

NEW SUMMATIVE ELPAC DOMAIN INFORMATION DOCUMENT WITH CA ELD STANDARDS GRADE K



The purpose of the **Summative ELPAC Domain Information Document with the CA ELD Standards** is to facilitate making connections between classroom practices and the ELPAC Summative Assessment at all instructional levels. This document was adapted from *Summative ELPAC Domain Information Sheets* from the California Department of Education (CDE) and contains the information from each of the 4 pages of the *Summative ELPAC Domain Information Sheets*. The *Domain Information Sheets* provide a brief description of all ELPAC task types by domain (Listening, Speaking, Reading and Writing). In this document, information is specific to both the grade level and span for the ELPAC Summative Assessment. For Speaking and Writing, **Bold and underlined standard(s)** indicates the task type’s primary (strongest) standards alignment*.

LISTENING DOMAIN TASK TYPES (Multiple Choice)		
Students show their abilities in listening to English. Administered individually in K-1.		
Listen to a Short Exchange	Listen to a Story	Listen to an Oral Presentation
The student hears a two-turn exchange between two speakers and then answers a question about the exchange.	The student hears a fictional story that contains dialogue then answers three questions about the story.	The student hears an oral presentation on an academic topic, then answers three to four questions about it.
CA ELD: <u>PI.A.1</u> PI.B.5 PII.A.2	CA ELD: PI.B.5 PII.A.1	PI.B.5

SPEAKING DOMAIN TASK TYPES (Constructed Response)			
Students show their abilities in speaking in English. Administered individually.			
Talk about a Scene	Support an Opinion	Retell a Narrative	Summarize an Academic Presentation
The student is presented with an illustration of a familiar scene. The test examiner first asks three who, what, when type questions about the scene. The test examiner then administers three items intended to generate longer responses.	The student listens to a presentation about two activities, events, materials, or objects, and is asked to give an opinion about why one is better than the other. Students view a picture of the choices for context and support.	The student listens to a story that follows a series of pictures, and then the student uses the pictures to retell the story.	The student listens to an academic presentation while looking at a related picture(s). The student is prompted to summarize the main points of the presentation using the illustration(s) and key terms of the presentation, if provided.
CA ELD: <u>PI.A.1</u> PII.B.3 PII.B.4 PII.B.5	CA ELD: <u>PI.C.11</u> PII.B.3 PII.B.4 PII.B.5 PII.C.6	CA ELD: <u>PI.C.9</u> PI.B.5 PI.C.12 PII.A.1 PII.A.2 PII.B.3 PII.B.4 PII.B.5 PII.C.6	CA ELD: <u>PI.C.9</u> PI.B.5 PII.A.2 PII.B.3 PII.B.4 PII.B.5 PII.C.6 PII.C.7

READING DOMAIN TASK TYPES (Multiple Choice)		
Students show their abilities in reading English. Administered individually in K-1.		
Read-Along Word with Scaffolding	Read-Along Story with Scaffolding	Read-Along Information
With scaffolding from the test examiner, the student provides the individual letter names and the initial letter sound for a decodable word and answers a multiple choice comprehension question.	The student listens and follows along as the test examiner reads aloud a literary text accompanied by three pictures for context and support.	The student listens and follows along as the test examiner reads aloud an informational text accompanied by three pictures for context and support.
CA ELD: Part III Foundational Skills PI.B.6	CA ELD: Part III Foundational Skills PI.B.6	CA ELD: PI.B.6

WRITING DOMAIN TASK TYPES (Constructed Response)	
Students show their abilities in writing in English. Administered individually in K-1.	
Label a Picture—Word with Scaffolding	Write a Story Together with Scaffolding
The student writes labels for objects displayed in a picture.	The student collaborates with the Test Examiner to jointly compose a short literary text.
CA ELD: PI.C.10	CA ELD: PI.A.2