ELPAC

English Language Proficiency Assessments for California

Listening, Speaking, Reading and Writing:
Directions for Administration

Practice Test
Grade 1

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). 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 a sample of the question types and grade-level content and contains the same number of questions that appear on the ELPAC operational tests. 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.

*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.)

Using the DFA

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

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.
	The test examiner is required to press the record button on the student's screen before reading the SAY text.
	The test examiner is required to point to the text or pictures on the student's screen.
	Information for the test examiner
	Advance to the next question
	Stopping marker
READ AND SAY	The test examiner finger-sweeps or uses a pencil or pen under text on screen while reading it aloud.

Test Materials

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

- Printed or electronic copy of this DFA
- A copy of the Writing Practice Test Answer Book
- Electronic device for the student to access the test
- If applicable, electronic device for the test examiner to use the Test Administrator Interface
- Headset and splitter for the test examiner and student (if preferred)
- Pencils and eraser for test examiner and student
- 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.

Directions for Administration (cont.)

- Check the volume on the student's device prior to logon. After logon, the maximum volume cannot be increased.
- 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, Speaking, 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.

During Testing

- Greet the student and read the information from the administration script for that domain (i.e., Listening, Speaking, Reading, or Writing).
- The student may not use books, cellular phones, or other reference materials during testing. 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 test delivery system for students who need them. The test examiner should use the universal tools on the student's behalf. For example, the zoom is a tool that can make the graphics and text larger on the screen.
- 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).
- Read the directions, questions, and answer choices in a neutral voice. Read the test content (e.g., the story or presentation) in a grade appropriate manner. The student may interpret variations in tone as a clue that the emphasized word or phrase could be the correct answer to a question. Pronunciation guides are provided for technical terms and frequently mispronounced words.
- Verify the student's test settings in the Test Administrator Interface.

Directions for Administration (cont.)

When to Stop the Test

There are stopping markers in each domain as indicated by the NOTE. If there have been no responses or no correct responses to the stopping marker, the test examiner may stop administering each domain. For domains that are computer-based, select the **[End Test]** button at the top of the Student Interface screen to submit the test. After the stopping marker, the test examiner should use their best judgment to determine whether a student should proceed.

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 the student to do his or her best on all sections of the assessment.

Additional Directions

Ways of Accessing the DFA

Printing Instructions:

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

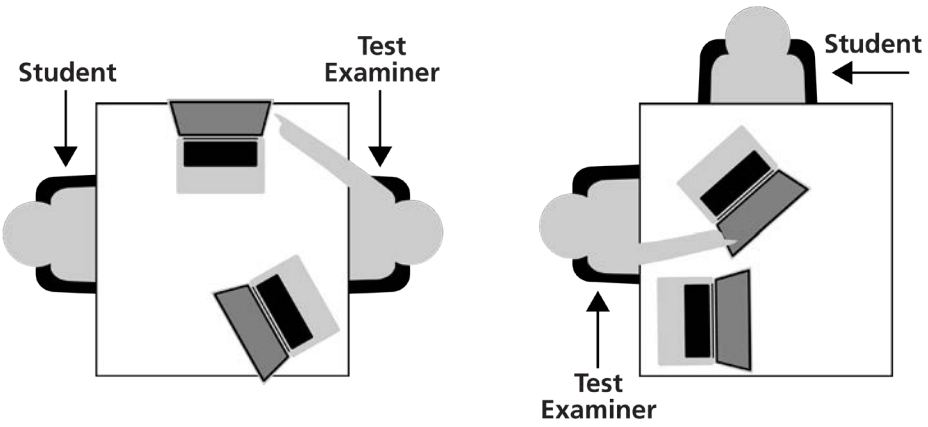
- Select two-sided printing (with binding on the long edge).
- Staple on the vertical edge, left-hand side of the printed document.
- Turn the document horizontally when viewing the Speaking test questions.

Instructions for Viewing Online:

- Open the PDF file in Adobe Acrobat.
- When you get to the Speaking test questions, rotate the view by going to: ***View*** (on the main menu) > ***Rotate View*** > and select ***Clockwise***.

Recommended Seating Arrangement

The following shows two options for seating arrangements for the test examiner and the student.



Logon and Audio/Sound Check Instructions

How to Start a Test Session as a Guest

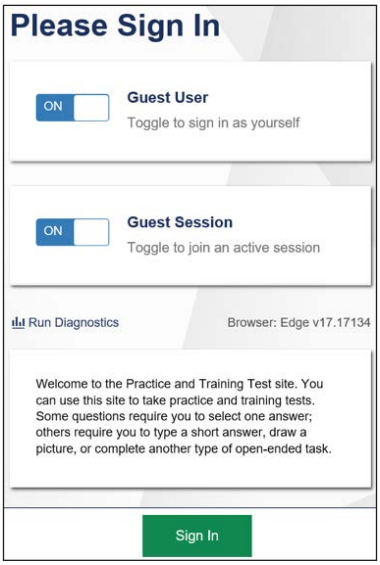
SAY **Today you will be taking the ELPAC. First, I am going to sign you in.**

1) Navigate to the ELPAC website.

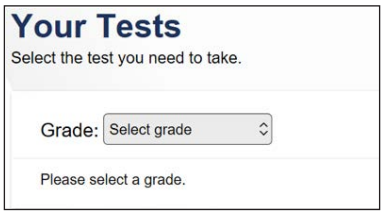
2) Select the **[Practice & Training Tests]** button.

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.

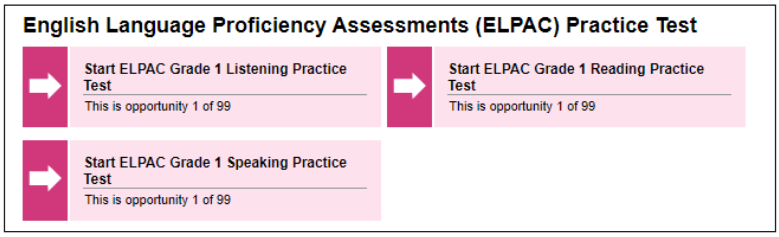


5) Select the appropriate grade from the drop-down menu.



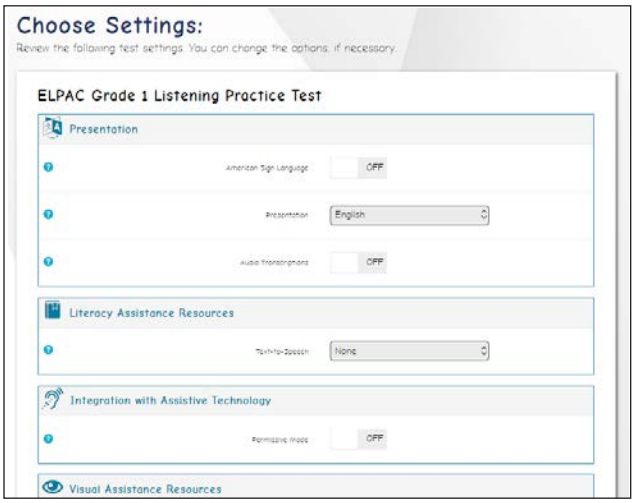
6) On the test selection screen, select the appropriate ELPAC Practice Test.

SAMPLE



Directions for Administration (cont.)

7) You will see a Choose Settings screen.



8) Choose test settings as needed, then select the **[Select]** button.

If administering the Listening and Reading test, go to the top of page 8.

If administering the Speaking test, go to the bottom of page 8.

Directions for Administration (cont.)

Logon Instructions: Listening and Reading ONLY

If headsets will be used,

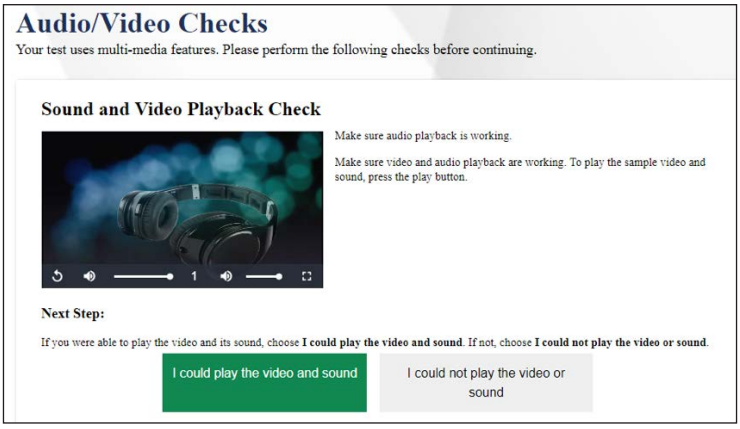
SAY **Please put your headset on.**

ℹ At this time, put your headset on, too.

Whether headsets are being used or not,

SAY **I'm going to check that you can hear the sound.**

ℹ 9) Select the **[Play]** button. Check that the student can hear the music and see the moving musical notes. If so, select the **[I could play the video and sound]** button, then select **[Continue]** to proceed. If the video and audio did not play correctly, click **[I could not play the video or sound],** check your device's settings and try again.



ℹ Depending on the selected test settings, you may see additional screens to check the functionality of certain test setting(s) on your device (e.g., text-to-speech check).

10) Select **[Begin test now]** at the bottom of the page.

SAY **We are going to start the test now. Listen to the directions.**

ℹ For the Listening test, turn to page 16.

For the Reading test, turn to page 40.

Logon Instructions: Speaking ONLY

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

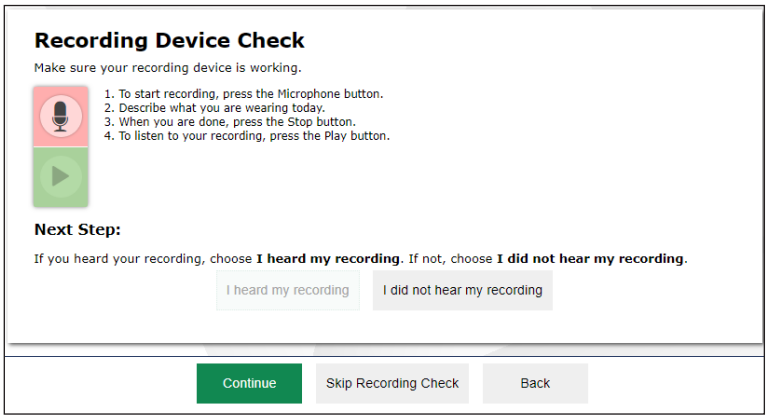
ℹ If using headphones, put headphones on now. Select the speaker button to play the audio.

SAY **Did you hear the music?**

ℹ Pause for student's response. Select **[I heard the sound]**.

Directions for Administration (cont.)

SAY **Now we need to check to see if the computer will record your voice. In this test, I'm going to ask you some questions and record your answers.**



ℹ Depending on the selected test settings, you may see additional screens to check the functionality of certain test setting(s) on your device (e.g., text-to-speech check). If your computer allows audio capture, please follow these steps, otherwise select **[Skip Recording Check]**.

☞ Point to the microphone.

SAY **Before giving your answers, I'm going to press the microphone to record your answer here. When it is time to record your answer, I will press the microphone and you will see a white circle. Let's practice.**

SAY **Describe what you are wearing today.**

ℹ Pause for student's response. When student has finished speaking, press the square stop button to stop recording. Acknowledge the student's correct response, or model a correct response, such as "You could have said, 'I am wearing blue pants and a white shirt.'"

ℹ When the student is ready, select **[I heard my recording]**.

SAY **Do you have any questions?**

ℹ Answer the student's questions.

SAY **Remember to answer all of the questions in English. If you want me to repeat a question, you can ask me to. Now we are going to begin.**

ℹ Select the **[Continue]** at the bottom of the screen.
At the bottom of the next page, select **[Begin Test Now]**.

ℹ For the Speaking test, turn to page 24.

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 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.

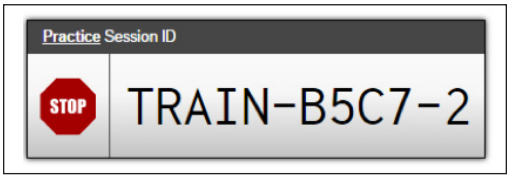
3) Select the **[Test Administrator and Test Examiner Practice and Training Site]** link to log on to the **Test Administrator Interface** for the Practice Test.

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**.



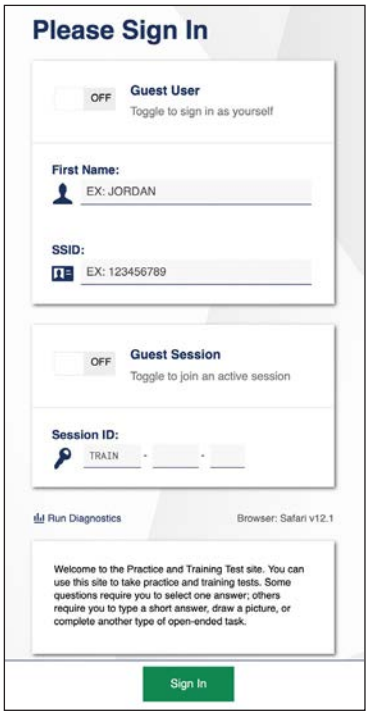
Directions for Administration (cont.)

STUDENT INTERFACE

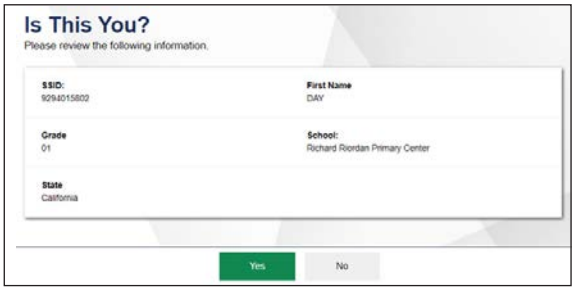
8) Launch the secure browser on the student's testing device and select the button on the screen to go to the Practice and Training Test site or select the **[Student Interface Practice and Training Tests]** link from the Practice and Training Tests tab on the ELPAC website.

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**.



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.)

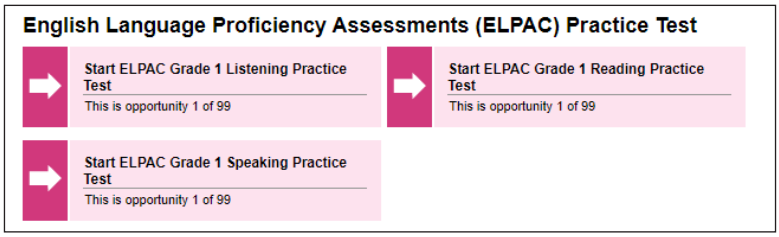


Directions for Administration (cont.)

STUDENT INTERFACE (cont.)

11) On the test selection screen, select the appropriate ELPAC Practice Test.

SAMPLE



TEST ADMINISTRATOR INTERFACE

12) Go back to your test examiner device and in the **Test Administrator Interface**, approve the student to test.

13) Verify you have selected the correct test and test settings for the student by selecting the **[Approvals]** button. The eye icon allows you to view and set test settings, the check mark allows you to approve the test, and the "X" allows you to deny the test.

14) Go back to the student testing device.

If administering the Listening and Reading test, go to page 13.

If administering the Speaking test, go to page 14.

Logon Instructions: Listening and Reading ONLY

STUDENT INTERFACE

If headsets will be used,

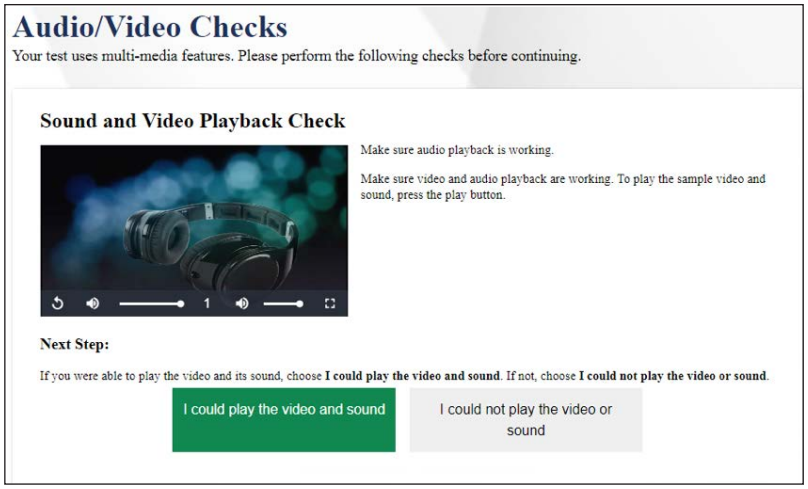
SAY **Please put your headset on.**

At this time, put your headset on, too.

Whether headsets are being used or not,

SAY **I'm going to check that you can hear the sound.**

15) Select the **[Play]** button. Check that the student can hear the music and see the moving musical notes. If so, select the **[I could play the video and sound]** button, then select **[Continue]** to proceed. If the video and audio did not play correctly, click **[I could not play the video or sound]**, check your device's settings and try again.



Depending on the selected test settings, you may see additional screens to check the functionality of certain test setting(s) on your device (e.g., text-to-speech check).

16) Select **[Begin test now]** at the bottom of the page.

SAY **We are going to start the test now. Listen to the directions.**

For the Listening test, turn to page 16.

For the Reading test, turn to page 40.

Directions for Administration (cont.)

Logon Instructions: Speaking ONLY

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

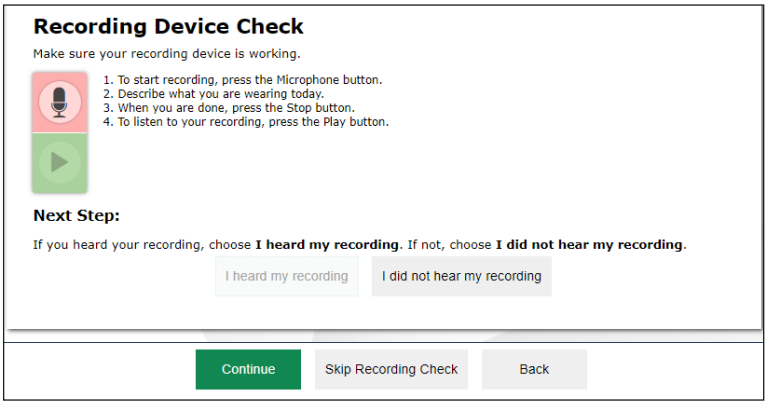
STUDENT INTERFACE

ⓘ If using headphones, put headphones on now. Select the speaker button to play the audio.

SAY **Did you hear the music?**

ⓘ Pause for student's response. Select **[I heard the sound]**.

SAY **Now we need to check to see if the computer will record your voice. In this test, I'm going to ask you some questions and record your answers.**



ⓘ Depending on the selected test settings, you may see additional screens to check the functionality of certain test setting(s) on your device (e.g., text-to-speech check). If your computer allows audio capture, please follow these steps, otherwise select **[Skip Recording Check]**.

☞ Point to the microphone.

SAY **Before giving your answers, I'm going to press the microphone to record your answer here. When it is time to record your answer, I will press the microphone and you will see a white circle. Let's practice.**

SAY **Describe what you are wearing today.**

ⓘ Pause for student's response. When student has finished speaking, press the square stop button to stop recording. Acknowledge the student's correct response, or model a correct response, such as "You could have said, 'I am wearing blue pants and a white shirt.'"

ⓘ When the student is ready, select **[I heard my recording]**.

Directions for Administration (cont.)

SAY **Do you have any questions?**

ℹ Answer the student's questions.

SAY **Remember to answer all of the questions in English. If you want me to repeat a question, you can ask me to. Now we are going to begin.**

ℹ Select the **[Continue]** at the bottom of the screen.
At the bottom of the next page, select **[Begin Test Now]**.

ℹ For the Speaking test, turn to page 24.

Listening—Grade 1

Special Directions for Listening

- Listening is administered one-on-one with the test examiner navigating the student device. The test examiner should scroll at the appropriate times to ensure that the student sees all answer choices.
- If there have been no responses or no correct responses to the stopping marker, the test examiner may stop administering the Listening domain. Select **[End Test]**.
- 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. Point to questions and answer choices at the appropriate time as the test audio plays, and input the answers indicated by the student.

Prompting Guidelines for All Listening Task Types

- Play any Listening conversation, story, or information only once unless the student has the designated support that allows replays.
- If the student does not answer or gives an answer that is not clear, you may replay the question or say, **"Tell/Show me again."**
- If the student still does not answer, select No Response (NR) and move to the next question.

Beginning the Listening Test

The Listening Practice Test can be administered in several ways. It can be administered as a practice activity by marking the student's responses in the **Student Testing Interface**. The **Student Testing Interface** does not capture the scores or produce a printed report. As an option, the test examiner can both administer the Practice Test and check the student's answers. The test examiner may choose to copy the Student Score Sheet, bubble the answers while administering the test, and then use the scoring keys to check the answers. **The Student Score Sheet is located at the end of this document.**

To begin the test, follow the directions in the **How to Start a Test Session as a Guest** or the **How to Start a Practice Test Session Using the Same Procedures as the Operational Tests** portion of this document.

Listening—Grade 1

When the Listening Test screen comes up,

SAY **Welcome to the Listening section of the ELPAC test.**

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

You will now begin the Listening questions.

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

Administer the Listening domain. To begin playing the audio for each conversation, story, or information, select the audio player button on the screen. Then, select the audio button on the screen for each question. Point to the question and answer choices while the audio of the test plays. You must select an answer for each question to move on to the next question.

NOTE After administering Listen to a Classroom Conversation, Number 4, if there have been no responses or no correct responses you may stop testing in the Listening domain. Select **[End Test]**.

Answer Key:

1. (A)	**2.** (C)	**3.** (B)	**4.** (A)

After the student responds to the last question,

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

i DIRECTIONS FOR ENDING A TEST

- Select **[End Test]** represented by a red square.
- Select **[Yes]** to continue.
- Select **[Submit Test]**.
- Select **[Yes]** to submit.

Listening Scoring Keys

Listen to a Short Exchange

Number	Answer Key
1	A
2	C

Listen to a Classroom Conversation

Number	Answer Key
3	B
4	A

Listen to a Story

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

Listen to an Oral Presentation

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

This page is intentionally left blank.

Speaking—Grade 1

Special Directions for Speaking

It is highly recommended that test examiners spend time preparing to administer and score the Speaking domain. The ELPAC includes task types with integrated skills, multiple rubrics, reading of complex academic text, and increased interactions between students and test examiners. The following are suggestions to help prepare for a successful test administration.

- **When to stop the test:** Refer to the stopping marker after Talk About a Scene.
- **Practice and Modeling:** A practice question is included as part of the Recording Check so the test examiner may provide feedback to let the student know they are responding correctly. The practice question in the Recording Check is "Describe what you are wearing today." For example, if the student responded to the practice question saying, "A shirt and pants," the test examiner lets the student know the response was correct. If the student does not successfully respond, the test examiner models a correct response for the student, saying, "You could have said, 'I am wearing blue pants and a white shirt.'"
- **Prompting Guidelines:** The prompting guidelines vary for each Speaking task type. The words that the test examiner can say are located on the page that is read to the student. Test examiners should be familiar with each task type and the prompting guidelines.
- **Oral Reading of Test Questions:** Because of the length and complexity of some questions read by the test examiner, it is suggested to practice reading the text out loud several times prior to testing a student.
- **Pointing:** Some questions require the test examiner to point, as indicated by the ☞ icon, while reading the text out loud to the student. This should be rehearsed prior to the test administration. ***Do not point to pictures or text unless directed to in this DFA.*** Test examiners may use the cursor, pencil or pen, or their finger to point.
- **Anchors and Rubrics:** The test examiner should take time to read through the anchors and scoring rubrics for each test question before testing. Scoring of the Speaking domain occurs as the test is being administered.

Speaking—Grade 1 (cont.)

Prompting and Scoring Guidelines for the Speaking Domain

- **Prompting—Appropriate Wait Time:** The amount of time it takes for students to respond to a test question varies greatly. Test examiners should allow students enough time to compose their thoughts and prepare a response in English.
- **Prompting—Student Answers Question Before Test Examiner Asks:** In two-part questions in Talk About a Scene and Support an Opinion, some students anticipate the next question and start to respond before the test examiner asks the question. The test examiner should not interrupt the student to ask the second part of the question. If the student response does not address the question, the test examiner should ask the question.
- **Prompting—Repeating the Question:** When a student asks or does not respond, you may repeat the question once.
- **Prompting—Encouraging Students:** Throughout the test, if a student is reluctant or asks for assistance that is not allowed, test examiners should give general encouragement by saying words such as, "It's OK, do your best," or "You are doing a good job."
- **Scoring—Self-Correction:** Since students respond to test questions fairly quickly, they sometimes change what they say in the middle of a word or sentence. Students who self-correct are not to be penalized; however, if a response is so halting or choppy that meaning is impeded, it may affect the score.

Audio Capture for the Speaking Domain

For the Practice Test, audio capture is available for practice of the Speaking domain. If your computer does not have a microphone or the settings do not allow audio capture, you may administer the test without recording the student's responses.

During the operational administration of the Speaking domain, the following guidelines apply to the audio capture tool. **The test examiner should score what the student says, not what is recorded.**

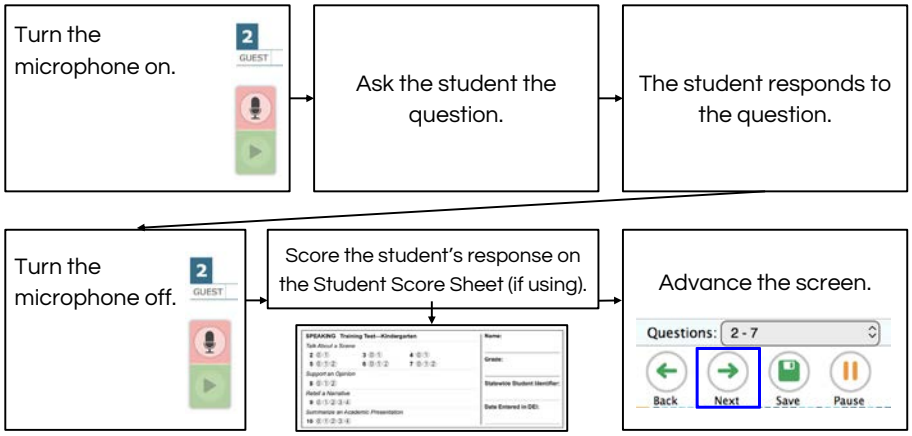
- **Activating the microphone:** The microphone icon [ ] appears at the beginning of the SAY statement. It is OK to record the test examiner's voice on the audio recording. To ensure smooth interaction between the test examiner and the student, the test examiner may start the microphone while asking the question and stop the microphone after the student responds.
- **Rerecording:** The test examiner may continue to the next question and does not need to rerecord if:
  - Test examiner forgets to record a response.
  - Test examiner records a response to one question by using the audio recorder for another question.
  - Test examiner sees a red triangle in the review box when ending the test session.

- The audio capture times out after two minutes and the student is still answering the question. Allow the student to complete the response and score the complete spoken response and not only what was recorded.

- **Headsets:** In order to enable interaction between the student and test examiner, use of headsets with a microphone for voice capture is not recommended.
- **Replay:** It is not recommended that the test examiner use the audio capture replay feature while administering the Speaking test. Also, it is not recommended that the student hear their response and rerecord. The test examiner is to listen and score the student's first response.

  Once the test examiner has navigated to the next test question, the audio capture recording will not be able to be replayed. The test examiner does not need to replay the student response to confirm the audio capture.
- **Routine for Scoring Speaking on the Computer-based ELPAC:**

  The following suggested routine provides test examiners with a sample protocol for administering the Speaking section of the computer-based ELPAC:
  - Select the microphone icon to turn the microphone on.
  - Ask the student the question.
  - The student responds to the question.
  - Turn the microphone off.
  - Score the student's response on the Student Score Sheet (if using).
  - Advance the screen.



Ending the Test and Review Screen

When the test is complete,

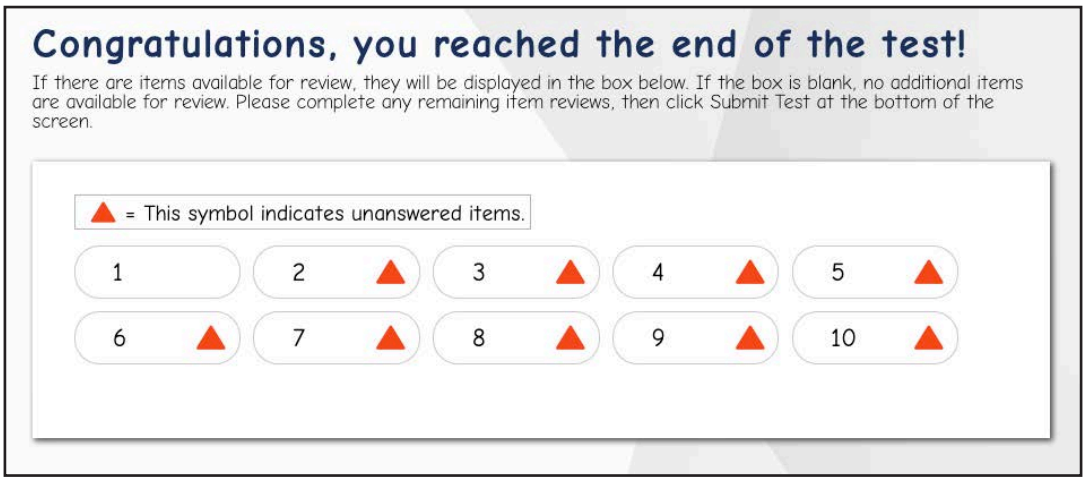
SAY **This is the end of the Speaking test. Thank you for your attention and hard work.**

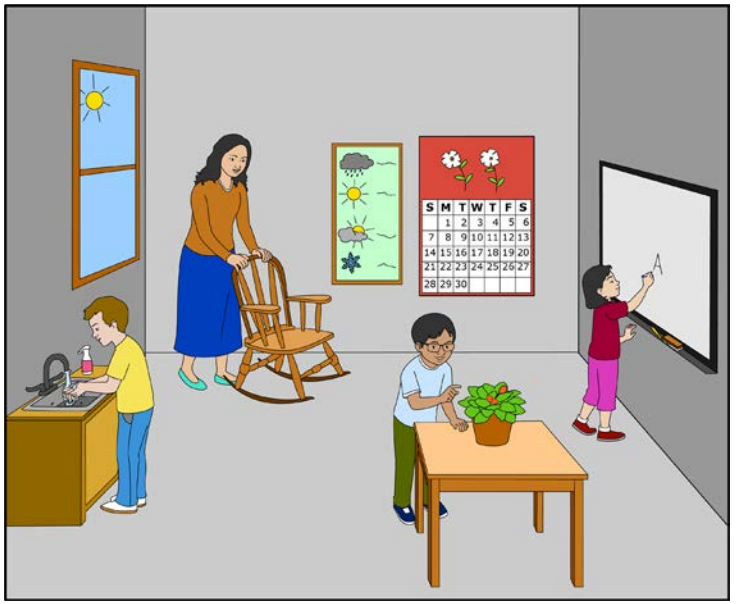
DIRECTIONS ON ENDING A TEST

- Select the **[End Test]** button to continue to the review screen.
- Do not rerecord responses if you see a red triangle in the review box. Select the **[Submit Test]** button.

Review Screen

The review screen will indicate red triangles for every question where the audio capture was not successfully recorded. The test examiner should **not** go back and record any responses to remove the red triangles once the test is completed.



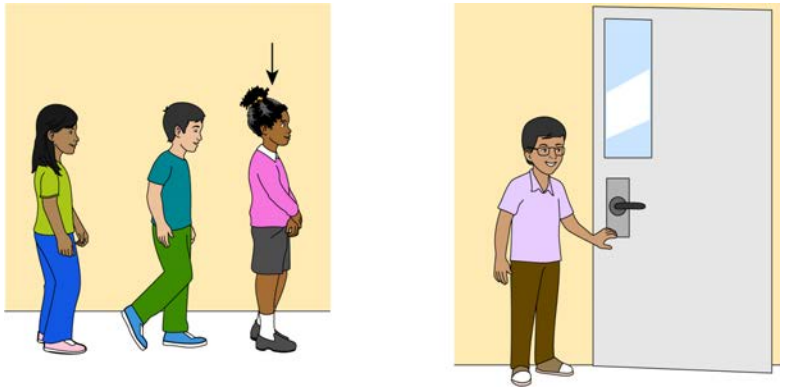


No.	Question	Score 0	Score 1
	SAY **Imagine you are in a classroom with a teacher and some students.**	• Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know."	• Correct response.
1	Point to the girl by the board. SAY **What is the girl doing?** NEXT	**Anchor:** ○ Girl.	**Anchor:** ○ Writing the letter A. ○ Writing on the board. ○ Doing alphabets/ABCs.
2	Point to the plant on the table. SAY **What is on the table?** NEXT	**Anchor:** ○ I don't know.	**Anchor:** ○ Flower/plant/roses.

No.	Question	Score 0	Score 1	Score 2
	For questions 3 and 4, if the student gives a one-word response, say, "Tell me more."	• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• Response is limited or partially relevant. • Errors in grammar, pronunciation, or intonation impede meaning.	• Response is relevant. • Errors in grammar, pronunciation, or intonation do not impede meaning.
3	Point to the calendar. SAY **What is this?** Wait for the student's response. SAY **How do the students use it?** NEXT	**Anchor:** ○ (Pointing.) [Examiner: Tell me in words.] (Student points.)	**Anchor:** ○ Calendar. [Examiner: How do the students use it?] Umm, to . . . [Examiner: Tell me more.] (No response.)	**Anchor:** ○ A calendar. [How do the students use it?] To tell days and tell what month it is and tell what . . . umm, what umm, what number it is.
4	Point to the weather poster on the wall. SAY **Tell me about what you see on the poster.** NEXT	**Anchor:** ○ I see (pointing). [Examiner: Tell me in words.] Umm . . .	**Anchor:** ○ Pictures. [Examiner: Tell me more.] I don't know.	**Anchor:** ○ Clouds, sun, rain.

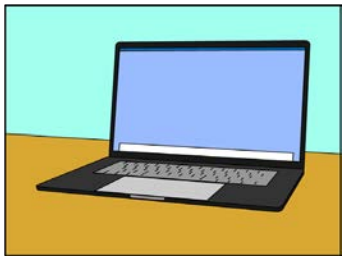
Prompting Guidelines: Talk About a Scene
If the student does not answer or requests that a question be repeated, you may repeat the question once. If the student points, pantomimes, or points to people and things while saying words such as this/that/these/those, say, **"Tell me in words."** For questions 3 and 4, if the student gives a one-word response, say, **"Tell me more."**

Score 0	Score 1	Score 2
• An opinion is not expressed. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• An opinion is expressed but not supported. A reason is not provided or is not relevant. • Errors in grammar, word choice, pronunciation, or intonation impede meaning.	• An opinion is expressed and supported with a relevant reason. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
Anchor: Puerta	**Anchor:** Line leader. [Examiner: Why do you think being the line leader is better?] Because, umm . . . Examiner repeats question.] Because you can, you can . . .	**Anchor A:** Umm, door holder. [Examiner: Why do you think being the door holder is better?] Because I like how I open the door for everyone and I think that's helpful. **Anchor B:** I'll choose the line leader. [Examiner: Why do you think being the line leader is better?] Because you get to see and walk in front.

No.	Picture	Prompt
5		SAY **Now,** SAY **I am going to ask you for your opinion.** Point to each picture at the appropriate time while reading the question. SAY **You can choose which class job you will have this week. You can choose between being the line leader or the door holder. Which do you choose?** i Wait for initial choice. SAY **Why do you think [being the line leader/being the door holder/your choice] is better?** NOTE If there have been no responses or no correct responses to this point, you may stop testing in the Speaking domain. Select **[End Test]**. NEXT

Prompting Guidelines: Support an Opinion
If the student does not answer or requests that a question be repeated, you may repeat the question once.
If the student points, pantomimes, or points while saying words such as this/that/these/those, say, **"Tell me in words,"** and repeat the question.
If the student states a choice but does not provide a reason, repeat the last part of the question once: **"Why do you think [student's choice] is better?"**
If the student gives an original but relevant response to the question, or selects neither or both options, say, **"Why do you think your choice is better?"**

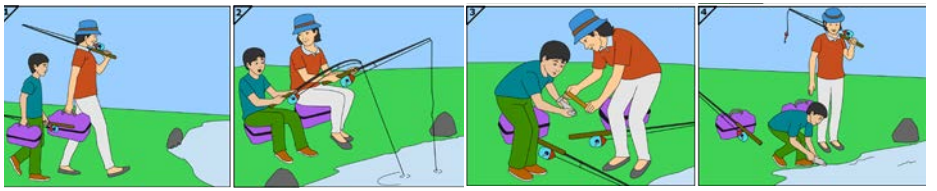
Score 0	Score 1	Score 2
• An opinion is not expressed. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• An opinion is expressed but not supported. A reason is not provided or is not relevant. • Errors in grammar, word choice, pronunciation, or intonation impede meaning.	• An opinion is expressed and supported with a relevant reason. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
Anchor: I don't know.	**Anchor:** Playground. [Examiner: Why do you think playing on the playground is better?] No response.	**Anchor A:** Playground. [Examiner: Why do you think playing on a playground is better?] Because it's fun to play with friends. **Anchor B:** Computer. [Examiner: Why do you think playing on a computer is better?] Because you can play on apps.

No.	Picture	Prompt
6		SAY **I am going to ask you for your opinion.** Point to each picture at the appropriate time while reading the question. SAY **Your class has earned some free time. What do you choose for your class to do: play on the playground or play on the computer?** Wait for initial choice. SAY **Why do you think [playing on the playground/ playing on the computer/your choice] is better?** NEXT

Prompting Guidelines: Support an Opinion
If the student does not answer or requests that a question be repeated, you may repeat the question once. If the student points, pantomimes, or points while saying words such as this/that/these/those, say, **"Tell me in words,"** and repeat the question. If the student states a choice but does not provide a reason, repeat the last part of the question once: **"Why do you think [student's choice] is better?"** If the student gives an original but relevant response to the question, or selects neither or both options, say, **"Why do you think your choice is better?"**

Score 0	Score 1	Score 2	Score 3	Score 4
• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• Response attempts to retell the narrative but conveys little relevant information. • Ideas are rarely cohesive and connected. • Grammar and word choice are limited and impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s).	• Response retells the narrative as supported by the pictures but may be incomplete and lack clarity. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple and repetitive; errors often impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may be slow, choppy, or halting.	• Response retells the narrative as supported by the pictures with basic detail. • Ideas are usually cohesive and connected. • Grammar and word choice are adequate; errors occasionally impede meaning. • Pronunciation and/or intonation occasionally impede meaning. • Speech is fairly sustained, though some choppiness or halting may occur.	• Response provides a clear and detailed retelling of the narrative as supported by the pictures. • Ideas are cohesive and connected. • Grammar and word choice are varied and effective; errors do not impede meaning. • Pronunciation and intonation do not impede meaning. • Speech is usually smooth and sustained.
Anchor: (Unintelligible.)	**Anchor:** They fish. [Examiner: What else can you tell me about what you heard?] (No response.)	**Anchor:** OK. So she went so he went . . . fishing pole with grandmother, but he almost doesn't gonna getta fish. The first one, he he is too small. But he . . . he let it go, and he want to get it. [Examiner: What else can you tell me about the story?] (No response.)	**Anchor:** First picture they were walking to the lake. And then second picture, her grand . . . her grandma gave fishing pole to him so he could catch a fish. And then third, they were measuring the fish to make sure if it was big or little. And it was little, and then they put it back in the lake.	**Anchor:** OK. So, uhh, the kid and his grandmother, uhh, went out fishing. And he wanted to try the new fishing pole. So they sit down and do the rope. And then, after short little bit of time, Jose . . . or the kid, he catched his first fish. He felt something pulling him. So after he pulled . . . he cranked it back in. After, his grandma and Jose . . . I mean, grandmother and Jose measure the fish, his grandmother said that it was too small to keep. So they let it go. And he wished it would grow into a big, big fish. And he hoped he would see it again.

7



SAY **Look at the pictures.**

☞ Pause. Point to each of the pictures.

SAY **I am going to tell you a story about the pictures. Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me.**

☞ Point to the first picture.

SAY **Paul was going fishing with his grandmother. He wanted to try the fishing pole she had given him.**

☞ Point to the second picture.

SAY **At the lake they waited and waited for a fish to bite. Finally Paul felt something pulling on his line.**

☞ Point to the third picture.

SAY **Paul caught his first fish. His grandmother measured the fish. She said it was too small to keep.**

☞ Point to the fourth picture.

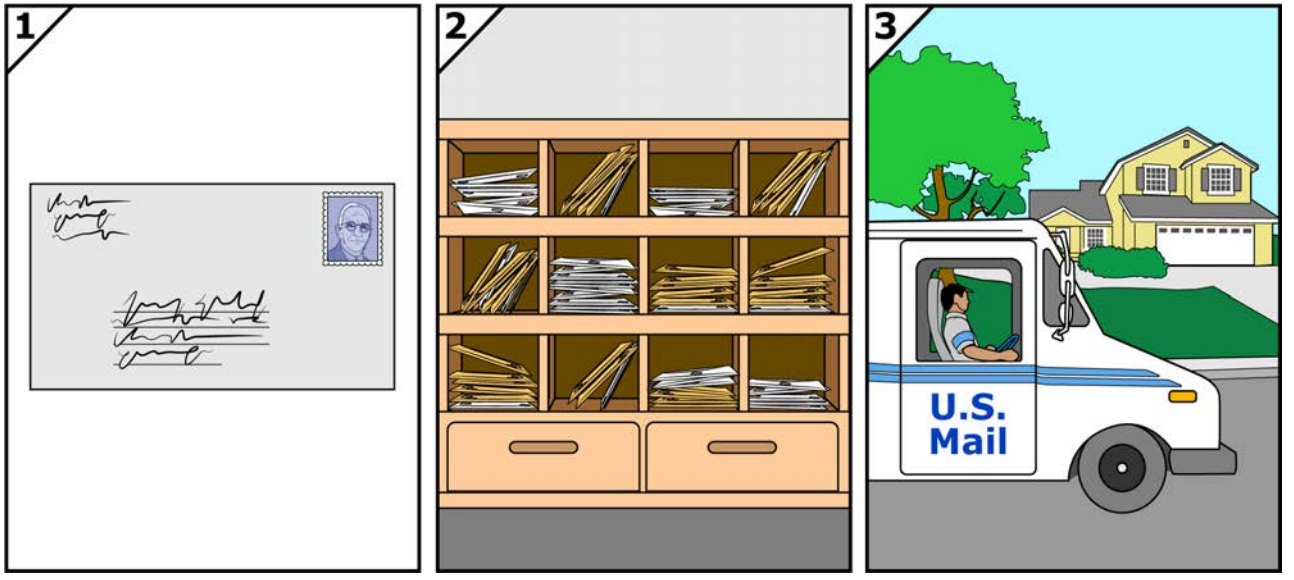
SAY **They put the fish back in the water and let it go. It swam away, and Paul hoped it would grow into a great big fish. Maybe he would see it again someday!**

SAY **Now use <u>all</u> the pictures to tell the story back to me.**

NEXT

Prompting Guidelines: Retell a Narrative
Read the story only once.
If the student does not answer or requests that the question be repeated, say, **"Now use all the pictures to tell the story back to me."**
If the student points, pantomimes, or points to people and things while saying words such as this/that/these/those, say, **"Tell me in words about the story."**
If the student is reluctant or stops speaking after saying a few sentences, prompt the student by saying one of the following, **"What else can you tell me about the story?"** or **"And then what happened?"** Reprompt no more than twice.
If the student is struggling to remember a name, say, **"The girl's/boy's name is [name]. You can also say 'the girl/the boy.'"**
When scoring, you should consider the responses given by the student as a whole, regardless of reprompting.

Main Points
A full response includes at least three of the following Main Points: • People put letters in envelopes/put an address on an envelope/put a stamp in the corner (to mail a letter to someone). • People put envelopes/letters in mailboxes OR people bring them to the post office. • Machines and post office workers/mailmen sort letters (sort letters into bins). • Post office workers/mailmen drive or fly the letters to different towns. • Post office workers/mailmen deliver the letters to homes/businesses.



8

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

SAY **I am going to tell you about sending a letter in the mail. Listen carefully. You will hear the information only once. When I am finished, you will tell me about sending a letter in the mail.**

☞ Point to the picture of each object at the appropriate time while reading the information.

☞ Point to the first picture.

SAY **When people want to send a letter, they put the letter in an envelope and write the address on the envelope. They put a stamp in the corner and put the letter in a mailbox or take it to a post office.**

☞ Point to the second picture.

SAY **Machines and workers sort the letters into bins, depending on where each letter is going.**

☞ Point to the third picture.

SAY **Postal workers drive or fly the letters to different towns and deliver each letter to a home or business.**

SAY **Now it is your turn. Tell me about sending a letter in the mail. Use the pictures to help you.**

☞ Pause to let the student summarize the presentation. While the student is responding, use the Main Points and rubric to score the response.

NEXT

Prompting Guidelines: Summarize an Academic Presentation
Read the information only once.
If the student does not answer or requests that a question be repeated, you may repeat the question once.
If the student points to the picture without speaking, say, **"Tell me in words."**
If the response includes one or some of the main points and/or partial details, say, **"What else can you tell me about what you heard/about what I told you?"** Reprompt only once.
If the student is struggling to remember a word, you may say, **"It's OK, do your best."** Do not say the word to the student.
When scoring, you should consider the responses given by the student as a whole, regardless of reprompting.

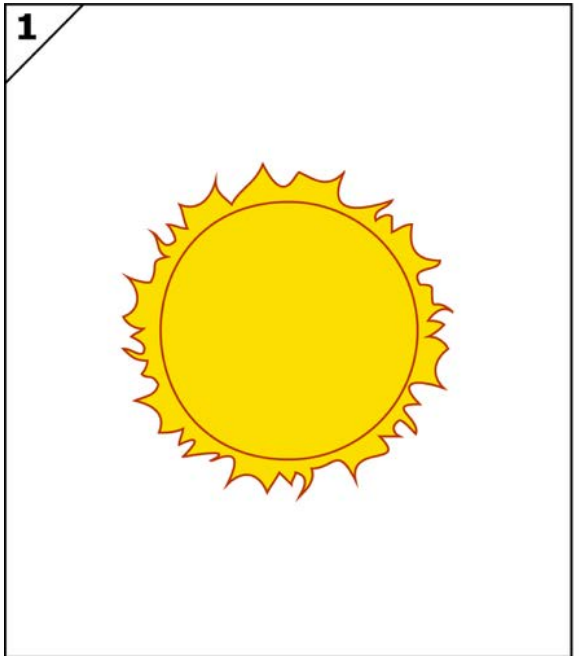
Main Points
A full response includes at least three of the following Main Points: • People put letters in envelopes/put an address on an envelope/put a stamp in the corner (to mail a letter to someone). • People put envelopes/letters in mailboxes OR people bring them to the post office. • Machines and post office workers/mailmen sort letters (sort letters into bins). • Post office workers/mailmen drive or fly the letters to different towns. • Post office workers/mailmen deliver the letters to homes/businesses.

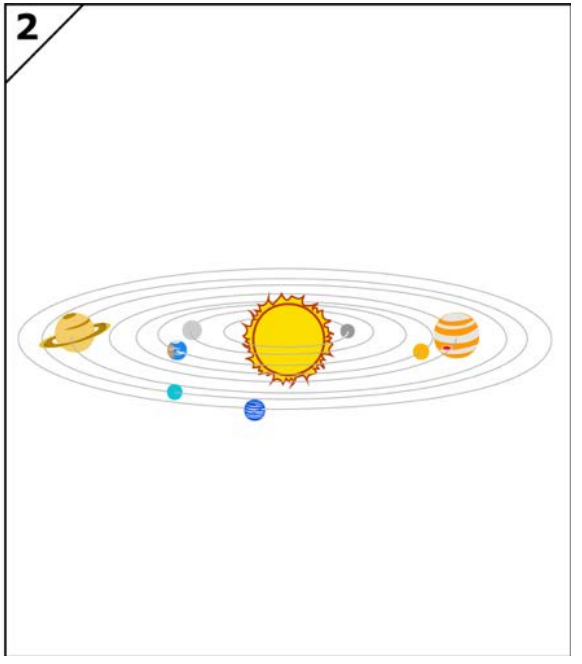
Score 0	Score 1	Score 2	Score 3	Score 4
• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• Response includes an attempt to reference the presentation/picture but conveys little relevant information. • Ideas are rarely cohesive and connected. • Grammar and word choice are limited and impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the picture.	• Response includes a partial summary of at least one of the main points of the presentation and may lack an understanding of the main points. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple and repetitive; errors often impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may be slow, choppy, or halting.	• Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details. • Ideas are usually cohesive and connected. • Grammar and word choice are adequate; errors occasionally impede meaning. • Pronunciation and/or intonation occasionally impede meaning. • Speech is fairly sustained, though some choppiness or halting may occur.	• A full response includes a clear summary of the main points and details of the presentation. • Ideas are cohesive and connected. • Grammar and word choice are varied and effective; errors do not impede meaning. • Pronunciation and intonation do not impede meaning. • Speech is usually smooth and sustained.
Anchor: I don't know.	**Anchor:** First has the people name and address. Next, next, yellow, next, and yellow, umm, gray. I forgot what to say. [Examiner: What else can you tell me about what I told you?] No response.	**Anchor:** Umm, posts the letter to the mail. And they deliver it to a house or to somewhere. And they take it. And they put the stamp. [Examiner: What else can you tell me about what I told you?] That they put it in a box.	**Anchor:** A-, if you want to send a, a, a letter, you put it inside a envelope and then you put it in the mailbox or, and then you, and then they're in different kind of, of boxes and, or in co-, or in covers. And the mailbox . . . and the mail guy will, will go give it to the right person. [Examiner: What else can you tell me about what you heard?] That when, when you send a envelope, you put the address on it.	**Anchor:** First you write a letter and then you put it in an envelope. And some people put it in the mailbox or put it, or take it to a post office. And mailmen fly or drive to wherever they need to go. [Examiner: What else can you tell me about what I told you?] Umm, they sort them in different bins.

Notes:

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

Main Points
A full response includes at least three of the following Main Points and at least one detail: • The Sun makes light and heat. • (The Sun's) light and heat is a kind of energy OR the Sun makes energy. • People and animals need the Sun to live. • The Earth (and other planets) goes around the Sun. Details: • The Sun is a star. • The Sun is a ball of hot gas. • The Sun (and planets that go around it) is part of the solar system.





9

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

☞ Point to the picture of each object at the appropriate time while reading the information.

☞ Point to the first picture.

SAY **The Sun is a star. It is a big ball of hot gas. The Sun makes light and heat. The Sun's strong light and heat is a kind of energy. People and animals need the warmth and light from the Sun to live on Earth.**

☞ Point to the second picture.

SAY **The Earth orbits, or goes around, the Sun. Other planets go around the Sun, too. All of the planets that go around the Sun are part of one solar system.**

SAY **Now it is your turn. Tell me about the Sun. Use the pictures to help you.**

ⓘ Pause to let the student summarize the presentation. While the student is responding, use the Main Points and the Rubric to score the response. After the student responds,

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

ⓘ DIRECTIONS ON ENDING A TEST

- Select the **[End Test]** button to continue to the review screen.
- Do not rerecord responses if you see a red triangle in the review box. Select the **[Submit Test]** button.

Prompting Guidelines: Summarize an Academic Presentation
Read the information only once.
If the student does not answer or requests that a question be repeated, you may repeat the question once.
If the student points to the picture without speaking, say, **"Tell me in words."**
If the response includes one or some of the main points and/or partial details, say, **"What else can you tell me about what you heard/about what I told you?"** Reprompt only once.
If the student is struggling to remember a word, you may say, **"It's OK, do your best."** Do not say the word to the student.
When scoring, you should consider the responses given by the student as a whole, regardless of reprompting.

Main Points
A full response includes at least three of the following Main Points and at least one detail: • The Sun makes light and heat. • (The Sun's) light and heat is a kind of energy OR the Sun makes energy. • People and animals need the Sun to live. • The Earth (and other planets) goes around the Sun. Details: • The Sun is a star. • The Sun is a ball of hot gas. • The Sun (and planets that go around it) is part of the solar system.

Score 0	Score 1	Score 2	Score 3	Score 4
• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• Response includes an attempt to reference the presentation/picture but conveys little relevant information. • Ideas are rarely cohesive and connected. • Grammar and word choice are limited and impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the picture.	• Response includes a partial summary of at least one of the main points of the presentation and may lack an understanding of the main points. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple and repetitive; errors often impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may be slow, choppy, or halting.	• Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details. • Ideas are usually cohesive and connected. • Grammar and word choice are adequate; errors occasionally impede meaning. • Pronunciation and/or intonation occasionally impede meaning. • Speech is fairly sustained, though some choppiness or halting may occur.	• A full response includes a clear summary of the main points and details of the presentation. • Ideas are cohesive and connected. • Grammar and word choice are varied and effective; errors do not impede meaning. • Pronunciation and intonation do not impede meaning. • Speech is usually smooth and sustained.
Anchor: (Unintelligible.)	**Anchor:** A sun, is bigger than every planet and, and Jupiter is, way too big than any planet, but the sun is way too big than Jupiter and every planets. [Examiner: What else can you tell me about what you heard?] (No response.)	**Anchor:** The sun is up high and it's a big, it's a star, and then the, the planets go around and the . . . I don't know.	**Anchor:** The sun is a big ball of gas and animals need it to survive on earth. [Examiner: What else can you tell me about what you heard?] The sun is light. And you cannot turn it off or on. That's it.	**Anchor:** The sun is a star. It's a big gassy ball and the earth orbits around it. Animals and humans need the warmness. And, and all the other planets orbit around the sun and it makes a whole galaxy.

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

Special Directions for Reading

- Reading is administered one-on-one with the test examiner navigating the student device. The test examiner should scroll at the appropriate times to ensure that the student sees all reading passages, and answer choices.
- If there have been no responses or no correct responses to the stopping marker, the test examiner may stop administering the Reading domain. Select **[End Test]**.
- For each question, sweep your finger or pencil under the question and options on the screen as you read and say them aloud. For all questions, you will select the student's response on the Student Interface.
- For questions that have the options C, IC, and NR, select "C" for a correct response, "IC" for an incorrect response, and "NR" for no response.
- For questions that have the options A, B, and C, do not say the option letters (A, B, C), and do not read "NR" aloud to the student.
- For questions with text options, say, **"Tell me your answer,"** after you have read the last option.
- For questions with picture options, say, **"Point to your answer,"** after you have read the question.
- The READ AND SAY symbol indicates text on the student's screen that you will read aloud as you sweep your finger or pencil underneath.
- When sweeping your finger or pencil under a word, phrase, sentence, or picture, do not cover up any part of the text or picture.
- **Pointing:** Some questions require the test examiner to point, as indicated by the ☞ icon, while reading the text out loud to the student. This should be rehearsed prior to the test administration. Do not point to pictures or text unless directed to in this DFA. Test examiners may use the cursor, pencil or pen, or their finger to point.
- If there are terms that include a phonetic pronunciation in brackets, pronounce the word as provided in the brackets.
- Refer to the Prompting Guidelines before each task in this DFA.
- If a student looks for confirmation from the test examiner while reading, say, **"It's OK, do your best."**

Beginning the Reading Test

The Reading Practice Test can be administered in several ways. It can be administered as a practice activity by marking the student's responses in the **Student Testing Interface**. The **Student Testing Interface** does not capture the scores or produce a printed report. As an option, the test examiner can both administer the Practice Test and check the student's answers. The test examiner may choose to copy the Student Score Sheet, bubble the answers while administering the test, and then use the scoring keys to check the answers. You must select an answer for each question to move on to the next question. **The Student Scoring Sheet is located at the end of this document.**

To begin the test, follow the directions in the **How to Start a Practice Test Session Using the Same Procedures as the Operational Tests** portion of this document or the **How to Start a Test Session as a Guest** portion of this document.

When the Reading Test screen comes up,

SAY **This is the Reading section of the ELPAC test.**

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

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

You will now begin the Reading questions.

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

Administer the Reading questions using the scripts below.

Reading—Read and Choose a Word

Prompting Guidelines: Read and Choose a Word
Read aloud the question only. Do not read aloud the answer choices. If the student requests that a question be repeated, you may repeat the directions once. If the student does not give an answer, repeat the directions. If the student gives an answer that is not clear, you may repeat the directions or say, **"Tell/Show me again."** If the student still does not answer, choose No Response (NR) and move to the next question.

1

SAY **Look at the picture. Point to the word that matches the picture.**

2

SAY **Look at the picture. Point to the word that matches the picture.**

Reading—Read and Choose a Sentence

Prompting Guidelines: Read and Choose a Sentence
Read aloud the question only. Do not read aloud the answer choices. If the student requests that a question be repeated, you may repeat the directions once. If the student does not give an answer, repeat the directions. If the student gives an answer that is not clear, you may repeat the directions or say, **"Tell/Show me again."** If the student still does not answer, choose No Response (NR) and move to the next question.

3

SAY **Look at the picture. Point to the sentence that matches the picture.**

4

SAY **Look at the picture. Point to the sentence that matches the picture.**

NOTE If there have been no responses or no correct responses to this point, you may stop testing in the Reading domain. Select **[End Test]**.

Answer Key:

1. (A)	**2.** (A)	**3.** (B)	**4.** (A)

5

SAY **Look at the picture. Point to the sentence that matches the picture.**

6

SAY **Look at the picture. Point to the sentence that matches the picture.**

i Scroll as needed so the student can see all the picture options.

Reading—Read a Short Informational Passage

Prompting Guidelines: Read a Short Informational Passage
Read aloud the directions but not the information; the student will read the information. Then read aloud the questions and answer choices. For questions with text options, say, **"Tell me your answer,"** after you have read the last option. For questions with picture options, say, **"Point to your answer,"** after you have read the question. If the student requests that a question be repeated, you may repeat the question once. If the student does not answer or gives an answer that is not clear, you may repeat the question once. If the student still does not answer, choose No Response (NR) and move to the next question.

7–9

SAY **Now you are going to read a text on your own. I will ask you some questions about what you have read.**

SAY **When you need me to scroll to read the rest of the text, just ask. Tell me when you are finished reading the text so I can read the questions to you.**

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

NOTE If there have been no responses or no correct responses to Numbers 5 through 9, you may stop testing in the Reading domain. Select **[End Test]**.

Answer Key:

5. (C)	**6.** (B)	**7.** (A)	**8.** (C)	**9.** (C)

10–12

SAY **Now you are going to read a text on your own. I will ask you some questions about what you have read.**

SAY **When you need me to scroll to read the rest of the text, just ask. Tell me when you are finished reading the text so I can read the questions to you.**

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

Reading—Read a Literary Passage

Prompting Guidelines: Read a Literary Passage
Read aloud the directions but not the story; the student will read the story. Then read aloud the questions and answer choices. For questions with text options, say, **"Tell me your answer,"** after you have read the last option. For questions with picture options, say, **"Point to your answer,"** after you have read the question. If the student requests that a question be repeated, you may repeat the question once. If the student does not answer or gives an answer that is not clear, you may repeat the question once. If the student still does not answer, choose No Response (NR) and move to the next question.

13–15

SAY **Now you are going to read a story on your own. Then you will answer questions about what you have read.**

SAY **When you need me to scroll to read the rest of the text, just ask. Tell me when you are finished reading the text so I can read the questions to you.**

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

Reading—Read an Informational Passage

Prompting Guidelines: Read an Informational Passage
Read aloud the directions but not the information; the student will read the information. Then read aloud the questions and answer choices. For questions with text options, say, **"Tell me your answer,"** after you have read the last option. For questions with picture options, say, **"Point to your answer,"** after you have read the question. If the student requests that a question be repeated, you may repeat the question once. If the student does not answer or gives an answer that is not clear, you may repeat the question once. If the student still does not answer, choose No Response (NR) and move to the next question.

16–18

SAY **Now you are going to read a text on your own. Then you will answer some questions about what you have read.**

SAY **When you need me to scroll to read the rest of the text, just ask. Tell me when you are finished reading the text so I can read the questions to you.**

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

19–21

SAY **Now you are going to read a text on your own. Then you will answer some questions about what you have read.**

SAY **When you need me to scroll to read the rest of the text, just ask. Tell me when you are finished reading the text so I can read the questions to you.**

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

After the student responds to the last question,

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

i DIRECTIONS FOR ENDING A TEST

- Select **[End Test]** represented by a red square.
- Select **[Yes]** to continue.
- Select **[Submit Test]**.
- Select **[Yes]** to submit.

Reading Scoring Keys

Read and Choose a Word

Number	Answer Key
1	A
2	A

Read and Choose a Sentence

Number	Answer Key
3	B
4	A
5	C
6	B

Read a Short Informational Passage

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

Read a Literary Passage

Number	Answer Key
13	C
14	B
15	A

Read an Informational Passage

Number	Answer Key
16	B
17	A
18	C
19	C
20	A
21	B

Writing—Grade 1

Special Directions for Writing

- For each question, you will read aloud the question in this DFA while the student looks at the question in the Answer Book. You will point to information in the Answer Book, as directed. The student will write a response in the Answer Book.
- If there have been no responses or no correct responses to the stopping marker, the test examiner may stop administering the Writing domain.
- When sweeping your finger or pencil under a word, phrase, sentence, or picture, do not cover up any part of the text or picture.
- **Pointing:** Some questions require the test examiner to point, as indicated by the ☞ icon, while reading the text out loud to the student. This should be rehearsed prior to the test administration. Do not point to pictures or text unless directed to in this DFA. Test examiners may use the cursor, pencil or pen, or their finger to point.
- If a student looks for confirmation from the test examiner while writing, say, **"It's OK, do your best."**

Beginning the Writing Test

The Writing Practice Test is administered on paper. The test examiner should copy the student Answer Book. As an option, the test examiner can administer and review the student's responses to the Practice Test using the rubrics provided.

The Student Score Sheet is located at the end of this document.

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

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

If you need any questions repeated, just ask.

You will now begin the Writing questions.

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

Writing—Write a Story Together with Scaffolding

SAY **We are going to write a story together. The title of the story is "Flying a Kite."**

ⓘ Sweep your finger under the title in the Answer Book as you read it aloud.

1

SAY **The first letter is missing from the word "Flying." Say the word "Flying."**

SAY **Now write the first letter of the word "Flying."**

☞ Point to the write-on line in the Answer Book. If the student does not write, re-prompt.

2

SAY **The first sentence in the story is: Julie is playing outside.**

ⓘ Sweep your finger under the sentence in the Answer Book as you read it aloud.

SAY **The second sentence should say: It is not a windy day.**

ⓘ Sweep your finger under the sentence in the Answer Book as you read it aloud.

SAY **The word "day" is missing from the story. Say the word "day."**

SAY **Now write the word "day."**

☞ Point to the write-on line in the Answer Book.

3

SAY **Now it is your turn to write the end of the story. How should the story end? Write your sentence here.**

☞ Point to the last write-on line in the Answer Book.

SAY **Read your writing to me.**

ⓘ Write what the student says in the Transcription Box.

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

Writing—Write an Informational Text Together

4

SAY **Now I am going to tell you some information about fish. Listen carefully. Then we will write about what we have learned.**

i Read the text aloud to the student. Point to each picture at the appropriate time while reading the text.

SAY **Fish are animals that live in water. They do not have legs. Fish use their fins and tails to move through water. Fins help them swim. Fish also have gills. They use their gills to breathe in the water. Fish cannot breathe air the way we do.**

SAY **Let's write about what we learned.**

i Sweep your finger under the sentence as you read.

SAY **The first sentence is: Fish live in water.**

SAY **I have a sentence to add. I will say the sentence and you will write the sentence here.**

☞ Point to the first write-on line in the Answer Book.

SAY **They use fins to swim.**

i Repeat the sentence as necessary.

Pause for the student to write.

SAY **Let's read what we have written so far.**

i Sweep your finger under the sentences as you read.

SAY **Fish live in water. They use fins to swim.**

5

SAY **Now it is your turn to add a sentence. Listen while I re-read the information. Listen carefully so you can write your own sentence here.**

☞ Point to the write-on line in the Answer Book.

Read the text aloud to the student. Point to each picture at the appropriate time while reading the text.

SAY **Fish are animals that live in water. They do not have legs. Fish use their fins and tails to move through water. Fins help them swim. Fish also have gills. They use their gills to breathe in the water. Fish cannot breathe air the way we do.**

☞ When you are finished reading, point to the write-on line.

SAY **Now, write your sentence here. You can use the words and the pictures to help you write your sentence.**

i Pause for the student to write.

SAY **Do you want to make any changes to your sentence?**

i Pause for the student to make any revisions. If the student does not have any revisions or when student completes revisions,

SAY **Read your writing to me.**

i Write what the student says in the Transcription Box.

Writing—Describe a Picture

6

SAY **In this part of the test, you will write a sentence on your own.**

SAY **Your sentence should tell what is happening in the picture.**

Writing—Write About an Experience

7

SAY **You are going to write in English about something that happened to you.**

- **You should write at least one complete sentence.**
- **Use descriptions, details, and examples to make your writing interesting.**

SAY **Write about someone who made you happy. Who was it? What did that person do?**

---

i After the student responds to the last question,

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

1

____lying a Kite

Julie is playing outside.

2

It is not a windy _____.

3

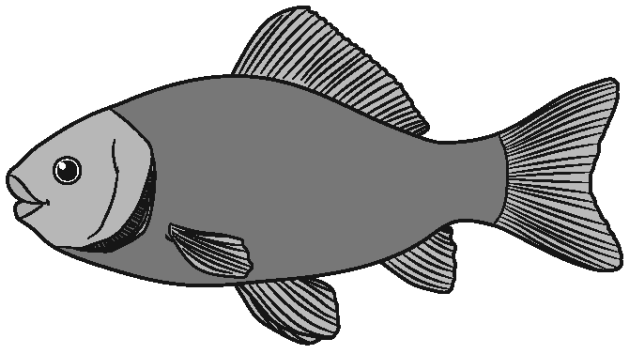
_____

_____

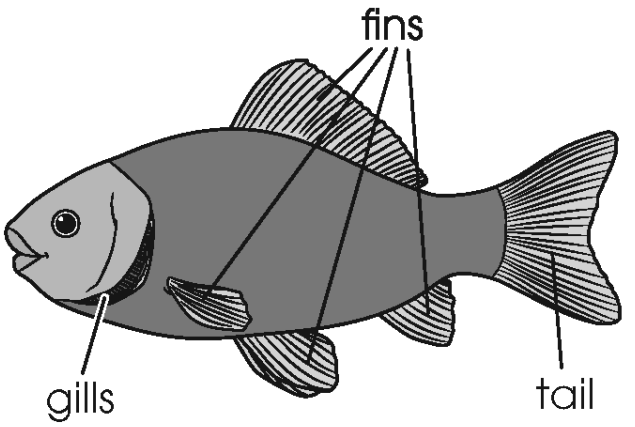
_____

_____.

Transcription Box



fish

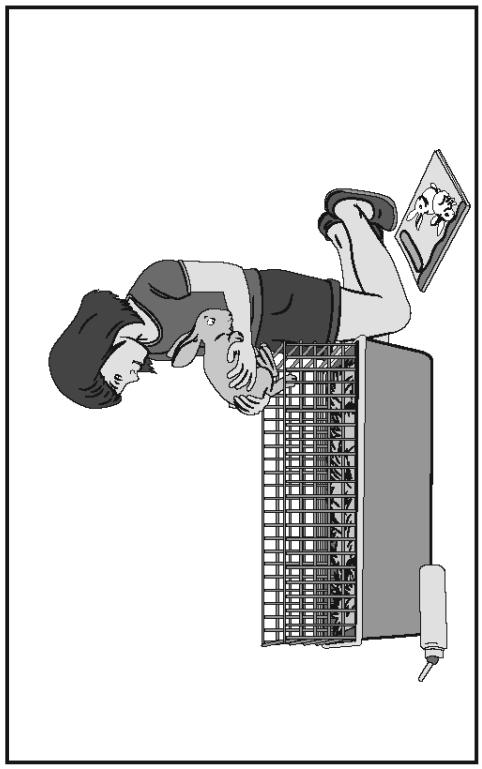


Fish live in water.

4

5

Transcription Box



6

Directions

You are going to write in English about something that happened to you.

- You should write at least one complete sentence.
- Use descriptions, details, and examples to make your writing interesting.

Write about someone who made you happy. Who was it? What did that person do?

7

STOP

Writing Rubrics

Rubric for Writing—Letter, Numbers 1 and 2

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. • **For kindergarten and grade one**, 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.

Rubric for Writing—Word, Number 3

Score	Descriptors
2	• The student correctly writes the word. **For grade one**, phonetic representations (using logical letter-sound relationships) of all the letters are acceptable. • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • **For grade one**, letters may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p).
1	• The student writes at least two letters of the word correctly, including the initial letter in the initial position and one additional letter (any position in the word). **For grade one**, phonetic representations (using logical letter-sound relationships) of the two letters are acceptable. • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • **For grade one**, 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 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.

Rubric for Writing—Describe a Picture, Number 5

Score	Descriptors
2	• The student writes the entire dictated sentence in the correct sequence. • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • **For grade one**, the letter may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p). • **For grade one**, phonetic spelling is acceptable. • **For grade two**, sight words are spelled correctly and non-sight words are spelled phonetically.
1	• The student attempts to write the dictated sentence, but it may not be complete. • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • **For grade one**, some words may be represented by a single initial letter only, or there may be limitations in phonetic spelling. • **For grade two**, words may be spelled incorrectly or phonetically.
0	• The student writes letters that are not representative of the words in the dictated sentence. OR • The response is not related to the prompt. OR • The student does not provide a written response.

Rubric for Writing—Independent Sentence, Numbers 4, 6, and 7

Score	Descriptors
3	• The student writes an original sentence(s). The response is appropriate and relevant to the task. • The words in the sentence are recognizable. **For grade one**, the words in the sentence are recognizable without the test examiner's transcription (if present). • The student uses effective grade-appropriate grammar and word choice. • Errors in spelling and punctuation may be present, but they do not interfere with meaning. • **For grade one**, letters may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p). The words in the sentence may or may not be appropriately spaced.
2	• The student writes an original sentence(s). The response partly addresses the task but may not be complete. • A few words may not be recognizable. **For grade one**, some words are recognizable only with the test examiner's transcription (if present). • Limitations in phonetic spelling, grammar, and/or word choice may impede meaning. • Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.
1	• The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word. • Many words may not be recognizable. **For grade one**, words may only be recognizable with the test examiner's transcription (if present). • Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning. • The response may include some individual or unrelated letters.
0	• The student writes letters that are not representative of words in English. OR • The student copies all or part of the printed sentence that is provided in the Answer Book without adding original language. OR • The response is not related to the prompt. OR • The student does not provide a written response.

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Student Score Sheets

Name: _____ **Student ID:** _____

Grade: _____

LISTENING **Practice Test—Grade 1**

Listen to a Short Exchange

1 Ⓐ Ⓑ Ⓒ ⓃⓇ **2** Ⓐ Ⓑ Ⓒ ⓃⓇ

Listen to a Classroom Conversation

3 Ⓐ Ⓑ Ⓒ ⓃⓇ **4** Ⓐ Ⓑ Ⓒ ⓃⓇ

Listen to a Story

5 Ⓐ Ⓑ Ⓒ ⓃⓇ **6** Ⓐ Ⓑ Ⓒ ⓃⓇ **7** Ⓐ Ⓑ Ⓒ ⓃⓇ **8** Ⓐ Ⓑ Ⓒ ⓃⓇ **9** Ⓐ Ⓑ Ⓒ ⓃⓇ

10 Ⓐ Ⓑ Ⓒ ⓃⓇ **11** Ⓐ Ⓑ Ⓒ ⓃⓇ **12** Ⓐ Ⓑ Ⓒ ⓃⓇ **13** Ⓐ Ⓑ Ⓒ ⓃⓇ

Listen to an Oral Presentation

14 Ⓐ Ⓑ Ⓒ ⓃⓇ **15** Ⓐ Ⓑ Ⓒ ⓃⓇ **16** Ⓐ Ⓑ Ⓒ ⓃⓇ **17** Ⓐ Ⓑ Ⓒ ⓃⓇ **18** Ⓐ Ⓑ Ⓒ ⓃⓇ

19 Ⓐ Ⓑ Ⓒ ⓃⓇ **20** Ⓐ Ⓑ Ⓒ ⓃⓇ **21** Ⓐ Ⓑ Ⓒ ⓃⓇ **22** Ⓐ Ⓑ Ⓒ ⓃⓇ

LISTENING Total: ☐

SPEAKING **Practice Test—Grade 1**

Talk About a Scene

1 ⓪ ① **2** ⓪ ① **3** ⓪ ① ② **4** ⓪ ① ②

Support an Opinion

5 ⓪ ① ② **6** ⓪ ① ②

Retell a Narrative

7 ⓪ ① ② ③ ④

Summarize an Academic Presentation

8 ⓪ ① ② ③ ④ **9** ⓪ ① ② ③ ④

SPEAKING Total: ☐

READING **Practice Test—Grade 1**

Read and Choose a Word

1 Ⓐ Ⓑ Ⓒ ⓃⓇ **2** Ⓐ Ⓑ Ⓒ ⓃⓇ

Read and Choose a Sentence

3 Ⓐ Ⓑ Ⓒ ⓃⓇ **4** Ⓐ Ⓑ Ⓒ ⓃⓇ **5** Ⓐ Ⓑ Ⓒ ⓃⓇ **6** Ⓐ Ⓑ Ⓒ ⓃⓇ

Read a Short Informational Passage

7 Ⓐ Ⓑ Ⓒ ⓃⓇ **8** Ⓐ Ⓑ Ⓒ ⓃⓇ **9** Ⓐ Ⓑ Ⓒ ⓃⓇ **10** Ⓐ Ⓑ Ⓒ ⓃⓇ **11** Ⓐ Ⓑ Ⓒ ⓃⓇ
12 Ⓐ Ⓑ Ⓒ ⓃⓇ

Read a Literary Passage

13 Ⓐ Ⓑ Ⓒ ⓃⓇ **14** Ⓐ Ⓑ Ⓒ ⓃⓇ **15** Ⓐ Ⓑ Ⓒ ⓃⓇ

Read an Informational Passage

16 Ⓐ Ⓑ Ⓒ ⓃⓇ **17** Ⓐ Ⓑ Ⓒ ⓃⓇ **18** Ⓐ Ⓑ Ⓒ ⓃⓇ **19** Ⓐ Ⓑ Ⓒ ⓃⓇ **20** Ⓐ Ⓑ Ⓒ ⓃⓇ
21 Ⓐ Ⓑ Ⓒ ⓃⓇ

READING Total: ☐

WRITING **Practice Test—Grade 1**

Write a Story Together with Scaffolding

Number 1 ☐ [0–1]
Number 2 ☐ [0–1]
Number 3 ☐ [0–2]

Write an Informational Text Together

Number 4 ☐ [0–3]
Number 5 ☐ [0–3]

Describe a Picture

Number 6 ☐ [0–3]

Write About an Experience

Number 7 ☐ [0–3]

WRITING Total: ☐