

ELPAC

English Language Proficiency
Assessments for California



Practice Test Scoring Guide



Visual Impairment and Braille Grades 3–5

Table of Contents

About the Practice Test Scoring Guide	1
Content of the Practice Test Scoring Guide.....	1
Standards Alignment	1
Practice Test Items	2
Example of Metadata.....	2
Listening	3
Speaking	5
Talk About a Scene	5
Speech Functions	8
Support an Opinion	10
Retell a Narrative	13
Summarize an Academic Presentation	16
Reading	21
Writing	24
Describe a Picture.....	24
Write About an Experience.....	27
Write About Academic Information.....	29
Justify an Opinion.....	33

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	A (1 point)	Listen to a Short Exchange Showed Computer Game	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	A (1 point)	Listen to a Short Exchange Showed Computer Game	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.	1
2	A (1 point)	Listen to a Short Exchange Read New Book	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.	1
3	B (1 point)	Listen to a Short Exchange Rode Bikes and Rained	PII.A.2 Understanding cohesion.	1
4	C (1 point)	Listen to a Classroom Conversation Join Computer Club	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.	1
5	C (1 point)	Listen to a Classroom Conversation Join Computer Club	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.	2
6	B (1 point)	Listen to a Classroom Conversation Join Computer Club	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.	2
7	C (1 point)	Listen to a Story New Growth	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	2
8	A (1 point)	Listen to a Story New Growth	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	2
9	C (1 point)	Listen to a Story New Growth	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 Riding Rides	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	2
11	C (1 point)	Listen to a Story Riding Rides	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	2
12	B (1 point)	Listen to a Story Riding Rides	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3

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Listening (cont.)

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Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
13	B (1 point)	Listen to an Oral Presentation Denali	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
14	C (1 point)	Listen to an Oral Presentation Denali	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
15	A (1 point)	Listen to an Oral Presentation Denali	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
16	A (1 point)	Listen to an Oral Presentation Watermills	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
17	B (1 point)	Listen to an Oral Presentation Watermills	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
18	C (1 point)	Listen to an Oral Presentation Watermills	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
19	B (1 point)	Listen to an Oral Presentation Elephant Tools	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
20	C (1 point)	Listen to an Oral Presentation Elephant Tools	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 Elephant Tools	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
22	B (1 point)	Listen to an Oral Presentation Elephant Tools	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3



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: Science Fair

Score	Student Response	Comments—Justifications
1	Take photo. OR Making a video.	• Correct response.
0	Using the camera. OR Student.	• Incorrect response.

Question 2: Science Fair

Score	Student Response	Comments—Justifications
1	Throw plane. OR Play with it. OR Show teacher.	• Correct response.
0	I forget. OR Plane.	• Incorrect response.

Speaking—Talk About a Scene (cont.)

Question 3: Science Fair

Score	Student Response	Comments—Justifications
2	Reading/showing the poster. [Examiner: Why do you think that?] Because the poster has information on it.	Response is relevant.
1	Read. [Examiner: Why do you think that?] I don't know.	Response is partially relevant.
0	Plane. [Examiner: Tell me more.] Plane.	Response is not relevant.

Question 4: Science Fair

Score	Student Response	Comments—Justifications
2	Make a paper airplane. OR Cutting, coloring, drawing.	Response is relevant. Responses that consist of lists or phrases are acceptable.
1	Fly. [Examiner: Tell me more.] (No response.)	Response is partially relevant.
0	Home. [Examiner: Tell me more.] Go.	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 7.	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: Special Event

Function: requesting information

Score	Student Response	Comments—Justifications
2	Can you please repeat what you said?	Response appropriately addresses the language function (requesting information) in a clear way. No listener effort is required to interpret meaning.
1	What is it?	Response addresses the language function (requesting information) in a limited way. Listener effort is required to interpret meaning. General word choice (“it”) is not specific.
0	Uhh . . . if you’re in school? Umm . . . we went school on the bus or car.	Response does not address the language function (requesting information). Instead, the response is providing information.

Question 6: Science Project Opinion

Function: asking for information/requesting assistance

Score	Student Response	Comments—Justifications
2	Could you please help me decide which science project I should do?	Response appropriately addresses the language function (requesting assistance) in a clear way. No listener effort is required to interpret meaning.
1	Can you help me build this bottle rocket?	Response addresses the language function (requesting assistance) in a limited way. Listener effort is required to interpret meaning.
0	Uhh, I would want to choose the solar oven.	Response does not address the language function (asking for information/requesting assistance). Instead, the response provides information.



Speaking—Speech Functions (cont.)

Question 7: Invite to Table

Function: offering an invitation

Score	Student Response	Comments—Justifications
2	Can you, will you join me at a table?	Response appropriately addresses the language function (offering an invitation) in a clear way. No listener effort is required to interpret meaning.
1	Can you like to sit with me?	- The response addresses the language function (offering an invitation) in a limited way. Listener effort is required to interpret meaning. - Error in word choice ("Can you like") impedes meaning.
0	Can I join you?	Response does not address the language function (offering an invitation). Instead, the response asks permission.

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 9.	Support an Opinion	PI.C.11 Supporting own opinions and evaluating others' opinions in speaking and writing.	3

Anchor Samples and Rubric: Questions 8–9

Question 8: Car Museum or Car Factory

Score	Student Response	Comments—Justifications
3A	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.	An opinion is expressed and supported using effective language and at least one relevant reason with elaboration. Little to no listener effort is required to interpret meaning. Effective language features include modal verbs ("I'd rather") and precise vocabulary ("from the past").
3B	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.	An opinion is expressed and supported using effective language and at least one relevant reason with explanation. Little to no listener effort is required to interpret meaning. Effective language features include a causal phrase ("because") and authoritative language ("it will").
2	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.	An opinion is expressed and supported with simple relevant reasons ("way cooler and more fun").
1	In my opinion, the museum. [Examiner: Explain your choice by giving relevant reasons to support your opinion.] I don't know.	An opinion is expressed but not supported. A reason is not provided.
0	I don't know.	No response, "I don't know."



Speaking—Support an Opinion (cont.)

Question 9: Tennis or Volleyball

Score	Student Response	Comments—Justifications
3A	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.	- An opinion is expressed and supported using effective language and at least one relevant reason with explanation. Little to no listener effort is required to interpret meaning. Effective language features include comparative language ("haven't learned tennis at school yet and we have learned volleyball"). - Speech is fairly smooth and sustained.
3B	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.	- An opinion is expressed and supported using effective language and at least one relevant reason with explanation. Little to no listener effort is required to interpret meaning. Effective language features include authoritative expression. - Speech is fairly smooth and sustained.
2	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.	An opinion is expressed and supported using simple language and at least one simple relevant reason. Listener effort is required to interpret meaning.
1	Tennis because, I don't know. I don't know.	An opinion is expressed but not supported. A reason is not provided.
0	(No response.)	No response.

Speaking—Support an Opinion (cont.)

Rubric

Score	Descriptors
3	- 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.
2	- 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.
1	- 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.
0	- An opinion is not expressed. - Response contains no English. - No response, "I don't know," or is completely unintelligible.

***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.

Scoring Rubric

- 0–3 points



Speaking

Retell a Narrative

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

Anchor Samples and Rubric

Question 10: Frogs After the Rain

Score	Student Response	Comments—Justifications
4	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.	• Response provides a clear and detailed retelling of the narrative as supported by the pictures. All of the key events are present. • The response has a beginning, middle, and end. • Ideas are cohesive and connected ("One day" and "Not long after"). • Grammar and word choice are varied and effective ("they noticed that there were large puddles" and "were happy to watch them"); errors do not impede meaning ("had a big jump"). • Response contains some false starts and self-corrections, which are not considered errors. Students are allowed to monitor their language as they are speaking.
3	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.	• Response retells the narrative as supported by the pictures with basic detail. • Ideas are usually cohesive and connected ("One day," "And they," and "Last"). • Grammar and word choice are adequate ("one of the student's shoes got wet"). • This response includes basic details told with general language. It is considered complete, so it is not a 2. It is missing details and the varied grammar and word choice that is required for a 4.

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Speaking—Retell a Narrative (cont.)

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Score	Student Response	Comments—Justifications
2	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.	• Response retells the narrative as supported by the pictures but is incomplete. • Ideas are sometimes cohesive and connected ("One day"). • Grammar and word choice are simple and repetitive.
1	So, first, uhh, umm, umm, they play. [Examiner: What else can you tell me about the story?] Umm, umm, a frog.	• 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. • Speech consists of isolated phrases.
0	(Response in primary language.)	• Response contains no English.



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 12.	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: California Regions

Score	Student Response	Comments—Justifications
4	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.	• A full response includes a clear summary of the main points and details of the presentation. • Ideas are cohesive and connected ("In the" and "You can find"). • Grammar and word choice are varied and effective ("you may find," "unlike," and "so high that stay snowy"); errors do not impede meaning. • Speech is smooth and sustained.
3	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, fullled 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.	• Response includes a mostly clear summary of some of the main points of the presentation with partial details. The response does not address two details for the first and second main points. • Ideas are usually cohesive and connected ("The second picture" and "The third pictures"). • Grammar and word choice are adequate ("One California region is called").

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Summarize an Academic Presentation (cont.)

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Score	Student Response	Comments—Justifications
2	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.	• 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. Response names each region but describes the pictures without including many details from the presentation. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple.
1	Oh. Ocean. [Examiner: What else can you tell me about what you heard?] Desierto, desert. Montaña, mountain.	• Response includes an attempt to reference the pictures but conveys little relevant information. • Speech consists of isolated words related to the picture.
0	(No response.)	• No response.

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.

Summarize an Academic Presentation (cont.)

Question 12: Abigail Adams

Score	Student Response	Comments—Justifications
4	So Abigail Adams was a wife of an American president. And she was married in 1764 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.	• A full response includes a clear summary of the main points and details of the presentation. • Ideas are cohesive and connected ("And she" and "Also"). • Grammar and word choice are varied and effective ("she enjoyed reading" and "deserved freedom"); errors do not impede meaning ("didn't have no"). • Speech is smooth and sustained.
3	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.	• Response includes a mostly clear summary of some of the main points of the presentation with basic details. The response does not address the first main point. • Ideas are usually cohesive and connected ("In the second picture," and "In the third picture"). • Grammar and word choice are adequate; errors occasionally impede meaning ("America should be equal with"). • Response includes self-corrections that are not considered errors ("In the fifth, first picture"). Students are allowed to monitor their language as they speak.

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Summarize an Academic Presentation (cont.)

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Score	Student Response	Comments—Justifications
2	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.	• Response includes a partial summary of at least one of the main points of the presentation ("Abigail was married to a president") and may lack an understanding of the main points. • Ideas are sometimes cohesive and connected ("And then"). • Grammar and word choice are simple.
1	Umm, Abigail Adams married John Adams and umm, I don't remember the rest.	• Response includes an attempt to reference the presentation but conveys little relevant information. • Speech consists of an isolated phrase related to the picture.
0	I don't know.	• No response, "I don't know."

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 Hall Art	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 Present	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	1
3	B (1 point)	Read a Short Informational Passage Santa Barbara County Courthouse	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
4	A (1 point)	Read a Short Informational Passage Santa Barbara County Courthouse	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
5	C (1 point)	Read a Short Informational Passage Santa Barbara County Courthouse	PII.A.1 Understanding text structure.	3
6	D (1 point)	Read a Short Informational Passage Pinecone Fish	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	B (1 point)	Read a Short Informational Passage Pinecone Fish	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	2
8	A (1 point)	Read a Short Informational Passage Pinecone Fish	PI.B.7 Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.	3
9	A (1 point)	Read a Student Essay Extra Recess	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3

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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 Student Essay Extra Recess	PII.A.2 Understanding cohesion.	3
11	D (1 point)	Read a Student Essay Extra Recess	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
12	D (1 point)	Read a Student Essay Extra Recess	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	B (1 point)	Read a Student Essay Extra Recess	PI.B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area.	3
14	C (1 point)	Read a Student Essay Extra Recess	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
15	C (1 point)	Read a Literary Passage Caring for animals	PI.B.7 Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.	4
16	B (1 point)	Read a Literary Passage Caring for animals	PII.A.1 Understanding text structure.	4
17	B (1 point)	Read a Literary Passage Caring for animals	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	D (1 point)	Read a Literary Passage Caring for animals	PII.A.2 Understanding cohesion.	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 a Literary Passage Caring for animals	PII.A.2 Understanding cohesion.	3
20	A (1 point)	Read a Literary Passage Caring for animals	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	4
21	D (1 point)	Read an Informational Passage Becoming an astronaut	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	C (1 point)	Read an Informational Passage Becoming an astronaut	PI.B.7 Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.	4
23	D (1 point)	Read an Informational Passage Becoming an astronaut	PII.A.2 Understanding cohesion.	3
24	D (1 point)	Read an Informational Passage Becoming an astronaut	PII.A.2 Understanding cohesion.	3
25	A (1 point)	Read an Informational Passage Becoming an astronaut	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
26	C (1 point)	Read an Informational Passage Becoming an astronaut	PII.A.1 Understanding text structure.	4

Writing

Describe a Picture

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

Anchor Samples and Rubric

Question 1: Math Lesson

Read the following sentence from your partner’s paragraph. The sentence has **TWO** errors. In the following box, rewrite the sentence correctly.

The teacher is writes math problems in the board.

Score	Student Response	Comments—Justifications
2	The teacher is writing math problems on the bord.	- The response consists of a complete sentence that fully addresses the task of correcting two errors (“writing” and “on”). - Grammar and word choice are appropriate. - Errors in spelling do not impede meaning (“bord”).
2	The teacher writes math problems on the board.	- The response consists of a complete sentence that fully addresses the task of correcting two errors (removed “is” and changed “in” to “on”). - Grammar and word choice are appropriate.
1	The teacher is write math problems on the board.	- The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct. Only one error is corrected (“on”). - There are errors in grammar and word choice (“is write”).
1	The teacher is writing math problems in the board.	- The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct. Only one error is corrected (“writing”). - There are errors in grammar and word choice (“in”).
0	The teacher is writes math problems in the board.	The response copies the prompt.
0	read the following sentence from your partners paragraph the sentence has two errors in the box rewrite the sentence correctly	The response copies the prompt.



Writing—Describe a Picture (cont.)

Question	Key	Task Type	Primary Alignment	Targeted PLD
2	Exemplars provided on the following pages. Rubric follows question 2.	Describe a Picture	PII.C.7 Condensing ideas.	2

Anchor Samples and Rubric

Question 2: Math Lesson

Read the following two sentences from your partner's paragraph. In the following box, condense the two sentences into one precise sentence.

A student raises her hand. The student wants to answer a question.

Score	Student Response	Comments—Justifications
2	the student raises her hand to answer a question	- The response consists of a complete sentence that fully addresses the task of condensing ideas into a single sentence. - Grammar and word choice are appropriate. - Errors in keyboarding (missing punctuation) do not impede meaning.
2	The student raises her hand because she wants to answer a question.	- The response consists of a complete sentence that fully addresses the task of condensing ideas into a single sentence. - Grammar and word choice are appropriate.
1	The student raises her hand and the student wants to answer a question.	The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct. While adding "and" creates one sentence, it does not condense ideas.
1	The student raises her hand because she answer a question.	- The response shows an attempt to write a sentence that addresses the task, but the sentence is not fully appropriate. - There are errors in grammar and word choice ("because she answer a question").
0	A student raises her hand. The student wants to answer a question.	The response copies the prompt.
0	kdjwisne	The response contains no English.

Writing—Describe a Picture (cont.)

Rubric

Score	Descriptors
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.
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.
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.

Scoring Rubric

- 0–2 points



Writing

Write About an Experience

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
3	Exemplars provided on the following pages. Rubric follows question 3.	Write About an Experience	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 3: Helped Someone

In the following box, you are going to write a paragraph in English about your personal experience.

Think about a time when you helped a teacher or another person in your school. Who did you help? Why did you help? What did you do? Describe your experience.

Score	Student Response	Comments—Justifications
4	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.	- The response provides a full account of an experience helping someone using well-developed descriptions and details. - The response is readily coherent. - Grammar and word choice are varied and effective. - Minor errors in spelling ("boletin") do not impede meaning. A response doesn't need to be error-free to be a 4. - The response includes at least three sentences.
3	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.	- The response provides a generally complete account of an experience relevant to the prompt using some details. Response does not include enough details or varied grammar and word choice to earn a score of 4. - The response includes at least two sentences.
2	My teacher ask me to clean library. I put book on baskets. It look very nice.	- The response provides a partial account of an experience helping someone using some basic details. - Errors and limitations in grammar and word choice may impede meaning ("put book on baskets"). - The response includes at least one sentence.
1	My teacher help me. I like my teacher mucho.	This simple response provides a very limited account of a personal experience and conveys little relevant information.
0	I don't know.	No response is provided.

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/keyboarding 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/keyboarding 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/keyboarding 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/keyboarding 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



Writing

Write About Academic Information

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
4	Exemplars provided on the following pages. Rubric follows question 5.	Write About Academic Information	PI.C.10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.	2

Anchor Samples and Rubric

Question 4: Three Rs

Your classmate has started writing a description of reducing. Read your classmate's sentence to yourself now.

Reducing means using fewer resources.

Now it is your turn to add to the description. In the following box, write one sentence explaining how you can use fewer resources. Use the details from your classmate's graphic organizer to help you.

Score	Student Response	Comments—Justifications
2	Ways you can use fewer resources are taking short showers, bringing bags to stores, and turning lights off.	- The response completely addresses the task and includes one or more relevant details from the graphic organizer. - Minor errors are present, but they do not impede meaning. - The response contains at least one sentence.
1	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	- The response attempts to address the prompt and includes information from the graphic organizer, but it is not coherent.. - Errors and limitations in grammar, word choice, and keyboarding impede meaning and prevent a higher score.
0	now is your turn t add to he description	The response copies only irrelevant information from the prompt.

Writing—Write About Academic Information (cont.)
Rubric
Question 4 [0–2 Rubric]

Score	Descriptors
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.
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.
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.

Scoring Rubric

- 0–2 points

NOTE: This Write About Academic Information rubric is specific to Grades 3–5. Grades 6–12 have slightly different scoring descriptors.



Writing—Write About Academic Information (cont.)

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
5	Exemplars provided on the following pages. Rubric follows question 5.	Write About Academic Information	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 5: Three Rs

Now continue describing reducing, reusing, and recycling. Write two or more sentences providing additional information explaining what reusing and recycling are and how people can reuse and recycle items. Use the details from your classmate's graphic organizer to help you.

Score	Student Response	Comments—Justifications
3	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.	- The response completely addresses the task and includes sufficient and relevant information from the graphic organizer. - Minor errors in grammar and word choice do not impede meaning. - The response includes at least two sentences.
2	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.	- The response partially addresses the task. It is missing some relevant information from the graphic organizer. - Errors and limitations in grammar, word choice, and keyboarding ("use itm s") may impede meaning at times.
1	- Use resuable contaners - Use grocery bags - Carry the same water battle with you	- The response attempts to address the task but is missing relevant information from the graphic organizer. - Errors and limitations in grammar, word choice, and keyboarding may impede meaning throughout. - The response may consist of a bulleted list.
0	I DID THAT IN 8	The response does not relate to the prompt.

Writing—Write About Academic Information (cont.)

Rubric

Question 5 [0–3 Rubric]

Score	Descriptors
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.
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.
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 responses may consist of a word(s) or a bulleted list.
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.

Scoring Rubric

- 0–3 points

NOTE: This Write About Academic Information rubric is specific to Grades 3–5. Grades 6–12 have slightly different scoring descriptors.



Writing

Justify an Opinion

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
6	Exemplars provided on the following pages. Rubric follows question 2.	Justify an Opinion	PI.C.11 Supporting own opinions and evaluating others' opinions in speaking and writing.	4

Anchor Samples and Rubric

Question 6: No More Homework

In the following box, you are going to write at least one paragraph in English about an important issue.

The teachers in your school have decided they will not give homework for the whole school year. Do you think that it is a good idea for teachers to stop giving homework? Write at least one paragraph in support of your opinion to give to your principal. Make sure you write at least three sentences and include your opinion and supporting reasons.

Score	Student Response	Comments—Justifications
4	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.	- The response successfully expresses an opinion and provides relevant and detailed support. - The response is readily coherent. - Grammar and word choice are varied and effective ("Kids need to be kids," "For example," and "life outside of school").
3	Yes because I think 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.	- The response expresses an opinion or states a position with some relevant support. - The response is generally coherent.
2	Teachers can stop giving homework. Homework not fun. I no like it.	The response expresses an opinion or states a position with some relevant support but is not complete.
1	My teacher give me homework some days. Not all.	The response conveys little relevant information.
0	I like drawing.	The response does not relate to the prompt.

Writing—Justify an Opinion (cont.)

Rubric

Score	Descriptors
4	• The response successfully expresses an opinion 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. • The response includes at least two reasons that support the opinion, typically using three or more sentences.
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. • The response includes at least one reason that supports the opinion, typically using two or more sentences.
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. • The response includes at least one sentence.
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. • The response may consist of isolated words or phrases.
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.

Scoring Rubric

- 0–4 points

NOTE: This Justify an Opinion rubric is specific to Grades 3–5. Each grade span has slightly different scoring descriptors.