

**California English Language Development Test (CELDT)
Grades K-2 Form F – Test Blueprint**

STRAND AND SUBTEST	STANDARDS	Number and Type of Items
Listening		20 MC/CR Items
Beginning (B)	Respond to simple directions and questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).	
Intermediate (I)	Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	
Speaking		20 CR Items
Beginning (B)	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	
Early Intermediate (EI)	Ask and answer questions using phrases or simple sentences.	
Early Advanced (EA)	Retell stories in greater detail including characters, setting, and plot.	
READING (Grade 2 only)		35 MC Items
Word Analysis		12 MC Items
Beginning (B)	Recognize English phonemes that correspond to phonemes students already hear and produce.	
Early Intermediate (EI)	Recognize English phonemes that do not correspond to sounds students hear and produce (e.g., “a” in “cat” and final consonants).	
Intermediate (I)	Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text.	
Early Advanced (EA)	Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).	
Fluency and Vocabulary Development		12 MC Items
Intermediate (I)	Apply knowledge of content-related vocabulary to discussions and reading.	
Early Advanced (EA)	Recognize simple antonyms & synonyms in stories or games	
Reading Comprehension		11 MC Items
Beginning (B)	Identify the basic sequences of events in stories read to them, using key words or pictures.	
Intermediate (I)	Use the content of stories read aloud to draw inferences about the stories. Use simple phrases or sentences to communicate the inferences made.	
Early Advanced (EA)	Read and use detailed sentences to orally identify the main idea and use the idea to draw inferences about text.	
Early Advanced (EA)	Read and orally respond to stories by answering factual comprehension questions about cause and effect relationships.	
Early Advanced (EA)	Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas.	

This Blueprint contains the number of items that contribute to the student’s score only.
Test content is based on the English Language Development Standards.

CR= Constructed Response
MC= Multiple Choices

Proficiency Levels: B=Beginning; EI= Early Intermediate; I=Intermediate; EA=Early Advanced; A=Advanced

**California English Language Development Test (CELDT)
Grades K-2 Form F – Test Blueprint (continued)**

WRITING (Grade 2 only)		24 MC/CR Items
Writing Conventions		19 MC items
Advanced (A)	Use correct parts of speech, including correct subject/verb agreement.	
Strategies and Applications (Organization and Focus)		5 CR Items
Early Intermediate (EI)	Write one or two simple sentences (e.g., "I went to the park.")	
Intermediate (I)	Write short narrative stories that include the elements of setting and character.	

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MC= Multiple Choices

Proficiency Levels: B=Beginning; EI= Early Intermediate; I=Intermediate; EA=Early Advanced; A=Advanced

**California English Language Development Test (CELDT)
Grades 3-5 Form F – Test Blueprint**

STRAND AND SUBTEST	STANDARDS	Number and Type of Items
Listening		20 MC Items
Early Intermediate (EI) Intermediate (I)	Restate and execute multi-step oral directions. Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	
Speaking		20 CR Items
Beginning (B)	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).	
Beginning (B)	Answer simple questions with one- to two-word responses	
Early Intermediate (EI)	Orally communicate basic needs (e.g., "May I get a drink of water?").	
Early Intermediate (EI)	Ask and answer questions using phrases or simple sentences.	
Early Advanced (EA)	Retell stories in greater detail including characters, setting, and plot, summary, and analysis.	
READING		35 MC Items
Word Analysis		12 MC Items
Beginning (B)	Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.	
Early Intermediate (EI)	While reading orally, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., "a" in "cat" and final consonants).	
Early Intermediate (EI)	Read simple vocabulary, phrases, and sentences independently.	
Early Intermediate (EI)	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.	
Early Intermediate (EI)	Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	
Advanced (A)	Apply knowledge of word relationships, such as roots and affixes to derive meaning from literature and texts in content areas.	
Fluency and Vocabulary Development		12 MC Items
Beginning (B)	Demonstrate comprehension of simple vocabulary with an appropriate action.	
Early Intermediate (EI)	Read simple vocabulary, phrases, and sentences independently.	
Intermediate (I)	Use content-related vocabulary in discussions and reading.	
Early Advanced (EA)	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	
Early Advanced (EA)	Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., <i>present (gift)</i> , <i>present (time)</i>).	
Early Advanced (EA)	Use some common idioms in discussions and reading (e.g., "scared silly").	
Reading Comprehension and Literary Analysis		11 MC Items
Beginning (B)	Orally identify different characters and settings in simple literary texts using words or phrases.	
Intermediate (I)	Read and use detailed sentences to orally identify main ideas and use them to make predictions and provide supporting details for predictions made.	
Early Advanced (EA)	Describe the main ideas and supporting details of a text.	
Early Advanced (EA)	Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.	

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Proficiency Levels: B=Beginning; EI= Early Intermediate; I=Intermediate; EA=Early Advanced; A=Advanced

**California English Language Development Test (CELDT)
Grades 3-5 Form F – Test Blueprint**

WRITING		24 MC/CR Items
Writing Conventions		19 MC Items
Advanced (A)	Use correct parts of speech, including correct subject/verb agreement.	
Strategies and Applications (Organization and Focus)		5 CR Items
Early Intermediate (EI)	Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	
Advanced (A)	Write narratives that describe the setting, character, objects, and events.	

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Proficiency Levels: B=Beginning; EI= Early Intermediate; I=Intermediate; EA=Early Advanced; A=Advanced

**California English Language Development Test (CELDT)
Grades 6-8 Form F – Test Blueprint**

STRAND AND SUBTEST	STANDARDS	Number and Type of Items
Listening		20 MC Items
Early Intermediate (EI) Intermediate (I)	Restate and execute multi-step oral directions. Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	
Speaking		20 CR Items
Beginning (B)	Begin to speak with a few words or sentences using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)	
Beginning (B)	Ask and answer questions using simple sentences or phrases.	
Early Intermediate (EI)	Orally communicate basic needs (e.g., "I need to borrow a pencil").	
Early Intermediate (EI)	Ask and answer questions using phrases or simple sentences.	
Early Advanced (EA)	Retell stories in greater detail including characters, setting, and plot, summary, and analysis.	
READING		35 MC Items
Word Analysis		12 MC Items
Beginning (B)	Recognize and correctly pronounce most English phonemes while reading aloud.	
Early Intermediate (EI)	Use common English morphemes in oral and silent reading.	
Early Advanced (EA)	Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas.	
Fluency and Vocabulary Development		13 MC Items
Intermediate (I)	Use knowledge of English morphemes, phonics, and syntax to decode written texts.	
Intermediate (I)	Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.	
Early Advanced (EA)	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	
Early Advanced (EA)	Recognize that words sometimes have multiple meanings and apply this knowledge to literature and texts in content areas.	
Reading Comprehension and Literary Analysis		10 MC Items
Beginning (B)	Orally identify main ideas and some details of familiar texts using key words or phrases.	
Beginning (B)	Recognize categories of common informational materials (e.g., newspaper, brochures, etc.).	
Intermediate (I)	Read and use detailed sentences to orally explain main ideas and details of informational, literary, and text materials in content areas.	
Early Advanced (EA)	Identify & explain main ideas & critical details of informational materials, literary texts, and texts in content areas.	

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CR= Constructed Response
MC= Multiple Choices

Proficiency Levels: B=Beginning; EI= Early Intermediate; I=Intermediate; EA=Early Advanced; A=Advanced

**California English Language Development Test (CELDT)
Grades 6-8 Form F – Test Blueprint**

WRITING		24 MC/CR Items
Writing Conventions		19 MC Items
Early Advanced (EA)	Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.	
Strategies and Applications (Organization and Focus)		5 CR Items
Early Intermediate (EI)	Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	
Early Intermediate (EI)	Write expository compositions such as descriptions, compare and contrast, and problem/solution that include a main idea and some details using simple sentences.	

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**California English Language Development Test (CELDT)
Grades 9-12 Form F –Test Blueprint**

STRAND AND SUBTEST	STANDARDS	Number and Type of Items
Listening		20 MC Items
Early Intermediate (EI) Intermediate (I)	Restate and execute multi-step oral directions. Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.	
Speaking		20 CR Items
Beginning (B)	Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases)	
Beginning (B)	Ask and answer questions using simple sentences or phrases.	
Early Intermediate (EI)	Orally communicate basic needs (e.g., "Do we have to ?")	
Early Intermediate (EI)	Ask and answer questions using phrases or simple sentences.	
Early Advanced (EA)	Summarize literary pieces in greater detail, including character, setting, plot, and analysis.	
READING		35 MC Items
Word Analysis		11 MC Items
Beginning (B)	Recognize most common English morphemes in phrases and simple sentences (e.g., basic syllabication rules, phonics, regular and irregular plurals).	
Early Intermediate (EI)	Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas (e.g., remove, extend).	
Fluency and Vocabulary Development		11 MC Items
Early Intermediate (EI)	Recognize simple idioms, analogies, and figures of speech in literature and content area texts (e.g., "the last word").	
Early Intermediate (EI)	Recognize that words sometimes have multiple meanings and apply this knowledge to written texts.	
Intermediate (I)	Use decoding skills and knowledge of vocabulary, both academic and social to read independently.	
Early Advanced (EA)	Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.	
Reading Comprehension and Literary Analysis		13 MC Items
Beginning (B)	Orally identify main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochures, etc.) using key words or phrases.	
Early Intermediate (EI)	Read and orally respond to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.	
Intermediate (I)	Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.	
Intermediate (I)	Read and use detailed sentences to orally identify main ideas and use them to make predictions about informational, literary text, and text in content areas.	
Early Advanced (EA)	Use knowledge of affixes, roots and increased vocabulary to interpret the meaning of words in literature and content area texts.	
Advanced (A)	Apply knowledge of language to achieve meaning/comprehension from informational materials, literary texts, and texts in content areas.	

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CR= Constructed Response
MC= Multiple Choices

Proficiency Levels: B=Beginning; EI= Early Intermediate; I=Intermediate; EA=Early Advanced; A=Advanced

**California English Language Development Test (CELDT)
Grades 9-12 Form F – Test Blueprint (continued)**

WRITING		24 MC/CR Items
Writing Conventions		19 MC Items
Early Advanced (EA)	Revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.	
Advanced (A)	Revise writing for appropriate word choice and organization, consistent point of view, and transitions, which approximate standard grammatical forms and spelling.	
Advanced (A)	Edit writing for conventions of writing to approximate standard grammatical forms.	
Strategies and Applications (Organization and Focus)		5 CR Items
Early Intermediate (EI)	Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).	
Early Intermediate (EI)	Write expository compositions such as descriptions, compare/contrast, and problem/solution that include a main idea and some details using simple sentences.	

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