
ELPAC

English Language Proficiency
Assessments for California



Practice Test Scoring Guide



**Practice Test
Grades 3–5**

Practice Test Scoring Guide — Grades Three–Five

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Introduction to the Practice Test Scoring Guide

This English Language Proficiency Assessments for California (ELPAC) Practice Test Scoring Guide offers details about the items, student response types, correct responses, and related scoring considerations for the included samples of practice items. The Practice Test gives students, parents and families, teachers, administrators, and others an opportunity to become familiar with the types of test questions included on the ELPAC. When students know what to expect on the test, they will be better prepared to demonstrate their English language proficiency. The Practice Test includes examples of all of the types of questions that may appear in the actual assessment and includes the full number of questions that appear on the assessment. As with the operational test, there are no duplicate questions across grades/grade spans on the Practice Test. The Practice Test items cover a selection of items from performance expectations in grades kindergarten through grade twelve (K–12).

This scoring guide should be used alongside the online Practice Tests, which can be accessed at <http://elpac.org/resources/online-practice-and-training-test/>. The following information is presented for each item:

Item: The item number in the table corresponds to the sequence number of the item as it appears in the Practice Test.

Key: The expected student response including score point value. Constructed-response items also show an explanation of what is needed to receive a score at each score point (rubric) and a sample response from a student (exemplar).

Task Type and Topic: Each task type is an activity that was designed to gather targeted evidence of a student’s language proficiency (e.g., “Listen to a Short Exchange”). A task type may include a single item or a set of items. Each item or set of items is about a topic, such as a favorite celebration, a math assignment, or evaporation.

Primary Alignment: The items are primarily aligned with the 2012 English Language Development (ELD) Standards; many items (especially Speaking and Writing items) also have secondary alignment to additional standards, but the secondary alignments are not listed in the Practice Test Scoring Guide metadata.

Targeted Performance Level Descriptor (PLD): The Summative ELPAC General PLDs (2019) describe the English language proficiency of a typical student at each of the four performance levels based on the expectations of the 2012 ELD Standards. This document provides each item’s targeted PLD(s), which are the PLDs at which the item is designed to gather evidence. An item may target evidence at a single PLD or across a span of PLDs. Speaking and Writing items often target the full span of PLDs because the scoring rubrics cover the full range of English language proficiency.

Each item has a metadata table as shown. Metadata contains specific information on the alignment of the item to the ELD Standards. The item number in the table corresponds to the sequence number of the item as it appears in the Practice Test.

Example of Metadata

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
1	A (1 point)	Listen to a Short Exchange Showed Computer Game	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	

Grades Three–Five Practice Test Items

Listening

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
1	A (1 point)	Listen to a Short Exchange Showed Computer Game	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	1
2	A (1 point)	Listen to a Short Exchange Read New Book	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	1
3	B (1 point)	Listen to a Short Exchange Rode Bikes and Rained	PII.A.2 Understanding cohesion	1
4	C (1 point)	Listen to a Classroom Conversation Join Computer Club	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	1
5	C (1 point)	Listen to a Classroom Conversation Join Computer Club	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	2
6	B (1 point)	Listen to a Classroom Conversation Join Computer Club	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	2
7	C (1 point)	Listen to a Story TV Show Ends	PII.A.1 Understanding text structure	2

Listening

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
8	C (1 point)	Listen to a Story TV Show Ends	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	2
9	B (1 point)	Listen to a Story TV Show Ends	PII.A.1 Understanding text structure	3
10	A (1 point)	Listen to a Story Riding Rides	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	2
11	C (1 point)	Listen to a Story Riding Rides	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	2
12	B (1 point)	Listen to a Story Riding Rides	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
13	B (1 point)	Listen to an Oral Presentation Denali	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
14	C (1 point)	Listen to an Oral Presentation Denali	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	4
15	A (1 point)	Listen to an Oral Presentation Denali	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
16	A (1 point)	Listen to an Oral Presentation Watermills	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	4
17	B (1 point)	Listen to an Oral Presentation Watermills	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	4

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
18	C (1 point)	Listen to an Oral Presentation Watermills	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	4
19	B (1 point)	Listen to an Oral Presentation Elephant Tools	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
20	C (1 point)	Listen to an Oral Presentation Elephant Tools	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	4
21	A (1 point)	Listen to an Oral Presentation Elephant Tools	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
22	B (1 point)	Listen to an Oral Presentation Elephant Tools	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3

Reading

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
1	C (1 point)	Read and Choose a Sentence Living Room	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	1
2	D (1 point)	Read and Choose a Sentence Recess play	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	1
3	C (1 point)	Read a Short Informational Passage Cheetahs	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2
4	D (1 point)	Read a Short Informational Passage Cheetahs	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
5	C (1 point)	Read a Short Informational Passage Cheetahs	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2
6	D (1 point)	Read a Short Informational Passage Pinecone Fish	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
7	B (1 point)	Read a Short Informational Passage Pinecone Fish	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2
8	A (1 point)	Read a Short Informational Passage Pinecone Fish	PI.B.7 Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area	3
9	C (1 point)	Read a Student Essay Saturday School	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
10	D (1 point)	Read a Student Essay Saturday School	PII.A.2 Understanding cohesion	3
11	A (1 point)	Read a Student Essay Saturday School	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
12	C (1 point)	Read a Student Essay Saturday School	PI.B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	2
13	B (1 point)	Read a Student Essay Saturday School	PII.A.2 Understanding cohesion	3

Reading

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
14	B (1 point)	Read a Student Essay Saturday School	PI.B.7 Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area	3
15	C (1 point)	Read a Literary Passage Caring for animals	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2
16	D (1 point)	Read a Literary Passage Caring for animals	PII.A.2 Understanding cohesion	2
17	B (1 point)	Read a Literary Passage Caring for animals	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
18	D (1 point)	Read a Literary Passage Caring for animals	PII.A.2 Understanding cohesion	2
19	C (1 point)	Read a Literary Passage Caring for animals	PII.A.2 Understanding cohesion	3
20	B (1 point)	Read a Literary Passage Caring for animals	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
21	D (1 point)	Read an Informational Passage Becoming an astronaut	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
22	C (1 point)	Read an Informational Passage Becoming an astronaut	PI.B.7 Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area	4
23	B (1 point)	Read an Informational Passage Becoming an astronaut	PII.A.2 Understanding cohesion	4
24	D (1 point)	Read an Informational Passage Becoming an astronaut	PII.A.2 Understanding cohesion	3
25	A (1 point)	Read an Informational Passage Becoming an astronaut	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
26	C (1 point)	Read an Informational Passage Becoming an astronaut	PII.A.1 Understanding text structure	4

Speaking

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
1	Exemplars and rubrics provided below	Talk about a Scene Paper Animals	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	1

Exemplars and rubric for item 1:

<p>1 point</p> <p>Exemplar:</p> <p>“Fish.”</p> <p>Rubric:</p> <ul style="list-style-type: none"> • Correct response. <p>0 points</p> <p>Exemplar:</p> <p>“Teacher.”</p> <p>Rubric:</p> <ul style="list-style-type: none"> • Incorrect response/not relevant/completely unintelligible/no response/response contains no English/“I don’t know.”
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Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
2	Exemplars and rubrics provided below	Talk about a Scene Paper Animals	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	1

Exemplars and rubric for item 2:

<p>1 point</p> <p>Exemplar:</p> <p>“Paper(s), tape, markers, pencils.”</p> <p>Rubric:</p> <ul style="list-style-type: none"> • Correct response. <p>0 points</p> <p>Exemplar:</p> <p>“I forget.”</p> <p>Rubric:</p> <ul style="list-style-type: none"> • Incorrect response/not relevant/completely unintelligible/no response/response contains no English/“I don’t know.”

Speaking

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
3	Exemplars and rubrics provided below	Talk about a Scene Paper Animals	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	1 2

Exemplars and rubric for item 3:

2 points

Exemplar:

“How to make paper animals. [Examiner: How do you know?] Because, umm, they have paper animals in the table.”

Rubric:

- Response is relevant.
- Errors in grammar, pronunciation, or intonation do not impede meaning.

1 point

Exemplar:

“Uhh, glue.”

[Examiner: Tell me more.]

“Students. [Examiner: How do you know?] Uhh, the class.”

Rubric:

- Response is limited or partially relevant.
- Errors in grammar, pronunciation, or intonation impede meaning.

0 points

Exemplar:

“I don’t know.”

Rubric:

- Response is not relevant.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
4	Exemplars and rubrics provided below	Talk about a Scene Paper Animals	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	1 2

Exemplars and rubric for item 4:

2 points

Exemplar:

“Like, lots of sunny pictures, animals and nature.”

Rubric:

- Response is relevant.
- Errors in grammar, pronunciation, or intonation do not impede meaning.

1 point

Exemplar:

“Pictures. [Examiner: Tell me more.] (Unintelligible).”

[Examiner: Tell me more.]

(Unintelligible.)

Rubric:

- Response is limited or partially relevant.
- Errors in grammar, pronunciation, or intonation impede meaning.

0 points

Exemplar:

“Uhh . . .” (Shoulder shrug.)

Rubric:

- Response is not relevant.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

Speaking

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
5	Exemplars and rubrics provided below	Speech Functions Special Event	PI.A.4 Adapting language choices to various contexts (based on task, purpose, audience, and text type)	1 2

Exemplars and rubric for item 5:

2 points

Exemplar:

“Sorry, I missed what you were saying. Can you please say it again?”

Rubric:

- Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.

1 point

Exemplar:

“What is it?”

Rubric:

- Response addresses the language function in a limited way. Listener effort is required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation impede meaning.

0 points

Exemplar:

“Uhh . . . if you’re in school?”

Rubric:

- Response does not address the language function.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
6	Exemplars and rubrics provided below	Speech Functions Science Project Opinion	PI.A.4 Adapting language choices to various contexts (based on task, purpose, audience, and text type)	1 2

Exemplars and rubric for item 6:

2 points

Exemplar:

“Could you please help me decide which science project I should do?”

Rubric:

- Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.

1 point

Exemplar:

“Can you help me build this bottle rocket?”

Rubric:

- Response addresses the language function in a limited way. Listener effort is required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation impede meaning.

0 points

Exemplar:

“Uhh, I would want to choose the solar oven.”

Rubric:

- Response does not address the language function.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

Speaking

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
7	Exemplars and rubrics provided below	Speech Functions Invite to Table	PI.A.4 Adapting language choices to various contexts (based on task, purpose, audience, and text type)	1 2

Exemplars and rubric for item 7:

2 points

Exemplar:

“Can you, will you join me at a table?”

Rubric:

- Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.

1 point

Exemplar:

“Can you like to sit with me?”

Rubric:

- Response addresses the language function in a limited way. Listener effort is required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation impede meaning.

0 points

Exemplar:

“Can I join you?”

Rubric:

- Response does not address the language function.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
8	Exemplars and rubrics provided below	Support an Opinion Air and Space Museum or Fire Station	PI.C.11 Supporting own opinions and evaluating others' opinions in speaking and writing	1 2 3

Exemplars and rubric for item 8:

3 points

Exemplar:

“Fire department. [Examiner: Explain your choice by giving relevant reasons to support your opinion.] I think, umm, fire department because all the students will want to learn about the things that inside a fire truck and what they do when the alarm goes on.”

Rubric:

- An opinion is expressed and supported using effective language* and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
- Speech is fairly smooth and sustained.

2 points

Exemplar:

“I would prefer that (pointing) museum because it’s cool and it has a lot of airplanes. [Examiner: Tell me about your choice?] (No response.)”

Rubric:

- An opinion is expressed and supported using simple language and at least one simple relevant reason, or repeats language from the prompt. Listener effort may be required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.
- Speech may be slow, choppy, or halting.

Rubric continues on the next page

Speaking

Rubric continues from previous page

1 point

Exemplar:

“I don’t really know. They both seem good to go to. Umm, fire department. [Examiner: Explain your choice by giving relevant reasons to support your opinion.] Umm, uhh . . . yeah, I don’t know.”

Rubric:

- An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation often impede meaning.
- Speech may consist of isolated words or phrases.

0 points

Exemplar:

“I don’t know.”

Rubric:

- An opinion is not expressed.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

***Note:** Effective language is defined as including all or some of the following attributes: noun and verb phrases using precise vocabulary, modal verbs, text connectives, causal words, authoritative expression, and comparative language.

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
9	Exemplars and rubrics provided below	Support an Opinion Report or Presentation	PI.C.11 Supporting own opinions and evaluating others' opinions in speaking and writing	1 2 3

Exemplars and rubric for item 9:

3 points

Exemplar:

“I think you should do a presentation because then the whole class can learn about what you researched.”

Rubric:

- An opinion is expressed and supported using effective language* and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
- Speech is fairly smooth and sustained.

2 points

Exemplar:

“I think as a written report. [Examiner: Explain your choice by giving relevant reasons to support your opinion.] Because if you say, you may forget what you were gonna say. [Examiner: Tell me more about your choice.] (No response.)”

Rubric:

- An opinion is expressed and supported using simple language and at least one simple relevant reason, or repeats language from the prompt. Listener effort may be required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.
- Speech may be slow, choppy, or halting.

Rubric continues on the next page

Speaking

Rubric continues from previous page

1 point

Exemplar:

“On a report. [Examiner: Explain your choice by giving relevant reasons to support your opinion.] Be . . . cause . . .”

Rubric:

- An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation often impede meaning.
- Speech may consist of isolated words or phrases.

0 points

Exemplar:

“This one (pointing). [Examiner: Tell me in words.] The, umm . . .”

Rubric:

- An opinion is not expressed.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

***Note:** Effective language is defined as including all or some of the following attributes: noun and verb phrases using precise vocabulary, modal verbs, text connectives, causal words, authoritative expression, and comparative language.

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
10	Exemplars and rubrics provided below	Retell A Narrative Learning Guitar	PI.C.9 Expressing information and ideas in formal oral presentations on academic topics	1 2 3 4

Exemplars and rubric for item 10:

4 points

Exemplar:

“Marco’s parents took him to a concert. Marco, the person was playing so good and want-, Marco wanted to play a guitar. He, he cho-, he wanted to play the guitar. Then his parents found a teacher for he could play the guitar. One year, then he started getting good so Marco was almost ready. Then one year later Marco had his own concert and, and everything was fine.”

Rubric:

- Response provides a clear and detailed retelling of the narrative as supported by the pictures.
- Ideas are cohesive and connected.
- Grammar and word choice are varied and effective; errors do not impede meaning.
- Pronunciation and intonation do not impede meaning.
- Speech is usually smooth and sustained.

3 points

Exemplar:

“Umm, Marco’s parents took him to see a concert. Then . . . he wanted to learn how to play the guitar. And then he was practicing so, because he wanted to be, umm, he wanted to be, umm, he wanted to do, a concert. And, for, he gave his family and friends a concert.”

Rubric:

- Response retells the narrative as supported by the pictures with basic detail.
- Ideas are usually cohesive and connected.

Rubric continues on the next page

Speaking

Rubric continues from previous page

- Grammar and word choice are adequate; errors occasionally impede meaning.
- Pronunciation and/or intonation occasionally impede meaning.
- Speech is fairly sustained, though some choppiness or halting may occur.

2 points

Exemplar:

“I think that he wants to be a, perfect singer because like, umm, I think that he's trying, tryout for, umm, umm, playing the guitar. And he loved playing the car-, guitar and, yeah.
[Examiner: What else can you tell me about the story?] I don't know.”

Rubric:

- Response retells the narrative as supported by the pictures but may be incomplete and lack clarity.
- Ideas are sometimes cohesive and connected.
- Grammar and word choice are simple and repetitive; errors often impede meaning.
- Pronunciation and/or intonation often impede meaning.
- Speech may be slow, choppy, or halting.

1 point

Exemplar:

“Guitar. Their play. He played. I don't know. [Examiner: What else can you tell me about the story?] I don't know.”

Rubric:

- Response attempts to retell the narrative but conveys little relevant information.
- Ideas are rarely cohesive and connected.
- Grammar and word choice are limited and impede meaning.
- Pronunciation and/or intonation often impede meaning.
- Speech may consist of isolated word(s) or phrase(s).

Rubric continues on the next page

Rubric continues from previous page

0 points

Exemplar:

“I don’t know.”

Rubric:

- Response is not relevant.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

Speaking

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
11	Exemplars and rubrics provided below	Summarize an Academic Presentation Sound Waves	PI.C.9 Expressing information and ideas in formal oral presentations on academic topics	1 2 3 4

Exemplars and rubric for item 11:

4 points

Exemplar:

“Umm, in picture one, it shows that all three jars . . . all five jars are empty and you hit it with a spoon and they all have the same sound of pitch because they don’t have any water in them. And in picture two, they fill up the water. And then in picture three, they . . . the one that the most water has a lower pitch sound and the one with less water has . . . the one with nothing in it has a higher sound of pitch because, umm, it shows how the wave, the wave sounds were . . . are higher than . . . and lower. [Examiner: What else can you tell me about what you heard?] The different sound waves make different pitches.”

Rubric:

- A full response includes a clear summary of the main points and details of the presentation.
- Ideas are cohesive and connected.
- Grammar and word choice are varied and effective; errors do not impede meaning.
- Pronunciation and intonation do not impede meaning.
- Speech is usually smooth and sustained.

3 points

Exemplar:

“OK. So it talks about how when you tap the jars that the sound is higher and lower, that when the jar that has no water is, is a lot of sound because there’s no water in it to slow down the vibration. And the jar with the most water, the vibration is really slow and, umm, quieter because there’s a lot more water in it. [Examiner: What else can you tell me about what you heard?] I don’t know.”

Rubric continues on the next page

Rubric continues from previous page

Rubric:

- Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details.
- Ideas are usually cohesive and connected.
- Grammar and word choice are adequate; errors occasionally impede meaning.
- Pronunciation and/or intonation occasionally impede meaning.
- Speech is fairly sustained, though some choppiness or halting may occur.

2 points

Exemplar:

“I think about the, the five cups of jars are empty and they make the loudest noise because it doesn’t have water. But the one quarter cup from the second picture, I think it will make, umm, a little bit like lower and high. But the filled one all the way up to the top, I think it will make the lowest because it’s filled up and when you tap it, it would only make little small noise. [Examiner: What else can you tell me about what you heard?] I don’t know.”

Rubric:

- Response includes a partial summary of at least one of the main points of the presentation and may lack an understanding of the main points.
- Ideas are sometimes cohesive and connected.
- Grammar and word choice are simple and repetitive; errors often impede meaning.
- Pronunciation and/or intonation often impede meaning.
- Speech may be slow, choppy, or halting.

1 point

Exemplar:

“In those, umm, jars are blank. Those jars are, umm, kinda full. And those jars are halfway. [Examiner: What else can you tell me about what you heard?] I don’t know.”

Rubric continues on the next page

Speaking

Rubric continues from previous page

Rubric:

- Response includes an attempt to reference the presentation/picture but conveys little relevant information.
- Ideas are rarely cohesive and connected.
- Grammar and word choice are limited and impede meaning.
- Pronunciation and/or intonation often impede meaning.
- Speech may consist of isolated word(s) or phrase(s) related to the picture.

0 points**Exemplar:**

“Cái này . . . cái này.”

Rubric:

- Response is not relevant.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

Notes:

- Minor factual inaccuracies or omissions are acceptable as long as the student expresses a clear summary of the presentation.
- Do not penalize for mispronunciation of any word that does not interfere with meaning.

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
12	Exemplars and rubrics provided below	Summarize an Academic Presentation Women in the Gold Rush	PI.C.9 Expressing information and ideas in formal oral presentations on academic topics	1 2 3 4

Exemplars and rubric for item 12:

4 points

Exemplar:

“Mostly men look for gold, but some women started looking for gold, such as Native Americans and Indian tribes. Two women . . . in the first picture two women are looking for gold. They come out from west to make more money. And they stay in hotels and they get all the meals delivered to them. In the hotels, the women cook, clean, and do the laundry for their customers. And, and they know this because some women wrote home and kept diaries. Later they published them and they were about life at a camp.”

Rubric:

- A full response includes a clear summary of the main points and details of the presentation.
- Ideas are cohesive and connected.
- Grammar and word choice are varied and effective; errors do not impede meaning.
- Pronunciation and intonation do not impede meaning.
- Speech is usually smooth and sustained.

3 points

Exemplar:

“OK. Umm, a couple of years ago in the 1980s, there was umm, gold hunting. It was usually for men, but many women also were working for gold. Umm, a couple of years later, umm, women did boarding house. Umm, they, they did their chores. Mostly they washed their clothes for the people who were staying at the boarding house. Next, finally the woman was writing on her desk and was also writing some information about, umm, the boarding house for people who wanted to stay . . . who were working at the boarding house.

[Examiner: What else can you tell me about what you heard?]

Rubric continues on the next page

Speaking

Rubric continues from previous page

I also heard that, that many people were staying at the boarding house, that they liked it and it was . . . and they did a lot of stuff for them. And that's it.”

Rubric:

- Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details.
- Ideas are usually cohesive and connected.
- Grammar and word choice are adequate; errors occasionally impede meaning.
- Pronunciation and/or intonation occasionally impede meaning.
- Speech is fairly sustained, though some choppiness or halting may occur.

2 points

Exemplar:

“Well, women were in the, umm, the women were mining for the gold rush and usually men do it. And they had . . . the women had trouble doing it. They would send letters. And they were mining to different places. And they, went in the (unintelligible) and the men usually mine because the womens don't know how to mine that well. [Examiner: What else can you tell me about what you heard?] (No response.)”

Rubric:

- Response includes a partial summary of at least one of the main points of the presentation and may lack an understanding of the main points.
- Ideas are sometimes cohesive and connected.
- Grammar and word choice are simple and repetitive; errors often impede meaning.
- Pronunciation and/or intonation often impede meaning.
- Speech may be slow, choppy, or halting.

Rubric continues on the next page

Rubric continues from previous page

1 point

Exemplar:

“Picture number one, there’s two women finding gold. [Examiner: What else can you tell me about what you heard?] Right here (pointing)? [Examiner: It’s OK. Do your best.] Picture number two, umm, have the house right here. Is a hotel and . . .”

Rubric:

- Response includes an attempt to reference the presentation/picture but conveys little relevant information.
- Ideas are rarely cohesive and connected.
- Grammar and word choice are limited and impede meaning.
- Pronunciation and/or intonation often impede meaning.
- Speech may consist of isolated word(s) or phrase(s) related to the picture.

0 points

Exemplar:

“I don’t know.”

Rubric:

- Response is not relevant.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

Notes:

- Minor factual inaccuracies or omissions are acceptable as long as the student expresses a clear summary of the presentation.
- Do not penalize for mispronunciation of any word that does not interfere with meaning.

Writing

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
1	Exemplars and rubrics provided below	Describe a Picture Looking at a map	PI.A.2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	1 2

Exemplars and rubric for item 1:

2 points

Exemplar:
“A boy points at the map.”

Rubric:

- The response consists of a complete sentence that fully addresses the task (of adding relevant details, correcting two errors, condensing ideas into a single sentence, or expressing something that might happen next).
- Grammar and word choice are appropriate.
- Errors in spelling/keyboarding do not impede meaning.

1 point

Exemplar:
“A boy is pointing for the map.”

Rubric:

- The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct or fully appropriate.
- There are errors in grammar and word choice.
- Errors in spelling/keyboarding do not impede meaning.

Rubric continues on the next page

Rubric continues from previous page

0 points

Exemplar:

“A boy point from the map.”

Rubric:

- The response copies the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.”

OR

- No response is provided.

Writing

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
2	Exemplars and rubrics provided below	Describe a Picture Looking at a map	PI.A.2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	1 2

Exemplars and rubric for item 2:

2 points

Exemplar:

“The children will go to lunch next.”

Rubric:

- The response consists of a complete sentence that fully addresses the task (of adding relevant details, correcting two errors, condensing ideas into a single sentence, or expressing something that might happen next).
- Grammar and word choice are appropriate.
- Errors in spelling/keyboarding do not impede meaning.

1 point

Exemplar:

“The other boy be good.”

Rubric:

- The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct or fully appropriate.
- There are errors in grammar and word choice.
- Errors in spelling/keyboarding do not impede meaning.

Rubric continues on the next page

Rubric continues from previous page

0 points

Exemplar:

“No sais.”

Rubric:

- The response copies the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.”

OR

- No response is provided.

Writing

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
3	Exemplars and rubrics provided below	Write About an Experience Helped someone	PI.C.10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	1 2 3 4

Exemplars and rubric for item 3:

4 points

Exemplar:

“One time my teacher was putting our work on the boletin board. I asked her if I could help. She said I could help at lunchtime. She showed me how to cut the papers with sissors. I helped her cut all the papers. Then, I gave them to her. She put them all on the wall. When it was done, she said ‘Thank you.’ The boletin board looked very nice.”

Rubric:

- The response provides a full and complete account of the experience named in the prompt using well-developed descriptions, details, or examples.
- The response is readily coherent.
- Grammar and word choice are varied and generally effective. Minor errors do not impede meaning.
- Minor errors in spelling/keyboarding and punctuation may be present, but they do not impede meaning.
- The response typically includes a paragraph of at least three sentences.

3 points

Exemplar:

“My friend needed help for math homework. I showed him to add fractions. I am good at fractions. First, you make the bottom number the same. Then you make the top number. He got an A.”

Rubric continues on the next page

Rubric continues from previous page

Rubric:

- The response provides a generally complete account of an experience relevant to the prompt using some descriptions, details, or examples.
- The response is mostly coherent.
- Errors and limitations in grammar and word choice may impede meaning at times.
- Errors in spelling/keyboarding and punctuation may impede meaning at times.
- The response typically includes at least two sentences.

2 points

Exemplar:

“My teacher ask me to clean library. I put book on baskets. It look very nice.”

Rubric:

- The response provides a partial account of an experience relevant to the prompt using some descriptions, details, or examples.
- The response is somewhat coherent.
- Errors and limitations in grammar and word choice may impede meaning.
- Errors in spelling/keyboarding and punctuation may frequently impede meaning.
- The response includes at least one sentence.

Rubric continues on the next page

Writing

Rubric continues from previous page

1 point

Exemplar:

“My teacher help me. I like my teacher mucho.”

Rubric:

- The response may provide a limited account of a personal experience and/or conveys little relevant information.
- The response may lack coherence. It may consist of isolated words or phrases.
- Frequent errors and/or severe limitations in grammar and word choice prevent expression of ideas.
- Errors in spelling/keyboarding and punctuation may severely impede meaning.

0 points

Exemplar:

“I don’t know.”

Rubric:

- The response copies the prompt, contains no English, does not relate to a personal experience, or includes only “I don’t know.”

OR

- No response is provided.

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
4	Exemplars and rubrics provided below	Write About Academic Information Three Rs	PI.C.10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	1 2

Exemplars and rubric for item 4:

2 points

Exemplar:

“Ways you can use fewer resources are taking short showers, bringing bags to stores, and turning lights off.”

Rubric:

- **For grades three through five:** The response completely addresses the task and includes one or more relevant details from the graphic organizer.
- **For grades six through twelve:** The response completely addresses the task and includes at least two relevant details from the graphic organizer.
- Minor errors in grammar, word choice, and/or spelling/keyboarding may be present, but they do not impede meaning.
- The response contains at least one sentence.

1 point

Exemplar:

“the reduce is how are Take short showers bring bags to stores turn lights off. And mor are make craft projects from glass, aluminum and papr”

Rubric:

- The response does not completely address the task or is missing relevant details from the graphic organizer.
- Errors and limitations in grammar, word choice, and/or spelling/keyboard may impede meaning.
- The response may consist of a word(s) or a bulleted list.

Rubric continues on the next page

Writing

Rubric continues from previous page

0 points

Exemplar:

“now is your turn t add to he description”

Rubric:

- The response copies only irrelevant information from the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.”

OR

- No response is provided.

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
5	Exemplars and rubrics provided below	Write About Academic Information Three Rs	PI.C.10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	1 2 3

Exemplars and rubric for item 5:

3 points

Exemplar:

“Reuse is when you use items again, like using reusable containers, using grocery bags as trash bags, and carrying the same water bottle with you. Recycling is changing old products into new products, like making craft products, bringing things to recycling centers, and using items made from recycled materials.”

Rubric:

- The response completely addresses the task and includes sufficient and relevant information from the graphic organizer.
- Minor errors in grammar, word choice, and/or spelling/keyboarding may be present, but they do not impede meaning.
- **For grades three through five:** The response typically includes at least two sentences.
- **For grades six through twelve:** The response typically includes at least three sentences.

2 points

Exemplar:

“Reduce is it use fewer resources. And how to recycle? Make craft projects form old household materials, bring glass, aluminum, and paper to recycling centers,and use itm s made from recycles materials.”

Rubric:

- The response partially addresses the task. It may not be complete or may be missing some relevant information from the graphic organizer.

Rubric continues on the next page

Writing

Rubric continues from previous page

- Errors and limitations in grammar, word choice, and/or spelling/keyboarding may impede meaning at times.
- The response may contain fewer than the number of sentences indicated in the test question.

1 point

Exemplar:

“Use reusable containers Use grocery bags Carry the same water bottle with you”

Rubric:

- The response attempts to address the task but is missing relevant information from the graphic organizer.
- Errors and limitations in grammar, word choice, and/or spelling/keyboarding may impede meaning throughout.
- The response may consist of a word(s) or a bulleted list.

0 points

Exemplar:

“I DID THAT IN 8”

Rubric:

- The response copies only irrelevant information from the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.”

OR

- No response is provided.

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
6	Exemplars and rubrics provided below	Writing—Justify an Opinion No more homework	PI.C.11 Supporting own opinions and evaluating others’ opinions in speaking and writing	1 2 3 4

Exemplars and rubric for item 6:

4 points

Exemplar:

“I think it is a good idea for teachers to stop giving homework. Kids need to be kids. Homework can make it hard for kids to do other important things. For example, kids need exercise to be healthy, but homework can get in the way. Also, kids need to play and do things with friends and family. Then they can grow and be happy. It is good for kids to have a life outside of school.”

Rubric:

- The response successfully expresses an opinion (**grades three through five**) or states a position (**grades six through twelve**) and provides relevant and detailed support.
- The response is readily coherent.
- Grammar and word choice are varied and effective.
- Minor errors in spelling/keyboarding and punctuation may be present but do not impede meaning.
- **For grades three through five:** The response includes at least two reasons that support the opinion, typically using three or more sentences.
- **For grades six through twelve:** The response includes at least two reasons that support the position, typically using six or more sentences.
- **For grades nine through twelve:** Register is appropriate.

Rubric continues on the next page

Writing

Rubric continues from previous page

3 points

Exemplar:

“Homework is important. There is not enough time to practice stuff in school. Homework helps us do the new thing without help. Therefore, teachers should give homework so we learn.”

Rubric:

- The response expresses an opinion or states a position with some relevant support.
- The response is generally coherent.
- Errors and limitations in grammar and word choice may impede meaning in some sentences.
- Errors in spelling/keyboarding and punctuation may impede meaning at times.
- **For grades three through five:** The response includes at least one reason that supports the opinion, typically using two or more sentences.
- **For grades six through twelve:** The response includes at least one reason that supports the position, typically using three or more sentences.
- **For grades nine through twelve:** Register is mostly appropriate.

2 points

Exemplar:

“Teachers can stop giving homework. Homework not fun. I no like it.”

Rubric:

- The response expresses an opinion or states a position with some relevant support but is not complete.
- The response is somewhat coherent.
- Errors and limitations in grammar and word choice impede meaning.
- Errors in spelling/keyboarding and punctuation may frequently impede meaning.
- **For grades three through five:** The response includes at least one sentence.

Rubric continues on the next page

Rubric continues from previous page

- **For grades six through twelve:** The response typically includes at least two sentences.
- **For grades nine through twelve:** Register is somewhat appropriate.

1 point

Exemplar:

“My teacher give me homework some days. Not all.”

Rubric:

- The response does not include a clear opinion or position and/or conveys little relevant information.
- The response lacks coherence.
- Frequent errors and/or severe limitations in grammar and word choice prevent expression of opinion or position.
- Errors in spelling/keyboarding and punctuation may severely impede meaning.
- **For grades three through five:** The response may consist of isolated words or phrases.
- **For grades six through twelve:** The response may consist only of one sentence or of isolated words or phrases.
- **For grades nine through twelve:** Register may not be appropriate.

0 points

Exemplar:

“I like drawing.”

Rubric:

- The response copies the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.”

OR

- No response is provided.