



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

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Prepared for the California Department of Education by



Educational Testing Service
660 Rosedale Road
Princeton, NJ 08541

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Background and Overview

The Definitions of Task Types for the English Language Proficiency Assessments for California (ELPAC) provides context for the Test Blueprints for the Initial ELPAC and the Test Blueprints for the Summative ELPAC.

This document consists of four tables that contain information about the task types in each of the four language domains of Listening, Speaking, Reading, and Writing. All ELPAC task types are aligned with the 2012 California *English Language Development Standards, Kindergarten Through Grade 12* (2012 ELD Standards). Task types and standards 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 standard. Secondary alignment indicates that there is a moderate or partial match between the standard and the item in terms of language knowledge, skills, and abilities. This document provides the primary alignment of each task type with the 2012 ELD Standards. Information about secondary alignment is provided in the test blueprints.

Listening

The ELPAC Listening domain consists of five task types in total., A student will encounter three or four of these task types on any single test depending on the student’s grade level. Some task types consist of discrete items, and others consist of sets with multiple items. The task types are described in the following table.

Table 1. ELPAC Listening Task Types

Listening Task Type	Aligned Primary ELD Standards	Discrete/Set, Point Value
<p>Listen to a Short Exchange (Picture or Written Options—Initial: K, 1, 2; Summative: K, 1. Written Options Only— Initial: 3–5, 6–8, 9–12; Summative: 2, 3–5, 6–8, 9–10, 11–12) Communicative Context: The test taker shows the ability to listen to a short conversation attentively by answering questions. Stimulus: The test taker hears an audio recording of a two-turn exchange between two speakers. The speakers may be two classmates (one female and one male) or one student and one teacher. Response: All items are multiple-choice comprehension questions. All questions and options are available as text and as audio recordings. The examiner enters responses for K–2 students. Grades 3–12 students enter their own responses.</p>	<p>PI.A.1 Exchanging information and ideas, PI.B.5 Listening actively, or PII.A.2 Understanding cohesion</p>	<p>Discrete, 1 point</p>
<p>Listen to a Classroom Conversation (Picture or Written Options—Summative: 1. Written Options Only— Initial: 3–5, 6–8, 9–12; Summative: 2, 3–5, 6–8, 9–10, 11–12) Communicative Context: The test taker shows the ability to listen to a discussion attentively by answering questions. Stimulus: The test taker listens to an audio recording of a discussion between two students or a student and a teacher. Response: All items are multiple-choice comprehension questions. All questions and options are available as text and as audio recordings. The examiner enters responses for K–2 students. Grades 3–12 students enter their own responses.</p>	<p>PI.A.1 Exchanging information and ideas, PI.A.3 Offering opinions, or PI.B.5 Listening actively</p>	<p>Set of 2–3 items, 2–3 points per set</p>

Table 1 (continuation one)

Listening Task Type	Aligned Primary ELD Standards	Discrete/Set, Point Value
<p>Listen to a Story (Picture or Written Options—Initial: K, 1, 2; Summative: K, 1. Written Options Only—Initial: 3–5; Summative: 2, 3–5)</p> <p>Communicative Context: The test taker demonstrates active listening to a story by answering detailed questions.</p> <p>Stimulus: The test taker listens to an audio recording of a story. The story includes a conversation, which is provided using either direct speech, indirect speech, or both.</p> <p>Response: All items are multiple-choice comprehension questions. All questions and options are available as text and as audio recordings. The examiner enters responses for K–2 students. Grades 3–12 students enter their own responses.</p>	<p>Most items with PI.B.5 Listening actively; some items with PII.A.1 Understanding text structure</p>	<p>Set of 3 items, 3 points per set</p>
<p>Listen to an Oral Presentation (Picture or Written Options—Initial: K, 1, 2; Summative: K, 1. Written Options Only—Initial: 3–5, 6–8, 9–12; Summative: 2, 3–5, 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker demonstrates active listening to an oral presentation by answering detailed questions.</p> <p>Stimulus: The test taker listens to an audio recording of a teacher giving a presentation.</p> <p>Response: All items are multiple-choice comprehension questions. All questions and options are available as text and as audio recordings. The examiner enters responses for K–2 students. Grades 3–12 students enter their own responses.</p>	<p>Most items with PI.B.5 Listening actively; some items at grades 6–12 with PI.B.7 Evaluating language choices, PI.B.8 Analyzing language choices, or PII.A.1 Understanding text structure</p>	<p>Set of 3–4 items, 3–4 points per set</p>

Table 1 (continuation two)

Listening Task Type	Aligned Primary ELD Standards	Discrete/Set, Point Value
<p>Listen to a Speaker Support an Opinion (Initial: 9–10, 11–12; Summative: 6–8, 9–12)</p> <p>Communicative Context: The test taker answers detailed questions to demonstrate active listening to a speaker’s support of an opinion.</p> <p>Stimulus: The test taker listens to an audio recording of one student supporting an opinion about a grade-appropriate topic in a conversation with a classmate.</p> <p>Response: All items are multiple-choice comprehension questions. All questions and options are available as text and as audio recordings. The examiner enters responses for K–2 students. Grades 3–12 students enter their own responses.</p>	<p>PI.A.3 Offering opinions, PI.B.5 Listening actively, PI.B.7 Evaluating language choices, PI.B.8 Analyzing language choices, or PII.A.1 Understanding text structure</p>	<p>Set of 4 items, 4 points per set</p>

Speaking

The Speaking domain consists of six different task types. Each task type contains constructed-response items aligned with specific standards in the collaborative and productive modes of communication and is meant to elicit information about a range of proficiency levels. The tasks are described in the following table.

Table 2. ELPAC Speaking Task Types

Speaking Task Type	Aligned Primary ELD Standards	Discrete/Set, Point Value
<p>Talk about a Scene (Initial: all grades and grade spans; Summative: all grades and grade spans) Communicative Context: The test taker describes a common scene to a teacher. Stimulus: The test taker views a scene from a school or a familiar place that shows a number of people doing common activities. Prompts: The examiner asks a number of questions about the scene. Response: The test taker responds by answering questions about the scene. Scoring: The examiner scores the response in real time based on Speaking Rubrics.</p>	<p>PI.A.1 Exchanging information and ideas</p>	<p>Initial: Set of 6 items, 9 points per set Summative: Set of 4 items, 6 points per set</p>
<p>Speech Functions (Initial: 3–5, 6–8, 9–12; Summative: 2, 3–5, 6–8, 9–10, 11–12) Communicative Context: The test taker uses language to inform, persuade, make a request, etc., in an appropriate manner to a student or a teacher. Stimulus: The examiner describes a situation. Prompt: The examiner asks what the student would say or ask in the situation. Response: The test taker responds with a statement or a question that is appropriate for the situation. Scoring: The examiner scores the response in real time based on Speaking Rubrics.</p>	<p>PI.A.4 Adapting language choices</p>	<p>Discrete, 2 points</p>

Table 2 (continuation one)

Speaking Task Type	Aligned Primary ELD Standards	Discrete/Set, Point Value
<p>Support an Opinion (Initial: K; Summative: all grades and grade spans)</p> <p>Communicative Context: The test taker expresses and supports an opinion about why one activity, event, or object is better than another.</p> <p>Stimulus: Two activities, events, or objects are introduced.</p> <p>Prompt: The examiner asks the test taker to provide his/her opinion about which activity, event, or object is better along with appropriate support.</p> <p>Response: The test taker provides an opinion along with support.</p> <p>Scoring: The examiner scores the response in real time based on Speaking Rubrics.</p>	<p>PI.C.11 Supporting opinions (grades K–5); PI.A.3 Offering opinions (grades 6–12)</p>	<p>Discrete, Grades K–2: 2 points; Grades 3–12: 3 points</p>
<p>Retell a Narrative (Integrated Skills: Speaking with Listening) (Initial: K, 1, 2; Summative: K, 1, 2, 3–5)</p> <p>Communicative Context: The test taker gives a brief oral presentation to the class about a series of events.</p> <p>Stimulus: The test taker listens to a story that follows a series of pictures.</p> <p>Prompt: The examiner asks the test taker to retell the story.</p> <p>Response: The test taker views the pictures and retells the story.</p> <p>Scoring: The examiner scores the response in real time based on Speaking Rubrics.</p>	<p>PI.C.9 Presenting</p>	<p>Discrete, 4 points</p>

Table 2 (continuation two)

Speaking Task Type	Aligned Primary ELD Standards	Discrete/Set, Point Value
<p>Present and Discuss Information (Integrated Skills: Speaking with Reading) (Summative: 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker summarizes information from a graph, chart, or image and then supports an opinion using the information.</p> <p>Stimulus: The test taker views a graph, chart, or image that provides information from the school or community (e.g., a bar graph showing different ways in which students exercise each day).</p> <p>Prompt: The test taker is prompted to read the information and then answer two questions. The first question asks for a summary of the information. The second question asks for the test taker’s opinion about a false statement regarding the information.</p> <p>Response: The test taker responds to the two questions about the information.</p> <p>Scoring: The examiner scores the response in real time based on Speaking Rubrics.</p>	<p>Question 1 has alignment with PI.C.9 Presenting; question 2 has alignment with PI.A.3 Offering opinions</p>	<p>Set of 2 items, 6 points per set</p>
<p>Summarize an Academic Presentation (Integrated Skills: Speaking with Listening) (Initial: 1, 2, 3–5, 6–8, 9–12; Summative: K, 1, 2, 3–5, 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker summarizes a presentation.</p> <p>Stimulus: The test taker listens to an academic presentation while looking at a related picture or pictures. At K–2, the test examiner reads the presentation from a script. At grades 3–12, the presentation is played from an audio recording.</p> <p>Prompt: The test taker is prompted to summarize the main points of the presentation using the picture(s) and any key terms, if provided.</p> <p>Response: The test taker uses information from the presentation to summarize the main points of the presentation.</p> <p>Scoring: The examiner scores the response in real time based on Speaking Rubrics.</p>	<p>PI.C.9 Presenting</p>	<p>Discrete, 4 points</p>

Reading

The ELPAC Reading domain consists of nine task types in total, and a student will encounter three to five of these task types on any single test depending on the student’s grade level. Some task types consist of discrete items, and others consist of sets with multiple items. The task types are described in the following table.

Table 3. ELPAC Reading Task Types

Reading Task Type	Aligned Primary ELD Standards	Discrete/Set, Point Value
<p>Read-Along Word with Scaffolding (Initial: K; Summative: K) Communicative Context: The test taker and a teacher are reading together. Stimulus: The test taker listens to a word and reads along while looking at three picture options. This is preceded by foundational literacy skills items, in which the test administrator supports the test taker in decoding the word. Prompt: The test taker is asked to decode a word. The test taker is then asked which picture matches the word. Response and Scoring: The test taker provides verbal responses to the first five questions about the names of the letters in a word, the sounds of the letters in the word, and the student’s ability to read the word. The examiner assesses the responses to the first five questions based on a Foundational Literacy Skills Rubric and enters a score of 0–2. For the last question, the test taker points to the picture that represents the word and the examiner enters the student’s response.</p>	<p>PI.B.6 Reading/viewing closely</p>	<p>Set of 2 items, 3 points per set</p>

Table 3 (continuation one)

Reading Task Type	Aligned Primary ELD Standards	Discrete/Set, Point Value
<p>Read-Along Story with Scaffolding (Initial: K, 1; Summative: K)</p> <p>Communicative Context: The test taker reads a story together with the teacher.</p> <p>Stimulus: The test taker listens to a story and reads along. The test administrator sweeps his or her finger under the text while reading the story aloud. This is preceded by foundational literacy items in which the test administrator supports the test taker.</p> <p>Response and Scoring: The test taker provides spoken responses to the first two questions about the pre-reading skills of where to begin reading and the direction of reading. The test administrator assesses the responses to the first two questions based on a rubric and enters a score of 0–2. For the last three comprehension questions, the test taker chooses the correct answer from a set of three written and spoken options and the examiner enters the student’s response.</p>	<p>PI.B.6 Reading/viewing closely</p>	<p>Set of 4 items, 5 points per set</p>
<p>Read-Along Information (Initial: 1; Summative: K)</p> <p>Communicative Context: The test taker and a teacher read an informational text together.</p> <p>Stimulus: The test taker listens to informational text and reads along. The test administrator sweeps his or her finger under the text while reading the information aloud.</p> <p>Response: The test taker chooses the correct answer from a set of three written and spoken options. The examiner enters the student’s response.</p>	<p>PI.B.6 Reading/viewing closely</p>	<p>Set of 3 items, 3 points per set</p>

Table 3 (continuation two)

Reading Task Type	Aligned Primary ELD Standards	Discrete/Set, Point Value
<p>Read and Choose a Word (Initial: 1, 2; Summative: 1)</p> <p>Communicative Context: The test taker is reading a picture book independently. Stimulus: The test taker looks at a picture. Prompt: The test taker is asked to choose the word that represents the picture. Response: The test taker reads three words and chooses the word that matches the picture. The examiner marks the student’s response.</p>	<p>PI.B.6 Reading/viewing closely</p>	<p>Discrete, 1 point</p>
<p>Read and Choose a Sentence (Initial: 2, 3–5, 6–8, 9–12; Summative: 1, 2, 3–5)</p> <p>Communicative Context: The test taker is reading a picture book independently. Stimulus: The test taker looks at a picture. Prompt: The test taker is asked to choose the sentence that represents the picture. Response: The test taker reads three sentences and chooses the sentence that describes the picture. The examiner enters the student’s response for grade 1 and grade 2 students. Grades 3–12 students enter their own responses.</p>	<p>PI.B.6 Reading/viewing closely</p>	<p>Discrete, 1 point</p>

Table 3 (continuation three)

Reading Task Type	Aligned Primary ELD Standards	Discrete/Set, Point Value
<p>Read a Short Informational Passage (Initial: 2, 3–5, 6–8, 9–12; Summative: 1, 2, 3–5, 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker reads a short informational passage about a topic from science, math, or the social sciences.</p> <p>Stimulus: The test taker reads an informational passage.</p> <p>Response: The examiner enters the student’s response for grade 1 and grade 2 students. Grades 3–12 students enter their own responses.</p>	<p>Most items with PI.B.6 Reading/viewing closely; some items with PI.B.7 Evaluating language choices, PI.B.8 Analyzing language choices, PII.A.1 Understanding text structure, or PII.A.2 Understanding cohesion</p>	<p>Set of 2–3 items, 1 point per item</p>
<p>Read a Student Essay (Summative: 3–5, 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker reads another student’s essay to give the student feedback before it is submitted to the teacher.</p> <p>Stimulus: The test taker reads a student essay.</p> <p>Response: The test taker answers a set of multiple-choice questions. Questions include comprehension of main idea and details as well as questions concerning language use and word choice. Grades 3–12 students enter their own responses.</p>	<p>PI.B.6 Reading/viewing closely, PI.B.7 Evaluating language choices, PI.B.8 Analyzing language choices, PII.A.1 Understanding text structure, PII.A.2 Understanding cohesion, PII.C.6 Connecting ideas, or PII.C.7 Condensing ideas</p>	<p>Grades 3–5: Set of 6 items Grades 6–12: Set of 8 items, 1 point per item</p>

Table 3 (continuation four)

Reading Task Type	Aligned Primary ELD Standards	Discrete/Set, Point Value
<p>Read a Literary Passage (Initial: 2; Summative: 1, 2, 3–5, 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker demonstrates the ability to read a literary passage closely by answering questions.</p> <p>Stimulus: The test taker reads a literary passage.</p> <p>Response: The examiner enters the test taker’s response for grade 1 and grade 2 students. Grades 3–12 students enter their own responses.</p>	<p>PI.B.6 Reading/viewing closely, PI.B.7 Evaluating language choices, PI.B.8 Analyzing language choices, PII.A.1 Understanding text structure, or PII.A.2 Understanding cohesion</p>	<p>Initial: Grade 2: Set of 3 items, 1 point per item</p> <p>Summative: Grades 1, 2: Set of 3–4 items</p> <p>Grades 3–12: Set of 6 items, 1 point per item</p>
<p>Read an Informational Passage (Initial: 3–5, 6–8, 9–12; Summative: 1, 2, 3–5, 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker demonstrates the ability to read an informational passage closely by answering questions.</p> <p>Stimulus: The test taker reads an informational passage.</p> <p>Response: The examiner enters the test taker’s response for grade 1 and grade 2 students. Grades 3–12 students enter their own responses.</p>	<p>PI.B.6 Reading/viewing closely, PI.B.7 Evaluating language choices, PI.B.8 Analyzing language choices, PII.A.1 Understanding text structure, or PII.A.2 Understanding cohesion</p>	<p>Grades 1, 2: Set of 3–4 items</p> <p>Grades 3–12: Set of 5–6 items, 1 point per item</p>

Writing

The Writing domain consists of seven task types. Each task type contains constructed-response items aligned with specific standards in the collaborative and productive modes of communication. Taken together, the task types are meant to elicit information about a range of proficiency levels at each grade and grade span. The tasks are described in the following table.

Table 4. ELPAC Writing Task Types

Writing Task Type	Aligned Primary ELD Standards	Discrete/Set, Point Value
<p>Label a Picture—Word with Scaffolding (Initial: K, 1; Summative: K)</p> <p>Communicative Context: The test taker is collaborating with a teacher to write about a picture for a classroom display.</p> <p>Stimulus: The test taker looks at a picture.</p> <p>Prompts: The test taker is prompted to write labels for a picture. The test administrator supports the test taker by prompting for letter level output before prompting for full words.</p> <p>Responses: The test taker writes letters (K, 1) and words (K, 1) for items in the picture.</p> <p>Scoring: An examiner scores the response after the test administration based on Writing Rubrics.</p>	<p>PI.C.10 Writing</p>	<p>Set of 4 items, 6 points per set</p>

Table 4 (continuation one)

Writing Task Type	Aligned Primary ELD Standards	Discrete/Set, Point Value
<p>Write a Story Together with Scaffolding (Initial: K, 1, 2; Summative: K, 1, 2) Communicative Context: The test taker collaborates with a teacher to jointly compose a short literary text. Stimulus: The test taker sees a picture and is provided the initial sentence of the story followed by a sentence frame. The test administrator supports the test taker by prompting for letter level output, then word level, and finally one sentence. Prompts 1–2: Test taker hears the title and writes the missing (initial) letters. Prompt 3: Test taker hears a sentence and writes the missing word. Prompt 4: Test taker is asked to compose and write a sentence to complete the story. Response: Test taker writes letters, a word, and a sentence in the blank spaces. Scoring: An examiner scores the response after the test administration based on Writing Rubrics.</p>	<p>Grades K–2 PI.A.2 Interacting via written English Grades 1–2 PI.C.10 Writing</p>	<p>Initial: K: Set of 4 items, 6 points per set Grades 1, 2: Set of 4 items, 7 points per set Summative: K: Set of 4 items, 6 points per set Grade 1: Set of 3 items, 6 points per set Grade 2: Set of 2 items, 5 points per set</p>

Table 4 (continuation two)

Writing Task Type	Aligned Primary ELD Standards	Discrete/Set, Point Value
<p>Write an Informational Text Together (Summative: 1, 2)</p> <p>Communicative Context: The test taker collaborates with a teacher to jointly compose a short informational text.</p> <p>Stimulus: The test taker sees a picture and is provided with the first sentences of an informational text.</p> <p>Prompt 1: Test taker hears a sentence and writes it as dictation.</p> <p>Prompt 2: Test taker is asked to compose and write a sentence to complete the story.</p> <p>Response: Test taker write sentences in the blank spaces.</p> <p>Scoring: An examiner scores the response after the test administration based on Writing Rubrics.</p>	<p>PI.A.2 Interacting via written English, PI.C.10 Writing</p>	<p>Set of 2 items, 5 points per set</p>

Table 4 (continuation three)

Writing Task Type	Aligned Primary ELD Standards	Discrete/Set, Point Value
<p>Describe a Picture (Integrated Skills: Writing with Reading) (Initial: 2, 3–5; Summative: 1, 2, 3–5, 6–8, 9–10, 11–12)</p> <p>Communicative Context: At grades 1 and 2, the test taker writes a description of what is happening in a picture. At grades 3–12, the test taker revises and expands on the ideas of a paragraph written by a classmate.</p> <p>Stimulus: At grades 1 and 2, the test taker is provided with an image. At grades 3–12, the test taker is provided with an image and a paragraph that was supposedly written by a classmate.</p> <p>Prompt: At grades 1 and 2, the test taker is prompted to describe the image. At grades 3–12, the test taker is asked to expand, correct, and/or combine different sentences written by a classmate before completing the final task of writing a sentence.</p> <p>Response: At grades 1 and 2, the test taker writes a description. At grades 3–12, the test taker expands, corrects, and/or combines different sentences written by a classmate before completing the final task of writing a sentence.</p> <p>Scoring: An examiner scores the response after the test administration based on Writing Rubrics.</p>	<p>Grades 1–2 PI.C.10 Writing</p> <p>Grades 3–12 PI.A.2 Interacting via written English, PII.C.7 Condensing ideas</p>	<p>Initial: Grade 2: Discrete, 3 points</p> <p>Grades 3–5: Set of 2 items, 4 points per set</p> <p>Summative: Grades 1–2: Discrete, 3 points</p> <p>Grades 3–12: Set of 2 items, 4 points per set</p>

Table 4 (continuation four)

Writing Task Type	Aligned Primary ELD Standards	Discrete/Set, Point Value
<p>Write About an Experience (Initial: 6–8, 9–12; Summative: 1, 2, 3–5, 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker is provided with a common topic, such as a favorite celebration or a memorable trip. The test taker is prompted to write about the topic from his/her own personal experience.</p> <p>Stimulus: The test taker is provided with a common topic, such as a favorite celebration or a memorable trip.</p> <p>Prompt: The test taker is prompted to write about the topic.</p> <p>Response: The test taker writes a paragraph about a personal experience.</p> <p>Scoring: An examiner scores the response after the test administration based on Writing Rubrics.</p>	<p>Grades 1, 2: PI.C.12 Selecting language resources</p> <p>Grades 3–12 PI.C.10 Writing</p>	<p>Grade 1: Discrete, 3 points</p> <p>Grades 2–12 Discrete, 4 points</p>
<p>Write About Academic Information (Integrated Skills: Writing with Reading) (Summative: 3–5, 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker interprets academic information from a graphic organizer created for a group project and answers two questions about it.</p> <p>Stimulus: The test taker views a graphic organizer with information that was compiled for a group project.</p> <p>Prompt: In the first question, the test taker is asked to write one sentence to provide a general interpretation of the information or to present information about an important detail. In grades 3–5, the second question asks students to provide additional details using information from the graphic organizer. In grades 6–12, the second question asks the student to respond to another student with an opinion or to complete another student’s academic paragraph.</p> <p>Response: The test taker answers two questions to provide important information from the graphic organizer.</p> <p>Scoring: An examiner scores the response after the test administration based on Writing Rubrics.</p>	<p>Grades 3–12 PI.C.10 Writing</p> <p>Grades 6–12 PI.C.11 Justifying and arguing</p>	<p>Set of 2 items, 5 points per set</p>

Table 4 (continuation five)

Writing Task Type	Aligned Primary ELD Standards	Discrete/Set, Point Value
<p>Justify an Opinion (Initial: 3–5, 6–8, 9–12; Summative: 3–5, 6–8, 9–10, 11–12) Communicative Context: The test taker is writing a letter to a school principal. Stimulus: A school-related topic (e.g., wearing school uniforms, best type of exercise) is introduced. Prompt: The test taker is asked to provide his/her opinion along with appropriate support. Response: The test taker writes a paragraph containing his/her opinion along with support. Scoring: An examiner scores the response after the test administration based on Writing Rubrics.</p>	<p>PI.C.11 Justifying and arguing</p>	<p>Discrete, 4 points</p>