
ELPAC

English Language Proficiency
Assessments for California



Listening, Speaking, Reading and Writing: Directions for Administration



Visual Impairment and Braille Practice Test Grade 1

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 (CaTAC) by phone at 800-955-2954, or by email at caltac@ets.org. CaTAC 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 a sample of the question types and grade-level content and contains the same number of questions that appear on the ELPAC operational tests. 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](#).








*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.)

Using the DFA

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

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.
	The test examiner is required to press the record button on the student's screen before reading the SAY text.
	The test examiner is required to point to the text or pictures on the student's screen.
	Information for the test examiner
	Advance to the next question
	Stopping marker
	The test examiner finger-sweeps or uses a pencil or pen under text on screen while reading it aloud.

Test Materials

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

- Printed or electronic copy of this DFA
- A copy of the Writing Practice Test Answer Book
- Electronic device for the student to access the test
- If applicable, electronic device for the test examiner to use the Test Administrator Interface
- Headset and splitter for the test examiner and student (if preferred)
- Pencils and eraser for test examiner and student
- 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

Directions for Administration (cont.)

- 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)
- 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.
- 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, Speaking, 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).


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.)

During Testing

- Greet the student and read the information from the administration script for that domain (i.e., Listening, Speaking, Reading, or Writing).
- The student may not use books, cellular phones, or other reference materials during testing. 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 test delivery system for students who need them. The test examiner should use the universal tools on the student's behalf. For example, the zoom is a tool that can make the graphics and text larger on the screen.
- 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).
- Read the directions, questions, and answer choices in a neutral voice. Read the test content (e.g., the story or presentation) in a grade appropriate manner. The student may interpret variations in tone as a clue that the emphasized word or phrase could be the correct answer to a question. Pronunciation guides are provided for technical terms and frequently mispronounced words.
- Verify the student's test settings in the Test Administrator Interface.

When to Stop the Test

There are stopping markers in each domain as indicated by the . If there have been no responses or no correct responses to the stopping marker, the test examiner may stop administering each domain. For domains that are computer-based, select the **[End Test]** button at the top of the Student Interface screen to submit the test. After the stopping marker, the test examiner should use their best judgment to determine whether a student should proceed.

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 the student to do his or her best on all sections of the assessment.

Additional Directions

Ways of Accessing the DFA

Printing Instructions:

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

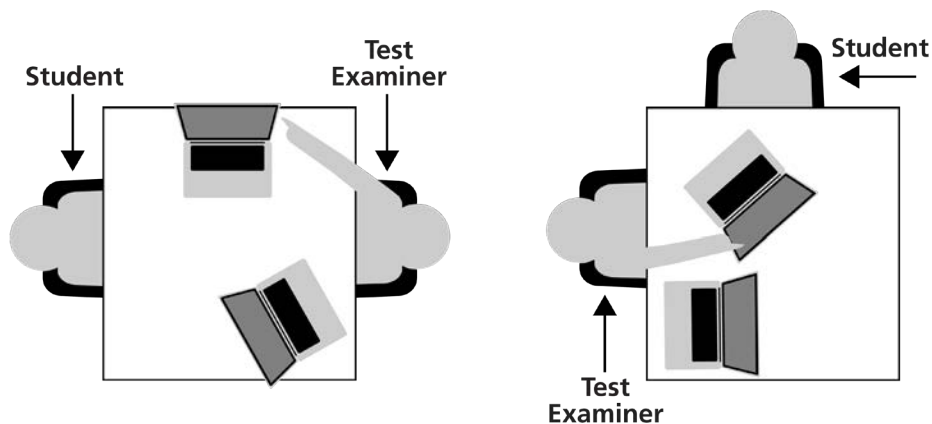
- Select two-sided printing (with binding on the long edge).
- Staple on the vertical edge, left-hand side of the printed document.
- Turn the document horizontally when viewing the Speaking test questions.

Instructions for Viewing Online:

- Open the PDF file in Adobe Acrobat.
- When you get to the Speaking test questions, rotate the view by going to: **View** (on the main menu) > **Rotate View** > and select **Clockwise**.

Recommended Seating Arrangement

The following shows two options for seating arrangements for the test examiner and the student.



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 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.

Please Sign In

Guest User
Toggle to sign in as yourself

Guest Session
Toggle to join an active session

Run Diagnostics Browser: Edge v17.17134

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

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

Your Tests

Select the test you need to take.

Grade:

Please select a grade.

- 6) On the test selection screen, select the appropriate ELPAC Practice Test.

SAMPLE

English Language Proficiency Assessments (ELPAC) Practice Test

Start ELPAC Grade 1 Listening Practice Test
This is opportunity 1 of 99

Start ELPAC Grade 1 Reading Practice Test
This is opportunity 1 of 99

Start ELPAC Grade 1 Speaking Practice Test
This is opportunity 1 of 99

Directions for Administration (cont.)

7) You will see a Choose Settings screen.

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

ELPAC Grade K Speaking Training Test

Presentation

- American Sign Language OFF
- Presentation English
- Audio Transcriptions OFF

Literacy Assistance Resources

- Text-to-Speech None

Integration with Assistive Technology

- Permissive Mode OFF

Visual Assistance Resources

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

ELPAC Grade K Speaking Training Test

Presentation

- American Sign Language OFF
- Presentation Braille
- Audio Transcriptions OFF

Literacy Assistance Resources

- Text-to-Speech None

Integration with Assistive Technology

- Permissive Mode OFF

Visual Assistance Resources

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

If administering the Listening and Reading test, go to the top of page 8.

If administering the Speaking test, go to the bottom of page 8.

Directions for Administration (cont.)

Logon Instructions: Listening and Reading ONLY

If headsets will be used,

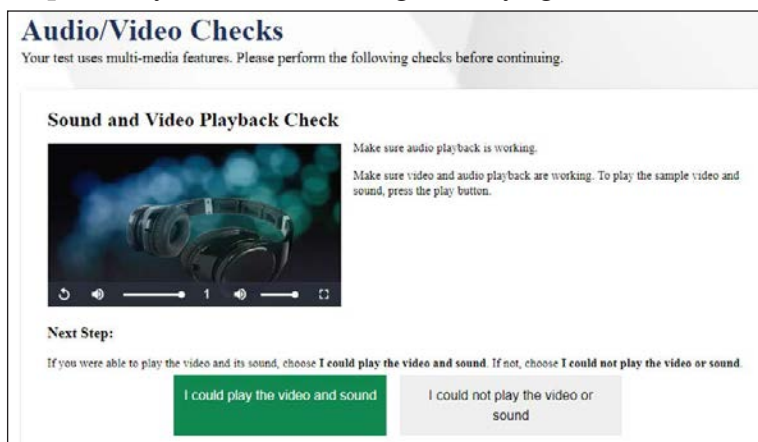
SAY Please put your headset on.

i At this time, put your headset on, too.

Whether headsets are being used or not,

SAY I'm going to check that you can hear the sound.

i 10) Select the **[Play]** button. Check that the student can hear the music. If so, select the **[I could play the video and sound]** button, then select **[Continue]** to proceed. If the video and audio did not play correctly, click **[I could not play the video or sound]**, check your device's settings and try again.



i Depending on the selected test settings, you may see additional screens to check the functionality of certain test setting(s) on your device (e.g., text-to-speech check).

11) Select **[Begin test now]** at the bottom of the page.

SAY We are going to start the test now. Listen to the directions.

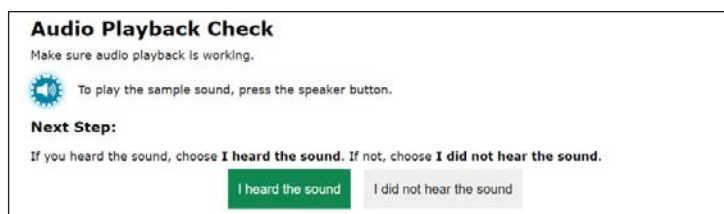
i For the Listening test, turn to page 16.

For the Reading test, turn to page 46.

Logon Instructions: Speaking ONLY

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

i If using headphones, put headphones on now. Select the speaker button to play the audio.



SAY Did you hear the music?

i Pause for student's response. Select **[I heard the sound]**.

Directions for Administration (cont.)

SAY Now we need to check to see if the computer will record your voice. In this test, I'm going to ask you some questions and record your answers.

SAMPLE

Recording Device Check
Make sure your recording device is working.

1. To start recording, press the Microphone button.
2. Describe what you are wearing today.
3. When you are done, press the Stop button.
4. To listen to your recording, press the Play button.

Next Step:
If you heard your recording, choose **I heard my recording**. If not, choose **I did not hear my recording**.

I heard my recording I did not hear my recording

Continue Skip Recording Check Back

i Depending on the selected test settings, you may see additional screens to check the functionality of certain test setting(s) on your device (e.g., text-to-speech check). If your computer allows audio capture, please follow these steps, otherwise select **[Skip Recording Check]**.

SAY Before giving your answers, I'm going to press the microphone to record your answer. When it is time to record your answer, I will press the microphone. Let's practice.

SAY Describe your favorite food.

i Pause for student's response. When student has finished speaking, press the square stop button to stop recording. Acknowledge the student's correct response, or model a correct response, such as "You could have said, 'My favorite food is a hamburger and fries.'"

i When the student is ready, select **[I heard my recording]**.

SAY Do you have any questions?

i Answer the student's questions.

SAY Remember to answer all of the questions in English. If you want me to repeat a question, you can ask me to. Now we are going to begin.

i Select the **[Continue]** at the bottom of the screen.

At the bottom of the next page, select **[Begin Test Now]**.

i For the Speaking test, turn to page 26.

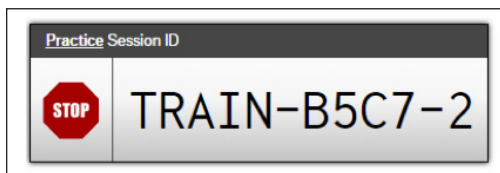
Directions for Administration (cont.)

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

SAY Today you will be taking the ELPAC. First, I am going to sign you in.

TEST ADMINISTRATOR INTERFACE

- 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**.

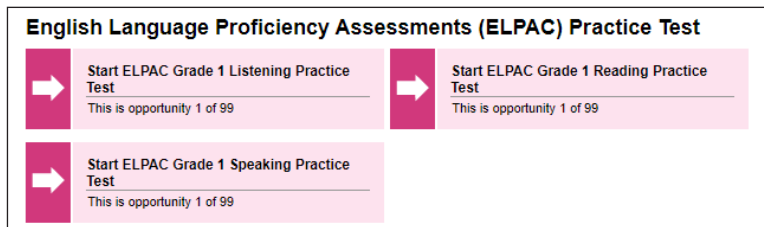
10) Verify the student information is correct on the “Is This You?” screen. Select **[Yes]** to continue. (Select **[No]** if the student information is not correct. Notify your ELPAC coordinator if it is not.)

Directions for Administration (cont.)

STUDENT INTERFACE (cont.)

11) On the test selection screen, select the appropriate ELPAC Practice Test.

SAMPLE



TEST ADMINISTRATOR INTERFACE

12) Go back to your test examiner device and in the **Test Administrator Interface**, approve the student to test.

13) Verify you have selected the correct test and test settings for the student by selecting the **[Approvals]** button. The eye icon allows you to view and set test settings, the check mark allows you to approve the test, and the “X” allows you to deny the test.

14) Go back to the student testing device.

If administering the Listening and Reading test, go to page 13.

If administering the Speaking test, go to page 14.

Directions for Administration (cont.)

Logon Instructions: Listening and Reading ONLY

STUDENT INTERFACE

i If headsets will be used,

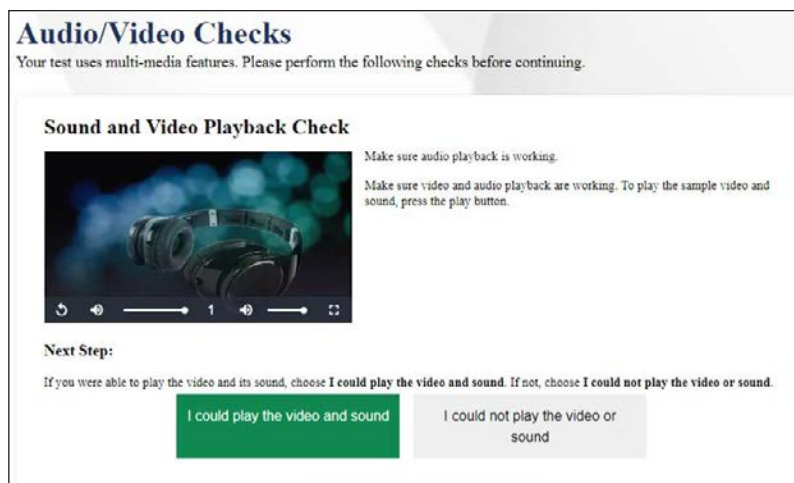
SAY Please put your headset on.

i At this time, put your headset on, too.

Whether headsets are being used or not,

SAY I'm going to check that you can hear the sound.

i 15) Select the **[Play]** button. Check that the student can hear the music. If so, select the **[I could play the video and sound]** button, then select **[Continue]** to proceed. If the video and audio did not play correctly, click **[I could not play the video or sound]**, check your device's settings and try again.



i Depending on the selected test settings, you may see additional screens to check the functionality of certain test setting(s) on your device (e.g., text-to-speech check).

16) Select **[Begin test now]** at the bottom of the page.

SAY We are going to start the test now. Listen to the directions.

i For the Listening test, turn to page 16.

For the Reading test, turn to page 46.

Directions for Administration (cont.)

Logon Instructions: Speaking ONLY


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

STUDENT INTERFACE

i If using headphones, put headphones on now. Select the speaker button to play the audio.

Audio Playback Check

Make sure audio playback is working.

 To play the sample sound, press the speaker button.

Next Step:

If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

I heard the soundI did not hear the sound

SAY Did you hear the music?


i Pause for student's response. Select **[I heard the sound]**.


SAY Now we need to check to see if the computer will record your voice. In this test, I'm going to ask you some questions and record your answers.

SAMPLE

Recording Device Check

Make sure your recording device is working.

 1. To start recording, press the Microphone button.
2. Describe what you are wearing today.
3. When you are done, press the Stop button.
4. To listen to your recording, press the Play button.



Next Step:


If you heard your recording, choose **I heard my recording**. If not, choose **I did not hear my recording**.

I heard my recordingI did not hear my recording

ContinueSkip Recording CheckBack

i Depending on the selected test settings, you may see additional screens to check the functionality of certain test setting(s) on your device (e.g., text-to-speech check). If your computer allows audio capture, please follow these steps, otherwise select **[Skip Recording Check]**.

SAY Before giving your answers, I'm going to press the microphone to record your answer here. When it is time to record your answer, I will press the microphone and you will see a white circle. Let's practice.

 **SAY** Describe your favorite food.

i Pause for student's response. When student has finished speaking, press the square stop button to stop recording. Acknowledge the student's correct response, or model a correct response, such as "You could have said, 'My favorite food is a hamburger and fries.'"

i When the student is ready, select **[I heard my recording]**.

14

VISUAL IMPAIRMENT AND BRAILLE PRACTICE TEST

Directions for Administration (cont.)

SAY Do you have any questions?

i Answer the student's questions.

SAY Remember to answer all of the questions in English. If you want me to repeat a question, you can ask me to. Now we are going to begin.

i Select the **[Continue]** at the bottom of the screen.

At the bottom of the next page, select **[Begin Test Now]**.

i For the Speaking test, turn to page 26.

Special Directions for Listening

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.

- Listening is administered one-on-one with the test examiner navigating the student device. The test examiner should scroll at the appropriate times to ensure that the student sees all answer choices.
- If there have been no responses or no correct responses to the stopping marker, the test examiner may stop administering the Listening domain. Select **[End Test]**.
- 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. Point to questions and answer choices at the appropriate time as the test audio plays, and input the answers indicated by the student.

Prompting Guidelines for All Listening Task Types

- Play any Listening conversation, story, or information only once unless the student has the designated support that allows replays.
- If the student does not answer or gives an answer that is not clear, you may replay the question or say, “Tell/Show me again.”
- If the student still does not answer, select No Response (NR) and move to the next question.

Beginning the Listening Test

The Listening Practice Test can be administered in several ways. It can be administered as a practice activity by marking the student’s responses in the **Student Testing Interface**. The **Student Testing Interface** does not capture the scores or produce a printed report. As an option, the test examiner can both administer the Practice Test and check the student’s answers. The test examiner may choose to copy the Student Score Sheet, bubble the answers while administering the test, and then use the scoring keys to check the answers. **The Student Score Sheet is located at the end of this document.**

To begin the test, follow the directions in the **How to Start a Test Session as a Guest** or the **How to Start a Practice Test Session Using the Same Procedures as the Operational Tests** portion of this document.

Listening—Grade 1

When the Listening Test screen comes up,

SAY Welcome to the Listening section of the ELPAC test.

In this part of the test, you will listen carefully. Then you will tell me your answers to some questions. If you are unsure of how to respond to a question, just respond the best you can. If you need any questions repeated, just ask. If you are having trouble hearing the test, let me know.

You will now begin the Listening questions.

i Select **[Next]** to advance to the next screen.

Administer the Listening domain. To begin playing the audio for each conversation, story, or information, select the audio player button on the screen. Then, select the audio button on the screen for each question. Point to the question and answer choices while the audio of the test plays. You must select an answer for each question to move on to the next question.

**Listening—Listen to a Short Exchange**

1**SAY** The picture shows a boy and a girl.

i Next, select the audio player button on the screen to play the audio for the conversation. Then, select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

SAY Grapes

An apple

A banana

2**SAY** The picture shows a boy and a girl.

i Next, select the audio player button on the screen to play the audio for the conversation. Then, select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.



Listening—Listen to a Classroom Conversation

3

SAY The picture shows a girl and a boy.

i Next, select the audio player button on the screen to play the audio for the conversation. Then, select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

4

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.



If there have been no responses or no correct responses you may stop testing in the Listening domain. Select **[End Test]**.

Answer Key:

1. (A) 2. (C) 3. (B) 4. (A)



Listening—Listen to a Story

5

SAY The picture shows Abdul and his dad reading a book.

i Next, select the audio player button on the screen to play the audio for the story. Then, select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

6

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

7

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

SAY A tiger

A soccer ball

An elephant

8

SAY The picture shows shows Gabi's class in a school bus on their way to a museum.

i Next, select the audio player button on the screen to play the audio for the story. Then, select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

9

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

10

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

SAY A rocket ship

The sun

A boat



11

SAY The picture shows shows Anthony and his brother in his bedroom. Anthony is hugging his teddy bear.

i Next, select the audio player button on the screen to play the audio for the story. Then, select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

12

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

SAY A fort
A slide
Rain clouds

13

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.



Listening—Listen to an Oral Presentation

14

SAY The picture shows a large humpback whale jumping out of the water.

i Next, select the audio player button on the screen to play the audio for the presentation. Then, select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

15

Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

SAY A group of whales

A tail fin

Single whale

16

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

17

SAY The picture shows a bee and an ant.

i Then, select the audio player button on the screen to play the audio for the presentation. Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

18

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

SAY Triangle

Circle

Square

19

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.



20

SAY The picture shows an astronaut in space. Planet Earth is shown behind the astronaut.

i Then, select the audio player button on the screen to play the audio for the presentation. Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

SAY An airplane

A rocket

A car

21

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

22

i Select the audio button on the screen to play the audio for the question. If appropriate, you may point to the question and audio choices while the audio of the test plays.

After the student responds to the last question,

SAY This is the end of the Listening test. Thank you for your attention and hard work.

i DIRECTIONS FOR ENDING A TEST

- Select **[End test]** represented by a red square.
- Select **[Yes]** to continue.
- Select **[Submit test]**.
- Select **[Yes]** to submit.



Listening Scoring Keys

Listen to a Short Exchange

Number	Answer Key
1	A
2	C

Listen to a Classroom Conversation

Number	Answer Key
3	B
4	A

Listen to a Story

Number	Answer Key
5	C
6	B
7	C
8	C
9	A
10	A
11	B
12	C
13	A

Listen to an Oral Presentation

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

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Special Directions for Speaking


The Speaking portion of the ELPAC is administered by the test examiner. Each student will be tested individually.

NOTE: JAWS should not be used to read the content aloud and students should not navigate the test using their refreshable braille display.

It is highly recommended that test examiners spend time preparing to administer and score the Speaking domain. The ELPAC includes task types with integrated skills, multiple rubrics, reading of complex academic text, and increased interactions between students and test examiners. The following are suggestions to help prepare for a successful test administration.

- **When to stop the test:** Refer to the stopping marker after Talk About a Scene.
- **Practice and Modeling:** A practice question is included as part of the Recording Check so the test examiner may provide feedback to let the student know they are responding correctly. The practice question in the Recording Check is “Describe your favorite food.” For example, if the student responded to the practice question saying, “A hamburger and fries,” the test examiner lets the student know the response was correct. If the student does not successfully respond, the test examiner models a correct response for the student, for example, saying, “You could have said, ‘My favorite food is a hamburger and fries.’”
- **Prompting Guidelines:** The prompting guidelines vary for each Speaking task type. The words that the test examiner can say are located on the page that is read to the student. Test examiners should be familiar with each task type and the prompting guidelines.
- **Oral Reading of Test Questions:** Because of the length and complexity of some questions read by the test examiner, it is suggested to practice reading the text out loud several times prior to testing a student.

NOTE: The alternate text is being provided so that test examiners can use the provided description for the graphics rather than creating their own graphic descriptions.

- **Pointing:** Some questions require the test examiner to point, as indicated by the  icon, while reading the text out loud to the student. This should be rehearsed prior to the test administration. **Do not point to pictures or text unless directed to in this DFA.** Test examiners may use the cursor, pencil or pen, or their finger to point.

NOTE: For braille and low vision administration, use the provided verbal cue in addition to the pointing to ensure that students with visual impairments hear the description of the visual cue.

Speaking—Grade 1 (cont.)

- **Anchors and Rubrics:** The test examiner should take time to read through the anchors and scoring rubrics for each test question before testing. Scoring of the Speaking domain occurs as the test is being administered.


Prompting and Scoring Guidelines for the Speaking Domain

- **Prompting—Appropriate Wait Time:** The amount of time it takes for students to respond to a test question varies greatly. Test examiners should allow students enough time to compose their thoughts and prepare a response in English.
- **Prompting—Student Answers Question Before Test Examiner Asks:** In two-part questions in Talk About a Scene and Support an Opinion, some students anticipate the next question and start to respond before the test examiner asks the question. The test examiner should not interrupt the student to ask the second part of the question. If the student response does not address the question, the test examiner should ask the question.
- **Prompting—Repeating the Question:** When a student asks or does not respond, you may repeat the question once.
- **Prompting—Encouraging Students:** Throughout the test, if a student is reluctant or asks for assistance that is not allowed, test examiners should give general encouragement by saying words such as, “It’s OK, do your best,” or “You are doing a good job.”
- **Scoring—Self-Correction:** Since students respond to test questions fairly quickly, they sometimes change what they say in the middle of a word or sentence. Students who self-correct are not to be penalized; however, if a response is so halting or choppy that meaning is impeded, it may affect the score.

Audio Capture for the Speaking Domain

For the Practice Test, audio capture is available for practice of the Speaking domain. If your computer does not have a microphone or the settings do not allow audio capture, you may administer the test without recording the student’s responses.

During the operational administration of the Speaking domain, the following guidelines apply to the audio capture tool. **The test examiner should score what the student says, not what is recorded.**

- **Activating the microphone:** The microphone icon [] appears at the beginning of the SAY statement. It is OK to record the test examiner’s voice on the audio recording. To ensure smooth interaction between the test examiner and the student, the test examiner may start the microphone while asking the question and stop the microphone after the student responds.
- **Rerecording:** The test examiner may continue to the next question and does not need to rerecord if:
 - Test examiner forgets to record a response.

Speaking—Grade 1 (cont.)

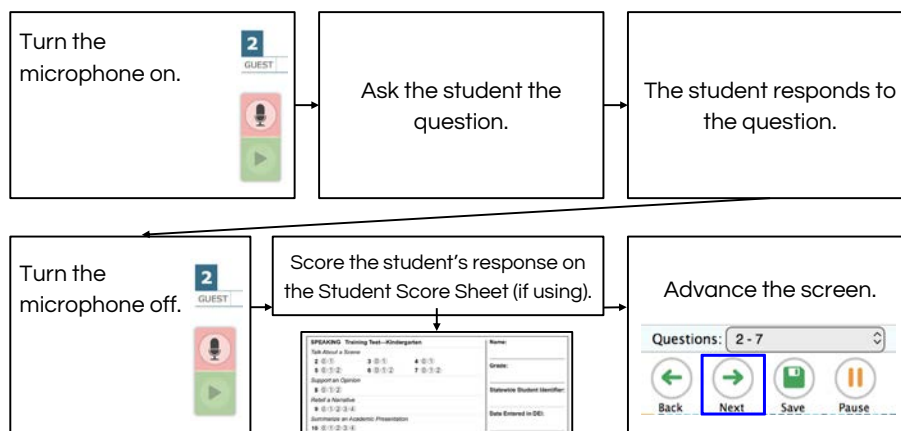
- Test examiner records a response to one question by using the audio recorder for another question.
- Test examiner sees a red triangle in the review box when ending the test session.
- The audio capture times out after two minutes and the student is still answering the question. Allow the student to complete the response and score the complete spoken response and not only what was recorded.
- **Headsets:** In order to enable interaction between the student and test examiner, use of headsets with a microphone for voice capture is not recommended.
- **Replay:** It is not recommended that the test examiner use the audio capture replay feature while administering the Speaking test. Also, it is not recommended that the student hear their response and rerecord. The test examiner is to listen and score the student's first response.

Once the test examiner has navigated to the next test question, the audio capture recording will not be able to be replayed. The test examiner does not need to replay the student response to confirm the audio capture.

- **Routine for Scoring Speaking on the Computer-based ELPAC:**

The following suggested routine provides test examiners with a sample protocol for administering the Speaking section of the computer-based ELPAC:

- Select the microphone icon to turn the microphone on.
- Ask the student the question.
- The student responds to the question.
- Turn the microphone off.
- Score the student's response on the Student Score Sheet (if using).
- Advance the screen.



Speaking—Grade 1 (cont.)

Ending the Test and Review Screen

When the test is complete,

SAY This is the end of the Speaking test. Thank you for your attention and hard work.

i DIRECTIONS ON ENDING A TEST

- Select the **[End Test]** button to continue to the review screen.
- Do not rerecord responses if you see a red triangle in the review box. Select the **[Submit Test]** button.

Review Screen

The review screen will indicate red triangles for every question where the audio capture was not successfully recorded. The test examiner should **not** go back and record any responses to remove the red triangles once the test is completed.

Congratulations, you reached the end of the test!

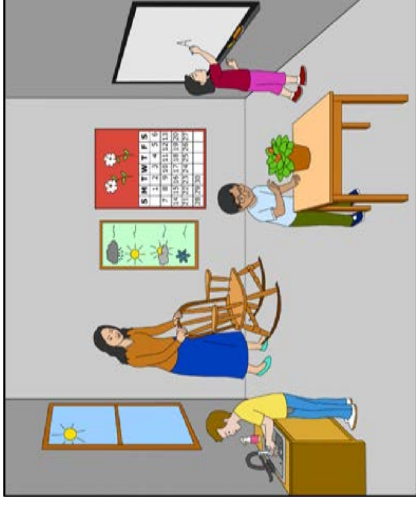
If there are items available for review, they will be displayed in the box below. If the box is blank, no additional items are available for review. Please complete any remaining item reviews, then click Submit Test at the bottom of the screen.

▲ = This symbol indicates unanswered items.

1	2 ▲	3 ▲	4 ▲	5 ▲
6 ▲	7 ▲	8 ▲	9 ▲	10 ▲



- SAY** The picture shows a classroom. There are three students and a teacher.
- SAY** If you need to hear the description again, let me know and I will read it to you.



No.	Question	Score 0	Score 1
	SAY Imagine you are in a classroom with a teacher and some students.	<ul style="list-style-type: none"> • Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know." 	<ul style="list-style-type: none"> • Correct response.
1	SAY The students are learning about the letters of the alphabet. What letters of the alphabet can you name? ➔ NEXT	Anchor: <ul style="list-style-type: none"> ◦ Letters. 	Anchor: <ul style="list-style-type: none"> ◦ ABC. (Any letters are acceptable.)
2	SAY A student is touching something on the table. The thing is growing in a pot and has leaves. What do you call something that grows and has leaves? ➔ NEXT	Anchor: <ul style="list-style-type: none"> ◦ I don't know. 	Anchor: <ul style="list-style-type: none"> ◦ Flower/plant/roses. ◦ a little tree.

No.	Question	Score 0	Score 1	Score 2
	<p>1 For questions 3 and 4, if the student gives a one-word response, say, “Tell me more.”</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. 	<ul style="list-style-type: none"> • Response is limited or partially relevant. • Errors in grammar, pronunciation, or intonation impede meaning. 	<ul style="list-style-type: none"> • Response is relevant. • Errors in grammar, pronunciation, or intonation do not impede meaning.
3	<p>SAY There is a calendar in the room. What does a calendar help people do? ➔ NEXT</p>	<p>Anchor:</p> <ul style="list-style-type: none"> ◦ (Pointing.) ◦ [Examiner: Tell me in words.] (Student points.) 	<p>Anchor:</p> <ul style="list-style-type: none"> ◦ Plan. ◦ [Examiner: Tell me more.] (No response.) 	<p>Anchor:</p> <ul style="list-style-type: none"> ◦ To tell days and tell what month it is and tell what . . . umm, what umm, what number it is.
4	<p>SAY The students are learning about different kinds of weather. What kinds of weather can you think of? ➔ NEXT</p>	<p>Anchor:</p> <ul style="list-style-type: none"> ◦ I see (pointing). ◦ [Examiner: Tell me in words.] Umm . . . 	<p>Anchor:</p> <ul style="list-style-type: none"> ◦ Raining. ◦ [Examiner: Tell me more.] I don’t know. 	<p>Anchor:</p> <ul style="list-style-type: none"> ◦ Sun and cloudy. ◦ Thunder/rain/wind.

Prompting Guidelines: Talk About a Scene

If the student does not answer or requests that a question be repeated, you may repeat the question once. If the student points, pantomimes, or points to people and things while saying words such as this/that/these/those, say, “Tell me in words.” For questions 3 and 4, if the student gives a one-word response, say, “Tell me more.”



Score 0	Score 1	Score 2
<ul style="list-style-type: none">• An opinion is not expressed.• Response contains no English.• No response, “I don’t know,” or is completely unintelligible. <p>Anchor: Puerta</p>	<ul style="list-style-type: none">• An opinion is expressed but not supported. A reason is not provided or is not relevant.• Errors in grammar, word choice, pronunciation, or intonation impede meaning. <p>Anchor: Line leader. [Examiner: Why do you think being the line leader is better?] Because, umm . . . Examiner repeats question.] Because you can, you can . . .</p>	<ul style="list-style-type: none">• An opinion is expressed and supported with a relevant reason.• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. <p>Anchor A: Umm, door holder. [Examiner: Why do you think being the door holder is better?] Because I like how I open the door for everyone and I think that’s helpful.</p> <p>Anchor B: I’ll choose the line leader. [Examiner: Why do you think being the line leader is better?] Because you get to see and walk in front.</p>

SAY Here are two pictures. The first picture shows a girl at the front of a line of students. The second picture shows a boy holding a door.

No.	Picture	Prompt
5		<p>SAY Now, SAY I am going to ask you for your opinion. If appropriate, you may point to each picture at the appropriate time while reading the question. SAY You can choose which class job you will have this week. You can choose between being the line leader or the door holder. Which do you choose? i Wait for initial choice. SAY Why do you think [being the line leader/being the door holder/your choice] is better? If there have been no responses or no correct responses to this point, you may stop testing in the Speaking domain. Select [End Test]. NEXT</p>

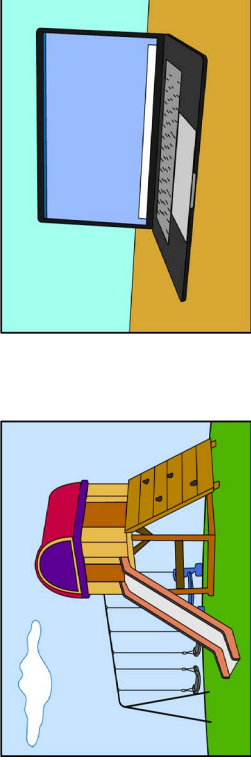



Prompting Guidelines: Support an Opinion

If the student does not answer or requests that a question be repeated, you may repeat the question once.
If the student points, pantomimes, or points while saying words such as this/that/these/those, say, "Tell me in words," and repeat the question.
If the student states a choice but does not provide a reason, repeat the last part of the question once: "Why do you think [student's choice] is better?"
If the student gives an original but relevant response to the question, or selects neither or both options, say, "Why do you think your choice is better?"



Score 0	Score 1	Score 2
<ul style="list-style-type: none">• An opinion is not expressed.• Response contains no English.• No response, "I don't know," or is completely unintelligible. <p>Anchor: I don't know.</p>	<ul style="list-style-type: none">• An opinion is expressed but not supported. A reason is not provided or is not relevant.• Errors in grammar, word choice, pronunciation, or intonation impede meaning. <p>Anchor: Playground. [Examiner: Why do you think playing on the playground is better?] No response.</p>	<ul style="list-style-type: none">• An opinion is expressed and supported with a relevant reason.• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. <p>Anchor A: Playground. [Examiner: Why do you think playing on a playground is better?] Because it's fun to play with friends.</p> <p>Anchor B: Computer. [Examiner: Why do you think playing on a computer is better?] Because you can play on apps.</p>

SAY Here are two pictures. The first picture shows a playground. The second picture shows a computer.

No.	Picture	Prompt
6		<p>SAY  I am going to ask you for your opinion. If appropriate, you may point to each picture at the appropriate time while reading the question.</p> <p>SAY  Your class has earned some free time. What do you choose for your class to do: play on the playground or play on the computer?</p> <p>i Wait for initial choice.</p> <p>SAY Why do you think [playing on the playground/playing on the computer/your choice] is better?  NEXT</p>

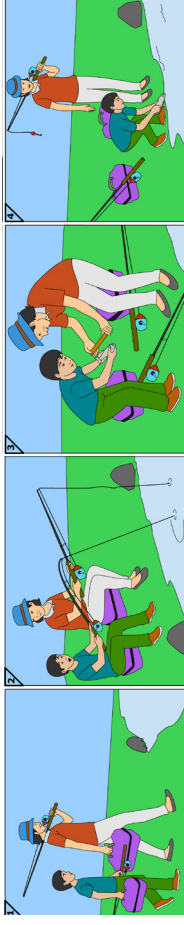
Prompting Guidelines: Support an Opinion

If the student does not answer or requests that a question be repeated, you may repeat the question once.
 If the student points, pantomimes, or points while saying words such as this/that/these/those, say, "Tell me in words," and repeat the question.
 If the student states a choice but does not provide a reason, repeat the last part of the question once: "Why do you think [student's choice] is better?"
 If the student gives an original but relevant response to the question, or selects neither or both options, say, "Why do you think your choice is better?"



Score 0	Score 1	Score 2	Score 3	Score 4
<ul style="list-style-type: none"> Response is not relevant. Response contains no English. No response, "I don't know," or is completely unintelligible. <p>Anchor: (Unintelligible.)</p>	<ul style="list-style-type: none"> Response attempts to retell the narrative 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). <p>Anchor: They fish. [Examiner: What else can you tell me about what you heard?] (No response.)</p>	<ul style="list-style-type: none"> Response retells the narrative as supported by the pictures and may be incomplete and lack clarity. 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. <p>Anchor: OK. So she went so he went . . . fishing pole with grandmother, but he almost doesn't gonna getta fish. The first one, he he is too small. But he . . . he let it go, and he want to get it. [Examiner: What else can you tell me about the story?] (No response.)</p>	<ul style="list-style-type: none"> Response retells the narrative as supported by the pictures with basic detail. 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. <p>Anchor: First picture they were walking to the lake. And then second picture, her grand . . . her grandma gave fishing pole to him so he could catch a fish. And then third, they were measuring the fish to make sure if it was big or little. And it was little, and then they put it back in the lake.</p>	<ul style="list-style-type: none"> Response provides a clear and detailed retelling of the narrative as supported by the pictures. 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. <p>Anchor: OK. So, uhh, the kid and his grandmother, uhh, went out fishing. And he wanted to try the new fishing pole. So they sit down and do the rope. And then, after short little bit of time, Jose . . . or the kid, he caught his first fish. He felt something pulling him. So after he pulled . . . he cranked it back in. After, his grandma and Jose . . . I mean, grandmother and Jose measure the fish, his grandmother said that it was too small to keep. So they let it go. And he wished it would grow into a big, big fish. And he hoped he would see it again.</p>

SAY Here are four pictures that go with the story. I am going to describe the pictures and then tell you a story.



i Pause. If appropriate, you may point to each of the pictures.

SAY You will hear the story only once. When I am finished, you will tell the story back to me.

i If appropriate, you may point to the first picture.

SAY The first picture shows a grandmother and grandson walking to a lake with fishing equipment. The story says Paul was going fishing with his grandmother. He wanted to try the fishing pole she had given him.

i If appropriate, you may point to the second picture.

SAY The second picture shows the grandmother and grandson sitting next to each other and fishing. The story says at the lake they waited and waited for a fish to bite. Finally Paul felt something pulling on his line.

i If appropriate, you may point to the third picture.

SAY The third picture shows the grandmother and grandson measuring the size of fish that they caught. The story says Paul caught his first fish. His grandmother measured the fish. She said it was too small to keep.

i If appropriate, you may point to the fourth picture.

SAY The fourth picture shows the grandson putting the fish back into the lake. The story says they put the fish back in the water and let it go. It swam away, and Paul hoped it would grow into a great big fish. Maybe he would see it again someday!

SAY Now use all of the information in the pictures to tell the story back to me.

➔ NEXT

Prompting Guidelines: Retell a Narrative

Read the story only once.

If the student does not answer or requests that the question be repeated, say, "Now use all the pictures to tell the story back to me."

If the student points, pantomimes, or points to people and things while saying words such as *this/those/these/those*, say, "Tell me in words about the story."

If the student is reluctant or stops speaking after saying a few sentences, prompt the student by saying one of the following,

"What else can you tell me about the story?" or "And then what happened?" Reprompt no more than twice.

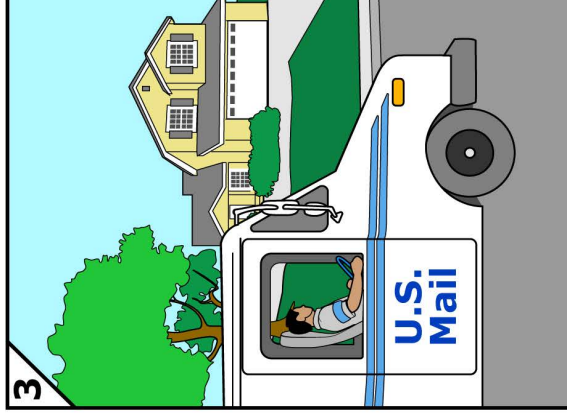
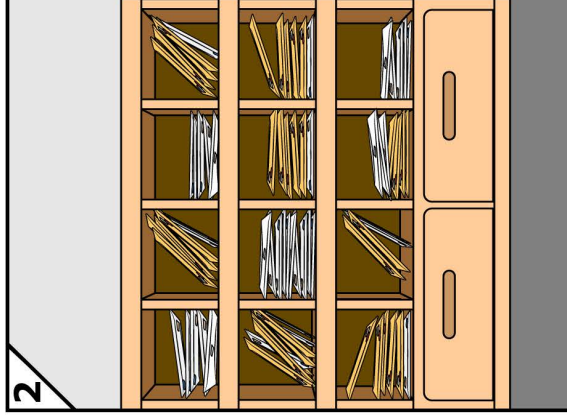
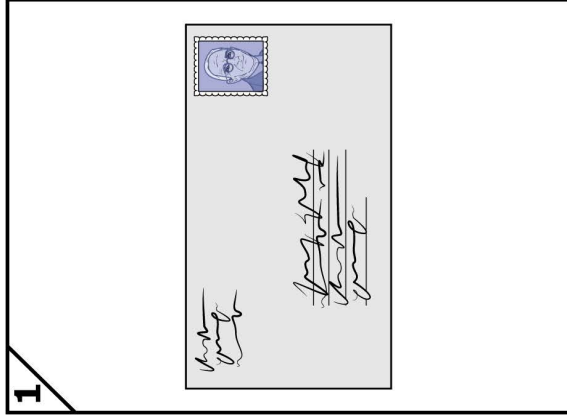
If the student is struggling to remember a name, say, "The girl's/boy's name is [name]. You can also say 'the girl/the boy.'"

When scoring, you should consider the responses given by the student as a whole, regardless of reprompting.

**Main Points**

A full response includes at least three of the following Main Points:

- People put letters in envelopes/put an address on an envelope/put a stamp in the corner (to mail a letter to someone).
- People put envelopes/letters in mailboxes OR people bring them to the post office.
- Machines and post office workers/mailmen sort letters (sort letters into bins).
- Post office workers/mailmen drive or fly the letters to different towns.
- Post office workers/mailmen deliver the letters to homes/businesses.



SAY In this part of the test, I will read some information to you.


SAY Here are three pictures that go with the information. I am going to describe the picture and then tell you more information. The first picture shows a stamped envelope. The second picture shows a mailroom. The third picture shows a postal worker delivering mail in a truck.

SAY I am going to tell you about sending a letter in the mail. Listen carefully. You will hear the information only once. When I am finished, you will tell me about sending a letter in the mail.

 If appropriate, you may point to the picture of each object at the appropriate time while reading the information.

 If appropriate, you may point to the first picture.

SAY When people want to send a letter, they put the letter in an envelope and write the address on the envelope. They put a stamp in the corner and put the letter in a mailbox or take it to a post office.

 If appropriate, you may point to the second picture.

SAY Machines and workers sort the letters into bins, depending on where each letter is going.

 If appropriate, you may point to the third picture.

SAY Postal workers drive or fly the letters to different towns and deliver each letter to a home or business.

 **SAY** Now it is your turn. Tell me what you learned about sending a letter in the mail. Use the information about the pictures to help you. I can repeat the picture description if you would like.

i Pause to let the student summarize the presentation. While the student is responding, use the Main Points and rubric to score the response.

 NEXT

Prompting Guidelines: Summarize an Academic Presentation

Read the information only once.

If the student does not answer or requests that a question be repeated, you may repeat the question once.

If the student points to the picture without speaking, say, “Tell me in words.”

If the response includes one or some of the main points and/or partial details, say,

“What else can you tell me about what you heard/about what I told you?” Reprompt only once.

If the student is struggling to remember a word, you may say, “It’s OK, do your best.” Do not say the word to the student.

When scoring, you should consider the responses given by the student as a whole, regardless of reprompting.

**Main Points**

A full response includes at least three of the following Main Points:

- People put letters in envelopes/put an address on an envelope/put a stamp in the corner (to mail a letter to someone).
- People put envelopes/letters in mailboxes OR people bring them to the post office.
- Machines and post office workers/mailmen sort letters (sort letters into bins).
- Post office workers/mailmen drive or fly the letters to different towns.
- Post office workers/mailmen deliver the letters to homes/businesses.

Score 0	Score 1	Score 2	Score 3	Score 4
<ul style="list-style-type: none"> • Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 choppy or halting may occur. 	<ul style="list-style-type: none"> • 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.
<p>Anchor: I don't know.</p>	<p>Anchor: First has the people name and address. Next, next, yellow, next, and yellow, umm, gray. I forgot what to say. [Examiner: What else can you tell me about what I told you?] No response.</p>	<p>Anchor: Umm, posts the letter to the mail. And they deliver it to a house or to somewhere. And they take it. And they put the stamp. [Examiner: What else can you tell me about what I told you?] That they put it in a box.</p>	<p>Anchor: A-, if you want to send a, a, a letter, you put it inside a envelope and then you put it in the mailbox or, and then you, and then they're in different kind of, of boxes and, or in co-, or in covers. And the mailbox . . . and the mail guy will, will go give it to the right person. [Examiner: What else can you tell me about what you heard?] That when, when you send a envelope, you put the address on it.</p>	<p>Anchor: First you write a letter and then you put it in an envelope. And some people put it in the mailbox or put it, or take it to a post office. And mailmen fly or drive to wherever they need to go. [Examiner: What else can you tell me about what I told you?] Umm, they sort them in different bins.</p>

Notes:

- Minor factual inaccuracies or omissions are acceptable as long as the student expresses a clear summary of the presentation.
- Don't penalize for mispronunciation of any word that doesn't interfere with meaning.



Main Points

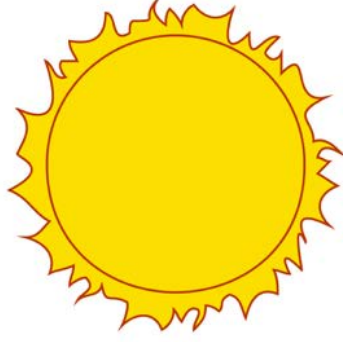
A full response includes at least three of the following Main Points and at least one detail:

- The Sun makes light and heat.
- (The Sun's) light and heat is a kind of energy OR the Sun makes energy
- People and animals need the Sun to live.
- The Earth (and other planets) goes around the Sun.

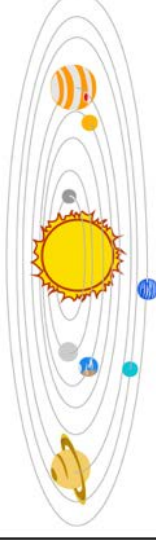
Details:

- The Sun is a star
- The Sun is a ball of hot gas
- The Sun (and planets that go around it) is part of the solar system.

1



2



SAY Here are two pictures that go with the information. I am going to describe the picture and then tell you more information. The first picture shows the Sun. The second picture shows the solar system. The Sun is in the center and planets are orbiting around it.

SAY I am going to tell you about the Sun. Listen carefully. You will hear the information only once. When I am finished, you will tell me about the Sun.

 If appropriate, you may point to the picture of each object at the appropriate time while reading the information.

 If appropriate, you may point to the first picture.

SAY The Sun is a star. It is a big ball of hot gas. The Sun makes light and heat. The Sun's strong light and heat is a kind of energy. People and animals need the warmth and light from the Sun to live on Earth.

 If appropriate, you may point to the second picture.

SAY The Earth orbits, or goes around, the Sun. Other planets go around the Sun, too. All of the planets that go around the Sun are part of one solar system.

 **SAY** Now it is your turn. Tell me about the Sun. Use the information about the pictures to help you. I can repeat the picture description if you would like.

i Pause to let the student summarize the presentation. While the student is responding, use the Main Points and the rubric to score the response. After the student responds,

SAY This is the end of the Speaking test. Thank you for your attention and hard work.

i DIRECTIONS ON ENDING A TEST

- Select the [End Test] button to continue to the review screen.
- Do not rerecord responses if you see a red triangle in the review box. Select the [Submit Test] button.

Prompting Guidelines: Summarize an Academic Presentation

Read the information only once.

If the student does not answer or requests that a question be repeated, you may repeat the question once.

If the student points to the picture without speaking, say, "Tell me in words."

If the response includes one or some of the main points and/or partial details, say,

"What else can you tell me about what you heard/about what I told you?" Reprompt only once.

If the student is struggling to remember a word, you may say, "It's OK, do your best." Do not say the word to the student.

When scoring, you should consider the responses given by the student as a whole, regardless of reprompting.

**Main Points**

A full response includes at least three of the following Main Points and at least one detail:

- The Sun makes light and heat.
- (The Sun's) light and heat is a kind of energy OR the Sun makes energy
- People and animals need the Sun to live.
- The Earth (and other planets) goes around the Sun.

Details:

- The Sun is a star
- The Sun is a ball of hot gas
- The Sun (and planets that go around it) is part of the solar system.

Score 0	Score 1	Score 2	Score 3	Score 4
<ul style="list-style-type: none"> • Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Anchor: (Unintelligible.)</p>	<p>Anchor: A sun, is bigger than every planet and, and Jupiter is, way too big than any planet, but the sun is way too big than Jupiter and every planets. [Examiner: What else can you tell me about what you heard?] (No response.)</p>	<p>Anchor: The sun is up high and it's a big, it's a star, and then the, the planets go around and the . . . I don't know.</p>	<p>Anchor: The sun is a big ball of gas and animals need it to survive on earth. [Examiner: What else can you tell me about what you heard?] The sun is light. And you cannot turn it off or on. That's it.</p>	<p>Anchor: The sun is a star. It's a big gassy ball and the earth orbits around it. Animals and humans need the warmth. And, and all the other planets orbit around the sun and it makes a whole galaxy.</p>

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.

Special Directions for Reading

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. 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.

Embossed Materials

Students who have been assigned the braille accommodation for the ELPAC have the option of receiving Reading passages, questions, and response choices printed locally via embosser or refreshable braille.

- Reading is administered one-on-one with the test examiner navigating the student device. The test examiner should scroll at the appropriate times to ensure that the student sees all reading passages, and answer choices.
- If there have been no responses or no correct responses to the stopping marker, the test examiner may stop administering the Reading domain. Select **[End Test]**.
- For each question, sweep your finger or pencil under the question and options on the screen as you read and say them aloud. For all questions, you will select the student's response on the Student Interface.
- For questions that have the options C, IC, and NR, select "C" for a correct response, "IC" for an incorrect response, and "NR" for no response.
- For questions that have the options A, B, and C, do not say the option letters (A, B, C), and do not read "NR" aloud to the student.
- For questions with text options, say, **"Tell me your answer,"** after you have read the last option.
- For questions with picture options, say, **"Point to your answer,"** after you have read the question.
- The **READ AND SAY** symbol indicates text on the student's screen that you will read aloud as you sweep your finger or pencil underneath.
- When sweeping your finger or pencil under a word, phrase, sentence, or picture, do not cover up any part of the text or picture.
- **Pointing:** Some questions require the test examiner to point, as indicated by the  icon, while reading the text out loud to the student. This should be rehearsed prior to the test administration. Do not point to pictures or text unless directed to in this DFA. Test examiners may use the cursor, pencil or pen, or their finger to point.
- If there are terms that include a phonetic pronunciation in brackets, pronounce the word as provided in the brackets.

Reading—Grade 1 (cont.)

- Refer to the Prompting Guidelines before each task in this DFA.
- If a student looks for confirmation from the test examiner while reading, say, “It’s OK, do your best.”

Beginning the Reading Test

The Reading Practice Test can be administered in several ways. It can be administered as a practice activity by marking the student’s responses in the **Student Testing Interface**. The **Student Testing Interface** does not capture the scores or produce a printed report. As an option, the test examiner can both administer the Practice Test and check the student’s answers. The test examiner may choose to copy the Student Score Sheet, bubble the answers while administering the test, and then use the scoring keys to check the answers. You must select an answer for each question to move on to the next question. **The Student Scoring Sheet is located at the end of this document.**

To begin the test, follow the directions in the **How to Start a Practice Test Session Using the Same Procedures as the Operational Tests** portion of this document or the **How to Start a Test Session as a Guest** portion of this document.

When the Reading Test screen comes up,

SAY This is the Reading section of the ELPAC test.

In this part of the test, we are going to read together. I will ask you some questions and you will tell me your answers. If you are unsure of how to respond to a question, just respond the best you can.

If you need me to repeat a question, just ask.

You will now begin the Reading questions.

i Select **[Next]** to advance to the next screen.

Administer the Reading questions using the scripts below.



Reading—Read and Choose a Word

Prompting Guidelines: Read and Choose a Word

Read aloud the question only. Do not read aloud the answer choices.

If the student requests that a question be repeated, you may repeat the question once.

If the student does not give an answer, repeat the question. If the student gives an answer that is not clear, you may repeat the question or say, **“Tell me again.”**

If the student still does not answer, choose No Response (NR) and move to the next question.

1

SAY What is something that people can write with?

2

SAY Which word spells the number 5?



Reading—Read and Choose a Sentence

Prompting Guidelines: Read and Choose a Sentence

Read aloud the question only. Do not read aloud the answer choices.

If the student requests that a question be repeated, you may repeat the question once.

If the student does not give an answer, repeat the question. If the student gives an answer that is not clear, you may repeat the question or say, “Tell me again.”

If the student still does not answer, choose No Response (NR) and move to the next question.

3

SAY Which sentence describes two children playing in water?

4

SAY Which sentence describes a person making art?

NOTE

If there have been no responses or no correct responses to this point, you may stop testing in the Reading domain. Select **[End Test]**.

Answer Key:

1. (A) 2. (A) 3. (B) 4. (A)

5

SAY Which sentence describes a boy and a girl playing on some playground equipment?

6

SAY Which sentence describes two people going across a lawn?



Reading—Read a Short Informational Passage

Prompting Guidelines: Read a Short Informational Passage

For the first question, prompting guidelines are given in the script.

After the first question, read the story in full only once. For the remaining questions, repeat the question once if the student requests.

For questions with text options, say, “**Tell me your answer,**” after you have read the last option.

For questions with picture options, read the picture descriptions provided. Say, “**Tell me your answer,**” after you have read the last picture description.

If the student does not give an answer, repeat the question. If the student gives an answer that is not clear, you may repeat the question or say, “**Tell me again.**”

If the student still does not answer, choose No Response (NR) and move to the next question.

7

SAY There are two pictures. The first picture shows a land turtle walking on land. The second picture shows a sea turtle swimming in the sea.

SAY Now you are going to read a text on your own. I will ask you some questions about what you have read.

SAY When you need me to scroll to read the rest of the text, just ask. Tell me when you are finished reading the text so I can read the questions to you.

i If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student’s response on the Student Testing Interface.

8

i If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student’s response on the Student Testing Interface.

9

i If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student’s response on the Student Testing Interface.

NOTE

If there have been no responses or no correct responses to Numbers 5 through 9, you may stop testing in the Reading domain. Select **[End Test]**.

Answer Key:

5. (C)

6. (B)

7. (A)

8. (C)

9. (C)



10

SAY The picture shows a large oak tree.

SAY Now you are going to read a text on your own. I will ask you some questions about what you have read.

SAY When you need me to scroll to read the rest of the text, just ask. Tell me when you are finished reading the text so I can read the questions to you.

i If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student's response on the Student Testing Interface.

11

i If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. Use the picture descriptions below for the options.

SAY Acorns

Apples

Pears

i For all questions, you will select the student's response on the Student Testing Interface.

12

i If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student's response on the Student Testing Interface.



Reading—Read a Literary Passage

Prompting Guidelines: Read a Literary Passage

Read aloud the directions but not the story; the student will read the story. Then read aloud the questions and answer choices.

For questions with text options, say, **“Tell me your answer,”** after you have read the last option.

For questions with picture options, say, **“Point to your answer,”** after you have read the question.

If the student requests that a question be repeated, you may repeat the question once.

If the student does not answer or gives an answer that is not clear, you may repeat the question once. If the student still does not answer, choose No Response (NR) and move to the next question.

13

SAY The picture shows a mother and son at home. The boy is putting on his jacket. The mother is looking for something in her purse.

SAY Now you are going to read a story on your own. Then you will answer questions about what you have read.

SAY When you need me to scroll to read the rest of the text, just ask. Tell me when you are finished reading the text so I can read the questions to you.

i If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student’s response on the Student Testing Interface.

14

i If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. Use the picture descriptions below for the options.

SAY A purse

A key

An umbrella

i For all questions, you will select the student’s response on the Student Testing Interface.

15

i If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student’s response on the Student Testing Interface.



Reading—Read an Informational Passage

Prompting Guidelines: Read an Informational Passage

Read aloud the directions but not the information; the student will read the information. Then read aloud the questions and answer choices.

For questions with text options, say, **“Tell me your answer,”** after you have read the last option.

For questions with picture options, say, **“Point to your answer,”** after you have read the question.

If the student requests that a question be repeated, you may repeat the question once.

If the student does not answer or gives an answer that is not clear, you may repeat the question once.

If the student still does not answer, choose No Response (NR) and move to the next question.

16

SAY The picture shows the White House and its garden.

SAY Now you are going to read a story on your own. Then you will answer questions about what you have read.

SAY When you need me to scroll to read the rest of the text, just ask. Tell me when you are finished reading the text so I can read the questions to you.

i If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student’s response on the Student Testing Interface.

17

i If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student’s response on the Student Testing Interface.

18

i If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student’s response on the Student Testing Interface.

**19**

SAY The picture shows a train.

SAY Now you are going to read a text on your own. Then you will answer some questions about what you have read.

SAY When you need me to scroll to read the rest of the text, just ask. Tell me when you are finished reading the text so I can read the questions to you.

i If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. Use the picture descriptions below for the options.

SAY A car

A ship

A covered wagon pulled by two horses

i For all questions, you will select the student's response on the Student Testing Interface.

20

i If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student's response on the Student Testing Interface.

21

i If appropriate, you may sweep your finger under the question and options on the screen as you read and say them aloud. For all questions, you will select the student's response on the Student Testing Interface.

After the student responds to the last question,

SAY This is the end of the Reading test. Thank you for your attention and hard work.

i DIRECTIONS FOR ENDING A TEST

- Select **[End Test]** represented by a red square.
- Select **[Yes]** to continue.
- Select **[Submit Test]**.
- Select **[Yes]** to submit.



Reading Scoring Keys

Read and Choose a Word

Number	Answer Key
1	A
2	A

Read and Choose a Sentence

Number	Answer Key
3	B
4	A
5	C
6	B

Read a Short Informational Passage

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

Read a Literary Passage

Number	Answer Key
13	C
14	B
15	A

Read an Informational Passage

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


Special Directions for Writing

For administration using a braillewriter or other assistive device

If the student uses a braillewriter or other assistive device, use the directions in the section of this document labeled *WRITING DIRECTIONS (STUDENT USES A BRAILLEWRITER)*. A staff member fluent in both braille and English must transcribe the braille writing to the braille Answer Book **after testing is completed**. The transcriber should transcribe exactly what the student has written, and not correct student errors.

For administration with dictation

If the student does not use a braillewriter or other assistive device, use the directions in the section of this document labeled *WRITING DIRECTIONS (STUDENT DICTATES RESPONSE)*. Write the student's dictated responses in the braille Answer book during testing. Write exactly what the student says, and do not correct student errors.

- For each question, you will read aloud the question in this DFA while the student looks at the question in the Answer Book. You will point to information in the Answer Book, as directed. The student will write a response in the Answer Book.
- If there have been no responses or no correct responses to the stopping marker, the test examiner may stop administering the Writing domain.
- When sweeping your finger or pencil under a word, phrase, sentence, or picture, do not cover up any part of the text or picture.
- **Pointing:** Some questions require the test examiner to point, as indicated by the  icon, while reading the text out loud to the student. This should be rehearsed prior to the test administration. Do not point to pictures or text unless directed to in this DFA. Test examiners may use the cursor, pencil or pen, or their finger to point.
- If a student looks for confirmation from the test examiner while writing, say, **"It's OK, do your best."**

Writing—Grade 1 (cont.)

Beginning the Writing Test

The Writing Practice Test is administered on paper. The test examiner should copy the student Answer Book. As an option, the test examiner can administer and review the student's responses to the Practice Test using the rubrics provided.

The Student Score Sheet is located at the end of this document.

SAY Today, you will take the ELPAC Writing test. If you are unsure of how to respond to a question, just respond the best you can.

If you need any questions repeated, just ask.

You will now begin the Writing questions.

i Administer the Writing questions using the scripts on the following page.

**WRITING DIRECTIONS (STUDENT USES A BRAILLEWRITER)**

 Writing—Write a Story Together with Scaffolding

Student uses a braillewriter.

SAY We are going to write a story together. The title of the story is “Flying a Kite.” Some letters and words are missing from the story.

1

SAY The first letter is missing from the word “Flying.” Say the word “Flying.”

SAY Now write the first letter of the word “Flying.”

i If student does not write, re-prompt.

2

SAY The first sentence in the story is: Julie is playing outside.

SAY The second sentence should say: It is not a windy day.

SAY The word “day” is missing from the story. Say the word “day.”

SAY Now write the word “day.”

3

SAY Now it is your turn to write the end of the story. How should the story end?

SAY Write your sentence.

i Pause to allow the student to write.

SAY Read your writing to me.

i Write what the student says in the Transcription Box in the braille Answer Book.



If there have been no responses or no correct responses to this point, you may stop testing in the Writing domain.



 **Writing—Write an Informational Text Together**

Student uses a braillewriter.

4

SAY Now I am going to tell you some information about fish. Listen carefully. Then we will write about what we have learned.

i Read the text aloud to the student.

SAY Fish are animals that live in water. They do not have legs. Fish use their fins and tails to move through water. Fins help them swim. Fish also have gills. They use their gills to breathe in the water. Fish cannot breathe air the way we do.

SAY Let’s write about what we learned.

SAY The first sentence is: Fish live in water.

SAY I have a sentence to add. I will say the sentence and you will write the sentence here.

SAY They use fins to swim.

i Repeat the sentence as necessary.

Pause for the student to write.

SAY Let’s read what we have written so far.

SAY Fish live in water. They use fins to swim.

5

SAY Now it is your turn to add a sentence. Listen while I re-read the information. Listen carefully so you can write your own sentence here.

i Read the text aloud to the student.

SAY Fish are animals that live in water. They do not have legs. Fish use their fins and tails to move through water. Fins help them swim. Fish also have gills. They use their gills to breathe in the water. Fish cannot breathe air the way we do.

SAY Now, write your sentence.

i Pause for the student to write.

SAY Do you want to make any changes to your sentence?

i Pause for the student to make any revisions. If the student does not have any revisions or when student completes revisions,

SAY Read your writing to me.

i Write what the student says in the Transcription Box in the braille Answer Book.



Writing—Describe a Picture

Student uses a braillewriter.

6

SAY Now you are going to describe something happening. Write a sentence about a girl taking care of a pet rabbit.

i Pause for the student to write.

Writing—Write About an Experience

Student uses a braillewriter.

7

SAY You are going to write in English about something that happened to you.

- You should write at least one complete sentence.
- Use descriptions, details, and examples to make your writing interesting.

SAY Write about someone who made you happy. Who was it? What did that person do?

i Pause for the student to write.

i After the student responds to the last question,

SAY This is the end of the Writing test. Thank you for your attention and hard work.



WRITING DIRECTIONS (STUDENT DICTATES RESPONSE)

Writing—Write a Story Together with Scaffolding

Student dictates response.

SAY We are going to write a story together. The title of the story is “Flying a Kite.” Some letters and words are missing from the story.

1

SAY The first letter is missing from the word “Flying.” Say the word “Flying.”

SAY What is the first letter of the word “Flying”? Tell me what letter you would write.

i Write the student’s response in the braille Answer Book.

2

SAY The first sentence in the story is: Julie is playing outside.

SAY The second sentence should say: It is not a windy day.

SAY The word “day” is missing from the story. Say the word “day.”

SAY Now write the word “day.” Tell me what you would write. Tell me how to spell the word.

i Write the student’s response in the braille Answer Book.

3

SAY Now it is your turn to write the end of the story. How should the story end?

SAY Tell me what you would write. For the sentence, tell me how to spell the words and where to use capital letters, periods, questions marks, or commas.

i Write the student’s response in the braille Answer Book.

i In the Transcription Box, write the words the student said.



If there have been no responses or no correct responses to this point, you may stop testing in the Writing domain.



Writing—Write an Informational Text Together

Student dictates response.

4

SAY Now I am going to tell you some information about fish. Listen carefully. Then we will write about what we have learned.

i Read the text aloud to the student.

SAY Fish are animals that live in water. They do not have legs. Fish use their fins and tails to move through water. Fins help them swim. Fish also have gills. They use their gills to breathe in the water. Fish cannot breathe air the way we do.

SAY Let's write about what we learned.

SAY The first sentence is: Fish live in water.

SAY I have a sentence to add. I will say the sentence and you will write the sentence here.

SAY They use fins to swim.

SAY Tell me what you would write. For the sentence, tell me how to spell the words and where to use capital letters, periods, question marks, or commas

i Repeat the sentence as necessary.

i Write the student's response in the braille Answer Book.

SAY Let's read what we have written so far.

SAY Fish live in water. They use fins to swim.

5

SAY Now it is your turn to add a sentence. Listen while I re-read the information. Listen carefully so you can tell me what to write.

i Read the text aloud to the student.

SAY Fish are animals that live in water. They do not have legs. Fish use their fins and tails to move through water. Fins help them swim. Fish also have gills. They use their gills to breathe in the water. Fish cannot breathe air the way we do.

SAY Now, tell me what you would write. For the sentence, tell me how to spell the words and where to use capital letters, periods, question marks, or commas.

i Write the student's response in the braille Answer Book.

SAY Do you want to make any changes to your sentence?

i Make any revisions the student requests,

i In the Transcription Box, write the words the student said.



Writing—Describe a Picture

Student dictates response.

6

SAY Now you are going to describe something happening. Write a sentence about a girl taking care of a pet rabbit.

SAY Tell me what you would write. Tell me how to spell the words and where to use capital letters, a period, or commas.

i Write the student's response in the braille Answer Book.

Writing—Write About an Experience

Student dictates response.

7

SAY You are going to write in English about something that happened to you.

- You should write at least one complete sentence.
- Use descriptions, details, and examples to make your writing interesting.

SAY Write about someone who made you happy. Who was it? What did that person do?

SAY Tell me what you would write. Tell me how to spell the words and where to use capital letters, a period, or commas.

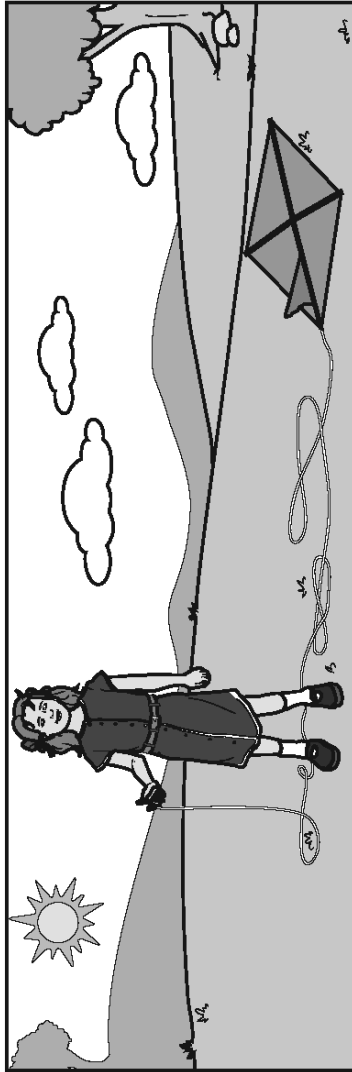
i Write the student's response in the braille Answer Book.

i After the student responds to the last question,

SAY This is the end of the Writing test. Thank you for your attention and hard work.



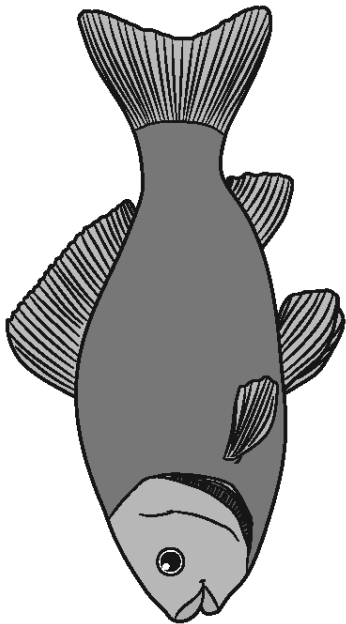
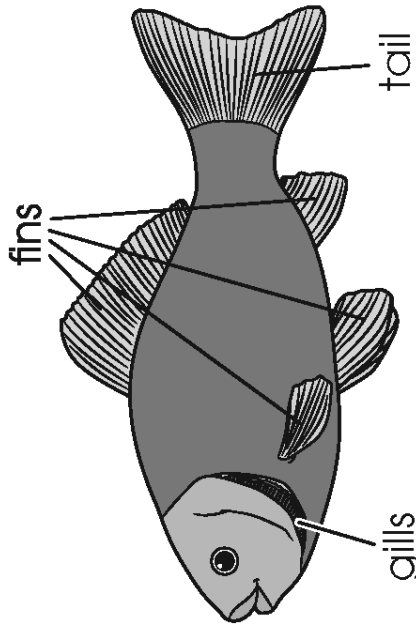
Flapping a Kite



Julie is playing outside.

It is not a windy

Transcription Box



fish

Fish live in water.

4

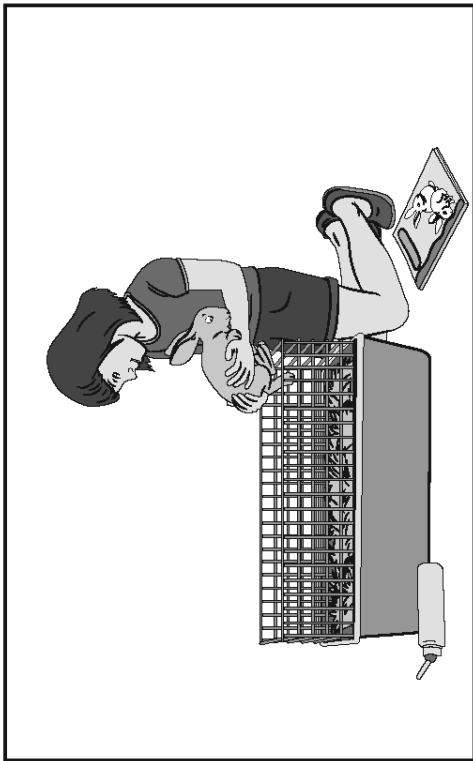
Handwriting practice lines for the number 4, consisting of a solid top line, a dashed middle line, and a solid bottom line.

5

Handwriting practice lines for the number 5, consisting of a solid top line, a dashed middle line, and a solid bottom line.

Transcription Box

Handwriting practice lines for the transcription box, consisting of a solid top line, a dashed middle line, and a solid bottom line.



Four vertical lines for writing practice, consisting of two solid outer lines and two dashed inner lines.

6



Directions

You are going to write in English about something that happened to you.

- You should write at least one complete sentence.
- Use descriptions, details, and examples to make your writing interesting.

Write about someone who made you happy. Who was it? What did that person do?

7

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated seven times.





Writing Rubrics

Rubric for Writing—Letter, Numbers 1 and 2

Score	Descriptors
1	<ul style="list-style-type: none"> The student writes the letter correctly. If the letter name is provided, the student writes the specified letter. If the letter name is not provided, a phonetic representation of the sound is acceptable. Any style of letters (for example, capital, lowercase, cursive) is acceptable. For kindergarten and grade one, the letter may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p).
0	<ul style="list-style-type: none"> The student writes the letter incorrectly. The student writes a letter other than the specified letter or a letter that does not represent the first sound of the specified word. OR <ul style="list-style-type: none"> The student writes or draws content that is not representative of letters in the English alphabet. OR <ul style="list-style-type: none"> The student does not provide a written response.

Rubric for Writing—Word, Number 3

Score	Descriptors
2	<ul style="list-style-type: none"> The student correctly writes the word. For grade one, phonetic representations (using logical letter-sound relationships) of all the letters are acceptable. Any style of letters (for example, capital, lowercase, cursive) is acceptable. For grade one, letters may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p).
1	<ul style="list-style-type: none"> The student writes at least two letters of the word correctly, including the initial letter in the initial position and one additional letter (any position in the word). For grade one, phonetic representations (using logical letter-sound relationships) of the two letters are acceptable. Any style of letters (for example, capital, lowercase, cursive) is acceptable. For grade one, letters may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p).
0	<ul style="list-style-type: none"> The student writes letters that are not representative of letters in the word. OR <ul style="list-style-type: none"> The student copies a word or words printed on the Answer Book page. OR <ul style="list-style-type: none"> The student writes or draws content that is not representative of letters in the English alphabet. OR <ul style="list-style-type: none"> The student does not provide a written response.



Rubric for Writing—Describe a Picture, Number 5

Score	Descriptors
2	<ul style="list-style-type: none"> • The student writes the entire dictated sentence in the correct sequence. • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • For grade one, the letter may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p). • For grade one, phonetic spelling is acceptable. • For grade two, sight words are spelled correctly and non-sight words are spelled phonetically.
1	<ul style="list-style-type: none"> • The student attempts to write the dictated sentence, but it may not be complete. • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • For grade one, some words may be represented by a single initial letter only, or there may be limitations in phonetic spelling. • For grade two, words may be spelled incorrectly or phonetically.
0	<ul style="list-style-type: none"> • The student writes letters that are not representative of the words in the dictated sentence. <p>OR</p> <ul style="list-style-type: none"> • The response is not related to the prompt. <p>OR</p> <ul style="list-style-type: none"> • The student does not provide a written response.

**Rubric for Writing—Independent Sentence, Numbers 4, 6, and 7**

Score	Descriptors
3	<ul style="list-style-type: none">• The student writes an original sentence(s). The response is appropriate and relevant to the task.• The words in the sentence are recognizable. For grade one, the words in the sentence are recognizable without the test examiner’s transcription (if present).• The student uses effective grade-appropriate grammar and word choice.• Errors in spelling and punctuation may be present, but they do not interfere with meaning.• For grade one, letters may be reversed, backwards, or upside down (for example, b ↔ d, q ↔ p, b ↔ p). The words in the sentence may or may not be appropriately spaced.
2	<ul style="list-style-type: none">• The student writes an original sentence(s). The response partly addresses the task but may not be complete.• A few words may not be recognizable. For grade one, some words are recognizable only with the test examiner’s transcription (if present).• Limitations in phonetic spelling, grammar, and/or word choice may impede meaning.• Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.
1	<ul style="list-style-type: none">• The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word.• Many words may not be recognizable. For grade one, words may only be recognizable with the test examiner’s transcription (if present).• Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning.• The response may include some individual or unrelated letters.
0	<ul style="list-style-type: none">• The student writes letters that are not representative of words in English. OR <ul style="list-style-type: none">• The student copies all or part of the printed sentence that is provided in the Answer Book without adding original language. OR <ul style="list-style-type: none">• The response is not related to the prompt. OR <ul style="list-style-type: none">• The student does not provide a written response.



Student Score Sheets

Name:

Grade:

LISTENING Visual Impairment and Braille Practice Test—Grade 1

Listen to a Short Exchange

1 (A)(B)(C)(NR) 2 (A)(B)(C)(NR)

Listen to a Classroom Conversation

3 (A)(B)(C)(NR) 4 (A)(B)(C)(NR)

Listen to a Story

5 (A)(B)(C)(NR) 6 (A)(B)(C)(NR) 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)

Listen to an Oral Presentation

14 (A)(B)(C)(NR) 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:

SPEAKING Visual Impairment and Braille Practice Test—Grade 1

Talk About a Scene

1 (0)(1) 2 (0)(1) 3 (0)(1)(2) 4 (0)(1)(2)

Support an Opinion

5 (0)(1)(2) 6 (0)(1)(2)

Retell a Narrative

7 (0)(1)(2)(3)(4)

Summarize an Academic Presentation

8 (0)(1)(2)(3)(4) 9 (0)(1)(2)(3)(4)

SPEAKING Total:

READING **Visual Impairment and Braille Practice Test —Grade 1**

Read and Choose a Word

1 (A) (B) (C) (NR) 2 (A) (B) (C) (NR)

Read and Choose a Sentence

3 (A) (B) (C) (NR) 4 (A) (B) (C) (NR) 5 (A) (B) (C) (NR) 6 (A) (B) (C) (NR)

Read a Short Informational Passage

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)

Read a Literary Passage

13 (A) (B) (C) (NR) 14 (A) (B) (C) (NR) 15 (A) (B) (C) (NR)

Read an Informational Passage

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)

READING Total:

WRITING **Visual Impairment and Braille Practice Test—Grade 1**

Write a Story Together with Scaffolding

Number 1 [0–1]

Number 2 [0–1]

Number 3 [0–2]

Write an Informational Text Together

Number 4 [0–3]

Number 5 [0–3]

Describe a Picture

Number 6 [0–3]

Write About an Experience

Number 7 [0–3]

WRITING Total: