ELPAC

English Language Proficiency Assessments for California

Computer-based Initial ELPAC Administration and Scoring Training

May 27, 2020
Time: 9am – 11am
Office of Research and Accountability

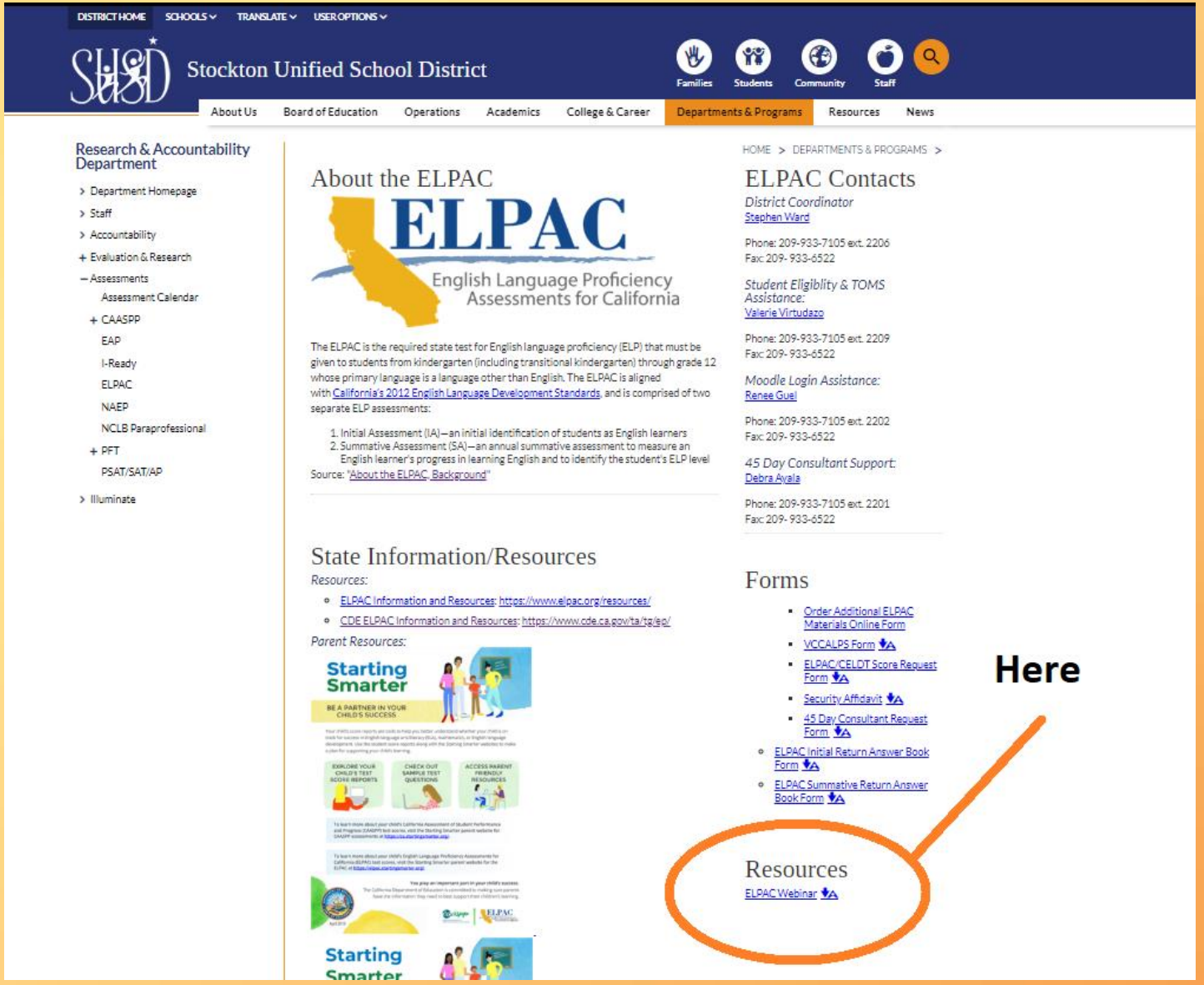
SUSD
Stockton Unified School District
Since 1852

Today's Presentation

- Google Drive
- Direct email: Rguel@stocktonusd.net

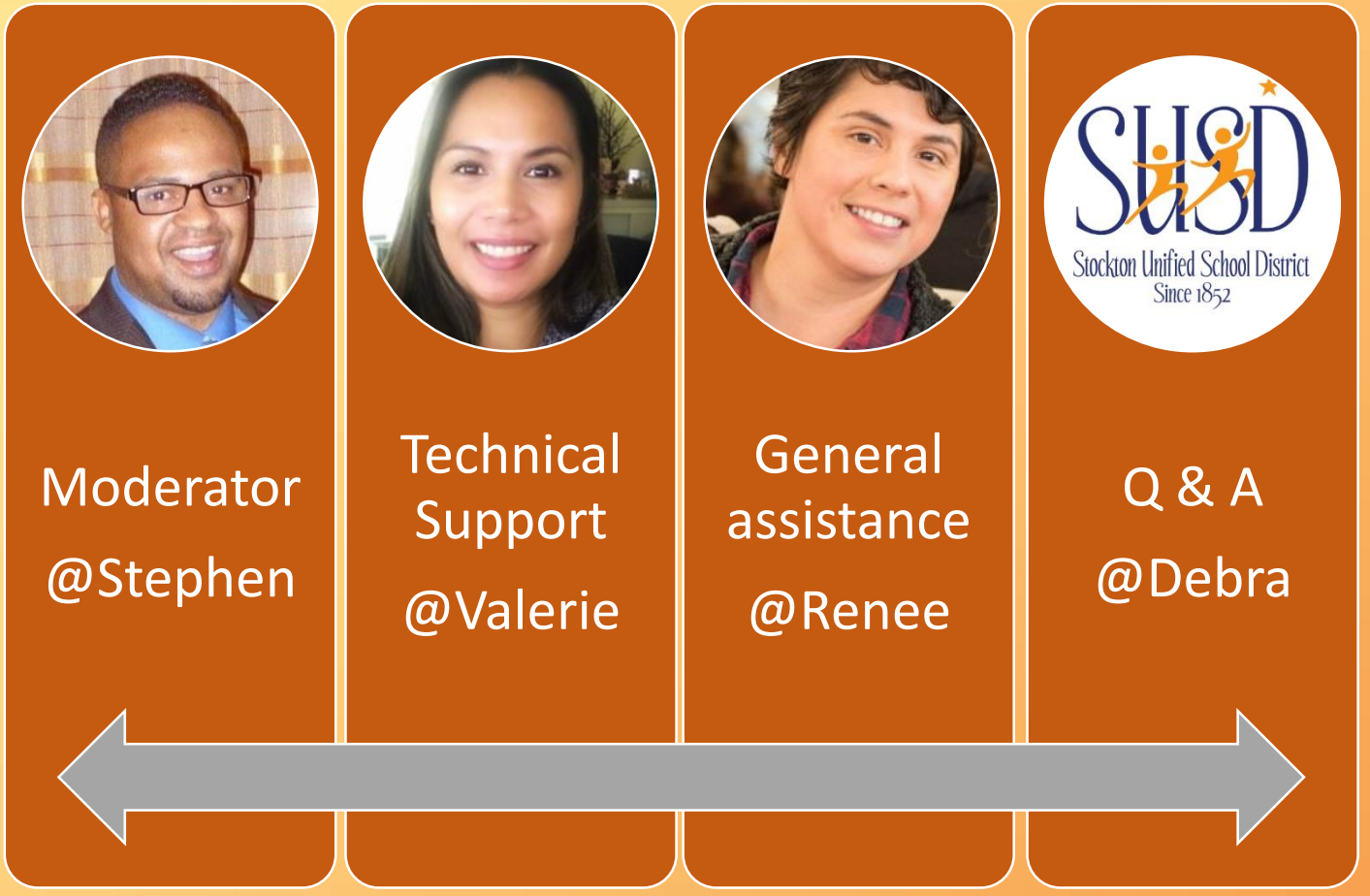
Or @Renee in MS Teams

Silence screen below

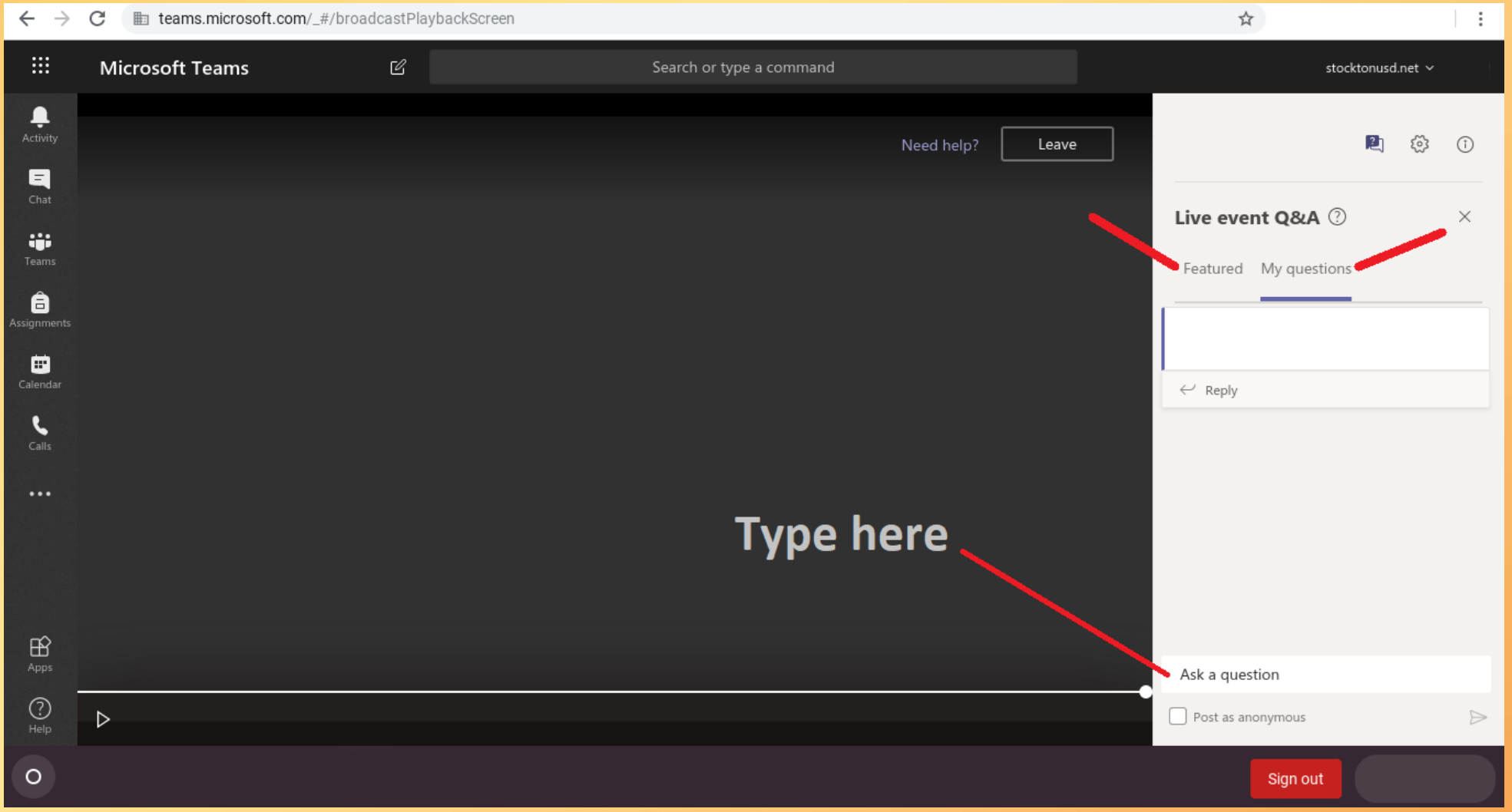


Introductions

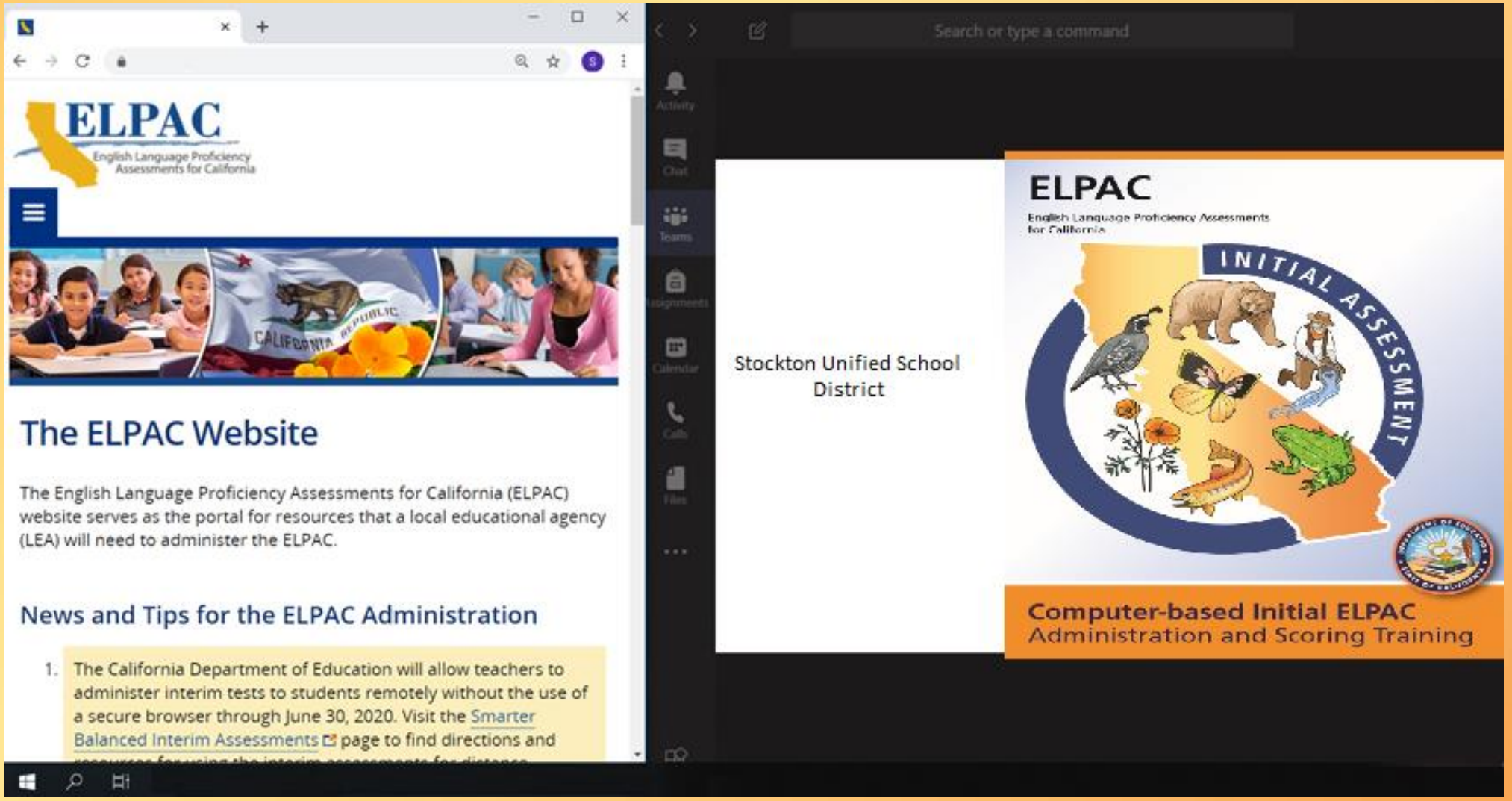
- Presenter @Stephen
  - Presenter
- Technical Support @Valerie
  - Technology
    - Log-in
    - volume
    - how to navigate
- General Assistance @Renee
  - Materials
    - Powerpoint
    - Excel spreadsheet
    - Reference guides
- Q&A @Debra @Debra
  - Questions



Introductions Continued



Introductions Continued



Agenda

1st Hour

- Format For Online Certification
  - District training (2-hour) w/Moodle
    - or
  - Moodle at Grade Span level + District Quiz
- CDE Updates
  - Initial ELPAC Updates
  - Q & A
- Initial Assessment ELPAC
  - Speaking

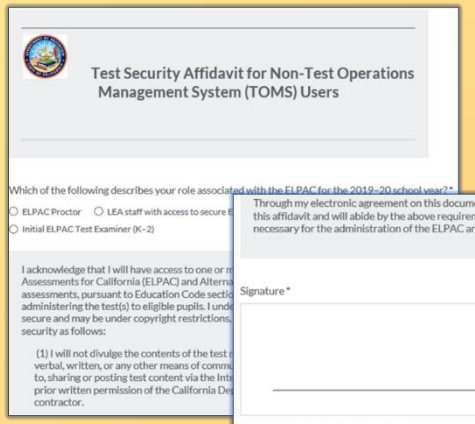
2nd Hour

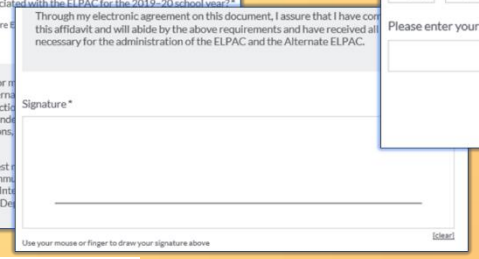
- Initial Assessment ELPAC
  - Writing
- Quiz
- Resources
- Certificate of Completion

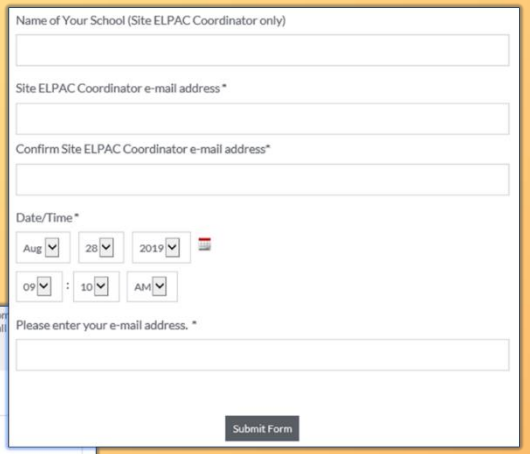
Format For Online Certification

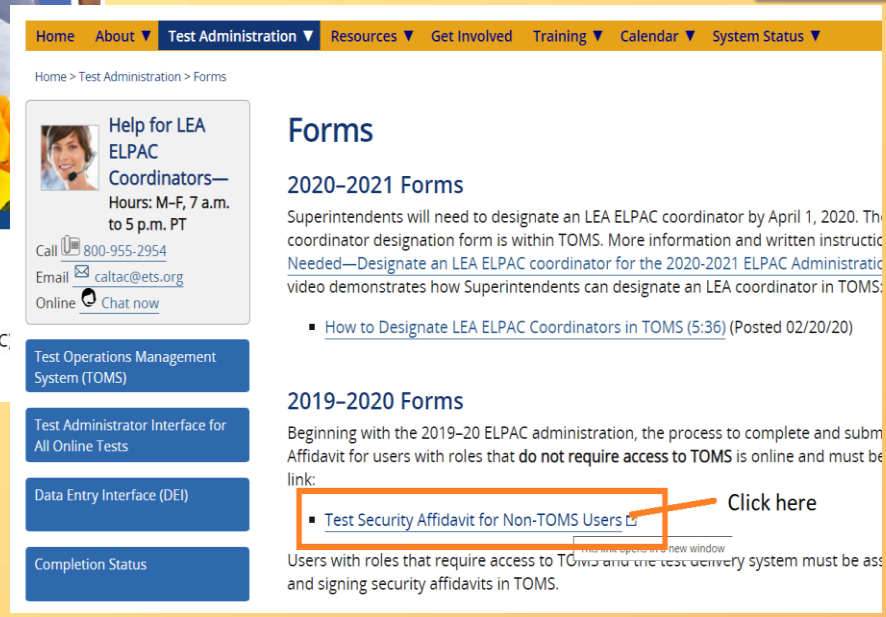
	Definition	Grading System	Resources
Sign-up for class	Register for class at StocktonGosignmeup.com	Credit/No Credit	https://stocktonusd.gosignmeup.com/Public/Course/Browse
Non-Toms Affidavit	Fill out the test security affidavit for Non-Toms Users	Credit/No Credit	https://etsforms.formstack.com/forms/test_security_affidavit_for_non_test_operations_management_system_toms_users
Moodle	Sign-up for a Moodle Account	Credit/No Credit	Moodle.elpac.org
Attendance	Enter First and last name in the Q&A field when prompted	Credit/No Credit	
Participation	Enter questions, answers to training or calibration problems in Q&A field a (at least 6x times out of at least 24 opportunities) when prompted	Credit/No Credit	
Final	Complete online final (Moodle)	Credit/No Credit	

Affidavit for Non-TOMS Users





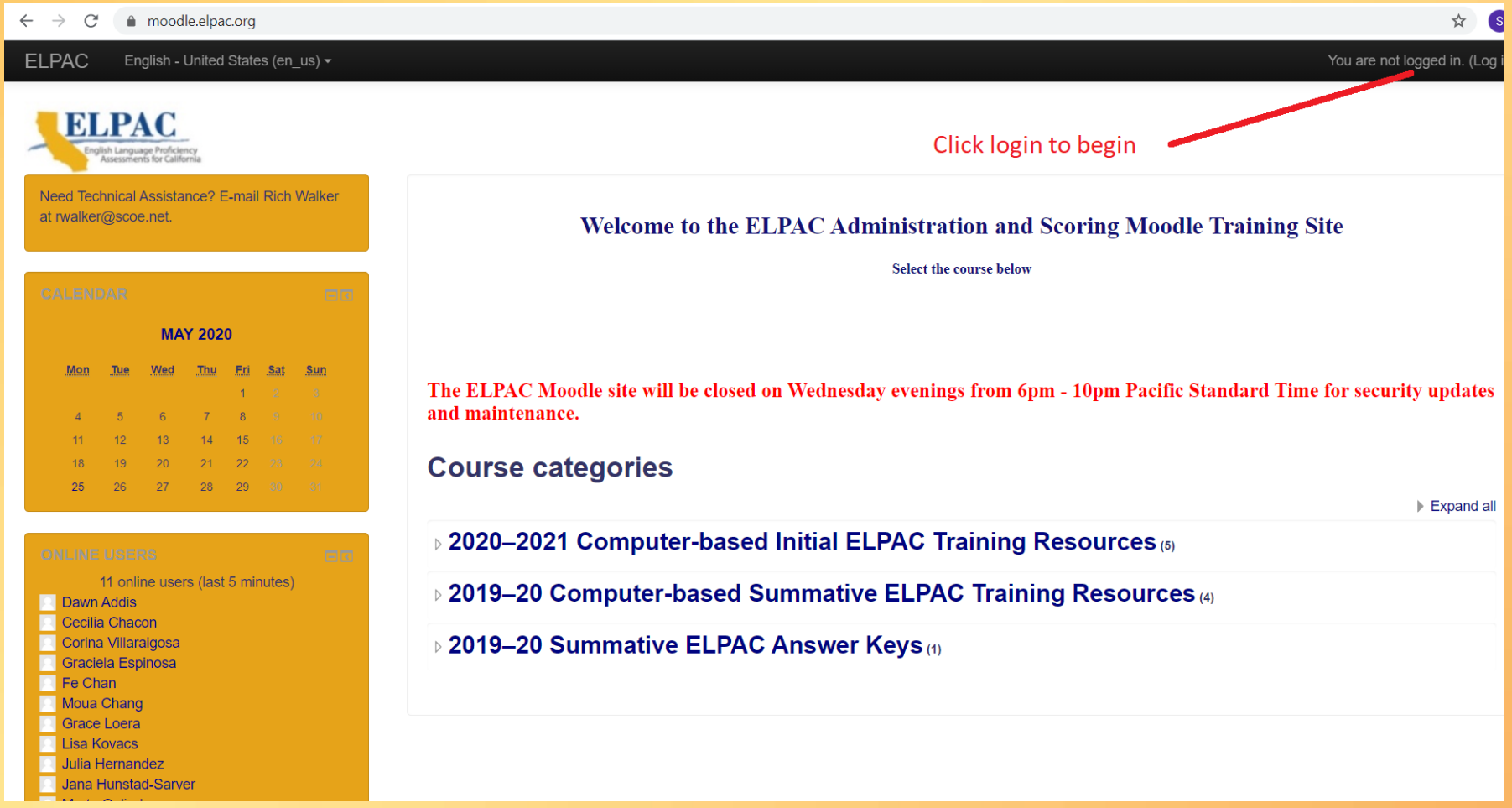




https://etsforms.formstack.com/forms/test_security_affidavit_for_non_test_operations_management_system_toms_users

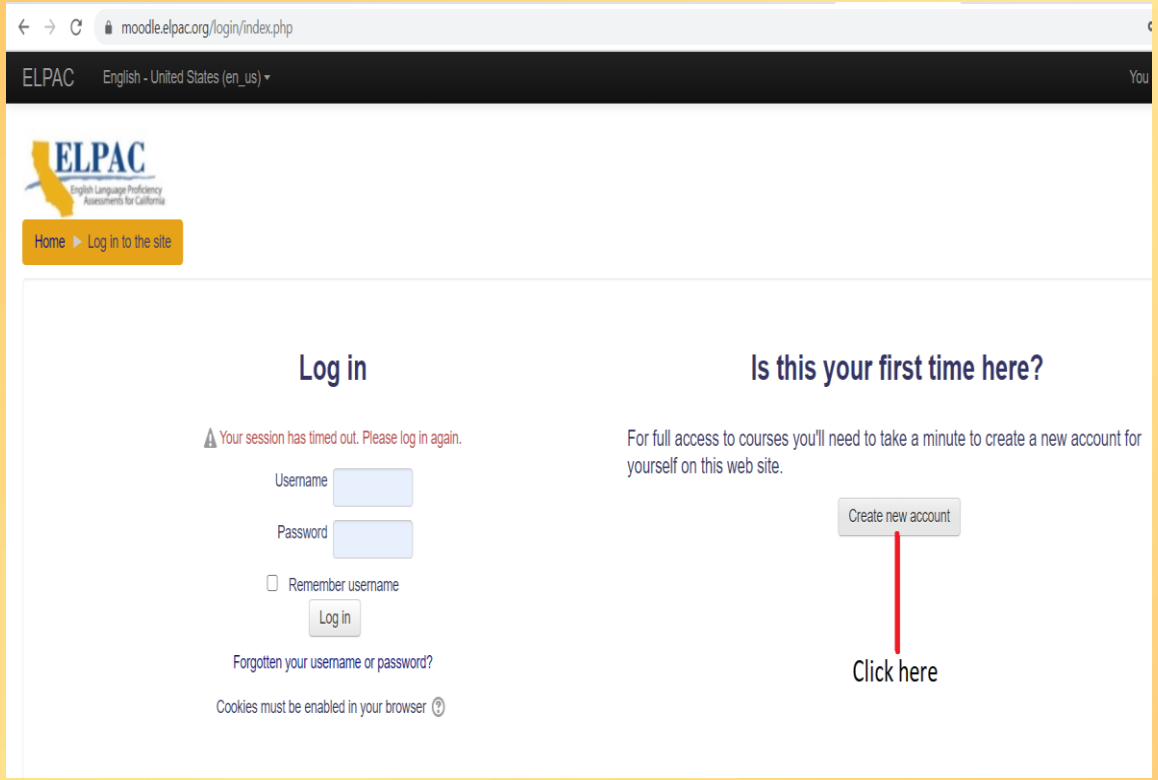
Moodle Continued…

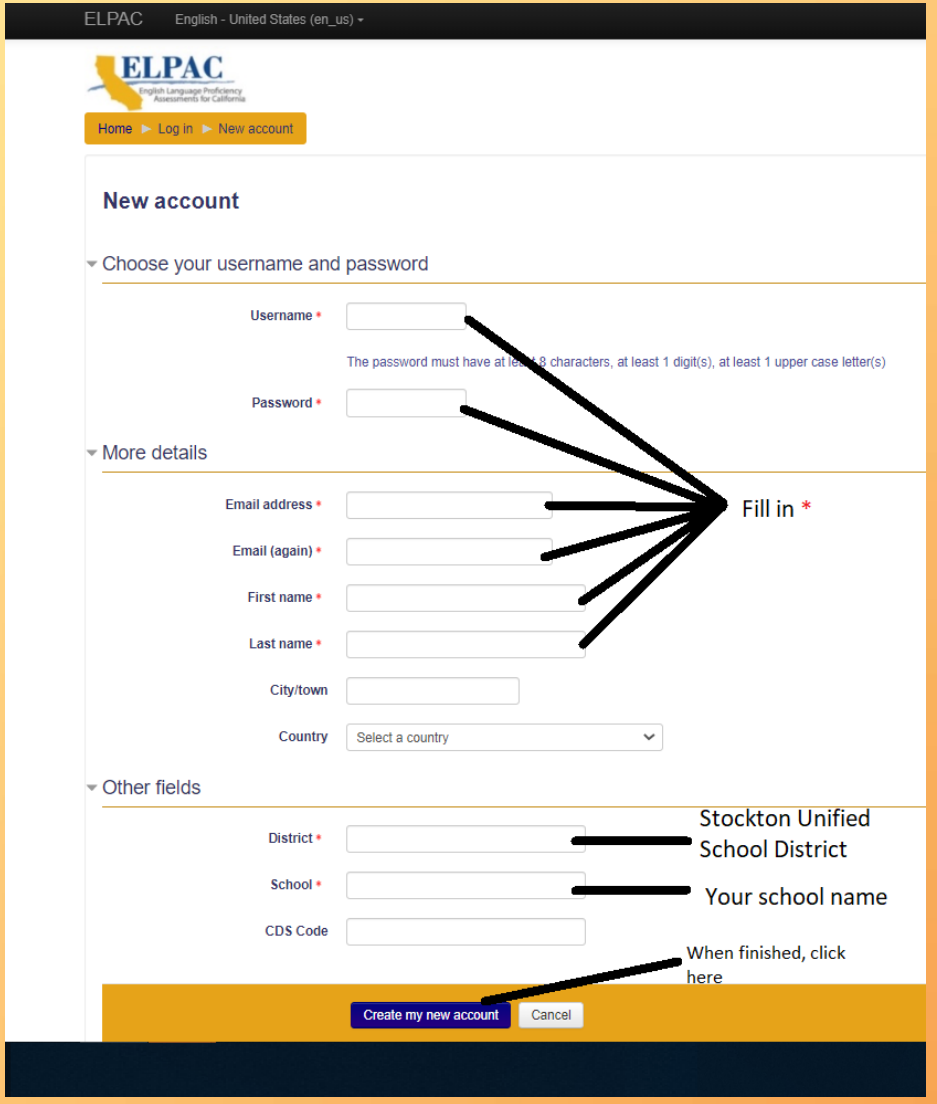
1. Start by creating new account: **click “LOG IN”**



Moodle

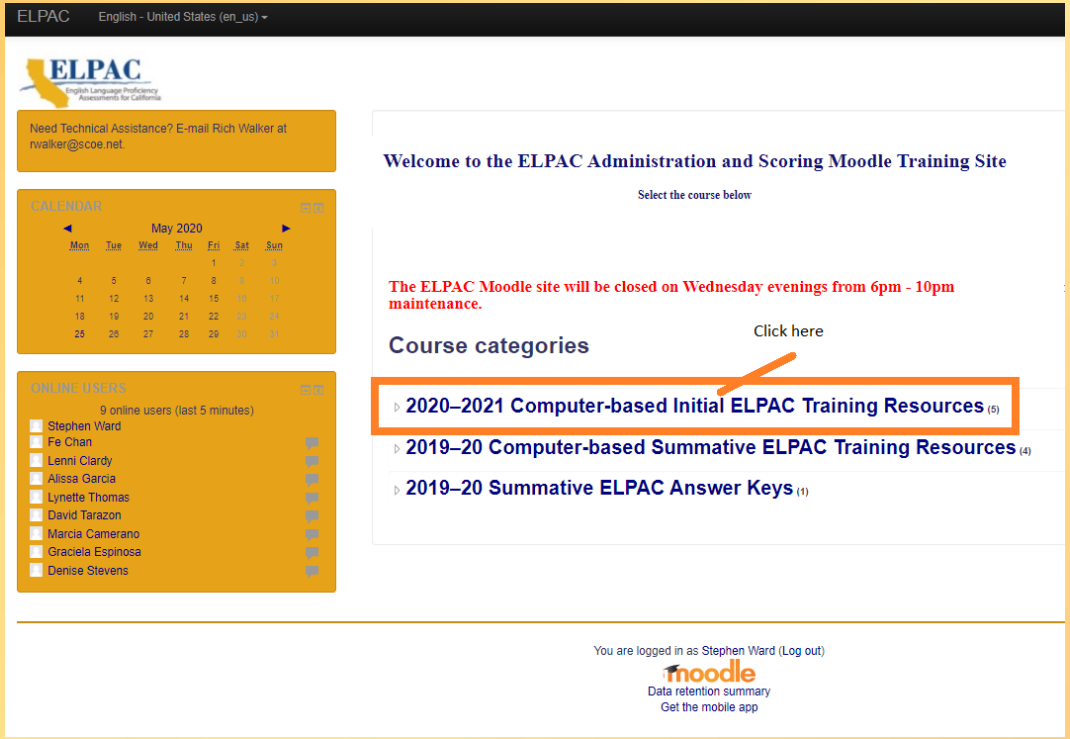
Moodle Continued…

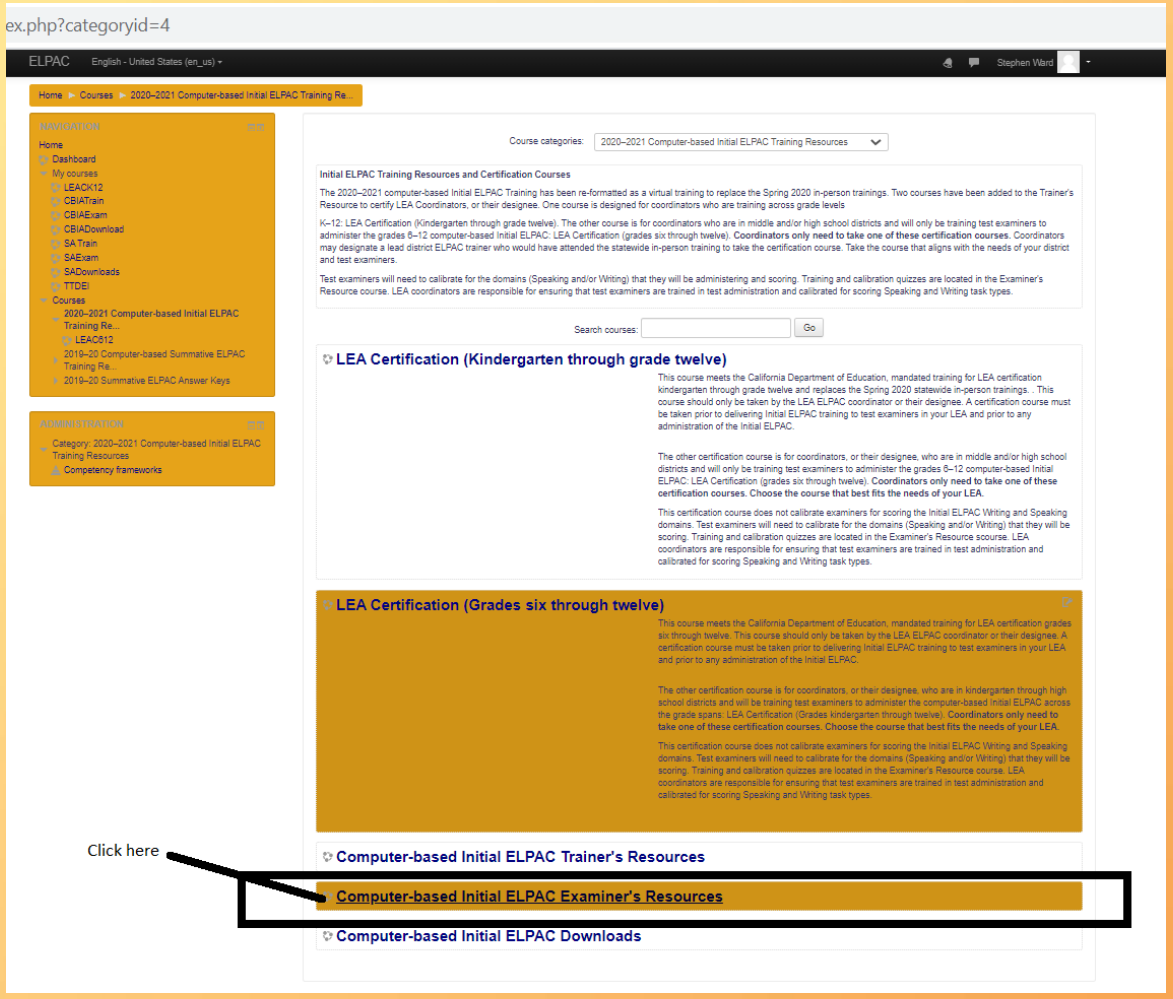




Moodle

Moodle Continued…



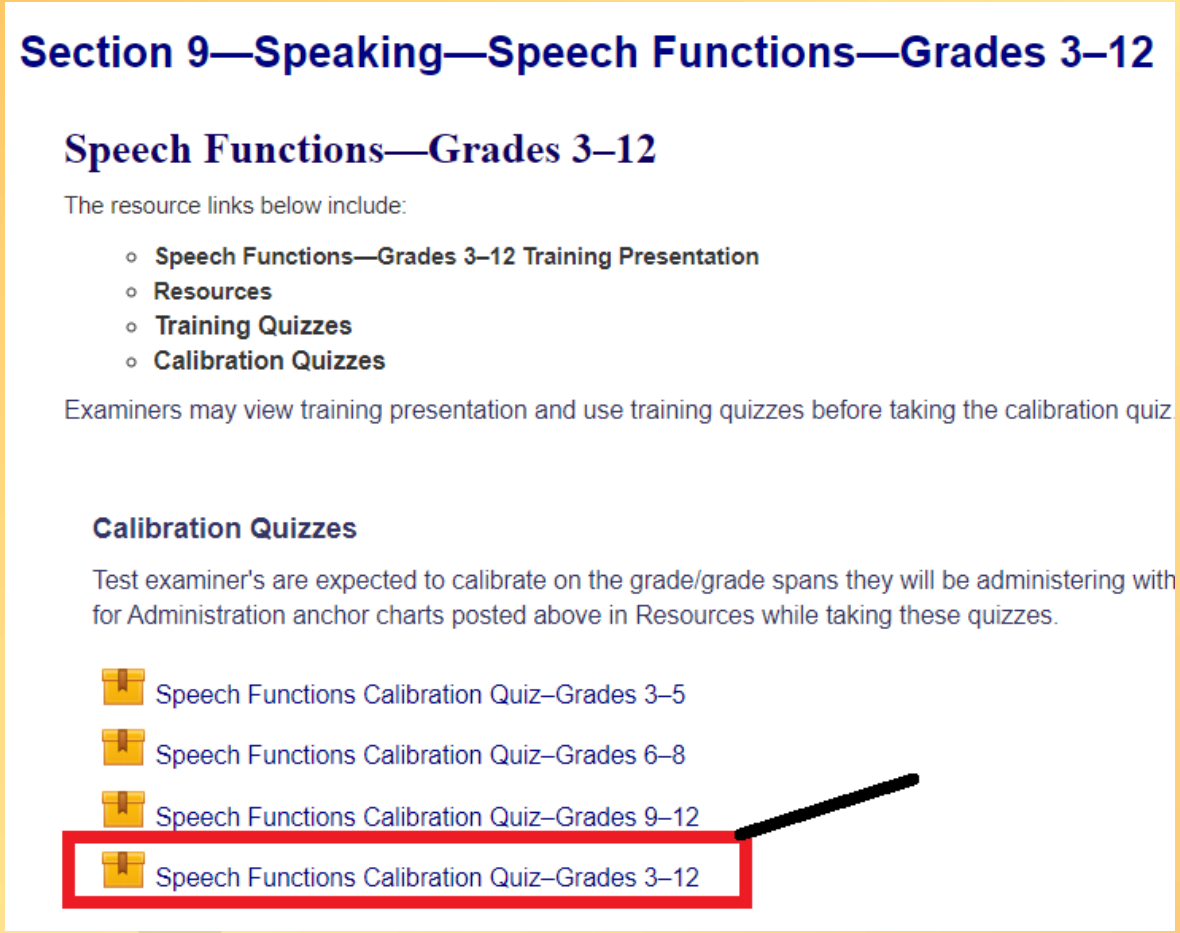


Moodle

Binder 1-18

Moodle Final

Speaking



Section 9—Speaking—Speech Functions—Grades 3–12

Speech Functions—Grades 3–12

The resource links below include:

- **Speech Functions—Grades 3–12 Training Presentation**
- **Resources**
- **Training Quizzes**
- **Calibration Quizzes**

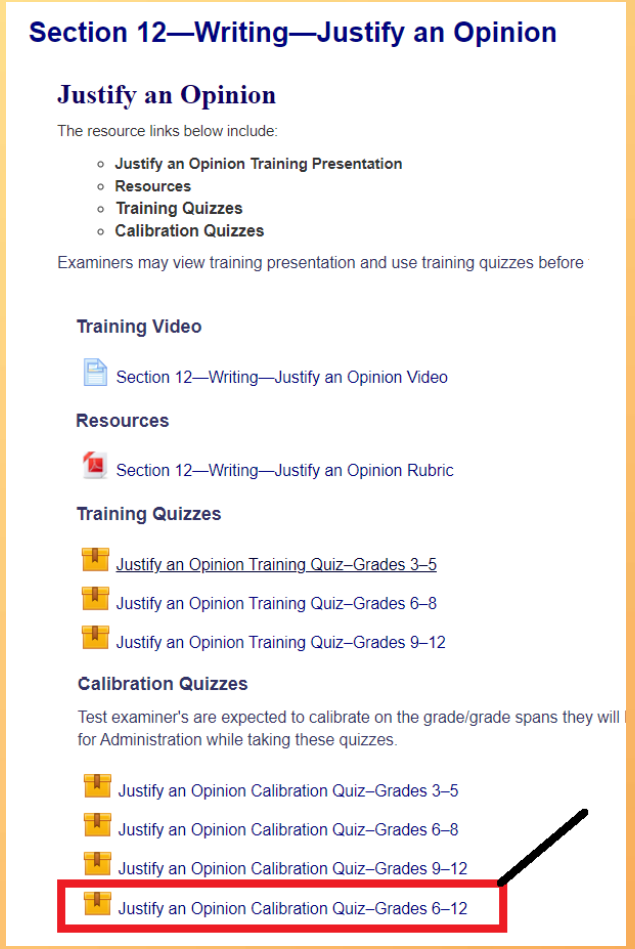
Examiners may view training presentation and use training quizzes before taking the calibration quiz

Calibration Quizzes

Test examiner's are expected to calibrate on the grade/grade spans they will be administering with for Administration anchor charts posted above in Resources while taking these quizzes.

- Speech Functions Calibration Quiz–Grades 3–5
- Speech Functions Calibration Quiz–Grades 6–8
- Speech Functions Calibration Quiz–Grades 9–12
- Speech Functions Calibration Quiz–Grades 3–12

Writing



Section 12—Writing—Justify an Opinion

Justify an Opinion

The resource links below include:

- **Justify an Opinion Training Presentation**
- **Resources**
- **Training Quizzes**
- **Calibration Quizzes**

Examiners may view training presentation and use training quizzes before

Training Video

Section 12—Writing—Justify an Opinion Video

Resources

Section 12—Writing—Justify an Opinion Rubric

Training Quizzes

Justify an Opinion Training Quiz–Grades 3–5

Justify an Opinion Training Quiz–Grades 6–8

Justify an Opinion Training Quiz–Grades 9–12

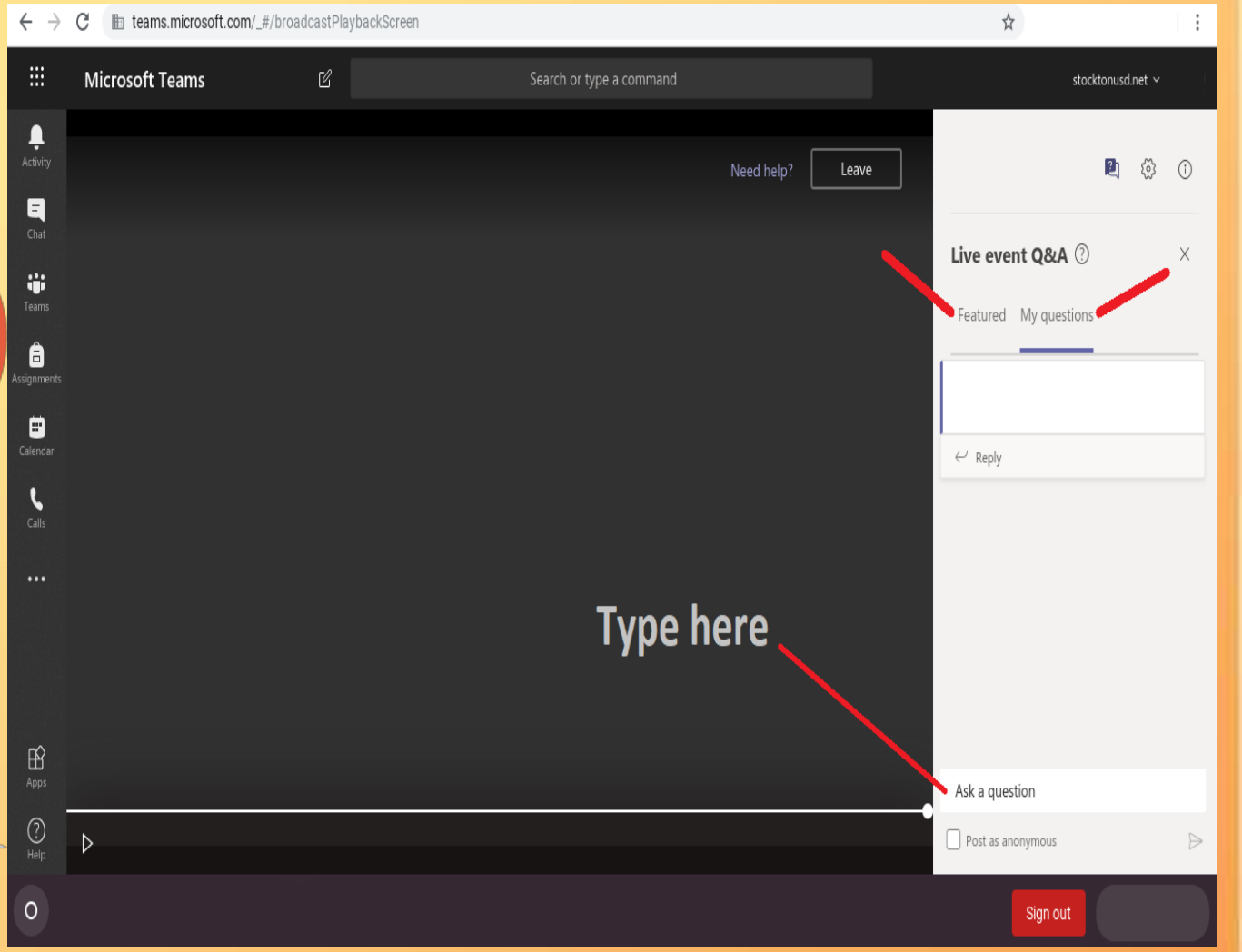
Calibration Quizzes

Test examiner's are expected to calibrate on the grade/grade spans they will for Administration while taking these quizzes.

- Justify an Opinion Calibration Quiz–Grades 3–5
- Justify an Opinion Calibration Quiz–Grades 6–8
- Justify an Opinion Calibration Quiz–Grades 9–12
- Justify an Opinion Calibration Quiz–Grades 6–12

Moodle

Questions


teams.microsoft.com/_#/broadcastPlaybackScreen
Microsoft Teams
Search or type a command
stocktonusd.net
Activity
Chat
Teams
Assignments
Calendar
Calls
Apps
Help
Need help?
Leave
Live event Q&A
Featured
My questions
Reply
Type here
Ask a question
Post as anonymous
Sign out

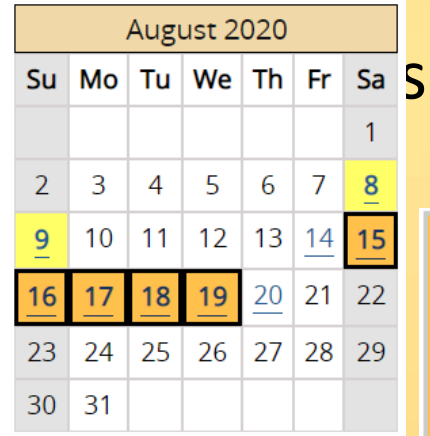
CDE Updates

Initial Assessment ELPAC

Test within the first 30 days of enrollment

Still using paper/pencil until August 20th then pencil and paper

sed starting August

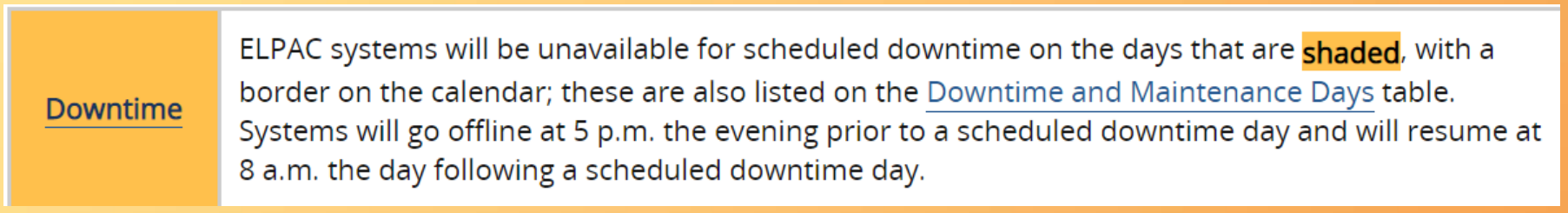


August 2020

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Summative assessment ELPAC

- Spring 2020 ELPAC extended into Fall 2020
- Grade level testing where 9th grade enrolled student will take 6-8th grade test
- Spring settings roll over into Fall
- Scored in 2 waves

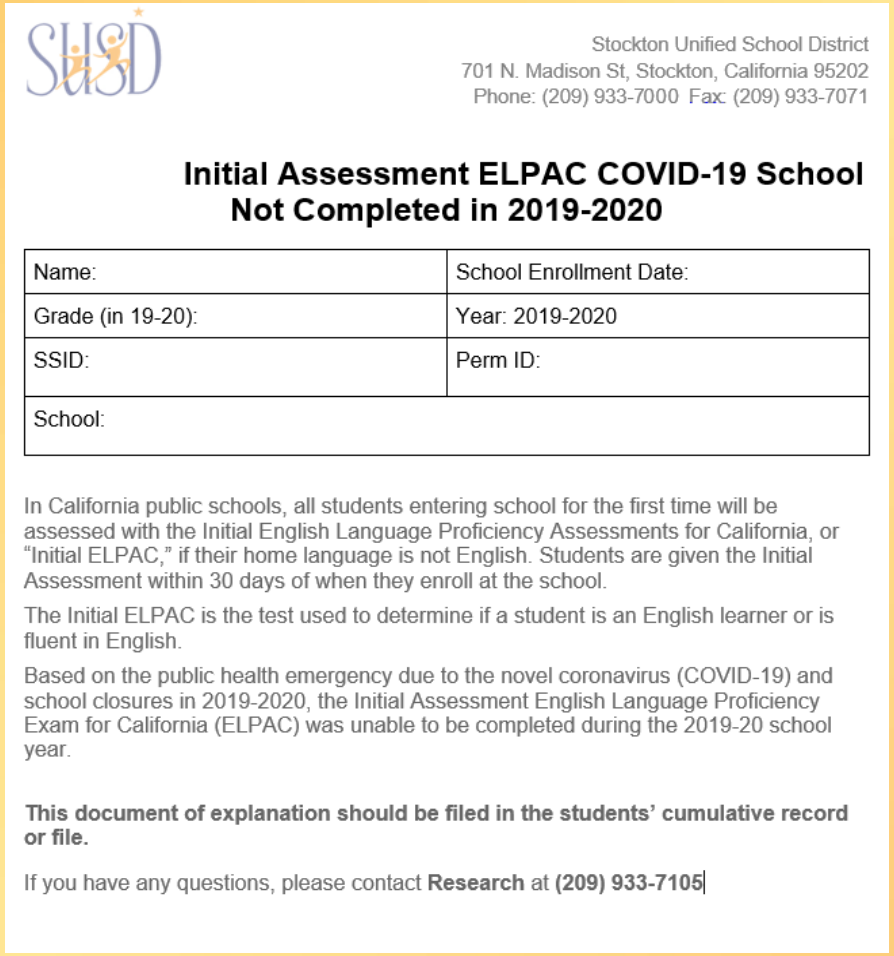


Downtime

ELPAC systems will be unavailable for scheduled downtime on the days that are shaded, with a border on the calendar; these are also listed on the Downtime and Maintenance Days table. Systems will go offline at 5 p.m. the evening prior to a scheduled downtime day and will resume at 8 a.m. the day following a scheduled downtime day.

CDE Updates Cont…

IA ELPAC COVID-19 Documentation



Stockton Unified School District
701 N. Madison St, Stockton, California 95202
Phone: (209) 933-7000 Fax: (209) 933-7071

Initial Assessment ELPAC COVID-19 School Not Completed in 2019-2020

Name:	School Enrollment Date:
Grade (in 19-20):	Year: 2019-2020
SSID:	Perm ID:
School:	

In California public schools, all students entering school for the first time will be assessed with the Initial English Language Proficiency Assessments for California, or "Initial ELPAC," if their home language is not English. Students are given the Initial Assessment within 30 days of when they enroll at the school.

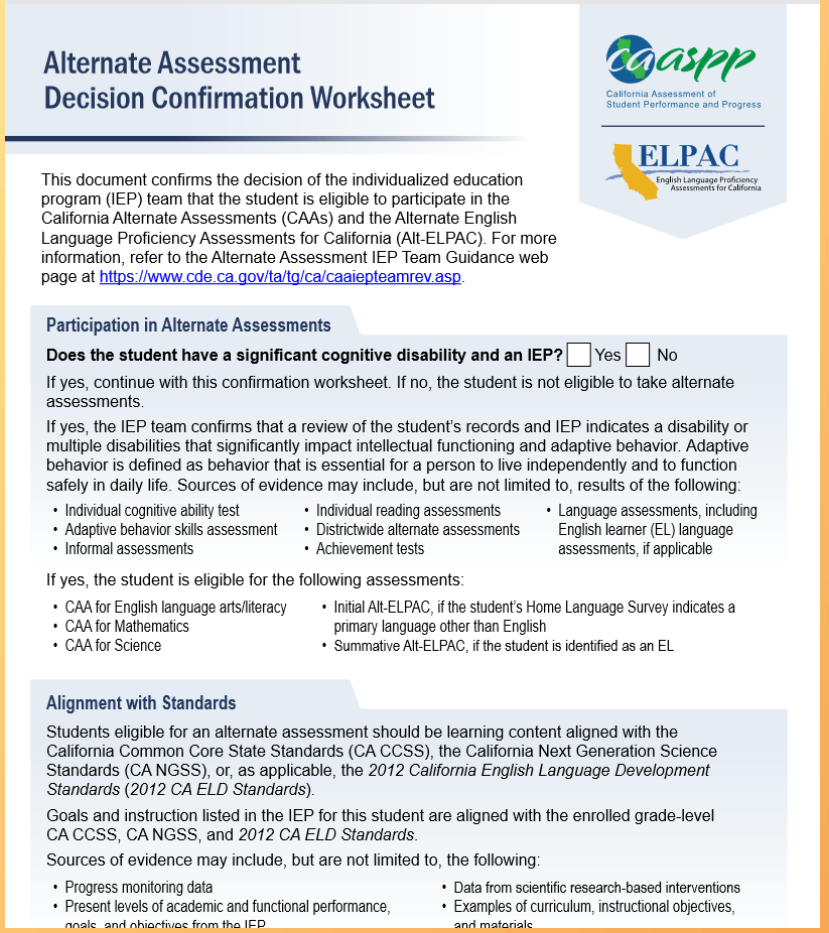
The Initial ELPAC is the test used to determine if a student is an English learner or is fluent in English.

Based on the public health emergency due to the novel coronavirus (COVID-19) and school closures in 2019-2020, the Initial Assessment English Language Proficiency Exam for California (ELPAC) was unable to be completed during the 2019-20 school year.

This document of explanation should be filed in the students' cumulative record or file.

If you have any questions, please contact **Research** at **(209) 933-7105**

Alternate ELPAC Operational Field Test



Alternate Assessment Decision Confirmation Worksheet

caaspp — California Assessment of Student Performance and Progress
ELPAC — English Language Proficiency Assessments for California

This document confirms the decision of the individualized education program (IEP) team that the student is eligible to participate in the California Alternate Assessments (CAAs) and the Alternate English Language Proficiency Assessments for California (Alt-ELPAC). For more information, refer to the Alternate Assessment IEP Team Guidance web page at https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp.

Participation in Alternate Assessments

Does the student have a significant cognitive disability and an IEP? ☐ Yes ☐ No

If yes, continue with this confirmation worksheet. If no, the student is not eligible to take alternate assessments.

If yes, the IEP team confirms that a review of the student's records and IEP indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behavior is defined as behavior that is essential for a person to live independently and to function safely in daily life. Sources of evidence may include, but are not limited to, results of the following:

- Individual cognitive ability test
- Adaptive behavior skills assessment
- Informal assessments
- Individual reading assessments
- Districtwide alternate assessments
- Achievement tests
- Language assessments, including English learner (EL) language assessments, if applicable

If yes, the student is eligible for the following assessments:

- CAA for English language arts/literacy
- CAA for Mathematics
- CAA for Science
- Initial Alt-ELPAC, if the student's Home Language Survey indicates a primary language other than English
- Summative Alt-ELPAC, if the student is identified as an EL

Alignment with Standards

Students eligible for an alternate assessment should be learning content aligned with the California Common Core State Standards (CA CCSS), the California Next Generation Science Standards (CA NGSS), or, as applicable, the *2012 California English Language Development Standards* (*2012 CA ELD Standards*).

Goals and instruction listed in the IEP for this student are aligned with the enrolled grade-level CA CCSS, CA NGSS, and *2012 CA ELD Standards*.

Sources of evidence may include, but are not limited to, the following:

- Progress monitoring data
- Present levels of academic and functional performance, goals, and objectives from the IEP
- Data from scientific research-based interventions
- Examples of curriculum, instructional objectives, and materials

Field Test January-Feb 2021 for Alternative ELPAC. July 2021 operational Initial Assessment ELPAC. February 2022 Operational Summative Alternate ELPAC

Questions

This is [insert] and I am wondering if the ELPAC…

Computer Based Initial Assessment ELPAC

Ready!

Initial Assessment Background

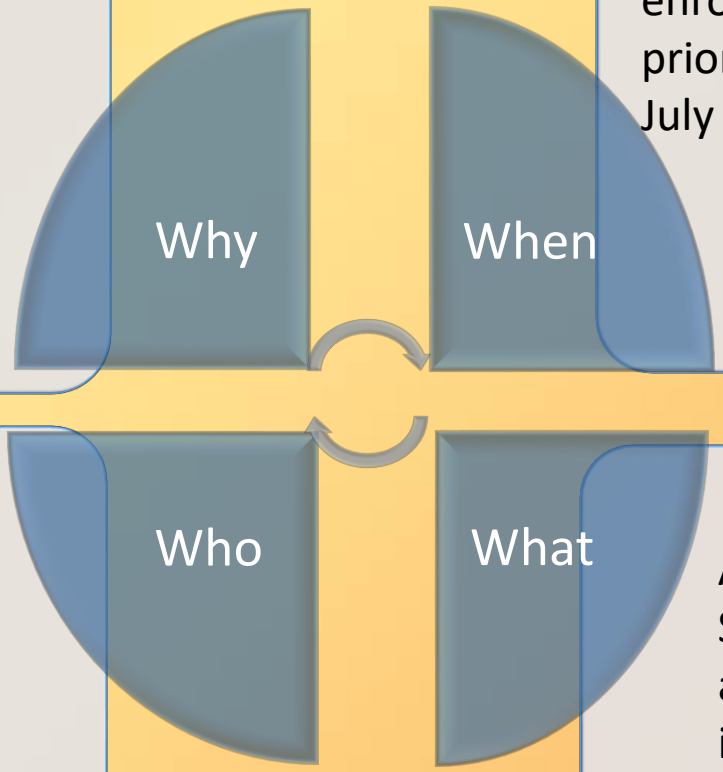
2019-20 IA ELPAC

- Pencil/paper
- Trained good for 1-year
- Local Scoring Tool (LST)
- SSID not required prior to test
- Examiners Manual

2020-21 IA ELPAC

- Computer
- Training good for 2-years
- Data Entry Interface
  - Speaking k-12; Writing k-2
  - Teacher Hand Scoring System (THSS) 3-12 Writing
- SSID required prior to test
  - No longer able to administer Initial test without a student SSID
- Directions for Administration

- State law (California *Education Code* section 313 and California *Education Code* section 60810); Assess and monitor progress of newly enrolled students whose primary language is not English
- (https://www.elpac.org/resources/faq/)

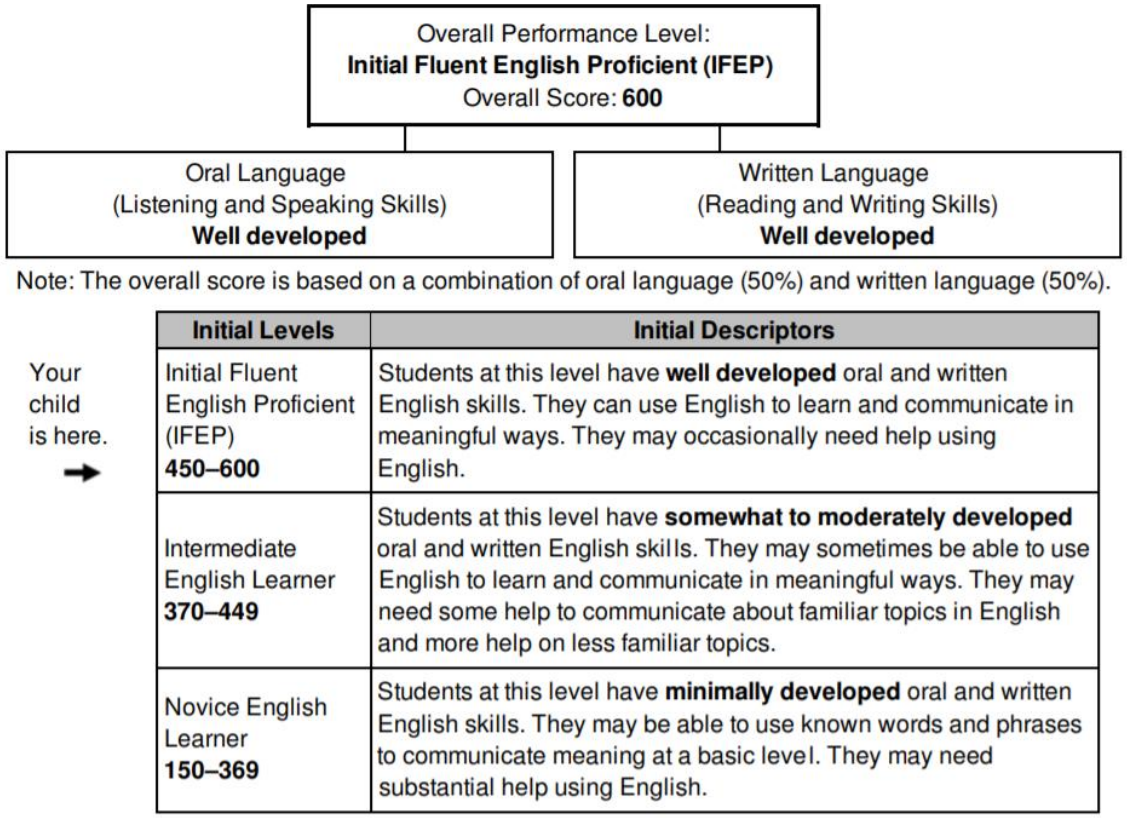


The ELPAC must be administered within 30 calendar days of enrollment or 60 calendar days prior to instruction, but not before July 1.

Students with a primary language other than English, as determined by a home language survey, who have not taken the California English Language Development Test (CELDT) or ELPAC before and who have not been previously classified as an EL, must take the Initial ELPAC.

English Language Proficiency Assessments for California (ELPAC) Standardized test given to (K–12), ages 3-21 whose primary language is a language other than English. Consist of Listening, Speaking, Reading, Writing

About the Initial ELPAC



Overall Performance Level:
Initial Fluent English Proficient (IFEP)
Overall Score: **600**

Oral Language (Listening and Speaking Skills) **Well developed**	Written Language (Reading and Writing Skills) **Well developed**

Note: The overall score is based on a combination of oral language (50%) and written language (50%).

	Initial Levels	Initial Descriptors
Your child is here. →	Initial Fluent English Proficient (IFEP) **450–600**	Students at this level have **well developed** oral and written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
	Intermediate English Learner **370–449**	Students at this level have **somewhat to moderately developed** oral and written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
	Novice English Learner **150–369**	Students at this level have **minimally developed** oral and written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Initial ELPAC Performance Weights

Initial ELPAC

In 2018, the SSPI approved threshold and composite weight adoptions for the Initial ELPAC. The ELPAC allows for differential weights in the calculation of the Overall performance level for each grade span. The preliminary weight recommendations for the Initial ELPAC are presented in the chart below:

Grade	Oral Language Composite (Listening and Speaking)	Written Language Composite (Reading and Writing)
Kindergarten	90	10
Grades 1	70	30
Grades 2–12	50	50

Students are given the Initial Assessment within 30 days of when they enroll at the school. Once testing is completed, LEAs score the operational assessments locally and use the local scoring tool (LST) to input raw hand-scored results. LEAs have two options for LST use during the summer, before the first day of classes:

1. Request a Statewide Student Identifier, submit the English language acquisition status record of "To Be Determined", and enter raw student scores into the LST to generate an official score.
2. Use the preliminary score template to score the Initial ELPAC by hand and retain the results until the student arrives on the first day of school. Follow option 1 once student is enrolled.

https://www.cde.ca.gov/ta/tg/ep/cefelpac.asp

ELPAC Materials

Test Administration Chart

	K	1	2	3–5	6–8	9–12
Speaking	1:1	1:1	1:1	1:1	1:1	1:1
Listening	1:1	1:1	1:1	1:1 or Group Proctor for groups of more than 20 students		
Reading	1:1	1:1	1:1	1:1 or Group Proctor for groups of more than 20 students		
Writing	1:1	1:1	Group Proctor for groups of more than 10 students	1:1 or Group Proctor for groups of more than 20 students		

Binder Page 1-37

Test Materials

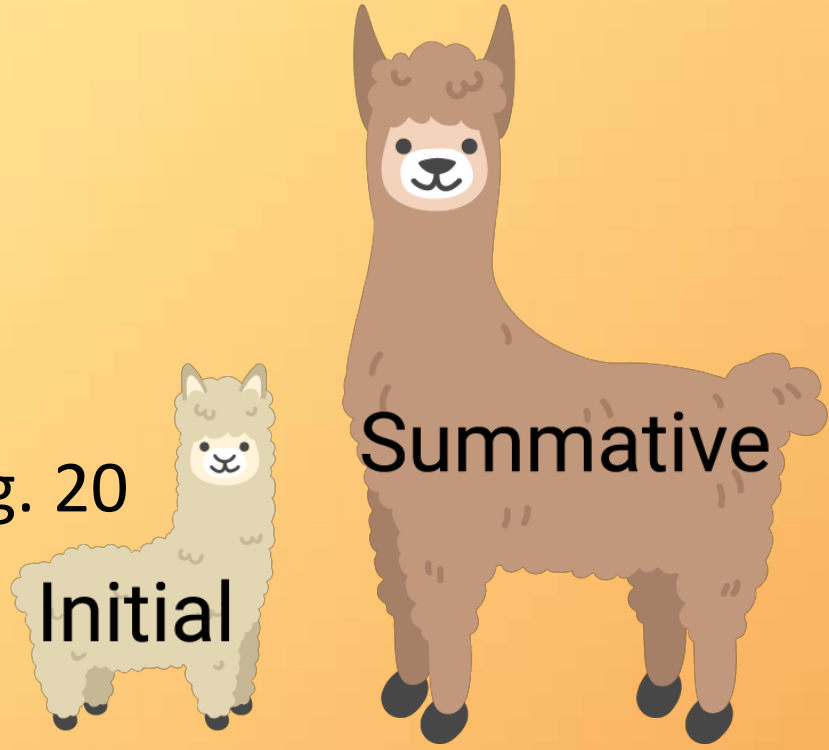
	K	1	2	3–5	6–8	9–12
Speaking						
Listening, Reading, and Writing	DFA Print or digital	DFA Print or digital	DFA Print or digital	DFA Print or digital	DFA Print or digital	DFA Print or digital
Other Materials	Answer Book Order via TOMS	Answer Book Order via TOMS	Answer Book Order via TOMS	Scratch paper for notetaking		
	"Do Not Disturb" sign					

Binder Page 1-38

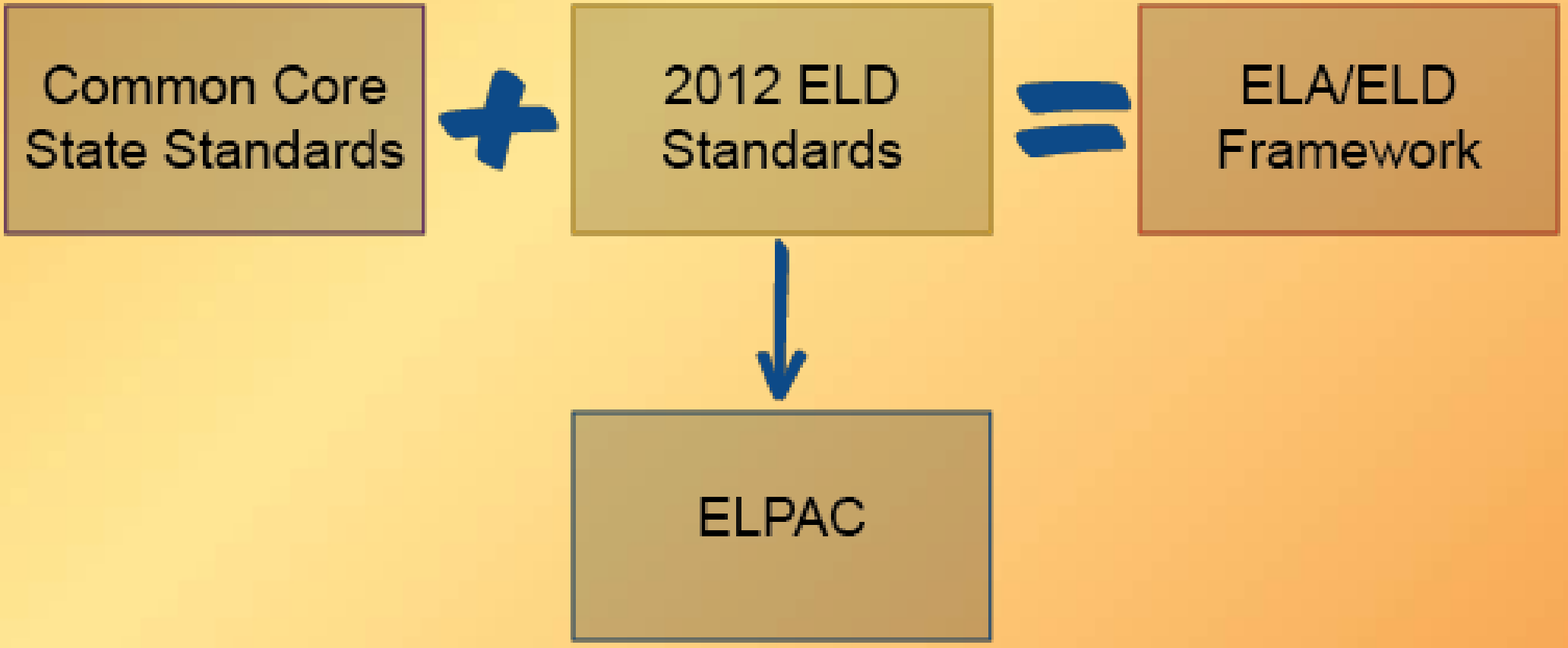
The ELPAC Structure

Initial

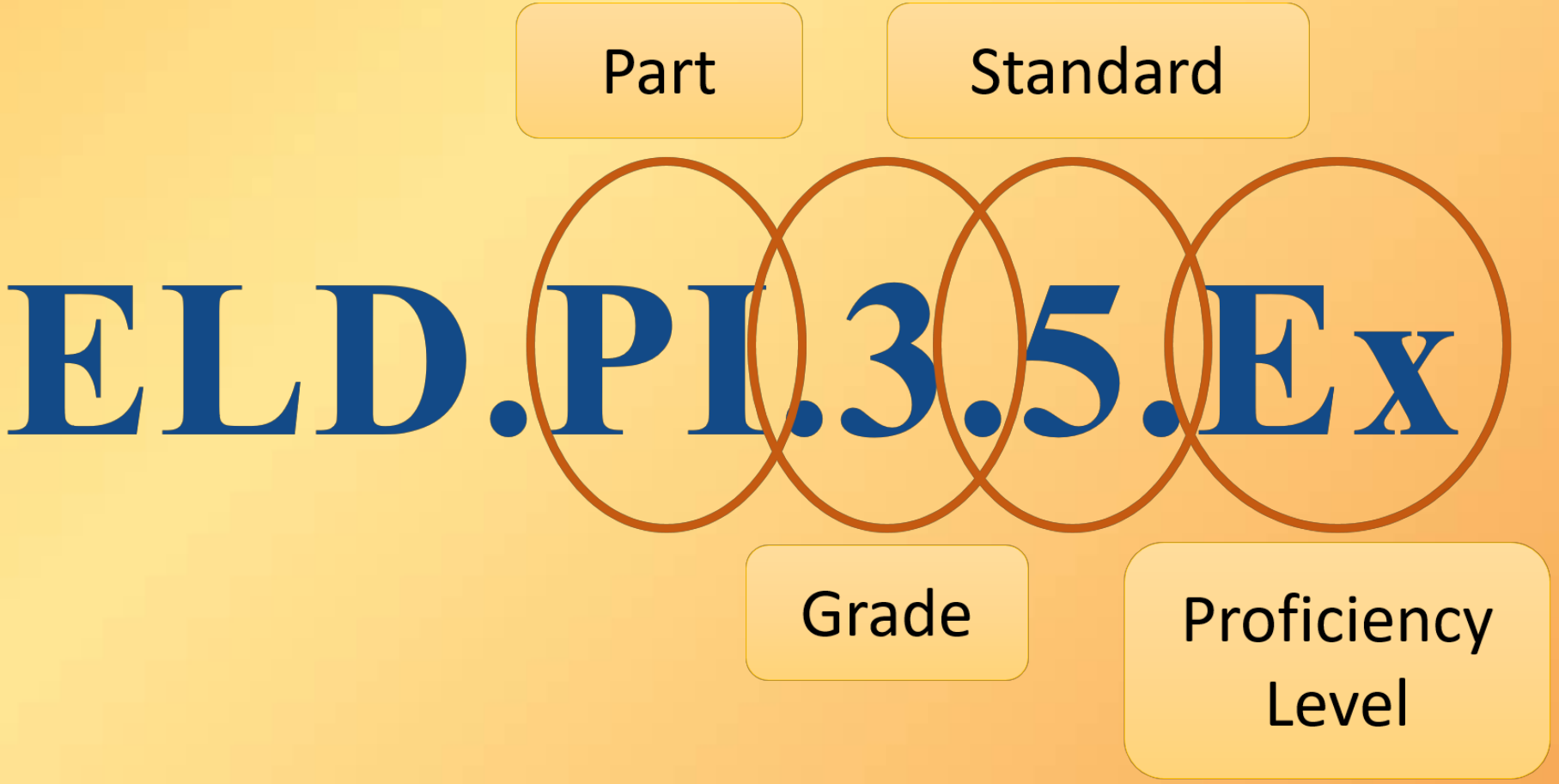
- Given once to determine English Language Acquisition Status (TBD, EL, IFEP)
- Kindergarten,
- Grades 1,2,3-5
- 6-8, 9-12
- Given pencil/paper until Aug. 20 then computer based



What's the Connection?



How are they numbered?

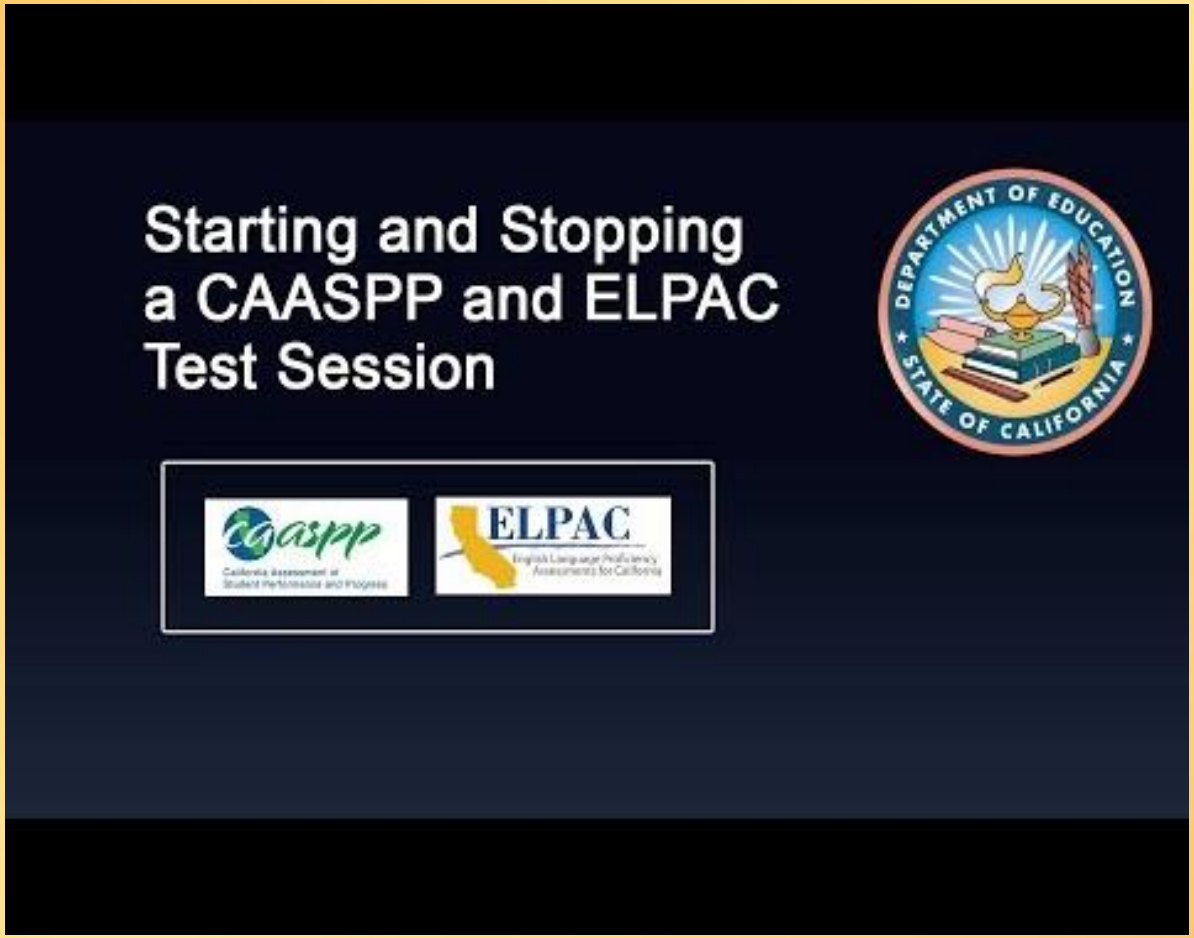


Wonderings

Hi my name is [insert] and I am wondering if the ELPAC…

Computer-Based

Computer based ELPAC – Technology Requirement



1. Test Operation Management System (TOMS)

2. Test Administrator (TA) Interface

3. Data Entry Interface (D.E.I.) Writing k-2/Speaking k-12

4. Teacher Hand Scoring System (THSS)
Writing 3-12

5. Secure Browser

Binder Pages 1-25 and 1-26

Wri

Domain Information Sheet
Initial ELPAC

ELPAC

SPEAKING DOMAIN

Purpose

These task types allow students to show their abilities in speaking in English. All task types have a primary and secondary alignment to the 2012 English Language Development standards.

Administration

Administered individually to all grade levels K*–12.

Task Types and Descriptions

Talk About a Scene

Grades K–12:
The student is presented with an illustration of a familiar scene. The test examiner first asks three who, what, when type questions about the scene. The test examiner then administers three items intended to generate longer responses.

Binder Section 2-1

Support an Opinion

Grade K:
The student listens to a presentation about two activities, events, materials, or objects, and is asked to give an opinion about why one is better than the other. In grades K–5, students view a picture of the choices for context and support.

Binder Section 3-1

Summarize an Academic Presentation

Grades 1–2:
The student listens to an academic presentation while looking at a related picture(s). The student is prompted to summarize the main points using the illustration(s) and key terms, if provided.

Grades 3–12:
The student listens to a recording of an academic presentation while looking at a related picture(s). The student is prompted to summarize the main points using the illustration(s) and key terms, if provided.

Binder Section 10-1

Speech Functions

Grades 3–12:
The student states what they would say in a situation described by the test examiner.

Binder Section 9-1

Retell a Narrative

Grades K–2:
The student listens to a story that follows a series of pictures, and then the student uses pictures to retell the story.

Binder Section 4-1

*Kindergarten includes year one of a two-year kindergarten program, which is often referred to as "transitional kindergarten."

California Department of Education
https://www.elpac.org/resources/

Speaking - Speech Functions (3-12)

ELD.PI.8.4.EX
Adapting language choices to various context based on task, purpose, evidence, and text type.

Binder Section 9-1

- Description:

The examiner describes a situation and asks what the student would say in the situation.

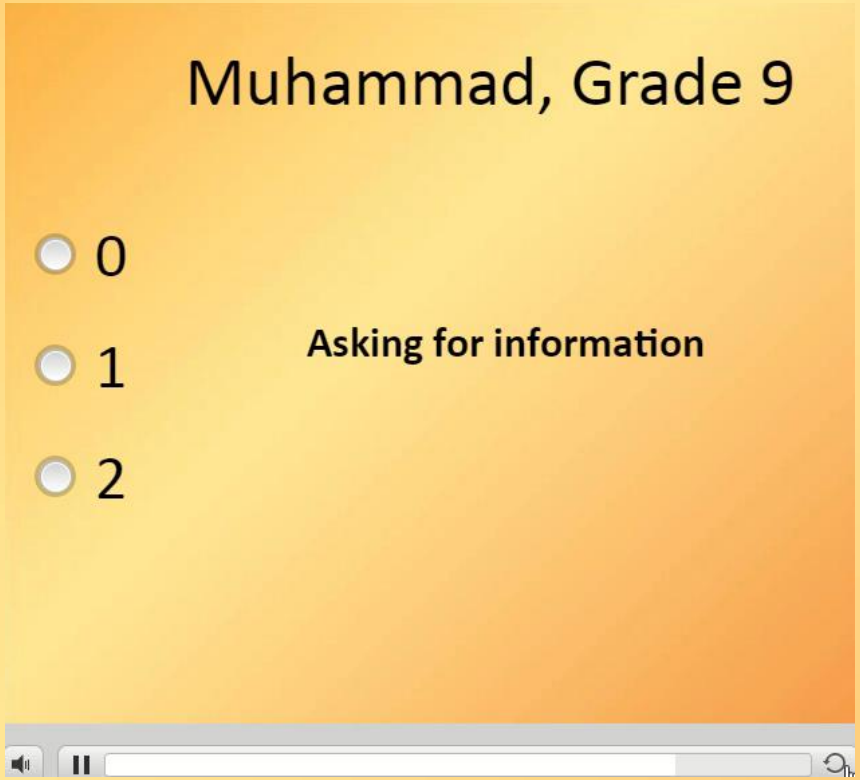
Rubric Speech Functions—Grades 3–12

Score	Descriptors
2	• Response appropriately addresses the language function in a clear way. No listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.
1	• Response addresses the language function in a limited way. Listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation impede meaning.
0	• Response does not address the language function. • Response contains no English. • No response, "I don't know," or is completely unintelligible.

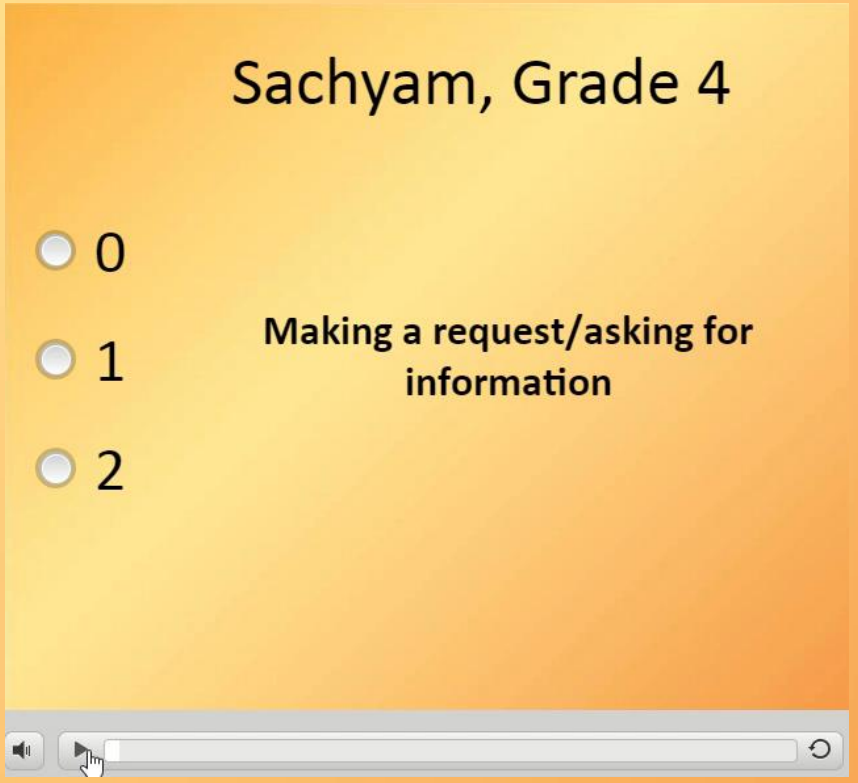
Rubric page 9-5 in Binder

Speaking - Speech Functions (3-12)

Binder Training 9-20, Track 158



Binder Training 9-16, Track 121



Speaking - Speech Functions (3-12)

Binder Calibration 9-24, Track 133

Edison, Grade 3

Binder Calibration 9-28, Track 170

Muhammad, Grade 9

Binder Calibration 9-24, Track 131

Josue, Grade 5

Binder Calibration 9-28, Track 174

Saul, Grade 12

Computer based ELPAC – Technology Requirement

- Data Entry Interface (D.E.I.)

The Speaking domain and grades k-2 writing will be entered into the Data
Entry Interface (D.E.I.)

Speaking - Summarize an Academic Presentation (1-12)

ELD.PI.5.8.EX
Expressing information and ideas in formal oral presentation on academic topics.

Description: The student listens to an academic presentation while looking at a related picture.

Binder Section 10-1

Rubric Speaking—Summarize an Academic Presentation—Grades 1–12

Score	Descriptors
4	• 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.
3	• 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.
2	• 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.
1	• 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.
0	• Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible.

Rubric page 10-5 in Binder

Speaking - Summarize an Academic Presentation (1-12)

Binder Training 10-46, Track 275

Skip Prompt

Replay Prompt

Chayanne, Grade 12

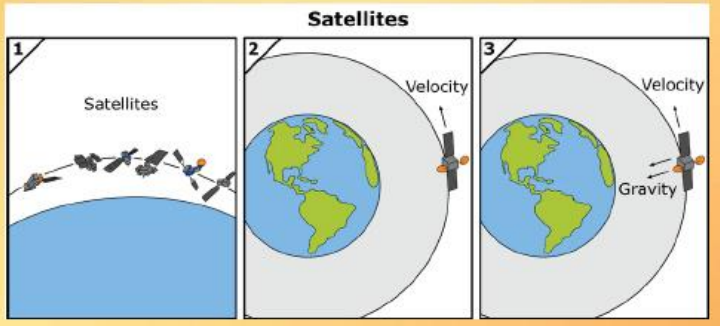
0

1

2

3

4



A full response includes all of the following Main Points and at least one detail for each point:

- Satellites are pieces of (heavy) equipment that orbit/move in a circle around Earth.
  Details: Satellites are used for different purposes: communications/telephone calls/taking pictures of Earth. A combination of forces (velocity and gravity) keep the satellites in orbit.
- Satellites travel at a very fast speed (high velocity)/if there is no force or gravity it will move or travel into space.
  Details: Velocity is speed. A moving object/satellite will travel in a straight line into space without a force/gravity. If there is no force/gravity, it will move away from Earth/into space.
- Gravity pulls the satellite toward Earth. Gravity acts as a force that keeps the satellite from traveling away from Earth/into space.
  Details: When velocity and gravity are balanced, the satellite continues to go around Earth. Satellites need a balance between/equal velocity and gravity. Velocity and gravity keep satellites on their path (around Earth).

Binder Training 10-26, Track 221

Skip Prompt

Replay Prompt

Carolina, Grade 3

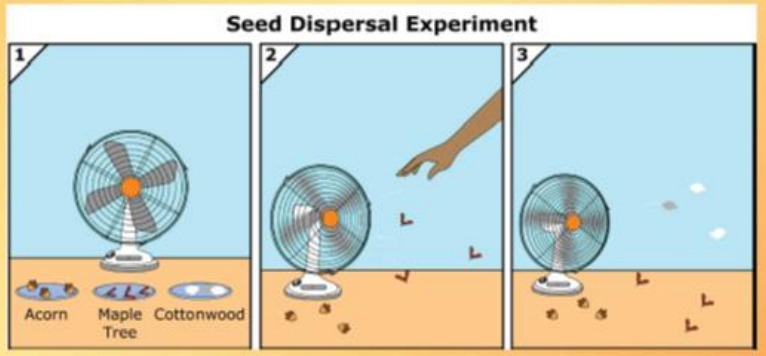
0

1

2

3

4



A full response includes all of the steps in the demonstration, and at least one detail:

Steps in the demonstration:

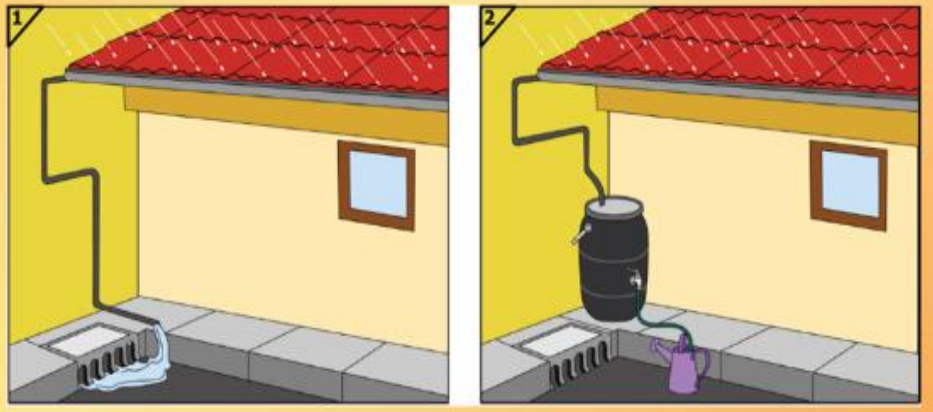
- The different kinds of seeds (acorn, maple, and cottonwood) are dropped in front of the fan (which creates wind similar to the wind that carries seeds outside).
- One kind (acorns) stayed close to the fan, another kind (maple seeds) flew longer, and another kind (cottonwood seeds) went farthest.

Details:

- Shape, weight, and/or material affect the dispersal of seeds/how seeds travel. Some seeds travel farther than the seeds of other plants/land at different distances/land in different patterns. Seed dispersal is an important part of the reproduction of plant life.

Speaking - Summarize an Academic Presentation (1-12)

Binder Calibration 10-49, Track 184

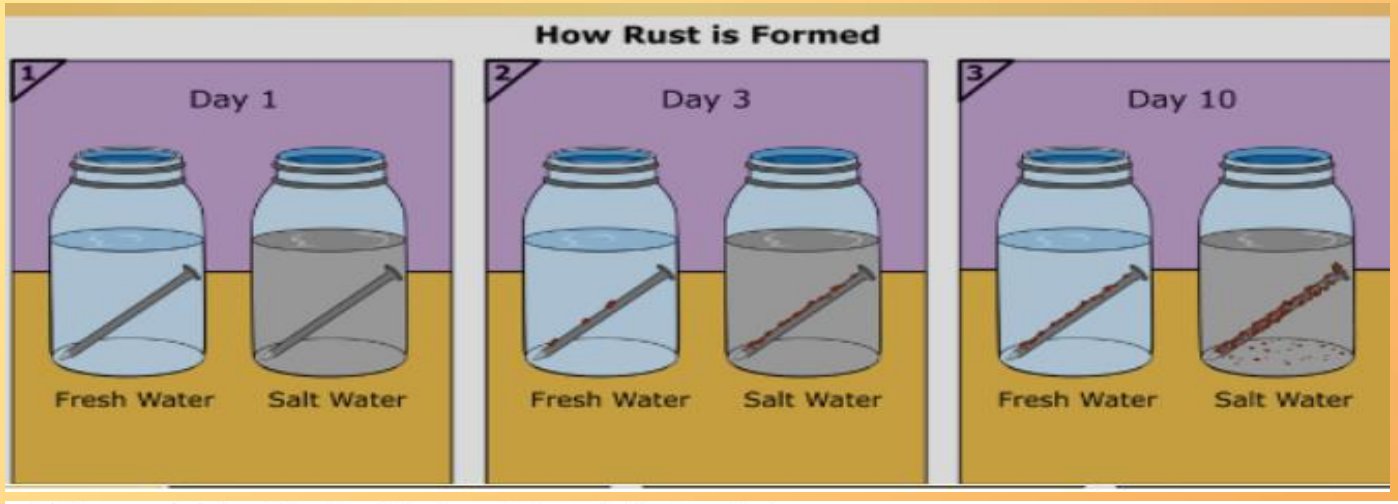


A full response includes at least three of the following Main Points:

- When rain falls on a building/roof, it often goes right down a pipe and into a drain.
- Rain barrels can be used to save water.
- (With a rain barrel), water goes (off a roof/down a pipe) into a barrel.
- The water can be used for plants/a garden.

Lasia, Grade 1

Binder Calibration 10 -61, Track 258



A full response includes all the steps of the demonstration and at least one detail.

Steps in the demonstration:

- Two jars each contain a nail. One jar is filled with fresh water and the other is filled with salt water.
- On the third day, both nails have spots/rust is beginning to form (because of a chemical reaction).
- After 10 days, the nail in salt water has a thick layer of rust and the nail in the fresh water only has a few specks of rust. (The salt water caused the metal to corrode/rust more quickly/rapidly.)

Details:

- Corrosion is a (chemical) process that damages metal when exposed to water/moisture over time. Corrosion causes iron to produce a brown or red substance/rust.

Joshua, Grade 6

Wr

Domain Information Sheet
Initial ELPAC

ELPAC

Writing Domain

Purpose

These task types allow students to show their abilities in writing in English. All task types have a primary and secondary alignment to the 2012 California English Language Development standards.

Administration

Administered individually in kindergarten (K)* and grade 1

Administered in small groups of up to 10 students in grade 2

Administered in groups of up to 20 students in grades 3–12

Task Types and Descriptions

Label a Picture—Word with Scaffolding	Write a Story Together with Scaffolding	Describe a Picture
Grade K: The student writes labels for objects displayed in a picture.	Grades K–2: The student collaborates with the Test Examiner to jointly compose a short literary text.	Grade 2: The student looks at a picture and writes a brief description about what is happening.
Binder Section 6-3	Binder Section 6-3	Grades 3–5: The student looks at a picture and is prompted to examine a paragraph written by a classmate about what is happening in the picture. The student is asked to expand, correct, and combine different sentences written by a classmate before completing the final task of writing a sentence explaining what the students will do next.
		Binder Section 11-1

Write about an Experience	Justify an Opinion
Grades 6–12: The student is provided with a common topic, such as a memorable classroom activity or event and is prompted to write about the topic.	Grades 3–12: The student is asked to write an essay providing his/her position and appropriate supporting reasons about a school related topic.
Binder Section 13-1	Binder Section 12-1

*Kindergarten includes year one of a two-year kindergarten program, which is often referred to as "transitional kindergarten."

California Department of Education

https://www.elpac.org/resources/

Writing – Justify an Opinion (3-12)

ELD.PI.8.11.EX
Justifying own arguments and evaluating others arguments in writing.

Description: The student is asked to provide and opinion along with appropriate support for submission to a school newspaper, principal, or another staff member, on a school related topic

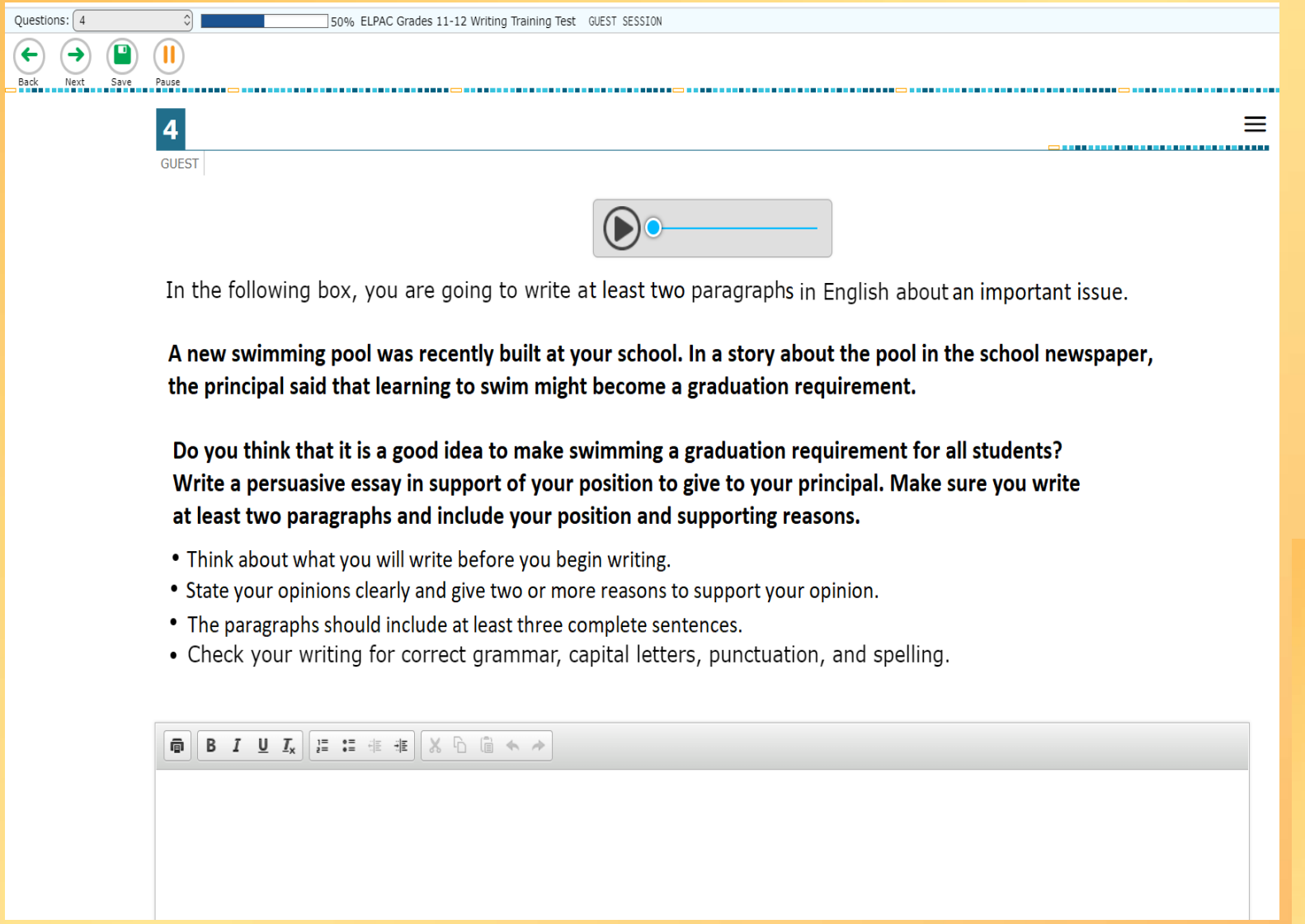
Binder Section 12-1

Rubric Justify an Opinion—Grades 3–12

Score	Descriptors
4	• The response successfully expresses an opinion **(grades three through five)** or states a position **(grades six through twelve)** and provides relevant and detailed support. • The response is readily coherent. • Grammar and word choice are varied and effective. • Minor errors in spelling/keyboarding and punctuation may be present but do not impede meaning. • **For grades three through five**: The response includes at least two reasons that support the opinion, typically using three or more sentences. • **For grades six through twelve**: The response includes at least two reasons that support the position, typically using six or more sentences. • **For grades nine through twelve**: Register is appropriate.
3	• The response expresses an opinion or states a position with some relevant support. • The response is generally coherent. • Errors and limitations in grammar and word choice may impede meaning in some sentences. • Errors in spelling/keyboarding and punctuation may impede meaning at times. • **For grades three through five**: The response includes at least one reason that supports the opinion, typically using two or more sentences. • **For grades six through twelve**: The response includes at least one reason that supports the position, typically using three or more sentences. • **For grades nine through twelve**: Register is mostly appropriate.
2	• The response expresses an opinion or states a position with some relevant support but is not complete. • The response is somewhat coherent. • Errors and limitations in grammar and word choice impede meaning. • Errors in spelling/keyboarding and punctuation may frequently impede meaning. • **For grades three through five**: The response includes at least one sentence. • **For grades six through twelve**: The response typically includes at least two sentences. • **For grades nine through twelve**: Register is somewhat appropriate.
1	• The response does not include a clear opinion or position and/or conveys little relevant information. • The response lacks coherence. • Frequent errors and/or severe limitations in grammar and word choice prevent expression of opinion or position. • Errors in spelling/keyboarding and punctuation may severely impede meaning. • **For grades three through five**: The response may consist of isolated words or phrases. • **For grades six through twelve**: The response may consist only of one sentence or of isolated words or phrases. • **For grades nine through twelve**: Register may not be appropriate.
0	• The response copies the prompt, contains no English, does not relate to the prompt, or includes only "I don't know." OR • No response is provided.

Rubric page 12-4 in Binder

Writing – Justify an Opinion (9 -12)



Binder Training 12-26

Binder Training 77, Page 12-35

Swimming–Number 2

I don't know because i don't know enderstand.

Binder Training 78, Page 12-35

Swimming–Number 2

I think is a good idea to make awimming a graduation requeriment for all students

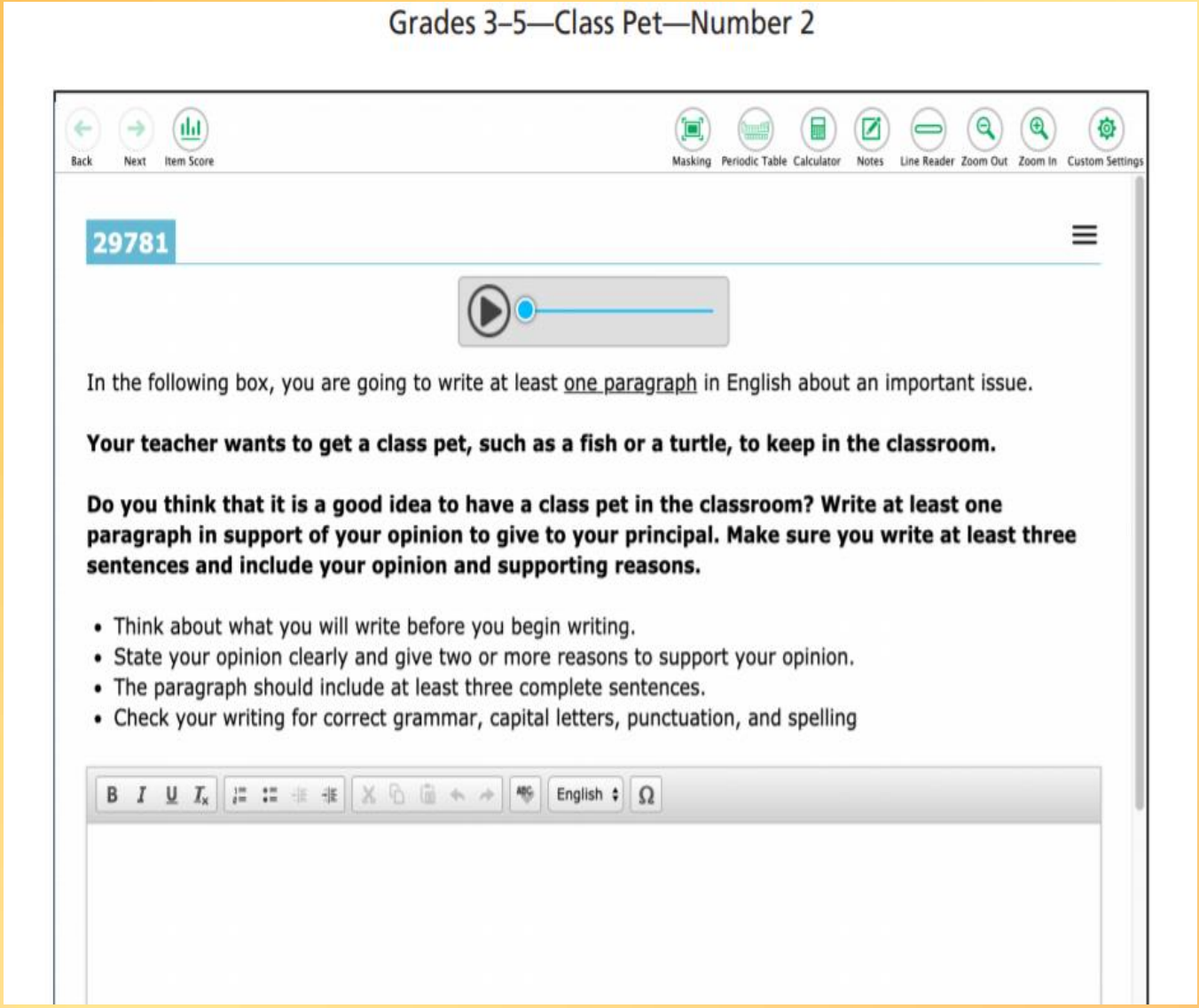
Binder Training 79, Page 12-36

Swimming–Number 2

i think its a good idea that swiming should be require to be graduation becuase all kid should learn how to swim. kid should learn how to swim because they could save peoples lives.
Another reason is because they wont drown or anything.

Writing – Justify an Opinion (3 -5)

Binder Calibration 25, Page 12-40



Grades 3–5—Class Pet—Number 2

Back Next Item Score Masking Periodic Table Calculator Notes Line Reader Zoom Out Zoom In Custom Settings

29781

In the following box, you are going to write at least one paragraph in English about an important issue.

Your teacher wants to get a class pet, such as a fish or a turtle, to keep in the classroom.

Do you think that it is a good idea to have a class pet in the classroom? Write at least one paragraph in support of your opinion to give to your principal. Make sure you write at least three sentences and include your opinion and supporting reasons.

- Think about what you will write before you begin writing.
- State your opinion clearly and give two or more reasons to support your opinion.
- The paragraph should include at least three complete sentences.
- Check your writing for correct grammar, capital letters, punctuation, and spelling

English

Binder Page 12-5

Instrument–Number 5

My teacher wants a pet fish.But i wants a pet turtle.But my finds wants a pet fish.

Binder Calibration 26, page 12-41

Instrument–Number 5

I think a class pet is a good idea becuase it can teach us how to be resoponsible with our pets. They can teach us how hard it is to take care of an animal. Also they can make us feel better when we are felling sad. First, a class pet can teach us how to be responsible with our pets. Example, if a class pet is a turtle, it can teach us how much food to give to a pet and how to care it very carefully. Next, they show how hard it is to take care of a pet.

For example, a dog is difficult to take care of beacuse it poops in the house and it always makes a mess. Lastly, they can make us feel better when were sad. In instance, a dog can lick you and wants to play with you when your sad. A cat curls up on you when they know your felling sad. In conclusion, I think a class pet is a good idea. They can show us many things of how to take care of an animal.

Teacher Hand Scoring System (Grades 3-12 Writing)

Writing – Write About an Experience (6-12)

ELD.PI.8.10.EX
Writing literary and informational texts to present writing, describe, and explain ideas and information, using appropriate technology

Description: The student is provided with a common topic, such as memorable classroom activity or event. The student is prompted to write about the topic from the student's own experience, elaborating using descriptions, details, and examples.

Binder Section 13-1

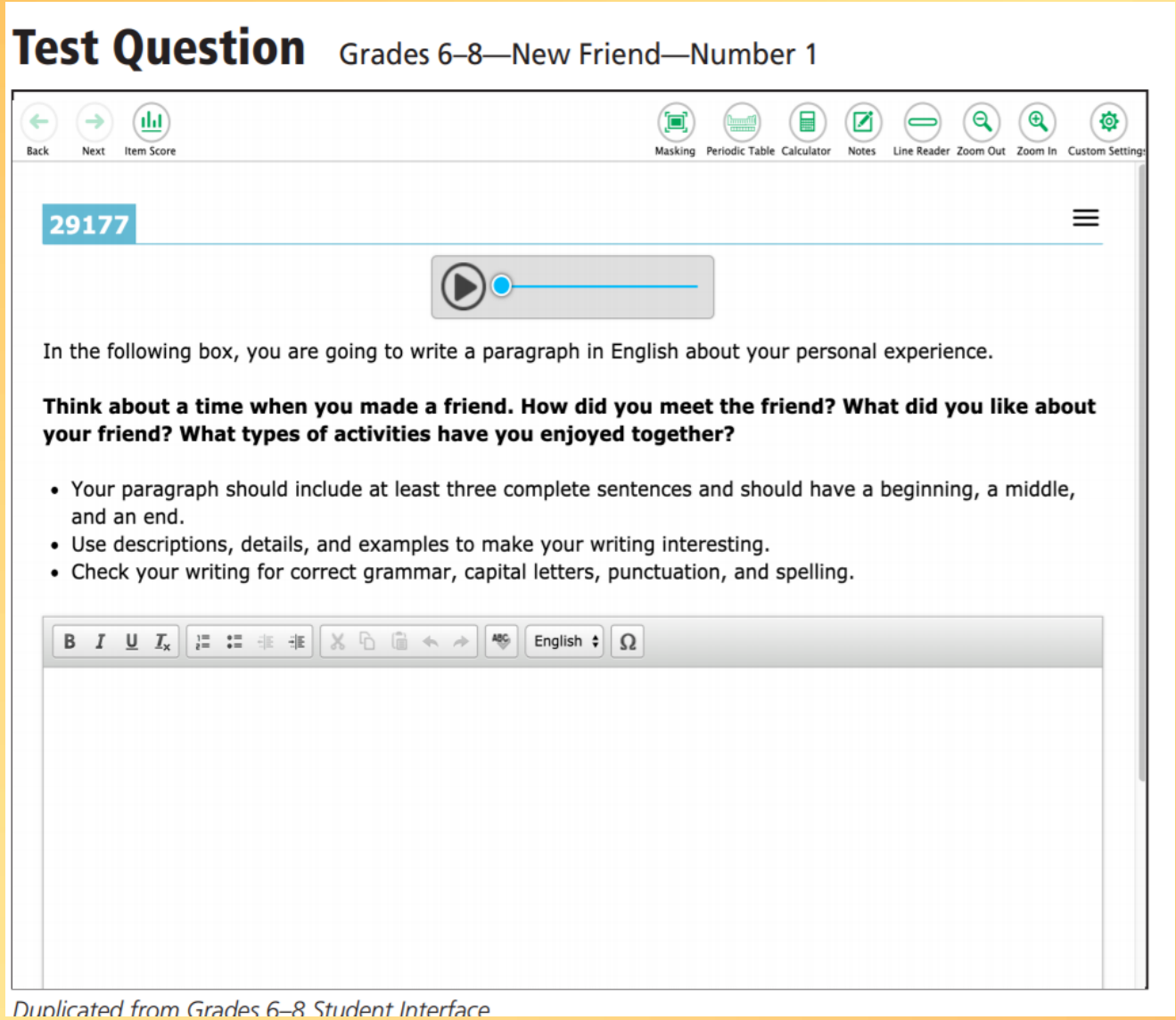
Rubric Write About an Experience—Grades 6–12

Score	Descriptors
4	• The response provides a full and complete account of the experience named in the prompt using well-developed descriptions, details, or examples. • The response is readily coherent. • Grammar and word choice are varied and generally effective. Minor errors do not impede meaning. • Minor errors in spelling/keyboarding and punctuation may be present, but they do not impede meaning. • The response typically includes a paragraph of at least three sentences.
3	• The response provides a generally complete account of an experience relevant to the prompt using some descriptions, details, or examples. • The response is mostly coherent. • Errors and limitations in grammar and word choice may impede meaning at times. • Errors in spelling/keyboarding and punctuation may impede meaning at times. • The response typically includes at least two sentences.
2	• The response provides a partial account of an experience related to the prompt using some descriptions, details, or examples. • The response is somewhat coherent. • Errors and limitations in grammar and word choice may impede meaning. • Errors in spelling/keyboarding and punctuation may frequently impede meaning. • The response includes at least one sentence.
1	• The response may provide a limited account of a personal experience and/or conveys little relevant information. • The response may lack coherence. It may consist of isolated words or phrases. • Frequent errors and/or severe limitations in grammar and word choice prevent expression of ideas. • Errors in spelling/keyboarding and punctuation may severely impede meaning.
0	• The response copies the prompt, contains no English, does not relate to a personal experience, or includes only "I don't know." OR • No response is provided.

Binder Section 13-4

Writing – Write About an Experience (6-8)

Binder Training 14, Page 13-11



Test Question Grades 6–8—New Friend—Number 1

Back Next Item Score Masking Periodic Table Calculator Notes Line Reader Zoom Out Zoom In Custom Settings

29177

In the following box, you are going to write a paragraph in English about your personal experience.

Think about a time when you made a friend. How did you meet the friend? What did you like about your friend? What types of activities have you enjoyed together?

- Your paragraph should include at least three complete sentences and should have a beginning, a middle, and an end.
- Use descriptions, details, and examples to make your writing interesting.
- Check your writing for correct grammar, capital letters, punctuation, and spelling.

B I U Tx English Ω

Duplicated from Grades 6–8 Student Interface

Binder Page 13-5

New Friend–Number 1

Once for the first time i went to soccer practice i was really nervese because i didnt know anybody so i just looked around.If i could se any body that could be my friend until i saw a boy plaing with a ball and i went to him and asked him do you want to be my friend and he said yea his name is oliver. And so all practice we were together and had lots of fun.

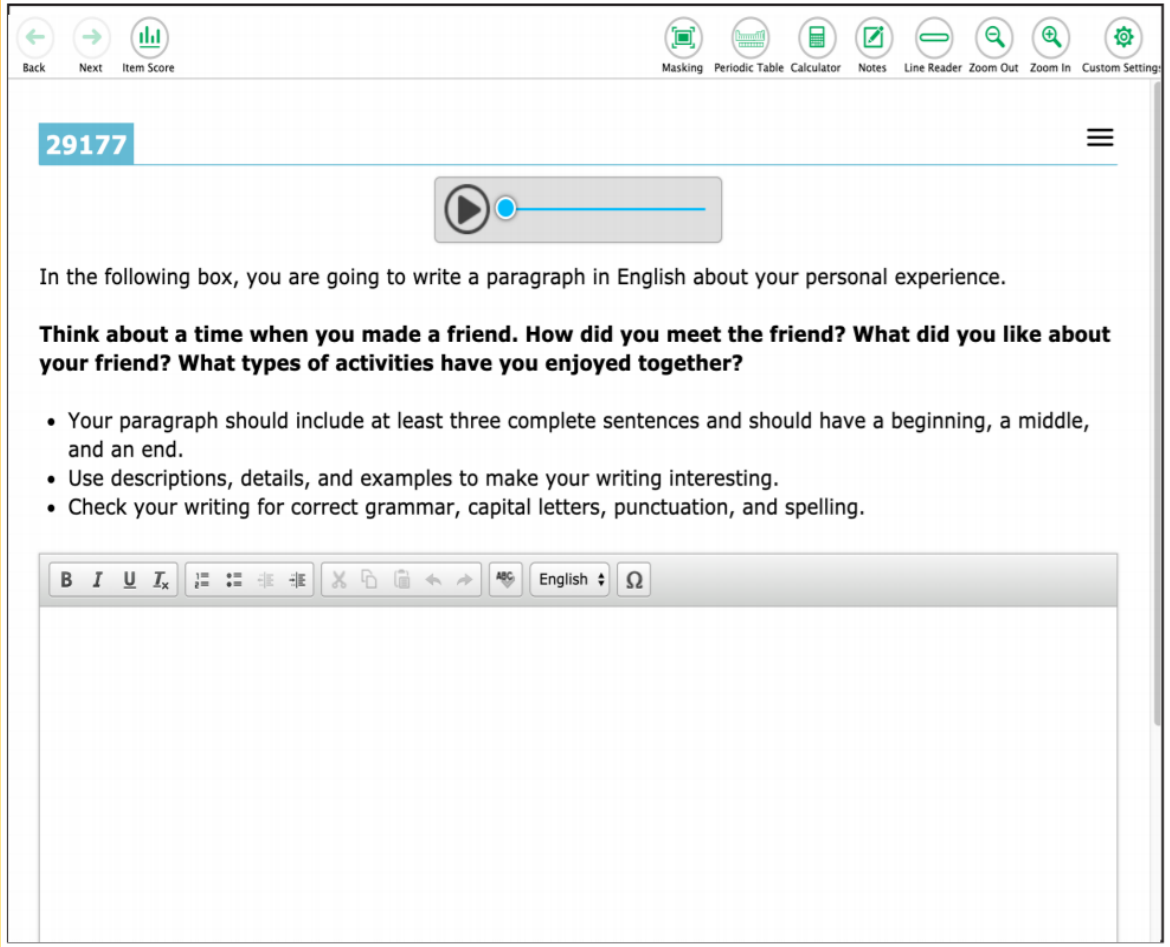
Binder Training 15, Page 13-11

New Friend–Number 1

not spiquin inglish

Writing – Write About an Experience (6-8)

Test Question Grades 6–8—New Friend—Number 1



Duplicated from Grades 6–8 Student Interface

Binder Page 13-5

Binder Calibration 28, page 13-29

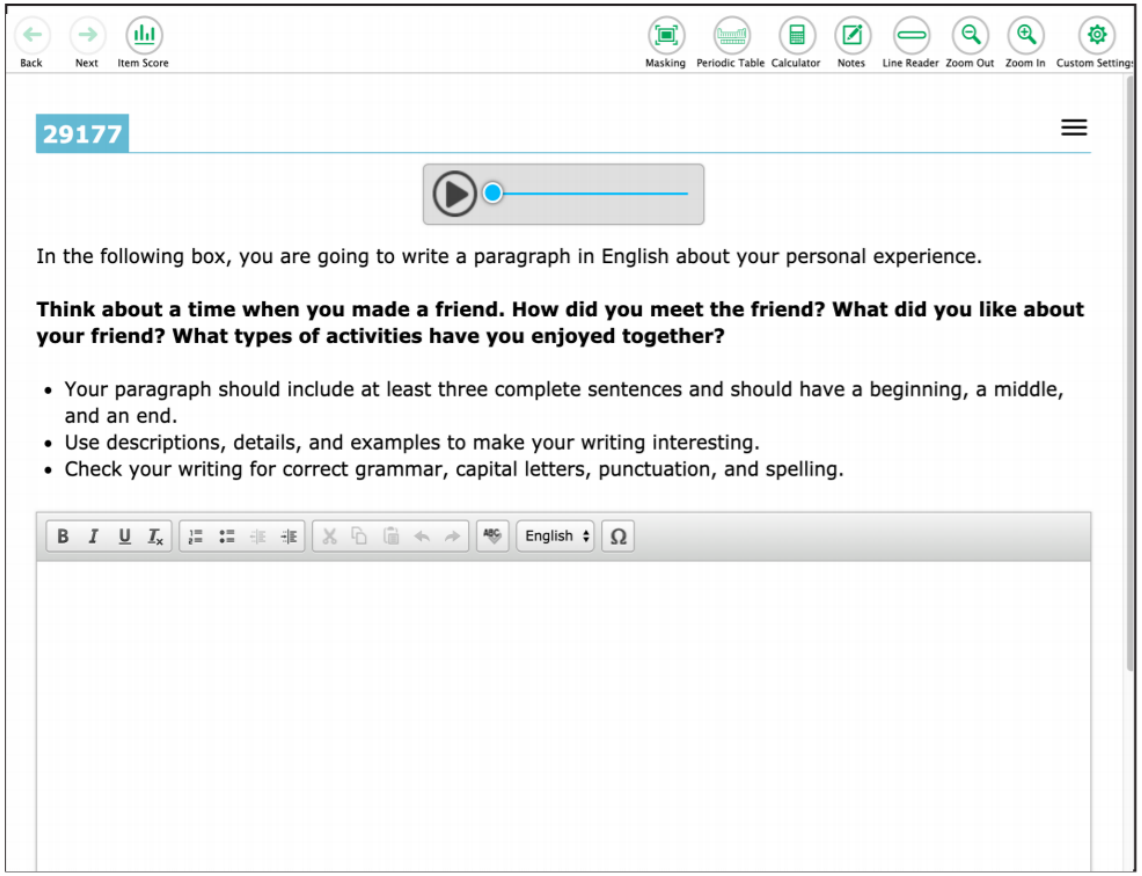
New Friend–Number 1

One time I went to the park because I had soccer practice and then they cancled it because my coach had gotten a call and had a family emergency. My mom and I decided to stay at the park and play soccer for a while. Then we noticed that someone was playing soccer alone so I went up to her and asked her if she wanted to join us, she said yes and I asked her for her name and she said her name was, "

Joanna," I told her that was a pretty name and we began to play soccer together and then it was time for both of us to go home. I told her that it was nice meeting her and asked if she had a number so we could play again some time. she said yes and we both traded numbers and we went home. One thing I really liked about Joanna was that she was sweet and kind. I was also glad that we were both into soccer.

Writing – Write About an Experience (6-8)

Test Question Grades 6–8—New Friend—Number 1



Duplicated from Grades 6–8 Student Interface

Binder Calibration 30, page 13-29

New Friend–Number 1

I met my friend when I came from Mexico and he was my first friend, what I like about my friend is that he always hepling me with my english and we help each other, some of the activities that we enjoy together is playing video games together and sometimes we play soccer.

Binder Page 13-5

Final Link

https://docs.google.com/forms/d/1r_Otd5D7LZxoUY0brWaQPPanqdvIr0Q7xg-Ie2QepoM/edit?usp=sharing

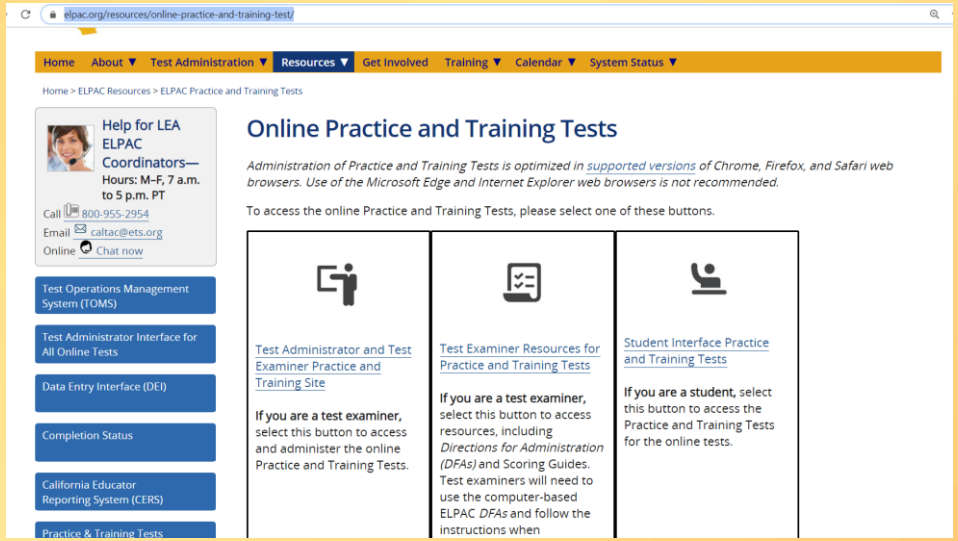
Or

Click Here

Resources

ELPAC Practice Tests.

A great way to become familiar with the test items

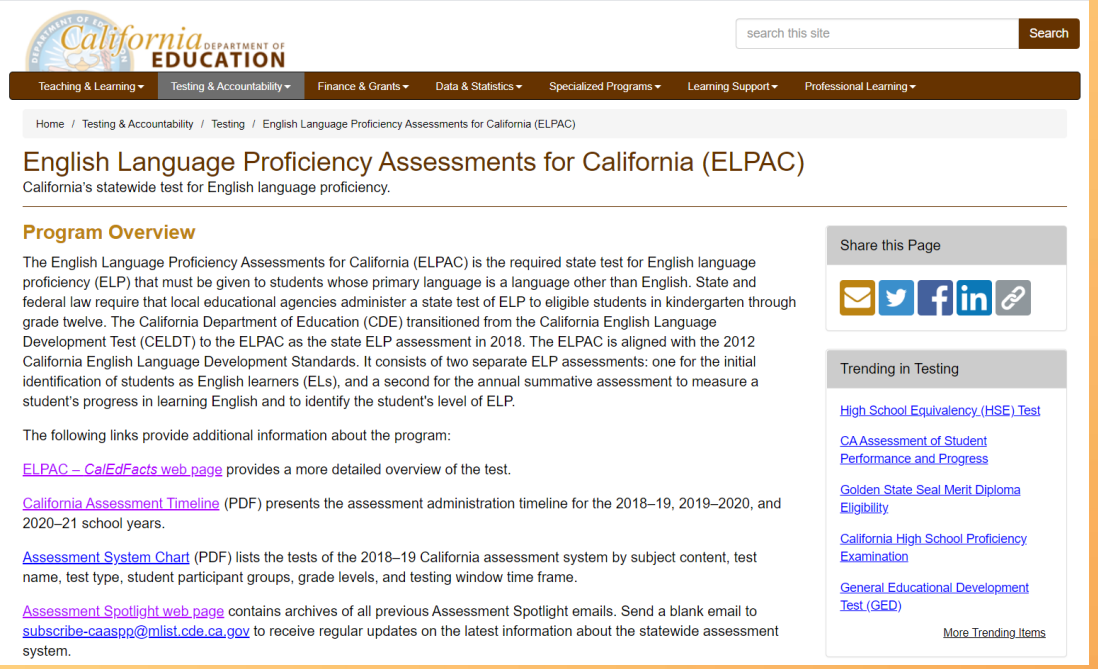


www.Elpac.org

Resources

Resources

- Test Operation Management System Manual
- Initial ELPAC Test Administration Manual
- How to start a test session
- Initial ELPAC testing times



https://www.cde.ca.gov/ta/tg/ep/