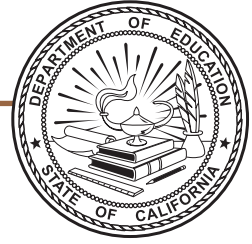


# ELPAC

English Language Proficiency  
Assessments for California



## Listening, Speaking, Reading and Writing: Directions for Administration



## Visual Impairment and Braille Training Test Grade 2

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## ELPAC Administration Notes

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### FOR QUESTIONS REGARDING THE ELPAC OR FOR ADDITIONAL ASSISTANCE:

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



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# Directions for Administration

## Introduction

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

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

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

The Training Test can be administered in one of two ways:

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

For more information on all aspects of the ELPAC, including test security, item types, and guidelines, refer to the ELPAC Test Administration Manual on the Manuals, Instructions, and Quick Reference Guides page on the [ELPAC website](#).

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









# Directions for Administration (cont.)

## Using the DFA

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

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

Guide to Administration Scripts in This DFA	How the Test Examiner Should Proceed
	The test examiner reads the material out loud to the student.
	The test examiner is required to press the record button on the student's screen before reading the SAY text.
	The test examiner is required to point to the text or pictures on the student's screen.
	Information for the test examiner
	Advance to the next question
	The test examiner finger-sweeps or uses a pencil or pen under text on screen while reading it aloud.

## Test Materials

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

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



# Directions for Administration (cont.)

- Embosser, if applicable
- For students assigned the braille accommodation, embossed Reading test content (see Reading section of this DFA for further information)

## Administering the Test

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### Before Testing

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

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

**NOTE:** Instructions about using JAWS vary by domain. Please see the directions pages for each domain for special instructions about using JAWS for that domain.



# Directions for Administration (cont.)

## Additional Directions

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### Ways of Accessing the DFA

#### Printing Instructions:

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

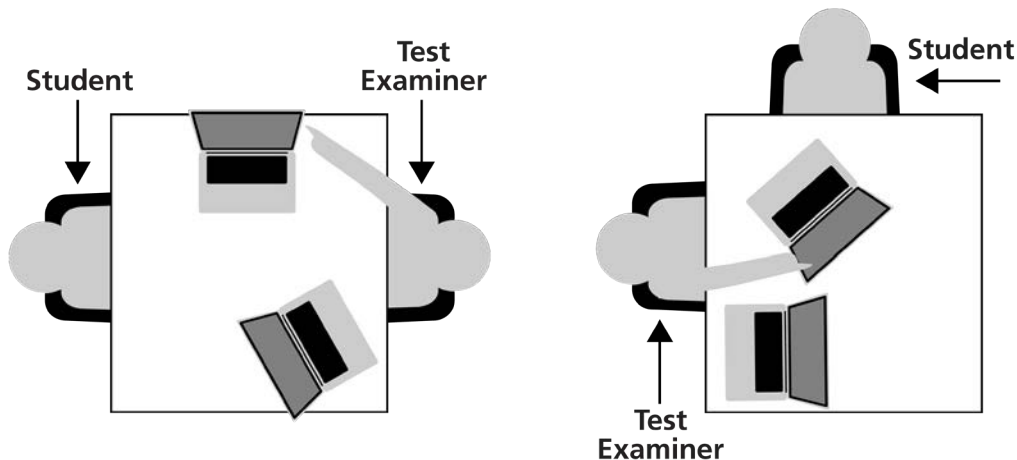
- Select two-sided printing (with binding on the long edge).
- Staple on the vertical edge, left-hand side of the printed document.
- Turn the document horizontally when viewing the Speaking test questions.

#### Instructions for Viewing Online:

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

### Recommended Seating Arrangement

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





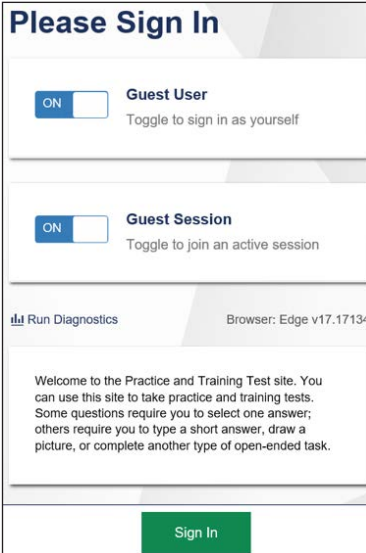
# Directions for Administration (cont.)

## Logon and Audio/Sound Check Instructions

### How to Start a Test Session as a Guest

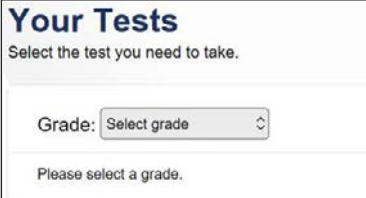
**SAY** Today you will be taking the ELPAC. First, I am going to sign you in.

- i** 1) Navigate to the [ELPAC website](#).
- 2) Select the **[Practice & Training Tests]** button.
- 3) Select the **[Student Interface Practice and Training Tests]** link to launch the Student Sign In screen on the student's testing device.
- 4) Select the **[Sign In]** button to log on to the test as a guest.



The 'Please Sign In' screen features two toggle switches. The first, 'Guest User', is currently 'ON' and labeled 'Toggle to sign in as yourself'. The second, 'Guest Session', is also 'ON' and labeled 'Toggle to join an active session'. Below these are links for 'Run Diagnostics' and 'Browser: Edge v17.17134'. A welcome message states: 'Welcome to the Practice and Training Test site. You can use this site to take practice and training tests. Some questions require you to select one answer; others require you to type a short answer, draw a picture, or complete another type of open-ended task.' At the bottom is a green 'Sign In' button.

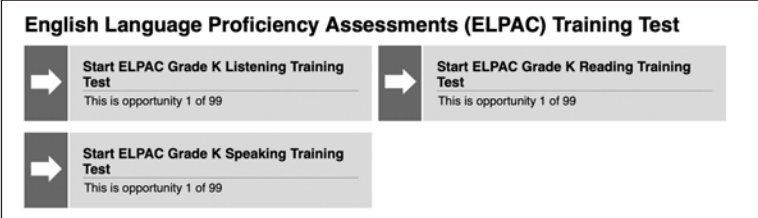
- 5) Select the appropriate grade from the drop-down menu.



The 'Your Tests' screen prompts the user to 'Select the test you need to take.' It features a 'Grade:' label followed by a drop-down menu currently showing 'Select grade'. Below the menu is the text 'Please select a grade.'

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

### SAMPLE



The 'English Language Proficiency Assessments (ELPAC) Training Test' screen displays three buttons, each with a right-pointing arrow. The first button is 'Start ELPAC Grade K Listening Training Test' with 'This is opportunity 1 of 99' below it. The second button is 'Start ELPAC Grade K Reading Training Test' with 'This is opportunity 1 of 99' below it. The third button is 'Start ELPAC Grade K Speaking Training Test' with 'This is opportunity 1 of 99' below it.



# 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

**Literacy Assistance Resources**

- Text-to-Speech: None

**Integration with Assistive Technology**

- Permissive Mode: OFF

**Visual Assistance Resources**

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

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

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



# Directions for Administration (cont.)

## Logon Instructions: Listening and Reading ONLY

If headsets will be used,

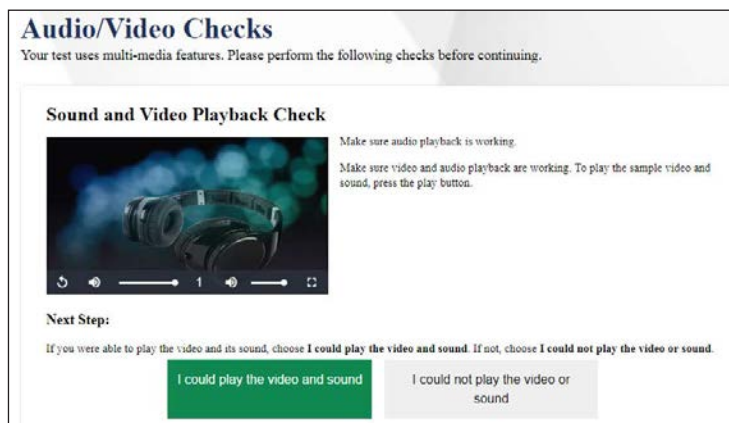
**SAY** Please put your headset on.

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

Whether headsets are being used or not,

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

**i** 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.

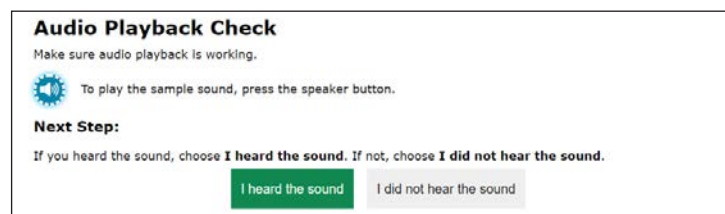
**i** For the Listening test, turn to page 16.

For the Reading test, turn to page 34.

## 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?

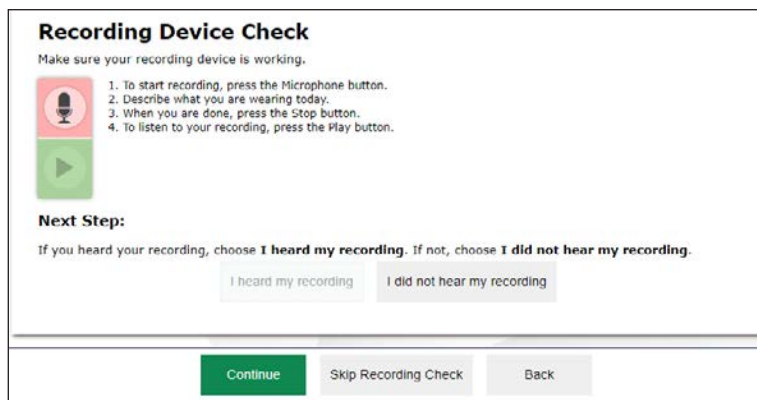
**i** Pause for student's response. Select **[I heard the sound]**.



# 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



The image shows a 'Recording Device Check' screen. At the top, it says 'Recording Device Check' and 'Make sure your recording device is working.' Below this are four numbered instructions: 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. There are icons for a microphone and a play button. Below the instructions, it says 'Next Step:' and 'If you heard your recording, choose I heard my recording. If not, choose I did not hear my recording.' There are two buttons: 'I heard my recording' and 'I did not hear my recording'. At the bottom, there are three buttons: 'Continue', 'Skip Recording Check', and '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. 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.'"

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

**i** Playback by pressing the green Play button.

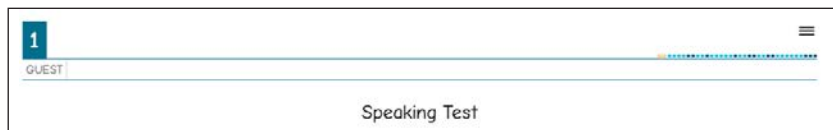
**SAY** Did you hear yourself?

**i** Pause for student's response.

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

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

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



The image shows a 'Speaking Test' interface. At the top, there is a blue bar with the number '1' and a hamburger menu icon. Below this is a 'QUEST' label and a progress bar. The text 'Speaking Test' is centered at the bottom.

**SAY** Do you have any questions?

**i** Answer the student's questions.

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

**i** For the Speaking test, turn to page 20.



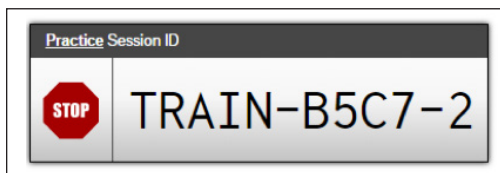
# Directions for Administration (cont.)

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

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

### TEST ADMINISTRATOR INTERFACE

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





# Directions for Administration (cont.)

## STUDENT INTERFACE

8) Launch the secure browser on the student's testing device and select the button on the screen to go to the Practice and Training Test site or select the **[Student Interface Practice and Training Tests]** link from the Practice and Training Tests tab on <https://www.elpac.org>.

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

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

**Please Sign In**

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

**First Name:**  
EX: JORDAN

**SSID:**  
EX: 123456789

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

**Session ID:**  
TRAIN

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

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

**Sign In**

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

**Is This You?**  
Please review the following information.

<b>SSID:</b> 9294015802	<b>First Name:</b> DAY
<b>Grade:</b> 01	<b>School:</b> Richard Rordan Primary Center
<b>State:</b> California	

**Yes** **No**

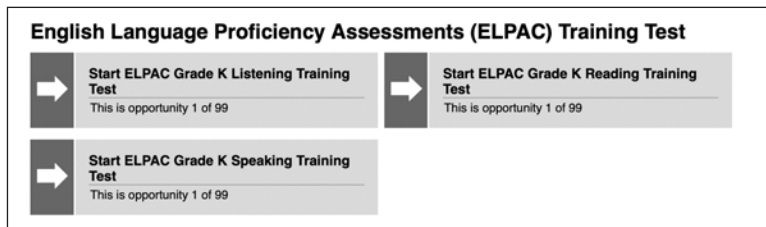


# Directions for Administration (cont.)

## STUDENT INTERFACE (cont.)

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

### SAMPLE



## TEST ADMINISTRATOR INTERFACE

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

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

14) Go back to the student testing device.

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

If administering the Speaking test, go to page 13.



# Directions for Administration (cont.)

## Logon Instructions: Listening and Reading ONLY

### STUDENT INTERFACE

**i** If headsets will be used,

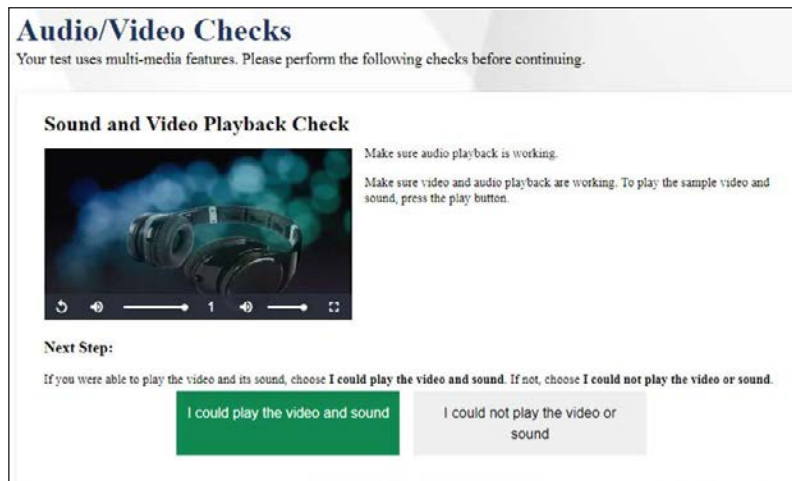
**SAY** Please put your headset on.

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

Whether headsets are being used or not,

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

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



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

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

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

**i** For the Listening test, turn to page 16.

For the Reading test, turn to page 36.




# 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. 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. 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.'"



# Directions for Administration (cont.)

## STUDENT INTERFACE (cont.)

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

**i** Playback by pressing the green Play button.

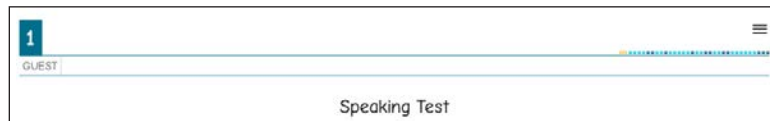
**SAY** Did you hear yourself?

**i** Pause for student's response.

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

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

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



**SAY** Do you have any questions?

**i** Answer the student's questions.

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

➞ NEXT

**i** For the Speaking test, turn to page 20.



This page is intentionally left blank.



## 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.
- 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.”**



# Listening—Grade 2 (cont.)

## Beginning the Listening Test

---

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

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

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

---

When the Listening Test screen comes up,

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

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

**You will now begin the Listening questions.**

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

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

---

After the student responds to the last question,

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

**i** DIRECTIONS FOR ENDING A TEST

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



**Listening—Listen to a Short Exchange**

---

**2****SAY** The picture shows a boy and a girl.

**i** Then, 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.

**SAY** Option A: Paint.  
Option B: Scissors.  
Option C: A bin.

**Listening—Listen to a Story**

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**3****SAY** The picture shows a bird.

**i** Then, select the audio player button on the screen to play the audio for the story. 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.

**SAY** Option A: A tree outside a window.  
Option B: A bench.  
Option C: A birdhouse.

**5**

**i** There is no picture description for this question. 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.

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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.



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# Speaking—Grade 2

## 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.

- **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.
- **Scoring Practice:** Each task type includes training and calibration quizzes in the Moodle Training Site to assist test examiners in listening and scoring student responses. It is highly recommended that test examiners use this resource.

### Prompting and Scoring Guidelines for the Speaking Domain

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

### Audio Capture for the Speaking Domain

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

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

- **Activating the microphone:** The microphone icon  appears at the beginning of the SAY statement. It is OK to record the test examiner’s voice on the audio recording. To ensure smooth interaction between the test examiner and the student, the test examiner may start the microphone while asking the question and stop the microphone after the student responds.



## Speaking—Grade 2 (cont.)

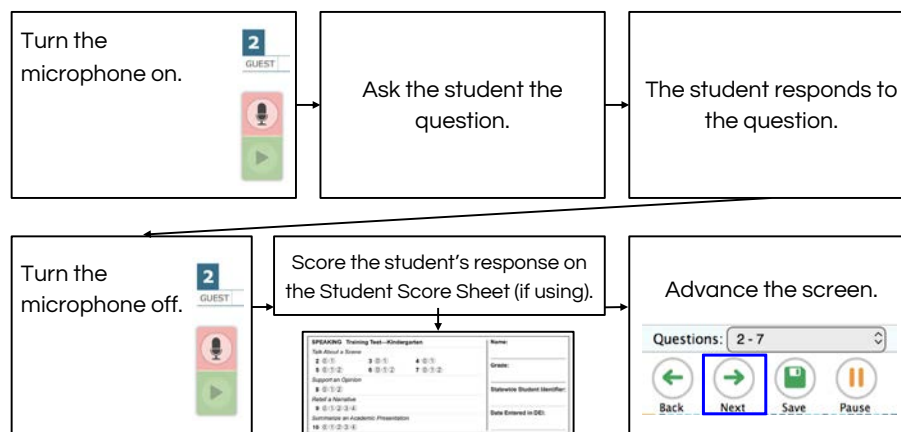
- **Rerecording:** The test examiner may continue to the next question and does not need to rerecord if:
  - Test examiner forgets to record a response.
  - Test examiner records a response to one question by using the audio recorder for another question.
  - Test examiner sees a red triangle in the review box when ending the test session.
  - 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 an art classroom. There are four students working at tables. There is a teacher helping the 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
	<b>SAY</b> Imagine you are in an art classroom.	<ul style="list-style-type: none"><li>• Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know."</li></ul>	<ul style="list-style-type: none"><li>• Correct response.</li></ul>
2	<b>SAY</b> A teacher is holding some markers. Some students need markers. What can the teacher do? ➔ NEXT	<b>Anchor:</b> <ul style="list-style-type: none"><li>◦ Teacher.</li></ul>	<b>Anchor:</b> <ul style="list-style-type: none"><li>◦ Pass out markers/crayons/paint.</li></ul>
3	<b>SAY</b> One of the students is drawing a picture. What supplies would she use to draw the picture? ➔ NEXT	<b>Anchor:</b> <ul style="list-style-type: none"><li>◦ Tables.</li></ul>	<b>Anchor:</b> <ul style="list-style-type: none"><li>◦ Paint/blocks/art supplies.</li></ul>
4	<b>SAY</b> Some students are holding paint brushes. What can they do with them? ➔ NEXT	<b>Anchor:</b> <ul style="list-style-type: none"><li>◦ I forget.</li></ul>	<b>Anchor:</b> <ul style="list-style-type: none"><li>◦ Paint/color.</li></ul>



No.	Item	Score 0	Score 1	Score 2
	<b>i</b> For questions 5–7, if the student gives a one-word response, say, “Tell me more.”	<ul style="list-style-type: none"> <li>• Response is not relevant.</li> <li>• Response contains no English.</li> <li>• No response, “I don’t know,” or is completely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>• Response is limited or partially relevant.</li> <li>• Errors in grammar, pronunciation, or intonation impede meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Response is relevant.</li> <li>• Errors in grammar, pronunciation, or intonation do not impede meaning.</li> </ul>
5	 <b>SAY</b> <b>What is something you can use to make a craft or a piece of art?</b> <b>i</b> Wait for the student’s response. <b>SAY</b> <b>How do you know?</b>  NEXT	<b>Anchor:</b> <ul style="list-style-type: none"> <li>◦ Class.</li> </ul> [Examiner: How do you know?] (No response.)	<b>Anchor:</b> <ul style="list-style-type: none"> <li>◦ Art things.</li> </ul> [Examiner: How do you know?] (Pointing.) [Examiner: Tell me in words.] (Shakes head.)	<b>Anchor:</b> <ul style="list-style-type: none"> <li>◦ Lots of glue.</li> </ul> [Examiner: How do you know?] Because that’s what I use a lot.
6	 <b>SAY</b> <b>There is a clock on the wall. What is a clock used for?</b>  NEXT	<b>Anchor:</b> <ul style="list-style-type: none"> <li>◦ (Response in primary language.)</li> </ul>	<b>Anchor:</b> <ul style="list-style-type: none"> <li>◦ Ticking.</li> </ul> [Examiner: Tell me more.] (No response.)	<b>Anchor:</b> <ul style="list-style-type: none"> <li>◦ Telling time.</li> </ul>
7	 If appropriate, you may point to the entire scene.  <b>SAY</b> <b>The art class will end soon. What might the students need to do before the class ends?</b>  NEXT	<b>Anchor:</b> <ul style="list-style-type: none"> <li>◦ Umm, yes . . .</li> </ul> [Examiner: Tell me more.] Umm, no.	<b>Anchor:</b> <ul style="list-style-type: none"> <li>◦ Finish.</li> </ul> [Examiner: Tell me more.] No.	<b>Anchor:</b> <ul style="list-style-type: none"> <li>◦ Clean up.</li> </ul>

### Prompting Guidelines: Talk About a Scene

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

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

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

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





No.	Question	Function	Score 0	Score 1	Score 2
			<ul style="list-style-type: none"><li>• Response does not address the language function.</li><li>• Response contains no English.</li><li>• No response, "I don't know," or is completely unintelligible.</li></ul>	<ul style="list-style-type: none"><li>• Response addresses the language function in a limited way. Listener effort is required to interpret meaning.</li><li>• Errors in grammar, word choice, pronunciation, or intonation impede meaning.</li></ul>	<ul style="list-style-type: none"><li>• Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning.</li><li>• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li></ul>
8	Book about Horses	Asking for information	<b>Anchor:</b> I don't know.	<b>Anchor:</b> Where is the book?	<b>Anchor:</b> Where are the horse books?



**SAY** Now let's practice a different kind of question. There are no pictures. I'm going to tell you about a situation 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

8



**SAY** You want to know if the library has a book about horses. What would you say to the librarian?

Function: asking for information

The student might say, "*Does the library have a book about horses?*" or "*I would like to know if you have a book about horses.*"

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



**SAY**

Here is a picture. The picture shows two books. The first book is titled “The Ocean” with the cover showing a dolphin and an octopus. The second book is titled “Space” with the cover showing planets in outer space.

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

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





Score 0	Score 1	Score 2	Score 3	Score 4
<ul style="list-style-type: none"><li>• Response is not relevant.</li><li>• Response contains no English.</li><li>• No response, “I don’t know,” or is completely unintelligible.</li></ul>	<ul style="list-style-type: none"><li>• Response attempts to retell the narrative but conveys little relevant information.</li><li>• Ideas are rarely cohesive and connected.</li><li>• Grammar and word choice are limited and impede meaning.</li><li>• Pronunciation and/or intonation often impede meaning.</li><li>• Speech may consist of isolated word(s) or phrase(s).</li></ul>	<ul style="list-style-type: none"><li>• Response retells the narrative as supported by the pictures but may be incomplete and lack clarity.</li><li>• Ideas are sometimes cohesive and connected.</li><li>• Grammar and word choice are simple and repetitive; errors often impede meaning.</li><li>• Pronunciation and/or intonation often impede meaning.</li><li>• Speech may be slow, choppy, or halting.</li></ul>	<ul style="list-style-type: none"><li>• Response retells the narrative as supported by the pictures with basic detail.</li><li>• Ideas are usually cohesive and connected.</li><li>• Grammar and word choice are adequate; errors occasionally impede meaning.</li><li>• Pronunciation and/or intonation occasionally impede meaning.</li><li>• Speech is fairly sustained, though some choppiness or halting may occur.</li></ul>	<ul style="list-style-type: none"><li>• Response provides a clear and detailed retelling of the narrative as supported by the pictures.</li><li>• Ideas are cohesive and connected.</li><li>• Grammar and word choice are varied and effective; errors do not impede meaning.</li><li>• Pronunciation and intonation do not impede meaning.</li><li>• Speech is usually smooth and sustained.</li></ul>
<p><b>Anchor:</b> I don’t know.</p>	<p><b>Anchor:</b> Build tree house. [Examiner: What else can you tell me about the story?] (No response.)</p>	<p><b>Anchor:</b> Umm, I forgot the names. [Examiner: It’s Margie and her dad.] Margie wanted to build a birdhouse. So her dad and . . . her dad and her went to go find some tools. Then when they were finished, they hung it up and all of the birds came to see.</p>	<p><b>Anchor:</b> Margie and her dad wanted to build a tree house. Margie helded up the board so her dad could hammer the lit, the little things. And then Margie and her dad painted the, umm, tree house. And as soon as they hanged it, the birds already wanted to check it out.</p>	<p><b>Anchor:</b> The dad and his daughter wanted to build a birdhouse. So they went to the garage to get wood. The girl picked up wood and the . . . and the dad hammered the wood with nails. And, then . . . and the dad and the girl were painting the birdhouse. Then they hung the birdhouse and the birds checked it out.</p>



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

 **i** 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 and daughter with boards and tools. The story says Margie and her dad wanted to build a birdhouse. They went out to the garage to gather a pile of boards and some tools.

 If appropriate, you may point to the second picture.

**SAY** The second picture shows the father and daughter using the boards and tools. The story says Margie held the boards while her father hammered the boards together using nails.

 If appropriate, you may point to the third picture.

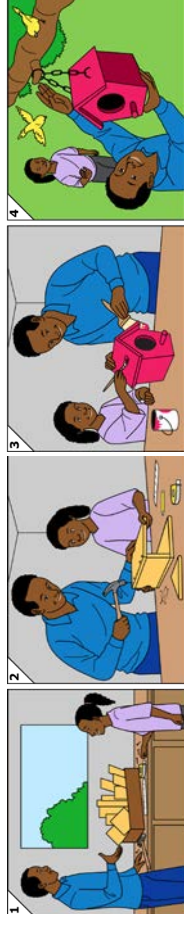
**SAY** The third picture shows the father and daughter painting a birdhouse. The story says after the birdhouse was built, Margie and her father used brushes to paint and decorate it.

 If appropriate, you may point to the fourth picture.

**SAY** The fourth picture shows the father hanging the birdhouse. The story says as soon as they hung the birdhouse in the tree, the birds came to see it.

 **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.



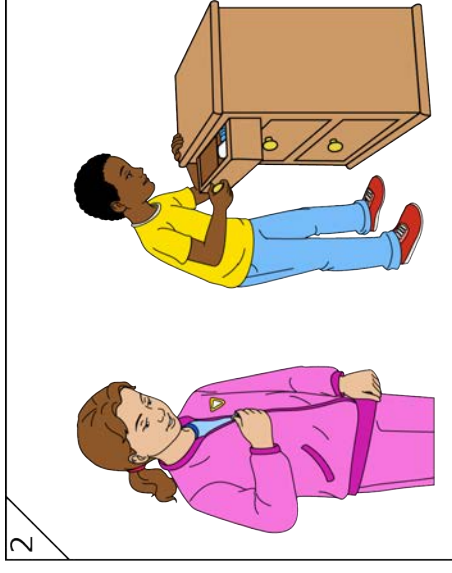
**Main Points**

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

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

Details:

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

**11**

**SAY** Here are two pictures that go with the information. I am going to describe the picture and then tell you more information. The first picture shows a girl kicking a soccer ball and a boy rolling a toy car down a ramp. The second picture shows the girl zipping up her jacket and the boy opening a drawer.



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

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

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

 If appropriate, you may point to the first picture.

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

 If appropriate, you may point to the second picture.

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

 **SAY** Now it is your turn. Tell me about forces. Use the 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 score sheets and logon tickets.

### Prompting Guidelines: Summarize an Academic Presentation

Read the information only once.

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

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

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

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

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

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



**Main Points**

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

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

Details:

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



Score 0	Score 1	Score 2	Score 3	Score 4
<ul style="list-style-type: none"> <li>• Response is not relevant.</li> <li>• Response contains no English.</li> <li>• No response, "I don't know," or is completely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>• Response includes an attempt to reference the presentation/picture but conveys little relevant information.</li> <li>• Ideas are rarely cohesive and connected.</li> <li>• Grammar and word choice are limited and impede meaning.</li> <li>• Pronunciation and/or intonation often impede meaning.</li> <li>• Speech may consist of isolated word(s) or phrase(s) related to the picture.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Ideas are sometimes cohesive and connected.</li> <li>• Grammar and word choice are simple and repetitive; errors often impede meaning.</li> <li>• Pronunciation and/or intonation often impede meaning.</li> <li>• Speech may be slow, choppy, or halting.</li> </ul>	<ul style="list-style-type: none"> <li>• Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details.</li> <li>• Ideas are usually cohesive and connected.</li> <li>• Grammar and word choice are adequate; errors occasionally impede meaning.</li> <li>• Pronunciation and/or intonation occasionally impede meaning.</li> <li>• Speech is fairly sustained, though some choppiness or halting may occur.</li> </ul>	<ul style="list-style-type: none"> <li>• A full response includes a clear summary of the main points and details of the presentation.</li> <li>• Ideas are cohesive and connected.</li> <li>• Grammar and word choice are varied and effective; errors do not impede meaning.</li> <li>• Pronunciation and intonation do not impede meaning.</li> <li>• Speech is usually smooth and sustained.</li> </ul>
<p><b>Anchor:</b> I don't know.</p>	<p><b>Anchor:</b> You can make, umm ... you can make a car to like go to you. And you can umm, can get something out of something. [Examiner: What else can you tell me about what you heard?] (Pointing, no response.)</p>	<p><b>Anchor:</b> Umm, forces make things push things, a soccer ball move. Now this (pointing) one? Forces a zipper or ... [Examiner: What else can you tell me about what I told you?] (No response.)</p>	<p><b>Anchor:</b> Umm, force is about pushing, like pushing a car and kicking a ball. And pulling means that you like zip a thing towards you and like open the drawer of the ... door ... the drawer ... like open the door like drawer open. That's what you call pulling.</p>	<p><b>Anchor:</b> Forces are making things move. Like when you push a car down a ramp, it moves away or you can pull up a zipper.</p>

Notes:

- Minor factual inaccuracies or omissions are acceptable as long as the student expresses a clear summary of the presentation.
- 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. JAWS should not be used to read the content aloud for the Reading domain and students should not navigate the test using their refreshable braille display.

### **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.

## Prompting 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.”**

## Beginning the Reading Test

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

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

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



# Reading—Grade 2 (cont.)

1

When the Reading Test screen comes up,

**SAY** This is the Reading section of the ELPAC test.

In this part of the test, we are going to read together. I will ask you some questions. 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**

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**4**

**SAY** The picture shows Alex and Mom standing next to each other.

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**6**

**SAY** Alex and Mom feed a kitten.  
Alex and Mom hang posters.  
Alex and Mom walk a dog.

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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.



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## 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.

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



# Writing—Grade 2 (cont.)

## Beginning the Writing Test

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

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

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

If you need any questions repeated, just ask.

You will now begin the Writing questions.

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



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

*Student uses a braillewriter.*

**1****SAY** Question 1

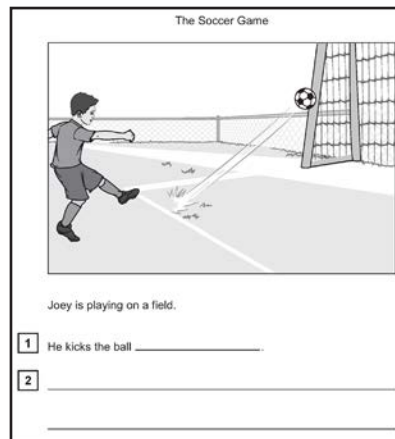
**SAY** We are going to write a story together. The title of the story is “The Soccer Game.” Some letters and words are missing from the story.

**SAY** The first sentence in the story is: Joey is playing on a field.

**SAY** The second sentence should say: He kicks the ball hard.

**SAY** The word “hard” is missing from the story.

**SAY** Write the word “hard.”

**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 water. Listen carefully. Then we will write about what we have learned.

**i** Read the text aloud to the students.

**SAY** Water comes in many forms. It can be a liquid, a solid, or a gas. We can drink liquid water. We can swim in the liquid water found in pools, lakes, and oceans. A solid form of water is ice. When water gets very, very cold, it freezes and becomes ice. When water gets very, very hot, it boils and becomes a gas, or vapor. Water vapor is usually invisible.

**SAY** Let's write about what we learned. The first sentence is: Water comes in three forms.

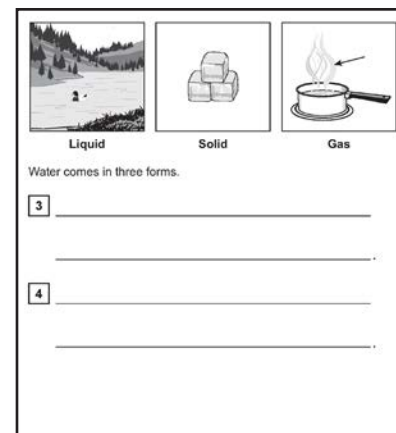
**SAY** I have a sentence to add. I will say the sentence, and you will write the sentence.

**SAY** It can be a liquid, a solid, or a gas.

**i** Repeat the sentence as necessary.

Pause for the student to write.

**SAY** Let's read what we have written so far.  
Water comes in three forms.  
It can be a liquid, a solid, or a gas.



4

**SAY** Question 4

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

**i** Pause for the student to write.





## 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 two friends making paper airplanes.

**i** Pause for the student to write.

Write about what is happening in the picture.



**5** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 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 played with a friend. Who did you play with? What did you do? Where were you?

Write about a time when you played with a friend. Who did you play with? What did you do? Where were you?

**6** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**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 “The Soccer Game.” Some letters and words are missing from the story.

**SAY** The first sentence in the story is: Joey is playing on a field.


**SAY** The second sentence should say: He kicks the ball hard.

**SAY** The word “hard” is missing from the story.

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

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

The Soccer Game



Joey is playing on a field.

1 He kicks the ball \_\_\_\_\_.

2 \_\_\_\_\_

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.*

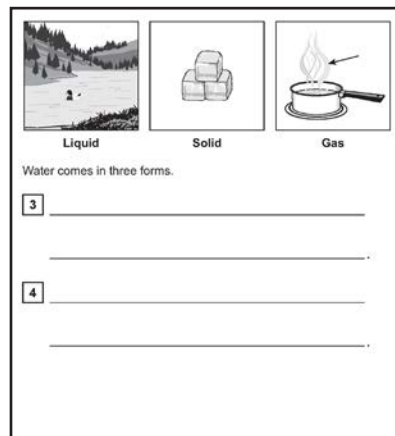
3

**SAY** Question 3

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

**i** Read the text aloud to the students.

**SAY** Water comes in many forms. It can be a liquid, a solid, or a gas. We can drink liquid water. We can swim in the liquid water found in pools, lakes, and oceans. A solid form of water is ice. When water gets very, very cold, it freezes and becomes ice. When water gets very, very hot, it boils and becomes a gas, or vapor. Water vapor is usually invisible.



**SAY** Let's write about what we learned. The first sentence is: Water comes in three forms.

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

**SAY** It can be a liquid, a solid, or a gas.

**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.

Water comes in three forms.

It can be a liquid, a solid, or a gas.

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.





## 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 two friends making paper airplanes.

**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.

Write about what is happening in the picture.



5

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## 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 played with a friend. Who did you play with? What did you do? Where were you?

**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 played with a friend. Who did you play with? What did you do? Where were you?

6

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**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.





## The Soccer Game



Joey is playing on a field.

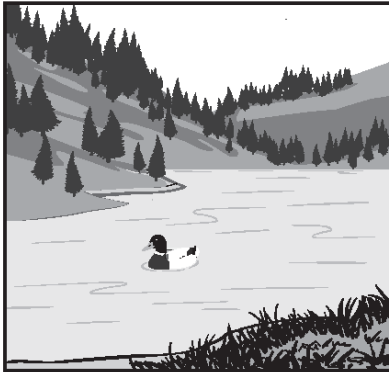
**1**

He kicks the ball \_\_\_\_\_.

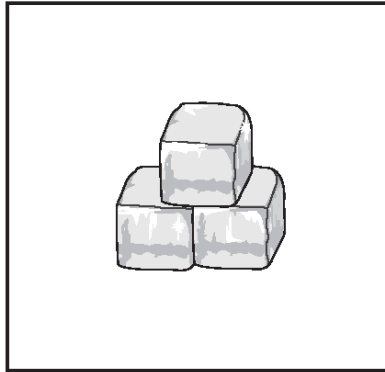
**2**

\_\_\_\_\_  
\_\_\_\_\_.

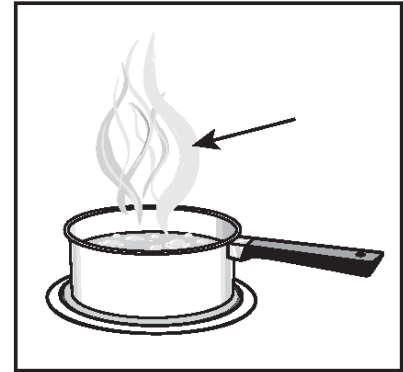




**Liquid**



**Solid**



**Gas**

Water comes in three forms.

**3**

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**4**

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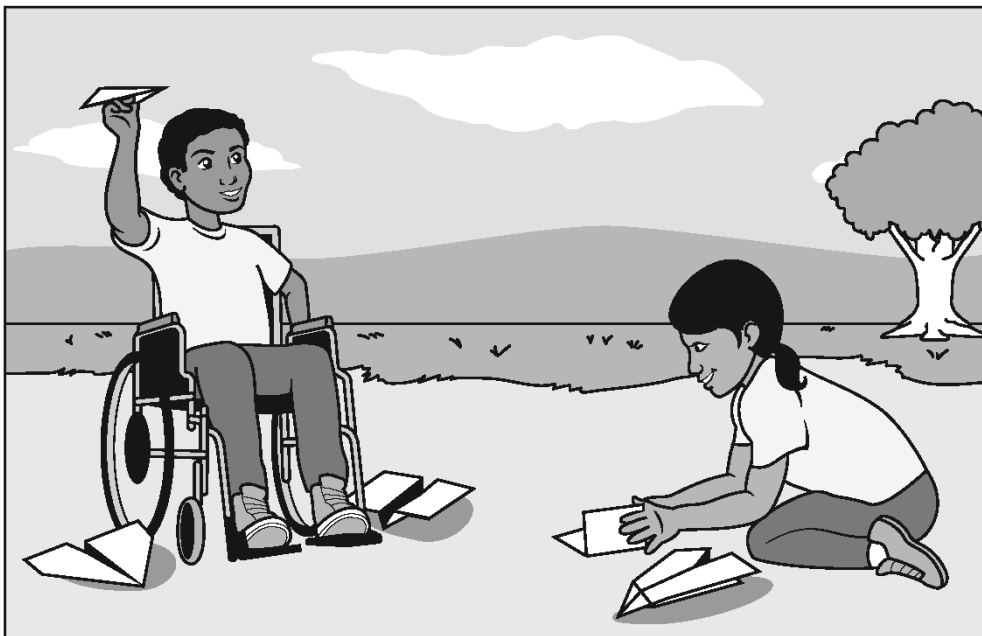


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Write about what is happening in the picture.



5

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Write about a time when you played with a friend. Who did you play with? What did you do? Where were you?

6

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## Student Score Sheet

<b>SPEAKING Visual Impairment and Braille Training Test—Grade 2</b>			<b>Name:</b>
<i>Talk About a Scene</i>			_____
2 0 1	3 0 1	4 0 1	<b>Grade:</b>
5 0 1 2	6 0 1 2	7 0 1 2	_____
<i>Speech Functions</i>			<b>Statewide Student Identifier:</b>
8 0 1 2			_____
<i>Support an Opinion</i>			<b>Date Entered in DEI:</b>
9 0 1 2 3			_____
<i>Retell a Narrative</i>			
10 0 1 2 3 4			
<i>Summarize an Academic Presentation</i>			
11 0 1 2 3 4			

<b>SPEAKING Visual Impairment and Braille Training Test—Grade 2</b>			<b>Name:</b>
<i>Talk About a Scene</i>			_____
2 0 1	3 0 1	4 0 1	<b>Grade:</b>
5 0 1 2	6 0 1 2	7 0 1 2	_____
<i>Speech Functions</i>			<b>Statewide Student Identifier:</b>
8 0 1 2			_____
<i>Support an Opinion</i>			<b>Date Entered in DEI:</b>
9 0 1 2 3			_____
<i>Retell a Narrative</i>			
10 0 1 2 3 4			
<i>Summarize an Academic Presentation</i>			
11 0 1 2 3 4			

<b>SPEAKING Visual Impairment and Braille Training Test—Grade 2</b>			<b>Name:</b>
<i>Talk About a Scene</i>			_____
2 0 1	3 0 1	4 0 1	<b>Grade:</b>
5 0 1 2	6 0 1 2	7 0 1 2	_____
<i>Speech Functions</i>			<b>Statewide Student Identifier:</b>
8 0 1 2			_____
<i>Support an Opinion</i>			<b>Date Entered in DEI:</b>
9 0 1 2 3			_____
<i>Retell a Narrative</i>			
10 0 1 2 3 4			
<i>Summarize an Academic Presentation</i>			
11 0 1 2 3 4			