

ELPAC

English Language Proficiency
Assessments for California



Practice Test Scoring Guide



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

Visual Impairment and Braille Practice Test Scoring Guide — Grade One

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Introduction to the Braille Practice Test Scoring Guide

This English Language Proficiency Assessments for California (ELPAC) Braille 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 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	A (1 point)	Listen to a Short Exchange Eating Grapes	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics	

Grade One Practice Test Items

Listening

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
1	A (1 Point)	Listen to a Short Exchange Eating Grapes	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics	1
2	C (1 Point)	Listen to a Short Exchange Practice Writing	P.II.A.2 Understanding cohesion	1
3	B (1 Point)	Listen to a Classroom Conversation Finding Library	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics	2
4	A (1 Point)	Listen to a Classroom Conversation Finding Library	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics	2
5	C (1 Point)	Listen to a Story Library	P.II.A.1 Understanding text structure	3
6	B (1 Point)	Listen to a Story Library	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	2
7	C (1 Point)	Listen to a Story Library	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	2
8	C (1 Point)	Listen to a Story Museum Trip	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	2

Listening

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
9	A (1 Point)	Listen to a Story Museum Trip	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
10	A (1 Point)	Listen to a Story Museum Trip	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
11	B (1 Point)	Listen to a Story Rainy Day	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	4
12	C (1 Point)	Listen to a Story Rainy Day	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
13	A (1 Point)	Listen to a Story Rainy Day	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	4
14	A (1 Point)	Listen to an Oral Presentation Humpback Whales	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	4
15	A (1 Point)	Listen to an Oral Presentation Humpback Whales	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	4
16	C (1 Point)	Listen to an Oral Presentation Humpback Whales	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
17	C (1 Point)	Listen to an Oral Presentation Animals Find Food	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
18	B (1 Point)	Listen to an Oral Presentation Animals Find Food	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
19	B (1 Point)	Listen to an Oral Presentation Animals Find Food	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
20	B (1 Point)	Listen to an Oral Presentation Astronauts	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3
21	C (1 Point)	Listen to an Oral Presentation Astronauts	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	4
22	A (1 Point)	Listen to an Oral Presentation Astronauts	PI.B.5 Listening actively to spoken English in a range of social and academic contexts	3

Reading

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
1	A (1 Point)	Read and Choose a Word Pen	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	1
2	A (1 Point)	Read and Choose a Word Five	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	1
3	B (1 Point)	Read and Choose a Sentence The kids are swimming	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	1
4	A (1 Point)	Read and Choose a Sentence Girl Painting a Picture	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	C (1 Point)	Read and Choose a Sentence Swinging	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	B (1 Point)	Read and Choose a Sentence They are walking on the grass	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	2

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
7	A (1 Point)	Read a Short Informational Passage Turtles	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
8	C (1 Point)	Read a Short Informational Passage Turtles	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 Short Informational Passage Turtles	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
10	A (1 Point)	Read a Short Informational Passage Oak Tree	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
11	A (1 Point)	Read a Short Informational Passage Oak Tree	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	B (1 Point)	Read a Short Informational Passage Oak Tree	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3

Reading

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
13	C (1 Point)	Read a Literary Passage Lost key	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
14	B (1 Point)	Read a Literary Passage Lost key	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	A (1 Point)	Read a Literary Passage Lost key	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
16	B (1 Point)	Read an Informational Passage White House garden	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 an Informational Passage White House garden	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	3
18	C (1 Point)	Read an Informational Passage White House garden	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
19	C (1 Point)	Read an Informational Passage Train	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	4
20	A (1 Point)	Read an Informational Passage Train	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	4
21	B (1 Point)	Read an Informational Passage Train	PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language	4

Speaking

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

Exemplars and rubric for item 1:

<p>1 point</p> <p>Exemplar:</p> <p>“ABC.”</p> <p>Rubric:</p> <ul style="list-style-type: none"> • Correct response. <p>0 points</p> <p>Exemplar:</p> <p>“Letter.”</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.”
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Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
2	Exemplars and rubrics provided below	Talk about a Scene Plant	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics	1

Exemplars and rubric for item 2:

<p>1 point</p> <p>Exemplar: “Plant.”</p> <p>Rubric:</p> <ul style="list-style-type: none"> • Correct response. <p>0 points</p> <p>Exemplar: “I don’t know.”</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.”
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Speaking

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

Exemplars and rubric for item 3:

<p>2 points</p> <p>Exemplar:</p> <p>“To tell days and tell what month it is and tell what ...umm, what umm, what number it is.”</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>“Plan.”</p> <p>[Examiner: Tell me more.]</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.

Rubric continues on the next page

Rubric continues from previous page

0 points

Exemplar:

(Pointing.)

[Examiner: Tell me in words.]

(Student points.)

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
4	Exemplars and rubrics provided below	Talk about a Scene Plant	PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics	1 2

Exemplars and rubric for item 4:

2 points

Exemplar:

“Sun and cloudy.”

Rubric:

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

1 point

Exemplar:

“Raining.”

[Examiner: Tell me more.]

“I don’t know.”

Rubric:

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

Rubric continues on the next page

Rubric continues from previous page

0 points

Exemplar:

“I see—” (pointing)

[Examiner: Tell me in words.]

“Umm...”

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	Support an Opinion Line Leader or Door Holder	PI.C.11 Supporting own opinions and evaluating others' opinions in speaking and writing	1 2

Exemplars and rubric for item 5:

2 points

Exemplar:

“Umm, door holder.

[Examiner: Why do you think being the door holder is better?]

Because I like how I open the door for everyone and I think that’s helpful.”

Rubric:

- An opinion is expressed and supported with a relevant reason.
- Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.

1 point

Exemplar:

“Line leader.

[Examiner: Why do you think being the line leader is better?]

Because, umm . . .

[Examiner repeats question.]

Because you can, you can . . .”

Rubric:

- An opinion is expressed but not supported. A reason is not provided or is not relevant.
- Errors in grammar, word choice, pronunciation, or intonation impede meaning.

Rubric continues on the next page

Rubric continues from previous page

0 points

Exemplar:

“Puerta”

Rubric:

- An opinion is not expressed.
- 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	Support an Opinion Playground Vs Computer	PI.C.11 Supporting own opinions and evaluating others' opinions in speaking and writing	1 2

Exemplars and rubric for item 6:

<p>2 points</p> <p>Exemplar:</p> <p>“Playground.”</p> <p>[Examiner: Why do you think a playground is better?]</p> <p>“Because it’s fun to play with friends.”</p> <p>Rubric:</p> <ul style="list-style-type: none"> • An opinion is expressed and supported with a relevant reason. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. <p>1 point</p> <p>Exemplar:</p> <p>“Playground.”</p> <p>[Examiner: Why do you think playing on the playground is better?]</p> <p>(No response.)</p> <p>Rubric:</p> <ul style="list-style-type: none"> • An opinion is expressed but not supported. A reason is not provided or is not relevant. • Errors in grammar, word choice, pronunciation, or intonation impede meaning.
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Rubric continues on the next page

Rubric continues from previous page

0 points

Exemplar:

“I don’t know.”

Rubric:

- An opinion is not expressed.
- 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
7	Exemplars and rubrics provided below	Retell A Narrative Fishing Trip	PI.C.9 Expressing information and ideas in formal oral presentations on academic topics	1 2 3 4

Exemplars and rubric for item 7:

4 points

Exemplar:

“OK. So, uhh, the kid and his grandmother, uhh, went out fishing. And he wanted to try the new fishing pole. So they sit down and do the rope. And then, after short little bit of time, Jose . . . or the kid, he caught his first fish. He felt something pulling him. So after he pulled . . . he cranked it back in. After, his grandma and Jose . . . I mean, grandmother and Jose measure the fish, his grandmother said that it was too small to keep. So they let it go. And he wished it would grow into a big, big fish. And he hoped he would see it again.”

Rubric:

- Response provides a clear and detailed retelling of the narrative as supported by the pictures.
- Ideas are cohesive and connected.
- Grammar and word choice are varied and effective; errors do not impede meaning.
- Pronunciation and intonation do not impede meaning.
- Speech is usually smooth and sustained.

3 points

Exemplar:

“First picture they were walking to the lake. And then second picture, her grand . . . her grandma gave fishing pole to him so he could catch a fish. And then third, they were measuring the fish to make sure if it was big or little. And it was little, and then they put it back in the lake.”

Rubric continues on the next page

Rubric continues from previous page

Rubric:

- Response retells the narrative as supported by the pictures with basic detail.
- Ideas are usually cohesive and connected.
- Grammar and word choice are adequate; errors occasionally impede meaning.
- Pronunciation and/or intonation occasionally impede meaning.
- Speech is fairly sustained, though some choppiness or halting may occur.

2 points

Exemplar:

“OK. So she went so he went . . . fishing pole with grandmother, but he almost doesn’t gonna getta fish. The first one, he he is too small. But he . . . he let it go, and he want to get it.”

[Examiner: What else can you tell me about the story?]

(No response.)

Rubric:

- Response retells the narrative as supported by the pictures but may be incomplete and lack clarity.
- Ideas are sometimes cohesive and connected.
- Grammar and word choice are simple and repetitive; errors often impede meaning.
- Pronunciation and/or intonation often impede meaning.
- Speech may be slow, choppy, or halting.

1 point

Exemplar:

“They fish.”

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

(No response.)

Rubric continues on the next page

Speaking

Rubric continues from previous page

Rubric:

- Response attempts to retell the narrative but conveys little relevant information.
- Ideas are rarely cohesive and connected.
- Grammar and word choice are limited and impede meaning.
- Pronunciation and/or intonation often impede meaning.
- Speech may consist of isolated word(s) or phrase(s).

0 points

Exemplar:

(Unintelligible.)

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
8	Exemplars and rubrics provided below	Summarize an Academic Presentation Mailing a Letter	PI.C.9 Expressing information and ideas in formal oral presentations on academic topics	1 2 3 4

Exemplars and rubric for item 8:

4 points

Exemplar:

“First you write a letter and then you put it in an envelope. And some people put it in the mailbox or put it, or take it to a post office. And mailmen fly or drive to wherever they need to go.

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

Umm, they sort them in different bins.”

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:

“A-, if you want to send a, a, a letter, you put it inside a envelope and then you put it in the mailbox or, and then you, and then they’re in different kind of, of boxes and, or in co-, or in covers. And the mailbox . . . and the mail guy will, will go give it to the right person.

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

That when, when you send a envelope, you put the address on it.”

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:**

“Umm, posts the letter to the mail. And they deliver it to a house or to somewhere. And they take it. And they put the stamp.

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

That they put it in a box.”

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.

1 point**Exemplar:**

“First has the people name and address. Next, next, yellow, next, and yellow, umm, gray. I forgot what to say.

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

(No response.)”

Rubric continues on the next page

Rubric continues from previous page

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
9	Exemplars and rubrics provided below	Summarize an Academic Presentation The Sun	PI.C.9 Expressing information and ideas in formal oral presentations on academic topics	1 2 3 4

Exemplars and rubric for item 9:

4 points

Exemplar:

“The sun is a star. It’s a big gassy ball and the earth orbits around it. Animals and humans need the warmness. And, and all the other planets orbit around the sun and it makes a whole galaxy.”

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:

“The sun is a big ball of gas and animals need it to survive on earth.
[Examiner: What else can you tell me about what you heard?]
The sun is light. And you cannot turn it off or on. That’s it.”

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.

Rubric continues on the next page

Rubric continues from previous page

- 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 sun is up high and it’s a big, it’s a star, and then the, the planets go around and the . . . I don’t know.”

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.

1 point

Exemplar:

“A sun, is bigger than every planet and, and Jupiter is, way too big than any planet, but the sun is way too big than Jupiter and every planets.

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

(No response.)”

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.

Rubric continues on the next page

Speaking

Rubric continues from previous page

0 points

Exemplar:

(Unintelligible.)

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	Write a Story Together with Scaffolding Flying a Kite	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:

1 point

Exemplar:
“F”

Rubric:

- The student writes the letter correctly. If the letter name is provided, the student writes the specified letter. If the letter name is not provided, a phonetic representation of the sound is acceptable.
- Any style of letters (for example, capital, lowercase, cursive) is acceptable.
- **For kindergarten and grade one**, the letter may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).

0 points

Exemplar:
“IS”

Rubric:

- The student writes the letter incorrectly. The student writes a letter other than the specified letter or a letter that does not represent the first sound of the specified word.

OR

- The student writes or draws content that is not representative of letters in the English alphabet.

OR

- The student does not provide a written response.

Writing

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
2	Exemplars and rubrics provided below	Write a Story Together with Scaffolding Flying a Kite	PI.A.2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	1 2 3

Exemplars and rubric for item 2:

2 points

Exemplar:
“day”

Rubric:

- The student correctly writes the word. **For grade one**, phonetic representations (using logical letter-sound relationships) of all the letters are acceptable.
- Any style of letters (for example, capital, lowercase, cursive) is acceptable.
- **For grade one**, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).

1 point

Exemplar:
“dy”

Rubric:

- The student writes at least two letters of the word correctly, including the initial letter in the initial position and one additional letter (any position in the word). **For grade one**, phonetic representations (using logical letter-sound relationships) of the two letters are acceptable.
- Any style of letters (for example, capital, lowercase, cursive) is acceptable.
- **For grade one**, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).

Rubric continues on the next page

Rubric continues from previous page

0 points

Exemplar:

“aflrq”

Rubric:

- The student writes letters that are not representative of letters in the word.

OR

- The student copies a word or words printed on the Answer Book page.

OR

- The student writes or draws content that is not representative of letters in the English alphabet.

OR

- The student does not provide a written response.

Writing

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
3	Exemplars and rubrics provided below	Write a Story Together with Scaffolding Flying a Kite	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:

3 points

Exemplar:

“She can’t fly her kite.”

Rubric:

- The student writes an original sentence(s). The response is appropriate and relevant to the task.
- The words in the sentence are recognizable. **For grade one**, the words in the sentence are recognizable without the Test Examiner’s transcription (if present).
- The student uses effective grade-appropriate grammar and word choice.
- Errors in spelling and punctuation may be present, but they do not interfere with meaning.
- **For grade one**, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p). The words in the sentence may or may not be appropriately spaced.

2 points

Exemplar:

“Her kt is grnded.”

Rubric:

- The student writes an original sentence(s). The response partly addresses the task but may not be complete.
- A few words may not be recognizable. **For grade one**, some words are recognizable only with the Test Examiner’s transcription (if present).

Rubric continues on the next page

Rubric continues from previous page

- Limitations in phonetic spelling, grammar, and/or word choice may impede meaning.
- Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.

1 point

Exemplar:

“She not”

Rubric:

- The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word.
- Many words may not be recognizable. **For grade one**, words may only be recognizable with the Test Examiner’s transcription (if present).
- Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning.
- The response may include some individual or unrelated letters.

0 points

Exemplar:

“It is not a windy”

Rubric:

- The student writes letters that are not representative of words in English.

OR

- The student copies all or part of the printed sentence that is provided in the Answer Book without adding original language.

OR

- The response is not related to the prompt.

OR

- The student does not provide a written response.

Writing

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
4	Exemplars and rubrics provided below	Write an Informational Text Together Fish	PI.A.2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)	1 2 3

Exemplars and rubric for item 4:

2 points

Exemplar:

“They use fins to swim.”

Rubric:

- The student writes the entire dictated sentence in the correct sequence.
- Any style of letters (for example, capital, lowercase, cursive) is acceptable.
- **For grade one**, the letter may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).
- **For grade one**, phonetic spelling is acceptable.
- **For grade two**, sight words are spelled correctly and non-sight words are spelled phonetically.

1 point

Exemplar:

“Dey us fs to sm”

Rubric:

- The student attempts to write the dictated sentence, but it may not be complete.
- Any style of letters (for example, capital, lowercase, cursive) is acceptable.
- **For grade one**, some words may be represented by a single initial letter only, or there may be limitations in phonetic spelling.
- **For grade two**, words may be spelled incorrectly or phonetically.

Rubric continues on the next page

Rubric continues from previous page

0 points

Exemplar:

“Fis”

Rubric:

- The student writes letters that are not representative of the words in the dictated sentence.

OR

- The response is not related to the prompt.

OR

- The student does not provide a written response.

Writing

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
5	Exemplars and rubrics provided below	Write an Informational Text Together Fish	PI.C.10 Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	1 2 3

Exemplars and rubric for item 5:

3 points

Exemplar:

“Fish use gills to breathe.”

Rubric:

- The student writes an original sentence(s). The response is appropriate and relevant to the task.
- The words in the sentence are recognizable. **For grade one**, the words in the sentence are recognizable without the Test Examiner’s transcription (if present).
- The student uses effective grade-appropriate grammar and word choice.
- Errors in spelling and punctuation may be present, but they do not interfere with meaning.
- **For grade one**, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p). The words in the sentence may or may not be appropriately spaced.

2 points

Exemplar:

“Fish is no legs dey swimming”

Rubric:

- The student writes an original sentence(s). The response partly addresses the task but may not be complete.

Rubric continues on the next page

Rubric continues from previous page

- A few words may not be recognizable. **For grade one**, some words are recognizable only with the Test Examiner’s transcription (if present).
- Limitations in phonetic spelling, grammar, and/or word choice may impede meaning.
- Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.

1 point

Exemplar:

“Fish live rrw”

Rubric:

- The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word.
- Many words may not be recognizable. **For grade one**, words may only be recognizable with the Test Examiner’s transcription (if present).
- Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning.
- The response may include some individual or unrelated letters.

0 points

Exemplar:

“Fish live in watr”

Rubric:

- The student writes letters that are not representative of words in English.

OR

- The student copies all or part of the printed sentence that is provided in the Answer Book without adding original language.

OR

- The response is not related to the prompt.

OR

- The student does not provide a written response.

Writing

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
6	Exemplars and rubrics provided below	Describe a Picture Rabbit	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 6:

3 points

Exemplar:

“The girl is holding the bunny.”

Rubric:

- The student writes an original sentence(s). The response is appropriate and relevant to the task.
- The words in the sentence are recognizable. **For grade one**, the words in the sentence are recognizable without the Test Examiner’s transcription (if present).
- The student uses effective grade-appropriate grammar and word choice.
- Errors in spelling and punctuation may be present, but they do not interfere with meaning.
- **For grade one**, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p). The words in the sentence may or may not be appropriately spaced.

2 points

Exemplar:

“Grl is hav rabt”

Rubric continues on the next page

Rubric continues from previous page

Rubric:

- The student writes an original sentence(s). The response partly addresses the task but may not be complete.
- A few words may not be recognizable. **For grade one**, some words are recognizable only with the Test Examiner's transcription (if present).
- Limitations in phonetic spelling, grammar, and/or word choice may impede meaning.
- Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.

1 point

Exemplar:

"she is pret the aman"

Rubric:

- The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word.
- Many words may not be recognizable. **For grade one**, words may only be recognizable with the Test Examiner's transcription (if present).
- Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning.
- The response may include some individual or unrelated letters.

0 points

Exemplar:

"cepteu"

Rubric:

- The student writes letters that are not representative of words in English.

OR

- The student copies all or part of the printed sentence that is provided in the Answer Book without adding original language.

OR

- The response is not related to the prompt.

OR

- The student does not provide a written response.

Writing

Item	Key	Task Type and Topic	Primary Alignment	Targeted PLD
7	Exemplars and rubrics provided below	Write About an Experience Happy Memory	PI.C.12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas	1 2 3 4

Exemplars and rubric for item 7:

3 points

Exemplar:

“My friend made me happy he gave me a birthday present.”

Rubric:

- The student writes an original sentence(s). The response provides an account of the experience named in the prompt using description(s), detail(s), or example(s).
- The words in the sentence are recognizable.
- The student uses effective grade-appropriate grammar and word choice.
- Errors in spelling and punctuation may be present, but they do not interfere with meaning.
- Letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p). The words in the sentence may or may not be appropriately spaced.

2 points

Exemplar:

“Mom cake for me made me happy”

Rubric:

- The student writes an original phrase or sentence(s). The response provides a description of an experience relevant to the prompt. There may be description(s), detail(s), or example(s), but the response may not be complete.
- A few words may not be recognizable.
- Limitations in phonetic spelling, grammar, and/or word choice may impede meaning.
- Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.

Rubric continues on the next page

Rubric continues from previous page

1 point

Exemplar:

“happened to me was made me happy my mom. She did do.”

Rubric:

- The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word.
- Many words may not be recognizable.
- Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning.
- The response may include some individual or unrelated letters.

0 points

Exemplar:

“Write about someone who made you happy.”

Rubric:

- The student writes letters that are not representative of words in English.

OR

- The student copies all or part of the prompt without adding original language.

OR

- The response is not related to the prompt.

OR

- The student does not provide a written response.