

ELPAC

English Language Proficiency
Assessments for California



Speaking: Directions for Administration



Visual Impairment and Braille Training Test Grades 3–5

ELPAC Administration Notes

FOR QUESTIONS REGARDING THE ELPAC OR FOR ADDITIONAL ASSISTANCE:

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

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Directions for Administration

Introduction to the ELPAC Training Test Directions for Administration

This Speaking *Directions for Administration* (DFA) document contains information needed by test examiners* to prepare for and administer the computer-based English Language Proficiency Assessments for California (ELPAC) to students with visual impairments.

Using the DFA

This DFA document should be used to administer the Speaking domain only. To administer the other domains, download the Listening, Reading and Writing visual impairment and braille DFA for each specific grade.

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

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

Guide to Administration Scripts in This DFA	How the Test Examiner Should Proceed
	The test examiner reads the 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, if appropriate, may point to the text or pictures on the student's screen if it will benefit the student.
	Information for the test examiner
	Advance to the next question
	Stopping marker

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

Directions for Administration (cont.)

Administering a Training Test Session

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

- If you are administering the visual impairment and braille 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 visual impairment and braille 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 practice and training tests directly.
- Gather the following test materials:
 - The correct grade-level Speaking DFA
 - Electronic device(s) for the student (and, if applicable, test examiner) to access the test
 - Scratch paper and pencil for note-taking, or braille slate and stylus, or other approved note-taking device
 - Headsets and splitter for the test examiner and student (if preferred)
 - 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.

NOTE: For Speaking, the test content is delivered by the test examiner. JAWS should not be used to read the content aloud and students should not navigate the test using their refreshable braille display.

Speaking Administration—All Speaking Task Types

Subject	Directions
Prompting guidelines	See individual questions in this document for prompting guidelines.
When to stop the test	Refer to stopping markers in this document.
Note-taking	Note-taking is allowed for all Speaking task types. Students may take notes on scratch paper or by using a preapproved device (e.g., braille slate and stylus).

Preparing to Administer and Score the Speaking Domain

Before administering the test, the following is recommended:

- Prepare testing devices and materials for students and examiners.
- Check the volume on the student device prior to entering the Student Interface, and set the volume to MAX prior to logging in.

Directions for Administration (cont.)

- Select a quiet area to administer the test. Eliminate distractions (e.g., extraneous noises, windows, clutter, etc.).

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

- **Practice and Modeling:** A practice question is included as part of the audio capture so the test examiner may provide feedback to let the student know they are responding correctly. The practice question in the audio capture is "Describe your favorite food." For example, if the student responded to the practice question saying, "A hamburger," the test examiner lets the student know the response was correct. If the student does not successfully respond, the test examiner models a correct response for the student, saying, "You could have said, 'My favorite food is a hamburger and fries.'"
- **Prompting Guidelines:** The prompting guidelines vary for each 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.

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.

This should be rehearsed prior to the test administration. Do not point to pictures or text unless directed to in the Speaking DFA. Test examiners may use the cursor, pencil or pen, or their finger to point.

- **Anchors and Rubrics:** The test examiner should take time to read through the anchors and scoring rubrics for each test question before testing. Scoring of the Speaking domain occurs as the test is being administered.
- **Scoring Practice:** Each task type includes training and calibration quizzes in the Moodle Training Site to assist test examiners in listening and scoring student responses. It is highly recommended that test examiners use this resource.

Directions for Administration (cont.)

Prompting and Scoring Guidelines for the Speaking Domain

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

Audio Capture

For the 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.

NOTE: For a low vision test administration, the enlargement of the test content on the student's screen **MUST** take precedence over the voice capture.

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. If the following occur, the test examiner may continue to the next question and does not need to rerecord:

- Test examiner forgets to record a response.
- Test examiner records response on the wrong question.
- Test examiner sees a red triangle in the review box when ending the test session.

Use of headsets with a microphone for voice capture is not recommended to enable interaction between the student and test examiner. Headsets are recommended for grades 3–12 Summarize an Academic Presentation streaming audio.

If the student is wearing a headset for Summarize an Academic Presentation, the test examiner must also wear a headset to be able to hear the presentation and point

Directions for Administration (cont.)

appropriately to pictures and text on the student's screen. Two headsets may require a splitter.

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

When to Stop the Test

There are stopping markers in the Speaking domain as indicated by the . If there have been no responses or no correct responses to the stopping marker, the test examiner may stop administering the Speaking domain by clicking **[Pause]**.

Additional Directions

How to Print the DFA (optional) or View the DFA Online

Printing Instructions:

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

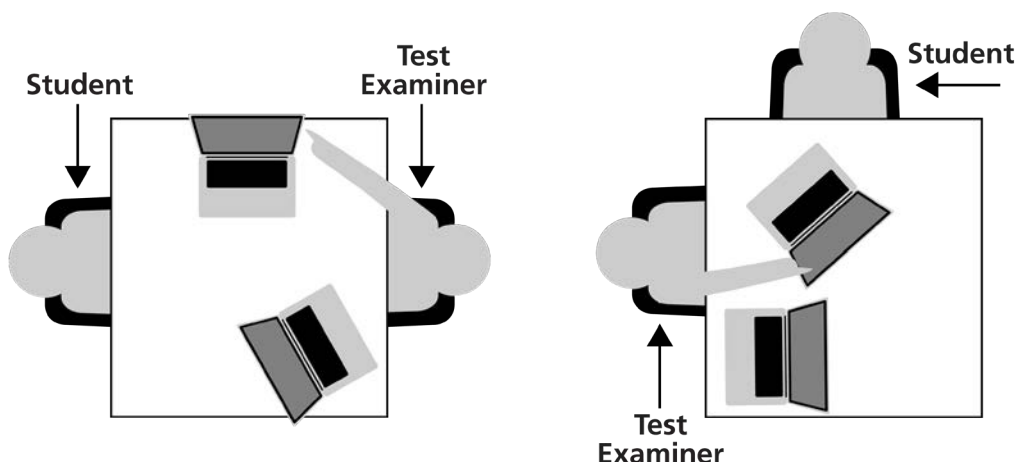
- Select two-sided printing (with binding on the long edge).
- Staple on the vertical edge, left-hand side of the printed document.
- Turn the document horizontally when viewing the test questions.

Instructions for Viewing Online:

- Open the PDF file in Adobe Acrobat.
- When you get to the 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. Configuration may be updated based on the student's individual needs for prescribed equipment.



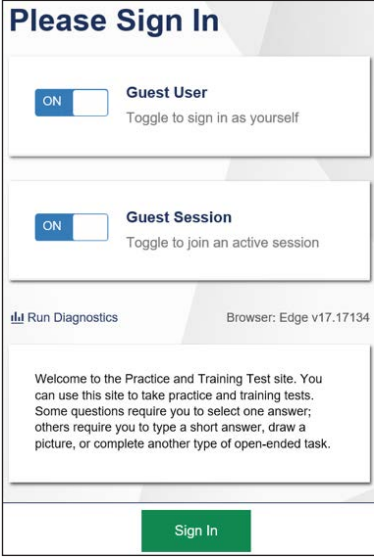
Directions for Administration (cont.)

Logon and Audio/Sound Check Instructions

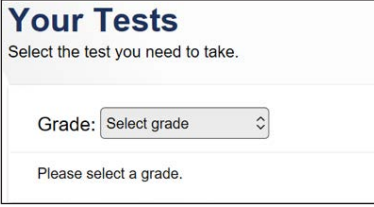
How to Start a Test Session as a Guest

SAY Today you will be taking the Speaking section of 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.

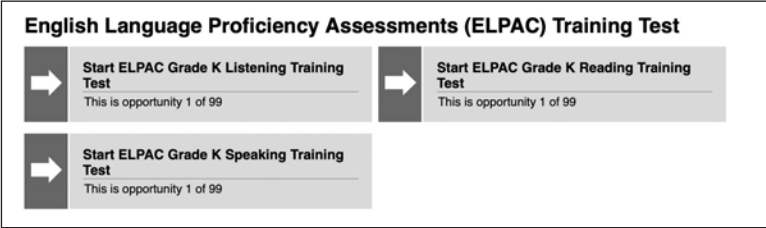
The screenshot shows the 'Please Sign In' interface. At the top, there's a toggle for 'Guest User' which is currently 'ON'. Below it is a toggle for 'Guest Session', also 'ON'. There are links for 'Run Diagnostics' and 'Browser: Edge v17.17134'. A welcome message states: 'Welcome to the Practice and 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 screenshot shows the 'Your Tests' screen. It prompts the user to 'Select the test you need to take.' There is 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. ELPAC training tests are located at the bottom of the list and are color-coded dark grey.

SAMPLE

The screenshot shows a sample of the test selection interface. It is titled 'English Language Proficiency Assessments (ELPAC) Training Test'. There are three buttons, each with a right-pointing arrow. The first two buttons are 'Start ELPAC Grade K Listening Training Test' and 'Start ELPAC Grade K Reading Training Test', both with the text 'This is opportunity 1 of 99'. The third button is 'Start ELPAC Grade K Speaking Training Test', also with 'This is opportunity 1 of 99'. The buttons are arranged in a grid-like fashion.

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

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

SAY Before we begin, 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.

If appropriate, you may point to the microphone.

Audio/Video Checks
Your test uses multi-media features. Please perform the following checks before continuing.

Recording Device Check
Make sure your recording device is working.

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

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

I heard my recording I did not hear my recording

Practice and Training Test Site Continue Skip Recording Check Back

i If your computer allows audio capture, please follow these steps, otherwise select **[Skip Recording Check]**.

Directions for Administration (cont.)

SAY Before giving your answers, I'm going to press the microphone to record your answers here. When it is time to record your answers, I will press the microphone. Let's practice.

 **SAY** Describe your favorite food.

i Pause for student's response. When student has finished speaking, press the square stop button to stop recording. Acknowledge the student's correct response, or model a correct response, such as "You could have said, 'My favorite food is a hamburger and fries.'"

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

i Playback by pressing the green Play button.

SAY Did you hear yourself?

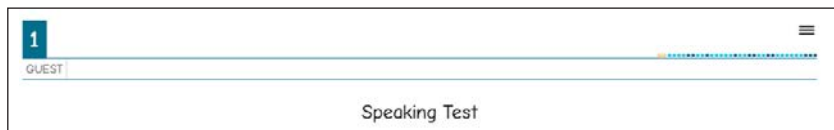
i Pause for student's response.

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

SAY OK, let's get started.

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

When Question 1 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.

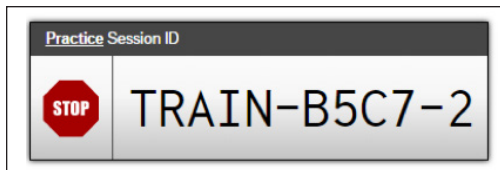
Directions for Administration (cont.)

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

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

TEST ADMINISTRATOR INTERFACE

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



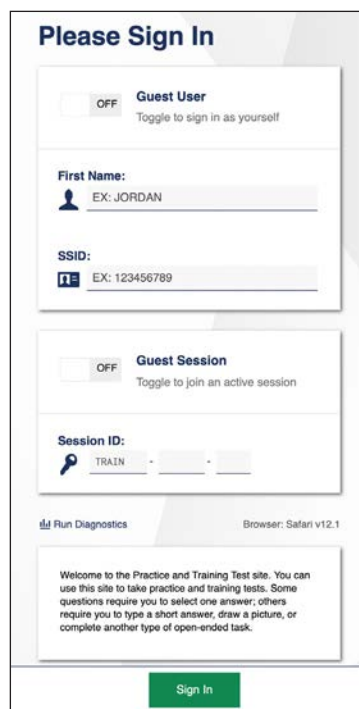
Directions for Administration (cont.)

STUDENT INTERFACE

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

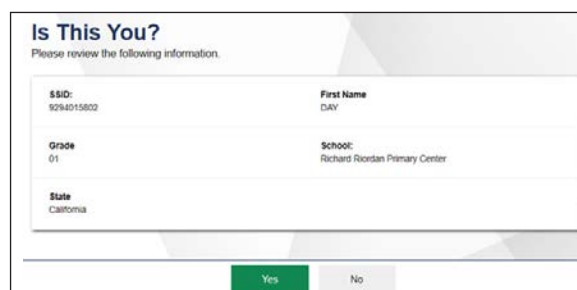
9) Toggle the blue **Guest User** and **Guest Session** buttons to **[OFF]**, and log the student on.

- 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**.



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

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



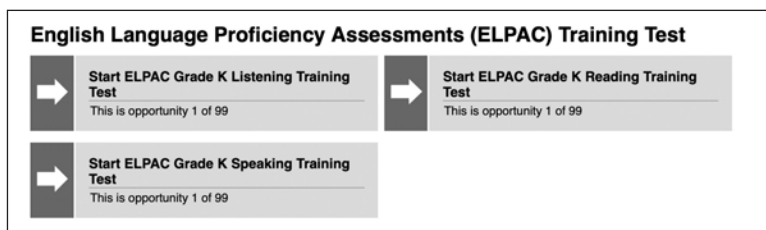
The 'Is This You?' screen displays student information for review. It includes fields for 'SSID' (9294015802), 'First Name' (DAY), 'Grade' (01), 'School' (Richard Riordan Primary Center), and 'State' (California). At the bottom, there are green 'Yes' and grey 'No' buttons.

Directions for Administration (cont.)

STUDENT INTERFACE (cont.)

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

SAMPLE

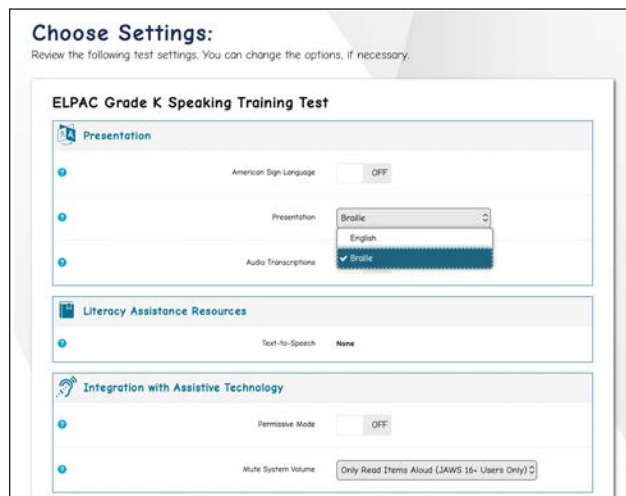


TEST ADMINISTRATOR INTERFACE

12) Go back to your test examiner device and in the **Test Administrator Interface**, approve the student to test. Select **[Approvals]** and a Test Settings pop-up screen will appear.

13) On the screen that pops up, select the blue icon that looks like an eye. It will open the Test Settings box.

14) In the Test Settings box, in the drop-down menu beside the word “Presentation,” select **[Braille]**.



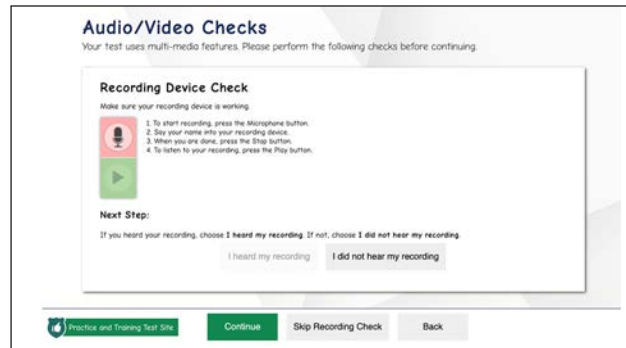
15) While the Test Settings box is still open, choose any other test settings that are needed, then select the **[Set and Approve]** button. When you do so, the student’s screen will advance.

SAY Before we begin, 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.

Directions for Administration (cont.)

STUDENT INTERFACE (cont.)

 Point to the microphone.



i If your computer allows audio capture, please follow these steps, otherwise select **[Skip Recording Check]**.

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

 **SAY** Describe your favorite food.

i Pause for student's response. When student has finished speaking, press the square stop button to stop recording. Acknowledge the student's correct response, or model a correct response, such as "You could have said, 'My favorite food is a hamburger and fries.'"

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

i Playback by pressing the green Play button.

SAY Did you hear yourself?

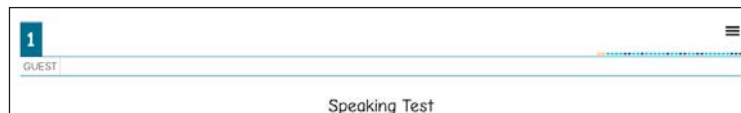
i Pause for student's response.

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

SAY OK, let's get started.

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

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. Sometimes there will be pictures that I can describe for you. OK, let's get started.

 NEXT

This page is intentionally left blank.



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



No.	Question	Function	Score 0	Score 1	Score 2
			• Response does not address the language function. • Response contains no English. • No response, or “I don’t know,” or is completely unintelligible.	• Response addresses the language function in a limited way. Listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation impede meaning.	• Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
8	Book about Horses	Asking for information	Anchor: I don’t know.	Anchor: Where is the book?	Anchor: 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

NOTE

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

Prompting Guidelines: Speech Functions

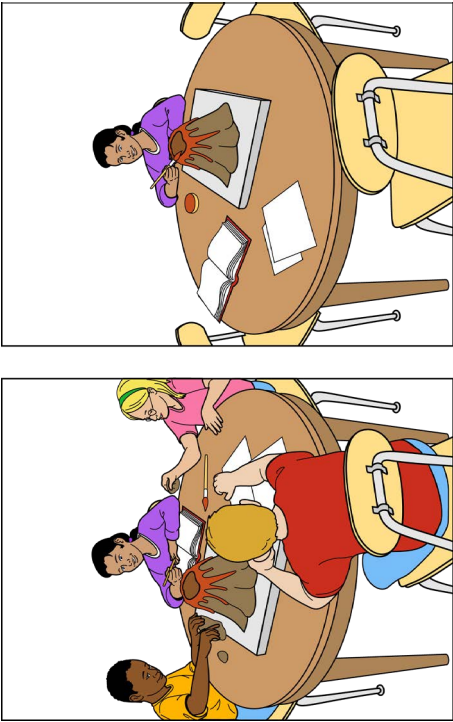
If the student does not answer or requests that a question be repeated, you may repeat the question once.



Score 0	Score 1	Score 2	Score 3
• An opinion is not expressed. • Response contains no English. • No response, “I don’t know,” or is completely unintelligible.	• An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated words or phrases.	• An opinion is expressed and supported using simple language and at least one simple relevant reason, or repeats language from the prompt. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting.	• An opinion is expressed and supported using effective language* and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
Anchor: I don’t know.	Anchor: Part of a group. My reason is because it’s working as a group.	Anchor: Part of a group. Because I . . . I don’t want to be alone. [Examiner: Tell me more about your choice.] Because I don’t know what to do.	Anchor: Part of a group. Well, if I need help and I don’t know how to do it, I could just ask my friends.

***Note:** Effective language is defined as including all or some of the following attributes: noun and verb phrases using precise vocabulary, modal verbs, text connectives, causal words, authoritative expression, and comparative language.

SAY Here are two pictures. The first picture shows four students sitting at a table working on a volcano project. The second picture shows one girl sitting at a table working on the volcano project.

No.	Picture	Prompt
9		SAY Now, SAY I am going to ask you for your opinion.  If appropriate, you may point to each picture at the appropriate time while reading the question. SAY  Your class is learning about volcanoes. Your class will be making volcano models. Would it be better to work on the project as part of a group or by yourself? Wait for initial choice. SAY Explain your choice by giving relevant reasons to support your opinion.  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 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: “Explain your choice by giving relevant reasons to support your opinion.” If the student gives an original but relevant response to the question or selects neither or both options, say, “Explain your choice by giving relevant reasons to support your opinion.” If the student provides a simple relevant reason, say, “Tell me more about your choice.”



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: Build tree house. [Examiner: What else can you tell me about the story?] (No response.)	Anchor: Umm, I forgot the names. [Examiner: It’s Margie and her dad.] Margie wanted to build a birdhouse. So her dad and . . . her dad and her went to go find some tools. Then when they were finished, they hung it up and all of the birds came to see.	Anchor: Margie and her dad wanted to build a tree house. Margie holded 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.	Anchor: The dad and his daughter wanted to build a birdhouse. So they went to the garage to get wood. The girl picked up wood and the . . . and the dad hammered the wood with nails. And, then . . . and the dad and the girl were painting the birdhouse. Then they hung the birdhouse and the birds checked it out.

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.

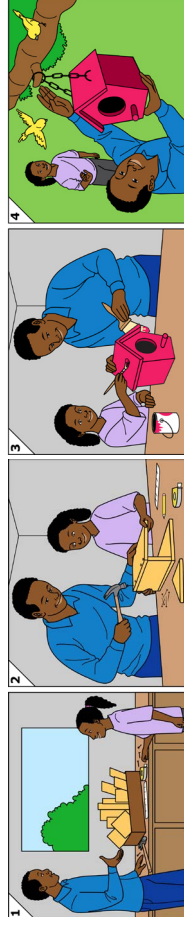
SAY

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.



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.

**SAY**

In this part of the test, you will listen to a recorded presentation. There are three pictures. The first picture shows a sundial. The second picture shows a mechanical clock. The third picture shows a pocket watch.

i If the student has a tactile supplement, ask them to refer to it now. NOTE: The BRF file is located in the first tab on this screen.

SAY

You are going to listen to some information about how telling time has changed over time. You will hear the information only once. There are pictures on the screen that go along with the information. You may take notes as you listen.



When the presentation ends, you will summarize the information you heard. You will

- explain how telling time has changed over time,
- include the examples from the presentation, and
- use relevant details and clear language.

i Play the audio presentation. As the recording plays, if appropriate, you may point to the relevant picture that is on the student's screen or on the student's tactile supplement. After you have started the recording, do not pause or stop the recording. The audio recording cannot be replayed. If a valid disruption occurs (e.g., intercom announcements, fire drills, student health issues, audio malfunctions), please read the recorded audio script to complete the test administration.

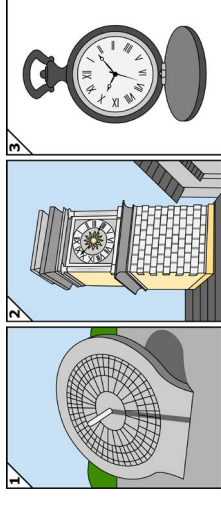
i If using headphones, put headphones on now.

Recorded Audio Script

Since the beginning of history, people have found different ways to mark the passage of time. Nowadays, we use clocks and watches to tell time. But thousands of years ago, people often used nature to help them...for example, tracking the movement of the Sun.



Picture one shows an example of one of the earliest ways to tell time—by using a device called a sundial. A sundial has markings on its face that represent the hours of daylight. As the Earth turns each day, the Sun appears to move across the sky. The stick in the middle of the sundial casts a shadow of the Sun's position in relationship to Earth. The shadow then shows what the time is.





Picture two shows a mechanical clock that appeared in the Middle Ages. Back then, people discovered that by using weights and springs, they could move wheels within a clock. These large clocks were usually located in the middle of a town high up in a tower. The clocks had a tool that would strike a bell each hour. That way, everyone knew that an hour had passed ... because of the sounding of the bell. Many cities would build large clock towers so that the whole city could hear the bell. As technology advanced, numbers and faces were added to these clocks.



Early clocks were quite large. However, people needed clocks that were much smaller... and in the 18th century, the British government offered a reward for anyone who could create a small clock that could be used while sailing. Without an accurate tool for telling time, sailors had a hard time navigating large ships effectively. A man named John Harrison invented a small device known as a sea watch to solve the problem. Picture three shows an example of Harrison's watch. It's small enough to be carried in your pocket—and people eventually started referring to these devices as pocket watches. Of course, nowadays we have many different devices for telling time, including wristwatches and smartphones.



NEXT

11



SAY Summarize the information you heard. Be sure to

- explain how telling time has changed over time,
- include the examples from the presentation, and
- use relevant details and clear language.

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.

Prompting Guidelines: Summarize an Academic Presentation

If the student does not answer or requests that the question be repeated, repeat the question and bulleted points once.

If the student points to the picture, or points while saying words such as this/that/these/those, or starts to write a response, say, **"Please tell me your summary."**

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.

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?"** Reprompt only once.

**Main Points**

A full response explains how telling time has changed over time and includes the Main Points from the presentation:

- The earliest humans used nature to tell time, like using a sundial to track the movement of the sun. (The sundial casts a shadow of the sun's position that moves to tell time.)
- Mechanical clocks were invented in the middle ages (using weights and springs to move clock wheels). They included bells that would sound every hour and were located in the center of town. (Large clock towers were built so everyone could hear across the town/everyone knew time passed because of the sound of the bell).
- Early clocks were large, so pocket watches were created that are small enough to carry. (A small clock/sea watch was created for sailors/by John Harrison).

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, and may be incomplete and lack clarity. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple and repetitive; errors often impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may be slow, choppy, or halting.	• 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 choppy 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.

Score 0	Score 1	Score 2	Score 3	Score 4
Anchor: (No response.) [Examiner: Go ahead and tell me your summary.] Summary.	Anchor: First, I seen that it they change like to the sun and to roofs and to pockets and schools, and, change. [Examiner: What else can you tell me about what you heard?] (No response.)	Anchor: Number, many cities use that clock so, build a clock so they can remember time. And number three, they made that clock little so they could fit it in their pocket. And ... [Examiner: What else can you tell me about what you heard?] That ...	Anchor: They used nature to tell time, and when the shadow changes, it tells the time. And in the second picture they use weights and springs to move the time every time the hour changes. And the umm, the first clock was uhh, was used for traveling. [Examiner: What else can you tell me about what you heard?] (No response.)	Anchor: So in the first, in the first picture right here (pointing), it shows that, that they, in ancient times they used a sundial and when, and they had a stick in the middle and when the sun would like towards move over time of the day, then it would move and they can, they tell time by it. And then, and then over the years they started working on, on the clock towers. And then, and then they used, they use a weight and then I think the sticks. And then they took the time, they used time and they moved it, and they moved it so that and then whenever time passes. And then once when it would h-, like put like an, till 12:00 or like an hour, it would start like, it'll start to ring for people to know that it's been an hour. And then in this one (pointing) it shows that later on after that, someone, they created the, the pocket watch so that it can fit in your pocket and it can solve t-, and it solves problems from people who can't really see what time it was. And then now people use a bunch of their smart phones and other stuff.

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.

Student Score Sheet

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

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

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