

ELPAC

English Language Proficiency
Assessments for California



Practice Test Scoring Guide



**Visual Impairment
and Braille Practice Test
Kindergarten**

Visual Impairment and Braille Practice Test Scoring Guide — Kindergarten

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Introduction to the Braille Practice Test Scoring Guide

This English Language Proficiency Assessments for California (ELPAC) Braille Practice Test Scoring Guide offers details about the items, student response types, correct responses, and related scoring considerations for the included samples of practice items. The Practice Test gives students, parents and families, teachers, administrators, and others an opportunity to become familiar with the types of test questions included 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 and includes the full number of questions that appear on the assessment. As with the operational test, there are no duplicate questions across grades/grade spans on the Practice Tests. The Practice Test items cover a selection of items from performance expectations in kindergarten through grade twelve (K–12).

This scoring guide should be used alongside the online Practice Tests, which can be accessed at <http://elpac.org/resources/online-practice-and-training-test/>. The following information is presented for each item:

Item: The item number in the table corresponds to the sequence number of the item as it appears in the Practice Test.

Key: The expected student response including score point value. Constructed-response items also show an explanation of what is needed to receive a score at each score point (rubric) and a sample response from a student (exemplar).

Task Type and Topic: Each task type is an activity that was designed to gather targeted evidence of a student’s language proficiency (e.g., “Listen to a Short Exchange”). A task type may include a single item or a set of items. Each item or set of items is about a topic, such as a favorite celebration, a math assignment, or evaporation.

Primary Alignment: The items are primarily aligned with the 2012 English Language Development (ELD) Standards; many items (especially Speaking and Writing items) also have secondary alignment to additional standards, but the secondary alignments are not listed in the Practice Test Scoring Guide metadata.

Targeted Performance Level Descriptor (PLD): The Summative ELPAC General PLDs (2019) describe the English language proficiency of a typical student at each of the four performance levels based on the expectations of the 2012 ELD Standards. This document provides each item’s targeted PLD(s), which are the PLDs at which the item is designed to gather evidence. An item may target evidence at a single PLD or across a span of PLDs. Speaking and Writing items often target the full span of PLDs because the scoring rubrics cover the full range of English language proficiency.

Each item has a metadata table as shown. Metadata contains specific information on the alignment of the item to the ELD Standards. The item number in the table corresponds to the sequence number of the item as it appears in the Practice Test.

Example of Metadata

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|----------------|--|---|--------------|
| 1 | A (1 point) | Listen to a Short Exchange Look for Birds | PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics | |

Kindergarten Practice Test Items

Listening

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|----------------|--|---|--------------|
| 1 | A (1 point) | Listen to a Short Exchange Look for Birds | PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics | 1 |
| 2 | C (1 point) | Listen to a Short Exchange Sing a Song | PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics | 1 |
| 3 | A (1 point) | Listen to a Short Exchange Drew Family | PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics | 1 |
| 4 | B (1 point) | Listen to a Short Exchange Books on Table | PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics | 1 |
| 5 | A (1 point) | Listen to a Short Exchange Cookies | PII.A.2 Understanding cohesion | 1 |
| 6 | A (1 point) | Listen to a Story Come Play with Us | PI.B.5 Listening actively to spoken English in a range of social and academic contexts | 1 |
| 7 | C (1 point) | Listen to a Story Come Play with Us | PI.B.5 Listening actively to spoken English in a range of social and academic contexts | 3 |
| 8 | B (1 point) | Listen to a Story Come Play with Us | PI.B.5 Listening actively to spoken English in a range of social and academic contexts | 4 |

Listening

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|----------------|--|--|--------------|
| 9 | C (1 point) | Listen to a Story New Pet | PI.B.5 Listening actively to spoken English in a range of social and academic contexts | 2 |
| 10 | A (1 point) | Listen to a Story New Pet | PI.B.5 Listening actively to spoken English in a range of social and academic contexts | 3 |
| 11 | B (1 point) | Listen to a Story New Pet | PI.B.5 Listening actively to spoken English in a range of social and academic contexts | 3 |
| 12 | A (1 point) | Listen to a Story Walking in the Rain | PI.B.5 Listening actively to spoken English in a range of social and academic contexts | 3 |
| 13 | C (1 point) | Listen to a Story Walking in the Rain | PI.B.5 Listening actively to spoken English in a range of social and academic contexts | 4 |
| 14 | B (1 point) | Listen to a Story Walking in the Rain | PI.B.5 Listening actively to spoken English in a range of social and academic contexts | 4 |
| 15 | A (1 point) | Listen to an Oral Presentation Sparrow Song | PI.B.5 Listening actively to spoken English in a range of social and academic contexts | 2 |
| 16 | B (1 point) | Listen to an Oral Presentation Sparrow Song | PI.B.5 Listening actively to spoken English in a range of social and academic contexts | 3 |
| 17 | B (1 point) | Listen to an Oral Presentation Sparrow Song | PI.B.5 Listening actively to spoken English in a range of social and academic contexts | 4 |
| 18 | C (1 point) | Listen to an Oral Presentation Dairy Farms | PI.B.5 Listening actively to spoken English in a range of social and academic contexts | 3 |

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|----------------|---|--|--------------|
| 19 | C (1 point) | Listen to an Oral Presentation Dairy Farms | PI.B.5 Listening actively to spoken English in a range of social and academic contexts | 2 |
| 20 | A (1 point) | Listen to an Oral Presentation Dairy Farms | PI.B.5 Listening actively to spoken English in a range of social and academic contexts | 4 |

Reading

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|--------------------------------|--|--|--------------|
| 1 | C, C, C, C, C (2 points) | Read-Along Word with Scaffolding Mat | PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | 1 |
| 2 | A (1 point) | Read-Along Word with Scaffolding Mat | PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | 1 |
| 3 | C, C, C, C, C (2 points) | Read-Along Word with Scaffolding Pig | PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | 1 |
| 4 | C (1 point) | Read-Along Word with Scaffolding Pig | PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | 1 |
| 5 | C, C (2 points) | Read-Along Story with Scaffolding Grandpa | PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | 3 |
| 6 | A (1 point) | Read-Along Story with Scaffolding Grandpa | PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | 3 |

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|----------------|--|--|--------------|
| 7 | B (1 point) | Read-Along Story with Scaffolding Grandpa | PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | 4 |
| 8 | A (1 point) | Read-Along Story with Scaffolding Grandpa | PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | 4 |
| 9 | B (1 point) | Read-Along Information Rain | PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | 2 |
| 10 | C (1 point) | Read-Along Information Rain | PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | 3 |
| 11 | C (1 point) | Read-Along Information Rain | PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | 3 |
| 12 | B (1 point) | Read-Along Information Animal Homes | PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | 4 |

Reading

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|----------------|---|--|--------------|
| 13 | A (1 point) | Read-Along Information Animal Homes | PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | 4 |
| 14 | A (1 point) | Read-Along Information Animal Homes | PI.B.6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language | 4 |

Speaking

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|--------------------------------------|------------------------------|---|--------------|
| 1 | Exemplars and rubrics provided below | Talk about a Scene Shapes | PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics | 1 2 |

Exemplars and rubric for item 1:

1 point

Exemplar:
“Square, circle, triangle.”

Rubric:

- Correct response.

0 points

Exemplar:
“I don’t know.”

Rubric:

- Incorrect response/not relevant/completely unintelligible/no response/response contains no English/“I don’t know.”

Speaking

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|--------------------------------------|------------------------------|---|--------------|
| 2 | Exemplars and rubrics provided below | Talk about a Scene Shapes | PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics | 1 2 |

Exemplars and rubric for item 2:

| |
|---|
| <p>1 point</p> <p>Exemplar: “Make a tower.”</p> <p>Rubric:</p> <ul style="list-style-type: none"> • Correct response. <p>0 points</p> <p>Exemplar: “I forget.”</p> <p>Rubric:</p> <ul style="list-style-type: none"> • Incorrect response/not relevant/completely unintelligible/no response/response contains no English/“I don’t know.” |
|---|

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|--------------------------------------|------------------------------|---|--------------|
| 3 | Exemplars and rubrics provided below | Talk about a Scene Shapes | PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics | 1 2 |

Exemplars and rubric for item 3:

2 points

Exemplar:

“Bouncing.”

[Examiner: How do you know?]

“Because it’s fun to do.”

Rubric:

- Response is relevant.
- Errors in grammar, pronunciation, or intonation do not impede meaning.

1 point

Exemplar:

“Bounce them.”

[Examiner: How do you know?]

“I don’t know.”

Rubric:

- Response is limited or partially relevant.
- Errors in grammar, pronunciation, or intonation impede meaning.

Rubric continues on the next page

Speaking

Rubric continues from previous page

0 points

Exemplar:

“Umm, balls.”

[Examiner: How do you know?]

“I don’t know.”

Rubric:

- Response is not relevant.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|--------------------------------------|------------------------------|---|--------------|
| 4 | Exemplars and rubrics provided below | Talk about a Scene Shapes | PI.A.1 Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics | 1 2 |

Exemplars and rubric for item 4:

2 points

Exemplar:

“Telling time.”

Rubric:

- Response is relevant.
- Errors in grammar, pronunciation, or intonation do not impede meaning.

1 point

Exemplar:

“Time.”

[Examiner: Tell me more.]

(No response.)

Rubric:

- Response is limited or partially relevant.
- Errors in grammar, word choice, pronunciation, or intonation impede meaning.

0 points

Exemplar:

“Umm, the clock.”

Rubric:

- Response is not relevant.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

Speaking

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|--------------------------------------|--|---|--------------|
| 5 | Exemplars and rubrics provided below | Support an Opinion Crackers or Grapes | PI.C.11 Supporting own opinions and evaluating others' opinions in speaking and writing | 1 2 |

Exemplars and rubric for item 5:

2 points

Exemplar:

“Grapes.”

[Examiner: Why do you think grapes are better?]

“Because they taste like sour.”

Rubric:

- An opinion is expressed and supported with a relevant reason.
- Errors in grammar, word choice, pronunciation, or intonation do not impede meaning.

1 point

Exemplar:

“Crackers.”

[Examiner: Why do you think crackers are better?]

(No response.)

Rubric:

- An opinion is expressed but not supported. A reason is not provided or is not relevant.
- Errors in grammar, word choice, pronunciation, or intonation impede meaning.

Rubric continues on the next page

Rubric continues from previous page

0 points

Exemplar:

“I don’t know.”

Rubric:

- An opinion is not expressed.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

Speaking

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|--------------------------------------|-----------------------------------|---|--------------|
| 6 | Exemplars and rubrics provided below | Support an Opinion Run or Draw | PI.C.11 Supporting own opinions and evaluating others' opinions in speaking and writing | 1 2 |

Exemplars and rubric for item 6:

| |
|---|
| <p>2 points</p> <p>Exemplar:</p> <p>“Side . . . draw with sidewalk chalk.”</p> <p>[Examiner: Why do you think drawing with sidewalk chalk is better?]</p> <p>“Because they’re learning about shapes.”</p> <p>Rubric:</p> <ul style="list-style-type: none"> • An opinion is expressed and supported with a relevant reason. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. <p>1 point</p> <p>Exemplar:</p> <p>“Running.”</p> <p>[Examiner: Why do you think running races is better?]</p> <p>“Because running is better.”</p> <p>Rubric:</p> <ul style="list-style-type: none"> • An opinion is expressed but not supported. A reason is not provided or is not relevant. • Errors in grammar, word choice, pronunciation, or intonation impede meaning. |
|---|

Rubric continues on the next page

Rubric continues from previous page

0 points

Exemplar:

“I don’t know.”

Rubric:

- An opinion is not expressed.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

Speaking

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|--------------------------------------|---------------------------------------|---|--------------|
| 7 | Exemplars and rubrics provided below | Retell A Narrative Picking Flowers | PI.C.9 Expressing information and ideas in formal oral presentations on academic topics | 1 2 3 4 |

Exemplars and rubric for item 7:

4 points

Exemplar:

“Anna and his . . . and her father wanted to give some flowers to her grandmother. Anna went outside and saw many beautiful flowers. They went inside. Anna found a jar, a glass jarred. She . . . they put the flowers on it. It looked so beautiful. They . . . Anna gave her. . . the flowers to her grandmother.”

Rubric:

- Response provides a clear and detailed retelling of the narrative as supported by the pictures.
- Ideas are cohesive and connected.
- Grammar and word choice are varied and effective; errors do not impede meaning.
- Pronunciation and intonation do not impede meaning.
- Speech is usually smooth and sustained.

3 points

Exemplar:

“They went outside and they got flowers and then they went back and then they put water and then they give it to their mom or grandp- . . . mom or grandma. Mom. They give it to the mom, the flowers.”

Rubric continues on the next page

Rubric continues from previous page

Rubric:

- Response retells the narrative as supported by the pictures with basic detail.
- Ideas are usually cohesive and connected.
- Grammar and word choice are adequate; errors occasionally impede meaning.
- Pronunciation and/or intonation occasionally impede meaning.
- Speech is fairly sustained, though some choppiness or halting may occur.

2 points

Exemplar:

“The girl is and the boy is trying to get flowers from the, the mom and from, from the girl.”

[Examiner: And then what happened?]

“And then he . . . and then the girl give it to the grandma.”

Rubric:

- Response retells the narrative as supported by the pictures but may be incomplete and lack clarity.
- Ideas are sometimes cohesive and connected.
- Grammar and word choice are simple and repetitive; errors often impede meaning.
- Pronunciation and/or intonation often impede meaning.
- Speech may be slow, choppy, or halting.

Rubric continues on the next page

Speaking

Rubric continues from previous page

1 point

Exemplar:

“The father tried to give the, the mom a flowers, the father. . .”

[Examiner: What else can you tell me about the story?]

“Umm, the father, um. . .”

[Examiner: And then what happened?]

“Then the grandfather tried to, to give it . . . put the water . . . the flowers to give it to her, umm, grand, grand, umm, umm, trying to give her mom a flowers to, to the girl, to the, umm, umm . . .”

Rubric:

- Response attempts to retell the narrative but conveys little relevant information.
- Ideas are rarely cohesive and connected.
- Grammar and word choice are limited and impede meaning.
- Pronunciation and/or intonation often impede meaning.
- Speech may consist of isolated word(s) or phrase(s).

0 points

Exemplar:

(No response.)

[Examiner: Now use all the picture to tell the story back to me.]

“Is . . .”

[Examiner: What else can you tell me about the story?]

“Can’t.”

Rubric:

- Response is not relevant.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|--------------------------------------|--------------------------------|---|--------------|
| 8 | Exemplars and rubrics provided below | Retell A Narrative Homework | PI.C.9 Expressing information and ideas in formal oral presentations on academic topics | 1 2 3 4 |

Exemplars and rubric for item 8:

4 points

Exemplar:

“Umm, so Carla, Carlos got a book, school and he can’t wait to read it to his dad. When, when he got, when Carlos got home, he told his dad all about the book. And then when he was done reading, he put the book in his backpack to take it back to school.”

Rubric:

- Response provides a clear and detailed retelling of the narrative as supported by the pictures.
- Ideas are cohesive and connected.
- Grammar and word choice are varied and effective; errors do not impede meaning.
- Pronunciation and intonation do not impede meaning.
- Speech is usually smooth and sustained.

3 points

Exemplar:

“Carlos gets a book at the library. He went home and readed it with his dad. And when Carlos finished he put it in his backpack.”

Rubric:

- Response retells the narrative as supported by the pictures with basic detail.
- Ideas are usually cohesive and connected.
- Grammar and word choice are adequate; errors occasionally impede meaning.

Rubric continues on the next page

Speaking

Rubric continues from previous page

- Pronunciation and/or intonation occasionally impede meaning.
- Speech is fairly sustained, though some choppiness or halting may occur.

2 points

Exemplar:

“Hmm, her mom get her, her mom get h-, get him, umm, a book. (Unintelligible) then when she was, umm, when she was done, then she put it in his packpack.”

[Examiner: What else can you tell me about the story?]

“His dad let him to, let him to a good place.”

Rubric:

- Response retells the narrative as supported by the pictures but may be incomplete and lack clarity.
- Ideas are sometimes cohesive and connected.
- Grammar and word choice are simple and repetitive; errors often impede meaning.
- Pronunciation and/or intonation often impede meaning.
- Speech may be slow, choppy, or halting.

1 point

Exemplar:

“He do the book (unintelligible) the backpacks and he was putting it there.”

[Examiner: What else can you tell me about the story?]

“Because they were putting (unintelligible) her backpack her book.”

Rubric:

- Response attempts to retell the narrative but conveys little relevant information.
- Ideas are rarely cohesive and connected.
- Grammar and word choice are limited and impede meaning.

Rubric continues on the next page

Rubric continues from previous page

- Pronunciation and/or intonation often impede meaning.
- Speech may consist of isolated word(s) or phrase(s).

0 points

Exemplar:

(No response.)

Rubric:

- Response is not relevant.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

Speaking

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|--------------------------------------|---|---|--------------|
| 9 | Exemplars and rubrics provided below | Summarize an Academic Presentation Crayons | PI.C.9 Expressing information and ideas in formal oral presentations on academic topics | 1 2 3 4 |

Exemplars and rubric for item 9:

4 points

Exemplar:

“Crayons, umm, how do you . . . how do you make crayons? You use them to . . . you make them out of wax. The, the worker melts the wax and then adds color to it. Next, they, they turn to long skinny, long skinny crayons. Next, they, they u- . . . they use persons to color with it.”

Rubric:

- 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 points

Exemplar:

“These are crayons. People make crayons with wax. First, if I can remember, they use wax and then they shape them like crayons. That’s all I’m gonna say.”

[Examiner: What else can you tell me about what I told you?]

“That’s all I know.”

Rubric continues on the next page

Rubric continues from previous page

Rubric:

- 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 points

Exemplar:

“The crayons, umm, made. And then they mix the wax. And then they put the wax on the crayons.”

[Examiner: What else can you tell me about what you heard?]

“And then they mix.”

Rubric:

- 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.

Rubric continues on the next page

Speaking

Rubric continues from previous page

1 point

Exemplar:

“Uhh, this one’s a hard one.”

[Examiner: It’s OK. Do you best.]

“I’m thinking, but I can’t. Umm, I’m still learning.

[Examiner: What else can you tell me about what I told you?]

“Uhh, crayons, umm, come in a box. And they paint them so they get dry. And the shape look like a pencil.”

Rubric:

- 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 points

Exemplar:

“How they . . .”

Rubric:

- Response is not relevant.
- Response contains no English.
- No response, “I don’t know,” or is completely unintelligible.

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.

Writing

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|--------------------------------------|---|--|--------------|
| 1 | Exemplars and rubrics provided below | Label a Picture–Word with Scaffolding Barnyard Scene | PI.C.10 Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | 1 |

Exemplars and rubric for item 1:

1 point

Exemplar:

“b”

Rubric:

- The student writes the letter correctly. If the letter name is provided, the student writes the specified letter. If the letter name is not provided, a phonetic representation of the sound is acceptable.
- Any style of letters (for example, capital, lowercase, cursive) is acceptable.
- **For kindergarten and grade one**, the letter may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).

0 points

Exemplar:

“a”

Rubric continues on the next page

Writing

Rubric continues from previous page

Rubric:

- The student writes the letter incorrectly. The student writes a letter other than the specified letter or a letter that does not represent the first sound of the specified word.

OR

- The student writes or draws content that is not representative of letters in the English alphabet.

OR

- The student does not provide a written response.

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|--------------------------------------|---|--|--------------|
| 2 | Exemplars and rubrics provided below | Label a Picture–Word with Scaffolding Barnyard Scene | PI.C.10 Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | 1 |

Exemplars and rubric for item 2:

1 point

Exemplar:

“G”

Rubric:

- The student writes the letter correctly. If the letter name is provided, the student writes the specified letter. If the letter name is not provided, a phonetic representation of the sound is acceptable.
- Any style of letters (for example, capital, lowercase, cursive) is acceptable.
- **For kindergarten and grade one**, the letter may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).

0 points

Exemplar:

“t”

Rubric:

- The student writes the letter incorrectly. The student writes a letter other than the specified letter or a letter that does not represent the first sound of the specified word.

OR

- The student writes or draws content that is not representative of letters in the English alphabet.

OR

- The student does not provide a written response.

Writing

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|--------------------------------------|---|--|--------------|
| 3 | Exemplars and rubrics provided below | Label a Picture–Word with Scaffolding Barnyard Scene | PI.C.10 Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | 1 |

Exemplars and rubric for item 3:

2 points

Exemplar:
“hen”

Rubric:

- The student writes at least two letters of the stated word correctly, including the initial letter in the initial position and one additional letter (any position in the word).
- Any style of letters (for example, capital, lowercase, cursive) is acceptable.
- Phonetic spelling is acceptable.
- Letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).

1 point

Exemplar:
“h”

Rubric:

- The student writes one letter of the stated word correctly in the correct position (i.e., the initial, middle, or final position in the word), or the student writes only one letter from the stated word (e.g., “u” from “hug”).
- Any style of letters (for example, capital, lowercase, cursive) is acceptable.
- Phonetic spelling is acceptable.
- Letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).

Rubric continues on the next page

Rubric continues from previous page

0 points

Exemplar:

“a”

Rubric:

- The student writes letters that are not representative of letters in the stated word.

OR

- The student copies a word or words printed on the Answer Book page.

OR

- The student writes or draws content that is not representative of letters in the English alphabet.

OR

- The student does not provide a written response.

Writing

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|--------------------------------------|---|--|--------------|
| 4 | Exemplars and rubrics provided below | Label a Picture–Word with Scaffolding Barnyard Scene | PI.C.10 Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology | 1 |

Exemplars and rubric for item 4:

2 points

Exemplar:

“cow”

Rubric:

- The student writes at least two letters of the stated word correctly, including the initial letter in the initial position and one additional letter (any position in the word).
- Any style of letters (for example, capital, lowercase, cursive) is acceptable.
- Phonetic spelling is acceptable.
- Letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).

1 point

Exemplar:

“kw”

Rubric:

- The student writes one letter of the stated word correctly in the correct position (i.e., the initial, middle, or final position in the word), or the student writes only one letter from the stated word (e.g., “u” from “hug”).
- Any style of letters (for example, capital, lowercase, cursive) is acceptable.
- Phonetic spelling is acceptable.
- Letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).

Rubric continues on the next page

Rubric continues from previous page

0 points

Exemplar:

“1”

Rubric:

- The student writes letters that are not representative of letters in the stated word.

OR

- The student copies a word or words printed on the Answer Book page.

OR

- The student writes or draws content that is not representative of letters in the English alphabet.

OR

- The student does not provide a written response.

Writing

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|--------------------------------------|---|--|--------------|
| 5 | Exemplars and rubrics provided below | Write a Story Together with Scaffolding We Read Together | PI.A.2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) | 1 2 3 4 |

Exemplars and rubric for item 5:

1 point

Exemplar:

“R”

Rubric:

- The student writes the letter correctly. If the letter name is provided, the student writes the specified letter. If the letter name is not provided, a phonetic representation of the sound is acceptable.
- Any style of letters (for example, capital, lowercase, cursive) is acceptable.
- **For kindergarten and grade one**, the letter may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).

0 points

Exemplar:

“L”

Rubric:

- The student writes the letter incorrectly. The student writes a letter other than the specified letter or a letter that does not represent the first sound of the specified word.

OR

- The student writes or draws content that is not representative of letters in the English alphabet.

OR

- The student does not provide a written response.

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|--------------------------------------|---|--|--------------|
| 6 | Exemplars and rubrics provided below | Write a Story Together with Scaffolding We Read Together | PI.A.2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) | 1 2 3 4 |

Exemplars and rubric for item 6:

1 point

Exemplar:

“B”

Rubric:

- The student writes the letter correctly. If the letter name is provided, the student writes the specified letter. If the letter name is not provided, a phonetic representation of the sound is acceptable.
- Any style of letters (for example, capital, lowercase, cursive) is acceptable.
- **For kindergarten and grade one**, the letter may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).

0 points

Exemplar:

“ook”

Rubric:

- The student writes the letter incorrectly. The student writes a letter other than the specified letter or a letter that does not represent the first sound of the specified word.

OR

- The student writes or draws content that is not representative of letters in the English alphabet.

OR

- The student does not provide a written response.

Writing

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|--------------------------------------|---|--|--------------|
| 7 | Exemplars and rubrics provided below | Write a Story Together with Scaffolding We Read Together | PI.A.2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) | 1 2 3 4 |

Exemplars and rubric for item 7:

2 points

Exemplar:
“tell”

Rubric:

- The student writes at least two letters of the stated word correctly, including the initial letter in the initial position and one additional letter (any position in the word).
- Any style of letters (for example, capital, lowercase, cursive) is acceptable.
- Phonetic spelling is acceptable.
- Letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).

1 point

Exemplar:
“t”

Rubric:

- The student writes one letter of the stated word correctly in the correct position (i.e., the initial, middle, or final position in the word), or the student writes only one letter from the stated word (e.g., “u” from “hug”).
- Any style of letters (for example, capital, lowercase, cursive) is acceptable.
- Phonetic spelling is acceptable.
- Letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).

Rubric continues on the next page

Rubric continues from previous page

0 points

Exemplar:

“him”

Rubric:

- The student writes letters that are not representative of letters in the stated word.

OR

- The student copies a word or words printed on the Answer Book page.

OR

- The student writes or draws content that is not representative of letters in the English alphabet.

OR

- The student does not provide a written response.

Writing

| Item | Key | Task Type and Topic | Primary Alignment | Targeted PLD |
|------|--------------------------------------|---|--|--------------|
| 8 | Exemplars and rubrics provided below | Write a Story Together with Scaffolding We Read Together | PI.A.2 Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) | 1 2 3 4 |

Exemplars and rubric for item 8:

2 points

Exemplar:
“hug”

Rubric:

- The student writes at least two letters of the stated word correctly, including the initial letter in the initial position and one additional letter (any position in the word).
- Any style of letters (for example, capital, lowercase, cursive) is acceptable.
- Phonetic spelling is acceptable.
- Letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).

1 point

Exemplar:
“g”

Rubric:

- The student writes one letter of the stated word correctly in the correct position (i.e., the initial, middle, or final position in the word), or the student writes only one letter from the stated word (e.g., “u” from “hug”).
- Any style of letters (for example, capital, lowercase, cursive) is acceptable.
- Phonetic spelling is acceptable.
- Letters may be reversed, backwards, or upside down (for example, b ← → d, q ← → p, b ← → p).

Rubric continues on the next page

Rubric continues from previous page

0 points

Exemplar:

“a”

Rubric:

- The student writes letters that are not representative of letters in the stated word.

OR

- The student copies a word or words printed on the Answer Book page.

OR

- The student writes or draws content that is not representative of letters in the English alphabet.

OR

- The student does not provide a written response.