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# Glossary of Terms/Acronyms

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<b>AA — Annual Assessment</b>	The California English Language Development Test (CELDT) is given once each year to English learners as an annual assessment of their progress toward English proficiency (also referred to as AA).
<b>AMAOs — Annual Measurable Achievement Objectives</b>	Title III of the No Child Left Behind (NCLB) Act of 2001 sets Annual Measurable Achievement Objectives (AMAOs) or targets that school districts receiving Title III funds must meet, which in part are based on CELDT results. See the definition of Title III or NCLB for more detail.
<b>CDE — California Department of Education</b>	The California Department of Education (CDE) provides leadership, assistance, oversight, and resources to local educational agencies to create a dynamic, world-class education system that equips all students with the knowledge and skills to meet world-class standards and excel in college and careers. Directing the CDE is the State Superintendent of Public Instruction (SSPI), who is elected statewide.
<b>CELDT — California English Language Development Test</b>	The CELDT is the state test of English language proficiency that school districts in California are required to administer to newly enrolled students whose primary home language is not English and to English learners as an annual assessment ( <i>Education Code</i> Section 313 and Title 5, <i>California Code of Regulations</i> , Section 11510).
<b>CELDT Blueprints</b>	The CELDT blueprints outline specific English Language Development (ELD) standards tested and the number of questions included within each domain on the CELDT for each grade from kindergarten through grade twelve.
<b>Domains</b>	Domains are the areas of listening, speaking, reading, and writing assessed by the CELDT. The NCLB Act of 2001 also requires that comprehension be assessed, which is calculated as the average of listening and reading scale scores.

<b>ELD Standards — English Language Development Standards</b>	The ELD standards, adopted by the State Board of Education (SBE) in 1999, define what English learners in California public schools must know and be able to do as they progress toward full fluency in English.
<b>English Learner</b>	Students with a primary language other than English who are not yet proficient in English.
<b>English Proficiency</b>	<p>The SBE established guidelines, based on <i>Education Code</i> Section 313(d), for school districts to use in reclassifying students from English learner to fluent English proficient. The four criteria are:</p> <ol style="list-style-type: none"> <li>(1) Assessment of English language proficiency, which in California is the CELDT;</li> <li>(2) Comparison of performance in basic skills, which the SBE has indicated should be based on results of the student’s latest California English Language Arts Standards Test (CST in English–language arts);</li> <li>(3) Teacher evaluation of a student’s academic performance, which can be based on the student’s report card grades, grade point average (GPA), or other measure that school districts use to determine students’ academic performance; and</li> <li>(4) Parent opinion and consultation, which involves parents or guardians, if possible, in a discussion about their student’s English language proficiency and meeting the guidelines for reclassification.</li> </ol>
<b>IFEP — Initial Fluent English Proficient</b>	Students with a primary language other than English who have met the district criterion for proficient in English proficiency (i.e., those students who were initially identified as fluent).
<b>II — Initial Identification</b>	The CELDT is first given to newly enrolled students, whose primary language is not English, as an initial assessment of English fluency (also referred to as II).
<b>Performance Level Descriptors</b>	Performance level descriptors describe the competencies associated with each performance level. Performance level descriptors characterize what students at each performance level know and can do.

<b>Performance Levels</b>	The SBE has established performance level cut scores for all four domains (listening, speaking, reading, and writing) and overall performance on the CELDT. Student CELDT scores are identified as falling into one of five performance levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.
<b>Proficiency Levels</b>	The ELD Standards identify five proficiency levels through which English learners progress toward English proficiency: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced.
<b>Primary Language</b>	The language identified (at the local level) to be the individual's primary language based on information provided in the Home Language Survey upon the student's first enrollment in a California public school. This identification is done only once during the course of the student's academic career and is used to identify students to be assessed with the CELDT.
<b>Reclassification</b>	Reclassification is the local process used by school districts to determine if a student has acquired sufficient English fluency to perform successfully in academic subjects without ELD support. The reclassification process is based on SBE-approved guidelines.
<b>RFEP — Reclassified Fluent English Proficient</b>	Students with a primary language other than English who were initially classified as English learners, but who have subsequently met the school district criteria for English proficiency.
<b>RTQs — Released Test Questions</b>	Released Test Questions (RTQs) are selected questions taken from prior administrations (2003–2006) of the CELDT. These questions cover a selection of ELD standards within the four domains tested, demonstrate a range of performance across all four grade spans, and represent a variety of ways ELD standards can be assessed. Since RTQs are released to the public, they will not appear on future forms of the CELDT.

**SBE — State Board of Education**

The SBE is the state education agency that sets education policy for kindergarten through grade twelve in the areas of standards, instructional materials, assessment, and accountability. The SBE adopts textbooks for grades kindergarten through grade eight, adopts regulations to implement legislation, and has the authority to grant waivers for certain sections of the *Education Code*. The SBE has 11 members appointed by the Governor.

**Title III of NCLB — Title III of the No Child Left Behind (NCLB) Act of 2001**

The Title III section of NCLB requires states to administer a test to newly enrolled students whose primary (home) language is not English to determine their level of English fluency. In California, the CELDT serves this purpose. Students identified through the initial assessment as English learners must be given the CELDT annually until they are reclassified as fluent English proficient (RFEP). Title III also sets AMAOs or targets that school districts receiving Title III funds must meet, which in part are based on CELDT results.