
ELPAC

English Language Proficiency
Assessments for California



Listening, Reading, and Writing: Directions for Administration



Visual Impairment and Braille Practice Test Grades 3–5

ELPAC Administration Notes

FOR QUESTIONS REGARDING THE ELPAC OR FOR ADDITIONAL ASSISTANCE:

- Test examiners and other school personnel should contact their site ELPAC coordinator.
- LEA ELPAC coordinators should contact the California Technical Assistance Center (CalTAC) by phone at 800-955-2954, or by email at caltac@ets.org. CalTAC is open from 7 a.m. to 5 p.m., Monday through Friday.

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Directions for Administration

Introduction

This manual contains directions and the specific scripts you will need to administer the Practice Test for the English Language Proficiency Assessments for California (ELPAC) to students with blindness or low vision whose primary language is not English. It is a companion document to the online Practice Test.

The purpose of the ELPAC Practice Test is to familiarize students and test examiners* with the testing interface, item types, and accessibility resources as well as to provide students with the opportunity to practice a full-length test. The Practice Test provides grade-level content and contains the same number of questions that appear on the Summative ELPAC. There is an ELPAC Practice Test available for each grade level/span.

Please note that the Practice Test does not produce scores. The Practice Test is available all year and may be used at any time in preparation for the operational ELPAC tests.

The Practice Test can be administered in one of two ways:

- Using the same procedures as the operational tests, with the Test Administrator Interface, secure browser, and individual student logon information; or
- Using a standard supported web browser to access the Practice Test directly, without use of the Test Administrator Interface or secure browser.

For more information on all aspects of the ELPAC, including test security, item types, and guidelines, refer to the ELPAC Test Administration Manual on the Manuals, Instructions, and Quick Reference Guides page on the [ELPAC website](#).

Using the DFA

This DFA should be used to administer the Listening, Reading, and Writing domains. The Speaking DFA should be used to administer the Speaking domain.

This DFA contains scripts for administration. The following symbols indicate instructions for test examiners:

Guide to Administration Scripts in This DFA	How the Test Examiner Should Proceed
SAY	The test examiner reads the material out loud to the student.
i	Information for the test examiner

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

Directions for Administration (cont.)

Test Materials

Before testing begins, the test examiner should assemble the following materials:

- Printed or electronic copy of this DFA
- Electronic devices for the students (and, if applicable, test examiner) to access the test**
- Pencil with eraser and paper for students with low vision
- Scratch paper and pencil for note-taking, or braille slate and stylus, or other approved note-taking device
- For low-vision test takers, screen magnification software will be necessary. Please refer to the ELPAC Test Administration Manual for necessary settings when launching with assistive technology.
- For blind test takers, screen reader with refreshable braille device
- Administration Manual for necessary settings when launching with assistive technology
- Perkins Braille, if applicable
- Embosser, if applicable
- For students assigned the braille accommodation, embossed Reading test content (see Reading section of this DFA for further information)
- Headsets (if preferred)
- If logging on using the same procedures as the operational tests, each student's required logon information (statewide student identifier [SSID] and first name as listed in CALPADS/TOMS) or logon tickets containing each student's required logon information for group administration
- Copy of the Student Score Sheet (if preferred), which can be found at the end of this DFA

Administering the Test

Before Testing

Before administering the test, the test examiner must do the following:

- Make sure to have a copy of this DFA for use during test administration.
- Prepare testing devices and materials for students and examiners.
- Check the volume on the student's device prior to logon. After logon, the maximum volume cannot be increased.

**A mobile device that would allow the test examiner to monitor student progress while walking around the room would be preferable.

Directions for Administration (cont.)

- Select a quiet area to administer the test. Eliminate distractions (e.g., extraneous noises, windows, etc.).
- Read through the instructions that are specific to each domain (Listening, Reading, and Writing).
- If you are administering the Practice Test using the same procedures as the operational tests, confirm that the student has been assigned the correct test settings (designated supports and accommodations) in the Test Operations Management System (TOMS).
- If you are administering the Practice Test using a standard supported web browser without the use of the Test Administrator Interface or secure browser, apply the appropriate test settings (designated supports and accommodations) for the student in the Student Testing Interface for the Practice and Training Tests directly.
- For students assigned the braille accommodation, prepare or acquire embossed Reading test content (see the Reading section of this DFA for further information).

During Testing

- Greet the student and read the information from the administration script for that domain (i.e., Listening, Reading, or Writing).
- The student may not use books, cellular phones, or other reference materials during testing, though they may have scratch paper. Students' desks should be clear of all items except for the test materials provided by the test examiner.
- If headsets are desired, use a splitter to plug in one pair of student headphones and one pair of test examiner headphones so that the student and test examiner can listen to the test together.
- All directions may be repeated or replayed.
- The universal tools (e.g., zoom, line reader, etc.) introduced during test examiner training and described in California Assessment Accessibility Resources Matrix are available in the Student Interface for students who need them. The test examiner should monitor students during the test session and give reminders or recommendations to individual students as appropriate about the availability of universal tools.
- To minimize the risk of unforeseen usability issues, adjust sound and display settings using the resources in the test delivery system rather than those built into the student's device (e.g., zoom using the test delivery system, not the device's track pad or touch screen).
- Verify the student's test settings in the Test Administrator Interface.

NOTE: Instructions about using JAWS vary by domain. Please see the directions pages for each domain for special instructions about using JAWS for that domain.

Directions for Administration (cont.)

Coaching and Guessing

- Do not show or suggest the correct answer to any question. If a student asks about a test question (“Is this right?” or “How do you spell _____?”), give a neutral response, such as “You choose the one you think is right and go on,” or “Just spell it the best you know how.”
- Do not coach the student. The test examiner should not provide assistance that will inadvertently indicate an answer.
- Encourage students to do their best on all sections of the assessment.

Other Concerns

- Discourage talking among students.
- Avoid any unusual interruptions, distractions, or loud noises that might affect the entire group.

After Testing

The Practice Test may be scored after the student has completed testing. Student Score Sheets are provided in the Appendices by grade span. The test delivery system does not score the student answers. To score the students Listening and Reading test, have the student mark their answer on the Student Score Sheet while testing. Upon completion, the test examiner may score the answers using the Scoring Keys in the Appendix. The test examiner may then assist the student in reviewing practice test items answered incorrectly and provide instruction. To score the student’s Writing test, the student can either write their response on paper or type into the test delivery system and then cut and paste into a word document. The test examiner may use the Writing rubrics and anchors to score the student response. The test examiner and student may then review the Writing response and provide instruction.

Additional Directions

Ways of Accessing the DFA

Printing Instructions:

If possible, choose the following settings when printing the DFA:

- Select two-sided printing (with binding on the long edge).
- Staple on the vertical edge, left-hand side of the printed document.

Instructions for Viewing Online:

- Open the PDF file in Adobe Acrobat.

Directions for Administration (cont.)

Logon and Audio/Sound Check Instructions

How to Start a Test Session as a Guest

SAY Today, you will be taking the [Listening/Reading/Writing] section of the ELPAC. First, I am going to sign you in.

- i** 1) Navigate to the [ELPAC website](#).
- 2) Select the **[Practice & Training Tests]** button.
- 3) Select the **[Student Interface Practice and Training Tests]** link to launch the Student Sign In screen on the student's testing device.
- 4) Select the **[Sign In]** button to log on to the test as a guest.

Please Sign In

Guest User
Toggle to sign in as yourself

Guest Session
Toggle to join an active session

Run Diagnostics Browser: Edge v17.17134

Welcome to the Practice and Training Test site. You can use this site to take practice and training tests. Some questions require you to select one answer; others require you to type a short answer, draw a picture, or complete another type of open-ended task.

Sign In

- 5) Select the appropriate grade from the drop-down menu.

Your Tests

Select the test you need to take.

Grade:

Please select a grade.

- 6) On the test selection screen, select the appropriate ELPAC Practice Test. ELPAC practice tests are located at the bottom of the list and are color-coded pink.

SAMPLE

English Language Proficiency Assessments (ELPAC) Practice Test

Start ELPAC Grades 3-5 Listening Practice Test This is opportunity 1 of 99	Start ELPAC Grades 3-5 Reading Practice Test This is opportunity 1 of 99
Start ELPAC Grades 3-5 Speaking Practice Test This is opportunity 1 of 99	Start ELPAC Grades 3-5 Writing Practice Test This is opportunity 1 of 99

Directions for Administration (cont.)

7) You will see a Choose Settings screen.

SAMPLE

Choose Settings:
Review the following test settings. You can change the options, if necessary.

ELPAC Grades 11-12 Listening Practice Test

Presentation

- American Sign Language OFF
- Presentation
- Audio Transcriptions OFF

Literacy Assistance Resources

- Text-to-Speech

Integration with Assistive Technology

- Permissive Mode OFF

Visual Assistance Resources

8) In the drop-down “Presentation” menu, select **[Braille]**.

Presentation

- American Sign Language OFF
- Audio Transcriptions OFF
- Presentation

Literacy Assistance Resources

9) While the Choose Settings box is still open, choose any other test settings that are needed, then select the **[Select]** button.

Directions for Administration (cont.)


SAY Before we begin, we need to check to see if you can hear the audio.

Audio/Video Checks

Your test uses multi-media features. Please perform the following checks before continuing.

Sound and Video Playback Check

Make sure audio playback is working.



Make sure video and audio playback are working. To play the sample video and sound, press the play button.

Next Step:
If you were able to play the video and its sound, choose **I could play the video and sound**. If not, choose **I could not play the video or sound**.

i If using headphones, have student put headphones on now. Put your headphones on, too. Select the **[Play]** button. Check that the student can hear the music.

SAY Did you hear the music?

i Pause for student's response. If so, select **[I could play the video and sound]**. Help any students with sound issues adjust the volume, then have the students conduct the sound check again. Select the **[Continue]** button. Select **[Begin Test Now]**.

i For the Listening test, turn to page 12.

For the Reading test, turn to page 16.

For the Writing test, turn to page 18.

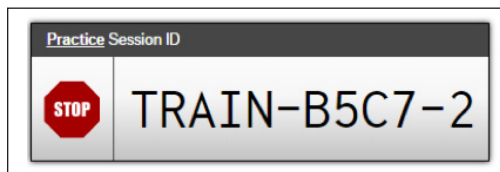
Directions for Administration (cont.)

How to Start a Practice Test Session Using the Same Procedures as the Operational Tests

SAY Today you will be taking the [Listening/Reading/Writing] section of the ELPAC. First, I am going to sign you in.

TEST ADMINISTRATOR INTERFACE

- 1) Launch a supported web browser on your device and access the [ELPAC website](#).
- 2) Select the **[Practice & Training Tests]** button.
- 3) Select the **[Test Administrator and Test Examiner Practice and Training Site]** link to log on to the **Test Administrator Interface** for the Practice Test.
- 4) Log on to the **Test Administrator Interface** using your TOMS username (your email address) and password.
- 5) Select the Practice Test(s) you want to administer from the test selection window.
- 6) Select the **[Start Practice Session]** button.
- 7) Upon selecting the **[Start Practice Session]** button, a Session ID will appear on the top right corner of the **Test Administrator Interface**.



Directions for Administration (cont.)

STUDENT INTERFACE

8) Launch the secure browser on the student’s testing device and select the button on the screen to go to the Practice and Training Test site or select the **[Student Interface Practice and Training Tests]** link from the Practice and Training Tests tab on the [ELPAC website](#).

9) Toggle the blue **Guest User** and **Guest Session** buttons to **[OFF]**, and log the student on.

- In the First Name field, enter the student’s first name as it appears in the California Longitudinal Pupil Achievement Data System.
- In the SSID field, enter the student’s 10-digit Statewide Student Identifier.
- In the Session ID field, enter the Session ID generated from the **Test Administrator Interface**.

Please Sign In

OFF **Guest User**
Toggle to sign in as yourself

First Name:
EX: JORDAN

SSID:
EX: 123456789

OFF **Guest Session**
Toggle to join an active session

Session ID:
TRAIN

Run Diagnostics Browser: Safari v12.1

Welcome to the Practice and Training Test site. You can use this site to take practice and training tests. Some questions require you to select one answer; others require you to type a short answer, draw a picture, or complete another type of open-ended task.

Sign In

10) Verify the student information is correct on the “Is This You?” screen. Select **[Yes]** to continue. (Select **[No]** if the student information is not correct. Notify your ELPAC coordinator if it is not.)

Is This You?
Please review the following information.

SSID: 5254015802	First Name: DAN
Grade: 01	School: Richard Riordan Primary Center
State: California	

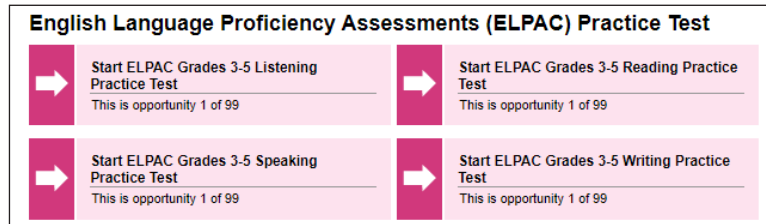
Yes No

Directions for Administration (cont.)

STUDENT INTERFACE

11) On the test selection screen, select the appropriate ELPAC Practice Test. ELPAC practice tests are located at the bottom of the list and are color-coded pink.

SAMPLE



TEST ADMINISTRATOR INTERFACE

12) Go back to your test examiner device and in the **Test Administrator Interface**, approve the student to test. Select **[Approvals]** and a Test Settings pop-up screen will appear.

13) On the screen that pops up, select the blue icon that looks like an eye. It will open the Test Settings box.

14) In the Test Settings box, in the drop-down menu beside the word "Presentation," select **[Braille]**.



15) While the Test Settings box is still open, choose any other test settings that are needed, then select the **[Set and Approve]** button. When you do so, the student's screen will advance.

Directions for Administration (cont.)


STUDENT INTERFACE

SAY Before we begin, we need to check to see if you can hear the audio.

Audio/Video Checks

Your test uses multi-media features. Please perform the following checks before continuing.

Sound and Video Playback Check



Make sure audio playback is working.

Make sure video and audio playback are working. To play the sample video and sound, press the play button.

Next Step:

If you were able to play the video and its sound, choose **I could play the video and sound**. If not, choose **I could not play the video or sound**.

i If using headphones, have student put headphones on now. Put your headphones on, too. Select the **[Play]** button. Check that the student can hear the music.

SAY Did you hear the music?

i Pause for student's response. If so, select **[I could play the video and sound]**. Help any students with sound issues adjust the volume, then have the students conduct the sound check again. Select the **[Continue]** button. Select **[Begin Test Now]**.

i For the Listening test, turn to page 12.

For the Reading test, turn to page 16.

For the Writing test, turn to page 18.

Special Directions for Listening

NOTE: JAWS, NVDA, and voiceover may be used as an accommodation; however, please note that these programs may read everything on the screen depending on the testing device being used.

- The Listening portion of the ELPAC is self-directed. Students will work through the test questions independently.
- The Listening Test may be scored after the student has completed testing. Student Score Sheets are provided in the Appendices. The test delivery system does not score the student answers. To score a student's Listening test, have the student mark their answers on the Student Score Sheet while testing. Upon completion, the test examiner may score the answers using the Scoring Keys in the Appendix. The test examiner may then assist the student in reviewing practice test items answered incorrectly and provide instruction, if desired.
- If any student has a designated support that allows the playing of Listening recordings multiple times, speak with the student privately before the test begins and give a reminder like this: "On today's test you will listen to recordings and answer questions about them. The test directions will say the recordings can only be played once, but you will have the ability to replay them if you need to."
- Students may want to read through the questions that go with a recording before actually playing the recording. Once the recording starts to play, students should listen to the recording in its entirety without interruptions before navigating through the questions. Navigating away from the page by selecting a different tab on the page or selecting **[NEXT]** may cause the remainder of the recording to become unplayable.
- Reminder that students should not pause the recording once it has begun. Help guide students to understand the difference between pausing the audio file and pausing the test. Pausing the entire test will log the student out of the Listening portion.

Listening—Grades 3–5 (cont.)

Beginning the Listening Test

When the first screen comes up,

SAY This is the Listening section of the ELPAC test.

In this part of the test, you will listen carefully to some recordings. Please do not pause a recording once it begins or select any buttons on the screen. Please do not touch your device until the recording ends. Doing so can cause the test to stop. After you listen to each recording, you will answer some questions. You will need to answer all the questions that go with each recording before you will be able to go on to the next recording.

If you are unsure of an answer, provide the answer you think is best. If you would like to review your answer at a later time, mark the question for review before going on to the next question. You may go back and change the answer at any time during this test session. In the top left corner of your screen, beside the word “Questions,” you can select a drop-down menu that will allow you to jump to the questions you have marked for review.

SAY Look at your screen. This screen contains the test directions.

SAY The questions on this test begin on the next screen. At this time, please play the directions, then select [NEXT], and begin the test.



Alternate Text

i For this test, Numbers 1 through 12 do not have picture descriptions.

13–15

i If a student cannot access the alternative text description embedded for the graphic, you may read aloud the picture before the student attempts Questions 13 through 15. The picture description does not need to be read aloud more than once, unless the student requests.

SAY The picture shows The Denali National Park and Preserve in Alaska.

16–18

i If a student cannot access the alternative text description embedded for the graphic, you may read aloud the picture before the student attempts Questions 16 through 18. The picture description does not need to be read aloud more than once, unless the student requests.

SAY The picture shows a watermill. There is a building next to a river. A large wooden wheel is attached to the building. One end of the wheel is in the river. Running water from the river is turning the watermill.

i For this test, Numbers 19 through 22 do not have picture descriptions.

i When there are approximately 10 minutes left in the test session, give students a brief warning.

SAY In a few minutes we will need to end today's testing. When you get to the end of the Listening test, you will select [End Test], then select [Yes]. A review screen will indicate any questions you marked for review, and you may go back and answer any questions you wish to, then select [End Test] and [Yes] again. Then select [Submit Test] and select [Yes].

i After 10 minutes,

SAY This is the end of the Listening test. Thank you for your attention and hard work. If you have not done so already, please select the [End Test] button to advance to the review screen.

i Make sure that students select the [End Test] button.

This page is intentionally left blank.

Special Directions for Reading

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

- The Reading portion of the ELPAC is self-directed. Students will work through the test questions independently.
- The Reading Test may be scored after the student has completed testing. Student Score Sheets are provided in the Appendices. The test delivery system does not score the student answers. To score a student’s Reading test, have the student mark their answers on the Student Score Sheet while testing. Upon completion, the test examiner may score the answers using the Scoring Keys in the Appendix. The test examiner may then assist the student in reviewing practice test items answered incorrectly and provide instruction, if desired.

Beginning the Reading Test

When the first screen comes up,

SAY This is the Reading section of the ELPAC test.

In this part of the test, you will read some texts. Then you will answer some questions about them. You need to answer all the questions that go with a text before going on to the next text.

SAY If you are unsure of an answer, provide the answer you think is best. If you would like to review your answer at a later time, click to mark the question for review before going on to the next question. You may go back and change the answer at any time during this test session. In the top left corner of your screen, beside the word “Questions,” you can select a drop-down menu that will allow you to jump to the questions you have marked for review.

SAY Look at your screen. This screen contains the test directions.

SAY The questions on this test begin on the next screen. At this time, please play the directions, then select [NEXT], and begin the test.



Alternate Text

i For this test, Numbers 1 through 5 do not have picture descriptions.

6–8

i If a student cannot access the alternative text description embedded for the graphic, you may read aloud the picture before the student attempts Questions 6 through 8. The picture description does not need to be read aloud more than once, unless the student requests.

SAY The picture shows a pinecone fish.

i For this test, Numbers 9 through 14 do not have picture descriptions.

15–20

i If a student cannot access the alternative text description embedded for the graphic, you may read aloud the picture before the student attempts Questions 15 through 20. The picture description does not need to be read aloud more than once, unless the student requests.

SAY The picture shows Anaya petting a dog, and Dhruv petting a cat.

21–26

i If a student cannot access the alternative text description embedded for the graphic, you may read aloud the picture before the student attempts Questions 21 through 26. The picture description does not need to be read aloud more than once, unless the student requests.

SAY The picture shows an astronaut on the moon.

i When there are approximately 10 minutes left in the test session, give students a brief warning.

SAY In a few minutes we will need to end today's testing. When you get to the end of the Reading test, you will select [End Test], then select [Yes]. A review screen will indicate any questions you marked for review, and you may go back and answer any questions you wish to, then select [End Test] and [Yes] again. Then select [Submit Test] and select [Yes].

i After 10 minutes,

SAY This is the end of the Reading test. Thank you for your attention and hard work. If you have not done so already, please select the [End Test] button to advance to the review screen.

i Make sure that students select the [End Test] button.

Special Directions for Writing

- The Writing portion of the ELPAC is self-directed. Students will work through the test questions independently.
- The Practice Test may be scored after the student has completed testing. To score the student’s Writing test, the student can either write their response on paper or type into the test delivery system and then cut and paste into a word document. The test examiner may use the Writing rubrics and anchors to score the student response. The test examiner and student may then review the Writing response and provide instruction, if desired.

Beginning the Writing Test

When the first screen comes up,

SAY This is the Writing section of the ELPAC test.

In this part of the test, you will hear some questions and answer them by typing responses in English.

SAY If you are unsure of an answer, provide the answer you think is best. If you would like to review any of your responses at a later time, click to mark the question for review before going on to the next question. You may go back and change your response to the question at any time during this test session. In the top left corner of your screen, beside the word “Questions,” you can select a drop-down menu that will allow you to jump to the questions you have marked for review.

SAY Look at your screen. This screen contains the test directions.

SAY The questions on this test begin on the next screen. At this time, please play the directions, then select [NEXT], and begin the test.

Alternate Text

1–2

i If a student cannot access the alternative text description embedded for the graphic, you may read aloud the picture before the student attempts Questions 1 through 2. The picture description does not need to be read aloud more than once, unless the student requests.

SAY The picture shows three students learning about a map. There are two boys and one girl.

i For this test, Number 3 does not have picture descriptions.

4–5

SAY The picture shows a graphic organizer titled “The Three Rs: Reduce, Reuse, and Recycle.” The graphic organizer shows a repeating cycle of steps between Reduce, Reuse, and Recycle. The details within each step of the graphic organizer are as follows. Reduce: What is it? Use fewer resources. How: Take short showers. Bring bags to stores. Turn lights off. Reuse: What is it? Use items again. How: Use reusable containers. Use grocery bags as trash bags. Carry the same water bottle with you. Recycle: What is it? Change old products into new products. How: Make craft projects from old household materials. Bring glass, aluminum, and paper to recycling centers. Use items made from recycled materials.

i For this test, Number 6 does not have picture descriptions.

i When there are approximately 10 minutes left in the test session, give students a brief warning.

SAY In a few minutes we will need to end today’s testing. When you get to the end of the Writing test, you will select [End Test], then select [Yes]. A review screen will indicate any questions you marked for review or did not answer, and you may go back and answer any questions you wish to, then select [End Test] and [Yes] again. Then select [Submit Test] and select [Yes].

i After 10 minutes,

SAY This is the end of the Writing test. Thank you for your attention and hard work. Please select the [End Test] button to advance to the review screen.

i Make sure that students select the [End Test] button.



Appendix—Scoring Keys

Listening Scoring Keys

Listen to a Short Exchange

Number	Answer Key
1	A
2	A
3	B

Listen to a Classroom Conversation

Number	Answer Key
4	C
5	C
6	B

Listen to a Story

Number	Answer Key
7	C
8	C
9	B
10	A
11	C
12	B

Listen to an Oral Presentation

Number	Answer Key
13	B
14	C
15	A
16	A
17	B
18	C
19	B
20	C
21	A
22	B

Reading Scoring Keys

Read and Choose a Sentence

Number	Answer Key
1	C
2	D

Read a Short Informational Passage

Number	Answer Key
3	C
4	D
5	C
6	D
7	B
8	A

Read a Student Essay

Number	Answer Key
9	C
10	D
11	A
12	C
13	B
14	B

Read a Literary Passage

Number	Answer Key
15	C
16	D
17	B
18	D
19	C
20	B

Read an Informational Passage

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



Appendix—Writing Rubrics and Anchor Samples

Rubric and Anchor Samples—Describe a Picture

Looking at a Map—Numbers 1 and 2

Score	Descriptors	Anchor Samples
2	<ul style="list-style-type: none"> The response consists of a complete sentence that fully addresses the task (of adding relevant details, correcting two errors, condensing ideas into a single sentence, or expressing something that might happen next). Grammar and word choice are appropriate. Errors in spelling/keyboarding do not impede meaning. 	<p>Question 1: A boy points at the map.</p> <p>Question 2: The children will go to lunch next.</p>
1	<ul style="list-style-type: none"> The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct or fully appropriate. There are errors in grammar and word choice. Errors in spelling/keyboarding may impede meaning. 	<p>Question 1: A boy is pointing for the map.</p> <p>Question 2: The other boy be good.</p>
0	<ul style="list-style-type: none"> The response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know." <p>OR</p> <ul style="list-style-type: none"> No response is provided. 	<p>Question 1: A boy point from the map.</p> <p>Question 2: No sais.</p>

**Rubric and Anchor Samples—Write About an Experience****Helped Someone—Number 3**

Score	Descriptors	Anchor Samples
4	<ul style="list-style-type: none"> • The response provides a full and complete account of the experience named in the prompt using well-developed descriptions, details, or examples. • The response is readily coherent. • Grammar and word choice are varied and generally effective. Minor errors do not impede meaning. • Minor errors in spelling/keyboarding and punctuation may be present, but they do not impede meaning. • The response typically includes a paragraph of at least three sentences. 	<p>One time my teacher was putting our work on the boletin board. I asked her if I could help. She said I could help at lunchtime. She showed me how to cut the papers with sissors. I helped her cut all the papers. Then, I gave them to her. She put them all on the wall. When it was done, she said 'Thank you.' The boletin board looked very nice.</p>
3	<ul style="list-style-type: none"> • The response provides a generally complete account of an experience relevant to the prompt using some descriptions, details, or examples. • The response is mostly coherent. • Errors and limitations in grammar and word choice may impede meaning at times. • Errors in spelling/keyboarding and punctuation may impede meaning at times. • The response typically includes at least two sentences. 	<p>My friend needed help for math homework. I showed him to add fractions. I am good at fractions. First, you make the bottom number the same. Then you make the top number. He got an A.</p>
2	<ul style="list-style-type: none"> • The response provides a partial account of an experience related to the prompt using some descriptions, details, or examples. • The response is somewhat coherent. • Errors and limitations in grammar and word choice may impede meaning. • Errors in spelling/keyboarding and punctuation may frequently impede meaning. • The response includes at least one sentence. 	<p>My teacher ask me to clean library. I put book on baskets. It look very nice.</p>
1	<ul style="list-style-type: none"> • The response may provide a limited account of a personal experience and/or conveys little relevant information. • The response may lack coherence. It may consist of isolated words or phrases. • Frequent errors and/or severe limitations in grammar and word choice prevent expression of ideas. • Errors in spelling/keyboarding and punctuation may severely impede meaning. 	<p>My teacher help me. I like my teacher mucho.</p>
0	<ul style="list-style-type: none"> • The response copies the prompt, contains no English, does not relate to a personal experience, or includes only "I don't know." <p>OR</p> <ul style="list-style-type: none"> • No response is provided. 	<p>I don't know.</p>



Rubric and Anchor Samples—Write About Academic Information

Three Rs—Number 4

Score	Descriptors	Anchor Samples
2	<ul style="list-style-type: none"> • The response completely addresses the task and includes one or more relevant details from the graphic organizer. • Minor errors in grammar, word choice, and/or spelling/keyboarding may be present, but they do not impede meaning. • The response contains at least one sentence. 	<p><i>Ways you can use fewer resources are taking short showers, bringing bags to stores, and turning lights off.</i></p>
1	<ul style="list-style-type: none"> • The response does not completely address the task or is missing relevant details from the graphic organizer. • Errors and limitations in grammar, word choice, and/or spelling/keyboarding may impede meaning. • The response may consist of a word(s) or a bulleted list. 	<p><i>the reduce is how are Take short showers bring bags to stores turn lights off. And mor are make craft projects from glass, aluminum and papr</i></p>
0	<ul style="list-style-type: none"> • The response copies only irrelevant information from the prompt, contains no English, does not relate to the prompt, or includes only "I don't know." <p>OR</p> <ul style="list-style-type: none"> • No response is provided. 	<p><i>now is your turn t add to he description</i></p>



Rubric and Anchor Samples—Write About Academic Information (cont.)

Three Rs—Number 5

Score	Descriptors	Anchor Samples
3	<ul style="list-style-type: none"> • The response completely addresses the task and includes sufficient and relevant information from the graphic organizer. • Minor errors in grammar, word choice, and/or spelling/keyboarding may be present, but they do not impede meaning. • The response typically includes at least two sentences. 	<p>Reuse is when you use items again, like using reusable containers, using grocery bags as trash bags, and carrying the same water bottle with you. Recycling is changing old products into new products, like making craft products, bringing things to recycling centers, and using items made from recycled materials.</p>
2	<ul style="list-style-type: none"> • The response partially addresses the task. It may not be complete or may be missing some relevant information from the graphic organizer. • Errors and limitations in grammar, word choice, and/or spelling/keyboarding may impede meaning at times. • The response may contain fewer than the number of sentences indicated in the test question. 	<p>Reduce is it use fewer resources. And how to recycle? Make craft projects form old household materials, bring glass, aluminum, and paper to recycling centers, and use itm s made from recycles materials.</p>
1	<ul style="list-style-type: none"> • The response attempts to address the task but is missing relevant information from the graphic organizer. • Errors and limitations in grammar, word choice, and/or spelling/keyboarding may impede meaning throughout. • The response may consist of word(s) or a bulleted list. 	<ul style="list-style-type: none"> ○ Use reusable contaners ○ Use grosery bags ○ Carry the same water battle with you
0	<ul style="list-style-type: none"> • The response copies only irrelevant information from the prompt, contains no English, does not relate to the prompt, or includes only "I don't know." <p>OR</p> <ul style="list-style-type: none"> • No response is provided. 	<p>I DID THAT IN 8</p>



Rubric and Anchor Samples—Justify an Opinion

No More Homework—Number 6

Score	Descriptors	Anchor Samples
4	<ul style="list-style-type: none"> The response successfully expresses an opinion (grades three through five) or states a position (grades six through twelve) and provides relevant and detailed support. The response is readily coherent. Grammar and word choice are varied and effective. Minor errors in spelling/keyboarding and punctuation may be present but do not impede meaning. For grades three through five: The response includes at least two reasons that support the opinion, typically using three or more sentences. For grades six through twelve: The response includes at least two reasons that support the position, typically using six or more sentences. For grades nine through twelve: Register is appropriate. 	<p>I think it is a good idea for teachers to stop giving homework. Kids need to be kids. Homework can make it hard for kids to do other important things. For example, kids need exercise to be healthy, but homework can get in the way. Also, kids need to play and do things with friends and family. Then they can grow and be happy. It is good for kids to have a life outside of school.</p>
3	<ul style="list-style-type: none"> The response expresses an opinion or states a position with some relevant support. The response is generally coherent. Errors and limitations in grammar and word choice may impede meaning in some sentences. Errors in spelling/keyboarding and punctuation may impede meaning at times. For grades three through five: The response includes at least one reason that supports the opinion, typically using two or more sentences. For grades six through twelve: The response includes at least one reason that supports the position, typically using three or more sentences. For grades nine through twelve: Register is mostly appropriate. 	<p>Homework is important. There is not enough time to practice stuff in school. Homework helps us do the new thing without help. Therefore, teachers should give homework so we learn.</p>
2	<ul style="list-style-type: none"> The response expresses an opinion or states a position with some relevant support but is not complete. The response is somewhat coherent. Errors and limitations in grammar and word choice impede meaning. Errors in spelling/keyboarding and punctuation may frequently impede meaning. For grades three through five: The response includes at least one sentence. For grades six through twelve: The response typically includes at least two sentences. For grades nine through twelve: Register is somewhat appropriate. 	<p>Teachers can stop giving homework. Homework not fun. I no like it.</p>



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

No More Homework—Number 6

Score	Descriptors	Anchor Samples
1	<ul style="list-style-type: none"> • The response does not include a clear opinion or position and/or conveys little relevant information. • The response lacks coherence. • Frequent errors and/or severe limitations in grammar and word choice prevent expression of opinion or position. • Errors in spelling/keyboarding and punctuation may severely impede meaning. • For grades three through five: The response may consist of isolated words or phrases. • For grades six through twelve: The response may consist only of one sentence or of isolated words or phrases. • For grades nine through twelve: Register may not be appropriate. 	<p><i>My teacher give me homework some days. Not all.</i></p>
0	<ul style="list-style-type: none"> • The response copies the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.” <p>OR</p> <ul style="list-style-type: none"> • No response is provided. 	<p><i>I like drawing.</i></p>

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Appendix—Student Score Sheets

Name: _____	Student ID: _____
Grade: _____	

LISTENING	Visual Impairment and Braille Practice Test—Grades 3–5								
<i>Listen to a Short Exchange</i>									
1	(A)(B)(C)(NR)	2	(A)(B)(C)(NR)	3	(A)(B)(C)(NR)				
<i>Listen to a Classroom Conversation</i>									
4	(A)(B)(C)(NR)	5	(A)(B)(C)(NR)	6	(A)(B)(C)(NR)				
<i>Listen to a Story</i>									
7	(A)(B)(C)(NR)	8	(A)(B)(C)(NR)	9	(A)(B)(C)(NR)	10	(A)(B)(C)(NR)	11	(A)(B)(C)(NR)
12	(A)(B)(C)(NR)								
<i>Listen to an Oral Presentation</i>									
13	(A)(B)(C)(NR)	14	(A)(B)(C)(NR)	15	(A)(B)(C)(NR)	16	(A)(B)(C)(NR)	17	(A)(B)(C)(NR)
18	(A)(B)(C)(NR)	19	(A)(B)(C)(NR)	20	(A)(B)(C)(NR)	21	(A)(B)(C)(NR)	22	(A)(B)(C)(NR)
LISTENING Total:	<input type="text"/>								

READING **Visual Impairment and Braille Practice Test—Grades 3–5**

Read and Choose a Sentence

- 1 (A)(B)(C)(D) 2 (A)(B)(C)(D)

Read a Short Informational Passage

- 3 (A)(B)(C)(D) 4 (A)(B)(C)(D) 5 (A)(B)(C)(D) 6 (A)(B)(C)(D) 7 (A)(B)(C)(D)
8 (A)(B)(C)(D)

Read a Student Essay

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

Read a Literary Passage

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

Read an Informational Passage

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

READING Total:

WRITING **Visual Impairment and Braille Practice Test—Grades 3–5**

Describe a Picture

Number 1 [0–2]

Number 2 [0–2]

Write About an Experience

Number 3 [0–4]

Write About Academic Information

Number 4 [0–2]

Number 5 [0–3]

Justify an Opinion

Number 6 [0–4]

WRITING Total: