

ELPAC

English Language Proficiency
Assessments for California



Practice Test Scoring Guide



Visual Impairment and Braille Grade 2

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About the Practice Test Scoring Guide

This English Language Proficiency Assessments for California (ELPAC) Practice Test Scoring Guide offers details about the questions, student response types, correct responses, and constructed-response anchor samples with justifications. This scoring guide should be used alongside the [online practice tests](#), which can be accessed on the CAASPP & ELPAC Website.

The questions selected for this practice test are designed to reflect the following:

- All task types present on the operational assessment
- The full number of questions that appear on the operational assessment
- A range of student response types
- A breadth of difficulty levels across the questions, ranging from easier to more difficult questions

The practice tests are available at each grade level and grade span. The purpose of the ELPAC practice test is to provide students with opportunities to become familiar with the types of test questions included and structure of the ELPAC. The purpose of the training test is to allow students to become familiar with the testing interface, including the accessibility tools they will encounter.

Content of the Practice Test Scoring Guide

Within this guide, tables include the following information about each question:

- **Key:** The expected student response or example response, including score point value.
- **Task Type:** Each task type is an activity that was designed to gather targeted evidence of a student's language proficiency (e.g., "Listen to a Short Exchange"). A task type may include a single question or a set of questions.
- **Primary Standard Alignment:** A reference to the assessable evidence statements of what students should know and be able to do.
- **Targeted Performance Level Descriptor (PLD):** The Summative ELPAC General PLDs (2019) describe the English language proficiency of a typical student at each of the four performance levels based on the expectations of the 2012 ELD Standards. This document provides each question's targeted PLD(s), which are the PLDs at which the question is designed to gather evidence. A question may target evidence at a single PLD or across a span of PLDs. Speaking and Writing questions often target the full span of PLDs because the scoring rubrics cover the full range of English language proficiency.

Standards Alignment

The questions are primarily aligned with the 2012 English Language Development (ELD) Standards; many questions (especially Speaking and Writing questions) also have secondary alignment to additional standards, but the secondary alignments are not listed in the Practice Test Scoring Guide metadata.

Each question has a metadata table as shown. Metadata contains specific information on the alignment of the question to the ELD Standards. The question number in the table corresponds to the sequence number of the question as it appears in the practice test.

Practice Test Items

Example of Metadata

Listening and Reading Domains

Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
1	B (1 point)	Listen to a Short Exchange Add pictures	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.	1

Speaking and Writing Domains

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
1–2	Exemplars provided on the following pages. Rubric follows question 4.	Talk About a Scene	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.	1



Listening

Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
1	B (1 point)	Listen to a Short Exchange Add pictures	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.	1
2	C (1 point)	Listen to a Short Exchange Share markers	PII.A.2 Understanding cohesion.	2
3	C (1 point)	Listen to a Classroom Conversation Recycling Challenge	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.	2
4	A (1 point)	Listen to a Classroom Conversation Recycling Challenge	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
5	A (1 point)	Listen to a Story Trip to the Flower Shop	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
6	C (1 point)	Listen to a Story Trip to the Flower Shop	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
7	B (1 point)	Listen to a Story Trip to the Flower Shop	PII.A.1 Understanding text structure.	4
8	B (1 point)	Listen to a Story Putting on a show	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
9	C (1 point)	Listen to a Story Putting on a show	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
10	A (1 point)	Listen to a Story Putting on a show	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
11	A (1 point)	Listen to a Story Little Bear and Bird	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
12	B (1 point)	Listen to a Story Little Bear and Bird	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
13	C (1 point)	Listen to a Story Little Bear and Bird	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	2

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**Listening (cont.)**

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Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
14	C (1 point)	Listen to an Oral Presentation Caterpillar butterflies	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
15	B (1 point)	Listen to an Oral Presentation Caterpillar butterflies	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	2
16	B (1 point)	Listen to an Oral Presentation Caterpillar butterflies	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
17	A (1 point)	Listen to an Oral Presentation Groundhog Day	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	2
18	C (1 point)	Listen to an Oral Presentation Groundhog Day	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
19	B (1 point)	Listen to an Oral Presentation Groundhog Day	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
20	B (1 point)	Listen to an Oral Presentation The Rose Parade	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
21	A (1 point)	Listen to an Oral Presentation The Rose Parade	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
22	C (1 point)	Listen to an Oral Presentation The Rose Parade	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4



Speaking

Talk About a Scene

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
1–2	Exemplars provided on the following pages. Rubric follows question 4.	Talk About a Scene	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.	1
3–4	Exemplars provided on the following pages. Rubric follows question 4.	Talk About a Scene	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.	2

Anchor Samples and Rubric: Questions 1–4

Question 1: School Arrival

Score	Student Response	Comments—Justifications
1	Talking. OR Going to school.	Correct response.
0	School.	Incorrect response.

Question 2: School Arrival

Score	Student Response	Comments—Justifications
1	Bringing/getting/taking kids to school. OR Field trips. OR Drive home.	Correct response.
0	Bus.	Incorrect response.

**Speaking—Talk About a Scene (cont.)****Question 3: School Arrival**

Score	Student Response	Comments—Justifications
2	Tell time. [Examiner: How is a clock helpful at school?] It tells when it's time for school/lunch/ recess/home.	• Response is relevant.
1	Time. [Examiner: How is a clock helpful at school?] School. [Examiner: Tell me more.] (No response.)	• Response is limited.
0	Clock? I don't know.	• Response is not relevant.

Question 4: School Arrival

Score	Student Response	Comments—Justifications
2	Carry things. OR To take a lunch.	• Response is relevant. • Errors in grammar do not impede meaning.
1	Holding. [Examiner: Tell me more.] (No response.)	• Response is limited.
0	I forgot.	• Response is not relevant.

**Speaking—Talk About a Scene (cont.)****Rubrics****Questions 1–2**

Score	Descriptors
1	• Correct response.
0	• Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know."

Questions 3–4

Score	Descriptors
2	• Response is relevant. • Errors in grammar, pronunciation, or intonation do not impede meaning.
1	• Response is limited or partially relevant. • Errors in grammar, pronunciation, or intonation impede meaning.
0	• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.

Scoring Rubrics

- Questions 1–2: 0–1 points
- Questions 3–4: 0–2 points



Speaking

Speech Functions

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
5–7	Exemplars provided on the following pages. Rubric follows question 5.	Speech Functions	PI.A.4 Adapting language choices to various contexts (based on task, purpose, audience, and text type).	2

Anchor Samples and Rubric: Questions 5–7

Question 5: Assignment

Function: requesting information

Score	Student Response	Comments—Justifications
2	Sorry, I didn't understand what you were saying. Can you please say it again?	• Response appropriately addresses the language function (requesting information) in a clear way. No listener effort is required to interpret meaning.
1	Umm, I need help.	• Response addresses the function (requesting information) in a limited way. Listener effort is required to interpret meaning. The response does not specify what they need help with.
0	I would raise my hand and tell her.	• Response does not address the language function (requesting information). Instead, the response provides information.

Question 6: New Book

Function: making a request

Score	Student Response	Comments—Justifications
2	May I please grab a new book from the bookshelf?	• Response appropriately addresses the language function (making a request) in a clear way. No listener effort is required to interpret meaning.
1	Could you get the book for me?	• Response addresses the language function (making a request) in a limited way. Listener effort is required to interpret meaning. • Errors in word choice ("you" instead of "I") impede meaning.
0	(Response in primary language.)	• Response contains no English.



Speaking—Speech Functions (cont.)

Question 7: Story Time

Function: offering an invitation

Score	Student Response	Comments—Justifications
2	Do you want to come with me and my family to go to the library tonight?	• Response appropriately addresses the language function (offering an invitation) in a clear way. No listener effort is required to interpret meaning. • Errors in grammar ("come . . . to go to") do not impede meaning.
1	Would you want to come with me?	• Response addresses the language function (offering an invitation) in a limited way. Listener effort is required to interpret meaning. The response is unclear and does not specify that the listener is being invited to go.
0	Let's read.	• Response does not address the language function (offering an invitation). Instead, the response makes a suggestion.

Rubric

Score	Descriptors
2	• 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.
1	• 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.
0	• Response does not address the language function. • Response contains no English. • No response, "I don't know," or is completely unintelligible.

Scoring Rubric

- 0–2 points



Speaking

Support an Opinion

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
8–9	Exemplars provided on the following pages. Rubric follows question 6.	Support an Opinion	PI.C.11 Supporting own opinions and evaluating others' opinions in speaking and writing.	2

Anchor Samples and Rubric: Questions 8–9

Question 8: Running or Ball Game

Score	Student Response	Comments—Justifications
2A	Racing. [Examiner: Why do you think running races is better?] 'Cause you can go so fast.	An opinion is expressed and supported with a relevant reason. At this age, "you can go so fast" is considered a relevant reason.
2B	Playing a ball game. [Examiner: Why do you think playing a ball game is better?] Because when you run, you'll get tired.	An opinion is expressed and supported with a relevant reason. A negative reason ("when you run, you'll get tired") is considered relevant.
1	Running races. [Examiner: Why do you think running races is better?] Umm, I don't know.	An opinion is expressed but not supported.
0	I don't know.	No response, "I don't know."



Speaking—Support an Opinion (cont.)

Question 9: Book or Video

Score	Student Response	Comments—Justifications
2A	Book. [Examiner: Why do you think reading a book is better?] Because I really like reading.	An opinion is expressed and supported with a relevant reason. At this age, "I really like reading" is considered a relevant reason.
2B	I would choose to watch a video. [Examiner: Why do you think watching a video is better?] Because, because you could like watch YouTube.	An opinion is expressed and supported with a relevant reason.
1	Read a book. [Examiner: Why do you think reading a book is better?] I don't know.	An opinion is expressed but not supported.
0	I don't know.	No response, "I don't know."

Rubric

Score	Descriptors
2	- An opinion is expressed and supported with a relevant reason. - Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
1	- 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.
0	- An opinion is not expressed. - Response contains no English. - No response, "I don't know." or is completely unintelligible.

Scoring Rubric

- 0–2 points



Speaking

Retell a Narrative

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
10	Exemplars provided on the following pages. Rubric follows question 7.	Retell A Narrative	PI.C.9 Expressing information and ideas in formal oral presentations on academic topics.	4

Anchor Samples and Rubric

Question 10: Soccer Ball

Score	Student Response	Comments—Justifications
4	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.	• Response provides a clear and detailed retelling of the narrative as supported by the pictures. • Ideas are usually connected ("And, then" and "Then"). • Grammar and word choice are varied and effective ("went to the park to practice playing" and "her favorite part"); errors do not impede meaning ("she gifted him a soccer ball"). • Speech is smooth and sustained.
3	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.	• Response retells the narrative as supported by the pictures with basic detail. • Ideas are usually cohesive and connected ("And"). • Grammar and word choice are adequate ("she got"); errors occasionally impede meaning ("scored the goal inside").
2	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.)	• Response retells the narrative as supported by the pictures but may be incomplete and lack clarity. Response does not address scoring the goal. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple. • Speech may be halting. Ellipses indicate pauses in speech production.

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Speaking—Retell a Narrative (cont.)

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Score	Student Response	Comments—Justifications
1	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, because he, he made the ball to the goal. [Examiner: What else can you tell me about the story?] I don't know.	• 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).
0	I don't know.	• No response, "I don't know."

**Speaking—Retell a Narrative (cont.)****Rubric**

Score	Descriptors
4	• 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.
3	• 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.
2	• 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.
1	• 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).
0	• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.

Scoring Rubric

- 0–4 points



Speaking

Summarize an Academic Presentation

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
11–12	Exemplars provided on the following pages. Rubric follows question 9.	Summarize an Academic Presentation	PI.C.9 Expressing information and ideas in formal oral presentations on academic topics.	4

Anchor Samples and Rubric: Questions 11–12

Question 11: History of the Telephone

Score	Student Response	Comments—Justifications
4	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.	• Response includes a clear summary of the main points and details of the presentation. • Ideas are cohesive and connected ("In one," "Then," and "And then"). • Grammar and word choice are varied and effective ("had to plug it to talk to other people"); errors do not impede meaning ("on your pocket"). • Speech is usually smooth and sustained.
3	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.	• Response includes a mostly clear summary of some of the main points of the presentation with partial details. • Ideas are usually cohesive and connected ("And then"). • Grammar and word choice are adequate; errors occasionally impede meaning ("were used to plug in"). • Pronunciation and/or intonation occasionally impede meaning. • Speech is fairly sustained, though some choppiness or halting may occur. Ellipses indicate pauses in speech production.

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**Summarize an Academic Presentation (cont.)**

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Score	Student Response	Comments—Justifications
2	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.	• Response includes a partial summary of at least one of the main points of the presentation ("the phone fits in a pocket") and lacks an understanding of the main points. • Ideas are sometimes cohesive and connected ("And"). • Grammar and word choice are simple and repetitive; errors often impede meaning ("it's old already").
1	When you like, when 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 in the like . . . in the past few years, they were 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.	• Response includes an attempt to reference the pictures but conveys little relevant information.
0	Telefono.	• Response contains no English.



Summarize an Academic Presentation (cont.)

Question 12: Hibernation

Score	Student Response	Comments—Justifications
4	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.	• Response includes a clear summary of the main points and details of the presentation. • Ideas are cohesive and connected ("because"). • Grammar and word choice are varied and effective ("hibernate for the winter" and "hard to find"). • Speech is usually smooth and sustained.
3	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.	• Response includes a mostly clear summary of some of the main points of the presentation with partial details. Response does not name the animals. • Ideas are usually cohesive and connected ("And they"). • Grammar and word choice are adequate ("they sleep a lot"); errors occasionally impede meaning ("they find food for the winter").
2	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.	• Response includes a partial summary of at least one of the main points of the presentation and lacks an understanding of the main points. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple and repetitive ("is sleeping"). • Speech may be slow, choppy, or halting. Ellipses indicate pauses in speech production.
1	Bear . . . sleeping.	• Response includes an attempt to reference the picture but conveys little relevant information. • Speech consists of isolated words related to the picture.
0	I need to say, you say.	• Response is not relevant.



Summarize an Academic Presentation (cont.)

Rubric

Score	Descriptors
4	• 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.
3	• 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.
2	• 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.
1	• 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.
0	• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.

Scoring Rubric

- 0–4 points

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

Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
1	B (1 point)	Read and Choose a Sentence They are outside in the rain	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	2
2	C (1 point)	Read and Choose a Sentence The dog is sleeping	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	2
3	B (1 point)	Read and Choose a Sentence Girl gave him a gift	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	2
4	A (1 point)	Read and Choose a Sentence He is talking on the phone	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	2
5	B (1 point)	Read a Short Informational Passage Giraffes	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
6	A (1 point)	Read a Short Informational Passage Giraffes	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	2
7	C (1 point)	Read a Short Informational Passage Giraffes	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area.	3
8	B (1 point)	Read a Short Informational Passage American Barn Owls	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
9	A (1 point)	Read a Short Informational Passage American Barn Owls	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	2

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**Reading (cont.)**

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Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
10	C (1 point)	Read a Short Informational Passage American Barn Owls	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area.	3
11	B (1 point)	Read a Literary Passage Road Trip	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	2
12	B (1 point)	Read a Literary Passage Road Trip	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	2
13	A (1 point)	Read a Literary Passage Road Trip	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
14	C (1 point)	Read a Literary Passage Road Trip	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	4
15	C (1 point)	Read a Literary Passage Chicken Chores	PII.A.2 Understanding cohesion.	4
16	B (1 point)	Read a Literary Passage Chicken Chores	PII.A.1 Understanding text structure.	3
17	B (1 point)	Read a Literary Passage Chicken Chores	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
18	A (1 point)	Read a Literary Passage Chicken Chores	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	4

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Reading (cont.)

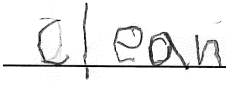
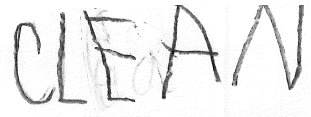
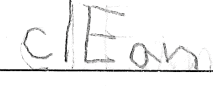
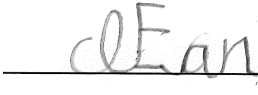
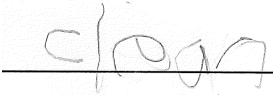
(continued from previous page)

Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
19	C (1 point)	Read an Informational Passage National Parks	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	4
20	A (1 point)	Read an Informational Passage National Parks	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
21	C (1 point)	Read an Informational Passage National Parks	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
22	A (1 point)	Read an Informational Passage National Parks	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	2
23	C (1 point)	Read an Informational Passage Japanese Cherry Trees	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
24	B (1 point)	Read an Informational Passage Japanese Cherry Trees	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
25	A (1 point)	Read an Informational Passage Japanese Cherry Trees	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area.	4
26	B (1 point)	Read an Informational Passage Japanese Cherry Trees	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3

**Writing****Writing Words**

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
1	Exemplars provided on the following pages. Rubric follows question 1.	Write a Story Together with Scaffolding	PI.A.2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia).	3

Anchor Samples and Rubric**Question 1: One Huge Mess "clean"****Score 2**

A-1  Key Codes: 2A	A-2  Key Codes: 2A, GA	A-3  Key Codes: 2A, GA
A-4  Key Codes: 2A, GA	A-5  Key Codes: 2A, GA	A-6  Key Codes: 2A, GA
A-7  Key Codes: 2A, GA	A-8  Key Codes: 2A	A-9  Key Codes: 2A

Key Code	Rubric Elements
2A	The word is written correctly.
GA	Letters may be of any style (for example, capital, lowercase, cursive).

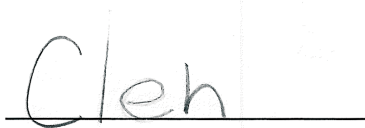
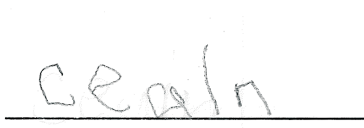
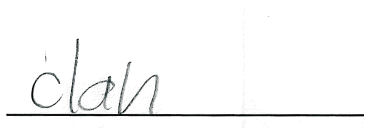
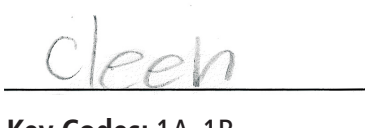
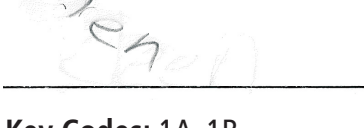
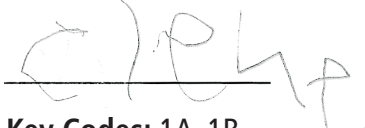
Please refer to page 25 for instructions about using the key codes.



Writing Words (cont.)

Question 1: One Huge Mess "clean"

Score 1

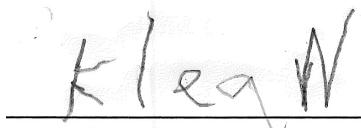
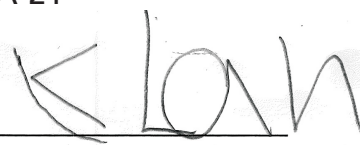
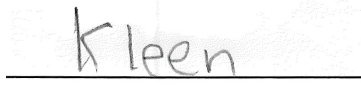
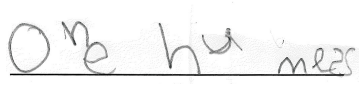
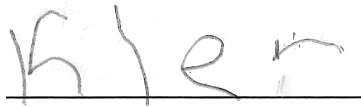
A-10  Key Codes: 1A, 1B	A-11  Key Codes: 1A, 1B	A-12  Key Codes: 1A, 1B
A-13  Key Codes: 1A, 1B	A-14  Key Codes: 1A, 1B	A-15  Key Codes: 1A, 1B
A-16  Key Codes: 1A, 1B	A-17  Key Codes: 1A, 1B	A-18  Key Codes: 1A, 1B

Key Code	Rubric Elements
1A	The response includes the correct initial letter in the initial position.
1B	The response includes one or more additional letters (any position in the word).
GA	Letters may be of any style (for example, capital, lowercase, cursive).

Please refer to page 25 for instructions about using the key codes.

**Writing Words (cont.)****Question 1: One Huge Mess "clean"**

Score 0

A-19  Key Codes: 0A At Grade 2, phonetic spelling is not acceptable; this response does not get credit for having the correct initial letter.	A-20  Key Codes: 0B	A-21  Key Codes: 0A At Grade 2, phonetic spelling is not acceptable; this response does not get credit for having the correct initial letter.
A-22  Key Codes: 0A	A-23  Key Codes: 0B	A-24  Key Codes: 0B
A-25  Key Codes: 0A At Grade 2, phonetic spelling is not acceptable; this response does not get credit for having the correct initial letter.	A-26  Key Codes: 0B	A-27  Key Codes: 0B

Key Code	Rubric Elements
0A	The response includes letters that are not representative of letters in the stated word.
0B	A response that copies all or part of a word on the answer booklet page automatically receives a score of 0.
0C	The response includes only content that is not representative of letters in the English alphabet.
0D	The student writes one or more letters from the stated word, but in the incorrect position.
0E	The student provides no written response.

Please refer to page 25 for instructions about using the key codes.



Writing Words (cont.)

Rubric

Score	Descriptors
2	- The student correctly writes the word. - Any style of letters (for example, capital, lowercase, cursive) is acceptable.
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). - Any style of letters (for example, capital, lowercase, cursive) is acceptable.
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.

Scoring Rubric

- 0–2 points

NOTE: This Writing Words rubric is specific to Grade 2. Kindergarten and Grade 1 have slightly different scoring descriptors.

Key Codes For Rubric Elements

Key codes have two sequential numbers or letters and represent key elements of the rubric. The first character is either

- a number (2, 1, or 0) that references a particular score point, or
- the letter "G" which represents a general characteristic across all score points of the rubric.

The second character is a letter (A–E) that identifies the particular element of the rubric.

For example, in a key code of "1A," "1" represents the score point 1 portion of the rubric and "A" identifies "The response includes the correct initial letter in the initial position."



Writing

Independent Sentences: Question 2

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
2	Exemplars provided on the following pages. Rubric follows question 2.	Write a Story Together with Scaffolding	PI.C.10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	3

Anchor Samples and Rubric

Question 2: One Huge Mess

Score 3

A-28

I brush the cereal all
up.

Comments—Justifications:

- The student writes an original sentence that is appropriate and relevant to the task.
- The words in the sentence are recognizable.
- The student uses effective grade-appropriate grammar and word choice.
- Errors in spelling are present ("cerial" for "cereal"), but they do not interfere with meaning.

A-29

My Dad helps me clean
up from the floor.

Comments—Justifications:

- The student writes an original sentence that is appropriate and relevant to the task.
- The words in the sentence are recognizable.
- The student uses effective grade-appropriate grammar and word choice. The use of the preposition "from" does not impede meaning and is acceptable.

**Writing—Independent Sentences (cont.)****Question 2: One Huge Mess****Score 2**

A-30

We wel cd up the circls
on the flr.

Comments—Justifications:

- The student writes an original sentence that partly addresses the task.
- A few words may not be recognizable ("cn" and "cirls").
- Limitations in phonetic spelling ("wel" and "flr") and grammar may impede meaning.

A-31

Da Dad hlp gr:l to brn

Comments—Justifications:

- The student writes an original sentence that partly addresses the task.
- A few words may not be recognizable ("brn").
- Limitations in phonetic spelling ("Da" and "hlp"), grammar, and word choice ("to brn" for "to broom") may impede meaning.

**Writing—Independent Sentences (cont.)****Question 2: One Huge Mess****Score 1**

A-32

I no 64tr at the 5006

Comments—Justifications:

- The student attempts to address the task but the response conveys little relevant information.
- Severe limitations in phonetic spelling, grammar, and word choice impede meaning.

A-33

He mK Kch fff crl

Comments—Justifications:

- The student attempts to address the task but the response conveys little relevant information.
- Severe limitations in phonetic spelling, grammar, and word choice impede meaning. The response contains only one recognizable word ("He").

Score 0

A-34

fad fad

Comments—Justifications:

- The response is not related to the prompt.

A-35

abta

Comments—Justifications:

- The student writes letters that are not representative of words in English.



Writing—Independent Sentences (cont.)

Rubric

Score	Descriptors
3	• The student writes an original sentence(s). The response is appropriate and relevant to the task. • The words in the sentence are recognizable. • 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.
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. • 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. • 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.

Scoring Rubric

- 0–3 points

NOTE: This Independent Sentences rubric is specific to Grade 2. Grade 1 has slightly different scoring descriptors.



Writing

Dictated Sentences: Question 3

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
3	Exemplars provided on the following pages. Rubric follows question 4.	Write an Informational Text Together	PI.A.2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia).	3

Anchor Samples and Rubric

Question 3: 4 Seasons

Score 2

A-36

The weather changes
every season.

Comments–Justifications:

- The student writes the entire dictated sentence in the correct sequence.
- Sight words are spelled correctly.

A-37

The weather changes
every season

Comments–Justifications:

- The student writes the entire dictated sentence in the correct sequence.
- Any style of letters (lowercase t in "the" at the beginning of the sentence) is acceptable.
- Sight words are spelled correctly and non-sight words are spelled phonetically.

**Writing—Dictated Sentences (cont.)****Question 3: 4 Seasons****Score 1**

A-38

the Wether ch an bes

Comments—Justifications:

- The student attempts to write the dictated sentence, but it is not complete.
- Any style of letters (capital W in Wether) is acceptable.

A-39

The wether change evr seson

Comments—Justifications:

- The student attempts to write the dictated sentence, but errors prevent a score of 2.
- Any style of letters (for example, capital, lowercase, cursive) is acceptable.
- The sight word "every" is misspelled and not acceptable for a score of 2.

Score 0

A-40

ad cel

Comments—Justifications:

- The student writes letters that are not representative of the words in the dictated sentence.

A-41

Looh

Comments—Justifications:

- The student writes letters that are not representative of the words in the dictated sentence.



Writing—Dictated Sentences (cont.)

Rubric

Score	Descriptors
2	• The student writes the entire dictated sentence in the correct sequence. • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • 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. • Words may be spelled incorrectly or phonetically.
0	• The student writes letters that are not representative of the words in the dictated sentence. OR • The response is not related to the prompt. OR • The student does not provide a written response.

Scoring Rubric

- 0–2 points
- Sight words for 4 Seasons Dictated Sentence test question are “the,” “change,” and “every.”

NOTE: This Dictated Sentences rubric is specific to Grade 2. Grade 1 has slightly different scoring descriptors.



Writing

Independent Sentences: Question 4

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
4	Exemplars provided on the following pages. Rubric follows question 4.	Write an Informational Text Together	PI.C.10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.	3

Question 4

Score 3

A-42

It is very hot in the summer.

Comments–Justifications:

- The student writes an original sentence that is appropriate and relevant to the task.
- The words in the sentence are recognizable.
- The student uses effective grade-appropriate grammar and word choice.

A-43

The first season is spring

Comments–Justifications:

- The student writes an original sentence that is appropriate and relevant to the task.
- The words in the sentence are recognizable.
- The student uses effective grade-appropriate grammar and word choice.
- Errors in punctuation are present (missing period at the end of the sentence), but they do not interfere with meaning.

**Writing—Independent Sentences (cont.)****Question 4: 4 Seasons****Score 2**

A-44

Seasons is important for faling tress

leaves

Comments—Justifications:

- The student writes an original sentence that partly addresses the task.
- Limitations in phonetic spelling ("faling," "tress," and "leavs"), grammar, and/or word choice may impede meaning.

A-45

Sum is very wkm

Comments—Justifications:

- The student writes an original sentence that partly addresses the task.
- Limitations in phonetic spelling ("sum") and word choice may impede meaning.

Score 1

A-46

Spring is has and

Comments—Justifications:

- The student attempts to address the task but conveys little relevant information.
- Many words may not be recognizable.
- Severe limitations in phonetic spelling, grammar, and word choice impede meaning.

A-47

Fall clor

Comments—Justifications:

- The student attempts to address the task but conveys little relevant information. The student writes a phrase.
- Severe limitations in phonetic spelling ("clor") impede meaning.

**Writing—Independent Sentences (cont.)****Question 4: 4 Seasons**

Score 0

A-48

There are

four seasons

Comments—Justifications:

- The student copies the printed sentence that is provided in the Answer Book without adding original language.

A-49

Spring, summer, fall

winter

Comments—Justifications:

- The student copies part of the printed text that is provided in the Answer Book without adding original language.



Writing—Independent Sentences (cont.)

Rubric

Score	Descriptors
3	• The student writes an original sentence(s). The response is appropriate and relevant to the task. • The words in the sentence are recognizable. • 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.
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. • 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. • 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.

Scoring Rubric

- 0–3 points

NOTE: This Independent Sentences rubric is specific to Grade 2. Grade 1 has slightly different scoring descriptors.



Writing

Independent Sentences: Question 5

Question	Key	Task Type	Primary Alignment	Targeted PLD
5	Exemplars provided on the following pages. Rubric follows question 5.	Describe a Picture	PI.C.10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.	4

Anchor Samples and Rubric

Question 5: Art Class

Score 3

A-50

One boy is yousing playdo the
other boy coloring and the
gril is painting

Comments–Justifications:

- The student writes an original sentence that is appropriate and relevant to the task.
- The words in the sentence are recognizable.
- The student uses effective grade-appropriate grammar and word choice.
- Errors in spelling ("yousing" and "gril") and punctuation are present, but they do not interfere with meaning.

A-51

One gril and two boys are
doing art

Comments–Justifications:

- The student writes an original sentence that is appropriate and relevant to the task.
- The words in the sentence are recognizable.
- The student uses effective grade-appropriate grammar and word choice.
- Errors in spelling ("gril") and punctuation are present, but they do not interfere with meaning.

**Writing—Independent Sentences (cont.)****Question 5: Art Class****Score 2**

A-52

A girl is doing a
art is a flowe and
a boy is use

Comments—Justifications:

- The student writes an original sentence that partly addresses the task but is not complete.
- Limitations in grammar ("doing a art is a flowe") may impede meaning.

A-53

A boy is mdk a paldo Uder
boy clor

Comments—Justifications:

- The student writes an original sentence that partly addresses the task.
- A few words may not be recognizable ("mdk" and "paldo").
- Limitations in phonetic spelling ("uder" and "clor"), grammar, and word choice may impede meaning.

**Writing—Independent Sentences (cont.)****Question 5: Art Class****Score 1**

A-54

Comments—Justifications:

- The student attempts to address the task but conveys little relevant information.
- Many words may not be recognizable ("bog" and "pate").
- Severe limitations in phonetic spelling impede meaning.

A-55

Comments—Justifications:

- The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word.
- Many words are not recognizable.
- Severe limitations in phonetic spelling impede meaning.
- The response includes some unrelated letters.

Score 0

A-56

Comments—Justifications:

- The student writes letters that are not representative of words in English.

A-57

Comments—Justifications:

- The student copies part of the printed instructions that are provided in the Answer Book.



Writing—Independent Sentences (cont.)

Rubric

Score	Descriptors
3	• The student writes an original sentence(s). The response is appropriate and relevant to the task. • The words in the sentence are recognizable. • 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.
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. • 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. • 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.

Scoring Rubric

- 0–3 points

NOTE: This Independent Sentences rubric is specific to Grade 2. Grade 1 has slightly different scoring descriptors.



Writing

Write About an Experience

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
6	Exemplars provided on the following pages. Rubric follows question 6.	Write About an Experience	PI.C.12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.	4

Anchor Samples and Rubric

Question 6: Fun Outdoors

Score 4

A-58

I went camping. my fren came
wit me we put up a tent.
we had mashmalows

Comments—Justifications:

- The response provides a full and complete account of the experience named in the prompt using well-developed descriptions and details.
- The response is readily coherent.
- Grammar and word choice are varied and generally effective. Minor errors do not impede meaning.
- Minor errors in spelling ("fren," "wit," and "mashmalows") and punctuation may be present, but they do not impede meaning.
- The response includes a paragraph of at least three sentences.

**Writing—Write About an Experience (cont.)****Question 6: Fun Outdoors****Score 4 (cont.)**

A-59

My brother was playing
soccer. I told him I
can play soccer too.
He said yes and we
won. It was on grass.

Comments—Justifications:

- The response provides a full and complete account of the experience named in the prompt using well-developed descriptions and details.
- The response is readily coherent.
- Grammar and word choice are varied and generally effective. Minor errors do not impede meaning.
- The response includes a paragraph of at least three sentences.

**Writing—Write About an Experience (cont.)****Question 6: Fun Outdoors****Score 3**

A-60

My family went to a summer
camp. It was fun becus it had
canus

Comments—Justifications:

- The response provides a generally complete account of an experience relevant to the prompt using some details.
- The response is mostly coherent.
- Errors in spelling ("canus") may impede meaning at times.
- The response includes two sentences.

A-61

My frnd had a
free hous. He
let me come in
it.

Comments—Justifications:

- The response provides a generally complete account of an experience relevant to the prompt using some details.
- The response is mostly coherent.
- Errors in spelling ("fern" for "friend") may impede meaning at times.
- The response includes two sentences.

**Writing—Write About an Experience (cont.)****Question 6: Fun Outdoors****Score 2**

A-62

I played beisball

Comments—Justifications:

- The response provides a partial account of an experience related to the prompt using some details.
- The response is somewhat coherent.
- Errors in spelling ("beisball") may frequently impede meaning.
- The response includes one sentence.

A-63

I played barbes
in gdn

Comments—Justifications:

- The response provides a partial account of an experience related to the prompt using some details.
- The response is somewhat coherent.
- Errors and limitations in grammar and word choice may impede meaning.
- Errors in spelling ("plaed," "barbes," and "gdn") may frequently impede meaning.
- The response includes one sentence.

**Writing—Write About an Experience (cont.)****Question 6: Fun Outdoors****Score 1**

A-64

I played**Comments—Justifications:**

- The response provides a limited account of a personal experience and conveys little relevant information.
- The response consists of an isolated phrase.

A-65

Grass Soft**Comments—Justifications:**

- The response consists of a list of answers to parts of the prompt. There are no sentences, only isolated words.
- The response lacks coherence.
- Errors in spelling and punctuation may severely impede meaning.

Score 0

A-66

outside having fun**Comments—Justifications:**

- The response copies the prompt.

A-67

Nose**Comments—Justifications:**

- The response does not relate to a personal experience.

**Writing—Write About an Experience (cont.)****Rubric**

Score	Descriptors
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 and punctuation may be present, but they do not impede meaning. • The response typically includes a paragraph of at least three sentences.
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 and punctuation may impede meaning at times. • The response typically includes at least two sentences.
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 and punctuation may frequently impede meaning. • The response includes at least one sentence.
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 and punctuation may severely impede meaning.
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.

Scoring Rubric

- 0–4 points

NOTE: This Write About an Experience rubric is specific to Grade 2. Grade 1 and Grades 3–12 have slightly different scoring descriptors.