

# ELPAC

English Language Proficiency Assessments  
for California

## Training Test Grade 1 Writing





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## What is the ELPAC?

The ELPAC, or English Language Proficiency Assessments for California, is the state’s English language proficiency test for students whose primary language is other than English. The ELPAC helps to identify students who need help in learning English, so they can get the language support they need to do well in school and access the full curriculum. Every year, students who are English learners take the ELPAC to measure their progress in learning English.

The ELPAC is administered at these grades/grade spans:

- Kindergarten
- Grade one (1)
- Grade two (2)
- Grades three through five (3–5)
- Grades six through eight (6–8)
- Grades nine and ten (9–10)
- Grades eleven and twelve (11–12)

All grades/grade spans have test questions in four different domains: Listening, Speaking, Reading, and Writing. The Speaking test questions are administered one-on-one by a Test Examiner at all grades/grade spans. At kindergarten and grade 1, all test questions are administered one-on-one by a Test Examiner. At grades 2–12, Listening, Reading, and Writing sections are administered to groups of students.

## What is the purpose of the Training Test?

The Training Test gives students, parents and families, teachers, administrators, and others an opportunity to become familiar with the types of test questions on the ELPAC. When students know what to expect on the test, they will be better prepared to demonstrate their English language proficiency.

The Training Test includes examples of all of the types of questions that may appear in the actual assessment<sup>1</sup> but does not include the full number of questions that appear on the assessment.

The practice questions in this document include directions for the Test Examiner and test content for the student. The **SAY** symbol is used to indicate directions that the Test Examiner reads aloud to the student. During an actual test administration, the Test Examiner directions are not visible to the student.

Note that the Training Test cannot be used to provide an ELPAC test score. The Training Test can be used to familiarize students with the ELPAC test questions and tasks they will be asked to complete to demonstrate their English language proficiency.

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<sup>1</sup> On the Training Tests, the same test questions may be included at multiple grades/grade spans when the question types are similar across those grades/grade spans. On the actual test, there are no common questions across grades/grade spans.

## For Students

Students can use this Training Test to:

- Become familiar with the question types
- Learn how to provide their answers

By reviewing the Training Test before the test day, students will understand what they will be asked to do. As a result, students will be able to focus on demonstrating their English language skills on the test day.

## For Parents and Families

Parents and families can use this Training Test to:

- Understand the types of English language skills that students are expected to develop
- Understand what students need to be able to do on the actual test
- Understand the types of test questions that contribute to ELPAC test scores

By reviewing the Training Test in advance with their children, parents and families can also help students prepare for the test.

## For Teachers

Teachers can use the Training Test to:

- Understand the types of test questions that appear on the actual test
- Understand the alignment of the test questions with the 2012 *California English Language Development Standards, Kindergarten Through Grade 12* (2012 ELD Standards)
- Review with students and their families and help them become familiar with the test questions
- Create similar tasks for instructional purposes, with appropriate support, for their students

Of course, teachers should also have their students practice a variety of exercises that do not appear on the ELPAC to help students develop in all areas described by the 2012 ELD Standards.

## For Administrators

Administrators can use the Training Test to:

- Become familiar with types of test questions
- Communicate with students, families, and teachers about the skills assessed in the test

Administrators can also use the Training Test as a resource when creating professional development opportunities for educators.

For more information about the ELPAC, please review the Additional Resources section at the end of this Training Test.

# Writing Overview

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The goal of the Writing domain in an actual test setting is to provide information about an English learner's ability to write literary and informational texts to present, describe, and explain ideas and information in a range of social and academic contexts.

Each Writing set includes a picture and/or a short written text followed by one to four questions. These sets provide authentic contexts for students to interact via written English and compose literary and informational texts. Grade-level literary and informational writing composed by students in grade 1 are at the letter, word, and sentence level.

All Writing questions are constructed response; that is, students answer the questions in writing. Each of the Writing questions is aligned with one or more of the 2012 ELD Standards. Alignment with the standards is provided with each task type on the pages that follow.

The Writing domain is administered to each student individually. The Test Examiner reads aloud the directions, written texts, and the questions to the student.

## WRITING Write a Story Together with Scaffolding

In this task type, the student works with the Test Examiner to write a short story. A picture related to the story is included, as well as an introductory sentence and an incomplete sentence. The student writes letters, a word, and a complete sentence about the story.

Aligned 2012 ELD Standards: PI.A.2, PI.C.10<sup>5</sup>

### Rubric, Questions 1–2

Score	Descriptors
<b>1</b>	<ul style="list-style-type: none"> <li>The student writes the letter correctly. If the letter name is provided, the student writes the specified letter. If the letter name is not provided, a phonetic representation of the sound is acceptable.</li> <li>Any style of letters (for example, capital, lowercase, cursive) is acceptable.</li> <li><b>For kindergarten and grade one</b>, the letter may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>The student writes the letter incorrectly. The student writes a letter other than the specified letter or a letter that does not represent the first sound of the specified word.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>The student writes or draws content that is not representative of letters in the English alphabet.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>The student does not provide a written response.</li> </ul>

### Rubric, Question 3

Score	Descriptors
<b>2</b>	<ul style="list-style-type: none"> <li>The student correctly writes the word. <b>For grade one</b>, the student may spell the word phonetically using logical letter-sound relationships.</li> <li>Any style of letters (for example, capital, lowercase, cursive) is acceptable.</li> <li><b>For grade one</b>, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>The student writes at least two letters of the word correctly, including the initial letter in the initial position and one additional letter (any position in the word). <b>For grade one</b>, the student may spell the word phonetically using logical letter-sound relationships.</li> <li>Any style of letters (for example, capital, lowercase, cursive) is acceptable.</li> <li><b>For grade one</b>, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>The student writes letters that are not representative of letters in the word.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>The student copies a word or words printed on the Answer Book page.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>The student writes or draws content that is not representative of letters in the English alphabet.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>The student does not provide a written response.</li> </ul>

<sup>5</sup> The standards have been labeled to indicate Part I, Part II, or Part III (PI, PII, PIII); the mode (in PI, A = Collaborative, B = Interpretive, C = Productive) or process (in PII, A = Structuring Cohesive Texts, B = Expanding and Enriching Ideas, C = Connecting and Condensing Ideas); and the standards number (in PI, 1–12; in PII, 1–7). For the 2012 ELD Standards, please see the link in the Additional Resources section.

### Rubric, Question 4

Score	Descriptors
<b>3</b>	<ul style="list-style-type: none"> <li>• The student writes an original sentence(s). The response is appropriate and relevant to the task.</li> <li>• The words in the sentence are recognizable. <b>For grade one</b>, the words in the sentence are recognizable without the Test Examiner’s transcription.</li> <li>• The student uses effective grade-appropriate grammar and word choice.</li> <li>• Errors in spelling and punctuation may be present, but they do not interfere with meaning.</li> <li>• <b>For grade one</b>, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p). The words in the sentence may or may not be appropriately spaced.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The student writes an original sentence(s). The response partly addresses the task but may not be complete.</li> <li>• A few words may not be recognizable. <b>For grade one</b>, some words are recognizable only with the Test Examiner’s transcription.</li> <li>• Limitations in phonetic spelling, grammar, and/or word choice may impede meaning.</li> <li>• Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word.</li> <li>• Many words may not be recognizable. <b>For grade one</b>, words may only be recognizable with the Test Examiner’s transcription.</li> <li>• Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning.</li> <li>• The response may include some individual or unrelated letters.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• The student writes letters that are not representative of words in English.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• The student copies all or part of the printed sentence that is provided in the Answer Book without adding original language.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• The response is not related to the prompt.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• The student does not provide a written response.</li> </ul>

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

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

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**1**

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

**SAY** Now write the first letter of the word “Flying.”

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

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**2**

**SAY** The first letter is missing from the word “Kite.” Say the word “Kite.”

**SAY** Now write the first letter of the word “Kite.”

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

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**3**

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

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

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

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

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

**SAY** Now write the word “day.”

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

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**4**

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

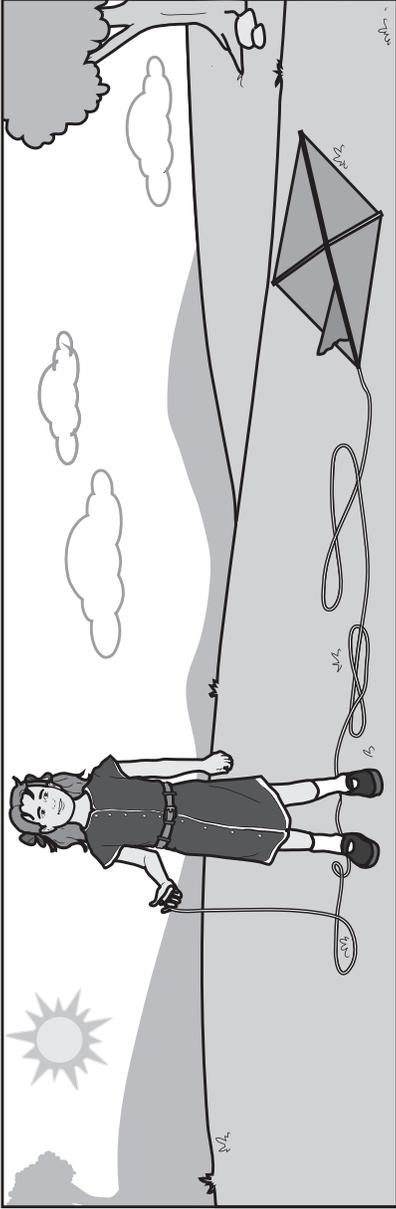
Point to the write-on line in the Answer Book.

**SAY** Read your writing to me.

Write what the student says below the student’s sentence.

1-2

\_\_\_\_\_ flying a kite



Julie is playing outside.

3

It is not a windy \_\_\_\_\_.

4

Transcription Box

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## WRITING Write an Informational Text Together

In this task type, the student listens to a short informational text. A picture related to the text is included, as well as an introductory sentence. The student then works with the Test Examiner to write one dictated sentence and one original sentence about the text.

Aligned 2012 ELD Standards: PI.A.2, PI.C.10, PI.C.12, PII.A.1, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6

### Rubric, Question 5

Score	Descriptors
<b>2</b>	<ul style="list-style-type: none"><li>• The student writes the entire dictated sentence in the correct sequence.</li><li>• Any style of letters (for example, capital, lowercase, cursive) is acceptable.</li><li>• <b>For grade one</b>, the letter may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).</li><li>• <b>For grade one</b>, phonetic spelling is acceptable.</li><li>• <b>For grade two</b>, sight words are spelled correctly and non-sight words are spelled phonetically.</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>• The student attempts to write the dictated sentence, but it may not be complete.</li><li>• Any style of letters (for example, capital, lowercase, cursive) is acceptable.</li><li>• <b>For grade one</b>, some words may be represented by a single initial letter only, or there may be limitations in phonetic spelling.</li><li>• <b>For grade two</b>, words may be spelled incorrectly or phonetically.</li></ul>
<b>0</b>	<ul style="list-style-type: none"><li>• The student writes letters that are not representative of the words in the dictated sentence.</li></ul> OR <ul style="list-style-type: none"><li>• The response is not related to the prompt.</li></ul> OR <ul style="list-style-type: none"><li>• The student does not provide a written response.</li></ul>

### Rubric, Question 6

Score	Descriptors
<b>3</b>	<ul style="list-style-type: none"> <li>• The student writes an original sentence(s). The response is appropriate and relevant to the task.</li> <li>• The words in the sentence are recognizable. <b>For grade one</b>, the words in the sentence are recognizable without the Test Examiner’s transcription.</li> <li>• The student uses effective grade-appropriate grammar and word choice.</li> <li>• Errors in spelling and punctuation may be present, but they do not interfere with meaning.</li> <li>• <b>For grade one</b>, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p). The words in the sentence may or may not be appropriately spaced.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The student writes an original sentence(s). The response partly addresses the task but may not be complete.</li> <li>• A few words may not be recognizable. <b>For grade one</b>, some words are recognizable only with the Test Examiner’s transcription.</li> <li>• Limitations in phonetic spelling, grammar, and/or word choice may impede meaning.</li> <li>• Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word.</li> <li>• Many words may not be recognizable. <b>For grade one</b>, words may only be recognizable with the Test Examiner’s transcription.</li> <li>• Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning.</li> <li>• The response may include some individual or unrelated letters.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• The student writes letters that are not representative of words in English.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• The student copies all or part of the printed sentence that is provided in the Answer Book without adding original language.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• The response is not related to the prompt.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• The student does not provide a written response.</li> </ul>

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

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

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

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**5**

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

Sweep your finger under the sentence as you read.

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

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

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

**SAY** They use fins to swim.

Repeat the sentence as necessary.

Pause for the student to write.

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

Sweep your finger under the sentences as you read.

**SAY** Fish live in water.

They use fins to swim.

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**6**

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

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

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

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

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

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

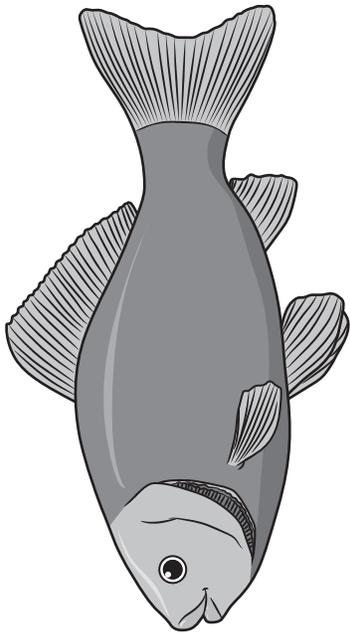
Pause for the student to write.

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

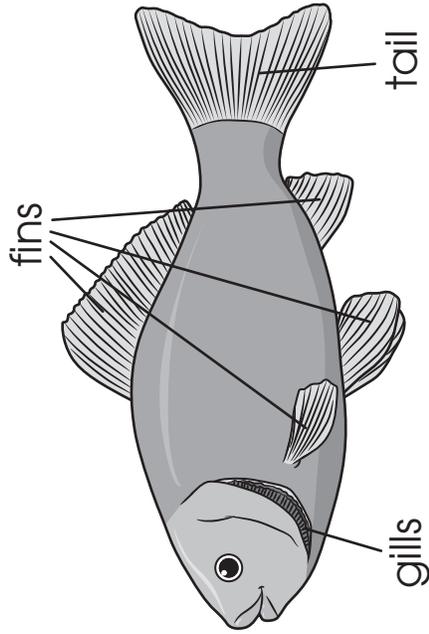
Pause for the student to make any revisions. If student does not have any revisions or when student completes revisions,

**SAY** Read your writing to me.

Write what the student says below the student's sentence.



fish



Fish live in water.

5

6

Transcription Box

## WRITING Describe a Picture

In this task type, the student writes a brief description about what is happening in a picture. The picture depicts a social or academic activity that can be described using varied vocabulary and sentence structures.

Aligned 2012 ELD Standard: PI.C.10

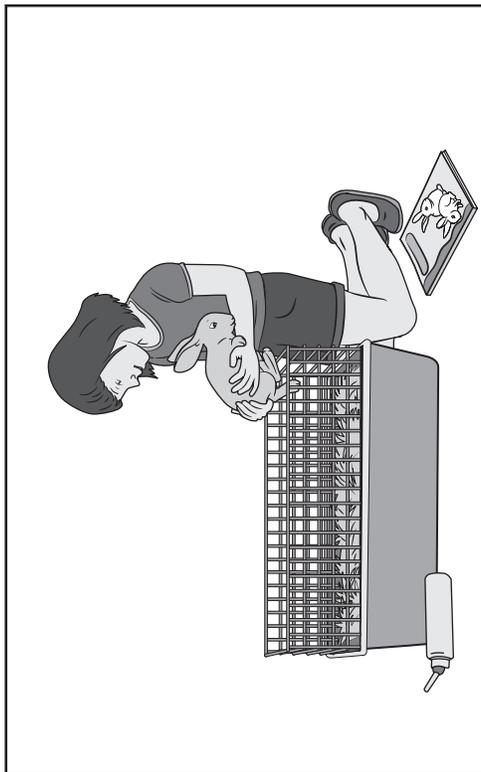
### Rubric, Question 7

Score	Descriptors
<b>3</b>	<ul style="list-style-type: none"><li>• The student writes an original sentence(s). The response is appropriate and relevant to the task.</li><li>• The words in the sentence are recognizable. <b>For grade one</b>, the words in the sentence are recognizable without the Test Examiner’s transcription.</li><li>• The student uses effective grade-appropriate grammar and word choice.</li><li>• Errors in spelling and punctuation may be present, but they do not interfere with meaning.</li><li>• <b>For grade one</b>, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p). The words in the sentence may or may not be appropriately spaced.</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>• The student writes an original sentence(s). The response partly addresses the task but may not be complete.</li><li>• A few words may not be recognizable. <b>For grade one</b>, some words are recognizable only with the Test Examiner’s transcription.</li><li>• Limitations in phonetic spelling, grammar, and/or word choice may impede meaning.</li><li>• Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>• The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word.</li><li>• Many words may not be recognizable. <b>For grade one</b>, words may only be recognizable with the Test Examiner’s transcription.</li><li>• Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning.</li><li>• The response may include some individual or unrelated letters.</li></ul>
<b>0</b>	<ul style="list-style-type: none"><li>• The student writes letters that are not representative of words in English.</li></ul> OR <ul style="list-style-type: none"><li>• The student copies all or part of the printed sentence that is provided in the Answer Book without adding original language.</li></ul> OR <ul style="list-style-type: none"><li>• The response is not related to the prompt.</li></ul> OR <ul style="list-style-type: none"><li>• The student does not provide a written response.</li></ul>

7

SAY

Look at the picture. Write a sentence that tells what is happening in the picture.



7

Four sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

# Additional Resources

## California English Language Development Standards

The ELPAC is aligned with the *California English Language Development Standards, Kindergarten Through Grade 12* (2012). These standards are available at <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>.

## California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

The 2012 ELD Standards correspond with the *California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*, which are available at <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>.

## Performance Level Descriptors

General performance level descriptors for the ELPAC, which describe what a student typically knows and can do at each ELPAC performance level, are available at <http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>.

## A Parent Guide to Understanding the ELPAC

A resource about the ELPAC written specifically for parents and families is available at <https://www.cde.ca.gov/ta/tg/ca/documents/elpacpgtu.pdf>.