

## LISTENING DOMAIN

### Purpose

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



### Task Types and Descriptions

#### LISTEN TO A SHORT EXCHANGE

**Grades K–2:**  
Students hear a two-turn exchange between two speakers and then answer a question about the exchange.

**Grades 3–12:**  
Students hear a recording of a two-turn exchange between two speakers and then answer a question about the exchange.

#### LISTEN TO A STORY

**Grades K–2:**  
Students hear a multiple-turn conversation between two speakers and then answer three questions about the conversation.

**Grades 3–5:**  
Students hear a recording of a multiple-turn conversation between two speakers and then answer three questions about the conversation.

#### LISTEN TO A CLASSROOM CONVERSATION

**Grades 3–12:**  
Students hear a recording of a multiple-turn conversation between two speakers and then answer three questions about the conversation.

#### LISTEN TO AN ORAL PRESENTATION

**Grades K–2:**  
Students hear an oral presentation on an academic topic, then answer three to four questions about it.

**Grades 3–12:**  
Students hear a recording of an oral presentation on an academic topic, then answer three to four questions about it.

#### LISTEN TO A SPEAKER SUPPORT AN OPINION

**Grades 6–12:**  
Students hear a recording of an extended conversation between two classmates. In the conversation, one classmate makes an argument in support of an opinion or academic topic. After listening to the conversation, students answer four questions.

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

## 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

### 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.



## 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



### 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–1:**  
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–1:**  
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.

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

## 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.

### 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



### Task Types and Descriptions

#### LABEL A PICTURE—WORD WITH SCAFFOLDING

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

#### 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 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.

#### WRITE A STORY TOGETHER WITH SCAFFOLDING

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

#### 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.

#### 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.

#### DESCRIBE A PICTURE

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

**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.

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