

# Alt ELPA Practice Test

## Test Administrator Directions and Scoring Rubrics Booklet

Grade 1

School Year 2023-2024

## Alt ELPA Practice Test

### Test Administrator Directions and Scoring Rubrics Booklet

### Grade 1

This is the **test administrator directions** booklet for the Alt ELPA online practice test for **grade 1**. The online practice test allows test administrators and students the opportunity to experience the Alt ELPA item types and online test features before the winter 2024 Alt ELPA secure operational test.

#### General Instructions

- All Alt ELPA items have **item-specific test administrator directions**. For the online student practice test these test administrator directions are in this booklet and **not** considered secure. This booklet is ordered by domain (listening, reading, speaking, and writing).
- Test administrators are asked to complete the self-paced online test administrator training modules before interacting with the Alt ELPA practice tests. Directions on how to access these training modules are provided in the Alt ELPA Test Administration Manual. The Alt ELPA Test Administration Manual is available on the state portals under resources.
- The online practice test contains items of varying degrees of difficulty for the grade/grade band. This should not interfere with the student's ability to try an item for practice purposes. If an item appears to be too difficult, encourage students to choose the best answer, and move on to the next practice item.
- The test administrator may assist the student to skip ahead to any domain, skip items, pause the practice test and resume another time or another day. The test administrator may assist the student to take the online practice test as many times as needed for the student to feel familiar with the Alt ELPA assessment.

#### Using the Test Administrator Directions

- The test administrator should display these test administrator directions on an additional electronic device (like an iPad or tablet) and follow along with the student's online practice test. These test administrator directions accompany each item and are in parentheses and italicized. The italicized content should **not** be read to the student. The student should not be viewing the test administrator directions or be distracted by them.
- This booklet also contains test administrator scripts which are italicized and placed in **brackets**. These test administrator scripts are to be read aloud to the student. The scripts either describe images to students who have a visual impairment, or there are test administrator scripts for all students.

## Scoring

- The online practice items are not scored and the practice test does not provide student scores.
- On **the secure operational test**, the items are either machine scored or scored locally on site by the test administrator following item specific scoring rubrics provided with the items. This booklet contains the **item-specific scoring rubrics** for the items (constructed response speaking and writing items only) that are locally scored. The test administrator can use the non-secure scoring rubrics in this booklet to practice scoring the practice items. If the student provides a response to an item in a language other than English, the score point is zero.
- The test administrator should review the Alt ELPA Test Administration Manual for how to locally score items and for the guidelines for ensuring valid scores.

The test administrator may print out this page for notes and record keeping (optional)

**Please complete the following:**

This practice test is being conducted with:

Test Administrator's Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Student's Grade Level: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Test Administrator's Notes: \_\_\_\_\_

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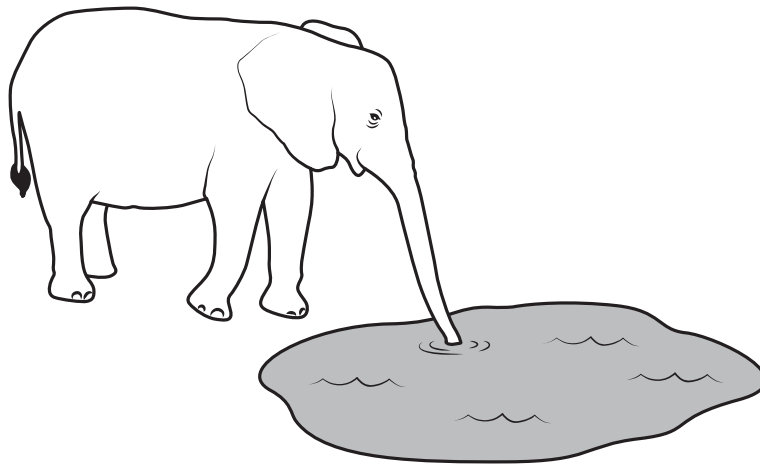
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# Listening Practice Items

**Listen to the passage about elephants. Then answer the questions.**

*(Play the recording. Indicate the graphic and the text.)*

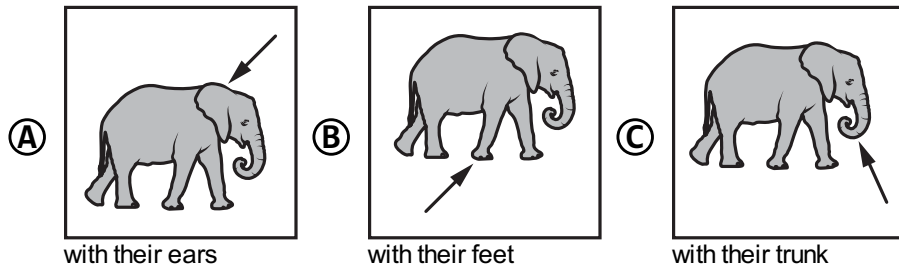
### **Elephants**



Elephants do not have a nose like we do. They have a trunk. Elephants use their trunk to pick up food. They also use their trunk to drink water.

How do elephants pick up food?

*(Indicate and read each answer option.)*



**Listen to the sentence. Then answer the question.**

*(Play the recording. Indicate the graphic and the text.)*

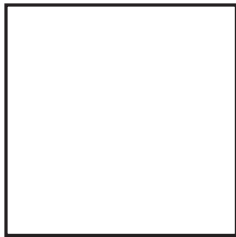
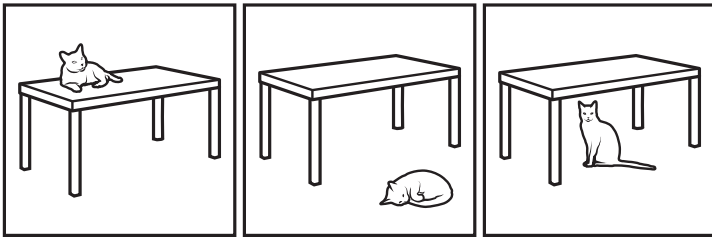
The cat is under the table.

*(Indicate and read the text.)*

Which picture shows the cat under the table? Put the picture in the empty box.

*(Indicate each answer option.)*

*[For students with a visual impairment, read "Three pictures show where a cat is sitting. The first picture shows a cat sitting on a table. The second picture shows a cat sitting next to a table. The third picture shows a cat sitting underneath a table.]*





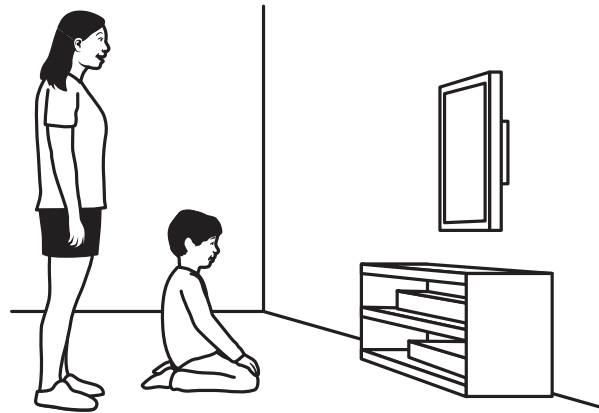
# Reading Practice Items

**We are going to read a story about a surprise outing. Then you will answer the questions.**

*(Indicate the graphics and read the text.)*

### The Surprise

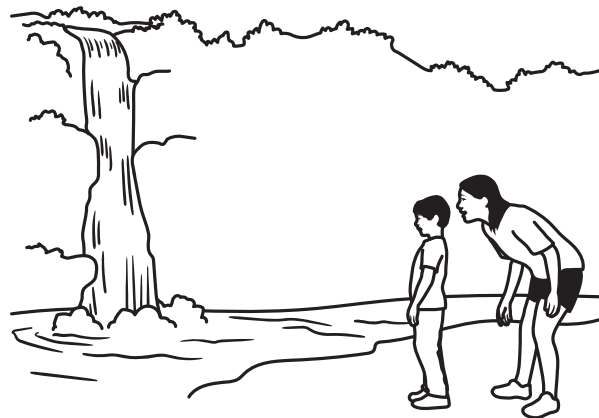
Mom has a surprise for Sam. They are going to the park.



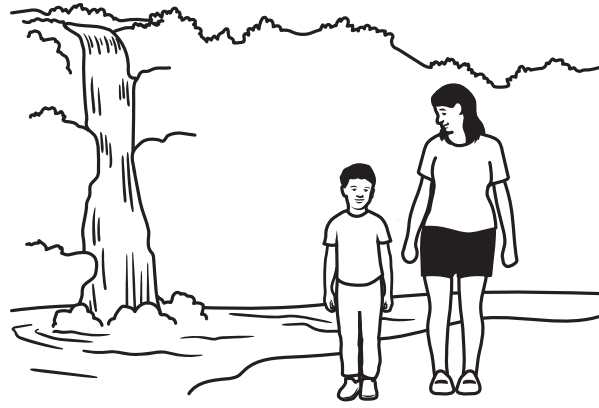
Sam has never been to the park. Mom tells him about all the things they will see.



At the park, Sam hears a loud noise as they climb a hill.



On the other side of the hill is a waterfall.

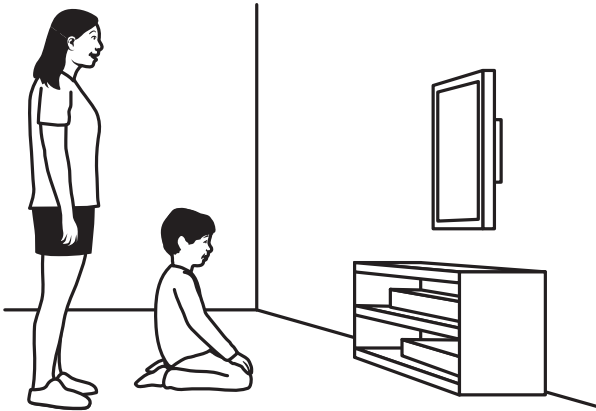


Sam smiles. He thinks the waterfall is beautiful.

**We are going to read part of the story again.**

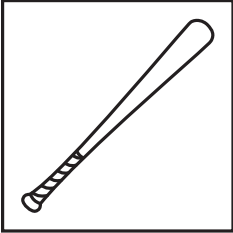
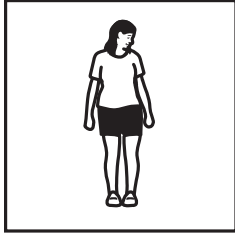
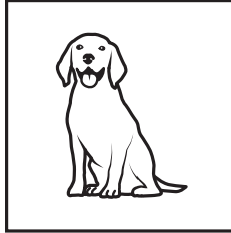
*(Indicate the graphic and read the text.)*

Mom has a surprise for Sam. They are going to the park.



Who takes Sam to the park?

*(Indicate and read each answer option.)*

- (A)**  his bat
- (B)**  his mom
- (C)**  his dog

**We are going to read the story again. Then you will answer the question.**

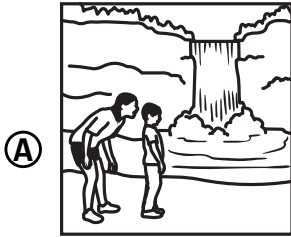
*(Indicate the graphics and read the entire text again.)*

First, Sam and Mom go to the park.

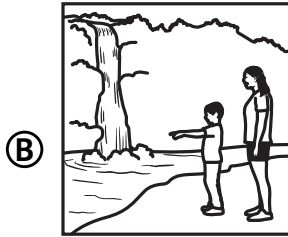
Next, Sam hears a loud noise.

What happens last?

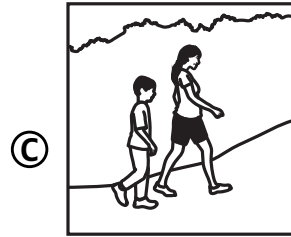
*(Indicate and read each answer option.)*



**A** Mom tells Sam about the park.



**B** Sam sees the waterfall.



**C** They climb a hill.

# Writing Practice Items

Listen as I read. One sentence is missing a word. After I read, you will choose the word that best completes the sentence.

(Indicate the graphic and the text. Read to the student "Carmen is smiling because she sees a funny snowman outside. Carmen is blank.")

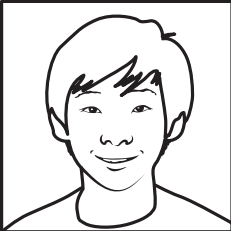


Carmen is smiling because she sees a funny snowman outside. Carmen is \_\_\_\_\_.

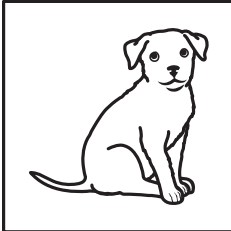
Which word best completes the sentence?

(Indicate and read each answer option.)

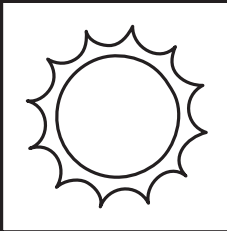
- Ⓐ



happy
- Ⓑ



puppy
- Ⓒ



sunny

Listen as I read about Sue. Then answer the question.

(Indicate the graphic and text. Read to the student “Sue and her class go to the school library. They look at all the blank in the library.”)

Sue and her class go to the school library. They look at all the \_\_\_\_\_ in the library.

[For students with a visual impairment, read “The picture shows a girl sitting on the floor, holding a book. There is a window and a bookcase with books behind her.”]

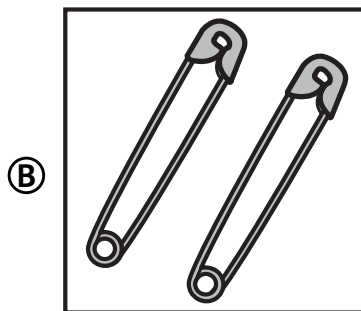


Which word completes the sentence?

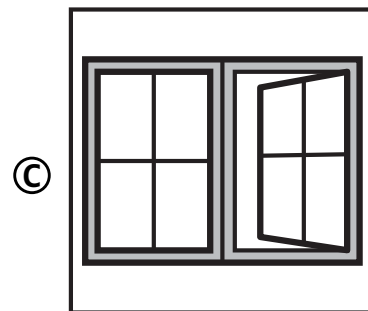
(Indicate and read each answer option.)



books



pins



windows



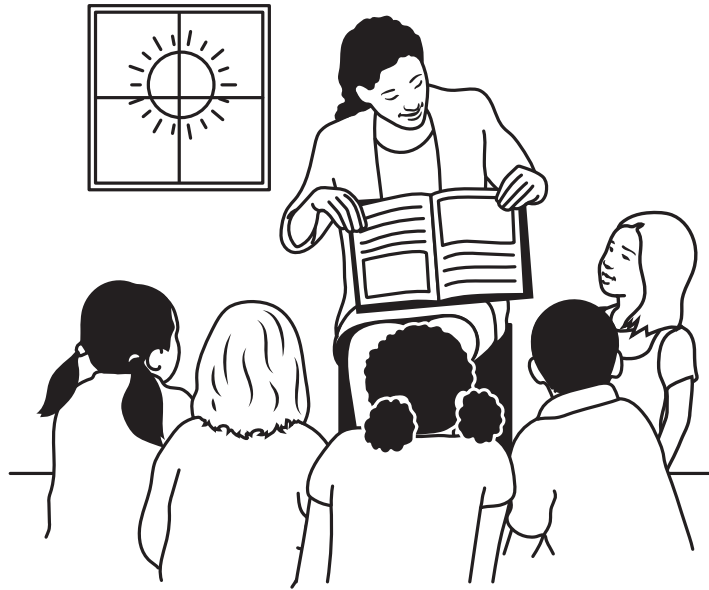
# Speaking Practice Items

Listen to the passage about summer school. Then you will answer a question.

*(Indicate the graphic and read the text.)*

## Why Teachers Want Summer School

Most schools are closed during the summer. Some teachers want school to be open during the summer. Some teachers worry students might forget what they learned in school. Also, some teachers think students could have more help if there were more days of school.



What is one reason some teachers want students to be in school during the summer? Please answer in English.

*(Allow student time to respond.)*

- Ⓐ Based on item scoring rubric, student receives 3 points.
- Ⓑ Based on item scoring rubric, student receives 2 points.
- Ⓒ Based on item scoring rubric, student receives 1 point.
- Ⓓ Based on item scoring rubric, student receives 0 points.

# Scoring Rubric

## Score: 3

The student demonstrates a controlled or full understanding of the English language by accurately communicating information that is **related** to the question, topic, or text.

### **Exemplar:**

Provides a response appropriate to the context, such as

- Students will not forget what they learned.
- Students will learn more.
- Students can have more help.

(Or variations of the above sentences)

**Scoring Rubric:** Students are not required to respond in complete sentences.

## Score: 2

The student demonstrates a limited or developing understanding of the English language by accurately communicating information that is **somewhat related** to the question, topic, or text.

### **Exemplar:**

Provides a response that is inappropriate to the context, such as

- Some schools are open during the summer.

(Or variations of the above sentences)

## Score: 1

The student demonstrates little to no understanding of the English language by communicating information that is **unrelated** to the question, topic, or text.

### **Exemplar:**

Provides responses, such as

- scribbling
- random letters
- words unrelated to the topic or text

## Score: 0

The student **does not respond, does not communicate** in any form, or responds in a **language other than English**.

### **Exemplar:**

N/A

Look at the picture. Then answer the question.

*(Indicate the picture.)*

*[For students with a visual impairment, read "The picture shows a boy holding a paintbrush and paints. In front of the boy is a picture of a house."]*



Tell me what is happening in the picture. Please answer in English.

*(Allow student time to respond.)*

- (A)** Based on item scoring rubric, student receives 3 points.
- (B)** Based on item scoring rubric, student receives 2 points.
- (C)** Based on item scoring rubric, student receives 1 point.
- (D)** Based on item scoring rubric, student receives 0 points.

# Scoring Rubric

## Score: 3

The student demonstrates a controlled or full understanding of the English language by accurately communicating information that is **related** to the question, topic, or text.

### Exemplar:

Provides responses appropriate to the context of the sentence, such as

- The boy is painting a picture of a house.
- Boy painting
- Art

## Score: 2

The student demonstrates a limited or developing understanding of the English language by accurately communicating information that is **somewhat related** to the question, topic, or text.

### Exemplar:

Provides a response that is inappropriate to the context, such as

- Boy
- House
- Brush

## Score: 1

The student demonstrates little to no understanding of the English language by communicating information that is **unrelated** to the question, topic, or text.

### Exemplar:

Provides unrelated responses, such as

- random sounds
- random letters
- words unrelated to the topic or text

## Score: 0

The student **does not respond, does not communicate** in any form, or responds in a **language other than English**.

### Exemplar:

N/A