

ELPAC

English Language Proficiency
Assessments for California



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



Practice Test Grades 9–10

ELPAC Practice Test Administration Notes

All information about the administration of the practice test can be found on the [Practice and Training Tests web page](#).

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About the *Directions for Administration*

This *Directions for Administration (DFA)* document contains information and read-aloud scripts needed to administer the Practice Test for the English Language Proficiency Assessments for California (ELPAC).

The Practice Test provides a sample of the question types and content and contains the same number of questions that appear on the Summative ELPAC.

For information about best practices for administering an ELPAC assessment, refer to the [Administer a Test Session web page](#) on the CAASPP & ELPAC Website.

The Practice Test does not produce scores or create a report. Test examiners* may use the Student Score Sheets, located at the end of this *DFA*, to record student responses.

This practice test is intended solely for educational purposes and should not be monetized or used for high-stakes purposes.

Starting an ELPAC Practice Test Session

There are two options for students to log on to an ELPAC Practice Test. A student can log on as a guest, or the test examiner can create a practice test session ID in the Test Administrator Interface.

To start a test session as a guest, refer to the [How to Access a Practice or Training Test Through the Student Interface \(PDF\)](#).

To start a test session with a test session ID, refer to the [How to Administer a Practice or Training Test with a Session ID \(PDF\)](#).

*A test examiner does not need to be present to use the ELPAC Practice Test; however, the term “test examiner” is used in this document to show what a test examiner will do to administer the test.

About the *Directions for Administration* (cont.)

Important Online Resources

This *DFA* contains hyperlinks to resources for test administration. Table 1 includes the URLs for the embedded links in this *DFA*.

Table 1. Resources for Administration of the ELPAC Practice Test

Category	Resource	URL
Accessibility	California Assessment Accessibility Resources Matrix web page	https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/matrix/
Getting Help	CAASPP & ELPAC Website	https://www.caaspp-elpac.org/
Test Administration	How to Access a Practice or Training Test Through the Student Interface [PDF]	https://www.caaspp-elpac.org/s/docs/qraccesspracticetest.pdf
Test Administration	How to Administer a Practice or Training Test with a Session ID [PDF]	https://www.caaspp-elpac.org/s/docs/qradministertest.pdf
Test Administration	Practice and Training Tests web page	https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/
Test Administration	Practice Test Scoring Guides [PDFs] on the Practice and Training Tests Resources web page	https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/practice-and-training-resources/
Test Administration	<i>Preparing for Administration (PFA)</i> [PDF]	https://www.caaspp-elpac.org/s/docs/ELPACSA.PFA.Grade3-12.pdf

About the *Directions for Administration* (cont.)

Using the *DFA*

Table 2 includes symbols that indicate instructions for test examiners:

Table 2. Instructional Symbols for Test Examiners

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

Listening—Grades 9–10

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 login instructions.

i When the Listening test screen comes up,

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

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



Listening Scoring Keys

Listen to a Short Exchange

Question	Answer Key
1	A
2	B
3	C

Listen to a Classroom Conversation

Question	Answer Key
4	C
5	A
6	A

Listen to an Oral Presentation

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

Listen to a Speaker Support an Opinion

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

Speaking—Grades 9–10

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 9–10 (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 woman handing out laptops. SAY What is this person doing? ➡ NEXT	Anchor: ◦ Computer/folder/book. ◦ I forgot.	Anchor: ◦ Handing out computers/laptops. ◦ Giving folders/a book.
2	Point to the student at the bookshelf. SAY What is this student doing? ➡ NEXT	Anchor: ◦ Books. ◦ Girl/student.	Anchor: ◦ Grabbing/taking/picking a book. ◦ Looking at books.

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	 SAY What type of room is this? i Wait for the student's response. SAY How do you know?  NEXT	Anchor: ◦ (Response in primary language.)	Anchor: ◦ Library. [Examiner: How do you know?] It's a library.	Anchor: ◦ A library/computer room. [Examiner: How do you know?] By the books and the computers.
4	 Point to the different students sitting at the two tables.  SAY Describe the differences between what the students are doing at each table.  NEXT	Anchor: ◦ I don't know.	Anchor: ◦ The girl's working alone with her headphones on.	Anchor: ◦ So the, the computer with the three guys, they're like working together. And this girl's like studying alone and, yeah.

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?"*

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SAY You would like to go out with your friends on Friday. What would you say to your parents or guardians?

i Function: asking for permission

The student might say, *"Can I go out on Friday?"* or *"I'd like permission to go out on Friday."*

➔ 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.

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SAY You missed the morning announcements. You want to know what time the school play starts tonight. What would you say to your classmate?

i Function: requesting information

The student might say, *"What time does the play start tonight?"* or *"I would like to know when the play starts tonight."*

➔ NEXT

Prompting Guidelines: Speech Functions

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

No.	Question	Function	Score 0	Score 1	Score 2
			• Response does not address the language function. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• Response addresses the language function in a limited way. Listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation impede meaning.	• Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
5	Permission to Stay Out Late	Asking for permission	Anchor: I need to go.	Anchor: Umm, I would say to my parents, can I go with my friends?	Anchor: Hey, Mom, can I please go out with my friends this Friday?
6	Play Start	Requesting information	Anchor: Let's go to the play.	Anchor: When is the game?	Anchor: Do you know what time the school play starts?



7

SAY Now,**SAY** I am going to ask you for your opinion. There are no pictures. **SAY** A local community center has money to support only one of two new classes. The first choice is a physical fitness class. The second choice is an art class. Which one do you think would be a better option 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.	Anchor: Think art would be better for the community. Because if kids like if they don’t get that much.	Anchor: Art. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] So they could draw good. [Examiner: Tell me more about your choice.] (No response.)	Anchor A: The physical fitness. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] Umm, I think the physical fitness because then the kids have something active to do instead of like being on computers all day long. Anchor B: I think art would be better than physical fitness 'cause umm, all kinds of people all ages could have a chance to learn new skills and could make paintings to give to friends.

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



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SAY I am going to ask you for your opinion.

 **SAY** Your community has the money to build a park or a swimming pool. Which one do you think would be a better option 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: (No response.)	Anchor: Swimming pool. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] Uhh, I don’t, I don’t know how to explain that.	Anchor: I think a better option for the community is to, uhh, build a park, make a park. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] Umm, it should be better the park to the community because they can run. [Examiner: Tell me more about your choice.] It’s good for to be outside.	Anchor A: Umm, I would say building a park would be better for the community because maybe not a lot of people know how to swim, I should say, so probably a community park would be better. Anchor B: Umm, I think a swimming pool so kids can actually learn how to swim because kids know how to play already.

***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 First-year high school students were asked how many hours they spend on screens each day and how many hours they spend doing homework each day. The average number of hours reported by all students in each category was calculated. The bar graph compares the average number of hours students spend on screen time with the average number of hours they spend doing schoolwork. 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

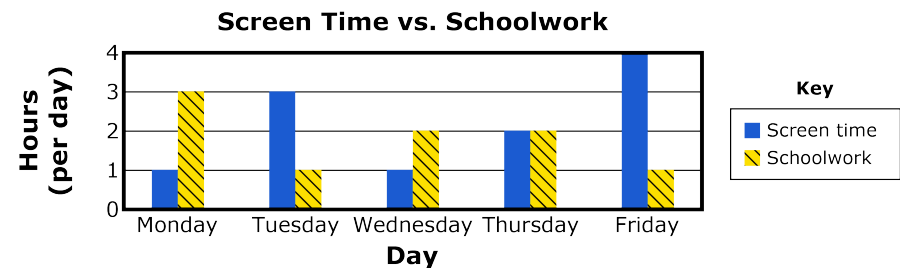
Point to the text on the student's screen.

SAY What does the bar graph show about the number of hours per day students spend on screens and the number of hours per day they spend doing homework?

SAY Include details from the bar graph in your answer.

➔ NEXT

First-year high school students were asked how many hours they spend on screens each day and how many hours they spend doing homework each day. The average number of hours reported by all students in each category was calculated. The bar graph compares the average number of hours students spend on screen time with the average number of hours they spend doing schoolwork.



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: It goes down and it stays there. [Examiner: Tell me more details from the graph.] And then it goes up all the way.	Anchor: It shows that, umm, the amount of time that they put for, for their schoolwork is a little bit more inconsistent than how much time they put for their screens. [Examiner: Tell me more details from the graph.] They spend more time on their screens than they do their schoolwork.	Anchor A: In the graph, it shows that for screen times, they’re, they do four hours on Friday and on Monday it shows they do only one hour, but on schoolwork, they do three hours for Monday and on Friday they do one. And on Wednesday, it’s one hour screen time and two hours of schoolwork. Anchor B: It shows that students have less screen time in the beginning of the week compared to the end of the week, on Friday. [Examiner: Tell me more details from the graph.] In between the week, so Tuesday, Wednesday, Thursday, it goes up. Umm, for example, Tuesday is higher screen time while Wednesday is lower screen time.



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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: Throughout the week, students spend more time on screens than on schoolwork.

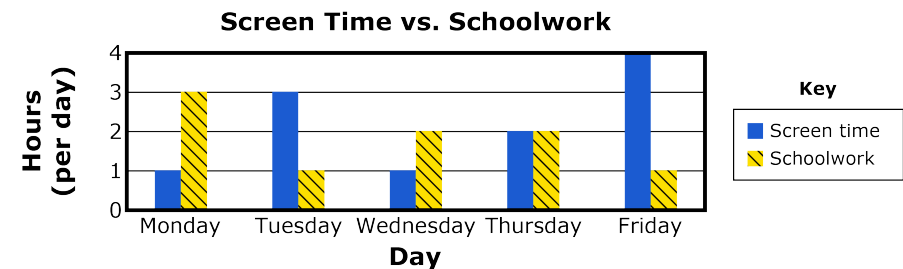
SAY

Give details from the bar graph to support your answer.



NEXT

First-year high school students were asked how many hours they spend on screens each day and how many hours they spend doing homework each day. The average number of hours reported by all students in each category was calculated. The bar graph compares the average number of hours students spend on screen time with the average number of hours they spend doing schoolwork.



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: I believe the claim is false because there are more days that students are at schoolwork than screen time.	Anchor: I support, umm, I support because in Tuesday, Thursday, and Friday, they use their screen time a lot. But then on Monday, Tuesday, and Wednesday, they focus, no. Monday and Wednesday, they do their schoolwork. They have some days that they focus more on their schoolwork than their screen time.	Anchor A: The claim is supported because they spend 11 hours on screen time and only nine on schoolwork. So, so they do spend more time on screen time. Anchor B: I think students do spend more time on screens than schoolwork. 'Cause on Friday they spent four hours and on Tuesday three hours on screen time, while Tuesday and Friday, they only spent one hour on schoolwork.

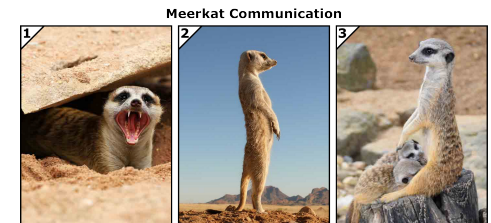
**Main Points**

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

- Meerkats use distinct/different types of communication.
 - » Details: Meerkats are small mammals OR They live in groups called mobs/clans OR They live in southern Africa OR Their survival depends on their communication OR They communicate with vocalization, body language, scent marking, and touch.
- Meerkats communicate through vocalizations and body language.
 - » Details: (While searching for food) they make (soft) chattering sounds, which means all is well OR A sharp alarm call tells the group about danger OR A meerkat standing tall/on its hind legs watches for danger (while others search for food) OR If a meerkat detects a threat, it may freeze/flick its tail/ dive into a burrow OR Physical cues alert the group without making noise OR Body language plays a role in social bonding OR Meerkats groom or nuzzle each other to build trust (and cooperation within the group).
- Meerkats communicate through scent and touch.
 - » Details: They produce a strong musk OR They smear musk on plants/rocks/one another to mark territory/show social status OR Members of the group share the same scent OR Meerkats recognize who belongs to their group OR Communication is needed to find food OR Grooming/nuzzling helps build trust OR Coordinating their actions helps meerkats enhance their chances of survival.

SAY You are going to listen to some information about meerkat communication. 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 meerkat communication,
- include details about each type of communication, 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

Today, let’s explore one of nature’s most intriguing social animals: the meerkat. Meerkats are small mammals that live in tight-knit groups called mobs or clans. While they may seem playful and curious, their survival in the harsh deserts of southern Africa depends heavily on communication. Meerkats use distinct types of communication: vocalization, body language, scent marking, and touch.

-  Picture one shows a meerkat emerging from its burrow. Meerkats use various vocalizations to interact with their group. While searching for food, they make soft, continuous chatter sounds to signal that all is well. If a predator is spotted, one meerkat will issue a sharp alarm call. This vocal signal tells the group about a danger. All the meerkats respond swiftly by either seeking cover or standing together to defend themselves.
-  Picture two shows a meerkat standing tall on guard duty. Meerkats also communicate through body language. A meerkat standing tall on its hind legs typically serves as a sentry, watching for danger while others search for food. If the sentry detects a threat, it may freeze, flick its tail, or quickly dive into a burrow. These physical cues alert the group without making noise.
-  Picture three shows a group of meerkats. Meerkats use both scent and touch to communicate within their mobs. They produce a strong musk to smear on plants, rocks, and even on one another to mark territory, signal identity, and show social status. Because members of the same group share a common scent, they can quickly recognize who belongs and who doesn't. In addition, grooming and nuzzling help build trust and cooperation, which is vital in a society where meerkats share duties such as guarding against predators and caring for the young.
- Whether it's finding food or warning each other of dangers, by coordinating their actions, meerkats enhance their chances of survival.

➔ NEXT

11



SAY

Summarize the information you heard. Be sure to



- **describe meerkat communication,**
- **include details about each type of communication, 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:

- Meerkats use distinct/different types of communication.
 - » Details: Meerkats are small mammals OR They live in groups called mobs/clans OR They live in southern Africa OR Their survival depends on their communication OR They communicate with vocalization, body language, scent marking, and touch.
- Meerkats communicate through vocalizations and body language.
 - » Details: (While searching for food) they make (soft) chattering sounds, which means all is well OR A sharp alarm call tells the group about danger OR A meerkat standing tall/on its hind legs watches for danger (while others search for food) OR If a meerkat detects a threat, it may freeze/flick its tail/ dive into a burrow OR Physical cues alert the group without making noise OR Body language plays a role in social bonding OR Meerkats groom or nuzzle each other to build trust (and cooperation within the group).
- Meerkats communicate through scent and touch.
 - » Details: They produce a strong musk OR They smear musk on plants/rocks/one another to mark territory/show social status OR Members of the group share the same scent OR Meerkats recognize who belongs to their group OR Communication is needed to find food OR Grooming/nuzzling helps build trust OR Coordinating their actions helps meerkats enhance their chances of survival.

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: Umm . . . I don't know.	Anchor: They work together. They care about their child's. That's it. [Examiner: What else can you tell me about what you heard?] That's it.	Anchor: Meerkats are small. They survive, their survival skills depends on their communication. Their communication, they can use soft sounds to tell everything's safe. They, when they stand, they are, oh, when they stand, it's so they can defend themselves. And when they stand like alone for danger. They recognize who belongs and who doesn't. [Examiner: What else can you tell me about what you heard?] Umm . . . I don't know.	Anchor: The meerkats are small mammals. They're in groups of mobs and clans. They communicate by vocal, body, scent and touch. And when they search for food, the one that's standing tall is the one that warns the people of the danger by doing some sharp and long calls. They also seek cover for defend self. And they also could freeze and flick their tail when alarming their groups. For the third one, they know like who's in their group by their scent and their touch and who belongs and who doesn't. [Examiner: What else can you tell me about what you heard?] I also heard that they, they could also freeze and that that person, when they search food, there's only one person who's, umm, in alarm of the danger that comes.	Anchor: Uhh, meerkat, meerkats are small mammals and they live in clans or groups in southern Africa. They have many types of communication, like vocal, body, or scent marking and touch. Vocal, if they are looking for food, they will do a soft chatter which means all is good. But if they alert, or, they see danger, they will do a sharp alarm sound. Body language is really important too. If they are standing tall and pretty guarded, it means they are watching for any sort of danger. If spotted, it, the meerkat will either freeze or flick its tail, which alerts the group without any type of noise. Scent marking and touch go hand in hand. So meerkats produce a very strong musk, which they can use to mark territory or establish social status within the group. Grooming and nuzzling is helpful to gain trust.

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 **ALL** of the following Main Points and **AT LEAST ONE** detail for each Main Point.

- Angkor Wat is a/(the largest) religious structure found in (northwest) Cambodia.
 - » Details: It is the country's most famous holy site OR It is over 900 years old OR It has towers, galleries, and walkways OR It was once a Hindu place of worship and then became a Buddhist place of worship.
- Angkor Wat was built to honor the Hindu gods.
 - » Details: There are sculptures representing Hindu gods at Angkor Wat OR There are various carvings and representations dedicated to the Hindu gods OR These structures were built to honor Vishnu (the Hindu protector of the universe).
- Angkor Wat changed from a Hindu place of worship to a Buddhist place of worship.
 - » Details: Buddhism became the state religion OR Many Buddhist statues were added to Angkor Wat OR Original Hindu features were not demolished.
- The flag of Cambodia features Angkor Wat.
 - » Details: Many tourists visit Angkor Wat to admire its architecture OR Angkor Wat was designated as a World Heritage site OR Tourism helps support the economy but also threatens the land and monuments (which require protection).

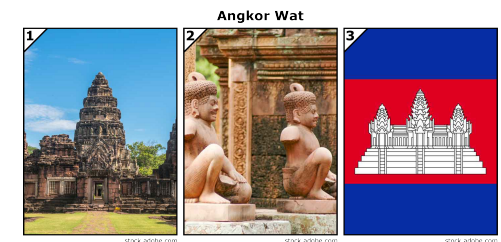
SAY You are going to listen to some information about Angkor Wat. There are pictures on the screen that go along with the information. You may take notes as you listen. The presentation can be played only once and will not be paused.

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 Angkor Wat's origin as a Hindu temple and why it became a Buddhist temple,
- describe the cultural significance of the site, 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

Angkor [AN-core] Wat, the largest religious structure in the world, is located in northwest Cambodia. It is the country's most famous holy site. The complex, which is over 900 years old, is breathtaking. It includes prominent towers, covered galleries, and stunning walkways. The site was first constructed as a Hindu place of worship and later became a place of worship for Buddhists.

-  Picture one shows Angkor Wat's central structure. The site of Angkor Wat was constructed in dedication to the Hindu gods. Inside are sculptures representing Hindu gods. The points near the top of the central structure's towers symbolize Mount Meru [MEH-roo], which is where Hindus believe their gods lived. There are various carvings and representations dedicated to Hindu gods throughout the Angkor Wat complex. The king of the Khmer [kuh-MEER] Empire, who ruled much of the region at the time, built it specifically to honor Vishnu, the Hindu protector of the universe.
-  Picture two shows two Buddhist statues. The site underwent a religious shift from Hinduism toward Buddhism during the latter part of the twelfth century. Around that time, a new ruler made Buddhism the state religion and the temple was converted from a Hindu place of worship to a Buddhist place of worship. After that, many Buddhist statues were added to Angkor Wat. However, in the tradition of coexistence between the two religions, the original Hindu features of the site were not demolished.
-  Picture three shows the national flag of Cambodia, which features an image of Angkor Wat, a symbol of national, cultural, and religious pride. Every day, many tourists visit Angkor Wat to admire the historical and cultural wonder. The United Nations Educational, Scientific, and Cultural Organization, or UNESCO, designated Angkor Wat a World Heritage site. Visitors can witness all of the site's major architectural buildings from the Khmer period, as well as canals and other waterways. Tourism helps support the local economy, but it also poses a threat of damage to the land and its monuments. Studies are being performed to determine ways to protect the extraordinary site of Angkor Wat.

➞ 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.



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-  **SAY** Summarize the information you heard. Be sure to
- describe Angkor Wat’s origin as a Hindu temple and why it became a Buddhist temple,
 - describe the cultural significance of the site, 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.

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: (Response in primary language.)	Anchor: Well, I just heard that they changed it from that temple, but I don't know why. I didn't really understand this one.	Anchor: Umm, the Hindu temple was built to worship the Hindu gods and it's a worship place. In the twelfth century how the Hindu temple became a Buddhist temple is, umm . . . and for the third picture, many tourists travel there to admire the culture. [Examiner: What else can you tell me about what you heard?] That they were religious.	Anchor: Angkor Wat is a famous holy site that started as a Hindu temple. There are many Hindu gods inside still, hmm, because it was made first for Hindus. Umm, it later became a Buddhist temple because the king at the time had a religious shift during the twelfth century and made Buddhist, Buddhism the main religion. The cultural significance of the site is that the, the temple is on the Cambodian flag and many people go see it when they go to Cambodia. And it's a World, a World Heritage site. [Examiner: What else can you tell me about what you heard?] Hmm, even if they changed it to a Buddhist temple, they still left a lot of Hindu religion statues out of respect.	Anchor: The Angkor Wat, umm, was built in northwest Cambodia. It was a holy site and it is about 900 years old. It had towers, galleries, and walkways, and it was a place to honor the Hindu gods. And, and there were sculptures. And the king built, umm, the place for one of their gods, the Hindu protector. Soon Hinduism turned into Buddhism and Buddhism became the state law or the state religion. They added Buddhist statues. Some of the Hindu features were also kept. And the flag of Cambodia shows Angkor Wat. And it symbolizes religious pride and is a World Heritage site. Tourism helped and damaged the site.

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 9–10

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	A
2	B
3	C
4	C
5	A
6	D

Read a Student Essay

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

Read a Literary Passage

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

Read an Informational Passage

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

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

Pep Rally—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: On the gym floor, the school's mascot, Freddy Falcon, is standing proudly and getting the students excited. Question 2: All the students in the bleachers are on their feet but not all have their hands in the air.
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: On the gym floor, the schools mascot, Freddy Falcon, is standing proud and get the students excited. Question 2: All the students in the bleachers are on their feet but not all of the students have their hands raised in the air.
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: In a high school gymnasium, students are attending a pep rally to show their school spirit. On the gym floor, the school's mascot, Freddy Falcon, is standing prouder and get the students excited. All the students in the bleachers are on their feet. Not all of the students have their hands raised in the air. Students will soon cheer on the school band when it performs. Question 2: All the students in the bleachers are on their feet. Not all of the students have their hands raised in the air.

Rubric and Anchor Samples—Write About an Experience

New Activity—Question 3

Score	Descriptors	Anchor Samples
4	- The response provides a full and complete account of the experience named in the prompt using well-developed descriptions, details, or examples. - The response is readily coherent. - Grammar and word choice are varied and generally effective. Minor errors do not impede meaning. - Minor errors in spelling/keyboarding and punctuation may be present, but they do not impede meaning. - The response typically includes a paragraph of at least three sentences.	One day my friend and I went water skiing on his boat. It was early in the morning. We were on a lake. It was hard for me, and I fell down a lot. I could not stand up. Finally, I got up skiing. We had picnic on the boat. It was fun. After we were done, my legs hurt. I wish I had a boat. When I grow up, I will buy one.
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.	A activity I have is my firend get some game on the his computer. His game was racing game, we play all day. I never did this game before. We played all day and had dinner from his mom.
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.	I tried a bicycle. When I am 7 years old, I tried wit my dad. I fell down.
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.	I did bas bal. Bat som
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.	tried a new activity



Rubric and Anchor Samples—Write About Academic Information

California Authors—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.	Jon Stinbeck writes his literature in 1930s during the great depresion but Ray Bradbury writes his in 19502, in post WWII era.
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.	literary fiction but he science fiction, fantasy and horror. horror is bad.
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.	Literature of jon steinbeck

California Authors—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.	Jon and Ray have lots in common. They are athors of the 20 century. They both like California and write about it and they write about their life esperincens. Also, they both won awards. Thats shows that they are successful authors.
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.	Jon Steinbck and Ray Bradbury are two authors and they like to write a lot about CA. They insprired by person experience.
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 are same cuz same 20th century and masters. So that's how they have in common.
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.	IMAGINE THAT YOU ARE

Rubric and Anchor Samples—Justify an Opinion

Fall Break—Question 6

Score	Descriptors	Anchor Samples
4	- The response successfully expresses an opinion (grades three through five) or states a position (grades six through twelve) and provides relevant and detailed support. - The response is readily coherent. - Grammar and word choice are varied and effective. - Minor errors in spelling/keyboarding and punctuation may be present but do not impede meaning. For grades three through five: The response includes at least two reasons that support the opinion, typically using three or more sentences. For grades six through twelve: The response includes at least two reasons that support the position, typically using six or more sentences. For grades nine through twelve: Register is appropriate.	I think it is not a good idea to have a fall break. First of all, there are already so many holidays when we don't have classes. A two-week break during October would mean more time out of class. That means students might forget what they learned before the break or struggling to catch back up after the break. Secondly students would have to go school an extra two weeks at the end of the year and that will take away from their summer. This descision could affect the student's family also. Students may have vacation plans with there parents or work summer jobs. That's why I think it is not good idea. Please think carefully for all students.
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 that adding another extra break in the fall is a good thing for students. It can gave them more times to be spending with their families. Every student need breaks from doing school work. I think a break in the fall they have more motivation to work hard. It will be good for them and their families. I hope my school can add another break time in the fall for this reasons.



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

Fall Break—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.	I think that extra break not the good idea for the students. the break is not need for the focus on stuff and they might forget and fail the class. and students not asked about extra break. so my think is they will not be happy.
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.	Extra break in fall two weeks so my position not have time my class homeworks. Please not make going extra two weeks at the end and not break in fall.
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.	No entiendo.

Appendix: Student Score Sheets

Name:	Student ID:
_____	_____
Grade:	

LISTENING Practice Test—Grades 9–10

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 9–10

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 9–10

Read a Short Informational Passage

- 1 Ⓐ Ⓑ Ⓒ Ⓓ 2 Ⓐ Ⓑ Ⓒ Ⓓ 3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ 5 Ⓐ Ⓑ Ⓒ Ⓓ 6 Ⓐ Ⓑ Ⓒ Ⓓ

Read a Student Essay

- 7 Ⓐ Ⓑ Ⓒ Ⓓ 8 Ⓐ Ⓑ Ⓒ Ⓓ 9 Ⓐ Ⓑ Ⓒ Ⓓ 10 Ⓐ Ⓑ Ⓒ Ⓓ 11 Ⓐ Ⓑ Ⓒ Ⓓ
12 Ⓐ Ⓑ Ⓒ Ⓓ 13 Ⓐ Ⓑ Ⓒ Ⓓ 14 Ⓐ Ⓑ Ⓒ Ⓓ

Read a Literary Passage

- 15 Ⓐ Ⓑ Ⓒ Ⓓ 16 Ⓐ Ⓑ Ⓒ Ⓓ 17 Ⓐ Ⓑ Ⓒ Ⓓ 18 Ⓐ Ⓑ Ⓒ Ⓓ 19 Ⓐ Ⓑ Ⓒ Ⓓ
20 Ⓐ Ⓑ Ⓒ Ⓓ

Read an Informational Passage

- 21 Ⓐ Ⓑ Ⓒ Ⓓ 22 Ⓐ Ⓑ Ⓒ Ⓓ 23 Ⓐ Ⓑ Ⓒ Ⓓ 24 Ⓐ Ⓑ Ⓒ Ⓓ 25 Ⓐ Ⓑ Ⓒ Ⓓ
26 Ⓐ Ⓑ Ⓒ Ⓓ

READING Total:

WRITING Practice Test—Grades 9–10

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: