

Initial and Summative ELPAC Domain Exemption Decision-Making Tool

Student Name: _____ Grade Level: _____ Academic Year: _____

Each year, Section 504 plan and individualized education program (IEP) teams may use this resource to determine if an English learner (EL) student or a potential EL student has a disability that precludes meaningful participation in one or more of the Initial and Summative English Language Proficiency Assessments for California (ELPAC) domains (i.e., Speaking, Listening, Reading, and Writing). For the Initial and Summative ELPAC, a student may only be exempted from one domain per composite, with a maximum of two domain exemptions allowed. To receive a score, a student must be assessed in the remaining domains within each composite

Instructions: Complete parts A, B, and C to determine if a student is eligible for a domain exemption.

Part A

Does the student have a documented disability in their Section 504 plan or IEP?

No

Stop. Do not continue. The student should participate in the Initial and Summative ELPAC.

Yes

Proceed to **Part B**.

Part B

Evaluate each domain separately. Confirm that the ELPAC is accessible for the student based on the supports defined in the California Assessment Accessibility Resources Matrix document at <https://www.cde.ca.gov/ta/tg/ca/documents/caaccessmatrix23.docx> and consult pages 50–57 in the 2023–24 ELPAC Information Guide at <https://www.cde.ca.gov/ta/tg/ep/documents/elpacinfoguide24.docx> to identify accessibility resources for each domain and sample scenarios. Enter your responses below for each domain.

Language Composite: Oral

■ Domain: Listening

Is the domain accessible? Yes No

■ Domain: Speaking

Is the domain accessible? Yes No

Language Composite: Written

■ Domain: Reading

Is the domain accessible? Yes No

■ Domain: Writing

Is the domain accessible? Yes No

For each domain in **Part B**, if the answer is:

Yes

Stop. Do not continue. The student should participate in the ELPAC with accessibility resources assigned as appropriate.

No

Proceed to **Part C**.

Part C

Reminder: A student may only be exempted from one domain in each composite.

Based on the review of evidence in part B, in which the team finds there are no appropriate accommodations available to access a given domain within a composite, the team may exempt that domain. Enter your responses below for each domain.

Language Composite: Oral

■ **Domain: Listening**

Exempt domain? Yes No

■ **Domain: Speaking**

Exempt domain? Yes No

Language Composite: Written

■ **Domain: Reading**

Exempt domain? Yes No

■ **Domain: Writing**

Exempt domain? Yes No

Note: If the student cannot access all domains within a composite, and the student has an IEP, the team may consider eligibility for alternate assessments. Refer to the Alternate Assessment Decision-Making Tool for California (PDF) at <https://www.cde.ca.gov/ta/tg/ca/documents/altassessmentdecision.pdf>.

Section 504 plan or IEP team members who participated in the decision:

School District Representative Name _____ Date _____

Intervention Specialist Name _____ Date _____

General Education Teacher Name _____ Date _____

Parent/Guardian Name _____ Date _____

Student Name _____ Date _____

Note: Keep a copy of this form in the student's cumulative file.