Definitions of Task Types for the Alternate English Language Proficiency Assessments for California

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Background and Overview

The Definitions of Task Types for the Alternate English Language Proficiency Assessments for California (ELPAC) provides context for the Alternate ELPAC Test Blueprint.

This document consists of seven tables that contain information about each of the Alternate ELPAC task types. The seven Alternate ELPAC task types are used in all grades and grade spans in kindergarten through grade twelve. All Alternate ELPAC task types are aligned with the 2012 California *English Language Development Standards, Kindergarten Through Grade 12* (2012 ELD Standards) via the English Language Development (ELD) Connectors. Task types and connectors may have different degrees of alignment—primary or secondary. Primary alignment indicates that there is a close or strong match in terms of the language knowledge, skills, and abilities covered by both the task type and the connector. Secondary alignment indicates that there is a moderate or partial match between the connector and the item in terms of language knowledge, skills, and abilities. This document provides the primary alignment of each task type with the ELD Connectors. Information about secondary alignment is provided in the test blueprints.

Each ELD Connector includes an abbreviation that references the 2012 ELD Standard to which it aligns; for example, PI.A.1 (Part 1, Cluster A, Strand 1) is the abbreviation both for an ELD Standard and for the ELD Connector designed to align to that standard while reducing its depth, breadth, and complexity.

Some ELD Connectors may include an abbreviation for applicable grades or grade spans in brackets; for example, [K–1] indicates the connector applies to kindergarten and grade 1.

Explanation of Receptive and Expressive Items

The Alternate ELPAC assesses the four domains of Listening, Reading, Speaking, and Writing. However, it does so in an integrated manner; that is, a single task type assesses multiple domains. Additionally, to ensure English learners with the most significant cognitive disabilities can fully access and participate in the Alternate ELPAC, these four domains are assessed via students' individually preferred receptive and expressive communication modes.

The use of receptive and expressive categories on the Alternate ELPAC allows maximum flexibility for students to demonstrate their English proficiency through the means that are most consistent with how they are able to communicate in the classroom; inclusive of listening, reading, speaking, and writing; as well as alternate modes of communication.

Therefore, the following is true for the Alternate ELPAC:

- Receptive test items are those that require students to demonstrate their comprehension of a stimulus by selecting a response from two or three options; the student is not required to generate any language.

- Expressive test items are those that require students to communicate to others their understandings and ideas related to the stimulus using their individually preferred expressive mode of communication.

Note that there are varying degrees of interdependence between receptive and expressive skills on English language proficiency assessments.

Table 1. Recognize and Use Common Words Task Type

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Recognize and Use Common Words	Aligned Primary ELD Connectors
Stimulus: The Recognize and Use Common Words task type is targeted to English language acquisition skills of low linguistic complexity. The student observes one to three photos of common nouns or objects. (If a student has a visual impairment, the test examiner gives the student real objects or manipulatives.)	~
Receptive (one item, one point per set): • **Communicative Context:** The student shows the ability to identify a picture and a word by answering a question. • **Student Response:** The student chooses one of two picture options.	PI.B.5 Listen actively in social and academic contexts PI.B.6 Read texts and view multimedia to answer questions
Expressive (one item, one to two points per set): • **Communicative Context:** The student shows the ability to recognize and use a common noun. • **Student Response:** The student expresses a response by naming an object using the student's individually preferred expressive mode of communication. – **Scoring:** The examiner scores the response in real time based on a rubric.	PII.B.4 Recognize and use frequently occurring nouns and noun phrases in producing simple sentences

Note: A condensed version of the ELD Connectors is provided in the second column. For a full version of the ELD Connectors that are specific to a grade or grade span, refer to the Alternate ELPAC Test Blueprint.

Table 2. Communicate About Familiar Topics Task Type

Table 2. Communicate About Familiar Topics Task Type

Communicate About Familiar Topics	Aligned Primary ELD Connectors
Stimulus: The Communicate About Familiar Topics task type is targeted to English language acquisition skills of low linguistic complexity. The student is presented with a brief story of one to three sentences about a familiar topic. A photo or illustration is included for context and support.	~
Receptive (one item, one point per set): • **Communicative Context:** The student shows the ability to identify one or more key words or to answer a simple question about the topic. • **Student Response:** The student chooses one of two picture options.	PI.A.1 Exchange information and ideas by participating in short conversations PI.B.6 Read texts and view multimedia to answer questions
Expressive (one item, one to two points per set): • **Communicative Context:** The student shows the ability to communicate simple information about the topic. • **Student Response:** The student expresses a "yes" or "no" response by using the student's individually preferred expressive mode of communication. – **Scoring:** The examiner scores the response in real time based on a rubric.	PI.A.1 Exchange information and ideas by participating in short conversations PI.C.10 [K–1] Compose texts by telling or dictating simple information; [2–12] Write or compose short literary and informational texts

Table 3. Understand a School Exchange Task Type

Table 3. Understand a School Exchange Task Type

Understand a School Exchange	Aligned Primary ELD Connectors
Stimulus: The Understand a School Exchange task type is targeted to English language acquisition skills of low-to-medium linguistic complexity. The student is presented with a story related to a school or classroom activity with at least two characters.	~
Receptive (three items, three points per set): • **Communicative Context:** The student shows the ability to identify key words and phrases, identify the main topic or characters, and sequence information. • **Student Response:** The student chooses a "yes" or "no" option or chooses one of two or three text options or text-with-picture options.	PI.A.1 Exchange information and ideas by participating in short conversations PI.B.5 Listen actively in social and academic contexts PI.B.6 Read texts and view multimedia to answer questions
Expressive (one item, one to two points per set): • **Communicative Context:** The student shows the ability to communicate simple information and use learned words, sounds, expressions, and gestures appropriate for social and academic contexts. • **Student Response:** The student finishes a sentence related to the story, selecting a response given two or three text options or text-with-picture options. OR • **Student Response:** The student chooses a word, phrase, or sentence response most appropriate for a character in the story to use given three text options when asked about a social situation. OR • **Student Response:** The student expresses a response by answering a simple wh- question using the student's individually preferred expressive mode of communication. – **Scoring:** The examiner scores the response in real time based on a rubric.	PI.A.1 [K–1] Exchange information and ideas by participating in short conversations PI.A.4 [2–12] Adapt language choices to social and academic contexts PI.C.9 Express information and ideas by telling or dictating simple information PI.C.10 [K–1] Compose texts by telling or dictating simple information; [2–12] Write or compose short literary and informational texts

Table 4. Describe a Routine Task Type

Table 4. Describe a Routine Task Type

Describe a Routine	Aligned Primary ELD Connectors
Stimulus: The Describe a Routine task type is targeted to English language acquisition skills of medium linguistic complexity. The student is presented with a story related to familiar school or classroom routine.	~
Receptive (three items, three points per set): • **Communicative Context:** The student shows the ability to identify the main topic, identify key details, identify a step in a sequence, communicate simple information, and retell a simple sequence of events. • **Student Response:** The student chooses one of three text options or text-with-picture options.	PI.B.5 Listen actively in social and academic contexts PI.B.6 Read texts and view multimedia to answer questions PII.A.2 Show an understanding of cohesion
Expressive (one item, one to two points per set): • **Communicative Context:** The student shows the ability to communicate simple information and retell a simple sequence of events. • **Student Response:** The student chooses which word, phrase, or sentence a character uses in the story. OR • **Student Response:** The student expresses a response by choosing which word, phrase, or sentence describes how a character feels in the story. – **Scoring:** The examiner scores the response in real time based on a rubric.	PII.A.2 Show an understanding of cohesion

Table 5. Understand and Express an Opinion Task Type

Table 5. Understand and Express an Opinion Task Type

Understand an Express an Opinion	Aligned Primary ELD Connectors
Stimulus: The Understand and Express an Opinion task type is targeted to English language acquisition skills of medium-to-high linguistic complexity. The student is presented with a story that describes a situation in which two or more characters make a choice and give a reason(s) or fact(s) for the choice.	~
Receptive (two items, two points per set): • **Communicative Context:** The student shows the ability to identify the main topic, identify key details, identify characters, or indicate the reasons a character holds an opinion as indicated in the story. • **Student Response:** The student chooses one of two to three text options or text-with-picture options or responds to a yes-or-no question.	PI.B.5 Listen actively in social and academic contexts PI.B.6 Read texts and view multimedia to answer questions PI.A.3 Offer and support opinions
Expressive (two items, four points per set): • **Communicative Context:** The student shows the ability to express the preference or opinion of a character in the story or express the student's own preference or an opinion based on two choices. The student shows the ability to give a reason to support the preference or opinion. • **Student Response:** The student expresses an opinion and provides one reason or supporting fact. – **Scoring:** The examiner scores the response in real time based on a rubric.	PI.C.11 [K–5] Support own opinions; [6–12] Support own opinions and evaluate others'

Table 6. Interact with a Literary Text Task Type

Table 6. Interact with a Literary Text Task Type

Interact with a Literary Text	Aligned Primary ELD Connectors
Stimulus: The Interact with a Literary Text task type is targeted to English language acquisition skills of medium-to-high linguistic complexity. The student is presented with a simple narrative on a familiar topic.	~
Receptive (two items, two points per set): • **Communicative Context:** The student shows the ability to identify the main idea, identify key details, or retell basic information. • **Student Response:** The student chooses one of three text options or text-with-picture options.	PI.B.5 Listen actively in social and academic contexts PI.B.6 Read texts and view multimedia to answer questions
Expressive (two items, three points per set): • **Communicative Context:** The student shows the ability to label a picture or communicate simple information. • **Student Response:** The student expresses a word, phrase, or sentence response about the story. – **Scoring:** The examiner scores the response in real time based on a rubric. OR • **Student Response:** The student finishes a sentence related to the story, selecting a response from three text options or text-with-picture options.	PI.C.9 Express information and ideas by telling or dictating simple information PI.C.10 [K–1] Compose texts by telling or dictating simple information; [2–12] Write or compose short literary and informational texts

Table 7. Interact with an Informational Text Task Type

Table 7. Interact with an Informational Text Task Type

Interact with an Informational Text	Aligned Primary ELD Connectors
Stimulus: The Interact with an Informational Text task type is targeted to English language acquisition skills of high linguistic complexity. The student is presented with an informational passage on a familiar or unfamiliar topic.	~
Receptive (two items, two points per set): • **Communicative Context:** The student shows the ability to use foundational literacy skills; identify a central idea, theme, or supporting details; understand text structure; or understand cohesion. • **Student Response [2–5]:** The student chooses one of three letters or words from the story. OR • **Student Response:** The student chooses one of three text options or text-with-picture options.	PIII [2–5] Use foundational literacy skills PI.B.5 Listen actively in social and academic contexts PI.B.6 Read texts and view multimedia to answer questions PII.A.1 Show an understanding of text structure PII.A.2 Show an understanding of cohesion

Table 7. Interact with an Informational Text Task Type

Table 7 *(continuation)*

Interact with an Informational Text	Aligned Primary ELD Connectors

Expressive (two items, three points per set):
 	
• **Communicative Context:** The student shows the ability to retell ideas or events in the passage, to express and communicate ideas and information, to use select words to convey precise meaning, or to condense ideas.
 	
• **Student Response:** The student expresses a short presentation with an appropriate one- to two-word response.
 	
   – **Scoring:** The examiner scores the response in real time based on a rubric.
 	
OR
 	
• **Student Response:** The student expresses one or more descriptive words related to the passage.
 	
   – **Scoring:** The examiner scores the response in real time based on a rubric.
 	
OR
 	
• **Student Response:** The student combines two words, two phrases, or two sentences using a high-frequency conjunction given two or three text options or text-with-picture options.
	PI.C.9 Express information and ideas by telling or dictating simple information
	
	PI.C.10 [K–1] Compose texts by telling or dictating simple information; [2–12] Write or compose short literary and informational texts
	
	PI.C.12 Select and apply appropriate general academic and domain-specific vocabulary
	
	PII.C.6 Connect ideas
	
	PII.C.7 [1–12] Condense ideas

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