

Initial and Summative ELPAC Domain Exemption Decision-Making Tool

Student Name: _____ Grade Level: _____ Academic Year: _____

Each year, Section 504 plan and individualized education program (IEP) teams may use this resource to determine if an English learner (EL) student or a potential EL student has ***a disability that precludes meaningful participation in one or more of the Initial and Summative English Language Proficiency Assessments for California (ELPAC) domains (Speaking, Listening, Reading, and Writing) (34 CFR Section 200.6[h][4][ii])***. For the Initial and Summative ELPAC, a student may only be exempted from one domain per composite, with a maximum of two domain exemptions allowed. To receive a score, a student must be assessed in the remaining domains within each composite.

Instructions: Complete parts A, B, and C to determine if a student is eligible for a domain exemption.

Part A

Does the student have a documented disability in their Section 504 plan or IEP?

No

Stop. The student should participate in all four domains of the Initial and Summative ELPAC.

Yes

Proceed to **Part B**.

Part B

Evaluate each domain separately. Confirm each ELPAC domain is accessible for the student based on all the available accessibility resources including Universal Tools, Designated Supports, and Accommodations defined in the California Assessment Accessibility Resources Matrix, which is located on the [CAASPP & ELPAC California Assessment Accessibility Resources Matrix web page](#). Sample scenarios can be found on the [ELPAC Information Guide web page](#), under the Assessing Students with Disabilities for English Language Proficiency subsection. Enter your response below for each.

Language Composite: Oral

■ Domain: Listening

Is the domain accessible? ☐ Yes ☐ No

■ Domain: Speaking

Is the domain accessible? ☐ Yes ☐ No

Language Composite: Written

■ Domain: Reading

Is the domain accessible? ☐ Yes ☐ No

■ Domain: Writing

Is the domain accessible? ☐ Yes ☐ No

For each domain in **Part B**, if the answer is:

Yes

Stop. The student should participate in all four domains of the ELPAC with accessibility resources assigned as appropriate.

No

Proceed to **Part C**.

Part C

Based on the review of evidence in Part B, in which the team finds there are no appropriate accommodations available to access a given domain within a composite, the team may exempt that domain. Enter your responses below for each domain.

Reminder: A student may only be exempted from one domain in each composite.

Language Composite: Oral

■ **Domain: Listening**

Exempt domain? ☐ Yes ☐ No

■ **Domain: Speaking**

Exempt domain? ☐ Yes ☐ No

Language Composite: Written

■ **Domain: Reading**

Exempt domain? ☐ Yes ☐ No

■ **Domain: Writing**

Exempt domain? ☐ Yes ☐ No

Note: If the student cannot access all domains within a composite, and the student has an IEP, the team may consider eligibility for alternate assessments. Refer to the [California Department of Education Alternate Assessment Decision-Making Tool for California \(PDF\)](#).

Reminder: You may only select one domain exemption for each language composite.

Section 504 plan or IEP team members who participated in the decision:

School District Representative Name _____ Date _____

Intervention Specialist Name _____ Date _____

General Education Teacher Name _____ Date _____

Parent/Guardian Name _____ Date _____

Student Name _____ Date _____

Note: Keep a copy of this form in the student's cumulative file.