ELPAC
English Language Proficiency
Assessments for California

Alternate English Language Proficiency Assessments for California
Test Blueprint

Contract #CN150012

Prepared for the California Department of Education by Educational Testing Service

Post-Pilot and Cog Labs Version

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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) 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 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 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.6 Expressive: 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.6 Expressive: 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.6 Expressive: 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.2 Expressive: PII.A.2	Receptive: PI.B.5/PI.B.6 Expressive: 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.3 Expressive: 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.6 Expressive: 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 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 contexts by 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)

Table A2 *(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 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 story 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 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 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 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 topics in 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 by recognizing 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 by recognizing 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 by recognizing 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)