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# Alternate ELPAC

Alternate English Language  
Proficiency Assessments for California



## Directions for Administration



**Practice Test  
Grade 2**

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## Alternate ELPAC Administration Notes

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### FOR QUESTIONS REGARDING THE ALTERNATE ELPAC OR FOR ADDITIONAL ASSISTANCE:

- Parents/Guardians should contact their child’s teacher.
- Test examiners and other school personnel should contact their site ELPAC coordinator.
- Site ELPAC coordinators should contact their LEA ELPAC coordinator as directed.
- LEA ELPAC coordinators should contact the California Technical Assistance Center (CaTAC) by phone at 800-955-2954, or by email at [caltac@ets.org](mailto: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 to the Alternate ELPAC Practice Test Directions for Administration (DFA)

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This manual contains grade-specific directions and scripts you will need to administer the Practice Test for the Alternate English Language Proficiency Assessments for California (Alternate ELPAC). There is an Alternate ELPAC Practice Test available for each grade and grade span.

The Practice Test provides a sample of the question types and grade-level content on the Alternate ELPAC and contains the same number of questions that appear on the operational tests. 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 Alternate ELPAC operational tests. This DFA must be used in order to administer the online Practice Test.

The purpose of the Alternate ELPAC Practice Test is to:

- familiarize students and test examiners\* with the testing interface, question types, and accessibility resources
- provide students with the opportunity to practice a full-length test
- provide parents with the opportunity to become familiar with the Alternate ELPAC and help their child prepare for the test

Parents or educators may administer the Practice Test. A trained test examiner does not need to be present.

The Practice Test can be administered in one of two ways, either

- 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, by using a guest session.

A parent or a guardian can access the Practice Test through a guest session and act in the test examiner role during testing. A test examiner or a school staff member would access the Practice Test through their appropriate role in the Test Operations Management System (TOMS) or through a guest session.

For more information on all aspects of the Alternate ELPAC, including test security, question types, and guidelines, refer to the Alternate ELPAC Test Administration Manual, which can be found on the ELPAC website on the Manuals and Instructions page—<http://elpac.org/test-administration/instructions/>.

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





# Directions for Administration (cont.)

## Helpful Links

- English Language Proficiency Assessments for California website—<https://www.elpac.org/>
- How to Start a Test Session web document— <https://www.cde.ca.gov/ta/tg/ca/documents/selpacstarttestqrg.pdf>
- Alternate Assessment IEP Team Guidance—<https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>
- Student Accessibility Resources web page—<https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp>

## Using the DFA

This DFA should be used to administer the Practice Test. It contains the script for administration. Keyword instructions and symbols for test examiners are as follows:

| Guide to Administration Scripts  | How the Test Examiner Should Proceed   |
|--|--|
| <b>SAY</b>   | The test examiner reads the material aloud to the student.   |
| <b>POINT TO</b> the corresponding picture.   | The test examiner points to the information on the screen.   |
| <b>READ</b> the question and each option aloud.<br><b>POINT TO</b> each option as you read it. | The test examiner reads the question and each option on the screen aloud while pointing to the graphics or text on the screen. |
| <b>GIVE</b> the object(s) to the student.  | The test examiner gives the object or objects to the student.  |
| <b>SCORE</b> the response.   | The test examiner scores the student's response following the rubric provided in the DFA.                                      |
|             | Information for the test examiner.   |
|             | Indicates a receptive test question.   |
|             | Indicates an expressive test question.   |
|             | Indicates a test question with a modeling rubric.  |

# Directions for Administration (cont.)

## Alternate Ways to Provide Directions

Some students may need directions provided in alternate ways. For example:

- Test examiners of students who are deaf or hard of hearing may use sign language where **SAY** directions appear.
- Test examiners of students with visual impairments may provide alternative text where **POINT TO** directions appear. (Refer to [Alternative Text for Students with Visual Impairments](#) section for additional details.)
- Test examiners of students who point to pictures or objects as their response mode may substitute “Point to” or “Touch” for “Show me” directions.
- Test examiners, when presenting pictures, manipulatives (i.e., real objects used in the classroom that can be held and touched, such as a model bus or plastic coins), or objects, can use “Point to,” “Show me,” “Give me,” “Touch,” or other directives, as appropriate and as used with the student in daily instruction.



Test examiners should use their knowledge of the student, their knowledge of the student’s communication modes and disability-related needs, and their best professional judgment to ensure directions elicit a response from the student and allow the student’s English language abilities to be demonstrated without changing the construct being measured.

## Optional Individualization

All test questions may be individualized based on the student’s individualized education program (IEP) and following the ELPAC Accessibility Resources for Operational Testing—<http://elpac.org/test-administration/accessibility-resources/>. This DFA provides test examiners with guidelines on how to individualize test questions.

The Alternate ELPAC should be administered to each student in a consistent manner according to the directions provided, with variations only as specified in each student’s IEP. However, to maximize engagement for all students, the Alternate ELPAC may offer additional options for individualization in specific test questions.

Optional individualization is the ability for test examiners to provide objects (either real objects or models of objects, such as plastic coins) and picture cards, as appropriate for an individual student, to help ensure the student can fully interact with the test.

| Guide to Administration Scripts   | How the Test Examiner Should Proceed   |
|---|--|
|  | The test examiner administers the question using real objects and/or picture cards, as specified in the DFA, to students who typically use these during classroom instruction. |
|  | The test examiner presents the picture cards from <a href="#">appendix B</a> .   |

# Directions for Administration (cont.)

**This DFA specifies additional individualization options.** As you prepare to administer the Alternate ELPAC to a student, decide if individualization is appropriate. If so, gather the alternative materials before you start testing with the student. A summary of materials that may be needed for this Practice Test can be found in [appendix A](#).

Optional individualization provides for the use of real objects, manipulatives, or picture cards.

- The picture cards can be printed for student use.
- The picture cards can be programmed into a student’s AAC device.

Test examiners should make sure the student is engaged with the manipulatives, objects, or picture cards and not the testing screen.

Note: Answer choice cards (that is, cards labeled A, B, and C) as well as *yes and no* cards are available on <http://elpac.org/resources/practicetests/>.

## Alternative Text for Students with Visual Impairments

Within the DFA are icons to indicate alternative text for students with visual impairments. The alternative text describes images.

| Guide to Administration Scripts | How the Test Examiner Should Proceed  |
|---------------------------------|---|
| <b>ALT</b>                      | The test examiner reads the relevant alternative text instead of pointing to the image. |

**The alternative text directives are used only as a supplement to the administration script and should not be used in place of the administration script.**

Where the administration script prompts a test examiner to “**POINT TO**” an image, the test examiner would instead read the alternative text to the student.

- For multiple images within a story or passage, the test examiner would read the relevant alternative text in place of pointing to the related image, in the order in which the image appears in the story or passage.
- The alternative text can be repeated based on a student’s need or request.
- The alternative text should be read exactly as it is written in the DFA.

## Preparation for Test Administration for Students Using Augmentative and Alternative Communication (AAC) Devices

For students with communication needs requiring advance preparation of supplemental testing materials, such as an AAC device, the test examiner:

- is permitted to preview test content before testing with the student; and
- should program the AAC device with the picture cards provided (refer to [appendix B](#)) and with general topics (e.g., parts of the body; emotions; articles of clothing; common animals, classroom objects, foods, and home and school activities).



# Directions for Administration (cont.)

## Administering a Practice Test Session

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The Alternate ELPAC is administered by a test examiner. Each student is tested individually.

### Before Testing

1. Read this entire DFA. Make any notes in the DFA that may help you during testing.
2. Determine what resources—universal tools, designated supports, or accommodations—the student may need. (Refer to the ELPAC Accessibility Resources for Operational Testing for allowable testing resources, available at the ELPAC web page—<http://elpac.org/test-administration/accessibility-resources/>; note that only the test directions may be translated into the student’s primary language. Parents, if you have questions regarding these resources, contact your child’s teacher.)
  - ◆ Be sure to gather any supplemental testing materials needed by the individual student, such as paper, writing tools, picture cards, or an AAC device.
  - ◆ Be sure to program the student’s AAC device prior to starting the test session, if the use of such a device is the student’s communication mode, as needed for the administration.
3. Verify the grade level assigned to the student and that you have the correct DFA for that grade or grade span.
4. Establish a quiet testing environment and limit the chance of distractions.

# Directions for Administration (cont.)

## Student Engagement and Test Completion

Establishing and maintaining student engagement is important to the successful administration of the Alternate ELPAC.

- Provide the student with as much time as needed.
- Allow the student to communicate as they do every day.
- Give the Practice Test multiple times to provide practice to the student.
- Pause and resume the test as needed to allow the student to perform well, including administering over multiple days.
- End the test when the student is not engaged or showing signs of behavioral or sensory concerns, even after a break has been provided.

## Student Responses

The Alternate ELPAC is designed for one-on-one administration. Students may respond:

- by independently navigating and selecting responses directly in the testing device when able.
- by indicating a response through any of the student's alternate response modes, such as gestures, eye gaze, or an AAC device, and the test examiner selects the response for the student in the testing platform.

For some test questions scored with a rubric, modeling of the correct answer is allowed as described in the rubric. **Hand-over-hand or other physical prompting should not be used.**


## Scoring of Student Responses

- Each multiple-choice test question is worth one point.
- Test questions with a rubric have three possible scores.
  - ◆ Students receive two points for score A, a correct response.
  - ◆ Students receive one point for score B, a correct response after modeling OR a partially correct response.
  - ◆ Students receive zero points for score C, an incorrect response.

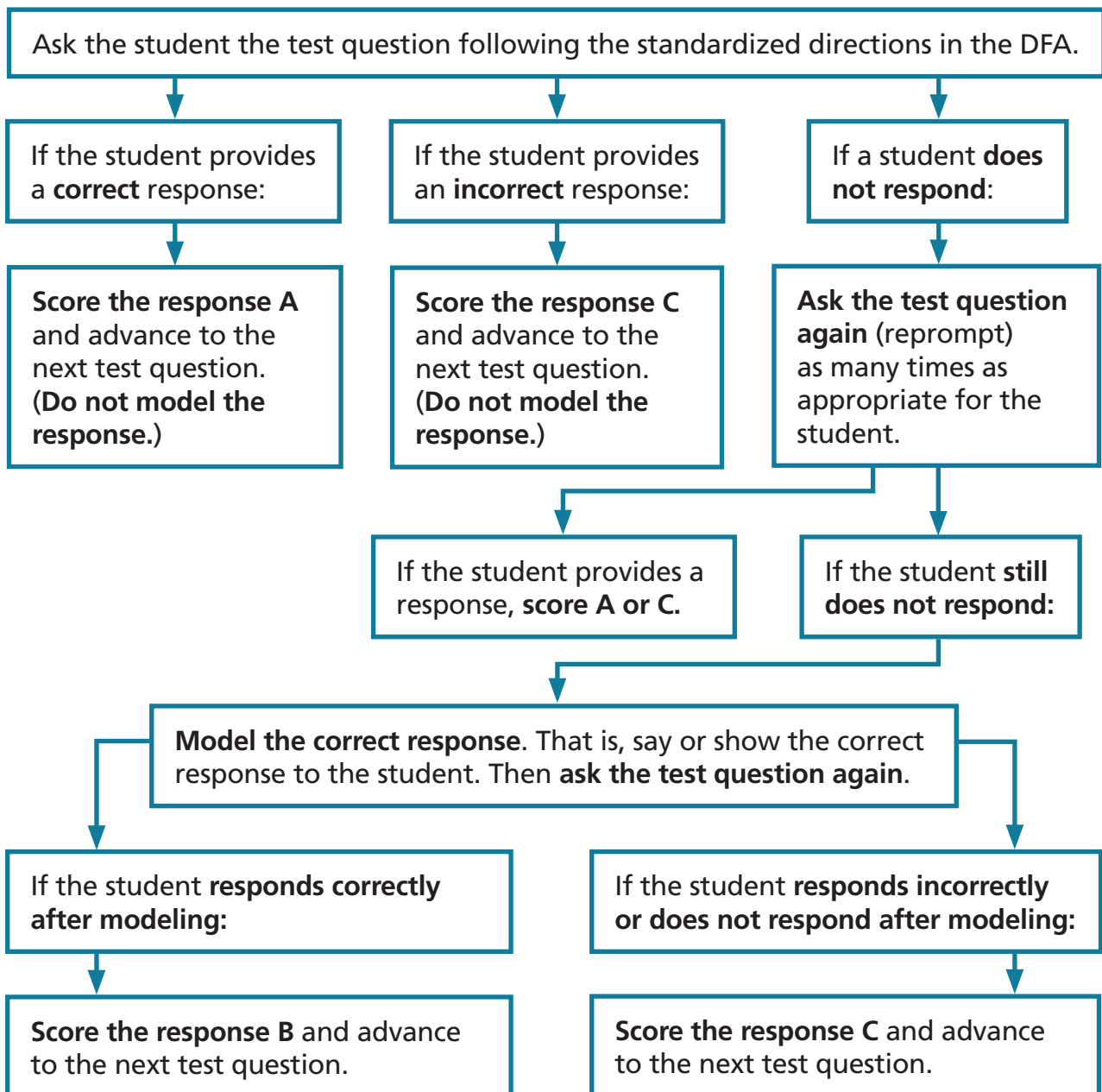
The scoring rubrics in the DFA provide samples of correct and partially correct responses in addition to scoring information. These sample responses are examples of how a student could respond to the test question.

# Directions for Administration (cont.)

## Test Questions that Allow Modeling

The task types *Recognize and Use Common Words* and *Communicate About Familiar Topics* include test questions with a rubric that allow for modeling . To model a response, say or show (that is, point to or otherwise indicate) as appropriate for the student, the correct response. The following flowchart provides directions for modeling. For examples of a modeled response, see page 8.

Modeling Rubric Flowchart



# Directions for Administration (cont.)

## Examples of Modeled Responses

**What is this?**



Select score below.

### Example 1 – Verbal Response

**Test examiner:** (points to picture on screen) What is this?

**Student:** (No response)

**Test examiner:** (points to picture on screen) What is this? Tell me.

**Student:** (No response)

**Test examiner:** (points to picture on screen) What is this? [pause] A sock. [pause] What is this?

**Student:** Sock.

In this example, the student verbally responds with the correct answer after the test examiner provides (**models**) the correct response. The test examiner would then score the response B following the rubric provided with the test question in the DFA and advance to the next test question. The student receives partial credit (one point).

# Directions for Administration (cont.)

**Is this a cup?**



Select score below.

## Example 2 – Picture Card Response

**Test examiner:** (gives cup to student) Is this a cup?

**Test examiner:** (points to yes/no cards used in daily instruction) Yes or no.

**Student:** (No response)

**Test examiner:** (points to cup held by student) Is this a cup?

**Test examiner:** (points again to yes/no cards) Yes or no.

**Student:** (No response)

**Test examiner:** (points to cup held by student) Is this a cup? [pause]

**Test examiner:** (points to yes card) *Yes, this is a cup.* [pause]

**Test examiner:** (points to cup held by student) Is this a cup?

**Student:** (No response)

This particular student's expressive communication mode is picture cards. The test examiner gives the cup to the student and presents the *yes and no* cards used in daily instruction. The student does not respond, even after the test examiner provides (**models**) the correct response. The test examiner would then score the response C following the rubric provided with the test question in the DFA and advance to the next test question. The student receives no points.

For more examples of student responses to rubric-scored questions across a variety of communication modes, refer to the Moodle training site—

<https://moodle.elpac.org/>.

# Directions for Administration (cont.)

## Presentation Guidelines

Some prompting on the Alternate ELPAC is allowed during test administration, as described in this section.

## Repeating Test Content

For all task types, the test examiner may read aloud the directions, story or passage, parts of the story or passage, test question, and options as many times as needed by the student.

## Allowing for Wait Time

Provide enough wait time, as typical for that individual student in classroom contexts, before reprompting or moving on to the next question. Five to seven seconds of wait time is suggested; more may be necessary based on the individual needs of the student being tested.

## Emphasizing Test Content

Use a neutral voice and a conversational tone throughout testing. Do not emphasize specific phrases or words, unless these are underlined in the test question.

## Using the Student's Individually Preferred Communication Mode(s)

On the Alternate ELPAC, a student can respond to test questions using the student's individually preferred communication mode(s). For example:

- On a multiple-choice question, the student can point, gesture, speak, or gaze to indicate a response.
- On questions with a rubric, the student can speak, write, use sign language, use picture cards, or access their AAC device to express a response.

All students should be afforded an opportunity to provide a written response to test questions scored with a rubric. Students should have access to the tools they use for writing in the classroom during the test. For example, students may provide a written response using paper and pencil, a keyboard, their AAC device, alternate pencils, or a scribe.

The list of response options above is not exhaustive; the student should be able to respond using the student's individually preferred communication mode(s).

## Providing Positive Reinforcement

Test examiners may provide encouragement, as needed for the student being tested. For example, neutral expressions, such as "Nice work," may encourage the student to stay focused and engaged.

# Directions for Administration (cont.)

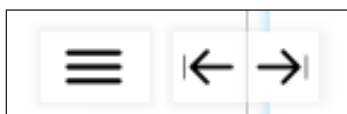
## Presentation Guidelines for Specific Task Types

The presentation guidelines described on page 10 apply to all task types. Additional guidelines may apply to specific task types.

- For task types with a rubric that allow for modeling: Model the correct response only after reprompting the student to respond. For more information on modeling, refer to the section, [Test Questions that Allow Modeling](#).
- Sentence-completion questions with open-ended responses (fill in the blank): Use visual cues or other cues familiar to the student to indicate the student should finish or complete the sentence.

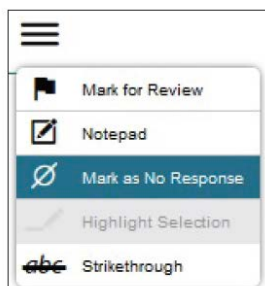
## Using the Expand Tools

- It is recommended that a story or passage be expanded when you read it aloud to the student. Expand the story or passage to fit the entire screen by selecting the right arrow icon [→] from the expandable items tool at the top of the screen.
- It is recommended that each test question be expanded when you administer it to the student. Expand the test question to fit the entire screen by selecting the left arrow icon [←] from the expandable items tool at the top of the screen.



## Selecting the Mark as No Response Option

For cases where the student is presented with a question and does not respond, after reprompting and attempts have been made to reengage the student, go to the Context Menu icon (≡) in the upper-right corner of a question pane and select **[Mark as No Response]**. The **[Mark as No Response]** option should be selected only after the student has been reprompted and attempts have been made to reengage the student. Once **[Mark as No Response]** has been selected, advance to the next test question if the student is engaged and ready to continue testing. If the student is no longer engaged, you may pause testing and resume when appropriate. When resuming testing, the test question(s) that were marked as no response can be presented to the student again by the test examiner as appropriate. Refer to the section on [Presentation Guidelines](#).



# Directions for Administration (cont.)

## Logon Instructions

### How to Start a Test Session as a Guest

- 1) Navigate to the ELPAC website (<https://www.elpac.org>).
- 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.

**Please Sign In**

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

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

[Run Diagnostics](#) Browser: Edge v17.17134

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**

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

**Your Tests**

Select the test you need to take.

Grade:

Please select a grade.

- 6) On the test selection screen, select the appropriate Alternate ELPAC Practice Test.

### SAMPLE

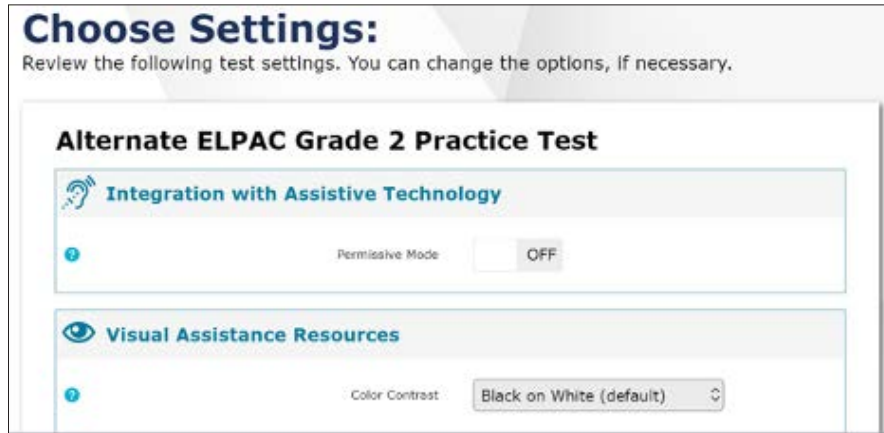
**Alternate English Language Proficiency Assessments (ELPAC) Practice Test**

**Start Alternate ELPAC Grade 2 Practice Test**  
This is opportunity 1 of 99



# Directions for Administration (cont.)

7) You will see a Choose Settings screen.



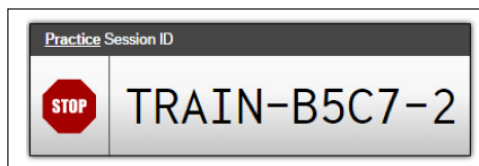
8) Choose test settings as needed, then select the **[Select]** button.

9) Select **[Begin test now]** at the bottom of the page.

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

### TEST ADMINISTRATOR INTERFACE

- 1) **i** Launch a supported web browser on your device and access the ELPAC website (<https://www.elpac.org>).
- 2) Select the **[Practice & Training Tests]** button.
- 3) Select the **[Test Administrator and Test Examiner Practice and Training Site]** 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. (Make sure you select the appropriate grade or grade span.)
- 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 or select the **[Student Interface Practice and Training Tests]** link from the Practice and Training Tests tab on <https://www.elpac.org>.
- 9) Toggle the blue **[Guest User]** and **[Guest Session]** buttons to **[OFF]**, and log on the student.
  - 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**.

- 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.)

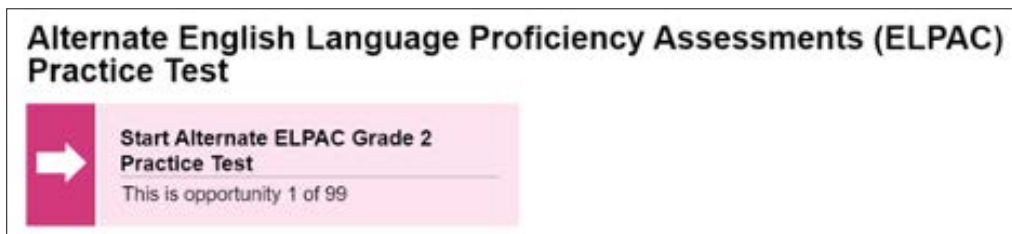
|                            |   |
|----------------------------|---|
| <b>SSID:</b><br>1190811633 | <b>First Name</b><br>ALE                |
| <b>Grade</b><br>09         | <b>School:</b><br>Dougherty Valley High |
| <b>State</b><br>California |   |

# Directions for Administration (cont.)

## STUDENT INTERFACE (cont.)

- 11) On the test selection screen, select the appropriate Alternate ELPAC Practice Test. Alternate ELPAC Practice Tests are color-coded pink.

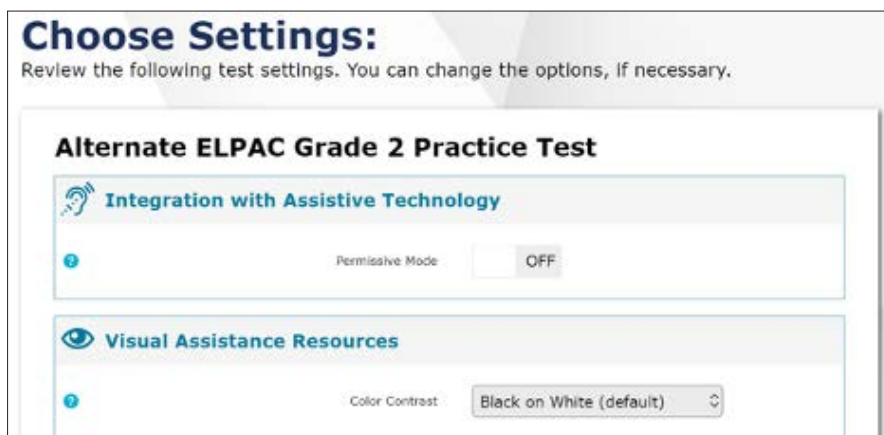
### SAMPLE



- 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.

## STUDENT INTERFACE

- 14) Go back to the student testing device and administer the assessment using the script that starts in the next section of this DFA.
- 15) You will see this screen. Choose test settings as needed and then select the **[Select]** button.




# Directions for Administration (cont.)

## **Beginning the Practice Test**

The Alternate ELPAC Practice Test can be administered in several ways. It can be administered as a practice activity by marking the student's responses in the Student Testing Interface. The Student Testing Interface does not capture the scores or produce a printed report. As an option, the test examiner can both administer the Practice Test and check the student's answers. The test examiner may choose to copy the Practice Test Score Sheet, bubble the answers while administering the test, and then use the scoring keys to check the answers. Refer to [appendix D](#) and [appendix E](#) for the Practice Test Scoring Keys and Practice Test Score Sheet. You may also refer to the Practice Test Scoring Guide for additional scoring details, available on the ELPAC Practice and Training Test Resources web page—<https://www.elpac.org/resources/practicetests/>.

**Testing Reminders:**

- For test questions that allow for manipulatives, refer to [appendix A](#).
- For test questions that allow for picture cards , refer to [appendix B](#).
- For test questions that include alternative text **ALT**, refer to [page 4](#).
- For test questions that include **ALT** and **IND**, use the directions for students with visual impairments and students who would benefit from the use of objects.
- Remember to use the expand tools as appropriate. Refer to [page 11](#).

**Administration Scripts for Practice Test Questions**

Be sure you are logged on to the test delivery system.

**SAY:** Today, we will practice some Alternate ELPAC test questions. Let's get started.

**Task Type: Recognize and Use Common Words****Story**

**SAY:** Hand. Foot. Head.

**POINT TO** the corresponding pictures.

**ALT IND GIVE** the doll to the student. As you say the words, gently guide the student's hand to his or her other hand, foot, and head, or to a doll's hand, foot, and head.

**1****R**

**READ** the question aloud.

**ALT IND** After you **READ** the question aloud, gently guide the student's hand to his or her foot, or to a doll's foot. Gently guide the student's hand to his or her head, or to a doll's head.



2




**READ** the question aloud.

**POINT TO** the corresponding picture.

**i** Refer to the student's usual expressive mode of communication to prompt the student to begin. For example, if the student uses the computer or an AAC device to express a response, **SAY: Use the computer/your device** [or other wording familiar to the student].

**ALT IND** As you read the question, gently guide the student's hand to his or her other hand or to a doll's hand.

**IND**  For students who use an AAC device or picture cards as an expressive communication mode:

After reading the question aloud, **SAY: Hand. Foot. Head.**


**POINT TO** the corresponding pictures on the AAC device or picture cards.

**ALT** The first picture shows a hand.

The second picture shows a foot.

The third picture shows a head.


**SCORE** the response.

- If the student responds or indicates "hand," select A.
- If the student provides an incorrect response, or a response not in English, select C.
- If the student does not respond, **READ** the question aloud again. (Repeat as appropriate. If the student responds, score A or C.)
-  If the student still does not respond, **READ** the question aloud again and **model the correct response**: say or show "hand." Repeat the question.
  - ◆ If the student responds correctly after modeling, select B.
  - ◆ If the student does not respond, the response is not in English, or the response is incorrect, select C.

Refer to the scoring rubric on the following page.



**MODELING Scoring Rubric\***

| <b>Score A—Correct</b>   | <b> Score B—<br/>Correct After Modeling</b>  | <b>Score C—Incorrect</b>  |
|--|---|---|
| <ul style="list-style-type: none"> <li>The student provides a correct response.</li> </ul> <b>Sample Response</b> <ul style="list-style-type: none"> <li>hand</li> </ul> | <ul style="list-style-type: none"> <li>The student provides a correct response after modeling.</li> </ul> <b>Sample Response</b> <ul style="list-style-type: none"> <li>hand</li> </ul> | <ul style="list-style-type: none"> <li>No response</li> <li>Not in English</li> <li>Incorrect response</li> </ul>   |
| <p><b>IND</b></p> <ul style="list-style-type: none"> <li>The student indicates “hand.”</li> </ul>  | <p><b>IND</b></p> <ul style="list-style-type: none"> <li>The student indicates “hand” after modeling.</li> </ul>  | <p><b>IND</b></p> <ul style="list-style-type: none"> <li>No response</li> <li>Not in English</li> <li>Incorrect response, e.g., “foot” or “head”</li> </ul> |

\*The student may respond by speaking, writing, or using an alternate response mode (e.g., drawing, gesturing, pointing, alternative communication system).

**Task Type: Communicate About Familiar Topics****Story**

**SAY:** Let's read about an orange.

**READ** the story aloud.

**POINT TO** the corresponding picture.

**ALT** The picture shows half an orange.

**IND** As you read the story, **GIVE** the orange or the manipulative of the orange to the student.

**3****R**

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

**ALT** The first picture shows a chair.  
The second picture shows a tree.





4



**READ** the question aloud.

**POINT TO** the corresponding picture.

**i** Refer to the student’s usual expressive mode of communication to prompt the student to begin. For example, if the student uses the computer or an AAC device to express a response, **SAY: Use the computer/your device** [or other wording familiar to the student].

**ALT IND** As you read the question, **GIVE** the banana or the manipulative of the banana to the student.

**IND** For students who use a *yes and no* device or *yes and no* cards to express a *yes* or *no* response:  
 After reading the question aloud, **SAY: Yes. No.**  
**POINT TO** the corresponding pictures on the device or *yes and no* cards. Present the *yes and no* device or *yes and no* cards used with the student in daily instruction.

**SCORE** the response.

- If the student responds correctly or indicates “no,” select A.
- If the student provides an incorrect response, or a response not in English, select C.
- If the student does not respond, **READ** the question aloud again. (Repeat as appropriate. If the student responds, score A or C.)
- If the student still does not respond, **READ** the question aloud again and **model the correct response**: say or show “no.” Repeat the question.
  - ♦ If the student responds correctly after modeling, select B.
  - ♦ If the student does not respond, the response is not in English, or the response is incorrect, select C.

Refer to the scoring rubric.

**MODELING Scoring Rubric\***

| Score A—Correct   | Score B—Correct After Modeling   | Score C—Incorrect   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• The student provides a correct response.</li> </ul> <p><b>Sample Response</b></p> <ul style="list-style-type: none"> <li>• no</li> </ul> | <ul style="list-style-type: none"> <li>• The student provides a correct response after modeling.</li> </ul> <p><b>Sample Response</b></p> <ul style="list-style-type: none"> <li>• no</li> </ul> | <ul style="list-style-type: none"> <li>• No response</li> <li>• Not in English</li> <li>• Incorrect response</li> </ul> |

\*The student may respond by speaking, writing, or using an alternate response mode (e.g., drawing, gesturing, pointing, alternative communication system).

**Task Type: Understand a School Exchange****Story**

**SAY:** Let's read about playing basketball.

**READ** the story aloud.

**POINT TO** the corresponding pictures.

**ALT** The picture shows Jill holding a basketball.

The picture shows Jill throwing a basketball.

The picture shows Ben catching a basketball.

**IND** As you read the story, **GIVE** the basketball to the student.

**5****R**

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**POINT TO** the corresponding picture.

**ALT** The picture shows Jill holding a basketball.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

**ALT** The first picture shows a basketball.

The second picture shows a bell.

The third picture shows a tennis ball.

**IND** As you read the story, **GIVE** the basketball, the musical instrument, and the tennis ball to the student.



6

R

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

**ALT** The first picture shows an excited face and a basketball.  
The second picture shows a sleepy face.  
The third picture shows a hungry face.

7

R

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**POINT TO** the corresponding picture.

**ALT** The picture shows Jill throwing a basketball.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

8

E

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

**Task Type: Describe a Routine****Story**

**SAY:** Let's read about math helpers.

**READ** the story aloud.

**POINT TO** the corresponding pictures.

**ALT** The picture shows a student at the board.

The picture shows Sara working with shapes.

The picture shows Max holding cubes.

The picture shows Mr. Lopez smiling.

**IND** As you read the story, **GIVE** the shapes and the cubes to the student.

**9****R**

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**POINT TO** the corresponding picture.

**ALT** The picture shows a student at the board.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

**10****R**

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

**ALT** The first picture shows Mr. Lopez.

The second picture shows Max.

The third picture shows Sara.



11

R

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

**ALT** The first picture shows shapes.  
The second picture shows cubes.  
The third picture shows coins.

**IND** As you read the story, **GIVE** the shapes, the cubes, and the coins to the student.



12


E

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**READ** the question aloud.

**i** Refer to the student's usual expressive mode of communication to prompt the student to begin. For example, if the student uses the computer or an AAC device to express a response, **SAY: Use the computer/your device** [or other wording familiar to the student].

**IND**  For students who use an AAC device or picture cards as an expressive communication mode:

After reading the question aloud, **SAY: Sad. Happy. Surprised.**

**POINT TO** the corresponding pictures on the AAC device or picture cards.

**SCORE** the response.

### COMPREHENSIVENESS Scoring Rubric\*

| Score A—Correct   | Score B—Partially Correct   | Score C—Incorrect  |
|---|---|--|
| <ul style="list-style-type: none"> <li>The student provides a correct response.</li> </ul> <p><b>Sample Responses</b></p> <ul style="list-style-type: none"> <li>happy / good</li> <li>other correct response not mentioned in the story</li> </ul> | <ul style="list-style-type: none"> <li>The student response is generally related to the text but does not answer the specific prompt.</li> </ul> <p><b>Sample Responses</b></p> <ul style="list-style-type: none"> <li>math / Sara / Max</li> </ul> | <ul style="list-style-type: none"> <li>No response</li> <li>Not in English</li> <li>Incorrect response</li> </ul>                                |
| <p><b>IND</b></p> <ul style="list-style-type: none"> <li>The student indicates "happy."</li> </ul>  | <p><b>IND</b></p> <ul style="list-style-type: none"> <li>The student indicates "surprised."</li> </ul>  | <p><b>IND</b></p> <ul style="list-style-type: none"> <li>No response</li> <li>Not in English</li> <li>Incorrect response, e.g., "sad"</li> </ul> |

\*The student may respond by speaking, writing, or using an alternate response mode (e.g., drawing, gesturing, pointing, alternative communication system).

**Task Type: Understand and Express an Opinion****Story**

**SAY:** Let's read about Mr. Harris's class.

**READ** the story aloud.

**POINT TO** the corresponding pictures.

**ALT** The picture shows Mr. Harris.

The picture shows Kimi on a sled.

The picture shows Jay in a pool.

**13****R**

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

**ALT** The first picture shows Kimi in the snow.

The second picture shows Kimi on a train.

The third picture shows Kimi in warm clothes.

**14****R**

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

**ALT** The first picture shows Jay reading.

The second picture shows Jay sleeping.

The third picture shows Jay and his mom in a pool.



15

E

**READ** the question aloud.

**SAY: Winter. Summer.**

**POINT TO** the corresponding pictures.


**ALT** The first picture shows Kimi on a sled.  
The second picture shows Jay in a pool.

**i** Refer to the student's usual expressive mode of communication to prompt the student to begin. For example, if the student uses the computer or an AAC device to express a response, **SAY: Use the computer/your device** [or other wording familiar to the student].

If the student does not provide a reason or provides an original choice related to the prompt, **SAY: Why do you like [student's choice]?**

If the student indicates both options, **SAY: Which one? Winter or summer?**

If the student indicates neither option, **SAY: Why not?**

**IND**  For students who use an AAC device or picture cards as an expressive communication mode:

If the student chooses winter, **SAY: Why do you like winter?**

**READ** and **POINT TO** all picture card options.

If the student chooses summer, **SAY: Why do you like summer?**

**READ** and **POINT TO** all picture card options.

**ALT** The first picture shows two children on a sled.  
The second picture shows a smiling boy in a coat.  
The third picture shows friends in a pool.  
The fourth picture shows children leaving school.

**SCORE** the response using the scoring rubric on the following page.





**OPINION Scoring Rubric\***

| Score A—Correct   | Score B—Partially Correct  | Score C—Incorrect   |
|---|--|---|
| <ul style="list-style-type: none"> <li>The student indicates a choice and gives an appropriate reason.</li> </ul> <p><b>Sample Responses</b></p> <ul style="list-style-type: none"> <li>Winter. I like to build a snowman. / Winter. Because it's pretty. / Summer. There's no school. / Fall. I like the color of the leaves.</li> </ul> | <ul style="list-style-type: none"> <li>The student indicates a choice but no reason, gives a reason but no choice, or gives a response that does not answer the prompt but is related to the story.</li> </ul> <p><b>Sample Response</b></p> <ul style="list-style-type: none"> <li>The teacher told about weather.</li> </ul> | <ul style="list-style-type: none"> <li>No response</li> <li>Not in English</li> <li>Incorrect response</li> </ul>                   |
| <p><b>IND</b></p> <ul style="list-style-type: none"> <li>The student indicates winter and either "There is snow" or "I like my coat."</li> <li>The student indicates summer and either "Swimming is fun" or "There is no school."</li> </ul>  | <p><b>IND</b></p> <ul style="list-style-type: none"> <li>The student indicates a choice but no reason, indicates a choice and an incorrect reason, gives a reason but no choice, or gives a response that does not answer the prompt but is related to the story.</li> </ul>   | <p><b>IND</b></p> <ul style="list-style-type: none"> <li>No response</li> <li>Not in English</li> <li>Incorrect response</li> </ul> |

\*The student may respond by speaking, writing, or using an alternate response mode (e.g., drawing, gesturing, pointing, alternative communication system).




16

E

**READ** the question aloud.

**i** Refer to the student’s usual expressive mode of communication to prompt the student to begin. For example, if the student uses the computer or an AAC device to express a response, **SAY: Use the computer/your device** [or other wording familiar to the student].

If the student does not provide a reason, **SAY: Why do you [like/not like] to go to the pool in summer?**

**IND**  For students who use an AAC device or picture cards as an expressive communication mode:

If the student likes to go to the pool in summer, **SAY: Why do you like to go to the pool in summer?**

**READ** and **POINT TO** all picture card options.

If the student does not like to go to the pool in summer, **SAY: Why do you not like to go to the pool in summer?**

**READ** and **POINT TO** all picture card options.

**ALT** The first picture shows feet splashing in a pool.  
The second picture shows a boy in a chair.  
The third picture shows friends in a pool.  
The fourth picture shows a girl sweating.

**SCORE** the response.

**OPINION Scoring Rubric\***

| Score A—Correct   | Score B—Partially Correct   | Score C—Incorrect   |
|---|---|---|
| <ul style="list-style-type: none"> <li>The student indicates a choice and gives an appropriate reason.</li> </ul> <p><b>Sample Responses</b></p> <ul style="list-style-type: none"> <li>Yes. It is fun. / No. I do not like water.</li> </ul> | <ul style="list-style-type: none"> <li>The student indicates a choice but no reason, gives a reason but no choice, or gives a response that does not answer the prompt but is related to the story.</li> </ul> <p><b>Sample Response</b></p> <ul style="list-style-type: none"> <li>Kimi has a sled.</li> </ul> | <ul style="list-style-type: none"> <li>No response</li> <li>Not in English</li> <li>Incorrect response</li> </ul>                   |
| <p><b>IND</b></p> <ul style="list-style-type: none"> <li>The student indicates yes and either “Splashing is fun” or “I see my friends.”</li> <li>The student indicates no and either “I don’t like to swim” or “It is too hot.”</li> </ul>    | <p><b>IND</b></p> <ul style="list-style-type: none"> <li>The student indicates a choice but no reason, indicates a choice and an incorrect reason, gives a reason but no choice, or gives a response that does not answer the prompt but is related to the story.</li> </ul>                                    | <p><b>IND</b></p> <ul style="list-style-type: none"> <li>No response</li> <li>Not in English</li> <li>Incorrect response</li> </ul> |

\*The student may respond by speaking, writing, or using an alternate response mode (e.g., drawing, gesturing, pointing, alternative communication system).

**Task Type: Interact with a Literary Text****Story**

**SAY:** Let's read about a day at the beach.

**READ** the story aloud.

**POINT TO** the corresponding pictures.

**ALT** The picture shows a family at the beach.  
The picture shows a family playing in the water.  
The picture shows a father and son playing in the sand.

**17****R**

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**POINT TO** the corresponding picture.

**ALT** The picture shows a family at the beach.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

**18****R**

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.



19

E

**SAY:** Let's read part of the story again.


**READ** the boxed text.

**POINT TO** the corresponding picture.

**ALT** The picture shows a family playing in the water.

**READ** the question aloud.

**i** Refer to the student's usual expressive mode of communication to prompt the student to begin. For example, if the student uses the computer or an AAC device to express a response, **SAY: Use the computer/your device** [or other wording familiar to the student].

**IND**  For students who use an AAC device or picture cards as an expressive communication mode:

After reading the question aloud,

**SAY:** Played at the beach. Played at the gym. Played at the pool.

**POINT TO** the corresponding pictures on the AAC device or picture cards.

**ALT** The first picture shows a beach.  
The second picture shows a school gym.  
The third picture shows a swimming pool.

**SCORE** the response.

**COMPREHENSIVENESS Scoring Rubric\***

| Score A—Correct  | Score B—Partially Correct  | Score C—Incorrect  |
|--|--|--|
| <ul style="list-style-type: none"> <li>The student provides a correct response.</li> </ul> <p><b>Sample Responses</b></p> <ul style="list-style-type: none"> <li>swam / played / ran / ate</li> <li>other correct response not mentioned in the story</li> </ul> | <ul style="list-style-type: none"> <li>The student response is generally related to the text but does not answer the specific prompt.</li> </ul> <p><b>Sample Responses</b></p> <ul style="list-style-type: none"> <li>sand / beach</li> </ul> | <ul style="list-style-type: none"> <li>No response</li> <li>Not in English</li> <li>Incorrect response</li> </ul>  |
| <p><b>IND</b></p> <ul style="list-style-type: none"> <li>The student indicates "played at the beach."</li> </ul>   | <p><b>IND</b></p> <ul style="list-style-type: none"> <li>The student indicates "played at the pool."</li> </ul>  | <p><b>IND</b></p> <ul style="list-style-type: none"> <li>No response</li> <li>Not in English</li> <li>Incorrect response, e.g., "played at the gym"</li> </ul> |

\*The student may respond by speaking, writing, or using an alternate response mode (e.g., drawing, gesturing, pointing, alternative communication system).



20

E

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**POINT TO** the corresponding picture.

**SAY:** Finish the sentence. The family played in the ...[pause].

**POINT TO** option A and **SAY:** Sand. The family played in the sand.

**POINT TO** option B and **SAY:** Tree. The family played in the tree.

**POINT TO** option C and **SAY:** Tent. The family played in the tent.

**ALT** The first picture shows a sandcastle.

The second picture shows a tree.

The third picture shows a tent.

**Task Type: Interact with an Informational Text****Story**

**SAY:** Let's read about plants. Here are some words from the story.

**READ** the words aloud.

**POINT TO** the corresponding pictures.

**ALT** The picture shows the roots of a plant.  
The picture shows the leaves of a plant.

**SAY:** Let's read the story.

**READ** the story aloud.

**POINT TO** the corresponding pictures.

**ALT** The picture shows the seeds of a plant.  
The picture shows the roots of a plant.  
The picture shows the leaves of a plant.

21

R


**SAY:** The title of the story is "What Plants Need."

**POINT TO** the words in the title as you read it.

**SAY:** Show me the word "Plants."

**POINT TO** each option. (Do not read the options aloud.)

**ALT** Option A shows the word What.  
Option B shows the word Plants.  
Option C shows the word Need.

**IND**  For students who use an AAC device or picture cards as a communication mode:

After reading the question aloud, **POINT TO** the corresponding pictures on the AAC device or picture cards.

**ALT** The first picture shows the word What.  
The second picture shows the word Plants.  
The third picture shows the word Need.



22

R

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.

**ALT** The first picture shows a plant.  
The second picture shows seeds on a plant.  
The third picture shows rain.

23

E

**SAY:** Let's read part of the story again.

**READ** the boxed text.

**READ** the question and each option aloud.

**POINT TO** each option as you read it.



24


E

**SAY:** Let’s read part of the story again.

**READ** the boxed text.

**READ** the question aloud.

**i** Refer to the student’s usual expressive mode of communication to prompt the student to begin. For example, if the student uses the computer or an AAC device to express a response, **SAY: Use the computer/your device** [or other wording familiar to the student].

**IND**  For students who use an AAC device or picture cards as an expressive communication mode:

After reading the question aloud, **SAY: Bugs. Dirt. Leaves.**

**POINT TO** the corresponding pictures on the AAC device or picture cards.

**ALT** The first picture shows bugs.  
The second picture shows a handful of dirt.  
The third picture shows a young plant.

**SCORE** the response.

**COMPREHENSIVENESS Scoring Rubric\***

| Score A—Correct   | Score B—Partially Correct   | Score C—Incorrect   |
|---|---|---|
| <ul style="list-style-type: none"> <li>The student provides a correct response.</li> </ul> <p><b>Sample Responses</b></p> <ul style="list-style-type: none"> <li>the dirt / the ground / the rain</li> <li>other correct response not mentioned in the story</li> </ul> | <ul style="list-style-type: none"> <li>The student response is generally related to the text but does not answer the specific prompt.</li> </ul> <p><b>Sample Responses</b></p> <ul style="list-style-type: none"> <li>leaves / plants</li> </ul> | <ul style="list-style-type: none"> <li>No response</li> <li>Not in English</li> <li>Incorrect response</li> </ul>                                 |
| <p><b>IND</b></p> <ul style="list-style-type: none"> <li>The student indicates “dirt.”</li> </ul>   | <p><b>IND</b></p> <ul style="list-style-type: none"> <li>The student indicates “leaves.”</li> </ul>   | <p><b>IND</b></p> <ul style="list-style-type: none"> <li>No response</li> <li>Not in English</li> <li>Incorrect response, e.g., “bugs”</li> </ul> |

\*The student may respond by speaking, writing, or using an alternate response mode (e.g., drawing, gesturing, pointing, alternative communication system)

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

**i** How to End a Test

- Select **[End Test]** represented by a red square.
- Select **[Yes]** to continue.
- Select **[Submit Test]**.
- Select **[Yes]** to submit.



# Appendices

## Appendix A: List of Additional Materials for Practice Test Questions

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This appendix contains a list of the materials that may be used in place of graphics for students with visual impairments that prevent the students from viewing the graphics, or for students who would benefit from the use of real objects or manipulatives. The materials must be gathered in advance of testing. These materials should be familiar to the student or objects typically used in the classroom.

| Test Question         | Page | Materials (Real Objects or Manipulatives)         |
|-----------------------|------|---|
| Story for No. 1 and 2 | 17   | a doll  |
| No. 1                 | 17   | a doll  |
| No. 2                 | 18   | a doll  |
| Story for No. 3 and 4 | 20   | an orange or a manipulative of an orange          |
| No. 4                 | 21   | a banana or a manipulative of a banana            |
| Story for No. 5–8     | 22   | a basketball                                      |
| No. 5                 | 22   | a basketball, a musical instrument, a tennis ball |
| Story for No. 9–12    | 24   | shapes, cubes                                     |
| No. 11                | 25   | shapes, cubes, coins                              |

# Appendices (cont.)

## Appendix B: Answer Choice Cards and Picture Cards

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Some students communicate using picture cards  , *yes and no* cards, answer choice cards (A,B,C), or a communication device. For these students, test examiners should use the *yes and no* cards and answer choice cards (A, B, C) that are used with the student in daily instruction.

Some students who communicate using picture cards or a communication device may not yet have standardized answer choice cards, such as *yes and no* cards, during daily instruction. For these students, test examiners may use the cards (as printed cards, which may be resized as needed to fit the student's needs, or on a communication device, as appropriate for the individual student) available at <http://elpac.org/resources/practicetests/>. The student may point to, gesture, or gaze to a card to indicate a response to a test question.

### If using printed answer choice cards:

1. Print the answer choice cards in color or black and white as appropriate for the student.
2. Cut out and present the answer choice cards to the student during testing.

For select test questions as indicated in the DFA (e.g., test questions with a rubric), picture cards for students who use picture cards or an AAC device as a mode of communication are available at <http://elpac.org/resources/practicetests/>. The picture cards should be printed or uploaded to the student's AAC device in advance of testing. The picture cards are designed to answer test questions when accessing Optional Individualization **IND** for expressive rubric scored test questions. To ensure standardization across administrations, do not replace or substitute any picture cards.

### If using printed picture cards:

1. Two-sided printing of the picture cards is recommended. If you are unable to print as such, be sure to attach the front and back of each picture card together. Note that you may enlarge the picture cards, based on student need.
2. Cut out and present the picture cards to the student following the optional individualization directions in the DFA.

### If using the picture cards on a dynamic AAC device:

1. Capture the images of the picture cards and save on your computer in a file.
2. Upload the images of the picture cards to the student's AAC device as you typically would for the student.
3. Be sure to organize the picture cards on the student's AAC device following the optional individualization directions in the DFA.

# Appendices (cont.)

## Appendix C: Graphics Attributions

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The graphics attributions that follow provide credit to the photographers of the images used in the Practice Test. This information is provided to acknowledge their creative efforts.

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# Appendices (cont.)

## Appendix D: Practice Test Scoring Keys

### Recognize and Use Common Words

| Number | Answer Key                     |
|--------|--------------------------------|
| 1      | B                              |
| 2      | A = 2 pts, B = 1 pt, C = 0 pts |

### Communicate About Familiar Topics

| Number | Answer Key                     |
|--------|--------------------------------|
| 3      | B                              |
| 4      | A = 2 pts, B = 1 pt, C = 0 pts |

### Understand a School Exchange

| Number | Answer Key |
|--------|------------|
| 5      | A          |
| 6      | A          |
| 7      | C          |
| 8      | B          |

### Describe a Routine

| Number | Answer Key                     |
|--------|--------------------------------|
| 9      | A                              |
| 10     | C                              |
| 11     | B                              |
| 12     | A = 2 pts, B = 1 pt, C = 0 pts |

### Understand and Express an Opinion

| Number | Answer Key                     |
|--------|--------------------------------|
| 13     | A                              |
| 14     | C                              |
| 15     | A = 2 pts, B = 1 pt, C = 0 pts |
| 16     | A = 2 pts, B = 1 pt, C = 0 pts |

### Interact with a Literary Text

| Number | Answer Key                     |
|--------|--------------------------------|
| 17     | C                              |
| 18     | B                              |
| 19     | A = 2 pts, B = 1 pt, C = 0 pts |
| 20     | A                              |

### Interact with an Informational Text

| Number | Answer Key                     |
|--------|--------------------------------|
| 21     | B                              |
| 22     | B                              |
| 23     | A                              |
| 24     | A = 2 pts, B = 1 pt, C = 0 pts |

# Appendices (cont.)

## Appendix E: Practice Test Score Sheet

|               |                    |
|---------------|--------------------|
| <b>Name:</b>  | <b>Student ID:</b> |
| _____         | _____              |
| <b>Grade:</b> |                    |
| _____         |                    |

|   |                  |    |                  |
|---|------------------|----|------------------|
| <i>Recognize and Use Common Words</i>   |                  |    |                  |
| 1   | (A) (B) (NR) *   | 2  | (A) (B) (C)      |
| <i>Communicate About Familiar Topics</i>  |                  |    |                  |
| 3   | (A) (B) (NR)     | 4  | (A) (B) (C)      |
| <i>Understand a School Exchange</i>   |                  |    |                  |
| 5   | (A) (B) (C) (NR) | 6  | (A) (B) (C) (NR) |
| 7   | (A) (B) (C) (NR) | 8  | (A) (B) (C) (NR) |
| <i>Describe a Routine</i>   |                  |    |                  |
| 9   | (A) (B) (C) (NR) | 10 | (A) (B) (C) (NR) |
| 11  | (A) (B) (C) (NR) | 12 | (A) (B) (C)      |
| <i>Understand and Express an Opinion</i>  |                  |    |                  |
| 13  | (A) (B) (C) (NR) | 14 | (A) (B) (C) (NR) |
| 15  | (A) (B) (C)      | 16 | (A) (B) (C)      |
| <i>Interact with a Literary Text</i>  |                  |    |                  |
| 17  | (A) (B) (C) (NR) | 18 | (A) (B) (C) (NR) |
| 19  | (A) (B) (C)      | 20 | (A) (B) (C) (NR) |
| <i>Interact with an Informational Text</i>  |                  |    |                  |
| 21  | (A) (B) (C) (NR) | 22 | (A) (B) (C) (NR) |
| 23  | (A) (B) (C) (NR) | 24 | (A) (B) (C)      |
| *NR indicates “no response.” For rubric-scored expressive questions, “no response” is included in option C. |                  |    |                  |

# Appendices (cont.)

## Appendix F: Alternate ELPAC Administration Checklist

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### Testing Checklist

- Confirm that all needed materials for administration including testing device, paper, pencil, AAC device, picture cards, and manipulatives or objects for optional individualization have been gathered.
- Confirm or apply the correct test settings for the student.
  - If you are an educator 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 an educator or parent 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) for the student in the Student Testing Interface for the Practice and Training Tests directly.
- Verify you are using the correct test and grade-level or grade-span DFA.
- Administer the assessment using the instructions in the [Administration Scripts for Practice Test Questions](#) section of this DFA.

### How to Print this DFA (Optional) or View the DFA Online

#### 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.

#### Instructions for Viewing Online:

- Open the PDF file in Adobe Acrobat.