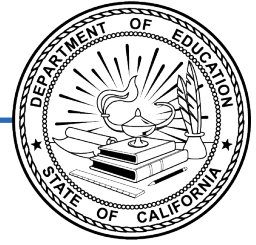


# Alternate ELPAC

Alternate English Language  
Proficiency Assessments for California



## Directions for Administration



## Practice Test Grades 9–10

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## Alternate ELPAC Administration Notes

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For questions regarding the Alternate English Language Proficiency Assessments for California (ELPAC) or for additional assistance:

- Parents/Guardians should contact their child’s teacher.
- Test examiners and other school personnel should contact their site ELPAC coordinator.
- Site ELPAC coordinators should contact their LEA ELPAC coordinator as directed.
- LEA ELPAC coordinators should contact their LEA Success Agent, preferably by email. Refer to the [Success Agent Lookup web page](#) to look up the name and contact information for the LEA’s assigned representative or the [Contact Us web page](#) for all support options.

## Helpful Links

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- [CAASPP & ELPAC Website](#)
- [How to Access a Practice or Training Test Through the Student Interface web document](#)
- [Alternate Assessment IEP Team Guidance web page](#)
- [Alternate ELPAC Accessibility and Accommodations Guidelines web document](#)
- [Practice and Training Tests web page](#)

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# About the *Directions for Administration*

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This *DFA* contains information and read-aloud scripts needed by test examiners to administer the Alternate English Language Proficiency Assessments for California (ELPAC). There is an Alternate ELPAC practice test available for each grade level and grade span on the [Practice and Training Tests web page](#).

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 assessments. Please note that the practice test does not produce scores. The practice test is available all year and may be used at any time in preparation for the Alternate ELPAC operational assessments. This *DFA* must be used to administer the online practice test.

The purposes of the Alternate ELPAC practice test are to

- familiarize students and test examiners\* with the testing interface, question types, and accessibility resources,
- provide students with the opportunity to practice a full-length assessment, and
- provide parents/guardians with the opportunity to become familiar with the Alternate ELPAC and help their child prepare for the assessment.

Parents/Guardians or educators may administer the practice test. A trained test examiner does not need to be present.

The practice test can be administered in one of two ways, either

1. using the same procedures as the operational tests, with the Test Administrator Interface, secure browser, and individual student logon information; or
2. using a standard supported web browser to access the practice test directly, without use of the Test Administrator Interface or secure browser, by using a guest session.

A parent or a guardian can access the practice test through a guest session and act in the test examiner role during testing. A test examiner or a school staff member would access the practice test through the appropriate role in the [Test Operations Management System \(TOMS\)](#) or through a guest session.

For more information on all aspects of the Alternate ELPAC, including test security, question types, and guidelines, refer to the [Alternate ELPAC Online Test Administration Manual](#), which can be found on the [CAASPP and ELPAC Manuals web page](#).

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\*A test examiner does not need to be present to use the Alternate ELPAC practice test; however, the term “test examiner” is used in this document to show what a test examiner would do to administer the test.

# About the *Directions for Administration* (cont.)

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## Testing Checklist

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- ☐ Confirm that all needed materials for administration including testing device, paper, pencil, AAC device, picture cards, and manipulatives or objects for optional individualization have been gathered.
- ☐ Confirm or apply the correct test settings for the student.
  - ☐ **If you are an educator administering the practice test using the same procedures as the operational tests**, confirm that the student has been assigned the correct test settings (designated supports and accommodations) in the Test Operations Management System (TOMS).
  - ☐ **If you are an educator or parent administering the practice test using a standard supported web browser without the use of the Test Administrator Interface or secure browser**, apply the appropriate test settings (designated supports) for the student in the Student Testing Interface for the practice and training tests directly.
- ☐ Verify you are using the correct test and grade-level or grade-span *DFA*.
- ☐ Administer the assessment using the instructions in the [Administration Scripts for Practice Test Questions](#) section of this *DFA*.

# About the *Directions for Administration* (cont.)

## Resources Listed in the *DFA*

This *DFA* contains hyperlinks to resources essential for test administration. The following table includes the URLs for the embedded links in this *DFA*.






**Table 1. Resources Listed in This Document**

Resource	URL
Alternate Assessment IEP Team Guidance web page	<a href="https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp">https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp</a>
Alternate ELPAC Accessibility and Accommodations Guidelines	<a href="https://www.caaspp-elpac.org/s/docs/Alt-ELPAC-Accessibility-Guidelines.docx">https://www.caaspp-elpac.org/s/docs/Alt-ELPAC-Accessibility-Guidelines.docx</a>
<i>Alternate ELPAC Online Test Administration Manual</i>	<a href="https://ca-toms-help.ets.org/alt-elpac-otam/support/">https://ca-toms-help.ets.org/alt-elpac-otam/support/</a>
Answer Choice Cards web document	<a href="https://www.caaspp-elpac.org/s/docs/ALT-ELPAC-Answer-Choice-Cards.pdf">https://www.caaspp-elpac.org/s/docs/ALT-ELPAC-Answer-Choice-Cards.pdf</a>
CAASPP & ELPAC Website	<a href="https://www.caaspp-elpac.org/">https://www.caaspp-elpac.org/</a>
California Assessment Accessibility Resources Matrix web page	<a href="https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/matrix">https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/matrix</a>
Guidance on Using Eye Gaze as an Alternate Response Option web document	<a href="https://www.caaspp.org/rsc/pdfs/CAASPP.eye-gazing-guidance.pdf">https://www.caaspp.org/rsc/pdfs/CAASPP.eye-gazing-guidance.pdf</a>
How to Access a Practice or Training Test Through the Student Interface	<a href="https://www.caaspp-elpac.org/s/docs/qrqaccesspracticetest.pdf">https://www.caaspp-elpac.org/s/docs/qrqaccesspracticetest.pdf</a>
Initial Alternate ELPAC web page	<a href="https://www.caaspp-elpac.org/assessments/elpac/initial-alternate">https://www.caaspp-elpac.org/assessments/elpac/initial-alternate</a>
Practice and Training Test Resources	<a href="https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/practice-and-training-resources">https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/practice-and-training-resources</a>
Practice and Training Tests web page	<a href="https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests">https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests</a>
Response Options for Alternate Assessments web document	<a href="https://www.caaspp-elpac.org/s/docs/CAASPP-ELPAC--Response-Options-for-Alternate-Assessments.pdf">https://www.caaspp-elpac.org/s/docs/CAASPP-ELPAC--Response-Options-for-Alternate-Assessments.pdf</a>
Summative Alternate ELPAC web page	<a href="https://www.caaspp-elpac.org/assessments/elpac/summative-alternate">https://www.caaspp-elpac.org/assessments/elpac/summative-alternate</a>
Test Operations Management System (TOMS)	<a href="https://mytoms.ets.org/">https://mytoms.ets.org/</a>
Training Site (Moodle)	<a href="https://moodle.caaspp-elpac.org">https://moodle.caaspp-elpac.org</a>

# About the *Directions for Administration* (cont.)

## Using the *DFA*

This *DFA* should be used to administer the practice test. It contains the script for administration. Keyword instructions and symbols for test examiners are as follows:

Guide to Administration Scripts	How the Test Examiner Should Proceed
<b>SAY</b>	The test examiner reads the material aloud to the student.
<b>POINT TO</b> the corresponding picture.	The test examiner points to the information on the screen.
<b>READ</b> the question and each option aloud. <b>POINT TO</b> each option as you read it.	The test examiner reads the question and each option on the screen aloud while pointing to the graphics or text on the screen.
<b>GIVE</b> the object(s) to the student.	The test examiner gives the object or objects to the student.
<b>SCORE</b> the response.	The test examiner scores the student's response following the rubric provided in the <i>DFA</i> .
	This icon indicates information for the test examiner.
	This icon indicates indicates a receptive test question.
	This icon indicates indicates an expressive test question.
	This icon indicates indicates a test question with a modeling rubric.
<b>IND</b>	The test examiner administers the test question using real objects and/or picture cards, as specified in the <i>DFA</i> , to a student who typically uses real objects or picture cards as designated in their individualized education program (IEP).
	The test examiner presents the picture cards from <a href="#">appendix B</a> .
<b>ALT</b>	The test examiner reads the alternative text instead of pointing to the image.
<b>ALT IND</b>	The test examiner administers the test question using real objects, as specified in the <i>DFA</i> , to a student with visual impairments or to a student who typically uses real objects as designated in their IEP.



# About the *Directions for Administration* (cont.)

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## Alternate Ways to Provide Directions

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Some students may need directions provided in alternate ways:

- Test examiners of students who are deaf or hard of hearing may use sign language where **SAY** directions appear.
- Test examiners of students with visual impairments may provide alternative text where **POINT TO** directions appear. Refer to the Alternative Text for a Student with Visual Impairments section for additional details.
- Test examiners of students who point to pictures or objects as their response mode may substitute “Point to” or “Touch” for “Show me” directions.
- Test examiners of students who point to pictures, objects, or manipulatives (that is, real objects used in the classroom that can be held and touched, such as a model bus or plastic coins), as their response mode can use “Point to,” “Show me,” “Give me,” “Touch,” or other directives as appropriate and as used with the student globally in all settings.

Test examiners should use their knowledge of the student, their knowledge of the student’s communication modes and disability-related needs, and their best judgment to ensure directions elicit a response from the student and allow the student’s English language abilities to be demonstrated without changing the construct being measured.

### Alternative Text for a Student with Visual Impairments **ALT**

Within the *DFA* are icons to indicate alternative text for a student with visual impairments. The alternative text describes the images.

**The alternative text directives are used only as a supplement to the administration script and should not be used in place of the administration script.**


Where the administration script prompts a test examiner to “**POINT TO**” an image, the test examiner would instead read the alternative text to the student.

- For multiple images within a story or passage, the test examiner would read the alternative text in place of pointing to the related image, in the order in which the images appear in the story or passage.
- The alternative text can be reread on the basis of a student’s need or request.
- The alternative text should be read exactly as it is written in the *DFA*.

# About the *Directions for Administration* (cont.)

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## Optional Individualization **IND**

All test questions may be individualized on the basis of the student's IEP and following the [Alternate ELPAC Accessibility and Accommodations Guidelines](#). Optional individualization is the ability for test examiners to provide objects (either real objects or models of objects, such as plastic coins) or picture cards  , as appropriate for an individual student as designated in their IEP, to help ensure the student can fully interact with the test.

The Alternate ELPAC practice test should be administered to each student in a consistent manner according to the directions provided, with variations only as specified in each student's IEP.

When preparing to administer the Alternate ELPAC practice test to a student, decide whether individualization is appropriate. If so, gather the alternative materials before testing with the student. A summary of materials that may be needed for the Alternate ELPAC practice test can be found in appendix A of the *DFA* document.

Optional individualization provides for the use of real objects, manipulatives, or picture cards. The use of real objects, manipulatives, or picture cards is listed in the [California Assessment Accessibility Resources Matrix](#) as alternate response options.

- The picture cards can be printed for student use.
- The picture cards can be programmed into a student's augmentative and alternative communication (AAC) device.

Test examiners should make sure the student is engaged with the manipulatives, objects, or picture cards and not the testing screen.

Note: The [answer choice cards](#) (that is, cards labeled A, B, and C) and *yes or no* cards are available on the [Practice and Training Test Resources](#) web pages within the Initial Alternate ELPAC and Summative Alternate ELPAC drop-down.

## Preparation for Administration for Students Using Augmentative and Alternative Communication (AAC) Devices

For students with communication needs requiring advance preparation of supplemental test materials, such as an AAC device, the test examiner

- is permitted to preview Alternate ELPAC practice test content before testing and
- should program the AAC device with the picture cards provided.

# About the *Directions for Administration* (cont.)

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## Administering a Practice Test Session

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The Alternate ELPAC practice test is administered by a test examiner, parent or guardian. Each student is tested individually.

### Before Testing

1. Read this entire *DFA*. Make any notes in the *DFA* that may help you during testing.
2. Determine what resources—universal tools, designated supports, or accommodations—the student may need. (Refer to the [Alternate ELPAC Accessibility and Accommodations Guidelines](#); note that only the test directions may be translated into the student's primary language. Parents/Guardians, if you have questions regarding these resources, contact your child's teacher.)
  - ♦ Be sure to gather any supplemental testing materials needed by the individual student, such as paper, writing tools, picture cards, or an AAC device.
  - ♦ Be sure to program the student's AAC device prior to starting the test session, if the use of such a device is the student's communication mode, as needed for the administration.
3. Verify the grade level assigned to the student and that you have the correct *DFA* for that grade level or grade span.
4. Establish a quiet testing environment and limit the chance of distractions.

### Student Engagement

---

Establishing and maintaining student engagement is important to the successful administration of the Alternate ELPAC practice test. A test examiner should

- provide the student with as much time as needed;
- allow the student to communicate as the student does globally in all settings; and
- pause and resume the test as needed to allow the student to perform well, including breaks and administering over multiple days. When resuming testing, the test question(s) that were marked as no response can be presented to the student again by the test examiner as appropriate.

# About the *Directions for Administration* (cont.)

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## Student Responses

---

The Alternate ELPAC practice test is designed for one-on-one administration. A student may respond by

- independently navigating and selecting responses directly in the testing device when able; or
- indicating a response verbally or through any of the student's alternate response modes, such as gestures, eye gaze, answer choice cards, picture cards, or an AAC device, and the test examiner selects the response for the student in the test delivery platform.

For some test questions scored with a rubric, modeling of the correct answer by the test examiner is allowed as described in the rubric. **Hand-over-hand or other physical prompting should not be used.**

## Presenting All Response Options

---

When using the zoom in or the zoom out universal tool during test administration, test examiners should make sure that all response options have been presented, especially on devices with smaller screens.

Test examiners should use the scroll bar to ensure that all options have been presented while using zoom tools.

## Scoring of Student Responses

---

- Each multiple-choice test question is worth one point.
- Test questions with a rubric have three possible scores.
  - ♦ Students receive two points for score A, a correct response.
  - ♦ Students receive one point for score B, a correct response after modeling or a partially correct response.
  - ♦ Students receive zero points for score C, an incorrect response.

The scoring rubrics in the *DFA* provide samples of correct and partially correct responses in addition to scoring information. These sample responses are examples of how a student could respond to the test question.

# About the *Directions for Administration* (cont.)

## Test Questions That Allow Modeling


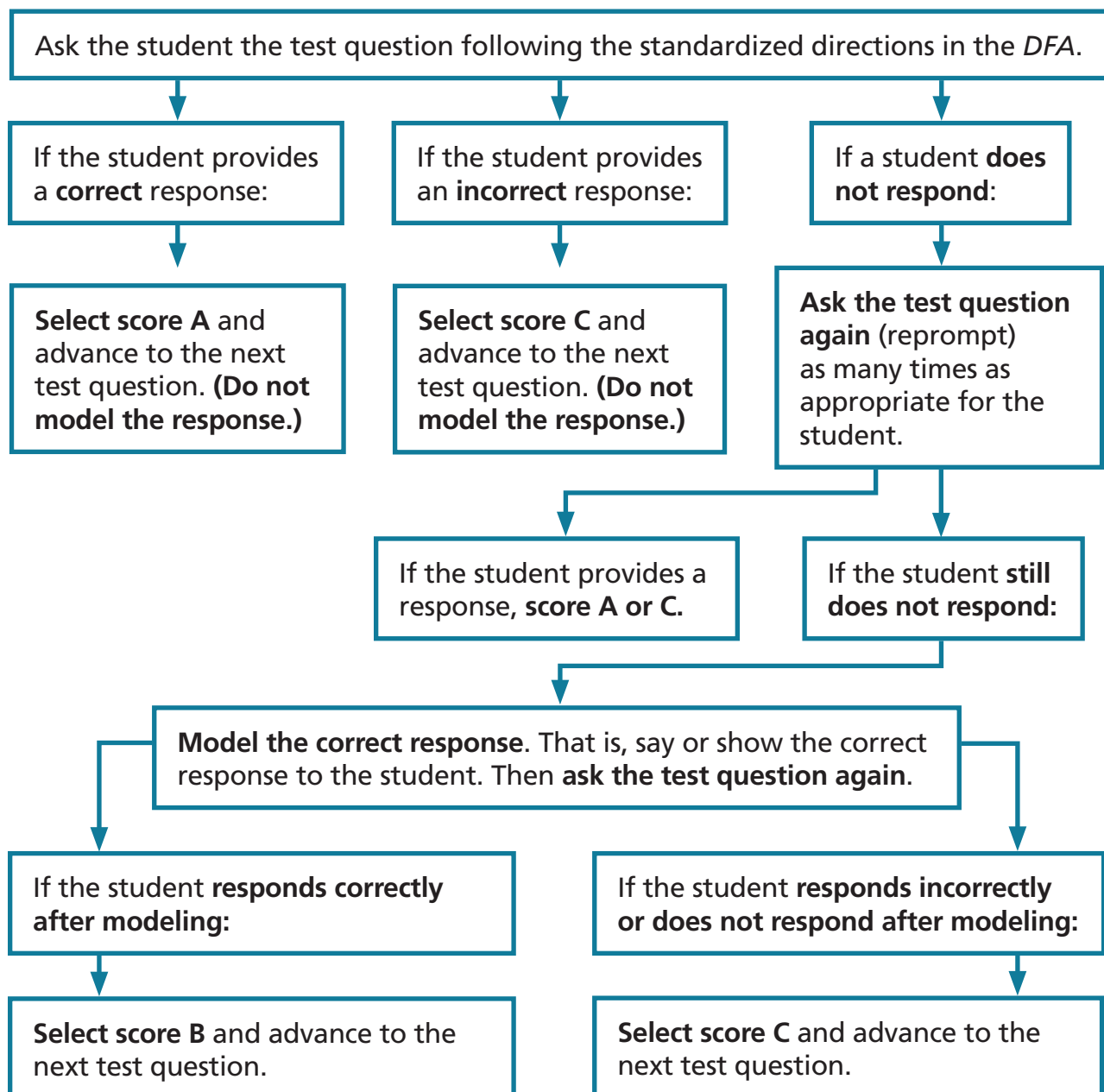
The task types *Recognize and Use Common Words* and *Communicate About Familiar Topics* include test questions with a rubric that allow for modeling . To model a response, say or show (that is, point to or otherwise indicate) as appropriate for the student, the correct response. The following flowchart (figure 1) provides directions for modeling. For examples of a modeled response, refer to page 10.

Figure 1. Modeling Rubric Flowchart




# About the *Directions for Administration* (cont.)

## Examples of Modeled Responses

Figure 2. Sample Modeled Response for Sock

**What is this?**



Select score below.

⌵

**Example 1—Verbal Response**

**Test examiner:** (points to picture on screen) What is this?

**Student:** (No response)

**Test examiner:** (points to picture on screen) What is this? Tell me.

**Student:** (No response)

**Test examiner:** (points to picture on screen) What is this? [pause] A sock. [pause] What is this?

**Student:** Sock.

In this example, the student verbally responds with the correct answer after the test examiner provides (models) the correct response. The test examiner would then score the response B following the rubric provided with the test question in the *DFA* and advance to the next test question. The student receives partial credit (one point).

## About the *Directions for Administration* (cont.)

Figure 3. Sample Modeled Response for Cup

**Is this a cup?**



Select score below.

### Example 2 – Answer Choice Card Response

**Test examiner:** (gives cup to student) Is this a cup?

**Test examiner:** (points to yes/no cards used in daily instruction) Yes or no.

**Student:** (No response)

**Test examiner:** (points to cup held by student) Is this a cup?

**Test examiner:** (points again to yes/no cards) Yes or no.

**Student:** (No response)

**Test examiner:** (points to cup held by student) Is this a cup? [pause]

**Test examiner:** (points to yes card) *Yes, this is a cup.* [pause]

**Test examiner:** (points to cup held by student) Is this a cup?

**Student:** (No response)

This particular student's expressive communication mode is answer choice cards. The test examiner gives the cup to the student and presents the *yes or no* cards used in daily instruction. The student does not respond, even after the test examiner provides (**models**) the correct response. The test examiner would then score the response C following the rubric provided with the test question in the *DFA* and advance to the next test question. The student receives no points.

For more examples of student responses to rubric-scored questions across a variety of communication modes, refer back to the test examiner certification course.

# About the *Directions for Administration* (cont.)

---

## Presentation Guidelines

---

Some prompting on the Alternate ELPAC practice test is allowed during test administration, as described in this section.

### Repeating Test Content

For all task types, the test examiner may read aloud the directions, story or passage, parts of the story or passage, test question, and options as many times as needed by the student.

### Allowing for Wait Time

Provide enough wait time, as typical for that individual student in classroom contexts, before reprompting or moving on to the next question. Five to seven seconds of wait time is suggested; more may be necessary based on the individual needs of the student being tested.

### Emphasizing Test Content

Use a neutral voice and a conversational tone throughout testing. Do not emphasize specific phrases or words, unless these are underlined in the test question.

### Using the Student's Individually Preferred Communication Mode(s)

On the Alternate ELPAC practice test, a student can respond to test questions using the student's individually preferred communication mode(s). For example,

- on a multiple-choice question, the student can point, gesture, speak, use sign language, use answer choice cards, access their AAC device, or eye gaze to indicate a response; and
- on questions with a rubric, the student can speak, write, use sign language, use picture cards, or access their AAC device to express a response.

For a student using eye gaze, information can be found in the [Guidance on Using Eye Gaze as an Alternate Response Option web document](#). All students should be afforded an opportunity to provide a written response to test questions scored with a rubric.

### Providing Positive Reinforcement

Test examiners may provide encouragement, as needed for the student being tested. For example, neutral expressions, such as "Nice work," may encourage the student to stay focused and engaged.



# About the *Directions for Administration* (cont.)

---

## Presentation Guidelines for Specific Task Types

The presentation guidelines described on the previous page apply to all task types. Additional guidelines may apply to specific task types.

- For task types with a rubric that allow for modeling: Model the correct response only after reprompting the student to respond. For more information on modeling, refer to the section, [Test Questions That Allow Modeling](#).
- Sentence-completion questions with open-ended responses (fill in the blank): Use visual cues or other cues familiar to the student to indicate the student should finish or complete the sentence.

## Using the Expand Tools

---

- It is recommended that a story or passage be expanded when you read it aloud to the student. Expand the story or passage to fit the entire screen by selecting the right-arrow icon [→] from the expandable items universal tool at the top of the screen (figure 4).
- It is recommended that each test question be expanded when you administer it to the student. Expand the test question to fit the entire screen by selecting the left-arrow icon [←] from the expandable items universal tool at the top of the screen (figure 4).

Figure 4. Expand Tools



# About the *Directions for Administration* (cont.)

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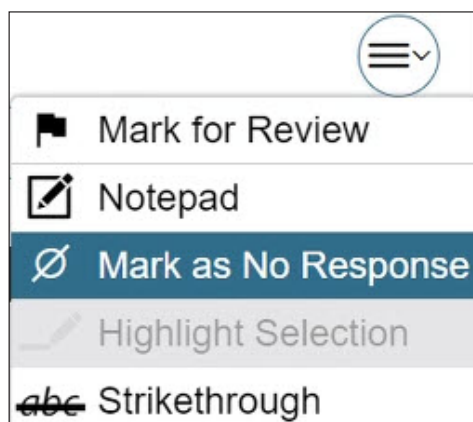
## Selecting the “Mark as No Response” Option

---

For cases where the student is presented with a question and does not respond, after reprompting and attempts have been made to reengage the student, go to the context menu (≡) in the upper-right corner of a question pane and select **[Mark as No Response]** (figure 5). The **[Mark as No Response]** option should be selected only after the student has been reprompted and attempts have been made to reengage the student. Once the **[Mark as No Response]** option has been selected, advance to the next test question if the student is engaged and ready to continue testing.

If the student is no longer engaged, pause testing and resume when appropriate. When resuming testing, any test question that was marked as no response can be presented to the student again by the test examiner as appropriate. Refer to the section on [Student Engagement](#).

Figure 5. “Mark as No Response” Option



## Logon Instructions

---

### How to Start a Test Session as a Guest


- Navigate to the [Practice and Training Tests web page](#).
- Select the **[Student Access to Tests]** button.

## Beginning the Practice Test

---

The Alternate ELPAC practice test can be administered in several ways. It can be administered as a practice activity by marking the student’s responses in the Student Testing Interface. The Student Testing Interface does not capture the scores or produce a printed report. As an option, the test examiner can both administer the practice test and check the student’s answers. The test examiner may choose to copy the practice test Score Sheet, mark the answers while administering the test, and then use the scoring keys to check the answers. Refer to [appendix D](#) and [appendix E](#) for the practice test Scoring Keys and practice test Score Sheet.

**Testing Reminders:**

1. For test questions that allow for manipulatives, refer to [appendix A](#).
2. For test questions that allow for picture cards , refer to [appendix B](#).
3. For test questions that include alternative text **ALT**, refer to [Alternative Text for a Student with Visual Impairments](#).
4. For test questions that include **ALT** and **IND**, use the directions for students with visual impairments and students who would benefit from the use of objects.
5. Remember to use the expand tools as appropriate. Refer to [Using the Expand Tools](#).

**Administration Scripts for Practice Test Questions**

Be sure you are logged on to the Test Delivery System.

**SAY:** Today, we will practice some Alternate ELPAC test questions. Let's get started.

**Task Type: Recognize and Use Common Words****Story**

**SAY:** Bowl. Cup. Spoon.

**POINT TO** the corresponding pictures.

**ALT IND** As you say the words, **GIVE** the bowl, the cup, and the spoon to the student.

**1****R**

**READ** the question aloud.

**ALT IND** After reading the question aloud, **GIVE** the cup and the bowl to the student.



2




**READ** the question aloud.

**POINT TO** the corresponding picture.

**i** Refer to the student's usual expressive mode of communication to prompt the student to begin. For example, if the student uses the computer or an AAC device to express a response, **SAY: Use the computer/your device** [or other wording familiar to the student].

**ALT IND** As you read the question, **GIVE** the spoon to the student.

**IND**  For students who use an AAC device, picture cards, or real objects as an expressive communication mode:


After reading the question aloud, **SAY: Bowl. Cup. Spoon.**

**POINT TO** the corresponding pictures on the AAC device or picture cards or **GIVE** the corresponding objects to the student as you read the options.

**ALT** *The first picture shows a bowl.  
The second picture shows a cup.  
The third picture shows a spoon.*


**SCORE** the response.

If the student responds or indicates “spoon” or “spork,” select A.

- If the student provides an incorrect response, or a response not in English, select C.
- If the student does not respond, **READ** the question aloud again. (Repeat as appropriate. If the student responds, score A or C.)
-  If the student still does not respond, **READ** the question aloud again and **model the correct response**: say or show “spoon.” Repeat the question.
  - ♦ If the student responds correctly after modeling, select B.
  - ♦ If the student does not respond, the response is not in English, or the response is incorrect, select C.

Refer to the scoring rubric on the following page.

**MODELING Scoring Rubric\***

<b>Score A—Correct</b>	 <b>Score B— Correct After MODELING</b>	<b>Score C—Incorrect</b>
<ul style="list-style-type: none"> <li>The student provides a correct response.</li> </ul> <b>Sample Responses</b> <ul style="list-style-type: none"> <li>spoon / spork</li> </ul>	<ul style="list-style-type: none"> <li>The student provides a correct response after modeling.</li> </ul> <b>Sample Response</b> <ul style="list-style-type: none"> <li>spoon</li> </ul>	<ul style="list-style-type: none"> <li>No response</li> <li>Not in English</li> <li>Incorrect response</li> </ul>
<b>IND</b> <ul style="list-style-type: none"> <li>The student indicates “spoon.”</li> </ul>	<b>IND</b> <ul style="list-style-type: none"> <li>The student indicates “spoon” after modeling.</li> </ul>	<b>IND</b> <ul style="list-style-type: none"> <li>No response</li> <li>Not in English</li> <li>Incorrect response, e.g., “bowl / cup”</li> </ul>

\*The student may respond by speaking, writing, or using an alternate response mode (e.g., drawing, gesturing, pointing, alternative communication system).



## Task Type: Communicate About Familiar Topics

### Story

**SAY:** Let's read about Jill.

**READ** the story aloud.

**POINT TO** the corresponding picture.

**ALT** *The picture shows Jill cutting paper with scissors.*

**IND** As you read the story, **GIVE** the safety scissors and the paper to the student.

3

R

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

**ALT** *The first picture shows a circle.  
The second picture shows a triangle.*

**IND** As you read the options, **GIVE** the circle and triangle to the student.



4



E

**READ** the question aloud.

**POINT TO** the corresponding picture.

**i** Refer to the student's usual expressive mode of communication to prompt the student to begin. For example, if the student uses the computer or an AAC device to express a response, **SAY: Use the computer/your device** [or other wording familiar to the student].

**ALT IND** As you read the question, **GIVE** the pencil to the student.

**IND** For students who use a device with *yes or no* options or *yes or no* cards to express a *yes or no* response:

After reading the question aloud, **SAY: Yes. No.**

**POINT TO** the corresponding pictures on the device or *yes or no* cards.

Present the device with *yes or no* options or *yes or no* cards used with the student in daily instruction.

**SCORE** the response.

- If the student responds correctly or indicates “No,” select A.
- If the student provides an incorrect response, or a response not in English, select C.
- If the student does not respond, **READ** the question aloud again. (Repeat as appropriate. If the student responds, score A or C.)
- If the student still does not respond, **READ** the question aloud again and **model the correct response**: say or show “No.” Repeat the question.
  - ♦ If the student responds correctly after modeling, select B.
  - ♦ If the student does not respond, the response is not in English, or the response is incorrect, select C.

Refer to the scoring rubric.

### MODELING Scoring Rubric\*

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

\*The student may respond by speaking, writing, or using an alternate response mode (e.g., drawing, gesturing, pointing, alternative communication system).

**Task Type: Understand a School Exchange****Story**

**SAY:** Let's read about Max.

**READ** the story aloud.

**POINT TO** the corresponding pictures.

**ALT** *The picture shows Max practicing playing the violin.  
The picture shows Max playing the violin.  
The picture shows Max's teacher.*

**5****R**

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

**ALT** *The first picture shows a violin.  
The second picture shows a drum.  
The third picture shows a flute.*

**6****R**

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

**7****R**

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.





8

E

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

**Task Type: Describe a Routine****Story**

**SAY:** Let's read about Mark. Here is a word from the story.

**READ** the word aloud.

**POINT TO** the corresponding picture.

**ALT** *The picture shows a school map.*

**SAY:** Let's read the story.

**READ** the story aloud.

**POINT TO** the corresponding pictures.

**ALT** *The picture shows Mark holding books.  
The picture shows a school map.  
The picture shows Mark writing with a pencil.  
The picture shows Mark smiling and holding books.*

**IND** As you read the story, **GIVE** the map to the student.

**9****R**

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

**10****R**

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

**ALT** *The first picture shows students and computers.  
The second picture shows students with musical instruments.  
The third picture shows numbers written on a board.*



11

R

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

**ALT** *The first picture shows a pencil.  
The second picture shows a calculator.  
The third picture shows a marker.*

**IND** As you read the options, **GIVE** the pencil, the calculator, and the marker to the student.

12

E

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**POINT TO** the corresponding picture.

**ALT** *The picture shows Mark smiling and holding books.*

**READ** the question and each option aloud.

**POINT TO** each option as you read it.



## Task Type: Understand and Express an Opinion

### Story

**SAY:** Let's read about Kara and Steve.

**READ** the story aloud.

**POINT TO** the corresponding pictures.

**ALT** *The picture shows Kara and Steve.  
The picture shows Kara putting cookies in an oven.  
The picture shows a microwave and a bowl of popcorn.*

13

R

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

14

R

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**POINT TO** the corresponding picture.

**ALT** *The picture shows Kara putting cookies in an oven.*

**READ** the question and each option aloud.

**POINT TO** each option as you read it.




15

E

**READ** the question aloud.

**i** Refer to the student's usual expressive mode of communication to prompt the student to begin. For example, if the student uses the computer or an AAC device to express a response, **SAY: Use the computer/your device** [or other wording familiar to the student].

**IND**  For students who use an AAC device or picture cards as an expressive communication mode:

After reading the question aloud, **SAY: A microwave. A cookie tray. A spoon.**

**POINT TO** the corresponding pictures on the AAC device or picture cards.

**ALT** *The first picture shows a microwave and a bowl of popcorn.  
The second picture shows a tray of cookies.  
The third picture shows a spoon.*

**SCORE** the response.

#### COMPREHENSIVENESS Scoring Rubric\*

Score A—Correct	Score B—Partially Correct	Score C—Incorrect
<ul style="list-style-type: none"> <li>The student provides a correct response.</li> </ul> <b>Sample Response</b> <ul style="list-style-type: none"> <li>a microwave</li> </ul>	<ul style="list-style-type: none"> <li>The student response is generally related to the text but does not answer the specific prompt.</li> </ul> <b>Sample Response</b> <ul style="list-style-type: none"> <li>a cookie tray</li> </ul>	<ul style="list-style-type: none"> <li>No response</li> <li>Not in English</li> <li>Incorrect response</li> </ul>
<b>IND</b> <ul style="list-style-type: none"> <li>The student indicates “a microwave.”</li> </ul>	<b>IND</b> <ul style="list-style-type: none"> <li>The student indicates “a cookie tray.”</li> </ul>	<b>IND</b> <ul style="list-style-type: none"> <li>No response</li> <li>Not in English</li> <li>Incorrect response, e.g., “a spoon”</li> </ul>

\*The student may respond by speaking, writing, or using an alternate response mode (e.g., drawing, gesturing, pointing, alternative communication system).



16

E

**READ** the question aloud.

**SAY:** **Cookies. Popcorn.**

**POINT TO** the corresponding pictures.


**ALT** *The first picture shows a tray of cookies.  
The second picture shows a bowl of popcorn.*

**i** Refer to the student's usual expressive mode of communication to prompt the student to begin. For example, if the student uses the computer or an AAC device to express a response, **SAY:** **Use the computer/your device** [or other wording familiar to the student].

If the student does not provide a reason or provides an original choice related to the prompt, **SAY:** **Why do you like [student's choice]?**

If the student indicates both options, **SAY:** **Which one? Cookies or popcorn?**

If the student indicates neither option, **SAY:** **Why not?**

**IND**  For students who use an AAC device or picture cards as an expressive communication mode:

If the student chooses cookies, **SAY:** **Why do you like to bake cookies?**

**READ** and **POINT TO** all picture card options.

If the student chooses popcorn, **SAY:** **Why do you like to make popcorn?**

**READ** and **POINT TO** all picture card options.

**ALT** *The first picture shows a happy face.  
The second picture shows a sad face.  
The third picture shows a sleepy face.  
The fourth picture shows a hungry face.*

**SCORE** the response using the scoring rubric on the following page.

**OPINION Scoring Rubric\***

<b>Score A—Correct</b>	<b>Score B—Partially Correct</b>	<b>Score C—Incorrect</b>
<ul style="list-style-type: none"> <li>The student indicates a choice and an appropriate reason.</li> </ul> <b>Sample Responses</b> <ul style="list-style-type: none"> <li>It's my favorite snack. / I like cooking. / It tastes good. / fun to watch in the oven / smells good / fun to watch in the microwave / I don't like cookies or popcorn because I like something else.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul> <b>Sample Responses</b> <ul style="list-style-type: none"> <li>cookies / popcorn</li> </ul>	<ul style="list-style-type: none"> <li>No response</li> <li>Not in English</li> <li>Incorrect response</li> </ul>
<b>IND</b> <ul style="list-style-type: none"> <li>The student indicates bake cookies and either "It's my favorite snack." or "I like cooking."</li> <li>The student indicates make popcorn and either "It's my favorite snack." or "I like cooking."</li> </ul>	<b>IND</b> <ul style="list-style-type: none"> <li>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.</li> </ul>	<b>IND</b> <ul style="list-style-type: none"> <li>No response</li> <li>Not in English</li> <li>Incorrect response</li> </ul>

\*The student may respond by speaking, writing, or using an alternate response mode (e.g., drawing, gesturing, pointing, alternative communication system).

**Task Type: Interact with a Literary Text****Story**

**SAY:** Let's read about Matt.

**READ** the story aloud.

**POINT TO** the corresponding pictures.

**ALT** *The picture shows Matt.  
The picture shows Matt with a microphone.  
The picture shows Matt's friend with a microphone.*

**17****R**

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

**ALT** *The first picture shows Matt's teacher.  
The second picture shows Matt.  
The third picture shows Matt's sister.*

**18****R**

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

**19****E**

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**SAY:** Complete the sentence. Matt sings on the ...[pause].

**POINT TO** option A and **SAY:** Stage. Matt sings on the stage.

**POINT TO** option B and **SAY:** Bus. Matt sings on the bus.

**POINT TO** option C and **SAY:** Television. Matt sings on the television.





20

E

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**READ** the question aloud.

**i** Refer to the student's usual expressive mode of communication to prompt the student to begin. For example, if the student uses the computer or an AAC device to express a response, **SAY:** Use the computer/your device [or other wording familiar to the student].

**SCORE** the response.

### COMPREHENSIVENESS Scoring Rubric\*

Score A—Correct	Score B—Partially Correct	Score C—Incorrect
<ul style="list-style-type: none"> <li>The student provides a correct response.</li> </ul> <p><b>Sample Responses</b></p> <ul style="list-style-type: none"> <li>He did great [good]. / Good job. / Matt will be in the talent show.</li> <li>other correct response not mentioned in the story</li> </ul>	<ul style="list-style-type: none"> <li>The student response is generally related to the text but does not answer the specific prompt.</li> </ul> <p><b>Sample Responses</b></p> <ul style="list-style-type: none"> <li>I like the way you sing. / I like singing.</li> </ul>	<ul style="list-style-type: none"> <li>No response</li> <li>Not in English</li> <li>Incorrect response</li> </ul>

\*The student may respond by speaking, writing, or using an alternate response mode (e.g., drawing, gesturing, pointing, alternative communication system).

**Task Type: Interact with an Informational Text****Passage**

**SAY:** Let's read about volunteers. Here are two words from the passage.

**READ** the words aloud.

**POINT TO** the corresponding picture.

**ALT** *The picture shows someone holding an animal.*

**SAY:** Let's read the passage.

**READ** the passage aloud.

**POINT TO** the corresponding pictures.

**ALT** *The picture shows someone holding an animal.  
The picture shows someone holding cleaning products.  
The picture shows a person cleaning an animal cage.*

**21****R**

**SAY:** Let's read part of the passage again.

**READ** the boxed text.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

**22****R**

**SAY:** Let's read part of the passage again.

**READ** the boxed text.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

**23****E**

**SAY:** Let's read part of the passage again.

**READ** the boxed text.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.



24

E

**SAY:** Let's read part of the passage again.


**READ** the boxed text.

**POINT TO** the corresponding picture.

**ALT** *The picture shows a person cleaning an animal cage.*

**READ** the question aloud.

**i** Refer to the student's usual expressive mode of communication to prompt the student to begin. For example, if the student uses the computer or an AAC device to express a response, **SAY: Use the computer/your device** [or other wording familiar to the student].

**IND**  For students who use an AAC device or picture cards as an expressive communication mode:

After reading the question aloud, **SAY: a hat. a leash. a bath.**

**POINT TO** the corresponding pictures on the AAC device or picture cards.

**ALT** *The first picture shows a hat.  
The second picture shows a leash.  
The third picture shows a metal tub with soapy water.*

**SCORE** the response.

### COMPREHENSIVENESS Scoring Rubric\*

Score A—Correct	Score B—Partially Correct	Score C—Incorrect
<ul style="list-style-type: none"> <li>The student provides a correct response.</li> </ul> <p><b>Sample Responses</b></p> <ul style="list-style-type: none"> <li>give a bath / give some food</li> </ul>	<ul style="list-style-type: none"> <li>The student response is generally related to the text but does not answer the specific prompt.</li> </ul> <p><b>Sample Response</b></p> <ul style="list-style-type: none"> <li>give a leash</li> </ul>	<ul style="list-style-type: none"> <li>No response</li> <li>Not in English</li> <li>Incorrect response</li> </ul>
<p><b>IND</b></p> <ul style="list-style-type: none"> <li>The student indicates “give a bath.”</li> </ul>	<p><b>IND</b></p> <ul style="list-style-type: none"> <li>The student indicates “give a leash.”</li> </ul>	<p><b>IND</b></p> <ul style="list-style-type: none"> <li>No response</li> <li>Not in English</li> <li>Incorrect response, e.g., “give a hat”</li> </ul>

\*The student may respond by speaking, writing, or using an alternate response mode (e.g., drawing, gesturing, pointing, alternative communication system).



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**SAY:** This is the end of the test. Thank you for your attention and hard work.

**i** How to Submit a Test

- Select **[End Test]** represented by a red square.
- Select **[Yes]** to continue.
- Select **[Submit Test]**.
- Select **[Yes]** to submit.

# Appendices

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## Appendix A: List of Additional Materials for Practice Test Questions

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This appendix contains a list of the materials that may be used in place of graphics for students with visual impairments that prevent the students from viewing the graphics, or for students who would benefit from the use of real objects or manipulatives. The materials must be gathered in advance of testing. These materials should be familiar to the student or objects typically used in the classroom.


Story/Test Question	Page	Materials (Real Objects or Manipulatives)
Story for No. 1 and 2	17	a bowl, a cup, a spoon
No. 1	17	a cup, a bowl
No. 2	18	a spoon
Story for No. 3 and 4	20	a safety scissors, a piece of paper
No. 3	20	a piece of paper, a piece of string
No. 4	21	keys
Story for No. 9–12	24	a map
No. 11	25	a pencil, a calculator, a marker

# Appendices (cont.)

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## Appendix B: Answer Choice Cards and Picture Cards

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Some students communicate using picture cards , *yes and no* cards, answer choice cards (A,B,C), or a communication device. For these students, test examiners should use the *yes and no* cards and answer choice cards (A, B, C) that are used with the student in daily instruction.

Some students who communicate using picture cards or a communication device may not yet have standardized answer choice cards, such as *yes and no* cards, during daily instruction. For these students, test examiners may use the cards (as printed cards, which may be resized as needed to fit the student's needs, or on a communication device, as appropriate for the individual student) available at [Practice and Training Test Resources](#). The student may point to, gesture, or gaze to a card to indicate a response to a test question.

### If using printed answer choice cards:

1. Print the answer choice cards in color or black and white as appropriate for the student.
2. Cut out and present the answer choice cards to the student during testing.

For select test questions as indicated in this *DFA* (e.g., test questions with a rubric), picture cards for students who use picture cards or an AAC device as a mode of communication are available at [Practice and Training Test Resources](#). The picture cards should be printed or uploaded to the student's AAC device in advance of testing. The picture cards are designed to answer test questions when accessing Optional Individualization **IND** for expressive rubric scored test questions. To ensure standardization across administrations, do not replace or substitute any picture cards.

### If using printed picture cards:

1. Two-sided printing of the picture cards is recommended. If you are unable to print as such, be sure to attach the front and back of each picture card together. Note that you may enlarge the picture cards on the basis of student need.
2. Cut out and present the picture cards to the student following the optional individualization directions in the *DFA*.

### If using the picture cards on a dynamic AAC device:

1. Capture the images of the picture cards and save on your computer in a file.
2. Upload the images of the picture cards to the student's AAC device as you typically would for the student.
3. Be sure to organize the picture cards on the student's AAC device following the optional individualization directions in the *DFA*.

# Appendices (cont.)

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## Appendix C: Graphics Attributions

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The graphics attributions that follow provide credit to the photographers of the images used in the practice test. This information is provided to acknowledge their creative efforts.

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# Appendices (cont.)

## Appendix D: Practice Test Scoring Keys

### Recognize and Use Common Words

Number	Answer Key
1	B
2	A = 2 pts, B = 1 pt, C = 0 pts

### Communicate About Familiar Topics

Number	Answer Key
3	A
4	A = 2 pts, B = 1 pt, C = 0 pts

### Understand a School Exchange

Number	Answer Key
5	A
6	B
7	A
8	A

### Describe a Routine

Number	Answer Key
9	A
10	B
11	A
12	C

### Understand and Express an Opinion

Number	Answer Key
13	A
14	C
15	A = 2 pts, B = 1 pt, C = 0 pts
16	A = 2 pts, B = 1 pt, C = 0 pts

### Interact with a Literary Text

Number	Answer Key
17	B
18	B
19	A
20	A = 2 pts, B = 1 pt, C = 0 pts

### Interact with an Informational Text

Number	Answer Key
21	B
22	C
23	B
24	A = 2 pts, B = 1 pt, C = 0 pts



# Appendices (cont.)

## Appendix E: Practice Test Score Sheet

<b>Student Name:</b>	<b>Student SSID:</b>
_____	_____
<b>Grade:</b>	
_____	

### *Recognize and Use Common Words*

- 1 (A) (B) (NR)\*      2 (A) (B) (C)

### *Communicate About Familiar Topics*

- 3 (A) (B) (NR)      4 (A) (B) (C)

### *Understand a School Exchange*

- 5 (A) (B) (C) (NR)      6 (A) (B) (NR)      7 (A) (B) (NR)      8 (A) (B) (C) (NR)

### *Describe a Routine*

- 9 (A) (B) (C) (NR)      10 (A) (B) (C) (NR)      11 (A) (B) (C) (NR)      12 (A) (B) (C) (NR)

### *Understand and Express an Opinion*

- 13 (A) (B) (C) (NR)      14 (A) (B) (C) (NR)      15 (A) (B) (C)      16 (A) (B) (C)

### *Interact with a Literary Text*

- 17 (A) (B) (C) (NR)      18 (A) (B) (C) (NR)      19 (A) (B) (C) (NR)      20 (A) (B) (C)

### *Interact with an Informational Text*

- 21 (A) (B) (C) (NR)      22 (A) (B) (C) (NR)      23 (A) (B) (C) (NR)      24 (A) (B) (C)

\*NR indicates "no response." For rubric-scored expressive questions, "no response" is included in option C.