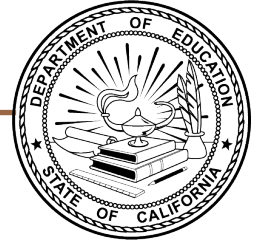

ELPAC

English Language Proficiency
Assessments for California



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



Practice Test Grades 6–8

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/qrgaccesspracticetest.pdf
Test Administration	How to Administer a Practice or Training Test with a Session ID [PDF]	https://www.caaspp-elpac.org/s/docs/qrgadministertest.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 6–8

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	B
2	B
3	A

Listen to a Classroom Conversation

Question	Answer Key
4	A
5	B
6	C

Listen to an Oral Presentation

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

Listen to a Speaker Support an Opinion

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

Speaking—Grades 6–8

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 6–8 (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 boy with the camera. SAY What is the boy doing? ➔ NEXT	Anchor: ◦ Boy.	Anchor: ◦ Taking a photo. ◦ Taking a picture.
2	Point to the table in the rear of the room. SAY What is on the table? ➔ NEXT	Anchor: ◦ Table.	Anchor: ◦ Papers. ◦ Pictures. ◦ Cameras.

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 girl at the computer.  SAY Describe what the girl is doing. i Wait for the student's response. SAY How do you know? ➡ NEXT	Anchor: ◦ I don't know is called.	Anchor: ◦ He search pictures in the computer. [Examiner: How do you know?] All the people.	Anchor: ◦ Looking for pictures. [Examiner: How do you know?] There's pictures on the computer.
4	 Point to the entire scene.  SAY Tell me what kind of class this is. i Wait for the student's response. SAY How do you know? ➡ NEXT	Anchor: ◦ (Response in primary language.)	Anchor: ◦ It's a taking pictures class. [Examiner: How do you know?] The peoples in the class in the one room.	Anchor: ◦ It looks like a class that does a lot of things, like activities. [Examiner: How do you know?] Because some people are taking pictures, some are studying, some are hanging pictures on stuff.

Prompting Guidelines: Talk About a Scene

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

If the student points, pantomimes, or points to people and things while saying words such as this/that/these/those, say, "Tell me in words."

For questions 3 and 4, if the student gives a one-word response, say, "Tell me more."



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

PRACTICE—DO NOT RECORD

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

i Function: asking for information

Pause. Wait for an answer.

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

5

SAY You see a new student in the cafeteria. You want to invite the student to sit with you at lunch. What would you say to the student?

i Function: offering an invitation

The student might say, *"Come and sit with me at my table."* or *"Would you like to come and have lunch with me?"*

➔ NEXT

NOTE

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

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

6

SAY Your friend is having a difficult time studying for a history test. You want to help your friend study. What would you say to your friend?

i Function: offering assistance

The student might say, *"I can help you study for the history test."* or *"Would you like me to help you study for the history test?"*

➔ 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	New Student Lunch	Offering an invitation	Anchor: What’s for lunch?	Anchor: Will you want to be my friend and sit in the lunch with me?	Anchor: Do you want to come and hang out in lunch?
6	Study Help	Offering assistance	Anchor: Your . . . your test is difficult. I don’t know.	Anchor: Would you like me to help you with your project?	Anchor: Do you need help studying?



7

SAY Now,**SAY** I am going to ask you for your opinion. There are no pictures. **SAY** Your community has funding to construct one new building. The community leaders are deciding between an art museum or a sports stadium. Which one would be better for your community?**i** Wait for initial choice.**SAY** Justify your choice by giving relevant reasons to support your opinion. NEXT**Prompting Guidelines: Support an Opinion**

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

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

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

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

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

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

Score 0	Score 1	Score 2	Score 3
• An opinion is not expressed. • Response contains no English. • No response, “I don’t know,” or is completely unintelligible.	• An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated words or phrases.	• An opinion is expressed and supported using simple language and at least one simple relevant reason, or repeats language from the prompt. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting.	• An opinion is expressed and supported using effective language* and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
Anchor: I don’t know. I, I, I can’t answer.	Anchor: Say that again please. [Examiner repeats question.] A sports stadium. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] Because all the students going to the sports. Is a big up ton, up ton for, for this building.	Anchor: An art stadium. Umm, we should have art . . . an art stadium so when we grow up, we can draw people pictures. [Examiner: Tell me more about your choice.] We should have an art stadium because nowadays people like to draw and paint.	Anchor A: An art museum because, like, so like we can learn about the past, like why people began to draw, how people invented art, and who were the greatest artists back then. Anchor B: Well, in my opinion, I would say a sports museum . . . or, I mean, a sports stadium. Well, mainly because I like playing and watching sports, and it would be nice to have a stadium near here.

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



8

SAY I am going to ask you for your opinion.

 **SAY** The leaders in your community want to build a place for people to learn about nature. The leaders are deciding between giving funding to create a bird sanctuary or building a botanical garden with a variety of plants and flowers. Which one do you think would be a better choice for your community?

i Wait for initial choice.

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

➔ NEXT

Prompting Guidelines: Support an Opinion

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

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

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

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

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

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

Score 0	Score 1	Score 2	Score 3
• An opinion is not expressed. • Response contains no English. • No response, “I don’t know,” or is completely unintelligible.	• An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated words or phrases.	• An opinion is expressed and supported using simple language and at least one simple relevant reason, or repeats language from the prompt. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting.	• An opinion is expressed and supported using effective language* and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
Anchor: Umm, I don’t know.	Anchor: I guess learn about nature. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] I don’t know.	Anchor: I think is the garden. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] I think is a garden, because is people if studying garden with flower, and will have good feeling. [Examiner: Tell me more about your choice.] (No response.)	Anchor A: A bird sanctuary. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] I picked bird sanctuary because you can learn different types of birds there is. And, like, what if you didn’t know about that bird. And, like, if you see many plants outside, so I don’t think that’s too much interesting. Anchor B: The plants and flower one. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] Because plants and flowers are easy to take care of. You don’t have to worry about disease or something.

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



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

SAY I am going to ask you to talk about a bar graph. Look at the bar graph.

SAY A teacher asked the students in his classroom which type of hat they prefer to wear during different seasons of the year. The bar graph shows the results of the survey. Take some time to read the bar graph to yourself. Let me know when you are ready for me to ask you a question.

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

9

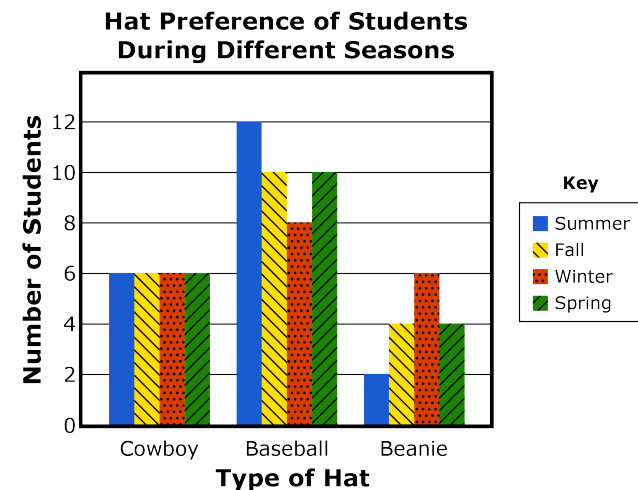
 Point to the text on the student's screen.

 **SAY** What does the bar graph show about the hat preference of students during different seasons?

SAY Include details from the bar graph in your answer.

➔ NEXT

A teacher asked the students in his classroom which type of hat they prefer to wear during different seasons of the year. The bar graph shows the results of the survey.



Prompting Guidelines: Present and Discuss Information

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

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

When scoring, you should consider the responses given by the student as a whole, regardless of reprompting.

Score 0	Score 1	Score 2	Score 3
• Response is not relevant. • Response contains no English. • No response, “I don’t know,” or is completely unintelligible.	• Response may include information in the graph/chart, but contains little relevant or accurate information. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the graph/chart.	• Response includes a limited description of information or partially accurate information in the graph/chart. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting.	• Response answers the question, including a mostly clear and accurate description of information in the graph/chart. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
Anchor: I don’t know.	Anchor: The, the summer is more, like is more in the top. And then the fall is like more at the down. [Examiner: Tell me more details from the graph.] I don’t know.	Anchor: Umm, the preferson-, preferences of students during different seasons are a cowboy hat, a baseball hat, and a beanie. And there’s also key, a key umm, showing summer, fall, winter. Summer is a dark navy blue color. Fall is a yellow color with black lines. Winter is an orange-red line with some dots on it. And spring is a green line with, umm, uhh, black lines. [Examiner: Tell me more details from the graph.] It also shows the number of students.	Anchor A: Umm, it shows which hats they like to wear more throughout the year. As for summer, they prefer baseball hats the most with 12 kids. And winter is lowest with eight. So it looks like all of the students prefer to wear baseball hats during all of the different seasons. Anchor B: Cowboy hats are the only hats that stay the same number of students for all the seasons. Baseball hats and beanies change throughout the year. Most kids want to wear baseball hats throughout the year.



10



Point to the text on the student's screen.



SAY

Look at the bar graph again. Is the following claim supported or not supported based on the information in the bar graph?

Claim: More students prefer to wear baseball hats than any other hat during the summer.

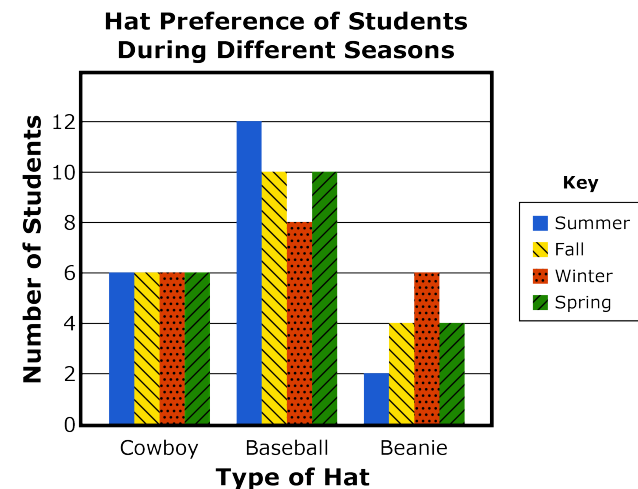
SAY

Give details from the bar graph to support your answer.



NEXT

A teacher asked the students in his classroom which type of hat they prefer to wear during different seasons of the year. The bar graph shows the results of the survey.



Prompting Guidelines: Present and Discuss Information

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

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

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

When scoring, you should consider the responses given by the student as a whole, regardless of reprompting.

Score 0	Score 1	Score 2	Score 3
• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• Response may include information from the graph/chart but does not demonstrate whether the claim is supported or unsupported or may lack understanding of the graph/chart or claim. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the graph/chart or claim.	• Response includes limited or partially accurate information from the graph/chart that demonstrates whether the claim is supported or unsupported, and the response may lack detail and clarity. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting.	• Response uses relevant information and accurate details from the graph/chart to demonstrate whether the claim is supported or unsupported. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
Anchor: I don't know.	Anchor: Yes, the bar graph have supported.	Anchor: Umm, that, I support that claim because, as you can see on the graph, the baseball hats have the highest number amount of students. Umm umm, yeah, because, as you can see, the other hats, or, like, seasons that people wear baseball hats, they're lower than summer.	Anchor A: This claim is correct because we could see that in summer base-, umm, 12 students wear baseball hats while for cowboy hats there's six and beanies there's two, which makes, umm, baseball hats worn in summer a much greater amount. Anchor B: Well, on the baseball hat chart, it shows, because summer's blue, that 12 of them prefer to wear it. And the other hats are less. So it tell us that students prefer to wear baseball hats than any other one during summer.

**Main Points**

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

- Dams are large concrete walls that hold back water from a river/create a lake.
 - » Details: Dams are built in the middle of a river OR A diversion channel is dug OR Cofferdams are built OR Cofferdams divert water to the side of the dam site OR This allows the dam site to dry out for construction.
- Concrete is used to build the dam.
 - » Details: Formwork is (a hollow structure) made of wood and steel OR Concrete is poured into wooden molds OR Concrete hardens into interlocking blocks OR The interlocking blocks are stacked OR The sides are called abutments OR The abutments are built into the walls of the river.
- Once the dam is complete, the lake is filled.
 - » Details: The cofferdams are removed OR Spillways are openings OR Spillways are built into the dam OR Spillways manage the water level OR The diversion channel is filled with dirt OR The lake holds water for drinking or farm irrigation.

SAY You are going to listen to some information about how dams are constructed. 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.

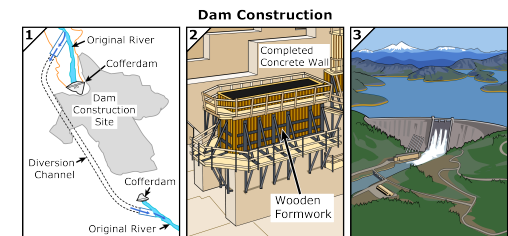
i If the student has a designated support that allows the playing of audio recordings multiple times, give a reminder like this: “The test directions will say the recording can only be played once, but if you need to listen to it again, just tell me.”

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



- describe how dams are constructed,
- include details about each step in the process, 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**

Dams are large concrete walls that hold back water from a river, creating a lake on one side. People build dams for water storage and to control flooding. Dams are built across an entire river to hold back water flow. In many cases, after an ideal location along the river is chosen, a diversion channel is dug.

-  Picture one shows a diversion channel beside a river with temporary barriers called cofferdams diverting water from its natural course. The diversion channel provides an alternate path for water to flow. Next, cofferdams are built using rocks, sandbags, or other materials. The cofferdams redirect the river toward the diversion channel and away from the construction site. Water is pumped out from the construction site and, as a result, the dam site dries out. Workers then dig out loose rocks from this dried-out area. A concrete base is then poured to make a solid foundation for the dam.
-  Picture two shows the formwork, or the hollow structure made of wood and steel used for holding and molding wet concrete. Inside these forms, concrete hardens to create large, interlocking blocks that are stacked. These blocks make up the sides and the face of the dam. The sides, also called abutments, are built into the walls of the river. Then, the face of the dam is built connecting the two sides.
-  Picture three shows a completed dam. Openings, called spillways, are built into the dam to manage the water levels for flood control. Once the dam is finished, the diversion channel is filled with dirt. The cofferdams are removed so that the river returns to its original course, and the lake fills with water. The resulting lake holds water to meet people's needs, including drinking and farm irrigation.

➔ NEXT

11



SAY

Summarize the information you heard. Be sure to



- **describe how dams are constructed,**
- **include details about each step in the process, 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 the following Main Points and **AT LEAST TWO** details for each Main Point:

- Dams are large concrete walls that hold back water from a river/create a lake.
 - » Details: Dams are built in the middle of a river OR A diversion channel is dug OR Cofferdams are built OR Cofferdams divert water to the side of the dam site OR This allows the dam site to dry out for construction.
- Concrete is used to build the dam.
 - » Details: Formwork is (a hollow structure) made of wood and steel OR Concrete is poured into wooden molds OR Concrete hardens into interlocking blocks OR The interlocking blocks are stacked OR The sides are called abutments OR The abutments are built into the walls of the river.
- Once the dam is complete, the lake is filled.
 - » Details: The cofferdams are removed OR Spillways are openings OR Spillways are built into the dam OR Spillways manage the water level OR The diversion channel is filled with dirt OR The lake holds water for drinking or farm irrigation.

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: These help, umm, spill, umm, once the, umm, once this is done, it helps make the flooding and, umm, helps people get water and, sorry. [Examiner: What else can you tell me about what you heard?] Hmm, I don't really remember.	Anchor: OK. So the first step is where a, the original river is led to the diversion channel, which sometimes rocks and or something helps the water to the channel. And then we have the wooden farm work that blocks sides and face of the dam. Then we have the spillways which manage water. And that's all I have. [Examiner: What else can you tell me about what you heard?] Umm, that dams usually create a lake or area of water.	Anchor: OK. Dams are big walls and dams are built to hold back water. And cofferdams are built using rocks and sandbags. And that's the formwork. And concrete that they use can harden to create the dam and how the face of the dam is built. The dam is built and is filled, then filled with water. And the water can be used for, to farm and for irrigation. [Examiner: What else can you tell me about what you heard?] That's all.	Anchor: Dams are large concrete walls that hold back water. So how dams are constructed is, well, first of all, they build the cofferdam to make the site dry out for construction. That's filled with rocks and sandbags and also concrete bags. They're constructed by using some frame, some wooden framework. They mold concrete into blocks and stack them. Then they connect together to form the dam. [Examiner: What else can you tell me about what you heard?] When they are done the lake fills with water. Spillways make sure it doesn't flood over to the other side. And the lake is used for farming and drinking water.

Notes:

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



Main Points

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

- Earth's seasons are caused by its tilted axis.
 - » Details: The axis is an imaginary pole running through Earth OR Earth rotates around its axis (but the tilt never changes direction).
- In winter, the top half of Earth (known as the Northern Hemisphere) is tilted away from the Sun.
 - » Details: Being tilted away from the Sun means this area gets less sunlight OR Days are shorter and colder.
- In summer, the top half of Earth (known as the Northern Hemisphere) is tilted toward the Sun.
 - » Details: During this time, the top half of Earth gets direct sunlight OR During summer, the days are longer and warmer.
- There are two solstice days each year.
 - » Details: (In the Northern Hemisphere) The winter solstice is the shortest day of the year/the day when Earth gets the least sunlight OR (In the Northern Hemisphere) The summer solstice is the longest day of the year/the day when Earth gets the most sunlight.

SAY You are going to listen to some information about why days appear to get longer or shorter throughout the year. 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.

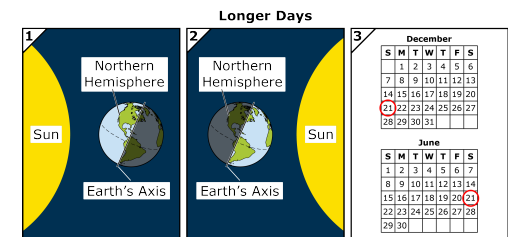
i If the student has a designated support that allows the playing of audio recordings multiple times, give a reminder like this: “The test directions will say the recording can only be played once, but if you need to listen to it again, just tell me.”

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



- describe how Earth's tilt leads to seasonal changes throughout the year,
- include details about why days are longer or shorter, 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

Earth's axis is an imaginary pole that goes through Earth from top to bottom. Instead of being straight up and down, Earth's axis tilts at an angle. Every 24 hours, Earth spins around its axis. However, the tilt does not change direction. The tilt is what causes the seasons to change as Earth moves around the Sun. It also causes different locations to receive more or less daylight during the year.



The top half of Earth is called the Northern Hemisphere. Picture one shows how this area stays tilted away from the Sun in the winter. Places located in this area, like California, get less sunlight in winter. This makes the daytime shorter and colder.

-  Picture two shows the Northern Hemisphere tilted toward the Sun in the summer. At this time of the year, the Northern Hemisphere gets direct sunlight. As a result, the daytime is longer and warmer in that hemisphere.
-  Picture three shows two calendar months with the solstice days circled. The winter solstice happens around December 21st. On this day, the Northern Hemisphere is tilted farthest from the Sun. Because of this, it is the day with the least amount of daylight hours in the Northern Hemisphere, making it the shortest day of the year.
- Following the winter solstice, each day gets a bit more daylight than the day before. This continues until the summer solstice that occurs around June 21st. On this day, Earth's Northern Hemisphere is tilted closest toward the Sun. The summer solstice is the longest day of the year in the Northern Hemisphere. After this, days begin to shorten again.

➔ NEXT

12



SAY

Summarize the information you heard. Be sure to



- **describe how Earth's tilt leads to seasonal changes throughout the year,**
- **include details about why days are longer or shorter, 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 ONE** detail for each Main Point:

- Earth's seasons are caused by its tilted axis.
 - » Details: The axis is an imaginary pole running through Earth OR Earth rotates around its axis (but the tilt never changes direction).
- In winter, the top half of Earth (known as the Northern Hemisphere) is tilted away from the Sun.
 - » Details: Being tilted away from the Sun means this area gets less sunlight OR Days are shorter and colder.
- In summer, the top half of Earth (known as the Northern Hemisphere) is tilted toward the Sun.
 - » Details: During this time, the top half of Earth gets direct sunlight OR During summer, the days are longer and warmer.
- There are two solstice days each year.
 - » Details: (In the Northern Hemisphere) The winter solstice is the shortest day of the year/the day when Earth gets the least sunlight OR (In the Northern Hemisphere) The summer solstice is the longest day of the year/the day when Earth gets the most sunlight.

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: Days make a shortest one in December due to tilt is the north is part better across 20. That's it.	Anchor: OK. The tilt is, Earth's axis to tilt is what causes seasons to change. And the top half of Earth is the Northern Hemisphere. And the north is tilted toward the Sun. And the 21st, umm, is the shortest day of the year. June 21st is the Northern tow-, Hemisphere toward the Sun, when the days begin, uhh, to get shorter again. [Examiner: What else can you tell me about what you heard?] Umm, that there's, umm, that it can be from December to June, the days, when before they change.	Anchor: OK, umm, in summary, Earth's tilt leads to seasonal changes throughout the year because the Northern Hemisphere, when it is away from the Sun, it creates, umm, colder and, umm, shorter days. As for, umm, when it is towards the Sun, it creates longer and more daylight in the-, and longer and warmer. And December 21st is the most coldest day and the, and yet most shortest day. As for June 21st, it is the most longest and warmest day. And, also, after June 21st, all the days after that begin to shorten, umm, and create more of a colder and fresher, umm, atmosphere. [Examiner: What else can you tell me about what you heard?] That's it.	Anchor: OK. The Earth's axis is an imaginary line that doesn't change, but the tilt is what leads to the season of changes. So in the winter, the Northern Hemisphere, which is the top, is tilted away from the Sun, then they get less Sun and it is much colder. Then in the summer when the Northern Hemisphere is tilted towards the Sun, it gets direct sunlight and it is much warmer. We have the winter solstice, which is on December 21, which is when the Northern Hemisphere is the farthest from the Sun, it is the least amount of daylight. And then we have on June 21st, which is the summer solstice, and the Northern Hemisphere is tilted closest to the Sun, which is the longest day of the year.

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 6–8

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 a Short Informational Passage

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

Read a Student Essay

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

Read a Literary Passage

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

Read an Informational Passage

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

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

Archery—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 student aimed an arrow at the target. Question 2: She is holding the bow steady and pulling back the string.
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 student aimed an arrow of the target. Question 2: She is holding the bow but pulling back the string.
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 student is aimed a arrow of the target. Question 2: She is holding the bow steady. She is pulling back the string.

Rubric and Anchor Samples—Write About an Experience

Learned Something New—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.	Last week I've learned how to make a Figet Spinner. This is the first time I and my team made it. This project name: Enginnering Decide Process. We have to make it and then record. That was really fun. I think that Figet Spinner is not useful but it's help a lots about teamwork, thinking and create. I never do anything like that in my old school. Now I really want to study like that to be easy and interesting.
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.	I remember when I learned something new when I was little. I learned how to tie my shoes and I had hard time learning. Well it's been helpful for me because when ever my shoe is untied I know how to tie it.
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.	Onec upone time I was not in good in laiding a bike. I larned how some one no how to drier a bike I dinot no anay thing about, bike my mom thoght me how many people now how to dirive a car or rhichit, now is my time to tioing about laiding a baike I was so happy thon any one Hot day, I was happy that day than any one els
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.	No Have learns. She has learn.
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.	Yo no se.



Rubric and Anchor Samples—Write About Academic Information

Race—Question 4

Score	Descriptors	Anchor Samples
2	- The response completely addresses the task and includes at least two relevant details from the graphic organizer. - Minor errors in grammar, word choice, and/or spelling/keyboarding may be present, but they do not impede meaning. - The response contains at least one sentence.	Blake and Cameron are both trying out for the track team, so they both want to cross the finish line.
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.	Blake,Cameron,they both arrives in the race.
0	- The response copies 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.	Ndetontonkenya balebutuka bonse bwongu bwongu fye.

Race—Question 5

Score	Descriptors	Anchor Samples
3	- The response completely addresses the task and includes sufficient and relevant information from the graphic organizer. - Minor errors in grammar, word choice, and/or spelling/keyboarding may be present, but they do not impede meaning. - The response typically includes at least three sentences.	Blake was not really lucky. Blake prepared for the race in many ways. He went to bed early, ate a good breakfast, and arrived early. As a result, he got first place at the race.
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.	Not Blake was lucky but Cameron wasnt lucky. He sleeps through his alarm and rushes out without eating. And he also late to the race.
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.	They run together three time a week, but Blake take first place.
0	- The response copies only irrelevant information from the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.” OR - No response is provided.	No entiendo.

Rubric and Anchor Samples—Justify an Opinion

School Days—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.	It is a good idea to have one less school day each week, but longer hours each day because some students want a three day weekend. Students can learn even more when the school day is longer. Students can spend more time with their friends at lunch. When there is a worksheet students can have more time to work on it. Also, when there is a class project students will have more time to work on the project in class. When students have one less day of school, they will have an extra day to do anything. For example if the students went to Lake Theo or Reno they can stay an extra day. Students can sleep in on the extra day instad of waking up early. Some students will go hang out with their friends on the extra day. Last, students will be extra happy for having an extra day of no 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.	I think it is a good idea to have one less day each week but longer hours each school day. Because we get to learn more and we get to be in school longer. We also get to talk to students more and teachers. We get to do our homework in school. Rather then doing it at home we get to study more. We get to eat more and get better grades. By getting my grades up and staying longer in school. That's all I think about having less school days each week but longer hours each school day.



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

School Days—Question 6

Score	Descriptors	Anchor Samples
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.	In my opinion there should be less of school because students might be tired of doing work every day.
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.	is good idea
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.	Think about what you will write before you begin writing.

Appendix: Student Score Sheets

Name:	Student ID:
_____	_____
Grade:	

LISTENING Practice Test—Grades 6–8

Listen to a Short Exchange

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

Listen to a Classroom Conversation

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

Listen to an Oral Presentation

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

Listen to a Speaker Support an Opinion

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

LISTENING Total:

SPEAKING Practice Test—Grades 6–8

Talk About a Scene

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

Speech Functions

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

Support an Opinion

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

Present and Discuss Information

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

Summarize an Academic Presentation

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

SPEAKING Total:

Appendix: Student Score Sheets (cont.)

READING Practice Test—Grades 6–8

Read a Short Informational Passage

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

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

3 (A) (B) (C) (D)

4 (A) (B) (C) (D)

5 (A) (B) (C) (D)

6 (A) (B) (C) (D)

Read a Student Essay

7 (A) (B) (C) (D)

8 (A) (B) (C) (D)

9 (A) (B) (C) (D)

10 (A) (B) (C) (D)

11 (A) (B) (C) (D)

12 (A) (B) (C) (D)

13 (A) (B) (C) (D)

14 (A) (B) (C) (D)

Read a Literary Passage

15 (A) (B) (C) (D)

16 (A) (B) (C) (D)

17 (A) (B) (C) (D)

18 (A) (B) (C) (D)

19 (A) (B) (C) (D)

20 (A) (B) (C) (D)

Read an Informational Passage

21 (A) (B) (C) (D)

22 (A) (B) (C) (D)

23 (A) (B) (C) (D)

24 (A) (B) (C) (D)

25 (A) (B) (C) (D)

26 (A) (B) (C) (D)

READING Total:

WRITING Practice Test—Grades 6–8

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: