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?

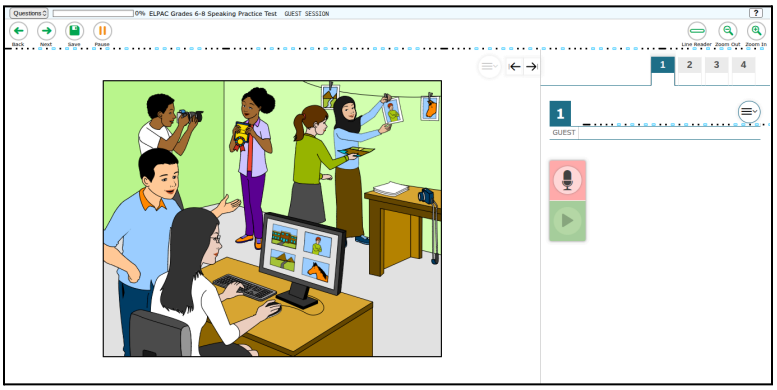
1. **Talk About a Scene**
    - The student is presented with an illustration of a familiar scene. The test examiner first asks two who, what, when type questions about the scene. The test examiner then administers two items intended to generate longer responses.
2. **Speech Functions**
    - The student 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. **Present and Discuss Information**
    - The student views a graph, chart, or image that provides information. The student is prompted to read the information and respond to two prompts. The first prompt asks for a summary of the information in the graph, chart, or image. The second prompt asks for the student to state whether or not a claim is supported based on the information in the graph, chart, or image.
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.

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1. Talk About a Scene

ELPAC Example Question:

Student View →



Parent/Administrator View

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	Point to the boy with the camera. SAY **What is the boy doing?** NEXT	**Anchor:** ◦ Boy.	**Anchor:** ◦ Taking a photo. ◦ Taking a picture.
2	Point to the table in the rear of the room. SAY **What is on the table?** NEXT	**Anchor:** ◦ Table.	**Anchor:** ◦ Papers and camera. ◦ Pictures.

No.	Question	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	Point to the girls hanging pictures. SAY **Describe what each girl is doing.** NEXT	**Anchor:** ◦ Response in primary language.	**Anchor:** ◦ Computer. [Examiner: Tell me more.]	**Anchor:** ◦ OK. One girl is hanging up a picture. The other is handing her pictures, and one is holding a certificate.
4	Point to the entire scene. SAY **Tell me about something else that is in the room.** NEXT	**Anchor:** ◦ I don't know.	**Anchor:** ◦ Pictures. [Examiner: Tell me more.] Umm . . .	**Anchor:** ◦ There's some desks and a computer.

Create your own "talk about a scene" questions:

1. **Choose a detailed picture** of a familiar middle school scene, such as a classroom discussion, science lab, school event, library, community service project, or sports activity.
2. **Ask two simple questions** about details in the picture.
    - *"Who is leading the discussion?"*
    - *"What are the students doing?"*
    - *"When do you think this is happening?"*
3. **Ask two open-ended questions** that encourage your child to give detailed responses.
    - *"Describe what is happening in the picture."*
    - *"What do you think might happen next? Explain your reasoning."*

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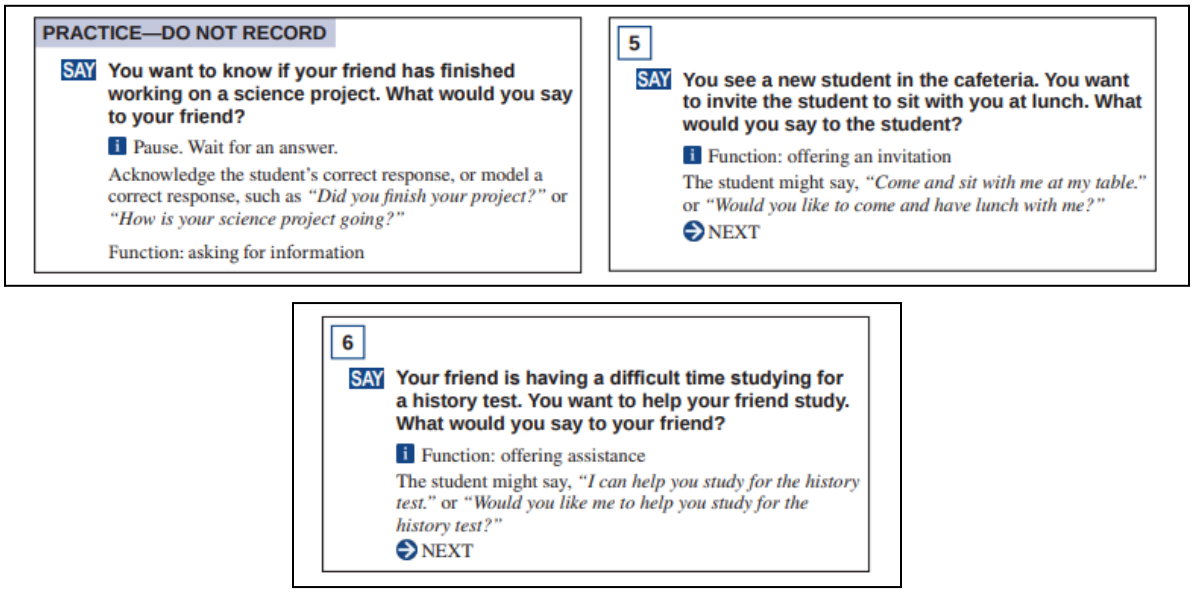
2. Speech Functions

ELPAC Example Question:

Student View



Parent/Administrator View



Create your own "speech functions" questions:

1. **Describe a realistic middle school situation** your child might experience at school or in the community.
2. **Ask what they would say** in that situation.
    - *"What would you say if you wanted to disagree respectfully during a group discussion?"*
    - *"What would you say if you needed clarification about an assignment?"*
    - *"What would you say if you wanted to encourage a classmate?"*
3. **Encourage polite, appropriate, and complete responses** that fit the situation.

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

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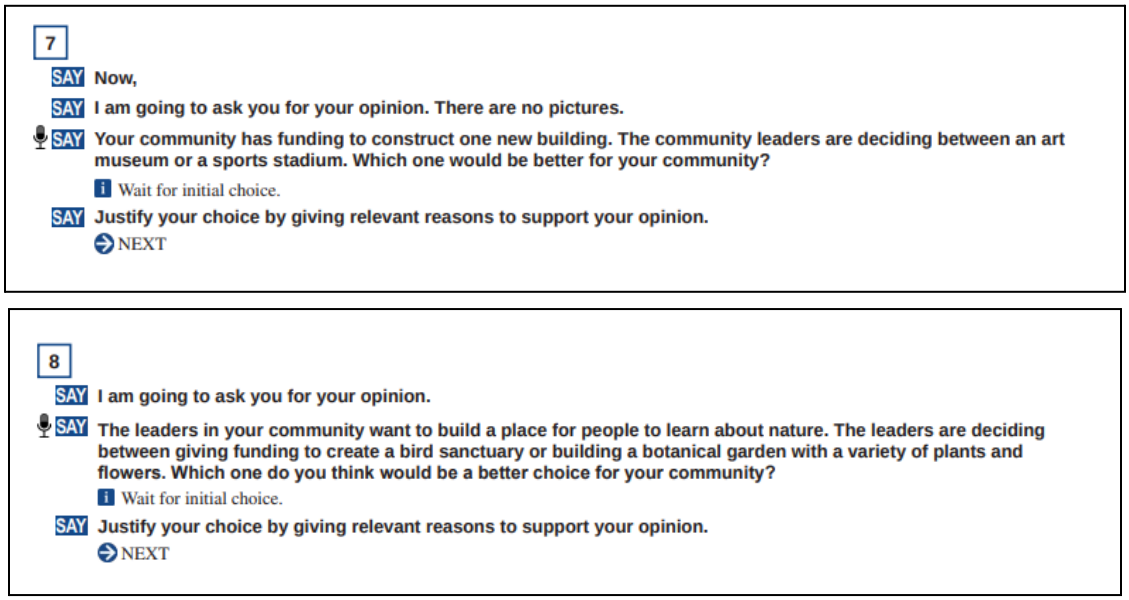
3. Support an Opinion

ELPAC Example Question:

Student View



Parent/Administrator View



Create your own “support an opinion” questions:

1. **Read a short literary passage** (12–18 sentences) while showing **2–3 related pictures**.
2. **Ask your child to choose between two stated options** from the passage.
3. **Have your child explain and support their opinion** using evidence from the passage and their own experiences.

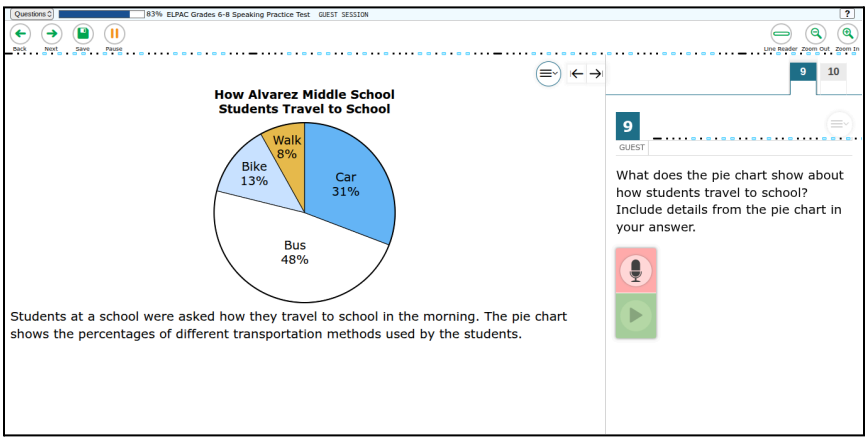
Tip: Encourage your child to give multiple reasons and explain how they support their opinion.

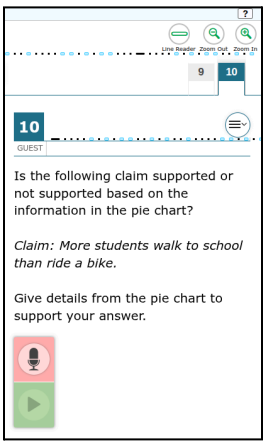
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4. Present and Discuss Information

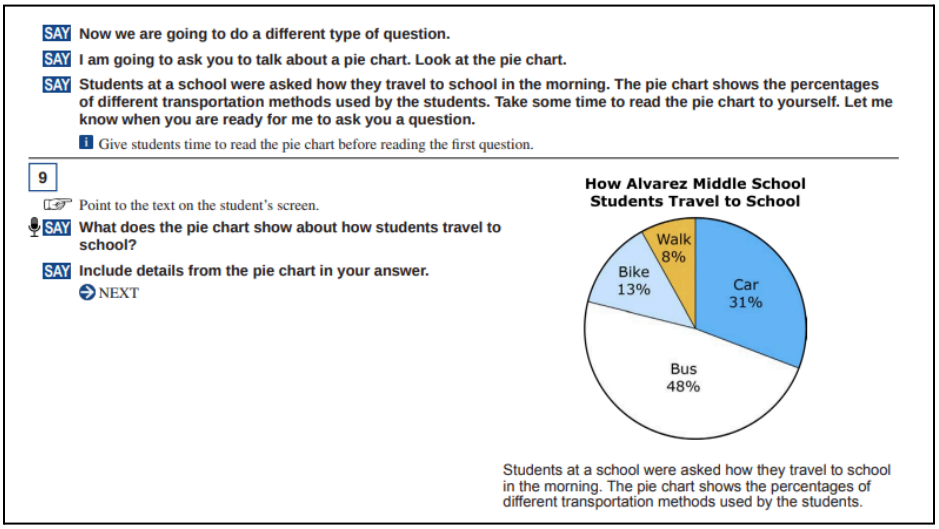
ELPAC Example Question:

Student View





Parent/Administrator View



SAY **Now we are going to do a different type of question.**

SAY **I am going to ask you to talk about a pie chart. Look at the pie chart.**

SAY **Students at a school were asked how they travel to school in the morning. The pie chart shows the percentages of different transportation methods used by the students. Take some time to read the pie chart to yourself. Let me know when you are ready for me to ask you a question.**

Give students time to read the pie chart before reading the first question.

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Point to the text on the student's screen.

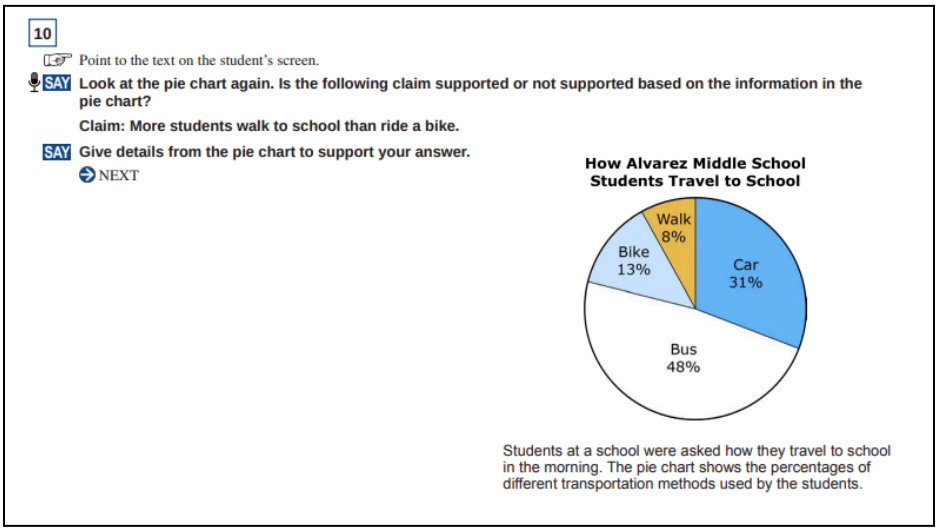
SAY **What does the pie chart show about how students travel to school?**

SAY **Include details from the pie chart in your answer.**

NEXT

How Alvarez Middle School Students Travel to School

Students at a school were asked how they travel to school in the morning. The pie chart shows the percentages of different transportation methods used by the students.



10

Point to the text on the student's screen.

SAY **Look at the pie chart again. Is the following claim supported or not supported based on the information in the pie chart?**

Claim: More students walk to school than ride a bike.

SAY **Give details from the pie chart to support your answer.**

NEXT

How Alvarez Middle School Students Travel to School

Students at a school were asked how they travel to school in the morning. The pie chart shows the percentages of different transportation methods used by the students.

Create your own "present and discuss information" questions:

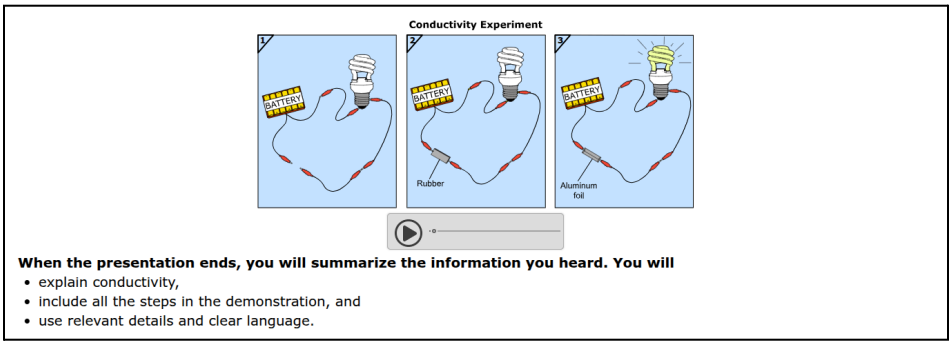
1. **Create or find a graph, chart, table, or infographic** about a middle school science, math, or social studies topic.
2. **Ask your child to summarize** the information shown in the visual.
3. **Then ask whether a specific claim is supported** by the information and have your child explain their answer using evidence from the graph, chart, or image.

Tip: Encourage your child to refer to specific numbers, labels, or details when explaining their thinking.

5. Summarize an Academic Presentation

ELPAC Example Question:

Student View



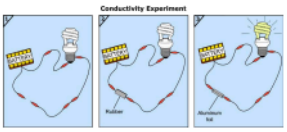
When the presentation ends, you will summarize the information you heard. You will

- explain conductivity,
- include all the steps in the demonstration, and
- use relevant details and clear language.

Summarize the information you heard. Be sure to

- explain conductivity,
- include all the steps in the demonstration, and
- use relevant details and clear language.

Parent/Administrator View



SAY **In this part of the test, you will listen to a recorded presentation. Please do not pause the presentation once it begins or select any buttons on the screen. Please do not touch your device until the presentation ends. Doing so can cause the test to stop.**

SAY **You are going to listen to some information about the process of conductivity. You will hear the information only once. There are pictures on the screen that go along with the information. You may take notes as you listen.**

If the student has a designated support that allows the playing of audio recordings multiple times, give a reminder like this: "The test directions will say the recording can only be played once, but if you need to listen to it again, just tell me."

When the presentation ends, you will summarize the information you heard. You will

- **explain conductivity,**
- **include all the steps in the demonstration, and**
- **use relevant details and clear language.**

Recorded Audio Script

Have you ever wondered why electric plugs always have metal prongs, but the cords are covered in rubber or plastic? Today we're going to talk about conductivity, or the way that electricity travels through different materials.

There are some batteries and a light bulb connected together in a simple circuit with some wires. The wires on one side of the circle are not touching, so the circuit is not complete. I will connect these two wires to different objects to test their conductivity.

When the two wires are connected to a rubber eraser, it makes a circle connecting the batteries and the light bulb. However, the light bulb does not light up when rubber is used to complete the circuit. That's because rubber is not a good conductor of electricity. The rubber blocks the electricity from completing its circuit.

Finally, the wires are attached to a piece of aluminum foil. Aluminum is a good conductor of electricity, so the electricity from the battery can pass through the foil, to the light, and back to the battery again, making a complete circuit. Then, the bulb lights up.

This demonstrates how different materials conduct electricity. Metal is a much better conductor of electricity than rubber which is why electrical plugs have metal prongs. However, the outside of the plug is covered in rubber so that when we touch it, no electricity is conducted to us. Conductivity is an important idea in electrical engineering.

NEXT

11

SAY **Summarize the information you heard. Be sure to**

- **explain conductivity,**
- **include all the steps in the demonstration, and**
- **use relevant details and clear language.**

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

Create your own “summarize an academic presentation” questions:

1. **Read a short academic presentation** (12–18 sentences) about a middle school science, history, or other academic topic while showing **2–3 supporting pictures** or diagrams.
2. **Introduce important academic vocabulary** and several supporting facts.
3. **Ask your child to summarize** the presentation by explaining the main ideas and key details using the visuals and vocabulary.

Tip: Encourage your child to organize their summary clearly and explain the information in their own words rather than repeating the presentation.

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 6–8 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, Present and Discuss Information, or Summarize an Academic Presentation. If one is chosen, practice only that section with approximately 3–5 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 6–8.

SECTION 1: TALK ABOUT A SCENE

Create 3–5 detailed middle school scenes that could be illustrated, such as a classroom, science activity, school event, library, field trip, community setting, sports activity, school club, 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 3–5 real-life situations that middle school students might experience at school 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 3–5 activities. For each activity, create a literary passage of 12–18 sentences about a familiar middle school experience, such as school, family, friends, teamwork, solving a problem, making a decision, or facing a challenge. Include three imagined supporting pictures that could be illustrated to help the student understand and remember the passage. Present one passage at a time, describe the supporting pictures, and read the passage aloud. Then ask the student to choose between two clearly stated options and explain their choice using evidence from the passage 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: PRESENT AND DISCUSS INFORMATION

Create 3–5 activities. Each activity should include a graph, chart, table, or infographic described clearly enough that it could be illustrated. The visual should present information appropriate for middle school students and include enough data or details for the student to discuss the information. Present one visual at a time and ask the student first to summarize the information shown. Then ask a second prompt asking whether a clearly stated claim is supported by the visual. The student should explain their answer using specific evidence from the graph, chart, table, or infographic. Encourage the student to describe patterns, compare information, identify important details, and support their ideas with evidence. After the student responds, provide brief, encouraging feedback.

SECTION 5: SUMMARIZE AN ACADEMIC PRESENTATION

Create 3–5 academic presentations, each 12–18 sentences, on middle school science, history, mathematics, or other academic topics. Topics may include ecosystems, climate, Earth and space, scientific processes, historical events, geography, government, mathematics concepts, technology, natural resources, or other age-appropriate academic subjects. Include 2–3 imagined supporting visuals 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 visuals, and read the presentation aloud. Then ask the student to summarize the main ideas using complete sentences, important details, the supporting visuals, 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 6–8 vocabulary, sentence structure, academic language, and topics. Ask one question or prompt at a time and wait for the child's response. Do not present all activities, passages, questions, visuals, or answers at once. Give brief, encouraging feedback and encourage the child to expand, explain, justify, discuss, 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 3–5 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 3–5 activities from any section they choose.

Step 2: Select the speaking mode button and begin conversation

