
Alternate ELPAC

Alternate English Language
Proficiency Assessments for California



Scoring Guide



Practice Test
Grade 1

Practice Test Scoring Guide — Grade One

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Introduction to the Practice Test Scoring Guide

This Alternate English Language Proficiency Assessments for California (Alternate ELPAC) Practice Test Scoring Guide offers details about the test questions, student response types, correct responses, and related scoring considerations for the included samples of practice items. The Practice Test gives students, parents and families, teachers, administrators, and others an opportunity to become familiar with the types of test questions on the Alternate ELPAC. When students know what to expect on the test, they will be better prepared to demonstrate their English language proficiency. The Practice Test provides a sample of the question types and grade-level content on the Alternate ELPAC and contains the same number of questions that appear on the operational tests.

(ELPAC) Practice Test Scoring Guide offers details about the items, student response types, correct responses, and related scoring considerations for the included samples of practice items. The Practice Test gives students, parents and families, teachers, administrators, and others an opportunity to

The following information is presented for each item:

Item: The number that corresponds to the test question as it appears in the Practice Test.

Key: Represents the correct answer to the item and includes the score point value for the item and its parts. Items are worth either one or two points. For some technology-enhanced items, there is also a picture of the correct answer marked.

Task Type: Each task type is an activity that was designed to gather targeted evidence of a student's language proficiency (e.g., "Communicate About Familiar Topics"). A task type is a set with a story or passage and two to four items. Each set is about a topic, such as taking a field trip or going to an event at school.

Connector: The Alternate ELPAC is designed to align with the California 2012 English Language Development (ELD) Standards via the ELD Connectors, which reduce the depth, breadth, and complexity of the standards, as appropriate for students with the most significant cognitive disabilities. The connectors represent the highest level of expected performance in English language proficiency at a given grade or grade span.

Linguistic Complexity Level (LCL): There are three linguistic complexity levels on the Alternate ELPAC: low, medium, and high. Each of these describes the English language skills expected of the student at the given level.

Example of Metadata

| Item | Key | Task Type and Topic | Connector | LCL |
|------|----------------|--|---|------|
| 1 | A (1 point) | Interact with an Informational Text Ocean | PI.C.12: Select and apply appropriate general academic and domain-specific vocabulary to convey ideas by retelling a text or experience using key words and by communicating simple information about a familiar topic. | High |

Grade One Practice Test Items

| Item | Key | Task Type and Topic | Connector | LCL |
|------|--|---|---|-----|
| 1 | B (1 point) | Recognize and Use Common Words Bottle | <p>PI.B.5: Listen actively in social and academic contexts by asking and answering yes/no and wh- questions about key details, identifying main idea, and retelling basic information from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to answer questions about key details, identify main idea, and retell basic information from read-alouds, picture books, and simple written texts.</p> | Low |
| 2 | Sample Responses and rubric provided below | Recognize and Use Common Words Bottle | <p>PII.B.4: Recognize and use an increasing number of nouns and noun phrases in producing simple or compound sentences on familiar topics in shared language activities.</p> | Low |

Sample Responses and rubric for item 2:

| |
|--|
| <p>2 points</p> <p>Sample Responses:</p> <p>“bottle / water / water bottle”</p> <p>Rubric:</p> <p>Correct response.</p> |
|--|

Rubric continues on the next page

Grade One Practice Test Items

Rubric continues from previous page

1 point

Sample Response:

“bottle”

Rubric:

The student provides a correct response after modeling.

0 points

Rubric:

- No response
- Not in English
- Incorrect response, e.g., “napkin” or “fork.”

Item metadata table continuation showing item 3

| Item | Key | Task Type and Topic | Connector | LCL |
|------|----------------|---|---|-----|
| 3 | A (1 point) | Communicate About Familiar Topics Toys | <p>PI.A.1: Exchange information and ideas by participating in short conversations, responding to simple yes/no and wh- questions, using gestures or words, and by following some rules for discussion about familiar social and academic topics.</p> <p>PI.B.6: Read texts and view multimedia to answer questions about key details, identify main idea, and retell basic information from read-alouds, picture books, and simple written texts.</p> | Low |

Item metadata table continuation showing item 4

| Item | Key | Task Type and Topic | Connector | LCL |
|------|--|---|--|-----|
| 4 | Sample Responses and rubric provided below | Communicate About Familiar Topics Toys | <p>PI.A.1: Exchange information and ideas by participating in short conversations, responding to simple yes/no and wh- questions, using gestures or words, and by following some rules for discussion about familiar social and academic topics.</p> <p>PI.C.10: Compose texts by telling or dictating simple information about familiar topics, stories, experiences, or events using appropriate technology.</p> | Low |

Sample Responses and rubric for item 4:

| |
|---|
| <p>2 points</p> <p>Sample Response:</p> <p>“yes”</p> <p>Rubric:</p> <p>Correct response.</p> <p>1 point</p> <p>Sample Response:</p> <p>“yes”</p> <p>Rubric:</p> <p>The student provides a correct response after modeling.</p> <p>0 points</p> <p>Rubric:</p> <ul style="list-style-type: none"> • No response • Not in English • Incorrect response |
|---|

Grade One Practice Test Items

Item metadata table continuation showing items 5–7

| Item | Key | Task Type and Topic | Connector | LCL |
|------|----------------|--|--|--------|
| 5 | B (1 point) | Understand a School Exchange Ball at Recess | PI.A.1: Exchange information and ideas by participating in short conversations, responding to simple yes/no and wh- questions, using gestures or words, and by following some rules for discussion about familiar social and academic topics. | Low |
| 6 | B (1 point) | Understand a School Exchange Ball at Recess | PI.B.5: Listen actively in social and academic contexts by asking and answering yes/no and wh- questions about key details, identifying main idea, and retelling basic information from read-alouds and oral presentations. PI.B.6: Read texts and view multimedia to answer questions about key details, identify main idea, and retell basic information from read-alouds, picture books, and simple written texts. | Low |
| 7 | A (1 point) | Understand a School Exchange Ball at Recess | PI.B.5: Listen actively in social and academic contexts by asking and answering yes/no and wh- questions about key details, identifying main idea, and retelling basic information from read-alouds and oral presentations. PI.B.6: Read texts and view multimedia to answer questions about key details, identify main idea, and retell basic information from read-alouds, picture books, and simple written texts. | Medium |

Item metadata table continuation showing items 8–10

| Item | Key | Task Type and Topic | Connector | LCL |
|------|----------------|--|--|--------|
| 8 | C (1 point) | Understand a School Exchange Ball at Recess | PI.A.1: Exchange information and ideas by participating in short conversations, responding to simple yes/no and wh- questions, using gestures or words, and by following some rules for discussion about familiar social and academic topics. | Medium |
| 9 | A (1 point) | Describe a Routine Growing Plants | PI.B.5: Listen actively in social and academic contexts by asking and answering yes/no and wh- questions about key details, identifying main idea, and retelling basic information from read-alouds and oral presentations. PI.B.6: Read texts and view multimedia to answer questions about key details, identify main idea, and retell basic information from read-alouds, picture books, and simple written texts. | Medium |
| 10 | C (1 point) | Describe a Routine Growing Plants | PII.A.2: Show an understanding of cohesion by comprehending how ideas or events are linked in text, retelling a sequence of two or three events, and using familiar temporal and connector words. | Medium |

Grade One Practice Test Items

Item metadata table continuation showing items 11–12

| Item | Key | Task Type and Topic | Connector | LCL |
|------|--|--------------------------------------|---|--------|
| 11 | A (1 point) | Describe a Routine Growing Plants | <p>PI.B.5: Listen actively in social and academic contexts by asking and answering yes/no and wh- questions about key details, identifying main idea, and retelling basic information from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to answer questions about key details, identify main idea, and retell basic information from read-alouds, picture books, and simple written texts.</p> | Medium |
| 12 | Sample Responses and rubric provided below | Describe a Routine Growing Plants | <p>P.II.A.2: Show an understanding of cohesion by comprehending how ideas or events are linked in text, retelling a sequence of two or three events, and using familiar temporal and connector words.</p> | Medium |

Sample Responses and rubric for item 12:

| |
|---|
| <p>2 points</p> <p>Sample Responses:</p> <p>“draw / make pictures”</p> <p>Rubric:</p> <p>Correct response.</p> |
|---|

Rubric continues on the next page

Rubric continues from previous page

1 point

Sample Responses:

“plant seeds / water plants”

Rubric:

The student response is generally related to the text but does not answer the specific prompt.

0 points

Rubric:

- No response
- Not in English
- Incorrect response, e.g., “eat salad.”

Item metadata table continuation showing item 13

| Item | Key | Task Type and Topic | Connector | LCL |
|------|----------------|--|---|--------|
| 13 | C (1 point) | Understand and Express an Opinion Blocks or Puzzles | <p>PI.B.5: Listen actively in social and academic contexts by asking and answering yes/no and wh- questions about key details, identifying main idea, and retelling basic information from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to answer questions about key details, identify main idea, and retell basic information from read-alouds, picture books, and simple written texts.</p> | Medium |

Grade One Practice Test Items

Item metadata table continuation showing items 14–15

| Item | Key | Task Type and Topic | Connector | LCL |
|------|--|--|---|--------|
| 14 | A (1 point) | Understand and Express an Opinion Blocks or Puzzles | <p>PI.B.5: Listen actively in social and academic contexts by asking and answering yes/no and wh- questions about key details, identifying main idea, and retelling basic information from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to answer questions about key details, identify main idea, and retell basic information from read-alouds, picture books, and simple written texts.</p> | High |
| 15 | Sample Responses and rubric provided below | Understand and Express an Opinion Blocks or Puzzles | PI.C.11: Support own opinions in speaking and writing by expressing an opinion or a preference about a familiar topic. | Medium |

Sample Responses and rubric for item 15:

| |
|--|
| <p>2 points</p> <p>Sample Responses:</p> <p>“puzzle[s] / shape[s] / fun pieces”</p> <p>Rubric:</p> <p>Correct response.</p> |
|--|

Rubric continues on the next page

Rubric continues from previous page

1 point

Sample Responses:

“blocks / Ted”

Rubric:

The student response is generally related to the text but does not answer the specific prompt.

0 points

Rubric:

- No response
- Not in English
- Incorrect response, e.g., “balls.”

Item metadata table continuation showing item 16

| Item | Key | Task Type and Topic | Connector | LCL |
|------|--|--|--|------|
| 16 | Sample Responses and rubric provided below | Understand and Express an Opinion Blocks or Puzzles | PI.C.11: Support own opinions in speaking and writing by expressing an opinion or a preference about a familiar topic. | High |

Sample Responses and rubric for item 16:

2 points

Sample Responses:

“I like puzzles. Puzzles are fun. / Blocks. I like to build. / No blocks. No puzzle. I don’t like them.”

Rubric:

Correct response.

Rubric continues on the next page

Grade One Practice Test Items

Rubric continues from previous page

1 point

Sample Responses:

“I like Ava. / Blocks. [no reason] / no puzzle”

Rubric:

The student indicates a choice but no reason, gives a reason but no choice, or gives a response that does not answer the prompt but is related to the story.

0 points

Rubric:

- No response
- Not in English
- Incorrect response

Item metadata table continuation showing item 17

| Item | Key | Task Type and Topic | Connector | LCL |
|------|----------------|---|---|--------|
| 17 | B (1 point) | Interact with a Literary Text José Rides the Bus | <p>PI.B.5: Listen actively in social and academic contexts by asking and answering yes/no and wh- questions about key details, identifying main idea, and retelling basic information from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to answer questions about key details, identify main idea, and retell basic information from read-alouds, picture books, and simple written texts.</p> | Medium |

Item metadata table continuation showing items 18–20

| Item | Key | Task Type and Topic | Connector | LCL |
|------|--|---|---|--------|
| 18 | A (1 point) | Interact with a Literary Text José Rides the Bus | <p>PI.B.5: Listen actively in social and academic contexts by asking and answering yes/no and wh- questions about key details, identifying main idea, and retelling basic information from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to answer questions about key details, identify main idea, and retell basic information from read-alouds, picture books, and simple written texts.</p> | Medium |
| 19 | B (1 point) | Interact with a Literary Text José Rides the Bus | <p>PI.C.9: Express information and ideas by telling or dictating simple information about familiar topics, stories, experiences, or events.</p> <p>PI.C.10: Compose texts by telling or dictating simple information about familiar topics, stories, experiences, or events using appropriate technology.</p> | Medium |
| 20 | Sample Responses and rubric provided below | Interact with a Literary Text José Rides the Bus | <p>PI.C.9: Express information and ideas by telling or dictating simple information about familiar topics, stories, experiences, or events.</p> <p>PI.C.10: Compose texts by telling or dictating simple information about familiar topics, stories, experiences, or events using appropriate technology.</p> | High |

Sample Responses and rubric for item 20:

Grade One Practice Test Items

| |
|--|
| <p>2 points</p> <p>Sample Responses:</p> <p>“home / home with dad / house / his house”</p> <p>Rubric:</p> <p>Correct response.</p> <p>1 point</p> <p>Sample Responses:</p> <p>“school / teacher”</p> <p>Rubric:</p> <p>The student response is generally related to the text but does not answer the specific prompt.</p> <p>0 points</p> <p>Rubric:</p> <ul style="list-style-type: none"> • No response • Not in English • Incorrect response, e.g., “store.” |
|--|

Item metadata table continuation showing item 21

| Item | Key | Task Type and Topic | Connector | LCL |
|------|----------------|--|---|------|
| 21 | C (1 point) | Interact with an Informational Text Ocean | <p>PI.B.5: Listen actively in social and academic contexts by asking and answering yes/no and wh- questions about key details, identifying main idea, and retelling basic information from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to answer questions about key details, identify main idea, and retell basic information from read-alouds, picture books, and simple written texts.</p> | High |

Item metadata table continuation showing items 22–23

| Item | Key | Task Type and Topic | Connector | LCL |
|------|--|--|---|------|
| 22 | C (1 point) | Interact with an Informational Text Ocean | <p>PI.B.5: Listen actively in social and academic contexts by asking and answering yes/no and wh- questions about key details, identifying main idea, and retelling basic information from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to answer questions about key details, identify main idea, and retell basic information from read-alouds, picture books, and simple written texts.</p> | High |
| 23 | Sample Responses and rubric provided below | Interact with an Informational Text Ocean | <p>PI.C.9: Express information and ideas by telling or dictating simple information about familiar topics, stories, experiences, or events.</p> <p>PI.C.10: Compose texts by telling or dictating simple information about familiar topics, stories, experiences, or events using appropriate technology.</p> | High |

Sample Responses and rubric for item 23:

2 points

Sample Responses:

“fish / Fish live in the ocean. / plants / dolphins / sharks”

Rubric:

Correct response.

Rubric continues on the next page

Grade One Practice Test Items

Rubric continues from previous page

1 point

Sample Responses:

“water / salt”

Rubric:

The student response is generally related to the text but does not answer the specific prompt.

0 points

Rubric:

- No response
- Not in English
- Incorrect response, e.g., “elephants.”

Item metadata table continuation showing item 24

| Item | Key | Task Type and Topic | Connector | LCL |
|------|----------------|--|---|------|
| 24 | A (1 point) | Interact with an Informational Text Ocean | PI.C.12: Select and apply appropriate general academic and domain-specific vocabulary to convey ideas by retelling a text or experience using key words and by communicating simple information about a familiar topic. | High |