ELPAC

English Language Proficiency Assessments for California

Training Test

Kindergarten Writing

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Introduction

What is the ELPAC?

The ELPAC, or English Language Proficiency Assessments for California, is the state's English language proficiency test for students whose primary language is other than English. The ELPAC helps to identify students who need help in learning English, so they can get the language support they need to do well in school and access the full curriculum. Every year, students who are English learners take the ELPAC to measure their progress in learning English.

The ELPAC is administered at these grades/grade spans:

■ Kindergarten

■ Grade one (1)

■ Grade two (2)

■ Grades three through five (3–5)

■ Grades six through eight (6–8)

■ Grades nine and ten (9–10)

■ Grades eleven and twelve (11–12)

All grades/grade spans have test questions in four different domains: Listening, Speaking, Reading, and Writing. The Speaking test questions are administered one-on-one by a Test Examiner at all grades/grade spans. At kindergarten and grade 1, all test questions are administered one-on-one by a Test Examiner. At grades 2–12, Listening, Reading, and Writing sections are administered to groups of students.

What is the purpose of the Training Test?

The Training Test gives students, parents and families, teachers, administrators, and others an opportunity to become familiar with the types of test questions on the ELPAC. When students know what to expect on the test, they will be better prepared to demonstrate their English language proficiency.

The Training Test includes examples of all of the types of questions that may appear in the actual assessment [1] but does not include the full number of questions that appear on the assessment.

The practice questions in this document include directions for the Test Examiner and test content for the student. The **SAY** symbol is used to indicate directions that the Test Examiner reads aloud to the student. During an actual test administration, the Test Examiner directions are not visible to the student.

Note that the Training Test cannot be used to provide an ELPAC test score. The Training Test can be used to familiarize students with the ELPAC test questions and tasks they will be asked to complete to demonstrate their English language proficiency.

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[1] On the Training Tests, the same test questions may be included at multiple grades/grade spans when the question types are similar across those grades/grade spans. On the actual test, there are no common questions across grades/grade spans.

For Students

Students can use this Training Test to:

■ Become familiar with the question types

■ Learn how to provide their answers

By reviewing the Training Test before the test day, students will understand what they will be asked to do. As a result, students will be able to focus on demonstrating their English language skills on the test day.

For Parents and Families Parents

and families can use this Training Test to:

■ Understand the types of English language skills that students are expected to develop

■ Understand what students need to be able to do on the actual test

■ Understand the types of test questions that contribute to ELPAC test scores

By reviewing the Training Test in advance with their children, parents and families can also help students prepare for the test.

For Teachers

Teachers can use the Training Test to:

■ Understand the types of test questions that appear on the actual test

■ Understand the alignment of the test questions with the 2012 *California English Language Development Standards, Kindergarten Through Grade 12* (2012 ELD Standards)

■ Review with students and their families and help them become familiar with the test questions

■ Create similar tasks for instructional purposes, with appropriate support, for their students

Of course, teachers should also have their students practice a variety of exercises that do not appear on the ELPAC to help students develop in all areas described by the 2012 ELD Standards.

For Administrators

Administrators can use the Training Test to:

■ Become familiar with types of test questions

■ Communicate with students, families, and teachers about the skills assessed in the test

Administrators can also use the Training Test as a resource when creating professional development opportunities for educators.

For more information about the ELPAC, please review the Additional Resources section at the end of this Training Test.

Writing Overview

The goal of the Writing domain in an actual test setting is to provide information about an English learner's ability to write literary and informational texts to present, describe, and explain ideas and information in a range of social and academic contexts.

Each Writing set includes a picture and/or a short written text followed by four questions. These sets provide authentic contexts for students to interact via written English and to compose literary and informational texts. Grade-level literary and informational writing composed by students in kindergarten are at the letter and word level.

All Writing questions are constructed response; that is, students answer the questions in writing. Each of the Writing questions is aligned with one or more of the 2012 ELD Standards. Alignment with the standards is provided with each task type on the pages that follow.

The Writing domain is administered to each student individually. The Test Examiner reads aloud the directions, written texts, and the questions to the student.

WRITING   Label a Picture—Word, with Scaffolding

In this task type, the student writes letters and words to label objects in a picture.

Aligned 2012 ELD Standard: PI.C.10 [5]

Rubric, Questions 1–2

Score	Descriptors
1	• 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	• 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.

Rubric, Questions 3–4

Score	Descriptors
2	• 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). • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • Phonetic spelling is acceptable. • Letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).
1	• The student writes one letter correctly (any position in the word). • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • Phonetic spelling is acceptable. • Letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).
0	• The student writes letters that are not representative of letters in the stated 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.

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[5] The standards have been labeled to indicate Part I, Part II, or Part III (PI, PII, PIII); the mode (in PI, A = Collaborative, B = Interpretive, C = Productive) or process (in PII, A = Structuring Cohesive Texts, B = Expanding and Enriching Ideas, C = Connecting and Condensing Ideas); and the standards number (in PI, 1–12; in PII, 1–7). For the 2012 ELD Standards, please see the link in the Additional Resources section.

SAY **Now we are going to write some letters and words together.**

1

Point to the picture of the barn.

SAY **This is a barn. "Barn" starts with the letter b. Write the letter b.**

Point to the first letter-length write-on line in the Answer Book. If student does not write, re-prompt.

2

Point to the picture of the goat.

SAY **This is a goat. "Goat" starts with the letter g. Write the letter g.**

Point to the second letter-length write-on line in the Answer Book. If student does not write, re-prompt.

3

Point to the picture of the hen.

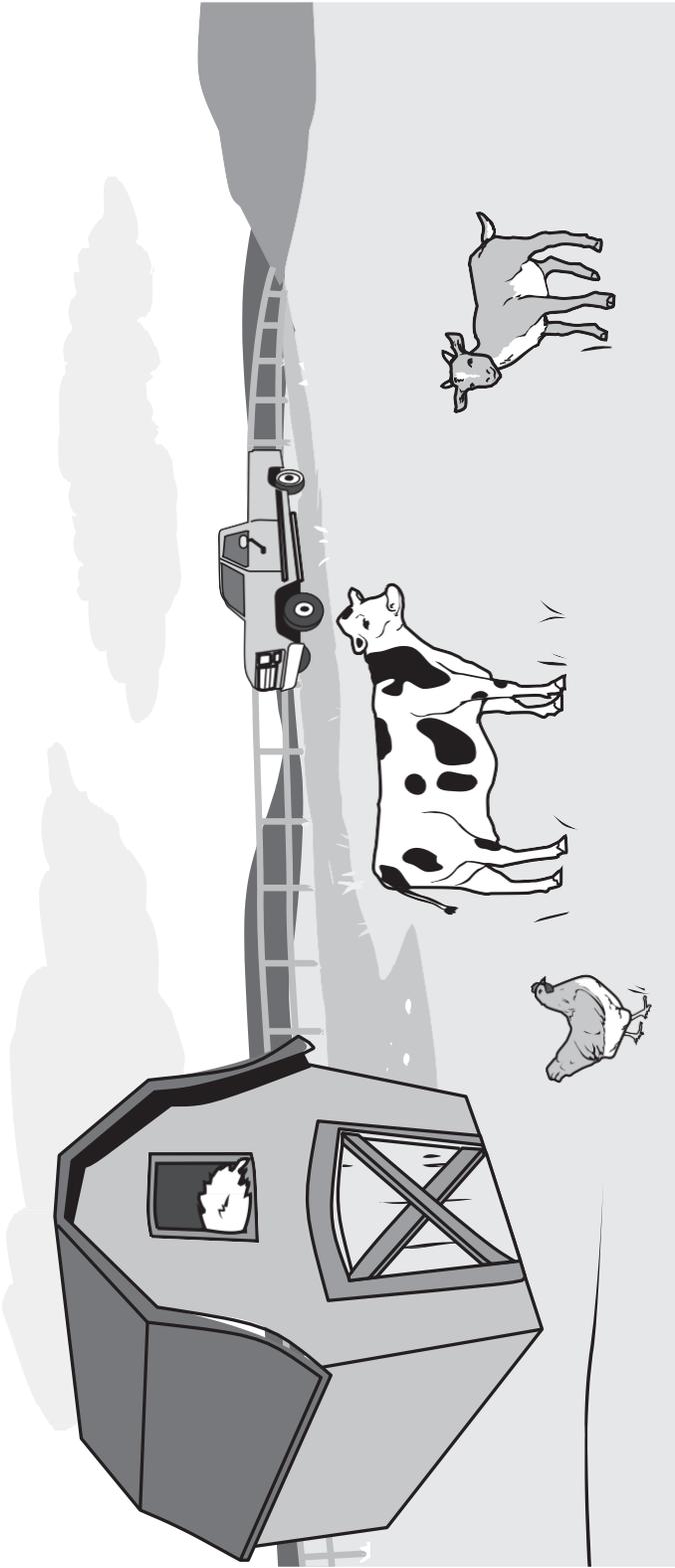**SAY** **This is a hen. Write the word "hen."**

Point to the first word-length write-on line in the Answer Book. If student does not write, re-prompt.

4

Point to the picture of the cow.

SAY **This is a cow. Write the word "cow."**

Point to the second word-length write-on line in the Answer Book. If student does not write, re-prompt.

1

2

3

4

WRITING   Write a Story Together with Scaffolding

In this task type, the student works with the Test Examiner to write a short story. A picture related to the story is included, as well as an introductory sentence and two incomplete sentences. The student writes letters and words about the story.

Aligned 2012 ELD Standard: PI.A.2

Rubric, Questions 5–6

Score	Descriptors
1	• 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	• 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.

Rubric, Questions 7–8

Score	Descriptors
2	• 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). • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • Phonetic spelling is acceptable. • Letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).
1	• The student writes one letter correctly (any position in the word). • Any style of letters (for example, capital, lowercase, cursive) is acceptable. • Phonetic spelling is acceptable. • Letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).
0	• The student writes letters that are not representative of letters in the stated 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.

SAY   **We are going to write a story together. The title of the story is "We Read a Book."**

Sweep your finger under the title in the Answer Book as you read it aloud.

5

SAY   **The first letter is missing from the word "Read." Say the word "Read."**

SAY   **Now write the first letter of the word "Read."**

Point to the write-on line in the Answer Book. If the student does not write, re-prompt.

6

SAY   **The first letter is missing from the word "Book." Say the word "Book."**

SAY   **Now write the first letter of the word "Book."**

Point to the write-on line in the Answer Book. If the student does not write, re-prompt.

7

SAY   **The first sentence in the story is: I hold my bear on my lap.**

Sweep your finger under the sentence in the Answer Book as you read it aloud.

SAY   **The second sentence should say: I tell him a story.**

Sweep your finger under the sentence in the Answer Book as you read it aloud.

SAY   **The word "tell" is missing from the story. Say the word "tell."**

SAY   **Now write the word "tell."**

Point to the write-on line in the Answer Book.

8

SAY   **The next sentence should say: Then I give him a hug.**

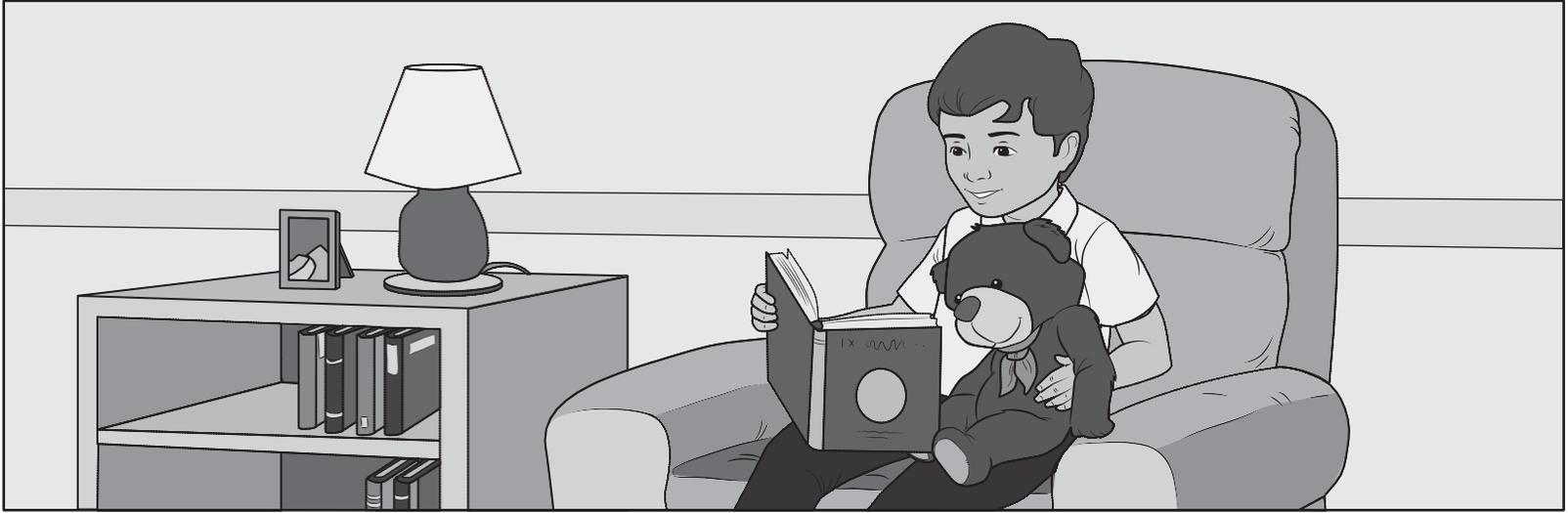Sweep your finger under the sentence in the Answer Book as you read it aloud.

SAY   **The word "hug" is missing from the story. Say the word "hug."**

SAY   **Now write the word "hug."**

Point to the write-on line in the Answer Book.

5–6 We __ead a __ook

I hold my bear on my lap.

7 I _____ him a story.

8 Then I give him a _____.

California English Language Development Standards

The ELPAC is aligned with the *California English Language Development Standards, Kindergarten Through Grade 12* (2012). These standards are available at http://www.cde.ca.gov/sp/el/er/eldstandards.asp.

California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

The 2012 ELD Standards correspond with the *California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*, which are available at http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf.

Performance Level Descriptors

General performance level descriptors for the ELPAC, which describe what a student typically knows and can do at each ELPAC performance level, are available at http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp.

A Parent Guide to Understanding the ELPAC

A resource about the ELPAC written specifically for parents and families is available at https://www.cde.ca.gov/ta/tg/ca/documents/elpacpgtu.pdf.