

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

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The Definitions of Proposed Task Types (Definitions) is an interim document meant to accompany and provide context for the Proposed Test Blueprints for the English Language Proficiency Assessments for California during the current stage of test design.

This section consists of four tables that contain information about the task types in each of the four language domains of listening, speaking, reading, and writing. Three types of information will eventually be drawn from the Definitions document and incorporated into the test blueprints: (1) descriptions of the task types; (2) the alignment of the task types with the standards; and (3) the point value of each task type. Task types and standards may have different degrees of alignment. This document uses the terms “primary” and “secondary” to describe two levels of alignment. Primary alignment indicates that there is a close or strong match in terms of the language knowledge, skills, and abilities covered by both the task type and the standard. Secondary alignment indicates that there is a moderate or partial match between the standard and the item in terms of language knowledge, skills, and abilities. Unless otherwise noted as primary or secondary, all standards listed in the “intended alignment” column are “primary.” Once the pilot test information has been incorporated within the test blueprints and the Item Writing Guidelines, the Definitions document will no longer be necessary. The test blueprints, and the Item Writing Guidelines that will be finalized after the pilot test, will serve as the vehicles for the relevant test design information.

Listening

<p>Listen to a Classroom Conversation (Picture or Written Options—Initial: K, 1, 2; Summative: K, 1. Written Options Only—Summative: 2, 3–5, 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker shows the ability to listen to a discussion attentively by answering questions.</p> <p>Stimulus: The test taker listens to a discussion between two students or a student and a teacher.</p> <p>Response: All items are multiple-choice comprehension questions. The examiner reads all questions and options aloud. The examiner enters responses for K–1 students. Grades 2–12 students mark their own responses.</p>	<p>Potential alignment with PI.A.1 Exchanging information and ideas, PI.A.3 Offering opinions</p>	<p>1 point, discrete</p>

Task Type	Intended Alignment with ELD Standards	Point Value, Response Information
<p>Choose a Reply (Initial: all grades; Summative: all grades)</p> <p>Communicative Context: The test taker shows the ability to listen attentively by choosing the correct reply to a student or teacher.</p> <p>Stimulus: The test taker hears a short conversation between two speakers.</p> <p>Response: The test taker selects the conversation that makes sense. In one instance (the key), the second speaker provides an appropriate response to the first speaker. The student fills in the oval that corresponds to the conversation that makes sense. The examiner enters responses for K–1 students. Grades 2–12 students mark their own responses.</p>	<p>Potential alignment with PI.A.1 Exchanging information and ideas</p>	<p>1 point, discrete</p>
<p>Listen to a Story (Similar to CELDT Listening—Extended Listening Comprehension) (Picture or Written Options—Initial: K, 1, 2; Summative: K, 1. Written Options Only—Initial: 3–5; Summative: 2, 3–5)</p> <p>Communicative Context: The test taker demonstrates active listening to a story by answering detailed questions.</p> <p>Stimulus: The test taker listens to a story that is read aloud by the examiner. The story includes a conversation, which is provided using either direct speech, indirect speech, or both.</p> <p>Response: All items are multiple-choice comprehension questions. The examiner reads all questions and options aloud. The examiner enters responses for K–1 students. Grades 2–12 students mark their own responses.</p>	<p>Potential alignment of most items with PI.B.5 Listening actively; some items to PI.B.7 Evaluating language choices</p>	<p>1 point, 3 items per set</p>

Task Type	Intended Alignment with ELD Standards	Point Value, Response Information
<p>Listen to an Oral Presentation (Similar to CELDT Listening—Extended Listening Comprehension) (Picture or Written Options—Initial: K, 1, 2; Summative: K, 1. Written Options Only—Initial: 3–5, 6–8, 9–10, 11–12; Summative: 2, 3–5, 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker demonstrates active listening to an oral presentation by answering detailed questions. Stimulus: The test taker listens to a teacher give a presentation. Response: All items are multiple-choice comprehension questions. The examiner reads all questions and options aloud. The examiner enters responses for K–1 students. Grades 2–12 students mark their own responses.</p>	CELDT alignment report shows alignment with PI.B.5 Listening actively at grades 3–12; some new items may have potential alignment with PI.B.7 Evaluating language choices	Grades K–2: 1 point, 3 items per set Grades 3–12: 1 point, 4 items per set
<p>Listen to Speakers Support Opinions (Initial: 9–10, 11–12; Summative: 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker answers detailed questions to demonstrate active listening to two speakers with contrasting opinions. Stimulus: The test taker listens to two opposing opinions and supports for the opinions about a grade-appropriate topic. Response: All items are multiple-choice comprehension questions. The examiner reads all questions and options aloud. The examiner enters responses for K–1 students. Grades 2–12 students mark their own responses.</p>	Potential alignment of one or two items with PI.B.5 Listening actively; one item to PI.B.7 Evaluating language choices; one item to PI.A.1 Exchanging information and ideas	1 point, 4 items per set

Speaking

Task Type	Intended Alignment with ELD Standards	Point Value, Response Information
<p>Talk about a Scene (Initial: all grades; Summative: all grades)</p> <p>Communicative Context: The test taker describes a common scene to a teacher.</p> <p>Stimulus: The test taker views a scene from a school or a familiar place that shows a number of people doing common activities.</p> <p>Prompts: The examiner asks a number of questions about the scene.</p> <p>Response: The test taker responds by answering questions about the scene.</p> <p>Scoring: The examiner scores the response in real time based on Speaking Rubrics.</p>	Potential Alignment with PI.A.1 Exchanging information and ideas	0–2 points per item, 3 items per set, short response
<p>Answer and Ask Questions (Integrated Skills: Speaking with Listening) (Summative: K, 1)</p> <p>Communicative Context: The test taker exchanges information about a presentation with another student or with a teacher.</p> <p>Stimulus: The examiner reads aloud a student presentation about an object (as in Show and Tell).</p> <p>Prompts: The examiner asks a number of questions about the presentation.</p> <p>Response: The test taker responds by answering and asking questions about the presentation.</p> <p>Scoring: The examiner scores the response in real time based on Speaking Rubrics.</p>	Potential Alignment with PI.A.1 Exchanging information and ideas	3 questions per set, 3 total combined score points, cluster scored, short responses

Task Type	Intended Alignment with ELD Standards	Point Value, Response Information
<p>Speech Functions (Same as CELDT Speaking—Speech Functions) (Initial: 3–5, 6–8; Summative: 2, 3–5, 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker uses language to inform, persuade, make a request, etc., in an appropriate manner to a student or a teacher.</p> <p>Stimulus: The examiner describes a situation.</p> <p>Prompt: The examiner asks what the student would say or ask in the situation.</p> <p>Response: The test taker responds with what s/he would say or ask in the situation.</p> <p>Scoring: The examiner scores the response in real time based on Speaking Rubrics.</p>	CELDT alignment report shows alignment with PI.A.4 Adapting language choices (grades 2–12)	0–2 points, short response
<p>Speaking—Support an Opinion (Initial: 3–5, 6–8, 9–10, 11–12; Summative: all grades)</p> <p>Communicative Context: The test taker persuades another student to accept an opinion.</p> <p>Stimulus: A common topic (e.g., wearing school uniforms, best type of exercise) is introduced.</p> <p>Prompt: The examiner asks the test taker to provide his/her opinion along with appropriate support.</p> <p>Response: The test taker provides his/her opinion along with support.</p> <p>Scoring: The examiner scores the response in real time based on Speaking Rubrics.</p>	Potential alignment with PI.C.11 Supporting opinions (grades K–5); PI.A.3 Offering opinions	Grades K–1: 0–2 points; Grades 2–12: 0–4 points
<p>4-Picture Narrative (Same as CELDT Speaking—4-Picture Narrative) (Initial: K, 1, 2; Summative: K, 1, 2, 3–5)</p> <p>Communicative Context: The test taker gives a brief oral presentation to the class about a series of events.</p> <p>Stimulus: The test taker is provided with four pictures that tell a story.</p> <p>Prompt: The examiner provides some background and asks the test taker to tell a complete story based on the pictures.</p> <p>Response: The test taker views the pictures and tells a story.</p> <p>Scoring: The examiner scores the response in real time based on Speaking Rubrics.</p>	CELDT alignment report shows alignment with PI.C.9 Presenting (at grades K–5)	0–4 points, extended response

Task Type	Intended Alignment with ELD Standards	Point Value, Response Information
<p>Summarize an Academic Presentation (Integrated Skills: Speaking with Listening) (Initial: 9–10, 11–12; Summative: K, 1, 2, 3–5, 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker summarizes a presentation for a classmate who was not present.</p> <p>Stimulus: A teacher gives a “slide show” about an academic topic. Each set has one to two slides.</p> <p>Prompt: The test taker is prompted to retell the main points of the presentation with the help of the visuals that were provided during the presentation.</p> <p>Response: The test taker uses information from the presentation to retell the main points of the presentation.</p> <p>Scoring: The examiner scores the response in real time based on Speaking Rubrics.</p>	Question 1 has potential alignment with PI.C.9 Presenting	0–4 points, extended response
<p>Present and Discuss Information (Integrated Skills: Speaking with Reading) (Summative: 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker summarizes graphic information for a classmate and then supports an opinion using graphic information.</p> <p>Stimulus: The test taker views a graph, chart, or image that provides information from the school or community (e.g., a bar graph showing different ways in which students exercise each day).</p> <p>Prompt: The test taker is prompted to read the information and then answer two questions. The first question asks for a summary of the information. The second question asks for the test taker’s opinion about a false statement regarding the information.</p> <p>Response: The test taker responds to the two questions about the information.</p> <p>Scoring: The examiner scores the response in real time based on Speaking Rubrics.</p>	Question 1 has potential alignment with PI.C.9 Presenting; question 2 has potential alignment with PI.A.3 Offering opinions	First and second questions are scored on a scale of 0–4 points

Reading

Task Type	Intended Alignment with ELD Standards	Point Value, Response Information
<p>Read-Along Word with Scaffolding (Initial: K, 1; Summative: K)</p> <p>Communicative Context: The test taker and a teacher are reading together.</p> <p>Stimulus: The test taker listens to a word and reads along while looking at three picture options in the Answer Book. This is preceded by foundational literacy skills items, in which the test administrator supports the test taker in decoding the word.</p> <p>Prompt: The test taker is asked to decode a word. The test taker is then asked which picture matches the word.</p> <p>Response and Scoring: The test taker provides verbal responses to the first five questions about the names of the letters in a word, the sounds of the letters in the word, and the student's ability to read the word. The examiner assesses the responses to the first five questions based on a Foundational Literacy Skills Rubric and marks a score of 0–2 in the Answer Book. For the last question, the test taker points to the picture that represents the word and the examiner marks the oval in the Answer Book.</p>	Potential alignment with PI.B.6 Reading/viewing closely	0–2 points cluster scored; 1 point, discrete (total of 6 items per set)
<p>Read-Along Story with Scaffolding (Initial: K, 1; Summative: K)</p> <p>Communicative Context: The test taker reads a story together with the teacher.</p> <p>Stimulus: The test taker listens to a story and reads along. The test administrator sweeps his or her finger under the text while reading the story aloud. This is preceded by foundational literacy items in which the test administrator supports the test taker.</p> <p>Response and Scoring: The test taker provides spoken responses to the first two questions about the pre-reading skills of where to begin reading and the direction of reading. The test administrator assesses the responses to the first two questions based on a rubric and marks a score of 0–2 in the Answer Book. For the last three comprehension questions, the test taker chooses the correct answer from a set of three written and spoken options and the examiner marks the oval in the Answer Book.</p>	Potential alignment with PI.B.6 Reading/viewing closely	0–2 points, cluster scored; 1 point, 3 items (total of 5 items per set)

Task Type	Intended Alignment with ELD Standards	Point Value, Response Information
<p>Read-Along Sentence (Initial: K, 1; Summative: K)</p> <p>Communicative Context: The test taker and a teacher are reading together.</p> <p>Stimulus: The test taker listens to a sentence while reading along and looks at three picture options in the Answer Book.</p> <p>Prompt: The test taker is asked which picture matches the sentence.</p> <p>Response: The test taker points to the picture and the examiner marks the oval in the Answer Book.</p>	<p>Potential alignment with PI.B.6 Reading/viewing closely</p>	<p>1 point, discrete</p>
<p>Read-Along Information (Initial: K, 1; Summative: K)</p> <p>Communicative Context: The test taker and a teacher read an informational text together.</p> <p>Stimulus: The test taker listens to informational text and reads along. The test administrator sweeps his or her finger under the text while reading the information aloud.</p> <p>Response: The test taker chooses the correct answer from a set of three written and spoken options. The examiner marks the oval in the Answer Book.</p>	<p>Potential alignment with PI.B.6 Reading/viewing closely</p>	<p>1 point, 3 items per set</p>
<p>Read and Choose a Word (Initial: 2; Summative: 1, 2)</p> <p>Communicative Context: The test taker is reading a picture book independently.</p> <p>Stimulus: The test taker looks at a picture.</p> <p>Prompt: The test taker is asked to choose the word that represents the picture.</p> <p>Response: The test taker reads three words and chooses the word that matches the picture. The examiner marks the oval in the Answer Book for grade 1 students. Grade 2 students mark their own responses.</p>	<p>Potential alignment with PI.B.6 Reading/viewing closely</p>	<p>1 point, discrete</p>

Task Type	Intended Alignment with ELD Standards	Point Value, Response Information
<p>Read and Choose a Sentence (Initial: 2; Summative: 1, 2, 3–5)</p> <p>Communicative Context: The test taker is reading a picture book independently.</p> <p>Stimulus: The test taker looks at a picture.</p> <p>Prompt: The test taker is asked to choose the sentence that represents the picture.</p> <p>Response: The test taker reads three sentences and chooses the sentence that describes the picture. The examiner marks the oval in the Answer Book for grade 1 students. Grades 2–5 students mark their own responses.</p>	<p>Potential alignment with PI.B.6</p> <p>Reading/viewing closely (grades 2–3);</p> <p>PI.B.6a</p> <p>Reading/viewing closely (grades 4–5)</p>	<p>1 point, discrete</p>

Task Type	Intended Alignment with ELD Standards	Point Value, Response Information
<p>Read a Short Informational Passage (Initial: 2, 3–5, 6–8, 9–10, 11–12; Summative: 1, 2, 3–5, 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker reads a short informational passage about a topic from science, math, or the social sciences.</p> <p>Stimulus: The test taker reads an informational passage.</p> <p>Response: The examiner marks the oval in the Answer Book for grade 1 students. Grades 2–12 students mark their own responses.</p>	<p>Most items with potential alignment with PI.B.6</p> <p>Reading/viewing closely (including substandard a, b, and c at relevant grades); some items may have potential alignment with PI.B.7</p> <p>Evaluating language choices, PI.B.8 Analyzing language choices, PII.A.1</p> <p>Understanding text structure, and PII.A.2</p> <p>Understanding cohesion</p>	<p>1 point, 2–3 items per set</p>

Task Type	Intended Alignment with ELD Standards	
<p>Read a Literary Passage (Similar to CELDT Reading—Reading Comprehension) (Initial: 2; Summative: 1, 2, 3–5, 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker reads a literary passage to prepare a book report.</p> <p>Stimulus: The test taker reads a literary passage.</p> <p>Response: The examiner marks the oval in the Answer Book for grade 1 students. Grades 2–12 students mark their own responses.</p>	<p>CELDT alignment report shows alignment with PI.B.6</p> <p>Reading/viewing closely (including substandard a, b, and c at relevant grades); some items may have potential alignment with PI.B.7</p> <p>Evaluating language choices, PI.B.8 Analyzing language choices, PII.A.1</p> <p>Understanding text structure, and PII.A.2</p> <p>Understanding cohesion</p>	

Task Type	Intended Alignment with ELD Standards	Point Value, Response Information
<p>Read an Informational Passage (Similar to CELDT Reading—Reading Comprehension) (Initial: 3–5, 6–8, 9–10, 11–12; Summative: 1, 2, 3–5, 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker reads an informational passage to prepare a report.</p> <p>Stimulus: The test taker reads an informational passage.</p> <p>Response: The examiner marks the oval in the Answer Book for grade 1 students. Grades 2–12 students mark their own responses.</p>	<p>CELDT alignment report shows alignment with PI.B.6</p> <p>Reading/viewing closely (including substandard a, b, and c at relevant grades); some items may have potential alignment with PI.B.7</p> <p>Evaluating language choices, PI.B.8 Analyzing language choices, PII.A.1</p> <p>Understanding text structure, and PII.A.2</p> <p>Understanding cohesion</p>	<p>1 point, 3–6 items per set</p>

Task Type	Intended Alignment with ELD Standards	t e, nse tion
<p>Read a Student Essay (Summative: 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker reads another student's essay to give the student feedback before it is submitted to the teacher.</p> <p>Stimulus: The test taker reads a student essay.</p> <p>Response: The test taker answers a set of multiple choice questions. Questions include comprehension of main idea and details as well as questions concerning language use and word choice. Grades 6–12 students mark the oval in the Answer Book to indicate their own responses.</p>	<p>Potential alignment with PI.B.6 Reading/viewing closely (including substandard a, b, and c at relevant grades); some items may have potential alignment with PI.B.7 Evaluating language choices, PI.B.8 Analyzing language choices, PII.B.3 Using verbs and verb phrases, PII.B.4 Using nouns and noun phrases, PII.B.5 Modifying to add details, PII.C.6 Connecting ideas, and PII.C.7 Condensing ideas</p>	<p>1 point, 6 items per set</p>

Writing

Task Type	Intended Alignment with ELD Standards	Point Value, Response Information
<p>Label a Picture—Word with Scaffolding (Initial: K, 1, 2; Summative: K, 1, 2)</p> <p>Communicative Context: The test taker is collaborating with a teacher to write about a picture for a classroom display.</p> <p>Stimulus: The test taker looks at a picture.</p> <p>Prompts: The test taker is prompted to write labels for a picture. The test administrator supports the test taker by prompting for letter level output before prompting for full words.</p> <p>Responses: The test taker writes letters (K, 1) and words (K, 1, 2) for items in the picture.</p> <p>Scoring: An examiner scores the response after the test administration based on Writing Rubrics.</p>	Potential alignment with PI.C.10 Writing	1 point, letter; 0–2 points, word (total of 3–4 items per set)
<p>Write a Story Together with Scaffolding (Initial: K, 1, 2; Summative: K, 1, 2)</p> <p>Communicative Context: The test taker is collaborating with a teacher to jointly compose a short literary text.</p> <p>Stimulus: The test taker sees a picture and is provided the initial sentence of the story followed by a sentence frame. The test administrator supports the test taker by prompting for letter level output, then word level, and finally one sentence.</p> <p>Prompts 1–2 (student at Emerging level): Test taker hears the title and writes the missing (initial) letters.</p> <p>Prompt 3 (student at Emerging level): Test taker hears a sentence and writes the missing word.</p> <p>Prompt 4 (student at Bridging level): Test taker is asked to compose and write a sentence to complete the story.</p> <p>Response 1 and 2: Test taker writes letters, a word, and a sentence in the blank spaces.</p> <p>Scoring: An examiner scores the response after the test administration based on Writing Rubrics.</p>	Potential alignment with PI.A.2 Interacting via written English, PI.C.10 Writing	1 point, letter; 0–2 points, word; 3 points, sentence (total of 4 items per set)

Task Type	Intended Alignment with ELD Standards	Point Value, Response Information
<p>Write an Informational Text Together (Initial: 3–5; Summative: 1, 2)</p> <p>Communicative Context: The test taker is collaborating with a teacher to jointly compose a short informational text.</p> <p>Stimulus: The test taker sees a picture and is provided with the first sentences of an informational text.</p> <p>Prompt 1: Test taker hears a sentence and writes it as dictation.</p> <p>Prompt 2: Test taker is asked to compose and write a sentence to complete the story.</p> <p>Response 1 and 2: Test taker write sentences in the blank spaces.</p> <p>Scoring: An examiner scores the response after the test administration based on Writing Rubrics.</p>	<p>Potential alignment with PI.A.2 Interacting via written English, PI.C.10 Writing (primary) PII.A.1 Understanding text structure, PII.A.2 Understanding cohesion, PII.B.4 Understanding nouns and noun phrases, PII.B.5 Modifying to add details, and PII.C.6 Connecting ideas (secondary)</p>	<p>5 points = first item 0–2 points, second item 0–3 points, 1 sentence response, 2-item set</p>
<p>Write and Support an Opinion (Initial: 1, 2, 3–5; Summative: K, 1, 2, 3–5)</p> <p>Communicative Context: The test taker is writing his/her opinion about a grade-appropriate academic topic.</p> <p>Stimulus: Test taker looks at two pictures.</p> <p>Prompt: Test taker is asked to complete (K, 1) or write (2, 3–5) a sentence stating a preference and a reason for the preference.</p> <p>Response: Test taker states and supports a preference by filling in the blanks of a sentence. For example: I like _____ because _____ (K, 1). Test taker states and supports a preference by writing a complete sentence (2, 3–5).</p> <p>Scoring: An examiner scores the response after the test administration based on Writing Rubrics</p>	<p>Potential alignment with PI.C.11 Supporting opinions, PI.C.10 Writing, PI.C11.a Justifying/arguing (Grades 4–5)</p>	<p>Grades K–1: 0–2 points, sentence; Grades 2, 3–5: 0–3 points, sentence</p>

Task Type	Intended Alignment with ELD Standards	Point Value, Response Information
<p>Label a Picture—Sentence (Initial: 3–5; Summative: 2, 3–5)</p> <p>Communicative Context: The test taker looks at a picture and writes a brief description (sentence) about what is happening.</p> <p>Stimulus: The test taker sees an image. The image shows an easily depicted, common action. Context, contents, and expected vocabulary are grade appropriate.</p> <p>Prompt: The test taker is instructed to write a sentence describing the picture.</p> <p>Response: The test taker writes a sentence to describe the picture.</p> <p>Scoring: An examiner scores the response after the test administration based on Writing Rubrics.</p>	<p>Potential alignment with PI.C10.b Writing, PI.C12 Selecting language resources (primary)</p> <p>PI.C.12b Selecting language resources, PII.B.4 Using nouns and noun phrases (secondary)</p>	<p>0–3 points, sentence</p>
<p>Read and Respond to a Message (Integrated Skills: Writing with Reading) (Initial: 6–8; Summative: 3–5, 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker is answering a written message.</p> <p>Stimulus: The test taker reads a written note, letter, e-mail, or text message asking for help, information, etc. Appropriate graphics should be used to make the message look authentic.</p> <p>Response: The test taker writes an appropriate response to the questions in the message.</p> <p>Scoring: An examiner scores the response after the test administration based on Writing Rubrics.</p>	<p>Potential alignment with PI.A.2 Interacting via written English, PI.C.11 Justifying/arguing, PI.C.12 Selecting language resources</p>	<p>0–3 points, sentence</p>

Task Type	Intended Alignment with ELD Standards	Point Value, Response Information
<p>Write about an Experience (Initial: 6–8; Summative: 3–5, 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker is provided with a common topic, such as a favorite celebration or a memorable trip. The test taker is prompted to write about the topic from his/her own personal experience.</p> <p>Stimulus: The test taker is provided with a common topic, such as a favorite celebration or a memorable trip.</p> <p>Prompt: The test taker is prompted to write about the topic.</p> <p>Response: The test taker writes a paragraph about a personal experience.</p> <p>Scoring: An examiner scores the response after the test administration based on Writing Rubrics.</p>	<p>CELDT alignment report shows alignment with PI.C.10.b Writing (Grades 3–12)</p>	<p>0–4 points, paragraph</p>
<p>Write about Academic Information (Integrated Skills: Writing with Reading) (Summative: 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker is describing graphic information for a group project.</p> <p>Stimulus: A member of the group has compiled information for a group project and created a graphic organizer.</p> <p>Prompt: In the first question, the test taker is asked about an important detail. In the second question, the test taker is asked to make a comparison between group results or describe an overall trend in the results.</p> <p>Response: The test taker answers two questions to provide important information from the graphic organizer.</p> <p>Scoring: An examiner scores the response after the test administration based on Writing Rubrics.</p>	<p>Potential alignment of first question with PI.C.10.b Writing; second question to PI.A.2 Interacting via written English (as well as math and/or science practices)</p>	<p>2 items x 0–3 points = 6 points, sentence</p>

Task Type	Intended Alignment with ELD Standards	Point Value, Response Information
<p>Justify an Opinion (Initial: 9–10, 11–12; Summative: 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker is writing a letter to a school newspaper.</p> <p>Stimulus: A common topic (e.g., wearing school uniforms, best type of exercise) is introduced.</p> <p>Prompt: The test taker is asked to provide his/her opinion along with appropriate support.</p> <p>Response: The test taker writes a paragraph containing his/her opinion along with support.</p> <p>Scoring: An examiner scores the response after the test administration based on Writing Rubrics.</p>	CELDT alignment report shows alignment with PI.C.11.a Justifying/arguing (Grades 3–12)	0–4 points, paragraph
<p>Summarize a Presentation (Integrated Skills: Writing with Listening) (Initial: 9–10, 11–12; Summative: 6–8, 9–10, 11–12)</p> <p>Communicative Context: The test taker is writing a summary of a presentation for a classmate who is not in class.</p> <p>Stimulus: The test taker hears a presentation about an idea and support for the idea. The test taker views a visual with an image or some notes that go along with the presentation. The test taker can write notes on the visual, which is on the answer sheet above the response area.</p> <p>Prompt: The test taker is prompted to summarize the presentation.</p> <p>Response: The test taker writes a summary of the presentation in a lined area in the Answer Book. The test taker can use the visual and his/her own notes to write the summary.</p> <p>Scoring: An examiner scores the response after the test administration based on Writing Rubrics.</p>	Potential alignment with PI.C.10.b Writing (Grades 4–12)	0–4 points, paragraph