

# ELPAC

English Language Proficiency Assessments  
for California

## Practice Test Grades 3–5





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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, Reading, Writing, and Speaking. 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 assessment<sup>1</sup> 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.

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<sup>1</sup> 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

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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.

The Listening task types include stand-alone questions as well as sets that include a conversation, story, or presentation followed by one to four 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 grades 3–5, the Listening domain is administered in a group setting. The directions, conversation or presentation, questions, and answer choices are delivered via audio recordings that are played through a secure online portal. Note that the audio recordings are not provided with this Practice Test; however, the audio scripts are included.

Answer Key: 1. A, 2. B, 3. A, 4. C, 5. C, 6. B, 7. A, 8. C, 9. A, 10. B, 11. A

## LISTENING Listen to a Short Exchange

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In this task type, students listen to a recording of a short conversation between two speakers in a school context. Students then answer one question about the conversation.

Aligned 2012 ELD Standards: PI.A.1, PI.B.5, PII.A.2<sup>2</sup>

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### Narrator

Listen to a conversation between a girl and a boy. Listen carefully. You will hear the conversation only once. After listening, you will answer a question.

### Girl

I love how we can mix paint together to make new colors. But when we mix red and blue paint, it's supposed to turn purple.

### Boy

You're right, but this still looks blue. We need to add more red paint to the bowl.

---

**1** Why are the girl and boy going to add more paint to the bowl?

- A** because they want the paint to change color
- B** because they do not have enough paint for their pictures
- C** because they are following the teacher's directions

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<sup>2</sup> 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 Classroom Conversation

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In this task type, students listen to a recording of a conversation between two speakers in a classroom context. Students then answer three questions about the conversation.

Aligned 2012 ELD Standards: PI.A.1, PI.A.3, PI.B.5

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### **Narrator**

Listen to a conversation between a boy and a girl. Listen carefully. You will hear the conversation only once. After listening, you will answer some questions.

### **Boy**

Wow! The school book fair has so many tables. When I carried books inside this morning, the tables weren't here yet.

### **Girl**

I know! Could you give me a hand putting the snacks out?

### **Boy**

Sure! There's space on the table near the door—let's put the snacks there.

### **Girl**

Good idea. So—what kind of books are you going to look for?

### **Boy**

I like stories about nature—you know, books that talk about different plants and animals. What about you?

### **Girl**

I recently started reading adventure books, but I'm not sure they'll have any. When we finish working, let's ask Mrs. McBride about the books they'll have here today. She's the teacher in charge.

---

**2** What are the students doing?

- A cleaning tables
- B setting up a school event
- C studying in the school library

---

**3** What kinds of books does the boy like?

- A books about nature
- B books about outer space
- C books about adventure

---

**4** What will the students probably do next?

- A eat some snacks
- B read books
- C talk to a teacher

## **LISTENING** Listen to a Story

---

In this task type, students listen to a recording of a short fictional story that contains dialogue. Students then answer three questions about the story.

Aligned 2012 ELD Standards: PI.B.5, PII.A.1

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### **Narrator**

Listen to a story. Listen carefully. You will hear the story only once. After listening, you will answer some questions about the story.

### **Woman**

Avery packed her backpack for school like she always did. But today was different. Today Avery was going to be in a speech contest after school.

Avery had finished writing her speech weeks ago, and she practiced saying it every night. She practiced in front of the mirror and her family, and she even practiced outside.

Avery couldn't wait until the speech contest. She barely ate lunch, and it was hard to pay attention in class. Finally, when the school day was over, Avery walked to the school auditorium with the other students. She reached into her backpack to pull out her speech—but her speech wasn't there!

"Oh, no!" Avery thought. "It must be at home!" She felt nervous.

Just then, she heard the principal call out her name: "Next up, Avery Thompson." Avery heard the audience clap.

She slowly walked onto the stage. She thought to herself, "How can I say my speech without my paper?" Avery took a deep breath. As she looked out at the faces in the audience, it was like she was looking in the mirror at home, or at her family. She started to feel less nervous.

"I've practiced so much, I don't even need the piece of paper," Avery thought to herself. And that's when she started saying her speech, word-for-word, with confidence, and without needing to read it.

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**5** What happens in the story?

- A Avery is practicing a new sport.
  - B Avery is planning an event with her friends.
  - C Avery is getting ready for a contest.
- 

**6** Why is Avery nervous?

- A She forgot to turn in her homework.
  - B She left something at home.
  - C She did not practice her speech.
- 

**7** What happens at the end of the story?

- A Avery gives a speech from memory.
- B Avery sings a song on stage.
- C Avery watches a school play.

## LISTENING Listen to an Oral Presentation

In this task type, students listen to a recording of an oral presentation on an academic topic. Students then answer three or four questions about the information. For the Practice Test, there are four questions included. During an actual administration of this task type, students may take notes in their Test Book.

Aligned 2012 ELD Standards: PI.B.5, PI.B.7, PI.B.8, PII.A.1

### Narrator

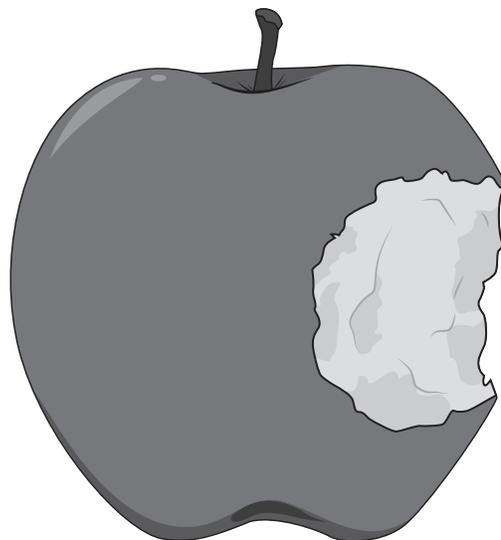
Listen to a teacher talking to his students about apples. Listen carefully. You will hear the information only once. After listening, you will answer some questions. As you listen, you may use the blank areas in your Test Book to take notes.

### Man

Have you ever noticed when you're eating an apple that the inside part that's usually white when you first bite into it starts to turn brown after a while? Why does the inside of an apple start to turn brown?

Well, it's because of what apples have inside of them. Apples have a lot of iron in them. Iron is a metal, and it's also a mineral that's important for our health. It's the iron in the apple that makes it turn brown. When you bite into the apple, oxygen in the air touches the iron in the apple. When this happens, the apple starts to turn brown. Some people call this "rusting"—you know, just like the rust you might see on old bicycles or old metal tools. These things get rusty for the same reason—oxygen in the air touches the iron in the metal. Now, for an apple, the skin protects the inside from touching the air. But once you take a bite and break the skin, the iron and oxygen begin to react with each other.

Now, if you don't want to eat brown apples, there are some things you can do to slow down the process. After you cut the apple, you can squeeze lemon juice onto it or dip it in a glass of orange juice. Some fruits, such as lemons and oranges, contain citric acid, and citric acid will slow down the browning. You can just put the sliced apple in the refrigerator. Cool temperatures also slow down the process.



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**8** What is the teacher mainly discussing?

- A how to cut an apple
  - B the difference between iron and other minerals
  - C why apples change color
- 

**9** What does the teacher say that apples have inside of them?

- A iron
  - B oxygen
  - C citric acid
- 

**10** Why is the skin of the apple important?

- A It keeps air inside the apple.
  - B It protects the inside of the apple from air.
  - C It holds all of the apple's iron.
- 

**11** What does the teacher say about old tools?

- A Oxygen and iron together make them rusty.
- B Citric acid makes them rusty.
- C They start getting rusty on the inside first.

# Reading Overview

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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.

The Reading task types include stand-alone questions as well as sets that include a passage or text followed by two to six 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, procedures, reports, and explanations.

The Reading questions are multiple choice with four 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 grades 3–5, the Reading domain is administered in a group setting. Students read the directions, text, questions, and answer choices independently. Students may take notes for all Reading task types during an actual test administration and are allowed to mark up the Reading passages in their Test Book.

Answer Key: 1. C, 2. D, 3. B, 4. C, 5. B, 6. D, 7. D, 8. A, 9. C, 10. C, 11. D, 12. A, 13. C, 14. A, 15. B, 16. B, 17. C, 18. D, 19. C, 20. B
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## READING Read and Choose a Sentence

In this task type, students look at a picture. Students then choose the sentence that matches the picture.

Aligned 2012 ELD Standard: PI.B.6

**1** Look at the picture. Choose the sentence that matches the picture.



- A** The dog is ripping apart the couch.
- B** The box is ready to be taken to the post office.
- C** The boy is surprised by the mess on the floor.
- D** The boy is searching for something inside the box.

## READING Read a Short Informational Passage

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In this task type, students read a short informational passage. Students then answer three questions about the passage. For this Practice Test, there are only two questions included.

Aligned 2012 ELD Standards: PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2<sup>3</sup>

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### Read the text. Answer Numbers 2 and 3.

Bells can get a lot of people’s attention. They are used to tell people about major events. One bell is even an American landmark. This bell is the Liberty Bell, and it is on display in Philadelphia, Pennsylvania. It is most well-known for its large crack. It was rung only on special occasions in history. It rang when the Declaration of Independence was signed. It rang when the United States Constitution was approved. It used to ring on George Washington’s birthday.

The Liberty Bell has traveled to many towns and cities in the United States. In 1915 it even traveled to San Francisco, California, by train. It continues to be a symbol of freedom for everyone to enjoy.

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#### **2** What is the main idea of the text?

- A Bells can get a lot of people’s attention.
  - B George Washington helped make the Liberty Bell.
  - C The Liberty Bell traveled by train.
  - D The Liberty Bell is an important landmark.
- 

#### **3** When was the Liberty Bell NOT rung?

- A on George Washington’s birthday
  - B at an important event in San Francisco
  - C at the signing of the Declaration of Independence
  - D at the signing of the Constitution
- 

<sup>3</sup> 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.

## READING Read a Student Essay

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In this task type, students read a persuasive, informational essay presented as if written by a peer. The essay is related to a school or social issue. Students then answer six questions about the essay.

Aligned 2012 ELD Standards: PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2, PII.C.6, PII.C.7

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**A student has written an essay. The essay may include errors. Read the essay. Then answer Numbers 4 through 9.**

- 1 In my opinion educational video games are helpful for many reasons. Kids spend lots of time playing games, so why not learn while playing games? Games let you learn how to solve problems, see how well you are doing, have fun, and work with a team.
- 2 Video games also allow you to be creative. Some games let you unlock levels, solve puzzles, or even build cities.
- 3 Educational video games let children work at their own speed. It's fun to beat a level of a game. Kids would want to learn more, so they can level up. Kids can also see how they are improving. If you beat a level in a math game, you can go to the next level.
- 4 You can learn with your friends and help each other if you play games online. Working as a team makes learning more exciting. Playing games can also help kids remember things. If it's fun to practice math facts, you will practice and learn more. Playing video games make kids want to learn. These are the reasons that kids should play educational video games in the classroom.

---

**4** What is the main idea of the essay?

- A Kids spend a lot of time playing video games.
- B Kids who play video games are good at math.
- C Video games are fun and help students learn.
- D Video games help students practice teamwork.

---

**5** First, read the definitions for the word allow.

**allow** v. **1.** to give permission **2.** to make something possible **3.** to fail to keep something from happening **4.** to accept

**Then read this sentence from paragraph 2.**

Video games also allow you to be creative.

**Which definition BEST fits the meaning of the word allow in the sentence?**

- A definition 1
- B definition 2
- C definition 3
- D definition 4

---

**6** Read this sentence from paragraph 3.

Kids would want to learn more, so they can level up.

**What is another way of stating this idea?**

- A Kids like to beat their classmates at video games.
- B Kids enjoy video games more than math.
- C Video games are better than teachers.
- D Video games motivate kids to learn.

---

**7** Which sentence **BEST** explains how video games can help students improve their math skills?

- A Games let you learn how to solve problems, see how well you are doing, have fun, and work with a team.
- B Some games let you unlock levels, solve puzzles, or even build cities.
- C If you beat a level in a math game, you can go to the next level.
- D If it's fun to practice math facts, you will practice and learn more.

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**8** Read this sentence from paragraph 4.

Playing video games make kids want to learn.

**Choose the correct option to replace the underlined word.**

- A makes
- B to make
- C making
- D be made

---

**9** Which statement is **MOST LIKELY** true?

- A The student writer makes good grades.
- B The student writer has many friends.
- C The student writer plays video games.
- D The student writer wants to be a math teacher.

## READING Read a Literary Passage

In this task type, students read a literary passage. Students then answer six questions about the passage.

Aligned 2012 ELD Standards: PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2

### Read the story. Answer Numbers 10 through 15.

- 1 “How was school today, Ethan?” Ethan’s mom asked as he climbed into the car. She was always curious to know about his day.
- 2 “Fine,” Ethan muttered as he began rummaging through his bag. He never really understood what he was supposed to tell her. It had been a perfectly ordinary day at school.
- 3 “What did you do?” she asked again, trying to start a conversation.
- 4 “Nothing,” Ethan replied, now barely listening. He had already turned his attention to the three text messages awaiting him on his phone.
- 5 Ethan’s mom sighed. “I’m pretty sure that I wasn’t this distracted when I was your age,” she remarked. “Your grandmother and I used to have actual conversations.”
- 6 “Huh?” Ethan asked. He hadn’t really been listening.
- 7 “Nothing,” his mother replied sadly as she started the car and drove slowly away from the school.
- 8 Ten minutes later, Ethan finally looked up from his phone. “What are we doing here?” he asked, noticing they were at a supermarket he had never been to before.
- 9 “Grandma is coming over for dinner tonight and this is the recipe for her favorite raspberry cheesecake,” Ethan’s mom said as she pulled a piece of paper out of her purse. “I know this place will have all the ingredients we’ll need. I thought you could help me find the ingredients and then help me make it.”
- 10 Ethan groaned. He hated grocery shopping, and the idea of spending all afternoon baking instead of playing his favorite video game was not particularly appealing. However, he knew his grandmother would love the cheesecake, so he reluctantly agreed.
- 11 Surprisingly, Ethan enjoyed finding the ingredients, and, as he helped his mom in the kitchen when they got home, he realized that he was actually having fun. Ethan enjoyed measuring all of the ingredients while his mom prepared the baking trays. While all of this was happening, the two actually talked, and Ethan remembered several interesting things from school that had happened that day. It was great to see his grandmother again at dinner too. It had been several weeks since Ethan had last seen her, and he realized that he had a lot to tell her.

- 12 “Wow, Ethan, I don’t think I’ve heard you speak this much in a long time,” Ethan’s mom teased as she brought out the raspberry cheesecake that she and Ethan had prepared.
- 13 “Well, look who’s talking, Norah!” Ethan’s grandmother said gently to his mother. “When you were Ethan’s age, you used to spend your whole life in your room! And when I asked you how school was, you’d just shrug or say nothing.”
- 14 Ethan’s mother turned pink. “That’s not true!” she protested.
- 15 “In fact,” Ethan’s grandmother winked at Ethan, “I had to get her to help me make this very raspberry cheesecake to even get her to talk to me.”
- 16 From the other side of the room, Ethan’s phone beeped. But Ethan realized that this conversation with his mother and grandmother was much more interesting.
- 

**10** What is the main theme of the story?

- A Learning about ancestors can be interesting.
  - B Working hard at something can be very rewarding.
  - C Enjoying activities together can make relationships stronger.
  - D Technology can make it easier to keep in touch with friends.
- 

**11** What word best describes Ethan’s attitude at the beginning of the story?

- A disappointed
- B independent
- C confident
- D distant

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**12** Why does Ethan’s mother sigh in paragraph 5?

- A She is frustrated that Ethan is not talking to her.
- B She is annoyed that Ethan brought his phone to school.
- C She is unhappy because she misses Ethan’s grandmother.
- D She is tired and not looking forward to driving for a long time.

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**13** What can be inferred about Ethan during the car ride to the supermarket?

- A He was looking forward to baking with his mom.
- B He was expecting to go to a new supermarket.
- C He spent the whole time using his phone.
- D He was listening to music on his phone.

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**14** Why is paragraph 11 important to the story?

- A It serves to change the tone of the story.
- B It identifies a conflict between the characters.
- C It creates suspense by placing the characters in an unfamiliar environment.
- D It provides more information about an idea mentioned in the previous paragraph.

---

**15** What does Ethan’s grandmother **MOST LIKELY** mean when she says, “Well look who’s talking” to Ethan’s mother?

- A She is informing Ethan’s mother that Ethan is talking.
- B She is reminding Ethan’s mother that she used to be like Ethan.
- C She is telling Ethan’s mother not to interrupt when Ethan is speaking.
- D She is agreeing with Ethan’s mother that Ethan does not talk very much.

## READING Read an Informational Passage

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In this task type, students read an informational passage. Students then answer six questions about the passage. For this Practice Test, there are only five questions included.

Aligned 2012 ELD Standards: PI.B.6, PI.B.7, PI.B.8, PII.A.1, PII.A.2

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### Read the text. Answer Numbers 16 through 20.

Today, voting for government officials is a special right shared by United States citizens who are eighteen years old and older. Each person can vote only once in an election, and voting is done in secret. That means voters do not have to tell anyone who they voted for. Although some practices remain the same, some voting practices have changed over time.

A long time ago, in order to vote, you had to be male and own land. This meant that only a small group of men could vote. Over time, the right to vote was extended to more and more people. This happened because of the hard work of people like Martin Luther King, Jr. and Susan B. Anthony. With more people voting, new practices were needed.

Years ago voting looked very different than it does today. For many years, voting was not done in secret. Voters had meetings at public buildings. They would raise their hands or voices to show who they wanted to vote for. In some cases, voters would line up on different sides of a room to show who they were voting for.

Today, voters go to polling sites where they can vote. In some states, voters mark their choices on paper slips, called ballots. Some people even send in their ballot by mail. In other places, paper ballots have been replaced with voting machines. As new technologies are created, voting will probably continue to change.

---

#### **16** What is the main idea of the text?

- A United States citizens who are adults can vote.
- B Voting practices have changed over time.
- C More people are voting than ever before.
- D Technology will allow people to vote in different ways.

---

**17** Read this sentence from paragraph 2.

Over time, the right to vote was extended to more and more people.

**What does the word extended MOST LIKELY mean in the sentence?**

- A continued
- B straightened
- C given
- D shown

---

**18** Why does the author mention Martin Luther King, Jr. and Susan B. Anthony?

- A They were part of a small group of voters.
- B They worked hard to win elections.
- C They invented the secret ballot.
- D They helped many people become voters.

---

**19** Which sentence from the text BEST describes how people voted in the past?

- A Although some practices remain the same, some voting practices have changed over time.
- B With more people voting, new practices were needed.
- C They would raise their hands or voices to show who they wanted to vote for.
- D In other places, paper ballots have been replaced with voting machines.

---

**20** First, read the definitions for the word mark.

**mark** v. **1.** to indicate a location **2.** to make a symbol or word **3.** to assign a grade **4.** to celebrate

**Then read this sentence from paragraph 4.**

In some states, voters mark their choices on paper slips, called ballots.

**What definition best matches the meaning of mark as it is used in the sentence?**

- A** definition 1
- B** definition 2
- C** definition 3
- D** definition 4

# Writing Overview

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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.

The Writing task types include stand-alone questions as well as sets that include a picture, graphic organizer, and/or a written text followed by two to four questions. These sets provide authentic contexts for students to interact via written English and compose literary and informational texts.

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.

In grades 3–5, the Writing domain is administered in a group setting. The Test Examiner reads the directions and explains the task types to the students. Students then read the directions, written texts, and questions independently. Students may take notes for all Writing task types during an actual administration and are allowed to plan their writing in their Test Book before they begin writing each response.

## WRITING Describe a Picture

In this task type, students look at a picture and read a short paragraph presented as if written by a peer. The picture and paragraph are related to a social or academic activity. Students then make additions and edits to the paragraph.

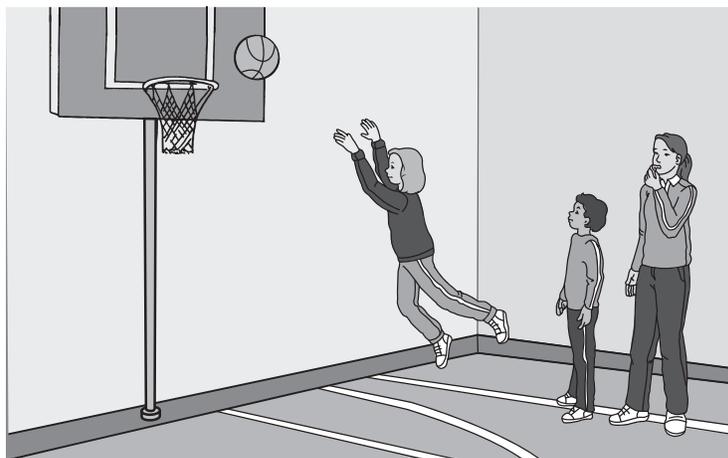
The set that follows provides the types of questions that may appear in the Summative Assessment. Only two questions are included in the Summative Assessment. For this Practice Test, there are four questions included.

Aligned 2012 ELD Standards: PI.A.2, PII.C.6, PII.B.3, PII.B.4, PII.B.5, PII.C.7<sup>4</sup>

### Rubric, Questions 1–4

Score	Descriptors
2	<ul style="list-style-type: none"><li>• The response consists of a complete sentence that fully addresses the task (by adding details, correcting errors, condensing or connecting ideas, or expressing something that might happen next).</li><li>• Grammar and word choice are appropriate.</li></ul>
1	<ul style="list-style-type: none"><li>• The response shows an attempt to write a sentence that addresses the task, but the sentence is not correct or fully appropriate.</li><li>• There are errors in grammar and word choice.</li></ul>
0	<ul style="list-style-type: none"><li>• Response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know."</li></ul>

You and your partner need to describe a picture. Your partner has started writing a paragraph. The paragraph may contain errors. Read your partner's paragraph below and then follow the directions.



**The students are taking turns. The girl just careful threw the ball. The boy is looking at the ball. The ball is in the air.**

<sup>4</sup> 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.

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**1** Look at this sentence.

**The students are taking turns.**

Rewrite this sentence with more details.

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**2** Look at this sentence.

**The girl just careful threwed the ball.**

This sentence has TWO errors. Rewrite the sentence correctly.

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**3** Look at these two sentences.

**The boy is looking at the ball. The ball is in the air.**

Combine the two sentences into one sentence.

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**4** Write a new sentence to describe what the students might do next.

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## WRITING Write About an Experience

In this task type, students write about a familiar topic, such as a memorable classroom activity or event, based on their own personal experience.

Aligned 2012 ELD Standards: PI.C.10, PII.B.3, PII.B.4, PII.B.5, PII.C.6

### Rubric

Score	Descriptors
<b>4</b>	<ul style="list-style-type: none"><li>• The response provides a description of the experience named in the prompt using well-developed descriptions, details, and/or examples.</li><li>• The response is readily coherent.</li><li>• Grammar and word choice are varied and generally effective. Minor errors do not impede meaning.</li><li>• Minor errors in spelling and punctuation may be present, but they do not impede meaning.</li><li>• The response includes a paragraph of at least three sentences.</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>• The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples.</li><li>• The response is generally coherent.</li><li>• Errors and limitations in grammar and word choice may impede meaning in some sentences.</li><li>• Errors in spelling and punctuation may impede meaning at times.</li><li>• The response includes at least two sentences.</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>• The response provides a description of an experience relevant to the prompt using some descriptions, details, or examples, but is not complete.</li><li>• The response is somewhat coherent.</li><li>• Errors and limitations in grammar and word choice impede the overall meaning.</li><li>• Errors in spelling and punctuation frequently impede meaning.</li><li>• The response includes at least one sentence.</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>• The response may provide a limited description of the experience named in the prompt and/or conveys little relevant information.</li><li>• The response lacks coherence. It may consist of isolated words or phrases.</li><li>• Frequent errors and/or severe limitations in grammar and word choice prevent expression of ideas.</li></ul>
<b>0</b>	<ul style="list-style-type: none"><li>• Response contains no English, does not relate to the prompt, or includes only "I don't know."</li></ul>



## WRITING Write About Academic Information

In this task type, students read a graphic organizer that presents academic information. Students then answer questions about the content of the graphic organizer.

Aligned 2012 ELD Standards: PI.C.11, PI.B.6, PI.C.12, PII.B.3, PII.B.4, PII.B.5, PII.C.6, PII.C.7

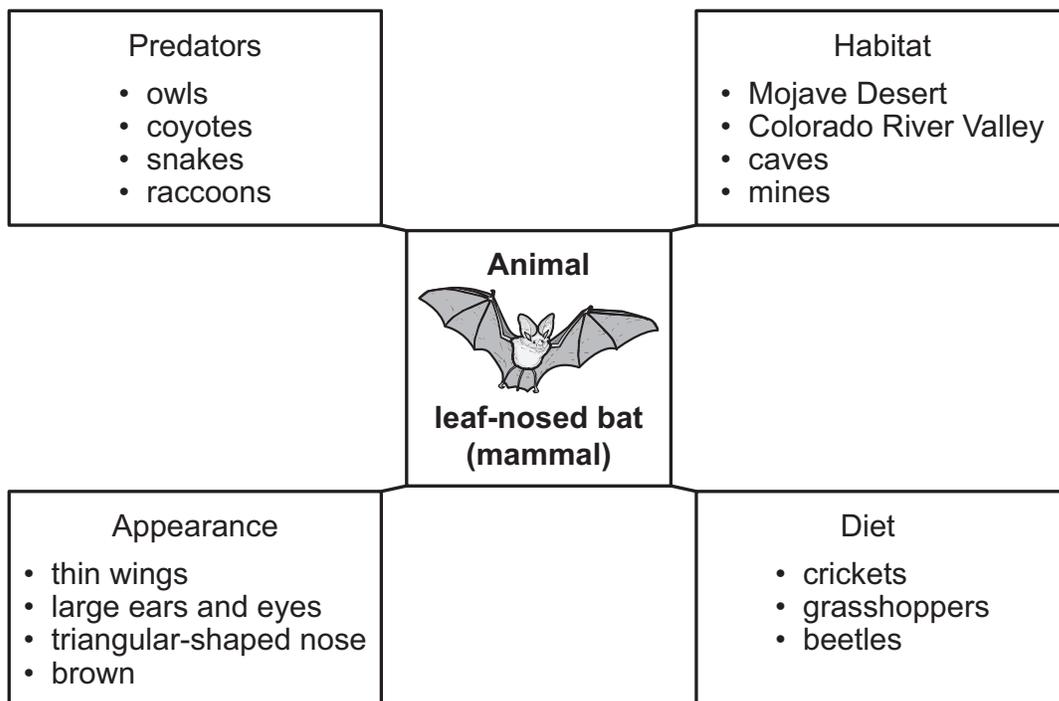
### Rubric, Question 6

Score	Descriptors
<b>2</b>	<ul style="list-style-type: none"> <li>• <b>For grades three through five:</b> The response completely addresses the task and includes one or more relevant details from the graphic organizer.</li> <li>• <b>For grades six through twelve:</b> The response completely addresses the task and includes at least two relevant details from the graphic organizer.</li> <li>• Minor errors in grammar, word choice, and/or spelling may be present, but they do not impede meaning.</li> <li>• The response contains at least one sentence.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The response does not completely address the task or is missing relevant details from the graphic organizer.</li> <li>• Errors and limitations in grammar, word choice, and/or spelling impede meaning.</li> <li>• The response may consist of a word(s) or a bulleted list.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• The response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know."</li> </ul>

### Rubric, Question 7

Score	Descriptors
<b>3</b>	<ul style="list-style-type: none"> <li>• The response completely addresses the task and includes sufficient and relevant information from the graphic organizer.</li> <li>• Minor errors in grammar, word choice, and/or spelling may be present, but they do not impede meaning.</li> <li>• <b>For grades three through five:</b> The response includes at least two sentences.</li> <li>• <b>For grades six through twelve:</b> The response includes at least three sentences.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The response partially addresses the task. It may not be complete or may be missing some relevant information from the graphic organizer.</li> <li>• Errors and limitations in grammar, word choice, and/or spelling may impede meaning at times.</li> <li>• The response may contain fewer than the required number of sentences.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• The response attempts to address the task but is missing relevant information from the graphic organizer.</li> <li>• Errors and limitations in grammar, word choice, and/or spelling impede meaning throughout.</li> <li>• The responses may consist of a word(s) or a bulleted list.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• The response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know."</li> </ul>

You are writing a description with a classmate. Your classmate filled in the information about leaf-nosed bats. Look at the details. Then you will write more of the description.



**6** Your classmate started writing the description with this sentence:

Leaf-nosed bats are small flying mammals with thin wings.

Now it's your turn to add to the description. Write one sentence telling more about the appearance. Use the details from your classmate to help you.

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**7** Now, continue describing leaf-nosed bats. Write two or more sentences providing additional information about their diet, habitat, and predators. Use the details from your classmate to help you.

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## WRITING Justify an Opinion

In this task type, students write an essay about a school-related issue as if they will give it to a school principal. Students provide their position along with appropriate supporting reasons.

Aligned 2012 ELD Standards: PI.C.11, PI.C.12, PII.A.1, PII.B.3, PII.B.4, PII.B.5, PII.C.6

### Rubric

Score	Descriptors
<b>4</b>	<ul style="list-style-type: none"> <li>The response successfully expresses an opinion (<b>grades three through five</b>) or states a position (<b>grades six through twelve</b>) and provides relevant and detailed support.</li> <li>The response is readily coherent.</li> <li>Grammar and word choice are varied and effective.</li> <li>Minor errors in spelling and punctuation may be present but do not impede meaning.</li> <li><b>For grades three through five:</b> The response includes at least two reasons that support the opinion using three or more sentences.</li> <li><b>For grades six through twelve:</b> The response includes at least two reasons that support the position using six or more sentences.</li> <li><b>For grades nine through twelve:</b> Register is appropriate.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>The response expresses an opinion or states a position with some relevant support.</li> <li>The response is generally coherent.</li> <li>Errors and limitations in grammar and word choice may impede meaning in some sentences.</li> <li>Errors in spelling and punctuation minimally impede meaning.</li> <li><b>For grades three through five:</b> The response includes at least one reason that supports the opinion using two sentences.</li> <li><b>For grades six through twelve:</b> The response includes at least one reason that supports the position using three or more sentences.</li> <li><b>For grades nine through twelve:</b> Register is mostly appropriate.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>The response expresses an opinion or states a position with some relevant support but is not complete.</li> <li>The response is somewhat coherent.</li> <li>Errors and limitations in grammar and word choice impede meaning.</li> <li><b>For grades three through five:</b> The response includes at least one sentence.</li> <li><b>For grades six through twelve:</b> The response includes at least two sentences.</li> <li><b>For grades nine through twelve:</b> Register is somewhat appropriate.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>The response does not include a clear opinion or position and/or conveys little relevant information.</li> <li>The response lacks coherence.</li> <li>Frequent errors and/or severe limitations in grammar and word choice prevent expression of opinion or position.</li> <li><b>For grades three through five:</b> The response may consist of isolated words or phrases.</li> <li><b>For grades six through twelve:</b> The response may consist only of one sentence or of isolated words or phrases.</li> <li><b>For grades nine through twelve:</b> Register may not be appropriate.</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>Response contains no English, does not relate to the prompt, or includes only "I don't know."</li> </ul>



# Speaking Overview

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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, with one exception. Summarize an Academic Presentation is delivered via an audio recording that is played through a secure online portal. Note that the audio recordings are not provided with this Practice Test; however, the audio scripts are included. 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<sup>5</sup>

### Rubric, Questions 1–3

Score 0	Score 1
Incorrect response/not relevant/completely unintelligible/no response/response contains no English/"I don't know."	Correct response.

### Rubric, Questions 4–6

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

**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.

<sup>5</sup> 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

Point to the entire scene.

**SAY** Tell me something else about the picture.

6

**SAY** Describe what is on the walls.



## SPEAKING Speech Functions

In this task type, the Test Examiner describes a situation to the student that might occur in a school context. The student then gives an answer of what he or she would say in the situation.

Aligned 2012 ELD Standards: PI.A.4, PII.B.3, PII.B.4, PII.B.5

### Rubric

Score 0	Score 1	Score 2
<ul style="list-style-type: none"><li>• Response does not address the language function.</li><li>• Response contains no English.</li><li>• No response, "I don't know," or is completely unintelligible.</li></ul>	<ul style="list-style-type: none"><li>• Response addresses the language function in a limited way. Listener effort is required to interpret meaning.</li><li>• Errors in grammar, word choice, pronunciation, or intonation impede meaning.</li></ul>	<ul style="list-style-type: none"><li>• Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning.</li><li>• Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li></ul>

7

**SAY** I'm going to tell you about a situation that could happen to you. Then, tell me what you would say.

**SAY** You want to know if the library has a book about horses. What would you say to the librarian?

Function: asking for information

The student might say, "Does the library have a book about horses?" or "I would like to know if you have a book about horses."

## SPEAKING Support an Opinion

In this task type, the student gives an opinion about two activities, events, materials, or objects, and is asked to give relevant reasons to support the opinion expressed. 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	Score 3
<ul style="list-style-type: none"> <li>An opinion is not expressed.</li> <li>Response contains no English.</li> <li>No response, "I don't know," or is completely unintelligible.</li> </ul>	<ul style="list-style-type: none"> <li>An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning.</li> <li>Errors in grammar, word choice, pronunciation, or intonation often impede meaning.</li> <li>Speech may consist of isolated words or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>An opinion is expressed and supported using simple language and at least one simple relevant reason, or repeats language from the prompt. Listener effort may be required to interpret meaning.</li> <li>Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning.</li> <li>Speech may be slow, choppy, or halting.</li> </ul>	<ul style="list-style-type: none"> <li>An opinion is expressed and supported using effective language* and at least one relevant reason with explanation or elaboration. Little to no listener effort is required to interpret meaning.</li> <li>Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.</li> <li>Speech is fairly smooth and sustained.</li> </ul>

**\*Note:** Effective language is defined as including all or some of the following attributes: precise vocabulary, modal verbs, text connectives, noun phrases, and verb phrases.

8

**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 learning about volcanoes. Your class will be making volcano models. Would it be better to work on the project as part of a group or by yourself?

Wait for initial choice.

**SAY** Explain your choice by giving relevant reasons to support your opinion.



## 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	Descriptors
4	<ul style="list-style-type: none"><li>• Response provides a clear and detailed retelling of the narrative as supported by the pictures.</li><li>• Ideas are cohesive and connected.</li><li>• Grammar and word choice are varied and effective; errors do not impede meaning.</li><li>• Pronunciation and intonation do not impede meaning.</li><li>• Speech is usually smooth and sustained.</li></ul>
3	<ul style="list-style-type: none"><li>• Response retells the narrative as supported by the pictures with basic detail.</li><li>• Ideas are usually cohesive and connected.</li><li>• Grammar and word choice are adequate; errors occasionally impede meaning.</li><li>• Pronunciation and/or intonation occasionally impede meaning.</li><li>• Speech is fairly sustained, though some choppiness or halting may occur.</li></ul>
2	<ul style="list-style-type: none"><li>• Response retells the narrative as supported by the pictures, and may be incomplete and lack clarity.</li><li>• Ideas are sometimes cohesive and connected.</li><li>• Grammar and word choice are simple and repetitive; errors often impede meaning.</li><li>• Pronunciation and/or intonation often impede meaning.</li><li>• Speech may be slow, choppy, or halting.</li></ul>
1	<ul style="list-style-type: none"><li>• Response attempts to retell the narrative but conveys little relevant information.</li><li>• Ideas are rarely cohesive and connected.</li><li>• Grammar and word choice are limited and impede meaning.</li><li>• Pronunciation and/or intonation often impede meaning.</li><li>• Speech may consist of isolated word(s) or phrase(s).</li></ul>

9

**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** Margie and her dad wanted to build a birdhouse. They went out to the garage to gather a pile of boards and some tools.

Point to the second picture.

**SAY** Margie held the boards while her father hammered the boards together using nails.

Point to the third picture.

**SAY** After the birdhouse was built, Margie and her father used brushes to paint and decorate it.

Point to the fourth picture.

**SAY** As soon as they hung the birdhouse in the tree, the birds came to see it.

**SAY** Now use all the pictures to tell the story back to me.



## SPEAKING Summarize an Academic Presentation

In this task type, the student listens to a recording of an academic presentation while looking at a related picture or pictures. The student is then asked to summarize the main points of the presentation. A symbol of a pointing finger is included to indicate where, during an actual administration, the Test Examiner points to specific parts of the picture or pictures. During an actual administration of this task type, students may take notes in their Test Book.

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

#### 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 all of the following points:

- An explanation of conductivity, the way electricity passes through different materials (metal is a better conductor of electricity than rubber/electricity can pass through metal better than rubber).
- Steps in the demonstration:
  - Batteries and a light bulb are connected together with wires, but the circuit is not complete/wires are not touching on one side.
  - The wires are connected to a rubber eraser. Rubber is not a good conductor of electricity, so the bulb does not light up.
  - A piece of aluminum foil is connected to the wires, and the bulb lights up because aluminum or metal is a better conductor of electricity than rubber.

10

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

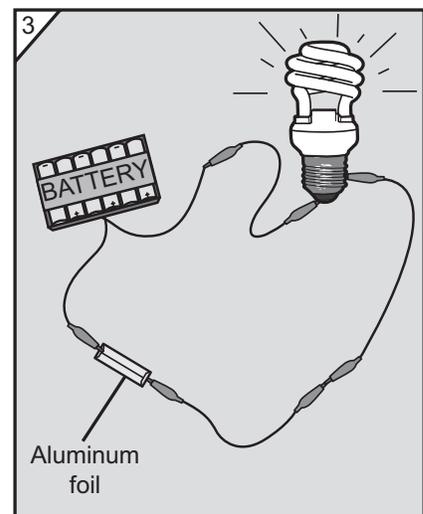
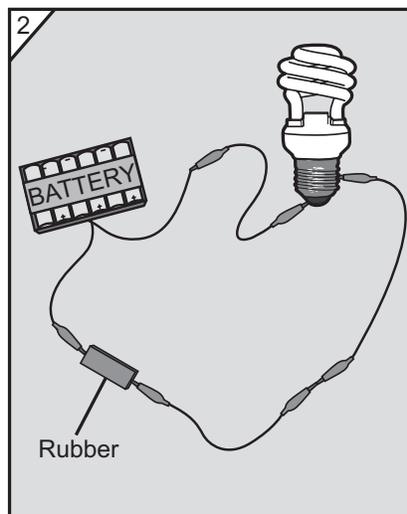
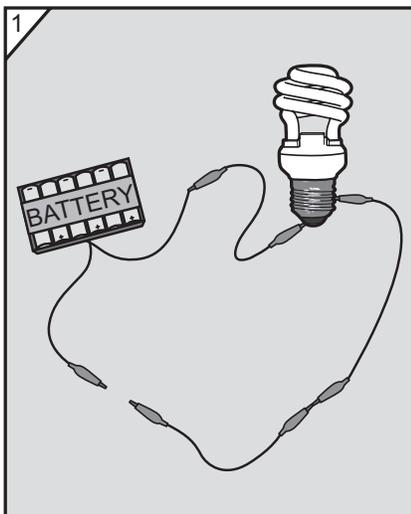
**SAY** You are going to listen to some information about the process of conductivity. You will hear the information only once. As you listen, look at the pictures in your Test Book. You may take notes as you listen.

 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.

*Play the recording for Speaking, Question 10. As the recording plays, point to the relevant picture in the Test Book.*

*After you've started the recording, do not pause or stop the recording. Do not replay any part of the recording unless a valid disruption occurs (e.g., intercom announcements, fire drills, student health issues, audio malfunctions).*

### Conductivity Experiment



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## Question 10 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.



Look at picture one. It shows 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. *[Brief pause.]*



When the two wires are connected to a rubber eraser, it makes a circle connecting the batteries and the light bulb. However, in picture two, you can see that 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. *[Brief pause.]*



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. As you can see in picture three, the bulb lights up. *[Brief pause.]*

This demonstration shows 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.



Summarize the information you heard. Be sure to

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

# 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/finalelaccsstandards.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>.