
Alternate ELPAC

Alternate English Language
Proficiency Assessments for California



Scoring Guide



Practice Test
Grades 3–5

Table of Contents

About the Practice Test Scoring Guide 1

 Introduction to the Practice Test Scoring Guide 1

 Grades 3–5 Practice Test Items 2

About the Practice Test Scoring Guide

Introduction to the Practice Test Scoring Guide

This Alternate English Language Proficiency Assessments for California (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/guardians, teachers, and 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 item is the number that corresponds to the test question as it appears in the practice test.
- **Key:** The 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 (for example, "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.

Grades 3–5 Practice Test Items

Item metadata table for items 1–2

Item	Key	Task Type and Topic	Connector	LCL
1	A (1 point)	Recognize and Use Common Words Shapes	<p>PI.B.5: Listen actively in social and academic contexts by determining the main idea, identifying some details that support the main idea, retelling parts of a story, and asking and answering questions about key details from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to determine the main idea; identify some details that support the main idea; retell parts of a story; and determine the meaning of words, phrases, or expressions from read-alouds, picture books, and simple written texts.</p>	Low
2	Sample Responses and rubric provided below	Recognize and Use Common Words Shapes	<p>PII.B.4: Recognize and use an increasing number of nouns and noun phrases in producing simple and compound sentences on familiar topics.</p>	Low

Sample Responses and rubric for item 2:


Score A—Correct	 Score B— Correct After MODELING	Score C—Incorrect
<ul style="list-style-type: none"> The student provides a correct response. Sample Response <ul style="list-style-type: none"> circle 	<ul style="list-style-type: none"> The student provides a correct response after modeling. Sample Response <ul style="list-style-type: none"> circle 	<ul style="list-style-type: none"> No response Not in English Incorrect response
IND <ul style="list-style-type: none"> The student indicates “circle.” 	IND <ul style="list-style-type: none"> The student indicates “circle” after modeling. 	IND <ul style="list-style-type: none"> No response Not in English Incorrect response, e.g., “triangle” or “square”



Item metadata table continuation showing items 3–4

Item	Key	Task Type and Topic	Connector	LCL
3	A (1 point)	Communicate about Familiar Topics Apples	<p>PI.A.1: Exchange information and ideas by participating in short conversations, asking and answering questions, and responding to others' comments or ideas about familiar social and academic topics.</p> <p>PI.B.6: Read texts and view multimedia to determine the main idea; identify some details that support the main idea; retell parts of a story; and determine the meaning of words, phrases, or expressions from read-alouds, picture books, and simple written texts.</p>	Low
4	Sample Responses and rubric provided below	Communicate about Familiar Topics Apples	<p>PI.A.1: Exchange information and ideas by participating in short conversations, asking and answering questions, and responding to others' comments or ideas about familiar social and academic topics.</p> <p>PI.C.10: Write or compose short literary and informational texts using familiar vocabulary to communicate about familiar texts, topics, and experiences using appropriate technology.</p>	Low

Sample Responses and rubric for item 4:

Score A—Correct	 Score B— Correct After MODELING	Score C—Incorrect
<ul style="list-style-type: none"> The student provides a correct response. Sample Response <ul style="list-style-type: none"> yes 	<ul style="list-style-type: none"> The student provides a correct response after modeling. Sample Response <ul style="list-style-type: none"> yes 	<ul style="list-style-type: none"> No response Not in English Incorrect response

Item metadata table continuation showing items 5–15

Item	Key	Category	Connector	Tier
5	C (1 point)	Understand a School Exchange Meet the Teacher	<p>PI.B.5: Listen actively in social and academic contexts by determining the main idea, identifying some details that support the main idea, retelling parts of a story, and asking and answering questions about key details from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to determine the main idea; identify some details that support the main idea; retell parts of a story; and determine the meaning of words, phrases, or expressions from read-alouds, picture books, and simple written texts.</p>	Low
6	B (1 point)	Understand a School Exchange Meet the Teacher	PI.A.1: Exchange information and ideas by participating in short conversations, asking and answering questions, and responding to others' comments or ideas about familiar social and academic topics.	Low
7	A (1 point)	Understand a School Exchange Meet the Teacher	PI.A.1: Exchange information and ideas by participating in short conversations, asking and answering questions, and responding to others' comments or ideas about familiar social and academic topics.	Medium
8	B (1 point)	Understand a School Exchange Meet the Teacher	PI.A.4: Adapt language choices to social and academic contexts by using an increasing number of learned words, sounds, expressions, and gestures.	Medium



Item	Key	Category	Connector	Tier
9	A (1 point)	Describe a Routine Voting	<p>PI.B.5: Listen actively in social and academic contexts by determining the main idea, identifying some details that support the main idea, retelling parts of a story, and asking and answering questions about key details from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to determine the main idea; identify some details that support the main idea; retell parts of a story; and determine the meaning of words, phrases, or expressions from read-alouds, picture books, and simple written texts.</p>	Medium
10	C (1 point)	Describe a Routine Voting	<p>PI.B.5: Listen actively in social and academic contexts by determining the main idea, identifying some details that support the main idea, retelling parts of a story, and asking and answering questions about key details from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to determine the main idea; identify some details that support the main idea; retell parts of a story; and determine the meaning of words, phrases, or expressions from read-alouds, picture books, and simple written texts.</p>	Medium
11	B (1 point)	Describe a Routine Voting	<p>PII.A.2: Show an understanding of cohesion by comprehending how ideas or events are linked, retelling a sequence of events, and using temporal words, linking words, and transitional words and phrases.</p>	Medium
12	C (1 point)	Describe a Routine Voting	<p>PII.A.2: Show an understanding of cohesion by comprehending how ideas or events are linked, retelling a sequence of events, and using temporal words, linking words, and transitional words and phrases.</p>	Medium



Item	Key	Category	Connector	Tier
13	B (1 point)	Understand and Express an Opinion Field Trip Options	<p>PI.B.5: Listen actively in social and academic contexts by determining the main idea, identifying some details that support the main idea, retelling parts of a story, and asking and answering questions about key details from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to determine the main idea; identify some details that support the main idea; retell parts of a story; and determine the meaning of words, phrases, or expressions from read-alouds, picture books, and simple written texts.</p>	Medium
14	A (1 point)	Understand and Express an Opinion Field Trip Options	PI.A.3: Offer and support opinions with others by expressing an opinion and providing a few reasons or facts to support the opinion about a familiar topic or story.	Medium
15	Sample Responses and rubric provided below	Understand and Express an Opinion Field Trip Options	PI.C.11: Support own opinions in speaking and writing by expressing an opinion and providing more than one reason to support the opinion about a familiar topic.	Medium

Sample Responses and rubric for item 15:

Score A—Correct	Score B—Partially Correct	Score C—Incorrect
<ul style="list-style-type: none"> The student provides a correct response. <p>Sample Responses</p> <ul style="list-style-type: none"> She likes the giraffes. / She likes the animals. 	<ul style="list-style-type: none"> The student response is generally related to the text but does not answer the specific prompt. <p>Sample Responses</p> <ul style="list-style-type: none"> field trip / Tony 	<ul style="list-style-type: none"> No response Not in English Incorrect response
<p>IND</p> <ul style="list-style-type: none"> The student indicates “She likes giraffes.” 	<p>IND</p> <ul style="list-style-type: none"> The student indicates “She likes popcorn.” 	<p>IND</p> <ul style="list-style-type: none"> No response Not in English Incorrect response, e.g., “She likes kites.”



Item metadata table continuation showing item 16

Item	Key	Category	Connector	Tier
16	Sample Responses and rubric provided below	Understand and Express an Opinion Field Trip Options	PI.C.11: Support own opinions in speaking and writing by expressing an opinion and providing more than one reason to support the opinion about a familiar topic.	High

Sample Responses and rubric for item 16:

Score A—Correct	Score B—Partially Correct	Score C—Incorrect
<ul style="list-style-type: none"> The student indicates a choice and an appropriate reason. Sample Responses <ul style="list-style-type: none"> I like to go to the zoo because I want to see lions. / I like to go to the museum because I like planes. / I like to go to the park because I like squirrels. 	<ul style="list-style-type: none"> The student indicates a choice but no reason, gives a reason but no choice, or gives a response that does not answer the prompt but is related to the story. Sample Responses <ul style="list-style-type: none"> with Anna / giraffes / field trip 	<ul style="list-style-type: none"> No response Not in English Incorrect response
IND <ul style="list-style-type: none"> The student indicates zoo and either “I like animals” or “I like the rides.” The student indicates museum and either “I like art” or “I like planes.” 	IND <ul style="list-style-type: none"> The student indicates a choice but no reason, indicates a choice and an incorrect reason, gives a reason but no choice, or gives a response that does not answer the prompt but is related to the story. 	IND <ul style="list-style-type: none"> No response Not in English Incorrect response

Item metadata table continuation showing items 17–19

Item	Key	Category	Connector	Tier
17	B (1 point)	Interact with a Literary Text Comics	PI.B.5: Listen actively in social and academic contexts by determining the main idea, identifying some details that support the main idea, retelling parts of a story, and asking and answering questions about key details from read-alouds and oral presentations. PI.B.6: Read texts and view multimedia to determine the main idea; identify some details that support the main idea; retell parts of a story; and determine the meaning of words, phrases, or expressions from read-alouds, picture books, and simple written texts.	Medium



Item	Key	Category	Connector	Tier
18	C (1 point)	Interact with a Literary Text Comics	<p>PI.B.5: Listen actively in social and academic contexts by determining the main idea, identifying some details that support the main idea, retelling parts of a story, and asking and answering questions about key details from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to determine the main idea; identify some details that support the main idea; retell parts of a story; and determine the meaning of words, phrases, or expressions from read-alouds, picture books, and simple written texts.</p>	Medium
19	Sample Responses and rubric provided below	Interact with a Literary Text Comics	<p>PI.C.9: Express information and ideas by delivering short presentations or information on a variety of topics and content areas.</p> <p>PI.C.10: Write or compose short literary and informational texts using familiar vocabulary to communicate about familiar texts, topics, and experiences using appropriate technology.</p>	Medium

Sample Responses and rubric for item 19:

Score A—Correct	Score B—Partially Correct	Score C—Incorrect
<ul style="list-style-type: none"> The student provides a correct response. <p>Sample Responses</p> <ul style="list-style-type: none"> comics / comic books / library books other correct response not mentioned in the story 	<ul style="list-style-type: none"> The student response is generally related to the text but does not answer the specific prompt. <p>Sample Responses</p> <ul style="list-style-type: none"> like Tim / dictionary 	<ul style="list-style-type: none"> No response Not in English Incorrect response
<p>IND</p> <ul style="list-style-type: none"> The student indicates “comic books.” 	<p>IND</p> <ul style="list-style-type: none"> The student indicates “dictionary.” 	<p>IND</p> <ul style="list-style-type: none"> No response Not in English Incorrect response, e.g., “marker”



Item metadata table continuation showing items 20–23

Item	Key	Category	Connector	Tier
20	library (1 point)	Interact with a Literary Text Comics	<p>PI.C.9: Express information and ideas by delivering short presentations or information on a variety of topics and content areas.</p> <p>PI.C.10: Write or compose short literary and informational texts using familiar vocabulary to communicate about familiar texts, topics, and experiences using appropriate technology.</p>	High
21	C (1 point)	Interact with an Informational Text Penguins	<p>PIII: Use foundational literacy skills by distinguishing uppercase from lowercase letters, recognizing familiar words used in everyday routines, recognizing an increasing number of letter sounds, and participating in shared reading activities.</p> <p>PI.B.5: Listen actively in social and academic contexts by determining the main idea, identifying some details that support the main idea, retelling parts of a story, and asking and answering questions about key details from read-alouds and oral presentations.</p>	High
22	B (1 point)	Interact with an Informational Text Penguins	<p>PI.B.5: Listen actively in social and academic contexts by determining the main idea, identifying some details that support the main idea, retelling parts of a story, and asking and answering questions about key details from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to determine the main idea; identify some details that support the main idea; retell parts of a story; and determine the meaning of words, phrases, or expressions from read-alouds, picture books, and simple written texts.</p>	High



Item	Key	Category	Connector	Tier
23	Sample Responses and rubric provided below	Interact with an Informational Text Penguins	<p>PI.C.9: Express information and ideas by delivering short presentations or information on a variety of topics and content areas.</p> <p>PI.C.10: Write or compose short literary and informational texts using familiar vocabulary to communicate about familiar texts, topics, and experiences using appropriate technology.</p>	High

Sample Responses and rubric for item 23:

Score A—Correct	Score B—Partially Correct	Score C—Incorrect
<ul style="list-style-type: none"> The student provides a correct response. <p>Sample Responses</p> <ul style="list-style-type: none"> turn / turn around other correct response not mentioned in the story 	<ul style="list-style-type: none"> The student response is generally related to the text but does not answer the specific prompt. <p>Sample Responses</p> <ul style="list-style-type: none"> penguin / dive 	<ul style="list-style-type: none"> No response Not in English Incorrect response
<p>IND</p> <ul style="list-style-type: none"> The student indicates “turn.” 	<p>IND</p> <ul style="list-style-type: none"> The student indicates “dive.” 	<p>IND</p> <ul style="list-style-type: none"> No response Not in English Incorrect response, e.g., “play”

Item metadata table continuation showing item 24

Item	Key	Category	Connector	Tier
24	A (1 point)	Interact with an Informational Text Penguins	PII.C.7: Condense ideas in simple ways by using a small number of high-frequency conjunctions to create precise and detailed sentences.	High