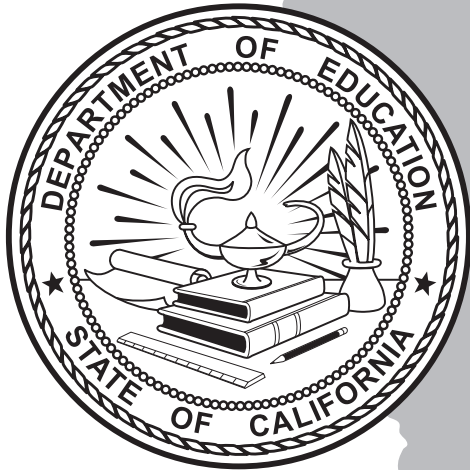


# ELPAC

English Language Proficiency Assessments  
for California

## Practice Test Grade 2





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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 assessment<sup>1</sup> 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.

<sup>1</sup> 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

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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 2, the Listening domain is administered in a group setting. The Test Examiner reads aloud the directions; conversation, story, or presentation; questions; and answer choices to the students.

Answer Key: 1. C, 2. C, 3. A, 4. B, 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. Students then answer one question about the conversation. The answer choices may be pictures or text.

Aligned 2012 ELD Standards: PI.A.1, PII.A.2<sup>2</sup>

**SAY** Listen to a conversation between a boy and a girl. Listen carefully.

**SAY** The boy says, “OK, so we finished putting the art supplies into different bins.”

**SAY** The girl says, “Oh, wait, we need one more to put the scissors in. I’ll go get one.”

**SAY** What is the girl going to get?

**SAY** Fill in your answer.



**1** What is the girl going to get?



<sup>2</sup> 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. Students then answer 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** Peter sat on his doorstep, thinking. All day he had been trying to come up with an idea for his school science fair project. He couldn't think of an idea, and he was starting to feel nervous.

Just then Peter heard some birds chirping in a tree.

Peter raced into his apartment and went upstairs to look out the window. Sure enough, a little brown bird had built its nest in a tree outside his window.

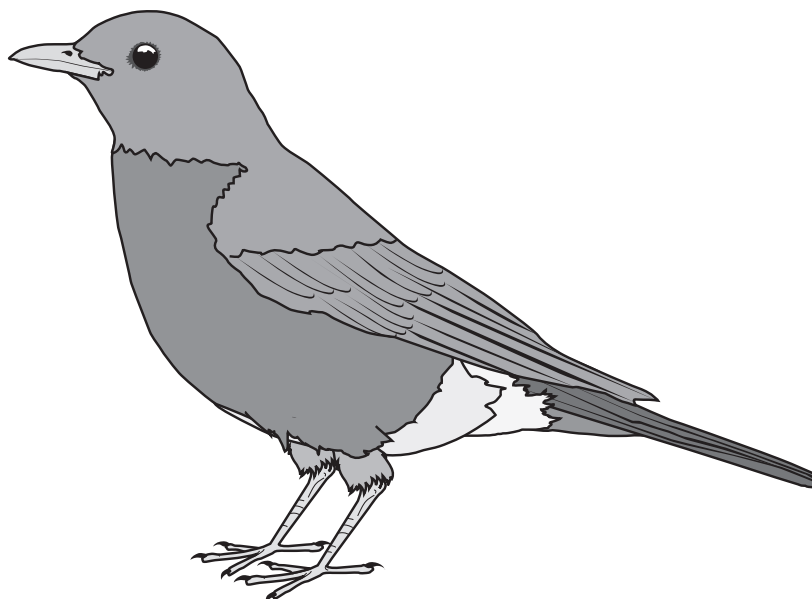
"Mom, come see!" Peter cried. "A bird made a nest on the tree branch outside my window!"

"It even laid some eggs!" Peter's mom said.

"Now I know what I'm going to study for the science fair!" Peter exclaimed.

For two weeks, Peter watched the bird care for its eggs. He kept a journal of what the mama bird did every day. Peter's mom let him use her camera to take pictures when the babies were born.

The following week at the science fair, Peter won third place!





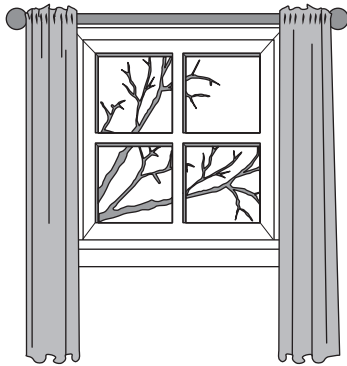
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**2** Why is Peter nervous at the beginning of the story?

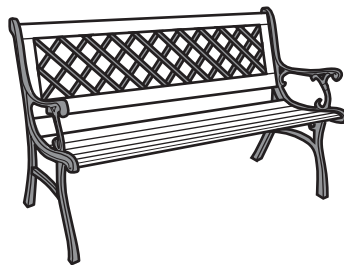
- A He does not like science class.
- B He does not understand his science homework.
- C He does not have an idea for the science fair.

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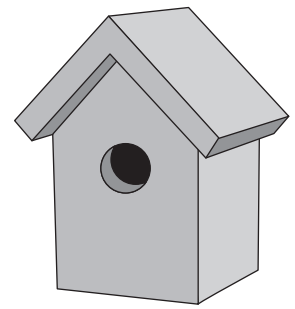
**3** Where does Peter find the bird's nest?



**A**



**B**



**C**

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**4** How does Peter's mom help him?

- A She writes a report with him.
- B She lets him use her camera.
- C She draws a picture for him.

## LISTENING Listen to an Oral Presentation

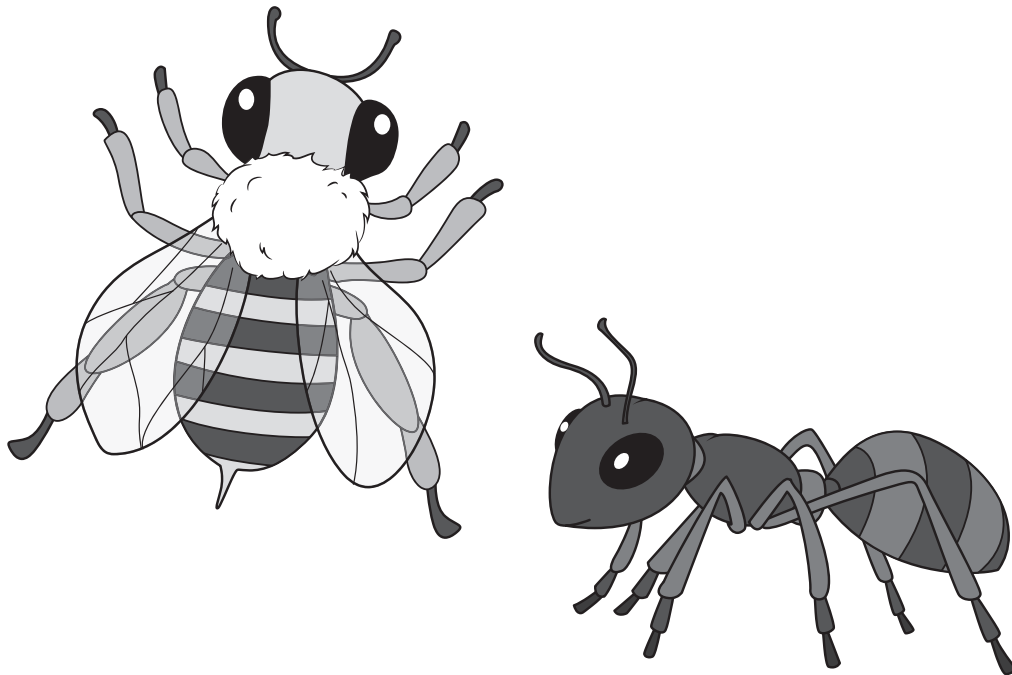
In this task type, the Test Examiner reads aloud an oral presentation on an academic topic. A picture related to the presentation may be included. Students then answer three questions about the information. The answer choices may be pictures or text.

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!



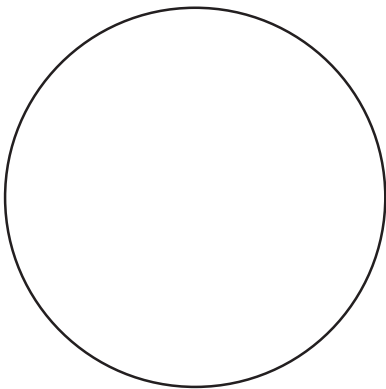
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**5** Why do bees dance?

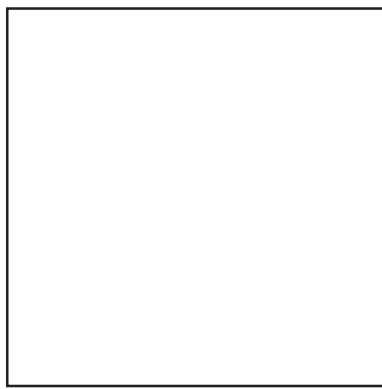
- A to show they are happy
- B to say hello to other bees
- C to tell other bees where to find food

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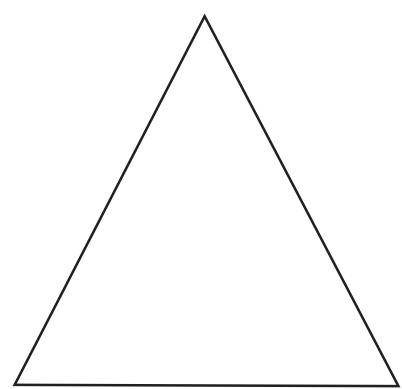
**6** What is one shape bees dance in?



**A**



**B**



**C**

---

**7** What do ants use to smell?

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

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# Reading Overview

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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 three or four 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 2, the Reading domain is administered in a group setting. Students read the directions, text, questions, and answer choices independently.

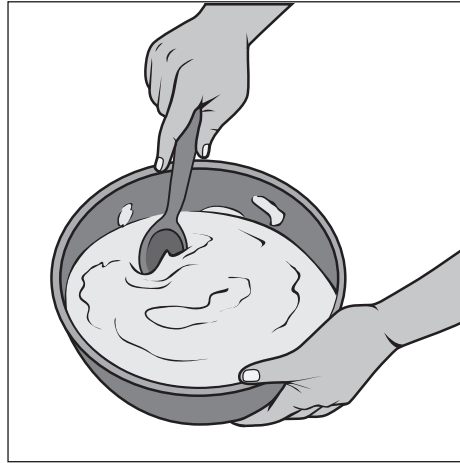
Answer Key: 1. C, 2. C, 3. B, 4. A, 5. C, 6. A, 7. B, 8. B, 9. A, 10. C

## READING Read and Choose a Word

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

Aligned 2012 ELD Standard: PI.B.6<sup>3</sup>

**Look at the picture. Choose the word that matches the picture.**



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

<sup>3</sup> 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

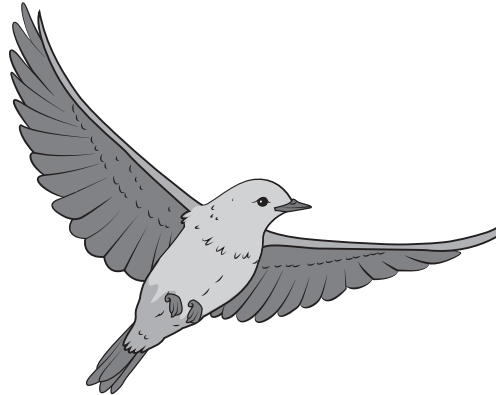
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In this task type, students look at a picture. Students then choose the sentence that matches the picture.

Aligned 2012 ELD Standard: PI.B.6

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**Look at the picture. Choose 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, students read a short informational passage. A picture related to the passage may be included. Students then answer 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

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**Read the story. Answer Numbers 3 and 4.**

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.

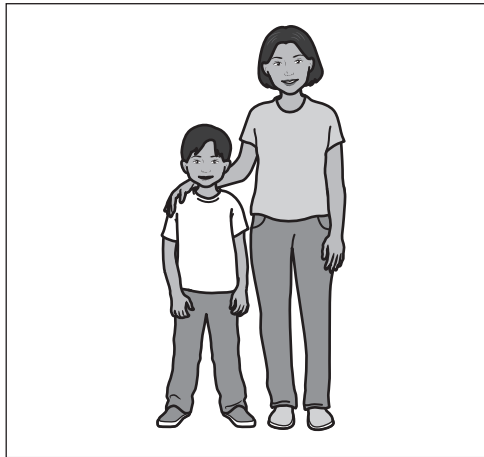


## READING Read a Literary Passage

In this task type, students read a literary passage. A picture related to the passage may be included. Students then answer 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

**Read the story. Answer Numbers 5 through 7.**



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**



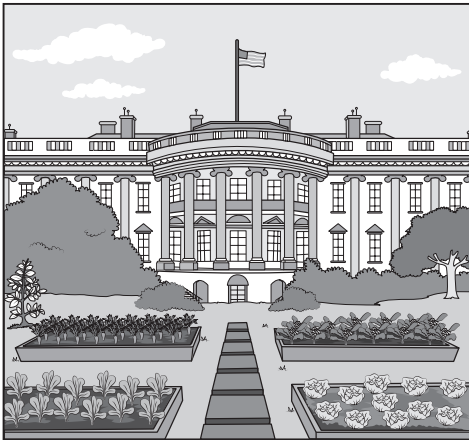
**C**

## READING Read an Informational Passage

In this task type, students read an informational passage. A picture related to the passage may be included. Students then answer 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

**Read the text. Answer questions 8 through 10.**



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

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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 2 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.

In grade 2, the Writing domain is administered in a group setting. The Test Examiner reads aloud the directions, written texts, and the questions to the students.

## WRITING Write a Story Together with Scaffolding

In this task type, students work 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. Students write letters, a word, and a complete sentence about the story.

Aligned 2012 ELD Standards: PI.A.2, PI.C.10<sup>4</sup>

### Rubric, Questions 1–2

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

### Rubric, Question 3

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

<sup>4</sup> 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
<b>3</b>	<ul style="list-style-type: none"> <li>• The student writes an original sentence(s). The response is appropriate and relevant to the task.</li> <li>• The words in the sentence are recognizable. <b>For grade one</b>, the words in the sentence are recognizable without the Test Examiner’s transcription.</li> <li>• The student uses effective grade-appropriate grammar and word choice.</li> <li>• Errors in spelling and punctuation may be present, but they do not interfere with meaning.</li> <li>• <b>For grade one</b>, 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.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The student writes an original sentence(s). The response partly addresses the task but may not be complete.</li> <li>• A few words may not be recognizable. <b>For grade one</b>, some words are recognizable only with the Test Examiner’s transcription.</li> <li>• Limitations in phonetic spelling, grammar, and/or word choice may impede meaning.</li> <li>• Some words in the sentence may include only a single correct letter or a single correct letter and additional letters that are incorrect.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The student attempts to address the task. The response conveys little relevant information. The student may write a phrase or single word.</li> <li>• Many words may not be recognizable. <b>For grade one</b>, words may only be recognizable with the Test Examiner’s transcription.</li> <li>• Severe limitations in phonetic spelling, grammar, and/or word choice impede meaning.</li> <li>• The response may include some individual or unrelated letters.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• The student writes letters that are not representative of words in English.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• The student copies all or part of the printed sentence that is provided in the Answer Book without adding original language.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• The response is not related to the prompt.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• The student does not provide a written response.</li> </ul>

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

---

**1**

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

**SAY** Write the first letter of the word “Flying.”

Point to the write-on line.

---

**2**

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

**SAY** Write the first letter of the word “Kite.”

Point to the write-on line.

---

**3**

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

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

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

**SAY** Write the word “day.”

Point to the write-on line.

---

**4**

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

Point to the last write-on line.



\_\_\_ lying a \_\_\_ ite

1

2



Julie is playing outside.

3 It is not a windy \_\_\_\_\_ .

4 \_\_\_\_\_ .

## WRITING Write an Informational Text Together

In this task type, students listen to a short informational text. A picture related to the text is included, as well as an introductory sentence. Students then work 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.B.6

### Rubric, Question 5

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

### Rubric, Question 6

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

**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.

**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.

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**5**

**SAY** Let's write about what we learned.

**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.

Point to the first write-on line.

**SAY** They use fins to swim.

Repeat the sentence as necessary.

Pause for the students to write.

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

**SAY** Fish live in water.

They use fins to swim.

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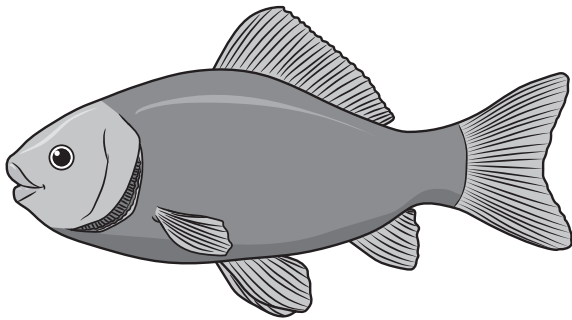
**6**

**SAY** Now it is your turn to add a sentence. Write your sentence.

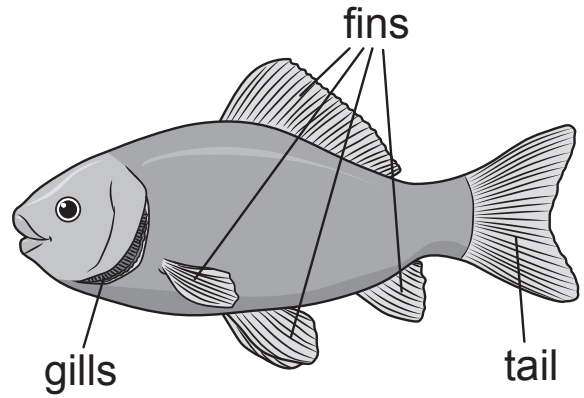
Point to the final write-on line.

**SAY** You can use the words and the pictures to help you write your sentence.

Pause for the student to write.



fish



Fish live in water.

**5** \_\_\_\_\_ .

**6** \_\_\_\_\_ .

## WRITING Describe a Picture

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

7

**SAY** Look at the picture. Write about what is happening in the picture.



7

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# Speaking Overview

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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<sup>5</sup>

### Rubric, Questions 1–3

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

### Rubric, Questions 4–6

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

**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.

<sup>5</sup> 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 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"><li>• Response does not address the language function.</li><li>• Response contains no English.</li><li>• No response, "I don't know," or is completely unintelligible</li></ul>	<ul style="list-style-type: none"><li>• Response addresses the language function in a limited way. Listener effort is required to interpret meaning.</li><li>• Errors in grammar, word choice, pronunciation, or intonation impede meaning.</li></ul>	<ul style="list-style-type: none"><li>• Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning.</li><li>• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li></ul>

7

**SAY** I am 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 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"> <li>An opinion is not expressed.</li> <li>Response contains no English.</li> <li>No response, "I don't know," or is completely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>An opinion is expressed but not supported. A reason is not provided or is not relevant.</li> <li>Errors in grammar, word choice, pronunciation, or intonation impede meaning.</li> </ul>	<ul style="list-style-type: none"> <li>An opinion is expressed and supported with a relevant reason.</li> <li>Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li> </ul>

8

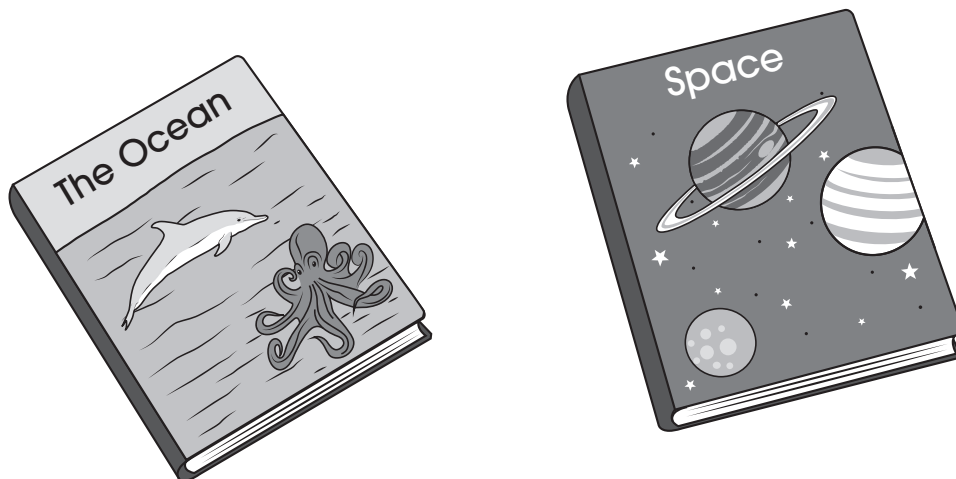
**SAY** I am going to ask you for your opinion.

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

**SAY** Your class 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**

<b>Score</b>	<b>Descriptors</b>
<b>4</b>	<ul style="list-style-type: none"><li>• Response provides a clear and detailed retelling of the narrative as supported by the pictures.</li><li>• Ideas are cohesive and connected.</li><li>• Grammar and word choice are varied and effective; errors do not impede meaning.</li><li>• Pronunciation and intonation do not impede meaning.</li><li>• Speech is usually smooth and sustained.</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>• Response retells the narrative as supported by the pictures with basic detail.</li><li>• Ideas are usually cohesive and connected.</li><li>• Grammar and word choice are adequate; errors occasionally impede meaning.</li><li>• Pronunciation and/or intonation occasionally impede meaning.</li><li>• Speech is fairly sustained, though some choppiness or halting may occur.</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>• Response retells the narrative as supported by the pictures, and may be incomplete and lack clarity.</li><li>• Ideas are sometimes cohesive and connected.</li><li>• Grammar and word choice are simple and repetitive; errors often impede meaning.</li><li>• Pronunciation and/or intonation often impede meaning.</li><li>• Speech may be slow, choppy, or halting.</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>• Response attempts to retell the narrative but conveys little relevant information.</li><li>• Ideas are rarely cohesive and connected.</li><li>• Grammar and word choice are limited and impede meaning.</li><li>• Pronunciation and/or intonation often impede meaning.</li><li>• Speech may consist of isolated word(s) or phrase(s).</li></ul>
<b>0</b>	<ul style="list-style-type: none"><li>• Response is not relevant.</li><li>• Response contains no English.</li><li>• No response, "I don't know," or is completely unintelligible.</li></ul>

**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.

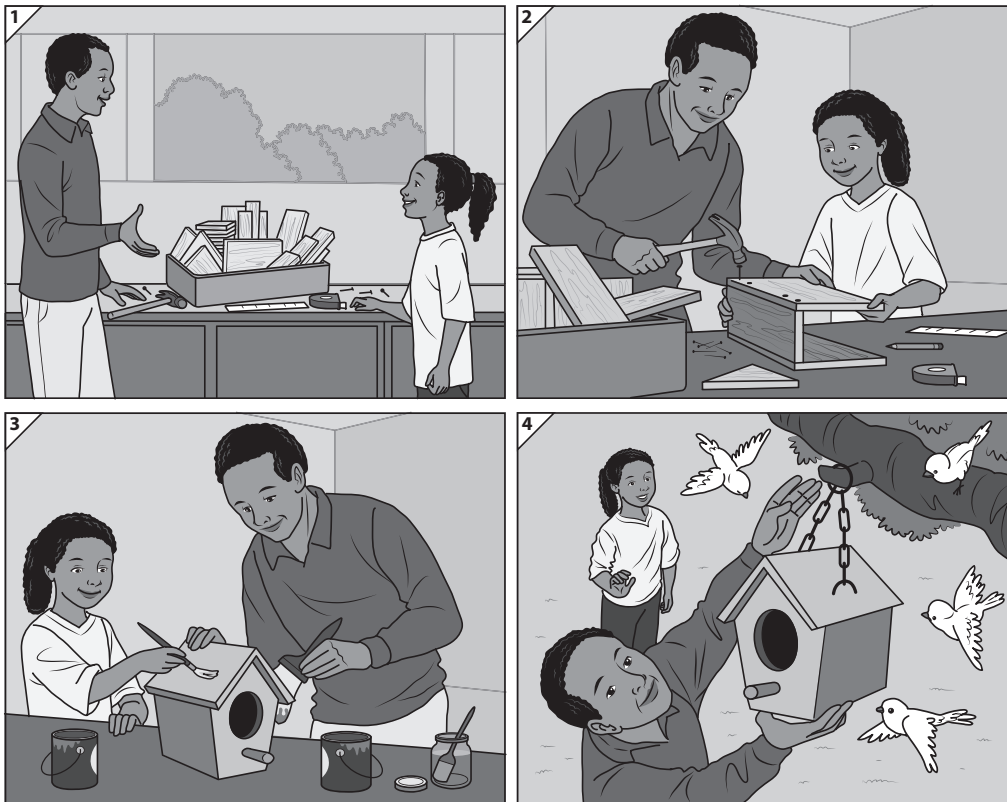
Point to the third picture.

**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	Descriptors
<b>4</b>	<ul style="list-style-type: none"> <li>• A full response includes a clear summary of the main points and details of the presentation.</li> <li>• Ideas are cohesive and connected.</li> <li>• Grammar and word choice are varied and effective; errors do not impede meaning.</li> <li>• Pronunciation and intonation do not impede meaning.</li> <li>• Speech is usually smooth and sustained.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details.</li> <li>• Ideas are usually cohesive and connected.</li> <li>• Grammar and word choice are adequate; errors occasionally impede meaning.</li> <li>• Pronunciation and/or intonation occasionally impede meaning.</li> <li>• Speech is fairly sustained, though some choppiness or halting may occur.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Ideas are sometimes cohesive and connected.</li> <li>• Grammar and word choice are simple and repetitive; errors often impede meaning.</li> <li>• Pronunciation and/or intonation often impede meaning.</li> <li>• Speech may be slow, choppy, or halting.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Response includes an attempt to reference the presentation/picture but conveys little relevant information.</li> <li>• Ideas are rarely cohesive and connected.</li> <li>• Grammar and word choice are limited and impede meaning.</li> <li>• Pronunciation and/or intonation often impede meaning.</li> <li>• Speech may consist of isolated word(s) or phrase(s) related to the picture.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Response is not relevant.</li> <li>• Response contains no English.</li> <li>• No response, "I don't know," or is completely unintelligible.</li> </ul>

#### 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 at least three of the following main points:

- The moon looks like a different shape every night (but it does not actually change shape)/the moon has different phases and/or appears in different shapes.
- The shape comes from the (amount of) sunlight reflected off the moon.
- The moon circles/revolves/spins around Earth.
- On Earth we only see the light part of the moon. The positions of Earth/moon/sun affect the phase/light we see.
- A full moon is a circle of the moon/when the sunlight is fully reflected on the moon.

10

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

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

Point to the first picture.

**SAY** This picture shows the moon. The moon circles around Earth. Each night when we look at the moon, it can appear to be a different shape. These are called the phases of the moon. The moon does not actually change shape. The shape we see comes from the amount of sunlight we can see being reflected on the moon.

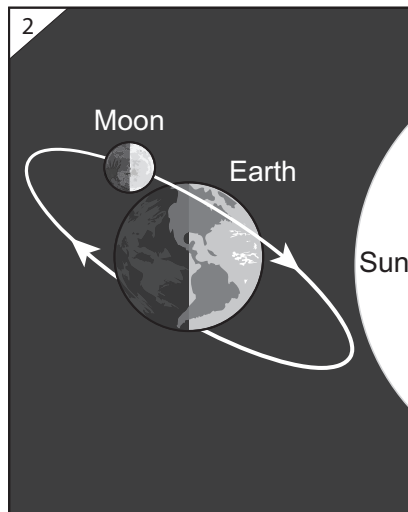
Point to the second picture.

**SAY** In this picture the moon is revolving around Earth. From Earth, we can only see the light part of the moon. The positions of Earth, the moon, and the sun determine which phase the moon is in.

Point to the third picture.

**SAY** Here you see a phase of the moon. When the sunlight is fully reflected on the moon, it is called a Full Moon. We can see a full circle during this phase.

**SAY** Now it is your turn. Tell me about the phases of the moon. Use the pictures to help you.





# 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>.