



UNDERSTANDING YOUR STUDENT SCORE REPORT

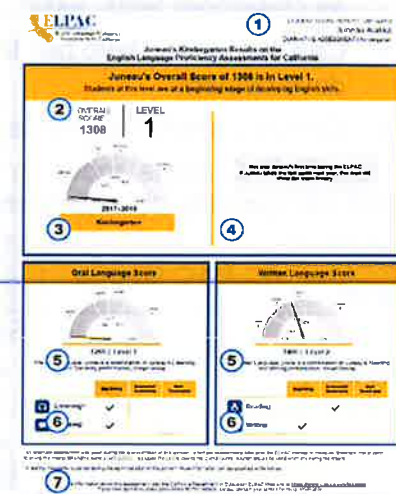
English Language Proficiency Assessments for California (ELPAC)

2017–18 SUMMATIVE ELPAC

This guide explains your child's Summative ELPAC score report. Please speak to your child's teacher(s) if you have more questions.

A message from the State Superintendent, Tom Torlakson

This report shows your child's results on the ELPAC, the newly-developed state test of English language proficiency. The ELPAC provides information about your child's annual progress toward English language proficiency. Because the ELPAC measures new English-language development standards, your child's ELPAC results should not be compared to prior test results from the California English Language Development Test (CELDT).



What is on the score report?

1 Your child's name and test information

Your child's name, grade, and the testing year are shown.

2 Overall score and performance level

Your child's overall score and performance level are shown. They are followed by a short description of the English skills that children at this performance level typically have. This test has four performance levels. More information about the ELPAC levels is in the table on the second page of this guide.

3 Chart of overall score and performance level

The chart shows the position of your child's overall score.

4 Overall score history

This was your child's first time taking the ELPAC. If your child takes the test again next year, this area on next year's report will show your child's scores from this year.

5 Charts of oral language score and written language score

Your child's overall score is a combination of two other scores: an oral language score (Listening

and Speaking) and a written language score (Reading and Writing). These charts show your child's score and performance level for oral language and written language. As your child's performance in English improves, the score will move toward the right side of the chart.

6 Tables of results for Listening, Speaking, Reading, and Writing

The test measures English skills in four domains: Listening, Speaking, Reading, and Writing. Your child's performance in each domain is shown with a check (✓) in one of three categories: "Beginning," "Somewhat/Moderately Developed," or "Well Developed." This information is most useful to identify skills your child is performing well (Well Developed) or skills your child may need help to improve (Beginning or Somewhat/Moderately Developed).

7 Notices for some students

Some students take an alternate version of the ELPAC. In other cases, a testing irregularity may happen during an ELPAC administration. If either of these applies to your child, a notice will appear here. For more information, contact your child's school.

The following information appears on the back of the student score reports. It provides more information about the test and about your child's scores.

What is the ELPAC?

The English Language Proficiency Assessments for California (ELPAC) Summative Assessment measures student progress toward meeting the California English Language Development Standards (ELD Standards), which describe the English language skills that students need to succeed in school.





The ELPAC Summative Assessment:

- Is given each spring to students who have been identified as English learners
- Includes questions about Listening, Speaking, Reading, and Writing

Your child's ELPAC results:

- Are one measure of English proficiency that should be viewed with other available information, such as classroom tests, assignments, and grades
- Can be used to help talk to your child's teacher about your child's progress in English language development
- Can be used to determine if a student is ready to be reclassified as fluent English proficient (RFEP)

The four ELPAC levels shown in the table below describe what students at each performance level on the ELPAC can typically do in English.

ELPAC Level	ELPAC Gauge	What Students Can Typically Do at Each Level
LEVEL 4		Students at this level have well developed English skills. <ul style="list-style-type: none"> • They can usually use English to learn new things in school and to interact in social situations. • They may occasionally need help using English.
LEVEL 3		Students at this level have moderately developed English skills. <ul style="list-style-type: none"> • They can sometimes use English to learn new things in school and to interact in social situations. • They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.
LEVEL 2		Students at this level have somewhat developed English skills. <ul style="list-style-type: none"> • They usually need help using English to learn new things at school and to interact in social situations. • They can often use English for simple communication.
LEVEL 1		Students at this level are at a beginning stage of developing English skills. <ul style="list-style-type: none"> • They usually need substantial help using English to learn new things at school and to interact in social situations. • They may know some English words and phrases.

The table below shows how the four ELPAC levels relate to the three proficiency levels described in the ELD Standards.

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	Emerging —Requires substantial linguistic support	Expanding —Requires moderate linguistic support	Bridging —Requires light linguistic support	

How can I help my child?

- Read to your child, or have your child read to you, on a regular basis.
- Use pictures and ask your child to tell you what he or she sees in the picture or what is happening in the picture.
- Provide your child with opportunities to use language outside of school.
- Talk to your child's teacher about your child's Listening, Speaking, Reading, and Writing skills to help support your child's progress.

Where can I get more information?

For more information about this assessment, visit the California Department of Education ELPAC Web site at <https://www.cde.ca.gov/ta/tg/ep/>.

Practice tests showing samples of ELPAC test items are available at <https://www.elpac.org/resources/practicetests/>.



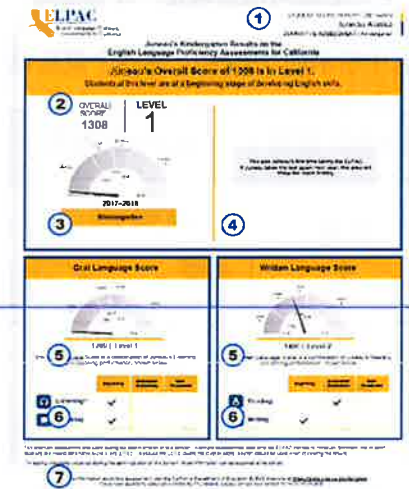
了解学生成绩报告 加利福尼亚州英语语言能力评估 (ELPAC)

2017 - 18 年 ELPAC 总结评价

本指南针对您孩子的 ELPAC 总结评价成绩报告进行说明。如有疑问，请与您孩子的老师联系。

州督学 Tom Torlakson 的话

本报告提供了您孩子的 ELPAC 成绩，ELPAC 是加利福尼亚州最新开发的英语语言能力评估工具。ELPAC 提供有关您孩子在英语语言能力方面的年度进步信息。因为 ELPAC 衡量的是最新英语发展标准，所以您孩子的 ELPAC 成绩不应与之前的加州英语语言发展测试 (CELDT) 的成绩进行比较。



成绩报告的内容

- ① **您孩子的姓名和测试信息**
显示您孩子的姓名、成绩和测试年份。
- ② **总成绩和英语水平**
显示您孩子的总成绩和成绩级别。接着，是针对您孩子在这个级别所具备的英语技能的简短描述。此测试分为四个成绩级别。关于 ELPAC 级别的更多信息请参见本指南第二页表格。
- ③ **总成绩图表和成绩级别**
总成绩图表显示了您孩子总成绩所处的位置。
- ④ **总成绩历史记录**
这是您孩子第一次参加 ELPAC。如果您孩子明年再次参加评估，则明年报告的这个部分将显示您孩子今年的成绩。
- ⑤ **口试及笔试成绩图表**
您孩子的总成绩由两部分组成：口试成绩（听说）和笔试成绩（读写）。这些图表显示了您孩子口试和笔试成绩和成绩级别。随着您孩子英语水平的提高，成绩将向图表的右侧移动。
- ⑥ **听说读写成绩表**
测试从四个方面衡量英语技能：听、说、读、写。您孩子在四个方面的成绩用对勾（√）按以下三个类别表示：“入门级”“初级/中级”和“高级”。该信息对于确定您孩子的英语技能高低非常有用，“高级”（表现良好）说明您孩子的英语技能良好，“入门级”（初级/中级）说明您孩子的英语技能需要在帮助下改进。
- ⑦ **某些学生的注意事项**
某些学生参加的是 ELPAC 替代评估。在其他情况下，在 ELPAC 管理期间，测试将不定期进行。如果您的孩子适用于其中一种情况，则此处列出相关注意事项。有关更多信息，请联系您孩子的学校。

以下信息显示在学生成绩报告的背面。它提供了关于测试和您孩子成绩的更多信息。

什么是 ELPAC?

加利福尼亚州英语语言能力评估 (ELPAC) 总结评价根据加州英语语言发展标准 (ELD 标准) 衡量学生的进步情况，其描述了学生在学校应获得的英语语言技能。

ELPAC 总结评价:




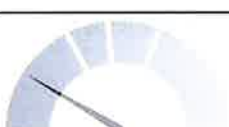
- 每年春季对作为英语学习者的学生做出此评价。
- 其中包括关于听说读写方面的问题。

本指南介绍《2017-18 年 ELPAC 学生成绩报告》。

您孩子的 ELPAC 成绩:

- 它是衡量英语水平的一种方法，应该与其他现有信息一起查看，如课堂考试、作业和分数等。
- 它可用来帮助您孩子的老师了解您孩子在英语语言发展方面的进步。
- 它还可用来确定一个学生是否准备好被重新归入英语流利和熟练水平 (RFEP)。

下表中所示的 ELPAC 的四个级别说明了相应 ELPAC 级别的学生通常具备的英语技能。

ELPAC 级别	ELPAC 标准	各级别学生通常具备的英语技能
级别 4		达到这一级别的学生英语技能为 高级 。 <ul style="list-style-type: none">他们通常能使用英语在学校学习新东西和在社交场合互动。他们在使用英语时偶尔会需要帮助。
级别 3		达到这一级别的学生英语技能为 中级 。 <ul style="list-style-type: none">他们有时能使用英语使用英语在学校学习新东西和在社交场合互动。针对不太熟悉的学校课题和社交场合，他们使用英语沟通可能需要帮助。
级别 2		达到这一级别的学生英语技能为 初级 。 <ul style="list-style-type: none">他们使用英语在学校学习新东西和社交场合互动中通常需要帮助。他们常常能使用英语进行简单的沟通。
级别 1		达到这一级别的学生英语技能为 入门级 。 <ul style="list-style-type: none">他们使用英语在学校学习新东西和社交场合互动中通常需要大量帮助。他们可能知道一些英语单词和词组。

下表说明四个 ELPAC 级别所对应的 ELD 标准中的三种水平。

ELPAC 级别	级别 1	级别 2	级别 3	级别 4
ELD 标准中的水平	形成—需要大量语言支持	扩展—需要中度语言支持	桥接—需要少量语言支持	

怎样帮助我的孩子?

- 经常读给您的孩子听，或者让您的孩子经常读给您听。
- 使用图片，让您的孩子告诉您他或她在图片中看到的或者图片中正在发生的事情。
- 为孩子提供在校外使用英语的机会。
- 和孩子老师讨论孩子的听说读写技巧，为孩子进步提供帮助和支持。

更多信息

关于本评估的更多信息，请访问加州教育厅 ELPAC 网站：<https://www.cde.ca.gov/ta/tg/ep/>。

显示 ELPAC 测试项目样例的全真模拟题参见<https://www.elpac.org/resources/practicetests/>。



COMPRENDER EL INFORME DE CALIFICACIONES DE SU ESTUDIANTE

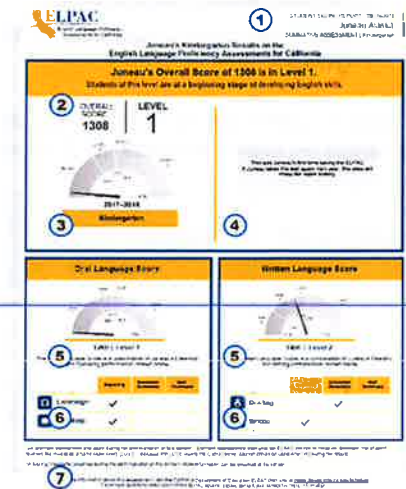
Pruebas de Suficiencia en el Idioma Inglés de California (ELPAC)

ELPAC SUMATIVA 2017–2018

Esta guía explica el informe de puntaje de la ELPAC sumativa. Hable con el maestro(s) de su niño/a si tiene más preguntas.

Mensaje del superintendente estatal, Tom Torlakson

Este informe muestra los resultados de su niño/a en la ELPAC, la prueba estatal de proficiencia en el idioma inglés recientemente desarrollada. La ELPAC proporciona información sobre el progreso anual de su niño/a con relación a la proficiencia en el idioma inglés. Debido a que la prueba mide nuevos estándares académicos del desarrollo del inglés como segundo idioma, los resultados de la ELPAC de su niño/a no se deben comparar con los anteriores resultados de las pruebas de la Prueba para medir el desarrollo del inglés en California (CELDT).



¿Qué es un informe de puntaje?

- 1 **Nombre de su niño/a e información de la prueba**
Se muestran el nombre de su niño/a, el grado y el año que se prueba.
- 2 **Puntaje y nivel de rendimiento general**
Se muestran el puntaje y nivel de rendimiento general de su niño/a, y a continuación una corta descripción de las habilidades de inglés que un niño/a tiene típicamente en este nivel de rendimiento. Esta prueba tiene cuatro niveles de rendimiento. En la tabla que encuentra en la segunda página de esta guía encontrará más información sobre los niveles de la ELPAC.
- 3 **Cuadro de puntaje y nivel de rendimiento general**
Este cuadro muestra la posición del puntaje general de su niño/a.
- 4 **Puntaje general histórico**
Este fue su niño/a la primera vez que presentó la ELPAC. Si su niño/a presenta la prueba de nuevo el año siguiente, esta área en el informe del siguiente año mostrará los puntajes de su niño/a de este año.
- 5 **Cuadros de puntajes en idioma oral y en idioma escrito**
El puntaje general de su niño/a es una combinación de dos puntajes: el puntaje de idioma oral (hablar y comprender) y puntaje de idioma escrito (leer y escribir). Estos cuadros muestran el puntaje y nivel de rendimiento de su niño/a en idioma oral y escrito. A medida que mejora el rendimiento en inglés de su niño/a el puntaje se moverá hacia el lado derecho del cuadro.
- 6 **Tabla de resultados de comprensión, expresión oral, lectura y escritura**
La prueba mide las habilidades de inglés en cuatro áreas: comprensión, expresión oral, lectura y escritura. El rendimiento en cada una de las áreas se muestra con una marca (√) en cada una de estas tres categorías: "Principiante," "Desarrollo leve/moderado," o "Bien desarrollado." Esta información es más útil para identificar las habilidades en las que su niño/a se desempeña bien (Bien desarrollado) o las habilidades en las cuales su niño/a necesita ayuda para mejorar ("Principiante," o "Desarrollo leve/moderado").
- 7 **Avisos para algunos estudiantes**
Algunos estudiantes pueden tomar una versión alternativa de la ELPAC. En otros casos, puede ocurrir una irregularidad en las pruebas durante la administración del ELPAC. Si cualquiera de estos aplica a su niño/a, aparecerá un aviso aquí. Para obtener más información, comuníquese con la escuela de su hijo.

La siguiente información se muestra al respaldo de los informes de calificaciones de los estudiantes. Proporciona más información de la prueba y sobre los puntajes de su niño/a.

¿Qué es la ELPAC?

La Evaluación Sumativa de las Pruebas de Suficiencia en el Idioma Inglés de California (ELPAC) mide el progreso del estudiante hacia el cumplimiento de los estándares académicos del desarrollo del inglés como segundo idioma de California (los estándares ELD), que describen las habilidades de idioma inglés que necesitan los estudiantes para tener éxito en la escuela.





La Evaluación Sumativa ELPAC:

- Se administra todas las primaveras a los estudiantes que han sido identificados como aprendientes de inglés
- Incluye preguntas sobre comprensión, expresión oral, lectura y escritura

Los resultados de la ELPAC de su niño/a:

- Son una medida de la suficiencia en el idioma inglés, que debe examinarse junto con la demás información disponible, como los exámenes de aula, las tareas y las calificaciones
- Puede usarse como ayuda para hablar con el maestro de su niño/a sobre el progreso que él tiene en el desarrollo del idioma inglés.
- Puede ser usado para determinar si un estudiante está preparado para ser reclasificado como "proficiente en el inglés (RFEP)"

Los cuatro niveles de la ELPAC que se muestran en la tabla a continuación describen lo que pueden lograr típicamente los estudiantes en inglés, en cada nivel de rendimiento de la ELPAC

Nivel ELPAC	Medidor ELPAC	Lo que pueden lograr típicamente los estudiantes en cada nivel
NIVEL 4		Los estudiantes que se encuentran en este nivel tienen habilidades de inglés bien desarrolladas . <ul style="list-style-type: none"> • Por lo general, pueden usar el inglés para aprender nuevas cosas en la escuela y para interactuar en situaciones sociales. • Ocasionalmente puede necesitar ayuda para usar el inglés.
NIVEL 3		Los estudiantes que se encuentran en este nivel tienen habilidades de inglés moderadamente desarrolladas . <ul style="list-style-type: none"> • Algunas veces pueden usar el inglés para aprender nuevas cosas en la escuela y para interactuar en situaciones sociales. • Pueden necesitar ayuda para usar inglés para comunicarse sobre temas académicos menos conocidos, o en situaciones sociales menos conocidas.
NIVEL 2		Los estudiantes que se encuentran en este nivel tienen habilidades de inglés levemente desarrolladas . <ul style="list-style-type: none"> • Por lo general necesitan ayuda para usar el inglés para aprender nuevas cosas en la escuela y para interactuar en situaciones sociales. • Con frecuencia pueden usar el inglés para comunicaciones simples.
NIVEL 1		Los estudiantes que se encuentran en este nivel están en una etapa de inicio del desarrollo sus habilidades de inglés. <ul style="list-style-type: none"> • Generalmente necesitan ayuda sustancial para usar el inglés para aprender nuevas cosas en la escuela y para interactuar en situaciones sociales. • Pueden conocer algunas palabras y frases en inglés.

La tabla a continuación muestra cómo se relacionan los cuatro niveles de la ELPAC con los tres niveles de proficiencia descritos en los estándares ELD.

Niveles ELPAC	Nivel 1	Nivel 2	Nivel 3	Nivel 4
Niveles de proficiencia de los estándares ELD	Emergiendo: requiere apoyo lingüístico sustancial	Expandiendo: requiere apoyo lingüístico moderado	Superando: requiere apoyo lingüístico leve	

¿Cómo puedo ayudar a mi niño/a?

- Lea a su niño/a, o pida que su niño/a le lea, periódicamente.
- Utilice imágenes y pida a su niño/a que describa lo que observa o lo que sucede en la imagen.
- Proporcione a su niño/a oportunidades para usar el idioma por fuera de la escuela.
- Hable con el maestro de su niño/a sobre sus habilidades de comprensión, expresión oral, lectura y escritura para ayudar a apoyar su progreso.

¿Dónde puedo obtener más información?

Para obtener más información sobre esta evaluación, visite el sitio electrónico de ELPAC del Departamento de Educación de California en <https://www.cde.ca.gov/ta/tg/ep/>.

Hay disponibles exámenes de práctica que muestran ejemplos de ítems de la prueba ELPAC en <https://www.elpac.org/resources/practicetests/>.



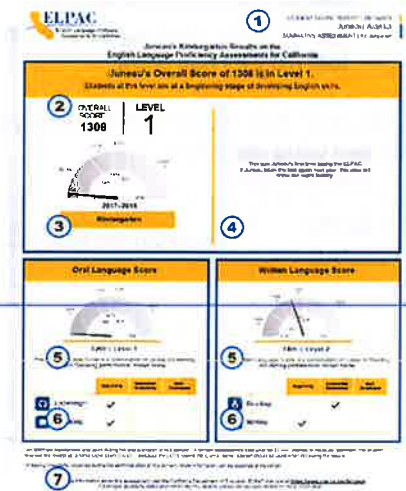
HIỂU BÁO CÁO ĐIỂM SỐ HỌC SINH CỦA QUÝ VỊ Đánh Giá Khả Năng Thông Thạo Anh Ngữ cho California (ELPAC)

ELPAC TỔNG THỂ NĂM 2017–18

Bản hướng dẫn này giải thích báo cáo điểm số ELPAC Tổng Thể của con quý vị. Vui lòng trao đổi với (các) giáo viên của con quý vị nếu quý vị có thắc mắc khác.

Thông điệp từ Tổng Giám Đốc Tiểu Bang, Tom Torlakson

Báo cáo này cho thấy kết quả của con quý vị trong ELPAC, bài kiểm tra vừa được xây dựng của tiểu bang về khả năng thông thạo Anh Ngữ. ELPAC cung cấp thông tin về tiến bộ hàng năm của con quý vị về mức độ thành thạo Anh ngữ. Vì ELPAC đánh giá các tiêu chuẩn phát triển Anh ngữ mới nên kết quả ELPAC của con quý vị không nên so sánh với các kết quả kiểm tra trước đó của Kỳ Thi Phát Triển Anh Ngữ California (CELDT).



Có nội dung gì trong báo cáo điểm số?

- 1 **Tên và thông tin kiểm tra của con quý vị**
Tên, cấp lớp và năm kiểm tra của con quý vị sẽ hiển thị.
- 2 **Tổng điểm và cấp độ thành tích**
Tổng điểm và cấp độ thành tích của con quý vị sẽ hiển thị. Tiếp theo là mô tả ngắn về các kỹ năng tiếng Anh mà trẻ ở cấp độ thành tích này thường có. Bài kiểm tra này có bốn cấp độ thành tích. Thông tin bổ sung về các mức độ ELPAC được trình bày trong bảng ở trang thứ hai của bản hướng dẫn này.
- 3 **Biểu đồ về tổng điểm và cấp độ thành tích**
Biểu đồ biểu thị vị trí tổng điểm của con quý vị.
- 4 **Lịch sử về tổng điểm**
Đây là lần đầu tiên con quý vị tham gia ELPAC. Nếu con quý vị làm bài kiểm tra lại vào năm sau thì khu vực này trong báo cáo năm sau sẽ hiển thị điểm số của con quý vị từ năm nay.
- 5 **Biểu đồ điểm số ngôn ngữ nói và điểm số ngôn ngữ viết**
Tổng điểm của con quý vị là kết hợp hai loại điểm số khác: một điểm số ngôn ngữ nói (Nghe và Nói) và điểm số ngôn ngữ viết (Đọc và Viết). Những biểu đồ này biểu thị điểm số và cấp độ thành tích của con quý vị về ngôn ngữ nói và ngôn ngữ viết. Khi thành tích tiếng Anh của con quý vị được cải thiện, điểm số sẽ di chuyển về phía bên phải của biểu đồ.
- 6 **Bảng kết quả môn Nghe, Nói, Đọc và Viết**
Bài kiểm tra đánh giá các kỹ năng tiếng Anh trong bốn lĩnh vực: Nghe, Nói, Đọc và Viết. Thành tích của con quý vị trong mỗi lĩnh vực được biểu thị bằng dấu tích (✓) trong một trong ba hạng mục: "Bắt Đầu", "Phát Triển Một ít/ Vừa Phải" hoặc "Phát Triển Tốt". Thông tin này hữu ích nhất trong việc xác định những kỹ năng mà con quý vị đang có thành tích tốt (Phát Triển Tốt) hoặc những kỹ năng mà con quý vị có thể cần giúp đỡ cải thiện (Bắt Đầu hay Phát Triển Vừa Phải/Có Chút Phát Triển).
- 7 **Thông báo dành cho một số học sinh**
Một số học sinh đã tham gia phiên bản thay thế của ELPAC. Trong trường hợp khác, có thể xảy ra điểm kiểm tra không đều trong quá trình thực hiện ELPAC. Nếu một trong hai trường hợp này xảy ra với con quý vị thì một thông báo sẽ xuất hiện ở đây. Để biết thêm thông tin, xin hãy liên lạc với trường của con quý vị.

Những thông tin sau xuất hiện ở mặt sau của báo cáo điểm số học sinh. Chúng cung cấp thêm thông tin về bài kiểm tra và về điểm số của con quý vị.

ELPAC là gì?

Đánh Giá Tổng Thể của Đánh Giá Khả Năng Thông Thạo Anh Ngữ cho California (ELPAC) đánh giá sự tiến bộ của học sinh đối với việc đáp ứng các Tiêu Chuẩn Phát Triển Anh Ngữ của California (Tiêu Chuẩn ELD), trong đó mô tả các kỹ năng Anh ngữ mà học sinh cần để thành công ở trường học.




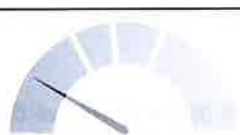
Đánh Giá Tổng Thể của ELPAC:

- Được cung cấp vào mỗi mùa xuân cho những học sinh đã được công nhận là học viên tiếng Anh
- Bao gồm các câu hỏi về Nghe, Nói, Đọc, và Viết

Kết quả ELPAC của con quý vị:

- Là một thước đo về khả năng thông thạo tiếng Anh và cần được xem xét với những thông tin có sẵn khác, chẳng hạn như các bài kiểm tra trên lớp, bài tập và cấp lớp
- Có thể được sử dụng để giúp trao đổi với giáo viên của con quý vị về tiến bộ của con quý vị trong quá trình phát triển Anh ngữ
- Có thể được sử dụng để xác định xem học sinh đã sẵn sàng để được phân loại lại là thông thạo tiếng Anh ở mức độ lưu loát (RFEP) hay chưa

Bốn cấp độ ELPAC được trình bày trong bảng dưới đây mô tả những điều mà học sinh ở mỗi cấp độ thành tích trong ELPAC thường có thể làm bằng tiếng Anh.

Cấp Độ ELPAC	Công Cụ Đo ELPAC	Những Điều mà Học Sinh Thường Có Thể Làm ở Mỗi Cấp Độ
CẤP ĐỘ 4		Học sinh ở cấp độ này có kỹ năng tiếng Anh phát triển tốt . <ul style="list-style-type: none"> • Các em thường có thể sử dụng tiếng Anh để học những điều mới ở trường và để tương tác trong các tình huống xã hội. • Đôi khi các em có thể cần giúp đỡ khi sử dụng tiếng Anh.
CẤP ĐỘ 3		Học sinh ở cấp độ này có kỹ năng tiếng Anh phát triển vừa phải . <ul style="list-style-type: none"> • Các em đôi khi có thể sử dụng tiếng Anh để học những điều mới ở trường và để tương tác trong các tình huống xã hội. • Các em có thể cần giúp đỡ khi sử dụng tiếng Anh để giao tiếp về các chủ đề ít quen thuộc của nhà trường và trong các tình huống xã hội ít quen thuộc hơn.
CẤP ĐỘ 2		Học sinh ở cấp độ này có kỹ năng tiếng Anh phát triển một ít . <ul style="list-style-type: none"> • Các em thường cần giúp đỡ khi sử dụng tiếng Anh để học những điều mới ở trường và để tương tác trong các tình huống xã hội. • Các em thường có thể sử dụng tiếng Anh để giao tiếp đơn giản.
CẤP ĐỘ 1		Học sinh ở cấp độ này là ở giai đoạn bắt đầu phát triển kỹ năng tiếng Anh. <ul style="list-style-type: none"> • Các em thường cần nhiều sự giúp đỡ khi sử dụng tiếng Anh để học những điều mới ở trường và để tương tác trong các tình huống xã hội. • Các em có thể biết một số từ và cụm từ tiếng Anh.

Bảng dưới đây trình bày bốn cấp độ ELPAC liên quan đến ba cấp độ thông thạo được mô tả trong Tiêu Chuẩn ELD như thế nào.

Các Cấp Độ ELPAC	Cấp Độ 1	Cấp Độ 2	Cấp Độ 3	Cấp Độ 4
Cấp Độ Thông Thạo theo Tiêu Chuẩn ELD	Mới Phát Triển—Cần nhiều sự hỗ trợ về ngôn ngữ	Mở Rộng—Cần sự hỗ trợ ngôn ngữ ở mức độ vừa phải	Bác Cầu—Cần ít sự hỗ trợ về ngôn ngữ	

Tôi có thể giúp con tôi như thế nào?

- Đọc cho con quý vị, hoặc yêu cầu con quý vị đọc cho quý vị nghe thường xuyên.
- Sử dụng các bức tranh và yêu cầu con quý vị nói cho quý vị biết những gì con quý vị nhìn thấy trong bức tranh hoặc những gì đang xảy ra trong bức tranh.
- Cung cấp cho con quý vị những cơ hội sử dụng ngôn ngữ bên ngoài trường học.
- Trao đổi với giáo viên của con quý vị về những kỹ năng Nghe, Nói, Đọc, Viết của con quý vị để giúp hỗ trợ con quý vị tiến bộ.

Tôi có thể lấy thêm thông tin ở đâu?

Để biết thêm thông tin về đánh giá này, vui lòng truy cập trang Web ELPAC của Sở Giáo Dục California theo địa chỉ <https://www.cde.ca.gov/ta/tg/ep/>.

Các bài kiểm tra thực hành trình bày mẫu của các mục kiểm tra ELPAC có sẵn theo địa chỉ <https://www.elpac.org/resources/practicetests/>.

Demo CDE District Four
Initial English Language Proficiency Assessments for California (ELPAC) Student Score Report

STUDENT #: 9999992005

FOR THE PARENT/GUARDIAN OF:
Firstnamedm45 E. Lastnamedm45
310 DEMO AVE
DEMOLAND, CA 93555

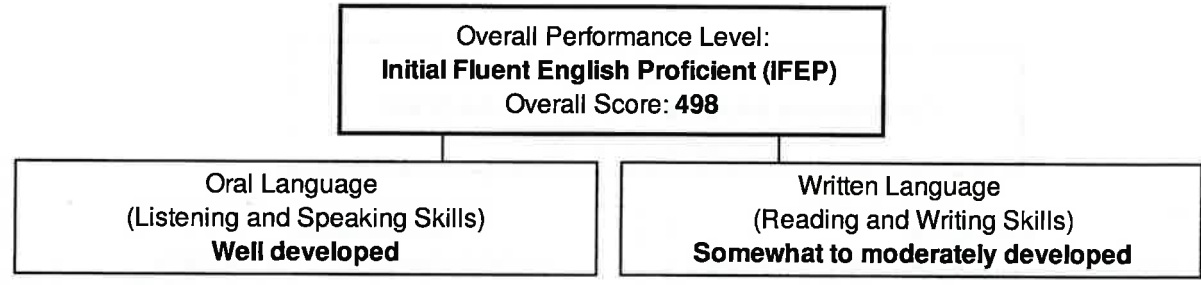
DATE OF BIRTH: 01/22/2007
TEST DATE: September 19, 2018
SCHOOL: Demo CDE School Four
LEA: Demo CDE District Four
CDS: 99999929999992

What is the Initial ELPAC?

The Initial ELPAC is used to identify a student as either an English learner who needs support to learn English or as proficient in English.

Why do we administer the ELPAC?

Identifying students who need help learning English is important so students get the support they need to do well in school while receiving instruction in all school subjects. Every year, students who are English learners will take the Summative ELPAC to measure their progress in learning English, until they are reclassified as proficient in English.



Note: The overall score is based on a combination of oral language (50%) and written language (50%).

Your child is here. →

Initial Levels	Initial Descriptors
Initial Fluent English Proficient (IFEP) 450-600	Students at this level have well developed oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
Intermediate English Learner 370-449	Students at this level have somewhat to moderately developed oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
Novice English Learner 150-369	Students at this level have minimally developed oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Demo CDE District Four

Informe de puntaje del estudiante en la Evaluación Inicial de Suficiencia del Idioma Inglés de California (ELPAC)

ESTUDIANTE N.º : 9999992005

PARA EL PADRE O GUARDIÁN DE:

Firstnamedm45 E. Lastnamedm45

310 DEMO AVE

DEMOLAND, CA 93555

FECHA DE NACIMIENTO: 01/22/2007

FECHA DE PRUEBA: 19 de Septiembre, 2018

ESCUELA: Demo CDE School Four

LEA: Demo CDE District Four

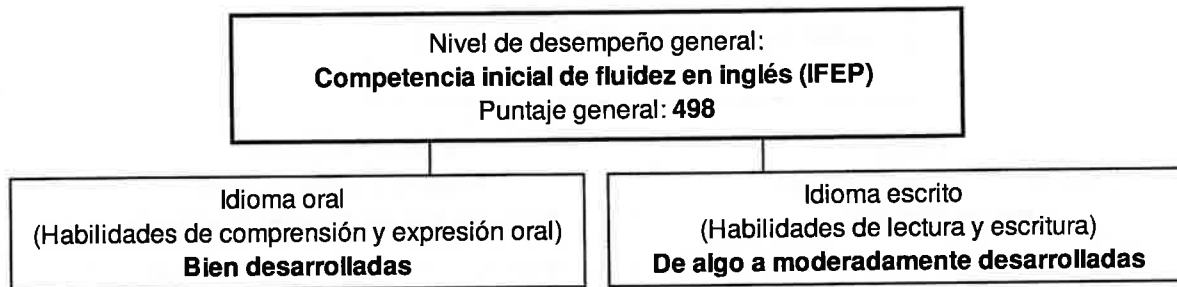
CDS: 99999929999992

¿Qué es la ELPAC Inicial?

La ELPAC Inicial se usa para identificar al estudiante, ya sea como aprendiente de inglés, que necesita apoyo para aprender inglés, o como competente en inglés.

¿Por qué administramos la ELPAC?

Saber qué estudiantes necesitan ayuda en inglés, les permite obtener el apoyo necesario para desempeñarse bien en la escuela cuando reciben instrucción en todos los temas escolares. Cada año, los estudiantes que son aprendientes de inglés toman la ELPAC Sumativa para medir su progreso en inglés, hasta que sean reclasificados como competentes en inglés.



Nota: El puntaje general se basa en una combinación de idioma oral (50%) e idioma escrito (50%).

Su niño/a
está aquí



Niveles Iniciales	Descriptores Iniciales
<p>Competencia inicial de fluidez en inglés (IFEP) 450-600</p>	<p>Estudiantes en este nivel tiene habilidades de expresión oral y escritura en inglés bien desarrolladas y pueden aprender y comunicarse en inglés. A veces pueden necesitar ayuda en inglés.</p>
<p>Aprendiente de inglés intermedio 370-449</p>	<p>Estudiantes en este nivel tienen habilidades de expresión oral y escritura en inglés de algo a moderadamente desarrolladas. Pueden en ocasiones usar el inglés para aprender y comunicarse de formas significativas en inglés. Pueden necesitar algo de ayuda para comunicarse sobre temas conocidos y más ayuda con temas menos conocidos.</p>
<p>Aprendiente de inglés novato 150-369</p>	<p>Los estudiantes que se encuentran en este nivel tienen habilidades de expresión oral y escritura en inglés mínimamente desarrolladas. Pueden usar palabras y frases conocidas para comunicar significado a un nivel básico. Pueden necesitar ayuda sustancial para usar el inglés.</p>

LISTENING

Listen to a Short Exchange

Sample ELPAC Test (3-5)

In this task type, students listen to a recording of a short conversation between two speakers in a school context. Students then answer one question about the conversation.

Aligned 2012 ELD Standards: PI.A.1, PI.B.5, PII.A.2²

Narrator

Listen to a conversation between a girl and a boy. Listen carefully. You will hear the conversation only once. After listening, you will answer a question.

Girl

I love how we can mix paint together to make new colors. But when we mix red and blue paint, it's supposed to turn purple.

Boy

You're right, but this still looks blue. We need to add more red paint to the bowl.

1 Why are the girl and boy going to add more paint to the bowl?

- A because they want the paint to change color
- B because they do not have enough paint for their pictures
- C because they are following the teacher's directions

2 What are the students doing?

- A cleaning tables
- B setting up a school event
- C studying in the school library

3 What kinds of books does the boy like?

- A books about nature
- B books about outer space
- C books about adventure

4 What will the students probably do next?

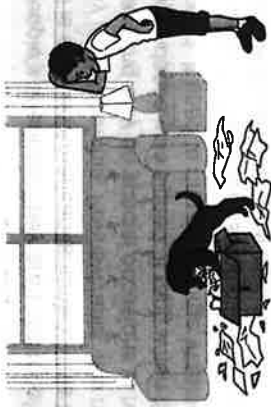
- A eat some snacks
- B read books
- C talk to a teacher

² 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.

READING Read and Choose a Sentence

In this task type, students look at a picture. Students then choose the sentence that matches the picture.
Aligned 2012 ELD Standard: PI.B.6

1 Look at the picture. Choose the sentence that matches the picture.



- A The dog is ripping apart the couch.
- B The box is ready to be taken to the post office.
- C The boy is surprised by the mess on the floor.
- D The boy is searching for something inside the box.

READING Read a Student Essay

In this task type, students read a persuasive, informational essay presented as if written by a peer. The essay is related to a school or social issue. Students then answer six questions about the essay.

Aligned 2012 ELD Standards: PI.B.6, PI.B.7, PI.B.8, PI.A.1, PI.A.2, PI.C.6, PI.C.7

A student has written an essay. The essay may include errors. Read the essay. Then answer Numbers 4 through 9.

- 1 In my opinion educational video games are helpful for many reasons. Kids spend lots of time playing games, so why not learn while playing games? Games let you learn how to solve problems, see how well you are doing, have fun, and work with a team.
- 2 Video games also allow you to be creative. Some games let you unlock levels, solve puzzles, or even build cities.
- 3 Educational video games let children work at their own speed. It's fun to beat a level of a game. Kids would want to learn more, so they can level up. Kids can also see how they are improving. If you beat a level in a math game, you can go to the next level.
- 4 You can learn with your friends and help each other if you play games online. Working as a team makes learning more exciting. Playing games can also help kids remember things. If it's fun to practice math facts, you will practice and learn more. Playing video games make kids want to learn. These are the reasons that kids should play educational video games in the classroom.

4 What is the main idea of the essay?

- A Kids spend a lot of time playing video games.
- B Kids who play video games are good at math.
- C Video games are fun and help students learn.
- D Video games help students practice teamwork.

5 First, read the definitions for the word allow.

allow v. 1. to give permission 2. to make something possible 3. to fail to keep something from happening 4. to accept

Then read this sentence from paragraph 2.

Video games also allow you to be creative.

Which definition BEST fits the meaning of the word allow in the sentence?

- A definition 1
- B definition 2
- C definition 3
- D definition 4

6 Read this sentence from paragraph 3.

Kids would want to learn more, so they can level up.

What is another way of stating this idea?

- A Kids like to beat their classmates at video games.
- B Kids enjoy video games more than math.
- C Video games are better than teachers.
- D Video games motivate kids to learn.

7 Which sentence BEST explains how video games can help students improve their math skills?

- A Games let you learn how to solve problems, see how well you are doing, have fun, and work with a team.
- B Some games let you unlock levels, solve puzzles, or even build cities.
- C If you beat a level in a math game, you can go to the next level.
- D If it's fun to practice math facts, you will practice and learn more.

8 Read this sentence from paragraph 4.

Playing video games make kids want to learn.

Choose the correct option to replace the underlined word.

- A makes
- B to make
- C making
- D be made

9 Which statement is MOST LIKELY true?

- A The student writer makes good grades.
- B The student writer has many friends.
- C The student writer plays video games.
- D The student writer wants to be a math teacher.

WRITING Describe a Picture

In this task type, students look at a picture and read a short paragraph presented as if written by a peer. The picture and paragraph are related to a social or academic activity. Students then make additions and edits to the paragraph.

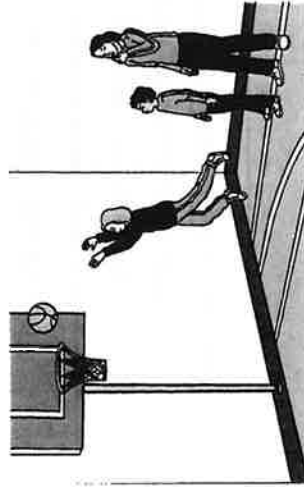
The set that follows provides the types of questions that may appear in the Summative Assessment. Only two questions are included in the Summative Assessment. For this Practice Test, there are four questions included.

Aligned 2012 ELD Standards: PI.A.2, PI.C.6, PII.B.3, PII.B.4, PII.B.5, PII.C.7⁴

Rubric, Questions 1–4

Score	Descriptors
2	<ul style="list-style-type: none">• The response consists of a complete sentence that fully addresses the task (by adding details, correcting errors, condensing or connecting ideas, or expressing something that might happen next).• Grammar and word choice are appropriate.
1	<ul style="list-style-type: none">• 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.
0	<ul style="list-style-type: none">• Response copies the prompt, contains no English, does not relate to the prompt, or includes only “I don’t know.”

You and your partner need to describe a picture. Your partner has started writing a paragraph. The paragraph may contain errors. Read your partner’s paragraph below and then follow the directions.



The students are taking turns. The girl just careful threw the ball. The boy is looking at the ball. The ball is in the air.

⁴ 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/Connecting Ideas, B = Exploring 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.

1 Look at this sentence.

The students are taking turns.

Rewrite this sentence with more details.

2 Look at this sentence.

The girl just careful threw the ball.

This sentence has TWO errors. Rewrite the sentence correctly.

3 Look at these two sentences.

The boy is looking at the ball. The ball is in the air.

Combine the two sentences into one sentence.

4 Write a new sentence to describe what the students might do next.

Main Points

A full response includes all of the following points:

- An explanation of conductivity, the way electricity passes through different materials (metal is a better conductor of electricity than rubber/electricity can pass through metal better than rubber).
- Steps in the demonstration:
 - Batteries and a light bulb are connected together with wires, but the circuit is not complete/wires are not touching on one side.
 - The wires are connected to a rubber eraser. Rubber is not a good conductor of electricity, so the bulb does not light up.
 - A piece of aluminum foil is connected to the wires, and the bulb lights up because aluminum or metal is a better conductor of electricity than rubber.

10

SAV In this part of the test, you will listen to some information.

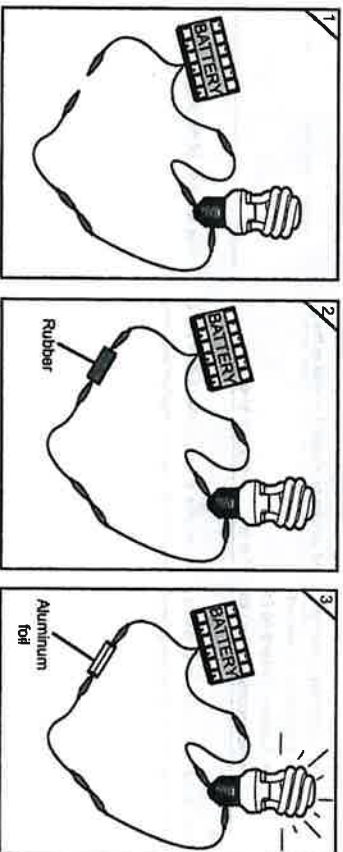
SAV You are going to listen to some information about the process of conductivity. You will hear the information only once. As you listen, look at the pictures in your Test Book. You may take notes as you listen.

SAF When the presentation ends you will summarize the information you heard. You will explain conductivity, include all the steps in the demonstration, and use relevant details and clear language.

Play the recording for Speaking, Question 10. As the recording plays, point to the relevant picture in the Test Book.

After you've started the recording, do not pause or stop the recording. Do not replay any part of the recording unless a valid disruption occurs (e.g., intercom announcements, fire drills, student health issues, audio malfunctions).

Conductivity Experiment



Point to the second picture.

SAY Margie held the boards while her father hammered the boards together using nails.

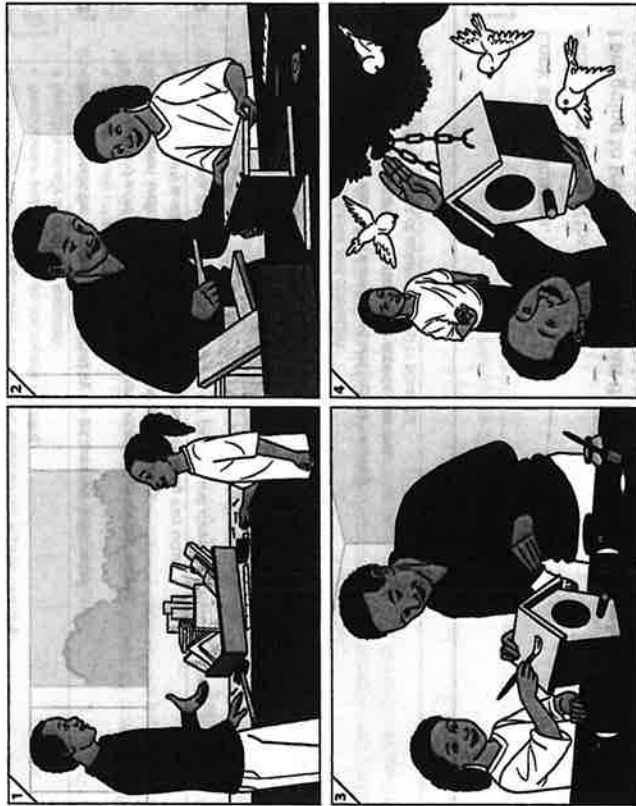
Point to the third picture.

SAY After the birdhouse was built, Margie and her father used brushes to paint and decorate it.

Point to the fourth picture.

SAY As soon as they hung the birdhouse in the tree, the birds came to see it.

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



ELPAC

English Language Proficiency Assessments
for California

Practice Test Grades 3–5



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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, Reading, Writing, and Speaking. 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 Practice Test?

The Practice 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 Practice Test includes examples of all of the types of questions that may appear in the actual assessment¹ 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 Practice Test cannot be used to provide an ELPAC test score. The Practice 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.

¹ On the Practice 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.

The ELPAC tests four different areas:



Do students with disabilities take the ELPAC?

Yes, the ELPAC has been designed so students, including those with special needs, can participate in the test and demonstrate what they know and can do. As a result, the test includes accessibility resources that address visual, auditory, and physical access barriers—allowing virtually all students to demonstrate what they know and can do.

How can I help my child prepare for the test?

You are an important part of your child's education. Some things you can do to help your child are:

- Read to your child, or have your child read to you, on a regular basis.
- Use pictures and ask your child to tell you what he or she sees in the picture or what is happening in the picture.
- Provide your child with opportunities to use language outside of school.
- Talk with your child's teacher about your child's listening, speaking, reading, and writing skills to help support your child's progress.



The ELPAC is aligned with the California English Language Development Standards. These standards can be found at <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>.

Practice Tests for the ELPAC are available at <https://www.elpac.org/resources/practicetests/>.

Additional Information

More information about the ELPAC can be found on the California Department of Education ELPAC Web page at <http://www.cde.ca.gov/ta/tg/ep/> or on the Educational Testing Service ELPAC Web page at <http://www.elpac.org/>.

For more information about your child's scores, contact your child's teacher and/or the school office.



The English Language Proficiency Assessments for California (ELPAC)

The ELPAC is the test that is used to measure how well students in kindergarten through grade twelve understand English when it is not their primary language. The ELPAC is taking the place of the California English Language Development Test (CELDT). Information from the ELPAC helps your child's teacher provide support in the right areas.



The ELPAC has two parts:

Initial ELPAC

WHAT

The Initial ELPAC is used to identify a student as either an English learner who needs support to learn English, or as proficient in English.

WHO

Students take the Initial ELPAC if they have a primary language other than English, they have not taken the CELDT or ELPAC before, and they have not been classified before as an English learner.

WHEN

Students are given the Initial ELPAC within 30 days of when they enroll at school.

WHY

Identifying students who need help learning English is important so students can get the support they need to do well in school while receiving instruction in all school subjects.

Summative ELPAC

WHAT

The Summative ELPAC is used to measure the skills of English learners. The results will help tell the school or district if the student is ready to be reclassified as proficient in English.

WHO

The Summative ELPAC is given to students who are identified as English learners on the CELDT or the Initial ELPAC.

WHEN

Students who are English learners are given the Summative ELPAC every spring between February and May, until they are reclassified as proficient in English.

WHY

Students who are identified as English learners on the CELDT or Initial ELPAC will take the Summative ELPAC to measure their progress in learning English.

For Students

Students can use this Practice Test to:

- Become familiar with the question types
- Learn how to provide their answers

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

For Teachers

Teachers can use the Practice 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 Practice 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 Practice 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 Practice Test.

Listening Overview

The goal of the Listening domain in an actual test setting is to provide information about an English learner’s ability to listen actively and interpret and comprehend grade-appropriate and increasingly complex spoken English (e.g., conversations, stories, and oral presentations) in a range of social and academic contexts.

The Listening task types include stand-alone questions as well as sets that include a conversation, story, or presentation followed by one to four questions. These oral presentations mimic the language students hear and need to understand to engage in school-based social interactions and academic activities. The language students hear at school varies by the speaker, the speaker’s audience, and the context in which speaking occurs. The different Listening task types reflect this variation.

Conversations, stories, and presentations are developed so that proficient listeners can comprehend all of the information needed to respond to the corresponding questions. The questions test comprehension of important parts of the oral presentation and do not require that students memorize small details. To decrease students’ need to memorize as they listen, the conversations, stories, and presentations include appropriate context; that is, they include enough information so that meaning is clear. The conversations, stories, and presentations also include language that reinforces important points and presents new concepts clearly.

All Listening questions are multiple choice with three answer choices. Each of the Listening 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.

In grades 3–5, the Listening domain is administered in a group setting. The directions, conversation or presentation, questions, and answer choices are delivered via audio recordings that are played through a secure online portal. Note that the audio recordings are not provided with this Practice Test; however, the audio scripts are included.

Answer Key: 1. A, 2. B, 3. A, 4. C, 5. C, 6. B, 7. A, 8. C, 9. A, 10. B, 11. A

LISTENING Listen to a Short Exchange

In this task type, students listen to a recording of a short conversation between two speakers in a school context. Students then answer one question about the conversation.

Aligned 2012 ELD Standards: PI.A.1, PI.B.5, PII.A.2²

Narrator

Listen to a conversation between a girl and a boy. Listen carefully. You will hear the conversation only once. After listening, you will answer a question.

Girl

I love how we can mix paint together to make new colors. But when we mix red and blue paint, it's supposed to turn purple.

Boy

You're right, but this still looks blue. We need to add more red paint to the bowl.

1 Why are the girl and boy going to add more paint to the bowl?

- A because they want the paint to change color
- B because they do not have enough paint for their pictures
- C because they are following the teacher's directions

² 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.

LISTENING Listen to a Classroom Conversation

In this task type, students listen to a recording of a conversation between two speakers in a classroom context. Students then answer three questions about the conversation.

Aligned 2012 ELD Standards: PI.A.1, PI.A.3, PI.B.5

Narrator

Listen to a conversation between a boy and a girl. Listen carefully. You will hear the conversation only once. After listening, you will answer some questions.

Boy

Wow! The school book fair has so many tables. When I carried books inside this morning, the tables weren't here yet.

Girl

I know! Could you give me a hand putting the snacks out?

Boy

Sure! There's space on the table near the door—let's put the snacks there.

Girl

Good idea. So—what kind of books are you going to look for?

Boy

I like stories about nature—you know, books that talk about different plants and animals. What about you?

Girl

I recently started reading adventure books, but I'm not sure they'll have any. When we finish working, let's ask Mrs. McBride about the books they'll have here today. She's the teacher in charge.

2 What are the students doing?

- A cleaning tables
 - B setting up a school event
 - C studying in the school library
-

3 What kinds of books does the boy like?

- A books about nature
 - B books about outer space
 - C books about adventure
-

4 What will the students probably do next?

- A eat some snacks
- B read books
- C talk to a teacher

LISTENING Listen to a Story

In this task type, students listen to a recording of a short fictional story that contains dialogue. Students then answer three questions about the story.

Aligned 2012 ELD Standards: PI.B.5, PII.A.1

Narrator

Listen to a story. Listen carefully. You will hear the story only once. After listening, you will answer some questions about the story.

Woman

Avery packed her backpack for school like she always did. But today was different. Today Avery was going to be in a speech contest after school.

Avery had finished writing her speech weeks ago, and she practiced saying it every night. She practiced in front of the mirror and her family, and she even practiced outside.

Avery couldn't wait until the speech contest. She barely ate lunch, and it was hard to pay attention in class. Finally, when the school day was over, Avery walked to the school auditorium with the other students. She reached into her backpack to pull out her speech—but her speech wasn't there!

"Oh, no!" Avery thought. "It must be at home!" She felt nervous.

Just then, she heard the principal call out her name: "Next up, Avery Thompson." Avery heard the audience clap.

She slowly walked onto the stage. She thought to herself, "How can I say my speech without my paper?" Avery took a deep breath. As she looked out at the faces in the audience, it was like she was looking in the mirror at home, or at her family. She started to feel less nervous.

"I've practiced so much, I don't even need the piece of paper," Avery thought to herself. And that's when she started saying her speech, word-for-word, with confidence, and without needing to read it.

5 What happens in the story?

- A Avery is practicing a new sport.
 - B Avery is planning an event with her friends.
 - C Avery is getting ready for a contest.
-

6 Why is Avery nervous?

- A She forgot to turn in her homework.
 - B She left something at home.
 - C She did not practice her speech.
-

7 What happens at the end of the story?

- A Avery gives a speech from memory.
- B Avery sings a song on stage.
- C Avery watches a school play.

LISTENING Listen to an Oral Presentation

In this task type, students listen to a recording of an oral presentation on an academic topic. Students then answer three or four questions about the information. For the Practice Test, there are four questions included. During an actual administration of this task type, students may take notes in their Test Book.

Aligned 2012 ELD Standards: PI.B.5, PI.B.7, PI.B.8, PII.A.1

Narrator

Listen to a teacher talking to his students about apples. Listen carefully. You will hear the information only once. After listening, you will answer some questions. As you listen, you may use the blank areas in your Test Book to take notes.

Man

Have you ever noticed when you're eating an apple that the inside part that's usually white when you first bite into it starts to turn brown after a while? Why does the inside of an apple start to turn brown?

Well, it's because of what apples have inside of them. Apples have a certain type of enzyme in them. When you bite into the apple, oxygen in the air reaches the enzyme in the apple. When the oxygen reaches the enzyme, the apple starts to turn brown. An apple's skin protects the inside from the air. But once you take a bite and break the skin, the enzyme helps begin a chemical reaction. This reaction doesn't only happen with apples. Many different plants also contain this type of enzyme and will turn brown when their inner tissue meets the oxygen in the air. Sometimes, this reaction is used while making products that we recognize for their brown color. For example, this reaction is used to produce the brown color in drinks that people know and love like coffee, tea, and cocoa.

Now, drinking a cup of brown tea might seem more appetizing than eating brown apple slices. So, if you don't want to eat brown apples, there are some things you can do to slow down the process. After you cut the apple, you can squeeze lemon juice onto it or dip it in a glass of orange juice. Some fruits, such as lemons and oranges, contain citric acid, which will slow down the browning.



8 What is the teacher mainly discussing?

- A how to cut an apple
- B the differences between enzymes
- C why apples change color

9 What does the teacher say that apples have inside of them?

- A a type of enzyme
- B a lot of oxygen
- C citric acid

10 Why is the skin of the apple important?

- A It keeps air inside the apple.
- B It protects the inside of the apple from air.
- C It holds all of the apple's flavor.

11 Why does the teacher talk about tea?

- A to explain how the same reaction occurs in other foods
- B to suggest a way to use brown apples
- C to describe the color of different apple skins

Reading Overview

The goal of the Reading domain in an actual test setting is to provide information about an English learner’s ability to closely read increasingly complex grade-level text, offer interpretations and ideas about the text, and analyze how writers use vocabulary and other language resources.

The Reading task types include stand-alone questions as well as sets that include a passage or text followed by two to six questions. The Reading sets include a wide range of literary and informational texts that reflect a variety of genres and topics corresponding to the *California Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*. These standards correspond to the 2012 ELD Standards. These may include stories, descriptions, procedures, reports, and explanations.

The Reading questions are multiple choice with four answer choices. Each of the Reading 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.

In grades 3–5, the Reading domain is administered in a group setting. Students read the directions, text, questions, and answer choices independently. Students may take notes for all Reading task types during an actual test administration and are allowed to mark up the Reading passages in their Test Book.

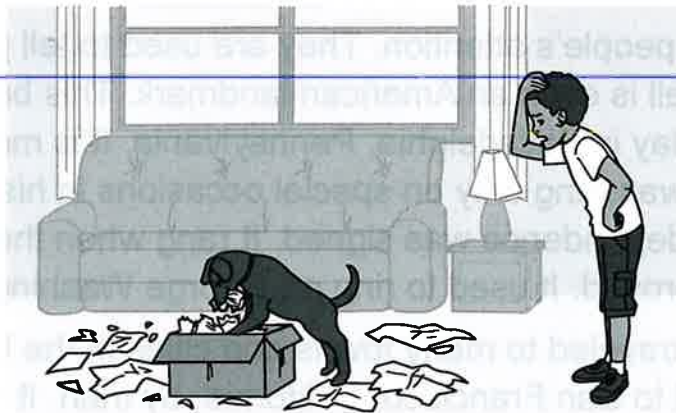
Answer Key: 1. C, 2. D, 3. B, 4. C, 5. B, 6. D, 7. D, 8. A, 9. C, 10. C, 11. D, 12. A, 13. C, 14. A, 15. B, 16. B, 17. C, 18. D, 19. C, 20. B

READING Read and Choose a Sentence

In this task type, students look at a picture. Students then choose the sentence that matches the picture.

Aligned 2012 ELD Standard: PI.B.6

1 Look at the picture. Choose the sentence that matches the picture.



- A The dog is ripping apart the couch.
- B The box is ready to be taken to the post office.
- C The boy is surprised by the mess on the floor.
- D The boy is searching for something inside the box.

READING Read a Short Informational Passage

In this task type, students read a short informational passage. Students then answer three questions about the passage. For this Practice Test, there are only two questions included.

Aligned 2012 ELD Standards: PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2³

Read the text. Answer Numbers 2 and 3.

Bells can get a lot of people's attention. They are used to tell people about major events. One bell is even an American landmark. This bell is the Liberty Bell, and it is on display in Philadelphia, Pennsylvania. It is most well-known for its large crack. It was rung only on special occasions in history. It rang when the Declaration of Independence was signed. It rang when the United States Constitution was approved. It used to ring on George Washington's birthday.

The Liberty Bell has traveled to many towns and cities in the United States. In 1915 it even traveled to San Francisco, California, by train. It continues to be a symbol of freedom for everyone to enjoy.

2 What is the main idea of the text?

- A Bells can get a lot of people's attention.
 - B George Washington helped make the Liberty Bell.
 - C The Liberty Bell traveled by train.
 - D The Liberty Bell is an important landmark.
-

3 When was the Liberty Bell NOT rung?

- A on George Washington's birthday
 - B at an important event in San Francisco
 - C at the signing of the Declaration of Independence
 - D at the signing of the Constitution
-

³ 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.

READING Read a Student Essay

In this task type, students read a persuasive, informational essay presented as if written by a peer. The essay is related to a school or social issue. Students then answer six questions about the essay.

Aligned 2012 ELD Standards: PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2, PII.C.6, PII.C.7

A student has written an essay. The essay may include errors. Read the essay. Then answer Numbers 4 through 9.

- 1 In my opinion educational video games are helpful for many reasons. Kids spend lots of time playing games, so why not learn while playing games? Games let you learn how to solve problems, see how well you are doing, have fun, and work with a team.
- 2 Video games also allow you to be creative. Some games let you unlock levels, solve puzzles, or even build cities.
- 3 Educational video games let children work at their own speed. It's fun to beat a level of a game. Kids would want to learn more, so they can level up. Kids can also see how they are improving. If you beat a level in a math game, you can go to the next level.
- 4 You can learn with your friends and help each other if you play games online. Working as a team makes learning more exciting. Playing games can also help kids remember things. If it's fun to practice math facts, you will practice and learn more. Playing video games make kids want to learn. These are the reasons that kids should play educational video games in the classroom.

4 What is the main idea of the essay?

- A Kids spend a lot of time playing video games.
- B Kids who play video games are good at math.
- C Video games are fun and help students learn.
- D Video games help students practice teamwork.

5 First, read the definitions for the word allow.

allow v. 1. to give permission 2. to make something possible 3. to fail to keep something from happening 4. to accept

Then read this sentence from paragraph 2.

Video games also allow you to be creative.

Which definition BEST fits the meaning of the word allow in the sentence?

- A definition 1
- B definition 2
- C definition 3
- D definition 4

6 Read this sentence from paragraph 3.

Kids would want to learn more, so they can level up.

What is another way of stating this idea?

- A Kids like to beat their classmates at video games.
- B Kids enjoy video games more than math.
- C Video games are better than teachers.
- D Video games motivate kids to learn.

7 Which sentence **BEST** explains how video games can help students improve their math skills?

- A Games let you learn how to solve problems, see how well you are doing, have fun, and work with a team.
 - B Some games let you unlock levels, solve puzzles, or even build cities.
 - C If you beat a level in a math game, you can go to the next level.
 - D If it's fun to practice math facts, you will practice and learn more.
-

8 Read this sentence from paragraph 4.

Playing video games make kids want to learn.

Choose the correct option to replace the underlined word.

- A makes
 - B to make
 - C making
 - D be made
-

9 Which statement is **MOST LIKELY** true?

- A The student writer makes good grades.
- B The student writer has many friends.
- C The student writer plays video games.
- D The student writer wants to be a math teacher.

READING Read a Literary Passage

In this task type, students read a literary passage. Students then answer six questions about the passage.

Aligned 2012 ELD Standards: PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2

Read the story. Answer Numbers 10 through 15.

- 1 “How was school today, Ethan?” Ethan’s mom asked as he climbed into the car. She was always curious to know about his day.
- 2 “Fine,” Ethan muttered as he began rummaging through his bag. He never really understood what he was supposed to tell her. It had been a perfectly ordinary day at school.
- 3 “What did you do?” she asked again, trying to start a conversation.
- 4 “Nothing,” Ethan replied, now barely listening. He had already turned his attention to the three text messages awaiting him on his phone.
- 5 Ethan’s mom sighed. “I’m pretty sure that I wasn’t this distracted when I was your age,” she remarked. “Your grandmother and I used to have actual conversations.”
- 6 “Huh?” Ethan asked. He hadn’t really been listening.
- 7 “Nothing,” his mother replied sadly as she started the car and drove slowly away from the school.
- 8 Ten minutes later, Ethan finally looked up from his phone. “What are we doing here?” he asked, noticing they were at a supermarket he had never been to before.
- 9 “Grandma is coming over for dinner tonight and this is the recipe for her favorite raspberry cheesecake,” Ethan’s mom said as she pulled a piece of paper out of her purse. “I know this place will have all the ingredients we’ll need. I thought you could help me find the ingredients and then help me make it.”
- 10 Ethan groaned. He hated grocery shopping, and the idea of spending all afternoon baking instead of playing his favorite video game was not particularly appealing. However, he knew his grandmother would love the cheesecake, so he reluctantly agreed.
- 11 Surprisingly, Ethan enjoyed finding the ingredients, and, as he helped his mom in the kitchen when they got home, he realized that he was actually having fun. Ethan enjoyed measuring all of the ingredients while his mom prepared the baking trays. While all of this was happening, the two actually talked, and Ethan remembered several interesting things from school that had happened that day. It was great to see his grandmother again at dinner too. It had been several weeks since Ethan had last seen her, and he realized that he had a lot to tell her.

- 12 “Wow, Ethan, I don’t think I’ve heard you speak this much in a long time,” Ethan’s mom teased as she brought out the raspberry cheesecake that she and Ethan had prepared.
- 13 “Well, look who’s talking, Norah!” Ethan’s grandmother said gently to his mother. “When you were Ethan’s age, you used to spend your whole life in your room! And when I asked you how school was, you’d just shrug or say nothing.”
- 14 Ethan’s mother turned pink. “That’s not true!” she protested.
- 15 “In fact,” Ethan’s grandmother winked at Ethan, “I had to get her to help me make ~~this very raspberry cheesecake to even get her to talk to me.~~”
-
- 16 From the other side of the room, Ethan’s phone beeped. But Ethan realized that this conversation with his mother and grandmother was much more interesting.
-

10 What is the main theme of the story?

- A Learning about ancestors can be interesting.
 - B Working hard at something can be very rewarding.
 - C Enjoying activities together can make relationships stronger.
 - D Technology can make it easier to keep in touch with friends.
-

11 What word best describes Ethan’s attitude at the beginning of the story?

- A disappointed
- B independent
- C confident
- D distant

12 Why does Ethan’s mother sigh in paragraph 5?

- A She is frustrated that Ethan is not talking to her.
- B She is annoyed that Ethan brought his phone to school.
- C She is unhappy because she misses Ethan’s grandmother.
- D She is tired and not looking forward to driving for a long time.

13 What can be inferred about Ethan during the car ride to the supermarket?

- A He was looking forward to baking with his mom.
- B He was expecting to go to a new supermarket.
- C He spent the whole time using his phone.
- D He was listening to music on his phone.

14 Why is paragraph 11 important to the story?

- A It serves to change the tone of the story.
- B It identifies a conflict between the characters.
- C It creates suspense by placing the characters in an unfamiliar environment.
- D It provides more information about an idea mentioned in the previous paragraph.

15 What does Ethan’s grandmother **MOST LIKELY** mean when she says, “Well look who’s talking” to Ethan’s mother?

- A She is informing Ethan’s mother that Ethan is talking.
- B She is reminding Ethan’s mother that she used to be like Ethan.
- C She is telling Ethan’s mother not to interrupt when Ethan is speaking.
- D She is agreeing with Ethan’s mother that Ethan does not talk very much.

READING Read an Informational Passage

In this task type, students read an informational passage. Students then answer six questions about the passage. For this Practice Test, there are only five questions included.

Aligned 2012 ELD Standards: PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2

Read the text. Answer Numbers 16 through 20.

Today, voting for government officials is a special right shared by United States citizens who are eighteen years old and older. Each person can vote only once in an election, and voting is done in secret. That means voters do not have to tell anyone who they voted for. Although some practices remain the same, some voting practices have changed over time.

A long time ago, in order to vote, you had to be male and own land. This meant that only a small group of men could vote. Over time, the right to vote was extended to more and more people. This happened because of the hard work of people like Martin Luther King, Jr. and Susan B. Anthony. With more people voting, new practices were needed.

Years ago voting looked very different than it does today. For many years, voting was not done in secret. Voters had meetings at public buildings. They would raise their hands or voices to show who they wanted to vote for. In some cases, voters would line up on different sides of a room to show who they were voting for.

Today, voters go to polling sites where they can vote. In some states, voters mark their choices on paper slips, called ballots. Some people even send in their ballot by mail. In other places, paper ballots have been replaced with voting machines. As new technologies are created, voting will probably continue to change.

16 What is the main idea of the text?

- A United States citizens who are adults can vote.
- B Voting practices have changed over time.
- C More people are voting than ever before.
- D Technology will allow people to vote in different ways.

17 Read this sentence from paragraph 2.

Over time, the right to vote was extended to more and more people.

What does the word extended MOST LIKELY mean in the sentence?

- A continued
- B straightened
- C given
- D shown

18 Why does the author mention Martin Luther King, Jr. and Susan B. Anthony?

- A They were part of a small group of voters.
- B They worked hard to win elections.
- C They invented the secret ballot.
- D They helped many people become voters.

19 Which sentence from the text BEST describes how people voted in the past?

- A Although some practices remain the same, some voting practices have changed over time.
- B With more people voting, new practices were needed.
- C They would raise their hands or voices to show who they wanted to vote for.
- D In other places, paper ballots have been replaced with voting machines.

20 First, read the definitions for the word mark.

mark v. 1. to indicate a location 2. to make a symbol or word 3. to assign a grade 4. to celebrate

Then read this sentence from paragraph 4.

In some states, voters mark their choices on paper slips, called ballots.

What definition best matches the meaning of mark as it is used in the sentence?

- A definition 1
- B definition 2
- C definition 3
- D definition 4

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.

The Writing task types include stand-alone questions as well as sets that include a picture, graphic organizer, and/or a written text followed by two to four questions. These sets provide authentic contexts for students to interact via written English and compose literary and informational texts.

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.

In grades 3–5, the Writing domain is administered in a group setting. The Test Examiner reads the directions and explains the task types to the students. Students then read the directions, written texts, and questions independently. Students may take notes for all Writing task types during an actual administration and are allowed to plan their writing in their Test Book before they begin writing each response.

WRITING Describe a Picture

In this task type, students look at a picture and read a short paragraph presented as if written by a peer. The picture and paragraph are related to a social or academic activity. Students then make additions and edits to the paragraph.

The set that follows provides the types of questions that may appear in the Summative Assessment. Only two questions are included in the Summative Assessment. For this Practice Test, there are four questions included.

Aligned 2012 ELD Standards: PI.A.2, PII.C.6, PII.B.3, PII.B.4, PII.B.5, PII.C.7⁴

Rubric, Questions 1–4

Score	Descriptors
2	<ul style="list-style-type: none">The response consists of a complete sentence that fully addresses the task (by adding details, correcting errors, condensing or connecting ideas, or expressing something that might happen next).Grammar and word choice are appropriate.
1	<ul style="list-style-type: none">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.
0	<ul style="list-style-type: none">Response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know."

You and your partner need to describe a picture. Your partner has started writing a paragraph. The paragraph may contain errors. Read your partner's paragraph below and then follow the directions.



The students are taking turns. The girl just careful threw the ball. The boy is looking at the ball. The ball is in the air.

⁴ 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.

1

Look at this sentence.

The students are taking turns.

Rewrite this sentence with more details.

2

Look at this sentence.

The girl just careful throwed the ball.

This sentence has TWO errors. Rewrite the sentence correctly.

3 Look at these two sentences.

The boy is looking at the ball. The ball is in the air.

Combine the two sentences into one sentence.

4 Write a new sentence to describe what the students might do next.

WRITING Write About an Experience

In this task type, students write about a familiar topic, such as a memorable classroom activity or event, based on their own personal experience.

Aligned 2012 ELD Standards: PI.C.10, PII.B.3, PII.B.4, PII.B.5, PII.C.6

Rubric

Score	Descriptors
4	<ul style="list-style-type: none">• The response provides a description of the experience named in the prompt using well-developed descriptions, details, and/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 and punctuation may be present, but they do not impede meaning.• The response includes a paragraph of at least three sentences.
3	<ul style="list-style-type: none">• The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples.• The response is generally coherent.• Errors and limitations in grammar and word choice may impede meaning in some sentences.• Errors in spelling and punctuation may impede meaning at times.• The response includes at least two sentences.
2	<ul style="list-style-type: none">• The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples, but is not complete.• The response is somewhat coherent.• Errors and limitations in grammar and word choice impede the overall meaning.• Errors in spelling and punctuation frequently impede meaning.• The response includes at least one sentence.
1	<ul style="list-style-type: none">• The response may provide a limited description of the experience named in the prompt and/or conveys little relevant information.• The response lacks coherence. It may consist of isolated words or phrases.• Frequent errors and/or severe limitations in grammar and word choice prevent expression of ideas.
0	<ul style="list-style-type: none">• Response contains no English, does not relate to the prompt, or includes only "I don't know."

WRITING Write About Academic Information

In this task type, students read a graphic organizer that presents academic information. Students then answer questions about the content of the graphic organizer.

Aligned 2012 ELD Standards: PI.C.10, PI.B.6, PI.C.12, PII.B.3, PII.B.4, PII.B.5, PII.C.6, PII.C.7

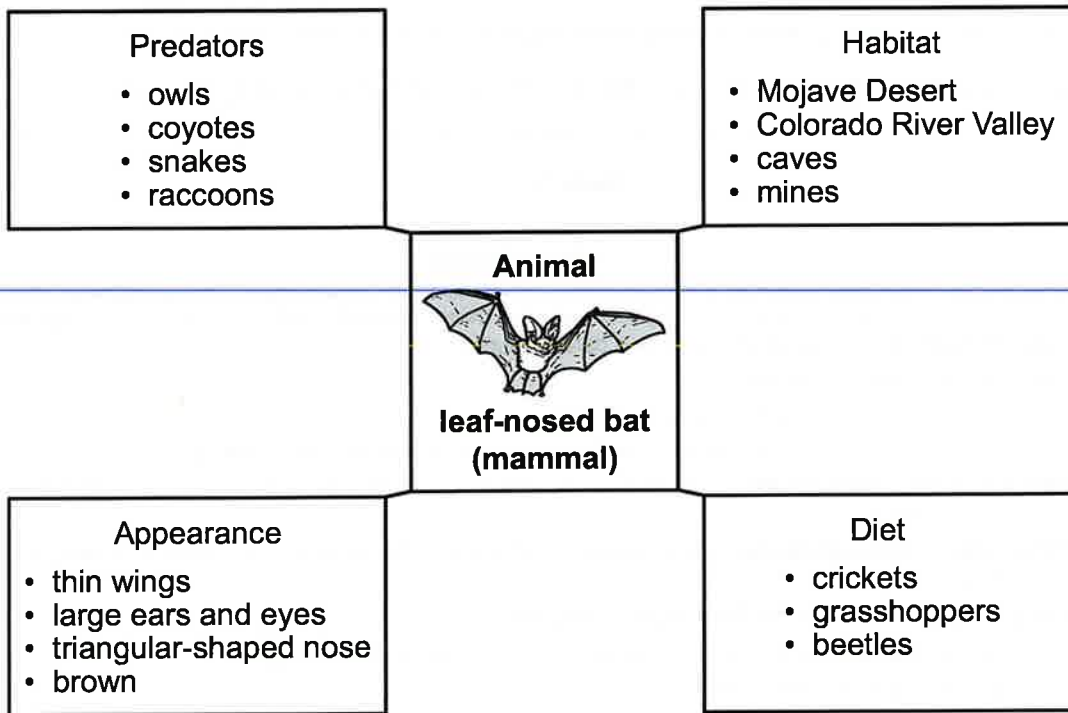
Rubric, Question 6

Score	Descriptors
2	<ul style="list-style-type: none"> • For grades three through five: The response completely addresses the task and includes 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 may be present, but they do not impede meaning. • The response contains at least one sentence.
1	<ul style="list-style-type: none"> • 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 impede meaning. • The response may consist of a word(s) or a bulleted list.
0	<ul style="list-style-type: none"> • The response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know."

Rubric, Question 7

Score	Descriptors
3	<ul style="list-style-type: none"> • 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 may be present, but they do not impede meaning. • For grades three through five: The response includes at least two sentences. • For grades six through twelve: The response includes at least three sentences.
2	<ul style="list-style-type: none"> • 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 may impede meaning at times. • The response may contain fewer than the required number of sentences.
1	<ul style="list-style-type: none"> • 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 impede meaning throughout. • The responses may consist of a word(s) or a bulleted list.
0	<ul style="list-style-type: none"> • The response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know."

You are writing a description with a classmate. Your classmate filled in the information about leaf-nosed bats. Look at the details. Then you will write more of the description.



6 Your classmate started writing the description with this sentence:

Leaf-nosed bats are small flying mammals with thin wings.

Now it's your turn to add to the description. Write one sentence telling more about the appearance. Use the details from your classmate to help you.

7 Now, continue describing leaf-nosed bats. Write two or more sentences providing additional information about their diet, habitat, and predators. Use the details from your classmate to help you.

WRITING Justify an Opinion

In this task type, students write an essay about a school-related issue as if they will give it to a school principal. Students provide their position along with appropriate supporting reasons.

Aligned 2012 ELD Standards: PI.C.11, PI.C.12, PII.A.1, PII.B.3, PII.B.4, PII.B.5, PII.C.6

Rubric

Score	Descriptors
4	<ul style="list-style-type: none"> 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 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 using three or more sentences. For grades six through twelve: The response includes at least two reasons that support the position using six or more sentences. For grades nine through twelve: Register is appropriate.
3	<ul style="list-style-type: none"> 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 and punctuation minimally impede meaning. For grades three through five: The response includes at least one reason that supports the opinion using two sentences. For grades six through twelve: The response includes at least one reason that supports the position using three or more sentences. For grades nine through twelve: Register is mostly appropriate.
2	<ul style="list-style-type: none"> 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. For grades three through five: The response includes at least one sentence. For grades six through twelve: The response includes at least two sentences. For grades nine through twelve: Register is somewhat appropriate.
1	<ul style="list-style-type: none"> 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. 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	<ul style="list-style-type: none"> Response contains no English, does not relate to the prompt, or includes only "I don't know."

Speaking Overview

The goal of the Speaking domain in an actual test setting is to provide information about an English learner’s ability to express information and ideas, support and evaluate opinions or arguments, and participate in grade-level conversations and group and class discussions.

The Speaking task types include stand-alone questions as well as sets that include a picture and/or a spoken presentation followed by one to six questions. These task types provide authentic contexts for students to orally exchange information and ideas, offer and support opinions, and give presentations. The language students need to produce at school varies by the audience and the context in which speaking occurs. The different Speaking task types reflect this variation.

All Speaking questions are constructed response; that is, students answer the questions orally. Each of the Speaking 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 Speaking domain is administered to each student individually. The Test Examiner reads aloud the directions, spoken presentations, and the questions to the student, with one exception. Summarize an Academic Presentation is delivered via an audio recording that is played through a secure online portal. Note that the audio recordings are not provided with this Practice Test; however, the audio scripts are included. The Test Examiner scores the Speaking questions as the test is being administered.

SPEAKING Talk About a Scene

In this task type, the student looks at a picture of a familiar scene in a school context. The student then answers six questions about the scene with a single word, a short phrase, or a longer response.

Aligned 2012 ELD Standards: PI.A.1, PII.B.3, PII.B.4, PII.B.5⁵

Rubric, Questions 1–3

Score 0	Score 1
Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know."	Correct response.

Rubric, Questions 4–6

Score 0	Score 1	Score 2
<ul style="list-style-type: none"> • Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible. 	<ul style="list-style-type: none"> • Response is limited or partially relevant. • Errors in grammar, pronunciation, or intonation impede meaning. 	<ul style="list-style-type: none"> • Response is relevant. • Errors in grammar, pronunciation, or intonation do not impede meaning.

SAY Look at the picture. I am going to ask you some questions about it.

1

SAY What is the teacher doing?

2

SAY What is on the tables?

3

SAY Describe what the boys are doing.

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.

4

SAY What kind of class is this?

Wait for the student's response.

SAY How do you know?

5

Point to the entire scene.

SAY Tell me something else about the picture.

6

SAY Describe what is on the walls.



SPEAKING Speech Functions

In this task type, the Test Examiner describes a situation to the student that might occur in a school context. The student then gives an answer of what he or she would say in the situation.

Aligned 2012 ELD Standards: PI.A.4, PII.B.3, PII.B.4, PII.B.5

Rubric		
Score 0	Score 1	Score 2
<ul style="list-style-type: none">• Response does not address the language function.• Response contains no English.• No response, "I don't know," or is completely unintelligible.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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.

7

SAY I'm going to tell you about a situation that could happen to you. Then, tell me what you would say.

SAY You want to know if the library has a book about horses. What would you say to the librarian?

Function: asking for information

The student might say, "Does the library have a book about horses?" or "I would like to know if you have a book about horses."

SPEAKING Support an Opinion

In this task type, the student gives an opinion about two activities, events, materials, or objects, and is asked to give relevant reasons to support the opinion expressed. A picture of two activities, events, materials, or objects is included.

Aligned 2012 ELD Standards: PI.C.11, PII.B.3, PII.B.4, PII.B.5, PII.C.6

Rubric

Score 0	Score 1	Score 2	Score 3
<ul style="list-style-type: none"> An opinion is not expressed. Response contains no English. No response, "I don't know," or is completely unintelligible. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

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

8

SAY I am going to ask you for your opinion.

Point to each picture at the appropriate time while reading the question.

SAY Your class is learning about volcanoes. Your class will be making volcano models. Would it be better to work on the project as part of a group or by yourself?

Wait for initial choice.

SAY Explain your choice by giving relevant reasons to support your opinion.



SPEAKING Retell A Narrative

In this task type, the Test Examiner reads aloud a story that goes along with a series of pictures. The student then uses the pictures to retell the story.

Aligned 2012 ELD Standards: PI.C.9, PI.B.5, PI.C.12, PII.A.1, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6

Rubric

Score	Descriptors
4	<ul style="list-style-type: none"> • Response provides a clear and detailed retelling of the narrative as supported by the pictures. • Ideas are cohesive and connected. • Grammar and word choice are varied and effective; errors do not impede meaning. • Pronunciation and intonation do not impede meaning. • Speech is usually smooth and sustained.
3	<ul style="list-style-type: none"> • Response retells the narrative as supported by the pictures with basic detail. • Ideas are usually cohesive and connected. • Grammar and word choice are adequate; errors occasionally impede meaning. • Pronunciation and/or intonation occasionally impede meaning. • Speech is fairly sustained, though some choppiness or halting may occur.
2	<ul style="list-style-type: none"> • Response retells the narrative as supported by the pictures, and may be incomplete and lack clarity. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple and repetitive; errors often impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may be slow, choppy, or halting.
1	<ul style="list-style-type: none"> • Response attempts to retell the narrative but conveys little relevant information. • Ideas are rarely cohesive and connected. • Grammar and word choice are limited and impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s).

9

SAY Look at the pictures.

Pause. Point to each of the pictures.

SAY I am going to tell you a story about the pictures. Listen carefully. You will hear the story only once. When I am finished, you will use the pictures to tell the story back to me.

Point to the first picture.

SAY Margie and her dad wanted to build a birdhouse. They went out to the garage to gather a pile of boards and some tools.

Point to the second picture.

SAY Margie held the boards while her father hammered the boards together using nails.

Point to the third picture.

SAY After the birdhouse was built, Margie and her father used brushes to paint and decorate it.

Point to the fourth picture.

SAY As soon as they hung the birdhouse in the tree, the birds came to see it.

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



SPEAKING Summarize an Academic Presentation

In this task type, the student listens to a recording of an academic presentation while looking at a related picture or pictures. The student is then asked to summarize the main points of the presentation. A symbol of a pointing finger is included to indicate where, during an actual administration, the Test Examiner points to specific parts of the picture or pictures. During an actual administration of this task type, students may take notes in their Test Book.

Aligned 2012 ELD Standards: PI.C.9, PI.B.5, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6, PII.C.7

Rubric

Score	Descriptors
4	<ul style="list-style-type: none"> • A full response includes a clear summary of the main points and details of the presentation. • Ideas are cohesive and connected. • Grammar and word choice are varied and effective; errors do not impede meaning. • Pronunciation and intonation do not impede meaning. • Speech is usually smooth and sustained.
3	<ul style="list-style-type: none"> • Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details. • Ideas are usually cohesive and connected. • Grammar and word choice are adequate; errors occasionally impede meaning. • Pronunciation and/or intonation occasionally impede meaning. • Speech is fairly sustained, though some choppiness or halting may occur.
2	<ul style="list-style-type: none"> • Response includes a partial summary of at least one of the main points of the presentation and may lack an understanding of the main points. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple and repetitive; errors often impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may be slow, choppy, or halting.
1	<ul style="list-style-type: none"> • Response includes an attempt to reference the presentation/picture but conveys little relevant information. • Ideas are rarely cohesive and connected. • Grammar and word choice are limited and impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the picture.
0	<ul style="list-style-type: none"> • 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.

Main Points


A full response includes all of the following points:

- An explanation of conductivity, the way electricity passes through different materials (metal is a better conductor of electricity than rubber/electricity can pass through metal better than rubber).
- Steps in the demonstration:
 - Batteries and a light bulb are connected together with wires, but the circuit is not complete/wires are not touching on one side.
 - The wires are connected to a rubber eraser. Rubber is not a good conductor of electricity, so the bulb does not light up.
 - A piece of aluminum foil is connected to the wires, and the bulb lights up because aluminum or metal is a better conductor of electricity than rubber.

10

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

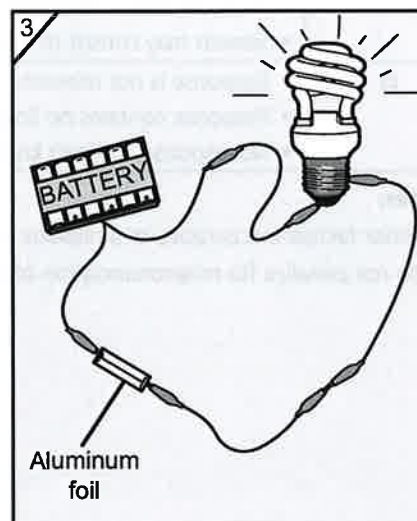
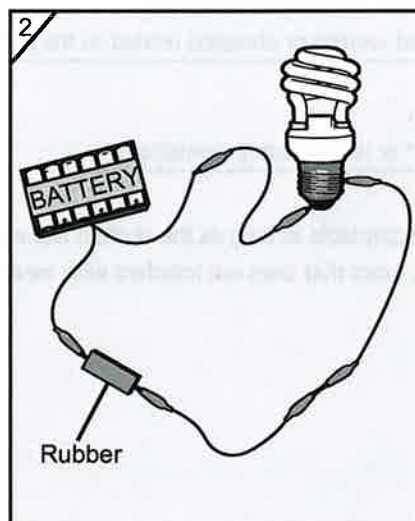
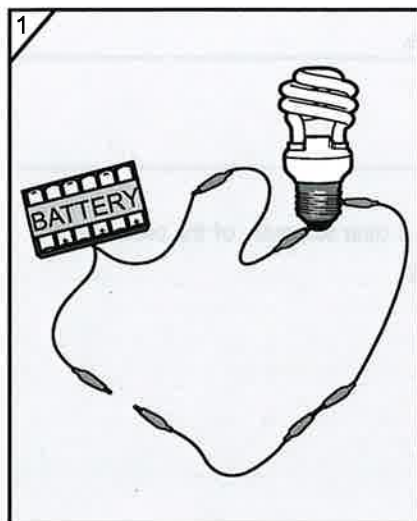
SAY You are going to listen to some information about the process of conductivity. You will hear the information only once. As you listen, look at the pictures in your Test Book. You may take notes as you listen.

 When the presentation ends you will summarize the information you heard. You will explain conductivity, include all the steps in the demonstration, and use relevant details and clear language.

Play the recording for Speaking, Question 10. As the recording plays, point to the relevant picture in the Test Book.


After you've started the recording, do not pause or stop the recording. Do not replay any part of the recording unless a valid disruption occurs (e.g., intercom announcements, fire drills, student health issues, audio malfunctions).


Conductivity Experiment




Question 10 Recorded Audio Script

Have you ever wondered why electric plugs always have metal prongs, but the cords are covered in rubber or plastic? Today we're going to talk about conductivity, or the way that electricity travels through different materials.

 Look at picture one. It shows some batteries and a light bulb connected together in a simple circuit with some wires. The wires on one side of the circle are not touching, so the circuit is not complete. I will connect these two wires to different objects to test their conductivity. *[Brief pause.]*

 When the two wires are connected to a rubber eraser, it makes a circle connecting the batteries and the light bulb. However, in picture two, you can see that the light bulb does not light up when rubber is used to complete the circuit. That's because rubber is not a good conductor of electricity. The rubber blocks the electricity from completing its circuit. *[Brief pause.]*

 Finally, the wires are attached to a piece of aluminum foil. Aluminum is a good conductor of electricity, so the electricity from the battery can pass through the foil, to the light, and back to the battery again, making a complete circuit. As you can see in picture three, the bulb lights up. *[Brief pause.]*

This demonstration shows how different materials conduct electricity. Metal is a much better conductor of electricity than rubber, which is why electrical plugs have metal prongs. However, the outside of the plug is covered in rubber so that when we touch it, no electricity is conducted to us. Conductivity is an important idea in electrical engineering.

SAY Summarize the information you heard. Be sure to

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

Additional Resources

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/finalelaccsstandards.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 <http://www.cde.ca.gov/ta/tg/ep/documents/elpacparentguide.pdf>.