

English Language Proficiency Assessments for California



Visual Impairment and Braille Training Test Grades 3–12

ELPAC Administration Notes

FOR QUESTIONS REGARDING THE ELPAC OR FOR ADDITIONAL ASSISTANCE:

- Test examiners and other school personnel should contact their LEA ELPAC coordinator.
- LEA ELPAC coordinators should contact the California Technical Assistance Center (CalTAC) by phone at 800-955-2954, or by email at caltac@ets.org. CalTAC is open from 7 a.m. to 5 p.m., Monday through Friday.

Table of Contents

Directions for Administration1

Introduction to the ELPAC Training Test Directions for Administration. 1

Using the DFA.1

Administering a Training Test Session 2

 Logon and Audio/Sound Check Instructions.3

How to Start a Test Session as a Guest.3

How to Start a Training Test Session Using the Same Procedures as the Operational Tests. 6

Listening10

 Test Administration Directions and Scripts.10

 Grades 6–8 Alternative Text12

 Grades 9–10 Alternative Text12

 Grades 11–12 Alternative Text12

Reading14

 Test Administration Directions and Scripts.14

Writing.16

 Test Administration Directions and Scripts.16

 Grades 3–5 Alternative Text17

 Grades 6–8 Alternative Text18

 Grades 9–10 Alternative Text19

 Grades 11–12 Alternative Text20

Directions for Administration

Introduction to the ELPAC Training Test Directions for Administration

This manual contains directions and the specific scripts you will need to administer the Listening, Reading, and Writing visual impairment and braille training tests for the English Language Proficiency Assessments for California (ELPAC). It is a companion document to the online training tests.

The purpose of the ELPAC visual impairment and braille training tests is to familiarize students and test examiners* with the testing interface, item types, and accessibility resources. There is an ELPAC visual impairment and braille training test available for each grade level/span.

Please note that the visual impairment and braille training tests do not produce scores. These visual impairment and braille training tests are available all year and may be used at any time in preparation for the operational ELPAC visual impairment and braille tests.

Visual impairment and braille training tests can be administered in one of two ways:

- Using the same procedures as the operational tests, with the Test Administrator Interface, secure browser, and individual student logon information; or
- Using a standard supported Web browser to access the practice tests directly, without use of the Test Administrator Interface or secure browser.




For more information on all aspects of the ELPAC, including test security, item types, and guidelines, refer to the ELPAC Test Administration Manual that is linked on the Manuals and Instructions web page at <http://elpac.org/test-administration/instructions/>.

Using the DFA

This DFA should be used to administer the visual impairment and braille Listening, Reading, and Writing domains. The visual impairment and braille Speaking DFA should be used to administer the visual impairment and braille Speaking domain.

For visual impairment and braille accommodations, alternative text descriptions are embedded for all graphics. This Braille DFA includes picture descriptions for each image.

This DFA contains scripts for administration. The following symbols indicate instructions for test examiners:

| Guide to Administration Scripts in this DFA | How the Test Examiner Should Proceed |
|---|---|
|  | The test examiner reads the bolded text aloud to the student. |
|  | Information for the test examiner. |
|  | Stopping marker |

*A test examiner does not need to be present to use the ELPAC Training Test; however, the term “test examiner” is used in this document to show what a test examiner will do to administer the test.

Directions for Administration (cont.)

Administering a Training Test Session

Testing Checklist

- ☐ If you are administering the visual impairment and braille training test using the same procedures as the operational tests, confirm that students have been assigned the correct test settings (designated supports and accommodations) in the Test Operations Management System (TOMS).
- ☐ If you are administering the visual impairment and braille training test using a standard supported web browser without the use of the Test Administrator Interface or secure browser, help the students apply the appropriate test settings (designated supports and accommodations) in the Student Testing Interface for the practice and training tests directly.
- ☐ Assemble the following test materials:
 - Listening, Reading, and Writing DFA
 - Electronic devices for the students (and, if applicable, test examiner) to access the test
- ☐ The following test materials may be used:
 - For blind test takers, screen reader with refreshable braille device
 - Please refer to the ELPAC Test Administration Manual for necessary settings when launching with assistive technology
 - For low vision test takers, screen magnification software
 - Please refer to the ELPAC Test Administration Manual for necessary settings when launching with assistive technology
 - Pencils with erasers and paper for students with low vision
 - Note: Test examiners may use pencils to point, if applicable
 - Headsets and splitter for the test examiner and student (if preferred)
 - Perkins Braille
 - Embosser
 - List of Statewide Student Identifiers (SSIDs), if applicable
- ☐ Ensure any assistive technology and/or supplementary materials are ready and available.

NOTE: JAWS, NVDA and voiceover may be used as an accommodation, however, please note that these programs may read everything on the screen depending on the testing device being used.

Directions for Administration (cont.)

Logon and Audio/Sound Check Instructions

How to Start a Test Session as a Guest

Before any students arrive, log all students onto the test using the following steps:

- 1) Navigate to the ELPAC website (<https://www.elpac.org/>).
- 2) Select the **[Practice & Training Tests]** button.
- 3) Select the **[Student Interface Practice and Training Tests]** link to launch the student Sign In screen on the student's testing device.
- 4) Select the **[Sign In]** button to log the student onto the test as a guest.

Please Sign In

☒ **Guest User**
Toggle to sign in as yourself

☒ **Guest Session**
Toggle to join an active session

[Run Diagnostics](#) Browser: Edge v17.17134

Welcome to the Practice and Training Test site. You can use this site to take practice and training tests. Some questions require you to select one answer; others require you to type a short answer, draw a picture, or complete another type of open-ended task.

Sign In

- 5) Select the appropriate grade from the drop-down menu.

Your Tests

Select the test you need to take.

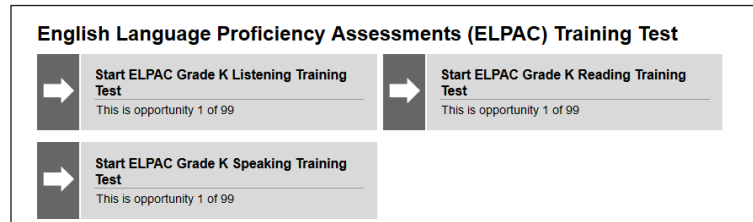
Grade:

Please select a grade.

Directions for Administration (cont.)

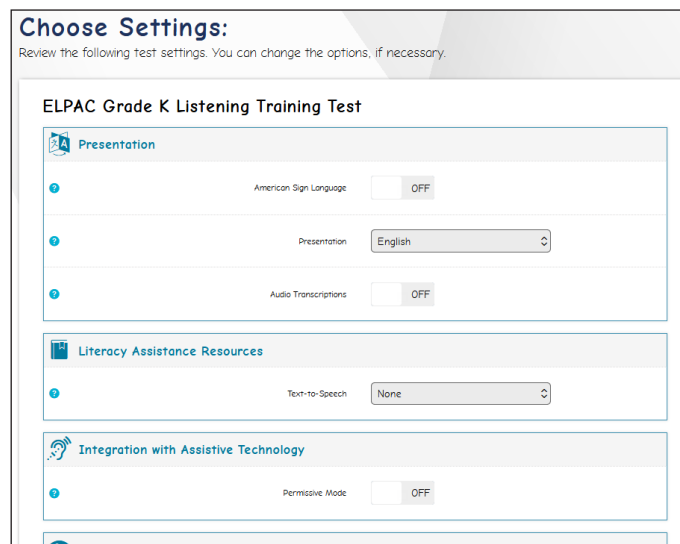
- 6) On the test selection screen, select the appropriate ELPAC training test. ELPAC training tests are located at the bottom of the list and are color-coded dark grey.

SAMPLE

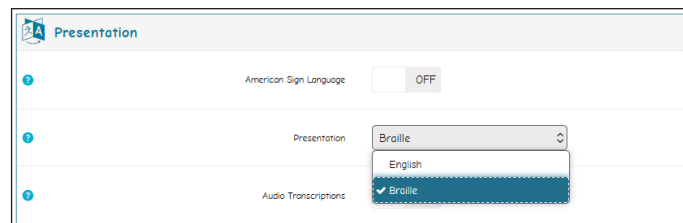


- 7) You will see a Choose Settings screen.

SAMPLE



- 8) In the drop-down “Presentation” menu, select [Braille].




Directions for Administration (cont.)

- 9) While the Choose Settings box is still open, choose any other test settings that are needed, then select the **[Select]** button. You will see this screen:

Audio/Video Checks

Your test uses multi-media features. Please perform the following checks before continuing.

Sound and Video Playback Check



Make sure audio playback is working.

Make sure video and audio playback are working. To play the sample video and sound, press the play button.

Next Step:

If you were able to play the video and its sound, choose **I could play the video and sound**. If not, choose **I could not play the video or sound**.

I could play the video and sound

I could not play the video or sound

- 10) Follow the steps above for each student who needs to be logged on. When students arrive for the test, make sure each student is sitting at the computer they are logged onto.

SAY

Today, you will take part of the ELPAC test.

First I am going to come around to each of you and check that the sound on your computer is working, and advance to the screen where you will hear the directions.

- 11) Go around to each student. Have each student put on their headphones. Select the **[Play]** button, then ask the student if they can hear the sound alright. Adjust the volume as needed.
- 12) Select **[Continue]**.
- 13) Select **[Begin Test Now]** at the bottom of the page.
- 14) Perform steps 11-13 for all students.
- i** For the Listening test, turn to page 10.
For the Reading test, turn to page 14.
For the Writing test, turn to page 16.

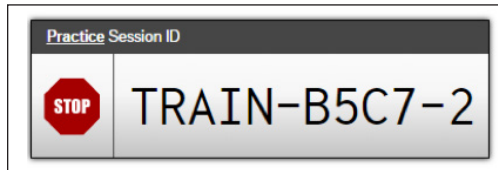
Directions for Administration (cont.)

How to Start a Training Test Session Using the Same Procedures as the Operational Tests

SAY Today you will be taking the Speaking section of the ELPAC. First, I am going to sign you in.

TEST ADMINISTRATOR INTERFACE

- i** 1) Launch a supported web browser on your device and access the ELPAC website (<https://www.elpac.org>).
- 2) Select the **[Practice & Training Tests]** button.
- 3) Select the **[Test Administrator and Test Examiner Practice and Training Site]** to log on to the **Test Administrator Interface** for the training test.
- 4) Log on to the **Test Administrator Interface** using your TOMS username (your email address) and password.
- 5) Select the training test(s) you want to administer from the test selection window.
- 6) Select the **[Start Practice Session]** button.
- 7) Upon selecting the **[Start Practice Session]** button, a Session ID will appear on the top right corner of the **Test Administrator Interface**.



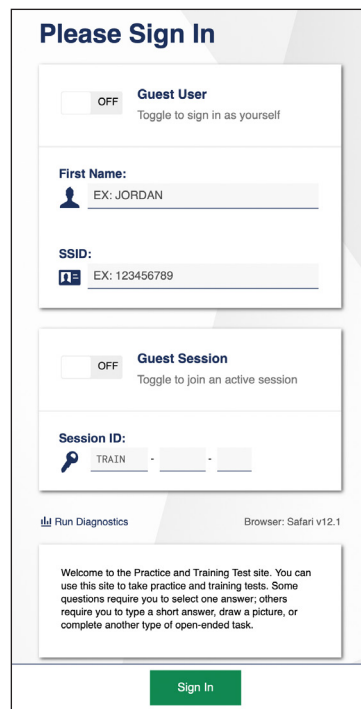
Directions for Administration (cont.)

STUDENT INTERFACE

8) Launch the secure browser on the student's testing device or select the **[Student Interface Practice and Training Tests]** link from the Practice and Training Tests tab on elpac.org.

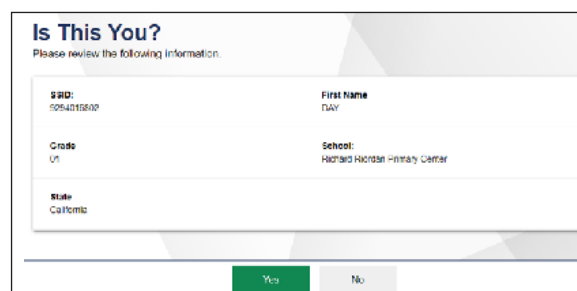
9) Toggle the blue **Guest User** and **Guest Session** buttons to **[OFF]**, and log the student on.

- In the First Name field, enter the student's first name as it appears in the California Longitudinal Pupil Achievement Data System.
- In the SSID field, enter the student's 10-digit Statewide Student Identifier.
- In the Session ID field, enter the Session ID generated from the **Test Administrator Interface**.



The 'Please Sign In' screen features two main sections. The first section, 'Guest User', has a toggle switch set to 'OFF' and the text 'Toggle to sign in as yourself'. Below this are input fields for 'First Name' (with an example 'JORDAN') and 'SSID' (with an example '123456789'). The second section, 'Guest Session', also has a toggle switch set to 'OFF' and the text 'Toggle to join an active session'. Below this is a 'Session ID' field with a key icon and an example 'TRAIN'. At the bottom, there are links for 'Run Diagnostics' and 'Browser: Safari v12.1', a welcome message, and a green 'Sign In' button.

10) Verify the student information is correct on the Is This You? screen. Select **[Yes]** to continue. (Select **[No]** if the student information is not correct. Notify your ELPAC coordinator if it is not.)



The 'Is This You?' screen displays student information for verification. It includes fields for 'SSID' (9054215602), 'First Name' (JAY), 'Grade' (01), 'School' (Richard Rader - Primary Center), and 'State' (California). At the bottom, there are green 'Yes' and grey 'No' buttons.

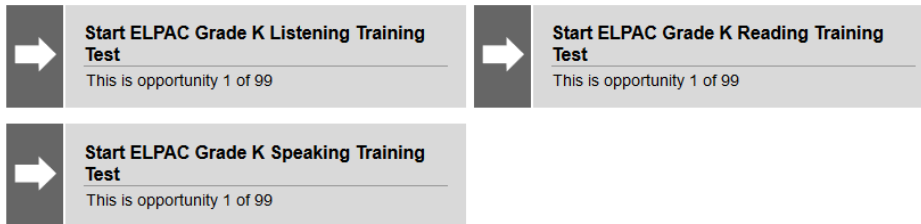
Directions for Administration (cont.)

STUDENT INTERFACE

- 11) On the test selection screen, select the appropriate ELPAC training test. ELPAC training tests are located at the bottom of the list and are color-coded dark grey.

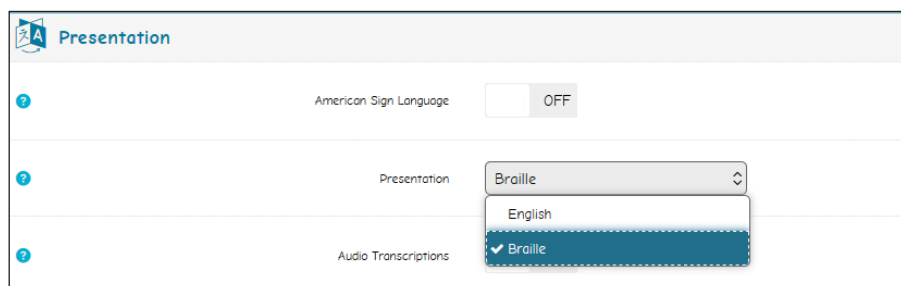
SAMPLE

English Language Proficiency Assessments (ELPAC) Training Test



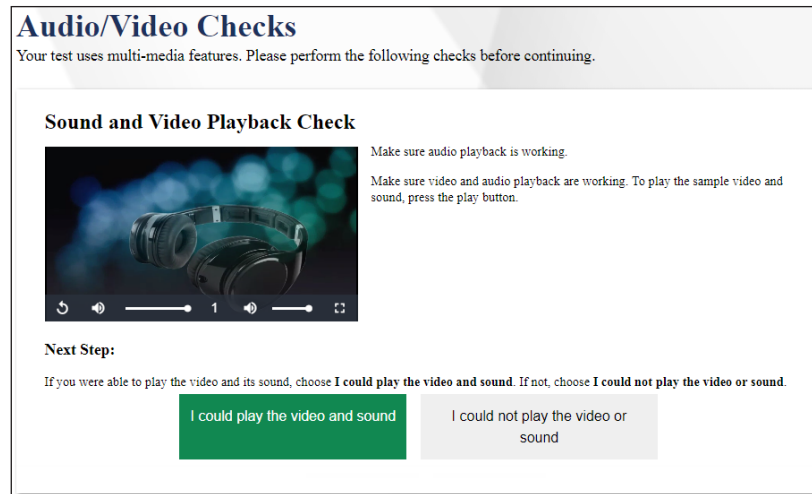
TEST ADMINISTRATOR INTERFACE

- 12) Go back to your test examiner device and in the **Test Administrator Interface**, approve the student to test. Select [**Approvals**] and a Test Settings pop-up screen will appear.
- 13) On the screen that pops up, select the blue icon that looks like an eye. It will open the Test Settings box.
- 14) In the drop-down "Presentation" menu, select [**Braille**].



Directions for Administration (cont.)

- 15) While the Test Settings box is still open, choose any other test settings that are needed, then select the **[Set and Approve]** button. When you do so, the student's screen will advance. You will see this screen:



- 16) Follow the steps above for each student who needs to be logged on.

When students arrive for the test, make sure each student is sitting at the computer they are logged onto.

SAY Today, you will take part of the ELPAC test.

First I am going to come around to each of you and check that the sound on your computer is working, and advance to the screen where you will hear the directions.

STUDENT INTERFACE

- 17) Go around to each student. Have each student put on their headphones. Select the **[Play]** button, then ask the student if they can hear the sound alright. Adjust the volume as needed.
- 18) Select **[Continue]**.
- 19) Select **[Begin Test Now]** at the bottom of the page.
- 20) Perform steps 17-19 for all students.

i For the Listening test, turn to page 10.

For the Reading test, turn to page 14.

For the Writing test, turn to page 16.

Listening—Grades 3–12

Test Administration Directions and Scripts

The Listening portion of the ELPAC is self-directed. Students will work through the test questions independently.

Listening—All Listening Task Types

| Subject | Directions |
|-----------------------|---|
| Prompting guidelines | Prompting is not allowed. |
| When to stop the test | Students may have as much time as they need to finish the Listening section. |
| Note-taking | Note-taking is allowed for all Listening task types. Students may take notes on scratch paper or in the notepad section on the electronic device. |

Before testing begins, the test examiner should assemble the following materials:

- Listening, Reading, and Writing DFA
- Electronic devices for the students to access the test

The following test materials may be used:

- If using, list containing each student's required logon information (statewide student identifier [SSID] and legal first name)
- Electronic device for the test examiner to begin the testing session
- For blind test takers, screen reader with refreshable braille device
 - Please refer to the ELPAC Test Administration Manual for necessary settings when launching with assistive technology
- For low vision test takers, screen magnification software
 - Please refer to the Test Administration Manual for necessary settings when launching with assistive technology
- Pencils with erasers and paper for students with low vision
 - Note: Test examiners may use pencils to point, if applicable
- Scratch paper for the students to take notes if applicable
- Headsets for the students
- Perkins Braille
- Embosser

To begin the test, follow the directions in the **How to Start a Test Session as a Guest** portion of this document or the **How to Start a Training Test Session Using the Same Procedures as the Operational Tests** portion of this document. Ensure any assistive technology and/or supplementary materials are ready and available.

Note: Screen Number 1 contains recorded audio directions for the Listening section. Test content begins with screen Number 2.

When screen Number 1 comes up,

SAY Today, you will take the ELPAC Listening test. Before starting the test, let's go over some test rules.

SAY Your answers need to be your own work. There should be no talking. Make sure your desk is clear of all books, backpacks, cell phones, and electronic devices. These may not be used during the test.

SAY If you would like some scratch paper, raise your hand and I will bring you some.

i Pass out scratch paper.

SAY We are almost ready to begin. In this part of the test, you will listen carefully to some recordings. Then you will answer some questions.

SAY If you are unsure of an answer, provide the answer you think is best. You may go back and change the answer at any time during this test session.

SAY Right now you are on Screen Number 1. This screen contains the test directions. You will put on your headsets and listen to the directions, then take your headsets off when you are finished. Please listen to the directions now.

i Wait for students to finish listening to the directions and taking their headsets off.

SAY The questions on this test begin on screen Number 2. In a moment, you will put on your headsets and answer the questions on the Listening test. When you get to the end of the Listening test, you will select [End Test], then select [Yes]. A review screen will indicate any questions you did not answer, and you may go back and answer any questions you wish to, then select [End Test] and [Yes] again. Then select [Submit Test] and select [Yes]. Once you submit your answers, you will not be able to return to any of the questions in the Listening test. At this time, please select [Next], put on your headsets, and begin the test.

i It is very important to monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate content area (i.e., Listening, not Reading, Writing, or Speaking).

For Braille accommodations, alternative text picture descriptions are embedded for all graphics. For reference, picture descriptions are provided for the test examiner to read aloud for students who cannot access the picture or the embedded picture descriptions. Please note that not all questions contain pictures, so in this DFA, the numbering for questions with picture descriptions may not be continuous.

Grades 6–8 Alternative Text

i For this test, Numbers 2 through 4 do not have picture descriptions.

5–8

If a student cannot access the alternative text description embedded for the graphic, you may read aloud the picture description before the student attempts Questions 5 through 8. The picture description does not need to be read aloud more than once unless the student requests.

SAY The picture shows an apple with a bite taken out of it. There are some brown spots where the apple was bitten.

Grades 9–10 Alternative Text

i For this test, Numbers 2 through 4 do not have picture descriptions.

5–8

If a student cannot access the alternative text description embedded for the graphic, you may read aloud the picture description before the student attempts Questions 5 through 8. The picture description does not need to be read aloud more than once unless the student requests.

SAY The picture shows the name Andrew Carnegie.

Grades 11–12 Alternative Text

i For this test, Numbers 2 through 4 do not have picture descriptions.

5–8

If a student cannot access the alternative text description embedded for the graphic, you may read aloud the picture description before the student attempts Questions 5 through 8. The picture description does not need to be read aloud more than once unless the student requests.

SAY The picture shows the name Andrew Carnegie.

i When there are approximately 10 minutes left in the test session, give students a brief warning.

SAY

In a few minutes we will need to end today's testing. Remember that when you get to the end of the Listening test, you will select [End Test], then select [Yes]. A review screen will indicate any questions you did not answer, and you may go back and answer any questions you wish to, then select [End Test] and [Yes] again. Then select [Submit Test] and select [Yes]. Once you submit your answers, you will not be able to return to any of the questions in the Listening test.

i After 10 minutes,

SAY

This test session is now over. Thank you for your attention and hard work.

Reading—Grades 3–12

Test Administration Directions and Scripts

The Reading portion of the ELPAC is self-directed. Students will work through the test questions independently.

Reading—All Reading Task Types

| Subject | Directions |
|-----------------------|--|
| Prompting guidelines | Prompting is not allowed. |
| When to stop the test | Students may have as much time as they need to finish the Reading section. |
| Note-taking | Note-taking is allowed for all Reading task types. |

Before testing begins, the test examiner should assemble the following materials:

- Listening, Reading, and Writing DFA
- Electronic devices for the students to access the test

The following test materials may be used:

- If using, list containing each student's required logon information (statewide student identifier [SSID] and legal first name)
- Electronic device for the test examiner to begin the testing session
- For blind test takers, screen reader with refreshable braille device
 - Please refer to the ELPAC Test Administration Manual for necessary settings when launching with assistive technology
- For low vision test takers, screen magnification software
 - Please refer to the ELPAC Test Administration Manual for necessary settings when launching with assistive technology
- Pencils with erasers and paper for students with low vision
 - Note: Test examiners may use pencils to point, if applicable
- Headsets for the students
- Perkins Braille
- Embosser

To begin the test, follow the directions in the **How to Start a Test Session as a Guest** portion of this document or the **How to Start a Training Test Session Using the Same Procedures as the Operational Tests** portion of this document. Ensure any assistive technology and/or supplementary materials are ready and available.

Note: Screen Number 1 contains recorded audio directions for the Reading section. Test content begins with screen Number 2.

When screen Number 1 comes up,

SAY Today, you will take the ELPAC Reading test. Before starting the test, let's go over some test rules.

SAY Your answers need to be your own work. There should be no talking. Make sure your desk is clear of all books, backpacks, cell phones, and electronic devices. These may not be used during the test.

SAY We are almost ready to begin. In this part of the test, you will read some texts. Then you will answer some questions about them.

SAY If you are unsure of an answer, provide the answer you think is best. You may go back and change the answer at any time during this test session.

SAY Right now you are on Screen Number 1. This screen contains the test directions. You will put on your headsets and listen to the directions, then take your headsets off when you are finished. Please listen to the directions now.

i Wait for students to finish listening to the directions and taking their headsets off.

SAY The questions on this test begin on screen Number 2. In a moment, you will put on your headsets and answer the questions on the Reading test. When you get to the end of the Reading test, you will select [End Test], then select [Yes]. A review screen will indicate any questions you did not answer, and you may go back and answer any questions you wish to, then select [End Test] and [Yes] again. Then select [Submit Test] and select [Yes]. Once you submit your answers, you will not be able to return to any of the questions in the Reading test. At this time, please select [Next], put on your headsets, and begin the test.

i It is very important to monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate content area (i.e., Reading, not Listening, Writing, or Speaking).

When there are approximately 10 minutes left in the test session, the test examiner should give students a brief warning.

SAY In a few minutes we will need to end today's testing. Remember that when you get to the end of the Reading test, you will select [End Test], then select [Yes]. A review screen will indicate any questions you did not answer, and you may go back and answer any questions you wish to, then select [End Test] and [Yes] again. Then select [Submit Test] and select [Yes]. Once you submit your answers, you will not be able to return to any of the questions in the Reading test.

i After 10 minutes,

SAY This test session is now over. Thank you for your attention and hard work.

Test Administration Directions and Scripts

The Writing portion of the ELPAC is self-directed. Students will work through the test questions independently.

Writing—All Writing Task Types

| Subject | Directions |
|-----------------------|--|
| Prompting guidelines | Prompting is not allowed. |
| When to stop the test | Students may have as much time as they need to finish the Writing section. |
| Note-taking | Prewriting is allowed for all Writing task types. |

Before testing begins, the test examiner should assemble the following materials:

- Listening, Reading, and Writing DFA
- Pencils with erasers and paper for students with low vision
 - Note: Test examiners may use pencils to point, if applicable
- If applicable, list containing each student’s required logon information (statewide student identifier [SSID] and legal first name)
- Electronic devices for the students to access the test

The following test materials may be used:

- Electronic device for the test examiner to begin the testing session
- For blind test takers, screen reader with refreshable braille device
 - Please refer to the ELPAC Test Administration Manual for necessary settings when launching with assistive technology
- For low vision test takers, screen magnification software
 - Please refer to the ELPAC Test Administration Manual for necessary settings when launching with assistive technology
- Perkins Braille
- Embosser
- Scratch paper for the students to take notes, if applicable
- Headsets for the students

To begin the test, follow the directions in the **How to Start a Test Session as a Guest** portion of this document or the **How to Start a Training Test Session Using the Same Procedures as the Operational Tests** portion of this document. Ensure any assistive technology and/or supplementary materials are ready and available.

Note: Screen Number 1 contains recorded audio directions for the Writing section. Test content begins with screen Number 2.

When screen Number 1 comes up,

SAY Today, you will take the ELPAC Writing test. Before starting the test, let’s go over some test rules.

SAY Your answers need to be your own work. There should be no talking. Make sure your desk is clear of all books, backpacks, cell phones, and electronic devices. These may not be used during the test.

SAY We are almost ready to begin. In this part of the test, you will hear some questions and answer them by typing responses in English.

SAY Right now you are on Screen Number 1. This screen contains the test directions. You will put on your headsets and listen to the directions, then take your headsets off when you are finished. Please listen to the directions now.

i Wait for students to finish listening to the directions and taking their headsets off.

SAY The questions on this test begin on screen Number 2. In a moment, you will put on your headsets and answer the questions on the Writing test. When you get to the end of the Writing test, you will select [End Test], then select [Yes]. A review screen will indicate any questions you did not respond to, and you may go back and respond to any questions you wish to, then select [End Test] and [Yes] again. Then select [Submit Test] and select [Yes]. Once you submit your answers, you will not be able to return to any of the questions in the Writing test. At this time, please select [Next], put on your headsets, and begin the test.

i It is very important to monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate content area (i.e., Writing, not Listening, Reading, or Speaking).

For Braille accommodations, alternative text picture descriptions are embedded for all graphics. For reference, picture descriptions are provided for the test examiner to read aloud for students who cannot access the picture or the embedded picture descriptions. Please note that not all questions contain pictures, so in this DFA, the numbering for questions with picture descriptions may not be continuous.

Grades 3–5 Alternative Text

2–3

If a student cannot access the alternative text description embedded for the graphic, you may read aloud the picture description before the student attempts Questions 2 and 3. The picture description does not need to be read aloud more than once unless the student requests.

SAY The picture shows a girl, a boy, and a coach on a basketball court. The girl is shooting the ball into the basket.

i For this test, Numbers 4 through 6 do not have picture descriptions.

2–3

If a student cannot access the alternative text description embedded for the graphic, you may read aloud the picture description before the student attempts Questions 2 and 3. The picture description does not need to be read aloud more than once unless the student requests.

SAY The picture shows a girl, a boy, and a coach on a basketball court. The girl is shooting the ball into the basket.

i For this test, Number 4 does not have a picture description.

5–6

If a student cannot access the alternative text description embedded for the graphic, you may read aloud the picture description before the student attempts Questions 5 and 6. The picture description does not need to be read aloud more than once unless the student requests.

SAY The figure shows a graphic organizer with six boxes of information. The graphic organizer is titled “Priya’s Day.” The information describes what happens in a girl’s day. The boxes are following along a time line that shows rising and falling action. The first three boxes are rising actions: Priya wakes up late and misses her bus. She rides her bike to school in the rain. Her homework falls out of her backpack. The fourth box is at the top: She can’t find her homework and is worried. The fifth box is a falling action: Her friend finds her homework and brings it to Priya. The sixth box is on a flat line: Priya does something nice for her friend.

2–3

If a student cannot access the alternative text description embedded for the graphic, you may read aloud the picture description before the student attempts Questions 2 and 3. The picture description does not need to be read aloud more than once unless the student requests.

SAY The picture shows a girl, a boy, and a coach on a basketball court. The girl is shooting the ball into the basket.

i For this test, Number 4 does not have a picture description.

5–6

If a student cannot access the alternative text description embedded for the graphic, you may read aloud the picture description before the student attempts Questions 5 and 6. The picture description does not need to be read aloud more than once unless the student requests.

SAY The figure shows a graphic organizer with six boxes of information. The graphic organizer is titled “Priya’s Day.” The information describes what happens in a girl’s day. The boxes are following along a time line that shows rising and falling action. The first three boxes are rising actions: Priya wakes up late and misses her bus. She rides her bike to school in the rain. Her homework falls out of her backpack. The fourth box is at the top: She can’t find her homework and is worried. The fifth box is a falling action: Her friend finds her homework and brings it to Priya. The sixth box is on a flat line: Priya does something nice for her friend.

2–3

If a student cannot access the alternative text description embedded for the graphic, you may read aloud the picture description before the student attempts Questions 2 and 3. The picture description does not need to be read aloud more than once unless the student requests.

SAY The picture shows a girl, a boy, and a coach on a basketball court. The girl is shooting the ball into the basket.

i For this test, Number 4 does not have a picture description.

5–6

If a student cannot access the alternative text description embedded for the graphic, you may read aloud the picture description before the student attempts Questions 5 and 6. The picture description does not need to be read aloud more than once unless the student requests.

SAY The figure shows a graphic organizer with six boxes of information. The graphic organizer is titled “Priya’s Day.” The information describes what happens in a girl’s day. The boxes are following along a time line that shows rising and falling action. The first three boxes are rising actions: Priya wakes up late and misses her bus. She rides her bike to school in the rain. Her homework falls out of her backpack. The fourth box is at the top: She can’t find her homework and is worried. The fifth box is a falling action: Her friend finds her homework and brings it to Priya. The sixth box is on a flat line: Priya does something nice for her friend.

i If any students are not responding to the test, ask them if they want to continue. If the students do not want to continue, help them submit the uncompleted test by selecting the [Pause] button.

When there are approximately 10 minutes left in the test session, the test examiner should give students a brief warning.

SAY In a few minutes we will need to end today’s testing. Remember that when you get to the end of the Writing test, you will select [End Test], then select [Yes]. A review screen will indicate any questions you did not respond to, and you may go back and respond to any questions you wish to, then select [End Test] and [Yes] again. Then select [Submit Test] and select [Yes]. Once you submit your answers, you will not be able to return to any of the questions in the Writing test.

i After 10 minutes,

SAY This test session is now over. Thank you for your attention and hard work.

—END—