
ELPAC

English Language Proficiency
Assessments for California



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



Visual Impairment and Braille Practice Test Kindergarten

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) to students who are blind or have low vision.

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.GradeK-2.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 or in the Answer Book.
	Information for the test examiner
	Advance to the next question
	Stopping-marker directions
	The test examiner finger-sweeps or uses a pencil, pen, or cursor to point to the text on the screen while reading it aloud.

Listening—Kindergarten

Special Directions for Listening

NOTE: JAWS, NonVisual Desktop Access (NVDA), and voice-over may be used as an accommodation; however, please note that these programs may read everything on the screen depending on the testing device being used.

- Administer the test in a one-on-one setting.
- Navigate the student device and point to the answer choices as the audio plays.
- Enter answers indicated by the student.
- The Student Score Sheet is provided in Appendix B.
- If using headsets, use a splitter so the student and test examiner can listen together.

Prompting Guidelines for All Listening Task Types

- If the student does not answer or gives an answer that is not clear, you may replay the question or say, **“Tell/Show me again.”**
- If the student still does not answer, select **No Response [NR]** and move to the next question.

Listening—Kindergarten (cont.)

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.

When the Listening Test screen comes up,

SAY Welcome to the Listening section of the ELPAC test.

In this part of the test, you will listen carefully. Then you will tell me your answers to some questions. You will tell me your answer with words. If you are unsure of how to respond to a question, just respond the best you can. If you need any questions repeated, just ask. If you are having trouble hearing the test, let me know.

You will now begin the Listening questions.

i Select [**Next**] to advance to the next screen.

Administer the Listening domain. To begin playing the audio for each conversation, story, or information, select the audio-player button on the screen. Then, select the audio button on the screen for each question. If appropriate, you may point to the question and answer choices while the audio plays. You must select an answer for each question to move on to the next question.

 Listening—Listen to a Short Exchange**1****SAY** The picture shows a student and a teacher.

i Next, select the audio player button on the screen to play the audio for the conversation. Then, select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

2**SAY** The picture shows a boy and a girl.

i Next, select the audio player button on the screen to play the audio for the conversation. Then, select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

3**SAY** The picture shows a teacher and a student.

i Next, select the audio player button on the screen to play the audio for the conversation. Then, select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

4**SAY** The picture shows a boy and a girl.

i Next, select the audio player button on the screen to play the audio for the conversation. Then, select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

SAY A bookshelf

A table with books on it

A basket with books in it

5**SAY** The picture shows a boy and a girl.

i Next, select the audio player button on the screen to play the audio for the conversation. Then, select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

SAY A cookie

An apple

A sandwich



Listening—Listen to a Story

6

SAY The picture shows a girl named Kiara, her brother, and her dad talking in their living room. Kiara is leaning her chin on her fist and is looking upward to show that she is thinking.

i Next, select the audio player button on the screen to play the audio for the story. Then, select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

7

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

8

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

SAY Buttons
Crayons
Toy cars



After administering Question 8, if there have been no responses or no correct responses, you may stop testing in the Listening domain by selecting **[End Test]**; otherwise, select **[Next]** to continue.

Answer Key:

1. (C) 2. (C) 3. (C) 4. (B) 5. (A) 6. (B) 7. (A) 8. (C)

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 **No Response [NR]** for each remaining question in the test.

9

SAY The picture shows Molly, Tatum, and their mother.

i Next, select the audio player button on the screen to play the audio for the story.

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

SAY A frog
A kitten
A rabbit

10

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

11

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

12

SAY The picture shows a boy named Jake sitting at a table with art supplies. He is holding a marker and coloring a sock.

i Next, select the audio player button on the screen to play the audio for the story.

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

13

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

SAY A book

A basket

A teddy bear

14

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

 **Listening—Listen to an Oral Presentation****15**

- i** Next, select the audio player button on the screen to play the audio for the presentation.
- i** Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

SAY A bird
A pig
A lizard

16

- i** Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

17

- i** Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

18

SAY The picture shows a farmer and a cow.

- i** Next, select the audio player button on the screen to play the audio for the presentation.
- i** Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

19

- i** Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

SAY Cheese
Ice cream
Grass

20

- i** Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

After the student responds to the last question,

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

i DIRECTIONS FOR ENDING A TEST

- Select [**Submit Test**].
- Select [**Yes**] to submit.

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

Listening Scoring Keys

Listen to a Short Exchange

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

Listen to a Story

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

Listen to an Oral Presentation

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

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Speaking—Kindergarten

Special Directions for Speaking

NOTE: JAWS should not be used to read the content aloud and students should not navigate the test using their refreshable braille display.

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.

NOTE: The alternate text is being provided so that test examiners can use the provided description for the graphics rather than creating their own graphic descriptions.

- **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.***

NOTE: For braille and low vision administration, use the provided verbal cue in addition to the pointing to ensure that students with visual impairments hear the description of the visual cue.

- **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 Appendix B.

Speaking—Kindergarten (cont.)

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—Kindergarten (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

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 Appendix B.

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SAY The picture shows a classroom. There are three students and a teacher. The teacher is showing two students different shapes. One student is at a whiteboard.

SAY If you need to hear the description again, let me know and I will read it to you.



No.	Question	Score 0	Score 1
	SAY Imagine you are in a classroom with a teacher and some students.	• Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know."	• Correct response.
1	SAY The teacher is holding some paper cut into different shapes. What shapes can you name? ➔ NEXT	Anchor: ◦ I don't know. ◦ Shapes.	Anchor: ◦ Square/circle/triangle. (Any shapes are acceptable.)
2	SAY There are some blocks on a table. What can the students do with the blocks? ➔ NEXT	Anchor: ◦ I forget. ◦ Table/blocks.	Anchor: ◦ Play/have fun/build. ◦ Make a tower. ◦ Building a house.

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 There are also some balls on the table. How can the students play with the balls? i Wait for the student's response. SAY How do you know? ➔ NEXT	Anchor: ◦ Umm, balls. [Examiner: How do you know?] I don't know.	Anchor: ◦ Bounce them. [Examiner: How do you know?] I don't know.	Anchor: ◦ Bouncing. [Examiner: How do you know?] Because it's fun to do.
4	 SAY There is a clock in the room. What is a clock used for? ➔ NEXT	Anchor: ◦ Umm, the clock.	Anchor: ◦ Time. [Examiner: Tell me more.] (No response.)	Anchor: ◦ Telling time. ◦ Knowing when it's recess/lunch/PE.

Prompting Guidelines: Talk About a Scene

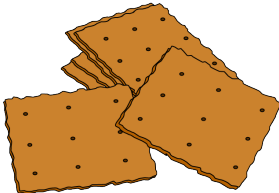
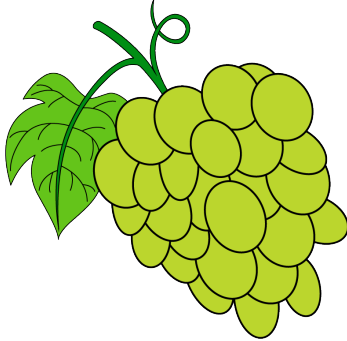
If the student does not answer or requests that a question be repeated, you may repeat the question once.

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 There are two pictures. The first picture shows crackers. The second picture shows grapes.

No.	Picture	Prompt
5	 	SAY Now, SAY I am going to ask you for your opinion.  If appropriate, you may point to each picture at the appropriate time while reading the question.  SAY Your class has a choice of two foods to eat for a snack. What do you choose for your class to eat: crackers or grapes? i Wait for initial choice. SAY Why do you think [crackers are/grapes are/your choice is] better?  NEXT



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

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

Prompting Guidelines: Support an Opinion

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

If the student points, pantomimes, or points while saying words such as this/that/these/those, say, “**Tell me in words,**” and repeat the question.

If the student states a choice but does not provide a reason, repeat the last part of the question once: “**Why do you think [student’s choice] is better?**”

If the student gives an original but relevant response to the question, or selects neither or both options, say, “**Why do you think your choice is better?**”

Score 0	Score 1	Score 2
• An opinion is not expressed. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• An opinion is expressed but not supported. A reason is not provided or is not relevant. • Errors in grammar, word choice, pronunciation, or intonation impede meaning.	• An opinion is expressed and supported with a relevant reason. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
Anchor: (Pointing.) [Examiner: Tell me in words. What do you choose for your class to eat: crackers or grapes?] I don't know.	Anchor: Crackers. [Examiner: Why do you think crackers are better?] (No response.)	Anchor A: Crackers. [Examiner: Why do you think crackers are better?] Mmm . . . [Examiner: Why do you think crackers are better?] Because there are good. Anchor B: Grapes. [Examiner: Why do you think grapes are better?] Because they taste like sour.



SAY There are two pictures. The first picture shows a tree blowing in the wind. The second picture shows trees with snow on them.

No.	Picture	Prompt
6		SAY I am going to ask you for your opinion.  If appropriate, you may point to each picture at the appropriate time while reading the question.  SAY Your class can choose which type of weather to learn about in science class. What type of weather do you choose for your class to learn about: wind or snow? i Wait for initial choice. SAY Why do you think learning about [wind/snow/your choice] is better?  NEXT

Prompting Guidelines: Support an Opinion

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

If the student points, pantomimes, or points while saying words such as this/that/these/those, say, “Tell me in words,” and repeat the question.

If the student states a choice but does not provide a reason, repeat the last part of the question once: “Why do you think [student’s choice] is better?”

If the student gives an original but relevant response to the question, or selects neither or both options, say, “Why do you think your choice is better?”

Score 0	Score 1	Score 2
• An opinion is not expressed. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• An opinion is expressed but not supported. A reason is not provided or is not relevant. • Errors in grammar, word choice, pronunciation, or intonation impede meaning.	• An opinion is expressed and supported with a relevant reason. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
Anchor: I don't know.	Anchor: Snow. [Examiner: Why do you think learning about snow is better?] Because it doesn't go down.	Anchor A: Wind. [Examiner: Why do you think learning about wind is better?] Because everything can fly away. Anchor B: Snow. [Examiner: Why do you think learning about snow is better?] Because I get to do, I get to play snowball fight.



7

SAY Here are three pictures that go with the story. I am going to describe the pictures and then tell you a story.

i Pause. If appropriate, you may point to each of the pictures.

SAY You will hear the story only once. When I am finished, you will tell the story back to me.

If appropriate, you may point to the first picture.

SAY The first picture shows Anna and her father picking flowers outside. The story says Anna and her father decided to pick some flowers for her grandmother. She took a basket and went outside. She found many beautiful flowers.

If appropriate, you may point to the second picture.

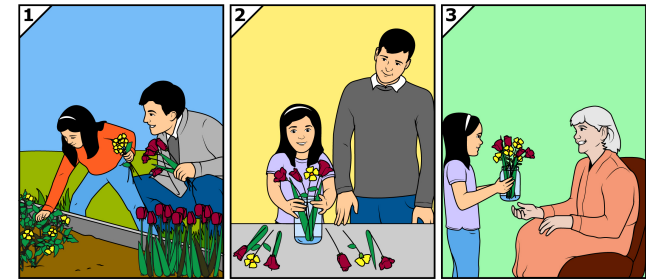
SAY The second picture shows Anna putting the flowers in a jar with water. The story says when Anna and her father were done, they went in the house. Anna found a glass jar and put water in it. Then she put the flowers in the glass jar. They looked so pretty.

If appropriate, you may point to the third picture.

SAY The third picture shows Anna giving the flowers to her grandmother. The story says Anna gave the jar of flowers to her grandmother. Her grandmother was very happy.

SAY Now use all the pictures to tell the story back to me.

➔ NEXT



Prompting Guidelines: Retell a Narrative

Read the story only once.

If the student does not answer or requests that the question be repeated, say, “Now use all the pictures to tell the story back to me.”

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

If the student is reluctant or stops speaking after saying a few sentences, prompt the student by saying one of the following,

“What else can you tell me about the story?” or “And then what happened?” Reprompt no more than twice.

If the student is struggling to remember a name, say, “The girl’s/boy’s name is [name]. You can also say ‘the girl/the boy.’”

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

Score 0	Score 1	Score 2	Score 3	Score 4
• Response is not relevant. • Response contains no English. • No response, “I don’t know,” or is completely unintelligible.	• Response attempts to retell the narrative but conveys little relevant information. • Ideas are rarely cohesive and connected. • Grammar and word choice are limited and impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s).	• Response retells the narrative as supported by the pictures but may be incomplete and lack clarity. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple and repetitive; errors often impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may be slow, choppy, or halting.	• Response retells the narrative as supported by the pictures with basic detail. • Ideas are usually cohesive and connected. • Grammar and word choice are adequate; errors occasionally impede meaning. • Pronunciation and/or intonation occasionally impede meaning. • Speech is fairly sustained, though some choppiness or halting may occur.	• Response provides a clear and detailed retelling of the narrative as supported by the pictures. • Ideas are cohesive and connected. • Grammar and word choice are varied and effective; errors do not impede meaning. • Pronunciation and intonation do not impede meaning. • Speech is usually smooth and sustained.
Anchor: (No response.) [Examiner: Now use all the pictures to tell the story back to me.] Is . . . [Examiner: What else can you tell me about the story?] Can't.	Anchor: The father tried to give the, the mom a flowers, the father. . . [Examiner: What else can you tell me about the story?] Umm, the father, umm . . . [Examiner: And then what happened?] Then the grandfather tried to, to give it . . . put the water . . . the flowers to give it to her, umm, grand, grand, umm, umm, trying to give her mom a flowers to, to the girl, to the, umm, umm . . .	Anchor: The girl is and the boy is trying to get flowers from the, the mom and from, from the girl. [Examiner: And then what happened?] And then he . . . and then the girl give it to the grandma.	Anchor: They went outside and they got flowers and then they went back and then they put water and then they give it to their mom or grandp- . . . mom or grandma. Mom. They give it to the mom, the flowers.	Anchor: Anna and his . . . and her father wanted to give some flowers to her grandmother. Anna went outside and saw many beautiful flowers. They went inside. Anna found a jar, a glass jarred. She . . . they put the flowers on it. It looked so beautiful. They . . . Anna gived her. . . the flowers to her grandmother.



8

SAY Here are three pictures that go with the story. I am going to describe the pictures and then tell you a story.

 **i** Pause. You may point to each of the pictures.

SAY You will hear the story only once. When I am finished, you will tell the story back to me.

 If appropriate, you may point to the first picture.

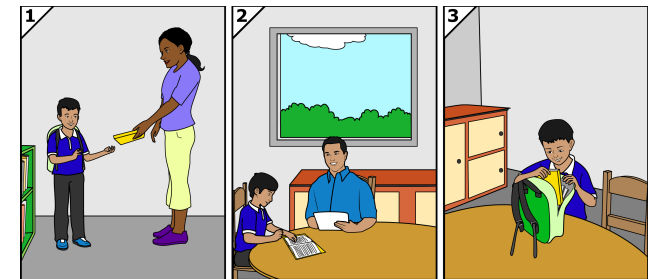
SAY The first picture shows a woman giving Carlos a book. The story says Carlos got a book to read at home today. He couldn't wait to read the book with his dad.

 If appropriate, you may point to the second picture.

SAY The second picture shows Carlos reading the book at home with his dad. The story says when Carlos got home, he told his dad about the book. His dad helped him find a quiet space to read.

 If appropriate, you may point to the third picture.

SAY The third picture shows Carlos putting the book into his backpack. The story says when Carlos finished reading, he put the book in his backpack to take back to school. He was excited to get another book to read.



 **SAY** Now use all the pictures to tell the story back to me.

➔ NEXT

Prompting Guidelines: Retell a Narrative

Read the story only once.

If the student does not answer or requests that the question be repeated, say, "Now use all the pictures to tell the story back to me."

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

If the student is reluctant or stops speaking after saying a few sentences, prompt the student by saying one of the following,

"What else can you tell me about the story?" or "And then what happened?" Reprompt no more than twice.

If the student is struggling to remember a name, say, "The girl's/boy's name is [name]. You can also say 'the girl/the boy.'"

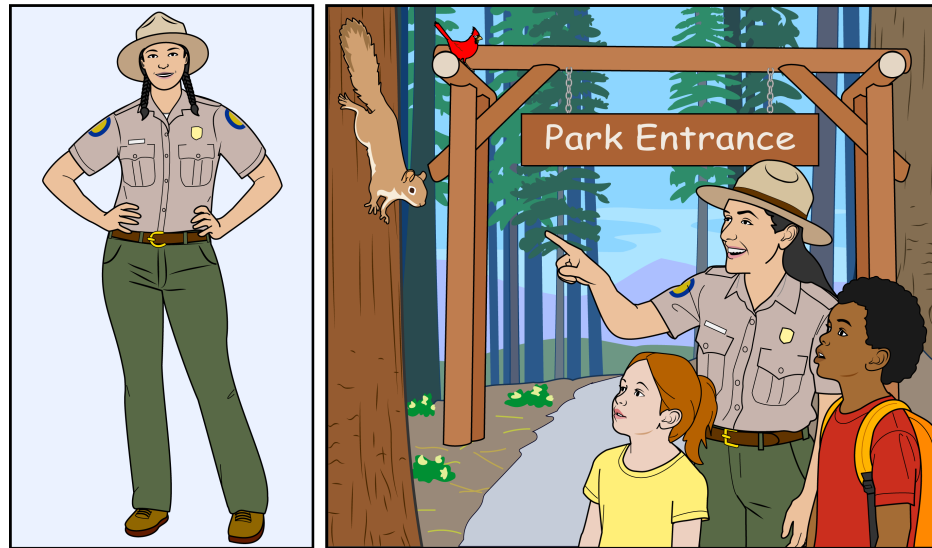
When scoring, you should consider the responses given by the student as a whole, regardless of reprompting.

Score 0	Score 1	Score 2	Score 3	Score 4
• Response is not relevant. • Response contains no English. • No response, “I don’t know,” or is completely unintelligible.	• Response attempts to retell the narrative but conveys little relevant information. • Ideas are rarely cohesive and connected. • Grammar and word choice are limited and impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s).	• Response retells the narrative as supported by the pictures but may be incomplete and lack clarity. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple and repetitive; errors often impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may be slow, choppy, or halting.	• Response retells the narrative as supported by the pictures with basic detail. • Ideas are usually cohesive and connected. • Grammar and word choice are adequate; errors occasionally impede meaning. • Pronunciation and/or intonation occasionally impede meaning. • Speech is fairly sustained, though some choppiness or halting may occur.	• Response provides a clear and detailed retelling of the narrative as supported by the pictures. • Ideas are cohesive and connected. • Grammar and word choice are varied and effective; errors do not impede meaning. • Pronunciation and intonation do not impede meaning. • Speech is usually smooth and sustained.
Anchor: (No response.)	Anchor: He do the book (unintelligible) the backpacks and he was putting it there. [Examiner: What else can you tell me about the story?] Because they were putting (unintelligible) her backpack her book.	Anchor: Hmm, her mom get her, her mom get h-, get him, umm, a book. (Unintelligible) then when she was, umm, when she was done, then she put it in his packpack. [Examiner: What else can you tell me about the story?] His dad let him to, let him to a good place.	Anchor: Carlos gets a book at the library. He went home and readeed it with his dad. And when Carlos finished he put it in his backpack.	Anchor: Umm, so Carla, Carlos got a book, school and he can’t wait to read it to his dad. When, when he got, when Carlos got home, he told his dad all about the book. And then when he was done reading, he put the book in his backpack to take it back to school.

**Main Points**

A full response includes **THREE** of the following Main Points:

- They/Park rangers greet people OR They/Park rangers make people feel welcome.
- They/Park rangers teach people about plants/animals.
- They/Park rangers work in places like parks/beaches/mountains.
- They/Park rangers keep these places safe/beautiful.
- We/People can enjoy visiting these places.

**9**

SAY In this part of the test, I will read some information to you.

SAY There are two pictures. The first picture shows a park ranger. She is dressed in a uniform and is wearing a hat. The second picture shows a park ranger and two young visitors standing at the entrance of a park. The park ranger is pointing to a squirrel on a tree and smiling.

SAY I am going to tell you about park rangers. Listen carefully. You will hear the information only once. When I am finished, you will tell me about park rangers.

 If appropriate, you may point to the picture of each object at the appropriate time while reading the information.

 If appropriate, you may point to the park ranger in the first picture.

SAY This picture shows a park ranger.

 If appropriate, you may point to the park ranger in the second picture.

SAY A park ranger greets park visitors so everyone feels welcome.

 If appropriate, you may point to the squirrel and the bird.

SAY Some park rangers teach visitors about plants and animals in parks.

 If appropriate, you may point to the park in the background.

SAY Park rangers help keep public lands like parks, beaches, and mountains beautiful and safe. That way we can enjoy visiting these places.

 **SAY** Now it is your turn. Tell me what you learned about park rangers. Use the information about the pictures to help you. I can repeat the picture descriptions if you would like.

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

Read the information only once.

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

If the student points to the picture without speaking, say, "Tell me in words."

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/about what I told you?" Reprompt only once.

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.

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



Main Points

A full response includes **THREE** of the following Main Points:

- They/Park rangers greet people OR They/Park rangers make people feel welcome.
- They/Park rangers teach people about plants/animals.
- They/Park rangers work in places like parks/beaches/mountains.
- They/Park rangers keep these places safe/beautiful.
- We/People can enjoy visiting these places.

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: OK. One time, umm, her want see a squirrel because her happy and the boy says not. But a girl is.	Anchor: So her name was park ranger. Park ranger was telling about animals and plantings. Uhh . . . [Examiner: What else can you tell me about what I told you?] I forgot the rest. That's all I could remember.	Anchor: Well, when the park ranger come and welcome, they tell them so, so . . . [Examiner: What else can you tell me about what I told you?] And they keep the ocean and mountain safe.	Anchor: The park ranger says hi to the people and teach the people about the plants and animals. They keep it beautiful and people like to visit.

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.

Special Directions for Reading

NOTE: JAWS, NVDA, and voice-over may be used as an accommodation; however, please note that these programs may read everything on the screen depending on the testing device being used. If a student is using a screen reader, turn the Mute System Volume to ON in the test settings to ensure that the Reading domain is not read aloud. The system automatically defaults to OFF.

Embossed Materials

Students who have been assigned the braille accommodation for the ELPAC have the option of receiving Reading passages, questions, and response choices printed locally via embosser or embossed braille.

Procedure for Ordering Braille Reading Test Book

- Order the braille Reading Test Book for the Summative ELPAC by contacting the assigned LEA Success Agent at least 14 business days prior to the start of testing.
- When the LEA makes its request, the assigned LEA Success Agent will confirm the grade being assessed and the SSID of the student for whom the package is being ordered. These materials are available only for students in K–2 who are testing with the braille online assessments, as referenced in the [California Assessment Accessibility Resources Matrix](#), and have this test setting assigned.
- Once ordered, the braille Reading Test Book will be sent to the LEA prior to testing at no additional charge.
- For security reasons, students are not permitted to share the braille Reading Test Book while taking the assessment.

- Administer the test in a one-on-one setting.
- Navigate the student device.
- The Student Score Sheet is provided in Appendix B.
- Sweep your finger, pencil, or pen under the question and answer options as you read them aloud.
- Enter answers indicated by the student.
- For questions that have the options C, IC, and NR, select “C” for a correct response, “IC” for an incorrect response, and “NR” for no response.
- For questions that have the options A, B, and C, do not say the option letters (A, B, C), and do not read “NR” aloud to the student.
- For questions, say, “**Tell me your answer,**” after you have read the last option.
- The **READ AND SAY** symbol indicates text on the student’s screen that you will read aloud as you sweep your finger, pencil, or pen underneath.
- When sweeping your finger, pencil, or pen under a word, phrase, sentence, or picture, do not cover up any part of the text or picture.

Reading—Kindergarten (cont.)

- **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.***
- If there are terms that include a phonetic pronunciation in brackets, pronounce the word as provided in the brackets.
- Refer to the Prompting Guidelines before each task in this DFA.
- If a student looks for confirmation from the test examiner while reading, say, “It’s OK, do your best.”

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.

When the Reading test screen comes up,

SAY This is the Reading section of the ELPAC test.

In this part of the test, we are going to read together. I will ask you some questions and you will tell me your answers. If you are unsure of how to respond to a question, just respond the best you can.

If you need me to repeat a question, just ask.

You will now begin the Reading questions.

i Select [**Next**] to advance to the next screen.

Administer the Reading questions using the scripts on the following pages.

Reading—Read-Along Word with Scaffolding

Prompting Guidelines: Read-Along Word with Scaffolding

For the first question, prompting guidelines are given in the script.

For the second question, repeat the question once if the student requests. For questions with text options, say, **“Tell me your answer,”** after you have read the last option.

For questions with picture options, read the picture descriptions provided. Say, **“Tell me your answer,”** after you have read the last picture description.

If the student does not give an answer, repeat the question. If the student gives an answer that is not clear, you may repeat the question or say, **“Tell me again.”**

If the student still does not answer, choose **No Response [NR]** and move to the next question.

1

i Scroll as needed to mark the rating for each student response.

SAY We are going to read together.



If appropriate, you may point to the first letter in the word.

SAY What is the first letter of this word?

i Mark rating of “Student names the first letter” in the Student Testing Interface.

If the student provides the letter sound instead of the letter name, mark the next question correct and repeat the current question.

SAY What is the sound of the letter m?

i Mark rating of “Student provides the sound of the first letter” in the Student Testing Interface.



If appropriate, you may point to the next letter in the word.

SAY What is the next letter of this word?

i Mark rating of “Student names the next letter” in the Student Testing Interface.



If appropriate, you may point to the last letter in the word.

SAY What is the last letter of this word?

i Mark rating of “Student names the last letter” in the Student Testing Interface.

If appropriate, you may sweep your finger under the word while saying the following prompt.

SAY Now read the word.

i Mark rating of “Student reads the word” in the Student Testing Interface.

If the student does not read the word aloud or does not say the correct word,

SAY Read the word with me: “mat.”

i If appropriate, you may sweep your finger under the word while reading the word aloud.

Be sure you entered a rating of the student’s response for all five parts of the question.

2

READ AND SAY If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student's response on the Student Testing Interface.

3

i Scroll as needed to mark the rating for each student response.

SAY We are going to read together.

 If appropriate, you may point to the first letter in the word.

SAY What is the first letter of this word?

i Mark rating of "Student names the first letter" in the Student Testing Interface.

If the student provides the letter sound instead of the letter name, mark the next question correct and repeat the current question.

SAY What is the sound of the letter p?

i Mark rating of "Student provides the sound of the first letter" in the Student Testing Interface.

 If appropriate, you may point to the next letter in the word.

SAY What is the next letter of this word?

i Mark rating of "Student names the next letter" in the Student Testing Interface.

 If appropriate, you may point to the last letter in the word.

SAY What is the last letter of this word?

i Mark rating of "Student names the last letter" in the Student Testing Interface.

If appropriate, you may sweep your finger under the word while saying the following prompt.

SAY Now read the word.

i Mark rating of "Student reads the word" in the Student Testing Interface.

If the student does not read the word aloud or does not say the correct word,

SAY Read the word with me: "pig."

i If appropriate, you may sweep your finger under the word while reading the word aloud. Be sure you entered a rating of the student's response for all five parts of the question.

4

READ AND SAY If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student's response on the Student Testing Interface.

Reading—Read-Along Story with Scaffolding

Prompting Guidelines: Read-Along Story with Scaffolding

For the first question, prompting guidelines are given in the script.

After the first question, read the story in full only once. For the remaining questions, repeat the question once if the student requests.

For questions with text options, say, “**Tell me your answer,**” after you have read the last option.

For questions with picture options, say, “**Tell me your answer,**” after you have read the last picture description.

If the student does not give an answer, repeat the question. If the student gives an answer that is not clear, you may repeat the question or say, “**Tell me again.**”

If the student still does not answer, choose **No Response [NR]** and move to the next question.

5

i For all Read-Along Story with Scaffolding questions, it may be helpful to expand the portion of the screen that contains the text by selecting the down-pointing arrow for Question 5 or the right-pointing arrow for Questions 6 through 8.

SAY The picture shows a girl and her grandpa buying a bucket at a store.

SAY We are going to read together.

SAY Show me where we should start reading.

i Pause for the student to respond.

Mark rating of the “Student points to the first word” in the Student Testing Interface.

If the student answered the previous question incorrectly,

SAY We will start reading here. Put your finger here.

i To all students,

SAY Follow along with your finger as I read.

READ AND SAY Slowly read and say the sentences aloud. Watch to see that the student is able to follow from left to right and top to bottom.

i Mark rating of the “Student follows the text from left to right and top to bottom” in the Student Testing Interface.

6

SAY There are three pictures. The first picture shows a girl and her grandpa buying a bucket at a store. The second picture shows the girl and her Grandpa at the beach building sandcastles. The third picture shows the girl asleep in her bed and her grandpa shutting her bedroom door.

SAY Now I will read the story to you. Listen while I read.

READ AND SAY Read the sentences on the screen at a natural pace, beginning with the first panel. If appropriate, you may sweep your finger under the sentences as you read them. If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. Use the picture descriptions below for the options.

SAY The beach

The pool

The park

i For all questions, you will select the student's response on the Student Testing Interface.

7

READ AND SAY If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student's response on the Student Testing Interface.

8

READ AND SAY If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student's response on the Student Testing Interface.



After administering Question 8, if there have been no responses or no correct responses, you may stop testing in the Reading domain by selecting **[End Test]**; otherwise, select **[Next]** to continue. Note that if the student has responded correctly to any part of Question 1 or Question 3, you may continue testing.

Answer Key:

1. (C,C,C,C,C) 2. (A) 3. (C,C,C,C,C) 4. (C) 5. (C,C) 6. (A) 7. (B)
8. (A)

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 **No Response [NR]** for each remaining question in the test.

i For the multiple-part questions that have the options C, IC, and NR, the answer keys in this *DFA* are marked as “C” for a correct response.

 Reading—Read-Along Information**Prompting Guidelines: Read-Along Information**

Read the information only once. Repeat the question once if the student requests.

For questions with text options, say, **"Tell me your answer,"** after you have read the last option.

For questions with picture options, read the picture descriptions provided. Say, **"Tell me your answer,"** after you have read the last picture description.

If the student does not give an answer, repeat the question. If the student gives an answer that is not clear, you may repeat the question or say, **"Tell me again."**

If the student still does not answer, choose **No Response [NR]** and move to the next question.

9

SAY There are three pictures. The first picture shows two clouds and rain drops in the sky. The second picture shows two flowers with rain drops falling on them. The third picture shows a boy in a raincoat jumping in a puddle.

SAY Now we are going to read together. Listen while I read.

READ AND SAY If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. Use the picture descriptions below for the options.

SAY An umbrella

Clouds

A watering can

i For all questions, you will select the student's response on the Student Testing Interface.

10

i If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student's response on the Student Testing Interface.

11

i If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student's response on the Student Testing Interface.

12

SAY There are three pictures. The first picture shows a goat with horns. The second picture shows three goats. The third picture shows a goat jumping in a field of flowers.

SAY Now we are going to read together. Listen while I read.

i If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student's response on the Student Testing Interface.

13

READ AND SAY If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. Use the picture descriptions below for the options.

SAY Their horns
Their hooves
Their lips

i For all questions, you will select the student's response on the Student Testing Interface.

14

i If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student's response on the Student Testing Interface.

i After the student responds to the last question,

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

i DIRECTIONS FOR ENDING A TEST

- Select [**Submit Test**].
- Select [**Yes**] to submit.

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

Reading Scoring Keys

Read-Along Word with Scaffolding

Question	Answer Key
1	5 correct = 2 points, 1–4 correct = 1 point, 0 correct = 0 points
2	A
3	5 correct = 2 points, 1–4 correct = 1 point, 0 correct = 0 points
4	C

Read-Along Story with Scaffolding

Question	Answer Key
5	2 correct = 2 points, 1 correct = 1 point, 0 correct = 0 points
6	A
7	B
8	A

Read-Along Information

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

This page is intentionally left blank.

Special Directions for Writing

NOTE: For administration using a braillewriter or other assistive device

If the student uses a braillewriter or other assistive device, use the directions in the section of this document labeled *Writing Test Questions (Student uses a Braillewriter)*. A staff member fluent in both braille and English must transcribe the braille writing to the braille Answer Book ***after testing is completed***. The transcriber should transcribe exactly what the student has written and not correct student errors.

For administration with dictation

If the student does not use a braillewriter or other assistive device, use the directions in the section of this document labeled *Writing Test Questions (Student Dictates Response)*. Write the student's dictated responses in the braille Answer Book during testing. Write exactly what the student says, and do not correct student errors.

- **Test Materials:** An Answer Book for each student is required for the Writing domain. The Answer Book pages are located in Appendix B in this document.
- Administer in a one-on-one setting.
- Read aloud the question in the *DFA* while the student reviews the question in the Answer Book.
- Point to the information in the Answer Book as directed.
- Student writes a response in the paper Answer Book.
- When sweeping your finger, pencil, or pen under a word, phrase, sentence, or picture, do not cover up any part of the text or picture.
- **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.***
- If a student looks for confirmation from the test examiner while writing, say, ***"It's OK, do your best."***
- The Student Score Sheet is provided in Appendix B.



Writing—Kindergarten (cont.)



Beginning the Writing Test

The Writing Practice Test is administered on paper. Print a copy of the Answer Book. Administer the test and score the student responses using the rubrics provided in the Scoring Guide.

SAY Today, you will take the ELPAC Writing test. If you are unsure of how to respond to a question, just respond the best you can.

In this part of the test, you will write your answers to some questions on paper.

If you need any questions repeated, just ask.

You will now begin the Writing questions.

i Administer the Writing questions using the scripts on the following pages.

To administer the Writing test with a braillewriter, turn to page page 42.

To administer the Writing test with student dictation, turn to page 44.



Writing Test Questions (Student uses a Braillewriter)



Writing—Label a Picture—Word, with Scaffolding

Student uses a braillewriter.

SAY Now we are going to write some letters and words together.

1

SAY Desk. “Desk” starts with the letter d. Write the letter d.

i If student does not write, re-prompt.

2

SAY Ruler. “Ruler” starts with the letter r. Write the letter r.

i If student does not write, re-prompt.

3

SAY Mess. Write the word “mess.”

i If student does not write, re-prompt.

4

SAY Pet. Write the word “pet.”

i If student does not write, re-prompt.



If there have been no responses or no correct responses to this point, you may stop testing in the Writing domain.

i After the stopping marker, the test examiner should use their best judgment to determine whether a student should proceed.

Writing—Write a Story Together with Scaffolding

Student uses a braillewriter.

SAY We are going to write a story together. The title of the story is “A Happy Cat.” Some letters and words are missing from the story.

5

SAY The first letter is missing from the word “Happy.” Say the word “Happy.”

SAY Now write the first letter of the word “Happy.”

i If the student does not write, re-prompt.

6

SAY The first letter is missing from the word “Cat.” Say the word “Cat.”

SAY Now write the first letter of the word “Cat.”

i If the student does not write, re-prompt.

7

SAY The first sentence in the story is: Fluffy wants a nap.

SAY The second sentence should say: A soft rug is perfect.

SAY The word “rug” is missing from the story. Say the word “rug.”

SAY Now write the word “rug.”

8

SAY The next sentence should say: She finds a nice spot.

SAY The word “spot” is missing from the story. Say the word “spot.”

SAY Now write the word “spot.”

i After the student responds to the last question,

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

Writing Test Questions (Student Dictates Response)

Writing—Label a Picture—Word, with Scaffolding

Student dictates response.

SAY Now we are going to write some letters and words together.

1

SAY Desk. “Desk” starts with the letter d. Write the letter d.

i Pause.

SAY Tell me what letter you would write.

i Write the student’s response in the braille Answer Book.

2

SAY Ruler. “Ruler” starts with the letter r. Write the letter r.

i Pause.

SAY Tell me what letter you would write.

i Write the student’s response in the braille Answer Book.

3

SAY Mess. Write the word “mess.” Tell me what you would write. Tell me how to spell the word.

i Write the student’s response in the braille Answer Book.

4

SAY Pet. Write the word “pet.” Tell me what you would write. Tell me how to spell the word.

i Write the student’s response in the braille Answer Book.



If there have been no responses or no correct responses to this point, you may stop testing in the Writing domain.

i After the stopping marker, the test examiner should use their best judgment to determine whether a student should proceed.

Writing—Write a Story Together with Scaffolding

Student dictates response.

SAY We are going to write a story together. The title of the story is “A Happy Cat.” Some letters and words are missing from the story.

5

SAY The first letter is missing from the word “Happy.” Say the word “Happy.”

SAY What is the first letter of the word “Happy”? Tell me what letter you would write.

i Write the student’s response in the braille Answer Book.

6

SAY The first letter is missing from the word “Cat.” Say the word “Cat.”

SAY What is the first letter of the word “Cat”? Tell me what letter you would write.

i Write the student’s response in the braille Answer Book.

7

SAY The first sentence in the story is: Fluffy wants a nap.

SAY The second sentence should say: A soft rug is perfect.

SAY The word “rug” is missing from the story.

SAY Write the word “rug.” Tell me what you would write. Tell me how to spell the word.

i Write the student’s response in the braille Answer Book.

8

SAY The next sentence should say: She finds a nice spot.

SAY The word “spot” is missing from the story. Say the word “spot.”

SAY Now write the word “spot.” Tell me what you would write. Tell me how to spell the word.

i Write the student’s response in the braille Answer Book.

i After the student responds to the last question,

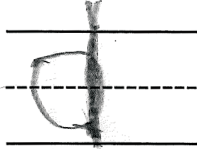
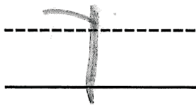
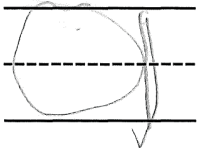
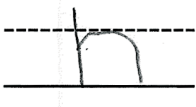
SAY This is the end of the Writing test. Thank you for your attention and hard work.

Writing Rubrics and Anchor Samples

The rubrics and anchor samples are included for the test questions before the stopping marker to help provide guidance on whether the Writing portion of the test should be stopped.

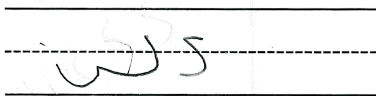
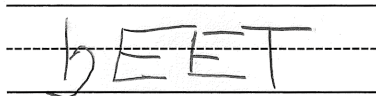
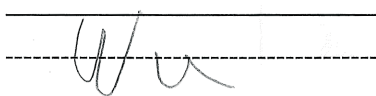
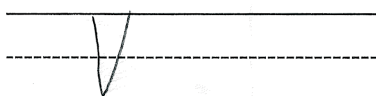
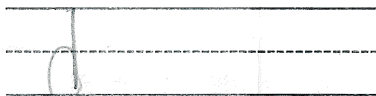
Writing—Label a Picture—Word, with Scaffolding

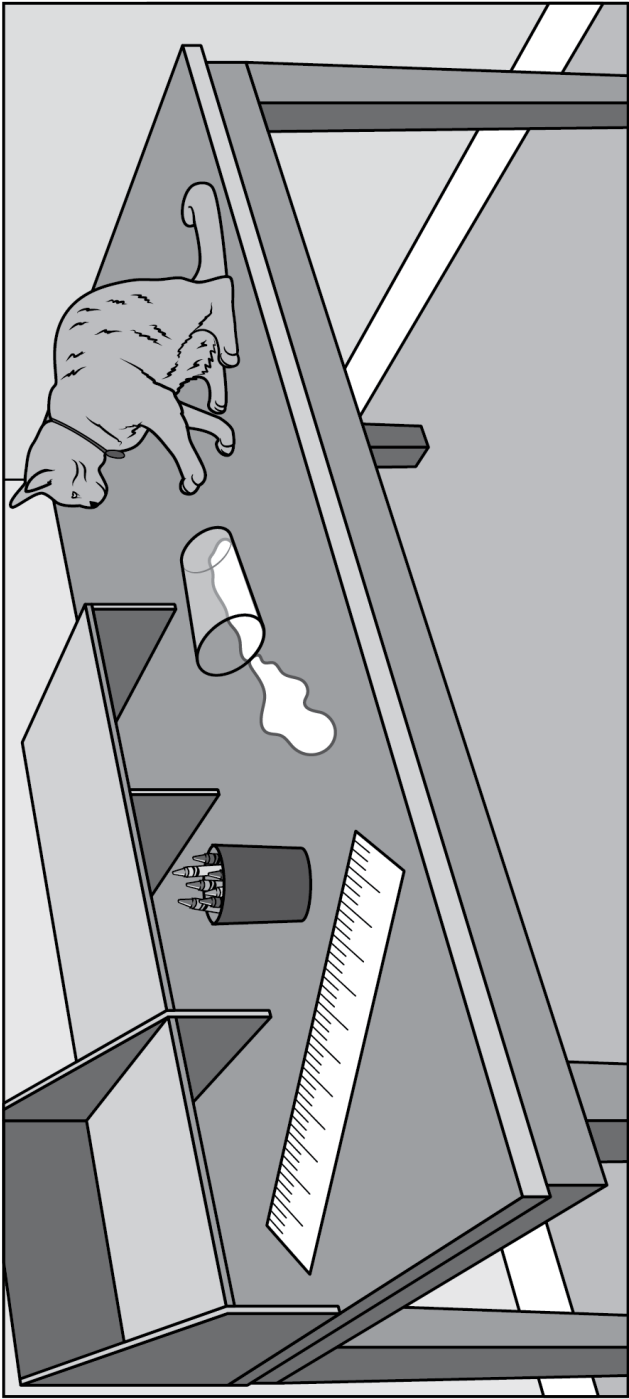
Desk Scene—Questions 1 and 2

Score	Descriptors	Anchor Samples	
1	- The student writes the letter correctly. If the letter name is provided, the student writes the specified letter. If the letter name is not provided, a phonetic representation of the sound is acceptable. - Any style of letters (for example, capital, lowercase, cursive) is acceptable. For kindergarten and grade one, the letter may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p).	Question 1: 	Question 2: 
0	- The student writes the letter incorrectly. The student writes a letter other than the specified letter or a letter that does not represent the first sound of the specified word. OR - The student writes or draws content that is not representative of letters in the English alphabet. OR - The student does not provide a written response.	Question 1: 	Question 2: 

Writing—Label a Picture—Word, with Scaffolding (cont.)

Desk Scene—Questions 3 and 4

Score	Descriptors	Anchor Samples
2	- The student writes at least two letters of the stated word correctly, including the initial letter in the initial position and one additional letter (any position in the word). - Any style of letters (for example, capital, lowercase, cursive) is acceptable. - Phonetic spelling is acceptable. - Letters may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p).	Question 3:  Question 4: 
1	- The student writes one letter of the stated word correctly in the correct position (i.e., the initial, middle, or final position in the word), or the student writes only one letter from the stated word (e.g., “u” from “hug”). - Any style of letters (for example, capital, lowercase, cursive) is acceptable. - Phonetic spelling is acceptable. - Letters may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p).	Question 3:  Question 4: 
0	- The student writes letters that are not representative of letters in the stated word. OR - The student copies a word or words printed on the Answer Book page. OR - The student writes or draws content that is not representative of letters in the English alphabet. OR - The student does not provide a written response.	Question 3:  Question 4: 



1	2
3	4

5-6

A _____ appy _____ at _____



Fluffy wants a nap.

7

A soft _____ is perfect.

8

She finds a nice _____.

Appendix B: Student Score Sheets

Name:

Student ID:

Grade:

LISTENING Practice Test—Kindergarten

Listen to a Short Exchange

1 (A) (B) (C) (NR)

2 (A) (B) (C) (NR)

3 (A) (B) (C) (NR)

4 (A) (B) (C) (NR)

5 (A) (B) (C) (NR)

Listen to a Story

6 (A) (B) (C) (NR)

7 (A) (B) (C) (NR)

8 (A) (B) (C) (NR)

9 (A) (B) (C) (NR)

10 (A) (B) (C) (NR)

11 (A) (B) (C) (NR)

12 (A) (B) (C) (NR)

13 (A) (B) (C) (NR)

14 (A) (B) (C) (NR)

Listen to an Oral Presentation

15 (A) (B) (C) (NR)

16 (A) (B) (C) (NR)

17 (A) (B) (C) (NR)

18 (A) (B) (C) (NR)

19 (A) (B) (C) (NR)

20 (A) (B) (C) (NR)

LISTENING Total:

SPEAKING Practice Test—Kindergarten

Talk About a Scene

1 (0) (1)

2 (0) (1)

3 (0) (1) (2)

4 (0) (1) (2)

Support an Opinion

5 (0) (1) (2)

6 (0) (1) (2)

Retell a Narrative

7 (0) (1) (2) (3) (4)

8 (0) (1) (2) (3) (4)

Summarize an Academic Presentation

9 (0) (1) (2) (3) (4)

SPEAKING Total:

Appendix B: Student Score Sheets (cont.)

READING Practice Test—Kindergarten

Read-Along Word with Scaffolding

- 1 Student names the first letter. (C) (IC) (NR)
Student provides the sound of the first letter. (C) (IC) (NR)
Student names the next letter. (C) (IC) (NR)
Student names the last letter. (C) (IC) (NR)
Student reads the word. (C) (IC) (NR)
- 2 (A) (B) (C) (NR)
- 3 Student names the first letter. (C) (IC) (NR)
Student provides the sound of the first letter. (C) (IC) (NR)
Student names the next letter. (C) (IC) (NR)
Student names the last letter. (C) (IC) (NR)
Student reads the word. (C) (IC) (NR)
- 4 (A) (B) (C) (NR)

Read-Along Story with Scaffolding

- 5 Student points to the first word. (C) (IC) (NR)
Student follows the text from left to right and top to bottom (C) (IC) (NR)
- 6 (A) (B) (C) (NR)
- 7 (A) (B) (C) (NR)
- 8 (A) (B) (C) (NR)

Read-Along Information

- 9 (A) (B) (C) (NR) 10 (A) (B) (C) (NR) 11 (A) (B) (C) (NR) 12 (A) (B) (C) (NR) 13 (A) (B) (C) (NR)
- 14 (A) (B) (C) (NR)

READING Total:

WRITING Practice Test—Kindergarten

Label a Picture—Word, with Scaffolding

- Question 1 [0–1]
Question 2 [0–1]
Question 3 [0–2]
Question 4 [0–2]

Write a Story Together with Scaffolding

- Question 5 [0–1]
Question 6 [0–1]
Question 7 [0–2]
Question 8 [0–2]

WRITING Total: