

Alt ELPA Practice Test

Test Administrator Directions and Scoring Rubrics Booklet

Gradeband 6-8

School Year 2023-2024

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This is the **test administrator directions** booklet for the Alt ELPA online practice test for **gradeband 6-8**. 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 (secure) 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 information about two visitors at a school for Career Day. Then answer the question.

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

A chef and a writer came to Career Day. They told the kids about their jobs.

Gabby asked two questions. First, she asked, "Where do you work?" Next, she asked, "Do you have to wear a uniform?"

Gabby wrote their answers in a chart.

[For all students, read "The chart is titled Career Day Questions. It lists the career day visitors and their answers to Gabby's questions. The chef works in a restaurant and wears a uniform. The writer works online and does not wear a uniform."]

Career Day Questions

	Where do you work?	Do you have to wear a uniform?
 Chef	Restaurant	Yes
 Writer	Online	No

(Indicate and read the text.)

According to the chart, which detail is true?

(Indicate and read each answer option.)



The chef likes to listen to music.



The writer wears a uniform for work.



The chef works at a restaurant.

Listen to a student reading a speech about the benefits of doing chores. Then answer the questions.

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

Having Chores to Do

Doing chores can be good. Chores are jobs kids do at the same time every day or every week. Taking out the trash, raking leaves, helping fold laundry, or feeding the dog are some things kids can do themselves.



Chores teach kids how to be responsible. Instead of being told what to do, kids can make decisions for themselves on what they like to do. They can create a schedule that shows the chores they need to complete and when to do them.

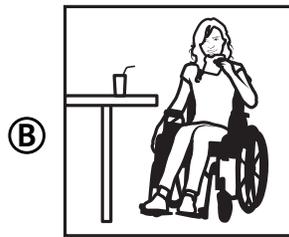
Chores teach kids how to work together. Kids can decide between themselves, what chore each person will do. Chores are the best way for kids to be responsible.

Which picture shows someone doing a chore?

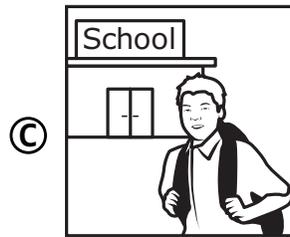
(Indicate and read each answer option.)



raking leaves



eating a meal



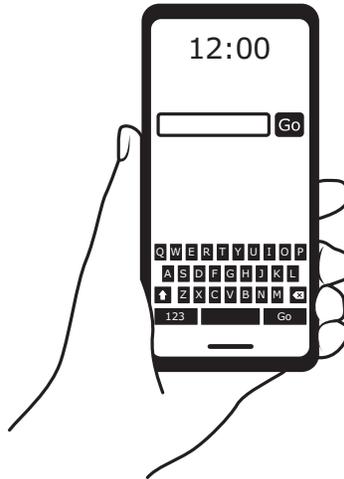
going to school

Reading Practice Items

Read about using cell phones at school. Then answer the questions.

(Indicate the graphics and text.)

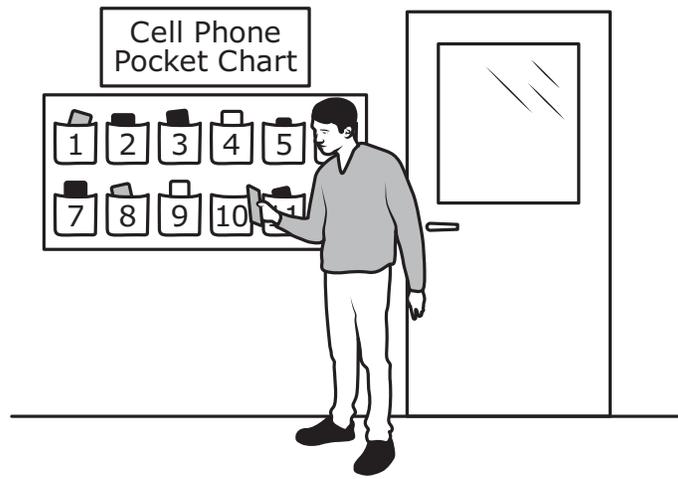
Should Cell Phones Be Allowed in School?



Many students use cell phones every day. But some schools do not want students to use their cell phones at school.



Many teachers think using cell phones at school keeps students from learning. Students might text friends or look at social media instead of listening to the teacher. But some parents think students should be able to use their cell phones at school. Cell phones make it easy for parents and students to talk to each other. Parents can send a text to their child during the school day. This is the quickest way for parents to tell their children something important.



So, what should schools do? Schools should let students bring their cell phones to school but not use them in class. Students can leave their phones in a pocket chart during class. Then during a break from class, students can check for messages and texts. This will make parents and teachers happy.

Read part of the text again.

(Indicate the text.)

Parents can send a text to their child during the school day. This is the quickest way for parents to tell their children something important.

(Indicate the underlined word)

What does the word quickest mean in the sentence?

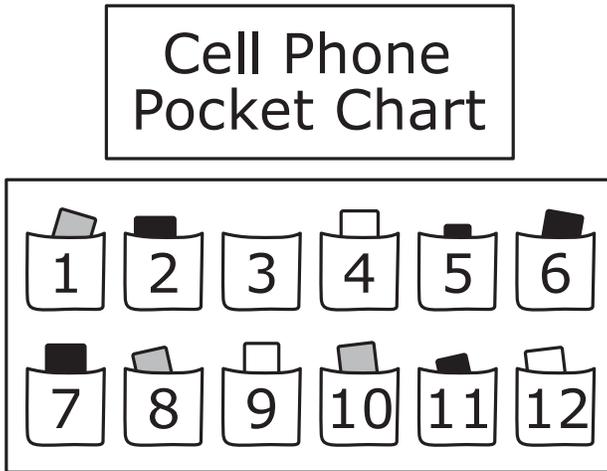
(Indicate and read each answer option.)

- Ⓐ biggest
- Ⓑ fastest
- Ⓒ loudest

Look at the picture of a cell phone pocket chart. Then follow the directions.

(Indicate the graphic.)

[“The picture shows a cell phone pocket chart. It has twelve pockets. The first row of pockets is numbered one to six. The second row of pockets is numbered seven to twelve. There is a sign above the chart that reads ‘Cell Phone Pocket Chart.’ There are cell phones in the first two pockets and the last three pockets in the first row and cell phones in all the pockets in the second row.”]

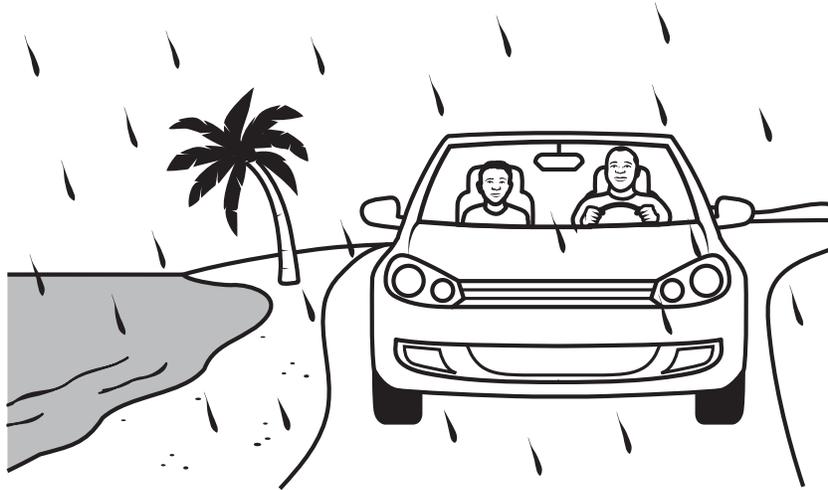


In which cell phone pocket could students store their cell phone? Click on **one** of the pockets.

Writing Practice Items

Listen as I read. Each sentence is missing a word. After I read, you will choose the words that complete each sentence.

(Indicate the graphics and text. Read to the student "Dad was taking me to the beach blank suddenly it started to rain. Blank we went to the movies instead.")



Dad was taking me to the beach _____ suddenly it started to rain.

A) if B) when C) because



_____ we went to the movies instead.

Which set of words complete the sentences? (Indicate and read each answer option.)

First sentence: A) if B) when C) because

Second sentence: A) But B) So C) And

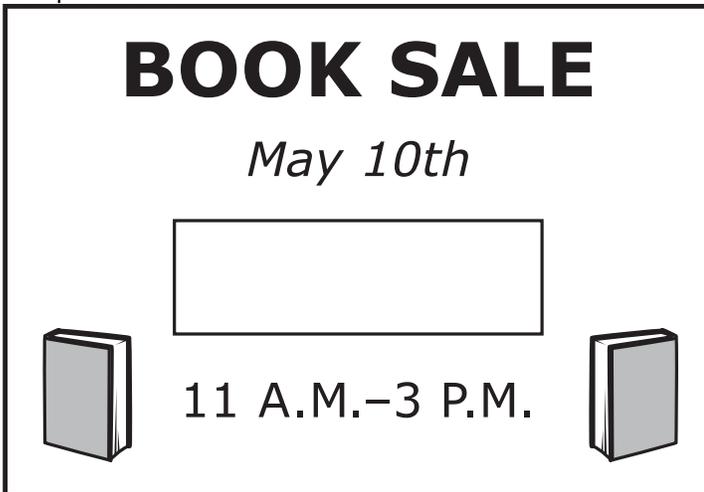
Listen as I read about a book sale. Then answer the question.

A school is having a book sale. Here is a poster explaining the sale.

(Indicate the graphic.)

[For all students, read "The poster shows information about the school book sale. It is titled Book Sale. Below the title is the date, May tenth. Below the date is an empty box. Below the empty box is the time eleven a.m. to three p.m."]

Grocery Store
School Library
Joseph's House

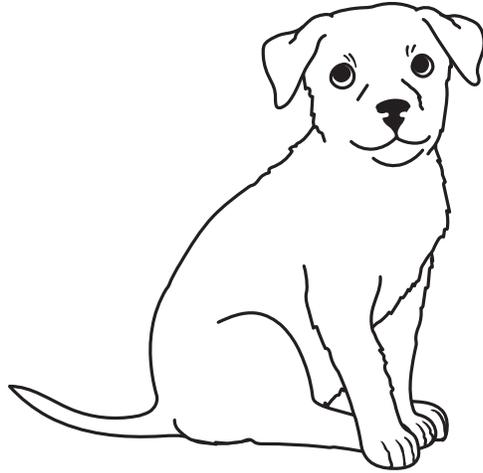


Students need to know where the book sale is happening.

Which phrase best completes the poster? Place it in the empty box.

(Indicate and read each answer option. Allow student time to respond.)

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:

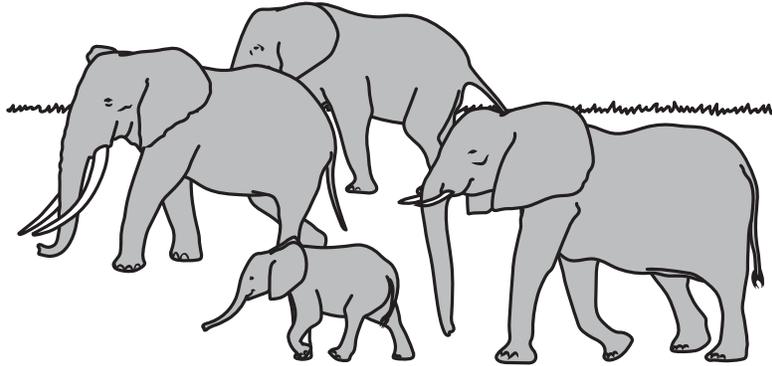
N/A

Speaking Practice Items

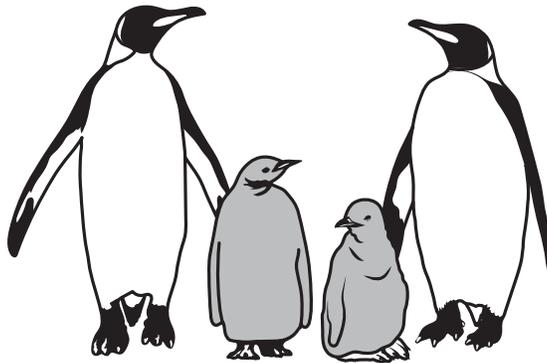
Listen to a report about animals that live in groups. Then answer the question.

(Indicate the graphics and read the text.)

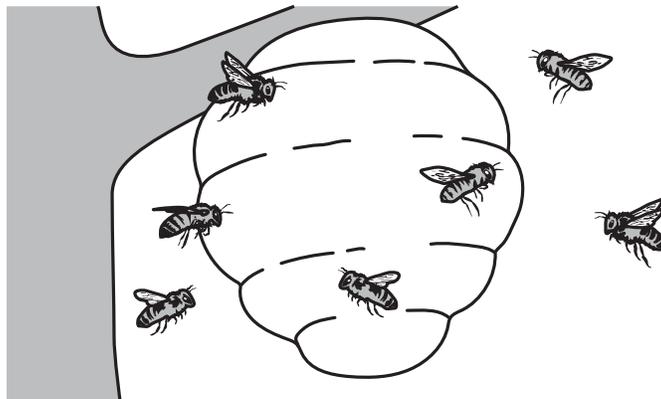
Animals live in groups for different reasons. Many animals, such as elephants, form groups to defend themselves from other animals.



Some animals, such as penguins, care for their babies in groups.



Other animals, such as bees, help each other find food in groups.



There are many reasons animals live in groups.

Why do animals live in groups? 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:

Identifies one or more responses appropriate to the context of the question, such as

- To stay safe; be safe
- To help find food; get food
- To help care for babies; take care of babies

(Or variations of the above words/phrases)

Scoring Note: 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:

Identifies a response appropriate to the context of the question, such as

- animals
- homes
- groups

(Or variations of the above words/phrases)

Scoring Note: Students are not required to respond in complete 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 unrelated responses, such as

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

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

Score: 0

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

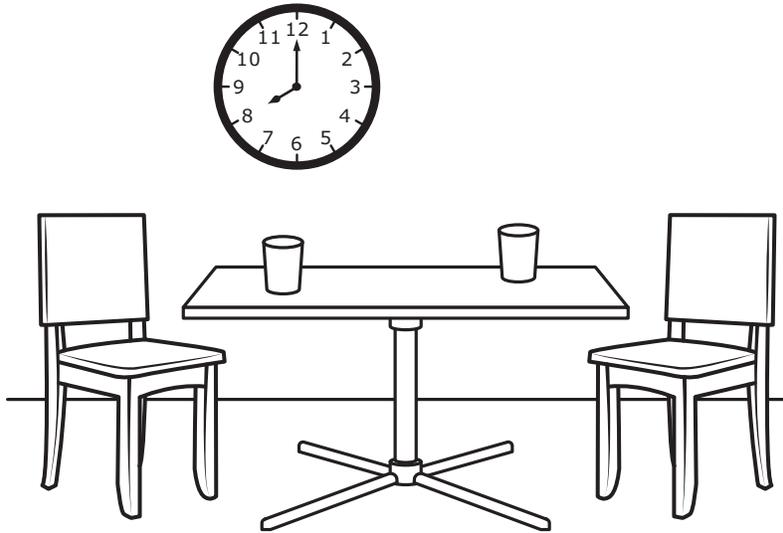
Exemplar:

N/A

Look at the picture. Then follow the directions.

(Indicate the graphic.)

[For students with a visual impairment, read "The picture shows a table with two chairs. Two glasses are on the table. A clock is on the wall."]



Describe **two** things that are in the picture. Use the words "There is" and "There are" in your answer. 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 two responses appropriate to the context of the picture, using 'there is' and 'there are', such as

- There is a table.
- There are cups.
- There is a clock.

(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 appropriate to the context of the sentence but does not use the correct form of the verb based on the noun, such as

- Are a table.
- Is chairs.

(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