Practice Test Scoring Guide — Grades Eleven–Twelve

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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 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>B</td>
<td>Interact with an Informational Text Weather Vane</td>
<td>PII.C.6: Connect ideas by using an increasing range of connecting words in producing compound and complex sentences.</td>
<td>High</td>
</tr>
</tbody>
</table>
## Grades Eleven – Twelve 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>A</td>
<td>Recognize and Use Common Words Bathroom</td>
<td>PI.B.5: Listen actively in social and academic contexts by summarizing information, asking and answering questions, identifying central ideas or themes, and identifying supporting details and how they support central ideas or themes in oral presentations. PI.B.6: Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read-alouds 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 Bathroom</td>
<td>PI.B.4: Recognize and use nouns and noun phrases in producing simple, compound, and complex sentences.</td>
<td>Low</td>
</tr>
</tbody>
</table>

Sample Responses and rubric for item 2:

2 points

**Sample Responses:**

“towel / dishtowel / washcloth / rag”

**Rubric:**

Correct response

Rubric continues on the next page
Rubric continues from previous page

1 point

Sample Response:
“towel”

Rubric:
The student provides a correct response after modeling.

0 points

Rubric:
- No response
- Not in English
- Incorrect response, e.g., “soap / cotton swab”

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</td>
<td>☆.A.1: Exchange information and ideas by participating in short conversations, asking and answering questions, responding to the ideas of others, and expressing one’s own ideas about familiar social and academic topics. ☆.B.6: Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read-alouds and simple written texts.</td>
<td>Low</td>
</tr>
</tbody>
</table>
### Item metadata table continuation showing item 4

<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>4</td>
<td>Sample Responses and rubric provided below</td>
<td>Communicate About Familiar Topics Banana</td>
<td>PI.A.1: Exchange information and ideas by participating in short conversations, asking and answering questions, responding to the ideas of others, and expressing one's own ideas about familiar social and academic topics. PI.C.10: Write or compose short literary and informational texts with detail to communicate about familiar texts, topics, experiences, and events using appropriate technology.</td>
<td>Low</td>
</tr>
</tbody>
</table>

Sample Responses and rubric for item 4

**2 points**

**Sample Response:**

“yes”

**Rubric:**

Correct response

**1 point**

**Sample Response:**

“yes”

**Rubric:**

The student provides a correct response after modeling.

**0 points**

**Rubric:**

- No response
- Not in English
- Incorrect response
<table>
<thead>
<tr>
<th>Item</th>
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<th>Task Type and Topic</th>
<th>Connector</th>
<th>LCL</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>C</td>
<td>Understand a School Exchange Microscope</td>
<td>PI.B.5: Listen actively in social and academic contexts by summarizing information, asking and answering questions, identifying central ideas or themes, and identifying supporting details and how they support central ideas or themes in oral presentations. PI.B.6: Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read-alouds and simple written texts.</td>
<td>Medium</td>
</tr>
<tr>
<td>6</td>
<td>A</td>
<td>Understand a School Exchange Microscope</td>
<td>PI.B.5: Listen actively in social and academic contexts by summarizing information, asking and answering questions, identifying central ideas or themes, and identifying supporting details and how they support central ideas or themes in oral presentations. PI.B.6: Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read-alouds and simple written texts.</td>
<td>Low</td>
</tr>
<tr>
<td>7</td>
<td>A</td>
<td>Understand a School Exchange Microscope</td>
<td>PI.A.1: Exchange information and ideas by participating in short conversations, asking and answering questions, responding to the ideas of others, and expressing one's own ideas about familiar social and academic topics.</td>
<td>Low</td>
</tr>
<tr>
<td>Item</td>
<td>Key</td>
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</tr>
<tr>
<td>8</td>
<td>C</td>
<td>Understand a School Exchange Microscope</td>
<td>PI.A.4: Adapt language choices to various contexts by using language appropriate for a purpose, task, and audience and by using an increasing number of general academic and content-specific words and phrases.</td>
<td>Medium</td>
</tr>
</tbody>
</table>
| 9    | A   | Describe a Routine Making a Purchase  | PI.B.5: Listen actively in social and academic contexts by summarizing information, asking and answering questions, identifying central ideas or themes, and identifying supporting details and how they support central ideas or themes in oral presentations.  
PI.B.6: Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read-alouds and simple written texts. | Medium |
| 10   | C   | Describe a Routine Making a Purchase  | PI.B.5: Listen actively in social and academic contexts by summarizing information, asking and answering questions, identifying central ideas or themes, and identifying supporting details and how they support central ideas or themes in oral presentations.  
PI.B.6: Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read-alouds and simple written texts. | Medium |
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>B</td>
<td>Describe a Routine Making a Purchase</td>
<td>PII.A.2: Show an understanding of cohesion by comprehending how ideas or events are connected, retelling a sequence of events or steps in a process, and using connecting words, temporal words, and common transitional words and phrases.</td>
<td>Medium</td>
</tr>
<tr>
<td>12</td>
<td>C</td>
<td>Describe a Routine Making a Purchase</td>
<td>PII.A.2: Show an understanding of cohesion by comprehending how ideas or events are connected, retelling a sequence of events or steps in a process, and using connecting words, temporal words, and common transitional words and phrases.</td>
<td>Medium</td>
</tr>
</tbody>
</table>
| 13   | C   | Understand and Express an Opinion Choosing Classes | Pl.B.5: Listen actively in social and academic contexts by summarizing information, asking and answering questions, identifying central ideas or themes, and identifying supporting details and how they support central ideas or themes in oral presentations.

Pl.B.6: Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read-alouds and simple written texts. | Medium |
| 14   | B   | Understand and Express an Opinion Choosing Classes | Pl.A.3: Offer and support opinions or negotiate with others by providing information and a few reasons or facts to support the information about a familiar topic, experience, or event. | Medium |
### Item metadata table continuation showing item 15

<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>15</td>
<td>Sample Responses and rubric provided below</td>
<td>Understand and Express an Opinion Choosing Classes</td>
<td>PI.C.11: Support own opinions and evaluate others’ in speaking and writing by providing information and more than one reason or fact to support the information about a familiar topic.</td>
<td>High</td>
</tr>
</tbody>
</table>

Sample Responses and rubric for item 15:

**2 points**

**Sample Responses:**

“Mike likes plants. / Mike likes to be outside.”

**Rubric:**

Correct response

**1 point**

**Sample Response:**

“Mike likes to cook.”

**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., “Mike likes to draw pictures.”
Sample Responses and rubric for item 16:

**2 points**

**Sample Responses:**

“I like clay. / I like to paint. / I like plants. / I like to grow flowers. / I do not like it. [gardening or art]”

**Rubric:**

Correct response

**1 point**

**Sample Responses:**

“I like gardening. / I like art. / I like cooking.”

**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 items 17–18

<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>B</td>
<td>Interact with a Literary Text New Job</td>
<td><strong>PI.B.5:</strong> Listen actively in social and academic contexts by summarizing information, asking and answering questions, identifying central ideas or themes, and identifying supporting details and how they support central ideas or themes in oral presentations. <strong>PI.B.6:</strong> Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read-alouds and simple written texts.</td>
<td>Medium</td>
</tr>
<tr>
<td>18</td>
<td>A</td>
<td>Interact with a Literary Text New Job</td>
<td><strong>PI.B.5:</strong> Listen actively in social and academic contexts by summarizing information, asking and answering questions, identifying central ideas or themes, and identifying supporting details and how they support central ideas or themes in oral presentations. <strong>PI.B.6:</strong> Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read-alouds and simple written texts.</td>
<td>Medium</td>
</tr>
</tbody>
</table>
## Item metadata table continuation showing items 19–20

<table>
<thead>
<tr>
<th>Item</th>
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<th>LCL</th>
</tr>
</thead>
</table>
| 19   | helpful (1 point) | Interact with a Literary Text  
New Job | PI.C.9: Express information and ideas by planning and delivering presentations or information on a variety of academic content.  
PI.C.10: Write or compose short literary and informational texts with detail to communicate about familiar texts, topics, experiences, and events using appropriate technology. | High |
| 20   | Sample Responses and rubric provided below | Interact with a Literary Text  
New Job | PI.C.9: Express information and ideas by planning and delivering presentations or information on a variety of academic content.  
PI.C.10: Write or compose short literary and informational texts with detail to communicate about familiar texts, topics, experiences, and events using appropriate technology. | High |

Sample Responses and rubric for item 20:

**2 points**

**Sample Responses:**

“excited about her new job / happy about her new job / good”

**Rubric:**

Correct response

Rubric continues on the next page
Rubric continues from previous page

1 point

Sample Response:
“ready to go to the grocery store”

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 21

<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>A</td>
<td>Interact with an Informational Text</td>
<td>Pl. B. 5: Listen actively in social and academic contexts by summarizing information, asking and answering questions, identifying central ideas or themes, and identifying supporting details and how they support central ideas or themes in oral presentations. Pl. B. 6: Read texts and view multimedia to summarize information; identify central ideas, themes, and supporting details; and determine the meaning of words, phrases, and expressions in read-alouds and simple written texts.</td>
<td>High</td>
</tr>
</tbody>
</table>
## Item metadata table continuation showing items 22–24

<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>22</td>
<td>C</td>
<td>Interact with an Informational Text Weather Vane</td>
<td>PII.A.1: Show an understanding of text structure by recognizing how different, simple written texts and oral presentations are organized.</td>
<td>High</td>
</tr>
<tr>
<td>23</td>
<td>B</td>
<td>Interact with an Informational Text Weather Vane</td>
<td>PII.C.6: Connect ideas by using an increasing range of connecting words in producing compound and complex sentences.</td>
<td>High</td>
</tr>
<tr>
<td>24</td>
<td>Sample Responses and rubric provided below</td>
<td>Interact with an Informational Text Weather Vane</td>
<td>P.I.C.12: Select and apply appropriate general academic and domain-specific vocabulary to convey ideas and create text.</td>
<td>High</td>
</tr>
</tbody>
</table>

Sample Responses and rubric for item 24:

2 points

Sample Responses:

“wind / air / catches the wind / fills up with the wind”

Rubric:
Correct response

1 point

Sample Responses:

“windsock / sock”

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

Rubric continues on the next page
Rubric continues from previous page

0 points

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