

CELDT  
Preparation  
Activities  
K-12

## Preface

These CELDT activities have been provided in order to assist you in preparing your English Learners for the upcoming CELDT administration. These activities follow the same procedures as the current CELDT questions and will familiarize your students with the task expectations. Most of the elementary Writing-short Composition sections samples can be adapted to integrate your Thinking Maps, which can be a tool in expanding the activities beyond these pages. Schools/Teachers may want to create additional CELDT like activities to expand any section of this CELDT preparation packet.

# CELDT Preparation Activities

## Listening: Following Directions

**Listening: Following Directions**

Questions to ask for students on page 5.

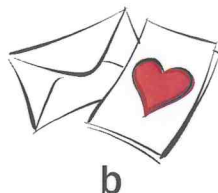
*As students look at page 5, the teacher says the following directions aloud:*

1. Put an X on the object we give out on Valentine's Day.
2. Draw a line under the objects we use to write.
3. Place an X inside the first star.
4. Draw a square around the item we use to cut with.
5. Draw a circle around the picture that shows vegetables.
6. Draw a line above the item we use to wash our hands.

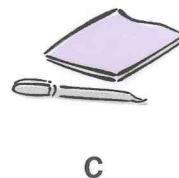
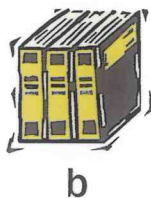
## CELDT Preparation Activities

### Listening: Following Directions

1.



2.



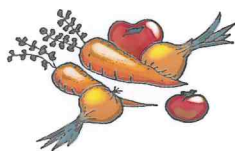
3.



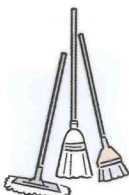
4.



5.



6.



**Listening: Following Directions**

Questions to ask for students on page 7.

*As students look at page 7, the teacher says the following directions aloud:*

1. Draw a line under the picture that shows a person riding a bicycle.
2. Place an X above the picture that shows a person swimming.
3. Circle the picture that shows an empty box.
4. Place an X next to the animal with spots.
5. Draw a line under the picture that shows the food that we eat with a spoon.

# CELDT Preparation Activities

## Listening: Following Directions

1.



a



b



c

2.



a



b



c

3.



a



b



c

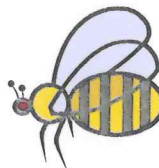
4.



a



b

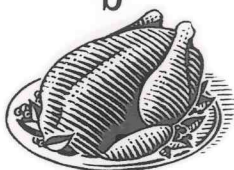


c

5.



a



b



c

# CELDT Preparation Activities

## Speech Functions

## CELDT PREPARATION ACTIVITIES FOR SPEAKING SECTION

### SCORING RATIONALE FOR SPEAKING–*SPEECH FUNCTIONS*

Score	Scoring Rationale
0	<ul style="list-style-type: none"><li>• Student does not perform the language function required.</li><li>• No response [NR].</li><li>• Response is entirely in another language [HL].</li></ul>
1	<ul style="list-style-type: none"><li>• Student performs the language function required.</li><li>• Errors in grammar, vocabulary, and/or pronunciation are significant enough to interfere with communication.</li></ul>
2	<ul style="list-style-type: none"><li>• Student performs the language function required.</li><li>• Speech is accurate enough not to interfere with communication (i.e., minor grammatical, vocabulary, and/or pronunciation errors may occur, but they do not affect communication).</li></ul>

This rubric was duplicated from Page 72 of CELDT Released Test Questions (April 2008)

# CELDT PREPARATION ACTIVITIES FOR SPEAKING SECTION

## SPEECH FUNCTIONS

DIRECTIONS: Prompt is read aloud to student and he/she responds orally.

### Day 1:

1. You have an emergency and have to make a phone call. Your friend has a cell phone. What would you say to your friend?
2. You are at McDonald's with your aunt. You want to ask your aunt for more fries. What would you say to your aunt?
3. There is a new student in your classroom. You want to know her name. What would you say to the new student?

### Day 2:

1. When you walked into the library, you accidentally bumped into the librarian and she dropped the books she was carrying. You want to apologize to her. What would you say?
2. You are drawing a picture. You want to borrow a blue marker from your friend. What would you say to your friend?
3. You want cereal instead of oatmeal for breakfast. You want to ask your mother for cereal. What would you say to your mother?

# CELDT PREPARATION ACTIVITIES FOR SPEAKING SECTION

## SPEECH FUNCTIONS

### Day 3:

1. You go to the store and you want to buy a new pair of pants. You can't find your size. What would you say to the salesperson?
2. You were at a birthday party and you spilled your drink on someone. You want to apologize. What would you say?
3. You want a puppy for your birthday. You want to ask your grandmother if she would buy you the puppy. What would you say to your grandmother?

### Day 4:

1. You are at the video arcade. You need change for the video game. What would you say to the manager?
2. There is a new student at your school. You see the student in the hall and he or she looks lost. You want to offer to help the student. What would you say?
3. You want to ask your teacher permission to go to the nurse's office because you don't feel well. What would you say to your teacher.

### Day 5:

1. You have misplaced your backpack in the playground. You want to ask permission from your teacher to go to the playground and look for your backpack.?
2. You forgot to use the restroom during break time. You need to ask your teacher if you can have permission to go to the restroom. What would you say to your teacher?
3. Your mother expects you to be home right after school. Your friend just invited you over to his house after school to play his new video game. What would you say to your mother?

# CELDT Preparation Activities

## Choose & Give Reasons

## CELDT PREPARATION ACTIVITIES FOR SPEAKING SECTION

### SCORING RATIONALE FOR SPEAKING—*CHOOSE & GIVE REASONS*

Score	Scoring Rationale
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- |          |   |
|----------|---|
| <b>0</b> | <ul style="list-style-type: none"><li>• Student <b>does not</b> make choice or does not support choice with a relevant reason.</li><li>• No response [NR].</li><li>• Response is entirely in another language [HL].</li></ul>   |
| <b>1</b> | <ul style="list-style-type: none"><li>• Student makes choice and supports choice with at least <b>one</b> relevant reason.</li><li>• Errors in grammar, vocabulary, and/or pronunciation are significant enough to interfere with communication.</li></ul>  |
| <b>2</b> | <ul style="list-style-type: none"><li>• Student makes choice and supports it with at least <b>two</b> relevant reasons.</li><li>• Speech is <b>generally accurate</b> (i.e., minor grammatical, vocabulary, and/or pronunciation errors may occur, but they do not affect communication).</li></ul> |

This rubric was duplicated from Page 69 of CELDT Released Test Questions (April 2008)

# CELDT PREPARATION ACTIVITIES FOR SPEAKING SECTION

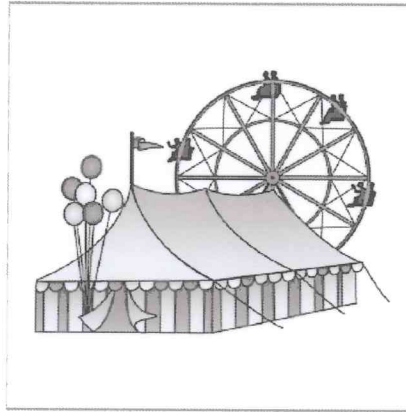
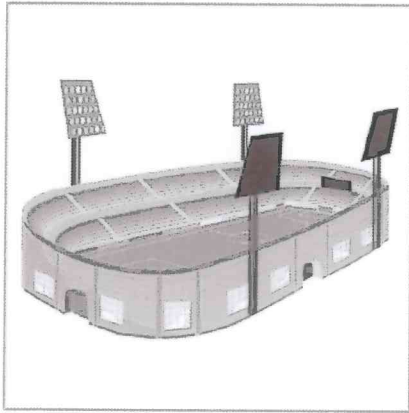
TEACHER

## CHOOSE AND GIVE REASONS

**FUNCTION:** Making a choice and supporting the choice with two reasons

**SAY** *I'm going to ask you a question, and I want to hear what you think.*

1. Suppose that you can go to either a sports event or an amusement park. Which would you choose? Tell me why. Give me at least two reasons.



[student response]

Score: ① ②

2. I am going to ask you a question. Which do you like to do more, sing songs or draw pictures? Tell me why. Give me two reasons.



[student response]

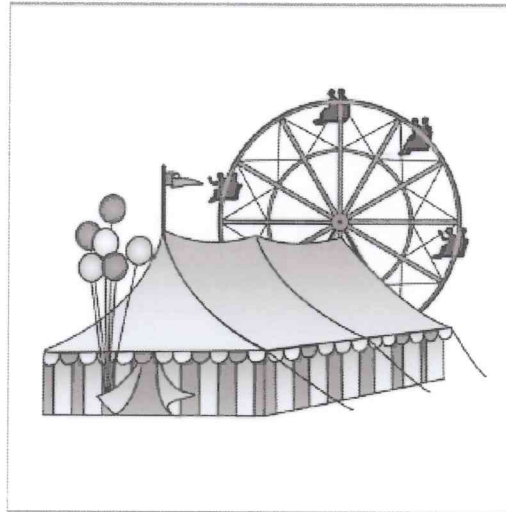
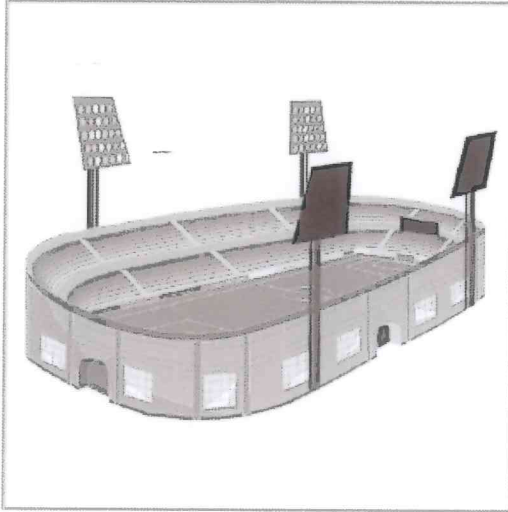
Score: ① ②

# CELDT PREPARATION ACTIVITIES FOR SPEAKING SECTION

STUDENT

CUE PICTURES FOR CHOOSE AND GIVE REASONS

1.



2.



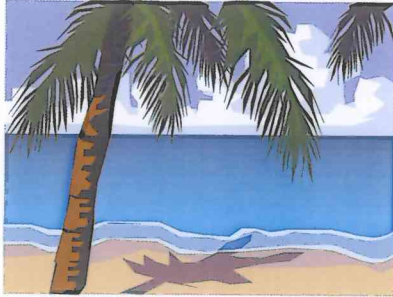
# CELDT PREPARATION ACTIVITIES FOR SPEAKING SECTION

TEACHER

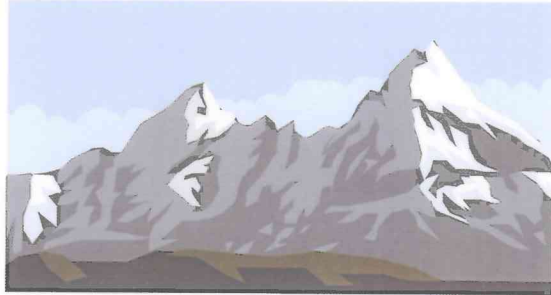
## CHOOSE AND GIVE REASONS

**FUNCTION:** Making a choice and supporting the choice with two reasons

3. On Saturday, one of your friends invites you to go to the beach and another friend invites you to go to the mountains. Which would you choose? Tell me why and give two reasons.



[student response]



Score: ① ②

4. You are at a school party. What would you rather have ice-cream or fruit? Tell me why and give two reasons.



[student response]



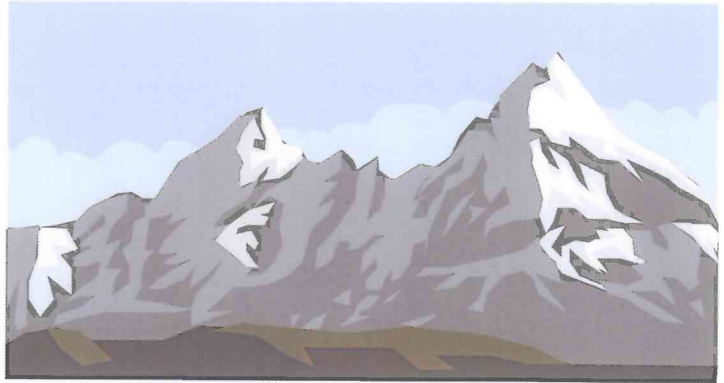
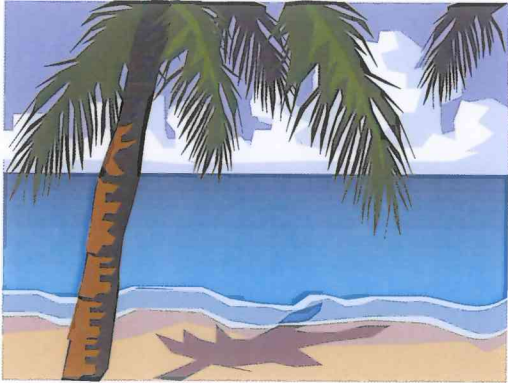
Score: ① ②

# CELDT PREPARATION ACTIVITIES FOR SPEAKING SECTION

STUDENT

CUE PICTURES FOR CHOOSE AND GIVE REASONS

3.



4.



# CELDT PREPARATION ACTIVITIES FOR SPEAKING SECTION

TEACHER

## CHOOSE AND GIVE REASONS

**FUNCTION:** Making a choice and supporting the choice with two reasons

5. You have a day off from school. You can go to Six Flags or Disneyland. Which would you choose? Tell me why and give two reasons.



[student response]



Score: ① ②

6. You can either take a music class or an art class next semester. Which would you choose? Tell me why and give two reasons.



[student response]



Score: ① ②

# CELDT PREPARATION ACTIVITIES FOR SPEAKING SECTION

STUDENT

CUE PICTURES FOR CHOOSE AND GIVE REASONS

5.



6.



# CELDT PREPARATION ACTIVITIES FOR SPEAKING SECTION

TEACHER

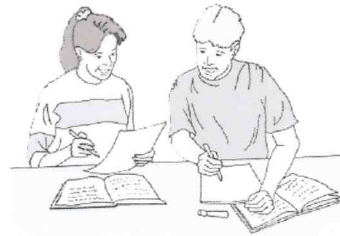
## CHOOSE AND GIVE REASONS (Secondary)

**FUNCTION:** Making a choice and supporting the choice with two reasons

7. I'm going to ask you a question, and I want to hear what you think. What would you rather do after school, baby-sit a young child or help someone with homework? Tell me why. Give me at least two reasons.



[student response]



Score: ① ② ③

# CELDT PREPARATION ACTIVITIES FOR SPEAKING SECTION

STUDENT

CUE PICTURES FOR CHOOSE AND GIVE REASONS

7.



# CELDT Preparation Activities

## 4-Picture Narrative

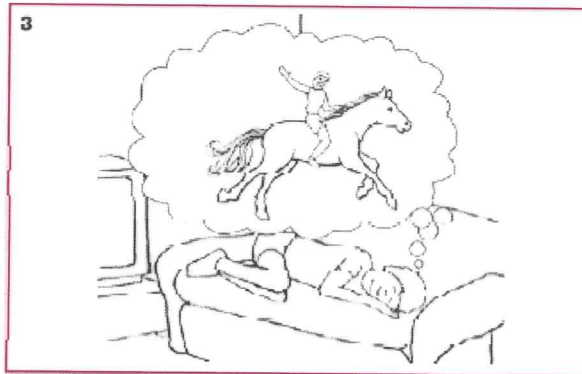
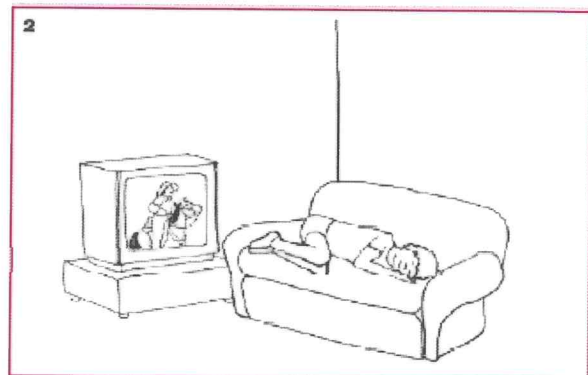
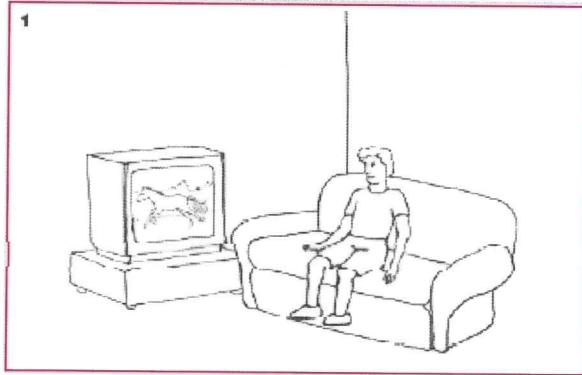
## Speaking — 4-Picture Narrative

Score	Scoring Rationale
0	<ul style="list-style-type: none"> <li>• No response [NR].</li> <li>• Spoken in <b>another language</b> [HL].</li> <li>• <b>Unintelligible.</b></li> <li>• Response consists entirely of “<b>I don’t know</b>” or “<b>I forget.</b>”</li> </ul>
1	<ul style="list-style-type: none"> <li>• Student attempts to tell a story based on the pictures but <b>does not construct a coherent narrative.</b></li> <li>• Response displays a very <b>limited range of vocabulary.</b> The student’s <b>speech</b> is often <b>halting or impeded.</b></li> <li>• Response includes <b>numerous grammatical errors</b> that interfere with communication.</li> <li>• Student’s speech is generally difficult to understand. <b>Pronunciation often interferes</b> with communication.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Story is based on pictures but <b>does not clearly express some major event.</b></li> <li>• Response <b>displays some</b> of the <b>necessary vocabulary</b>, but the student often cannot find the right word.</li> <li>• Response shows <b>control of basic grammatical structures</b> but includes numerous errors, some of which interfere with communication.</li> <li>• Student’s speech is sometimes difficult to understand. <b>Pronunciation sometimes interferes</b> with communication.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Story is coherent and <b>includes</b> explanation of <b>major events</b>, but <b>does not provide much elaboration</b> (e.g., explanations of details and context).</li> <li>• <b>Vocabulary</b> resources are generally <b>adequate</b> to perform the task. The student sometimes cannot find the right word.</li> <li>• Response is generally <b>adequate grammatically.</b> Errors rarely interfere with communication.</li> <li>• Student may have an accent and/or make <b>some errors in pronunciation</b>, but pronunciation is generally accurate and usually <b>does not interfere</b> with communication.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Story is <b>coherent and effective</b>, including explanation of major events, with <b>appropriate elaboration</b> (e.g., explanations of details and context). Contains more complex sentence structure.</li> <li>• <b>Vocabulary</b> resources are <b>well developed.</b> The student can almost always find the appropriate word. Uses precise word choice.</li> <li>• Response displays few grammatical errors and contains <b>varied grammatical and syntactical structures.</b> Any errors are minor (e.g., difficulty with articles or prepositions) and do not interfere with communication.</li> <li>• Student may have an accent, but <b>both pronunciation and intonation are generally</b> accurate and do not interfere with communication.</li> </ul>

# CELDT PREPARATION ACTIVITIES FOR SPEAKING SECTION

## 4-PICTURE NARRATIVE

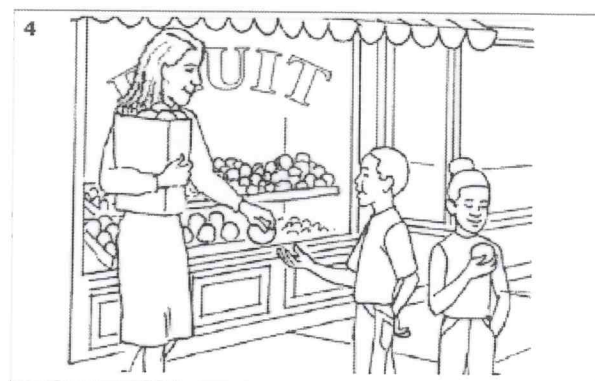
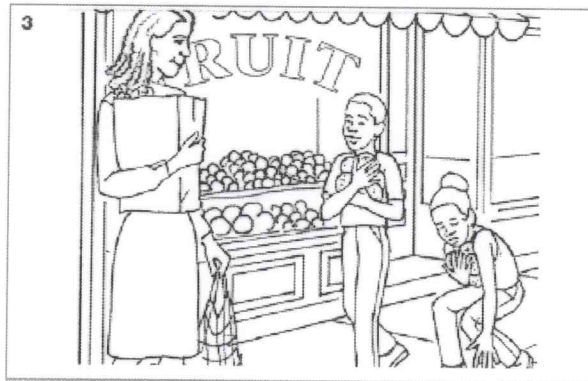
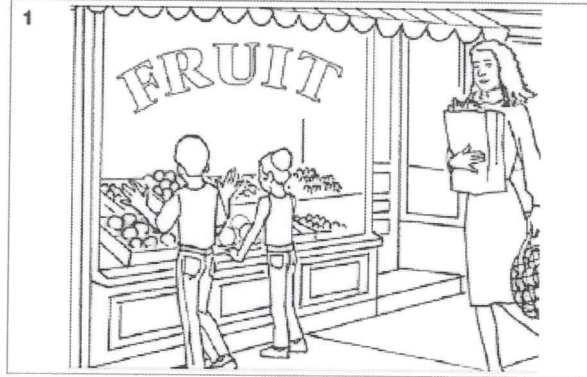
**SAY:** Look at all the pictures below. Then tell me a complete story using a lot of details.



# CELDT PREPARATION ACTIVITIES FOR SPEAKING SECTION

## 4-PICTURE NARRATIVE

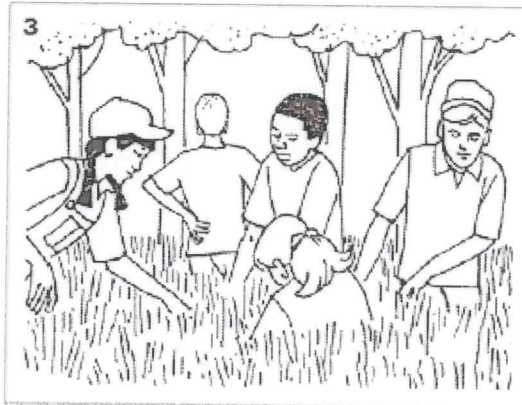
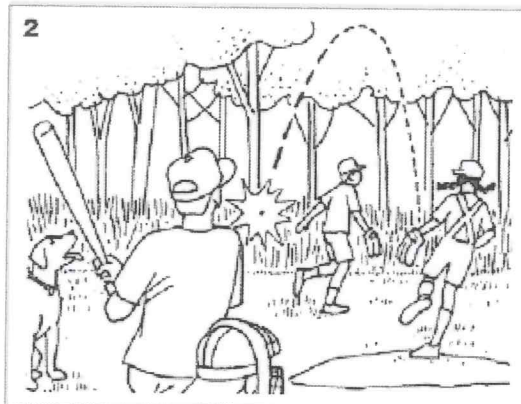
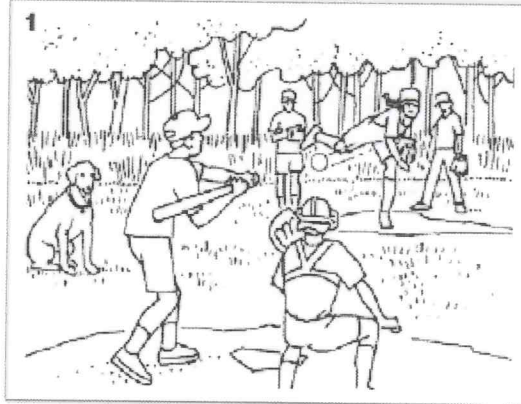
**SAY:** Look at all the pictures below. Then tell me a complete story using a lot of details.



# CELDT PREPARATION ACTIVITIES FOR SPEAKING SECTION

## 4-PICTURE NARRATIVE

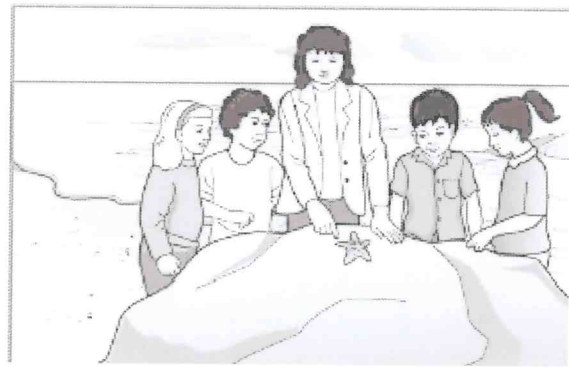
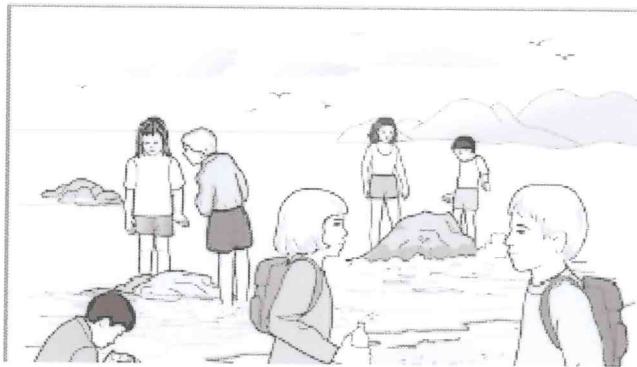
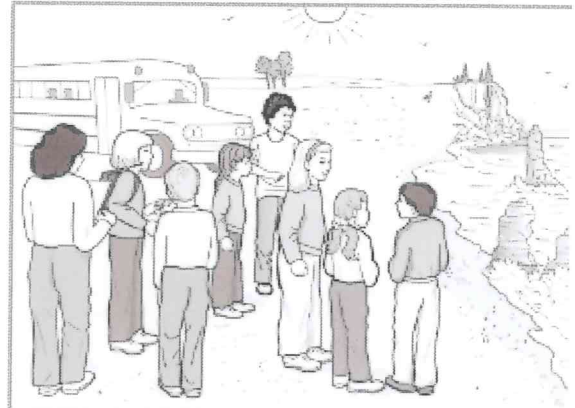
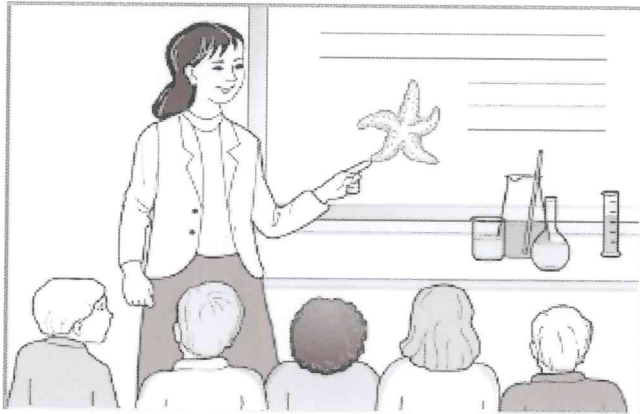
**SAY:** Look at all the pictures below. Then tell me a complete story using a lot of details.



# CELDT PREPARATION ACTIVITIES FOR SPEAKING SECTION

## 4-PICTURE NARRATIVE

**SAY:** Look at all the pictures below. Then tell me a complete story using a lot of details.



# CELDT Preparation Activities

## Writing Sentences

## Writing—Sentences

Score	Scoring Rationale
0	<p><b>No Communication:</b> Subject or predicate is missing. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"><li>• <b>Content</b> is not related to the prompt.</li><li>• <b>Response</b> consists of single words or simple phrases and is not meaningful.</li><li>• <b>Grammar and syntax</b> distort meaning.</li><li>• <b>Articles, possessives, prepositions, and plural endings</b> are missing and/or incorrect.</li><li>• <b>Vocabulary</b> is severely limited (random words with no indication of comprehension).</li><li>• <b>Spelling</b> errors interfere with comprehensibility.</li><li>• <b>Punctuation and capitalization</b> errors distort meaning.</li></ul>
1	<p><b>Emerging Communication:</b> Simple subject and a simple predicate are evident and in the correct word order. The following characteristics may be seen as well.</p> <ul style="list-style-type: none"><li>• <b>Content</b> is reasonably related to the prompt.</li><li>• <b>Response</b> contains awkward clauses and/or non-standard wording that affect meaning.</li><li>• <b>Grammar and syntax</b> contain errors that may interfere with meaning (errors in subject/verb agreement, incorrect verb form or tense, use of present participle without an auxiliary verb).</li><li>• <b>Articles, possessives, prepositions, and plural endings</b> are often missing and/or incorrect.</li><li>• <b>Vocabulary</b> is vague (primarily uses words such as “fun,” “nice,” “cool,” “good”).</li><li>• <b>Spelling</b> errors make response difficult to comprehend, but at least one word is correctly spelled (other than “a,” “I,” or “the”).</li><li>• <b>Punctuation and/or capitalization</b> errors may interfere with meaning.</li></ul>

- 2     **Basic Communication:** Subject and predicate are in the correct word order. The following characteristics may be seen as well.
- **Content** is clear and appropriate to the prompt.
  - **Response** is communicative but simple.
  - **Grammar and syntax** contain minor errors that do not interfere with meaning, but response is not written in Standard English (errors in subject/verb agreement, incorrect verb form or tense).
  - **Articles, possessives, prepositions, and plural endings** may be missing and/or incorrect.
  - **Vocabulary** adequately addresses the prompt; lacks complexity.
  - **Spelling** errors do not interfere with meaning.
  - **Punctuation and/or capitalization** have few errors that do not interfere with meaning.
- 
- 3     **Fully Competent Communication:** Subject and predicate have some syntactical complexity (multiple subjects/objects, use of infinitive or gerund as an object, compound/complex sentence structure, prepositional phrases, relative clauses). The following characteristics may be seen as well.
- **Content** is clear and appropriate to the prompt.
  - **Response** is written in Standard English.
  - **Grammar and syntax** contain no errors.
  - **Articles, possessives, prepositions, and plural endings** are correct.
  - **Vocabulary** is detailed and precise with descriptive adjectives and adverbs.
  - **Spelling** contains no errors.
  - **Response** may contain only one error in either capitalization at the beginning of the sentence or punctuation at the end of the sentence. May contain the following minor mechanical errors: missing periods after abbreviations, capitalization error in the middle of the sentence, extraneous or missing commas.

This rubric was duplicated from Page 74 of CELDT Released Test Questions (April 2008)

# CELDT PREPARATION ACTIVITIES FOR WRITING SENTENCES SECTION

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

1



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2



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3



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## CELDT PREPARATION ACTIVITIES FOR WRITING SENTENCES SECTION

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

4

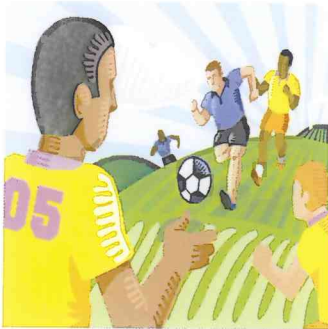


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5



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6



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# CELDT PREPARATION ACTIVITIES FOR WRITING SENTENCES SECTION

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

7



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8



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9



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# CELDT Preparation Activities

## Writing Short Composition

## Writing—Short Compositions

Score	Scoring Rationale
0	<p><b>Non-scorable:</b> A score of 0 (zero) should be assigned to ANY of the following:</p> <ul style="list-style-type: none"> <li>• No response; <b>blank</b>.</li> <li>• Response is written entirely in <b>another language</b>.</li> <li>• Response is <b>unintelligible</b>.</li> <li>• Response is <b>identical to a previous response</b>.</li> <li>• Response is <b>illegible</b>.</li> <li>• Response merely <b>copies the prompt</b>.</li> </ul>
0	<p><b>No Communication:</b></p> <ul style="list-style-type: none"> <li>• <b>Content</b> may or may not be related to the prompt.</li> <li>• <b>Response</b> consists of a few isolated words with no comprehensible phrases.</li> <li>• <b>Subject and predicate</b> may or may not be present.</li> <li>• <b>Grammar and syntax</b> contain errors that distort meaning.</li> <li>• <b>Vocabulary</b> is severely limited (student uses random words).</li> <li>• <b>Spelling and mechanics</b> errors interfere with comprehensibility.</li> </ul>
1	<p><b>Emerging Communication:</b></p> <ul style="list-style-type: none"> <li>• <b>Content</b> is somewhat related to the prompt.</li> <li>• <b>Response</b> is mostly incomprehensible with some recognizable phrases.</li> <li>• <b>Subject or predicate</b> may be recognizable.</li> <li>• <b>Grammar and syntax</b> often interfere with meaning.</li> <li>• <b>Vocabulary</b> is basic (in early stages of development; mostly basic).</li> </ul>
2	<p><b>Developing Communication:</b></p> <ul style="list-style-type: none"> <li>• <b>Content</b> is clearly related to the prompt.</li> <li>• <b>Response</b> is mostly comprehensible but may also contain fragments or run-ons.</li> <li>• <b>Subject and predicate</b> are evident in at least one sentence with capitalization at the beginning of the sentence and punctuation at the end of the sentence.</li> <li>• <b>Grammar and syntax</b> contain numerous errors, sometimes interfering with meaning.</li> <li>• <b>Vocabulary</b> is vague or general (primarily uses words such as "fun," "nice," "cool," "good").</li> <li>• <b>Spelling and mechanics</b> errors may interfere with meaning.</li> </ul>

This rubric was duplicated from Page 75 of CELDT Released Test Questions (April 2008)

### 3 **Competent Communication:**

- **Content** reasonably addresses the prompt.
- **Response** is mostly comprehensible and recognizable as a paragraph; contains logical sequencing.
- **Subject and predicate** are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains three or more complete simple or compound sentences, although there may be some fragments or run-ons. At least one sentence [two sentences for 3–5; three sentences for 6–12] contains a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence.
- **Grammar and syntax** contain few errors that occasionally interfere with meaning.
- **Vocabulary** adequately addresses the prompt.
- **Spelling and capitalization** errors occasionally interfere with meaning.

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### 4 **Expressive Communication:**

- **Content** fully addresses the prompt.
- **Response** is in **paragraph form** with sentences that support the topic sentence and may contain a concluding sentence. Response is written in **Standard English** and contains **well-organized events or ideas** as well as a few **effective details and transitional devices**.
- **Subject and predicate** are in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence. Response contains at least three complete sentences, one or more of which is syntactically complex (multiple subjects/objects, use of infinitive or gerund as an object, compound/complex sentence structure, prepositional phrases, relative clauses). At least three sentences contain a subject and predicate in correct word order, as well as capitalization at the beginning of the sentence and punctuation at the end of the sentence.
- **Grammar and syntax** contain minimal errors that do not interfere with meaning.
- **Vocabulary** is precise and may include idioms or figurative language.
- **Spelling and mechanics** errors are minimal and do not interfere with meaning.

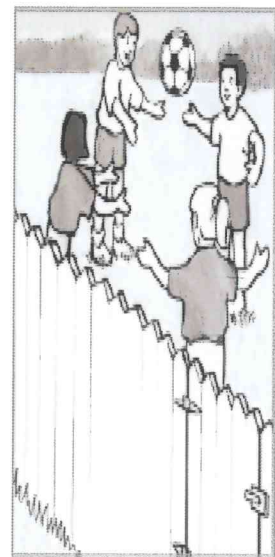
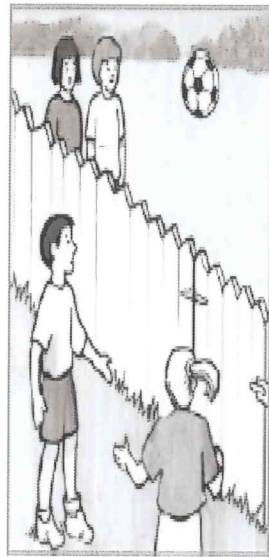
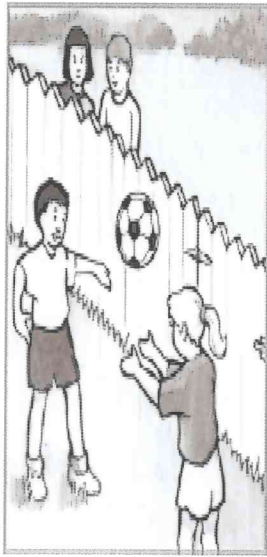
This rubric was duplicated from Page 76 of CELDT Released Test Questions (April 2008)

## Teacher Notes for Writing-Short Compositions

- This year, only students in grade 2 get four pictures to write a story
- The directions and prompt for writing the short composition are now provided to students in the answer book.

**DIRECTIONS** Write about the given topic.

## Second Grade Short Composition Prompt Sample



*In the summer, my brother and I*

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## **Writing Short Compositions – Grades 3 – 5**

### **Teacher Directions:**

Have the students read the prompt and make sure they understand what is being asked of them. Remind them to:

- use descriptions, details, and examples to make their writing interesting
- include a beginning, middle and end
- write at least three complete sentences
- pay attention to grammar, capital letters, punctuation, and spelling
- make their writing clear

### **Practice Prompts:**

- #1. Your friend invited you to play after school. Write a paragraph about what happened and what part was the most fun.
- #2. It was too hot to play outside. Write a paragraph about what you did instead and how you stayed cool.
- #3. Tell about a time you felt very afraid. Write a paragraph about what frightened you and what you did.
- #4. Think about your favorite food. Write a paragraph to state your favorite food and explain why you like to eat it.

## **Writing Short Compositions – Grades 6 – 12**

### **Teacher Directions:**

Have the students read the prompt and make sure they understand what is being asked of them. Remind them to:

- use descriptions, details, and examples to make their writing interesting
- include a beginning, middle and end
- write at least three complete sentences
- pay attention to grammar, capital letters, punctuation, and spelling
- make their writing clear

### **Practice Prompts:**

- #1. Imagine that you found a wallet in the street that contained five hundred dollars. Write a short essay explaining what you would do.
- #2. Our lives change a lot from when we are very small children to the age we are now. Write a paragraph explaining how your life has changed from being a small child to your present age.
- #3. Write a paragraph about something you would like to learn to do and explain why.
- #4. Compare your life in the United States to another country you have lived in, visited, or have heard about. How are both countries alike? How are they different? Write a short essay to compare and contrast the two countries.
- #5. In one paragraph, describe your greatest adventure.