
ELPAC

English Language Proficiency
Assessments for California



Listening, Reading, and Writing: Directions for Administration



**Visual Impairment
and Braille Practice Test
Grades 9–10**

ELPAC Administration Notes

FOR QUESTIONS REGARDING THE ELPAC OR FOR ADDITIONAL ASSISTANCE:

- Test examiners and other school personnel should contact their site ELPAC coordinator.
- LEA ELPAC coordinators should contact the California Technical Assistance Center (CalTAC) by phone at 800-955-2954, or by email at caltac@ets.org. CalTAC is open from 7 a.m. to 5 p.m., Monday through Friday.

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Directions for Administration

Introduction

This manual contains directions and the specific scripts you will need to administer the Practice Test for the English Language Proficiency Assessments for California (ELPAC) to students with blindness or low vision whose primary language is not English. It is a companion document to the online Practice Test.

The purpose of the ELPAC Practice Test is to familiarize students and test examiners* with the testing interface, item types, and accessibility resources as well as to provide students with the opportunity to practice a full-length test. The Practice Test provides grade-level content and contains the same number of questions that appear on the Summative ELPAC. There is an ELPAC Practice Test available for each grade level/span.

Please note that the Practice Test does not produce scores. The Practice Test is available all year and may be used at any time in preparation for the operational ELPAC tests.

The Practice Test can be administered in one of two ways:



- Using the same procedures as the operational tests, with the Test Administrator Interface, secure browser, and individual student logon information; or
- Using a standard supported web browser to access the Practice Test directly, without use of the Test Administrator Interface or secure browser.

For more information on all aspects of the ELPAC, including test security, item types, and guidelines, refer to the ELPAC Test Administration Manual on the Manuals, Instructions, and Quick Reference Guides page on the [ELPAC website](#).

Using the DFA

This DFA should be used to administer the Listening, Reading, and Writing domains. The Speaking DFA should be used to administer the Speaking domain.

This DFA contains scripts for administration. The following symbols indicate instructions for test examiners:

Guide to Administration Scripts in This DFA	How the Test Examiner Should Proceed
	The test examiner reads the material out loud to the student.
	Information for the test examiner

*A test examiner does not need to be present to use the ELPAC Practice Test; however, the term “test examiner” is used in this document to show what a test examiner will do to administer the test.

Directions for Administration (cont.)

Test Materials

Before testing begins, the test examiner should assemble the following materials:

- Printed or electronic copy of this DFA
- Electronic devices for the students (and, if applicable, test examiner) to access the test**
- Pencil with eraser and paper for students with low vision
- Scratch paper and pencil for note-taking, or braille slate and stylus, or other approved note-taking device
- For low-vision test takers, screen magnification software will be necessary. Please refer to the ELPAC Test Administration Manual for necessary settings when launching with assistive technology.
- For blind test takers, screen reader with refreshable braille device
- Administration Manual for necessary settings when launching with assistive technology
- Perkins Braille, if applicable
- Embosser, if applicable
- For students assigned the braille accommodation, embossed Reading test content (see Reading section of this DFA for further information)
- Headsets (if preferred)
- If logging on using the same procedures as the operational tests, each student's required logon information (statewide student identifier [SSID] and first name as listed in CALPADS/TOMS) or logon tickets containing each student's required logon information for group administration
- Copy of the Student Score Sheet (if preferred), which can be found at the end of this DFA

Administering the Test

Before Testing

Before administering the test, the test examiner must do the following:

- Make sure to have a copy of this DFA for use during test administration.
- Prepare testing devices and materials for students and examiners.
- Check the volume on the student's device prior to logon. After logon, the maximum volume cannot be increased.

**A mobile device that would allow the test examiner to monitor student progress while walking around the room would be preferable.

Directions for Administration (cont.)

- Select a quiet area to administer the test. Eliminate distractions (e.g., extraneous noises, windows, etc.).
- Read through the instructions that are specific to each domain (Listening, Reading, and Writing).
- If you are administering the Practice Test using the same procedures as the operational tests, confirm that the student has been assigned the correct test settings (designated supports and accommodations) in the Test Operations Management System (TOMS).
- If you are administering the Practice Test using a standard supported web browser without the use of the Test Administrator Interface or secure browser, apply the appropriate test settings (designated supports and accommodations) for the student in the Student Testing Interface for the Practice and Training Tests directly.
- For students assigned the braille accommodation, prepare or acquire embossed Reading test content (see the Reading section of this DFA for further information).

During Testing

- Greet the student and read the information from the administration script for that domain (i.e., Listening, Reading, or Writing).
- The student may not use books, cellular phones, or other reference materials during testing, though they may have scratch paper. Students' desks should be clear of all items except for the test materials provided by the test examiner.
- If headsets are desired, use a splitter to plug in one pair of student headphones and one pair of test examiner headphones so that the student and test examiner can listen to the test together.
- All directions may be repeated or replayed.
- The universal tools (e.g., zoom, line reader, etc.) introduced during test examiner training and described in California Assessment Accessibility Resources Matrix are available in the Student Interface for students who need them. The test examiner should monitor students during the test session and give reminders or recommendations to individual students as appropriate about the availability of universal tools.
- To minimize the risk of unforeseen usability issues, adjust sound and display settings using the resources in the test delivery system rather than those built into the student's device (e.g., zoom using the test delivery system, not the device's track pad or touch screen).
- Verify the student's test settings in the Test Administrator Interface.

NOTE: Instructions about using JAWS vary by domain. Please see the directions pages for each domain for special instructions about using JAWS for that domain.

Directions for Administration (cont.)

Coaching and Guessing

- Do not show or suggest the correct answer to any question. If a student asks about a test question (“Is this right?” or “How do you spell _____?”), give a neutral response, such as “You choose the one you think is right and go on,” or “Just spell it the best you know how.”
- Do not coach the student. The test examiner should not provide assistance that will inadvertently indicate an answer.
- Encourage students to do their best on all sections of the assessment.

Other Concerns

- Discourage talking among students.
- Avoid any unusual interruptions, distractions, or loud noises that might affect the entire group.

After Testing

The Practice Test may be scored after the student has completed testing. Student Score Sheets are provided in the Appendices by grade span. The test delivery system does not score the student answers. To score the students Listening and Reading test, have the student mark their answer on the Student Score Sheet while testing. Upon completion, the test examiner may score the answers using the Scoring Keys in the Appendix. The test examiner may then assist the student in reviewing practice test items answered incorrectly and provide instruction. To score the student’s Writing test, the student can either write their response on paper or type into the test delivery system and then cut and paste into a word document. The test examiner may use the Writing rubrics and anchors to score the student response. The test examiner and student may then review the Writing response and provide instruction.

Additional Directions

Ways of Accessing the DFA

Printing Instructions:

If possible, choose the following settings when printing the DFA:

- Select two-sided printing (with binding on the long edge).
- Staple on the vertical edge, left-hand side of the printed document.

Instructions for Viewing Online:

- Open the PDF file in Adobe Acrobat.

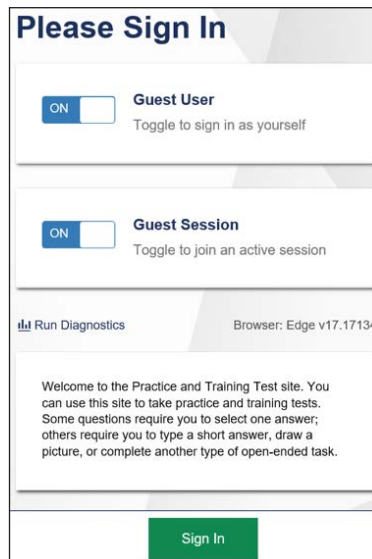
Directions for Administration (cont.)

Logon and Audio/Sound Check Instructions

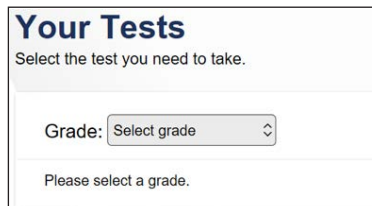
How to Start a Test Session as a Guest

SAY Today, you will be taking the [Listening/Reading/Writing] section of the ELPAC. First, I am going to sign you in.

- i** 1) Navigate to the [ELPAC website](#).
- 2) Select the **[Practice & Training Tests]** button.
- 3) Select the **[Student Interface Practice and Training Tests]** link to launch the Student Sign In screen on the student's testing device.
- 4) Select the **[Sign In]** button to log on to the test as a guest.

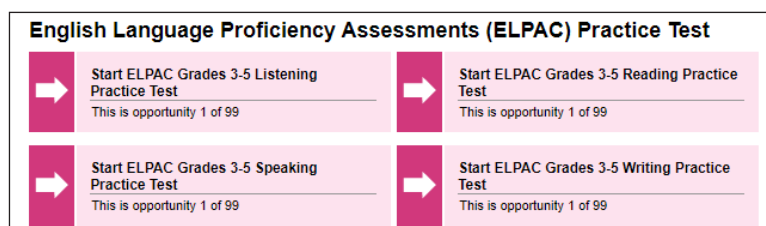


- 5) Select the appropriate grade from the drop-down menu.



- 6) On the test selection screen, select the appropriate ELPAC Practice Test. ELPAC practice tests are located at the bottom of the list and are color-coded pink.

SAMPLE



Directions for Administration (cont.)

7) You will see a Choose Settings screen.

SAMPLE

Choose Settings:
Review the following test settings. You can change the options, if necessary.

ELPAC Grades 11-12 Listening Practice Test

Presentation

- American Sign Language OFF
- Presentation
- Audio Transcriptions OFF

Literacy Assistance Resources

- Text-to-Speech

Integration with Assistive Technology

- Permissive Mode OFF

Visual Assistance Resources

8) In the drop-down “Presentation” menu, select **[Braille]**.

Presentation

- American Sign Language OFF
- Audio Transcriptions OFF
- Presentation

Literacy Assistance Resources

9) While the Choose Settings box is still open, choose any other test settings that are needed, then select the **[Select]** button.

Directions for Administration (cont.)


SAY Before we begin, we need to check to see if you can hear the audio.

Audio/Video Checks

Your test uses multi-media features. Please perform the following checks before continuing.

Sound and Video Playback Check

Make sure audio playback is working.



Make sure video and audio playback are working. To play the sample video and sound, press the play button.

Next Step:
If you were able to play the video and its sound, choose **I could play the video and sound**. If not, choose **I could not play the video or sound**.

i If using headphones, have student put headphones on now. Put your headphones on, too. Select the **[Play]** button. Check that the student can hear the music.

SAY Did you hear the music?

i Pause for student's response. If so, select **[I could play the video and sound]**. Help any students with sound issues adjust the volume, then have the students conduct the sound check again. Select the **[Continue]** button. Select **[Begin Test Now]**.

i For the Listening test, turn to page 12.

For the Reading test, turn to page 16.

For the Writing test, turn to page 18.

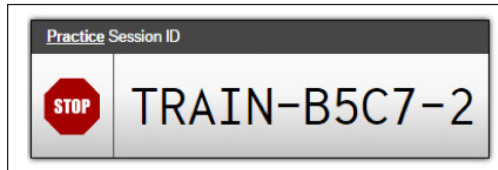
Directions for Administration (cont.)

How to Start a Practice Test Session Using the Same Procedures as the Operational Tests

SAY Today you will be taking the [Listening/Reading/Writing] section of the ELPAC. First, I am going to sign you in.

TEST ADMINISTRATOR INTERFACE

- i** 1) Launch a supported web browser on your device and access the [ELPAC website](#).
- 2) Select the **[Practice & Training Tests]** button.
- 3) Select the **[Test Administrator and Test Examiner Practice and Training Site]** link to log on to the **Test Administrator Interface** for the Practice Test.
- 4) Log on to the **Test Administrator Interface** using your TOMS username (your email address) and password.
- 5) Select the Practice Test(s) you want to administer from the test selection window.
- 6) Select the **[Start Practice Session]** button.
- 7) Upon selecting the **[Start Practice Session]** button, a Session ID will appear on the top right corner of the **Test Administrator Interface**.



Directions for Administration (cont.)

STUDENT INTERFACE

8) Launch the secure browser on the student’s testing device and select the button on the screen to go to the Practice and Training Test site or select the **[Student Interface Practice and Training Tests]** link from the Practice and Training Tests tab on the [ELPAC website](#).

9) Toggle the blue **Guest User** and **Guest Session** buttons to **[OFF]**, and log the student on.

- In the First Name field, enter the student’s first name as it appears in the California Longitudinal Pupil Achievement Data System.
- In the SSID field, enter the student’s 10-digit Statewide Student Identifier.
- In the Session ID field, enter the Session ID generated from the **Test Administrator Interface**.

Please Sign In

OFF **Guest User**
Toggle to sign in as yourself

First Name:
EX: JORDAN

SSID:
EX: 123456789

OFF **Guest Session**
Toggle to join an active session

Session ID:
TRAIN

Run Diagnostics Browser: Safari v12.1

Welcome to the Practice and Training Test site. You can use this site to take practice and training tests. Some questions require you to select one answer; others require you to type a short answer, draw a picture, or complete another type of open-ended task.

Sign In

10) Verify the student information is correct on the “Is This You?” screen. Select **[Yes]** to continue. (Select **[No]** if the student information is not correct. Notify your ELPAC coordinator if it is not.)

Is This You?
Please review the following information.

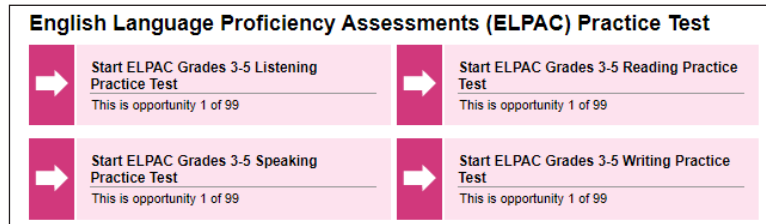
SSID: 5254015802	First Name: DARY
Grade: 01	School: Richard Riordan Primary Center
State: California	

Yes No

STUDENT INTERFACE

11) On the test selection screen, select the appropriate ELPAC Practice Test. ELPAC practice tests are located at the bottom of the list and are color-coded pink.

SAMPLE



TEST ADMINISTRATOR INTERFACE

12) Go back to your test examiner device and in the **Test Administrator Interface**, approve the student to test. Select **[Approvals]** and a Test Settings pop-up screen will appear.

13) On the screen that pops up, select the blue icon that looks like an eye. It will open the Test Settings box.

14) In the Test Settings box, in the drop-down menu beside the word “Presentation,” select **[Braille]**.



15) While the Test Settings box is still open, choose any other test settings that are needed, then select the **[Set and Approve]** button. When you do so, the student’s screen will advance.


STUDENT INTERFACE

SAY Before we begin, we need to check to see if you can hear the audio.

Audio/Video Checks

Your test uses multi-media features. Please perform the following checks before continuing.

Sound and Video Playback Check



Make sure audio playback is working.

Make sure video and audio playback are working. To play the sample video and sound, press the play button.

Next Step:

If you were able to play the video and its sound, choose **I could play the video and sound**. If not, choose **I could not play the video or sound**.

i If using headphones, have student put headphones on now. Put your headphones on, too. Select the **[Play]** button. Check that the student can hear the music.

SAY Did you hear the music?

i Pause for student's response. If so, select **[I could play the video and sound]**. Help any students with sound issues adjust the volume, then have the students conduct the sound check again. Select the **[Continue]** button. Select **[Begin Test Now]**.

i For the Listening test, turn to page 12.

For the Reading test, turn to page 16.

For the Writing test, turn to page 18.

Special Directions for Listening

NOTE: JAWS, NVDA, and voiceover may be used as an accommodation; however, please note that these programs may read everything on the screen depending on the testing device being used.

- The Listening portion of the ELPAC is self-directed. Students will work through the test questions independently.
- The Listening Test may be scored after the student has completed testing. Student Score Sheets are provided in the Appendices. The test delivery system does not score the student answers. To score a student's Listening test, have the student mark their answers on the Student Score Sheet while testing. Upon completion, the test examiner may score the answers using the Scoring Keys in the Appendix. The test examiner may then assist the student in reviewing practice test items answered incorrectly and provide instruction, if desired.
- If any student has a designated support that allows the playing of Listening recordings multiple times, speak with the student privately before the test begins and give a reminder like this: "On today's test you will listen to recordings and answer questions about them. The test directions will say the recordings can only be played once, but you will have the ability to replay them if you need to."
- Students may want to read through the questions that go with a recording before actually playing the recording. Once the recording starts to play, students should listen to the recording in its entirety without interruptions before navigating through the questions. Navigating away from the page by selecting a different tab on the page or selecting **[NEXT]** may cause the remainder of the recording to become unplayable.
- Reminder that students should not pause the recording once it has begun. Help guide students to understand the difference between pausing the audio file and pausing the test. Pausing the entire test will log the student out of the Listening portion.

Listening—Grades 9–10 (cont.)

Beginning the Listening Test

When the first screen comes up,

SAY This is the Listening section of the ELPAC test.

In this part of the test, you will listen carefully to some recordings. Please do not pause a recording once it begins or select any buttons on the screen. Please do not touch your device until the recording ends. Doing so can cause the test to stop. After you listen to each recording, you will answer some questions. You will need to answer all the questions that go with each recording before you will be able to go on to the next recording.

If you are unsure of an answer, provide the answer you think is best. If you would like to review your answer at a later time, mark the question for review before going on to the next question. You may go back and change the answer at any time during this test session. In the top left corner of your screen, beside the word “Questions,” you can select a drop-down menu that will allow you to jump to the questions you have marked for review.

SAY Look at your screen. This screen contains the test directions.

SAY The questions on this test begin on the next screen. At this time, please play the directions, then select [NEXT], and begin the test.



Alternate Text

i For this test, Numbers 1 through 6 do not have picture descriptions.

7–10

i If a student cannot access the alternative text description embedded for the graphic, you may read aloud the picture before the student attempts Questions 7 through 10. The picture description does not need to be read aloud more than once, unless the student requests.

SAY The picture shows the words solar eclipse.

11–14

i If a student cannot access the alternative text description embedded for the graphic, you may read aloud the picture before the student attempts Questions 11 through 14. The picture description does not need to be read aloud more than once, unless the student requests.

SAY The picture shows the words Library of Alexandria.

i For this test, Numbers 15 through 22 do not have picture descriptions.

i When there are approximately 10 minutes left in the test session, give students a brief warning.

SAY In a few minutes we will need to end today’s testing. When you get to the end of the Listening test, you will select [End Test], then select [Yes]. A review screen will indicate any questions you marked for review, and you may go back and answer any questions you wish to, then select [End Test] and [Yes] again. Then select [Submit Test] and select [Yes].

i After 10 minutes,

SAY This is the end of the Listening test. Thank you for your attention and hard work. If you have not done so already, please select the [End Test] button to advance to the review screen.

i Make sure that students select the [End Test] button.

This page is intentionally left blank.

Special Directions for Reading

NOTE: JAWS, NVDA, and voice-over may be used as an accommodation; however, please note that these programs may read everything on the screen depending on the testing device being used. If a student is using a screen reader, turn the Mute System Volume to ON in the test settings to ensure that the Reading domain is not read aloud. The system automatically defaults to OFF.

- The Reading portion of the ELPAC is self-directed. Students will work through the test questions independently.
- The Reading Test may be scored after the student has completed testing. Student Score Sheets are provided in the Appendices. The test delivery system does not score the student answers. To score a student’s Reading test, have the student mark their answers on the Student Score Sheet while testing. Upon completion, the test examiner may score the answers using the Scoring Keys in the Appendix. The test examiner may then assist the student in reviewing practice test items answered incorrectly and provide instruction, if desired.

Beginning the Reading Test

When the first screen comes up,

SAY This is the Reading section of the ELPAC test.

In this part of the test, you will read some texts. Then you will answer some questions about them. You need to answer all the questions that go with a text before going on to the next text.

SAY If you are unsure of an answer, provide the answer you think is best. If you would like to review your answer at a later time, click to mark the question for review before going on to the next question. You may go back and change the answer at any time during this test session. In the top left corner of your screen, beside the word “Questions,” you can select a drop-down menu that will allow you to jump to the questions you have marked for review.

SAY Look at your screen. This screen contains the test directions.

SAY The questions on this test begin on the next screen. At this time, please play the directions, then select [NEXT], and begin the test.

Alternate Text

i For this test, Numbers 1 through 20 do not have picture descriptions.

21–26

i If a student cannot access the alternative text description embedded for the graphic, you may read aloud the picture before the student attempts Questions 21 through 26. The picture description does not need to be read aloud more than once, unless the student requests.

SAY The picture shows Andrew Carnegie.

i When there are approximately 10 minutes left in the test session, give students a brief warning.

SAY In a few minutes we will need to end today’s testing. When you get to the end of the Reading test, you will select [End Test], then select [Yes]. A review screen will indicate any questions you marked for review, and you may go back and answer any questions you wish to, then select [End Test] and [Yes] again. Then select [Submit Test] and select [Yes].

i After 10 minutes,

SAY This is the end of the Reading test. Thank you for your attention and hard work. If you have not done so already, please select the [End Test] button to advance to the review screen.

i Make sure that students select the [End Test] button.

Special Directions for Writing

- The Writing portion of the ELPAC is self-directed. Students will work through the test questions independently.
- The Practice Test may be scored after the student has completed testing. To score the student’s Writing test, the student can either write their response on paper or type into the test delivery system and then cut and paste into a word document. The test examiner may use the Writing rubrics and anchors to score the student response. The test examiner and student may then review the Writing response and provide instruction, if desired.

Beginning the Writing Test

When the first screen comes up,

SAY This is the Writing section of the ELPAC test.

In this part of the test, you will hear some questions and answer them by typing responses in English.

SAY If you are unsure of an answer, provide the answer you think is best. If you would like to review any of your responses at a later time, click to mark the question for review before going on to the next question. You may go back and change your response to the question at any time during this test session. In the top left corner of your screen, beside the word “Questions,” you can select a drop-down menu that will allow you to jump to the questions you have marked for review.

SAY Look at your screen. This screen contains the test directions.

SAY The questions on this test begin on the next screen. At this time, please play the directions, then select [NEXT], and begin the test.

Alternate Text

1–2

i If a student cannot access the alternative text description embedded for the graphic, you may read aloud the picture before the student attempts Questions 1 through 2. The picture description does not need to be read aloud more than once, unless the student requests.

SAY The picture shows a math classroom. There are three students and a teacher sitting at a table.

i For this test, Number 3 does not have picture descriptions.

4–5

i If a student cannot access the alternative text description embedded for the graphic, you may read aloud the picture before the student attempts Questions 4 through 5. The picture description does not need to be read aloud more than once, unless the student requests.

SAY The figure shows a time line titled “Time Line of Important Events in the Life of Mikhail Volkov.” The time line is as follows:

1903: Born in Russia

1912: Moved to New York

1926: Finished school

1927: Visited friends in California

1928: Became a teacher

1946: Inspired by his trip to California, wrote his first book, *Mystery at Lake Tahoe*

1948: Wrote his second book, *Mystery in the California Desert*

1950: Moved to California

1952: Directed movie version of his first book

i For this test, Number 6 does not have picture descriptions.

i When there are approximately 10 minutes left in the test session, give students a brief warning.

SAY In a few minutes we will need to end today’s testing. When you get to the end of the Writing test, you will select [End Test], then select [Yes]. A review screen will indicate any questions you marked for review or did not answer, and you may go back and answer any questions you wish to, then select [End Test] and [Yes] again. Then select [Submit Test] and select [Yes].

i After 10 minutes,

SAY This is the end of the Writing test. Thank you for your attention and hard work. Please select the [End Test] button to advance to the review screen.

i Make sure that students select the [End Test] button.

**Appendix—Scoring Keys****Listening Scoring Keys****Listen to a Short Exchange**

Number	Answer Key
1	A
2	B
3	C

Listen to a Classroom Conversation

Number	Answer Key
4	C
5	A
6	A

Listen to an Oral Presentation

Number	Answer Key
7	A
8	A
9	A
10	B
11	A
12	B
13	A
14	B

Listen to a Speaker Support an Opinion

Number	Answer Key
15	C
16	A
17	C
18	B
19	B
20	B
21	C
22	C

Reading Scoring Keys**Read a Short Informational Passage**

Number	Answer Key
1	D
2	C
3	B
4	C
5	A
6	D

Read a Student Essay

Number	Answer Key
7	D
8	C
9	C
10	D
11	B
12	A
13	B
14	A

Read a Literary Passage

Number	Answer Key
15	B
16	A
17	D
18	C
19	C
20	C

Read an Informational Passage

Number	Answer Key
21	B
22	D
23	C
24	C
25	D
26	B



Appendix—Writing Rubrics and Anchor Samples

Rubric and Anchor Samples—Describe a Picture

Math Class—Numbers 1 and 2

Score	Descriptors	Anchor Samples
2	<ul style="list-style-type: none"> 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. 	<p>Question 1: The teacher is explaining to one student how to solve a problem.</p> <p>Question 2: They will soon find the answer.</p>
1	<ul style="list-style-type: none"> 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. 	<p>Question 1: the teacher is explaining to one student is to solve it</p> <p>Question 2: They done.</p>
0	<ul style="list-style-type: none"> The response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know." <p>OR</p> <ul style="list-style-type: none"> No response is provided. 	<p>Question 1: The techer.</p> <p>Question 2: No se</p>

**Rubric and Anchor Samples—Write About an Experience****New Activity—Number 3**

Score	Descriptors	Anchor Samples
4	<ul style="list-style-type: none"> • The response provides a full and complete account of the experience named in the prompt using well-developed descriptions, details, 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. 	<p>One day my friend and I went water skiing on his boat. It was early in the morning. We were on a lake. It was hard for me, and I fell down a lot. I could not stand up. Finally, I got up skiing. We had picnic on the boat. It was fun. After we were done, my legs hurt. I wish I had a boat. When I grow up, I will buy one.</p>
3	<ul style="list-style-type: none"> • 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. • 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. 	<p>A activity I have is my firend get some game on the his computer. His game was shooting game, we play all day. I never did this game before. We played all day and had dinner from his mom.</p>
2	<ul style="list-style-type: none"> • 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. 	<p>I tried a bicycle. When I am 7 years old, I tried wit my dad. I fell down.</p>
1	<ul style="list-style-type: none"> • 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. 	<p>I did bas bal. Bat som</p>
0	<ul style="list-style-type: none"> • The response copies the prompt, contains no English, does not relate to a personal experience, or includes only "I don't know." <p>OR</p> <ul style="list-style-type: none"> • No response is provided. 	<p>tried a new activity</p>



Rubric and Anchor Samples—Write About Academic Information

Mikhail Timeline—Number 4

Score	Descriptors	Anchor Samples
2	<ul style="list-style-type: none"> 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. 	in 1903 he was born in Russia. Then in 1912 he moved to new york.
1	<ul style="list-style-type: none"> 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. 	Mikhail visited dome friends in california and he haved Finished school.
0	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> No response is provided. 	important events in the life of mikail volkov

Mikhail Timeline—Number 5

Score	Descriptors	Anchor Samples
3	<ul style="list-style-type: none"> 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. The response typically includes at least three sentences. 	Mikhail moved to California because he had friends. He also became inspired by California and wrote a book about it. After that he wrote a second book. Then in 1952 he directed his movie version of his book.
2	<ul style="list-style-type: none"> 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. 	The reason Why Mikhail moved to california was because of his friend's that live there and also because he directed a movie based on his very first book.
1	<ul style="list-style-type: none"> 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 word(s) or a bulleted list. 	Mikhail visited friend to the friend that he is a teacher. He could have just went to hang out with his friend. He also miss them.
0	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> No response is provided. 	1903 Born in Russia.

**Rubric and Anchor Samples—Justify an Opinion****Fall Break—Number 6**

Score	Descriptors	Anchor Samples
4	<ul style="list-style-type: none"> • 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. 	<p>"I think it is not a good idea to have a fall break. First of all, there are already so many holidays when we don't have classes. A two-week break during October would mean more time out of class. That means students might forget what they learned before the break or struggling to catch back up after the break.</p> <p>Secondly students would have to go school an extra two weeks at the end of the year and that will take away from their summer. This decision could affect the student's family also. Students may have vacation plans with there parents or work summer jobs. That's why I think it is not good idea. Please think carefully for all students.</p>
3	<ul style="list-style-type: none"> • 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. 	<p>I think that adding another extra break in the fall is a good thing for students. It can gave them more times to be spending with their families. Every student need breaks from doing school work. I think a break in the fall they have more motivation to work hard. It will be good for them and their families. I hope my school can add another break time in the fall for this reasons.</p>



Rubric and Anchor Samples—Justify an Opinion (cont.)

Fall Break—Number 6

Score	Descriptors	Anchor Samples
2	<ul style="list-style-type: none"> • 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. • 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. 	<p>I think that extra break not the good idea for the students. the break is not need for the focus on stuff and they might forget and fail the class. and students not asked about extra break. so my think is they will not be happy.</p>
1	<ul style="list-style-type: none"> • 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. 	<p>Extra break in fall two weeks so my position not have time my class homeworks. Please not make going extra two weeks at the end and not break in fall.</p>
0	<ul style="list-style-type: none"> • The response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know." <p>OR</p> <ul style="list-style-type: none"> • No response is provided. 	<p>No entiendo.</p>

Appendix—Student Score Sheets

Name: _____	Student ID: _____
Grade: _____	

LISTENING	Visual Impairment and Braille Practice Test—Grades 9–10			
<i>Listen to a Short Exchange</i>				
1 (A) (B) (C) (NR)	2 (A) (B) (C) (NR)	3 (A) (B) (C) (NR)		
<i>Listen to a Classroom Conversation</i>				
4 (A) (B) (C) (NR)	5 (A) (B) (C) (NR)	6 (A) (B) (C) (NR)		
<i>Listen to an Oral Presentation</i>				
7 (A) (B) (C) (NR)	8 (A) (B) (C) (NR)	9 (A) (B) (C) (NR)	10 (A) (B) (C) (NR)	11 (A) (B) (C) (NR)
12 (A) (B) (C) (NR)	13 (A) (B) (C) (NR)	14 (A) (B) (C) (NR)		
<i>Listen to a Speaker Support an Opinion</i>				
15 (A) (B) (C) (NR)	16 (A) (B) (C) (NR)	17 (A) (B) (C) (NR)	18 (A) (B) (C) (NR)	19 (A) (B) (C) (NR)
20 (A) (B) (C) (NR)	21 (A) (B) (C) (NR)	22 (A) (B) (C) (NR)		
LISTENING Total:	<input type="text"/>			

READING **Visual Impairment and Braille Practice Test—Grades 9–10**

Read a Short Informational Passage

- 1 Ⓐ Ⓑ Ⓒ Ⓓ 2 Ⓐ Ⓑ Ⓒ Ⓓ 3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ 5 Ⓐ Ⓑ Ⓒ Ⓓ 6 Ⓐ Ⓑ Ⓒ Ⓓ

Read a Student Essay

- 7 Ⓐ Ⓑ Ⓒ Ⓓ 8 Ⓐ Ⓑ Ⓒ Ⓓ 9 Ⓐ Ⓑ Ⓒ Ⓓ 10 Ⓐ Ⓑ Ⓒ Ⓓ 11 Ⓐ Ⓑ Ⓒ Ⓓ
12 Ⓐ Ⓑ Ⓒ Ⓓ 13 Ⓐ Ⓑ Ⓒ Ⓓ 14 Ⓐ Ⓑ Ⓒ Ⓓ

Read a Literary Passage

- 15 Ⓐ Ⓑ Ⓒ Ⓓ 16 Ⓐ Ⓑ Ⓒ Ⓓ 17 Ⓐ Ⓑ Ⓒ Ⓓ 18 Ⓐ Ⓑ Ⓒ Ⓓ 19 Ⓐ Ⓑ Ⓒ Ⓓ
20 Ⓐ Ⓑ Ⓒ Ⓓ

Read an Informational Passage

- 21 Ⓐ Ⓑ Ⓒ Ⓓ 22 Ⓐ Ⓑ Ⓒ Ⓓ 23 Ⓐ Ⓑ Ⓒ Ⓓ 24 Ⓐ Ⓑ Ⓒ Ⓓ 25 Ⓐ Ⓑ Ⓒ Ⓓ
26 Ⓐ Ⓑ Ⓒ Ⓓ

READING Total:

WRITING **Visual Impairment and Braille Practice Test—Grades 9–10**

Describe a Picture

- Number 1 [0–2]
Number 2 [0–2]

Write About an Experience

- Number 3 [0–4]

Write About Academic Information

- Number 4 [0–2]
Number 5 [0–3]

Justify an Opinion

- Number 6 [0–4]

WRITING Total: