
ELPAC

English Language Proficiency
Assessments for California



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



Practice Test Grade 2

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 2

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 **[Mark as No Response]** from the Context menu and move to the next question.

Listening—Grade 2 (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 This is the Listening section of the ELPAC test. In this part of the test, you will listen carefully. Then you will answer some questions. First, listen to the directions.

i Read the directions on the screen to the student.

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.

NOTE

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

Answer Key:

1. (B) 2. (C) 3. (C) 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.



Listening Scoring Keys

Listen to a Short Exchange

Question	Answer Key
1	B
2	C

Listen to a Classroom Conversation

Number	Answer Key
3	C
4	A

Listen to a Story

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

Listen to an Oral Presentation

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

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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 2 (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.

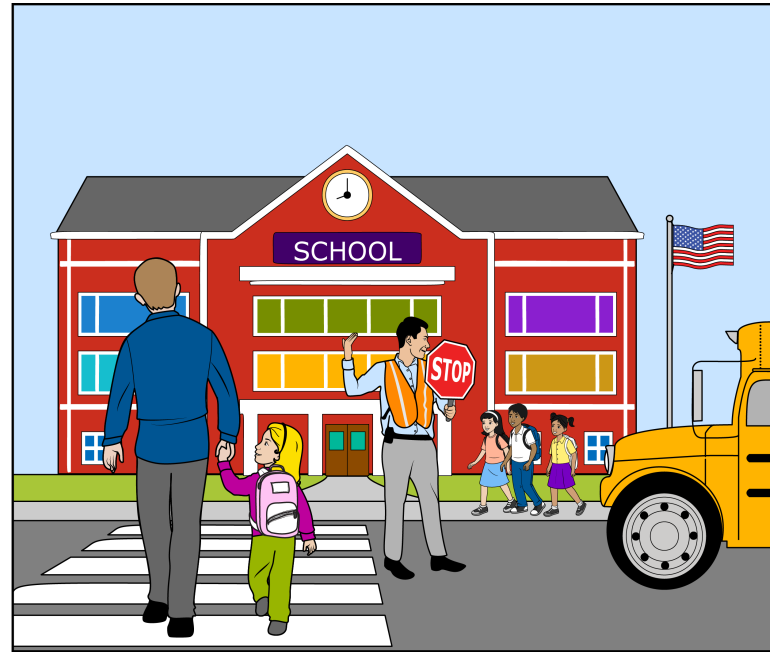
SAY Do you have any questions?

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 children on the sidewalk. SAY What are the children doing? ➡ NEXT	Anchor: ◦ Children. ◦ Doing. ◦ I don't know.	Anchor: ◦ Walking. ◦ Talking. ◦ Holding hands.
2	Point to the adult and the child crossing the road. SAY What are these people doing? ➡ NEXT	Anchor: ◦ (No response.) ◦ Dad.	Anchor: ◦ Crossing. ◦ Taking the kid to school.

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 person holding the stop sign.  SAY What is this person doing? i Wait for the student’s response.  SAY How do you know? ➡ NEXT	Anchor: ◦ Man. [Examiner: How do you know?] I don’t know.	Anchor: ◦ The person doing to stop the car. [Examiner: How do you know?] It’s ‘cause the people won’t, the people won’t . . .	Anchor: ◦ He’s stopping the bus. [Examiner: How do you know?] He’s holding the stop.
4	 Point to the backpack on the student crossing the road.  SAY Describe what this is used for. ➡ NEXT	Anchor: ◦ (Response in primary language.)	Anchor: ◦ Backpack. [Examiner: Tell me more.] Backpack.	Anchor: ◦ Putting supplies. ◦ For lunch and homework.

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. If you want me to repeat a question, you can ask me to. The first one is for practice.

PRACTICE—DO NOT RECORD

SAY You want to know if your friend finished a math worksheet. What would you say to your friend?

i 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 worksheet?"* or *"Are you done with your worksheet?"*

5

SAY You did not understand what your teacher said about an assignment. You want to know what you need to do. What would you say to your teacher?

i Function: requesting information

The student might say, *"I don't understand the assignment."* or *"What do I need to do?"*

➔ 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 just finished reading your book. You would like to get a new one from the bookshelf. What would you say to your teacher?

i Function: making a request

The student might say, *"Can I get a new book from the bookshelf?"* or *"Teacher, I need another book."*

➔ NEXT

7

SAY Your library is having story time this evening. You want your friend to come to the story time with you and your family. What would you say to your friend?

i Function: offering an invitation

The student might say, *"Do you want to go to the library with me and my family tonight?"* or *"I'd like you to come to the library to listen to a story tonight."*

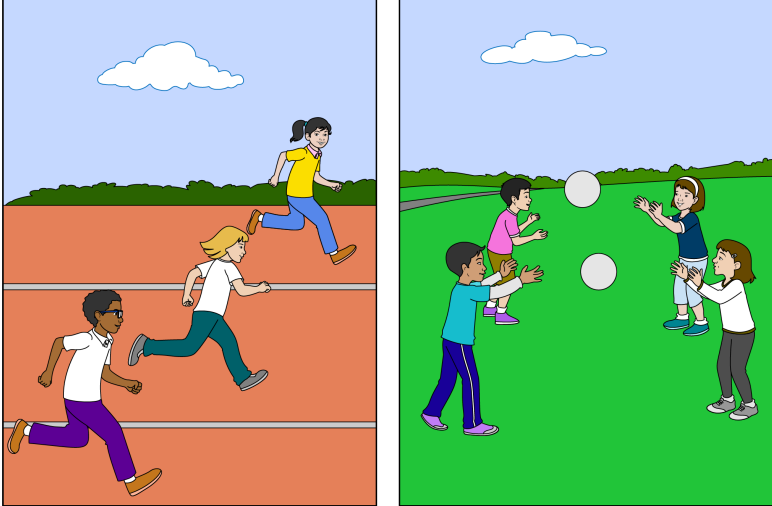
➔ NEXT

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	Assignment	Requesting information	Anchor: I would raise my hand and tell her.	Anchor: What say?	Anchor: Sorry, I didn't understand what you were saying. Can you please say it again?
6	New Book	Making a request	Anchor: I like that book.	Anchor: Could you get the book for me?	Anchor: May I please grab a new book from the bookshelf?
7	Story Time	Offering an invitation	Anchor: Let's read.	Anchor: Would you want to come with me?	Anchor: Do you want to come with me and my family to go to the library tonight?



No.	Picture	Prompt
8		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 is going outside for physical education class. Your class has a choice between running races or playing a ball game. Which activity would be better for your class to do: running races or playing a ball game? i Wait for initial choice. SAY Why do you think [running races/playing a ball game/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.

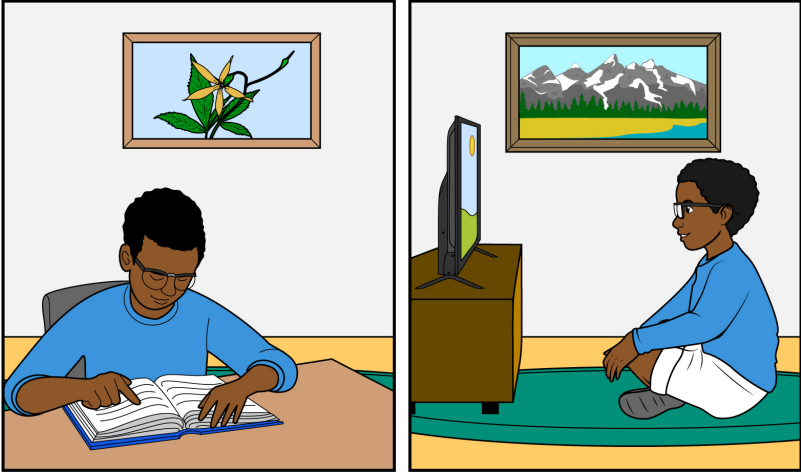
If the student points, pantomimes, or points while saying words such as this/that/these/those, say, “Tell me in words,” and repeat the question.

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: Running races. [Examiner: Why do you think running races is better?] Umm, I don't know.	Anchor A: Racing. [Examiner: Why do you think running races is better?] 'Cause you can go so fast. Anchor B: Playing a ball game. [Examiner: Why do you think playing a ball game is better?] Because when you run, you'll get tired.



No.	Picture	Prompt
9		SAY I am going to ask you for your opinion.  Point to each picture at the appropriate time while reading the question.  SAY You are doing your homework. You want to take a short break. You can choose to read a book or watch a video. Which do you choose? i Wait for initial choice. SAY Why do you think [reading a book/watching a video/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: Read a book. [Examiner: Why do you think reading a book is better?] I don't know.	Anchor A: Book. [Examiner: Why do you think reading a book is better?] Because I really like reading. Anchor B: I would choose to watch a video. [Examiner: Why do you think watching a video is better?] Because, because you could like watch YouTube.



10

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 Nae was a girl who loved to play soccer. One day her father gave her a brand new soccer ball as a gift.

Point to the second picture.

SAY Nae was very excited. She brought the ball to the park so she could practice.

Point to the third picture.

SAY When she arrived, she waved to the other kids to come and play with her. They started to play a game. Nae was very happy.

Point to the fourth picture.

SAY The best part of the game was when Nae kicked the ball into the goal. She scored the winning goal, and everyone cheered loudly.

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: I don’t know.	Anchor: The girl was he go the park and he found some guys and he played with, he played with the guys. And he was happy. [Examiner: What else can you tell me about the story?] I don’t know.	Anchor: Her dad bought her a new soccer ball and she . . . she practiced with it. And she told her friends to come over to play with her. And they started to play a game. [Examiner: What else can you tell me about the story?] (No response.)	Anchor: What’s her name again? [Examiner: Nae.] Nae? [Examiner: Nae.] Nae got a gift from her dad and she got a soccer ball. And when she got to the park, she wanted to play soccer. And some kids have arrived to play with her. And she scored the goal inside.	Anchor: This girl, she liked to play soccer and her dad, she gifted him a soccer ball. And, then, she was excited and she went to the park to practice playing. Then she went up to the other kids so they could play with her. They played with her. And her favorite part was when she kicked the ball into the goaled and everybody cheered.

**Main Points**

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

- Telephones allow people in different places to talk to each other.
- The telephone was invented over 100 years ago OR there have been many types throughout history OR throughout time, many inventors worked to make the telephone better.
- When telephones were first invented, operators had to plug in wires to connect calls so that people could talk to each other OR people could use the telephone to call someone else without an operator (connecting the wires for them).
- Phones became smaller OR people can carry cell phones in their pockets.
- Cell phones are used to find information/take pictures/play games.

**11**

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

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

 Point to the first picture.

SAY Telephones allow people in different places to talk to each other. The telephone was invented over one hundred years ago. There have been many types of phones throughout history. This picture shows a telephone operator. When telephones were first invented, operators had to plug in wires to connect calls so that people could talk to each other.

 Point to the second picture.

SAY Throughout time, many inventors worked to make the telephone better. Phones became smaller and more useful. This version of the telephone still had wires, but people could use the telephone to call someone else without an operator connecting the wires for them.

 Point to the third picture.

SAY Now cell phones are very popular. They are smaller than older phones, and people use them in many ways, like to find information, take pictures, and play games. Cell phones are so small, people can even carry them in their pockets.

 **SAY** Now it is your turn. Tell me about the history of the telephone. 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 FOUR** of the following Main Points:

- Telephones allow people in different places to talk to each other.
- The telephone was invented over 100 years ago OR there have been many types throughout history OR throughout time, many inventors worked to make the telephone better.
- When telephones were first invented, operators had to plug in wires to connect calls so that people could talk to each other OR people could use the telephone to call someone else without an operator (connecting the wires for them).
- Phones became smaller OR people can carry cell phones in their pockets.
- Cell phones are used to find information/take pictures/play games.

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 chopiness 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: Telefono.	Anchor: I use the, like the . . . there's like another phone that's definitely like the iPhone Pro, iPhone Pro Max and there's like this, this phone that has two cameras too so it's kind of like the same. But it has three on a iPhone Pro Max. But a iPhone, it just have two. [Examiner: What else can you tell me about what I told you?] So when, when in the like . . . in the past few years, they were like making the old phones like you could just use like a phone that sits down, you just could sit down in a chair. And there's this other phone that's kind of old that, that call . . . that you could press the numbers to call.	Anchor: So people use telephones and people . . . some people invented a telephone and it, it's old already. And they invented a new one. It is called a phone. [Examiner: What else can you tell me about what you heard?] And the phone fits in a pocket.	Anchor: Telephones you . . . were used to plug in so you could talk to someone. Umm, now telephones are, are getting smaller, that they still have wires, and you, you could, umm, call from just putting in numbers. And then now telephones are . . . well, cell phones are popular and you could take pictures, play games, and you could get information. [Examiner: What else can you tell me about what I told you?] That . . . umm, I don't really know.	Anchor: In one, in the 100 years ago there was a phone invented and you had to plug it to talk to other people. Then they made another one that you didn't have to plug it. And then the one right now is the one that you could carry on your pocket and you use it to play games.

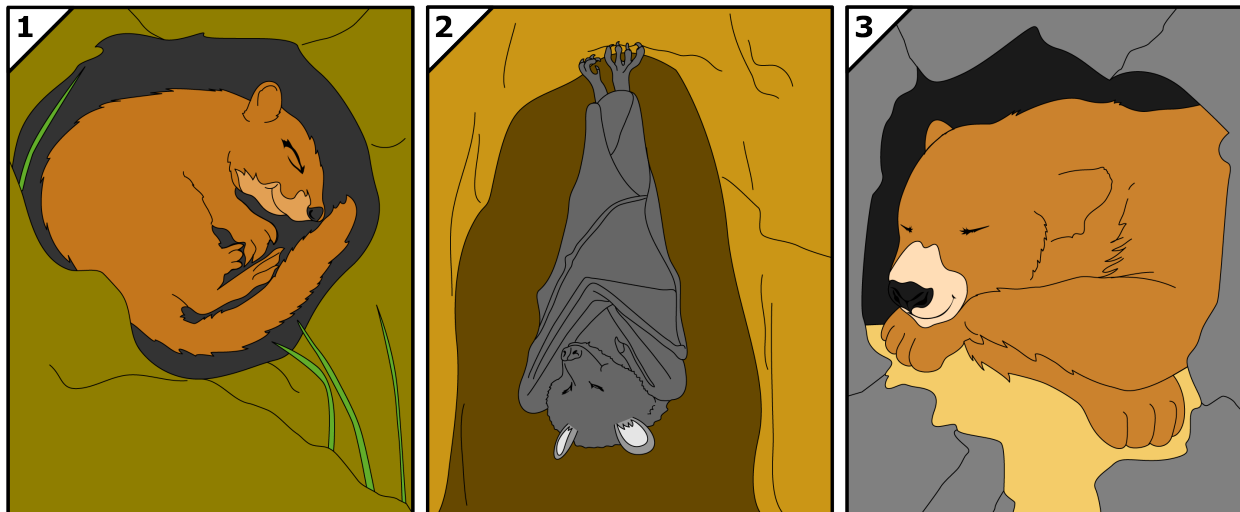
Notes:

- 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 **ONE** of the Main Points and **AT LEAST THREE** details:

- Hibernation looks like sleeping (but is different).
- Hibernation is sleeping for a long time in winter OR in a safe/warm place for the winter.
 - » Details: Woodchucks sleep (hibernate) underground (in underground dens) OR bats sleep (hibernate) in dark places/caves OR bats hang upside down OR caves are safe OR caves are warm OR bears sleep (hibernate) for long periods of time OR bears sleep/hibernate because food is hard to find in winter OR bears eat a lot of food before they go to sleep/hibernate.

**12**

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

Point to the first picture.

SAY This is a woodchuck. This woodchuck looks like it is just sleeping. But it is really hibernating. Hibernating means that the woodchuck finds a safe place and sleeps for the entire winter. Woodchucks hibernate in underground dens.

 Point to the second picture.

SAY This is a bat. In winter, bats like to hibernate in dark places. They like to hibernate in caves. Caves provide a safe and warm place to rest. Bats hang upside down in caves when they are hibernating.

 Point to the third picture.

SAY This is a bear. Bears hibernate for long periods of time in the winter. They hibernate because food is hard to find in the winter. So they eat a lot of food before they go to sleep, and then they hibernate for the winter.

 **SAY** Now it is your turn. Tell me about hibernation. 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 **ONE** of the Main Points and **AT LEAST THREE** details:

- Hibernation looks like sleeping (but is different).
- Hibernation is sleeping for a long time in winter OR in a safe/warm place for the winter.
 - » Details: Woodchucks sleep (hibernate) underground (in underground dens) OR bats sleep (hibernate) in dark places/caves OR bats hang upside down OR caves are safe OR caves are warm OR bears sleep (hibernate) for long periods of time OR bears sleep/hibernate because food is hard to find in winter OR bears eat a lot of food before they go to sleep/hibernate.

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 need to say, you say. [Examiner: Tell me about hibernation. Use the pictures to help you.] (No response.)	Anchor: Bear . . . sleeping.	Anchor: The woodchuck is sleeping underground. And the bat is sleeping in the cave. And the . . . I forgot where the bear's sleeping at. [Examiner: It's OK. Do your best.] In its cave, probably.	Anchor: Hibernation means that, umm, something finds a safe place to sleep during the winter. And they find food for the winter, because if they get out in the winter, it's going to be cold for them. And they sleep a lot. [Examiner: What else can you tell me about what you heard?] That hibernation is, umm, like, sleeping.	Anchor: Hibernation means that an animal finds a safe place and sleeps for the winter. The woodchuck and the bear hibernate. Bats hang upside down in warm caves. Bears sleep because food is hard to find.

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.
- Enter answers indicated by the student.
- For any question the student does not answer, select **[Mark as No Response]** in the Context menu.
- If a student looks for confirmation from the test examiner while reading, say, “It’s OK, do your best.”

Prompting and Scoring Guidelines for the Reading Domain

- If the student does not answer or gives an answer that is not clear, say, “Tell/Show me again.”
- If the student still does not answer, select **[Mark as No Response]** from the Context menu and move to the next question.

Beginning the Reading Test

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

When the Reading test screen comes up,

SAY This is the Reading section of the ELPAC test. You will read and answer questions. I will enter your answers into the computer. First, listen to the directions.

i Read the directions on the screen to the student.

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

Administer the Reading questions.

Students are expected to read text, questions, and answer choices independently. Test examiner does not read text, questions, or answer choices to the student. Please do not make students read the text aloud. Make sure the student has access to all the text and test questions, especially those that require scrolling or clicking to the next question within a set.

For Questions 1–4

SAY Look at the picture. Choose the sentence that matches the picture.

i Pause to allow students to read the answer choices before moving on to the next question.

Reading—Grade 2 (cont.)

For Questions 5–7

SAY Read the text, then answer the questions.

i Pause to allow students to read the answer choices before moving on to the next question.



After administering Question 7, 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. (B) 2. (C) 3. (B) 4. (A) 5. (B) 6. (A) 7. (C)

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 **[Mark as No Response]** from the Context menu for each remaining question in the test.

For Questions 8–10

SAY Read the text, then answer the questions.

i Pause to allow students to read the answer choices before moving on to the next question.

For Questions 11–18

SAY Read the story, then answer the questions.

i Pause to allow students to read the answer choices before moving on to the next question.

For Questions 19–26

SAY Read the text, then answer the questions.

i Pause to allow students to read the answer choices before moving on to the next question. To end the test, refer to the instructions listed after the directions for administering the other forms.

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 Sentence

Number	Answer Key
1	B
2	C
3	B
4	A

Read a Short Informational Passage

Number	Answer Key
5	B
6	A
7	C
8	B
9	A
10	C

Read a Literary Passage

Number	Answer Key
11	B
12	B
13	A
14	C
15	C
16	B
17	B
18	A

Read an Informational Passage

Number	Answer Key
19	C
20	A
21	C
22	A
23	C
24	B
25	A
26	B

This page is intentionally left blank.

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

1

SAY Question 1

SAY We are going to write a story together. The title of the story is “One Huge Mess.”

SAY The first sentence in the story is: I dropped the box of cereal.

SAY The second sentence should say: I need to clean the mess.

SAY The word “clean” is missing from the story.

SAY Write the word “clean.”

Point to the write-on line.

One Huge Mess

I dropped the box of cereal.

1 I need to _____ the mess.

2 _____

2

SAY Question 2

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

Point to the write-on line.

**Writing—Write an Informational Text Together****3****SAY** Question 3

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

i Read the text aloud to the students.

SAY In many places, there are four seasons in a year. The first season is spring. This is the time when plants begin to grow and flowers begin to bloom. The next season is summer. In summer, the weather gets very warm. In the fall, the weather becomes cooler. Leaves begin to change color and fall from the trees. Winter is the last season. It is often very cold. In some places it may even snow.

SAY Let's write about what we learned. The first sentence is: There are four seasons throughout the year.

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

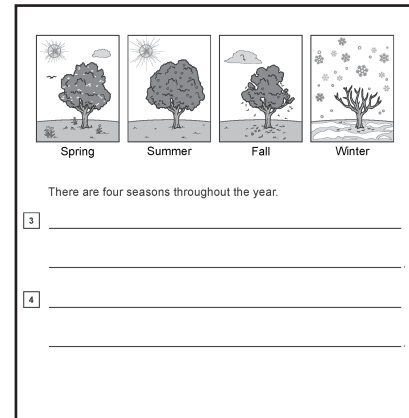
 Point to the first write-on line.

SAY The weather changes every season.

i Repeat the sentence as necessary.

Pause for the students to write.

SAY Let's read what we have written so far.
There are four seasons throughout the year.
The weather changes every season.

**4****SAY** Question 4

SAY Now it is your turn to add a sentence. Write your sentence.

 Point to the write-on line.

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

i Pause for the students to write.



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—Describe a Picture

5

SAY Question 5

SAY Write about what is happening in the picture.

Look at the picture. Write about what is happening in the picture.



5 _____

Writing—Write About an Experience

6

SAY Question 6

SAY You are going to write a paragraph in English about your personal experience. Your paragraph should include at least three complete sentences. Use descriptions, details, and examples to make your writing interesting. Check your writing for correct grammar, capital letters, punctuation, and spelling. Do not write outside the box. Please write neatly.

SAY Write about a time when you were outside having fun. Describe where you were. What were you doing? Why was it fun?

Write about a time when you were outside having fun. Describe where you were. What were you doing? Why was it fun?

6 _____

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

One Huge Mess—Question 1

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.)

One Huge Mess—Question 2

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.	
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.	
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.	
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.	

**Writing—Write an Informational Text Together****Four Seasons—Question 3**

Score	Descriptors	Anchor Samples
2	- The student writes the entire dictated sentence in the correct sequence. - Any style of letters (for example, capital, lowercase, cursive) is acceptable. For grade one, the letter may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p). For grade one, phonetic spelling is acceptable. For grade two, sight words are spelled correctly, and non-sight words are spelled phonetically.	
1	- The student attempts to write the dictated sentence, but it may not be complete. - Any style of letters (for example, capital, lowercase, cursive) is acceptable. For grade one, some words may be represented by a single initial letter only, or there may be limitations in phonetic spelling. For grade two, words may be spelled incorrectly or phonetically.	
0	- The student writes letters that are not representative of words in the dictated sentence. OR - The response is not related to the prompt. OR - The student does not provide a written response.	

Sight words for the Four Seasons Dictated Sentence test question are “the” and “every.”

NOTE: This Dictated Sentences rubric is specific to Grade 2. For Grade 2, ALL sight words in the dictated sentence must be correctly spelled for a response to receive the top score (02).



Writing—Write an Informational Text Together (cont.)

Four Seasons—Question 4

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.	It is very hot in the summer.
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.	Seasons is important for falling trees. leaves
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.	Spring is has some
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.	There are four seasons

One Huge Mess



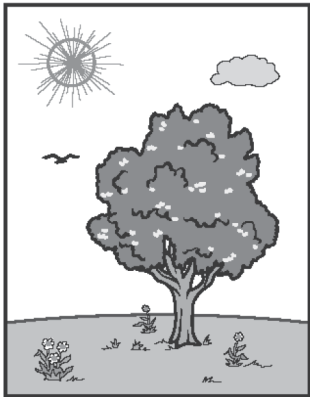
I dropped the box of cereal.

1

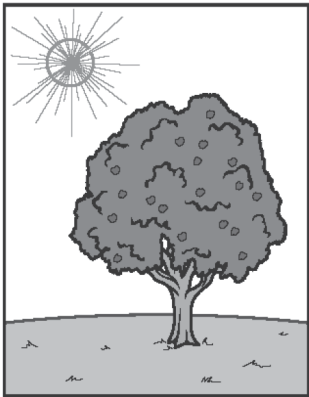
I need to _____ the mess.

2

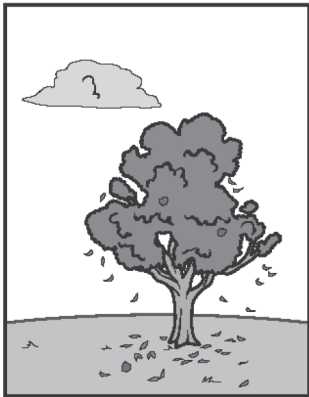
_____.



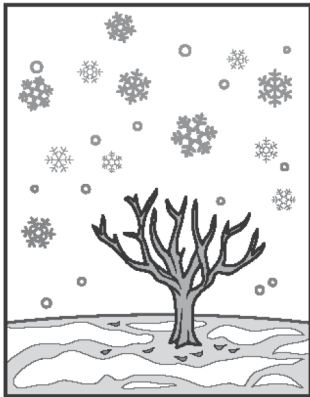
Spring



Summer



Fall



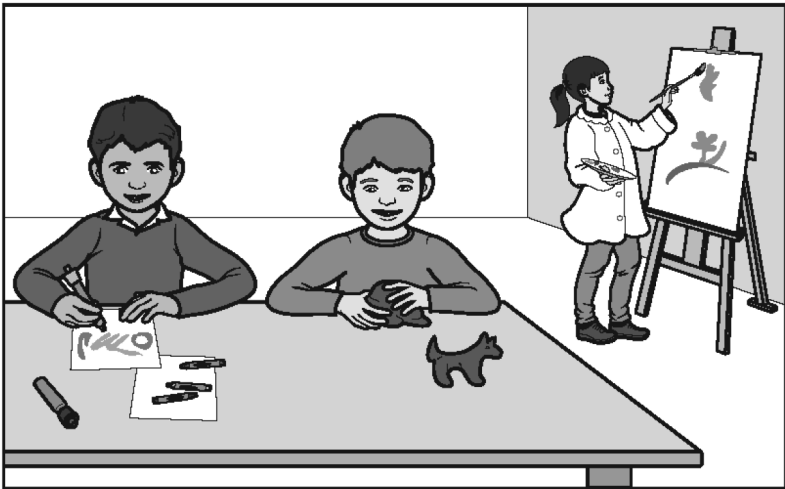
Winter

There are four seasons throughout the year.

3

4

Look at the picture. Write about what is happening in the picture.



5

Directions

You are going to write a paragraph in English about your personal experience.

- Your paragraph should include at least three complete sentences.
- Use descriptions, details, and examples to make your writing interesting.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.
- Do not write outside the box.
- Please write neatly.

Write about a time when you were outside having fun. Describe where you were. What were you doing? Why was it fun?

6

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Appendix B: Student Score Sheets

Name:

Student ID:

Grade:

LISTENING Practice Test—Grade 2

Listen to a Short Exchange

1 (A) (B) (C)

2 (A) (B) (C)

Listen to a Classroom Conversation

3 (A) (B) (C)

4 (A) (B) (C)

Listen to a Story

5 (A) (B) (C)

6 (A) (B) (C)

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)

Listen to an Oral Presentation

14 (A) (B) (C)

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—Grade 2

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)

7 (0) (1) (2)

Support an Opinion

8 (0) (1) (2)

9 (0) (1) (2)

Retell a Narrative

10 (0) (1) (2) (3) (4)

Summarize an Academic Presentation

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

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

SPEAKING Total:

Appendix B: Student Score Sheets (cont.)

READING Practice Test—Grade 2

Read and Choose a Sentence

1 (A) (B) (C)

2 (A) (B) (C)

3 (A) (B) (C)

4 (A) (B) (C)

Read a Short Informational Passage

5 (A) (B) (C)

6 (A) (B) (C)

7 (A) (B) (C)

8 (A) (B) (C)

9 (A) (B) (C)

10 (A) (B) (C)

Read a Literary Passage

11 (A) (B) (C)

12 (A) (B) (C)

13 (A) (B) (C)

14 (A) (B) (C)

15 (A) (B) (C)

16 (A) (B) (C)

17 (A) (B) (C)

18 (A) (B) (C)

Read an Informational Passage

19 (A) (B) (C)

20 (A) (B) (C)

21 (A) (B) (C)

22 (A) (B) (C)

23 (A) (B) (C)

24 (A) (B) (C)

25 (A) (B) (C)

26 (A) (B) (C)

READING Total:

WRITING Practice Test—Grade 2

Write a Story Together with Scaffolding

Question 1 [0–2]

Question 2 [0–3]

Write an Informational Text Together

Question 3 [0–2]

Question 4 [0–3]

Describe a Picture

Question 5 [0–3]

Write About an Experience

Question 6 [0–4]

WRITING Total: