

# Alternate ELPAC Test Examiner Checklist

*For the Successful Administration of the 2024–25 Initial Alternate English Language Proficiency Assessments for California (ELPAC) and Summative Alternate ELPAC*

California Department of Education | April 2024

This checklist for the Initial Alternate ELPAC and Summative Alternate ELPAC test examiners (TEs) is meant to organize the activities necessary to ensure the successful administration of the Alternate ELPAC.

Although comprehensive, this checklist is not exhaustive and may not include every task or activity required of an Alternate ELPAC TE to support a successful administration. Ongoing tasks are listed at the beginning of the checklist.

**This checklist is created in an editable format so Alternate ELPAC TEs can add, remove, or reorganize tasks to create a unique checklist of local activities and timelines.**

Additional details are available for many of the tasks listed in the checklist.

### Before Testing

#### User Account

* Confirm that Test Operations Management System (TOMS) logon information has been received in an automated email from TOMS with logon instructions. This username and password are also used for the online test delivery system (TDS). ***Please note:*** *User roles do not carry over from test administration years and will need to be re-created annually.*
	+ If this information has not been received, check a spam or junk email folder to learn whether it was mistakenly routed there. If you are still unable to locate logon information, contact your site ELPAC coordinator. The role designation email will be sent from ca-assessments@ets.org.
* Log on to [TOMS](https://mytoms.ets.org/) and electronically sign the ELPAC *Test Security Affidavit*. ***Please note:*** *TEs must sign the affidavit at least one hour in advance of testing to access and administer the ELPAC.*

#### Manage Student Logon

* Verify and secure logon information locally for each student that includes the student’s first name and Statewide Student Identifier (SSID)*—*it is also permissible to include a photo of the student or include the student’s last name with the logon information as additional safeguards to ensure that the Test Examiner receives the correct logon information for the student. ***Please note:****If the Preferred Name field is populated in the California Longitudinal Pupil Achievement Data System (CALPADS), that is the name that will be used to log the student on to the assessment.*
	+ Optional: Add each student’s test settings for designated supports and accommodations on the logon card.

#### Training

* Complete the Initial Alternate ELPAC TE training or Summative Alternate ELPAC TE training on the [Moodle Training Site (Moodle)](https://moodle.caaspp-elpac.org/). Please contact your site ELPAC coordinator or local educational agency (LEA) ELPAC coordinator for the Moodle course enrollment keys.
* Review TE materials assigned by site ELPAC coordinators or LEA coordinators in Moodle. The materials will be based on which grade levels or grade spans you are assigned to test.
* Learn more about the state-sponsored California Assessment Conference offered in the fall. Registration information is available on the [California Assessment Conference](https://www.cdecac.org/) website.
* If applicable, register for the California Educator Reporting System (CERS) training for teachers on the ELPAC [Upcoming Training Opportunities](https://www.elpac.org/training/training-opportunities) web page.
* Register for parts one and two of the Matching Accessibility Resources to Student Needs virtual training with educators. Registration is available on the ELPAC [Upcoming Training Opportunities](https://www.elpac.org/training/training-opportunities) web page.

#### Review Information

* Become familiar with the *Directions for Administration (DFA)* located in TOMS under the [**Resources**] tab.
* Access the *Preparing for Administration* document on the ELPAC [Manuals and Instructions](https://www.elpac.org/test-administration/instructions/) web page.
* Review all guidelines for managing a secure test environment and security procedures and guidelines.
* Review and share the following overview videos.

* + [Introduction to the Alternate ELPAC for Parents](https://www.youtube.com/watch?v=5FuleRcGt80) (English) (Video; 9:26)
	+ [Introduction to the Alternate ELPAC for Parents](https://www.youtube.com/watch?v=tzzOu5VMXSk) (Spanish) (Video; 10:38)
	+ [CAASPP and ELPAC Starting and Stopping a Test Session](https://www.youtube.com/watch?v=CBalw_0uwVA) (Video; 10:10)

#### Share Resources

* Guide the student through a training or practice test for familiarity with navigation of the system and tools. The following additional resources are available:
	+ Practice and training tests are available on the ELPAC [Online Practice and Training Tests](https://www.elpac.org/resources/online-practice-and-training-test/) web page under the “Student Interface Practice and Training Tests” section. ***Please note:*** *Practice and training tests do not produce scores for review.*
	+ Quick reference guides for starting practice and training tests are available on the ELPAC [Videos and Quick Reference Guides](https://www.elpac.org/test-administration/qrgs-and-videos/) web page.
	+ The [How to Start a Practice Test for the Listening, Reading, and Writing Domains](https://www.cde.ca.gov/ta/tg/ca/documents/qrgelpacpracticelrw.pdf) quick reference guide is available on the CDE website.

#### Plan for Testing

* Work with the site ELPAC coordinator to determine testing schedules. Make sure the students’ test administration schedule includes breaks.
* Work with site staff to plan for the time and space requirements for testing.
* Make sure students are eligible for alternate assessments in individualized education programs (IEPs) and that accommodations and designated supports are noted.
* Make sure that the physical conditions of the testing room are satisfactory. Make sure that no instructional materials directly related to the content of the assessments are visible.
* Follow your school procedures to confirm all eligible students are assigned to take the Initial Alternate ELPAC or Summative Alternate ELPAC.
* Confirm that the students who need accommodations, per their IEP or Section 504 plan, or designated supports have been assigned the appropriate test settings in TOMS one week prior to testing.
* Optional: Schedule test sessions in the Test Administrator (TA) Interface. ***Please note:*** *Sessions can be scheduled up to two weeks in advance once the LEA’s testing window has opened. On the day of testing, you will need to select “join” to make a scheduled test session active in the TA Interface. Additional tests cannot be added to a scheduled session.*

#### Technology

* Confirm that the correct number of student testing devices are available.
* Ensure that all student testing devices have the 2024–25 secure browser installed. ***Please note:*** *Complete this prior to testing and verify again the day before testing. If the [****Secure Browser****] icon is missing* *from the testing device, contact your site ELPAC coordinator or school technology coordinator.* The[*CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing*](https://ca-toms-help.ets.org/tech-specs-and-config/) is available for detailed instructions.
* Follow your school procedures to verify that bandwidth and technology capabilities are adequate.

#### Materials

* Work with your site ELPAC coordinator to order any necessary picture cards or materials. Picture cards can also be printed locally. Locate picture cards in TOMS by opening the [**Resources**] tab and then selecting the Initial Alternate ELPAC *DFA* or the Summative Alternate ELPAC *DFA*.
	+ Students who have "Alternate Response Options" identified in their IEP or Section 504 plan will have the option receive picture cards.

#### Accessibility

* Verify that IEPs are current. Follow your LEA procedures to ensure that all assigned accessibility resources in TOMS are correct.
* Ensure that all English learner students without an IEP are designated the appropriate accessibility resources, if applicable.

#### Student Specific

* Communicate any needed test setting changes or additions with the site ELPAC coordinator.
* Become familiar with each student’s preferred communication mode(s).
* Develop an individualized administration plan for each student, considering items in the *DFA* and each student’s primary communication mode.
* Prepare any supplemental testing materials needed by the individual student, such as paper, writing tools, objects (realia) or manipulatives, picture cards, or an Augmentative and Alternative Communication (AAC) device; if an AAC device is used by the student, be sure to program the device prior to starting the test session using the Test Item Previewer.

### During Testing

#### Testing Windows

* **July 5, 2024–June 28, 2025**—Initial Alternate ELPAC
* **February 1–May 31, 2025**—Summative Alternate ELPAC

#### Administration

* Verify that the student has the student’s logon information (first name, SSID, and session ID). Logon information is a secure testing material until testing is completed. These materials are to be securely destroyed after testing.
* Review the allowed student test settings in TOMS and verify accuracy 48 hours prior to test administration.
* Follow the instructions in the *DFA* precisely as written to ensure standardization of administration. Also, follow the individualized administration plan.
* Administer the appropriate assessments, following the script in the *DFA*. Provide any necessary non-embedded designated supports and accommodations.
	+ Offer and provide the student with scratch paper for **all** test sessions.
	+ Note that guidance on how to open and start a test session is located on the ELPAC [Videos and Quick Reference Guides](https://www.elpac.org/test-administration/qrgs-and-videos/) web page.

#### Technology and Materials

* Confirm that the appropriate student testing devices and materials are available.

#### Security

* Ensure that the student does not have access to digital, electronic, or manual devices (e.g., cell phones, smartwatches) during testing unless it is an approved medical support or unless required by the student’s IEP or Section 504 plan.
* Note that students who are not being tested cannot be in the room where a test is being administered.
* Verify possession of the student’s logon information (first name, SSID, and session ID).
* Follow local procedures to report any testing improprieties, irregularities, and breaches to the site ELPAC coordinator and LEA ELPAC coordinator immediately. ***Please note:*** *The coordinator will report the incident using the online ELPAC Security and Test Administration Incident Reporting System/Appeals process.*

#### Scoring

* Enter scores or answer choices into the student TDS.

#### Document Trends

* Document any trends, issues, and ideas for suggested changes for next year and follow local procedures to provide these to the site ELPAC coordinator.

### After Testing

#### Materials

* Account for all secure testing materials. Follow the site ELPAC coordinator and LEA ELPAC coordinator directions for specifics on securely destroying test materials or returning them to the site ELPAC coordinator.
* Securely dispose of all printed testing materials, including student logon information, print-on-demand documents, and scratch paper, as directed by the LEA ELPAC coordinator or site ELPAC coordinator.
* Note that if secure materials, such as the *DFA,* are stored on a TE device, the file must be deleted, and the device Recycle Bin emptied when testing is completed.

## Commonly Used Acronyms and Initialisms

| Term | Meaning |
| --- | --- |
| CAA | California Alternate Assessment |
| CAASPP | California Assessment of Student Performance and Progress |
| CALPADS | California Longitudinal Pupil Achievement Data System |
| CalTAC | California Technical Assistance Center |
| CAST | California Science Test |
| CAT | computer adaptive test |
| CBT | computer-based test |
| *CCR* | *California Code of Regulations* |
| CCSS | Common Core State Standards |
| CDE | California Department of Education |
| CDS code | county/district/school code |
| CERS | California Educator Reporting System |
| CSA | California Spanish Assessment |
| DEI | Data Entry Interface |
| *DFA* | *Directions for Administration* |
| EAP | Early Assessment Program |
| *EC* | *Education Code* |
| EL | English learner |
| ELA | English language arts/literacy |
| ELAS | English language acquisition status |
| ELPAC | English Language Proficiency Assessments for California |
| FIAB | Focused Interim Assessment Block |
| IAB | Interim Assessment Block |
| IAHSS | Interim Assessment Hand Scoring System |
| ICA | Interim Comprehensive Assessment |
| IDEA | Individuals with Disabilities Education Act |
| IEP | individualized education program |
| IFEP | initial fluent English proficient |
| ISAAP | Individual Student Assessment Accessibility Profile |
| K–2 | kindergarten through grade two |
| LEA | local educational agency |
| LOSS | lowest obtainable scale score |
| NCEO | National Center for Educational Outcomes |
| non-PT | non–performance task |
| NPS | nonpublic, nonsectarian school |
| NTE | Not tested medical emergency |
| OTAM | online test administration manual |
| *PFA* | *Preparing for Administration* |
| PGE | Parent/Guardian exemption |
| PII | personally identifiable information |
| PPT | paper–pencil test |
| Pre-ID | pre-identification |
| PT | performance task |
| RFEP | reclassified fluent English proficient |
| SEIS | special education information system |
| SIS | student information system |
| SmART | Smarter Annotated Response Tool |
| SRC | Student Response Check |
| SSID | Statewide Student Identifier |
| SSO | Single Sign-On |
| SSR | Student Score Report |
| STAIRS | Security and Test Administration Incident Reporting System |
| TA | test administrator |
| TBD | To Be Determined |
| TDS | test delivery system |
| TE | test examiner |
| THSS | Teacher Hand Scoring System |
| TIDE | Test Information Distribution Engine |
| TOMS | Test Operations Management System |
| *UAAG* | *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* |
| UDAs | universal tools, designated supports, and accommodations |