

The purpose of the **Summative ELPAC Domain Information Document with the CA ELD Standards** is to facilitate making connections between classroom practices and the ELPAC Summative Assessment at all instructional levels. This document was adapted from *Summative ELPAC Domain Information Sheets* from the California Department of Education (CDE) and contains the information from each of the 4 pages of the *Summative ELPAC Domain Information Sheets*. The *Domain Information Sheets* provide a brief description of all ELPAC task types by domain (Listening, Speaking, Reading and Writing). In this document, information is specific to both the grade level and span for the ELPAC Summative Assessment. For Speaking and Writing, **Bold and underlined standard(s)** indicates the task type’s primary (strongest) standards alignment*.

LISTENING DOMAIN TASK TYPES (Multiple Choice)
Students show their abilities in listening to English. Administered individually in K-1.

Listen to a Short Exchange	Listen to a Classroom Conversation	Listen to a Story	Listen to an Oral Presentation
The student hears a two-turn exchange between two speakers and then answers a question about the exchange.	The student hears a recording of a multiple-turn conversation between two speakers and then answers three questions about the conversation.	The student hears a fictional story that includes dialogue and then answers three questions about the story.	The student hears an oral presentation on an academic topic, then answers three to four questions about it.
CA ELD: PI.A.1 PI.B.5 PII.A.2	CA ELD: PI.A.1 PI.A.3 PI.B.5	CA ELD: PI.B.5 PII.A.1	CA ELD: PI.B.5

SPEAKING DOMAIN TASK TYPES (Constructed Response)
Students show their abilities in speaking in English. Administered individually.

Talk about a Scene	Support an Opinion	Retell a Narrative	Summarize an Academic Presentation
The student is presented with an illustration of a familiar scene. The test examiner first asks three who, what, when type questions about the scene. The test examiner then administers three items intended to generate longer responses.	The student listens to a presentation about two activities, events, materials, or objects, and is asked to give an opinion about why one is better than the other. Students view a picture of the choices for context and support.	The student listens to a story that follows a series of pictures, and then the student uses the pictures to retell the story.	The student listens to an academic presentation while looking at a related picture(s). The student is prompted to summarize the main points of the presentation using the illustration(s) and key terms of the presentation, if provided.
CA ELD: PI.A.1 PII.B.3 PII.B.4 PII.B.5	CA ELD: PI.C.11 PII.B.3 PII.B.4 PII.B.5 PII.C.6	CA ELD: PI.C.9 PI.B.5 PI.C.12 PII.A.1 PII.A.2 PII.B.3 PII.B.4 PII.B.5 PII.C.6	CA ELD: PI.C.9 PI.B.5 PII.A.2 PII.B.3 PII.B.4 PII.B.5 PII.C.6 PII.C.7

READING DOMAIN TASK TYPES (Multiple Choice)
Students show their abilities in reading English. Administered individually in K-1.

Read and Choose a Word	Read and Choose a Sentence	Read a Short Informational Passage	Read a Literary Passage	Read an Informational Passage
The student reads three words and chooses the word that matches a picture.	The student reads three or four sentences and chooses the sentence that best describes a picture.	The student reads a short informational text and answers multiple-choice questions related to the text.	The student reads a literary text and answers multiple-choice questions concerning comprehension, language use, and word choice.	The student reads an informational passage and answers multiple choice questions concerning comprehension, language use, and word choice.
CA ELD: PI.B.6	CA ELD: PI.B.6	CA ELD: PI.B.6	CA ELD: PI.B.6 PI.B.7 PI.B.8 PII.A.1 PII.A.2	CA ELD: PI.B.6 PI.B.7 PI.B.8 PII.A.1 PII.A.2

WRITING DOMAIN TASK TYPES (Constructed Response)
Students show their abilities in writing in English. Administered individually in K-1.

Write a Story Together with Scaffolding	Describe a Picture	Write an Informational Text Together	Write about an Experience
The student collaborates with the Test Examiner to jointly compose a short literary text.	The student looks at a picture and writes a brief description about what is happening.	The student listens to a short informational passage and then collaborates with the test examiner to jointly compose a text about the passage.	The student is provided with a common topic, such as a memorable classroom activity or event and is prompted to write about the topic.
CA ELD: PI.A.2 PI.C.10	CA ELD: PI.C.10 PII.B.3 PII.B.4 PII.B.5 PII.C.6	CA ELD: PI.A.2 PI.C.10 PI.C.12 PII.A.1 P.II.A.2 PII.B.3 PII.B.4 PII.B.5 PII.C.6	CA ELD: PI.C.12 PI.C.10 PII.B.3 PII.B.4 PII.B.5 PII.C.6