Alternate ELPAC
Alternate English Language Proficiency Assessments for California

Scoring Guide

Practice Test
Grade 2
Introduction to the Practice Test Scoring Guide

Practice Test Scoring Guide — Grade Two

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Introduction to the Practice Test Scoring Guide

This Alternate English Language Proficiency Assessments for California (Alternate ELPAC) Practice Test Scoring Guide offers details about the test questions, student response types, correct responses, and related scoring considerations for the included samples of practice items. The Practice Test gives students, parents and families, teachers, administrators, and others an opportunity to become familiar with the types of test questions on the Alternate ELPAC. When students know what to expect on the test, they will be better prepared to demonstrate their English language proficiency. The Practice Test provides a sample of the question types and grade-level content on the Alternate ELPAC and contains the same number of questions that appear on the operational tests.

The following information is presented for each item:

**Item:** The number that corresponds to the test question as it appears in the Practice Test.

**Key:** Represents the correct answer to the item or question and includes the score point value for the item and its parts. Items are worth either one or two points. For some technology-enhanced items, there is also a picture of the correct answer marked.

**Task Type:** Each task type is an activity that was designed to gather targeted evidence of a student’s English language proficiency (e.g., “Communicate About Familiar Topics”). A task type is a set with a story or passage and two to four items. Each set is about a topic, such as taking a field trip or going to an event at school.

**Connector:** The Alternate ELPAC is designed to align with the California 2012 English Language Development (ELD) Standards via the ELD Connectors, which reduce the depth, breadth, and complexity of the standards, as appropriate for students with the most significant cognitive disabilities. The connectors represent the highest level of expected performance in English language proficiency at a given grade or grade span.

**Linguistic Complexity Level (LCL):** There are three linguistic complexity levels on the Alternate ELPAC: low, medium, and high. Each of these describes the English language skills expected of the student at the given level.
## Example of Metadata

<table>
<thead>
<tr>
<th>Item</th>
<th>Key</th>
<th>Task Type and Topic</th>
<th>Connector</th>
<th>LCL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>Interact with an Informational Text</td>
<td>PII.C.6: Connect ideas by using frequently occurring connecting words and by combining two simple sentences into a compound sentence in shared language activities.</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>(1 Point)</td>
<td>What Plants Need</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Grade Two Practice Test Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Key</th>
<th>Task Type and Topic</th>
<th>Connector</th>
<th>LCL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B (1 Point)</td>
<td>Recognize and Use Common Words Head</td>
<td>PI.B.5: Listen actively in social and academic contexts by asking and answering questions about key details, identifying the main idea, and by retelling parts of a story from read-alouds and oral presentations. PI.B.6: Read texts and view multimedia to answer questions about key details, identify main idea, and retell parts of a story from read-alouds, picture books, and simple written texts.</td>
<td>Low</td>
</tr>
<tr>
<td>2</td>
<td>Sample Responses and rubric provided below</td>
<td>Recognize and Use Common Words Head</td>
<td>PI.II.B.4: Recognize and use an increasing number of nouns and noun phrases in producing simple and compound sentences on familiar topics in shared language activities.</td>
<td>Low</td>
</tr>
</tbody>
</table>

Sample Responses and rubric for item 2:

2 points

**Sample Response:**

“hand”

**Rubric:**

Correct response

Rubric continues on the next page
Rubric continues from previous page

1 point

Sample Response:
“hand”

Rubric:
The student provides a correct response after modeling.

0 points

Rubric:
- No response
- Not in English
- Incorrect response, e.g., “foot” or “head.”

Item metadata table continuation showing item 3

<table>
<thead>
<tr>
<th>Item</th>
<th>Key</th>
<th>Task Type and Topic</th>
<th>Connector</th>
<th>LCL</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>B</td>
<td>Communicate about Familiar Topics Orange</td>
<td>PI.A.1: Exchange information and ideas by participating in short conversations, asking and answering simple questions, and following some rules for discussion about familiar social and academic topics. PI.B.6: Read texts and view multimedia to answer questions about key details, identify main idea, and retell parts of a story from read-alouds, picture books, and simple written texts.</td>
<td>Low</td>
</tr>
</tbody>
</table>
## Sample Responses and rubric for item 4:

### 2 points

**Sample Response:**

"no"

**Rubric:**

Correct response

### 1 point

**Sample Response:**

"no"

**Rubric:**

The student provides a correct response after modeling.

### 0 points

**Rubric:**

- No response
- Not in English
- Incorrect response
### Item metadata table continuation showing items 5–8

<table>
<thead>
<tr>
<th>Item</th>
<th>Key</th>
<th>Task Type and Topic</th>
<th>Connector</th>
<th>LCL</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>A</td>
<td>Understand a School Exchange On the Court</td>
<td>PI.B.5: Listen actively in social and academic contexts by asking and answering questions about key details, identifying the main idea, and by retelling parts of a story from read-alouds and oral presentations. PI.B.6: Read texts and view multimedia to answer questions about key details, identify main idea, and retell parts of a story from read-alouds, picture books, and simple written texts.</td>
<td>Low</td>
</tr>
<tr>
<td>6</td>
<td>A</td>
<td>Understand a School Exchange On the Court</td>
<td>PI.B.5: Listen actively in social and academic contexts by asking and answering questions about key details, identifying the main idea, and by retelling parts of a story from read-alouds and oral presentations. PI.B.6: Read texts and view multimedia to answer questions about key details, identify main idea, and retell parts of a story from read-alouds, picture books, and simple written texts.</td>
<td>Medium</td>
</tr>
<tr>
<td>7</td>
<td>C</td>
<td>Understand a School Exchange On the Court</td>
<td>PI.A.1: Exchange information and ideas by participating in short conversations, asking and answering simple questions, and following some rules for discussion about familiar social and academic topics.</td>
<td>Low</td>
</tr>
<tr>
<td>8</td>
<td>B</td>
<td>Understand a School Exchange On the Court</td>
<td>PI.A.4: Adapt language choices to social and academic contexts by using an increasing number of learned words, sounds, expressions, and gestures.</td>
<td>Medium</td>
</tr>
</tbody>
</table>
### Item metadata table continuation showing items 9–11

<table>
<thead>
<tr>
<th>Item</th>
<th>Key</th>
<th>Task Type and Topic</th>
<th>Connector</th>
<th>LCL</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>A</td>
<td>Describe a Routine</td>
<td>PI.B.5: Listen actively in social and academic contexts by asking and answering questions about key details, identifying the main idea, and by retelling parts of a story from read-alouds and oral presentations. PI.B.6: Read texts and view multimedia to answer questions about key details, identify main idea, and retell parts of a story from read-alouds, picture books, and simple written texts.</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>(1 Point)</td>
<td>Math Helpers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>C</td>
<td>Describe a Routine</td>
<td>PI.B.5: Listen actively in social and academic contexts by asking and answering questions about key details, identifying the main idea, and by retelling parts of a story from read-alouds and oral presentations. PI.B.6: Read texts and view multimedia to answer questions about key details, identify main idea, and retell parts of a story from read-alouds, picture books, and simple written texts.</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>(1 Point)</td>
<td>Math Helpers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>B</td>
<td>Describe a Routine</td>
<td>PII.A.2: Show an understanding of cohesion by comprehending how ideas or events are linked in text, retelling a short sequence of events, and using temporal and connector words.</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>(1 Point)</td>
<td>Math Helpers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Item metadata table continuation showing item 12

<table>
<thead>
<tr>
<th>Item</th>
<th>Key</th>
<th>Task Type and Topic</th>
<th>Connector</th>
<th>LCL</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Sample Responses and rubric provided below</td>
<td>Describe a Routine Math Helpers</td>
<td>PII.A.2: Show an understanding of cohesion by comprehending how ideas or events are linked in text, retelling a short sequence of events, and using temporal and connector words.</td>
<td>Medium</td>
</tr>
</tbody>
</table>

Sample Responses and rubric for item 12:

**2 points**

**Sample Responses:**

“happy / good / other correct response not mentioned in the story.”

**Rubric:**

Correct response

**1 point**

**Sample Responses:**

“math / Sara / Max”

**Rubric:**

The student response is generally related to the text but does not answer the specific prompt.

**0 points**

**Rubric:**

- No response
- Not in English
- Incorrect response, e.g., “sad.”
<table>
<thead>
<tr>
<th>Item</th>
<th>Key</th>
<th>Task Type and Topic</th>
<th>Connector</th>
<th>LCL</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>A</td>
<td>Understand and Express an Opinion</td>
<td>PI.B.5: Listen actively in social and academic contexts by asking and answering questions about key details, identifying the main idea, and by retelling parts of a story from read-alouds and oral presentations. PI.B.6: Read texts and view multimedia to answer questions about key details, identify main idea, and retell parts of a story from read-alouds, picture books, and simple written texts.</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Winter or Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>C</td>
<td>Understand and Express an Opinion</td>
<td>PI.A.3: Offer and support opinions with others by expressing a preference or an opinion and providing one or more reasons from a familiar topic or story.</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Winter or Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Sample Responses and rubric provided below</td>
<td>Understand and Express an Opinion Winter or Summer</td>
<td>PI.C.11: Support own opinions in speaking and writing by expressing an opinion or preference and providing one or more reasons about a familiar topic.</td>
<td>Medium</td>
</tr>
</tbody>
</table>

Sample Responses and rubric for item 15:

**2 points**

**Sample Responses:**

“Winter. I like to build a snowman. / Winter. Because it’s pretty. / Summer. There’s no school. / Fall. I like the color of the leaves.”

**Rubric:**

Correct response

Rubric continues on the next page
Rubric continues from previous page

1 point

**Sample Response:**

“The teacher told about weather.”

**Rubric:**

The student indicates a choice but no reason, gives a reason but no choice, or gives a response that does not answer the prompt but is related to the story.

0 points

**Rubric:**

- No response
- Not in English
- Incorrect response

Sample Responses and rubric for item 16:

<table>
<thead>
<tr>
<th>Item</th>
<th>Key</th>
<th>Task Type and Topic</th>
<th>Connector</th>
<th>LCL</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Sample Responses and rubric provided below</td>
<td>Understand and Express an Opinion Winter or Summer</td>
<td>PI.C.11: Support own opinions in speaking and writing by expressing an opinion or preference and providing one or more reasons about a familiar topic.</td>
<td>High</td>
</tr>
</tbody>
</table>

Sample Responses and rubric for item 16:

2 points

**Sample Responses:**

“Yes. It is fun. / No. I do not like water.”

**Rubric:**

Correct response

Rubric continues on the next page
Rubric continues from previous page

1 point

Sample Response:
"Kimi has a sled."

Rubric:
The student indicates a choice but no reason, gives a reason but no choice, or gives a response that does not answer the prompt but is related to the story.

0 points

Rubric:
• No response
• Not in English
• Incorrect response

Item metadata table continuation showing item 17

<table>
<thead>
<tr>
<th>Item</th>
<th>Key</th>
<th>Task Type and Topic</th>
<th>Connector</th>
<th>LCL</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>C</td>
<td>Interact with a Literary Text</td>
<td>PI.B.5: Listen actively in social and academic contexts by asking and answering questions about key details, identifying the main idea, and by retelling parts of a story from read-alouds and oral presentations. PI.B.6: Read texts and view multimedia to answer questions about key details, identify main idea, and retell parts of a story from read-alouds, picture books, and simple written texts.</td>
<td>Medium</td>
</tr>
</tbody>
</table>
## Item metadata table continuation showing items 18–19

<table>
<thead>
<tr>
<th>Item</th>
<th>Key</th>
<th>Task Type and Topic</th>
<th>Connector</th>
<th>LCL</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>B</td>
<td>Interact with a Literary Text</td>
<td>PI.B.5: Listen actively in social and academic contexts by asking and answering questions about key details, identifying the main idea, and by retelling parts of a story from read-alouds and oral presentations. PI.B.6: Read texts and view multimedia to answer questions about key details, identify main idea, and retell parts of a story from read-alouds, picture books, and simple written texts.</td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>(1 Point)</td>
<td>A Day at the Beach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Sample Responses and rubric provided below</td>
<td>Interact with a Literary Text</td>
<td>PI.C.9: Express information and ideas by telling or dictating information about familiar texts, topics, experiences, or events. PI.C.10: Write or compose short texts by telling or dictating information about familiar texts, topics, experiences, or events using appropriate technology.</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A Day at the Beach</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Responses and rubric for item 19:

**2 points**

**Sample Responses:**

“swam / played / ran / ate / other correct response not mentioned in the story”

**Rubric:**

Correct response

Rubric continues on the next page
Rubric continues from previous page

1 point

Sample Responses:
“sand / beach”

Rubric:
The student response is generally related to the text but does not answer the specific prompt.

0 points

Rubric:
- No response
- Not in English
- Incorrect response

Item metadata table continuation showing item 20

<table>
<thead>
<tr>
<th>Item</th>
<th>Key</th>
<th>Task Type and Topic</th>
<th>Connector</th>
<th>LCL</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>A (1 Point)</td>
<td>Interact with a Literary Text A Day at the Beach</td>
<td>PI.C.9: Express information and ideas by telling or dictating information about familiar texts, topics, experiences, or events. PI.C.10: Write or compose short texts by telling or dictating information about familiar texts, topics, experiences, or events using appropriate technology.</td>
<td>Medium</td>
</tr>
</tbody>
</table>
Item metadata table continuation showing items 21–23

<table>
<thead>
<tr>
<th>Item</th>
<th>Key</th>
<th>Task Type and Topic</th>
<th>Connector</th>
<th>LCL</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>B</td>
<td>Interact with an</td>
<td>PIII: Use foundational literacy skills by distinguishing uppercase from lowercase letters, recognizing familiar words used in everyday routines, recognizing an increasing number of letter sounds, and participating in shared reading activities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1 Point)</td>
<td>Informational Text</td>
<td>PI.I.B.5: Listen actively in social and academic contexts by asking and answering questions about key details, identifying the main idea, and by retelling parts of a story from read-alouds and oral presentations.</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What Plants Need</td>
<td>PII.A.2: Show an understanding of cohesion by comprehending how ideas or events are linked in text, retelling a short sequence of events, and using temporal and connector words.</td>
<td>High</td>
</tr>
<tr>
<td>22</td>
<td>B</td>
<td>Interact with an</td>
<td>PII.C.6: Connect ideas by using frequently occurring connecting words and by combining two simple sentences into a compound sentence in shared language activities.</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>(1 Point)</td>
<td>Informational Text</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What Plants Need</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>A</td>
<td>Interact with an</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1 Point)</td>
<td>Informational Text</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What Plants Need</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample Responses and rubric for item 24:

2 points

Sample Responses:
“the dirt / the ground / the rain / other correct response not mentioned in the story”

Rubric:
Correct response

1 point

Sample Responses:
“leaves / plants”

Rubric:
The student response is generally related to the text but does not answer the specific prompt.

0 points

Rubric:
- No response
- Not in English
- Incorrect response, e.g., “bugs”