



## [Module 1 – Introduction to the Alternate ELPAC and Using the Decision-Making Tool to Determine Eligibility](#)

**Audience:** Education specialists, who are also Alternate English Language Proficiency Assessments for California (ELPAC) test examiners, serving ELs with the most significant cognitive disabilities or extensive support needs.

**Focus:** What is the Alternate ELPAC, and how can we determine who takes it?

## [Module 2 – Modes of Communication and Assessing Language on the Alternate ELPAC](#)

**Audience:** Education specialists, who are also Alternate ELPAC test examiners, serving ELs with the most significant cognitive disabilities or extensive support needs.

**Focus:** Who are our English learners with the most significant cognitive disabilities or extensive support needs, and what is the role of a student’s preferred mode of communication and Augmentative Alternative Communication in the Alternate ELPAC?

## [Module 3 – Assessing Multilingual Learners with Extensive Support Needs via the Alternate ELPAC Task Types](#)

**Audience:** Education Specialists, who may also be Alternate ELPAC test examiners, serving ELs with the most significant cognitive disabilities or extensive support needs.

**Focus:** Explore the Task Types related to receptive and expressive language used to assess English learners with the most significant cognitive disabilities or extensive support needs.

## [Module 4 – ELD Connector Alignment of Task Type 1—Recognize and Use Common Words](#)

**Audience:** Education Specialists, who may also be Alternate ELPAC test examiners, serving ELs with the most significant cognitive disabilities or extensive support needs.

**Focus:** To help practitioners understand how task type 1, Recognize and Use Common Words, is aligned to its corresponding English Language Development Connectors and how they are used to assess EL students with the most significant cognitive disabilities.