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# ELPAC

English Language Proficiency  
Assessments for California



## Speaking: Directions for Administration



**Visual Impairment  
and Braille Training Test  
Grades 9–10**

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## ELPAC Administration Notes

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### FOR QUESTIONS REGARDING THE ELPAC OR FOR ADDITIONAL ASSISTANCE:

- Test examiners and other school personnel should contact their LEA 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](mailto: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 to the ELPAC Training Test Directions for Administration







This Speaking *Directions for Administration* (DFA) document contains information needed by test examiners\* to prepare for and administer the computer-based English Language Proficiency Assessments for California (ELPAC) to students with visual impairments.

### Using the DFA

This DFA document should be used to administer the Speaking domain only. To administer the other domains, download the Listening, Reading and Writing visual impairment and braille DFA for each specific grade.

For visual impairment and braille accommodations, alternate text descriptions are embedded for all graphics. This DFA includes picture descriptions for each image.

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, if appropriate, may point to the text or pictures on the student's screen if it will benefit the student.
	Information for the test examiner
	Advance to the next question
	Stopping marker

\*A test examiner does not need to be present to use the ELPAC Training 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.)

## Administering a Training Test Session

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

- If you are administering the visual impairment and braille training 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 visual impairment and braille training 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.
- Gather the following test materials:
  - The correct grade-level Speaking DFA
  - Electronic device(s) for the student (and, if applicable, test examiner) to access the test
  - Scratch paper and pencil for note-taking, or braille slate and stylus, or other approved note-taking device
  - Headsets and splitter for the test examiner and student (if preferred)
  - 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.

**NOTE:** For Speaking, the test content is delivered by the test examiner. JAWS should not be used to read the content aloud and students should not navigate the test using their refreshable braille display.

### Speaking Administration—All Speaking Task Types

Subject	Directions
Prompting guidelines	See individual questions in this document for prompting guidelines.
When to stop the test	Refer to stopping markers in this document.
Note-taking	Note-taking is allowed for all Speaking task types. Students may take notes on scratch paper or by using a preapproved device (e.g., braille slate and stylus).

## Preparing to Administer and Score the Speaking Domain

Before administering the test, the following is recommended:

- Prepare testing devices and materials for students and examiners.
- Check the volume on the student device prior to entering the Student Interface, and set the volume to MAX prior to logging in.


# Directions for Administration (cont.)

- Select a quiet area to administer the test. Eliminate distractions (e.g., extraneous noises, windows, clutter, etc.).

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.

- **Practice and Modeling:** A practice question is included as part of the audio capture so the test examiner may provide feedback to let the student know they are responding correctly. The practice question in the audio capture is "Describe your favorite food." For example, if the student responded to the practice question saying, "A hamburger," 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, '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.

**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.

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.

- **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.
- **Scoring Practice:** Each task type includes training and calibration quizzes in the Moodle Training Site to assist test examiners in listening and scoring student responses. It is highly recommended that test examiners use this resource.

# Directions for Administration (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:** 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’s 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 training 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.

**NOTE:** For a low vision test administration, the enlargement of the test content on the student’s screen **MUST** take precedence over the voice capture.

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. If the following occur, the test examiner may continue to the next question and does not need to rerecord:

- Test examiner forgets to record a response.
- Test examiner records response on the wrong question.
- Test examiner sees a red triangle in the review box when ending the test session.

Use of headsets with a microphone for voice capture is not recommended to enable interaction between the student and test examiner. Headsets are recommended for grades 3–12 Summarize an Academic Presentation streaming audio.

If the student is wearing a headset for Summarize an Academic Presentation, the test examiner must also wear a headset to be able to hear the presentation and point




# Directions for Administration (cont.)

appropriately to pictures and text on the student's screen. Two headsets may require a splitter.

Once the test examiner has navigated to the next test question, the audio will not be able to be replayed. The test examiner does not need to replay the student's response to confirm the audio capture.

## When to Stop the Test

There are stopping markers in the Speaking 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 the Speaking domain by clicking **[Pause]**.

## Additional Directions

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### How to Print the DFA (optional) or View the DFA Online

#### Printing Instructions:

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

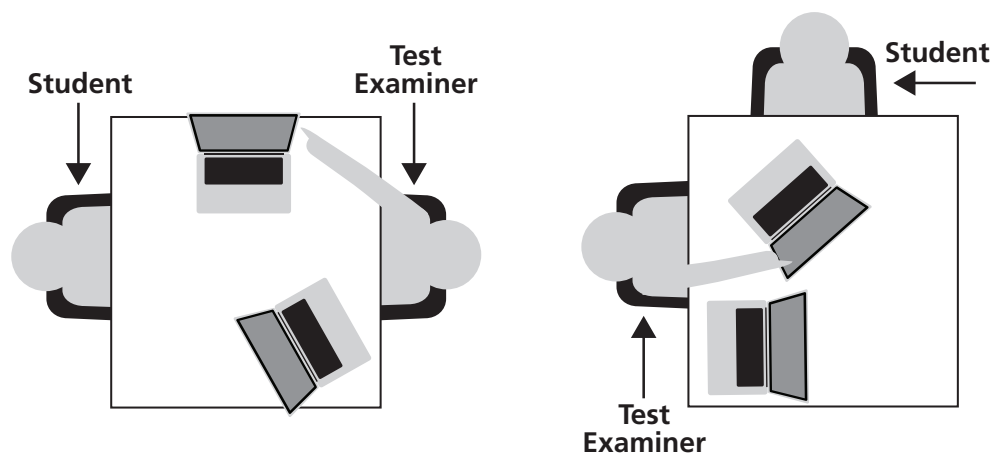
- Select two-sided printing (with binding on the long edge).
- Staple on the vertical edge, left-hand side of the printed document.
- Turn the document horizontally when viewing the test questions.

#### Instructions for Viewing Online:

- Open the PDF file in Adobe Acrobat.
- When you get to the 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. Configuration may be updated based on the student's individual needs for prescribed equipment.



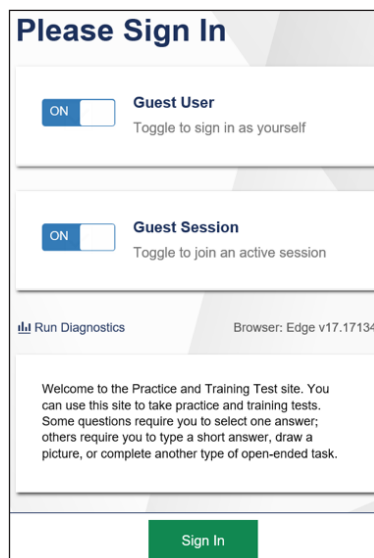
# Directions for Administration (cont.)

## Logon and Audio/Sound Check Instructions

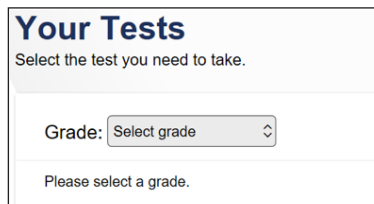
### How to Start a Test Session as a Guest

**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 (<https://www.elpac.org>).
- 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.

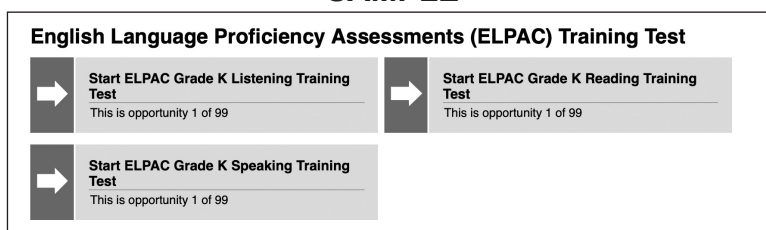


- 5) Select the appropriate grade from the drop-down menu.



- 6) On the test selection screen, select the appropriate ELPAC training test. ELPAC training tests are located at the bottom of the list and are color-coded dark grey.

### SAMPLE



# Directions for Administration (cont.)

7) You will see a Choose Settings screen.

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

**ELPAC Grade K Speaking Training 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 the computer will record your voice. In this test, I’m going to ask you some questions and record your answers.

If appropriate, you may point to the microphone.

**Audio/Video Checks**  
Your test uses multi-media features. Please perform the following checks before continuing.

**Recording Device Check**  
Make sure your recording device is working.

1. To start recording, press the Microphone button.
2. Say your name into your recording device.
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**

**Practice and Training Test Site** **Continue** **Skip Recording Check** **Back**

**i** If your computer allows audio capture, please follow these steps, otherwise select **[Skip Recording Check]**.

# Directions for Administration (cont.)

**SAY** Before giving your answers, I'm going to press the microphone to record your answers here. When it is time to record your answers, 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.'"

**SAY** Now let's see if it recorded your voice.

**i** Playback by pressing the green Play button.

**SAY** Did you hear yourself?

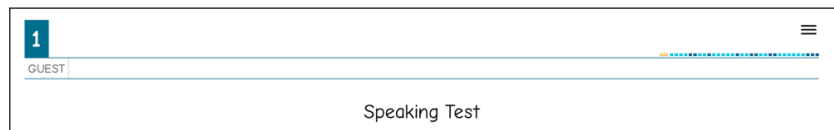
**i** Pause for student's response.

Select **[I heard my recording]**. Select the **[Continue]** button.

**SAY** OK, let's get started.

**i** View Test Settings or Help Guide as needed. Select **[Begin Test Now]**.

When Question 1 Speaking Test comes up, ask the student,



**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. OK, let's get started.

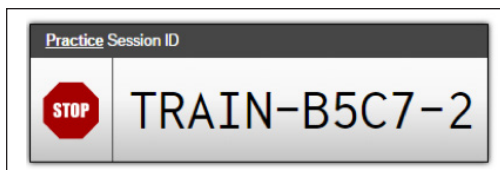
# Directions for Administration (cont.)

## How to Start a Training 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 (<https://www.elpac.org>).
- 2) Select the **[Practice & Training Tests]** button.
- 3) Select the **[Test Administrator and Test Examiner Practice and Training Site]** to log on to the **Test Administrator Interface** for the training test.
- 4) Log on to the **Test Administrator Interface** using your TOMS username (your email address) and password.
- 5) Select the training 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 or select the **[Student Interface Practice and Training Tests]** link from the Practice and Training Tests tab on <https://www.elpac.org>.

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**.

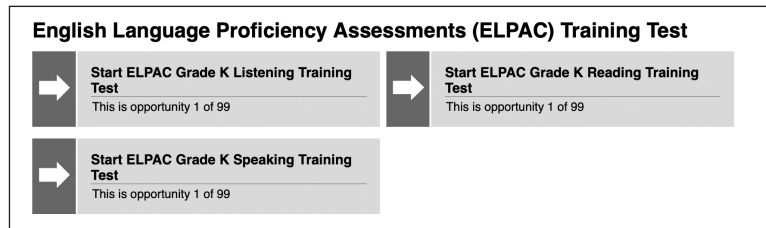
10) Verify the student information is correct on the Is This You? screen. Select **[Yes]** to continue. (Select **[No]** if the student information is not correct. Notify your ELPAC coordinator if it is not.)

# Directions for Administration (cont.)

## STUDENT INTERFACE (cont.)

11) On the test selection screen, select the appropriate ELPAC training test. ELPAC training tests are located at the bottom of the list and are color-coded dark grey.

### SAMPLE

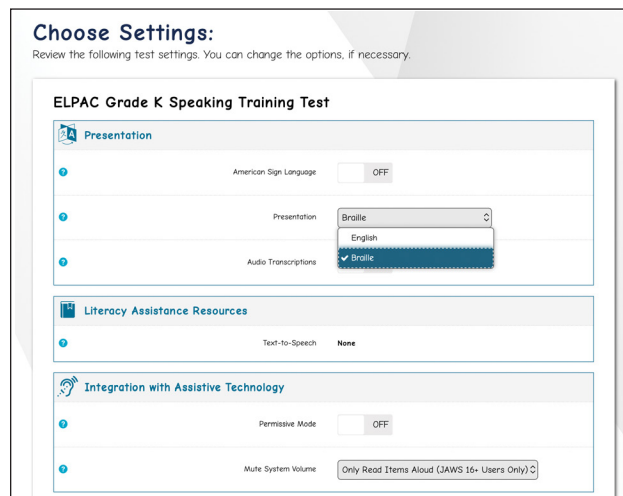


## TEST ADMINISTRATOR INTERFACE

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

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

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




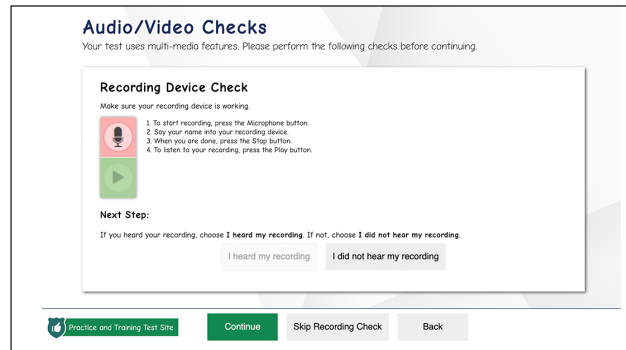
15) While the Test Settings box is still open, choose any other test settings that are needed, then select the **[Set and Approve]** button. When you do so, the student’s screen will advance.

**SAY** Before we begin, 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.)

 Point to the microphone.



**i** 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 here. 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.'"

**SAY** Now let's see if it recorded your voice.

**i** Playback by pressing the green Play button.

**SAY** Did you hear yourself?

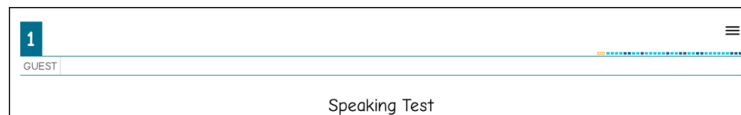
**i** Pause for student's response.

Select **[I heard my recording]**. Select the **[Continue]** button.

**SAY** OK, let's get started.

**i** View Test Settings or Help Guide as needed. Select **[Begin Test Now]**.

When Question 1 Speaking Test comes up, ask the student,



**SAY** Do you have any questions?

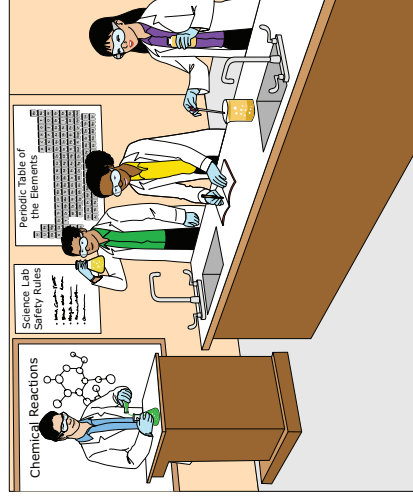
**i** Answer the student's questions.

**SAY** Remember to answer all of the questions in English. If you want me to repeat a question, you can ask me to. Sometimes there will be pictures that I can describe for you. OK, let's get started.

 NEXT





This page is intentionally left blank.



**SAY** The picture shows a science classroom. There are three students working at a laboratory table. There is also a teacher.

**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
	<b>SAY</b> Imagine you are in a science classroom.	<ul style="list-style-type: none"> <li>• Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know."</li> </ul>	<ul style="list-style-type: none"> <li>• Correct response.</li> </ul>
2	<p><b>SAY</b> A student is holding a notebook and a pen. What can she do with them?</p> <p>➔ NEXT</p>	<p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>• Student.</li> </ul>	<p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>• Write some form of data.</li> <li>• Write/take notes.</li> </ul>
3	<p> If appropriate, you may point to the student holding up the beaker.</p> <p><b>SAY</b> What other materials could students use in a science class?</p> <p>➔ NEXT</p>	<p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>• Class.</li> </ul>	<p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>• A glass/flask/cup with chemicals.</li> <li>• Things to measure with.</li> </ul>
4	<p> If appropriate, you may point to the man behind the lectern.</p> <p><b>SAY</b> The teacher is pouring something into a glass container. What is something that can be poured?</p> <p>➔ NEXT</p>	<p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>• I forget.</li> </ul>	<p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>• Chemicals/liquids/water.</li> <li>• Acids and bases.</li> </ul>

No.	Question	Score 0	Score 1	Score 2
	<p><b>i</b> For questions 5–7, if the student gives a one-word response, say, “Tell me more.”</p>	<ul style="list-style-type: none"> <li>• Response is not relevant.</li> <li>• Response contains no English.</li> <li>• No response, “I don’t know,” or is completely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>• Response is limited or partially relevant.</li> <li>• Errors in grammar, pronunciation, or intonation impede meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Response is relevant.</li> <li>• Errors in grammar, pronunciation, or intonation do not impede meaning.</li> </ul>
5	<p><b>SAY</b> <b>What is something you would learn about in a science class?</b></p> <p><b>i</b> Wait for the student’s response.</p> <p><b>SAY</b> <b>How do you know?</b></p> <p>➔ NEXT</p>	<p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>◦ Umm . . .</li> </ul>	<p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>◦ Chemicals. [Examiner: How do you know?] (No response.)</li> </ul>	<p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>◦ Solids, liquids, and gases. [Examiner: How do you know?] Because I learned about those in my science class.</li> </ul>
6	<p><b>SAY</b> <b>The students need to wash their hands. What can they use to wash their hands?</b></p> <p>➔ NEXT</p>	<p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>◦ I don’t know.</li> </ul>	<p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>◦ A bathroom. [Examiner: Tell me more.] (No response.)</li> </ul>	<p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>◦ Soap and water.</li> </ul>
7	<p><b>SAY</b> <b>The students are doing an experiment with some liquid. What do they need to wear to protect their hands, eyes, or clothing?</b></p> <p>➔ NEXT</p>	<p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>◦ I forget.</li> </ul>	<p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>◦ A coat. [Examiner: Tell me more.] I don’t know.</li> </ul>	<p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>◦ Lab coats/safety coats/glasses/goggles.</li> <li>◦ Rubber gloves.</li> </ul>

**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 5–7, if the student gives a one-word response, say, “**Tell me more.**”

For question 7, if the student gives a response such as “There is nothing more to say,” repeat the question.



No.	Question	Function	Score 0	Score 1	Score 2
			<ul style="list-style-type: none"><li>• Response does not address the language function.</li><li>• Response contains no English.</li><li>• No response, or “I don’t know,” or is completely unintelligible.</li></ul>	<ul style="list-style-type: none"><li>• Response addresses the language function in a limited way. Listener effort is required to interpret meaning.</li><li>• Errors in grammar, word choice, pronunciation, or intonation impede meaning.</li></ul>	<ul style="list-style-type: none"><li>• Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning.</li><li>• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li></ul>
8	Science Project	Asking for information	<b>Anchor:</b> I don’t know.	<b>Anchor:</b> How’s it going?	<b>Anchor:</b> Have you finished the science project yet?

**SAY** Now let's practice a different kind of question. There are no pictures. I'm going to tell you about a situation that could happen to you. Then, tell me what you would say. Make sure your answer is appropriate for your audience.

### 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

8



**SAY** You want to know if your friend has finished working on a science project. What would you say to your friend?

Function: asking for information

The student might say, "*Did you finish your project?*" or "*How is your science project going?*"

➔ NEXT

**NOTE**

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

### 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"> <li>An opinion is not expressed.</li> <li>Response contains no English.</li> <li>No response, “I don’t know,” or is completely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Errors in grammar, word choice, pronunciation, or intonation often impede meaning.</li> <li>Speech may consist of isolated words or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.</li> <li>Speech may be slow, choppy, or halting.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li> <li>Speech is fairly smooth and sustained.</li> </ul>
<p><b>Anchor:</b> I don’t know.</p>	<p><b>Anchor:</b> The outdoor space. [Examiner: Tell me more about your choice.] I don’t know.</p>	<p><b>Anchor:</b> I think it would be to expand technology because I like computers. [Examiner: Tell me more about your choice.] (No response.)</p>	<p><b>Anchor A:</b> An outdoor space because then you could relax and study in the fresh air which would be much better for your health. <b>Anchor B:</b> I think technology because people need to use computers for studying, paying bills and doing life.</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.

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**SAY** Now,

**SAY** I am going to ask you for your opinion. There are no pictures.

**SAY**  Your local library has money to make one improvement. The library is deciding between purchasing some technology or creating an outside study area. Which one do you think would be a better option for your library?

Wait for initial choice.

**SAY** Justify your choice by giving relevant reasons to support your opinion.

 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 states a choice but does not provide a reason, repeat the last part of the question once:

**“Justify 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,

**“Justify 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.”**

<b>Score 0</b>	<b>Score 1</b>	<b>Score 2</b>	<b>Score 3</b>
<ul style="list-style-type: none"> <li>• Response is not relevant.</li> <li>• Response contains no English.</li> <li>• No response, “I don’t know,” or is completely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>• Response may include information in the graph/chart, but contains little relevant or accurate information. Significant listener effort may be required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation often impede meaning.</li> <li>• Speech may consist of isolated word(s) or phrase(s) related to the graph/chart.</li> </ul> <p><b>Anchor:</b> The students travel by school and uhh, bus because . . . it’s because it has 40 percent of the bus than the other ones.</p>	<ul style="list-style-type: none"> <li>• Response includes a limited description of information or partially accurate information in the graph/chart. Listener effort may be required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.</li> <li>• Speech may be slow, choppy, or halting.</li> </ul> <p><b>Anchor:</b> Umm, lots of students, like, they go on their bikes. They go in their cars. Sometimes, my mom takes me to school. [Examiner: Tell me more details from the chart.] I don’t know.</p>	<ul style="list-style-type: none"> <li>• Response answers the question, including a mostly clear and accurate description of information in the graph/chart. Little to no listener effort is required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li> <li>• Speech is fairly smooth and sustained.</li> </ul> <p><b>Anchor A:</b> Well since . . . 13 percent of the students ride their bike to school and eight percent of the students walk to school. 31 percent of the students drove here. And 48 percent of the students came here from the bus.</p> <p><b>Anchor B:</b> Kids go to school in bikes, cars, buses, or they walk to school.</p>



**SAY** Now we are going to do a different type of question.

**SAY** I am going to ask you to talk about a pie chart. The picture shows a pie chart titled “How Alvarez Middle School Students Travel to School.” The pie chart shows the percentages of students who use the different transportation methods. The information in the pie chart is as follows:

- Walk, 8 percent
- Car, 31 percent
- Bus, 48 percent
- Bike, 13 percent

**i** If the student has a tactile supplement, ask them to refer to it now.

**SAY** Students at a school were asked how they travel to school in the morning. The pie chart shows the percentages of different transportation methods used by the students. I can repeat the pie chart description, if needed. Let me know when you are ready for me to ask you a question.

**i** Give students time to think about the pie chart before reading the first question.

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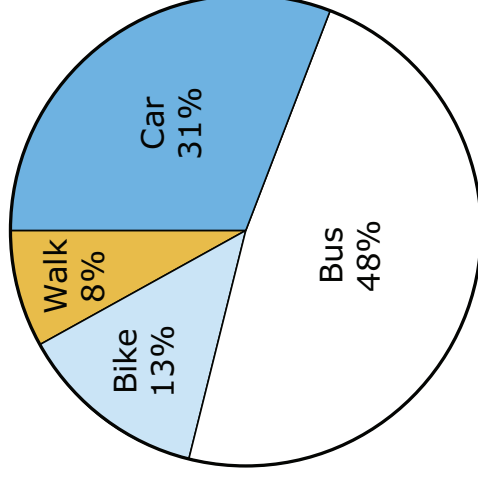
If appropriate, you may point to the text on the student’s screen.

**SAY** What does the pie chart show about how students travel to school?

**SAY** Include details from the pie chart in your answer.

➔ NEXT

**How Alvarez Middle School Students Travel to School**



Students at a school were asked how they travel to school in the morning. The pie chart shows the percentages of different transportation methods used by the students.

**Prompting Guidelines: Present and Discuss Information**

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

If the student gives a response that is limited or contains little relevant information, say, “Tell me more details from the chart/graph.”

When scoring, you should consider the responses given by the student as a whole, regardless of reprompting.



Score 0	Score 1	Score 2	Score 3
<ul style="list-style-type: none"> <li>• Response is not relevant.</li> <li>• Response contains no English.</li> <li>• No response, “I don’t know,” or is completely unintelligible.</li> </ul> <p><b>Anchor:</b> I don’t know.</p>	<ul style="list-style-type: none"> <li>• Response may include information from the graph/chart but does not demonstrate whether the claim is supported or unsupported or may lack understanding of the graph/chart or claim. Significant listener effort may be required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation often impede meaning.</li> <li>• Speech may consist of isolated word(s) or phrase(s) related to the graph/chart or claim.</li> </ul> <p><b>Anchor:</b> More people ride the bus than cars. [Examiner: Is the claim supported or not supported based on the information in the chart?] I don’t know.</p>	<ul style="list-style-type: none"> <li>• Response includes limited or partially accurate information from the graph/chart that demonstrates whether the claim is supported or unsupported, and the response may lack detail and clarity. Listener effort may be required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.</li> <li>• Speech may be slow, choppy, or halting.</li> </ul> <p><b>Anchor:</b> No, they bike more than walking.</p>	<ul style="list-style-type: none"> <li>• Response uses relevant information and accurate details from the graph/chart to demonstrate whether the claim is supported or unsupported. Little to no listener effort is required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li> <li>• Speech is fairly smooth and sustained.</li> </ul> <p><b>Anchor A:</b> Well, that’s that’s incorrect because the people ride more bikes than walking. Because it’s at a 13 percent, and walking is at an eight percent. <b>Anchor B:</b> Umm, the bike, they use the bike more because it has 13 percent, and walking has eight percent.</p>

 If appropriate, you may point to the text on the student's screen.

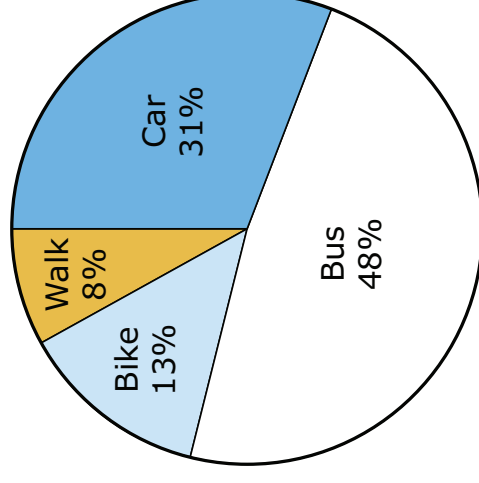
**SAY**  Let's think about the pie chart again. I can repeat the pie chart description, if needed. Is the following claim supported or not supported based on the information in the pie chart?

Claim: More students walk to school than ride a bike.

**SAY** Give details from the pie chart to support your answer.

 NEXT

### How Alvarez Middle School Students Travel to School



Students at a school were asked how they travel to school in the morning. The pie chart shows the percentages of different transportation methods used by the students.

#### Prompting Guidelines: Present and Discuss Information

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

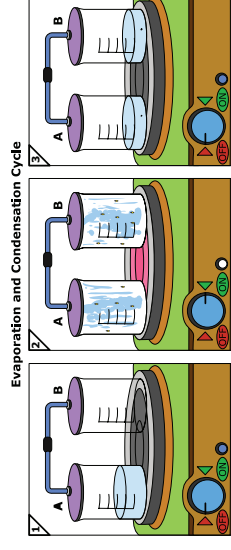
If the student gives a response that is limited or contains little relevant information, say,

**“Is the claim supported or not supported based on the information in the chart/graph?”**

When scoring, you should consider the responses given by the student as a whole, regardless of reprompting.



**SAY** In this part of the test, you will listen to a recorded presentation. There are three pictures. The first picture shows two glass containers connected by a tube. The containers are sitting on a hot plate. The hot plate is turned off. The glass container on the left, labeled A, has some liquid. The glass container on the right, labeled B, has no liquid. The second picture shows two glass containers connected by a tube sitting on a hot plate. The hot plate is turned on. Both containers have the same amount of gas. The third picture shows two glass containers connected by a tube sitting on a hot plate. The hot plate is turned off. Both containers have the same amount of liquid.



**i** If the student has a tactile supplement, ask them to refer to it now. **NOTE:** The BRF file is located in the first tab on this screen.

**SAY** You are going to listen to some information about evaporation and condensation. You will hear the information only once. As you listen, refer to your tactile supplement. You may take notes as you listen.



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


- explain evaporation and condensation,
- include all the steps in the demonstration, and
- use relevant details and clear language.

**i** Play the audio presentation. As the recording plays, if appropriate, you may point to the relevant picture that is on the student's screen or on the student's tactile supplement. After you have started the recording, do not pause or stop the recording. The audio recording cannot be replayed. 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 and contact your LEA ELPAC or site ELPAC coordinator to file a STAIRS report in TOMS.

**i** If using headphones, put headphones on now.

### Recorded Audio Script

 Look at step one. It shows two glass containers connected by a glass tube. There is some liquid in one of the containers. The other container has no liquid. Both containers are sitting on a hot plate.

 Look at step two. When the hot plate is turned on, the liquid in the first container becomes very hot. The liquid evaporates and turns into a steam or a gas. As you may know, evaporation is the process of a liquid changing into a gas. Then, the gas moves through the tube to the second container. As you can see in the picture, after a few minutes there is an equal amount of gas in both containers.

 Look at step three. When the hot plate is turned off, the gas in the containers slowly cools down. As it cools, condensation begins. Condensation is the opposite of evaporation. Condensation is when gas changes back into a liquid. After a short period

of time, all of the steam—that is, the gas—becomes liquid again. As you can see in the picture, there is now an equal amount of liquid in each container. That is because when the liquid was heated, the gas was divided equally between the two containers. This demonstration shows how evaporation and condensation make it possible for water to move from place to place. This process is an important part of the water cycle.

➔ NEXT

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**SAY** Summarize the information you heard. Be sure to

- explain evaporation and condensation,
- 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. After the student responds,

**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.
- Remember to enter student scores in DEI and securely destroy answer sheets and scratch paper.

### 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 all of the following steps in the demonstration and at least one detail for each step.

Steps in the demonstration:

- There is liquid (water) in one of the containers (glasses/cups/bottles).  
Details: Two (glass) containers are connected by a (glass) tube OR both containers (glasses/cups/bottles) are on a hot plate (plate/stove) OR the other container has no liquid (water).
- Then heat is applied to the liquid (water), it changes to a gas (evaporation/evaporates).  
Details: The hot plate is turned on OR it gets hot OR the liquid (water) turns into gas OR the gas moves through the tube into the other container OR the liquid (water) evaporates.
- The gas cools down, it changes into a liquid (condensation/condenses).  
Details: The heat is turned off/the gas cools down and gas changes to a liquid (water) OR there is the same (equal) amount of liquid (water) in each container (glass/cup).

Score 0	Score 1	Score 2	Score 3	Score 4
<ul style="list-style-type: none"> <li>• Response is not relevant.</li> <li>• Response contains no English.</li> <li>• No response, "I don't know," or is completely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>• Response includes an attempt to reference the presentation/picture but conveys little relevant information.</li> <li>• Ideas are rarely cohesive and connected.</li> <li>• Grammar and word choice are limited and impede meaning.</li> <li>• Pronunciation and/or intonation often impede meaning.</li> <li>• Speech may consist of isolated word(s) or phrase(s) related to the picture.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Ideas are sometimes cohesive and connected.</li> <li>• Grammar and word choice are simple and repetitive; errors often impede meaning.</li> <li>• Pronunciation and/or intonation often impede meaning.</li> <li>• Speech may be slow, choppy, or halting.</li> </ul>	<ul style="list-style-type: none"> <li>• Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details.</li> <li>• Ideas are usually cohesive and connected.</li> <li>• Grammar and word choice are adequate; errors occasionally impede meaning.</li> <li>• Pronunciation and/or intonation occasionally impede meaning.</li> <li>• Speech is fairly sustained, though some choppiness or halting may occur.</li> </ul>	<ul style="list-style-type: none"> <li>• A full response includes a clear summary of the main points and details of the presentation.</li> <li>• Ideas are cohesive and connected.</li> <li>• Grammar and word choice are varied and effective; errors do not impede meaning.</li> <li>• Pronunciation and intonation do not impede meaning.</li> <li>• Speech is usually smooth and sustained.</li> </ul>
<p><b>Anchor:</b> I don't know.</p>	<p><b>Anchor:</b> This is on and it is off. [Examiner: What else can you tell me about what you heard?] (No response.)</p>	<p><b>Anchor:</b> So on this picture it shows that it has more than the other one that doesn't have anything. And when they turn it on, the evaporation goes to the other cup. And then when they turn it off after awhile, it both has equal ... equal, umm, water. [Examiner: What else can you tell me about what you heard?] (No response.)</p>	<p><b>Anchor:</b> Evaporation and condensation has a very difference between each other because if you put one water in one pot and the other one doesn't have water and if you turn on the hot plate, one of them become ... they can become into gas and one of them can get foggy and smoky. And when you ... when you turn off the hot plate, it will turn back to normal. But condensation is the opposite of evaporation because condensation doesn't have gas when you turn on the hot plate.</p>	<p><b>Anchor:</b> In picture number one, container "A" has about two ... two cups of water. And when it is heated, umm, it evaporates and creates a gas or a steam, and it goes to the other container in an equal amount. And then it ... and then it condensates into both containers "A" and "B" and creates an equal amount of water.</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.

**SPEAKING Visual Impairment and Braille Training Test—Grades 9–10**

*Talk About a Scene*

2 ①

3 ①

4 ①

5 ①②

6 ①②

7 ①②

*Speech Functions*

8 ①②

*Support an Opinion*

9 ①②③

*Present and Discuss Information*

10 ①②③

11 ①②③

*Summarize an Academic Presentation*

12 ①②③④

Name:

Grade:

Statewide Student Identifier:

Date Entered in DEI:

**SPEAKING Visual Impairment and Braille Training Test—Grades 9–10**

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2 ①

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8 ①②

*Support an Opinion*

9 ①②③

*Present and Discuss Information*

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*Summarize an Academic Presentation*

12 ①②③④

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**SPEAKING Visual Impairment and Braille Training Test—Grades 9–10**

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9 ①②③

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*Summarize an Academic Presentation*

12 ①②③④

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