A young boy with short dark hair, wearing a light blue button-down shirt and a dark grey sweater, is looking down intently at a piece of paper. He is holding a yellow pencil in his right hand. In the background, other students are visible, including a girl with blonde hair and another student, all appearing to be in a classroom setting. The text "CELDT" is overlaid in large white letters on the boy's forehead area.

**CELDT**

**RELEASED TEST  
QUESTIONS**

# CELDT TEST

- THE CELDT TEST IS THE CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST.
- THE TEST WILL ASK YOU QUESTIONS IN 4 DIFFERENT AREAS:
  - Listening
  - Speaking
  - Reading
  - Writing

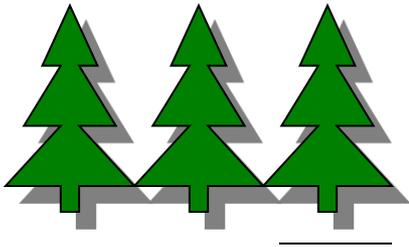
# LISTENING

- In the listening section, you need to carefully listen for important details and follow directions.

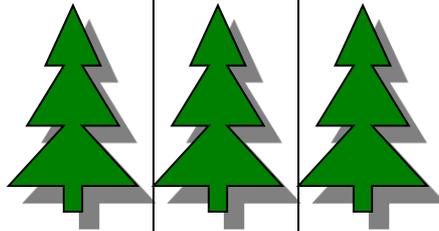


# Following Oral Directions

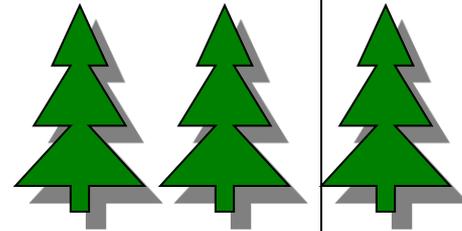
Say: Choose the picture that shows a box around the last tree. Mark your answer.



1

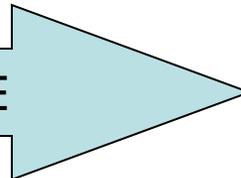


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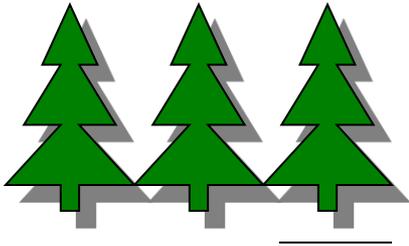


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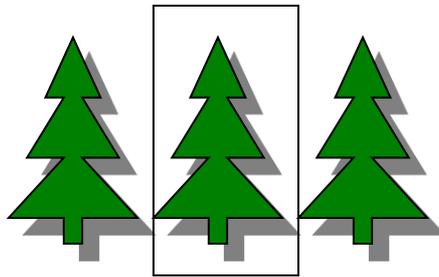
ANSWER ON NEXT SLIDE



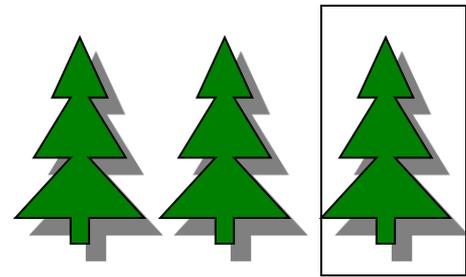
Say: Choose the picture that shows a box around the last tree. Mark your answer.



1



2



3

## Teacher Talk

Say: A teacher tells the class: Tomorrow we are going to start our project about family histories. I want you to bring to class some pictures of your family. If you can, bring two pictures that show all the people in your family. We will use these pictures in the project.

- What do the students need for their project?
- Some pictures
- Some books
- Some snacks



ANSWERS ON NEXT SLIDE

Say: A teacher tells the class: Tomorrow we are going to start our project about family histories. I want you to bring to class some pictures of your family. If you can, bring two pictures that show all the people in your family. We will use these pictures in the project.

- What do the students need for their project?
- Some pictures
- Some books
- Some snacks

## Extended Listening Comprehension

- **Directions: Listen to the passage. Then do Numbers 1 through 3 question. Fill in the circle next to the answer you think is correct.**

It was lunchtime and Kim was running as fast as she could to Ms. Chin's Classroom. She wanted to play with Buster.

Who's Buster, you ask? Buster is a fluffy black and white rabbit that Ms. Chin keeps in her classroom. Ms. Chin teaches science, and she brought Buster to school for her students to study. If students want to play with Buster or hold him or feed him, they have to come to Ms. Chin's classroom during lunchtime.

So Kim was on her way to see Buster. She had never fed a rabbit before, and she wanted to see Buster before the other children did.



Questions on Next Slide

1. Where was Kim going?

- To a classroom
- To the pet store
- To the lunchroom

2. Who is Buster?

- a friend of Kim's
- Kim's pet rabbit
- Ms. Chin's Rabbit

3. What did Kim want to do?

- eat lunch
- feed Buster
- play outside



ANSWERS ON NEXT SLIDE

1. Where was Kim going?

- To a classroom
- To the pet store
- To the lunchroom

2. Who is Buster?

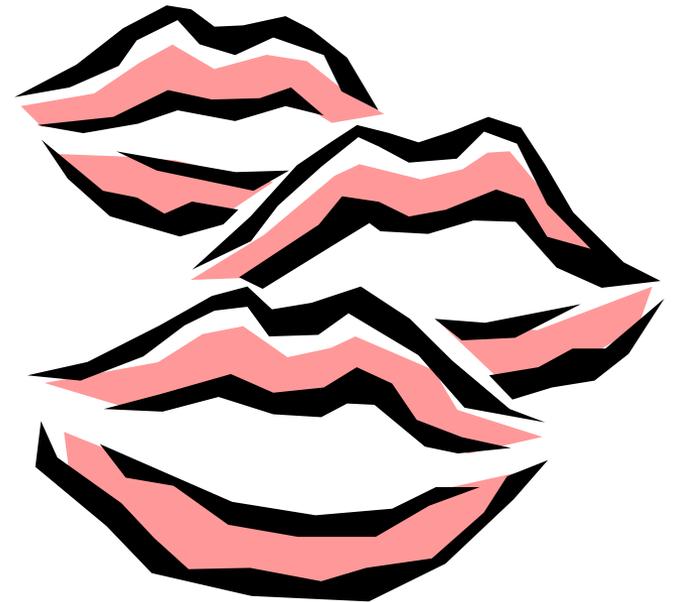
- a friend of Kim's
- Kim's pet rabbit
- Ms. Chin's Rabbit

3. What did Kim want to do?

- eat lunch
- feed Buster
- play outside

# SPEAKING

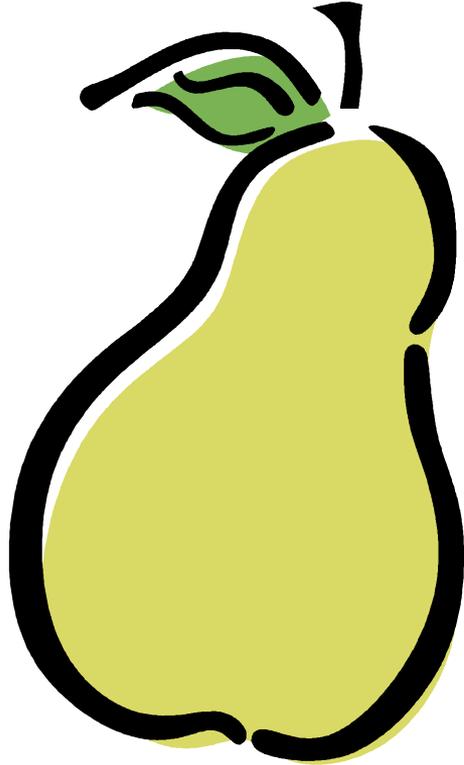
- There are 4 parts
  - Oral Vocabulary
  - Speech Functions
  - Choose and Give Reasons
  - 4-Picture Narrative



# Oral Vocabulary

- Teacher will say:
  - “I’m going to show you some pictures. I’ll ask you a question and you tell me the answer.

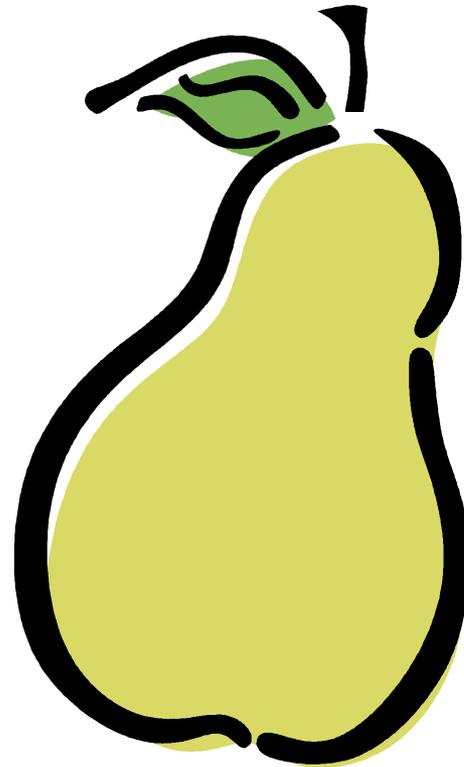
- SAY: What is this?



ANSWER ON NEXT SLIDE

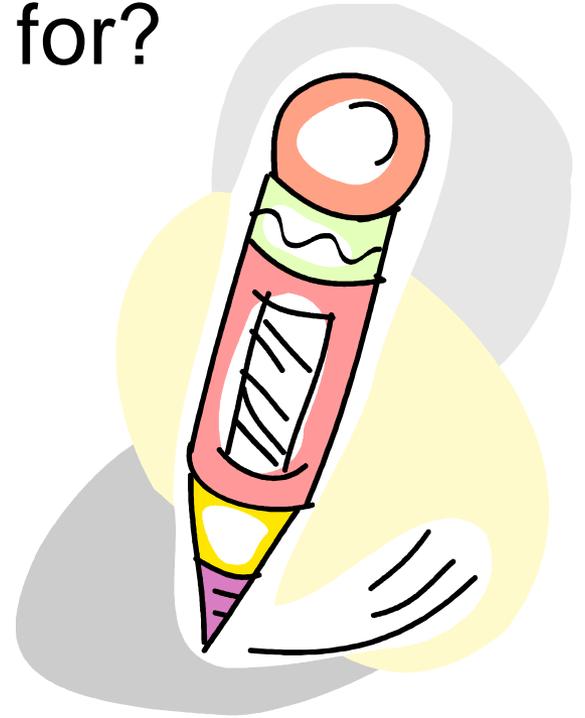
# ANSWER

- Correct Answers: “pear”, “a pear”, or “This is a pear.”



# Oral Vocabulary

- Question: What is this used for?
- Answer: “To write with”  
“We use it to write.”



# Speech Functions

- Teacher will say:
  - “I’m going to ask tell you about some situations that could happen to you. Then, tell me what you would say.

# Speech Functions

- Teacher: “You want to know someone’s name. What do you ask?”



- Answer: “What’s your name?”

# Choose and Give Reasons

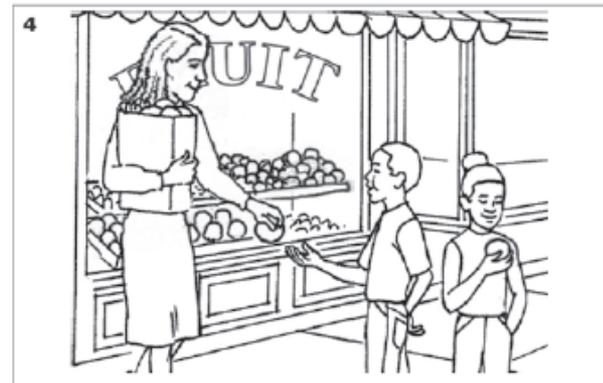
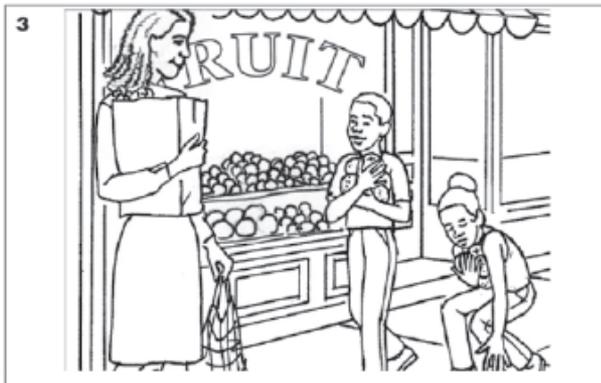
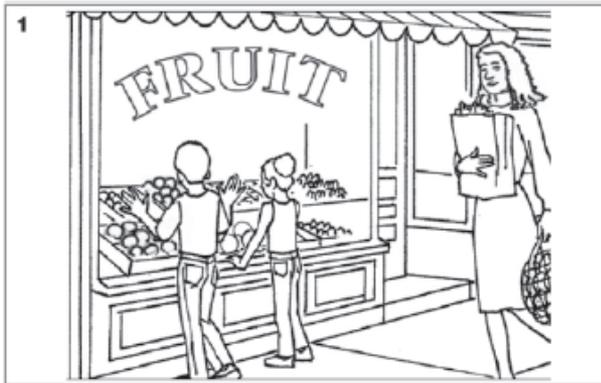
- Teacher will say:
  - “I’m going to ask you a question and I want to hear what you think.”



- “You want to buy your best friend a present for his/her birthday. Which would you rather buy for your friend, a book or a new jacket?”
- Tell me two reasons why.

## 4-Picture Narrative

- SAY: I am going to show you four pictures. Look at all the pictures.  
(Pause and point to pictures to give students time to look at the pictures)  
SAY: I will start the story for you. One day Molly and John were in front of a fruit stand. Tell me what happened.



# ANSWER EXAMPLES

- A great answer is scored a 4. Here is an example:

*Molly and John are looking at fruit in a store. I think they're hungry. But they have no money. A lady comes from the store with a hole in her bag and drops fruit. So Molly and John pick up the fruit that fell out from the lady's shopping bag to help her and give the fruit to her. So, since they helped her, the lady tells Molly to keep a fruit gives one to the boy too. I think it's oranges.*

# ANSWER EXAMPLES

- A good answer is scored a 3. Here is an example:
- *There was a lady who bought some food from the grocery store and Molly and John was looking at the food at the store and when the lady was walking. There was a hole in the fruit basket. Then Molly and John helped her pick up the food and gave it back to her. Then she gave one to each of them.*

# ANSWER EXAMPLES

- Some answers are scored a 2. Here is an example:
- *They want fruit. What's their name? They help the lady. Pick up fruit. She say "Thank you!" She give fruit on the boy and girl.*

# ANSWER EXAMPLES

- Some answers are scored a 1. Here is an example:
- *The boy want some. And the girl. And she...a lady give him. And...*

# Reading

- There are 3 parts to the Reading Section
  - Word Analysis
    - Fluency and Vocabulary
    - Comprehension



# Reading Word Analysis

- Teacher will say:
  - “You will read the question and the different answer choices in your Test Book. Then, you will choose the answer you think is correct. Fill in the circle in your Answer Book that goes with the correct answer.”

# Reading Word Analysis

- Find the word that has the same beginning sound as octopus.
  - o Open
  - o October
  - o Orange
  - o Over



# Reading Word Analysis

- Find the word that has the same beginning sound as octopus.
  - o Open
  - October
  - o Orange
  - o Over



# Fluency and Vocabulary

- You are going to answer some reading questions. You will read the questions in your test book and answer them in your Answer book. You may take as long as you need.
- Read all of the answers.
- Get rid of the ones you know are wrong!



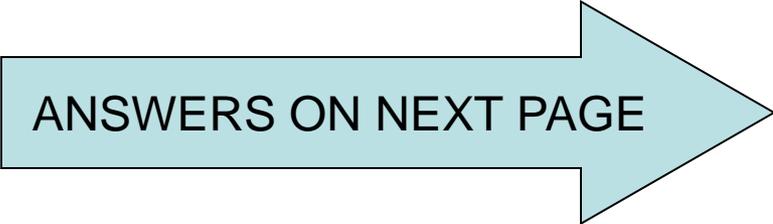
# Reading Fluency and Vocabulary

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**DIRECTIONS** Choose the word that **BEST** completes the sentence.

\_\_\_\_\_ is your teacher?

- Who
- Why
- Whose



ANSWERS ON NEXT PAGE

# Reading

## Fluency and Vocabulary

---

**DIRECTIONS** Choose the word that **BEST** completes the sentence.

\_\_\_\_\_ is your teacher?

- Who
- Why
- Whose

# Reading Fluency and Vocabulary

**DIRECTIONS** Choose the word that means the same as the underlined word in the sentence.

Can you recall your last visit to a museum?

- explain
- describe
- forget
- remember

ANSWER ON NEXT SLIDE



# Reading

## Fluency and Vocabulary

**DIRECTIONS** Choose the word that means the same as the underlined word in the sentence.

Can you recall your last visit to a museum?

- explain
- describe
- forget
- remember

# Comprehension

- Read this story. Then do Numbers 1 through 3. Fill in the circle next to the answer you think is correct.



# Reading Comprehension

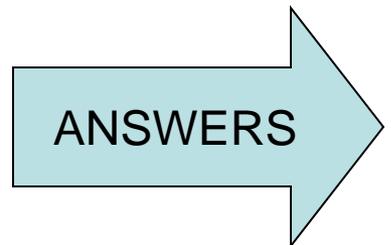
## Teresa's Visit

Teresa had never visited a farm before. When she got off the school bus with her class, she was as curious as a kitten. The first thing she noticed was the smell. It didn't smell anything like the city. The smells of clean hay mixed with the smells of sheep wool and goat hair. Teresa heard the horse in the barn. She heard the rooster crowing near the fence. Teresa thought the farm was the most wonderful place in the world. She closed her eyes to remember all the smells and sounds. She wanted to tell her mother all the details when she got home. "Teresa," her teacher called. It was time to join the others at the barn.

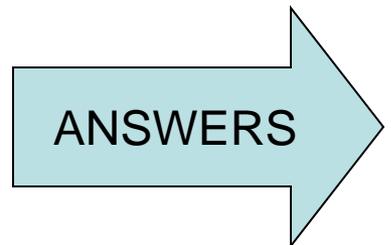


Questions on Next Page

1. Where does this story take place?
  - on a farm
  - in a city
  - on a bus
  - at a school
2. After arriving at the farm, the first thing Teresa noticed was the
  - rooster.
  - horse.
  - smell.
  - sounds.
3. Teresa was as “curious as a kitten.” This means she wanted to
  - see everything.
  - be very careful.
  - play with the animals.
  - stay near the teacher.



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  - play with the animals.
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# Writing

- There are 3 parts to the writing section:

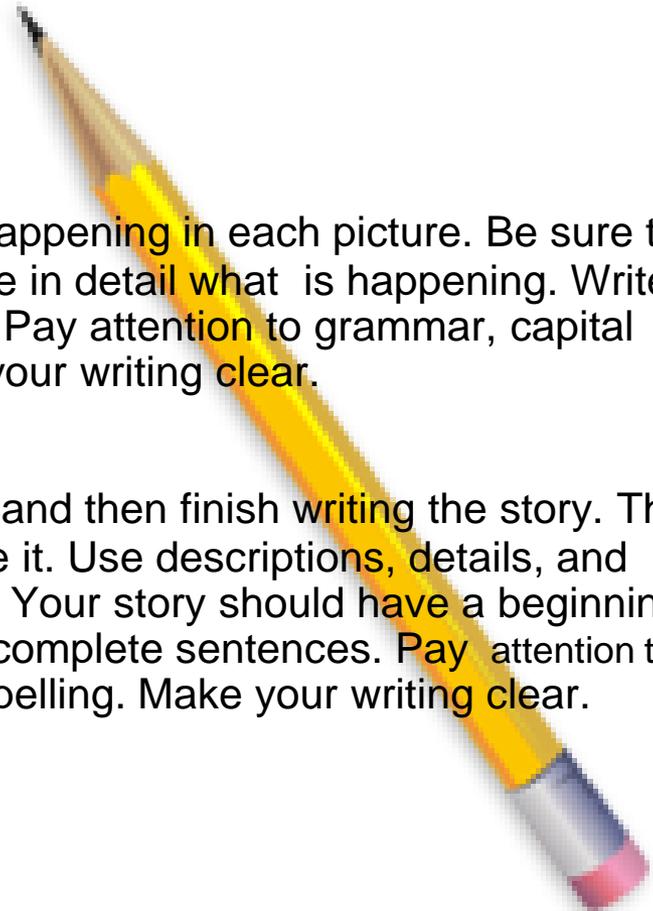
- Grammar and Structure

- Writing- Sentences

Write a sentence that describes what is happening in each picture. Be sure to tell who or what is in the picture and describe in detail what is happening. Write only one complete sentence for each picture. Pay attention to grammar, capital letters, punctuation, and spelling. Make your writing clear.

- Short Compositions

Look at what is happening in the pictures and then finish writing the story. Think about what you will write before you write it. Use descriptions, details, and examples to make your story interesting. Your story should have a beginning, a middle, and an end. Write at least three complete sentences. Pay attention to grammar, capital letters, punctuation, and spelling. Make your writing clear.



# Writing

## Grammar and Structure

**DIRECTIONS** Choose the word that **BEST** completes the sentence.

\_\_\_\_\_ is your teacher?

- Who
- Why
- Whose

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Answers on next page

# Writing

## Grammar and Structure

**DIRECTIONS** Choose the word that **BEST** completes the sentence.

\_\_\_\_\_ is your teacher?

- Who
- Why
- Whose

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# Writing Sentences

**DIRECTIONS** Write a sentence that describes what is happening in the picture.



Answers on next slide

# Writing

- A great answer is a 3. Here is an example:

*The girl is feeding the fish.*

*Or*

*The girl is giving food to the fish.*

Here are answers that scored lower than a 3 due to errors listed in the scoring rubric.

*The girl is giving Food to the Fish.*

*The girl is feeb the fish.*

*The girl is fiding her fish.*

# Writing Short Compositions

**DIRECTIONS** Look at the pictures. They tell a story. We have started the story for you. Read the beginning of the story and then finish writing the story.



*Scott and Yumi*

# Writing

- These are great answers:

*Scott and Yumi went to the public library. They went to get a book. They needed to do a book report. They asked the man from the library to help them look for a book. The man told them. They got the books and started to write on a pease of paper. Then they were finished and put the books back in the shelves.*

---

*Went to the library to do a report. They asked the librarian if they could do their reports. The librarian said yes so they got the books they needed and started to do their reaserch.*

# Writing

- These answers are scored lower than a 3
  - \* see scoring rubric:

*da boi und gres go lybry read book*

---

*Scatt and Yummy*

*the Boy in da gro is end the liberir ay peiper ens  
do jer ay tacn da buk en da gro ienda boy is tocn  
in da peiper i da buk for da Buk is pas en da  
peiper en do penso.*

---

*The boy and girl to get a Books read gave Ms.  
Man.*