

# **Alt ELPA Practice Test**

## **Test Administrator Directions and Scoring Rubrics Booklet**

**Gradeband 4-5**

**School Year 2023-2024**

## Alt ELPA Practice Test

### Test Administrator Directions and Scoring Rubrics Booklet

### Gradeband 4-5

This is the **test administrator directions** booklet for the Alt ELPA online practice test for **gradeband 4-5**. 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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# Listening Practice Items

Listen to the student giving a speech on why he wants to become a teacher. Then answer the questions.

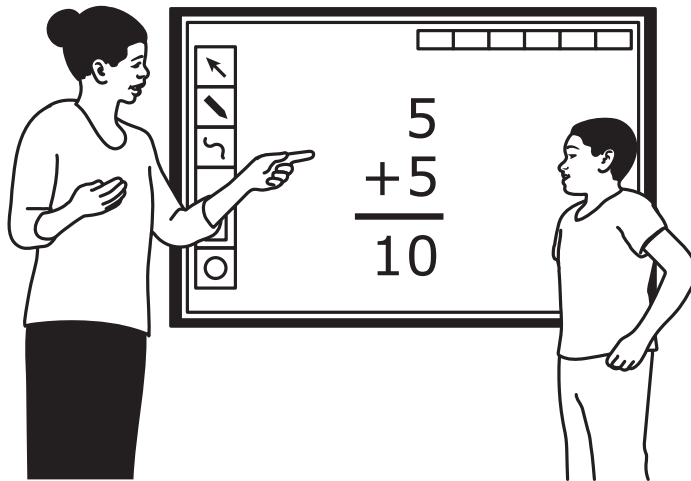
(Play the recording. Indicate the graphics and the text.)

### Why I Want to Become a Teacher



My name is Tom. I want to be a teacher when I am older. Teachers have important jobs at schools. They help students learn by explaining and answering questions. Teachers make a difference in their students' lives.

Teachers smile and are happy. Teachers get to know their students. They make their classrooms fun for learning.



When I am a teacher I will have desks in my classroom. I will have many books for students to read. I will teach my students math and I will get them excited about reading. This will make me very happy.

I will take time to help students if they have a problem. For example, I will tell students that it is okay to ask for help during and after class. I love learning and I will help my students love learning too.

I am excited to be a teacher when I am older.

What does Tom want to be when he is older?

*(Indicate and read each answer option.)*



a writer



a teacher



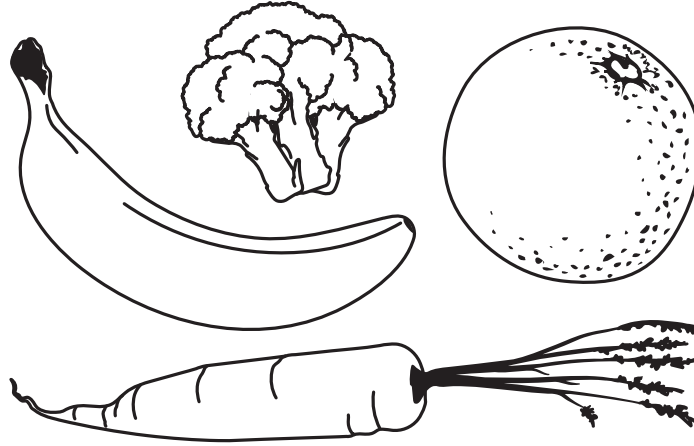
a painter

**Listen to the student giving a report about healthy foods. Then answer the questions.**

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

*[For students with a visual impairment, read "This is a picture of a banana, broccoli, an orange, and a carrot"]*

### Healthy Foods



My name is Tim. Fresh fruits and vegetables, such as apples and carrots, make the body strong. Growing children should eat more of these foods, instead of less healthy foods, such as ice cream and cookies. Even though these sweet snacks taste great, they are not good for young brains or bodies.

However, this can be very hard since these unhealthy foods are everywhere. They are at work, in schools, and even in people's homes. People are used to eating these foods instead of cooking something that is better for them to eat.

Therefore, it is up to people to make better choices about what they eat. When they want to eat ice cream or cookies, people should reach for fruits and vegetables instead. When people make these smart decisions about what they eat, it will help them to create healthy habits.



**Listen and follow the directions.**

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

Here are three pictures of healthy and unhealthy foods: ice cream cone, apple, almonds.

Here are two blank boxes. The first blank box is labeled "Healthy food." The second blank box is labeled "Unhealthy food."

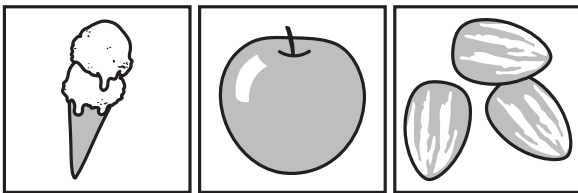
Use only **two** pictures to sort the foods into **two** groups: healthy and unhealthy.

Which food was described as healthy? Place it in the box under the heading Healthy Food.

*(Allow student time to respond.)*

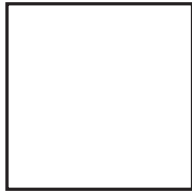
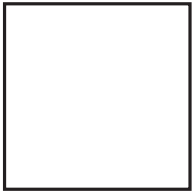
Which food was described as unhealthy? Place it in the box under the heading Unhealthy Food.

*(Allow student time to respond.)*



Healthy  
food

Unhealthy  
food




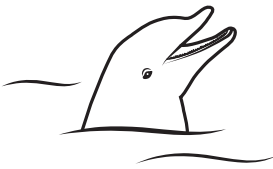


# Reading Practice Items

Read about two types of dolphins. Then answer the questions.

(Indicate the graphics and text.)

[For students with a visual impairment, read "The diagram shows two types of dolphins. On the left is an Amazon River Dolphin with its long beak sticking out of the water. Beneath it is a picture of it swimming underwater. It has a hump on its back. On the right is a bottlenose dolphin. Its short beak is sticking out of the water. Beneath it is a picture of it swimming. It has a fin on its back."]

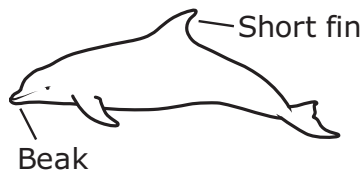
### Two Types of Dolphins

Amazon River Dolphins	Bottlenose Dolphins
	
	

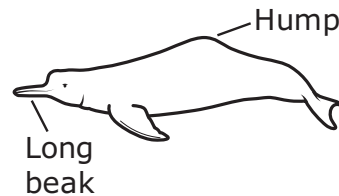
Most dolphins, such as bottlenose dolphins, live in the ocean. But did you know there are dolphins that live in rivers? One dolphin that lives in a South American river is called the Amazon River dolphin.

Amazon River dolphins look very different from bottlenose dolphins. Bottlenose dolphins are grey. Amazon River dolphins can be pink.

#### Bottlenose Dolphin



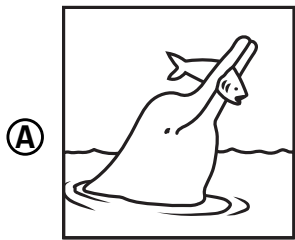
#### Amazon Dolphin



Bottlenose dolphins have a fin on their back. Amazon River dolphins do not have a fin. They have a hump on their back. All dolphins have beaks. Bottlenose dolphins have short beaks filled with dull teeth. Amazon River dolphins have beaks that are long and filled with sharp teeth. Long beaks and sharp teeth help Amazon River dolphins find food deep in the river mud.

Why do Amazon River dolphins have long beaks with sharp teeth?

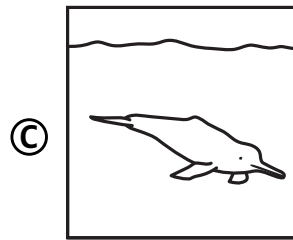
*(Indicate and read each answer option.)*



for finding food



for jumping higher



for swimming faster

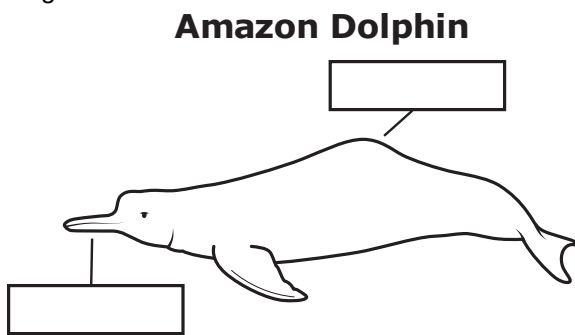
**Read part of the text again.***(Indicate the text.)*

Bottlenose dolphins have a fin on their backs. Amazon River dolphins do not have a fin on their backs. They have a hump on their backs. All dolphins have beaks. Bottlenose dolphins have short beaks filled with dull teeth. Amazon River dolphins have beaks that are long and filled with sharp teeth.

Here is a diagram of an Amazon River Dolphin. There are two empty boxes on the diagram: one pointing to the dolphin's back and one pointing to the dolphin's head.

*(Indicate the diagram and empty boxes.)*

Fin  
Hump  
Long Beak



Here are three words that describe the dolphin.

*(Indicate and read the word list.)*

Which **two** words can be used in the diagram to describe the dolphin? Place the words in the correct boxes.

*(Allow student time to respond.)*

# Writing Practice Items

Listen as I read a story about a girl named Anna and her Aunt Mary. One sentence is missing a word. After I read, you will choose the word that best fits in the blank.

(Read to the student: "Anna liked spending time with her Aunt Mary. One morning, Aunt Mary surprised Anna with a trip to the park. Anna was excited to see her aunt. They had so much fun that day. Anna was smiling. Anna was 'blank'.")

Anna liked spending time with her Aunt Mary. One morning, Aunt Mary surprised Anna with a trip to the park. Anna was excited to see her aunt. They had so much fun that day. Anna was smiling. Anna was \_\_\_\_\_.

Which word tells how Anna feels in the story?

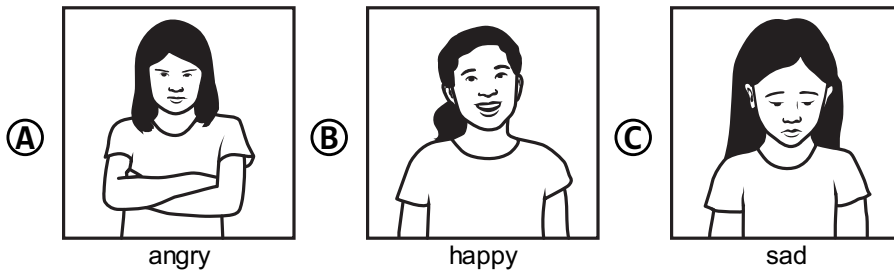
(Indicate and read each answer option.)

[For students with a visual impairment, read...]

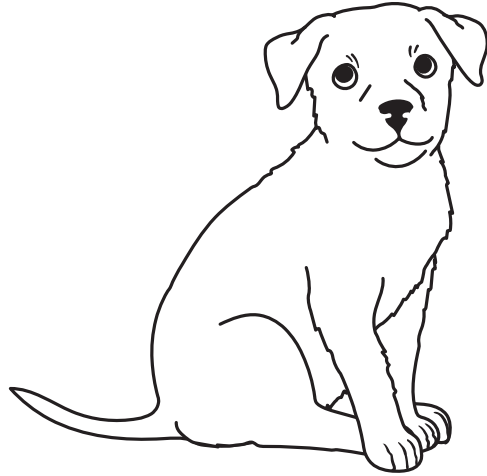
A. The picture shows a girl who has a frown on her face and her arms crossed.

B. The picture shows a girl who has a smile on her face.

C. The picture shows a girl who has a frown on her face and her head is pointed downward.



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



This is a picture of a puppy. Puppies can be fun. You can play outside with them and teach them tricks. Puppies can be a lot of work, too. You need to feed them and keep them safe.

Puppies are a lot of work. Do you agree? Why or why not? Please answer in English.

- Ⓐ 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 points.
- Ⓓ 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:

- Yes, puppies are a lot of work. They eat too much.
  - No, puppies are not a lot of work. They go outside.
- (Or variations of the above 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 partial response appropriate to the context or a response somewhat related, such as

- Yes, puppies are work.
  - No, puppies are not work.
  - I like/do not like puppies.
- (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

# Speaking Practice Items

Look at the picture of a pet store.

(Indicate the picture.)

[For students with a visual impairment, read "The picture shows a pet store. A girl is bent over playing with a dog. There is a dog bone and a water bowl on the floor near the dog. There is a bookcase with two shelves. On the top of the shelf is one tank with fish and one tank with turtles. Beneath that is a shelf with three bags of cat food and a sleeping cat. Beneath that are four bags of dog food. In the corner of the store is a cage with a bird in it."]



Tell me one thing about 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 a response appropriate to the context, such as

- There is a cat on a shelf.
- There is pet food on a shelf.
- There is a tank of fish/turtles.
- There is a girl playing with a dog.

(Or variations of the above words/phrases)

## 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
- store
- bunny

(Or variations of the above words/phrases)

## 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**.

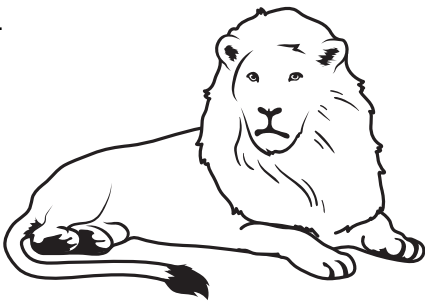
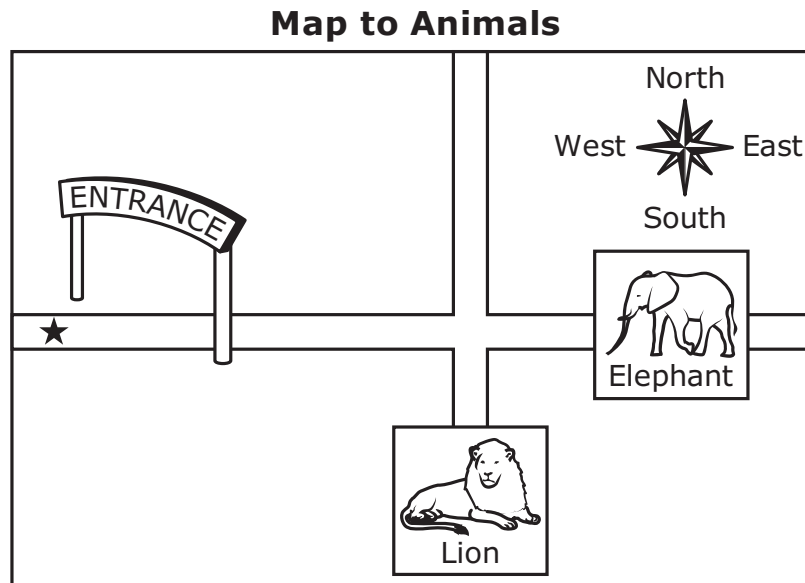
### **Exemplar:**

N/A

Look at the map of some animals at the zoo. Then follow the directions.

(Indicate the graphic and read the text.)

[For all students, read "The map is titled Map to Animals. It shows two paths: one to the elephant and one to the lion. The paths go from left to right and top to bottom. The entrance is on the left and is marked with a star. One path begins at the star and ends at the elephant. The path to the lion begins at the top of the map and ends on the bottom of the map. There is a compass showing directions, starting at the top and reading clockwise: 'North,' 'East,' 'South,' 'West.'"]



I want to visit the lion.

Using the map, explain how to get from the entrance, that is marked with a star, to the lion. Here is a list of words you can use for help.

(Indicate and read each answer option.)

Please answer in English.

WORD BANK
go
walk
turn
north
south
east
west
straight

*(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 of the question, such as

- Walk straight/East, then turn right/South
- Straight, down

(Or variations of the above words/phrases.)

(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 of the question, such as

- Zoo
- Map
- I like lions.

(Or variations of the above words/phrases)

## 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