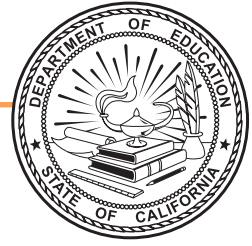# ELPAC

English Language Proficiency Assessments for California

Listening, Speaking, Reading and Writing:
Directions for Administration

Visual Impairment and Braille Training Test Kindergarten

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.

Table of Contents

Table of Contents (cont.)

Introduction

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

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

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

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

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

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

---

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

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
SAY	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.
ℹ️	Information for the test examiner
➡️	Advance to the next question
READ AND SAY	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 brailler 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 Brailler, if applicable

- 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

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.

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.
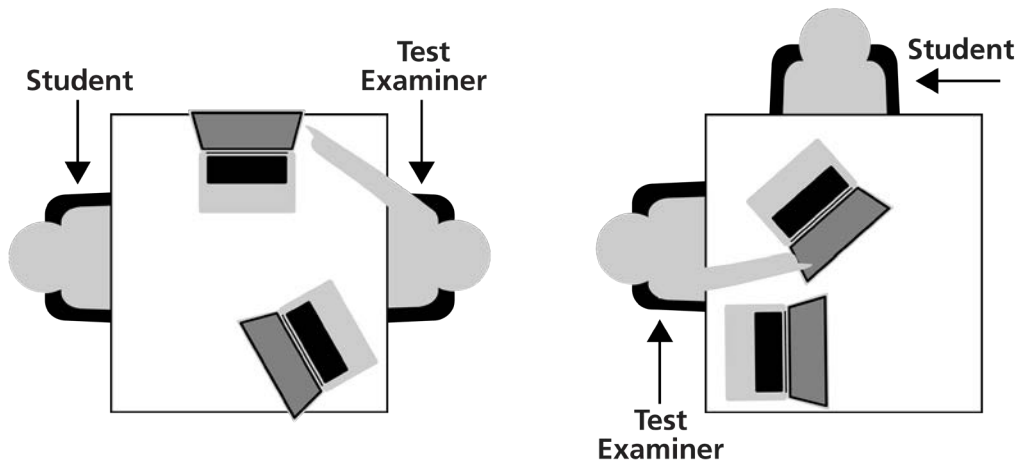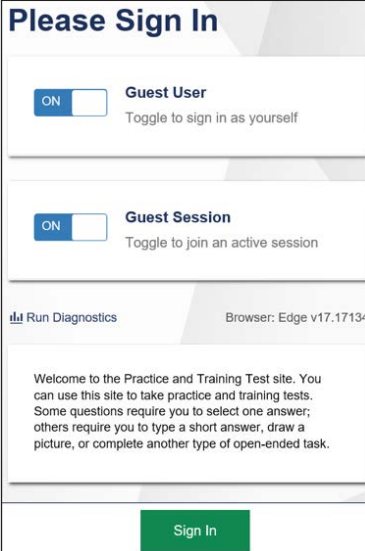
Logon and Audio/Sound Check Instructions

How to Start a Test Session as a Guest
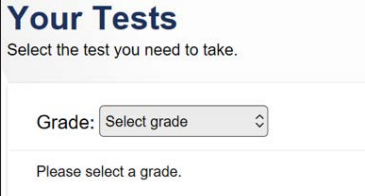
SAY **Today you will be taking the ELPAC. First, I am going to sign you in.**

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.

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

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

SAMPLE

7) You will see a Choose Settings screen.

8) In the drop-down "Presentation" menu, select **[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 7.

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

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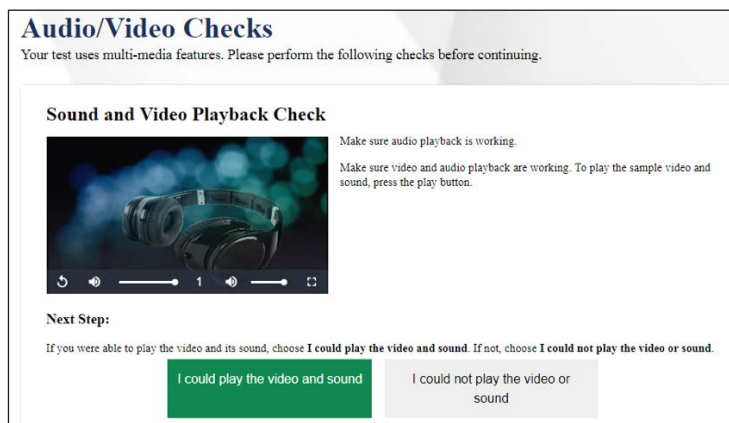
i Depending on the selected test settings, you may see additional screens to check the functionality of certain test setting(s) on your device (e.g., text-to-speech check).

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]**.

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. 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,

1
GUEST

Speaking Test

SAY **Do you have any questions?**

i Answer the student's questions.

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

i

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**.

Practice Session ID

STOP TRAIN-B5C7-2
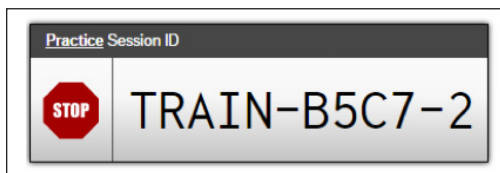
STUDENT INTERFACE

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.

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

Yes   No

STUDENT INTERFACE (cont.)

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

SAMPLE

English Language Proficiency Assessments (ELPAC) Training Test

Start ELPAC Grade K Listening Training Test
This is opportunity 1 of 99

Start ELPAC Grade K Reading Training Test
This is opportunity 1 of 99

Start ELPAC Grade K Speaking Training Test
This is opportunity 1 of 99
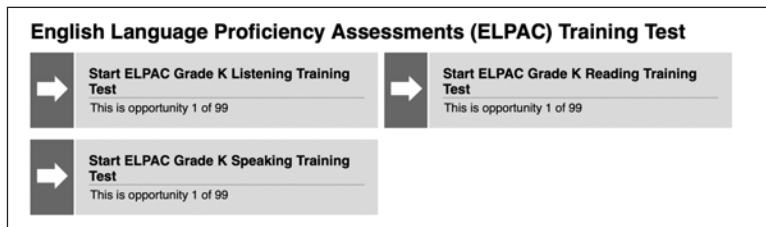
TEST ADMINISTRATOR INTERFACE

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.

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 34.

Logon Instructions: Speaking ONLY

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

STUDENT INTERFACE
ℹ️ If using headphones, put headphones on now. Select the speaker button to play the audio.

Audio Playback Check

Make sure audio playback is working.

🔊 To play the sample sound, press the speaker button.

Next Step:

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

[I heard the sound] [I did not hear the sound]

SAY **Did you hear the music?**

ℹ️ 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 heard my recording] [I did not hear my recording]

[Continue] [Skip Recording Check] [Back]

ℹ️ 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.**

ℹ️ 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.'"

STUDENT INTERFACE (cont.)

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

ℹ️ Playback by pressing the green Play button.

SAY **Did you hear yourself?**

ℹ️ Pause for student's response.

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

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

ℹ️ When Question 1 of the Speaking Test comes up, ask the student,
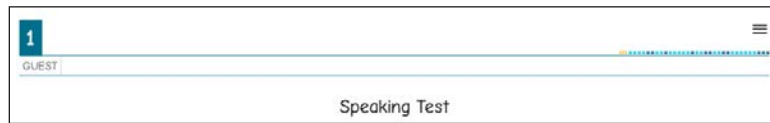
SAY **Do you have any questions?**

ℹ️ 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

ℹ️

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.

Prompting Guidelines for All Listening Task Types

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

🎧 Beginning the Listening Test

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

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

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

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.

ℹ️ 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.

🎧 Listening—Listen to a Short Exchange

2

SAY **The picture shows a boy and his teacher.**

ℹ️ 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. You may point to the question and audio choices while the audio of the test plays.

🎧 Listening—Listen to a Story

3

SAY **The picture shows Nadia and her mother.**

ℹ️ 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

ℹ️ 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 **Eyeglasses**
Shoes
A baseball hat

5

ℹ️ 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.

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.**

ℹ️ DIRECTIONS FOR ENDING A TEST

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

This page is intentionally left blank.

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.

- **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

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

Audio Capture for the Speaking Domain

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

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

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

- **Rerecording:** The test examiner may continue to the next question and does not need to rerecord if:
  - Test examiner forgets to record a response.
  - Test examiner records a response to one question by using the audio recorder for another question.
  - Test examiner sees a red triangle in the review box when ending the test session.
  - 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.
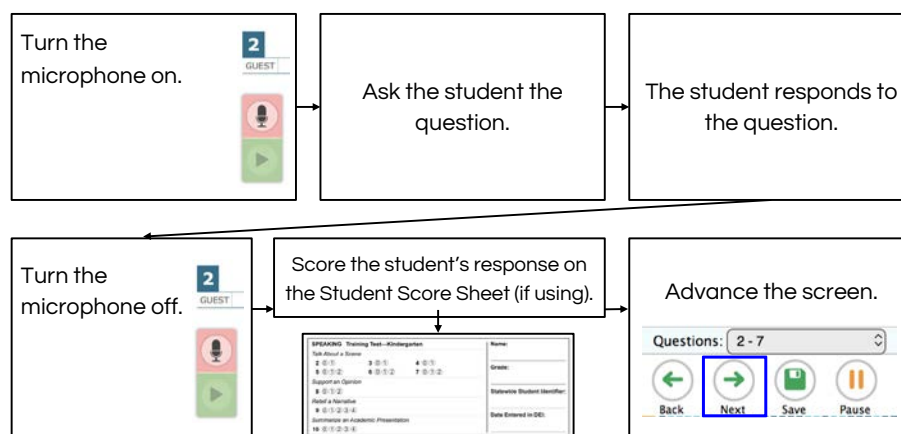
Ending the Test and Review Screen

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
	SAY **Imagine you are in an art classroom.**	• Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know."	• Correct response.
2	🎤 **SAY** **A teacher is holding some markers. Some students need markers. What can the teacher do?** ⬆ NEXT	**Anchor:** ○ Teacher.	**Anchor:** ○ Pass out markers/crayons/paint.
3	🎤 **SAY** **One of the students is drawing a picture. What supplies would she use to draw the picture?** ⬆ NEXT	**Anchor:** ○ Tables.	**Anchor:** ○ Paint/blocks/art supplies.
4	🎤 **SAY** **Some students are holding paint brushes. What can they do with them?** ⬆ NEXT	**Anchor:** ○ I forget.	**Anchor:** ○ Paint/color.

No.	Item	Score 0	Score 1	Score 2
		• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• Response is limited or partially relevant. • Errors in grammar, pronunciation, or intonation impede meaning.	• Response is relevant. • Errors in grammar, pronunciation, or intonation do not impede meaning.
	i For questions 5–7, if the student gives a one-word response, say, "Tell me more."			
5	SAY **What is something you can use to make a craft or a piece of art?** i Wait for the student's response. SAY **How do you know?** ↑ NEXT	**Anchor:** ○ Class. [Examiner: How do you know?] (No response.)	**Anchor:** ○ Art things. [Examiner: How do you know?] (Pointing.) [Examiner: Tell me in words.] (Shakes head.)	**Anchor:** ○ Lots of glue. [Examiner: How do you know?] Because that's what I use a lot.
6	SAY **There is a clock on the wall. What is a clock used for?** ↑ NEXT	**Anchor:** ○ (Response in primary language.)	**Anchor:** ○ Ticking. [Examiner: Tell me more.] (No response.)	**Anchor:** ○ Telling time.
7	☞ If appropriate, you may point to the entire scene. SAY **The art class will end soon. What might the students need to do before the class ends?** ↑ NEXT	**Anchor:** ○ Umm, yes . . . [Examiner: Tell me more.] Umm, no.	**Anchor:** ○ Finish. [Examiner: Tell me more.] No.	**Anchor:** ○ Clean up.

Prompting Guidelines: Talk About a Scene

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

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

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

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

Score 0	Score 1	Score 2
• An opinion is not expressed. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• 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.	• An opinion is expressed and supported with a relevant reason. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
Anchor: I don't know.	**Anchor:** Space. [Examiner: Why do you think a book about outer space is better?] I don't know.	**Anchor A:** The ocean because I like it. **Anchor B:** Space because it's cool.

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
8		**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 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?**
		🎙 **ℹ** Wait for initial choice.
		SAY **Why do you think [a book about the ocean/a book about outer space/your choice] is better?**
		➡ NEXT

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
• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• 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).	• Response retells the narrative as supported by the pictures but may be incomplete and lack clarity. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple and repetitive; errors often impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may be slow, choppy, or halting.	• 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.	• 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.
Anchor: I don't know.	**Anchor:** This (pointing) one. [Examiner: Tell me in words about the story.] He's hamping. Hamping. [Examiner: What else can you tell me about the story?] They're packing to park.	**Anchor:** They are packing. They are eating. They are cleaning the table. [Examiner: What else can you tell me about the story?] No.	**Anchor:** Umm, they wanted to go to the park 'cause they were hungry and they wanted to go picnic there. And after they finish ate, he wanted the park to be cleaned.	**Anchor:** First, he … he and his dad packed for a picnic food. Then they found a table to eat to make the picnic. Then, he … the little boy, he throwed his trash so the park could be nice and clean.

9

SAY **Here are three 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 and son putting food and drinks into a cooler. The story says one day Dan and his father wanted to go to the park. They packed some food and drinks.**

👉 If appropriate, you may point to the second picture.

SAY **The second picture shows the father and son sitting at a table eating lunch outside. The story says when Dan and his father got to the park, they found a nice table by a tree. They unpacked their food and enjoyed eating lunch.**

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

SAY **The third picture shows the father and son cleaning up and throwing trash away. The story says after they ate, Dan helped clear the table and picked up the wrappers. He put them in the trash can. He wanted to keep the park clean and beautiful.**

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

🔘 NEXT
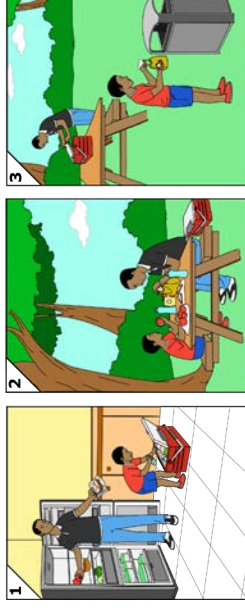
Prompting Guidelines: Retell a Narrative
Read the story only once.
If the student does not answer or requests that the question be repeated, say, *"Now use all the pictures to tell the story back to me."*
If the student points, pantomimes, or points to people and things while saying words such as this/that/these/those, 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 three of the following main points:

- It (the rain forest) is wet/hot.
- Many (kinds of) animals/plants are there (in the rain forest).
- There is sun(light) above the trees.
- It is dark on the (rain forest) floor.
- Animals live in the trees/on the (rain forest) floor.
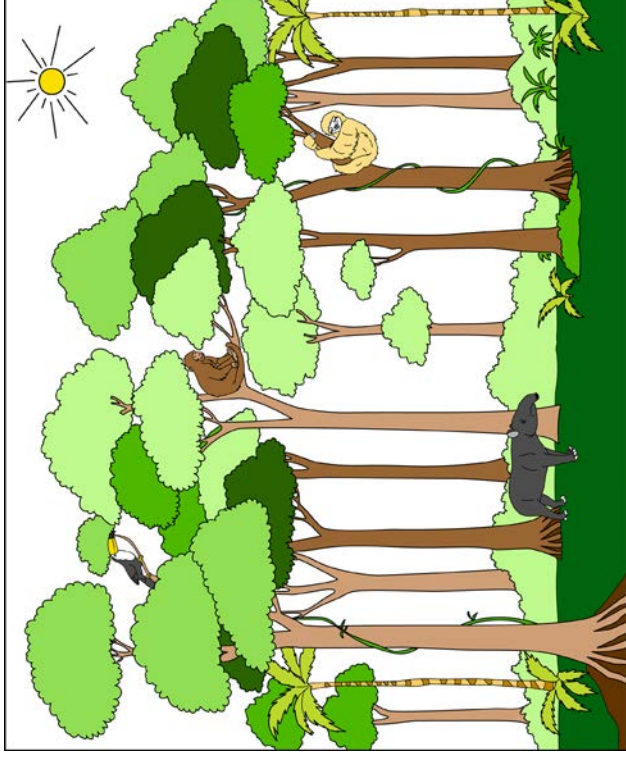
10

SAY **Here is a picture that goes with the information. I am going to describe the picture and then tell you more information. The picture shows a rain forest. The rain forest has many trees and animals. Some animals are in the trees, and there's an animal on the ground.**

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

👉 If appropriate, you may point to indicate the whole picture.

SAY **This is a rain forest.**

👉 If appropriate, you may point to the trees and then the sun.

SAY **The rain forest is a very wet place. It may also be very hot.**

👉 If appropriate, you may point to the animals in the trees.

SAY **Many kinds of plants and animals live in the rain forest.**

👉 If appropriate, you may point to the tops of the trees.

SAY **Above the trees there is sunlight. Some animals live in the treetops and almost never come down.**

👉 If appropriate, you may point to the forest floor.

SAY **On the floor of the rain forest it is dark and damp. Very little light gets through the tree leaves.**

SAY **Now it is your turn. Tell me about the rain forest. 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 at least three of the following main points:

- It (the rain forest) is wet/hot.
- Many (kinds of) animals/plants are there (in the rain forest).
- There is sun(light) above the trees.
- It is dark on the (rain forest) floor.
- Animals live in the trees/on the (rain forest) floor.

Score 0	Score 1	Score 2	Score 3	Score 4
• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• 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.	• 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.	• 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.	• 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/or intonation do not impede meaning. • Speech is usually smooth and sustained.
Anchor: (Response in primary language.)	**Anchor:** Umm, the … the elephant, he just walk. And the bird, he just went in the tree. And so the monkey just went to the tree. And this sloth, he just went to the tree too. [Examiner: What else can you tell me about what you heard?] Nothing. There's nothing.	**Anchor:** Umm, some animals don't touch the ground because they like to spend all the time in the trees. Some animals don't like to touch the top because they're scared; that's why they stay on the ground. [Examiner: What else can you tell me about what you heard?] Yup. The trees that are bigger than the little trees, the little trees start to grow up big and tall and strong.	**Anchor:** The rain forest is … is wet. And almost animals don't go down there. And down the rain forest, it's a little … it's a little sunny, but it gets a lot of shade.	**Anchor:** It's hot. There's lots of trees. There's more sun on top. Animals live in the trees.

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

📖 Beginning the Reading Test

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

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

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

1

When the Reading Test screen comes up,

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

In this part of the test, we are going to read together. I will ask you some questions. 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-Along Word with Scaffolding

Prompting Guidelines: Read-Along Word with Scaffolding
For the first question, prompting guidelines are embedded in the scripts for questions in this document.
For the second question, repeat the question once if the student requests.
For all questions, 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/Show me again."**
If the student still does not answer, choose No Response (NR) and move to the next question.

2

SAY **We are going to read together.**

ℹ️ If appropriate, you may point to the first letter in the word.

SAY **What is the first letter of this word?**

ℹ️ Mark your rating of the student's response in the Student Interface.

If the student provides the letter sound instead of the letter name, mark the next question correct and repeat the current question.

SAY **What is the sound of the letter p?**

ℹ️ Mark your rating of the student's response in the Student Interface.

If appropriate, you may point to the next letter in the word.

SAY **What is the next letter of this word?**

ℹ️ Mark your rating of the student's response in the Student Interface.

If appropriate, you may point to the last letter in the word.

SAY **What is the last letter of this word?**

ℹ️ Mark your rating of the student's response in the Student Interface.

If appropriate, you may sweep your finger under the word while saying the following prompt.

SAY **Now read the word.**

ℹ️ Mark your rating of the student's response in the Student Interface.

If the student does not read the word aloud or does not say the correct word,

SAY **Read the word with me: "pan."**

ℹ️ If appropriate, you may sweep your finger under the word while reading the word aloud.

Be sure you entered a rating of the student's response for all five parts of the question.

3

SAY **What is something you can do with a pan?**

Cook.
Paint.
Drive.

📖 Reading—Read-Along Story with Scaffolding

Prompting Guidelines: Read-Along Story with Scaffolding
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, say, **"Point to your answer,"** after you have read the question.
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/Show me again."**
If the student still does not answer, choose No Response (NR) and move to the next question.

4

ℹ️ For all Read-Along Story with Scaffolding questions, it may be helpful to expand the portion of the screen that contains the text by selecting the right-pointing arrow.

SAY **The picture shows a family going together to an outdoor music show.**

SAY **We are going to read together.**

SAY **Show me where we should start reading.**

ℹ️ Pause for the student to respond.

Mark your rating of the student's response in the Student Testing Interface.

> If the student answered the previous question incorrectly,
> SAY **We will start reading here. Put your finger here.**

SAY **Follow along as I read.**

READ AND SAY Slowly read and say the sentences aloud. Watch to see that the student is able to follow from left to right and top to bottom.

ℹ️ Mark your rating of the student's response in the Student Testing Interface.

5

SAY **There are three pictures. The first picture shows a family going together to an outdoor music show. The second picture shows the family sitting together on a blanket outside. The third picture shows the family together clapping their hands.**

SAY **Now I will read the story to you. Listen while I read.**

READ AND SAY Read and say the sentences on the screen at a natural pace, beginning with the first panel. If appropriate, you may sweep your finger under the sentences as you read them.

ℹ️ If appropriate, you may 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.

6

ℹ️ If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. Use the picture descriptions below for the options.

SAY **A blanket.**
A bench.
A table.

7

ℹ️ If appropriate, you may 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.**

ℹ️ DIRECTIONS FOR ENDING A TEST
- Select **[End Test]** represented by a red square.
- Select **[Yes]** to continue.
- Select **[Submit Test]**.
- Select **[Yes]** to submit.

This page is intentionally left blank.

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."**

✍ Beginning the Writing Test

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

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

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

If you need any questions repeated, just ask.

You will now begin the Writing questions.

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

WRITING DIRECTIONS (STUDENT USES A BRAILLEWRITER)

📝 Writing—Label a Picture—Word, with Scaffolding

Student uses a braillewriter.

SAY **Now we are going to write some letters and words together.**

1

SAY **Kitchen. "Kitchen" starts with the letter k. Write the letter k.**

ℹ If student does not write, re-prompt.

2

SAY **Window. "Window" starts with the letter w. Write the letter w.**

ℹ If student does not write, re-prompt.

3

SAY **Mug. Write the word "mug."**

ℹ If student does not write, re-prompt.

4

SAY **Sink. Write the word "sink."**

ℹ If student does not write, re-prompt.

✍ Writing—Write a Story Together with Scaffolding

Student uses a braillewriter.

> ℹ Position the Answer Book so Numbers 5 through 8 face the student.

SAY **We are going to write a story together. The title of the story is "We Like to Paint." Some letters and words are missing from the story."**

5

SAY **The first letter is missing from the word "Like." Say the word "Like."**

SAY **Now write the first letter of the word "Like."**

> ℹ If student does not write, re-prompt.

6

SAY **The first letter is missing from the word "Paint." Say the word "Paint."**

SAY **Now write the first letter of the word "Paint."**

> ℹ If student does not write, re-prompt.

7

SAY **The first sentence in the story is: We make art at school.**

SAY **The second sentence should say: We dip our brushes.**

SAY **The word "dip" is missing from the story. Say the word "dip."**

SAY **Now write the word "dip."**

8

SAY **The next sentence should say: I make a sun.**

SAY **The word "sun" is missing from the story. Say the word "sun."**

SAY **Now write the word "sun."**

> 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—Label a Picture—Word, with Scaffolding

Student dictates response.

SAY **Now we are going to write some letters and words together.**

1

SAY **Kitchen. "Kitchen" starts with the letter k. Write the letter k.**

ⓘ Pause.

SAY **Tell me what letter you would write.**

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

2

SAY **Window. "Window" starts with the letter w. Write the letter w.**

ⓘ Pause.

SAY **Tell me what letter you would write.**

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

3

SAY **Mug. Write the word "mug." Tell me what you would write. Tell me how to spell the word.**

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

4

SAY **Sink. Write the word "sink." Tell me what you would write. Tell me how to spell the word.**

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

✍ Writing—Write a Story Together with Scaffolding

Student dictates response.

ℹ Position the Answer Book so Numbers 5 through 8 face the student.

SAY **We are going to write a story together. The title of the story is "We Like to Paint." Some letters and words are missing from the story."**

5

SAY **The first letter is missing from the word "Like." Say the word "Like."**

SAY **Now write the first letter of the word "Like." Tell me what letter you would write.**

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

6

SAY **The first letter is missing from the word "Paint." Say the word "Paint."**

SAY **Now write the first letter of the word "Paint." Tell me what letter you would write.**

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

7

SAY **The first sentence in the story is: We make art at school.**

SAY **The second sentence should say: We dip our brushes.**

SAY **The word "dip" is missing from the story.**

SAY **Write the word "dip." Tell me what you would write. Tell me how to spell the word.**

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

8

SAY **The next sentence should say: I make a sun.**
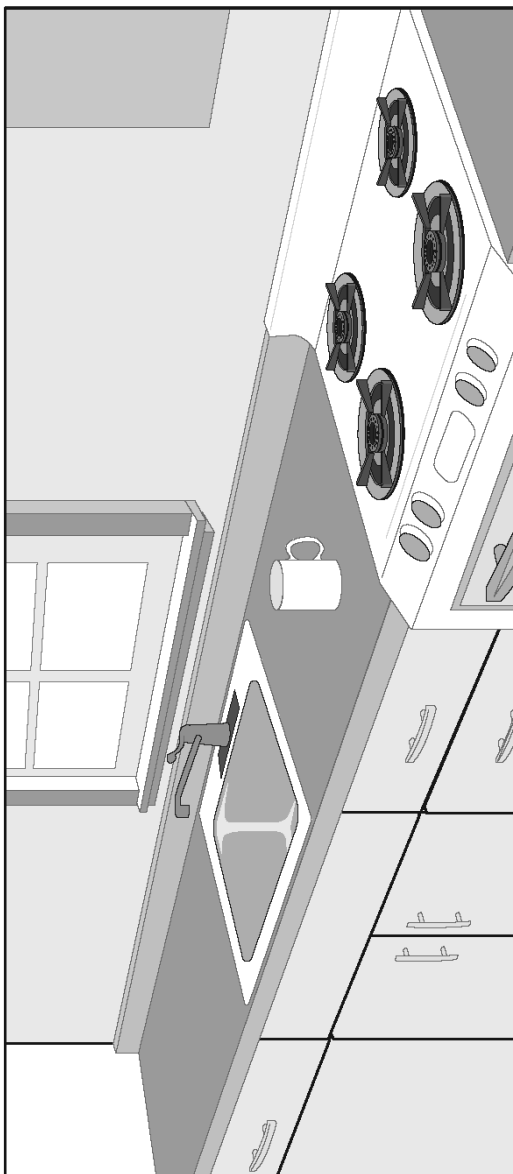
SAY **The word "sun" is missing from the story. Say the word "sun."**

SAY **Now write the word "sun." Tell me what you would write. Tell me how to spell the word.**

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

ℹ After the student responds to the last question,

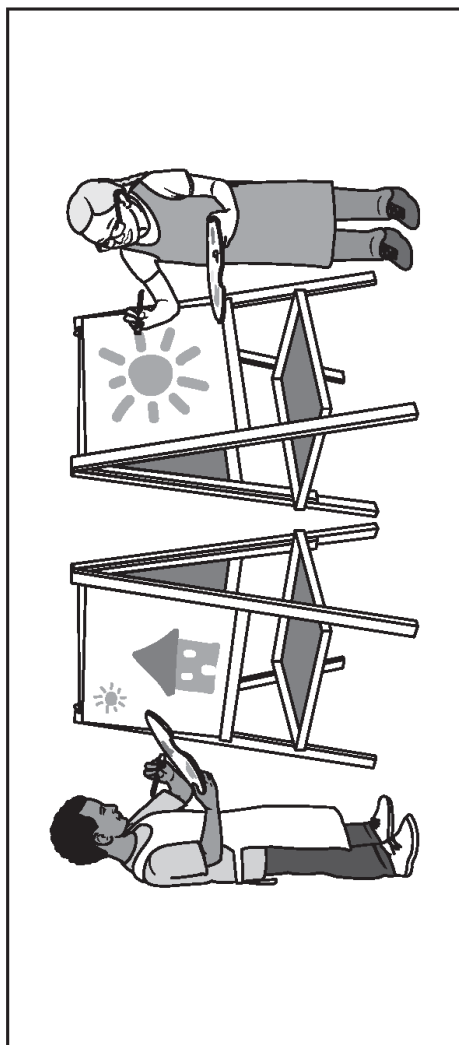**SAY** **This is the end of the Writing test. Thank you for your attention and hard work.**

3

4

1

2

5–6

We ___ ___ ike to ___ ___ aint

7 We make art at school.
We ___ ___ our brushes.

8 I make a ___ ___ .

STOP

Student Score Sheet

SPEAKING   Visual Impairment and Braille Training Test—Kindergarten

Name:

Talk About a Scene

2 ⓪①	**3** ⓪①	**4** ⓪①
5 ⓪①②	**6** ⓪①②	**7** ⓪①②

Grade:

Support an Opinion

8 ⓪①②

Statewide Student Identifier:

Retell a Narrative

9 ⓪①②③④

Date Entered in DEI:

Summarize an Academic Presentation

10 ⓪①②③④