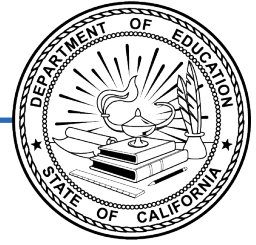


Alternate ELPAC

Alternate English Language
Proficiency Assessments for California



Scoring Guide



Practice Test
Grades 9–10

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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 9–10 Practice Test Items

Item metadata table for items 1–2

Item	Key	Task Type and Topic	Connector	LCL
1	B (1 point)	Recognize and Use Common Words Bowl	<p>PI.B.5: Listen actively in social and academic contexts by summarizing information, asking and answering questions, identifying central ideas or themes, and identifying supporting details and how they support central ideas or themes in oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read-alouds and simple written texts.</p>	Low
2	Sample Responses and rubric provided below	Recognize and Use Common Words Bowl	PII.B.4: Recognize and use nouns and noun phrases in producing simple, compound, and complex sentences.	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 Responses <ul style="list-style-type: none"> spoon / spork 	<ul style="list-style-type: none"> The student provides a correct response after modeling. Sample Response <ul style="list-style-type: none"> spoon 	<ul style="list-style-type: none"> No response Not in English Incorrect response
IND <ul style="list-style-type: none"> The student indicates “spoon.” 	IND <ul style="list-style-type: none"> The student indicates “spoon” after modeling. 	IND <ul style="list-style-type: none"> No response Not in English Incorrect response, e.g., “bowl / cup”



Item metadata table for items 3–4

Item	Key	Task Type and Topic	Connector	LCL
3	A (1 point)	Communicate About Familiar Topics Scissors	<p>PI.A.1: Exchange information and ideas by participating in short conversations, asking and answering questions, responding to the ideas of others, and expressing one's own ideas about familiar social and academic topics.</p> <p>PI.B.6: Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read-alouds and simple written texts.</p>	Low
4	Sample Responses and rubric provided below	Communicate About Familiar Topics Scissors	<p>PI.A.1: Exchange information and ideas by participating in short conversations, asking and answering questions, responding to the ideas of others, and expressing one's own ideas about familiar social and academic topics.</p> <p>PI.C.10: Write or compose short literary and informational texts with detail to communicate about familiar texts, topics, experiences, and events 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"> No 	<ul style="list-style-type: none"> The student provides a correct response after modeling. Sample Response <ul style="list-style-type: none"> No 	<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	A (1 point)	Understand a School Exchange Violin	<p>PI.B.5: Listen actively in social and academic contexts by summarizing information, asking and answering questions, identifying central ideas or themes, and identifying supporting details and how they support central ideas or themes in oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read-alouds and simple written texts.</p>	Low
6	B (1 point)	Understand a School Exchange Violin	PI.A.1: Exchange information and ideas by participating in short conversations, asking and answering questions, responding to the ideas of others, and expressing one's own ideas about familiar social and academic topics.	Low
7	A (1 point)	Understand a School Exchange Violin	PI.A.1: Exchange information and ideas by participating in short conversations, asking and answering questions, responding to the ideas of others, and expressing one's own ideas about familiar social and academic topics.	Medium
8	A (1 point)	Understand a School Exchange Violin	PI.A.4: Adapt language choices to various contexts by using language appropriate for a purpose, task, and audience and by using an increasing number of general academic and content-specific words and phrases.	Medium



Item	Key	Category	Connector	Tier
9	A (1 point)	Describe a Routine Using a Map	<p>PI.B.5: Listen actively in social and academic contexts by summarizing information, asking and answering questions, identifying central ideas or themes, and identifying supporting details and how they support central ideas or themes in oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read-alouds and simple written texts.</p>	Medium
10	B (1 point)	Describe a Routine Using a Map	<p>PI.B.5: Listen actively in social and academic contexts by summarizing information, asking and answering questions, identifying central ideas or themes, and identifying supporting details and how they support central ideas or themes in oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read-alouds and simple written texts.</p>	Medium
11	A (1 point)	Describe a Routine Using a Map	<p>PII.A.2: Show an understanding of cohesion by comprehending how ideas or events are connected, retelling a sequence of events or steps in a process, and using connecting words, temporal words, and common transitional words and phrases.</p>	Medium
12	C (1 point)	Describe a Routine Using a Map	<p>PII.A.2: Show an understanding of cohesion by comprehending how ideas or events are connected, retelling a sequence of events or steps in a process, and using connecting words, temporal words, and common transitional words and phrases.</p>	Medium

Item	Key	Category	Connector	Tier
13	A (1 point)	Understand and Express an Opinion Choose a Snack	<p>PI.B.5: Listen actively in social and academic contexts by summarizing information, asking and answering questions, identifying central ideas or themes, and identifying supporting details and how they support central ideas or themes in oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read-alouds and simple written texts.</p>	Medium
14	C (1 point)	Understand and Express an Opinion Choose a Snack	PI.A.3: Offer and support opinions or negotiate with others by providing information and a few reasons or facts to support the information about a familiar topic, experience, or event.	High
15	Sample Responses and rubric provided below	Understand and Express an Opinion Choose a Snack	PI.C.11: Support own opinions and evaluate others' in speaking and writing by providing information and more than one reason or fact to support the information about a familiar topic.	High

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. Sample Response <ul style="list-style-type: none"> a microwave 	<ul style="list-style-type: none"> The student response is generally related to the text but does not answer the specific prompt. Sample Response <ul style="list-style-type: none"> a cookie tray 	<ul style="list-style-type: none"> No response Not in English Incorrect response
IND <ul style="list-style-type: none"> The student indicates “a microwave.” 	IND <ul style="list-style-type: none"> The student indicates “a cookie tray.” 	IND <ul style="list-style-type: none"> No response Not in English Incorrect response, e.g., “a spoon”



Item metadata table continuation showing item 16

Item	Key	Category	Connector	Tier
16	Sample Responses and rubric provided below	Understand and Express an Opinion Choose a Snack	PI.C.11: Support own opinions and evaluate others' in speaking and writing by providing information and more than one reason or fact to support the information 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"> 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. 	<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"> cookies / popcorn 	<ul style="list-style-type: none"> No response Not in English Incorrect response
IND <ul style="list-style-type: none"> The student indicates bake cookies and either "It's my favorite snack." or "I like cooking." The student indicates make popcorn and either "It's my favorite snack." or "I like cooking." 	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 17–20

Item	Key	Category	Connector	Tier
17	B (1 point)	Interact with a Literary Text The Talent Show	PI.B.5: Listen actively in social and academic contexts by summarizing information, asking and answering questions, identifying central ideas or themes, and identifying supporting details and how they support central ideas or themes in oral presentations. PI.B.6: Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read-alouds and simple written texts.	Medium

Item	Key	Category	Connector	Tier
18	B (1 point)	Interact with a Literary Text The Talent Show	<p>PI.B.5: Listen actively in social and academic contexts by summarizing information, asking and answering questions, identifying central ideas or themes, and identifying supporting details and how they support central ideas or themes in oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read-alouds and simple written texts.</p>	Medium
19	A (1 point)	Interact with a Literary Text The Talent Show	<p>PI.C.9: Express information and ideas by planning and delivering presentations or information on a variety of academic content.</p> <p>PI.C.10: Write or compose short literary and informational texts with detail to communicate about familiar texts, topics, experiences, and events using appropriate technology.</p>	Medium
20	Sample Responses and rubric provided below	Interact with a Literary Text The Talent Show	<p>PI.C.9: Express information and ideas by planning and delivering presentations or information on a variety of academic content.</p> <p>PI.C.10: Write or compose short literary and informational texts with detail to communicate about familiar texts, topics, experiences, and events using appropriate technology.</p>	High

Sample Responses and rubric for item 20:

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"> He did great [good]. / Good job. / Matt will be in the talent show. 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"> I like the way you sing. / I like singing. 	<ul style="list-style-type: none"> No response Not in English Incorrect response



Item metadata table continuation showing items 21–24

Item	Key	Category	Connector	Tier
21	B (1 point)	Interact with an Informational Text Volunteers	<p>PI.B.5: Listen actively in social and academic contexts by summarizing information, asking and answering questions, identifying central ideas or themes, and identifying supporting details and how they support central ideas or themes in oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read-alouds and simple written texts.</p>	High
22	C (1 point)	Interact with an Informational Text Volunteers	<p>PII.A.2: Show an understanding of cohesion by comprehending how ideas or events are connected, retelling a sequence of events or steps in a process, and using connecting words, temporal words, and common transitional words and phrases.</p>	High
23	B (1 point)	Interact with an Informational Text Volunteers	<p>PII.C.7: Condense ideas in simple ways by combining clauses using high-frequency conjunctions or by adding a prepositional phrase to create precise and detailed sentences.</p>	High

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

Sample Responses and rubric for item 24:

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