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

Speaking

Introduction

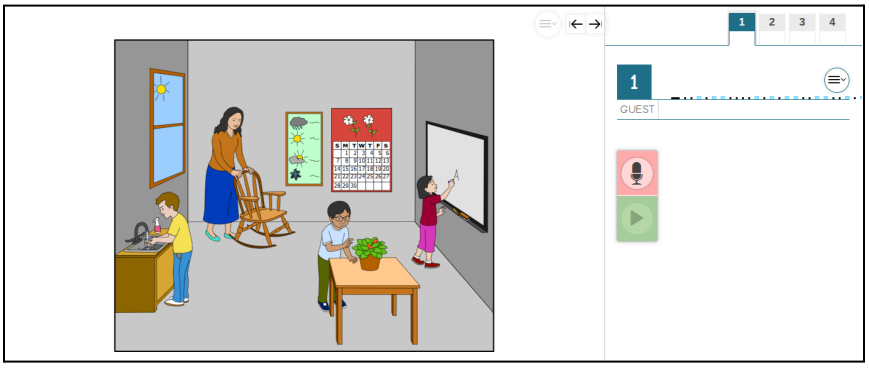
What do the four types of speaking questions look like?

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.

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1. Talk About a Scene

ELPAC Example Question:



No.	Question	Score 0	Score 1
	SAY **Imagine you are in a classroom with a teacher and some students.**	• Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know."	• Correct response.
1	Point to the girl by the board. SAY **What is the girl doing?** NEXT	**Anchor:** ◦ Girl.	**Anchor:** ◦ Writing the letter A. ◦ Writing on the board. ◦ Doing alphabets/ABCs.
2	Point to the plant on the table. SAY **What is on the table?** NEXT	**Anchor:** ◦ I don't know.	**Anchor:** ◦ Flower/plant/roses.
3	Point to the calendar. SAY **What is this?** Wait for the student's response. SAY **How do the students use it?** NEXT	**Anchor:** ◦ (Pointing.) [Examiner: Tell me in words.] (Student points.)	**Anchor:** ◦ Calendar. [Examiner: How do the students use it?] Umm, to . . . [Examiner: Tell me more.] (No response.)	**Anchor:** ◦ A calendar. [How do the students use it?] To tell days and tell what month it is and tell what . . . umm, what umm, what number it is.
4	Point to the weather poster on the wall. SAY **Tell me about what you see on the poster.** NEXT	**Anchor:** ◦ I see (pointing). [Examiner: Tell me in words.] Umm . . .	**Anchor:** ◦ Pictures. [Examiner: Tell me more.] I don't know.	**Anchor:** ◦ Clouds, sun, rain.

Create your own "talk about a scene" questions:

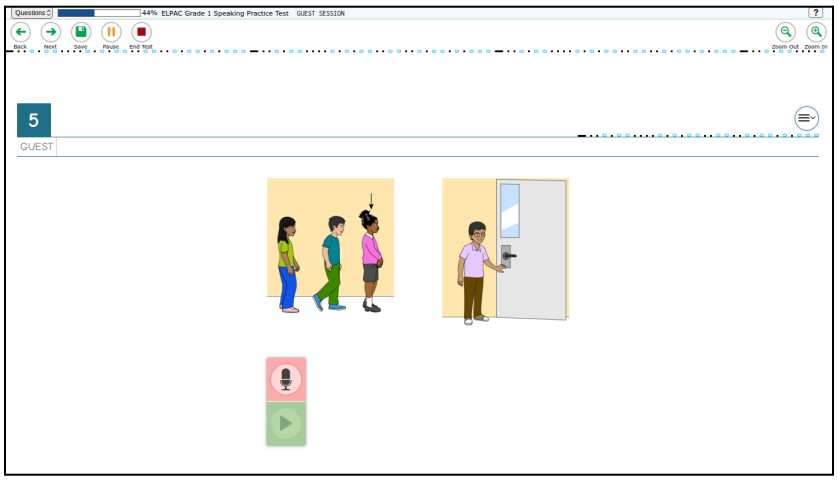
1. **Choose a detailed picture** of a familiar first-grade scene, such as a **classroom**, playground, park, grocery store, library, or neighborhood.
2. **Ask two simple questions** about details in the picture.
    - *"Who is reading the book?"*
    - *"What is the girl carrying?"*
    - *"When are the children playing outside?"*
3. **Ask two open-ended questions** that encourage your child to speak in complete sentences.
    - *"Describe what is happening in the picture."*
    - *"What do you think will happen next?"*
4. **Encourage your child to answer in complete sentences** and explain their ideas using details from the picture.

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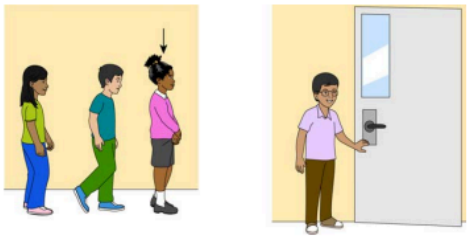
2. Support an Opinion

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 **You can choose which class job you will have this week. You can choose between being the line leader or the door holder. Which do you choose?** Wait for initial choice. SAY **Why do you think [being the line leader/being the door holder/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

Score 0	Score 1	Score 2
• An opinion is not expressed. • Response contains no English. • No response, "I don't know," or is completely unintelligible.	• 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.	• An opinion is expressed and supported with a relevant reason. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
Anchor: Puerta	**Anchor:** Line leader. [Examiner: Why do you think being the line leader is better?] Because, umm . . . Examiner repeats question.] Because you can, you can . . .	**Anchor A:** Umm, door holder. [Examiner: Why do you think being the door holder is better?] Because I like how I open the door for everyone and I think that's helpful. **Anchor B:** I'll choose the line leader. [Examiner: Why do you think being the line leader is better?] Because you get to see and walk in front.

Create your own “support an opinion” questions:

1. **State that you will be asking for your child's opinion on a topic then propose a choice between two actions or items** with context. Try to show **related pictures** of the choices.
2. **Ask your child to choose between two options**.
    - *"Would you rather help plant the flowers or water them?"*
    - *"Would you rather read a book or play outside?"*
3. **Ask your child to explain their choice.**
    - *"Why did you choose that?"*
    - *"Use the story to help explain your answer."*
4. **Encourage complete sentences** with at least one reason to support their choice.

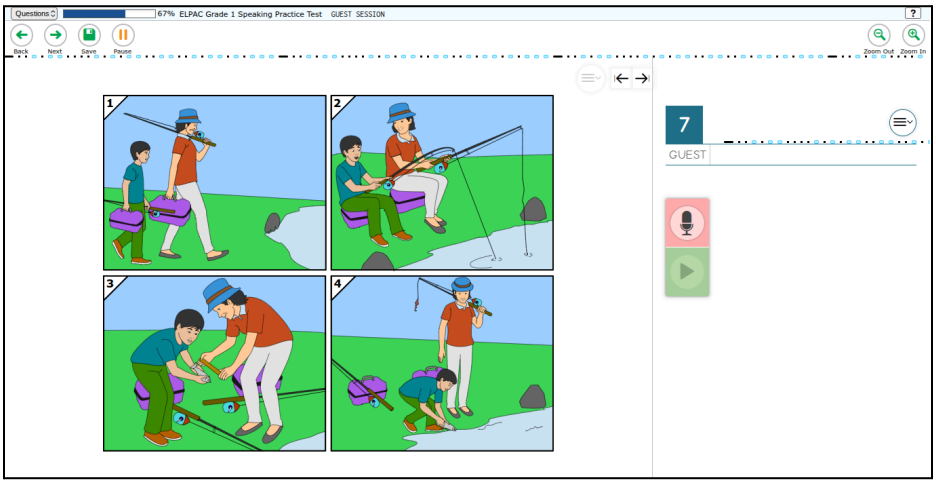
Tip: Try your best to use the format of the example question as shown above.

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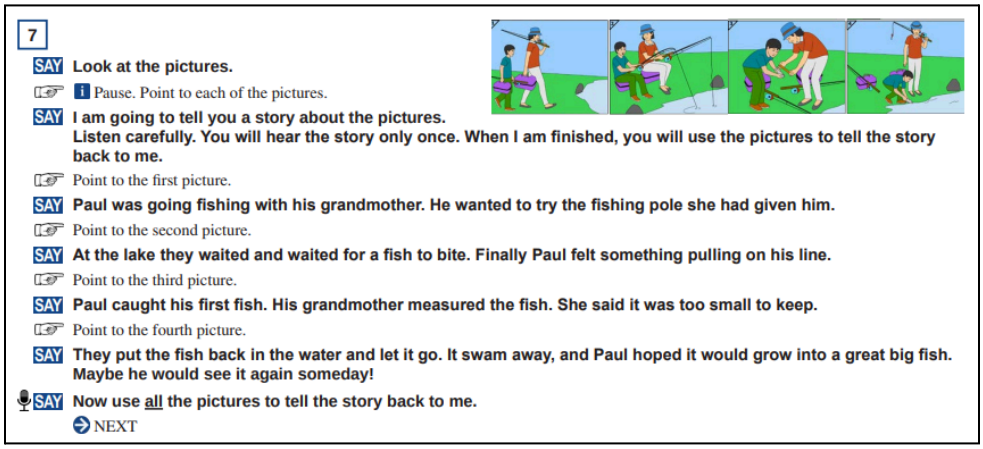
3. Retell a Narrative

ELPAC Example Question:

Student View



Parent/Administrator View



Create your own “retell a narrative” questions:

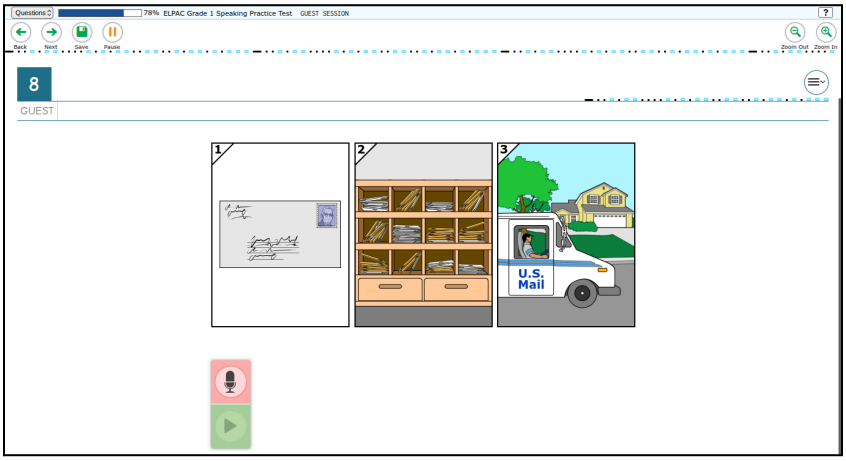
1. **Read a short story** (6–10 sentences) while showing **3–4 pictures** that tell the story in order.
2. **After reading, ask your child to retell the story** using the pictures.
3. **If needed, give simple prompts.**
    - *"What happened first?"*
    - *"What happened next?"*
    - *"How did the story end?"*
4. **Encourage your child to include the important events in the correct order.**

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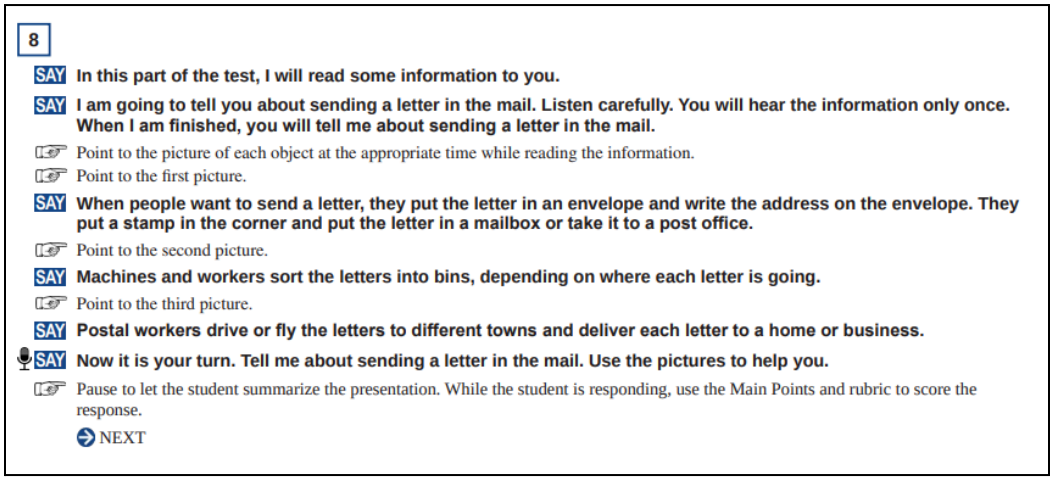
4. Summarize an Academic Presentation

ELPAC Example Question:

Student View



Parent/Administrator View



8

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

SAY **I am going to tell you about sending a letter in the mail. Listen carefully. You will hear the information only once. When I am finished, you will tell me about sending a letter in the mail.**

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

Point to the first picture.

SAY **When people want to send a letter, they put the letter in an envelope and write the address on the envelope. They put a stamp in the corner and put the letter in a mailbox or take it to a post office.**

Point to the second picture.

SAY **Machines and workers sort the letters into bins, depending on where each letter is going.**

Point to the third picture.

SAY **Postal workers drive or fly the letters to different towns and deliver each letter to a home or business.**

SAY **Now it is your turn. Tell me about sending a letter in the mail. 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.

NEXT

Create your own “summarize an academic presentation” questions:

1. **Give a short presentation** (6–10 sentences) about a first-grade topic such as animals, weather, life cycles, community helpers, plants, or Earth and space while showing **2–3 related pictures**.
2. **Teach 3–4 important facts** during the presentation.
3. **Ask your child to summarize what they learned.**
    - *"Tell me what you learned about butterflies."*
    - *"What were the most important ideas?"*
4. **If needed, point to the pictures** and ask follow-up questions to help your child remember the main ideas. (Work away from relying on this assistance)

Tip: Encourage your child to explain the main ideas in their own words instead of repeating every sentence, to encourage understanding and conceptualization rather than memorization.

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 First Grade 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 first-grade English learner.

SECTION 1: TALK ABOUT A SCENE

Create 4–5 detailed, familiar first-grade scenes that could be illustrated, such as a classroom, playground, park, library, grocery store, or neighborhood. Describe one scene at a time, then ask two simple Who, What, or When questions about clearly stated details, followed by two open-ended prompts that encourage complete sentences by asking the child to describe, explain, predict, or tell what they would do.

SECTION 2: SUPPORT AN OPINION

Create 4–5 short literary stories, each 6–10 simple sentences, with three imagined supporting pictures. Read one story at a time, then ask the child to choose between two stated options from the story and explain their choice using at least one reason based on the story or their own experience.

SECTION 3: RETELL A NARRATIVE

Create 4–5 short stories, each 6–10 simple sentences, about familiar first-grade experiences and told through a sequence of 3–4 imagined pictures. Describe the picture sequence, read the story aloud, and then prompt the child to retell what happened in the correct order using the pictures as support.

SECTION 4: SUMMARIZE AN ACADEMIC PRESENTATION

Create 4–5 short academic presentations, each 6–10 simple sentences, about first-grade topics such as animals, plants, weather, seasons, life cycles, community helpers, Earth and space, transportation, or healthy habits. 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 age-appropriate vocabulary, complete but simple sentences, and a friendly pace. Ask one question or prompt at a time and wait for the child's response. Give brief, encouraging feedback, encourage extended 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


ChatGPT
Ready when you are.
Ask anything
Start Voice