

ELPAC

English Language Proficiency
Assessments for California



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



Practice Test Grade 1

ELPAC Practice Test Administration Notes

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*

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).

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

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 \(PDF\)](#).

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

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

Special Directions for Listening

- 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

- 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.)

Beginning the Listening Test

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

You will now begin the Listening questions.

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

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



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.

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

This page is intentionally left blank.

Special Directions for Speaking

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.
- **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.***
- **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.

Prompting and Scoring Guidelines for the Speaking Domain

- **Prompting—Appropriate Wait Time:** The amount of time it takes for students to respond to a test question varies greatly. 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.)

Beginning the Speaking Test

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

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

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.

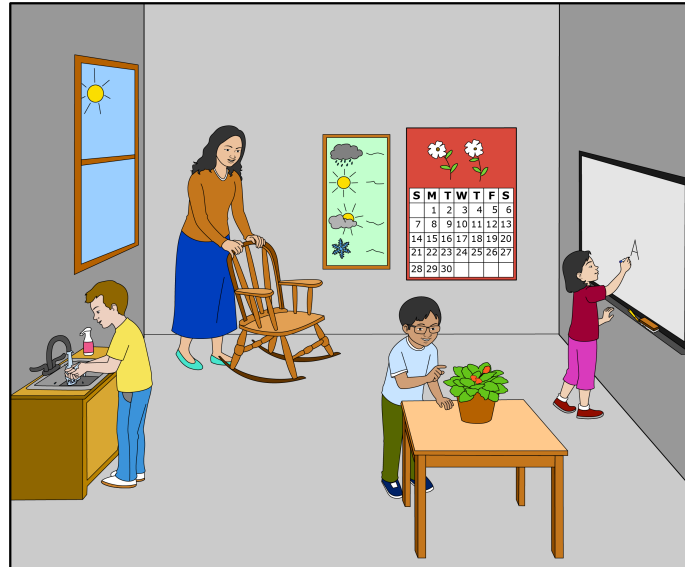
SAY Do you have any questions?

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 provided in Appendix B.



No.	Question	Score 0	Score 1
	SAY Look at the picture. I am going to ask you some questions about it.	• Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know."	• Correct response.
1	Point to the girl by the board. SAY What is the girl doing? ➔ NEXT	Anchor: ◦ Girl.	Anchor: ◦ Writing the letter A. ◦ Writing on the board. ◦ Doing alphabets/ABCs.
2	Point to the plant on the table. SAY What is on the table? ➔ NEXT	Anchor: ◦ I don't know.	Anchor: ◦ Flower/plant/roses.

No.	Question	Score 0	Score 1	Score 2
	i For questions 3 and 4, if the student gives a one-word response, say, "Tell me more."	• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• Response is limited or partially relevant. • Errors in grammar, pronunciation, or intonation impede meaning.	• Response is relevant. • Errors in grammar, pronunciation, or intonation do not impede meaning.
3	 Point to the calendar.  SAY What is this? i Wait for the student's response. SAY How do the students use it? ➔ NEXT	Anchor: ◦ (Pointing.) [Examiner: Tell me in words.] (Student points.)	Anchor: ◦ Calendar. [Examiner: How do the students use it?] Umm, to . . . [Examiner: Tell me more.] (No response.)	Anchor: ◦ A calendar. [How do the students use it?] To tell days and tell what month it is and tell what . . . umm, what umm, what number it is.
4	 Point to the weather poster on the wall.  SAY Tell me about what you see on the poster. ➔ NEXT	Anchor: ◦ I see (pointing). [Examiner: Tell me in words.] Umm . . .	Anchor: ◦ Pictures. [Examiner: Tell me more.] I don't know.	Anchor: ◦ Clouds, sun, rain.

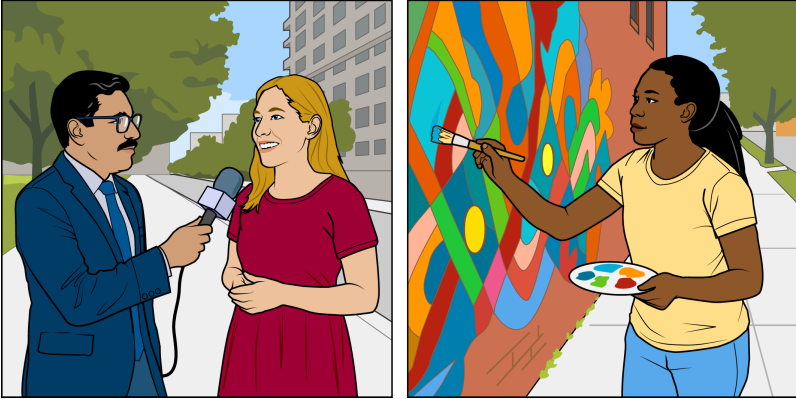
Prompting Guidelines: Talk About a Scene

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

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

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



No.	Picture	Prompt
5		SAY Now, SAY I am going to ask you for your opinion.  Point to each picture at the appropriate time while reading the question.  SAY 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? i Wait for initial choice. SAY Why do you think [a news reporter/an artist/your choice] is better?  NEXT



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.

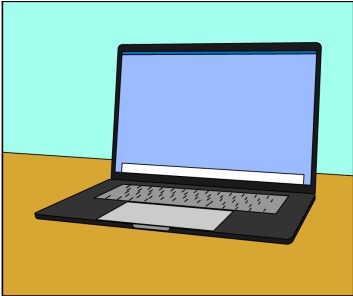
If the student points, pantomimes, or points while saying words such as this/that/these/those, say, “**Tell me in words,**” and repeat the question.

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
• An opinion is not expressed. • Response contains no English. • No response, “I don’t know,” or is completely unintelligible.	• An opinion is expressed but not supported. A reason is not provided or is not relevant. • Errors in grammar, word choice, pronunciation, or intonation impede meaning.	• An opinion is expressed and supported with a relevant reason. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
Anchor: (Response in primary language.)	Anchor: A news reporter. [Examiner: Why do you think a news reporter is better?] Just to tell them what it looks like and what they do.	Anchor A: A news reporter. [Examiner: Why do you think a news reporter is better?] 'Cause they can tell us what's happening. Anchor B: An artist. [Examiner: Why do you think an artist is better?] 'Cause they do cool designs.



No.	Picture	Prompt
6	 	SAY I am going to ask you for your opinion.  Point to each picture at the appropriate time while reading the question. SAY 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? i Wait for initial choice. SAY Why do you think [playing on the playground/ playing on the computer/your choice] is better?  NEXT

Prompting Guidelines: Support an Opinion

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

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

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

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

Score 0	Score 1	Score 2
• An opinion is not expressed. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• An opinion is expressed but not supported. A reason is not provided or is not relevant. • Errors in grammar, word choice, pronunciation, or intonation impede meaning.	• An opinion is expressed and supported with a relevant reason. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
Anchor: I don't know.	Anchor: Playground. [Examiner: Why do you think playing on the playground is better?] (No response.)	Anchor A: Playground. [Examiner: Why do you think playing on a playground is better?] Because it's fun to play with friends. Anchor B: Computer. [Examiner: Why do you think playing on a computer is better?] Because you can play on apps.



7

SAY Look at the pictures.

 **i** Pause. Point to each of the pictures.

SAY I am going to tell you a story about the pictures. Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me.

 Point to the first picture.

SAY Paul was going fishing with his grandmother. He wanted to try the fishing pole she had given him.

 Point to the second picture.

SAY At the lake they waited and waited for a fish to bite. Finally Paul felt something pulling on his line.

 Point to the third picture.

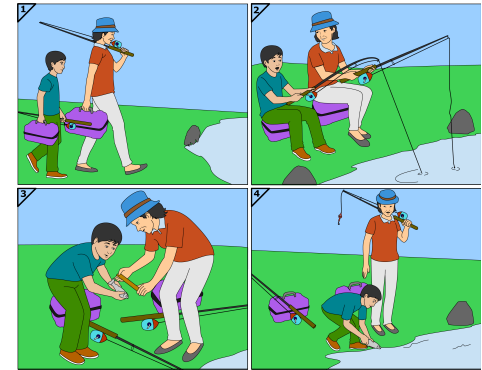
SAY Paul caught his first fish. His grandmother measured the fish. She said it was too small to keep.

 Point to the fourth picture.

SAY 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 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.'"

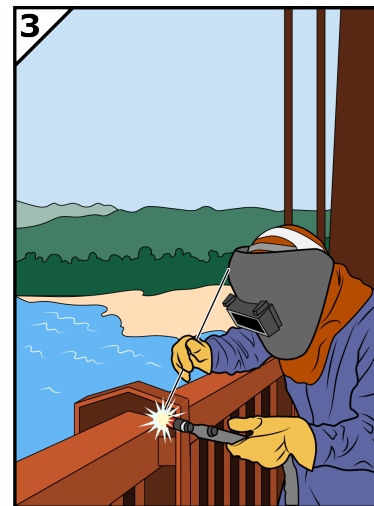
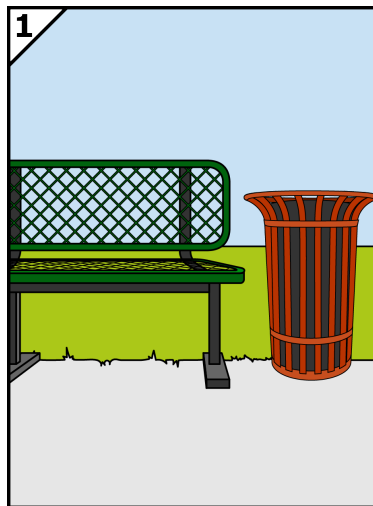
When scoring, you should consider the responses given by the student as a whole, regardless of reprompting.

Score 0	Score 1	Score 2	Score 3	Score 4
• Response is not relevant. • Response contains no English. • No response, “I don’t know,” or is completely unintelligible.	• Response attempts to retell the narrative but conveys little relevant information. • Ideas are rarely cohesive and connected. • Grammar and word choice are limited and impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s).	• Response retells the narrative as supported by the pictures but may be incomplete and lack clarity. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple and repetitive; errors often impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may be slow, choppy, or halting.	• Response retells the narrative as supported by the pictures with basic detail. • Ideas are usually cohesive and connected. • Grammar and word choice are adequate; errors occasionally impede meaning. • Pronunciation and/or intonation occasionally impede meaning. • Speech is fairly sustained, though some choppiness or halting may occur.	• Response provides a clear and detailed retelling of the narrative as supported by the pictures. • Ideas are cohesive and connected. • Grammar and word choice are varied and effective; errors do not impede meaning. • Pronunciation and intonation do not impede meaning. • Speech is usually smooth and sustained.
Anchor: (Unintelligible.)	Anchor: They fish. [Examiner: What else can you tell me about what you heard?] (No response.)	Anchor: 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. [Examiner: What else can you tell me about the story?] (No response.)	Anchor: 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.	Anchor: 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 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.

 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.

 Point to the second picture.

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

 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 pictures to help you.

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
• Response is not relevant. • Response contains no English. • No response, “I don’t know,” or is completely unintelligible.	• Response includes an attempt to reference the presentation/picture but conveys little relevant information. • Ideas are rarely cohesive and connected. • Grammar and word choice are limited and impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the picture.	• Response includes a partial summary of at least one of the main points of the presentation and may lack an understanding of the main points. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple and repetitive; errors often impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may be slow, choppy, or halting.	• Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details. • Ideas are usually cohesive and connected. • Grammar and word choice are adequate; errors occasionally impede meaning. • Pronunciation and/or intonation occasionally impede meaning. • Speech is fairly sustained, though some choppiness or halting may occur.	• A full response includes a clear summary of the main points and details of the presentation. • Ideas are cohesive and connected. • Grammar and word choice are varied and effective; errors do not impede meaning. • Pronunciation and intonation do not impede meaning. • Speech is usually smooth and sustained.

Score 0	Score 1	Score 2	Score 3	Score 4
Anchor: I don't know.	Anchor: The girl is holding a helmet and I see a trash can and I see a girl fixing the bridge.	Anchor: 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. [Examiner: What else can you tell me about what I told you?] Umm, their chairs are really metal.	Anchor: 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. [Examiner: What else can you tell me about what I told you?] They wear gloves, a vest, and a helmet.	Anchor: 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.

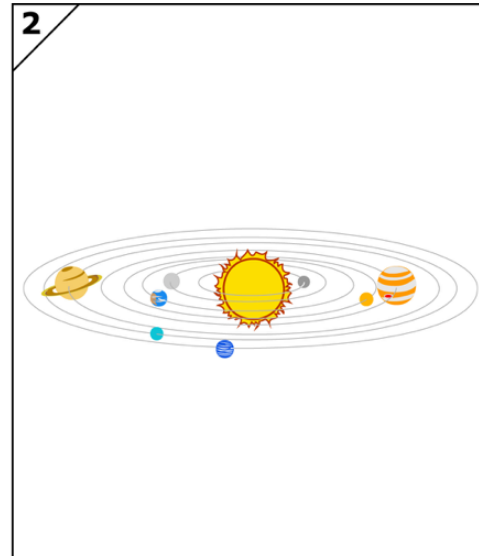
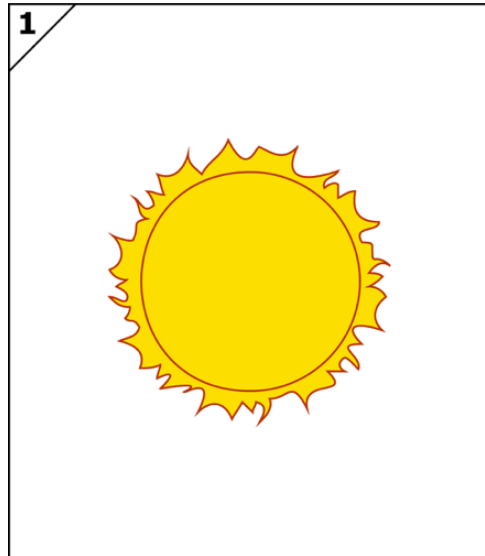
**Main Points**

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 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.

 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.

 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 about the Sun. Use the pictures to help you.

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
• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• Response includes an attempt to reference the presentation/picture but conveys little relevant information. • Ideas are rarely cohesive and connected. • Grammar and word choice are limited and impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the picture.	• Response includes a partial summary of at least one of the main points of the presentation and may lack an understanding of the main points. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple and repetitive; errors often impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may be slow, choppy, or halting.	• Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details. • Ideas are usually cohesive and connected. • Grammar and word choice are adequate; errors occasionally impede meaning. • Pronunciation and/or intonation occasionally impede meaning. • Speech is fairly sustained, though some choppiness or halting may occur.	• A full response includes a clear summary of the main points and details of the presentation. • Ideas are cohesive and connected. • Grammar and word choice are varied and effective; errors do not impede meaning. • Pronunciation and intonation do not impede meaning. • Speech is usually smooth and sustained.

Score 0	Score 1	Score 2	Score 3	Score 4
Anchor: (Unintelligible.)	Anchor: 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. [Examiner: What else can you tell me about what you heard?] (No response.)	Anchor: 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.	Anchor: The Sun is a big ball of gas and animals need it to survive on Earth. [Examiner: What else can you tell me about what you heard?] The Sun is light. And you cannot turn it off or on. That's it.	Anchor: 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

- 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 with text options, say, **“Tell me your answer,”** after you have read the last option.
- For questions with picture options, say, **“Point to your answer,”** after you have read the question.
- The **READ AND SAY** symbol indicates text on the student’s screen that you will read aloud as you sweep your finger, 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.
- **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.”**

Reading—Grade 1 (cont.)

Beginning the Reading Test

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

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. You will point to your answer or tell me your answer with words. If you are unsure of how to respond to a question, just respond the best you can.

If you need 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 directions once.

If the student does not give an answer, repeat the directions. If the student gives an answer that is not clear, you may repeat the directions or say, **"Tell/Show me again."**

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

1

SAY Look at the picture. Point to the word that matches the picture.

2

SAY Look at the picture. Point to the word that matches the picture.



Reading—Read and Choose a Sentence

Prompting Guidelines: Read and Choose a Sentence

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 directions once.

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

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

3

SAY Look at the picture. Point to the sentence that matches the picture.

4

SAY Look at the picture. Point to the sentence that matches the picture.

5

SAY Look at the picture. Point to the sentence that matches the picture.

6

SAY Look at the picture. Point to the sentence that matches the picture.

NOTE

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, say, **“Point to your answer,”** after you have read the question.

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

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

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

7–9

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 For each question, sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student’s response on the Student Testing Interface.



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.

10–12

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 For each question, sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student’s response on the Student Testing Interface.



Reading—Read a Literary Passage

Prompting Guidelines: Read a Literary Passage

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

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

For questions with picture options, say, **“Point to your answer,”** after you have read the question.

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

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

13–15

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 For each question, sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student’s response on the Student Testing Interface.



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, say, **“Point to your answer,”** after you have read the question.

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

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

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

16–18

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 For each question, sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student’s response on the Student Testing Interface.

19–21

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 For each question, sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student’s response on the Student Testing Interface.

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

- **Test Materials:** An Answer Book for each student is required for the Writing domain. The Answer Book pages are located in Appendix A in this document.
- Administer the test 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.

Beginning the Writing Test

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.

i Hand the student the Answer Book and open to the first page with test content.

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

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

If you need any questions repeated, just ask.

You will now begin the Writing questions.

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



Writing—Write a Story Together with Scaffolding

SAY We are going to write a story together. The title of the story is “A Colorful Painting.”

i Sweep your finger under the title in the Answer Book as you read it aloud.

1

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

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

 Point to the write-on line in the Answer Book. If the student does not write, re-prompt.

2

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

i Sweep your finger under the sentence in the Answer Book as you read it aloud.

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

i Sweep your finger under the sentence in the Answer Book as you read it aloud.

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

SAY Now write the word “blank.”

 Point to the write-on line in the Answer Book.

3

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

 Point to the last write-on line in the Answer Book.

SAY Read your writing to me.

i Write what the student says in the Transcription Box.

NOTE

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****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. Point to the picture at the appropriate time while reading the text.

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.

i Sweep your finger under the sentence as you read.

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.

 Point to the first write-on line in the Answer Book.

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.

i Sweep your finger under the sentences as you read.

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.

 Point to the write-on line in the Answer Book.

i Read the text aloud to the student. Point to the picture at the appropriate time while reading the text.

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.

 When you are finished reading, point to the write-on line.

SAY Now, write your sentence here. You can use the words and the pictures to help you 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.



Writing—Describe a Picture

6

SAY In this part of the test, you will write a sentence on your own.

SAY Your sentence should tell what is happening in the picture.

Writing—Write About an Experience

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 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
1	• 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. • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • For kindergarten and grade one, the letter may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p).	
0	• 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. OR • The student writes or draws content that is not representative of letters in the English alphabet. OR • The student does not provide a written response.	

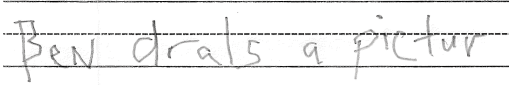
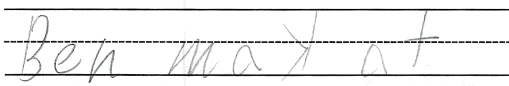
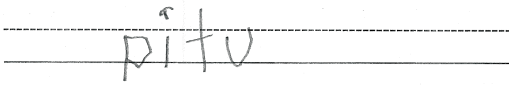


Writing—Write a Story Together with Scaffolding (cont.)

A Colorful Painting—Question 2

Score	Descriptors	Anchor Samples
2	- The student correctly writes the word. For grade one, phonetic representations (using logical letter-sound relationships) of all the letters are acceptable. - Any style of letters (for example, capital, lowercase, cursive) is acceptable. For grade one, letters may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p).	
1	- The student writes at least two letters of the word correctly, including the initial letter in the initial position and one additional letter (any position in the word). For grade one, phonetic representations (using logical letter-sound relationships) of the two letters are acceptable. - Any style of letters (for example, capital, lowercase, cursive) is acceptable. For grade one, letters may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p).	
0	- The student writes letters that are not representative of letters in the word. - OR - The student copies a word or words printed on the Answer Book page. - OR - The student writes or draws content that is not representative of letters in the English alphabet. - OR - The student does not provide a written response.	

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

Score	Descriptors	Anchor Samples
3	- The student writes an original sentence(s). The response is appropriate and relevant to the task. - The words in the sentence are recognizable. For grade one, the words in the sentence are recognizable without the Test Examiner's transcription (if present). - The student uses effective grade-appropriate grammar and word choice. - Errors in spelling and punctuation may be present, but they do not interfere with meaning. For grade one, letters may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p). The words in the sentence may or may not be appropriately spaced.	 Transcription Box Ben draws a picture
2	- The student writes an original sentence(s). The response partly addresses the task but may not be complete. - A few words may not be recognizable. For grade one, some words are recognizable only with the Test Examiner's transcription (if present). - Limitations in phonetic spelling, grammar, and/or word choice may impede meaning. - Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.	 Transcription Box Ben made a picture
1	- The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word. - Many words may not be recognizable. For grade one, words may only be recognizable with the Test Examiner's transcription (if present). - Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning. - The response may include some individual or unrelated letters.	 Transcription Box a picture
0	- The student writes letters that are not representative of words in English. - OR - The student copies all or part of the printed sentence that is provided in the Answer Book without adding original language. - OR - The response is not related to the prompt. - OR - The student does not provide a written response.	 Transcription Box picture

1 A _____olorful Painting

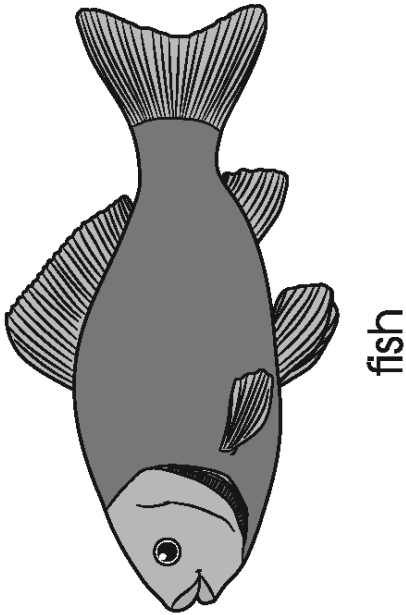
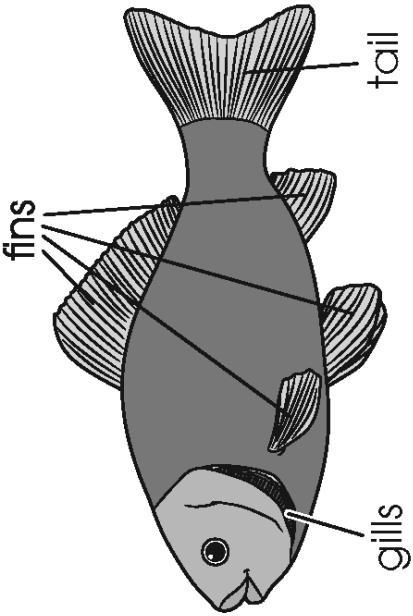


Ben has an art project.

2 He gets a _____ page.

3 _____

Transcription Box



Fish live in water.

4

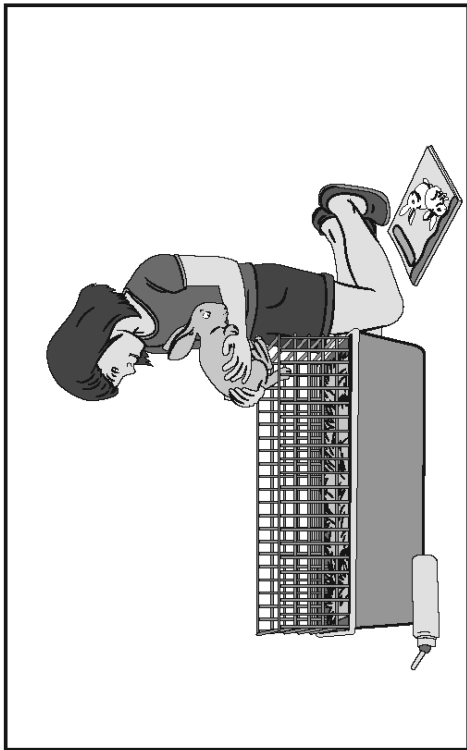
Handwriting practice lines for the word 'fish'.

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

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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:

READING Practice Test—Grade 1*Read and Choose a Word*

- 1 Ⓐ Ⓑ Ⓒ ⒶⓇ 2 Ⓐ Ⓑ Ⓒ ⒶⓇ

Read and Choose a Sentence

- 3 Ⓐ Ⓑ Ⓒ ⒶⓇ 4 Ⓐ Ⓑ Ⓒ ⒶⓇ 5 Ⓐ Ⓑ Ⓒ ⒶⓇ 6 Ⓐ Ⓑ Ⓒ ⒶⓇ

Read a Short Informational Passage

- 7 Ⓐ Ⓑ Ⓒ ⒶⓇ 8 Ⓐ Ⓑ Ⓒ ⒶⓇ 9 Ⓐ Ⓑ Ⓒ ⒶⓇ 10 Ⓐ Ⓑ Ⓒ ⒶⓇ 11 Ⓐ Ⓑ Ⓒ ⒶⓇ
12 Ⓐ Ⓑ Ⓒ ⒶⓇ

Read a Literary Passage

- 13 Ⓐ Ⓑ Ⓒ ⒶⓇ 14 Ⓐ Ⓑ Ⓒ ⒶⓇ 15 Ⓐ Ⓑ Ⓒ ⒶⓇ

Read an Informational Passage

- 16 Ⓐ Ⓑ Ⓒ ⒶⓇ 17 Ⓐ Ⓑ Ⓒ ⒶⓇ 18 Ⓐ Ⓑ Ⓒ ⒶⓇ 19 Ⓐ Ⓑ Ⓒ ⒶⓇ 20 Ⓐ Ⓑ Ⓒ ⒶⓇ
21 Ⓐ Ⓑ Ⓒ ⒶⓇ

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: