Disclaimer: Any translated prompts are provided to help parents understand and use the practice materials. **All ELPAC-style practice should be conducted in English.**

Speaking

Introduction

What do the four types of speaking questions look like?

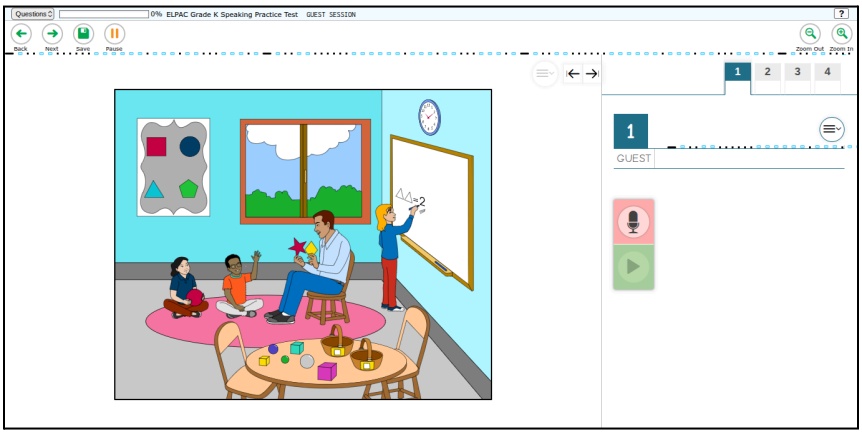
1. **Talk About a Scene**
    - The student is presented with an illustration of a familiar scene. The test examiner first asks two who, what, when type questions about the scene. The test examiner then administers two items intended to generate longer responses.
2. **Support an Opinion**
    - The student listens and follows along as the test examiner reads aloud a literary text accompanied by three pictures for context and support.
3. **Retell a Narrative**
    - The student listens to a story that follows a series of pictures, and then the student uses pictures to retell the story.
4. **Summarize an Academic Presentation**
    - The student listens to an academic presentation while looking at related pictures. The student is prompted to summarize the main points using the illustrations and key terms, if provided.

---

1. Talk About a Scene

ELPAC Example Question:

Student View



Parent/ Administrator View



No.	Item	Score 0	Score 1
	SAY **Look at the picture. I am going to ask you some questions about it.**	• Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know."	• Correct response.
1	Point to the teacher. SAY **What is the teacher doing?** NEXT	**Anchor:** ◦ I don't know.	**Anchor:** ◦ Holding/showing shapes. ◦ Teaching/sitting/talking.
2	Point to the baskets on the table. SAY **What are these?** NEXT	**Anchor:** ◦ I forget.	**Anchor:** ◦ Baskets/boxes/buckets. ◦ Toys/shapes/blocks.

No.	Item	Score 0	Score 1	Score 2
	For questions 3 and 4, if the student gives a one-word response, say, "Tell me more."	• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• Response is limited or partially relevant. • Errors in grammar, pronunciation, or intonation impede meaning.	• Response is relevant. • Errors in grammar, pronunciation, or intonation do not impede meaning.
3	SAY **What is this class learning about?** Wait for the student's response. SAY **How do you know?** NEXT	**Anchor:** ◦ Umm, learning. [Examiner: How do you know?] I don't know.	**Anchor:** ◦ Shapes. [Examiner: How do you know?] I don't know.	**Anchor:** ◦ Umm, shapes. [Examiner: How do you know?] Because she's making a triangle.
4	Point to the objects on the table. SAY **Tell me about what the students can do with these.** NEXT	**Anchor:** ◦ Umm, the shapes.	**Anchor:** ◦ Playing toys.	**Anchor:** ◦ They can put them in the right baskets.

Create your own "talk about a scene" questions:

1. **Choose a simple picture** of a familiar scene, such as a playground, classroom, kitchen, park, farm, birthday party, or grocery store. The picture should have several people and objects to talk about.
2. **Ask two simple detailed questions** about what the child can see. Use questions that begin with **Who, What, or Where**.
    - *Who is holding the ball?*
    - *What is the girl eating?*
    - *Where is the dog?*
3. **Ask two questions that encourage longer answers.** These should help your child describe, explain, or tell more about the picture.
    - *Tell me what is happening in this picture.*
    - *What do you think the children are doing?*

- *What would you do if you were there?*
- *Describe what you see.*

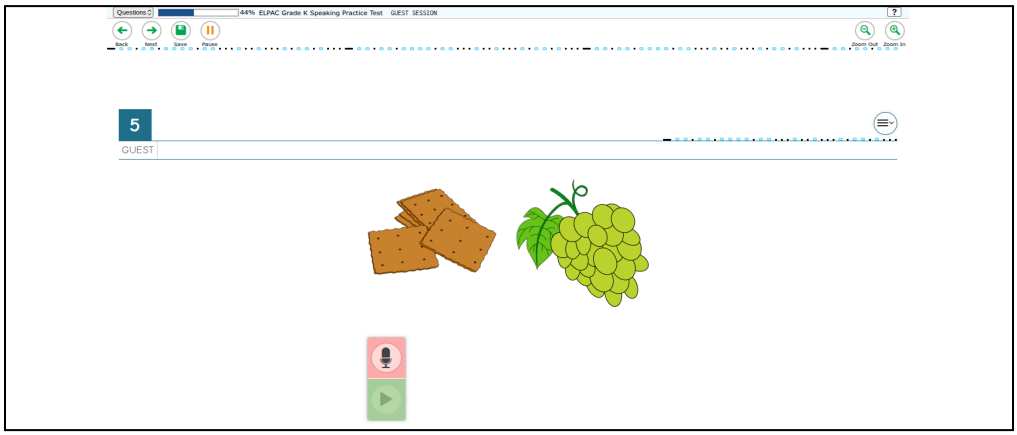
4. **Encourage complete sentences.** If your child gives a one-word answer, ask a follow-up question such as:
   - *Can you tell me more?*
   - *Why do you think that?*
   - *What else do you see?*
5. **Keep it positive.** Praise your child's effort and gently model a complete sentence if they need help. The goal is to build confidence and practice speaking in English, not to get every answer perfect.

---

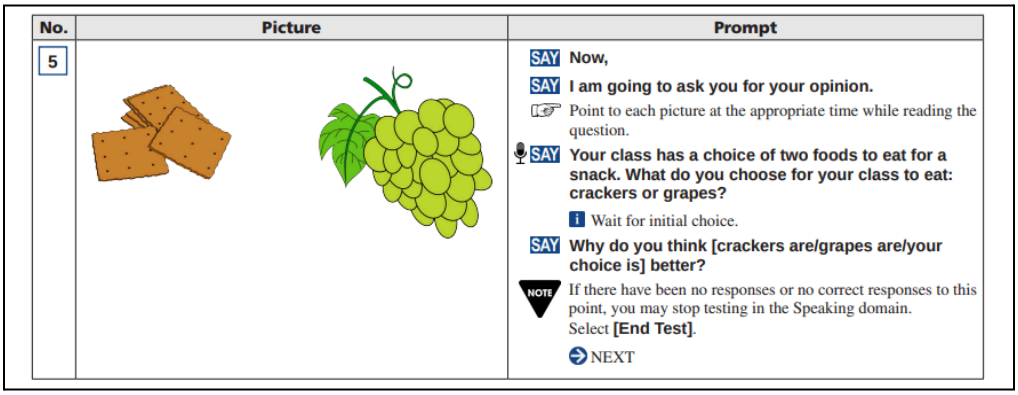
2. Support an Opinion

ELPAC Example Question:

Student View →



Parent/ Administrator View →



No.	Picture	Prompt
5		SAY Now, 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 of two foods to eat for a snack. What do you choose for your class to eat: crackers or grapes? Wait for initial choice. SAY Why do you think [crackers are/grapes are/your choice is] better? NOTE If there have been no responses or no correct responses to this point, you may stop testing in the Speaking domain. Select [End Test]. NEXT

Create your own “Support an Opinion” questions:

1. Give your child two choices. Ask a question that includes two options mentioned in the story. For example:

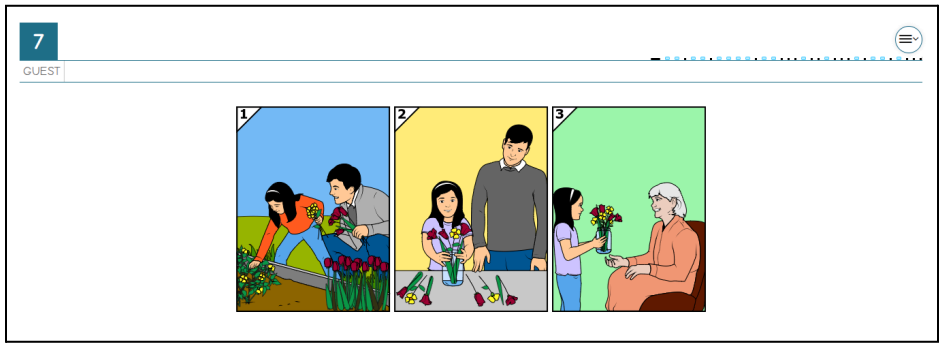
- *Would you rather play on the swings or the slide?*
- *Would you rather have an apple or a banana for a snack?*
- *Would you rather read a book or draw a picture?*

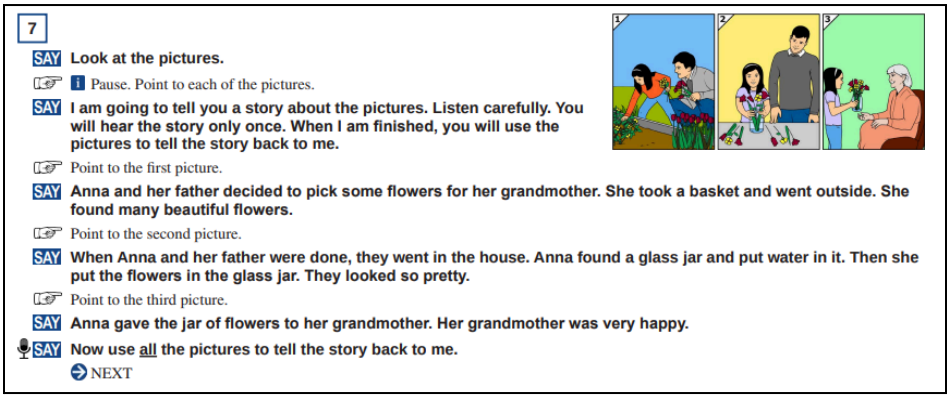
2. Ask your child to choose one option. There is no right or wrong answer—the goal is to make a choice.
3. Ask your child to explain their choice. Encourage them to give at least one reason by asking:
   - *Why did you choose that?*
   - *Tell me more.*
   - *What makes that a good choice?*
4. Students may answer with one or two sentences, such as, *"I would play on the swings because they are fun."* The goal is for your child to make a choice and explain why.
   - Do not accept answers such as: “Because they are better” “Because I like it” “Because I want to”
   - Must have a line of reasoning outside of themselves

---

3. Retell a Narrative

ELPAC Example Question:





Create your own “Retell a Narrative” questions:

Materials: 3 photos in a sequence of events

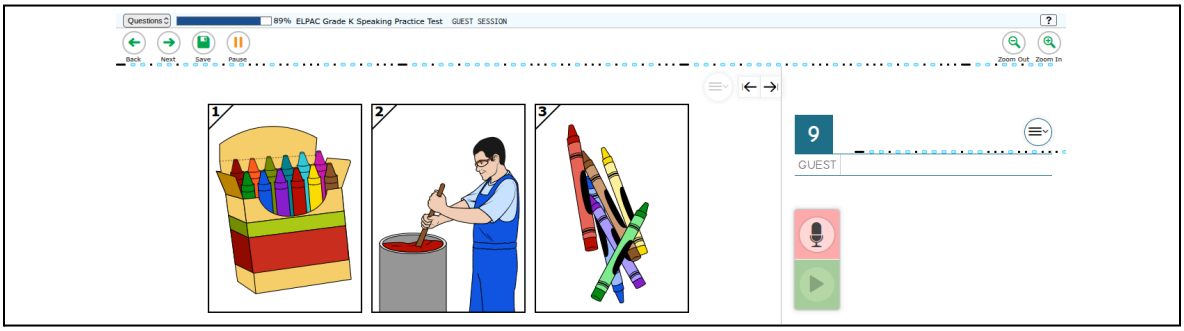
1. **Choose a short story.** Read or make up a simple story with **4–6 short sentences** about familiar kindergarten topics such as going to school, playing at the park, visiting a grandparent, finding a lost toy, or helping a friend. If possible, use **3–4 pictures** that show the story in order.
2. **Read the story aloud.** Read the story one time while showing the pictures in sequence. Encourage your child to listen carefully.
3. **Ask your child to retell the story.** Point to the pictures and say, *"Now tell me the story using the pictures."* Encourage your child to tell what happened **first, next, and last**.
4. **Use simple prompts if needed.** If your child gets stuck, ask questions such as:
    - *What happened first?*
    - *What happened next?*
    - *What happened at the end?*
    - *Who was in the story?*
    - *Where did the story happen?*
5. **Focus on the sequence.** Your child does not need to repeat the story word for word. The goal is to tell the main events in the correct order using the pictures as support.

Important: Work towards only retelling the story once, as that will be how it will be administered on the ELPAC itself.

---

4. Summarize an Academic Presentation

ELPAC Example Question:



SAY **In this part of the test, I will read some information to you.**

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

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

☞ Point to the crayons.

SAY **These are crayons. Do you ever wonder how crayons are made? Crayons are made out of wax.**

☞ Point to the worker mixing the wax.

SAY **First, workers heat the wax until it melts. Then, workers add color to the wax. They mix the wax and the color together.**

☞ Point to the crayons.

SAY **Last, the wax gets shaped into long, skinny sticks. These sticks are crayons. People use crayons to color pictures.**

SAY **Now it is your turn. Tell me what you learned about crayons. Use the pictures to help you.**

ⓘ Pause to let the student summarize the presentation. While the student is responding, use the Main Points and rubric to score the response. After the student responds,

Main Points
A full response includes at least three of the following Main Points: • Crayons are made of wax. • Workers melt the wax/heat the wax (until it melts). • Workers add color to the wax. • Wax is shaped into sticks (long/skinny). • Workers mix the wax and color together. • People use crayons to color (pictures).

Create your own “Summarize an Academic Presentation” questions:

Materials: 3 academic photos in a sequence of events

1. **Choose a simple academic topic.** Talk about a familiar kindergarten topic such as animals, weather, plants, community helpers, healthy foods, transportation, the five senses, or the seasons. If possible, use **3 sequential pictures** to help explain the topic.
2. **Give a short presentation.** Say **5–8 simple sentences** that teach your child about the topic. Include **2–3 important facts** and speak slowly using simple vocabulary.
3. **Ask your child to summarize what they learned.** Say, *"Now tell me what you learned about ___."* Encourage them to use the pictures to help them remember the information.
4. **Use simple prompts if needed.** If your child needs support, ask questions such as:
    - *What was the presentation about?*
    - *Tell me one thing you learned.*
    - *What else did you learn?*
    - *Can you tell me about the pictures?*
5. **Focus on the main ideas.** Your child does not need to repeat every sentence. The goal is to tell the most important facts from the presentation using their own words.

Copy and Paste prompt for a live AI practice conversation:

AI Safety Reminder: Do not share personal or sensitive information with AI, including full names, home addresses, phone numbers, passwords, account information, or other private details. Use AI practice tools with adult supervision, especially for children.

Chat GPT

Step 1: Paste Entire Prompt Below into AI

I am practicing Kindergarten ELPAC-style speaking with my child. Act as a friendly ELPAC-style speaking examiner during a live audio conversation. First ask which task type the parent wants to practice: **Talk About a Scene, Support an Opinion, Retell a Narrative, or Summarize an Academic Presentation.** If one is chosen, practice only that section with approximately 4–5 activities; otherwise, begin with Section 1 and continue in order. Do not present all activities at once—ask one question or prompt at a time, wait for the child to answer, and keep everything appropriate for a 5–6-year-old English learner.

SECTION 1: TALK ABOUT A SCENE

Create 4–5 familiar kindergarten scenes that could be illustrated, such as a classroom, playground, home, park, farm, birthday party, or grocery store. Describe one scene at a time, then ask two simple Who, What, or Where questions about clearly stated details, followed by two open-ended prompts that encourage longer responses, such as describing what is happening, explaining what someone is doing, or telling what the child would do.

SECTION 2: SUPPORT AN OPINION

Create 4–5 short literary stories, each 4–6 simple sentences, with three imagined picture scenes for context. Read one story at a time, then ask the child to choose between two stated options, such as which character, activity, or choice they like best, and ask them to give at least one simple reason using details from the story.

SECTION 3: RETELL A NARRATIVE

Create 4–5 short stories, each 5–7 simple sentences, told through a sequence of 3–4 imagined pictures about familiar kindergarten experiences. Describe the picture sequence, tell the story, and then ask the child to retell what happened in order using the pictures as support.

SECTION 4: SUMMARIZE AN ACADEMIC PRESENTATION

Create 4–5 short academic presentations, each 5–7 simple sentences, about kindergarten topics such as animals, weather, plants, seasons, healthy foods, community helpers, transportation, life cycles, or the five senses. Include 3–4 imagined supporting pictures and key vocabulary, then ask the child to summarize the main ideas using the pictures and key terms.

LIVE CONVERSATION RULES

Use simple vocabulary, short sentences, and a friendly pace appropriate for a 5–6-year-old English learner. Ask one question or prompt at a time and wait for the child's response. Give brief, encouraging feedback, encourage complete spoken responses, and do not give answers unless the child asks for help. Begin with Section 1 and guide the child through one activity at a time.

LANGUAGE USE

Conduct the ELPAC practice in English and encourage the child to listen and respond in English. Parents may speak to the AI in their preferred language, and the AI may briefly clarify directions in that language when needed, but return to English for the actual practice and the child's responses.

WHEN PRACTICE IS COMPLETE

After the planned 4–5 activities are finished, ask whether the parent would like more practice. If yes, offer another 4–5 activities from any section they choose.

Step 2: Select the speaking mode button and begin conversation

