
ELPAC

English Language Proficiency
Assessments for California



Practice Test Scoring Guide



Practice Test
Grades 11–12

Practice Test Scoring Guide — Grades Eleven– Twelve

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Introduction to the Practice Test Scoring Guide

This English Language Proficiency Assessments for California (ELPAC) Practice Test Scoring Guide offers details about the items, student response types, correct responses, and related scoring considerations for the included samples of practice items. The Practice Test gives students, parents and families, teachers, administrators, and others an opportunity to become familiar with the types of test questions included on the ELPAC. When students know what to expect on the test, they will be better prepared to demonstrate their English language proficiency. The Practice Test includes examples of all of the types of questions that may appear in the actual assessment and includes the full number of questions that appear on the assessment. As with the operational test, there are no duplicate questions across grades/grade spans on the Practice Test. The Practice Test items cover a selection of items from performance expectations in grades kindergarten through grade twelve (K–12).

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

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

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

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

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

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

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

Example of Metadata

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
1	B (1 point)	Listen to a Short Exchange Inventions	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	

Grades Eleven–Twelve Practice Test Items

Listening

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
1	B (1 point)	Listen to a Short Exchange Inventions	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	2
2	C (1 point)	Listen to a Short Exchange Two Activities	PII.A.2 Understanding cohesion	1
3	B (1 point)	Listen to a Short Exchange Band Auditions	PII.A.2 Understanding cohesion	1
4	A (1 point)	Listen to a Classroom Conversation Logging On	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	1
5	B (1 point)	Listen to a Classroom Conversation Logging On	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	2
6	C (1 point)	Listen to a Classroom Conversation Logging On	PI.A.1 Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics	2
7	C (1 point)	Listen to an Oral Presentation Louis Pasteur	PII.A.1 Understanding text structure	2

Listening

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
8	A (1 point)	Listen to an Oral Presentation Louis Pasteur	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
9	A (1 point)	Listen to an Oral Presentation Louis Pasteur	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	3
10	B (1 point)	Listen to an Oral Presentation Louis Pasteur	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	4
11	B (1 point)	Listen to an Oral Presentation Ring Systems	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	2
12	B (1 point)	Listen to an Oral Presentation Ring Systems	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
13	C (1 point)	Listen to an Oral Presentation Ring Systems	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
14	A (1 point)	Listen to an Oral Presentation Ring Systems	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
15	A (1 point)	Listen to a Speaker Support an Opinion National Parks	PI.B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on	3

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
			modality, text type, purpose, audience, topic, and content area	

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
16	B (1 point)	Listen to a Speaker Support an Opinion National Parks	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
17	A (1 point)	Listen to a Speaker Support an Opinion National Parks	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	3
18	C (1 point)	Listen to a Speaker Support an Opinion National Parks	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	3
19	C (1 point)	Listen to a Speaker Support an Opinion Thomas Edison	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	2
20	A (1 point)	Listen to a Speaker Support an Opinion Thomas Edison	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	3
21	A (1 point)	Listen to a Speaker Support an Opinion Thomas Edison	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	3
22	B (1 point)	Listen to a Speaker Support an Opinion Thomas Edison	PI.B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on	4

Listening

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
			modality, text type, purpose, audience, topic, and content area	

Reading

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

Reading

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
7	A (1 point)	Read a Student Essay Online Schools	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2
8	B (1 point)	Read a Student Essay Online Schools	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
9	C (1 point)	Read a Student Essay Online Schools	PII.A.2 Understanding cohesion	3
10	B (1 point)	Read a Student Essay Online Schools	PI.B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	2
11	A (1 point)	Read a Student Essay Online Schools	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
12	D (1 point)	Read a Student Essay Online Schools	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
13	B (1 point)	Read a Student Essay Online Schools	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
14	A (1 point)	Read a Student Essay Online Schools	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
15	D (1 point)	Read a Literary Passage The Audition	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2
16	C (1 point)	Read a Literary Passage The Audition	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
17	A (1 point)	Read a Literary Passage The Audition	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2
18	B (1 point)	Read a Literary Passage The Audition	PI.B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	4
19	D (1 point)	Read a Literary Passage The Audition	PII.A.1 Understanding text structure	3

Reading

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
20	C (1 point)	Read a Literary Passage The Audition	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
21	A (1 point)	Read an Informational Passage Julia Morgan	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
22	B (1 point)	Read an Informational Passage Julia Morgan	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
23	C (1 point)	Read an Informational Passage Julia Morgan	PI.B.7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area	3
24	B (1 point)	Read an Informational Passage Julia Morgan	PII.A.2 Understanding cohesion	2
25	D (1 point)	Read an Informational Passage Julia Morgan	PI.B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area	3
26	C (1 point)	Read an Informational Passage Julia Morgan	PII.A.2 Understanding cohesion	4

Speaking

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

Exemplars and rubric for item 1:

1 point

Exemplar:
 “Applauding/appreciating/cheering/clapping.” “Congratulating (the graduate).”

Rubric:

- Correct response.

0 points

Exemplar:
 “Sitting.”

Rubric:

- Incorrect response/not relevant/completely unintelligible/no response/response contains no English/“I don’t know.”

Speaking

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

Exemplars and rubric for item 2:

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

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

Exemplars and rubric for item 3:

<p>2 points</p> <p>Exemplar:</p> <p>“Graduation.”</p> <p>[Examiner: How do you know?]</p> <p>“Because the sign says.”</p> <p>Rubric:</p> <ul style="list-style-type: none"> • Response is relevant. • Errors in grammar, pronunciation, or intonation do not impede meaning. <p>1 point</p> <p>Exemplar:</p> <p>“A graduation.”</p> <p>[Examiner: How do you know?]</p> <p>(No response).</p> <p>Rubric:</p> <ul style="list-style-type: none"> • Response is limited or partially relevant. • Errors in grammar, pronunciation, or intonation impede meaning.
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Rubric continues on the next page

Speaking

Rubric continues from previous page

0 points

Exemplar:

“I don’t know.”

Rubric:

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

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

Exemplars and rubric for item 4:

2 points

Exemplar:

“Cap and gowns/robe”. “Clothes and shoes.”

Rubric:

- Response is relevant.
- Errors in grammar, pronunciation, or intonation do not impede meaning.

1 point

Exemplar:

“Wearing the ones for graduation.”

Rubric:

- Response is limited or partially relevant.
- Errors in grammar, pronunciation, or intonation impede meaning.

0 points

Exemplar:

“I forgot what is it called.”

Rubric:

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

Speaking

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

Exemplars and rubric for item 5:

2 points

Exemplar:

“I would say to my counselor if acting class is one of the required classes for me to graduate and have my credits done.”

Rubric:

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

1 point

Exemplar:

“Does this meet the requirement for college? Yeah.”

Rubric:

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

Rubric continues on the next page

Rubric continues from previous page

0 points

Exemplar:

“Can I change my class?”

Rubric:

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

Speaking

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

Exemplars and rubric for item 6:

2 points

Exemplar:

“Hey, I see you struggling. Do you need my help?”

Rubric:

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

1 point

Exemplar:

“Can I do loggin for you?”

Rubric:

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

0 points

Exemplar:

“I’d say I don’t know.”

Rubric:

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

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

Exemplars and rubric for item 7:

3 points

Exemplar:

“Umm, I think the first option is for visiting elderly people because we already have a lot of people volunteering for the animals. And, also, I think it would be a good time for kids nowadays to spend time with elderly people, spend . . . play games with them and have them . . . elderly people tell stories of their past, which is pretty interesting.”

Rubric:

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

2 points

Exemplar:

“Volunteer at animal center.”

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

“Because I like animals.”

[Examiner: Tell me more about your choice.]

“I think I just said.”

Rubric continues on the next page

Speaking

Rubric continues from previous page

Rubric:

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

1 point**Exemplar:**

“Take care of the animals.”

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

“I don’t know.”

Rubric:

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

0 points**Exemplar:**

(No response)

Rubric:

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

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

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
8	Exemplars and rubrics provided below	Support an Opinion Rap Artist Or Software Engineer	PI.A.3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges	1 2 3

Exemplars and rubric for item 8:

3 points

Exemplar:

“A famous software engineer.”

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

“Umm, ‘cause, ‘cause he’s professional. He knows, umm, he can give, umm, students like feedback, umm, advise on what engineering can be about like to see if they’re interested. Umm . . .”

Rubric:

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

2 points

Exemplar:

“Uhh, a famous rap artist.”

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

“For the school semester, umm, I feel like the school rapper, no, wait, umm, a rapper artist should be in our semester, I guess, because people are most into like rap and now it- like they are into artists and . . .”

Rubric continues on the next page

Speaking

Rubric continues from previous page

Rubric:

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

1 point**Exemplar:**

“I believe it would be the software, umm . . .” [Examiner repeats question.]

“I would go with the software engineer.” [Examiner: Justify your choice by giving relevant reasons to support your opinion.]

“Umm, I feel like they would, well I get . . . sorry.”

[Examiner: Tell me more about your choice.]

“That’s it.”

Rubric:

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

0 points**Exemplar:**

“No, I don’t know.”

Rubric:

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

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

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

Exemplars and rubric for item 9:

3 points

Exemplar:

“It shows the name of the tourist attractions and it shows how many people have visited them in millions. “

Rubric:

- Response answers the question, including a mostly clear and accurate description of information in the graph/chart. Little to no listener effort is required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
- Speech is fairly smooth and sustained.

2 points

Exemplar:

“That Disneyland has the most people, visitors, than the other ones.”

Rubric:

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

Rubric continues on the next page

Speaking

Rubric continues from previous page

1 point

Exemplar:

“Disneyland has the most bar graph . . . yeah.”

[Examiner: Tell me more.]

“Because there’s a lot of things you can do at Disneyland, go on rides, walk, see the shows that they have and everything.”

Rubric:

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

0 points

Exemplar:

(No response)

Rubric:

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

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

Exemplars and rubric for item 10:

3 points

Exemplar:

“No, ‘cause in San Diego Zoo, there’s 5 million people going, and Golden Gate . . . Golden Gate Bridge, 10 million people go to it.”

Rubric:

- Response answers the question, including a mostly clear and accurate description of information in the graph/chart. Little to no listener effort is required to interpret meaning.
- Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
- Speech is fairly smooth and sustained.

2 points

Exemplar:

“No, more people went there.”

Rubric:

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

Rubric continues on the next page

Speaking

Rubric continues from previous page

1 point

Exemplar:

“San Diego Zoo only has 4 and a half visitors.”

Rubric:

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

0 points

Exemplar:

(No response.)

Rubric:

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

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

Exemplars and rubric for item 11:

4 points

Exemplar:

“Sand dunes is basically loose sand created by wind. They’re important because they prevent beach erosions. Umm, most sand is like, wet from the ocean, but there is some sand that’s dried out, which is farther from the ocean, and the wind carries the dry sand to a rock. It continues to carry it, eventually the sand piles up, and the dunes are created. And the first part is called a dune phase, and then, behind there’s the crest. Umm, and then the slip phase, is when the crest starts falling back.”

Rubric:

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

3 points

Exemplar:

“Umm, sand dunes are important barriers, natural barriers. And the sand . . . the sand close to the water is wet. And the sand is moved by the wind. The rock stops the sand. When the sand accumulates, it grows bigger and it . . . and yeah.”

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

“It goes, the sand goes into the, the wind goes in the rock direction. And, yeah.”

Rubric continues on the next page

Speaking

Rubric continues from previous page

Rubric:

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

2 points**Exemplar:**

“The sand dunes is sand that’s right next to the ocean. And it’s part of the sand don’t move by the wind because it’s wet. And the top sand dunes on top, it flies. And, it, umm . . . and then it goes like on top of the rock, I guess. And . . . and that’s how the sand moves up and covers up stuff. And that’s it.”

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

“That sand dunes is really important, I guess.”

Rubric:

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

Rubric continues on the next page

Rubric continues from previous page

1 point

Exemplar:

“I don’t know. Ocean.”

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

“I don’t know.”

Rubric:

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

0 points

Exemplar:

“I don’t know.”

Rubric:

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

Notes:

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

Speaking

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

Exemplars and rubric for item 12:

4 points

Exemplar:

" OK. So LIDAR is a light detecting and ranging, umm, equipment which has pulses of light to see the land. The lasers make the light pulses and the pulses are scattered to see those, umm, to bounce and then they return. And the light pulses create an image creation. The higher the object is the faster the pulses return. And the LIDAR records the light (Interruption). And then this measures the distance of the land with the distribution of light. The first pulses can be filtered and so the later pulses can be recorded and that makes the image of the elevation map. And so overall the LIDAR strips vegetation and structures that humans created to see the Earth and the structure that was originally there."

Rubric:

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

3 points

Exemplar:

Rubric continues on the next page

Rubric continues from previous page

The LIDAR, LIDAR is a light detecting laser, light detecting that shoots laser, it has a laser that shoots light pulses scattered, um, by the trees and houses, anything that's on top of the ground. Uhh, it's, it's umm . . . it's, it's in a plane and it records it from a plane. And, it . . . it detects it, it detects objects below which they can make disappear, not, not like physically, but they can make it disappear in a computer or anything else, which ends up making a bare-earth image. It's a evolu-, evolution map. And the LIDAR is revolutionary.”

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

“Uh, the higher it goes, the faster the, the light returns.”

Rubric:

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

2 points

Exemplar:

“A LIDAR device works by . . . by, throwing like, throwing light to the ground and then once like it throws light, like it bounces back up to the LIDAR device. And a LIDAR is used to, is, used to create topographic maps by, by pulses of lights.”

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

“That would be all.”

Rubric:

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

Rubric continues on the next page

Speaking

Rubric continues from previous page

1 point

Exemplar:

“Umm, house, tree, I don’t know”

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

“I don’t know.”

Rubric:

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

0 points

Exemplar:

(Response in primary language.)

Rubric:

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

Notes:

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

Writing

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

Exemplars and rubric for item 1:

2 points

Exemplar:

“They will finish the project today in class.”

Rubric:

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

1 point

Exemplar:

“They will finish their project today on class.”

Rubric:

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

Rubric continues on the next page

Writing

Rubric continues from previous page

0 points

Exemplar:

“The students are building.”

Rubric:

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

OR

- No response is provided.

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

Exemplars and rubric for item 2:

2 points

Exemplar:

“After the students are done they will show it to their teacher.”

Rubric:

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

1 point

Exemplar:

“They will be finish they projects and give they project to teacher.”

Rubric:

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

Rubric continues on the next page

Writing

Rubric continues from previous page

0 points

Exemplar:

“They are using wooden sticks.”

Rubric:

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

OR

- No response is provided.

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

Exemplars and rubric for item 3:

4 points

Exemplar:

“Projects are very challenging to get done but I usually overcome them. I worked on a project with some of my classmates for my chemistry class last week. We had to make an airbag that would keep an egg safe if it made impact with it. The most difficult part was finding a way to keep the egg safe. We put two ziplock bags filled with baking soda and vinegar on the top and bottom of the egg then we taped it around for the egg won’t slip out. We tested it out and it was success.”

Rubric:

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

3 points

Exemplar:

“One of the most challenging projects I had, was the “airbag lab” for my chemistry class. I was not working alone and the most challenging part was the calculatians we had to do.”

Rubric continues on the next page

Rubric continues from previous page

Rubric:

- The response provides a generally complete account of an experience relevant to the prompt using some descriptions, details, or examples.
- The response is mostly coherent.
- Errors and limitations in grammar and word choice may impede meaning at times.
- Errors in spelling/keyboarding and punctuation may impede meaning at times.
- The response typically includes at least two sentences.

2 points

Exemplar:

“In Peru one time I did a small natural factory the project was about care the earth with things naturals on the challenge I won second place because I worked alone and I couldn’t satisfad my work because I was alone.”

Rubric:

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

1 point

Exemplar:

“The project I working is the side in my objetibes that listen to inglis and practice.”

Rubric:

- The response may provide a limited account of a personal experience and/or conveys little relevant information.
- The response may lack coherence. It may consist of isolated words or phrases.

Rubric continues on the next page

Rubric continues from previous page

- Frequent errors and/or severe limitations in grammar and word choice prevent expression of ideas.
- Errors in spelling/keyboarding and punctuation may severely impede meaning.

0 points

Exemplar:

“I don’t know”

Rubric:

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

OR

- No response is provided.

Writing

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

Exemplars and rubric for item 4:

2 points

Exemplar:
 “Anita’s stomach was grumbling because she didn’t eat much breakfast. Also, she didn’t find the cafeteria at lunchtime.”

Rubric:

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

1 point

Exemplar:
 “Because she so too nevrous to her first day”

Rubric:
 The response does not completely address the task or is missing relevant details from the graphic organizer.

- Errors and limitations in grammar, word choice, and/or spelling/keyboarding may impede meaning.
- The response may consist of a word(s) or a bulleted list.

Rubric continues on the next page

Rubric continues from previous page

0 points

Exemplar:

“no ingles”

Rubric:

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

OR

- No response is provided.

Writing

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

Exemplars and rubric for item 5:

3 points

Exemplar:

“There are some reasons why Anita was not hungry when she got home even though she was hungry all day. In her last period, the teacher heard Anita’s stomach grumbling and offered her a snack. So, Anita was not hungry at dinnertime.”

Rubric:

The response completely addresses the task and includes sufficient and relevant information from the graphic organizer.

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

2 points

Exemplar:

“Eric, why Anita was not hungry when she got home was because not hungry because she has a nice teacher. and teacher last period gived smoe snack for her, for her stomach grumbli.”

Rubric continues on the next page

Rubric continues from previous page

Rubric:

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

1 point

Exemplar:

“Is offred dinner when she arrives home, Not hungry because he has an ice teacher”

Rubric:

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

0 points

Exemplar:

“tired”

Rubric:

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

OR

- No response is provided.

Writing

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

Exemplars and rubric for item 6:

4 points

Exemplar:

“I think it is unfair to make students work at a local business. First of all, there are lots of businesses and some students would have great experiences, but some of them wouldn't have those. So student with good companies will get benefits while others won't. Second some students already have after-school jobs and they would then be working two jobs. So I disagree with this descicion. It will not help all students.”

Rubric:

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

Rubric continues on the next page

Rubric continues from previous page

3 points

Exemplar:

“I think it isn’t fair for the school to make this type of program. Some student may not be interested in the internship and I am one of them. I’m actually new to this country and I’ve been here for only nearly 4 months. I’m also new to the US school so I’ve zero experience about it. I don’t even know any local company in general, and so are new students from different country.”

Rubric:

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

2 points

Exemplar:

“I think that working in actual busines it’s injustice because, the students didn’t know about an internship. so In my opinion that program need to be removed. Because the students after school had problems and obligations in their houses. Not all the students are been able to work.”

Rubric:

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

Rubric continues on the next page

Writing

Rubric continues from previous page

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

1 point

Exemplar:

“Internship is elective program so my position is not good but very much time away more homework and class. my position difficult not have time in my home and work in store at day, please internship dit not elect.”

Rubric:

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

0 points

Exemplar:

“No entiendo.”

Rubric:

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

OR

- No response is provided.