

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 TASK TYPES (Multiple Choice)			
Students show their abilities in listening to English. Administered in groups of up to 20 students in grades 3–12.			
Listen to a Short Exchange	Listen to a Classroom Conversation	Listen to a Story	Listen to an Oral Presentation
The student hears a recording of 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 contains dialogue and then answers three questions about the story.	The student hears a recording of 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 TASK TYPES (Constructed Response)				
Students show their abilities in speaking in English. Administered individually.				
Talk about a Scene	Speech Functions	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 and the student responds.	The student states what they would say in a situation described by the test examiner. The student uses language to inform, persuade, make a request, etc., in an appropriate manner to a student or a teacher.	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 a recording of 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.A.4 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 TASK TYPES (Multiple Choice)				
Students show their abilities in reading in English. Administered in groups of up to 20 students in grades 3–12.				
Read and Choose a Sentence	Read a Short Informational Passage	Read a Student Essay	Read a Literary Passage	Read an Informational Passage
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 an informational essay presented as if written by a peer and answers a set of multiple choice questions related to the essay.	The student reads a literary passage 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 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 PII.C.6 PII.C.7	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 TASK TYPES (Constructed Response)			
Students show their abilities in writing in English. Administered in groups of up to 20 students in grades 3–12.			
Describe a Picture	Write about an Experience	Write about Academic Information	Justify an Opinion
The student looks at a picture and is prompted to examine a paragraph written by a classmate about what is happening in the picture. The student is asked to expand, correct, and combine different sentences written by a classmate before completing the final task of writing a sentence explaining what the students in the picture will do next.	The student is provided with a common topic, such as a memorable classroom activity or event and is prompted to write about the topic.	The student interprets academic information from a graphic organizer created for a group project and answers two questions about it.	The student is asked to write an essay providing his/her position and appropriate supporting reasons about a school related topic.
CA ELD: PI.A.2 PII.C.7 PII.B.3 PII.B.4 PII.B.5 PII.C.6	CA ELD: PI.C.10 PII.B.3 PII.B.4 PII.B.5 PII.C.6	CA ELD: PI.C.10 PI.B.6 PI.C.12 PII.B.3 PII.B.4 PII.B.5 PII.C.6 PII.C.7	CA ELD: PI.C.11 PI.C.12 PII.A.1 PII.B.3 PII.B.4 PII.B.5 PII.C.6