



ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA

2021–22 Paper–Pencil Testing Test Administration Manual for the Initial ELPAC



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Table of Acronyms and Initialisms in the *Paper–Pencil Testing Test Administration Manual for the Initial English Language Proficiency Assessments for California*

Term	Definition
CAASPP	California Assessment of Student Performance and Progress
CALPADS	California Longitudinal Pupil Achievement Data System
CaITAC	California Technical Assistance Center
CDE	California Department of Education
DEI	Data Entry Interface
ELAS	English Language Acquisition Status
ELP	English language proficiency
ELPAC	English Language Proficiency Assessments for California
ELPSA	English Language Proficiency and Spanish Assessments
HLS	home language survey
IEP	individualized education program
LEA	local educational agency
SSID	Statewide Student Identifier
SSR	Student Score Report
STAIRS	Security and Test Administration Incident Reporting System
TBD	To Be Determined
TOMS	Test Operations Management System

Support for the ELPAC



Resources in This Section:

- English Language Proficiency Assessments for California (ELPAC) website—<https://www.elpac.org/>
- California Department of Education (CDE) ELPAC website—<https://www.cde.ca.gov/ta/tg/ep/>

The [ELPAC website](#) is the home for all ELPAC assessments.

For questions regarding the computer-based assessment and paper–pencil testing, or for additional assistance:

- Local educational agency (LEA) ELPAC coordinators should contact the California Technical Assistance Center (CaTAC) by phone at 800-955-2954, by email at caltac@ets.org, or by using the chat function linked on the [ELPAC website](#).
- Site ELPAC coordinators should contact their LEA ELPAC coordinator.
- Test examiners and other school personnel should contact their site ELPAC coordinator.

CaTAC is open from 7 a.m. to 5 p.m., Monday through Friday. During these hours, staff will respond promptly to calls.

When contacting CaTAC, provide the representative with as much detail as possible about the issue(s) encountered and the system on which it occurred. CaTAC may be contacted by LEA ELPAC coordinators for the following issues:

- Student information is incorrect or missing in the Test Operations Management System (TOMS).
- Password resets are needed for LEA users.
- Paper–pencil testing materials that were ordered have not been received.
- Difficulty is experienced when loading student test settings in TOMS.
- Assistance is needed with the Security and Test Administration Incident Reporting System or Appeals functionality.
- Assistance is needed with the Data Entry Interface (DEI).

The CDE English Language Proficiency and Spanish Assessments (ELPSA) office is available for assistance with questions related to the ELPAC program policy requirements. For ELPAC policy questions, the LEA ELPAC coordinator should contact the ELPSA office by email at elpac@cde.ca.gov.

Chapter 1. Initial English Language Proficiency Assessments for California Paper–Pencil Test Overview

Introduction to the Initial ELPAC Paper–Pencil Test

Resources in This Section:

- 2021–22 *Initial ELPAC Online Test Administration Manual* web document—<https://ca-toms-help.ets.org/initial-elpac-otam>
- *California Assessment of Student Performance and Progress (CAASPP) and ELPAC Accessibility Guide for Online Testing*—<https://ca-toms-help.ets.org/accessibility-guide/>
- English Language Proficiency Assessments for California (ELPAC) website—<https://www.elpac.org/>
- California Department of Education (CDE) California Assessment Accessibility Resources Matrix—<https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp>

The Initial ELPAC is the required state assessment for English language proficiency (ELP) that is given to students whose primary language is a language other than English. State and federal law requires that local educational agencies (LEAs) administer a state test for ELP to eligible students in kindergarten through grade twelve. The purpose of the Initial ELPAC is to determine the ELP of students entering California schools for the first time. Identifying English learner students as early as possible is critical to ensure they receive English language development services to support their access to instruction in all subjects at school.

The ELPAC is aligned with California’s 2012 English Language Development Standards and assesses students’ ELP skills in Listening, Speaking, Reading, and Writing.

LEA ELPAC coordinators who have a student(s) who require(s) paper–pencil test materials due to an individualized education program (IEP) or Section 504 plan must request these materials by completing the [CAASPP and ELPAC Special Request for Paper Exams](#) web form.

This manual provides an overview of the Initial ELPAC Paper–Pencil Test administration for all domains and supplements the *Initial ELPAC Online Test Administration Manual*. Use this document to become familiar with the general rules for testing, how to prepare for the assessment, and what students will experience when participating in the assessment. Test examiners should become familiar with this document well in advance of the test administration date to make sure that materials for distribution to students are prepared and made available prior to the administration of the test.

Participation Requirements

All students in kindergarten through grade twelve, ages three through twenty-one, whose primary language is a language other than English based on the results of a home language survey (HLS) must take the Initial ELPAC to determine whether they are English learners. Each student will take the Initial ELPAC only one time, and the test must be administered within 30 days of when the student enrolls in a California public school for the first time. The LEA ELPAC coordinator should work with the California Longitudinal Pupil Achievement Data System (CALPADS) coordinator to create Statewide Student Identifiers (SSIDs) in CALPADS with an English Language Acquisition Status (ELAS) of To Be Determined (TBD) before testing.

To fulfill the participation requirement for the paper–pencil Initial ELPAC, all four domains must be presented to the student, and the responses and scores must be entered into the Data Entry Interface (DEI) for the student to be counted as tested, even if the student was not able to provide any responses. LEA staff must use the DEI, as the Local Scoring Tool is no longer available. For the Speaking and Writing domains, blank or “No Response” items should be scored as “0” in the DEI. For the Listening and Reading domains for kindergarten through grade one, if a student did not provide a response or any responses in the Answer Book, the test examiner or designated staff member will be able to select “No Response” in the DEI. For grade levels two through twelve, the test examiner or designated staff member will be able to select “Mark as No Response” from the context menu in the DEI.

What’s New

Initial ELPAC

- Paper–pencil Initial ELPAC test materials are no longer offered with the exception of braille and large-print special versions and, if needed, a standard version as specified in the students’ IEP or Section 504 plan. These versions must be requested by the LEA ELPAC coordinator by completing the [CAASPP and ELPAC Special Request for Paper Exams](#) web form.
- An LEA can submit a request for an unlisted resource in the Test Operations Management System (TOMS) on behalf of a student prior to administering the assessment.

Accessibility Resources

Refer to [appendix A](#) for a complete description of universal tools, designated supports, and accommodations used in ELPAC paper–pencil testing.

Accessibility resources are access features or supports of the assessment. Accessibility resources allow students to participate in an assessment that can generate results that are a fair and accurate estimate of each student’s achievement.

Non-embedded universal tools, designated supports, and accommodations will be available for the Initial ELPAC paper–pencil test. Designated supports and accommodations for

students taking the paper–pencil test need to be assigned in the **[Test Settings]** tab of the Student Profile web page in TOMS. If a student requires the paper–pencil braille version of the test, the LEA ELPAC coordinator or site ELPAC coordinator must select the braille embedded accommodation test setting in the student’s profile in TOMS for the braille DEI to be enabled.

In addition, unlisted resources are non-embedded supports that may be provided if specified in an eligible student’s IEP or Section 504 plan and if they do not change the construct of what is being measured. Use of unlisted resources must first be approved by the CDE before being assigned in the test setting section of TOMS.

To assist Initial ELPAC users in implementing these accessibility resources, the [English Language Proficiency Assessments for California Accessibility Resources for Operational Testing](#) document is available. Additionally, the [California Assessment Accessibility Resources Matrix](#) web document lists the universal tools, designated supports, and accommodations that are allowed as part of all ELPAC assessments. More information about accessibility resources is available on the [ELPAC Student Accessibility Resources](#) web page as well as on the CDE [ELPAC](#) web page.

Security and Test Administration Incident Reporting System (STAIRS)/ Appeals Process

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage or because they compromise the secure administration of the assessments. Whether intentional or by accident, failure to comply with security and administration rules, either by staff or students, constitutes a test security incident. Irregularities and breaches need to be reported in accordance with the instructions in this section for each severity level.

LEA ELPAC coordinators or site ELPAC coordinators will use the online ELPAC STAIRS process in TOMS for reporting test security incidents and irregularities that occur before, during, or after testing on computer- and paper-based tests. Some incidents may require that an Appeal be submitted to reset or reopen a student’s DEI test. After the details of the incident have been submitted, an email will be sent confirming the incident that was submitted and whether any action is needed.

Impact and Definitions

Definitions for and examples of test security incidents that can occur during administration of the Initial ELPAC are provided in [table 1](#). Incidents should be logged using the STAIRS/Appeals process. The comprehensive [CAASPP and ELPAC Security Incidents and Appeals Procedure Guide](#) is posted on the [Test Security](#) web page of the [ELPAC website](#) under the **[Test Administration]** tab.

There are three types of test security incidents that must be reported using the ELPAC STAIRS process: improprieties, irregularities, and breaches. The [Initial ELPAC Security Incidents and Appeals Procedure Guide](#) provides some examples of these types of incidents.

[Table 1](#) provides basic definitions of each incident type.

Table 1. Definitions for Test Security Incidents

Type	Definition
<p>Impropriety</p>	<p>An impropriety is an unusual circumstance that has a low impact on the individual or group of students who are testing, and has a low risk of potentially affecting student performance on the test or of impacting test security or test validity. These circumstances can be corrected and contained at the local level.</p> <p>The site ELPAC coordinator can report an impropriety to the LEA ELPAC coordinator, who can assist with mitigation as necessary. The site ELPAC coordinator or the LEA ELPAC coordinator will report the incident within 24 hours using the STAIRS/Appeals process.</p>
<p>Irregularity</p>	<p>An irregularity is an unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test or impact test security or test validity. These circumstances can be corrected and contained at the local level.</p> <p>An irregularity must be reported to the LEA ELPAC coordinator and site ELPAC coordinator immediately. The coordinator will report the irregularity within 24 hours using the STAIRS/Appeals process to both report the incident and file the Appeal.</p> <p>Some testing incidents may also require that a correcting plan of action be provided by the LEA at the time of submitting the STAIRS case. The corrective action plan may include, but is not limited to, a description of specific training or communication measures.</p>
<p>Breach</p>	<p>A breach is a test administration event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security or system risk. These circumstances have external implications for the CDE, ETS, or both, and may result in a decision to remove the test item(s) from the available secure bank. A breach incident must be reported to the LEA ELPAC coordinator immediately.</p> <p>The LEA ELPAC coordinator must immediately report the breach, including social media exposure on the part of a student or adult or media coverage of an administration, by calling the California Technical Assistance Center (CaTAC) at 800-955-2954; and open a STAIRS case using the online STAIRS process available in TOMS for all other breaches. The LEA ELPAC coordinator must report the incident in STAIRS within 24 hours.</p>

Test Administration Resources



Resources in This Section:

- *CAASPP and ELPAC Accessibility Guide for Online Testing*—<https://ca-toms-help.ets.org/accessibility-guide/>
- *CAASPP and ELPAC Test Operations Management System User Guide*—<https://ca-toms-help.ets.org/toms/>
- CDE CALPADS web page—<https://www.cde.ca.gov/ds/sp/cl/>
- California Assessment Accessibility Resources Matrix web document—<https://www.cde.ca.gov/ta/tg/ca/documents/caaccessibilitymtrx2021.docx>
- Data Entry Interface website—<https://ca.tds.cambiumast.com/student/?a=ResponseEntry>
- *ELPAC Accessibility Resources for Operational Testing*—linked on the ELPAC Accessibility Resources web page at <https://www.elpac.org/resources/accessibility-resources>
- *ELPAC DEI User Guide*—<https://ca-toms-help.ets.org/elpac-dei-guide>
- ELPAC Manuals, Instructions, and Quick Reference Guides web page—<https://elpac.org/test-administration/instructions/>
- ELPAC Student Accessibility Resources web page—<https://elpac.org/test-administration/accessibility-resources/>
- *CAASPP and ELPAC Security Incidents and Appeals Procedure Guide*—<https://ca-toms-help.ets.org/stairs/>

Prior to administering a test, test examiners (and any other individuals who will be administering any secure Initial ELPAC paper–pencil test) will read this *Paper–Pencil Testing Test Administration Manual for the Initial ELPAC*, the [ELPAC Accessibility Resources for Operational Testing](#) and the [California Assessment Accessibility Resources Matrix](#) web documents; they will also complete [Administration and Scoring Training](#) for the Initial ELPAC.

Refer to the additional resources in [table 2](#) before administration of the paper–pencil versions of the Initial ELPAC.

Table 2. Additional Resources

Resource	Description
CALPADS resources	The CDE CALPADS web page contains links to CALPADS system documents, updates, and other useful information for maintaining student data.
<i>CAASPP and ELPAC TOMS User Guide</i>	The CAASPP and ELPAC TOMS User Guide provides instructions for the processes necessary to assign LEA and school users and test administrations, as well as student data for various aspects of ELPAC testing (test assignments, test settings, and condition codes).
<i>CAASPP and ELPAC Security Incidents and Appeals Procedure Guide</i>	The CAASPP and ELPAC Security Incidents and Appeals Procedure Guide includes information about how LEA ELPAC coordinators can submit a report using the STAIRS/Appeals process and enter Appeals for the Initial ELPAC paper–pencil test in TOMS.
<i>ELPAC Accessibility Resources for Operational Testing</i>	The ELPAC Accessibility Resources for Operational Testing document is an aggregation of information and instructions regarding using various online accessibility resources including braille.
<i>CAASPP and ELPAC Accessibility Guide for Online Testing</i>	The CAASPP and ELPAC Accessibility Guide for Online Testing is an aggregation of information and instructions regarding configuring and using various online accessibility resources including braille.
California Assessment Accessibility Resources Matrix	The California Assessment Accessibility Resources Matrix web document is an important source of information for determining the assignment of designated supports and accommodations to students.
TOMS website	TOMS is a secure website that permits ELPAC users to perform a number of tasks for the ELPAC program, including editing shipping addresses, ordering test materials, adding users, accessing contextual help, and accessing audio recordings to administer the Paper–Pencil Test Listening and Speaking—Summarize an Academic Presentation domains for grades three through twelve.
ELPAC Data Entry Interface User Guide	The ELPAC Data Entry Interface User Guide describes how to enter student responses into the DEI.

Test Administration Roles and Responsibilities



Resources in This Subsection:

- *The Initial ELPAC Online Test Administration Manual*, Chapter 1 Initial ELPAC Overview web document—<https://ca-toms-help.ets.org/initial-elpac-otam>

Refer to [Chapter 1 Initial ELPAC Overview](#) of the *Initial ELPAC Online Test Administration Manual* for the user roles associated with ELPAC testing.

Verifying Student Information

Test examiners should verify student information before testing is started, and again upon completion of the Initial ELPAC paper–pencil test. However, it is important for anyone with access to this information to remember that students’ personal information is confidential. If materials containing student names are distributed to students, these materials must be collected before the students leave the testing room and must be either securely stored to be used in a subsequent test session or shredded. Personal information includes any information that could potentially identify a student, including student name, SSID, birth date, etc.

Ensuring Test Security



Additional Resources in This Subsection:

- *Initial ELPAC Online Test Administration Manual*, Chapter 3 Test Security web document—<https://ca-toms-help.ets.org/initial-elpac-otam>
- *2021–22 Paper–Pencil Testing Test Administration Manual for the Initial ELPAC—Appendix B ELPAC Program Incident Reporting Process*

The Initial ELPAC is a secure test. All LEA ELPAC coordinators and site ELPAC coordinators are required to read and electronically sign the *ELPAC Test Security Agreement* and *ELPAC Test Security Affidavit* prior to accessing test materials. All ELPAC test examiners, proctors, and other school staff assisting in the test administration are required to read and electronically sign the *ELPAC Test Security Affidavit* prior to testing and handling test materials.

Security of the Test Environment

The security of assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

All test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and

student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results.

It is the responsibility of each person participating in the administration of the Initial ELPAC paper–pencil test to immediately report any violation or suspected violation of test security or confidentiality. The site ELPAC coordinator is responsible for immediately reporting any security violation to the LEA ELPAC coordinator.

In the case of a student cheating, the test examiner must stop the cheating; however, the student may be allowed to complete the remainder of the test. After testing, the test examiner must notify the site ELPAC coordinator. **Do not call** the CDE or CalTAC to report student cheating. The LEA ELPAC coordinator or site ELPAC coordinator must, instead, file a report using the STAIRS/Appeals process.

Initial ELPAC materials are copyright protected and, whether online or paper-pencil, must be treated as **secure** materials. In addition, cell phones and non-testing-related electronic devices are **not permitted** in the testing location. Images, descriptions of the tests, and images of the testing location while tests are being administered may not be shared using cell phones or other technology.

Refer to [appendix B](#) for the process used to report test administration incidents for the ELPAC paper–pencil assessments.

[Table 3](#) through [table 6](#) describe the security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology).

Before Testing

[Table 3](#) details the security requirements before testing.

Table 3. Requirements of the Test Environment Before Testing

Requirement	Description
Instructional materials removed or covered	Instructional materials must be removed or covered, including but not limited to information that might assist students in answering questions. This includes material that is displayed on bulletin boards, chalkboards, or dry-erase boards, or on charts (for example, wall charts that contain literary definitions, maps, mathematics formulas, graphic organizers, etc.).

Table 3 (continuation)

Requirement	Description
Student seating	<p>For group administrations, in conjunction with the local county health directive and incorporating suggestions from the Suggested Guidelines for Physically Distancing Test Administration, students must be seated so there is enough space between them to minimize opportunities to look at each other’s work. For example, students may be assigned staggered seating or be seated in every other chair or workstation position—or students should be provided with table-top partitions.</p> <p>For kindergarten through grade two one-on-one administrations, it is recommended that students sit side-by-side with the test examiner for the Listening, Reading, and Writing domains, and face-to-face or at a 90-degree angle for the Speaking domain. However, decisions about student seating should be determined in conjunction with local county health directives and incorporating suggestions from the Suggested Guidelines for Physically Distancing Test Administration web document.</p> <p>For all Speaking one-on-one administrations, it is recommended to sit across from the student or at a 90-degree angle. However, decisions about student seating should be determined in conjunction with local county health directives and incorporating suggestions from the Suggested Guidelines for Physically Distancing Test Administration web document.</p>
Signage	<p>If helpful, place a “TESTING—DO NOT DISTURB” sign on the door or post signs in halls and entrances rerouting hallway traffic to promote optimum testing conditions.</p> <p>Site ELPAC coordinators or ELPAC test examiners should post “Unauthorized Electronic Devices May Not Be Used at Any Time During the Testing Session” signs so that they are clearly visible to all students. A master of this sign can be downloaded from the Manuals and Instructions web page on the ELPAC website.</p>

During Testing

[Table 4](#) details the security requirements during testing.

Table 4. Requirements of the Test Environment During Testing

Requirement	Description
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student’s ability to concentrate or might compromise the testing situation.
Student supervision	Students must be actively supervised by a trained test examiner (and proctor, if applicable) and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students or with other individuals outside the testing environment, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, smart watches, personal digital assistants, tablets, MP3 players, cameras, and electronic translation devices.
Access to allowable resources only	Students must only have access to and use of those allowable resources that are permitted for each specific test or portion of a test (refer to the California Assessment Accessibility Resources Matrix web document). This includes access to medical supports and devices that may be integrated into other technology devices. Use of such devices may require additional monitoring to maintain test security.
Access to assessments	Unauthorized staff or other adults must not be in the room during testing. Only students who are testing may view items. In some instances, a trained test examiner may also have limited exposure to items in the course of properly administering the assessments; however, even this test examiner and other trained staff may not actively review or analyze any test items.

During and After Testing

[Table 5](#) details the security requirements both during and after testing.

Table 5. Requirements of the Test Environment During and After Testing

Requirement	Description
No access to responses	LEA ELPAC coordinators, site ELPAC coordinators, ELPAC test examiners, and other staff are not permitted to review student responses to the Initial ELPAC or students’ notes on scratch paper.
No copies of test materials	Unless needed as a print-on-demand designated support or braille accommodation, no copies of the test items, stimuli, reading passages, or writing prompts may be made or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, text message, social media websites, etc.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials	LEA ELPAC coordinators, site ELPAC coordinators, ELPAC test examiners, and other staff may not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. Students may not discuss or share test items, stimuli, reading passages, or writing prompts with anyone during or after testing.
Keep all test materials secure at all times	<i>Examiner’s Manuals</i> , Test Books, Answer Books, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.

After Testing

[Table 6](#) details the security requirements after testing.

Table 6. Requirements of the Test Environment After Testing

Requirement	Description
No test materials used for instruction	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy test materials securely	Printed test items or passages, including embossed braille printouts and scratch paper, must be collected at the end of each test session and then immediately shredded. If a student needs to take the Initial ELPAC in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next Initial ELPAC testing session. Once the student completes the Initial ELPAC, scratch paper must be collected and immediately shredded to maintain test security.
Return materials securely	Braille Test Books and braille <i>Examiner’s Manuals</i> are the only materials that need to be returned to ETS after testing. Return materials according to the instructions on the cover letter that is provided with the shipment of paper special version test materials. For all other paper–pencil test materials, refer to the Handling Materials After Testing section of this manual for instructions on what to do with paper test materials after testing.
Maintain security while entering student results into the DEI	LEA staff entering student results into the DEI should be in a private location, away from students. Staff entering information must have signed the <i>Test Security Affidavit</i> online.

Schedule for Testing



Additional Resources in This Subsection:

- *2021–22 Paper–Pencil Testing Test Administration Manual for the Initial ELPAC—Appendix B ELPAC Program Incident Reporting Process*
- *CAASPP and ELPAC TOMS User Guide*—<https://ca-toms-help.ets.org/toms/>
- ELPAC website—<https://www.elpac.org/>
- TOMS website—<https://mytoms.ets.org/>

For the 2021–22 administration year, the Initial ELPAC test window will be open from **July 6, 2021, through June 30, 2022**. Per state regulations, Initial ELPAC testing and parent/guardian notification of results must be done within 30 calendar days after students are first enrolled in a California public school or 60 calendar days prior to instruction, but not before July 1. LEAs may schedule testing according to local preference within this window and do not need to inform the CDE or ETS. **All testing must take place within this window.** This includes any administrations of the Initial ELPAC using the paper–pencil test, large print, and braille forms.

[Table 7](#) describes the schedule for the administration of the Initial ELPAC paper–pencil tests for LEA ELPAC coordinators.

Table 7. Initial ELPAC Paper–Pencil Test Schedule—LEA ELPAC Coordinator

Activity	Timeline
Complete and submit the CAASPP and ELPAC Special Request for Paper Exams online questionnaire.	Three weeks before the expected test date
Make sure all student data from the California Longitudinal Pupil Achievement Data System appears correctly in TOMS and has the appropriate test(s) configured.	Two weeks before the expected test date
Receive paper materials from the testing contractor.	Two weeks before the expected test date
Take inventory of the cartons. LEA ELPAC coordinators should notify CalTAC of any discrepancy in the number of cartons or materials received.	Within two working days of delivery to the LEA

Table 7 (continuation)

Activity	Timeline
Distribute materials to the test sites.	Five to 10 working days before the expected test date
Contact CalTAC to order supplemental materials.	As necessary
Ensure that student responses (for the Listening and Reading domains) and scores (for the Speaking and Writing domains) are entered into the DEI.	Same day of student test completion
Ship all braille materials to ETS.	No more than five working days after completing entry of responses and scores into the DEI

[Table 8](#) describes the schedule for the administration of the Initial ELPAC paper–pencil tests for LEA ELPAC coordinators.

Table 8. Initial ELPAC Paper–Pencil Test Schedule—Site ELPAC Coordinator

Activity	Timeline
Receive paper materials from the LEA ELPAC coordinator.	Five to 10 working days before the expected test date
Take inventory of all materials and notify the LEA ELPAC coordinator of any missing or incorrect materials.	Within two days of delivery to the test site
Distribute and collect Initial ELPAC Test Books, Answer Books, large print versions, and braille versions, if necessary.	Each day of testing (These are secure documents.)
Enter student responses (for the Listening and Reading domains) and the scores (for the Speaking and Writing domains) into the DEI.	Same day of student test completion
Return all test materials to the LEA ELPAC coordinator after all testing is complete.	Two working days after completing testing



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Chapter 2. General Test Administration Information

Paper–Pencil Test Administration Information

This section provides an overview of the Initial English Language Proficiency Assessments for California (ELPAC) paper–pencil testing environment and guidelines for test administration. Use this section as follows: (1) to become familiar with what students will experience in accessing the assessments, (2) to learn how to prepare for the assessments, and (3) to review general rules for paper–pencil testing. Information about the practice and training tests, test pauses, and test resumptions is also included in this section. Test administrators should become familiar with this section well in advance of the start of testing.

Preparation for the Assessment

Before administering the assessment, make sure to have the following materials available for each student:

- A Test Book
- An Answer Book
- At least two sharpened No. 2 pencils
- Blank scratch paper

General Rules for the Paper–Pencil Assessment

This section provides a brief overview of the general test administration rules for different portions of the assessment.

The student Test Books and Answer Books are secure. Maintaining the security of all test materials is crucial to obtaining valid and reliable student results. Therefore, test materials must be kept in locked storage, except during actual test administration. It is the responsibility of all individuals who administer the test to follow security procedures.

Testing Times

Table 9 contains the estimated times it will take most students to complete the Initial ELPAC paper–pencil test in each content area at all grade levels. This information is for scheduling purposes only, as the **assessments are not timed**.

Table 9. Initial ELPAC Paper–Pencil Test Estimated Testing Times

Domain	Grade Level or Grade Span	Minutes
Listening	K	10
Listening	1	5–10
Listening	2	10–15
Listening	3–5	20–25
Listening	6–8	25–30

Table 9 (continuation)

Domain	Grade Level or Grade Span	Minutes
Listening	9–12	25–30
Speaking	K	10
Speaking	1	5–10
Speaking	2	10–15
Speaking	3–5	10–15
Speaking	6–8	10–15
Speaking	9–12	10–15
Reading	K	10
Reading	1	5–10
Reading	2	10–15
Reading	3–5	15–20
Reading	6–8	15–20
Reading	9–12	15–20
Writing	K	10
Writing	1	5–10
Writing	2	10–15
Writing	3–5	15–20
Writing	6–8	15–20
Writing	9–12	15–20
Total	K	40
Total	1	20–40
Total	2	40–60
Total	3–5	60–80
Total	6–8	65–85
Total	9–12	65–85

Responsibilities of the Local Educational Agency ELPAC Coordinator

Refer to the [Initial ELPAC Online Test Administration Manual](#) for the complete list of roles and responsibilities associated with the local educational agency (LEA) ELPAC coordinator position.

Before Testing

Complete Administration and Scoring Training

All LEA ELPAC coordinators who will be involved in the Initial ELPAC paper–pencil test administration must complete training prior to administering and scoring the Initial ELPAC paper–pencil test.

The LEA ELPAC coordinator, site ELPAC coordinator, and other staff are responsible for ensuring all appropriate trainings have been completed. Such training should include, but not be limited to, training on administration and scoring, item security, and professional conduct associated with the administration of standardized assessments.

Read Through Test Materials

Review this *2021–22 Paper–Pencil Testing Test Administration Manual for the Initial ELPAC* in its entirety. Become familiar with all testing and administration procedures.

Ensure Staff Sign Security Forms

Ensure that all site ELPAC coordinators have electronically signed the *ELPAC Test Security Agreement* and the *ELPAC Test Security Affidavit* upon logging on to the Test Operations Management System (TOMS).

Order Paper–Pencil Test Materials

Before ordering paper-based test materials (braille, large-print, or paper-based assessment), the LEA ELPAC coordinator must complete and submit the [CAASPP and ELPAC Special Request for Paper Exams](#) online questionnaire located on the [ELPAC website](#). Once the questionnaire is received and approved, the LEA ELPAC coordinator will receive a call from the California Technical Assistance Center (CaTAC) to complete the process for ordering one or more paper–pencil tests for the student. The information obtained by ETS for the student will then be entered into TOMS to designate the student as a paper–pencil test taker. This will enable data entry of scores and responses by the test examiner or designated LEA staff.

Receive and Inventory Test Materials Ordered

Take inventory of cartons. LEA ELPAC coordinators should notify CaTAC of any discrepancy in the number of cartons or materials received. Distribute materials to the test sites. Remind site ELPAC coordinators that the boxes must be retained for use in storing and returning test materials.

Prepare for Testing

Local Educational Agency ELPAC Coordinator Steps to Prepare for Testing

- STEP 1:** Check on the progress of test examiner training in the [Moodle Training Site](#) available on the [Initial ELPAC Administration and Scoring Training](#) web page. Ensure that test examiners who will be administering the Speaking and Writing domains complete the Moodle training.
- STEP 2:** Ensure that the ELPAC coordinator has completed the site or LEA ELPAC coordinator training.
- STEP 3:** Ensure that the site ELPAC coordinator and the test examiners are aware of the security, inventory, and tracking requirements for keeping all test materials in a secure location prior to, during, and after testing. Refer to the [Ensuring Test Security](#) subsection of this manual for these requirements.
- STEP 4:** Ensure that sites have adequate testing materials.

During Testing

The LEA ELPAC coordinator is to be available during testing for the site ELPAC coordinators to address any questions or concerns that arise and to assist with testing irregularities and security breaches. Refer to the [Ensuring Test Security](#) subsection for further information about reporting irregularities and security breaches.

Responsibilities of the Site ELPAC Coordinator

Refer to [Initial ELPAC Online Test Administration Manual](#) for the complete list of roles and responsibilities associated with the site ELPAC coordinator.

Before Testing

Read Through Test Materials

Review the *2021–22 Paper–Pencil Testing Test Administration Manual for the Initial ELPAC* and the *Examiner’s Manual* in their entirety. Become familiar with all testing and site administrative procedures.

Identify Testing Staff and Monitor Staff Training

Identify the test examiners, proctors, and other testing staff at the test site and confirm that all staff have been trained and certified to test.

Ensure Staff Sign Security Forms

Electronically sign the *ELPAC Test Security Agreement* and the *ELPAC Test Security Affidavit* upon logging on to TOMS. Have all test examiners and proctors, along with all others handling, in proximity of, or who could have access to the Initial ELPAC paper–pencil test materials, electronically sign the *ELPAC Test Security Affidavit* prior to accessing or coming into contact with the test materials. Those without access to TOMS can access and sign the [ELPAC Test Security Affidavit for Non-TOMS Users](#).

Receive and Inventory Test Materials

The LEA ELPAC coordinator will provide each school or site with all test materials and forms needed for testing. The site ELPAC coordinator should follow these steps to prepare for testing:

- STEP 1: Locate the school shipping notice(s) enclosed in the test materials shipment, if provided by the LEA.** If no shipping notice is provided by the LEA, confirm with the LEA ELPAC coordinator that the materials you received match the materials requested for the student(s) who needed paper–pencil materials for testing.
- STEP 2: Report any discrepancies to the LEA ELPAC coordinator.** Inventory all test materials against the shipping notices immediately after receipt from the LEA.
- STEP 3: Retain boxes.** Keep all test materials in a secure, locked location. Retain the original shipping boxes, as they will be used to store and return unused test materials to the LEA.
- STEP 4: Discuss security with all designated staff handling Initial ELPAC paper–pencil test materials.** Ensure that designated staff—such as test examiners, proctors, and all others handling test materials or coming into contact with the test materials—understand the security, inventory, and tracking requirements for keeping all test materials in a secure location prior to, during, and after testing.

Prepare Test Books and Answer Books for Testing

Filling in Demographic Information

Item responses and scores for kindergarten through grade twelve will be entered into the Data Entry Interface (DEI). The proper recording of student demographic information on the front cover of the Answer Book is essential for accurate matching to the student opportunity in the DEI. LEAs should still complete the student demographic information fields of the Answer Book, but it is not necessary for the corresponding bubbles to be filled in.

Site ELPAC coordinators or test examiners should review the demographic information to ensure it is accurate and complete for each student. Under certain circumstances or with younger students, the site ELPAC coordinator or test examiner should complete Box 1 (*Student Name*) and Box 2 (*Teacher/Test Examiner, School, Local Educational Agency, Local Use*) for the student to make sure that the information is legible and accurate.

Refer to [figure 1](#), [figure 2](#), and [table 10](#) for further information on how to ensure the demographic pages are complete.

General Test Administration Information |
Paper-Pencil Test Administration Information

Figure 1 shows the front cover fields.

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Figure 1. Answer Book front cover fields

Figure 2 shows the back cover fields.

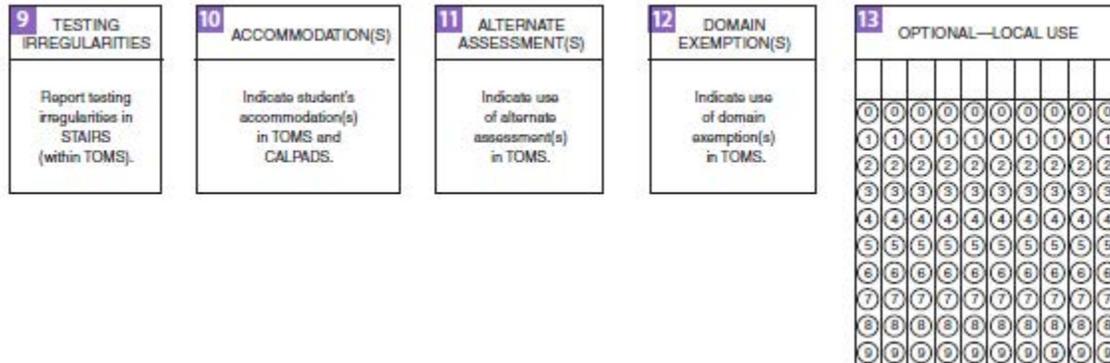


Figure 2. Answer Book back cover fields

Table 10 provides the instructions for completing the demographic information.

Table 10. Instructions for Completing Demographic Information

FIELD NAME	STEPS TO FOLLOW																				
<p>1 STUDENT NAME</p>	<p>Starting at the left, print one letter of the student’s last name in each box. If the student’s last name has more letters than there are boxes, print only as many letters as there are boxes. For example, if the last name is Aschenbrenner, fill in the boxes as shown next.</p> <table border="1" data-bbox="824 1255 1445 1339"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>A</td><td>S</td><td>C</td><td>H</td><td>E</td><td>N</td><td>B</td><td>R</td><td>E</td><td>N</td> </tr> </table> <p>If the student’s first name has more letters than there are boxes, print only as many letters as there are boxes. In the space labeled <i>MI</i>, print the student’s middle initial. If the student does not have a middle initial, leave this space blank. Fill in the corresponding circles for each letter. Fill in the empty circles to indicate a blank space.</p>											A	S	C	H	E	N	B	R	E	N
A	S	C	H	E	N	B	R	E	N												
<p>2 TEACHER/TEST EXAMINER, SCHOOL, LOCAL EDUCATIONAL AGENCY, LOCAL USE</p>	<p>Print the name of the teacher or test examiner, the name of the school, and the name of the LEA. The <i>Local Use</i> section may be used for any additional information needed for student identification or any purpose defined by the LEA.</p>																				

Table 10 (continuation one)

FIELD NAME	STEPS TO FOLLOW						
<p>3 DATE OF BIRTH</p>	<p>Print the month, day, and year of the student’s date of birth in the appropriate spaces and fill in the corresponding circles. For <i>Day</i>, one digit in each column must be filled in. If the day is between one and nine, precede it with a leading zero, as in 01, 02, 03, etc.</p> <p>For <i>Year</i>, fill in circles for 19 or 20 before filling in remaining circles.</p> <table border="1" data-bbox="829 751 1104 835"> <tr> <td>Month</td> <td>Day</td> <td>Year</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Month	Day	Year			
Month	Day	Year					
<p>4 GRADE</p>	<p>Fill in the circle for the student’s current grade. Ensure that the grade level or grade span of the Answer Book matches the student’s grade.</p>						
<p>5 GENDER</p>	<p>This information is captured in TOMS.</p>						
<p>6 STUDENT ID NUMBER (OPTIONAL—LOCAL USE)</p>	<p>If the LEA or school does not use local student numbers, leave this field blank or use it to track any additional information that is of importance to the LEA. Starting at the right, print one digit of the student’s number in each box and fill in the corresponding circles. Note: This field is right-justified, so include leading zero(s) if the ID number has fewer than 15 digits.</p>						
<p>7 STATEWIDE STUDENT IDENTIFIER (SSID)</p>	<p>Starting at the left, print one digit of the SSID in each box. All students should have an SSID (10 digits). Fill in the corresponding circles for each number.</p> <table border="1" data-bbox="829 1541 1144 1652"> <tr> <td>7</td> <td>STATEWIDE STUDENT IDENTIFIER (SSID)</td> </tr> <tr> <td></td> <td></td> </tr> </table>	7	STATEWIDE STUDENT IDENTIFIER (SSID)				
7	STATEWIDE STUDENT IDENTIFIER (SSID)						

Table 10 (*continuation two*)

FIELD NAME	STEPS TO FOLLOW
<p>8 DATE TESTING COMPLETED</p>	<p>This field must be filled in for all students at the time of testing. Print the month, day, and year to indicate the last day the student’s testing was completed in the appropriate spaces and fill in the corresponding circles. This is a required field. Do not leave blank. For <i>Day</i>, one digit in each column must be filled in, and if the day is between one and nine, precede it with a leading zero, as in 01, 02, 03, etc.</p>
<p>9 TESTING IRREGULARITIES</p>	<p>If a student was caught cheating during the test or there were irregularities in the administration of the test, take note of the domain(s) in which the irregularity occurred. Report the situation to the LEA ELPAC coordinator, who will then submit a report in the Security and Test Administration Incident Reporting System (STAIRS).</p>
<p>10 ACCOMMODATIONS</p>	<p>If a student requires resources or an alternate setting to complete one or more domains, as noted in the student’s individualized education program (IEP) or Section 504 plan, the LEA ELPAC coordinator or site ELPAC coordinator must indicate the appropriate support in the student’s test setting in TOMS. Refer to the appendix A section of this manual for the resources available for the paper-based forms.</p>
<p>11 ALTERNATE ASSESSMENT(S)</p>	<p>When a student with the most significant cognitive disability(s) is not able to take the ELPAC (the entire test or any portion of it), the IEP team may determine that an alternate assessment is appropriate and necessary. The LEA ELPAC coordinator or site ELPAC coordinator must indicate the use of alternate assessment(s) in TOMS.</p>

Table 10 (*continuation three*)

FIELD NAME	STEPS TO FOLLOW
12 DOMAIN EXEMPTION	<p>When a student’s IEP or Section 504 plan specifies that the student has a disability for which there are no appropriate accommodations for assessment in one or more of the Speaking, Listening, Reading, and Writing domains, the student shall be assessed in the remaining domains in which it is possible to assess the student, per <i>Code of Federal Regulations</i>, Title 34, Section 200.6. A student may be assigned an overall score only if assessed in both oral and written language. To be considered as having been assessed in oral language, the student must have been assessed in either Speaking or Listening. To be considered as having been assessed in written language, the student must have been assessed in either Reading or Writing. The LEA ELPAC coordinator or site ELPAC coordinator must indicate domain exemption(s) in TOMS.</p>
13 OPTIONAL—LOCAL USE	<p>This is an optional field for LEA use.</p>

Distribute Test Materials to Test Examiners

STEP 1: Distribute materials for test examiners. Each test examiner must verify receipt of the appropriate test materials and that the *Examiner’s Manuals* provided match the grade level or grade span of the books being administered. The materials provided in the school test materials include the following:

- *Examiner’s Manuals*
- Test Books
- Answer Books (Standard form, large print, or braille versions, if necessary)

Note: Beginning **July 6, 2021**, only use Test Books, Answer Books, and *Examiner’s Manuals* received for the 2021–22 Initial ELPAC Paper–Pencil Test administration. Any materials from the previous administration must not be used for testing and should be locally destroyed or returned to ETS for destruction.

[Figure 3](#) shows a cover sample for an *Examiner’s Manual*.

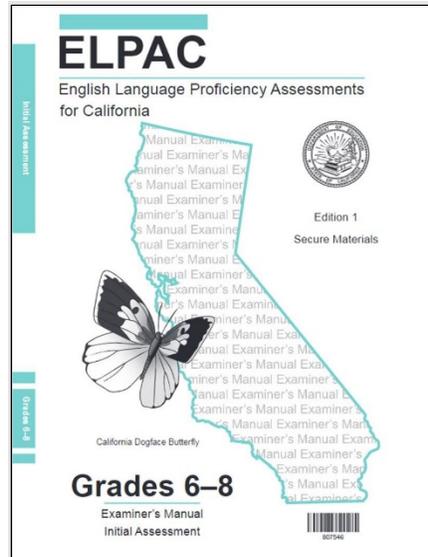


Figure 3. Test material cover sample—*Examiner’s Manual*

[Figure 4](#) shows a sample cover for a Test Book.

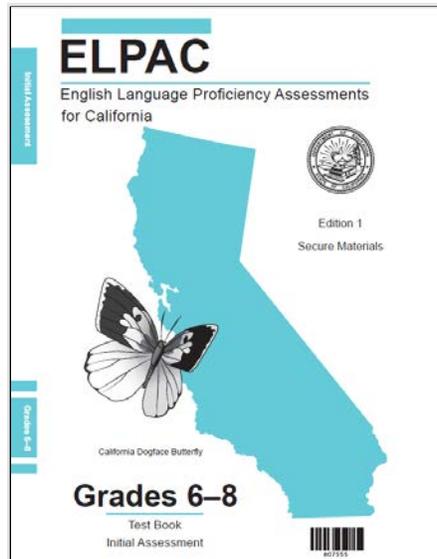


Figure 4. Test material cover sample—*Test Book*

[Figure 5](#) shows a sample cover for an Answer Book.

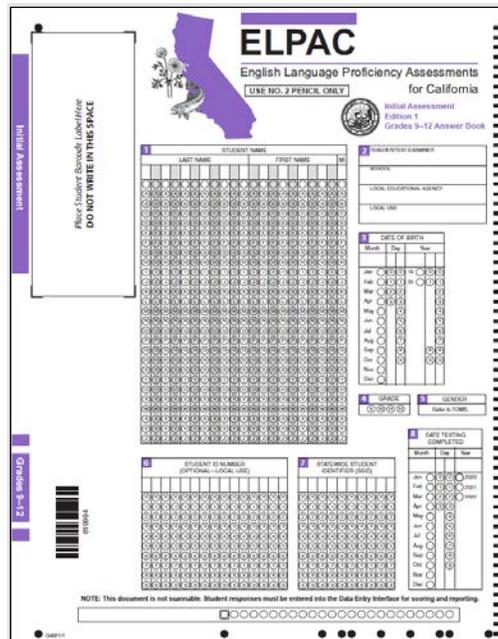


Figure 5. Test material cover sample—Answer Book

STEP 2: Distribute the following additional materials needed by test examiners:

- No. 2 pencils with erasers for test examiner and students (not provided)
- “Do Not Disturb” sign (not provided)
- One 5-by-8-inch card or folded 8.5-by-11-inch paper (for kindergarten to grade one Reading and Writing test administrations) (not provided)

Note: Students and test examiners must use No. 2 pencils only.

During Testing

Listening Domain Information for Test Examiners

The audio recording for the Listening and Speaking (Summarize and Academic Presentation) domains can only be accessed using the secure TOMS website. Test examiners should become familiar with TOMS prior to administering the Listening and Speaking (Summarize and Academic Presentation) sections of the ELPAC. For the best performance, test examiners should download the latest version of one of the following supported web browsers or refer to the [TOMS Web Browser Requirements](#) section of the *TOMS User Guide* for the latest browser information:

- Mozilla Firefox 60 and above
- Google Chrome 84 and above
- Safari 11 and above for MacOS
- iPad Safari 12 and above

- EdgeHTML version 14 and above
- Microsoft Edge Version 80 and above
- Zoom set to 100 percent

System functionality and screen displays may differ in appearance because of varying web browser and operating system capabilities. The TOMS website is optimal when viewed using a resolution of 1280 × 1024.

Remind test examiners to play the sample audio and make sure that the speakers present the audio to students loudly and clearly enough for the students to understand the test questions without straining. This should be checked a few days before the actual administration.

Audio File Troubleshooting Checklist for Test Examiners

If the audio file stops at 99 percent or does not complete downloading, advise the test examiners of the following troubleshooting steps:

- Check the antivirus software. Temporarily disable it, if possible, and determine if problems persist.
- Check if there is a proxy server. Temporarily bypass it, if possible, and determine if problems persist.
- Check alternate browsers, if possible.
- Run a test on the network’s speed. Two possible web-based speed-testing services to use are [Speedtest](#) or [Speakeasy Speed Test](#).

If these steps do not resolve the audio problems, test examiners should contact the site ELPAC coordinator for further assistance. Site ELPAC coordinators needing further assistance should contact the LEA ELPAC coordinator.

Disruptions to Audio Playback for Test Examiners

Disruptions to audio playback are not considered testing irregularities. Disruptions to audio playback include, *but are not limited to*:

- Intercom announcements
- Fire drills
- Student health issues
- Audio malfunctions

Steps for Resuming Audio Playback for Test Examiners

Test examiners should follow these steps when resuming audio playback after a disruption has occurred:

- STEP 1:** Follow the “Test Materials and Procedures” instructions in the ELPAC *Examiner’s Manual*, resuming the audio as described.
- STEP 2:** Locate the starting point for resuming audio playback.

- For the Listening domain, playback of the audio recording in TOMS should start at the beginning of the task during which the interruption occurred. Use the Audio Timing Table in the *Examiner’s Manual* to find the time stamp for the beginning of the interrupted task type.
- For the Speaking (Summarize an Academic Presentation) portion, playback of the audio recording in TOMS should start at the beginning of the presentation.

STEP 3: For the Listening domain only, before starting playback of the audio for the task in which the disruption occurred, read the following aloud to the students:

SAY We will listen and answer questions.

Let’s get ready. [Pause.]

On this test, each question has only one answer. Fill in only one circle for each question.

When I begin the audio playback, raise your hand if you cannot hear the recording clearly.

STEP 4: Begin the audio playback in TOMS.

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Chapter 3. After Testing

Handling Materials After Testing



Additional Resources in This Section:

- *2021–22 Paper–Pencil Testing Test Administration Manual for Initial ELPAC—Appendix B: ELPAC Program Incident Reporting Process*
- *2021–22 Paper–Pencil Testing Test Administration Manual for Initial ELPAC—Appendix C: Guidelines for Student Response Entry into the Data Entry Interface*
- *English Language Proficiency Assessments for California (ELPAC) Data Entry Interface (DEI) User Guide*—<https://ca-toms-help.ets.org/elpac-dei-guide>
- ELPAC Manuals, Instructions, and Quick Reference Guides web page—<https://elpac.org/test-administration/instructions/>

Locally Scoring Answer Books and the Data Entry Interface

The Initial ELPAC Speaking and Writing domains will be locally scored by qualified, trained personnel such as the test examiner. The test examiner should follow the information provided in the grade level- or grade span-specific *Examiner’s Manual*, beginning with section 8, Scoring Guide, for guidance with local scoring. Raw scores for each task type and Writing questions will be marked on the Student Score Sheet found in the inside back cover of each Answer Book.

After the scores are noted on the Student Score Sheet, designated local educational agency (LEA) personnel will enter these scores into the DEI. The test examiner or designated staff member does not need to perform any action in the Test Operations Management System (TOMS) prior to score and response entry in the DEI. When the paper–pencil test request form was submitted to ETS, the student information provided was recorded in TOMS to designate the student as a paper–pencil test taker, which enabled the student opportunity in the DEI. Follow the instructions in the [ELPAC DEI User Guide](#) to log on, enter responses and scores, and submit a student’s assessment. Refer to [appendix C](#) for guidelines for entering responses and scores. Student results cannot be reported until they have been entered.



Warning: All kindergarten through grade twelve item responses and Speaking and Writing scores must be entered for a student within 30 days of the student’s enrollment in the LEA and before the Initial ELPAC testing window ends. If a student moves to a different LEA after testing or exits the testing LEA before the results are entered into the DEI, all scores and responses, along with the student score sheet or test materials, would need to be sent to the new school to enter into the DEI.

The Speaking and Writing domain scores entered in the DEI will be merged with the Listening and Reading domain scores that were machine scored in the DEI. Once all domain scores have been merged, the Initial ELPAC Student Score Report (SSR) will be available to the LEA to download and print from TOMS.

Generating Initial Parent/Guardian Notification Letter Data File

Through TOMS, the LEA ELPAC coordinator and LST correspondence administrator can download the Initial Parent/Guardian Notification Letter Data file. This Excel file will contain pertinent information from the merging of all domain scores in TOMS to produce official score information, which can be merged into the Initial Parent/Guardian Notification Letter template. The template is no longer posted in TOMS but is available through the LEA.

Instructions for ELPAC Test Examiners—After Testing

While the Initial ELPAC scores are being merged in TOMS and the Initial Parent/Guardian Notification Letter(s) is being created, the Initial ELPAC paper–pencil test materials should be kept secure at all times. After the scores are available in TOMS and the Parent/Guardian Notification Letter has been distributed, the special version braille Test Book and braille *Examiner’s Manual* must be returned to ETS. ELPAC test examiners should return the stack of Test and Answer Books to the site ELPAC coordinator and securely destroy any scratch paper that was used during testing. Do not dispose of the scratch paper by placing it in the trash.

Review Answer Books Prior to Returning to Site ELPAC Coordinator

Test administrators should verify student information upon completion of the Initial ELPAC. However, it is important for anyone with access to this information to remember that students’ personal information is confidential. If materials containing student names are distributed to students, these materials must be collected before the students leave the testing room and must be either securely stored to be used in a subsequent test session or shredded. Personal information includes any information that could potentially identify a student, including student name, Statewide Student Identifier, birthdate, etc.

STEP 1: Check to make sure that all Answer Books have been removed from inside the Test Books.

STEP 2: Check student response sections to ensure the following:

- Responses are filled in completely using a No. 2 pencil.
- All stray marks are erased completely.
- Speaking and Writing domain scores are recorded on the Student Score Sheet (located inside the Answer Book). (This is critical for student results processing, and **only one** score per question must be marked.)

- Ensure test examiners did not mark on student Answer Books when conducting local scoring, except in the areas identified for local scoring of the Speaking and Writing domains.

STEP 3: Check demographics pages for the following:

- Ensure that the following boxes on the front and back of the Answer Book are also completed and accurate, meaning letters and numbers must be entered and legible:
 - Box 1 (*Student Name*)
 - Box 2 (*Teacher/Test Examiner, School, Local Educational Agency, Local Use*)
 - Box 3 (*Date of Birth*)
 - Box 4 (*Grade*)
 - Box 7 (*Statewide Student Identifier*)
 - Box 8 (*Date Testing Completed*)
 - Box 13 (*Optional—Local Use*)—if applicable

STEP 4: Return the stack of Test and Answer Books to the site ELPAC coordinator.

STEP 5: Bundle all unused materials together and return them to the site ELPAC coordinator.

STEP 6: Bundle together all of the scratch paper. This material is to be destroyed securely according to school policy. Do not dispose of the scratch paper by placing it in the trash.

Instructions for Site ELPAC Coordinators—After Testing

After the Initial ELPAC scores are available in TOMS and the Parent/Guardian Notification Letter has been distributed, the special version braille Test Book and braille *Examiner’s Manual* must be returned to ETS. Site ELPAC coordinators and LEA ELPAC coordinators must package and return secure Initial ELPAC special version braille test materials according to the instructions on the cover letter received with the shipments. The kindergarten through grade twelve Listening and Reading item responses from the Answer Books and the Speaking and Writing scores from the Student Score Sheets must be entered into the DEI to produce the SSR. LEAs must hold Answer Books for at least 30 days after parent/guardian notification to give parents and guardians an opportunity to review the results of the Initial ELPAC.

Items To Be Returned to ETS

- Braille Test Book(s) and braille *Examiner’s Manual*(s) (all grades)

Secure Destruction of Used Test Materials

At the end of each Initial ELPAC administration year, the site ELPAC coordinator must follow the instructions from the LEA ELPAC coordinator on the proper handling of materials. LEA ELPAC coordinators must

- arrange for the secure destruction of the used and unused Initial ELPAC paper–pencil test materials identified, and
- indicate the LEA’s method of destruction by completing an online certification form that will be made available to the LEA ELPAC coordinator via email communication close to the end of the administration window.

Securely destroy the following materials after the end of the administration window, June 30, 2022, as directed by the testing contractor:

- Used Answer Books, Test Books, and *Examiner’s Manuals*, or those damaged during testing
- Unused Answer Books, Test Books, and *Examiner’s Manuals*
- VOIDED Answer Books

Instructions for LEA ELPAC Coordinators—After Testing

The LEA ELPAC coordinator is responsible for coordinating the return of special version braille Test Books and braille *Examiner’s Manuals* from the sites back to the LEA and the packing and shipping of these materials for return to ETS. LEA ELPAC coordinators must follow the return instructions provided in the cover letter that came with the special version test materials. Contact CalTAC for more information on returning braille test materials.

Secure Destruction of Used Test Materials

At the end of each Initial ELPAC administration year, LEA ELPAC coordinators must

- arrange for the secure destruction of the used and unused Initial ELPAC paper–pencil test materials identified, and
- indicate the LEA’s method of destruction by completing an online certification form that will be made available to the LEA ELPAC coordinator via email communication close to the end of the administration window.

Securely destroy the following materials after the end of the administration window, June 30, 2022, as directed by the testing contractor:

- Used Answer Books, Test Books, and *Examiner’s Manuals*, or those damaged during testing
- Unused Answer Books, Test Books, and *Examiner’s Manuals*
- VOIDED Answer Books

Appendices

Appendix A. Universal Tools, Designated Supports, and Accommodations

Additional Resources in This Section:

- *California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) Accessibility Guide for Online Testing* web document—linked on the ELPAC Test Security web page at <https://www.elpac.org/test-administration/test-security/>
- *CAASPP and ELPAC Test Operations Management System (TOMS) User Guide*—<https://ca-toms-help.ets.org/toms/>
- *California Assessment Accessibility Resources Matrix* web document—<https://www.cde.ca.gov/ta/tg/ca/documents/caaccessibilitymtrx2021.docx>
- *California Department of Education (CDE) Student Accessibility Resources* web page—<https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp>
- *ELPAC Student Accessibility Resources* web page—<https://elpac.org/test-administration/accessibility-resources/>

Universal tools, designated supports, and accommodations will be available for the Initial ELPAC Paper–Pencil Test. Students may use the non-embedded universal tools. The non-embedded accommodations and designated supports for the Initial ELPAC Paper–Pencil Test must be assigned in the test setting section of TOMS. Please note that if a student requires the paper–pencil braille version of the test then the local educational agency ELPAC coordinator or site ELPAC coordinator must select the braille embedded accommodation test setting in the student’s profile in TOMS for the braille Data Entry Interface (DEI) to be enabled.

Non-embedded universal tools, designated supports, and accommodations are provided at the test-site level and must be coordinated and delivered by a site ELPAC coordinator or ELPAC test examiner.

[Table 11](#) presents the non-embedded universal tools, designated supports, and accommodations that are available for the Initial ELPAC paper–pencil test.

Table 11. Available Accessibility Resources for the Initial ELPAC Paper–Pencil Test

Non-embedded Universal Tools	Non-embedded Designated Supports	Non-embedded Accommodations
<ul style="list-style-type: none"> • Breaks • Highlighter • Line reader (grades 3–12) • Mark for review (grades 2–12) • Oral clarification of test directions by the test examiner in English • Scratch paper • Strikethrough (grades 3–12) 	<ul style="list-style-type: none"> • Amplification • Color overlay • Magnification • Masking • Medical supports • Noise buffers • Pause or replay audio—Listening domain • Pause or replay audio—Speaking domain • Read aloud for items (Writing domain) • Separate setting • Simplified test directions • Translated test directions 	<ul style="list-style-type: none"> • Alternate response options • American Sign Language or Manually Coded English • Audio transcript (includes braille transcript) • Braille • Breaks • Large print • Scribe • Word processor (Writing domain) (grades 3–12)

If a student is using an instructional support that is not listed in the CDE [California Assessment Accessibility Resources Matrix](#) but is in a student’s individualized education program or Section 504 plan, then the school or local educational agency (LEA) may request the use of that support using the Unlisted Resource Request web page in TOMS.

Appendix B. ELPAC Program Incident Reporting Process



Additional Resources in This Section:

- *CAASSP and ELPAC Security Incidents and Appeals Procedure Guide* web document—<https://ca-toms-help.ets.org/stairs/>

Testing Breaches

A testing breach is any event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security or system risk. These circumstances have external implications for the CDE, ETS, or both, and may result in a decision to remove the test item(s) from the available secure bank. A breach incident must be reported to the LEA ELPAC coordinator immediately.

The LEA ELPAC coordinator must **immediately** report any breach, including social media exposure on the part of a student or adult, by calling the California Technical Assistance Center (CaTAC) at 800-955-2954 and must report the incident in the Security and Test Administration Incident Reporting System (STAIRS) **within 24 hours**.

Test Security Incident

Testing irregularities are incidents that may compromise the reliability and validity of test results. The following information and procedures are provided to assist in identifying incidents and notifying the CDE.

Refer to the [CAASSP and ELPAC Security Incidents and Appeals Procedure Guide](#) for additional information about ELPAC test security and additional information about these security incident types.

Report Test Security Incidents and Issues

The LEA ELPAC coordinator is responsible for notifying the CDE **within 24 hours**, via the online STAIRS/Appeals process, of any incidents that occur before, during, or after testing. The site ELPAC coordinator is responsible for immediately notifying the LEA ELPAC coordinator of any security breaches or testing irregularities that occur in the administration of the test.

The online STAIRS/Appeals process, which is available in TOMS, must be used to provide the required information to the CDE when a test security incident is confirmed. The form includes the opportunity to securely upload a spreadsheet containing the Statewide Student Identifiers (SSIDs) of the students involved in the incident in cases involving 11 or more students. **Do not upload student names; only upload their SSID numbers.**

Additionally, if there is an issue with entering the student's responses or scores in the DEI that requires that some or all of the student's responses or scores be reentered, a STAIRS report is filed to request either a Re-open or Reset Appeal.

The LEA ELPAC coordinator or site ELPAC coordinator submitting the form will receive an email that includes the details that were entered into the STAIRS request screen and instructions. If an Appeal is required—as it would be for an incident involving the DEI—it is requested in TOMS when the incident is reported. These instructions will also be presented on the *STAIRS* screen when the incident is submitted.

Note that students may finish the tests if the security incident is identified during testing. The students will receive score reports. LEAs are to deal with cheating in accordance with local policy.

Appendix C. Guidelines for Student Response and Student Score Entry into the Data Entry Interface

All Listening and Reading student responses and all Speaking and Writing scores must be entered into the DEI. Additionally, students with disabilities have the option to use accommodations for providing responses on this assessment. These accommodations allow students with disabilities to provide oral responses, taped responses, or written responses on paper besides the Answer Book provided with the assessment. These responses are then transcribed onto the standard Answer Book so they can be scored. The following guidelines must be followed to ensure accurate and fair transcription of student responses:

- All test materials, student responses, and scores are to be considered secure and confidential.
- Transcribers should be impartial and have no vested interest in student scores.
- Personnel entering student responses and scores into the DEI must have signed the *Test Security Affidavit*.
- Transcriptions of student responses must be identical to what the student provides, including grammar, punctuation, and spelling. If a student provides an incomplete response, the transcription must match that incomplete response exactly.
- When transcription is complete, student responses must be entered into the DEI. Do **not** dispose of student responses by placing them in the trash.
- Only persons who know braille should transcribe braille responses.
- For braille, transcriptions should be proofread by a second impartial party to confirm accuracy. For cases where students have provided a graphic in a response, two transcribers should collaborate to transfer the response.

Please note that if a student requires the paper–pencil braille version of the test, the local educational agency ELPAC coordinator or site ELPAC coordinator must select the braille embedded accommodation test setting in the student’s profile in the TOMS for the braille DEI to be enabled.