

ELPAC

English Language Proficiency
Assessments for California



Listening, Speaking, Reading and Writing: Directions for Administration



Training Test Grade 1

ELPAC Administration Notes

FOR QUESTIONS REGARDING THE ELPAC OR FOR ADDITIONAL ASSISTANCE:

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

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Directions for Administration

Introduction

This manual contains directions and the specific scripts you will need to administer the Training Test for the English Language Proficiency Assessments for California (ELPAC). It is a companion document to the online Training Test.

The purpose of the ELPAC Training Test is to familiarize students and test examiners* with the testing interface, item types, and accessibility resources. There is an ELPAC Training Test available for each grade or grade span.

Please note that the Training Test does not produce scores. The Training Test is available all year and may be used at any time in preparation for the operational ELPAC tests.

The Training Test 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 Training Test 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 on the Manuals, Instructions, and Quick Reference Guides page on the [ELPAC website](#).







*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.)

Using the DFA

This DFA document should be used to administer the Listening, Speaking, Reading, and Writing domains.

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 material out loud to the student.
	The test examiner is required to press the record button on the student's screen before reading the SAY text.
	The test examiner is required to point to the text or pictures on the student's screen.
	Information for the test examiner
	Advance to the next question
	The test examiner finger-sweeps or uses a pencil or pen under text on screen while reading it aloud.

Test Materials

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

- Printed or electronic copy of this DFA
- A copy of the Writing Training Test Answer Book
- Electronic device for the student to access the test
- If applicable, electronic device for the test examiner to use the Test Administrator Interface
- Headset and splitter for the test examiner and student (if preferred)
- Pencils and eraser for test examiner and student

Directions for Administration (cont.)

Administering the Test

Before Testing

Before administering the test, the test examiner must do the following:

- Make sure to have a copy of this DFA for use during test administration.
- Prepare testing devices and materials for students and examiners.
- Check the volume on the student's device prior to logon. After logon, the maximum volume cannot be increased.
- Select a quiet area to administer the test. Eliminate distractions (e.g., extraneous noises, windows, etc.).
- Read through the instructions that are specific to each domain (Listening, Speaking, Reading, and Writing).
- If you are administering the Training Test using the same procedures as the operational tests, confirm that the student has been assigned the correct test settings (designated supports and accommodations) in the Test Operations Management System (TOMS).
- If you are administering the Training Test using a standard supported web browser without the use of the Test Administrator Interface or secure browser, apply the appropriate test settings (designated supports and accommodations) for the student in the Student Testing Interface for the Training Test directly.

Directions for Administration (cont.)

Additional Directions

Ways of Accessing the DFA

Printing Instructions:

If possible, choose the following settings when printing the DFA:

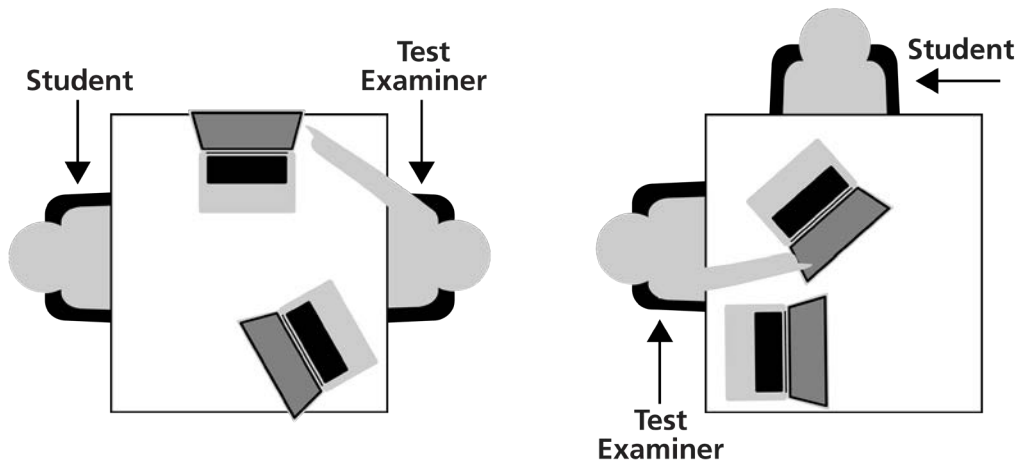
- Select two-sided printing (with binding on the long edge).
- Staple on the vertical edge, left-hand side of the printed document.
- Turn the document horizontally when viewing the Speaking test questions.

Instructions for Viewing Online:

- Open the PDF file in Adobe Acrobat.
- When you get to the Speaking test questions, rotate the view by going to: **View** (on the main menu) > **Rotate View** > and select **Clockwise**.

Recommended Seating Arrangement

The following shows two options for seating arrangements for the test examiner and the student.



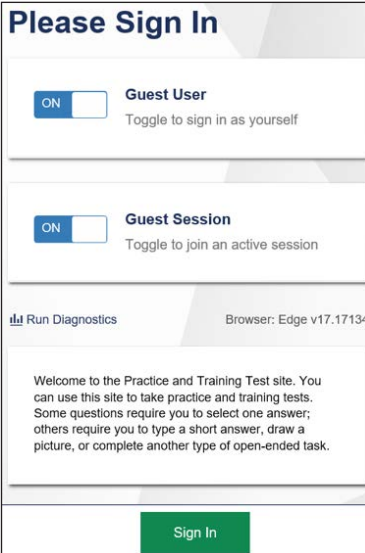
Directions for Administration (cont.)

Logon and Audio/Sound Check Instructions

How to Start a Test Session as a Guest

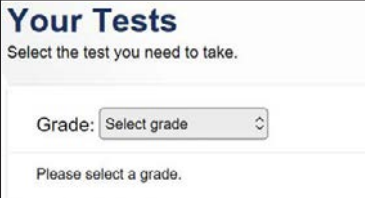
SAY Today you will be taking the ELPAC. First, I am going to sign you in.

- i** 1) Navigate to the [ELPAC website](#).
- 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 on to the test as a guest.



The 'Please Sign In' screen features a toggle for 'Guest User' (ON) and a toggle for 'Guest Session' (ON). Below these are links for 'Run Diagnostics' and 'Browser: Edge v17.17134'. A welcome message states: '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.' A green 'Sign In' button is at the bottom.

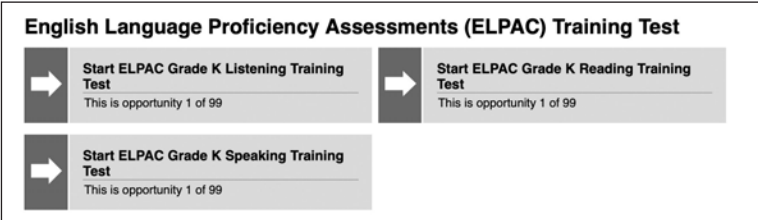
- 5) Select the appropriate grade from the drop-down menu.



The 'Your Tests' screen prompts the user to 'Select the test you need to take.' It includes a 'Grade:' label and a drop-down menu currently showing 'Select grade'. A message at the bottom says 'Please select a grade.'

- 6) On the test selection screen, select the appropriate ELPAC Training Test.

SAMPLE



The 'English Language Proficiency Assessments (ELPAC) Training Test' screen displays three buttons: 'Start ELPAC Grade K Listening Training Test', 'Start ELPAC Grade K Reading Training Test', and 'Start ELPAC Grade K Speaking Training Test'. Each button includes a right arrow icon and the text 'This is opportunity 1 of 99'.

Directions for Administration (cont.)

7) You will see a Choose Settings screen.

Choose Settings:
Review the following test settings. You can change the options, if necessary.

ELPAC Grade K Speaking Training Test

Presentation

- American Sign Language: ☐ OFF
- Presentation: English (dropdown menu)
- Audio Transcriptions: ☐ OFF

Literacy Assistance Resources

- Text-to-Speech: None (dropdown menu)

Integration with Assistive Technology

- Permissive Mode: ☐ OFF

Visual Assistance Resources

8) Choose test settings as needed, then select the **[Select]** button.

If administering the Listening and Reading test, go to the top of page 7.

If administering the Speaking test, go to the bottom of page 7.

Directions for Administration (cont.)

Logon Instructions: Listening and Reading ONLY

If headsets will be used,

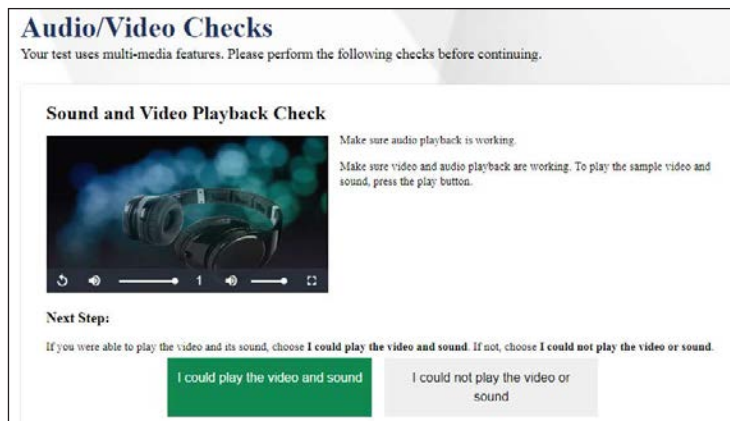
SAY Please put your headset on.

i At this time, put your headset on, too.

Whether headsets are being used or not,

SAY I'm going to check that you can hear the sound.

i 9) Select the **[Play]** button. Check that the student can hear the music and see the moving musical notes. If so, select the **[I could play the video and sound]** button, then select **[Continue]** to proceed. If the video and audio did not play correctly, click **[I could not play the video or sound]**, check your device's settings and try again.



i Depending on the selected test settings, you may see additional screens to check the functionality of certain test setting(s) on your device (e.g., text-to-speech check).

10) Select **[Begin test now]** at the bottom of the page.

SAY We are going to start the test now. Listen to the directions.

i For the Listening test, turn to page 16.

For the Reading test, turn to page 32.

Logon Instructions: Speaking ONLY

SAY Before we begin, we need to check to see if you can hear the audio.

i If using headphones, put headphones on now. Select the speaker button to play the audio.

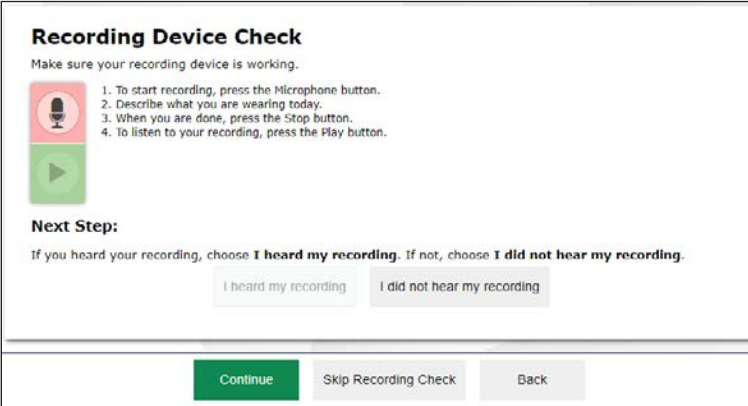


SAY Did you hear the music?


i Pause for student's response. Select **[I heard the sound]**.


Directions for Administration (cont.)

SAY Now we need to check to see if the computer will record your voice. In this test, I'm going to ask you some questions and record your answers.



Recording Device Check
Make sure your recording device is working.

 1. To start recording, press the Microphone button.
2. Describe what you are wearing today.
3. When you are done, press the Stop button.
4. To listen to your recording, press the Play button.



Next Step:
If you heard your recording, choose **I heard my recording**. If not, choose **I did not hear my recording**.

i Depending on the selected test settings, you may see additional screens to check the functionality of certain test setting(s) on your device (e.g., text-to-speech check). If your computer allows audio capture, please follow these steps, otherwise select **[Skip Recording Check]**.



Point to the microphone.

SAY Before giving your answers, I'm going to press the microphone to record your answer here. When it is time to record your answer, I will press the microphone and you will see a white circle. Let's practice.



SAY Describe what you are wearing today.

i Pause for student's response. When student has finished speaking, press the square stop button to stop recording. Acknowledge the student's correct response, or model a correct response, such as "You could have said, 'I am wearing blue pants and a white shirt.'"

SAY Now let's see if it recorded your voice.

i Playback by pressing the green Play button.

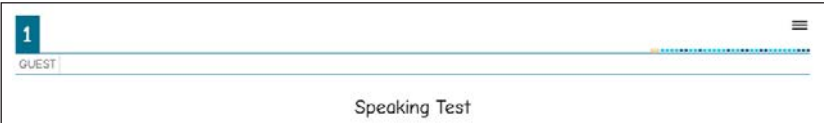
SAY Did you hear yourself?

i Pause for student's response.

i Select **[I heard my recording]**. Select the **[Continue]** button.

View Test Settings or Help Guide as needed. Select **[Begin Test Now]**.

When Question 1 of the Speaking Test comes up, ask the student,



1
QUEST

Speaking Test

SAY Do you have any questions?

i Answer the student's questions.

SAY Remember to answer all of the questions in English. If you want me to repeat a question, you can ask me to. OK, let's get started.

i For the Speaking test, turn to page 18.

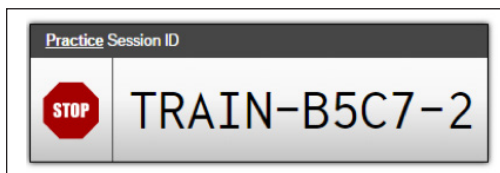
Directions for Administration (cont.)

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

SAY Today you will be taking the 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](#).
- 2) Select the **[Practice & Training Tests]** button.
- 3) Select the **[Test Administrator and Test Examiner Practice and Training Site]** link 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 Session]** button.
- 7) Upon selecting the **[Start 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 and select the button on the screen to go to the Practice and Training Test site or select the **[Student Interface Practice and Training Tests]** link from the Practice and Training Tests tab on <https://www.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**.

Please Sign In

☐ OFF **Guest User**
Toggle to sign in as yourself

First Name:
EX: JORDAN

SSID:
EX: 123456789

☐ OFF **Guest Session**
Toggle to join an active session

Session ID:
EX: TRAIN

[Run Diagnostics](#) Browser: Safari v12.1

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

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.)

Is This You?
Please review the following information.

SSID: 9294015802	First Name: DAY
Grade: 01	School: Richard Riordan Primary Center
State: California	

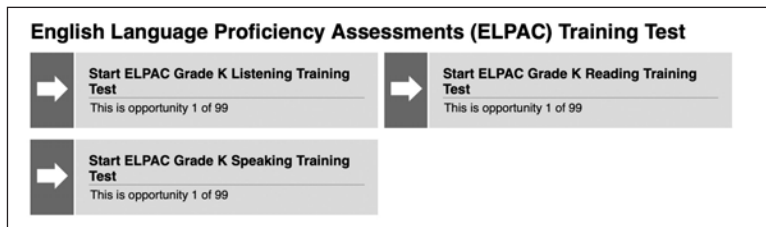
Yes **No**

Directions for Administration (cont.)

STUDENT INTERFACE (cont.)

11) On the test selection screen, select the appropriate ELPAC training test.

SAMPLE



TEST ADMINISTRATOR INTERFACE

12) Go back to your test examiner device and in the **Test Administrator Interface**, approve the student to test.

13) Verify you have selected the correct test and test settings for the student by selecting the **[Approvals]** button. The eye icon allows you to view and set test settings, the check mark allows you to approve the test, and the "X" allows you to deny the test.

14) Go back to the student testing device.

If administering the Listening and Reading test, go to page 12.

If administering the Speaking test, go to page 13.

Directions for Administration (cont.)

Logon Instructions: Listening and Reading ONLY

STUDENT INTERFACE

i If headsets will be used,

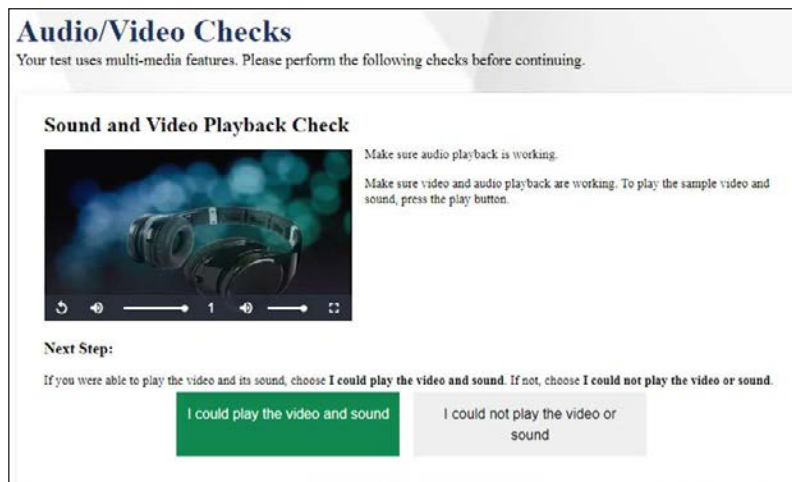
SAY Please put your headset on.

i At this time, put your headset on, too.

Whether headsets are being used or not,

SAY I'm going to check that you can hear the sound.

i 15) Select the **[Play]** button. Check that the student can hear the music and see the moving musical notes. If so, select the **[I could play the video and sound]** button, then select **[Continue]** to proceed. If the video and audio did not play correctly, click **[I could not play the video or sound]**, check your device's settings and try again.



i Depending on the selected test settings, you may see additional screens to check the functionality of certain test setting(s) on your device (e.g., text-to-speech check).

16) Select **[Begin test now]** at the bottom of the page.

SAY We are going to start the test now. Listen to the directions.

i For the Listening test, turn to page 16.

For the Reading test, turn to page 32.

Directions for Administration (cont.)

Logon Instructions: Speaking ONLY


SAY Before we begin, we need to check to see if you can hear the audio.

STUDENT INTERFACE

i If using headphones, put headphones on now. Select the speaker button to play the audio.

Audio Playback Check

Make sure audio playback is working.

 To play the sample sound, press the speaker button.

Next Step:


If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

I heard the sound **I did not hear the sound**

SAY Did you hear the music?


i Pause for student's response. Select **[I heard the sound]**.


SAY Now we need to check to see if the computer will record your voice. In this test, I'm going to ask you some questions and record your answers.

 Point to the microphone.

Recording Device Check

Make sure your recording device is working.

 1. To start recording, press the Microphone button.
2. Say your name into your recording device.
3. When you are done, press the Stop button.
4. To listen to your recording, press the Play button.



Next Step:


If you heard your recording, choose **I heard my recording**. If not, choose **I did not hear my recording**.

I heard my recording **I did not hear my recording**

Continue **Skip Recording Check** **Back**

i Depending on the selected test settings, you may see additional screens to check the functionality of certain test setting(s) on your device (e.g., text-to-speech check). If your computer allows audio capture, please follow these steps, otherwise select **[Skip Recording Check]**.

SAY Before giving your answers, I'm going to press the microphone to record your answer here. When it is time to record your answer, I will press the microphone and you will see a white circle. Let's practice.

 **SAY** Describe what you are wearing today.

i Pause for student's response. When student has finished speaking, press the square stop button to stop recording. Acknowledge the student's correct response, or model a correct response, such as "You could have said, 'I am wearing blue pants and a white shirt.'"

Directions for Administration (cont.)

STUDENT INTERFACE (cont.)

SAY Now let's see if it recorded your voice.

i Playback by pressing the green Play button.

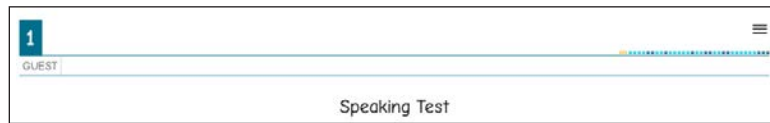
SAY Did you hear yourself?

i Pause for student's response.

i Select **[I heard my recording]**. Select the **[Continue]** button.

View Test Settings or Help Guide as needed. Select **[Begin Test Now]**.

i When Question 1 of the Speaking Test comes up, ask the student,



SAY Do you have any questions?

i Answer the student's questions.

SAY Remember to answer all of the questions in English. If you want me to repeat a question, you can ask me to. OK, let's get started.

➔ NEXT

i For the Speaking test, turn to page 18.

This page is intentionally left blank.

Special Directions for Listening

- Listening is administered one-on-one with the test examiner navigating the student device. The test examiner should scroll at the appropriate times to ensure that the student sees all answer choices.
- If headsets are desired, use a splitter to plug in one pair of student headphones and one pair of test examiner headphones so that the student and test examiner can listen to the test together. Point to questions and answer choices at the appropriate time as the test audio plays, and input the answers indicated by the student.

Prompting Guidelines for All Listening Task Types

- Play any Listening conversation, story, or information only once unless the student has the designated support that allows replays.
- If the student does not answer or gives an answer that is not clear, you may replay the question or say, “Tell/Show me again.”
- If the student still does not answer, select No Response (NR) and move to the next question.

Beginning the Listening Test

The Listening Training Test can be administered as a practice activity by marking the student’s responses in the **Student Testing Interface**. The **Student Testing Interface** does not capture the scores or produce a printed report. As an option, the test examiner can both administer the Training Test and check the student’s answers. The test examiner may choose to copy the practice score sheet, bubble the answers while administering the test, and then use the scoring keys to check the answers.

To begin the test, follow the directions in the **How to Start a Test Session as a Guest** or the **How to Start a Training Test Session Using the Same Procedures as the Operational Tests** portion of this document.

Note: Screen Number 1 does not contain recorded content. Test content begins with screen Number 2.

Listening—Grade 1 (cont.)

When the Listening Test screen comes up,

SAY **Welcome to the Listening section of the ELPAC test.**

In this part of the test, you will listen carefully. Then you will tell me your answers to some questions. You will point to your answer or tell me your answer with words. If you are unsure of how to respond to a question, just respond the best you can. If you need any questions repeated, just ask. If you are having trouble hearing the test, let me know.

You will now begin the Listening questions.

i Select **[Next]** to advance to the next screen.

Administer the Listening domain. To begin playing the audio for each conversation, story, or information, select the audio player button on the screen. Then, select the audio button on the screen for each question. Point to the question and answer choices while the audio of the test plays. You must select an answer for each question to move on to the next question.

After the student responds to the last question,


SAY **This is the end of the Listening test. Thank you for your attention and hard work.**

i **DIRECTIONS FOR ENDING A TEST**

- Select **[End Test]** represented by a red square.
- Select **[Yes]** to continue.
- Select **[Submit Test]**.
- Select **[Yes]** to submit.

Special Directions for Speaking

It is highly recommended that test examiners spend time preparing to administer and score the Speaking domain. The ELPAC includes task types with integrated skills, multiple rubrics, reading of complex academic text, and increased interactions between students and test examiners. The following are suggestions to help prepare for a successful test administration.

- **Practice and Modeling:** A practice question is included as part of the audio capture so the test examiner may provide feedback to let the student know they are responding correctly. The practice question in the audio capture is “Describe what you are wearing today.” For example, if the student responded to the practice question saying, “A shirt and pants,” the test examiner lets the student know the response was correct. If the student does not successfully respond, the test examiner models a correct response for the student, saying, “You could have said, ‘I am wearing blue pants and a white shirt.’”
- **Prompting Guidelines:** The prompting guidelines vary for each Speaking task type. The words that the test examiner can say are located on the page that is read to the student. Test examiners should be familiar with each task type and the prompting guidelines.
- **Oral Reading of Test Questions:** Because of the length and complexity of some questions read by the test examiner, it is suggested to practice reading the text out loud several times prior to testing a student.
- **Pointing:** Some questions require the test examiner to point, as indicated by the  icon, while reading the text out loud to the student. This should be rehearsed prior to the test administration. ***Do not point to pictures or text unless directed to in this DFA.*** Test examiners may use the cursor, pencil or pen, or their finger to point.
- **Anchors and Rubrics:** The test examiner should take time to read through the anchors and scoring rubrics for each test question before testing. Scoring of the Speaking domain occurs as the test is being administered.
- **Scoring Practice:** Each task type includes training and calibration quizzes in the Moodle Training Site to assist test examiners in listening and scoring student responses. It is highly recommended that test examiners use this resource.

Speaking—Grade 1 (cont.)


Prompting and Scoring Guidelines for the Speaking Domain

- **Prompting—Appropriate Wait Time:** The amount of time it takes for students to respond to a test question varies greatly. Test examiners should allow students enough time to compose their thoughts and prepare a response in English.
- **Prompting—Student Answers Question Before Test Examiner Asks:** In two-part questions in Talk About a Scene and Support an Opinion, some students anticipate the next question and start to respond before the test examiner asks the question. The test examiner should not interrupt the student to ask the second part of the question. If the student response does not address the question, the test examiner should ask the question.
- **Prompting—Repeating the Question:** When a student asks or does not respond, you may repeat the question once.
- **Prompting—Encouraging Students:** Throughout the test, if a student is reluctant or asks for assistance that is not allowed, test examiners should give general encouragement by saying words such as, “It’s OK, do your best,” or “You are doing a good job.”
- **Scoring—Self-Correction:** Since students respond to test questions fairly quickly, they sometimes change what they say in the middle of a word or sentence. Students who self-correct are not to be penalized; however, if a response is so halting or choppy that meaning is impeded, it may affect the score.

Audio Capture for the Speaking Domain

For the Training Test, audio capture is available for practice of the Speaking domain. If your computer does not have a microphone or the settings do not allow audio capture, you may administer the test without recording the student’s responses.

During the operational administration of the Speaking domain, the following guidelines apply to the audio capture tool. **The test examiner should score what the student says, not what is recorded.**

- **Activating the microphone:** The microphone icon [] appears at the beginning of the SAY statement. It is OK to record the test examiner’s voice on the audio recording. To ensure smooth interaction between the test examiner and the student, the test examiner may start the microphone while asking the question and stop the microphone after the student responds.
- **Rerecording:** The test examiner may continue to the next question and does not need to rerecord if:
 - Test examiner forgets to record a response.
 - Test examiner records a response to one question by using the audio recorder for another question.
 - Test examiner sees a red triangle in the review box when ending the test session.

Speaking—Grade 1 (cont.)

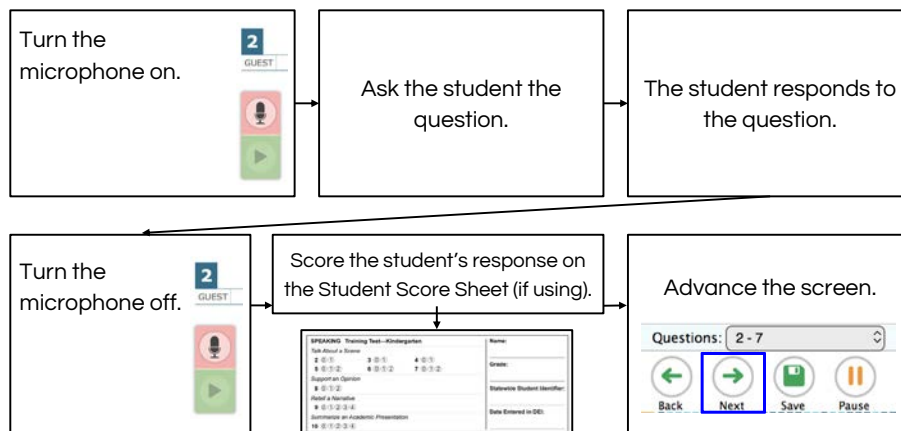
- The audio capture times out after two minutes and the student is still answering the question. Allow the student to complete the response and score the complete spoken response and not only what was recorded.
- **Headsets:** In order to enable interaction between the student and test examiner, use of headsets with a microphone for voice capture is not recommended.
- **Replay:** It is not recommended that the test examiner use the audio capture replay feature while administering the Speaking test. Also, it is not recommended that the student hear their response and rerecord. The test examiner is to listen and score the student's first response.

Once the test examiner has navigated to the next test question, the audio capture recording will not be able to be replayed. The test examiner does not need to replay the student response to confirm the audio capture.

- **Routine for Scoring Speaking on the Computer-based ELPAC:**

The following suggested routine provides test examiners with a sample protocol for administering the Speaking section of the computer-based ELPAC:

- Select the microphone icon to turn the microphone on.
- Ask the student the question.
- The student responds to the question.
- Turn the microphone off.
- Score the student's response on the Student Score Sheet (if using).
- Advance the screen.



Speaking—Grade 1 (cont.)

Ending the Test and Review Screen

When the test is complete,

SAY This is the end of the Speaking test. Thank you for your attention and hard work.

i DIRECTIONS ON ENDING A TEST


- Select the **[End Test]** button to continue to the review screen.
- Do not rerecord responses if you see a red triangle in the review box. Select the **[Submit Test]** button.










Review Screen

The review screen will indicate red triangles for every question where the audio capture was not successfully recorded. The test examiner should **not** go back and record any responses to remove the red triangles once the test is completed.

Congratulations, you reached the end of the test!

If there are items available for review, they will be displayed in the box below. If the box is blank, no additional items are available for review. Please complete any remaining item reviews, then click Submit Test at the bottom of the screen.

 = This symbol indicates unanswered items.

1	2 	3 	4 	5 
6 	7 	8 	9 	10 



No.	Item	Score 0	Score 1
	SAY Look at the picture. I am going to ask you some questions about it.	<ul style="list-style-type: none">• Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know."	<ul style="list-style-type: none">• Correct response.
2	SAY What is the teacher doing? ➔ NEXT	Anchor: <ul style="list-style-type: none">◦ Teacher.	Anchor: <ul style="list-style-type: none">◦ Passing out markers/crayons/paint.
3	SAY What is on the tables? ➔ NEXT	Anchor: <ul style="list-style-type: none">◦ Tables.	Anchor: <ul style="list-style-type: none">◦ Paint/blocks/art supplies.
4	SAY Describe what the boys are doing. ➔ NEXT	Anchor: <ul style="list-style-type: none">◦ I forget.	Anchor: <ul style="list-style-type: none">◦ Painting/coloring (the blocks/cubes).

No.	Item	Score 0	Score 1	Score 2
	i For questions 5–7, if the student gives a one-word response, say, “Tell me more.”	<ul style="list-style-type: none"> • Response is not relevant. • Response contains no English. • No response, “I don’t know,” or is completely unintelligible. 	<ul style="list-style-type: none"> • Response is limited or partially relevant. • Errors in grammar, pronunciation, or intonation impede meaning. 	<ul style="list-style-type: none"> • Response is relevant. • Errors in grammar, pronunciation, or intonation do not impede meaning.
5	SAY What kind of class is this? i Wait for the student’s response. SAY How do you know? NEXT	Anchor: <ul style="list-style-type: none"> ◦ Class. [Examiner: How do you know?] (No response.)	Anchor: <ul style="list-style-type: none"> ◦ Art. [Examiner: How do you know?] (Pointing.) [Examiner: Tell me in words.] (Shakes head.)	Anchor: <ul style="list-style-type: none"> ◦ An art class. [Examiner: How do you know?] Because there is art stuff in the room.
6	SAY Describe what is on the walls. NEXT	Anchor: <ul style="list-style-type: none"> ◦ (Response in primary language.) 	Anchor: <ul style="list-style-type: none"> ◦ Pictures. [Examiner: Tell me more.] Picture.	Anchor: <ul style="list-style-type: none"> ◦ There’s a picture and a clock, and there’s a picture . . . that’s a picture frame.
7	Point to the entire scene. SAY Tell me something else about the picture. NEXT	Anchor: <ul style="list-style-type: none"> ◦ Umm, yes . . . [Examiner: Tell me more.] Umm, no.	Anchor: <ul style="list-style-type: none"> ◦ Umm, paint . . . painting. [Examiner: Tell me more.] No.	Anchor: <ul style="list-style-type: none"> ◦ The girl is drawing.

Prompting Guidelines: Talk About a Scene

If the student does not answer or requests that a question be repeated, you may repeat the question once.

If the student points, pantomimes, or points to people and things while saying words such as this/that/these/those, say, “Tell me in words.”

For questions 5–7, if the student gives a one-word response, say, “Tell me more.”

For question 7, if the student gives a response such as “There is nothing more to say,” repeat the question.



Score 0	Score 1	Score 2
<ul style="list-style-type: none">• An opinion is not expressed.• Response contains no English.• No response, "I don't know," or is completely unintelligible. <p>Anchor: I don't know.</p>	<ul style="list-style-type: none">• 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. <p>Anchor: Space. [Examiner: Why do you think a book about outer space is better?] I don't know.</p>	<ul style="list-style-type: none">• An opinion is expressed and supported with a relevant reason.• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. <p>Anchor A: The ocean because I like it. Anchor B: Space because it's cool.</p>

No.	Picture	Prompt
8		<p>SAY Now, SAY I am going to ask you for your opinion.  Point to each picture at the appropriate time while reading the question.</p> <p>SAY  Your class has a choice to read a book. Which book do you choose for your class to read together: a book about the ocean or a book about outer space?</p> <p>i Wait for initial choice.</p> <p>SAY Why do you think [a book about the ocean/a book about outer space/your choice] is better?</p> <p>➔ NEXT</p>

Prompting Guidelines: Support an Opinion
<p>If the student does not answer or requests that a question be repeated, you may repeat the question once.</p> <p>If the student points, pantomimes, or points while saying words such as this/that/these/those, say, “Tell me in words,” and repeat the question.</p> <p>If the student states a choice but does not provide a reason, repeat the last part of the question once: “Why do you think [student’s choice] is better?”</p> <p>If the student gives an original but irrelevant response to the question, or selects neither or both options, say, “Why do you think your choice is better?”</p>



Score 0	Score 1	Score 2	Score 3	Score 4
<ul style="list-style-type: none">• Response is not relevant.• Response contains no English.• No response, “I don’t know,” or is completely unintelligible.	<ul style="list-style-type: none">• 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).	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.
<p>Anchor: I don’t know.</p>	<p>Anchor: Build tree house. [Examiner: What else can you tell me about the story?] (No response.)</p>	<p>Anchor: Umm, I forgot the names. [Examiner: It’s Margie and her dad.] Margie wanted to build a birdhouse. So her dad and . . . her dad and her went to go find some tools. Then when they were finished, they hung it up and all of the birds came to see.</p>	<p>Anchor: Margie and her dad wanted to build a tree house. Margie helded up the board so her dad could hammer the lit, the little things. And then Margie and her dad painted the, umm, tree house. And as soon as they hanged it, the birds already wanted to check it out.</p>	<p>Anchor: The dad and his daughter wanted to build a birdhouse. So they went to the garage to get wood. The girl picked up wood and the . . . and the dad hammered the wood with nails. And, then . . . and the dad and the girl were painting the birdhouse. Then they hung the birdhouse and the birds checked it out.</p>

SAY Look at the pictures.

 **i** Pause. Point to each of the pictures.

SAY I am going to tell you a story about the pictures.
Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me.

 Point to the first picture.

SAY Margie and her dad wanted to build a birdhouse. They went out to the garage to gather a pile of boards and some tools.

 Point to the second picture.

SAY Margie held the boards while her father hammered the boards together using nails.

 Point to the third picture.

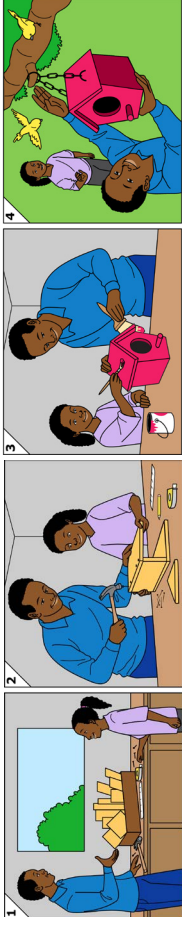
SAY After the birdhouse was built, Margie and her father used brushes to paint and decorate it.

 Point to the fourth picture.

SAY As soon as they hung the birdhouse in the tree, the birds came to see it.

 **SAY** Now use all the pictures to tell the story back to me.

 NEXT



Prompting Guidelines: Retell a Narrative

Read the story only once.

If the student does not answer or requests that the question be repeated, say, "Now use all the pictures to tell the story back to me."

If the student points, pantomimes, or points to people and things while saying words such as this/that/these/those, say, "Tell me in words about the story."

If the student is reluctant or stops speaking after saying a few sentences, prompt the student by saying one of the following,

"What else can you tell me about the story?" or "And then what happened?" Reprompt no more than twice.

If the student is struggling to remember a name, say, "The girl's/boy's name is [name]. You can also say 'the girl/the boy.'"

When scoring, you should consider the responses given by the student as a whole, regardless of reprompting.

**Main Points**

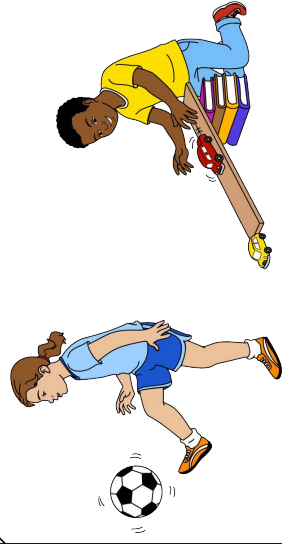
A full response includes the following main points and at least one detail:

- Pushing (forces) moves things away
- Pulling (forces) moves things toward you.

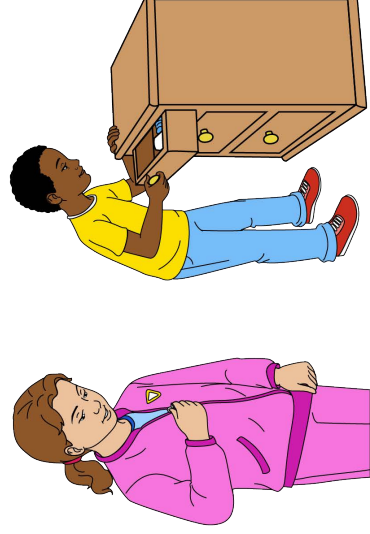
Details:

- Pushing and pulling are forces/forces make things move.
- Pushing is like kicking a ball/rolling a car down a ramp.
- Pulling is like zipping a zipper/opening a drawer

1



2



SAY I am going to tell you about forces. Listen carefully. You will hear the information only once. When I am finished, you will tell me about forces.

SAY Pushing and pulling are forces. Forces make something or someone move. We use forces every day.

 Point to the first picture.

SAY A push moves something away from you. Kicking a ball and rolling a toy car down a ramp are examples of pushing forces.

 Point to the second picture.

SAY A pull moves something toward you. Zipping up a zipper or opening a drawer are examples of pulling forces.

SAY  Now it is your turn. Tell me about forces. Use the pictures to help you.

i Pause to let the student summarize the presentation. While the student is responding, use the main points and the rubric to score the response. After the student responds,

SAY This is the end of the Speaking test. Thank you for your attention and hard work.

i DIRECTIONS ON ENDING A TEST

- Select the **[End Test]** button to continue to the review screen.
- Do not rerecord responses if you see a red triangle in the review box. Select the **[Submit Test]** button.
- Remember to enter student scores in DEI and securely destroy score sheets and logon tickets.

Prompting Guidelines: Summarize an Academic Presentation

Read the information only once.

If the student does not answer or requests that a question be repeated, you may repeat the question once.

If the student points to the picture without speaking, say, “Tell me in words.”

If the response includes one or some of the main points and/or partial details, say,

“What else can you tell me about what you heard/about what I told you?” Reprompt only once.

If the student is struggling to remember a word, you may say, “It’s OK, do your best.” Do not say the word to the student.

When scoring, you should consider the responses given by the student as a whole, regardless of reprompting.

**Main Points**

A full response includes the following main points and at least one detail:

- Pushing (forces) moves things away
- Pulling (forces) moves things toward you.

Details:


- Pushing and pulling are forces/forces make things move.
- Pushing is like kicking a ball/rolling a car down a ramp.
- Pulling is like zipping a zipper/opening a drawer

Score 0	Score 1	Score 2	Score 3	Score 4
<ul style="list-style-type: none"> • Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Anchor: I don't know.</p>	<p>Anchor: You can make, umm ... you can make a car to like go to you. And you can umm, can get something out of something. [Examiner: What else can you tell me about what you heard?] (Pointing, no response.)</p>	<p>Anchor: Umm, forces make things push things, a soccer ball move. Now this (pointing) one? Forces a zipper or ... [Examiner: What else can you tell me about what I told you?] (No response.)</p>	<p>Anchor: Umm, force is about pushing, like pushing a car and kicking a ball. And pulling means that you like zip a thing towards you and like open the drawer of the ... door ... the drawer ... like open the door like drawer open. That's what you call pulling.</p>	<p>Anchor: Forces are making things move. Like when you push a car down a ramp, it moves away or you can pull up a zipper.</p>

Notes:

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

Special Directions for Reading

- Reading is administered one-on-one with the test examiner navigating the student device. The test examiner should scroll at the appropriate times to ensure that the student sees all reading passages and answer choices.
- For each question, sweep your finger or pencil under the question and options on the screen as you read and say them aloud. For all questions, you will select the student's response on the Student Interface.
- For questions that have the options C, IC, and NR, select "C" for a correct response, "IC" for an incorrect response, and "NR" for no response.
- For questions that have the options A, B, and C, do not say the option letters (A, B, C), and do not read "NR" aloud to the student.
- For questions with text options, say, **"Tell me your answer,"** after you have read the last option.
- For questions with picture options, say, **"Point to your answer,"** after you have read the question.
- The **READ AND SAY** symbol indicates text on the student's screen that you will read aloud as you sweep your finger or pencil underneath.
- When sweeping your finger or pencil under a word, phrase, sentence, or picture, do not cover up any part of the text or picture.
- **Pointing:** Some questions require the test examiner to point, as indicated by the  icon, while reading the text out loud to the student. This should be rehearsed prior to the test administration. Do not point to pictures or text unless directed to in this DFA. Test examiners may use the cursor, pencil or pen, or their finger to point.
- If there are terms that include a phonetic pronunciation in brackets, pronounce the word as provided in the brackets.
- Refer to the Prompting Guidelines before each task in this DFA.
- If a student looks for confirmation from the test examiner while reading, say, **"It's OK, do your best."**

Reading—Grade 1 (cont.)

Beginning the Reading Test

The Reading Training Test can be administered as a practice activity by marking the student's responses in the **Student Testing Interface**. The **Student Testing Interface** does not capture the scores or produce a printed report. As an option, the test examiner can both administer the Training Test and check the student's answers. The test examiner may choose to copy the practice score sheet, bubble the answers while administering the test, and then use the scoring keys to check the answers. You must select an answer for each question to move on to the next question.

To begin the test, follow the directions in the **How to Start a Training Test Session Using the Same Procedures as the Operational Tests** portion of this document or the **How to Start a Test Session as a Guest** portion of this document.

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

1

When the Reading Test screen comes up,

SAY This is the Reading section of the ELPAC test.

In this part of the test, we are going to read together. I will ask you some questions. You will point to your answer or tell me your answer with words. If you are unsure of how to respond to a question, just respond the best you can.

If you need me to repeat a question, just ask.

You will now begin the Reading questions.

i Select **[Next]** to advance to the next screen.

Administer the Reading questions using the scripts below.



Reading—Read and Choose a Word

Prompting Guidelines: Read and Choose a Word

Read aloud the directions only. Do not read aloud the answer choices.

If the student requests that a question be repeated, you may repeat the directions once.

If the student does not give an answer, repeat the directions. If the student gives an answer that is not clear, you may repeat the directions or say, **"Tell/Show me again."**

If the student still does not answer, choose No Response (NR) and move to the next question.

2

SAY Look at the picture. Point to the word that matches the picture.

Reading—Read and Choose a Sentence

Prompting Guidelines: Read and Choose a Sentence

Read aloud the directions only. Do not read aloud the answer choices.

If the student requests that a question be repeated, you may repeat the directions once.

If the student does not give an answer, repeat the directions. If the student gives an answer that is not clear, you may repeat the directions or say, **"Tell/Show me again."**

If the student still does not answer, choose No Response (NR) and move to the next question.

3

SAY Look at the picture. Point to the sentence that matches the picture.



Reading—Read a Literary Passage

Prompting Guidelines: Read a Literary Passage

Read aloud the directions but not the story; the student will read the story. Then read aloud the questions and answer choices.

For questions with text options, say, **“Tell me your answer,”** after you have read the last option.

For questions with picture options, say, **“Point to your answer,”** after you have read the question.

If the student requests that a question be repeated, you may repeat the question once.

If the student does not answer or gives an answer that is not clear, you may repeat the question once. If the student still does not answer, choose No Response (NR) and move to the next question.

4–6

SAY Now you are going to read a story on your own. Then you will answer questions about what you have read.

SAY When you need me to scroll to read the rest of the text, just ask. Tell me when you are finished reading the text so I can read the questions to you.

i For each question, sweep your finger under the question and options on the screen as you read and say them aloud. For all questions you will select the student’s response on the Student Testing Interface.


After the student responds to the last question,

SAY This is the end of the Reading test. Thank you for your attention and hard work.

i DIRECTIONS FOR ENDING A TEST

- Select **[End Test]** represented by a red square.
- Select **[Yes]** to continue.
- Select **[Submit Test]**.
- Select **[Yes]** to submit.

Special Directions for Writing

- For each question, you will read aloud the question in this DFA while the student looks at the question in the Answer Book. You will point to information in the Answer Book, as directed. The student will write a response in the Answer Book.
- When sweeping your finger or pencil under a word, phrase, sentence, or picture, do not cover up any part of the text or picture.
- **Pointing:** Some questions require the test examiner to point, as indicated by the  icon, while reading the text out loud to the student. This should be rehearsed prior to the test administration. Do not point to pictures or text unless directed to in this DFA. Test examiners may use the cursor, pencil or pen, or their finger to point.
- If a student looks for confirmation from the test examiner while writing, say, **“It’s OK, do your best.”**

Beginning the Writing Test

The Writing Training Test is administered on paper. The test examiner should copy the student Answer Book. As an option, the test examiner can administer and review the student’s responses to the Training Test using the rubrics provided.

SAY Today, you will take the ELPAC Writing test. If you are unsure of how to respond to a question, just respond the best you can.

In this part of the test, you will write your answers to some questions on paper.

If you need any questions repeated, just ask.

You will now begin the Writing questions.

i Administer the Writing questions using the scripts on the following page.



Writing—Write a Story Together with Scaffolding

1

SAY We are going to write a story together. The title of the story is “Working in the Garden.”

i Sweep your finger under the title in the Answer Book as you read it aloud.

SAY The first letter is missing from the word “Garden.” Say the word “Garden.”

SAY Now write the first letter of the word “Garden.”

 Point to the write-on line in the Answer Book. If student does not write, re-prompt.

2

SAY The first sentence in the story is: The kids help outside.

i Sweep your finger under the sentence in the Answer Book as you read it aloud.

SAY The second sentence should say: They water the plants.

i Sweep your finger under the sentence in the Answer Book as you read it aloud.

SAY The word “plants” is missing from the story. Say the word “plants.”

SAY Now write the word “plants.”

 Point to the write-on line in the Answer Book.

3

SAY Now it is your turn to write the end of the story. How should the story end? Write your sentence here.

 Point to the write-on line in the Answer Book.

SAY Read your writing to me.

i Write what the student says in the Transcription Box.

**Writing—Write an Informational Text Together**

4

SAY Now I am going to tell you some information about why pigs roll in the mud. Listen carefully. Then we will write about what we have learned.

i Read the text aloud to the student. Point to each picture at the appropriate time while reading the text.

SAY When it is hot outside, pigs roll in mud. Pigs roll in mud because mud helps pigs stay cool. Mud keeps their skin safe from sunburn. Pigs use mud baths to rub insects off of their skin. Insects can hurt the pigs. The mud helps pigs keep insects away.

SAY Let's write about what we learned.

i Sweep your finger under the sentence as you read.

SAY The first sentence is: Pigs roll in mud.

SAY I have a sentence to add. I will say the sentence and you will write the sentence here.



Point to the first write-on line in the Answer Book.

SAY Mud keeps pigs cool.

i Repeat the sentence as necessary.
Pause for the student to write.

SAY Let's read what we have written so far.

i Sweep your finger under the sentence as you read.

SAY Pigs roll in mud.
Mud keeps pigs cool.



5

SAY Now it is your turn to add a sentence. Listen while I re-read the information. Listen carefully so you can write your own sentence here.

 Point to the final write-on line in the Answer Book.

i Read the text aloud to the student. Point to each picture at the appropriate time while reading the text.

SAY When it is hot outside, pigs roll in mud. Pigs roll in mud because mud helps pigs stay cool. Mud keeps their skin safe from sunburn. Pigs use mud baths to rub insects off of their skin. Insects can hurt the pigs. The mud helps pigs keep insects away.

 When you are finished reading, point to the final write-on line.

SAY Now, write your sentence here. You can use the words and the pictures to help you write your sentence.

i Pause for the student to write.

SAY Do you want to make any changes to your sentence?

i Pause for the student to make any revisions. If student does not have any revisions, or when student completes revisions.

SAY Read your writing to me.

i Write what the student says in the Transcription Box.

**Writing—Describe a Picture**

6

SAY In this part of the test, you will write a sentence on your own.

SAY Your sentence should tell what is happening in the picture.

**Writing—Write About an Experience**

7

SAY You are going to write in English about something that happened to you.

- You should write at least one complete sentence.
- Use descriptions, details, and examples to make your writing interesting.

SAY Write about a time when you went somewhere fun. Where did you go? What did you do?

i After the student responds to the last question,

SAY This is the end of the Writing test. Thank you for your attention and hard work.



1 Working in the garden

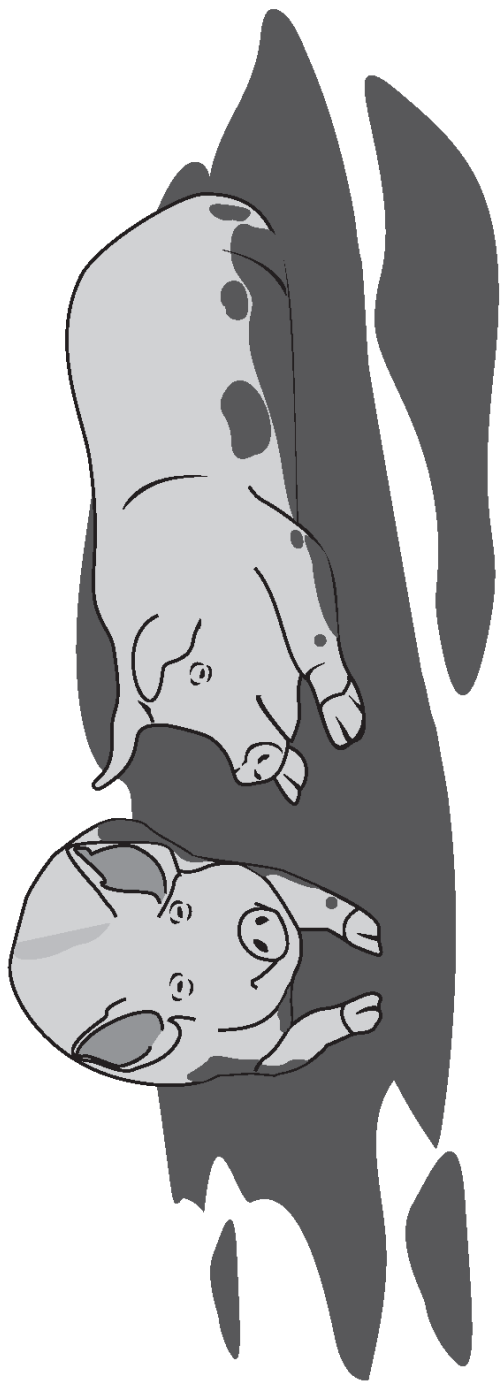


The kids help outside.

2 They water the

3

Transcription Box



Pigs roll in mud.

4

5

Transcription Box



Four sets of primary writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

6



Directions

You are going to write in English about something that happened to you.

- You should write at least one complete sentence.
- Use descriptions, details, and examples to make your writing interesting.

Write about a time when you went somewhere fun. Where did you go?
What did you do?

7

STOP

This page is intentionally left blank.

Student Score Sheet

SPEAKING	Training Test—Grade 1	Name:
<i>Talk About a Scene</i>		
2 ① ②	3 ① ②	4 ① ②
5 ① ② ③	6 ① ② ③	7 ① ② ③
<i>Support an Opinion</i>		Grade:
8 ① ② ③		
<i>Retell a Narrative</i>		Statewide Student Identifier:
9 ① ② ③ ④		
<i>Summarize an Academic Presentation</i>		Date Entered in DEI:
10 ① ② ③ ④		

SPEAKING	Training Test—Grade 1	Name:
<i>Talk About a Scene</i>		
2 ① ②	3 ① ②	4 ① ②
5 ① ② ③	6 ① ② ③	7 ① ② ③
<i>Support an Opinion</i>		Grade:
8 ① ② ③		
<i>Retell a Narrative</i>		Statewide Student Identifier:
9 ① ② ③ ④		
<i>Summarize an Academic Presentation</i>		Date Entered in DEI:
10 ① ② ③ ④		

SPEAKING	Training Test—Grade 1	Name:
<i>Talk About a Scene</i>		
2 ① ②	3 ① ②	4 ① ②
5 ① ② ③	6 ① ② ③	7 ① ② ③
<i>Support an Opinion</i>		Grade:
8 ① ② ③		
<i>Retell a Narrative</i>		Statewide Student Identifier:
9 ① ② ③ ④		
<i>Summarize an Academic Presentation</i>		Date Entered in DEI:
10 ① ② ③ ④		