
ELPAC

English Language Proficiency
Assessments for California



Speaking: 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 (CaTAC) by phone at 800-955-2954, or by email at caltac@ets.org. CaTAC 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 a sample of the question types and 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](#).







*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 Speaking domain only.

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
	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

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

**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.)

- Copy of the Student Score Sheet (if preferred), which can be found at the end of this DFA
- Headsets and splitter for the test examiner and student (if preferred)
- If logging on using the same procedures as the operational tests, the student's required logon information (statewide student identifier [SSID] and first name as listed in CALPADS/TOMS)

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 the student and test examiner.
- 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 the Speaking test.
- 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.
- The student may not use books, cellular phones, or other reference materials during testing, though they may have scratch paper. The student's desk 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.

Directions for Administration (cont.)

- 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 the student during the test session and give reminders or recommendations 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.

When to Stop the Test

There are stopping markers in each domain as indicated by the . 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 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.

Directions for Administration (cont.)

Additional Directions

Ways of Accessing the DFA

Printing Instructions:

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

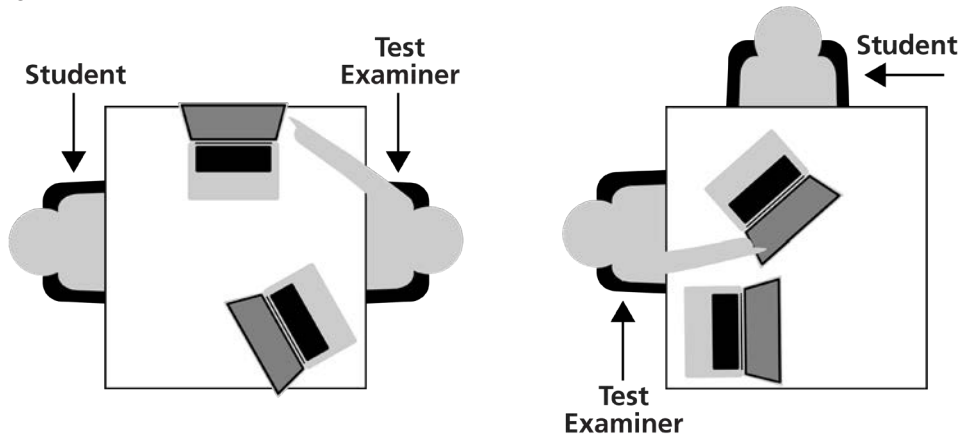
- Select two-sided printing (with binding on the long edge).
- Staple on the vertical edge, left-hand side of the printed document.
- Turn the document horizontally when viewing the Speaking test questions.

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.



Directions for Administration (cont.)

Special Directions for Speaking


The Speaking portion of the ELPAC is administered by the test examiner. Each student will be tested individually.

NOTE: JAWS should not be used to read the content aloud and students should not navigate the test using their refreshable braille display.

It is highly recommended that test examiners spend time preparing to administer 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 in the Speech Functions section.
- **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 your favorite food.” For example, if the student responded to the practice question saying, “A hamburger and fries,” 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, for example, saying, “You could have said, ‘My favorite food is a hamburger and fries.’”
- **Prompting Guidelines:** The prompting guidelines vary for each 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.

NOTE: The alternate text is being provided so that test examiners can use the provided description for the graphics rather than creating their own graphic descriptions.

- **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 the Speaking DFA. Test examiners may use the cursor, pencil or pen, or their finger to point.

NOTE: For braille and low vision administration, use the provided verbal cue in addition to the pointing to ensure that students with visual impairments hear the description of the visual cue.


Directions for Administration (cont.)

Prompting 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:** 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 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,” etc.
- **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

During the administration of the Speaking domain, the following guidelines apply to the audio capture tool.

- **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.
- **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

Directions for Administration (cont.)

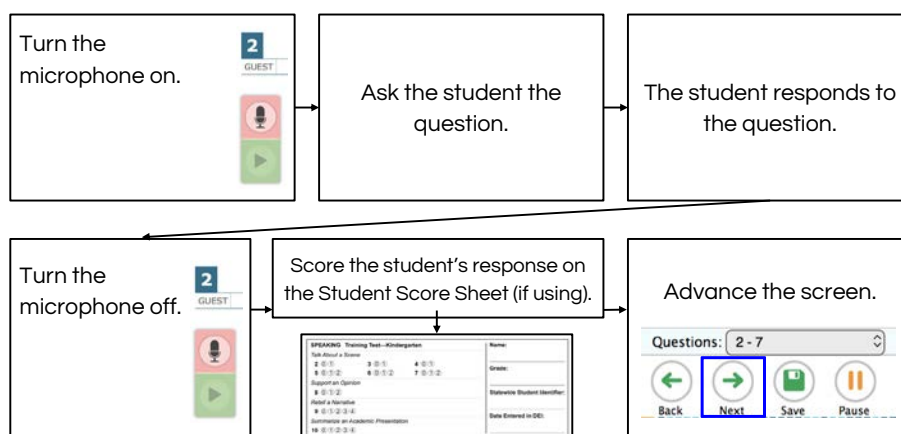
replay feature while administering the Speaking test. Also, it is not recommended that the student hear their response and rerecord.

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.
- Advance the screen.



Directions for Administration (cont.)

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.

i 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.

Congratulations, you reached the end of the test!

If there are items available for review, they will be displayed in the box below. If the box is blank, no additional items are available for review. Please complete any remaining item reviews, then click Submit Test at the bottom of the screen.

▲ = This symbol indicates unanswered items.

1	2 ▲	3 ▲	4 ▲	5 ▲
6 ▲	7 ▲	8 ▲	9 ▲	10 ▲

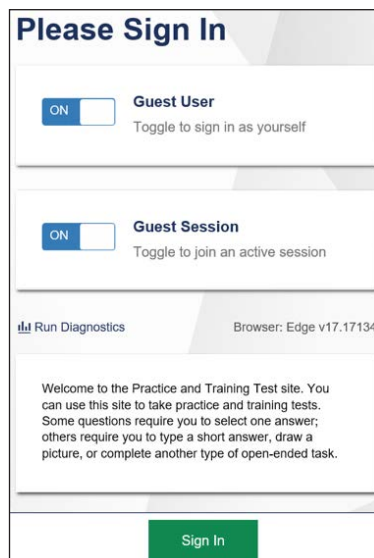
Directions for Administration (cont.)

Logon and Audio/Sound Check Instructions

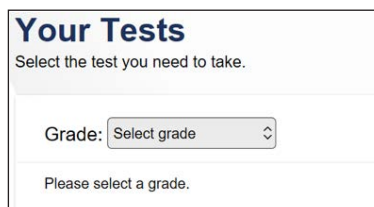
How to Start a Test Session as a Guest

SAY Today you will be taking the Speaking section of 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.

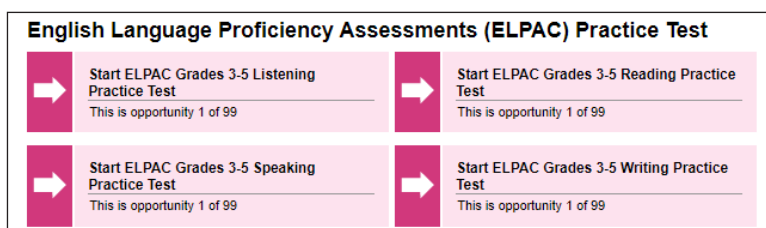


- 5) Select the appropriate grade from the drop-down menu.



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

SAMPLE



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: English
- Audio Transcriptions: OFF

Literacy Assistance Resources

- Text-to-Speech: None

Integration with Assistive Technology

- Permissive Mode: OFF

Visual Assistance Resources

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

ELPAC Grade K Speaking Training Test

Presentation

- American Sign Language: OFF
- Presentation: Braille
- Audio Transcriptions: OFF

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

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.

Audio Playback Check
Make sure audio playback is working.

To play the sample sound, press the speaker button.

Next Step:
If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

I heard the sound **I did not hear the sound**

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.

SAMPLE

Recording Device Check
Make sure your recording device is working.

1. To start recording, press the Microphone button.
2. Describe what you are wearing today.
3. When you are done, press the Stop button.
4. To listen to your recording, press the Play button.

Next Step:
If you heard your recording, choose **I heard my recording**. If not, choose **I did not hear my recording**.

I heard my recording I did not hear my recording

Continue Skip Recording Check Back

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]**.

SAY Before giving your answers, I'm going to press the microphone to record your answer. When it is time to record your answer, I will press the microphone. Let's practice.

SAY Describe your favorite food.

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, 'My favorite food is a hamburger and fries.'"

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 18.

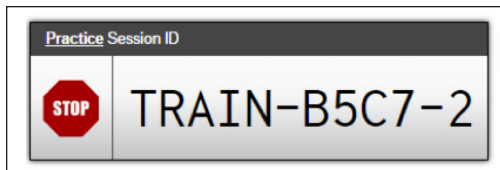
Directions for Administration (cont.)

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

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

TEST ADMINISTRATOR INTERFACE

- i** 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: 9294015802	First Name: DARY
Grade: 01	School: Richard Roodan 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

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

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.

STUDENT INTERFACE

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.

Audio Playback Check
Make sure audio playback is working.

 To play the sample sound, press the speaker button.

Next Step:
If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

SAY Did you hear the music?

i 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.


Directions for Administration (cont.)

STUDENT INTERFACE (cont.)

SAMPLE

Recording Device Check
Make sure your recording device is working.

 1. To start recording, press the Microphone button.
2. Describe what you are wearing today.
3. When you are done, press the Stop button.
4. To listen to your recording, press the Play button.



Next Step:
If you heard your recording, choose **I heard my recording**. If not, choose **I did not hear my recording**.

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]**.

SAY Before giving your answers, I'm going to press the microphone to record your answer. When it is time to record your answer, I will press the microphone. Let's practice.

 **SAY** Describe your favorite food.

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, 'My favorite food is a hamburger and fries.'"

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]**.

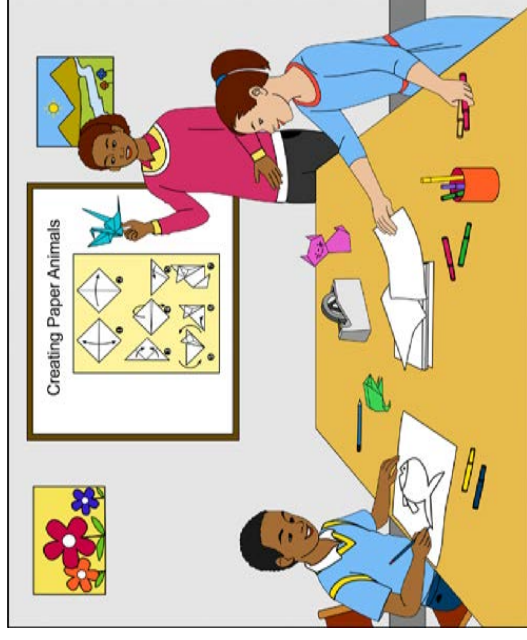
i For the Speaking test, turn to page 18.

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SAY The picture shows an art classroom. There are two students working at a table. A teacher is showing them how to create paper animals. There are some other art supplies on the table.

SAY If you need to hear the description again, let me know and I will read it to you.



No.	Question	Score 0	Score 1
	SAY Imagine you are in an art class with a teacher and some students.	<ul style="list-style-type: none"> • Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know." 	<ul style="list-style-type: none"> • Correct response.
1	SAY The teacher is holding a piece of paper. The piece of paper is folded in the shape of an animal. The animal has wings. What kinds of animals have wings? ➔ NEXT	<ul style="list-style-type: none"> ○ I don't know. 	<ul style="list-style-type: none"> ○ birds/ducks/pigeons.
2	SAY Some art supplies are on the table. There is a roll of tape. What can tape be used for? ➔ NEXT	<ul style="list-style-type: none"> ○ I forget. 	<ul style="list-style-type: none"> ○ Making cards. ○ Fixing things. ○ Different projects.

No.	Question	Score 0	Score 1	Score 2
	<p>i For questions 3 and 4, if the student gives a one-word response, say, “Tell me more.”</p>	<ul style="list-style-type: none"> • Response is not relevant. • Response contains no English. • No response, “I don’t know,” or is completely unintelligible. 	<ul style="list-style-type: none"> • Response is limited or partially relevant. • Errors in grammar, pronunciation, or intonation impede meaning. 	<ul style="list-style-type: none"> • Response is relevant. • Errors in grammar, pronunciation, or intonation do not impede meaning.
3	<p>SAY What are some other types of art or craft supplies students can use? ➔ NEXT</p>	<ul style="list-style-type: none"> ○ (Response in primary language.) 	<ul style="list-style-type: none"> ○ Uhh, glue. [Examiner: Tell me more.] ○ That’s all. 	<ul style="list-style-type: none"> ○ Scissors and crayons. ○ Yarn/string/finger paint.
4	<p>SAY Where might students display their finished arts and crafts? ➔ NEXT</p>	<ul style="list-style-type: none"> ○ Uhh . . . (shoulder shrug.) 	<ul style="list-style-type: none"> ○ The walls. [Examiner: Tell me more.] (Unintelligible.) 	<ul style="list-style-type: none"> ○ In the hallway/office/library. ○ On the walls.

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.”



No.	Question	Function	Score 0	Score 1	Score 2
5	Special Event	Requesting information	<ul style="list-style-type: none"> Response does not address the language function. Response contains no English. No response, "I don't know," or is completely unintelligible. <p>Anchor: Uhh . . . if you're in school? Umm . . . we went school on the bus or car.</p>	<ul style="list-style-type: none"> Response addresses the language function in a limited way. Listener effort is required to interpret meaning. Errors in grammar, word choice, pronunciation, or intonation impede meaning. <p>Anchor: What is it?</p>	<ul style="list-style-type: none"> Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning. Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. <p>Anchor: Can you please repeat what you said?</p>
6	Science Project Opinion	Asking for information/ Requesting assistance	<p>Anchor: Uhh, I would want to choose the solar oven.</p>	<p>Anchor: Can you help me build this bottle rocket?</p>	<p>Anchor: Could you please help me decide which science project I should do?</p>
7	Invite to Table	Offering an invitation	<p>Anchor: Can I join you?</p>	<p>Anchor: Can you like to sit with me?</p>	<p>Anchor: Can you, will you join me at a table?</p>

SAY Now let's practice a different kind of question. There are no pictures. I'm going to tell you about some situations that could happen to you. Then, tell me what you would say. Remember to answer all questions in English. If you want me to repeat a question, you can ask me to. The first one is for practice.

PRACTICE—DO NOT RECORD

SAY You want to know if your friend finished a math worksheet. What would you say to your friend?

i Pause. Wait for an answer.
Acknowledge the student's correct response, or model a correct response, such as "*Did you finish your worksheet?*" or "*Are you done with your worksheet?*"

Function: asking for information

5



SAY You missed what your teacher said about something special that will happen during the school day. You want to know what will happen. What would you say to your teacher?

i Function: requesting information
The student might say, "*What did you tell us about the special event today?*" or "*I want to know about the special event that is happening today.*"

➔ NEXT



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

6



SAY Your class is creating projects for a science fair. You want your friend to help you decide between making a bottle rocket or building a solar oven. What could you say to your friend?

i Function: Asking for an opinion
The student might say, "*Should I make a bottle rocket or build a solar oven?*" or "*What do you think I should make for my science fair project?*"

➔ NEXT

7



SAY You want to ask your friend to join you at a table. What would you say to your friend?

i Function: offering an invitation
The student might say, "*Would you like to sit with me?*" or "*Come join me at this table.*"

➔ NEXT

Prompting Guidelines: Speech Functions

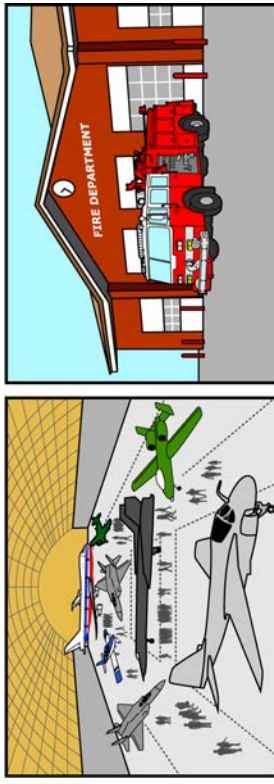
If the student does not answer or requests that a question be repeated, you may repeat the question once.



Score 0	Score 1	Score 2	Score 3
<ul style="list-style-type: none"> • An opinion is not expressed. • Response contains no English. • No response, "I don't know," or is completely unintelligible. 	<ul style="list-style-type: none"> • An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated words or phrases. 	<ul style="list-style-type: none"> • An opinion is expressed and supported using simple language and at least one simple relevant reason, or repeats language from the prompt. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting. 	<ul style="list-style-type: none"> • An opinion is expressed and supported using effective language* and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
<p>Anchor: I don't know.</p>	<p>Anchor: I don't really know. They both seem good to go to. Umm, fire department. [Examiner: Explain your choice by giving relevant reasons to support your opinion.] Umm, uhh . . . yeah, I don't know.</p>	<p>Anchor: I would prefer that (pointing) museum because it's cool and it has a lot of airplanes. [Examiner: Tell me about your choice?] (No response.)</p>	<p>Anchor A: Fire department. [Examiner: Explain your choice by giving relevant reasons to support your opinion.] I think, umm, fire department because all the students will want to learn about the things that inside a fire truck and what they do when the alarm goes on.</p> <p>Anchor B: A better option for our class is the air, air, umm, museum because we would get to, umm, see cool stuff and what if we want to be like a pilot or something like that and you want to join the Air Force and you could like umm, learn stuff about it.</p>

* Note: Effective language is defined as including all or some of the following attributes: noun and verb phrases using precise vocabulary, modal verbs, text connectives, causal words, authoritative expression, and comparative language.

SAY There are two pictures. The first picture shows an air and space museum. The second picture shows a fire station.

No.	Picture	Prompt
8		<p>SAY Now, SAY I am going to ask you for your opinion. If appropriate, you may point to each picture at the appropriate time while reading the question. SAY Your class is planning a field trip. Your teacher is deciding between visiting the air and space museum or a fire station. Which one do you think would be a better option for your class?</p> <p>i Wait for initial choice. SAY Explain your choice by giving relevant reasons to support your opinion. ➔ NEXT</p>

Prompting Guidelines: Support an Opinion

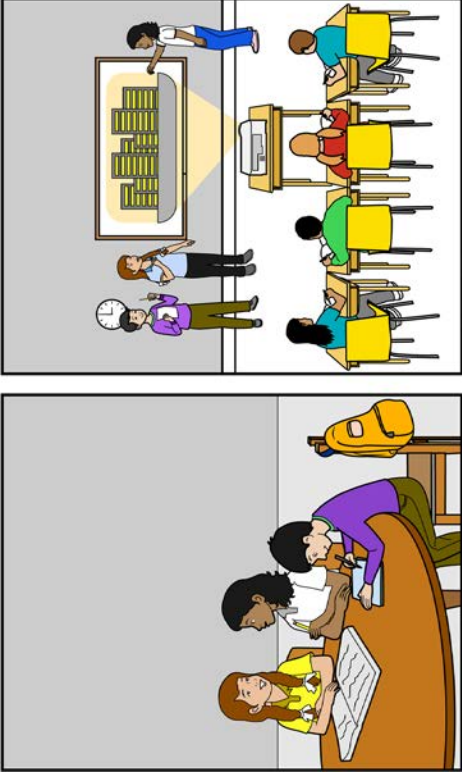

If the student does not answer or requests that a question be repeated, you may repeat the question once.
 If the student points or points while saying words such as this/those/these/those, say, **“Tell me in words,”** and repeat the question.
 If the student states a choice but does not provide a reason, repeat the last part of the question once:
“Explain your choice by giving relevant reasons to support your opinion.”
 If the student gives an original but relevant response to the question or selects neither or both options, say,
“Explain your choice by giving relevant reasons to support your opinion.”
 If the student provides a simple relevant reason, say, **“Tell me more about your choice.”**



Score 0	Score 1	Score 2	Score 3
<ul style="list-style-type: none"> • An opinion is not expressed. • Response contains no English. • No response, “I don’t know,” or is completely unintelligible. 	<ul style="list-style-type: none"> • An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated words or phrases. 	<ul style="list-style-type: none"> • An opinion is expressed and supported using simple language and at least one simple relevant reason, or repeats language from the prompt. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting. 	<ul style="list-style-type: none"> • An opinion is expressed and supported using effective language* and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
<p>Anchor: This one (pointing). [Examiner: Tell me in words.] The, umm . . .</p>	<p>Anchor: On a report. [Examiner: Explain your choice by giving relevant reasons to support your opinion.] Be . . . cause . . .</p>	<p>Anchor: I think as a written report. [Examiner: Explain your choice by giving relevant reasons to support your opinion.] Because if you say, you may forget what you were gonna say. [Examiner: Tell me more about your choice.] (No response.)</p>	<p>Anchor: I think you should do a presentation because then the whole class can learn about what you researched.</p>

*Note: Effective language is defined as including all or some of the following attributes: noun and verb phrases using precise vocabulary, modal verbs, text connectives, causal words, authoritative expression, and comparative language.

SAY There are two pictures. The first picture shows students sitting together writing a report. The second picture shows students presenting to their classmates.

No.	Picture	Prompt
9		<p>SAY I am going to ask you for your opinion.</p> <p> If appropriate, you may point to each picture at the appropriate time while reading the question.</p> <p>SAY Your class is learning about the history of your city. Each student group will research an important event in your city's history. Would it be better for your group to present the research on your city as a written report or as a spoken presentation?</p> <p>i Wait for initial choice.</p> <p>SAY Explain your choice by giving relevant reasons to support your opinion.</p> <p>➔ NEXT</p>

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 or points while saying words such as *this/those/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:
"Explain your choice by giving relevant reasons to support your opinion."
- If the student gives an original but relevant response to the question or selects neither or both options, say,
"Explain your choice by giving relevant reasons to support your opinion."
- If the student provides a simple relevant reason, say, **"Tell me more about your choice."**



Score 0	Score 1	Score 2	Score 3	Score 4
<ul style="list-style-type: none"> • Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible. 	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Anchor: I don't know.</p>	<p>Anchor: Guitar. Their play. He played. I don't know. [Examiner: What else can you tell me about the story?] I don't know.</p>	<p>Anchor: I think that he wants to be a, perfect singer because like, umm, I think that he's trying, tryout for, umm, umm, playing the guitar. And he loved playing the car-, guitar and, yeah. [Examiner: What else can you tell me about the story?] I don't know.</p>	<p>Anchor: Umm, Marco's parents took him to see a concert. Then . . . he wanted to learn how to play the guitar. And then he was practicing so, because he wanted to be, umm, he wanted to be, umm, he wanted to do, a concert. And, for, he gave his family and friends a concert.</p>	<p>Anchor: Marco's parents took him to a concert. Marco, the person was playing so good and want-, Marco wanted to play a guitar. He, he cho-, he wanted to play the guitar. Then his parents found a teacher for he could play the guitar. One year, then he started getting good so Marco was almost ready. Then one year later Marco had his own concert and, and everything was fine.</p>

SAY Here are four pictures that go with the story. I am going to describe the pictures and then tell you a story.

 **i** Pause. You may point to each of the pictures.

SAY You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me.

 If appropriate, you may point to the first picture.

SAY The first picture shows Marco and his grandparents at a music show. The performer on stage is playing a guitar. The story says Marco's grandparents took him to see a music show. Marco had so much fun that he wanted to make music too.

 If appropriate, you may point to the second picture.

SAY The second picture shows Marco and a teacher at a guitar lesson. The story says Marco told his grandparents that he wanted to learn how to play the guitar. They found a guitar teacher and Marco started guitar lessons once a week.

 If appropriate, you may point to the third picture.

SAY The third picture shows Marco playing his guitar. The story says Marco practiced his guitar every day. He dreamed that one day he could have a show of his own.

 If appropriate, you may point to the fourth picture.

SAY The fourth picture shows Marco performing a show on stage. His family is sitting in the audience. The story says Marco worked so hard that one year later, he had a show of his own for his family and friends.

 **SAY** Now use all 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."

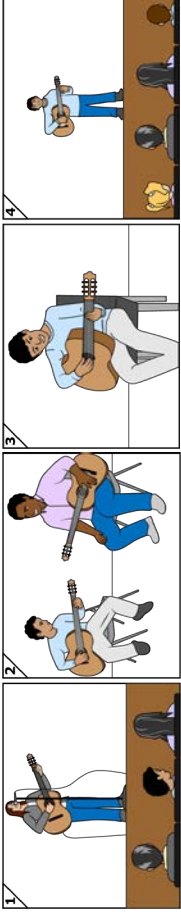
If the student points, pantomimes, or points to people and things while saying words such as *this/that/these/those*, say, "Tell me in words about the story."

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 only once.

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 the following Main Point and all the steps in the demonstration:

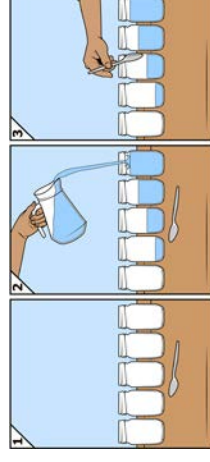
Main Point: Sound travels in waves. Changing the size or shape of a sound wave changes the pitch of a sound.

Steps in the demonstration:

- Step 1: First, there are 5 empty jars. When each jar is tapped, the same sound is made (because pitch same for all empty jars).
- Step 2: Next, add different amounts of water to each jar. (The first jar is empty.)
- Step 3: Then tap the jars. Each jar has a different pitch. The one with the most water has the lowest pitch, the one with the least water has the highest pitch. The pitches change because as you add water, the vibrations are slowed down, resulting in a lower pitch.

SAY In this part of the test, you will listen to a recorded presentation. Please do not pause the presentation once it begins or select any buttons on the screen. Please do not touch your device until the presentation ends. Doing so can cause the test to stop.

SAY You are going to listen to some information about sound waves. You will hear the information only once. There are three pictures that go along with the information. The first picture shows five empty jars and a spoon. The second picture shows a person holding a pitcher of water and pouring different amounts of water into the jars. The third picture shows a person tapping the jars with a spoon.



i If the student has a designated support that allows the playing of audio recordings multiple times, give a reminder like this: “The test directions will say the recording can only be played once, but if you need to listen to it again, just tell me.”

When the presentation ends, you will summarize the information you heard. You will

- explain how sound waves work,
- include all the steps in the demonstration, and
- use relevant details and clear language.


i Play the audio presentation. As the recording plays, point to the relevant picture that is on the student’s screen. After you have started the recording, do not pause or stop the recording. The audio recording cannot be replayed unless the student has a designated support. If a valid disruption occurs (e.g., intercom announcements, fire drills, student health issues, audio malfunctions), please read the recorded audio script to complete the test administration.


i If using headphones, put headphones on now.

Recorded Audio Script

Today, we’re going to do a little experiment using only water, jars, and a spoon. We are going to learn how changing the size of a sound wave can change the pitch of a sound.

 Picture one shows five empty jars in a line. Before we add any water, we tap each jar with the spoon. Each time we tap a jar, the sound made by each jar is the same—because the pitch is the same for all of the empty jars.


 Picture two shows that we add different amounts of water to each jar. The first jar remains empty. But in the second jar, we add one-quarter cup of water. The third jar is filled with one half cup of water, and the fourth jar is filled with three quarters cup of water. Finally, a full cup of water is added to the fifth jar.

 Picture three shows that we tap the jars again, with each jar being tapped above the water line. This time, the tapping produces a different pitch for each jar. The jar filled with the most water produces the lowest pitch, and the jar with no water has the highest pitch. Why is that?

Well, it's because sound travels in waves, and the shape of the sound-wave pattern in the jar determines the different pitches of the sound. As you put more water in the jar, the glass in the jar vibrates less. So in the jar with no water, the vibrations are not slowed by the addition of water, and the resulting pitch is high. But when we start to add water, the vibrations are slowed down, resulting in a lower pitch. That's why the jar with the most water has the lowest pitch.

 NEXT

11

-  **SAY** Summarize the information you heard. Be sure to
- explain how sound waves work,
 - include all the steps in the demonstration, and
 - use relevant details and clear language.

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

 NEXT

Prompting Guidelines: Summarize an Academic Presentation

If the student does not answer or requests that the question be repeated, repeat the question and bulleted points once.

If the student points to the picture, or points while saying words such as this/that/these/those, or starts to write a response, say, **"Please tell me your summary."**

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.

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?"** Reprompt only once.



Main Points

A full response includes the following Main Point and all the steps in the demonstration:

Main Point: Sound travels in waves. Changing the size or shape of a sound wave changes the pitch of a sound.

Steps in the demonstration:

- Step 1: First, there are 5 empty jars. When each jar is tapped, the same sound is made (because pitch same for all empty jars).
- Step 2: Next, add different amounts of water to each jar. (The first jar is empty.)
- Step 3: Then tap the jars. Each jar has a different pitch. The one with the most water has the lowest pitch, the one with the least water has the highest pitch. The pitches change because as you add water, the vibrations are slowed down, resulting in a lower pitch.

Score 0	Score 1	Score 2	Score 3	Score 4
<ul style="list-style-type: none"> • Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

Score 0	Score 1	Score 2	Score 3	Score 4
<p>Anchor: Cái này ... cái này.</p>	<p>Anchor: In those, umm, jars are blank. Those jars are, umm, kinda full. And those jars are halfway. [Examiner: What else can you tell me about what you heard?] I don't know.</p>	<p>Anchor: I think about the, the five cups of jars are empty and they make the loudest noise because it doesn't have water. But the one quarter cup from the second picture, I think it will make, umm, a little bit like lower and high. But the filled one all the way up to the top, I think it will make the lowest because it's filled up and when you tap it, it would only make little small noise. [Examiner: What else can you tell me about what you heard?] I don't know.</p>	<p>Anchor: OK. So it talks about how when you tap the jars that the sound is higher and lower, that when the jar that has no water is, is a lot of sound because there's no water in it to slow down the vibration. And the jar with the most water, the vibration is really slow and, umm, quieter because there's a lot more water in it. [Examiner: What else can you tell me about what you heard?] I don't know.</p>	<p>Anchor: Umm, in picture one, it shows that all three jars ... all five jars are empty and you hit it with a spoon and they all have the same sound of pitch because they don't have any water in them. And in picture two, they fill up the water. And then in picture three, they ... the one that the most water has a lower pitch sound and the one with less water has ... the one with nothing in it has a higher sound of pitch because, umm, it shows how the wave, the wave sounds were ... are higher than ... and lower. [Examiner: What else can you tell me about what you heard?] The different sound waves make different pitches.</p>

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.

**Main Points**

A full response explains the role of women in the gold rush and includes the Main Points from the presentation:

- Many women (in addition to men) went to California during the gold rush. (Women included pioneers, Native Americans, and immigrants from around the world.)
- Some women panned for gold, but it was difficult work.
- Some women opened boarding houses where miners would live (and they would cook, clean and do laundry).
- Some women wrote letters/diaries about their journey out West OR the Shirley Letters is a collection of letters that describe life in a gold-mining camp.

SAY You will listen to another recorded presentation. Please do not pause the presentation once it begins or select any buttons on the screen. Please do not touch your device until the presentation ends. Doing so can cause the test to stop.

SAY You are going to listen to some information about the gold rush. You will hear the information only once. There are three pictures that go along with the information. The first picture shows two women panning for gold. The second picture shows a women’s boarding house. The third picture shows a woman writing at a desk.



i If the student has a designated support that allows the playing of audio recordings multiple times, give a reminder like this: “The test directions will say the recording can only be played once, but if you need to listen to it again, just tell me.”



When the presentation ends, you will summarize the information you heard. You will




- explain the role of women during the gold rush,
- include the examples from the presentation, and
- use relevant details and clear language.

i Play the audio presentation. As the recording plays, point to the relevant picture that is on the student’s screen. After you have started the recording, do not pause or stop the recording. The audio recording cannot be replayed unless the student has a designated support. If a valid disruption occurs (e.g., intercom announcements, fire drills, student health issues, audio malfunctions), please read the recorded audio script to complete the test administration.

i If using headphones, put headphones on now.


Recorded Audio Script

Although it was mostly men who began the trip to California to look for gold during the mid-1800s, many women also started making the journey to find their fortunes. During this time, some women took on business roles. Women who participated in the gold rush were not only pioneers from other parts of the United States. Some were also Native American women, and some were immigrants from different parts of the world.

-  Picture one shows two women panning for gold. Gold mining was mostly done by men, but a few women had their own gold-mining claims. These women came out West specifically to pan for gold. But finding gold often proved to be difficult, so some women typically moved out of the goldfields and into other work where they could make more money.
-  Some women opened boarding houses. A boarding house, as shown in picture two, is a kind of hotel where customers can stay for a long time or just a short visit—and get all their meals served to them. In these boarding houses, miners would pay for their room and meals. The women running them would cook, clean, and do the laundry for their customers.
-  So, how do we know about women's lives during the gold rush? Well, some of the women who moved West wrote letters home...or they kept diaries. Picture three shows a woman writing at her desk during this time. Many of these accounts were later collected and published by historians.
- These writings give us insight into what the journey out West was like and what life was like at that time. One of the most notable works of this kind are The Shirley Letters. The Shirley Letters are a collection of letters from a woman to her sister. These letters describe life at a gold mining camp in California in the Sierra Nevada Mountains.

 NEXT

12

-  **SAY** Summarize the information you heard. Be sure to
- explain the role of women during the gold rush,
 - include the examples from the presentation, and
 - use relevant details and clear language.

 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

If the student does not answer or requests that the question be repeated, repeat the question and bulleted points once.

If the student points to the picture, or points while saying words such as this/that/these/those, or starts to write a response, say, **"Please tell me your summary."**

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.

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?"** Reprompt only once.



Main Points

A full response explains the role of women in the gold rush and includes the Main Points from the presentation:

- Many women (in addition to men) went to California during the gold rush. (Women included pioneers, Native Americans, and immigrants from around the world.)
- Some women panned for gold, but it was difficult work.
- Some women opened boarding houses where miners would live (and they would cook, clean and do laundry).
- Some women wrote letters/diaries about their journey out West OR the Shirley Letters is a collection of letters that describe life in a gold-mining camp.

Score 0	Score 1	Score 2	Score 3	Score 4
<ul style="list-style-type: none"> • Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

Score 0	Score 1	Score 2	Score 3	Score 4
<p>Anchor: I don't know.</p>	<p>Anchor: Picture number one, there's two women finding gold. [Examiner: What else can you tell me about what you heard?] Right here (pointing)? [Examiner: It's OK. Do your best.] Picture number two, umm, have the house right here. Is a hotel and . . .</p>	<p>Anchor: Well, women were in the, umm, the women were mining for the gold rush and usually men do it. And they had . . . the women had trouble doing it. They would send letters. And they were mining to different places. And they, went in the (unintelligible) and the men usually mine because the womens don't know how to mine that well. [Examiner: What else can you tell me about what you heard?] (No response.)</p>	<p>Anchor: OK. Umm, a couple of years ago in the 1980s, there was umm, gold hunting. It was usually for men, but many women also were working for gold. Umm, a couple of years later, umm, women did boarding house. Umm, they, they did their chores. Mostly they washed their clothes for the people who were staying at the boarding house. Next, finally the woman was writing on her desk and was also writing some information about, umm, the boarding house for people who wanted to stay . . . who were working at the boarding house. [Examiner: What else can you tell me about what you heard?] I also heard that, that many people were staying at the boarding house, that they liked it and it was . . . and they did a lot of stuff for them. And that's it.</p>	<p>Anchor: Mostly men look for gold, but some women started looking for gold, such as Native Americans and Indian tribes. Two women . . . in the first picture two women are looking for gold. They come out from west to make more money. And they stay in hotels and they get all the meals delivered to them. In the hotels, the women cook, clean, and do the laundry for their customers. And, and they know this because some women wrote home and kept diaries. Later they published them and they were about life at a camp.</p>

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.

Student Score Sheet

SPEAKING Visual Impairment and Braille Practice Test— Grades 3–5	Name: _____
<i>Talk About a Scene</i> 1 ① ② 2 ① ② 3 ① ② ③ 4 ① ② ③	Grade: _____
<i>Speech Functions</i> 5 ① ② ③ 6 ① ② ③ 7 ① ② ③	Student ID: _____
<i>Support an Opinion</i> 8 ① ② ③ ④ 9 ① ② ③ ④	_____
<i>Retell a Narrative</i> 10 ① ② ③ ④	
<i>Summarize an Academic Presentation</i> 11 ① ② ③ ④ 12 ① ② ③ ④	

SPEAKING Visual Impairment and Braille Practice Test— Grades 3–5	Name: _____
<i>Talk About a Scene</i> 1 ① ② 2 ① ② 3 ① ② ③ 4 ① ② ③	Grade: _____
<i>Speech Functions</i> 5 ① ② ③ 6 ① ② ③ 7 ① ② ③	Student ID: _____
<i>Support an Opinion</i> 8 ① ② ③ ④ 9 ① ② ③ ④	_____
<i>Retell a Narrative</i> 10 ① ② ③ ④	
<i>Summarize an Academic Presentation</i> 11 ① ② ③ ④ 12 ① ② ③ ④	

SPEAKING Visual Impairment and Braille Practice Test— Grades 3–5	Name: _____
<i>Talk About a Scene</i> 1 ① ② 2 ① ② 3 ① ② ③ 4 ① ② ③	Grade: _____
<i>Speech Functions</i> 5 ① ② ③ 6 ① ② ③ 7 ① ② ③	Student ID: _____
<i>Support an Opinion</i> 8 ① ② ③ ④ 9 ① ② ③ ④	_____
<i>Retell a Narrative</i> 10 ① ② ③ ④	
<i>Summarize an Academic Presentation</i> 11 ① ② ③ ④ 12 ① ② ③ ④	