Alternate ELPAC

Alternate English Language Proficiency Assessments for California

Scoring Guide

Practice Test Grades 11–12

Practice Test Scoring Guide — Grades Eleven–Twelve

Table of Contents

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

Item	Key	Task Type and Topic	Connector	LCL
1	B (1 point)	Interact with an Informational Text Weather Vane	PII.C.6: Connect ideas by using an increasing range of connecting words in producing compound and complex sentences.	High

Grades Eleven – Twelve Practice Test Items

Item	Key	Task Type and Topic	Connector	LCL
1	A (1 point)	Recognize and Use Common Words Bathroom	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.	Low
2	Sample Responses and rubric provided below	Recognize and Use Common Words Bathroom	PII.B.4: Recognize and use nouns and noun phrases in producing simple, compound, and complex sentences.	Low

Sample Responses and rubric for item 2:

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2 points

Sample Responses:

"towel / dishtowel / washcloth / rag"

Rubric:

Correct response

Rubric continues on the next page

Rubric continues from previous page

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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

Item	Key	Task Type and Topic	Connector	LCL
3	B (1 point)	Communicate About Familiar Topics Banana	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.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.	Low

Item metadata table continuation showing item 4

Item	Key	Task Type and Topic	Connector	LCL
4	Sample Responses and rubric provided below	Communicate About Familiar Topics Banana	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.	Low

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

Item metadata table continuation showing items 5–7

Item	Key	Task Type and Topic	Connector	LCL
5	C (1 point)	Understand a School Exchange Microscope	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
6	A (1 point)	Understand a School Exchange Microscope	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.	Low
7	A (1 point)	Understand a School Exchange Microscope	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.	Low

Item metadata table continuation showing items 8–10

Item	Key	Task Type and Topic	Connector	LCL
8	C (1 point)	Understand a School Exchange Microscope	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.	Medium
9	A (1 point)	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 (1 point)	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

Item metadata table continuation showing items 11–14

Item	Key	Task Type and Topic	Connector	LCL
11	B (1 point)	Describe a Routine Making a Purchase	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.	Medium
12	C (1 point)	Describe a Routine Making a Purchase	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.	Medium
13	C (1 point)	Understand and Express an Opinion Choosing Classes	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
14	B (1 point)	Understand and Express an Opinion Choosing Classes	PI.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

Item	Key	Task Type and Topic	Connector	LCL
15	Sample Responses and rubric provided below	Understand and Express an Opinion Choosing Classes	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.	High

Sample Responses and rubric for item 15:

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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."

Item metadata table continuation showing item 16

Item	Key	Task Type and Topic	Connector	LCL
16	Sample Responses and rubric provided below	Understand and Express an Opinion Choosing Classes	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.	High

Sample Responses and rubric for item 16:

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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

Item	Key	Task Type and Topic	Connector	LCL
17	B (1 point)	Interact with a Literary Text New Job	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
18	A (1 point)	Interact with a Literary Text New Job	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

Item metadata table continuation showing items 19–20

Item	Key	Task Type and Topic	Connector	LCL
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:

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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

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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

Item	Key	Task Type and Topic	Connector	LCL
21	A (1 point)	Interact with an Informational Text Weather Vane	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.	High

Item metadata table continuation showing items 22–24

Item	Key	Task Type and Topic	Connector	LCL
22	C (1 point)	Interact with an Informational Text Weather Vane	PII.A.1: Show an understanding of text structure by recognizing how different, simple written texts and oral presentations are organized.	High
23	B (1 point)	Interact with an Informational Text Weather Vane	PII.C.6: Connect ideas by using an increasing range of connecting words in producing compound and complex sentences.	High
24	Sample Responses and rubric provided below	Interact with an Informational Text Weather Vane	PI.C.12: Select and apply appropriate general academic and domain-specific vocabulary to convey ideas and create text.	High

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