

ELPAC

English Language Proficiency Assessments
for California

Practice Test Kindergarten

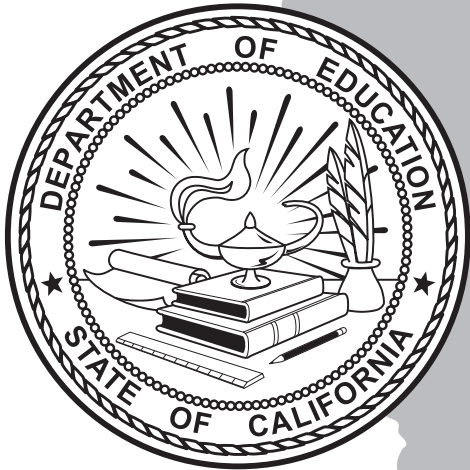


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What is the ELPAC?

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, Speaking, Reading, and Writing. 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 assessment¹ 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.

¹ 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

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 kindergarten, the Listening domain is administered to each student individually. The Test Examiner reads aloud the directions and oral presentations to the student. Additionally, the Test Examiner reads aloud and points to the questions and the written answer choices. The Test Examiner sweeps a finger under the answer choices with pictures.

Answer Key: 1. B, 2. A, 3. C, 4. C, 5. C, 6. A, 7. B
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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. The student then answers one question about the conversation. The answer choices may be pictures or text.

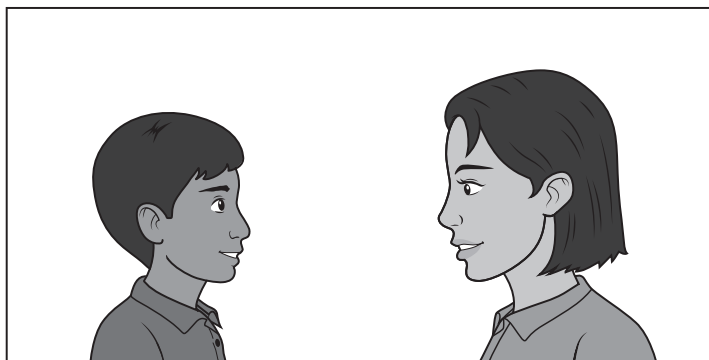
Aligned 2012 ELD Standards: PI.A.1, PII.A.2 ²

SAY Listen to a conversation between a boy and a teacher. Listen carefully.

As you read each character's line, point to the picture of the character.

SAY The boy says, "Ms. Ruiz, can I give water to the seeds we planted by the window?"

SAY The teacher says, "Sure, you can get water from the sink."



1 What does the boy want to do?

- A** look out the window
- B** give water to some seeds
- C** drink water from the sink

² 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. The student then answers 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 Nadia loves to play baseball. She puts on her pants and shirt. She puts on her socks and shoes.

Then she looks for her baseball hat.

“Where is my hat?” she asks.

Nadia’s mom sees her hat. She asks, “Did you look in your closet?”

“It is not there,” Nadia says.

“Did you look under your bed?” her mom asks.

“It is not there,” Nadia says.

Nadia’s mom laughs and says, “Check the top of your head.”

Nadia smiles and says, “I found my baseball hat! It was on my head the whole time!”



2 What does Nadia love to do?

- A** play baseball
- B** read books
- C** draw pictures

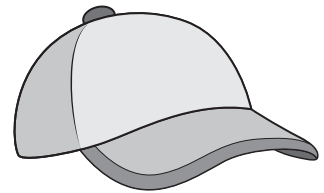
3 What is Nadia looking for?



A



B



C

4 Where does Nadia find what she is looking for?

- A** under her bed
- B** in her closet
- C** on her head

LISTENING Listen to an Oral Presentation

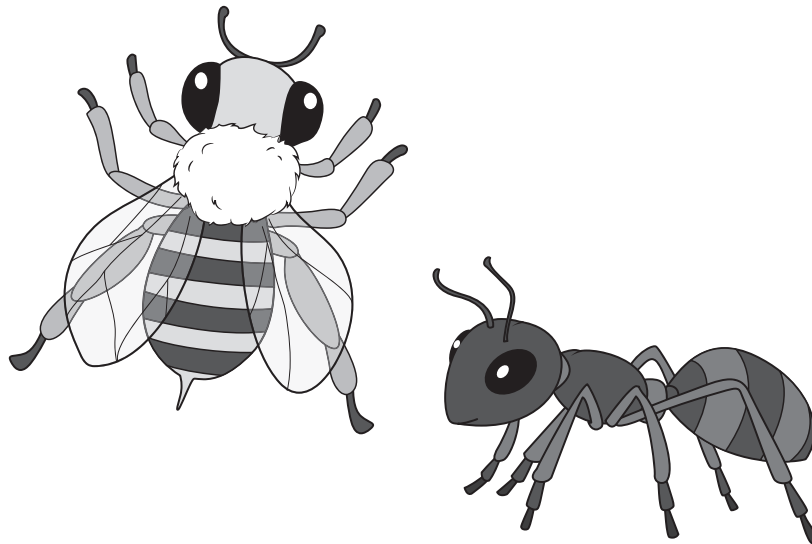
In this task type, the Test Examiner reads aloud an oral presentation on an academic topic. A picture related to the presentation may be included. The student then answers three questions about the presentation. The answer choices may be pictures or text.

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.

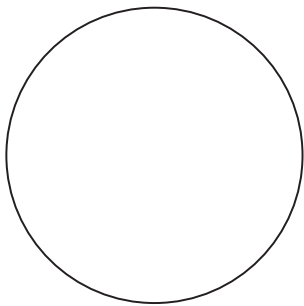
Other animals do other things to find food. Ants use smell to find food. They smell with antennae [an-TEH-nee]. Antennae are long and thin and found on top of their heads. The antennae on the top of their heads help ants smell their way to food!



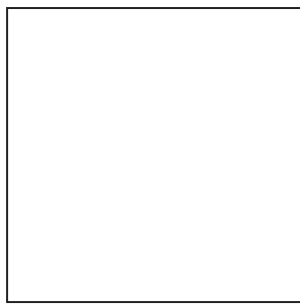
5 Why do bees dance?

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

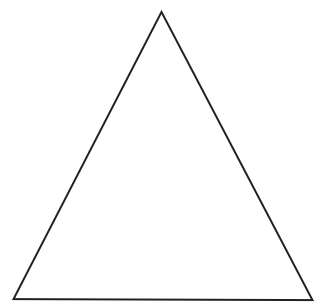
6 What is one shape bees dance in?



A



B



C

7 What do ants use to smell?

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

Speaking Overview

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 ³

Rubric, Questions 1–3

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

Rubric, Questions 4–6

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

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.

³ 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 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">• An opinion is not expressed.• Response contains no English.• No response, "I don't know," or is completely unintelligible.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• An opinion is expressed and supported with a relevant reason.• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.

7

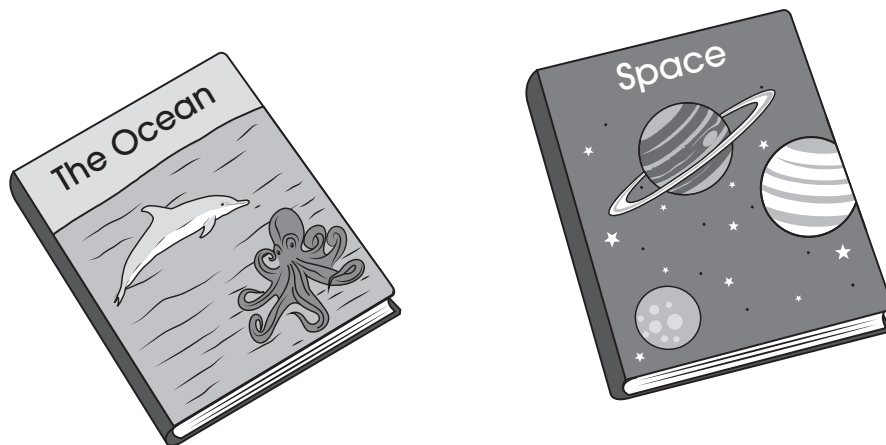
SAY I am going to ask you for your opinion.

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

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

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 One day Dan and his father wanted to go to the park. They packed some food and drinks.

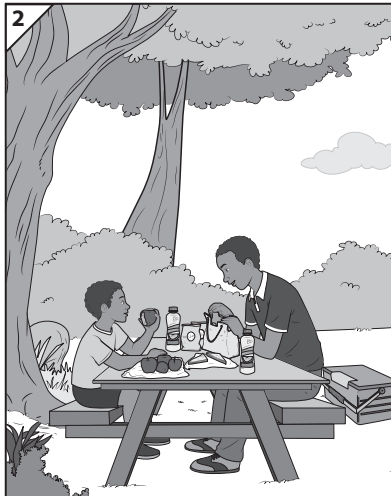
Point to the second picture.

SAY When Dan and his father got to the park, they found a nice table by a tree. They unpacked their food and enjoyed eating lunch.

Point to the third picture.

SAY After they ate, Dan helped clear the table and picked up the wrappers. He put them in the trash can. He wanted to keep the park clean and beautiful.

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

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:

- It (the rain forest) is wet/hot.
- Many (kinds of) animals/plants are there (in the rain forest).
- There is sun(light) above the trees.
- It is dark on the (rain forest) floor.
- Animals live in the trees/on the (rain forest) floor.

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

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

Point to indicate the whole picture.

SAY This is a rain forest.

Point to the trees and then the sun.

SAY The rain forest is a very wet place. It may also be very hot.

Point to the animals in the trees.

SAY Many kinds of plants and animals live in the rain forest.

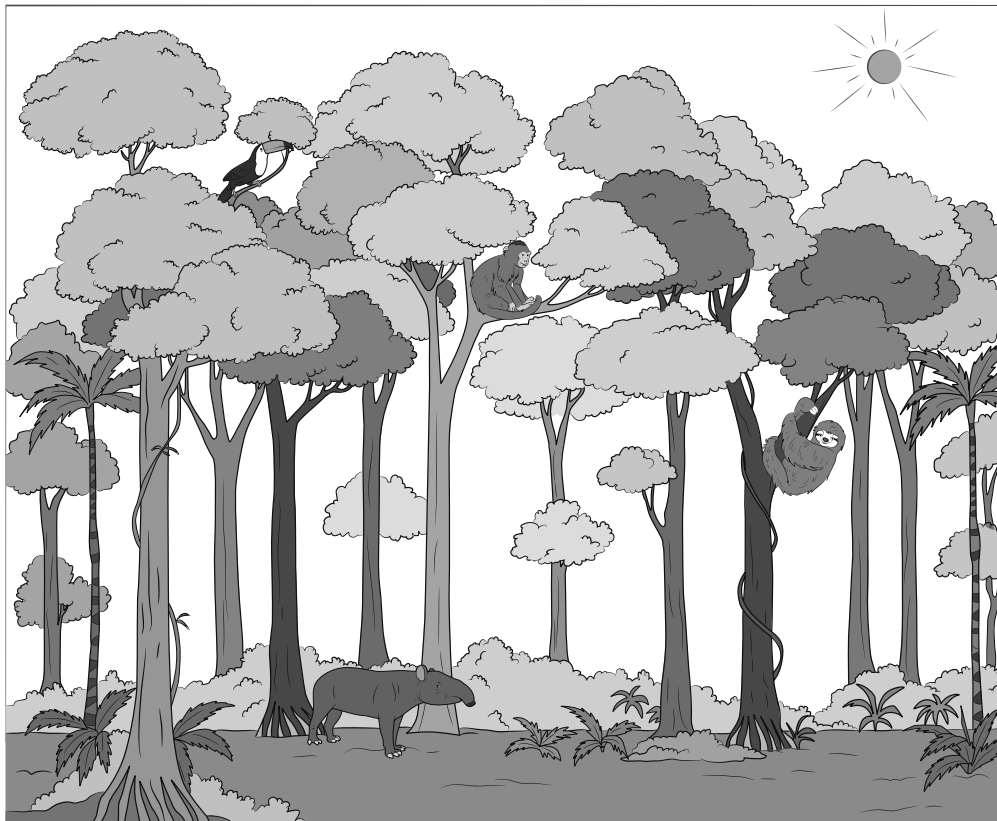
Point to the tops of the trees.

SAY Above the trees there is sunlight. Some animals live in the treetops and almost never come down.

Point to the forest floor.

SAY On the floor of the rain forest it is dark and damp. Very little light gets through the tree leaves.

SAY Now it is your turn. Tell me about the rain forest. Use the picture to help you.



Reading Overview

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.

Each Reading set includes a passage or text followed by two to 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. Grade-level reading materials at kindergarten include letter-, word-, and paragraph-level texts that are presented in writing and are read aloud by the Test Examiner.

The Reading questions are multiple choice with two to 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 kindergarten, the Reading domain is administered to each student individually. The Test Examiner reads aloud the directions to the student. Additionally, the Test Examiner reads aloud and sweeps a finger under texts, questions, and answer choices.

Answer Key: 1. Correct/Incorrect, 2. A, 3. Correct/Incorrect, 4. C, 5. A, 6. B, 7. B, 8. C, 9. C
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READING Read-Along Word with Scaffolding

In this task type, the student provides the individual letter names and the initial letter sound for a grade-appropriate word. The student is also prompted to read the word independently; support is provided by the Test Examiner, if needed. The student is then asked which of three pictures matches the word.

Aligned 2012 ELD Standards: PIII, PI.B.6 ⁴

1

Point to the first letter in the word.

SAY What is the first letter of this word?

SAY What is the sound of the letter p?

Point to the next letter in the word.

SAY What is the next letter of this word?

Point to the last letter in the word.

SAY What is the last letter of this word?

Sweep your finger under the word while saying the following prompt.

SAY Now read the word.

If the student does not read the word aloud or does not say the correct word,

SAY Read the word with me: “pan.”

Sweep your finger under the word while reading the word aloud.

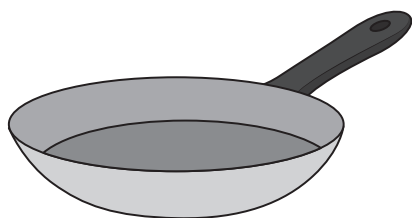
pan

⁴ 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.

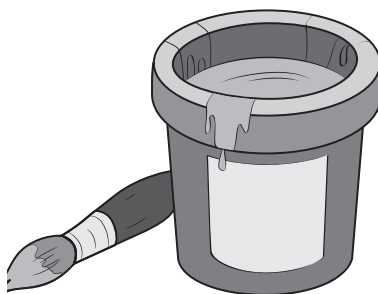
2

SAY Point to the picture of the pan.

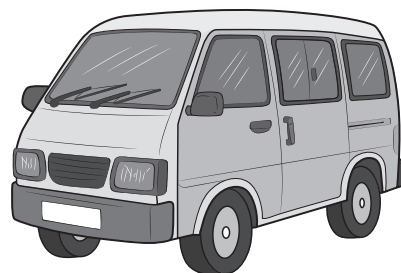
pan



A



B



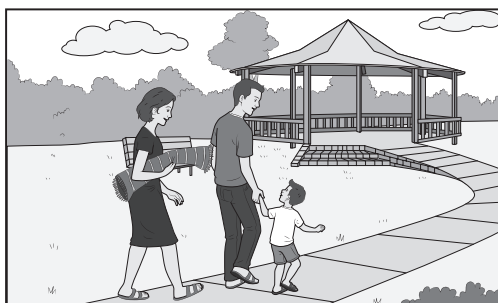
C

READING Read-Along Story with Scaffolding

In this task type, the Test Examiner reads aloud a fictional story while the student follows along. The story includes pictures. The student then answers one question on foundational literacy skills and three comprehension questions about the story. The answer choices may be pictures or text.

Aligned 2012 ELD Standards: PIII, PI.B.6

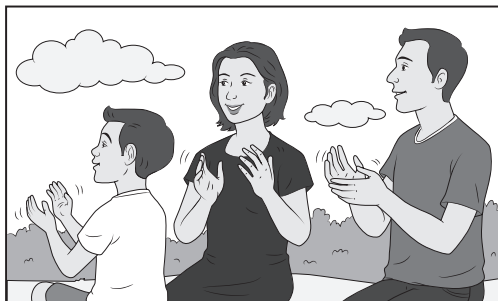
SAY Now we are going to read together.



We go to the music show.
We go as a family.



We sit on a blanket.
We sit in the park.



We clap our hands.
We sing along.
We make music, too.

3

Cover panels 2 and 3 of the story with a blank sheet of paper.

SAY Point to where we should start reading.

Pause for the student to respond.

If the student answered the previous question incorrectly,

SAY We will start reading here. Put your finger here.

SAY Follow along with your finger as I read.

READ AND SAY Slowly read and say the sentences aloud on the first panel only. Watch to see that the student is able to follow from left to right and top to bottom.

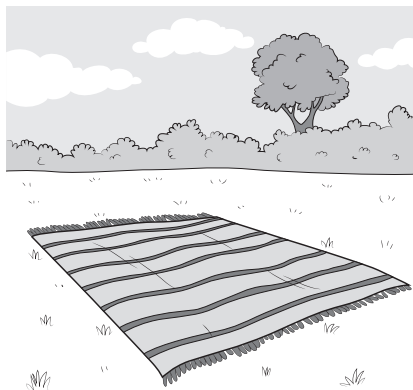
SAY Now I will read the story to you. Listen while I read.

READ AND SAY Read and say the sentences aloud at a natural pace, beginning with the first panel.

4 What does the family do together?

- A read a book
- B make a meal
- C listen to music

5 Where does the family sit?



A



B



C

6 What does the family do at the end of the story?

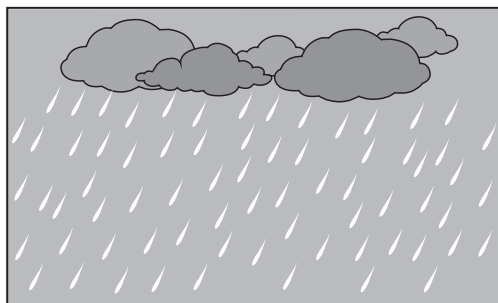
- A** They dance together.
- B** They clap their hands.
- C** They fall asleep.

READING Read-Along Information

In this task type, the Test Examiner reads aloud an informational passage while the student follows along. The passage includes pictures. The student then answers three questions about the passage. The answer choices may be pictures or text.

Aligned 2012 ELD Standard: PI.B.6

SAY Now we are going to read together. Listen while I read.



Rain is made up of drops of water
from the sky.

Rain falls from clouds.



Rain fills rivers.

It waters plants.

It helps plants grow.



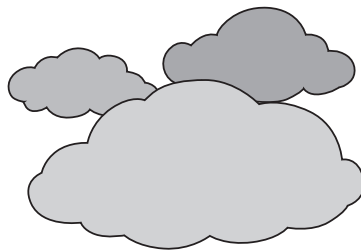
Rain can make puddles.

Rain can be fun!

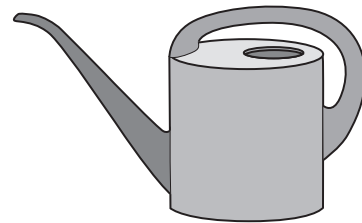
7 Where does rain come from?



A



B



C

8 What does the rain do for plants?

A It makes plants hot.

B It gives plants light.

C It helps plants grow.

9 What happens at the end of the text?

A The rain makes a hole.

B The rain makes a rainbow.

C The rain makes a puddle.

Writing Overview

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 four questions. These sets provide authentic contexts for students to interact via written English and to compose literary and informational texts. Grade-level literary and informational writing composed by students in kindergarten are at the letter and word 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.

The Writing domain is administered to each student individually. The Test Examiner reads aloud the directions, written texts, and the questions to the student.

WRITING Label a Picture—Word, with Scaffolding

In this task type, the student writes letters and words to label objects in a picture.

Aligned 2012 ELD Standard: PI.C.10⁵

Rubric, Questions 1–2

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

Rubric, Questions 3–4

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

⁵ The standards have been labeled to indicate Part I, Part II, or Part III (PI, PII, PIHI); 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.

SAY Now we are going to write some letters and words together.

1

Point to the picture of the barn.

SAY This is a barn. “Barn” starts with the letter b. Write the letter b.

Point to the first letter-length write-on line in the Answer Book. If student does not write, re-prompt.

2

Point to the picture of the goat.

SAY This is a goat. “Goat” starts with the letter g. Write the letter g.

Point to the second letter-length write-on line in the Answer Book. If student does not write, re-prompt.

3

Point to the picture of the hen.

SAY This is a hen. Write the word “hen.”

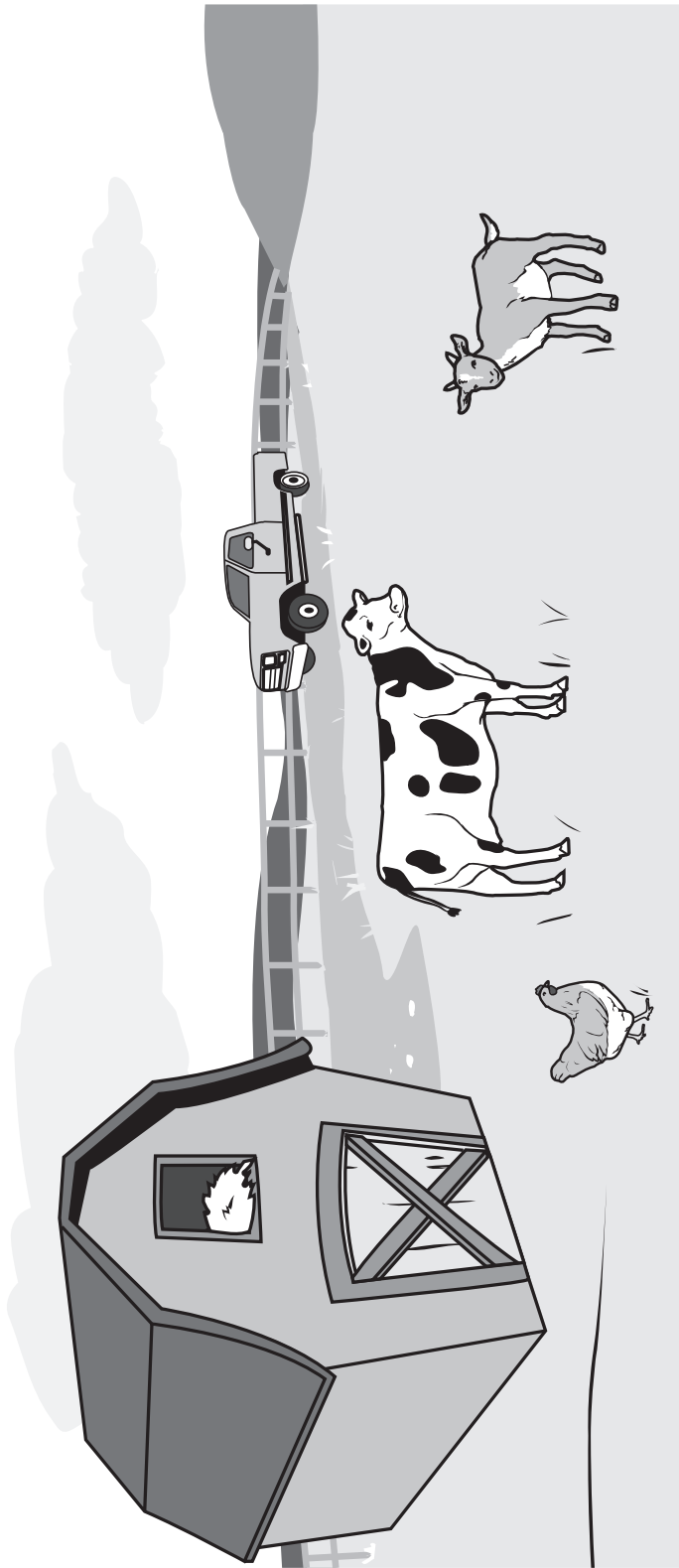
Point to the first word-length write-on line in the Answer Book. If student does not write, re-prompt.

4

Point to the picture of the cow.

SAY This is a cow. Write the word “cow.”

Point to the second word-length write-on line in the Answer Book. If student does not write, re-prompt.



1	3
2	4

WRITING Write a Story Together with Scaffolding

In this task type, the student works with the Test Examiner to write a short story. A picture related to the story is included, as well as an introductory sentence and two incomplete sentences. The student writes letters and words about the story.

Aligned 2012 ELD Standard: PI.A.2

Rubric, Questions 5–6

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

Rubric, Questions 7–8

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

SAY We are going to write a story together. The title of the story is “We Read a Book.”
Sweep your finger under the title in the Answer Book as you read it aloud.

5

SAY The first letter is missing from the word “Read.” Say the word “Read.”

SAY Now write the first letter of the word “Read.”

Point to the write-on line in the Answer Book. If the student does not write, re-prompt.

6

SAY The first letter is missing from the word “Book.” Say the word “Book.”

SAY Now write the first letter of the word “Book.”

Point to the write-on line in the Answer Book. If the student does not write, re-prompt.

7

SAY The first sentence in the story is: I hold my bear on my lap.

Sweep your finger under the sentence in the Answer Book as you read it aloud.

SAY The second sentence should say: I tell him a story.

Sweep your finger under the sentence in the Answer Book as you read it aloud.

SAY The word “tell” is missing from the story. Say the word “tell.”

SAY Now write the word “tell.”

Point to the write-on line in the Answer Book.

8

SAY The next sentence should say: Then I give him a hug.

Sweep your finger under the sentence in the Answer Book as you read it aloud.

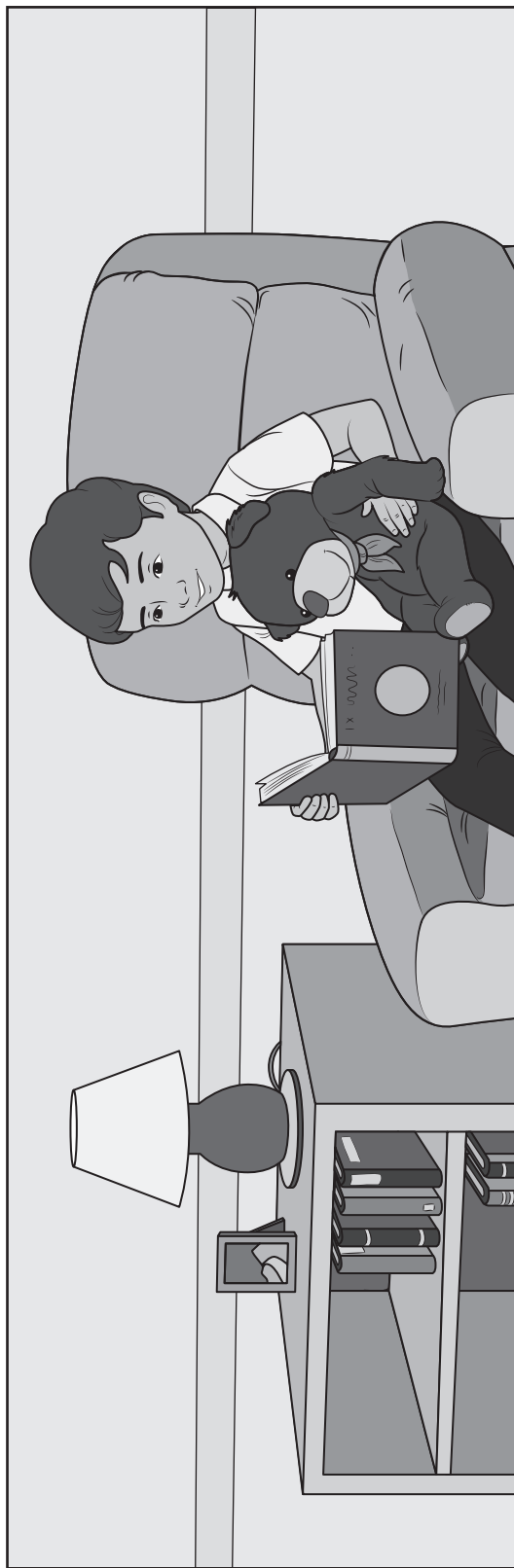
SAY The word “hug” is missing from the story. Say the word “hug.”

SAY Now write the word “hug.”

Point to the write-on line in the Answer Book.

5-6

We read a book



I hold my bear on my lap.

7

I him a story.

8

Then I give him a .

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/finaelaccssstandards.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>.