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 five types of speaking questions look like?

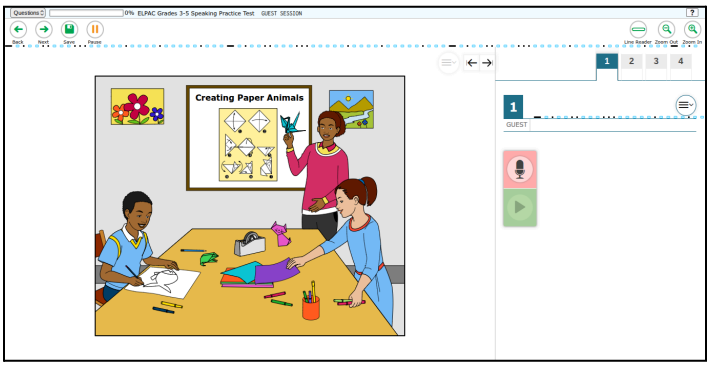
1. **Talk About a Scene**
    - The student is presented with an illustration of a familiar scene. The test examiner first asks two who, what, when type questions about the scene. The test examiner then administers two items intended to generate longer responses.
2. **Speech Functions**
    - The student states what they would say in a situation described by the test examiner.
3. **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.
4. **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.
5. **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.

---

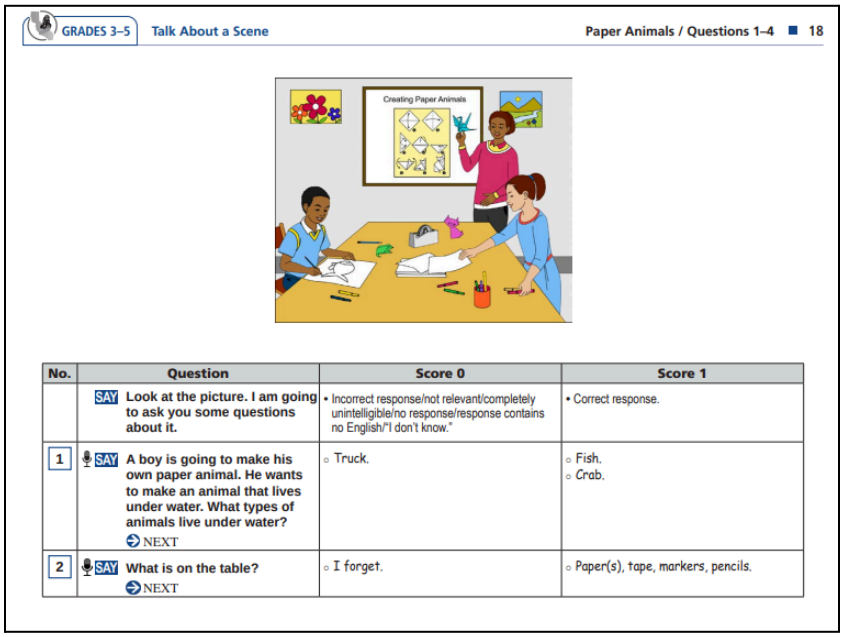
1. Talk About a Scene

ELPAC Example Question:

Student View



Parent/Administrator View



GRADES 3–5 Talk About a Scene — Paper Animals / Questions 1–4 ■ 18

No.	Question	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	SAY **A boy is going to make his own paper animal. He wants to make an animal that lives under water. What types of animals live under water?** NEXT	○ Truck.	○ Fish. ○ Crab.
2	SAY **What is on the table?** NEXT	○ I forget.	○ Paper(s), tape, markers, pencils.

No.	Question	Score 0	Score 1	Score 2
	For questions 4 and 5, 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 are the students learning?** Wait for the student's response. SAY **How do you know?** NEXT	○ I don't know.	○ Students. [Examiner: How do you know?] ○ Uhh, the class.	○ How to make paper animals. [Examiner: How do you know?] Because, umm, they have paper animals in the table.
4	SAY **Describe what is on the walls in the classroom.** NEXT	○ Uhh . . . (shoulder shrug.)	○ Pictures. [Examiner: Tell me more.] (Unintelligible.)	○ Like, lots of sunny pictures, animals and nature.

Create your own "talk about a scene" questions:

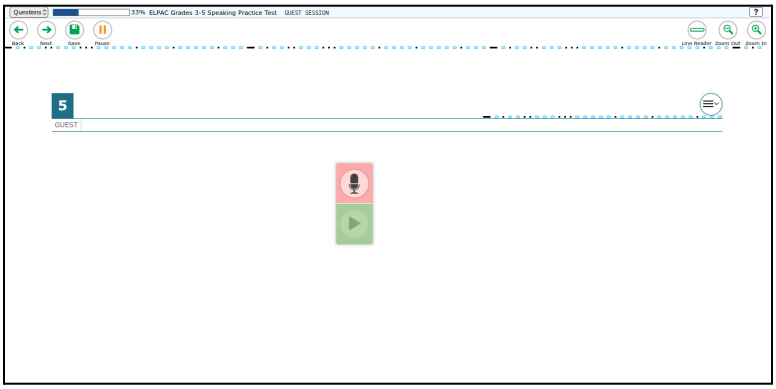
1. **Choose a detailed picture** of a familiar upper-elementary scene, such as a classroom, science lab, library, museum, sports field, community event, or neighborhood.
2. **Ask two simple questions** about details in the picture.
    - *"Who is leading the group?"*
    - *"What are the students doing?"*
    - *"When do you think this is taking place?"*
3. **Ask two open-ended questions** that encourage your child to give longer, detailed responses.
    - *"Describe what is happening in the picture."*
    - *"What do you think might happen next? Explain why."*

Tip: Encourage your child to answer in complete sentences and support their ideas with details from the picture.

2. Speech Functions

ELPAC Example Question:

Student View



Parent/Administrator View

SAY **Now let's practice a different kind of question. There are no pictures. I'm going to tell you about some situations that could happen to you. Then, tell me what you would say. Remember to answer all questions in English. If you want me to repeat a question, you can ask me to. The first one is for practice.**

PRACTICE—DO NOT RECORD

SAY **You want to know if your friend finished a math worksheet. What would you say to your friend?**

Pause. Wait for an answer.

Acknowledge the student's correct response, or model a correct response, such as *"Did you finish your worksheet?"* or *"Are you done with your worksheet?"*

Function: asking for information

5

SAY **You missed what your teacher said about something special that will happen during the school day. You want to know what will happen. What would you say to your teacher?**

Function: requesting information

The student might say, *"What did you tell us about the special event today?"* or *"I want to know about the special event that is happening today."*

NEXT

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]**.

6

SAY **Your class is creating projects for a science fair. You want your friend to help you decide between making a bottle rocket or building a solar oven. What could you say to your friend?**

Function: Asking for an opinion

The student might say, *"Should I make a bottle rocket or build a solar oven?"* or *"What do you think I should make for my science fair project?"*

NEXT

7

SAY **You want to ask your friend to join you at a table. What would you say to your friend?**

Function: offering an invitation

The student might say, *"Would you like to sit with me?"* or *"Come join me at this table."*

NEXT

Create your own "speech functions" questions:

1. **Describe a real-life situation** your child might experience at school, home, or in the community.
2. **Ask what they would say** in that situation.
    - *"What would you say if you disagreed respectfully with a classmate?"*

- *"What would you say if you needed to ask your teacher for more time?"*
- *"What would you say if you wanted to invite a friend to join your group?"*

3. **Encourage polite, complete responses** that match the situation.

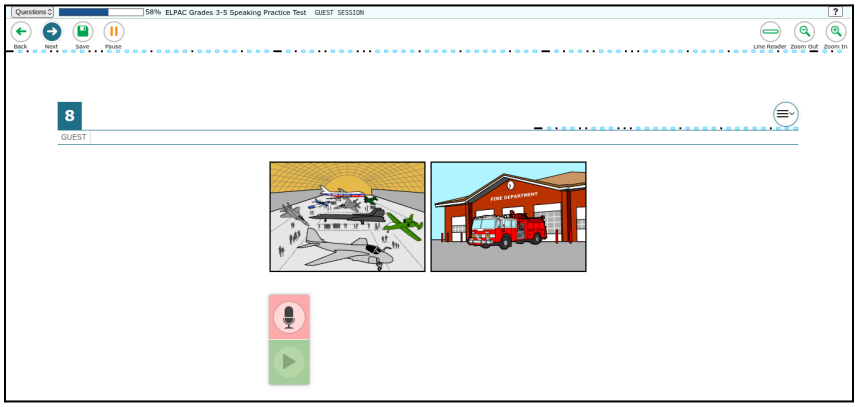
Tip: Practice situations that involve requesting, explaining, persuading, apologizing, thanking, inviting, or solving problems.

---

3. Support an Opinion

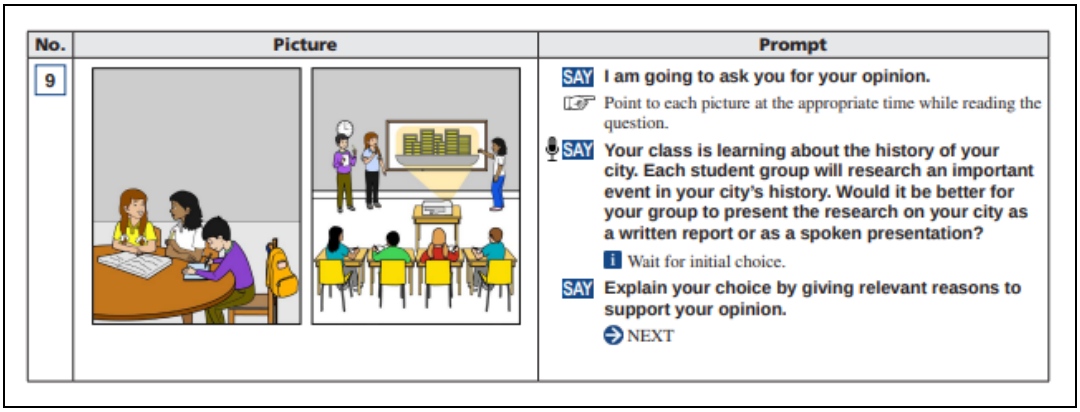
ELPAC Example Question:

Student View



Parent/Administrator View

No.	Picture	Prompt
8		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 is planning a field trip. Your teacher is deciding between visiting the air and space museum or a fire station. Which one do you think would be a better option for your class? Wait for initial choice. SAY Explain your choice by giving relevant reasons to support your opinion. NEXT



Create your own "support an opinion" questions:

1. **Read a short story** (10–15 sentences) while showing **2–3 related pictures**.
2. **Ask your child to choose between two stated options** from the story.
3. **Have your child explain and support their opinion** using evidence from the story and their own experiences.

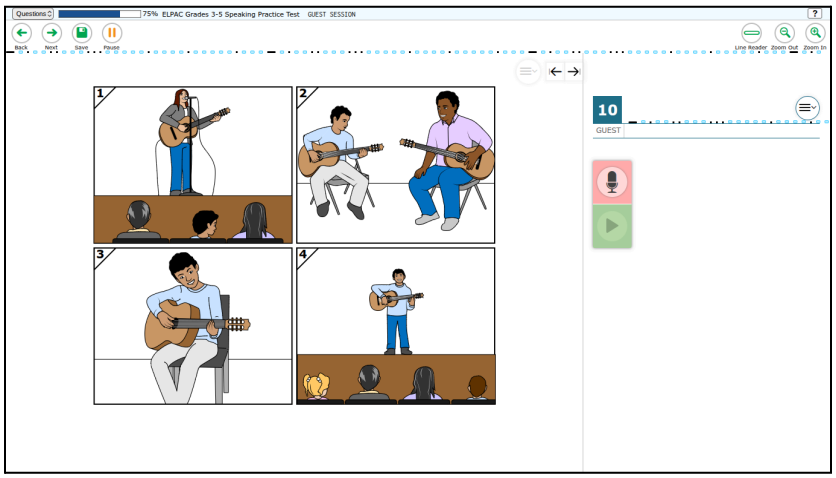
Tip: Encourage your child to give at least two reasons that clearly support their choice.

---

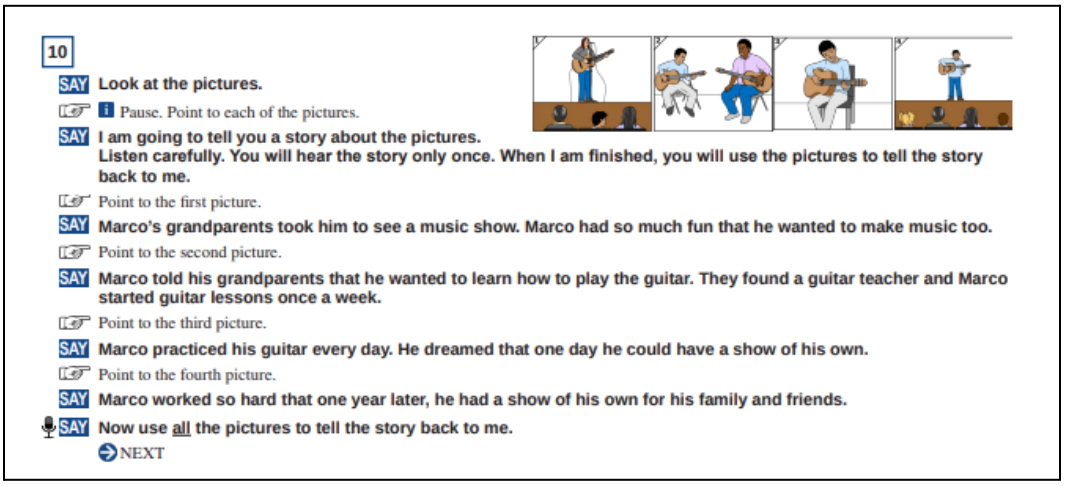
4. Retell a Narrative

ELPAC Example Question:

Student View



Parent/Administrator View



Create your own "retell a narrative" questions:

1. **Read a story** (10–15 sentences) while showing **3–5 pictures** in sequence.
2. **Ask your child to retell the story** using the pictures as a guide.
3. **Encourage them to include** the characters, setting, important events, problems, and solutions in the correct order.

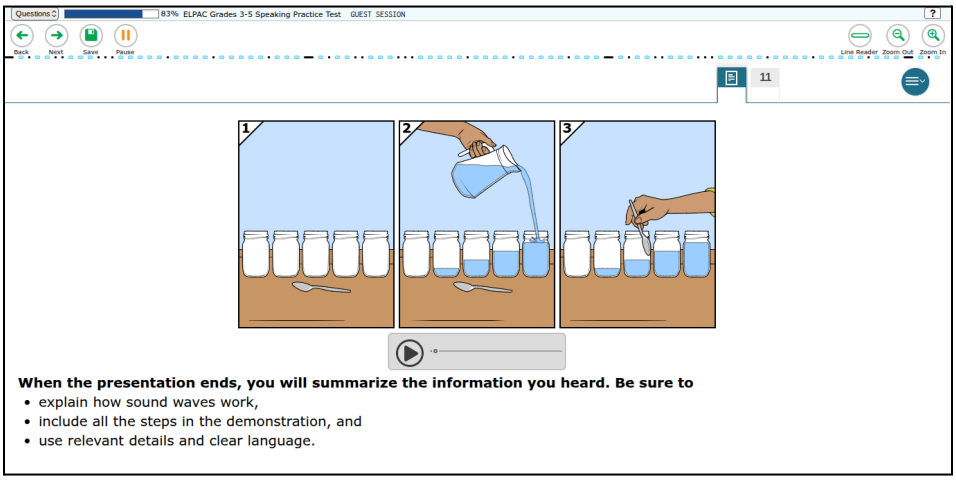
Tip: Remind your child to tell the story in their own words instead of memorizing it.

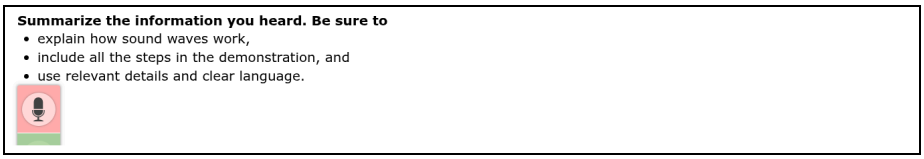
---

5. Summarize an Academic Presentation

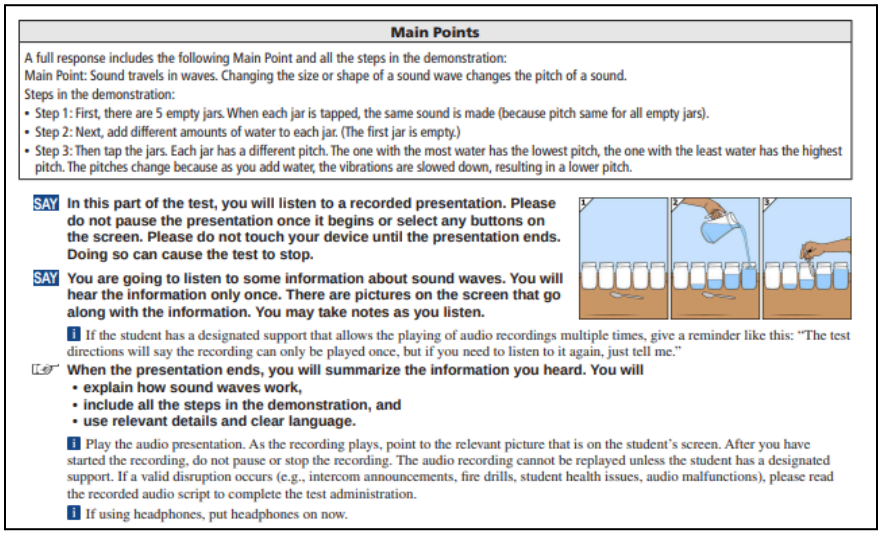
ELPAC Example Question:

Student View





Parent/Administrator View



Create your own "summarize an academic presentation" questions:

1. **Read a short academic presentation** (10–15 sentences) about a grades 3–5 science or social studies topic while showing **2–3 supporting pictures**.
2. **Introduce several important facts** and a few key academic vocabulary words.
3. **Ask your child to summarize** the presentation by explaining the main idea and the most important supporting details using the pictures and key 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 Grades 3–5 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, Speech Functions, Support an Opinion, Retell a Narrative, or Summarize an Academic Presentation. If one is chosen, practice only that section with the

planned number of activities; otherwise, begin with Section 1 and continue in order. Do not present all activities at once—introduce one activity at a time, ask one question or prompt at a time, wait for the child to answer, and keep everything appropriate for an English learner in Grades 3–5.

SECTION 1: TALK ABOUT A SCENE

Create 3 detailed upper-elementary scenes that could be illustrated, such as a classroom, science activity, school event, library, field trip, community setting, sports activity, park, neighborhood, or outdoor environment. Describe one scene at a time, then ask two Who, What, or When questions about clearly stated details in the scene. After the detail questions, ask two open-ended prompts that encourage the student to describe, explain, predict, or justify ideas using complete sentences and specific details from the scene. Encourage the student to give detailed spoken responses.

SECTION 2: SPEECH FUNCTIONS

Create 3 real-life situations that students in Grades 3–5 might experience at school, at home, or in the community. Present one situation at a time and ask the student what they would say. Situations may require the student to ask for help, make a request, explain a problem, give information, give directions, apologize, make a suggestion, invite someone, or respond appropriately in a social or academic situation. Do not give the example response before the student answers. After the student responds, provide brief, encouraging feedback and, if needed, ask the student to try again or add more detail. Then provide an example response for the parent.

SECTION 3: SUPPORT AN OPINION

Create 3 activities. For each activity, create a literary story of 10–15 sentences about a familiar upper-elementary experience, such as school, family, friends, teamwork, solving a problem, or making a decision. Include three imagined supporting pictures that could be illustrated to help the student understand and remember the story. Present one story at a time, describe the supporting pictures, and read the story aloud. Then ask the student to choose between two clearly stated options from the story and explain their choice using evidence from the story and at least one idea or connection from their own experience. Encourage the student to state a clear choice and explain it in complete sentences. After the student responds, provide brief feedback and, if requested, an example response for the parent.

SECTION 4: RETELL A NARRATIVE

Create 3 fictional stories, each 10–15 sentences, about familiar upper-elementary experiences. Each story should have a clear beginning, middle, and end and include important events that can be retold in sequence. Include 3–5 imagined supporting pictures that could be illustrated, with each picture showing an important event from the story. Present one story at a time, describe the picture sequence, and read the story aloud. Then ask the student to retell what happened in the correct order using complete sentences and important details. Encourage the student to explain the beginning, middle, and end of the story. After the student responds, provide brief, encouraging feedback.

SECTION 5: SUMMARIZE AN ACADEMIC PRESENTATION

Create 3 academic presentations, each 10–15 sentences, on Grades 3–5 science or social studies topics such as ecosystems, animal adaptations, the water cycle, weather, landforms, Earth's features, the solar system, communities, government, maps, or important historical topics. Include 3–5 imagined supporting pictures that could be illustrated to show important information from the presentation. Include key vocabulary words with student-friendly definitions. Present one academic topic at a time, describe the supporting pictures, and read the presentation aloud. Then ask the student to summarize the main ideas using complete sentences, important details, the supporting pictures, and key vocabulary when appropriate. Encourage the student to explain the main topic and the most important information rather than repeat every sentence. After the student responds, provide brief, encouraging feedback.

LIVE CONVERSATION RULES

Use age-appropriate Grades 3–5 vocabulary, sentence structure, and topics. Ask one question or prompt at a time and wait for the child's response. Do not present all activities, stories, questions, or answers at once. Give brief, encouraging feedback and encourage the child to expand, explain, justify, retell, or summarize when appropriate. Do not give answers before the child responds. For Speech Functions, provide the example response only after the child has attempted the task. For the other sections, provide an example response only when requested by the parent.

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

If the parent selected one task type, complete the planned activities for that section and then ask whether the parent would like to practice another speaking task type. If the parent did not select a task type, begin with Section 1 and continue through the sections in order. After completing the planned practice, ask whether the parent would like more practice. If yes, offer another activity set from any section they choose.

Step 2: Select the speaking mode button and begin conversation

