



# Technology Readiness Checker for Students Support Guidelines

Please note, this version of the guidelines is preliminary and will be updated after the first operational administration based on feedback from stakeholders.

## Introduction

The varying range of technology experiences that students come to school with can make it difficult for educators to determine when a student is ready to independently take a computer-based assessment. These guidelines are meant to assist test administrators, teachers, parents, and educators in making decisions on a student's technology readiness.

This document provides information on identifying technology readiness using the optional [Technology Readiness Checker for Students \(TRCS\)](#) tool along with information to determine appropriate testing resources found in the English Language Proficiency Assessments for California (ELPAC) [Accessibility Resources for Operational Testing](#).

## Technology Readiness Checker for Students

The TRCS is an engaging, game-like tool that allows students the opportunity to navigate through a variety of screens and create a storyboard. The movements the students use while navigating through the TRCS is similar to the movements used in a computer-based assessment. The TRCS is NOT an assessment, it does not provide scores, and it is entirely optional.

The TRCS requires a student to select an option from each screen as they create a storyboard in order to be able to move on to the next screen. Because the TRCS is aligned to reflect the navigation needed on the ELPAC, there will be differences in the options available to a student based on the grade selected:

- In kindergarten through grade two there is no option for keyboarding because the Writing domain in these grades remains on paper. As a reminder, administration is one-on-one in kindergarten through grade two. Note: TRCS is available in these grades to allow young students to become comfortable with technology.
- Grades three through twelve will offer an option that allows students to select speech bubbles or text bubbles that allow them to add phrases using the keyboard.

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The TRCS includes a screen at the beginning for entering the student's name (required), student's ID (optional), and teacher/educator's email address (required) so that a copy of the finished storyboard and Student Progress table can automatically be sent to the teacher/educator once a storyboard is completed. The Student Progress table provides information that can be used to determine if a student is ready to navigate on their own. It is important to note that the storyboard information, including recordings, is not saved once the student exits. However, printing the storyboard before exiting is an option.

## **Student Progress Table**

### ***Student Progress Criteria***

The following items are listed in the Student Progress table:

1. backward and forward navigation
2. single selection of an answer
3. multiple selection of answers
4. drop down menus and selection
5. expanding / minimizing screen views
6. scrolling
7. audio recording
8. audio playback
9. drag and drop
10. text entry
11. submenu navigation
12. final answer submission and completion

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A sample table from the student progress screen is presented in Figure 1:

**Student Progress**

Task	Times Demonstrated				
	1	2	3	4	5
1. backward and forward navigation	✓	✓	✓	✓	✓
2. single selection of an answer	✓	✓	✓		
3. multiple selection of answers	✓	✓	✓		
4. drop down menus and selection	✓	✓			
5. expanding / minimizing screenviews					
6. scrolling					
7. audio recording	✓	✓			
8. audio playback	✓	✓			
9. drag and drop	✓	✓	✓		
10. text entry	✓	✓	✓	✓	✓
11. submenu navigation					
12. final answer submission and completion	✓				

**Figure 1. Student Progress screen**

**Interpreting the Student Progress Table**

A list of recommendations to consider in determining technology readiness follows:

1. Four to five checks in eight or more categories can indicate a student is comfortable navigating in a computer-based environment.
2. Three to four checks in six to eight categories can indicate a student is somewhat comfortable navigating in a computer-based environment. Test examiners may want to have the student use the TRCS a few more times after providing navigational instruction or the training/practice tests to make sure they are ready to independently navigate a computer-based environment.
3. Three checks in eight or fewer categories may indicate the student could benefit from the use of the Test Navigation Assistant (TNA). Please see the [Additional Technology Supports for the ELPAC](#) section for more information on this new role.
4. One to two or no checks, especially in item number 10 (Text Entry) for a student in grades three through twelve, indicate a student may need an additional level of support. The test examiner may consider assigning the Designated Interface Assistant (DIA). Please see the [Additional Technology Supports for the ELPAC](#) section for more information on this new role.

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While the Student Progress table and the subsequent recommendations are one component in determining a student's technology readiness, test examiner observations while a student is engaged in the TRCS may also be considered. Some thoughts to consider include the following:

1. Does the student place the mouse pointer in the selection field? If not, are they making big movements or losing the pointer in the screen? This may indicate a student needs more practice using a mouse.
2. For students who are using the keyboard, do they know where to put the mouse so they can start typing text? Do they generally know where the letters are on the keyboard or are they "hunting" for the letters? If they are hunting for the letters and are challenged with using the mouse this may indicate a student may need more practice.

## Additional Technology Supports for the ELPAC

The [ELPAC Accessibility Framework](#) outlines two additional supports that are available to students during the ELPAC administration. The [ELPAC Test Navigation Assistant and Designated Interface Assistant Use Scenarios](#) document contains additional information about how to use these resources.

The Test Navigation Assistant is a trained test examiner available to support student navigation in the test delivery platform, and is considered a universal tool, meaning this resource is available to all test takers. Types of support include moving the mouse, navigating back and forth within the test, using the available universal tools such as the highlighter, and responding to test questions or keyboard support (i.e., typing responses are not allowed).

The Designated Interface Assistant is a trained test examiner who goes beyond the TNA and can enter responses for students, as a designated support, meaning the resource is available for use by any student for whom the need has been indicated by an educator or team of educators. This designated support could benefit students who do not have experience using a keyboard and are technology novices. The DIA should enter responses as dictated by the student **only**.

## Additional Resources

The TRCS is one source of information to help determine a student's technology readiness. Additionally, each of the CAASPP and ELPAC assessments provide students with additional opportunities to familiarize themselves with not only the assessments, but also the testing platform.

The [training test](#) provides an opportunity for students and test examiners to familiarize themselves with the functions available for each of the assessments. Features such as highlighters, notepads, expand passages or items, and zoom are available on the training test.

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The [practice test](#) allows students to take a full-length assessment before the administration. This allows increased familiarity with not only the test delivery functions, but also the types of items that will be available on the operational assessment.