
ELPAC

English Language Proficiency
Assessments for California



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



Practice Test Grades 3–5

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.Grade3-12.pdf

About the *Directions for Administration* (cont.)

Using the *DFA*

Table 2 includes symbols that indicate instructions for test examiners:

Table 2. Instructional Symbols for Test Examiners

Guide to Administration Scripts in This <i>DFA</i>	How the Test Examiner Should Proceed
	The test examiner reads the material aloud to the student.
	The test examiner is required to press the record button on the student's screen before reading the SAY text.
	The test examiner is required to point to the text or pictures on the student's screen.
	Information for the test examiner
	Advance to the next question
	Stopping-marker directions

Listening—Grades 3–5

Special Directions for Listening

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

Beginning the Listening Test

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

i When the Listening test screen comes up,

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

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



Listening Scoring Keys

Listen to a Short Exchange

Question	Answer Key
1	A
2	A
3	B

Listen to a Classroom Conversation

Question	Answer Key
4	C
5	C
6	B

Listen to a Story

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

Listen to an Oral Presentation

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

Speaking—Grades 3–5

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

Prompting and Scoring Guidelines for the Speaking Domain

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

Speaking—Grades 3–5 (cont.)

Beginning the Speaking Test

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

Speaking Logon Instructions

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

Student Testing Interface

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

Recording Device Check

 Point to the microphone.

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

 **SAY** Describe your favorite food.

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

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

Sound and Video Playback Check

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

SAY Could you hear the sound OK?

i Pause for the student's response.

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

SAY Do you have any questions?

i Answer the student's questions.

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

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

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



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 person holding a phone. SAY What is this person doing? ➔ NEXT	Anchor: ◦ Teacher. ◦ Phone. ◦ I don't know.	Anchor: ◦ Doing a movie. ◦ Filming/recording/calling. ◦ Taking a picture.
2	Point to the boy standing behind the table. SAY What is this boy doing? ➔ NEXT	Anchor: ◦ Plane. ◦ Boy.	Anchor: ◦ Hold/made a plane. ◦ He's showing a pep-, paper airplane.

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 entire scene.  SAY What are the students learning about? i Wait for the student's response. SAY How do you know? ➡ NEXT	Anchor: ◦ Students learning. [Examiner: How do you know?] I don't know.	Anchor: ◦ How planes fly? [Examiner: How do you know?] There's a bunch of pictures.	Anchor: ◦ About how planes fly. [Examiner: How do you know?] Because it shows "How Planes Fly."
4	 Point to the objects on the table.  SAY Describe what the items on the table can be used for. ➡ NEXT	Anchor: ◦ Table. [Examiner: Tell me more.] I don't know.	Anchor: ◦ Glue, scissors, and tape.	Anchor: ◦ Making paper airplanes. ◦ Coloring, cutting, gluing.

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. Remember to answer all questions in English. 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 missed what your teacher said about something special that will happen during the school day. You want to know what will happen. What would you say to your teacher?

i Function: requesting information

The student might say, *"What did you tell us about the special event today?"* or *"I want to know about the special event that is happening today."*

➔ NEXT



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

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

6

SAY Your class is creating projects for a science fair. You want your friend to help you decide between making a bottle rocket or building a solar oven. What could you say to your friend?

i Function: asking for information/requesting assistance

The student might say, *"Should I make a bottle rocket or build a solar oven?"* or *"What do you think I should make for my science fair project?"*

➔ NEXT

7

SAY You want to ask your friend to join you at a table. What would you say to your friend?

i Function: offering an invitation

The student might say, *"Would you like to sit with me?"* or *"Come join me at this table."*

➔ 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	Special Event	Requesting information	Anchor: Uhh . . . if you're in school? Umm . . . we went school on the bus or car.	Anchor: What is it?	Anchor: Can you please repeat what you said?
6	Science Project Opinion	Asking for information/ Requesting assistance	Anchor: Uhh, I would want to choose the solar oven.	Anchor: Can you help me build this bottle rocket?	Anchor: Could you please help me decide which science project I should do?
7	Invite to Table	Offering an invitation	Anchor: Can I join you?	Anchor: Can you like to sit with me?	Anchor: Can you, will you join me at a table?



No.	Picture	Prompt
8	 stock.adobe.com  stock.adobe.com	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 teacher will take your class on a field trip. She is considering taking your class to either a car museum or a car factory. Which one do you think would be the better choice for your class? i Wait for initial choice. SAY Explain your choice by giving relevant reasons to support your opinion.  NEXT

Prompting Guidelines: Support an Opinion

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

If the student points 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:

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

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

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

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

Score 0	Score 1	Score 2	Score 3
• An opinion is not expressed. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated words or phrases.	• An opinion is expressed and supported using simple language and at least one simple relevant reason, or repeats language from the prompt. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting.	• An opinion is expressed and supported using effective language* and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
Anchor: I don't know.	Anchor: In my opinion, the museum. [Examiner: Explain your choice by giving relevant reasons to support your opinion.] I don't know.	Anchor: I'd rather go to the car factory. [Examiner: Explain your choice by giving relevant reasons to support your opinion.] So I'd rather go to the factories because it's way cooler and more fun. [Examiner: Tell me more about your choice.] It's more fun.	Anchor A: A car museum. [Examiner: Explain your choice by giving relevant reasons to support your opinion.] I'd rather pick a car museum because I can see old cars from the past and learn how they were made. Anchor B: A car factory. [Examiner: Explain your choice by giving relevant reasons to support your opinion.] I think going to a car factory is better because it will show you how they make cars.

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



No.	Picture	Prompt
9	 stock.adobe.com  stock.adobe.com	SAY I am going to ask you for your opinion.  Point to each picture at the appropriate time while reading the question. SAY  Your teacher wants your class to learn how to play a new sport. She discusses both tennis and volleyball with the class. Which one do you think would be a better option for your class to learn? i Wait for initial choice. SAY Explain your choice by giving relevant reasons to support your opinion.  NEXT

Prompting Guidelines: Support an Opinion

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

If the student points 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:

"Explain your choice by giving relevant reasons to support your opinion."

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

"Explain your choice by giving relevant reasons to support your opinion."

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

Score 0	Score 1	Score 2	Score 3
• An opinion is not expressed. • Response contains no English. • No response, “I don’t know,” or is completely unintelligible.	• An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated words or phrases.	• An opinion is expressed and supported using simple language and at least one simple relevant reason, or repeats language from the prompt. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting.	• An opinion is expressed and supported using effective language* and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
Anchor: (No response.)	Anchor: Tennis because, I don’t know. I don’t know.	Anchor: I think a better option for my class to learn a new sport would be volleyball. [Examiner: Explain your choice by giving relevant reasons to support your opinion.] I think volleyball would be a better option because you’re inside not outside. [Examiner: Tell me more about your choice.] That’s the only thing I can tell.	Anchor A: In my opinion, I would, uhh, the better choice for my class is tennis. [Examiner: Explain your choice by giving relevant reasons to support your opinion.] Umm, we haven’t learned tennis at school yet and we have learned volleyball. Anchor B: In my opinion, volleyball. [Examiner: Explain your choice by giving relevant reasons to support your opinion.] I choose volleyball because I know how to play volleyball and I can teach my friends.

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



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 One day during first recess, it rained so hard the students could not go outside. They had to play in the gym. Maya asked her friend Isaac to play a game with her.

Point to the second picture.

SAY Just before lunch it stopped raining, and the students were able to go outside. There were puddles of water along the edges of the playground. Isaac was talking to Maya when he stepped in a puddle and got his shoes wet.

Point to the third picture.

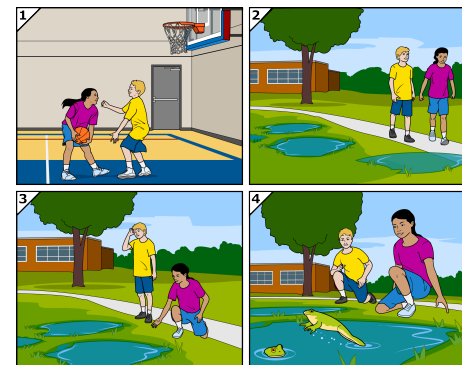
SAY They were about to go back to class when suddenly they heard a strange sound. They stopped to listen. Maya and Isaac moved closer to a big puddle where the sound was coming from.

Point to the fourth picture.

SAY There were frogs in the puddle! One frog jumped and made a big splash and another made a loud croak! Maya and Isaac enjoyed watching the frogs so much, they forgot Isaac's shoes were wet!

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 only once.

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 choppy 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: (Response in primary language.)	Anchor: So, first, uhh, umm, umm, they play. [Examiner: What else can you tell me about the story?] Umm, umm, a frog.	Anchor: One day, it was a really rainy day so they couldn't play outside. Umm, Is-, Maya told Isaac, let's go outside and play. And they went outside. Isaac got his shoes wet. And they heard a sound. So they got closer to the sound and they realized it was a frog. I'm done.	Anchor: One day, the, it was, it was raining so hard that the students had to play in the gym. Then, umm, they, the students went out, outside to get a walk. Then one of the student's shoes got wet. And they, and then they heard a strange noise. Last, they went to the puddle that they, that they umm, heard the strange noise and they even forgot that the student's shoe was wet.	Anchor: One day, it was raining really hard, so they had to play inside the gym. Mica asked Isaac if she, if they, if he, he wanted to play basketball. Not long after lunch, they, it stopped raining. They went outside to play, and noticed that there were large puddles. They were talking and, Isaac stepped in a puddle and his shoes got all wet. Right when the, they were about to leave because the bell rang, they heard a sound. They walked closer to the puddle that made the sound, and found out that there were frogs in the, in the pond, in the puddle. One jumped, had a big jump that made a big splash, while the other croaked a loud croak. The two, the, Mica and Isaac were happy to watch them that they forgot about Isaac's shoes.

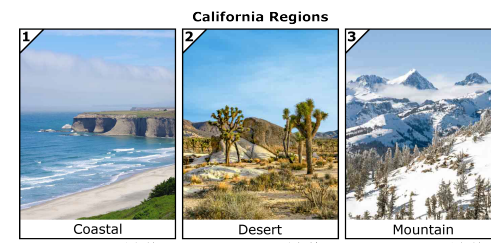
**Main Points**

A full response includes **ALL** of the following Main Points and **AT LEAST TWO** details for each Main Point.

- California has a coastal region.
 - » Details: It is next to the Pacific Ocean OR It includes beaches OR It has a mild climate OR There are many ocean animals (including whales and seals) OR There is a lot of plant life (including giant redwood trees).
- California has desert regions.
 - » Details: They are dry and bare OR They do not get much rain OR Animals like snakes/coyotes/tortoises live there OR They have plants like desert grasses/scrub bushes/cacti.
- California has mountain regions.
 - » Details: California has (two) mountain ranges OR Some of the mountains stay snowy all year OR The mountains have pine forests OR Animals like bears/mountain lions live there.

SAY You are going to listen to some information about three regions, or areas, of California that are very different from each other. There are pictures on the screen that go along with the information. You may take notes as you listen. The presentation can be played only once and will not be paused.

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



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



- describe the three California regions,
- give details about what can be found in the different regions, and
- use relevant details and clear language.

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

Recorded Audio Script

A region is an area of land that has shared features, such as weather, animals, or plants. California has several natural regions. Today, we’ll talk about the coastal, desert, and mountain regions. Different kinds of plants and animals live in each region.

-  Picture one shows part of the California coastal region. This region includes beaches and other land by the Pacific Ocean. Because this area has a mild climate, there is a lot of wildlife. Ocean animals include dolphins, whales, and seals. There is also a lot of plant life, ranging from small wildflowers to giant redwood trees.
-  Picture two shows one of California's deserts, where the landscape is dry and bare instead of lush and green. The desert regions get only a few inches of rain each year. Animals like snakes, coyotes, and desert tortoises live here in spite of hot days and very little water. Plant life includes desert grasses, scrub bushes, and different varieties of cactus plants.
-  Picture three shows a California mountain region. The state has two mountain ranges, or groups of mountains. Some of the mountains are so high that they stay snowy all year round. California mountains are often covered with pine tree forests. These mountains are home to black bears, mountain lions, and smaller mammals that do not mind cold temperatures.
-

➡ NEXT

11



SAY

Summarize the information you heard. Be sure to



- **describe the three California regions,**
- **give details about what can be found in the different regions, and**
- **use relevant details and clear language.**

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

➡ NEXT

Prompting Guidelines: Summarize an Academic Presentation

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

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

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

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

**Main Points**

A full response includes **ALL** of the following Main Points and **AT LEAST TWO** details for each Main Point.

- California has a coastal region.
 - » Details: It is next to the Pacific Ocean OR It includes beaches OR It has a mild climate OR There are many ocean animals (including whales and seals) OR There is a lot of plant life (including giant redwood trees).
- California has desert regions.
 - » Details: They are dry and bare OR They do not get much rain OR Animals like snakes/coyotes/tortoises live there OR They have plants like desert grasses/scrub bushes/cacti.
- California has mountain regions.
 - » Details: California has (two) mountain ranges OR Some of the mountains stay snowy all year OR The mountains have pine forests OR Animals like bears/mountain lions live there.

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: (No response.)	Anchor: Oh. Ocean. [Examiner: What else can you tell me about what you heard?] Desierto, desert. Montaña, mountain.	Anchor: OK. Regions have different, different like things. Like in the coastal region, there's a lot of wildlife and a lot of, lot of like grass and stuff, like living. In the desert region, there's not that much stuff. There's like a lot of deserts and not that much water there. In the mountain region, there's a lot of snow, umm, and a lot of trees, like, it's really cool over there. [Examiner: What else can you tell me about what you heard?] That there's, the coastal region is in the co-, the coast.	Anchor: One California region is called coa-, the coastal. In there, there lives some animals like dolphins and whales. The second picture shows a desert that in there lives snakes and coyotes. The third pictures shows mountains full, full with snow. And there lives polar bears, bears, and other mammals that didn't, that don't mind cold temp, cold temperatures. [Examiner: What else can you tell me about what you heard?] I heard the mountains have snow.	Anchor: In the coastal region, you may find beaches and more, and lot, lots of land. There is a lot of wildlife in the coastal region. And a couple example, examples are dolphins, whales, and seals. In the des-, desert region, it's dry and bare unlike the coastal region. In the desert region, there's only about few, a few inches of rain each year. You can find snakes, coyotes, and different, different var-, varieties of cactus. In the mountains, in the mountain region, there are some mountains that are so high that stay snowy all year. You can find black bears, mountain lions, small an-, animals that do not mind cold weather.

Notes:

- Minor factual inaccuracies or omissions are acceptable as long as the student expresses a clear summary of the presentation.
- Do not penalize for mispronunciation of any word that does not interfere with meaning.



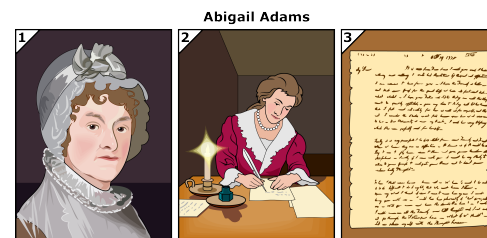
Main Points

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

- Abigail Adams was the wife of an (American) president OR She married John Adams (in 1764).
 - » Details: She had no (formal) education OR She liked to read books OR She was thoughtful/was intelligent/gave good advice OR John Adams became president in 1797.
- She wrote letters to her husband about equal rights for women.
 - » Details: Many of her letters still exist OR A woman's possessions were the property of her husband OR Women couldn't vote OR Women couldn't get an education OR Letters to her husband said these rules were unfair.
- She spoke out against slavery (in her letters).
 - » Details: She argued that America should be the land of freedom (for everyone) OR She was worried that not having freedom would hurt the country OR Her beliefs were correct OR (After she died,) slavery helped cause the (American) Civil War.

SAY You are going to listen to some information about Abigail Adams, the wife of John Adams, who was the second president of the United States. There are pictures on the screen that go along with the information. You may take notes as you listen. The presentation can be played only once and will not be paused.

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



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



- describe the life of Abigail Adams,
- explain what she believed, and
- use relevant details and clear language.

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

Recorded Audio Script

Abigail Adams was the wife of an American president. She was an active and caring first lady who had strong opinions on many subjects.



Picture one is a portrait of Abigail. She married her husband, John Adams, in 1764. Abigail had no formal education. However, she enjoyed reading books on many subjects. Abigail was thoughtful, intelligent, and able to offer good advice to

her husband who became president in 1797.

-  Picture two shows Abigail writing to her husband. Many of her letters to her husband still exist today. Abigail wrote about equal rights for women. When a couple married, the woman's possessions became the legal property of her husband. Women also could not vote in elections, and they lacked the opportunity to receive an education. In a letter that she wrote to her husband in 1776, Abigail argued that these rules were unfair to women.
-  Picture three shows a letter written by Abigail. In some letters, Abigail spoke out against slavery. She argued that America should be a land of freedom for everyone. She worried that failing to provide this freedom would harm the country. Her belief was correct. Years after Abigail's death, the issue of slavery helped cause the American Civil War.

➔ NEXT

12

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

- 
 - describe the life of Abigail Adams,
 - explain what she believed, and
 - use relevant details and clear language.

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

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

i DIRECTIONS FOR ENDING A TEST FROM THE REVIEW SCREEN

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

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

Prompting Guidelines: Summarize an Academic Presentation

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

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

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

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

**Main Points**

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

- Abigail Adams was the wife of an (American) president OR She married John Adams (in 1764).
 - » Details: She had no (formal) education OR She liked to read books OR She was thoughtful/was intelligent/gave good advice OR John Adams became president in 1797.
- She wrote letters to her husband about equal rights for women.
 - » Details: Many of her letters still exist OR A woman's possessions were the property of her husband OR Women couldn't vote OR Women couldn't get an education OR Letters to her husband said these rules were unfair.
- She spoke out against slavery (in her letters).
 - » Details: She argued that America should be the land of freedom (for everyone) OR She was worried that not having freedom would hurt the country OR Her beliefs were correct OR (After she died,) slavery helped cause the (American) Civil War.

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: I don't know.	Anchor: Umm, Abigail Adams married John Adams and umm, I don't remember the rest.	Anchor: There's a portrait of Abigail Adams. And Abigail Adams was sending a message to John Adams. And then, umm, Abigail said these rules are not, umm, no, are wrong for women. And then when she died, umm, what is it called? I don't know it. [Examiner: Just do your best.] I don't know it. [Examiner: What else can you tell me about what you heard?] Hmm, that Abigail was married to a president, president.	Anchor: In the fifth, first picture, Abigail Adams had some opinions. She had no education, but she enjoyed books. She married her husband in 1797. In the second picture, it showed her writing. She wanted women to have the same rights as men. And women could not vote and she wrote about how it was unfair. In the third picture, she argued about slavery and she believed that America should be equal with, no matter your color. [Examiner: What else can you tell me about what you heard?] That's all.	Anchor: So Abigail Adams was a wife of an American president. And she was married in 1964 and she had no education, but she enjoyed reading. And her husband became president in 1797. And she was writing letters to her husband about equal rights, because women could not vote back then in the 1700s. She argued that the rules were unfair and that women deserved freedom and the rights to vote. [Examiner: What else can you tell me about what you heard?] Also, I heard that she was a strong, smart, and intelligent girl even though she didn't have no education when she was little. In her letters she talked about slavery and that everyone should be free.

Notes:

- Minor factual inaccuracies or omissions are acceptable as long as the student expresses a clear summary of the presentation.
- Do not penalize for mispronunciation of any word that does not interfere with meaning.

Reading—Grades 3–5

Special Directions for Reading

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

Beginning the Reading Test

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

i When the Reading test screen comes up,

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

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



Reading Scoring Keys

Read and Choose a Sentence

Question	Answer Key
1	B
2	C

Read a Short Informational Passage

Question	Answer Key
3	B
4	A
5	C
6	D
7	B
8	A

Read a Student Essay

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

Read a Literary Passage

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

Read an Informational Passage

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

Special Directions for Writing

- Students navigate through the test questions independently.
- The Test Delivery System (TDS) does not score student responses.
- If the test examiner wants to score the student's writing, the student can either write their response on paper or type into the TDS and then cut and paste into a Word document. The test examiner can use the Writing rubrics to score the student's responses.
- The Student Score Sheet is provided in the Appendix.

Beginning the Writing Test

i When the Writing test screen comes up,

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

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



Writing Rubrics and Anchor Samples

Rubric and Anchor Samples—Describe a Picture

Math Lesson—Questions 1 and 2

Score	Descriptors	Anchor Samples
2	- The response consists of a complete sentence that fully addresses the task (of adding relevant details, correcting two errors, condensing ideas into a single sentence, or expressing something that might happen next). - Grammar and word choice are appropriate. - Errors in spelling/keyboarding do not impede meaning.	Question 1: The teacher is writing math problems on the bord. Question 2: The student raises her hand to answer a question.
1	- The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct or fully appropriate. - There are errors in grammar and word choice. - Errors in spelling/keyboarding may impede meaning.	Question 1: The teacher is write math problems on the board. Question 2: The student raises her hand and the student wants to answer a question.
0	- The response copies the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.” OR - No response is provided.	Question 1: The teacher is writes math problems in the board. Question 2: A student raises her hand. The student wants to answer a question.

Rubric and Anchor Samples—Write About an Experience

Helped Someone—Question 3

Score	Descriptors	Anchor Samples
4	- The response provides a full and complete account of the experience named in the prompt using well-developed descriptions, details, or examples. - The response is readily coherent. - Grammar and word choice are varied and generally effective. Minor errors do not impede meaning. - Minor errors in spelling/keyboarding and punctuation may be present, but they do not impede meaning. - The response typically includes a paragraph of at least three sentences.	One time my teacher was putting our work on the boletin board. I asked her if I could help. She said I could help at lunchtime. She showed me how to cut the papers with sissors. I helped her cut all the papers. Then, I gave them to her. She put them all on the wall. When it was done, she said 'Thank you.' The boletin board looked very nice.
3	- The response provides a generally complete account of an experience relevant to the prompt using some descriptions, details, or examples. - The response is mostly coherent. - Errors and limitations in grammar and word choice may impede meaning at times. - Errors in spelling/keyboarding and punctuation may impede meaning at times. - The response typically includes at least two sentences.	My friend needed help for math homework. I showed him to add fractions. I am good at fractions. First, you make the bottom number the same. Then you make the top number. He got an A.
2	- The response provides a partial account of an experience related to the prompt using some descriptions, details, or examples. - The response is somewhat coherent. - Errors and limitations in grammar and word choice may impede meaning. - Errors in spelling/keyboarding and punctuation may frequently impede meaning. - The response includes at least one sentence.	My teacher ask me to clean library. I put book on baskets. It look very nice.
1	- The response may provide a limited account of a personal experience and/or conveys little relevant information. - The response may lack coherence. It may consist of isolated words or phrases. - Frequent errors and/or severe limitations in grammar and word choice prevent expression of ideas. - Errors in spelling/keyboarding and punctuation may severely impede meaning.	My teacher help me. I like my teacher mucho.
0	- The response copies the prompt, contains no English, does not relate to a personal experience, or includes only "I don't know." - OR - No response is provided.	I don't know.



Rubric and Anchor Samples—Write About Academic Information

Three Rs—Question 4

Score	Descriptors	Anchor Samples
2	- The response completely addresses the task and includes one or more relevant details from the graphic organizer. - Minor errors in grammar, word choice, and/or spelling/keyboarding may be present, but they do not impede meaning. - The response contains at least one sentence.	Ways you can use fewer resources are taking short showers, bringing bags to stores, and turning lights off.
1	- The response does not completely address the task or is missing relevant details from the graphic organizer. - Errors and limitations in grammar, word choice, and/or spelling/keyboarding may impede meaning. - The response may consist of a word(s) or a bulleted list.	the reduce is how are Take short showers bring bags to stores turn lights off. And mor are make craft projects from glass, aluminum and papr
0	- The response copies only irrelevant information from the prompt, contains no English, does not relate to the prompt, or includes only "I don't know." OR - No response is provided.	now is your turn t add to he description

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

Three Rs—Question 5

Score	Descriptors	Anchor Samples
3	- The response completely addresses the task and includes sufficient and relevant information from the graphic organizer. - Minor errors in grammar, word choice, and/or spelling/keyboarding may be present, but they do not impede meaning. - The response typically includes at least two sentences.	Reuse is when you use items again, like using reusable containers, using grocery bags as trash bags, and carrying the same water bottle with you. Recycling is changing old products into new products, like making craft products, bringing things to recycling centers, and using items made from recycled materials.
2	- The response partially addresses the task. It may not be complete or may be missing some relevant information from the graphic organizer. - Errors and limitations in grammar, word choice, and/or spelling/keyboarding may impede meaning at times. - The response may contain fewer than the number of sentences indicated in the test question.	Reduce is it use fewer resources. And how to recycle? Make craft projects form old household materials, bring glass, aluminum, and paper to recycling centers, and use itm s made from recycles materials.
1	- The response attempts to address the task but is missing relevant information from the graphic organizer. - Errors and limitations in grammar, word choice, and/or spelling/keyboarding may impede meaning throughout. - The response may consist of a word(s) or a bulleted list.	- Use resuable contaners - Use groserly bags - Carry the same water battle with you
0	- The response copies only irrelevant information from the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.” OR - No response is provided.	I DID THAT IN 8



Rubric and Anchor Samples—Justify an Opinion

No More Homework—Question 6

Score	Descriptors	Anchor Samples
4	- The response successfully expresses an opinion (grades three through five) or states a position (grades six through twelve) and provides relevant and detailed support. - The response is readily coherent. - Grammar and word choice are varied and effective. - Minor errors in spelling/keyboarding and punctuation may be present but do not impede meaning. For grades three through five: The response includes at least two reasons that support the opinion, typically using three or more sentences. For grades six through twelve: The response includes at least two reasons that support the position, typically using six or more sentences. For grades nine through twelve: Register is appropriate.	I think it is a good idea for teachers to stop giving homework. Kids need to be kids. Homework can make it hard for kids to do other important things. For example, kids need exercise to be healthy, but homework can get in the way. Also, kids need to play and do things with friends and family. Then they can grow and be happy. It is good for kids to have a life outside of school.
3	- The response expresses an opinion or states a position with some relevant support. - The response is generally coherent. - Errors and limitations in grammar and word choice may impede meaning in some sentences. - Errors in spelling/keyboarding and punctuation may impede meaning at times. For grades three through five: The response includes at least one reason that supports the opinion, typically using two or more sentences. For grades six through twelve: The response includes at least one reason that supports the position, typically using three or more sentences. For grades nine through twelve: Register is mostly appropriate.	Yes because I thnk homework is important. There is not enough time to practice stuff in school. Homework helps us do the new thing without help. Therefore, teachers should give homework so we learn.
2	- The response expresses an opinion or states a position with some relevant support but is not complete. - The response is somewhat coherent. - Errors and limitations in grammar and word choice impede meaning. - Errors in spelling/keyboarding and punctuation may frequently impede meaning. For grades three through five: The response includes at least one sentence. For grades six through twelve: The response typically includes at least two sentences. For grades nine through twelve: Register is somewhat appropriate.	Teachers can stop giving homework. Homework not fun. I no like it.

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

No More Homework—Question 6

Score	Descriptors	Anchor Samples
1	• The response does not include a clear opinion or position and/or conveys little relevant information. • The response lacks coherence. • Frequent errors and/or severe limitations in grammar and word choice prevent expression of opinion or position. • Errors in spelling/keyboarding and punctuation may severely impede meaning. • For grades three through five: The response may consist of isolated words or phrases. • For grades six through twelve: The response may consist only of one sentence or of isolated words or phrases. • For grades nine through twelve: Register may not be appropriate.	My teacher give me homework some days. Not all.
0	• The response copies the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.” OR • No response is provided.	I like drawing.

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Appendix: Student Score Sheets

Name:

Student ID:

Grade:

LISTENING Practice Test—Grades 3–5

Listen to a Short Exchange

1 (A) (B) (C)

2 (A) (B) (C)

3 (A) (B) (C)

Listen to a Classroom Conversation

4 (A) (B) (C)

5 (A) (B) (C)

6 (A) (B) (C)

Listen to a Story

7 (A) (B) (C)

8 (A) (B) (C)

9 (A) (B) (C)

10 (A) (B) (C)

11 (A) (B) (C)

12 (A) (B) (C)

Listen to an Oral Presentation

13 (A) (B) (C)

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—Grades 3–5

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) (3)

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

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: Student Score Sheets (cont.)

READING Practice Test—Grades 3–5

Read and Choose a Sentence

1 (A) (B) (C) (D) 2 (A) (B) (C) (D)

Read a Short Informational Passage

3 (A) (B) (C) (D) 4 (A) (B) (C) (D) 5 (A) (B) (C) (D) 6 (A) (B) (C) (D) 7 (A) (B) (C) (D)
8 (A) (B) (C) (D)

Read a Student Essay

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

Read a Literary Passage

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

Read an Informational Passage

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

READING Total:

WRITING Practice Test—Grades 3–5

Describe a Picture

Question 1 [0–2]

Question 2 [0–2]

Write About an Experience

Question 3 [0–4]

Write About Academic Information

Question 4 [0–2]

Question 5 [0–3]

Justify an Opinion

Question 6 [0–4]

WRITING Total: