California Department of Education

Executive Office

SBE-002 (REV. 11/2017)

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# **MEMORANDUM**

**DATE:** February 16, 2023

**TO:** MEMBERS, State Board of Education

**FROM:** TONY THURMOND, State Superintendent of Public Instruction

**SUBJECT:** Update on the Interim Assessments for the California Science Test and the English Language Proficiency Assessments for California.

## Summary of Key Issues

This memorandum provides an update on the development of interim assessments for the California Science Test (CAST) and the English Language Proficiency Assessments for California (ELPAC).

In November 2021, the California State Board of Education (SBE) approved the California Assessment System contract for the California Assessment of Student Performance and Progress and ELPAC programs with testing contractor ETS to include the development of interim assessments for the CAST and ELPAC. The contract began on July 1, 2022. The California Department of Education (CDE) presented information about these interim assessments to the Technical Advisory Group, the 2022 California Educational Research Association conference, which included an interactive session with the educator participants, and ETS conducted educator focus groups to obtain further educator feedback. In addition, during the January 2022 Assessment Interest Holder meeting, the CDE shared the interim assessment blueprints for the CAST and ELPAC.

### **Interim Assessments for the California Science Test and English Language Proficiency Assessments for California**

The CDE and ETS are now developing interim assessments for both the CAST and ELPAC. The purpose of these assessments is to improve teaching and learning in the classroom. The release of the first set of the CAST and ELPAC interim assessments will be in 2023–24, and the release of the second set will be in 2024–25. The interim assessments will be administered online and will be fixed forms, not computer adaptive. They will be designed to fit into a standard, 50-minute class period; however, they are untimed to allow students to fully complete them. These assessments will complement interim assessments that are already available for English language arts and mathematics, enhancing our comprehensive assessment system. In part, this work is in response to requests from the field, as educators have experienced many educational benefits from the current interim assessments. Per the SBE-approved scope of work for the testing contract (CN220002), the CDE will utilize the same achievement level descriptors for the CAST, performance level descriptors for the ELPAC, and scale scores as their respective summative assessments.

For the CAST interim assessments, three assessment blocks will be developed for middle school and high school—one for each of the assessed science domains, which are Earth and Space Sciences, Life Sciences, and Physical Sciences. Those for grades three through five will be comprehensive across the science domains at the grade level. These interim assessments will align with the Next Generation Science Standards (NGSS). The CAST interim assessment blueprint (Attachment 1) documents how the CAST interim assessment test forms will be assembled, including rules for the assessment of the California NGSS Performance Expectations and the integration of the Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts.

For the ELPAC, two sets of interim assessments will be developed for kindergarten, grades one and two, three through five, six through eight, nine and ten, and eleven and twelve for each of the domains, which are Listening, Speaking, Reading, and Writing. These interim assessments will align with the 2012 California English Language Development Standards. The ELPAC interim assessment blueprint (Attachment 2) provides the proposed number of items and points for each task type in each of the four domains.

#### **Next Steps**

The CDE will provide the SBE with further information regarding the development of these interim assessments as they become available.

## Attachment(s)

* **Attachment 1:** California Science Test Interim Assessment Blueprint (11 Pages)
* **Attachment 2:** English Language Proficiency Assessments for California Interim Assessment Blueprint (34 Pages)



**California Science Test Interim Assessments Blueprint**

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

**Presented January 13, 2023**



Contents

[Introduction 3](#_Toc125636480)

[Summary of Item Counts for Interim Assessments 4](#_Toc125636481)

[Claims for the CAST Interim Assessments 5](#_Toc125636482)

[Segments of the CAST Interim Assessments 6](#_Toc125636483)

[Distribution of Items Across DCIs for Grades Three, Four, Five, Middle School, and High School 7](#_Toc125636484)

[Appendix A: Full Titles for SEPs, DCIs, and CCCs 10](#_Toc125636485)

List of Tables

Table 1. Summary of Item Counts for All Interim Assessments 4

Table 2. Claims for the CAST Interim Assessments 5

Table 3. Coverage of PEs Across the CAST Interim Assessments 6

Table 4. Composition of the Grades Three, Four, and Five Interim Assessments 7

Table 5. Composition of the Middle School and High School Earth and Space Sciences Interim Assessments 8

Table 6. Composition of the Middle School and High School Life Sciences Interim Assessments 9

Table 7. Composition of the Middle School and High School Physical Sciences Interim Assessments 9

## Introduction

The summative California Science Test (CAST), administered pursuant to California *Education Code* Section 60640(b)(2)(B), is part of the California Assessment of Student Performance and Progress (CAASPP) System. The CAST measures the full range of the California Next Generation Science Standards (CA NGSS) over a three-year period and is administered to students in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

The CAASPP System includes the development of new interim assessments for the CAST. The first round of interim assessments will be released for the 2023–24 school year, and a second round of interims will be released in 2024–25. Three interim assessments per grade band will be developed during each round. Table 1 provides a summary of the interim assessments available for each grade band. The interim assessments are intended to support teaching and learning by providing educators with relevant information about a student’s learning progress. The CAST Interim Assessments (IAs) will be fixed forms (i.e., every student receives the same items) and administered online. They will be designed to be administered during a 50-minute class period; however, they will be untimed to allow students the opportunity to fully complete the interim assessment. Like the CAST summative assessments, items on the interim assessments will be aligned with the CA NGSS. The blueprint for the CAST IAs documents how the CAST IA test forms will be assembled, including rules for the assessment of the CA NGSS Performance Expectations (PEs) and the integration of the Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEPs), and Crosscutting Concepts (CCCs). The CA NGSS are referred to as “three dimensional” (3D) because of the interrelationships of the DCIs, SEPs, and CCCs. The CAST IAs are low-stakes assessments designed to reflect a commitment to the 3D approach both in the assembly of forms, as detailed in this blueprint, and in the writing of test items (with each test item aligned to at least two of the three dimensions).

To meet content and statistical requirements, each interim assessment will consist of a set of discrete items and one performance task (PT). Each of the CAST IAs in middle school and high school will align with and explore a single science domain: Earth and Space Sciences (ESS), Life Sciences (LS), or Physical Sciences (PS). Each elementary CAST IA will align with and explore the PEs of all three science domains (ESS, LS, and PS) in each specific grade level[[1]](#footnote-2) (i.e., grade three, four, or five). The engineering subdomain (Engineering, Technology, and Applications of Science, otherwise known as ETS) is subsumed in the three science domains. California’s Environmental Principles and Concepts will also be used as context for items, when appropriate for the assessed PE.

## Summary of Item Counts for Interim Assessments

Table 1 provides a summary of the number of discrete items and PTs included in each CAST IA for all grade levels and grade bands. Grades three, four, and five will each have a single interim assessment that assesses all three science domains. Middle school and high school will each have three interim assessments that assess a single science domain. Segment B PTs will have between four and six items, including a constructed-response item.

**Table 1. Summary of Item Counts for All Interim Assessments**

| **Grade Level or Grade Band** | **Domain(s) Assessed** | **Number of Segment A Discrete Items** | **Number of Segment B PTs** | **Total Items** | **Points** |
| --- | --- | --- | --- | --- | --- |
| **Grade 3** | Earth and Space Sciences, Life Sciences, Physical Sciences | 9 | 1 | 13 to 15 | 14 to 18 |
| **Grade 4** | Earth and Space Sciences, Life Sciences, Physical Sciences | 9 | 1 | 13 to 15 | 14 to 18 |
| **Grade 5** | Earth and Space Sciences, Life Sciences, Physical Sciences | 9 | 1 | 13 to 15 | 14 to 18 |
| **Middle School** | Earth and Space Sciences | 9 | 1 | 13 to 15 | 14 to 18 |
| **Middle School** | Life Sciences | 9 | 1 | 13 to 15 | 14 to 18 |
| **Middle School** | Physical Sciences | 9 | 1 | 13 to 15 | 14 to 18 |
| **High School** | Earth and Space Sciences | 10 | 1 | 14 to 16 | 15 to 19 |
| **High School** | Life Sciences | 10 | 1 | 14 to 16 | 15 to 19 |
| **High School** | Physical Sciences | 10 | 1 | 14 to 16 | 15 to 19 |

## Claims for the CAST Interim Assessments

For the CAST IAs in grades three, four, and five, there is an overall claim. In middle school and high school, there is a corresponding domain-specific claim. [Table 2](#_bookmark2) shows the claim statements for the CAST Interim Assessments.

**Table 2. Claims for the CAST Interim Assessments**

| **Domains** | **Description** |
| --- | --- |
| 3D Overall | Teachers will get instructionally relevant information about student progress at the individual and group levels regarding performances associated with the expectations of the California Next Generation Science Standards through the integration of Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts across the domains of Physical Sciences, Life Sciences, Earth and Space Sciences, and Engineering, Technology, and Applications of Science. |
| 3D Earth and Space Sciences | Teachers will get instructionally relevant information about student progress at the individual and group levels regarding performances associated with the expectations in the disciplinary area of Earth and Space Sciences within the California Next Generation Science Standards through the integration of Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. |
| 3D Life Sciences | Teachers will get instructionally relevant information about student progress at the individual and group levels regarding performances associated with the expectations in the disciplinary area of Life Sciences within the California Next Generation Science Standards through the integration of Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. |
| 3D Physical Sciences | Teachers will get instructionally relevant information about student progress at the individual and group levels regarding performances associated with the expectations in the disciplinary area of Physical Sciences within the California Next Generation Science Standards through the integration of Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. |

## Segments of the CAST Interim Assessments

The CAST IAs are untimed tests, and it is expected to take approximately one 50-minute class period to administer each interim assessment. Each interim assessment consists of a fixed form with two segments.

1. Segment A will contain discrete items and is designed to measure a broad sample of PEs.
2. Segment B will contain a PT and is designed to provide deep measurement of a targeted sample of PEs in item sets.

Because it is not possible to assess all PEs in the first year of interim development, PEs assessed in Segments A and B will be different in the second year of interim development so that approximately 90 percent of all PEs can be assessed over two interim development cycles. [Table 3](#_bookmark2) shows the percentage of distribution of PEs across the interim assessments for Segments A and B.

**Table 3. Coverage of PEs Across the CAST Interim Assessments**

|  |  |  |  |
| --- | --- | --- | --- |
| **Domains** | **Interim I** | **Interim II** | **Coverage of PEs** |
| **Earth and Space Sciences** | Subset of CA NGSS ESS PEs | Subset of CA NGSS ESS PEs | Average of 90% across all grades |
| **Life Sciences** | Subset of CA NGSS LS PEs | Subset of CA NGSS LS PEs | Average of 90% across all grades |
| **Physical Sciences** | Subset of CA NGSS PS PEs | Subset of CA NGSS PS PEs | Average of 90% across all grades |

The goals of the CAST IAs are to

1. Assess a broad range of PEs to reflect classroom instruction across the CA NGSS, and
2. Provide instructionally relevant information about student progress across the CA NGSS.

The blueprint for the CAST IAs is not intended to guide instruction.

## Distribution of Items Across DCIs for Grades Three, Four, Five, Middle School, and High School

Table 4 shows the distribution of items by science domain and DCI strand for Segments A and B for the grades three, four, and five interim assessments. The grades three, four, and five interim assessments draw on PEs from the specific grade level[[2]](#footnote-3), which build on the foundational concepts addressed in kindergarten through grade two.

Table 5, table 6, and table 7 show the distribution of items by science domain and DCI strand for Segments A and B of the CAST IAs for middle school and high school. Each domain-specific interim assessment will have sufficient items and points to support the domain-specific claims in table 2. Each interim assessment draws on PEs within a domain across several grade levels. The middle school interim assessments draw on all middle school PEs, and the high school interim assessments draw on all high school PEs.

**Table 4. Composition of the Grades Three, Four, and Five Interim Assessments**

| **Science Domain and DCI Strand\*\*** | **Number of Items by DCI in Segment A—Grade 3** | **Number of Items by DCI in Segment A—Grade 4** | **Number of Items by DCI in Segment A—Grade 5** | **Number of PTs in Segment B—All Grade Levels** |
| --- | --- | --- | --- | --- |
| **Physical Sciences 1** *Matter and Its Interactions* | 0 | 0 | 2–3 | 0–1 |
| **Physical Sciences 2** *Motion and Stability: Forces and Interactions* | 2–3 | 0 | 0–1 | 0–1 |
| **Physical Sciences 3** *Energy* | 0 | 1–2 | 0–1 | 0–1 |
| **Physical Sciences 4** *Waves and Their Applications in Technologies for Information Transfer* | 0 | 1–2 | 0 | 0–1 |
| **Engineering, Technology, and Applications of Science** *Engineering Design* | 0–1 | 0–1 | 0–1 | 0–1 |
| **Total Physical Sciences Items or Performance Tasks** | **2–4** | **2–4** | **2–4** | **0–1** |
| **Life Sciences 1** *From Molecules to Organisms: Structures and Processes* | 0–1 | 2–3 | 1–2 | 0–1 |
| **Life Sciences 2** *Ecosystems: Interactions, Energy, and Dynamics* | 0–1 | 0 | 1–2 | 0–1 |
| **Life Sciences 3** *Heredity: Inheritance and Variation of Traits* | 1–2 | 0 | 0 | 0–1 |
| **Life Sciences 4** *Biological Evolution: Unity and Diversity* | 1–2 | 0 | 0 | 0–1 |
| **Engineering, Technology, and Applications of Science** *Engineering Design* | 0–1 | 0–1 | 0–1 | 0–1 |
| **Total Life Sciences Items or Performance Tasks** | **2–4** | **2–4** | **2–4** | **0–1** |
| **Earth and Space Sciences 1** *Earth’s Place in the Universe* | 0 | 0–1 | 1–2 | 0–1 |
| **Earth and Space Sciences 2** *Earth’s Systems* | 1–2 | 1–2 | 1–2 | 0–1 |
| **Earth and Space Sciences 3** *Earth and Human Activity* | 0–1 | 1–2 | 0–1 | 0–1 |
| **Engineering, Technology, and Applications of Science** *Engineering Design* | 0–1 | 0–1 | 0–1 | 0–1 |
| **Total Earth and Space Sciences Items or Performance Tasks** | **2–4** | **2–4** | **2–4** | **0–1** |
| **Total Number of Discrete Items and Performance Tasks on Grade-Level Interim Assessments** | **9** | **9** | **9** | **1** |

\*\*The CAST Item Specifications provide greater detail on the assessment targets by PE.

Table 5 shows the distribution of items in the ESS domain and DCI strand for Segments A and B of the CAST IAs for middle school and high school.

**Table 5. Composition of the Middle School and High School Earth and Space Sciences Interim Assessments**

| **Science Domain and DCI Strand\*\*** | **Number of Items by DCI in Segment A—Middle School** | **Number of Items by DCI in Segment A—High School** | **Number of PTs in Segment B—All Grade Levels** |
| --- | --- | --- | --- |
| **Earth and Space Sciences 1** *Earth’s Place in the Universe* | 1–3 | 1–5 | 0–1 |
| **Earth and Space Sciences 2** *Earth’s Systems* | 1–5 | 1–6 | 0–1 |
| **Earth and Space Sciences 3** *Earth and Human Activity* | 1–4 | 1–5 | 0–1 |
| **Engineering, Technology, and Applications of Science** *Engineering Design* | 0–1 | 0–1 | 0–1 |
| **Total Earth and Space Sciences Items or Performance Tasks** | **9** | **10** | **1** |

\*\*The CAST Item Specifications provide greater detail on the assessment targets by PE.

Table 6 shows the distribution of items in the LS domain and DCI strand for Segments A and B of the CAST IAs for middle school and high school.

**Table 6. Composition of the Middle School and High School Life Sciences Interim Assessments**

| **Science Domain and DCI Strand\*\*** | **Number of Items by DCI in Segment A—Middle School** | **Number of Items by DCI in Segment A—High School** | **Number of PTs in Segment B—All Grade Levels** |
| --- | --- | --- | --- |
| **Life Sciences 1** *From Molecules to Organisms: Structures and Processes* | 1–6 | 1–6 | 0–1 |
| **Life Sciences 2** *Ecosystems: Interactions, Energy, and Dynamics* | 1–4 | 1–7 | 0–1 |
| **Life Sciences 3** *Heredity: Inheritance and Variation of Traits* | 1–2 | 1–2 | 0–1 |
| **Life Sciences 4** *Biological Evolution: Unity and Diversity* | 1–5 | 1–5 | 0–1 |
| **Engineering, Technology, and Applications of Science** *Engineering Design* | 0–1 | 0–1 | 0–1 |
| **Total Life Sciences Items or Performance Tasks** | **9** | **10** | **1** |

\*\*The CAST Item Specifications provide greater detail on the assessment targets by PE.

Table 7 shows the distribution of items in the PS domain and DCI strand for Segments A and B of the CAST IAs for middle school and high school.

**Table 7. Composition of the Middle School and High School Physical Sciences Interim Assessments**

| **Science Domain and DCI Strand\*\*** | **Number of Items by DCI in Segment A—Middle School** | **Number of Items by DCI in Segment A—High School** | **Number of PTs in Segment B—All Grade Levels** |
| --- | --- | --- | --- |
| **Physical Sciences 1** *Matter and Its Interactions* | 1–5 | 2–7 | 0–1 |
| **Physical Sciences 2** *Motion and Stability: Forces and Interactions* | 1–4 | 1–5 | 0–1 |
| **Physical Sciences 3** *Energy* | 1–4 | 1–4 | 0–1 |
| **Physical Sciences 4** *Waves and Their Applications in Technologies for Information Transfer* | 1–2 | 1–4 | 0–1 |
| **Engineering, Technology, and Applications of Science** *Engineering Design* | 0–1 | 0–1 | 0–1 |
| **Total Physical Sciences Items or Performance Tasks** | **9** | **10** | **1** |

\*\*The CAST Item Specifications provide greater detail on the assessment targets by PE.

## Appendix A: Full Titles for SEPs, DCIs, and CCCs

**Science and Engineering Practices (SEPs)**

SEP 1—Asking Questions (Science)

SEP 1E—Defining Problems (Engineering)

SEP 2—Developing and Using Models

SEP 3—Planning and Carrying Out Investigations

SEP 4—Analyzing and Interpreting Data

SEP 5—Using Mathematics and Computational Thinking

SEP 6—Constructing Explanations (Science)

SEP 6E—Designing Solutions (Engineering)

SEP 7—Engaging in Argument from Evidence

SEP 8—Obtaining, Evaluating, and Communicating Information

**Disciplinary Core Ideas (DCIs)**

PS1—Matter and Its Interactions

PS2—Motion and Stability: Forces and Interactions

PS3—Energy

PS4—Waves and Their Applications in Technologies for Information Transfer

LS1—From Molecules to Organisms: Structures and Processes

LS2—Ecosystems: Interactions, Energy, and Dynamics

LS3—Heredity: Inheritance and Variation of Traits

LS4—Biological Evolution: Unity and Diversity

ESS1—Earth’s Place in the Universe

ESS2—Earth’s Systems

ESS3—Earth and Human Activity

ETS1—Engineering, Technology, and Applications of Science

**Crosscutting Concepts (CCCs)**

1—Patterns

2—Cause and effect

3—Scale, proportion, and quantity

4—Systems and system models

5—Energy and matter

6—Structure and function

7—Stability and change



**English Language Proficiency Assessments for California Interim Assessment Blueprints**

January 18, 2023

**Contract # CN220002**

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



**ETS**

**660 Rosedale Road**

**Princeton, NJ 08541**

**Contents**

[Introduction 4](#_Toc124511283)

[ELPAC Interim Assessment Claims 5](#_Toc124511286)

[Blueprint Tables 6](#_Toc124511287)

**Tables**

[Table 1: ELPAC Interim Assessment Claims 5](#_Toc124845251)

[Table 2a: Composition of the Kindergarten ELPAC Interim Assessment for Listening by Items and Points 7](#_Toc124845252)

[Table 2b: Composition of the Kindergarten ELPAC Interim Assessment for Speaking by Items and Points 8](#_Toc124845253)

[Table 2c: Composition of the Kindergarten ELPAC Interim Assessment for Reading by Items and Points 9](#_Toc124845254)

[Table 2d: Composition of the Kindergarten ELPAC Interim Assessment for Writing by Items and Points 10](#_Toc124845255)

[Table 3a: Composition of the Grade One ELPAC Interim Assessment for Listening by Items and Points 11](#_Toc124845256)

[Table 3b: Composition of the Grade One ELPAC Interim Assessment for Speaking by Items and Points 12](#_Toc124845257)

[Table 3c: Composition of the Grade One ELPAC Interim Assessment for Reading by Items and Points 13](#_Toc124845258)

[Table 3d: Composition of the Grade One ELPAC Interim Assessment for Writing by Items and Points 14](#_Toc124845259)

[Table 4a: Composition of the Grade Two ELPAC Interim Assessment for Listening by Items and Points 15](#_Toc124845260)

[Table 4b: Composition of the Grade Two ELPAC Interim Assessment for Speaking by Items and Points 16](#_Toc124845261)

[Table 4c: Composition of the Grade Two ELPAC Interim Assessment for Reading by Items and Points 17](#_Toc124845262)

[Table 4d: Composition of the Grade Two ELPAC Interim Assessment for Writing by Items and Points 18](#_Toc124845263)

[Table 5a: Composition of the Grade Span Three Through Five ELPAC Interim Assessment for Listening by Items and Points 19](#_Toc124845264)

[Table 5b: Composition of the Grade Span Three Through Five ELPAC Interim Assessment for Speaking by Items and Points 20](#_Toc124845265)

[Table 5c: Composition of the Grade Span Three Through Five ELPAC Interim Assessment for Reading by Items and Points 21](#_Toc124845266)

[Table 5d: Composition of the Grade Span Three Through Five ELPAC Interim Assessment for Writing by Items and Points 22](#_Toc124845267)

[Table 6a: Composition of the Grade Span Six Through Eight ELPAC Interim Assessment for Listening by Items and Points 23](#_Toc124845268)

[Table 6b: Composition of the Grade Span Six Through Eight ELPAC Interim Assessment for Speaking by Items and Points 24](#_Toc124845269)

[Table 6c: Composition of the Grade Span Six Through Eight ELPAC Interim Assessment for Reading by Items and Points 25](#_Toc124845270)

[Table 6d: Composition of the Grade Span Six Through Eight ELPAC Interim Assessment for Writing by Items and Points 26](#_Toc124845271)

[Table 7a: Composition of the Grade Span Nine and Ten ELPAC Interim Assessment for Listening by Items and Points 27](#_Toc124845272)

[Table 7b: Composition of the Grade Span Nine and Ten ELPAC Interim Assessment for Speaking by Items and Points 28](#_Toc124845273)

[Table 7c: Composition of the Grade Span Nine and Ten ELPAC Interim Assessment for Reading by Items and Points 29](#_Toc124845274)

[Table 7d: Composition of the Grade Span Nine and Ten ELPAC Interim Assessment for Writing by Items and Points 30](#_Toc124845275)

[Table 8a: Composition of the Grade Span Eleven and Twelve ELPAC Interim Assessment for Listening by Items and Points 31](#_Toc124845276)

[Table 8b: Composition of the Grade Span Eleven and Twelve ELPAC Interim Assessment for Speaking by Items and Points 32](#_Toc124845277)

[Table 8c: Composition of the Grade Span Eleven and Twelve ELPAC Interim Assessment for Reading by Items and Points 33](#_Toc124845278)

[Table 8d: Composition of the Grade Span Eleven and Twelve ELPAC Interim Assessment for Writing by Items and Points 34](#_Toc124845279)

**Introduction**

The English Language Proficiency Assessments for California (ELPAC) is the state’s English language proficiency (ELP) test for students in kindergarten, which includes year one of a two-year kindergarten program, known as transitional kindergarten, through grade twelve. The ELPAC currently consists of two separate assessments: the Initial ELPAC, which is used to assess ELP for initial identification of new students as either an English learner who needs support to learn English or as proficient English, and the annual Summative ELPAC, which is used to measure students’ progress toward ELP and to determine whether they are ready to be reclassified.

The ELPAC Interim Assessments are optional, shorter ELP tests, compared to the Summative ELPAC. The purpose of the ELPAC Interim Assessments is to support teaching and learning by providing timely and instructionally relevant information about a student’s progress toward ELP. They will consist of two sets of interim assessments. Each set has four individual domain-based tests (i.e., Listening I or II, Speaking I or II, Reading I or II, and Writing I or II). The first set will be released for the 2023–24 school year, and the second set will be released in 2024–25.

The ELPAC Interim Assessment domain tests will be developed for the following seven grade levels and grade spans: kindergarten, grade one, grade two, grade span three through five, grade span six through eight, grade span nine and ten, and grade span eleven and twelve. They are aligned with the 2012 California English Language Development (ELD) Standards and assess students’ ELP skills in Listening, Speaking, Reading, and Writing. The ELPAC Interim Assessments will be administered online to students and is a linear test, except for kindergarten through grade two Writing domain. Each individual interim assessment is designed to fit into a standard, 50-minute class period; however, they are untimed to allow test examiners and students time to fully complete the interim assessment.

**ELPAC Interim Assessment Claims**

The ELPAC Interim Assessments have four claims—one claim for each domain. Table 1 shows the claim statements for the ELPAC Interim Assessments.

**Table 1: ELPAC Interim Assessment Claims**

|  |  |
| --- | --- |
| **Domains** | **Description** |
| Listening | Educators will obtain instructionally relevant information about individual and group student progress with regard to comprehension of spoken English (conversations, discussions, and oral presentations) in a range of social and academic contexts. |
| Speaking | Educators will obtain instructionally relevant information about individual and group student progress with regard to expressing information and ideas orally and participating in grade-level conversations and group and class discussions. |
| Reading | Educators will obtain instructionally relevant information about individual and group student progress with regard to reading, analyzing, and interpreting a variety of grade-appropriate literary and informational texts. |
| Writing | Educators will obtain instructionally relevant information about individual and group student progress with regard to writing literary and informational texts to present, describe, and explain ideas and information. |

**ELPAC Interim Assessment Blueprint Tables**

Blueprint tables for the ELPAC Interim Assessments are shown in table 2 through table 8. Each table consists of four parts: a = Listening, b = Speaking, c = Reading, and d = Writing.

The following tables are presented by grade level or grade span beginning with kindergarten and continuing through grade span eleven and twelve. Each table shows which task types are used to assess ELP for each domain for that grade level or grade span. The tables include an indication of which ELD standard(s) each task type aligns with. If the task type partially or moderately aligns with additional standards, secondary alignment is indicated. The number of items per task type in ELPAC Interim Assessment I and II is indicated, as is the number of points those items will yield for each interim domain test. A summary total of items and points for each domain is shown.

**Table 2a: Composition of the Kindergarten ELPAC Interim Assessment for Listening by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Listening I Items** | **Listening I Points** | **Listening II Items** | **Listening II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Listen to a Short Exchange | Part (P)I.A.1, PI.B.5, PII.A.2 | N/A | Discrete, multiple choice (MC), 1 point per item | 1 | 1 | 1 | 1 |
| Listen to a Story | PI.B.5, PII.A.1 | N/A | Set of 3 items, MC, 3 points per set | 3 | 3 | 3 | 3 |
| Listen to an Oral Presentation | PI.B.5 | N/A | Set of 3 items, MC, 3 points per set | 3 | 3 | 3 | 3 |
| Total Items and Points | N/A | N/A | N/A | 7 | 7 | 7 | 7 |

**Table 2b: Composition of the Kindergarten ELPAC Interim Assessment for Speaking by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Speaking I Items** | **Speaking I Points** | **Speaking II Items** | **Speaking II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Talk About a Scene | PI.A.1 | PII.B.3, PII.B.4, PII.B.5 | Set of 4 items, constructed response (CR), 6 points per set | 4 | 6 | 4 | 6 |
| Support an Opinion | K–5  PI.C.11 | PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 2 points per item | 1 | 2 | 1 | 2 |
| Retell a Narrative (Speaking with Listening) | PI.C.9 | PI.B.5, PI.C.12, PII.A.1, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 4 points per item | 1 | 4 | 1 | 4 |
| Summarize an Academic Presentation (Speaking with Listening) | PI.C.9 | PI.B.5, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6, PII.C.7 | Discrete, CR, 4 points per item | 1 | 4 | 1 | 4 |
| Speaking Total Items and Points | N/A | N/A | N/A | 7 | 16 | 7 | 16 |

**Table 2c: Composition of the Kindergarten ELPAC Interim Assessment for Reading by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Reading I Items** | **Reading I Points** | **Reading II Items** | **Reading II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Read-Along Word with Scaffolding | PIII, PI.B.6 | N/A | Set of 2 Items, MC, 3 points per set | 2 | 3 | 2 | 3 |
| Read-Along Story with Scaffolding | PIII, PI.B.6 | N/A | Set of 4 items, MC, 5 points per set | 4 | 5 | 4 | 5 |
| Read-Along Information | PI.B.6 | N/A | Set of 3 items, MC, 3 points per set | 3 | 3 | 3 | 3 |
| Total Items and Points | N/A | N/A | N/A | 9 | 11 | 9 | 11 |

**Table 2d: Composition of the Kindergarten ELPAC Interim Assessment for Writing by Items and Points**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Writing I Items** | **Writing I Points** | **Writing II Items** | **Writing II Points** |
| Label a Picture—Word, with Scaffolding | PI.C.10 | N/A | Set of 4 items, CR, 6 points per set | 4 | 6 | 4 | 6 |
| Write a Story Together with Scaffolding | PI.A.2 | N/A | Set of 4 items, CR, 6 points per set | 4 | 6 | 4 | 6 |
| Total Items and Points | N/A | N/A | N/A | 8 | 12 | 8 | 12 |

**Table 3a: Composition of the Grade One ELPAC Interim Assessment for Listening by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Listening I Items** | **Listening I Points** | **Listening II Items** | **Listening II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Listen to a Short Exchange | Part (P)I.A.1, PI.B.5, PII.A.2 | N/A | Discrete, MC, 1 point per item | 1 | 1 | 1 | 1 |
| Listen to a Classroom Conversation | PI.A.1, PI.A.3, PI.B.5 | N/A | Set of 2 items, MC, 2 points per set | 2 | 2 | 2 | 2 |
| Listen to a Story | PI.B.5, PII.A.1 | N/A | Set of 3 items, MC, 3 points per set | 3 | 3 | 3 | 3 |
| Listen to an Oral Presentation | PI.B.5 | N/A | Set of 3 items, MC, 3 points per set | 3 | 3 | 3 | 3 |
| Total Items and Points | N/A | N/A | N/A | 9 | 9 | 9 | 9 |

**Table 3b: Composition of the Grade One ELPAC Interim Assessment for Speaking by Items and Points**

| **Domain: Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Speaking I Items** | **Speaking I Points** | **Speaking II Items** | **Speaking II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Talk About a Scene | PI.A.1 | PII.B.3, PII.B.4, PII.B.5 | Set of 4 items, CR, 6 points per set | 4 | 6 | 4 | 6 |
| Support an Opinion | PI.C.11 | PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 2 points per item | 1 | 2 | 1 | 2 |
| Retell a Narrative (Speaking with Listening) | PI.C.9 | PI.B.5, PI.C.12, PII.A.1, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 4 points per item | 1 | 4 | 1 | 4 |
| Summarize an Academic Presentation (Speaking with Listening) | PI.C.9 | PI.B.5, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6, PII.C.7 | Discrete, CR, 4 points per item | 1 | 4 | 1 | 4 |
| Total Items and Points | N/A | N/A | N/A | 7 | 16 | 7 | 16 |

**Table 3c: Composition of the Grade One ELPAC Interim Assessment for Reading by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Reading I Items** | **Reading I Points** | **Reading II Items** | **Reading II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Read and Choose a Word | PI.B.6 | N/A | Discrete, MC, 1 point per item | 1 | 1 | 1 | 1 |
| Read and Choose a Sentence | PI.B.6 | N/A | Discrete, MC, 1 point per item | 1 | 1 | 1 | 1 |
| Read a Short Informational Passage | PI.B.6 | N/A | Set of 3 items, MC, 1 point per item | 3 | 3 | 3 | 3 |
| Read a Literary Passage | PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2 | N/A | Set of 3 items, MC, 1 point per item | 3 | 3 | 3 | 3 |
| Read an Informational Passage | PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2 | N/A | Set of 3 items, MC, 1 point per item | 3 | 3 | 3 | 3 |
| Total Items and Points | N/A | N/A | N/A | 11 | 11 | 11 | 11 |

**Table 3d: Composition of the Grade One ELPAC Interim Assessment for Writing by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Writing I Items** | **Writing I Points** | **Writing II Items** | **Writing II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Write a Story Together with Scaffolding | PI.A.2, PI.C.10 | N/A | Set of 3 items, CR, 6 points per set | 3 | 6 | 3 | 6 |
| Write an Informational Text Together | PI.A.2, PI.C.10 | PI.C.12, PII.A.1, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Set of 2 items, CR, 5 points per set | 2 | 5 | 2 | 5 |
| Describe a Picture (Writing with Reading) | PI.C.10 | PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 3 points per item | 1 | 3 | 1 | 3 |
| Write About an Experience | PI.C.12 | PII.C.10,  PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 3 points per item | 1 | 3 | 1 | 3 |
| Total Items and Points | N/A | N/A | N/A | 7 | 17 | 7 | 17 |

**Table 4a: Composition of the Grade Two ELPAC Interim Assessment for Listening by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Listening I Items** | **Listening I Points** | **Listening II Items** | **Listening II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Listen to a Short Exchange | Part (P)I.A.1, PI.B.5, PII.A.2 | N/A | Discrete, MC, 1 point per item | 1 | 1 | 1 | 1 |
| Listen to a Classroom Conversation | PI.A.1, PI.A.3, PI.B.5 | N/A | Set of 2 items, MC, 2 points per set | 2 | 2 | 2 | 2 |
| Listen to a Story | PI.B.5, PII.A.1 | N/A | Set of 3 items, MC, 3 points per set | 3 | 3 | 3 | 3 |
| Listen to an Oral Presentation | PI.B.5 | N/A | Set of 3 items, MC, 3 points per set | 3 | 3 | 3 | 3 |
| Total Items and Points | N/A | N/A | N/A | 9 | 9 | 9 | 9 |

**Table 4b: Composition of the Grade Two ELPAC Interim Assessment for Speaking by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Speaking I Items** | **Speaking I Points** | **Speaking II Items** | **Speaking II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Talk About a Scene | PI.A.1 | PII.B.3, PII.B.4, PII.B.5 | Set of 4 items, CR, 6 points per set | 4 | 6 | 4 | 6 |
| Speech Functions | PI.A.1 | PII.B.3, PII.B.4, PII.B.5 | Discrete, CR, 2 points per item | 1 | 2 | 1 | 2 |
| Support an Opinion | PI.C.11 | PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 2 points per item | 2 | 4 | 2 | 4 |
| Retell a Narrative (Speaking with Listening) | PI.C.9 | PI.B.5, PI.C.12, PII.A.1, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 4 points per item | 0 | 0 | 1 | 4 |
| Summarize an Academic Presentation (Speaking with Listening) | PI.C.9 | PI.B.5, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6, PII.C.7 | Discrete, CR, 4 points per item | 1 | 4 | 0 | 0 |
| Total Items and Points | N/A | N/A | N/A | 8 | 16 | 8 | 16 |

**Table 4c: Composition of the Grade Two ELPAC Interim Assessment for Reading by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Reading I Items** | **Reading I Points** | **Reading II Items** | **Reading II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Read and Choose a Sentence | PI.B.6 | N/A | Discrete, MC, 1 point | 1 | 1 | 1 | 1 |
| Read a Short Informational Passage | PI.B.6 | N/A | Set of 3 items, MC, 1 point per item | 3 | 3 | 3 | 3 |
| Read a Literary Passage | PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2 | N/A | Set of 4 items, MC, 1 point per item | 4 | 4 | 4 | 4 |
| Read an Informational Passage | PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2 | N/A | Set of 4 items, MC, 1 point per item | 4 | 4 | 4 | 4 |
| Total Items and Points | N/A | N/A | N/A | 12 | 12 | 12 | 12 |

**Table 4d: Composition of the Grade Two ELPAC Interim Assessment for Writing by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Writing I Items** | **Writing I Points** | **Writing II Items** | **Writing II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Write a Story Together with Scaffolding | PI.A.2, PI.C.10 | N/A | Set of 2 items, CR, 5 points per set | 2 | 5 | 2 | 5 |
| Write an Informational Text Together | PI.A.2, PI.C.10 | PI.C.12, PII.A.1, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Set of 2 items, CR, 5 points per set | 2 | 5 | 2 | 5 |
| Describe a Picture (Writing with Reading) | PI.C.10 | PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 3 points per item | 1 | 3 | 1 | 3 |
| Write About an Experience | PI.C.12 | PII.C.10,  PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 4 points per item | 1 | 4 | 1 | 4 |
| Total Items and Points | N/A | N/A | N/A | 6 | 17 | 6 | 17 |

**Table 5a: Composition of the Grade Span Three Through Five ELPAC Interim Assessment for Listening by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Listening I Items** | **Listening I Points** | **Listening II Items** | **Listening II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Listen to a Short Exchange | Part (P)I.A.1, PI.B.5, PII.A.2 | N/A | Discrete, MC, 1 point per item | 1 | 1 | 1 | 1 |
| Listen to a Classroom Conversation | PI.A.1, PI.A.3, PI.B.5 | N/A | Set of 3 items, MC, 3 points per set | 3 | 3 | 3 | 3 |
| Listen to a Story | PI.B.5, PII.A.1 | N/A | Set of 3 items, MC, 3 points per set | 3 | 3 | 3 | 3 |
| Listen to an Oral Presentation | PI.B.5 | N/A | Set of 3 items, MC, 3 points per set | 3 | 3 | 3 | 3 |
| Total Items and Points | N/A | N/A | N/A | 10 | 10 | 10 | 10 |

**Table 5b: Composition of the Grade Span Three Through Five ELPAC Interim Assessment for Speaking by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Speaking I Items** | **Speaking I Points** | **Speaking II Items** | **Speaking II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Talk About a Scene | PI.A.1 | PII.B.3, PII.B.4, PII.B.5 | Set of 4 items, CR, 6 points per set | 4 | 6 | 4 | 6 |
| Speech Functions | PI.A.1 | PII.B.3, PII.B.4, PII.B.5 | Discrete, CR, 2 points per item | 1 | 2 | 1 | 2 |
| Support an Opinion | PI.C.11 | PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 3 points per item | 1 | 3 | 1 | 3 |
| Retell a Narrative (Speaking with Listening) | PI.C.9 | PI.B.5, PI.C.12, PII.A.1, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 4 points per item | 1 | 4 | 1 | 4 |
| Summarize an Academic Presentation (Speaking with Listening) | PI.C.9 | PI.B.5, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6, PII.C.7 | Discrete, CR, 4 points per item | 1 | 4 | 1 | 4 |
| Total Items and Points | N/A | N/A | N/A | 8 | 19 | 8 | 19 |

**Table 5c: Composition of the Grade Span Three Through Five ELPAC Interim Assessment for Reading by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Reading I Items** | **Reading I Points** | **Reading II Items** | **Reading II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Read and Choose a Sentence | PI.B.6 | N/A | Discrete, MC, 1 point per item | 2 | 2 | 0 | 0 |
| Read a Short Informational Passage | PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2 | N/A | Set of 3 items, MC, 1 point per item | 0 | 0 | 3 | 3 |
| Read a Student Essay | PI.B.6,PI.B.7, PI.B.8, PII.A.1, PII.A.2, PII.C.6, PII.C.7 | N/A | Set of 3 items, MC, 1 point per item | 3 | 3 | 3 | 3 |
| Read a Literary Passage | PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2 | N/A | Set of 6 items, MC, 1 point per item | 6 | 6 | 0 | 0 |
| Read an Informational Passage | PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2 | N/A | Set of 5 items, MC, 1 point per item | 0 | 0 | 5 | 5 |
| Total Items and Points | N/A | N/A | N/A | 11 | 11 | 11 | 11 |

**Table 5d: Composition of the Grade Span Three Through Five ELPAC Interim Assessment for Writing by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Writing I Items** | **Writing I Points** | **Writing II Items** | **Writing II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Describe a Picture (Writing with Reading) | PI.A.2, PII.C.7 | PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Set of 2 items, CR, 2 points per item | 0 | 0 | 2 | 4 |
| Write About an Experience | PI.C.10 | PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 4 points per item | 1 | 4 | 1 | 4 |
| Write About Academic Information (Writing with Reading) | PI.C.10 | PI.B.6, PI.C.12, PII.B.3, PII.B.4, PII.B.5, PII.C.6, PII.C.7 | Set of 2 items, CR, 5 points per set | 2 | 5 | 0 | 0 |
| Justify an Opinion | PI.C.11 | PI.C.12, PII.A.1, PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 4 points per item | 1 | 4 | 1 | 4 |
| Total Items and Points | N/A | N/A | N/A | 4 | 13 | 4 | 12 |

**Table 6a: Composition of the Grade Span Six Through Eight ELPAC Interim Assessment for Listening by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type and Point Value** | **Listening I Items** | **Listening I Points** | **Listening II Items** | **Listening II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Listen to a Short Exchange | Part (P)I.A.1, PI.B.5, PII.A.2 | N/A | Discrete, MC, 1 point per item | 1 | 1 | 1 | 1 |
| Listen to a Classroom Conversation | PI.A.1, PI.A.3, PI.B.5 | N/A | Set of 3 items, MC, 3 points per set | 3 | 3 | 3 | 3 |
| Listen to an Oral Presentation | PI.B.5, PI.B.7, PI.B.8, PII.A.1 | N/A | Set of 4 items, MC, 4 points per set | 4 | 4 | 4 | 4 |
| Listen to a Speaker Support an Opinion | PI.A.3, PI.B.5, PI.B.7, PI.B.8, PII.A.1 | N/A | Set of 4 items, MC, 4 points per set | 4 | 4 | 4 | 4 |
| Total Items and Points | N/A | N/A | N/A | 12 | 12 | 12 | 12 |

**Table 6b: Composition of the Grade Span Six Through Eight ELPAC Interim Assessment for Speaking by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type and Point Value** | **Speaking I Items** | **Speaking I Points** | **Speaking II Items** | **Speaking II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Talk About a Scene | PI.A.1 | PII.B.3, PII.B.4, PII.B.5 | Set of 4 items, CR, 6 points per set | 4 | 6 | 4 | 6 |
| Speech Functions | PI.A.1 | PII.B.3, PII.B.4, PII.B.5 | Discrete, CR, 2 points per item | 1 | 2 | 1 | 2 |
| Support an Opinion | PI.A.3 | PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 3 points per item | 1 | 3 | 1 | 3 |
| Present and Discuss Information (Speaking with Reading) | PI.C.9, PI.A.3 | PI.B.6, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 3 points per item | 1 | 3 | 1 | 3 |
| Summarize an Academic Presentation (Speaking with Listening) | PI.C.9 | PI.B.5, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6, PII.C.7 | Discrete, CR, 4 points per item | 1 | 4 | 1 | 4 |
| Total Items and Points | N/A | N/A | N/A | 8 | 18 | 8 | 18 |

**Table 6c: Composition of the Grade Span Six Through Eight ELPAC Interim Assessment for Reading by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type and Point Value** | **Reading I Items** | **Reading I Points** | **Reading II Items** | **Reading II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Read a Short Informational Passage | PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2 | N/A | Set of 3 items, MC, 1 point per item | 3 | 3 | 0 | 0 |
| Read a Student Essay | PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2, PII.C.6, PII.C.7 | N/A | Set of 4 items, MC, 1 point per item | 4 | 4 | 4 | 4 |
| Read a Literary Passage | PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2 | N/A | Set of 3 items, MC, 1 point per item | 3 | 3 | 3 | 3 |
| Read an Informational Passage | PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2 | N/A | Set of 5 items, MC, 1 point per item | 0 | 0 | 5 | 5 |
| Total Items and Points | N/A | N/A | N/A | 10 | 10 | 12 | 12 |

**Table 6d: Composition of the Grade Span Six Through Eight ELPAC Interim Assessment for Writing by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type and Point Value** | **Writing I Items** | **Writing I Points** | **Writing II Items** | **Writing II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Describe a Picture (Writing with Reading) | PI.A.2, PII.C.7 | PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Set of 2 items, CR, 2 points per item | 0 | 0 | 2 | 4 |
| Write About an Experience | PI.C.10 | PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 4 points per item | 1 | 4 | 1 | 4 |
| Write About Academic Information (Writing with Reading) | PI.C.10, PI.C.11 | PI.B.6, PI.C.12, PII.B.3, PII.B.4, PII.B.5, PII.C.6, PII.C.7 | Set of 2 items, CR, 5 points per set | 2 | 5 | 0 | 0 |
| Justify an Opinion | PI.C.11 | PI.C.12, PII.A.1, PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 4 points per item | 1 | 4 | 1 | 4 |
| Total Items and Points | N/A | N/A | N/A | 4 | 13 | 4 | 12 |

**Table 7a: Composition of the Grade Span Nine and Ten ELPAC Interim Assessment for Listening by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Listening I Items** | **Listening I Points** | **Listening II Items** | **Listening II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Listen to a Short Exchange | Part (P)I.A.1, PI.B.5, PII.A.2 | N/A | Discrete, MC, 1 point per item | 1 | 1 | 1 | 1 |
| Listen to a Classroom Conversation | PI.A.1, PI.A.3, PI.B.5 | N/A | Set of 3 items, MC, 3 points per set | 3 | 3 | 3 | 3 |
| Listen to an Oral Presentation | PI.B.5, PI.B.7, PI.B.8, PII.A.1 | N/A | Set of 4 items, MC, 4 points per set | 4 | 4 | 4 | 4 |
| Listen to a Speaker Support an Opinion | PI.A.3, PI.B.5, PI.B.7, PI.B.8, PII.A.1 | N/A | Set of 4 items, MC, 4 points per set | 4 | 4 | 4 | 4 |
| Total Items and Points | N/A | N/A | N/A | 12 | 12 | 12 | 12 |

**Table 7b: Composition of the Grade Span Nine and Ten ELPAC Interim Assessment for Speaking by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Speaking I Items** | **Speaking I Points** | **Speaking II Items** | **Speaking II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Talk About a Scene | PI.A.1 | PII.B.3, PII.B.4, PII.B.5 | Set of 4 items, CR, 6 points per set | 4 | 6 | 4 | 6 |
| Speech Functions | PI.A.1 | PII.B.3, PII.B.4, PII.B.5 | Discrete, CR, 2 points per item | 1 | 2 | 1 | 2 |
| Support an Opinion | PI.A.3 | PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 3 points per item | 1 | 3 | 1 | 3 |
| Present and Discuss Information (Speaking with Reading) | PI.C.9, PI.A.3 | PI.B.6, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 3 points per item | 1 | 3 | 1 | 3 |
| Summarize an Academic Presentation (Speaking with Listening) | PI.C.9 | PI.B.5, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6, PII.C.7 | Discrete, CR, 4 points per item | 1 | 4 | 1 | 4 |
| Total Items and Points | N/A | N/A | N/A | 8 | 18 | 8 | 18 |

**Table 7c: Composition of the Grade Span Nine and Ten ELPAC Interim Assessment for Reading by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Reading I Items** | **Reading I Points** | **Reading II Items** | **Reading II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Read a Short Informational Passage | PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2 | N/A | Set of 3 items, MC, 1 point per item | 3 | 3 | 0 | 0 |
| Read a Student Essay | PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2, PII.C.6, PII.C.7 | N/A | Set of 4 items, MC, 1 point per item | 4 | 4 | 4 | 4 |
| Read a Literary Passage | PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2 | N/A | Set of 3 items, MC, 1 point per item | 3 | 3 | 3 | 3 |
| Read an Informational Passage | PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2 | N/A | Set of 5 items, MC, 1 point per item | 0 | 0 | 5 | 5 |
| Total Items and Points | N/A | N/A | N/A | 10 | 10 | 12 | 12 |

**Table 7d: Composition of the Grade Span Nine and Ten ELPAC Interim Assessment for Writing by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Writing I Items** | **Writing I Points** | **Writing II Items** | **Writing II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Describe a Picture (Writing with Reading) | PI.A.2, PII.C.7 | PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Set of 2 items, CR, 2 points per item | 0 | 0 | 2 | 4 |
| Write About an Experience | PI.C.10 | PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 4 points per item | 1 | 4 | 1 | 4 |
| Write About Academic Information (Writing with Reading) | PI.C.10, PI.C.11 | PI.B.6, PI.C.12, PII.B.3, PII.B.4, PII.B.5, PII.C.6, PII.C.7 | Set of 2 items, CR, 5 points per set | 2 | 5 | 0 | 0 |
| Justify an Opinion | PI.C.11 | PI.C.12, PII.A.1, PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 4 points per item | 1 | 4 | 1 | 4 |
| Total Items and Points | N/A | N/A | N/A | 4 | 13 | 4 | 12 |

**Table 8a: Composition of the Grade Span Eleven and Twelve ELPAC Interim Assessment for Listening by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Listening I Items** | **Listening I Points** | **Listening II Items** | **Listening II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Listen to a Short Exchange | Part (P)I.A.1, PI.B.5, PII.A.2 | N/A | Discrete, MC, 1 point per item | 1 | 1 | 1 | 1 |
| Listen to a Classroom Conversation | PI.A.1, PI.A.3, PI.B.5 | N/A | Set of 3 items, MC, 3 points per set | 3 | 3 | 3 | 3 |
| Listen to an Oral Presentation | PI.B.5, PI.B.7, PI.B.8, PII.A.1 | N/A | Set of 4 items, MC, 4 points per set | 4 | 4 | 4 | 4 |
| Listen to a Speaker Support an Opinion | PI.A.3, PI.B.5, PI.B.7, PI.B.8, PII.A.1 | N/A | Set of 4 items, MC, 4 points per set | 4 | 4 | 4 | 4 |
| Total Items and Points | N/A | N/A | N/A | 12 | 12 | 12 | 12 |

**Table 8b: Composition of the Grade Span Eleven and Twelve ELPAC Interim Assessment for Speaking by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Speaking I Items** | **Speaking I Points** | **Speaking II Items** | **Speaking II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Talk About a Scene | PI.A.1 | PII.B.3, PII.B.4, PII.B.5 | Set of 4 items, CR, 6 points per set | 4 | 6 | 4 | 6 |
| Speech Functions | PI.A.1 | PII.B.3, PII.B.4, PII.B.5 | Discrete, CR, 2 points per item | 1 | 2 | 1 | 2 |
| Support an Opinion | PI.A.3 | PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 3 points per item | 1 | 3 | 1 | 3 |
| Present and Discuss Information (Speaking with Reading) | PI.C.9, PI.A.3 | PI.B.6, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 3 points per item | 1 | 3 | 1 | 3 |
| Summarize an Academic Presentation (Speaking with Listening) | PI.C.9 | PI.B.5, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6, PII.C.7 | Discrete, CR, 4 points per item | 1 | 4 | 1 | 4 |
| Total Items and Points | N/A | N/A | N/A | 8 | 18 | 8 | 18 |

**Table 8c: Composition of the Grade Span Eleven and Twelve ELPAC Interim Assessment for Reading by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Reading I Items** | **Reading I Points** | **Reading II Items** | **Reading II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Read a Short Informational Passage | PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2 | N/A | Set of 3 items, MC, 1 point per item | 3 | 3 | 0 | 0 |
| Read a Student Essay | PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2, PII.C.6, PII.C.7 | N/A | Set of 4 items, MC, 1 point per item | 4 | 4 | 4 | 4 |
| Read a Literary Passage | PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2 | N/A | Set of 3 items, MC, 1 point per item | 3 | 3 | 3 | 3 |
| Read an Informational Passage | PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2 | N/A | Set of 5 items, MC, 1 point per item | 0 | 0 | 5 | 5 |
| Total Items and Points | N/A | N/A | N/A | 10 | 10 | 12 | 12 |

**Table 8d: Composition of the Grade Span Eleven and Twelve ELPAC Interim Assessment for Writing by Items and Points**

| **Task Type** | **Aligned Primary ELD Standard(s)** | **Aligned Secondary ELD Standards** | **Discrete Item or Set Description, Item Type, and Point Value** | **Writing I Items** | **Writing I Points** | **Writing II Items** | **Writing II Points** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Describe a Picture (Writing with Reading) | PI.A.2, PII.C.7 | PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Set of 2 items, CR, 2 points per item | 0 | 0 | 2 | 4 |
| Write About an Experience | PI.C.10 | PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 4 points per item | 1 | 4 | 1 | 4 |
| Write About Academic Information (Writing with Reading) | PI.C.10, PI.C.11 | PI.B.6, PI.C.12, PII.B.3, PII.B.4, PII.B.5, PII.C.6, PII.C.7 | Set of 2 items, CR, 5 points per set | 2 | 5 | 0 | 0 |
| Justify an Opinion | PI.C.11 | PI.C.12, PII.A.1, PII.B.3, PII.B.4, PII.B.5, PII.C.6 | Discrete, CR, 4 points per item | 1 | 4 | 1 | 4 |
| Total Items and Points | N/A | N/A | N/A | 4 | 13 | 4 | 12 |

1. While the CAST IAs align with PEs from specific grade levels, students from any grade level can interact with any CAST IA. [↑](#footnote-ref-2)
2. PTs in Segment B may include grade-level or grade-level-adjacent PEs. For example, items in a PT on the grade three CAST IA may be aligned with grade three or grade four PEs. [↑](#footnote-ref-3)