

Alternate ELPAC

Alternate English Language
Proficiency Assessments for California



Scoring Guide



Practice Test
Kindergarten

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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.

Kindergarten 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 Sock	<p>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.</p> <p>PI.B.6: Read texts and view multimedia to answer questions about key details and retell basic information from read-alouds and picture books.</p>	Low
2	Sample Responses and rubric provided below	Recognize and Use Common Words Sock	<p>PII.B.4: Recognize and use frequently occurring nouns and noun phrases in producing simple sentences on familiar topics in shared language activities.</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"> sock 	<ul style="list-style-type: none"> The student provides a correct response after modeling. Sample Response <ul style="list-style-type: none"> sock 	<ul style="list-style-type: none"> No response Not in English Incorrect response
IND <ul style="list-style-type: none"> The student indicates “sock.” 	IND <ul style="list-style-type: none"> The student indicates “sock” after modeling. 	IND <ul style="list-style-type: none"> No response Not in English Incorrect response, e.g., “shoe” or “hat”

Item metadata table for items 3–4

Item	Key	Task Type and Topic	Connector	LCL
3	A (1 point)	Communicate About Familiar Topics Cooking	<p>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.</p> <p>PI.B.6: Read texts and view multimedia to answer questions about key details and retell basic information from read-alouds and picture books.</p>	Low
4	Sample Responses and rubric provided below	Communicate About Familiar Topics Cooking	<p>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.</p> <p>PI.C.10: Compose texts by telling or dictating simple information about ideas, familiar topics, stories, experiences, or 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	B (1 point)	Understand a School Exchange Bus Ride	<p>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.</p> <p>PI.B.6: Read texts and view multimedia to answer questions about key details and retell basic information from read-alouds and picture books.</p>	Low
6	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
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.	Medium
8	C (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
9	C (1 point)	Describe a Routine Lining Up	<p>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.</p> <p>PI.B.6: Read texts and view multimedia to answer questions about key details and retell basic information from read-alouds and picture books.</p>	Medium

Item	Key	Category	Connector	Tier
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
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

Item	Key	Category	Connector	Tier
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:

Score A—Correct	Score B—Partially Correct	Score C—Incorrect
<ul style="list-style-type: none"> The student provides a correct response. Sample Responses <ul style="list-style-type: none"> slide / climb 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. Sample Responses <ul style="list-style-type: none"> swing / go to Ben's 	<ul style="list-style-type: none"> No response Not in English Incorrect response
IND <ul style="list-style-type: none"> The student indicates "slide." 	IND <ul style="list-style-type: none"> The student indicates "swing." 	IND <ul style="list-style-type: none"> No response Not in English Incorrect response, e.g., "kick"

Item metadata table continuation showing item 16

Item	Key	Category	Connector	Tier
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:

Score A—Correct	Score B—Partially Correct	Score C—Incorrect
<ul style="list-style-type: none"> The student indicates a choice. Sample Responses <ul style="list-style-type: none"> slide / swing / swing set / I don't like swing or slide. / I like to play ball more. other response about playing on or with something 	<ul style="list-style-type: none"> The student response is generally related to the text but does not answer the specific prompt. Sample Responses <ul style="list-style-type: none"> Val / Ben / play[ing] / both 	<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	A (1 point)	Interact with a Literary Text Playroom Toys	<p>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.</p> <p>PI.B.6: Read texts and view multimedia to answer questions about key details and retell basic information from read-alouds and picture books.</p>	Medium
18	C (1 point)	Interact with a Literary Text Playroom Toys	<p>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.</p> <p>PI.B.6: Read texts and view multimedia to answer questions about key details and retell basic information from read-alouds and picture books.</p>	Medium

Item	Key	Category	Connector	Tier
19	Sample Responses and rubric provided below	Interact with a Literary Text Playroom Toys	<p>PI.C.9: Express information and ideas by telling or dictating simple information about familiar topics, stories, experiences, or events.</p> <p>PI.C.10: Compose texts by telling or dictating simple information about ideas, familiar topics, stories, experiences, or events using appropriate technology.</p>	High

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"> train / toy 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"> blocks / soft toys 	<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 “train.” 	<p>IND</p> <ul style="list-style-type: none"> The student indicates “block.” 	<p>IND</p> <ul style="list-style-type: none"> No response Not in English Incorrect response, e.g., “ball”

Item metadata table continuation showing items 20–23

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

Item	Key	Category	Connector	Tier
21	B (1 point)	Interact with an Informational Text Goats	<p>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.</p> <p>PI.B.6: Read texts and view multimedia to answer questions about key details and retell basic information from read-alouds and picture books.</p>	High
22	C (1 point)	Interact with an Informational Text Goats	<p>PII.A.1: Show an understanding of text structure by recognizing a variety of common text types in shared language activities.</p>	High
23	Sample Responses and rubric provided below	Interact with an Informational Text Goats	<p>PI.C.9: Express information and ideas by telling or dictating simple information about familiar topics, stories, experiences, or events.</p> <p>PI.C.10: Compose texts by telling or dictating simple information about ideas, familiar topics, stories, experiences, or events 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"> make cheese / drink it 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 Response</p> <ul style="list-style-type: none"> wash clothes 	<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 “make cheese.” 	<p>IND</p> <ul style="list-style-type: none"> The student indicates “wash clothes.” 	<p>IND</p> <ul style="list-style-type: none"> No response Not in English Incorrect response, e.g., “grow plants”

Item metadata table continuation showing item 24

Item	Key	Category	Connector	Tier
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