
Alternate ELPAC

Alternate English Language
Proficiency Assessments for California



Scoring Guide



Practice Test Grades 3–5

Practice Test Scoring Guide — Grades Three–Five

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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.

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 English 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 Penguins	PII.C.7: Condense ideas in simple ways by using a small number of high-frequency conjunctions to create precise and detailed sentences.	High

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Item	Key	Task Type and Topic	Connector	LCL
1	A (1 point)	Recognize and Use Common Words Shapes	<p>PI.B.5: Listen actively in social and academic contexts by determining the main idea, identifying some details that support the main idea, retelling parts of a story, and asking and answering questions about key details from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to determine the main idea; identify some details that support the main idea; retell parts of a story; and determine the meaning of words, phrases, or expressions from read-alouds, picture books, and simple written texts.</p>	Low
2	Sample Responses and rubric provided below	Recognize and Use Common Words Shapes	<p>PII.B.4: Recognize and use an increasing number of nouns and noun phrases in producing simple and compound sentences on familiar topics.</p>	Low

Sample Responses and rubric for item 2:

<p>2 points</p> <p>Sample Response:</p> <p>“circle”</p> <p>Rubric:</p> <p>Correct response</p>

Rubric continues on the next page

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Rubric continues from previous page

1 point

Sample Response:

“circle”

Rubric:

The student provides a correct response after modeling.

0 points

Rubric:

- No response
- Not in English
- Incorrect response, e.g., “triangle” or “square”

Item metadata table continuation showing item 3

Item	Key	Task Type and Topic	Connector	LCL
3	A (1 point)	Communicate about Familiar Topics Apples	<p>PI.A.1: Exchange information and ideas by participating in short conversations, asking and answering questions, and responding to others’ comments or ideas about familiar social and academic topics.</p> <p>PI.B.6: Read texts and view multimedia to determine the main idea; identify some details that support the main idea; retell parts of a story; and determine the meaning of words, phrases, or expressions 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 Apples	<p>PI.A.1: Exchange information and ideas by participating in short conversations, asking and answering questions, and responding to others' comments or ideas about familiar social and academic topics.</p> <p>PI.C.10: Write or compose short literary and informational texts using familiar vocabulary to communicate about familiar texts, topics, and experiences using appropriate technology.</p>	Low

Sample Responses and rubric for item 4:

2 points

Sample Response:

“no”

Rubric:

Correct response

1 point

Sample Response:

“no”

Rubric:

The student provides a correct response after modeling.

0 points

Rubric:

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

Grades Three – Five Practice Test Items

Item metadata table continuation showing items 5–6

Item	Key	Task Type and Topic	Connector	LCL
5	A (1 point)	Understand a School Exchange Meet the Teacher	<p>PI.B.5: Listen actively in social and academic contexts by determining the main idea, identifying some details that support the main idea, retelling parts of a story, and asking and answering questions about key details from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to determine the main idea; identify some details that support the main idea; retell parts of a story; and determine the meaning of words, phrases, or expressions from read-alouds, picture books, and simple written texts.</p>	Low
6	C (1 point)	Understand a School Exchange Meet the Teacher	<p>PI.B.5: Listen actively in social and academic contexts by determining the main idea, identifying some details that support the main idea, retelling parts of a story, and asking and answering questions about key details from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to determine the main idea; identify some details that support the main idea; retell parts of a story; and determine the meaning of words, phrases, or expressions from read-alouds, picture books, and simple written texts.</p>	Low

Item metadata table continuation showing items 7–9

Item	Key	Task Type and Topic	Connector	LCL
7	A (1 point)	Understand a School Exchange Meet the Teacher	PI.A.1: Exchange information and ideas by participating in short conversations, asking and answering questions, and responding to others' comments or ideas about familiar social and academic topics.	Low
8	B (1 point)	Understand a School Exchange Meet the Teacher	PI.A.4: Adapt language choices to social and academic contexts by using an increasing number of learned words, sounds, expressions, and gestures.	Medium
9	A (1 point)	Describe a Routine Voting	PI.B.5: Listen actively in social and academic contexts by determining the main idea, identifying some details that support the main idea, retelling parts of a story, and asking and answering questions about key details from read-alouds and oral presentations. PI.B.6: Read texts and view multimedia to determine the main idea; identify some details that support the main idea; retell parts of a story; and determine the meaning of words, phrases, or expressions from read-alouds, picture books, and simple written texts.	Medium

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Item metadata table continuation showing items 10–12

Item	Key	Task Type and Topic	Connector	LCL
10	C (1 point)	Describe a Routine Voting	<p>PI.B.5: Listen actively in social and academic contexts by determining the main idea, identifying some details that support the main idea, retelling parts of a story, and asking and answering questions about key details from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to determine the main idea; identify some details that support the main idea; retell parts of a story; and determine the meaning of words, phrases, or expressions from read-alouds, picture books, and simple written texts.</p>	Medium
11	B (1 point)	Describe a Routine Voting	<p>PII.A.2: Show an understanding of cohesion by comprehending how ideas or events are linked, retelling a sequence of events, and using temporal words, linking words, and transitional words and phrases.</p>	Medium
12	C (1 point)	Describe a Routine Voting	<p>PII.A.2: Show an understanding of cohesion by comprehending how ideas or events are linked, retelling a sequence of events, and using temporal words, linking words, and transitional words and phrases.</p>	Medium

Item metadata table continuation showing items 13–15

Item	Key	Task Type and Topic	Connector	LCL
13	B (1 point)	Understand and Express an Opinion Field Trip Options	<p>PI.B.5: Listen actively in social and academic contexts by determining the main idea, identifying some details that support the main idea, retelling parts of a story, and asking and answering questions about key details from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to determine the main idea; identify some details that support the main idea; retell parts of a story; and determine the meaning of words, phrases, or expressions from read-alouds, picture books, and simple written texts.</p>	Medium
14	A (1 point)	Understand and Express an Opinion Field Trip Options	PI.A.3: Offer and support opinions with others by expressing an opinion and providing a few reasons or facts to support the opinion about a familiar topic or story.	Medium
15	Sample Responses and rubric provided below	Understand and Express an Opinion Field Trip Options	PI.C.11: Support own opinions in speaking and writing by expressing an opinion and providing more than one reason to support the opinion about a familiar topic.	Medium

Sample Responses and rubric for item 15:

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<p>2 points</p> <p>Sample Responses:</p> <p>“She likes the giraffes. / She likes the animals.”</p> <p>Rubric:</p> <p>Correct response</p>
<p>1 point</p> <p>Sample Responses:</p> <p>“field trip / Tony”</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., “She likes kites.”

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 Field Trip Options	PI.C.11: Support own opinions in speaking and writing by expressing an opinion and providing more than one reason to support the opinion about a familiar topic.	High

Sample Responses and rubric for item 16:

2 points

Sample Responses:

“I like to go to the zoo because I want to see lions. / I like to go to the museum because I like planes. / I like to go to the park because I like squirrels.”

Rubric:

Correct response

1 point

Sample Responses:

“with Anna / giraffes / field trip”

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

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Item metadata table continuation showing items 17–18

Item	Key	Task Type and Topic	Connector	LCL
17	B (1 point)	Interact with a Literary Text Comics	<p>PI.B.5: Listen actively in social and academic contexts by determining the main idea, identifying some details that support the main idea, retelling parts of a story, and asking and answering questions about key details from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to determine the main idea; identify some details that support the main idea; retell parts of a story; and determine the meaning of words, phrases, or expressions from read-alouds, picture books, and simple written texts.</p>	Medium
18	C (1 point)	Interact with a Literary Text Comics	<p>PI.B.5: Listen actively in social and academic contexts by determining the main idea, identifying some details that support the main idea, retelling parts of a story, and asking and answering questions about key details from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to determine the main idea; identify some details that support the main idea; retell parts of a story; and determine the meaning of words, phrases, or expressions from read-alouds, picture books, and simple written texts.</p>	Medium

Item metadata table continuation showing item 19

Item	Key	Task Type and Topic	Connector	LCL
19	Sample Responses and rubric provided below	Interact with a Literary Text Comics	<p>PI.C.9: Express information and ideas by delivering short presentations or information on a variety of topics and content areas.</p> <p>PI.C.10: Write or compose short literary and informational texts using familiar vocabulary to communicate about familiar texts, topics, and experiences using appropriate technology.</p>	Medium

Sample Responses and rubric for item 19:

<p>2 points</p> <p>Sample Responses:</p> <p>“comics / comic books / library books”</p> <p>Rubric:</p> <p>Correct response</p> <p>1 point</p> <p>Sample Responses:</p> <p>“like Tim / dictionary”</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., “marker”
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Grades Three – Five Practice Test Items

Item metadata table continuation showing items 20–21

Item	Key	Task Type and Topic	Connector	LCL
20	library (1 point)	Interact with a Literary Text Comics	<p>PI.C.9: Express information and ideas by delivering short presentations or information on a variety of topics and content areas.</p> <p>PI.C.10: Write or compose short literary and informational texts using familiar vocabulary to communicate about familiar texts, topics, and experiences using appropriate technology.</p>	High
21	C (1 point)	Interact with an Informational Text Penguins	<p>PIII: Use foundational literacy skills by distinguishing uppercase from lowercase letters, recognizing familiar words used in everyday routines, recognizing an increasing number of letter sounds, and participating in shared reading activities.</p> <p>PI.B.5: Listen actively in social and academic contexts by determining the main idea, identifying some details that support the main idea, retelling parts of a story, and asking and answering questions about key details from read-alouds and oral presentations.</p>	High

Item metadata table continuation showing items 22–23

Item	Key	Task Type and Topic	Connector	LCL
22	B (1 point)	Interact with an Informational Text Penguins	<p>PI.B.5: Listen actively in social and academic contexts by determining the main idea, identifying some details that support the main idea, retelling parts of a story, and asking and answering questions about key details from read-alouds and oral presentations.</p> <p>PI.B.6: Read texts and view multimedia to determine the main idea; identify some details that support the main idea; retell parts of a story; and determine the meaning of words, phrases, or expressions from read-alouds, picture books, and simple written texts.</p>	High
23	Sample Responses and rubric provided below	Interact with an Informational Text Penguins	<p>PI.C.9: Express information and ideas by delivering short presentations or information on a variety of topics and content areas.</p> <p>PI.C.10: Write or compose short literary and informational texts using familiar vocabulary to communicate about familiar texts, topics, and experiences using appropriate technology.</p>	High

Sample Responses and rubric for item 23:

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<p>2 points</p> <p>Sample Responses:</p> <p>“turn / turn around”</p> <p>Rubric:</p> <p>Correct response</p>
<p>1 point</p> <p>Sample Responses:</p> <p>“penguin / dive”</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., “play.”

Item metadata table continuation showing item 24

Item	Key	Task Type and Topic	Connector	LCL
24	A (1 point)	Interact with an Informational Text Penguins	PII.C.7: Condense ideas in simple ways by using a small number of high-frequency conjunctions to create precise and detailed sentences.	High