor errors that do not interfere with communication, produce accurate labels for less-common objects in social situations, describe precisely the purpose of common objects in social situations, describe a school-related process using appropriate words and complete sentences with some errors in vocabulary and grammar that do not interfere with communication, tell a simple story with mostly correct vocabulary and simple, mostly accurate grammar	Proficient students typically discriminate between initial and final sounds in words, identify frequently-used rhyming words, match words to definitions or descriptions, recall events in a story read aloud, read simple sentences independently	Proficient students typically describe a picture with a minimal simple phrase or sentence containing multiple grammatical and/or mechanical errors that do not impede understanding
3 Intermediate	Intermediate students typically distinguish between letters, words, shapes, and/or numbers, determine described locations	Intermediate students typically interact and make requests in social and academic settings using simple sentences with frequent errors that do not interfere with communication, produce accurate labels for common objects and describe common functions, describe social situations using sentences with frequent errors that do not interfere with communication	Intermediate students typically identify final sounds in words, identify words read aloud, decode basic short-vowel words, match words to pictures, recall stated details in a passage read aloud	Intermediate students typically generate a word to describe a picture
2 Early Intermediate	Early Intermediate students typically follow simple oral directions using knowledge of everyday tasks and academic vocabulary, identify basic shapes, letters, numbers, and common locations	Early Intermediate students typically use vocabulary for common objects in social and academic situations, describe situations using words and phrases, tell a story based on pictures of a familiar situation using basic vocabulary and phrases	Early Intermediate students typically identify capital and lowercase letters in isolation, identify high-frequency initial sounds in words	Early Intermediate students typically copy a word from the prompt to describe a picture
1 Beginning	Beginning students are beginning to develop receptive skills in English, may understand some high-frequency words and phrases	Beginning students are beginning to develop productive skills in English, may produce some high-frequency words and phrases	Beginning students are beginning to develop receptive skills in English, may understand some high-frequency words and phrases	Beginning students are beginning to develop productive skills in English, may produce some high-frequency words and phrases

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TABLE 19: CELApro English Language Development Level Descriptors for Grade 1

	English Language Development Level Descriptors for Grade 1			
	Listening	Speaking	Reading	Writing
5 Advanced	Advanced students typically recall minor details in an oral story, recall a stated sequence of events in an oral story, determine the main idea of an oral story	Advanced students typically interact and make requests with few, if any, errors in vocabulary and grammar, describe familiar social situations with few, if any, errors, describe a process in complete sentences with only age-appropriate errors in vocabulary and grammar that do not interfere with communication, tell a simple story with native-like vocabulary and grammar appropriate to the age	Advanced students typically use context clues to determine meanings of words, recall subtle details, determine sequence in a passage	Advanced students typically write a complete thought to describe a picture or explain a preference; communication is clear, though it may contain minor mechanical errors
4 Proficient*	Proficient students typically distinguish the location of an object in relation to another object, recall stated details in an oral story, make simple inferences	Proficient students typically interact and make requests in social and academic settings using sentences and vocabulary with minor errors that do not interfere with communication, produce accurate labels for less-common objects in social situations, describe precisely the purpose of common objects in social situations, describe a school-related process using appropriate words and complete sentences with some errors in vocabulary and grammar that do not interfere with communication, tell a simple story with mostly correct vocabulary and simple, mostly accurate grammar	Proficient students typically identify less-frequent rhyming words, read and answer questions about a passage read independently, use interpretation and inference to comprehend a passage, recall important details in a passage read aloud	Proficient students typically use correct grammar such as verb tenses and pronouns, differentiate between standard and non-standard sentence structure, differentiate between complete sentences and fragments, use writing conventions such as capitalization and end punctuation in interrogative, imperative, and declarative sentences
3 Intermediate	Intermediate students typically distinguish between letters, words, shapes, and/or numbers, determine described locations	Intermediate students typically interact and make requests in social and academic settings using simple sentences with frequent errors that do not interfere with communication, produce accurate labels for common objects and describe common functions, describe social situations using sentences with frequent errors that do not interfere with communication	Intermediate students typically discriminate between initial and final sounds in words, identify frequently-used rhyming words, match pictures to extended definitions or descriptions, recall events in a story read aloud, read simple sentences independently	Intermediate students typically use correct grammar such as infinitive verbs, subject/verb agreement, and singular nouns, describe a picture and explain a preference by writing a simple phrase or sentence that may contain some grammatical and/or mechanical errors that do not impede understanding
2 Early Intermediate	Early Intermediate students typically follow simple oral directions using knowledge of everyday tasks and academic vocabulary, identify basic shapes, letters, numbers, and common locations	Early Intermediate students typically use vocabulary for common objects in social and academic situations, describe situations using words and phrases, tell a story based on pictures of a familiar situation using basic vocabulary and phrases	Early Intermediate students typically identify capital and lowercase letters in isolation, identify high-frequency initial sounds in words, identify final sounds in words, identify words read aloud, decode basic short-vowel words, match words to pictures, match words to simple definitions or descriptions, recall stated details in a passage read aloud	Early Intermediate students typically write one or more words that attempt to describe a picture or explain a preference
1 Beginning	Beginning students are beginning to develop receptive skills in English, may understand some high-frequency words and phrases	Beginning students are beginning to develop productive skills in English, may produce some high-frequency words and phrases	Beginning students are beginning to develop receptive skills in English, may understand some high-frequency words and phrases	Beginning students are beginning to develop productive skills in English, may produce some high-frequency words and phrases

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TABLE 20: CELApro English Language Development Level Descriptors for Grades 2 and 3

	English Language Development Level Descriptors			
	Listening	Speaking	Reading	Writing
5 Advanced	Advanced students typically follow directions containing academic vocabulary	Advanced students typically interact and make requests with few, if any, errors in vocabulary and grammar, describe familiar social situations with few, if any, errors, describe a multistep process and explain reasoning in complete sentences with only age-appropriate errors in vocabulary and grammar that do not interfere with communication, tell a story with native-like vocabulary and grammar appropriate to the age	Advanced students typically identify two-syllable words and rhyming words written with digraphs, use context clues to determine meaning of common multiple-meaning words, determine sequence in a story, determine main idea in fiction and academic texts, draw conclusions and generalizations	Advanced students typically describe a picture or explain a preference with clear sentences containing only a few minor mechanical errors, recognize correct use of articles, recognize correct use of a variety of end punctuation marks and commas in dates
4 Proficient*	Proficient students typically follow multistep directions, recall subtle details in orally presented information, determine the main idea of an oral story	Proficient students typically interact and make requests in social and academic settings using sentences and vocabulary with minor errors that do not interfere with communication, produce accurate labels for less-common objects in social situations, describe precisely the purpose of common objects in social situations, describe a school-related process using appropriate words and complete sentences with some errors in vocabulary and grammar that do not interfere with communication, tell a simple story with mostly correct vocabulary and simple, mostly accurate grammar	Proficient students typically identify rhyming words containing diphthongs, identify short and long vowel sounds and less-frequent final sounds, identify high-frequency synonyms of social and academic vocabulary, use context clues to determine a word's meaning, recall implicit details, describe a character, make inferences with strong contextual support, transfer concepts learned to new situations	Proficient students typically write a story suggested by a series of pictures; the response is clear but contains errors in vocabulary, grammar, and mechanics that do not impede understanding, recognize correct grammar such as subject/verb agreement with regular and irregular verbs, pronouns, plural nouns, and articles, recognize correct writing conventions such as capitalization, end punctuation, and commas in a series, differentiate complete sentences from fragments, and use standard word order
3 Intermediate	Intermediate students typically follow two-step oral directions containing vocabulary related to home/school environment, recall concrete details in an oral story, make simple inferences	Intermediate students typically interact and make requests in social and academic settings using simple sentences with frequent errors that do not interfere with communication, produce accurate labels for common objects and describe common functions, describe social situations using sentences with frequent errors that do not interfere with communication	Intermediate students typically identify one-syllable words, match words to extended definitions, recall details in a story, describe characters in a story	Intermediate students typically describe a picture or express a preference with sentences containing grammatical and mechanical errors that do not impede understanding, recognize correct verb form, tense, and subject/verb agreement
2 Early Intermediate	Early Intermediate students typically follow one-step oral directions, identify high-frequency vocabulary related to home/school environment	Early Intermediate students typically use vocabulary for common objects in social and academic situations, describe familiar situations using words and phrases, tell a story based on pictures of a familiar situation using basic vocabulary and phrases	Early Intermediate students typically identify initial sounds in words, identify final sounds in words, match words to pictures	Early Intermediate students typically write simple sentences suggested by a series of pictures; the response contains sentence fragments, limited vocabulary, and a lack of connectors, describe a picture or express a preference with a rudimentary sentence containing multiple errors that impede understanding
1 Beginning	Beginning students typically are beginning to develop receptive skills in English, may understand some high-frequency words and phrases	Beginning students are beginning to develop productive skills in English, may produce some high-frequency words and phrases	Beginning students are beginning to develop receptive skills in English, may understand some high-frequency words and phrases	Beginning students are beginning to develop productive skills in English, may produce some high-frequency words and phrases

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TABLE 21: CELApro English Language Development Level Descriptors for Grades 4 and 5

	Listening	Speaking	Reading	Writing
5 Advanced	Advanced students typically follow directions containing phrasal verbs and more complex vocabulary and grammar, recall subtle details in a classroom discussion, a class lesson, or an oral story, determine key information to summarize a task	Advanced students typically describe situations, provide information, ask questions, explain a process, and express opinions in social and academic settings using sentences containing sophisticated vocabulary and few, if any, errors in grammar, give directions and tell locations using complex sentence structure and accurate vocabulary, tell a story with native-like vocabulary and grammar appropriate to the age	Advanced students typically use knowledge of low-frequency affixes to determine word meaning, determine low-frequency synonyms of vocabulary in context, determine the sequence in a reading passage, infer information and draw conclusions in fiction and academic texts	Advanced students typically respond to expository writing prompts clearly but with errors in vocabulary, grammar, and mechanics that do not impede understanding, describe a picture or explain a preference with clear sentences containing only a few minor mechanical errors, use a variety of end punctuation marks and commas in dates, correctly place adverbs in sentences
4 Proficient*	Proficient students typically follow multi-step directions using academic vocabulary, recall stated details in a classroom discussion and a class lesson, identify a sequence of steps, determine the main idea of a class lesson and orally presented stories	Proficient students typically describe situations, provide information, ask questions, explain a process, and express opinions in social and academic settings using sentences and vocabulary with minor errors that do not interfere with communication, produce accurate labels for less-common objects in social situations, describe precisely the purpose of common objects in social situations, tell a simple story with mostly correct vocabulary and simple, mostly accurate grammar	Proficient students typically use knowledge of lower-frequency affixes to determine word meaning, identify high-frequency synonyms in social and academic vocabulary, use context clues to determine less-common meanings of words, identify the main idea and recall details in an informational passage or story, divide words into syllables	Proficient students typically write reasons in complete sentences with grammatical and mechanical errors, recognize correct word order in simple sentences, recognize correct grammar such as subject/verb agreement with regular and irregular verbs, pronouns, plural nouns, and articles, recognize correct writing conventions such as capitalization, end punctuation, and commas in a series, differentiate complete sentences from fragments and use standard word order
3 Intermediate	Intermediate students typically follow two-step oral directions containing basic academic vocabulary, interpret specific vocabulary within a school setting	Intermediate students typically interact and make requests in social and academic settings using simple sentences with frequent errors that do not interfere with communication, produce accurate labels for common objects and describe common functions, give directions and describe locations using simple sentences, describe social situations using sentences with frequent errors that do not interfere with communication	Intermediate students typically divide words into affix and root word, use knowledge of high-frequency affixes to determine word meaning	Intermediate students typically describe a picture or express a preference with sentences containing grammatical and mechanical errors that do not impede understanding, respond to expository writing prompts with sentence fragments, limited vocabulary, and a lack of connectors, recognize correct verb form, tense, and subject/verb agreement, recognize correct coordinating conjunctions and possessive pronouns
2 Early Intermediate	Early Intermediate students typically follow one-step oral directions, identify high-frequency vocabulary related to home/school environment, recall important basic details in an oral story	Early Intermediate students typically identify and explain the use of common objects in social and academic situations using words and simple phrases, describe familiar situations using words and phrases, tell a story based on pictures of a familiar situation using basic vocabulary and phrases	Early Intermediate students typically identify common English phonemes and morphemes, read simple vocabulary, phrases, and sentences independently	Early Intermediate students typically describe a picture or express a preference with a rudimentary sentence containing multiple errors that impede understanding
1 Beginning	Beginning students are beginning to develop receptive skills in English, may understand some high-frequency words and phrases	Beginning students are beginning to develop productive skills in English, may produce some high-frequency words and phrases	Beginning students are beginning to develop receptive skills in English, may understand some high-frequency words and phrases	Beginning students are beginning to develop productive skills in English, may produce some high-frequency words and phrases

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TABLE 22: CELApro English Language Development Level Descriptors for Grades 6–8

	English Language Development Level Descriptors			
	Listening	Speaking	Reading	Writing
5 Advanced	Advanced students typically follow directions containing phrasal verbs and more complex vocabulary and grammar, recall subtle details from a classroom discussion, a class lesson, or a lengthy oral story, determine key points in order to summarize orally presented information, draw conclusions about a character in an oral story	Advanced students typically describe situations, provide information, ask questions, explain a process, and express opinions in social and academic settings using sentences containing sophisticated vocabulary and complex sentence structure with few, if any, errors in grammar, give directions and describe locations using complex sentence structure and accurate vocabulary, tell a story with native-like vocabulary and grammar appropriate to the age	Advanced students typically interpret low-frequency idioms, recall implicit details in a variety of genres, infer information and make generalizations, recall subtle details	Advanced students typically respond to expository writing prompts clearly but with errors in vocabulary, grammar, and mechanics that do not impede understanding, describe a picture or explain a preference with clear sentences containing only a few minor mechanical errors, use a variety of end punctuation marks and commas in dates, correctly use articles, correctly place adverbs in sentences, differentiate between fragments containing subordinate clauses and complete sentences
4 Proficient*	Proficient students typically determine the main idea of a classroom discussion, infer directions from statements, draw simple conclusions from an oral story	Proficient students typically describe situations, provide information, ask questions, explain a process, and express opinions in social and academic settings using sentences and vocabulary with minor errors that do not interfere with communication, produce accurate labels for less-common objects in social situations, describe precisely the purpose of common objects in social situations, tell a simple story with mostly correct vocabulary and simple, mostly accurate grammar	Proficient students typically use knowledge of lower-frequency affixes to determine word meaning, recall stated details in a variety of genres, determine main idea in fiction and academic texts; identify traits of characters in stories	Proficient students typically write incomplete sentences with grammatical and mechanical errors, recognize correct grammar such as subject/verb agreement with regular and irregular verbs, pronouns, plural nouns, and articles, recognize correct writing conventions such as capitalization, end punctuation, and commas in addresses, in a series, and in complex sentences, differentiate complete sentences from fragments and use standard word order, recognize correct use of subordinate conjunctions and prepositions
3 Intermediate	Intermediate students typically follow multi-step directions containing academic vocabulary, recall stated details in a classroom discussion or a short oral story, identify main ideas in orally presented information	Intermediate students typically interact and make requests in social and academic settings using simple sentences with frequent errors that do not interfere with communication, produce accurate labels for common objects and describe common functions, give directions and describe locations using simple sentences, describe social situations using sentences with frequent errors that do not interfere with communication, tell a simple story with frequent errors that do not interfere with communication	Intermediate students typically divide words into affix and root word, use knowledge of high-frequency affixes to determine word meaning, identify synonyms of high-frequency vocabulary, including idioms	Intermediate students typically describe a picture or express a preference with sentences containing grammatical and mechanical errors that do not impede understanding, respond to expository writing prompts with sentence fragments, limited vocabulary, and a lack of connectors, recognize correct use of apostrophes
2 Early Intermediate	Early Intermediate students typically follow one-step oral directions, identify high-frequency vocabulary related to home/school environment, recall important basic details in an oral story	Early Intermediate students typically identify and explain the use of common objects in social and academic situations using words and simple phrases, describe familiar situations and give directions using words and phrases, tell a story based on pictures of a familiar situation using basic vocabulary and phrases	Early Intermediate students typically identify common English phonemes and morphemes, read simple vocabulary, phrases, and sentences independently	Early Intermediate students typically describe a picture or express a preference with a rudimentary sentence containing multiple errors that impede understanding, respond to expository writing prompts with disconnected sentence fragments
1 Beginning	Beginning students are beginning to develop receptive skills in English, may understand some high-frequency words and phrases	Beginning students are beginning to develop productive skills in English, may produce some high-frequency words and phrases	Beginning students are beginning to develop receptive skills in English, may understand some high-frequency words and phrases	Beginning students are beginning to develop productive skills in English, may produce some high-frequency words and phrases

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TABLE 23: CELApro English Language Development Level Descriptors for Grades 9–12

	Listening	Speaking	Reading	Writing
5 Advanced	Advanced students typically follow complex instructions containing academic vocabulary and complex grammar, use context clues to interpret new vocabulary, make inferences and draw conclusions	Advanced students typically describe situations, provide information, ask questions, explain a process, and express opinions in social and academic settings using sentences containing sophisticated vocabulary and complex sentence structure with few, if any, errors in grammar, give directions and describe locations using complex sentence structure and accurate vocabulary, tell a story with native-like vocabulary and grammar appropriate to the age	Advanced students typically use knowledge of low-frequency affixes to determine word meaning, identify synonyms and antonyms of low-frequency social and academic vocabulary, interpret low-frequency idioms, infer information from challenging fiction and academic texts, interpret instructions to fill out a form	Advanced students typically describe a picture or explain a preference with clear sentences containing only a few minor mechanical errors, use a variety of end punctuation marks and commas in dates, correctly place adverbs in sentences, use tag questions, differentiate between fragments containing subordinate clauses and complete sentences
4 Proficient*	Proficient students typically follow multi-step complex instructions, recall subtle details from a classroom discussion, interpret complex academic vocabulary and concepts, interpret idiomatic expressions, determine key points in order to summarize information	Proficient students typically describe situations, provide information, ask questions, explain a process, and express opinions in social and academic settings using sentences and vocabulary with minor errors that do not interfere with communication, produce accurate labels for less-common objects in social situations, describe precisely the purpose of common objects in social situations, tell a simple story with mostly correct vocabulary and simple, mostly accurate grammar	Proficient students typically use context clues to interpret figurative expressions, determine main idea in fiction and academic texts, infer information and draw conclusions, follow instructions to perform a task	Proficient students typically respond to expository writing prompts clearly and in complete sentences but with errors in vocabulary, grammar, and mechanics that do not impede understanding, recognize correct grammar such as subject/verb agreement with regular and irregular verbs, pronouns, plural nouns, and articles, recognize correct writing conventions such as capitalization, end punctuation, apostrophes, and commas in addresses, in a series, and in complex sentences, differentiate complete sentences from fragments and recognize standard word order, recognize correct use of infinitives, aspect in verbs, models, subordinate conjunctions, and prepositions
3 Intermediate	Intermediate students typically follow multi-step directions containing academic vocabulary, recall stated details in a classroom discussion or an oral story, identify main ideas in orally presented information	Intermediate students typically describe situations and functions, provide information, ask questions, explain a process, and express opinions in social and academic settings using sentences and vocabulary with frequent errors that do not interfere with communication, give directions and describe locations using simple sentences, describe social situations using sentences with frequent errors that do not interfere with communication, tell a simple story with frequent errors that do not interfere with communication	Intermediate students typically divide words into affix and root word, use knowledge of high-frequency affixes to determine word meaning, identify synonyms of high-frequency social and academic vocabulary, recall stated details	Intermediate students typically describe a picture or express a preference with sentences containing grammatical and mechanical errors that do not impede understanding, respond to expository writing prompts with simple sentences and some sentence fragments, limited vocabulary, and a lack of connectors that interfere with communication, recognize correct use of various pronouns, recognize correct word order in simple sentences
2 Early Intermediate	Early Intermediate students typically follow two-step instructions, identify some concrete details in stories and information presented orally	Early Intermediate students typically identify and explain the use of common objects in social and academic situations using words and simple phrases, describe familiar situations and give directions using words and phrases, tell a story based on pictures of a familiar situation using basic vocabulary and phrases	Early Intermediate (no items at this level)	Early Intermediate students typically describe a picture or express a preference with a rudimentary sentence containing multiple errors that impede understanding, respond to expository writing prompts with disconnected sentence fragments
1 Beginning	Beginning students are beginning to develop receptive skills in English, may understand some high-frequency words and phrases	Beginning students are beginning to develop productive skills in English, may produce some high-frequency words and phrases	Beginning students are beginning to develop receptive skills in English, may understand some high-frequency words and phrases	Beginning students are beginning to develop productive skills in English, may produce some high-frequency words and phrases

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Student Reports

Testing large groups of students produces considerable data. Test results are most useful when they are organized in a way that allows educators to focus on the information relevant to them. Reports for the CELApro are designed to meet this need by making it easier to use test results for educational planning. Figure 1 is an example of a commonly used report.

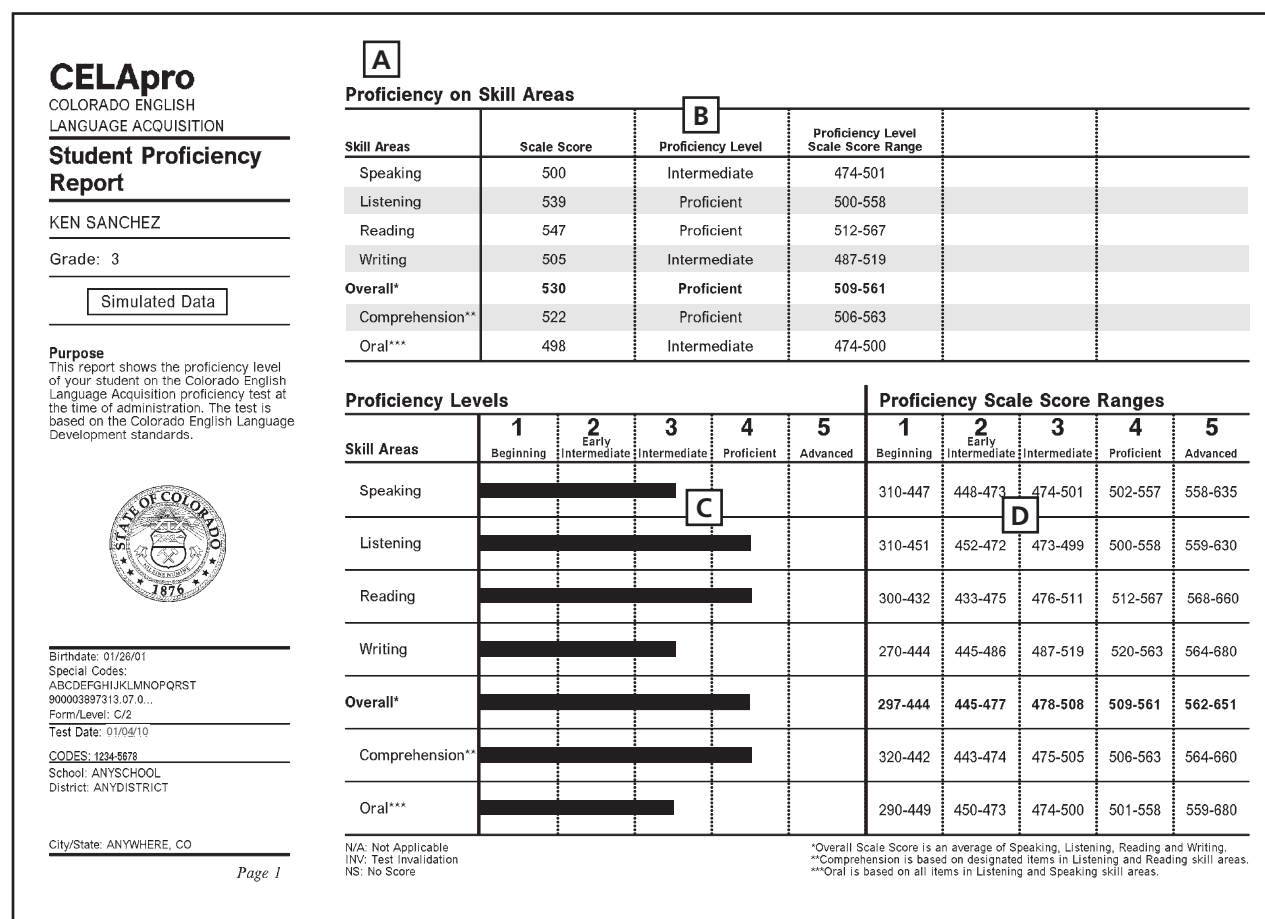


Figure 1: Student Report

The Student Report provides a student's scale score and CELApro level by skill area (Speaking, Listening, Reading, and Writing). The graph offers a quick glance at how the student's scale scores relate to the corresponding levels by skill area. Scores for Overall, Comprehension, and Oral are also provided.

- Proficiency on Skill Areas summarizes the student's scale score for each skill area.
- This column lists the student's level in each skill area.
- A graph for each content area shows the student's scale score and the associated level.
- Score ranges for each level and skill area are provided in this table.

