

ELPAC

English Language Proficiency
Assessments for California



Practice Test Scoring Guide



Visual Impairment and Braille Kindergarten

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About the Practice Test Scoring Guide

This English Language Proficiency Assessments for California (ELPAC) Practice Test Scoring Guide offers details about the questions, student response types, correct responses, and constructed-response anchor samples with justifications. This scoring guide should be used alongside the [online practice tests](#), which can be accessed on the CAASPP & ELPAC Website.

The questions selected for this practice test are designed to reflect the following:

- All task types present on the operational assessment
- The full number of questions that appear on the operational assessment
- A range of student response types
- A breadth of difficulty levels across the questions, ranging from easier to more difficult questions

The practice tests are available at each grade level and grade span. The purpose of the ELPAC practice test is to provide students with opportunities to become familiar with the types of test questions included and structure of the ELPAC. The purpose of the training test is to allow students to become familiar with the testing interface, including the accessibility tools they will encounter.

Content of the Practice Test Scoring Guide

Within this guide, tables include the following information about each question:

- **Key:** The expected student response or example response, including score point value.
- **Task Type:** Each task type is an activity that was designed to gather targeted evidence of a student's language proficiency (e.g., "Listen to a Short Exchange"). A task type may include a single question or a set of questions.
- **Primary Standard Alignment:** A reference to the assessable evidence statements of what students should know and be able to do.
- **Targeted Performance Level Descriptor (PLD):** The Summative ELPAC General PLDs (2019) describe the English language proficiency of a typical student at each of the four performance levels based on the expectations of the 2012 ELD Standards. This document provides each question's targeted PLD(s), which are the PLDs at which the question is designed to gather evidence. A question may target evidence at a single PLD or across a span of PLDs. Speaking and Writing questions often target the full span of PLDs because the scoring rubrics cover the full range of English language proficiency.

Standards Alignment

The questions are primarily aligned with the 2012 English Language Development (ELD) Standards; many questions (especially Speaking and Writing questions) also have secondary alignment to additional standards, but the secondary alignments are not listed in the Practice Test Scoring Guide metadata.

Each question has a metadata table as shown. Metadata contains specific information on the alignment of the question to the ELD Standards. The question number in the table corresponds to the sequence number of the question as it appears in the practice test.

Practice Test Items

Example of Metadata

Listening and Reading Domains

Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
1	A (1 point)	Listen to a Short Exchange Fill Water Bottle	PII.A.2 Understanding cohesion.	2

Speaking and Writing Domains

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
1–2	Exemplars provided on the following pages. Rubric follows question 4.	Talk About a Scene	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.	1



Listening

Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
1	C (1 point)	Listen to a Short Exchange Fill Water Bottle	PII.A.2 Understanding cohesion.	2
2	C (1 point)	Listen to a Short Exchange Sing a Song	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.	1
3	C (1 point)	Listen to a Short Exchange Wash Paintbrush	PII.A.2 Understanding cohesion.	2
4	B (1 point)	Listen to a Short Exchange Books on Table	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.	1
5	A (1 point)	Listen to a Short Exchange Cookies	PII.A.2 Understanding cohesion.	1
6	B (1 point)	Listen to a Story The Counting Lesson	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
7	A (1 point)	Listen to a Story The Counting Lesson	PII.A.1 Understanding text structure.	3
8	C (1 point)	Listen to a Story The Counting Lesson	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
9	C (1 point)	Listen to a Story New Pet	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	2
10	A (1 point)	Listen to a Story New Pet	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
11	B (1 point)	Listen to a Story New Pet	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
12	C (1 point)	Listen to a Story Making Sock Puppets	PII.A.1 Understanding text structure.	4
13	B (1 point)	Listen to a Story Making Sock Puppets	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3

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Listening (cont.)

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Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
14	A (1 point)	Listen to a Story Making Sock Puppets	PII.A.1 Understanding text structure.	4
15	A (1 point)	Listen to an Oral Presentation Sparrow Song	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	2
16	B (1 point)	Listen to an Oral Presentation Sparrow Song	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
17	B (1 point)	Listen to an Oral Presentation Sparrow Song	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4
18	C (1 point)	Listen to an Oral Presentation Dairy Farms	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	3
19	C (1 point)	Listen to an Oral Presentation Dairy Farms	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	2
20	A (1 point)	Listen to an Oral Presentation Dairy Farms	PI.B.5 Listening actively to spoken English in a range of social and academic contexts.	4



Speaking

Talk About a Scene

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
1–2	Exemplars provided on the following pages. Rubric follows question 4.	Talk About a Scene	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.	1
3–4	Exemplars provided on the following pages. Rubric follows question 4.	Talk About a Scene	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics.	2

Anchor Samples and Rubric: Questions 1–4

Question 1: Shapes

Score	Student Response	Comments—Justifications
1	Square/circle/triangle. (Any shapes are acceptable.)	Correct response. (It is acceptable for responses to contain only one word for questions one and two.)
0	I don't know. OR Shapes.	Incorrect response.

Question 2: Shapes

Score	Student Response	Comments—Justifications
1	Play/have fun/build. OR Make a tower. OR Building a house.	Correct response. (It is acceptable for responses to contain only one word for questions one and two.)
0	I forget. OR Table/blocks.	Incorrect response.

Speaking—Talk About a Scene (cont.)

Question 3: Shapes

Score	Student Response	Comments—Justifications
2	Bouncing. [Examiner: How do you know?] Because it's fun to do.	Response is relevant.
1	Bounce them. [Examiner: How do you know?] I don't know.	Response is limited. Response only addresses the first part of the prompt.
0	Umm, balls. [Examiner: How do you know?] I don't know.	Response is not relevant. (Response repeats the prompt.)

Question 4: Shapes

Score	Student Response	Comments—Justifications
2	Telling time. OR Knowing when it's recess/lunch/PE.	Response is relevant.
1	Time. [Examiner: Tell me more.] (No response.)	Response is limited. (Responses for questions 3 and 4 must contain more than one word.)
0	Umm, the clock.	Response is not relevant. (Response repeats the prompt.)



Speaking—Talk About a Scene (cont.)

Rubrics

Questions 1–2

Score	Descriptors
1	• Correct response.
0	• Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know."

Questions 3–4

Score	Descriptors
2	• Response is relevant. • Errors in grammar, pronunciation, or intonation do not impede meaning.
1	• Response is limited or partially relevant. • Errors in grammar, pronunciation, or intonation impede meaning.
0	• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.

Scoring Rubrics

- Questions 1–2: 0–1 points
- Questions 3–4: 0–2 points

Speaking

Support an Opinion

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
5–6	Exemplars provided on the following pages. Rubric follows question 6.	Support an Opinion	PI.C.11 Supporting own opinions and evaluating others' opinions in speaking and writing.	2

Anchor Samples and Rubric: Questions 5–6

Question 5: Crackers or Grapes

Score	Student Response	Comments—Justifications
2A	Crackers. [Examiner: Why do you think crackers are better?] Mmm . . . [Examiner: Why do you think crackers are better?] Because there are good.	- An opinion is expressed and supported with a relevant reason. At this age, "there are good" is considered a relevant reason. - Errors in grammar ("there are") do not impede meaning.
2B	Grapes. [Examiner: Why do you think grapes are better?] Because they taste like sour.	- An opinion is expressed and supported with a relevant reason. At this age, "they taste like sour" is a relevant reason. - Errors in word choice ("like sour") do not impede meaning.
1	Crackers. [Examiner: Why do you think crackers are better?] (No response.)	An opinion is expressed but not supported with a relevant reason.
0	(Pointing.) [Examiner: Tell me in words. What do you choose for your class to eat: crackers or grapes?] I don't know.	- An opinion is not expressed. - No response, "I don't know."



Speaking—Support an Opinion (cont.)

Question 6: Wind or Snow

Score	Student Response	Comments—Justifications
2A	Wind. [Examiner: Why do you think learning about wind is better?] Because everything can fly away.	An opinion is expressed and supported with a relevant reason. At this age, "everything can fly away" is a relevant reason.
2B	Snow. [Examiner: Why do you think learning about snow is better?] Because I get to do, I get to play snowball fight.	- An opinion is expressed and supported with a relevant reason. - Errors in word choice ("play snowball fight") do not impede meaning.
1	Snow. [Examiner: Why do you think learning about snow is better?] Because it doesn't go down.	- An opinion is expressed but not supported with a relevant reason. - Errors in word choice ("doesn't go down") impede meaning.
0	I don't know.	No response, I don't know.

Rubric

Score	Descriptors
2	- An opinion is expressed and supported with a relevant reason. - Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
1	- 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.
0	- An opinion is not expressed. - Response contains no English. - No response, "I don't know," or is completely unintelligible.

Scoring Rubric

- 0–2 points

Speaking

Retell a Narrative

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
7–8	Exemplars provided on the following pages. Rubric follows question 8.	Retell a Narrative	PI.C.9 Expressing information and ideas in formal oral presentations on academic topics.	4

Anchor Samples and Rubric: Questions 7–8

Question 7: Picking Flowers

Score	Student Response	Comments—Justifications
4	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.	• Response provides a clear and detailed retelling of the narrative as supported by the pictures. All the key events are present. • Ideas are cohesive and connected. • Grammar and word choice are varied and effective ("wanted to give" and "so beautiful"); errors do not impede meaning ("put the flowers on it" and "gived her"). • Speech is usually smooth and sustained.
3	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.	• Response retells the narrative as supported by the pictures with basic detail. The main events from the story are included with a basic beginning, a middle, and an end. • Ideas are usually cohesive and connected ("and then"). • Grammar and word choice are adequate ("they" instead of naming Anna and her father); errors occasionally impede meaning ("they put water and then they give it to their mom").
2	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.	• Response retells the narrative as supported by the pictures but is incomplete and lacks clarity. • Ideas are sometimes cohesive and connected ("and then"). • Grammar and word choice are simple and repetitive ("The girl is and the boy is"). • Speech is halting.

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Speaking—Retell a Narrative (cont.)

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Score	Student Response	Comments—Justifications
1	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 . . .	• Response attempts to retell the narrative but conveys little relevant information. • Ideas are rarely cohesive and connected. • Grammar and word choice are limited and impede meaning. • Speech consists of isolated phrases.
0	(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.	• Response is not relevant.

Speaking—Retell a Narrative (cont.)

Question 8: Homework

Score	Student Response	Comments—Justifications
4	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.	• Response provides a clear and detailed retelling of the narrative as supported by the pictures. All the key events are present. • Ideas are cohesive and connected. • Grammar and word choice are varied and effective ("And then when he was done"); errors do not impede meaning ("got a book, school"). • Speech is usually smooth and sustained.
3	Carlos gets a book at the library. He went home and readed it with his dad. And when Carlos finished he put it in his backpack.	• Response retells the narrative as supported by the pictures with basic detail. The main events from the story are included with a basic beginning, a middle, and an end. • Ideas are usually cohesive and connected ("and"). • Grammar and word choice are adequate (mispronunciation of "library" is acceptable); errors occasionally impede meaning ("gets a book at the library").
2	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 backpack. [Examiner: What else can you tell me about the story?] His dad let him to, let him to a good place.	• Response retells the narrative as supported by the pictures but is incomplete and lacks clarity. • Ideas are sometimes cohesive and connected ("then"). • Grammar and word choice are simple and repetitive ("get her" and "let him to"). • Speech is choppy and halting.
1	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.	• Response attempts to retell the narrative but conveys little relevant information. • Ideas are rarely cohesive and connected. • Grammar and word choice are limited and impede meaning. • Speech consists of isolated phrases.
0	(No response.)	• No response.



Speaking—Retell a Narrative (cont.)

Rubric

Score	Descriptors
4	• Response provides a clear and detailed retelling of the narrative as supported by the pictures. • Ideas are cohesive and connected. • Grammar and word choice are varied and effective; errors do not impede meaning. • Pronunciation and intonation do not impede meaning. • Speech is usually smooth and sustained.
3	• Response retells the narrative as supported by the pictures with basic detail. • Ideas are usually cohesive and connected. • Grammar and word choice are adequate; errors occasionally impede meaning. • Pronunciation and/or intonation occasionally impede meaning. • Speech is fairly sustained, though some choppiness or halting may occur.
2	• Response retells the narrative as supported by the pictures but may be incomplete and lack clarity. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple and repetitive; errors often impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may be slow, choppy, or halting.
1	• Response attempts to retell the narrative but conveys little relevant information. • Ideas are rarely cohesive and connected. • Grammar and word choice are limited and impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s).
0	• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.

Scoring Rubric

- 0–4 points

Speaking

Summarize an Academic Presentation

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

Anchor Samples and Rubric

Question 9: Park Ranger

Score	Student Response	Comments—Justifications
4	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.	• Response provides a clear summary of the main points of the presentation ("says hi to the people," "teach the people about the plants and animals," "keep it beautiful," and "people like to visit"). • Ideas are cohesive and connected. • Grammar and word choice are effective. • Pronunciation and intonation do not impede meaning. • Speech is smooth and sustained.
3	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.	• Response includes a mostly clear summary of some of the main points of the presentation with basic details. • Ideas are usually cohesive and connected. • Grammar and word choice are adequate ("come and welcome").
2	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.	• Response includes a partial summary of at least one of the main points of the presentation ("telling about animals and plantings") and lacks an understanding of some of the main points ("her name was park ranger"). • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple.
1	OK. One time, umm, her want see a squirrel because her happy and the boy says not. But a girl is.	• Response includes an attempt to reference the picture but conveys little relevant information. • Speech consists of isolated phrases related to the picture.
0	(Response in primary language.)	• Response contains no English.

Summarize an Academic Presentation (cont.)

Rubric

Score	Descriptors
4	• A full response includes a clear summary of the main points and details of the presentation. • Ideas are cohesive and connected. • Grammar and word choice are varied and effective; errors do not impede meaning. • Pronunciation and intonation do not impede meaning. • Speech is usually smooth and sustained.
3	• Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details. • Ideas are usually cohesive and connected. • Grammar and word choice are adequate; errors occasionally impede meaning. • Pronunciation and/or intonation occasionally impede meaning. • Speech is fairly sustained, though some choppiness or halting may occur.
2	• Response includes a partial summary of at least one of the main points of the presentation and may lack an understanding of the main points. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple and repetitive; errors often impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may be slow, choppy, or halting.
1	• Response includes an attempt to reference the presentation/picture but conveys little relevant information. • Ideas are rarely cohesive and connected. • Grammar and word choice are limited and impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the picture.
0	• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.

Scoring Rubric

- 0–4 points

Notes:

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

Reading

Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
1	C, C, C, C, C (2 points)	Read-Along Word with Scaffolding Mat	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	1
2	A (1 point)	Read-Along Word with Scaffolding Mat	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	1
3	C, C, C, C, C (2 points)	Read-Along Word with Scaffolding Pig	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	1
4	C (1 point)	Read-Along Word with Scaffolding Pig	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	1
5	C, C (2 points)	Read-Along Story with Scaffolding Grandpa	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
6	A (1 point)	Read-Along Story with Scaffolding Grandpa	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
7	B (1 point)	Read-Along Story with Scaffolding Grandpa	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	4

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Reading (cont.)

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Question	Key	Task Type and Topic	Primary Standard Alignment	Targeted PLD
8	A (1 point)	Read-Along Story with Scaffolding Grandpa	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	4
9	B (1 point)	Read-Along Information Rain	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	2
10	C (1 point)	Read-Along Information Rain	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
11	C (1 point)	Read-Along Information Rain	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
12	B (1 point)	Read-Along Information Goats	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	4
13	C (1 point)	Read-Along Information Goats	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	3
14	A (1 point)	Read-Along Information Goats	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.	4

Writing

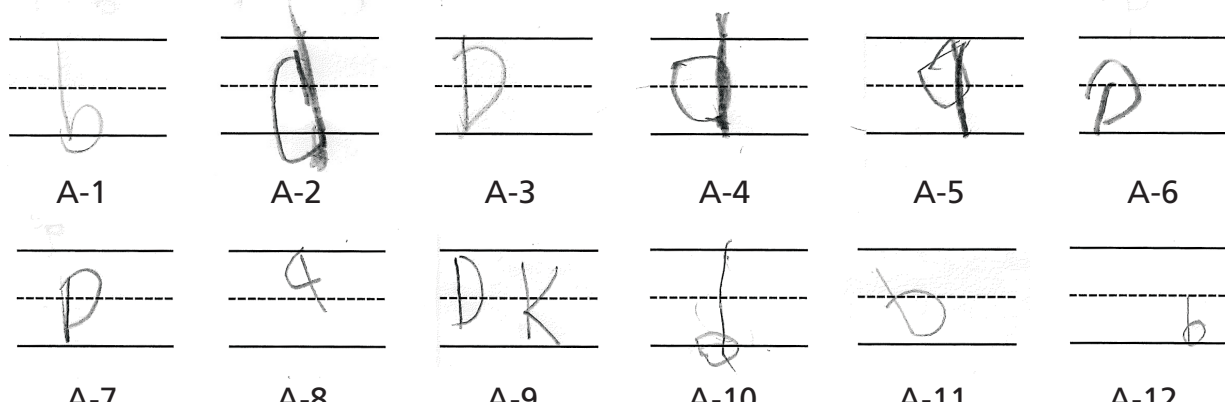
Writing Letters: Questions 1 and 2

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
1–2	Exemplars provided on the following pages. Rubric follows question 2.	Label a Picture— Word, with Scaffolding	PI.C.10 Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.	1

Anchor Samples and Rubric: Questions 1–2

Question 1: Desk Scene “d”

Score 1



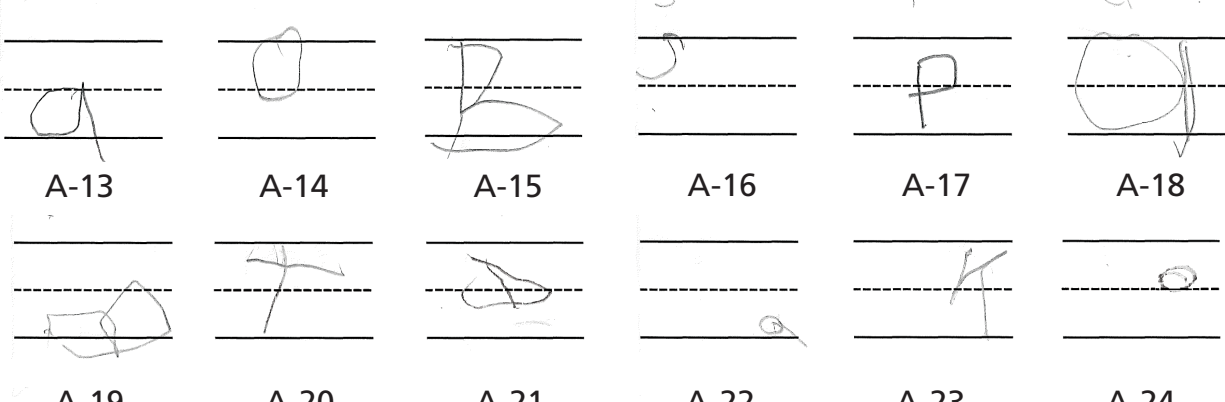
A-1 A-2 A-3 A-4 A-5 A-6

A-7 A-8 A-9 A-10 A-11 A-12

The student writes the letter correctly. If the letter name is provided, the student writes the specified letter.

NOTE: If the student copies the item number before answering, this is acceptable.

Score 0



A-13 A-14 A-15 A-16 A-17 A-18

A-19 A-20 A-21 A-22 A-23 A-24

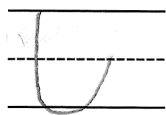
The student writes the letter incorrectly. The student writes a letter other than the specified letter or a letter that does not represent the first sound of the specified word.



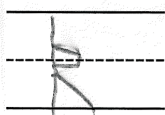
Writing Letters: Questions 1 and 2 (cont.)

Question 2: Desk Scene "r"

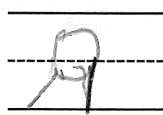
Score 1



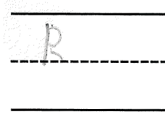
A-25



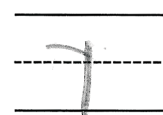
A-26



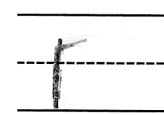
A-27



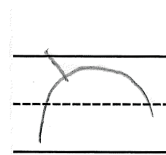
A-28



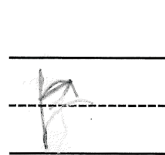
A-29



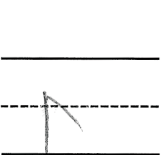
A-30



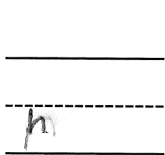
A-31



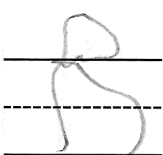
A-32



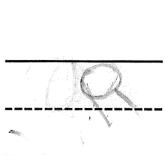
A-33



A-34



A-35

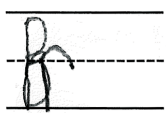


A-36

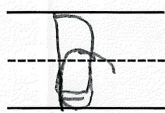
The student writes the letter correctly. If the letter name is provided, the student writes the specified letter.

NOTE: If the student copies the item number before answering, this is acceptable.

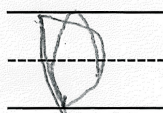
Score 0



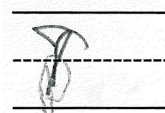
A-37



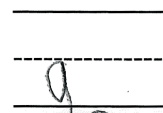
A-38



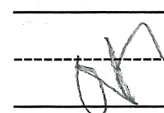
A-39



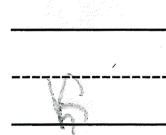
A-40



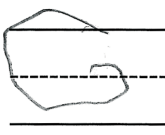
A-41



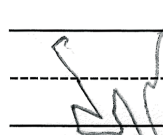
A-42



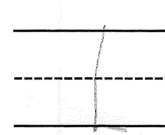
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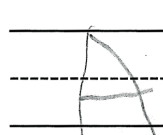
A-44



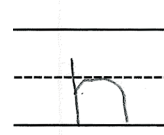
A-45



A-46



A-47



A-48

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.

Writing Letters: Questions 1 and 2 (cont.)

Rubric

Score	Descriptors
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. - The letter may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p).
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.



Writing

Writing Words: Questions 3 and 4

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
3–4	Exemplars provided on the following pages. Rubric follows question 4.	Label a Picture— Word, with Scaffolding	PI.C.10 Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.	1

Anchor Samples and Rubric: Questions 3–4

Question 3: Desk Scene “mess”

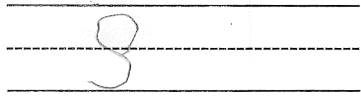
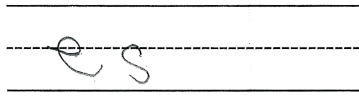
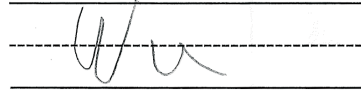
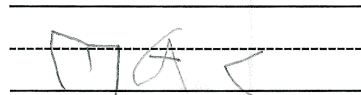
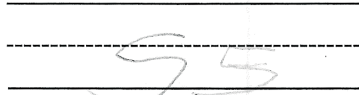
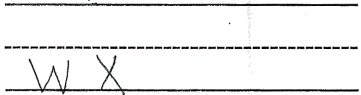
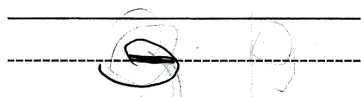
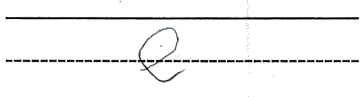
Score 2

A-49 Key Codes: 2A, 2B	A-50 Key Codes: 2A, 2B, GC	A-51 Key Codes: 2A, 2B
A-52 Key Codes: 2A, 2B, GA	A-53 Key Codes: 2A, 2B, GA	A-54 Key Codes: 2A, 2B, GC
A-55 Key Codes: 2A, 2B, GC	A-56 Key Codes: 2A, 2B, GA	A-57 Key Codes: 2A, 2B, GC

Key Code	Rubric Elements
2A	The response includes the correct initial letter in the initial position.
2B	The response includes one or more additional letters written correctly (any position in the word).
GA	Letters may be of any style (for example, capital, lowercase, cursive).
GB	Phonetic spelling is acceptable.
GC	Letters may be (a) reversed or backwards or (b) upside down, but not both (For example, b ↔ d, q ↔ p, b ↔ p are acceptable. However, b ↔ q is not.).

Please refer to page 27 for instructions about using the key codes.

Writing Words: Questions 3 and 4 (cont.)
Question 3: Desk Scene "mess"
Score 1

A-58  Key Codes: 1B	A-59  Key Codes: 1A	A-60  Key Codes: 1A, GA, GC
A-61  Key Codes: 1A	A-62  Key Codes: 1A	A-63  Key Codes: 1A, GA, GC
A-64  Key Codes: 1B, GC	A-65  Key Codes: 1B, GA, GC	A-66  Key Codes: 1B

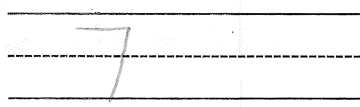
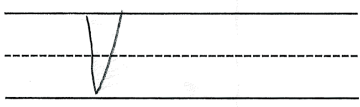
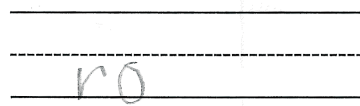
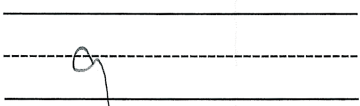
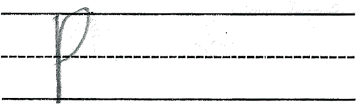
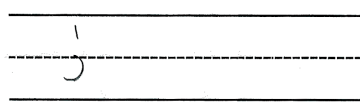
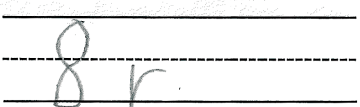
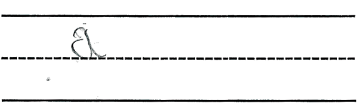
Key Code	Rubric Elements
1A	The response includes one letter of the stated word written correctly in the correct position.
1B	The response includes only one letter of the stated word standing alone.
GA	Letters may be of any style (for example, capital, lowercase, cursive).
GB	Phonetic spelling is acceptable.
GC	Letters may be (a) reversed or backwards or (b) upside down, but not both (For example, b ↔ d, q ↔ p, b ↔ p are acceptable. However, b ↔ q is not.)

Please refer to page 27 for instructions about using the key codes.

Writing Words: Questions 3 and 4 (cont.)

Question 3: Desk Scene "mess"

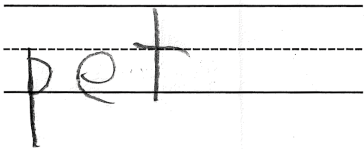
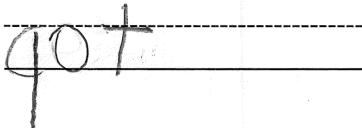
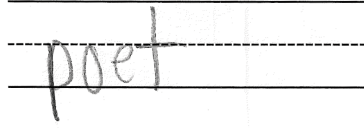
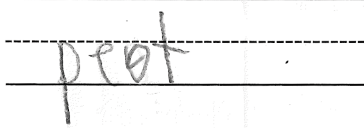
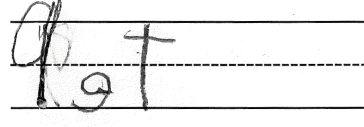
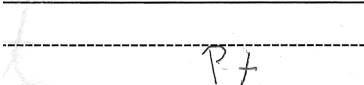
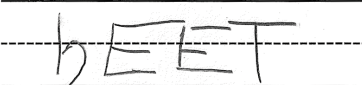
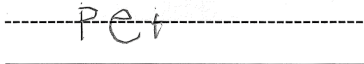
Score 0

A-67  Key Codes: 0C	A-68  Key Codes: 0A	A-69  Key Codes: 0A
A-70  Key Codes: 0A	A-71  Key Codes: 0A	A-72  Key Codes: 0A
A-73  Key Codes: 0A	A-74  Key Codes: 0A	A-75  Key Codes: 0A

Key Code	Rubric Elements
0A	The response includes letters that are not representative of letters in the stated word.
0B	A response that copies all or part of a word on the answer booklet page automatically receives a score of 0.
0C	The response includes only content that is not representative of letters in the English alphabet.
0D	The student writes one or more letters from the stated word, but in the incorrect position.
0E	The student provides no written response.

Please refer to page 27 for instructions about using the key codes.

Writing Words: Questions 3 and 4 (cont.)
Question 4: Desk Scene "pet"
Score 2

A-76  Key Codes: 2A, 2B	A-77  Key Codes: 2A, 2B, GC	A-78  Key Codes: 2A, 2B
A-79  Key Codes: 2A, 2B	A-80  Key Codes: 2A, 2B, GA	A-81  Key Codes: 2A, 2B, GA, GC
A-82  Key Codes: 2A, 2B	A-83  Key Codes: 2A, 2B, GA, GC	A-84  Key Codes: 2A, 2B

Key Code	Rubric Elements
2A	The response includes the correct initial letter in the initial position.
2B	The response includes one or more additional letters written correctly (any position in the word).
GA	Letters may be of any style (for example, capital, lowercase, cursive).
GB	Phonetic spelling is acceptable.
GC	Letters may be (a) reversed or backwards or (b) upside down, but not both (For example, b ↔ d, q ↔ p, b ↔ p are acceptable. However, b ↔ q is not.).

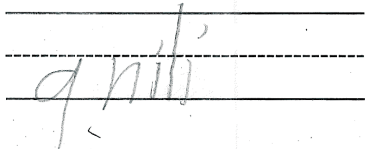
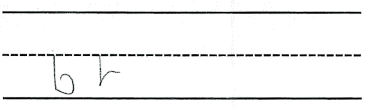
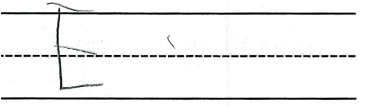
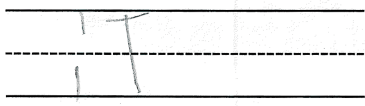
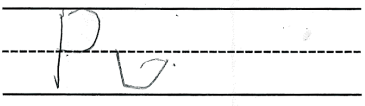
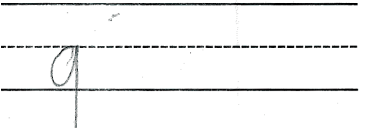
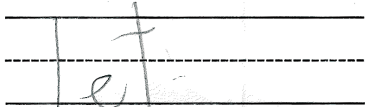
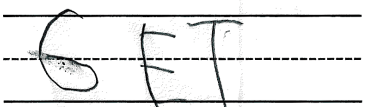
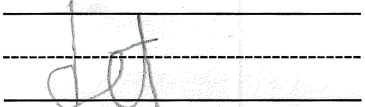
Please refer to page 27 for instructions about using the key codes.



Writing Words: Questions 3 and 4 (cont.)

Question 4: Desk Scene "pet"

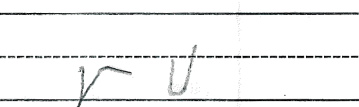
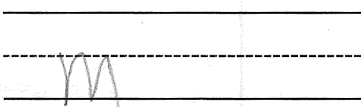
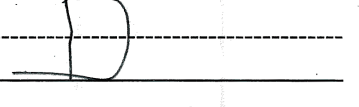
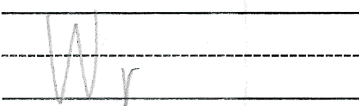
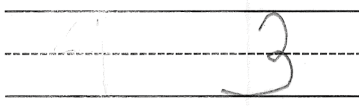
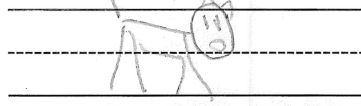
Score 1

A-85  Key Codes: 1A, GA, GC	A-86  Key Codes: 1A, GC	A-87  Key Codes: 1B, GA
A-88  Key Codes: 1A, GA	A-89  Key Codes: 1A, GA	A-90  Key Codes: 1B, GC
A-91  Key Codes: 1A	A-92  Key Codes: 1A, GA	A-93  Key Codes: 1A, GA

Key Code	Rubric Elements
1A	The response includes one letter of the stated word written correctly in the correct position.
1B	The response includes only one letter of the stated word standing alone.
GA	Letters may be of any style (for example, capital, lowercase, cursive).
GB	Phonetic spelling is acceptable.
GC	Letters may be (a) reversed or backwards or (b) upside down, but not both (For example, b ↔ d, q ↔ p, b ↔ p are acceptable. However, b ↔ q is not.)

Please refer to page 27 for instructions about using the key codes.

Writing Words: Questions 3 and 4 (cont.)
Question 4: Desk Scene "pet"
Score 0

A-94  Key Codes: 0A	A-95  Key Codes: 0A	A-96  Key Codes: 0A
A-97  Key Codes: 0D	A-98  Key Codes: 0A	A-99  Key Codes: 0A
A-100  Key Codes: 0A	A-101  Key Codes: 0C	A-102  Key Codes: 0C

Key Code	Rubric Elements
0A	The response includes letters that are not representative of letters in the stated word.
0B	A response that only copies all or part of a word on the answer booklet page automatically receives a score of 0.
0C	The response includes only content that is not representative of letters in the English alphabet.
0D	The student writes one or more letters from the stated word, but in the incorrect position.
0E	The student provides no written response.

Please refer to page 27 for instructions about using the key codes.

Writing Words: Questions 3 and 4 (cont.)

Rubric

Score	Descriptors
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).
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).
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.

NOTE: This Writing Words rubric is specific to Kindergarten. Grades 1 and 2 have slightly different scoring descriptors.

Key Codes For Rubric Elements

Key codes have two sequential numbers or letters and represent key elements of the rubric. The first character is either

- a number (2, 1, or 0) that references a particular score point, or
- the letter "G," which represents a general characteristic across all score points of the rubric.

The second character is a letter (A–E) that identifies the particular element of the rubric.

For example, in a key code of "1A," "1" represents the score point 1 portion of the rubric, and "A" identifies "One letter of the stated word written correctly in the correct position."

Writing

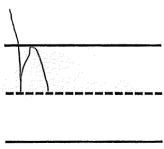
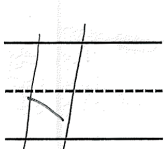
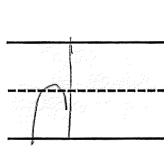
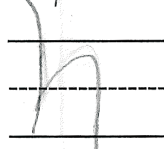
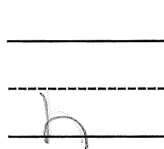
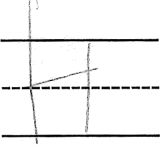
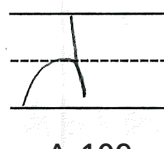
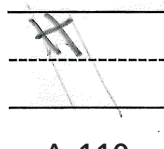
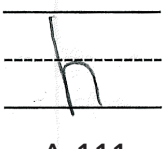
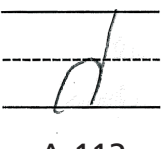
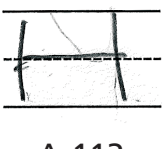
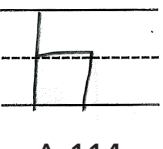
Writing Letters: Questions 5 and 6

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
5–6	Exemplars provided on the following pages. Rubric follows question 6.	Write a Story Together with Scaffolding	PI.A.2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia).	2

Anchor Samples and Rubric: Questions 5–6

Question 5: A Happy Cat “h”

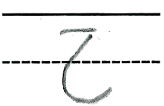
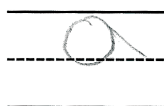
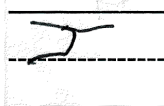
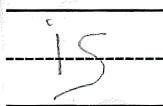
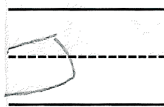
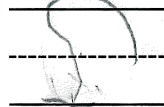
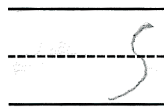
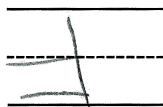
Score 1

					
A-103	A-104	A-105	A-106	A-107	A-108
					
A-109	A-110	A-111	A-112	A-113	A-114

The student writes the letter correctly. If the letter name is provided, the student writes the specified letter.

NOTE: If the student copies the item number before answering, this is acceptable.

Score 0

					
A-115	A-116	A-117	A-118	A-119	A-120
					
A-121	A-122	A-123	A-124	A-125	A-126

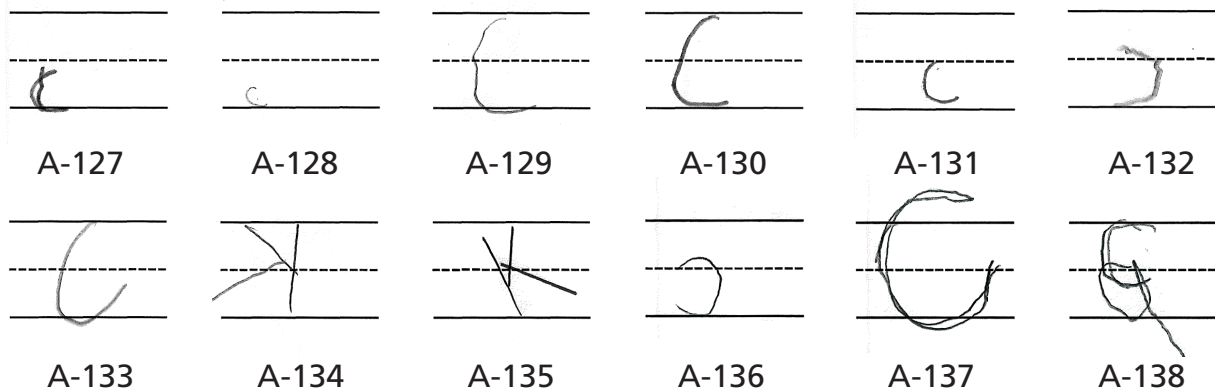
The student writes the letter incorrectly. The student writes a letter other than the specified letter or a letter that does not represent the first sound of the specified word.



Writing Letters: Questions 5 and 6 (cont.)

Question 6: A Happy Cat "c"

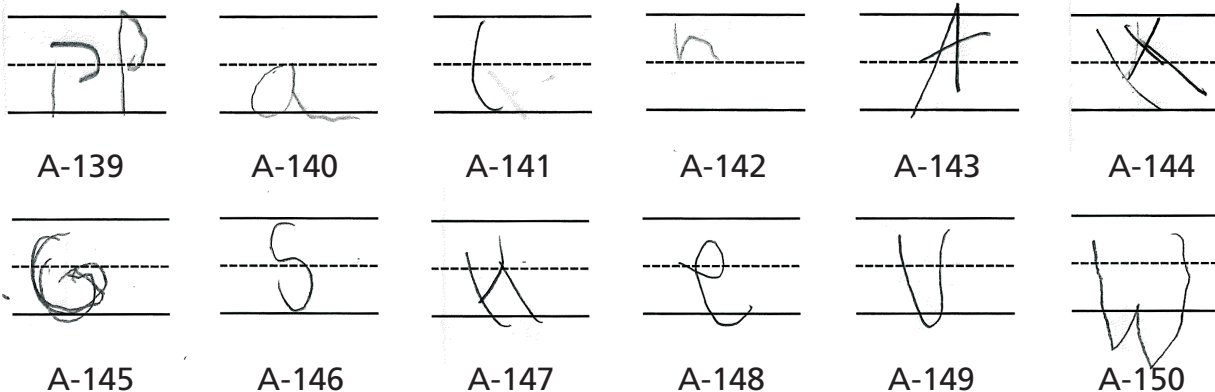
Score 1



The student writes the letter correctly. If the letter name is provided, the student writes the specified letter.

NOTE: If the student copies the item number before answering, this is acceptable.

Score 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.

Writing Letters: Questions 5 and 6 (cont.)

Rubric

Score	Descriptors
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. - The letter may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p).
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.



Writing

Writing Words: Questions 7 and 8

Question	Key	Task Type	Primary Standard Alignment	Targeted PLD
7–8	Exemplars provided on the following pages. Rubric follows question 8.	Write a Story Together with Scaffolding	PI.A.2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia).	4

Anchor Samples and Rubric: Questions 7–8

Question 7: A Happy Cat “rug”

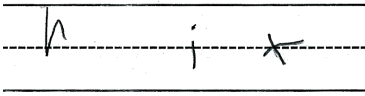
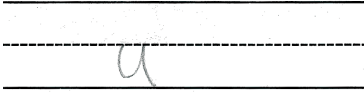
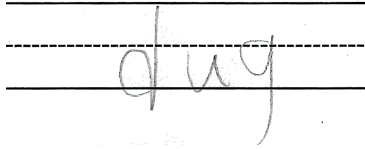
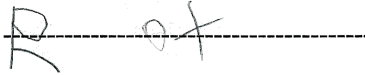
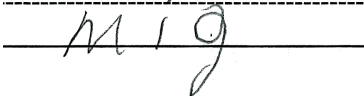
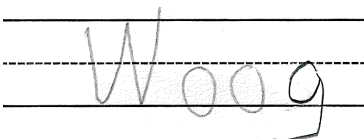
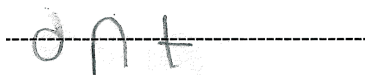
Score 2

A-151 Key Codes: 2A, 2B, GC	A-152 Key Codes: 2A, 2B	A-153 Key Codes: 2A, 2B, GA, GC
A-154 Key Codes: 2A, 2B	A-155 Key Codes: 2A, 2B, GA	A-156 Key Codes: 2A, 2B
A-157 Key Codes: 2A, 2B, GA, GC	A-158 Key Codes: 2A, 2B	A-159 Key Codes: 2A, 2B

Key Code	Rubric Elements
2A	The response includes the correct initial letter in the initial position.
2B	The response includes one or more additional letters written correctly (any position in the word).
GA	Letters may be of any style (for example, capital, lowercase, cursive).
GB	Phonetic spelling is acceptable.
GC	Letters may be (a) reversed or backwards or (b) upside down, but not both (For example, b ↔ d, q ↔ p, b ↔ p are acceptable. However, b ↔ q is not.).

Please refer to page 37 for instructions about using the key codes.

Writing Words: Questions 7 and 8 (cont.)
Question 7: A Happy Cat "rug"
Score 1

A-160  Key Codes: 1A	A-161  Key Codes: 1B	A-162  Key Codes: 1A
A-163  Key Codes: 1A, GA	A-164  Key Codes: 1A	A-165  Key Codes: 1A
A-166  Key Codes: 1B, GA	A-167  Key Codes: 1A	A-168  Key Codes: 1A, GC

Key Code	Rubric Elements
1A	The response includes one letter of the stated word written correctly in the correct position.
1B	The response includes only one letter of the stated word standing alone.
GA	Letters may be of any style (for example, capital, lowercase, cursive).
GB	Phonetic spelling is acceptable.
GC	Letters may be (a) reversed or backwards or (b) upside down, but not both (For example, b ↔ d, q ↔ p, b ↔ p are acceptable. However, b ↔ q is not.)

Please refer to page 37 for instructions about using the key codes.



Writing Words: Questions 7 and 8 (cont.)

Question 7: A Happy Cat "rug"

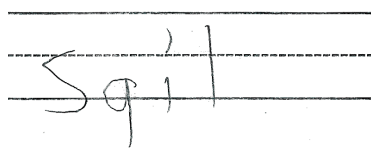
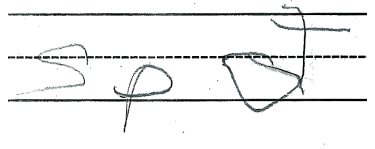
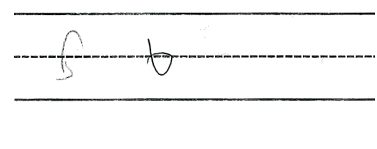
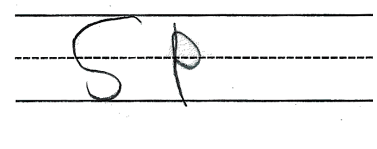
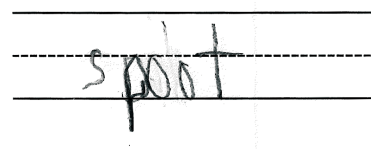
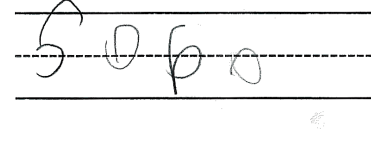
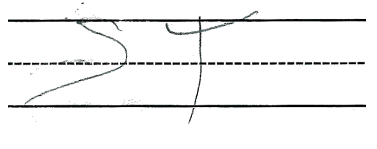
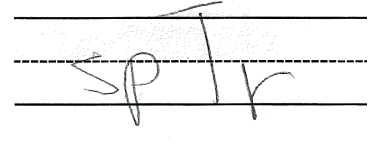
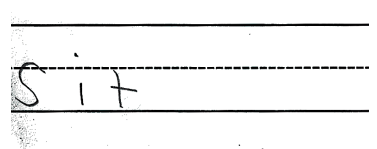
Score 0

A-169 Key Codes: 0B	A-170 Key Codes: 0B	A-171 Key Codes: 0A
A-172 Key Codes: 0A	A-173 Key Codes: 0B	A-174 Key Codes: 0A
A-175 Key Codes: 0B	A-176 Key Codes: 0A	A-177 Key Codes: 0A

Key Code	Rubric Elements
0A	The response includes letters that are not representative of letters in the stated word.
0B	A response that copies all or part of a word on the answer booklet page automatically receives a score of 0.
0C	The response includes only content that is not representative of letters in the English alphabet.
0D	The student writes one or more letters from the stated word, but in the incorrect position.
0E	The student provides no written response.

Please refer to page 37 for instructions about using the key codes.

Writing Words: Questions 7 and 8 (cont.)
Question 8: A Happy Cat "spot"
Score 2

A-178  Key Codes: 2A, 2B, GC	A-179  Key Codes: 2A, 2B	A-180  Key Codes: 2A, 2B, GC
A-181  Key Codes: 2A, 2B	A-182  Key Codes: 2A, 2B	A-183  Key Codes: 2A, 2B
A-184  Key Codes: 2A, 2B	A-185  Key Codes: 2A, 2B, GA	A-186  Key Codes: 2A, 2B

Key Code	Rubric Elements
2A	The response includes the correct initial letter in the initial position.
2B	The response includes one or more additional letters written correctly (any position in the word).
GA	Letters may be of any style (for example, capital, lowercase, cursive).
GB	Phonetic spelling is acceptable.
GC	Letters may be (a) reversed or backwards or (b) upside down, but not both (For example, b ↔ d, q ↔ p, b ↔ p are acceptable. However, b ↔ q is not.).

Please refer to page 37 for instructions about using the key codes.



Writing Words: Questions 7 and 8 (cont.)

Question 8: A Happy Cat "spot"

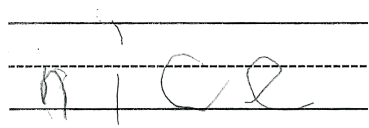
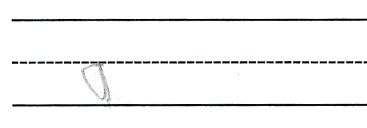
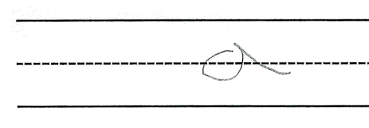
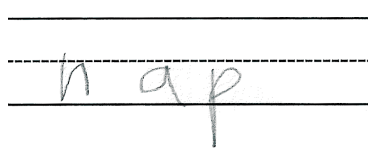
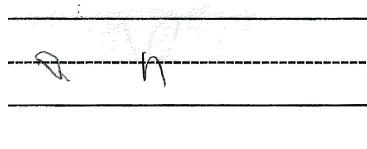
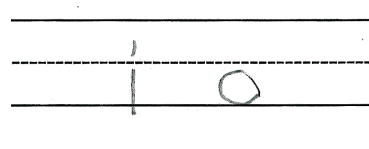
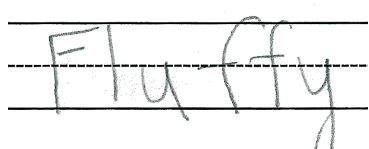
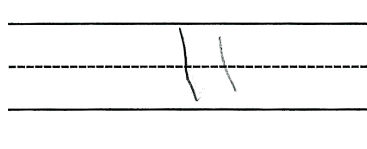
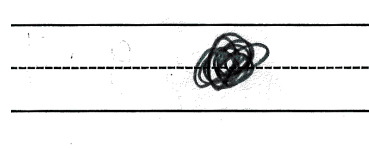
Score 1

A-187 Key Codes: 1A	A-188 Key Codes: 1B	A-189 Key Codes: 1A, GA
A-190 Key Codes: 1A	A-191 Key Codes: 1B, GC	A-192 Key Codes: 1B, GC
A-193 Key Codes: 1A	A-194 Key Codes: 1A	A-195 Key Codes: 1B

Key Code	Rubric Elements
1A	The response includes one letter of the stated word written correctly in the correct position.
1B	The response includes only one letter of the stated word standing alone.
GA	Letters may be of any style (for example, capital, lowercase, cursive).
GB	Phonetic spelling is acceptable.
GC	Letters may be (a) reversed or backwards or (b) upside down, but not both (For example, b ↔ d, q ↔ p, b ↔ p are acceptable. However, b ↔ q is not.)

Please refer to page 37 for instructions about using the key codes.

Writing Words: Questions 7 and 8 (cont.)
Question 8: A Happy Cat "spot"
Score 0

A-196  Key Codes: 0A	A-197  Key Codes: 0A	A-198  Key Codes: 0A
A-199  Key Codes: 0B	A-200  Key Codes: 0A	A-201  Key Codes: 0D
A-202  Key Codes: 0B	A-203  Key Codes: 0A	A-204  Key Codes: 0C

Key Code	Rubric Elements
0A	The response includes letters that are not representative of letters in the stated word.
0B	A response that copies all or part of a word on the answer booklet page automatically receives a score of 0.
0C	The response includes only content that is not representative of letters in the English alphabet.
0D	The student writes one or more letters from the stated word, but in the incorrect position.
0E	The student provides no written response.

Please refer to page 37 for instructions about using the key codes.

Writing Words: Questions 7 and 8 (cont.)

Rubric

Score	Descriptors
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).
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).
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.

NOTE: This Writing Words rubric is specific to Kindergarten. Grades 1 and 2 have slightly different scoring descriptors.

Key Codes For Rubric Elements

Key codes have two sequential numbers or letters and represent key elements of the rubric. The first character is either

- a number (2, 1, or 0) that references a particular score point, or
- the letter "G," which represents a general characteristic across all score points of the rubric.

The second character is a letter (A–E) that identifies the particular element of the rubric.

For example, in a key code of "1A," "1" represents the score point 1 portion of the rubric, and "A" identifies "One letter of the stated word written correctly in the correct position."