
ELPAC

English Language Proficiency
Assessments for California



Practice Test Scoring Guide



Practice Test
Grades 6–8

Practice Test Scoring Guide — Grades Six–Eight

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Introduction to the Practice Test Scoring Guide

This English Language Proficiency Assessments for California (ELPAC) Practice Test Scoring Guide offers details about the items, 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 included on the ELPAC. When students know what to expect on the test, they will be better prepared to demonstrate their English language proficiency. The Practice Test includes examples of all of the types of questions that may appear in the actual assessment and includes the full number of questions that appear on the assessment. As with the operational test, there are no duplicate questions across grades/grade spans on the Practice Test. The Practice Test items cover a selection of items from performance expectations in grades Kindergarten through 12.

This scoring guide should be used alongside the online practice tests, which can be accessed at <http://elpac.org/resources/online-practice-and-training-test/>. The following information is presented for each item:

Item: The item number in the table corresponds to the sequence number of the item as it appears in the Practice Test.

Key: The expected student response including score point value. Constructed-response items also show an explanation of what is needed to receive a score at each score point (rubric) and a sample response from a student (exemplar).

Task Type and Topic: Each task type is an activity that was designed to gather targeted evidence of a student’s language proficiency (e.g., “Listen to a Short Exchange”). A task type may include a single item or a set of items. Each item or set of items is about a topic, such as a favorite celebration, a math assignment, or evaporation.

Primary Alignment: The items are primarily aligned with the 2012 English Language Development (ELD) Standards; many items (especially Speaking and Writing items) also have secondary alignment to additional standards, but the secondary alignments are not listed in the Practice Test Scoring Guide metadata.

Targeted Performance Level Descriptor (PLD): The Summative ELPAC General PLDs (2019) describe the English language proficiency of a typical student at each of the four performance levels based on the expectations of the 2012 ELD Standards. This document provides each item’s targeted PLD(s), which are the PLDs at which the item is designed to gather evidence. An item may target evidence at a single PLD or across a span of PLDs. Speaking and Writing items often target the full span of PLDs because the scoring rubrics cover the full range of English language proficiency.

Each item has a metadata table as shown. Metadata contains specific information on the alignment of the item to the ELD Standards. The item number in the table corresponds to the sequence number of the item as it appears in the Practice Test.

Introduction to the Practice Test Scoring Guide

Example of Metadata

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
2	B (1 Point)	Listen to a Short Exchange Study Group	PII.A.2: Understanding cohesion	

Grades Six–Eight Practice Test Items

Listening

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
1	B (1 point)	Listen to a Short Exchange Study Group	PII.A.2 Understanding cohesion	1
2	B (1 point)	Listen to a Short Exchange History Project	PII.A.2 Understanding cohesion	1
3	A (1 point)	Listen to a Short Exchange Fraction Homework	PII.A.2 Understanding cohesion	1
4	A (1 point)	Listen to a Classroom Conversation Soccer Practice	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	2
5	B (1 point)	Listen to a Classroom Conversation Soccer Practice	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	2
6	C (1 point)	Listen to a Classroom Conversation Soccer Practice	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	1
7	C (1 point)	Listen to an Oral Presentation Exploration Sea Travel	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	2

Listening

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
8	A (1 point)	Listen to an Oral Presentation Exploration Sea Travel	PII.A.1 Understanding text structure	3
9	B (1 point)	Listen to an Oral Presentation Exploration Sea Travel	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	4
10	C (1 point)	Listen to an Oral Presentation Exploration Sea Travel	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	4
11	B (1 point)	Listen to an Oral Presentation Erie Canal	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
12	A (1 point)	Listen to an Oral Presentation Erie Canal	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	2
13	A (1 point)	Listen to an Oral Presentation Erie Canal	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	3
14	C (1 point)	Listen to an Oral Presentation Erie Canal	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	2

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
15	C (1 point)	Listen to a Speaker Support an Opinion Café food	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	3
16	C (1 point)	Listen to a Speaker Support an Opinion Café food	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	3
17	B (1 point)	Listen to a Speaker Support an Opinion Café food	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	3
18	A (1 point)	Listen to a Speaker Support an Opinion Café food	PI.B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	4
19	A (1 point)	Listen to a Speaker Support an Opinion DIY Movement	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	2
20	A (1 point)	Listen to a Speaker Support an Opinion DIY Movement	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	4

Listening

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
21	B (1 point)	Listen to a Speaker Support an Opinion DIY Movement	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	3
22	C (1 point)	Listen to a Speaker Support an Opinion DIY Movement	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	3

Reading

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
1	B (1 point)	Read a Short Informational Passage Pluto	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2
2	A (1 point)	Read a Short Informational Passage Pluto	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2
3	D (1 point)	Read a Short Informational Passage Pluto	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	3
4	C (1 point)	Read a Short Informational Passage Inner Ear	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
5	C (1 point)	Read a Short Informational Passage Inner Ear	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
6	B (1 point)	Read a Short Informational Passage Inner Ear	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3

Reading

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
7	D (1 point)	Read a Student Essay Cooking Class	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2
8	A (1 point)	Read a Student Essay Cooking Class	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2
9	B (1 point)	Read a Student Essay Cooking Class	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	3
10	C (1 point)	Read a Student Essay Cooking Class	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
11	A (1 point)	Read a Student Essay Cooking Class	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	3
12	D (1 point)	Read a Student Essay Cooking Class	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2
13	C (1 point)	Read a Student Essay Cooking Class	PII.A.2 Understanding cohesion	3

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
14	C (1 point)	Read a Student Essay Cooking Class	PI.B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	3
15	C (1 point)	Read a Literary Passage Parent-Child Relationships	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	4
16	A (1 point)	Read a Literary Passage Parent-Child Relationships	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
17	C (1 point)	Read a Literary Passage Parent-Child Relationships	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	4
18	A (1 point)	Read a Literary Passage Parent-Child Relationships	PII.A.1 Understanding text structure	4
19	B (1 point)	Read a Literary Passage Parent-Child Relationships	PI.B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	4

Reading

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
20	C (1 point)	Read a Literary Passage Parent-Child Relationships	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	4
21	A (1 point)	Read an Informational Passage Marie Curie	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
22	C (1 point)	Read an Informational Passage Marie Curie	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	4
23	A (1 point)	Read an Informational Passage Marie Curie	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2
24	D (1 point)	Read an Informational Passage Marie Curie	PII.A.2 Understanding cohesion	4
25	B (1 point)	Read an Informational Passage Marie Curie	PII.A.2 Understanding cohesion	3
26	B (1 point)	Read an Informational Passage Marie Curie	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3

Speaking

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
1	Exemplars and rubrics provided below	Talk about a Scene Photography	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	1 2

Exemplars and rubric for item 1:

<p>1 point</p> <p>Exemplar:</p> <p>“Taking a photo.”</p> <p>Rubric:</p> <ul style="list-style-type: none"> • Correct response. <p>0 points</p> <p>Exemplar:</p> <p>“Boy.”</p> <p>Rubric:</p> <ul style="list-style-type: none"> • Incorrect response/not relevant/completely unintelligible/no response/response contains no English/“I don’t know.”
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Speaking

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
2	Exemplars and rubrics provided below	Talk about a Scene Photography	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	1 2

Exemplars and rubric for item 2:

<p>1 point</p> <p>Exemplar:</p> <p>“Papers and camera.”</p> <p>Rubric:</p> <ul style="list-style-type: none"> • Correct response. <p>0 points</p> <p>Exemplar:</p> <p>“Table.”</p> <p>Rubric:</p> <ul style="list-style-type: none"> • Incorrect response/not relevant/completely unintelligible/no response/response contains no English/“I don’t know.”

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
3	Exemplars and rubrics provided below	Talk about a Scene Photography	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	1 2

Exemplars and rubric for item 3:

<p>2 points</p> <p>Exemplar:</p> <p>“OK. One girl is hanging up a picture. The other is handing her pictures, and one is holding a certificate.”</p> <p>Rubric:</p> <ul style="list-style-type: none"> • Response is relevant. • Errors in grammar, pronunciation, or intonation do not impede meaning. <p>1 point</p> <p>Exemplar:</p> <p>“Computer.”</p> <p>Rubric:</p> <ul style="list-style-type: none"> • Response is limited or partially relevant. • Errors in grammar, pronunciation, or intonation impede meaning.

Rubric continues on the next page

Speaking

Rubric continues from previous page

0 points

Exemplar:

Response in primary language.

Rubric:

- Response is not relevant.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
4	Exemplars and rubrics provided below	Talk about a Scene Photography	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	1 2

Exemplars and rubric for item 4:

<p>2 points</p> <p>Exemplar:</p> <p>“There’s some desks and a computer.”</p> <p>Rubric:</p> <ul style="list-style-type: none"> • Response is relevant. • Errors in grammar, pronunciation, or intonation do not impede meaning. <p>1 point</p> <p>Exemplar:</p> <p>“Pictures.”</p> <p>[Examiner: Tell me more.]</p> <p>“Umm...”</p> <p>Rubric:</p> <ul style="list-style-type: none"> • Response is limited or partially relevant. • Errors in grammar, pronunciation, or intonation impede meaning. <p>0 points</p> <p>Exemplar:</p> <p>“I don’t know.”</p> <p>Rubric:</p> <ul style="list-style-type: none"> • Response is not relevant. • Response contains no English. • No response, “I don’t know,” or is completely unintelligible.
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Speaking

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
5	Exemplars and rubrics provided below	Speech Functions New Student Lunch	PI.A.4 Adapting language choices to various contexts (based on task, purpose, audience, and text type)	1 2

Exemplars and rubric for item 5:

2 points

Exemplar:

“Do you want to come and hang out in lunch?”

Rubric:

- Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.

1 point

Exemplar:

“Will you want to be my friend and sit in the lunch with me?”

Rubric:

- Response addresses the language function in a limited way. Listener effort is required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation impede meaning.

0 points

Exemplar:

“What’s for lunch?”

Rubric:

- Response does not address the language function.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
6	Exemplars and rubrics provided below	Speech Functions Study Help	PI.A.4 Adapting language choices to various contexts (based on task, purpose, audience, and text type)	1 2

Exemplars and rubric for item 6:

2 points

Exemplar:

“Do you need help?”

Rubric:

- Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.

1 point

Exemplar:

“Would you like me to help you with your project?”

Rubric:

- Response addresses the language function in a limited way. Listener effort is required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation impede meaning.

0 points

Exemplar:

“Your . . . your test is difficult. I don’t know.”

Rubric:

- Response does not address the language function.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

Speaking

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
7	Exemplars and rubrics provided below	Support an Opinion Museum or Stadium	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	1 2 3

Exemplars and rubric for item 7:

3 points

Exemplar:

“Well, in my opinion, I would say a sports museum . . . or, I mean, a sports stadium. Well, mainly because I like playing and watching sports, and it would be nice to have a stadium near here.”

Rubric:

- An opinion is expressed and supported using effective language* and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
- Speech is fairly smooth and sustained.

2 points

Exemplar:

“An art stadium. Umm, we should have art . . . an art stadium so when we grow up, we can draw people pictures.”

[Examiner: Tell me more about your choice.]

“We should have an art stadium because nowadays people like to draw and paint.”

Rubric:

- 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.

Rubric continues on the next page

Rubric continues from previous page

- Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.
- Speech may be slow, choppy, or halting.

1 point

Exemplar:

“Say that again please.”

[Examiner repeats question.]

“A sports stadium.”

[Examiner: Justify your choice by giving relevant reasons to support your opinion.]

“Because all the students going to the sports. Is a big upton, uption for, for this building.”

Rubric:

- An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation often impede meaning.
- Speech may consist of isolated words or phrases.

0 points

Exemplar:

“I don’t know. I, I, I can’t answer.”

Rubric:

- An opinion is not expressed.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

***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.

Speaking

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
8	Exemplars and rubrics provided below	Support an Opinion Refuge or Botanical Garden	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	1 2 3

Exemplars and rubric for item 8:

3 points

Exemplar:

“The plants and flower one.”

[Examiner: Justify your choice by giving relevant reasons to support your opinion.]

“Because plants and flowers are easy to take care of. You don’t have to worry about disease or something.”

Rubric:

- An opinion is expressed and supported using effective language* and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
- Speech is fairly smooth and sustained.

2 points

Exemplar:

“I think is the garden.”

[Examiner: Justify your choice by giving relevant reasons to support your opinion.]

“I think is a garden, because is people if studying garden with flower, and will have good feeling.”

[Examiner: Tell me more about your choice.]

(No response.)

Rubric continues on the next page

Rubric continues from previous page

Rubric:

- An opinion is expressed and supported using simple language and at least one simple relevant reason, or repeats language from the prompt. Listener effort may be required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.
- Speech may be slow, choppy, or halting.

1 point

Exemplar:

“I guess learn about nature.”

[Examiner: Justify your choice by giving relevant reasons to support your opinion.]

“I don’t know.”

Rubric:

- An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation often impede meaning.
- Speech may consist of isolated words or phrases.

0 points

Exemplar:

“Umm, I don’t know.”

Rubric:

- An opinion is not expressed.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

***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.

Speaking

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
9	Exemplars and rubrics provided below	Present and Discuss Information Travel to School	PI.C.9 Expressing information and ideas in formal oral presentations on academic topics	1 2 3 4

Exemplars and rubric for item 9:

3 points

Exemplar:

“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.”

Rubric:

- 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.
- Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
- Speech is fairly smooth and sustained.

2 points

Exemplar:

“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.”

Rubric:

- Response includes a limited description of information or partially accurate information in the graph/chart. Listener effort may be required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.
- Speech may be slow, choppy, or halting.

Rubric continues on the next page

Rubric continues from previous page

1 point

Exemplar:

“The students travel by school and uhh, bus because . . . it's because it has 40 percent of the bus than the other ones.”

Rubric:

- Response may include information in the graph/chart, but contains little relevant or accurate information. Significant listener effort may be required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation often impede meaning.
- Speech may consist of isolated word(s) or phrase(s) related to the graph/chart.

0 points

Exemplar:

“I don't know.”

Rubric:

- Response is not relevant.
- Response contains no English.
- No response, “I don't know,” or is completely unintelligible.

Speaking

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
10	Exemplars and rubrics provided below	Present and Discuss Information Travel to School	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	1 2 3 4

Exemplars and rubric for item 10:

3 points

Exemplar:

“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.”

Rubric:

- 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.
- Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
- Speech is fairly smooth and sustained.

2 points

Exemplar:

“No, they bike more than walking.”

Rubric:

- 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.
- Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.
- Speech may be slow, choppy, or halting.

Rubric continues on the next page

Rubric continues from previous page

1 point

Exemplar:

“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.”

Rubric:

- 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.
- Errors in grammar, word choice, pronunciation, or intonation often impede meaning.
- Speech may consist of isolated word(s) or phrase(s) related to the graph/chart or claim.

0 points

Exemplar:

“I don’t know.”

Rubric:

- Response is not relevant.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

Speaking

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
11	Exemplars and rubrics provided below	Summarize an Academic Presentation Conductivity	PI.C.9 Expressing information and ideas in formal oral presentations on academic topics	1 2 3 4

Exemplars and rubric for item 11:

4 points

Exemplar:

“So when . . . they used a cord but it’s split, so the light doesn’t shine. Then when they used a rubber eraser it blocked the electricity. In the last picture the light bulb turned on because they used aluminum foil. It was better conductivity.”

Rubric:

- A full response includes a clear summary of the main points and details of the presentation.
- Ideas are cohesive and connected.
- Grammar and word choice are varied and effective; errors do not impede meaning.
- Pronunciation and intonation do not impede meaning.
- Speech is usually smooth and sustained.

3 points

Exemplar:

“So, as you were saying, rubber will not work because it will like stop the electricity to go around. And this one over here let’s it go, so it will work and light up. And . . . well, you . . . if you use rubber on top of it, we won’t get hurt. So we won’t be electrified by anything else.”

Rubric:

- Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details.
- Ideas are usually cohesive and connected.

Rubric continues on the next page

Rubric continues from previous page

- Grammar and word choice are adequate; errors occasionally impede meaning.
- Pronunciation and/or intonation occasionally impede meaning.
- Speech is fairly sustained, though some choppiness or halting may occur.

2 points

Exemplar:

“First, they use batteries, wires, and a bulb. Then they use a rubber eraser, but the bulb doesn’t shine. Then they use aluminum foil, and then the bulb lights up.”

[Examiner: What else can you tell me about what you heard?]

(No response.)

Rubric:

- Response includes a partial summary of at least one of the main points of the presentation and may lack an understanding of the main points.
- Ideas are sometimes cohesive and connected.
- Grammar and word choice are simple and repetitive; errors often impede meaning.
- Pronunciation and/or intonation often impede meaning.
- Speech may be slow, choppy, or halting.

1 point

Exemplar:

“Oh. Umm, they’re trying to make a light bulb out of batteries, rubber, rubber, rubber, and it didn’t work so they used aluminum foil. And when they put it, they work.”

[Examiner: What else can you tell me about what you heard?]

“I don’t know.”

Rubric:

- Response includes an attempt to reference the presentation/picture but conveys little relevant information.
- Ideas are rarely cohesive and connected.

Rubric continues on the next page

Speaking

Rubric continues from previous page

- Grammar and word choice are limited and impede meaning.
- Pronunciation and/or intonation often impede meaning.
- Speech may consist of isolated word(s) or phrase(s) related to the picture.

0 points

Exemplar:

“I don’t know.”

Rubric:

- Response is not relevant.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

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.

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
12	Exemplars and rubrics provided below	Summarize an Academic Presentation Branches of Government	PI.C.9 Expressing information and ideas in formal oral presentations on academic topics	1 2 3 4

Exemplars and rubric for item 12:

4 points

Exemplar:

“OK. So first we have the legislative branch of the government. They’re like sort of the lawmakers. They write the laws. It includes the senate, which it has a hundred, since each . . . each state has two representatives. Then they send a law to the ex- . . . exec- . . . executive. They enforce the laws. This includes the president, the vice president, and 15 cabinet members. They . . . the president can either agree with the law and sign it or disagree with it and send it back, which it’s called a veto. The judicial . . . the judicial branch interprets the law. And it includes the Supreme Court. They review cases and make sure it goes with the Constitution. So, in a way, they check up on the law. They are all equal and they all check on each other.”

Rubric:

- A full response includes a clear summary of the main points and details of the presentation.
- Ideas are cohesive and connected.
- Grammar and word choice are varied and effective; errors do not impede meaning.
- Pronunciation and intonation do not impede meaning.
- Speech is usually smooth and sustained.

3 points

Exemplar:

“The first one, umm . . . there are three types of branches. And one of the three types of branches has to decide, umm, make, they make the laws. And then they send them off to there’s the second, umm, branch. They decide if they want to send it off to the president and the president makes the final choice in letting the . . . letting it be a law or no. And the third one is like the Supreme Court.”

Rubric continues on the next page

Speaking

Rubric continues from previous page

[Examiner: What else can you tell me about what you heard?]

“Umm, I don’t know.”

Rubric:

- Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details.
- Ideas are usually cohesive and connected.
- Grammar and word choice are adequate; errors occasionally impede meaning.
- Pronunciation and/or intonation occasionally impede meaning.
- Speech is fairly sustained, though some choppiness or halting may occur.

2 points

Exemplar:

“For the first branch, I kind of like couldn’t spell out the word, but its spons- . . . responsibility is write the . . . writes the law and do Congress. And then for the second one, umm, the responsibility is enforce the law and there have . . . the vice president and 19 or 15 other members and the president must improve when they have the mail, or disapprove. And for the third one, the bif- . . . I couldn’t spell it, like the . . . the . . . the name of the branch, but the responsibility is it’s courts and justice and it tell for the . . . the suspects and like they have life meeting sometimes and they just get the suspects and put them to court. They decide if they go to jail or not.”

[Examiner: What else can you tell me about what you heard?]

“And that’s all.”

Rubric:

- Response includes a partial summary of at least one of the main points of the presentation and may lack an understanding of the main points.
- Ideas are sometimes cohesive and connected.
- Grammar and word choice are simple and repetitive; errors often impede meaning.
- Pronunciation and/or intonation often impede meaning.
- Speech may be slow, choppy, or halting.

Rubric continues on the next page

Rubric continues from previous page

1 point

Exemplar:

“The three branches of government describes the design laws.”

[Examiner: What else can you tell me about what you heard?]

(No response.)

Rubric:

- Response includes an attempt to reference the presentation/picture but conveys little relevant information.
- Ideas are rarely cohesive and connected.
- Grammar and word choice are limited and impede meaning.
- Pronunciation and/or intonation often impede meaning.
- Speech may consist of isolated word(s) or phrase(s) related to the picture.

0 points

Exemplar:

“Tells them to, to, to . . .”

[Examiner: It’s OK. Do your best.]

“To, to, umm . . .”

Rubric:

- Response is not relevant.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

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.

Writing

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
1	Exemplars and rubrics provided below	Describe a Picture Bus	PI.A.2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	1 2

Exemplars and rubric for item 1:

2 points

Exemplar:

“The students will board the bus to go home.”

Rubric:

- The response consists of a complete sentence that fully addresses the task (of adding relevant details, correcting two errors, condensing ideas into a single sentence, or expressing something that might happen next).
- Grammar and word choice are appropriate.
- Errors in spelling/keyboarding do not impede meaning.

1 point

Exemplar:

“The student to board the bus to go home.”

Rubric:

- The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct or fully appropriate.
- There are errors in grammar and word choice.
- Errors in spelling/keyboarding may impede meaning.

Rubric continues on the next page

Rubric continues from previous page

0 points

Exemplar:

“The students to board the bus to go homes.”

Rubric:

- The response copies the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.”

OR

- No response is provided.

Writing

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
2	Exemplars and rubrics provided below	Describe a Picture Bus	PI.A.2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	1 2

Exemplars and rubric for item 2:

2 points

Exemplar:

“When the students get home, they will do their homework.”

Rubric:

- The response consists of a complete sentence that fully addresses the task (of adding relevant details, correcting two errors, condensing ideas into a single sentence, or expressing something that might happen next).
- Grammar and word choice are appropriate.
- Errors in spelling/keyboarding may impede meaning.

1 point

Exemplar:

“They rides the bus for long times.”

Rubric:

- The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct or fully appropriate.
- There are errors in grammar and word choice.

Rubric continues on the next page

Rubric continues from previous page

0 points

Exemplar:

“Imagine that you and a partner are going to describe a picture.”

Rubric:

- The response copies the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.”

OR

- No response is provided.

Writing

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
3	Exemplars and rubrics provided below	Write About an Experience Learned Something New	PI.C.10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	1 2 3 4

Exemplars and rubric for item 3:

4 points

Exemplar:

“Last week I’ve learned how to make a Figet Spinner. This is the first time I and my team made it. This project name: Enginnering Decide Process. We have to make it and then record. That was really fun. I think that Figet Spinner is not useful but it’s help a lots about teamwork, thinking and create. I never do anything like that in my old school. Now I really want to study like that to be easy and interesting.”

Rubric:

- The response provides a full and complete account of the experience named in the prompt using well-developed descriptions, details, and/or examples.
- The response is readily coherent.
- Grammar and word choice are varied and generally effective. Minor errors do not impede meaning.
- Minor errors in spelling/keyboarding and punctuation may be present, but they do not impede meaning.
- The response typically includes a paragraph of at least three sentences.

3 points

Exemplar:

“I remember when I learned something new when I was little. I learned how to tie my shoes and I had hard time learning. Well it’s been helpful for me because when ever my shoe is untied I know how to tie it.”

Rubric:

- The response provides a generally complete account of an experience relevant to the prompt using some descriptions, details, or examples.
- The response is mostly coherent.

Rubric continues on the next page

Rubric continues from previous page

- Errors and limitations in grammar and word choice may impede meaning at times.
- Errors in spelling/keyboarding and punctuation may impede meaning at times.
- The response typically includes at least two sentences.

2 points

Exemplar:

“Onec upone time I was not in good in laiding a bike. I larned how some one no how to drier a bike I dinot no anay thing about, bike my mom thoght me how many people now how to dirive a car or rhichit, now is my time to tioing about laiding a baike I was so happy thon any one Hot day, I was happy that day than any one els”

Rubric:

- The response provides a partial account of an experience related to the prompt using some descriptions, details, or examples.
- The response is somewhat coherent.
- Errors and limitations in grammar and word choice may impede meaning.
- Errors in spelling/keyboarding and punctuation may frequently impede meaning.
- The response includes at least one sentence.

1 point

Exemplar:

“No Have learns. She has learn.”

Rubric:

- The response may provide a limited account of a personal experience and/or conveys little relevant information.
- The response may lack coherence. It may consist of isolated words or phrases.
- Frequent errors and/or severe limitations in grammar and word choice prevent expression of ideas.
- Errors in spelling/keyboarding and punctuation may severely impede meaning.

Rubric continues on the next page

Writing

Rubric continues from previous page

0 points

Exemplar:

“Yo no se.”

Rubric:

- The response copies the prompt, contains no English, does not relate to a personal experience, or includes only “I don’t know.”

OR

- No response is provided.

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
4	Exemplars and rubrics provided below	Write About Academic Information Race	PI.C.10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	1 2 3 4

Exemplars and rubric for item 4:

2 points

Exemplar:

“Blake and Cameron are both trying out for the track team, so they both want to cross the finish line.”

Rubric:

- **For grades three through five:** The response completely addresses the task and includes one or more relevant details from the graphic organizer.
- **For grades six through twelve:** The response completely addresses the task and includes at least two relevant details from the graphic organizer.
- Minor errors in grammar, word choice, and/or spelling/keyboarding may be present, but they do not impede meaning.
- The response contains at least one sentence.

1 point

Exemplar:

“Blake,Cameron,they both arrives in the race.”

Rubric:

- The response does not completely address the task or is missing relevant details from the graphic organizer.
- Errors and limitations in grammar, word choice, and/or spelling/keyboarding may impede meaning.
- The response may consist of a word(s) or a bulleted list.

Rubric continues on the next page

Writing

Rubric continues from previous page

0 points

Exemplar:

“Ndetontonkenya balebutuka bonse bwongu bwongu fye.”

Rubric:

- The response copies irrelevant information from the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.”

OR

- No response is provided.

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
5	Exemplars and rubrics provided below	Write About Academic Information Race	PI.C.11 Justifying own arguments and evaluating others' arguments in writing	1 2 3 4

Exemplars and rubric for item 5:

3 points

Exemplar:

“Blake was not really lucky. Blake prepared for the race in many ways. He went to bed early, ate a good breakfast, and arrived early. As a result, he got first place at the race.”

Rubric:

- The response completely addresses the task and includes sufficient and relevant information from the graphic organizer.
- Minor errors in grammar, word choice, and/or spelling/keyboarding may be present, but they do not impede meaning.
- **For grades three through five:** The response typically includes at least two sentences.
- **For grades six through twelve:** The response typically includes at least three sentences.

2 points

Exemplar:

“Not Blake was lucky but Cameron wasnt lucky. He sleeps through his alarm and rushes out without eating. And he also late to the race.”

Rubric:

- The response partially addresses the task. It may not be complete or may be missing some relevant information from the graphic organizer.
- Errors and limitations in grammar, word choice, and/or spelling/keyboarding may impede meaning at times.
- The response may contain fewer than the number of sentences indicated in the test question.

Rubric continues on the next page

Writing

Rubric continues from previous page

1 point

Exemplar:

“They run together three time a week, but Blake take first place.”

Rubric:

- The response attempts to address the task but is missing relevant information from the graphic organizer.
- Errors and limitations in grammar, word choice, and/or spelling/keyboarding may impede meaning throughout.
- The response may consist of a word(s) or a bulleted list.

0 points

Exemplar:

“No entiendo.”

Rubric:

- The response copies only irrelevant information from the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.”

OR

- No response is provided.

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
6	Exemplars and rubrics provided below	Writing—Justify an Opinion Four Day School Week	PI.C.11 Justifying own arguments and evaluating others' arguments in writing	1 2 3 4

Exemplars and rubric for item 6:

4 points

Exemplar:

“It is a good idea to have one less school day each week, but longer hours each day because some students want a three day weekend. Students can learn even more when the school day is longer. Students can spend more time with their friends at lunch. When there is a worksheet students can have more time to work on it. Also, when there is a class project students will have more time to work on the project in class.

“When students have one less day of school, they will have an extra day to do anything. For example if the students went to Lake Theo or Reno they can stay an extra day. Students can sleep in on the extra day instad of waking up early. Some students will go hang out with their friends on the extra day. Last, students will be extra happy for having an extra day of no school.”

Rubric:

- The response successfully expresses an opinion (**grades three through five**) or states a position (**grades six through twelve**) and provides relevant and detailed support.
- The response is readily coherent.
- Grammar and word choice are varied and effective.
- Minor errors in spelling/keyboarding and punctuation may be present but do not impede meaning.
- **For grades three through five:** The response includes at least two reasons that support the opinion, typically using three or more sentences.
- **For grades six through twelve:** The response includes at least two reasons that support the position, typically using six or more sentences.
- **For grades nine through twelve:** Register is appropriate.

Rubric continues on the next page

Writing

Rubric continues from previous page

3 points

Exemplar:

“I think it is a good idea to have one less day each week but longer hours each school day. Because we get to learn more and we get to be in school longer. Because I don’t like being home. We also get to talk to students more and teachers. We get to do our homework in school. Rather than doing it at home we get to study more. We get to eat more and get better grades. By getting my grades up and staying longer in school. That’s all I think about having less school days each week but longer hours each school day.”

Rubric:

- The response expresses an opinion or states a position with some relevant support.
- The response is generally coherent.
- Errors and limitations in grammar and word choice may impede meaning in some sentences.
- Errors in spelling/keyboarding and punctuation may impede meaning at times.
- **For grades three through five:** The response includes at least one reason that supports the opinion, typically using two or more sentences.
- **For grades six through twelve:** The response includes at least one reason that supports the position, typically using three or more sentences.
- **For grades nine through twelve:** Register is mostly appropriate.

2 points

Exemplar:

“In my opinion there should be less hours of school because students might be tired of doing work all day. Another reason is because students should take a break of doing work all day and should go home and rest.”

Rubric:

- The response expresses an opinion or states a position with some relevant support but is not complete.
- The response is somewhat coherent.
- Errors and limitations in grammar and word choice impede meaning.

Rubric continues on the next page

Rubric continues from previous page

- Errors in spelling/keyboarding and punctuation may frequently impede meaning.
- **For grades three through five:** The response includes at least one sentence.
- **For grades six through twelve:** The response typically includes at least two sentences.
- **For grades nine through twelve:** Register is somewhat appropriate.

1 point

Exemplar:

“I think it is good idea because of the different times their are around the world.”

Rubric:

- The response does not include a clear opinion or position and/or conveys little relevant information.
- The response lacks coherence.
- Frequent errors and/or severe limitations in grammar and word choice prevent expression of opinion or position.
- Errors in spelling/keyboarding and punctuation may severely impede meaning.
- **For grades three through five:** The response may consist of isolated words or phrases.
- **For grades six through twelve:** The response may consist only of one sentence or of isolated words or phrases.
- **For grades nine through twelve:** Register may not be appropriate.

0 points

Exemplar:

“Think about what you will write before you begin writing.”

Rubric:

- The response copies the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.”

OR

- No response is provided.