## Purposes of English Learner Assessment

<table>
<thead>
<tr>
<th>Name</th>
<th>What does it assess?</th>
<th>How are results used?</th>
<th>When is it assessed?</th>
<th>Who Uses the results?</th>
</tr>
</thead>
</table>
| CELDT: California ELD Test | ❖ Everyday, basic language proficiency by grade span (K-2, 3-5, 6-8)  
❖ Listening, Speaking, Reading, and Writing | ❖ Initial identification  
❖ Annual measure of progress  
❖ One criteria for reclassification | Annual: August – October  
Initial: 1st 30-days of enrollment | state, district, teacher, parents |
| ADEPT (A Developmental English Proficiency Test) | ❖ Grammatical forms at four levels of proficiency  
❖ Listening (expressive) & Speaking (receptive) | ❖ Identify a student’s instruction level for Systematic ELD instruction  
❖ Understand a student’s language abilities to assist in differentiating instruction  
❖ Monitor student progress in English proficiency  
❖ Inform planning for Systematic ELD, Frontloading Language, and reading/language arts instruction  
❖ Report individual progress to parents  
❖ Help evaluate and improve grade-level or school-wide English language instruction | (suggested) Winter & Spring trimesters | district, teacher, parents |
| Express Placement | ❖ Grammatical forms at four levels of proficiency (oral) | ❖ Quick placement for ELD grouping | Fall – for new students or to check placement | teacher, school site |
| Observation of Performance | ❖ Whether students are using language taught in context of lesson or subsequent lessons | ❖ To inform instructional planning (pacing, reteaching)  
❖ EL Report Card Attachment | ongoing | teacher, parents |
| Oral or written prompts | ❖ Ability to call upon newly learned language in response to carefully worded prompt designed to elicit specific vocabulary and/or sentence structure | ❖ Ongoing monitoring of progress  
❖ Diagnosis  
❖ EL Report Card Attachment | ongoing | teacher, parents |
| Curriculum-based | ❖ As part of ELD materials  
❖ Use of prompt(s) as written or oral assessment questions | ❖ To inform instructional planning (pacing, reteaching)  
❖ To measure progress  
❖ EL Report Card Attachment | ongoing | teacher, parents |

Adapted from *A Focused Approach Starter Toolkit* (© Susana Dutro 2005) and *A Developmental English Proficiency Test* (© CRLP 2006)
# Sunnyvale School District
## English Learner Reporting Tools

<table>
<thead>
<tr>
<th>Tool</th>
<th>Purpose</th>
<th>Information Reported</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL CUM Insert</td>
<td>Provide a place to collect data (LRT forms, Reclass form, etc.)</td>
<td>• LRT Process&lt;br&gt;• Student name&lt;br&gt;• Home Language&lt;br&gt;• Other services&lt;br&gt;• Background (date of entry, initial grade, previous schooling, siblings)&lt;br&gt;• CELDT Data (yearly)&lt;br&gt;• Yearly Progress (Beg – RFEP)</td>
<td>Teachers / District</td>
</tr>
<tr>
<td>LRT Form</td>
<td>• Document bi-yearly check in with teachers&lt;br&gt;• Monitor EL progress&lt;br&gt;• Plan next steps</td>
<td>• Name, Grade, Teacher, School&lt;br&gt;• CELDT Data (current year)&lt;br&gt;• CST Data (current year)&lt;br&gt;• Strengths, Areas for Improvement, Recommendations, Next Steps</td>
<td>Teachers / District</td>
</tr>
<tr>
<td>Reclassification Form</td>
<td>Document reclassification process</td>
<td>• Approval or denial of reclassification&lt;br&gt;• Teacher &amp; Parent signatures</td>
<td>Teacher / District / Parent / Student</td>
</tr>
<tr>
<td>Standards-Based Report Card</td>
<td>Inform parents about student progress on meeting ELD standards.</td>
<td>• CELDT Data (yearly by grade span K-2, 3-5)&lt;br&gt;• ELD Levels based on classroom assessments related to standards&lt;br&gt;• Progress toward meeting standards</td>
<td>Students / Parents / Teachers</td>
</tr>
</tbody>
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