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# ELPAC

English Language Proficiency  
Assessments for California



## Speaking: Directions for Administration



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

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## ELPAC Administration Notes

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### 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](mailto: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

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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 Summative ELPAC. There is an ELPAC Practice Test available for each grade level/span.

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

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

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

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

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\*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 Speaking domain only.

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

## Test Materials

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

- Printed or electronic copy of this DFA
- Electronic devices for the students (and, if applicable, test examiner) to access the test\*\*
- Pencil with eraser and paper for students with low vision
- Scratch paper and pencil for note-taking, or braille slate and stylus, or other approved note-taking device
- For low-vision test takers, screen magnification software will be necessary. Please refer to the ELPAC Test Administration Manual for necessary settings when launching with assistive technology.
- For blind test takers, screen reader with refreshable braille device
- Administration Manual for necessary settings when launching with assistive technology
- Perkins Braille, if applicable
- Embosser, if applicable

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

# Directions for Administration (cont.)

- Copy of the Student Score Sheet (if preferred), which can be found at the end of this DFA
- Headsets and splitter for the test examiner and student (if preferred)
- If logging on using the same procedures as the operational tests, the student's required logon information (statewide student identifier [SSID] and first name as listed in CALPADS/TOMS)

## Administering the Test

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### 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 the student and test examiner.
- 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 the Speaking test.
- 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.

### During Testing


- Greet the student and read the information from the administration script.
- The student may not use books, cellular phones, or other reference materials during testing, though they may have scratch paper. The student's desk 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.

# Directions for Administration (cont.)

- The universal tools (e.g., zoom, line reader, etc.) introduced during test examiner training and described in California Assessment Accessibility Resources Matrix are available in the Student Interface for students who need them. The test examiner should monitor the student during the test session and give reminders or recommendations as appropriate about the availability of universal tools.
- To minimize the risk of unforeseen usability issues, adjust sound and display settings using the resources in the test delivery system rather than those built into the student's device (e.g., zoom using the test delivery system, not the device's track pad or touch screen).
- Verify the student's test settings in the Test Administrator Interface.

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

## 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.

## Coaching and Guessing

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

## Other Concerns

- Discourage talking among students.
- Avoid any unusual interruptions, distractions, or loud noises.



# Directions for Administration (cont.)

## Additional Directions

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### Ways of Accessing the DFA

#### Printing Instructions:

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

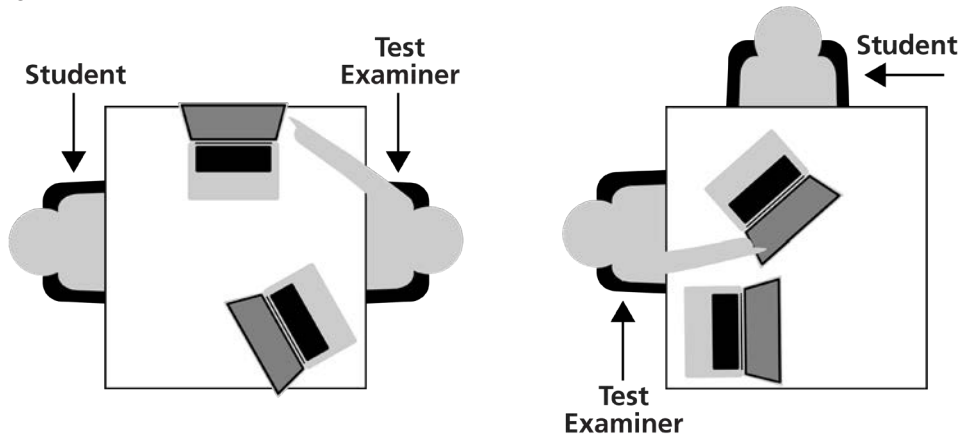
- Select two-sided printing (with binding on the long edge).
- Staple on the vertical edge, left-hand side of the printed document.
- Turn the document horizontally when viewing the Speaking test questions.

#### 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.)

## 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 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 in the Speech Functions section.
- **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 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 the Speaking 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.

# Directions for Administration (cont.)

## Prompting Guidelines for the Speaking Domain


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- **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:** 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 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,” etc.
- **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

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During the administration of the Speaking domain, the following guidelines apply to the audio capture tool.

- **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.
  - 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.
- **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

# Directions for Administration (cont.)

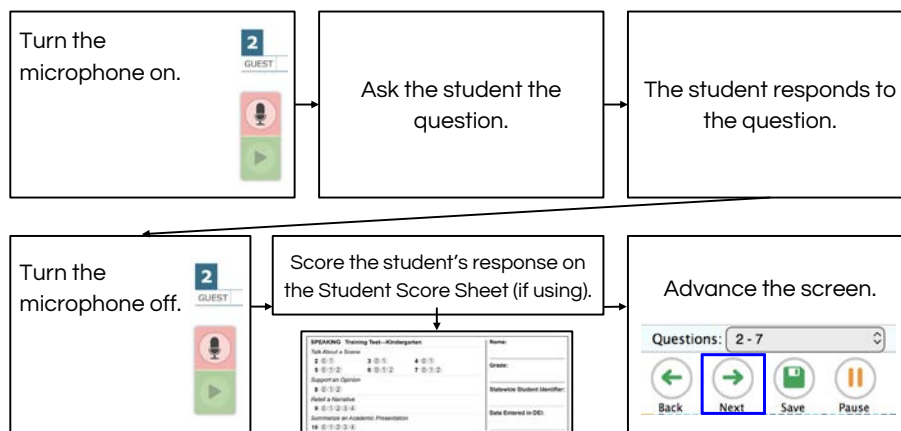
replay feature while administering the Speaking test. Also, it is not recommended that the student hear their response and rerecord.

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.
- Advance the screen.



# Directions for Administration (cont.)

## Ending the Test and Review Screen

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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 ▲

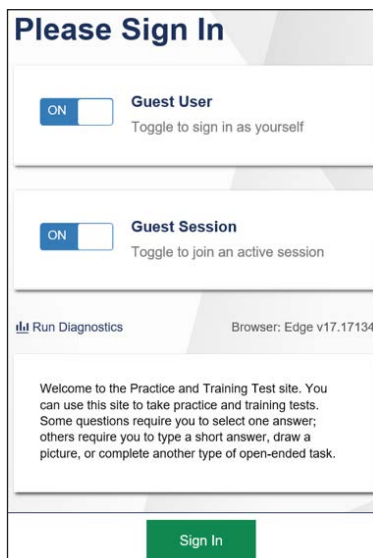
# Directions for Administration (cont.)

## Logon and Audio/Sound Check Instructions

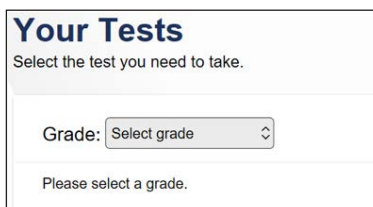
### How to Start a Test Session as a Guest

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

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

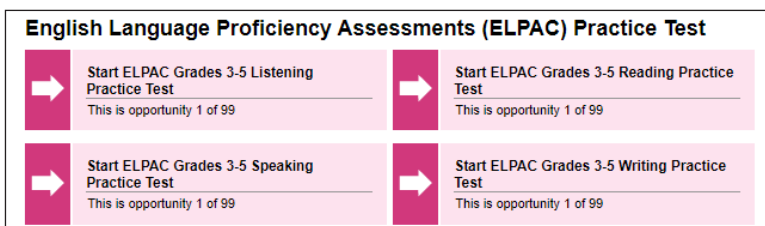


- 5) Select the appropriate grade from the drop-down menu.



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

### SAMPLE



# Directions for Administration (cont.)

7) You will see a Choose Settings screen.

## SAMPLE

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

**ELPAC Grades 11-12 Listening Practice Test**

**Presentation**

- American Sign Language: OFF
- Presentation: 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

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

**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.

**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 sound** **I did not hear the sound**

**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 18.



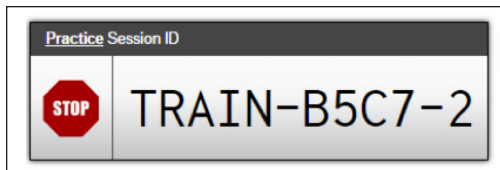
# Directions for Administration (cont.)

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

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

### TEST ADMINISTRATOR INTERFACE

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



# Directions for Administration (cont.)

## STUDENT INTERFACE

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

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

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

**Please Sign In**

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

**First Name:**  
EX: JORDAN

**SSID:**  
EX: 123456789

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

**Session ID:**  
TRAIN - - -

Run Diagnostics Browser: Safari v12.1

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

Sign In

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

**Is This You?**  
Please review the following information.

<b>SSID:</b> 9294015802	<b>First Name:</b> DARY
<b>Grade:</b> 01	<b>School:</b> Richard Roodan Primary Center
<b>State:</b> California	

Yes No





# Directions for Administration (cont.)

## STUDENT INTERFACE

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

### SAMPLE

**English Language Proficiency Assessments (ELPAC) Practice Test**

 Start ELPAC Grades 3-5 Listening Practice Test This is opportunity 1 of 99	 Start ELPAC Grades 3-5 Reading Practice Test This is opportunity 1 of 99
 Start ELPAC Grades 3-5 Speaking Practice Test This is opportunity 1 of 99	 Start ELPAC Grades 3-5 Writing Practice Test This is opportunity 1 of 99

## 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.

## STUDENT INTERFACE

**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.

**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**.

**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.


# Directions for Administration (cont.)

## STUDENT INTERFACE (cont.)

### 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** 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 18.

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**SAY** The picture shows a library media center. There are shelves of books and some desks. Some students are working on computers. There are two teachers helping students.

**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
	<b>SAY</b> Imagine you are in a library media center.	<ul style="list-style-type: none"> <li>• Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know."</li> </ul>	<ul style="list-style-type: none"> <li>• Correct response.</li> </ul>
1	<b>SAY</b> A teacher is handing a student a laptop computer. What can the computer be used for? ➔ NEXT	<ul style="list-style-type: none"> <li>• Teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework/a project.</li> <li>• Researching/searching for sources.</li> </ul>
2	<b>SAY</b> A student is looking at some shelves. What are shelves used for in a library? ➔ NEXT	<ul style="list-style-type: none"> <li>• I forget.</li> </ul>	<ul style="list-style-type: none"> <li>• Holding books/laptops.</li> </ul>

No.	Question	Score 0	Score 1	Score 2
	<p><b>i</b> For questions 3 and 4, if the student gives a one-word response, say, “Tell me more.”</p>	<ul style="list-style-type: none"> <li>Response is not relevant.</li> <li>Response contains no English.</li> <li>No response, “I don’t know,” or is completely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>Response is limited or partially relevant.</li> <li>Errors in grammar, pronunciation, or intonation impede meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Response is relevant.</li> <li>Errors in grammar, pronunciation, or intonation do not impede meaning.</li> </ul>
3	<p><b>SAY</b>  Two students are talking to the librarian. What does a librarian do? ➔ NEXT</p>	<p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>Response in primary language.</li> </ul>	<p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>Help. [Examiner: Tell me more.] Helping.</li> </ul>	<p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>Telling a kid . . . how to get on the computers.</li> </ul>
4	<p><b>SAY</b>  What do students use a library for? ➔ NEXT</p>	<p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>I don’t know.</li> </ul>	<p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>Homework. [Examiner: Tell me more.] (No response.)</li> </ul>	<p><b>Anchor:</b></p> <ul style="list-style-type: none"> <li>To get some quiet.</li> <li>Checking out books.</li> </ul>

**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/those/those, say, “Tell me in words.”  
 For questions 3 and 4, if the student gives a one-word response, say, “Tell me more.”



No.	Question	Function	Score 0	Score 1	Score 2
			<ul style="list-style-type: none"> <li>• Response does not address the language function.</li> <li>• Response contains no English.</li> <li>• No response, "I don't know," or is completely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>• Response addresses the language function in a limited way. Listener effort is required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation impede meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li> </ul>
5	Permission to Stay Out Late	Asking for permission	<p><b>Anchor:</b> I need to go.</p>	<p><b>Anchor:</b> Umm, I would say to my parents, can I go with my friends?</p>	<p><b>Anchor:</b> Hey, Mom, can I please go out with my friends this Friday?</p>
6	Play Start	Requesting information	<p><b>Anchor:</b> Let's go to the play.</p>	<p><b>Anchor:</b> When is the game?</p>	<p><b>Anchor:</b> Do you know what time the school play starts?</p>



**SAY** Now let's practice a different kind of question. There are no pictures. I'm going to tell you about some situations that could happen to you. Then, tell me what you would say. Make sure your answer is appropriate for your audience. Remember to answer all questions in English. If you want me to repeat a question, you can ask me to. The first one is for practice.

**PRACTICE—DO NOT RECORD**

**SAY** You want to know if your friend has finished working on a science project. What would you say to your friend?

**i** Pause. Wait for an answer.  
Acknowledge the student's correct response, or model a correct response, such as "Did you finish your project?" or "How is your science project going?"

Function: asking for information

5

**SAY**

You would like to go out with your friends on Friday. What would you say to your parents or guardians?

**i** Function: asking for permission  
The student might say, "Can I go out on Friday?" or "I'd like permission to go out on Friday."

➔ NEXT

**NOTE**

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

6

**SAY**

You missed the morning announcements. You want to know what time the school play starts tonight. What would you say to your classmate?

**i** Function: requesting information  
The student might say, "What time does the play start tonight?" or "I would like to know when the play starts tonight."

➔ NEXT

Prompting Guidelines: Speech Functions

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



Score 0	Score 1	Score 2	Score 3
<ul style="list-style-type: none"> <li>• An opinion is not expressed.</li> <li>• Response contains no English.</li> <li>• No response, “I don’t know,” or is completely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>• An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation often impede meaning.</li> <li>• Speech may consist of isolated words or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• An opinion is expressed and supported using simple language and at least one simple relevant reason, or repeats language from the prompt. Listener effort may be required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.</li> <li>• Speech may be slow, choppy, or halting.</li> </ul>	<ul style="list-style-type: none"> <li>• An opinion is expressed and supported using effective language* and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li> <li>• Speech is fairly smooth and sustained.</li> </ul>
<p><b>Anchor:</b> I don’t know.</p>	<p><b>Anchor:</b> Think art would be better for the community. Because if kids like if they don’t get that much.</p>	<p><b>Anchor:</b> Art. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] So they could draw good. [Examiner: Tell me more about your choice.] (No response.)</p>	<p><b>Anchor:</b> The physical fitness. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] Umm, I think the physical fitness because then the kids have something active to do instead of like being on computers all day long.</p>

\*Note: Effective language is defined as including all or some of the following attributes: noun and verb phrases using precise vocabulary, modal verbs, text connectives, causal words, authoritative expression, and comparative language.

7

**SAY** Now,

**SAY** I am going to ask you for your opinion. There are no pictures.

**SAY**  A local community center has money to support only one of two new classes. The first choice is a physical fitness class. The second choice is an art class. Which one do you think would be a better option for your community?

Wait for initial choice.

**SAY** Justify your choice by giving relevant reasons to support your opinion.

 NEXT

**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 states a choice but does not provide a reason, repeat the last part of the question once:

**“Justify your choice by giving relevant reasons to support your opinion.”**

If the student gives an original but relevant response to the question or selects neither or both options, say,

**“Justify your choice by giving relevant reasons to support your opinion.”**

If the student provides a simple relevant reason, say, **“Tell me more about your choice.”**



Score 0	Score 1	Score 2	Score 3
<ul style="list-style-type: none"> <li>• An opinion is not expressed.</li> <li>• Response contains no English.</li> <li>• No response, "I don't know," or is completely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>• An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation often impede meaning.</li> <li>• Speech may consist of isolated words or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• An opinion is expressed and supported using simple language and at least one simple relevant reason, or repeats language from the prompt. Listener effort may be required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.</li> <li>• Speech may be slow, choppy, or halting.</li> </ul>	<ul style="list-style-type: none"> <li>• An opinion is expressed and supported using effective language* and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li> <li>• Speech is fairly smooth and sustained.</li> </ul>
<p><b>Anchor:</b> (No response.)</p>	<p><b>Anchor:</b> Swimming pool. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] Uhh, I don't, I don't know how to explain that.</p>	<p><b>Anchor:</b> I think a better option for the community is to, uhh, build a park, make a park. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] Umm, it should be better the park to the community because they can run and go outside with the family.</p>	<p><b>Anchor A:</b> Umm, I would say building a park would be better for the community because maybe not a lot of people know how to swim, I should say, so probably a community park would be better. <b>Anchor B:</b> Umm, I think a swimming pool so kids can actually learn how to swim because kids know how to play already.</p>

\* Note: Effective language is defined as including all or some of the following attributes: noun and verb phrases using precise vocabulary, modal verbs, text connectives, causal words, authoritative expression, and comparative language.

8

**SAY** I am going to ask you for your opinion.

**SAY**  Your community has the money to build a park or a swimming pool. Which one do you think would be a better option for your community?

**i** Wait for initial choice.

**SAY** Justify your choice by giving relevant reasons to support your opinion.

**➔** NEXT

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 states a choice but does not provide a reason, repeat the last part of the question once:

**“Justify your choice by giving relevant reasons to support your opinion.”**

If the student gives an original but relevant response to the question or selects neither or both options, say,

**“Justify your choice by giving relevant reasons to support your opinion.”**

If the student provides a simple relevant reason, say, **“Tell me more about your choice.”**



Score 0	Score 1	Score 2	Score 3
<ul style="list-style-type: none"> <li>• Response is not relevant.</li> <li>• Response contains no English.</li> <li>• No response, "I don't know," or is completely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>• Response may include information in the graph/chart, but contains little relevant or accurate information. Significant listener effort may be required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation often impede meaning.</li> <li>• Speech may consist of isolated word(s) or phrase(s) related to the graph/chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Response includes a limited description of information or partially accurate information in the graph/chart. Listener effort may be required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.</li> <li>• Speech may be slow, choppy, or halting.</li> </ul>	<ul style="list-style-type: none"> <li>• Response answers the question, including a mostly clear and accurate description of information in the graph/chart. Little to no listener effort is required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li> <li>• Speech is fairly smooth and sustained.</li> </ul>
<p><b>Anchor:</b> I don't know.</p>	<p><b>Anchor:</b> It started with a lot of people started joining and then not that much people in the next two years. So then more people throughout the years started joining because it was more fun.</p>	<p><b>Anchor:</b> Umm, in the line graph show like of the students of geometry like depends of the year, like in year one the students like, umm, go to 100 and does go like increase. Then come down in the year three and decrease and like go up and down.</p>	<p><b>Anchor A:</b> Can you repeat that? [Examiner repeats question.] Oh, the first year it started off with 9-, 90 students and went up and went down but then came back up in year six. [Examiner: Tell me more details from the graph.] Umm, the line graph throughout years three and six, uh, more students starting, started to enroll in geometry classes.</p> <p><b>Anchor B:</b> The line graph shows that from year one to, year three the number of students dropped from 90, or almost like a hundred, to 85, but then in the other years, like four and after, the number increased, number enrolled, yeah.</p>

**SAY** Now we are going to do a different type of question.

**SAY** I am going to ask you to talk about a line graph. The picture shows a line graph titled “Students Enrolled in Geometry Classes.” The horizontal axis is labeled “Years,” and Year 1 through Year 6 are indicated. The vertical axis is labeled “Number of Students,” and the numbers 75 through 105, in increments of 5, are indicated. There are 6 points on the graph and the information is as follows.

- Year 1, 90 students
- Year 2, 98 students
- Year 3, 86 students
- Year 4, 93 students
- Year 5, 99 students
- Year 6, 102 students

**i** If the student has a tactile supplement, ask them to refer to it now.

**SAY** Mathematics teachers at one California high school recorded how many ninth-grade students enrolled in geometry classes over a six-year period. The teachers recorded this information in the form of a line graph. Take some time to read the line graph to yourself. Let me know when you are ready for me to ask you a question.

**i** Give students time to think about the line graph before reading the first question.

9



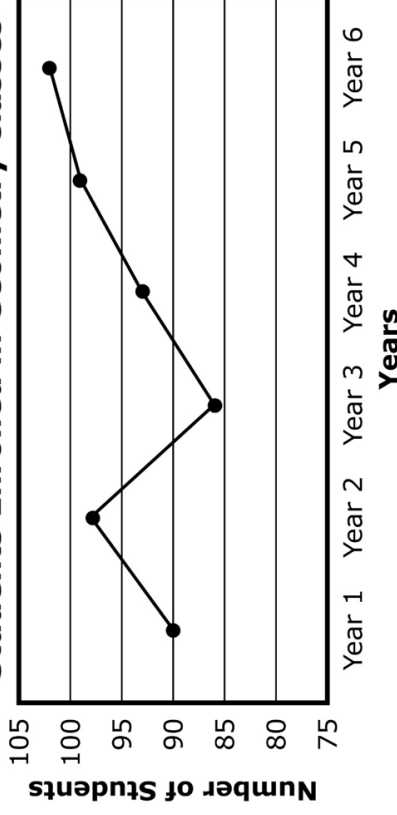
If appropriate, you may point to the text on the student’s screen.

**SAY** What does the line graph show about the numbers of students enrolled in geometry?

**SAY** Include details from the line graph in your answer.

➔ NEXT

**Students Enrolled in Geometry Classes**



Mathematics teachers recorded the number of ninth-grade students enrolled in geometry classes. The line graph shows how many students were enrolled in geometry over a six-year period.

Prompting Guidelines: Present and Discuss Information

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

If the student gives a response that is limited or contains little relevant information, say, “Tell me more details from the chart/graph.”

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



Score 0	Score 1	Score 2	Score 3
<ul style="list-style-type: none"> <li>• Response is not relevant.</li> <li>• Response contains no English.</li> <li>• No response, "I don't know," or is completely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>• Response may include information from the graph/chart but does not demonstrate whether the claim is supported or unsupported or may lack understanding of the graph/chart or claim. Significant listener effort may be required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation often impede meaning.</li> <li>• Speech may consist of isolated word(s) or phrase(s) related to the graph/chart or claim.</li> </ul>	<ul style="list-style-type: none"> <li>• Response includes limited or partially accurate information from the graph/chart that demonstrates whether the claim is supported or unsupported, and the response may lack detail and clarity. Listener effort may be required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.</li> <li>• Speech may be slow, choppy, or halting.</li> </ul>	<ul style="list-style-type: none"> <li>• Response uses relevant information and accurate details from the graph/chart to demonstrate whether the claim is supported or unsupported. Little to no listener effort is required to interpret meaning.</li> <li>• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li> <li>• Speech is fairly smooth and sustained.</li> </ul>
<p><b>Anchor:</b> (No response.)</p>	<p><b>Anchor:</b> Uhh, more students enroll, were enrolled in geometry in six years, in six years than six one, uhh (unintelligible). [Examiner: Is the claim supported or not supported based on the information in the line graph?] Uhh, not supported.</p>	<p><b>Anchor:</b> Umm, I disagree because there is more kids in year one because it was 100 than the year three because it's only 85 percent.</p>	<p><b>Anchor A:</b> Uhh, the following claim is not supported based on the information in the line graph because in year three there was around 85 students and then in year one there was 90 students. <b>Anchor B:</b> Year one had more because it was 90 and year three had 86.</p>



10



Point to the text on the student's screen.

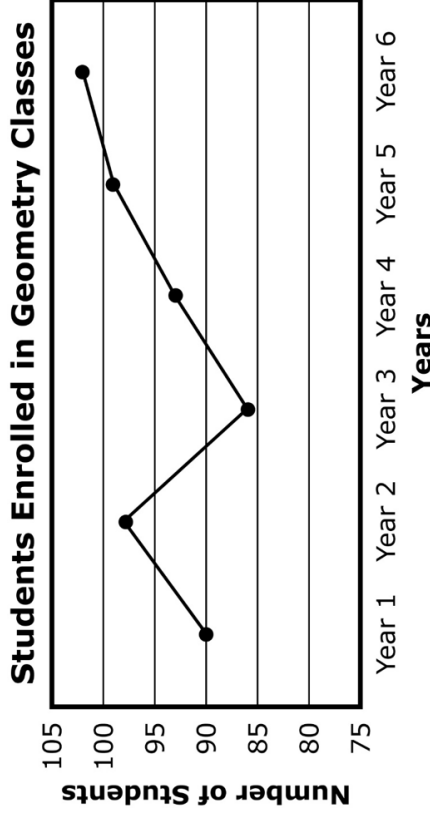


Let's think about the line graph again. I can repeat the line graph description, if needed. Is the following claim supported or not supported based on the information in the line graph?

Claim: More students were enrolled in geometry in Year 3 than in Year 1.



Give details from the line graph to support your answer.



Mathematics teachers recorded the number of ninth-grade students enrolled in geometry classes. The line graph shows how many students were enrolled in geometry over a six-year period.

**Prompting Guidelines: Present and Discuss Information**

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

If the student gives a response that is limited or contains little relevant information, say,

**“Is the claim supported or not supported based on the information in the chart/graph?”**

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

**Main Points**

A full response includes an explanation of regelation (how ice melts when pressure is applied and then refreezes), and all of the following steps in the demonstration including at least one detail for each step.

Steps in the demonstration:

- An ice cube with a wire draped over it is on a board and a weight is attached to the wire to apply pressure.
- The wire creates a narrow zone of pressure which causes the wire to sink slowly into the cube. The ice above the wire refreezes.
- The wire eventually passes completely through the ice cube leaving a cloudy path. The ice cube has frozen solid again.

**SAY** In this part of the test, you will listen to a recorded presentation. Please do not pause the presentation once it begins or select any buttons on the screen. Please do not touch your device until the presentation ends. Doing so can cause the test to stop.

**SAY** You are going to listen to some information about regelation [REE gi lay shun]. You will hear the information only once. There are three pictures. The pictures show the process of regelation. The first picture shows an ice cube on a piece of wood. A metal wire is strung over the top of the ice cube. The second picture shows the ice cube on a piece of wood. There is a 10-pound weight hanging from the metal wire. The third picture shows the ice cube on a piece of wood. The metal wire has passed down the center of the ice cube. There is a mark in the center of the ice cube where the wire passed through.

**i** If the student has a designated support that allows the playing of audio recordings multiple times, give a reminder like this: “The test directions will say the recording can only be played once, but if you need to listen to it again, just tell me.”

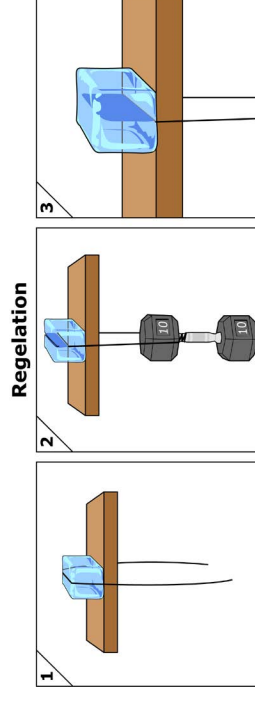


**When the presentation ends, you will summarize the information you heard. You will**

- explain regelation,
- include all the steps in the demonstration, and
- use relevant details and clear language.

**i** Play the audio presentation. As the recording plays, point to the relevant picture that is on the student’s screen. After you have started the recording, do not pause or stop the recording. The audio recording cannot be replayed unless the student has a designated support. If a valid disruption occurs (e.g., intercom announcements, fire drills, student health issues, audio malfunctions), please read the recorded audio script to complete the test administration.


**i** If using headphones, put headphones on now.



## Recorded Audio Script

Today we're going to talk about a fascinating phenomenon that happens to ice. It's called regelation [REE gi lay shun], and it's what happens when pressure is applied to ice, causing it to melt and then refreeze.

 Picture one shows an ice cube suspended on a piece of wood. There is a thin metal wire strung over the top of the ice cube.


 In picture two, a weight is added to the wire. This creates a narrow zone of pressure where the wire touches the ice cube. The wire has begun to sink slowly into the ice cube; however, the ice cube is refreezing above the wire. That's because the pressure from the wire causes the area just below it to melt. And as the wire sinks, the ice above it refreezes. So the wire appears to be stuck in the ice cube, even though it's slowly moving through the ice cube.

 In picture three, the wire eventually passes completely through the ice cube. The ice cube has frozen solid again; however, there is a cloudy mark through the middle of it where the ice refroze as the wire passed through.

This demonstration shows how pressure can melt ice for a moment. However, once the pressure is removed, the water will refreeze.

 NEXT

11

 **SAY** Summarize the information you heard. Be sure to

- explain regelation,
- include all the steps in the demonstration, and
- use relevant details and clear language.

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

 NEXT

### Prompting Guidelines: Summarize an Academic Presentation

If the student does not answer or requests that the question be repeated, repeat the question and bulleted points once.

If the student points to the picture, or points while saying words such as this/that/these/those, or starts to write a response, say, **"Please tell me your summary."**

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.

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?"** Reprompt only once.



**Main Points**

A full response includes an explanation of regelation (how ice melts when pressure is applied and then refreezes), and all of the following steps in the demonstration including at least one detail for each step.

Steps in the demonstration:

- An ice cube with a wire draped over it is on a board and a weight is attached to the wire to apply pressure.
- The wire creates a narrow zone of pressure which causes the wire to sink slowly into the cube. The ice above the wire refreezes.
- The wire eventually passes completely through the ice cube leaving a cloudy path. The ice cube has frozen solid again.

Score 0	Score 1	Score 2	Score 3	Score 4
<ul style="list-style-type: none"> <li>• Response is not relevant.</li> <li>• Response contains no English.</li> <li>• No response, “I don’t know,” or is completely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>• Response includes an attempt to reference the presentation/picture but conveys little relevant information.</li> <li>• Ideas are rarely cohesive and connected.</li> <li>• Grammar and word choice are limited and impede meaning.</li> <li>• Pronunciation and/or intonation often impede meaning.</li> <li>• Speech may consist of isolated word(s) or phrase(s) related to the picture.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Ideas are sometimes cohesive and connected.</li> <li>• Grammar and word choice are simple and repetitive; errors often impede meaning.</li> <li>• Pronunciation and/or intonation often impede meaning.</li> <li>• Speech may be slow, choppy, or halting.</li> </ul>	<ul style="list-style-type: none"> <li>• Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details.</li> <li>• Ideas are usually cohesive and connected.</li> <li>• Grammar and word choice are adequate; errors occasionally impede meaning.</li> <li>• Pronunciation and/or intonation occasionally impede meaning.</li> <li>• Speech is fairly sustained, though some choppiness or halting may occur.</li> </ul>	<ul style="list-style-type: none"> <li>• A full response includes a clear summary of the main points and details of the presentation.</li> <li>• Ideas are cohesive and connected.</li> <li>• Grammar and word choice are varied and effective; errors do not impede meaning.</li> <li>• Pronunciation and intonation do not impede meaning.</li> <li>• Speech is usually smooth and sustained.</li> </ul>

Score 0	Score 1	Score 2	Score 3	Score 4
<p><b>Anchor:</b> I don't know.</p>	<p><b>Anchor:</b> The metal started going through. The ice started melting and refrozen. It's just like science, confusing. [Examiner: What else can you tell me about what you heard?] (No response.)</p>	<p><b>Anchor:</b> So on this picture it OK. So picture 2 looks like the wire is like stuck in the ice cube. It's not slowly, it's like slowly going through the ice cube. Then picture, wait, no. I actually messed up. [Examiner: It's OK. Do your best.] Umm, picture 3, the wire looks like it's stuck inside the ice cube, but so it's slowly going through the ice cube. Then picture 2, the weights are not with the ice cube. The wire is making the weights like going like halfway, you know, and then like it's like, it looks like it's stuck.</p>	<p><b>Anchor:</b> Regelation is something that happens to ice when, that causes it to melt and refreeze by the pressure called the narrow zone. And basically the amount of pressure on the wire or what, the wire that was, it was using, umm, caused the wire to move slowly but still make it look frozen and refreeze. And, umm, by the time the wire reached the bottom of the ice it was completely frozen but left the marking to where it was. [Examiner: What else can you tell me about what you heard?] Umm, that, that the ice refreezes as the wire's melting and it still moves as it's freezing.</p>	<p><b>Anchor:</b> Regelation is when you have an ice cube and you put pressure on it. But when it, when, say the wire, say you have a wire and you have a weight going through it. It'll start to go through, but it's, it'll start to melt. But it's cold and it'll start to refreeze over it making a cloudy mark. So it looks like it's still there, like it's stuck, but it's slowly going down while it's refreezing.</p>

**Notes:**

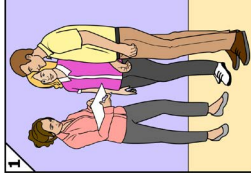
- Minor factual inaccuracies or omissions are acceptable as long as the student expresses a clear summary of the presentation.
- Do not penalize for mispronunciation of any word that does not interfere with meaning.

**SAY**

You will listen to another recorded presentation. Please do not pause the presentation once it begins or select any buttons on the screen. Please do not touch your device until the presentation ends. Doing so can cause the test to stop.

**SAY**

You are going to listen to some information about how a bill becomes a law. You will hear the information only once. There are three pictures. The first picture shows a small group of people standing together and talking about a new bill. The second picture shows a meeting room with people sitting around a table discussing the bill. The third picture shows a man signing the bill.



**i** If the student has a designated support that allows the playing of audio recordings multiple times, give a reminder like this: “The test directions will say the recording can only be played once, but if you need to listen to it again, just tell me.”



**When the presentation ends, you will summarize the information you heard. You will**


- describe the process of how a bill becomes a law,
- include each of the steps in the process, and
- use relevant details and clear language.

**i** Play the audio presentation. As the recording plays, point to the relevant picture that is on the student’s screen. After you have started the recording, do not pause or stop the recording. The audio recording cannot be replayed unless the student has a designated support. If a valid disruption occurs (e.g., intercom announcements, fire drills, student health issues, audio malfunctions), please read the recorded audio script to complete the test administration.

**i** If using headphones, put headphones on now.

**Recorded Audio Script**

Most laws in California begin as a bill. The process of government where bills are considered, and how laws are created, is known as the Legislative Process. The term “bill” is another word for an idea for a new law. Most laws in California begin as a bill. For a bill to become a law, it must be approved by both houses of the California State Legislature, which includes the State Assembly and the State Senate.

 Picture one shows a citizen bringing an idea to a member of the State Legislature. Bills can come from either individual citizens ... or members of a political organization or industry. A bill must be sponsored by a senator or assembly member to be brought to the legislature. If the bill receives enough support, it is introduced to the State Assembly or Senate. It is then sent to a committee.

 If a bill was initially introduced in the State Assembly, and the bill passes, it is delivered to the Senate to be discussed and voted on. If it passes the Senate, it is ready to go to the Governor of California.

 Picture three shows the final step for a bill. The final step in a bill becoming a law is approval by the governor. The governor has a choice when presented with a bill. If the bill is signed it becomes a law and is enforced by the government.

 NEXT

12

 **SAY**

**Summarize the information you heard. Be sure to**

- **describe the process of how a bill becomes a law,**
- **include each of the steps in the process, and**
- **use relevant details and clear language.**

 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.**

 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

If the student does not answer or requests that the question be repeated, repeat the question and bulleted points once.

If the student points to the picture, or points while saying words such as this/that/these/those, or starts to write a response, say, **"Please tell me your summary."**

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.

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?"** Reprompt only once.



**Main Points**

A full response describes the process of how a bill becomes a law and includes the following Main Points from the presentation:

- (Citizens bring ideas for bills to a member of the State Legislature.) A bill, an idea for a new law, is introduced by a member of the California State Legislature. (It is sent to a committee to be discussed.)
- A committee of senators or assembly members review, research, and revise the bill before sending the bill to be voted on.
- The governor can sign and pass the bill/veto the bill/or do nothing. If the bill is signed it becomes a law/is enforced by the government. (If vetoed, the legislative houses can override with votes.)

Score 0	Score 1	Score 2	Score 3	Score 4
<ul style="list-style-type: none"> <li>• Response is not relevant.</li> <li>• Response contains no English.</li> <li>• No response, “I don’t know,” or is completely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>• Response includes an attempt to reference the presentation/picture but conveys little relevant information.</li> <li>• Ideas are rarely cohesive and connected.</li> <li>• Grammar and word choice are limited and impede meaning.</li> <li>• Pronunciation and/or intonation often impede meaning.</li> <li>• Speech may consist of isolated word(s) or phrase(s) related to the picture.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Ideas are sometimes cohesive and connected.</li> <li>• Grammar and word choice are simple and repetitive; errors often impede meaning.</li> <li>• Pronunciation and/or intonation often impede meaning.</li> <li>• Speech may be slow, choppy, or halting.</li> </ul>	<ul style="list-style-type: none"> <li>• Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details.</li> <li>• Ideas are usually cohesive and connected.</li> <li>• Grammar and word choice are adequate; errors occasionally impede meaning.</li> <li>• Pronunciation and/or intonation occasionally impede meaning.</li> <li>• Speech is fairly sustained, though some choppiness or halting may occur.</li> </ul>	<ul style="list-style-type: none"> <li>• A full response includes a clear summary of the main points and details of the presentation.</li> <li>• Ideas are cohesive and connected.</li> <li>• Grammar and word choice are varied and effective; errors do not impede meaning.</li> <li>• Pronunciation and intonation do not impede meaning.</li> <li>• Speech is usually smooth and sustained.</li> </ul>



Score 0	Score 1	Score 2	Score 3	Score 4
<p><b>Anchor:</b> (No response.) [Examiner: What else can you tell me about what you heard?] Umm . . . I forgot.</p>	<p><b>Anchor:</b> So what I see in picture one is that, umm, the . . . one of the citiz-. . . the lad- . . . the citizen . . . [Examiner: What else can you tell me about what you heard?] That, umm, that in picture three, the . . . this person . . . this citizen is umm . . .</p>	<p><b>Anchor:</b> What I summarized was the term bill is . . . is another word for an idea. And another detail I heard is about the final step of a bill is approved . . . is to be approved by the gen- . . . gen- . . . by the governor. And . . . and you have to get a bill because it's part of the law. And that's it. [Examiner: What else can you tell me about what you heard?] I don't know.</p>	<p><b>Anchor:</b> OK. So how a bill b- . . . how a bill becomes a law, a bill is a . . . is an ideal for a law. For a bill to become a law, it must be approved. So it must be . . . a bill must be sponsored or like it has to go through the assembly, it has to go through the senate, and then it goes through the governor. If it's signed by the governor, it is approved as a law. [Examiner: What else can you tell me about what you heard?] Uhh, so the . . . I can't . . . I can't remember.</p>	<p><b>Anchor:</b> OK. So first off, it starts as a bill, which is an idea for a law. And then it must be . . . it must be supported by a lot of people, mainly senators, and, plus, once it is, it is taken to . . . it needs to be approved by both . . . both sides of the California government, the California Assembly and . . . the California State Assembly and the California State legislative. I forgot how to say it. Once it's approved by both and supported, it is then sent to the California State governor. He or she makes . . . decides whether or not it should be passed or not. If it is, then it is enforced above . . . of California. And if not, it does not become a law for the state. And I think that he is all.</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.

## Student Score Sheet

<b>SPEAKING Visual Impairment and Braille Practice Test— Grades 9–10</b>	<b>Name:</b> _____
<i>Talk About a Scene</i> 1 ① ②      2 ① ②      3 ① ② ③      4 ① ② ③	<b>Grade:</b> _____
<i>Speech Functions</i> 5 ① ② ③      6 ① ② ③	<b>Student ID:</b> _____
<i>Support an Opinion</i> 7 ① ② ③      8 ① ② ③	_____
<i>Present and Discuss Information</i> 9 ① ② ③      10 ① ② ③	_____
<i>Summarize an Academic Presentation</i> 11 ① ② ③ ④      12 ① ② ③ ④	_____

<b>SPEAKING Visual Impairment and Braille Practice Test— Grades 9–10</b>	<b>Name:</b> _____
<i>Talk About a Scene</i> 1 ① ②      2 ① ②      3 ① ② ③      4 ① ② ③	<b>Grade:</b> _____
<i>Speech Functions</i> 5 ① ② ③      6 ① ② ③	<b>Student ID:</b> _____
<i>Support an Opinion</i> 7 ① ② ③      8 ① ② ③	_____
<i>Present and Discuss Information</i> 9 ① ② ③      10 ① ② ③	_____
<i>Summarize an Academic Presentation</i> 11 ① ② ③ ④      12 ① ② ③ ④	_____

<b>SPEAKING Visual Impairment and Braille Practice Test— Grades 9–10</b>	<b>Name:</b> _____
<i>Talk About a Scene</i> 1 ① ②      2 ① ②      3 ① ② ③      4 ① ② ③	<b>Grade:</b> _____
<i>Speech Functions</i> 5 ① ② ③      6 ① ② ③	<b>Student ID:</b> _____
<i>Support an Opinion</i> 7 ① ② ③      8 ① ② ③	_____
<i>Present and Discuss Information</i> 9 ① ② ③      10 ① ② ③	_____
<i>Summarize an Academic Presentation</i> 11 ① ② ③ ④      12 ① ② ③ ④	_____