

ELPAC

English Language Proficiency Assessments
for California

Practice Test Grade 1



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

What is the purpose of the 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.

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.

Each Listening set includes a conversation, story, or presentation followed by one to three 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 grade 1, the Listening domain is administered to each student individually. The Test Examiner reads aloud the directions and oral presentations to the student. Additionally, the Test Examiner reads aloud and points to the questions and the written answer choices. The Test Examiner sweeps a finger under the answer choices with pictures.

Answer Key: 1. B, 2. A, 3. C, 4. C, 5. C, 6. A, 7. B

LISTENING Listen to a Short Exchange

In this task type, the Test Examiner reads aloud a short conversation between two speakers in a school context. A picture of the two speakers is included. The student then answers one question about the conversation. The answer choices may be pictures or text.

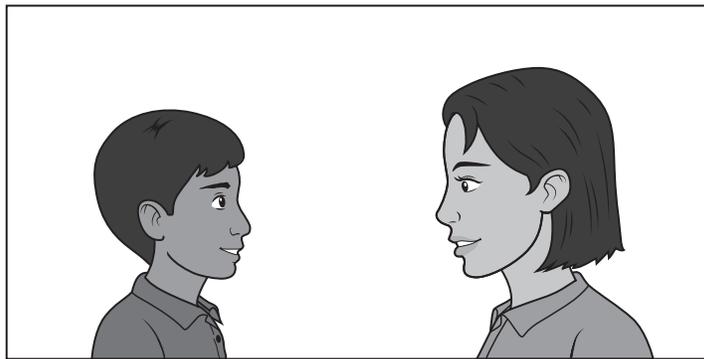
Aligned 2012 ELD Standards: PI.A.1, PII.A.2 ²

SAY Listen to a conversation between a boy and a teacher. Listen carefully.

As you read each character's line, point to the picture of the character.

SAY The boy says, "I didn't get a worksheet."

SAY The teacher says, "Don't worry, I'll give you one right away."



1 What will the teacher give the boy?

- A** a notebook
- B** a worksheet
- C** a pencil

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 Story

In this task type, the Test Examiner reads aloud a short fictional story that contains dialogue. A picture related to the story may be included. The student then answers three questions about the story. The answer choices may be pictures or text.

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

SAY Listen carefully as I read you a story. You will hear the story only once. When I am finished, I will ask you some questions.

SAY Nadia loves to play baseball. She puts on her pants and shirt. She puts on her socks and shoes.

Then she looks for her baseball hat.

“Where is my hat?” she asks.

Nadia’s mom sees her hat. She asks, “Did you look in your closet?”

“It is not there,” Nadia says.

“Did you look under your bed?” her mom asks.

“It is not there,” Nadia says.

Nadia’s mom laughs and says, “Check the top of your head.”

Nadia smiles and says, “I found my baseball hat! It was on my head the whole time!”



2 What does Nadia love to do?

- A** play baseball
- B** read books
- C** draw pictures

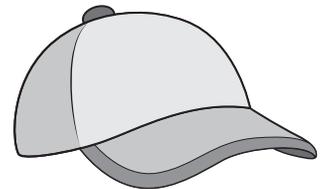
3 What is Nadia looking for?



A



B



C

4 Where does Nadia find what she is looking for?

- A** under her bed
- B** in her closet
- C** on her head

LISTENING Listen to an Oral Presentation

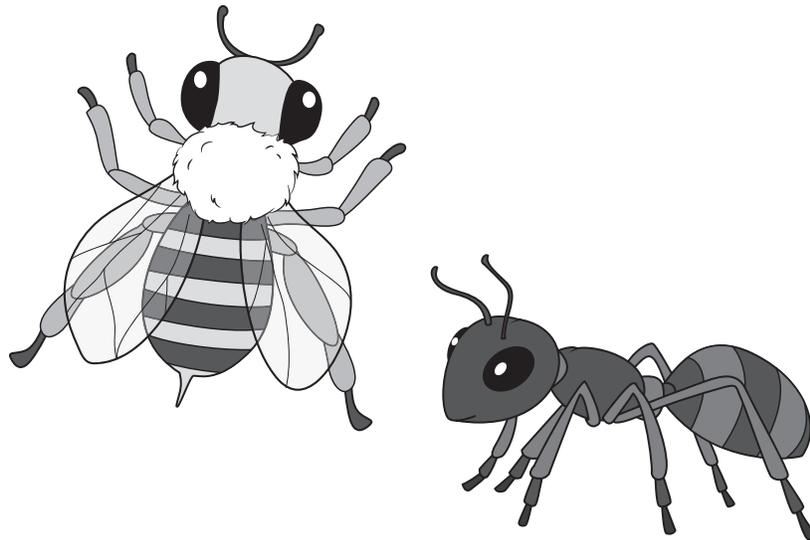
In this task type, the Test Examiner reads aloud an oral presentation on an academic topic. A picture related to the presentation may be included. The student then answers three questions about the presentation. The answer choices may be pictures or text.

Aligned 2012 ELD Standard: PI.B.5

SAY Listen as I tell you about some animals. Listen carefully. You will hear the information only once. When I am finished, I will ask you some questions.

SAY Animals find food in different ways. Bees communicate, or talk to each other, to find food. But bees do not use words to talk. Instead, bees dance to tell other bees how far away food is. If food is close, bees walk in circles. The circle dance tells other bees that food is nearby.

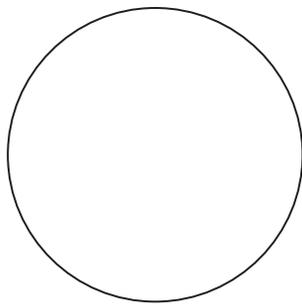
Other animals do other things to find food. Ants use smell to find food. They smell with antennae [an-TEH-nee]. Antennae are long and thin and found on top of their heads. The antennae on the top of their heads help ants smell their way to food!



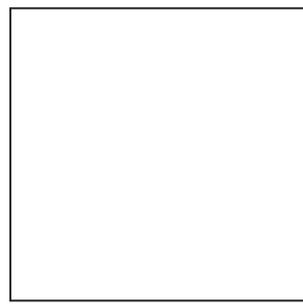
5 Why do bees dance?

- A** to show they are happy
- B** to say hello to other bees
- C** to tell other bees where to find food

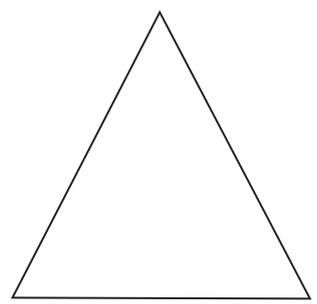
6 What is one shape bees dance in?



A



B



C

7 What do ants use to smell?

- A** their noses
- B** their antennae
- C** their feet

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. 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.5 ³

Rubric, Questions 1–3

Score 0	Score 1
<ul style="list-style-type: none"> Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know." 	<ul style="list-style-type: none"> 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.

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.

4

SAY What kind of class is this?

Wait for the student's response.

SAY How do you know?

5

SAY Describe what is on the walls.

6

Point to the entire scene.

SAY Tell me something else about the picture.



SPEAKING Support an Opinion

In this task type, the student gives an opinion about two activities, events, materials, or objects, and tells why he or she prefers one over the other or prefers an option not provided in the question. 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
<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 not supported. A reason is not provided or is not relevant. Errors in grammar, word choice, pronunciation, or intonation impede meaning. 	<ul style="list-style-type: none"> An opinion is expressed and supported with a relevant reason. Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.

7

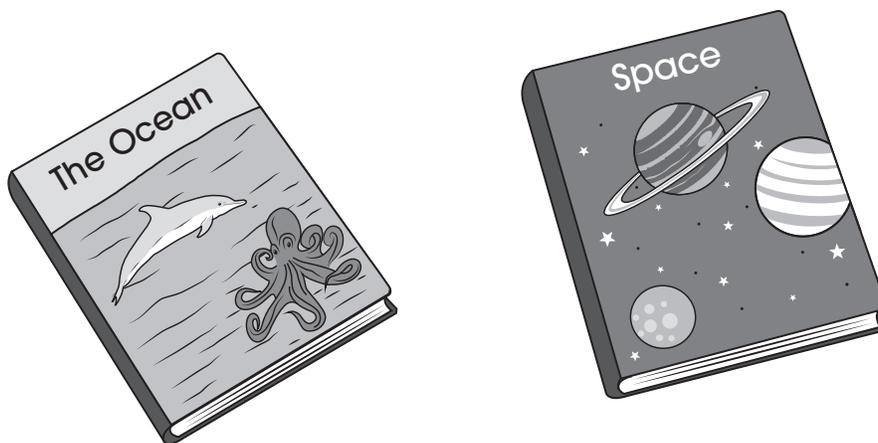
SAY I am going to ask you for your opinion.

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

SAY Your class has a choice to read a book. Which book do you choose for your class to read together: a book about the ocean or a book about outer space?

Wait for initial choice.

SAY Why do you think [a book about the ocean/a book about outer space/your choice] is better?



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 0	Score 1	Score 2	Score 3	Score 4
<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 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). 	<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. 	<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. 	<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.

8

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 Test Examiner reads aloud an academic presentation. While listening to the presentation, the student looks at related pictures. The student is then asked to summarize the main points of the presentation.

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 0	Score 1	Score 2	Score 3	Score 4
<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 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. 	<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. 	<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. 	<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.

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 the following main points and at least one detail:

- Pushing (forces) moves things away.
- Pulling (forces) moves things toward you.

Details:

- Pushing and pulling are forces/forces make things move.
- Pushing is like kicking a ball/rolling a car down a ramp.

9

SAY I am going to tell you about forces. Listen carefully. You will hear the information only once. When I am finished, you will tell me about forces.

Point to the picture of each object at the appropriate time while reading the information.

SAY Pushing and pulling are forces. Forces make something or someone move. We use forces every day.

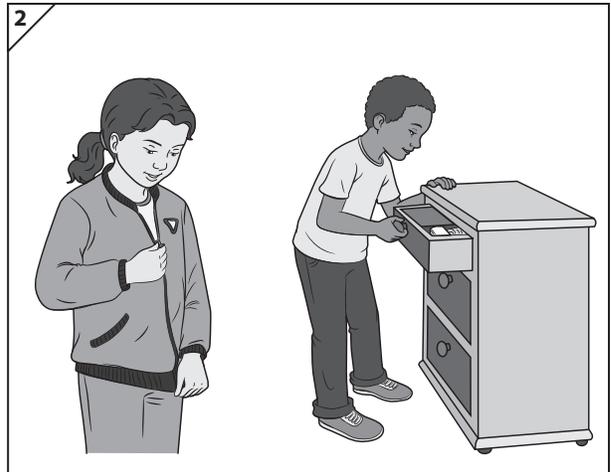
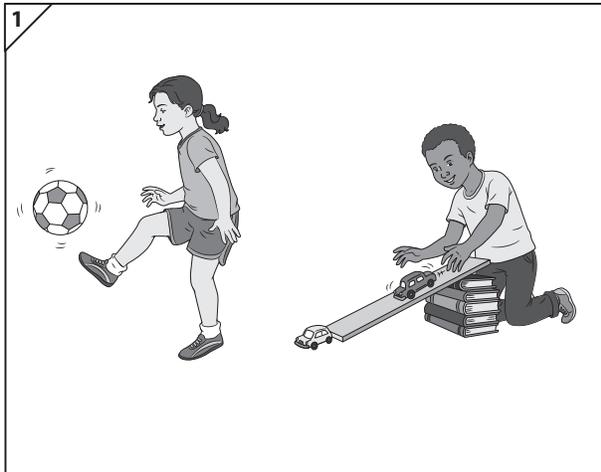
Point to the first picture.

SAY A push moves something away from you. Kicking a ball and rolling a toy car down a ramp are examples of pushing forces.

Point to the second picture.

SAY A pull moves something toward you. Zipping up a zipper or opening a drawer are examples of pulling forces.

SAY Now it is your turn. Tell me about forces. Use the pictures to help you.



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 one to three 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, and explanations.

The Reading questions are multiple choice with three 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 grade 1, the Reading domain is administered to each student individually. The Test Examiner reads aloud the directions, questions, and answer choices to the student. The student reads the texts independently. (Note, in the Initial Assessment, select Reading task types include texts that are read aloud to the student.) Additionally, the Test Examiner reads aloud and sweeps a finger under texts, questions, and answer choices.

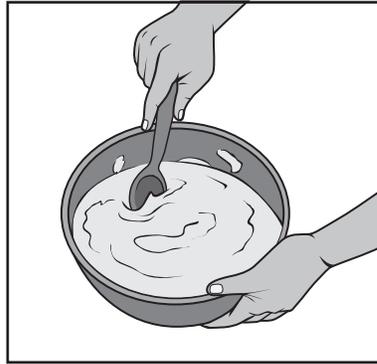
Answer Key: 1. C, 2. C, 3. B, 4. A, 5. C, 6. A, 7. B, 8. B, 9. A, 10. C

READING Read and Choose a Word

In this task type, the student looks at a picture. The student then chooses the word that matches the picture.

Aligned 2012 ELD Standard: PI.B.6⁴

SAY Look at the picture. Point to the word that matches the picture.



- 1** **A** write
B kick
C mix

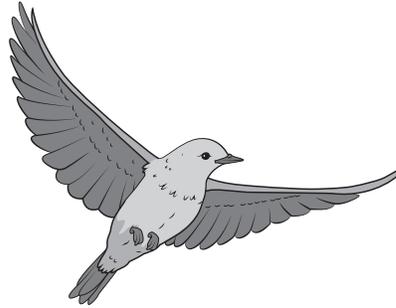
⁴ The standards have been labeled to indicate Part I, Part II, or Part III (PI, PII, PIII); the mode (in PI, A = Collaborative, B = Interpretive, C = Productive) or process (in PII, A = Structuring Cohesive Texts, B = Expanding and Enriching Ideas, C = Connecting and Condensing Ideas); and the standards number (in PI, 1–12; in PII, 1–7). For the 2012 ELD Standards, please see the link in the Additional Resources section.

READING Read and Choose a Sentence

In this task type, the student looks at a picture. The student then chooses the sentence that matches the picture.

Aligned 2012 ELD Standard: PI.B.6

SAY Look at the picture. Point to the sentence that matches the picture.



- 2** **A** The birds are sleeping.
B The ball is in the sky.
C The bird is flying.

READING Read a Short Informational Passage

In this task type, the student reads a short informational passage. A picture related to the passage may be included. The student then answers three questions about the passage. For this Practice Test, there are only two questions included. The answer choices may be pictures or text.

Aligned 2012 ELD Standard: PI.B.6

SAY Now you are going to read a text on your own. I will ask you some questions about what you have read.

Sea stars, or starfish, live in the ocean. They are not fish because they do not use gills for breathing. Also, sea stars cannot swim like fish do.

Sea stars have many feet. They move along the bottom of the ocean. Sea stars can move very quickly.

Most sea stars have five arms. Some have more. If a sea star loses an arm, it can grow another one.

Sea stars also have many eyes. They have one eye on the end of each arm. If a sea star has five arms, it has five eyes. If it has more arms, it has more eyes!

3 What is the text about?

- A** a type of fish
- B** a type of sea animal
- C** a type of sea plant

4 How do sea stars move?

- A** They use their feet.
- B** They use their tails.
- C** They use their fins.

READING Read a Literary Passage

In this task type, the student reads a literary passage. A picture related to the passage may be included. The student then answers three questions about the passage. The answer choices may be pictures or text.

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

SAY Now you are going to read a text on your own. I will ask you some questions about what you have read.

Alex is playing in the park. He hears a soft meow coming from behind a tree. He sees a small, gray kitten.

“Come here, kitty,” Alex calls.

He picks up the kitten and reads its collar. “Boots,” Alex says. “That’s your name. But where do you live?”

There is no address on the collar. Alex shows the kitten to his mom.

“I found a lost kitten,” Alex tells his mom. “But I don’t know where he lives.”

“Let’s make some posters at home,” Mom says. “We can hang them up in the area. Maybe the owners will see them and call us.”

That afternoon, Alex and Mom hang up the posters.

A few hours later, the phone rings.

“Great news!” Mom says. “Boots’ owners saw our posters. They’re coming to pick him up!”

5 What is the story about?

- A** a new pet
- B** art homework
- C** a lost kitten

6 Which word best describes Alex?

- A** helpful
- B** silly
- C** bored

7 What do Alex and Mom do together?



A



B



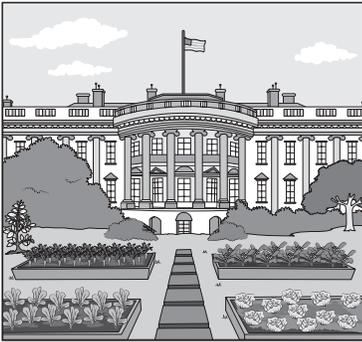
C

READING Read an Informational Passage

In this task type, the student reads an informational passage. A picture related to the passage may be included. The student then answers three questions about the passage. The answer choices may be pictures or text.

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

SAY Now you are going to read a text on your own. I will ask you some questions about what you have read.



The president of the United States lives and works in the White House. The White House has a garden. The garden grows many kinds of food, like carrots, lettuce, and peas.

The president and the president's family eat the food from the garden. School children help work in the garden. They can plant seeds.

There is even a beehive next to the garden! The bees are important for the garden. The bees help the plants in the garden grow.

8 What is the text about?

- A** how to plant seeds
- B** the president's garden
- C** a garden party

9 Who helps in the garden?

- A** children
- B** teachers
- C** squirrels

10 What animal helps plants grow?

- A** birds
- B** dogs
- C** bees

Writing Overview

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

Each Writing set includes a picture and/or a short written text followed by one to four questions. These sets provide authentic contexts for students to interact via written English and compose literary and informational texts. Grade-level literary and informational writing composed by students in grade 1 are at the letter, word, and sentence level.

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

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

WRITING Write a Story Together with Scaffolding

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

Aligned 2012 ELD Standards: PI.A.2, PI.C.10⁵

Rubric, Questions 1–2

Score	Descriptors
1	<ul style="list-style-type: none"> The student writes the letter correctly. If the letter name is provided, the student writes the specified letter. If the letter name is not provided, a phonetic representation of the sound is acceptable. Any style of letters (for example, capital, lowercase, cursive) is acceptable. For kindergarten and grade one, the letter may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).
0	<ul style="list-style-type: none"> The student writes the letter incorrectly. The student writes a letter other than the specified letter or a letter that does not represent the first sound of the specified word. <p>OR</p> <ul style="list-style-type: none"> The student writes or draws content that is not representative of letters in the English alphabet. <p>OR</p> <ul style="list-style-type: none"> The student does not provide a written response.

Rubric, Question 3

Score	Descriptors
2	<ul style="list-style-type: none"> The student correctly writes the word. For grade one, the student may spell the word phonetically using logical letter-sound relationships. Any style of letters (for example, capital, lowercase, cursive) is acceptable. For grade one, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).
1	<ul style="list-style-type: none"> The student writes at least two letters of the word correctly, including the initial letter in the initial position and one additional letter (any position in the word). For grade one, the student may spell the word phonetically using logical letter-sound relationships. Any style of letters (for example, capital, lowercase, cursive) is acceptable. For grade one, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).
0	<ul style="list-style-type: none"> The student writes letters that are not representative of letters in the word. <p>OR</p> <ul style="list-style-type: none"> The student copies a word or words printed on the Answer Book page. <p>OR</p> <ul style="list-style-type: none"> The student writes or draws content that is not representative of letters in the English alphabet. <p>OR</p> <ul style="list-style-type: none"> The student does not provide a written response.

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.

Rubric, Question 4

Score	Descriptors
3	<ul style="list-style-type: none"> • The student writes an original sentence(s). The response is appropriate and relevant to the task. • The words in the sentence are recognizable. For grade one, the words in the sentence are recognizable without the Test Examiner’s transcription. • The student uses effective grade-appropriate grammar and word choice. • Errors in spelling and punctuation may be present, but they do not interfere with meaning. • For grade one, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p). The words in the sentence may or may not be appropriately spaced.
2	<ul style="list-style-type: none"> • The student writes an original sentence(s). The response partly addresses the task but may not be complete. • A few words may not be recognizable. For grade one, some words are recognizable only with the Test Examiner’s transcription. • Limitations in phonetic spelling, grammar, and/or word choice may impede meaning. • Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.
1	<ul style="list-style-type: none"> • The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word. • Many words may not be recognizable. For grade one, words may only be recognizable with the Test Examiner’s transcription. • Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning. • The response may include some individual or unrelated letters.
0	<ul style="list-style-type: none"> • The student writes letters that are not representative of words in English. <p>OR</p> <ul style="list-style-type: none"> • The student copies all or part of the printed sentence that is provided in the Answer Book without adding original language. <p>OR</p> <ul style="list-style-type: none"> • The response is not related to the prompt. <p>OR</p> <ul style="list-style-type: none"> • The student does not provide a written response.

SAY We are going to write a story together. The title of the story is “Flying a Kite.”

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

1

SAY The first letter is missing from the word “Flying.” Say the word “Flying.”

SAY Now write the first letter of the word “Flying.”

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

2

SAY The first letter is missing from the word “Kite.” Say the word “Kite.”

SAY Now write the first letter of the word “Kite.”

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

3

SAY The first sentence in the story is: Julie is playing outside.

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

SAY The second sentence should say: It is not a windy day.

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

SAY The word “day” is missing from the story. Say the word “day.”

SAY Now write the word “day.”

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

4

SAY Now it is your turn to write the end of the story. How should the story end? Write your sentence here.

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

SAY Read your writing to me.

Write what the student says below the student’s sentence.

1-2

_____ lying a _____ ite



Julie is playing outside.

3

It is not a windy _____.

4

Transcription Box

WRITING Write an Informational Text Together

In this task type, the student listens to a short informational text. A picture related to the text is included, as well as an introductory sentence. The student then works with the Test Examiner to write one dictated sentence and one original sentence about the text.

Aligned 2012 ELD Standards: PI.A.2, PI.C.10, PI.C.12, PII.A.1, PII.A.2, PII.B.3, PII.B.4, PII.B.5, PII.C.6

Rubric, Question 5

Score	Descriptors
2	<ul style="list-style-type: none">• The student writes the entire dictated sentence in the correct sequence.• Any style of letters (for example, capital, lowercase, cursive) is acceptable.• For grade one, the letter may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).• For grade one, phonetic spelling is acceptable.• For grade two, sight words are spelled correctly and non-sight words are spelled phonetically.
1	<ul style="list-style-type: none">• The student attempts to write the dictated sentence, but it may not be complete.• Any style of letters (for example, capital, lowercase, cursive) is acceptable.• For grade one, some words may be represented by a single initial letter only, or there may be limitations in phonetic spelling.• For grade two, words may be spelled incorrectly or phonetically.
0	<ul style="list-style-type: none">• The student writes letters that are not representative of the words in the dictated sentence. OR <ul style="list-style-type: none">• The response is not related to the prompt. OR <ul style="list-style-type: none">• The student does not provide a written response.

Rubric, Question 6

Score	Descriptors
3	<ul style="list-style-type: none"> • The student writes an original sentence(s). The response is appropriate and relevant to the task. • The words in the sentence are recognizable. For grade one, the words in the sentence are recognizable without the Test Examiner’s transcription. • The student uses effective grade-appropriate grammar and word choice. • Errors in spelling and punctuation may be present, but they do not interfere with meaning. • For grade one, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p). The words in the sentence may or may not be appropriately spaced.
2	<ul style="list-style-type: none"> • The student writes an original sentence(s). The response partly addresses the task but may not be complete. • A few words may not be recognizable. For grade one, some words are recognizable only with the Test Examiner’s transcription. • Limitations in phonetic spelling, grammar, and/or word choice may impede meaning. • Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.
1	<ul style="list-style-type: none"> • The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word. • Many words may not be recognizable. For grade one, words may only be recognizable with the Test Examiner’s transcription. • Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning. • The response may include some individual or unrelated letters.
0	<ul style="list-style-type: none"> • The student writes letters that are not representative of words in English. <p>OR</p> <ul style="list-style-type: none"> • The student copies all or part of the printed sentence that is provided in the Answer Book without adding original language. <p>OR</p> <ul style="list-style-type: none"> • The response is not related to the prompt. <p>OR</p> <ul style="list-style-type: none"> • The student does not provide a written response.

SAY Now I am going to tell you some information about fish. Listen carefully. Then we will write about what we have learned.

Read the text aloud to the student. Point to each picture at the appropriate time while reading the text.

SAY Fish are animals that live in water. They do not have legs. Fish use their fins and tails to move through water. Fins help them swim. Fish also have gills. They use their gills to breathe in the water. Fish cannot breathe air the way we do.

5

SAY Let's write about what we learned.

Sweep your finger under the sentence as you read.

SAY The first sentence is: **Fish live in water.**

SAY I have a sentence to add. I will say the sentence and you will write the sentence here.

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

SAY They use fins to swim.

Repeat the sentence as necessary.

Pause for the student to write.

SAY Let's read what we have written so far.

Sweep your finger under the sentences as you read.

SAY Fish live in water.

They use fins to swim.

6

SAY Now it is your turn to add a sentence. Listen while I re-read the information. Listen carefully so you can write your own sentence here.

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

Read the text aloud to the student. Point to each picture at the appropriate time while reading the text.

SAY Fish are animals that live in water. They do not have legs. Fish use their fins and tails to move through water. Fins help them swim. Fish also have gills. They use their gills to breathe in the water. Fish cannot breathe air the way we do.

When you are finished reading, point to the final write-on line.

SAY Now, write your sentence here. You can use the words and the pictures to help you write your sentence.

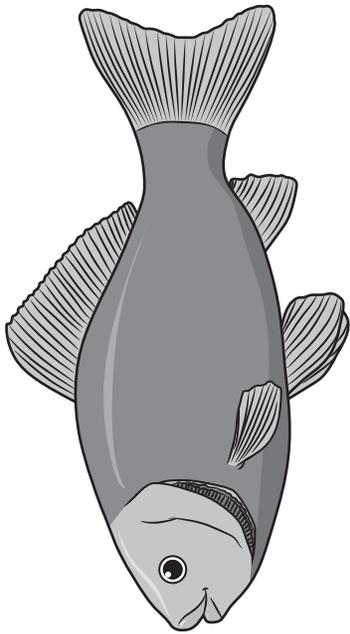
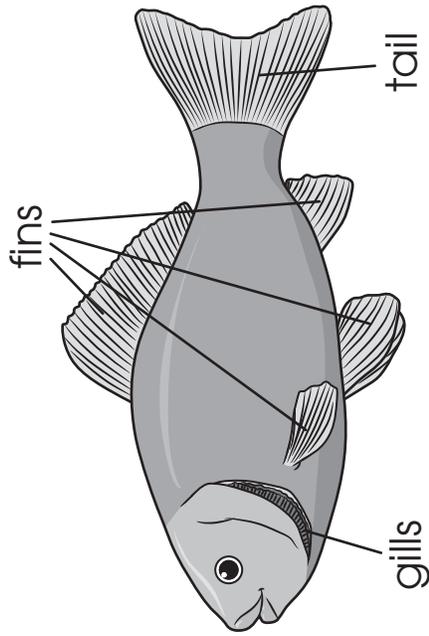
Pause for the student to write.

SAY Do you want to make any changes to your sentence?

Pause for the student to make any revisions. If student does not have any revisions or when student completes revisions,

SAY Read your writing to me.

Write what the student says below the student's sentence.



fish

Fish live in water.

5

6

Transcription Box

WRITING Describe a Picture

In this task type, the student writes a brief description about what is happening in a picture. The picture depicts a social or academic activity that can be described using varied vocabulary and sentence structures.

Aligned 2012 ELD Standard: PI.C.10

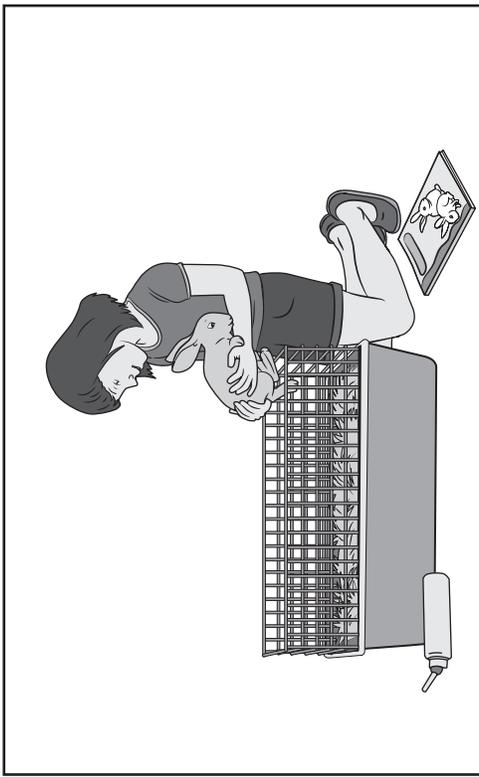
Rubric, Question 7

Score	Descriptors
3	<ul style="list-style-type: none"> The student writes an original sentence(s). The response is appropriate and relevant to the task. The words in the sentence are recognizable. For grade one, the words in the sentence are recognizable without the Test Examiner’s transcription. The student uses effective grade-appropriate grammar and word choice. Errors in spelling and punctuation may be present, but they do not interfere with meaning. For grade one, letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p). The words in the sentence may or may not be appropriately spaced.
2	<ul style="list-style-type: none"> The student writes an original sentence(s). The response partly addresses the task but may not be complete. A few words may not be recognizable. For grade one, some words are recognizable only with the Test Examiner’s transcription. Limitations in phonetic spelling, grammar, and/or word choice may impede meaning. Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.
1	<ul style="list-style-type: none"> The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word. Many words may not be recognizable. For grade one, words may only be recognizable with the Test Examiner’s transcription. Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning. The response may include some individual or unrelated letters.
0	<ul style="list-style-type: none"> The student writes letters that are not representative of words in English. <p>OR</p> <ul style="list-style-type: none"> The student copies all or part of the printed sentence that is provided in the Answer Book without adding original language. <p>OR</p> <ul style="list-style-type: none"> The response is not related to the prompt. <p>OR</p> <ul style="list-style-type: none"> The student does not provide a written response.

7

SAY

Look at the picture. Write a sentence that tells what is happening in the picture.



7

Four sets of horizontal writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

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>.