

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

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# California State Board of EducationMay 2020 AgendaItem #01

## Subject

The California Assessment of Student Performance and Progress System and the English Language Proficiency Assessments for California: Approval of the Proposed Alternate English Language Proficiency Assessments for California Test Blueprint and Update of Program Activities.

## Type of Action

Action, Information.

## Summary of the Issue(s)

This item seeks approval of the proposed Alternate English Language Proficiency Assessments for California (ELPAC) test blueprint, which is based on the outcome of the Alternate ELPAC pilot conducted in January 2020. This item also provides a summary of developments and updates related to the California Assessment of Student Performance and Progress (CAASPP) and ELPAC, including Governor Newsom’s executive orders and California’s submission of a federal waiver related to 2019–2020 testing requirements, the 2019 California Science Test (CAST) Alignment Study, Smarter Balanced Assessment Consortium (Smarter Balanced) Interim Assessment availability to support distance learning, Smarter Balanced Tools for Teachers launch, and the development of formative assessment resources for science. Attachment 1 provides the CAASPP and ELPAC outreach and professional development activities from March through April 2020.

## Recommendation

The California Department of Education (CDE) recommends that the California State Board of Education (SBE) approve the proposed Alternate ELPAC test blueprint, as found in Attachment 2.

The CDE further recommends that the SBE authorize CDE staff to make technical edits, as necessary, to the proposed Alternate ELPAC test blueprint.

## Brief History of Key Issues

The following sections of this item detail the CDE’s proposed recommendation to the SBE and provide a summary of developments and updates related to the CAASPP and ELPAC programs.

### The Proposed Alternate English Language Proficiency Assessments for California Test Blueprint

On June 27, 2018, Section 141(a) of Assembly Bill 1808 was approved, which provided funding for the development of a computer-based alternative English language proficiency (ELP) assessment for pupils with disabilities. The development of this alternate assessment, known as the Alternate ELPAC, allows students with the most significant cognitive disabilities to participate in an assessment to accurately measure their ELP. The Alternate ELPAC will ensure that students with the most significant cognitive disabilities are able to participate in an assessment that is an accurate measure of a student’s ELP.

The Alternate ELPAC is being designed to align with the California 2012 English Language Development (ELD) Standards via the ELD Connectors. The ELD Connectors offer a reduction in the depth, breadth, and complexity of the standards as appropriate for students with the most significant cognitive disabilities. They were developed by testing contractor Educational Testing Service (ETS) under the direction of the CDE, with input from the Alternate ELPAC Test Design Advisory Team and a comprehensive review by a committee of California educators with expertise in special education and English language instruction. A guiding document for the development of the ELD Connectors was the *Council of Chief State School Officers* (*CCSSO*) *ELP Standards for English Learners with Significant Cognitive Disabilities* (CCSSO, 2018).

The Alternate ELPAC will be the first California state-administered test of ELP for students whose primary language is a language other than English and who have been found eligible for alternate assessments by their individualized education program (IEP) team. In accordance with the high-level test design (which can be found at <https://www.cde.ca.gov/be/ag/ag/yr19/documents/may19item01.docx>) as approved by the SBE on May 8, 2019, the Alternate ELPAC will serve two purposes: (1) the initial identification of students as English learners (ELs) or initial fluent English proficient; and (2) an annual summative assessment to measure a student’s progress in acquiring ELP and eligibility for reclassification. As noted in the Alternate ELPAC high-level test design, the same test blueprint will be used for the Initial Alternate ELPAC and the Summative Alternate ELPAC. This decision was determined to be appropriate because both assessments share the same score reporting categories and the same performance level descriptors. Unique forms of matching length will be developed for the Alternate Initial and the Alternate Summative ELPAC.

The Initial Alternate ELPAC will be administered to students whose home language survey indicates a language other than English within the first 30 calendar days of enrollment. The Summative Alternate ELPAC will be administered annually to students identified as ELs with the most significant cognitive disabilities until they are reclassified as fluent English proficient. When the Alternate ELPAC becomes operational, local educational agencies (LEAs) will be required to administer it to students in kindergarten through grade twelve (including students through twenty-one years of age) who have been identified as ELs (Summative) or potential ELs (Initial) and whose IEP indicates the use of an alternate assessment.

The Alternate ELPAC is designed to be delivered online in a one-on-one setting by a test examiner who is an employee of an LEA and has been trained to administer the ELPAC. A test examiner may enter responses for a student on the student device. If an IEP team or test examiner determines that independent navigation is appropriate for a student, the student may enter the responses on the student device. The Alternate ELPAC will be untimed, and test items will be administered to the student over the course of one or more testing sessions, as determined by the test examiner or IEP team.

The Alternate ELPAC assesses the four domains of Listening, Reading, Speaking, and Writing, characterized by either an expressive or receptive communication mode. However, it does so in an integrated manner; that is, a single task type assesses multiple domains. The test questions, or items, within a task type are aligned with one or more primary and secondary ELD Connectors. Information about the Alternate ELPAC Task Types can be found in *Definitions of Task Types for the Alternate English Language Proficiency Assessments for California* (Attachment 3). In addition, to ensure that ELs 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, including, but not limited to, assistive devices, gestures, sign language, eye gaze, pointing, or other alternate modes to express or comprehend information. The use of receptive and expressive categories on the Alternate ELPAC allows maximum flexibility for students to demonstrate their ELP through the means that is most consistent with how they communicate in the classroom, inclusive of listening, reading, speaking, and writing as well as other, alternate modes of communication.

*California Code of Regulations* (*CCR*), Title 5, sections 11518.35 through 11518.37 of the ELPAC regulations determine the use of accessibility resources for individual students. The Alternate ELPAC will adopt a modified version of the general ELPAC framework that is optimized for one-on-one administration. The majority of accessibility resources (universal tools, designated supports, and accommodations) that apply to the general ELPAC may also apply during the administration of the Alternate ELPAC. For example, there may be some embedded resource differences due to the one-on-one nature of the alternate assessment, or whether a test examiner inputs a student’s response. A complete list of resources is contained in the *CCR*, Title 5, sections 11518.35 through 11518.37. Table 1, below, displays the development timeline for the Alternate ELPAC.

Table 1. State Board-Approved Alternate ELPAC Development Timeline

| **Development Activity** | **Date** |
| --- | --- |
| Approval of high-level test design | May 2019 |
| Pilot test and cognitive labs | January 2020 |
| Statewide operational Summative and Initial field test  | January through February 2021 |
| First operational Initial Alternate ELPAC administration  | July 1, 2021, through June 30, 2022 |
| First operational Summative Alternate ELPAC administration | February 1, 2022, through May 31, 2022 |

#### **Development of the Proposed Alternate ELPAC Test Blueprint**

A test blueprint is a crucial element in the design of any assessment program, as it defines the number and distribution of task types that will be administered and used to gather evidence about student abilities in relation to the test construct. In addition to those specifications, the test blueprint for the Alternate ELPAC, found in Attachment 2, contains language introducing and explaining the test to stakeholders—explanations of the intended testing population; the test purposes; and the rationale for key design decisions, including such topics as the roles of communication modes, receptive and expressive items, and linguistic complexity levels. Appendix A of the test blueprint contains a table presenting the ELD Connectors that will be assessed on the Alternate ELPAC.

In developing the Alternate ELPAC blueprint, it was necessary to strive for a balance between a range of considerations, including the following:

* Providing a sufficient number of score points to support operational score reporting, including the ability to accurately distinguish between performance levels (on both the Summative and on the Initial) and to accurately identify students as EL or IFEP on the Initial assessment.
* Including an appropriate distribution of task types and item types to appropriately sample the domains, as defined by the ELD Connectors
* Keeping the test length reasonable to minimize the impact on students and examiners

A draft of the test blueprint was developed by ETS, aiming to achieve balance among those considerations. The number of score points was chosen to be comparable to existing California alternate assessments, which have sufficient score points for reporting while not overburdening students and educators. In choosing which ELD Connectors to assess on the Alternate ELPAC, priority was given to ELD Connectors aligned with the 2012 ELD Standards that are measured on the general ELPAC. That is, ETS assessment development staff reviewed the 2012 ELD Standards assessed on the ELPAC, evaluated which standards (via the ELD Connectors) would be appropriate to include on an ELP assessment for students with the most significant cognitive disabilities, and designed task types to focus on those connectors.

The draft test blueprint developed by ETS staff was then reviewed by a range of stakeholders representing a variety of backgrounds and expertise. In addition to multiple reviews by the CDE, reviews were provided by the following:

* The Alternate ELPAC Test Design Advisory Team, in August and November 2019 and February 2020
* The ELPAC Technical Advisory Group, in September 2019 and February 2020
* A group of internal CDE stakeholders (English Learner Support Division and Special Education Division), in October 2019
* Groups of external stakeholders (Advisory Commission on Special Education, California Association of Bilingual Educators, California Charter Schools Association, California Federation of Teachers, California Science Teachers Association, California Teachers Association, and Californians Together), in December 2019

Input from stakeholders was sought through the development of the draft test blueprint, helping to ensure both that it is suitable for developing assessments of high technical quality and that the blueprint is written and organized in a manner that will make it accessible and comprehensible for its intended users.

Key points on the content of the proposed test blueprint are as follows:

* The Initial and Summative Alternate ELPAC will follow a single test blueprint, as described in the high-level test design. As a result, the Initial Alternate ELPAC and the Summative Alternate ELPAC test form and length should be the same.
* The test blueprint (Attachment 2) illustrates the assessment’s coverage of the 2012 ELD Standards via ELD Connectors with primary and secondary alignment.
* Task types were selected to provide sufficient coverage of the ELD Connectors while reducing the burden of testing time on students and test examiners. The selection of task types is supported by the evidence gathered from the January pilot using a cognitive lab methodology (Attachment 2).
* The test blueprint demonstrates the alignment of task types with receptive and expressive communication modes. The integrated task types will allow a student to be assessed in all domains using each student’s preferred mode of communication.
* The test blueprint has been carefully designed to ensure that there are sufficient numbers of both task types and items of each level of linguistic complexity (low, medium, and high). This distribution has been confirmed by the *Alternate EPAC Pilot Using Cognitive Methodology* and has been reviewed by the Alternate ELPAC Test Design Advisory Team (TDAT) and the ELPAC Technical Advisory Group (TAG).
* The task types in the blueprint are presented in the expected order of linguistic complexity, from simple to more complex. The first task types will target low linguistic complexity, followed by task types of increasing complexity. This design allows students to exit the test when the items are beyond their linguistic level. Information about the Alternate ELPAC Task Types can be found in *Definitions of Task Types for the Alternate English Language Proficiency Assessments for California* (Attachment 3).

##### ***Next Steps***

The CDE, in collaboration with ETS, continues the development of the Alternate ELPAC. The proposed Alternate ELPAC test blueprint plays a critical role in bringing the development of the Alternate ELPAC closer to the field test and operational administration. The proposed blueprint will serve as a foundational document for the development of the items used for the January through February 2021 field test and, eventually, for the operational Initial Alternate ELPAC and Summative Alternate ELPAC. Any changes to the test blueprint needed after conducting the field test will be brought back to the SBE for approval.

### California Assessment of Student Performance and Progress and English Language Proficiency Assessments for California Program Updates

The CAASPP statewide testing window opened on January 14, 2020, and the Summative ELPAC statewide testing window opened on February 3, 2020. The CAASPP statewide testing window was to close on July 15, 2020, and the Summative ELPAC statewide testing window was to close on May 31, 2020.

**Governor Newsom’s Executive Orders and Federal Testing Waiver Request**

Since the last CAASPP and ELPAC updates to the SBE, schools in California have closed in response to California Governor Gavin Newsom’s Executive Order N-33-20, which, on March 19, 2020, communicated a statewide order for Californians to stay home or at their place of residence to protect the health and well-being of all Californians and to mitigate the impact of coronavirus disease 2019 (COVID-19). Subsequently, many of the planned CAASPP and ELPAC outreach activities have been either canceled or converted to virtual meetings, as specified in Attachment 1.

On March 18, 2020, Governor Newsom issued Executive Order N-30-20 announcing California’s intent to pursue a federal waiver of testing requirements. In this Executive Order, Governor Newsom acknowledged that California’s schools were in the middle of the statewide testing window and therefore it was necessary to waive state requirements to administer annual statewide assessments in order to allow LEAs to take appropriate actions to prevent and mitigate the effects of the COVID-19 pandemic.

On March 20, 2020, as a result of the unprecedented circumstances surrounding COVID-19 and in conjunction with statements from Governor Gavin Newsom and State Superintendent of Public Instruction Tony Thurmond, the CDE suspended all statewide CAASPP, Summative ELPAC, and California High School Proficiency Examination (CHSPE) testing. On March 26, 2020, State Superintendent of Public Instruction Tony Thurmond and SBE President Linda Darling-Hammond submitted, on behalf of the CDE and SBE, a waiver for the 2019–2020 school year of the following sections under Elementary and Secondary Education Act (ESEA) Section 8401(b):

* Assessment requirements in Section 1111(b)(2);
* Accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D); and
* Reporting requirements related to assessments and accountability in Section 1111(h).

The waiver, which was approved by the U.S. Department of Education on March 27, 2020, includes assessments for English language arts/literacy, mathematics, science, and the English language proficiency. *Note:* a copy of the full waiver is available for review on the Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>, and will be discussed further in Item 03 of the May 2020 SBE agenda.

On April 23, 2020, Governor Newsom issued Executive Order N-56-20, which waived for the 2019–2020 school year the required physical education minutes and administration of the Physical Fitness Test to students in grades five, seven, and nine, as required in *Education Code* (*EC*) Section 60800, and the data collection regarding the administration of the Physical Fitness Test per *EC* sections 33352(b)(4) and (5).

**Update on the 2019 California Science Test Alignment Study**

In 2018–19, the CAST became operational. The CAST is administered to students in grades five and eight and once in high school and is aligned with the California Next Generation Science Standards (CA NGSS). The CDE contracted with the Human Resources Research Organization (HumRRO) to complete an independent alignment study of the CAST. In February and March 2019, HumRRO conducted the study in consultation with California science educators. The alignment study consists of two main components: (1) a review and evaluation of all supporting documentation produced during the development of the first operational administration of the CAST to ensure the development of the assessment followed the best practices outlined in the *Standards for Educational and Psychological Testing*; and (2) a workshop with California science educators to evaluate independently the relationships between the CA NGSS and the CAST design, blueprint, test forms, and items. Results from this alignment study indicate that the CAST forms were constructed in a manner consistent with the blueprint approved by the SBE in November 2017 and that the items were aligned with the CA NGSS. In addition, HumRRO commented that the recently revised CAST blueprint, approved by the SBE in January 2020, does not substantively impact the alignment of the assessment. The reduction of the stand-alone items and the addition of a third performance task does not impact how the items are developed for this assessment. All of the new items developed to support the revised blueprint will be aligned with the CA NGSS and will assess at least two of the three dimensions of the Performance Expectations. The report from this study will be posted by June 2020 on the CAASPP Technical Reports and Studies web page at <https://www.cde.ca.gov/ta/tg/ca/caaspprptstudies.asp>. The results of the alignment study will be used as evidence for the CAST peer review to be submitted in June 2021.

**Interim Assessments for Distance Learning**

With the widespread closure of schools in California and the suspension of CHSPE, CAASPP, and Summative ELPAC testing due to COVID-19, many LEAs are serving their students through distance learning. To aid teachers and other LEA staff during this challenging time, the CDE has made available, as an optional resource, the Smarter Balanced Interim Assessments for use in support of distance learning. Specifically, the interim assessment test delivery system has been configured to eliminate the need for a secure browser on devices used by students to take the interim assessments. This will allow interim assessments to be available to LEAs through June 30, 2020.

The CDE has provided LEAs with instructions for teachers as well as for students and their parents/guardians to assist them in using the interim assessments for distance learning. In addition, Smarter Balanced launched a new web page with tools and suggestions on supporting and advancing distance learning. The Supporting Remote Teaching and Learning web page, which is available at <https://remote.smartertoolsforteachers.org/>, provides suggestions regarding how teachers can use Smarter Balanced resources in flexible ways.

**Tools for Teachers Website Preview Available Soon**

Formative assessment is a critical process for teachers to use during classroom instruction to assess student understanding and make necessary adjustments to improve their teaching and student learning. California LEAs will soon have access to the new formative assessment component of the Smarter Balanced assessment system—Tools for Teachers, which was built with teacher input. The Tools for Teachers application will offer an advanced suite of instructional and professional development resources aligned with the Common Core State Standards for English language arts/literacy (ELA) and mathematics. At the end of April, a preview and feedback session is being planned with the Assessment Stakeholder Committee, which includes, but is not limited to, representatives from the following organizations:

* + California Teachers Association
* California Federation of Teachers
* Association of California School Administrators
* Advisory Commission on Special Education
* California Parent Teacher Association
* California Bilingual Educators Association
* Californians Together
* California County Superintendents Educational Services Association
* California Charter Schools Association
* California School Boards Association
* California Science Teachers Association
* Special Education Local Plan Area
* Small School District Association

In June 2020, the Smarter Balanced Assessment Consortium will launch a preview of Tools for Teachers followed by the “grand opening” of the website in September 2020. The preview website will feature many, but not all, of the approximately 750 instructional and professional development resources that will be available at the grand opening. California educators as well as CDE staff have worked closely with staff from Smarter Balanced and other consortium member states to build resources for Tools for Teachers and conduct system testing to ensure proper functionality. Resources will include:

* Recommendations for instructional differentiation
* Embedded accessibility strategies that offer ways for teachers to provide access to the curriculum for all students
* Embedded formative assessment strategies that offer ways for teachers to quickly assess student progress at a given time during instruction

In addition, the Tools for Teachers application will meet international standards for Web accessibility (i.e., Web Content Accessibility Guidelines 2.1AA). California educators will be able to access Tools for Teachers in the same way they have accessed the Digital Library, and all LEA staff who have a Digital Library account will be automatically registered for the Tools for Teachers website. The Digital Library will be decommissioned on May 28, 2020, allowing for the launch of Tools for Teachers. Self-registration will continue to be available to all educators in California's local educational agencies.

**Development of Formative Assessment Resources for Science Instruction**

Since 2014, California LEAs have had access to a large pool of state-provided formative assessment resources for ELA and mathematics through California’s membership in the Smarter Balanced Assessment Consortium. In recognition of the critical role the formative assessment process plays in classroom instruction, and the need for science instructional resources, the CDE—through its validity and outreach contract with the Sacramento County Office of Education (SCOE)—has begun working with California science teachers to develop high-quality instructional resources that are aligned with the CA NGSS and highlight formative assessment strategies. The CA NGSS utilizes three-dimensional learning in science, which includes Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs). The CDE expects to be able to develop approximately 40 resources that can be shared with LEAs statewide. Resource development will occur through two virtual workshops with teachers and educational coaches across the state, and the work is expected to conclude in June 2020.

While the focus of resource development is on resources for elementary schools, educators from all grade bands—elementary, middle, and high school—are participating in the development to ensure vertical articulation of all resources. The resources being developed will:

* Promote opportunities for three-dimensional science learning
* Emphasize hands-on activities that facilitate peer feedback and collaboration
* Integrate Common Core State Standards for ELA and mathematics
* Integrate formative assessment strategies that offer ways for teachers to quickly assess student progress at a given time during instruction
* Integrate accessibility strategies that offer ways for teachers to provide access to the curriculum for all students

In addition to the approximately 40 developed resources expected from this effort, the CDE will include the resources from five winners of its 2019 “Science: It’s Elementary!” contest.

The CDE is working with the Smarter Balanced to arrange for the inclusion of these new science resources on the Tools for Teachers website that will house formative assessment resources for ELA and mathematics starting in June 2020. An update on the status of this effort will be provided in the Assessment Development and Administration Division’s July 2020 SBE item.

## Summary of Previous State Board of Education Discussion and Action

In April 2020, the CDE provided the SBE with a summary and report about the CSA Interpretation Study conducted in summer 2019 (<https://www.cde.ca.gov/be/pn/im/documents/apr20memoadad03.docx>).

In April 2020, the CDE provided the SBE with an update on the Alternate ELPAC and an advance summary report on the development and evaluation of task types for the Alternate ELPAC (<https://www.cde.ca.gov/be/pn/im/documents/apr20memoadad01.docx>).

In March 2020, the SBE approved the CAASPP and ELPAC 2019–2020 apportionment rates, and the CDE provided the SBE with CAASPP and ELPAC program updates (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/mar20item07.docx>).

In February 2020, the CDE provided the SBE with reports from the SCOE of attendee feedback from the annual CAASPP coordinator survey and the first annual California Assessment Conference. These reports provide key information and recommendations for the CDE to consider in determining future outreach efforts to meet the needs identified by LEAs (<https://www.cde.ca.gov/be/pn/im/documents/feb20memoadad02.docx>) (<https://www.cde.ca.gov/be/pn/im/documents/feb20memoadad02a1.pdf>) (<https://www.cde.ca.gov/be/pn/im/documents/feb20memoadad02a2.pdf>).

In February 2020, the CDE provided the SBE with an update on 2018–2019 public releases for the CAST, CSA, and preliminary indicators for the CAA for Science (<https://www.cde.ca.gov/be/pn/im/documents/feb20memoadad01.docx>).

In February 2020, the CDE provided notification of an error with the scoring and reporting of the grade six writing extended responses for the 2018–2019 CAASPP Smarter Balanced ELA test and the CDE’s decision for remediation and communication plan (<https://www.cde.ca.gov/be/pn/im/documents/feb20memoadad03.docx>).

In January 2020, the SBE approved revisions to the CAST blueprint and the Student Score Reports (SSRs) for the Initial ELPAC, and the CDE provided the SBE with CAASPP and ELPAC program updates (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jan20item05.docx>)

(<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jan20item05a3.pdf>).

In December 2019, the CDE provided the SBE with CAST updates on the results from studies and analyses conducted by ETS, which included: the multistage adaptive test, the screener, the use of matrix sampling, and the time needed for students to complete the CAST

(<https://www.cde.ca.gov/be/pn/im/documents/dec19memoadad01.docx>)

(<https://www.cde.ca.gov/be/pn/im/documents/dec19memoadad01a01.docx>).

In December 2019, the CDE provided the SBE with information on the *CAASPP 2019 Independent Evaluation Report* (<https://www.cde.ca.gov/be/pn/im/documents/dec19memoadad03.docx>).

In December 2019, the CDE provided the SBE with information on the public release of the 2018–19 ELPAC results (<https://www.cde.ca.gov/be/pn/im/documents/dec19memoadad02.docx>).

In November 2019, the SBE approved the CAST threshold scores. In addition, the CDE provided the SBE with program updates related to the CAA for Science, the CAASPP independent evaluation annual report, the ELPAC, the 2019 California Assessment Conference, the Smarter Content Explorer, and the status of the Broadband Infrastructure Improvement Grant (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/nov19item06.docx>).

In October 2019, the CDE provided the SBE with updates on the CAST standard setting plan and a summary of related activities conducted before and after the convening of the CAST July/August 2019 Standard Setting Workshop (<https://www.cde.ca.gov/be/pn/im/documents/oct19memoadad01.docx>).

In October 2019, the CDE provided the SBE with updates on the new resources added to the Digital Library and on the efforts made to support educators, including California Educator Reporting System (CERS) (<https://www.cde.ca.gov/be/pn/im/documents/oct19memoadad02.docx>).

In October 2019, the CDE provided the SBE with information on the public release of the CAASPP and ELPAC 2018–19 student results (<https://www.cde.ca.gov/be/pn/im/documents/oct19memoadad03.docx>).

In October 2019, the CDE provided the SBE with information on the Site Administrator Survey and the *Site Administrator Feedback Sessions Report* (<https://www.cde.ca.gov/be/pn/im/documents/oct19memoadad04.docx>).

In September 2019, the CDE provided the SBE with updates on the CAASPP System and ELPAC activities. The SBE approved the CAASPP and computer-based ELPAC summative SSRs and the CSA preliminary reporting scale score ranges (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item03.docx>)

(<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item03a2.pdf>)

(<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item03a3rev.docx>)

(<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item03a3rev2.docx>).

In August 2019, the CDE provided the SBE with updates on the development of the first operational administration of the CAA for Science and the upcoming development activities and test format for the 2019–2020 CAST administration (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-aug19item01.docx>).

In July 2019, the CDE provided the SBE with a summary of events and developments related to the CAASPP System and ELPAC activities and displayed the enhancements to the CAASPP and ELPAC public reporting website (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/jul19item01.docx>).

In June 2019, the CDE provided the SBE with an Information Memorandum that included the draft accessibility resources for operational testing for the Initial and Summative ELPAC and the Alternate ELPAC based on the transition to an online test delivery system (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-jun19item03.docx>).

In May 2019, the CDE provided the SBE with updates on the CAASPP System and ELPAC activities. The SBE approved: (1) the proposed high-level test design for the transition of the Initial and Summative ELPAC to computer-based tests; (2) the proposed high-level test design for the development of the computer-based Initial and Summative Alternate ELPAC; and (3) proposed revisions to the computer-based Summative ELPAC blueprints (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/may19item01.docx>).

In April 2019, the CDE provided the SBE with an Information Memorandum that gave an update on the Smarter Balanced Summative Assessment blueprints for ELA and mathematics (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-apr19item01.docx>).

In March 2019, the CDE provided the SBE with updates on the CAASPP System and ELPAC activities. The SBE approved the high-level test design for the Initial and Summative ELPAC computer-based delivery and the Alternate ELPAC (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/mar19item03.docx>).

In February 2019, the CDE provided the SBE with an Information Memorandum that gave an update on the ELPAC threshold score review study (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-feb19item01.docx>).

In January 2019, the CDE provided the SBE with updates on the CAASPP System and ELPAC activities, and the SBE approved the 2019 LEA apportionment rates for CAASPP (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/jan19item08.docx>).

## Fiscal Analysis (as appropriate)

The 2018–2019 Budget Act provided $27,075,000 in one-time funding, to be utilized across Fiscal Years (FY) 2018–2019, 2019–2020, 2020–2021, and 2021–2022, for the development and administration of a computer-based ELPAC and computer-based Alternate ELPAC.

The proposed 2020–2021 Budget Act, along with supplemental funds from the 2018–2019 Budget Act for ELPAC, provides a total of $23,217,052 in funding for ETS ELPAC administration contract costs; $76,687,323 for ETS CAASPP administration contract costs; and $798,121 for CERS contract costs. However, as part of the May revision process, all funding is being reexamined in light of the unprecedented circumstances surrounding COVID-19.

Funding for 2021–2022 and beyond will be contingent on an annual appropriation being made available from the California Legislature.

## Attachment(s)

* Attachment 1: Outreach and Professional Development Activities (2 Pages)
* Attachment 2: Alternate English Language Proficiency Assessments for California Proposed Test Blueprint (32 Pages)
* Attachment 3: Definition of Task Types for the Alternate English Language Proficiency Assessments for California (12 Pages)

# Outreach and Professional Development Activities

The California Department of Education (CDE), in coordination with the California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) contractor, typically provides a variety of outreach activities, including in-person workshops, focus group meetings, and presentations, throughout the state to prepare local educational agencies (LEAs) for the administration of the CAASPP System and ELPAC. Given the unprecedented circumstances surrounding coronavirus disease 2019 (COVID-19) and with statewide testing suspended, many of the planned CAASPP and ELPAC outreach activities have been either canceled or converted to virtual meetings. Specifically, all March outreach activities were canceled. In addition, the CDE continues to release information regarding assessment program updates, including weekly updates, on its website and through listserv email. The following tables provide descriptions of outreach and professional development activities during April 2020.

**Table 1. Trainings**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 4/21 | Virtual | 3,000 | All Coordinators WebinarThis webinar included updates on Governor Newsom’s executive orders and the recently approved federal waiver under the Elementary and Secondary Education Act. |

**Table 2. Advisory Panel/Review Committee Meetings**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 4/14–16 | Virtual | 30 | California Science Test (CAST) Range Finding California educators participated in a two-day range finding activity where they were tasked with scoring and reviewing sample responses. |
| 4/21–23 | Virtual | 21 | CAST Item Review Meeting California science educators participated in a two-day item review meeting to review items for the 2020–2021 administration of the CAST. |
| 4/22 | Virtual | 15 | Statewide Assessment Stakeholders MeetingThe Assessment Development and Administration Division held a virtual meeting that provided program activities, test developments, and other assessment-related information. |



**Alternate English Language Proficiency Assessments for California
Proposed Test Blueprint**

**Contract #CN150012**

**Prepared for the California Department of Education by Educational Testing Service**

**Post-Pilot and Cog Labs Version**

**March 16, 2020**



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**Background**

***About the Assessment***

The Alternate English Language Proficiency Assessments for California (Alternate ELPAC), to be administered pursuant to California *Education Code (EC)* sections 313 and 60810, is part of the California Assessment System. The Alternate ELPAC is aligned with the *2012 California English Language Development Standards* (<https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf> ) (2012 ELD Standards) via the English Language Development Connectors (ELD Connectors). The Alternate ELPAC is administered to kindergarten through grade twelve students (including students through 21 years of age) following the grades and grade spans of the Initial and Summative ELPAC.

**Test-Taking Population**

The Alternate ELPAC is intended only for English learners, and potential English learners, who have been identified as having the *most significant cognitive disabilities* and who have been found eligible for alternate assessments by their Individualized Education Program (IEP) team.

**Purpose of the Assessment**

The purpose of the Alternate ELPAC is twofold: (1) the Initial Alternate ELPAC provides information to determine a student’s initial classification as an English learner (EL) or as initial fluent English proficient; and (2) the Summative Alternate ELPAC provides information on annual student progress toward English language proficiency (ELP) and supports decisions on student reclassification as fluent English proficient.

Students who are identified as EL should be provided English language development support in conjunction with special education services for the purpose of increasing language acquisition skills to promote access to academic content.

The Initial and Summative Alternate ELPAC follows a single test blueprint, as described in the *High-Level Test Design for the Alternate English Language Proficiency Assessments for California*. (Hereafter, the use of the term “Alternate ELPAC” implies both initial and summative administration of the assessment.) The *High-Level Test Design for the Alternate English Language Proficiency Assessments for California* is available at <https://www.cde.ca.gov/ta/tg/ep/documents/proposedhltdaltelpac.pdf>. Additional Alternate ELPAC resources and materials are also available on the California Department of Education (CDE) website. IEP team guidelines for participation on alternate assessments are available at <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>.

***ELD Connectors***

The Alternate ELPAC is designed to align with the 2012 ELD Standards via ELD Connectors (refer to Appendix A: ELD Connectors for the Alternate ELPAC), which reduces the depth, breadth, and complexity of the standards, as appropriate for students with the most significant cognitive disabilities. The ELD Connectors were developed through collaboration among California educators, the CDE, and Educational Testing Service (ETS) research and assessment experts, as well as with guidance from the Test Design Advisory Team of four nationally recognized experts on the assessment of ELs with the most significant cognitive disabilities.

The ELD Connectors represent the highest level of expected performance in ELP for ELs with the most significant cognitive disabilities at a given grade or grade span. The Connectors are not intended to represent the full range of performance in ELP that may be measured by a standardized alternate ELP assessment. A rigorous standard-setting process applied to actual assessment results will identify performance levels at various cut points along the ELP continuum to be used in score reporting. These performance levels will be used to support determinations of placement, progress, and reclassification of ELs with the most significant cognitive disabilities.

**Coverage of the ELD Connectors on the Alternate ELPAC**

Standards-based assessments require sufficient coverage of standards—or Connectors, for alternate assessments—to ensure a strong link between instruction and assessment. The Alternate ELPAC assesses the ELD Connectors via primary and secondary alignment, with some variability among the grades and grade spans. Table 2 provides the coverage of the ELD Connectors by grade and grade span.

***Test Design***

**Test Design Principles**

Three principles guide the design of the Alternate ELPAC. The principles are based on discussion with and feedback from various stakeholder groups and local educational agencies as well as the Alternate ELPAC Test Design Advisory Team. The guiding principles are as follows:

1. The assessments must be designed to ensure that the intended test-taking population is able to demonstrate its ELP.
2. The test design must be tailored to the range of needs of the students with the most significant cognitive disabilities, including providing maximum accessibility as well as ensuring linguistic and cultural fairness and sensitivity.
3. The test design must take into consideration the testing burden for students and test examiners.

These principles, along with specific recommendations outlined in the *High-Level Test Design for the Alternate English Language Proficiency Assessments for California (*<https://www.cde.ca.gov/ta/tg/ep/documents/proposedhltdaltelpac.pdf>) and summarized in this subsection, provide the foundation for the development of the test blueprint.

**Communication Modes**

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. For the Alternate ELPAC, the term “task type” is used to categorize test items based on their content and the evidence of student language proficiency they are designed to gather (e.g., “Recognize and Use Common Words”). In contrast, the term “item type” is used to describe items based on the form they take in the test delivery system (e.g., selected response or constructed response). As shown in Table 1, each Alternate ELPAC task type contains multiple item types. The test questions, or items, within a task type are aligned to one or more primary and secondary ELD Connectors. Additionally, to ensure ELs 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. Such a design (i.e., one that helps ensure maximum participation of all eligible test takers), helps to eliminate the need to provide domain exemptions.

Individually preferred communication modes are the ways in which a student typically comprehends and expresses information in everyday classroom contexts. These communication modes include the four language domains of Listening, Reading, Speaking, and Writing. However, not all students can process information through both listening and reading or can communicate through both speaking and writing. Instead, a student may use sign language, eye gaze, pointing, gestures, alternative communication devices, or other alternate modes to comprehend and express information. 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, on 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. For example, students may need to read or listen to directions or a stimulus (receptive skill) to respond to a Speaking or Writing prompt (expressive skill). For receptive items on the Alternate ELPAC, most or all language is receptive in nature. However, depending on the student’s individually preferred communication mode, a student may use expressive language to communicate a response to a receptive test item. Expressive items include some receptive input, which the student comprehends via the student’s individually preferred receptive mode of communication. In this sense, all expressive items contain elements of both receptive and expressive language. Expressive items in integrated task types (i.e., those designed to assess both receptive and expressive skills) are classified as expressive because the student score is generated based on the expressive response.

**Linguistic Complexity**

The *High-Level Test Design for the Alternate English Language Proficiency Assessments for California* (<https://www.cde.ca.gov/ta/tg/ep/documents/proposedhltdaltelpac.pdf>) additionally documents that the Alternate ELPAC is an online, linear test (i.e., not adaptive). The test forms, therefore, are assembled so that task types are presented in order of linguistic complexity, from simple to more complex. There are three linguistic complexity levels on the Alternate ELPAC: low, medium, and high. The ELD Connectors as well as the high linguistic complexity descriptors provide expectations for students at the highest level. The expectations at each level are based on the proficiency level descriptors in the *Council of Chief State School Officers* (*CCSSO) (*[https://ccsso.org/sites/default/files/2019-02/K-12 ELP Standards for ELs with significant cognitive disabilities 2019 02 15 .pdf](https://ccsso.org/sites/default/files/2019-02/K-12%20ELP%20Standards%20for%20ELs%20with%20significant%20cognitive%20disabilities%202019%2002%2015%20.pdf)) as well as the professional judgment of those who developed the Connectors (California educators, CDE staff, and ETS staff). Examples of the linguistic complexity levels are provided to item writers and item reviewers during item development. The first task types to be administered are targeted to less-complex English language acquisition skills (low linguistic complexity), followed by task types targeted to language acquisition skills of medium complexity (medium linguistic complexity), and ends with task types targeted to more-complex language acquisition skills (high linguistic complexity).

Such a blueprint design allows for the potential to include exit points after task types targeted to a low linguistic complexity level are presented. Exit points help to minimize the degree to which students at the early stages of language development are required to respond to items that are beyond their level.

***Selection of Task Types for the Proposed Test Blueprint***

The task types included on the Alternate ELPAC, as shown in Table 1, were selected to provide sufficient coverage of the 2012 ELD Standards via the ELD Connectors while not exceeding the number of items appropriate to administer to students taking an alternate ELP assessment. As noted previously, these task types are presented in order of increasing linguistic complexity level to give all students taking the Alternate ELPAC the best opportunity to demonstrate their ELP.

There are a few things to note about Table 1. The ELD Connectors for each grade and grade span assessed on the Alternate ELPAC are provided in Appendix A: ELD Connectors for the Alternate ELPAC. 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 one.

Not all ELD Connectors may be represented on a test form at each grade or grade span.

There is a range of expressive points in column 5, “Items and Points,” because any one of a variety of expressive item types, with different score points, may be included in the set.

Finally, Table 1 shows how many operational items (i.e., items contributing to student scores) will be administered to each student taking the Alternate ELPAC. The Initial Alternate ELPAC contains only operational items; therefore, students taking the Initial Alternate ELPAC will take the same number of items shown in Table 1. The Summative Alternate ELPAC will contain some embedded field test items (i.e., items being evaluated for possible use on future test forms) as well as operational items; therefore, students taking the Summative Alternate ELPAC will take a test form that is somewhat longer than shown in Table 1.

**Table 1: Alternate ELPAC Proposed Test Blueprint, Kindergarten Through Grade Twelve**

| **Task Type** | **Linguistic Complexity** | **Aligned Primary ELD Connectors** | **Aligned Secondary ELD Connectors** | **Items and Points**  | **Number of Receptive (Listening, Reading) Items**  | **Number of Receptive (Listening, Reading) Points** | **Number of Expressive (Speaking, Writing) Items**  | **Number of Expressive (Speaking, Writing) Points**  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Recognize and Use Common Words | low | Receptive: PI.B.5/PI.B.6Expressive: PII.B.4 | Expressive: PI.C.9/PI.C.10 | 2 items, 2–3 points | 1 | 1 | 1 | 1–2 |
| Communicate About Familiar Topics | low | Receptive: PI.A.1/PI.B.6Expressive: PI.A.1/PI.C.10 | Receptive: PI.B.5 | 2 items, 2–3 points | 1 | 1 | 1 | 1–2 |
| Understand a School Exchange | low to medium | Receptive: PI.A.1, PI.B.5/PI.B.6Expressive: PI.A.1 [K–1]/ PI.A.4 [2–12], PI.C.9/PI.C.10 | Expressive: PII.B.3, PII.B.4, PII.B.5 | 4 items, 4–5 points | 3 | 3 | 1 | 1–2 |
| Describe a Routine | medium | Receptive: PI.B.5/PI.B.6, PII.A.2Expressive: PII.A.2 | Receptive: PI.B.5/PI.B.6Expressive: PI.C.12 | 4 items, 4–5 points | 3 | 3 | 1 | 1–2 |

**Table 1** *(continuation)*

| **Task Type** | **Linguistic Complexity** | **Aligned Primary ELD Connectors** | **Aligned Secondary ELD Connectors** | **Items and Points**  | **Number of Receptive (Listening, Reading) Items**  | **Number of Receptive (Listening, Reading) Points** | **Number of Expressive (Speaking, Writing) Items**  | **Number of Expressive (Speaking, Writing) Points**  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Understand and Express an Opinion | medium to high | Receptive: PI.B.5/PI.B.6, PI.A.3Expressive: PI.C.11 | Expressive: PI.A.3 | 4 items,6 points | 2 | 2 | 2 | 4 |
| Interact with a Literary Text | medium to high | Receptive: PI.B.5/PI.B.6Expressive: PI.C.9/PI.C.10 | Expressive: PII.B.3, PII.B.4, PII.B.5, PI.A.2 | 4 items, 5 points | 2 | 2 | 2 | 3 |
| Interact with an Informational Text | high | Receptive: PIII/PI.B.5 [2–5],PI.B.5/PI.B.6,PII.A.1,PII.A.2 Expressive: PI.C.9/PI.C.10,PI.C.12, PII.C.6, PII.C.7 [1–12] | Expressive: PI.A.2, PI.C.10, PII.B.3, PII.B.4, PII.B.5 | 4 items, 5 points | 2 | 2 | 2 | 3 |
| NA | NA | NA | **TOTAL** | **24 items,28–32 points** | **14** | **14** | **10** | **14–18** |

Table 2 shows which of the ELD Connectors are assessed on the Alternate ELPAC. Given that it is not practical to assess all of the ELD Connectors in a single assessment, priority was given to task types assessing those Connectors that provide relatively broad evidence of students’ ELP, those Connectors that are parallel to the ELD Standards assessed on the ELPAC, and to those Connectors that can be effectively measured within the context of a standardized assessment. The appropriateness of these task types for use with the Alternate ELPAC population was confirmed through a pilot using cognitive labs methodology in January of 2020.

As a key to the table, the letter P indicates primary alignment with the ELD Connector (there may also be a secondary alignment with select items). The letter S indicates secondary alignment with the ELD Connector. A dash (–) indicates the Connector is not assessed. “NA” indicates the Connector is not available at that grade or grade span.

**Table 2: Coverage of the ELD Connectors on the Alternate ELPAC**

| **ELD Connector** | **K** | **1** | **2** | **3–5** | **6–8** | **9–12** |
| --- | --- | --- | --- | --- | --- | --- |
| PI.A.1 | P | P | P | P | P | P |
| PI.A.2 | S | S | S | S | S | S |
| PI.A.3 | P | P | P | P | P | P |
| PI.A.4 | NA | NA | P | P | P | P |
| PI.B.5 | P | P | P | P | P | P |
| PI.B.6 | P | P | P | P | P | P |
| PI.B.7 | NA | – | – | – | – | – |
| PI.B.8 | NA | – | – | – | – | – |
| PI.C.9 | P | P | P | P | P | P |
| PI.C.10 | P | P | P | P | P | P |
| PI.C.11 | P | P | P | P | P | P |
| PI.C.12 | P | P | P | P | P | P |
| PII.A.1 | P | P | P | P | P | P |
| PII.A.2 | P | P | P | P | P | P |
| PII.B.3 | S | S | S | S | S | S |
| PII.B.4 | P | P | P | P | P | P |
| PII.B.5 | S | S | S | S | S | S |
| PII.C.6 | P | P | P | P | P | P |
| PII.C.7 | NA | P | P | P | P | P |
| PIII | – | – | P | P | – | – |

**Appendix A: ELD Connectors for the Alternate ELPAC**

This appendix provides the ELD Connectors that may be assessed on the Alternate ELPAC following the proposed test blueprint. (For additional information about the Connectors, refer to the ELD Connectors section of this blueprint.)

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 ELs 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. Refer to the Communication Modes section of this document for additional information.

**Table A1: Kindergarten ELD Connectors**

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PI.A.1:** Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics | **PI.A.1:** Exchange information and ideas by participating in short conversations, responding to simple *yes/no* and *wh-* questions using gestures or words, and by following some rules for discussion about familiar social and academic topics.  | Receptive (Listening, Reading)Expressive (Speaking, Writing) |
| **PI.A.2:** Interacting with others in written English in various communicative forms (print, communicative, technology, and multimedia) | **PI.A.2:** Interact with others in written English by telling or dictating simple information about familiar topics, experiences, or events in various communicative forms. | Expressive (Speaking, Writing) |
| **PI.A.3:** Offering and supporting opinions and negotiating with others in communicative exchanges | **PI.A.3:** Offer and support opinions with others by expressing an opinion or a preference about a familiar topic or story. | Receptive (Listening, Reading)Expressive (Speaking, Writing) |

Table A1 *(continuation one)*

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PI.B.5:** Listening actively to spoken English in a range of social and academic contexts | **PI.B.5:** Listen actively in social and academic contexts by asking and answering *yes/no* and *wh-* questions about key details and by retelling basic information from read-alouds and oral presentations. | Receptive (Listening, Reading) |
| **PI.B.6:** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | **PI.B.6:** Read texts and view multimedia to answer questions about key details and retell basic information from read-alouds and picture books. | Receptive (Listening, Reading) |
| **PI.C.9:** Expressing information and ideas in formal oral presentations on academic topics | **PI.C.9:** Express information and ideas by telling or dictating simple information about familiar topics, stories, experiences, or events. | Expressive (Speaking, Writing) |
| **PI.C.10:** Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | **PI.C.10:** Compose texts by telling or dictating simple information about ideas, familiar topics, stories, experiences, or events using appropriate technology. | Expressive (Speaking, Writing) |
| **PI.C.11:** Supporting own opinions and evaluating others’ opinions in speaking and writing | **PI.C.11:** Support own opinions in speaking and writing by expressing an opinion or a preference about a familiar topic. | Expressive (Speaking, Writing) |
| **PI.C.12:** Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas | **PI.C.12:** Select and apply appropriate general academic and domain-specific vocabulary to convey ideas by retelling events of a familiar experience or a story. | Expressive (Speaking, Writing) |

Table A1 *(continuation two)*

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PII.A.1:** Understanding text structure | **PII.A.1:** Show an understanding of text structure by recognizing a variety of common text types in shared language activities. | Receptive (Listening, Reading) |
| **PII.A.2:** Understanding cohesion | **PII.A.2:** Show an understanding of cohesion by comprehending how ideas or events are linked in text, retelling a story, and sequencing events from experience or from a familiar story using frequently occurring connector words. | Receptive (Listening, Reading)Expressive (Speaking, Writing) |
| **PII.B.3:** Using verbs and verb phrases | **PII.B.3:** Recognize and use frequently occurring verbs and verb phrases in producing simple sentences on familiar topics in shared language activities. | Expressive (Speaking, Writing) |
| **PII.B.4:** Using nouns and noun phrases | **PII.B.4:** Recognize and use frequently occurring nouns and noun phrases in producing simple sentences on familiar topics in shared language activities. | Expressive (Speaking, Writing) |

Table A1 *(continuation three)*

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PII.B.5:** Modifying to add details | **PII.B.5:** Modify language by recognizing and using frequently occurring prepositional phrases to provide details about familiar topics in shared language activities. | Expressive (Speaking, Writing) |
| **PII.C.6:** Connecting ideas | **PII.C.6:** Connect ideas in simple ways by recognizing and using one frequently occurring connecting word and by combining two simple sentences into one compound sentence in shared language activities. | Expressive (Speaking, Writing) |

**Table A2: Grade One ELD Connectors**

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PI.A.1:** Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics | **PI.A.1:** Exchange information and ideas by participating in short conversations, responding to simple *yes/no* and *wh-* questions, using gestures or words, and by following some rules for discussion about familiar social and academic topics. | Receptive (Listening, Reading)Expressive (Speaking, Writing) |
| **PI.A.2:** Interacting with others in written English in various communicative forms (print, communicative, technology, and multimedia) | **PI.A.2:** Interact with others in written English by telling or dictating simple information about familiar topics, stories, experiences, or events in various communicative forms.  | Expressive (Speaking, Writing) |
| **PI.A.3:** Offering and supporting opinions and negotiating with others in communicative exchanges | **PI.A.3:** Offer and support opinions with others by expressing an opinion or a preference about a familiar topic or story. | Receptive (Listening, Reading)Expressive (Speaking, Writing) |
| **PI.B.5:** Listening actively to spoken English in a range of social and academic contexts | **PI.B.5:** Listen actively in social and academic contextsby asking and answering *yes/no* and *wh-* questions about key details, identifying main idea, and retelling basic information from read-alouds and oral presentations. | Receptive (Listening, Reading) |
| **PI.B.6:** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | **PI.B.6:** Read texts and view multimedia to answer questions about key details, identify main idea, and retell basic information from read-alouds, picture books, and simple written texts. | Receptive (Listening, Reading) |

Table A2 *(continuation one)*

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PI.C.9:** Expressing information and ideas in formal oral presentations on academic topics | **PI.C.9:** Express information and ideas by telling or dictating simple information about familiar topics, stories, experiences, or events. | Expressive (Speaking, Writing) |
| **PI.C.10:** Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | **PI.C.10:** Compose texts by telling or dictating simple information about familiar topics, stories, experiences, or events using appropriate technology. | Expressive (Speaking, Writing) |
| **PI.C.11:** Supporting own opinions and evaluating others’ opinions in speaking and writing | **PI.C.11:** Support own opinions in speaking and writing by expressing an opinion or a preference about a familiar topic. | Expressive (Speaking, Writing) |
| **PI.C.12:** Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas | **PI.C.12:** Select and apply appropriate general academic and domain-specific vocabulary to convey ideas by retelling a text or experience using key words and by communicating simple information about a familiar topic. | Expressive (Speaking, Writing) |
| **PII.A.1:** Understanding text structure | **PII.A.1:** Show an understanding of text structure by recognizing the distinguishing features of a sentence and of text in shared language activities. | Receptive (Listening, Reading) |

Table A2 *(continuation two)*

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PII.A.2:** Understanding cohesion | **PII.A.2:** Show an understanding of cohesion by comprehending how ideas or events are linked in text, retelling a sequence of two or three events, and using familiar temporal and connector words. | Receptive (Listening, Reading)Expressive (Speaking, Writing) |
| **PII.B.3:** Using verbs and verb phrases | **PII.B.3:** Recognize and use an increasing number of verb and verb phrases in producing simple or compound sentences on familiar topics in shared language activities. | Expressive (Speaking, Writing) |
| **PII.B.4:** Using nouns and noun phrases | **PII.B.4:** Recognize and use an increasing number of nouns and noun phrases in producing simple or compound sentences on familiar topics in shared language activities. | Expressive (Speaking, Writing) |
| **PII.B.5:** Modifying to add details | **PII.B.5:** Modify language by recognizing and using an increasing number of prepositional phrases to provide details about familiar topics in shared language activities. | Expressive (Speaking, Writing) |
| **PII.C.6:** Connecting ideas | **PII.C.6:** Connect ideas in simple ways by recognizing and using one frequently occurring connecting word and by combining two simple sentences into one compound sentence in shared language activities. | Expressive (Speaking, Writing) |
| **PII.C.7:** Condensing Ideas | **PII.C.7:** Condense ideas in simple ways by recognizing and using one high-frequency conjunction in shared language activities. | Expressive (Speaking, Writing) |

**Table A3: Grade Two ELD Connectors**

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PI.A.1:** Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics | **PI.A.1:** Exchange information and ideas by participating in short conversations, asking and answering simple questions, and following some rules for discussion about familiar social and academic topics. | Receptive (Listening, Reading)Expressive (Speaking, Writing) |
| **PI.A.2:** Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)  | **PI.A.2:** Interact with others in written English by delivering information and by composing simple written text using familiar texts, topics, experiences, or events in various communicative forms. | Expressive (Speaking, Writing) |
| **PI.A.3:** Offering and supporting opinions and negotiating with others in communicative exchanges | **PI.A.3:** Offer and support opinions with others by expressing a preference or an opinion and providing one or more reasons from a familiar topic or story. | Receptive (Listening, Reading)Expressive (Speaking, Writing) |
| **PI.A.4:** Adapting language choices to various contexts (based on task, purpose, audience, and text type) | **PI.A.4:** Adapt language choices to social and academic contexts by using an increasing number of learned words, sounds, expressions, and gestures. | Expressive (Speaking, Writing) |
| **PI.B.5:** Listening actively to spoken English in a range of social and academic contexts | **PI.B.5:** Listen actively in social and academic contexts by asking and answering questions about key details, identifying the main idea, and by retelling parts of a story from read-alouds and oral presentations. | Receptive (Listening, Reading) |

Table A3 *(continuation one)*

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PI.B.6:** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | **PI.B.6:** Read texts and view multimedia to answer questions about key details, identify main idea, and retell parts of a storyfrom read-alouds, picture books, and simple written texts. | Receptive (Listening, Reading) |
| **PI.C.9:** Expressing information and ideas in formal oral presentations on academic topics | **PI.C.9:** Express information and ideas by telling or dictating information about familiar texts, topics, experiences, or events. | Expressive (Speaking, Writing) |
| **PI.C.10:** Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | **PI.C.10:** Write or compose short texts by telling or dictating information about familiar texts, topics, experiences, or eventsusing appropriate technology. | Expressive (Speaking, Writing) |
| **PI.C.11:** Supporting own opinions and evaluating others’ opinions in speaking and writing | **PI.C.11:** Support own opinions in speaking and writing by expressing an opinion or preference and providing one or more reasons about a familiar topic. | Expressive (Speaking, Writing) |
| **PI.C.12:** Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas | **PI.C.12:** Select and apply appropriate general academic and domain-specific vocabulary to convey ideas by retelling a text or experience using key words to add detail and by communicating information about a familiar topic. | Expressive (Speaking, Writing) |

Table A3 *(continuation two)*

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PII.A.1:** Understanding text structure | **PII.A.1:** Show an understanding of text structure by recognizing the distinguishing features of a sentence and of text in shared language activities. | Receptive (Listening, Reading) |
| **PII.A.2:** Understanding cohesion | **PII.A.2:** Show an understanding of cohesion by comprehending how ideas or events are linked in text, retelling a short sequence of events, and using temporal and connector words. | Receptive (Listening, Reading)Expressive (Speaking, Writing) |
| **PII.B.3:** Using verbs and verb phrases | **PII.B.3:** Recognize and use an increasing number of verbs and verb phrases in producing simple and compound sentences on familiar topics in shared language activities. | Expressive (Speaking, Writing) |
| **PII.B.4:** Using nouns and noun phrases | **PII.B.4:** Recognize and use an increasing number of nouns and noun phrases in producing simple and compound sentences on familiar topics in shared language activities. | Expressive (Speaking, Writing) |
| **PII.B.5:** Modifying to add details | **PII.B.5:** Modify language by recognizing and using an increasing number of prepositional phrases to provide details about familiar topicsin shared language activities. | Expressive (Speaking, Writing) |

Table A3 *(continuation three)*

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PII.C.6:** Connecting Ideas | **PII.C.6:** Connect ideas by using frequently occurring connecting words and by combining two simple sentences into a compound sentence in shared language activities. | Expressive (Speaking, Writing) |
| **PII.C.7:** Condensing ideas | **PII.C.7:** Condense ideas in simple ways by recognizing and using one high-frequency conjunction (and)to create precise and detailed sentences in shared language activities. | Expressive (Speaking, Writing) |
| **PIII:** Using Foundational Literacy Skills | **PIII:** Use foundational literacy skills by distinguishing uppercase from lowercase letters, recognizing familiar words used in everyday routines, recognizing an increasing number of letter sounds, and participating in shared reading activities. | Receptive (Listening, Reading) |

**Table A4: Grades Three Through Five ELD Connectors**

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PI.A.1:** Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics | **PI.A.1:** Exchange information and ideas by participating in short conversations, asking and answering questions, and responding to others’ comments or ideas about familiar social and academic topics. | Receptive (Listening, Reading)Expressive (Speaking, Writing) |
| **PI.A.2:** Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) | **PI.A.2:** Interact with others in written English by participating in short written exchanges, delivering information, and composing written text about familiar texts, topics, experiences, or events in various communicative forms.  | Expressive (Speaking, Writing) |
| **PI.A.3:** Offering and supporting opinions and negotiating with others in communicative exchanges | **PI.A.3:** Offer and support opinions with others by expressing an opinion and providing a few reasons or facts to support the opinion about a familiar topic or story. | Receptive (Listening, Reading)Expressive (Speaking, Writing) |
| **PI.A.4:** Adapting language choices to various contexts (based on task, purpose, audience, and text type) | **PI.A.4:** Adapt language choices to social and academic contexts by using an increasing number of learned words, sounds, expressions, and gestures.  | Expressive (Speaking, Writing) |
| **PI.B.5:** Listening actively to spoken English in a range of social and academic contexts | **PI.B.5:** Listen actively in social and academic contexts by determining the main idea, identifying some details that support the main idea, retelling parts of a story, and asking and answering questions about key details from read-alouds and oral presentations. | Receptive (Listening, Reading) |

Table A4 *(continuation one)*

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PI.B.6:** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | **PI.B.6:** Read texts and view multimedia to determine the main idea; identify some details that support the main idea; retell parts of a story; and determine the meaning of words, phrases, or expressions from read-alouds, picture books, and simple written texts. | Receptive (Listening, Reading) |
| **PI.C.9:** Expressing information and ideas in formal oral presentations on academic topics | **PI.C.9:** Express information and ideas by delivering short presentations or information on a variety of topics and content areas. | Expressive (Speaking, Writing) |
| **PI.C.10:** Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | **PI.C.10:** Write or compose short literary and informational texts using familiar vocabulary to communicate about familiar texts, topics, and experiences using appropriate technology. | Expressive (Speaking, Writing) |
| **PI.C.11:** Supporting own opinions and evaluating others’ opinions in speaking and writing | **PI.C.11:** Support own opinions in speaking and writing by expressing an opinion and providing more than one reason to support the opinion about a familiar topic. | Expressive (Speaking, Writing) |
| **PI.C.12:** Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas | **PI.C.12:** Select and apply appropriate general academic and domain-specific vocabulary to add detail to a text and convey ideas. | Expressive (Speaking, Writing) |

Table A4 *(continuation two)*

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PII.A.1:** Understanding text structure | **PII.A.1:** Show an understanding of text structure by recognizing the distinguishing features of a sentence and understanding how simple texts are organized by sequence. | Receptive (Listening, Reading) |
| **PII.A.2:** Understanding cohesion | **PII.A.2:** Show an understanding of cohesion by comprehending how ideas or events are linked, retelling a sequence of events, and using temporal words, linking words, and transitional words and phrases. | Receptive (Listening, Reading)Expressive (Speaking, Writing) |
| **PII.B.3:** Using verbs and verb phrases | **PII.B.3:** Recognize and use an increasing number of verbs and verb phrases in producing simple and compound sentences on familiar topics. | Expressive (Speaking, Writing) |
| **PII.B.4:** Using nouns and noun phrases | **PII.B.4:** Recognize and use an increasing number of nouns and noun phrases in producing simple and compound sentences on familiar topics. | Expressive (Speaking, Writing) |
| **PII.B.5:** Modifying to add details | **PII.B.5:** Modify language byrecognizing and using an increasing number of prepositional phrases and adverbs to provide details about familiar topics. | Expressive (Speaking, Writing) |

Table A4 *(continuation three)*

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PII.C.6:** Connecting ideas | **PII.C.6:** Connect ideas by using frequently occurring connecting words and by combining two simple sentences into one compound sentence on familiar topics. | Expressive (Speaking, Writing) |
| **PII.C.7:** Condensing ideas | **PII.C.7:** Condense ideas in simple ways by using a small number of high-frequency conjunctions to create precise and detailed sentences. | Expressive (Speaking, Writing) |
| **PIII:** Using Foundational Literacy Skills | **PIII:** Use foundational literacy skills by distinguishing uppercase from lowercase letters, recognizing familiar words used in everyday routines, recognizing an increasing number of letter sounds, and participating in shared reading activities.  | Receptive (Listening, Reading) |

**Table A5: Grades Six Through Eight ELD Connectors**

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PI.A.1:** Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics | **PI.A.1:** Exchange information and ideas by participating in short conversations, asking and answering questions, responding to the ideas of others, and expressing one’s own ideas about familiar social and academic topics. | Receptive (Listening, Reading)Expressive (Speaking, Writing) |
| **PI.A.2:** Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) | **PI.A.2:** Interact with others in written English by participating in short written exchanges, delivering information, and composing written text about familiar texts, topics, experiences, or events in various communicative forms. | Expressive (Speaking, Writing) |
| **PI.A.3:** Offering and supporting opinions and negotiating with others in communicative exchanges | **PI.A.3:** Offer and support opinions with others by providing information and a few reasons or facts to support the information about a familiar topic, experience, or event. | Receptive (Listening, Reading)Expressive (Speaking, Writing) |
| **PI.A.4:** Adapting language choices to various contexts (based on task, purpose, audience, and text type) | **PI.A.4:** Adapt language choices to various contexts by using language appropriate for a purpose, task, and audience and by using an increasing number of general academic and content-specific words or phrases. | Expressive (Speaking, Writing) |

Table A5 *(continuation one)*

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PI.B.5:** Listening actively to spoken English in a range of social and academic contexts | **PI.B.5:** Listen actively in social and academic contexts by summarizing information, asking and answering questions, identifying central ideas and themes, and identifying supporting details and how they support central ideas or themes in oral presentations. | Receptive (Listening, Reading) |
| **PI.B.6:** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | **PI.B.6:** Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read-alouds and simple written texts. | Receptive (Listening, Reading) |
| **PI.C.9:** Expressing information and ideas in formal oral presentations on academic topics | **PI.C.9:** Express information and ideas by planning and delivering short presentations or information on a variety of academic content.  | Expressive (Speaking, Writing) |
| **PI.C.10:** Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | **PI.C.10:** Write or compose short literary and informational texts with detail to communicate about familiar texts, topics, and experiences using appropriate technology. | Expressive (Speaking, Writing) |
| **PI.C.11:** Justifying own arguments and evaluating others’ arguments in writing | **PI.C.11:** Support own opinions and evaluate others’ in speaking and writing by providing information and more than one reason or fact to support the information about a familiar topic. | Expressive (Speaking, Writing) |

Table A5 *(continuation two)*

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PI.C.12:** Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas | **PI.C.12:** Select and apply appropriate general academic and domain-specific vocabulary to convey precise meaning. | Expressive (Speaking, Writing) |
| **PII.A.1:** Understanding text structure | **PII.A.1:** Show an understanding of text structure by recognizing how simple texts are organized. | Receptive (Listening, Reading) |
| **PII.A.2:** Understanding cohesion | **PII.A.2:** Show an understanding of cohesion by comprehending how ideas or events are linked throughout a text, retelling a sequence of events or steps in a process, and using connector words, temporal words, and common transitional words and phrases. | Receptive (Listening, Reading)Expressive (Speaking, Writing) |
| **PII.B.3:** Using verbs and verb phrases | **PII.B.3:** Recognize and use an increasing number of verbs and verb phrases in producing simple and compound sentences on familiar topics. | Expressive (Speaking, Writing) |
| **PII.B.4:** Using nouns and noun phrases | **PII.B.4:** Recognize and use an increasing number of nouns and noun phrases in producing simple and compound sentences on familiar topics. | Expressive (Speaking, Writing) |
| **PII.B.5:** Modifying to add details | **PII.B.5:** Modify language byrecognizing and using an increasing number of prepositional phrases and adverbs to provide details about familiar topics. | Expressive (Speaking, Writing) |

Table A5 *(continuation three)*

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PII.C.6:** Connecting ideas | **PII.C.6:** Connect ideas by using an increasing range of connecting words in producing simple and compound sentences on familiar topics. | Expressive (Speaking, Writing) |
| **PII.C.7:** Condensing ideas | **PII.C.7:** Condense ideas in simple ways by using high-frequency conjunctions to create precise and detailed sentences. | Expressive (Speaking, Writing) |

**Table A6: Grades Nine Through Twelve ELD Connectors**

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PI.A.1:** Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics | **PI.A.1:** Exchange information and ideas by participating in short conversations, asking and answering questions, responding to the ideas of others, and expressing one’s own ideas about familiar social and academic topics. | Receptive (Listening, Reading)Expressive (Speaking, Writing) |
| **PI.A.2:** Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) | **PI.A.2:** Interact with others in written English by participating in short written exchanges, delivering information, and composing written text about familiar texts, topics, experiences, or events in various communicative forms. | Expressive (Speaking, Writing) |
| **PI.A.3:** Offering and justifying opinions, negotiating with and persuading others in communicative exchanges | **PI.A.3:** Offer and support opinions or negotiate with others by providing information and a few reasons or facts to support the information about a familiar topic, experience, or event. | Receptive (Listening, Reading)Expressive (Speaking, Writing) |
| **PI.A.4:** Adapting language choices to various contexts (based on task, purpose, audience, and text type) | **PI.A.4:** Adapt language choices to various contexts by using language appropriate for a purpose, task, and audience and by using an increasing number of general academic and content-specific words and phrases. | Expressive (Speaking, Writing) |

Table A6 *(continuation one)*

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PI.B.5:** Listening actively to spoken English in a range of social and academic contexts | **PI.B.5:** Listen actively in social and academic contexts by summarizing information, asking and answering questions, identifying central ideas or themes, and identifying supporting details and how they support central ideas or themes in oral presentations. | Receptive (Listening, Reading) |
| **PI.B.6:** Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | **PI.B.6:** Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read-alouds and simple written texts. | Receptive (Listening, Reading) |
| **PI.C.9:** Expressing information and ideas in formal oral presentations on academic topics | **PI.C.9:** Express information and ideas by planning and delivering presentations or information on a variety of academic content. | Expressive (Speaking, Writing) |
| **PI.C.10:** Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | **PI.C.10:** Write or compose short literary and informational texts with detail to communicate about familiar texts, topics, experiences, and events using appropriate technology. | Expressive (Speaking, Writing) |
| **PI.C.11:** Justifying own arguments and evaluating others’ arguments in writing | **PI.C.11:** Support own opinions and evaluate others’ in speaking and writing by providing information and more than one reason or fact to support the information about a familiar topic. | Expressive (Speaking, Writing) |

Table A6 *(continuation two)*

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PI.C.12:** Selecting and applying varied and precise vocabulary and other language structures to effectively convey ideas | **PI.C.12:** Select and apply appropriate general academic and domain-specific vocabulary to convey ideas and create text. | Expressive (Speaking, Writing) |
| **PII.A.1:** Understanding text structure | **PII.A.1:** Show an understanding of text structure by recognizing how different, simple written texts and oral presentations are organized. | Receptive (Listening, Reading) |
| **PII.A.2:** Understanding cohesion | **PII.A.2:** Show an understanding of cohesion by comprehending how ideas or events are connected, retelling a sequence of events or steps in a process, and using connecting words, temporal words, and common transitional words and phrases. | Receptive (Listening, Reading)Expressive (Speaking, Writing) |
| **PII.B.3:** Using verbs and verb phrases | **PII.B.3:** Recognize and use verbs and verb phrases in producing simple, compound, and complex sentences.  | Expressive (Speaking, Writing) |
| **PII.B.4:** Using nouns and noun phrases | **PII.B.4:** Recognize and use nouns and noun phrases in producing simple, compound, and complex sentences. | Expressive (Speaking, Writing) |
| **PII.B.5:** Modifying to add details | **PII.B.5:** Modify language byrecognizing and using prepositional phrases and adverbs to provide details about familiar topics. | Expressive (Speaking, Writing) |

Table A6 *(continuation three)*

| **2012 ELD Standard** | **ELD Connector** | **Communication Mode(s) (Domain[s]) as Assessed on the Alternate ELPAC** |
| --- | --- | --- |
| **PII.C.6:** Connecting ideas | **PII.C.6:** Connect ideas by using an increasing range of connecting words in producing compound and complex sentences. | Expressive (Speaking, Writing) |
| **PII.C.7:** Condensing ideas | **PII.C.7:** Condense ideas in simple ways by combining clauses using high-frequency conjunctions or by adding a prepositional phrase to create precise and detailed sentences. | Expressive (Speaking, Writing) |



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

**Contract #CN150012**

**Prepared for the California Department of Education by**



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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 Proposed 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 3. Recognize and Use Common Words Task Type**

| **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 contextsPI.B.6 Read texts and view multimedia to answer questions |
| **Expressive** (one item, 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 4. 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 conversationsPI.B.6 Read texts and view multimedia to answer questions |
| **Expressive** (one item, 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 conversationsPI.C.10 [K–1] Compose texts by telling or dictating simple information; [2–12] Write or compose short literary and informational texts |

**Table 5. 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 or text-with-picture options.
 | PI.A.1 Exchange information and ideas by participating in short conversationsPI.B.5 Listen actively in social and academic contextsPI.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 conversationsPI.A.4 [2–12] Adapt language choices to social and academic contextsPI.C.9 Express information and ideas by telling or dictating simple informationPI.C.10 [K–1] Compose texts by telling or dictating simple information; [2–12] Write or compose short literary and informational texts |

**Table 6. 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 or text-with-picture options.
 | PI.B.5 Listen actively in social and academic contextsPI.B.6 Read texts and view multimedia to answer questionsPII.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 7. 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 contextsPI.B.6 Read texts and view multimedia to answer questionsPI.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 8. 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 contextsPI.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 informationPI.C.10 [K–1] Compose texts by telling or dictating simple information; [2–12] Write or compose short literary and informational texts |

**Table 9. 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 skillsPI.B.5 Listen actively in social and academic contextsPI.B.6 Read texts and view multimedia to answer questionsPII.A.1 Show an understanding of text structurePII.A.2 Show an understanding of cohesion |

**Table 9. Interact with an Informational Text Task Type** *(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 informationPI.C.10 [K–1] Compose texts by telling or dictating simple information; [2–12] Write or compose short literary and informational textsPI.C.12 Select and apply appropriate general academic and domain ‑specific vocabularyPII.C.6 Connect ideasPII.C.7 [1–12] Condense ideas |