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# ELPAC

English Language Proficiency  
Assessments for California



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



## Visual Impairment and Braille Practice Test Grade 1

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## ELPAC Practice Test Administration Notes

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All information about the administration of the practice test can be found on the [Practice and Training Tests web page](#).

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# About the *Directions for Administration*

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This *Directions for Administration (DFA)* document contains information and read-aloud scripts needed to administer the Practice Test for the English Language Proficiency Assessments for California (ELPAC) to students who are blind or have low vision.

The Practice Test provides a sample of the question types and content and contains the same number of questions that appear on the Summative ELPAC.

For information about best practices for administering an ELPAC assessment, refer to the [Administer a Test Session web page](#) on the CAASPP & ELPAC Website.

The Practice Test does not produce scores or create a report. Test examiners\* may use the Student Score Sheets, located at the end of this *DFA*, to record student responses.

This practice test is intended solely for educational purposes and should not be monetized or used for high-stakes purposes.

## Starting an ELPAC Practice Test Session

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There are two options for students to log on to an ELPAC Practice Test. A student can log on as a guest, or the test examiner can create a practice test session ID in the Test Administrator Interface.

To start a test session as a guest, refer to the [How to Access a Practice or Training Test Through the Student Interface \(PDF\)](#).

To start a test session with a test session ID, refer to the [How to Administer a Practice or Training Test with a Session ID \(PDF\)](#).

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

# About the *Directions for Administration* (cont.)

## Important Online Resources

This *DFA* contains hyperlinks to resources for test administration. Table 1 includes the URLs for the embedded links in this *DFA*.

**Table 1. Resources for Administration of the ELPAC Practice Test**

| Category            | Resource                                                                                  | URL                                                                                                                                                                                                                                           |
|---------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Accessibility       | California Assessment Accessibility Resources Matrix web page                             | <a href="https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/matrix/">https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/matrix/</a>                                                           |
| Getting Help        | CAASPP & ELPAC Website                                                                    | <a href="https://www.caaspp-elpac.org/">https://www.caaspp-elpac.org/</a>                                                                                                                                                                     |
| Test Administration | How to Access a Practice or Training Test Through the Student Interface [PDF]             | <a href="https://www.caaspp-elpac.org/s/docs/qraccesspracticetest.pdf">https://www.caaspp-elpac.org/s/docs/qraccesspracticetest.pdf</a>                                                                                                       |
| Test Administration | How to Administer a Practice or Training Test with a Session ID [PDF]                     | <a href="https://www.caaspp-elpac.org/s/docs/qradministertest.pdf">https://www.caaspp-elpac.org/s/docs/qradministertest.pdf</a>                                                                                                               |
| Test Administration | Practice and Training Tests web page                                                      | <a href="https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/">https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/</a>                                                                 |
| Test Administration | Practice Test Scoring Guides [PDFs] on the Practice and Training Tests Resources web page | <a href="https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/practice-and-training-resources/">https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/practice-and-training-resources/</a> |
| Test Administration | <i>Preparing for Administration (PFA)</i> [PDF]                                           | <a href="https://www.caaspp-elpac.org/s/docs/ELPACSA.PFA.GradeK-2.pdf">https://www.caaspp-elpac.org/s/docs/ELPACSA.PFA.GradeK-2.pdf</a>                                                                                                       |

# About the *Directions for Administration* (cont.)

## Using the *DFA*

Table 2 includes symbols that indicate instructions for test examiners:

**Table 2. Instructional Symbols for Test Examiners**

| Guide to Administration Scripts in This <i>DFA</i>                                  | How the Test Examiner Should Proceed                                                                                        |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
|    | The test examiner reads the material aloud 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 or in the Answer Book.               |
|    | Information for the test examiner                                                                                           |
|    | Advance to the next question                                                                                                |
|    | Stopping-marker directions                                                                                                  |
|  | The test examiner finger-sweeps or uses a pencil, pen, or cursor to point to the text on the screen while reading it aloud. |

# Listening—Grade 1

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## Special Directions for Listening

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**NOTE:** JAWS, NonVisual Desktop Access (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.

- Administer the test in a one-on-one setting.
- Navigate the student device and point to the answer choices as the audio plays.
- Enter answers indicated by the student.
- The Student Score Sheet is provided in Appendix B.
- If using headsets, use a splitter so the student and test examiner can listen together.

## Prompting Guidelines for All Listening Task Types

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- 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.

# Listening—Grade 1 (cont.)

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## Beginning the Listening Test

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Refer to the documents on the [ELPAC Practice and Training Test web page](#) for creating a test session and student logon instructions.

---

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 tell me your answer with words. If you are unsure of how to respond to a question, just respond the best you can. If you need any questions repeated, just ask. If you are having trouble hearing the test, let me know.

You will now begin the Listening questions.

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

Administer the Listening domain. To begin playing the audio for each conversation, story, or information, select the audio-player button on the screen. Then, select the audio button on the screen for each question. If appropriate, you may point to the question and answer choices while the audio plays. You must select an answer for each question to move on to the next question.

**Listening—Listen to a Short Exchange**

---

**1****SAY** The picture shows a teacher and a student.

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

---

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

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



## Listening—Listen to a Classroom Conversation

3

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

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

4

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

**NOTE**

After administering Question 4, if there have been no responses or no correct responses, you may stop testing in the Listening domain by selecting **[End Test]**; otherwise, select **[Next]** to continue.

**Answer Key:**

1. (C)    2. (C)    3. (B)    4. (A)

**i** After the stopping marker, the test examiner should use their best judgment to determine whether a student should proceed. If you have passed the stopping marker and determine that the test should be stopped, select **No Response [NR]** for each remaining question in the test.

**Listening—Listen to a Story****5****SAY** The picture shows Abdul and his dad reading a book.

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

**6**

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

**7**

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

**SAY** A tiger

A soccer ball

An elephant

**8****SAY** The picture shows Gabi's class in a school bus on their way to a museum.

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

**9**

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

**10**

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

**SAY** A rocket ship

The sun

A boat



11

**SAY** The picture shows a rabbit eating lettuce.

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

12

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

13

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

**Listening—Listen to an Oral Presentation****14****SAY** The picture shows a large humpback whale jumping out of the water.

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

**15**

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

**SAY** A group of whales

A tail fin

Single whale

**16**

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

**17****SAY** The picture shows corn and flour tortillas.

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

**18**

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

**SAY** Lettuce

Tomato

Corn

**19**

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



20

**SAY** The picture shows two children and an adult at a park who are wearing different kinds of hats.

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

21

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

22

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

After the student responds to the last question,

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

**i** DIRECTIONS FOR ENDING A TEST

- Select [**Submit Test**].
- Select [**Yes**] to submit.

**i** To begin another domain test, ensure that this test has been successfully submitted.



## Listening Scoring Keys

---

### Listen to a Short Exchange

| Question | Answer Key |
|----------|------------|
| 1        | C          |
| 2        | C          |

### Listen to a Classroom Conversation

| Number | Answer Key |
|--------|------------|
| 3      | B          |
| 4      | A          |

### Listen to a Story

| Question | Answer Key |
|----------|------------|
| 5        | C          |
| 6        | B          |
| 7        | C          |
| 8        | C          |
| 9        | A          |
| 10       | A          |
| 11       | C          |
| 12       | B          |
| 13       | A          |

### Listen to an Oral Presentation

| Question | Answer Key |
|----------|------------|
| 14       | A          |
| 15       | A          |
| 16       | C          |
| 17       | B          |
| 18       | C          |
| 19       | A          |
| 20       | A          |
| 21       | B          |
| 22       | C          |

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# Speaking—Grade 1

## Special Directions for Speaking

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

The following list contains suggestions to help prepare for a successful test administration:

- **Practice and Modeling:** A practice question is included as part of the Recording Check. If the student does not successfully respond, the test examiner models a correct response.
- **Prompting Guidelines:** The prompting guidelines vary for each Speaking task type.
- **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 aloud 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 aloud to the student. ***Do not point to pictures or text unless directed to in this DFA.***

**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.

- **Scoring:** Scoring the Speaking domain occurs in the moment, as the test is being administered; therefore, the test examiner should review the scoring rubrics and anchor responses prior to testing. The Student Score Sheet is provided in Appendix B.

## Speaking—Grade 1 (cont.)

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### Prompting and Scoring Guidelines for the Speaking Domain

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- **Prompting—Appropriate Wait Time:** The amount of time it takes for students to respond to a test question varies greatly. Allow students enough time to compose their thoughts and prepare a response in English.
- **Prompting—Student Answers Question Before Test Examiner Asks Questions:** In two-part questions in Talk About a Scene and Support an Opinion, some students may anticipate the next question and start to respond before the test examiner asks the second 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 second question, the test examiner should ask the second question.
- **Prompting—Repeating the Question:** When a student asks or does not respond, you may repeat the question once.
- **Prompting—Encouraging Students:** If a student is reluctant or asks for assistance that is not allowed, test examiners should give general encouragement by saying, “It’s OK, do your best,” or “You are doing a good job.”
- **Scoring—Self-Correction:** Students 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 the meaning is impeded, it may affect the score.

# Speaking—Grade 1 (cont.)

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## Beginning the Speaking Test

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Refer to the documents on the [ELPAC Practice and Training Test web page](#) for creating a test session and student logon instructions. To begin the test, follow the additional steps in the Speaking logon instructions.

## Speaking Logon Instructions

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**SAY** Before we begin the Speaking test, we need to check if you can hear sound from the computer and if the computer will record your voice. In this test, I'm going to ask you some questions and record your answers.

### Student Testing Interface

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Follow the instructions in the Audio/Video checks. The recording check can be skipped.

## Recording Device Check

 Point to the microphone.

**SAY** Before giving your answers, I'm going to press the microphone to record your answer here. Let's practice.

 **SAY** Describe your favorite food.

**i** Pause for student's response. When the student has finished speaking, press the **[Stop]** button. Acknowledge the student's correct response, or model a correct response.

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

## Sound and Video Playback Check

**i** Select the **[Play]** button.

**SAY** Could you hear the sound OK?

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

If so, select the **[I could play the sound and video]** button. If not, adjust the volume on the computer, and conduct the sound check again.

---

**SAY** Do you have any questions?

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

**SAY** Remember to answer all of the questions in English. If you want me to repeat a question, you can ask me to. Now we are going to begin the Speaking section of the ELPAC Practice Test.

**i** Select **[Begin Test Now]**.

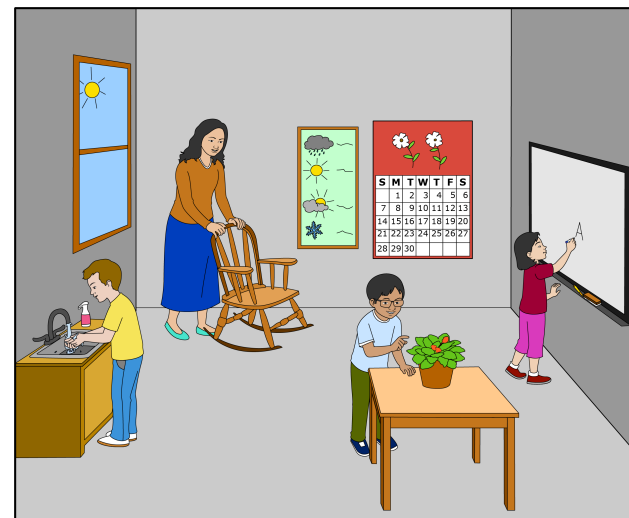
**i** Administer the Speaking questions according to the scripts in this document. Record the student's scores on the Student Score Sheet in Appendix B.

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**SAY** The picture shows a classroom. There are three students and a teacher.

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



| No. | Question                                                                                                                                                                                                                                            | Score 0                                                                                                              | Score 1                                                                                                             |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
|     | <b>SAY</b> Imagine you are in a classroom with a teacher and some students.                                                                                                                                                                         | • Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know." | • Correct response.                                                                                                 |
| 1   | <p> If appropriate, you may point to the girl by the board.</p> <p> <b>SAY</b> The students are learning about the letters of the alphabet. What letters of the alphabet can you name?</p> <p>➡ NEXT</p>                                            | <p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>Letters.</li> </ul>                                     | <p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>ABC.</li> </ul> <p>(Any letters are acceptable.)</p>   |
| 2   | <p> If appropriate, you may point to the plant on the table.</p> <p> <b>SAY</b> A student is touching something on the table. The thing is growing in a pot and has leaves. What do you call something that grows and has leaves?</p> <p>➡ NEXT</p> | <p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>I don't know.</li> </ul>                                | <p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>Flower/plant/roses.</li> <li>A little tree.</li> </ul> |

| No.      | Question                                                                                                                                                                                                                                                                                                                                                                                                                                                | Score 0                                                                                                                                                                                         | Score 1                                                                                                                                                                   | Score 2                                                                                                                                                         |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | <b>i</b> For questions 3 and 4, if the student gives a one-word response, say, "Tell me more."                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Response is not relevant.</li> <li>• Response contains no English.</li> <li>• No response, "I don't know," or is completely unintelligible.</li> </ul> | <ul style="list-style-type: none"> <li>• Response is limited or partially relevant.</li> <li>• Errors in grammar, pronunciation, or intonation impede meaning.</li> </ul> | <ul style="list-style-type: none"> <li>• Response is relevant.</li> <li>• Errors in grammar, pronunciation, or intonation do not impede meaning.</li> </ul>     |
| <b>3</b> |  If appropriate, you may point to the calendar.<br> <b>SAY</b> <b>There is a calendar in the room. What does a calendar help people do?</b><br> NEXT                                                 | <b>Anchor:</b> <ul style="list-style-type: none"> <li>◦ (Pointing.)</li> </ul> [Examiner: Tell me in words.]<br>(Student points.)                                                               | <b>Anchor:</b> <ul style="list-style-type: none"> <li>◦ Plan.</li> </ul> [Examiner: Tell me more.]<br>(No response.)                                                      | <b>Anchor:</b> <ul style="list-style-type: none"> <li>◦ To tell days and tell what month it is and tell what . . . umm, what umm, what number it is.</li> </ul> |
| <b>4</b> |  If appropriate, you may point to the weather poster on the wall.<br> <b>SAY</b> <b>The students are learning about different kinds of weather. What kinds of weather can you think of?</b><br> NEXT | <b>Anchor:</b> <ul style="list-style-type: none"> <li>◦ I see (pointing).</li> </ul> [Examiner: Tell me in words.]<br>Umm . . .                                                                 | <b>Anchor:</b> <ul style="list-style-type: none"> <li>◦ Raining.</li> </ul> [Examiner: Tell me more.]<br>I don't know.                                                    | <b>Anchor:</b> <ul style="list-style-type: none"> <li>◦ Sun and cloudy.</li> <li>◦ Thunder/rain/wind.</li> </ul>                                                |

### Prompting Guidelines: Talk About a Scene

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

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

For questions 3 and 4, if the student gives a one-word response, say, "Tell me more."



**SAY** There are two pictures. The first picture shows a news reporter holding a microphone and talking to someone. The second picture shows an artist painting a picture on a wall.

| No. | Picture                                                                            | Prompt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5   |  | <p><b>SAY</b> Now,</p> <p><b>SAY</b> I am going to ask you for your opinion.</p> <p> If appropriate, you may point to each picture at the appropriate time while reading the question.</p> <p> <b>SAY</b> Your class wants to ask a community worker to visit your school. Which community worker would you choose to invite: a news reporter or an artist?</p> <p><b>i</b> Wait for initial choice.</p> <p><b>SAY</b> Why do you think [a news reporter/an artist/your choice] is better?</p> <p> NEXT</p> |



If there have been no responses or no correct responses to this point, you may stop testing in the Speaking domain by selecting **[End Test]**; otherwise, select **[Next]** to continue.

**i** After the stopping marker, the test examiner should use their best judgment to determine whether a student should proceed. If you have passed the stopping marker and determine that the test should be stopped, select **[Next]** to forward through each remaining question in the test.

### Prompting Guidelines: Support an Opinion

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

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

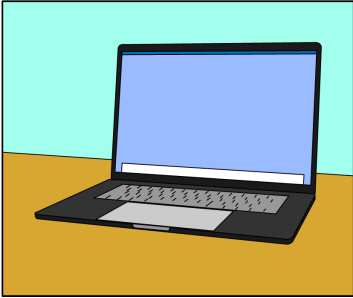
If the student states a choice but does not provide a reason, repeat the last part of the question once: **"Why do you think [student's choice] is better?"**

If the student gives an original but relevant response to the question, or selects neither or both options, say, **"Why do you think your choice is better?"**

| Score 0                                                                                                                                                                                            | Score 1                                                                                                                                                                                                                             | Score 2                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• An opinion is not expressed.</li> <li>• Response contains no English.</li> <li>• No response, “I don’t know,” or is completely unintelligible.</li> </ul> | <ul style="list-style-type: none"> <li>• An opinion is expressed but not supported. A reason is not provided or is not relevant.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation impede meaning.</li> </ul> | <ul style="list-style-type: none"> <li>• An opinion is expressed and supported with a relevant reason.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li> </ul>                                                        |
| <b>Anchor:</b><br>(Response in primary language.)                                                                                                                                                  | <b>Anchor:</b><br>A news reporter.<br>[Examiner: Why do you think a news reporter is better?]<br>Just to tell them what it looks like and what they do.                                                                             | <b>Anchor A:</b><br>A news reporter.<br>[Examiner: Why do you think a news reporter is better?]<br>'Cause they can tell us what's happening.<br><br><b>Anchor B:</b><br>An artist.<br>[Examiner: Why do you think an artist is better?]<br>'Cause they do cool designs. |



**SAY** Here are two pictures. The first picture shows a playground. The second picture shows a computer.

| No. | Picture                                                                                                                                                              | Prompt                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6   |   | <p><b>SAY</b> I am going to ask you for your opinion.</p> <p> If appropriate, you may point to each picture at the appropriate time while reading the question.</p> <p> <b>SAY</b> Your class has earned some free time. What do you choose for your class to do: play on the playground or play on the computer?</p> <p> Wait for initial choice.</p> <p><b>SAY</b> Why do you think [playing on the playground/ playing on the computer/your choice] is better?</p> <p> NEXT</p> |

### Prompting Guidelines: Support an Opinion

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

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

If the student states a choice but does not provide a reason, repeat the last part of the question once: “Why do you think [student’s choice] is better?”

If the student gives an original but relevant response to the question, or selects neither or both options, say, “Why do you think your choice is better?”

| Score 0                                                                                                                                                                                            | Score 1                                                                                                                                                                                                                             | Score 2                                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• An opinion is not expressed.</li> <li>• Response contains no English.</li> <li>• No response, "I don't know," or is completely unintelligible.</li> </ul> | <ul style="list-style-type: none"> <li>• An opinion is expressed but not supported. A reason is not provided or is not relevant.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation impede meaning.</li> </ul> | <ul style="list-style-type: none"> <li>• An opinion is expressed and supported with a relevant reason.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li> </ul>                                                                    |
| <b>Anchor:</b><br>I don't know.                                                                                                                                                                    | <b>Anchor:</b><br>Playground.<br>[Examiner: Why do you think playing on the playground is better?]<br>(No response.)                                                                                                                | <b>Anchor A:</b><br>Playground.<br>[Examiner: Why do you think playing on a playground is better?]<br>Because it's fun to play with friends.<br><br><b>Anchor B:</b><br>Computer.<br>[Examiner: Why do you think playing on a computer is better?]<br>Because you can play on apps. |



7

**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. If appropriate, 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 grandmother and grandson walking to a lake with fishing equipment. The story says Paul was going fishing with his grandmother. He wanted to try the fishing pole she had given him.

 If appropriate, you may point to the second picture.

**SAY** The second picture shows the grandmother and grandson sitting next to each other and fishing. The story says at the lake they waited and waited for a fish to bite. Finally Paul felt something pulling on his line.

 If appropriate, you may point to the third picture.

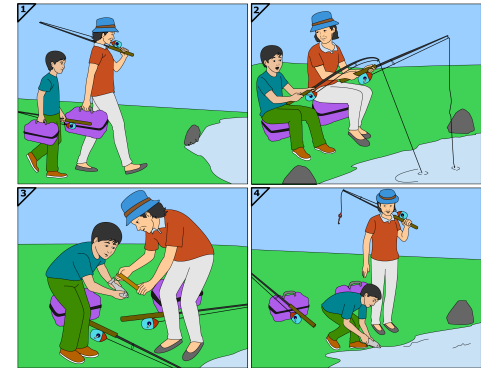
**SAY** The third picture shows the grandmother and grandson measuring the size of fish that they caught. The story says Paul caught his first fish. His grandmother measured the fish. She said it was too small to keep.

 If appropriate, you may point to the fourth picture.

**SAY** The fourth picture shows the grandson putting the fish back into the lake. The story says they put the fish back in the water and let it go. It swam away, and Paul hoped it would grow into a great big fish. Maybe he would see it again someday!

 **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.'"

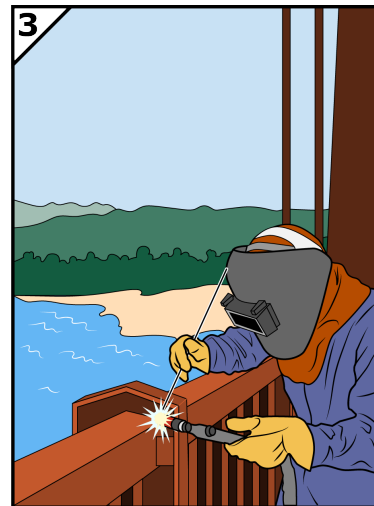
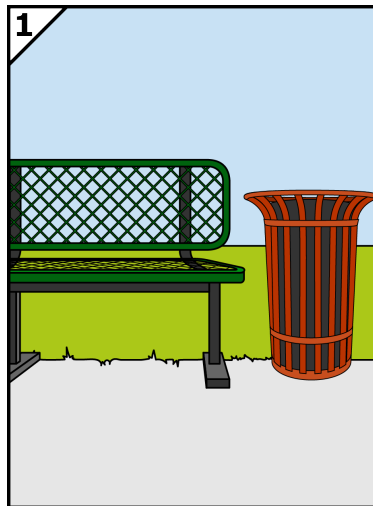
When scoring, you should consider the responses given by the student as a whole, regardless of reprompting.

| Score 0                                                                                                                                                                                         | Score 1                                                                                                                                                                                                                                                                                                                                                                                        | Score 2                                                                                                                                                                                                                                                                                                                                                                                                                       | Score 3                                                                                                                                                                                                                                                                                                                                                                                                                                  | Score 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Response is not relevant.</li> <li>• Response contains no English.</li> <li>• No response, “I don’t know,” or is completely unintelligible.</li> </ul> | <ul style="list-style-type: none"> <li>• Response attempts to retell the narrative but conveys little relevant information.</li> <li>• Ideas are rarely cohesive and connected.</li> <li>• Grammar and word choice are limited and impede meaning.</li> <li>• Pronunciation and/or intonation often impede meaning.</li> <li>• Speech may consist of isolated word(s) or phrase(s).</li> </ul> | <ul style="list-style-type: none"> <li>• Response retells the narrative as supported by the pictures but may be incomplete and lack clarity.</li> <li>• Ideas are sometimes cohesive and connected.</li> <li>• Grammar and word choice are simple and repetitive; errors often impede meaning.</li> <li>• Pronunciation and/or intonation often impede meaning.</li> <li>• Speech may be slow, choppy, or halting.</li> </ul> | <ul style="list-style-type: none"> <li>• Response retells the narrative as supported by the pictures with basic detail.</li> <li>• Ideas are usually cohesive and connected.</li> <li>• Grammar and word choice are adequate; errors occasionally impede meaning.</li> <li>• Pronunciation and/or intonation occasionally impede meaning.</li> <li>• Speech is fairly sustained, though some choppiness or halting may occur.</li> </ul> | <ul style="list-style-type: none"> <li>• Response provides a clear and detailed retelling of the narrative as supported by the pictures.</li> <li>• Ideas are cohesive and connected.</li> <li>• Grammar and word choice are varied and effective; errors do not impede meaning.</li> <li>• Pronunciation and intonation do not impede meaning.</li> <li>• Speech is usually smooth and sustained.</li> </ul>                                                                                                                                                                           |
| <b>Anchor:</b><br>(Unintelligible.)                                                                                                                                                             | <b>Anchor:</b><br>They fish.<br>[Examiner: What else can you tell me about what you heard?]<br>(No response.)                                                                                                                                                                                                                                                                                  | <b>Anchor:</b><br>OK. So she went so he went . . . fishing pole with grandmother, but he almost doesn’t gonna getta fish. The first one, he he is too small. But he . . . he let it go, and he want to get it.<br>[Examiner: What else can you tell me about the story?]<br>(No response.)                                                                                                                                    | <b>Anchor:</b><br>First picture they were walking to the lake. And then second picture, her grand . . . her grandma gave fishing pole to him so he could catch a fish. And then third, they were measuring the fish to make sure if it was big or little. And it was little, and then they put it back in the lake.                                                                                                                      | <b>Anchor:</b><br>OK. So, uhh, the kid and his grandmother, uhh, went out fishing. And he wanted to try the new fishing pole. So they sit down and do the rope. And then, after short little bit of time, Jose . . . or the kid, he caught his first fish. He felt something pulling him. So after he pulled . . . he cranked it back in. After, his grandma and Jose . . . I mean, grandmother and Jose measure the fish, his grandmother said that it was too small to keep. So they let it go. And he wished it would grow into a big, big fish. And he hoped he would see it again. |

**Main Points**

A full response includes **AT LEAST FIVE** of the following Main Points:

- Welders make objects with pieces of metal.
- They use a torch.
- The torch melts the metal/makes the pieces stick together.
- Welders make benches/trash cans.
- Welders wear special clothes to stay safe.
- Helmets/jackets/gloves keep welders from getting burned.
- Welders work on bridges/ships/airplanes.
- They fix broken pipes/car parts.

**8**

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

**SAY** There are three pictures. The first picture shows a metal bench and a trash can. The second picture shows a welder dressed in a uniform, wearing gloves, and holding a protective helmet. The third picture shows a welder using a torch on a metal bridge.

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

 If appropriate, you may point to the first picture.

**SAY** Welders make objects with pieces of metal. They use a tool called a torch that melts the metal and makes the pieces stick together. Metal benches and trash cans are made this way.

 If appropriate, you may point to the second picture.

**SAY** Welders wear special clothes to stay safe. Helmets, jackets, and gloves keep the welder from getting burned.

 If appropriate, you may point to the third picture.

**SAY** Welders work in places like bridges, ships, and airplanes. They also work in houses to fix broken pipes or in shops to fix car parts.

 **SAY** Now it is your turn. Tell me about welders. Use the information about the pictures to help you. I can repeat the picture descriptions 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.

 NEXT

### Prompting Guidelines: Summarize an Academic Presentation

Read the information only once.

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

If the student points to the picture without speaking, say, **"Tell me in words."**

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

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

If the student is struggling to remember a word, you may say, **"It's OK, do your best."** Do not say the word to the student.

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

**Main Points**

A full response includes **AT LEAST FIVE** of the following Main Points:

- Welders make objects with pieces of metal.
- They use a torch.
- The torch melts the metal/makes the pieces stick together.
- Welders make benches/trash cans.
- Welders wear special clothes to stay safe.
- Helmets/jackets/gloves keep welders from getting burned.
- Welders work on bridges/ships/airplanes.
- They fix broken pipes/car parts.

| Score 0                                                                                                                                                                                     | Score 1                                                                                                                                                                                                                                                                                                                                                                                                                                  | Score 2                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Score 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Score 4                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Response is not relevant.</li><li>• Response contains no English.</li><li>• No response, “I don’t know,” or is completely unintelligible.</li></ul> | <ul style="list-style-type: none"><li>• Response includes an attempt to reference the presentation/picture but conveys little relevant information.</li><li>• Ideas are rarely cohesive and connected.</li><li>• Grammar and word choice are limited and impede meaning.</li><li>• Pronunciation and/or intonation often impede meaning.</li><li>• Speech may consist of isolated word(s) or phrase(s) related to the picture.</li></ul> | <ul style="list-style-type: none"><li>• Response includes a partial summary of at least one of the main points of the presentation and may lack an understanding of the main points.</li><li>• Ideas are sometimes cohesive and connected.</li><li>• Grammar and word choice are simple and repetitive; errors often impede meaning.</li><li>• Pronunciation and/or intonation often impede meaning.</li><li>• Speech may be slow, choppy, or halting.</li></ul> | <ul style="list-style-type: none"><li>• Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details.</li><li>• Ideas are usually cohesive and connected.</li><li>• Grammar and word choice are adequate; errors occasionally impede meaning.</li><li>• Pronunciation and/or intonation occasionally impede meaning.</li><li>• Speech is fairly sustained, though some choppiness or halting may occur.</li></ul> | <ul style="list-style-type: none"><li>• A full response includes a clear summary of the main points and details of the presentation.</li><li>• Ideas are cohesive and connected.</li><li>• Grammar and word choice are varied and effective; errors do not impede meaning.</li><li>• Pronunciation and intonation do not impede meaning.</li><li>• Speech is usually smooth and sustained.</li></ul> |

| Score 0                         | Score 1                                                                                                  | Score 2                                                                                                                                                                                                                                                       | Score 3                                                                                                                                                                                                                                                                    | Score 4                                                                                                                                                                                                                                                                                                                    |
|---------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Anchor:</b><br>I don't know. | <b>Anchor:</b><br>The girl is holding a helmet and I see a trash can and I see a girl fixing the bridge. | <b>Anchor:</b><br>Welders are really umm, chairs that are metal. Welders wear safe stuff so they don't get hurt. Welders do a lot of different things.<br>[Examiner: What else can you tell me about what I told you?]<br>Umm, their chairs are really metal. | <b>Anchor:</b><br>Welders they create stuff out of metal that like chairs and trash cans. They wear gear so they don't get burned and they wear they use tools.<br>[Examiner: What else can you tell me about what I told you?]<br>They wear gloves, a vest, and a helmet. | <b>Anchor:</b><br>Welders umm they work on bridges, ships, and umm, and houses. They have tools called they have a tool called a torch. It melts the metal that way it sticks together. This is how trash cans are made. Welders wear special suits, helmets, jackets, and gloves help them stay safe from getting burned. |

**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.

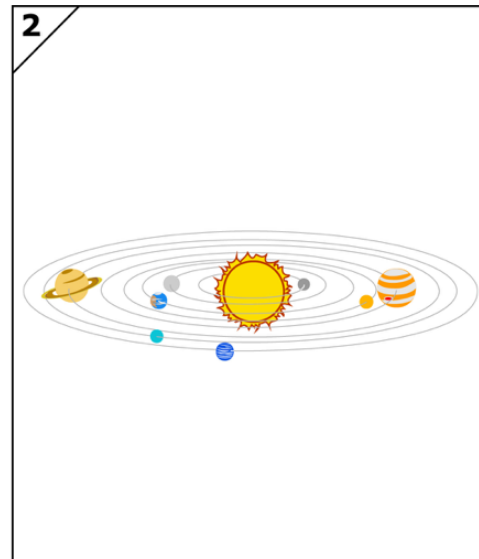
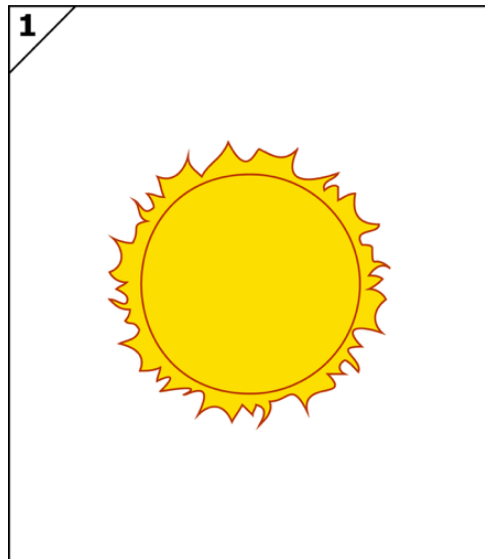
**Main Points**

A full response includes **AT LEAST THREE** of the following main points and **AT LEAST ONE** detail:

- The Sun makes light and heat.
- (The Sun's) light and heat is a kind of energy OR the Sun makes energy.
- People and animals need the Sun to live.
- The Earth (and other planets) goes around the Sun.

Details:

- The Sun is a star.
- The Sun is a ball of hot gas.
- The Sun (and planets that go around it) is part of the solar system.

**9**

**SAY** Here are two pictures that go with the information. The first picture shows the Sun. The second picture shows the solar system. The Sun is in the center and planets are orbiting around it.

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

 If appropriate, you may point to the first picture.

**SAY** The Sun is a star. It is a big ball of hot gas. The Sun makes light and heat. The Sun's strong light and heat is a kind of energy. People and animals need the warmth and light from the Sun to live on Earth.

 If appropriate, you may point to the second picture.

**SAY** The Earth orbits, or goes around, the Sun. Other planets go around the Sun, too. All of the planets that go around the Sun are part of one solar system.

 **SAY** Now it is your turn. Tell me what you learned about the Sun. Use the information about the pictures to help you. I can repeat the picture descriptions 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 FOR ENDING A TEST FROM THE REVIEW SCREEN

- Do not rerecord responses if a triangle is in the review box. Select the [**Submit Test**] button.
- Select [**Yes**] to submit.

**i** To begin another domain test, ensure that this test has been successfully submitted.

### 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 and **AT LEAST ONE** detail:

- The Sun makes light and heat.
- (The Sun's) light and heat is a kind of energy OR the Sun makes energy.
- People and animals need the Sun to live.
- The Earth (and other planets) goes around the Sun.

Details:

- The Sun is a star.
- The Sun is a ball of hot gas.
- The Sun (and planets that go around it) is part of the solar system.

| Score 0                                                                                                                                                                                     | Score 1                                                                                                                                                                                                                                                                                                                                                                                                                                  | Score 2                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Score 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Score 4                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Response is not relevant.</li><li>• Response contains no English.</li><li>• No response, "I don't know," or is completely unintelligible.</li></ul> | <ul style="list-style-type: none"><li>• Response includes an attempt to reference the presentation/picture but conveys little relevant information.</li><li>• Ideas are rarely cohesive and connected.</li><li>• Grammar and word choice are limited and impede meaning.</li><li>• Pronunciation and/or intonation often impede meaning.</li><li>• Speech may consist of isolated word(s) or phrase(s) related to the picture.</li></ul> | <ul style="list-style-type: none"><li>• Response includes a partial summary of at least one of the main points of the presentation and may lack an understanding of the main points.</li><li>• Ideas are sometimes cohesive and connected.</li><li>• Grammar and word choice are simple and repetitive; errors often impede meaning.</li><li>• Pronunciation and/or intonation often impede meaning.</li><li>• Speech may be slow, choppy, or halting.</li></ul> | <ul style="list-style-type: none"><li>• Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details.</li><li>• Ideas are usually cohesive and connected.</li><li>• Grammar and word choice are adequate; errors occasionally impede meaning.</li><li>• Pronunciation and/or intonation occasionally impede meaning.</li><li>• Speech is fairly sustained, though some choppiness or halting may occur.</li></ul> | <ul style="list-style-type: none"><li>• A full response includes a clear summary of the main points and details of the presentation.</li><li>• Ideas are cohesive and connected.</li><li>• Grammar and word choice are varied and effective; errors do not impede meaning.</li><li>• Pronunciation and intonation do not impede meaning.</li><li>• Speech is usually smooth and sustained.</li></ul> |

| Score 0                             | Score 1                                                                                                                                                                                                                                            | Score 2                                                                                                                           | Score 3                                                                                                                                                                                                                     | Score 4                                                                                                                                                                                                           |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Anchor:</b><br>(Unintelligible.) | <b>Anchor:</b><br>A Sun, is bigger than every planet and, and Jupiter is, way too big than any planet, but the Sun is way too big than Jupiter and every planets.<br>[Examiner: What else can you tell me about what you heard?]<br>(No response.) | <b>Anchor:</b><br>The Sun is up high and it's a big, it's a star, and then the, the planets go around and the . . . I don't know. | <b>Anchor:</b><br>The Sun is a big ball of gas and animals need it to survive on Earth.<br>[Examiner: What else can you tell me about what you heard?]<br>The Sun is light. And you cannot turn it off or on.<br>That's it. | <b>Anchor:</b><br>The Sun is a star. It's a big gassy ball and the Earth orbits around it. Animals and humans need the warmness. And, and all the other planets orbit around the Sun and it makes a whole galaxy. |

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

### Embossed Materials

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

### Procedure for Ordering Braille Reading Test Book

- Order the braille Reading Test Book for the Summative ELPAC by contacting the assigned LEA Success Agent at least 14 business days prior to the start of testing.
  - When the LEA makes its request, the assigned LEA Success Agent will confirm the grade being assessed and the SSID of the student for whom the package is being ordered. These materials are available only for students in K–2 who are testing with the braille online assessments, as referenced in the [California Assessment Accessibility Resources Matrix](#), and have this test setting assigned.
  - Once ordered, the braille Reading Test Book will be sent to the LEA prior to testing at no additional charge.
  - For security reasons, students are not permitted to share the braille Reading Test Book while taking the assessment.
- 
- Administer the test in a one-on-one setting.
  - Navigate the student device.
  - The Student Score Sheet is provided in Appendix B.
  - Sweep your finger, pencil, or pen under the question and answer options as you read them aloud.
  - Enter answers indicated by the student.
  - 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, say, “**Tell me your answer,**” after you have read the last option.
  - The **READ AND SAY** symbol indicates text on the student’s screen that you will read aloud as you sweep your finger, pencil, or pen underneath.
  - When sweeping your finger, pencil, or pen under a word, phrase, sentence, or picture, do not cover up any part of the text or picture.

## Reading—Grade 1 (cont.)

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- **Pointing:** Some questions require the test examiner to point, as indicated by the  icon, while reading the text aloud to the student. ***Do not point to pictures or text unless directed to in this DFA.***
- 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

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Refer to the documents on the [ELPAC Practice and Training Test web page](#) for creating a test session and student logon instructions.

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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 and you will tell me your answers. If you are unsure of how to respond to a question, just respond the best you can.**

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

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

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

Administer the Reading questions using the scripts on the following pages.



## Reading—Read and Choose a Word

### Prompting Guidelines: Read and Choose a Word

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

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

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

If the student still does not answer, choose **No Response [NR]** and move to the next question.

1

**SAY** What is something that people can write with?

2

**SAY** Which word spells the number 5?



## Reading—Read and Choose a Sentence

### Prompting Guidelines: Read and Choose a Sentence

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

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

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

If the student still does not answer, choose **No Response [NR]** and move to the next question.

3

**SAY** Which sentence describes two children playing in water?

4

**SAY** Which sentence describes a person making art?

5

**SAY** Which sentence describes a boy and a girl playing on some playground equipment?

6

**SAY** Which sentence describes two people going across a lawn?



After administering Question 6, if there have been no responses or no correct responses, you may stop testing in the Reading domain by selecting **[End Test]**; otherwise, select **[Next]** to continue.

### Answer Key:

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

**i** After the stopping marker, the test examiner should use their best judgment to determine whether a student should proceed. If you have passed the stopping marker and determine that the test should be stopped, select **No Response [NR]** for each remaining question in the test.



## Reading—Read a Short Informational Passage

### Prompting Guidelines: Read a Short Informational Passage

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

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

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

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

If the student does not answer or gives an answer that is not clear, you may repeat the question once.

If the student still does not answer, choose **No Response [NR]** and move to the next question.

**7**

**SAY** The picture shows a beach in California, called Children’s Pool Beach. There is a wall built along the sand to block the waves.

**SAY** Now you are going to read a text on your own. I will ask you some questions about what you have read.

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

**i** 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.

**8**

**i** 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.

**9**

**i** 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.



If there have been no responses or no correct responses to Questions 7 through 9, you may stop testing in the Reading domain by selecting **[End Test]**; otherwise, select **[Next]** to continue.

**Answer Key:**

7. (C) 8. (B) 9. (A)

**i** After the stopping marker, the test examiner should use their best judgment to determine whether a student should proceed. If you have passed the stopping marker and determine that the test should be stopped, select **No Response [NR]** for each remaining question in the test.

10

**SAY** The picture shows a large oak tree.

**SAY** Now you are going to read a text on your own. I will ask you some questions about what you have read.

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

**i** 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.

11

**i** 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** Acorns

Apples

Pears

**i** For all questions, you will select the student's response on the Student Testing Interface.

12

**i** 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.



## Reading—Read a Literary Passage

### Prompting Guidelines: Read a Literary Passage

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

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

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

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

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

**13**

**SAY** The picture shows a pumpkin under some leaves.

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

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

**i** 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.

**14**

**i** 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.

**15**

**i** 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.



## Reading—Read an Informational Passage

### Prompting Guidelines: Read an Informational Passage

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

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

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

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

If the student does not answer or gives an answer that is not clear, you may repeat the question once.

If the student still does not answer, choose **No Response [NR]** and move to the next question.

16

**SAY** The picture shows the White House and its garden.

**SAY** Now you will read a text on your own. Then you will answer some questions about what you have read.

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

**i** 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.

17

**i** 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.

18

**i** 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.



19

**SAY** The picture shows a school cafeteria. Two students are in line for food. One school cook is helping students put food on their trays, and another cook is standing near the oven in the kitchen.

**SAY** Now you will read a text on your own. Then you will answer some questions about what you have read.

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

**i** 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.

20

**i** 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.

21

**i** 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.

**i** After the student responds to the last question,

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

**i** DIRECTIONS FOR ENDING A TEST

- Select [**Submit Test**].
- Select [**Yes**] to submit.

**i** To begin another domain test, ensure that this test has been successfully submitted.



## Reading Scoring Keys

### Read and Choose a Word

| Number | Answer Key |
|--------|------------|
| 1      | A          |
| 2      | A          |

### Read and Choose a Sentence

| Number | Answer Key |
|--------|------------|
| 3      | B          |
| 4      | A          |
| 5      | C          |
| 6      | B          |

### Read a Short Informational Passage

| Number | Answer Key |
|--------|------------|
| 7      | C          |
| 8      | B          |
| 9      | A          |
| 10     | A          |
| 11     | A          |
| 12     | B          |

### Read a Literary Passage

| Number | Answer Key |
|--------|------------|
| 13     | C          |
| 14     | A          |
| 15     | B          |

### Read an Informational Passage

| Number | Answer Key |
|--------|------------|
| 16     | B          |
| 17     | A          |
| 18     | C          |
| 19     | A          |
| 20     | B          |
| 21     | C          |

## Special Directions for Writing

**NOTE: 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 Test Questions (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 Test Questions (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.

- **Test Materials:** An Answer Book for each student is required for the Writing domain. The Answer Book pages are located in Appendix B in this document.
- Administer in a one-on-one setting.
- Read aloud the question in the *DFA* while the student reviews the question in the Answer Book.
- Point to the information in the Answer Book as directed.
- Student writes a response in the paper Answer Book.
- When sweeping your finger, pencil, or pen 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 aloud to the student. ***Do not point to pictures or text unless directed to in this DFA.***
- If a student looks for confirmation from the test examiner while writing, say, ***"It's OK, do your best."***
- The Student Score Sheet is provided in Appendix B.

# Writing—Grade 1 (cont.)

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## Beginning the Writing Test

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The Writing Practice Test is administered on paper. Print a copy of the Answer Book. Administer the test and score the student responses using the rubrics provided in the Scoring Guide.

---

**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 pages.

To administer the Writing test with a braillewriter, turn to page 46.

To administer the Writing test with student dictation, turn to page 49.



## Writing Test Questions (Student uses a Braillewriter)



### Writing—Write a Story Together with Scaffolding

*Student uses a braillewriter.*

1

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

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

**SAY** Now write the first letter of the word “Colorful.”

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

2

**SAY** The first sentence in the story is: Ben has an art project.

**SAY** The second sentence should say: He gets a blank page.

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

**SAY** Now write the word “blank.”

3

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

**SAY** Write your sentence.

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

**SAY** Read your writing to me.

**i** Write what the student says in the Transcription Box in the braille Answer Book.



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

**i** After the stopping marker, the test examiner should use their best judgment to determine whether a student should proceed.



## Writing—Write an Informational Text Together

*Student uses a braillewriter.*

4

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

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

**SAY** Fish are animals that live in water. They do not have legs. Fish use their fins and tails to move through water. Fins help them swim. Fish also have gills. They use their gills to breathe in the water. Fish cannot breathe air the way we do.

**SAY** Let's write about what we learned.

**SAY** The first sentence is: Fish live in water.

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

**SAY** They use fins to swim.

**i** Repeat the sentence as necessary.

Pause for the student to write.

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

**SAY** Fish live in water. They use fins to swim.

5

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

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

**SAY** Fish are animals that live in water. They do not have legs. Fish use their fins and tails to move through water. Fins help them swim. Fish also have gills. They use their gills to breathe in the water. Fish cannot breathe air the way we do.

**SAY** Now, write your sentence.

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

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

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

**SAY** Read your writing to me.

**i** Write what the student says in the Transcription Box in the braille Answer Book.





## Writing—Describe a Picture

---

*Student uses a braillewriter.*

6

**SAY** Now you are going to describe something happening. Write a sentence about a girl taking care of a pet rabbit.

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

## Writing—Write About an Experience

---

*Student uses a braillewriter.*

7

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

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

**SAY** Write about someone who made you happy. Who was it? What did that person do?

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

---

**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 Test Questions (Student Dictates Response)



### Writing—Write a Story Together with Scaffolding

*Student dictates response.*

1

**SAY** We are going to write a story together. The title of the story is “A Colorful Painting.” You can read along in your Test Book. Some letters and words are missing from the story.

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

**SAY** What is the first letter of the word “Colorful”? Tell me what letter you would write.

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

2

**SAY** The first sentence in the story is: Ben has an art project.

**SAY** The second sentence should say: He gets a blank page.

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

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

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

3

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

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

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

In the Transcription Box, write the words the student said.



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

**i** After the stopping marker, the test examiner should use their best judgment to determine whether a student should proceed.



**Writing—Write an Informational Text Together**

*Student dictates response.*

**4**

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

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

**SAY** Fish are animals that live in water. They do not have legs. Fish use their fins and tails to move through water. Fins help them swim. Fish also have gills. They use their gills to breathe in the water. Fish cannot breathe air the way we do.

**SAY** Let's write about what we learned.

**SAY** The first sentence is: Fish live in water.

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

**SAY** They use fins to swim.

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

**i** Repeat the sentence as necessary.

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

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

**SAY** Fish live in water. They use fins to swim.

**5**

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

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

**SAY** Fish are animals that live in water. They do not have legs. Fish use their fins and tails to move through water. Fins help them swim. Fish also have gills. They use their gills to breathe in the water. Fish cannot breathe air the way we do.

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

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

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

**i** Make any revisions the student requests.

**i** In the Transcription Box, write the words the student said.



## Writing—Describe a Picture

*Student dictates response.*

6

**SAY** Now you are going to describe something happening. Write a sentence about a girl taking care of a pet rabbit.

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

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

## Writing—Write About an Experience

*Student dictates response.*

7

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

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

**SAY** Write about someone who made you happy. Who was it? What did that person do?

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

**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.



## Writing Rubrics and Anchor Samples

The rubrics and anchor samples are included for the test questions before the stopping marker to help provide guidance on whether the Writing portion of the test should be stopped.

### Writing—Write a Story Together with Scaffolding

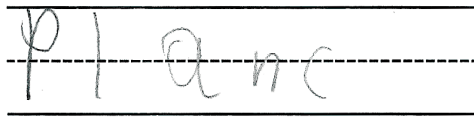
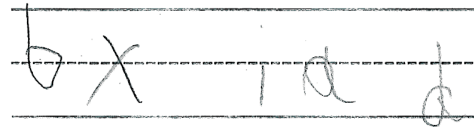
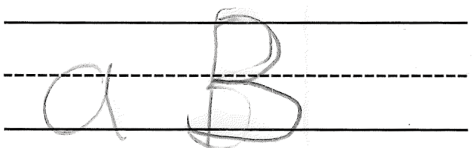
#### A Colorful Painting—Question 1

| Score    | Descriptors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Anchor Samples |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>1</b> | <ul style="list-style-type: none"><li>• The student writes the letter correctly. If the letter name is provided, the student writes the specified letter. If the letter name is not provided, a phonetic representation of the sound is acceptable.</li><li>• Any style of letters (for example, capital, lowercase, cursive) is acceptable.</li><li>• <b>For kindergarten and grade one</b>, the letter may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p).</li></ul> |                |
| <b>0</b> | <ul style="list-style-type: none"><li>• The student writes the letter incorrectly. The student writes a letter other than the specified letter or a letter that does not represent the first sound of the specified word.</li></ul> OR <ul style="list-style-type: none"><li>• The student writes or draws content that is not representative of letters in the English alphabet.</li></ul> OR <ul style="list-style-type: none"><li>• The student does not provide a written response.</li></ul> |                |



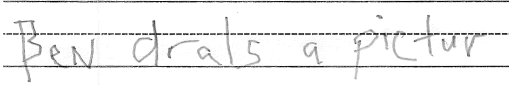
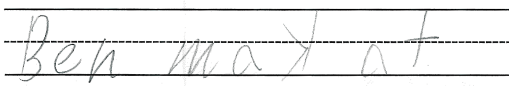
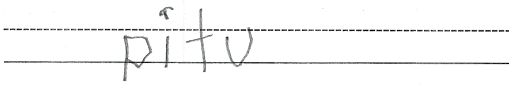
# Writing—Write a Story Together with Scaffolding (cont.)

## A Colorful Painting—Question 2

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



**Writing—Write a Story Together with Scaffolding (cont.)****A Colorful Painting—Question 3**

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

1 A \_\_\_\_\_olorful Painting



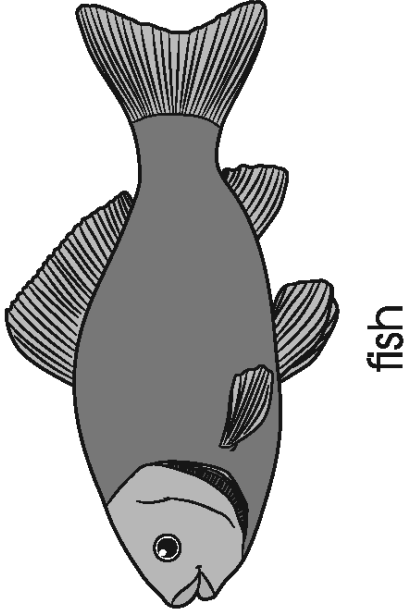
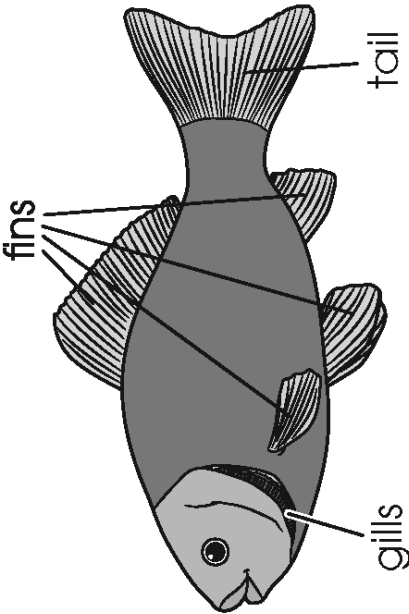
Ben has an art project.

2 He gets a \_\_\_\_\_ page.

3 \_\_\_\_\_

\_\_\_\_\_

Transcription Box



Fish live in water.

4

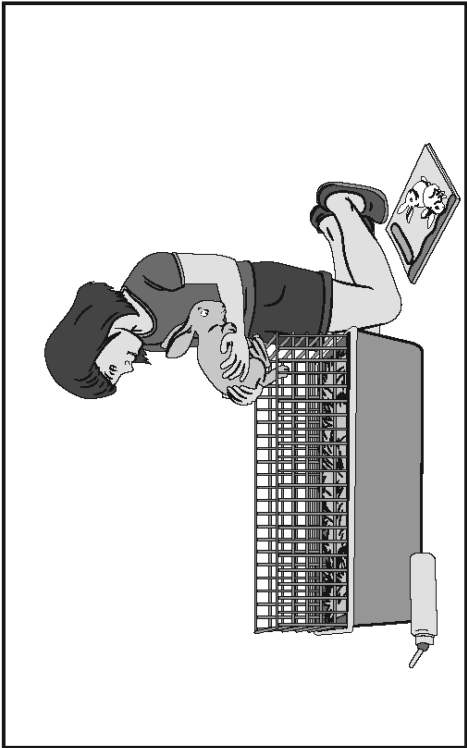
Handwriting practice lines for the word 'fish'.

5

Handwriting practice lines for the word 'live'.

Handwriting practice lines for the word 'in'.

Transcription Box



6

*Directions*

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

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

Write about someone who made you happy. Who was it? What did that person do?

7

This page is intentionally left blank.

## Appendix B: Student Score Sheets

Name:

Student ID:

Grade:

### LISTENING Practice Test—Grade 1

*Listen to a Short Exchange*

1 (A) (B) (C) (NR)      2 (A) (B) (C) (NR)

*Listen to a Classroom Conversation*

3 (A) (B) (C) (NR)      4 (A) (B) (C) (NR)

*Listen to a Story*

5 (A) (B) (C) (NR)      6 (A) (B) (C) (NR)      7 (A) (B) (C) (NR)      8 (A) (B) (C) (NR)      9 (A) (B) (C) (NR)  
10 (A) (B) (C) (NR)      11 (A) (B) (C) (NR)      12 (A) (B) (C) (NR)      13 (A) (B) (C) (NR)

*Listen to an Oral Presentation*

14 (A) (B) (C) (NR)      15 (A) (B) (C) (NR)      16 (A) (B) (C) (NR)      17 (A) (B) (C) (NR)      18 (A) (B) (C) (NR)  
19 (A) (B) (C) (NR)      20 (A) (B) (C) (NR)      21 (A) (B) (C) (NR)      22 (A) (B) (C) (NR)

**LISTENING Total:**

### SPEAKING Practice Test—Grade 1

*Talk About a Scene*

1 (0) (1)      2 (0) (1)      3 (0) (1) (2)      4 (0) (1) (2)

*Support an Opinion*

5 (0) (1) (2)      6 (0) (1) (2)

*Retell a Narrative*

7 (0) (1) (2) (3) (4)

*Summarize an Academic Presentation*

8 (0) (1) (2) (3) (4)      9 (0) (1) (2) (3) (4)

**SPEAKING Total:**

## Appendix B: Student Score Sheets (cont.)

### READING Practice Test—Grade 1

#### *Read and Choose a Word*

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

#### *Read and Choose a Sentence*

- 3 (A) (B) (C) (NR)      4 (A) (B) (C) (NR)      5 (A) (B) (C) (NR)      6 (A) (B) (C) (NR)

#### *Read a Short Informational Passage*

- 7 (A) (B) (C) (NR)      8 (A) (B) (C) (NR)      9 (A) (B) (C) (NR)      10 (A) (B) (C) (NR)      11 (A) (B) (C) (NR)  
12 (A) (B) (C) (NR)

#### *Read a Literary Passage*

- 13 (A) (B) (C) (NR)      14 (A) (B) (C) (NR)      15 (A) (B) (C) (NR)

#### *Read an Informational Passage*

- 16 (A) (B) (C) (NR)      17 (A) (B) (C) (NR)      18 (A) (B) (C) (NR)      19 (A) (B) (C) (NR)      20 (A) (B) (C) (NR)  
21 (A) (B) (C) (NR)

**READING Total:**

### WRITING Practice Test—Grade 1

#### *Write a Story Together with Scaffolding*

- Question 1 [0–1]  
Question 2 [0–2]  
Question 3 [0–3]

#### *Write an Informational Text Together*

- Question 4 [0–2]  
Question 5 [0–3]

#### *Describe a Picture*

- Question 6 [0–3]

#### *Write About an Experience*

- Question 7 [0–3]

**WRITING Total:**