

The purpose of the **ELPAC Summative Assessment Domain Information Document** is to facilitate making connections between classroom practices and the ELPAC Summative Assessment at all instructional levels. This document was adapted from *ELPAC Domain Information Sheets* from the California Department of Education (CDE) and contains the information from each of the 4 pages of the *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 these documents, information is specific to both the grade level and span for the ELPAC Summative Assessment.

<b>LISTENING TASK TYPES (Multiple Choice)</b>			
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 an Oral Presentation	Listen to a Speaker Support an Opinion
Students hear a recording of a two-turn exchange between two speakers and then answer a question about the exchange.	Students hear a recording of a multiple-turn conversation between two speakers and then answer three questions about the conversation.	Students hear a recording of an oral presentation on an academic topic, then answer three to four questions about it.	Students hear a recording of an extended conversation between two classmates. In the conversation, one classmate makes an argument in support of an opinion or academic topic. After listening to the conversation, students answer four questions.

<b>SPEAKING TASK TYPES (Constructed Response)</b>				
Students show their abilities in speaking in English. Administered individually.				
Talk about a Scene	Speech Functions	Support an Opinion	Present and Discuss Information	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 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.	The student views a graph, chart, or image that provides information. The student is prompted to read the information and then asked to respond to two prompts. The first prompt asks for a summary of the information in the graph, chart, or image. The second prompt asks for the student to state whether a claim is supported or unsupported based on the information in the graph or chart.	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.

<b>READING TASK TYPES (Multiple Choice)</b>			
Students show their abilities in reading English. Administered in groups of up to 20 students in grades 3–12.			
Read a Short Informational Passage	Read a Student Essay	Read a Literary Passage	Read an Informational Passage
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 text and answers multiple-choice questions related to the text.	The student reads an informational text and answers multiple choice questions related to the text.

<b>WRITING TASK TYPES (Constructed Response)</b>			
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 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.