
ELPAC

English Language Proficiency
Assessments for California



Practice Test Scoring Guide



**Practice Test
Grades 9–10**

Practice Test Scoring Guide — Grades Nine–Ten

Table of Contents

<u>Introduction to the Practice Test Scoring Guide</u>	<u>3</u>
<u>Example of Metadata</u>	<u>4</u>
<u>Listening</u>	<u>5</u>
<u>Reading</u>	<u>9</u>
<u>Speaking</u>	<u>14</u>
<u>Writing</u>	<u>35</u>

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 Notebook	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	

Grades Nine–Ten Practice Test Items

Listening

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
1	A (1 point)	Listen to a Short Exchange Notebook	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	1
2	B (1 point)	Listen to a Short Exchange Stir Experiment	PII.A.2 Understanding cohesion	1
3	C (1 point)	Listen to a Short Exchange Spilled Drink	PII.A.2 Understanding cohesion	1
4	C (1 point)	Listen to a Classroom Conversation Colored Pencils	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	1
5	A (1 point)	Listen to a Classroom Conversation Colored Pencils	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	2
6	A (1 point)	Listen to a Classroom Conversation Colored Pencils	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	1
7	A (1 point)	Listen to an Oral Presentation Eclipses	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	2

Listening

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
8	A (1 point)	Listen to an Oral Presentation Eclipses	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
9	A (1 point)	Listen to an Oral Presentation Eclipses	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	4
10	B (1 point)	Listen to an Oral Presentation Eclipses	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	4
11	A (1 point)	Listen to an Oral Presentation Alexandria Library	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	2
12	B (1 point)	Listen to an Oral Presentation Alexandria Library	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
13	A (1 point)	Listen to an Oral Presentation Alexandria Library	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	4
14	B (1 point)	Listen to an Oral Presentation Alexandria Library	PII.A.1 Understanding text structure	4

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
15	C (1 point)	Listen to a Speaker Support an Opinion Suburbs	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	2
16	A (1 point)	Listen to a Speaker Support an Opinion Suburbs	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	3
17	C (1 point)	Listen to a Speaker Support an Opinion Suburbs	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	3
18	B (1 point)	Listen to a Speaker Support an Opinion Suburbs	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	4
19	B (1 point)	Listen to a Speaker Support an Opinion Walkable Spaces	PI.B.7: Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	3
20	B (1 point)	Listen to a Speaker Support an Opinion Walkable Spaces	PI.A.3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	3
21	C (1 point)	Listen to a Speaker Support an Opinion Walkable Spaces	PI.A.3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	3

Listening

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
22	C (1 point)	Listen to a Speaker Support an Opinion Walkable Spaces	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	3

Reading

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
1	D (1 point)	Read a Short Informational Passage Glaciers	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	2
2	C (1 point)	Read a Short Informational Passage Glaciers	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
3	B (1 point)	Read a Short Informational Passage Glaciers	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	2
4	C (1 point)	Read a Short Informational Passage Terminal Velocity	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	A (1 point)	Read a Short Informational Passage Terminal Velocity	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2

Reading

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
6	D (1 point)	Read a Short Informational Passage Terminal Velocity	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
7	D (1 point)	Read a Student Essay Art Education For Everyone	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	C (1 point)	Read a Student Essay Art Education For Everyone	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	3
9	C (1 point)	Read a Student Essay Art Education For Everyone	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	3
10	D (1 point)	Read a Student Essay Art Education For Everyone	PII.A.1 Understanding text structure	3
11	B (1 point)	Read a Student Essay Art Education For Everyone	PII.C.7 Condensing ideas	3

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
12	A (1 point)	Read a Student Essay Art Education For Everyone	PII.A.1 Understanding text structure	2
13	B (1 point)	Read a Student Essay Art Education For Everyone	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2
14	A (1 point)	Read a Student Essay Art Education For Everyone	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2
15	B (1 point)	Read a Literary Passage Drama Friends	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	3
16	A (1 point)	Read a Literary Passage Drama Friends	PII.A.2 Understanding cohesion	3
17	D (1 point)	Read a Literary Passage Drama Friends	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	3

Reading

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

Speaking

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
1	Exemplars and rubrics provided below	Talk about a Scene Checking out Laptops	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:

1 point

Exemplar:
“Checking out/getting a laptop.”

Rubric:

- Correct response.

0 points

Exemplar:
“Teacher.”

Rubric:

- Incorrect response/not relevant/completely unintelligible/no response/response contains no English/“I don’t know.”

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
2	Exemplars and rubrics provided below	Talk about a Scene Checking out Laptops	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:

1 point

Exemplar:

“She’s getting/looking for/picking a book.”

Rubric:

- Correct response.

0 points

Exemplar:

“I forget.”

Rubric:

- 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 Checking out Laptops	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:

“Telling a person . . . the person how to get on the computers.”

[Examiner: How do you know?]

“The person is telling and pointing the computer.”

Rubric:

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

1 point

“Computer.”

[Examiner: How do you know?]

“Games.”

Rubric:

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

0 points

Exemplar:

Response in primary language.

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 Checking out Laptops	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:

“A library.”

[Examiner: How do you know?]

“Because there’s a lot of books and laptops.”

Rubric:

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

1 point

Exemplar:

“The library.”

[Examiner: How do you know?]

“A library.”

Rubric:

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

0 points

Exemplar:

“Room.”

[Examiner: How do you know?]

Rubric continues on the next page

Speaking

Rubric continues from previous page

“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
5	Exemplars and rubrics provided below	Speech Functions Permission Stay Out Late	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:

“Hey, Mom, can I please go out with my friends this Friday?”

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:

“Umm, I would say to my parents, can I go with my friends?”

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:

“I need to go.”

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
6	Exemplars and rubrics provided below	Speech Functions Play Start	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:

“Do you know what time the school play starts?”

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:

“When is the game?”

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:

“Let’s go to the play.”

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
7	Exemplars and rubrics provided below	Support an Opinion PE or Art	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	1 2 3

Exemplars and rubric for item 7:

3 points

Exemplar:

“The physical fitness.”

[Examiner: Justify your choice by giving relevant reasons to support your opinion.]

“Umm, I think the physical fitness because then the kids have something active to do instead of like being on computers all day long.”

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:

“Art.”

[Examiner: Justify your choice by giving relevant reasons to support your opinion.]

“So they could draw good.”

[Examiner: Tell me more about your choice.]

(No response.)

Rubric continues on the next page

Speaking

Rubric continues from previous page

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.

1 point**Exemplar:**

“Think art would be better for the community. Because if kids like if they don’t get that much.”

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
8	Exemplars and rubrics provided below	Support an Opinion Community Pool Or Park	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	1 2 3

Exemplars and rubric for item 8:

3 points

Exemplar:

“Umm, I think a swimming pool so kids can actually learn how to swim because kids know how to play already.”

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 a better option for the community is to, uhh, build a park, make a park.”

[Examiner: Justify your choice by giving relevant reasons to support your opinion.]

“Umm, it should be better the park to the community because they can run and go outside with the family.”

Rubric continues on the next page

Speaking

Rubric continues from previous page

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.

1 point**Exemplar:**

“Swimming pool.”

[Examiner: Justify your choice by giving relevant reasons to support your opinion.]

“Uhh, I don’t, I don’t know how to explain that.”

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:**

No response.

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	Present and Discuss Information Geometry	PI.C.9 Expressing information and ideas in formal oral presentations on academic topics	1 2 3

Exemplars and rubric for item 9:

3 points

Exemplar:

“The line graph shows that from year one to, year three the number of students dropped from 90, or almost like a hundred, to 85, but then in the other years, like four and after, the number increased, number enrolled, yeah.”

Rubric:

- Response answers the question, including a mostly clear and accurate description of information in the graph/chart. 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:

“Umm, in the line graph show like of the students of geometry like depends of the year, like in year one the students like, umm, go to 100 and does go like increase. Then come down in the year three decrease and like go up and down.”

Rubric:

- Response includes a limited description of information or partially accurate information in the graph/chart. 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:

“It started with a lot of people started joining and then not that much people in the next two years. So then more people throughout the years started joining because it was more fun.”

Rubric:

- Response may include information in the graph/chart, but contains little relevant or accurate information. 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 word(s) or phrase(s) related to the graph/chart.

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
10	Exemplars and rubrics provided below	Present and Discuss Information Geometry	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	1 2 3 4

Exemplars and rubric for item 10:

3 points

Exemplar:

“Uhh, the following claim is not supported based on the information in the line graph because in year three there was around 85 students and then in year one there was 90 students.”

Rubric:

- Response uses relevant information and accurate details from the graph/chart to demonstrate whether the claim is supported or unsupported. 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:

“Umm, I disagree because there is more kids in year one because it was 100 than the year three because it’s only 85 percent.”

Rubric:

- Response includes limited or partially accurate information from the graph/chart that demonstrates whether the claim is supported or unsupported, and the response may lack detail and clarity. 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:

“Uhh, more students enroll, were enrolled in geometry in six years, in six years than six one, uhh (unintelligible).”

[Examiner: Is the claim supported or not supported based on the information in the line graph?]

“Uhh, not supported.”

Rubric:

- Response may include information from the graph/chart but does not demonstrate whether the claim is supported or unsupported or may lack understanding of the graph/chart or claim. 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 word(s) or phrase(s) related to the graph/chart or claim.

0 points

Exemplar:

No response.

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
11	Exemplars and rubrics provided below	Summarize an Academic Presentation Regelation	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:

“Regelation is when you have an ice cube and you put pressure on it. But when it, when, say the wire, say you have a wire and you have a weight going through it. It'll start to go through, but it's, it'll start to melt. But it's cold and it'll start to refreeze over it making a cloudy mark. So it looks like it's still there, like it's stuck, but it's slowly going down while it's refreezing.”

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:

“Regelation is something that happens to ice when, that causes it to melt and refreeze by the pressure called the narrow zone. And basically the amount of pressure on the wire or what, the wire that was, it was using, umm, caused the wire to move slowly but still make it look frozen and refreeze. And, umm, by the time the wire reached the bottom of the ice it was completely frozen but left the marking to where it was.”

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

“Umm, that, that the ice refreezes as the wire’s melting and it still moves as it’s freezing.”

Rubric continues on the next page

Speaking

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:

“So on this picture it OK. So picture 2 looks like the wire is like stuck in the ice cube. It’s not slowly, it’s like slowly going through the ice cube. Then picture, wait, no. I actually messed up.”

[Examiner: It’s OK. Do your best.]

“Umm, picture 3, the wire looks like it’s stuck inside the ice cube, but so it’s slowly going through the ice cube. Then picture 2, the weights are not with the ice cube. The wire is making the weights like going like halfway, you know, and then like it’s like, it looks like it’s stuck.”

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:

“The metal started going through. The ice started melting and refrozen. It’s just like science, confusing.”

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

No response.

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.

Speaking

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
12	Exemplars and rubrics provided below	Summarize an Academic Presentation How a Bill Becomes Law	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:

“OK. So first off, it starts as a bill, which is an idea for a law. And then it must be . . . it must be supported by a lot of people, mainly senators, and, plus, once it is, it is taken to . . . it needs to be approved by both . . . both sides of the California government, the California Assembly and . . . the California State Assembly and the California State legislature. I forgot how to say it. Once it’s approved by both and supported, it is then sent to the California State governor. He or she makes . . . decides whether or not it should be passed or not. If it is, then it is enforced above . . . of California. And if not, it does not become a law for the state. And I think that he is all.”

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 how a bill b- . . . how a bill becomes a law, a bill is a . . . is an idea for a law. For a bill to become a law, it must be approved. So it must be . . . a bill must be sponsored or like it has to go through the assembly, it has to go through the senate, and then it goes through the governor. If it’s signed by the governor, it is approved as a law.”

Rubric continues on the next page

Rubric continues from previous page

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

“Uhh, so the . . . I can’t . . . I can’t remember.”

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:

“What I summarized was the term bill is . . . is another word for an idea. And another detail I heard is about the final step of a bill is approved . . . is to be approved by the gen- . . . gen- . . . by the governor. And . . . and you have to get a bill because it’s part of the law. And that’s it.”

[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.

Rubric continues on the next page

Speaking

Rubric continues from previous page

1 point

Exemplar:

“So what I see in picture one is that, umm, the . . . one of the citiz- . . . the lad- . . .
the citizen . . .”

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

“That, umm, that in picture three, the . . . this person . . . this citizen is umm . . .”

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:

No response.

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

“Umm . . . I forgot.”

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 Math class	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:

“The teacher is explaining to one student how to solve a problem.”

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 teacher is explaining to one student is to solve it”

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 may impede meaning.

Rubric continues on the next page

Writing

Rubric continues from previous page

0 points

Exemplar:

“The techer.”

Rubric:

- 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.

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
2	Exemplars and rubrics provided below	Describe a Picture Math class	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:

“They will soon find the answer.”

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:

“They done.”

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 may impede meaning.

Rubric continues on the next page

Writing

Rubric continues from previous page

0 points

Exemplar:

“No se”

Rubric:

- 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.

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
3	Exemplars and rubrics provided below	Write About an Experience New Activity	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 day my friend and I went water skiing on his boat. It was early in the morning. We were on a lake. It was hard for me, and I fell down a lot. I could not stand up. Finally, I got up skiing. We had picnic on the boat. It was fun. After we were done, my legs hurt. I wish I had a boat. When I grow up, I will buy one.”

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:

“A activity I have is my firend get some game on the his computer. His game was shooting game, we play all day. I never did this game before. We played all day and had dinner from his mom.”

Rubric continues on the next page

Writing

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:**

“I tried a bicycle. When I am 7 years old, I tried wit my dad. I fell down.”

Rubric:

- The response provides a partial account of an experience related to the prompt using some descriptions, details, or examples.
- 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.
- The response includes at least one sentence.

1 point**Exemplar:**

“I did bas bal. Bat som”

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.

Rubric continues on the next page

Rubric continues from previous page

0 points

Exemplar:

“tried a new activity”

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.

Writing

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
4	Exemplars and rubrics provided below	Write About Academic Information Mikhail Timeline	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:

“in 1903 he was born in Russia. Then in 1912 he moved to new york.”

Rubric:

- 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:

“Mikhail visited dome friends in california and he haved Finished school.”

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/keyboarding may impede meaning.
- The response may consist of a word(s) or a bulleted list.

Rubric continues on the next page

Rubric continues from previous page

0 points

Exemplar:

“important events in the life of mikail volkov.”

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.

Writing

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
5	Exemplars and rubrics provided below	Write About Academic Information Mikhail Timeline	PI.C.11 Justifying own arguments and evaluating others' arguments in writing	1 2 3

Exemplars and rubric for item 5:

3 points

Exemplar:

“Mikhail moved to California because he had friends. He also became inspired by California and wrote a book about it. After that he wrote a second book. Then in 1952 he directed his movie version of his book.”

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:

“The reason Why Mikhail moved to california was because of his friend’s that live there and also because he directed a movie based on his very first book.”

Rubric:

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

Rubric continues on the next page

Rubric continues from previous page

1 point

Exemplar:

“Mikhail visited friend to the friend that he is a teacher. He could have just went to hang out with his friend. He also miss them.”

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 responses may consist of a word(s) or a bulleted list.

0 points

Exemplar:

“1903 Born in Russia”

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.

Writing

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
6	Exemplars and rubrics provided below	Writing—Justify an Opinion Fall Break	PI.C.11 Justifying own arguments and evaluating others’ arguments in writing	1 2 3 4

Exemplars and rubric for item 6:

4 points

Exemplar:

“I think it is not a good idea to have a fall break. First of all, there are already so many holidays when we don’t have classes. A two-week break during October would mean more time out of class. That means students might forget what they learned before the break or struggling to catch back up after the break.

Secondly students would have to go school an extra two weeks at the end of the year and that will take away from their summer. This decision could affect the student’s family also. Students may have vacation plans with there parents or work summer jobs. That’s why I think it is not good idea. Please think carefully for all students.”

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

Rubric continues from previous page

3 points

Exemplar:

“I think that adding another extra break in the fall is a good thing for students. It can gave them more times to be spending with their families. Every student need breaks from doing school work. I think a break in the fall they have more motivation to work hard. It will be good for them and their families. I hope my school can add another break time in the fall for this reasons.”

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:

“I think that extra break not the good idea for the students. the break is not need for the focus on stuff and they might forget and fail the class. and students not asked about extra break. so my think is they will not be happy.”

Rubric continues on the next page

Writing

Rubric continues from previous page

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.
- **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:

“Extra break in fall two weeks so my position not have time my class homeworks. Please not make going extra two weeks at the end and not break in fall.”

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.

Rubric continues on the next page

Rubric continues from previous page

0 points

Exemplar:

“No entiendo”

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.