

Process for Identifying ELs

Step 1:

Parent enrolls child, completes Home Language Survey (HLS) and indicates a language other than English

Step 2:

Student is administered the CELDT to determine English language proficiency level within 30 days

Step 3:

If the student scores at CELDT level 1-3, administer primary language (L1) assessment may be administered to determine L1 proficiency

STUDENT'S NAME: _____ DATE OF BIRTH: ____/____/____
LOS ANGELES UNIFIED SCHOOL DISTRICT STUDENT ENROLLMENT FORM
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6. SIBLING INFORMATION

Brother(s)				Sister(s)			
Last Name	First Name	Age	Older/Younger	Last Name	First Name	Age	Older/Younger
_____	_____	_____	<input type="checkbox"/> Older <input type="checkbox"/> Younger	_____	_____	_____	<input type="checkbox"/> Older <input type="checkbox"/> Younger
_____	_____	_____	<input type="checkbox"/> Older <input type="checkbox"/> Younger	_____	_____	_____	<input type="checkbox"/> Older <input type="checkbox"/> Younger
_____	_____	_____	<input type="checkbox"/> Older <input type="checkbox"/> Younger	_____	_____	_____	<input type="checkbox"/> Older <input type="checkbox"/> Younger

7. HOME LANGUAGE SURVEY

What language did this student learn when he or she first began to talk? _____

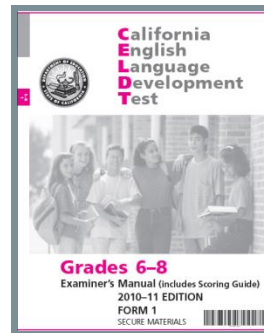
What language does this student most frequently use at home? _____

What language do you use most frequently to speak to this student? _____

Which language is most often used by the adults at home? _____

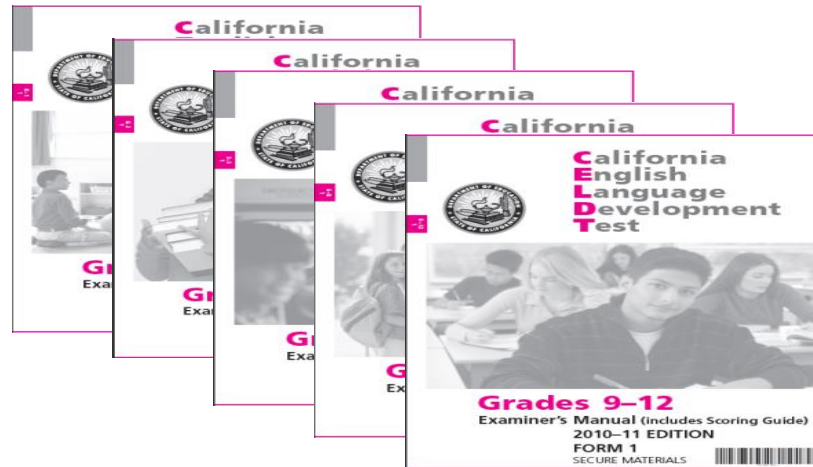
Has this student received any formal English language instruction (listening, speaking, reading, or writing)? Yes No

8. PREVIOUS SCHOOL INFORMATION



Purpose of the CELDT

1. Determine if new students are ELs or not
2. Determine the level of English language proficiency



Initial Proficiency Assessment Process

The student was unable to respond to all components of the Initial CELDT in English (L2) or received a minimal scale score in:

Listening = 220

Speaking = 200

Reading = 280

Writing = 220



COM

Test Variations

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TEST VARIATIONS

	Accommodations	Modifications	Alternate Assessment
Listening	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Speaking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

CELDT – COM Pathway

COM Level 1



COM Level 2



COM Level 3



COM Level 4



COM Level 5

CELDT Level 1



CELDT Level 2



CELDT Level 3



CELDT Level 4



CELDT Level 5



COM Activity

- Policies and Procedures for Identifying Students with Disabilities as Low-Verbal/Non-Verbal and Potential English Learners: BUL -3778.0 (Handout) 2
- Break into six groups

Jigsaw Bul- 3778.0

- In groups of six read and review the assigned section
- Highlight the important facts and information
- Chart the findings from the section
- Share out as a whole group.
- Think - Pair - Share

What is the CELDT?

California English Language Development Test (CELDT): A state-mandated English language proficiency assessment that is administered to newly enrolled students whose primary language is not English; and ELs as an annual assessment

- Overall CELDT of 1, 2, or 3 = LEP (Limited English Proficient)
- Overall CELDT of 4 or 5 (scores 3 or more in each skill area) = IFEP (Initially Fluent English Proficient)

Students **may not** be exempted from testing