
ELPAC

English Language Proficiency
Assessments for California



Speaking: Directions for Administration



**Visual Impairment
and Braille Practice Test
Grades 11–12**

ELPAC Administration Notes

FOR QUESTIONS REGARDING THE ELPAC OR FOR ADDITIONAL ASSISTANCE:

- Test examiners and other school personnel should contact their site ELPAC coordinator.
- LEA ELPAC coordinators should contact the California Technical Assistance Center (CaTAC) by phone at 800-955-2954, or by email at caltac@ets.org. CaTAC is open from 7 a.m. to 5 p.m. Monday through Friday.

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Directions for Administration

Introduction

This manual contains directions and the specific scripts you will need to administer the Practice Test for the English Language Proficiency Assessments for California (ELPAC) to students with blindness or low vision whose primary language is not English. It is a companion document to the online Practice Test.

The purpose of the ELPAC Practice Test is to familiarize students and test examiners* with the testing interface, item types, and accessibility resources as well as to provide students with the opportunity to practice a full-length test. The Practice Test provides a sample of the question types and grade-level content and contains the same number of questions that appear on the Summative ELPAC. There is an ELPAC Practice Test available for each grade level/span.

Please note that the Practice Test does not produce scores. The Practice Test is available all year and may be used at any time in preparation for the operational ELPAC tests.

The Practice Test can be administered in one of two ways:

- Using the same procedures as the operational tests, with the Test Administrator Interface, secure browser, and individual student logon information; or
- Using a standard supported web browser to access the Practice Test directly, without use of the Test Administrator Interface or secure browser.

For more information on all aspects of the ELPAC, including test security, item types, and guidelines, refer to the ELPAC Test Administration Manual on the Manuals, Instructions, and Quick Reference Guides page on the [ELPAC website](#).







*A test examiner does not need to be present to use the ELPAC Practice Test; however, the term “test examiner” is used in this document to show what a test examiner will do to administer the test.

Directions for Administration (cont.)

Using the DFA

This DFA document should be used to administer the Speaking domain only.

This DFA contains scripts for administration. The following symbols indicate instructions for test examiners:

Guide to Administration Scripts in This DFA	How the Test Examiner Should Proceed
	The test examiner reads the material out loud to the student.
	The test examiner is required to press the record button on the student's screen before reading the SAY text.
	The test examiner is required to point to the text or pictures on the student's screen.
	Information for the test examiner
	Advance to the next question
	Stopping marker

Test Materials

Before testing begins, the test examiner should assemble the following materials:

- Printed or electronic copy of this DFA
- Electronic devices for the students (and, if applicable, test examiner) to access the test**
- Pencil with eraser and paper for students with low vision
- Scratch paper and pencil for note-taking, or braille slate and stylus, or other approved note-taking device
- For low vision test takers, screen magnification software will be necessary. Please refer to the ELPAC Test Administration Manual for necessary settings when launching with assistive technology.
- For blind test takers, screen reader with refreshable braille device
- Administration Manual for necessary settings when launching with assistive technology
- Perkins Braille, if applicable
- Embosser, if applicable

**A mobile device that would allow the test examiner to monitor student progress while walking around the room would be preferable.

Directions for Administration (cont.)

- Copy of the Student Score Sheet (if preferred), which can be found at the end of this DFA
- Headsets and splitter for the test examiner and student (if preferred)
- If logging on using the same procedures as the operational tests, the student's required logon information (statewide student identifier [SSID] and first name as listed in CALPADS/TOMS)

Administering the Test

Before Testing

Before administering the test, the test examiner must do the following:

- Make sure to have a copy of this DFA for use during test administration.
- Prepare testing devices and materials for the student and test examiner.
- Check the volume on the student's device prior to logon. After logon, the maximum volume cannot be increased.
- Select a quiet area to administer the test. Eliminate distractions (e.g., extraneous noises, windows, etc.).
- Read through the instructions that are specific to the Speaking test.
- If you are administering the Practice Test using the same procedures as the operational tests, confirm that the student has been assigned the correct test settings (designated supports and accommodations) in the Test Operations Management System (TOMS).
- If you are administering the Practice Test using a standard supported web browser without the use of the Test Administrator Interface or secure browser, apply the appropriate test settings (designated supports and accommodations) for the student in the Student Testing Interface for the Practice and Training Tests directly.

During Testing


- Greet the student and read the information from the administration script.
- The student may not use books, cellular phones, or other reference materials during testing, though they may have scratch paper. The student's desk should be clear of all items except for the test materials provided by the test examiner.
- If headsets are desired, use a splitter to plug in one pair of student headphones and one pair of test examiner headphones so that the student and test examiner can listen to the test together.
- All directions may be repeated or replayed.

Directions for Administration (cont.)

- The universal tools (e.g., zoom, line reader, etc.) introduced during test examiner training and described in California Assessment Accessibility Resources Matrix are available in the Student Interface for students who need them. The test examiner should monitor the student during the test session and give reminders or recommendations as appropriate about the availability of universal tools.
- To minimize the risk of unforeseen usability issues, adjust sound and display settings using the resources in the test delivery system rather than those built into the student's device (e.g., zoom using the test delivery system, not the device's track pad or touch screen).
- Verify the student's test settings in the Test Administrator Interface.

NOTE: Instructions about using JAWS vary by domain. Please see the directions pages for each domain for special instructions about using JAWS for that domain.

When to Stop the Test

There are stopping markers in each domain as indicated by the . If there have been no responses or no correct responses to the stopping marker, the test examiner may stop administering each domain. For domains that are computer-based, select the **[End Test]** button at the top of the Student Interface screen to submit the test. After the stopping marker, the test examiner should use their best judgment to determine whether a student should proceed.

Coaching and Guessing

- Do not show or suggest the correct answer to any question. If a student asks about a test question ("Is this right?" or "How do you spell _____?"), give a neutral response, such as "You choose the one you think is right and go on," or "Just spell it the best you know how."
- Do not coach the student. The test examiner should not provide assistance that will inadvertently indicate an answer.
- Encourage students to do their best on all sections of the assessment.

Other Concerns

- Discourage talking among students.
- Avoid any unusual interruptions, distractions, or loud noises.

Directions for Administration (cont.)

Additional Directions

Ways of Accessing the DFA

Printing Instructions:

If possible, choose the following settings when printing the DFA:

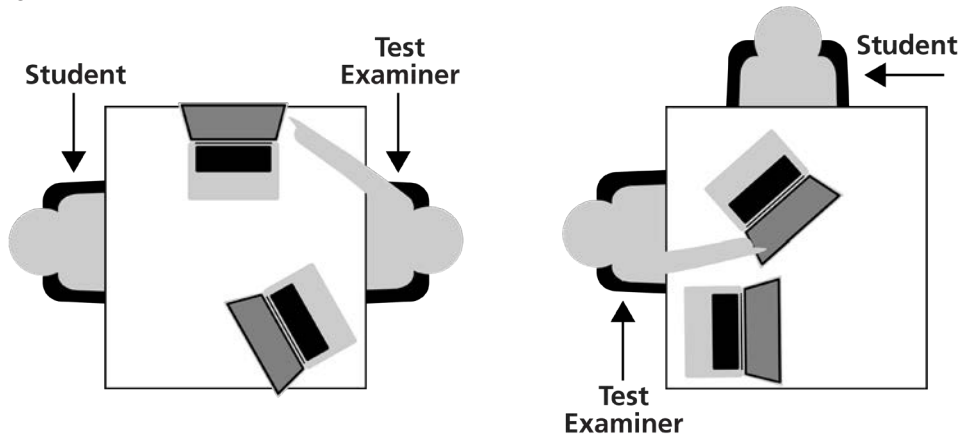
- Select two-sided printing (with binding on the long edge).
- Staple on the vertical edge, left-hand side of the printed document.
- Turn the document horizontally when viewing the Speaking test questions.

Instructions for Viewing Online:

- Open the PDF file in Adobe Acrobat.
- When you get to the Speaking test questions, rotate the view by going to: **View** (on the main menu) > **Rotate View** > and select **Clockwise**.

Recommended Seating Arrangement

The following shows two options for seating arrangements for the test examiner and the student.



Directions for Administration (cont.)

Special Directions for Speaking


The Speaking portion of the ELPAC is administered by the test examiner. Each student will be tested individually.

NOTE: JAWS should not be used to read the content aloud and students should not navigate the test using their refreshable braille display.

It is highly recommended that test examiners spend time preparing to administer the Speaking domain. The ELPAC includes task types with integrated skills, multiple rubrics, reading of complex academic text, and increased interactions between students and test examiners. The following are suggestions to help prepare for a successful test administration.

- **When to stop the test:** Refer to the stopping marker in the Speech Functions section.
- **Practice and Modeling:** A practice question is included as part of the Recording Check so the test examiner may provide feedback to let the student know they are responding correctly. The practice question in the Recording Check is “Describe your favorite food.” For example, if the student responded to the practice question saying, “A hamburger and fries,” the test examiner lets the student know the response was correct. If the student does not successfully respond, the test examiner models a correct response for the student, for example, saying, “You could have said, ‘My favorite food is a hamburger and fries.’”
- **Prompting Guidelines:** The prompting guidelines vary for each task type. The words that the test examiner can say are located on the page that is read to the student. Test examiners should be familiar with each task type and the prompting guidelines.
- **Oral Reading of Test Questions:** Because of the length and complexity of some questions read by the test examiner, it is suggested to practice reading the text out loud several times prior to testing a student.

NOTE: The alternate text is being provided so that test examiners can use the provided description for the graphics rather than creating their own graphic descriptions.

- **Pointing:** Some questions require the test examiner to point, as indicated by the  icon, while reading the text out loud to the student. This should be rehearsed prior to the test administration. Do not point to pictures or text unless directed to in the Speaking DFA. Test examiners may use the cursor, pencil or pen, or their finger to point.

NOTE: For braille and low vision administration, use the provided verbal cue in addition to the pointing to ensure that students with visual impairments hear the description of the visual cue.


Directions for Administration (cont.)

Prompting Guidelines for the Speaking Domain

- **Prompting—Appropriate Wait Time:** The amount of time it takes for students to respond to a test question varies greatly. Test examiners should allow students enough time to compose their thoughts and prepare a response in English.
- **Prompting—Student Answers Question Before Test Examiner Asks:** Some students anticipate the next question and start to respond before the test examiner asks the question. The test examiner should not interrupt the student to ask the question. If the student response does not address the question, the test examiner should ask the question.
- **Prompting—Repeating the Question:** When a student asks or does not respond, you may repeat the question once.
- **Prompting—Encouraging Students:** Throughout the test, if a student is reluctant or asks for assistance that is not allowed, test examiners should give general encouragement by saying words such as, “It’s OK, do your best,” or “You are doing a good job,” etc.
- **Scoring—Self-Correction:** Since students respond to test questions fairly quickly, they sometimes change what they say in the middle of a word or sentence. Students who self-correct are not to be penalized; however, if a response is so halting or choppy that meaning is impeded, it may affect the score.

Audio Capture for the Speaking Domain

During the administration of the Speaking domain, the following guidelines apply to the audio capture tool.

- **Activating the microphone:** The microphone icon [] appears at the beginning of the SAY statement. It is OK to record the test examiner’s voice on the audio recording. To ensure smooth interaction between the test examiner and the student, the test examiner may start the microphone while asking the question and stop the microphone after the student responds.
- **Rerecording:** The test examiner may continue to the next question and does not need to rerecord if:
 - Test examiner forgets to record a response.
 - Test examiner records a response to one question by using the audio recorder for another question.
 - Test examiner sees a red triangle in the review box when ending the test session.
 - The audio capture times out after two minutes and the student is still answering the question. Allow the student to complete the response.
- **Headsets:** In order to enable interaction between the student and test examiner, use of headsets with a microphone for voice capture is not recommended.
- **Replay:** It is not recommended that the test examiner use the audio capture

Directions for Administration (cont.)

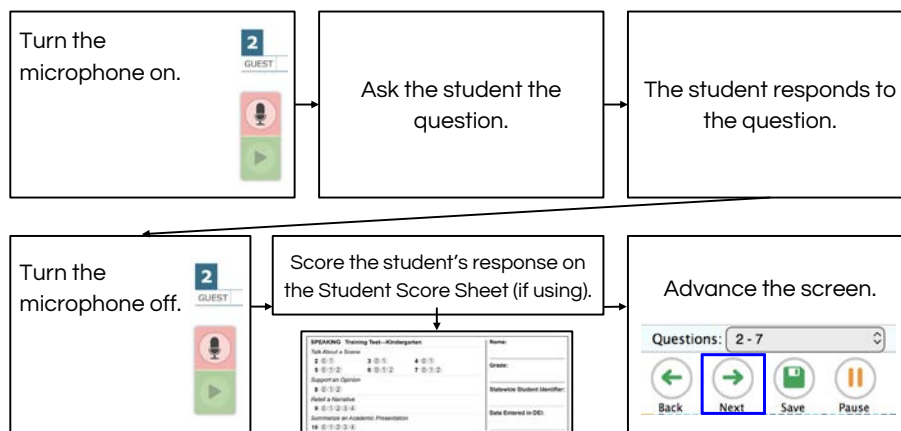
replay feature while administering the Speaking test. Also, it is not recommended that the student hear their response and rerecord.

Once the test examiner has navigated to the next test question, the audio capture recording will not be able to be replayed. The test examiner does not need to replay the student response to confirm the audio capture.

- **Routine for Scoring Speaking on the Computer-based ELPAC:**

The following suggested routine provides test examiners with a sample protocol for administering the Speaking section of the computer-based ELPAC:

- Select the microphone icon to turn the microphone on.
- Ask the student the question.
- The student responds to the question.
- Turn the microphone off.
- Advance the screen.



Directions for Administration (cont.)

Ending the Test and Review Screen

When the test is complete,

SAY This is the end of the Speaking test. Thank you for your attention and hard work.

i DIRECTIONS ON ENDING A TEST

- Select the **[End Test]** button to continue to the review screen.
- Do not rerecord responses if you see a red triangle in the review box. Select the **[Submit Test]** button.

Review Screen

The review screen will indicate red triangles for every question where the audio capture was not successfully recorded. The test examiner should **not** go back and record any responses to remove the red triangles once the test is completed.

Congratulations, you reached the end of the test!

If there are items available for review, they will be displayed in the box below. If the box is blank, no additional items are available for review. Please complete any remaining item reviews, then click Submit Test at the bottom of the screen.

▲ = This symbol indicates unanswered items.

1	2 ▲	3 ▲	4 ▲	5 ▲
6 ▲	7 ▲	8 ▲	9 ▲	10 ▲

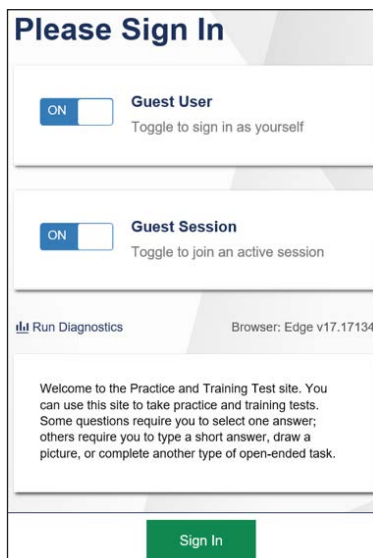
Directions for Administration (cont.)

Logon and Audio/Sound Check Instructions

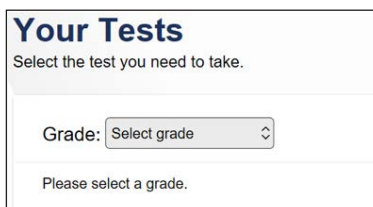
How to Start a Test Session as a Guest

SAY Today you will be taking the Speaking section of the ELPAC. First, I am going to sign you in.

- 1) Navigate to the [ELPAC website](#).
- 2) Select the **[Practice & Training Tests]** button.
- 3) Select the **[Student Interface Practice and Training Tests]** link to launch the Student Sign In screen on the student's testing device.
- 4) Select the **[Sign In]** button to log on to the test as a guest.

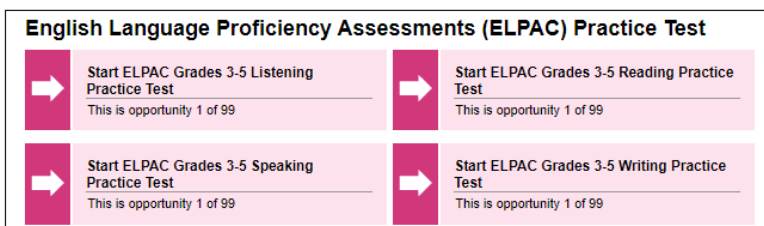


- 5) Select the appropriate grade from the drop-down menu.



- 6) On the test selection screen, select the appropriate ELPAC Practice Test. ELPAC practice tests are located at the bottom of the list and are color-coded pink.

SAMPLE



Directions for Administration (cont.)

7) You will see a Choose Settings screen.

SAMPLE

Choose Settings:
Review the following test settings. You can change the options, if necessary.

ELPAC Grades 11-12 Listening Practice Test

Presentation

- American Sign Language: OFF
- Presentation: English
- Audio Transcriptions: OFF

Literacy Assistance Resources

- Text-to-Speech: None

Integration with Assistive Technology

- Permissive Mode: OFF

Visual Assistance Resources

8) In the drop-down “Presentation” menu, select **[Braille]**.

ELPAC Grade K Speaking Training Test

Presentation

- American Sign Language: OFF
- Presentation: Braille
- Audio Transcriptions: OFF

9) While the Choose Settings box is still open, choose any other test settings that are needed, then select the **[Select]** button.

SAY Before we begin, we need to check to see if you can hear the audio.

i If using headphones, put headphones on now. Select the speaker button to play the audio.

Audio Playback Check
Make sure audio playback is working.

To play the sample sound, press the speaker button.

Next Step:
If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

I heard the sound **I did not hear the sound**

SAY Did you hear the music?

i Pause for student’s response. Select **[I heard the sound]**.

Directions for Administration (cont.)

SAY Now we need to check to see if the computer will record your voice. In this test, I'm going to ask you some questions and record your answers.

SAMPLE

Recording Device Check
Make sure your recording device is working.

1. To start recording, press the Microphone button.
2. Describe what you are wearing today.
3. When you are done, press the Stop button.
4. To listen to your recording, press the Play button.

Next Step:
If you heard your recording, choose **I heard my recording**. If not, choose **I did not hear my recording**.

I heard my recording I did not hear my recording

Continue Skip Recording Check Back

i Depending on the selected test settings, you may see additional screens to check the functionality of certain test setting(s) on your device (e.g., text-to-speech check). If your computer allows audio capture, please follow these steps, otherwise select **[Skip Recording Check]**.

SAY Before giving your answers, I'm going to press the microphone to record your answer. When it is time to record your answer, I will press the microphone. Let's practice.

SAY Describe your favorite food.

i Pause for student's response. When student has finished speaking, press the square stop button to stop recording. Acknowledge the student's correct response, or model a correct response, such as "You could have said, 'My favorite food is a hamburger and fries.'"

i When the student is ready, select **[I heard my recording]**.

SAY Do you have any questions?

i Answer the student's questions.

SAY Remember to answer all of the questions in English. If you want me to repeat a question, you can ask me to. Now we are going to begin.

i Select the **[Continue]** at the bottom of the screen.

At the bottom of the next page, select **[Begin Test Now]**.

i For the Speaking test, turn to page 18.

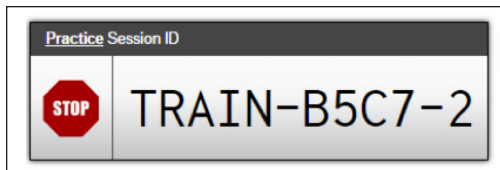
Directions for Administration (cont.)

How to Start a Practice Test Session Using the Same Procedures as the Operational Tests

SAY Today you will be taking the Speaking section of the ELPAC. First, I am going to sign you in.

TEST ADMINISTRATOR INTERFACE

- i** 1) Launch a supported web browser on your device and access the [ELPAC website](#).
- 2) Select the **[Practice & Training Tests]** button.
- 3) Select the **[Test Administrator and Test Examiner Practice and Training Site]** link to log on to the **Test Administrator Interface** for the Practice Test.
- 4) Log on to the **Test Administrator Interface** using your TOMS username (your email address) and password.
- 5) Select the Practice Test(s) you want to administer from the test selection window.
- 6) Select the **[Start Practice Session]** button.
- 7) Upon selecting the **[Start Practice Session]** button, a Session ID will appear on the top right corner of the **Test Administrator Interface**.



Directions for Administration (cont.)

STUDENT INTERFACE

8) Launch the secure browser on the student’s testing device and select the button on the screen to go to the Practice and Training Test site or select the **[Student Interface Practice and Training Tests]** link from the Practice and Training Tests tab on the [ELPAC website](#).

9) Toggle the blue **Guest User** and **Guest Session** buttons to **[OFF]**, and log the student on.

- In the First Name field, enter the student’s first name as it appears in the California Longitudinal Pupil Achievement Data System.
- In the SSID field, enter the student’s 10-digit Statewide Student Identifier.
- In the Session ID field, enter the Session ID generated from the **Test Administrator Interface**.

Please Sign In

OFF **Guest User**
Toggle to sign in as yourself

First Name:
EX: JORDAN

SSID:
EX: 123456789

OFF **Guest Session**
Toggle to join an active session

Session ID:
TRAIN - - -

Run Diagnostics Browser: Safari v12.1

Welcome to the Practice and Training Test site. You can use this site to take practice and training tests. Some questions require you to select one answer; others require you to type a short answer, draw a picture, or complete another type of open-ended task.

Sign In

10) Verify the student information is correct on the “Is This You?” screen. Select **[Yes]** to continue. (Select **[No]** if the student information is not correct. Notify your ELPAC coordinator if it is not.)

Is This You?
Please review the following information.

SSID: 9294015802	First Name: DARY
Grade: 01	School: Richard Roodan Primary Center
State: California	

Yes No





Directions for Administration (cont.)

STUDENT INTERFACE

11) On the test selection screen, select the appropriate ELPAC Practice Test. ELPAC practice tests are located at the bottom of the list and are color-coded pink.

SAMPLE

English Language Proficiency Assessments (ELPAC) Practice Test

 Start ELPAC Grades 3-5 Listening Practice Test This is opportunity 1 of 99	 Start ELPAC Grades 3-5 Reading Practice Test This is opportunity 1 of 99
 Start ELPAC Grades 3-5 Speaking Practice Test This is opportunity 1 of 99	 Start ELPAC Grades 3-5 Writing Practice Test This is opportunity 1 of 99

TEST ADMINISTRATOR INTERFACE

12) Go back to your test examiner device and in the **Test Administrator Interface**, approve the student to test.

13) Verify you have selected the correct test and test settings for the student by selecting the **[Approvals]** button. The eye icon allows you to view and set test settings, the check mark allows you to approve the test, and the “X” allows you to deny the test.


14) Go back to the student testing device.

STUDENT INTERFACE

SAY Before we begin, we need to check to see if you can hear the audio.

i If using headphones, put headphones on now. Select the speaker button to play the audio.

Audio Playback Check
Make sure audio playback is working.

 To play the sample sound, press the speaker button.

Next Step:
If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

SAY Did you hear the music?

i Pause for student’s response. Select **[I heard the sound]**.


SAY Now we need to check to see if the computer will record your voice. In this test, I’m going to ask you some questions and record your answers.


Directions for Administration (cont.)

STUDENT INTERFACE (cont.)

SAMPLE

Recording Device Check
Make sure your recording device is working.

 1. To start recording, press the Microphone button.
2. Describe what you are wearing today.
3. When you are done, press the Stop button.
4. To listen to your recording, press the Play button.



Next Step:
If you heard your recording, choose **I heard my recording**. If not, choose **I did not hear my recording**.

i Depending on the selected test settings, you may see additional screens to check the functionality of certain test setting(s) on your device (e.g., text-to-speech check). If your computer allows audio capture, please follow these steps, otherwise select **[Skip Recording Check]**.

SAY Before giving your answers, I'm going to press the microphone to record your answer. When it is time to record your answer, I will press the microphone. Let's practice.

 **SAY** Describe your favorite food.

i Pause for student's response. When student has finished speaking, press the square stop button to stop recording. Acknowledge the student's correct response, or model a correct response, such as "You could have said, 'My favorite food is a hamburger and fries.'"

i When the student is ready, select **[I heard my recording]**.

SAY Do you have any questions?

i Answer the student's questions.

SAY Remember to answer all of the questions in English. If you want me to repeat a question, you can ask me to. Now we are going to begin.

i Select the **[Continue]** at the bottom of the screen.

At the bottom of the next page, select **[Begin Test Now]**.

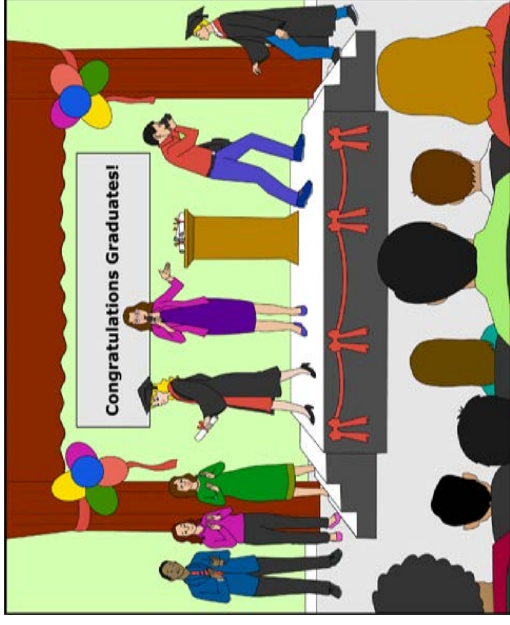
i For the Speaking test, turn to page 18.

This page is intentionally left blank.



SAY The picture shows a high school graduation ceremony. There is a principal, some students, and some audience members.

SAY If you need to hear the description again, let me know and I will read it to you.



No.	Question	Score 0	Score 1
	<p>SAY Imagine you are at a high school graduation ceremony.</p>	<ul style="list-style-type: none"> • Incorrect response/hot relevant/completely unintelligible/no response/response contains no English/"I don't know." 	<ul style="list-style-type: none"> • Correct response.
<p>1</p>	<p>SAY A principal is handing out diplomas on stage. Who usually receives diplomas? ➔ NEXT</p>	<p>Anchor:</p> <ul style="list-style-type: none"> o Principal? 	<p>Anchor:</p> <ul style="list-style-type: none"> o Students. o Kids graduating.
<p>2</p>	<p>SAY How can people in the audience show they are happy for the students who are graduating? ➔ NEXT</p>	<p>Anchor:</p> <ul style="list-style-type: none"> o People are happy. 	<p>Anchor:</p> <ul style="list-style-type: none"> o Clap. o Cheer for the students.

No.	Question	Score 0	Score 1	Score 2
	<p>i For questions 3 and 4, if the student gives a one-word response, say, “Tell me more.”</p>	<ul style="list-style-type: none"> • Response is not relevant. • Response contains no English. • No response, “I don’t know,” or is completely unintelligible. 	<ul style="list-style-type: none"> • Response is limited or partially relevant. • Errors in grammar, pronunciation, or intonation impede meaning. 	<ul style="list-style-type: none"> • Response is relevant. • Errors in grammar, pronunciation, or intonation do not impede meaning.
3	<p>SAY There is a man with a camera. What can he do with the camera? ➔ NEXT</p>	<p>Anchor:</p> <ul style="list-style-type: none"> ◦ fotografia. 	<p>Anchor:</p> <ul style="list-style-type: none"> ◦ Pictures. <p>[Examiner: Tell me more.] Camera.</p>	<p>Anchor:</p> <ul style="list-style-type: none"> ◦ Take pictures. ◦ Photograph the people getting diplomas.
4	<p>SAY What can the students wear to the graduation? ➔ NEXT</p>	<p>Anchor:</p> <ul style="list-style-type: none"> ◦ Graduation is fun. 	<p>Anchor:</p> <ul style="list-style-type: none"> ◦ Special clothes. <p>[Examiner: Tell me more.] No Response.</p>	<p>Anchor:</p> <ul style="list-style-type: none"> ◦ A cap and gown. ◦ Students dress up nice for graduation. They wear nice clothes like dresses.

Prompting Guidelines: Talk About a Scene

If the student does not answer or requests that a question be repeated, you may repeat the question once.
 If the student points, pantomimes, or points to people and things while saying words such as this/those/those, say, “Tell me in words.”
 For questions 3 and 4, if the student gives a one-word response, say, “Tell me more.”



No.	Question	Function	Score 0	Score 1	Score 2
			<ul style="list-style-type: none"> Response does not address the language function. Response contains no English. No response, "I don't know," or is completely unintelligible. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
5	Acting Class	Asking for information/making a request	<p>Anchor: Can I change my class?</p>	<p>Anchor: Does this meet the requirement for college? Yeah.</p>	<p>Anchor: I would say to my counselor if acting class is one of the required classes for me to graduate and have my credits done.</p>
6	Computer Help	Offering assistance	<p>Anchor: I'd say I don't know.</p>	<p>Anchor: Can I do loggin for you?</p>	<p>Anchor: Hey, I see you struggling. Do you need my help?</p>

SAY Now let's practice a different kind of question. There are no pictures. I'm going to tell you about some situations that could happen to you. Then, tell me what you would say. Make sure your answer is appropriate for your audience. Remember to answer all questions in English. If you want me to repeat a question, you can ask me to. The first one is for practice.

PRACTICE—DO NOT RECORD

SAY You want to know if your friend has finished working on a science project. What would you say to your friend?

i Pause. Wait for an answer.
Acknowledge the student's correct response, or model a correct response, such as "Did you finish your project?" or "How is your science project going?"

Function: asking for information

5



SAY

You are choosing classes for your senior year of high school. You have taken an acting class, but you are not sure if it meets the fine arts requirement for graduation. What would you say to your counselor?

i Function: asking for information/making a request
The student might say, "Does the acting class meet the fine arts requirement for graduation?" or "I want to make sure the acting class meets the fine arts requirement for graduation."

➔ NEXT

NOTE

If there have been no responses or no correct responses to this point, you may stop testing in the Speaking domain. Select **[End Test]**.

6



SAY

You are in the computer lab. A student is having trouble logging on to the computer, and you know how to help. What would you say to the student?

i Function: offering assistance
The student might say, "Would you like help logging on?" or "Let me show you how to log on to this computer."

➔ NEXT

Prompting Guidelines: Speech Functions

If the student does not answer or requests that a question be repeated, you may repeat the question once.



Score 0	Score 1	Score 2	Score 3
<ul style="list-style-type: none"> • An opinion is not expressed. • Response contains no English. • No response, “I don’t know,” or is completely unintelligible. 	<ul style="list-style-type: none"> • An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated words or phrases. 	<ul style="list-style-type: none"> • 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. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting. 	<ul style="list-style-type: none"> • 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. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
<p>Anchor: (No response.)</p>	<p>Anchor: Take care of the animals. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] I don’t know.</p>	<p>Anchor: Volunteer at animal center. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] Because I like animals. [Examiner: Tell me more about your choice.] I think I just said.</p>	<p>Anchor A: Umm, I think the first option is for visiting elderly people because we already have a lot of people volunteering for the animals. And, also, I think it would be a good time for kids nowadays to spend time with elderly people, spend . . . play games with them and have them . . . elderly people tell stories of their past, which is pretty interesting.</p> <p>Anchor B: Umm, I think the first option I think it would be better to volunteer at the animal shelter just because it would be more fun, and I believe that more people would want to spend time with pets.</p>

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

7

SAY Now,

SAY I am going to ask you for your opinion. There are no pictures.

SAY  A club you are in has decided to do some community service. There are two possible community service opportunities. One is to volunteer at a senior citizen community center, playing games with elderly people. A second choice is to volunteer at an animal shelter, taking care of cats and dogs. Which community service do you think would be better for your club to do?

i Wait for initial choice.

SAY Justify your choice by giving relevant reasons to support your opinion.

➔ NEXT

Prompting Guidelines: Support an Opinion

If the student does not answer or requests that a question be repeated, you may repeat the question once.

If the student states a choice but does not provide a reason, repeat the last part of the question once:

“Justify your choice by giving relevant reasons to support your opinion.”

If the student gives an original but relevant response to the question or selects neither or both options, say,

“Justify your choice by giving relevant reasons to support your opinion.”

If the student provides a simple relevant reason, say, **“Tell me more about your choice.”**



Score 0	Score 1	Score 2	Score 3
<ul style="list-style-type: none"> • An opinion is not expressed. • Response contains no English. • No response, "I don't know," or is completely unintelligible. 	<ul style="list-style-type: none"> • An opinion is expressed but is not supported. A reason is not provided, is not relevant, or is not clear. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated words or phrases. 	<ul style="list-style-type: none"> • 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. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting. 	<ul style="list-style-type: none"> • 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. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
<p>Anchor: No, I don't know.</p>	<p>Anchor: I believe it would be the software, umm . . . [Examiner repeats question.] I would go with the software engineer. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] Umm, I feel like they would, well I get . . . sorry. [Examiner: Tell me more about your choice.] That's it.</p>	<p>Anchor: Uhh, a famous rap artist. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] For the school semester, umm, I feel like the school rapper, no, wait, umm, a rapper artist should be in our semester, I guess, because people are most into like rap and now it- like they are into artists and . . .</p>	<p>Anchor A: I think the best choice that would be more my school is a famous rap artist because people love listening to music and know more about people that rap and everything. And also it would be a good idea to bring someone famous so everybody could meet the person. Anchor B: A famous software engineer. [Examiner: Justify your choice by giving relevant reasons to support your opinion.] Umm, 'cause, 'cause he's professional. He knows, umm, he can give, umm, students like feedback, umm, advise on what engineering can be about like to see if they're interested. Umm . . .</p>

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

8

SAY I am going to ask you for your opinion.

SAY  Your school plans to invite one guest speaker this semester. Students will vote on whether the speaker should be a well-known rap artist or a famous software engineer. Which one do you think would be the best choice for your school?

i Wait for initial choice.

SAY Justify your choice by giving relevant reasons to support your opinion.

 NEXT

Prompting Guidelines: Support an Opinion

If the student does not answer or requests that a question be repeated, you may repeat the question once.

If the student states a choice but does not provide a reason, repeat the last part of the question once:

“Justify your choice by giving relevant reasons to support your opinion.”

If the student gives an original but relevant response to the question or selects neither or both options, say,

“Justify your choice by giving relevant reasons to support your opinion.”

If the student provides a simple relevant reason, say, **“Tell me more about your choice.”**

Score 0	Score 1	Score 2	Score 3
<ul style="list-style-type: none"> • Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible. <p>Anchor: (No response.)</p>	<ul style="list-style-type: none"> • Response may include information in the graph/chart, but contains little relevant or accurate information. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the graph/chart. <p>Anchor: Disneyland has the most bar graph . . . yeah. [Examiner: Tell me more.] Because there's a lot of things you can do at Disneyland, go on rides, walk, see the shows that they have and everything.</p>	<ul style="list-style-type: none"> • Response includes a limited description of information or partially accurate information in the graph/chart. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting. <p>Anchor: That Disneyland has the most people, visitors, than the other ones.</p>	<ul style="list-style-type: none"> • Response answers the question, including a mostly clear and accurate description of information in the graph/chart. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained. <p>Anchor A: It shows the name of the tourist attractions and it shows how many people have visited them in millions. Anchor B: That mostly they all go to Disneyland. [Examiner: Can you give me any more details from the bar graph?] And that less people go to Death Valley National Park and, like, most of the people go to the Golden Gate Bridge. And to the Yosemite National Park, people go. And, like, San Diego Zoo, 5 million go, Lake Tahoe, 3 million people go to it.</p>

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

SAY I am going to ask you to talk about a bar graph. The picture shows a bar graph titled “California’s Top Tourist Attractions.” The horizontal axis is labeled “Tourist Attractions,” with six categories: Yosemite National Park, Disneyland, San Diego Zoo, Lake Tahoe, Death Valley National Park, and Golden Gate Bridge. The vertical axis is labeled “Number of Visitors in Millions,” and the numbers zero through 14, in increments of 2, are indicated. The information in the graph is as follows.

- Yosemite National Park, 4 million visitors
- San Diego Zoo, 5 million visitors
- Lake Tahoe, 3 million visitors
- Death Valley National Park, 2 million visitors
- Golden Gate Bridge, 10 million visitors

i If the student has a tactile supplement, ask them to refer to it now.

SAY The number of visitors to some of California’s most popular attractions was monitored. The average results, in millions of visitors per year, were reported on a bar graph. Take some time to read the bar graph to yourself. Let me know when you are ready for me to ask you a question.

i Give students time to read the bar graph before reading the first question.

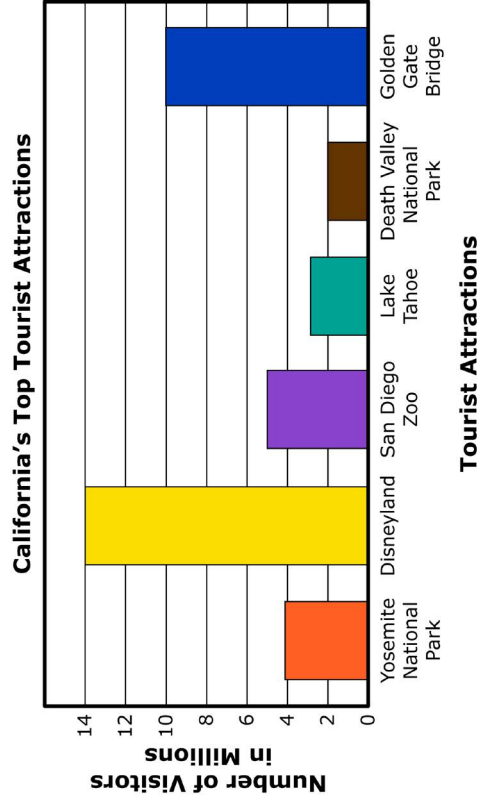
9

 Point to the text on the student’s screen.

SAY  What does the bar graph show about tourist visits to attractions in California?

SAY Include details from the bar graph in your answer.

 NEXT



The number of visitors to some of California’s most popular attractions was monitored. The average results, in millions of visitors per year, were reported on a bar graph.

Prompting Guidelines: Present and Discuss Information

If the student does not answer or requests that a question be repeated, you may repeat the question once.

If the student gives a response that is limited or contains little relevant information, say, “Tell me more details from the chart/graph.” When scoring, you should consider the responses given by the student as a whole, regardless of reprompting.

Score 0	Score 1	Score 2	Score 3
<ul style="list-style-type: none"> • Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible. 	<ul style="list-style-type: none"> • Response may include information from the graph/chart but does not demonstrate whether the claim is supported or unsupported or may lack understanding of the graph/chart or claim. Significant listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the graph/chart or claim. 	<ul style="list-style-type: none"> • Response includes limited or partially accurate information from the graph/chart that demonstrates whether the claim is supported or unsupported, and the response may lack detail and clarity. Listener effort may be required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation occasionally impede meaning. • Speech may be slow, choppy, or halting. 	<ul style="list-style-type: none"> • Response uses relevant information and accurate details from the graph/chart to demonstrate whether the claim is supported or unsupported. Little to no listener effort is required to interpret meaning. • Errors in grammar, word choice, pronunciation, or intonation do not impede meaning. • Speech is fairly smooth and sustained.
<p>Anchor: (No response.)</p>	<p>Anchor: San Diego Zoo only has 4 and a half visitors.</p>	<p>Anchor: No, more people went there.</p>	<p>Anchor A: No, 'cause in San Diego Zoo, there's 5 million people going, and Golden Gate . . . Golden Gate Bridge, 10 million people go to it.</p> <p>Anchor B: The San Diego Zoo has less . . . it has less people visiting than the Golden Gate Bridge.</p>

10

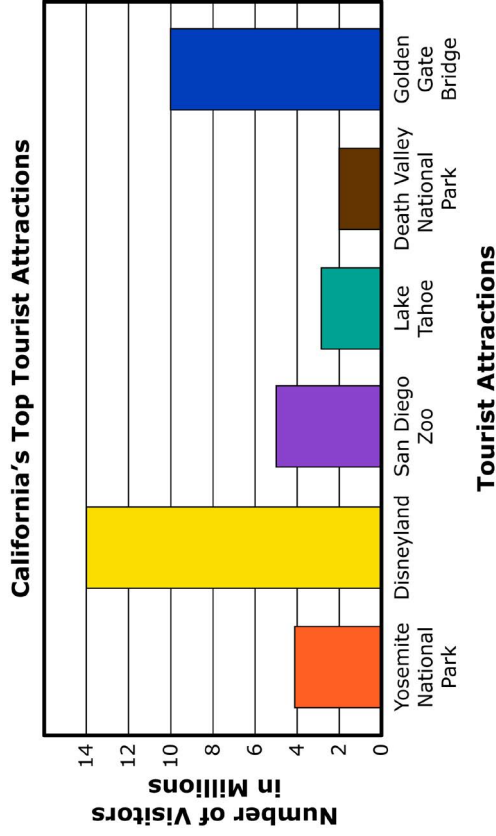
 If appropriate, you may point to the text on the student's screen.

SAY  Let's think about the bar graph again. I can repeat the bar graph description, if needed. Is the following claim supported or not supported based on the information in the bar graph?

Claim: More people visit the San Diego Zoo than the Golden Gate Bridge.

SAY Give details from the bar graph to support your answer.

 NEXT



The number of visitors to some of California's most popular attractions was monitored. The average results, in millions of visitors per year, were reported on a bar graph.

Prompting Guidelines: Present and Discuss Information

If the student does not answer or requests that a question be repeated, you may repeat the question once.

If the student gives a response that is limited or contains little relevant information, say,

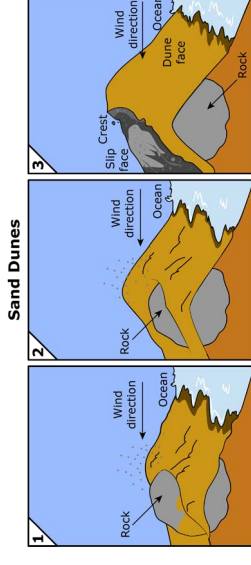
“Is the claim supported or not supported based on the information in the chart/graph?”

When scoring, you should consider the responses given by the student as a whole, regardless of reprompting.



SAY You will listen to another recorded presentation. Please do not pause the presentation once it begins or select any buttons on the screen. Please do not touch your device until the presentation ends. Doing so can cause the test to stop.

SAY You are going to listen to some information about sand dune formation. You will hear the information only once. There are three pictures. The first picture shows a beach with the ocean on the right side, and a rock partially covered by sand on the left side. The second picture shows a beach with the ocean on the right side, and the wind is blowing sand toward the rock. The third picture shows a beach with the ocean on the right side, and the rock completely covered by sand on the left side. The wind is still blowing sand towards the rock. The right side of the sand is labeled dune face. The left side of the sand is labeled crest and slip face.



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

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

- explain sand dune formation,
- include all the parts of a sand dune, and
- use relevant details and clear language.

i Play the audio presentation. As the recording plays, point to the relevant picture that is on the student’s screen. After you have started the recording, do not pause or stop the recording. The audio recording cannot be replayed unless the student has a designated support. If a valid disruption occurs (e.g., intercom announcements, fire drills, student health issues, audio malfunctions), please read the recorded audio script to complete the test administration.

i If using headphones, put headphones on now.

Recorded Audio Script

Mounds of loose sand created by wind movement are referred to as sand dunes. Sand dunes are important natural barriers, and they play an important role in preventing beach erosion.

Hand icon Think of an ocean beach. The sand close to the water is wet from the waves washing over it. However, farther away from the water, the sand has dried out. The wind is starting to pick up the grains of sand and blow them toward a large rock.



The sand is being moved by the wind, but it stops when it hits the rock. This is how sand dune formation begins. The wind continues to blow sand. More and more sand continues to pile up around the rock. As sand accumulates, the dune becomes taller and wider.



The dune continues to grow as the wind moves more sand up what's called the "dune face" to the "crest," or top of the dune. When the crest's angle becomes too steep, the sand collapses down the back of the dune; this is called the "slip face." The fallen sand rests around the base of the dune, helping to stabilize it. This cycle continues as long as there is loose, dry sand being blown.

11



Summarize the information you heard. Be sure to

- **explain sand dune formation,**
- **include all the parts of a sand dune, and**
- **use relevant details and clear language.**

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



This is the end of the Speaking test. Thank you for your attention and hard work.

i DIRECTIONS ON ENDING A TEST

- Select the **[End Test]** button to continue to the review screen.
- Do not rerecord responses if you see a red triangle in the review box. Select the **[Submit Test]** button.

Prompting Guidelines: Summarize an Academic Presentation

If the student does not answer or requests that the question be repeated, repeat the question and bulleted points once.

If the student points to the picture, or points while saying words such as this/that/these/those, or starts to write a response, say, **"Please tell me your summary."**

If the student is struggling to remember a word, you may say, **"It's OK, do your best."** Do not say the word to the student.

If the response includes one or some of the main points and/or partial details, say, **"What else can you tell me about what you heard?"** Reprompt only once.

**Main Points**

A full response includes all of the steps in sand dune formation and at least one detail for each step:

- (Dried out/grains of) sand is blown by the wind toward a rock.
Details: Sand dunes are important natural barriers OR sand dunes help prevent beach erosion OR sand close to the water is wet, but it is dry farther away.
- Sand piles up around the rock.
Details: More and more sand piles up as the wind continues to blow OR as the sand accumulates/piles up, the dune becomes taller/wider.
- Wind moves sand up the dune (face) to the crest/top.
Details: (When the crest's angle becomes too steep), the sand collapses down the back (of the dune) OR the collapse is called the "slip face" OR the fallen sand helps stabilize the dune OR the cycle continues as long as there is loose, dry sand being blown.

Score 0	Score 1	Score 2	Score 3	Score 4
<ul style="list-style-type: none"> • Response is not relevant. • Response contains no English. • No response, "I don't know," or is completely unintelligible. 	<ul style="list-style-type: none"> • Response includes an attempt to reference the presentation/picture but conveys little relevant information. • Ideas are rarely cohesive and connected. • Grammar and word choice are limited and impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may consist of isolated word(s) or phrase(s) related to the picture. 	<ul style="list-style-type: none"> • Response includes a partial summary of at least one of the main points of the presentation and may lack an understanding of the main points. • Ideas are sometimes cohesive and connected. • Grammar and word choice are simple and repetitive; errors often impede meaning. • Pronunciation and/or intonation often impede meaning. • Speech may be slow, choppy, or halting. 	<ul style="list-style-type: none"> • Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details. • Ideas are usually cohesive and connected. • Grammar and word choice are adequate; errors occasionally impede meaning. • Pronunciation and/or intonation occasionally impede meaning. • Speech is fairly sustained, though some choppy or halting may occur. 	<ul style="list-style-type: none"> • A full response includes a clear summary of the main points and details of the presentation. • Ideas are cohesive and connected. • Grammar and word choice are varied and effective; errors do not impede meaning. • Pronunciation and intonation do not impede meaning. • Speech is usually smooth and sustained.
<p>Anchor: I don't know.</p>	<p>Anchor: I don't know. Ocean. [Examiner: What else can you tell me about what you heard?] I don't know.</p>	<p>Anchor: The sand dunes is sand that's right next to the ocean. And it's part of the sand don't move by the wind because it's wet. And the top sand dunes on top, it flies. And, it, umm . . . and then it goes like on top of the rock, I guess. And . . . and that's how the sand moves up and covers up stuff. And that's it. [Examiner: What else can you tell me about what you heard?] That sand dunes is really important, I guess.</p>	<p>Anchor: Umm, sand dunes are important barriers, natural . . . the sand close to the water is wet. And the sand is moved by the wind. The rock stops the sand. When the sand accumulates, it grows bigger and it . . . and yeah. [Examiner: What else can you tell me about what you heard?] It goes, the sand goes into the, the wind goes in the rock direction. And, yeah.</p>	<p>Anchor: Sand dunes is basically loose sand created by wind. They're important because they prevent beach erosions. Umm, most sand is like, wet from the ocean, but there is some sand that's dried out, which is farther from the ocean, and the wind carries the dry sand to a rock. It continues to carry it, eventually the sand piles up, and the dunes are created. And the first part is called a dune phase, and then, behind there's the crest. Umm, and then the slip phase, is when the crest starts falling back.</p>

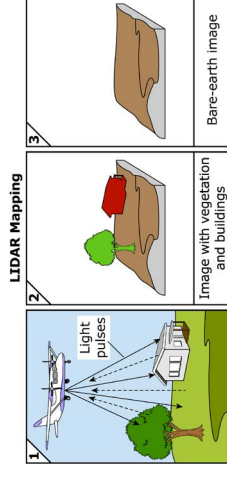
Notes:

- 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.



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

SAY You are going to listen to some information about a device that uses light pulses to create topographic maps, that is, images of the surface of an area. You will hear the information only once. There are three pictures of LIDAR mapping. The first picture shows an airplane flying above a building and a tree. The airplane is shooting light pulses represented by arrows toward the ground. The second picture shows a computer-generated LIDAR image of land, a tree, and a building labeled “Image with vegetation and buildings.” The third picture shows a similar LIDAR image without the vegetation and building labeled “Bare-earth image.”



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



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

- explain how a LIDAR device works,
- describe how LIDAR is used to create topographic maps, and
- use relevant details and clear language.


i Play the audio presentation. As the recording plays, point to the relevant picture that is on the student’s screen. After you have started the recording, do not pause or stop the recording. The audio recording cannot be replayed unless the student has a designated support. If a valid disruption occurs (e.g., intercom announcements, fire drills, student health issues, audio malfunctions), please read the recorded audio script to complete the test administration.


i If using headphones, put headphones on now.

Recorded Audio Script



In the first picture, an airplane is flying above an area where there are buildings and vegetation. Inside the airplane is a LIDAR device. LIDAR is an acronym that stands for Light Detecting and Ranging. LIDAR uses pulses of light to create images of the earth over a large area of land. The LIDAR device in the plane contains a laser that shoots light pulses down toward the ground. When the light pulses reach the ground, they are scattered by the trees, buildings, and the bare ground—that is, they bounce off these objects and then return to the LIDAR device.

 The light pulses can be measured to create an image like the one shown in picture two. Picture two shows a computer-generated LIDAR image of the ground with a building and vegetation. This kind of picture can be created because the higher an object is, the less time it takes the light to return. So light from trees and buildings returns sooner than light from the ground. When the light pulses return, the LIDAR device records the travel times from the plane to the object and back again. After the travel times have been recorded, they are converted to measures of distance. The measurements show the distribution of light and can be made into an image.

 Picture three shows a LIDAR image without the building, trees, or other objects on the ground. To create an image that shows just the earth, without the buildings and vegetation, the first pulses to return to the LIDAR device can be filtered out. This leaves a record of only the pulses that hit the ground beneath those objects, resulting in what we call a “bare earth model” of the land. Essentially, it’s an elevation map of the earth’s surface, with the trees and buildings removed. LIDAR is revolutionary because it allows us to take pictures of large areas of land and strip away the vegetation and structures made by humans to expose what the earth’s surface is like beneath.

 NEXT

12



SAY Summarize the information you heard. Be sure to

- explain how a LIDAR device works,
- describe how LIDAR is used to create topographic maps, and
- use relevant details and clear language.

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

 NEXT

Prompting Guidelines: Summarize an Academic Presentation

If the student does not answer or requests that the question be repeated, repeat the question and bulleted points once.

If the student points to the picture, or points while saying words such as *this/that/these/those*, or starts to write a response, say, **“Please tell me your summary.”**

If the student is struggling to remember a word, you may say, **“It’s OK, do your best.”** Do not say the word to the student.

If the response includes one or some of the main points and/or partial details, say, **“What else can you tell me about what you heard?”** Reprompt only once.

Main Points

A full response includes the following Main Points and at least one detail for each Main Point.

- An airplane with a LIDAR device flies above the ground.
Details: The LIDAR device uses a laser that sends out light pulses. Light pulses are fired from the laser to the ground, where they hit objects, such as trees, buildings, and the earth’s surface/ground. The light pulses bounce off objects and the ground and return to the plane
- A LIDAR image can be created when the light pulses return to the airplane.
Details: The LIDAR device in the plane records the time it takes for each light pulse to hit an object and return. Then the travel times (of the pulses) are converted to measures of distance. The measurements show distribution of light.
- Another type of LIDAR image can be created that shows only the earth’s surface.
Details: The pulses that return to the LIDAR device from trees and buildings can be filtered out and only the light pulses that hit the earth’s surface can be recorded, producing a “bare earth model”. This is an elevation map of the earth’s surface. The LIDAR image shows the surface of the earth under the trees and buildings

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

Score 0	Score 1	Score 2	Score 3	Score 4
<p>Anchor: I don't know.</p>	<p>Anchor: Picture one is a crucible. [Examiner: What else can you tell me about what you heard?] (No response.)</p>	<p>Anchor: So it's talking about a glassblowing and it's ... that back then it's called free-blowing and you use furnace and it heat the glass. And it has molten glass. Artists must cover the hole. Umm, the other one is mar- ... marver shape the art piece. So it can be added ... it can be ... I can be add with color by rolling it in a colored powder after it is done. You po- ... polish and it's ready.</p>	<p>Anchor: Okay. Umm, the equipment they use is a crucible a punty, and then, umm, the mole at the tip of it. So they put the mole at the tip of the punty and then they put it in the crucible at 2,000 degrees Fahrenheit. Umm, they leave it there and then they blow ... they blow in it so it could become round and big. And then they cover the hole. And then after, they, umm ... they roll it on a glass table so it could get the shape to the shape they want. And then, after, they add color to it, and, umm, do all that.</p>	<p>Anchor: Umm, umm, there are many forms, but the one mostly used is called free-blowing. Umm, there's a furnace with uhh, molten glass and a crucible. The glass is liquid at first. And use a pun- ... the punty to hold the glass. Umm, and then you blow air into the punty to make the molten glass into a bubble. And, then you do that on a marver. You can shape it. Umm, you can add color, make different shapes. Uhh, you can do ... you can reheat it too, if you want. After all that, the piece is cut off the punty and then it is polished. This free-blowing is repeated on the whole world.</p>

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.

Student Score Sheet

SPEAKING Visual Impairment and Braille Practice Test— Grades 11–12	Name: _____
<i>Talk About a Scene</i> 1 ① ② 2 ① ② 3 ① ② ③ 4 ① ② ③	Grade: _____
<i>Speech Functions</i> 5 ① ② ③ 6 ① ② ③	Student ID: _____
<i>Support an Opinion</i> 7 ① ② ③ 8 ① ② ③	_____
<i>Present and Discuss Information</i> 9 ① ② ③ 10 ① ② ③	_____
<i>Summarize an Academic Presentation</i> 11 ① ② ③ ④ 12 ① ② ③ ④	_____

SPEAKING Visual Impairment and Braille Practice Test— Grades 11–12	Name: _____
<i>Talk About a Scene</i> 1 ① ② 2 ① ② 3 ① ② ③ 4 ① ② ③	Grade: _____
<i>Speech Functions</i> 5 ① ② ③ 6 ① ② ③	Student ID: _____
<i>Support an Opinion</i> 7 ① ② ③ 8 ① ② ③	_____
<i>Present and Discuss Information</i> 9 ① ② ③ 10 ① ② ③	_____
<i>Summarize an Academic Presentation</i> 11 ① ② ③ ④ 12 ① ② ③ ④	_____

SPEAKING Visual Impairment and Braille Practice Test— Grades 11–12	Name: _____
<i>Talk About a Scene</i> 1 ① ② 2 ① ② 3 ① ② ③ 4 ① ② ③	Grade: _____
<i>Speech Functions</i> 5 ① ② ③ 6 ① ② ③	Student ID: _____
<i>Support an Opinion</i> 7 ① ② ③ 8 ① ② ③	_____
<i>Present and Discuss Information</i> 9 ① ② ③ 10 ① ② ③	_____
<i>Summarize an Academic Presentation</i> 11 ① ② ③ ④ 12 ① ② ③ ④	_____