
ELPAC

English Language Proficiency
Assessments for California



Listening, Speaking, Reading and Writing: Directions for Administration



Visual Impairment and Braille Practice Test Grade 2

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 (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.

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Directions for Administration

Introduction

This manual contains directions and the specific scripts you will need to administer the Practice Test for the English Language Proficiency Assessments for California (ELPAC) to students with blindness or low vision whose primary language is not English. It is a companion document to the online Practice Test.

The purpose of the ELPAC Practice Test is to familiarize students and test examiners* with the testing interface, item types, and accessibility resources as well as to provide students with the opportunity to practice a full-length test. The Practice Test provides a sample of the question types and grade-level content and contains the same number of questions that appear on the ELPAC operational tests. There is an ELPAC Practice Test available for each grade level/span.

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

The Practice 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 Practice 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 Practice 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
	Stopping marker
	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 Practice 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
- Pencil with eraser and paper for students with low vision
- Scratch paper and pencil for note-taking, or braille slate and stylus, or other approved note-taking device
- For low-vision test takers, screen magnification software will be necessary. Please refer to the ELPAC Test Administration Manual for necessary settings when launching with assistive technology.
- For blind test takers, screen reader with refreshable braille device
- Administration Manual for necessary settings when launching with assistive technology

Directions for Administration (cont.)

- Perkins Braille, if applicable
- Embosser, if applicable
- For students assigned the braille accommodation, embossed Reading test content (see Reading section of this DFA for further information)
- Copy of the Student Score Sheet (if preferred), which can be found at the end of this DFA

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 Practice 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 Practice 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 Practice and Training Tests directly.

During Testing

- Greet the student and read the information from the administration script for that domain (i.e., Listening, Speaking, Reading, or Writing).
- The student may not use books, cellular phones, or other reference materials during testing. Students' desks should be clear of all items except for the test materials provided by the test examiner.
- 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.
- All directions may be repeated or replayed.
- The universal tools (e.g., zoom, line reader, etc.) introduced during test examiner

Directions for Administration (cont.)

training and described in California Assessment Accessibility Resources Matrix are available in the test delivery system for students who need them. The test examiner should use the universal tools on the student's behalf. For example, the zoom is a tool that can make the graphics and text larger on the screen.

- To minimize the risk of unforeseen usability issues, adjust sound and display settings using the resources in the test delivery system rather than those built into the student's device (e.g., zoom using the test delivery system, not the device's track pad or touch screen).
- Read the directions, questions, and answer choices in a neutral voice. Read the test content (e.g., the story or presentation) in a grade appropriate manner. The student may interpret variations in tone as a clue that the emphasized word or phrase could be the correct answer to a question. Pronunciation guides are provided for technical terms and frequently mispronounced words.
- Verify the student's test settings in the Test Administrator Interface.

When to Stop the Test

There are stopping markers in each domain as indicated by the . If there have been no responses or no correct responses to the stopping marker, the test examiner may stop administering each domain. For domains that are computer-based, select the **[End Test]** button at the top of the Student Interface screen to submit the test. After the stopping marker, the test examiner should use their best judgment to determine whether a student should proceed.

Directions for Administration (cont.)

Coaching and Guessing

- Do not show or suggest the correct answer to any question. If a student asks about a test question (“Is this right?” or “How do you spell _____?”), give a neutral response, such as “You choose the one you think is right and go on,” or “Just spell it the best you know how.”
- Do not coach the student. The test examiner should not provide assistance that will inadvertently indicate an answer.
- Encourage the student to do his or her best on all sections of the assessment.

Additional Directions

Ways of Accessing the DFA

Printing Instructions:

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

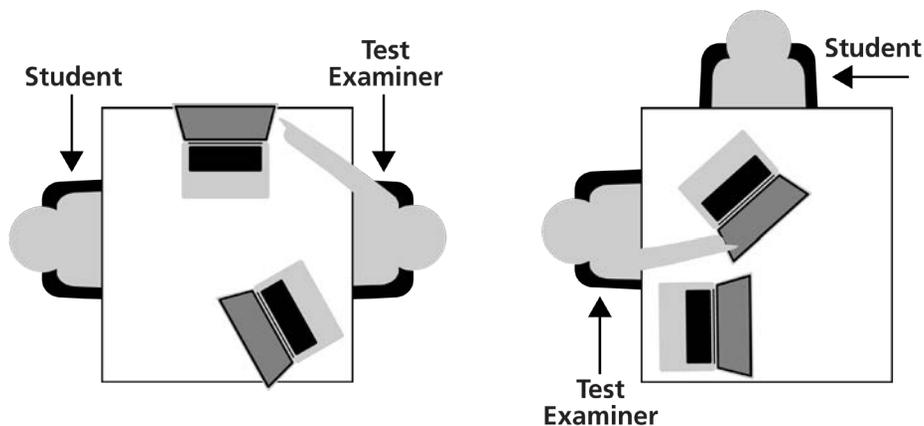
- Select two-sided printing (with binding on the long edge).
- Staple on the vertical edge, left-hand side of the printed document.
- Turn the document horizontally when viewing the Speaking test questions.

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.

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.

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

SAMPLE

English Language Proficiency Assessments (ELPAC) Practice Test

Start ELPAC Grade 1 Listening Practice Test
This is opportunity 1 of 99

Start ELPAC Grade 1 Reading Practice Test
This is opportunity 1 of 99

Start ELPAC Grade 1 Speaking Practice Test
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
- Audio Transcriptions OFF

Literacy Assistance Resources

- Text-to-Speech None

Integration with Assistive Technology

- Permissive Mode OFF

Visual Assistance Resources

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

ELPAC Grade K Speaking Training Test

Presentation

- American Sign Language OFF
- Presentation Braille
- Audio Transcriptions OFF

English

Braille

9) While the Choose Settings box is still open, choose any other test settings that are needed, then select the **[Select]** button.

If administering the Listening and Reading test, go to the top of page 8.

If administering the Speaking test, go to the bottom of page 8.

Directions for Administration (cont.)

Logon Instructions: Listening and Reading ONLY

If headsets will be used,

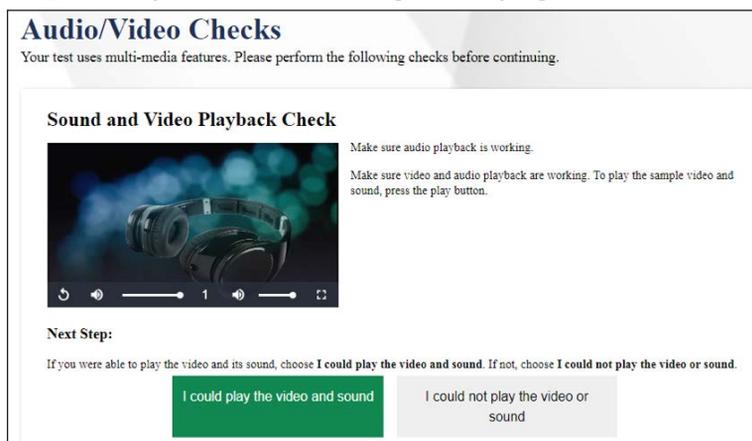
SAY Please put your headset on.

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 10) Select the **[Play]** button. Check that the student can hear the music. 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).

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

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

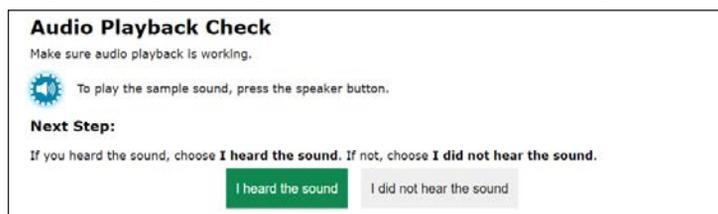
i For the Listening test, turn to page 16.

For the Reading test, turn to page 46.

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.

SAMPLE

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 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. When it is time to record your answer, I will press the microphone. Let's practice.

SAY Describe your favorite food.

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, 'My favorite food is a hamburger and fries.'"

i When the student is ready, select **[I heard my recording]**.

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. Now we are going to begin.

i Select the **[Continue]** at the bottom of the screen.

At the bottom of the next page, select **[Begin Test Now]**.

i For the Speaking test, turn to page 26.

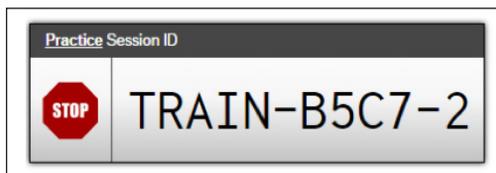
Directions for Administration (cont.)

How to Start a Practice 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

- 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 Practice Test.
- 4) Log on to the **Test Administrator Interface** using your TOMS username (your email address) and password.
- 5) Select the Practice 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 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 the [ELPAC website](#).

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**.

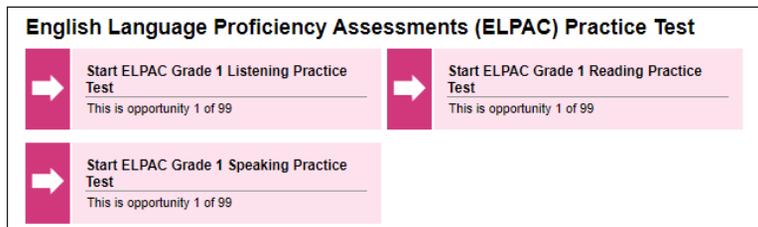
10) Verify the student information is correct on the “Is This You?” screen. Select **[Yes]** to continue. (Select **[No]** if the student information is not correct. Notify your ELPAC coordinator if it is not.)

Directions for Administration (cont.)

STUDENT INTERFACE (cont.)

11) On the test selection screen, select the appropriate ELPAC Practice 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 13.

If administering the Speaking test, go to page 14.

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. 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.

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**

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 46.

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**.

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.

SAMPLE

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]**.

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 your favorite food.

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, 'My favorite food is a hamburger and fries.'"

i When the student is ready, select **[I heard my recording]**.

Directions for Administration (cont.)

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. Now we are going to begin.

i Select the **[Continue]** at the bottom of the screen.

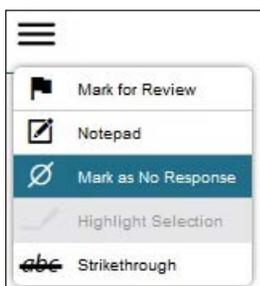
At the bottom of the next page, select **[Begin Test Now]**.

i For the Speaking test, turn to page 26.

Special Directions for Listening

NOTE: JAWS, NVDA, and voice-over 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.

- 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.
- For any question the student does not answer, go to the context menu at the top right corner of a question's pane and select **[Mark as No Response]**.



- If there have been no responses or no correct responses to the stopping marker, the test examiner may stop administering the Listening domain. Select **[End Test]**.
- 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.
- If any student has a designated support that allows Listening recordings to be played more than once, after playing each recording, give a reminder like, **“If you need to hear what the speaker(s) said again while you answer the questions, let me know and I will replay the recording for you.”**

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 respond to a question, reprompt, **“What do you think is the best answer?”**
- 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 **[Mark as No Response]** from the context menu and move to the next question.

Listening—Grade 2 (cont.)

Beginning the Listening Test

The Listening Practice Test can be administered in several ways. It 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 Practice Test and check the student’s answers. The test examiner may choose to copy the Student Score Sheet, bubble the answers while administering the test, and then use the scoring keys to check the answers. **The Student Score Sheet is located at the end of this document.**

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

When the Listening directions 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. 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 Read the directions on the screen to the student.

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.

**Listening—Listen to a Short Exchange**

1

SAY The picture shows a boy and a teacher.

i Next, select the audio player button on the screen to play the audio for the conversation. Then, select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

2

SAY The picture shows a boy and a girl.

i Next, select the audio player button on the screen to play the audio for the conversation. Then, select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.



Listening—Listen to a Classroom Conversation

3

SAY The picture shows a girl and a boy.

i Next, select the audio player button on the screen to play the audio for the conversation. Then, select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

4

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

NOTE

If there have been no responses or no correct responses you may stop testing in the Listening domain. Select **[End Test]**.

Answer Key:

1. (B) 2. (C) 3. (C) 4. (A)

 **Listening—Listen to a Story**

5

SAY The picture shows Daniela in her bedroom. She is putting her backpack on the floor next to her bed.

i Next, select the audio player button on the screen to play the audio for the story. Then, select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

6

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

7

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

SAY Food
Water
A tennis ball

8

SAY The picture shows Juan handing his mother a piece of paper with his part to the school play.

i Next, select the audio player button on the screen to play the audio for the story. Then, select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

9

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

10

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

**11****SAY** The picture shows a bear.

i Next, select the audio player button on the screen to play the audio for the story. Then, select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

12

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

13

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

SAY A frog

A bear

A bird

**Listening—Listen to an Oral Presentation**

14

SAY The picture shows a caterpillar crawling on a tree branch and a chrysalis hanging from another branch.

i Next, select the audio player button on the screen to play the audio for the presentation. Then, select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

15

Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

SAY Eggs
Leaves
Flies

16

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

17

SAY The picture shows a groundhog sitting upright.

i Next, select the audio player button on the screen to play the audio for the presentation. Then, select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

18

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

19

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.



20

SAY The picture shows the International Space Station.

i Next, select the audio player button on the screen to play the audio for the presentation. Then, select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

21

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

22

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

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.

**Listening Scoring Keys****Listen to a Short Exchange**

Number	Answer Key
1	B
2	C

Listen to a Classroom Conversation

Number	Answer Key
3	C
4	A

Listen to a Story

Number	Answer Key
5	C
6	A
7	A
8	B
9	C
10	A
11	A
12	B
13	C

Listen to an Oral Presentation

Number	Answer Key
14	C
15	B
16	B
17	A
18	C
19	B
20	A
21	A
22	B

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Special Directions for Speaking

The Speaking portion of the ELPAC is administered by the test examiner. Each student will be tested individually.

NOTE: JAWS should not be used to read the content aloud and students should not navigate the test using their refreshable braille display.

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.

- **When to stop the test:** Refer to the stopping marker after Talk About a Scene.
- **Practice and Modeling:** A practice question is included as part of the Recording Check so the test examiner may provide feedback to let the student know they are responding correctly. The practice question in the Recording Check is “Describe your favorite food.” For example, if the student responded to the practice question saying, “A hamburger and fries,” 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, for example, saying, “You could have said, ‘My favorite food is a hamburger and fries.’”
- **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.

NOTE: The alternate text is being provided so that test examiners can use the provided description for the graphics rather than creating their own graphic descriptions.

- **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.

NOTE: For braille and low vision administration, use the provided verbal cue in addition to the pointing to ensure that students with visual impairments hear the description of the visual cue.

Speaking—Grade 2 (cont.)

- **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.

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.” etc.
- **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 Practice 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.

Speaking—Grade 2 (cont.)

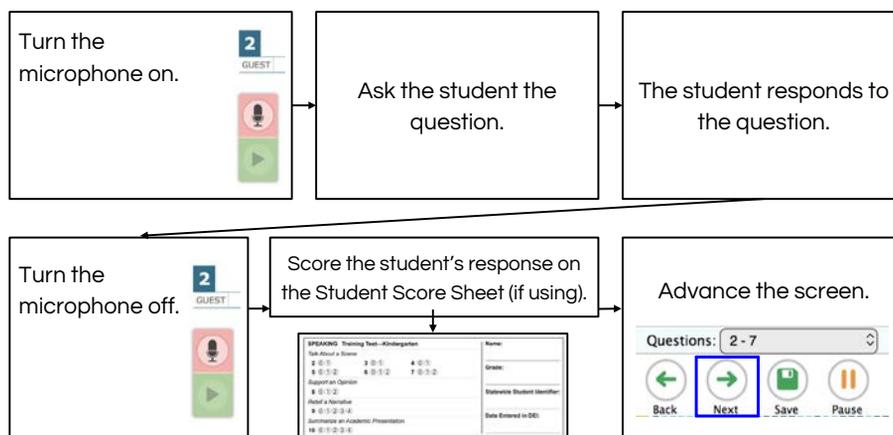
- Test examiner records a response to one question by using the audio recorder for another question.
- Test examiner sees a red triangle in the review box when ending the test session.
- The audio capture times out after two minutes and the student is still answering the question. Allow the student to 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 2 (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.

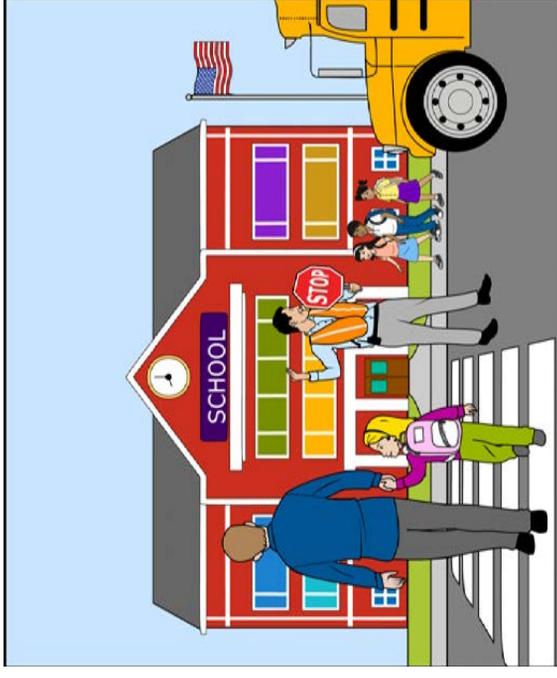
▲ = This symbol indicates unanswered items.

1	2 ▲	3 ▲	4 ▲	5 ▲
6 ▲	7 ▲	8 ▲	9 ▲	10 ▲



SAY The picture shows the outside of a school. There is a parent, a crossing guard, and four students.

SAY If you need to hear the description again, let me know and I will read it to you.



No.	Item	Score 0	Score 1
	SAY Imagine some students are going to school.	<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.
1	SAY What is one way students can get to school? ➔ NEXT	Anchor: <ul style="list-style-type: none"> ◦ Autobus. 	Anchor A: <ul style="list-style-type: none"> ◦ Walking. Anchor B: <ul style="list-style-type: none"> ◦ In a car.
2	SAY You need to cross the street to get to the school. Who can help you cross the street? ➔ NEXT	Anchor: <ul style="list-style-type: none"> ◦ school. 	Anchor A: <ul style="list-style-type: none"> ◦ My mom. Anchor B: <ul style="list-style-type: none"> ◦ The crossing guard.

No.	Item	Score 0	Score 1	Score 2
	<p>i For questions 3 and 4, if the student gives a one-word response, say, “Tell me more.”</p>	<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.
3	<p> SAY There is a man holding a stop sign. What is a stop sign for? ➔ NEXT</p>	<p>Anchor:</p> <ul style="list-style-type: none"> ◦ I don’t know. 	<p>Anchor:</p> <ul style="list-style-type: none"> ◦ Making sure, umm, they don’t go until, umm, he back. 	<p>Anchor A:</p> <ul style="list-style-type: none"> ◦ Keeping kids safe. <p>Anchor B:</p> <ul style="list-style-type: none"> ◦ Telling the bus/cars to stop.
4	<p> SAY There is a school bus in front of the school. What does a school bus do? What is the bus doing? ➔ NEXT</p>	<p>Anchor A:</p> <ul style="list-style-type: none"> ◦ Walking on the sidewalk. <p>Anchor B:</p> <ul style="list-style-type: none"> ◦ Holding hand. 	<p>Anchor:</p> <ul style="list-style-type: none"> ◦ Umm, also he has, umm, does he have . . . wheels? 	<p>Anchor A:</p> <ul style="list-style-type: none"> ◦ Umm, dropping off the kids at school. <p>Anchor B:</p> <ul style="list-style-type: none"> ◦ Stopped. <p>[Examiner: Tell me more.] Umm, the bus is carrying children to school.</p>

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 3 and 4, if the student gives a one-word response, say, “Tell me more.”



No.	Question	Function	Score 0	Score 1	Score 2
5	Assignment	Requesting information	<ul style="list-style-type: none"> Response does not address the language function. Response contains no English. No response, "I don't know," or is completely unintelligible. <p>Anchor: I would raise my hand and tell her.</p>	<ul style="list-style-type: none"> Response addresses the language function in a limited way. Listener effort is required to interpret meaning. Errors in grammar, word choice, pronunciation, or intonation impede meaning. <p>Anchor: Umm, I need help.</p>	<ul style="list-style-type: none"> Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning. Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. <p>Anchor: Sorry, I didn't understand what you were saying. Can you please say it again?</p>
6	New Book	Making a request	<p>Anchor: (Response in primary language.)</p>	<p>Anchor: Could you get the book for me?</p>	<p>Anchor: May I please grab a new book from the bookshelf?</p>
7	Sit Closer	Making a request	<p>Anchor: Raise my hand and said, "I can't see the pictures and I can't hear you read."</p>	<p>Anchor: Could you speak a little louder?</p>	<p>Anchor: Umm, may I please sit closer to you so I could hear what you are saying?</p>

SAY Now let's practice a different kind of question. There are no pictures. I'm going to tell you about some situations that could happen to you. Then, tell me what you would say. Remember to answer all questions in English. If you want me to repeat a question, you can ask me to. The first one is for practice.

PRACTICE—DO NOT RECORD

SAY You want to know if your friend finished a math worksheet. What would you say to your friend?

i Pause. Wait for an answer.
Acknowledge the student's correct response, or model a correct response, such as "*Did you finish your worksheet?*" or "*Are you done with your worksheet?*"

Function: asking for information

5



SAY You did not understand what your teacher said about an assignment. You want to know what you need to do. What would you say to your teacher?

i Function: requesting information
The student might say, "*I don't understand the assignment.*" or "*What do I need to do?*"

➔ NEXT



If there have been no responses or no correct responses to this point, you may stop testing in the Speaking domain. Select **[End Test]**.

6



SAY You just finished reading your book. You would like to get a new one from the bookshelf. What would you say to your teacher?

i Function: making a request
The student might say, "*Can I get a new book from the bookshelf?*" or "*Teacher, I need another book.*"

➔ NEXT

7



SAY Your teacher is reading to the class. You cannot hear and you would like to sit closer. What would you say to the teacher?

i Function: making a request
The student might say, "*Teacher, I can't hear you, can I move?*" or "*May I sit closer?*" or "*I would like to move closer to hear the story.*"

➔ NEXT

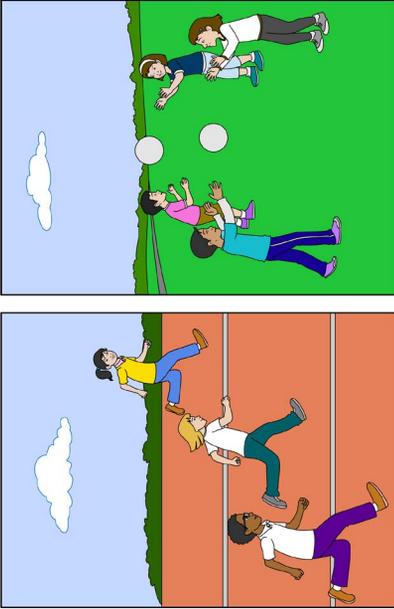
Prompting Guidelines: Speech Functions

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



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: Running races. [Examiner: Why do you think running races is better?] Umm, 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: Playing a ball game. [Examiner: Why do you think playing a ball game is better?] Because you can have fun and you can meet new friends.</p> <p>Anchor B: Playing a ball game. [Examiner: Why do you think playing a ball game is better?] Because when you run, you'll get tired.</p>

SAY There are two pictures. The first picture shows three students running a race on a track. The second picture shows students playing a ball game outside.

No.	Picture	Prompt
8		<p>SAY Now, SAY I am going to ask you for your opinion. If appropriate, you may point to each picture at the appropriate time while reading the question. SAY Your class is going outside for physical education class. Your class has a choice between running races or playing a ball game. Which activity would be better for your class to do: running races or playing a ball game? i Wait for initial choice. SAY Why do you think [running races/playing a ball game/your choice] is better? ➔ NEXT</p>

Prompting Guidelines: Support an Opinion

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 while saying words such as this/that/these/those, say, "Tell me in words," and repeat the question.
 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?"
 If the student gives an original but relevant response to the question, or selects neither or both options, say, "Why do you think your choice is better?"



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: Read a book. [Examiner: Why do you think reading a book 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: Book. [Examiner: Why do you think reading a book is better?] Because I really like reading.</p> <p>Anchor B: I would choose to watch a video. [Examiner: Why do you think watching a video is better?] Because, because you could like watch YouTube.</p>

SAY There are two pictures. There are two pictures. The first picture shows a boy reading a book. The second picture shows a boy watching a video on a TV.

No.	Picture	Prompt
9		<p>SAY I am going to ask you for your opinion. If appropriate, you may point to each picture at the appropriate time while reading the question.</p> <p>SAY You are doing your homework. You want to take a short break. You can choose to read a book or watch a video. Which do you choose?</p> <p>i Wait for initial choice.</p> <p>SAY Why do you think [reading a book/watching a video/your choice] is better? NEXT</p>

Prompting Guidelines: Support an Opinion

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 while saying words such as this/that/these/those, say, "Tell me in words," and repeat the question.
 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?"
 If the student gives an original but relevant response to the question, or selects neither or both options, say, "Why do you think your choice is better?"



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 and 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: The girl was he go the park and he found some guys and he played with, he played with the guys. And he was happy, because he, he made the ball to the goal. [Examiner: What else can you tell me about the story?] I don’t know.</p>	<p>Anchor: Her dad bought her a new soccer ball and she ... she practiced with it. And she told her friends to come over to play with her. And they started to play a game. [Examiner: What else can you tell me about the story?] (No response.)</p>	<p>Anchor: What’s her name again? [Examiner: Nae.] Nae? [Examiner: Nae.] Nae got a gift from her dad and she got a soccer ball. And when she got to the park, she wanted to play soccer. And some kids have arrived to play with her. And she scored the goal inside.</p>	<p>Anchor: This girl, she liked to play soccer and her dad, she gifted him a soccer ball. And, then, she was excited and she went to the park to practice playing. Then she went up to the other kids so they could play with her. They played with her. And her favorite part was when she kicked the ball into the goal and everybody cheered.</p>

SAY Here are four pictures that go with the story. I am going to describe the pictures and then tell you a story.

 Pause. You may point to each of the pictures.

SAY You will hear the story only once. When I am finished, you will tell the story back to me.

 If appropriate, you may point to the first picture.

SAY The first picture shows a father giving his daughter a soccer ball as a gift. The soccer ball has a red bow around it. The story says Nae was a girl who loved to play soccer. One day her father gave her a brand new soccer ball as a gift.

 If appropriate, you may point to the second picture.

SAY The second picture shows the girl playing with the soccer ball on a soccer field. The story says Nae was very excited. She brought the ball to the park so she could practice.

 If appropriate, you may point to the third picture.

SAY The third picture shows the girl playing with a soccer ball on a field with another girl and a boy. The story says when she arrived, she waved to the other kids to come and play with her. They started to play a game. Nae was very happy.

 If appropriate, you may point to the fourth picture.

SAY The fourth picture shows the girl kicking the soccer ball in between the boy and the girl into the net. The story says the best part of the game was when Nae kicked the ball into the goal. She scored the winning goal, and everyone cheered loudly.

SAY Now use all of the information in 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."

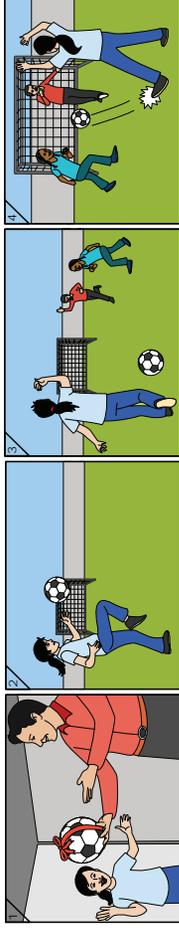
If the student points, pantomimes, or points to people and things while saying words such as *this/that/these/those*, say, "Tell me in words about the story."

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.'"

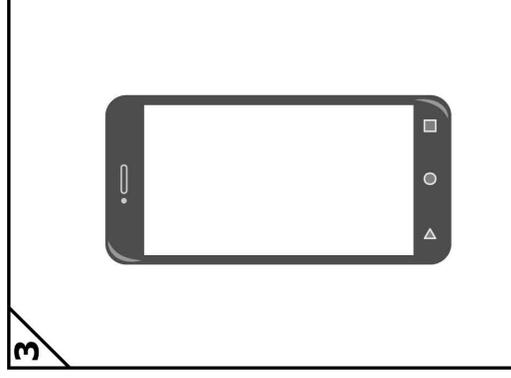
When scoring, you should consider the responses given by the student as a whole, regardless of reprompting.



**Main Points**

A full response includes at least four of the following Main Points:

- Telephones allow people in different places to talk to each other.
- The telephone was invented over 100 years ago OR there have been many types throughout history OR throughout time, many inventors worked to make the telephone better.
- When telephones were first invented, operators had to plug in wires to connect calls so that people could talk to each other OR people could use the telephone to call someone else without an operator (connecting the wires for them).
- Phones became smaller OR people can carry cell phones in their pockets.
- Cell phones are used to find information/take pictures/play games.

**11**

SAY In this part of the test, I will read some information to you.

SAY Here are three pictures that go with the information. I am going to describe the picture and then tell you more information. The first picture shows a telephone operator connecting calls. The second picture shows a telephone with wires. The third picture shows a cell phone.

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

 If appropriate, you may point to the picture of each object at the appropriate time while reading the information.

 If appropriate, you may point to the first picture.

SAY Telephones allow people in different places to talk to each other. The telephone was invented over one hundred years ago. There have been many types of phones throughout history. This picture shows a telephone operator. When telephones were first invented, operators had to plug in wires to connect calls so that people could talk to each other.

 If appropriate, you may point to the second picture.

SAY Throughout time, many inventors worked to make the telephone better. Phones became smaller and more useful. This version of the telephone still had wires, but people could use the telephone to call someone else without an operator connecting the wires for them.

i If appropriate, you may point to the third picture.

SAY Now cell phones are very popular. They are smaller than older phones, and people use them in many ways, like to find information, take pictures, and play games. Cell phones are so small, people can even carry them in their pockets.

SAY Now it is your turn. Tell me about the history of the telephone. Use the information about the pictures to help you. I can repeat the picture description if you would like.

Pause to let the student summarize the presentation. While the student is responding, use the Main Points and rubric to score the response.

 NEXT

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 at least four of the following Main Points:

- Telephones allow people in different places to talk to each other.
- The telephone was invented over 100 years ago OR there have been many types throughout history OR throughout time, many inventors worked to make the telephone better.
- When telephones were first invented, operators had to plug in wires to connect calls so that people could talk to each other OR people could use the telephone to call someone else without an operator (connecting the wires for them).
- Phones became smaller OR people can carry cell phones in their pockets.
- Cell phones are used to find information/take pictures/play games.

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.

Score 0	Score 1	Score 2	Score 3	Score 4
<p>Anchor: Telefono.</p>	<p>Anchor: When you like, when I use the, like the ... there's like another phone that's definitely like the iPhone Pro, iPhone Pro Max and there's like this, this phone that has two cameras too so it's kind of like the same. But it has three on a iPhone Pro Max. But a iPhone, it just have two. [Examiner: What else can you tell me about what I told you?] So when, when in the like ... in the past few years, they were like making the old phones like you could just use like a phone that sits down, you just could sit down in a chair. And there's this other phone that's kind of old that, that call ... that you could press the numbers to call.</p>	<p>Anchor: So people use telephones and people ... some people invented a telephone and it, it's old already. And they invented a new one. It is called a phone. [Examiner: What else can you tell me about what you heard?] And the phone fits in a pocket.</p>	<p>Anchor: Telephones you ... were used to plug in so you could talk to someone. Umm, now telephones are, are getting smaller, that they still have wires, and you, you could, umm, call from just putting in numbers. And then now telephones are ... well, cell phones are popular and you could take pictures, play games, and you could get information. [Examiner: What else can you tell me about what I told you?] That ... umm, I don't really know.</p>	<p>Anchor: In one, in the 100 years ago there was a phone invented and you had to plug it to talk to other people. Then they made another one that you didn't have to plug it. And then the one right now is the one that you could carry on your pocket and you use it to play games.</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.

**Main Points**

A full response includes one of the main points and at least three details:

- Hibernation looks like sleeping (but is different).

- Hibernation is sleeping for a long time in winter OR in a safe/warm place for the winter.

Details: Woodchucks sleep (hibernate) underground (in underground dens) OR bats sleep (hibernate) in dark places/caves OR bears sleep/hibernate because food is hard to find in winter OR bears eat a lot of food before they go to sleep/hibernate.

**12**

SAY Here are three pictures that go with the information. I am going to describe the picture and then tell you more information. The first picture shows a woodchuck hibernating in an underground den. The second picture shows a bat hibernating in a cave. The third picture shows a bear hibernating in a den.

- SAY** I am going to tell you about hibernation. Listen carefully. You will hear the information only once. When I am finished, you will tell me about hibernation.
-  If appropriate, you may point to the first picture.
- SAY** This picture shows a woodchuck. This woodchuck looks like it is just sleeping. But it is really hibernating. Hibernating means that the woodchuck finds a safe place and sleeps for the entire winter. Woodchucks hibernate in underground dens.
-  If appropriate, you may point to the second picture.
- SAY** This picture shows a bat. In winter, bats like to hibernate in dark places. They like to hibernate in caves. Caves provide a safe and warm place to rest. Bats hang upside down in caves when they are hibernating.
-  If appropriate, you may point to the third picture.
- SAY** This picture shows a bear. Bears hibernate for long periods of time in the winter. They hibernate because food is hard to find in the winter. So they eat a lot of food before they go to sleep, and then they hibernate for the winter.
-  **SAY** Now it is your turn. Tell me about hibernation. Use the information about the picture to help you. I can repeat the picture description if you would like.

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 answer sheets and scratch paper.

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 one of the Main Points and at least three details:

- Hibernation looks like sleeping (but is different).

- Hibernation is sleeping for a long time in winter OR in a safe/warm place for the winter.

Details: Woodchucks sleep (hibernate) underground (in underground dens) OR bats sleep (hibernate) in dark places/caves OR bats hang upside down OR caves are safe OR caves are warm OR bears sleep (hibernate) for long periods of time OR bears sleep/hibernate because food is hard to find in winter OR bears eat a lot of food before they go to sleep/hibernate.

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 choppy 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 need to say, you say. [Examiner: Tell me about hibernation. Use the pictures to help you.] (No response.)</p>	<p>Anchor: Bear . . . sleeping.</p>	<p>Anchor: The woodchuck is sleeping underground. And the bat is sleeping in the cave. And the . . . I forgot where the bear's sleeping at. [Examiner: It's OK. Do your best.] In its cave, probably.</p>	<p>Anchor: Hibernation means that, umm, something finds a safe place to sleep during the winter. And they find food for the winter, because if they get out in the winter, it's going to be cold for them. And they sleep a lot. [Examiner: What else can you tell me about what you heard?] That hibernation is, umm, like, sleeping.</p>	<p>Anchor: Hibernation means that an animal finds a safe place and sleeps for the winter. The woodchuck and the bear hibernate. Bats hang upside down in warm caves. Bears sleep because food is hard to find.</p>

Notes:

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

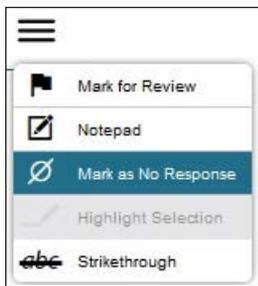
Special Directions for Reading

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. If a student is using a screen reader, turn the Mute System Volume to ON in the test settings to ensure that the Reading domain is not read aloud. The system automatically defaults to OFF.

Embossed Materials

Students who have been assigned the braille accommodation for the ELPAC have the option of receiving Reading passages, questions, and response choices printed locally via embosser or refreshable braille.

- 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 any question the student does not answer, go to the context menu at the top right corner of a question's pane and select **[Mark as No Response]**.



- If there have been no correct responses to the stopping marker, the test examiner may stop administering the Reading domain. Select **[End Test]**.

Prompting and Scoring Guidelines for the Reading Domain

- If the student does not respond to a question, reprompt, **“What do you think is the best answer?”**
- If the student does not answer or gives an answer that is not clear, say, **“Tell/Show me again.”**
- If the student still does not answer, select **[Mark as No Response]** from the context menu and move to the next question.

Reading—Grade 2 (cont.)

Beginning the Reading Test

The Reading Practice Test can be administered in several ways. It 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 Practice Test and check the student’s answers. The test examiner may choose to copy the Student 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. **The Student Scoring Sheet is located at the end of this document.**

To begin the test, follow the directions in the **How to Start a Practice 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.

When the Reading directions 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 and you will tell me your answers. 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 a Short Informational Passage****Prompting Guidelines: Read a Short Informational Passage**

For the first question, prompting guidelines are given in the script.

After the first question, read the story in full only once. For the remaining questions, repeat the question once if the student requests.

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

For questions with picture options, read the picture descriptions provided. Say, **“Tell me your answer,”** after you have read the last picture description.

If the student does not give an answer, repeat the question. If the student gives an answer that is not clear, you may repeat the question or say, **“Tell me again.”**

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

i For this test, Numbers 1 through 4 do not have picture descriptions.

5–7

SAY The picture shows a salamander.

NOTE

If there have been no responses or no correct responses you may stop testing in the Reading domain. Select **[End Test]**.

Answer Key:

1. (B) 2. (C) 3. (B) 4. (A) 5. (C) 6. (C) 7. (B)

8–10

SAY The picture shows a shark and a horse.

9

SAY Option A: A horse

Option B: A giraffe

Option C: A shark



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.

11-14

SAY The picture shows Brenda standing next to her Mom and Dad.

11

SAY Option A: An airplane

Option B: A car

Option C: A bus

15-18

SAY A picture of Sara, Tomás, and their father.

16

SAY Option A: Leaves

Option B: Tape

Option C: Sticks

i For this test, Numbers 19 through 22 do not have picture descriptions.

**Reading—Read an Informational Passage****Prompting Guidelines: Read an Informational Passage**

Read aloud the directions but not the information; the student will read the information. 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, read the picture descriptions provided. Say, **“Tell me your answer,”** after you have read the last picture description.

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.

23–26

SAY The picture shows Emma Lazarus.

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.



Reading Scoring Keys

Read and Choose a Sentence

Number	Answer Key
1	B
2	C
3	B
4	A

Read a Short Informational Passage

Number	Answer Key
5	C
6	C
7	B
8	A
9	C
10	B

Read a Literary Passage

Number	Answer Key
11	B
12	B
13	A
14	C
15	A
16	C
17	B
18	A

Read an Informational Passage

Number	Answer Key
19	C
20	A
21	C
22	A
23	C
24	A
25	C
26	A

Special Directions for Writing

For administration using a braillewriter or other assistive device

If the student uses a braillewriter or other assistive device, use the directions in the section of this document labeled *WRITING DIRECTIONS (STUDENT USES A BRAILLEWRITER)*. A staff member fluent in both braille and English must transcribe the braille writing to the braille Answer Book **after testing is completed**. The transcriber should transcribe exactly what the student has written, and not correct student errors.

For administration with dictation

If the student does not use a braillewriter or other assistive device, use the directions in the section of this document labeled *WRITING DIRECTIONS (STUDENT DICTATES RESPONSE)*. Write the student's dictated responses in the braille Answer book during testing. Write exactly what the student says, and do not correct student errors.

- Writing may be administered in groups of up to 10 students. For groups of more than 10 students, a proctor is needed in addition to the test examiner.
- 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.
- If there have been no responses or no correct responses to the stopping marker, the test examiner may stop administering the Writing domain.
- When sweeping your finger or pencil under a word, phrase, sentence, or picture, do not cover up any part of the text or picture.
- **Test Materials:** An Answer Book for each student is required for the Writing domain.
- **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."**

Writing—Grade 2 (cont.)

Beginning the Writing Test

The Writing Practice 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 Practice Test using the rubrics provided.

The Student Score Sheet is located at the end of this document.

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.

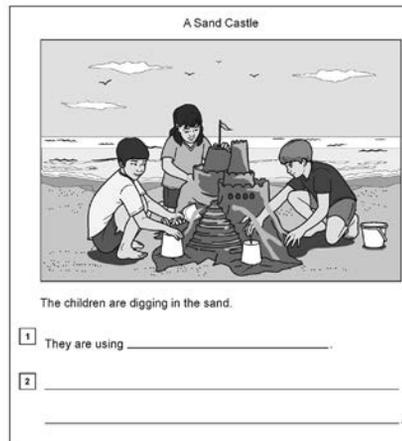
If you need any questions repeated, just ask.

You will now begin the Writing questions.

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

**WRITING DIRECTIONS (STUDENT USES A BRAILLEWRITER)****✍ Writing—Write a Story Together with Scaffolding**

Student uses a braillewriter.

1**SAY** Question 1**SAY** We are going to write a story together. The title of the story is “A Sand Castle.” Some letters and words are missing from the story.**SAY** The first sentence in the story is: The children are digging in the sand.**SAY** The second sentence should say: They are using buckets.**SAY** The word “buckets” is missing from the story.**SAY** Write the word “buckets.”

Go On ➔

2**SAY** Question 2**SAY** Now it is your turn to write the end of the story. How should the story end? Write your sentence.



Writing—Write an Informational Text Together

Student uses a braillewriter.

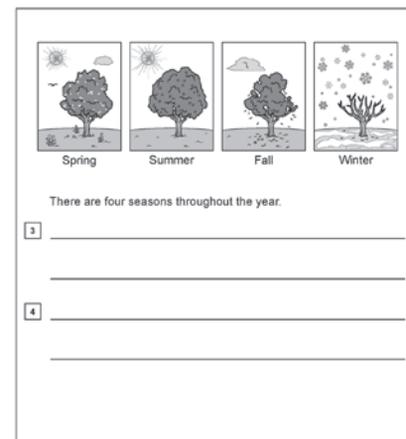
3

SAY Question 3

SAY Now I am going to tell you some information about the seasons. Listen carefully. Then we will write about what we have learned.

i Read the text aloud to the student.

SAY In many places, there are four seasons in a year. The first season is spring. This is the time when plants begin to grow and flowers begin to bloom. The next season is summer. In summer, the weather gets very warm. In the fall, the weather becomes cooler. Leaves begin to change color and fall from the trees. Winter is the last season. It is often very cold. In some places it may even snow.



SAY Let's write about what we learned.

SAY The first sentence is: There are four seasons throughout the year.

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

SAY The weather changes every season.

i Repeat the sentence as necessary.

Pause for the student to write.

SAY Let's read what we have written so far. There are four seasons throughout the year. The weather changes every season.

4

SAY Question 4

SAY Now it is your turn to add a sentence. Write your sentence.

i Pause for the student to write.



If there have been no responses or no correct responses to this point, you may stop testing in the Writing domain.



Writing—Describe a Picture

Student uses a braillewriter.

5

SAY Question 5

SAY Now you are going to describe something happening. Write one or more sentences about a craft students can make in art class.

i Pause for the student to write.

Look at the picture. Write about what is happening in the picture.



5 _____

Go On

Writing—Write About an Experience

Student uses a braillewriter.

6

SAY Question 6

SAY You are going to write a paragraph in English about your personal experience.

- Your paragraph should include at least three complete sentences.
- Use descriptions, details, and examples to make your writing interesting.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.

SAY Write about a time when you went to a new place. Where did you go? What did you do? How did you feel?

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

6 _____

STOP

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.



WRITING DIRECTIONS (STUDENT DICTATES RESPONSE)

Writing—Write a Story Together with Scaffolding

Student dictates response.

1

SAY Question 1

SAY We are going to write a story together. The title of the story is “A Sand Castle.” Some letters and words are missing from the story.

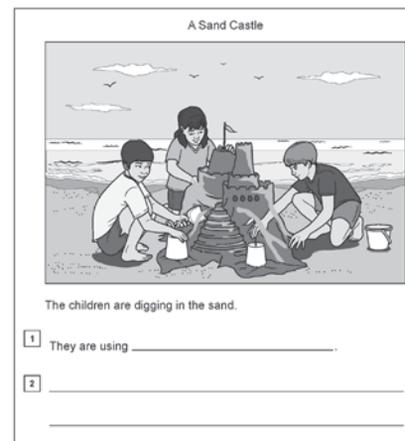
SAY The first sentence in the story is: The children are digging in the sand.

SAY The second sentence should say: They are using buckets.

SAY The word “buckets” is missing from the story.

SAY Write the word “buckets.” Tell me what you would write. Tell me how to spell the word.

i Write the student’s response in the braille Answer Book.



Go On

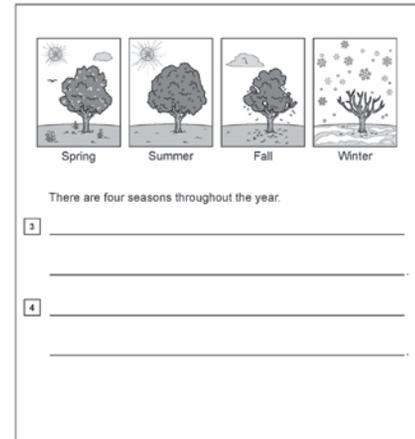
2

SAY Question 2

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

SAY Tell me what you would write. For the sentence, tell me how to spell the words and where to use capital letters, periods, question marks, or commas.

i Write the student’s response in the braille Answer Book.

**Writing—Write an Informational Text Together***Student dictates response.***3****SAY** Question 3**SAY** Now I am going to tell you some information about the seasons. Listen carefully. Then we will write about what we have learned.**i** Read the text aloud to the student.**SAY** In many places, there are four seasons in a year. The first season is spring. This is the time when plants begin to grow and flowers begin to bloom. The next season is summer. In summer, the weather gets very warm. In the fall, the weather becomes cooler. Leaves begin to change color and fall from the trees. Winter is the last season. It is often very cold. In some places it may even snow.**SAY** Let's write about what we learned.**SAY** The first sentence is: There are four seasons throughout the year.**SAY** I have a sentence to add. I will say the sentence, and you will tell me what to write.**SAY** The weather changes every season.**SAY** Tell me what you would write. For the sentence, tell me how to spell the words and where to use capital letters, periods, question marks, or commas.**i** Repeat the sentence as necessary.

Write the student's response in the braille Answer Book.

SAY Let's read what we have written so far. There are four seasons throughout the year. The weather changes every season.**4****SAY** Question 4**SAY** Now it is your turn to add a sentence. Tell me what you would write. For the sentence, tell me how to spell the words and where to use capital letters, periods, question marks, or commas.**i** Write the student's response in the braille Answer Book.

If there have been no responses or no correct responses to this point, you may stop testing in the Writing domain.



Writing—Describe a Picture

Student dictates response.

5

SAY Question 5

SAY Now you are going to describe something happening. Write one or more sentences about a craft students can make in art class.

SAY Tell me what you would write. Tell me how to spell the words and where to use capital letters, a period, and commas.

i Write the student’s response in the braille Answer Book.

Look at the picture. Write about what is happening in the picture.

5 _____

Go On →

Writing—Write About an Experience

Student dictates response.

6

SAY Question 6

SAY You are going to write a paragraph in English about your personal experience.

- Your paragraph should include at least three complete sentences.
- Use descriptions, details, and examples to make your writing interesting.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.

SAY Write about a time when you went to a new place. Where did you go? What did you do? How did you feel?

SAY Tell me what you would write. Tell me how to spell the words and where to use capital letters, periods, or commas.

i Write the student’s response in the braille Answer Book.

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

6 _____

STOP

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.



A Sand Castle

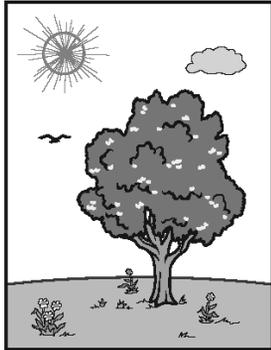


The children are digging in the sand.

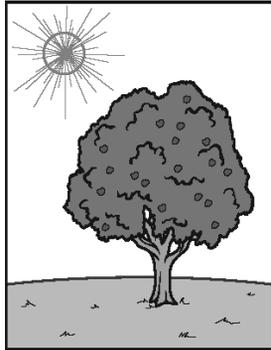
1 They are using _____.

2 _____
_____.

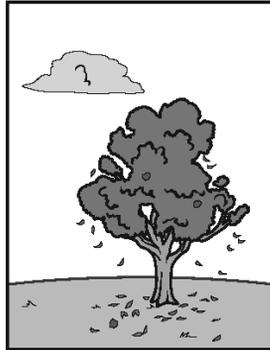
Go On 



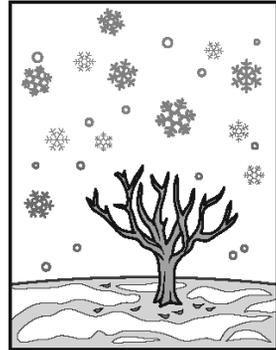
Spring



Summer



Fall



Winter

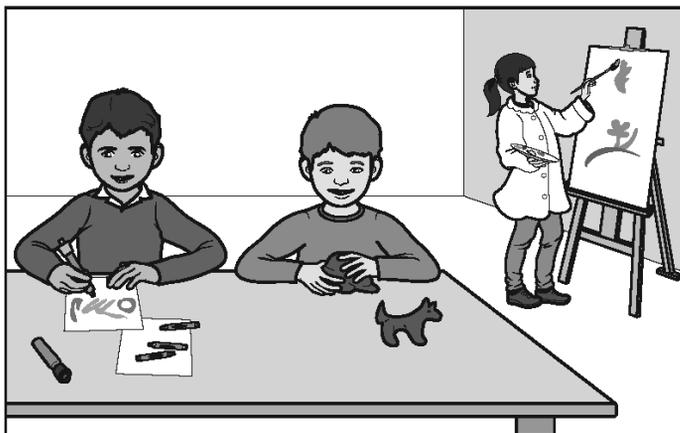
There are four seasons throughout the year.

3

4



Look at the picture. Write about what is happening in the picture.



5

Go On 



*D*irections

You are going to write a paragraph in English about your personal experience.

- Your paragraph should include at least three complete sentences.
- Use descriptions, details, and examples to make your writing interesting.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.
- Do not write outside the box.
- Please write neatly.



Writing Rubrics

Rubric for Writing—Word, Number 1

Score	Descriptors
2	<ul style="list-style-type: none"> • The student correctly writes the word. For grade one, phonetic representations (using logical letter-sound relationships) of all the letters are acceptable. • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • For grade one, letters may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p).
1	<ul style="list-style-type: none"> • The student writes at least two letters of the word correctly, including the initial letter in the initial position and one additional letter (any position in the word). For grade one, phonetic representations (using logical letter-sound relationships) of the two letters are acceptable. • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • For grade one, letters may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p).
0	<ul style="list-style-type: none"> • The student writes letters that are not representative of letters in the word. OR • The student copies a word or words printed on the Answer Book page. OR • The student writes or draws content that is not representative of letters in the English alphabet. OR • The student does not provide a written response.

**Rubric for Writing—Dictated Sentence, Number 3**

Score	Descriptors
2	<ul style="list-style-type: none">• The student writes the entire dictated sentence in the correct sequence.• Any style of letters (for example, capital, lowercase, cursive) is acceptable.• For grade one, the letter may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p).• For grade one, phonetic spelling is acceptable.• For grade two, sight words are spelled correctly and non-sight words are spelled phonetically.
1	<ul style="list-style-type: none">• The student attempts to write the dictated sentence, but it may not be complete.• Any style of letters (for example, capital, lowercase, cursive) is acceptable.• For grade one, some words may be represented by a single initial letter only, or there may be limitations in phonetic spelling.• For grade two, words may be spelled incorrectly or phonetically.
0	<ul style="list-style-type: none">• The student writes letters that are not representative of the words in the dictated sentence. OR <ul style="list-style-type: none">• The response is not related to the prompt. OR <ul style="list-style-type: none">• The student does not provide a written response.



Rubric for Writing—Independent Sentence, Numbers 2, 4 and 5

Score	Descriptors
3	<ul style="list-style-type: none"> • The student writes an original sentence(s). The response is appropriate and relevant to the task. • The words in the sentence are recognizable. For grade one, the words in the sentence are recognizable without the test examiner’s transcription (if present). • The student uses effective grade-appropriate grammar and word choice. • Errors in spelling and punctuation may be present, but they do not interfere with meaning. • For grade one, letters may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p). The words in the sentence may or may not be appropriately spaced.
2	<ul style="list-style-type: none"> • The student writes an original sentence(s). The response partly addresses the task but may not be complete. • A few words may not be recognizable. For grade one, some words are recognizable only with the test examiner’s transcription (if present). • Limitations in phonetic spelling, grammar, and/or word choice may impede meaning. • Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.
1	<ul style="list-style-type: none"> • The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word. • Many words may not be recognizable. For grade one, words may only be recognizable with the test examiner’s transcription (if present). • Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning. • The response may include some individual or unrelated letters.
0	<ul style="list-style-type: none"> • The student writes letters that are not representative of words in English. OR • The student copies all or part of the printed sentence that is provided in the Answer Book without adding original language. OR • The response is not related to the prompt. OR • The student does not provide a written response.

**Rubric for Writing—Write About an Experience, Number 6**

Score	Descriptors
4	<ul style="list-style-type: none">• The response provides a full and complete account of the experience named in the prompt using well-developed descriptions, details, or examples.• The response is readily coherent.• Grammar and word choice are varied and generally effective. Minor errors do not impede meaning.• Minor errors in spelling and punctuation may be present, but they do not impede meaning.• The response typically includes a paragraph of at least three sentences.
3	<ul style="list-style-type: none">• The response provides a generally complete account of an experience relevant to the prompt using some descriptions, details, or examples.• The response is mostly coherent.• Errors and limitations in grammar and word choice may impede meaning at times.• Errors in spelling and punctuation may impede meaning at times.• The response typically includes at least two sentences.
2	<ul style="list-style-type: none">• The response provides a partial account of an experience related to the prompt using some descriptions, details, or examples.• The response is somewhat coherent.• Errors and limitations in grammar and word choice may impede meaning.• Errors in spelling and punctuation may frequently impede meaning.• The response includes at least one sentence.
1	<ul style="list-style-type: none">• The response may provide a limited account of a personal experience and/or conveys little relevant information.• The response may lack coherence. It may consist of isolated words or phrases.• Frequent errors and/or severe limitations in grammar and word choice prevent expression of ideas.• Errors in spelling and punctuation may severely impede meaning.
0	<ul style="list-style-type: none">• The response copies the prompt, contains no English, does not relate to a personal experience, or includes only "I don't know." OR <ul style="list-style-type: none">• No response is provided.

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Student Score Sheets

Name: _____	Student ID: _____
Grade: _____	

LISTENING	Visual Impairment and Braille Practice Test—Grade 2			
<i>Listen to a Short Exchange</i>				
1 (A) (B) (C) (NR)	2 (A) (B) (C) (NR)			
<i>Listen to a Classroom Conversation</i>				
3 (A) (B) (C) (NR)	4 (A) (B) (C) (NR)			
<i>Listen to a Story</i>				
5 (A) (B) (C) (NR)	6 (A) (B) (C) (NR)	7 (A) (B) (C) (NR)	8 (A) (B) (C) (NR)	9 (A) (B) (C) (NR)
10 (A) (B) (C) (NR)	11 (A) (B) (C) (NR)	12 (A) (B) (C) (NR)	13 (A) (B) (C) (NR)	14 (A) (B) (C) (NR)
<i>Listen to an Oral Presentation</i>				
15 (A) (B) (C) (NR)	16 (A) (B) (C) (NR)	17 (A) (B) (C) (NR)	18 (A) (B) (C) (NR)	19 (A) (B) (C) (NR)
20 (A) (B) (C) (NR)	21 (A) (B) (C) (NR)	22 (A) (B) (C) (NR)		
LISTENING Total:	<input type="text"/>			

SPEAKING	Visual Impairment and Braille Practice Test—Grade 2		
<i>Talk About a Scene</i>			
1 (0) (1)	2 (0) (1)	3 (0) (1) (2)	
4 (0) (1) (2)			
<i>Speech Functions</i>			
5 (0) (1) (2)	6 (0) (1) (2)	7 (0) (1) (2)	
<i>Support an Opinion</i>			
8 (0) (1) (2)	9 (0) (1) (2)		
<i>Retell a Narrative</i>			
10 (0) (1) (2) (3) (4)			
<i>Summarize an Academic Presentation</i>			
11 (0) (1) (2) (3) (4)	12 (0) (1) (2) (3) (4)		
SPEAKING Total:	<input type="text"/>		

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

Read and Choose a Sentence

- 1 (A) (B) (C) (NR) 2 (A) (B) (C) (NR) 3 (A) (B) (C) (NR) 4 (A) (B) (C) (NR)

Read a Short Informational Passage

- 5 (A) (B) (C) (NR) 6 (A) (B) (C) (NR) 7 (A) (B) (C) (NR) 8 (A) (B) (C) (NR) 9 (A) (B) (C) (NR)
10 (A) (B) (C) (NR)

Read a Literary Passage

- 11 (A) (B) (C) (NR) 12 (A) (B) (C) (NR) 13 (A) (B) (C) (NR) 14 (A) (B) (C) (NR) 15 (A) (B) (C) (NR)
16 (A) (B) (C) (NR) 17 (A) (B) (C) (NR) 18 (A) (B) (C) (NR)

Read an Informational Passage

- 19 (A) (B) (C) (NR) 20 (A) (B) (C) (NR) 21 (A) (B) (C) (NR) 22 (A) (B) (C) (NR) 23 (A) (B) (C) (NR)
24 (A) (B) (C) (NR) 25 (A) (B) (C) (NR) 26 (A) (B) (C) (NR)

READING Total:

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

Write a Story Together with Scaffolding

- Number 1 [0–1]
Number 2 [0–1]

Write an Informational Text Together

- Number 3 [0–3]
Number 4 [0–3]

Describe a Picture

- Number 5 [0–3]

Write About an Experience

- Number 6 [0–3]

WRITING Total: