

ELPAC Performance Level Descriptors

Level	Description
4	English learners at this level have <i>well developed</i> oral (<i>listening and speaking</i>) and written (<i>reading and writing</i>) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.
3	English learners at this level have <i>moderately developed</i> oral (<i>listening and speaking</i>) and written (<i>reading and writing</i>) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.
2	English learners at this level have <i>somewhat developed</i> oral (<i>listening and speaking</i>) and written (<i>reading and writing</i>) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.
1	English learners at this level have <i>minimally developed</i> oral (<i>listening and speaking</i>) and written (<i>reading and writing</i>) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.



Domain Information Sheet

Reading Domain

Purpose

These task types allow students to show their abilities in reading English. All task types have a primary and secondary alignment to the 2012 California English Language Development standards.

Administration

Administered individually in kindergarten (K)* and grade 1

Administered in small groups of up to 10 students in grade 2

Administered in groups of up to 20 students in grades 3–12



*Kindergarten includes year one of a two-year kindergarten program, which is often referred to as “transitional kindergarten.”

Task Types and Descriptions

Read-Along Word with Scaffolding

Grade K:
With scaffolding from the test examiner, the student provides the individual letter names and the initial letter sound for a decodable word.

Read-Along Story with Scaffolding

Grades K–I:
The student listens and follows along as the test examiner reads aloud a literary text accompanied by three pictures for context and support.

Read-Along Information

Grades K–I:
The student listens and follows along as the test examiner reads aloud an informational text accompanied by three pictures for context and support.

Read and Choose a Word

Grades 1–2:
The student reads three words and chooses the word that matches a picture.

Read and Choose a Sentence

Grades 1–12:
The student reads three or four sentences and chooses the sentence that best describes a picture.

Read a Short Informational Passage

Grades 1–12:
The student reads a short informational text and answers multiple-choice questions related to the text.

Read a Student Essay

Grades 3–12:
The student reads an informational essay presented as if written by a peer and answers a set of multiple-choice questions related to the essay.

Read a Literary Passage

Grades 1–12:
The student reads a literary passage and answers multiple-choice questions concerning comprehension, language use, and word choice.

Read an Informational Passage

Grades 1–12:
The student reads an informational passage and answers multiple-choice questions concerning comprehension, language use, and word choice.



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Grades 1–12:
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Domain Information Sheet

Speaking Domain

Purpose

These task types allow students to show their abilities in speaking in English. All task types have a primary and secondary alignment to the 2012 English Language Development standards.

Administration

Administered individually to all grade levels



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Task Types and Descriptions

Talk about a Scene

Grades K*–12:

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.

Support an Opinion

Grades K–12:

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. At kindergarten and grades 1, 2, and 3–5, students view a picture of the choices for context and support.

Speech Functions

Grades 2–12:

The student states what they would say in a situation described by the test examiner.

Retell a Narrative

Grades K–5:

The student listens to a story that follows a series of pictures, and then the student uses the pictures to retell the story.

Present and Discuss Information

Grades 6–12:

The student views a graph, chart, or image that provides information. The student is prompted to read the information and then asked to respond to two prompts. The first prompt asks for a summary of the information in the graph, chart, or image. The second prompt asks for the students to state whether a claim is supported or unsupported based on the information in the graph or chart.

Summarize an Academic Presentation

Grades K–2:

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.

Grades 3–12:

The student listens to a recording of 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.



Domain Information Sheet

Writing Domain

Purpose

These task types allow students to show their abilities in writing in English. All task types have a primary and secondary alignment to the 2012 English Language Development standards.

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Administered individually in kindergarten (K)* and grade 1

Administered in small groups of up to 10 students in grade 2

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Task Types and Descriptions

Label a Picture—Word with Scaffolding

Grades K–1:
The student writes labels for objects displayed in a picture.

Write a Story Together with Scaffolding

Grades K–2:
The student collaborates with the Test Examiner to jointly compose a short literary text.

Describe a Picture

Grades 1–2:
The student looks at a picture and writes a brief description about what is happening.

Write an Informational Text Together

Grades 1–2:
The student listens to a short informational passage and then collaborates with the test examiner to jointly compose a text about the passage.

Write about an Experience

Grades 3–12:
The student is provided with a common topic, such as a memorable classroom activity or event and is prompted to write about the topic.

Grades 3–12:

The student looks at a picture and is prompted to examine a paragraph written by a classmate about what is happening in the picture. The student is asked to expand, correct, and combine different sentences written by a classmate before completing the final task of writing a sentence explaining what the students will do next.

Write about Academic Information

Grades 3–12:
The student interprets academic information from a graphic organizer created for a group project and answers two questions about it.

Justify an Opinion

Grades 3–12:
The student is asked to write an essay providing his/her position and appropriate supporting reasons about a school related topic.