

Alternate ELPAC

Alternate English Language
Proficiency Assessments for California



Scoring Guide



Practice Test Kindergarten

Practice Test Scoring Guide — Kindergarten

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Introduction to the Practice Test Scoring Guide

This Alternate English Language Proficiency Assessments for California (Alternate ELPAC) Practice Test Scoring Guide offers details about the test questions, student response types, correct responses, and related scoring considerations for the included samples of practice items. The Practice Test gives students, parents and families, teachers, administrators, and others an opportunity to become familiar with the types of test questions on the Alternate ELPAC. When students know what to expect on the test, they will be better prepared to demonstrate their English language proficiency. The Practice Test provides a sample of the question types and grade-level content on the Alternate ELPAC and contains the same number of questions that appear on the operational tests.

The following information is presented for each item:

Item: The number that corresponds to the test question as it appears in the Practice Test.

Key: Represents the correct answer to the item and includes the score point value for the item and its parts. Items are worth either one or two points. For some technology-enhanced items, there is also a picture of the correct answer marked.

Task Type: Each task type is an activity that was designed to gather targeted evidence of a student's English language proficiency (e.g., "Communicate About Familiar Topics"). A task type is a set with a story or passage and two to four items. Each set is about a topic, such as taking a field trip or going to an event at school.

Connector: The Alternate ELPAC is designed to align with the California 2012 English Language Development (ELD) Standards via the ELD Connectors, which reduce the depth, breadth, and complexity of the standards, as appropriate for students with the most significant cognitive disabilities. The connectors represent the highest level of expected performance in English language proficiency at a given grade or grade span.

Linguistic Complexity Level (LCL): There are three linguistic complexity levels on the Alternate ELPAC: low, medium, and high. Each of these describes the English language skills expected of the student at the given level.

Introduction to the Practice Test Scoring Guide

Example of Metadata

Item	Key	Task Type and Topic	Connector	LCL
1	B (1 point)	Interact with an Informational Text Goats	PII.C.6: Connect ideas in simple ways by recognizing and using one frequently occurring connecting word and by combining two simple sentences into one compound sentence in shared language activities.	High

Kindergarten Practice Test Items

Item	Key	Task Type and Topic	Connector	LCL
1	B (1 point)	Recognize and Use Common Words Sock	PI.B.5: Listen actively in social and academic contexts by asking and answering yes/no and wh- questions about key details and by retelling basic information from read-alouds and oral presentations. PI.B.6: Read texts and view multimedia to answer questions about key details and retell basic information from read-alouds and picture books.	Low
2	Sample Responses and rubric provided below	Recognize and Use Common Words Sock	PII.B.4: Recognize and use frequently occurring nouns and noun phrases in producing simple sentences on familiar topics in shared language activities.	Low

Sample Responses and rubric for item 2:

2 point

Sample Response:

“sock”

Rubric:

Correct response.

Rubric continues on the next page

Kindergarten Practice Test Items

Rubric continues from previous page

1 point

Sample Response:

“sock”

Rubric:

The student provides a correct response after modeling.

0 points

Rubric:

- No response
- Not in English
- Incorrect response, e.g., “shoe” or “hat”

Item metadata table continuation showing item 3

Item	Key	Task Type and Topic	Connector	LCL
3	A (1 point)	Communicate About Familiar Topics Cooking	PI.A.1: Exchange information and ideas by participating in short conversations, responding to simple yes/no and wh- questions using gestures or words, and by following some rules for discussion about familiar social and academic topics. PI.B.6: Read texts and view multimedia to answer questions about key details and retell basic information from read-alouds and picture books.	Low

Item metadata table continuation showing item 4

Item	Key	Task Type and Topic	Connector	LCL
4	Sample Responses and rubric provided below	Communicate About Familiar Topics Cooking	PI.A.1: Exchange information and ideas by participating in short conversations, responding to simple yes/no and wh- questions using gestures or words, and by following some rules for discussion about familiar social and academic topics. PI.C.10: Compose texts by telling or dictating simple information about ideas, familiar topics, stories, experiences, or events using appropriate technology.	Low

Sample Responses and rubric for item 4:

2 point

Sample Response:

“yes”

Rubric:

Correct response.

1 point

Sample Response:

“yes”

Rubric:

The student provides a correct response after modeling.

0 points

Rubric:

- No response
- Not in English
- Incorrect response

Kindergarten Practice Test Items

Item metadata table continuation showing items 5–8

Item	Key	Task Type and Topic	Connector	LCL
5	A (1 point)	Understand a School Exchange Bus Ride	PI.B.5: Listen actively in social and academic contexts by asking and answering yes/no and wh- questions about key details and by retelling basic information from read-alouds and oral presentations. PI.B.6: Read texts and view multimedia to answer questions about key details and retell basic information from read-alouds and picture books.	Low
6	B (1 point)	Understand a School Exchange Bus Ride	PI.B.5: Listen actively in social and academic contexts by asking and answering yes/no and wh- questions about key details and by retelling basic information from read-alouds and oral presentations. PI.B.6: Read texts and view multimedia to answer questions about key details and retell basic information from read-alouds and picture books.	Medium
7	A (1 point)	Understand a School Exchange Bus Ride	PI.A.1: Exchange information and ideas by participating in short conversations, responding to simple yes/no and wh- questions using gestures or words, and by following some rules for discussion about familiar social and academic topics.	Low
8	A (1 point)	Understand a School Exchange Bus Ride	PI.A.1: Exchange information and ideas by participating in short conversations, responding to simple yes/no and wh- questions using gestures or words, and by following some rules for discussion about familiar social and academic topics.	Medium

Item metadata table continuation showing items 9–12

Item	Key	Task Type and Topic	Connector	LCL
9	C (1 point)	Describe a Routine Lining Up	PI.B.5: Listen actively in social and academic contexts by asking and answering yes/no and wh- questions about key details and by retelling basic information from read-alouds and oral presentations. PI.B.6: Read texts and view multimedia to answer questions about key details and retell basic information from read-alouds and picture books.	Medium
10	B (1 point)	Describe a Routine Lining Up	PII.A.2: Show an understanding of cohesion by comprehending how ideas or events are linked in text, retelling a story, and sequencing events from experience or from a familiar story using frequently occurring connector words.	Medium
11	B (1 point)	Describe a Routine Lining Up	PI.B.5: Listen actively in social and academic contexts by asking and answering yes/no and wh- questions about key details and by retelling basic information from read-alouds and oral presentations. PI.B.6: Read texts and view multimedia to answer questions about key details and retell basic information from read-alouds and picture books.	Medium
12	A (1 point)	Describe a Routine Lining Up	PII.A.2: Show an understanding of cohesion by comprehending how ideas or events are linked in text, retelling a story, and sequencing events from experience or from a familiar story using frequently occurring connector words.	Medium

Kindergarten Practice Test Items

Item metadata table continuation showing items 13–15

Item	Key	Task Type and Topic	Connector	LCL
13	C (1 point)	Understand and Express an Opinion Swing or Slide	PI.B.5: Listen actively in social and academic contexts by asking and answering yes/no and wh- questions about key details and by retelling basic information from read-alouds and oral presentations. PI.B.6: Read texts and view multimedia to answer questions about key details and retell basic information from read-alouds and picture books.	High
14	A (1 point)	Understand and Express an Opinion Swing or Slide	PI.A.3: Offer and support opinions with others by expressing an opinion or a preference about a familiar topic or story.	Medium
15	Sample Responses and rubric provided below	Understand and Express an Opinion Swing or Slide	PI.C.11: Support own opinions in speaking and writing by expressing an opinion or a preference about a familiar topic.	High

Sample Responses and rubric for item 15:

2 point

Sample Responses:

“slide / climb”

Rubric:

Correct response.

Rubric continues on the next page

Rubric continues from previous page

1 point

Sample Responses:

“swing / go to Ben’s”

Rubric:

The student response is generally related to the text but does not answer the specific prompt.

0 points

Rubric:

- No response
- Not in English
- Incorrect response, e.g., “kick”

Item metadata table continuation showing item 16

Item	Key	Task Type and Topic	Connector	LCL
16	Sample Responses and rubric provided below	Understand and Express an Opinion Swing or Slide	PI.C.11: Support own opinions in speaking and writing by expressing an opinion or a preference about a familiar topic.	High

Sample Responses and rubric for item 16:

2 point

Sample Responses:

“slide / swing / swing set / I don’t like swing or slide. / I like to play ball more.”

Rubric:

Correct response.

Rubric continues on the next page

Kindergarten Practice Test Items

Rubric continues from previous page

1 point

Sample Responses:

“Val / Ben / play[ing]”

Rubric:

The student response is generally related to the text but does not answer the specific prompt.

0 points

Rubric:

- No response
- Not in English
- Incorrect response

Item metadata table continuation showing item 17

Item	Key	Task Type and Topic	Connector	LCL
17	A (1 point)	Interact with a Literary Text Playroom Toys	PI.B.5: Listen actively in social and academic contexts by asking and answering yes/no and wh- questions about key details and by retelling basic information from read-alouds and oral presentations. PI.B.6: Read texts and view multimedia to answer questions about key details and retell basic information from read-alouds and picture books.	Medium

Item metadata table continuation showing items 18–19

Item	Key	Task Type and Topic	Connector	LCL
18	C (1 point)	Interact with a Literary Text Playroom Toys	PI.B.5: Listen actively in social and academic contexts by asking and answering yes/no and wh- questions about key details and by retelling basic information from read-alouds and oral presentations. PI.B.6: Read texts and view multimedia to answer questions about key details and retell basic information from read-alouds and picture books.	Medium
19	Sample Responses and rubric provided below	Interact with a Literary Text Playroom Toys	PI.C.9: Express information and ideas by telling or dictating simple information about familiar topics, stories, experiences, or events. PI.C.10: Compose texts by telling or dictating simple information about ideas, familiar topics, stories, experiences, or events using appropriate technology.	High

Sample Responses and rubric for item 19:

2 point

Sample Responses:

“train / toy”

Rubric:

Correct response.

Rubric continues on the next page

Kindergarten Practice Test Items

Rubric continues from previous page

1 point

Sample Responses:

“blocks / soft toys”

Rubric:

The student response is generally related to the text but does not answer the specific prompt.

0 points

Rubric:

- No response
- Not in English
- Incorrect response, e.g., “ball”

Item metadata table continuation showing item 20

Item	Key	Task Type and Topic	Connector	LCL
20	B (1 point)	Interact with a Literary Text Playroom Toys	PI.C.9: Express information and ideas by telling or dictating simple information about familiar topics, stories, experiences, or events. PI.C.10: Compose texts by telling or dictating simple information about ideas, familiar topics, stories, experiences, or events using appropriate technology.	Medium

Item metadata table continuation showing items 21–23

Item	Key	Task Type and Topic	Connector	LCL
21	B (1 point)	Interact with an Informational Text Goats	PI.B.5: Listen actively in social and academic contexts by asking and answering yes/no and wh- questions about key details and by retelling basic information from read-alouds and oral presentations. PI.B.6: Read texts and view multimedia to answer questions about key details and retell basic information from read-alouds and picture books.	High
22	C (1 point)	Interact with an Informational Text Goats	PII.A.1: Show an understanding of text structure by recognizing a variety of common text types in shared language activities.	High
23	Sample Responses and rubric provided below	Interact with an Informational Text Goats	PI.C.9: Express information and ideas by telling or dictating simple information about familiar topics, stories, experiences, or events. PI.C.10: Compose texts by telling or dictating simple information about ideas, familiar topics, stories, experiences, or events using appropriate technology.	High

Sample Responses and rubric for item 23:

Kindergarten Practice Test Items

2 point

Sample Responses:

“make cheese / drink it”

Rubric:

Correct response.

1 point

Sample Response:

“wash clothes”

Rubric:

The student response is generally related to the text but does not answer the specific prompt.

0 points

Rubric:

- No response
- Not in English
- Incorrect response, e.g., “grow plants”

Item metadata table continuation showing item 24

Item	Key	Task Type and Topic	Connector	LCL
24	B (1 point)	Interact with an Informational Text Goats	PII.C.6: Connect ideas in simple ways by recognizing and using one frequently occurring connecting word and by combining two simple sentences into one compound sentence in shared language activities.	High