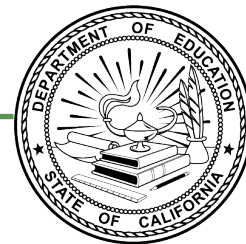

ELPAC

English Language Proficiency
Assessments for California



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



**Visual Impairment and Braille
Practice Test
Grades 11–12**

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) 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

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.Grade3-12.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

Listening—Grades 11–12

Special Directions for Listening

- Students navigate through the test questions independently.
- The Student Score Sheet is provided in the Appendix.
- The Test Delivery System (TDS) does not score student responses.
- Students should mark answers on the Student Score Sheet during testing; test examiners score them afterward using the Scoring Keys in the Appendix.
- Students may read through the questions prior to listening to the audio stimulus.
- Students can only listen to the audio stimulus once unless they have a designated support that allows replay.
- The audio stimulus will not be able to be started from the beginning if the student navigates away from the page when it is playing.
- For Listening task types with multiple questions based on the same recording, the audio can only be played once. Students will not be able to replay the audio for each question in the set.

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.

i When the Listening test screen comes up,

SAY This is the Listening section of the ELPAC test. In this part of the test, you will listen carefully to some recordings. Then you will answer some questions. If you are unsure of an answer, provide the answer you think is best. You may go back and change your answers at any time during this test session.

SAY The first screen of the test contains the test directions. The questions on this test begin on the next screen. If you need any help, please raise your hand for assistance. At this time, please put on your headsets, listen to the directions, and begin the test.

Listening—Grades 11–12 (cont.)

Grades 11–12 Alternate Text

i For this test, Questions 1 through 6 do not have picture descriptions.

7–10

i If a student cannot access the alternative text description for the picture in the test delivery system, you may read aloud the description provided below before the student attempts Questions 7 through 10. The picture description does not need to be read aloud more than once, unless the student requests to hear it again.

SAY The picture shows ruins of the ancient capital, Tenochtitlán.

11–14

i If a student cannot access the alternative text description for the picture in the test delivery system, you may read aloud the description provided below before the student attempts Questions 11 through 14. The picture description does not need to be read aloud more than once, unless the student requests to hear it again.

SAY The picture shows planet Jupiter with rings orbiting around it.

i For this test, Questions 15 through 22 do not have picture descriptions.

Listening Scoring Keys

Listen to a Short Exchange

Question	Answer Key
1	B
2	C
3	B

Listen to a Classroom Conversation

Question	Answer Key
4	A
5	B
6	C

Listen to an Oral Presentation

Question	Answer Key
7	B
8	A
9	C
10	B
11	B
12	B
13	C
14	C

Listen to a Speaker Support an Opinion

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

This page is intentionally left blank.

Speaking—Grades 11–12

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.

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 the Appendix.
- **Summarize an Academic Presentation (SAP):** While playing or pausing the audio recording, it is important not to select any of the navigation features (that is, the [Next] button or one of the tabs within the question sets).

Speaking—Grades 11–12 (cont.)

Prompting and Scoring Guidelines for the Speaking Domain

- **Prompting—Appropriate Wait Time:** The amount of time it takes for students to respond to a test question varies greatly. 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—Grades 11–12 (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.

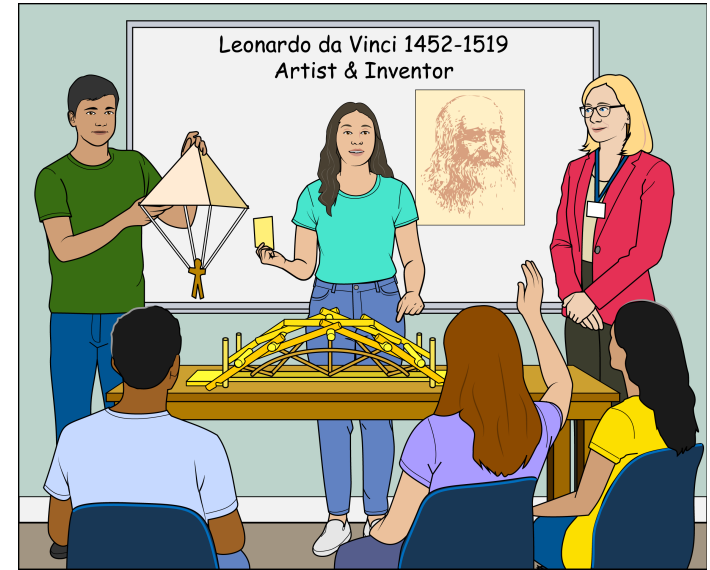
i Select **[Begin Test Now]**.

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

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- SAY** The picture shows five students and a teacher in a classroom. Two students are standing in front of a classroom facing their classmates. One student is holding an example of a parachute and the other student is pointing to an example of a bridge. Three students are sitting in chairs and one student has their hand raised.
- 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
	SAY Imagine you are in a classroom learning about world history.	• Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know."	• Correct response.
1	SAY One student is pointing to an example of a bridge. What is a bridge used for? ➔ NEXT	Anchor: ◦ Bridge.	Anchor: ◦ Cross water. ◦ Traveling. ◦ Driving over.
2	SAY One of the students is raising their hand. Why would a student raise their hand? ➔ NEXT	Anchor: ◦ Raising. ◦ Student. ◦ To talk.	Anchor: ◦ To ask a question. ◦ Say something.

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	SAY Two students are standing in front of the classroom. Why would these students be doing this? i Wait for the student’s response. SAY Why do you think that? ➡ NEXT	Anchor: ◦ Classroom. [Examiner: Why do you think that?] Classroom.	Anchor: ◦ Talking. [Examiner: Why do you think that?] I don’t know.	Anchor: ◦ Presenting. [Examiner: Why do you think that?] Because they are talking about a speech/project.
4	SAY One student is holding a parachute that they made. The other student is pointing to a bridge that they made. Why might the students be showing these? ➡ NEXT	Anchor: ◦ Par, para . . . I don’t know.	Anchor: ◦ Easy. [Examiner: Tell me more.] I don’t know.	Anchor: ◦ To show an example. ◦ To talk about them.

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 Now let's practice a different kind of question. There are no pictures. I'm going to tell you about some situations that could happen to you. Then, tell me what you would say. Make sure your response is appropriate for your audience. If you want me to repeat a question, you can ask me to. The first one is for practice.

PRACTICE—DO NOT RECORD

SAY You want to know if your friend has finished working on a science project. What would you say to your friend?

i Function: asking for information

Pause. Wait for an answer.

Acknowledge the student's correct response, or model a correct response, such as *"Did you finish your project?"* or *"How is your science project going?"*

5

SAY You are choosing classes for your senior year of high school. You have taken an acting class, but you are not sure if it meets the fine arts requirement for graduation. What would you say to your counselor?

i Function: asking for information/making a request

The student might say, *"Does the acting class meet the fine arts requirement for graduation?"* or *"I want to make sure the acting class meets the fine arts requirement for graduation."*

➔ NEXT

NOTE

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.

6

SAY You are in the computer lab. A student is having trouble logging on to the computer, and you know how to help. What would you say to the student?

i Function: offering assistance

The student might say, *"Would you like help logging on?"* or *"Let me show you how to log on to this computer."*

➔ NEXT

Prompting Guidelines: Speech Functions

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

No.	Question	Function	Score 0	Score 1	Score 2
			• Response does not address the language function. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• Response addresses the language function in a limited way. Listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation impede meaning.	• Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
5	Acting Class	Asking for information/ making a request	Anchor: Can I change my class?	Anchor: Does this meet the requirement for college? Yeah.	Anchor: I would say to my counselor if acting class is one of the required classes for me to graduate and have my credits done.
6	Computer Help	Offering assistance	Anchor: I'd say I don't know.	Anchor: Can I do login for you?	Anchor: Hey, I see you struggling. Do you need my help?



7

SAY Now,**SAY** I am going to ask you for your opinion. There are no pictures.

SAY A club you are in has decided to do some community service. There are two possible community service opportunities. One is to volunteer at a senior citizen community center, playing games with elderly people. A second choice is to volunteer at an animal shelter, taking care of cats and dogs. Which community service do you think would be better for your club to do?

i Wait for initial choice.**SAY** Justify your choice by giving relevant reasons to support your opinion.

➔ NEXT

Prompting Guidelines: Support an Opinion

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

If the student states a choice but does not provide a reason, repeat the last part of the question once:

“Justify your choice by giving relevant reasons to support your opinion.”

If the student gives an original but relevant response to the question or selects neither or both options, say,

“Justify your choice by giving relevant reasons to support your opinion.”

If the student provides a simple relevant reason, say, **“Tell me more about your choice.”**

Score 0	Score 1	Score 2	Score 3
• An opinion is not expressed. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated words or phrases.	• An opinion is expressed and supported using simple language and at least one simple relevant reason, or repeats language from the prompt. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting.	• An opinion is expressed and supported using effective language* and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
Anchor: (No response.)	Anchor: Take care of the animals. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] I don't know.	Anchor: Volunteer at animal center. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] Because I like animals. [Examiner: Tell me more about your choice.] I think I just said.	Anchor A: Umm, I think the first option is for visiting elderly people because we already have a lot of people volunteering for the animals. And, also, I think it would be a good time for kids nowadays to spend time with elderly people, spend . . . play games with them and have them . . . elderly people tell stories of their past, which is pretty interesting. Anchor B: Umm, I think the first option I think it would be better to volunteer at the animal shelter just because it would be more fun, and I believe that more people would want to spend time with pets.

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



8

SAY I am going to ask you for your opinion.



SAY Your school plans to invite one guest speaker this semester. Students will vote on whether the speaker should be a well-known rap artist or a famous software engineer. Which one do you think would be the best choice for your school?

i Wait for initial choice.

SAY Justify your choice by giving relevant reasons to support your opinion.

➔ NEXT

Prompting Guidelines: Support an Opinion

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

If the student states a choice but does not provide a reason, repeat the last part of the question once:

“Justify your choice by giving relevant reasons to support your opinion.”

If the student gives an original but relevant response to the question or selects neither or both options, say,

“Justify your choice by giving relevant reasons to support your opinion.”

If the student provides a simple relevant reason, say, **“Tell me more about your choice.”**

Score 0	Score 1	Score 2	Score 3
• An opinion is not expressed. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated words or phrases.	• An opinion is expressed and supported using simple language and at least one simple relevant reason, or repeats language from the prompt. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting.	• An opinion is expressed and supported using effective language* and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
Anchor: No, I don't know.	Anchor: I believe it would be the software, umm . . . [Examiner repeats question.] I would go with the software engineer. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] Umm, I feel like they would, well I get . . . sorry. [Examiner: Tell me more about your choice.] That's it.	Anchor: Uhh, a famous rap artist. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] For the school semester, umm, I feel like the school rapper, no, wait, umm, a rapper artist should be in our semester, I guess, because people are most into like rap and now it, like they are into artists and . . .	Anchor A: I think the best choice that would be more my school is a famous rap artist because people love listening to music and know more about people that rap and everything. And also it would be a good idea to bring someone famous so everybody could meet the person. Anchor B: A famous software engineer. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] Umm, because he's professional. He can give, umm, students advice on what engineering can be about like to see if they're interested.

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



SAY Now we are going to do a different type of question.

SAY I am going to ask you to talk about a bar graph. The picture shows a bar graph titled “California’s Top Tourist Attractions.” The horizontal axis is labeled “Tourist Attractions,” with six categories: Yosemite National Park, Disneyland, San Diego Zoo, Lake Tahoe, Death Valley National Park, and Golden Gate Bridge. The vertical axis is labeled “Number of Visitors in Millions,” and the numbers zero through 14, in increments of 2, are indicated. The information in the graph is as follows.

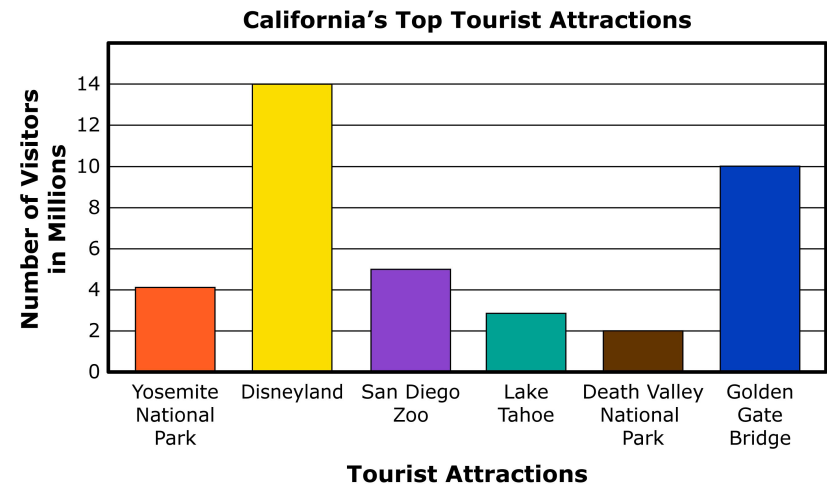
- Yosemite National Park, 4 million visitors
- Disneyland, 14 million visitors
- San Diego Zoo, 5 million visitors
- Lake Tahoe, 3 million visitors
- Death Valley National Park, 2 million visitors
- Golden Gate Bridge, 10 million visitors

i If the student has a tactile supplement, ask them to refer to it now.

SAY The number of visitors to some of California’s most popular attractions was monitored. The average results, in millions of visitors per year, were reported on a bar graph. I can repeat the bar graph description, if needed. Let me know when you are ready for me to ask you a question.

i Give students time to think about the bar graph before reading the first question.

The number of visitors to some of California’s most popular attractions was monitored. The average results, in millions of visitors per year, were reported on a bar graph.



9

If appropriate, you may point to the text on the student’s screen.

SAY What does the bar graph show about tourist visits to attractions in California?

SAY Include details from the bar graph in your answer.

➡ NEXT

Prompting Guidelines: Present and Discuss Information

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

If the student gives a response that is limited or contains little relevant information, say, “Tell me more details from the chart/graph.”

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
• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• Response may include information in the graph/chart, but contains little relevant or accurate information. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the graph/chart.	• Response includes a limited description of information or partially accurate information in the graph/chart. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting.	• Response answers the question, including a mostly clear and accurate description of information in the graph/chart. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
Anchor: (No response.)	Anchor: Disneyland has the most bar graph . . . yeah. [Examiner: Tell me more.] Because there's a lot of things you can do at Disneyland, go on rides, walk, see the shows that they have and everything.	Anchor: That Disneyland has the most people, visitors, than the other ones.	Anchor A: It shows the name of the tourist attractions and it shows how many people have visited them in millions. Anchor B: That mostly they all go to Disneyland. [Examiner: Can you give me any more details from the bar graph?] And that less people go to Death Valley National Park and, like, most of the people go to the Golden Gate Bridge. And to the Yosemite National Park, people go. And, like, San Diego Zoo, 5 million go, Lake Tahoe, 3 million people go to it.



10



If appropriate, you may point to the text on the student's screen.

**SAY**

Let's think about the bar graph again. I can repeat the bar graph description, if needed. Is the following claim supported or not supported based on the information in the bar graph?

Claim: More people visit the San Diego Zoo than the Golden Gate Bridge.

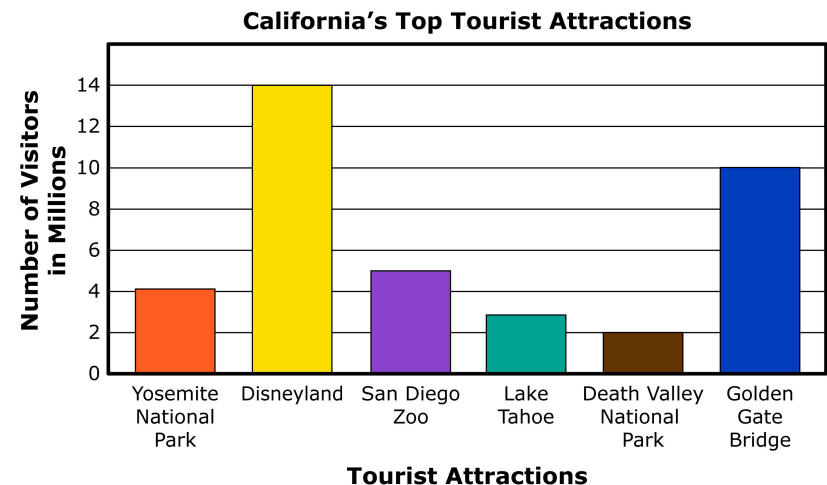
SAY

Give details from the bar graph to support your answer.



NEXT

The number of visitors to some of California's most popular attractions was monitored. The average results, in millions of visitors per year, were reported on a bar graph.



Prompting Guidelines: Present and Discuss Information

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

If the student gives a response that is limited or contains little relevant information, say,

"Is the claim supported or not supported based on the information in the chart/graph?"

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
• Response is not relevant. • Response contains no English. • No response, “I don’t know,” or is completely unintelligible.	• Response may include information from the graph/chart but does not demonstrate whether the claim is supported or unsupported or may lack understanding of the graph/chart or claim. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the graph/chart or claim.	• Response includes limited or partially accurate information from the graph/chart that demonstrates whether the claim is supported or unsupported, and the response may lack detail and clarity. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting.	• Response uses relevant information and accurate details from the graph/chart to demonstrate whether the claim is supported or unsupported. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
Anchor: (No response.)	Anchor: San Diego Zoo only has 4 and a half visitors.	Anchor: No, more people went there.	Anchor A: No, 'cause in San Diego Zoo, there's 5 million people going, and Golden Gate . . . Golden Gate Bridge, 10 million people go to it. Anchor B: The San Diego Zoo has less . . . it has less people visiting than the Golden Gate Bridge.

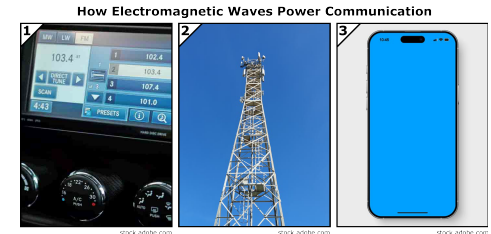
**Main Points**

A full response includes **ALL** of the following Main Points and **AT LEAST ONE** detail for each Main Point:

- Radios, TVs, and cell phones use (electromagnetic) waves.
 - » Details: Electromagnetic waves are essential for communication OR Electromagnetic waves create vibrations in electric/magnetic fields OR Vibrations allow the signals to travel through the air OR Electromagnetic waves turn information into signals/vibrations that can travel (without wires).
- When you tune into a radio station, you are choosing a specific frequency of electromagnetic waves.
 - » Details: Radio stations turn sound into an electric signal and send the signal as radio waves OR Electromagnetic waves travel through the air to the radio (which turns the signal into sound waves) OR Radio waves have long wavelengths/low frequencies so they can travel far OR Radio waves can bounce off the atmosphere.
- TV signals carry both sound and images/pictures.
 - » Details: Communication towers send out TV signals OR TV stations send electromagnetic waves that have both audio and video OR The TV separates the audio and video and plays them together OR Electromagnetic waves are how we get live shows, news, and streaming content.
- Phones send a signal called a microwave.
 - » Details: When you call or text someone, your phone changes the message into an electric signal OR Microwaves have a higher frequency than radio waves OR Microwaves carry more energy than radio waves do OR Microwaves send information faster OR Electromagnetic waves make it possible to communicate across long distances.

SAY You are going to listen to some information about magnetic forces in communication technologies. There are pictures on the screen that go along with the information. You may take notes as you listen. The presentation can be played only once and will not be paused.

SAY There are three pictures titled “How Electromagnetic Waves Power Communication.” The first picture shows a car radio. The second picture shows a communications tower sending out TV signals. The tall tower is made up of intersecting metal beams and other equipment. The third picture shows a cell phone.



i If the student has a tactile supplement, ask them to refer to it now. NOTE: The Braille Ready Format (BRF) file is available through selecting the [**Print Passage**] button from the [**Context Menu**].

i If the student has a designated support that allows the playing of audio recordings multiple times, give a reminder like this: “The test directions will say the recording can only be played once, but if you need to listen to it again, just tell me.”

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



- explain signal transmission through electromagnetic waves,
- include details about how electromagnetic waves are used in radio, television, and cell phones, and
- use relevant details and clear language.

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

Recorded Audio Script

Today, we are going to learn about how electromagnetic waves, like radio waves, are essential to the way we communicate. Whether you're listening to music on the radio, watching TV, or texting a friend, you're using electromagnetic waves to send and receive information. These waves carry energy by creating vibrations in electric and magnetic fields, allowing signals to travel through the air—no wires needed. Knowing that devices like radios, TVs, and cell phones use these waves helps us understand how modern communication works.

 Picture one shows a car radio. When you tune in to a station, you're choosing a specific frequency of electromagnetic waves. Radio stations turn sound into electrical signals and send them out as radio waves. These waves travel through the air to your radio, which picks them up and turns them back into sound. Because radio waves have long wavelengths and low frequencies, they can travel long distances and even bounce off the atmosphere.

 Picture two shows a communications tower that sends out TV signals. Like radio, TV stations use electromagnetic waves, but these waves carry both sound and images. Your TV receives the signal, separates the audio and video, and plays them together. This is how we get live shows, news, and streaming content with clear sound and visuals.

 Picture three shows a cell phone. When you call or text someone, your phone changes your message into an electrical signal and sends it as a signal called a microwave, which is not the same as a microwave oven. Microwaves have higher frequencies than radio waves, which means they carry more energy and can send information faster. These signals travel to nearby cell towers, which pass them along to the other person's phone.

Electromagnetic waves make it possible to communicate across long distances. Whether it's through radios, TVs, or phones, these waves help us stay connected, informed, and entertained.

 NEXT

Prompting Guidelines: Summarize an Academic Presentation

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

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

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

If the response includes one or some of the main points and/or partial details, say, **"What else can you tell me about what you heard?"**
Reprompt only once.



11

**SAY****Summarize the information you heard. Be sure to**

- **explain signal transmission through electromagnetic waves,**
- **include details about how electromagnetic waves are used in radio, television, and cell phones, and**
- **use relevant details and clear language.**

i Pause to let the student summarize the presentation. While the student is responding, use the Main Points and the rubric to score the response.

➔ NEXT

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: (Response in a language other than English.)	Anchor: The phone uses like waves to send texts. [Examiner: What else can you tell me about what you heard?] Hmm, the phone's also like a microwave.	Anchor: Uhh, signal transmissions through electromag wave is for distant information and to get it faster too. Like for image one, for radio, they could switch whatever channel they want and then they send out a signal and then they- they give back that signal to that channel you want to- you want to listen music. And the second was the cell tower. The cell tower give out signal too, as well, and also- and it's- and it gives out to like TV shows to send out images and sound to be connected for each other. That way that anybody who watch a TV show, they could see a person's mouth moving through his television. Image three, it shows cell phone that can be used faster where all- all- all television and communication comes from. But, also, it give out strong energies, but it does give their information much faster too. And that's it.	Anchor: Umm, umm, electromagnetic waves are signals that transmit through air, uhh, which carry energy and allows the signal to go through. Umm, they carry sound and pictures and audios. And then, on picture one, it just tell us how, umm, every time you switch through the chan-, like the channels or something, like the waves go through the air and send communication. And then on picture two, we see that those are what control the TVs, which told us that it separates the audio and the, the pictures to then put them together. And then, on picture number three, that's a cell phone, which we call and text and message, which are electromagnetic waves, as, as well. But those are higher than the radio waves, which are used fast, to send faster information. And electromagnetic waves are just forms or ways that our information gets passed around. [Examiner: What else can you tell me about what you heard?] I heard that thanks to electromagnetic waves it is possible to communicate from a long distance.	Anchor: Electromagnetic waves come from electrical vibrations which turns into those said waves. TV, radio, ce- and cell phones use these- these electromagnetic waves. A car radio, for example, uses a specific frequency that we use to turn into certain radio stations. The sound, electromagnetic signal turns into that said sound and can travel from long distances and can even bounce. For TVs, there's a tower TV signal which uses magnetics to turn into the sound and image, which when played together can be used to stream live content. And cell phones use messages which come from the electricity of a microwave, but not like an oven microwave but rather a higher frequency than radios, which u- is used to travel to the telephone towers. And these electromagnetic waves let us communicate from very far distances.

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.

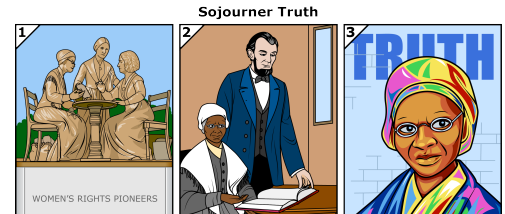
**Main Points**

A full response includes the following Main Points and **AT LEAST ONE** detail for each Main Point:

- Sojourner Truth/She was a former slave who fought for (African American) civil/women's rights.
 - » Details: (Isabella Bomfree/Sojourner Truth)/She was born into slavery OR She was sold many times OR She suffered severe punishments OR She had to withstand hard physical labor OR She escaped from slavery (to an abolitionist family) OR The abolitionist family purchased her freedom OR She moved to New York City.
- She preached/spoke against slavery/for women's rights.
 - » Details: She changed her name (to Sojourner Truth) OR "Sojourner" means "traveler" OR She spoke to large crowds/impressed people with her speaking skills OR She gave a famous speech at a women's rights convention (in Ohio).
- She met Abraham Lincoln at the White House (in 1864).
 - » Details: Lincoln welcomed her with respect/recognized her efforts OR The meeting represented the shared fight for both women's and African American rights OR She helped enlist Black troops in the Union army OR She organized food drives for Black troops.
- She is remembered as a supporter of rights/for her accomplishments.
 - » Details: There are many memorials/murals of her around the country OR She is remembered for her bravery OR She moved to be near her daughters/ to Battle Creek, Michigan OR She lived in (Battle Creek) Michigan for the rest of her life.

SAY You are going to listen to some information about Sojourner Truth. There are pictures on the screen that go along with the information. You may take notes as you listen. The presentation can be played only once and will not be paused.

SAY There are three pictures titled "Sojourner Truth." The first picture shows a statue of Sojourner Truth. The statue contains three women and the words "Women's Rights Pioneers" are carved into its base. The second picture shows Sojourner Truth and President Abraham Lincoln. The third picture shows a mural in Battle Creek, Michigan that depicts Sojourner Truth. The word "TRUTH" is written behind her.



i If the student has a tactile supplement, ask them to refer to it now. NOTE: The Braille Ready Format (BRF) file is available through selecting the [**Print Passage**] button from the [**Context Menu**].

i If the student has a designated support that allows the playing of audio recordings multiple times, give a reminder like this: "The test directions will say the recording can only be played once, but if you need to listen to it again, just tell me."

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



- describe who Sojourner Truth was,
- include an explanation of her accomplishments, and
- use relevant details and clear language.

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

Recorded Audio Script

Today we're going to learn about a famous champion of human rights. Sojourner Truth, originally named Isabella Bomfree, was an African American woman born into slavery in New York State around 1797. While enslaved, Truth was sold and moved many times and suffered exhausting physical labor and severe punishments. In 1827, she escaped from her slaveholder and took refuge with an abolitionist family, who purchased her freedom. She moved to New York City around 1829, where she joined a church and began working for a minister and advocating for African American civil rights and women's rights.

-  Picture one shows a statue of Sojourner Truth with other women's rights pioneers. The word "sojourner" is another word for "traveler." In 1843, Isabella Bomfree changed her name to Sojourner Truth after feeling called to travel and preach the truth. She became a traveling preacher, engaging large crowds and impressing them with her speaking skills as she spoke about the evils of slavery and the importance of women's rights. One of her most famous speeches was at the 1851 Ohio Women's Rights Convention.
-  Picture two shows Sojourner Truth with President Abraham Lincoln. Truth worked tirelessly during the American Civil War to enlist Black troops to fight for the Union cause and organized food drives. In 1864, when Abraham Lincoln learned about Truth's abolitionist work during the Civil War, he invited her to the White House. The meeting was important because it represented the shared fight for both women's rights and African American freedom. Lincoln, already familiar with Truth's work, welcomed her with respect and recognized the impact of her efforts.
-  Picture three shows Sojourner Truth represented in a mural in Battle Creek, Michigan. Truth moved to Battle Creek in the 1850s to be near her daughters. She lived there for most of her remaining life until she died in 1883. Today, there are memorials honoring Truth throughout the United States, commemorating her as a heroic social reformer and one of the most influential Americans. She's remembered and celebrated for her bravery and her contributions as an advocate for human rights.

 **NEXT**

Prompting Guidelines: Summarize an Academic Presentation

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

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

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

If the response includes one or some of the main points and/or partial details, say, **"What else can you tell me about what you heard?"** Reprompt only once.



12

**SAY****Summarize the information you heard. Be sure to**

- describe who Sojourner Truth was,
- include an explanation of her accomplishments, and
- use relevant details and clear language.

i Pause to let the student summarize the presentation. While the student is responding, use the Main Points and the rubric to score the response. After the student responds,

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

i DIRECTIONS 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.

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 choppy 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: Is too hard.	Anchor: The lady was a slave and then she wasn't. [Examiner: What else can you tell me about what you heard?] I don't know.	Anchor: OK. Sojourner Truth was an, uhh, well, ex-slave, right. Uhh, she escaped, uhh, slavery, in 1827. Uhh, afterwards, she joined a church and advocated for women's rights and, umm, anti-slavery. Her accomplish, in her accomplishments, she, umm, I don't know. I lost track right there. [Examiner: What else can you tell me about what you heard?] And she's remembered as an activ-, advocate for women's rights and, umm, and anti-slavery.	Anchor: Sojourner Truth was a champion and an advocate for human rights. She advocated for African American rights and also women's rights. Her name Sojourner means traveler. One of her accomplishments was that she was invited to the White House by Abraham Lincoln in 1864. [Examiner: What else can you tell me about what you heard?] Hmm, she was born into slavery and escaped in 1827. She was purchased by an abolitionist family where she later in 1829 moved and worked in a church to advocate for women's rights.	Anchor: Sojourner Truth was, umm, a slave back in 1797 and was known at the time as Isabella Bomfree. She's been moved many, many times during her times as a slave and endured endless suffering and pain. However, she escaped from that and moved in with an abolitionist family to where she then also purchased her freedom. In 1829 she joined a church and was an advocate for women's rights and a- an advocate for African American rights. She then changed her name to Soju- Sojourner Truth because she felt that she fit in that- in that name. She's impressed many, many people with her speeches regarding, you know, being against slavery and the dangers of being a slave. And she was also for women's rights. She worked endlessly for civil rights and that caught Abraham Lincoln's attention, to which then he invited her to the White House, which shows the importance of her accomplishments being an advocate for women's rights and African American rights. And Abraham really respected that. Umm, Truth wanted to be near her daughter before she passed in 1883, so she moved. She's done many accomplishments and there's a lot of contributions for her in today's world.

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.

Reading—Grades 11–12

Special Directions for Reading

- Students navigate through the test questions independently.
- The Student Score Sheet is provided in the Appendix.
- The Test Delivery System (TDS) does not score student responses.
- Students should mark answers on the Student Score Sheet during testing; test examiners score them afterward using the Reading Scoring Keys.

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.

i When the Reading test screen comes up,

SAY This is the Reading section of the ELPAC test. In this part of the test, you will read some texts. Then you will answer some questions about them. If you are unsure of an answer, provide the answer you think is best. You may go back and change your answers at any time during this test session.

SAY The first screen of the test contains the test directions. The questions on this test begin on the next screen. If you need any help, please raise your hand for assistance. At this time, please put on your headsets, listen to the directions, and begin the test.

Reading—Grades 11–12 (cont.)

Grades 11–12 Alternate Text

1–3

i If a student cannot access the alternative text description for the picture in the test delivery system, you may read aloud the description provided below before the student attempts Questions 1 through 3. The picture description does not need to be read aloud more than once, unless the student requests to hear it again.

SAY The picture shows a close-up view of human stem cells as viewed through a microscope.

4–6

i If a student cannot access the alternative text description for the picture in the test delivery system, you may read aloud the description provided below before the student attempts Questions 4 through 6. The picture description does not need to be read aloud more than once, unless the student requests to hear it again.

SAY The picture shows green roof gardens with layers of plants on the roofs of buildings in a city.

i For this test, Questions 7 through 14 do not have picture descriptions.

15–20

i If a student cannot access the alternative text description for the picture in the test delivery system, you may read aloud the description provided below before the student attempts Questions 15 through 20. The picture description does not need to be read aloud more than once, unless the student requests to hear it again.

SAY The picture shows a bus full of people.

21–26

i If a student cannot access the alternative text description for the picture in the test delivery system, you may read aloud the description provided below before the student attempts Questions 21 through 26. The picture description does not need to be read aloud more than once, unless the student requests to hear it again.

SAY The picture shows Julia Morgan.

Reading Scoring Keys

Read a Short Informational Passage

Question	Answer Key
1	B
2	C
3	C
4	A
5	C
6	C

Read a Student Essay

Question	Answer Key
7	A
8	B
9	C
10	B
11	A
12	D
13	B
14	A

Read a Literary Passage

Question	Answer Key
15	B
16	B
17	C
18	A
19	D
20	C

Read an Informational Passage

Question	Answer Key
21	A
22	B
23	C
24	B
25	D
26	C

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Writing—Grades 11–12

Special Directions for Writing

- Students navigate through the test questions independently.
- The Test Delivery System (TDS) does not score student responses.
- The Student Score Sheet is provided in the Appendix.

Beginning the Writing Test

i When the Writing test screen comes up,

SAY This is the Writing section of the ELPAC test. In this part of the test, you will hear some questions and answer them by typing responses in English. You may go back and change your response to the question at any time during this test session.

SAY The first screen of the test contains the test directions. The questions on this test begin on the next screen. If you need any help, please raise your hand for assistance. At this time, please put on your headsets, listen to the directions, and begin the test.



Writing—Grades 11–12 (cont.)

Grades 11–12 Alternate Text

1–2

i If a student cannot access the alternative text description for the picture in the test delivery system, you may read aloud the description provided below before the student attempts Questions 1 through 2. The picture description does not need to be read aloud more than once, unless the student requests to hear it again.

SAY The picture shows four students and a teacher in an art classroom. The students are folding pieces of paper into origami figures.

i For this test, Question 3 does not have picture descriptions.

4–5

i If a student cannot access the alternative text description for the picture in the test delivery system, you may read aloud the description provided below before the student attempts Questions 4 through 5. The picture description does not need to be read aloud more than once, unless the student requests to hear it again.

SAY The picture shows a graphic organizer of a timeline titled “History of Wireless Headphones.” The information in the timeline is as follows:

1910: First modern headphones invented.

1958: Sound quality improved with stereo headphones.

1960s: First wireless headphones are developed using radio receivers.

1980s and 1990s: Noise-canceling headphones and earbuds created.

1999: Bluetooth® wireless technology invented and trademarked.

2010s: Bluetooth headphones became popular due to improved sound quality.

2020: Wireless earbuds became mainstream.

i For this test, Question 6 does not have picture descriptions.



Writing Rubrics and Anchor Samples

Rubric and Anchor Samples—Describe a Picture

Origami Workshop—Questions 1 and 2

Score	Descriptors	Anchor Samples
2	- The response consists of a complete sentence that fully addresses the task (of adding relevant details, correcting two errors, condensing ideas into a single sentence, or expressing something that might happen next). - Grammar and word choice are appropriate. - Errors in spelling/keyboarding do not impede meaning.	Question 1: A teacher is instructing a student on how to fold pieces of paper into art forms. Question 2: Three of the students are sitting at a separate table working on their projects and don't need to ask the teacher for help.
1	- The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct or fully appropriate. - There are errors in grammar and word choice. - Errors in spelling/keyboarding may impede meaning.	Question 1: A teacher is instruction how to fold pieces of paper into art forms. Question 2: Three of the students are sitting at a separate table working on their projects and the three students don't need to ask the teacher for help.
0	- The response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know." OR - No response is provided.	Question 1: In an art classroom, students are making origami figures. A teacher is instruction a student why to fold pieces of paper into art forms. Three of the students are sitting at a separate table working on their projects. The three students don't need to ask the teacher for help. Students will decorate their classroom with their art once they are finished. Question 2: Three of the students are sitting at a separate table working on their projects.



Rubric and Anchor Samples—Write About an Experience

Challenging Project—Question 3

Score	Descriptors	Anchor Samples
4	- The response provides a full and complete account of the experience named in the prompt using well-developed descriptions, details, or examples. - The response is readily coherent. - Grammar and word choice are varied and generally effective. Minor errors do not impede meaning. - Minor errors in spelling/keyboarding and punctuation may be present, but they do not impede meaning. - The response typically includes a paragraph of at least three sentences.	Projects are very challenging to get done but I usually overcome them. I worked on a project with some of my classmates for my chemistry class last week. We had to make an airbag that would keep an egg safe if it made impact with it. The most difficult part was finding a way to keep the egg safe. We put two zip-lock bags filled with baking soda and vinegar on the top and bottom of the egg then we taped it around for the egg won't slip out. We tested it out and it was success.
3	- The response provides a generally complete account of an experience relevant to the prompt using some descriptions, details, or examples. - The response is mostly coherent. - Errors and limitations in grammar and word choice may impede meaning at times. - Errors in spelling/keyboarding and punctuation may impede meaning at times. - The response typically includes at least two sentences.	One of the most challenging projects I had, was the "airbag lab" for my chemistry class. I was not working alone and the most challenging part was the calculations we had to do.
2	- The response provides a partial account of an experience related to the prompt using some descriptions, details, or examples. - The response is somewhat coherent. - Errors and limitations in grammar and word choice may impede meaning. - Errors in spelling/keyboarding and punctuation may frequently impede meaning. - The response includes at least one sentence.	In Peru one time I did a small natural factory the project was about care the earth with things naturals on the challenge I won second place because I worked alone and I couldn't satisfad my work because I was alone.
1	- The response may provide a limited account of a personal experience and/or conveys little relevant information. - The response may lack coherence. It may consist of isolated words or phrases. - Frequent errors and/or severe limitations in grammar and word choice prevent expression of ideas. - Errors in spelling/keyboarding and punctuation may severely impede meaning.	The project I working is the side in my objetibes that listen to inglís and practice.
0	- The response copies the prompt, contains no English, does not relate to a personal experience, or includes only "I don't know." OR - No response is provided.	I don't know.

Rubric and Anchor Samples—Write About Academic Information

Wireless Headphones—Question 4

Score	Descriptors	Anchor Samples
2	• The response completely addresses the task and includes at least two relevant details from the graphic organizer. • Minor errors in grammar, word choice, and/or spelling/keyboarding may be present, but they do not impede meaning. • The response contains at least one sentence.	Teh first wireless headphones were developed using radio receivers in 1960s but Bluetooth wireless technology was invented and trademakred in 1999.
1	• The response does not completely address the task or is missing relevant details from the graphic organizer. • Errors and limitations in grammar, word choice, and/or spelling/keyboarding may impede meaning. • The response may consist of a word(s) or a bulleted list.	It isn;t required cause it came in 1999.
0	• The response copies only irrelevant information from the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.” OR • No response is provided.	history of wireless headphones



Rubric and Anchor Samples—Write About Academic Information (cont.)

Wireless Headphones—Question 5

Score	Descriptors	Anchor Samples
3	- The response completely addresses the task and includes sufficient and relevant information from the graphic organizer. - Minor errors in grammar, word choice, and/or spelling/keyboarding may be present, but they do not impede meaning. - The response typically includes at least three sentences.	The first modern headphones were invented in 1910. Sound quality improved with stereo headphones. Then wireless headphones developed using radio receivers. Bluetooth wireless technology was invented in 1999, and Bluetooth headphones become popular with improved sound quality. It was better than old headphones. Wireless earbuds are mainstream now and they are the best.
2	- The response partially addresses the task. It may not be complete or may be missing some relevant information from the graphic organizer. - Errors and limitations in grammar, word choice, and/or spelling/keyboarding may impede meaning at times. - The response may contain fewer than the number of sentences indicated in the test question.	Hedphones changed because rist sound quality improved with stereo headpone in 1958. 1980s-1990s noise canceling heading phones created the bluetooth headphose improved sound quality in 2010s.and now wirles ear buds mainstream.
1	- The response attempts to address the task but is missing relevant information from the graphic organizer. - Errors and limitations in grammar, word choice, and/or spelling/keyboarding may impede meaning throughout. - The response may consist of word(s) or a bulleted list.	cuz now ear buds
0	- The response copies only irrelevant information from the prompt, contains no English, does not relate to the prompt, or includes only "I don't know." OR - No response is provided.	No.

Rubric and Anchor Samples—Justify an Opinion

Internship—Question 6

Score	Descriptors	Anchor Samples
4	- The response successfully expresses an opinion (grades three through five) or states a position (grades six through twelve) and provides relevant and detailed support. - The response is readily coherent. - Grammar and word choice are varied and effective. - Minor errors in spelling/keyboarding and punctuation may be present but do not impede meaning. For grades three through five: The response includes at least two reasons that support the opinion, typically using three or more sentences. For grades six through twelve: The response includes at least two reasons that support the position, typically using six or more sentences. For grades nine through twelve: Register is appropriate.	I think it is unfair to make students work at a local business. First of all, there are lots of businesses and some students would have great experiences, but some of them wouldn't have those. So student with good companies will get benefits while others won't. Second some students already have after-school jobs and they would then be working two jobs. So I disagree with this descicion. It will not help all students.
3	- The response expresses an opinion or states a position with some relevant support. - The response is generally coherent. - Errors and limitations in grammar and word choice may impede meaning in some sentences. - Errors in spelling/keyboarding and punctuation may impede meaning at times. For grades three through five: The response includes at least one reason that supports the opinion, typically using two or more sentences. For grades six through twelve: The response includes at least one reason that supports the position, typically using three or more sentences. For grades nine through twelve: Register is mostly appropriate.	I think it isn't fair for the school to make this type of program. Some student may not be interested in the internship and I am one of them. I'm actually new to this country and I've been here for only nearly 4 months. I'm also new to the US school so I've zero experience about it. I don't even know any local company in general, and so are new students from different country.
2	- The response expresses an opinion or states a position with some relevant support but is not complete. - The response is somewhat coherent. - Errors and limitations in grammar and word choice impede meaning. - Errors in spelling/keyboarding and punctuation may frequently impede meaning. For grades three through five: The response includes at least one sentence. For grades six through twelve: The response typically includes at least two sentences. For grades nine through twelve: Register is somewhat appropriate.	I think that working in actual busines it's injustice because, the students didn't know about an internship. so In my opinion that program need to be removed. Because the students after school had problems and obligations in their houses. Not all the students are been able to work.



Rubric and Anchor Samples—Justify an Opinion (cont.)

Internship—Question 6

Score	Descriptors	Anchor Samples
1	- The response does not include a clear opinion or position and/or conveys little relevant information. - The response lacks coherence. - Frequent errors and/or severe limitations in grammar and word choice prevent expression of opinion or position. - Errors in spelling/keyboarding and punctuation may severely impede meaning. For grades three through five: The response may consist of isolated words or phrases. For grades six through twelve: The response may consist only of one sentence or of isolated words or phrases. For grades nine through twelve: Register may not be appropriate.	Internship is elective program so my position is not good but very much time away more homework and class. my position difficult not have time in my home and work in store at day, please internship dit not elect.
0	- The response copies the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.” OR - No response is provided.	No entiendo.

Appendix: Student Score Sheets

Name:	Student ID:
_____	_____
Grade:	

LISTENING Practice Test—Grades 11–12

Listen to a Short Exchange

1 (A)(B)(C) 2 (A)(B)(C) 3 (A)(B)(C)

Listen to a Classroom Conversation

4 (A)(B)(C) 5 (A)(B)(C) 6 (A)(B)(C)

Listen to an Oral Presentation

7 (A)(B)(C) 8 (A)(B)(C) 9 (A)(B)(C) 10 (A)(B)(C) 11 (A)(B)(C)
12 (A)(B)(C) 13 (A)(B)(C) 14 (A)(B)(C)

Listen to a Speaker Support an Opinion

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

LISTENING Total:

SPEAKING Practice Test—Grades 11–12

Talk About a Scene

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

Speech Functions

5 (0)(1)(2) 6 (0)(1)(2)

Support an Opinion

7 (0)(1)(2)(3) 8 (0)(1)(2)(3)

Present and Discuss Information

9 (0)(1)(2)(3) 10 (0)(1)(2)(3)

Summarize an Academic Presentation

11 (0)(1)(2)(3)(4) 12 (0)(1)(2)(3)(4)

SPEAKING Total:

Appendix: Student Score Sheets (cont.)

READING Practice Test—Grades 11–12

Read a Short Informational Passage

- 1 (A) (B) (C) (D) 2 (A) (B) (C) (D) 3 (A) (B) (C) (D)
4 (A) (B) (C) (D) 5 (A) (B) (C) (D) 6 (A) (B) (C) (D)

Read a Student Essay

- 7 (A) (B) (C) (D) 8 (A) (B) (C) (D) 9 (A) (B) (C) (D) 10 (A) (B) (C) (D) 11 (A) (B) (C) (D)
12 (A) (B) (C) (D) 13 (A) (B) (C) (D) 14 (A) (B) (C) (D)

Read a Literary Passage

- 15 (A) (B) (C) (D) 16 (A) (B) (C) (D) 17 (A) (B) (C) (D) 18 (A) (B) (C) (D) 19 (A) (B) (C) (D)
20 (A) (B) (C) (D)

Read an Informational Passage

- 21 (A) (B) (C) (D) 22 (A) (B) (C) (D) 23 (A) (B) (C) (D) 24 (A) (B) (C) (D) 25 (A) (B) (C) (D)
26 (A) (B) (C) (D)

READING Total:

WRITING Practice Test—Grades 11–12

Describe a Picture

- Question 1 [0–2]
Question 2 [0–2]

Write About an Experience

- Question 3 [0–4]

Write About Academic Information

- Question 4 [0–2]
Question 5 [0–3]

Justify an Opinion

- Question 6 [0–4]

WRITING Total: