

# ELPAC

English Language Proficiency  
Assessments for California



## Practice Test Scoring Guide



**Visual Impairment  
and Braille Practice Test  
Grade 2**

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# Visual Impairment and Braille Practice Test Scoring Guide — Grade Two

## Table of Contents

<a href="#"><u>Introduction to the Braille Practice Test Scoring Guide</u></a>	<a href="#"><u>3</u></a>
<a href="#"><u>    Example of Metadata</u></a>	<a href="#"><u>4</u></a>
<a href="#"><u>Listening</u></a>	<a href="#"><u>5</u></a>
<a href="#"><u>Reading</u></a>	<a href="#"><u>8</u></a>
<a href="#"><u>Speaking</u></a>	<a href="#"><u>13</u></a>
<a href="#"><u>Writing</u></a>	<a href="#"><u>33</u></a>

## Introduction to the Braille Practice Test Scoring Guide

This English Language Proficiency Assessments for California (ELPAC) Braille 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 Tests. The Practice Test items cover a selection of items from performance expectations in 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
2	B (1 Point)	Listen to a Short Exchange Study Group	PII.A.2: Understanding cohesion	

## Grade Two Practice Test Items

### Listening

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
1	B (1 point)	Listen to a Short Exchange Add pictures	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics	1
2	C (1 point)	Listen to a Short Exchange Share markers	PII.A.2 Understanding cohesion	2
3	C (1 point)	Listen to a Classroom Conversation Science fair	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics	2
4	A (1 point)	Listen to a Classroom Conversation Science fair	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics	2
5	C (1 point)	Listen to a Story Where's JoJo	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
6	A (1 point)	Listen to a Story Where's JoJo	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	2
7	A (1 point)	Listen to a Story Where's JoJo	PII.A.1 Understanding text structure	3
8	B (1 point)	Listen to a Story Putting on a show	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	4

Listening

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
9	C (1 point)	Listen to a Story Putting on a show	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
10	A (1 point)	Listen to a Story Putting on a show	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
11	A (1 point)	Listen to a Story Little Bear and Bird	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
12	B (1 point)	Listen to a Story Little Bear and Bird	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	4
13	C (1 point)	Listen to a Story Little Bear and Bird	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	2
14	C (1 point)	Listen to an Oral Presentation Caterpillar butterflies	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
15	B (1 point)	Listen to an Oral Presentation Caterpillar butterflies	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	2
16	B (1 point)	Listen to an Oral Presentation Caterpillar butterflies	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	4
17	A (1 point)	Listen to an Oral Presentation Groundhog Day	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	2

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
18	C (1 point)	Listen to an Oral Presentation Groundhog Day	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
19	B (1 point)	Listen to an Oral Presentation Groundhog Day	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
20	A (1 point)	Listen to an Oral Presentation International Space Station	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
21	A (1 point)	Listen to an Oral Presentation International Space Station	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	2
22	B (1 point)	Listen to an Oral Presentation International Space Station	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	2

# Reading

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
1	B (1 point)	Read and Choose a Sentence They are outside in the rain	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2
2	C (1 point)	Read and Choose a Sentence The dog is sleeping	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2
3	B (1 point)	Read and Choose a Sentence Girl gave him a gift	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	A (1 point)	Read and Choose a Sentence He is talking on the phone	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2
5	C (1 point)	Read a Short Informational Passage Salamanders	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	C (1 point)	Read a Short Informational Passage Salamanders	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
7	B (1 point)	Read a Short Informational Passage Salamanders	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 Animal Teeth	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	1
9	C (1 point)	Read a Short Informational Passage Animal Teeth	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2
10	B (1 point)	Read a Short Informational Passage Animal Teeth	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2
11	B (1 point)	Read a Literary Passage Road Trip	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2
12	B (1 point)	Read a Literary Passage Road Trip	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
13	A (1 point)	Read a Literary Passage Road Trip	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
14	C (1 point)	Read a Literary Passage Road Trip	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	4
15	A (1 point)	Read a Literary Passage On a quest for sticks	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	C (1 point)	Read a Literary Passage On a quest for sticks	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
17	B (1 point)	Read a Literary Passage On a quest for sticks	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	A (1 point)	Read a Literary Passage On a quest for sticks	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	4

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
19	C (1 point)	Read an Informational Passage National Parks	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	A (1 point)	Read an Informational Passage National Parks	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
21	C (1 point)	Read an Informational Passage National Parks	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	A (1 point)	Read an Informational Passage National Parks	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2
23	C (1 point)	Read an Informational Passage Emma Lazarus	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
24	A (1 point)	Read an Informational Passage Emma Lazarus	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
25	C (1 point)	Read an Informational Passage Emma Lazarus	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	A (1 point)	Read an Informational Passage Emma Lazarus	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	4

# Speaking

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

Exemplars and rubric for item 1

<p><b>1 point</b></p> <p><b>Exemplar:</b></p> <p>“Walking.”</p> <p><b>Rubric:</b></p> <ul style="list-style-type: none"> <li>• Correct response.</li> </ul> <p><b>0 points</b></p> <p><b>Exemplar:</b></p> <p>“Autobus.”</p> <p><b>Rubric:</b></p> <ul style="list-style-type: none"> <li>• Incorrect response/not relevant/completely unintelligible/no response/response contains no English/“I don’t know.”</li> </ul>
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Speaking

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

Exemplars and rubric for item 2:

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

Exemplars and rubric for item 3:

**2 points**

**Exemplar:**

“Keeping kids safe.”

**Rubric:**

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

**1 point**

**Exemplar:**

“Making sure, umm, they don’t go until, umm, he back.”

**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.

Speaking

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

Exemplars and rubric for item 4:

**2 points**

**Exemplar:**

“Umm, dropping off the kids at school.”

**Rubric:**

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

**1 point**

**Exemplar:**

“Umm, also he has, umm, does he have...wheels?”

**Rubric:**

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

**0 points**

**Exemplar:**

“Walking on the sidewalk.”

**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 Assignment	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 didn’t understand 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:**

“Umm, I need help.”

**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 would raise my hand and tell her.”

**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 New Book	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:**  
“May I please grab a new book from the bookshelf?”

**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:**  
“Could you get the book for 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:**  
“(Response in primary language.)”

**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	Speech Functions Sit Closer	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:**

“Umm, may I please sit closer to you so I could hear what you are saying?”

**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:**

“Could you speak a little louder?”

**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:**

“Raise my hand and said, ‘I can’t see the pictures and I can’t hear you read.’”

**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
8	Exemplars and rubrics provided below	Support an Opinion Running or ball game	PI.C.11 Supporting own opinions and evaluating others' opinions in speaking and writing	1 2

Exemplars and rubric for item 8:

**2 points**

**Exemplar:**

“Playing a ball game.”

[Examiner: Why do you think playing a ball game is better?]

“Because you can have fun and you can meet new friends.”

**Rubric:**

- An opinion is expressed and supported with a relevant reason.
- Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.

**1 point**

**Exemplar:**

“Running races.”

[Examiner: Why do you think running races is better?]

“Umm, I don’t know.”

**Rubric:**

- An opinion is expressed but not supported. A reason is not provided or is not relevant.
- Errors in grammar, word choice, pronunciation, or intonation impede meaning.

Rubric continues on the next page

Rubric continues from previous page

**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.

Speaking

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

Exemplars and rubric for item 9:

**2 points**

**Exemplar:**

“Book.”

[Examiner: Why do you think reading a book is better?]

“Because I really like reading.”

**Rubric:**

- An opinion is expressed and supported with a relevant reason.
- Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.

**1 point**

**Exemplar:**

“Read a book.”

[Examiner: Why do you think reading a book is better?]

“I don’t know.”

**Rubric:**

- An opinion is expressed but not supported. A reason is not provided or is not relevant.
- Errors in grammar, word choice, pronunciation, or intonation impede meaning.

Rubric continues on the next page

Rubric continues from previous page

**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.

Speaking

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
10	Exemplars and rubrics provided below	Retell A Narrative Soccer Ball	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:**

“This girl, she liked to play soccer and her dad, she gifted him a soccer ball. And, then, she was excited and she went to the park to practice playing. Then she went up to the other kids so they could play with her. They played with her. And her favorite part was when she kicked the ball into the goaled and everybody cheered.”

**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:**

“What’s her name again?”

[Examiner: Nae.]

“Nae?”

[Examiner: Nae.]

“Nae got a gift from her dad and she got a soccer ball. And when she got to the park, she wanted to play soccer. And some kids have arrived to play with her. And she scored the goal inside.”

Rubric continues on the next page



Rubric continues from previous page

**Rubric:**

- Response retells the narrative as supported by the pictures with basic detail.
- 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:**

“Her dad bought her a new soccer ball and she . . . she practiced with it. And she told her friends to come over to play with her. And they started to play a game.”

[Examiner: What else can you tell me about the story?]

(No response.)

**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:**

The girl was he go the park and he found some guys and he played with, he played with the guys. And he was happy, because he, he made the ball to the goal.

[Examiner: What else can you tell me about the story?]

“I don’t know.”

Rubric continues on the next page

## Speaking

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Rubric continues from previous page

**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).

**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
11	Exemplars and rubrics provided below	Summarize an Academic Presentation History of the Telephone	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:**

“In one, in the 100 years ago there was a phone invented and you had to plug it to talk to other people. Then they made another one that you didn’t have to plug it. And then the one right now is the one that you could carry on your pocket and you use it to play games.”

**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:**

“Telephones you...were used to plug in so you could talk to someone. Umm, now telephones are, are getting smaller, that they still have wires, and you, you could, umm, call from just putting in numbers. And then now telephones are...well, cell phones are popular and you could take pictures, play games, and you could get information.”

[Examiner: “What else can you tell me about what I told you?”]

“That...umm, I don’t really know.”

Rubric continues on the next page

## Speaking

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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 people use telephones and people...some people invented a telephone and it, it’s old already. And they invented a new one. It is called a phone.”

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

“And the phone fits in a pocket.”

**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:**

“When you like, when I use the, like the...there’s like another phone that’s definitely like the iPhone Pro, iPhone Pro Max and there’s like this, this phone that has two cameras too so it’s kind of like the same. But it has three on a iPhone Pro Max. But a iPhone, it just have two.”

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

“So when in the like...in the past few years, they were making the old phones like you could just use like a phone that sits down, you just could sit down in a chair. And there’s this other phone that’s kind of old that, that call...that you could press the numbers to call.”

**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:**

“Telefono.”

**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 Hibernation	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:**

“Hibernation means that an animal finds a safe place and sleeps for the winter. The woodchuck and the bear hibernate. Bats hang upside down in warm caves. Bears sleep because food is hard to find.”

**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:**

“Hibernation means that, umm, something finds a safe place to sleep during the winter. And they find food for the winter, because if they get out in the winter, it’s going to be cold for them. And they sleep a lot.”

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

“That hibernation is, umm, like, sleeping.”

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:**

“The woodchuck is sleeping underground. And the bat is sleeping in the cave. And the . . . I forgot where the bear’s sleeping at.”

[Examiner: It’s OK. Do your best.]

“In its cave, probably.”

**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

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Rubric continues from previous page

### 1 point

#### Exemplar:

“Bear . . . sleeping.”

#### 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 need to say, you say.”

[Examiner: Tell me about hibernation. Use the pictures to help you.]

(No response.)

#### 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	Write a Story Together with Scaffolding A Sand Castle	PI.A.2: Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	1 2 3

Exemplars and rubric for item 1

**2 points**

**Exemplar:**  
“buckets”

**Rubric:**

- The student correctly writes the word. **For grade one**, phonetic representations (using logical letter-sound relationships) of all the letters are acceptable.
- Any style of letters (for example, capital, lowercase, cursive) is acceptable.
- For grade one**, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).

**1 point**

**Exemplar:**  
“bukets”

**Rubric:**

- The student writes at least two letters of the word correctly, including the initial letter in the initial position and one additional letter (any position in the word). **For grade one**, phonetic representations (using logical letter-sound relationships) of the two letters are acceptable.
- Any style of letters (for example, capital, lowercase, cursive) is acceptable.
- For grade one**, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).

Rubric continues on the next page

## Writing

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Rubric continues from previous page

### **0 points**

#### **Exemplar:**

“t”

#### **Rubric:**

- The student writes letters that are not representative of letters in the word.

OR

- The student copies a word or words printed on the Answer Book page.

OR

- The student writes or draws content that is not representative of letters in the English alphabet.

OR

- The student does not provide a written response.

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
2	Exemplars and rubrics provided below	Write a Story Together with Scaffolding A Sand Castle	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 2:

**3 points**

**Exemplar:**

“They are also using toy shovels.”

**Rubric:**

- The student writes an original sentence(s). The response is appropriate and relevant to the task.
- The words in the sentence are recognizable. **For grade one**, the words in the sentence are recognizable without the Test Examiner’s transcription (if present).
- The student uses effective grade-appropriate grammar and word choice.
- Errors in spelling and punctuation may be present, but they do not interfere with meaning.
- **For grade one**, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p). The words in the sentence may or may not be appropriately spaced.

**2 points**

**Exemplar:**

“Thea are play with the bucks and the sand.”

**Rubric:**

- The student writes an original sentence(s). The response partly addresses the task but may not be complete.
- A few words may not be recognizable. **For grade one**, some words are recognizable only with the Test Examiner’s transcription (if present).

Rubric continues on the next page

## Writing

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Rubric continues from previous page

- Limitations in phonetic spelling, grammar, and/or word choice may impede meaning.
- Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.

### 1 point

#### Exemplar:

“There put mort det”

#### Rubric:

- The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word.
- Many words may not be recognizable. **For grade one**, words may only be recognizable with the Test Examiner’s transcription (if present).
- Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning.
- The response may include some individual or unrelated letters.

### 0 points

#### Exemplar:

“They are using”

#### Rubric:

- The student writes letters that are not representative of words in English.

OR

- The student copies all or part of the printed sentence that is provided in the Answer Book without adding original language.

OR

- The response is not related to the prompt.

OR

- The student does not provide a written response.

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
3	Exemplars and rubrics provided below	Write an Informational Text Together 4 Seasons	PI.A.2: Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	1 2 3

Exemplars and rubric for item 3:

**2 points**

**Exemplar:**

“The weather changes every season.”

**Rubric:**

- The student writes the entire dictated sentence in the correct sequence.
- Any style of letters (for example, capital, lowercase, cursive) is acceptable.
- **For grade one**, the letter may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).
- **For grade one**, phonetic spelling is acceptable.
- **For grade two**, sight words are spelled correctly and non-sight words are spelled phonetically.

**1 point**

**Exemplar:**

“The wether changes”

**Rubric:**

- The student attempts to write the dictated sentence, but it may not be complete.
- Any style of letters (for example, capital, lowercase, cursive) is acceptable.
- **For grade one**, some words may be represented by a single initial letter only, or there may be limitations in phonetic spelling.
- **For grade two**, words may be spelled incorrectly or phonetically.

Rubric continues on the next page

## Writing

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Rubric continues from previous page

### **0 points**

#### **Exemplar:**

“abcd”

#### **Rubric:**

- The student writes letters that are not representative of the words in the dictated sentence.

OR

- The response is not related to the prompt.

OR

- The student does not provide a written response.

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
4	Exemplars and rubrics provided below	Write an Informational Text Together 4 Seasons	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 4:

**3 points**

**Exemplar:**

“It is very hot in the summer.”

**Rubric:**

- The student writes an original sentence(s). The response is appropriate and relevant to the task.
- The words in the sentence are recognizable. **For grade one**, the words in the sentence are recognizable without the Test Examiner’s transcription (if present).
- The student uses effective grade-appropriate grammar and word choice.
- Errors in spelling and punctuation may be present, but they do not interfere with meaning.
- **For grade one**, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p). The words in the sentence may or may not be appropriately spaced.

**2 points**

**Exemplar:**

“Sesons is important for faling trees leaves”

**Rubric:**

- The student writes an original sentence(s). The response partly addresses the task but may not be complete.
- A few words may not be recognizable. **For grade one**, some words are recognizable only with the Test Examiner’s transcription (if present).

Rubric continues on the next page

## Writing

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Rubric continues from previous page

- Limitations in phonetic spelling, grammar, and/or word choice may impede meaning.
- Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.

### 1 point

#### Exemplar:

“Spring is has dand”

#### Rubric:

- The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word.
- Many words may not be recognizable. **For grade one**, words may only be recognizable with the Test Examiner’s transcription (if present).
- Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning.
- The response may include some individual or unrelated letters.

### 0 points

#### Exemplar:

“There are four seasons”

#### Rubric:

- The student writes letters that are not representative of words in English.

OR

- The student copies all or part of the printed sentence that is provided in the Answer Book without adding original language.

OR

- The response is not related to the prompt.

OR

- The student does not provide a written response.



Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
5	Exemplars and rubrics provided below	Describe a Picture Art Class	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 5:

<p><b>3 points</b></p> <p><b>Exemplar:</b></p> <p>“One boy is yousing playdo the other boy is coloring and the gril is painting.”</p> <p><b>Rubric:</b></p> <ul style="list-style-type: none"> <li>• The student writes an original sentence(s). The response is appropriate and relevant to the task.</li> <li>• The words in the sentence are recognizable. <b>For grade one</b>, the words in the sentence are recognizable without the Test Examiner’s transcription (if present).</li> <li>• The student uses effective grade-appropriate grammar and word choice.</li> <li>• Errors in spelling and punctuation may be present, but they do not interfere with meaning.</li> <li>• <b>For grade one</b>, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p). The words in the sentence may or may not be appropriately spaced.</li> </ul> <p><b>2 points</b></p> <p><b>Exemplar:</b></p> <p>“A girl is doing a art is a flowe and a boy is use crayons to do a Picture”</p> <p><b>Rubric:</b></p> <ul style="list-style-type: none"> <li>• The student writes an original sentence(s). The response partly addresses the task but may not be complete.</li> <li>• A few words may not be recognizable. <b>For grade one</b>, some words are recognizable only with the Test Examiner’s transcription (if present).</li> </ul>
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Rubric continues on the next page

## Writing

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Rubric continues from previous page

- Limitations in phonetic spelling, grammar, and/or word choice may impede meaning.
- Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.

### 1 point

#### Exemplar:

“the bog is Pate”

#### Rubric:

- The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word.
- Many words may not be recognizable. **For grade one**, words may only be recognizable with the Test Examiner’s transcription (if present).
- Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning.
- The response may include some individual or unrelated letters.

### 0 points

#### Exemplar:

“gi, esta niq”

#### Rubric:

- The student writes letters that are not representative of words in English.

OR

- The student copies all or part of the printed sentence that is provided in the Answer Book without adding original language.

OR

- The response is not related to the prompt.

OR

- The student does not provide a written response.

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
6	Exemplars and rubrics provided below	Write About an Experience Went to a new place	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 6:

**4 points**

**Exemplar:**

“Last year I went to Disneyland with my family. I rode the rides and it was fun. We also had a great lunch. I was happy and my sister was happy too. It was our first time to see Disneyland.”

**Rubric:**

- The response provides a full and complete account of the experience named in the prompt using well-developed descriptions, details, and/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 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:**

“When I went to howerth park. I saw birds and trees. I saw birds and trees. I felt relaxed and fresh becasu I was outside and it was fresh outside.”

**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.

Rubric continues on the next page

## Writing

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Rubric continues from previous page

- Errors and limitations in grammar and word choice may impede meaning at times.
- Errors and limitations in spelling and punctuation may impede meaning at times.
- The response typically includes at least two sentences.

### 2 points

#### Exemplar:

“we went to the summer pumkin pach and it was fun and we got to get our ouw pumkin and we brotit it home”

#### Rubric:

- The response provides a partial account of an experience relevant to the prompt using some descriptions, details, or examples, but is not complete.
- The response is somewhat coherent.
- Errors and limitations in grammar and word choice impede the overall meaning.
- Errors in spelling and punctuation may frequently impede meaning.
- The response includes at least one sentence.

### 1 point

#### Exemplar:

“i feel great is was watr pak an a wator slad and si a divindord bot iwnt swmeg”

#### 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 and punctuation may severely impede meaning.

Rubric continues on the next page

Rubric continues from previous page

**0 points**

**Exemplar:**

“Write about a time when you went to a new place. Where did you go? What did you do?”

**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.